iscte

**INSTITUTO
UNIVERSITÁRIO
DE LISBOA**

Talent Management & Retention of Young Talents in Portugal

Mariana Sofia Teixeira Félix

Master in Management

Supervisor:
Professor Generosa do Nascimento, Assistant Professor,
ISCTE Instituto Universitário de Lisboa

October, 2020

BUSINESS
SCHOOL

Department of Human Resources and Organizational Behavior

Talent Management & Retention of Young Talents in Portugal

Mariana Sofia Teixeira Félix

Master in Management

Supervisor:
Professor Generosa do Nascimento, Assistant Professor,
ISCTE Instituto Universitário de Lisboa

October, 2020

Acknowledgements

Finishing this project is an achievement that a few years ago I could never have imagined to be accomplished. However, this journey was not completed on my own, and for it, I would like to express my gratitude.

To Professor Generosa do Nascimento, for the continuous encouragement, guidance and recommendations over the last year. Particularly, for believing and challenging me during the several phases of this project.

To my family, for the respect and support in all the choices that I have made in my life, even though when it was something completely new and uncertain for them. A special thank you to my sister Catarina, who is always with me, without her I know my life would not be the same.

To all my friends, for your patience, support and respect for my absence. A special thank you to my dearest friend Ana, for being an inspiration to start this journey and always be there when I needed it. Also, I cannot forget my Mentor and friend, Tânia, from whom I learned so much.

To my University's colleagues who become friends. They were part of this journey and together we faced the difficulties that came up along the way.

To Professor Dieter Veldsman, for your immediate positive response, a great contribution to the development of my project.

To all the five organisations and respective employees, for your sympathy, availability and valuable contributions to this study. Especially, for your flexibility to continue, given the unpredictable conditions that we all face due to the global pandemic.

At the end of the day, ISCTE – Instituto Universitário de Lisboa has been and will always be a place that feels like home to me. I am deeply thankful for all the knowledge, critical thinking and professionalism that I have acquired for the last five years. It is definitely not going to be a goodbye.

Thank you!
Obrigada!

Resumo

Atualmente, as organizações sustentáveis consideram, como uma das suas prioridades estratégicas, a capacidade de atrair e reter Jovens Talentos. Para o efeito, as empresas apostam na implementação de Programas de Talento Jovem. É imprescindível o desenvolvimento de estratégias de retenção que devem ser projetadas, de acordo com as necessidades e expectativas individuais de desenvolvimento e oportunidade.

Este estudo de casos múltiplos tem como objetivo determinar quais os fatores que levam as organizações portuguesas a considerar os Jovens Talentos uma das suas prioridades estratégicas e como é que desenham e estruturam os seus Programas de Estágios. Neste sentido, seguindo uma metodologia de métodos mistos foi realizado um conjunto de entrevistas semiestruturadas (método de pesquisa qualitativa) e aplicado um questionário (método de pesquisa quantitativa) – baseado na *Psychological Work Immersion Scale* (Veldsman, 2013) – com o intuito de aferir os níveis de imersão psicológica dos participantes.

Os resultados evidenciaram que o principal objetivo dos Programas de Estágios é proporcionar uma experiência prática através do desenvolvimento de *hard skills* e *soft skills*, que serão aplicadas em contexto profissional, culminando na melhoria da sua empregabilidade. As evidências revelaram que os nativos digitais trazem novas ideias, desafiam o *status quo*, o que influencia o nível de diversidade, inovação e criatividade dentro das organizações.

A Proposta de Intervenção desenvolvida teve em consideração as oportunidades de melhoria identificadas na fase de desenvolvimento do Programa de Estágios da Empresa X, através da implementação de um modelo seguindo a metodologia do *Design Thinking*.

Palavras-chave: Gestão de Recursos Humanos, Gestão de Talento, Retenção de Talento, Programas de Talento Jovem, Estagiários

JEL Classification System: J24 Human Capital; Skills; Occupational Choice; Labor Productivity; M51 Firm Employment Decisions; Promotions; M54 Labor Management

Abstract

Nowadays, sustainable organisations consider, as one of their strategic priorities, their capability to attract and retain Young Talents. To achieve that companies are investing in the implementation of Young Talent Programmes. It is imperative the development of retention strategies, designed accordingly with the individual needs and expectations for development and opportunity.

This multiple-case study aims to determine which factors lead Portuguese organisations to consider Young Talents one of their strategic priorities and how they design and structure their Internships Programmes. For that purpose, following a mixed-methods approach, a set of semi-structured interviews (qualitative research method) were conducted. Simultaneously, a questionnaire (quantitative research method) – mainly based on the Psychological Work Immersion Scale (Veldsman, 2013) – was applied to assess the levels of psychological work immersion of the participants.

The results indicated that the main goal when introducing Internships Programmes is to provide Young Talents with practical experience through the development of hard and soft skills and acquaintance to real professional contexts, culminating in the improvement of their employability. Evidence shows the digital natives who bring new ideas, challenge the *status quo*, influencing the level of diversity, innovation and creativity within organisations.

It was established an Intervention Proposal based on a solution-based framework to the development phase of Company X's Internships Programme, relying on Design Thinking.

Keywords: Human Resources Management, Talent Management, Talent Retention, Young Talent Programmes, Interns

JEL Classification System: J24 Human Capital; Skills; Occupational Choice; Labor Productivity; M51 Firm Employment Decisions; Promotions; M54 Labor Management

x

Index

Index of Figures

Index of Tables

Glossary of Acronyms

4th IR – Fourth Industrial Revolution

CIPD – Chartered Institute of Personnel and Development

EB – Employer Branding

ELC – Employee Life Cycle

eNPS – Employee Net Promoter Score

EVP – Employer Value Proposition

EX – Employee Experience

HR – Human Resources

HRM – Human Resources Management

PM 4.0 – People Management 4.0 – An Integrated Model

PWIS – Psychological Work Immersion Scale

RQ – Research Question

VUCA – Volatility, Uncertainty, Complexity and Ambiguity

Talent Management & Retention of Young Talents in Portugal

Introduction

The effect of the changes brought by the Fourth Industrial Revolution (4th IR) on the way people work and organisations generate value will cover all industries, economies and communities and redefine the future of work (WEF, 2019). The fundamental question for sustainable organisations is how they can leverage the technology-generated ecosystem to humanize the world of work (Volini, Schwartz, Denny, Mallon, Durme, Hauptmann, Yan & Poynton, 2020).

Consequently, this will impact the Human Resources Management (HRM), since organisations must be able to rapidly develop adaptation strategies, maintaining as its epicentre, the human dimension – people and their experiences. The combination and the greater use of new technological tools with new, more human-centric approaches to workforce management that focus on Employee Experience (EX), purpose and belonging and leverage diversity, equity and inclusion are core organisational strengths (WEF, 2019). Taking this into consideration, a way to an organisation create sustainable competitive advantage is by investing in Talent Management, which involves the systematic attraction, recruitment, identification, development, engagement, retention and deployment of talents.

The changes to the nature of work itself must inevitably lead to discussion on the value and recognition of other contributions to society (EYF, 2018). An important target audience to analyse are the Young Talents, since they are already at a disadvantage in the labour market. They often experience age-based discrimination in terms of their access to quality work, fair wages, or welfare systems. Transitions from education to employment have become increasingly difficult and many of the Young Talents who do find work are caught up in a cycle of precariousness, without access to employees' rights or social protection.

Therefore, the present research project follows a multiple-case study approach which aims to determine why Young Talents are considered a strategic priority and how Portuguese companies design and structure their Internships Programmes. For that purpose, following a mixed-methods approach, a set of semi-structured interviews (qualitative research method) will be conducted. Simultaneously, a questionnaire (quantitative research method) will be applied to assess the levels of psychological work immersion of the participants – mainly based on the Psychological Work Immersion Scale (PWIS).

Taking into consideration all the previous, the present research project is structured into four chapters. The first chapter provides a brief overview of the current challenges faced by HRM in the Digital Age, discussing creative human-centred models, increasingly adopted across industries. In addition, explores the Talent Management phenomenon concepts and

approaches, reviewing the Flow@Work Model as a Talent Retention predictor; offers a comprehensive understanding on how to manage Young Talents through Internships Programmes; and, ultimately, presents a conceptual framework outlining the research questions. Subsequently, in the second chapter, the methodological decisions made to perform this multiple-case study are provided: from the sampling process, the data collection procedures to the data analysis techniques applied. The next chapter focuses on the diagnosis results, briefly explaining each case, followed by the key categories of the content analysis carried out and the outcomes of the PWIS applied to the Young Talents. Ultimately, the chapter four refers to the Intervention Proposal to Company X (the first case), based on the results of the critical analysis conducted. In the end, the conclusions of the research project can be found, as well as the appropriate annexes.

Chapter I – Literature Review

1.1. Human Resources Management

1.1.1. The current challenging context

Primary, it is critical to acknowledge what are the current challenges faced by HRM, particularly what the digital transformation features bring to the game. A game played in an environment characterized by volatility, uncertainty, complexity and ambiguity (VUCA) (Bennett & Lemoine, 2014).

The 4th IR has been occurring since the middle of the last century and its driving forces are demography, technology and globalization (Claus, 2019).

The combination of demographic characteristics (e.g. gender, age, cultural or even academic qualifications diversity), technological evolution and the worldwide interaction allowed by globalization over the last years, might determine organisational results (Duarte, Nascimento & Almeida, 2019). Claus (2019) mentions that some Human Resources (HR) practitioners started to introduce new management frameworks (e.g. Design Thinking, Agile Management, Behavioural Economics and Analytics) to enhance their competences and simultaneously optimise the organisational results.

The World Economic Forum (2020) revealed that 4th IR is creating demand for millions of new jobs, with vast new opportunities for fulfilling people's potential and aspirations, impacting not only on what we do (*the way of work*) but also on who we are (*as employers and employees*) (Schwab, 2016; Claus, 2019; Schwartz *et al.*, 2019).

Veldsman (2018) in his research emphasises that factors such as technological innovation, a multigenerational workforce distributed across the globe, and the rise of on-demand talent have changed how sustainable organisations operate. Purpose, meaningful work, lifelong learning, and growth have become key priorities as organisations are redefining their internal brands to become employers of choice.

Those challenges converge in two HRM-related vectors: their function and management (Duarte *et al.*, 2019). Regarding the function vector, the focus will rely on the need to evolve and modernising the existent processes with the right technologies and incorporate them naturally in the action. On the other hand, in terms of the management vector, the challenge aims for managing the organisational success factors — talent management, performance and engagement — in a responsible, agile and efficient manner.

1.1.2. Human Resources Management in the Digital Age

The best way to identify potential solutions to the challenges raised to HRM in the Digital Age is to rethink and discover new approaches to managing people.

In their recent book chapter, Duarte *et al.* (2019; pp. 40) propose a new integrated management model focused on people management aligned with the principles of the 4th IR, labelled as People Management 4.0 – An Integrated Model (PM 4.0).

PEOPLE MANAGEMENT 4.0 – AN INTEGRATED MODEL

AUTHENTICITY
RESPONSABILITY

STRATEGY

ACCOUNTABILITY

ENGAGING

SUSTAINABILITY

LEADERSHIP

COMMUNICATION

PEOPLE
PM 4.0

RESOURCING

DEVELOPING

STRUCTURE

VALUES &
ORGANISATIONAL CULTURE

PROCESSES

TECHNOLOGY
DIVERSITY

VIABILITY

AUTOMATION
VIRTUALIZATION
OUTSOURCING
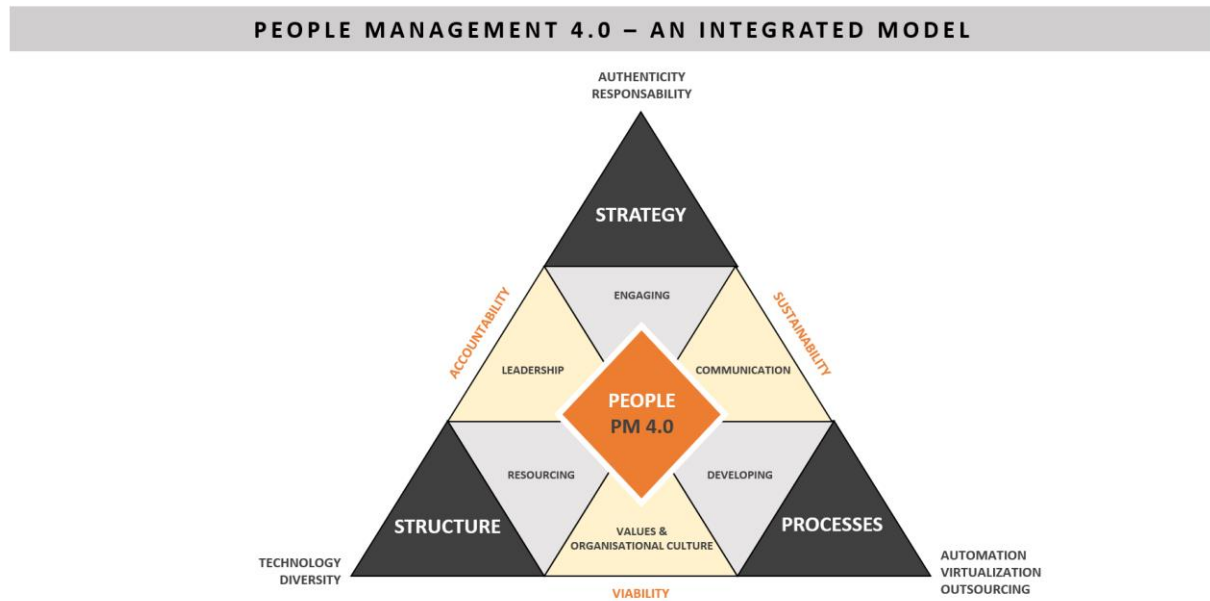
Source: Adapted from Duarte, Nascimento & Almeida (2019; pp. 40)

Figure 1 – People Management 4.0 – An Integrated Model

The authors selected a geometric representation (distancing from the linear-sequential representation, typical of the previous models), where the different angles, represent the vectors of analysis to consider. Regarding the intersection points, it refers to the context conditions, the paths of change, the determinants of intervention and its domains (see Fig. 1).

Considering the VUCA context, organisations must be able to rapidly develop adaptation strategies, that allow the accurate response (or even anticipate its response) to the forces that shape their own competitive environment. In order to achieve this, it is required the synergetic alignment of the three structural vectors (i.e. structure, processes and strategy), maintaining as its epicentre, the human dimension – people and their experiences.

HRM holds the responsibility to create the conditions that guarantee organisational adaptability, survival and creative/competitive capacity – these constitute three determinants of intervention. To accomplish that, organisations should articulate their efforts (with the

previously mentioned three structural vectors) in three key-intervention domains (i.e. resourcing, developing and engaging).

Ultimately, following the intersection of the two dimensions previously mentioned – structural vectors (i.e. structure, processes and strategy) and key-intervention domains (i.e. resourcing, developing and engaging) – it is important to consider the three critical success factors of the model: organisational culture and values, communication and leadership.

Despite being a conceptual base model, it reflects the HRM dynamics and the pressures of the context, considering the organisational features, identifying the key-intervention domains and potential results. PM 4.0 has the potential to generate value combining both the technological advancements and the employees' digital skills.

Following similar principles of the PM 4.0 model, organisations have been implementing a human-centred Design Thinking approach to EX (Plaskoff, 2017; Ludike, 2018; Nelson & Neicu, 2019) as a guide to the employee and organisational digital transformation journey.

1.1.3. Employee Experience

Last year, KPMG conducted a survey to over 1,300 HR executives from across the globe concerning the Future of HR 2020. One of the key findings was that 95% of the respondents considered EX as a focus area and a strategic priority for the entire organisation.

Generally, the EX concept is defined as the sum of all interactions occurring between individuals and the organisation along their employee's lifecycle (Morgan, 2017; cited by Itam & Ghosh, 2020; Ludike, 2018; Plaskoff, 2017). These interactions develop on employees' feelings, perceptions and emotions that impact their overall involvement with their work and within the organisational environment (Itam & Ghosh, 2020).

EX cannot be considered without looking at the work that a person does, the tools and technology they are provided with, and the environment they are surrounded by – from organisational culture to the physical spaces (Morgan, 2017; cited by Ludike, 2018; KPMG, 2019; Itam & Ghosh, 2020).

According to the current disruptive forces changing the world of work, organisations are focusing their forces on User Experience – where EX is driven by technology and built on Design Thinking (Nelson & Doman, 2017). Design Thinking is a human-centric, structured, and creative approach to problem-solving (KPMG, 2019). It treats work not as mere employment, but as a life journey, with the employee as the protagonist. The employee lifecycle has many milestones and interactions (or touchpoints), and the quality of their experiences has

a direct influence on employee satisfaction, engagement, commitment, performance (Plaskoff, 2017) and retention (Ludike, 2018; KPMG, 2019; Itam & Ghosh, 2020).

This capability is also about empathy since it places the issues of the employee at the centre of the problem-solving process and analyses issues and solutions from employees' point of view – understanding employees from multiple perspectives – not the organisations (Nelson & Doman, 2017). Therefore, addressing the "*Moments That Matter*" to different types of employees, constitutes one of the efforts of the experience design. Generations now entering the workplace expect a consumer-grade experience at work. They want meaningful, rewarding work, on-demand customer service, simplified transactions, and instant access to information (KPMG, 2019).

1.2. Talent Management

Talent management is a phenomenon (Dries, 2013) highly context-dependent (Gallardo-Gallardo, Thunnissen & Scullion, 2019). The transformational changes in business environments affect the quantity, quality, and characteristics of the talent needed (Guthridge, Komm & Lawson, 2008; Schuler *et al.*, 2011a, 2011b; Vaiman, Scullion & Collings, 2012; cited by Adebola, 2019). The talent management is highly influenced by the concept of talent or talent driver (*philosophy*) followed by each organisation.

Talent management can be defined as the activities and processes that involve the systematic attraction, recruitment, identification, development, engagement, retention and deployment of talents, which are of particular value to an organisation to create sustainable competitive advantage (Boudreau & Ramstad, 2005; Scullion *et al.*, 2010; Collings & Mellahi, 2009; Dries, 2013; cited by Thunnissen & Gallardo-Gallardo, 2019).

1.2.1. Talent Conceptualisation

There is a fundamental lack of consensus regarding the meaning of talent in an organisation (Gallardo-Gallardo, Dries & González-Cruz, 2013), which increases the need to look comprehensively to this concept (Clutterbuck, 2012). Hence, it will be considered the in-depth review developed on the concept of talent by Gallardo-Gallardo *et al.* (2013) regarding its state-of-the-art.

Figure 2 – Framework for the conceptualization of talent within the world of work

This study sustains that are two different approaches for the concept of talent in the organisational field: (i) talent as an "*object*" (i.e., talent as people's characteristics); or (ii) talent as a "*subject*" (i.e., talent as people) (see Fig. 2).

Within the "*object*" approach – considered the most predominant in organisational practice (Iles *et al.*, 2010; cited by Gallardo-Gallardo *et al.*, 2013) – talent is conceptualized as the exceptional set of skills, aptitudes or abilities, and, attitudes or behaviours demonstrated by an individual (Gallardo-Gallardo *et al.*, 2013; Clutterbuck, 2012; Ulrich & Smallwood, 2012; Ansar & Baloch, 2018). Within this approach the different sub-approaches identified (i.e., talent as natural ability, talent as mastery, talent as commitment, and talent as fit) must be recognized as complementary, rather than supplementary (Ulrich & Smallwood, 2012; cited by Gallardo-Gallardo *et al.*, 2013).

Within the "*subject*" approach – the corporate definitions of talent are focused on a specific individual performing well in its current role and having the potential to grow into more senior roles (Clutterbuck, 2012; Gallardo-Gallardo *et al.*, 2013) – holding two different "*subject*" sub-approaches (i.e., exclusive or inclusive approach) (Farndale *et al.*, 2014; Stahl *et al.*, 2012; cited by Thunnissen & Gallardo-Gallardo, 2019).

Considering that talent is a unique, variable and evolving concept (Clutterbuck, 2012; Ansar & Baloch, 2018; Adebola, 2019) is difficult to refer to it with a standardized definition. The "*object*" and "*subject*" approaches to talent implicit previously, establish an effective framework with a double perspective. Accordingly, the approaches inform each other in that the first specifies which personal characteristics to look for in identification of talent, whereas the second one incites important discussions about the workforce segmentation and

7

organisational norms (Gagné, 2000; Ulrich & Smallwood, 2012; Gallardo-Gallardo *et al.*, 2013).

1.2.2. Talent Management Approaches

One of the main debates that surface in the literature is about exclusive versus inclusive talent management approaches (Dries, 2013) (see Fig. 2, pp. 7). At an exclusive level, organisations practise a talent management strategy grounded in workforce segmentation (Becker *et al.*, 2009; cited by Gallardo-Gallardo *et al.*, 2013). In practice, this often means identifying the high-potential employees, strategically important employees, and employees in key positions, which will constitute the "talent pool" – 1-10% of the total workforce (Swailes, Downs & Orr, 2014; cited by De Boeck, Meyers & Dries, 2018). Therefore, this effective utilisation of the "talent pool" will ensure a continuous supply of talent to meet short and/or long-term organisational objectives, and its overall activities are in harmony with the talent management processes (Garavan *et al.*, 2012; cited by Ansar & Baloch, 2018).

On the other hand, at an inclusive level, every employee can and should be considered a talent (Ulrich & Smallwood, 2012; Gallardo-Gallardo *et al.*, 2013). Organisations that follow this approach, encourage people to explore and improve their talent by providing development opportunities to all the employees (Lewis & Heckman, 2006; Michaels, Hanfield-Jones & Axelrod, 2001; Smart, 2005; cited by Ansar & Baloch, 2018), through the reinforcement of networks, teamwork, trust and relationships, as well as on organisational culture, structure and processes (Iles, Chuai & Preece, 2010).

Although the exclusive approach is the most common (Dries & Pepermans, 2008; cited by Gallardo-Gallardo *et al.*, 2013), both are valid and have their own merits and drawbacks. According to the authors (Garrow & Hirsh, 2008; cited by Gallardo-Gallardo *et al.*, 2013), in order to decide which is the right approach to elect, the decision will depend on the implicit talent concept and the organisation's mission and culture. Adebola (2019) highlights in her research that is always possible to define a hybrid approach, combining both exclusive and inclusive philosophies. Nevertheless, is important to notice that inclusive talent management is fundamentally different and calls for very different features from exclusive strategies (Swailes, 2013a; cited by Adebola, 2019).

1.3. Talent Retention

The ability to attract and retain top talent has become a critical organisational capability. Due to the ever-changing environment and a global/mobile workforce, organisations are battling to retain employees, with talent attrition rates reaching alarming levels (Veldsman, 2018).

Staff turnover reduces organisational performance and increases costs due to the need for replacement. As mentioned before, retain employees deemed to be talented is a priority for HR professionals (Mathieu *et al.*, 2016; cited by Redondo, Sparrow & Hernández-Lechuga, 2019), organisations are encouraged to reduce the turnover of their talented employees to ensure productivity, quality, profit, competitive advantage and other related outcomes.

There are several factors that are affecting organisations' abilities to retain their most talented employees. Employees have far greater exposure and access to external opportunities than they had in the past and are more open to such opportunities even when they are not actively looking for it. As organisations have become flatter to adapt to job market uncertainties and environmental changes, career ladders have become increasingly unstable or less structured, forcing employees to take control of their own career planning and to derive benefits and satisfaction set by themselves rather than by their employer, leading to new career models (Baruch, 2006; cited by Redondo *et al.*, 2019). In response, organisations are relying on internal mobility as a driver of growth in today's digitally powered, highly competitive global economy (Schwartz *et al.*, 2019). Internal mobility, in short, can be a major source of critical talent and competitive advantage.

The protean career, which is defined as a career path driven by the person, not the organisation, based upon individual goals, that encompass the whole life space, as well as being driven by psychological success rather than more objective success criteria such as pay, rank, or power (Hall, 2004; cited by Redondo *et al.*, 2019). The protean career predominantly focuses on an individual's motives to follow a particular self-defined career path, assuming ownership of their development.

