DEVELOPMENT OF A HIGH TALENT ENGAGEMENT
MODEL IN THAILAND

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ABSTRACT

Title of Dissertation	Development of a High Talent Engagement Model in Thailand
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The purpose of this study is to explore the potential relationship between the HRD roles in talent management and talent engagement in Thailand. The study also explores the antecedents to employee engagement as mediators that explain the direction of the association between HRD roles in talent management and talent engagement. Under the main purpose, this study investigated the impact of HRD roles in talent management on talent engagement in the public and private sectors in order to compare the antecedents of talent engagement in these sectors and to develop a talent engagement model for Thailand. The findings of this study are expected to provide meaningful theoretical and practical knowledge.

The conceptual model reviewed western and Thai literatures. The conceptual model consists of four components: talent management, the personal factor, and the organization factor and talent engagement. The research procedures began with a literature review related to talent, talent management, the antecedents to employee engagement, and talent engagement. The literature review was used to develop a conceptual model of talent engagement. Then, the researcher made a draft of the questionnaire and conducted content validation by using indexes of item objective congruence (IOC). Next, the researcher refined the questionnaires and did a pilot test. For this study, the pilot test was verified with 100 participants in the talent groups in HiPPS and CP All. After the pilot test, a reliability analysis was made using Cronbach's alpha coefficient. Following this, the researcher sent the final

questionnaire to the respondents from the population and conduced a validity analysis by using confirmation factor analysis (CFA). In the last step, both correlation statistical and structural equation modeling (SEM) were used for the data analysis.

The participants for this study consisted of talents from both the public and private sectors in Thailand. HiPPS and CP All were selected based on the definition of talent, which in this study is a leader that has high potential and high performance and will play key roles in the future. The public organization chosen was a high performance and potential system (HiPPS). The population talented employee in HiPPS program was 350. The private organization chosen was CP All Public Company Limited. The population of CP All was 177. The number of talented employees in both groups was 527.

The findings revealed a positive relationship between the HRD roles in talent management and talent engagement in the HiPPS group, whereas there was a negative relationship between the HRD roles in talent management and talent engagement in the CP All group. Next, in order to find the differences in the antecedents to employee engagement, a correlation matrix and SEM were used to analyze this hypothesizes. There was a negative, significant statistical relationship between talent engagement and the other variables at CP All. The researcher found that within the talented group at CP All, the organization categorized those talents into 2 groups: ruby and blue sapphire. On the other hand, the results showed that the HRD roles in talent management had a significant and negative relationship with talent engagement in HiPPS. Moreover, the results suggested that the fulfillment of talent engagement was mediated through the personal factor and organization factors. Last but not least, the findings of this study did not support conceptual model of talent engagement in Thailand.

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CHAPTER 1

INTRODUCTION

Since the phrase "The War for Talent" in the private sector was started by McKinsey in 1997 and proclaimed that better talent is worth fighting for and that talent is the critical driver of corporate performance (Michaels, Handfield-Jones & Axelrod, 2001). The term "talent management" has received a remarkable degree of practitioner and academic interest in the literature across the continents and countries such as the USA, the UK, Australia, Japan, China, India and other countries in Asia (Bennett & Bell, 2004; Chugh & Bhatnagar, 2006; Yeung, 2006). Consequently, talent management is one of the primary management tools for 21st century human asset management (Cappelli, 2008). Furthermore, in the competitive market, the emphasis has been shifting away from focusing on the product to attracting the people that are seen as assets (Burke & Cooper, 2004). This has been largely due to the societal transformation—from the industrial era to the era of intellectual capital—in which companies are now competing based on the skills of their employees (Dychtwald, Erickson & Morison, 2006). Thus, talent and talent management have been an HR trend for almost over two decades.

Trends started to emerge at placing more importance on people who could be regards as talent (Boudreau & Ramstad, 2005). Talented people are people that possess certain abilities along with the willingness to display creativity and thinking outside the box, which demonstrates their potential to resolve problems, unlike others (Goldsmith & Carter, 2010). There is overwhelming evidence that has revealed the monumental impact that groups of talented individuals can have on the development and efficiency of organizations (Heinen & O'Neill, 2004; Lewis & Heckman, 2006; Dries & Pepermans, 2007). Therefore, talent management has become a mechanism for the organization's competitiveness

Talent management is also a significant HR agenda in the Thai business context. Many leading organizations in Thailand have established talent departments

and programs (Opas Piansoongnern & Pacapol Anurit, 2010). For example, the Siam Cement Group (SCG) has a talent management department under the supervision of the central HR office, while the Charoen Pokaphan Group (CP) has established its own talent development institution, named the Panyapiwat Institute of Technology, in order to develop their own talent pools. Moreover, Opas Piansoongnern, Pacapol Anurit, and Sureeporn Kuiyawattananonta (2011) pointed out that many leading Thai firms from both the public and private sectors are significantly increasing their focus on talent management, such as the Bank of Thailand, The Stock Exchange of Thailand, Betagro Group, PTT Public Company, and multinational companies operating such as Pfizer (Thailand) because Thailand is one of the World Trade Organization (WTO) members and multinational corporations (MNCs) that usually expand the capital into the Thai market. Therefore, talent management in Thailand has not only drawn attention to the private sector by to the public sector as well.

Both the private and public sectors implement talent management for the purpose of employee engagement. In order to retain and sustain talented employees, employee engagement should be in place before scholars and practitioners can gain the benefits of the level of employee engagement (Rich, LePine & Crawford, 2010). Different organizations need to create an employee engagement culture in different ways, using different strategies and methods that are unique to their organization (Wollard & Shuck, 2011). It is important that an organization build the confidence of employees and create a good workplace for their talents as organizational support. Thus, it is the duty of the organization to make sure that talented employees feel reassured and satisfied with their job and workplace environment, which ultimately develops into engagement with the organization. Consequently, several studies have confirmed that engaged employees can facilitate organizational performance through the impact on organizational contexts, organizational culture, and individual productivity (Andrew & Sofian, 2012; Demerouti & Cropanzano, 2010; Ellis & Sorensen, 2007; Gruman & Saks, 2011; Suthinee Rurkkhum, 2011).

1.1 Rationale of the Study and the Problem Statement

Organization performance can increase via talented employees (Opas Piansoongnern & Pacapol Anurit, 2010). The concept of high performance has been

apparent in Thailand due to the highly competitive market (De Waal & Chiraprapha Tan Akaraborworn, 2013). Thailand adopted this criterion in 1996 through the Foundation of Thailand Productivity Institute (FTPI) and the National Science and Technology Development Agency (NSTDA) under the name the Thailand Quality Award (TQA). The TQA has been awarded since 2002 to outstanding Thai organizations (Federal of Thailand Performance Improvement, 2010), and its criteria have now been adapted to many areas in both the private and public sectors, such as Public Sector Management Quality (PMQA), the Thailand Qualification Framework for Higher Education (TQF), and the Petroleum Authority of Thailand Public Company Ltd. (PTT). Moreover, talent management programs have been practiced in these organizations. However, few academics or HR practitioners have discussed talent management in the Thai context scientifically; most of the discussion is based on consulting experience and employed international case studies as their references (Opas Piansoongnern & Pacapol Anurit, 2010). Furthermore, Opas Piansoongnern, Pacapol Anurit, and Sureeporn Kuiyawattananonta (2011) pointed out that there are a few companies implementing talent management practices; however, none of the studies focuses on talent engagement. In addition, there is a shortage of talent management frameworks, concepts, and methodologies in Thailand. Therefore, the researcher was interested in investigating the concept and model of talent management and employee engagement practices in talented groups based on the quantitative approach.

It is important that organizations pay more attention to the processes that could evaluate their human resources in order to identify and differentiate who the talented employees are (Boudreau & Ramstad, 2005). However, before the development process can be initiated in the Thai context, it faces the problem of identifying the talented groups. Thus, talented people in the Thai context should be identified. Additionally, this study found that there were many problems concerning the academic and practitioner perspective between the western and Thai context, which have identified talents differently (Opas Piansoongnern & Pacapol Anurit, 2010). Therefore, the use of western research studies in the Thai context in order to identify talented individuals in organizations could be misleading.

According to previous studies (Demerouti & Cropanzano, 2010; Gruman & Saks, 2011; Hughes & Rog, 2008; Luthans & Peterson, 2002), it can be seen that employee engagement is an essential part of any business that should be introduced and developed. There have been various employee engagement researches in the western context (Kahn, 1990; Maslach, Schaufeli & Leiter, 2001; Harter, Schmidt & Hayes, 2002; Saks, 2006). However, the study into employee engagement in Thailand has mostly involved measuring the levels of engagement and the research into the various factors that have influenced engagement between workers and their organization. Typically previous studies focused on studying the sample of the population that were employees of numerous organizations. Moreover, many studies were dividing the study into different work levels, occupations, or industries (Suthinee Rurkkhum, 2011; Halbesleben & Wheeler, 2008; Mohapatra & Sharma, 2010; Sarker, Crossman & Parkpoom Chinmeteepituck, 2003). However, it was found that very few studies have been carried out on employee engagement of their talented employee. Moreover, it is difficult to sustain and retain talented employees in the organization. Therefore, this study used employee engagement concepts to explore talent engagement both in the public and private sectors in Thailand in order to sustain and retain talented employees.

Not only the private sector but also public sectors are constantly striving to recruit, retain, reward, and develop their pool of public employees. The public sector faces fierce competition with the higher-paying private sector (Pornrat Sadangharn, 2010). When governments cannot recruit and retain capable individuals, it leads to the weak governance (Ora-orn Poochaoren & Lee, 2013). With the widespread practice of performance management in the public sector, "The War for Talent" is the top agenda for discussion (Arporn Puvitayaphan, 2008). Furthermore, antecedents to employee engagement between the public and private sectors are dissimilar because of differences in culture. Therefore, different organizations will need to create an employee engagement culture in different ways, using different strategies and methods that are unique to their organization. One of the impacts of the misinterpretation is that the organization would be unable to maximize its ability to attract talented people. In the worst case, the organization could develop the wrong group of people, which is a waste of financial and time resources and represents lost

opportunity to gain competitive advantage. Hence, varies antecedents between the private and public sectors are explored in this study in order to build effective, practical, and holistic talent strategies that are not only able to attract but also engage and retain talented employees.

1.2 Objectives of the Study

The objectives of this study are to explore the potential relationship between HRD regarding talent management and talent engagement in Thailand. The study explored the antecedents to employee engagement as mediators in order to explain the direction of the association between HRD in talent management and talent engagement. Thus, the purposes of this study are as follows:

1.2.1 To study the impact of the roles of HRD in talent management on the talent engagement in the public and private sectors in Thailand

1.2.2 To compare the antecedents of talent engagement in the public and private sectors in Thailand

1.2.3 To develop a talent engagement model for Thailand

1.3 Research Questions

The following questions are identified in order to accomplish the purposes of this study.

1.3.1 What is the correlation between HRD roles in talent management and talent engagement in the public and private sectors in Thailand?

1.3.2 What are the different antecedents that mediate talent engagement between the public and private sectors in Thailand?

1.3.3 What is the conceptual model of talent engagement in Thailand?

1.4 Significance of the Study

This study contributes to both the HRD professions and practitioners in Thailand in four fundamental ways:

1.4.1 The benefits for top management in organizations are to understand the antecedents and approaches towards developing the talent engagement of talented employees in the organization. Moreover, top management will be able to invest in time and resource efficiency in order to develop talented employees.

1.4.2 The benefits for HRD academics are to broaden their knowledge of talent management and employee engagement by providing new empirical evidence and a new conceptual framework. Additionally, it could be beneficial for further research.

1.4.3 The benefits for HRD consultants are to acquire new information that can explain the engagement between talented employee and their organization as well as the influencing factors that generate that engagement.

1.4.4 The benefits can be seen in the creation of practical value through contributing the design and implementation of talent management in HiPPS and CP All talented programs. Additionally, the implications of the study may extend to other organizations.

1.5 Definition of Terms

Six key terms used in this study are defined in the following section:

Talent refers to the individuals in the workplace that play key roles in the future of an organization. Talented people exhibit high performance and potential as civil servants under the HiPPS program and in the CP All talented program.

HRD roles in talent management refer to training and development and the quality of supervisors, which are the processes of talent management that can allow an organization to engage its talented employees.

Antecedents to employee engagement refer to the constructs or factors that precede the development of employee engagement. The antecedents to employee engagement are the prior considerations that can reap benefits from engaged employees. There are personal factors and organization factors that influence employee engagement within the organization that are based on different approaches and that are dependent on the public and private sectors in Thailand.

Personal factor refers to the constructs or factors that are directly related to individual employees. It is the employee's personality or employee's perception of his or her work that is linked to the development of employee engagement.

Organization factor refers to the constructs or factors that revolve around basic human needs. This means that the environmental environment is foundational to the development of employee engagement.

Talent engagement refers to the concept that posits the degree to which a talented employee is engaged in his or her organization. Talent engagement is a positive psychological condition of talented employees in the public and private sectors in Thailand that have positive commitment, willingness to exert their energy for success, feel proud of being a member in the organization, and have passion toward their organization. Moreover, talented employees have improved their job performance and have low intention to leave the organization because of being engaged.

1.6 Summary

The primary purpose of this study is to explore the potential relationship between HRD roles in talent management and talent engagement in Thailand. The study also explores the antecedents to employee engagement as mediators that explain the direction of the association between HRD roles in talent management and talent engagement. The findings of this study are expected to provide meaningful theoretical and practical knowledge. In terms of theoretical knowledge, this study is expected to provide new empirical evidence and a new conceptual framework. In Thailand, the concept of talent engagement is relatively new; thus, the expectation is that talent engagement can arouse great interest. In addition, by including the influencing factors that were thought to possibly play a role in the relationships of talent engagement, this study hopes to generate further knowledge and serve as a potential application to assist human resource practitioners in developing and encouraging talented employees to become more actively engaged in their work. In the following chapters, a review of this literature is presented, followed by a description of the research method, the results, and discussion, implications, and conclusions.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter reviews the related literature pertinent to the research questions of the study. The literature provides the concepts of talent, talent management, employee engagement, the antecedents to employee engagement, and talent engagement. It also offers definitions, presents a theoretical framework, and reviews the existing theoretical and empirical studies.

2.1 Talent

2.1.1 Talent Background

In the past, the HR profession has been shaped by the work captured in the "The War for Talent" (Michaels et al., 2001). Many researchers have stated that the importance of talent is an important factor in ensuring organizational success (Ingham, 2006; Garrow & Hirsch, 2008; Yarnall, 2011) as talent has arguably become more important than capital, strategy, or research and development because people are the prime source of a competitive advantage (Ulrich & Smallwood, 2013). "This reality forces organizations to approach talent as a critical resource that must be managed in order to achieve optimum results (Stadler, 2011, p. 265)." Moreover, due to the recent economic downturn, the need to identify, develop, and retain top talent for critical job roles has been more important in order to gain an additional edge over competitors (Cascio & Aguinis, 2005). Therefore, it is not surprising that the trend towards establishing a talent pools is growing (Yarnall, 2011). Likewise, trends for talent management, talent wars, talent raids and talent shortages, talent metrics retention, and concerns for talent strategy have been introduced in the global literature, including countries such as the United States, Australia, and various countries in Europe and Asia such as Thailand (Opas Piansoongnern & Pacapol Anurit, 2010).

Since the emergence of the global labor market has made competition for labor increasingly internationalized, employers are looking to other countries to attract talent. Therefore, companies are experiencing more competition for talent in their domestic labor markets as well as having to compete internationally (Lewis & Heckman, 2006). Thailand is facing a similar situation as one of the members of the ASEAN Economic Community (AEC). The goal of the AEC was regional economic integration by 2015, which will transform ASEAN into a region with free movement of goods, services, investment, capital and skilled labor. Thus, in all likelihood Thailand's talent mobility will be affected, which could cause a talent shortage in the future.

Sooksan Kantabutra and Molraudee Saratun (2013) found that companies throughout Thailand are having an increasingly difficult time retaining managerial staff. Since Thailand's economic boom in 1990, "different types of enterprises have developed rapidly, causing the demand for managerial talent to outstrip the supply, which implies an increasing demand for managerial talent" (Zhang & Bright, 2012, p. 144). Additionally, a multiple ownership system exists, wherein there are state-owned enterprises, foreign-owned enterprises, and joint ventures, all seeking a limited number of managerial talents due to fast-paced growth. Many Thai companies not only have to compete for the best talent in the market but also struggle with high turnover rates and a decline in staff loyalty, as employees have more opportunities to choose the organization that they want to work with (Phallapa Petison & Lalit Johri, 2007).Within this competitive environment, enterprises need talented individuals that have the skills, creativity, and experience to support organizational development in the medium and long term; however, the labor market would appear to simply lack enough qualified managerial talent within this relatively short period of time. In addition, there is a widening gap between the existing management competencies of the average Thai manager and the competencies required by the business sector in order to become more competitive (Tawit Sudsakorn & Swierczek, 2009) as most Thai university graduates are insufficiently competent in management approaches due to a weak Thai higher educational system; according to the Institute of Management Development in Switzerland, Thailand is ranked 46th for qualify in higher education and 47th for overall competitiveness of the education system from a pool of 49

countries (Opas Piansoongnern & Pacapol Anurit, 2010). Definitions of talent vary widely, from being focused on particular people to every employee (Yarnall, 2011). In order to manage this valuable resource represented by talented individuals, many organizations have recently recognized the importance of talent definition and talent management. A clear understanding of talent is the foundation of talent management practices. It is therefore important to identify the nature of managerial talent and talent management recognition in the context which is described in next section.

2.1.2 Definition of Talent

Both academics and practitioners have realized the importance of talent and see it as a critical factor in successful organizations (Dychtwald et al., 2006; Lewis & Heckman, 2006). There are different perspectives in defining talent based on different paradigms (Pfeffer, 2001). Although there has been substantial research undertaken on talent as an HR initiative (Howe, Davidson & Sloboda, 1998), most organizations are rarely precise about their definition of the term "talent." The descriptions can vary from focusing on particular people, to a set of characteristics, or to statements of need (Yarnall, 2011), and even include the implications of defining talent for talent management practice (Tansley, 2011). Yet, there is not a significant concern about both the lack of a common definition of the term and the lack of evidence underpinning its practice. Moreover, there appears to be a disconnection between the commitment with which practitioners are converting talent management and its treatment within the academic community (Lewis & Heckman, 2006).

Choosing a definition for talent is difficult because there are a number of ways in which it may be defined. Many companies invest resources in describing the behaviors that they would like to encourage in talented employees, but these vary between organizations (Ready & Conger, 2007), with the implication being that there is a marked differences in the extent to which the term "talent" is in use in organizational practice and academic fields (CIPD, 2006). There is unlikely to be a universal description of talent and each company will work towards understanding the specific talent profile that fits best within their own culture and structure (Yapp, 2008). The reason for defining talent is important because organizations need to focus on the requirements of being successful in specific roles in their context (Yarnall,

2011). Therefore, there needs to be a clear definition about what talent means in a given context in order to implement talent management policies and practices that are shared across the organization. This information is vital for the specialist who designs and prepares training programs for development interventions (Davies & Davies, 2010).

There is no single definition for the concept of talent, but there are some characteristics to which a consensus can be readily reached when describing talent. One approach to explain talent is to regard it as a quality that was built-in to the character of that individual since birth (i.e. an innate quality). Lunn (1995) explained the definition of talent from the viewpoint of a specific attribute of intelligence. It is a characteristic which allows the person to accomplish better and more complete results for each task as a consequence of his or her normal natural behavior rather than having to make a special effort. This view of talent coincides with the definition in the Official Thai Dictionary, which defines it as a special gift or exceptional quality apparent in a person since birth. Furthermore, the definition in Teece (2003) mentioned that talent is a person's ability that arises naturally, especially if that ability is rarely seen in others; however, there are some arguments from different perspectives as regards whether it begins at birth.

Another perspective is that talent is dependent on the context. Context could be understood as the social and economic environment as well as the organization and its specific needs (Yarnall, 2011). According to educational psychologists Barab and Plucker (2002 as cited in Govaerts, Kyndt, Dochy & Baert, 2011, p. 36), "factors from the environment, especially education and training, can cause talent to emerge." It can be seen that talent emerges from ability as a consequence of an individual learning experience (Gagne, 1995). Thorn and Pellant (2007) described talents as people with special abilities that display superior work results in comparison to the average of a group. This can differ for each organization and is dependent on the nature of the work, the type of business, company policy, the internal culture, and the strategies that define the direction of the company.

There has been a great deal of research in business management fields that has taken different approaches towards analyzing talent by looking at both performance and potential (Heinen & O'Neill, 2004). Lewis and Heckman (2006) stated that

talent should not only display a high performance but should also demonstrate high potential as well. High-potential employees are described as those that are recognized by senior management as those with the prospect to fulfill an executive function within the company (Cope, 1998; Pepermans, Vloeberghs & Perkisas, 2003; Dries & Pepermans, 2007). For this reason talents must possess both these qualities, because if a person performs well today it does not ensure that he or she can function effectively in the future.

From management's perspective, talents are people that are more successful than others both in terms of achieving their targeted results and in the quality of their work (Phillips & Roper, 2009). Talent can operate at a faster pace with more accuracy and efficiency compared to the average workforce (Ready & Conger, 2007). In the work environment, talents make an effort to demonstrate their skills and capabilities during their assigned tasks. Therefore, it is often found that talented people in many organizations take on leadership roles or act as part of the management that helps drive the company towards success (Dychtwald et al., 2006). Talents are rewarded for their skills in communication, strategic thinking, executive instincts, leadership and their work-related knowledge (Phillips & Roper, 2009). Many organizations often revisit their concern about retention and development of scarce managerial talent (Dries & Pepermans, 2007). Ingham (2006) argued that talents are employees that are important for their razor-sharp strategic approach, are capable of good leadership, possess great communication skills, serve as an inspiration and support for others, are instinctive and passionate about the business, and are skilled, resourceful, and determined to succeed in their assigned tasks. Therefore, business leaders understand that developing talented employees into future leaders can help maximize business opportunities.

Referring to the management perspective in talent leadership, researchers from the Harvard Business School (Michaels, Handfield-Jones & Axelrod, 2001) found that talent refers to the skills and competency of good leadership, serving as a good role model, and the ability to motivate and inspire others. According to Berger and Berger (2004), the characteristics of talents show that they are outstanding in their work and inspire others to achieve the same exceptional results. In the same way, Phillips and Roper (2009, p.12) noted that "the word talent is now being more narrowly defined as

a core group of leaders, technical experts, and key contributors that can drive their businesses forward." Consequently, in order to reap the benefits from talents' ability, they should possess a certain level of capability and hold the same principles and values as the organization, setting themselves as a good example for those that triumph in their work life. Nevertheless, many practitioners have observed that companies differ in terms of whether they consider every employee as a potential or whether they have criteria for classifying their talented employees (CIPD, 2006; McKinsey, 2008). According to the CIPD (2006) survey, eighty percent had no formal definition of "talent", and moreover, Schweyer (2004) demonstrated that when there was a discussion about talents and talent management, there is usually a lack of clarity regarding exactly whom they refer to.

To summarize, the collection of the various definitions and analyses can be characterized by the common attributes of talents as follows: while there are some different perspectives from various fields in regard to defining the term talent, it can be concluded that talents have a character that is distinctive and different but in a way that is beneficial to their work in comparison with the average workforce (Lunn, 1995; Dychtwald et al., 2006; Ingham, 2006). They are creative and are able to inspire and support their coworkers. They have particularly high expectations for themselves, especially in matters that are work related, and are determined to succeed in the goals and targets set by their superiors (Berger & Berger, 2004; Phillips & Roper, 2009). The organization should do what is necessary to maintain this group and make use of their potential and capabilities to the fullest possible extent. Finally, an organization should clarify the term talent before implementing its strategies. It will help the organization to create the most effective talent management program and, in return, gain the most benefit from their investment (Yarnall, 2011).

The studies and research presented in this literature review have revealed wide and numerous definitions of talent from many different perspectives based on the background of those studies. All of the viewpoints are important in their particular fields; however, this study will focus on the definitions of talent that are related to the creation of the talent leadership that exhibits high potential and high performance. It is vital that Thai researchers not adopt talent from other contexts without first testing its validity and reliability.

2.1.2.1 Overview of Talent in the Thai Public Sector

Governments are constantly striving to recruit, retain, reward, and develop their pool of public employees. They face fierce competition with the higher-paying private sector (Ora-orn Poocharoen & Lee, 2013). Moreover, Vichita Vathanophas (2007, p. 48) stated that "the Thai public sector expects the Thai government to become more citizen-focused and to operate in a more businesslike manner, forcing public-sector organizations to increase their accountability, quality, and effectiveness in order to develop greater public trust and confidence in the government." According to Ora-orn Poocharoen and Lee (2013) public sectors do not have the capability to recruit and retain outstanding employees, and the public sector has the potential to become weak in terms of governance. With the widespread practice of performance management in the public sector, the 'The War for Talent' is also the top agenda for civil services as same as private sector (Bhatnagar, 2007).

According to Ora-orn Poocharoen and Lee (2013, p. 14) mentioned that "Thailand's civilian civil service workforce consists of about 2 million personnel, working in 19 ministries and 147 departments. Of this number, about 365,000 are ordinary civil servants under the control by OCSC, which have responsible for develop talented employees. Its specific mandate is to provide proposals to the cabinet on HR issues, supervising and monitoring HR management by ministries, and managing government scholarships, and is directly accountable to the prime minister." In addition, "OCSC evaluates and advances work quality, environment, and quality of life for government officials. OCSC's objectives are to help government officials to achieve professional performance based on the principles of merit and good governance, aiming for the benefit of the people and the sustainable development of the nation" (Office of The Civil Service Commission, 2005).

OCSC has realized the importance of human capital and anticipates the fact that government officials are faced with talent shortages (Guo, 2011). At present the private sector has the ability to attract knowledgeable and skilled people far better than the public sector. Other than the substantially higher financial rewards, the private sector also provides a better opportunity for the younger generation to take on roles with higher responsibility that are suitable to their skills much quicker than in the public sector. The openness in opportunities and the higher pay together can cause

personnel with high performance in the public sector to shift into private companies. According to OCSC, in 2004 forty percent of civil servants with less than five years of service resigned from the civil service, and fewer than half of new graduates were interested in joining the civil service.

2.1.2.2 Overview of Talent in the Thai Private Sector

Suthinee Rurkkhum (2011) has argued that the Thai private sector can be divided into three categories: family enterprise including small and medium enterprises (SMEs); Thai-owned corporations which have grown out of family enterprises, and some of which have been developed into publicly-held companies ; and multinational corporations (MNCs), which mainly are from Japan and the United States. Accordingly, "human resource practices in Thailand can be distinguished into three models: traditional, transitional, and progressive" (Lawler & Mohrman, 2003 as cited in Suthinee Rurkkhum, 2011).

"During the decade from 1980 to 1990 when the Thai economy had reached its peak period, management practices in the Thai private sector faced several changes in order to respond to the high business pressure from globalization" (Siengthai, Tanlamia & Rowley, 2008 as cited in Suthinee Rurkkhum, 2011). Thus, as organizations became global, they in turn became more receptive to international resource practices. As a result, organizations started to apply more western business practices (Yeung, Warner & Rowley, 2008).

During the 1990's, the labor market began to tighten, and there were significant shortages in more skilled and highly trained workers; thus, several organizations realized the importance of developing their own employees (Suthinee Rurkkhum, 2011). Organizations adopted more aggressive approaches in their HRD practices, especially in emphasizing employee training and development (Ora-orn Poocharoen & Lee, 2013); however, the HRD in most organizations tended to think more in terms of day-to-day operations, rather than in terms of strategic, long-term planning (Chiraprapha Tan Akaraborworn & McLean, 2002). Therefore, the HRD practices in the Thai private sector during this time were superficial and tended to be based on current fads.

During the Asian economic crisis of 1997-1998, the Thai economy was in severe decline, leading to major changes both in business management and the life

of Thai people (Suthinee Rurkkhum, 2011). As a result, a large number of Thai's were unemployed. At that time, several management practices were implemented purely as a means of survival. In other words, employees were more likely to be involved in training that could improve the competitiveness of the organization rather than improving the individuals themselves (Orawan Anabvoranich & Tsang, 2004). In summary, during the economic crisis, the human resource practices in the Thai private sector were forced to change due to business pressures. As a result, the HRD practices at that time were likely to emphasize and to be linked to business purposes in order to survive in a competitive market (Lawler & Mohrman, 2003). After the crisis, human resource professionals in the Thai private sector were expected to continuously play an important role in organizations, especially in the position related to business strategy (Yeung et al., 2008).

Orawan Anabvoranich and Tsang (2004) stated that several organizations in Thailand, especially the largest companies, have realized the potential of HRD in a new paradigm. It is now seen as a strategic tool to help an organization by providing more training with the purpose of improving employees' productivity, not focusing on the wrong perspective as in the past. In Thailand, leading private organizations are significantly increasing their focus on talent management systems, such as the Siam Cement Group (SCG), which has a talent management department under the supervision of the central HR office, while the Charoen Pokaphan Group (CP) has established its own business institution for higher education, the Panyapiwat Institute of Technology, in order to educate, train, and supply its talent (Opas Piansoongsern & Pacapol Anurit, 2010). This implies that HRD practitioners are playing more important roles in business strategy.

2.2 Talent Management

Talent management emerged when the human resource profession became a more important strategic partner (Chuai, Preece & Iles, 2008). In the past, Human Resource Management (HRM) grew from the term "personnel management," which could be described as the processes involved in managing people in organizations. Personnel management focuses on day-to-day activities rather than strategic planning.

Subsequently, the human resource management field rapidly developed, because organizations realized the importance of human capital and believed that HRM can contribute to organizational performance (Tichy, Devanna & Fombrun, 1981).

In the early 1980's, the continuous emphasis on the involvement of HRM strategy became more popular as a result of business success (Ready & Conger, 2007). At this time, businesses were largely concerned with the integration of HRM into the business strategy and the adoption of HRM at all levels of the organization. In order to prove HR professionals' credibility in becoming a strategic partner in the eyes of top management, several labels have been employed to describe the tasks this group performs, including personnel management, human resource management, and strategic HRM (Boudreau & Ramstad, 2005). Many consequences of this group have been established, including talent management; however, there has been some debate as to whether talent management simply represents the old techniques which have been re-invented (Abrahamson, 1991).

Some researchers have argued that talent management covers almost all of the traditional functional areas of HRM (Garrow & Hirsh, 2008). This commonality between talent management and HRM is also found in the normative literature, which identifies that both labels emphasized placing the right people in the right roles (Chuai et al., 2008). Nevertheless, there are differences between talent management and HRM. Stainton (2005) stated that talent management is one part of HRM, but it is more directly focused towards certain groups of people by the management, whereas HRM focuses on the management of all employees in the organization. It can also be seen that HRM is concerned with the execution of separate functional areas such as recruiting, training, and development and assessment. Its focus is not on people but on the successful fulfillment of each function. On the other hand, the basis of talent management is people; namely the talents and management functions are linked tightly around them (Frank, Finnegan & Taylor, 2004). To conclude, talent management is a logical result of the further development of HRM. It is not something completely different or separate from HRM but rather is a type of management developed and evolved on the basis of HRM, which can be more valuable as a strategic business partner in order to align with the business goals of the organization (Evan, 1999). The study into what is meant by "talent management"

from various sources such as research, books, and academic literature revealed many interesting definitions. Additionally, many practitioner constitutions have defined talent management in terms of different perspectives. CIPD (2006, p.3) described talent management as "the systematic attraction, identification, development, engagement, retention and deployment of those individuals with high potential that are of particular value to an organization".

Hughs and Rog (2008) have concluded that there appears to be a disconnection between the fervor with which practitioners are converting talent management and its treatment within the academic community. Lewis and Heckman (2006) concluded that talent management can be summarized as human resource management, workforce planning, and policies and practices geared towards maximizing employee talent. A talent management strategy generally covers an organization's approach towards recruitment and retention, assessment and evaluation, compensation and benefits, and performance management, learning, development, and succession planning (CIPD, 2006). According to Davies and Davies (2010), talent management can be defined as a systematic and dynamic process of discovering, developing, and sustaining talent. Lastly, Ashton and Morton (2005, p.29) raised the idea that "organizational commitment to talent management also has the potential to elevate the role of HR practitioners to that of a strategic partner." Therefore, talent management is a mechanism that has been shown to be the latest weapon in the HRM field, and it can become one of the strategic performances in organizations.

In summary, Hughes and Rog (2008, p.12) declared that "talent management is a multi-faceted concept championed by HR practitioners that raised the issue in "The War for Talent" and then built on the foundation of strategic HRM." It may be viewed as an employee's mindset, as a competitive advantage, a perfect combination between talent management activities in the organization and environment factors, and technological advancement and opportunity to show the roles of HR practitioners in becoming strategic partners. Talent management is therefore defined here as both a philosophy and a practice. According to Lewis and Heckman (2006, p.142) "talent management is a commitment shared at the highest levels and throughout the organization by all those in managerial and supervisory positions. It involves

implementing an integrated, strategic and techonology enabled approach to HRM with a particular focus on human resource planning, including employee recruitment, retention, development and succession practices ideally for all employees but especially for those identified as having high potential or in key positions."

2.2.1 The Talent Management Process

Over the last decade talent management has become widely accepted in the organization and talent management strategies have been the priority for most organizations (Yapp, 2008; CIPD, 2009). According to Hirsh (2000, p.18) that "the seriousness of the study into talent management was promoted because organization leaders began to realize the costs associated with losing key employees or retaining less productive ones in depressed economic conditions." Moreover, in the present, employees' knowledge, skills and capabilities have become critical assets for organizations; however, today many organizations are facing a great number of problems in talent retention (Lewis & Heckman, 2006). Therefore, many practitioners acknowledge the importance of talent management strategy because they have found that talent management refers to how organizations can improve their performance in attracting and retaining the best employees, thereby improving their ability to compete in the market (CIPD, 2009; Hay Group, 2003).

Building a talent strategy and planning talent management should consist of a scheme to search for talents, train talents, reward talents, and proper supervision (Yapp, 2008). Creating a strategy for talent management must begin with understanding the company's background by first answering fundamental questions (Frank et al., 2004). Nonetheless, the creation of talent management will not succeed if the organization cannot attract and retain talented employees. Collecting information is therefore an important part for the organization to be certain that the talent management strategy deployed was realistically suited for the current situation (Sharma & Bhatnagar, 2009).

Once a good understanding has been made of the business context, the next task is the analysis which can identify the gap between the expectation of talented employees and organization goals, which is then followed by discussions to find a way for the organization to bridge that gap, which must consider four elements from the talent strategy as follows (Ashton & Morton, 2005)

1) Recruitment of talents: Specifying the characteristics of the talents that the organization requires including the methods to specify, attract, and recruit those talents into the company.

2) Training talents: Specifying the types of development or training necessary for the talented employee to be aligned with the requirements of the organization.

3) Retaining talents: Specifying how the organization can demonstrate its appreciation of talented employees, for example, rewards programs.

4) Supervision of talents: Specifying the ways to communicate and assign tasks to the talented employee including management of their role and responsibility.

Thereafter, a plan can be implemented which should include a program set up to fulfill the agreed-upon expectations (Yarnall, 2011). The selected strategy must be used in creating such programs, which must be aware of the outcome and the effects it may have on the business. Once a suitable plan is realized the next step is to follow it through, during which the most critical final element is the evaluation of the process itself. After the program has been implemented and is proceeding, there must be a process that monitors its progress to see whether or not it is meeting its targets. There should be a clear set of targets to indicate progress from the start (D'Annunzio-Green, 2008). Moreover, talent management is generally viewed as a strategic investment designed for the talented employee with the aim to develop talents to enhance the capabilities of an organization and improve its effectiveness (Berger & Berger, 2004). Hughes and Rog (2008) concluded that talent management is an important part in any business based on two primary reasons. The first is that effective talent management is able to recruit and retain talent for organizations. The second is ensuring the talent's happiness based on the extent to which these employees are engaged. The ability to effectively address both of these issues has become a primary determinant of organizational success and in some cases their survival.

2.2.2 HRD Roles in Talent Management

In this study, the researcher has focused only on the HRD roles that were connected with the ability of the organization to retain its employees, because these

processes have a direct influence on the commitment and engagement that employees have to their organization. According to Yapp (2008), retention can be considered an important part in promoting the highest level of effectiveness in the workplace; it can lead to success in meeting the goals set out by the company, which is the main objective of this study. The focus, therefore, is concerned with engagement through development and retention as follows.

Development is the improvement process, which is a key part in talent management (Burbach & Royle, 2010). Human resource professionals must use their knowledge to assess and find the needs within their organization and the importance of each need in order to recognize which staff member to develop, the method that ought to be utilized, and what objectives can be achieved from the developmental process (D'Annunzio-Green, 2008). In this manner they can find coherence in the requirements of both the organization and the talent. The first step is to identify the group of talent amongst the employee by assessing the performance of each person to find out if they performed to the standard set by the organization (Phillips & Roper, 2009). An evaluation may be undertaken in order to consider the candidates' potential in their current roles and responsibilities in addition to any future prospects with the possibility to utilize their potential to good benefit. After having correctly identified the talent in the organization, the next step is to assess which skills, knowledge, and competencies are lacking in those candidates, thus allowing the development process to be customized to produce talents that are more comprehensively equipped (Yarnall, 2011).

The main objective of the development process is to allow groups of talented employees to realize their potential. Many studies found that job rotation, coaching, mentoring, and external training were popular methods used for developing talented employees, because the process to develop capability takes time and should be designed to include diverse activities rather than a single one with a narrow focus (Bhatnagar, 2008; Yarnall, 2011; Yapp, 2008).

Apart from these popular methods, other development processes that have been used include career development, individual development plans, counseling, promotions, and task force assignments; however, it is vital to be aware that every individual differs based on his or her history, background, knowledge, and needs.

Therefore, the development plans for each employee should be different and customized so that they are suited to the individual.

Further, it is also most important that a good talent development process be able to satisfy the current business's needs (Heinen & O'Neil, 2004). D'Annunzio-Green (2008) argued that a line manager plays a crucial role in developing the talents. There was a shared understanding that the process takes time, yet there was also a concern that management would not devote enough time to complete the process. Therefore, research into the literature that is based on past experience found that the line manager must consider the importance of developing talent to further realize the potential of a talented group (Ready & Conger, 2007). A strong line manager can thereby elevate the value of human capital within his or her organization and build confidence in talented employees, which in turn allows them to be ready for growth and become future leaders within the organization.

Retention has been a much-debated subject. The discussion revolves around the correct methodology with which to influence an employee's long-term commitment and loyalty to the organization. Its importance is regarded as essential in many organizations and among human resource professionals, especially in the case of retaining talented people and creating loyalty, motivation, passion, engagement, and maintaining a future with the organization for as long as possible. A succinct summary of the concept can be seen in that the top organizations around the world have reached that position because they value their employees and have the awareness and ability to tie their future with the organization (Doh & Stumpf, 2005).

Yet, this can be a tough and challenging task for human resource professionals because the talented employees are those that show outstanding performance and are the driving force that supports the organization's growth and meeting their goals (Bhatnagar, 2008). Due to their excellent performance, developed skills, and knowledge, they are consistently pursued by other organizations, allowing them access to more opportunities and choices, which is only likely to intensify the problem of competition between different organizations for talents (Ready & Conger, 2007). It is a self-evident fact that talented employees add value to the company; nevertheless, people need to move on for one reason or another, and it is the organization that stands to lose as the company would have already incurred heavy costs in the form of

training and development (Doh & Stumpf, 2005). If the organization has to search for a replacement for the departed employee, the process involves huge expenses such as recruitment and training costs. Further, there will be an adjustment period for the new employee (Yapp, 2008), during which his or her productivity is likely to be low. Apart from causing the company monetary loss attrition, a lack of knowledge transfer is also a great loss that can affect the business (Yarnall, 2011).

As previously explained, the inability to retain talent can cause numerous damage to the company, and therefore it is imperative that the organization analyze and discuss this issue seriously to find the answer to how to decrease the turnover rate in their group of talent (Bhatnagar, 2008). As key players within the organization, it is essential for HRD managers to understand and eliminate this issue by having a clear understanding of the organization's current and future business strategies in order to identify the key gaps between the talents currently in place and the talents required (Hay Group, 2003). HRD managers can help drive business success by having a talent management plan which is also integrated with the organizational plan. Thus, hiring and promoting the right people, and providing clear expectations and feedback so as to manage the development of talents can enhance their performance in their current roles as well as their readiness for transition to the next level (CIPD, 2009).

Finally, Hatch and Dyer (2004) argued that companies with a higher turnover rate would be outperformed by their competitors. Leaders that are more effective in developing and managing their subordinates are likely to enjoy sustained performance advantages and a lower HR cost, because their employees acquire firm-specific knowledge and are capable of making known contributions (Heinen & O'Neil, 2004). In order to implement a talent management program successfully, it must be linked closely to the performance management system. Doh and Stumpf (2005) emphasized that talents want a performance management process that can bring out their best, with standards that are fair and clearly understood, evaluations done in a transparent and objective manner, and feedback given in a way to inspire future best efforts. Moreover, HRD managers need to contribute to training and development as well so as to ensure the quality of the supervisor for talented employees (Ready & Conger, 2007). These steps will increase the level of engagement in the talented group, which will be detailed in the next topic (Burbach & Royle, 2010).

In summary, the importance of talent and talent management in the modern business environment simply cannot be ignored. They are a complete necessity for any type of organization to compete and survive. Every organization, with its individual characteristics, has different reasons why it requires this unique resource. The public sector needs talents to improve efficiencies in an otherwise very old-fashioned and sometimes sluggish organization, which is vital for a country to compete in an increasingly globalized world. On the other hand, private companies need talents in order to improve their efficiency, but also to create new ideas and opportunities in order for them to compete and reach their goals to become sustainable.

The world has changed tremendously in the last decade and the thinking approaches that have succeeded in the past do not necessary work at present. In most organizations, it is often found that the top management is aging, a fact which is true for both the public and private sectors. Further, the older generation of top management simply seems to lack the necessary skills to adapt to the new business environment, which is both fast moving and unforgiving. Therefore, it is crucial for organizations to develop talents in the younger generations that are multi-skilled and are more likely to understand the critical factors required for organizational success. Consequently, it is essential for talent management to capture the requirements of the future and to create a program that is comprehensive in its processes, including recruitment, development and, most essentially, retention in order to ensure that the organization has upcoming leadership that is in tune with the business environment of both today and the future.

2.3 Employee Engagement

In recent years, there has been a great deal of interest surrounding employee engagement (Bakker & Schaufeli, 2008; Schaufeli & Bakker, 2003). The driving force behind the popularity of employee engagement is its positive effect on the organizations (Agarwala, 2003). Therefore, a great deal of academic literature has claimed that employee engagement predicts employee outcomes, organizational success, and even financial performance such sales and profit (Harter, Schmidt &

Hayes, 2002; Baumruk, 2004). Additionally, many organizations believe that employee engagement has the ability to help organizations become competitive and have the ability to solve organizational problem such as higher performance and productivity (Macey & Schneider, 2008). Research has asserted that organizations that have a high level of employee engagement will have positive outcomes (Wollard & Shuck, 2011). Yet, many researchers have found that employee engagement does not have a definition that is generally accepted (Kidron, 1978) because the various studies involved in this subject matter have yet to clearly describe employee engagement in a way that can be formally recognized.

