

**Implementing Talent Management in Culturally Diverse
Organisations: The Case of an Educational Organisation in Qatar**

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Abstract

The purpose of this qualitative exploratory research was to investigate the practices that human resource managers use in Qatari multicultural educational organisations to implement talent management strategies with reference to the case of one of such institutions. Another aim was to determine challenges associated with talent management in such organisations. This study applied a qualitative methodology based on social constructionism as an interpretive and epistemological framework guiding a case study approach selected for this research. Thirty-two employees working at different positions in the same educational institution in Qatar were invited to participate in semi-structured interviews. Thematic analysis of the interviews revealed three themes related to talent management in the selected organisation: talent management strategies, talent management in multicultural organisations, and the current state of talent management in multicultural organisations. The employees of the culturally diverse organisation named some of the challenges influencing talent management: a poor recruitment strategy, the attraction of talents based on monetary rewards, the lack of motivation and recognition for talents, and the lack of stability and training. The contribution of this research to theory is important: it was deduced how the implicit personality theory, the EPG (ethnocentric, polycentric, and geocentric) model and Adler's strategic model could be applied to explaining talent management in organisations. The contribution of this research to practice is also significant: a customised model (framework) for implementing talent management practices in a multicultural organisation in Qatar was developed with reference to the study findings. To support the results of this study, further quantitative research on the topic of implementing talent management practices in a specific national context of Qatar was recommended.

Chapter One: Introduction

1.0 Introduction and Overview

The growth and development of a large number of multicultural organisations all over the globe have led to the necessity of focusing on the effective management of human resources (Cascio & Boudreau 2016). Furthermore, following modern tendencies in human resource (HR) management, administrators have chosen to concentrate on the concept of a talent (Cascio & Boudreau 2016; Sparrow & Makram 2015). Thus, the importance of talent support and development is currently recognised by managers in culturally diverse organisations as a priority for their further success (Collings, Scullion & Caligiuri 2018; Gold et al. 2016). Researchers and practitioners became interested in the idea that, when managing talents, it is possible to achieve a difference in the organisational progress while realising the most critical goals and addressing global trends in HR management (Collings, Scullion & Caligiuri 2018; Gold et al. 2016; Sparrow & Makram 2015).

The problem is that despite focusing on the modern concept of talent management, there are possible challenges in adopting this idea in culturally diverse organisations in different national contexts (Ruël, Bondarouk & Dresselhaus 2014). Currently, managers in multicultural organisations pay much attention to attracting the diverse workforce and using their skills, knowledge, and background (Rohlfers & Zhang 2016). However, this approach is often challenging, especially when organisations tend to unite a variety of cultures in the context of one working environment (Gold et al. 2016). The necessity of managing diverse employees creates a lot of barriers for both managers and co-workers who are expected to recognise the differences and specific needs of each other and work to avoid misunderstanding and stereotyping (Gold et al. 2016; Ruël, Bondarouk & Dresselhaus 2014).

Talent management in organisations is discussed in the literature as the key component of HR management, but the views of researchers regarding this concept are different (Collings, Scullion & Caligiuri 2018; Gold et al. 2016; Sparrow & Makram 2015). Thus, according to Gold et al. (2016), talent management can be considered as a strategy that contributes to creating a gap between talented workers and other employees who are not discussed as talents. Still, Sparrow and Makram (2015) state that talent management can be beneficial for all employees in an organisation after developing their skills and relationships in a team. Nevertheless, Collings, Scullion and Caligiuri (2018) point out that the primary goal of talent management in organisations is to recruit the most knowledgeable and experienced individuals who are appropriate for certain positions. In this case, the goal of an HR manager is not only to select and recruit an appropriate professional, but to develop and retain him or her while also satisfying their needs.

In the State of Qatar, talent management is a comparably new concept that has not been effectively researched in the past, and more attention should be paid to studying this approach in organisations in this national context (El Masri & Suliman 2019). The reason is that many organisations in Qatar, including higher education institutions, have started to apply HR management practices in the context of talent management (Romanowski, Abu-Shawish & Merouani 2018). Still, administrators in culturally diverse organisations in Qatar have to manage not only Qatari talents, but non-Qatari talents as well. As other Gulf Cooperation Council (GCC) countries, Qatar attracts thousands of expatriates annually (Khaloud 2018). According to the results of 2017 surveys, Qatar had the highest level of dependence on foreigners in different economic sectors (Khaloud 2018). Al-Ammari and Romanowski (2016, p. 1539) state that the economic progress of Qatar “has created

an influx of high- and low-skilled expatriate workers, creating a major imbalance in the population and labour force between nationals and expatriates.” The country’s workforce has changed significantly, generating certain challenges for HR professionals who need to manage highly diverse employees (Al-Ammari & Romanowski 2016; El Masri & Suliman 2019).

However, it is also important to note that the diplomatic crisis that started in the country in 2017 has contributed to reducing the number of expatriates in Qatar (Khaloud 2018). Still, the workforce in the country is regarded as widely diverse even today (Al-Ammari & Romanowski 2016; Khaloud 2018). The reason is that “globalisation and modernisation have benefitted Qatar,” and advantages are associated with “a massive educational reform, access to world-class education ..., an increase in living standards, improved transportation, financial opportunities, and changes in society and lifestyles” (Al-Ammari & Romanowski 2016, p. 1539). Therefore, it is important to note that the multicultural workforce is the reality for this country requiring specific approaches to managing their talents.

The available literature does not widely cover the problem of talent management in Qatar (Al-Ammari & Romanowski 2016; El Masri & Suliman 2019; Khaloud 2018), particularly in the national context of Qatar, where the strategies and techniques for implementing talent management in different types of organisations have not been studied and described in detail. Thus, the talent management concept is not the primary notion for the academic literature on HR management in the Arab world (Al-Ammari & Romanowski 2016; El Masri & Suliman 2019; Khaloud 2018). This aspect explains the rationale for this research. In addition, there is the lack of research that is related to talent management in educational organisations of the GCC countries

in spite of the fact that these organisations are usually multicultural ones (El Masri & Suliman 2019; Romanowski, Abu-Shawish & Merouani 2018).

As a result, there is a need for studying how culturally diverse educational organisations in Qatar can apply the principles of talent management in order to attract and retain their employees to achieve success in their performance and reputation (El Masri & Suliman 2019; Trembath 2016). Therefore, the purpose of this research is to study what management strategies can be employed by the multicultural higher education institution in the State of Qatar in order to recruit, retain, and develop talented employees. The results of this study will contribute to theory and knowledge regarding the development and retention of talents in multicultural organisations in Qatar, as well as to the practice of HR managers working with diverse talented employees.

1.1 Background of the Research

A high number of multicultural organisations in the State of Qatar allowed for creating a large amount of literature on the specifics of promoting cultural diversity in this national context (Rodriguez & Scurry 2014; Weerakkody et al. 2015). Previous studies have reported that the labour market in Qatar is greatly diversified because of the large percentage of non-Qataris working in multicultural public, semi-private, and private organisations in this country (Khaloud 2018; Rodriguez & Scurry 2014). According to Romanowski, Abu-Shawish and Merouani (2018, p. 731), “in the private sector, Qataris make up 0.8% whereas non-Qataris comprised 99.2% of the labour force,” and “in the public sector, non-Qataris constituted 57% and Qataris make up 43% of the workforce.” It is possible to state that this tendency is also observed in other GCC nations (Romanowski, Abu-Shawish & Merouani 2018; Weerakkody et al. 2015).

As a response to the discussed trends, HR managers try to meet the needs and interests of all the diverse talents they recruit (Khaloud 2018; Ridgway & Robson 2018; Rodriguez & Scurry 2014). Thus, the situation regarding the shift to the principles of international human resource management indicates the necessity of changing the approaches to managing employees representing various cultures in organisations in the Middle Eastern region (Khaloud 2018; Ridgway & Robson 2018). Previous research has consistently shown that traditional approaches to managing employees in culturally diverse organisations in Qatar change according to modern global trends (Khaloud 2018; Weerakkody et al. 2015). Therefore, HR managers in this country need to support this process by selecting more innovative ways of managing employees.

Currently, Qatar is only at the starting stage of implementing strategies and approaches for working with diverse talents with a focus on the development of their skills and potential (El Masri & Suliman 2019; Weerakkody et al. 2015). According to Weerakkody et al. (2015), Qatar does not demonstrate significant achievements in creating appropriate working environments for diverse employees, and more attention should be paid to their education and training in order to improve their attitudes and skill development. As a result, the skills gap related to the recruitment of the best employees and their retention in Qatari companies still needs to be addressed in multicultural organisations because it is important to invest in developing both the local workforce and expatriates (El Masri & Suliman 2019; Weerakkody et al. 2015).

Several attempts have been made by researchers in order to examine the specifics of HR management in the GCC countries, including Qatar (Al-Emadi, Schwabenland & Wei 2015; Collings, Scullion & Caligiuri 2018; Khaloud 2018; Weerakkody et al. 2015). It was found that, at the current stage, HR managers in

culturally diverse organisations can experience difficulties in moving to talent management models adopted in Western organisations because of the lack of required competences or the lack of developed HR strategies (Collings, Scullion & Caligiuri 2018; Khaloud 2018; Weerakkody et al. 2015). Other researchers were interested in studying how different HR management techniques and practices can influence diverse employees' attitudes towards their organisations, retention, and performance (Al-Emadi, Schwabenland & Wei 2015; Ridgway & Robson 2018); however, in spite of researchers' general interest in this topic, there are still gaps in the knowledge regarding the implementation of different HR management strategies and practices to work with diverse employees in this country.

Higher education organisations in Qatar develop according to general trends in the country associated with attracting many expatriates for different positions as professionals in their areas (El Masri & Suliman 2019; Killawi et al. 2014). The reason for hiring foreigners in educational organisations in Qatar is to create an effective and productive environment for student development and progress in a multicultural context (El Masri & Suliman 2019). According to El Masri and Suliman (2019), educational organisations in Qatar, including research institutions, recruit the most talented non-Qataris to address organisational needs in skilful and experienced workers each year. This situation creates particular challenges for managers in these organisations because of the necessity to realise the principles of talent management, promote employee satisfaction, and guarantee retention (Cascio & Boudreau 2016; El Masri & Suliman 2019); in this case, diversity of employees is respected and treated as the advantage that needs to be taken into account in the context of talent management practices.

Still, along with the growth of scholars' and practitioners' interest in the question of talent management in organisations in the GCC countries, the existing research in the field is not enough to cover HR managers' inquiries in this area (El Masri & Suliman 2019; Weerakkody et al. 2015); there is also the absence of a comprehensive review and discussion of this concept in the context of Qatari organisations, which accentuates the necessity for future research in the field in order to address the identified gaps. The idea of discussing employees as having talents or viewing them as talents themselves is rather new for the labour market of the GCC countries, including Qatar (El Masri & Suliman 2019). There are further tendencies to distinguish between local talents and foreign talents working in Qatari organisations because of the interest of administration in promoting nationalisation policies in the country (Budhwar & Mellahi 2016; Budhwar et al. 2018). On the one hand, managers are interested in attracting appropriate locals to take positions in Qatari organisations (Budhwar & Mellahi 2016), and on the other, this approach cannot be effective in the context of multinational organisations operating in the country because they are interested in a diverse workforce.

This particular situation discussed in the current literature on the topic indicates the existence of certain research problems to be addressed in coming studies (Khaloud 2018; Romanowski, Abu-Shawish & Merouani 2018). The general problem is that multiculturalism in Qatari organisations needs to be acknowledged and examined in order to guarantee the high-class collaboration and performance of workers and to avoid challenges related to prejudice and stereotyping based on the cultural aspect (Khaloud 2018). If managers do not focus on supporting multiculturalism in Qatari educational organisations, it is possible to observe certain obstacles for expatriates in achieving their career goals and realising that their

professional potential is important for organisations (Romanowski, Abu-Shawish & Merouani 2018). According to researchers, this issue exists because expatriate educators in Qatar come from various national contexts while sharing diverse cultural philosophies, values, and beliefs that can differ from the culture of Qatar in which they currently operate (Romanowski, Abu-Shawish & Merouani 2018; Trembath 2016); this observed diversity of the educational workforce in different institutions of Qatar creates challenges for managers and administrators that need to be successfully overcome.

The specific problem guiding this research is that the implementation of talent management practices in multicultural organisations is connected with a range of challenges that need to be taken into consideration by HR managers (Michailova et al. 2017; Sparrow & Makram 2015). According to Sparrow and Makram (2015), the adoption of talent management strategies and practices in the work with culturally diverse employees is often a more difficult process than the adoption of a similar system in working with representatives of the same culture. Moreover, HR managers usually face a necessity of applying various strategies when working with members of different cultural communities in order to promote their potential (Michailova et al. 2017; Schmidt 2016). However, not all HR managers have enough experience and competence in order to effectively organise the recruitment and work of diverse talents to guarantee their commitment and retention (Reilly 2015). Among the most typical challenges in this case, researchers name prejudice, stereotyping, restricting employees' involvement, the impossibility to organise effective collaboration, and extreme differences in values (Reilly 2015; Sparrow & Makram 2015); consequently, HR managers should address these challenges using the diversity of the workforce as a benefit for a multicultural organisation.

From this perspective, it is critical to state that talent management in culturally diverse organisations in the Arab world is an increasingly important area of concern that requires further analysis and discussion for the development of effective HR management strategies in this region (Al-Ammari & Romanowski 2016; El Masri & Suliman 2019). The gaps in the recent studies regarding HR management in Qatar indicate that almost no attention was paid to the issue of talent management in multicultural organisations (Collings, Scullion & Caligiuri 2018). Furthermore, only a few researchers focused on the management of employees in Qatari educational and research institutions (El Masri & Suliman 2019; Romanowski, Abu-Shawish & Merouani 2018). This study is aimed at addressing these identified gaps to contribute to theory and practice in the selected field of talent management in Qatari organisations.

1.2 Research Aims and Objectives

In order to address the set specific problem of this research and provide implications for its solution in the context of this study's results, it is necessary to formulate an effective research aim guiding this project. It is important to state that the critical aim of this research is to investigate in detail the means by which HR managers can successfully engage and develop particular talent management strategies while acknowledging the aspect of multiculturalism in Qatari higher education organisations, as well as to determine possible challenges. In order to effectively reach this specific aim in the context of this study, it is also necessary to concentrate on completing the following objectives that were identified with reference to the set aim and perspectives of the research:

1. To explore the current management processes that are used by HR management in the higher education institutions in Qatar.

2. To critically analyse whether cultural differences can influence the strategies that are usually employed by a higher education organisation in the management of its human resources.
3. To examine the talent management approaches that can be applied to expatriates and local workers by HR managers in the selected higher education institution in Qatar.
4. To develop a customised model (a framework) for implementing talent management strategies and practices in the selected higher education institution in Qatar.

1.3 Research Design

As a basis for this study, a qualitative methodology has been selected to organise the research project for the purpose of addressing the set research objectives and questions. In the context of the qualitative research, the focus should also be on conducting an exploratory study (Bryman 2016; Bryman & Bell 2015); the reason is that the sources of data in this study include participants' narratives that need to be analysed to study the problem of implementing talent management practices in multicultural organisations in Qatar more clearly. This topic was not discussed effectively in previous research in the field, making talent management in the GCC countries one of the under-researched areas in the field of HR management (El Masri & Suliman 2019; Romanowski, Abu-Shawish & Merouani 2018).

The exploratory research will contribute to investigating the details of talent management in culturally diverse organisations in Qatar that were not examined by other researchers in the area (El Masri & Suliman 2019; Khaloud 2018; Romanowski, Abu-Shawish & Merouani 2018). Exploratory studies allow for collecting a lot of data regarding the examined phenomenon to investigate it in much detail and determine

aspects and areas related to the issue that were not studied previously (Bryman 2016; Creswell & Poth 2017). This qualitative exploratory research was planned to be conducted in the form of a case study. Single case studies allow for examining how certain organisations can function and operate with much detail, and the researcher gains the in-depth understanding of all processes and practices that can be observed in an organisation as a case (Bryman & Bell 2015; Gog 2015).

For this research, semi-structured interviews were proposed as the most effective technique for collecting data from employees working in the selected Qatari multicultural organisation. Semi-structured interviews usually provide researchers with opportunities to stimulate interviewees to declare their specific ideas regarding the studied phenomenon without limiting the flow of their thoughts with questions typical of structured interviews (Bryman & Bell 2015; Creswell & Poth 2017). The next step is data analysis to answer the set research questions. Thematic analysis allows for identifying certain themes in participants' narratives to conclude about people's perceptions and views regarding a certain problem (Miles, Huberman & Saldana 2018). For this study, thematic analysis conducted with the help of relevant software allowed for determining what themes dominate the employees' views regarding talent management in the selected multicultural organisation in Qatar (Bryman 2016; Creswell & Poth 2017). As a result of thematic analysis, it is possible to conclude how the identified themes are related to the set research questions. The details regarding the selected research methodology and approaches will be provided in Chapter Three of this dissertation.

1.4 The Definitions of Terms

Several terms were used in this study as concepts that are important for understanding the topic and background of the research. These terms were used with

reference to certain definitions related to them in order to guarantee that the discussion is understandable for both researchers and practitioners. Thus, the terms selected as essential for understanding the aspects of this study are applied in this research with reference to the following definitions:

Talent management: It is associated with certain practices and activities that contribute to increasing and developing a pool of talented employees for taking positions in an organisation in order to guarantee its progress in the market as a highly competitive and sustainable firm (El Masri & Suliman 2019). In the context of this dissertation, talent management is referred to as a complex of practices and strategies applied by HR managers to find the most appropriate and talented candidates to take positions in an organisation and to develop their professional potential and skills.

Culturally diverse (multicultural) organisations: These organisations have recruited employees having diverse cultural backgrounds to work in all units of an organisation without facing any prejudice and discrimination (Rohlfers & Zhang 2016). The culturally diverse workforce in these organisations is provided with an equal opportunity to participate in a company's processes, and it usually leads to its increased competitive advantage and prosperity (Al-Ammari & Romanowski 2016).

Cultural diversity: It is the presence of people having various and distinct cultural backgrounds and sharing dissimilar cultural values and traditions in one social group or system, and this aspect makes them interact with each other without the obvious domination of norms and values typical of one culture in their communication (Romanowski, Abu-Shawish & Merouani 2018).

Challenges: This term is used in order to describe specific obstacles and impediments that HR managers can face while trying to implement the principles of talent management in culturally diverse organisations (Gold et al. 2016; Reilly 2015).

In the context of this study, the focus is on challenges or issues that are experienced by HR managers working in a multicultural higher education institution in Qatar.

These terms can be viewed as critical for understanding the specifics of this study and interpreting any differences in implementing talent management practices in culturally diverse organisations in Qatar in comparison to other organisations with reference to possible experienced challenges. As a result, “talent management,” “culturally diverse organisations,” and “challenges” were identified as specific terms that required being defined for the context of this study. It is also important to note that “multicultural organisations” are interchangeably used in this text with the term “culturally diverse organisations.”

1.5 The Context of the Study

This study is conducted in the context of educational multicultural organisations in Qatar that have started to implement the principles of talent management in their practice (Al-Ammari & Romanowski 2016; Al-Emadi, Schwabenland & Wei 2015; Ridgway & Robson 2018). From this perspective, it is possible to identify several specific contexts in which the topic of talent management and associated challenges should be discussed. The first field to consider is the national context of Qatar as a country where the working population mostly consists of expatriates as the representatives of various cultures (Al-Ammari & Romanowski 2016; Al-Emadi, Schwabenland & Wei 2015). Since Qatar attracts thousands of foreigners to work in their organisations, as well as founders of multinational companies to open offices in this country, much attention should be paid to analysing the specifics of the national context in Qatar to influence talent management (Ridgway & Robson 2018; Weerakkody et al. 2015).

Multicultural organisations in Qatar can be described as highly influenced by socio-cultural characteristics of inhabitants in the country (Al-Emadi, Schwabenland & Wei 2015; Weerakkody et al. 2015). According to Al-Ammari and Romanowski (2016) and Weerakkody et al. (2015), the diversity of the population in Qatar directly influences the staff choices and strategies of HR managers in order to improve multinational organisations' productivity and performance. The recent transformations in the demographics of the country's labour force have allowed for creating and implementing special strategies and approaches in order to work with culturally and nationally diverse employees in Qatar (Khaloud 2018). Khaloud (2018) states that the management in Qatar tries to focus on the needs of diverse workers for the purpose of addressing their interests without any prejudice or stereotypes. Diversity is highly supported in modern Qatar, as is noted by Ridgway and Robson (2018) and Romanowski, Abu-Shawish and Merouani (2018) in their recent studies on the topic; therefore, the national context of Qatar can be discussed as appropriate for the development of HRM traditions typical of multicultural organisations in the GCC and Western regions.

Another aspect of the context for the development of this study on talent management is associated with the field of educational organisations. A range of educational institutions in Qatar is affected by the tendency of attracting foreigners to work in different positions in schools, colleges, and universities (El Masri & Suliman 2019; Romanowski, Abu-Shawish & Merouani 2018). According to Romanowski, Abu-Shawish and Merouani (2018, p. 733), the focus on a diverse faculty is beneficial for Qatari institutions because culturally diverse faculty can interact with their peers from various backgrounds, "achieve greater active thinking, academic engagement, and motivation." Furthermore, "diversity enhances social development, prepares students

for career success in a global society, increases one's knowledge base, enhances self-awareness, and enriches multiple perspectives" (Romanowski, Abu-Shawish & Merouani 2018); as a result, foreign educators are usually recruited to work in Qatari educational organisations. As stated in the current literature, higher education organisations in the GCC countries are also multicultural in nature (Al-Ammari & Romanowski 2016); the reason for the development of this trend is the focus on guaranteeing the high-quality education for citizens of the GCC nations using such resources as foreign academicians, internationally supported grants, and partnerships with foreign-based educational institutions.

Researchers tried to examine the reasons for developing the diverse labour force in educational institutions in the GCC countries (El Masri & Suliman 2019; Romanowski, Abu-Shawish & Merouani 2018). Higher education organisations in Qatar and other GCC countries are interested in attracting professionals with perfect knowledge of the English language and a degree received at a foreign institution, as well as with research experience in different areas (El Masri & Suliman 2019; Romanowski, Abu-Shawish & Merouani 2018; Romanowski & Nasser 2015). The population of higher education institutions in the GCC countries is as culturally diverse as the population of these states (Romanowski & Nasser 2015); therefore, the presence of the multicultural workforce in educational organisations is usually supported and promoted by HR managers because of obvious benefits of diversity discussed in the literature.

Still, the necessity of managing the culturally diverse workforce can be associated with a lot of challenges and barriers; these problems can be related to satisfying monetary and non-monetary needs of the academic and technical staff (El Masri & Suliman 2019). Romanowski, Abu-Shawish and Merouani (2018) also agree

that the management of diverse employees is usually associated with a range of obstacles faced by HR managers on their paths to creating a positive corporate culture to contribute to employees' productivity. Moreover, according to Romanowski and Nasser (2015), expatriate professors can also face challenges while choosing work in the GCC countries because of certain cultural issues and conflicts. As a result, HR managers' typical task in this situation is to manage expatriate workers in a way to avoid culture-based conflicts and misunderstandings (Michailova et al. 2017; Romanowski, Abu-Shawish & Merouani 2018); the exploration of these details is important for contributing to the knowledge regarding HR management and talent management in Qatari multicultural organisations.

Researchers state that conflicts and challenges are often typical for culturally diverse organisations while paying attention to the assessment of employees' interactions and managers' strategies (Cascio & Boudreau 2016; Romanowski, Abu-Shawish & Merouani 2018). Challenges can be observed when representatives of different cultures begin to work together, and their interactions can lead to conflicts associated with particular dissimilarities in their backgrounds (Romanowski, Abu-Shawish & Merouani 2018). Furthermore, challenges can also be noticed when HR managers begin to treat locals and expatriates in a different way because of their culture, ethnicity, race, or other aspects (Schmidt 2016). In addition, problems in employees' cooperation can be observed when HR managers do not understand how to manage the work of diverse employees in order to predict conflicts and create an encouraging working atmosphere based on an effective corporate culture (Cascio & Boudreau 2016). As the number of expatriates working in educational organisations in Qatar tends to remain high, the likelihood of developing certain challenges for

implementing talent management practices in a culturally diverse setting is also rather high (Khaloud 2018; Romanowski & Nasser 2015).

The preliminary review of the literature on the identified problem has allowed for determining a variety of characteristic features of the context in which this study was planned to be conducted. Furthermore, it is possible to focus on the unstudied areas determined in the recent academic research in order to contribute to the existing literature with the help of completing this project. From this perspective, it is possible to identify the gaps and needs in the academic literature regarding the examination and analysis of challenges and barriers related to talent management in multicultural educational organisations. The lack of research in this field accentuates the necessity of completing this project that covers the unique context of Qatar.

1.6 The Outline of the Chapters

Chapter One has presented the discussion of the background for the current study, along with research objectives and questions that guide this project. The analysis of the background regarding the topic of talent management in the GCC countries allowed for determining the gap in the literature associated with the examination of talent management practices in multicultural organisations in Qatar. The specific problem to be studied in this research has been identified as the implementation of talent management practices in multicultural organisations leading to certain challenges to be taken into consideration by HR managers. Chapter Two will provide a review of the existing literature on talent management in order to discuss this concept in detail with reference to its definition and conflicting perspectives, including elite and egalitarian perspectives. It will also represent the review of the academic sources on the factor of culture in HR management. In this chapter, such topics as the definition of culture, methods of managing cultural diversity in

organisations, practices, and challenges in managing diverse talents will be discussed with reference to their importance to the current study.

Chapter Three of this dissertation will provide a discussion of the selected research philosophy, design and methodology. Arguments for selecting the qualitative methodology and the case study based approach will be provided in this chapter to inform about the strategy followed by the researcher in order to conduct a study. The details of the data collection and analysis will be described. Chapter Four will present the findings of the conducted research and their analysis, with a focus on the themes identified during the thematic analysis of gathered narratives. In Chapter Five, an interpretation of the findings along with the discussion of the implications for theory and practice will be provided against the literature existing on this topic. Additionally, in this chapter, the limitations of the study will be identified with reference to the analysis of the appropriateness of the selected methodology for addressing the research objectives and questions.

The final chapter of this dissertation, Chapter Six, will include a discussion of how the findings can be used to answer the set research questions. Furthermore, the recommendations for further research along with general conclusions related to this study will be presented in the final chapter. All the researcher's achievements associated with conducting the study will be analysed in this final chapter to summarise the results in the context of the set research aim, objectives, and questions.

Chapter Two: Literature Review

2.0 Introduction

As organisations expand into different global and regional markets, this results in a diversified employee demographic profile, creating an organisation's transition from a mono-cultural entity into a multicultural enterprise (Ruël, Bondarouk & Dresselhaus 2014). Such a change is brought by the necessity of hiring local talents in a new market to expand an organisation's operations, as well as to better understand the individuality and cultural norms in certain ethnic and racial communities (Mallol, Holtom & Lee 2007). Without such a transition in place, an organisation runs the risk of market penetration brought about through ill-conceived marketing and sales initiatives that fail to understand the variations in a new market (Rohlfers & Zhang 2016; Ruël, Bondarouk & Dresselhaus 2014); thus, the concept of racial and cultural diversity has become the norm in present-day globalised operations.

The purpose of this chapter is to provide the results of reviewing the literature on talent management and culture in multicultural organisations with reference to the specific context of Qatar. During recent years, a large amount of literature has been published on talent management principles and strategies applied in different types of organisations (Cappelli & Keller 2014; Collings 2014b; Downs 2012; Ruël, Bondarouk & Dresselhaus 2014). First, it is important to understand the background of studying talent management in Qatar and to focus on the rationale for this research. In addition, the definition of "talent" is provided and supported by the literature, along with discussing talent as an individual or acquired skill. A large section of the chapter is related to explaining the notion of culture in the context of organisations. Theories guiding this research are also discussed in the chapter to present a theoretical

framework for this study. The chapter ends with a summary of gaps identified in the recent literature and formulated research questions to guide this study.

2.1 Talent Management and Current HR Management Perspectives on Working with Talents

Researchers are interested in studying how multicultural organisations in Qatar address the issue of managing talents (El Masri & Suliman 2019); different cultural orientations between these groups mean that their aspirations and motivations may not meet, and talent management becomes a complicated and challenging task. For most expatriates, financial rewards, family support, and organisational career support are key considerations in the decision to take up foreign assignments (Collings 2014a). According to Rodriguez and Scurry (2014), nationals value financial security as well as opportunities for professional growth. In addition to compensation and career growth opportunities, issues of work-life balance are also important to women (Al-Emadi, Schwabenland & Wei 2015; Collings 2014a; Rodriguez & Scurry 2014); given different value propositions for expats, nationals, and women, an HR system that accommodates the unique value propositions and various cultural orientations and work attitudes seems to be a viable talent management strategy for culturally diverse organisations. Specifics of talent management and applied HRM perspectives will be discussed in this section.

2.1.1 Definitions of Talent and Talent Management

HRM literature gives different perspectives on the definition of talent in the context of talent management (Dries 2013; Nijs et al. 2013). In examining the term “talent” from an HRM perspective, Nijs et al. (2013) define it as the “competencies, knowledge, and personality attributes” of human capital that are considered critical in

generating value for an organisation. In Dries' (2013) view, capital in organisations is not restricted to human capital only; it can also mean social, political, and cultural capital that a person brings into the business, and the HRM perspective takes a resource-based view, whereby talent is seen in terms of uniqueness and value. Uniqueness describes the technical skill or capabilities that are irreplaceable in an organisation because of the nature of the position and specific skill shortages, while value represents the employee contribution to organisational competitiveness (Collings 2014a; Swailes, Downs & Orr 2014); from this explanation, a workforce with unique and highly valued skills would be regarded as the organisation's talent.

In addition, in the HRM literature, talent is operationalised as superior performance, and it is measured in monetary units and at an individual or interpersonal level compared to other cohort members (Nijs et al. 2013); it comprises two domains that lead to excellence in vocations or tasks: innate abilities and affective factors, encompassing personal interests and motives. Psychology literature considers talent a dynamic construct encompassing natural abilities, character strengths, and attitudes (Dries 2013; Lewis & Heckman 2006; Nijs et al. 2013). Thus, from a psychological perspective, talent can be variously defined as personal difference, giftedness, identity, strength, or social perception (Dries 2013). Inherently, talent, when approached from a psychological lens, centres on an innate capability comprising of cognitive ability, expertise, and employee perceptions and attitudes rather than on monetary or resource contribution (Dries 2013; Nijs et al. 2013).

One of the current general definitions surrounding the concept of a talent when it comes to job roles in an organisation is that it is an individual that has the necessary aptitude and skills that help him fulfil the requirements of a job within an organisation (Robles 2014; Swailes, Downs & Orr 2014); division of talents in most cases is done

under the categories of skilled and unskilled labour, and in some cases as blue and white-collar jobs. According to Robles (2014), since particular jobs require special sets of skills and expertise, it is necessary to match a person with those sets of skills with a type of job that would make the best use of them.

Talents are considered resources that are made up of the following traits: individual aptitude, experience, and expertise in a particular skill set or profession (Robles 2014; Swailes, Downs & Orr 2014). The presence of such factors and their general amount (i.e., how many years of experience a person has or the level of education whether in the form of a Master's or Doctorate degree) supposedly impact the output that an employee produces (Robles 2014); thus, it is assumed that the more aptitude, experience, and expertise a talent has, the greater his or her supposed contribution to the organisation is. These discussions made researchers conclude that organisations do not operate within a vacuum and have to cope with a variety of factors that can affect their operational performance with reference to talent management (Cascio & Boudreau 2016; Swailes, Downs & Orr 2014). Hofhuis, Van Der Zee, and Otten (2012) also agree that technical and workforce teams act as the backbone of every organisation – it is under this perspective that the concept of talent management enters into the picture in order to address one fundamental aspect of an organisation's operations, namely the retention and development of talented employees in order to ensure continued operational efficiency within an organisation.

Focusing on the historical development of the concept of talent management and its origin, it is important to note that the notion was firstly proposed by Chambers, Foulon, Handfield-Jones, Hankin and Michaels in the McKinsey report in 1998 as a term to describe “the war for talents” (Cappelli & Keller 2014). The term became to be used by managers in order to describe the process when numerous organisations

actively attempted to acquire talented individuals through their hiring practices, developing them from within their employee ranks, as well as enticing them away from rival organisations (Cappelli & Keller 2014; Collings 2014b). These organisations operated under the belief that having better talented individuals within all departments of an organisation as compared to their competitors is how they will outperform them (Al Ariss, Cascio & Paauwe 2014; Cappelli & Keller 2014). The necessity to remain competitive while attracting talented employees made HR managers focus on developing specific strategies for recruiting effective candidates, and talent management became an issue to consider in the 2000s (Al Ariss, Cascio & Paauwe 2014; Collings 2014b); the further development of the aspects of this notion can still be observed today.

In the 1990s, the rise of the idea of talent management in organisations became the part of managers' and leaders' move towards strategic HRM, which can be observed even today (Cappelli & Keller 2014; Dries 2013). Cappelli and Keller (2014), Collings and Mellahi (2013) and Dries 2013 tried to distinguish the aspects of talent management from the specifics of strategic HRM with a focus on promoting employees' potential to achieve certain strategies. However, during a long time, talent management depended on the ideas of workforce differentiation and its training and development as it is typical for traditional strategic HRM (Meyers & Van Woerkom 2014). According to Al Ariss, Cascio and Paauwe (2014), the concept of talent management was developed from strategic HRM because more attention became paid to investing into the attraction of talented workers and their development to achieve higher results and returns from them. Cappelli and Keller (2014) stated that, at the initial stage of the development of the concept, the idea regarding strategically

important jobs was formulated, and managers began to focus on attracting more talented workers to fit those positions and contribute to a company's progress.

The phenomenon of talent management developed due to the consensus that top managerial talent supposedly helped drive the success of an organisation through more creative outlooks and more effective problem solving skills (Al Ariss, Cascio & Paauwe 2014; Collings 2014b). In their study, Galperin and Johns (1998) stated that organisations not only invested a considerable number of resources in acquiring talented employees to lead the organisation, but also focused on developing and retaining talented individuals that they already had. It was due to the development of what can be described as the "talent mindset," the raised belief that organisations were only as strong as their "star employees" were (Galperin & Johns 1998). In the 2000s, the focus on talent management practices became even more obvious (Al Ariss, Cascio & Paauwe 2014; Cappelli & Keller 2014); organisations began to propose and develop a variety of practices, such as high executive compensation packages, for example, to retain their "stars" to remain competitive.

Therefore, talent management is defined in the academic literature as an integration of different subdivisions of HR practices, which consists of five processes – according to Al-Emadi, Schwabenland and Wei (2015) and Meyers and Van Woerkom (2014), these talent management processes include attracting talented employees, retaining these talented individuals, and developing their skills to contribute towards the organisation's operational capacity. The focus is also on motivating them to ensure a certain level of performance and implementing a variety of engagement strategies to understand what can be done to improve current operations and employee welfare (Cascio & Boudreau 2016; Hofhuis, Van Der Zee & Otten 2012). The combination of these factors is at the core of talent management

operations within most organisations, as is noted by Cascio and Boudreau (2016); from this perspective, talent management is viewed today as a complex of practices to help organisations improve their performance and increase competitiveness.

2.1.2 Talent as an Individual or Acquired Skill

The dictionary definition of talent takes the innate perspective seen in psychology literature. It is defined as a natural ability or quality of a person or an individual who possesses a unique innate ability in a certain field or activity (Meyers, Van Woerkom & Dries 2013); this definition implies that talent is a natural ability, not a learned skill. Based on the dictionary definition and various arguments on talent, Meyers, Van Woerkom, and Dries (2013) provided a multi-dimensional view of talent that relates to the innate-acquired spectrum. Thus, talent can be viewed as “giftedness, strength, and competency, high potential performance, and high performance” within the innate-acquired continuum (Meyers, Van Woerkom & Dries 2013, p. 307). This definition was further developed by other researchers.

In reviewing different conceptualisations of the term “talent”, Gallardo-Gallardo, Dries, and Gonzalez-Cruz (2013) also established that the construct can be viewed either as an object (innate ability or giftedness) or as a subject (gifted individual). Using the object approach, talent describes the exceptional attributes displayed by workers, which could be unique natural abilities, skill mastery, or work commitment or motivation (Al Ariss, Cascio & Paauwe 2014). The talent-as-subject approach defines talent as the entire workforce (inclusive) or a subset of the employees (exclusive) that generates value for an organisation (Al Ariss, Cascio & Paauwe 2014; Gallardo-Gallardo, Dries & Gonzalez-Cruz 2013); this approach considers all or some employees as equally important in value creation or organisational performance.