1.3.1. The Flow@Work Model

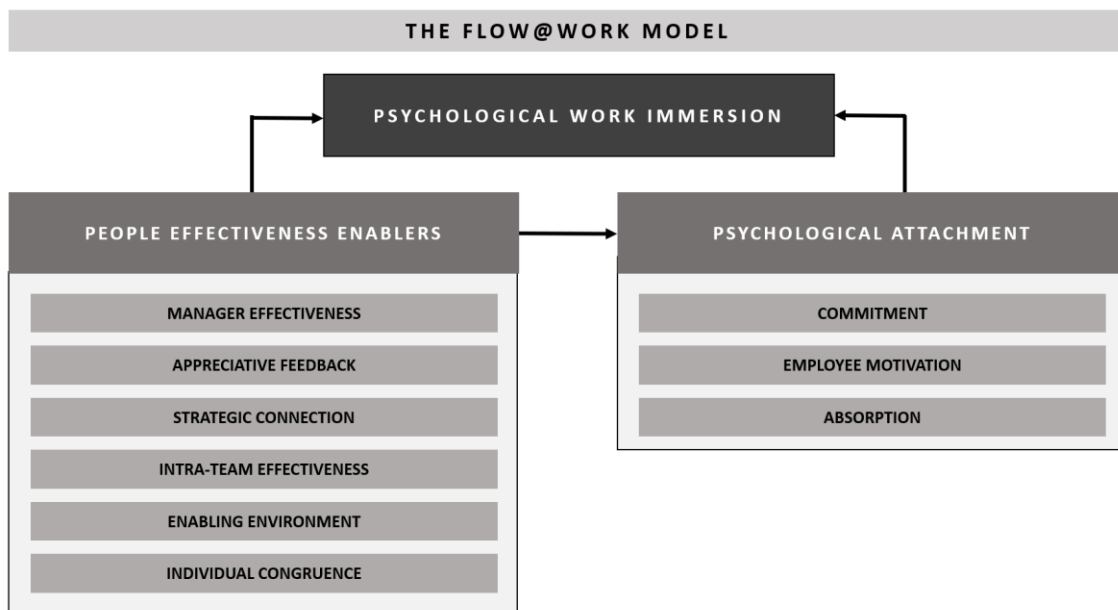Organisations are craving to attract and retain the required talent to be sustainable. Considering the previous section, it is clear the urge for new approaches that go beyond monetary and tangible benefits (Veldsman, 2018).

After examining several perspectives regarding the talent retention subject, based on methodological reasons we decided to focus on the Flow@Work Model. It introduces a new

insightful work that offers a simple framework, that organisations can rely on to support its employees to continuously achieve higher states of psychological work immersion, leading to benefits for both the organisation and the employees. Thus, at a practical level has been utilised for the implementation of various talent retention strategies within South African organisations as a method to drive sustainable business performance (Veldsman, 2018).

The Flow@Work Model (see Fig. 3; Veldsman, 2018) is a framework that can be applied to knowledge-economy organisations to measure people effectiveness, psychological attachment, and psychological work immersion levels within the organisation. The author specified several theories as main influences in its development: (i) Work Engagement (Kahn, 1990); (ii) Job Resources and Demand Model (Demerouti, 1999; Bakker *et al.*, 2003); and, (iii) Flow (Csikszentmihalyi, 1975). Subsequently, the core assumption inherent is stated in the upcoming flow: "*higher levels of psychological work immersion lead to higher levels of employee retention through the availability of people-effectiveness enablers, which lead to higher levels of psychological attachment*" (Veldsman, 2018; p. 44).

THE FLOW@WORK MODEL

PSYCHOLOGICAL WORK IMMERSION

PEOPLE EFFECTIVENESS ENABLERS

MANAGER EFFECTIVENESS
APPRECIATIVE FEEDBACK
STRATEGIC CONNECTION
INTRA-TEAM EFFECTIVENESS
ENABLING ENVIRONMENT
INDIVIDUAL CONGRUENCE

PSYCHOLOGICAL ATTACHMENT

COMMITMENT
EMPLOYEE MOTIVATION
ABSORPTION

Source: Adapted from Veldsman (2018; pp. 41)

Figure 3 – The Flow@Work Model

The Flow@Work Model count on the Psychological Work Immersion Scale (PWIS) (Veldsman, 2013) that was developed as a modern measure of people effectiveness. The scale provides an understanding of people-effectiveness enablers (i.e. manager effectiveness, appreciative feedback, strategic connection, intra-team effectiveness, enabling environment, and individual congruence) that lead to the psychological attachment (i.e. commitment, absorption, and employee motivation).

The constructs identified as people-effectiveness enablers – "*psychological behavioural state of attachment to the organisational identity resulting from the employee's emotional-cognitive identification*" (Veldsman, 2013; cited by Veldsman, 2018; pp. 40) – directly impact psychological attachment to the work and the organisation, being recognized as drivers that create an environment for psychological work immersion to occur (Veldsman, 2018). From an organisational development perspective, these drivers should be used as a key focus in interventions aimed at improving levels of psychological work immersion, owing to their influence on psychological attachment variables (Coetzee & Veldsman, 2013; cited by Veldsman, 2018).

Nevertheless, there is no "*one size fits all*" approach when it comes to talent retention and is an undeniable fact that retention practices must be tailored according to the needs and goals of each organisation. In addition, given the changes in the global job market and individual preferences, these practices must also consider contextual differences and the needs and expectations of individual talent (Ott, Tolentino & Michailova, 2018).

1.4. Managing Young Talent

1.4.1. Young Talents

In 2020, the global workforce is composed by four generations: (i) 6% of Baby Boomers; (ii) 35% of Generation X; (iii) 35% of Millennials; and (iv) 24% of Generation Z (ManpowerGroup, 2016). Consequently, workplaces have become more multigenerational, requiring employers to balance the needs of a diverse group of employees (Tlaiss *et al.*, 2017; cited by Ott *et al.*, 2018). Until now, research on generational differences in the workplace had identified differences in factors such as personality, work values, attitudes, career expectations, experiences, teamwork and leadership (Lyons & Kuron, 2014; cited by Waal, Peters & Broekhuizen, 2017).

The conceptual and empirical studies showed that talent management should be differentiated for talent pools segmented by generations, particularly for Millennials (McCracken, Currie & Harrison, 2015). Despite the previous fact, recent studies suggest that looking-forward organisations should reconsider talent strategies and programmes based solely on age or generation, and instead consider employees' interests, values, preferences and opinions to better tailor opportunities to employees' individual attributes (Volini *et al.*, 2020).

According to Pollak (2019; cited by Volini *et al.*, pp. 46-47) "*The longer I study generations in the workplace, the more similarities I find in what people want out of work. Those*

fundamentals – meaning, purpose, good leaders, professional growth – don't change. What changes is how each generation expresses these needs and what expectations we have about our employers' fulfilment of them".

As previously mentioned, organisations are focusing on EX investing in technology to analyse, more relevant insights into employees' needs and expectations, enabling them to design and implement new tailored talent strategies, that maximize their contribution at work, derive enhanced meaning in their careers, and, ultimately, better align themselves with the purpose of the organisation (Volini *et al.*, 2020).

Several organisations around the world, consider, as a strategic priority, their capability to attract and retain young graduates – also known as Young Talents – from both Undergraduate and Master's Degrees (Govaerts *et al.*, 2011; Michaels *et al.*, 2001; Wehner *et al.*, 2012; cited by Cesário & Chambel, 2016). The decision to join a company, even as an Intern, is thought to be influenced by impressions of the company's attractiveness as an employer (Rynes *et al.*, 1991; cited by Cesário & Chambel, 2016).

Employer Branding (EB) is "*a targeted, long-term strategy to manage awareness and perceptions of employees, potential employees and related stakeholders with regards to a particular organization*" (Backhaus & Tikoo, 2004, p. 2; cited by Saini & Jawahar, 2019). Through EB initiatives (e.g. university recruitment activities, social media campaigns, etc.), organisations attempt to attract candidates with the highest potential (Philips, 2009; Tibergien, 2013; cited by Cesário & Chambel, 2016). It enables an organisation to distinguish itself from the competition and develop a recognizable identity (Saini, 2018; cited by Saini & Jawahar, 2019). They must develop talent retention strategies to amplify Young Talents' potential, designed accordingly with their needs and expectations for development and opportunity (McCracken, *et al.*, 2015).

Moreover, organisations are focusing on defining/improving their Employer Value Proposition (EVP) – that refers to what employees gain in return from working at an organisation, contemplating tangible (e.g. remuneration, benefits, insurance, etc.) and intangible benefits (e.g. organisational culture, work environment, etc.) – to ensure that they are employing the best people, ensuring their satisfaction and commitment. Previous research considered that EVP impacts talent retention (Cattermole, 2019).

As a starting point, "The Most Attractive Companies in Portugal" research conducted by Spark Agency (2019) offers an understanding of what moves and motivates Young Talents, particularly focused on career expectations of Portuguese higher education students. The key findings were:

12

1. In their first job, Young Talents continually seek to develop their skills, strike a balance between work and personal life, and being intellectually challenged constantly;

2. There are differences between the goals that Young Talents set in the short and medium-long term: continuous skills development and work-life balance as seen as the most relevant career goals, respectively;

3. The main fear of Portuguese students, when entering the labour market, is that they do not feel ready or skilled;

4. They expect continuous feedback from their future leader.

Therefore, organisations must develop an in-depth understanding of Young Talents' needs, beliefs, preferences and perspectives to better adapt their strengths to the opportunities they offer.

1.4.2. Young Talent Programmes

1.4.2.1. Characterisation

Workplace learning programmes provide students or recent graduates opportunities to engage in authentic work experiences in ways that typically do not occur in a classroom environment (Ambrose & Poklop, 2015; Barnett, 2012; Eyler, 2009; cited by Zehr & Korte, 2019).

A few years ago, Young Talent Programmes were an unusual practice in Portugal (Spark Agency, 2019). Nowadays, they constitute one of the most popular talent management tools used to attract and retain Young Talents (Thom, 2015). Observing the Portuguese context, we will explain the two most frequent designations associated with the term Young Talent Programmes: (i) Internships and (ii) Trainee Programmes.

Internships started to be recognized as "(…) *structured and career-relevant work experiences obtained by students prior to graduation from an academic program.*" (Taylor, 1988, p. 393; cited by Dipboye, 2018). According to Chartered Institute of Personnel and Development (CIPD) (2015), currently these experiences may occur, during school (e.g. lasting a couple of weeks and referred to as work experience) and at university or after graduation as a way to enter to the labour market for the first time (e.g. usually lasting up to a year and recognised as work placements). Cerulli-Harms (2017) characterised them as short-term professional work experiences, where Interns aim to gain on-the-job experience to increase their employability through specialization and networking.

On the other hand, Trainee Programmes were applied as staffing strategies through structured workplace training and development, specifically for newly qualified graduates entering the workplace. To ensure that applied training generates the required employee

expertise, which will ultimately support organisational change (Dirani, 2012; cited by Gama & Edoun, 2020). When admitted into a Trainee Programme, graduates are introduced into the organisation's activity – typically, Trainees are directly placed or proceed through various positions within the company (Becker, 2013; cited by Thom, 2015), based on rotation principle – it is supposed that after its completion they will continue to work in the company on the most suitable position (Latukha, 2011).

Thom (2015) assumes that Trainee Programmes are designed to allow a selected circle of university graduates – through complex recruitment procedures (e.g. assessment centres) organisations select the most suitable individuals from a considerable number of candidates – to receive basic training, where they become conscious about their capabilities and interests, establish personal relations and get familiar with the organisation structure and culture.

Considering the context under analysis ahead, throughout this research, it will be assumed the designation of Internships Programmes (i.e. short-term professional experiences, with non-contractual work) and Interns (i.e. students or recent graduates from Undergraduate or Master's Degrees).

1.4.2.2. Internships Programmes

There is a consensus regarding the prime purpose of the Internships Programmes: focus on providing students and recent graduates meaningful experiences that enhance their employability (internally and externally) by developing hard and soft skills (e.g. technical and interpersonal) (CIPD, 2015; McCracken *et al.*, 2015; Zehr & Korte, 2019). Thus, they receive valuable insights into the world of work that many of them are preparing to enter.

Since the quality of their experience is undoubtedly a critical success factor, CIPD (2015) produced an Internships Charter, that relies on six principles that support organisations to implement high-quality Internship schemes:

1. **Recruitment**: should be conducted openly and rigorously to enable fair and equal access to available vacancies. The job advertisement should give a clear indication of the Internship Programme length, including a detailed task description and working conditions (EYF, 2011). At the interview, the Intern should be told honestly whether there is a real chance of obtaining a full-time contract;

2. **Induction**: it is important to introduce the Interns to their colleagues and the values of the organisation to help them integrate into the team. A well-designed induction process can make an Intern's transition into the world of work a smooth and

enjoyable experience, as well as helping the organisation by integrating the new team member as quickly as possible;

3. **Supervision**: Just like other employees, good management and supervision will make the Intern more productive and develop more quickly. The recommendation is to have one experienced employee acting as a Mentor that should provide ongoing feedback to the Intern throughout their time within the organisation. In fact, Mentoring is one of the best practices implemented across organisations. Mentors assume the co-responsibility – together with the direct leadership – of the Interns' development (Spark Agency, 2019). Some organisations begin to invest in technological tools that allow them to measure the Interns' pulse more regularly;

4. **Treatment**: Interns should be treated with the same degree of professionalism and duty of care as regular employees. It is imperative that employers must prepare a structured work plan – corresponding to specific learning objectives that should be shared with the Intern during the Induction (EYF, 2011) – given them as much responsibility and diversity in their tasks/projects as possible. Assigning the right tasks, can improve productivity and bring new ideas and perspectives into the organisation. Previous studies highlighted the importance of social interactions between Interns and their co-workers as learning facilitator (Boud & Middleton, 2003; Korte, 2009; Korte & Lin, 2013; cited by Zehr & Korte, 2019).

5. **Reference and Feedback**: on Internships Programme completion, organisations should provide Interns with a reference letter detailing the work they have undertaken, the skills and experience acquired, and the content of the formal performance review conducted at the end of the Internship. Interns should also be offered the opportunity to give feedback on their experience (e.g. during a final review meeting or exit interview), allowing the organisation to reflect on its own performance in delivering Internships;

6. **Payment**: is not only the right thing to do, but it also helps to widen access to Internships, increasing the pool of talent that employers can draw from. Interns show higher levels of loyalty and motivation, which in turn helps improve the overall business productivity.

The European Youth Forum (2011) developed a similar advocacy tool (i.e. European Quality Charter on Internships & Apprenticeships) to influence institutional processes on quality transitions, engaging and encouraging employers to provide quality opportunities to young people. When designing and implementing Internships Programmes, employers need to

guarantee a well structure journey, in order to align Interns' needs and expectations with the organisational objectives. If those expectations are not met, there is a risk that the organisation may face difficulties retaining talented Interns, threatening the return on investment (ROI) of this talent management tool (Jonsson & Thorgren, 2016).

1.4.2.3. Verified Outcomes

Organisations must analyse comprehensively the outcomes of their Internships Programme, in order to continuously identify opportunities for improvement. Internships could be an important screening device for employers to test a new potential employee (Stigler, 1962; cited by Cerulli-Harms, 2017), while gaining a new and motivated team member, bringing new skills and perspectives to the organisation, and potentially improving productivity (CIPD, 2015).

In fact, Internships provide students with a unique opportunity to enhance their work-readiness and improve their perception of job fit at the beginning of their career, being a helpful experience in making informed career choices (Daniels & Brooker 2014; Allen, 2011; cited by Silva, Lopes, Costa, Melo, Paiva Dias, Brito & Seabra, 2018).

It has been generally acknowledged that Internships allow Young Talents to integrate the informal network of employers, enhancing the opportunity to find references, which may be crucial for future career moves (Alpert, Heaney & Kuhn 2009; Silva *et al.*, 2018).

Previous research (Birt *et al.*, 2004; Raeside & Walker, 2001; cited by Cesário & Chambel, 2016) has identified several organisational and worksite environmental factors relating to employee retention that can also be applied to Young Talents, such as: (i) challenging and meaningful work; (ii) performance contributions; (iii) recognition of capabilities and empowerment; (iv) responsibility; (v) managerial integrity; (vi) career progression opportunities; (vii) new development opportunities; (viii) positive relationships with colleagues; (ix) good work-life balance; and (x) adequate communication within the organisation. Foresee (2014; cited by Itam & Ghosh, 2020) considered that the most important initiatives to drive positive EX are career growth, compensation, teamwork, empowerment, environment, job nature, and managerial abilities.

The Internships Programmes have been used extensively for corporate image. However, some of them are new or poorly developed, and a certain percentage of Interns leave immediately after completion. The most common reason for their resignation is the lack of personal development. Therefore, to make these programmes more efficient and effective, organisations should focus not only on Interns' professional, but as well on personal development. If not, organisations are wasting resources through extensive recruitment

procedures to hire the best, but without knowing how to deal with them properly (Latukha, 2011).

1.5. Conceptual Framework

It is important to systematize the key concepts and theoretical models mentioned in the Literature Review that will be applied to assess the information collected and the project itself.

The research problem focuses on identifying why Young Talents are considered a strategic priority and how Portuguese companies design and structure their Internships Programmes. In addition, it is necessary to understand the current talent management strategies implemented (and which are assigned to this tool) and if they lead to talent retention. Considering the previous, it was important to explore which are the HRM current challenges – especially the ones enabled by the 4th IR – and its innovative human-centred models.

Since this phenomenon is highly context-dependent, first it is important to acknowledge the different concepts of talent (Gallardo-Gallardo *et al.*, 2013) within each organisation, and consequently which talent management approaches they follow. This clarification is critical to understand the strategies defined by each organisation to the different stages of their ELC – from attraction to deployment.

After examining several perspectives regarding the talent retention subject, based on methodological reasons we decided to focus on the Flow@Work Model (Veldsman, 2018).

A few years ago, Young Talent Programmes (it will be assumed the designation of Internships Programmes) were an unusual practice in Portugal (Spark Agency, 2019). Nowadays, they constitute one of the most popular talent management tools used to attract and retain Young Talents (Thom, 2015). Focus on providing students and recent graduates meaningful experiences that enhance their employability (internally and externally) by developing hard and soft skills (e.g. technical and interpersonal) (CIPD, 2015; McCracken *et al.*, 2015; Zehr & Korte, 2019), constitutes the prime purpose of the Internships Programmes.

When designing and implementing Internships Programmes, employers need to guarantee a well structure journey (EYF, 2011; CIPD, 2015), in order to align Interns' needs and expectations with the organisational objectives. If those expectations are not met, there is a risk that the organisation may face difficulties retaining talented Interns – a certain percentage of Interns leave immediately after completion (Latukha, 2011) –, threatening the return on investment (ROI) of this talent management tool (Jonsson & Thorgren, 2016).

Considering all the above, the present multiple-case study aims to answer the following Research Questions (RQ):

RQ1: How and why are Young Talents managed and retained when they join an Internships Programme in Portugal (Organisation's perspective)?

RQ2: How are the levels of psychological work immersion of the former and/or current Interns that join an Internships Programme in Portugal (Intern's perspective)?

In view of a double perspective, from the HR team members responsible for the Internships Programmes and current and/or former Interns, it will be possible to answer this RQs, by describing the talent management and retention of Young Talents reality within Portuguese companies.

Ultimately, this study aims to develop an Intervention Proposal to Company X (the first case), based on the results of the critical analysis conducted.

Chapter II – Methodology

2.1. Research Design

A mixed-methods approach was primary chosen in order to answer different research questions (Bryman, 2012). The broadly accepted use of this term refers to the implementation of both qualitative and quantitative data collection techniques and analysis procedures (Saunders, Lewis & Thornhill, 2009). This choice is increasingly advocated within business and management research (Curran & Blackburn, 2001; cited by Saunders *et al.*, 2009).

Attending the research questions and objectives of this research project, an implicit strategy was adopted: the multiple-case study. This research strategy can be defined as an empirical method that investigates a contemporary phenomenon in depth and within its real-world context using multiple sources of evidence (Yin, 2018; Robson, 2002; cited by Saunders *et al.*, 2009). Consequently, it was assumed an inductive approach that is particularly concerned with the context in which such phenomenon occurs (Saunders *et al.*, 2009). Furthermore, following a mixed-methods approach allowed the desirable triangulation in a case study strategy. In basic terms, triangulation is the use of different data collection techniques within one study in order to ensure that the data is telling what the researcher assumes in the first place (Saunders *et al.*, 2009).

It was developed a Case Study Protocol (see Annex A, pp. 70 – 73) used as a guide to carry the current research design and data collection decisions, that will be explored forward in this chapter. Besides being desirable under all circumstances, this tool (i.e. protocol) is essential for multiple-case studies, increasing the research project reliability (Yin, 2018). The author underlines that when carried out a multiple-case study, each case must be carefully selected so that the individual case studies either: (i) predict similar results (i.e. a literal replication); or (ii) predict contrasting results, but for anticipatable reasons (i.e. a theoretical replication).

On these grounds, this design aims to provide an information-rich multiple-case study in which will be possible to explore the research questions, gain theoretical insights (Saunders *et al.*, 2009) and develop a critical analysis to identify the matters of improvement, to design an Intervention Proposal to Company X – considered as the first case.

2.2. Sample

Two different samples were prepared in compliance with the research questions and objectives of the research project. Both samples were carefully selected, following alternative techniques based on the subjective judgement, this technique is recognized as non-probability purposive

sampling (Saunders *et al.*, 2009). This form of sample is often used when working with very small samples (e.g. case study research) and when you wish to select cases that are particularly informative (Neuman, 2005; cited by Saunders *et al.*, 2009).

The sample was subdivided to gather a double perspective, collecting information from organisational members and participants.

On one hand, it was carried out a benchmarking of the organisations with Young Talent Programmes in Portugal, that were distinguished for their best practices, particularly on the HR domain, on different rankings and awards. Stapenhurst (2009; pp. 31) proposed different typologies of benchmarking, following his approach we can classify the previously mentioned sampling selection process as review benchmarking. This typology is described as "*the benchmarking study when a person or group visits a number of participants with the remit of reviewing certain activities at each facility and comparing the findings*". After identifying the companies that meet the criteria, a total of thirteen companies were invited to collaborate via e-mail (see Annex C, pp. 75). From the five companies that gave a positive answer, accepting the invitation, only one decided to collaborate partially – participating only in Phase 1. Additionally, the rationale for using multiple cases focuses upon the need to establish if the findings of the first case occur in other cases and the need to generalise from these findings (Saunders *et al.*, 2009).

On the other hand, the second sample was based on the identification of current and/or former Interns within the companies under analysis. In order to reach the difficult-to-identify members of the population (Saunders *et al.*, 2009), the process of identification, and consequently the invitation to participate, was performed by the HR team member interviewed. From the initially 61 respondents identified, only 54 Interns responded to the questionnaire.

It is relevant to mention that the outbreak of the COVID-19 virus, impacted this research project, particularly when it comes to the organisations' responsiveness to collaborate.

2.3. Data Collection

As mentioned before, it was applied both qualitative and quantitative research methods within different primary and secondary data sources. The primary sources were the members of the HR Department – preference was stated for the person in charge of the Young Talent Programmes (not mandatory) –, and their current and/or former Interns. Whereas the secondary sources included all the supplementary information gathered from websites, relevant available online publications and internal company documentation provided.

Firstly, a data collection plan was settled, starting with the qualitative method to collect the organisational perspective by employing individual semi-structured interviews (Phase 1). Semi-structured interviews have a predetermined set of questions, nevertheless, they allow a high degree of flexibility to ask new questions or discard existing ones and allow new ideas to emerge during the discussion. Furthermore, the sequence of questions may also vary depending on the flow of the conversation (Greener, 2008; cited by Ragad & Arisha, 2018). To ensure the cross-case comparability – one of the principles of a multiple-case study strategy (Bryman, 2012) – based on the Literature Review, it was developed an Interview Script (linked with the RQ1) (see Annex E, pp. 78 – 79). Aiming to get a realistic sense of how long the interviews would take and whether participants were able to answer the questions (Castillo-Montoya, 2016), the first interview was treated as a pilot interview. More details on the interviews will be given in the next section.

The second source of data counted on a quantitative method that aimed to cover the Interns perspective through a self-completion online questionnaire (Phase 2). In this type of instrument, respondents answer an identical set of questions, placed in a predetermined order at a certain point in time (De Vaus, 2002; Bailey, 2008; cited by Ragad & Arisha, 2018) by completing the questionnaire themselves (Bryman, 2012).