In addition, much of what has been written about employee engagement comes from the practitioner literature and consulting firms (The Ken Blanchard Companies, 2007). There is a surprising dearth of research on employee engagement in the academic literature (Robinson, Perryman & Hayday, 2004), thus in order to support the growing interest, professionals should consider the study of employee engagement more seriously. One of the most important concerns prior to the study of employee engagement is the need to understand the conceptual framework in a particular subject in order to capture the reasons why certain results are obtained (Saks, 2006), which is due to the fact that the term "engagement" has been used in various research institutes and practitioners have used this term differently (Harter et al., 2002).

Employee engagement has become the new buzzword for HRD departments (Bates, 2004; Richman, 2006) as it interrelates across all functions in a business and aligns HR and management policies to business culture and objectives. Nonetheless, it has been reported that nowadays employee engagement is on the decline and there are more employees that are disengaged in the organization (Bernthal, 2005). Therefore, a significant opportunity is present for HRD scholars and practitioners to develop research agendas and practical strategies toward the forefront of these emerging issues.

2.3.1 The Definition of Employee Engagement

Employee engagement has become a popular and widely-used term (Robinson et al., 2004), and most of what has been written on the subject can be found in

practitioner journals that were based on practical knowledge rather than theory and empirical research (Saks, 2006). One of the first challenges presented by the literature is the lack of a universal definition of "employee engagement." To make matters worse, "employee engagement" has been defined in many different ways and the definitions and measures often share similar meanings with other terms, such as job involvement, organizational commitment, organizational citizenship, and employee passion. This reflects the various perspectives that differ in their scope and depth of understanding on the subject matter (Rothwell, 2010). Admittedly, the different views could be suitable based on the context of employee engagement studies and depending on the characteristics of each individual organization. Therefore, it is necessary in this research that the many aspects and concepts of employee engagement be examined in order to capture an overview of the current approaches and to define the scope of this study (Richman, 2006).

The study into the employee's engagement in the organization began with the research into employee satisfaction (Kahn, 1990). This typically focused on the various factors that influenced employees' satisfaction with their jobs (Saks, 2006), with the implied outcome being that if an organization can fulfill these factors then employees would feel satisfied with their current roles. In 1958 March and Simon began using the term employee commitment; thus, in the beginning, this phrase was widely used by most academics and researchers that studied organizational relationships.

Robinson et al. (2004 as cited in Singh, 2008) observed that "attitudinal commitment often encompasses an exchange-based relationship in which individuals attach themselves to the organization in return for rewards or payments". Later, Rothwell (2010 quoted in Singh, 2008), who also described organizational commitment in this same manner, further elaborated upon it as "a commitment that engages in activity resulting from employee recognition of the cost or lost side-bets associated with the discontinuance of that activity". The investments (side-bets) are, for example, education, marital status, and work experience. The degree of commitment is dependent upon the level of strength and quality of dedication invested by those individuals. The approach mentioned became the path of study for the next generation of academics. Sheldon (1971) defined employee engagement as being a

positive evaluation of the organization, which is the positive attitude that can connect a person to an organization. Employees that feel engaged with an organization are more likely to concentrate their attention on the work which helps the company to meet its goals. Furthermore, Porter, Steers, Mowday and Boulian (1974) stated that organizational commitment is having acceptance and faith in the organization's goals and values and having the desire to be a part of it.

Most research into employee engagement had used the term employee "commitment" until 1990, when the term "engagement" was first proposed by Kahn. Kahn was the first researcher to coin the term and relate it to employees working within an organization. The work was first established in Kahn's article "Psychological Conditions of Personal Engagement and Disengagement at Work," which appeared in a 1990 edition of the Academy of Management Journal. It has been widely used until today. Kahn (1990, p.169) wrote that "engagement at work was thought to be a motivational variable spanning the extrinsic and intrinsic continuum, promoting the use of an employee's full capabilities in his or her roles". Kahn (1990, p.700) went on to define engagement as "the simultaneous employment and expression of a person's 'preferred self' in task behaviors that promote connections to work and to others, personal presence, and active full role performance."

Moreover, Khan suggested that an employee could be physically, emotionally, and cognitively engaged, and that these states were significantly affected by three psychological domains: meaningfulness, safety, and availability. According to Kahn (1990, p.694) wrote that "the physical aspect of employee engagement is concerned with the physical energy exerted by individuals to accomplish their roles, whereas the emotional aspect relates to how employees feel about each of those three factors and whether they have positive or negative attitudes toward the organization and its leaders; and the cognitive aspect is simply the employees' beliefs about the organization, its leaders, and working conditions".

According to Kular, Gatenby, Soane & Truss (2008) Kahn's seminal ground theory of engagement and disengagement suggested that employee engagement is the expression of the individual and how to connect with other people. Vice-versa disengagement was posited to be the withdrawal of one's self and of one's preferred behaviors, promoting a lack of overall connectedness, emotional absence, and passive

behavior. Thus, according to Kahn (1990, p.689), "engagement is meant by being psychologically as well as physically present when occupying and performing an organizational role."

The literature review into employee engagement of the popular and widely-discussed thinking approaches found that the concepts proposed by Strellioff (2003) were referred to in nearly every discussion of the topic. Strellioff (2003) defined engagement as having the same significance as commitment, which is a person's relationship that is both emotional and rational to their work and organization. Those employees with these connections would display three particular behaviors, which can be described as stay, say, and serve. In summary, in most definitions, "employee engagement" has been described as the emotional and intellectual commitment to the organization (Baumruk, 2004; Richman, 2006) or the amount of discretionary effort exhibited by employees in their job (Robinson et al., 2004). The differences in the definition of "employee engagement" both in Thailand and internationally suggest a difference in the interpretation of the term that cannot be comprehensively defined (Saks, 2006). Nevertheless, employee engagement has continued to be studied and its meaning discussed especially among organizations. In addition, some consulting firms have conducted research and developed models of employee engagement from new perspectives by trying to adapt them according to business type both in the private and public sectors (The Ken Blanchard Company, 2007). This is to propose options of improvement for businesses and to increase their capability to utilize employee engagement, leading to business success, its well-being, increases in profitability, and a boost in worker moral.

The Institute of Employment Studies (IES) explained employee engagement as the positive perception employees have towards their organization; they are aware of the business agendas and the cooperation required for improving the performance of the tasks for which they are responsible and beneficial to the company. Moreover, Hewitt Associates (2004) summarized a model for employee engagement which emphasized employees whose work ethic exceeded that of a satisfactory level. Their determination at work can be measured according to their knowledge and their emotion towards the organization. Furthermore, the perception of employee engagement is one that can be identified from the employee's behavior, for example, their positive view towards the

organization in conversations (say), their consideration to stay and maintain membership within the company (stay), and using their full capabilities and efforts to support the business (strive). In addition, the Corporate Leadership Council (CLC) explained that engagement identifies the limit of an employee's determination, commitment, and desire to stay with an organization. While Gallup (2006) explained engagement as simply the need to get involved in the activities and one's enthusiasm for work, the study measured the level of engagement in staff using The Gallup Q12, which is a 12-item questionnaire called the Gallup Workplace Audit (GWA). Five of these items were based on the measurements of job characteristics, while another five were about supervision or leadership, while the remaining two items were questions on fellow workers. The process made an evaluation based on the point of view of the work situation but did not take into account the employee's attitude. Employees that are highly committed would display confidence and integrity in their answers to the questionnaire. Towers Perrin (2006) also defined employee engagement as the determination and capabilities in employees that can help the organization achieve success. Most express their commitment with additional efforts to activities that are based on sustainability. There is no formulation or a single method that can comprehensively increase the level of engagement in employees or build a culture that consistently aims for excellence. The correct methodology is dependent on various factors, including those based on the population's background such as the status of the work life cycle, the type of business and its cost structure, skill and capability requirements, geography, and cultural norms. Last, The Ken Blanchard Companies (2007) made proposals regarding employee engagement under a different term, namely, employee passion. It describes the positive emotional state in employees as a consequence of the appreciation and validation of their work. Freedom, cooperation, growth, equality, professional acceptance, relationships with co-workers, and supervision all result in the standard behavior that includes increased efforts and long-term dedication. It also helps to reduce the turnover rate of staff and extend their time with the organization.

Thus, it is evident that although these arguments were presented at different times, the conclusions and meanings of engagement derived by academics or new generation researchers share many similarities. This is because those theories and

thinking approaches share similar reference points or are based on the same theories as previously presented. Yet, the existence of different definitions makes the state of knowledge of employee engagement difficult to determine, as each study examines employee engagement under a different protocol. In addition, unless employee engagement can be universally defined and measured, it cannot be managed, but currently it is known if efforts to improve it are working (Ferguson, 2007). This highlights the problems of comparability caused by differences in definitions. Nonetheless, many well-known organizations and consultants have made an exerted effort to study and define employee engagement within an organization to be more specific and at an in-depth level.

2.3.2 A Review of the Scholarly Perspective of Employee Engagement

In order to develop academic research, scholars need to understand previous emerging employee engagement concepts. Within the academic perspectives, there are four major approaches which define the existing state of employee engagement: 1) Kahn's (1990) needs-satisfying approach; 2) Maslach et al.'s (2001) burnout-antithesis approach; 3) Harter et al.'s (2002) satisfaction-engagement approach; and 4.) Saks's (2006) multidimensional approach.

2.3.2.1 Kahn's (1990) Needs-Satisfying Approach

Smith and Berg (1987 as cited in Kular et al., 2008, p.4) pointed out that "it is widely credited with the first application and use of engagement theory in the workplace. The author revealed that individuals are naturally hesitant about being members of ongoing groups or systems." As a result they seek to protect themselves from getting involved but instead isolate themselves from and move towards memberships in which they are already comfortable (Rich, LePine & Crawford, 2010). The terms Kahn (1990) uses to describe these calibrations are "personal engagement" and "personal disengagement." These refer to the behavior by which people bring in or leave out their true selves during work role performances. These terms developed by Kahn (1990) integrate previous ideas taken from motivation theories where it is suggested that people need self-expression and self-employment in their work lives as a matter of course (Alderfer, 1972; Maslow, 1970).

The first study to empirically test Kahn's (1990) model suggested that meaningfulness, safety, and availability were significant constructs in the

development of engagement (May, Gilson & Harter, 2004). Using a sample of 203 employees from a large insurance firm, they also found job enrichment and role-fit to be positive predictors of meaningfulness; rewarding co-worker and supportive supervisor relations were also positive predictors of safety, while adherence to co-worker norms and self-consciousness were negative predictors. Resources were a positive predictor of psychological availability, while participation in outside activities was a negative predictor; however, there have been several studies based on Kahn's conceptualization of engagement as shown in Table 2.1. That table presents a summary of the major works reviewed by scholars that were concerned with the needs-satisfying approach proposed by Kahn (1990).

Table 2.1 Summary of Needs-Satisfying Literature

Article citation	Major contribution	Research Type
Kahn (1990)	Published early-grounded theoretical framework of personal engagement and disengagement. First to define engagement as a separate concept using research. One of the two early theories about the development of employee engagement.	Empirical: Ethnographic research with 16 summer camp counselors and 16 financial firm members
Kahn (1992)	Explored psychological presence and its meaning to employees and managers in a workplace context Introduces concept of meeting basic needs as a function of engagement	Conceptual
May et al. (2004)	First to publish empirical research testing Kahn's (1990) conceptualization of employee engagement	Empirical: Survey of 203 employees in a large Midwestern U.S. insurance firm

Table 2.1 (Continued)

Article citation	Major contribution	Research Type
Rich et al. (2010)	One of the first modern studies to reexamine Kahn's original domains of engagement (e.g., meaningfulness, safety, availability)	Empirical: Survey of 245 firefighters employed across four municipalities
Shuck & Wollard (2010)	First empirical research to suggest engagement as a predictor variable for the intention to resign construct Also provides evidence that engagement may not be a predictor of the outcome variable discretionary effort, a well-established belief in practice	Empirical: Survey of 283 working professionals across the fields of service, technology, healthcare, retail, banking, nonprofit, and hospitality

Source: Kahn (1990 as cited in Shuck, 2011, pp. 304-328).

2.3.2.2 Maslach et al.'s (2001) Burnout-Antithesis Approach

Maslach et al. (2001) developed an alternative model of engagement as the positive antithesis of burnout, noting that burnout involves the erosion of engagement in an individual from his or her job. In summary, burnout is the result of work and the degree of which is dependent on the nature of the work. It can cause the employee to make a decision regarding his or her intention to resign. Additionally, if the individual forces him/herself to continue to work, his/her performance and efficiency will deteriorate because he or she has lower job satisfaction, leading to lower engagement in his/her work and organization.

Researchers in the burnout literature also began considering the role of "well-being" as a function of engagement and a strategy for optimizing human strength (Shuck, Reio & Rocco, 2011). Additionally, according to Maslach et al. (2001) pointed out that what used to be important, significant, and exciting work

which has become unpleasant, worthless, and unfulfilling is also considered to be burnout. Consequently, engagement was characterized as the opposite of the three-burnout dimensions: exhaustion, cynicism, and ineffectiveness. Maslach et al. (2001) noted that six areas of work-life lead to either burnout or engagement: workload, control, rewards and recognition, community and social support, and perceived fairness and values. According to Kular et al. (2008, p. 5) "job engagement is associated with a sustainable workload, perception of choice and control, appropriate recognition and reward, a supportive work community, fairness and justice, and meaningful and valued work." The findings of May et al. (2004) support this notion of meaningful and valued work being associated with engagement, which is, therefore, considered under the concept of "meaning." Moreover, table 2.2 presents a summary of the major literature reviewed concerning the burnout-antithesis approach by Maslach et al. (2001).

Table 2.2 Summary of Burnout-Antithesis Literature

Article citation	Major contribution	Research Type
Maslach et al. (2001)	Was the first major work on employee engagement after Kahn (1990) and is the one of the two early developmental theories on employee engagement; Maslach et al. pioneered reaching across academic boundaries for definitions of employee engagement, conceptualizing the construct as the positive antithesis to burnout	Conceptual
Bakker, Demerouti & Schaufeli, (2003)	Tested the Maslach et al. (2001) burnout model with measurements of employee engagement, and the results indicated a negative relationship between levels of	Empirical: 314 Spanish university students and 619 Spanish

Table 2.2 (Continued)

Article citation	Major contribution	Research Type
	burnout and employee engagement	employees from private and public companies
Shirom (2003)	Examined the Maslach et al. (2001) and Schaufeli, Salanova et al. (2002) models of engagement and proposed that engagement was a separate psychological state. Proposed several research questions around the psychological state of vigor.	Conceptual
Schaufeli, Bakker & Salanova, (2006)	Establishment of the Utrecht Work Engagement Scale, characterizing engagement as a positive work-related state of being inclusive of vigor, dedication, and absorption building on the earlier Schaufeli, Salanova et al. (2002) model	Empirical: 14,521 data points across 27 studies carried out between 1999 and 2003 in 10 different countries
Wefald (2008)	Critically examined the concept of employee engagement and provided empirical evidence regarding its validity as a work-related construct	Empirical: 382 employees and managers at a midsized financial institution

Sources: Maslach et al. (2001 as cited in Shuck, 2011, pp. 304-328).

    2.3.2.3 Harter et al.'s (2002) Satisfaction-Engagement Approach

As an outgrowth of the positive psychology movement of the early 21st century, Harter et al. (2002) published one of the most widely-read and cited pieces of

literature on employee engagement. The authors gathered a substantial amount of data by the Gallup Organization in order to a conduct meta-analytic procedure on employee engagement in a variety fields and industries. Gallup researchers went on to define employee engagement as an "individual's involvement and satisfaction with as well as enthusiasm for work" (Harter et al., 2002, p.417).

Many scholars extended Harter et al. (2002) model by examining other factors and continued to release updates based on new findings (Luthans & Perterson, 2002; Wagner & Harter, 2006; Fleming & Asplund, 2007). Table 2.3 presents a summary of the major literature reviewed in the satisfaction-engagement approach by Harter et al. (2002).

Table 2.3 Summary of Satisfaction-Engagement Literature

Article citation	Major contribution	Research Type
Harter et al. (2002)	Published the first study looking into the business unit level between the employee engagement-satisfaction and business unit outcomes (profit). One of the first to mention a profit linkage to employee engagement.	Meta-analysis of 7,939 business units across multiple fields
Buckingham & Coffman (1999)	First widely-publicized literature to distribute (The Gallup Workplace Audit: GWA).	Conceptual
Luthans & Peterson (2002)	Examined the relationship between employee engagement and manager self-efficacy. Results indicated that manager self-efficacy has a positive relationship with employee engagement.	170 managers attending the Gallup Leadership Institute and an average of 16 of direct reports for each manager

Table 2.3 (Continued)

Article citation	Major contribution	Research Type
Arakawa & Greenberg (2007)	Explored the role of managers in the development of employee engagement. Provides evidence that management style could affect the level of engagement, optimism, and performance of a team.	117 employees in a technology department at an insurance company in Massachusetts
Harter, Schmidt & Keyes (2003)	Discusses the role of employee engagement as a function of well-being. One of the first publications to suggest health benefits as a function of being engaged.	Conceptual
Wagner & Harter (2006)	Follow-up to the New York Times best seller First Break All the Rules. Using GWA, provides specific strategies for leveraging full engagement of employees.	Empirically driven, conceptual

Source: Harter et al. (2002 as cited in Shuck, 2011, pp. 304-328).

2.3.2.4 Sak's (2006) Multidimensional Approach

The last approach to employee engagement emerged from a multidimensional perspective of employee engagement. Kahn's (1990) and Maslach et al's (2001) models have different perception from previous models. The models specify the psychological conditions or antecedents to employee engagement; however, this model does not explain the reason why employees respond these circumstances in different degree of engagement. According to Saks (2006), a stronger theoretical rationale for explaining employee engagement can be found in social exchange theory (SET), which will be described in the next section.

Moreover, Saks (2006) was the first researcher to suggest separate states of engagement between job engagement and organizational engagement. The

literature review showed that the antecedents and consequences of employee engagement have been widely popular in the recent years. Macey and Schneider (2008) found that there were a distinction between two types of engagement; namely, job engagement and organization engagement. Saks's study in 2006 demonstrated that job and employee engagement are related but have distinct constructs. In addition, Kular et al. (2008, p.14) described that "the relationship between job and employee engagement with the antecedents and consequences differs in a number of ways, suggesting that the psychological conditions that lead to job and employee engagement as well as their consequences are not the same."

The literature review by Saks (2006) concluded that both job characteristics (0.37, p<0.001) and organizational support (0.36, p<0.01) are significant predictors of job engagement. Similarly, organizational support (0.57, p<0.001) and procedural justice (0.18, p<0.10) are significant predictors of organization engagement. Perceived organizational and supervisor support can develop a sense of psychological safety, a state in which a person is able to express their true self without negative consequences (Kahn, 1992). An important perspective of safety can come from the care and support of the supervisor which are provided by the organization's culture from how supervisor care and supportive which provide by organization's culture; in the way, employees feel safe in the workplace environments, which creates the perception of openness and supportiveness (Kular et al., 2008).

Zigarmi, Nimon, Houson, Witt & Diehl (2009) argues that one way for individuals to repay their organization is through their level of engagement. In other words, employees will choose to engage themselves to varying degrees in their response to the resources they receive from their organization. Employees are becoming more involved in their work and putting more effort into cognitive, emotional, and physical resources, as suggested earlier in the work of Kahn (1990). Thus, employees are more likely to exchange their engagement for the resources and benefits provided by their organization. Saks's (2006) definition was inclusive of the cognitive concept of Kahn (1990) and Maslach et al. (2001), the emotional concept of Harter et al. (2002), and the behavioral concept of Kahn (1990), Maslach et al. (2001) and Harter et al. (2002). Later, many researchers developed an employee engagement model based on Saks' approach, which can be seen in Table 2.4

Table 2.4 Summary of Multidimensional Engagement Literature

Article citation	Major contribution	Research Type
Saks (2006)	First research to examine antecedents and consequences to employee engagement in the academic literature. Prior to Saks (2006), practitioner research was the only body of work connecting employee engagement drivers to employee engagement consequences.	Empirical: 102 employee working in a wide range of occupations in the Toronto, Canada areas
Britt, Castro, & Adler (2005)	Examined the role of psychological, emotional, and cognitive resources on combat soldiers. Engaged employees, whether soldiers or team members, experience less stress and fatigue when engaged in their work.	Empirical: 176 U.S. combat soldiers currently serving at their home station
Macey & Schneider (2008)	The first to conceptualize trait, state, and behavioral engagement as separate but related constructs. Presented various organizational concepts that might feed the development of employee engagement within organizations.	Conceptual
Zigarmi, Nimon, Houson,Witt, & Diehl (2009)	First article to introduce concept of employee work passion as an emergent construct, unique from employee engagement.	Conceptual
Shuck & Wollard (2010)	Conducted an integrated literature review of employee engagement concept. Proposed the emergent definition of employee engagement for field of human resource development.	Empirical: Integrated Literature Review

Source: Saks (2006 as cited in Shuck, 2011, pp. 304-328).

The explanation of the four-employee engagement approach in this study is to understand the conceptual framework of each approach and methodology. Shuck and Wollard (2010) observed that one of the most challenging aspects of current engagement research is the practicality of many nonproprietary measures of employee engagement available today and the confusion between them. The lack of engagement measurements that are both academically grounded as well as practically useful complicates the ability for researchers to answer scholarly inquiry around questions of nomological validity and structural stability that matches with practical usability. Moreover, many professionals hesitate to choose an employee engagement approach that uniquely matches the research questions because each approach has a variety of theoretical concepts based on a review of literature that can lead to a mismatch in definition and measurement tools. Therefore, researchers should be careful in their design so that each component of the research is complimentary (Creswell, 2009).

2.3.3 The Importance of Employee Engagement

Over the past 50 years, many scholars and practitioners have continually shown interest in research employee engagement (Pfeffer, 2001; Ready & Conger, 2007). According to Whittington and Galpin (2010), engagement is an attitude that is greatly significant for any type of organization because it can represent the connection between a person's ingenuity and organizational goals. It allows employees to have a sense of ownership and to feel as if they contribute to the company's strength and well-being. Unsurprisingly, employees that are committed with the organization are willing to devote their physical and mental strengths in its various activities (Whittington, Kendall, Fonagy, Cottrell, Cotgrove & Boddington, 2004).

Ready and Conger (2007) explained the correlation between employee engagement and its positive effect on organizational performance, citing the example that employees that are truly engaged in the goals and values of the organization are highly likely to become involved in company's activities. In addition, employees that feel highly engaged usually have the desire to continue working with the organization to try to help it achieve its goals (Saks, 2006); when an individual is engaged and puts his or her faith in the organization's goals, he or she is also highly engaged in his or her work and responsibility because he or she sees it as a way that can help create

advantages for the organization in achieving its targets. Finally, individuals that feel engaged have the willingness to exert significantly more effort in their work. In many cases, their contributions result in a high level of operational performance (Harter et al., 2003).

Glen (2006), operating under the same conclusion, made further points and explained that employee engagement can affect the total performance of an organization because it encourages a collaborative attitude. It creates faith and confidence for the workers, builds amicable relationships between them and the organization, promotes harmony and team work, develops loyalty and willingness to make sacrifices, and sets a high standard for performance and efficiency. Furthermore, it creates an excellent work environment for the workers that see a reduction in conflict.

Koch and Richard (1978) mentioned that other than the fact that employee engagement is an essential element that helps drive company success, it is also a very important component that can help predict the turnover rate in an organization. Furthermore, it is a significant factor that helps predict an organization's attractiveness for new recruits, while employing staff members that have little or no engagement in the organization is a very dangerous situation for the company. Angle and Perry (1981) stated that employees that are committed and engaged usually demonstrate behaviors that are beneficial to the effectiveness of the organization. In contrast, workers that do not have the same engagement usually behave in such a way that it deteriorates the organization's effectiveness, for example, carelessness in their responsibilities, absence and tardiness at work leading up to their resignation (Glen, 2006).

Lastly, in terms of business management, Gallup (2006) found that higher workplace engagement predicts higher earnings per share (EPS). According to Kular et al. (2008, p.7) "when comparing competitors in the same industry and at the same level, organizations with more than four engaged employees for every one actively disengaged experience 2.6 times more growth in EPS than organizations that have slightly less than one engaged worker for every one actively disengaged." Moreover, Kular et al. (2008, p.7) pointed out that "highly-engaged workgroups within companies outperform groups with lower employee engagement levels, and the recent

findings reinforce these conclusions at the workgroup level. The meta-analysis study showed that top-quartile business units have 12 percent higher customer advocacy, 18 percent higher productivity, and 12 percent higher profitability than bottom-quartile business units."

In summary, the presence of employee engagement is well researched and widely accepted because it has been grounded in empirical evidence. For example, numerous studies suggest that the presence of higher levels of employee engagement significantly reduce turnover intentions (Maslach et al., 2001; Saks, 2006; Shuck et al., 2011a). In addition, the empirical data suggest that the presence of high levels of employee engagement is also thought to enhance job performance, task performance, organizational citizenship behaviors, productivity, discretionary effort, affective commitment, continuance commitment, levels of psychological climate, and service mindedness (Fleming & Asplund, 2007; Rich et al., 2010, Richman, 2006). Workplaces that successfully develop engaged employees report fewer accidents on the job and enjoy higher overall safety rating (May et al., 2004). Finally, employee engagement has been associated with growth and increased overall revenue generation (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009).

2.3.4 Outcome of Employee Engagement

It is beneficial for organizations to invest in employee engagement because, as Markos and Sridevi (2010) suggested, it is interwoven significantly with important business outcomes, which is the driving force behind its popularity. Many have claimed that employee engagement predicts employee outcomes, organizational success, and financial performance (e.g. total shareholder return) (Bates, 2004; Baumruk, 2004; Harter et al., 2002; Richman, 2006). As indicated earlier, there is a general belief that there is a connection between employee engagement and business results (Harter et al., 2002). Moreover, Kahn (1992) proposed that engagement leads to both individual outcomes (i.e. quality of people's work and their own experience in doing that work), as well as organizational-level outcomes (i.e. growth and productivity).

There are a number of reasons to expect engagement to be related to work outcomes. "The experience of engagement has been described as a fulfilling, positive

work-related experience and state of mind" (Schaufeli & Bakker, 2004, p.294) and has been found to be related to good health and a positive work effect (Sonnentag, 2003). These positive experiences and emotions are likely to result in positive work outcomes. As noted by Schaufeli and Bakker (2003), engaged employees are likely have a greater attachment to their organization and thus a lower tendency to leave.

2.3.4.1 Organizational Citizenship Behavior (OCB)

Since employees that report being engaged at work demonstrate greater workplace performance, the concept of engagement has gained widespread international attention (Shucks et al., 2011b). OCB is one of the organizational outcome variables of employee engagement (Harter et al., 2002; Saks, 2006). Suthinee Rurkkhum (2011) stated that the concept of work behavior that is beyond the job scope requirement has received much attention since Organ published his book, Organizational Citizenship Behavior: The Good Solider Syndrome in 1988. OCB is a construct that was introduced in the 1980's and has been defined as individual behavior that is "discretionary, not recognized by the formal reward system and in the aggregate, one that promotes the efficient and effective functioning of the organization" (Organ, 1988, p. 58). The number of published papers related to OCB or other related constructs has increased dramatically from 13 papers published from 1983-1988 to more than 122 papers during 1993-1998 (Podsakoff, MacKenzie, Paine & Bachrach, 2000). This rise obviously reflects to some degree the regard that OCB is held among the current business world. Organ (1988) has defined OCB as the part of performance which is beyond formal job requirements, which means that employees can make a decision as to whether they will perform this type of behavior and to what degree.

Recent research has indicated that OCB is both an important part and a predictor of employee engagement in that commitment is conceptualized as positive attachment and willingness to exert energy for the success of the organization, feeling proud of being a member of that organization, and identifying oneself with it, and OCB is a behavior observed within the work context that demonstrates itself through taking innovative initiatives, proactively seeking opportunities to contribute one' s best, and going "the extra mile" beyond employment contract (Harter et al., 2002); However, these constructs constitute the bigger construct of employee engagement,

and they cannot independently act as a replacement for engagement (Macey and Schneider, 2008; Robinson et al., 2004).

2.3.4.2 Performance

Studies have found a positive relationship between employee engagement and organizational performance outcomes such as employee retention, productivity, profitability, and customer loyalty and safety (Markos & Sridevi, 2010). Researchers also indicate that a greater number of more engaged employees increases the likelihood that their employer will exceed the industry average in its revenue growth (Coffman, 2000). Moreover, many researchers have discovered that engagement is positively related to customer satisfaction (Ellis & Sorensen, 2007). It can be seen that employee engagement is expected to have a direct effect on improved job performance, which echoes Kahn's (1990) model of psychological presence and Macey and Schneider's (2008) model of the employee engagement value chain. Yet, when it comes to individual performance, which is a necessary pre-condition for organizational-level outcomes, there is much less evidence.

Theoretically, employee engagement has been linked to job performance (Gruman & Saks, 2011), and Bakker and Leiter (2010, p.3) have written that "work engagement has far-reaching implications for employees' performance. The energy and focus inherent in work engagement allows employees to bring their full potential to the job. This energetic focus enhances the overall quality of their core work responsibilities. They have the capacity and the motivation to concentrate exclusively on the tasks at hand." Moreover, there are at least four reasons why engaged workers perform better than non-engaged workers (Bakker & Schaufeli, 2008). First, engaged employees often experience positive emotions, including gratitude, joy, and enthusiasm. These positive emotions seem to broaden people's thought-action repertoire, implying that they constantly work on their personal resources (Fredrickson, 2001). Second, engaged workers experience better health, which does not prevent them from dedicating their focus, skills, and energy resources to their work. Finally, engaged workers transfer their engagement to others in their immediate environment (Gruman & Saks, 2011). Since performance is the result of collaborative effort in most organizations, the engagement of one person may transfer to others and indirectly improve team performance (Bakker & Schaufeli, 2008).

Based on a review of a number of theories, Demerouti and Cropanzano (2010) have concluded that engagement can lead to enhanced performance as a result of a variety of mechanisms. Their conclusions are supported by a growing number of studies demonstrating a positive relationship between engagement and individual performance (Xanthopoulou et al., 2009) and a recent meta-analysis found that engagement is significantly related to a number of consequences including commitment, health, turnover intentions, and performance (Macey & Schneider, 2008). Research on burnout, which is considered by some to be the opposite of engagement, has also found to be related to lower productivity and performance (Maslach et al., 2001). Thus, the linkage between engagement and performance is consistent with engagement models, theory, and research (Gruman & Saks, 2011).

2.3.4.3 Intention to Stay

The answer to the question as to what determines employee turnover has great relevance to both the individual considering this option and to the organization faced with the prospect of losing continuity and having to invest high costs in new staff and productivity. Researchers of engagement have found significant relationships employee engagement with turnover intention (Schaufeli, Bakker & Salanova, 2006). Moore (2004) mentioned that job stressors and the lack of job satisfaction are among the factors that contribute to people's intention to quit their jobs. Numerous researchers have attempted to answer the question of what determines people's intention to quit by investigating the possible antecedents of employees' intention to quit (Kalliath & Beck, 2001; Kramer, Callister & Turban, 1995).

Schaufeli et al. (2006) defined "engagement" as a positive and fulfilling state of work that is defined by vigor, dedication, and absorption. These positive experiences and emotions should facilitate advantageous work behaviors such as an increase in attachment to the organization (Schaufeli & Bakker, 2003), satisfaction with work (Saks, 2006), performance (Sonnentag, 2003), and a lower propensity to leave (Schaufeli & Bakker, 2003). Moreover, Griffeth et al. (2000) pointed out that few resources (e.g. limited participation and instrumental communication) and low psychological well-being (e.g. job dissatisfaction) are significant predictors of personnel turnover. Further, Schaufeli et al. (2006) found in their interview study that low work engagement can also be a significant predictor of turnover. Similarly,

Schaufeli and Bakker (2003) concluded in their multi-sample study that work engagement was related negatively to turnover intention.

The link between engagement and turnover stems from high levels of investment in and dedication to work (Halbesleben & Wheeler, 2008). An employee that is highly engaged may find it difficult to detach from the job, in large part because he or she has invested so much energy in the job and because he or she has high levels of identification with the work that he or she does (Schaufeli & Bakker, 2003). Since the work has provided so many resources (e.g. flexibility, work-related skills) for the employee, he or she may be hesitant to leave his or her position (Moore, 2004). By changing jobs, the employee may need to start again, which may be a risky investment of resources that he or she is not willing to make.

2.3.4.4 Passion

According to Moses (2001, p. 56) "The concept of passion at work has seen an increased interest in the new millennium, with a surge in the number of practitioner articles stressing the value of being passionate about one's job, and how organizations can benefit from having passionate employees." At the same time, however, organizations are finding that their workers are increasingly unpassionate and apathetic at work (Tucker, 2002). Shuck et al. (2011a) observed that HRD professionals can play meaningful roles in designing and delivering effective organizational interventions related to improving worker engagement and passion. According to Zigarmi et al. (2009) the three components of cognition, affect, and intention must be incorporated into any useful definition of employee passion, commitment or satisfaction. The authors also defined employee work passion as "an individual's persistent, emotionally positive, meaning-based, state of well-being stemming from reoccurring cognitive and affective appraisals of various job and organizational situations that results in consistent, constructive work intentions and behaviors" (Zigarmi et. al., 2009, p. 311).

Later employee engagement literature (Dalal, Brummel, Wee & Thomas, 2008; Macy and Schneider, 2008) also confirmed that employee work passion must be associated with both job and organization factors; however, the constructs of job commitment or involvement and organizational commitment have already been established and simply refer to job or organizational factors that may

influence employee commitment (Zigarmi et al., 2009), whereas job commitment is specific to a related role (Judge et al., 2000; Meyer, Becker & Vandenberghe, 2004), and organizational commitment refers to an individual's attachment to the organization (Meyer et al., 2004). Zigarmi et al. (2009) wrote that it seems reasonable to consider that both job and organizational factors could influence the concept of employee work passion.

Job attitudes such as passion, being optimistic toward work are the same theories as found in the model of attitude behavior relations (Ajzen & Fishbein, 1980) and the attitude–engagement model (Harrison, Newman & Roth, 2006), and leads us to expect that job passion would be related to employee performance. Yet, the link between attitudes and behaviors is typically a weak one because of the distal relationship between the two (Dalal et al., 2008), and research in cognitive psychology suggests that cognitive states, compared to general attitudes, would be a more proximal predictor of performance outcomes (e.g. Ackerman & Beier, 2003). Zigarmi et al. (2009) proposed that the influence of job passion on employees' work performance would be mediated by the cognitive state of engagement, that is, the state of being cognitively absorbed and attentive when performing the job.

2.3.5 Previous Research on Employee Engagement in Thailand

Apart from international academic journals, there are some theses and dissertations that have conducted research regarding employee engagement in the Thai context. First, Sakaol Kongsumran (2004) studied engagement of employees in a case study. The main objective was to create a measurement model to quantify the level of engagement of employees that belonged to various companies in Soomboon Group. The research was based upon documentary research together with data collected from field research that consisted of management interviews and work processes within the organization. Later, a statistical analysis of the measurement model was performed to ascertain its reliability. The model that was created was tested using a pilot scheme on a sample group of 50 people, which consisted of two parts; namely, samples taken from manufacturing and its support group, and samples taken from administration. The approach in this study was to take independent variables such as sex, age, education, and job position against 13 factors that motivate employees-governance policies, relationship with supervisor, relationship with co-

workers, work condition, salary and welfare, job security, success, respect, the type of work, responsibility, job advancement, personal growth and career growth, and the company's reputation. The information formed the basis on which a questionnaire was created to be used in the development of the measurement model. Questions regarding motivation among employees involved 42 items in total. One of the variables used in the questionnaire was employee engagement, which consisted of the following sub-factors: desire to stay with the company, positive attitude towards the organization, and taking pride in the work they perform.

The analysis made using the SPSS software package showed a result that was highly reliable at 0.8927, even though it was found that if 17 questions involved in measuring motivation among employees were removed, it would have increased the reliability of the questionnaire; however, removing those questions only slightly increased its reliability, which had already yielded a relatively high reliability score, and therefore it was considered unnecessary to remove any items from the questionnaire. Consequently, it was possible to validate the reliability of the questionnaire in the pilot test of the sample group, which measured variables that were subjective in nature. Furthermore, the study involved both the manufacturing and administrative sides of the business, but the sample group was separated into management level and operational level in order to ensure that the distribution of the test reached all levels of personnel within the organization. The high reliability score together with the comprehensiveness of the test groups allowed a developed test to be used as a data collection tool that was valuable for the organization.

Surassawadee Suwannavej (2006) performed research into developing an employee engagement model. Furthermore, during the literature review, the researcher realized that while there are many studies involving employee engagement, they have all focused on measuring the level of engagement among employees in each organization. None has explicitly mentioned the antecedents of employee engagement in the organization. Therefore, in this study, the main objective was to propose a developmental model for employee engagement so that it can be used to guide and be adapted to numerous organizations in their own development. This study is a documentary research, which involved studying the previous research and academic literature surrounding the subject matter. Conclusions were made based on the

analysis of this literature in order to conceptualize the Employee Engagement Model and also to present the methodologies to strengthen engagement of employees with their organization.

In this study, the researcher found that the opportunities to advance in job and career are a factor that can influence the employees to stay with an organization, because if a person feels a lack of opportunity to grow it would cause negative emotions or feelings of job instability. It is therefore essential for the organization to communicate growth opportunities to its employees, which aligns with Greenberg's (2004) work, which researched employee satisfaction and engagement. The author mentioned that one of the influencing factors that affect the engagement of employees and employee retention is the organization's ability to create opportunities for its employees to grow and make progress in their career. In addition, the employee's ability to contribute opinions to decision-making processes can create engagement because, especially regarding the tasks that they have to perform, this allows them to feel a sense of pride as they are fully involved. Furthermore, the organization's openness to feedback as regards how the company is run demonstrates its recognition of its employees. Lastly, it allows the employees to feel important and appreciated and has the potential to increase their effectiveness. In other words, when employees acknowledge the fact that they are an important part of the organization, they fully commit to their responsibilities and, in addition, find ways to self-improve in order to help their work meet its objectives and goals.

2.4 Antecedents to Employee Engagement

As a result of numerous research which has explained the benefits of developing an engaged workforce, many practitioners and organizations are finding ways to enhance the degrees of engagement by seeking to initiate concepts, designing development plans, and surveying employees to find the correct methodology and steps to be taken (Ketter, 2008). While focus turns toward arriving at the state of engagement, research has suggested that prior considerations may exist and focusing on these antecedents could enhance the development of an engaged workforce (Saks, 2006). Wollard and Shuck (2011, p.432) defined the antecedents of employee

engagement as "constructs, strategies, or conditions that precede the development of employee engagement and that come before an organization or manager reaps the benefits of engagement-related outputs (e.g. higher levels of productivity, lower levels of turnover)." For that reason, Rich et al. (2010) recommended that antecedents to employee engagement should be in place before both scholars and practitioners can reap the benefits of an engaged workforce; however, there is a vast number of antecedents to employee engagement, and many that have been identified are scattered throughout a large literature base where only a few have been extensively empirically tested.

There are various factors that influence employee engagement within the organization that are based on different approaches as well as the specific type of engagement, which is dependent on the business context (May et al., 2004; Richman, 2006). There are also perhaps environmental factors specific to each business, for example, the nature of the business, the environment within the organization, leadership, the company's culture, and values and demography (Harter et al., 2002). Therefore, the studies of the factors influencing employee engagement are just as diverse and varied.

Porter et al. (1974), introduced one of the first major updates to the March and Simon model (1958), proposing the factors that influence the decision process within an employee to explain why he or she stays with the company or leave to seek other opportunities. These four factors are as follows:

1) Extrinsic Reward Factor: salary, benefits and growth opportunities are factors that influence employees to stay, because receiving a fair reward for their efforts is a sensitive issue for most people. They may leave when opportunities to receive greater rewards are presented elsewhere.

2) Constituent Attachment Factor: effective supervision and positive peer group relationships influence employee retention. Evidence from previous research reviewed by Porter and Steers shows a higher turnover among employees when they feel that their supervisors have treated them poorly, display inconsiderate behaviors, or do not meet their needs regarding feedback and recognition. Additionally, co-workers may influence retention because they can provide support and encouragement to employees to help them adjust to the work environment and thereby facilitate attachment to the organization.

3) Work-Related Factor: the actual work and work-related issues naturally have a great influence on employees, including a repetitive work program and independence and clarification in their roles.

4) Non-Work Factor: age, family, social background, work experience, and other activities outside of work

Later, Porter et al. (1974) summarized factors that influence employee engagement in an organization and categorized them into four different groups:

1) Structural characteristics should be systematic and follow a plan. Each employee's role ought to be clear and distinct. The system should centralize and distribute control appropriate to the functions and time. Employees' participation in the decision-making and a sense of ownership are also crucial.

2) Personal characteristics, for example, sex, age, education background, personal income, status, self-achievement, and length of time as an employee have performed a role.

3) The role-related characteristic refers to the typical nature of the work each employee is assigned to and takes responsibility for. These are, for example, challenging tasks, work that shows progress, making effort on tasks that are valuable to the company, roles that are clearly defined, and the relationship with co-workers.

4) Work experience refers to the information and knowledge learned by each individual when working at the company.

2.4.1 Individual Factors and Organization Factors

Wollard and Shuck (2011) developed a conceptual model of the known antecedents to employee engagement, which are shown in Figure 2.1. This study used a structured literature review as the method. A total of 265 abstracts were reviewed, and this model identified antecedents on two levels; namely, individual antecedents and organizational antecedents. Individual antecedents were defined as the constructs, strategies, and conditions that were applied directly to or by individual employees, and that were believed to be foundational to the development of employee engagement. Organizational-level antecedents were defined as the constructs, strategies, and conditions that were applied across an organization as foundational to

the development of employee engagement and at the structural or systematic level. Moreover, Figure 2.1 identifies both individual and organizational antecedents as well as indicates which antecedents were empirically or conceptually driven as identified in the review of literature.

Individual Antecedents to Employee Engagement	Organizational Antecedents to Employee Engagement
Absorption[a]	Authentic corporate culture[a]
Available to engage	Clear expectations[a]
Coping style	Corporate social responsibility[a]
Curiosity	Encouragement
Dedication[a]	Feedback
Emotional fit	Hygiene factors
Employee motivation	Job characteristics[a]
Employee/work/family status	Job control
Feelings of choice & control	Job fit[a]
Higher levels of corporate citizenship[a]	Leadership
Involvement in meaningful work[a]	Level of task challenge[a]
Link individual and organizational goals[a]	Manager expectations[a]
Optimism	Manager self-efficacy[a]
Perceived organizational support[a]	Mission and vision
Self-esteem, self efficacy	Opportunities for learning
Vigor[a]	Perception of workplace safety[a]
Willingness to direct personal energies	Positive workplace climate[a]
Work/life balance[a]	Rewards[a]
Core self evaluation[a]	Supportive organizational culture[a]
Value Congruence[a]	Talent management
Perceived Organizational Support[a]	Use of strengths[a]

Figure 2.1 Individual Level and Organizational-Level Antecedents of Employee
    Engagement

Source: Wollard & Shuck, 2011, pp. 429-266.

Note: Denotes Antecedent with Empirical Evidence

Shuck and Wollard (2010) noted that employee engagement is an individual level variable often measured at the organizational level. A person's personality has an enormous role in the individual antecedents of employee engagement; however, there has been little research regarding the individual antecedents of employee engagement, and which variables contribute to the overall development of engaged employees. In addition, there is a relation between individual antecedents and the development of employee engagement. For example, the perception of emotionally-, culturally-, and physically-safe environments as individuals factors are antecedents that are linked to the development of employee engagement (May et al., 2004). Research studies by European researchers Schaufeli and Bakker (2003) suggested that variables such as vigor, dedication, and absorption are all individual antecedents to

the development of employee engagement. It can be concluded that an employee's perception of his or her environment would lead to organizational outcomes (Maslach et al., 2001).