One of the arguments in defining talent within the context of job roles in an organisation is whether talent is embodied by individuals or by their capability of doing a job that is defined by their acquired skills (Hedricks, Robie & Harnisher 2008). When referring to the argument of talent as embodied by an individual in their quantitative study, Hedricks, Robie and Harnisher (2008) state that this focuses on perceived capabilities based on the individual in question. For instance, one of the most widely believed assumptions in today's competitive employment markets is that graduates from Ivy League schools (e.g., Harvard, Brown, etc.) or well recognised technical institutions (e.g., M.I.T) are talented and, as such, bring more to the organisation when it comes to their capabilities. This explains why such schools charge premium tuition fees, since merely graduating from these institutions creates a certain level of distinction that people associate with talent (Hedricks, Robie & Harnisher 2008); despite the fact that potential employees may or may not be the best for particular jobs, they are hired nonetheless based on their perceived talent since they graduated from top universities.

However, Kapoor and Sherif (2012) in their review-based study argue that talents are defined by their acquired skills and not necessarily by what they embody (e.g., people from top universities supposedly being the embodiment of top talent). It is from the perspective of Kapoor and Sherif (2012) that talents can be developed from within the organisation through training, experience, and guidance, which results in an individual that is capable of doing a particular job (p. 235). In fact, Kapoor and Sherif (2012) argue that it is the role of HR departments to continue to train employees throughout their time in the organisation so that they can be prepared to take on more responsibilities and leadership roles based on the perceived needs of the organisation – under this perspective, the individual does not embody talents; rather, personal

skills, experience, and knowledge are what result in an employee being able to contribute towards the operations of an organisation.

Both points of view do have valid arguments; however, there are some issues that first need to be taken into consideration before making a final judgement. For instance, the qualitative analysis of Chow and Austin (2008) which examined the success rates of graduates from top Ivy League schools as compared to their non-Ivy League counterparts showed that, based on capability alone, many graduates from Ivy League schools did not possess the supposed 'top tier' talent that was correlated to them. This is based on an examination of companies such as Enron, GE, Lehman Brothers, and other large corporations that focused on hiring employees from top tier universities (Chow & Austin 2008); the results of the study showed that such individuals required the same amount of additional training and experience as their non-Ivy League school counterparts, and as such, calls into question the validity of the concept of talent as defined by individuals since the study clearly showed they were not as talented as initially perceived.

Other researchers also paid attention to studying the nature of talent with different or even opposite results (Clemmensen 2012). The theoretical analysis of Clemmensen (2012) showed that the concept of talent as embodied by individuals does have merit when examining the cases of Bill Gates, Steve Jobs, Larry Ellison, Leonard Bosack, and dozens of others whose individual talents resulted in the creation of some of the largest corporations today. When looking at the results of this analysis, it must be questioned whether the findings of the Clemmensen (2012) study display the exception to the rule in the case of talent as embodied in individuals or if it is an on-going trend in today's corporate environment. If the latter is the case, should

corporations focus on individual “star” talents or develop their own talents from within the organisation through training and experience?

The “innate versus acquired” debate on the definition of talent has significant implications for talent management (TM) practices. An article by Meyers, Van Woerkom, and Dries (2013) reveals the various interpretations of talent that fall in the innate-acquired continuum based on whether talent is a natural endowment or a learned skill. TM practices would differ depending on whether the organisation embraces innate or acquired perspectives – in the innate TM practices, the emphasis is on talent selection/recruitment, appraisal, and identification (Dries 2013). In his study, Dries (2013) developed this idea stating that, with the biting talent scarcity, organisations employ aggressive tactics to search and recruit highly talented employees to help them attain a competitive advantage in the market; on the other hand, TM practices that are influenced by the acquired talent perspective usually focus on talent development through training and education and experiential learning. Thus, according to the results of Dries’s (2013) study, in response to demand-supply changes in the labour market, organisations that focus on the acquired talent perspective believe that talent can be “made”.

The Implicit Personality Theory: The idea of talent being inborn or not is determined by various factors. The implicit personality theory embraced by decision makers influences organisational TM practices (Dries 2013). According to the theory, while some managers may hold the view that people do not change significantly over time (innate talent perspective), others may regard employee excellence as a product of experiential learning over one’s career life (Cascio & Boudreau 2016; Dries 2013). Dries (2013) stated that this entity versus incremental perspective on talent has an impact on the TM options that managers would choose. Depending on whether HR

practitioners regard talent as innate or acquired would influence the degree to which selection or recruitment or talent development are used in the organisation.

Furthermore, the degree to which talent is considered innate or stable would also influence TM practices related to talent identification, selection, and retention (Dries 2013; Meyers & Van Woerkom 2014). The exclusive or stable talent view holds that talent is a rare genetic construct (Meyers & Van Woerkom 2014). The focus of HR practitioners is on searching, attracting, and retaining talent in the organisation; therefore, their TM practices would emphasise on the identification and selection of talented workforce (Meyers & Van Woerkom 2014). In contrast, Alcazar, Fernandez and Gardey (2013) and Collings and Mellahi (2013) mentioned that the acquired talent line of thought focuses on practices geared towards promoting staff development and acquisition of experiences.

The debate about the degree to which talent is innate affects the TM practices employed in different cultural contexts (Alcazar, Fernandez & Gardey 2013; Collings 2014b). While most western societies regard talent as a natural ability, which contributes to personal excellence in a particular activity, other cultures, e.g., the Japanese culture, consider it the skill attainment obtained from training and education (Alcazar, Fernandez & Gardey 2013). Therefore, while Western HR practitioners would actively identify and select the brightest 'star' employees to fill key positions, their Japanese counterparts would offer training to all employees to develop a talent pool (Alcazar, Fernandez & Gardey 2013; Collings 2014b). The key indicators HR practitioners use to identify and select innate talent from a group of job applicants include cognitive ability, academic performance, work-related achievements, and extracurricular feats (Collings & Mellahi 2013). Besides talent search and selection, other TM practices include promoting the organisation's reputation to attract talented

employees, and internal performance appraisals to identify talent in the workforce (Collings & Mellahi 2013).

At the heart of the acquired talent perspective is the desire to develop average employees into exceptional ones; the underlying philosophy is the growth mindset, i.e., all employees have the capacity to “adapt, change, and grow” into extraordinary performers (Collings & Mellahi 2013, p. 323) – in this regard, researchers have attempted to explain that HR practitioners see talent as the potential for high performance through adequate training, reduced social prejudice, and performance appraisals. They believe that performance in a particular role improves with increased investment in training and experience (Collings & Mellahi 2013; Meyers & Van Woerkom 2014), and superior performance is attained through the repeated execution of particular activities and regular performance feedback. Therefore, it is due to these opposing viewpoints and TM practices that the debate regarding talent as embodied by an individual or through acquired skills will be discussed in further detail in the succeeding section on elite and egalitarian perspectives on talent management (Collings 2014b; Collings & Mellahi 2013; Meyers & Van Woerkom 2014).

2.1.3 Elite and Egalitarian Perspectives on Talent Management

This section continues the earlier argument of whether an individual embodies talent or if talent is defined through acquired skills. It focuses on the elite and egalitarian perspectives that build up on the earlier points of view stated in the individual or acquired skills section. After examining both the elite and egalitarian perspectives, it is possible to argue that the elite perspective is overrated as compared to the supposed “superior outputs” generated by star employees (Cartledge, Singh & Gibson 2008; Collings 2014a).

Recent evidence on talent management suggests that there are two opposite views regarding the nature of talent, and this aspect creates the background for questioning whether talent is a myth in an organisational context (Cartledge, Singh & Gibson 2008; Collings 2014a). According to Cartledge, Singh and Gibson (2008), an organisation is not composed of what can be described as an “all-star team”; instead it can be described as an organisation with multiple supporting players (i.e. employees) that ensure the organisation continues to become a success. It is based on this that it must be questioned whether talent, and as a result, talent management, are a myth, since it is the supporting system and not the employee that “creates a talent” (Cartledge, Singh & Gibson 2008, p. 35). Following Collings (2014a), “talent” is a quality that is attached to certain individuals by virtue of who they are; those who are “talented” are considered to be “superior” to ordinary rank and file employees.

However, it can be noted that talent is a set of attributes relating to aptitude, experience, and expertise, all of which are highly dependent on the organisation they are a part of to gain rather than these aspects being an inherent aspect of an individual (Collings 2014a; Dries 2013). Dries (2013) claimed that it is the organisation that makes talents great in the first place. From this perspective, talent management can be considered as means of aligning employees with the interests of the organisation (Dries 2013); one aspect of talent management focuses on developing an employee’s skills throughout their history in an organisation in order to take on a variety of job roles since the value of employees increases over time as they gain more experience and skills that they bring to their job. It is due to this that retaining such individuals becomes an integral aspect of talent management operations, which transitions into the second aspect of talent management (i.e., employee retention), as is noted by Dries (2013), Gelens et al. (2013), and Hofhuis, Van Der Zee, and Otten (2012).

Talent management is challenging for many organisations in terms of selecting how to treat talents according to different existing perspectives (Dries 2013; Gallardo-Gallardo, Dries & Gonzalez-Cruz 2013). Spending much time and effort on building up an employee, it is obvious that organisations would want a return on their investment in the form of competent performance over a number of years (Gallardo-Gallardo, Dries & Gonzalez-Cruz 2013). That is why, some HR personnel ask potential employees during the hiring process how long they believe the employee would stay with the organisation in order to reduce costs associated with training new employees that could just take the training they gained to an organisation's rivals in the same industry (Chow & Austin 2008, p. 43). In their study, Chow and Austin (2008) noted that some demonstrations of this practice come in the form of employee motivation and engagement strategies that HR departments use in order to increase the likelihood of an employee staying for a significant period of time – researchers explained the necessity behind such practices as correlated to employee retention and their overall performance within the organisation.

This evidence shows that talent management is a practice that aligns employees with the interests of the organisation under the perspective that it is the system, rather than individual employees that matter (Chow & Austin 2008). As such, by developing employees within an organisation to fulfil long-term goals, this ensures an alignment of interests and better operational processes (Walker et al. 2005); in order to protect these interests, talent management practices focus on aspects related to retention, motivation, and engagement in order to ensure that the organisation as a whole operates on a long-term plan of employee advancement based on needs (Walker et al. 2005). This idea is also supported by Gallardo-Gallardo, Dries and Gonzalez-Cruz (2013) who claimed that effective talent management is directly

influenced by HR managers' efforts and skills to develop all employees in spite of their capacities.

This aspect shows that talent management is not a myth while discussing it as aligned with the organisation-oriented practice for developing skills of employees as potential talents (Gallardo-Gallardo, Dries & Gonzalez-Cruz 2013). However, it is also important to note that effectiveness of talent management depends on a cultural context where it is applied because employees of different ethnic grounds need various motivators (Gallardo-Gallardo, Dries & Gonzalez-Cruz 2013; Meyers & Van Woerkom 2014); this factor indicates that talent management practices applied in organisations are closely linked to the culture of employees. As a result, talent management in multicultural organisations can become challenging for HR managers because of the necessity to address the needs of diverse talents (Meyers & Van Woerkom 2014; Walker et al. 2005).

Elite Perspective on Talent Management: The elite point of view on talent management operates under the philosophy that organisations should focus on employees that have high potential and high performance (Au & Marks 2012, p. 277) – these "top performers" are subsequently singled out when it comes to the implementation of talent management practices and are rewarded disproportionately as compared to their peers. In fact, these individuals are often nominated for placement into more senior positions within the organisation under the belief that their previous performance would translate into similar results under a new position with more authority, and would enable the organisation to be more competitive (Au & Marks 2012).

One of the main issues of elite talent management is that it correlates talent with success, and the basis behind this research assumption has its roots in the

studies of Husting (1995), Colema (2006), and§ Miriam et al. (2013); these researchers showed that there is no guarantee that just because a person has been described as “talented” and is thus supposedly a valuable asset, that this would translate into superior performance within the organisation. In support of this assertion there is the study of Lee (2009, p. 37) who showed that “elite star employees” both within an organisation and those hired from outside of the organisation based on the perception that they are “prime talents” were unable to replicate their levels of performance once they were placed in senior management positions.

Lee (2009) noted that the departments they were assigned to actually experienced lower levels of performance. What this shows is that elite talent management is not a one size fits all strategy since there is clear evidence showing that despite the fact someone is considered an “elite talent”, this does not necessarily translate into better performance (Lee 2009). It is possible to conclude that this does not always lead to results that would justify the promotions or worker compensation given to them.

In fact, the Broome et al. (2002) study which examined the corporate head hunting practices and how they impact performance stated that the “star employees” that organisations often used head hunting companies to acquire may not be the reason behind the success of organisations. On the contrary, it seemed more likely that the systems in place within the organisation as defined by all the employees within said organisation and their contribution to the operational process as a whole may have contributed to organisational success (Broome et al. 2002, p. 239). Broome et al. (2002) pointed out that once an individual was “head hunted”, the organisation they left did not suffer a significant decline in performance, while the organisation they went into also did not experience a significant increase in performance. What occurred was

that a position was vacated and another filled with little in the way of significant impact on operational processes (Broome et al. 2002). This was in part due to the support system in place that enabled an organisation to continue to function regardless of sudden shifts in employee line-ups (Broome et al. 2002).

Referring to the idea of elite talent management, Gold et al. (2016), Shorter-Gooden (2013), and Swailes, Downs and Orr (2014) argued that it is a unique supporting system made up of all employees in the organisation and not only the group of “elite” employees that act as the means by which an organisation can improve, grow, and have better operational processes. Hedricks, Robie and Harnisher (2008) supported this point of view when they stated that those who advocate for elite talent management fail to take into consideration the effectiveness and use of systems. They are often blinded by the belief in individual talents improving the organisation, and they fail to realise that organisations work with reference to a different set of rules that influence their progress in addition to employees (Hedricks, Robie & Harnisher 2008).

Organisations as a whole do not just create products or services; they also execute strategies, compete against rivals, and coordinate the efforts of different employees throughout its many departments (Hedricks, Robie & Harnisher 2008); as such, organisations that are the most successful ones in the above-mentioned tasks are those where the system rather than the individual is the so-called “star”. Thus, the authors stated that one of the most glaring problems in HR practices is the “talent myth” that makes the assumption that it is the people who make an organisation smarter when in reality it usually disagrees with the truth (Cappelli & Keller 2014; Hedricks, Robie & Harnisher 2008, p. 347). It is possible to agree with this point of view, and it will be discussed in more detail in the next section of this research.

Egalitarian Perspective on Talent Management: The egalitarian point of view, on the other hand, focuses more on a universal application of talent management in which the point is not on a small group of "star" employees (Miriam et al. 2013; Swailes, Downs & Orr 2014). Instead, the organisation would focus on practices that would affect employees as a whole (Miriam et al. 2013, p. 339). This would manifest in continuous developmental programmes, performance based incentives as defined by individual work performance, as well as motivational strategies that focus on improving the manner in which employees view the work they do for the organisation (i.e., employee empowerment, leadership, etc.) (Miriam et al. 2013; Sparrow & Makram 2015; Swailes, Downs & Orr 2014).

There is a large volume of studies discussing the specifics of the egalitarian perspective in relation to talent management. As such, Hofhuis, Van Der Zee, and Otten (2012) stated that under the egalitarian perspective, it is the collective capability of employees that enables an organisation to be competitive in present-day markets. Hofhuis, Van Der Zee, and Otten (2012) go even further in this definition by stating that this collective capacity goes beyond individually talented employees. It encompasses the capacity of the employee talent pool as a whole to respond to changes in the competitive environment as a whole, analyse market signals, and implement changes within the organisation as needed in order to address shifts in consumer demand (Hofhuis, Van Der Zee & Otten 2012).

From the egalitarian perspective, an employee can be considered as a form of investment due to the expense related to the time and training that go into each one (Gold et al. 2016). This idea was developed by Clemmensen (2012) in a theoretical study. It should be noted that improving and retaining talent within any organisation is an absolute necessity for any business to succeed in the present-day competitive

environment due to the manner in which talented employees can be considered as drivers for increased performance and better operational processes within an organisation (Clemmensen 2012). Swailes, Downs and Orr (2014) also focused on the problem of discussing the purpose of talent management in organisations: according to these researchers, organisations would benefit after focusing not only a minor group of talents, but on the skills and needs of all employees.

In spite of the fact that the elite perspective seems to be more actively discussed in the literature on talent management, more attention should be paid to analysing the egalitarian perspective (Clemmensen 2012; Sparrow & Makram 2015). The reason is that, as noted by Sparrow and Makram (2015), egalitarian talent management gains more popularity in organisations because it does not discriminate between employees according to their skills, but associated practices contribute to developing the potential of any worker. Thus, according to Sparrow and Makram (2015) and Swailes, Downs and Orr (2014), the focus on developing all employees with reference to their needs and potential is more advantageous for an organisation in the long-term perspective.

This idea is also supported by Collings and Mellahi (2013) who noted that all employees can be viewed as having either innate or acquired talents to contribute to organisational progress. In many cases, it is more profitable for an organisation to develop strategies that are oriented towards training all employees rather than to spend resources on recruiting “stars” (Collings & Mellahi 2013; Swailes, Downs & Orr 2014). Although the elite perspective is still popular among executives, Swailes, Downs and Orr (2014) note that many leaders choose a more systematic approach to talent management associated with the egalitarian views and ideas that each employee requires training and development to work in a team. It is based on all these

factors that it can be seen that talent management is a necessary and integral aspect of HR operations due to how it can have far-reaching consequences when it comes to the capacity of an organisation in being competitive (Collings & Mellahi 2013; Swailes, Downs & Orr 2014).

2.2 Culture as a Factor to Choose Talent Management Strategies

This sub-section provides a range of different definitions of culture that are applied in a national context and an organisational context. Firstly, it is necessary to discuss the concept of the national culture in general with reference to its influence on organisational contexts. Then, it is important to consider the national culture of Qatar, and subsequently, the notion of the organisational culture discussed in the literature should be introduced. Possible issues associated with the notion of organisational culture and approaches to understanding this phenomenon are presented. Much attention is paid to describing ethnocentric, polycentric, and geocentric orientations used in managing diversity, as well as specific strategies to work with talents in different cultural contexts.

2.2.1 Definitions of Culture in an Organisational Context

Culture is described as a set of various traditions, belief systems, history, and even customs that are inherent to a particular group of people (Downs 2012; Mallol, Holtom & Lee 2007). This also extends to aspects related to language, nationality, and even ethnicity (Reilly 2015, p. 37). Based on the work of Reilly (2015), which examined cultural attributes that defined particular nationalities and their impact on talent management within organisations, it was shown that culture, in essence, acts as a set of rules that influence the way people interact with one another and in turn impacts the development of an organisation's culture (Reilly 2015, p. 38). One clear example of

this can be seen in Japan's hierarchical cultural tendency, where a considerable emphasis is placed on respecting individuals that are older than you (Reilly 2015).

Additional discussions and definitions of culture in a specific organisational context were proposed by Mallol, Holtom and Lee (2007) and Hofhuis, Van Der Zee, and Otten (2012). According to Mallol, Holtom and Lee (2007), culture is associated with differences in the demographics of the workforce when it is necessary to manage diverse employees, including representatives of minorities – as a result, it is possible to observe certain conflicts and issues connected with interactions of the diverse population. Hofhuis, Van Der Zee, and Otten (2012) noted that culture in organisations is meant when speaking about diversity, and the aspect of culture as the concept of uniting people according to their ethnic features is associated with creating a positive diversity climate; this diversity climate is important to be developed in multicultural organisations in order to address the needs of all employees.

As explained by Downs (2012), different cultures often result in different rules and perspectives on how particular matters should be resolved. This displays the main challenge when it comes to culturally diverse organisations due to the competing cultures and ideologies that are present, resulting in problems when it comes to managing such a diverse group of individuals (Downs 2012, p. 42). Despite the fact that different employees work together in the same environment, they still maintain their own distinct cultural identities that impact the manner in which they view the motivating factors and engagement strategies used by HR departments (Downs 2012).

As such, researchers focused on examining how culture impacts the use of extrinsic motivating strategies in the form of monetary and non-monetary rewards based on individual performance (Cottrill 2012). As explained by Cottrill (2012), while

extrinsic motivators are an effective means of motivating and retaining employees, they are not a universally applicable strategy that can work on all cultural groups. Cottrill (2012) states that the example of organisations in Denmark, France, and Germany that place a considerable emphasis on the concept of a “work-life balance,” wherein employees value their own personal time over higher salaries or monetary incentives, shows how a primarily extrinsic based strategy cannot apply to all cultural norms. Intrinsic motivating factors are effective when the concept of a “reward” is in line with how much employees are emotionally invested in the job that they are doing based on their positive experiences (Cottrill 2012).

This form of motivation focuses more on the emotions and feelings of satisfaction associated with a particular job, inter-office socialisation, and a feeling of “family” being prime examples of intrinsic motivating factors that some organisations foster to make a person less inclined to leave the organisation due to such an experience (Ready & Conger 2007; Reilly 2015). According to Ready and Conger (2007), the strategy of supporting employees’ positive interactions is often effective in cultures where there is a greater emphasis placed on family relations. On the contrary, Lee (2009) found that employees’ motivation and commitment can also be based on a variety of other factors associated with culture, and the focus should be on opportunities for diverse employees to develop their capacities. Thus, culture seems to be correlated with talent management, as it is demonstrated by Lee (2009), Ready and Conger (2007) and Reilly (2015).

Introducing individuals from an individualistic culture that places an emphasis on extrinsic motivation and putting them into a culture that emphasises intrinsic motivation and a more integrated and active group dynamic will undoubtedly result in a conflict (Ready & Conger 2007). In fact, Ready and Conger (2007) revealed that it

is one of the reasons why expats often find it difficult to integrate into the new organisational cultures that they find themselves in due to how their own culture impacted their perception and the manner in which they worked. In his study, Shorter-Gooden (2013) also examined the issues associated with motivating and retaining employees as representatives of different cultures. His findings were aligned with the discussion by Ready and Conger (2007) and Reilly (2015) of the problem of culture-related issues as influencing the quality HR management in multicultural organisations – thus, the section has clarified the concept of culture; however, it is also necessary to determine the role of organisational culture in managing cultural diversity.

2.2.2 Cultural Context of Qatar

There is no doubt that globalisation has had a significant effect on the cultural orientation in Qatar (Rodriguez & Scurry 2014); for example, Doha is one of the fast urbanising cities in the world, which has experienced rapid transformation. According to Rodriguez and Scurry (2014), many international organisations have set their regional offices in the city – this has resulted in a population which is composed of expatriates from across the globe. As a result of these activities, as is noted by Rodriguez and Scurry (2014) and Sidani and Al Ariss (2014), Qatar has become a melting pot for languages, cultures, and traditions, and the advent of globalisation has led to an increased flow of cultural products to and from Qatar. Due to such effects, it is common for organisations operating in Qatar to employ people from different cultures; hence, they need to put in place talent management strategies that embrace diversity that may exist in an organisation (Al-Emadi, Schwabenland & Wei 2015).

As firms develop plans to globalise their operations to Qatar, the demand for well-trained local or expatriate talent to drive business growth is likely to increase (Al-

Emadi, Schwabenland & Wei 2015). The current trends of increasing the recruitment of expatriates and entry of women into the workforce has remarkably altered the demographics of the workplace environment, as discussed by Killawi et al. (2014) and Rodriguez and Scurry (2014). Multinationals are faced with the challenge of managing the highly diverse staff, including balancing gender issues and expat or local workforce's attitudes and providing distinctive value propositions for Qatari, female, and expatriate segments (Killawi et al. 2014).

Evidence of the significance of talent management in multicultural business contexts can be seen in Hofhuis, Van Der Zee, and Otten's (2012) study, which showed that only 19 per cent of present day organisations had not integrated cultural diversity practices into their HR talent management programmes. However, despite the fact that cultural diversity is the norm in today's competitive environment, this does not mean that there are no discrepancies when it comes to the talent management practices used by HR departments and when it comes to dealing with a diversified workforce (Cartledge, Singh & Gibson 2008). Mono-cultural talent management (homogenous talent management – single culture) differs significantly from its multicultural counterpart (heterogeneous talent management – more than one culture) when it comes to the organisational culture, local business practices, cultural norms, and other similar aspects that multicultural talent management needs to take into consideration (Hofhuis, Van Der Zee & Otten 2012). In its turn, in Qatar, talent management is characterised by conducting performance appraisals, providing recognition, and training to retain employees (Al-Emadi, Schwabenland & Wei 2015). These aspects need to be taken into account while analysing the strategy.

2.2.3 Understanding Organisational Culture

Organisational culture can be defined as a set of values, assumptions, guidelines, and inherent beliefs that are an innate aspect of how an organisation conducts its operations and interacts with its consumers and business rivals (Flynn 2015). Flynn (2015) also explained that many of the practices and beliefs that are part of such a system have their origin in the culture from which an organisation originates. As such, behaviours, morals and guidelines when it comes to how an organisation operates via its organisational culture can often be a reflection of the same cultural differences found in a society's culture (Flynn 2015). Therefore, the discussion of organisational culture is important in this context.

The reason behind why organisational culture is often a reflection of social culture is in the necessity for an organisation to properly engage its employees in a setting and work environment that is familiar, and is thus more favourable towards the work dynamic that the organisation follows (Cartledge, Singh & Gibson 2008). Kapoor and Sherif (2012) delved into the outsourcing industry where diverging organisational cultures between a parent company and its outsourced division resulted in a number of issues related to protocols of communication, methods of planning and implementation, and how instructions are carried out from managers to lower level employees. The main issue was that some outsourcing organisations attempted to apply the same organisational culture that they had to their foreign employees; this encountered significant resistance and operational inefficiency since the employees were simply not used to the way in which these protocols were set up as compared to the cultural distinctions that they were used to (Kapoor & Sherif 2012).

Managing cultural diversity is crucial in creating a diverse pool of talent for competing in the global arena (Hill 2014; Rohlfer & Zhang 2016). There are three ways

of managing cultural diversity in organisations: parochial, ethnocentric, and synergistic (Rohlfers & Zhang 2016); these methods involve different assumptions regarding similarities or differences in national cultures. According to Hill (2014) and Yu, Byun and Lee (2014), related strategies for managing cultural diversity depend on whether the organisation uses an ethnocentric, polycentric, or geocentric orientation, and this approach is known as the EPG model.

2.2.4 EPG Model

The EPG Model was developed by researchers as a specific business model used in order to explain the three types of mindsets that can be observed in organisations: ethnocentric, polycentric, and geocentric ones (Osland, Mendenhall & Li 2018). The model was first introduced by Howard V. Perlmutter and then further developed by Kamal Fatehi and Fariborz Ghadar among other researchers (Hill 2014; Osland, Mendenhall & Li 2018). Different mindsets promoted by managers regarding diversity in organisations and approaching employees as the representatives of various cultures influence the choice of a certain orientation: ethnocentric, polycentric, or geocentric one (Osland, Mendenhall & Li 2018). These orientations as dimensions of the EPG model need to be defined and discussed in detail in this sub-section.

Geocentric orientation: A firm moving its operations into a different culture can employ a geocentric approach to HR management (Hill 2014; Michailova et al. 2017; Yu, Byun & Lee, 2014). In this approach, candidate selection considers a global pool of individual skills and experiences that match with the requirements of the position (Hill 2014; Yu, Byun & Lee, 2014). According to Hill (2014), the aim is to eliminate discriminatory practices and ensure that only high quality employees are hired, and HR managers choose to remain blind to a candidate's cultural background

and all other demographics, except for academic and professional qualifications. Michailova et al. (2017) claim that one of the greatest challenges regarding this strategy is the possibility of a cultural clash. New employees may be incompatible in their worldviews or beliefs because they hold different cultural orientations (Michailova et al. 2017).

Geocentric organisations regard themselves as international organisations; therefore, the organisational culture is largely universal (Schmidt 2016) – they adopt a complex organisational structure with a greater focus on cross-cultural communication and integration. Schmidt (2016) found out that this transnational strategy allows some level of autonomy and decentralisation and promotes integration between the corporate culture and the national culture of the host country. Furthermore, such organisations may recruit the third country nationals to fill managerial positions, and the aim is to develop international skills and experience for the staff while promoting an organisation's competitive position (Schmidt 2016; Yu, Byun & Lee, 2014). The strategy is premised on the desire to become a leading global player (Yu, Byun & Lee, 2014), thus multilingual and multicultural employees are considered for most international assignments.

Another strategy discussed in studies entails the appraisal of cultural aptitude of new hires or markets. A geocentric organisation examines the cultures it operates in to inform its core values (Alcazar, Fernandez & Gardey 2013; Schmidt 2016). Analysing cultural values, artefacts, and beliefs can help identify similarities and differences between cultures for effective HRM policies (Schmidt 2016). However, the cultural blindness of geocentric organisations means that they are bound to ignore critical cultural dimensions, e.g., individualism versus collectivism (Schmidt 2016);

therefore, the organisational culture of local subsidiaries must be aligned with national cultural ideals or expectations.

Ethnocentric orientation: In an ethnocentric system, employee recruitment or hiring are done from the home culture, i.e. the organisation sources for expatriates from its HQ employees to fill top positions overseas (Alcazar, Fernandez & Gardey 2013) – this implies that organisational staffing involves talent drawn from the country of origin or culture. According to Michailova et al. (2017), the main advantages of this strategy include improved knowledge and expertise transfer to other places and organisational culture consistency across subsidiaries. Maintaining a consistent corporate culture is crucial in preserving a good firm reputation in the global arena, which can enable an organisation to compete effectively in foreign markets (Alcazar, Fernandez & Gardey 2013; Michailova et al. 2017). However, this staffing approach faces pitfalls, such as the adaptation to cultural contexts and heightened hostility from the locals (Michailova et al. 2017).

One of the strategies used to manage cultural diversity in ethnocentric organisations is the appointment of employees from the headquarters to work in short assignments abroad as managers: the employees appointed have a specific skill, knowledge, or managerial talent lacking in host country nationals (Alcazar, Fernandez & Gardey 2013). This strategy helps to maintain consistent policies and practices in all subsidiaries with culturally diverse employees, as noted by Alcazar, Fernandez and Gardey (2013); in addition, expatriate managers are well placed to instigate policy changes and adapt the work environment to suit the cultural orientation of the host country nationals. Through such assignments, the managers acquire international experience and cultural competence (Michailova et al. 2017). The deployment of HQ employees to overseas assignments also minimises misunderstandings, disputes, or

interreligious hostility that are likely to arise, especially where the workforce is multi-ethnic (Michailova et al. 2017; Yu, Byun & Lee, 2014).

Polycentric orientation: A polycentric approach entails hiring host country nationals to perform managerial functions in the subsidiary (Hill 2014) – in this approach, the subsidiary enjoys considerable autonomy in the new location or country. The appointment of home country nationals for managerial roles is because of their “familiarity with the culture, working style, environment, and skills” (Alcazar, Fernandez & Gardey 2013, p. 44). Host country nationals understand the local language and thus can communicate effectively with workers under them; Michailova et al. (2017) explain this aspect stating that global organisations utilise a multi-domestic strategy in hiring local managers to head subsidiaries.

The strategy based on the polycentric approach promotes cultural integration because of its sensitivity to host country needs and labour policies (Yu, Byun & Lee 2014). It also provides career growth opportunities for home country nationals, improves employee motivation and commitment, and enhances the company’s reputation locally (Alcazar, Fernandez & Gardey 2013). Furthermore, host country nationals understand local procedures and policies, and thus staff communication or interaction is better than when expatriates occupy managerial positions in culturally diverse environments, as noted by Yu, Byun and Lee (2014).

The application of these approaches to working with diverse employees, including diverse talents, can have different effects on the success of talent management in a multicultural organisation (Alcazar, Fernandez & Gardey 2013); depending on the context in which a multicultural organisation operates, ethnocentric, polycentric, or geocentric orientations can have dissimilar outcomes. According to Schmidt (2016), a geocentric orientation works appropriately in Western companies

that tend to hire diverse employees from all over the globe and regard them as equals in their capacities. This approach can be ineffective for managing diverse talents in more specific Asian or Arab contexts (Schmidt 2016). The ethnocentric approach makes managers work with talents according to the strategies typical of home countries, which also makes them ignore regional specifics (Michailova et al. 2017). In its turn, the polycentric approach allows for managing diverse talents with reference to respecting their unique cultures and differences in order to achieve better results (Alcazar, Fernandez & Gardey 2013).

2.3 Talent Management Approaches Applied by HR Managers and Adler's Theory

When HR managers have to cope with representatives of different cultures in their organisations, they can apply specific approaches to managing cultural diversity proposed by Adler (2002). They are parochial, ethnocentric, and synergistic management strategies that are selected as theoretical frames for this study (Adler 2002). Cartledge, Singh and Gibson (2008) state that these strategies are widely used when it comes to managing diversity in the multicultural workplace: parochial and ethnocentric management strategies argue that organisations should only view talent management based on aptitude, experience, and expertise, wherein the focus of any hiring and employee development process should be on how well an individual would be able to fulfil a particular role (Au & Marks 2012; Clemmensen 2012; Uren 2007). The counter-argument to this claim provided by supporters of the synergistic strategy is that aside from the above-mentioned factors, an organisation should also pursue the concept of culture (Miriam et al. 2013).

2.3.1 Parochial Multicultural Management Strategy

The parochial management strategy basically ignores the differences between various cultures in their organisations and focuses on the idea that cultural differences do not have a significant impact on the operational capability of an organisation (Cartledge, Singh & Gibson 2008). Cartledge, Singh and Gibson (2008) stated that a parochial strategy does not see any significant opportunities that can arise from "pandering" towards the development of internal programmes to promote cultural diversity, such as forums, educational sessions, or integrated diversity policies. Rohlfer and Zhang (2016) also support the idea that, in essence, this strategy ignores the concept of culture and puts an emphasis on individual performance and the integration of an employee into the greater whole of the organisation's operations regardless of the different types of cultural groups that are a part of the organisation. The whole point of the hiring process in this case is to ensure that an employee is able to fulfil the needs of the organisation based on the job that they were hired to do, without identifying an employee's culture (Cartledge, Singh & Gibson 2008; Rohlfer & Zhang 2016).

Still, parochial multi-cultural management is not discriminatory in that it hires individuals from only a specific culture (Ortiz 2015). On the contrary, Cartledge, Singh and Gibson (2008) also state that this management strategy actually does acknowledge that hiring individuals from different cultures and countries is necessary in order to properly expand due to both limitations in staffing and their expertise in understanding those markets. However, when applied to the practice of talent management, this strategy focuses more on individual capabilities of talented persons hired and how it contributes to the organisation rather than how it contributes to a

group dynamic based on their culture (Husting 1995); this strategy resolves the challenges involved in managing a multi-cultural organisation by simply ignoring them.

In his study, Husting (1995) explains the specifics of this approach in detail. Individual differences based on culture are viewed as being largely irrelevant in the "grand scheme" of the organisation's operations and, as such, by ignoring these differences when it comes to interacting with other employees, engaging in planning sessions, or other similar activities, operations can proceed without interruption (Husting 1995). While such a strategy may appear as being infeasible, Husting (1995) helps clarify why it continues to be effective. He states that even where an organisation does not support multiculturalism, there still exists an underlying organisational culture that acts as the basis for professional interactions and group performance (Husting 1995, p. 34). From the perspective of the researcher, employees become aware of what is expected of them when it comes to their job roles, how they should interact with people in the organisation, and how to collaborate with other people when it comes to accomplishing group projects through integration (Husting 1995).

Later, this managerial approach was also analysed by Mallol, Holtom and Lee (2007), who went into greater depth regarding this practice by stating that the parochial multi-cultural management strategy can be compared to a one-way integration model. In this framework, new employees joining the organisation adapt the basic "identity" and value systems that are a part of the organisational culture, and interact with other people based on such a system (Mallol, Holtom & Lee 2007, p. 46) – as such, integration is done through individual discretion and how quickly they can adapt to the underlying organisational culture that they are exposed to. It should be pointed out that the parochial strategy does not attempt to suppress cultural diversity; rather, it

simply focuses on its own way of doing business regardless of the type of cultural groups that an organisation consists of (Mallol, Holtom & Lee 2007).

Examples of this type of strategy in action can also be seen in the study of Shorter-Gooden (2003), which examined the expansion of the multi-billion-dollar business processing and call centre industry into locations such as India and the Philippines. Shorter-Gooden (2003) noted that a parochial strategy was often in effect, wherein the local culture was ignored in favour of the outsourcing organisation's internal organisational culture that focused on metric-based performance. Outsourcing organisations such as Convergys and Sykes did not attempt to overwrite the cultural practices that were present (Shorter-Gooden 2003); instead, an emphasis was placed on how well employees were able to meet the metrics of the organisation.