The questionnaire had three main sections (see Annex G, pp. 81 – 84):

i. PWIS (Veldsman, 2013) that is a mechanism comprising 30 items, categorised into nine subscales, measured through a Likert-type rating scale (1 = strongly disagree to 4 = strongly agree). The scale provides an understanding of individuals' perceptions of six people-effectiveness enablers [i.e. manager effectiveness (F1), appreciative feedback (F2), intra-team effectiveness (F3), strategic connection (F4), individual congruence (F8) and enabling environment (F9)] and three states of psychological attachment [i.e. employee motivation (F5), employee commitment (F6) and absorption (F7)];

ii. Internships Programme [i.e. current status (F10), intention to stay after completion – perception of organisational opportunities and individual intentions (F1001A) and duration (F11)]; and,

iii. Sample's characterisation, that covered the demographic variables [i.e. gender (F12), age (F13), academic qualifications (F14), area of study (F15), professional experience (F16) and active job search, through the following question: "Currently looking for a new job opportunity?" (F17)].

The PWIS has undergone rigorous statistical validation (Veldman & Coetzee, 2014; cited by Veldsman, 2018), and has shown acceptable validity and reliability in measuring the underlying constructs that can be described as people-effectiveness enablers and psychological attachment. Moreover, the decision to rely on this measurement was based on the relevance of the Flow@Work Model, as well as the applicability of the PWIS as a mechanism and measure to monitor people's effectiveness and talent retention levels in knowledge-economy organisations (linked with the RQ2). It is important to mention that in order to have access to the instrument's full version and permission to apply, it was established contact with the author Dieter Veldsman via e-mail – that answer positively (see Annex D, pp. 76).

Bearing in mind the previously mentioned sample characteristics, the interviews were developed, conducted and transcribed in Portuguese, as well as the questionnaires – the PWIS was translated from English to Portuguese.

2.4. Procedure

As noted earlier, the procedures applied to the data collection were carried out in distinct phases: (i) Phase 1 – individual semi-structured interviews with the organisations that accepted to join the study; and (ii) Phase 2 – questionnaire to the current and/or former Interns within the companies under analysis – except one (Company D), that only participated in Phase 1.

The primary task was to select the first sample through the review benchmarking of the organisations with Young Talent Programmes in Portugal. In parallel, the Interview Script was established, following the Literature Review and aligned with the research questions and case study objectives. As soon as these steps were validated the process to establish contact with the companies started. The invites for collaboration were sent via e-mail (started on January 8th, 2020 to March 4th, 2020), explaining the aim of the research project and how the data would be collected. The interviews schedule process happened between January 9th, 2020 and May 14th, 2020 – the arrangements of time and place were settled via e-mail.

To guarantee the required confidentiality of data provided by individuals or identifiable participants and their anonymity, all the companies under analysis will assume fictitious denominations. In all cases participants' informed consent was obtained (see Annex F, pp. 80). Phase 1 were completed with a total of seven interviews from five different companies under analysis. From these, only one was conducted face-to-face, whereas the remaining six were carried out via videoconference.

Phase 2 began with the design of the questionnaire that included the full instrument requisition (i.e. PWIS) and author's permission to use it (started on February 15th, 2020 to

March 14th, 2020). After the permission granted the questionnaire was developed on the Google Forms online platform. The sample selection and distribution of the online questionnaire were performed by the HR member interviewed in Phase 1. It was available, accepting responses, approximately two months (started on April 1st, 2020 to June 3rd, 2020).

In Annex B (pp. 74) is presented a detailed Data Collection Plan.

2.5. Data Analysis Techniques

To conduct the analysis of the qualitative information gathered in the semi-structured interviews in both groups (i.e. diagnostic and benchmarking), it was followed a content analysis approach (Bardin, 2016). According to the *op. cit.* author, it is a set of techniques to analyse communications, over systematic and objective procedures aiming to describe the content of the messages, to allow the inference of knowledge related to the conditions of production/reception of these messages.

Each interview was audio-recorded and subsequently transcribed (using the actual words from interviewer and interviewees) and saved as a separate word-processed file (Saunders *et al.*, 2009) using Word part of Microsoft Office 365. Subsequently, the content analysis was relied on computer-assisted qualitative data analysis software (CAQDAS) using MAXQDA 2020.

Considering the quantitative information collected through the questionnaires, the database was exported from Google Forms to an Excel file, and at last inserted on IBM SPSS Statistics 26, to perform its descriptive statistical analysis.

The relevant supplementary information gathered during the project was examined through documental analysis that aims to provide a convenient way to represent the information relying on processing procedures (Bardin, 2016).

Chapter III – Diagnosis & Results

Seven HR professionals of the organisations under study were interviewed, in order to gain an in-depth understanding of this phenomenon. In this section will be presented a brief organisational characterisation of each case – guaranteeing the required confidentiality – followed by the main categories of the content analysis carried out: (i) context, (ii) talent management and (iii) internships programmes.

With the aim of collecting a variety of points of view on Company X, which is our first case, it was agreed to perform three interviews (see in Annex H, pp. 85 – 92). Company A, B, C and D constitute the remaining cases under investigation, which will compose the review benchmarking perspective (see in Annex I, pp. 93 – 103).

To close this section, the results obtained from the questionnaires answered by the current and/or former Interns of the organizations under investigation will be discussed.

3.1. Organisational Characterisations

3.1.1. Company X

COMPANY X			
COUNTRY OF ORIGIN	---	FOUNDATION DATE	---
INDUSTRY / SECTOR	TECHNOLOGY, MEDIA & TELECOMMUNICATIONS	LEGAL STATUS	PRIVATE
NUMBER OF EMPLOYEES	93,000 EMPLOYEES 1,400 EMPLOYEES IN PORTUGAL	FINANCIAL PERFORMANCE REVENUE 2020	€45.0 BILLION €240 MILLION IN PORTUGAL
GLOBAL SITES	+ 60 COUNTRIES	LOCATION PORTUGAL HEADQUARTERS	LISBON
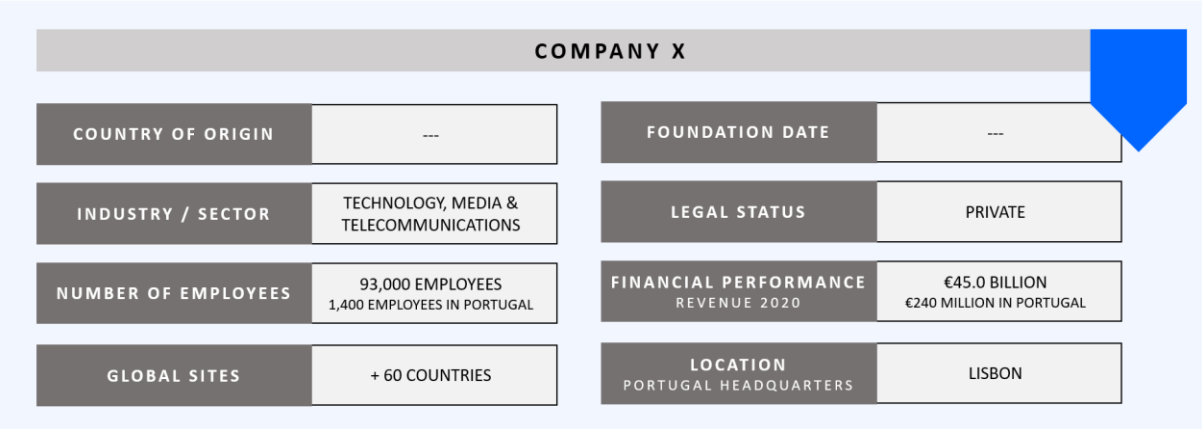
Figure 4 – Company X's Profile

Company X is a pioneer in innovation, brand awareness and customer loyalty, has a deep expertise in connectivity, convergence and Internet of Things, as well as championing digital transformation in emerging markets. Operates in Portugal for more than fifteen years and has approximately 1,400 employees in different locations (from Lisbon to Oporto).

They believe that technology and connectivity will transform the future and change people's lives. The goal of building a digital world that encourages socio-economic prosperity, embraces all and does not come to the detriment of our planet, is at the core of their organisational culture. More details about Company X's profile in Figure 4.

3.1.2. Company A

Figure 5 – Company A's Profile

Company A is a global leader in comprehensive IT services, known for its consulting, implementation and business management philosophy. With Japanese origin, the company operates in Portugal since 2000 and presents a wide range of printing equipment and solutions, both for the office market and professional printing.

Its mission is to use creative ideas in the delivery of tangible new value in order to answer the challenges faced by customers and the broader society. Consequently, relies on the following six core values that guide their actions and decisions: (i) open and honest; (ii) customer-centric; (iii) innovative; (iv) passionate; (v) inclusive and collaborative; and (vi) accountable. Company A's vision is to remain as an innovative global company that is robust and constantly evolving. More details about Company A's profile in Figure 5.
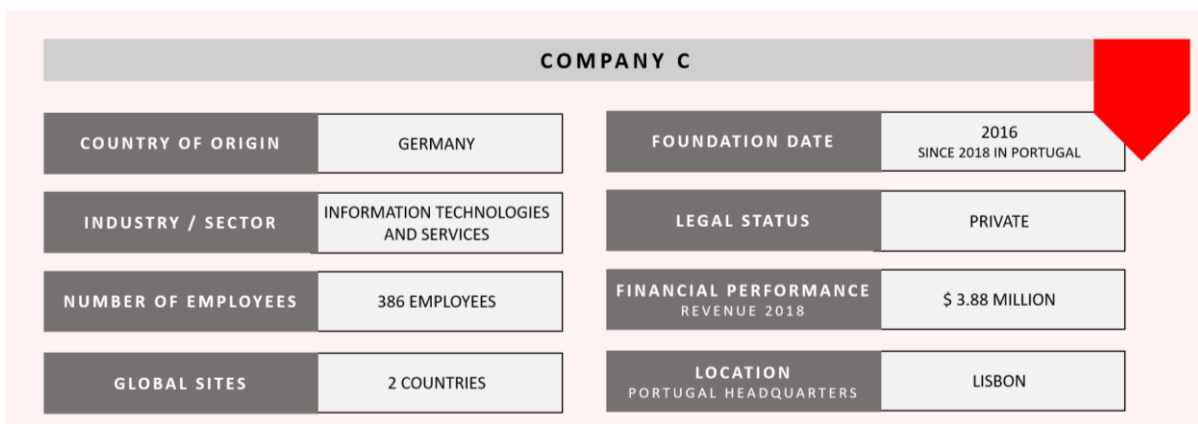
3.1.3. Company B

Figure 6 – Company B's Profile

Company B quickly grew and began expanding abroad, working in many different markets – including aerospace, energy, transports and finance, etc. – with offices in Portugal, United Kingdom, Germany and United States of America. A team of more than 950 talented experts

that ensure they continue to drive the future of technology across global industries, making a real impact in the world. In return, Company B invests time and energy into every member, throughout every step of their employee journey.

Always looking for the brightest people, who share their vision and culture, to accomplish their mission to make the world a better and safer place. They have a deeply embedded set of values that define and guide their path: (i) we love a challenge; (ii) we are stronger together; (iii) we listen, we think and we act: boldly; and (iv) we care about the way we get to the top. More details about Company B's profile in Figure 6 (pp. 28).

3.1.4. Company C

COMPANY C			
COUNTRY OF ORIGIN	GERMANY	FOUNDATION DATE	2016 SINCE 2018 IN PORTUGAL
INDUSTRY / SECTOR	INFORMATION TECHNOLOGIES AND SERVICES	LEGAL STATUS	PRIVATE
NUMBER OF EMPLOYEES	386 EMPLOYEES	FINANCIAL PERFORMANCE REVENUE 2018	$ 3.88 MILLION
GLOBAL SITES	2 COUNTRIES	LOCATION PORTUGAL HEADQUARTERS	LISBON

Figure 7 – Company C's Profile

Company C is a start-up of a global automotive company for over 380 employees across Germany and Portugal. Their mission is to create digital experiences to shape the way for the brand future and a new world of mobility.

Company C started to try new setups and ways of thinking and to experiment with an innovative organisational structure (i.e. Holacracy) – questioning what leadership might look like in the future and what is essential to succeed in a VUCA world. Holacracy is a hierarchical structure, which is not based on people but on purpose, circles and roles as well as their specific accountabilities. Employees are highly self-organised taking ownership of their personal path within the company. By being transparent and live a respectful feedback-culture, everyone can benefit from the company's skills, experience and creative passion. More details about Company C's profile in Figure 7.

3.1.5. Company D

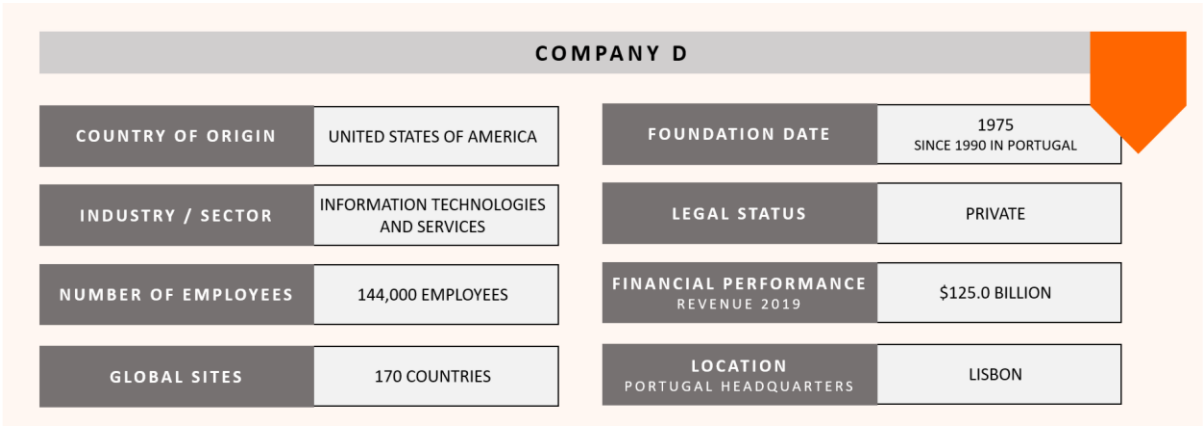| COMPANY D			
COUNTRY OF ORIGIN	UNITED STATES OF AMERICA	FOUNDATION DATE	1975 SINCE 1990 IN PORTUGAL
INDUSTRY / SECTOR	INFORMATION TECHNOLOGIES AND SERVICES	LEGAL STATUS	PRIVATE
NUMBER OF EMPLOYEES	144,000 EMPLOYEES	FINANCIAL PERFORMANCE REVENUE 2019	$125.0 BILLION
GLOBAL SITES	170 COUNTRIES	LOCATION PORTUGAL HEADQUARTERS	LISBON

Figure 8 – Company D's Profile

Company D is a technology company whose mission is to empower every person and every organisation on the planet to achieve more. Striving to create local opportunities, growth, and impact in every country around the world. Creating platforms and tools to help make small businesses more productive, multinationals more competitive, non-profits more effective, and governments more efficient.

Dedicated to achieving the mission by living their culture, while remaining true to their enduring values of respect, integrity, and accountability. Started as learners in all things – having a growth mindset. Then applied that mindset to learning about their customers, being diverse and inclusive, working together as one, and making a difference in the world. More details about Company D's profile in Figure 8.

3.2. Context

From the five realities under analysis, it is possible to check that the Talent concept approaches to both, object and subject, are being followed.

Company X considers that their concept of Talent follows a subject approach, relying on the employee's performance and potential. Focusing particularly on an exclusive approach, the company aims to identify the employees with leadership potential, which are labelled as Top Talents, in a perspective of succession planning. HR supports their development, ensuring their readiness for promotion to management roles. Even though Company X affirmed that all their employees are considered as individuals with Talent (i.e. object and inclusive approach), it was clearly highlighted that the focus is primarily on leadership.

On the one hand, when observing the additional market realities, those who follow an exclusive approach concentrate on the workforce segmentation, based on employee's performance appraisal and potential results. On the other hand, those who follow an inclusive

approach believe that Talent is something that can be developed; therefore, for them all their employees detain Talent. The HR Department continues to support their people's development through the recognition of their Talent *status*, especially at two levels: (i) people who have already demonstrated their Talent and they can recognise it; and, (ii) people who have their Talent locked in and need to be developed.

A synthesis of the key references to be considered was brought together from the content analysis of the interviews, provided in Table 1 below.

Table 1 – Synthesis of the "Context" Category from the Interviews Content Analysis

		UNIT OF ANALYSIS	COMPANY X	COMPANY A, B, C & D
SUB-CATEGORIES	TALENT CONCEPT	Object Approach	All their employees are considered as individuals with Talent	All their employees detain Talent
				Recognition of their Talent *status*
		Subject Approach	Employee's performance appraisal and potential results	
		Exclusive Approach	Identify the employees with leadership potential (Primary Focus)	Workforce segmentation
		Inclusive Approach	All their employees are considered as individuals with Talent	Talent is something that can be developed
	TALENT STRATEGY ADAPTATION (INDUSTRY 4.0)	Processes Reinvention	Find new ways to rethink and reinvent the processes	Implementation of Agile methodologies, accepting it as a mindset across divisions
				Different organisational structure – Holacracy
		Investment in People's Development	Employees' up-skilling and re-skilling (e.g. Career conversion programmes)	
			Assume the ownership of their careers	Employee's learnability as a critical success factor
			Continuously development opportunities	Internal mobility opportunities
			Different learning methods adapted to their employees	Training initiatives
		Impact on Talent Attraction	---	Market and business demands affecting the type of profiles that companies are searching for

It is evident that all the organisations are addressing not only the processes' reinvention but also the investment in their people's development, as a way to respond to the 4th IR challenges. Thus, businesses are conscious of it and have announced some of their strategies to find the right solutions.

Considering the transformations that Company X has been facing in the past few years, it is important to find new ways to rethink and reinvent the processes. It is interesting to note, some of the examples from the review benchmarking performed about this subject: (i) the implementation of Agile methodologies, on their teams from technical to support/operations (e.g. HR), but also accepting it as a mindset that allows for the right attitude across divisions; and (ii) there are those that go beyond this stage and function within a completely different

organisational structure, called Holacracy – structure that requires more communication and collaboration, in order to react quickly to the work complexities based on the concept of agility.

Focusing on the people's development sphere, an example presented was the investment on employees' up-skilling and re-skilling, as a medium to offer them the opportunity to invest and assume the ownership of their careers. Some examples of this were the training initiatives, the career conversion programmes and the internal mobility opportunities.

Another argument emphasised was the effect on the talent attraction, primarily because market and business demands affect the type of profiles that companies are searching for, and there continues to be an intense competition for these profiles.

3.3. Talent Management

All the organisations considered talent management as a strategic subject, which includes all the people management initiatives, implemented in the different pillars of the Employee Life Cycle (ELC), particularly the attraction, recruitment, development, retention and deployment, even though not all of them labelled it, as talent management. Despite the fact, it is necessary to note that there is a formal talent management system in Company X, and only one company under investigation mentioned that has no formal talent management system in place.

A comprehensive overview of each sub-category (i.e. attraction, recruitment, development, retention and deployment) will be provided. In Table 2 (pp. 37 – 38), is given a synthesis of the key references to be considered from the interviews content analysis.

3.3.1. Attraction

Regarding the attraction pillar, Company X highlights that EB has been critical to transmit the right messages about who they are and their believes as a company, through their purpose and culture. Moreover, most of the organisations stated that started the implementation of EB initiatives aiming for differentiation from their competitors on the attraction of the best talents (i.e. individuals that stand out on the market).

Consensus arises when it comes to the teams in charge of the EB development: in all of them, this is a collaborative subject for the HR, Marketing and/or Communication departments.

Due to their different formats of Young Talent Programmes, the EB initiatives had more expression to the Young Talents target audience. Nevertheless, it was underlined that Company X is starting to develop initiatives to other audiences. Some of the EB initiatives presented were the Universities Events (e.g. Job Fairs, Pitch Bootcamps, etc.), Programmes promotion on EB magazines, *press releases* and website special items communicating Company X's stories.

Moreover, Social Media – one of the main Company X's communication channels (as well as for the other organisations under analysis) – it is used to efficiently reach Young Talents, particularly on LinkedIn, Facebook and Instagram.

Generally speaking, the results show that the subjects of the communications range from: (i) what companies have to offer in return (i.e. EVP); (ii) organisational culture features; (iii) the nature of the projects; (iv) work in an international environment; (v) business-related topics; (vi) job opportunities; (vii) how is working on the company; and, (viii) employee and social responsibility initiatives. Likewise, companies often use their ranking and prizes recognition achievements to communication purposes. Such recognitions constitute a reflection of people's perception of the organisation – internally and externally.

Therefore, it was highlighted that EB had an effect not only on talent attraction but also on their retention. Organisations search for appropriate ways to interact, aiming for authenticity and transparency. To achieve that, they invest in the involvement of their employees as ambassadors, on the initiatives listed above.

Another of the components of the attraction pillar was the EVP. This analysis will focus on some examples within the following categories: (i) compensation; (ii) benefits (e.g. insurance, holidays, an internal club where employees have activities and discounts); (iii) career (e.g. international opportunities, project management, career development, Corporate University, training and certifications); (iv) work environment (e.g. work-life balance, good environment, casual dress code, treat each other in an informal manner); and (v) culture (e.g. purpose, values, collaboration and team spirit, belongingness).

3.3.2. Recruitment

Naturally, the recruitment process comes as a result of the attraction. Every organisation has its own strategies to select the right candidates, from screening calls, technical challenges, group assessments to behavioural interviews, and so on. However, more than hiring particular skills or technical expertise, a significant note has been identified during an interview that is to explore individuals in terms of their personal values, attitude, learnability, teamwork and interpersonal communication.

Furthermore, some interesting methods are being implemented, establishing the link with employee's development from the beginning. An example is the screening in, rather than screening out. This means that recruiters can essentially concentrate on the strengths and skills that the candidate already has, and the remain ones, that constitute the job specifications, will

be developed when the candidate joins the organisation – to create the profiles that the organisation desired in the first place.

Interactions that take place at this point are crucial to its success. Giving feedback is recognised as a key concern for companies – even for candidates who are not selected.

Internal recruitment is also a technique related to development since it is a way to strategically handle talent within the organisations, allowing the best people to be working in the right position, at the right time. It is considered as a type of internal mobility that may happen, through projects' rotation, both nationally and internationally. Some organisations also prioritize internal recruiting over external. The internal job positions, national and international ones, are usually advertised first on the company careers website, and employees do not need their Manager's permission to apply.

3.3.3. Development

The development pillar covers the following topics: (i) onboarding process; (ii) training & development; (iii) performance appraisal & potential; (iv) career progression; (v) internal mobility; and (vi) succession planning.

It is important to mention that Company X's employees' development is a three-party responsibility, that starts with the employee (career development ownership), followed by their Managers (they receive specific training in order to guarantee the talent mobilization at a team level) and the HR Department (responsible to provide the tools and initiatives to operationalise the opportunities).

Primarily, the employee development journey starts with the onboarding process, aiming to deliver an organisation's overview to the newcomers, and consequently, increase the employee engagement, and to start building synergies between them and the rest of the teams. Besides these formal moments, it was also reported that it would take at least seven months for an individual to be fully onboarded on the company.

Training & development is a crucial factor, and all companies are thinking about it strategically, considering the specific needs of their business (e.g. team level) or identified in the individual Performance Appraisal. Additionally, it was shared that employees received their personal training plan each fiscal year, where mandatory training is presented and, apart from that, they are also free to choose other courses that are not directly related to their role.

The training formats mentioned vary from the instructor-led training, e-learning (e.g. LinkedIn Learning), on-the-job, mentoring and shadowing. Company X highlighted the existence of their Corporate University (i.e. e-learning platform), where the employees –

including Interns – have access to more than 10,000 online courses (developed in-house or from other partner e-learning platforms).

The performance appraisal & potential are one of the most critical tools to support the employees' development – contributing with important insights on training, career progression, succession planning, etc. One of the organisations being studied stated that the previous model (i.e. exclusive approach, based on the workforce segmentation) has been discarded, and instead currently focuses on impact assessment, that truly reflects their culture.

Usually, there is an internal online platform to support the collection and systematisation of this data. Every system has its own cycles: (i) once a year; (ii) twice a year; or (iii) four moments a year. Most significantly, these moments are a chance to reflect about what's going on, to consider what could be different, and how employees must focus on learning from their(s) previous actions (individual or team), embracing the principle of change for the better. Other than that, this process has implications in the employees' compensation and reward.