At an organizational level, the antecedent that drives the development of engagement revolves around basic human needs. The role of managers has been explored in extant engagement, most notably in research using the satisfaction-engagement approach, to be one of the most crucial antecedents (Shuck et al., 2011a). Furthermore, some authors have suggested that opportunities for learning in the organization (Shuck & Wollard, 2010), a talent management system (Hughes & Rog, 2008) that involves employee, and organizational development initiatives are antecedents to engagement as well.

Another research study from Shuck et al. (2011a) developed a model of employee engagement and disengagement, which is shown in figure 2.2. The researchers collected documents, conducted semi-structured interviews, and recorded observations at a large multinational service corporation. Post-data collection and content analysis were used to interpret engagement efforts and experiences. The model was comprised of two factors, the environment and the person. The environment was the reflection of all the items in the environment such as the people, the physical space, the climate, etc. The person was the reflection of emotions, personality, physical traits, family, etc. These elements interacted and produced either engagement and/or disengagement, depending on whether there were negative or positive results in creating disengaged employees and engaged employees respectively. In this study, Shuck et al. (2011) found that environmental and personal elements interact to create either an engaging or disengaging culture. The environment was composed of both tangible and intangible elements. The tangible elements were relationships with co-workers and supervisors as well as organizational procedures, while the intangible elements were trust, cooperation, being free from fear, community, and attachment and learning. The person was composed of internal and external elements, the external elements being defined as items that affected the person but that were manifested outside of the person and visible to others. The external elements included, for example, the person's family and their health. The internal elements were feelings and emotions such as confidence, trust, motivation, feeling valued, a desire to learn, ownership, and the need for challenge.
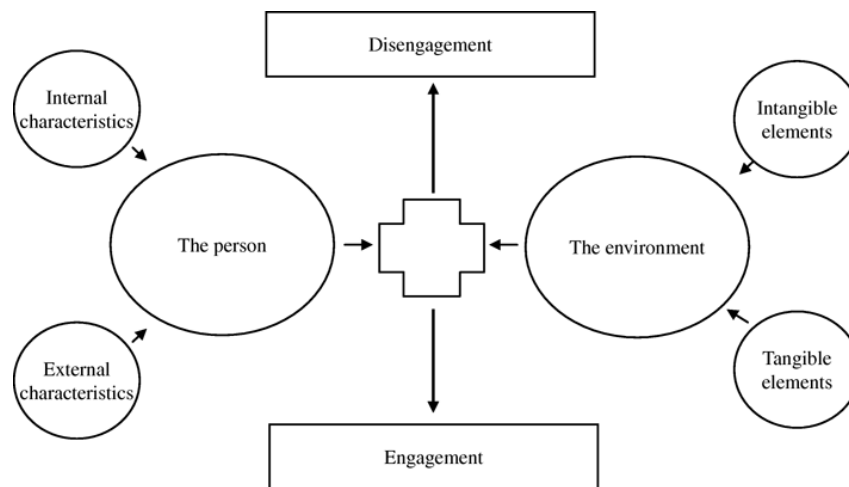
Figure 2.2 Emerging Model of Engagement and Disengagement

Source: Shuck et al., 2011a, pp. 300-325.

The model suggested that is depend on the interaction between the person and the environment, engagement and disengagement could be a potential output. Furthermore, this model suggested that no single factor alone can contribute to the creation of engagement or disengagement at work. For example, a hostile workplace climate (i.e. an environmental factor for Kahn, 1990) must be perceived as such by the employee (i.e. a personal factor for Maslow, 1970). Thus, engagement or disengagement according to this model was a holistic experience perceived and then interpreted through the lens of each individual based on his or her own experience, rationales, and views of his or her context. Thus, the development of engagement could be affected by a combination of variables.

In conclusion, the varying types and levels of antecedents have been explored and examined in the framework of employee engagement, where some were empirically derived and others were conceptual. Wollard and Shuck (2011, p.432) declared that "antecedents are not process dependent, but rather functions that usher in the conditions for the state of engagement to develop." Different organizations will create an employee engagement culture in different ways, using different strategies and methods that are unique to their organization. Additionally, both the antecedent unique to each organization must be in place as well as the processes that can facilitate the development of an engagement culture.

2.4.2 Previous Research in Antecedents to Employee Engagement

Many studies and research concerning employee engagement have been carried out by various academics in the international community both in the Western and Thai contexts. Therefore, this study reviewed the academic literature and classified the findings of antecedents to employee engagement factors both in the Western and Thai contexts, as shown in tables 2.5 and 2.6.

Table 2.5 List of Journals that have Empirical Research on Employee Engagement Factors

Item	Journal	Authors	Purpose of the Study	Year
1	Antecedents and consequences of employee engagement, *Journal of Managerial Psychology, 21*(7), 600-619.	Sak, A.M	To test a model of the antecedents and consequences of job and organization engagements based on SET	2006
2	Talent management strategy of employee engagement in Indian ITES employees: Key to retention. *Employee Retentions, 29*(6), 640-633.	Bhatnagar, J.	To investigate talent management and its relationship to levels of employee engagement using a mixed-method research design	2007
3	Employee engagement model in Thailand, the 8th International Conference on HRD Research and Practices across Europe	Suwannavey, S. & Akaraborworn, C.R.	To review the research related to employee engagement and to identify the common factors influencing employee engagement	2007
4	Talent management: A strategy for improving employee recruitment, retention and engagement within hospitality organizations. *International Journal of Contemporary Hospitality Management, 20*(7), 743-757.	Hughes, J.C. & Rog, E.	To clarify what is meant by talent management and why it is important as well as to identify factors that are critical to its effective implementation	2008

Table 2.5 (Continued)

Item	Journal	Authors	Purpose of the Study	Year
5	Employee's perspective on human resource procurement practices as a retention tool in Indian IT sector. *Journal of Business Perspective, 12*(4), 57-69.	Punia, B.K. & Sharma, P.	To study the influence of organizational procurement practices on employee retention intentions on the basis of personal and positional variables of employees. It also examines the variations in the corporate perception on the procurement practices as a retention tool for IT personnel.	2008
6	Work-life balance or work-life alignment? A test of the importance of work-life balance for employee engagement and intention to stay in the organizations. *Journal of Management & Organization, 14*(3), 267-284.	Parkes, L.P. & Langford, P.H.	To study the importance of work-life balance for employee engagement and intention to stay in organizations	2008
7	Enhancing performance through goal setting, engagement, and optimism. *Industrial Management & Data System, 109*(7), 943-956.	Medlin, B. & Green Jr., K.W.	To investigate the relationships among goal setting, employee engagement, workplace optimism, and individual performance constructs	2009

Table 2.5 (Continued)

Item	Journal	Authors	Purpose of the Study	Year
8	Leadership's impact on employee engagement, differences among entrepreneurs and professional CEO. *Leadership & Organization Development Journal, 30*(4), 365-385.	Papalexandris, N. & Galanaki, E.	To identify the similarities and differences between the leadership practices of managing entrepreneurs and professional CEO and to investigate how these impact their immediate subordinates' satisfaction, commitment, motivation and effectiveness (engagement)	2009
9	Rewards as a key to employee engagement: A comparative study on I.T. professionals. *ASBM Journal of Management, 2*(1), 160-175.	Bhattacharya, S. & Mukherjee, P.	To focus on the prevalent reward system in three I.T. organizations and the role of rewards in employee engagement as expressed by I.T. professionals	2009
10	Study of employee engagement and its predictors in an Indian public sector undertaking. *Global Business Review, 11*(2), 281-301.	Mohapatra, M. & Sharma, B.R	To assess the status of employee engagement and to identify its predictors in a public sector organization	2010

Table 2.5 (Continued)

Item	Journal	Authors	Purpose of the Study	Year
11	Factors associated with employee engagement in South Africa. *SA Journal of Industrial Psychology, 36*(2), 1-12.	Rothmann, S. & Rothmann Jr.	To investigate the factors associated with employee engagement using two models; namely the personal engagement model by Kahn and the work engagement model by Schaufeli & Bakker	2010
12	Factors persuading employee engagement and linkage between employee engagement and personal and organizational performance. *Interdisciplinary Journal of Contemporary Research in Business, 3*(5), 98-108.	Rashid, H.A., Asad, A. and Ashraf, M.M	To investigate the factors persuading employee engagement and linkage of employee engagement to personal and organizational performance in the banking sector of Pakistan	2011
13	Analysis of employee engagement and its predictors. *International Journal of Human Resource Studies, 1*(2). 15-25.	Mani, V.	To investigate the level of EE and its predictors among the executive level employees of a reputed banking and insurance software company in India	2011
14	Exploring employee engagement from the employee perspective: Implication for HRD. *Journal of European Industrial Training, 35*(4), 300-325.	Shuck, M.B., Rocco, T.S. & Albornoz, C.A.	To examine an employee's unique experience of being engaged in his work	2011

Table 2.5 (Continued)

Item	Journal	Authors	Purpose of the Study	Year
15	Antecedents to employee engagement: A structure review of the literature. *Advances in Developing Human Resources, 13*(4), 429-446.	Wollard, K.K. & Shuck, B.	To examine the identified antecedents of employee engagement and to initially develop a comprehensive listing for use in theory building, research and practice	2011
16	Employee engagement practices in Indian BPO industries: An empirical investigation. *Interdisciplinary Journal of Contemporary Research in Business, 2*(10), 134-141	Thiagarajan, B.	To introduce employee engagement and key research on engagement-related factors in BPO industries in India	2011
17	How can leaders achieve high employee engagement? *Leadership & Organization Development Journal, 32*(4): 399-416.	Xu, J. & Thomas, H.C	To investigate the relationship between leader behaviors and follower engagement	2011
18	Meaning work, employee engagement, and other key employee outcomes: Implications for human resource development**.** *Advances in Developing Human Resources, 13*(4): 508-525.	Fairlie, P.	To investigate the role of meaningful work in engagement and other employee outcomes such as burnout, job satisfaction, organization commitment and turnover cognition	2011

Table 2.5 (Continued)

Item	Journal	Authors	Purpose of the Study	Year
19	Talent development and strategy at telecom major Bharti Airtel. *Strategic HR Review, 10*(6), 25-30	Priyanka, A.	To explore and understand the talent management innovations, practices, and processes in a major telecom company in Bharti Airtel, India	2011
20	The evolution of the employee engagement concept: Communication implications, corporate communication. **An** *International Journal, 16*(4), 328-346.	Welch, M.	To make a contribution to corporate communication theory by considering the evolution of employee engagement and the role of communication in enhancing employee engagement	2011
21	Job and work attitudes, engagement and employee performance, Where does psychological well-being fit in? *Leadership & Organizational Development Journal, 33*(3), 224-232.	Robertson, I.T., Birch, A.J. & Cooper, C.L.	To test the hypothesis that employee productivity levels will be better predicted by a combination of positive job and work attitudes (employee engagement) and psychological well-being than by positive job and work attitudes alone	2012

Table 2.5 (Continued)

Item	Journal	Authors	Purpose of the Study	Year
22	Job satisfaction as an antecedent to employee engagement. *SIES Journal of Management, 8*(2), 27-36.	Abraham, S.	To examine the effect of job satisfaction on employee engagement	2012
23	To be engaged or not to be engaged: The antecedents and consequence of service employee engagement. *Journal of Business Research*, forthcoming.	Mengue, B., Auh, S., Fisher, M. & Haddad, A.	To study the antecedents and consequences of service employee engagement	2012
24	Individual factors and work outcomes of employee engagement. *Procedia Social and Behavioral Sciences, 40*, 498-508.	Andrew, O.C. & Sofian, S.	To study the influence of individual factor of employee engagement on work outcomes using the measures of employee engagement	2012
25	Impact of performance appraisal justice on employee engagement: A study of Indian professionals. *Employee Relations, 35*(1): 61-78.	Gupta, V. & Kuman, S.	To explore the relationship between perceptions of performance appraisal fairness and employee engagement in the Indian business context	2013

Table 2.6 List of Journals from Table 2.6 that have Empirical Research in Employee Engagement Factors

1) HRD Role Consisting of Training and Development and the Quality of the Supervisor

    (1) Training and Development

Synonyms		References	Year
Career Development	1	Bhatnagar, J., Talent management strategy of employee engagement in Indian ITES employees: key to retention. *Employee Retentions, 29*(6), 640-653.	2007
	2	Hugues, J.C. & Rog, E., Talent management A strategy for improving employee recruitment, retention and engagement with hospitality organizations. *International Journal of Contemporary Hospitality Management, 20*(7), 743-757.	2008
	3	Shuck, M.B., Rocco, T.S. & Albornoz, C.A., Exploring employee engagement from the employee perspective: implication for HRD. *Journal of European Industrial Training, 35*(4), 300-325.	2011
	4	Robertson, I.T., Birch, A.J. & Cooper, C.L., Job and work attitudes, engagement and employee performance, Where does psychological well-being fit in? *Leadership & Organizational Development Journal, 33*(3), 224-232.	2012

Table 2.6 (Continued)

(2) Quality of Supervisor

Synonyms		References	Year
Supportive Management	1	Sak, A.M., Antecedents and consequences of employee engagement, *Journal of Managerial Psychology, 21*(7), 600-619.	2006
	2	Mani, V., Analysis of employee engagement and its predictors. *International Journal of Human Resource Studies,1*(2), 15-25.	2011
CEO Participation			
	3	Shuck, M.B., Rocco, T.S. & Albornoz, C.A., Exploring employee engagement from the employee perspective: implication for HRD. *Journal of European Industrial Training, 35*(4), 300-325.	2011
Concern from Supervisor	4	Wollard, K.K. & Shuck, B., Antecedents to employee engagement: A structure review of the literature. *Advances in Developing Human Resources, 13*(4), 429-446.	2011
	5	Priyanka, A., Talent development and strategy at telecom major Bharti Airtel. *Strategy HR Review, 10*(6), 25-30.	2011

Table 2.6 (Continued)

2) Talent Management

Synonyms		References	Year
Talent Management Process	1	Hugues, J.C. & Rog, E., Talent management A strategy for improving employee recruitment, retention and engagement with hospitality organizations. *International Journal of Contemporary Hospitality Management, 20*(7), 743-757.	2008
	2	Priyanka, A., Talent development and strategy at telecom major Bharti Airtel. *Strategy HR Review, 10*(6), 25-30.	2011

3) Individual Factors Consisting of Safety, Pride, Freedom, and Equity

    (1) Safety in Regards to Clear Career Growth

Synonyms		References	Year
Career Growth Career Opportunity	1	Suwannavey, S. & Akaraborworn, C.R., Employee engagement model in Thailand, the 8th international Conference on HRD Research and Practices across Europe	2007
	2	Thiagarajan, B., Employee engagement practices in Indian BPO industries-an empirical investigation. *Interdisciplinary Journal of Comtemporary Research in Business, 2*(10), 134-141.	2011

Table 2.6 (Continued)

       (2) Pride Consisting of Benefits Different from Others, Rewards Based on Performance, and the Opportunity to Participate in the Organization's Activities

           (2.1) Benefits Different from Others

Synonyms		References	Year
Value by employer	1	Suwannavey, S. & Akaraborworn, C.R., Employee engagement model in Thailand, the 8th international Conference on HRD Research and Practices across Europe	2007
Privileges Important Role	2	Hugues, J.C. & Rog, E., Talent management A strategy for improving employee recruitment, retention and engagement with hospitality organizations. *International Journal of Contemporary Hospitality Management, 20*(7), 743-757.	2008

           (2.2) Rewards Based on Performance

Synonyms		References	Year
Pay per performance	1	Bhattacharya, S. & Mukherjee, P., Rewards as a key to employee engagement: A comparative study on I.T Professionals. *ASBM Journal of Management, 2*(1), 160-175.	2009
Performance Oriented	2	Mengue, B., Auh, S., Fisher, M. & Haddad, A., To be engaged or not to be engaged: The antecedents and consequence of service employee engagement. *Journal of Business Research.* forthcoming	2012

Table 2.6 (Continued)

    (2.3) Opportunity to Participate in the Organization's Activities

Synonyms		References	Year
Being Involved	1	Suwannavey, S. & Akaraborworn, C.R., Employee engagement model in Thailand, the 8th international Conference on HRD Research and Practices across Europe	2007
	2	Rashid, H.A., Asad, A. & Ashraf, M.M., Factors persuading employee engagement and linkage of EE to Personal & Organizational Performance. *Interdisciplinary Journal of Contemporary Research in Business, 3*(5), 98-108.	2011

    (3) Freedom Consisting of Autonomy in Work and Work-life Balance
        (3.1) Autonomy in Work

Synonyms		References	Year
Freedom of Work	1	Fairlie, P., Meaningful work, employee engagement, and other key employee outcome: implications for human resource development. *Advances in developing Human Resources, 13*(4), 508-525.	2011
	2	Mengue, B., Auh, S., Fisher, M. & Haddad, A., To be engaged or not to be engaged: The antecedents and consequence of service employee engagement. *Journal of Business Research.* forthcoming	2012

Table 2.6 (Continued)

(3.2) Work- life Balance

Synonyms		References	Year
	1	Parkes, L.P. & Langford, P.H., Work-life balance or work-life alignment? A test of the importance of work-life balance for employee engagement and intention to stay in organizations. *Journal of Management & Organization, 14* (3), 267-284.	2008

(4) Equity Consisting of Procedural Justice

Synonyms		References	Year
Equality Employee value propositions	1	Abraham, S., Job satisfaction as an antecedent to employee engagement. *SIES Journal of Management, 8*(2), 27-36.	2012
	2	Gupta, V. & Kuman, S., Impact of performance appraisal justice on employee engagement: a study of Indian professionals. *Employee Relations, 35*(1), 61-78.	2013

Table 2.6 (Continued)

4) Organizational Factors Consisting of Employer Branding and Environment

   (1) Employer Branding

Synonyms		References	Year
	1	Hugues, J.C. & Rog, E., Talent management A strategy for improving employee recruitment, retention and engagement with hospitality organizations. *International Journal of Contemporary Hospitality Management, 20*(7), 743-757.	2008

   (2) Environment Consisting of Organizational Culture, Workplace Climate and Good Relationships with Co-workers

     (2.1) Organizational Cultures

Synonyms		References	Year
Work Culture	1	Sarangi, S. & Srivastave, R.K., Impact of organizational culture and communication on EE: An investigation of Indian private banks. *South Asian Journal of Management, 19*(3), 18-32.	2012
	2	Mengue, B., Auh, S., Fisher, M. & Haddad, A., To be engaged or not to be engaged: The antecedents and consequence of service employee engagement. *Journal of Business Research.* forthcoming	2012

Table 2.6 (Continued)

(2.2) Workplace Climate

Synonyms		References	Year
Feel safe at work	1	Rothmann, S. & Rothmann Jr. S., Factors associated with employee engagement in South Africa. *SA Journal of Industrial Psychology, 36*(2), 1-12.	2010
Infrastructure			
Support	2	Wollard, K.K. & Shuck, B. Antecedents to employee engagement: A structure review of the literature. *Advances in Developing Human Resources, 13*(4), 429-446.	2011
Harmony			
	3	Shuck, M.B., Rocco, T.S. and Albornoz, C.A., Exploring employee engagement from the employee perspective: implication for HRD. *Journal of European Industrial Training, 35*(4), 300-325.	2011

(2.3) Good relationships with Co-workers

Synonyms		References	Year
Co-Employees	1	Punia, B.K. & Sharma, P. Employee's perspective on human resource procurement practices as a retention tool in Indian IT sector. *Journal of Business Perspective, 12*(4), 57-69.	2008
	2	Andrew, O.C. & Sofian, S., Individual factors and work outcomes of employee engagement. *Procedia-Social and Behavioral Sciences, 40*, 498-508.	2012

Table 2.6 (Continued)

5) Performance

Synonyms		References	Year
	1	Medlin, B. and Green Jr. K.W., Enhancing performance through goal setting, engagement, and optimism. *Industrial Management & Data System, 109*(7), 943-956.	2009
	2	Rashid, H.A., Asad, A. and Ashraf, M.M., Factors persuading employee engagement and linkage of EE to Personal & Organizational Performance. *Interdisciplinary Journal of Contemporary Research in Business,. 3*(5), 98-108.	2011

6) OCB

Synonyms		References	Year
	1	Sak, A.M., Antecedents and consequences of employee engagement, *Journal of Managerial Psychology, 21*(7), 600-619.	2006

Table 2.6 (Continued)

7) Intention to Stay

Synonyms		References	Year
	1	Bhatnagar, J., Talent management strategy of employee engagement in Indian ITES employees: key to retention. *Employee Retentions, 29*(6), 640-633.	2007
	2	Fairlie, P., Meaningful work, employee engagement, and other key employee outcome: implications for human resource development. *Advances in developing Human Resources, 13*(4), 508-525.	2011

8) Passion

Synonyms		References	Year
	1	Bhatnagar, J., Talent management strategy of employee engagement in Indian ITES employees: key to retention. *Employee Retentions, 29*(6), 640-633.	2007

2.5 Talent Engagement

Based on the review of the research literature, there is evidently an importance and effectiveness to talent, talent management, and employee engagement. Bhatnagar (2008) stated that talents are an important group of people and the organization should support the development of their ability because they are the group that is of interested to top management and has the potential to fill management roles in the future. Therefore, any organization that has the expectation to grow must regard talent retention as a top priority. The latest idea is "talent engagement," a concept that indicates the degree to which a talented employee is engaged in and passionate about work. Talent engagement is the level of commitment and involvement that the talent has towards his or her organization (Jeswani & Sarkar, 2008).

During the literature review carried out in this study, it was surprising to find that in academic journals not many studies have been carried out on the antecedents to employee engagement in the talent group. The researcher found that talent engagement was mostly found in practitioners such as consulting firms. Development Dimensions International (2005) defined talent engagement as the extent to which individuals are committed to their organization, its financial targets, have pride and job ownership, and dedicate more discretionary effort in terms of time and energy. The Corporate Leadership Council (2004) defined talent engagement as the extent to which talents have committed to doing something or for someone in their organization, and when the level of their effort is in accordance with the level of engagement. Therefore, talent engagement is the means or strategy in which an organization should seek to build a partnership with its talents (Soldati, 2007). In other words, it is the organization's responsibility to create an environment and culture conducive to building this partnership. Essentially, retaining a group of talents can be accomplished by making them feel passionate and enthusiastic about working with the organization. Creating a good work environment and continuing to give them opportunities in new roles so that they gain challenging and diverse experience further assist with this effort. This process attempts to create organizational engagement in the highly-important talented group.

Jeswani and Sarkar (2008) have revealed several critical drivers which lead to talent engagement, as shown in figure 2.2. Talent engagement drivers consist of feeling appreciated for the talents' value and involvement, which boosts self-esteem and self-confidence when a person is respected by others in their own organization. Moreover, a good relationship with the line manager, colleagues and subordinate also leads to talented employee engagement in the organization. In addition, two-way communication, for example, as well as clear organizational goals and internal communication, are vital factors. Therefore, organizations should provide talents with opportunities to develop their abilities, learn new skills, acquire new knowledge, and recognize their potential through opportunities for career development and growth. Lastly, the clarity of the company's values, its image and reputation, and effective management of talents are all talent engagement drivers.
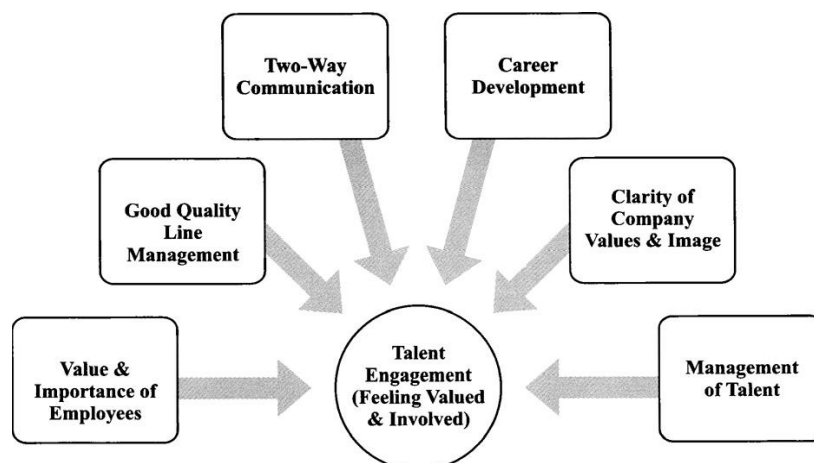
Figure 2.3 Drivers Leading to Talent Engagement

Source: Jeswani & Souren, 2008, pp. 14-23.

2.6 Talent Management in the Public Sector: HiPPS

2.6.1 Definition of Talent

The OCSC developed a system called the High Performance and Potential System (HIPPS), which is a system that has been improved continuously upon in order to suit the conditions of the workforce in the public sector both at the present

and in the future. This system is an innovation in human resource management developed by the Office of the Civil Service Commission in order to prepare public workers that highly performance or teams of staff that demonstrate high potential for the development process so that they can continue to become an important part of the government sector. The HIPPS has played an active role since 2003 and continues to develop. It focuses on workplace learning and is supported by job rotation, coaching, and training in order for those public workers to realize their maximum potential. This will allow them to grow into high-quality senior government officers within an appropriate timeframe.

The OCSC has acquired several external consultants to assist in the development and operations of the HiPPS, and each consultant is responsible for a different scope. For example, Watson Wyatt (Thailand) took part in the design of the HiPPS, and Development Dimension International (DDI) was assigned to conduct certain training programs. Mr. Atikom Kiattivorakan has led the efforts to develop the design of the HiPPS since 2004, since he has served as the Consulting Director of Watson Wyatt (Thailand).

At present, 65 government agencies have implemented the HIPPS system for five years. Now there are 323 HiPPS officers that have finished training formally. The HiPPS is open for admission every year to recruit new talents on a voluntary basis, which means that some government agencies, though participating in the system, may or may not propose candidates for the system. For these high-potential people, the OCSC has applied the HIPPS system to help increase the various skills needed in their roles and, in addition, to change their attitude to become more forward-thinking, service-minded, and to be able to make the necessary sacrifices for the benefit of the country. Therefore, the OCSC must develop methods that aim to accomplish and emphasize teamwork, which is the key factor in achieving success for the public sector even though public workers receive less financial rewards compared to those of the private sector.

One of the distinctive benefits of developing young talented civil servants under the HiPPS is that it is a program that focuses on the development of high-potential public workers. The program corresponds with the development process of the mid- and upper- level management of the public sector. The HIPPS is also a

system that rigorously filters the applicants. Candidates must go through an evaluation process both from the government agency that they belong to and by OCSC to ensure that they have the necessary qualities for the High Performance High Potential program. The objective of the HIPPS is to prepare highly capable experienced leaders in sufficient quantity for senior executive service and senior professional service. Therefore, this objective seeks to prepare for both management leadership and academic leadership or thinking approaches. The method allows for growth in two different paths, otherwise known as a dual track.

According to Ungsinun Intarakamhang, Wirin Kittipichai, and Chutima Hanpachern (2011), the HiPPS system has defined talent into 3 categories: specialist, superstar or expert, and manager or director. Once a candidate is chosen to take part in the HIPPS program, the next step would be for them to be given the opportunity to develop according to a clearly defined plan. Their progress would be monitored by management staff from within their own agency and externally by the OCSC. They are assigned challenging tasks suitable to their capabilities and given work with other high-performance individuals from the public sector, private sector, and foreign partner. They also have the chance to develop and enhance their skills and knowledge through activities such as workshops, self-directed development, and training organized by the OCSC. Taking part in HIPPS programs also produces other benefits including leadership skill development, but more importantly it is a chance to be considered for a special two-step promotion using the federal allocation by the government cabinet.

To summarize, the HIPPS program operates within an environment that is constantly changing and extremely complex. Therefore the OSCS is aware that for the HIPPS program to be able to attract, develop, and retain morally good and capable persons the system must be flexible and continuously improve in order for the government sector to succeed and create something that truly benefits the people and the country.

2.6.2 Talent Management Process

Talent management is an extremely important part of managing an organization, whether in the public or private sector. Using, developing, and retaining

high potential employees will lead to a high level of achievement that also represents a good image for the organization. It also demonstrates the leadership's ability to manage talent that can help to further attract other high-potential individuals. The public sector has among its personnel many talented workers but lacks the attention to make use of their potential. This creates consequences where both talented workers leave the public sector entirely or are reassigned to other divisions within the public sector, leading to the grouping of high-quality personnel in only certain segments of public service. Therefore, the OCSC has organized a task force to supervise the policies regarding the entire system that manages high-quality personnel since the beginning of their public service career. They develop new techniques to recruit talents using the High Performance and Potential System.

The High Performance and Potential System is based upon the idea of talent management through recruiting highly-capable individuals, then developing, motivating, delegating, and retaining them so as to allow them to reach their maximum potential in the field suited to the individual. In other words, the HiPPS integrates the American concept of talent management in that talents ought to be identified, retained, and developed effectively. The HiPPS has identified talent pools of civil servants and has provided appropriate rewards to motivate, for example, faster career growth and a more attractive salary increment. Civil servants selected into the system will be deployed within their organizations to work and learn from the job via a predefined path.

According to Ungsinun Intarakamhang et al. (2011), the development and career path of the HiPPS officer is as shown in figure 2.4.
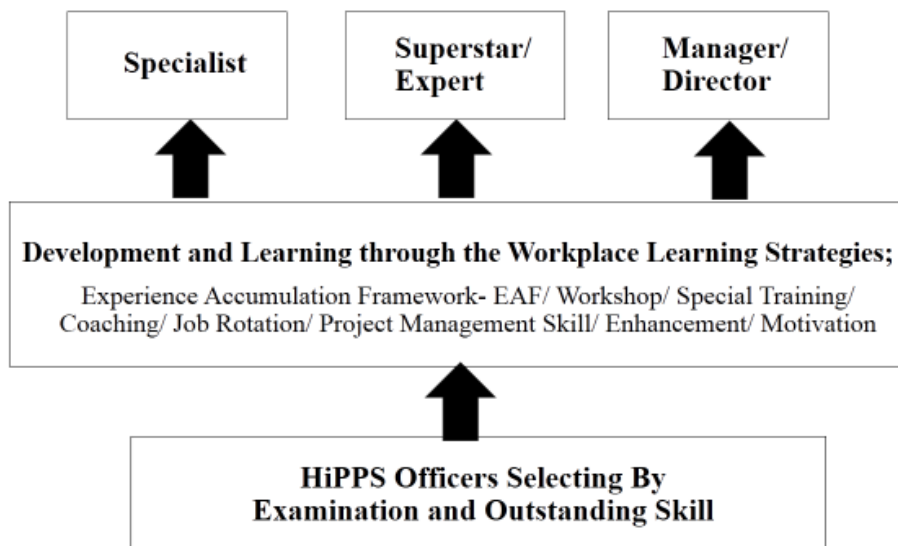
Figure 2.4 The Development and Career Path of HiPPS Officers

Source: Ungsinun Intarakamhang et al., 2011, pp. 42-52.

Talent management process in HIPPS

1) The Selection System

Candidates must have certain basic characteristics. For example, they must be a civilian government officer with no less than a bachelor's degree. Further, they must consistently demonstrate excellent work results and have the potential and capacity to develop into more senior roles; however, the most important characteristic is to be widely-accepted as a person that displays good behaviors that are appropriate to the ethics of a good government officer. The selection process is made up of two phases; the first phase is to be chosen by the agency to which they belong. Once the first phase is completed, they would go through a second selection process by the OCSC using methods such as assessment and interviews.

2) The Development System

The development program for high-performing public workers consists of two important levels. The first is the macro level, meaning the alignment of the various sub-systems under the program and the measurement of developmental outcome. These include five key components: communication, alignment, accountability, skills, and measurement. The second is the operational level, referring

to the developmental process, which is a joint effort between high-performing public staff and their supervisor. The systematic approach to the development process at the operational level focuses on each activity in order for high-performing staff to enhance their knowledge, skills, and capacities, which is necessary for their roles and responsibilities. This is supported by the supervisor, who assesses and plans development, builds skills and knowledge, and drives performance. Moreover, the most important part of development in the HiPPS program is the measurement of progress. This is carried out by collecting feedback from people that have been directly impacted by the behavior of this group of high-achieving public staff. The evaluation may use information such as the quality of finished assignments, reduction in conflict with others, reduction in complaints, and effectiveness of the individuals' work.

2.7 Talent Management in the Private Sector: CP All

2.7.1 Talent Definition

CP ALL Public Company Limited was established in 1988 as the principal company in the marketing and distribution business within Charoen Pokphand Food Public Company Limited Group. Their primary business is retailing under the trade name 7-Eleven in Thailand. In addition, the company has many complimentary businesses that support the main retail business, for example, the business of counter-service accepting payments for products and services, the business of the manufacture and distribution of frozen food and bakery products, the distribution and maintenance of retail equipment, payment services using smart cards, the marketing service business, a university for retail professionals, and a business that organizes academic training and seminars.

7-Eleven, which opened its first store in 1989, today has over 6,500 stores nationwide with over 6,500,000 visitors per day. The number of stores is expected to reach 10,000, and it is evident that 7-Eleven has been able to expand its business rapidly due to the integration of eastern and western business management approaches. These management approaches have been implemented in relation to the importance of employees, which are regarded as the most valuable asset in the

organization. These management approaches also focus on customers, partners, and social aspects.

Furthermore, 7-Eleven and CP ALL have experienced problems of economic crises similar to those experienced by other retail giants and large organizations. In this situation, many organizations have found solutions by reducing work hours, wages, and even the number of employees, whereas CP ALL remained unchanged, and every employee works the same number of hours and receives normal pay. Nevertheless, what changed was the development of a new work structure that was adapted to the crisis. It has allowed CP All, with its large workforce, to continue its standard business without reducing the number of staff while still achieving sustainable growth. The cultural structure of CP ALL and 7-Eleven was transformed to support the growth of the companies accordingly.

However, one other aspect that is just as important was building an organization of happiness and joy for employees. This is essential because high-quality work can be accomplished with employees' capabilities, but must also be done with a good "heart." Under this condition, employees are fully dedicated and create innovations for the organization. Finally, other than promoting a joyful work environment, the organization must fully support the generation of high-quality personnel, which includes education and training, and also encourages moral behavior in becoming upstanding citizens in society.

CP ALL emphasizes the importance of human resources owing to the organization's leadership-thinking approach, which has served as the company's foundation rather than advances in technology or modernization of equipment. Employees have found that growth together with the people within the organization and society is the best foundation for success. This method is the most sustainable path available currently, because, ultimately "employees are the heart and soul of the company."

7-Eleven's approach is to instruct its employees using the principle 5-7-11, which paints a very clear picture to everyone working at the company. It is consistent with those in middle management and above, including the CEO, that work as a team to analyze data, suggestions, and complaints that have occurred in the past with open minds and a common objective to improve its operation for the future. The 5-7-11 principle consists of the following:

Principles (Must) - 7 Values (Values) - 11 Leadership (Need)

The following 5 principles are the necessary characteristics that every employee must possess. They can be shortened to A.C.I.O.T. and are made up of the following:

Achievement: Have passion in the work that they do. This is the basic requirement that every company and every organization needs to have from every employee. Employees are passionate are able to succeed and meet their targets in spite of difficulties and the troublesome and exhausting nature of their tasks.

Customer: Service the customer to your best ability. At 7-Eleven, business customers are the source of income for the organization; therefore, taking an interest in the customers is an absolute essential. Nonetheless, the use of the word customer also includes internal customers, meaning to pay attention when transferring work and cooperating with others.

Integrity: Good moral principles appear to be something that is much needed in organizations today. In employing staff with good moral principles, as a consequence, problems related to corruption and disloyalty will be reduced or will not occur at all. CP ALL has emphasized this issue from the very beginning and regards it as a requirement needed across all generations of people.

Organization: Loyalty is crucial for many organizations and CP ALL is no exception. Even though the company provides and fulfills the four requisites for employees, in reality loyalty is an attribute that comes about in the heart of every employee. It is influenced by rewards, benefits, taking care of each other, and a good work environment. These factors not only create loyalty among employees but also allow them to feel ownership of the company.

Teamwork: No one person is able do everything expertly and perfectly; therefore working as a team is essential in any business. A weak point of one person may be made up by the strong point of another, which allows the team to achieve maximum efficiency.

The 7 Values are the values that the organization encourages in every individual that works in the company. They are the ideals that the organization desires for all their employees; if they possess even some of these values it will have a positive impact on the people and the organization. These consist of:

1) Strength, endurance, tolerance, and a positive attitude

2) Courage to think, speak, and act creatively and courage doing the right thing

3) Speak the truth and keeping to one's word

4) Working in harmony, working as a team, and assisting one another

5) Generosity in genuinely lending support to help others

6) Respect others' ideas and opinions and honor each other

7) Treasure the beauty of life, live life properly balancing one's time between work and personal life

The 11 Leadership traits are the leadership requirements for effectively managing the organization. Leadership is considered to be just as necessary to the existence of the organization as air is to a living person. The data collected from the exit interviews showed that of the stated reasons that employees quit their job, more than 50% cited poor leadership from their superiors.

Due to the fact that those in leadership roles, especially in the direct line of report, have strenuous work routines and form very close relationships with their subordinate, the circumstance can occasionally cause conflict that is both intentional and unintentional. If the dissatisfaction in the subordinate is allowed to continue, it may lead to an unpleasant work environment and, eventually, result in resignation. Therefore, leadership skills on the part of supervisors, managers, and top management are a priority agenda that must to be developed. CP All has specified eleven characteristics of good leadership as follows:

1) Honesty: to have a good heart and not manipulate others. Promote accomplishments and encourage subordinates to succeed.

2) Respect the values of others both in thought and behavior. Do not be arrogant and do not look down upon others from lesser backgrounds.

3) Use appropriate language. Become a good listener and good speaker. Use appropriate language when expressing opinions, teaching and cautioning subordinates. Speak carefully not to hurt others. Talk positively and creatively. Encourage and praise subordinates. Do not use emotion and rush to conclusions. Do not use sarcastic language.

4) Do not become obsessed with power, rank or status. Do not think of yourself as better than others. Do not think that you are the only one that is always

correct. Do not abuse and oppress subordinates. Do not use strong language when giving commands. Do not force others to do the wrong thing. Build respect using the power of good virtue, not fear.

5) Set an example of good conduct both at a personal level and when working as a team. Focus on the success of the organization rather than the unit for which you are responsible. Be hardworking, honest, and have a good attitude towards work, be self-disciplined, behave ethically, gain total respect from subordinates, and be able to do what you teach to others.

6) Fairness: Be consciously aware to be as fair as possible. Do not be biased towards certain subordinates or those with whom you have the closest relationships. Do not be easily persuaded and listen to only one side of the story. Punish appropriately according to the severity of the mistake and be able to support and explain the punishment using reasoning.

7) Show compassion. Behave amicably towards subordinates, take an interest in their well-being, and show willingness to support when help is needed. Help subordinates find happiness in their work. Give advice and suggestions with good intentions.

8) Have the courage to make decisions. Make decisions based on principles, facts, and experience. Be able to explain the reasons behind a decision so that subordinates understand and are able to accept the decision. Do not hesitate because of fear of responsibility and cause unnecessary delays. Be bold, dare to think, dare to lead, dare to do, and take responsibility for your actions.

9) Be responsible towards society. Look to the common interest. Show support and promote society by taking responsibility. Do not engage in any business activity that is a threat to society. Help build a strong and happy community.

10) Nurture good people. Select and develop good and capable individuals for the organization. Support subordinates by mentoring and transferring knowledge and experience. Support them with the necessary information that can help in their learning and development to become an important asset for the business both at present and in the future.

11) Open-mindedness: listen to the differences in opinion from subordinates and collaborators at all levels. Be prepared to exchange opinions and

knowledge with others. Demonstrate willingness to appropriately assign authority to subordinates and allow them to experience responsibility. Be ready to acknowledge when subordinates display capabilities exceeding your own. Have no shame in regards to apologizing when a mistake is made and correct those mistakes to avoid complacency. Handle subordinate's problems and emotions. Have an open mind to receive new ideas that the world has to offer.

From the 5 Principles, which are the core characteristics that every employee should possess and seek to attain, to the 7 Values that, when included, increase the potential for one's development, and the 11 Leadership characteristics, which are necessary to enhance the chance of future success, all three aspects form the foundation on which CP ALL has been able to build its robust culture.

The CP ALL and 7-Eleven business model has its origin in concepts that are based on Western ideas; however, the management of human resources emphasizes the use of Eastern methodologies. This blend can be seen in the organization's culture, which places importance in its people very highly. This emphasis on employees must be based on good moral principles and ethics. CP ALL and 7-Eleven believe that "profit is not everything," because if the values of its employees are ignored, it is unlikely that the company will be able to achieve sustainable growth. Therefore, they set out to create for themselves a standard for work culture, especially awareness of the value of every employee no matter what his or her level or position within the organization is.

The criteria in the recruitment process for CP All are not dissimilar to many organizations; the company looks to select capable people whose abilities align with their field of work within the company. Once recruited the employees are subjected to training in order to increase their work potential. As every year the number of 7-Eleven stores increases by 500 stores per year, the rapid expansion inherently requires continuous recruitment of people with high capabilities. The notion of developing high-quality personnel to meet the requirements of the business formed the basis on which the Talent Development Program was created.

7-Eleven established the Talent Development Program in 2007 as an internal process within the organization. 7-Eleven regards talents as the group of people that have the potential to take on leadership roles, have strategic importance for the

company, or are intended for crucial roles. They are the group with which the organization assesses its conduct by evaluating their performance in their existing roles. The groups of talents that show potential are developed further with the intention of filling executive roles in the future.

At present 7-Eleven have a total of 300 employees, 77 of whom are considered talents. The back office has a total of 400 employees, of which 100 are talents. The company has the policy to carry out the selection process for talents two times per year as talents are the key resource and the first group of people that the company turns to.

2.7.2 Talent Management Process

The talent development program at 7-Eleven is based upon the idea of talent management, which is to select highly-capable personnel and to develop them to reach their maximum potential in the field suited to that individual. The duration of the program is 18 months, and it is a combination of Western science and Eastern methodologies. The processes can be explained as follows.

1) Selection Process

The criteria for the selection process include choosing the group of people that work at the department level and section level only. The process focuses on the aspect of the person as well as the job aspect, using the 9 Cell Matrixes as a tool to help identify talents in the organization. The objective of the 9 Cell Matrixes is to perform an initial assessment of the quality of past achievements. At this point, the employee has not been chosen for the talent group but is only considered a prospective talent. In this way, the employee is evaluated against the organization's principle culture of 5-7-11. If the employee can display the 11 characteristics of the 11 leadership principles then he or she will have a chance to be selected. The selection committee then assesses the past performance in every quarter in order to calculate an average, which must be at least 90% in order for the employee to qualify. Those that are selected will first be notified personally then later in public.

2) Development Process

Employees that are selected well be inducted into the program for 18 months and put through an intense developmental process, such as projects, on-the-

job-training, coaching, and seminars. They will have close contact with at least six lecturers. During their training, the talents have the chance to get involved in group projects, which are based on the ideas being developed by the management team. The talents are able to carry out these projects with real-world consequences and are able to gain connections and expand their personal networks across different departments. Before they graduate from the program, they have the opportunity to travel abroad to study the activities of 7-Eleven in other countries and on their return submit project proposals to the management.