The organisational culture of these two examples did not care about the type of culture their employees had and merely focused on how well the employees performed – they also focused on employee internalisation in line with the organisation's focus towards professional interaction and the provision of friendly service to its clients (Shorter-Gooden 2013). Similar conclusions were also made by (Mallol, Holtom & Lee 2007). Groups of employees that are managed by team leaders and operational managers are often allowed a considerable amount of discretion when it comes to their management styles and interactions based on their local culture (Mallol, Holtom & Lee 2007; Shorter-Gooden 2013); it is observed as obedience to the main culture of the outsourcing organisation, which is considered their first priority.

2.3.2 Ethnocentric Multicultural Management Strategy

The second strategy when it comes to managing talent in multi-cultural organisations comes in the form of the ethnocentric orientation that acknowledges the

inherent differences in culture from the employees of the organisation (Mallol, Holtom & Lee 2007). However, it views this difference as a potential source of conflict instead of as a resource that could improve the organisation (Robles 2014, p. 60). From the perspective of Robles (2014), this management strategy is narrow and places the strategies, processes, and internal culture of the organisation as "being better" than other possible alternatives (i.e. the cultural standards, processes, or methods used by people from other cultures). As a result, an ethnocentric management style actively attempts to reduce the effects and sources of cultural diversity in an organisation due to the perceived lack of any potential positive impact on the organisation's operations (Robles 2014).

Examples of this type of talent management in action can be seen in the organisational culture of Japan, which applies the extensive use of the ethnocentric model of management (Galperin & Johns 1998). While it is true that the work environment within Japan is largely homogenous (only 6% of the workforce is comprised of foreigners), the fact remains that when foreign workers do enter into an organisation, they are exposed to a largely ethnocentric management style (Galperin & Johns 1998); such an ethnocentric culture not only prevents cultural diversity of any sort, but also happens to avoid individual achievements in favour of group thinking and accomplishments due to its basis on the social aspects of the Japanese culture.

In essence, under the ethnocentric perspective, the "home culture" of the organisation takes precedence over the "foreign culture" of host country nationals (Au & Marks 2012). In fact, Au and Marks (2012) confirm that the ethnocentric strategy is actually quite prevalent in many modern international organisations at the present. Their "home standards" (i.e. the cultural and business standards that are based on the home country of the organisation) are used due to the belief in the "superiority" of the

methods and organisational culture that is prevalent in the home region of the organisation, and the result is that regardless of the multicultural presence within an organisation's workforce, their different cultures are still viewed as being far less effective than those from the home culture of the organisation (Au & Marks 2012, p. 277).

Examples of multicultural organisations that use the ethnocentric strategy for talent management can be seen in organisations that focus on the nationality of the owner (Au & Marks 2012; Rohlfer & Zhang 2016). For instance, there are organisations like Asus that place an emphasis on it being a Taiwanese company, Wal-Mart, which continues to emphasise that it is an American company, and many others that base themselves on the country of origin of their organisation (Au & Marks 2012, p. 279). It is due to the attitude of thinking that other foreign cultures are inferior that the sources and effects of multicultural diversity are removed from the workplace – from the perspective of an organisation that uses an ethnocentric strategy, the inclusion of new cultural behaviours into the organisation is an undesirable outcome since it not only affects the "purity" of the internal organisational culture, but it may also result in workplace conflict (Au & Marks 2012).

As such, by imposing its own culture over that of the employees, this strategy supposedly resolves all potential issues that relate to multicultural management problems in the workplace (Hofhuis, Van Der Zee & Otten 2012). To bring about its desired culturally homogenous environment within the organisation, the ethnocentric strategy focuses on the promotion of a dominant culture that superimposes itself over the different cultures of the organisation's employees (Hofhuis, Van Der Zee & Otten 2012; Rohlfer & Zhang 2016). According to Hofhuis, Van Der Zee, and Otten (2012), the goal is to change the behavioural patterns of the employees to be more in line with

the dominant culture that is being promoted regardless of their cultural background. Hofhuis, Van Der Zee and Otten (2012) focused on the application of the ethnocentric strategy by explaining that it promotes a passive organisational culture where all employees are expected to conform and follow regulations.

Employees are often required to follow the home country practices despite the fact that potential alternative strategies could be put into effect that may be more efficient or better for the organisation as a whole (Hofhuis, Van Der Zee & Otten 2012). The reasoning behind this is that ensuring conformity and change are based on the "top-down" approach (i.e. commands from the top being obeyed by those below as opposed to the horizontal management approach where there is greater equality in the workplace) (Hofhuis, Van Der Zee & Otten 2012). Following Chow and Austin (2008), such a management style promotes organisational complacency. However, Chow and Austin (2008) state that such a practice continues to be in effect today due to its stability and its focus on a centralised approach that ensures that the operations of the organisation continue unimpeded.

2.3.3 Synergistic Multicultural Management Strategy

The last strategy that will act as the framework for the analysis in the challenges in implementing talent management in a culturally diverse organisation is the synergistic approach (Mallol, Holtom & Lee 2007; Ortiz 2015). This strategy differs from the previous two since it acknowledges that cultural diversity can help an organisation and, as such, focuses on increasing its positive impacts while reducing its negative effects (Mallol, Holtom & Lee 2007). This strategy focuses on the idea that, by combining the best of different cultural approaches into the organisation's strategies, an organisation is able to develop several unique approaches that would

enable it to better operate in local and foreign markets (And & Coleman 2006). This is done through a variety of programmes that are meant to help employees recognise the various aspects related to cultural diversity, how multiculturalism is good for the organisation, and how employees from different backgrounds can develop cooperative relationships that would help enhance the operations of the organisation as a whole (And & Coleman 2006; Ortiz 2015).

An example of this type of strategy in action and its effectiveness can be seen in the case of Windows Vista and how Microsoft implemented a synergistic strategy in order to resolve its problem, as presented by And & Coleman (2006). The developmental process behind Windows Vista was considered extremely problematic for Microsoft, which resulted in a product that was not well received by consumers, and the reason was connected to the fact that the software had its development scattered across numerous regions, timelines, and countries – the end result was that the cultural differences between different work teams, as well as different timelines, created considerable issues when it came to proper communication and collaboration (And & Coleman 2006).

To resolve this issue, the synergistic strategy applied by Microsoft involved the implementation of new education programmes that were meant to help different teams better understand the multicultural workforce that they were a part of (And & Coleman 2006). Aside from this, there were also instances of cultural exchange between the different global teams, as well as the implementation of better processes involving methods of communication between people of different cultures (And & Coleman 2006). The result of these endeavours was a far smoother developmental process, resulting in massive improvements in both technical development and the speed with which the software was created (And & Coleman 2006). The organisation was able to

retain talented individuals that helped continue developing new versions of the software for the organisation, showing is that synergistic management can be used effectively in order to manage the inherent challenges in a multicultural organisation.

This examination sets the foundation for the study that will be conducted, wherein the identified merits will be subjected to present day HR managers that deal with these issues on a daily basis (And & Coleman 2006). Although a number of studies have examined diversity management in multicultural contexts and talent management, no effort has been made to link the two – out of the three methods of managing cultural diversity, only the synergistic approach focuses on cultural integration and cooperation, and the other two either ignore cultural differences (parochial) or glorify the home country's culture over host cultures (ethnocentric) (Rohlfers & Zhang 2016). The same goes for geocentric, ethnocentric, and polycentric organisational cultures that use transnational, global, and multi-domestic staffing strategies, respectively, to expand into international markets; although appropriate staffing strategies exist for each organisational culture, it is not clear how specific features of the talent management pipeline, i.e. employee recruitment, selection, development, retention, and promotion, are handled in these organisations (Mallol, Holtom & Lee 2007) – there is a scarcity of research on how diversity management may be connected with TM practices.

2.3.4 HR Practices in Managing Diverse Talents

Lee (2009) examined the use of motivating factors and practices in managing the diverse workplace, observed their application under the parochial, ethnocentric, and synergistic methods of managing cultural diversity, and discovered a distinct division in the method of motivation used. The parochial and ethnocentric strategies

used a primarily extrinsic method of motivation, while the synergistic method was associated with intrinsic methods (Lee 2009, p. 38). Furthermore, Lee (2009) explained that the reasoning behind this was due to the parochial and ethnocentric methods concentrating primarily on performance based rewards as a facilitator for motivation, while the synergistic strategy focused more on employees' well-being and how they felt in their work environment. The reason why extrinsic methods of motivation were used in the case of the parochial and ethnocentric strategies was due to the fact that intrinsic methods are simply incompatible with the way in which the above-mentioned methods are oriented (Lee 2009). The parochial strategy ignores cultural differences, while the ethnocentric method attempts to suppress and minimise them (Lee 2009) – extrinsic motivating factors are methods of motivation that focus on external rewards as the means by which employees are motivated to work harder.

Extrinsic motivation stimulated with the help of HRM practices does not focus on improving the work environment or making employees feel more welcome; instead, its approach is to motivate employees based on increased financial gain (Lee 2009). The problem is that some cultures are not as motivated towards financial gain as they are towards intrinsic motivating factors (i.e. internal methods of motivation) (Mallol, Holtom & Lee 2007), resulting in both monetary and non-monetary rewards being applied in different cultures.

In their turn, Miriam et al. (2013) argued that even if an organisation is operating within its home market, it should actively pursue a culturally diverse hiring and developmental process that takes into account the culture of an individual hired. Culture, for proponents of the synergistic strategy, is considered as a valuable resource since it brings in fresh viewpoints, the possibility of new practices, as well as the creation of methods of communication that may enable the organisation to develop

itself into a better one (Miriam et al. 2013). Shorter-Gooden (2013) further developed the idea, concentrating on regarding culture as a “vague resource”. While numerous organisations have implemented the synergistic management strategy in order to take advantage of the supposed benefits of a multicultural workforce, the inherent benefit of each use of cultural diversity is not measurable as compared to situations where it may not have been applied; Shorter-Gooden (2013) stated that since culture, as a resource, cannot be measured, it is uncertain whether the benefits attained are significant enough to warrant its application – this aspect influences the choice of managerial practices to work with diverse talents.

A counter-argument to this particular viewpoint can be seen in the studies of Robles (2014), Galperin and Johns (1998) and And and Coleman (2006), which show that despite the inherent “vagueness of value” that is attributable to culture, there are perceived benefits to its application. However, despite its apparent benefits, the above-mentioned studies fail to show how the concept of people’s culture should be attached to how organisations should view talent as a resource (Robles 2014). This may in part be due to the great number of different cultures that exist, and how each could have potentially different influences that cannot be measured, resulting in the present day argument of different viewpoints (Robles 2014; Galperin & Johns 1998; And & Coleman 2006).

2.3.5 Challenges in Talent Management in a Culturally Diverse Organisation

Different cultures result in different organisational cultures, and this creates issues when it comes to the implementation of any egalitarian method of talent management (And & Coleman 2006; Scholz 2012). The previous sections of this study were able to show that it is the systems, and not necessarily the individual employees,

that result in the operational successes enjoyed by an organisation (Scholz 2012). Organisational culture can be considered a type of system in the grand scheme of an organisation's operations resulting in it being somewhat attributable towards the egalitarian perspective, where organisations should focus on employees as a whole when it comes to talent management processes (Hofhuis, Van Der Zee & Otten 2012; Scholz 2012). However, there are issues when it comes to compatibility across multiple cultures (Clemmensen 2012; Scholz 2012). Simply put, some cultures (and their resulting organisational cultures) prefer practices and methods that are incompatible with the perspectives and methods of other cultures (Clemmensen 2012), resulting in the challenge for talent management in culturally diverse organisations being the ability to address this issue of incompatibility in light of this exposure.

Other challenges associated with talent management in a multicultural workforce are issues connected with the employee engagement strategies used (Chow & Austin 2008; Galperin & Johns 1998). Chow and Austin (2008) stated that these strategies are meant to enhance the feeling of well-being of employees, which makes them more motivated and aligned with the interests of the organisation. The problem with its application in a multicultural setting is that different cultures view the concept of engagement in widely different ways (Chow & Austin 2008). For instance, one of the employee engagement strategies used in Japanese organisations involves the practice of "nomikai", which is a social aspect of work where employees get together afterhours in order to drink alcohol and eat (Galperin & Johns 1998); while on the surface this may not seem like a bad idea, the fact is that the practice is often embedded as a form of social compulsory behaviour where employees are not required to attend but do so under social obligations. This method of employee

engagement is meant to bring employees closer together, but its compulsory nature may not agree with the cultural attributes of individuals who are outside of the Japanese culture who may want to do something else after work (Galperin & Johns 1998).

While this is a relatively mild example of differences in employee engagement strategies in order to make employees feel more welcome within the organisation, it does show certain aspects of cultural conflict when it comes to multicultural organisations (Galperin & Johns 1998, p. 4). For instance, what if the *nomikai* practice was forced on a person that was Muslim who does not drink alcohol? This has the potential to create significant interpersonal conflict that is primarily based on culture (Galperin & Johns 1998). Attempting to force the issue also has considerable negative consequences (Clemmensen 2012; Michailova et al. 2017). As Galperin and Johns (1998) stated, such methods actually contribute towards a decline in employee motivation in heterogeneous employee groups, since employees often feel a lack of sufficient “connectedness” when it comes to their relationship with the organisation, as well as with other individuals within said organisation (Miriam et al. 2013); thus, the talent management practices that have been implemented must be questioned when it comes to addressing challenges related to discrimination, communication error, cultural misunderstandings, and a variety of similar instances that are associated with conflicting cultural factors in employee engagement strategies.

2.4 Gaps in Existing Research

The scarcity of knowledge regarding talent management in the context of Qatar and the larger Gulf Cooperation Council (GCC) region is determined with reference to the reviewed literature (Al-Emadi, Schwabenland & Wei 2015; El Masri & Suliman 2019). It is worth noting that most of the past studies have concentrated on talent

management as a general topic (Collings 2014b; Dries 2013; Sparrow & Makram 2015; Swailes, Downs & Orr 2014); however, the emergence of culturally diverse organisations in the region elucidates the gap in research and necessitates the current study. Therefore, it is necessary to investigate the specifics of implementing talent management in a culturally diverse educational organisation in Qatar (Al-Emadi, Schwabenland & Wei 2015). Only a few studies, including the works by El Masri and Suliman (2019), Romanowski and Nasser (2015), and Romanowski, Abu-Shawish and Merouani (2018), partially cover this topic.

There is a gap in research regarding the discussion of current management strategies employed by culturally diverse organisations in Qatar or other Arab countries to attract, manage, and retain talented employees (El Masri & Suliman 2019; Romanowski & Nasser 2015). To utilise the available skilled or talented labour in the wake of changing workforce demographics, preferences, and cultural diversity, talent management should be aligned with the corporate strategy (Michailova et al. 2017). The approach entails the integration of the operational objectives of the processes of recruitment, development, and retention with the organisational strategy (Husting 1995). This study will cover the gap exploring talent management processes – staff recruitment or hiring, training or development, and retention – at the operational level of a culturally diverse educational organisation in Qatar.

It is also important to note that the realisation of talent management practices in Qatar is influenced by a specific legal framework in the country and the focus on Qatarisation, which were not discussed in the literature in detail. According to the Labor Law adopted in Qatar, the administrative employees of state and public institutions are appointed and work under Qatar's Civil Human Resources Law. This law is not applied to the academic staff in institutions, and academicians and non-

Qataris are usually employed under the contract law (Qatar Labor Law 2020). These differences are also associated with the promotion of the Qatarisation policy, according to which more citizens of Qatar are introduced into the country's workforce to support nationals with the help of large state investments (Al-Ammari & Romanowski 2016; Ridgway & Robson 2018). This policy allows for increasing the number of employed Qataris in different sectors of the economy in order to promote their well-being and help them to address the competition with expatriates (Killawi et al. 2014).

Linking talent management and diversity management would require an integrated HR system that considers issues of cultural diversity in every step of the talent management pipeline (Ruël, Bondarouk & Dresselhaus 2014). The study will cover the gap, examining how the management of diverse talents is realised through such processes as attracting, selecting, developing, and retaining employees in an educational organisation in Qatar. Infusing TM practices with diversity management will have significant implications for HRM practices of multicultural organisations – briefly, the HR practices of attracting, selecting, developing, and retaining top talent in Qatar-based subsidiaries will change through infusion with diversity management, as noted by Michailova et al. (2017). Since diversity improves an organisation's attractiveness to talented staff, HR practices that involve a diversity-based perspective translate into strong competitive positioning (Hofhuis, Van Der Zee & Otten 2012; Husting 1995); a diverse workforce, especially in managerial positions, motivates lower-level staff to progress in their career and attract talented professionals, creating a diverse talent pool that the organisation can tap into to grow.

Numerous research gaps have been identified with a focus on determining how multicultural organisations address the challenges associated with the aspects of

culture and talent management: researchers believe that HR systems, not “star employees”, lie at the heart of organisational performance (Cartledge, Singh & Gibson 2008). With these systems in mind, this research is aimed at establishing how a multicultural workforce creates challenges in the application of certain practices under an egalitarian talent management framework. This is due to how different cultural backgrounds often cause interpersonal conflict and stifle some talent management strategies (Cartledge, Singh & Gibson 2008); to shed more light on this issue, this study delves into the three most prominent management strategies of resolving multicultural workforce issues, namely parochial, ethnocentric, and synergistic. These strategies show how organisations attempt to resolve the issue of multiculturalism by ignoring it, replacing it with their own culture, or integrating it with reference to the idea of talent management (Rohlfers & Zhang 2016).

Organisational approaches, such as the ethnocentric (home country employees), geocentric (global talent), or polycentric approach (local staff), present a challenge to HR practitioners with regard to diversity management (Alcazar, Fernandez & Gardey 2013) – while these three approaches bring specific advantages to the organisation, ethnocentric, and polycentric strategies do not develop a culture that promotes diversity. The current study will serve to cover the gap in research regarding the application of these approaches and discussion of the efficacy of diversity management methods and tools (Cohn, Khurana & Reeves 2005). Resolving cultural diversity issues through parochial (ignoring them) or ethnocentric (replacement with own culture) may not create a diverse talent pool, and a new alternative model or framework is required (Alcazar, Fernandez & Gardey 2013), and will be developed in the context of this study.

Additionally, the discussions in articles do not show how HR practitioners can connect diversity management with talent management within the context of the organisational strategy; studies present separate approaches for diversity management and frameworks for talent management (Alcazar, Fernandez & Gardey 2013; Swailes, Downs & Orr 2014). The integration of diversity management and TM practices is critical in ensuring diverse representation in key positions (Swailes, Downs & Orr 2014). However, diversity approaches to TM in organisations are lacking in the literature (Schmidt 2016); these gaps can be addressed in practice by adopting a diversity-based focus throughout the talent management pipeline and designing a specific model – creating a diverse talent pool would require diversity-focused attraction, selection, development, and retention, and these aspects will be reflected in the model.

In order to shed more light on this issue and examine how organisations address the challenges brought up by this study, the researcher will conduct an examination on what methods present day HR departments use in order to address the challenges of talent management in a multicultural organisation. The study will contribute to improving HR practices through developing a customised model linking talent management with practices of attraction, selection, development, and retention in multinational organisations operating in Qatar. The study will also highlight the obstacles regarding cultural integration in the workplace. The findings will help culturally diverse organisations in Qatar with handling issues of discrimination, prejudice, or disagreements, and with promoting effective vertical and horizontal communication. By exploring the challenges of talent management in multicultural organisations, the most effective methods for managing cultural diversity will be

established. Thus, the study's findings will help organisations develop new ways of promoting communication, cooperation, and knowledge management.

2.5 Research Questions

The discussion of the literature, important for analysing the background in studying the determined research problems, allows for identifying certain gaps in the area of inquiry. In addition to the stated research aims and objectives, it is also necessary to focus on finding the answers to certain research questions with reference to the implicit personality theory, the EPG model, and Adler's strategic model used as a theoretical framework in this study. The following research questions can be used as appropriate in order to cover the gaps identified in the previous research regarding the problem of HR management in multicultural organisations in Qatar with reference to the aspect of talent management:

1. What are the current management strategies employed by the organisation to attract, manage, and retain talented employees?
2. Are there specific measures that multicultural organisations put in place to manage and retain the capabilities of their employees?
3. Is it possible for multicultural organisations to develop a customised model to manage the talents of their personnel?

These research questions were formulated for the purpose of addressing the identified general and specific problems associated with the realisation of talent management practices in multicultural organisations in the State of Qatar. It is critical to study what strategies HR managers can use while working with diverse talents in the unique context of Qatar, referring to the example of one educational institution. Furthermore, it is also necessary to study what steps were made by the selected culturally diverse organisation in Qatar that belongs to the educational sector in order

to attract, retain, and develop its talents, with a focus on all possible challenges faced by HR managers on this path.

2.6 Summary

This chapter has provided the recent findings on topics concerning the nature of talent and talent management, culture and cultural diversity in organisations, as well as the approaches and strategies taken by HR managers to work with diverse talents. Researchers and practitioners are inclined to support rather opposite views regarding the nature of talents. The views on talents as whether they are innate or acquired influence HR managers' choices of practices and strategies proposed to employees in order to attract, retain, develop, and promote them. Thus, important gaps in the reviewed literature are related to the lack of discussing specific practices that can be used by HR managers as most effective when working with talents depending on the selected perspective. Nevertheless, in addition to the factor of the nature of talent, the selection of talent management strategies is also based on the aspect of culture. The relationship between talent management and culture is discussed in this chapter with reference to findings on talent management in multicultural organisations. The next chapter focuses on the methods applied to research the set problem and address the determined gaps in the literature on the topic.

Chapter Three: Research Philosophy, Design and Methodology

3.0 Introduction

Addressing challenges in implementing talent management in culturally diverse organisations is critical (Roberson, Ryan & Ragins 2017). Qatar is one of the countries that have invested a lot of resources in institutions of higher education, and it is important to examine their results in managing diverse talents (Rodriguez & Scurry 2014). In this chapter, information regarding the research philosophy guiding this study will be provided along with the details on the selected research method and design. The aim of this qualitative study is to investigate the means by which the human resource managers can develop TM strategies while acknowledging multiculturalism in Qatari organisations and determine possible challenges referring to employees' perceptions. This aim has been reached in this study while completing the following objectives:

1. To explore the current management processes that are used by HR management in the higher education institution in Qatar.
2. To critically analyse whether cultural differences can influence the strategies that are usually employed by a higher education organisation in the management of its human resources.
3. To examine the talent management approaches that can be applied to expatriates and local workers by HR managers in the selected higher education institution in Qatar.
4. To develop a customised model (a framework) for implementing talent management strategies and practices in the selected higher education institution in Qatar.

The following research questions were used to address the gaps in the previous research on the problem of talent management in multicultural organisations in Qatar:

1. What are the current management strategies employed by the organisation to attract, manage, and retain talented employees?
2. Are there specific measures that multicultural organisations put in place to manage and retain the capabilities of their employees?
3. Is it possible for multicultural organisations to develop a customised model to manage the talents of their personnel?

Philosophical perspectives supporting this study are also discussed in this chapter in detail. In addition, the reasons for selecting a qualitative methodology are presented. The chapter ends with discussing the ethical issues and limitations associated with conducting this research.

3.1 Research Philosophy Applied to This Study

A specific research philosophy applied for a certain study is a lens through which researchers examine the selected object, relationship, or phenomenon (Alvesson & Sköldberg 2017; Bryman & Bell 2015). Researchers agree that, while applying specific philosophical paradigms, investigators can make assumptions and generate knowledge regarding a specific problem (Alvesson & Sköldberg 2017). A research philosophy focuses on the nature, source, and development of knowledge in a given study (Bryman & Bell 2015) – it explains the beliefs embraced by the researcher when collecting information about a given phenomenon, and how the data should be analysed and interpreted. Thus, a philosophy provides a framework for the study to follow while reflecting a researcher's beliefs and assumptions (Patten & Newhart 2018; Patton 2002).

3.1.1 Social Constructionism

While selecting a philosophy to adopt, it is important to concentrate on positivism, phenomenology, pragmatism, critical realism, and social constructionism; positivism is based on the idea that knowledge can only be considered factual and trustworthy if it is gained through observation and experimentation with the help of relevant instruments (Bryman 2016; Saunders, Lewis & Thornhill 2011). When referring to positivism, a researcher must understand that his or her role is limited to data collection, analysis, and interpretation in an objective manner – positivism allows focusing on objective data and measuring specific relationships, and results of these studies can be easily generalised because of the factual nature of research (Patten & Newhart 2018); a researcher must remain a neutral observer who reports findings the way they are, even if they go against one's personal beliefs, knowledge, or experience.

Phenomenology is grounded in the principles of interpretivism, and it requires a researcher to make an observation of different elements in the area of study and then make interpretations of what is observed based on personal knowledge and experiences, supported by evidence-based research (Jackson 2016; Saunders, Lewis & Thornhill 2011). It means that this philosophy allows a researcher to use personal knowledge when making the interpretation (Alvesson & Sköldberg 2017). Therefore, researchers claim that the key focus is on determining the meaning that participants ascribe to their experiences and views regarding a studied phenomenon (Huberman & Miles 2002; Patten & Newhart 2018); the expected result of applying this philosophy is the deeper understanding of a certain problem or phenomenon with reference to individual visions of selected subjects.

According to Fellows and Liu (2015), researchers supporting pragmatism hold the view that a concept can only be relevant if it can support action. The philosophy

acknowledges that there are different ways of interpreting the world – it is irrational to insist on just one way of interpreting various factors (Gravetter & Forzano 2018; Patton 2002). This philosophy allows people to make their interpretation based on their broad socio-cultural background; however, when making assumptions, it is necessary to ensure that they are based on facts (Saunders, Lewis & Thornhill 2011). Critical realism is based on the view that reality is always independent of the human mind – people may hold beliefs based on their socio-cultural backgrounds, experiences, knowledge, and other similar factors (Alvesson & Sköldberg 2017; Crotty 1998). Some of the beliefs are based on misleading information, and others are held because of the lack of knowledge (Alvesson & Sköldberg 2017). Table 3.1 provides a summary for the discussed philosophies of paradigms.

Table 3.1: Research Philosophies

Positivism	Phenomenology	Pragmatism	Critical Realism	Social Constructionism
Objective	Subjective	Objective and subjective	Objective	Subjective
Observable phenomena	Perceptions regarding social phenomena	Observable and social phenomena	Observable phenomena	Perceptions regarding social phenomena and constructs
Quantitative data	Qualitative data	Quantitative and qualitative data	Data are quantitative or qualitative	Qualitative data
Researcher's position is independent	Researcher interprets results	Researcher takes multiple positions	Researcher interprets results	Researcher interprets results

Positivism, pragmatism, and critical realism seem to be inappropriate for this study because the researcher focuses on exploring the mechanism to establish talent management in a multicultural organisation in Qatar with reference to subjective

visions of employees, and phenomenology does not allow for concentrating on the idea of a social construct that is important for this study. As a result, social constructionism is selected as the key paradigm to guide this research as an interpretive and epistemological framework; the reason is that the researcher is interested in investigating the phenomenon of talent management in an educational culturally diverse organisation in Qatar from the perspective of employees and their particular views (Patton 2002). The researcher is focused on studying talent management strategies applied in multicultural organisations in Qatar as they appear in order to understand what meaning employees ascribe to efforts of their HR managers in this area.

The principles of social constructionism were developed by Berger and Luckmann (1966), who focused on explaining the reality through the perspective of people's perceptions and social interactions. Creswell (2013, p. 43) defines social constructionism as a "theory of knowledge in sociology and communication theory that examines the development of jointly constructed understandings of the world that form the basis for shared assumptions about reality." In this study, this approach will help in making relevant assumptions in understanding the reality of challenges in implementing talent management in culturally diverse organisations.

Social constructionism is rooted in phenomenology, as it is important to concentrate on individual experiences in order to conclude about the progress of particular social constructs (Alvesson & Sköldberg 2017; Gravetter & Forzano 2018). When developing the knowledge, it is expected that the researcher makes conclusions referring to participants' individual experiences associated with the social construct of talent management (Creswell & Poth 2017; Patton 2002). Thus, according to the principles of social constructionism, the knowledge is constructed in individuals' social

relations, and should be gained through examining people's practices and interactions (Marshall & Rosman 1994). In the context of this research, the knowledge about talent management practices in a multicultural organisation is gained through analysing the participants' experiences regarding treating or not treating them as talents in their organisation (Capelli 2008; Saunders, Lewis & Thornhill 2011) – from this perspective, the application of social constructionism is more reasonable for this research in comparison to positivism or phenomenology, as well as pragmatism or critical realism. Other philosophical paradigms cannot provide the researcher with the necessary framework to address the set research objectives and answer the research questions.

3.1.2 Ontology

In addition to philosophical paradigms, it is also important to focus on ontology as a specific philosophical concept connected to understanding the nature of reality in a variety of its forms; ontology is explained as the way of thinking typical of researchers and the assumptions they make concerning world phenomena and processes to examine – it is possible to determine two unique forms of ontological knowledge: objectivism and subjectivism (Alvesson & Sköldbberg 2017; Gravetter & Forzano 2018). According to the principles of objective ontological knowledge, social entities appear separately from individuals who focus on their existence; on the contrary, according to the ideas of subjective ontological knowledge, social entities should be studied with reference to the perceptions of individuals regarding these phenomena's existence (Strauss & Corbin 1998). As a result, selecting the ontological knowledge to address, researchers determine their vision regarding the nature of reality. In this study, the focus is on the subjective approach, as knowledge regarding the studied reality is

expected to come from focusing on the case study and perceptions of employees working in one selected organisation.

Bryman (2016) defines a research strategy as a step-by-step action plan that provides the direction that is taken to research the phenomenon systematically within the available time to provide an informative report. The strategy that is chosen should define how data can be obtained from the respondents for further interpretation. When choosing a strategy to be used, Lewis (2015) notes that a number of factors have to be considered when referring to the aspect of ontology. It is necessary to ensure that the strategy is time-sensitive, and that the availability of respondents is another factor that must be taken into consideration in order to collect information related to respondents' perceptions and their vision of reality (Saunders, Lewis & Thornhill 2011); geographic constraints should also be considered, and the approach that is used when the respondents are widely dispersed is different from that which is appropriate when they are concentrated within a specific geographic area.

The selected research strategy based on subjective ontological knowledge should define how the researcher will collect relevant data to address the research questions. For this research, a case study is used, and this research strategy is defined as "an empirical inquiry" that examines a phenomenon or a case "within its real-life context" (Gog 2015, p. 36), and its distinguishing feature is that it does not involve an experimental manipulation of the participants – this strategy is often used where the boundaries between an object of study and its setting are not clear. Therefore, the context is important, and unlike experimental methods, contextual factors are not manipulated in a case study (Creswell 1994; Saunders, Lewis & Thornhill 2011). The object of the research is studied within its setting in a bid to understand the behaviour or attitudes of similar units – a case study can be holistic or embedded depending on

the level of analysis used (an organisation or subunits within it) (Starman 2013). Thus, the focus of the inquiry may be on a single unit or its subdivisions.

3.1.3 Epistemology

Epistemology as a philosophical concept is related to understanding various constituents which can particularly form respondents' and researchers' knowledge – epistemology is important to refer to when it is necessary to answer the question about details and unique factors or aspects that are critical in research and directly guide its development (Alvesson & Sköldberg 2017; Creswell & Poth 2017). Depending on their vision of epistemology, researchers choose to focus on different types of data to collect and analyse in their various studies: it is possible to be interested in examining material aspects or in investigating certain psychological factors influencing the chosen phenomenon (Marshall & Rosman 1994; Saunders, Lewis & Thornhill 2011). Therefore, epistemology determines a paradigm to choose by a researcher depending on his or her worldview and the focus of research (Marshall & Rosman 1994; Saunders, Lewis & Thornhill 2011). In this study, the aspect of epistemology explains the researcher's choice of the qualitative methodology in order to be able to collect and work with narrative data that include the details regarding the participants' perceptions of talent management strategies used in their multicultural organisation.

3.2 Research Methodology

In this section, the researcher will explain the method that will describe various steps which should be taken to ensure that the desired data is collected and analysed appropriately to inform the study.

3.2.1 Qualitative versus Quantitative Methods

When conducting research, one of the most important decisions that a researcher has to make is whether to use qualitative or quantitative methods to achieve the desired goals (Creswell & Poth 2017; Saunders, Lewis & Thornhill 2011). The choice of either approach requires the adequate consideration of the specific methodological appropriateness: a distinction between these two research paradigms, including their strengths and weaknesses can help provide a foundation for the design and procedures adopted in this study (Creswell & Poth 2017). Compared to quantitative methods, qualitative research provides more in-depth insights into behaviour, attitudes, and perceptions (Barnham 2015), inductively generating ideas and theories on a particular issue by exploring the perceptions of the target group or population. In contrast, the quantitative method deductively looks for facts that explain a topic of interest by asking 'what' questions (Barnham 2015) – the two approaches differ on the induction versus deductive stance.

While quantitative research seeks to explain patterns of behaviour and generalise findings to other related contexts, the qualitative approach aims at uncovering specific meanings peculiar to a given situation (Choy 2014). In this regard, the positivist paradigm (quantitative) entails hypothesis testing using data to deduce conclusions about a particular aspect (Choy 2014; Yilmaz 2013). To realise this goal, the researcher must rely on the foundational laws governing the phenomenon under study and utilise a representative sample of the subjects (Yilmaz 2013). The general view is that once this rigidly designed, objective, and rational process is followed and sufficient quantitative data is obtained, the findings can be generalised to multiple settings (Creswell 1994); however, to a qualitative researcher, the exclusive use of the

positivist approach increases the risk of bias and is not consistent with the interpretive philosophy.

In contrast, phenomenology seeks to understand phenomena in their natural situation or setting (Cassell 2018; O'Sullivan et al. 2017). A qualitative investigator inductively examines the participants as people with unique relations with their social contexts and not merely as study subjects (Cassell 2018) – in order to obtain a clear picture of the respondents, the investigator must avoid common pitfalls associated with this type of research. Creswell and Poth (2017) and O'Sullivan et al. (2017) agree that researcher bias must be controlled to avoid compromising the validity of the research; it requires the investigator to begin a study on a clean slate, as any preconception – including a predetermined design – could introduce an error into the process. According to Weller et al. (2018), open-ended questions are preferred to closed-ended ones to cater for subjective interpretation by the respondents, and the researcher can then make conclusions about patterns of behaviour or perceptions from the data gathered.

Qualitative and quantitative studies also differ in their philosophies, treatment of the subject, and generalisation, and researchers agree that, from a philosophical stance, a quantitative researcher is objective, while a qualitative investigator is said to be subjective (Antwi & Hamza 2015; Denzin & Lincoln 2000); the latter views reality as holistic and indivisible, and it cannot be fragmented or subjected to experimental manipulation. A qualitative researcher considers all participants as different, and therefore, their attitudes, perceptions, and behaviours should be studied in their natural context to identify general themes or patterns (Antwi & Hamza 2015), whereas quantitative studies regard all subjects as the same and group them into categories.

3.2.2 Rationale for Choosing the Qualitative Method

Researchers should be very keen when selecting the most appropriate method of conducting research to ensure that the selected method is in line with research goals and objectives (Bryman & Bell 2015; Saunders, Lewis & Thornhill 2011). It is possible to choose a qualitative method as the appropriate approach to conducting this study. The reason is that this study examines the views of the HR manager, the director of recruitment, training supervisors, the heads of academic departments, coordinators, the staff involved in hiring, selection, and employee development, and the Business Administration faculty members to uncover the strategies they use to address the challenges of managing talent in their multicultural organisation. The top managers responsible for policy and strategic decision-making at the institution, namely, the president, dean, and associate deans, were also interviewed.

The study aim points to three basic prerequisites. First, the research is concerned with the subjective meanings of the target population, and a qualitative method is appropriate for this study to allow the researcher to interact with the subjects. Bryman (2016, p. 82) defines qualitative research as “primarily exploratory research used to gain an understanding of underlying reasons, opinions, motivations, and insights into the problem, or helps to develop ideas or hypotheses for potential quantitative research.” This approach will help uncover the participants’ perspectives on talent management and related challenges (Guba & Lincoln 1994). Second, this study centres on social phenomena, including organisational structures and procedures that shape views about talent. Thus, an interpretivist (or phenomenological) approach is required, as stated by Creswell and Poth (2017), and Miles, Huberman and Saldana (2018).

This research goes beyond identification and quantification of the relationship between variables; therefore, the quantitative method is not appropriate to provide a detailed explanation of challenges that affect the implementation of talent management in the selected organisation. It is important to focus on participants' views regarding experienced strategies and practices (Gravetter & Forzano 2018; Miles, Huberman & Saldana 2018). Jackson (2016) explains that sometimes views of the few may be more beneficial for research because of their talent or special skills that enable them to look at the issue differently. As such, the qualitative method is the appropriate type of research based on the goals and objectives set for this study.