According to the Talent concept approach followed by Company X, the performance appraisal & potential plays a significant role in the talent management system. There is a structured framework established for all Group companies, in which the employee's performance and potential are measured consistently. This process starts with the fulfilment of the Employee Talent Profile by all the employees and their Managers. In one hand, the information given by the employee corresponds to their achievements (considering the goals defined at the beginning of the fiscal year), his/her training activities, and their career ambitions for the future. On the other hand, the Manager starts to validate, confirm and evaluate their performance. In addition, they must identify their strengths and opportunities for improvement.

In relation to potential, Company X established a criterion for its assessment that encompasses four areas: (i) Drive, (ii) Engage, (iii) Applied Thinking and (iv) Change. Each of these areas has a set of behaviours that enables the Managers to identify the potential of their team members. An employee can have potential at their current functional level, to increase their scope of responsibilities within the same function or to be considered for a Manager position (i.e. leadership potential). An important factor, although not formally expressed in the model, is the employee's personal ambition, mostly regarding leadership roles.

Managers have the duty to identify the Top Performers and Top Talents of their team, the last ones will join the Company X's talent pool of high-potential employees. Is given the opportunity to Top Talents to receive a more tailored made follow-up, with a formal moment – a review meeting. The main purpose of this review meeting is to define the development plan

for this Top Talent. Furthermore, this moment is attended by the employee, their Manager, the HR Business Partner and one representative of the Talent team.

Company X's key objective is to help their employees to acknowledge their responsibility and ownership of their career development, preparing themselves to compete for a future opportunity. Spreading that career progression is not exclusively associated with the traditionally vertical career ladders but includes as well other forms of career moves (e.g. horizontal moves). Subsequently, the career progression is a factor that is linked with the performance appraisal & potential previously mentioned. The review meetings are essential to define the development plan of each Top Talent, by understanding the opportunities available both in a short and long-term.

Internal mobility is often seen as a way of facilitating the advancement of employees, that can occur from the employee's own willingness to change (e.g. applied for an internal job opportunity), or through the individual development plan defined in the performance appraisal. Mobility can take on a variety of forms, ranging from role, project, area or even geography, as a response to employees' expectations for growth and career advancement.

The succession planning is critical to position the employees and acknowledge their next significant move, in order to put into practice their Talent.

3.3.4. Retention

Alongside all the initiatives listed above, the organisations under analysis have highlighted some of the factors that have the greatest impact on the job tenure of employees: (i) the organisational culture and values; (ii) the positive work environment and interpersonal relationships; (iii) internal policies that allow for a work-life balance; and (iv) the recognition and continuous investment in people's development. Nevertheless, compensation appears to be a significant aspect, but the everyday experience that employees have can be a determining factor.

Once again, it was emphasised the importance of considering what the real needs, interests and expectations of the employee are to ensure consistency with the retention strategies implemented, and consequently guarantee their satisfaction, motivation and engagement.

3.3.5. Deployment

People's management continues to be essential, even when the employee's departure comes. Companies typically plan the off-boarding, including exit interviews, which are vital to gather feedback and suggestions on the experience.

Table 2 – Synthesis of the "Talent Management" Category from the Interviews Content Analysis

SUB-CATEGORIES		UNIT OF ANALYSIS	COMPANY X	COMPANY A, B, C & D
CHARACTERISATION		**Formal System**	Yes	Not all of them labelled it, as talent management
			ELC – from attraction, recruitment, development to retention	ELC – from attraction, recruitment, development, retention to deployment
ATTRACTION		**Employer Branding (EB)**	Ranking and prizes recognition	
			Critical to transmit the right messages	Effective way to create a positive perception on organisations' brand and reputation on the market
			Collaboration between two different teams: The Talent (HR Department) and Brand (Marketing Department) teams	For all of them this is a collaborative subject for the HR, Marketing and/or Communication Departments
			EB initiatives had more expression to the Young Talents target audience	Communications subjects range from EVP, the nature of the projects, job opportunities to employee and social responsibility initiatives
			Social Media Channels (e.g. LinkedIn, Facebook and Instagram)	
			Universities Events (e.g. Job Fairs, Pitch Bootcamps, etc.), Programmes promotion on EB magazines, press releases and website special items communicating Company X's stories	Universities Events (e.g. Job Fairs, Presentations, Pitch Bootcamps, etc.), Conferences and Meetups
			Positive impacts on the recruitment and retention of the best talents	
			Involvement of their employees as ambassadors – being an appropriate way to interact, aiming for authenticity and transparency	
		Employee Value Proposition (EVP)	Compensation, Benefits, Career, Work Environment & Culture	
RECRUITMENT		**External Recruitment**	External resourcing fundamental – Young Talents Programmes and Professionals	Every organisation has its own strategies to select the right candidates
				More than hiring particular skills or technical expertise is to explore individuals in terms of their personal values
				Intermediate link to employee development (e.g. screening in, rather than screening out)
				Entry-level job opportunities
		Internal Recruitment	Job positions, national and international ones, are posted at the internal platform first	
			Intermediate link to employee development	
DEVELOPMENT		**Onboarding Process**	Aiming to deliver an organisation's overview to the newcomers	
			Increase the employee engagement	
		Training & Development	All companies are thinking about it strategically	
			Personal training plans each fiscal year	
			Corporate University (i.e. e-Learning platform)	e-Learning (e.g. LinkedIn Learning)
			Specific Training Programmes	Instructor-led training, on-the-job, mentoring and shadowing

SUB-CATEGORIES				
DEVELOPMENT	**Performance Appraisal & Potential**	Significant role in the talent management system	One of the most critical tools to support the employees' development	
		Structured framework established for all Group companies		
		Through an internal online platform		
		Performance Measure – Based on the goals defined at the beginning of the fiscal year	Performance Measure – Based on the goals defined, different cycles	
		Potential Assessment – Drive, Engage, Applied Thinking and Change + Ambition (*not formally expressed*)	Potential or Impact Assessment	
		Top Performers and Top Talents Identification	Talent pool of high-potential employees Identification	
		Implications in the employees' compensation and reward		
		Tailored made follow-up for Top Talents, with a formal moment – a review meeting (with the Employee, Manager, HR Business Partner and Talent team)	Review meeting, revising the employee's achievements – what are their strengths and improvement opportunities	
		Individual Development Plan Definition	Individual Development/Action Plan Definition	
	Career Progression	Support employees to acknowledge their responsibility and ownership of their career development		
		Career progression is not exclusively associated to the traditionally vertical career ladders, inclusion of other forms of career moves (e.g. horizontal moves)		
	Internal Mobility	Job positions, national and international ones, are posted at the internal platform first	Facilitator of employee's development (e.g. employee's own willingness to change) or through the Individual Development Plan defined in the Performance Appraisal.	
		Several forms (e.g. short-term international projects or Graduates rotations)	Several forms (e.g. change of role, project, area or even geography)	
	Succession Planning	Aligned with the Performance Appraisal & Potential and Career Progression		
		Particularly from a leadership perspective to Top Talents	----	
		Position their employees and acknowledge their next significant move	----	
RETENTION	**Strategies**	Importance of considering employees' expectations to ensure consistency of the retention strategies implemented		
	Job Tenure Factors	Purpose and culture believes', the work environment, the work-life balance, the continuous investment in people's development	Organisational culture and values, the positive work environment and interpersonal relationships, internal policies that allow for a work-life balance and the recognition and continuous investment in people's development	
DEPLOYMENT	**Off-boarding Process**	----	Includes exit interviews, to gather feedback and suggestions on the experience	

3.4. Internships Programmes

Ultimately, the current category is subdivided into four components related to the Internships Programmes under analysis: (i) characterisation, (ii) development, (iii) completion, and (iv) evaluation. A detailed description of each one will be given, accompanied by a synthesis of the main references to be considered from the content analysis of the interviews, summarized in Table 3 (pp. 44 – 46).

Firstly, it is important to refer that all the organisations under investigation are conducting Internships, although not all of them officially are embracing it as a Programme. Moreover, when this diagnosis was performed, Company X's Talent team was working on a new model to be implemented to the remote version of their Internships Programme.

3.4.1. Characterisation

Through the implementation of Internships Programmes, organisations aim to incorporate fresh insights, new ideas and new ways of operating, in order to encourage innovation and diversity.

Furthermore, they also emphasised the following motivations as central objectives for implementation: (i) provide Young Talents (i.e. university students) with a first approach to the labour market; (ii) allow hard and soft skills development; (iii) promote their development and growth, by allowing Interns to challenge themselves in real contexts; (v) provide organisational support to teams; and, (vii) build a talent pipeline for the Graduates Programme, through the identification of Interns' potential. Company X pursues the same purposes, even so, has defined two additional dimensions: (i) deliver an organisational immersion programme; and (ii) help Interns in their decision-making process for the future, whether academic or professional paths.

The target audience is usually Undergraduate or Master's Degree students (i.e. 19-26 years old) from a range of academic backgrounds – including Engineering, Data Science, Management, Economics, Marketing, etc.

Regarding the duration, organisations have short-term and long-term experiences, with a maximum duration of up to 12 months. Additionally, there are summer experiences with a maximum length of up to 2 to 3 months.

When visiting the website of Company X, the Internships Programme tab has five separated areas that allow the candidate's segmentation from the first moment. In general terms, the candidate profile they are looking for needs to meet the following requirements: (i) demonstrate creativity, adaptability and intellectual curiosity, the ability to analyse problems and offer outside of the box solutions; (ii) excellent communication skills, both verbal and written; (iii) able to adapt to different areas and ready to apply their skills to something new; (iv) curiosity

and passion for technology, how things work and the future of digital; and (v) fluency in Portuguese and/or English (oral and written).

Company X runs a paid Internships Programme, where Interns may also expect help to achieve their potential and career goals, extensive learning opportunities, a highly qualified professional assigned as their Mentor, business exposure and accountability from day one, integration on the Interns' community and an opportunity to fast track to their Graduates Programme.

The application process has three eliminatory phases: (i) the candidates have to fill out an application form, attaching their Curriculum Vitae (CV) in English; (ii) if their background and experience match the requirements, they are invited to complete the online assessment (i.e. 15 minutes video interview focused on Company X's potential indicators, competencies and motivation, to be completed also in English); and, (iii) if the candidates are the right fit, they will be invited to a personal interview with the Recruitment team, and respectively soon to be their Manager. A profile match is performed between the second and third phases in order to allocate the candidates short-listed to the appropriate Internship positions available.

Interns' are allocated to a specific team, assuming responsibilities and integrating projects, there is no rotation during the Programme. The decision not to follow the rotation principle is based on the fact that, in this way, Interns will have tangible results, allowing their participation and impact on their team, and they will learn more if they are focused on a specific area. In the same way, in the other companies under investigation, the allocation to a team, not implementing the rotation principle occurs, except for one company that applies the rotation principle to summer experiences.

3.4.2. Development

Regarding the onboarding process for Company X's Internships Programme, the lack of a predefined structure to follow was identified – with the exception of the summer experiences. To date, the process includes Interns' introduction to their team, in a regular team meeting by their Manager/Mentor; besides, they also receive an Interns Guide and the information about the mandatory training courses they need to complete within their first month.

In contrast, as far as the onboarding process is concerned, the organisations benchmarked do not differentiate, integrating Interns with other employees – apart from the summer experiences. All the companies dedicate one to two days to the initial integration activities that can be summarized in the following points: (i) e-mail with the invitation and plan for the first day; (ii) assignment of a Mentor and/or Buddy; (iii) New Joiner Kit and Welcome Guide

delivery; (iv) legal and administrative proceedings; (v) office tour; (vi) initial training sessions; (vii) sessions with the HR team, to share organisational institutional information, culture and values; and, (viii) group dynamics with the other newcomers.

It was also noted by one of Company X's interviewee that the monitoring and follow-up of the Interns had opportunities to improve. Currently, one tool used to receive Interns' feedback and assessment of the Programme was a survey, sent in their last week at Company X. Nevertheless, the HR team member in charge of the Young Talent Programmes had begun to perform review meetings, including Interns in the middle of their experience (e.g. 6 out of 12 months) or close to the end, in case of the short-term experiences. Apart from being a moment to get close to the Interns, it is also a great opportunity to evaluate their potential for an eventual Graduate position. Some of the topics addressed are the experience of the Interns so far, and understanding of what their plans for the future, career aspirations and key areas of interest are.

Another initiative to monitor Interns is the "Community Call", where the HR meets all the Interns through a videoconference that aim to understand how they are and what concerns they have. The preceding initiative was only implemented when Company X decided to apply the remote work to all its employees due to the global pandemic.

As expected, in regards of the performance appraisal, Interns do not integrate the formal system. Therefore, their evaluation and regular feedback is the responsibility of the Mentor, however, it does not happen in some cases.

The monitoring carried out by the Managers was presented as well, which currently does not follow any guidance. Each Manager has the responsibility to give feedback to all their team members – including the Interns – following their leadership style (e.g. one-to-one meetings, phone call, etc.).

Every organisation presented its own monitoring and follow-up strategies to implement to this target. Two examples will be given: (i) Interns are monitored by their Mentor, according to the objectives that were proposed. This figure is someone from the same team, and it is chosen according to a set of requirements, particularly, seniority and availability to support the Interns in their development; and (ii) Interns have review meetings where the objectives of their Internship are discussed with their Manager. In addition, an assessment is carried out when the Internship comes to an end.

Moreover, companies value Interns' feedback and use it to improve the next experiences.

Considering the training & development dimension, it was stated that Company X should invest in a more structured training plan in order to provide some guidance and support to the Interns since this is the first job experience for the majority of the participants. As mentioned

previously, Interns have full access to Company X's Corporate University. One of the best practices found on the market was that Interns also have a training plan. Additionally, to the initial courses, they can also take part in technical training courses – individually or whether it is required for their team.

Ultimately, when analysing the Internships Programmes, it is important to consider that there are some talent management differences, regarding the level of monitoring and the attention to this target. Concentrating on Company X, this is answered by the allocation of a specific HR figure with whom they can speak when they need to. In addition, Interns do not sign an employment contract with Company X, so there are certain limitations when it comes to the design and implementation of talent management initiatives to this Programme (e.g. impossibility to assign paid training sessions to Interns).

3.4.3. Completion

As stated earlier, one of the Company X's goals with the implementation of the Internships Programme is to identify potential at an early stage of Interns' career, seeking to amplify the Graduates Programme's talent pipeline. Accordingly, the retention associated with this Programme is evidenced by the 50% rate of conversion of Interns to Graduates. It is important to note that, the Interns identified as potential candidates for the Graduates Programme's, also join the recruiting process – where they will be tested on the skills needed for the job and the cultural fitness.

Company X's approach to attracting talent through this Programme has been described as "*Farmer*", moved mostly by the interpersonal relationship formed with the Interns that may contribute to second experiences or to retention years after the completion of the Internship.

Company X's retention criteria are influenced by the following factors: (i) the Manager's assessment, is asked whether they consider the Intern as a potential employee; (ii) the Intern's evaluation, considering their input on the experience and whether they are interested/available to join the organisation as an employee; and, the most critical and decisive one (iii) the existence of opportunities on the Graduates Programme's, connected to the headcount of each team.

Similarly, the common retention criteria followed in the market encompasses the following factors: (i) Intern's having a positive performance during the experience; (ii) Intern's interest/availability to join the organisation as an employee; and (iii) the existence of job opportunities.

Consequently, the most common causes of turnover are associated with failure to meet the criteria set out above.

3.4.4. Evaluation

The Internships Programme was launched five years ago – with eight Interns – and in the last fiscal year (i.e. 2019/2020) Company X reached a total of 87 Young Talents, according to the Talent Manager.

It was important to collaborate alongside with Managers – who at first showed some resistance to this new recruitment approach – explaining the significance and value that an Intern could bring to their teams. It was stated that, in the first years, there were no materials with information related to the Programme, either for Managers/Mentors or for Interns. It was also difficult to acknowledge how the Managers deal with this subject in practice.

To evaluate the Programme's success, it is important to understand if the goals are achieved, especially those related to Interns' development. Company X acknowledged the development of hard skills (i.e. technical skills), not only on-the-job but also through the certified online courses provided on the Corporate University. Meanwhile, the development of soft skills was considered as principal in this context, since they occur across areas. Some examples of job-related skills presented were the proactivity and initiative, ability to establish interpersonal relationships, resilience, willingness to learn and experiment, professionalism, planning, communication, etc. This is also a priority for the other organisations under analysis.

Interns should assume a positive attitude, prove that they can do things, make suggestions, present proposals, etc. Subsequently, teams give room, voice and support them along the way. Thus, career development ownership is also extended to Interns.

Ultimately, a retrospective about the value-added to organisations was performed. In practical terms, Interns are digital natives that bring new ideas, challenge the *status quo* and ask questions, influencing the levels of diversity, innovation and creativity within the company. Moreover, Interns contribute directly to the business, with concrete results, work and projects as other employees. Knowledge sharing was recognised as the most important feature.

The Internships Programme allowed cost savings in the Graduates Programme recruitment process, through its talent pipeline development. The positive experience of Young Talents allows Company X to position itself as an employer of choice on the market.

It was noted that another advantage of the Programme was the improvement of Managers and Mentors' coaching and feedback skills. To this end, the evangelisation of these organisational actors into Programme Ambassadors was vital to ensure that they played an active role in the development of their Interns.

Table 3 – Synthesis of the "Internships Programmes" Category from the Interviews Content Analysis

	UNIT OF ANALYSIS	COMPANY X	COMPANY A, B, C & D
CHARACTERISATION	**Organisational Objectives**	- Provide Young Talents with a first approach to the labour market - Allow the development of hard and soft skills - Promote their development and growth, by giving Interns the opportunity to challenge themselves in real contexts - Deliver an organisational immersion programme - Help Interns in their decision-making process for the future, whether academic or professional paths - Provide organisational support to implement key projects for the company - Build a talent pipeline for the Graduates Programme - Incorporate fresh insights, new ideas, new ways of operating in order to encourage innovation and diversity	- Provide Young Talents with a first approach to the labour market - Allow the development of hard and soft skills - Promote their development and growth, by giving Interns the opportunity to challenge themselves in real contexts - Provide organisational support to implement key projects for the company - Build a talent pipeline for the Graduates Programme - Incorporate fresh insights, new ideas, new ways of operating in order to encourage innovation and diversity
	Target Audience	Undergraduate or Master's Degree students (i.e. 19-26 years old)	
		Engineering, Data Science, Management, Economics, Marketing, etc.	
	Duration	- Short-term and long-term experiences: Up to 12 months (max.) - Summer Experiences: Up to 3 months (max.)	- Short-term and long-term experiences: Up to 12 months (max.) - Summer Experiences: Up to 2 months (max.)
	Allocation Area / Rotation	- Interns' are allocated to a specific team, assuming responsibilities and integrating projects, there is no rotation during the Programme	
		----	Rotation principle is applied to the summer experiences
DEVELOPMENT	**Onboarding Process**	- Lack of a predefined structure to follow was identified, apart from the summer experiences	- Organisations do not differentiate, integrating Interns with other employees – except for the summer experiences - Duration: one to two days to the initial integration activities
		- Interns' introduction to their team, in a regular team meeting by their Manager/Mentor - Delivery of an Interns Guide, and the information about the mandatory training courses they need to complete within their first month	- E-mail with the invitation and plan for the first day - Assignment of a Mentor and/or Buddy - New Joiner Kit and Welcome Guide delivery - Legal and administrative proceedings - Office tour - Initial training sessions - Sessions with HR team to share organisational institutional information, culture and values - Group dynamics with the other newcomers

(Left margin label: SUB-CATEGORIES)

SUB-CATEGORIES	**DEVELOPMENT**	**Monitoring / Follow-Up**	- Noted that the monitoring and follow-up of the Interns had opportunities to improve	----
			- Interns' feedback and assessment of the Programme through a survey, sent in their last week at Company X - Experience review meetings with HR – and an opportunity to evaluate their potential for an eventual Graduate position - Interns Community Call - Evaluation and regular feedback are responsibility of the Mentor – however it does not happen in some cases - Each Manager has the responsibility to give feedback to all their team members – including the Interns (does not follow any guidance)	- Interns are monitored by their Mentor, according to the objectives that were proposed initially - Interns have review meetings where the objectives of their Internship are discussed with their Manager - An assessment is carried out when the Internship comes to an end
			Companies value Interns' feedback and use it to improve the next experiences	
		Training & Development	- Need to invest in a more structured training plan in order to provide some guidance and support to the Interns	- Interns have a training plan
			- Interns have full access to Company X's Corporate University	- Additionally, to the initial courses, they can also take part in technical training courses
		Management Differences	- Allocation of a specific HR figure - Internships are for a short period of time and since there is no employment contract with Company X, there are limitations (e.g. impossibility to assign paid training sessions to Interns)	- Emphasized higher level of monitoring
	COMPLETION	**Retention Criteria**	- Manager's assessment, is asked whether they consider the Intern as a potential employee - Intern's evaluation, considering their input on the experience and whether they are interested/available to join the organisation as an employee - Most critical and decisive one: the existence of opportunities on the Graduates Programme's, connected to the headcount of each team	- Intern's having a positive performance during the experience - Intern's interest/availability to join the organisation as an employee - Existence of job opportunities
		Retention Rate	50% of rate of conversion of Interns to Graduates	The retention rates vary from company to company
		Turnover Causes	Related to failure to meet the previously stated retention criteria	
	EVALUATION	**Results**	- Five years ago – with eight Interns – and in the last fiscal year reached a total of 87 Young Talents - Collaborate alongside with the Managers	----

SUB-CATEGORIES	EVALUATION	**Interns' Skills Acquisition**	- Development of hard skills (i.e. technical skills), not only on-the-job, but also through the certified online courses provided on the Corporate University - Development of soft skills was considered as principal in this context, since they occur across areas (e.g. proactivity and initiative, ability to establish interpersonal relationships, resilience, willingness to learn and experiment, professionalism, planning, communication, etc.) - Career development ownership is also extended to Interns	- Development of hard skills (i.e. technical skills) - Development of soft skills was considered as principal in this context, since they occur across areas (e.g. professionalism, planning, communication, collaboration, time management, resilience, ability to establish interpersonal relationships, etc.)
		Value-added to the company	Interns are digital natives that bring new ideas, challenge the *status quo*, ask questions, influencing the levels of diversity, innovation and creativity within the organisation	
			Interns contribute directly to the business, with concrete results, work and projects as other employees	
			- Internships Programme allowed cost savings in the Graduates Programme recruitment process, through its talent pipeline development - Company X to position itself as an employer of choice on the market - Improvement of Managers and Mentors' coaching and feedback skills	- Knowledge sharing was recognised as the most important feature

3.5. Young Talents

As previously mentioned in the Methodology chapter, PWIS (Veldsman, 2013) was applied through this questionnaire as a measure to monitor people's effectiveness and talent retention levels in knowledge-economy organisations (i.e. the Flow@Work Model).

The questionnaire has as target audience the current and/or former Interns within the companies under analysis – except one (Company D), that only participated in Phase 1. With a response rate of 89%, since only 54 (out of 61) respondents completed the instrument, out of which 28 were males (51.9%) and 26 were females (48.1%).