2.8 Chapter Summary

This chapter provides an overview of the literature regarding the four main variables under examination in this study-talent, talent management, employee engagement, and antecedents to employee engagement. The literature suggests a possible positive relationship between talent management and talent engagement. In addition, some HRD roles in talent management that are related to the field of HRD can influence this relationship, such as training and development and the quality of the supervisor, as well as the antecedents to employee engagement. Essentially, based on the literature review, this study proposes a positive relationship between talent management and talent engagement. Moreover, the positive moderating effects from the organizational factors and individual factors affect this relationship. In the next chapter, the research method and the details related to how this study was executed are described.

CHAPTER 3

RESEARCH METHOD

This chapter provides an overview of the research method that was used in this study. It begins with the research paradigm, the conceptual framework, the research procedures, the population, and the sampling. Following this research instrument is an extensive discussion of the instrument used and the pilot test. Then, the reliability and validity of the instrument are reported. The last section includes the data collection and analysis.

There were three primary research questions:

1) What is the correlation between HRD roles in talent management and talent engagement in the public and private sectors in Thailand?

2) What are the different antecedents that mediate talent engagement between the public and private sectors in Thailand?

3) What is the conceptual model of talent engagement in Thailand?

In accomplishing the purposes and answering the research questions, this study was designed to incorporate the quantitative or positivistic research paradigm. The developed hypothesized model was statically tested using several statistical methods such as confirmatory factor analysis (CFA) and structural equation modeling (SEM).

3.1 Research Paradigm

According to Creswell (2009) a philosophical worldview influences the practice of research and therefore needs to be identified. The philosophical perspective adopted in this study is positivistic epistemology. Positivism is a theory of how knowledge is acquired; that is, a body of interrelated, true, simple, precise and wide-ranging universal laws. This knowledge is only available for human through science-based observation, data collection, and statistical analysis. This knowledge allows

humans to explain and predict the manner and causal relationships in nature. To come up with a common understanding of its definition, we may conclude that positivism is a philosophy that claims that the only real knowledge is scientific knowledge, and that such knowledge can originate only from positive affirmation of theories through stringent scientific methods that produce numerical and alphanumeric data (Halfpenny, 1982). Thus, this method is a hypothetical-deductive method based on the assumption that knowledge is created to explain, predict, and control the understanding of the real world (Toracco, 2002).

Moreover, positivism believes in universal truth. In the positivists' perspective, a universal scientific law is available for humans that can be tested with no bias of any unexplained stories or phenomena. These universal laws, under the assumption of positivists, allow humans to predict and control the causes of nature (Johnson & Duberley, 2000). There is, in addition, an attempt to explain and state understanding about causation or the causal relationships between two stories, phenomena or variables. The positivistic perspective does not assume that just because we have always seen one incident occurring after the other, it is the reality that the first incident is a cause of the latter (Johnson & Duberley, 2000).

The following are the key concepts of positivistic epistemology, which will be adopted in this study.

1) A premise of prediction and control: Positivism holds confidence in the ability of humans to find and acquire knowledge to create universal law, which will provide human beings with the ability to predict and control nature.

2) Causal relationship and validity: Positivism holds the assumption of one variable causing a particular outcome. One aim of positivism is to define the cause-effect relationship between two or more variables. It can be said that knowledge for the positivist must be provable for its causal relationship with other surrounding variables (Johnson & Duberley, 2010).

3) Reliability: Positivism believes that reality and knowledge must hold the characteristic of reliability. Reliability takes place when the measurement supplies consistent results. Reliable tools must be able to perform well at different times and under different conditions (Cooper & Pamela, 2006).

4) Generalization: Generalization can be referred to as external validity. Positivism holds the premise of the universality of reality. The positivist

believes in the ability to generalize knowledge and reality, including research findings. In other words, it must be possible to generalize research across persons, settings, and times (Cooper & Pamela, 2006).

5) Value and bias-free concept: Positivism believes that bias-freed observation is conceivable (Johnson & Duberley, 2000). It can be said that human beings can put aside personal values and prejudices toward what is observed and perform an observation that is free from personal values and opinions.

6) Scientific methods: The positivist believes in the scientific methods as the only verification of knowledge and reality. Empirical observation and data collection and measurement are acceptable methods for the positivist to verify reality (Robson, 1993).

Considering the key concepts of positivistic epistemology, it is inferable that positivism accepts the concept of indigenous theory. This study employed correlation research, which refers to investigating the relationship among variables and the direction of the relationship, as well as their implications for cause and effect (Fraenkel & Wallen, 2006). Correlation procedures are widely used in educational research because they allow researchers to better understand certain phenomena and to make predictions (Ary, Jacobs & Razavieh, 2002).

3.2 Conceptual Framework

From the review of the literature, the following conceptual model was drawn, as shown in figure 3.1. The conceptual model consists of four components: 1) talent management as an independent variable, 2) the personal factor as a mediating variable, 3) the organization factor as a mediating variable, and 4) talent engagement as a dependent variable. This conceptual framework was based on the logical theoretical relationships presenting the idea that HRD roles in talent management affect talent engagement (Doh & Stumpf, 2005; Ready & Conger, 2007; Burbach & Royle, 2010). It is posited that HRD roles in talent management may exert a significant influence on talent engagement. Talent engagement is expected to result in improved performance, OCB, the intention to stay, and passion of talented employee (Harter et al., 2002; Saks, 2006; Gruman & Saks, 2011; Schaufeli et al., 2006; Shuck et al., 2011a).

Moreover, in the relationship between HRD roles in talent management and talent engagement, the antecedents to employee engagement, which were the personal factor and organization factor, were considered. Rich et al. (2010) suggested that the antecedents to employee engagement should be in place before both scholars and practitioners can reap the benefits of an engaged workforce. Therefore, the antecedents to employee engagement, the personal factor and the organization factor, are expected to play a mediating role in the relationship between HRD roles in talent management and talent engagement.
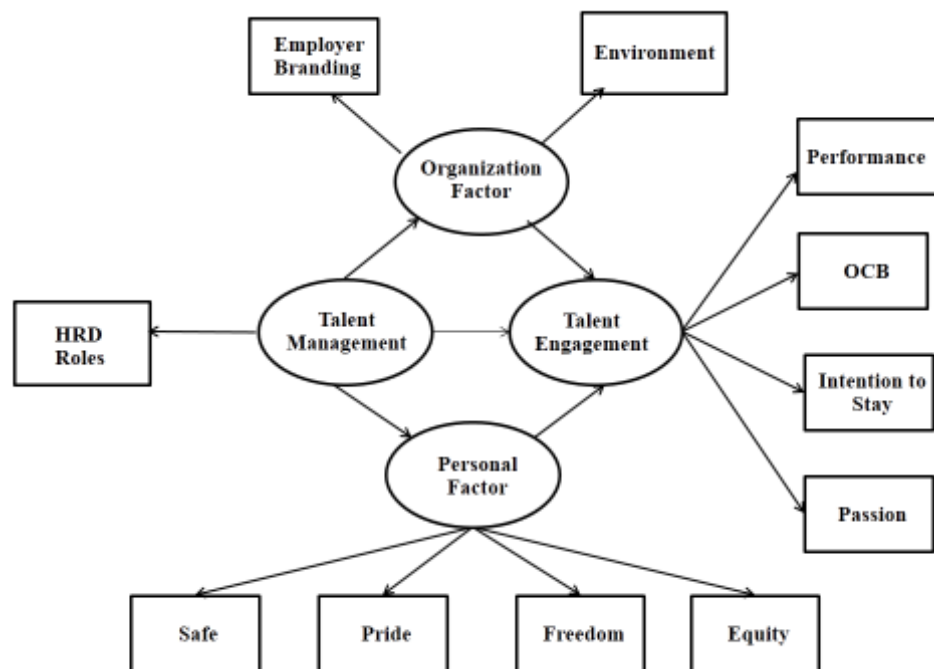
Figure 3.1 Conceptual Model of Talent Engagement

3.3 Research Procedures

The research procedures are charted in figure 3.2. The first step was the literature reviewed related to talent, talent management, the antecedents to employee engagement, and talent engagement both in the western and Thai context. The literature review was used to develop a conceptual model of talent engagement. After the conceptual model was approved by the research committee, then the researcher

made a draft of the questionnaire and conducted content validation by using IOC with the content experts that were invited to perform the IOC process. There were five content experts in this study. Two of the five were the researcher's committee members. One had a high position in the OCSC and two were executive managers at CP All. The content experts rated individuals in the IOC process, and after obtaining the results, the researcher revised the IOC scores with the advisor again to re-check the questionnaire before doing the pilot test. For this study, the pilot test was verified by 100 participants in the talent groups in HiPPS and CP All. The researcher asked for permission by sending letters to HiPPS and CP All officers. It took five weeks to complete the pilot test. A total of 97 talented employees completed the questionnaire. After the pilot test, a reliability analysis was made by using Cronbach's alpha coefficient. After refining the questionnaire, it was implemented as a tool to collect the data. Next, researcher sent the final questionnaire to the respondents from the population and conduced a validity analysis by using CFA. In the last step, both statistical and SEM were used for the data analysis.
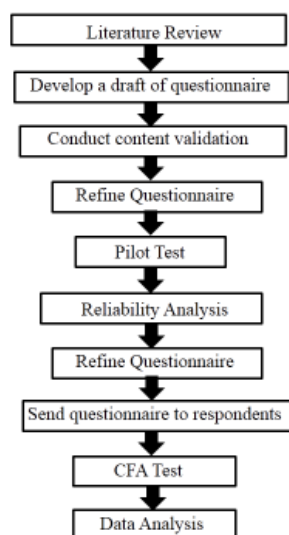
Figure 3.2 Research Procedures

3.4 Population and Sampling

The participants for this study consisted of talents from both the public and private sectors in Thailand. These two organizations were selected based on the definition of talent, which is a leader that has high potential and high performance and will play key roles in the future. The public organization chosen was a high performance and potential system, developed by the Office of the Civil Service Commission (OCSC). The HiPPS program is a human resource development plan that systematically prepares high-potential government officials. The population of HiPPS was 350. The private organization chosen was the CP All Public Company Limited. The human resource department was responsible for talented employees in the organization and development talented employees in the talent management system. The population of CP All is 177. The number of talented employees in both groups was 527.

According to Kline (1998, p. 345), "although the sample size needed is affected by the normality of the data and the estimation method that researchers use, the generally agreed-on value is 20 participants for each parameter estimated." Moreover, Hoelter (1983) proposed a 'critical sample size' of 200. In other words, as a rule of thumb, any number above 200 is understood to provide sufficient statistical power for the data analysis. In this research, there were 15 parameters in the conceptual framework. Thus, the total sample number of respondents was at least 300 talented employees.

3.5 Research Instrument

The survey used in this study was divided into three main parts: 1) talent management as the independent variable, 2) talent engagement as the dependent variable, and 3) personal factors and environment factors as possible mediators.

3.5.1 Development of the First Draft of the Questionnaire

Based on the literature review in chapter 2, many scientific studies and much research concerning employees have been carried out by various academics in the

international community both in the western and Thai context. Twenty-five scientific studies that classified the findings regarding antecedents in relation to the employee engagement factor were reviewed in order to initially develop questionnaires that could measure the factors of talent engagement and talent engagement in HiPPS and CP All. Following Hinkin (2005), a literature review was also conducted in order to make the theoretical definitions for every conceptual dimension more solid and to generate items out of those definitions with concern for consistency in wording. The items were directly tied to the major themes that emerged from the literature review as shown in appendix A. At this stage, the number of questions was not controlled. After the list of items and number of questions were completed, knowledgeable colleagues were asked to review the items and questions in order to assess and improve questions. In the case of this study, the advisor of the researcher reviewed the questions before the next step.

3.5.2 Ascertain Content Validity

Content validity was ascertained by using the concept of Indexes of Item Objective Congruence (IOC) discussed by Turner and Carlson (2003). The use of the IOC is a procedure used in test development for evaluating content validity at the item-development stage (Turner & Carlson, 2003).

IOC is a process by which context experts rate individual items based on the degree to which they measure specific objectives, listed by the test developer (Turner & Carlson, 2003). The items were evaluated by assigning the rating of 1 (for clearly measuring power), -1 (for clearly not measuring), or 0 (degree to which content measurement is unclear). Content experts were invited to rate the items according to their ability to measure specific objectives. The experts evaluated the items without knowing which construct each item was intended to evaluate (Turner & Carlson, 2003). The IOC is a rubric approach whereby the researcher creates a table in which each item is placed in rows and the list of possible objectives to be measured is placed in columns (Turner & Carlson, 2003). After the experts completed the rating process, the ratings were combined to provide the IOC measures for each item for each objective (Turner & Carlson, 2003). The range of the scores for each item was -1 to 1. A score of 1 indicated that the experts agreed that the item measured that objective. A

score of -1 indicated that the experts agreed that the item did not measure that objective. The premise of the index was to have high positive values on the objective which the item was intended to measure and values close to -1 on all of the remaining objectives, under the assumption that there was only one valid objective being measured by each item (Turner & Carlson, 2003).

Crocker and Algina (1986) provided a simplified version of the formula that was adopted in this study:

$$I_{ik} = \frac{N}{2N-2}(\mu_\kappa - \mu)$$

where I_{ik} is the index of item-objective congruence for item i on objective k, N=the number of objectives, k = the judges' mean rating of item i on objective k, and μ = the judges' mean rating of item i on all objectives. According to Turner and Carlson (2003), there are no statistical tests for assessing the significance of a measure; however, a generally-accepted value is a minimum of 0.75, where the value of 1 indicates a consensus of experts concerning the ability of an item to measure a particular objective, and the value of -1 indicates the contrary.

The content experts that were invited to perform the IOC process were two of the four researcher's committee members, one that had a high position at OCSC that also one of the four researcher's committee members, and two executive managers from CP All, since they had specific knowledge about the matter and were familiar with the study and understood their organization cultures. After the first IOC was revised by the experts, they gave the IOC score and suggestions to the researcher. However, the researcher consulted with advisor again in order to revise questions. The questions in each constructed were found to be adequate based on the experts' suggestions. Only the questions having scores higher than 0.75 were kept. The number of questions in the questionnaire before and after the IOC is shown in table 3.1 below and the results of the IOC are shown in appendix B.

Table 3.1 Number of Questions after the IOC

Variable	Indirect Variable	Sub-Variable	#of Question before IOC	#of Questions after IOC
1. HRD	Training & Development		6	4
	Quality of Supervisor		6	6
2. Talent Management			5	5
3. Personal Factor	Safe		4	3
		Benefit different from other	5	5
	Pride	Reward based on performance	5	5
		Opportunity to participate in organization activities	4	4
	Freedom	Autonomy to work	5	5
		Work-life balance	5	4
	Equity		4	4
4. Organization Factor	Employer Branding		5	5
	Environment	Organization culture	4	2
		Workplace climate	5	5
		Good relationship with co-worker	5	5
5. OCB			9	8
6. Passion			7	6
7. Intention to stay			5	4
8. Performance			4	4
		Total	**93**	**84**

The results in table 3.1 show that the total questions were deleted from 93 to 84 after the IOC test. The deleted questions were from 2 questions of training and development, one question from safe, one question from work-life balance, two questions from organization culture, one question from OCB, and one question from passion.

3.5.2.1 Designing Item Scaling

A Likert-type scale was adopted as it is commonly used in survey research (Hinkin, 2005). According to Gliem and Gliem (2003) the information gathered in the social sciences, marketing, medicine, and business relative to the attitudes, emotions, opinions, personalities, and descriptions of people's environment involves the use of Likert-type scales. Moreover, using Likert-type scales is imperative in order to calculate and report Cronbach's alpha coefficient for the internal consistency reliability for any scales. Therefore, a seven-point scale was selected in this study in order to increase the alpha coefficient reliability (Hinkin, 2005).

3.5.2.2 Refine Questionnaire before Pilot Testing

The questionnaire was used in a pilot test after it was revised by the advisor and after the IOC was revised by experts, which can be seen in appendix C. The questionnaire was divided into five sections with the following details.

Part 1: Personal profile of the participant that consisted of 7 questions, including age, marital status, number of children, number of dependent, level of education, years of work experiences, years in current position, and financial status. The questions were both close-ended where the participant selected from the choice and open-ended questions where they would fill in the answer in the space provided.

Part 2: Questions related to HRD roles and talent management in their organization. This section contained 2 elements which were: 1) training and development and 2) quality of supervisor. This second part of the questionnaire consisted of 15 close-ended questions. The participant was provided with 7 choices of Likert scales so that he or she could reflect on his or her personal opinion and experience. The choices were: strongly agree, agree, agree somewhat, undecided, disagree somewhat, disagree, and strongly disagree.

Part 3: Questions related the participant's perception towards his or her organization and the antecedents to employee engagement. This part considered 2

main antecedents to employee engagement, which were personal factors and organization factors. Both consisted of the following sub-factors: get benefits different from other, reward based on performance, opportunity to participate in organizational activities, autonomy to work, work-life balance, organization culture, workplace climate, and good relationship with co-worker. The third part of the questionnaire contained 47 close-ended questions. The participant was provided with 7 choices of Likert scales to reflect on his or her personal opinion and experience. The choices were: strongly agree, agree, agree somewhat, undecided, disagree somewhat, disagree, and strongly disagree.

Part 4: Questions related to the level of engagement in the organization. The assessment was designed for the participant to express his or her behaviour and the effects of the following four categories: OCB, passion, intention to stay, and performance. The fourth part of the questionnaire consisted of 22 closed-ended questions. The participant was provided with 7 choices of Likert scales to reflect on his or her personal awareness. The choices were: feel every day, feel 2-3 times per week, feel 1 time or less per week, feel 2-3 times or less per month, feel 1 time or less

Part 5: Questionnaire asking for the participants' opinion and suggestions for the talented program. This part contained 2 open-ended questions and was designed so that HiPPS and CP All would be able to obtain information from their talented employees. This information is beneficial for HR practitioners to develop their talented program. Therefore, this part was not used in the statistical analysis in this study.

3.5.3 Conduct a Pilot Test

After the IOC was tested and the questionnaires were refined, the pilot test began. According to Reynolds, Diamantopoulos and Schlegelmilch (1993), a pilot test was used to enhance the questionnaire design and to identify improvement areas needed in the questionnaire, which could be issues concerned with the target sampling, such as a specific word meaning. For this study, the pilot test was verified by 100 participants for the talent groups in HiPPS and CP All. Fifty participants were from HiPPS and 50 were from CP All. The researcher asked permission of the HiPPS and CP All officers by sending letters to both organizations, as shown in appendix D.

It took 5 weeks to complete the pilot test. A total of 97 talented employees completed the questionnaire, representing a 97% response rate.

3.5.4 Reliability Analysis

After receiving 97 questionnaires from the pilot test, at this step, the internal consistency reliability for each of the new scales was calculated and was evaluated and reported using Cronbach's alpha (Hinkin, 2005). The results of the reliability coefficient test using Cronbach's alpha are shown. The greater than 0.80 rule-of-thumb is generally accepted (Crano & Brewer, 1973). Cronbach's coefficient alpha values for the scales in this study varied from 0.870 to 0.972, which could be considered acceptable. The Cronbach's alpha values for all the scales are presented in table 3.2.

Table 3.2 Coefficient α for all Variables and Sub-scales after the Pilot Test (n = 97)

Variables	Coefficient α
HRD Role	0.919
Personal Factor	0.972
1) Safe	0.901
2) Pride	0.952
3) Freedom	0.905
4) Equity	0.933
Organizational Factor	0.942
1) Employer Branding	0.877
2) Environment	0.930
Talent Engagement	0.967
1) OCB	0.896
2) Passion	0.950
3) Intention to Stay	0.928
4) Performance	0.870

As shown in table 3.2, the internal consistency reliabilities for all of the constructs of HRD roles, the personal factor, the organization factor, and talent engagement, as assessed by Cronbach's alpha coefficient (Crano & Brewer, 1973). Cronbach's alpha coefficient requires a level of 0.70; moreover, in this study the range was between 0.87 to 0.97. Thus, the measures tended to be reliable. Additionally, this study also assessed the internal consistency for each sub-dimension of the measurement-four dimensions of the personal factor measure, two items of the organization factor measure, and four items for the talent engagement measure. The results also demonstrated that the measures for the four factors were reliable instruments in this context (the Cronbach's alpha ranged from 0.87 to 0.97).

However, there were 2 questions that needed to be revised after conducting the reliability test according to the advisor's recommendation. The first question was regarding training and development. The corrected item-total correlation was 0.033, Cronbach's alpha if the item was deleted was 0.942 and the IOC was 0.6. Therefore, the advisor recommended that this question be delete because the question asked about the employees' feeling whereas the other questions asked about the perception of the organization. The second question was related to the work-life balance. The corrected item-total correlation was 0.063, Cronbach's alpha if the item was deleted was 0.876 and the IOC was 0.6. Therefore, the advisor recommended that this question be deleted because of redundancies and confusion. Thus, there were 82 questions after Cronbach's alpha test. The results showed that the questionnaires developed for the purposes of this study were suitable for measuring the talent engagement in Thailand, as can be seen in appendix E.

3.6 Data Collection

In September 2013, the revised questionnaires were sent to all the participants in the population. The data collection processes were to be carried out by the HR officers in HiPPS and CP All, where the data collected were to be kept strictly confidential. The participants were told the objectives of the research and had the right to refuse to participate without any negative consequence, as well as the possibility of being requested to participate in follow-up research (if necessary).

In November 2013, the HiPPS and CP All officers made contact in order to return the completed questionnaires. One hundred questionnaires were found to be fully completed and usable HiPPS and eighty-six questionnaires from CP All. The response rate after the first survey was 24%. In order to reach the 60% response rate goal, this researcher called the HiPPS and CP All officers in order to investigate the problem.

The problem was that the talent group in both organizations was in different locations. For example, in HiPPS the talents were placed in various government offices in every ministry. Hence, distributing the questionnaire effectively and maximizing the potential for completed responses could only occur when the HiPPS organized seminar or training that gathered together all of their talents. Otherwise, the researcher had to contact the various offices and ministries directly for permission to send the questionnaire to these groups of talents. Similarly, the talent group at CP All was spread out among their branches; some individuals did not even have a permanent office where the questionnaire could be sent. Therefore, the questionnaire could only be distributed efficiently when there was a training or a seminar. These issues explain the reason why the response rate of the first survey was quite low.

In December 2013, CP All had a seminar; therefore, the researcher used this opportunity to send the questionnaires to the CP All officers for the second time with a request for the questionnaires to be returned within the following week. Fifty were returned this time and all were returned completed. Therefore, the response rate of the second survey was 39%.

In January 2014, Thailand encountered fresh demonstrations from protesters, who demanded reform in the country. The demonstrators took to the streets of Bangkok and shut down key government offices, which prevented civil workers from performing their normal duties. The issue also postponed many activities, including seminars and training organized by the OCSC, which prevented the researcher from collecting the questionnaires. Moreover, the research had to contact the officers at each government office and ministries in order to ask for permission for the group of HiPPS to complete the questionnaire. It was extremely challenging to collect all if the necessary data during this period and the research suffered delays as a consequence of the difficulties in locating HiPPS individuals because of their inability to go to work

and the unstable situation in the country. Therefore, the researcher improvised by delivering the questionnaires via an online method. The change in the delivery method was communicated to the individuals through the HR officer. In summary, three hundred fifty respondents were reached in April 2014.

Table 3.3 Response Rate

	Population	**Total Return**	**Response Rate**
HiPPS	350	210	60%
CP All	177	140	79%

3.7 Validity Analysis

It is important to assess construct validity before testing theory, as any measure reflects both a theoretical concept and a measurement error. The measurement models were assessed using CFA and the program LISREL 9.1 (Jöreskog & Sörbom, 1981). The main focus of the measurement model was to evaluate the reliability and validity of each variable. Moreover, while CFA indicates the relationships among observed variables underlying the latent variables, the structural model specifies the relationships among the latent variables (Schumacker & Lomax, 2004). Model specification is the first step in analyzing a confirmatory factor model by developing a theoretical model (Schumaker & Lomax, 2004). As Anderson and Gerbing (1988) suggested, CFA is first conducted in order to establish a strong measurement model before implementing the structural model. In this study, the measurement model consisted of four constructs: talent management, personal factor, organizational factor, and talent engagement, which were then assessed.

Several common indices were applied to evaluate the model fit in the present study. The chi-square ($\chi 2$) was used to test the relative fit of the hypothesized model using chi-square/df, adjusting for the degrees of freedom. The other indices included the two most important indices: the Root Mean Square Error of Approximation (RMSEA) and the Comparative Fit Index (CFI), as recommended by Coovert and Craiger (2000 as cited in Davidov, Schmidt & Billiet, 2011). In addition, the Goodness of

Fit Index (GFI), which is commonly considered in CFAs, the Normed Fit Index (NFI), the Non-Normed Fit Index (NNFI), and the Root Mean Square Residual (RMR) were used to assess the quality of the variance-covariance matrices. The cutoff values of indices are described in table 3.4

Table 3.4 Overall Fit Indices of the SEM Model

Index	Cutoff Values	Authors
χ^2/df	<5 and >1	Bollen (1989)
RMSEA, Root Mean Square Error of Approximation	<0.05 good well 0.05~0.08 reasonable 0.08~0.10 tolerable	Browne & Cudeck (1989)
CFI, Comparative Fit Index	>0.90	Bentler & Bonnett (1980)
GFI, Goodness of Fit Index	>0.90	Bentler & Bonnett
NFI, Normed Fit Index	>0.90	Hoyle (1995)
NNFI, Non-Normed Fit Index	>0.90	Bentler & Bonnett (1980)
RMR, Root Mean Square Residual	<0.1	Chin, Gopal & Salisbury (1997)

First, the confirmatory factor model was evaluated with the aim of assessing the existence of the hypothesized dimensions of the personal factor. These dimensions were safe, pride, freedom, and equity. Safe was measure by clear career growth. Pride was measured by benefit different from other, reward was based on performance, and opportunity to participate in the organization. Freedom was measured according to the autonomy to work and the work-life balance. Equity was measured according to procedural justice. The results are shown in figure 3.3 and in table 3.5.
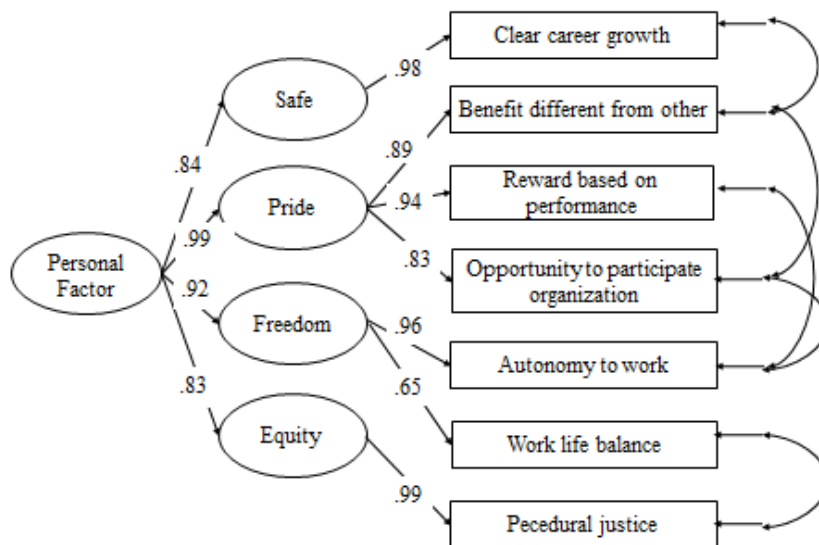
Figure 3.3 Confirmatory Factor Model of Personal Factor Constructs

Table 3.5 Results of Confirmatory Factor Model of Personal Fit Constructs

Model fit Indices	Results of Model Fit	Assessments of Model Fit
Chi-Square	13.23	Acceptable
Degree of Freedom	7	Acceptable
RMSEA	0.0504	Good Well
CFI	0.998	Acceptable
GFI	0.989	Acceptable
NFI	0.996	Acceptable
NNFI	0.995	Acceptable
RMR	0.0197	Acceptable

Table 3.5 demonstrates that the CFA model for the personal factor yielded high goodness of fit indices. This showed that the chi-square = 13.23, the degree of freedom = 7, the RMSEA = 0.0504, the CFI = 0.998, the NFI = 0.996, the NNFI = 0.995, and the RMR = 0.0197. However, the recommended values for a GFI above 0.85 were also acceptable (Hadjistavropoulos, Frombach, & Asmundson, 1999; Hair,

Anderson, Tatham & William, 1998). These results indicated that the model fit the data well, as hypothesized. In figure 3.3, pride has the highest factor loading in the sub-scales, which is 0.99 followed by freedom (0.92), safe (0.84) and equity (0.83).

Secondly, the confirmatory factor model was evaluated with the aim of assessing the existence of the hypothesized dimensions of the organization factor. These dimensions were employer branding and environment. The results are shown in figure 3.4 and in table 3.6
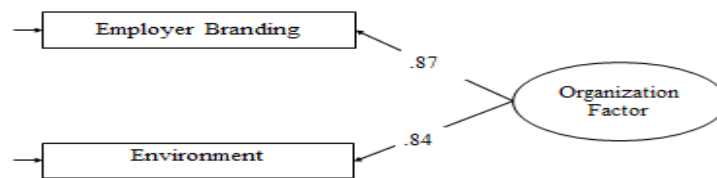
Figure 3.4 Confirmatory Factor Model for Organization Factor Constructs

Table 3.6 Results of the Confirmatory Factor Model for the Organization Factor
Constructs

Model Fit Indices	Results of Model Fit	Assessments of Model Fit
Chi-Square	1.828	Acceptable
Degree of Freedom	1	Acceptable
RMSEA	0.049	Good Well
CFI	0.995	Acceptable
GFI	0.995	Acceptable
NFI	0.989	Acceptable
NNFI	0.995	Acceptable
RMR	0.0165	Acceptable

Table 3.6 demonstrates that the CFA model for the organization factor yielded high goodness of fit indices. It shows that the chi-square = 1.828, the degree of freedom = 1, the RMSEA = 0.049, the CFI = 0.995, the NFI = 0.989, the NNFI =

0.995, and the RMR = 0.0165. However, the recommended values for a GFI above 0.85 were also acceptable (Hadjistavropoulos et al., 1999; Hair et al., 1998). These results indicated that the model fit the data well as hypothesized. In figure 3.4, employer branding has the highest factor loading in the sub-scales, which is 0.87, followed by environment (0.84).

Lastly, the confirmatory factor model was evaluated with the aim of assessing the existence of the hypothesized dimensions of talent engagement. These dimensions were OCB, passion, intention to stay, and performance. The results are shown in figure 3.5 and in table 3.7.
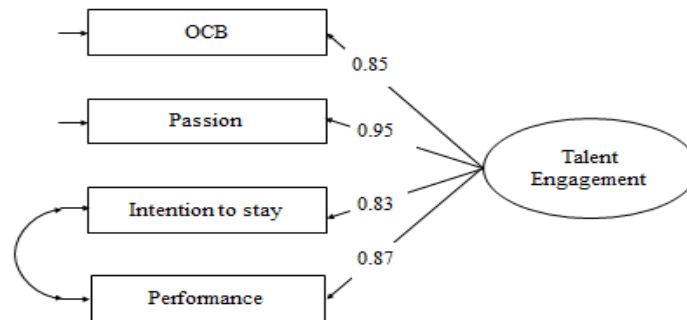
Figure 3.5 Confirmatory Factor Model for the Talent Engagement Constructs

Table 3.7 Results of the Confirmatory Factor Model for the Talent Engagement Constructs

Model fit Indices	Results of Model Fit	Assessments of Model Fit
Chi Square	0.155	Acceptable
Degree of Freedom	1	Acceptable
RMSEA	0.0	Acceptable
CFI	1	Acceptable
GFI	1	Acceptable
NFI	1	Acceptable
NNFI	1	Acceptable
RMR	0.00212	Acceptable

Table 3.7 demonstrates that the CFA model of talent engagement yielded high goodness of fit indices. It shows that the chi-square = 0.155, the degree of freedom = 1, the RMSEA = 0.0, the CFI = 1, the NFI = 1, the NNFI = 1, and the RMR = 0.00212. However, the recommended values for a GFI above 0.85 were also acceptable (Hadjistavropoulos, Frombach, & Asmundson, 1999; Hair et al., 1998). These results indicated that the model fit the data well, as hypothesized. In figure 3.5, passion has the highest factor loading in the sub-scales, which is 0.95 followed by performance (0.87), OCB (0.85), and intention to stay (0.83).

In this study, the results of both the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were acceptable, allowing the researcher to proceed with the factor analysis: the KMO of HRD roles is 0.848 and Bartlett's test of sphericity (chi-square =1196.225, sig = 0.000). Moreover, the KMO of personal factor is 0.957 and Bartlett's test of sphericity (chi-square = 4579.479, sig = 0.000). In addition, the KMO of the organization factor is 0.935 and Bartlett's test of sphericity (chi-square = 4579.479, sig = 0.000). Last, the KMO of talent engagement is 0.962 and Bartlett's test of sphericity (chi-square = 7436.620, sig = 0.000).

3.8 Data Analysis

The main purpose of this study was to explore the potential relationship between HRD roles in talent management and talent engagement in Thailand. This relationship between HRD roles in talent management and talent engagement considered two mediators, the personal factor and the organization factor. In this study both statistical and SEM was used for the data analysis. The data analyses used several statistical tools in order to answer the three research questions, which were tested as shown in table 3.8

Table 3.8 Summary of Data Analysis

Question	Data Analysis
1. What is the correlation between HRD roles in talent management and talent engagement in the business and public sector in Thailand?	Correlation was used to determine the correlation between HRD roles in talent management and talent engagement in Thailand
2. What are the different antecedents that mediate talent engagement between the business and public sector in Thailand?	SEM was used to identify the antecedents that mediate talent engagement between business and public sector in Thailand
3. What is the conceptual model of talent engagement in Thailand?	SEM was used to determine the talent engagement conceptual model in Thailand

The purpose of the first question was to determine the relationship between HRD roles in talent management as the independent variables and talent engagement as the dependent variables. The SPSS program was used to answer this question. In the beginning the means, standard deviations, and a correlation matrix of the variables were provided. Correlation analysis demonstrated the linear relationship between the dependent and independent variables. The test was conducted at the .05 significance level.

The purpose of the second question was to identify the factors, both the personal factor and the organization factor that mediated talent engagement in each particular culture, which were the public and private sectors in the Thai context. This question was examined using SEM, which enables the researcher to assess both the direct and indirect relationship among the variables. The reason for not using ANOVA or multiple regression analysis was because although both ANOVA and multiple regression analysis allow researchers to use multiple dependent variables in their analysis, these methods are limited in explaining how these variables are related. Additionally, in ANOVA and multiple regression analysis, a variable can be an independent variable or a dependent variable, but a variable cannot be both at the

same time (Hoyle, 1995). However in SEM, a dependent variable can be an independent variable at the same time in order to predict outcomes and SEM allows researchers to predict the effect of a set of variables on outcomes.

SEM has sometimes been referred to as covariance structure modeling or causal modeling, as covariance is the primary data for SEM, and SEM is used to estimate the causal effects between variables (Hoyle, 1995). SEM requires two variables—observed variables and not directly observed variables (unobserved variables). Between the two, unobserved variables (known as latent variables or factors) are used to represent the concepts of a study, which explain phenomena and are measured using the observed variables. Observed variables are often called indicators, measured variables, or manifest variables. In path diagrams, the relationships between the latent variables and observed variables are indicated by lines; a hypothesized relationship between two variables is represented by a line with one arrow. Latent variables are represented by circles or ovals, whereas observed variables are represented by squares or rectangles in path diagrams.

SEM consists of two major components: the measurement model and the structural model. The measurement model specifies how various observed variables are related to the latent variables (i.e., a CFA model), and the structural model explains how various latent variables are related to other latent variables; that is, the causal links between the latent factors. One of the strengths of SEM is that it allows researchers to test complex and multidimensional relationships among variables that other statistical methods cannot test (Ullman, 2006). SEM also allows researchers to evaluate the relationships among variables with no measurement error (Ullman, 2006). Once a hypothesized model is specified, it is important to figure out whether the hypothesized model provides an adequate fit to the data. To do this, SEM provides indications that help researchers to evaluate the goodness of fit of the structural model. In this study, the researcher tested each group separately. In order to assess the adequacy of the model to the data, absolute fit indices: Chi-square, RMSEA, GFI, AGFT, SRMR, RMR, NFI and CFI were assessed. Table 3.4 shows the fit indices provided by the SEM software and the fit criteria.

The purpose of the third question was to determine a conceptual model for talent engagement in Thailand. The researcher used all of the participants and examined the result with SEM

3.9 Chapter Summary

A survey was used to gain insight into the research issues to be explored in the present study. The population was talented employees in HiPPS representing the public sector and CP All representing the private sector in the Thai context. Three hundred and fifty talented employees in both organizations completed the survey. Each construct was conducted from the literature review in order to measure talent engagement. For this study the researcher implemented the questionnaire in a pilot test on a sample of 100 people. The pilot test took 5 weeks to complete with 97 questionnaires returned. The four constructs exhibited satisfactory reliability estimates with scales ranging from 0.87 to 0.97. The measurement models were assessed using CFA in order to evaluate the validity of each construct. All of the results of the CFA indicated that the model fit the data, as hypothesized, well. The data analyses employed descriptive statistics, correlation analysis, and SEM in order to test the research questions.

CHAPTER 4

RESEARCH FINDINGS

The purpose of this study was to explore the potential relationship between HRD roles in talent management and talent engagement in Thailand. The study explored the antecedents to employee engagement as mediators to explain the direction of the association between HRD roles in talent management and talent engagement. Questionnaires were created from literature reviews and used to collected data from 350 talented employees in HiPPS and CP All. This chapter explains the findings of the data analyses from the talented employees' responses. In order to answer the research questions, statistical analysis tools were applied, including descriptive statistics, correlations, and SEM. SPSS 20 and LISREL 9.1 were used to produce the results.

This study used three main research questions to examine the relationship between HRD roles in talent management and talent engagement, and the empirical indicators of the antecedents to employee engagement in the public and private sectors. These research questions were:

1) What is the correlation between HRD roles in talent management and talent engagement in the public and private sectors in Thailand?

2) What are the different antecedents that mediate talent engagement between the public and private sectors in Thailand?

3) What is the conceptual model of talent engagement in Thailand?

In order to answer the research questions above, the results in this chapter are presented according to the main stages. First, the results of the descriptive data from the collected responses are described. Second, the results of the correlation between HRD roles in talent management and talent engagement in HiPPS and CP All are presented in order to answer research question one. Third, the results of the correlation matrix table and for the SEM of each group (HiPPS and CP All) are presented in order to answer research question two. Last, the results of the correlation

matrix and the SEM for the total group show a new conceptual framework for talent engagement in Thailand.

4.1 Subjects' Personal Data

Three hundred fifty responses came from two organizations, HiPPS and CP All, participating in the paper-and-pencil survey. This study collected data on five demographic variables from the respondents: age, status, education background, years of work experience in the organization, and income. The respondents were also asked to check the boxes and to fill in the blank related to the topics. Of the three hundred and fifty respondents, two hundred and ten were from HiPPS, which represented the public sector (60%) and one hundred and forty were from CP ALL, which represented the private sector (40%). The demographic data for HiPPS and CP All are presented in tables 4.1 and 4.2.

Table 4.1 Demographic Information for HiPPS (N=210)

General Information	Total	Percentage
1. **Age**		
Below 26	3	1.4
26-36	161	76.7
More than 36	46	21.9
Total	210	100.0
2. **Status**		
Single	160	76.2
Married (No Children)	28	13.3
Married (Have Children)	21	10.0
No answer	1	0.5
Total	210	100.0

Table 4.1 (Continued)

General Information	Total	Percentage
3. **Education Background**		
Bachelor Degree	16	7.6
Master Degree	156	74.3
Other	37	17.6
No answer	1	0.5
Total	210	100.0
4. **Years of Work Experience**		
0-5	105	50.5
6-10	59	28.3
11-15	35	16.9
More than 15	9	3.3
No answer	2	1.0
Total	210	100.0
5. **Income (BHT)**		
10,000-30,000	176	83.3
30,001-50,000	29	13.8
50,001-70,000	4	1.9
70,001-100,000	0	0.0
More than 100,000	0	0.0
Total	210	100.0

According to table 4.1, of the 210 respondents from HiPPS, the majority ages ranged from 26-36 years (76.7%). The majority of the respondents (76.2%) were single and 74.3% reported completion of a master degree. In addition, the majority of work experience in the organization was 0-5 years and the current incomes were 10,000-30,000 BHT.

Table 4.2 Demographic Information for CP All (N=140)

General Information	Total	Percentage
1. **Age**		
Below 26	7	5.0
26-36	64	46.1
More than 36	68	48.2
No answer	1	0.7
Total	140	100.0
2. **Status**		
Single	87	62.1
Married (No Children)	12	8.6
Married (Have Children)	41	29.3
No answer	0	0.0
Total	140	100.0
3. **Education Background**		
Bachelor Degree	66	47.1
Master Degree	67	47.9
Other	1	0.7
No answer	6	4.3
Total	140	100.0
4. **Years of Work Experience**		
0-5	53	38.1
6-10	36	25.9
11-15	25	18.0
More than 15	25	17.3
No answer	1	0.7
Total	140	100.0

Table 4.2 (Continued)

General Information	Total	Percentage
5. **Income (BHT)**		
10,000-30,000	35	25.0
30,001-50,000	33	23.6
50,001-70,000	47	33.6
70,001-100,000	23	16.4
More than 100,000	2	1.4
No answer	0	0.0
Total	140	100.0

According to table 4.2, of the 140 respondents from CP All, the main age range of the group was between 26-36 years (46.1%) and more than 36 years (48.2%).The majority of the respondents (62.1%) were single and 47.9% reported completion of a master degree. In addition, the majority of work experience in the organization was 0-5 years and the current incomes were 50,001-70,000 BHT.

4.2 Relationship between HRD Roles in Talent Management and Talent Engagement

The first research question of this study was: What is the correlation between HRD roles in talent management and talent engagement in the public and private sectors in Thailand? In order to answer this question, the set of correlations between HRD roles in talent management and talent engagement in each group was tested. A correlational analysis was performed to analyze the relationship between HRD roles in talent management and talent engagement. The level of significance used for the analysis was 0.05. According to Cohen (1988) determine the value of relationship acceptance which are r = .10 to .29 is low, r =.30 to .49 is acceptable and r =.50 to 1.0 is high.

4.2.1 Correlation in the Public Sector: HiPPS

The correlation between HRD roles in talent management and talent engagement in HiPPS is reported in table 4.3. It shows that the HRD roles in talent management were positively and significantly correlated with talent engagement ($r = 0.48$, $p<0.01$). The results suggested an acceptable (Cohen, 1988) and positive relation between the two variables.

Table 4.3 Pearson Correlation between HRD Roles and Talent Engagement in HiPPS

Variable	HRD Roles	Talent Engagement
HRD Roles	1	
Talent Engagement	0.480**	1

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

4.2.2 Correlation in the Private Sector: CP All

The correlation between the HRD roles in talent management and talent engagement at CP All is reported in table 4.4. It shows that the HRD roles in talent management were negatively and significantly correlated with talent engagement ($r = -0.32$, $p<0.01$). The results suggested an acceptable (Cohen, 1988) and negative relation between these two variables.

Table 4.4 Pearson Correlation between HRD Roles and Talent Engagement at CP All

Variable	HRD Roles	Talent Engagement
HRD Roles	1	
Talent Engagement	-.320**	1

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

In summary, the results showed the positively significant relationship between HRD roles and talent engagement in HiPPS, but a negatively significant relationship at CP All. In the next section, the findings for the second questions are presented.

4.3 Antecedents Mediating Talent Engagement

The second research question of this study was: What are the different antecedents that mediate talent engagement between the public and private sectors in Thailand? In order to answer this question, correlation and SEM analyses were tested. In the next section the details related to the correlation and SEM analysis are described.