3.3 Research Design and Strategy

In this sub-section, it is important to focus on the sample and setting selected for this study. Additionally, it is also necessary to explain the selected research design and approach to investigate the chosen phenomenon. Justifications for the determined sample and approaches, as well as the overall research strategy, will be provided in detail.

3.3.1 Sample and Selection Criteria

Sampling is one of the most important steps when planning a study (Fellows & Liu 2015; Saunders, Lewis & Thornhill 2011). According to Saunders, Lewis and Thornhill (2011), when dealing with a large population, it may not be possible to collect data from everyone because of the limited time that is available for the study, making it necessary to select a manageable sample to help in the collection of the needed primary data. Fellows and Liu (2015) advise that when selecting a sample, it is important to ensure that it represents the entire population. Purposive sampling is used in this project because this non-random sampling technique allows the researcher to

select participants based on factors relevant to the study (Alvesson & Sköldberg 2017). On the contrary, using simple random sampling means that there would be chances of selecting participants that do not meet the set standards (Bryman 2016). After identifying relevant institutions, Saunders, Lewis, and Thornhill (2011) advise that it is important to select individual participants who will be engaged in the process of data collection.

One of the colleges in Qatar was selected as a setting for this study, and its workforce represents the study population and sample. This institution is culturally diverse; it has employees from multiple nations. The diversity in the organisation encompasses mixed races, genders, cultures, and religions (Roberson, Ryan & Ragins 2017). In the context of purposive sampling, to define the target population, specific inclusion criteria were formulated and followed because it was important to recruit only those college employees who could provide substantial answers to research interview questions. Potential participants selected with reference to the purpose of this research were contacted, and it was important to address their concerns regarding confidentiality. They were ensured that their personality could not be disclosed, and they signed informed consent forms.

According to the inclusion criteria, eligible respondents were representatives of administrative or academic staff at the college. Interviews were conducted with the HR manager, the heads of academic departments, coordinators, and staff involved in hiring, selection, and employee development. From the faculty, only those from the Business Administration Department participated in the study. Another group of interviewees included the top and middle managers involved in policy and decision-making at the college. The rationale for inclusion criteria was to determine how talent

management is implemented in practice by studying a diverse sample of the participants.

The heterogeneous sample increases the external validity of the results. As Robinson (2014) explains, heterogeneity in a target population enhances the generalisability of any commonality found, and the results are not limited to a specific group or location. The diverse sample was also consistent with the principles of cross-cultural qualitative studies. According to Evans and Suklun (2017), a demographically heterogeneous population helps compare respondents with different cultural backgrounds to identify similarities or differences in perceptions, views, or attitudes. A sample size of more than one interview gives insights into the challenges of talent management in multicultural settings (Creswell 2013; Hampshire et al. 2014). Thirty-two interviews were conducted to explore the views and perspectives of the respondents on the challenges of managing talent at the college. The chosen participants were targeted because they played central roles in the implementation of most of the organisational strategies. They were best placed to provide information on talent management and challenges that are often faced in such endeavours.

The strategic plan adopted at the college provides simultaneous triangulation of the qualitative data collected during the interviews. Since the implementation of talent management strategies is a role of the top managers and administrators, interviewing academic staff was useful in triangulating and validating their responses. This process helped identify and fill in gaps in the dataset before analysis (Alvesson & Sköldberg 2017; Creswell 2013). Thus, triangulation ensured data quality, completion, and accuracy.

3.3.2 Research Strategy

In this qualitative research, the appropriate research design is an explorative study based on a case study approach (Bowling 2014; Crotty 1998). According to Bowling (2014), exploratory research is a design that focuses on developing new knowledge in a field that has not yet received extensive research, where the researcher will be exploring a new field that has limited information. Crotty (1998) explains that the design focuses on the discovery of new ideas about a given study. It is important to understand that the selected topic, challenges in implementing talent management, has been explored by a few scholars who have published their findings, but not in the context of Qatar (Rodriguez & Scurry 2014). Most of the existing studies are based on the western context.

The study uses a qualitative case study because the aim is to gain an in-depth understanding of the contextual variables and the study problem – talent management challenges in a single organisation (Tafti, Mahmoudsalehi & Amiri 2017); it was considered an appropriate research strategy for the inquiry because it can help respond to ‘why’ and ‘what’ questions, which are exploratory in nature. Because of time constraints, the study employs an embedded case study to explore the views of different individuals within a higher education institution in Qatar. This implied that the research should be carried out in a single organisation, but the focus was on the different subunits (departments) of the institution – such an embedded case study approach allows a researcher to explore a phenomenon for which there is a scarcity of research (Elman, Gerring & Mahoney 2016). Talent management in multicultural organisations is a relatively new topic in HR circles that has emerged in the wake of globalisation and the internationalisation of organisations (El Masri & Suliman 2019; Khaloud 2018).

Since research on the challenges of managing talent in culturally diverse organisations in Qatar is limited, this study seeks to give a better understanding of these issues by exploring the views of various individuals working in a multicultural institution: a few researchers had examined this issue before, which called for an exploratory case study approach (El Masri & Suliman 2019; Rodriguez & Scurry 2014); as such, an embedded case study is the most appropriate strategy for this research. It allows the researcher to evaluate the views of the administrative staff and academics drawn from different departments within the selected college.

3.4 Methods of Data Collection

Once a sample has been identified, the next phase is the collection of primary data from the respondents. Jackson (2016) claims that the method of data collection should be chosen based on the nature of the study, the time available for the research, and the physical availability of respondents. The researcher decided to use face-to-face, qualitative, semi-structured interviews to collect the needed data from the informants. Bryman (2016) notes that physically interacting with respondents when collecting information is always beneficial and improves chances of gathering the needed information. Informants were offered an opportunity to ask any question they may have had about the study. Their concerns were addressed effectively before they started answering questions.

Semi-structured interviewing coupled with improvisational probes was used to prompt the participants to reveal valuable organisation-specific information that may not have been collected with structured interviews (Gravetter & Forzano 2018; O'Sullivan et al. 2017). Using standard semi-structured and unstructured questions, Creswell (2013) explains that it is possible to gather information from each of the respondents. This approach makes it easy to request for a clarification from

respondents in the case when their answers are not clear or go against what was expected based on the researcher's knowledge, information gathered from secondary sources, or responses provided by other participants. According to O'Sullivan et al. (2017), the use of semi-structured interviews allows for mentioning a variety of issues and facts that are viewed by participants as important to be revealed in the context of the discussed topic. In addition, the researcher remains to be flexible while asking questions and clarifications from respondents. The reason that conducting semi-structured interviews in this research was used was to collect primary data and receive detailed and specific answers to the set probing questions that are important to respond to the main research questions.

In this case, probing questions as interview questions allow to guide the respondent during an interviewing process, but an individual decides independently what information and details to discuss (Gravetter & Forzano 2018; Sekaran & Bougie 2016); this approach is useful for this type of qualitative study because the key goal is to focus on the participants' experiences and perceptions and to explore reasons or motivations behind a given issue. This approach makes it possible to understand what can or could have been done to address the problem and achieve the desired outcome in the context of implementing talent management at the college from the perspective of employees (Bryman 2016; Bryman & Bell 2015).

The application of semi-structured interviews allows a researcher to use open-ended questions that enable respondents to explain their answers (Bryman & Bell 2015; Creswell 2013) – instead of just providing a “yes” or “no” answer, this method allows respondents to explain their choices, and using this method in this research, it is possible to identify and explain challenges in implementing talent management in culturally diverse organisations. When conducting interviews, the participants were

asked to discuss any ideas and experiences they could want to share regarding the topic. In a comfortable and safe environment, they were stimulated to express their views on talent management in their organisation, as well as all associated strengths and challenges. The provided answers were audio-recorded in order to be kept verbatim, and then they were transcribed without missing any data to be used for data analysis. The detailed description of the data collection procedure is provided in Chapter 4.

3.5 Pilot Study

A pilot study was planned and conducted with 10 representatives of the administrative and academic staff in the selected college in Qatar in order to test the probing questions that were formulated for semi-structured interviews. The answers of the participants were recorded, and much attention was paid to their verbal and non-verbal responses to the questions to assist in data interpretation. It was tested whether the proposed probing questions were clear enough in order to provoke the participants to describe their experiences regarding the topic of this research in much detail. The researcher was able to focus on the strengths and weaknesses in interviewing skills to address them before starting primary interviews, and some minor adjustments were made in questions for interviewees for the purpose of making them concise and clear.

3.6 Data Analysis

The analysis of primary data was completed according to the qualitative approach. The researcher was interested in interpreting the information collected from participants to explain challenges that the college faced when implementing talent management strategies and practices. As Creswell (2013) explains, qualitative data analysis involves not only the identification of specific challenges, but also how they

affect organisations and the measures that can be taken to manage them. In this study, the researcher sought to use thematic data analysis. Sekaran and Bougie (2016, p. 89) describe thematic analysis as one that “emphasises pinpointing, examining, and recording patterns or themes – ”when using this method, the focus is on identifying codes and patterns that can be used to predict future occurrences of events associated with the issue under investigation. Some of these problems related to talent management keep recurring (Creswell 2013; Miles, Huberman & Saldana 2018), and developing a pattern can help explain the past and present factors with the goal of predicting possible future occurrences. The information can help local organisations in Qatar to be prepared to manage these challenges.

Thematic analysis examines certain patterns determined within a set of data (Braun & Clarke 2006), where the patterns are the themes that describe a phenomenon based on the study questions. According to Braun and Clarke (2006), theme analysis aids in organising the data set in detail and interpretation of the various aspects of the study. Braun and Clarke (2006, p. 82) noted that “a theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set;” the main reason for using thematic analysis is to ensure that there is a clear description of the approaches that are applied in the management of talent in culturally diverse organisations.

Thematic analysis entails extracting the key concepts from the study after coding transcribed narratives (Braun & Clarke 2006). However, Dixon-Woods et al. (2005) argued that the identification of the key concepts is not always very easy. Therefore, to resolve the problem, thematic analysis requires a stepwise process, with one of the key steps being the coding of the data, and according to Byrne (2001), coding involves reflecting the essence of the text in one or several specific words to

mark a certain idea repeated throughout narratives. In the current study, additional thematic analysis steps involve converting the recorded results obtained from the semi-structured interviews into the electronic form (transcripts). In the next step, the data is coded and organised into related areas of the analytical and descriptive themes as per the study questions, i.e., through inductive coding (Creswell 2013). These processes were carried out through the use of NVivo software, statistical software for qualitative data analysis (Edwards-Jones 2014), and the final step will entail the interpretation of codes and the generation of analytical themes, a step dependent on the judgement of the researcher.

The choice of the tool to use in data management depends on a number of factors, including the nature of the dataset, the researcher's competence, and the amount of data to be processed (Sotiriadou, Brouwers & Le 2014). NVivo is among the widely used tools for qualitative data management, and its precursor was the Non-numerical, Unstructured, Data: Indexing, Searching, and Theorising (NUD*IST) software developed in 1981, which supported cross-indexing of textual data and the searching of phrases (Edwards-Jones 2014; Sotiriadou, Brouwers & Le 2014). In NUD*IST, the investigator had to manually link themes and categories, and NVivo is an updated and advanced software for qualitative data analysis (Edwards-Jones 2014).

NVivo can be used to work with interview scripts, different documents, as well as open survey responses, making it appropriate for the interview-based case study (Edwards-Jones 2014; Paulus et al. 2017). It has built-in applications for grouping, sorting, and arranging qualitative data, enabling an investigator to manage and organise information, analyse it, identify themes, and draw conclusions. However, the researcher must do the coding of the data and the formulation of themes before using

this software (Paulus et al. 2017). Arguably, NVivo is fundamentally subjective – it entails a constructivist research philosophy, allowing the analyst to interact with the data during analysis, and this aspect is in line with the researcher's philosophy (Bryman & Bell 2015). Furthermore, this grounded approach is consistent with an exploratory study, where themes emerge from the textual information during the analysis.

NVivo can be successfully used with qualitative designs to process data collected through interviewing and surveys (Edwards-Jones 2014; Woods et al. 2015). Although the management of data in NVivo is realised manually as the researcher needs to review, read, and mark lines with codes in respondents' narratives, this tool effectively drives the determination and selection of themes in texts because of using algorithms that allow for demonstrating the marked parts of narratives in all the participants' files (Bryman & Bell 2015). Having coded particular data in narratives with a label of a specific colour, the researcher can display this information and return to it any time, as well as combine coded lines from different participants in thematic categories, using network clouds and concept maps in NVivo (Edwards-Jones 2014). This software contributes to applying a more inductive, exploratory research approach because of facilitating the identification of themes and interpretation of data with the help of visualising coded excerpts. Consequently, NVivo was chosen for this study because it can be used for interview data and involves a constructivist paradigm that allows the researcher to actively explore emerging themes.

3.7 Ethics

It is important to observe ethical considerations when conducting this academic research. According to Gravetter and Forzano (2018), one of the most important ethical requirements when planning to collect data from a specific organisation is the

need to obtain relevant permission from the organisational management; the researcher will make a formal request to the management of the college. According to Silverman (2006), a researcher should contact the respondents and explain the relevance of the study once the permission is granted – their role in this research should be explained to ensure that they fully understand what they are requested to do.

Participation in this study was voluntary, and no form of direct or indirect coercion or deception was involved. Thus, interviews were planned and conducted only after all the participants provided signed informed consent forms demonstrating their understanding of the nature of the study and their voluntary participation in it. The researcher ensured that informants were not subjected to any harm because of their participation in this study, which will be ascertained by maintaining the confidentiality and anonymity of respondents (Sekaran & Bougie 2016). All the transcripts of the participants' narratives were labelled to hide any personal information related to the respondents, and only the researcher had access to the collected data for use in the project.

The confidentiality and anonymity of the respondents were determined as priorities for the researcher, and the study was conducted in an ethical manner in order to guarantee that there were no clues in the research report that could help to identify the organisation where the interviewees work or their personalities. The necessity of ensuring the confidentiality and anonymity of the participants explains the absence of any background information regarding the organisation in which they are employed as the administrative or academic staff. This approach allows for avoiding the disclosure of any confidential or sensitive data.

3.8 Reliability and Validity

Jackson (2016) says that it is advisable to ensure that the reliability and validity of the study are maintained. In this study, the researcher applied triangulation to enhance the trustworthiness of the study. According to O'Sullivan et al. (2017), triangulation is an approach to looking at a problem and data from multiple points in order to guarantee accuracy while making conclusions. One of the key methods to ensure triangulation is the analysis of multiple sources of data (Gravetter & Forzano 2018; Patton 1999). Other than the primary sources of data, the researcher used the strategic plan adopted at the college and a wide range of secondary data sources for further analysis to compare the primary findings with data presented in secondary sources. The knowledge of the researcher in this field helped with enhancing the validity. The researcher has ensured that the chosen methods of collecting, analysing, and interpreting data are within the scope. The choices of participants also enhanced validity in the study.

3.9 Limitations of the Research Methodology

The selected qualitative methodology based on the usage of an exploratory case study has certain limitations to pay attention to and address in this study (Miles, Huberman & Saldana 2018). According to Miles, Huberman and Saldana (2018), limitations should be viewed as particular boundaries which are unintentionally set by researchers when they select methodologies and research designs. These methodological choices are typically associated with certain limits set for exploring the subject or phenomenon and discussing or analysing the problem (Gravetter & Forzano 2018; O'Sullivan et al. 2017). In qualitative studies based on interpretivism, the key limitations include small samples, problems in finding and recruiting participants, as

well as collecting information appropriate to address the set research questions (Bryman & Bell 2015; Gravetter & Forzano 2018).

In this study, the first limitation was connected with selecting only one culturally diverse organisation in Qatar to interview the limited number of its participants in the context of a case study approach. The second important limitation was that conclusions in qualitative studies were based on participants' subjective visions and the researchers' personal interpretations (Gravetter & Forzano 2018; O'Sullivan et al. 2017). That is why it is necessary to guarantee that interpretations of the received findings are bias-free. The third limitation is that the results of this study cannot be generalised in relation to the larger population, and narratives available for thematic analysis are subjective in their nature (Miles, Huberman & Saldana 2018). In this manner, participants could focus only on their individual perceptions of experiences, and these visions cannot be viewed as objective.

The fourth limitation in conducting this research is related to ensuring the confidentiality and anonymity of the participants. In order to protect the participants, it was impossible to name the organisation in which they work in the report, and this aspect limited the contextualisation of the information they provided when interpreting the narratives. This limitation was addressed with the help of contextualising information with reference to all the available, non-sensitive data presented by the participants.

These limitations typical of qualitative studies were taken into account when planning and conducting this research.

3.10 Summary

Talent management is critical in modern organisations, especially those operating in a highly competitive multicultural environment. Managing a highly talented

team of employees enables a firm to embrace creativity and innovativeness. In this study, the focus was on collecting qualitative data from the college employees as respondents to provide detailed information about talent management practices applied in an institution of higher education in Qatar. The researcher intended to apply social constructionism as a paradigm in the context of the phenomenological interpretivist philosophy and use qualitative exploratory methods based on the case study approach in the process of collecting data. As explained above, qualitative research makes it possible to go beyond the identification and quantification of factors. It creates the room for a detailed explanation of why a given phenomenon occurred the way it did. This method enables the researcher to identify challenges in implementing talent management in culturally diverse institutions and how they affect this organisation. Still, the selected methodology has limitations associated with the qualitative nature of this research. Chapter Four will present the results of data collection and analysis in a way to overcome the identified limitations.

Chapter Four: Research Findings and Analysis

4.0 Introduction

The purpose of this qualitative exploratory research based on the application of a case study approach was to investigate what strategies, measures, and techniques human resource (HR) managers use to promote talent management while acknowledging multiculturalism in Qatari organisations. In this chapter, the results of data collection and analysis to address the set research questions are presented in detail. This chapter also includes the information regarding the study sample, the data collection procedure, the data analysis procedure, findings, and a summary. The presentation of data and the results of analysing and interpreting the participants' narratives are provided in this chapter according to the principles of thematic analysis.

4.1 Sample

Thirty-two participants were interviewed in order to address the research purpose, the research problem, and questions in this study. While following the principles of the case study research, all the participants were recruited from the staff of one of the colleges in Qatar as a multicultural institution selected for this investigation. The sample of this study includes members of the administrative staff, top and middle managers who are involved in policy making and decision making, the HR manager and recruiters, and academics from different departments of the chosen educational institution. The selected participants are representatives of different cultures, and they include both expatriates and nationals. They were chosen as respondents for this study because they participated in changing HR management strategies at the college, and they were able to provide important information on strategies and practices used in this culturally diverse organisation to address the issue of talent management.

4.2 Data Collection

For the purpose of this qualitative exploratory study, data in the form of transcribed narratives has been collected with the help of conducting semi-structured interviews with 32 participants. Semi-structured interviews were selected as the most appropriate type of interviewing respondents because of the possibility of referring to advantages of both structured and unstructured interviews while guiding participants and stimulating them to represent their individual views regarding the discussed problem (O'Sullivan et al. 2017). Dates and time periods for each interview were planned and set in advance after contacting each participant by e-mail. Prior to participating in an interview, the employees of the college were asked to sign informed consent forms in order to guarantee that their participation in the study was voluntary. Organised face-to-face meetings lasted about one hour each, and they were conducted with the help of prepared protocols for semi-structured interviews (Appendix A).

The used list of probing questions was approved for this study after a small pilot study that had been conducted in order to test the validity of the formulated interview questions to find the answers to the set research questions. The questions were proved to be appropriate in order to collect data to address the research questions in this study with the help of a pilot study. The interviewees were motivated to answer the questions openly and fully in order to discuss all the details related to their experience in the organisation with reference to talent management practices. Much attention was paid to noticing and reporting how the respondents' answers differed depending on their nationality or position in the college.

The participants were also informed about the necessity of recording their answers to the probing questions during an interview in advance, and the researcher

could only use a digital voice recorder after receiving the participants' consent. When all 32 interviews were conducted, the collected and recorded data were carefully transcribed for further analysis. Additionally, no personal data were presented in the final transcripts of the participants' narratives, and their names were replaced with identifiers, such as "Participant 1," in order to guarantee the protection of their anonymity and confidentiality. These steps were important to prevent possible ethical issues and concerns.

In order to meet the criterion of triangulation that is important for qualitative studies including subjective data, it was also necessary to refer to the college's document, such as "Strategic Plan 2017-2020," as an additional source of data. Thus, triangulation in this study has been achieved through analysing and comparing data from the participants' transcripts of narratives and from the strategic plan. It is important to note that this approach allows for improving the quality of data analysis and interpretation, as well as the quality of made conclusions, in order to ensure that the presented findings are credible and address the research questions.

4.3 Data Analysis

The data collected as a result of conducting interviews with 32 participants has been analysed according to the principles of coding and thematic analysis. The first step in the analysis procedure was the preliminary manual coding of data in order to determine the most frequently used codes in the participants' narratives that were associated with their experience regarding talent management at the college. This approach to thematic analysis is supported by researchers and experts in the field of qualitative studies (Creswell & Poth 2017; Harreveld et al. 2015). During data analysis, the transcripts were read through, the material relevant to answer the research questions was highlighted, and descriptive codes were assigned to certain parts of the

transcripts. During the second step, a large number of descriptive codes were clustered as interpretive codes that were important to form themes and provide responses to the research questions.

At the third stage, it was critical to calculate all major interpretive codes and unite them in larger clusters or thematic categories. For this purpose, NVivo software was applied, and those codes that had been determined manually were inserted into the programme as invariant constituents. At this stage, the analysis of data with the help of NVivo and with reference to these invariant constituents allowed for forming nodes that represented large themes which were important for further interpretation as findings in this study. The determination, further analysis, and interpretation of the identified themes were conducted by the researcher as the final stage of the data analysis procedure. The NVivo coding summary report that was organised by nodes (codes) for all the participants has been added to this dissertation as Appendix B.

4.4 Results

When analysing the results, the following themes were identified as addressing the set research questions: talent management strategies, talent management in multicultural organisations, and the current state of talent management in multicultural organisations. Table 4.1 illustrates these thematic categories with reference to certain invariant constituents (or codes). The number of these invariant constituents is also included in the table to accentuate the frequency of their mentioning in interview

Table 4.1: Themes and Identified Invariant Constituents (Codes)			
Thematic Category		Invariant Constituents	Number of Invariant Constituents
1	Talent Management Strategies	Talent definition	25
		Talent management definition	28
		Attraction and recruitment strategies	32
		Challenges and talent development strategies	16
		Encouragement and recognition	25
		Rewarding strategy	24
		Retention strategy	29
		Development of talents	10
		Marketing or branding	6
2	Talent Management in Multicultural Organisations	Appraisal and other measures	25
		Promotion strategies and practices	7
		Sharing ideas and experience	12
		Training for talents	13
3	The Current State of Talent Management in Multicultural Organisations	Diversity	32
		Challenges in developing a new model	14
		Organisational culture	7
		Political situation	5

These themes cover large areas of the participants' discussion regarding talent management at the college as their multicultural organisation. The respondents distinguished between talent management strategies and specific measures applied by the HR manager. The possibility for a multicultural organisation to develop and

implement a customised model to manage talents was discussed. The detailed descriptions of the opinions regarding these themes and examples from narratives are presented in the following sub-sections.

4.4.1 Talent Management Strategies

The participants discussed talent management strategies with reference to such concepts as the definitions of talent and talent management, attraction and recruitment strategies, associated challenges, encouragement and recognition, rewarding, retention, and marketing or branding.

4.4.1.1 Talent and Talent Management Definitions

The participants were asked to define talents and talent management as a strategy or practice in their organisation. The evidence showed that their opinions regarding the nature of talent in employees differed significantly, and they shared rather opposite views. Discussing whether talents can be innate or inherited in comparison to developed skills, 11 participants stated that they regard talent as the innate feature. There were no differences in answers associated with the nationality of the respondents as both nationals and expatriates expressed rather similar views, and they need to be illustrated by the quotations retrieved from the narratives:

[Not] everybody can be developed. It has to be a drive within yourself.

(Participant 1)

I think you need to have a certain skill to be developed into a talent. (Participant 7)

I think that it is very hard to acquire because talent is something that should be built-in; this is my perception. It is my perception that if you are talented then it

will be built-in and it is hard to develop somebody into being talented because I feel it is an intrinsic force rather than an extrinsic force. (Participant 11)

[Of] course not all employees have talents. (Participant 13)

To my mind, I think only employees with certain skills can be talents, because in my experience, talent is something that is related to what is called heredity sometimes – it can not be created. It might be developed, but for the creation, for example, I do not think so. (Participant 16)

The person should have certain skills to become a talent. If an employee doesn't have certain skills, he cannot be developed. Some skills cannot be developed. (Participant 31)

In contrast to these mentioned ideas, 14 employees reported that the talent can be developed or acquired as a result of enhancing individual skills and capacities because almost everyone has the potential for development:

I think everyone is a talent. It's at a different level, but sure in that they have something maybe they don't know about ... Everyone has his talent, I think. (Participant 2)

[Each] and everyone has his or her own talent. But this talent can be developed, and this can be done by having training and things like that. (Participant 6)

I think everyone should be developed. (Participant 8)

[If] we're talking about skills, skills mean that people can be trained to develop these skills, even on the long run ... I do believe that in the long run people can be trained to be talented leaders or managers. (Participant 14)

I think each one has something. Each one has something. However, some of them don't like to be considered as a talent. (Participant 19)

I think everybody has a talent. (Participant 24)

I expect that generally, everybody is a talent. (Participant 26)

I think that everybody has the potential to do so, but sometimes we have average employees and we have above average employees and extraordinary employees. (Participant 28)

Anyone can be developed into talents. (Participant 32)

The presented examples indicate that about 56% of the participants answering the question declared similar idea that unique qualities and skills are required in order to be regarded as talents. The other half (44%) noted that everyone has talents and can be viewed or developed as a talent in an organisation. These differences in opinions are explained by Meyers, Van Woerkom and Dries (2010³) with reference to the fact that the concept of “talents” in organisations is rather new, and managers often do not use it in their practice. As a result, employees are not inclined to perceive themselves and their colleagues as talents because they do not know the definition of this phenomenon.

The participants were also asked to define talent management as a strategy or policy applied in their organisation if they observed or experienced it. Twenty-six participants (more than 80%) stated that they know nothing about a talent management programme or policy adopted in their organisation and that they believe their organisation does not have such a strategy or policy:

Q: Does your organisation have a talent management policy?

A: No. I don't think so. (Participant 2)

A: No, to be honest, no. If there is one, I do not know of it. (Participant 5)

A: I am not really sure. (Participant 7)

A: No, I have not seen that, no. (Participant 12)

A: We do not have an official talent management policy. (Participant 22)

A: I do not think so. (Participant 26)

The following answers and similar definitions of talent management were offered by those participants who reported that their organisation seems to have a talent management policy. Among these participants, the half was the representatives of the administrative staff, and the half was faculty members:

[It] is to help talented people to grow and to give them the opportunity to prosper and flourish in their field, especially if they are working with students.
(Participant 10)

I think that talent management is not just to work with a talent people, no. To attract and to put a strategy. (Participant 2)

Talent management, from my perspective, is making sure first of all that you hire people that already have talent, that are qualified, that have experience.
(Participant 3)

[It] is putting the best people in terms of know-how in the best positions where they can apply that know-how. (Participant 5)

[Talent] management is a matter of developing employees and also building capacities, this is the idea. (Participant 11)

In spite of the fact that some respondents claimed that their organisation had no talent management initiatives and policies, and these persons experienced difficulties in defining this approach, more than half of the participants provided definitions of this strategy referring to their general experience, but not the situation in their current organisation directly. They pointed at the necessity of recruiting talented people to fit appropriate positions and then developing and retaining them to “get the best out of people” (Participant 4). The respondents demonstrated the basic understanding of the principles of talent management as it is defined by Miriam et al.

(2013) and Swailes, Downs and Orr (2014), with a focus on finding and retaining talents to perfectly fit certain positions. The problem is that these people could not observe the realisation of these principles in their organisation.

4.4.1.2 Attraction and Recruitment Strategies and Challenges

Discussing talent management strategies, the majority of the participants (82%) mostly focused on challenges associated with attracting and recruiting talents in their organisation.

[We]'re under a really heavy gun and burden to find really high qualified people to fit in the jobs we have. So recruiting might be the biggest challenge in maintaining these high talents. (Participant 1)

The biggest challenge, of course, is incentives. Everybody is looking for incentives. It's finding the right incentives to engage the right people. (Participant 1)

[We] surely look for talented people. We do not look for mediocre, especially when we search for faculty and staff. (Participant 10)

[We] should recruit people who have already been developed and trained. And that's why we give them big salaries. (Participant 14)

I would assume that the first challenge is money-wise, the salary and packages. The second thing may be the environment we are living in here. The third challenge may be the reputation of the whole region, probably. (Participant 18)

According to the participants, attraction strategies are closely connected with the factor of incentives in the studied organisation. Thus, the key challenges to attract really talented people to work in an educational organisation include the proposed salary and other incentives. As a result, HR managers often choose inappropriate candidates for positions in an institution because they cannot attract "the right people"

(Participant 1), and managers can only succeed when proposing further development and in-job training for candidates (Participant 6). According to Collings (2014a), in order to recruit talents, organisations need to propose certain rewards, and this path becomes challenging for HR managers; much attention should be paid to selecting and hiring the right people to work with.

Ten respondents drew the interviewer's attention to the fact that HR managers often experience problems with determining requirements according to which talents to select and hire, and they also experience problems with choosing individuals having the best qualifications for the offered position. Thus, the participants stated:

[We] don't have a coherent HR strategy to recruit and manage talent ... Another challenge, I think, is in finding qualified people, because the place wants to have a certain level of education and experience in people who are employees in the place. (Participant 27)

[There] is no motivation and sometimes the work environment is not welcoming or friendly. (Participant 13)

[Now], with the current blockade, to be honest, in recruitment we really look for people who are easier to recruit. (Participant 14)

I think as management and as an institution, we need to come up with very flexible policies and procedures to recruit and retain and develop. (Participant 22)

The question of the number of candidates versus the number of qualified candidates to hire was discussed by Participant 27, who noted that the organisation does not have "a coherent HR strategy" to recruit talents. However, even if HR managers are focused on attracting qualified candidates, the necessity of working in the context of a different culture, the lack of motivation, and a non-friendly atmosphere

can make employees choose other organisations in Qatar and abroad, as noted by Participant 13. Managers (Participant 14 and Participant 22) are interested in developing simple and flexible systems to make a recruiting process easier in the organisation. These findings support the ideas by Dries (2013) and Uren (2007) regarding the importance of HR managers in creating positive conditions for talents' attraction and the development of their potential.

The issue of developing recruited talents, referring to both expatriates and nationals, was also actively discussed by the participants:

[For] expatriates, there is no investment in developing talents. (Participant 1)

[Managing] the talents and keeping them and recruiting the talents because of Qatarisation, we're under a really heavy gun and burden. (Participant 1)

I think everyone should be developed, because if I understand you correctly, then it means that we have to focus on certain people with certain skills. (Participant 8)

The benefits that they [expatriates] get are more than nationals ... So attracting nationals means that they [managers] have to offer them better than expats. (Participant 25)

This evidence indicates that some respondents noted that expatriates received more attention and support because of their education and attractiveness for managers, and others stated that nationals were more developed because of Qatarisation trends. It is important to note that the ideas about a special attitude to expatriates were expressed mostly by nationals (Participant 18 and Participant 25) and the references to the policy of Qatarisation were found in the expatriates' narratives (Participant 1, Participant 7 and Participant 14 among others). However, Participant 8 stated that "everyone should be developed" and given the opportunity to apply skills

to have a balance between supporting talents and other employees, and these ideas were repeated by other interviewees as well. The issue of a difference in managers' attitudes to expatriates and nationals, as well as the used approaches, was discussed by the participants in the context of the topic of developing talents, and they focused on possible differences in recruiting expatriates and nationals. The problem regarding the treatment of expatriates and nationals in Qatar remains urgent, and this finding supports previous discussions of this aspect made by Asad, Al-Khal and Feters (2014), Al-Emadi, Schwabenland and Wei (2015), and Rodriguez and Scurry (2014).

4.4.1.3 Encouragement, Recognition, Rewarding and Retention

Among managerial strategies and practices appropriate for attracting and retaining employees, all the participants focused on rewards, encouragement, motivation, and recognition, as it is evident in their answers.

Most people are here for financial reasons. You did not leave your home if it wasn't for financial reasons that they're coming here, that is the majority. They are here for financial reasons. So, financial rewards are the best incentives ... for most people. (Participant 1)

I think our rewards system to retain them [employees] is very important. (Participant 3)

The main driving force for them [employees] is, of course, financial, and they would rather go for a major university or a college that pays well. So, expats, when they come here, they are motivated with the financials. (Participant 25)

I feel that the salary is the only thing that attracts employees and talents. (Participant 26)

The money is important, but the morale is a lot more important to motivate and help an employee engage and succeed at doing their job and to feel comfortable in the workplace. (Participant 26)

[People] need to see that their work is not done in vain. (Participant 18)

More than sixty percent of the participants named monetary rewards in the form of salaries, incentive programmes and packages, as well as bonuses, as the key rewards to attract and retain employees. These answers are in line with the ideas claimed by Al-Emadi, Schwabenland and Wei (2015) and Cascio and Boudreau (2016) in their studies describing the relationship between monetary rewards and employees' performance; it is explained in the literature that employees highly value when their performance is adequately assessed and rewarded in companies.

Non-monetary rewards that are attractive for employees to stay in an organisation included recognition, encouragement, and support, as noted by nearly 40% of the respondents:

... Acknowledgement and reward, whether it's like I said verbally or monetary or through giving some kind of an employee recognition plaques and all that at the end of the year. (Participant 3)

Recognition, yes. So this is one of the important things. (Participant 18)

Recognition is one part, and if they need to do more, beyond the work hours, they need to be recognised for that, too. And in addition to both would be evaluation, so a motive for a person to develop, so a challenging opportunity for people to develop. (Participant 24)

Motivating is the key. Because if I can get them here, I can motivate them, but that is one of the challenges that I think we are facing with the College as well as with HR. (Participant 7)

Referring to Broome et al. (2002), in many cases, non-monetary rewards (encouragement, support, and recognition) are as important as monetary ones. The motivation of respondents depends not only on monetary rewards, but also on the culture and morale or ethics at the college (Al-Emadi, Schwabenland & Wei 2015). As a result, the participants reflect the ideas presented in the literature that state that an effective retention strategy in the context of talent management depends on motivating and encouraging employees, as well as recognising their talents and contribution.

Nevertheless, the problem is that the practices of encouraging and motivating or demonstrating recognition in relation to employees' performance or achievements are not popular in educational and research institutions in Qatar as practices for retaining employees. This idea was clearly explained by Participant 4 and Participant 11 as the respondents shared these views:

Talent management is that you need to motivate people, you need to celebrate their success ... The key thing I see in the Arab world is this lack of trying to motivate people by encouraging them ... this will improve the performance of these talented people. (Participant 4)

The college, I think in this point, does not motivate us – not because they do not want to, but because of the nature of the college. (Participant 11)

According to Al-Emadi, Schwabenland and Wei (2015) and Rodriguez and Scurry (2014), retention in Arab countries depends on other aspects than motivation, including respect, tradition, performance appraisal, reputation, and hierarchy. It is also important to state that several participants accentuated the role of contracts in the organisation's retention strategy as a source of stability for employees and a motivating or dissatisfying factor for them to influence the decision to leave or stay in their institution.

Maybe giving them [employees] long contracts would create some job security, and they will definitely stay. (Participant 6)

They [managers] do not think about long-term commitment from their side.

Because of that, they have to try to find jobs each year. (Participant 19)

The participants agreed that, currently, their organisation is not effective in implementing the retention strategy for talents, with which they “do a poor job” (Participant 3). Sometimes, diverse employees are not provided with long contracts because they are not viewed as ready to accept the culture of Qatar, as mentioned by Participant 19. As a result, many employees often feel stress while having short job contracts, especially expatriates, and they do not feel secure or recognised in this situation (Cappelli & Keller 2014). This idea was also developed by Participant 19 and Participant 6 in their speeches with reference to the notions of commitment and security.

4.4.1.4 Marketing or Branding

It is necessary to state that five participants (15%) focused on the problem of marketing or branding for the organisation. They discussed the lack of effective branding for the organisation not only to attract talented employees, but also to retain and support them as a challenge. Marketing and branding were discussed as important aspects of the organisation’s strategic plan.