The majority of the respondents covers the age categories of 22 to 25 (64.8%, N=35) and 26 to 29 (22.2%, N=12), followed by the 18 to 21 (7.4%, N=4), and over 29 years old (5.6%, N=3).
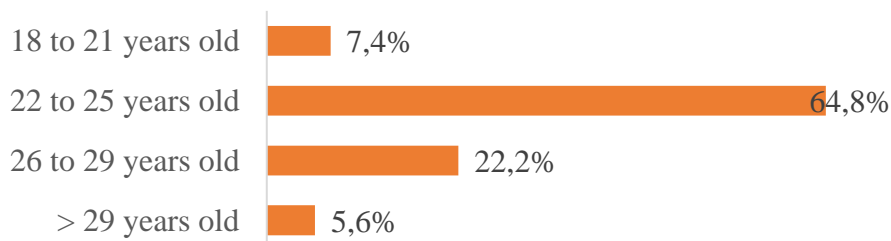

18 to 21 years old — 7,4%
22 to 25 years old — 64,8%
26 to 29 years old — 22,2%
> 29 years old — 5,6%

Figure 9 – Age

Of those participating in the study, 42.6% (N=23) had a Bachelor's Degree, 37.0% (N=20) had a Master's Degree, 11.1% (N=6) had Integrated Master's Degree, 5.6% (N=3) had Postgraduate Degree and only 3.7% (N=2) had only completed High School.
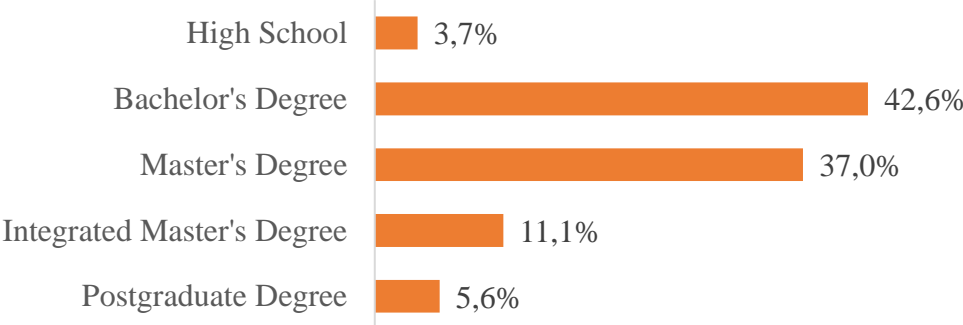

Figure 10 – Academic Qualifications

Regarding the area of studies, the majority of the respondents were from Economics, Management and Accounting (50.0%, N=27) and Technologies (including Engineering) (27.8%, N=15), followed by the Law, Social Sciences and Services (14.8%, N=8), Humanities, Secretarial and Translation (3.7%, N=2) and Architecture, Fine Arts and Design (3.7%, N=2).

The level of work experience of the respondents was usually less than a year (42.6%, N=23) and from one year to two years (42.6%, N=23). Only 13.0% (N=7) had three to four years, while only 1.9% (N=1) had five years or more of work experience.
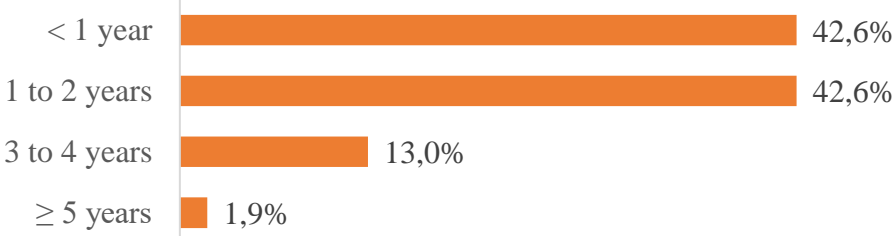
Figure 11 – Work Experience

Most of those surveyed (61.1%; N=33) reported that their Internships Programme had already been completed, while 38.9% (N=21) were still undertaking it.

A recode was carried out in order to enable the data interpretation of the "Programme Duration" variable. Therefore, a new categorical variable "Programme Duration Group" emerged, where the respondents were grouped into two new categories: "Up to 6 months" and "7 months and over". The findings confirmed that a total of 53.7% (N=29) of the respondents enrolled in an Internships Programme for seven months or more, whereas 46.3% (N=25) enrolled for a shorter period (i.e. up to six months).

Up to 6 months	46,3%
7 months and over	53,7%

Figure 12 – Programme Duration

Out of the 21 respondents who were still participating, a question was asked about their perception of the opportunities to continue within the organisation after the conclusion of the Internships Programme, where 71.4% (N=15) reported the existence of opportunities to join the company's staff, although 28.6% (N=6) indicated that there were no opportunities. Subsequently, when questioned about their intention to stay, 57.1% (N=12) suggested that they intend to stay in the company, while 42.9% (N=9) planned to leave the organisation after the Internships Programme.

From the total of participants who were still undertaking the Internships Programme, only 23.8% (N=5) were currently looking for a job opportunity at the time. Consequently, it can be concluded that the respondents that already had been retained by the organisations, after their Programme completion, are not currently looking for a job opportunity.

This result was inferred through a crosstabulation involving two qualitative variables – "Internships Programme Current Status" and "Currently looking for a new job opportunity?" – both nominal variables, hence that the appropriate measure of association is Cramer's V. The Cramer's V value is 0.400, this relationship is classified as a Moderate Correlation (Frey, 2018). See Annex J (pp. 104) for more information.

3.5.1. The Flow@Work Model Results

As earlier mentioned in the Literature Review chapter, according to the author of the model, higher levels of psychological work immersion lead to higher levels of employee retention through the availability of people-effectiveness enablers, which lead to higher levels of psychological attachment.

The respondents had to evaluate 30 items, categorised into nine subscales, measured through a Likert-type rating scale (1 = strongly disagree to 4 = strongly agree). Consequently, in order to obtain the mean of the statements by subscale, each item has been transformed and computed to generate a new single variable using SPSS. For further details, consult Annex K (pp. 107).

The PWIS reported high levels of manager effectiveness (Mean = 3.72; SD = 0.39), intra-team effectiveness (Mean = 3.70; SD = 0.36) and enabling environment (Mean = 3.52; SD = 0.39), which were identified as areas of strength within the Young Talents.

Regarding the manager effectiveness variable, the respondents have a relationship of trust with their direct managers, perceiving the managerial practices as fair, respectful, and consistent (Veldsman & Coetzee, 2014; cited by Veldsman, 2018).

Results showed that the respondents recognise their team members competence, feel supported by them to achieve organisational goals, and their relationships are centred on the values of dignity and respect (Veldsman & Coetzee, 2014; cited by Veldsman, 2018). Thus, the intra-team effectiveness variable revealed the existence of positive team interactions, which contributes to a stronger psychological identification with the workplace, commitment to other team members, and loyalty towards the organisation (Rothmann, 2014; cited by Veldsman, 2018).

Given the enabling environment variable, respondents found the policies, procedures and physical work environment that they encounter in their organisation to help achieve the organisational purposes (Veldsman & Coetzee, 2014; cited by Veldsman, 2018).

Considering the individual congruence variable, the results show that the respondents agree (Mean = 3.24; SD = 0.33) with the existence of a fit between their strengths, competencies, and skills and the requirements of the job, articulated in their daily roles (Veldsman & Coetzee, 2014; cited by Veldsman, 2018).

According to the strategic connection variable, it can be assumed that the respondents agree (Mean = 3.19; SD = 0.46), at some extent, that they make a significant contribution to the organisation, perceiving the existence of their individual contribution to the broader organisational goal achievement (Veldsman & Coetzee, 2014; cited by Veldsman, 2018).

Although the results obtained through the appreciative feedback variable were positive with a Mean of 3.16 (SD = 0.52), it is important to note that this was the lowest result achieved when it comes to the people-effectiveness enablers. In order to improve these results, managers should promote regular feedback sessions with Young Talents' about performance and strengths (Veldsman & Coetzee, 2014; cited by Veldsman, 2018), since feedback is essential for their development.

Following the Flow@Work Model, the positive perceptions scored on the people-effectiveness enablers described above will influence the results of the psychological attachment variables.

As a result of the present analysis, higher levels of employee commitment with a Mean value of 3.51 (SD = 0.41) can be observed. Consequently, it is possible to assume that the respondents had a sense of identification with the organisation's purpose and the underlying value system that exists within the organisation (Veldsman & Coetzee, 2014; cited by Veldsman, 2018).

The results obtained (Mean = 3.36; SD = 0.46), show that the respondents are motivated at work, which refers to an intrinsic drive that results in individual energy and influences the levels of enjoyment experienced by employees in the work environment (Veldsman & Coetzee, 2014; cited by Veldsman, 2018).

At last, the absorption variable, that refers to the levels of attachment that an individual feel towards his/her work, scored the lowest result (Veldsman & Coetzee, 2014; cited by Veldsman, 2018), with a Mean value of 2.62 (SD = 0.41). Schaufeli *et al.* (2002; cited by Veldsman, 2018) conceptualised absorption as a key component of work engagement, which describes employees' sense of energetic involvement in and connection to their work activities.

In a comprehensive analysis of the items within this variable, it is possible to determine which statements had contributed to this result: "I think about my work all the time" (Mean = 2.15; SD = 0.63) and "I find that I want to continue with my work in my free time" (Mean = 2.02; SD = 0.60). By disagreeing with these statements, the respondents demonstrated the importance of the existence of work-life balance in their lives, which has significant implications for employee well-being, productivity and retention (Lyness & Judiesch, 2014).

According to Veldsman (2013; cited by Veldsman, 2018), the psychological work immersion state is dependent of: (i) the alignment between employee expectations, work environment, and organisational practices; (ii) a significant relationship between the employee's job activities and their individual contribution to organisational goals; and, (iii) the advocated conventions, practices, and values of the organisation and consistency in terms of how employees are experiencing these.

In light of the outcomes obtained, it can be confirmed that the organisations under analysis have what is necessary to ensure that psychological work immersion occurs. Consequently, this will contribute to guarantee higher levels of employee productivity and talent retention.

3.6. Critical Analysis

The present investigation confirms that the main purpose of the implementation of Internships Programmes is to provide Young Talents with a meaningful experience, through the acquisition of hard and soft skills and exposure to real contexts, which will culminate in the enhancement of their employability.

Organisations are searching for fresh perspectives, new concepts, and new ways of working to promote innovation and diversity. This talent management tool offers teams valuable organisational support and enables their talent pipeline, which minimise the risks and costs associated with external recruitment.

Considering the Portuguese context, it has been noted that companies are increasingly conducting Internships, although not all of them are formally adopting it as a Programme. Consequently, those that do not guarantee a well-structured journey are taking more risks associated with the non-alignment of Interns' needs and expectations with the organisational goals.

With the application of the Flow@Work Model through the questionnaires to the current and/or former Interns of the organisations under analysis (except Company D), it is possible to conclude that they have what is necessary to ensure that psychological work immersion occurs. Consequently, this will contribute to guarantee higher levels of employee productivity and talent retention. The respondents that already had been retained by the organisations, after their Programme completion, are not currently looking for a job opportunity. Approximately, 57% of the current Interns revealed their intention to stay in the company after the Programme completion, while 43% planned to leave the organisation.

Even in the field of Internships Programmes, it is still important to ensure that the Intern's expectations and needs are compatible with their work environment, practices and organisational culture. As well as, to create a significant relationship between their tasks and/or projects and the individual contribution to organisational objectives.

Company X has been implementing its Internships Programme for five years now. Besides the positive results achieved so far, the diagnosis performed recognised areas of improvement, especially in the development phase.

When it comes to the Interns onboarding process, there is a lack of a predefined structure to follow, which can contribute to increasing the time needed to integrate a new team member. A well-designed process can make an Intern's transition into the world of work a smooth and enjoyable experience, influencing from day one their engagement and motivation.

Another improvement area focuses on Internships monitoring and follow-up. It is considered a critical success factor since it constitutes an opportunity to give and receive regular feedback about the experience. It was highlighted on the diagnosis carried out that Intern's evaluation and regular feedback was a primary responsibility of their Mentor, however, it did not happen in some cases. Other two organisational actors are part of this stage, the HR team member in charge of the Young Talent Programmes and the Intern's Manager. The need to review the feedback moments and follow-up planned for the Interns has been emphasised during the interview, which will be taking into consideration to the intervention proposal development. It was stated that, in the first years, there were no materials with information related to the Programme, either for Managers/Mentors or Interns.

Revising the findings of the questionnaire, the people-effectiveness enabler that scored the lowest was the appreciative feedback. Generally, this shows that Young Talents' identify a lack of regular feedback sessions about their achievements and strengths.

Ultimately, Company X should invest in a more structured training plan in order to provide some guidance and support to the Interns, since this is the first job experience for most of the participants. Regular training sessions should be included, not only in the first weeks but also during the Programme. As a result, a positive impact is expected on the Intern's perception of the investment that the company has made in their development. Furthermore, this could be a good way to create the profiles that their teams need, amplifying their talent pipeline for the Graduates Programme.

In light of the above, the following chapter presents an intervention proposal, to find the most suitable solution, based on Design Thinking.

Chapter IV – Intervention Proposal

As previously mentioned, one of the objectives of the present study is, after the comprehensive diagnosis and the development of the critical analysis (in the light of the Literature Review), present an Intervention Proposal. This proposal focuses on the improvement of the monitoring and follow-up *gap*, identified in the development phase of Company X's Internships Programme.

It is important to note that this Internships Programme encompasses a structured journey. Considering the previous, this intervention, rather than focusing on delivering a new structure to be implemented in the organisation, will concentrate on proposing a solution-based framework relying on Design Thinking.

As a starting point, it is important to present the principles[1] of this human-centred problem-solving methodology:

i. **User-centricity and empathy:** focused on finding solutions that respond to human needs and user feedback, a crucial part of the process is to step into the user's shoes and building genuine empathy for the target audience;

ii. **Collaboration**: Design Thinking aims to pool a diverse variety of perspectives and ideas, which will lead to innovation. Design Thinking encourages collaboration between heterogeneous, multidisciplinary teams which may not typically work together;

iii. **Ideation**: since it is a solution-based framework, the goal is to come up with as many ideas and potential solutions as possible. Ideation is both a core Design Thinking principle and a step in the Design Thinking process;

iv. **Experimentation and iteration**: after gathering all the ideas and potential solutions it is necessary to turning them into prototypes, testing them, and making changes based on user feedback (i.e. an iterative approach, is important to be prepared to repeat certain steps);

v. **A bias towards action:** Instead of hypothesizing about what users want, Design Thinking encourages to connect and engage with them personally, getting away from their own preferences and biases – seeing the world as they see it. Rather than talking about potential solutions, they will turn them into tangible prototypes and test them in real-world contexts.

---

[1] What is design thinking, and how do we apply it? https://www.invisionapp.com/inside-design/what-is-design-thinking/

Several models can be used within Design Thinking, this intervention proposal will concentrate on the Revamped Double Diamond[2] (Nessler, 2018).
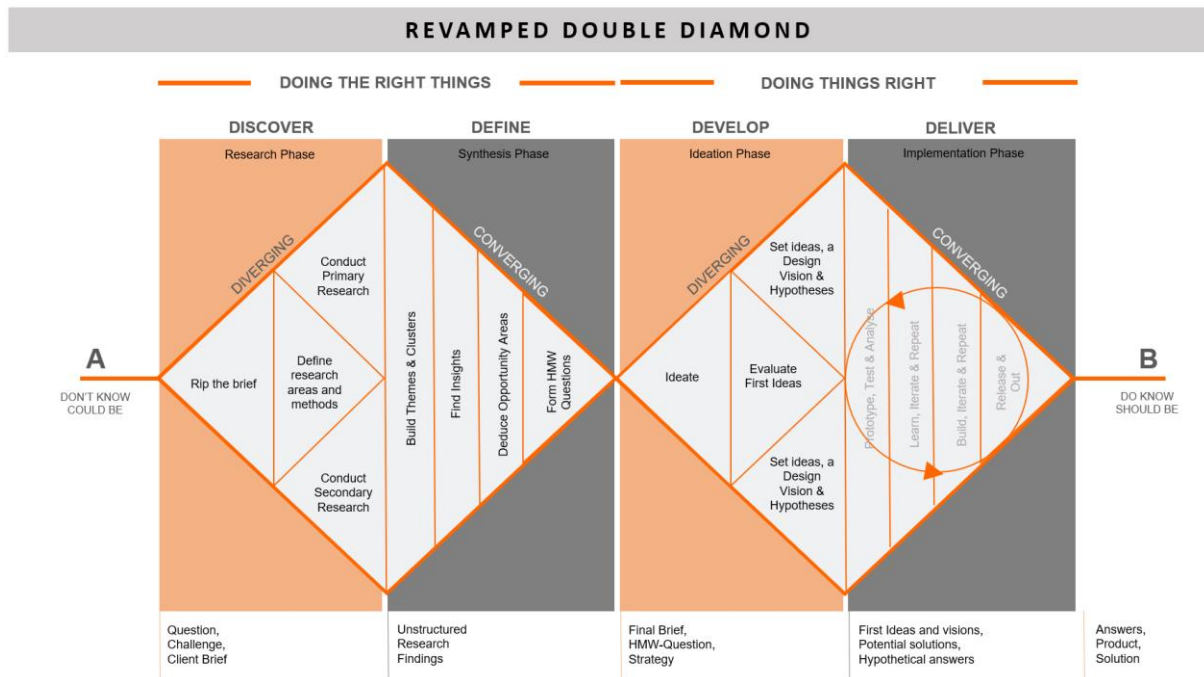

Figure 13 – Revamped Double Diamond

This model describes a four-step approach to going from point A to B, which means from a vision of what might be a solution to the problem, to a feasible solution that meets users' needs and expectations. Each of the four phases is divided into separate activities and steps. In all these steps different tools, techniques and methods may be applied.

i. **Discover/Research Phase:** investigating the situation, understanding people and the context within which they operate (i.e. empathised). Find out the initial situation or challenge. Define what additional knowledge is needed;

ii. **Define/Synthesis Phase:** comprehend and clearly articulate the Discover phase findings, to define whether the right problem is being solved and refining the project vision accordingly;

iii. **Develop/Ideation Phase:** get into the solution mode by evaluating ways and means (i.e. coming up with as many ideas as possible) to solve the core issues deduced from the previous phases. Is also about examining the feasibility of these ideas and testing them to establish which one's work and are worthy of pursuing;

---

[2] How to apply a design thinking, HCD, UX or any creative process from scratch — Revised & New Version https://uxdesign.cc/how-to-solve-problems-applying-a-uxdesign-designthinking-hcd-or-any-design-process-from-scratch-v2-aa16e2dd550b

iv. **Deliver/Implementation Phase:** Design, craft, develop and turn the ideas and possible solutions chosen into something tangible. Prototype, test and failure to learn and re-learn are important for quality improvement. Aim for MVPs – minimum viable products/prototypes, that offer enough tangibility to find out whether they solve the initial problem or answers the initial question.

The divergent versus convergent thinking from the original Double Diamond process, initially released by the British Design Council, is also present. Divergent thinking is extended to the Discover and Develop phases, where it is important to open and consider or develop as many ideas and potential solutions as possible. Whereas convergent thinking is extended to the Define and Deliver phases, it is intended to narrow down, get the ideas and approaches straight to make sense and make decisions.

Ultimately, the Revamped Double Diamond presents two goals to two different outcomes. Firstly, encompassing the first two phases – Discover & Define – are all about "doing the right thing" (goal) and finding the right question to answer or the right problem to solve. This is when we talk about establishing an "experience strategy" (outcome). Secondly, following the remain phases – Develop & Deliver – are all about "doing things right" (goal) and finding the right answer or the right way to solve the problem. That is when we talk about executing the "experience design" (outcome).

Internships Programme – Feedback Journey

When properly utilised digital tools provide powerful insights into an employee's experience. The best digital tools create a strong connection between employees and leaders, develop greater understanding, and offer fast, tailored employee solutions (Nelson & Doman, 2017). The most frequent digital tools are designed to give people frequent and ongoing feedback on development and performance, with an emphasis on how to improve the next time, as opposed to only looking backwards. As previously stated, in Portugal, some organisations began to invest in technological tools that allow them to measure the Interns' pulse more regularly than the formal performance reviews (Spark Agency, 2019). Additionally, as stated previously generations now entering the workplace expect a consumer-grade experience at work, characterised by simplified transactions and instant access to information (KPMG, 2019).

Based on these assumptions, the present proposal focuses on providing a human-centric framework to create the most appropriate digital tool to improve Intern's monitoring and

follow-up according to its context and, most importantly, the needs and expectations of the users of Company X (i.e. Interns, Managers and/or Mentors and HR team).

Point A – Vision

- *Create a digital tool to provide frequent and ongoing feedback on Interns development, improving the monitoring and follow-up of their experience at Company X.*

Set-Up

First and foremost, human-centred design works best with cross-disciplinary teams[3]. An interdisciplinary blend of thinkers, makers and doers is therefore considered the best combination to answer any design challenge. In this particular case, we suggest the integration of different backgrounds and competencies, such as HR, Design Thinking, User Experience/User Interface, Developers, Graphic Design and Marketing. If any of these capabilities are not available at Company X, it is possible to add a team member for a shorter period via outsourcing.

Furthermore, in order to ensure that all team members have the knowledge base of Design Thinking Methodology, it will be necessary to plan a Design Thinking Training.

Discover/Research Phase

In this phase, is important to define the target audience and select the research methods that will be used.

Firstly, it is important to know who we are designing for, getting an understanding of the needs of the target audience, their context and history. This will help to ensure that the research process starts by asking smart questions. As previously mentioned, the users will be Company X's Interns, Managers and/or Mentors and the HR team. Nevertheless, it is important to not restrict our thought to the individuals we are designing for, we may need to understand the world around them and the services they depend on, which play a role in their lives. For that, we can rely on the Ecosystem Mapping worksheet[4] (see Annex L, pp. 108 – 109) that will enable the design team to explore the behaviour they want their user to adopt, and all of the things happening around them that might enable or inhibit that behaviour.

---

[3] Build a Team https://www.designkit.org/methods/build-a-team
[4] Define Your Audience https://www.designkit.org/methods/define-your-audience

After this, it is time to select what are the primary and secondary research methods. The process is characterised by the identification of the user's expressed (e.g. directed reported at an interview or focus group) and latent needs (e.g. identified through observation method). Simultaneously, is also important to learn about its broader context[5], by exploring the most recent news in the field (e.g. using the Internet, newspapers, magazines, or journals).

Define/Synthesis Phase

In this second step, the time has come to structure all the information collected beforehand, giving sense to the results. It will be given two examples that can be used in this phase: Empathy Maps[6] (see Annex M, pp. 110) and Personas[7] (see Annex N, pp. 111).

Empathy Maps enable the design team to develop a common understanding of user needs and support decision-makers with important judgment calls – what are the Pains and Gains identified. This tool is divided up into four quadrants: (i) Says, (ii) Thinks, (iii) Does and (iv) Feels.

A Persona is a tool to represent, summarise and communicate about the target researched or observed. By distilling the information about a user, it is possible to create a model for the person the team plan to target.

Ultimately, it is important to revise the project vision. After these two phases (i.e. Discover & Define), the team will have a better understanding of the context and the various types of users and stakeholders involved.

Develop/Ideation Phase

It is time to re-apply the technique of diversion to the ideation process, and consequent evaluation of the ideas and solutions feasibility.

Even though there is a wide range of creative ideation tools and methods, we propose two possibilities that could be applied: Brainstorm[8] and Co-Creation Sessions[9].

Brainstorm is a method where the goal is not come up with perfect ideas, but instead, produce lots of ideas, collaboration and openness to find disruptive and creative solutions over immediate feasibility. Brainstorms work best when the group is positive, optimistic, and focused on generating as many ideas as possible.

---

[5] Secondary Research https://www.designkit.org/methods/secondary-research
[6] Empathy Map Template https://miro.com/templates/empathy-map/
[7] Personas Template https://miro.com/templates/personas/
[8] Brainstorm https://www.designkit.org/methods/1
[9] Co-Creation Session https://www.designkit.org/methods/co-creation-session

The purpose of Co-Creation Sessions is to convene a group of people that the team are designing for and then bring them into the design process. Not only is a community far more likely to adopt a practice or service that it helped create, but it is also important to gain valuable insights into all facets of the solution(s).

Towards the end of the ideation process, it is important to analyse the ideas and select which ones will be considered. It is possible to do that relying on the Impact-Effort Matrix[10] (see Annex O, pp. 112).

The Impact-Effort Matrix is plotted on two axes: (i) the level of effort involved in a task, and (ii) the level of potential impact completion of the task can have. The four quadrants help to quickly group and prioritize activities into the following categories: (i) quick wins – activities that will give the best return, based on the effort required to complete them (i.e. maximum impact, minimal effort); (ii) major projects – activities that require much more effort to complete but can ultimately provide long-term returns (i.e. maximum impact, maximum effort); (iii) fill-ins – activities that do not require a lot of effort but do not provide much value (i.e. minimal impact, minimal effort); and (iv) time-wasters – activities that take a lot of time to complete while providing minimal benefits (i.e. minimum impact, maximum effort).

Deliver/Implementation Phase

Based on the results of the previous phase, it is time to prototype[11], test and iterate. Prototype refers to a model, a mock-up or an early version of anything before the real thing is built. The idea is to experiment, to test and communicate the ideas before spending money and time investing in something that might not work or might need improving.