4.3.1 The Structural Equation Model

The structural equation model was diagrammed in Figure 4.1. The model is composed of four latent variables: 1) one latent independent variable, talent management, 2) two latent mediating variables, the personal factor and the organization factor, and 3) one latent dependent variable, talent engagement.

The measurement models for each latent variable identified which observed variables defined the particular latent variable. The observed variables were displayed using rectangles: 1) talent management was defined by one indicator of HRD roles; 2) the personal factor was defined by the four indicators of safety, pride, freedom and equity; 3) the organization factor was defined with the two indicators of employer branding and environment; and 4) talent engagement was defined using the four indicators of OCB, passion, intention to stay, and performance, as seen in figure 4.1.
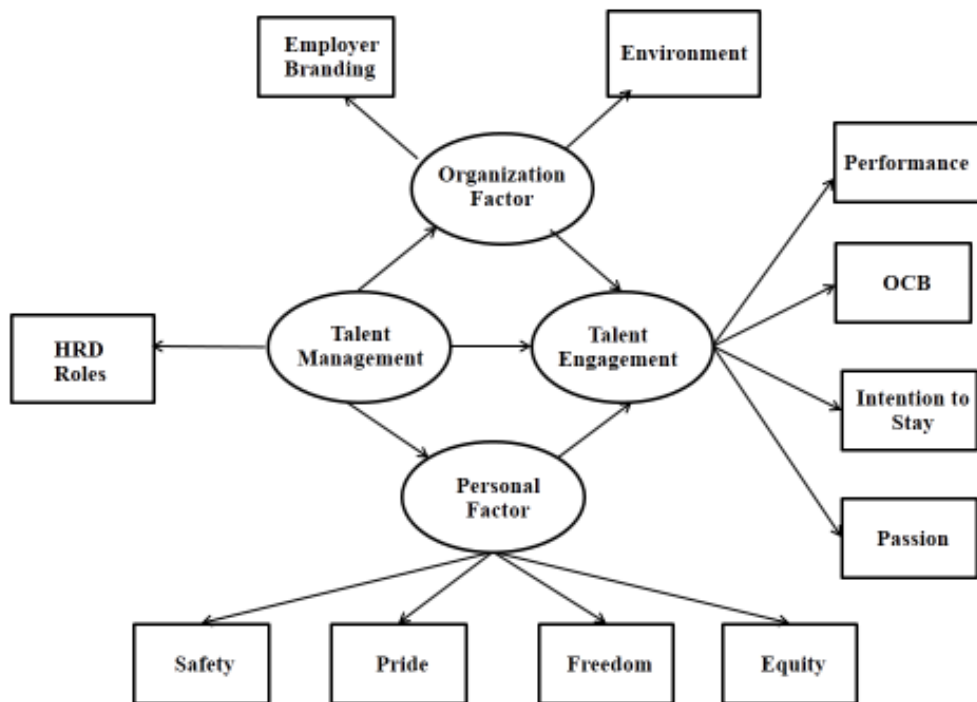
Figure 4.1 Hypothesized Conceptual Framework

4.3.2 Testing the Structural Models

Model testing involves how well the data fit the model. A good model fit means that the specified model is supported by the sample data, indicating a minimal difference between S (the sample covariance matrix) and Σ (the model implied covariance matrix or the population covariance matrix). In order to examine the model fit, several fit indices were used, including chi-square ($\chi 2$), chi-square/df ($\chi 2$/df), RMSEA, CFI, GFI, NFI, NNFI, and RMR.

4.3.3 Antecedents Mediating Talent Engagement in the Private Sector: CP All

4.3.3.1 Testing the Structural Model

After controlling for CP All only, all of the original variables were entered into the correlation model. The results are shown in table 4.5.

Table 4.5 Pearson Correlation Matrix for CP All (N=140).

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1													
2	.89**	1												
3	.85**	.92**	1											
4	.80**	.90**	.92**	1										
5	.05	-.01	.05	.00	1									
6	-.25**	-.29**	-.21*	-.27**	.58**	1								
7	-.21*	-.26**	-.17*	-.22*	.38**	.53**	1							
8	-.34**	-.44**	-.31**	-.33**	.41**	.52**	.75**	1						
9	-.36**	-.46**	-.38**	-.39**	.41**	.62**	.71**	.81**	1					
10	-.28**	-.32*	-.22*	-.25**	.49**	.62**	.70**	.73**	.75**	1				
11	-.27**	-.33**	-.24**	-.28**	.50**	.72**	.72**	.71**	.77**	.80**	1			
12	-.28**	-.32**	-.26**	-.28**	.54**	.65**	.59**	.61**	.65**	.69**	.77**	1		
13	-.26**	-.35**	-.26**	-.29**	.67**	.64**	.62**	.66**	.78**	.70**	.74**	.79**	1	
14	-.28**	-.38**	-.26**	-.29**	.34**	.51**	.61**	.59**	.68**	.54**	.60**	.47**	.61**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed)   * Correlation is significant at the 0.05 level (2-tailed)

1= OCB

2= Passion

3= Intension to Stay

4= Performance

5= Employer Branding

6= Environment

7= Safety (Clear of Career Growth)

8= Pride (Benefits Better than Others)

9= Pride (Reward Based on Performance)

10= Pride (Opportunity to Participate with Organization's Activity)

11= Freedom (Autonomy to Work)

12 = Freedom (Work-life Balance)

13 = Equity (Procedural Justice)

14= HRD Role

The correlation analysis in table 4.5 shows a high correlation between the variables in talent engagement, which are OCB, passion, intention to stay, and performance. All of the correlations were highly significant in the range of 0.80 to 0.92. However, there was a negatively statistically-significant relationship between talent engagement and other variables. Due to the number of negatively-significant correlations in this study, the outliers across all of the variables were examined. Outliers are observations with extreme and atypical characteristics, which are different from the other observations (Hair et al., 2005). Outliers should be detected and possibly deleted because they may unnecessarily influence the mean, standard deviation, and correlation coefficient values (Schumaker & Lomax, 2004). Thus, the researcher attempted to identify this problem by eliminating the respondents that were outliers.

4.3.3.2 Problem Finding

Using SPSS version 20.0, existing data were screened out through the outliers by using the stem and leaf plot. Byrne (2010) described outliners as those cases whose scores are significantly dissimilar from all the others in a given set of data. From the 140 respondents, 19 were found to be outliers. Therefore, a total of 121 respondents were used in this study after screening out the outliers. Moreover, there were 18 respondents aged between 25-38 years that had worked in the organization less than 10 years and whose income was between 10,000-50,000 BHT. In addition, 1 respondent was 45 years of age, had worked in the organization for more than 10 years, and had an income between 30,001-50,000 Baht.

After screening out the outliers, further analysis examined the CP All group again, as shown in table 4.6.

Table 4.6 Pearson Correlation Matrix for CP All after Screening out Outliers (N=121).

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1													
2	.83**	1												
3	.79**	.88**	1											
4	.71**	.85**	.86**	1										
5	.12	.02	.08	.01	1									
6	-.04	-.13	-.05	-.14	.62**	1								
7	-.10	-.22*	-.12	-.18	.39**	.50**	1							
8	-.21*	-.37**	-.23*	-.26**	.43**	.50**	.77**	1						
9	-.22*	-.41**	-.33**	-.35**	.42**	.58**	.70**	.80**	1					
10	-.19*	-.28**	-.17	-.22*	.48**	.60**	.66**	.73**	.73**	1				
11	-.14	-.27**	-.19*	-.24**	.48**	.69**	.68**	.72**	.77**	.78**	1			
12	-.15	-.23*	-.20*	-.22*	.51**	.60**	.55**	.61**	.62**	.67**	.74**	1		
13	-.15	-.31**	-.21*	-.25**	.64**	.61**	.60**	.66**	.79**	.67**	.71**	.75**	1	
14	-.19*	-.39**	-.25**	-.28**	.32**	.48**	.61**	.65**	.72**	.55**	.58**	.41**	.60**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed)   * Correlation is significant at the 0.05 level (2-tailed)

1= OCB	6= Environment	11= Freedom (Autonomy to Work)
2= Passion	7= Safety (Clear of Career Growth)	12 = Freedom (Work-life Balance)
3= Intension to Stay	8= Pride (Benefits Better than Others)	13 = Equity (Procedural Justice)
4= Performance	9= Pride (Reward Based on Performance)	14= HRD Role
5= Employer Branding	10= Pride (Opportunity to Participate with Organization's Activity)	

Table 4.6 presents the correlation analysis for CP All after screening out the outliers. The results showed few statistically-significant relationships between talent engagement and any of the variables. As expected, there were some significant and negative correlations among talent engagement and other variables. All of the correlations were negatively significant in the range of -0.19 to -0.41, which reflects a weak relationship.

Consequently, this study attempted to find the problem by consulting with top management at CP All. The researcher found that within the talented group in CP All, the organization categorized those talent groups into 2 groups, which were ruby and blue sapphire. Ruby is high-mid managers whose age is between 40-55, have worked in the organization more than 10 years, and whose income is more than 70,000 BHT per month. The total for the ruby group was 26. On the other hand, the blue sapphire group was comprised of young managers whose age was between 30-40, had worked in the organization 3-5 years, and whose income between was 10,000 to 50,000 BHT per month. The total for the blue sapphire group was 95.

4.3.3 Antecedents Mediating Talent Engagement in the Public Sector: HiPPS

After screening out the outliers, 8 respondents were found to be outliers. Therefore, 202 respondents were used from the HiPPS. The next analysis was of HiPPS, and the correlation matrix is shown in table 4.7.

Table 4.7 Pearson Correlation Matrix for HiPPS after Screening out the Outliers (N=202).

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1													
2	.63**	1												
3	.48**	.66**	1											
4	.61**	.61**	.66**	1										
5	.43**	.47**	.63**	.57**	1									
6	.42**	.43**	.54**	.54**	.63**	1								
7	.21**	.29**	.45**	.50**	.52**	.55**	1							
8	.32**	.37**	.52**	.58**	.60**	.62**	.78**	1						
9	.23**	.32**	.46**	.53**	.52**	.58**	.68**	.72**	1					
10	.39**	.46**	.48**	.54**	.56**	.63**	.58**	.63**	.67**	1				
11	.35**	.47**	.59**	.56**	.65**	.66**	.59**	.64**	.61**	.63**	1			
12	.31**	.28**	.30**	.34**	.36**	.40**	.29**	.27**	.31**	.36**	.41**	1		
13	.31**	.31**	.46**	.47**	.55**	.60**	.57**	.56**	.62**	.53**	.58**	.49**	1	
14	.31**	.34**	.45**	.51**	.50**	.67**	.68**	.67**	.64**	.62**	.63**	.27**	.62**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed)   *   Correlation is significant at the 0.05 level (2-tailed)

1= OCB	6= Environment	11= Freedom (Autonomy to Work)
2= Passion	7= Safety (Clear of Career Growth)	12 = Freedom (Work-life Balance)
3= Intension to Stay	8= Pride (Benefits Better than Others)	13 = Equity (Procedural Justice)
4= Performance	9= Pride (Reward Based on Performance)	14= HRD Role
5= Employer Branding	10= Pride (Opportunity to Participate with Organization's Activity)	

Table 4.7 presents the HiPPS's correlation matrix for all the variables. As can be seen from the table, the talent engagement variables (OCB, passion, intention to stay, and performance) were correlated with all of the components of the personal factor, the organization factor, and HRD roles in talent management, even though these correlation values were not strong, ranging from $r = 0.26$ to 0.62. Figure 4.2 and table 4.10 show the HiPPS conceptual framework for talent engagement.

4.3.3.1 Testing the Structural Models

In order to examine the model fit, several fit indices were used, including chi-square ($\chi2$), Chi-square/df ($\chi2/df$), the Root Mean Square Error of Approximation (RMSEA), the Comparative Fit Index (CFI), the Goodness of Fit Index (GFI), the Normed Fit Index (NFI), the Non-Normed Fit Index (NNFI), and the Root Mean Square Residual (RMR). Figure 4.2 show the test results for the SEM model.
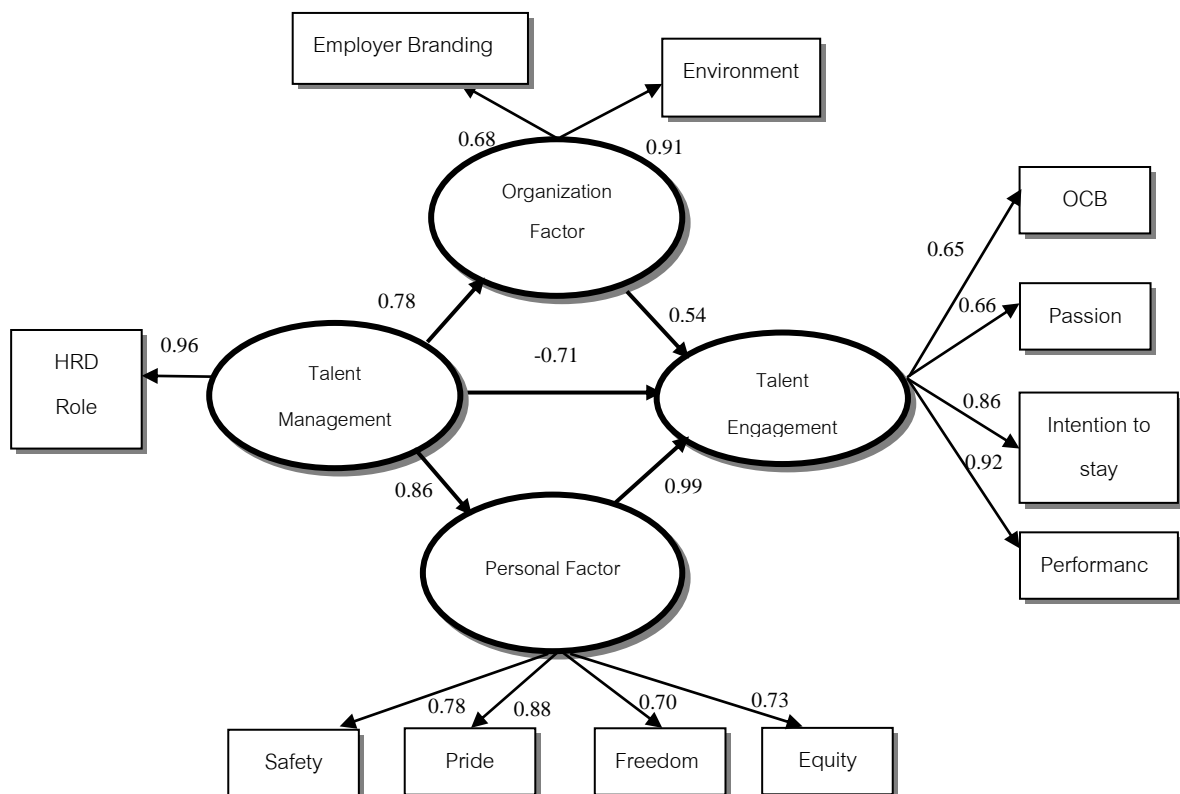
Figure 4.2 Results for the Conceptual Framework for Talent Engagement in HiPPS

The results of the specified model testing are presented in table 4.8. The HiPPS structural equation model showed that the chi-square was 15.05, with 15 degrees of freedom and a *p* value of 0.44790. The chi-square statistic was significant, which indicated that the observed model and implied model were similar. The fit of the chi-square was acceptable, and other model fit indices were also assessed, as shown in table 4.8, [Chi-Square = 15.05, *p* = 0.44790, χ2/*df* = 1.003, RMSEA =.004, SRMR = .020, RMR = .018, GFI = .987, AGFI = .941, CFI =1.00, NFI =.995]. No further modifications were recommended. Therefore, the model was considered to be the final best-fitting structural equation model with the sample variance-covariance data.

Table 4.8 Model Fit Indices for the Hypothesized Model

Model Fit Indices	χ 2	χ 2/*df*	RMSEA	SRMR	RMR	GFI	AGFI	CFI	NFI
Hypothesized Model	15.05	1.003	0.004	0.020	0.018	0.987	0.941	1.00	0.995

These results indicate that the model fit the data, and a closer examination of the path estimates revealed that the HRD roles in talent management had a significant and negative relationship with talent engagement (γ= -0.71, p < 0.05). However, the HRD roles in talent management had a significant and positive relationship with the personal factor (γ= 0.86, p < 0.05) and organization factor (γ= 0.78, p < 0.05). The results suggest that the fulfillment of talent engagement mediated through the personal factor and organization factor. In order to assess whether the personal factor and organization factor mediated the relationship between HRD roles in talent management and talent engagement, figure 4.2 shows that the personal factor had a highly-significant relationship with talent engagement (β= 0.99, p < 0.05). Moreover, the organization factor was seen to have a significant relationship with talent engagement (β= 0.54, p < 0.05).The mediating role of the personal factor and organization factor, effect decomposition was performed by analyzing the total effect, direct effect, and indirect effect between variables, which is shown in table 4.9.

Therefore, the indirect effect via the personal factor was 0.85 and for the organization factor it was 0.42. As a result, the personal factor and organization factor fully mediated the relationship between HRD roles in talent management and talent engagement.

In order to compare the factor loading of all sub-scales for each construct, it can show that for the personal factors, pride had the highest factor loading (0.88), then safety (0.78), equity (0.73), and freedom (0.70). Moreover, for the organization factors, the environment had the highest factor loading (0.91), and then employer branding (0.68). In addition, regarding talent engagement, performance had the highest factor loading (0.92), and then intention to stay (0.86), passion (0.66), and OCB (0.65).

Table 4.9 Path Analysis of Mediation Effect

Path	Organization Factor			Personal Factor			Talent Engagement		
	TE	IE	DE	TE	IE	DE	TE	IE	DE
Talent Management	0.78	-	0.78	0.86	-	0.86	0.56	1.27	-0.71
Organization Factor	-	-	-	-	-	-	0.54	-	0.54
Personal Factor	-	-	-	-	-	-	0.99	-	0.99

4.4 Conceptual Model for Talent Engagement in Thailand

The third research question of this study was: What is the conceptual model for talent engagement for Thailand? In order to answer this question, the correlation and SEM analyses of the total sampling after screening out the data were tested. In the next section, details related to the correlation and SEM analysis are described.

4.4.1 Testing the SEM Analysis for the Total Sampling

The next analysis analyzed the total sampling, which combined HiPPS and CP All, and the correlation matrix is shown in table 4.10.

Table 4.10 Pearson Correlation Matrix for HiPPS and CP All (N=323).

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1													
2	.73**	1												
3	.61**	.73**	1											
4	.66**	.75**	.73**	1										
5	.24**	.11	.40**	.23**	1									
6	.17**	.02	.29**	.14*	.72**	1								
7	.05	-.07	.23**	.12*	.60**	.64**	1							
8	.07	-.09	.24**	.13*	.68**	.69**	.83**	1						
9	.01	-.14*	.16**	.61	.62**	.69**	.76**	.82**	1					
10	.14*	.02	.26**	.16**	.64**	.70**	.68**	.74**	.75**	1				
11	.10	-.02	.28**	.12**	.71**	.76**	.72**	.76**	.76**	.74**	1			
12	.09	-.04	.12*	.05	.49**	.55**	.47**	.47**	.50**	.52**	.59**	1		
13	.08	-.09	.21**	.08	.68**	.70**	.67**	.70**	.76**	.66**	.72**	.63**	1	
14	.07	-.12*	.19	.08	.60**	.72**	.74**	.77**	.76**	.69**	.73**	.42**	.72**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed)   * Correlation is significant at the 0.05 level (2-tailed)

1= OCB	6= Environment	11= Freedom (Autonomy to Work)
2= Passion	7= Safety (Clear of Career Growth)	12 = Freedom (Work-life Balance)
3= Intension to Stay	8= Pride (Benefits Better than Others)	13 = Equity (Procedural Justice)
4= Performance	9= Pride (Reward Based on Performance)	14= HRD Role
5= Employer Branding	10= Pride (Opportunity to Participate with Organization's Activity	

Table 4.10 presents the correlation matrix for all the variables, the correlation analysis between talent engagement which were OCB, passion, intention to stay and performance were positive significant in a range of 0.61 to 0.75. Surprisingly, OCB and passion were not significant in relation to the other variables (the personal factor, the organization factor, and HRD roles in talent management). In addition, there were some significant positive relationships between the variables. Thus, SEM analysis was analyzed again as shown in figure 4.3 and table 4.11.
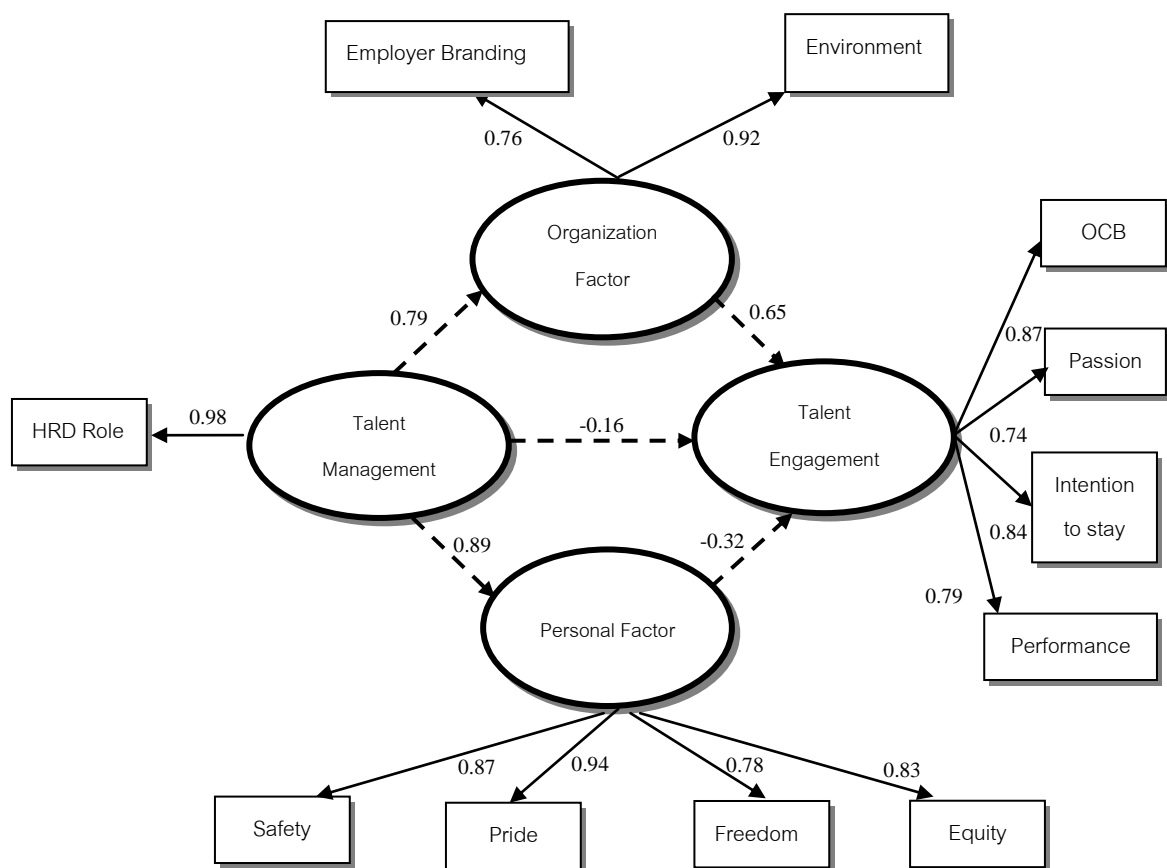
Figure 4.3 Result of the Conceptual Framework for Talent Engagement

As shown in Table 4.11, the hypothesized model provided an overall poor fit with the data except for the GFI, CFI, and NFI [Chi-Square = 107.25, $p = < .001$, $\chi2/df = 4.3036$, RMSEA =.09, SRMR = .07, RMR = .09, GFI = .95, AGFI = .87, CFI = .98, NFI =.98]. Across the set of model fit indices, the fit of the initial structural equation model was not acceptable.

Table 4.11 Model Fit Indices for the Hypothesized Model

Model Fit Indices	$\chi 2$	$\chi 2/df$	RMSEA	SRMR	RMR	GFI	AGFI	CFI	NFI
Hypothesized Model	107.25	4.3036	0.09	0.07	0.09	0.95	0.87	0.98	0.98

According to the results of the correlation matrix in table 4.11, the correlation was mostly positively significant; however some of variables were not significant. Across the set of model fit indices, it showed a poor fit with the data, with none of the fit-indices meeting their respective criterion for acceptable fit. Therefore, the model did not fit.

4.5 Chapter Summary

This chapter provides the results of the study. Several statistical analysis tools were applied. The findings revealed a positive relationship between HRD roles in talent management and talent engagement in the HiPPS group, whereas there was a negative relationship between HRD roles in talent management and talent engagement in the CP All group. These findings confirmed the first question of this study. For the second research question, the analysis used the correlation matrix and SEM analysis in order to find the differences in antecedents to employee engagement in these two groups. However, in the CP All group, the correlation analysis showed a high significance between the variables for talent engagement, which were OCB, passion, intention to stay, and performance. However, there was a negatively-statistical significant relationship between talent engagement and the other variables. Due to a number of negatively-significant correlations in this study, the outliers across all of the variables were examined. From the 140 respondents, 19 were found to be outliers. Therefore, a total of 121 respondents was used in this study after screening out the outliers. Moreover, there were18 respondents age between 25-38, works in organization less than 10 years, income between 10,000-50,000 BHT. In addition, 1 respondent was 45 years of age, had worked in the organization more than 10 years,

and whose income was between 30,001-50,000 Baht. Consequently, this study attempted to find the problem by consulting with top management at CP All. The researcher found that within the talented group at CP All, the organization categorized those talents into 2 groups: ruby and blue sapphire. On the other hand, the SEM analyze of the HiPPS group fit. The results showed that the HRD roles in talent management had a significant and negative relationship with talent engagement. Moreover, the results suggest that the fulfillment of talent engagement mediated through personal factor and organization factor. Last, regarding the third question, the results for the hypothesized model were also found to not fit.

CHAPTER 5

CONCLUSION, DISCUSSION AND FINDINGS, LIMITATIONS AND IMPLICATIONS

With the purpose of developing a talent engagement model in Thailand, using HiPPS and CP All as the population, this study has presented a theoretical conceptual framework for research consisting of a critical definition of "talent" in a particular context, the relationship between HRD roles in talent management and talent engagement, and empirical indicators of the antecedents to employee engagement in the public and private sectors. This chapter consists of five sections: conclusion, discussion and findings, limitations, implications for future HRD research and, practitioners and summary.

5.1 Conclusion

In order to develop a talent engagement model in Thailand, the researcher began with a literature review in order to form a conceptual framework. Then a questionnaire was formed and its validity tested with IOC and its reliability with Cronbach's alpha coefficient higher than 0.07. Takavol and Dennick (2011) stated that the minimum acceptable numeric values of Cronbach's alpha is commonly 0.70. The adjusted questionnaire had an internal consistency analysis with a Cronbach's alpha range of 0.87 to 0.97. Therefore, the numeric value of Cronbach's alpha from this study could be described as having high and acceptable internal consistency. The finalized questionnaires use a seven-point Likert scale. The questionnaire was divided into four sections: 1) the personal profile of the participant, 2) questions related to HRD roles and talent management in the organization, 3) questions related to the participants' perception of their organization and the antecedents to employee engagement, and 4) questions related to the level of engagement in the organization.

Confirmatory factor analysis (CFA) was used to test the measurement model. The main focus of a measurement model is to evaluate the reliability and validity of each variable, which were personal factors, the organization factor, and talent engagement. Each variable was examined separately. The test involved the overall fit index, and the overall measurement model fit was highly acceptable. The CFA model for the personal factor, the organization factor, and talent engagement yielded high goodness of fit indices. The results indicated that there was a good fit between the models and the hypothesized data.

The data were collected using a paper questionnaire distributed to every employee in the talented groups at both HiPPS and CP All. Of the 350 respondents 140 were respondents from CP All (40%) and 210 from HiPPS (60%). Data analyses were applied, including descriptive statistics, correlations, and structural equation modeling (SEM). SPSS 20 and LISREL 9.1 were employed to examine the results.

The following is a summary of the results of the study:

Research Question 1: What is the correlation between HRD roles in talent management and talent engagement in the private and public sectors in Thailand?

There was a significantly-positive correlation between HRD roles in talent management and talent engagement in HiPPS. The value was $r = 0.48$, $p<0.01$, whereas there was a significantly-negative correlation between HRD roles in talent management and talent engagement at CP All. The value was $r = -0.32$, $p<0.01$.

Research Question 2: What are the different antecedents that mediate talent engagement between the private and public sectors in Thailand?

In order to answer research question 2, the study was divided into groups. Private Sector (CP All)

The correlation analysis was tested and showed a high significance among the talent engagement variables. However, there were negative statistically-significant relationships between talent engagement and the other variables. Due to a number of negatively-significant correlations in this study, the outliers across all variables were examined. This study used SPSS version 20.0, and existing data were screened out through outliers by using the stem-and-leaf plot. Of the 140 respondents, 19 were found to be outliers. Therefore, a total of 121 respondents were used in this study after screening out the outliers. After this screening, the study found that 18 respondents

were aged between 25 to 38 years, worked in the organization less than 10 years, and had an income between 10,000-50,000 BHT. In addition, 1 respondent was 45 years of age, worked in the organization more than 10 years, and had an income between 30,001 to 50,000 BHT. Furthermore, this study attempted to find the problem concerning the lack of correlation by consulting top management at CP All. The researcher found that within the talented group at CP All, the organization categorized those talented groups into 2 groups, which were "Ruby" and "Blue Sapphire." Ruby represents a talented group of high-mid managers whose age is between 40-55 years that have worked in the organization for more than 10 years, and whose income is more than 70,000 BHT per month. There are 26 respondents coming from the Ruby group. On the other hand, the Blue Sapphire group represents a talented group of young managers whose age is between 30-40 years, that have worked in the organization 3-5 years, and whose income is between 10,000 to 50,000 BHT per month. Ninety-five respondents came from the Blue Sapphire group. After deleting the outliers, the model was tested again with SEM; however, the model found not fit.

Public Sector (HiPPS)

The conceptual model was tested with SEM and the hypothesized model was determined to fit. The model was used to test the relationships among the mediator, the exogenous variable, and the endogenous variable. The results indicated the strength and the sign of the theoretical relationships. In order to address the research question, the percentages of explained variance ($R2$) for each endogenous variable and the path coefficients of the model were assessed. HRD roles in talent management were seen to have a negative direct effect on talent engagement, path coefficients = -0.71, $p < 0.05$). The HRD roles in talent management had a positive direct effect on the personal factor (path coefficients = 0.86, $p < 0.05$) and the organization factor (path coefficients = 0.78, $p < 0.05$). The personal factor had a positive direct effect on talent engagement (path coefficients = 0.99, $p < 0.05$). The organization factor had a positive direct effect on talent engagement (path coefficients = 0.54, $p < 0.05$). The total indirect effect of HRD roles in talent management and talent engagement was 1.27. In the same vein, the indirect effect of talent engagement mediated by the personal factor and the organization factor was assessed. The result indicated that talent engagement was mediated by the personal factor (0.85) and the organization factor (0.42).

Research Question 3: What is the conceptual model of talent engagement in Thailand?

The structural equation model was tested, and the hypothesized model provided an overall poor fit with the data. In the set of model fit indices, it showed a poor fit with the data, with none of the fit-indices meeting their respective criterion for acceptable fit. Therefore, the fit of the structural equation model was not acceptable.

5.2 Discussion and Findings

This section presents an interpretation of the findings and discusses the issues arising from the results of the study.

5.2.1 Discussion of the Definition of Talent

The findings from the current study also confirmed the importance of "talent" definitions. Although choosing a definition of talent is difficult, because there are a number of ways in which talent may be defined, a clear understanding of talent is the foundation of talent management practices. This finding was confirmed by previous studies (Dychtwald et al., 2006; Lewis & Heckman, 2006; Tansley, 2011). Several studies have affirmed the reason for defining talent in order to allow organizations to focus on the requirements of being successful in specific roles in their context (Yarnall, 2011, Cascio & Aguinis, 2005; Ulrich & Smallwood, 2013). Thus, using the definition of "Talent" as "high performance and high potential" might not be enough to be able to select participants for the talented groups. Thus, there is no universal description of talent, and the definition needs to be clear in each context. These findings were similar to previous studies, where the talent descriptions could vary from focusing on particular people, to a set of characteristics, to statements of needs and on particular contexts (Yarnall, 2011; Barab & Plucker, 2002; Thorn & Pellant, 2007).

In order to support the number of ways to define talent, the definition of talent will vary, depending on what definition is chosen; however, there is a need to create a definition of exactly what is meant by the term "talent" in a particular organization.

According to the results, the definition of talent as high performance and high potential should not only be used as terms for talent, but also on characteristic of talented employees. In addition, after the researcher discussed with the top management team, CP All classified their talented group into 2 categories, which were blue sapphire and ruby. These two groups have different characteristics such as age, work periods, and position and income. For example, CP All has two major groups which are aged between 26-36 years (46.1%) and more than 36 years (48.2%). In order to provide a conclusion to the discussion, there are several definitions of talented employees. CP All chooses high performance and high potential as the terms for talent; however, the characteristics of talented employees need to involve in order to create a definition in a particular context.

The current study expanded the concept of talent to that of a characteristic perspective. Smola and Sutton (2002) have chosen to break into three distinct generations in the workforce, which are: 1) boomers that were born between 1946 and 1964; 2) Xers that were born between 1965 and 1979; and 3) Gen-Y that were born in 1980 and extending into the late 1990s. Further, due to generation perspectives, the Ruby group whose age was more than 36 years can be classified as "Xers" born between 1965 and 1979, whereas the Blue Sapphire group of individuals whose ages were between 26-36 can be classified as "Gen-Y" born in 1980 and extending into the late 1990s. Prior studies suggested that the generational differences bring their own set of experiences and expectation to the workplace (Philips & Roper, 2009; D'Amato & Herzfeldt; 2008; Giancola, 2006). Based on the results, the present study suggests that understanding generational differences will help the organization create more efficient talent-management strategies. In this respect, the results provide clear evidence that employees that grew up in different time periods would have different world views, expectations, and values, resulting in preferred methods of communicating and interacting with one another.

Last, the research findings showed the importance of defining talent. Further, this study clearly supports defining the term talent in particular contexts (Tansley, 2011; Ready & Conger, 2007). Due to the differences in the studied groups, the conceptual model of talent engagement in Thailand did not fit, which will be explained in the following section.

5.2.2 Discussion of the Relationship between HRD Roles in Talent Management and Talent Engagement

The significantly-positive relationship between HRD roles in talent management and talent engagement in HiPPS was consistent with previous research. The findings confirmed the results from prior studies, which investigated the relationship between training and development and the quality of supervisor and talent engagement (Hatch & Dyer, 2004; Bhatnagar, 2008; Heinen & O'Neil, 2004; Doh & Stumpf, 2005; Yapp, 2008; Phillips & Roper, 2009; Yarnall, 2011). According to Ready and Conger (2007), HRD managers need to contribute to training and development as well as ensure the quality of the supervisor for talented employees. Moreover, D' Annunizio-Green (2008) stated that the quality of the supervisor has a crucial role in developing talents. The results of this study were also consistent with the arguments of Burbach and Royle (2010), who maintained that HRD roles can contribute to increases in the level of engagement in the talented group.

On the other hand, the results of this study showed that HRD roles in talent management and talent engagement in CP All had a significantly-negative relationship. The results did not support the contingency perspective in the relationship between HRD roles in talent management and talent engagement. This result contradicts numerous studies and should be investigated further. However, there are some potential explanations that can be provided regarding this result. It is possible that redundant or inefficiency training programs might lead to a lower level of talent engagement. As Sundaray (2011, p. 56) suggested, "Redundancy of trainings has been cited as one of the reasons for employee turnover, thereby indicating the necessity for training, re-training and multi-skill training. It is another important area which contributes to employee engagement." Moreover, it is possible that the Ruby group, which were classified as "Xers," are not interested in training and development. James, McKechnie and Swanberg (2011, p. 179) found that "one of the most persistent of preconceived notions about older workers is the belief that they are not interested in training and development opportunities based on the same bias that they are difficult to train." As a result, older workers are often denied training opportunities. Therefore, the HRD manager should provide direction and value for training and development, creating the need for employees of all ages to be involved in continuous learning and development activities in the organization.

5.2.3 Discussion of the Antecedents to Employee Engagement on Talent Engagement

5.2.3.1 Private Sector: CP All

The present study failed to find a significant influence of the antecedents to employee engagement on talent engagement at CP All. Moreover, this study showed that the personal factor and the organization factor were not the mediating roles of these variables in the relationship between antecedents to employee engagement and talent engagement. Furthermore, regarding the expectations of the correlation between talent engagement and other variables, no significant relationship appeared at CP All. Thus, the findings for CP All did not confirm the contingency approach, which emphasized that antecedents to employee engagement could not develop the level of engagement unlike the findings from previous studies (Shuck et al., 2011; Sak, 2006).

5.2.3.2 Public Sector: HiPPS

Consistent with previous research (Saks, 2006; Wollard & Shuck, 2011; Shuck et al., 2011; Shuck & Wollard, 2010), the findings revealed that the antecedents to employee engagement influencing talent engagement were significant and positive in HiPPS. The findings confirmed the results from prior studies, which investigated the relationships among talent engagement, personal factors, organization factors, and HRD roles in talent management (Cropanzano & Mitchell, 2005; Markos & Sridevi, 2010; Robinson et al., 2004; Gruman & Saks; 2011). Based on the data analysis of this study, the SEM results were acceptable for the HiPPS study.

The results for the HRD roles in talent management and talent engagement revealed a highly-negative relationship (path coefficient: -0.71, $p < 0.05$). When the HRD roles, which were training and development and the quality of the supervisor, were executed, the talented employees reported a low level of talent engagement. This result contradicts numerous studies. Therefore, customizing talent training may be an alternative explanation for the results of the present study. In the same vein, the empirical evidence of this study provides a better understanding of a one-size-fits-all approach in terms of talent development being considered to be ineffective. There is an increased emphasis on customizing HRD roles in talent management to meet the needs of individuals. These HRD roles in talent management

will need to take account of individual needs, learning styles, and current work priorities. Personalization and customization bring to the fore the value of individual development planning processes and the design of development pathways suited to current and future needs of individual learners. There is a paucity of research on how these customized and personalized strategies work and the types of talent development architecture required to support talented employees (Govaerts et al., 2011).

The present study found that HRD roles in talent management had a positive effect on the personal factor (path coefficient: 0.86, p < 0.05). In other words, when talented employees perceive HRD roles in talent management practices, they tend to perceive a significantly higher level of psychological-contract fulfillment, which confirms the findings of the previous literature (Sonnenberg, Van Zijderveld & Brinks, 2014). Hence, top management and HRD practitioner should create effective training and development and raise the quality of supervisors for talented employees in order to create good perception, which is a foundation for the development of talent engagement.

According to the HiPPS Model, personal factors had a direct effect on talent engagement (Path coefficient: 0.99, p < 0.05). The factor loadings for the personal factors were pride (0.88), safety (0.78), equity (0.73), and freedom (0.70). The results of the study showed that talented employees were interested in receiving respect (pride), were rewarded based on their accomplishments and fairness (equity), were presented with challenging opportunities in their occupation (safety), worked hard and happily and had higher regard for their equity. This study is consistent with previous research of Jeswani and Sarkar (2008), who showed some of the critical drivers that lead to talent engagement. The talent engagement drivers consist of feeling appreciated for their value and involvement, which boosts self-esteem and self-confidence when a person is respected by others within their organization.

A significantly-positive relationship was found in the relationship between HRD roles in talent management and the organization factor (path coefficient: 0.78, p < 0.05). Since training and development opportunities appear crucial for the engagement of talented employees, an organization must establish supportive learning by creating a good environment and work climate (Ready and Conger, 2007). Hence,

the top management and HRD practitioner should create effective training and development and raise the quality of the supervisor in terms of talent engagement. These strategies can be applied across the organization as a foundation to the development of talent engagement.

The result for the HiPPS group confirmed that organization factors have a direct effect on talent engagement. The factor loadings of organization factor were environment (0.91) and employer branding (0.68). According to Mikkelsen and Gundersen (2003), if an organization can provide an environment that people enjoy, then they are more likely to feel energized and stay in the organization. The results of the current study were consistent with previous research regarding employer branding and talent engagement. As indicated by the major findings of the study in HiPPS, branding has become a major tool for organizations to engage talented employee in their organization. HR managers need to better understand the role of employer branding in order to engage talented employees (Mosley, 2007; Ambler & Barrow; 1996; Davies, 2008).

Finally, the research findings confirmed the critical role of the personal factor and the organization factor by identifying that their mediating effects were identified between the HRD roles in talent management and talent engagement. In this vein, these findings clearly supported the mediating process of the antecedents to employee engagement outcomes between HRD roles in talent management and talent engagement. Moreover, the personal factor and organization factor interact and produce engagement, which creates positive results in developing engaged employees, as proposed by previous researchers (Saks, 2006; Punia & Sharma, 2008; Mohapatra & Sharma, 2010; Mani, 2011; Mengue, Auh, Fisher & Haddad, 2012). Moreover, the results of the study were consistent with the research of Wollard and Shurck (2011), who developed a conceptual model of the known antecedents to employee engagement. This model suggested that no single factor alone can contribute to the creation of engagement and disengagement at work. Thus, the development of engagement could be affected by a combination of variables.

5.2.4 Discussion of the Talent Engagement Model

This study tested the talent engagement model for Thailand by combining the respondents from CP All and HiPPS. The research found that there was no significant

relationship between the HRD role in talent management and talent engagement. The personal factor and the organization factor did not mediate the HRD roles in talent management and talent engagement.

The results of the current study suggest that the differences between these two groups-the public and private sectors-may be identical for the model which did not fit. Thereby this can different from each organization and is dependent on the nature of the work, the type of business, company policies, the internal culture and the strategies that define the direction of particular organizations. In fact, it was expected that employee choices between employment in the public and private sector in Thailand might have impacted the variables in the study. According to the study of Chorkaew Jaturanonda, Suebsak Nanthavanij and Pornpimol Chongphaisal (2007), the differences between public and private sectors area based on goal complexity and goal ambiguity, organizational structure, the formalization of personnel and purchasing processes, and other issues including work-related attitudes and values, work satisfaction, motivation, and valuation of rewards and work outcome. The best reason for potentially explaining the results of this study is that it might be necessary to understand the fundamental differences between the public and private sectors in order to manage HRD roles in talent engagement and each antecedent effectively in a particular context.

The results from the current research may have been due to the different antecedents to talent engagement in the public and private sectors. Further factors might be career choices, viewed as the outcome of rational and self-interested job seekers' choice between public and private sectors. In addition, Lyons, Duxbury and Higgins (2006, p. 608) pointed out that "individuals are drawn to careers in the public sector primarily by a unique set of altruistic motives such as wanting to serve the public interest and to shape the policies that affect society." Rainey, Backoff and Levine (1976) found that public sector employees were less responsive to monetary incentives than private sector employees, and they valued job security more highly. The research suggested that declining pay would have less effect on morale in the public than in the private sector. Costello and Lee (1974) concluded that the public sector employees were satisfied with security and the social aspects of their job. Hence, it is important to know whether work value differences among employees in different sectors are the result of occupational choices based on existing work values.