[We] need to be out there, we need to brand ourselves, we need to be very clear with what we’re doing. When we interview people, they need to know who we are. (Participant 3)

We need employer branding, absolutely ... I know that branding is certainly important, and I know that it is one way of attracting the community, but I have not seen branding here. (Participant 7)

I think more marketing [is needed], I think more marketing and more advertisement, more possibly going to places where those people are assembling for hiring employees and actually doing more than just reading past them. (Participant 20)

The brand may be developed by itself because it is supported by the government and also because it is specifically oriented to the Qatari students. So I do not think that the management has the role to create a brand in the College. (Participant 16)

According to the participants, if an organisation can successfully market itself, it is possible to expect that more talented people will become interested in the proposed job positions. As claimed by Participant 20, in order to attract more PhD candidates as well as native speakers to work in the organisation, more marketing and advertising are required along with recruiting people in certain areas where talents can be found. In addition, similar thoughts were further declared by Participant 3 when discussing the issue. This discussion of the role of marketing of educational organisations in attracting talents adds to the existing literature on the topic.

The participants' opinions regarding talent management and the associated strategies applied in their organisation allowed for determining their focus on such strategies and practices as attraction, recruitment, rewarding, and retention. When responding to the interview questions, the participants noted that talent management is not a widespread or typical approach in their organisation. Furthermore, at the current stage, the most effective technique to attract and retain employees in the sphere of higher education is associated with providing them with competitive salaries, as claimed by the sample respondents (Cottrill 2012). The reason for this conclusion is that the majority of the respondents referred to the financial factor as a critical one

for attracting expatriates' and nationals' attention to job positions in universities and colleges in Qatar.

4.4.2 Talent Management in Multicultural Organisations

The participants named different measures and practices or techniques that can be used by HR managers in educational and research institutions to work with employees. In addition, the respondents focused on the role of performance appraisal and similar measures, promotion strategies, the practice of sharing ideas, and the provision of training for talents.

4.4.2.1 Appraisal, Other Measures, and Promotion

The interviews have revealed that the participants' ideas regarding their performance appraisals were quite different as 18 participants (56%) mentioned the role of appraisal in their narratives:

The evaluation and assessment of employees should play a role. (Participant 3)

I think that it [appraisal] is a complete and unnecessary measure rather than digital measures. I really think that it is a waste of time. (Participant 5)

[At] a certain level, they [managers] make an effort to make people improve ... But at the end, I think that, as I told you, you feel that you have this feeling, but the evaluation is only related to either the pay raise or the contract renewal. (Participant 9)

Maybe the current existing appraisals need to be revised ... I mean there is even a part integrated with the professional development and things, but maybe, yeah, from time to time, it is necessary to revisit and try to improve it. (Participant 17)

It was noted that some participants believed performance appraisals could not contribute to talent management in a multicultural organisation. However, in spite of conducting appraisals for resolving the salary and contract prolongation or renewal questions, managers can use these evaluations to help employees improve. The participants supported the idea claimed by Gelens et al. (2013) that the problem was in the fact that appraisals and evaluations were conducted only to address the salary issue. This aspect explains the idea that currently used appraisals need to be revised and improved in order to make them more appropriate for a multicultural organisation. Thus, according to the participants' opinions, appraisals are mainly used as measures to set bonuses and salaries for talents at the college. Participant 6 and Participant 18 discussed this issue in detail in their interviews:

To be honest, in all the previous organisations in which I worked, the evaluation was unfortunately directly related to the salary. (Participant 6)

The appraisal system – I do not think that it is done for reallocating talents. (Participant 18)

Another concern or challenge associated with the appraisal measure adopted in the institution that was mentioned by the participants is the determination of employees' weaknesses while using such evaluations:

What is the objective of this appraisal? Is there any objective? For sure there is an objective. The main objective is to assess your capabilities and your strengths and your weaknesses, and then develop and enhance your strengths and capabilities and improve your weaknesses. But this is not here. We do not have it here. Once you have your weaknesses, they work on your weaknesses. They do not do anything for your strengths. So it loses the objective again, not only for

the evaluation or salaries, but also when they focus on your weaknesses.

(Participant 8)

The strengths are going to be used, you already know that, and these people are being approached so they could be used. But what about the weaknesses?

(Participant 24)

Our assessments – you would think you would be able to identify areas to improve upon or areas that have become strengths and you can build upon that, but for us, I think the performance evaluations are more to identify the weak performers and to eliminate them. (Participant 30)

Thus, the participants do not like the idea of evaluations for determining their performance levels, not only because they influence their salaries, but also because managers are interested in identifying these individuals' weaknesses. It was stated by the participants that this important information does not contribute to talent management, but it can be used against the assessed people. In some cases, managers are inclined to conduct appraisals not to improve weaknesses, but to clearly identify them and make decisions regarding a person's employment (Ready & Conger 2007; Sparrow & Makram 2015). Although these appraisals can be used for promoting talents in multicultural organisations in order to support the development of their skills and the realisation of their potential, the participants seemed not to notice such trends in their particular institution.

Two of the participants clearly stated that they do not know about any measures or practices for promoting or transferring talents to other departments within their multicultural organisation.

I do not know that; I do not even think that there is something in place for transferring talent from those within a single department. (Participant 5)

I think there should be more promotion and development in order to help people move into new positions based on merit and based on their abilities and their performance. (Participant 15)

Participants could not easily name measures and practices to stimulate promotion adopted in their workplace. It was also rather problematic for them to distinguish between talent management strategies and measures that can be used by HR managers for developing and promoting talents in their organisation. Collings (2014a) stated that promotion is often a challenging experience for many employees because they can be uninformed about the criteria for being promoted. This problem was also discussed as important for their organisation by the participants.

4.4.2.2 Sharing Ideas and Experience

The participants also actively discussed the topic of sharing ideas and experiences between the representatives of different cultural groups within one multicultural organisation. Ten participants (31%) paid attention to discussing this issue, and among them, the majority was represented by expatriates.

We encourage at least that they [employees] share ideas and suggestions.
(Participant 1)

[If] you do not have the time, then even if you have strategies, you will not be able to exchange the information in our place with others. So, the problem here is time constriction. (Participant 8)

Within my department, most people are willing to exchange knowledge. Across the departments, I think certain factors will prevent people from sharing their knowledge based on the position. (Participant 29)

I only experienced this in the first week when I came, during the orientation period. It was a two-day workshop, and during these days, the first day was on

the digital measures. It was very interesting and people shared their own experiences and it was very interactive, and during the second day, there were different sessions, and those sessions, people shared their own experiences.

(Participant 6)

The respondents noted that they have no time or conditions, as well as a lack of formal or informal forums and platforms, in order to share and discuss their experience. Employees are rather afraid of sharing their knowledge with other employees because they are not motivated to act in this manner, and they try to avoid potential criticism (Ortiz 2015; Reilly 2015). Only some of the participants were able to provide several examples of sharing multicultural experiences in their workplace.

4.4.2.3 Training for Talents

Ten participants (31%) stated that their organisation provides talents with some training to support them in a multicultural context and help them to realise their potential. However, there are also many challenges associated with this training that were identified by the respondents:

Maybe not having enough training is a challenge. The organisation is not providing any training for the employees. (Participant 6)

It is not based on the needs; however, I do set different training for my staff. It is particularly when I realised that there is a need for training, and I would sit with them and devise some training plans and action plans, but for most part, the professional development is done at the request of the minister's office.

(Participant 7)

I believe strongly in the continuous training of people, and I have seen throughout the years a lot of people who were not really – I say, average people in their field or work – and with time and training, given a chance to really excel

in their work, they became talented in that specific side of the field. (Participant 10)

So they need to motivate their existence here, but I also think that they can pay for them for their training purposes. I see a lot of Qataris, for example, that comes for different training even if they are not related. (Participant 19)

There should be a continuous training and development programme. (Participant 26)

Workshops, only by workshops. They only manage these things by workshops. General workshops, and some of them do not even relate to the real specifications that you want for an employee. But they do not have the accurate professional development training programmes. They need years to develop that. (Participant 21)

On the one hand, required training and workshops are available for talents in the context of the management strategy. On the other hand, this training is provided only during the orientation period, and it is not based on employees' needs. Furthermore, expatriates and nationals had different perceptions regarding the availability of training in their organisation. For example, Participant 19 as an expatriate accentuated the presence of training for Qataris in their institution. On the contrary, Participant 10 as a national emphasised training sessions available for non-Qataris. As a result, despite the proposed training and workshops, the interviewees do not regard them as appropriate or effective means to manage talents, to improve their skills, or to support them in the context of a challenging environment of a multicultural organisation, reflecting the ideas by Lee (2009) and Swailes, Downs and Orr (2014). Furthermore, some of the participants stated that more benefits associated with training and other talent management were available to nationals, while other

respondents stated that expatriates were more supported in their organisation in order to effectively retain them.

Consequently, the participants concentrated on specific measures to use when working with employees and evaluating their progress as talents, including performance appraisal measures. The interviewees discussed the practice of sharing ideas and associated fears of employees that they explained with reference to the necessity of working in a highly diverse organisation (Collings 2014b). Furthermore, much attention was paid to discussing the role of training and development practices and workshops for talents, but it was noted that the organisation under analysis typically lacked the required training provided to employees.

4.4.3 The Current State of Talent Management in Multicultural Organisations

After analysing the participants' answers to the interview questions, it was possible to identify the codes and themes related to the question of developing a customised model in a multicultural organisation. The participants provided many ideas regarding the current state of talent management in their organisation in order to present evidence appropriate for concluding a possible customised model. The following topics were identified: theme diversity in a multicultural organisation, organisational culture, and challenges to adopt talent management in culturally diverse settings.

4.4.3.1 Diversity Issue

In their interviews, the participants often referred to the question of diversity while discussing the necessity of interacting with representatives of different cultures as a challenging experience. Twenty-three respondents (72%) mentioned the diversity issue in their narratives to emphasise the importance of this factor for their

organisation. Some participants, mainly expatriates, accentuated the negative aspect of diversity, in spite of the fact that they are the representatives of different cultures:

[The] worst thing in our institution - and it's having too many opposing, sometimes, cultures. It's not good for the institution. Now, in many institutions, not only the College, we have different opposing cultures. (Participant 14)

Diversity does not play a role in anything. Maybe diverse experience may act as an important role, but diverse cultures or diverse opinions would actually cause a lot of conflicts, not to bridge things together, unfortunately. (Participant 24)

[The] quota is important to keep the balance, and to give the nationals their rights even if the competency is not to the level. (Participant 8)

Other respondents, among which were both expatriates and nationals, regarded diversity as a positive aspect for the development of their organisation:

Diversification of nationalities in the college strengthens the college and does not weaken it. It makes it more international, there is a lot of expertise coming from different parts of the world in order to support the college, which is really highly appreciated, and we should keep it. (Participant 10)

[It's] good to have a diverse organisation because this way there is a cultural change ... people are coming here and bringing different knowledge and skills from their environments. (Participant 17)

The respondents stated that, in Qatar, it is almost impossible to expect that one culture will dominate the other one; therefore, managing diverse talents is a problematic task. Other interviewees accentuated the necessity of balancing the number of expatriates and nationals working in the organisation in order to achieve balance and address all employees' needs. It is necessary to note that Participant 14

assessed diversity in an organisation as a negative aspect, emphasising that conflicts arise due to different cultures. This idea was also claimed by Participant 24. Husting (1995) and Miriam et al. (2013) assert that diversity in organisations often causes cross-cultural conflicts; this aspect can explain the attitudes of some participants in regards to this aspect. Still, most participants were interested in supporting diversification in their organisation, as can be illustrated with reference to the words by Participant 10 and Participant 17, who take managerial positions in the organisation. This finding is explained by the views of Broome et al. (2002), who stated that conflicts are typical for diverse organisations, but that effective management can help address and avoid them to make diversity benefit the organisation.

4.4.3.2 Organisational Culture

Among the interviewees, six participants (18%) named organisational culture as a factor to pay attention to when discussing talent management principles adopted and followed in their organisation, if any. When discussing organisational culture, the participants noted that a new approach to this culture and leadership in their multicultural organisation is needed. Participant 3 shared this idea, accentuating the role of culture in their organisation to promote certain values to manage a diverse workforce. Participant 13 paid attention to the problematic nature of maintaining diverse organisational culture because of much effort required to address diverse employees' needs. In their turn, Participant 22 and Participant 23 focused on the role of diversity in forming the organisational culture:

We don't have a culture. We don't have a real culture ... Our culture is respecting one another, we work as a family ... and maybe hard work would be one of the values. And that's one of the culture of the organisation. (Participant 3)

It is a diverse culture, of course, because we have more than maybe thirty-five different ethnic backgrounds and different genders and educational levels. Managing this diverse workforce takes a lot of effort. Till now, they maintain managing it, but not to the full extent. (Participant 13)

[Having] different nationalities and cultures would be an advantage to the workplace in terms of having skills and experiences and talents from all over the world that the other colleagues can learn from and benefit from in terms of ideas and experiences and skills and in discovering talent. (Participant 23)

[The] institution is doing so much to open the door for people to understand and blend in. (Participant 22)

According to the respondents, their organisation accepts the necessity of developing the organisational culture and tries to use associated benefits and to contribute to promoting diversity. The importance of developing a supportive corporate culture was also accentuated by Shorter-Gooden (2013) and Yu, Byun and Lee (2014). Still, referring to the interviews, it is rather problematic to state whether the organisation under discussion succeeded in developing its culture while referring to diversity in the workforce.

4.4.3.3 Challenges in Managing Talents in a Multicultural Organisation

The participants also provided evidence that, in order to create a new approach in a multicultural organisation and manage talents effectively, it is necessary to overcome a range of challenges. Ten respondents (31%) mentioned these problems in their narratives:

Dealing with 45 different cultures is one of the biggest challenging [tasks]. So, to find a balance between dealing with all of these cultures is the most challenging (Participant 1)

[The] organisation just gets people from different cultures, but there is no strategy to manage that diversification. There is no strategy, but as I mentioned at the beginning of the interview, there is a kind of mechanism. (Participant 11)

We don't have - we have had efforts, like cultural awareness seminars and communication about understanding culture. (Participant 20)

[We] face a problem that we don't have a training need analyst and all those things, but now we try to build a new system. (Participant 2)

There is no strategy, but if you look at the strategic goals of the college, there are broad goals. (Participant 22)

When discussing potential challenges, the respondents again focused on the aspect of cultural diversity and the lack of training for talents, as well as the lack of awareness regarding diverse employees' needs in a multicultural organisation. The participants accentuated the lack of an effective strategy and goals to manage diverse talents in the college. In this context, it is rather problematic to develop a new model to work with talents in a multicultural organisation, especially when employees view their cultural diversity as a problem (Mallol, Holtom & Lee 2007). According to Hofhuis, Van Der Zee, and Otten (2012), many organisations cannot effectively manage diverse talents. The ideas presented by the respondents regarding their organisation seem to support this view.

4.4.3.4 Effects of a Diplomatic Crisis and Other Barriers

Among organisational challenges to develop effective talent management for a multicultural workplace, some participants (five interviewees, 15%) also named the impact of a current political situation in the region and the international perception of the country and career opportunities there.

[Now] it is probably hard to attract a lot of people from the West. There are a lot of people that are just afraid to come over. (Participant 7)

Mostly it is going to be politics; when politics involve certain events like the blockade, as you know, and certain nationalities could just be excluded for their political situation or political issues, this is one of the points. (Participant 24)

I think now it [professional interaction] is a little bit more difficult because of the relationship between Qatar and its neighbours that makes some people nervous. (Participant 30)

Currently, it is more challenging for different organisations to attract talented people from all over the globe because of changes in the image of Qatar among foreigners. The respondents agreed that the political situation in the country had also influenced the approach to managing human resources in their organisation. It is especially evident with reference to the expatriates who come from the Western world, because they can be prejudiced or have certain stereotypes regarding working in Qatar. Other important barriers to creating an effective model of talent management in a multicultural organisation are associated with the lack of financial resources to implement training and development for employees and the lack of understanding needed for this process. If employees do not receive the required support, they choose to leave the discussed institution (Broome et al. 2002). According to the interviewees, at the current stage, such efforts of the organisation as the focus on attracting diverse employees, the improvement of recruitment, and engagement policies are not enough for managing talents in an appropriate manner. The participants named such reasons as the lack of talent management policies, the lack of training, and the contract question as essential ones that influence their decision to stay in or leave the college.

4.4.3.5 Strategic Plan

The participants asserted that, currently, their organisation is implementing a new strategic plan in order to improve HR strategies and focus on talent management with reference to the realities of a multicultural organisation in Qatar. However, the respondents did not provide any clear information regarding the followed strategic plan, and it is possible to conclude about the aspects of its use only with reference to some notes made by the interviewees:

[As] management and as an institution, we need to come up with very flexible policies and procedures to recruit and retain and develop. (Participant 22)

[There] are initiatives related to talent management through the recruitment process and the training and development, and we're also looking at benchmarking compensation against other organisations. (Participant 27)

Following the proposed initiatives, it is possible to expect positive changes for the college in developing a successful talent management strategy (Cartledge, Singh & Gibson 2008). Referring to the respondents' answers, it is possible to state that there is a lack of a systematic approach to managing talents with reference to the idea of promoting diversity among employees in Qatari organisations. Participant 27 described the strategic plan in detail, and it is expected by the respondents that much attention will be paid to goal-oriented recruitment as well as appropriate training and development for talents depending on their needs and organisations' aims.

Thus, the respondents have provided a lot of information and their visions regarding the current state of talent management in multicultural organisations using the example of the college. When referring to the participants' ideas concerning the role of diversity in their organisation, the specifics of organisational culture, and some challenges to adopt new talent management strategies, it is possible to state that the

discussed organisation is only at the first stage of preparing for developing a customised model. Certain political challenges, organisational obstacles, and weaknesses in the used approach to managing human resources do not allow the college as a multicultural Qatari organisation to implement a new model for attracting and retaining talents in the most efficient manner. The participants are inclined to have opposing ideas regarding the role of diversity in their organisation, and they assess the potential role of developing a new strategic plan in affecting talent management differently.

4.5 Summary

In this chapter, the results of the qualitative exploratory research based on the application of a case study approach have been presented in detail. The thematic analysis of the participants' narratives has indicated, with the help of coding, the presence of three critical themes that were actively discussed by the employees of the college. These themes were talent management strategies, talent management in multicultural organisations, and the current state of talent management in multicultural organisations, as determined when referring to meaningful units or codes. Thus, specific thematic categories have been identified as a result of coding transcribed narratives of the participants' interviews with a focus on the key ideas mentioned by these respondents. The interpretation of the determined themes with reference to the existing literature on the topic will be presented in the next chapter as the discussion of the key findings that are directly related to this qualitative case study.

Chapter Five: Discussion

5.0 Introduction

The purpose of this chapter is to present a detailed discussion of the study findings referring to the three major themes that have been recognised as prevailing in the participants' narratives regarding talent management in their multicultural organisation. The fifth chapter of this dissertation includes the comprehensive discussion and explanation of talent management strategies used at the college and the analysis of the respondents' ideas with reference to the research in the field. The chapter also presents the discussion of talent management in multicultural organisations from the perspective of the participants' experiences, and this explanation is supported by researchers. Furthermore, the current state of talent management in multicultural organisations is also analysed as a critical theme, applying the opinions presented by experts in the literature.

5.1 Discussion

In this section, all the identified thematic categories will be discussed with reference to the information offered in the scholarly literature on the topic. It is important to understand whether the collected subjective data can be viewed as credible with a focus on the possibility of it reflecting the ideas stated by other researchers in their previous studies. Each theme related to the participants' beliefs and views is explained in this section separately to understand how they address the research questions and are correlated with the objectives of exploring talent management strategies and possible differences in applying them in the context of diversity.

5.1.1 Theme 1: Talent Management Strategies

When referring to the participants' answers to the questions related to talent management at the college, it is possible to state that most of them demonstrated a lack of knowledge regarding talent management and the application of this strategy in their organisation. The participants experienced difficulties with defining talents and talent management in particular. For example, Participant 15 and Participant 16 noted:

Well I'm not sure that the term is one that I am totally familiar with, so I assume that talent management is about managing your human resources within your organisation, so you can correct me if I'm wrong. (Participant 15)

But now, to be honest with you, when you sent your interesting topic, I tried to search in Google and found that talent management is a strategic part of the organisation and how to benefit from human resource management. (Participant 16)

Additionally, the participants mentioned opposing ideas regarding the definition of talents. For example, "it has to be a drive within yourself" (Participant 1), "talent is something that should be built-in" (Participant 11), "people can be trained to be talented leaders or managers" (Participant 14), "I think everyone is a talent" (Participant 2). According to Meyers, Van Woerkom, and Dries (2013), there are still debates regarding the innate or acquired nature of employees' talent, and both positions have effective arguments. From this perspective, the participants' ideas reflect the elite and egalitarian theoretical views regarding the nature of talent, where skilled employees are viewed as unique "stars," or as the part of the whole that requires effective management (Meyers, Van Woerkom & Dries 2013; Miriam et al. 2013; Swailes, Downs & Orr 2014). Thus, the definition of talent management guiding the HR strategy depends on an organisation's goals and vision in managing talents.

The participants paid much attention to the discussion of the attraction and recruitment strategy in the context of talent management. The interviewees believe that, at the college, the realisation of this strategy is rather poor in attracting appropriate employees. Participant 15 stated, for example:

[You] have to make sure that you have picked the right people, and that is in any recruitment situation. (Participant 15)

Furthermore, Participant 1 noted that “recruiting might be the biggest challenge in maintaining these high talents.” This opinion can be explained with reference to Collings (2014a), who stated that HR managers often experience problems with recruiting talents because of the lack of knowledge and skills regarding making job positions attractive to well-trained employees. And and Coleman (2006) also noted that effective recruitment of the right people is usually the key to their successful retention in order to minimise the resources spent by companies on these strategies.

The participants’ answers regarding attraction and retention strategies should also be discussed in the context of employee engagement and motivation strategies that can be used in culturally diverse organisations. According to Broome et al. (2002) and Cottrill (2012), employee engagement and motivation strategies include rewarding, recognition, encouragement, support, education, and promotion with the help of addressing individuals’ needs, stimulating their performance, and increasing their commitment. Thus, employees are usually interested in being heard and recognised by leaders, and they need to understand that their leader is aware of their potential and expectations (Cappelli & Keller 2014; Collings & Mellahi 2013). These researchers’ findings are consistent with the participants’ views: “I feel that the salary is the only thing that attracts employees and talents” (Participant 26), “Motivating is

the key” (Participant 7). In this context, extrinsic motivating factors can include bonuses, appraisal, feedback, leaves, and a friendly atmosphere among others.

Furthermore, in the context of an Arab country, it is rather problematic to apply motivational techniques for human resources:

The college ... does not motivate us – not because they do not want to, but because of the nature of the college. (Participant 11)

The key thing I see in the Arab world is this lack of trying to motivate people by encouraging them. (Participant 4)

According to Al-Emadi, Schwabenland and Wei (2015), this approach is not typical in the Arab world, and more attention is paid to assessing the performance of employees. This approach is also used by managers in order to work with diverse employees that can be inappropriate for multicultural organisations (Sidani & Al Ariss 2014). From this perspective, it is almost impossible to state that HR managers in the discussed organisation used some specific strategies to manage or promote talents as highly skilled professionals.

As a result, problems with retaining and developing talents in the organisation can be observed, as well as with branding the college to attract more professionals. The following statements of the respondents support this view: “people need to see that their work is not done in vain” (Participant 18); “we need to brand ourselves, we need to be very clear with what we’re doing” (Participant 3). These statements are in line with the ideas by Gallardo-Gallardo, Dries and Gonzalez-Cruz (2013) and Killawi et al. (2014) regarding the importance of the organisation’s efforts in supporting employees and retaining them effectively while recognising their contribution to the firm’s progress.

5.1.2 Theme 2: Talent Management in Multicultural Organisations

The second theme important for this study was formulated while referring to the participants' ideas regarding HR managers' approaches to managing talents in the context of the college as a culturally diverse organisation. Thus, the respondents focused on appraisals as the measure to evaluate talents' performance, mentioned the role of sharing ideas and experience among talents, discussed promotion strategies, and revealed their views on specific training made available for talents. Participant 12, for example, noted that appraisals in the college are connected to payment:

I do not think that this type of appraisal is appropriate to the college, and I do not think that it is helpful to improve or retain people's talents or skills. (Participant 12)

Participant 17 agreed: "the current existing appraisals need to be revised." While referring to the answers, it is possible to state that the participants seemed to be dissatisfied with the appraisals adopted at their organisation and the role that said evaluation played.

Thus, appraisals were discussed as inappropriate means to contribute to developing talents because they were mainly used for distributing bonuses and determining salary ranges. These findings are in line with the ideas by Alcazar, Fernandez and Gardey (2013), who stated that diverse employees can require specific means and tools to stimulate their performance and productivity. Talent management in multicultural organisations should be based on effective needs assessments because, according to Al-Emadi, Schwabenland and Wei (2015), representatives of different cultures can be motivated with various rewards. This aspect should be taken

into account while managing diverse talents with a focus on retaining them and improving their skills.

It is also necessary to state that, in addition to appraisals and associated evaluations, the participants could not name other talent management practices and measures oriented towards stimulating the work of diverse employees. On the contrary, the used evaluation system only contributes to accentuating employees' weaknesses: "We look to the weaknesses not to improve, but to distract more. If they look to improve, we would be happy" (Participant 8). This finding supports the previous research by Collings and Mellahi (2013) and Meyers and Van Woerkom (2014), stating that HR managers often use appraisal and assessment tools inappropriately. Collings (2014a) explains this issue with reference to the lack of HR managers' experience in organising and promoting collaboration and mutual understanding among representatives of different cultures.

The participants could also not explain what specific strategies were used at the college for promoting talents in their organisation. Describing the practice of transferring and promoting employees, Participant 14 and Participant 15 only agreed on the aspect that their organisation makes some efforts in promoting employees:

I've heard that they do it but I've heard that it's not done because of skills, but it's done because of other issues. (Participant 14)

[There] should be more promotion and development in order to help people move into new positions. (Participant 15)

This detail accentuates the idea that many talents are actually not promoted to higher positions or to other departments because of certain barriers. In addition, it is possible to state that managers in the discussed organisation can lack some competencies in recognising and managing talents. This finding is consistent with the

claim by Downs (2012) that HR managers play a key role in developing effective talent management practices, including promotion, in multicultural organisations, and that their competence is critical for influencing the success of managing diversity. If diverse talents are not recognised, supported, or promoted in organisations, their commitment is low, and these individuals leave companies.

The participants also noted that there is a lack of training proposed in their organisation for human resources and talents in particular. Participant 10 stated: “we give them a lot of training inside and outside.” However, other respondents agreed on a lack of training: “they do not have the accurate professional development training programmes” (Participant 21), “not having enough training is a challenge” (Participant 6). The focus on this aspect is explained with reference to the current literature on the problem, as training is an important component for developing employees’ commitment to enhance their skills and stimulate their productivity (Cappelli & Keller 2014). However, HR managers often do not pay enough attention to training and development because of a lack of financial resources and the lack of executives’ support and investment (Cascio & Boudreau 2016). As a result, many talented workers do not receive opportunities to develop their professional potential or use their unique capacities.

The participants were also asked about the practice of sharing ideas and experiences adopted at their organisation. It was found that the majority of the participants did not know about forums or platforms for sharing their experience among diverse colleagues, and other employees were afraid of exchanging their views and knowledge with co-workers, as noted by Participant 8, Participant 24, and Participant 29.

[They] are afraid of negative criticism and deconstructive criticism which happens a lot around here. (Participant 24)

This finding supports the previous statement by Gallardo-Gallardo, Dries and Gonzalez-Cruz (2013), who discussed this tendency as negative for multicultural organisations and explained it from the perspective of limiting employees' opportunities to benefit from each other's knowledge and experiences. The lack of informal communication between the representatives of the same organisational cultures but different ethnicities does not contribute to creating positive cooperative relationships in a multicultural organisation.

5.1.3 Theme 3: The Current State of Talent Management in Multicultural Organisations

In their interviews, the participants accentuated that their organisation tried to develop a new approach to managing talents. Still, they did not state clearly whether the development of a customised model was successful at the college, and their ideas were different regarding the structure to form: "we're going to put a new structure ... a horizontal leadership" (Participant 1), "to decide the future of talent management, we must know what is the case of talent management now" (Participant 16), "There is no strategy" (Participant 22). Instead, the key focus in narratives was on such important aspects as diversity in a multicultural organisation, the role of the organisational culture in supporting different cultures, and the impact of the political situation. These factors can be seen as directly affecting talent management in a multicultural organisation referring to the specific setting of Qatar:

How you manage the diversity is another dilemma, because the organisational culture means that you are talking about practicing and the experience and skills and talent mixing all together in one working environment. (Participant 11)

The organisation should, maybe during orientation week, have more workshops on the cultures of Qatar, especially for people coming from Western countries. People coming from Arabic countries share a similar culture, but people coming from Europe and America and Canada might find it a little bit difficult to work in the region. (Participant 6)

According to the participants' narratives, the college is a culturally diverse organisation typical of Qatar, and much attention should be paid to managing talents as representatives of various ethnic groups. Thus, the participants' views on diversity in its relationship to managing talents can be discussed in the context of such theories and strategies as the parochial strategy, the synergistic strategy, and the ethnocentric strategy (Cappelli & Keller 2014; Rohlfer & Zhang 2016). Among the participants, supporters of all three strategies were identified. The ideas of the parochial strategy can be discussed as close to those respondents who emphasised the necessity of finding a balance between the number of nationals and expatriates in the organisation to address challenges in managing diverse talents. For example, Participant 14 expressed:

[Expatriates] are part of this society whether we like it or not because they teach the children of the nationals, and the nationals themselves. (Participant 14)

There were also supporters of the synergistic strategy, according to which diversity can lead to both positive and negative outcomes, and that the focus should be on overcoming challenges (Ortiz 2015; Rohlfer & Zhang 2016). It was stated that diversity strengthens the college in spite of observed difficulties in working with representatives of different cultures: "Diversification of nationalities in the college strengthens the college" (Participant 10).

The principles of the ethnocentric strategy were reflected by those respondents who discussed diversity as causing conflicts and problems in their organisation because, according to this approach, differences in cultures should be ignored in order to create an effective organisational managerial model (Ortiz 2015; Rohlfer & Zhang 2016). For instance, a similar idea was expressed by Participant 11: “How you manage the diversity is another dilemma ... the organisation just gets people from different cultures, but there is no strategy to manage that diversification. There is no strategy.” Participant 14 also noted: “the worst thing in our institution ... it’s having too many opposing, sometimes, cultures. It’s not good for the institution.” As a result, it is rather problematic to conclude what approach is followed at the college in order to manage diverse talents and what strategy is viewed as preferable by the majority of employees, referring to both the advantages and disadvantages of working in a multicultural organisation.

In this context, discussing the role of the organisational culture and the aspect of diversity, the participants also concentrated on challenges in talent management observed at the college. It was stated that managers were not aware of diverse employees’ needs, that the proposed training was inappropriate or absent, and that the seminars offered at the organisation were not enough. Most participants agreed that the followed approach to managing talents in the context of cultural diversity should be improved. However, there were also participants who noted: “I think according to my experience to manage different cultures and different people from different places it is better and easier” (Participant 19). These challenges and conclusions are also presented in the existing literature on the problem. According to Gelens et al. (2013), when working in a diverse setting, employees are inclined to remain individuals with their specific views and to support certain cultural norms that

can be in conflict with those of colleagues as representatives of other cultures. Hill (2014) states that the treatment of all employees as a whole can be ineffective in the context of a culturally diverse organisation as they can have problems in communication, have dissimilar motivators, or view hierarchical relations in a different way.

Another problem associated with the current state of talent management in a culturally diverse organisation is the impact of the political situation. Currently, Qatar has problematic relationships with the Gulf Cooperation Council (GCC) countries and some Western countries. The crisis that started to develop in 2017 caused many countries to cease their diplomatic relationships with Qatar, and this aspect has had a negative impact on attracting expatriates to work in the country. The political situation was named by the participants as one of the key factors that affect the quality of talent attraction and management at the college: “now it is probably hard to attract a lot of people from the West” (Participant 7), “[the] challenge may be the reputation of the whole region” (Participant 18). In the context of this situation, multicultural organisations can face certain challenges and changes in their policies regarding the treatment of expatriates and associated talent management to attract and retain skilled employees from all over the globe.

5.2 Implications and Contribution to Knowledge, Theory, and Practice

The findings of this study have contributed to theory and knowledge regarding talent management in multicultural organisations. The development of this study was guided by such theoretical models and frameworks as the implicit personality theory (Dries 2013), the EPG (ethnocentric, polycentric, and geocentric) model (Yu, Byun & Lee 2014), and Adler’s (2002) strategic model, including parochial, ethnocentric or synergistic strategies for managing culturally diverse employees. According to the

implicit personality theory, people are inclined to assume about clusters of traits typical of other people, focusing on only one specific feature (Dries 2013; Sparrow & Makram 2015). The reference to this theory has allowed for the explanation of the participants' egalitarian or elite views regarding the nature of talents (Sparrow & Makram 2015).

It is possible to state that this study has supported the assumption of the theory that people tend to refer only to one or two qualities of other individuals in order to reach a conclusion regarding their overall personality and specific talents (Dries 2013). Consequently, the participants chose to discuss talents as having unique traits or as ordinary people who can develop their potential depending on their own visions of the nature of talent in their colleagues when referring to their experiences. From this perspective, the study has demonstrated how this specific personality theory can be applied to discussing talent management in organisations.

This study also aligns with the principles of the EPG model, which explains how different organisations decide to address and manage diversity. Thus, organisations can choose among ethnocentric, polycentric, and geocentric dimensions working in multicultural contexts (Michailova et al. 2017; Yu, Byun & Lee 2014). The results of this study have indicated that multicultural organisations in Qatar are inclined to follow the principles of polycentrism and geocentrism. The reason for polycentrism is that organisations in Qatar are oriented towards attracting diverse talents, but there is still a focus on nationals, according to Qatarisation trends (Rodriguez & Scurry 2014). The ideas correlated with the principles of geocentrism were also discussed by the respondents, who accentuated that the college is interested in hiring talents from all over the globe in order to address the organisation's needs and goals. Thus, the implications of this study to this theoretical model are that some organisations, like an

educational institution in Qatar, can combine the norms of different approaches and strategies in order to manage their culturally diverse talents.

The contribution of this finding to knowledge is in the fact that it is impossible to discuss HR management in Qatar as focused on promoting only nationals or only expatriates because of the cultural diversity observed in modern educational organisations in the country. The findings support the ideas prevailing in the literature that cultural diversity in Qatar is a reality that cannot be ignored (Al-Emadi, Schwabenland & Wei 2015). Even more research is required in order to understand how managers in Qatari organisations can balance nationals and diverse expatriates in the workplace, referring to the EPG model. This research expands the literature on the development of talents in a culturally diverse organisation in Qatar by applying a specific EPG model because existing studies do not cover this question in detail in the Qatari context.

The study was also developed with reference to Adler's (2002) model based on parochial, ethnocentric, and synergistic strategies. According to the findings of this research, managers in multicultural organisations of Qatar often choose the elements of all three strategies in order to implement them in their practice. However, as the discussion was related to the same organisation, it is possible to assume that the participants differently perceived the applied strategies, or that managers' techniques differed depending on particular situations. Thus, the study has demonstrated that culturally diverse organisations are rather complex to be managed effectively, and that the selection of specific practices depends on certain strategic tasks. As a result, the study has contributed to addressing the gap in the knowledge on strategies used in a multinational organisation in Qatar in order to manage diverse talents referring to their cultural background.

Implications for practice have also been identified when referring to the results of this qualitative study. Managers at the college and other similar educational multicultural organisations in Qatar need to pay more attention to developing talent management strategies. It is important to identify the needs and capacities of expatriates and local workers in order to propose the most effective strategies for improving their skills and developing their potential. More attention should be paid to offering training for talents as, currently, skilled employees do not receive additional education and training in the context of culturally diverse organisations.

The contribution of the study's findings to the industry is in the fact that the researcher has identified several issues and challenges for managers to avoid or address in their realisation of talent management strategies. First, it has been deduced out that there is a high risk of cross-cultural conflicts in a multicultural organisation. Second, expatriates want to feel stability and prefer long-term contracts, which affects their commitment. Third, talents are ready to contribute to the organisation's progress when receiving appropriately high rewards. Finally, employees can be aware of the fact that an organisation does not have a coherent strategy to recruit or manage talents, which in turn decreases their commitment.