To do that, it is important to define the User Journey, that reflects the goals and requirements into the steps a user needs to go through to carry out certain tasks in a journey – this could be an outcome of a Co-Creation Session from the Develop phase. This is the journey users go on while they interact with the solution. The key skill for this is to really think logically and be very clear about what's necessary and in what order things happen.

Prototypes help to make it tangible, creating something to base conversations on, which is especially important for digital, where the key focus is users interacting with something.

A wireframe is a common term for a drawing of a digital screen, it displays where things are and how they link together. It should be just simple lines and boxes linked together, should

---

[10] Impact effort matrix https://miro.com/templates/impact-effort-matrix/
[11] Digital Skills: User Experience Online Course – Accenture

not contain any graphics or the exact pictures and text that will be there. The goal is to take the User Journeys – which describe the goals and the steps –, and then build out the detail into the screens, so exactly what is there and how it works. Like before, it is important to not get too detailed too soon. And the reason is, the more detail there is in a design, the more effort it takes to make a change.

An alternative is to create an interactive prototype, which is drawing the User Journeys in a design tool and adding actions. Although there is no real system behind it, it can create a very real-life experience for the users.

Interactive prototypes can go from very basic wireframe style drawings through to a perfect replica of how your website will look. They are useful to test the logic and flow and find any *gaps* or inconsistencies that would not have been noticed with static pictures.

This is also very useful for communicating the design to the users and usability testing, to technical developers who might have to build it, and any other business stakeholders that might exist.

Indicators

To assess the effectiveness of this intervention proposal, it is critical to present the indicators that will be considered as measures of success.

Firstly, defining parameters to measure impact is as challenging for Design Thinking as it is for other innovation and creativity practices (Schepurek & Dulkeith 2013; cited by Schmiedgen, Spille, Köppen, Rhinow & Meinel, 2016). Therefore, given that our primary goal is to see an improvement of the monitoring and follow-up journey, we ultimately aim to positively influence the way individuals experience it. The Table 4 (pp. 60) summarizes which metrics have been selected: Employee Satisfaction, eNPS (Employee Net Promoter Score) and Employee Retention Rate.

In addition to these indicators, the Design Team must choose its own indicators based on the evolution of the project.

Table 4 – Intervention Proposal Indicators

		DESCRIPTION	HOW	GOAL
INDICATORS	**Employee Satisfaction**	Whether employees are happy and fulfilling their desires and needs at work	**Survey:** Combination of open and closed questions in order to get both quantitative and qualitative feedback	---
	eNPS *(Employee Net Promoter Score)*	Employees' willingness to be company ambassadors by encouraging their friends or colleagues to work there	**Single Question**: "How likely is it that you would recommend working at our company to a friend or colleague?" **Scale**: 0 – "Extremely Unlikely" to 10 – "Extremely Likely" **Responses are sorted into three groups:** - Promoters (a rating of 9 – 10) - Passives (a rating of 7 – 8) - Detractors (a rating of 0 – 6) **Formula**: eNPS = (Promoters – Detractors)/ Total Respondents	The more positive the score, the better. Employees that are engaged will be more likely to recommend a position to a friend or colleague.
	Employee Retention Rate (applied to Internships Programme)	Percentage of employees who remained in the company from the beginning to the end of a time period	**Formula**: ERR = (Number of employees who stayed for the whole time period / Number of employees at the start of the time period) x 100	Increase the current value of approx. 50%

Timeline

The previously presented solution-based framework will take several months to complete due to the need to evaluate the designed solution in various iterations and cycles – reviewing, reflecting and re-designing between those iterations. Even though its flexibility and adaptability to suit each situation, it is necessary to set out a timeline for completion[12] of the Internships Programme – Feedback Journey project, which can be found in the Table 5 (pp. 61).

---

[12] Design-based research planning template: http://authenticlearning.info/DesignBasedResearch

Table 5 – Internships Programme – Feedback Journey: Project Timeline

		DENOMINATION	DATE	ACTIVITIES PROPOSED
REVAMPED DOUBLE DIAMOND	SET-UP	**Design Team**	Dec. 2020	1. Create an interdisciplinary team, integrating different backgrounds and competencies (e.g. HR, Design Thinking, User Experience/User Interface, Developers, Graphic Design and Marketing)
		Design Thinking Training	Dec. 2020 – Jan. 2021	2. Introduce the Design Team to the Design Thinking Methodology, offering a hands-on experience with the different methods and tools it involves (focusing on the Revamped Double Diamond).
	PHASES	**1. Discover/Research**	Jan. – Feb., 2021	3. Define the target audience (e.g. Ecosystem Mapping) 4. Select the primary and secondary research methods
		2. Define/Synthesis	Mar. – Apr., 2021	5. Structure all the information collected beforehand, giving sense to the results (e.g. Empathy Maps and Personas) 6. Revise the project vision
		3. Develop/Ideation	May, 2021	7. Ideation process (e.g. Brainstorm and Co-Creation Sessions) 8. Evaluation of the ideas and solutions feasibility (e.g. Impact-Effort Matrix)
		4. Deliver/Implementation	May – Aug., 2021	9. Prototype, test and iterate: • Define the User Journey (e.g. Co-Creation Sessions) • Create a wireframe or an interactive prototype • Perform Usability Tests with the Users • Implement improvements based on feedback

Source: Adapted from Herrington (n.d.)

Conclusions

Evidence shows that the factors behind Young Talents being considered a strategic priority are fundamentally focused on them being digital natives who bring new ideas, challenge the *status quo* by asking questions, and this influence the level of diversity, innovation and creativity within organisations. Knowledge sharing was recognised as the most important feature associated with their experience. Moreover, it was recognised their direct contribution to the business, with concrete results, work and projects as other employees.

Since the phenomenon under study was highly context-dependent, it was evident that all the organisations are addressing not only the processes' reinvention but also the investment in their people's development, as a way to respond to the 4th IR challenges. Thus, all the organisations considered talent management as a strategic subject, which includes all the people management initiatives, implemented in the different pillars of the ELC, particularly the attraction, recruitment, development, retention and deployment, even though not all of them labelled it, as talent management.

Alongside the initiatives promoted in each pillar of the ELC, the organisations under analysis have highlighted some of the factors that have the greatest impact on the job tenure of employees: (i) the organisational culture and values; (ii) the positive work environment and interpersonal relationships; (iii) internal policies that allow for a work-life balance; and (iv) the recognition and continuous investment in people's development. It was emphasised the importance of considering what the real needs, interests and expectations of the employee are to ensure consistency with the retention strategies implemented, and consequently guarantee their satisfaction, motivation and engagement.

The findings suggested that the main objective of the organisations when implementing Internships Programmes is to provide Young Talents with practical experience through the acquisition of hard and soft skills and acquaintance to real professional contexts, which will culminate in the enhancement of their employability (internal and external). Meanwhile, the development of job-related skills (e.g. ability to establish interpersonal relationships, resilience, willingness to learn and experiment, etc.) was considered as principal in this context, since they occur across areas.

In Portugal, companies are increasingly conducting Internships, although not all of them are formally adopting it as a Programme. Interns' are allocated to a specific team, assuming responsibilities and integrating projects, there is no rotation during the Programme.

Furthermore, the organisations under investigation rely on this tool to amplifying their talent pipeline for the Graduates Programme. To do so, they look at three factors when it comes to retention criteria: (i) Intern's having a positive performance during the experience; (ii) Intern's interest/availability to join the organisation as an employee; and (iii) the existence of job opportunities. Consequently, the most common causes of turnover are associated with failure to meet the criteria set out above.

With the application of the Flow@Work Model through the questionnaires to the current and/or former Interns of the organisations under analysis (except Company D), it is possible to conclude that they have what is necessary to ensure that psychological work immersion occurs. Consequently, this will contribute to guarantee higher levels of employee productivity and talent retention.

Ultimately, it was established an Intervention Proposal concentrating on a solution-based framework to the development phase of Company X's Internships Programme, relying on Design Thinking. Apart from focusing only on one of the recognised areas of improvement found in the critical analysis conducted – improvement of the monitoring and follow-up *gap* – , it is possible to apply the same approach to the other dimensions (i.e. lack of a predefined onboarding structure and need to invest in a more structured training plan).

The present proposal focuses on providing a human-centric framework to create the most appropriate digital tool to improve Intern's monitoring and follow-up according to its context and, most importantly, the needs and expectations of the users of Company X (i.e. Interns, Managers and/or Mentors and HR team). It will also promote the resolution of the existing issues and ensure that there is a culture of regular feedback. Additionally, by creating a digital tool will contribute to the production of useful information to support the decision-making process regarding Interns' retention, with concrete data.

It is still imperative to ensure that the Intern's expectations and needs are compatible with their work environment, practices and organisational culture. As well as, to create a significant relationship between their tasks and/or projects and the individual contribution to organisational objectives.

Our decision was based on the benefits of Design Thinking to offer creative, innovative and human-centric, superior solutions to specific issues, decreasing costs and risks. In addition, since users (i.e. employees) are part of the process, it is easier to introduce and handle the changes involved – Design Thinking emphasizes collaboration, dialogue and learning.

Employee Satisfaction, eNPS and Employee Retention Rate (applied to Internships Programme) were the indicators selected to measure the effectiveness of our intervention proposal.

Organisations must analyse comprehensively the outcomes of their Internships Programme, in order to continuously identify opportunities for improvement, otherwise there is a risk that the organisation may face difficulties retaining talented Interns, threatening the ROI of this talent management tool.

References

Adebola, S. (2019). Why do organisations run talent programmes? Insights from UK organisations. In Adamsen, B. & Swailes, S. (Eds.), *Managing Talent – Understanding Critical Perspectives* (pp. 187-213). London: Palgrave Macmillan.

Ansar, N. & Baloch, A. (2018). Talent and Talent Management: Definition and Issues. *IBT Journal of Business Studies*, 14(2), 213-230.

Bardin, L. (2016). *Análise de Conteúdo*. Lisboa: Edições 70.

Bennett, N. & Lemoine. J. (2014). What a difference a word makes: Understanding threats to performance in a VUCA world. *Business Horizons*, 57(3), 311–317.

Bryman, A. (2012). *Social Research Methods*. (4th ed.). Oxford: Oxford University Press.

Cattermole, G. (2019). Developing the employee lifecycle to keep top talent. *Strategic HR Review*, 18(6), 258-262.

Cerulli-Harms, A. (2017). Generation internship: the impact of internships on early labour market performance. *IZA Discussion Papers*, 11163. Retrieved February 08, 2020, from: http://ftp.iza.org/dp11163.pdf.

Cesário, F. & Chambel, M. (2016). A previous trainee experience: does it matter for retention of young graduates?. *International Journal of Organizational Analysis*, 25(2), 270-281. doi:10.1108/IJOA-02-2016-0977.

CIPD (2015). *Internships that work: A guide for employers*. London: Chartered Institute of Personnel and Development.

Claus, L., (2019). HR disruption – Time already to reinvent talent management. *BRQ Business Research Quarterly*, 22(3), 207-215. doi: 10.1016/j.brq.2019.04.002.

Clutterbuck, D. (2012). *The Talent Wave: Why succession planning fails and what to do about it*. London, Kogan Page.

De Boeck, G., Meyers, M. C., & Dries, N. (2018). Employee reactions to talent management: Assumptions versus evidence. *Journal of Organizational Behavior*, 39(2), 199-213. doi:10.1002/job.2254.

Dipboye, R. L. (2018). Employee Training and Development. *The Emerald Review of Industrial and Organizational Psychology*, 581-624. doi:10.1108/978-1-78743-785-220181016.

Dries, N. (2013). Talent management, from phenomenon to theory: Introduction to the Special Issue. *Human Resources Management Review*, 23(4), 267-271. doi: 10.1016/j.hrmr.2013.08.006.

Duarte, A., Nascimento, G. & Almeida, F. (2019). Gestão de Pessoas 4.0 - Entre a continuidade e a reinvenção. In Carolina Machado; J. Paulo Davim (Ed.), *Organização e Políticas Empresariais*. (pp. 15-53). Lisboa: Conjuntura Actual Editora.

EYF (2011). *European Quality Charter on Internships and Apprenticeships: Moving Towards Equal Opportunities For Young People In The Labour Market*. Retrieved August 16, 2020 from: https://www.youthforum.org/sites/default/files/publication-pdfs/European%20Quality%20Charter.pdf.

EYF (2018). *The Future of Work and Youth*. Retrieved August 16, 2020 from: https://www.youthforum.org/sites/default/files/publication-pdfs/Future%20of%20Work%20-%20online%20version%202.pdf

Frey, B. B. (2018). *The Sage encyclopedia of educational research, measurement, and evaluation*. California: SAGE Publications.

Gallardo-Gallardo, E., Thunnissen, M. & Scullion, H. (2019). Talent management: context matters. *The International Journal of Human Resource Management*, 1-17. doi: 10.1080/09585192.2019.1642645.

Gallardo-Gallardo, E., Dries, N. & González-Cruz, T. (2013). What is the meaning of 'talent' in the world of work?. *Human Resource Management Review*. doi: 10.1016/j.hrmr.2013.05.002.

Gama, L.Z., & Edoun, E.I. (2020). The relationship between the graduate trainee programme and talent management in corporate organisations in Eswatini. *SA Journal of Human Resource Management /SA Tydskrif vir Menslikehulpbronbestuur*, 18(0), doi: 10.4102/sajhrm.v18i0.1249

Herrington, J. (n.d.). Design-based research planning template (Version 3). *Design-based research methods – Links and Resources*. Retrieved October 04, 2020, from: http://authenticlearning.info/DesignBasedResearch

Iles, P., Chuai, X., & Preece, D. (2010). Talent management and HRM in multinational companies in Beijing: Definitions, differences and drivers. *Journal of World Business*, 45(2), 179–189. Retrieved April 11, 2020, from: https://ideas.repec.org/a/eee/worbus/v45y2010i2p179-189.html

Itam, U. & Ghosh, N. (2020). Employee Experience Management: A New Paradigm Shift in HR Thinking. *International Journal of Human Capital and Information Technology Professionals,* 11(2). doi: 10.4018/IJHCITP.2020040103.

Jonsson, L. & Thorgren, S. (2017). Trainee programs: an emerging model on psychological contract reciprocity. *Personnel Review*, 46(8), 1738-1754. doi: 10.1108/PR-01-2016-0011.

KPMG (2019). *Future of HR 2020: Which path are you taking?*. KPMG International Cooperative. Retrieved May 23, 2020, from: https://assets.kpmg/content/dam/kpmg/xx/pdf/2019/11/future-of-hr-2020.pdf.

Latukha, M. (2011): To stay or leave: Motives behind the decisions of graduate programs' trainees' in European and Russian companies. *Journal for East European Management Studies*, 16(2), 140-161. Retrieved May 05, 2020, from: https://www.econstor.eu/bitstream/10419/84030/1/76637095X.pdf.

Ludike, J. (2018). Digital Employee Experience Engagement Paradox: Futureproofing Retention Practice. In Coetzee, M., Potgieter, I. and Ferreira, N. (Eds.). *Psychology of Retention - Theory, Research and Practice*. (pp. 55-73). Switzerland: Springer.

Lyness, K. S., & Judiesch, M. K. (2014). Gender egalitarianism and work–life balance for managers: Multisource perspectives in 36 countries. *Applied Psychology*, 63(1), 96–129. doi: 10.1111/apps.12011.

ManpowerGroup (2016). *Millennial Careers: 2020 Vision - Facts, Figures and Practical Advice from Workforce Experts*. Retrieved August 6, 2020, from: https://www.manpowergroup.com/wps/wcm/connect/660ebf65-144c-489e-975c-9f838294c237/MillennialsPaper1_2020Vision_lo.pdf?MOD=AJPERES.

McCracken, M., Currie, D. & Harrison, J. (2015): Understanding graduate recruitment, development and retention for the enhancement of talent management: sharpening 'the edge' of graduate talent. *The International Journal of Human Resource Management*, 27(22), 2727-2752. doi: 10.1080/09585192.2015.1102159.

Nelson, E. & Doman, H. O. (2017). *Employee Experience-How to build an EX-centric organization*. Kennedy Fitch. Retrieved May 23, 2020, from: http://www.kennedyfitch.com/KFwebsite-new/wp-content/uploads/Employee-Experience-How-to-Build-an-EX-Centric-Organization.pdf.

Nelson, E. & Neicu, M. (2019). *Employee Experience 2020 – Global Report & Case Studies. 3rd Annual Research Study*. Kennedy Fitch. Retrieved April 26, 2020, from: https://www.exleadersnetwork.com/wp-content/uploads/2019/12/EX-2020-Report-by-EX-Leaders-Network.pdf.

Nessler, D. (2018). *The Revamped Double Diamond Design Process Framework*. Hinderling Volkart. Retrieved September 26, 2020, from: https://drive.google.com/file/d/1kq2nMhgcvvF13TfX-HvAVCUFNrtUx_D8/view

Ott, D. L., Tolentino, J. L. & Michailova, S. (2018). Effective talent retention approaches. *Human Resource Management International Digest,* 26(7), 16-19. doi: 10.1108/HRMID-07-2018-0152.

Plaskoff, J. (2017) Employee experience: the new human resource management approach. *Strategic HR Review*, 16(3), 136-141. doi: 10.1108/SHR-12-2016-0108.

Ragab, M., & Arisha, A. (2018). Research Methodology in Business: A Starter's Guide. *Management and Organizational Studies*, 5(1). doi: 10.5430/mos.v5n1p1.

Redondo, R., Sparrow, P. & Hernández-Lechuga, G. (2019). The effect of protean careers on talent retention: examining the relationship between protean career orientation, organizational commitment, job satisfaction and intention to quit for talented workers. *The International Journal of Human Resource Management*, 1-24. doi: 10.1080/09585192.2019.1579247.

Saini, G. K. & Jawahar, I. M. (2019). The influence of employer rankings, employment experience, and employee characteristics on employer branding as an employer of choice. *Career Development International*, 24(7), 636-657. doi: 10.1108/CDI-11-2018-0290.

Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research methods for business students*. Harlow, England: Pearson Education Limited.

Schwab, K. (2016). *The Fourth Industrial Revolution: what it means, how to respond.* Geneva: World Economic Forum. Retrieved March 29, 2020, from: https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/.

Schwartz, J., Hatfield, S., Jones, R. & Anderson, S., (2019). *Leading the social enterprise: Reinvent with a human focus.* Deloitte Global Human Capital Trends. Retrieved September 21, 2019, from: https://www2.deloitte.com/content/dam/Deloitte/cz/Documents/human-capital/cz-hc-trends-reinvent-with-human-focus.pdf.

Schmiedgen, J., Spille, L., Köppen, E., Rhinow, H. & Meinel, C. (2016). Measuring the Impact of Design Thinking. In Plattner, H., Meinel, C. & Leifer, L. (Eds.). *Design Thinking Research – Making Design Thinking Foundational*. (pp. 157-170). Switzerland: Springer.

Silva, P., Lopes, B., Costa, M., Melo, A. I., Paiva Dias, G., Brito, E. & Seabra, D. (2018). The million-dollar question: can internships boost employment?. *Studies in Higher Education*, 43(1), 2-21. doi: 10.1080/03075079.2016.1144181.

Spark Agency (2019). *As Empresas Mais Atrativas de Portugal – Connecting the Dots with Young Talent.* (5th ed.). Lisboa: Spark Agency.

Stapenhurst, T. (2009). *The Benchmarking Book: A How-to-Guide to Best Practice for Managers and Practitioners*. United Kingdom. Elsevier Ltd.

Thom, N. (2015). Talent Management through "Trainee Programmes" Conceptual Preliminaries and Research-Based Advice on the Design of Corporate Educational Programmes for University Graduates. *Organisation and Management*, 1A, 37-49. doi: 10.21608/aja.2019.27952.

Thunnissen, M. & Gallardo-Gallardo, E. (2019). Rigor and relevance in empirical TM research: Key issues and challenges. *BRQ Business Research Quarterly*. doi: 10.1016/j.brq.2019.04.003.

Ulrich, D., & Smallwood, N. (2012). What is talent?. *Leader to Leader*, 63, 55-61. doi:10.1002/ltl.20011.

Veldsman, D. (2018). The Flow@Work Model as a Talent Retention Framework for the Knowledge Economy. In Coetzee, M., Potgieter, I. and Ferreira, N. (Eds.). *Psychology of Retention – Theory, Research and Practice*. (pp. 35-52). Switzerland: Springer.

Volini, E., Schwartz, J., Denny, B., Mallon, D., Durme, Y. V., Hauptmann, M., Yan, R. & Poynton, S. (2020). *The social enterprise at work: Paradox as a path forward*. Deloitte Global Human Capital Trends. Retrieved May 23, 2020, from: https://www2.deloitte.com/content/dam/insights/us/articles/us43244_human-capital-trends-2020/us43244_human-capital-trends-2020/di_hc-trends-2020.pdf.

Waal, A., Peters, L. & Broekhuizen, M. (2017). Do different generations look differently at high performance organizations?. *Journal of Strategy and Management*, 10(1), 86-101. doi: 10.1108/JSMA-10-2015-0083.

WEF (2019). *HR4.0: Shaping People Strategies in the Fourth Industrial Revolution.* White Paper. Switzerland: World Economic Forum. Retrieved October 01, 2020, from: http://www3.weforum.org/docs/WEF_NES_Whitepaper_HR4.0.pdf

WEF (2020). *Jobs of Tomorrow Mapping Opportunity in the New Economy.* Platform for Shaping the Future of the New Economy and Society. Switzerland: World Economic Forum. Retrieved March 29, 2020, from: http://www3.weforum.org/docs/WEF_Jobs_of_Tomorrow_2020.pdf.

Yin, R. K. (2018). *Case Study Research: Design and Methods*. California: SAGE Publications.

Zehr, S. M. & Korte, R. (2020). Student internship experiences: learning about the workplace. Education + Training, 62(3), 311-324. doi: 10.1108/ET-11-2018-0236.

Annexes

1. Index of Annexes

A. Case Study Protocol

OVERVIEW OF THE CASE STUDY	
TITLE	Talent Management & Retention of Young Talents in Portugal
RESPONSIBLES	**Researcher** – Mariana Félix **Supervisor** – Professor Generosa do Nascimento
PURPOSE	Identify how Portuguese companies design and structure their Internships Programmes, in order to develop a critical analysis which will be the foundation of the Intervention Proposal.
ASSUMPTIONS	Considering the VUCA context and the driving forces of the Fourth Industrial Revolution, organisations must be able to rapidly develop adaptation strategies, maintaining as its epicentre, the human dimension – people and their experiences. Talent management involves the systematic attraction, recruitment, identification, development, engagement, retention and deployment of talents, which are of particular value to an organisation to create sustainable competitive advantage. Sustainable organisations consider, as a strategic priority, their capability to attract and retain Young Talents, to do that companies are implementing as main talent management tool Young Talent Programmes (e.g. Internships Programmes). It is imperative the development of talent retention strategies to amplify Young Talents' potential, designed accordingly with their needs and expectations for development and opportunity. Taking into consideration all the above, this project intends to investigate how Portuguese companies design and structure their Internships Programmes (analysing the talent management and retention strategies within the company). Thus, will provide relevant insights to develop a critical analysis to identify the matters of improvement and design an Intervention Proposal to Company X.
CASE STUDY OBJECTIVES	The objectives of this multiple-case study are: i. To conduct a Literature Review regarding the current challenges faced by HRM and its innovative models; explore the concepts and approaches of the Talent Management phenomenon; review The Flow@Work Model as a Talent Retention predictor; and, ultimately, offer a comprehensive understanding on how to manage Young Talents through Internships Programmes; ii. To describe the Talent Management and Retention of Young Talents reality within Portuguese companies, considering a

	double perspective, from the HR team members responsible for the Internships Programmes and former and current Interns; iii. Based on the previously mentioned objectives (i and ii), to develop an Intervention Proposal aiming to improve the Talent Management and Retention of Company X's Internships Programme.