During the time of the data collection for this study, Thailand encountered fresh demonstrations from protesters, who demanded reform in the country. It is possible that the way that political change can undermine human security varies. Clearly, this study revealed that uncertain economic and political situations might lead talented employees to exhibit less engagement. Therefore, talented employees may have anxieties related to their environment or historical situation, which discourages engagement in some activities. Moreover, the findings confirmed by previous studies indicated that a political situation poses risks to human insecurity principally through its potentially negative effects on people's well-being (Barnett & Adger, 2007). This is the reason why talented employees feel uncertain about the political direction and this might affect their career in the future.

5.3 Limitations

The present study helps practitioners and researchers understand the relationship between HRD roles and talent engagement and the antecedents to employee engagement as a mediator of talent engagement; however, there were several limitations, including issues related to the research method, data analysis errors, and generalizability.

First, this study relied on previously-developed conceptual frameworks that were originally created by western authors. Differences between the western context and Thailand, where this study took place, could be expected to not cover some variables that might reflect the Thai culture. According to Hofstede and Hofstede (2001), the greatest difference between Thailand and the western context is in the individualism/collectivism and the power of distance dimensions. These cultural norms and values have led to a paternalistic management style and hierarchy in the Thai organization, which tend to be quite different from the western context (McKenna, 1995). Therefore, these differences might have impacted some of the variables in the conceptual framework.

Second is the generalizability of the results. The population was limited to talented employees that had high potential and high performances. There were two organizations that were selected according to the talent definition in this study. Only

one organization, which was HiPPS, was chosen to be a representative of the public sector. Moreover, only one organization, CP All, was chosen to be a representative of the private sector. However, there have been many talent management interventions conducted in other public and private organizations. The results may have restricted the generalizability to organizations that have talented employees but define talent differently.

Third, this study was limited to the HRD roles in talent management-training and development and the quality of the supervisor. The purpose of this study was to examine the relationship between HRD roles in talent management and talent engagement. Many empirical studies have demonstrated other processes in the talent management process such as recruiting, compensation, benefits, and performance management (CIPD, 2009; Hirsh, 2000; Berger & Berger, 2004); however, most of these studies have not addressed the extent to which HRD roles in talent management could be affected as each talent management process is strongly inter-linked, thereby increasing the engagement of talented employees. Further studies could identify the entire talent management process. This approach could establish a comprehensive model of the whole talent management process and how it affects talent engagement.

Fourth, different talent management in particular contexts could be another factor that impacts the generalizability of the results. The misunderstanding about the meaning of talent is obstructing for researchers and practitioners investigating talent management theories and practices. Therefore, "it is difficult to identify the precise meaning of "talent management" because of the confusion regarding the various definitions and terms and the many assumptions made by authors and practitioners perceiving talent management" (Lewis & Heckman, 2006, p. 420). Although both organizations use western talent management in their practices, different organizations execute these principles differently. Consequently, different talent management approaches need to be tested in order to determine the generalizability of this study's findings for HR practitioners and the applicable results in diverse business systems and organizational settings for future research.

Fifth, it is to be expected that this study would have limitations in terms of the possible mediators used. This study focused on selected crucial antecedents to employee engagement related to personal and organization factors. However, several

factors influencing the relationship between HRD roles in talent management and talent engagement such as job fit, level of task challenge, etc. (Kress, 2005; Martel, 2003; Shuck & Wollard, 2010; May et al., 2004; Schaufeli & Bakker, 2003) were not included in the study. Moreover, further study should review other academic literature such as sociology, anthropology, etc., which could also play an important role in this relationship.

Finally, this study was conducted during major political events in Bangkok when a number of respondents needed to work at home and were unable go to work regularly. Further, at that time there were some rumors about closing government workplaces. Therefore, the respondents' perception both in HiPPS and CP All as regards environment and safety might have been affected by their particular circumstances when filling out the questionnaires.

5.4 Implications

The following implications based on the findings from this study are presented in two parts: recommendations for research, and recommendations for practice, especially for human resource development in Thailand.

5.4.1 Implications for Future HRD Research

The results of this study generated several directions for future research.

First, future research may consider selecting the target groups not only according to the definition but also the characteristics of talent (Conlin, 2003; Dries, Pepermans & Carlier, 2008; Egri & Ralston, 2004; Montana & Petit, 2008). The current study defined talent in terms of high performance and high potential; however, this study makes a significant contribution in defining wrong talent definition that can affect talent engagement outcomes. It makes a significant contribution as the failure of define talent can effect talent engagement outcome. Therefore, since Philips and Roper (2009) argued that with each generation comes a separate and distinct protocol for increasing their engagement, a talent definition combine both high potential and high performance, and can be investigated.

Second, in order to develop a theory of talent engagement, the interviewing method should be used for identifying new constructs in Thai talent engagement. Methodological issues can provide an avenue for future research. The present study used the quantitative method. However, in-depth interviews can help the field pinpoint the specific constructs of talent and talent management in future research.

Finally, further research could examine the whole process of the conceptualization and implementation of talent management, such as recruiting and compensation. Differences might be examined at the organizational, departmental, sector or cultural level by using multilevel designs. In doing so, researchers should broaden their evidence concerning how talent management is implemented in different contexts and which approaches are more prevalent. Interviews with HR managers and CEOs complemented by organizational-level surveys across a range of contexts are essential in order to unveil the organizational rationale underlying specific talent management decisions (Chuai et al., 2008). In addition, reliability and validity should be tested as the critical examination, because the existing literature is dominated by western-centric thinking and strategies.

5.4.2 Implications for Future HRD Practitioners

Although this research was primarily intended to test a theoretical conceptual framework, the researcher's findings also have practical implications, especially for those that are working in human resource development fields in Thailand.

First, the main practical contribution of this study was finding a correlation between HRD roles in talent management and talent engagement from an empirical point of view. There is a general consensus on the importance of HRD roles in talent management as a mechanism to help organizations engage talented employees based on their human capital. Thus, Yapp (2008) pointed out that HRD roles in talent management can lead to success in achieving organization goals. In reality, the investment in training and development and the quality of the supervisor are relatively high, compared to investment in other areas in the talent management process. This high investment in the talent management process may be due to investment in the wrong people. Thus, as Bhatnagar (2008) stated, human resource development practitioners should be careful in selecting the right talented employees to develop, thereby improving the level of talent engagement and organizational performance.

Second, having a clear definition of "talent" might have negative effect or bias. Organizations where have specific in talent definition will lose the opportunity to have talented employees. The organization should do what is necessary to maintain the talent group and make use of their potential and capabilities to the highest efficiency. Therefore, organizations need to be aware of the recognized diversity of talent in particular contexts.

Third, HRD practitioners should have a clear definition of talent for their particular context. Previous studies of talent have shown that it is important to define talent because organizations need to focus on the requirements for being successful in specific roles in their context (Yarnall, 2011). Therefore, there needs to be a clear definition of talent in a given context in order to implement talent management policies and practices that are shared across the organization. This information is vital for the specialist that designs and prepares training programs for development interventions (Davies & Davies, 2010). It is essential for HRD managers to understand and eliminate this issue by having a clear understanding of the organization's current and future business strategies in order to identify key gaps between the talents currently in place and the talents required (Hay Group, 2003).

Finally, the findings from this study suggest that an organization can increase talented employee engagement (when adding antecedents to employee engagement as a mediator from previous research). This can be achieved through personal factors and organization factors (Shuck el al., 2011a); however, the practitioner should consider the influence of talent engagement within his or her organization because each organization has different approaches as well as specific types of engagement that are often dependent on the business context (May et al., 2004; Richman, 2006). There are also perhaps environmental factors specific to each business, for example, the nature of the business, the environment within the organization, leadership, the company's culture, and values and demography (Harter et al., 2002). Therefore, the study of the factors influencing talent engagement is just as diverse and varied.

5.5 Chapter Summary

The main purpose of this study was to explore the potential relationship between HRD roles in talent management and talent engagement in Thailand. The

study explored the antecedents to employee engagement as mediators to explain the direction of the association between HRD roles in talent management and talent engagement. The study was performed using the quantitative method. The results collected from 350 talented employees from HiPPS and CP All showed that a positive relationship existed between HRD roles in talent management and talent engagement in HiPPS, whereas there was a negative relationship between the HRD roles in talent management and talent engagement t CP All. Although the results did not find support for a conceptual framework for talent in Thailand as expected, the study revealed the antecedents to employee engagement that mediate talent engagement in HiPPS. This is considered an important finding given that talent engagement and the antecedents to employee engagement are new concepts of increasing interest in Thailand.

Based on the findings, it is possible to conclude that the results of this study have added to the growing body of literature, which suggests that defining talent is one of the most important aspects of talent development. An organization needs to be clear about defining talent before implementing talent management strategies (Lunn, 1995; Yarnall, 2011; Barab & Plucker, 2002; Thorn & Pellant, 2007; Heinen & O'Neill, 2004; Lewis & Heckman, 2006; Cope, 1998; Dries & Pepermans, 2007; Phillips & Roper, 2009; Ready & Conger, 2007). Moreover, this study contributes employee engagement by responding to the previous research related to the antecedents to employee engagement that can increase the level of talent engagement (Wollard & Shuck, 2011; Shuck et al., 2011; Hughes & Rog, 2008) and the consequences of talent engagement (Harter et al., 2002; Saks, 2006; Suthinee Rurkkhum, 2011; Gruman & Saks, 2011; Bakker & Schaufeli, 2008; Schaufeli et al., 2003; Kalliath & Back, 2001; Boyatzis, McKee & Goleman, 2002; Moses, 2001).

The limitations of this study were discussed. Further research is needed in order to be able to generalize the results to a larger population, as well as to strengthen the definition of talent before executed into. In practice, this study has proposed that it is essential to define talent in a particular context before developing talent management. Moreover, building the right talent is the key success factor for an organization.

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APPENDICES

APPENDIX A

DETAIL OF THE QUESTIONS DERIVED FROM THE LITERATURE REVIEW

1. Human Resource Development (HRD) Role

Sub-Variable	Factor of sub-variable	Synonyms	Question
Training & Development		Career development	1. ข้าพเจ้าพึงพอใจเมื่อได้รับการคัดเลือกจากองค์กรให้เข้าร่วมโครงการคนเก่ง I was pleased to have been chosen for talented group
			2.องค์กรเล็งเห็นความสำคัญของการพัฒนาทรัพยากรมนุษย์โดยมีการจัดการฝึกอบรมและพัฒนาพนักงานอยู่เสมอ The organization acknowledge of the importance of human resource development and regularly organizes training and development.
			3. องค์กรมีการจัดฝึกอบรมหรือพัฒนาตรงตามความต้องการของข้าพเจ้า The organization organizes T&D seminars that are in accordance to my requirements.
			4. ข้าพเจ้ายินดีที่จะเรียนรู้และพัฒนาตัวเองให้มีศักยภาพสูงขึ้น I have the willingness to learn and develop to elevate my potential.
			5. องค์กรให้ความสำคัญกับการเรียนรู้ทักษะใหม่ๆและความรู้ใหม่ที่จะเป็นประโยชน์ต่อองค์กร The organization highly regards the importance of learning skills and knowledge that are beneficial to the organization.
			6. องค์กรมีแผนพัฒนาการเรียนรู้เป็นรายบุคคล The organization develops employees by individual development plan.
Quality of supervisor		Supportive management CEO active participation Concern from supervisor	1. ข้าพเจ้าได้รับการสนับสนุนและความช่วยเหลือในการทำงานจากผู้บังคับบัญชาอยู่เสมอ I continuously receive support and help from my superior in my work.

Sub-Variable	Factor of sub-variable	Synonyms	Question
			2. ผู้บังคับบัญชาของข้าพเจ้าจะติดตามการทำงานและให้ความเห็นสะท้อนกลับที่เป็นประโยชน์เสมอ My superior regularly monitors my work and often shares their constructive criticism.
			3. เมื่อเกิดปัญหาขึ้นในการทำงาน ผู้บริหารระดับสูงจะมีความกระตือรือร้นที่จะช่วยเหลือเสมอ If a problem occurs senior management are always eager to help find a solution.
Quality of supervisor		Supportive management CEO active participation Concern from supervisor	4. ผู้บังคับบัญชาการของข้าพเจ้าไม่เคยปล่อยปละละเลยลูกน้อง My superior does not neglect those working under their team.
			5. ข้าพเจ้ายอมรับความคิดเห็นและข้อเสนอแนะของผู้บังคับบัญชาเนื่องจากผู้บังคับบัญชาของข้าพเจ้าเก่ง I accept opinions and proposals made by my superior because there are talented and highly capable.
			6. ข้าพเจ้าไม่อึดอัดใจที่จะพูดถึงจุดอ่อนของข้าพเจ้าให้ผู้บังคับบัญชาได้รับรู้ I do not feel uncomfortable to share my weak points with my superior.

2. Talent Management (TM)

Sub-Variable	Factor of sub-variable	Synonyms	Question
		Clear definition of TM Clear definition of talent company Good TM	1. องค์กรมีการระบุและนิยามความหมายของ "คนเก่ง" ไว้อย่างชัดเจน The organization clearly identifies and defines "talent" description.
			2. องค์กรมีระบบการบริหารการจัดการคนเก่งที่ดี The organization has good talent management program.

Sub-Variable	Factor of sub-variable	Synonyms	Question
		process Systematic TM	3.องค์กรมีการชี้แจงเรื่องกระบวนการการบริหารจัดการคนเก่งให้ทุกคนที่เข้าร่วมโครงการทราบและเข้าใจ ถึงกระบวนการนี้ (การคัดเลือก, การอบรม, การประเมิน, การให้รางวัล ฯลฯ) อย่างชัดเจน The organization explains the process of talent management to those taking part in the program, so that they are clearly understood. (Recruiting, Training, Evaluating, Rewarding etc).
			4. ข้าพเจ้าเห็นด้วยกับองค์กรในการจัดให้มีหน่วยงานรับผิดชอบดูแลกลุ่มคนเก่งโดยเฉพาะ I agree with the organization to set up a team responsible for its talents especially.
			5. ผู้บังคับบัญชาในองค์กรของข้าพเจ้ารับรู้และมีความเข้าใจในระบบบริหารจัดการคนเก่งขององค์กร My superior and senior management acknowledge and understand the organization's talent management program.

3. Personal Factors

Sub-Variable	Factor of sub-variable	Synonyms	Question
Safe	Clear of career growth	Career growth Career opportunity	1. ข้าพเจ้าได้รับโอกาสอย่างเพียงพอสำหรับความเจริญก้าวหน้าในอาชีพเมื่อข้าพเจ้าทำงานอยู่ในองค์กรนี้ I receive sufficient opportunity to advance my career working in my current organization.
			2. ข้าพเจ้าคิดว่ามีโอกาสสูงมากที่จะได้รับการเลื่อนตำแหน่งที่สูงขึ้นในสายงานที่ทำอยู่ I acknowledge that I have an opportunity to grow in my career path.

Sub-Variable	Factor of sub-variable	Synonyms	Question
			3. ข้าพเจ้าทราบว่าองค์กรมีการจัดทำแผนความก้าวหน้าในแต่ละสายงานซึ่งเป็นโอกาสให้ข้าพเจ้าสามารถเจริญเติบโตในองค์กรแห่งนี้ I acknowledge that the organization strategize growth prospects for each line of work, which provides me with the opportunity to grow in this organization.
			4. องค์กรของข้าพเจ้ามีนโยบายให้บุคลากรที่มีผลการทำงานดี มีโอกาสที่จะได้รับการส่งเสริมให้เลื่อนขั้นตำแหน่งที่สูงขึ้น The organization's policies encourage promotion opportunities for individual who achieved good results.
Pride	Benefits better than others	Value by employer Privilege Important roles Being valued	1. ข้าพเจ้าภาคภูมิใจที่ได้อยู่ในโครงการการพัฒนากลุ่มคนเก่งขององค์กร I am proud to be a part of the organization's talent management program
			2. องค์กรของข้าพเจ้าให้ความสำคัญในการพัฒนาคนเก่ง เพื่อที่จะเป็นกำลังสำคัญสำหรับองค์กรในอนาคต The organization highly regards the development of talents to become an important part of its future.
			3. องค์กรให้ความสำคัญและเห็นคุณค่าของข้าพเจ้า The organization recognises my importance and value.
Pride	Benefit different from Other		4. องค์กรให้สิทธิพิเศษกับข้าพเจ้าเหนือกว่าพนักงานทั่วไป The organization provides me with additional privileges compared to general employees.
			5. ข้าพเจ้าได้อยู่ในตำแหน่งที่สำคัญขององค์กร และเป็นตำแหน่งที่ขับเคลื่อนองค์กรให้ประสบความสำเร็จ I hold a key role in the

Sub-Variable	Factor of sub-variable	Synonyms	Question
			organization. The role is dedicated to driving the organization forward.
	Reward based on performance	Pay for performance Performance oriented	1. องค์กรมีนโยบายการให้รางวัลและจัดสรรสิ่งจูงใจตามผลการปฏิบัติงานของบุคลากรเป็นหลัก The organization has the policy to reward and offer incentives according mainly to employees' performance.
			2. ข้าพเจ้ารู้สึกดีที่องค์กรมีการให้รางวัลและจัดสรรสิ่งจูงใจตามผลการปฏิบัติงานของข้าพเจ้า I feel encouraged by the rewards and incentives provided according to my performance.
			3. ข้าพเจ้าได้รับรางวัลที่เหมาะสมกับผลการปฏิบัติงานของข้าพเจ้า I have been rewarded appropriately for my performance and achievements.
			4. เมื่อข้าพเจ้ามีผลการปฏิบัติงานดีขึ้น ข้าพเจ้าจะรู้สึกภูมิใจต่อตัวเองมากขึ้น I feel more proud after having achieved higher level of performance.
			5. การให้รางวัลและจัดสรรสิ่งจูงใจต่างๆ ขององค์กรมีความสมเหตุสมผล The organization's rewards and incentives are fair and reasonable.
Pride (Continued)	Opportunity to participate organization activities	Being involves	1. องค์กรเปิดโอกาสให้ข้าพเจ้าได้มีส่วนร่วมในกิจกรรมต่างๆขององค์กร The organization provides opportunities to participate in its various activities.
			2. ข้าพเจ้ารู้สึกภาคภูมิใจที่ได้มีส่วนร่วมในกิจกรรมต่างๆ ที่เกิดขึ้นในองค์กร I am proud to participate in the organization's activities.
			3. องค์กรมีนโยบายให้บุคลากรในองค์กรมีส่วนร่วมในกิจกรรมต่างๆ ขององค์กร

Sub-Variable	Factor of sub-variable	Synonyms	Question
			The organization's policies encourage employees to participate in activity.
			4. ข้าพเจ้ามีความคิดเห็นว่า การที่บุคลากรมีส่วนร่วมในกิจกรรมขององค์กรจะสร้างความผูกพันระหว่างพนักงานและองค์กร In my opinion the participation of employees in the organization's activities promote engagement between employees and organization.
Freedom	Autonomy to work	Freedom to work	1. ข้าพเจ้าชอบความยืดหยุ่นในการทำงาน I like to have flexibility in my work.
			2. ข้าพเจ้าทำงานเพราะรักในงานที่ทำ I work because I love my job.
			3. องค์กรให้ข้าพเจ้ามีอิสระในการทำงาน The organization allows freedom in what I do at work.
			4. ข้าพเจ้ารู้สึกที่ดีต่อองค์กรเนื่องจากไม่มีแรงกดดันจากภายนอก I feel good towards my organization because of the lack of external pressure.
			5. องค์กรให้อิสระในการทำงานกับบุคลากรทุกคนในองค์กร The organization allows every employee freedom in their work.
	Work life balance		1. ข้าพเจ้ารู้สึกว่างานที่ทำอยู่หนักเกินไปจนไม่มีเวลาส่วนตัว I feel that my workload is too heavy and I have no personal free time.
			2. ข้าพเจ้าสามารถจัดตารางเวลาในการทำงานเพื่อให้เหลือเวลาในการทำกิจกรรมที่ชื่นชอบหรือทำงานอดิเรกได้ I am able to organise my work timetable and make free time for recreational activities or hobbies.

Sub-Variable	Factor of sub-variable	Synonyms	Question
Freedom (Continued)			3. ข้าพเจ้ามีเวลาหลังเลิกงานเพื่อพบปะสังสรรค์กับเพื่อนฝูงหรือรับประทานอาหารกับครอบครัว After working hours I have sufficient free time to pursue personal Activities.
			4. ข้าพเจ้ามักจะทำงานเสร็จในที่ทำงานไม่จำเป็นต้องนำงานกลับมาทำตอนค่ำหรือในวันหยุดเสาร์อาทิตย์เสมอ I always finish all my work within the working hours and it is not necessary to continue work and night or at the weekends.
			5. องค์กรของข้าพเจ้าให้ความสำคัญกับความสมดุลระหว่างชีวิตส่วนตัวและทำงาน My organization highly regards the importance of balance between work and personal life.
Equity	Procedural justice	Employee value proposition Equity Equality	1. ข้าพเจ้าได้รับค่าตอบแทนจากองค์กรในระดับที่เหมาะสมกับที่ทำงาน The organization pay is appropriate to my work.
			2. ข้าพเจ้าเห็นว่าค่าตอบแทนขององค์กรมีความสมเหตุสมผลและยุติธรรม I feel that the organization pay is reasonable and fair.
			3. ข้าพเจ้าคิดว่าองค์กรของข้าพเจ้าให้ความยุติธรรมกับข้าพเจ้า I feel that the organization treat me fairly.
			4. ข้าพเจ้าไม่รู้สึกว่าองค์กรเอาเปรียบต่อตัวข้าพเจ้าหรือบุคลากรอื่นในองค์กร I do not feel that the organization takes advantage on me and other employees.

4. Organization Factors

Sub-variable	Factor of sub-variable	Synonyms	Question
Employer branding			1. ชื่อเสียงและภาพลักษณ์องค์กรเป็นปัจจัยสำคัญในการเลือกงานของข้าพเจ้า The organization's reputation and image are important factors in my choice of job.
			2. ข้าพเจ้ารู้สึกทนไม่ได้หากมีผู้อื่นกล่าวถึงองค์กรในแง่ร้าย หรือทำให้เสื่อมเสียชื่อเสียง I am frustrated if others speak poorly about my organization or damage its reputation.
			3. ข้าพเจ้ารู้สึกภูมิใจเมื่อได้บอกใครๆว่าข้าพเจ้าทำงานอยู่องค์กรใด I feel proud to tell others that I am employed by the organization.
			4. ข้าพเจ้าไม่ได้ทำงานตรงกับสิ่งที่ข้าพเจ้าอยากทำมากที่สุด แต่ข้าพเจ้ายังอยากทำงานที่นี่เพราะชื่อเสียงขององค์กรนี้ I desire to continue to work with the organization even though I am not assigned to my most preferred job.
			5. ข้าพเจ้าเชื่อว่าองค์กรที่ข้าพเจ้าทำงานอยู่มีชื่อเสียงและเป็นที่รู้จักอย่างแพร่หลาย I believe that my organization is reputable and well known.
Environment	Organization culture	Work culture Organizational goals	1. องค์กรของข้าพเจ้ามีเป้าหมายองค์กรที่ชัดเจน My organization has clear goals and objectives.
			2. ข้าพเจ้ามีความเข้าใจอย่างชัดเจนถึงเป้าหมายหรือความคาดหวังขององค์กร I clearly understand organization's goals and expectations.

Sub-variable	Factor of sub-variable	Synonyms	Question
			3. ข้าพเจ้าชอบวัฒนธรรมองค์กรของข้าพเจ้า I like the culture within my organization.
			4. ค่านิยมของข้าพเจ้าตรงกับวัฒนธรรมองค์กรที่ข้าพเจ้าทำงานอยู่ My values are similar to the culture of the organization I work at.
	Workplace climate	Good environment Feel safe at work Infrastructure support Harmony, no pressure, no politics	1. บรรยากาศหรือสภาพแวดล้อมในที่ทำงานเป็นปัจจัยสำคัญที่ทำให้ข้าพเจ้าทำงานได้อย่างราบรื่น The work atmosphere and environment are important factors to my success at work.
			2. ข้าพเจ้ารู้สึกปลอดภัยในการทำงาน I feel safe at work.
			3. องค์กรมีเครื่องมือและอุปกรณ์ในการทำงานอย่างเพียงพอ Facilities provided by the organization are sufficient.
			4. การอยู่กันอย่างสงบสุขในองค์กรทำให้ข้าพเจ้ามีความสุขในการงาน Harmonious collaboration throughout the organization is the reason I am happy in my work place.
			5. องค์กรของข้าพเจ้าไม่มีการแบ่งพรรคแบ่งพวก There are no factions in my organization.
Environment (Continued)	Good relationship with co-workers	Co-employees Go relationship with colleagues	1. ข้าพเจ้าสนิทสนมกับเพื่อนร่วมงานในที่ทำงาน I have close relationship with my colleague.
			2. เพื่อนร่วมงานของข้าพเจ้าสามารถเป็นเพื่อนได้จริงๆ I am true friends with my work colleague.
			3. ข้าพเจ้าสามารถเชื่อถือเพื่อนร่วมงานของข้าพเจ้าได้ I can trust my work colleague.

Sub-variable	Factor of sub-variable	Synonyms	Question
			4. เมื่อข้าพเจ้าต้องการความช่วยเหลือข้าพเจ้าจะได้รับความช่วยเหลือจากเพื่อนร่วมงานเสมอ I always receive help from my work colleague when help is needed.
			5. ความสัมพันธ์ที่ดีกับเพื่อนร่วมงานเป็นปัจจัยที่สำคัญที่ทำให้ข้าพเจ้ายังทำงานอยู่ในองค์กรนี้ Good relationship with my work colleague is the most important factor why I continue to work at this organization.

5. Organization Citizenship Behavior (OCB)

Question
1. ข้าพเจ้ามักช่วยเหลือเพื่อนร่วมงานที่ทำงานหนัก I often help colleagues who have heavy workload.
2. ข้าพเจ้าพยายามหลีกเลี่ยงปัญหาที่จะเกิดขึ้นกับเพื่อนร่วมงาน I try to avoid problematic conflict with co-workers.
3. ข้าพเจ้ามักจะคำนึงถึงผลกระทบที่จะเกิดขึ้นต่อองค์กรเสมอ I always consider the consequences that will affect the organization.
4. ข้าพเจ้ามักเข้าร่วมกับเรื่องที่อาจไม่เกี่ยวข้องกับข้าพเจ้านัก แต่ก่อให้เกิดภาพลักษณ์ที่ดีต่อองค์กรเสมอ I frequently participate in activities that I may not have direct involvement but will generate good image for the organization.
5. ข้าพเจ้าติดตามข่าวสาร บทความ และความเป็นไปขององค์กรเสมอ I regularly follow the organization's current affairs in the news and articles.
6. ข้าพเจ้าทำตามกฎระเบียบขององค์กรอย่างเคร่งครัด ถึงแม้ไม่มีใครมาติดตาม I strictly follow the organization's code of conduct even when unmonitored.
7. ข้าพเจ้าทนไม่ได้ที่บุคคลอื่นจะพูดถึงองค์กรในทางที่ไม่ดี I cannot tolerate when others speak poorly about my organization
8. ข้าพเจ้ามักจะช่วยงานแทนผู้ที่ขาดหรือลางานเสมอ I often help to fill the gap when my colleague is absent.
9. ข้าพเจ้ามักไม่หยุดงานหากไม่มีเหตุจำเป็นจริงๆ I am never absent unless it is completely necessary.

6. Passion

Question
1. ข้าพเจ้าปรารถนาที่จะก้าวหน้าและเติบโตในองค์กรนี้   I wish to develop and grow into a key role in the organization.
2. ข้าพเจ้ามีปรารถนาที่จะเติบโตไปในตำแหน่งที่สำคัญขององค์กรนี้   I wish to grow into the important roles in the organization.
3. ข้าพเจ้าปรารถนาที่จะเห็นองค์กรนี้เป็นองค์กรที่มีชื่อเสียงในประเทศไทยและในระดับสากล   I wish to see the organization become a reputable company in Thailand and internationally.
4. ข้าพเจ้าปรารถนาที่จะประสบความสำเร็จในงาน และทำให้ผู้อื่นยอมรับ   I wish to succeed in my work and gain recognition from others.
5. ข้าพเจ้าปรารถนาที่จะมาทำงานทุกวัน   I am eager to come to work everyday.
6. เมื่อข้าพเจ้าปรารถนาที่จะทำอย่างใดอย่างหนึ่ง ข้าพเจ้ามักจะพยายามทำให้ถึงที่สุด   When I have the desire to achieve any one task I always try my best efforts.
7. ข้าพเจ้าปรารถนาที่จะไม่ยอมแพ้ต่ออุปสรรคใดๆ   I will not surrender against any obstacle.

7. Intention to Stay

Question
1. ข้าพเจ้ารักและอยากทำงานอยู่ที่องค์กรนี้   I love and wish to continue to work at the organization.
2. ข้าพเจ้าอยากเป็นส่วนหนึ่งขององค์กรนี้ ถึงแม้ว่าจะมีข้อเสนอที่ดีกว่าจากองค์กรอื่น   I wish to become a part of the organization although there are better offers elsewhere.
3. ข้าพเจ้าตัดสินใจที่จะทุ่มเทแรงกายแรงใจของข้าพเจ้าทั้งหมดเพื่อที่จะสร้างสิ่งที่ดีให้กับองค์กรนี้   I have decided to dedicate my strength and energy to create values for the organization.
4. ข้าพเจ้าไม่เคยคิดลาออกจากบริษัท   I never think about quitting my job from this organization.
5. ข้าพเจ้าไม่เคยคิดหางานที่อื่นเลย   I have never pursued other job opportunities.

8. Performance

Question
1. ความรู้และประสบการณ์ที่ได้จากการพัฒนากลุ่มคนเก่งทำให้ข้าพเจ้าทำงานได้มีประสิทธิภาพมากขึ้น The knowledge and experience gained from the development of talent group increase my effectiveness at work.
2. ข้าพเจ้าสามารถให้คำปรึกษาแก่เพื่อนร่วมงานได้มากขึ้น เนื่องจากข้าพเจ้ามีความรู้และความเข้าใจในงานมากขึ้น I am better at giving advice to my colleague because I have better knowledge and understanding of the work.
3. ข้าพเจ้ามักได้รับรางวัลจากผลการปฏิบัติงานที่ดี I am often rewarded for my achievements.
4. องค์กรได้รับประโยชน์จากผลงานที่ดีขึ้นของข้าพเจ้า The organization benefits from the increase in my performance.

APPENDIX B

RESULT OF IOC SCORE

1. HRD Roles

1.1 Training and Development

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าพึงพอใจเมื่อได้รับการคัดเลือกจากองค์กรให้เข้าร่วมโครงการคนเก่ง	0.2	Deleted	
2	องค์กรเล็งเห็นความสำคัญของการพัฒนาทรัพยากรมนุษย์โดยมีการจัดการฝึกอบรมและพัฒนาพนักงานอยู่เสมอ	0.2	Deleted	
3	องค์กรมีการจัดฝึกอบรมหรือพัฒนาตรงตามความต้องการของข้าพเจ้า	0.8	Used	
4	ข้าพเจ้ายินดีที่จะเรียนรู้และพัฒนาตัวเองให้มีศักยภาพสูงขึ้น	0.6	Consult with committees after Cronbach's alpha test	
5	องค์กรให้ความสำคัญกับการเรียนรู้ทักษะใหม่ๆ และความรู้ใหม่ที่จะเป็นประโยชน์ต่อองค์กร	1	Used	
6	องค์กรมีแผนพัฒนาการเรียนรู้เป็นรายบุคคล	0.8	Used	

1.2 Quality of Supervisor

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าได้รับการสนับสนุนและความช่วยเหลือในการทำงานจากผู้บังคับบัญชาอยู่เสมอ	0.8	Used	
2	ผู้บังคับบัญชาของข้าพเจ้าจะติดตามการทำงานและให้ความเห็นสะท้อนกลับที่เป็นประโยชน์เสมอ	1.0	Used	
3	เมื่อเกิดปัญหาขึ้นในการทำงาน ผู้บริหารระดับสูงจะมีความกระตือรือร้นที่จะช่วยเหลือเสมอ	0.8	Used	
4	ผู้บังคับบัญชาการของข้าพเจ้าไม่เคยปล่อยปละละเลยลูกน้อง	0.6	Adjusted Question	ผู้บังคับบัญชาของข้าพเจ้าไม่เคยปล่อยปละละเลยลูกน้องในเรื่องของการทำงาน
5	ข้าพเจ้ายอมรับความคิดเห็นและข้อเสนอแนะของผู้บังคับบัญชาเนื่องจากผู้บังคับบัญชาของข้าพเจ้าเก่ง	0.8	Used	

Item	Question	Result	Conclusion	Revised Question
6	ข้าพเจ้าไม่อึดอัดใจที่จะพูดถึงจุดอ่อนของข้าพเจ้าให้ผู้บังคับบัญชาได้รับรู้	0.8	Used	

2. Talent Management

Item	Question	Result	Conclusion	Revised Question
1	องค์กรมีการระบุและนิยามความหมายของ "คนเก่ง" ไว้อย่างชัดเจน	0.6	Remained question	
2	องค์กรมีระบบการบริหารการจัดการคนเก่งที่ดี	0.8	Use	
3	องค์กรมีการชี้แจงเรื่องกระบวนการการบริหารจัดการคนเก่งให้ทุกคนที่เข้าร่วมโครงการทราบและเข้าใจถึงกระบวนการนี้ (การคัดเลือก, การอบรม, การประเมิน, การให้รางวัล ฯลฯ) อย่างชัดเจน	1.0	Use	
4	ข้าพเจ้าเห็นด้วยกับองค์กรในการจัดให้มีหน่วยงานรับผิดชอบดูแลกลุ่มคนเก่งโดยเฉพาะ	0.8	Use	
5	ผู้บังคับบัญชาในองค์กรของข้าพเจ้ารับรู้และมีความเข้าใจในระบบบริหารจัดการคนเก่งขององค์กร		Committee advised to have this question	

3. Personal Factor

3.1 Safe

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าได้รับโอกาสอย่างเพียงพอสำหรับความเจริญก้าวหน้าในอาชีพเมื่อข้าพเจ้าทำงานอยู่ในองค์กรนี้	0.8	Use	
2	ข้าพเจ้าคิดว่ามีโอกาสสูงมากที่จะได้รับการเลื่อนตำแหน่งที่สูงขึ้นในสายงานที่ทำอยู่	0.6	Delete	
3	ข้าพเจ้าทราบว่าองค์กรมีการจัดทำแผนความก้าวหน้าในแต่ละสายงานซึ่งเป็นโอกาสให้ข้าพเจ้าสามารถเจริญเติบโตในองค์กรแห่งนี้	0.8	Use	
4	องค์กรของข้าพเจ้ามีนโยบายให้บุคลากรที่มีผลการทำงานดี มีโอกาสที่จะได้รับการส่งเสริมให้เลื่อนขั้นตำแหน่งที่สูงขึ้น	0.8	Use	

3.2 Pride

3.2.1 Benefit Different From Others

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าภาคภูมิใจที่ได้อยู่ในโครงการการพัฒนากลุ่มคนเก่งขององค์กร	0.8	Use	
2	องค์กรของข้าพเจ้าให้ความสำคัญในการพัฒนาคนเก่ง เพื่อที่จะเป็นกำลังสำคัญสำหรับองค์กรในอนาคต	1.0	Use	
3	องค์กรให้ความสำคัญและเห็นคุณค่าของข้าพเจ้า	0.8	Use	
4	องค์กรให้สิทธิพิเศษกับข้าพเจ้าเหนือกว่าพนักงานทั่วไป	0.8	Use	
5	ข้าพเจ้าได้อยู่ในตำแหน่งที่สำคัญขององค์กร และเป็นตำแหน่งที่ขับเคลื่อนองค์กรให้ประสบความสำเร็จ	0.6	Revised Question	ข้าพเจ้าได้อยู่ตำแหน่งที่สำคัญขององค์กรและเป็นตำแหน่งที่ได้รับมอบหมายให้ขับเคลื่อนองค์กร

3.2.2 Reward Based on Performance

Item	Question	Result	Conclusion	Revised Question
1	องค์กรมีนโยบายการให้รางวัลและจัดสรรสิ่งจูงใจตามผลการปฏิบัติงานของบุคลากรเป็นหลัก	1.0	Use	
2	ข้าพเจ้ารู้สึกดีที่องค์กรมีการให้รางวัลและจัดสรรสิ่งจูงใจตามผลการปฏิบัติงานของข้าพเจ้า	1.0	Use	
3	ข้าพเจ้าได้รับรางวัลที่เหมาะสมกับผลการปฏิบัติงานของข้าพเจ้า	0.8	Use	
4	เมื่อข้าพเจ้ามีผลการปฏิบัติงานดีขึ้น ข้าพเจ้าจะรู้สึกภูมิใจต่อตัวเองมากขึ้น	1.0	Use	
5	การให้รางวัลและจัดสรรสิ่งจูงใจต่างๆ ขององค์กรมีความสมเหตุสมผล	0.8	Use	

3.2.3 Opportunity to Participate Organization Activity

Item	Question	Result	Conclusion	Revised Question
1	องค์กรเปิดโอกาสให้ข้าพเจ้าได้มีส่วนร่วมใน กิจกรรมต่างๆของ องค์กร	1.0	Use	
2	ข้าพเจ้ารู้สึกภาคภูมิใจที่ได้มีส่วนร่วมในกิจกรรม ต่างๆ ที่เกิดขึ้นในองค์กร	1.0	Use	
3	องค์กรมีนโยบายให้บุคลากรในองค์กรมีส่วนร่วม ในกิจกรรมต่างๆ ขององค์กร	0.8	Use	
4	ข้าพเจ้ามีความคิดเห็นว่า การที่บุคลากรมีส่วนร่วม ในกิจกรรมขององค์กรจะสร้างความผูกพัน ระหว่างพนักงานและองค์กร	0.8	Use	

3.3 Freedom

3.3.1 Autonomy to Work

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าชอบความยืดหยุ่นในการทำงาน	0.8	Use	
2	ข้าพเจ้าทำงานเพราะรักในงานที่ทำ	1.0	Use	
3	องค์กรให้ข้าพเจ้ามีอิสระในการทำงาน	0.8	Use	
4	ข้าพเจ้ารู้สึกที่ดีต่อองค์กรเนื่องจากไม่มีแรงกดดัน จากภายนอก	0.6	Remained Question	
5	องค์กรให้อิสระในการทำงานกับบุคลากรทุกคน ในองค์กร	0.8	Use	

3.3.2 Work Life Balance

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้ารู้สึกว่างานที่ทำอยู่หนักเกินไปจนไม่มี เวลาส่วนตัว	0.2	Delete	
2	ข้าพเจ้าสามารถจัดตารางเวลาในการทำงาน เพื่อให้เหลือเวลาในการทำกิจกรรมที่ชื่นชอบหรือ ทำงานอดิเรกได้	1.0	Use	
3	ข้าพเจ้ามีเวลาหลังเลิกงานเพื่อพบประสังสรรค์กับ เพื่อนฝูงหรือรับประทานอาหารกับครอบครัวได้	0.6	Revised Question	ข้าพเจ้ามีเวลา หลังเลิกงานเพื่อ ทำกิจกรรม ส่วนตัวอื่นๆที่ ข้าพเจ้าอยากทำ

Item	Question	Result	Conclusion	Revised Question
4	ข้าพเจ้ามักจะต้องนำงานกลับมาทำที่บ้านต่อใน ตอนค่ำหรือในวันหยุดเสาร์อาทิตย์เสมอ	0.6	Consult with committees after Cronbach's alpha test	
5	องค์กรของข้าพเจ้าให้ความสำคัญกับความสมดุล ระหว่างชีวิตส่วนตัวและทำงาน	1.0	Use	

3.4 Equity

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าได้รับค่าตอบแทนจากองค์กรในระดับที่ เหมาะสมกับที่ทำงาน	1.0	Use	
2	ข้าพเจ้าเห็นว่าค่าตอบแทนขององค์กรมีความ สมเหตุสมผลและยุติธรรม	0.8	Use	
3	ข้าพเจ้าคิดว่าองค์กรของข้าพเจ้าให้ความยุติธรรม กับข้าพเจ้า	0.8	Use	
4	ข้าพเจ้ารู้สึกไม่พอใจหากรู้ว่าองค์กรเอาเปรียบไม่ ว่าจะเป็นต่อตัวข้าพเจ้าหรือพนักงานคนอื่นใน องค์กร	0.6	Revised Question	ข้าพเจ้าไม่รู้สึก ว่าองค์กรเอา เปรียบต่อตัว ข้าพเจ้า หรือ บุคลากรอื่นใน องค์กร

4. Organization Factor

4.1 Employer Branding

Item	Question	Result	Conclusion	Revised Question
1	ชื่อเสียงและภาพลักษณ์องค์กรเป็นปัจจัยสำคัญใน การเลือกงานของข้าพเจ้า	1.0	Use	
2	ข้าพเจ้ารู้สึกทนไม่ได้หากมีผู้อื่นกล่าวถึงองค์กรใน แง่ร้าย หรือทำให้เสื่อมเสียชื่อเสียง	0.6	Remained Question	
3	ข้าพเจ้ารู้สึกภูมิใจเมื่อได้บอกใครๆว่าข้าพเจ้าทำงาน อยู่องค์กรใด	1.0	Use	
4	ข้าพเจ้าไม่ได้ทำงานตรงกับสิ่งที่ข้าพเจ้าอยากทำ มากที่สุด แต่ข้าพเจ้ายังอยากทำงานที่นี่เพราะ ชื่อเสียงขององค์กรนี้	0.4	Revised Question	ถึงแม้ว่าข้าพเจ้า ไม่ได้รับ มอบหมายงาน

Item	Question	Result	Conclusion	Revised Question
				ตรงกับข้าพเจ้า อยากทำมากที่ สุดแต่ข้าพเจ้าก็ ยังอยากอยู่ใน องค์กรนี้ต่อไป
5	ข้าพเจ้าเชื่อว่าองค์กรที่ข้าพเจ้าทำงานอยู่มีชื่อเสียง และเป็นที่รู้จักอย่างแพร่หลาย	1.0	Use	

4.2 Environment

4.2.1 Organization Culture

Item	Question	Result	Conclusion	Revised Question
1	องค์กรของข้าพเจ้ามีเป้าหมายองค์กรที่ชัดเจน	0.6	Delete	
2	ข้าพเจ้ามีความเข้าใจอย่างชัดเจนถึงเป้าหมายหรือ ความคาดหวังขององค์กร	0.6	Delete	
3	ข้าพเจ้าชอบวัฒนธรรมองค์กรของข้าพเจ้า	0.8	Use	
4	ค่านิยมของข้าพเจ้าตรงกับวัฒนธรรมองค์กรที่ ข้าพเจ้าทำงานอยู่	0.8	Use	

4.2.2 Workplace Climate

Item	Question	Result	Conclusion	Revised Question
1	บรรยากาศหรือสภาพแวดล้อมในที่ทำงานเป็น ปัจจัยสำคัญที่ทำให้ข้าพเจ้าทำงานได้อย่างราบรื่น	0.8	Use	
2	ข้าพเจ้ารู้สึกปลอดภัยในการทำงาน	0.8	Use	
3	องค์กรมีเครื่องมือและอุปกรณ์ในการทำงานอย่าง เพียงพอ	1.0	Use	
4	การอยู่กันอย่างสงบสุขในองค์กรทำให้ข้าพเจ้ามี ความสุขในการงาน	1.0	Use	
5	องค์กรของข้าพเจ้าไม่มีการแบ่งพวก	0.6	Revised Question	องค์กรของ ข้าพเจ้าไม่มีการ แบ่งพรรคแบ่ง พวก