It is possible to predict that the focus on the needs and interests of employees as representatives of different cultures will allow managers to assist talented workers in improving their performance and productivity. Additionally, it can be stated that the sharing or exchanging of knowledge and experience is also critical for supporting diverse employees. Moreover, at the current stage, it seems that talent management is not effectively developed in Qatari multicultural organisations while referring to the example of the college.

This study allows for determining practical areas for further improvement in order to successfully manage diverse talents in Qatar while avoiding such challenges as the lack of support, training, retention, or promotion. Therefore, the key contribution of this study to the industry and practice is the development of a customised model (framework) for implementing talent management practices in a multicultural organisation with reference to the specific context of Qatar. This framework is based on the analysis of this study's findings to overcome the associated challenges and barriers identified by employees. The model will be described in detail in the final chapter of the dissertation.

5.3 Summary

In this chapter, the discussed findings associated with the participants' views regarding talent management in their organisation have been provided. The discussion of the three themes was organised in sub-sections in order to focus on particular ideas expressed by the respondents and to analyse them with reference to existing academic opinions. The discussion of the findings has allowed for exploring the specifics of the current management processes at the college.

Furthermore, how cultural differences could influence the strategies used by the multicultural organisation in the management of its diverse human resources regarded as talents has been discussed. Finally, talent management approaches used in relation to expatriates and nationals were also examined with reference to the participants' narratives. This discussion has demonstrated that there are certain challenges in applying the principles of talent management in such a multicultural organisation in Qatar as the selected college that need to be addressed or overcome by HR managers and leaders. In the next and final chapter of this dissertation, how the participants' views and ideas address the set research questions will be described.

The next chapter will also provide information concerning the study's implications for theory and practice and recommendations for further research, as well as general conclusions.

Chapter Six: Conclusion

6.0 Introduction

The final chapter incorporates the answers to the research questions that guided this study. In this chapter, the determined themes are discussed in the context of their relation to address the set questions. The major themes mentioned by the participants have been discussed in the previous chapter, and the purpose of this chapter is to conclude regarding the suitability of analysed data to provide responses to the inquiries formulated by the researcher. In addition, the implications of the study's results for theory and practice are also actively discussed in this chapter, and recommendations for further research based on previously identified limitations and themes identified in the context of this study will also be presented. Finally, the chapter ends with conclusions regarding the findings and the contribution of this qualitative exploratory study for theory and practice.

6.1 Research Question 1: What are the current management strategies employed by the organisation to attract, manage, and retain talented employees?

The data collected with the help of interviewing the participants working at the college has allowed for answering the first research question formulated to guide this study. While referring to the theme of talent management strategies actively discussed by the respondents, it was deduced that the employees of the selected college are inclined to distinguish between specific recruitment, rewarding, encouragement, and retention strategies to attract, manage, and retain talents. Specific attraction strategies used in the discussed educational institution include the focus on salary and certain recruitment practices to guarantee attracting only the right people with appropriate qualifications. In addition, the participants also named the branding of a college as an

important strategy to attract new talented employees. The respondents further noted that talent development strategies can also serve as aspects to recruit more talented employees, but that they are not effectively adopted in the organisation. These results are correlated with the findings by Meyers, Van Woerkom and Dries (2013), Meyers and Van Woerkom (2014), Miriam et al. (2013), Collings (2014a), Collings (2014b), and Cottrill (2012), who studied a variety of strategies to manage talents in different types of organisations, including multicultural ones.

Among the most effective management and retention strategies, the participants paid attention to rewarding, training, encouragement, recognition, and motivation. A separate strategy that was discussed by the respondents is associated with guaranteeing long contracts for employees at the college in order to increase their commitment and retain them effectively. This strategy is not actively discussed in the existing literature on the topic. It was also found out that employees in multicultural organisations discuss monetary rewards as the most spread and effective strategy to manage and retain talents. Other effective strategies include encouragement, recognition, and motivation demonstrated by managers and leaders in non-monetary forms to accentuate employees' contributions.

However, the participants stated that, currently, these strategies are not very widely used in their organisation in spite of their obvious effectiveness. The important role of employee encouragement and motivational strategies was also discussed by Gelens et al. (2013) and Meyers and Van Woerkom (2014) in their studies on talent management specifics. It is also important to note that guaranteed training and workshops were also named by the participants as critical in order to support and retain talents in a multicultural organisation. Still, only a few respondents said that their organisation provided the required training for talents. As a result, the respondents'

answers allowed for finding the answers to the first research question and meeting the objective of exploring talent management strategies applied in culturally diverse organisations in detail.

6.2 Research Question 2: Are there specific measures that multicultural organisations put in place to manage and retain the capabilities of their employees?

The narratives of the participants who have joined this study also include the answers to the second research question. This question is particularly focused on the measures that multicultural organisations can use in order to manage and retain their talented employees. In this context, the participants mostly referred to the role of appraisals adopted by their organisation as the main approach to evaluating employees' performance, professional progress, and achievements to conclude any promotions or potential increases in salary. To deduce their diverse talents' performance and progress, HR managers are inclined to assess these aspects with the help of appraisals. As it was reported, the results were used for setting salaries for the most successful employees and for identifying weaknesses in the performance of other employees.

It was realised that digital measures were not discussed by the participants as effective tools for focusing on talents' needs or outcomes. Managers seemed to avoid implementing effective measures and practices in order to retain the capabilities of diverse employees. In addition, talents seemed to be limited in their opportunities to develop skills and capabilities through sharing the knowledge and experience with the help of forums, conferences, and other means. These findings are in line with the ideas stated by Cottrill (2012) and Gallardo-Gallardo, Dries and Gonzalez-Cruz (2013) in their studies regarding different perspectives on managing talents.

Having analysed the answers of the participants, it is viable to state that managers at the college do not apply specific measures for managing diverse employees with a focus on differences in needs of talented expatriates or locals. There were only several mentions regarding differences in approaches to treating nationals and expats in the context of the college. In most cases, managers differentiate their practices and techniques only in relation to providing rewards for employees and retaining them with the help of a developed bonus system (Cappelli & Keller 2014; Downs 2012; Dries 2013). These approaches and measures are discussed by researchers as typical within the context of talent management.

6.3 Research Question 3: Is it possible for multicultural organisations to develop a customised model to manage the talents of their personnel?

The analysis of the collected data regarding talent management approaches adopted at the selected college to work with employees has revealed that, currently, the organisation is only at the initial stage of developing a customised model to manage the talents of their personnel. In addition to the analysis of the participants' narratives, the strategic plan of the selected college was also examined. According to the goals of the strategic plan set for the period of 2017-2020, much attention should have been paid to attracting, developing, and retaining highly skilled employees (Goal 3). In the context of this goal, it was necessary to improve the recognition of the college within a global academic community and attract talented professionals. In spite of the fact that the organisation increased participation in competitions, conferences, and seminars, started to market the college in the context of the branding strategy, and revised the recruitment strategies, there were still problems in attracting diverse talents.

Another task according to the strategic plan was to develop employees' skills and potential with a focus on their training. The initiatives included improving academicians' skills through training, mentorship, development programmes, and collaboration. The professional development plan for the staff should have been implemented depending on the performance appraisal and needs analysis. It was important in order to increase the number of employees receiving training as well as the number of satisfied employees (And & Coleman 2006; Lee 2009; Miriam et al. 2013). However, the interpretation of the participants' answers allowed for concluding that the college experiences problems in realising the goals of the strategic plan in relation to talent management, and employees did not notice significant changes regarding the treatment they were receiving from human resources.

The answer to the third research question is that, although it is possible to develop a customised model to manage talents in multicultural organisations in Qatar, the selected college seems to face certain challenges in completing this goal. The problem is that, in spite of being supported by the HR manager, the management of the diversity of human resources in order to avoid conflicts and address all employees' needs is still a complicated task. The employees of the college do not view the realised initiatives as a systematic approach to managing talents in their organisation. Furthermore, the proposed training seems to be non-directly related to employees' needs. Finally, the modern political situation has created additional challenges for attracting and retaining talents in the context of the college's strategic plan.

The participants' answers allow for concluding that diversity is a challenge for the college, and that although it seems to be supported by employees, it is impossible to ignore the associated conflicts. These findings are in line with the results of the studies by Shorter-Gooden (2013) and Reilly (2015), who also studied the specifics of

managing talents in multicultural organisations. According to the researchers, managers often need to make a complex choice and decision while selecting the most appropriate strategy to treat diverse employees in order to avoid the conflict between cultures (Shorter-Gooden 2013; Reilly 2015). It is often not enough to promote collaboration and the sharing of experiences among employees in order to ensure their interaction in a culturally diverse context (Meyers, Van Woerkom & Dries 2013; Miriam et al. 2013). More efforts are required to be taken in order to promote diversity in organisations similar to the selected college in Qatar because of the impact of political, religious, and social aspects on the progress of diverse talents.

6.4 Customised Model (Framework) for Implementing Talent Management in the Culturally Diverse Educational Organisation of Qatar

While referring to the collected data concerning the experiences of diverse employees in the selected multicultural educational organisation in Qatar and the absence of the working customised model in order to address the discussed challenges, it is possible to develop and propose a framework for implementing talent management in the selected organisation. The proposed framework or customised model should be based on the organisation's strategic plan, the theories related to the development of talent management principles in culturally diverse organisations, and it also needs to contribute to overcoming the determined challenges. Figure 1 provides a visual representation of an effective framework that can be recommended to be applied in the selected college in Qatar, as well as in similar multicultural organisations in the region. The components of this framework are chosen depending on the theories related to talent management in culturally diverse organisations and research in the area.

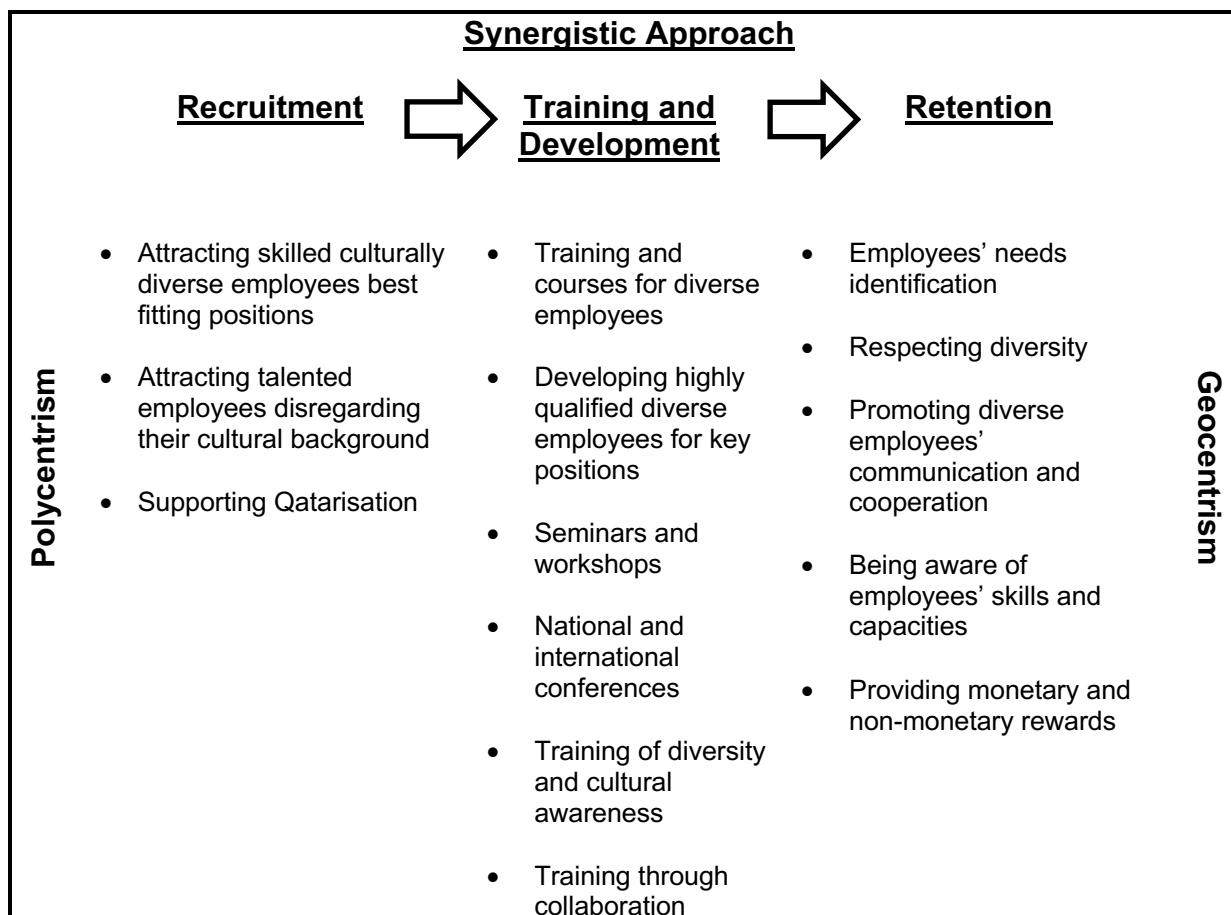


Figure 1: The framework to implement talent management practices and address challenges (a customised model).

Following the EPG (ethnocentric, polycentric, geocentric) model, the strategies that can be successfully applied in multicultural educational organisations in Qatar should be polycentric and geocentric in nature (marked in the model). The reason is that these strategies used by HR managers in the context of talent management will contribute to attracting and retaining both locals and expatriates in Qatar. According to Michailova et al. (2017) and Hill (2014), polycentric organisations are associated with recognising differences in individuals and their beliefs depending on their ethnic and national backgrounds, and locals are viewed as most fitting certain positions in a company. In this case, polycentrism is associated with respecting locals' needs and addressing the Qatarisation policy in the context of hiring and developing diverse talents required for the organisation's growth. In geocentric organisational cultures,

people are recruited without reference to their nationality (Michailova et al. 2017). Geocentrism should be followed in the selected organisation to attract culturally diverse talents from all over the globe, and to recruit the most appropriate candidates for the positions in the college (Rodriguez & Scurry 2014).

Following the organisation's strategic plan, including the goals for talent management, it is also important to note that a multicultural organisation should apply a synergistic approach. According to this approach proposed by Adler (2002) in contrast to parochial and ethnocentric management strategies, cultural diversity associated with recruited talents should be recognised and respected. The focus should be on addressing the needs and expectations of all diverse employees in order to make them demonstrate their potential. This approach accepts the importance of diversity among employees for the development of organisations in new realities of globalisation, and it also determines a range of challenges associated with promoting diversity in national companies (Mallol, Holtom & Lee 2007). From this perspective, the application of the synergistic approach is critical for overcoming a range of challenges that can be faced by HR managers and employees in multicultural educational organisations in Qatar.

Cultural synergy is important for multinational organisations, and the focus on this aspect guarantees the effective realisation of polycentric and geocentric management strategies that are applied in companies through practices provided in Figure 1. Thus, the practices and techniques that can contribute to addressing cultural synergy in the selected higher education institution in Qatar can be divided into recruiting, developing, and retaining ones. They can include attracting diverse skilled employees from different regions of the world, promoting talents' participation in seminars and conferences in order to develop their skills and exchange knowledge

and experience, and providing certain rewards for the staff while addressing their expectations (Cartledge, Singh & Gibson 2008). In this context, it is important to guarantee that diversity among employees is promoted through avoiding discriminatory practices that do not contribute to effective talent management.

The principles associated with polycentric and geocentric views and the synergetic approach are reflected in the model under the “Recruitment” category. It is of critical importance for the college to recruit the best fitting employees regardless of their ethnicity and with a focus on their skills (Evans & Suklun 2017). Still, it is necessary to address the Qatarisation policy and recruit more nationals (Asad, Al-Khal & Feters 2014). The college as any other organisation should focus on combining the elements of polycentrism and geocentrism in order to achieve better outcomes.

The “Training and Development” category includes practices listed in the academic literature as most effective ones to support talented employees. They include providing courses for skilled workers, offering various seminars and workshops, training diversity and culture awareness, and promoting collaboration and cooperation in teams (Hedricks, Robie & Harnisher 2008; Meyers & Van Woerkom 2014). These practices and techniques can be viewed as based on the principles of the synergetic approach that needs to be adopted for the organisation.

The model demonstrates that “Retention” practices and techniques in multicultural organisations should be oriented towards creating the “third” culture and letting talents know each other in order to avoid certain challenges associated with culture-based stereotypes (Yu, Byun & Lee 2014). Employees should see that their needs are respected and addressed, and their culture and differences are recognised (Sparrow & Makram 2015; Uren 2007). Furthermore, it is important to reward talents

in the organisation with the help of monetary and non-monetary benefits (Tafti, Mahmoudsalehi & Amiri 2017).

Therefore, the application of the synergistic approach to managing talents based on the combination of the principles typical of polycentric and geocentric managerial strategies can be viewed as the most reasonable for the selected organisation (Clemmensen 2012). The reason is that this approach is most relevant when working with diverse employees (Michailova et al. 2017). As a result of referring to the proposed framework, it will be possible to make sure that the college's strategic plan for the management of human resources is realised, and that diverse talents are managed effectively in the context of addressing all probable challenges identified with reference to the respondents' views and experiences.

The suggested framework for implementing talent management in a multicultural organisation in Qatar provides practitioners with a list of strategies and practices to use in order to address the issue of cultural diversity in the studied context. When applying the proposed model, it is possible to expect overcoming such challenges as the absence of respect for different cultures, stereotyping, discrimination, developing only locals or only expatriates, the imbalance in rewards for locals and expatriates, and the lack of interaction and knowledge exchange between diverse employees. This model can be used as a recommendation for addressing the identified challenges, is designed depending on the analysis of the participants' responses and the academic literature concerning the problem.

6.5 Limitations of the Study

The development of this study is associated with several limitations caused by the specifics of the examined problem and the nature of qualitative research. The first limitation that influences the findings of this study is the selection of a case study

approach with a focus on employees of only one multicultural organisation in Qatar. In order to overcome this limitation, it is possible to select other companies for investigation in the context of further research (O'Sullivan et al. 2017). The second limitation is that the conclusions in this study depend on the researcher's interpretation of the participants' narratives. This limitation is directly related to the nature of qualitative studies when subjective data are analysed by researchers, and the impact of their own biases and visions is possible (Creswell & Poth 2017; O'Sullivan et al. 2017). This limitation can be addressed while guaranteeing that the researcher's analysis is bias-free, and that the codes are assigned to the parts of narratives without focusing on assumptions regarding the study's findings.

One more limitation is related to the nature of qualitative studies, as the researcher can only refer to specific information stated by participants, and the provided data are assumed to be true. The quality of results can be affected by the fact that participants often try to avoid revealing some information, or that they may view some questions as uncomfortable or inappropriate for them. The purpose of the researcher in this situation was to decrease the impact of this limitation while ensuring that the participants felt comfortable while answering the interview questions, and that their responses were not influenced by the researcher's vision.

6.6 Recommendations for Further Research

In spite of the fact that this study has indicated certain themes discussed by the participants in the context of talent management practices adopted in Qatar, there are areas that require further research depending on the findings of this study. First, it is important to note that the limitations associated with the nature of a qualitative case study do not allow for the generalisation of the results for a wider population or a situation in other organisations in Qatar. It is possible to recommend further research

on the topic of challenges in implementing talent management strategies in culturally diverse organisations in Qatar based on the application of a quantitative methodology and the possible involvement of more respondents (Al-Emadi, Schwabenland & Wei 2015; O'Sullivan et al. 2017). One more recommendation is to conduct a mixed methods research on a similar topic in order to utilise the advantages of both research methods and associated designs.

In addition, it is also necessary to recommend further research within the context of Qatar in order to understand any differences in managing talents among expatriates and nationals because the participants of this study did not share an opinion regarding this aspect. This topic is critical for the context of Qatar, and the current research does not provide enough information on this aspect referring to the participants' subjective views. More research can further be required in order to examine how the political situation in Qatar, which is currently associated with a diplomatic crisis, can influence the attraction of talents to work in local organisations.

Therefore, it is important to note that this research can potentially reveal more challenges in implementing talent development strategies in this specific context. Another area that should be studied by other researchers with reference to this topic is the impact of providing additional training for talents and implementing specific practices in order to promote diversity regarding talent management in educational and other multicultural organisations in Qatar (Rodriguez & Scurry 2014). These recommendations are important propositions because of the necessity to address the gaps and limitations associated with designing and conducting this qualitative study.

6.7 Conclusion

Talent management in multicultural organisations in Qatar can be discussed as a problematic practice, and it is associated with a range of challenges. Interviews with

32 employees of the selected college have indicated that these individuals experience problems with defining talent management as a strategy applied at their organisation. Moreover, they are mainly unaware of the implementation of this strategy at the college if they do not work in the HR Management Department. The aim of this qualitative study based on the application of a case study approach was to investigate how HR managers developed talent management while acknowledging multiculturalism in a Qatari organisation and determined a range of associated challenges. This aim was achieved with reference to addressing specific objectives set for this research. Thus, the current talent management processes at the college were examined in detail with reference to the participants' narratives.

The researcher also endeavoured to deduce whether cultural differences could influence the applied strategies, but it is important to mention that the participants had different opinions regarding this aspect. Some respondents noted that Qatarisation made managers focus on nationals' interests and benefits for them, whereas other participants mentioned that expatriates were paid more attention. When referring to such answers, it was rather problematic to achieve the objective associated with comparing talent management approaches to managing expatriates and local workers as talents.

In addition, the study added to the theory of managing talents in culturally diverse organisations, as well as to professional practice, while providing the answers to the research questions. It was deduced that the management strategies applied in a multicultural educational organisation to manage talents include attraction based on qualifications, rewards (mainly monetary), and retention strategies based on encouragement. Nevertheless, the participants also mentioned a list of challenges that can be directly associated with implementing these strategies: the recruitment strategy

is still poor and needs improvement to attract the right people, talents are mainly attracted by salary rates and bonuses, and motivation and recognition for talents at the organisation are not enough. Additionally, employees stated that they do not feel stability because of ineffective retention and short-term contracts, and finally, the educational institution experienced problems with branding itself to attract more talented nationals and expatriates.

The data collected for the study also provided the answer to the second research question. Among specific measures used to manage and retain talents in a culturally diverse organisation, the participants mentioned only appraisals. Still, the challenge in implementing this measure is that appraisals were mainly used for determining salaries rather than for improving talents. It was also stated that they lacked training and sharing experience in order to be effectively retained at the college. The third question was answered with reference to the participants' discussion of managing diversity in a multicultural organisation. Since the organisation experienced certain problems and challenges in addressing the needs of its diverse talents, the development of a customised model to manage the talents of the college's personnel can be regarded as being only at the starting stage, in spite of objectives having been set in the organisation's strategic plan.

From this perspective, the results of this research added to discussing the experience of multicultural organisations in Qatar in implementing talent management strategies and practices. The study indicated potential challenges in this process, with reference to the example of the selected college as a culturally diverse organisation. It is also possible to conclude that organisations with many diverse employees in Qatar have areas for further improvement concerning their talent management approaches

because there are currently many challenges related to this process that HR managers need to cope with.

The key limitations of this study are associated with applying a case study approach focusing on only one multicultural educational organisation in Qatar to research the topic, with referring to subjective data provided by the participants and using interpretation. The researcher attempted to address these limitations in the study, but further research is required to cover all these aspects. As a result, the limitations of a qualitative case study do not allow for generalising the results of this research, and a quantitative study or a mixed methods research involving more respondents can be conducted regarding a similar topic. The application of the proposed customised model can stimulate the necessity of conducting more research in the context of Qatar in order to examine the effectiveness of managing talents among expatriates and nationals when using this model.

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Appendix A

Interview Questions with the Justification

1. How would you define 'Talent Management' from your personal experience?

The purpose of this question is to introduce the participant to the interview and set the stage for the subsequent questions about talent management strategies in the firm.

2. Do you consider all employees as talents, or do you believe that only certain employees with certain skills could be viewed as talents?

For a long time, there have been varying views on whether talent management should be inclusive or exclusive. These debates have mainly revolved around elite and egalitarian perspectives. According to the elite perspective, talent management focuses on the employees who have high potential and demonstrated their performance capability. Thus, the management puts a lot of focus on the specific skilled employees compared to the rest of the employees. On the other hand, egalitarian perspective does not focus on individual employees; instead, it is based on improving the overall performance of the entire workforce (Capelli 2008). In the contemporary business environment, there have been increased competition and managers want to put in place strategies that will help them to achieve the organisational goals. This brings in the issue of whether talent management should be inclusive or exclusive.

Inclusivity is normally aligned to the egalitarian perspective in which performance is based on transformation of organisational management systems to ensure that employees learn from each other. This is in line with Wright, Dunford and Snell (2001) arguments that talent management of any organisation should be part of the system for the management of people in order to create a pool of talent; it should

influence the behaviour of the employees. On the other hand, exclusivity is based on management process that focuses on specific employees as the key pillars of the organisational performance.

Thus, the purpose of the question is to find out the opinion of the participant. Also, the question will help to establish which perspective can lead to long term success in the context of the current business environments; hence, aid in future design for the best talent management approach for businesses.

3. Does your organisation have a 'Talent Management' policy, and if it does, how would you describe it?

The role played by employees to create value for their organizations has captured attention of many human resource managers. As a result, most organisations have come up with policies in order to ensure that talent management is recognized throughout the firm. Michaels, Handfield and Zxelrod (2010) defined talent management as the integration of different subdivisions of HR practices which consists of attracting talented employees, retaining these talented individuals, and developing their skills to contribute towards the organisation's operational capacity. These aspects can be achieved if there is a strong policy framework informing talent management. Therefore, the aim of the question is to explore the policy measures put in place to manage skills in the organisation.

4. What measures have management put in place to attract and retain national and expatriate talents?

Attracting the right people and maintaining them is one of the strategies of talent management. Due to the increased competition, the first step in managing talent is through an elaborate recruitment process. Therefore, this question is meant to

establish processes taken to ensure that the company employs people with the right skill both for the locals and expatriates.

5. Are there measures in place to promote the transfer of talent within the organisation?

In addition to maintaining the right talent, Ruël, Bondarouk and Dresselhaus (2014) pointed out that there is the need for mechanisms to ensure that employees learn from each other. This is normally the case for multicultural organisations where some of the expatriates who are mainly the top professionals have skills that the local employees may not possess. Therefore, the question, seeks to know whether there are mechanism to ensure transfer of knowledge and expertise within the entire workforce. For example, from expatriates to locals and from senior managers to middle managers.

6. Do you have any assessment framework for reviewing how you engage with Talent Management?

Periodic review of the talent that exists in the organisation and whether it has been used to create value for the company is very important. The assessment determines whether talent has been used; also, it examines the trickledown effect of the talent from the leading professionals to all the staff (Lockwood 2006). Therefore, the purpose of the question is to find out whether multicultural organisations have mechanism for examining if talent is being retained in the organisation. Besides, it is a follow up question to the question of attraction and retention of employees.

7. In your organisation, how do they maximise the use of talent among diverse employees?

Studies have shown that organisational culture is main factor that determines the ability of multicultural firms to create value for business from their employees

(Cohn, Khurana & Reeves 2005). Therefore, the aim of the question is to find out whether there is a clear organisational culture and how it is applied by managers and other stakeholders to promote management of talent.

8. Do you believe that the strategies put in place by management have helped you acquire skills and work knowledge from the colleagues who do not share the same culture as you?

The question is used to evaluate successes achieved within the organisation in relation to talent management among employees from diverse cultural backgrounds.

9. Are there forums where all employees interact to share their experiences, knowledge, and expertise?

Lewis and Heckman (2006) noted that existence of mentorship programs that are meant to ensure that employees have direct access to their leaders, colleagues and more experienced workers provide opportunities for transfer of knowledge and skills. It acts as apprenticeship for the employees and creates synergy which is required in multi-cultural organisations. Therefore, the aim of the question is to find out processes undertaken at the organisational level to ensure the diffusion of knowledge and skills in.

10. What do you see as the major challenges in relation to national and expatriate talent attraction, engagement, development, and retention?

This question seeks to summarise the challenges that were mentioned in previous questions.

11. How do you see Talent Management developing in your organisation in the future?

The aim of the question is to establish whether there are long-term plans for management of talent in the diverse multicultural organisation and the strategies, which have been put in place to accomplish the objective.

Appendix B

Coding Summary by Node Report

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Node

Nodes\\Talent Management in Multicultural Organisations\\Appraisal and other measures

Internals\\Participant 11

No	0,0074	1				
			1	A	31.05.2019 19:15	

But in reality, it is not the same. My point is that theoretically, they apply the digital measures and the performance appraisal, actually, but there is no time for research and there is no time for engagement, and there is not enough time for teaching. It is too much of a load for teaching.

Internals\\Participant 12

No	0,0200	1				
			1	A	31.05.2019 19:22	

Now, it is connected to payment, so that is why it has been so inflated in this last year. But to be honest, I do not think that this type of appraisal is appropriate to the college, and I do not think that it is helpful to improve or retain people's talents or skills. I do not think so.

Internals\\Participant 13

No	0,0214	2				
			1	A	31.05.2019 19:29	

Experience and higher education qualifications.

			2	A	31.05.2019 19:30	
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There are no measures. I have talked many times with HR and they are not serious about retaining employees, and this is one of the negative things that HR is supposed to fix.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 14

No	0,0172	2				
			1	A	31.05.2019 19:39	

So we develop our own measures, but as a leadership, I don't think there is a clear measure. They ask you to see if there is a measure or not. For expatriates, the measure is a little bit harsher. We have developed a credentialing policy, and I think this initiates a very good start to see if expatriates are an appropriate fit. I know it's not talented managers but rather a system of recruitment, but anyway, but at the end if you choose any person at the institution in the right way, you might leave them to be as managers.

			2	A	31.05.2019 19:41	
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Just to - I think it's a way of - it's a system of accountability but it's not studied in the right way. It's just - the institution is telling us that there is a system of accountability. But is it used as a real measure of accountability? I don't think so.
Q: It is related to the salary and to the -

Internals\\Participant 15

No	0,0056	1			
			1	A	31.05.2019 19:57

So I think the current system where the evaluation is aligned directly with salary increases and contract length etcetera and so on – I do not find this a beneficial environment for talking about personal development, working on areas which need improvement, and so on.

Internals\\Participant 17

No	0,0577	2			
			1	A	01.06.2019 12:28

Digital measures can be supportive in the way that, what is it called, activity insights, so you directly upload your activities and all these specifications and then your direct managers can see what is going on, and like this even the top management can see, you know. So this is the way you see, as we said, that you can let people know more about you and each foreign person can let people through digital measures to know more about what he is doing and what is his activity and what is his field and so on, yeah.

2	A	01.06.2019 12:29
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Yeah, maybe the current existing appraisals need to be revised and - I mean there is even a part integrated with the professional development and things, but maybe yeah, from time to time it is necessary to revisit and try to improve it, yeah. Because improvement is a continuous thing and not something - you try to see what are the recent development in the industry, the senior industry, what is going on related with the management and the appraisal system and so on.

Internals\\Participant 18

No	0,0148	1			
			1	A	01.06.2019 12:34

It is just to improve them. For self-improvement. If you want them to be good at communication, you have to emphasise this communication in the evaluation or appraisal system. The appraisal system – I do not think that it is done for reallocating talents, not the way I have seen it.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 20

No	0,0084	1			
			1	A	01.06.2019 13:57

There's an entry in our performance appraisal for civility, and that entry came about because of something that happened at the other school I think ten years ago. Well, that's not a good - civility is a very good thing and I think it's great, but why it's ranked that way instead of sound (?) that way, I don't fully understand. I mean, I think there are other things to be as well.

Internals\\Participant 22

No	0,0087	2			
			1	A	01.06.2019 14:15

The college has a performance appraisal being done annually. However, before we reach that point, this is not an ad hoc process; at least in IT, we do not wait until the end of the year to assess the employees.

2 A 01.06.2019 14:16

So I actually give them the matrix sheet and I tell them to please fill this anonymously because nobody will know.

Internals\\Participant 23

No 0,0104 1

1 A 01.06.2019 14:48

The appraisal is very important and encompasses a whole year and it helps the management ascertain its talented employees through this performance appraisal.

Internals\\Participant 24

No 0,0037 1

1 A 03.06.2019 19:36

The strengths are going to be used, you already know that, and these people are being approached so they could be used. But what about the weaknesses?

Internals\\Participant 26

No 0,0264 1

1 A 03.06.2019 19:55

First, it depends on if they really possess this talent or set of skills. Second, the person has to like and want this in order to excel at it. If I was in the admin and they said that I would excel in the academic field, if I have the will or want to do it, then I might learn or excel at it?

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 3

No 0,0096 1

1 A 28.05.2019 21:49

It should play a role, of course, the evaluation and assessment of employees should play a role because even though we've not done a good job, again, I think we didn't go about the whole thing the right way; every organisation when they evaluate you, so okay new staff members, I'm going to evaluate you, and I'm going to say okay, here are your strengths, thank you very much, you've done very well, and here are some of your weaknesses, one or two or three.

Internals\\Participant 30

No 0,0161 2

1 A 01.06.2019 14:37

They do offer slight pay raises, but it is based upon performance review. Beyond that, there is not much.

2 A 01.06.2019 14:38

Our assessments – you would think you would be able to identify areas to improve upon or areas that have become strengths and you can build upon that, but for us, I think the performance evaluations are more to identify the weak performers and to eliminate them.

Internals\\Participant 5

No	0,0056	1			
			1	A	30.05.2019 20:06

Absolutely nothing, it has absolutely nothing to do with talent. Here, what I see, I think that it is a complete and unnecessary measure rather than digital measures. I really think that it is a waste of time.

Internals\\Participant 6

No	0,0460	2			
			1	A	30.05.2019 20:27

To be honest, I am not totally sure about the situation here in the College, but from my previous experiences, where I used to work, a person can start as a normal faculty, and they would give him the chance of maybe joining the admin doing odd jobs or having some administrative jobs and being in a department.

			2	A	30.05.2019 20:31
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To be honest, in all the previous organisations in which I worked, the evaluation was unfortunately directly related to the salary. It is not – people are doing, where I used to work – we used to give the employees a rubric for the faculty evaluation or performance evaluation, so they keep on doing the same things, one by one, because they want to have the highest score possible.

Internals\\Participant 8

No	0,0309	2			
			1	A	30.05.2019 21:04

What is the objective of this appraisal? Is there any objective? For sure there is an objective. The main objective is to assess your capabilities and your strengths and your weaknesses, and then develop and enhance your strengths and capabilities and improve your weaknesses. But this is not here. We do not have it here. Once you have your weaknesses, they work on your weaknesses. They do not do anything for your strengths. So it loses the objective again, not only for the evaluation or salaries, but also when they focus on your weaknesses.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	A	30.05.2019 21:04

But they do not focus on the strengths. We look to the weaknesses not to improve, but to distract more. If they look to improve, we would be happy.

Internals\\Participant 9

No	0,0301	1			
			1	A	31.05.2019 18:59

At a certain level, they make an effort to make people improve. For example, in the centre of technology, they make a certain effort to make people improve. But at the end, I think that, as I told you, you feel that you have this feeling, but the evaluation is only related to either the pay raise or the contract renewal.

Nodes\\Talent Management in Multicultural Organisations\\Promotion strategies and practices

Internals\\Participant 14

No	0,0052	1			
			1	A	31.05.2019 19:44

Yeah, I've heard that they do it but I've heard that it's not done because of skills, but it's done because of other issues. If I person has issues in his department and he's transferred, or people request that on their own because they want to be leaders.

Internals\\Participant 15

No	0,0037	1			
			1	A	31.05.2019 19:54

So, yeah, I think there should be more promotion and development in order to help people move into new positions based on merit and based on their abilities and their performance.

Internals\\Participant 16

No	0,0097	1			
			1	A	01.06.2019 12:18

There are some efforts such as promotion, those are found anywhere and in any organisation, but the effort made by the College to be unique to retain employees in my experience, I do not observe anything.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 21

No	0,0075	1			
			1	A	01.06.2019 14:05

No, they do not have any career here. There is no change in the position. There is no promotion, so what is the point?

Internals\\Participant 23

No	0,0306	1			
			1	A	01.06.2019 14:46

We had regular employees and they proved their talent in their role and other roles in the organisation and they were promoted to a different position to a higher one relating to their level of talent and skills. This was based off of the employee's motivation, development, and dedication and they proved it to the management and so they got promoted to a more suitable position, and this has also happened to expatriates in the academic track in our college.

Internals\\Participant 30

No	0,0110	1			
			1	A	01.06.2019 14:36

Well I think they can do a better job in promoting their benefits, like education benefits and housing and medical etcetera, travel, and I think it is not just the job, the extras that come with it, because I do not think all of them do that very well.

Internals\\Participant 5

No	0,0036	1			
			1	A	30.05.2019 20:00

I do not know that, I do not even think that there is something in place for transferring talent from those within a single department.