THEORETICAL PROPOSITIONS	The following contents reflect the previous theoretical research conducted about the key subjects under analysis on this project; assuming a funnel perspective (i.e. starting at a more general level before narrowing down to the specific research questions and objectives) (Saunders *et al.*, 2009):
	1. Human Resources Management
	    1.1. The current challenging context
	    1.2. Human Resources Management in the Digital Age
	    1.3. Employee Experience
	2. Talent Management
	    2.1. Talent Conceptualisation
	    2.2. Talent Management Approaches
	3. Talent Retention
	    3.1. The Flow@Work Model
	4. Managing Young Talent
	    4.1. Young Talents
	    4.2. Young Talent Programmes

RESEARCH PROBLEM	Identify why Young Talents are considered a strategic priority and how Portuguese companies design and structure their Internships Programmes. Understand the current talent management strategies implemented (and which are assigned to this tool) and if they lead to talent retention. Design an Intervention Proposal to Company X, based on the key findings.
RESEARCH QUESTIONS	**RQ1:** How and why are Young Talents managed and retained when they join an Internships Programme in Portugal (organisation's perspective)? **RQ2:** How are the levels of psychological work immersion of the former and/or current Interns that join an Internships Programme in Portugal (Intern's perspective)?
WORK STRUCTURE	Multiple-case study – Diagnostic & Results: • Organisational Characterisations (Company X, A, B, C and D) • Context • Talent Management (Attraction, Recruitment, Development, Retention and Deployment) • Internships Programmes (Characterisation, Development, Completion and Evaluation) • Young Talents (The Flow@Work Model Results)

	• Critical Analysis
	Intervention Proposal
	Conclusions (including Limitations)
DATA COLLECTION PROCEDURES	
SAMPLING	Non-Probability Purposive Sampling, based on the researcher judgement to select cases that will best enable to answer the research question(s) and to meet case study objectives (Saunders *et al.*, 2009).
SAMPLE SELECTION PROCESS	The target population is divided according to the RQs: i. Benchmarking of the organisations with Young Talent Programmes part of Portuguese rankings recognized for their best practices; ii. Current and/or former Interns within the companies under analysis (participants will be identified after the interview by the HR team member).
DATA SOURCES	• Primary Sources: Members of the Human Resources Department (e.g. the one in charge for the Young Talent Programmes), and current and/or former Interns. • Secondary Sources: Websites, relevant available online publications and internal company documentation (i.e., provided during the data collection process) related to the organisations under analysis.
DATA COLLECTION	In the present project the data collection will follow a mixed-method research, in which qualitative and quantitative research will be used in order to answer different research questions (Bryman, 2012).
DATA COLLECTION TECHNIQUES	• Primary Sources: i. Qualitative Research Method: throughout semi-structured interviews, based on a list of themes and questions to be covered (Saunders *et al.*, 2009); ii. Quantitative Research Method: throughout the questionnaire, mainly based on the Psychological Work Immersion Scale (Veldsman, 2013); • Secondary Sources: i. Qualitative Research Method: throughout the collection of relevant supplementary information from websites, relevant available online publications and internal company documentation.
DATA ANALYSIS TECHNIQUES	
CONTENT ANALYSIS	To conduct the analysis of the qualitative information gathered in the semi-structured interviews in both groups (i.e. diagnostic and benchmarking), will be followed a content analysis approach (Bardin, 2016). Each interview will be audio-recorded and subsequently transcribed (using the actual words from interviewer and interviewees)

	and saved as a separate word-processed file (Saunders *et al.*, 2009) using Word part of Microsoft Office 365. Subsequently, the content analysis will be based on computer-assisted qualitative data analysis software (CAQDAS) relying on MAXQDA 2020.
STATISTICAL ANALYSIS	The quantitative analysis will be performed using IBM SPSS Statistics 26 to perform the descriptive statistical analysis of the data collected. The database will be exported from Google Forms to an Excel file, and at last, inserted on the previously mentioned software.
DOCUMENTAL ANALYSIS	The relevant supplementary information gathered during the project will be examined with a documental analysis that aims to provide a convenient way to represent the information, through processing procedures (Bardin, 2016).

Source: Adapted from Yin (2018)

B. Data Collection Plan

	DATA COLLECTION PLAN	
PHASE 1	**Sample Selection** – Organisations' Benchmarking	**Start:** December 23rd, 2019 **End:** January 8th, 2020
	Interview Script Development – Based on the Literature Review and aligned with the RQs and case study objectives	**Start:** December 23rd, 2019 **End:** January 8th, 2020
	Informed Consent – Participation	**Start:** January 6th, 2020 **End:** January 8th, 2020
	Invite for Collaboration – Send the e-mail to the companies	**Start:** January 8th, 2020 **End:** March 4th, 2020
	Interview Schedule – Arrangements of time and place/channel	**Start:** January 9th, 2020 **End:** May 14th, 2020
	Conduct the Interviews	**Start:** January 27th, 2020 **End:** June 1st, 2020
PHASE 2	**Design the Questionnaire**	**Start:** February 15th, 2020 **End:** March 14th, 2020
	Instrument Requisition and Author's Permission	**Start:** February 22nd, 2020 **End:** March 7th, 2020
	Sample Selection – Current and/or former Interns of the Organisations' under analysis (that accepted the invite)	**Start:** March 25th, 2020 **End:** May 29th, 2020
	Invite for Collaboration – Interviewee (from Phase 1) send the e-mail with the link (Google Forms Platform) to the Questionnaire	**Start:** March 25th, 2020 **End:** May 29th, 2020
	Responses Collection	**Start:** April 1st, 2020 **End:** June 3rd, 2020

C. Request for Collaboration in the Study

Subject: Pedido de Colaboração – Tese de Mestrado ISCTE-IUL
E-mail:

Bom dia,

O meu nome é Mariana Félix e sou aluna do Mestrado de Gestão no ISCTE *Business School*, com o presente e-mail gostaria de solicitar a colaboração da **[Empresa]** no meu projeto de tese, orientado pela Professora Doutora Generosa do Nascimento, através da realização de uma entrevista.

Tendo em conta os novos desafios que as organizações enfrentam na gestão de pessoas, nomeadamente na gestão e mobilização do talento jovem, este projeto procura determinar quais são os fatores que influenciam os jovens na decisão de permanência nas empresas.

Neste sentido, estando a **[Empresa]** no TOP 10 da Exame, como uma das Melhores Empresas para Trabalhar em Portugal / das Empresas mais Atrativas de Portugal da Spark Agency, gostaria de perguntar se seria possível entrevistar o/a responsável pelos Programas de Talento Jovem, de modo a realizar um Benchmarking das melhores práticas relacionadas com Programas de Trainees a nível nacional.

Agradeço desde já o tempo dispensado. Estarei disponível para prestar qualquer tipo de esclarecimento adicional, bem como agendar uma data.

- **Telemóvel**: **[999 999 999]**

Os melhores cumprimentos,

Mariana Félix

Muito Obrigada!

D. Permission to Use the PWIS Instrument

Subject: Permission Request PWIS - Portuguese Research Study
E-mail:

Good morning,

Dear Mr. Dieter Veldsman,

I am a Portuguese Master's student at the ISCTE *Business School* (Lisbon, Portugal) completing a thesis in Management focus in HRM, more particularly about Youth Talent Management and Retention. I am writing to ask written permission to use the *Psychological Work Immersion Scale* (PWIS) in my research study. My research is being supervised by my Professor Generosa do Nascimento, Assistant Professor at ISCTE Business School part of the Department of Human Resources and Organizational Behaviour.

The study aims to determine what are the factors that influence the decision of young people to stay in companies, considering the new challenges that organizations face in people management (e.g. VUCA World of Work, Fourth Industrial Revolution, etc.), namely in the management and retention/mobilization of youth talent. The analysis context falls on the Trainees Programs implemented in organizations – the company's selection was based on the analysis of different rankings of reference in Portugal).

The methodology I defined for my project combines both, qualitative and quantitative methods. In a first instance, it is intended to conduct an interview, with an estimated duration of between 30 and 45 minutes, where questions will be asked about the importance of Talent Management and the promotion of a Positive Employee Experience for the organization, particularly regarding the Trainee Program (characterization, development, completion and evaluation of the trainees).

After this phase, I intend to apply an online questionnaire, directed to employees who are almost finishing or have already finished the Trainees Program and remained in the company (in need here to obtain the selection of the participants concerned, with the support of the company). The present request regarding the use of the PWIS, will be used in the develop of the previous mentioned, online questionnaire.

I would also appreciate receiving copies of supplemental material that will help to administer the test and analyse the results; for example, (1) the test questionnaire, (2) the standard instructions for administering the test, and (3) scoring procedures.

In addition to using the instrument, I also ask your permission to reproduce it in my thesis appendix. The thesis will be published in the ISCTE-IUL Repository at https://repositorio.iscte-iul.pt/?locale=en.

I would like to use your PWIS under the following conditions:
- I will use the PWIS only for my research study and will not sell or use it for any other purposes

- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript.

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

Sincerely,
Mariana Félix

Student's Contact Information:

mstfx@iscte-iul.pt

https://www.linkedin.com/in/mariana-teixeira-félix/

Supervisor's Contact Information:

generosa.nascimento@iscte-iul.pt

https://www.linkedin.com/in/generosa-do-nascimento-05146799/

E. Interview Script

Empresa:	Local:
Entrevistado/a:	Data:

Introdução: Clarificação dos objetivos da entrevista e da participação da Empresa neste projeto. Solicitar a gravação da entrevista de modo a facilitar o processo de análise de conteúdo. Esclarecer qualquer dúvida ou questão dos participantes.

GESTÃO DE TALENTO

Q1: Na sua organização como percecionam o conceito de talento?

Q2*: Qual é o papel atual das pessoas na indústria tecnológica e qual o seu papel futuro?

Q3: Em termos gerais, uma organização deve adaptar a sua estratégia de gestão de talento às exigências associadas à Indústria 4.0?

Indústria 4.0: Combinação das tecnologias de conectividade e da interação entre os domínios físicos, digitais e biológicos – Inteligência Artificial, robótica, automação, IoT – desencadearão, alterações significativas nas organizações, no mercado de trabalho e nas pessoas.

Q4: Existe um sistema formal de gestão de talento? Quais as etapas que compõe o sistema de gestão de talento? Que medidas são implementadas para atrair e identificar talento para a organização?

Q5: Qual a importância que o Employer Branding assume para a atração e retenção dos melhores talentos?

Q6*: Existe uma integração entre a estratégia de recrutamento e seleção, a avaliação de desempenho e a formação e desenvolvimento?

POSITIVE EMPLOYEE EXPERIENCE

Q7: Como caracteriza o EVP (Employer Value Proposition) da sua empresa (tudo o que os Colaboradores usufruem por integrarem a empresa, incluindo não só a remuneração e benefícios, mas também oportunidades de carreira, experiências internacionais e a cultura organizacional)?

Q8: Existem condições para mobilidade interna dos Colaboradores?

Q9: Sabendo que todas as componentes do EVP da empresa contribuem para uma Positive Employee Experience. Qual considera ser o impacto desta componente na permanência das pessoas da empresa?

Q10: Existem diferenças entre a gestão de talento aplicada aos trainees e aos restantes Colaboradores?

PROGRAMA DE TRAINEES

1. Caracterização do Programa de Trainees

Q11: Quais são os principais objetivos da empresa ao realizar o Programa de Trainees? Quais são os objetivos específicos deste Programa e qual é o público-alvo? Qual a duração do Programa?

Q12: Como é que é feita a identificação da área à qual o trainee deverá ficar alocado? O trainee ficará sempre alocado à área inicial, ou passará por outras áreas (rotação)? Que áreas? Todos os trainees passam por essas áreas?

2. Processo de Desenvolvimento dos Trainees

Q13: Como é que é feita a integração dos trainees na empresa? (Existe algum procedimento específico de acolhimento do trainee?)
Q14: Como é que é feito o acompanhamento do trainee ao longo de todo o Programa?
Q15*: Como é que são identificadas as necessidades de desenvolvimento ou formação do trainee?

3. Conclusão do Programa de Trainees

Q16: A empresa costuma reter os trainees após o Programa? Quais são os critérios de retenção? Qual é a taxa de retenção dos trainees como colaboradores da empresa após a conclusão do Programa? Que tipo de contrato é realizado entre a empresa e o trainee se este for integrado na empresa?
Q17*: Após a conclusão do Programa, os trainees são alocados a que tipo de posições na empresa? Existe a possibilidade de assumirem funções de chefia?
Q18: Quais foram os motivos para que os trainees não terem permanecido na empresa no final do Programa?

4. Avaliação do Programa de Trainees

Q19: Considera que os Programas de Trainees permitem a aquisição e desenvolvimento de competências dos trainees?
Q20: Por último, considera que os Programas de Trainees trazem valor acrescentado à empresa? Porquê?

Note: *Questions marked with * were eliminated after the Pilot Interview.*

F. Informed Consent

O presente estudo surge no âmbito da realização da Tese de Mestrado de Mariana Sofia Teixeira Félix (mstfx@iscte-iul.pt), aluna do Mestrado de Gestão da **ISCTE** *Business School*, sob a orientação da Professora Doutora Generosa do Nascimento (generosa.nascimento@iscte-iul.pt) – que poderão contactar caso pretenda esclarecer uma dúvida ou partilhar algum comentário. A **[Empresa]** foi convidada a participar neste estudo, tendo em consideração o reconhecimento das suas boas práticas no domínio da Gestão de Recursos Humanos.

O estudo tem por objetivo determinar quais são os fatores que influenciam os jovens na decisão de permanência nas empresas, tendo em conta os novos desafios que as organizações enfrentam na gestão de pessoas, nomeadamente na gestão e mobilização do talento jovem. Neste sentido, o contexto de análise recai sobre o domínio dos Programas de Trainees implementados nas organizações.

Pretende-se a realização de uma entrevista com duração estimada entre 30 a 45 minutos, onde serão colocadas questões sobre a importância da Gestão de Talento e da promoção de uma *Positive Employee Experience* para a organização, bem como acerca do Programa de Trainees (caracterização, desenvolvimento, conclusão e avaliação do mesmo).

De modo a facilitar o tratamento da informação recolhida, proceder-se-á à gravação da entrevista, caso concorde. Selecione, por favor, com um "X" se concorda com a gravação da entrevista ___ ou se não concorda ___.

Não obstante a sua participação no presente estudo, gostaria de utilizar a identificação da empresa, bem como o seu nome e respetivo cargo no decorrer na realização da Tese de Mestrado, aquando da referência à **[Empresa]**. Selecione, por favor, com um "X" se autoriza a divulgação da identidade da empresa, do seu nome e cargo ___ ou se não autoriza a divulgação desta informação ___.

Encontro-me à disposição para facultar o texto final da presente investigação no que concerne à **[Empresa]** se me for solicitado.

A participação no estudo é estritamente **voluntária**: pode escolher livremente participar ou não participar. Se tiver escolhido participar, pode interromper a participação em qualquer momento sem ter de prestar qualquer justificação.

Declaro ter compreendido os objetivos de quanto me foi proposto e explicado pela investigadora, ter-me sido dada oportunidade de fazer todas as perguntas sobre o presente estudo e para todas elas ter obtido resposta esclarecedora, pelo que **aceito** nele participar.

_____(local), _____/_____/_____(data)

Nome:

_____

Assinatura:

_____

G. Questionnaire

Platform: Google Forms

Introduction:

O presente questionário surge no âmbito da realização de um estudo que pretende determinar quais são os fatores que influenciam os jovens na decisão de permanência nas empresas, nomeadamente na gestão e mobilização do talento jovem. Neste sentido, o contexto de análise recai sobre o domínio dos Programas de Trainees implementados nas organizações.

As perguntas presentes neste questionário referem-se à forma como experienciou o seu trabalho, e, respetivo ambiente de trabalho, nos últimos meses. O tempo médio de preenchimento do questionário é cerca de 10 minutos.

O estudo é de carácter voluntário, sendo que a decisão de participação é livre e pessoal, podendo negar participar ou desistir a qualquer momento. De acordo com as normas da Comissão Nacional de Proteção de Dados, é garantida a confidencialidade e anonimato das respostas, pelo que os dados serão tratados em termos de população respondente e não serão rastreados aos respondentes individuais.

Poderá contactar caso pretenda esclarecer uma dúvida ou partilhar algum comentário, a responsável pelo estudo:

- Mariana Sofia Teixeira Félix (mstfx@iscte-iul.pt), aluna do Mestrado de Gestão da **ISCTE** *Business School.*

Ao avançar, está a aceitar participar no estudo e autoriza o tratamento das suas respostas no processo de investigação.

- Concordo em participar neste estudo.

Por favor, leia atentamente cada questão e selecione uma das respostas que melhor descrevem como se sentiu/sente relativamente ao seu trabalho, e, respetivo ambiente de trabalho. Responda, de acordo com o seu grau de concordância com os itens presentes em cada categoria.

Antes de dar início ao questionário, indique o Código de Participação que lhe foi atribuído: _____

The Psychological Work Immersion Scale – Portuguese Version
(Veldsman, 2013)

FATOR	CATEGORIA	DESCRIÇÃO	ITEM	DISCORDO TOTALMENTE	DISCORDO	CONCORDO	CONCORDO TOTALMENTE
F1	**Eficácia da Gestão** *(Manager Effectiveness)*						
F2	**Feedback Positivo** *(Appreciative Feedback)*						
F3	**Eficácia Interna da Equipa** *(Intra-team effectiveness)*						
F4	**Ligação Estratégica** *(Strategic Connection)*						
F5	**Motivação do Colaborador** *(Employee Motivation)*						
F6	**Comprometimento do Colaborador** *(Employee Commitment)*						
F7	**Absorção** *(Absorption)*						
F8	**Congruência Individual** *(Individual Congruence)*						
F9	**Ambiente Facilitador** *(Enabling Environment)*						

Note: For confidentiality reasons it will not be presented the full version of the instrument.

Programa de Trainees

FATOR	CATEGORIA	ITEM
F10	Indique a sua situação face ao Programa de Trainees	**F1001.** Estou a frequentar
		F1002. Já participei e está concluído
F1001A	Permanência na Empresa no final do Programa de Trainees Tendo em consideração a possibilidade de permanecer na empresa após a conclusão do Programa de Trainees que está a frequentar, indique:	
	Esfera Organizacional	**F1001A01.** Existem oportunidades para ser integrado(a) nos quadros da empresa
		F1001A02. Não existem oportunidades para ser integrado(a) nos quadros da empresa
	Esfera Individual	**F1001A03.** Sim, quero continuar na empresa
		F1001A04. Não, vou deixar a empresa
F11	Duração do Programa Indique qual a duração do Programa que está a frequentar ou que já finalizou:	**F1101.** 6 meses
		F1102. 9 meses
		F1103. 12 meses
		F1104. 14 meses

		F1105. 18 meses
		F1106. 24 meses
		F1107. Outro. Qual?

Caracterização Demográfica

FATOR	CATEGORIA	ITEM
F12	Género	**F1201.** Feminino
		F1202. Masculino
		F1203. Prefiro não responder
		F1204. Outro
F13	Idade	**F1301.** 18-21 anos
		F1302. 22-25 anos
		F1303. 26-29 anos
		F1304. >29 anos
F14	Habilitações Literárias (Nível de Escolaridade Completo)	**F1401.** Ensino Secundário
		F1402. Licenciatura
		F1403. Mestrado
		F1404. Mestrado Integrado
		F1405. Pós-Graduação
		F1406. Doutoramento
		F1407. Outro. Qual?
F15	Área de Formação	**F1501.** Ciências
		F1502. Saúde
		F1503. Tecnologias (incluindo Engenharias)
		F1504. Agricultura e Recursos Naturais
		F1505. Arquitetura, Artes Plásticas e Design
		F1506. Ciências da Educação e Formação de Professores
		F1507. Direito, Ciências Sociais e Serviços
		F1508. Economia, Gestão e Contabilidade

		F1509. Humanidades, Secretariado e Tradução
		F1510. Educação Física, Desporto e Artes do Espetáculo
		F1511. Outra. Qual?
F16	Experiência Profissional	**F1601.** < 1 ano
		F1602. 1 – 2 anos
		F1603. 3 – 4 anos
		F1604. ≥ 5 anos
F17	Procura Ativa de Emprego Atualmente estou ativamente à procuro de uma nova oportunidade de trabalho?	**F1701.** Sim
		F1702. Não

Obrigada pela sua participação no estudo.

H. Content Analysis of Company X Interviews

CONTENT ANALYSIS – DIAGNOSTIC INTERVIEWS					
CATEGORIES	**SUB-CATEGORIES**	**UNITS OF CONTEXT (EXAMPLES)**	**UNITS OF ANALYSIS**	**Nº (INDICATOR)**	**FREQUENCY (%)**
Context	Talent Concept	"(...) I'm already starting to see some indications that point to the inclusion of other criteria in this concept of talent."	**Object Approach**	1	0,75%
		"(…) in fact, talent crosses what is performance and potential."	**Subject Approach**	1	0,75%
		"(…) much seen in this perspective of promotion to positions that involve leadership of people, teams or organisation (…) there is a concept that is the special few, we have or we do not have an organisation that is future-proof with regard to leadership potential" "(...) what is more developed is the leadership one."	**Exclusive Approach**	3	2,26%
		"(…) employees are considered Top Talent or Talent, i.e., it is already considered that all people have talent (...)"	**Inclusive Approach**	1	0,75%
	Talent Strategy Adaptation (Industry 4.0)	"Yes, clearly. All the process and the Employee Life Cycle, and the entire talent cycle must fully adapt to this new reality and these new technologies." "(…) The demands that businesses are going through are constantly growing, through market trends, (...) digital transformation, that is, as we grow and especially Company X, which is making the way (...), we have new requirements"	**Processes Reinvention**	8	6,02%
		"(…) I think basically talent management is the ability to look not only at people, but at skills, at behaviours, and especially, at the organisation's ability to adapt to these requirements" " (…) Because we hear about new skills, new functions, new knowledge, we increasingly realize that this is difficult to find in the market, we are all looking for it, so (...) the next bet is on up-skilling and re-skilling". "(…) the up-skilling and re-skilling increasingly looks at this, which is to allow employees to invest on their careers (...) the company must be able to offer these solutions."	**Investment in People's Development - Up-skilling e Re-skilling**	5	3,76%
		"(...) at some point you're going to start to see people jumping from one company to another to gain knowledge. And, I think that's the trend and that's what's going to happen, the loss of talent to other organisations, when we don't meet the expectations they have."	**Impact on Talent Retention**	1	0,75%
TOTAL				**20**	**15,04%**
Talent Management	Characterisation	"Yes, there is a formal talent management system." "Talent management (...) is clearly something that is transversal to the entire Employee Life Cycle (...)" "(...) there are initiatives designed to attract, recruit, develop and retain our employees (...)"	**Formal System**	4	3,01%
	Attraction	"Talent management at Company X ... there is an impact on the attraction, especially for the Youth."	**Young Talent**	2	1,50%

		"(...) I think Employer Branding is a way of communicating who we are, and it's a way to help us call people who identify with our purpose, culture, (...) And we try to get our Employer Branding to bear a lot about the life at the organisation, what we believe, how we want to connect with our customers, and with the society in general." "(…) the work that is being done (by the Talent team) together with the Brand, more and more the bet is on getting done together (...)" "At the level of attraction, I think that the Employer Branding, no doubt, I think that an excellent job is being done here in this sense, of attracting talent, much more from a Youth perspective, I think that at the level of Professionals, it is starting to be done now." " (…) at the Youth level there is a very strong part, both of the presence we have in universities, of the Pitch Bootcamps, we try to be in these magazines of Talent Portugal, (...) we have a very strong contact, at the level of campaigns also to get out some things in terms of Press, the "Stories of Company X"". "(…) If we communicate correctly, even with the attributes that are effectively real and reflect our value proposition, we will have the right people, that is, people who make fit with the same culture, since it is people who associate with the same attributes and who come to work with us, that will consequently bring better results in terms of recruitment, i.e. we will have more applications, and more quality in applications also (…)". "(…) and then we will also have more retention, that is, the best people and the people that we effectively want to be with us, will stay in the company" " (…) Having ambassadors, having the person who's doing function X saying that's what he/she does, that's what attracts people, that's what attracts people, we have to give voice, it's to show what we do here, it's to show faces, it's to give voice. And to give voice to all levels, to all ages, to all races, to all creeds, to share these stories, and the more diverse we are, the best (...). I think when it comes to Employer Branding, we have done a good path, and we have a lot to explore yet too, but we're giving voice."	**Employer Branding**	6	4,51%
		" (…) here we talk about life insurance, health insurance (...), holidays (...) the extra vacation days, (...) at this point we have 28 days of vacation (...)" "(…) a set of benefits that are very operationalized here by the activity of our "Club Company X" (...) are discount plans, in clothing stores, in catering, in hospitality" "(…) if you have the possibility of an international career, if you have the possibility of project management, if you have the possibility of career progression (…)" "(…) we have a Corporate University that allows us to develop (...) skills (...)" "(...) the possibility of having training and certifications – one of our policies is to support higher education studies." "(...) work-life balance (...) having a career that allows them to also reconcile with their personal life, most people (...)" "(...) a good working environment, (...) we do not wear a tie, we have an informal dress code (...)" "(...) the relaxed way people communicate, with which they meet (...)" "(…) the purpose of our culture, of our values (…)" "(…) people are all well-disposed, are available to help (...)"	**EVP**	3	2,26%