4.2.3 Good Relationship with Co-workers

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าสนิทสนมกับเพื่อนร่วมงานในที่ทำงาน	1.0	Use	
2	เพื่อนร่วมงานของข้าพเจ้าสามารถเป็นเพื่อนได้จริงๆ	0.8	Use	
3	ข้าพเจ้าสามารถเชื่อถือเพื่อนร่วมงานของข้าพเจ้าได้	1.0	Use	
4	เมื่อข้าพเจ้าต้องการความช่วยเหลือข้าพเจ้าจะได้รับความช่วยเหลือจากเพื่อนร่วมงานเสมอ	1.0	Use	
5	ความสัมพันธ์ที่ดีกับเพื่อนร่วมงานเป็นปัจจัยที่สำคัญที่ทำให้ข้าพเจ้ายังทำงานอยู่ในองค์กรนี้	1.0	Use	

5. Organization Behavior Citizenship (OCB)

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้ามักช่วยเหลือเพื่อนร่วมงานที่ทำงานหนัก	0.6	Revised Question	ข้าพเจ้ามักจะช่วยเหลือเพื่อนร่วมงานที่มีปัญหา
2	ข้าพเจ้าพยายามหลีกเลี่ยงปัญหาที่จะเกิดขึ้นกับเพื่อนร่วมงาน	0.8	Use	
3	ข้าพเจ้ามักจะคำนึงถึงผลกระทบที่จะเกิดขึ้นต่อองค์กรเสมอ	1.0	Use	
4	ข้าพเจ้ามักเข้าร่วมกับเรื่องที่อาจไม่เกี่ยวข้องกับข้าพเจ้านัก แต่ก่อให้เกิดภาพลักษณ์ที่ดีต่อองค์กรเสมอ	0.8	Use	
5	ข้าพเจ้าติดตามข่าวสาร บทความ และความเป็นไปขององค์กรเสมอ	0.8	Use	
6	ข้าพเจ้าทำตามกฎระเบียบขององค์กรอย่างเคร่งครัดถึงแม้ไม่มีใครมาติดตาม	1.0	Use	
7	ข้าพเจ้าทนไม่ได้ที่บุคคลอื่นจะพูดถึงองค์กรในทางที่ไม่ดี	0.6	Remained Question	
8	ข้าพเจ้ามักจะช่วยงานแทนผู้ที่ขาดหรือลางานเสมอ	1.0	Use	
9	ข้าพเจ้ามักไม่หยุดงานหากไม่มีเหตุจำเป็นจริงๆ	0.6	Delete	

6. Passion

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้าปรารถนาที่จะก้าวหน้าและเติบโตในองค์กรนี้	0.6	Delete	
2	ข้าพเจ้ามีปรารถนาที่จะเติบโตไปในตำแหน่งที่สำคัญขององค์กรนี้	1.0	Use	
3	ข้าพเจ้าปรารถนาที่จะเห็นองค์กรนี้เป็นองค์กรที่มีชื่อเสียงในประเทศไทยและในระดับสากล	1.0	Use	
4	ข้าพเจ้าปรารถนาที่จะประสบความสำเร็จในงาน และทำให้ผู้อื่นยอมรับ	1.0	Use	
5	ข้าพเจ้าปรารถนาที่จะมาทำงานทุกวัน	0.8	Use	
6	เมื่อข้าพเจ้าปรารถนาที่จะทำอย่างใดอย่างหนึ่ง ข้าพเจ้ามักจะพยายามทำให้ถึงที่สุด	1.0	Use	
7	ข้าพเจ้าปรารถนาที่จะไม่ยอมแพ้ต่ออุปสรรคใดๆ	0.8	Use	

7. Intention to Stay

Item	Question	Result	Conclusion	Revised Question
1	ข้าพเจ้ารักและอยากทำงานอยู่ที่องค์กรนี้	1.0	Use	
2	ข้าพเจ้าอยากเป็นส่วนหนึ่งขององค์กรนี้ ถึงแม้ว่าจะมีข้อเสนอที่ดีกว่าจากองค์กรอื่น	1.0	Use	
3	ข้าพเจ้าตัดสินใจที่จะทุ่มเทแรงกายแรงใจของข้าพเจ้าทั้งหมดเพื่อที่จะสร้างสิ่งที่ดีให้กับองค์กรนี้	1.0	Use	
4	ข้าพเจ้าไม่เคยคิดลาออกจากบริษัท	0.4	Delete	
5	ข้าพเจ้าไม่เคยคิดหางานที่อื่นเลย	0.8	Use	

8. Performance

Item	Question	Result	Conclusion	Revised Question
1	ความรู้และประสบการณ์ที่ได้จากการพัฒนากลุ่มคนเก่งทำให้ข้าพเจ้าทำงานได้มีประสิทธิภาพมากขึ้น	1.0	Use	
2	ข้าพเจ้าสามารถให้คำปรึกษาแก่เพื่อนร่วมงานได้มากขึ้น เนื่องจากข้าพเจ้ามีความรู้และความเข้าใจในงานมากขึ้น	0.8	Use	
3	ข้าพเจ้าได้รับรางวัลจากผลปฏิบัติงานของข้าพเจ้า	0.6	Revised Question	ข้าพเจ้ามักได้รับรางวัลจากผลการปฏิบัติงานที่ดี
4	องค์กรได้รับประโยชน์จากผลงานที่ดีขึ้นของข้าพเจ้า	0.8	Use	

APPENDIX C

QUESTIONNAIRE FOR PILOT TEST

คำชี้แจงแบบสอบถาม

วัตถุประสงค์ : แบบสอบถามชุดนี้เป็นส่วนหนึ่งของงานวิจัย ซึ่งใช้เพื่อทดสอบความน่าเชื่อถือ และความถูกต้องของคำถาม จึงขอความร่วมมือในการตอบคำถามต่างๆ ตาม ความเป็นจริง

ชื่อผู้วิจัย : นางสาว ชนิตาพันธ์ ธนะวัฒนกรณ์ นักศึกษาหลักสูตรวิทยาศาสตร์ดุษฎีบัณฑิต (การพัฒนาทรัพยากรมนุษย์และองค์การ) สถาบันบัณฑิตพัฒนบริหารศาสตร์ โทร. 085-456-5554

อาจารย์ที่ปรึกษา : รศ.ดร.จิรประภา อัครบวร

รายละเอียดแบบสอบถาม

แบบสอบถามชุดนี้มีทั้งสิ้น 5 ส่วน ใช้เวลาในการทำ 15-20 นาที

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ส่วนที่ 2 แบบสอบถามความคิดเห็น เกี่ยวกับระบบพัฒนาบุคลากร (Human Resource Development) และ ระบบการจัดการคนเก่ง (Talent Management) ในองค์กรที่ท่านทำงานอยู่

ส่วนที่ 3 แบบสอบถามความคิดเห็น เกี่ยวกับความรู้สึกที่ท่านมีให้กับองค์กร และ ตัวแปรสนับสนุนขององค์กรที่ส่งผลกระทบต่อความผูกพันของท่าน

ส่วนที่ 4 แบบประเมินตนเองเกี่ยวกับระดับความผูกพันที่มีต่อองค์การ

ส่วนที่ 5 แบบสอบถามความคิดเห็นและข้อเสนอแนะ เพื่อสอบถามถึงสิ่งที่พนักงานอยาก ให้บริษัทปรับปรุง และสิ่งที่บริษัททำดีอยู่แล้ว

คำตอบจากการตอบแบบสอบถามในครั้งนี้จะถูกเก็บเป็นความลับตามจรรยาบรรณของ การศึกษาวิจัย ข้อมูลที่ได้ถือเป็นสิทธิ์ส่วนตัวของผู้ตอบ การประมวลผลจะแสดงออกมาใน ลักษณะกลุ่ม และเพื่อความสมบูรณ์ครบถ้วนของข้อมูลการศึกษา โปรดตอบแบบสอบถามทั้งฉบับ ผู้ศึกษาขอขอบพระคุณใน

ความร่วมมือของทุกท่านที่สละเวลาในการตอบแบบสอบถามครั้งนี้

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม จำนวน 7 ข้อ
คำชี้แจง: โปรดทำเครื่องหมาย **X** ลงในช่อง ☐ หน้าข้อความ

1. อายุ ระบุ..

2. สถานภาพสมรสและจำนวนบุตร ☐ โสด ☐ สมรส – มีบุตร...........คน

☐ สมรส – ไม่มีบุตร ☐ หย่า / แยกกันอยู่ / หม้าย

3. จำนวนผู้อยู่ใต้อุปการะ ☐ มี...........คน ☐ ไม่มี

4. ระดับการศึกษาสูงสุด ☐ ปริญญาตรี ☐ ปริญญาโท

☐ อื่นๆ...................

5. อายุงาน ....ปี....................เดือน

6. อายุงานในตำแหน่งปัจจุบัน ....ปี....................เดือน

7. สถานภาพทางเศรษฐกิจ

(รายได้ต่อเดือน) ☐ 10,001 – 30,000 บาท ☐ 30,001 – 50,000 บาท

☐ 50,001 – 70,000 บาท ☐ 70,001 – 100,000 บาท

☐ มากกว่า 100,000 บาท

ส่วนที่ 2 แบบสอบถามความคิดเห็นของท่าน เกี่ยวกับระบบพัฒนาบุคลากร (Human Resource Development) และ ระบบการจัดการคนเก่ง (Talent Management) ในองค์กรที่ท่านทำงานอยู่

คำชี้แจง: โปรดพิจารณาข้อความที่สอบถามและกรุณาเติมเครื่องหมาย **X** ลงในช่องที่ตรงกับ
ความรู้สึก/ความคิดเห็นของท่านมากที่สุดเพียงข้อละ 1 คำตอบ โดยที่

7 = ท่านเห็นด้วยมากที่สุด 6 = ท่านเห็นด้วยมาก 5 = ท่านเห็นด้วยค่อนข้างมาก

4 = ท่านเห็นด้วยปานกลาง 3 = ท่านเห็นด้วยค่อนข้างน้อย 2 = ท่านเห็นด้วยน้อย

1 = ท่านเห็นด้วยน้อยมาก

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
1	องค์กรมีการจัดฝึกอบรมหรือพัฒนาตรงตามความต้องการของข้าพเจ้า							
2	ข้าพเจ้ายินดีที่จะเรียนรู้และพัฒนาตัวเองให้มีศักยภาพสูงขึ้น							
3	องค์กรให้ความสำคัญกับการเรียนรู้ทักษะใหม่ๆ และความรู้ใหม่ที่จะเป็นประโยชน์ต่อองค์กร							
4	องค์กรมีแผนพัฒนาการเรียนรู้เป็นรายบุคคล เพื่อที่จะพัฒนาพนักงานเป็นรายบุคคล							
5	ข้าพเจ้าได้รับการสนับสนุนและความช่วยเหลือในการทำงานจากผู้บังคับบัญชาอยู่เสมอ							
6	ผู้บังคับบัญชาของข้าพเจ้าจะติดตามการทำงานและให้ความเห็นสะท้อนกลับที่เป็นประโยชน์เสมอ							
7	เมื่อเกิดปัญหาขึ้นในการทำงาน ผู้บริหารระดับสูงจะมีความกระตือรือร้นที่จะช่วยเหลือเสมอ							
8	ผู้บังคับบัญชาของข้าพเจ้าไม่เคยปล่อยปละละเลยลูกน้องในเรื่องของการทำงาน							
9	ข้าพเจ้ายอมรับความคิดเห็นและข้อเสนอแนะของผู้บังคับบัญชาเนื่องจากผู้บังคับบัญชาของข้าพเจ้าเก่ง							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
10	ข้าพเจ้าไม่อึดอัดที่จะพูดถึงจุดอ่อนของข้าพเจ้าให้ผู้บังคับบัญชาได้รับรู้							
11	องค์กรมีการระบุ และ นิยามความหมายของคนเก่งไว้อย่างชัดเจน							
12	องค์กรมีระบบการบริหารการจัดการคนเก่งที่ดี							
13	องค์กรมีการชี้แจงเรื่องกระบวนการการบริหารจัดการคนเก่งให้ทุกคนที่เข้าร่วมโครงการทราบ และเข้าใจถึงกระบวนการนี้ (การคัดเลือก/Recruiting, การอบรม/Training, การประเมิน/Evaluating, การให้รางวัล/Rewarding ฯลฯ) อย่างชัดเจน							
14	ข้าพเจ้าเห็นด้วยกับองค์กรในการจัดให้มีหน่วยงานรับผิดชอบดูแลกลุ่มคนเก่งโดยเฉพาะ							
15	ผู้บังคับบัญชาในองค์กรของข้าพเจ้ารับรู้และมีความเข้าใจในระบบบริหารจัดการคนเก่งขององค์กร							

ส่วนที่ 3 แบบสอบถามความคิดเห็น เกี่ยวกับความรู้สึกที่ท่านมีให้กับองค์กร และ
ตัวแปรสนับสนุนขององค์กรที่ส่งผลกระทบต่อความผูกพันของท่าน

คำชี้แจง: โปรดพิจารณาข้อความที่สอบถามและกรุณาเติมเครื่องหมาย ☐ ลงในช่องที่ตรงกับ
ความรู้สึก/ความคิดเห็นของท่านมากที่สุดเพียงข้อละ 1 คำตอบ โดยที่

7 = ท่านเห็นด้วยมากที่สุด 6 = ท่านเห็นด้วยมาก 5 = ท่านเห็นด้วยค่อนข้างมาก

4 = ท่านเห็นด้วยปานกลาง 3 = ท่านเห็นด้วยค่อนข้างน้อย 2 = ท่านเห็นด้วยน้อย

1 = ท่านเห็นด้วยน้อยมาก

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
1	ข้าพเจ้าได้รับโอกาสอย่างเพียงพอสำหรับความเจริญก้าวหน้าในอาชีพเมื่อข้าพเจ้าทำงานอยู่ในองค์กรนี้							
2	ข้าพเจ้าทราบว่าองค์กรมีการจัดทำแผนความก้าวหน้าในแต่ละสายงานซึ่งเป็นโอกาสให้ข้าพเจ้าสามารถเจริญเติบโตในองค์กรแห่งนี้							
3	องค์กรของข้าพเจ้ามีนโยบายให้บุคลากรที่มีผลการทำงานดี มีโอกาสที่จะได้รับการส่งเสริมให้เลื่อนขั้นตำแหน่งที่สูงขึ้น							
4	ข้าพเจ้าภาคภูมิใจที่ได้อยู่ในโครงการพัฒนากลุ่มคนเก่งขององค์กร							
5	องค์กรของข้าพเจ้าให้ความสำคัญในการพัฒนาคนเก่งเพื่อที่จะเป็นกำลังสำคัญสำหรับองค์กรในอนาคต							
6	องค์กรให้ความสำคัญและเห็นคุณค่าของข้าพเจ้า							
7	องค์กรให้สิทธิพิเศษกับข้าพเจ้าเหนือกว่าบุคลากรทั่วไป							
8	ข้าพเจ้าได้อยู่ในตำแหน่งที่สำคัญขององค์กร และเป็นตำแหน่งที่ได้รับมอบหมายให้ขับเคลื่อนกลยุทธ์ขององค์กร							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
9	องค์กรมีนโยบายการให้รางวัลและจัดสรรสิ่งจูงใจตามผลการปฏิบัติงานบุคลากรเป็นหลัก							
10	ข้าพเจ้ารู้สึกดีที่องค์กรมีการให้รางวัลและจัดสรรสิ่งจูงใจตามผลการปฏิบัติงานของข้าพเจ้า							
11	ข้าพเจ้าได้รับรางวัลที่เหมาะสมกับผลการปฏิบัติงานของข้าพเจ้า							
12	เมื่อข้าพเจ้ามีผลการปฏิบัติงานดีขึ้นข้าพเจ้าจะรู้สึกภูมิใจต่อตัวเองมากขึ้น							
13	การให้รางวัลและจัดสรรสิ่งจูงใจต่าง ๆ ขององค์กรมีความสมเหตุสมผล							
14	องค์กรเปิดโอกาสให้ข้าพเจ้าได้มีส่วนในกิจกรรมต่าง ๆ ขององค์กร							
15	ข้าพเจ้ารู้สึกภาคภูมิใจที่ได้มีส่วนร่วมในกิจกรรมต่าง ๆ ที่เกิดขึ้นในองค์กร							
16	องค์กรมีนโยบายให้บุคลากรในองค์กรมีส่วนร่วมในกิจกรรมต่าง ๆขององค์กร							
17	ข้าพเจ้ามีความคิดเห็นว่า การที่บุคลากรมีส่วนร่วมในกิจกรรมขององค์กรสร้างความผูกพันระหว่างพนักงานและองค์กร							
18	ข้าพเจ้าขอบความยืดหยุ่น (Flexible) ในการทำงาน							
19	ข้าพเจ้าทำงานเพราะรักในงานที่ทำ (I work because I love my job)							
20	องค์กรให้ข้าพเจ้ามีอิสระในการทำงาน							
21	ข้าพเจ้ารู้สึกที่ดีต่อองค์กรเนื่องจากไม่มีแรงกดดันจากภายนอก							
22	องค์กรให้อิสระในการทำงานกับบุคลากรทุกคนในองค์กร							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
23	ข้าพเจ้าสามารถจัดตารางเวลาในการทำงานเพื่อให้เหลือเวลาในการทำกิจกรรมที่ชื่นชอบหรือทำงานอดิเรกได้							
24	ข้าพเจ้ามีเวลาหลังเลิกงานเพื่อทำกิจกรรมส่วนตัวอื่นๆที่ข้าพเจ้าอยากทำ							
25	ข้าพเจ้ามักจะทำงานเสร็จในที่ทำงานไม่จำเป็นต้องนำงานกลับมาทำตอนค่ำหรือในวันหยุดเสาร์อาทิตย์เสมอ							
26	องค์กรของข้าพเจ้าให้ความสำคัญกับความสมดุลระหว่างชีวิตส่วนตัวและทำงาน							
27	ข้าพเจ้าได้รับค่าตอบแทนจากองค์กรในระดับที่เหมาะสมกับที่ทำงาน							
28	ข้าพเจ้าเห็นว่าให้ค่าตอบแทนขององค์กรมีความสมเหตุสมผลและยุติธรรม							
29	ข้าพเจ้าคิดว่าองค์กรของข้าพเจ้าให้ความยุติธรรมกับข้าพเจ้า							
30	ข้าพเจ้าไม่รู้สึกว่าองค์กรเอาเปรียบต่อตัวข้าพเจ้า หรือบุคลากรอื่นในองค์กร							
31	ชื่อเสียงและภาพลักษณ์องค์กรเป็นปัจจัยสำคัญในการเลือกงานของข้าพเจ้า							
32	ข้าพเจ้ารู้สึกทนไม่ได้หากมีผู้อื่นกล่าวถึงองค์กรในเชิงร้ายหรือทำให้เสื่อมเสียชื่อเสียง							
33	ข้าพเจ้ารู้สึกภูมิใจเมื่อได้บอกใคร ๆ ว่าข้าพเจ้าทำงานอยู่องค์กรใด							
34	ถึงแม้ว่าข้าพเจ้าไม่ได้รับมอบหมายงานตรงกับที่ข้าพเจ้าอยากทำมากที่สุด แต่ข้าพเจ้าก็ยังอยากอยู่ในองค์กรนี้ต่อไป							
35	ข้าพเจ้าเชื่อว่าองค์กรที่ข้าพเจ้าทำงานอยู่มีชื่อเสียงและเป็นที่รู้จักอย่างแพร่หลาย							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
36	ข้าพเจ้าชอบวัฒนธรรมองค์กรของข้าพเจ้า							
37	ค่านิยม (Value)ของข้าพเจ้าตรงกับ วัฒนธรรมองค์กรที่ข้าพเจ้าทำงานอยู่							
38	บรรยากาศหรือสภาพแวดล้อมในที่ทำงาน เป็นปัจจัยสำคัญที่ทำให้ข้าพเจ้าทำงานได้ อย่างราบรื่น							
39	ข้าพเจ้ารู้สึกปลอดภัยในการทำงาน							
40	องค์กรมีเครื่องมือและอุปกรณ์ในการ ทำงานอย่างเพียงพอ							
41	การอยู่กันอย่างสงบสุขในองค์กรทำให้ ข้าพเจ้ามีความสุขในการทำงาน							
42	องค์กรของข้าพเจ้าไม่มีการแบ่งพรรคแบ่ง พวก							
43	ข้าพเจ้าสนิทสนมกับเพื่อนร่วมงานในที่ ทำงาน							
44	เพื่อนร่วมงานของข้าพเจ้าสามารถเป็น เพื่อนได้จริง ๆ							
45	ข้าพเจ้าสามารถเชื่อถือเพื่อนร่วมงานของ ข้าพเจ้าได้							
46	เมื่อข้าพเจ้าต้องการความช่วยเหลือ ข้าพเจ้าจะได้รับความช่วยเหลือจากเพื่อน ร่วมงานเสมอ							
47	ความสัมพันธ์ที่ดีกับเพื่อนร่วมงานเป็น ปัจจัยที่สำคัญที่สุดให้ข้าพเจ้ายังทำงานอยู่ ในองค์กรนี้							

ส่วนที่ 4 แบบประเมินตนเองเกี่ยวกับระดับความผูกพันที่มีต่อองค์การ

คำชี้แจง: โปรดพิจารณาข้อความที่สอบถามและกรุณาเติมเครื่องหมาย ☐ ลงในช่องที่ตรงกับ
ความรู้สึก/ความคิดเห็นของท่านมากที่สุดเพียงข้อละ 1 คำตอบ โดยที่

6	5	4	3	2	1	0
รู้สึกทุกวัน	รู้สึก 2-3 ครั้ง ต่อสัปดาห์	รู้สึก 1 ครั้ง ต่อสัปดาห์	รู้สึก 2-3 ครั้ง ต่อเดือน หรือน้อยกว่า	รู้สึก 1 ครั้ง ต่อเดือน หรือน้อยกว่า	รู้สึก 2-3 ครั้ง ต่อปี หรือน้อยกว่า	ไม่เคยรู้สึก

ข้อที่	ข้อคำถาม	ระดับความรู้สึกผูกพัน						
		(ทุกวัน)					(ไม่เคยรู้สึก)	
		6	5	4	3	2	1	0
1	ข้าพเจ้ามักจะช่วยเหลือเพื่อนร่วมงานที่มีปัญหา							
2	ข้าพเจ้าพยายามหลีกเลี่ยงปัญหาที่จะเกิดขึ้นกับเพื่อนร่วมงาน							
3	ข้าพเจ้ามักจะคำนึงถึงผลกระทบที่จะเกิดขึ้นต่อองค์กรเสมอ							
4	ข้าพเจ้ามักเข้าร่วมกับเรื่องที่อาจไม่เกี่ยวข้องกับข้าพเจ้านักแต่ก่อให้เกิดภาพลักษณ์ที่ดีต่อองค์กรเสมอ							
5	ข้าพเจ้าติดตามข่าวสาร บทความ และความเป็นไปขององค์กรเสมอ							
6	ข้าพเจ้าทำตามกฎระเบียบขององค์กรอย่างเคร่งครัด ถึงแม้ไม่มีใครมาติดตาม							
7	ข้าพเจ้ายอมรับไม่ได้ที่บุคคลอื่นจะพูดถึงองค์กรในทางที่ไม่ดี							
8	ข้าพเจ้ามักจะช่วยงานแทนผู้ที่ขาดหรือลางานเสมอ							
9	ข้าพเข้ามีปรารถนาที่จะเติบโตไปในตำแหน่งที่สำคัญขององค์กรนี้							
10	ข้าพเจ้าปรารถนาที่จะเห็นองค์กรนี้เป็นองค์กรที่มีชื่อเสียงในประเทศไทย และ ในระดับสากล							

11	ข้าพเจ้าปรารถนาที่จะประสบ ความสำเร็จในงาน และทำให้ผู้อื่น ยอมรับ							
12	ข้าพเจ้าปรารถนาที่จะมาทำงานทุกวัน							
13	เมื่อข้าพเจ้าปรารถนาที่จะทำให้อย่างใด อย่างหนึ่ง ข้าพเจ้ามักจะพยายามทำให้ ถึงที่สุด							
14	ข้าพเจ้าปรารถนาที่จะไม่ยอมแพ้ต่อ อุปสรรคใดๆ							
15	ข้าพเจ้ารักและอยากจะทำงานอยู่ที่ องค์กรนี้							
16	ข้าพเจ้าอยากเป็นส่วนหนึ่งขององค์กรนี้ ถึงแม้จะมีข้อเสนอที่ดีกว่าจากองค์กรอื่น							
17	ข้าพเจ้าตัดสินใจที่จะทุ่มเทแรงกายแรงใจ ของข้าพเจ้าทั้งหมดเพื่อที่จะสร้างสิ่งที่ดี (value) ให้กับองค์กรนี้							
18	ข้าพเจ้าไม่เคยคิดหางานที่อื่นเลย							
19	ความรู้และประสบการณ์ที่ได้จากการ พัฒนากลุ่มคนเก่งทำให้ข้าพเจ้าทำงาน ได้มีประสิทธิภาพมากขึ้น							
20	ข้าพเจ้าสามารถให้คำปรึกษาแก่เพื่อน ร่วมงานได้มากขึ้น เนื่องจากข้าพเจ้ามี ความรู้และความเข้าใจในงานมากขึ้น							
21	ข้าพเจ้ามักได้รับรางวัลจากผลการ ปฏิบัติงานที่ดี							
22	องค์กรได้รับประโยชน์จากผลงานที่ดีขึ้น ของข้าพเจ้า							

ส่วนที่ 5 แบบสอบถามความคิดเห็นและข้อเสนอแนะ เพื่อสอบถามถึงสิ่งที่พนักงาน
อยากให้บริษัทปรับปรุง และสิ่งที่บริษัททำดีอยู่แล้ว

สิ่งที่ท่านอยากให้บริษัทปรับปรุงเป็นอย่างแรก 3 เรื่อง คือ

1)..
....
2)..
....
3)..
....

สิ่งที่บริษัททำดีอยู่แล้วและอยากให้ทำต่อไป 3 เรื่อง คือ

1)..
....
2)..
....
3)..
....

ขอบคุณค่ะ

APPENDIX D

PERMISSION LETTERS

ที่ ศธ. ๐๕๒๖.๑๒/๘๗๘

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
๑๑๘ ถนนเสรีไทย เขตบางกะปิ กทม. ๑๐๒๔๐
โทร. ๐ ๒๗๒๗ ๓๔๗๔-๕, ๐ ๒๗๒๗ ๓๔๙๐

๒๒ พฤษภาคม ๒๕๕๖

เรื่อง ขอให้นักศึกษาปริญญาเอกทอดแบบสอบถาม
เรียน คุณ จรูญศักดิ์ ฉวีศักดิ์ ผู้ช่วยกรรมการผู้จัดการ บริษัท ซีพี ออลล์ จำกัด (มหาชน)

        ด้วย นางสาว ชนิตาพันธ์ ธนะวัฒนกรณ์ รหัสประจำตัวนักศึกษา ๕๓๑๐๖๓๑๐๑๑ นักศึกษาชั้น
ปริญญาเอก หลักสูตร Ph.D. in Human Resource and Organization Development (International
Program) คณะพัฒนาทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ กำลังทำดุษฎีนิพนธ์เรื่อง
"Development of High Talent Engagement Model in Thailand" มีวัตถุประสงค์เพื่อศึกษาถึงผลกระทบ
ของปัจจัยระบบการบริหารการจัดการคนเก่งที่มีต่อความผูกพันของพนักงานกลุ่มคนเก่งในภาคธุรกิจและ
ภาครัฐบาลในประเทศไทย   เพื่อเปรียบเทียบความผูกพันของพนักงานกลุ่มคนเก่งที่มีต่อองค์กรในภาคธุรกิจและ
ภาครัฐบาลในประเทศไทย และ พัฒนารูปแบบความผูกพันของกลุ่มคนเก่งที่มีต่อองค์กร โดย รองศาสตราจารย์
ดร. จิรประภา อัครบวร เป็นอาจารย์ที่ปรึกษา

        ในการจัดทำดุษฎีนิพนธ์ดังกล่าว นางสาว ชนิตาพันธ์ ธนะวัฒนกรณ์ จำเป็นต้องเก็บข้อมูลเชิงปริมาณ
จากกลุ่มนำร่อง (Pilot Group) ก่อนการสำรวจจริง จึงใคร่ขอความอนุเคราะห์ให้นักศึกษาทอดแบบสอบถาม
จำนวน ๕๐ ชุด เพื่อเก็บข้อมูลจากกลุ่มคนเก่งในองค์กร

        ทั้งนี้หากท่านประสงค์จะขอข้อมูลเพิ่มเติม โปรดติดต่อ นางสาว ชนิตาพันธ์ ธนะวัฒนกรณ์ หมายเลข
โทรศัพท์ ๐๘๙-๔๕๖-๕๕๕๔

        จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์

                            ผู้ช่วยศาสตราจารย์

                                    (สมบัติ กุสุมาวลี)
                                รองคณบดีฝ่ายวิชาการ

สำนักงานเลขานุการ
โทร. ๐ ๒๗๒๗ ๓๔๙๐

ที่ ศธ. ๐๕๒๖.๑๒/

คณะพัฒนาทรัพยากรมนุษย์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
๑๑๘ ถนนเสรีไทย เขตบางกะปิ กทม. ๑๐๒๔๐
โทร. ๐ ๒๗๒๗ ๓๔๗๔-๕, ๐ ๒๗๒๗ ๓๔๙๐

๒๒ พฤษภาคม ๒๕๕๖

เรื่อง   ขอให้นักศึกษาปริญญาเอกทอดแบบสอบถาม
เรียน   ดร. ชุติมา หาญเผชิญ ผู้อำนวยการศูนย์นักบริหารระดับสูง สถาบันพัฒนาราชการพลเรือน
        สำนักงานคณะกรรมการข้าราชการพลเรือน (กพ.)

          ด้วย นางสาว ชนิตาพันธ์ ธนะวัฒนกรณ์ รหัสประจำตัวนักศึกษา ๕๓๑๐๖๓๑๐๑๑ นักศึกษาชั้น
ปริญญาเอก หลักสูตร Ph.D. in Human Resource and Organization Development (International
Program)   คณะพัฒนาทรัพยากรมนุษย์   สถาบันบัณฑิตพัฒนบริหารศาสตร์   กำลังทำดุษฎีนิพนธ์เรื่อง
"Development of High Talent Engagement Model in Thailand" มีวัตถุประสงค์เพื่อศึกษาถึงผลกระทบ
ของปัจจัยระบบการบริหารการจัดการคนเก่งที่มีต่อความผูกพันของพนักงานกลุ่มคนเก่งในภาคธุรกิจและ
ภาครัฐบาลในประเทศไทย   เพื่อเปรียบเทียบความผูกพันของพนักงานกลุ่มคนเก่งที่มีต่อองค์กรในภาคธุรกิจและ
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จำนวน ๕๐ ชุด เพื่อเก็บข้อมูลจากกลุ่มคนคุณภาพในองค์กร

          ทั้งนี้หากท่านประสงค์จะขอข้อมูลเพิ่มเติม โปรดติดต่อ นางสาว ชนิตาพันธ์ ธนะวัฒนกรณ์ หมายเลข
โทรศัพท์ ๐๘๙-๔๕๖-๕๕๕๔

          จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์

                    ผู้ช่วยศาสตราจารย์
                                        (สมบัติ กุสุมาวลี)
                                        รองคณบดีฝ่ายวิชาการ

สำนักงานเลขานุการ
โทร. ๐ ๒๗๒๗ ๓๔๙๐

APPENDIX E

QUESTIONNAIRE

คำชี้แจงแบบสอบถาม

วัตถุประสงค์ : แบบสอบถามชุดนี้เป็นส่วนหนึ่งของงานวิจัย ซึ่งใช้เพื่อทดสอบความน่าเชื่อถือและความถูกต้องของคำถาม จึงขอความร่วมมือในการตอบคำถามต่างๆ ตามความเป็นจริง

ชื่อผู้วิจัย : นางสาว ชนิตาพันธ์ ธนะวัฒนกรณ์ นักศึกษาหลักสูตรวิทยาศาสตร์ดุษฎีบัณฑิต (การพัฒนาทรัพยากรมนุษย์และองค์การ) สถาบันบัณฑิตพัฒนบริหารศาสตร์
โทร. 089-456-5554

อาจารย์ที่ปรึกษา : รศ.ดร.จิรประภา อัครบวร

รายละเอียดแบบสอบถาม

แบบสอบถามชุดนี้มีทั้งสิ้น 5 ส่วน ใช้เวลาในการทำ 15-20 นาที

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ส่วนที่ 2 แบบสอบถามความคิดเห็น เกี่ยวกับระบบพัฒนาบุคลากร (Human Resource Development) และ ระบบการจัดการคนเก่ง (Talent Management) ในองค์กรที่ท่านทำงานอยู่

ส่วนที่ 3 แบบสอบถามความคิดเห็น เกี่ยวกับความรู้สึกที่ท่านมีให้กับองค์กร และ ตัวแปรสนับสนุนขององค์กรที่ส่งผลกระทบต่อความผูกพันของท่าน

ส่วนที่ 4 แบบประเมินตนเองเกี่ยวกับระดับความผูกพันที่มีต่อองค์การ

ส่วนที่ 5 แบบสอบถามความคิดเห็นและข้อเสนอแนะ เพื่อสอบถามถึงสิ่งที่พนักงานอยากให้บริษัทปรับปรุง และสิ่งที่บริษัททำดีอยู่แล้ว

คำตอบจากการตอบแบบสอบถามในครั้งนี้จะถูกเก็บเป็นความลับตามจรรยาบรรณของการศึกษาวิจัย ข้อมูลที่ได้ถือเป็นสิทธิ์ส่วนตัวของผู้ตอบ การประมวลผลจะแสดงออกมาในลักษณะกลุ่ม และเพื่อความสมบูรณ์ครบถ้วนของข้อมูลการศึกษา โปรดตอบแบบสอบถามทั้งฉบับ ผู้ศึกษาขอขอบพระคุณในความร่วมมือของทุกท่านที่สละเวลาในการตอบแบบสอบถามครั้งนี้

ส่วนที่ 1 ข้ อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม จำนวน 7 ข้อ

คำชี้แจง: โปรดทำเครื่องหมาย **X** ลงในช่อง ☐ หน้าข้อความ

1. อายุ ระบุ..

2. สถานภาพสมรสและจำนวนบุตร   ☐ โสด   ☐ สมรส – มีบุตร...........คน

                                         ☐ สมรส – ไม่มีบุตร   ☐ หย่า / แยกกันอยู่ / หม้าย

3. จำนวนผู้อยู่ใต้อุปการะ   ☐ มี...........คน   ☐ ไม่มี

4. ระดับการศึกษาสูงสุด   ☐ ปริญญาตรี   ☐ ปริญญาโท

                                         ☐ อื่นๆ...................

5. อายุงาน ....ปี....................เดือน

6. อายุงานในตำแหน่งปัจจุบัน ....ปี....................เดือน

7. สถานภาพทางเศรษฐกิจ

(รายได้ต่อเดือน)   ☐ 10,001 – 30,000 บาท   ☐ 30,001 – 50,000 บาท

                                ☐ 50,001 – 70,000 บาท   ☐ 70,001 – 100,000 บาท

                                ☐ มากกว่า 100,000 บาท

ส่วนที่ 2 แบบสอบถามความคิดเห็นของท่าน เกี่ยวกับระบบพัฒนาบุคลากร (Human Resource Development) และ ระบบการจัดการคนเก่ง (Talent Management) ในองค์กรที่ท่านทำงานอยู่

คำชี้แจง: โปรดพิจารณาข้อความที่สอบถามและกรุณาเติมเครื่องหมาย **X** ลงในช่องที่ตรงกับ ความรู้สึก/ความคิดเห็นของท่านมากที่สุดเพียงข้อละ 1 คำตอบ โดยที่

7 = ท่านเห็นด้วยมากที่สุด 6 = ท่านเห็นด้วยมาก 5 = ท่านเห็นด้วยค่อนข้างมาก

4 = ท่านเห็นด้วยปานกลาง 3 = ท่านเห็นด้วยค่อนข้างน้อย 2 = ท่านเห็นด้วยน้อย

1 = ท่านเห็นด้วยน้อยมาก

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
1	องค์กรมีการจัดฝึกอบรมหรือพัฒนาตรงตามความต้องการของข้าพเจ้า							
2	องค์กรให้ความสำคัญกับการเรียนรู้ทักษะใหม่ๆ และความรู้ใหม่ที่จะเป็นประโยชน์ต่อองค์กร							
3	องค์กรมีแผนพัฒนาการเรียนรู้เป็นรายบุคคลเพื่อที่จะพัฒนาพนักงานเป็นรายบุคคล							
4	ข้าพเจ้าได้รับการสนับสนุนและความช่วยเหลือในการทำงานจากผู้บังคับบัญชาอยู่เสมอ							
5	ผู้บังคับบัญชาของข้าพเจ้าจะติดตามการทำงานและให้ความเห็นสะท้อนกลับที่เป็นประโยชน์เสมอ							
6	เมื่อเกิดปัญหาขึ้นในการทำงาน ผู้บริหารระดับสูงจะมีความกะตือรือร้นที่จะช่วยเหลือเสมอ							
7	ผู้บังคับบัญชาของข้าพเจ้าไม่เคยปล่อยปละละเลยลูกน้องในเรื่องของการทำงาน							
8	ข้าพเจ้ายอมรับความคิดเห็นและข้อเสนอแนะของผู้บังคับบัญชาเนื่องจากผู้บังคับบัญชาของข้าพเจ้าเก่ง							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
9	ข้าพเจ้าไม่อึดอัดที่จะพูดถึงจุดอ่อนของข้าพเจ้าให้ผู้บังคับบัญชาได้รับรู้							
10	องค์กรมีการระบุ และ นิยามความหมายของคนเก่งไว้อย่างชัดเจน							
11	องค์กรมีระบบการบริหารการจัดการคนเก่งที่ดี							
12	องค์กรมีการชี้แจงเรื่องกระบวนการการบริหารจัดการคนเก่งให้ทุกคนที่เข้าร่วมโครงการทราบและเข้าใจถึงกระบวนการนี้ (การคัดเลือก/Recruiting, การอบรม/Training, การประเมิน/Evaluating, การให้รางวัล/Rewarding ฯลฯ) อย่างชัดเจน							
13	ข้าพเจ้าเห็นด้วยกับองค์กรในการจัดให้มีหน่วยงานรับผิดชอบดูแลกลุ่มคนเก่งโดยเฉพาะ							
14	ผู้บังคับบัญชาในองค์กรของข้าพเจ้ารับรู้และมีความเข้าใจในระบบบริหารจัดการคนเก่งขององค์กร							

ส่วนที่ 3 แบบสอบถามความคิดเห็น เกี่ยวกับความรู้สึกที่ท่านมีให้กับองค์กร และ
ตัวแปรสนับสนุนขององค์กรที่ส่งผลกระทบต่อความผูกพันของท่าน

คำชี้แจง: โปรดพิจารณาข้อความที่สอบถามและกรุณาเติมเครื่องหมาย ☐ ลงในช่องที่ตรงกับ
ความรู้สึก/ความคิดเห็นของท่านมากที่สุดเพียงข้อละ 1 คำตอบ โดยที่

7 = ท่านเห็นด้วยมากที่สุด 6 = ท่านเห็นด้วยมาก 5 = ท่านเห็นด้วยค่อนข้างมาก

4 = ท่านเห็นด้วยปานกลาง 3 = ท่านเห็นด้วยค่อนข้างน้อย 2 = ท่านเห็นด้วยน้อย

1 = ท่านเห็นด้วยน้อยมาก

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)					(น้อยที่สุด)	
		7	6	5	4	3	2	1
1	ข้าพเจ้าได้รับโอกาสอย่างเพียงพอสำหรับความเจริญก้าวหน้าในอาชีพเมื่อข้าพเจ้าทำงานอยู่ในองค์กรนี้							
2	ข้าพเจ้าทราบว่าองค์กรมีการจัดทำแผนความก้าวหน้าในแต่ละสายงานซึ่งเป็นโอกาสให้ข้าพเจ้าสามารถเจริญเติบโตในองค์กรแห่งนี้							
3	องค์กรของข้าพเจ้ามีนโยบายให้บุคลากรที่มีผลการทำงานดี มีโอกาสที่จะได้รับการส่งเสริมให้เลื่อนขั้นต่ำแหน่งที่สูงขึ้น							
4	ข้าพเจ้าภาคภูมิใจที่ได้อยู่ในโครงการพัฒนากลุ่มคนเก่งขององค์กร							
5	องค์กรของข้าพเจ้าให้ความสำคัญในการพัฒนาคนเก่งเพื่อที่จะเป็นกำลังสำคัญสำหรับองค์กรในอนาคต							
6	องค์กรให้ความสำคัญและเห็นคุณค่าของข้าพเจ้า							
7	องค์กรให้สิทธิพิเศษกับข้าพเจ้าเหนือกว่าบุคลากรทั่วไป							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)					(น้อยที่สุด)	
		7	6	5	4	3	2	1
8	ข้าพเจ้าได้อยู่ในตำแหน่งที่สำคัญขององค์กร และเป็นตำแหน่งที่ได้รับมอบหมายให้ ขับเคลื่อนกลยุทธ์ขององค์กร							
9	องค์กรมีนโยบายการให้รางวัลและจัดสรร สิ่งจูงใจตามผลการปฏิบัติงานบุคลากรเป็น หลัก							
10	ข้าพเจ้ารู้สึกดีที่องค์กรมีการให้รางวัลและ จัดสรรสิ่งจูงใจตามผลการปฏิบัติงานของ ข้าพเจ้า							
11	ข้าพเจ้าได้รับรางวัลที่เหมาะสมกับผลการ ปฏิบัติงานของข้าพเจ้า							
12	เมื่อข้าพเจ้ามีผลการปฏิบัติงานดีขึ้น ข้าพเจ้า จะรู้สึกภูมิใจต่อตัวเองมากขึ้น							
13	การให้รางวัลและจัดสรรสิ่งจูงใจต่าง ๆ ของ องค์กรมีความสมเหตุสมผล							
14	องค์กรเปิดโอกาสให้ข้าพเจ้าได้มีส่วนใน กิจกรรมต่าง ๆ ขององค์กร							
15	ข้าพเจ้ารู้สึกภาคภูมิใจที่ได้มีส่วนร่วมใน กิจกรรมต่าง ๆ ที่เกิดขึ้นในองค์กร							
16	องค์กรมีนโยบายให้บุคลากรในองค์กรมีส่วน ร่วมในกิจกรรมต่าง ๆขององค์กร							
17	ข้าพเจ้ามีความคิดเห็นว่า การที่บุคลากรมีส่วน ร่วมในกิจกรรมขององค์กรสร้างความผูกพัน ระหว่างพนักงานและองค์กร							
18	ข้าพเจ้าได้รับความยืดหยุ่น (Flexible) ในการ ทำงาน							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)					(น้อยที่สุด)	
		7	6	5	4	3	2	1
19	ข้าพเจ้าทำงานเพราะรักในงานที่ทำ (I work because I love my job)							
20	องค์กรให้ข้าพเจ้ามีอิสระในการทำงาน							
21	ข้าพเจ้ารู้สึกที่ดีต่อองค์กรเนื่องจากไม่มีแรงกดดันจากภายนอก							
22	องค์กรให้อิสระในการทำงานกับบุคลากรทุกคนในองค์กร							
23	ข้าพเจ้าสามารถจัดตารางเวลาในการทำงานเพื่อให้เหลือเวลาในการทำกิจกรรมที่ชื่นชอบหรือทำงานอดิเรกได้							
24	ข้าพเจ้ามีเวลาหลังเลิกงานเพื่อทำกิจกรรมส่วนตัวอื่นๆที่ข้าพเจ้าอยากทำ							
25	องค์กรของข้าพเจ้าให้ความสำคัญกับความสมดุลระหว่างชีวิตส่วนตัวและทำงาน							
26	ข้าพเจ้าได้รับค่าตอบแทนจากองค์กรในระดับที่เหมาะสมกับที่ทำงาน							
27	ข้าพเจ้าเห็นว่าให้ค่าตอบแทนขององค์กรมีความสมเหตุสมผลและยุติธรรม							
28	ข้าพเจ้าคิดว่าองค์กรของข้าพเจ้าให้ความยุติธรรมกับข้าพเจ้า							
29	ข้าพเจ้าไม่รู้สึกว่าองค์กรเอาเปรียบต่อตัวข้าพเจ้า หรือบุคลากรอื่นในองค์กร							
30	ชื่อเสียงและภาพลักษณ์องค์กรเป็นปัจจัยสำคัญในการเลือกงานของข้าพเจ้า							
31	ข้าพเจ้ารู้สึกทนไม่ได้หากมีผู้อื่นกล่าวถึงองค์กรในเง้ร้ายหรือทำให้เสื่อมเสียชื่อเสียง							