Nodes\\Talent Management in Multicultural Organisations\\Sharing ideas and experience

Document

Internals\\Participant 1

No	0,0056	1			
			1	A	28.05.2019 21:26

Yeah, I mean, we encourage at least that they share ideas and suggestions. I wish instead of people complaining, those usually there is no place for them in my leadership work. I honour and respect a lot of people that come to me sometimes with great ideas.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Participant 10						
No		0,0151	1			
				1	A	31.05.2019 19:02

In the technology centre. This centre helps people to also reflect on their teaching by using audio-visual equipment and assessments to look into their lectures and to improve their lectures or to also produce some materials that the others can use. So we need to promote such things, so this is one way to encourage talent management to grow within the college.

Q: So employees learn from each other?

A: Yes.

Internals\\Participant 23

No	0,0312	1			
			1	A	01.06.2019 14:47

We always focus on rare expertise and any hidden talents that could be useful to the organisation, especially in the academic track, and we focus on development and harbouring experience. In addition, having employees learn from their colleagues in terms of experience and skills and developing their own talents is also valuable to our organisation, especially if we have a talented employee who needs work to further develop his skills in a certain field of expertise.

Internals\\Participant 24

No	0,0057	1			
			1	A	03.06.2019 19:38

Yes, because they are afraid of negative criticism and deconstructive criticism which happens a lot around here. Culture needs to change; people need to learn how to appraise other people and how to show etiquettes of response.

Internals\\Participant 26

No	0,0221	1			
			1	A	03.06.2019 19:56

It could be something similar to – not the workshop – something similar to the annual dinner or something social where everybody can just sit together, this is something nice where all cultures can sit together and people can enjoy their time.

Internals\\Participant 29

No	0,0311	2			
			1	A	03.06.2019 20:17

In our department, we have PD sessions, professional development sessions, where people can exchange their experiences, and I think that within our department, a lot of people communicate to each other on a regular basis and, let us say, if there is a conference coming up, people want to share their ideas about what they want to present and what point of view they have on this teaching and learning approach.

			2	A	03.06.2019 20:17
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Within my department, most people are willing to exchange knowledge. Across the departments, I think certain factors will prevent people from sharing their knowledge based on the position.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 3

No		0,0028	1			
				1	A	28.05.2019 21:51

Yes, we've not had one, but now we do. Last year for the first time I think, we had a very good convocation programme, were you there?

Internals\\Participant 5

No		0,0101	1			
				1	A	30.05.2019 20:02

No, I would not say that. When I was a department chair I tried to make things more transparent; instead of each one of us teaching our own course, let us teach the same course and let us have a sort of peer-reviewing system where I can see what you are doing and what you are bringing into your classroom, your methodology in the classroom, the kind of assessments you are writing.

Internals\\Participant 6

No		0,0260	1			
				1	A	30.05.2019 20:31

Yes, I only experienced this in the first week when I came, during the orientation period. It was a two-day workshop, and during these days, the first day was on the digital measures. It was very interesting and people shared their own experiences and it was very interactive, and during the second day, there were different sessions, and those sessions, people shared their own experiences.

Internals\\Participant 8

No		0,0261	2			
				1	A	30.05.2019 21:00

Yes, because you can see here that we have, let us say, good development in certain areas, but nobody encourages or motivates or rewards you, and mostly they will work in the opposite side to distract you. And then you feel disappointment and you even try not to focus too much on your job because of this culture.

				2	A	30.05.2019 21:05
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So if you do not have the time, then even if you have strategies, you will not be able to exchange the information in our place with others. So the problem here is time constriction. A lot of work you have to do, and then everybody is trying to escape engaging with others.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Talent Management in Multicultural Organisations\\Training for talents

Document

Internals\\Participant 10

No		0,0318	3			
				1	A	31.05.2019 19:00

I think, no, not everybody is talented, but you can train people to be talented in their field. And I believe strongly in the continuous training of people, and I have seen throughout the years a lot of people who were not really – I say, average people in their field or work – and with time and training, given a chance to really excel in their work, they became talented in that specific side of the field.

2 A 31.05.2019 19:03

We have to train them in a team to have to provide them with the latest technology to make things easier for them so that the process can go fast and accurately. So these guys need a lot of training and need to have the minimum man-power in each department in order to perform.

3 A 31.05.2019 19:04

We can – we do this regularly, we give them a lot of training inside and outside and we give them some increments at the end of the year for all, which really helps people feel good.

Internals\\Participant 11

No 0,0123 1

1 A 31.05.2019 19:16

Yes, yes, there is, I can see it. Some workshops, I feel there is, frankly, and you can feel free to talk like this, but the output is another issue. You can work and share as individuals and it is okay, but there are some challenges related to – what you share should be an output, and this is another issue. I do not want to talk about this, but generally I feel that there is information sharing, and this is very healthy here when you are talking and sharing – I feel that there is.

Internals\\Participant 15

No 0,0078 1

1 A 31.05.2019 19:54

I would say that there are examples of opportunities for development; there are training courses which are given, there are PD opportunities which emanate from departments, but whether there is an overriding policy I do not think so – we have training for things like BlackBoard usage as you know and so on, so things which are important to the college we have training for that.

Internals\\Participant 19

No 0,0103 1

1 A 01.06.2019 12:45

So they need to motivate their existence here, but I also think that they can pay for them for their training purposes. I see a lot of Qataris, for example, that comes for different training even if they are not related, but they need to motivate them to keep them in this career.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 21

No 0,0190 1

1 A 01.06.2019 14:03

Workshops, only by workshops. They only manage these things by workshops. General workshops, and some of them do not even relate to the real specifications that you want for an employee. But they do not have the accurate professional development training programmes. They need years to develop that.

Internals\\Participant 22

No 0,0083 1

1 A 01.06.2019 14:21

Training, I will tell you. Approving training is a bit cumbersome. There are, in IT because it is highly specialised and specific. Sometimes most of the training that is being offered, especially internally, or in the country, might not be specific to the needs because we are looking at something very fine.

Internals\\Participant 26

No 0,0151 1

1 A 03.06.2019 19:57

There should be a continuous training and development programme. On the governmental side, we have programmes that link the training methods with the teaching ones. The

Internals\\Participant 3

No 0,0070 1

1 A 28.05.2019 21:52

You need to develop them, so you have all these trainings and you say guys these are all available for you from this time to this time, here are the trainers, please you are more than welcome to just come and join, and they come and they join all this - the chair can say I want you to attend this one because I know you're weak with this.

Internals\\Participant 6

No 0,0328 2

1 A 30.05.2019 20:34

Maybe not having enough training is a challenge. The organisation is not providing any training for the employees.

2 A 30.05.2019 20:35

If the organisation wants to develop talents, they have to look into the requirements of the employees. What do they want, exactly? Maybe they can make a survey for the department, and maybe the chair person or the faculty members can ask them what exactly they would think would help the department develop their skills? But I know people who would like to do in-job training.

14.06.2019 12:26

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Participant 7						
No		0,0132	1			
				1	A	30.05.2019 20:53

It is not based on the needs; however, I do set different training for my staff. It is particularly when I realised that there is a need for training, and I would sit with them and devise some training plans and action plans, but for most part, the professional development is done at the request of the minister's office.

Nodes\\Talent Management Strategies\\Attraction and recruitment strategies

Document

Internals\\Participant 1

No	0,0064	1			
			1	A	28.05.2019 21:14

On the staff side, managing the talents and keeping them and recruiting the talents because of Qatarisation, we're under a really heavy gun and burden to find really high qualified people to fit in the jobs we have. So recruiting might be the biggest challenge in maintaining these high talents.

Internals\\Participant 10

No	0,0227	1			
			1	A	31.05.2019 19:01

We do all of our measures. If we talk at the academic level, we surely look for talented people. We do not look for mediocre – especially when we search for faculty and staff – we have to look very clearly into their university and where they graduated from their curriculum and what kind of experience they have and what kind of achievements they did and how much training they have received, the different schools they have attended and the academy and the more they have been teaching different subjects related to the main subject, the more that we feel that they can discuss and be really talented to help our school.

Internals\\Participant 11

No	0,0278	3			
			1	A	31.05.2019 19:07

You need to know how to differentiate your offer from others' and this offer will include some benefits, but I do not feel like there is a relationship between talented people and – because sometimes you can have very good or talented people, but the offer cannot attract them. It is not a matter of the offer; sometimes it can be. Too many talented people would not care about that.

			2	A	31.05.2019 19:08
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The challenges to recruit people – I think that the main challenge is the benefits first. The benefits because they do not compensate people in HR and this compensation – there is a compensation and I do not feel that – because there is also competition. Some people – if you are too talented, people can catch you and they can give you additional things to do.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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3 A 31.05.2019 19:09

For citizens, this is another challenge, because you are attracting too many talented people because people here in Qatar came here after they did all the jobs outside. They came here ready. So I think you have to leave your people to mix (?), I think that this is their policy and to be in balance because the population of Qatar itself is very small.

Internals\\Participant 12

No 0,0198 1

1 A 31.05.2019 19:22

However, when it comes to the College itself, I think it is very poor in attracting talents. There are many disadvantages related to housing, for example, the environment of the job itself, there are many disadvantages at the College to attract talents. For example, the teaching load.

Internals\\Participant 13

No 0,0733 2

1 A 31.05.2019 19:29

I think maybe the challenge can be that some people can consider the weather as a barrier, and some of them – I think that sometimes, in the West, they do not focus more on higher degrees like PhD's because over there, using your Bachelor's degree, you can get a decent job, and this is why they do not focus to get a Master's or PhD degree. The majority sit aside with a Master's degree. And our qualifications, they have to have a PhD degree and five years of teaching experience in colleges or universities, and this is not easy to find, especially if you are looking for bilingual people. It is not easy to find.

2 A 31.05.2019 19:30

National talents also – we do not have that with a degree qualifications. We do not find enough candidates to meet our degree requirements.

Internals\\Participant 15

No 0,0058 1

1 A 31.05.2019 19:59

I think for expatriates, it is the classic Gulf package which is attractive; well paid, accommodation, medical cover, housing, school fees contribution and so on and so forth. So I think that that is what is initially attractive. Once people are here, then how do you retain them?

Internals\\Participant 17

No 0,0510 2

1 A 01.06.2019 12:24

Number one, there are private sectors and the governmental sectors. In the private sector, of course, as you said, they're trying to hire as highly qualified people as needed because in the private sector they don't want to invest a lot. In the government, you are right, there are a lot of Qataris and non-Qataris, nationals and expatriates.

2 A 01.06.2019 12:26

For the expatriates, we put some initiatives in them, the new strategy plan, HR is more keen on trying to revise the payment skill, the work load, things that they try to benchmark with other universities either regional, trying to find an attractive package for them. This is on the academic side. On the administrative side, they can only provide the working environment because the things are - I mean, all governmental organisations are similar in a way in packages. If you're going to provide them with the attractive package.

14.06.2019 12:26

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\Participant 18

No		0,0185	1			
				1	A	01.06.2019 12:33

First of all, they assess the needs of what talent they need. First, they seek and they research and ask and send or publish so many things that make it available for the public to know what talents they need. And then, they interview. Some units take proper time, some take lots of time. It is not an easy process or a hundred percent successful process.

Internals\Participant 19

No		0,0212	2			
				1	A	01.06.2019 12:47

This is what we're looking for; if we find a level one with the same qualification with a PhD in the programme and with good experience but with different nationality, we will take them, and we try. But once we can't, we go to the best one.

2	A	01.06.2019 12:48
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I don't believe that they need to attract talent people. They need people who accept the jobs. I see this actually in some universities here in Qatar, they bring the person and they try him for one year, and this is okay, but they don't give him a contract for a long time because they feel like these people cannot accept their culture.

Internals\Participant 2

No		0,0560	2			
				1	A	28.05.2019 21:34

I think that the method or the way we use to attract them - we have a challenge with this one because our salary is stuck with the government salary, so we cannot provide them with more salary. So, we attract them with the development, we can send you for overseas training more than the others, so we try to focus on the development to attract these people more than the salary and the benefits.

2	A	28.05.2019 21:36
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The recruitment: we have the ministry; they will send us even the CV's. They will send the people we must hire, some of them, and if you want the truth, sometimes, we face a problem that, for example, we need a guy to work in. let's say the bookstore, so they will send us somebody with no bachelor degree and it doesn't match, but because they have this number and they want to hire this number.

Internals\Participant 21

No		0,0209	1			
				1	A	01.06.2019 14:04

they have to admit their qualifications first. A lot of things stopping overseas talents from coming here is the qualification. They are – some people are very highly qualified in their countries, and when you look at the measures taken by the College to put employees here, they find that it is not (?) to their qualifications.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 23

No		0,0637	2
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1	A	01.06.2019 14:44
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We have attraction and retention. The attraction usually comes from abroad as expatriates. Retention here is usually emphasised on star employees who work diligently and continuously develop their talents and skills and implement them in the workplace, so they try to reward them for their skills or diligence at work or giving them good evaluations during the annual evaluation in order to further motivate the employees.

2	A	01.06.2019 14:45
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As for attraction, we try our hardest to attract the most talented employees possible who would fit the job requirements we seek. There are some talents that we could not give the proper offers to regarding their fields of expertise, but the college tries its best to attract as many talented employees as possible and we try to give them the best offer possible that we can manage because we are a government organisation and there are certain rules and standards that we are expected to follow when recruiting employees at our college

Internals\\Participant 24

No		0,0068	1
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1	A	03.06.2019 19:33
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from the beginning, I could see people put in positions where I do not know why, there is not a skill that they already have that would promote them for such a position, or they take certain responsibilities that require a certain level of skill which they also do not have.

Internals\\Participant 26

No		0,0317	1
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1	A	03.06.2019 19:52
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There should be a clear and public and concise policy so that all employees know what is required from them by the management in order to understand that the management values their talent. It could be things such as the salary, promotions, if a person has given a valuable idea then they could be rewarded for it later on, being motivated, and so on.

Internals\\Participant 27

No		0,0069	2
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1	A	03.06.2019 20:01
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So, we don't have a coherent HR strategy to recruit and manage talent.

2	A	03.06.2019 20:03
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Recruitment in itself can be affected by managerial likes and dislikes, personally.

14.06.2019 12:26

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\Participant 29

No		0,0313	1			
				1	A	03.06.2019 20:14

Challenges for this particular place and country, I think, are in choosing people who would like to stay here for a while. I think that that is one of the challenges, so you have to choose somebody who will want to stay here for maybe five or even ten years, so the package has to attract those people, benefits and salaries. Another challenge, I think, is in finding qualified people, because the place wants to have a certain level of education and experience in people who are employees in the place. So I think it is also important to be able to see through the pool of applicants to select those few.

Internals\Participant 3

No		0,0083	1			
				1	A	28.05.2019 21:50

No, no, it's because we don't do a good job from the beginning to attract people - I mean to hire people. If you hire the right people, if you have a hiring mechanism and a model, like now we do at least finally, well you have five or six people that interview, and then it goes through the chair, and then the associate dean, and then the dean, even though it was only transparent this year also.

Internals\Participant 30

No		0,0090	1			
				1	A	01.06.2019 14:34

Yes. And it can go either way. Sometimes there is a job that has this requirement of an education and they do not have it, or it goes the opposite way where they have the education but they cannot find a job.

Internals\Participant 31

No		0,0741	1			
				1	A	01.06.2019 14:27

The place is not attractive for national academics because of the package and development. Professional development isn't here so this is why attraction is not available (second reason).

Internals\Participant 32

No		0,0711	1			
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1 A 01.06.2019 14:30

Yes, they have. They should attract more Qatari, Local Qatari or non-Qatari (people who were born here). There are several categories of locals: 1-Qatari; 2-Mother Qatari; 3- People born in Qatar (they should have priority).

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 5

No		0,0111	1
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1 A 30.05.2019 20:02

Hiring people to come with experience and with knowledge and to acquire more and just go away is not good, but to bring them and to have them share what they know with those who are there, then that leaves behind something for the institution after the go. It is not just managing talent, but it is also developing expertise and know-how for the institution itself, and of course passing it on to whoever comes later.

Internals\\Participant 6

No		0,0053	1
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1 A 30.05.2019 20:22

If the salary is not competent enough, then people might not be willing to come.

Internals\\Participant 7

No		0,0276	2
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1 A 30.05.2019 20:47

However, I have been meeting with HR to request good, solid transcripts, but I am not sure if their transcripts or what they are getting from the Ministry of Labour are good candidates, but my candidates and the CV's that I receive are just really not real quality candidates for them. I mean there are some, but for the most part, I am scratching the barrels trying to find an excellent CV for these positions.

2 A 30.05.2019 20:48

However, I do have some qualified candidates that were actually educated in the States that are really qualified for the position. I do have some expats on my team that are really not qualified for the position as well. So I have to take a balance of each one.

Nodes\\Talent Management Strategies\\Challenges and talent development strategies

Document

Internals\\Participant 1

No		0,0129	1
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1 A 28.05.2019 21:27

The biggest challenge, of course, is incentives. Everybody is looking for incentives. It's finding the right incentives to engage the right people. For example, what's an incentive for me might not be all money. For me the incentive is seeing when the job is accomplished. And people allowed me to accomplish that job. That is, to me, the biggest satisfaction I get in life. When I get people, regardless of who they were or if they're with me to that destination. For some people it's money, we try to find the right incentives for the right people to get them to do the job you want them to do.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 10

No		0,0227	1			
				1	A	31.05.2019 19:01

We do all of our measures. If we talk at the academic level, we surely look for talented people. We do not look for mediocre – especially when we search for faculty and staff – we have to look very clearly into their university and where they graduated from their curriculum and what kind of experience they have and what kind of achievements they did and how much training they have received, the different schools they have attended and the academy and the more they have been teaching different subjects related to the main subject, the more that we feel that they can discuss and be really talented to help our school.

Internals\\Participant 11

No		0,0102	1			
				1	A	31.05.2019 19:09

And this is by job, and I do not feel like they do this because they want to develop you as a person because you already came well-prepared and so this came from the nature of the job. But I do not think that they would have a specific programme for a non-local or non-national – I do not think they would do that to develop them. It would be bad for the nationals definitely because they have their own.

Internals\\Participant 13

No		0,0324	1			
				1	A	31.05.2019 19:33

It is not enough, because learning is a life-long process, so no matter what level you reach, you need to continuously develop yourself. For example, faculty members need to go to conferences overseas. We do not have these things, focusing on research – we are just a teaching-oriented college. We lack these professional developments.

Internals\\Participant 14

No		0,0101	1			
				1	A	31.05.2019 19:41

Well, again the belief itself that the expatriates should be trained - we should recruit people who have already been developed and trained. And that's why we give them big salaries. That's the big remark, the idea. In some ways, it makes sense, but I do believe that expatriates at some points, they become part of the - I don't know how to say it - but they are part of this society whether we like it or not because they teach the children of the nationals, and the nationals themselves.

Internals\\Participant 18

No		0,0136	1			
				1	A	01.06.2019 12:33

I would assume that the first challenge is money-wise, the salary and packages. The second thing may be the environment we are living in here. The third challenge may be the reputation of the whole region, probably. So from interpersonal to regional challenges.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 20

No		0,0124	1			
				1	A	01.06.2019 14:00

I think the work load and I think the determination about what the exact perfect work load is, I think there is different standards of workloads in different departments because of the hours of classes; I think that is a challenge. We are going to have a major challenge in the next year, which is just beginning, because we have opened a small campus that is very far away from the other campuses, and I see it as a place of growth and we – my department will reach the problem in that to staff a class (??), someone who will not want to go there will have to go there.

Internals\\Participant 24

No		0,0124	1			
				1	A	03.06.2019 19:39

That people acknowledge and admit that they need development, because if they do not admit it, they would just assume that everything that you are doing is because they have an issue with it or that you see an issue that they have with it. So for example, if you are going to give them some sort of manners or etiquette when dealing with different or a diverse classroom, they would ask why they would need such a training – does it mean that they can not deal with the students, etiquette-wise?

Internals\\Participant 25

No		0,0126	1			
				1	A	03.06.2019 19:45

The problem is that they do not want to face the challenges. There has to be a debate where at our college or some other colleges also. So the last of the debate is that the leaders in academia, especially the ministries and all that, they have to look at these challenges with nationals.

Internals\\Participant 27

No		0,0031	1			
				1	A	03.06.2019 20:02

So, we don't have a coherent HR strategy to recruit and manage talent.

Internals\\Participant 29

No		0,0313	1			
				1	A	03.06.2019 20:15

Challenges for this particular place and country, I think, are in choosing people who would like to stay here for a while. I think that that is one of the challenges, so you have to choose somebody who will want to stay here for maybe five or even ten years, so the package has to attract those people, benefits and salaries. Another challenge, I think, is in finding qualified people, because the place wants to have a certain level of education and experience in people who are employees in the place. So I think it is also important to be able to see through the pool of applicants to select those few.

14.06.2019 12:26

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\Participant 30

No		0,0161	1	1	A	01.06.2019 14:40
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In our organisation? Not good. Because I do not think that they do a decent job at this. I do not think it is something that they – I mean they give it lip-service; they say that it is important but they do not deliver the quality that they say that they want. In other words, they have an expectation or they say that they are going to do this but they deliver that.

Internals\Participant 4

No		0,0061	1	1	A	28.05.2019 22:05
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What have - I have faced several challenges, because in the engineering programme this is our third year, and it's only me, we are trying to get talented people. Now, sometimes if you start something you cannot raise the bar very high.

Internals\Participant 5

No		0,0117	1	1	A	30.05.2019 19:59
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I feel that certain people who have certain skills are not given the opportunity to apply those skills and develop them further and help those around them because of them being preoccupied by doing things that are not necessarily beneficial to the institution as a higher education institution, in terms of educating and teaching students, but it could be beneficial from the point of let us say quality, assurance, accreditation and so on.

Internals\Participant 6

No		0,0071	1	1	A	30.05.2019 20:20
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I feel that the organisation is not totally focusing on the developing the talents of the faculty members.

Internals\Participant 8

No		0,0029	1			
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1 A 30.05.2019 21:03

But here, if you have certain skills, they will ignore you, okay?

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Talent Management Strategies\\Development of talents

Document

Internals\\Participant 13

No 0,0215 1

1 A 31.05.2019 19:34

To give them more opportunities to attend conferences overseas, and also to help make frequent conferences at the college and in the country, and to participate in some inside-country conferences and activities and events.

Internals\\Participant 16

No 0,0101 1

1 A 01.06.2019 12:19

My experience also told me that there are many opportunities here to develop yourself. For example, I have been engaged in many committees. This gives me the chance or the opportunity to be ahead to show my talent.

Internals\\Participant 18

No 0,0164 1

1 A 01.06.2019 12:36

I am not sure whether it is done in a systematic way to assess what kind of talents they need for certain departments and assessing these people in these departments and their talent and what level they are in and how they are going to – I have not seen this, so I am not sure that I can give you the right answer.

Internals\\Participant 21

No 0,0064 1

1 A 01.06.2019 14:09

They need support. The second thing is that you should encourage them to go in professional actions.

Internals\\Participant 25

No 0,0121 1

1 A 03.06.2019 19:48

The benefits that they get are more than nationals. So when the nationals get the offer, they know what the offer is for the expats. It is not a secret. So there is a discrimination, and second is that the offer for the national, which has more – that is when they come here.

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Internals\\Participant 29

No		0,0069	1			
				1	A	03.06.2019 20:17

We do have some trainings, but I would not call them very developmental. I would call them just necessary trainings on a college level.

Internals\\Participant 3

No		0,0102	2			
				1	A	28.05.2019 21:41

We just hire people and we put them in positions and we think they're going to flourish. Even if you give them, if you provide them with training, constantly, you know regular training so they can improve their skills. If this is not the area that they are good at, they may not grow.

2	A	28.05.2019 21:42
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So it's better that you find a good area where they will fit in, a good position where they will fit in, and you put them in this position, and then you see how they do and let them go in those positions.

Internals\\Participant 30

No		0,0159	1			
				1	A	01.06.2019 14:39

Well, I think if you can show them and train them and develop them, show them career paths – not all people are just there for the pay check; a lot of people are there to really learn, you just have to identify those guys and try to get them to see the bigger picture and the longer view rather than just “what is in it for me today?” or tomorrow and that is it.

Internals\\Participant 6

No		0,0251	1			
				1	A	30.05.2019 20:35

If the organisation wants to develop talents, they have to look into the requirements of the employees. What do they want, exactly? Maybe they can make a survey for the department, and maybe the chair person or the faculty members can ask them what exactly they would think would help the department develop their skills? But I know people who would like to do in-job training.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Talent Management Strategies\\Encouragement and recognition

Document

Internals\\Participant 11

No		0,0033	1			
				1	A	31.05.2019 19:07

The college I think in this point do not motivate us – not because they do not want to, but because of the nature of the college.

Internals\\Participant 12

No	0,0052	1			
			1	A	31.05.2019 19:23

I do not see the framework or programme itself that helps to engage them.

Internals\\Participant 13

No	0,0143	1			
			1	A	31.05.2019 19:31

I think that different cultures – there is no motivation and sometimes the work environment is not welcoming or friendly. So these are some factors.

Internals\\Participant 16

No	0,0217	1			
			1	A	01.06.2019 12:21

Yes, yes. The first word for me that you should identify or you should know is what incentive can be used in what culture and what other incentives can be used in different cultures. Doing so will lead you or will make you able to create the environment that is healthy and attracts different cultures. So the first thing if we want to open the door, I have to know. If I want to motivate people, I have to know what is the incentive to cause such motivation.

Internals\\Participant 17

No	0,0109	1			
			1	A	01.06.2019 12:29

They should be more recognised and rewarded for their work that they are doing and how they are engaged and doing good things that should be rewarded or recognised. Recognition is, yeah -

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 18

No	0,0156	1			
			1	A	01.06.2019 12:34

Recognition, yes. So this is one of the important things. This is basically the two important things that come into my mind. Of course, other things are that people need to feel that they belong to this institution, and it is not as they come and go as a separate entity. They need to feel belonging.

Internals\\Participant 19

No 0,0275 3

1 A 01.06.2019 12:43

I don't think so, no, because the leadership style, as you said, is a bureaucratic one, you will have to do these things and if you discuss with them I don't think they listen to you, and we are fighting with them sometimes, for the organisation, not for us.

2 A 01.06.2019 12:49

But if I need to be someone to engage in the college, who believes this organisation is for himself, who participates in the activities, who encourages students, who volunteers, you need something else. How to motivate these people to do these things

3 A 01.06.2019 12:50

So I think if they do more activities just to know each other, and also if they do more activities to reduce the bureaucratic leadership this way and they allow for communication and accept other opinions, I think this will engage the people.

Internals\\Participant 20

No 0,0091 1

1 A 01.06.2019 14:00

Sometimes engagement – there was one time when I need someone, I asked somebody to help me with something and his answer was no because he was in the midst of a crisis about his house and he was having to do much – I mean there is ongoing emails and meetings that are trying to work on his standard of living, and what he basically said was until this gets resolved, I have to focus on this, and I kind of understood it.

Internals\\Participant 24

No 0,0152 2

1 A 03.06.2019 19:35

Yes, engagement, exactly. So they would come back to see and say okay this place is really taking care of me and this place really is nurturing my skills and they are offering me what I can not find elsewhere.

2 A 03.06.2019 19:35

Recognition is one part, and if they need to do more, beyond the work hours, they need to be recognised for that, too. And in addition to both would be evaluation, so a motive for a person to develop, so a challenging opportunity for people to develop. If you treat everybody the same way and those who do well and those who do not do well are treated equally, nobody would aspire to become better.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 26

No 0,0480 2

1 A 03.06.2019 19:52

If there is motivation and compensation or a reward system for the employees, then these skills and talents could be properly brought out and showcased.

2 A 03.06.2019 19:54

Of course, continuous motivation. You should continuously motivate all employees, and in my point of view, keeping up the morale of the employees is more important than the monetary aspect of the job. The money is important, but the morale is a lot more important to motivate and help an employee engage and succeed at doing their job and to feel comfortable in the workplace.

Internals\\Participant 28

No 0,0223 1

1 A 03.06.2019 20:11

Probably the area that the person might be in and we can't provide them with the needed tools to help them develop. Probably the motivation from the employee himself, he might be here for a couple of years and it makes no sense for him, maybe, like okay, I want to excel in this area and leave, so we need to take care of this as well. So the ability of this employee to grow and excel in a place - yeah we can invest in this person.

Internals\\Participant 3

No 0,0039 1

1 A 28.05.2019 21:46

And acknowledgement and reward. Reward, whether it's like I said verbally or monetary or through giving some kind of an employee recognition plaques and all that at the end of the year.

Internals\\Participant 31

No 0,0486 1

1 A 01.06.2019 14:28

You should see the result of the work to engage. Encouragement is important; recognition. Engagement is the leader's job.

Internals\\Participant 4

No 0,0216 3

1 A 28.05.2019 21:59

They key thing I see in the Arab world is this lack of trying to motivate people by encouraging them or saying a few good words in emails or a thank you letter or a certificate or something like that; this will improve the performance of these talented people.

2 A 28.05.2019 22:03

Yes, recognition in a sense, it doesn't have to be financial but sometimes you see that it's only one word from your supervisor and it will mean a big thing for you.

14.06.2019 12:26

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	A	28.05.2019 22:10

I personally and recently started to receive recognition from the administration, from the president and from the dean and XXX, maybe this was in the last year because they know what I do and they know how I did and what I'm supposed to do, the programme is growing and all of this. But you need to give people a chance to prove that they are - okay, because he is a ..., he is bad, or because -

Internals\\Participant 5

No 0,0200 1

1 A 30.05.2019 20:04

I think that democracy is not such a good thing, I truly believe this. I think that the leadership should apply or put measures into place where faculty cannot get away by doing things such as this. We hired you with a specific set of talents, credentials, expertise, and we expect you to bring those and enhance the quality of the institution, meaning not just your teaching and your group of students, but also spreading the knowledge across to your colleagues and leaving something behind for the institution in terms of, like I said earlier, you come, you have your degree, you have your experience, you come here, you develop your experience further, and you take that know-how with you when you leave, leaving nothing behind for the institution –

Internals\\Participant 7

No 0,0549 3

1 A 30.05.2019 20:49

Motivating is the key. Because if I can get them here, I can motivate them, but that is one of the challenges that I think we are facing with the College as well as with HR, because we have had this conversation many many times before, and then performance is really key because if you are not here, then you cannot perform, so that is a challenge for them.

2 A 30.05.2019 20:50

I cannot engage them if they are not here, yes, it is. Now I do have some staff that do have a passion about what they do, and they will come to work and they will work while they are here, but for the most part, my average is an absentee rate of fifty percent a day, and that is a challenge for me. Because I come from an environment and it is too sure, you come to work and you do your job and so now to just get people here to work and just motivate them is a challenge.

3 A 30.05.2019 20:53

The need to want to do something. I think that here again I am going to back to trying to empower people and engage them; I think you have to have that need and you have to want to do something, so that is a challenge for me, and it is getting people to really buy in to work, and here again I think it starts from the top. I think it is going to take more than me to empower people because I think that what they understand is that most of my staff understand is that I can only do so much in that side anyway.

Internals\\Participant 8

No 0,0130 1

1 A 30.05.2019 21:06

As you can see, to engage when I need to engage in something, there should be a sequence before that. There should be a result.

Q: So recognition is one of the things?

A: Yes, if you are not recognised, then why should I do this? I should use my time for other things that are better for me.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Talent Management Strategies\\Marketing or branding

Document

Internals\\Participant 16

No 0,0111 1

1 A 01.06.2019 12:16

The brand it may be developed by itself because it is supported by the government and also because it is specifically oriented to the Qatari students. So I do not think that the management has the role to create a brand in the College.

Internals\\Participant 20

No	0,0049	1			
			1	A	01.06.2019 13:54

I don't know, I think more marketing, I think more marketing and more advertisement, more possibly going to places where those people are assembling for hiring employees and actually doing more than just reading past them.

Internals\\Participant 3

No	0,0070	2			
			1	A	28.05.2019 21:44

Marketing themselves, exactly. That's one of the things that is in the new strategic plan right now. It's to make sure that we market ourselves.

			2	A	28.05.2019 21:46
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I think, like I said in the past, we need to be out there, we need to brand ourselves, we need to be very clear with what we're doing. When we interview people, they need to know who we are.

Internals\\Participant 5

No	0,0057	1			
			1	A	30.05.2019 20:07

I think that removing these things that frustrate faculty and removing this issue of an evaluation system that does not make any sense, removing these issues of having a one-size solution to instructional technology.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 7

No	0,0015	1			
			1	A	30.05.2019 20:55

We need employer branding, absolutely.

Nodes\\Talent Management Strategies\\Retention strategy

Document

Internals\\Participant 1

No	0,0097	3			
			1	A	28.05.2019 21:19

Well, there are cases where there are a lot of people who come and they want to be here forever.

2 A 28.05.2019 21:21

So we try, when we identify talents, we try to - we tell them not to leave, we try the best we can to keep them, but at the end, it's their decision.

3 A 28.05.2019 21:23

So you identify talents and you identify the positive energy and their attitude and the work attitude and it helps a lot. I mean if somebody's a workaholic I will make him a head of somebody who's lazy.

Internals\\Participant 11

No 0,0066 1

1 A 31.05.2019 19:12

Keeping, first there should be in the contract, it should not be a year by year contract because there is a law in HR and there should be – for example I know that in some colleges here in Qatar, they have a five-year contract. The employees do not feel secure.

Internals\\Participant 13

No 0,0054 1

1 A 31.05.2019 19:33

Just trying to fix and improve the working environment.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 15

No 0,0091 1

1 A 31.05.2019 19:53

But I don't buy into that, I think that it is not just a cycle of contract, I think there should be some kind of commitment from the employer to help employees develop because it would be good for the organisation and it will also hopefully lead to retention of employees, which of course is far cheaper and more productive than having to constantly change them for new people and train them up and get them used to the college and so on.

Internals\\Participant 16

No 0,0202 1

1 A 01.06.2019 12:18

This point I think for the retention, I may have found some incentive that may satisfy the employees into staying in the organisation for the long term, but the issue to be honest with you is that sometimes, the evaluation in one side and the termination is not based on the evaluation, so this is why I do not think that this is enough to satisfy the employees to give them good retention levels and to give them job security.

Internals\\Participant 18

No 0,0234 1

1 A 01.06.2019 12:37

First of all, people need to be developed to retain them. It is part of the retention policy; to keep them here, you have to give them the opportunity to develop themselves. Unfortunately, this will require money, and we can not at all times give this opportunity to everyone, so it has to be selective, like thirty percent of the people in the organisation need to be developed at certain years, or twenty percent, it depends on the support in money.

Internals\\Participant 19

No 0,0045 1

1 A 01.06.2019 12:43

So, they do not think about long-term commitment from their side. Because of that, they have to try to find jobs each year.

Internals\\Participant 2

No 0,0407 2

1 A 28.05.2019 21:35

Yes, he should wait for the three years and the minimum performance should be good. You have good, very good and excellent, so whatever he does, he will get a good and he will be promoted.

2 A 28.05.2019 21:38

This time they focus on the people more than about the resources, so the people now are our resources, and you must - and the competition now between the companies and the others is very high because of the people. The protection will be higher if you have a good people, so I think it's very important management and we must all be understanding for the management and how to develop it.

14.06.2019 12:26

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 20

No 0,0099 2

1 A 01.06.2019 13:56

I can't think of something as an initiative for retention, honestly, I really can't think of something. I'm trying to imagine it, what it would be.

2 A 01.06.2019 14:01

The thing is that we are meant to do that and invest in the person. The investment in the – I understand why in our college we are (?) an investment in the national employees, and that short-term was everything expatriate related. There is not going to be a lot of native Qatari speakers teaching in English.

Internals\\Participant 22

No 0,0078 2

1 A 01.06.2019 14:12

look, I think that the number one motivation in any measures from my own experiences, is security. Security, if I am answering the question right.

2 A 01.06.2019 14:12

Job security. You look at other parameters, like incentives. Financial incentives, flexibility, work and life balance; there are so many of them.

Internals\\Participant 23

No 0,0281 1

1 A 01.06.2019 14:44

We have attraction and retention. The attraction usually comes from abroad as expatriates. Retention here is usually emphasised on star employees who work diligently and continuously develop their talents and skills and implement them in the workplace, so they try to reward them for their skills or diligence at work or giving them good evaluations during the annual evaluation in order to further motivate the employees.

Internals\\Participant 24

No 0,0194 2

1 A 03.06.2019 19:34

It depends on if the star is going to stay or not, because if this star is only here for a weekend, why would I put a lot of effort? You are going to invest in this person; you are going to invest time and effort and even money if you are going to give them PD's, but if this person is not going to stay and you can see that there is resistance from the other side, it would actually affect you.