ข้อที่	ข้อคำถาม	ระดับความคิดเห็น						
		(มากที่สุด)						(น้อยที่สุด)
		7	6	5	4	3	2	1
32	ข้าพเจ้ารู้สึกภูมิใจเมื่อได้บอกใคร ๆ ว่าข้าพเจ้าทำงานอยู่องค์กรใด							
33	ถึงแม้ว่าข้าพเจ้าไม่ได้รับมอบหมายงานตรงกับที่ข้าพเจ้าอยากทำมากที่สุด แต่ข้าพเจ้าก็ยังอยากอยู่ในองค์กรนี้ต่อไป							
34	ข้าพเจ้าเชื่อว่าองค์กรที่ข้าพเจ้าทำงานอยู่มีชื่อเสียงและเป็นที่รู้จักอย่างแพร่หลาย							
35	ข้าพเจ้าชอบวัฒนธรรมองค์กรของข้าพเจ้า							
36	ค่านิยม(value)ของข้าพเจ้าตรงกับวัฒนธรรมองค์กรที่ข้าพเจ้าทำงานอยู่							
37	บรรยากาศหรือสภาพแวดล้อมในที่ทำงานเป็นปัจจัยสำคัญที่ทำให้ข้าพเจ้าทำงานได้อย่างราบรื่น							
38	ข้าพเจ้ารู้สึกปลอดภัยในการทำงาน							
39	องค์กรมีเครื่องมือและอุปกรณ์ในการทำงานอย่างเพียงพอ							
40	การอยู่กันอย่างสงบสุขในองค์กรทำให้ข้าพเจ้ามีความสุขในการทำงาน							
41	องค์กรของข้าพเจ้าไม่มีการแบ่งพรรคแบ่งพวก							
42	ข้าพเจ้าสนิทสนมกับเพื่อนร่วมงานในที่ทำงาน							
43	เพื่อนร่วมงานของข้าพเจ้าสามารถเป็นเพื่อนได้จริง ๆ							
44	ข้าพเจ้าสามารถเชื่อถือเพื่อนร่วมงานของข้าพเจ้าได้							
45	เมื่อข้าพเจ้าต้องการความช่วยเหลือข้าพเจ้าจะได้รับความช่วยเหลือจากเพื่อนร่วมงานเสมอ							
46	ความสัมพันธ์ที่ดีกับเพื่อนร่วมงานเป็นปัจจัยที่สำคัญที่สุดให้ข้าพเจ้ายังทำงานอยู่ในองค์กรนี้							

ส่วนที่ 4 แบบประเมินตนเองเกี่ยวกับระดับความผูกพันที่มีต่อองค์การ

คำชี้แจง: โปรดพิจารณาข้อความที่สอบถามและกรุณาเติมเครื่องหมาย ☐ ลงในช่องที่ตรงกับ
ความรู้สึก/ความคิดเห็นของท่านมากที่สุดเพียงข้อละ 1 คำตอบ โดยที่

6	5	4	3	2	1	0
รู้สึกทุกวัน	รู้สึก 2-3 ครั้ง	รู้สึก 1 ครั้ง ต่อสัปดาห์	รู้สึก 2-3 ครั้ง ต่อเดือน	รู้สึก 1 ครั้ง ต่อเดือน	รู้สึก 2-3 ครั้ง ต่อปี	ไม่เคยรู้สึก
	ต่อสัปดาห์	หรือน้อยกว่า	หรือน้อยกว่า	หรือน้อยกว่า	หรือน้อยกว่า	

ข้อที่	ข้อคำถาม	ระดับความรู้สึกผูกพัน						
		(ทุกวัน)				(ไม่เคยรู้สึก)		
		6	5	4	3	2	1	0
1	ข้าพเจ้ามักจะช่วยเหลือเพื่อนร่วมงานที่มีปัญหา							
2	ข้าพเจ้าพยายามหลีกเลี่ยงปัญหาที่จะเกิดขึ้นกับเพื่อนร่วมงาน							
3	ข้าพเจ้ามักจะคำนึงถึงผลกระทบที่จะเกิดขึ้นต่อองค์กรเสมอ							
4	ข้าพเจ้ามักเข้าร่วมกับเรื่องที่อาจไม่เกี่ยวข้องกับข้าพเจ้านักแต่ก่อให้เกิดภาพลักษณ์ที่ดีต่อองค์กรเสมอ							
5	ข้าพเจ้าติดตามข่าวสาร บทความ และความเป็นไปขององค์กรเสมอ							
6	ข้าพเจ้าทำตามกฎระเบียบขององค์กรอย่างเคร่งครัด ถึงแม้ไม่มีใครมาติดตาม							
7	ข้าพเจ้ายอมรับไม่ได้ที่บุคคลอื่นจะพูดถึงองค์กรในทางที่ไม่ดี							
8	ข้าพเจ้ามักจะช่วยงานแทนผู้ที่ขาดหรือลางานเสมอ							

ข้อที่	ข้อคำถาม	ระดับความรู้สึกผูกพัน						
		(ทุกวัน)				(ไม่เคยรู้สึก)		
		6	5	4	3	2	1	0
9	ข้าพเข้ามีปรารถนาที่จะเติบโตไปในตำแหน่ง ที่สำคัญขององค์กรนี้							
10	ข้าพเจ้าปรารถนาที่จะเห็นองค์กรนี้เป็น องค์กรที่มีชื่อเสียง							
11	ข้าพเจ้าปรารถนาที่จะประสบความสำเร็จ							
12	ข้าพเจ้าปรารถนาที่จะมาทำงานทุกวัน							
13	เมื่อข้าพเจ้าปรารถนาที่จะทำอะไร ข้าพเจ้า มักจะพยายามทำให้ถึงที่สุด							
14	ข้าพเจ้าปรารถนาที่จะไม่ยอมแพ้ต่ออุปสรรค ใดๆ							
15	ข้าพเจ้ารักและอยากจะทำงานอยู่ที่องค์กรนี้							
16	ข้าพเจ้าอยากเป็นส่วนหนึ่งขององค์กรนี้ ถึงแม้จะมีข้อเสนอที่ดีกว่าจากองค์กรอื่น							
17	ข้าพเจ้าตัดสินใจที่จะทุ่มเทแรงกายแรงใจของ ข้าพเจ้าทั้งหมดเพื่อที่จะสร้างสิ่งที่ดี (value) ให้กับองค์กรนี้							
18	ข้าพเจ้าไม่เคยคิดหางานที่อื่นเลย							
19	ความรู้และประสบการณ์ที่ได้จากการพัฒนา กลุ่มคนเก่งทำให้ข้าพเจ้าทำงานได้มี ประสิทธิภาพมากขึ้น							
20	ข้าพเจ้าสามารถให้คำปรึกษาแก่เพื่อน ร่วมงานได้มากขึ้น เนื่องจากข้าพเจ้ามีความรู้ และความเข้าใจในงานมากขึ้น							
21	ข้าพเจ้ามักได้รับรางวัลจากผลการปฏิบัติงาน ที่ดี							
22	องค์กรได้รับประโยชน์จากผลงานที่ดีขึ้นของ ข้าพเจ้า							

ส่วนที่ 5 แบบสอบถามความคิดเห็นและข้อเสนอแนะ เพื่อสอบถามถึงสิ่งที่พนักงาน
อยากให้บริษัทปรับปรุง และสิ่งที่บริษัททำดีอยู่แล้ว

สิ่งที่ท่านอยากให้บริษัทปรับปรุงเป็นอย่างแรก 3 เรื่อง คือ

1)..
....
2)..
....
3)..
....

สิ่งที่บริษัททำดีอยู่แล้วและอยากให้ทำต่อไป 3 เรื่อง คือ

1)..
....
2)..
....
3)..
....

ขอบคุณค่ะ

APPENDIX F

HiPPS LISREL RESULT

DATE: 5/11/2016

TIME: 14:14

L I S R E L 9.20 (STUDENT)

BY

Karl G. J"reskog & Dag S"rbom

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The following lines were read from file J:\Ph.D\Ph.D\Data\ Final HiPPS No outliner

S\Hipps.spl:

```
HIPPS Talent Engagement Model
DA NI=11 NO=202 MA=CM
LA
OC PA IN PE EB EN SA PR FR EU HR
KM
1
0.633 1
0.479 0.661 1
0.605 0.612 0.656 1
0.433 0.470 0.632 0.569 1
0.416 0.427 0.537 0.535 0.626 1
0.205 0.286 0.450 0.497 0.515 0.549 1
0.345 0.423 0.549 0.620 0.629 0.684 0.774 1
0.394 0.455 0.550 0.548 0.619 0.645 0.544 0.647 1
0.305 0.309 0.464 0.470 0.550 0.604 0.566 0.646 0.640 1
0.310 0.337 0.447 0.505 0.494 0.674 0.678 0.727 0.557 0.618 1
SD
```

0.785 0.775 1.228 0.872 1.035 0.854 1.101 0.920 0.892 1.184 0.900
SE
5 6 7 8 9 10 4 1 3 2 11/
MO NX=1 NY=10 NK=1 NE=3 LX=FU,FI LY=FU,FI GA=FU,FI BE=FU,FI PS=SY
TD=SY TE=SY

TH=FU,FI
FR LX 1 1
FR LY 1 1 LY 2 1
FR LY 3 2 LY 4 2 LY 5 2 LY 6 2
FR LY 7 3 LY 8 3 LY 9 3 LY 10 3
FR GA 1 1 GA 2 1 GA 3 1
FR BE 3 1 BE 3 2
FI TD 1 1
VA .07 TD 1 1
FR TE 10 8 TE 6 5 TE 10 9 TE 9 1 TE 4 1 TE 5 1
FR TE 5 2 TE 4 2 TE 4 3 TE 6 1 TE 6 2 TE 3 1
FR TE 8 3 TE 8 4 TE 9 7
FR TE 9 5 TE 10 5 TE 9 8 TE 10 1 TE 7 1 TE 7 5
FR TE 5 4 TE 3 2 TE 10 3 TE 8 1
LE
ORF PEF TLE
LK
TLM
PD
OU ND=3 ME=ML EF SE TV RS MI FS SC

HIPPS Talent Engagement Model

Number of Input Variables 11
Number of Y - Variables 10
Number of X - Variables 1
Number of ETA - Variables 3
Number of KSI - Variables 1
Number of Observations 202

HIPPS Talent Engagement Model

Covariance Matrix

	EB	EN	SA	PR	FR	EU
EB	1.071					
EN	0.553	0.729				
SA	0.587	0.516	1.212			
PR	0.599	0.537	0.784	0.846		
FR	0.571	0.491	0.534	0.531	0.796	
EU	0.674	0.611	0.738	0.704	0.676	1.402
PE	0.514	0.398	0.477	0.497	0.426	0.485

OC	0.352	0.279	0.177	0.249	0.276	0.283
IN	0.803	0.563	0.608	0.620	0.602	0.675
PA	0.377	0.283	0.244	0.302	0.315	0.284
HR	0.460	0.518	0.672	0.602	0.447	0.659

Covariance Matrix

	PE	OC	IN	PA	HR
	--------	--------	--------	--------	--------
PE	0.760				
OC	0.414	0.616			
IN	0.702	0.462	1.508		
PA	0.414	0.385	0.629	0.601	
HR	0.396	0.219	0.494	0.235	0.810

HIPPS Talent Engagement Model

Parameter Specifications

LAMBDA-Y

	ORF	PEF	TLE
	--------	--------	--------
EB	0	0	0
EN	1	0	0
SA	0	0	0
PR	0	2	0
FR	0	3	0
EU	0	4	0
PE	0	0	0
OC	0	0	5
IN	0	0	6
PA	0	0	7

LAMBDA-X

	TLM

HR	8

BETA

	ORF	PEF	TLE
	--------	--------	--------
ORF	0	0	0
PEF	0	0	0
TLE	9	10	0

GAMMA

	TLM

ORF	11
PEF	12
TLE	13

PSI

ORF	PEF	TLE
--------	--------	--------
14	15	16

THETA-EPS

	EB	EN	SA	PR	FR	EU
	--------	--------	--------	--------	--------	--------
EB	17					
EN	0	18				
SA	19	20	21			
PR	22	23	24	25		
FR	26	27	0	28	29	
EU	30	31	0	0	32	33
PE	34	0	0	0	35	0
OC	37	0	38	39	0	0
IN	41	0	0	0	42	0
PA	46	0	47	0	48	0

THETA-EPS

	PE	OC	IN	PA
	--------	--------	--------	--------
PE	36			
OC	0	40		
IN	43	44	45	
PA	0	49	50	51

HIPPS Talent Engagement Model

Number of Iterations = 40

LISREL Estimates (Maximum Likelihood)

LAMBDA-Y

ORF	PEF	TLE

	--------	--------	--------
EB	0.698	- -	- -
EN	0.781	- -	- -
	(0.086)		
	9.062		
SA	- -	0.858	- -
PR	- -	0.812	- -
		(0.052)	
		15.753	
FR	- -	0.628	- -
		(0.064)	
		9.849	
EU	- -	0.864	- -
		(0.083)	
		10.459	
PE	- -	- -	0.797
OC	- -	- -	0.509
			(0.061)
			8.314
IN	- -	- -	1.051
			(0.099)
			10.644
PA	- -	- -	0.506
			(0.059)
			8.535

LAMBDA-X

	TLM

HR	0.860
	(0.047)
	18.317

BETA

| | ORF | PEF | TLE |
| | -------- | -------- | -------- |

ORF	- -	- -	- -
PEF	- -	- -	- -
TLE	0.536	0.988	- -
	(0.113)	(0.213)	
	4.726	4.646	

GAMMA

	TLM

ORF	0.781
	(0.100)
	7.820
PEF	0.865
	(0.079)
	10.974
TLE	-0.709
	(0.232)
	-3.053

Covariance Matrix of ETA and KSI

	ORF	PEF	TLE	TLM
	--------	--------	--------	--------
ORF	1.000			
PEF	0.675	1.000		
TLE	0.650	0.737	1.000	
TLM	0.781	0.865	0.564	1.000

PHI

TLM

1.000

PSI
Note: This matrix is diagonal.

ORF	PEF	TLE
--------	--------	--------
0.390	0.253	0.323
(0.087)	(0.064)	(0.118)

| 4.477 | 3.955 | 2.741 |

Squared Multiple Correlations for Structural Equations

ORF	PEF	TLE
0.610	0.747	0.677

Squared Multiple Correlations for Reduced Form

ORF	PEF	TLE
0.610	0.747	0.318

Reduced Form

	TLM
ORF	0.781
	(0.100)
	7.820
PEF	0.865
	(0.079)
	10.974
TLE	0.564
	(0.072)
	7.822

THETA-EPS

	EB	EN	SA	PR	FR	EU
EB	0.575					
	(0.069)					
	8.296					
EN	- -	0.121				
		(0.050)				
		2.399				
SA	0.204	0.068	0.469			
	(0.052)	(0.036)	(0.063)			
	3.948	1.888	7.381			
PR	0.217	0.111	0.083	0.184		

	(0.042)	(0.029)	(0.039)	(0.036)	
	5.129	3.820	2.145	5.069	
FR	0.263	0.160	- -	0.023	0.400
	(0.047)	(0.033)		(0.024)	(0.047)
	5.590	4.794		0.966	8.445
EU	0.271	0.152	- -	- -	0.134	0.656
	(0.058)	(0.042)			(0.043)	(0.075)
	4.660	3.630			3.114	8.793
PE	0.148	- -	- -	- -	0.038	- -
	(0.047)				(0.027)	
	3.169				1.434	
OC	0.104	- -	-0.117	-0.057	- -	- -
	(0.041)		(0.035)	(0.022)		
	2.502		-3.379	-2.601		
IN	0.313	- -	- -	- -	0.091	- -
	(0.067)				(0.043)	
	4.644				2.108	
PA	0.136	- -	-0.045	- -	0.059	- -
	(0.041)		(0.027)		(0.025)	
	3.321		-1.684		2.346	

THETA-EPS

	PE	OC	IN	PA
	--------	--------	--------	--------
PE	0.121			
	(0.053)			
	2.268			
OC	- -	0.352		
		(0.043)		
		8.137		
IN	-0.142	-0.095	0.395	
	(0.074)	(0.055)	(0.151)	
	-1.918	-1.732	2.619	
PA	- -	0.113	0.084	0.332
		(0.034)	(0.055)	(0.040)
		3.341	1.524	8.255

Squared Multiple Correlations for Y − Variables

EB	EN	SA	PR	FR	EU
0.459	0.835	0.611	0.782	0.497	0.532

Squared Multiple Correlations for Y − Variables

PE	OC	IN	PA
0.840	0.425	0.737	0.436

THETA-DELTA

HR
0.070

Squared Multiple Correlations for X − Variables

HR
0.914

TH was written to file fort.811

Goodness of Fit Statistics

Degrees of Freedom = 15
Minimum Fit Function Chi-Square = 15.086 (P = 0.445)
Normal Theory Weighted Least Squares Chi-Square = 15.049 (P = 0.448)
Estimated Non-centrality Parameter (NCP) = 0.0489
90 Percent Confidence Interval for NCP = (0.0; 13.456)

Minimum Fit Function Value = 0.0751
Population Discrepancy Function Value (F0) = 0.000243
90 Percent Confidence Interval for F0 = (0.0; 0.0669)
Root Mean Square Error of Approximation (RMSEA) = 0.00403
90 Percent Confidence Interval for RMSEA = (0.0; 0.0668)
P-Value for Test of Close Fit (RMSEA < 0.05) = 0.835
Expected Cross-Validation Index (ECVI) = 0.582
90 Percent Confidence Interval for ECVI = (0.582; 0.649)
ECVI for Saturated Model = 0.657
ECVI for Independence Model = 16.348

Chi-Square for Independence Model with 55 Degrees of Freedom = 3264.030
Independence AIC = 3286.030
Model AIC = 117.049
Saturated AIC = 132.000
Independence CAIC = 3333.421
Model CAIC = 336.771
Saturated CAIC = 416.346
Normed Fit Index (NFI) = 0.995
Non-Normed Fit Index (NNFI) = 1.00
Parsimony Normed Fit Index (PNFI) = 0.271
Comparative Fit Index (CFI) = 1.00
Incremental Fit Index (IFI) = 1.00
Relative Fit Index (RFI) = 0.983

Critical N (CN) = 408.439

Root Mean Square Residual (RMR) = 0.0179
Standardized RMR = 0.0203
Goodness of Fit Index (GFI) = 0.987
Adjusted Goodness of Fit Index (AGFI) = 0.941
Parsimony Goodness of Fit Index (PGFI) = 0.224

HIPPS Talent Engagement Model

Fitted Covariance Matrix

	EB	EN	SA	PR	FR	EU
EB	1.062					
EN	0.545	0.730				
SA	0.608	0.520	1.204			
PR	0.600	0.540	0.779	0.844		
FR	0.559	0.491	0.539	0.534	0.795	
EU	0.678	0.608	0.741	0.702	0.677	1.402
PE	0.509	0.404	0.504	0.477	0.408	0.508
OC	0.335	0.258	0.205	0.248	0.236	0.324
IN	0.789	0.533	0.665	0.630	0.577	0.669
PA	0.366	0.257	0.275	0.303	0.294	0.323
HR	0.469	0.525	0.638	0.604	0.467	0.642

Fitted Covariance Matrix

	PE	OC	IN	PA	HR
PE	0.756				
OC	0.406	0.611			
IN	0.695	0.440	1.499		

PA   0.403   0.371   0.616   0.588
HR   0.387   0.247   0.510   0.246   0.810

Fitted Residuals

	EB	EN	SA	PR	FR	EU
EB	0.009					
EN	0.008	-0.001				
SA	-0.021	-0.004	0.008			
PR	-0.001	-0.002	0.005	0.002		
FR	0.012	0.000	-0.005	-0.003	0.001	
EU	-0.004	0.003	-0.003	0.002	-0.001	0.000
PE	0.004	-0.006	-0.027	0.020	0.019	-0.022
OC	0.017	0.021	-0.028	0.001	0.040	-0.041
IN	0.014	0.030	-0.056	-0.009	0.025	0.005
PA	0.011	0.026	-0.031	-0.002	0.021	-0.039
HR	0.009	-0.007	0.034	-0.002	-0.020	0.016

Fitted Residuals

	PE	OC	IN	PA	HR
PE	0.005				
OC	0.008	0.005			
IN	0.007	0.022	0.009		
PA	0.010	0.014	0.013	0.013	
HR	0.010	-0.028	-0.016	-0.011	0.000

Summary Statistics for Fitted Residuals

Smallest Fitted Residual = -0.056
Median Fitted Residual = 0.002
Largest Fitted Residual = 0.040

Stemleaf Plot
- 5|6
- 4|1
- 3|91
- 2|887210
- 1|61
- 0|997654433222111000
0|1122345555788899
1|00123344679
2|011256
3|04
4|0

Standardized Residuals

	EB	EN	SA	PR	FR	EU
	--------	--------	--------	--------	--------	--------
EB	2.097					
EN	1.875	-1.031				
SA	-1.695	-0.566	1.000			
PR	-0.185	-0.576	0.698	0.352		
FR	1.766	0.014	-0.219	-0.395	0.190	
EU	-0.294	0.676	-0.104	0.151	-0.097	- -
PE	0.948	-0.532	-1.098	1.798	1.475	-0.749
OC	1.448	0.966	-1.687	0.117	1.398	-1.094
IN	1.623	1.408	-1.445	-0.453	1.708	0.115
PA	1.280	1.255	-1.533	-0.095	1.345	-1.086
HR	-1.473	-2.081	2.032	-0.282	-1.404	0.859

Standardized Residuals

	PE	OC	IN	PA	HR
	--------	--------	--------	--------	--------
PE	1.855				
OC	1.250	0.893			
IN	1.566	1.832	1.320		
PA	1.913	1.873	1.928	2.325	
HR	0.756	-1.099	-0.617	-0.429	- -

Summary Statistics for Standardized Residuals

Smallest Standardized Residual = -2.081
Median Standardized Residual = 0.171
Largest Standardized Residual = 2.325

Stemleaf Plot

- 2|1
- 1|7755
- 1|4411110
- 0|766655
- 0|443322111000
  0|11224
  0|778999
  1|0033333444
  1|566788899999
  2|013

HIPPS Talent Engagement Model

Qplot of Standardized Residuals

```
3.5...............................................................
 .                                                    ..
 .                                                  .  .
 .                                               .  .
 .                                             .    .
 .                                          .       .
 .                                        .         .
 .                                     .            .
 .                                  .               .
 .                             . x                  .
 .                                .                 .
 .                          . x                     .
 .                          . x                     .
 .                          . x                     .
 .                         . *                      .
N.                         . *                      .
o .                       . *x                      .
r .                       . *x                      .
m.                       . x*                       .
a .                       . **                      .
l .                 . x   *                         .
 .                  . x*x                           .
Q .                 .  x                            .
u .               . *                               .
a .             .x x                                .
n .          . *x                                   .
t .          .xx                                    .
i .          .x*                                    .
l .        x. xx                                    .
e .        x.                                       .
s .      x .x                                       .
 .        *.                                        .
 .         x                                        .
 .       x                                          .
 .     . x                                          .
 .      .                                           .
 .    .x                                            .
 . .                                                .
 . .                                                .
 ..                                                 .
-3.5..............................................................
 -3.5                                              3.5
```

Standardized Residuals
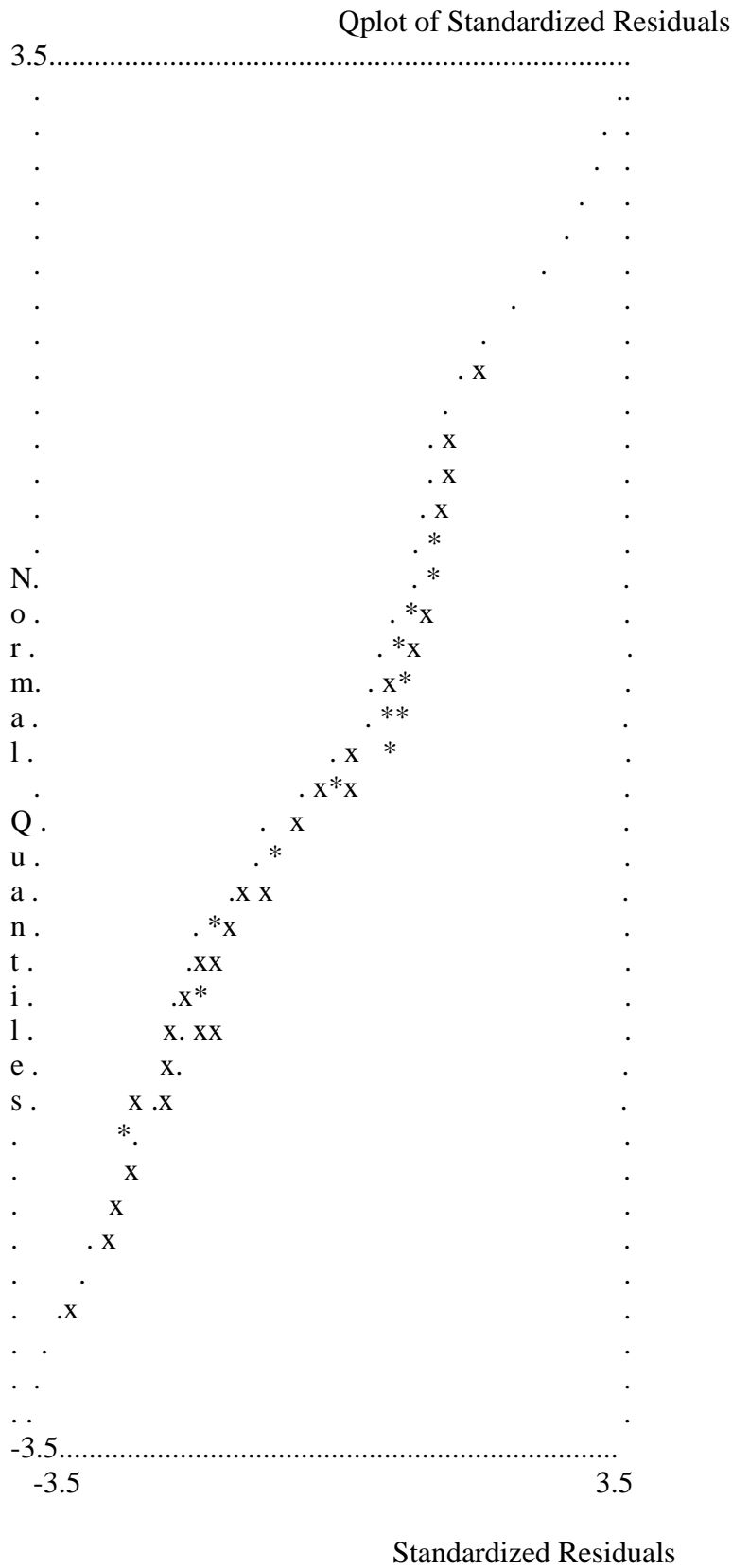
HIPPS Talent Engagement Model

Modification Indices and Expected Change

Modification Indices for LAMBDA-Y

	ORF	PEF	TLE
	--------	--------	--------
EB	- -	- -	- -
EN	- -	- -	- -
SA	0.049	- -	2.938
PR	0.040	- -	1.645
FR	0.533	- -	3.440
EU	0.510	- -	0.750
PE	0.991	3.889	- -
OC	0.005	0.613	- -
IN	0.127	0.743	- -
PA	0.577	0.119	- -

Expected Change for LAMBDA-Y

	ORF	PEF	TLE
	--------	--------	--------
EB	- -	- -	- -
EN	- -	- -	- -
SA	0.050	- -	-0.143
PR	-0.042	- -	0.089
FR	-0.159	- -	0.231
EU	0.217	- -	-0.095
PE	-0.082	0.248	- -
OC	-0.005	-0.063	- -
IN	0.039	-0.150	- -
PA	0.043	-0.026	- -

Standardized Expected Change for LAMBDA-Y

	ORF	PEF	TLE
	--------	--------	--------
EB	- -	- -	- -
EN	- -	- -	- -
SA	0.050	- -	-0.143
PR	-0.042	- -	0.089
FR	-0.159	- -	0.231
EU	0.217	- -	-0.095
PE	-0.082	0.248	- -
OC	-0.005	-0.063	- -

IN	0.039	-0.150	- -
PA	0.043	-0.026	- -

Completely Standardized Expected Change for LAMBDA-Y

	ORF	PEF	TLE
	--------	--------	--------
EB	- -	- -	- -
EN	- -	- -	- -
SA	0.045	- -	-0.131
PR	-0.046	- -	0.097
FR	-0.178	- -	0.259
EU	0.183	- -	-0.080
PE	-0.094	0.285	- -
OC	-0.006	-0.080	- -
IN	0.032	-0.123	- -
PA	0.056	-0.034	- -

No Non-Zero Modification Indices for LAMBDA-X

No Non-Zero Modification Indices for BETA

No Non-Zero Modification Indices for GAMMA

No Non-Zero Modification Indices for PHI

No Non-Zero Modification Indices for PSI

Modification Indices for THETA-EPS

	EB	EN	SA	PR	FR	EU
	--------	--------	--------	--------	--------	--------
EB	- -					
EN	- -	- -				
SA	- -	- -	- -			
PR	- -	- -	- -	- -		
FR	- -	- -	0.397	- -	- -	
EU	- -	- -	0.274	0.005	- -	- -
PE	- -	3.612	1.127	2.193	- -	0.075
OC	- -	0.644	- -	- -	2.968	0.657
IN	- -	0.632	0.226	0.165	- -	0.876
PA	- -	0.462	- -	0.038	- -	0.837

Modification Indices for THETA-EPS

	PE	OC	IN	PA
PE	- -			
OC	0.001	- -		
IN	- -	- -	- -	
PA	0.001	- -	- -	- -

Expected Change for THETA-EPS

	EB	EN	SA	PR	FR	EU
EB	- -					
EN	- -	- -				
SA	- -	- -	- -			
PR	- -	- -	- -	- -		
FR	- -	- -	0.027	- -	- -	
EU	- -	- -	-0.022	0.003	- -	- -
PE	- -	-0.050	-0.032	0.032	- -	-0.010
OC	- -	0.019	- -	- -	0.057	-0.028
IN	- -	0.029	-0.021	-0.012	- -	0.047
PA	- -	0.014	- -	-0.004	- -	-0.028

Expected Change for THETA-EPS

	PE	OC	IN	PA
PE	- -			
OC	-0.002	- -		
IN	- -	- -	- -	
PA	0.002	- -	- -	- -

Completely Standardized Expected Change for THETA-EPS

	EB	EN	SA	PR	FR	EU
EB	- -					
EN	- -	- -				
SA	- -	- -	- -			
PR	- -	- -	- -	- -		
FR	- -	- -	0.027	- -	- -	
EU	- -	- -	-0.017	0.003	- -	- -
PE	- -	-0.067	-0.034	0.040	- -	-0.009
OC	- -	0.028	- -	- -	0.081	-0.030
IN	- -	0.027	-0.015	-0.011	- -	0.032
PA	- -	0.021	- -	-0.006	- -	-0.031

Completely Standardized Expected Change for THETA-EPS

	PE	OC	IN	PA
	--------	--------	--------	--------
PE	- -			
OC	-0.003	- -		
IN	- -	- -	- -	
PA	0.003	- -	- -	- -

Modification Indices for THETA-DELTA-EPS

	EB	EN	SA	PR	FR	EU
	--------	--------	--------	--------	--------	--------
HR	- -	- -	2.200	1.262	2.129	1.316

Modification Indices for THETA-DELTA-EPS

	PE	OC	IN	PA
	--------	--------	--------	--------
HR	1.465	1.808	0.325	0.077

Expected Change for THETA-DELTA-EPS

	EB	EN	SA	PR	FR	EU
	--------	--------	--------	--------	--------	--------
HR	- -	- -	0.054	-0.034	-0.049	0.050

Expected Change for THETA-DELTA-EPS

	PE	OC	IN	PA
	--------	--------	--------	--------
HR	0.031	-0.033	-0.020	0.006

Completely Standardized Expected Change for THETA-DELTA-EPS

	EB	EN	SA	PR	FR	EU
	--------	--------	--------	--------	--------	--------
HR	- -	- -	0.054	-0.041	-0.061	0.047

Completely Standardized Expected Change for THETA-DELTA-EPS

	PE	OC	IN	PA
	--------	--------	--------	--------
HR	0.039	-0.048	-0.018	0.008

Maximum Modification Index is 3.89 for Element (7, 2) of LAMBDA-Y

HIPPS Talent Engagement Model
Factor Scores Regressions

ETA

	EB	EN	SA	PR	FR	EU
ORF	0.271	0.965	0.023	-0.326	-0.344	-0.099
PEF	-0.408	-0.219	0.134	0.527	0.211	0.157
TLE	-0.469	0.164	0.055	0.163	-0.070	0.066

ETA

	PE	OC	IN	PA	HR
ORF	0.169	-0.052	0.042	0.039	0.447
PEF	0.121	0.214	0.179	-0.091	0.343
TLE	0.652	0.239	0.494	-0.115	-0.072

KSI

	EB	EN	SA	PR	FR	EU
TLM	-0.022	0.084	0.040	0.088	0.013	0.024

KSI

	PE	OC	IN	PA	HR
TLM	-0.012	0.029	0.003	-0.007	0.895

HIPPS Talent Engagement Model

Standardized Solution

LAMBDA-Y

	ORF	PEF	TLE
EB	0.698	- -	- -
EN	0.781	- -	- -
SA	- -	0.858	- -
PR	- -	0.812	- -
FR	- -	0.628	- -
EU	- -	0.864	- -
PE	- -	- -	0.797
OC	- -	- -	0.509

```
IN        - -             - -          1.051
PA        - -             - -          0.506
```

LAMBDA-X

```
        TLM
       --------
HR     0.860
```

BETA

```
        ORF          PEF          TLE
       --------      --------     --------
ORF    - -           - -          - -
PEF    - -           - -          - -
TLE    0.536         0.988        - -
```

GAMMA

```
        TLM
       --------
ORF    0.781
PEF    0.865
TLE   -0.709
```

Correlation Matrix of ETA and KSI

```
        ORF          PEF          TLE          TLM
       --------      --------     --------     --------
ORF    1.000
PEF    0.675         1.000
TLE    0.650         0.737        1.000
TLM    0.781         0.865        0.564        1.000
```

PSI

Note: This matrix is diagonal.

```
        ORF          PEF          TLE
       --------      --------     --------
        0.390         0.253        0.323
```

Regression Matrix ETA on KSI (Standardized)

```
        TLM
       --------
ORF    0.781
```

PEF   0.865
TLE   0.564

HIPPS Talent Engagement Model

Completely Standardized Solution

LAMBDA-Y

	ORF	PEF	TLE
EB	0.677	- -	- -
EN	0.914	- -	- -
SA	- -	0.782	- -
PR	- -	0.884	- -
FR	- -	0.705	- -
EU	- -	0.730	- -
PE	- -	- -	0.916
OC	- -	- -	0.652
IN	- -	- -	0.858
PA	- -	- -	0.660

LAMBDA-X

	TLM
HR	0.956

BETA

	ORF	PEF	TLE
ORF	- -	- -	- -
PEF	- -	- -	- -
TLE	0.536	0.988	- -

GAMMA

	TLM
ORF	0.781
PEF	0.865
TLE	-0.709

Correlation Matrix of ETA and KSI

	ORF	PEF	TLE	TLM
ORF	1.000			
PEF	0.675	1.000		
TLE	0.650	0.737	1.000	
TLM	0.781	0.865	0.564	1.000

PSI
Note: This matrix is diagonal.

ORF	PEF	TLE
0.390	0.253	0.323

THETA-EPS

	EB	EN	SA	PR	FR	EU
EB	0.541					
EN	- -	0.165				
SA	0.180	0.072	0.389			
PR	0.229	0.142	0.082	0.218		
FR	0.286	0.210	- -	0.028	0.503	
EU	0.222	0.151	- -	- -	0.127	0.468
PE	0.165	- -	- -	- -	0.050	- -
OC	0.129	- -	-0.136	-0.080	- -	- -
IN	0.248	- -	- -	- -	0.083	- -
PA	0.172	- -	-0.053	- -	0.086	- -

THETA-EPS

	PE	OC	IN	PA
PE	0.160			
OC	- -	0.575		
IN	-0.133	-0.100	0.263	
PA	- -	0.189	0.089	0.564

THETA-DELTA

HR
0.086

Regression Matrix ETA on KSI (Standardized)

         TLM

ORF   0.781
PEF   0.865
TLE   0.564

HIPPS Talent Engagement Model

Total and Indirect Effects

Total Effects of KSI on ETA

         TLM

ORF   0.781
       (0.100)
       7.820

PEF   0.865
       (0.079)
       10.974

TLE   0.564
       (0.072)
       7.822

Indirect Effects of KSI on ETA

         TLM

ORF   - -
PEF   - -
TLE   1.273
       (0.243)
       5.246

Total Effects of ETA on ETA

         ORF   PEF   TLE
         --------   --------   --------
ORF   - -   - -   - -
PEF   - -   - -   - -
TLE   0.536   0.988   - -
       (0.113)   (0.213)
       4.726   4.646

Largest Eigenvalue of B*B' (Stability Index) is 1.264
Total Effects of ETA on Y

	ORF	PEF	TLE
EB	0.698	- -	- -
EN	0.781	- -	- -
	(0.086)		
	9.062		
SA	- -	0.858	- -
PR	- -	0.812	- -
		(0.052)	
		15.753	
FR	- -	0.628	- -
		(0.064)	
		9.849	
EU	- -	0.864	- -
		(0.083)	
		10.459	
PE	0.427	0.787	0.797
	(0.090)	(0.169)	
	4.726	4.646	
OC	0.273	0.503	0.509
	(0.064)	(0.124)	(0.061)
	4.278	4.067	8.314
IN	0.563	1.038	1.051
	(0.119)	(0.228)	(0.099)
	4.738	4.550	10.644
PA	0.271	0.500	0.506
	(0.063)	(0.122)	(0.059)
	4.317	4.108	8.535

Indirect Effects of ETA on Y

	ORF	PEF	TLE
EB	- -	- -	- -

EN	- -	- -	- -
SA	- -	- -	- -
PR	- -	- -	- -
FR	- -	- -	- -
EU	- -	- -	- -
PE	0.427	0.787	- -
	(0.090)	(0.169)	
	4.726	4.646	
OC	0.273	0.503	- -
	(0.064)	(0.124)	
	4.278	4.067	
IN	0.563	1.038	- -
	(0.119)	(0.228)	
	4.738	4.550	
PA	0.271	0.500	- -
	(0.063)	(0.122)	
	4.317	4.108	

Total Effects of KSI on Y

	TLM

EB	0.545
	(0.070)
	7.820
EN	0.610
	(0.054)
	11.382
SA	0.741
	(0.068)
	10.974
PR	0.702
	(0.055)
	12.688
FR	0.543
	(0.056)

	9.629
EU	0.747
	(0.074)
	10.051

PE	0.450
	(0.057)
	7.822

OC	0.287
	(0.047)
	6.132

IN	0.593
	(0.079)
	7.512

PA	0.286
	(0.046)
	6.195

HIPPS Talent Engagement Model

Standardized Total and Indirect Effects

Standardized Total Effects of KSI on ETA

	TLM

ORF	0.781
PEF	0.865
TLE	0.564

Standardized Indirect Effects of KSI on ETA

	TLM

ORF	- -
PEF	- -
TLE	1.273

Standardized Total Effects of ETA on ETA

	ORF	PEF	TLE
	--------	--------	--------
ORF	- -	- -	- -
PEF	- -	- -	- -

TLE   0.536   0.988   - -

Standardized Total Effects of ETA on Y

	ORF	PEF	TLE
EB	0.698	- -	- -
EN	0.781	- -	- -
SA	- -	0.858	- -
PR	- -	0.812	- -
FR	- -	0.628	- -
EU	- -	0.864	- -
PE	0.427	0.787	0.797
OC	0.273	0.503	0.509
IN	0.563	1.038	1.051
PA	0.271	0.500	0.506

Completely Standardized Total Effects of ETA on Y

	ORF	PEF	TLE
EB	0.677	- -	- -
EN	0.914	- -	- -
SA	- -	0.782	- -
PR	- -	0.884	- -
FR	- -	0.705	- -
EU	- -	0.730	- -
PE	0.491	0.906	0.916
OC	0.349	0.644	0.652
IN	0.460	0.848	0.858
PA	0.354	0.652	0.660

Standardized Indirect Effects of ETA on Y

	ORF	PEF	TLE
EB	- -	- -	- -
EN	- -	- -	- -
SA	- -	- -	- -
PR	- -	- -	- -
FR	- -	- -	- -
EU	- -	- -	- -
PE	0.427	0.787	- -
OC	0.273	0.503	- -
IN	0.563	1.038	- -
PA	0.271	0.500	- -

Completely Standardized Indirect Effects of ETA on Y

	ORF	PEF	TLE
EB	- -	- -	- -
EN	- -	- -	- -
SA	- -	- -	- -
PR	- -	- -	- -
FR	- -	- -	- -
EU	- -	- -	- -
PE	0.491	0.906	- -
OC	0.349	0.644	- -
IN	0.460	0.848	- -
PA	0.354	0.652	- -

Standardized Total Effects of KSI on Y

	TLM
EB	0.545
EN	0.610
SA	0.741
PR	0.702
FR	0.543
EU	0.747
PE	0.450
OC	0.287
IN	0.593
PA	0.286

Completely Standardized Total Effects of KSI on Y

	TLM
EB	0.529
EN	0.714
SA	0.676
PR	0.764
FR	0.609
EU	0.631
PE	0.517
OC	0.368
IN	0.484
PA	0.372

Time used: 0.094 Seconds

BIOGRAPHY

NAME	Chanitapant Tanawattanakorn
ACADEMIC BACKGROUND	Bachelor of Arts in Economics from Thammasat University, Bangkok, Thailand in 2003
	Master of Arts in Entrepreneur Management from the College of Management at Mahidol University, Bangkok, Thailand in 2005
	Master of Arts in Marketing from Kingston University, London, UK in 2008
PRESENT POSITION	Administrative Director, Lucky Star Weaving Co., Ltd., Nakornpathom, Thailand
EXPERIENCE	Account Executive at JWT Thailand, Bangkok, Thailand from 2003-2006 General Manager at Lucky Star Weaving Co., Ltd., Nakornpathom, Thailand from 2008-2014