2 A 03.06.2019 19:35

The place needs to provide the following: reasonable work duties whether people have some space to improve and develop, because if you overwork people with the forty hours of work done throughout the week and are full of tasks to complete, they would not have more time to use to develop themselves and to work on their talents. So the assignment of work load in the first place.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 26

No 0,0341 1

1 A 03.06.2019 19:54

Of course, continuous motivation. You should continuously motivate all employees, and in my point of view, keeping up the morale of the employees is more important than the monetary aspect of the job. The money is important, but the morale is a lot more important to motivate and help an employee engage and succeed at doing their job and to feel comfortable in the workplace.

Internals\\Participant 29

No 0,0313 1

1 A 03.06.2019 20:15

Challenges for this particular place and country, I think, are in choosing people who would like to stay here for a while. I think that that is one of the challenges, so you have to choose somebody who will want to stay here for maybe five or even ten years, so the package has to attract those people, benefits and salaries. Another challenge, I think, is in finding qualified people, because the place wants to have a certain level of education and experience in people who are employees in the place. So I think it is also important to be able to see through the pool of applicants to select those few.

Internals\\Participant 3

No	0,0033	1			
			1	A	28.05.2019 21:44

Yeah we do a poor job at that, I'm telling you, we do a very poor job at that one. I mean as you can see, employee turnover is not, over here, it's quite high.

Internals\\Participant 31

No	0,0776	1			
			1	A	01.06.2019 14:28

No retention. Any opportunity will let people go. Environment plays a big role. Daily work clashes make the place unattractive. Solution to this are rules. Moreover, commitment is very important.

Internals\\Participant 4

No	0,0062	1			
			1	A	28.05.2019 22:08

But retention, the contract period is one thing. Number two, for example, when you terminate a contract. If you give me a contract for three years and you can fire me anytime within a three month period, the three year contract is useless.

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Internals\\Participant 5

No	0,0049	1			
			1	A	30.05.2019 20:08

If you want to retain people, then you want to know exactly what they are doing and that whether what they are doing is up to the quality that is expected and retain them on that basis.

Internals\\Participant 6

No	0,0276	2			
			1	A	30.05.2019 20:27

Maybe giving them long contracts would create some job security, and they will definitely stay. I could say the salary, again, it would definitely attract them and make them stay. Maybe better benefits, better insurance, allowance for children and education, and so forth. Longer holidays.

			2	A	30.05.2019 20:32
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But if someone is skilled enough, if you give him routine jobs, he or she will definitely not be interested in the job anymore.

Internals\\Participant 8

No 0,0158 1

1 A 30.05.2019 21:02

So as long as I can see this, there is no measures to retain them because mostly as I can see, there is no strategic plan. If you link your strategic planning at the top with your talents then the organisation should keep them, in a sense it is devoted to both sides. The strategic objectives from the lower management is there, so it hard to put measures.

Internals\\Participant 9

No 0,0599 2

1 A 31.05.2019 18:57

I think it is very important for people here to feel secure in their jobs, and also stability is very important for the institution as well to have the same staff during certain periods or a certain number of years. This is very important to keep knowledge and keep the teamwork to improve the level of teaching.

2 A 31.05.2019 18:58

No, they should invest in these people, but they should also keep them. They should give them security and stability in their work, and they will have a benefit from them. As long as they stay in Qatar, they will bring a surplus for the community.

Q: So retention is really challenging here to keep the employees.

A: Yes, yes.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Nodes\\Talent Management Strategies\\Rewarding strategy

Document

Internals\\Participant 1

No 0,0058 3

1 A 28.05.2019 21:18

Incentive packages that the college offers, it's compatible to everybody else.

2 A 28.05.2019 21:21

We believe that core 37-38 are very crucial talent and we give them secretly these bonuses, these incentives.

3 A 28.05.2019 21:22

So, financial rewards are the best incentives for those people, for most people.

Internals\\Participant 14

No 0,0121 1

1 A 31.05.2019 19:39

Salaries might be - I've heard, I don't know about the offers to be honest but I've heard that salaries are one of the main things that people negotiate, but I've also heard that when people negotiate, that's from my own experience, if you negotiate then you will get what you want. If you negotiate and you have the skills and the institution believes that you have skills that they need then they will give you what you want. I myself have negotiated it and I've got what I wanted, and I've heard that they also - about the residential's places and you know, they're not very satisfied.

Internals\\Participant 15

No	0,0110	1			
			1	A	31.05.2019 20:00

I think people will come in because of the package, but if you want to retain them, you have to make sure that you have picked the right people, and that is in any recruitment situation. You should go after the people who are going to fit into your organisation. We have just gone through this process and to be honest I have given priority to people who have gulf experience, so yes they have to have the basic credentials, but ideally, I want them to have worked in the gulf, to have worked in a government institution in the gulf.

Internals\\Participant 18

No	0,0099	1			
			1	A	01.06.2019 12:34

The second thing is that there is a process for rewarding, whether money rewarding or non-monetary rewarding or some other thing. And people need to see that their work is not done in vain.

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Internals\\Participant 2

No	0,0125	1			
			1	A	28.05.2019 21:35

So you must give them a very high responsibility - well, not a very high responsibility, but let them share the decision making with you, let them be related more with the place.

Internals\\Participant 20

No	0,0081	1			
			1	A	01.06.2019 13:53

Yes, the salary, I think we've got the salary. I think where we are for people in the region is attractive because this is a good place for families, and safe, and it gives access to various other things. I think for expatriates, this is the place that's inducing for travel, a place that's different from that, and I think there's a cosmic pull and aspect to it for them.

Internals\\Participant 22

No	0,0102	1			
			1	A	01.06.2019 14:22

Keeping them motivated. I think again this goes back to – I think that I have noticed that financial incentives play a big role. Normally, at the end of the year, the college tries to give what I call bonuses. Sometimes those with a high appraisal score also get some incentives. I might get an extra salary or two, and this is maybe the number one motivation that I have noticed.

Internals\\Participant 25

No	0,0121	1			
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1 A 03.06.2019 19:45

The main driving force for them is, of course, financial, and they would rather go for a major university or a college that pays well. So expats, when they come here, they are motivated with the financials. They are less motivated with the academic performance, in my opinion.

Internals\\Participant 26

No 0,0652 3

1 A 03.06.2019 19:53

I think that the main thing that any employee would think of, regardless of whether they are a Qatari or an expatriate, is the salary. Monetary wise, it is the most important and attractive aspect of the job.

2 A 03.06.2019 19:53

It is the same for the Qataris, it is the salary. It provides accommodation for your family and the salary is the most important aspect.

3 A 03.06.2019 19:54

Of course, continuous motivation. You should continuously motivate all employees, and in my point of view, keeping up the morale of the employees is more important than the monetary aspect of the job. The money is important, but the morale is a lot more important to motivate and help an employee engage and succeed at doing their job and to feel comfortable in the workplace.

Reports\\Coding Summary By Node Report

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Internals\\Participant 29

No 0,0136 1

1 A 03.06.2019 20:16

I think our place, compared to previous places I worked in in the Gulf, the Gulf – I think that this place has certain measures. For example, every year, starting with your first year of work, you get a salary increase, and I think that that is a great incentive.

Internals\\Participant 3

No 0,0183 3

1 A 28.05.2019 21:43

I don't think there's anything there. You know, I don't know. I really don't know. Most people - I'm going to be honest, most people that apply, especially expatriates, to come over here, they apply because - either back home they're unemployed, or they're part-timers for faculty, or because of the money. I mean, they know that the Gulf is very attractive because they get all these benefits, tax-free salary and housing and all that.

2 A 28.05.2019 21:45

And then you give them also some kind of a monetary reward if possible, I mean I know you know it maybe raises - we've done that now, I think over the past two years we've done good through our evaluation system, we give some kind of raises and bonuses.

3 A 28.05.2019 21:45

And acknowledgement and reward. Reward, whether it's like I said verbally or monetary or through giving some kind of an employee recognition plaques and all that at the end of the year.

Internals\\Participant 30

No	0,0078	1			
			1	A	01.06.2019 14:37

Yes, and also I think there has to be some – it has to be beneficial to them, not just financially, but also career wise. If I take this job, where is it going to lead me to next?

Internals\\Participant 4

No	0,0036	1			
			1	A	28.05.2019 22:04

Of course in salaries and - I mean, this happens everywhere, but one of the reasons that people like to come here is this - the way of life.

Internals\\Participant 5

No	0,0144	1			
			1	A	30.05.2019 20:05

So investing in them - we are paid very good salaries here – investing in them does not mean professional development in the sense of giving them approvals to go and do research here and there, but investing in them in a way that – I would not say investment, but giving them the room to do what they know how to do and sort of harnessing that knowledge for the benefit of the institution so that when they leave, they have left behind that thing, whatever they know, in their respective departments or where those who succeed them can find.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 6

No	0,0337	1			
			1	A	30.05.2019 20:21

First thing that we can talk about is the salary, the financial part. We can talk about the in-job training. For example, if I sign up for in-job training, then that means that I am going to be developed while I am working. If people get exposed to community service, this again could help. If people can go to conferences, this again will be very attractive for someone who is working in the field of education. (?). These are the things that would attract any person working in a higher education system.

Internals\\Participant 7

No	0,0056	1			
			1	A	30.05.2019 20:50

So actually, the main motivation is just to go in the career path and get more salary to retire?

A: Yes, it is basically what I am saying.

Internals\\Participant 8

No 0,0119 1

1 A 30.05.2019 20:59

First they have to have criteria, strategies that every academic is looking for, including of course first and foremost a good pay salary.
Q: A package.

A: And then, the most important is the promotion, development, supporting research, creating a healthy environment.

Internals\\Participant 9

No 0,0120 1

1 A 31.05.2019 18:56

Besides the financial part, there should be a certain margin of freedom to take the right decisions if they are really talented.

Nodes\\Talent Management Strategies\\Talent definition

Document

Internals\\Participant 1

No 0,0015 1

1 A 28.05.2019 21:16

So, not everybody can be developed. It has to be a drive within yourself.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 11

No 0,0029 1

1 A 31.05.2019 19:06

I think that it is very hard to acquire because talent is something that should be built-in; this is my perception.

Internals\\Participant 12

No 0,0201 1

1 A 31.05.2019 19:20

I think it depends on the type of job, it depends on many other things. But I believe that there is a certain level where everyone may have it. Those kinds of skills and abilities. However, there are more things that, at a higher level, this is where some people have it and others do not.

Internals\\Participant 13

No	0,0164	1			
			1	A	31.05.2019 19:28

Not all, of course not all employees have talents. Some of them do and are talented. I believe that the majority of them are talented if they find the suitable resources.

Internals\\Participant 14

No	0,0019	1			
			1	A	31.05.2019 19:36

But I do believe that in the long run people can be trained to be talented leaders or managers.

Internals\\Participant 15

No	0,0047	1			
			1	A	31.05.2019 19:52

No, I think everybody should be – should have the opportunity to develop or be developed while they are working for a particular organisation. It does not always happen but my philosophy, my belief, is that this should be done.

Internals\\Participant 16

No	0,0091	1			
			1	A	01.06.2019 12:15

To my mind, I think only employees with certain skills can be talents, because in my experience, talent is something that is related to what is called heredity sometimes – it can not be created.

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Internals\\Participant 18

No	0,0031	1			
			1	A	01.06.2019 12:31

I think most employees could be. The word all is difficult.

Internals\\Participant 19

No	0,0043	1			
			1	A	01.06.2019 12:41

I think each one has something. Each one has something. However, some of them don't like to be considered as a talent.

Internals\\Participant 2

No	0,0020	1			
			1	A	28.05.2019 21:33

I think everyone is a talent.

Internals\\Participant 20

No	0,0042	1			
			1	A	01.06.2019 13:53

I'm more egalitarian view. When you say that, I don't think of - in my career, I've been a department head with faculty, which I hear is a different kind of a category, than with staff members.

Internals\\Participant 22

No	0,0070	1			
			1	A	01.06.2019 14:11

I think both perspectives are right to an extent. However, I think that there is a certain calibre of talent, which I call natural-born talent, and those are much easier to mentor and develop and to bring them up to the level that is needed by the organisation.

Internals\\Participant 23

No	0,0229	1			
			1	A	01.06.2019 14:43

Every talent needs to be developed regardless of their position, so they should be found and developed at the organisation. We might not have a specific policy for that, but the management should have an idea on how to approach talent management because they are the ones who watch employees' development and are able to help them become better.

14.06.2019 12:26

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Internals\\Participant 24

No	0,0063	1			
			1	A	03.06.2019 19:32

I think everybody has a talent – and to use or exploit the talents of your employees or the people or the programme or the place that you are running I think it would be the best way for the them to develop and to be better employers and employees.

1 A 03.06.2019 19:52

Internals\\Participant 28

1 A 03.06.2019 20:07

Internals\\Participant 29

1 A 03.06.2019 20:14

Internals\\Participant 3

1 A 28.05.2019 21:40

Internals\\Participant 31

1 A 01.06.2019 14:26

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Internals\\Participant 32

No 0,0468 1

1 A 01.06.2019 14:30

Yes, anyone can be developed into talents. National people need development. If I need to bring people from outside, they also should be developed.

Internals\\Participant 5

No 0,0080 1

1 A 30.05.2019 19:58

I think that both. I have mixed feelings; there are employees that meet a certain threshold or standard who can be developed, and anyone who reaches this threshold or standard, which should not be very high, but anyone who meets that threshold or standard could be developed into someone who is talented.

Internals\\Participant 6

No 0,0102 1

1 A 30.05.2019 20:18

Technically, each and every one has his or her own talent. But this talent can be developed, and this can be done by having training and things like that.

Internals\\Participant 7

No 0,0131 1

1 A 30.05.2019 20:38

I think you need to have a certain skill to be developed into a talent. Sometimes, in my experience, I think that sometimes people do not have the skill set and there is only so much that you can do, so if the skill set is not there then I do not think you can put that talent into or develop that talent into a person.

Internals\\Participant 8

No 0,0182 1

1 A 30.05.2019 20:58

I think everyone should be developed, because if I understand you correctly, then it means that we have to focus on certain people with certain skills. So, if we focus on those, then of course in any organisation you should have balance. We have a supportive – those first lines, if you look here we have academia and strategies. If you focus your attention on only certain skill, then it will destroy others.

14.06.2019 12:26

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 9

No 0,0029 1

1 A 31.05.2019 18:56

they should have certain skills.

Nodes\\Talent Management Strategies\\Talent management definition

Document

Internals\\Participant 10

No	0,0079	1				
			1	A	31.05.2019 19:00	

I think, if I understand what you meant by talent management, it is to help talented people to grow and to give them the opportunity to prosper and flourish in their field, especially if they are working with students.

Internals\\Participant 11

No	0,0027	1				
			1	A	31.05.2019 19:05	

For me, talent management is a matter of developing employees and also building capacities, this is the idea.

Internals\\Participant 12

No	0,0138	1				
			1	A	31.05.2019 19:20	

It is actually how to identify, select, and retain people with skills needed to complete the job and do the job, and not only that, but managing the talent is to support them to improve continuously.

Internals\\Participant 13

No	0,0182	1				
			1	A	31.05.2019 19:28	

I think it is to be flexible and also try to utilise the latest technology and also appreciating the culture and trying to always be innovative and keeping up with the inevitable changes.

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Internals\\Participant 15

No	0,0043	1				
			1	A	31.05.2019 19:52	

Well I'm not sure that the term is one that I am totally familiar with, so I assume that talent management is about managing your human resources within your organisation, so you can correct me if I'm wrong.

Internals\\Participant 16

No 0,0157 1

1 A 01.06.2019 12:15

But now, to be honest with you, when you sent your interesting topic, I tried to search in Google and found that talent management is a strategic part of the organisation and how to benefit from human resource management. It is not the same as HR, but it is advanced and how to improve the quality of specific or professional staff.

Internals\\Participant 18

No 0,0110 1

1 A 01.06.2019 12:31

Finding the right talents for the right positions and developing talents for the right position. And assessing and reallocating talents for achieving the overall objectives of the units or departments you have.

Internals\\Participant 19

No 0,0070 1

1 A 01.06.2019 12:40

Anyway, the talent management I define it as recruiting and promoting and retention for the talent people, for the main important people who can lead the organisation for strategy positions.

Internals\\Participant 2

No 0,0235 2

1 A 28.05.2019 21:32

I think that talent management is not just to work with a talent people, no. To attract and to put a strategy.

2 A 28.05.2019 21:33

And the first one is how to attract them and how to bring the, and the second one is how to keep them with you for a long time. The third one is how to develop their talent that they have, so, don't let them stay the same.

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Internals\\Participant 20

No 0,0021 1

1 A 01.06.2019 13:52

I think it would mean how you support and encourage the people you work with in an institution.

Internals\\Participant 22

No 0,0035 1

1 A 01.06.2019 14:10

talent management is, for me, as a head of a department, is to find the applicable resources to the applicable needs of the college.

Internals\\Participant 24

No 0,0006 1

1 A 03.06.2019 19:31

For me, it is a new term.

Internals\\Participant 25

No 0,0047 1

1 A 03.06.2019 19:44

Typically, talent is a (?) term. It means that he has – (breaking up, can not hear). Someone above average.

Internals\\Participant 26

No 0,0153 1

1 A 03.06.2019 19:50

Talent management is responsible for motivating and engaging employees, and it has certain requirements that its employees must meet in order to showcase their talents.

Internals\\Participant 27

No 0,0245 1

1 A 03.06.2019 20:00

Talent relates to people, so therefore it is an HR concern. I see talent management in two parts, which should be joined seamlessly. But of course, they aren't always, even ever, possibly. First is the whole of the recruitment side of employees, and second the training and development of these recruited employees and others already in the organisation. If I join an organisation as an HR manager, I can influence recruitment of new talent, but I cannot ignore what I call "inherited talent", namely the staff who were there before I arrived.

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Internals\\Participant 28

No 0,0102 1

1 A 03.06.2019 20:07

As per knowledge, talent management refers to the term of any policies, strategies, or let's say steps that the organisation might take for retention, hiring, and let's say keeping good employees.

Internals\\Participant 29

No 0,0087 1

1 A 03.06.2019 20:13

think talent management entails high-ranked people who will match the workplace, developing them, and maintaining them in that workplace. I think this is what it is.

Internals\\Participant 3

No 0,0032 1

1 A 28.05.2019 21:39

Talent management from my perspective is making sure first of all that you hire people that already have talent, that are qualified, that have experience.

Internals\\Participant 30

No 0,0089 1

1 A 01.06.2019 14:33

Talent management. I would say that it is part of recruiting, hiring, on-boarding, developing, trying to help them become better today than they were yesterday and better tomorrow than they were today.

Internals\\Participant 31

No 0,0410 1

1 A 01.06.2019 14:26

TM - is related to Middle Management. The manger himself should make the decision and solve problems.

Internals\\Participant 32

No 0,0368 1

1 A 01.06.2019 14:30

TM is people. How to convey your instructions, manage your group, how to make everything work without being around.

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Internals\\Participant 4

No 0,0038 1

1 A 28.05.2019 21:58

I think, mainly, talent management will concentrate on how to get the best out of people because you are the manager and people will look up to you.

Internals\\Participant 5

No 0,0035 1

1 A 30.05.2019 19:57

From my own experience, it is putting the best people in terms of know-how in the best positions where they can apply that know-how.

Internals\\Participant 6

No 0,0029 1

1 A 30.05.2019 20:18

Maybe managing the talents of the employees.

Internals\\Participant 7

No 0,0064 1

1 A 30.05.2019 20:38

My perception is to get the best talent for the position you are looking for in the institution, so that is pretty much my framework for talent management.

Internals\\Participant 8

No 0,0055 1

1 A 30.05.2019 20:57

For me, looking for the right talents, hiring them, developing them, training them, rewarding them, and taking care of them.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Participant 9

No 0,0201 1

1 A 31.05.2019 18:55

So, a successful management should establish cooperation between the instructors or between the staff, instructors, and all people working together. It is a way to let everyone work within a team. It is a teamwork.

Nodes\\The Current State of Talent Management in Multicultural Organisations\\Challenges in developing a new model

Document

Internals\\Participant 1

No 0,0189 3

1 A 28.05.2019 21:25

Yeah. I really - dealing with 45 different cultures is one of the biggest challenging - because sensitivity and some people dealing with some of them in one way is completely different that dealing with... So, to find a balance between dealing with all of these cultures is the most challenging, that's what I think the skill, it's a skill I did not acquire at first because I did not have to deal with it in the US.

2 A 28.05.2019 21:26

Well we're going to put a new structure. People are going to see maybe instead of a very vertical leadership a horizontal one, that's what we're trying to do, a horizontal leadership.

3 A 28.05.2019 21:28

We need to put a lot of work on it. So, we have to identify and with the new structure, I created an office, they call it talent, but to really identify such things it's called leadership and entrepreneurship. So, we have to lead and we have to have the team to lead.

Internals\\Participant 15

No 0,0108 1

1 A 31.05.2019 19:58

I spent quite a lot of time this year working through with people to see how their goals could be aligned to the strategic goals of the college and so on and so forth, so we spent quite a lot of time with prep-work I would say making sure that their goals were on point, I get a lot of feedback on the goals and I would ask people to adjust them and gave my reasons, and I think that people have something to work towards and people are genuinely motivated, so they – I think that people have done a good job on the goals.

Internals\\Participant 16

No 0,0201 1

1 A 01.06.2019 12:22

So the first thing if you want to build or establish a goal for talent management, it must be integrated in your missions and vision or your goals. This reflects the attention paid by the organisation to certain concerns such as talent management. So to my mind, to decide the future of talent management, we must know what is the case of talent management now. Now, talent management in the College is not observed as a (??).

14.06.2019 12:26

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Internals\Participant 2

No		0,0090	1			
				1	A	28.05.2019 21:37

Still, we face a problem that we don't have a training need analyst and all those things, but now we try to build a new system.

Internals\Participant 22

No		0,0126	2			
				1	A	01.06.2019 14:20

There is no strategy, but if you look at the strategic goals of the college, there are broad goals. Right at the top, they promote diversity and culture. Now, after that, like I told you, all these events, the cultural events, the religious events that happen, and we invite people to them, even the end of year celebrations.

2	A	01.06.2019 14:23
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So I think as management and as an institution, we need to come up with very flexible policies and procedures to recruit and retain and develop.

Internals\Participant 23

No		0,0199	1			
				1	A	01.06.2019 14:50

Okay, from the talent management perspective, no we do not have one right now. We do not have a physical working talent management policy, but I believe that it is a concept that every person in the workplace has in terms of managing talent although it is not clear or official yet in the management.

Internals\Participant 24

No		0,0129	1			
				1	A	03.06.2019 19:42

It is a change. And change needs development, and you would not get this development unless somebody shows you the way. How about if you come along and see how it works? But again, it is ego and maybe because it is an educational institution for undergrads, I do not know, but I would see any potential to attend a training as a good thing for me because it would mean that I will learn something new. We learn something new every day. And learning does not mean that I am not qualified enough to teach, it means –

Internals\Participant 27

No		0,0542	2			
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A

03.06.2019 20:05

We have - we are just embarking on a new strategic plan, a three year strategic plan, there are HR initiatives that I personally was involved in the planning stage, and we have incorporated statements and objectives, and there are initiatives related to talent management through the recruitment process and the training and development, and we're also looking at benchmarking compensation against other organisations, so we're aware of it, and we're going to try to raise the whole tone of this debate. It remains to be seen and we're only just commencing the implementation stage of the strategic plan. I worked on the previous one and it wasn't a success, I have to be honest, because there was no awareness across the organisation, especially by the senior managers, of the goals that had to be achieved in the strategic plan.

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2

A

03.06.2019 20:05

Well, the main steps are the structural instruments that are going to be put in place. So, we're going to have a dedicated recruitment section, dedicated recruiters. We're going to have a dedicated section for training and development. We're going to train people on the appraisal system; there were meetings going on about that thing yesterday with all the senior managers.

Internals\Participant 28

No

0,0425

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A

03.06.2019 20:12

The challenge, I think, is to maintain a good policy and good practice, maybe in terms of the financial package or the rewarding system, career path or career growth opportunities for people, so people would have the gut to stay and to excel in this place because, yes, everybody has the opportunity and the equal opportunities to excel and grow and reach higher degrees or positions. It's not an aim by itself, but if you have the potential and it's obvious for everybody that, yes, if you do this then you'll get this, then yes, a rewarding system or let's say packages to start with retention and hiring, understanding management, open doors policy, everything is in writing, not arbitrary or haphazard, I think this will be an ideal place that everybody would like to stay here. So it comes from the administrative side.

Internals\Participant 4

No

0,0113

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A

28.05.2019 22:07

Yes, I mean customised within a certain, you know, within a certain level. But I, I'm also not answering this about myself, I have a lot of issues with this thing because I have different points of view in terms of the recruiting and how we decide the basic salary and all this, but sometimes, you can find people who are paid more than what they deserve if you look at their talent only. If you look at their years of experience, yes.

Nodes\The Current State of Talent Management in Multicultural Organisations\Diversity

Document

Internals\Participant 1

No

0,0044

1

1 A 28.05.2019 21:24

By nature, we are diversified. That's why we also try, as an institution, not to have one country dominate the high ranks, we put a cap on - in one department you don't want to see one race all dictating.

Internals\\Participant 10

No 0,0105 1

1 A 31.05.2019 19:04

Diversification of nationalities in the college strengthens the college and does not weaken it. It makes it more international, there is a lot of expertise coming from different parts of the world in order to support the college, which is really highly appreciated, and we should keep it.

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Internals\\Participant 11

No 0,0118 2

1 A 31.05.2019 19:11

How you manage the diversity is another dilemma, because the organisational culture means that you are talking about practicing and the experience and skills and talent mixing all together in one working environment.

2 A 31.05.2019 19:16

No, the organisation just gets people from different cultures, but there is no strategy to manage that diversification. There is no strategy, but as I mentioned at the beginning of the interview, there is a kind of mechanism, because culture is –

Internals\\Participant 12

No 0,0132 1

1 A 31.05.2019 19:23

I have not heard anything talking about the faculty culture or how we optimise or maximise utilising these different talents and cultures in the College. I have not seen anything like that.

Internals\\Participant 13

No 0,0160 1

1 A 31.05.2019 19:32

They have to appreciate the different cultures and diversity and they have to appreciate the diversity in which the educational environment is considered like that.

Internals\\Participant 14

No 0,0082 2

1 A 31.05.2019 19:42

But again people come with different cultural values and I realise that, but I'm talking about myself. It really plays a great deal in how I deal in my managerial stuff.

2 A 31.05.2019 19:43

I think that's the worst thing in our institution - and it's having too many opposing, sometimes, cultures. It's not good for the institution. Now, in many institutions, not only the College, we have different opposing cultures.

Internals\\Participant 16

No 0,0202 2

1 A 01.06.2019 12:17

The other thing is that as an instructor here, I observed that the College tries to be oriented towards employing Qatari staff, especially in the academic field.

2 A 01.06.2019 12:19

Such cross-country achievements, at least we have what we collaboration or cooperation with others from different cultures. This is one of the most positive points in the College - that we have instructors and staff from different cultures and different countries.

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Internals\\Participant 17

No 0,0266 1

1 A 01.06.2019 12:27

That's good, you know, to be diverse nationalities here but I really don't have a clear figure that is, for example, better to help increase or to be some certain level, I don't have a clear idea about studies - I mean it's good to have a diverse organisation because this way there is a cultural change and attraction and these things are important. Also people are coming here and bringing different knowledge and skills from their environments, so, yeah.

Internals\\Participant 19

No 0,0167 2

1 A 01.06.2019 12:47

So, you are right, you have to choose the best one, regardless of the diversity, but if you have the same qualification then I think the diversity is better because they will bring different experiences, different mentalities, different cultures, and that's how the diversity will be a strength for the organisation.

2 A 01.06.2019 12:47

Yeah, I think according to my experience to manage different cultures and different people from different places it is better and easier.

Internals\\Participant 20

No 0,0146 2

1 A 01.06.2019 13:57

Yeah, in some ways, because we're a college in Qatar, we have a wide range of nationalities represented. I'm used to thinking of diversity from the US perspective as certain discrete groups; men, women, different groups of the population. Here, the racial and national - it's the widest diversity I've ever experienced in my life.

2 A 01.06.2019 13:59

We don't have - we have had efforts, like cultural awareness seminars and communication about understanding culture - most of that seemed directed towards the less generous people from the US or the UK or such, to Qatar and working with Qatari students and understanding issues of space with men and women and cultural (??) and so forth.

Internals\\Participant 22

No 0,0094 2

1 A 01.06.2019 14:20

Even the institution is doing so much to open the door for people to understand and blend in.

2 A 01.06.2019 14:24

Nationalisation is actually – while we have an open position, we look at Qatari talent, and that is given the first preference, but I think that it has a criterion in the government, that Qataris and then after that the children of Qatari mothers, etcetera.

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Internals\\Participant 23

No 0,0207 1

1 A 01.06.2019 14:48

It is supposed that having different nationalities and cultures would be an advantage to the workplace in terms of having skills and experiences and talents from all over the world that the other colleagues can learn from and benefit from in terms of ideas and experiences and skills and in discovering talent.

Internals\\Participant 24

No 0,0045 1

1 A 03.06.2019 19:37

Maybe diverse experience may act as an important role, but diverse cultures or diverse opinions would actually cause a lot of conflicts, not to bridge things together, unfortunately.

Internals\\Participant 26

No 0,0138 1

1 A 03.06.2019 19:55

Of course I have benefited from this. When you sit with diverse people, it is good to listen and learn and benefit from their experiences and cultures.

Internals\\Participant 27

No	0,0108	1			
			1	A	03.06.2019 20:05

We have ethical statements. We do have such a policy, and I think by and large, we manage it okay, I don't see too much prejudice, I see tolerance culturally across the organisation, tolerance of nationality, tolerances of opinions, but...

Internals\\Participant 28

No	0,0156	1			
			1	A	03.06.2019 20:10

The thing is that in my opinion, they need to mingle with the culture of the place, so they feel that they're appreciated, they feel that they can do better. This way you can bring out the best of people, but if you put them under a lot of pressure or you get them demoted, they won't put in their best.

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Internals\\Participant 29

No	0,0261	1			
			1	A	03.06.2019 20:16

Management would be mixed, I think, it has mixed approaches here. But I think that there is a certain element of democracy, for example, because people are being asked about their opinions, and they can vote on whether they like it or not like it, and I definitely enjoyed the Qatari element of the organisational culture where we have feasts and dinners, like on Thursday we are going to have a little gathering, so I think it is part of the Qatari culture that has been brought in to this organisation.

Internals\\Participant 30

No	0,0117	1			
			1	A	01.06.2019 14:38

Certainly, it has its diversity. Does it use it to its advantage? I do not think so. I mean, we do have different points of view, we look at things from a different perspective, and that is good, because we need that rather than looking at it from all the same lens.

Internals\\Participant 32

No	0,0711	1			
			1	A	01.06.2019 14:30

Yes, they have. They should attract more Qatari, Local Qatari or non-Qatari (people who were born here). There are several categories of locals: 1-Qatari; 2-Mother Qatari; 3- People born in Qatar (they should have priority).

Internals\\Participant 4

No	0,0063	1			
			1	A	28.05.2019 22:09

But sometimes, you cannot sacrifice diversity for talent. See, if I have a good person, even if I have 15 ..., if I have a good talented ... person, why wouldn't I - I don't sacrifice talent with diversity. If I can I will, I mean -

Internals\\Participant 6

No	0,0216	2			
			1	A	30.05.2019 20:22

And another thing is that if someone is coming from a different culture, so this deal could be a very big challenge. Because here, for example, the culture is luckily a bit open.

			2	A	30.05.2019 20:23
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We need to have more different nationalities coming in. In the college as a whole, to be very honest, I am not informed about the diversity issues.

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Internals\\Participant 8

No	0,0208	2			
			1	A	30.05.2019 21:00

As you said, the quota is important to keep the balance, and to give the nationals their rights even if the competency is not to the level, but they should be given opportunities as well as doing some strategies and procedures to help them to develop themselves.

			2	A	30.05.2019 21:05
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There is a diversity, but it is not too much. It might be a reason for that. There is something wrong when you start searching for talents; there is something wrong in the place and the issue of competence.

Internals\\Participant 9

No	0,0266	2			
			1	A	31.05.2019 18:57

And you have this exchange of cultures and habits – this is enrichment, I think.

			2	A	31.05.2019 18:57
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At a certain level, yes. But not totally. There are some decisions which are directed towards certain nationalities rather than others. I think that diversity should be based on the competence and skills.

Nodes\\The Current State of Talent Management in Multicultural Organisations\\Organisational culture

Document

Internals\\Participant 12

No	0,0171	1			
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1 A 31.05.2019 19:25

I mean, you know that, for example, in hiring, there are certain problems in bringing people from certain countries or cultures. That is a problem. There is also some kind of effort to bring people from one single country more than anything else.

Internals\\Participant 13

No 0,0265 1

1 A 31.05.2019 19:35

It is a diverse culture, of course, because we have more than maybe thirty-five different ethnic backgrounds and different genders and educational levels. Managing this diverse workforce takes a lot of effort. Till now, they maintain managing it, but not to the full extent.

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Internals\\Participant 17

No 0,0266 1

1 A 01.06.2019 12:27

That's good, you know, to be diverse nationalities here but I really don't have a clear figure that is, for example, better to help increase or to be some certain level, I don't have a clear idea about studies - I mean it's good to have a diverse organisation because this way there is a cultural change and attraction and these things are important. Also people are coming here and bringing different knowledge and skills from their environments, so, yeah.

Internals\\Participant 18

No 0,0114 1

1 A 01.06.2019 12:37

This always need to be worked on and maintained and nourished, so the organisational culture is based on people, and people influence the culture, and the culture influences the people, so which comes first is difficult.

Internals\\Participant 26

No 0,0221 1

1 A 03.06.2019 19:56

It could be something similar to – not the workshop – something similar to the annual dinner or something social where everybody can just sit together, this is something nice where all cultures can sit together and people can enjoy their time.

Internals\\Participant 3

No 0,0121 2

1 A 28.05.2019 21:48

Exactly, so here's the thing - that's what I am saying. We've had issues; first of all, we don't have a culture. We don't have a real culture.

2 A 28.05.2019 21:48

Our culture is respecting one another, we work as a family, we always visit each other, there's always trust, we - and then you hire people - and maybe hard work would be one of the values. And that's one of the culture of the organisation. So you say we want to hire people that are hard-working, so you look at those areas, you ask them questions based on questions of trust, of integrity, or dignity, of hard-work, and all these things.

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Nodes\\The Current State of Talent Management in Multicultural Organisations\\Political situation

Document

Internals\\Participant 24

No 0,0081 1

1 A 03.06.2019 19:43

Mostly it is going to be politics; when politics involve certain events like the blockade, as you know, and certain nationalities could just be excluded for their political situation or political issues, this is one of the points. Another one would be the stereotyping of how natives are better all the time in all subjects.

Internals\\Participant 28

No 0,0188 1

1 A 03.06.2019 20:13

Well, it will honestly always be a challenge, and I think it will be harder for us to retain expatriates than it is to retain nationals because as you said, they are only here for a certain time. But I think that for the political situation for some countries, they have no choice but to stay, so this will probably be a factor for people to consider staying here.

Internals\\Participant 30

No 0,0277 1

1 A 01.06.2019 14:42

Well, I think now it is a little bit more difficult because of the relationship between Qatar and its neighbours that makes some people nervous, but if it is not that then it is something else, because there is always something going on around here that kind of gives people some worry, so I think – I do not want to say instability because that is not the right word, but the uncertainty of certain things and events makes it somewhat less attractive for some people, for here especially because you just have one major city whereas in other places, like the UAE for example, has several cities, and in Saudi Arabia it is the same.

Internals\\Participant 6

No 0,0289 1

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A

30.05.2019 20:26

The organisation should, maybe during orientation week, have more workshops on the cultures of Qatar, especially for people coming from Western countries. People coming from Arabic countries share a similar culture, but people coming from Europe and America and Canada might find it a little bit difficult to work in the region. They are not aware of the culture, so maybe during the orientation, they can be told until they settle in.

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Internals\\Participant 7						
No		0,0202	1			

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A

30.05.2019 20:52

Yes, yes, that is it. So it is a challenge, but I think that the institution is moving more towards bilingual, so that would minimise a lot of our talents coming from the West of course, but I think that they are trying to build an institution with the talent that they have here in the region. And I think that with all the dynamics that are going on currently right now it is probably hard to attract a lot of people from the West. There are a lot of people that are just afraid to come over.