		"(...) how do you live the day-to-day in the company and in the teams, what is the environment and culture in which they will work (...)" "(...) the pride to be part of Company X is completely transversal to any target (...)"			
	Recruitment	"(...) when I look at the attraction, I look at recruitment as a key role, (...) the experience I have in recruitment, is what will lead me to accept or not, and, it is during the selection process that we have the possibility to sell the organisation, to show the value that the company has, what are the benefits, if you have the possibility of an international career, if you have the possibility of project management, if you have the possibility of career progression, and this is in fact an organisation in which career management is yours, you are the owner and master of your own development."	**External Recruitment**	1	0,75%
		"Internal Recruitment (...) we have a system (i.e. SuccessFactors) where we can see all the open job positions not only for Portugal, but for other countries – and internal mobility can also be for other countries where Company X is present" "(...) we always move forward first with the process internally, before the external (...)" "(…) When we communicate (...) we seek to make a link to development. People who are interested in this opportunity should know that there are very important skills for them and that we even have a "Corporate University" that allows us to develop these skills and position people for it, because it informs those who look at the advertisement and think they meet the requirements to apply and how they should apply, and to those who are further away which way they can take to do so."	**Internal Recruitment**	4	3,01%
	Development	"(...) Another very critical aspect here for our talent management is onboarding, onboarding makes all the difference (…) it is the first photograph that the employee will have when he is already inside (...) is when he/she begins to realize what organisational culture is like, when there will actually be an increase in the person's engagement with the organisation (...)"	**Onboarding Process**	1	0,75%
		"(...) the people's development in "Company X" is a three-party responsibility: the main responsible is themselves; the second, it is the leaders and we develop the leaderships, so that they are people who can mobilize this talent within the organisation ... finally, the HR, who must provide the tools and the resources to ensure that these opportunities are embodied." "(...) development is the ability we have to give continuous development opportunities to employees, and it is certain that it has to be the employees to go looking for it, but it needs to be there, so it is up to us to present different forms of learning, different learning methodologies, which we know we have different employees (...) increasingly look at the up-skilling and re-skilling, which is give employees the opportunity to bet on their career (...)"	**Training & Development**	6	4,51%

		"(...) has a unique system for its approximately 100,000 employees, there are many advantages to having a performance evaluation system that includes both, performance criteria and potential criteria, being the potential where you have the talent (...)" " (...) if you think of a process basically you have a time when you do the performance evaluation, (...) you have Talent Profiles for all employees, and they are invited to fill out their Talent Profile (which is the professional resume of the employee within Company X)" "(...) having the opportunity to express not only what are his/her main achievements and what are his/her trainings, but also what his ambitions are." "Performance is always validated, confirmed and evaluated by their Manager." "This Talent Profile also has a space for leadership, where Managers talk about the strengths and development needs of these people (...)" "The potential in Company X is evaluated with 4 different criteria which are: Drive, Engage, Applied Thinking, and Change; each criterion is defined, has a description, a set of behaviours that are easily observable, which allows the Manager to assess very objectively whether or not that person has potential." "(...) you can have potential at your level, the potential to do other things with greater demand or greater responsibility, extend your scope of responsibilities in your role, or it has indeed been identified that you can have a leadership role." "(...) here is a vector that cannot be forgotten, although it is not included in the model, which is Ambition. (...) personal ambition or personal guidance to take these (leadership) positions, and, this is a critical factor." "(...) obviously you look at this assessment for talent and also performance, so Top Talent and Top Performers, here have different conditions for the retention of these people." "(...) there is a Talent Review that is made at this point, with the Managers, with the HR Business Partners, and usually with me and/or with the colleague, in which we discuss this Top Talent and the plans that may eventually exist for he/she in terms of development. (...) realize what person I have there and how he/she has been evaluated by their Manager throughout his/her path in the company." "(...) this formal moment also has implications for reward, the whole part of compensation and bonuses, obviously we look at this assessment, at the talent and also at the performance (...)"	**Performance Appraisal & Potential**	15	11,28%
		"(...) therefore, what we want is for each of them to do their job and show their talent, so that when the opportunity arises we have capable people (...) in the best position to compete with their colleagues to achieve that opportunity (…) " "(...) mobility is progressing, which means that it can perform a set of functions that allows you to have a more comprehensive knowledge of the organisation and work, and thus be better positioned to assume a function, if that is the case, with a higher responsibility"	**Career Progression**	7	5,26%
		"(...) international opportunities exist in the short (...) term (...)"	**Internal Mobility**	5	3,76%
		"(...) when you make this succession plan, it allows you to position people and understand what the next significant move is, so that talent can be operationalized."	**Succession Planning**	4	3,01%

	Retention	(...) we know who our Top Talents are, we know who our Top Performers are, we have to do a continuous follow-up, we have to challenge them more and more, and if the leaders have identified them as such, they know that there is someone there who must be monitored in a different way, it will be they who will probably also have a greater risk of leaving.	**Strategies**	3	2,26%
		"(...) the purpose of our culture, of our values (...) how do we live the day-to-day in the company and in the teams (...)" "(...) work-life balance (...) having a career that allows them to also reconcile with their personal life (...)" "(...) the good talent management is done on day-to-day life, it is done with the people's development, it is done with the opportunities that the Managers are giving to employees, which the organisation is giving employees (...)" "I think it's essential to have a clear view of the expectations of both parties, to understand exactly what the person wants from the organisation and when we can't meet, understand what can we do to not fail in this expectation."	**Job Tenure Factors**	9	6,77%
TOTAL				**70**	**52,63%**
Internships Programmememe	Characterisation	"The main objectives of the company when carrying out the Internships Programmememe are: (i) to provide young people who are in university, an approximation to the world of work, and to this professional context (...)" "(...) it's not just about the skills they develop at the university, but it's about ... what it's like to work in a team (...) that has people of different backgrounds, different ages, what it's like to respect a work schedule, what communication is like in an organisation, so it goes far beyond the function, everything the cultural aspect and the way of being in an organisational context (...)" "(...) we want to help you develop, but we also want to make you grow with us (...)" "(...) we expose our Interns to professional situations, so we don't want them to be shadowing, we want them to come to an organisational immersion programmememe (...)" "(...) much to be taken for the functions and teams next door, and, allowing them to make better informed decisions for their future, the choices they will make and the steps they will take in their training (...)" "(...) have here a support to the organisation, to the projects development (...) strategic / projects necessary for the company (...)" "(...) identify potential/talent for future opportunities in the company, i.e. build pipeline." "(...) in the background challenge these people, so that we have some information to recruit with a reduced risk our Graduates." "(...) the Interns come, have just left college (...) bring new ideas (...), bring new ways of doing things, bring new ways of thinking, provide innovation here also in the company (...)" "(...) then also bring here the encounter of cultures, backgrounds, mindsets, with the people who are already here, I think this promotes a lot diversity (...)"	**Organisational Objectives**	3	2,26%
		"The duration of the programme (...) can go from 2 to 12 months."	**Duration**	2	1,50%

		"There is no rotation, in the case of the Interns, they are assigned to a function and a concrete project." "(...) we think it's the most interesting way for people to be able to contribute and not go through multiple areas without achieving more tangible results ... they end up having a greater impact and a greater contribution in the area and also learn more if they have focused on one area."	**Allocation Area / Rotation**	1	0,75%
	Development	"It is true that currently onboarding was not done in a very structured way, except for the Summer Internships (...) in the case of long-term Internships, it is true that onboarding was not very structured, so clearly there are many opportunities for improvement here (...)" "(...) there was not exactly a special or differentiating integration, but rather they are welcomed into their teams in a normal way and this is done by the Manager, with the presentation to the team and the normal team meetings, and, the mandatory initial training (...)" "(...) I think a better onboarding plan can still be made, as we are now developing for the Remote Internships."	**Onboarding Process**	3	2,26%
		"With regard to the Internships, at the beginning it was not so much, now I am making an effort to also have a closer follow-up here, I still think there is an opportunity for more (...)" "Look at what is done today is more when they have passed, imagine, 6 months of the Intern being here in the company or in the case of the smaller stages, when it is almost finished, basically I have a talk to reflect about their Internship and next steps (...)" "(...) to understand a little bit what the experience was like, what you think here of a future, what areas interested you, and, see if there is an opportunity or not, to a potential evaluation for Graduate or something." "(...) the Youth Community Calls that are also an opportunity to follow-up, seeing how they are, perceive the mood, realize the main concerns, and go measuring the temperature a little, for me it is not ideal (...)" "There is no performance evaluation, but they have an assessment that is done with Mentor, and in some cases it doesn't occur." "(...) at this point I think there is no follow-up that is standard for all Interns and there are different levels, depends a lot on the style of the Manager (...). On the Managers' side, I think the follow-up is done, a little bit to the way it is done to other employees, that is, if there are Managers who do 1:1 with other employees, then they also do with the Interns (...) when they want to talk to the person, they pick up the phone and talk, but they don't exactly have 1:1 (...)" "(...) the feedback that is given, I think it also needs to be improved ... I think there should be more monitoring in terms of evaluation that does not exist in the Intern's case."	**Monitoring / Follow-Up**	4	3,01%
		"To provide them, they are people who have never had contact with an organisation, so they need even more a structured training plan, so I think more training and development opportunities should be provided for Interns (...)"	**Training & Development**	3	2,26%

		"(...) for Interns, I am a figure that allows here also a follow-up, so I think they end up having a different treatment or a different talent management (...)" "(...) development also has other outlines (...) I cannot assign an Intern a development programme that have a value of X, because they will be here for a short-term, and, they are not our employees, and therefore the trainings that we have for our employees (...)"	**Management Differences**	4	3,01%
	Completion	"Evaluation, which the Managers make of these Interns, because we ask the Managers if they recommend that Intern as a future employee for the company, and, we take this very seriously into account; (...)" "(...) related to the completion of studies (...)" "Evaluation of the Intern himself/herself, who will sometimes also tell us whether or not this is the company he/she wants to work for; (...)" "(...) and, of course, the one who is the most important factor in the existence of opportunities (...) to retain we have to have headcount, which is what sometimes does not allow there to be a retention (...)" "(...) " Farmer" you're going to enter in a relationship, you're cultivating that relationship, it takes time. (...) have repeated Internships in different areas, we are going to maintain this link and this relationship." "It may not be right after the Programme is complete, because you have Interns who are doing Internships with us in last year of their Undergraduate Degree, and we're only going to recruit them for a Graduate in the Master's."	**Retention Criteria**	7	5,26%
		"(...) our conversion rate from Interns to Graduates is above 50% (...)"	**Retention Rate**	2	1,50%
		"The type of contract (...) is always an effective contract [Graduates]."	**Type of Employment Contract**	1	0,75%
		"Evaluation, which the Managers make of these Interns, because we ask the Managers if they recommend that Intern as a future employee for the company, and, we take this very seriously into account; (...)" "Evaluation of the Intern himself/herself, who will sometimes also tell us whether or not this is the company he/she wants to work for; (...)" "(...) and, of course, the one who is the most important factor in the existence of opportunities (...) to retain we have to have headcount, which is what sometimes does not allow there to be a retention (...) because there are a lot of people that we would love to have on the team and continue with them, but as people go into a headcount, that headcount is something that is often our straitjacket, so we can continue to have the people on the team."	**Turnover Causes**	3	2,26%
	Evaluation	"(...) 5 years ago we had 8 Interns, and last year we had 87 (FY19/20)." "(...) in the first phase the Managers were a little more resistant to this Programme, in the sense, in which I prefer to have someone with 2 or 3 years of experience, which assures me a certain productive capacity of my team (...)" "(...) the fact that we promote this interaction between them, allows them to understand the value and potential that young people bring (...)"	**Results**	5	3,76%

		"(...) we didn't have the evaluation forms, we didn't have all the information to support the Managers and the Interns themselves, we didn't understand exactly how the Managers were dealing with this topic (...)"			
		"(...) our Interns have access to our Corporate University, including with regard to the acquisition of technical skills that allows them to apply for some exams and obtain professional certifications (...)" "(...) the soft skills of approaching the labour market end up being the main ones here (and transversal to any area)." "(...) I think it allows the acquisition of proactivity skills and initiative (...)" "(...) they will not always have access here to all the information they need, they will have to find out who they will have to talk to, it is a very complex organisation (...)" "(...) resilience (...), sometimes things are not as simple as they would like (...)" "(...) learning and experiencing new things is one of the skills that they acquire so much (...)" "(...) skills of what it is to work in an organisation, in terms of structure, create an e-mail, a presentation (...)" "(...) I think that a person who is proactive, who advances with suggestions, who shows that he/she is able to do things, (...) who makes proposals, enjoys much more (...) our teams give space for people to create and can build (...)"	**Interns' Skills Aquisition**	2	1,50%
		"Bringing this diversity of generations, perspectives, how you see things, has an incalculable value of having a population of digital natives that bring a new vision and that can contribute completely different proposals." "(...) with regard to innovation and creativity, I think we have clear examples of Interns who have excellent ideas (...) I think this is fundamental for a company to grow, and to develop, are people with a different ability to think, and, to challenge the *status quo* a little bit, and, to challenge a little what already existed and ask "What if?" (...)" "(...) we have people clearly contributing to the business, with ideas, with results, with work, with projects, so undoubtedly I think they have as much or more value than any other employee." "It has benefits also from the perspective of pipeline, not only in terms of development, but as well as to reduce costs and time, in terms of future recruitment (...)" "(...) in terms of company positioning, (...) we have Promoters, people who liked the experience, liked the culture, liked to work with us, will speak well of the company and this also enable us here a good positioning, as an employer (...)" "(...) which allows you to develop from this programme the coaching and feedback skills, not only of the Managers, but also of the Mentors of this programme." "We had to ensure that our Managers and Mentors thought of themselves as ambassadors of the programme, and as people with an impact on the development of others; (...)"	**Value-added to the company**	3	2,26%
TOTAL				43	32,33%
TOTAL				133	100,00%

I. Content Analysis of Company A, B, C and D Interviews

CONTENT ANALYSIS – BENCHMARKING INTERVIEWS					
CATEGORIES	**SUB-CATEGORIES**	**UNITS OF CONTEXT (EXAMPLES)**	**UNITS OF ANALYSIS**	**Nº (INDICATOR)**	**FREQUENCY (%)**
Context	Talent Concept	"(...) all the people within our company are talents, then what we can analyse is: (i) there are people where talent is already visible – you recognize it, and, (ii) there are people who have the talent locked, so it has to be worked (developed) (...)"	**Object Approach**	3	1,49%
		"We have a programme that is connected to our performance appraisal and potential."	**Subject Approach**	1	0,50%
		"We have a matrix, which is 1 to 5 (...) and it is outlined in this period what is the talent that that person has, the people who have in 4 and 5, will integrate a talent programme and will have training actions depending on what they are supposed to have for career progression."	**Exclusive Approach**	1	0,50%
		(...) we believe that anyone within the organisation has talent, and that if you work and focus on what you want to do, you will get there." (...) everyone has talent within the organisation, and this is very connected with the culture of the [Company] that is based on the Growth Mindset (...)" "(...) all the people within our company are talents, then what we can analyse is: (i) there are people where talent is already visible – you recognize it, and, (ii) there are people who have the talent locked, so it has to be worked (developed) (...)"	**Inclusive Approach**	2	1,00%
	Talent Strategy Adaptation (Industry 4.0)	"(...) both technical teams and support/operational teams (HR and other departments) are very much responsible for what are Agile methodologies, (...)" "(...) the mindset is already a very Agile mindset." "Our working model, our organisational structure is based on something called Holocracy." "Holocracy itself is a framework, it's an Agile organisational structure, so it's a very responsive structure." "Holocracy implies much more communication (...) we need to embrace much more all that are ways and dynamics of working that are adaptive to the need"	**Processes Reinvention**	3	1,49%
		"The constant evolution, the goal is this to train our people (...)" "(...) we have here another type of conversion programmes that also lead people to do here a reorientation of their career (...) " "(...) we work hard in this component of training, passing through various areas, to broaden the range of experiences (...)."	**Investment in People's Development - Up-skilling e Re-skilling**	8	3,98%
		"The [Company] is always changing and changing our strategy according to the demands of the market and the company's own requirements, because it looks, the profiles that we were probably looking for 2 years ago maybe today are different." "(...) profiles already with professional experience, as well as the profiles that are leaving the university – there is an intense demand for these types of profiles."	**Impact on Talent Attraction**	2	1,00%

		"(...) more than sometimes recruiting a person who has certain technical knowledge, it also counts a lot also the values of that person, the attitude that the person brings, that is (...) whether he/she is willing to learn, if he/she collaborates, the way he/she interacts with other people, is even more important, because people who have a good attitude, are those that stay longer in companies."	**Impact on Talent Retention**	1	0,50%
TOTAL				**21**	**10,45%**
Talent Management	Characterisation	"We always have a well-concerted and oiled process, to the extent that there is an interaction of both HR, (...) throughout the entire life cycle within the [Company], (...) a process that is happening from the person's entry, and in this case from the attraction of the person to the moment of departure." "We have our people management processes within the organisation (...)" "We don't have a Talent Management process."	**Formal System**	3	1,49%
	Attraction	----	**Young Talent**	0	0,00%
		"(...) we're now working more on Employer Branding than we did before. (...) to compete with many IT consultancy firms, since we are not one – in terms of Employer Branding, this firms are very strong, and we are trying to stay side by side with them." "(...) we consider that Employer Branding is fundamental not only to attract people, but also to differentiate ourselves in the market from other companies, who are obviously investing in it and want to also hire people, who have this goal and this purpose every day to attract the best talent, attract people who are effectively standing out in the market. It's very important!" "What we are trying to do now, already a joint work between Marketing and Human Resources (...)" "(...) our Communication team works very well the Employer Branding" "(...) we publish, and we have many visits and many views – it is our employees who do it." "(...) develop our brand depending on what we can offer (...)" "(...) are always ways of showing what is our way of being and (...) of living (...)" "(...) important to have this image of attraction, the [Company] is very strong in this also to the extent that it has several projects, several business areas (...) working with very strong customers internationally (...)" "(...) we do job posts on LinkedIn and other offer platforms (...)" "(...) we outline the content that shows what it is to work in the [Company] (...)" "(...) we promote what we are doing, in terms of business, social responsibility, initiatives that we organised with our employees (...)" "(...) very positive results (...) of the prizes we have won (...)" "We measure whether or not people feel pride in working in the company, and in fact the feeling of pride is always very high (...)" "(...) [Company] has been for the last 3 years (...) always considered the best company to work for, and we are appointed by people who don't work in the company, so it's based on their perception of what they see the company doing."	**Employer Branding**	10	4,98%

		"(...) Employer Branding ... helps a lot to attract and retain talent. (...) these Employer Branding initiatives, be something that happens more naturally. (...) our employees are the best ambassadors of the [Company]." "(...) everyone has a notion that they are brand ambassadors, when we go to a Job Fairs, we go with people from the technical area (...)"			
		"People today decide to come work for [Company] for the culture that we have, then it has to do as a matter of salary packages of course, of opportunities for development and career development, it is also something that is very important, and is valued by people." "(...) is a health and wellness program, where we have various activities during the day, during working hours – we have osteopath, massages, fruit in the office, nutritionist, yoga (...)" "We give 28 days of vacation, 27 plus Carnival. That's why they're even happier." "(...) Career Conversion Programmes (...) lead people here to reorient their career (...)" "(...) we believe a lot in people and what they can bring us, so from very simple things, how to give a much better quality of work, work-life balance, this is very important for us. Since the training that is quite intense for us, we have very concrete training programmes, we have a very active social policy, people who can actually do what they like, associating with [Company] – we have the possibility for all people to do sports, (...) we have the possibility for people to explore personal tastes (...)" "(...) obviously the salary is transversal to all people of course it will depend on the profile / function that plays, we try to be competitive at the business level. Then at the level of benefits, in addition to the most common benefits that all companies can offer or not, such as health insurance, mobile phone, promoting the component of work-life balance have the possibility of on parental leave for women to enjoy another 2 months that is paid in full by the [Company], and can stay 7 months at home, as well as all other actions that we develop as the approach to the community (...)" "(...) the feeling or intrinsic motivation, everything that is more intrinsic, of personal fulfilment, the feeling of, all of this you get much more easily here, (...). And the mindset is also very important, it is very easy for people to get somewhere, i.e., to accomplish something. Obviously, we also have to think about the growth of people, that is, their development (...)" "(...) when it comes to balancing with your personal life, we are a big fan of flexibility, in every way, whether working hours or workplace. (...) home office is something that is enjoyed whenever necessary (created a guideline) (...) people start at the hours they want and end at the times they want, and there is common sense here, it is contracted that people will work 8 hours a day, then how do people want to manage/distribute that time, it is at the discretion of each of them." "(...) from training, development, the part of compensation, the part of the well-being, the support we give to people as well as their families, as well as the experience and knowledge that the person acquires when working in the [Company], if the person wants to go elsewhere, goes very well prepared, and, can effectively make a difference.	**EVP**	4	1,99%

		So, I think the value is high and I think it's very good ... I think the Value Proposition is high." "If the person feels good in the organisation, respected, valued, if he/she has a good relationship with the Manager, if he/she works in a healthy team as well as in a healthy environment, it makes all the difference." "(...) the healthy environment that is lived within the organisation, that's what makes the difference, because the person has to feel good and has to have the will and work every day."			
	Recruitment	"(...) more than sometimes recruiting a person who has certain technical knowledge, it also counts a lot also the values of that person, the attitude that the person brings, that is (...) whether he/she is willing to learn, if he/she collaborates, the way he/she interacts with other people, is even more important, because people who have a good attitude, are those that stay longer in companies." "(...) What we've also done in terms of recruitment is instead of screening out, we do screening in. (...) so instead of focusing on what the person doesn't have, let's focus on what the person brings, and what the person doesn't have, we already know that the person won't bring, and we're going to help them develop." "(...) when we look at everything, we want a particular candidate to have, often people will not have everything, of course, because it is a lot (...)" "(...) all our candidates have feedback by phone call ((...) from the moment a screening call is made, feedback is always guaranteed) specific and detailed (...)"	**External Recruitment**	6	2,99%
		"(...) internal recruitment, the goal is for us to keep the right profile, in the right place, at the right time, for all people and for the organisation (...)" "(...) we have the possibility that if people are in an area (...) they can rotate to a completely different area, as long as the person has that interest/willingness, and we have that opportunity internally." "People have a lot of mobility, not only in their country, but also as to go to work in other countries, to other regions. So, it's completely open." "All roles are published internally, and some (some are not, there are many) are published externally. The rule is that they are always published both externally and internally. People can go to our tool which is Careers@[Company], and therefore people do not need the authorization of their Manager, to apply, go to the tool, apply, do the interviews and if they are better than the external candidate, (...) they take the place (...)"	**Internal Recruitment**	6	2,99%
	Development	"The person in charge of each area presents what his/her team does in full and the impact on the development of the business, seeking here the synergy between new employees, introducing ourselves, talk about the business, about the activity, but also know all a little better and break some of the initial ice, as well as get to know the organisation." "(...) so a person to stay completely onboarded in a company already takes close to 7, 8 or 9 months."	**Onboarding Process**	4	1,99%

		"(...) think about training strategically, depending on their needs." "(...) we look at the needs per team, and then individually realizing if it is feasible to carry out another training that does not contemplate the rest." "(...) the survey of training needs, but formally at the time of the performance appraisal (...)" "(...) we give a lot of training, a lot of development, we have a lot of online training, face-to-face, we have everything that is on LinkedIn (Learning) people have access (...)" "(...) on-the-job training, can be mentoring, can do shadowing (...)" "(...) people have the autonomy to do training outside of what is defined to be role, so if they want to do something else, they can do it. Every year people receive their training plan, on their page, and they know perfectly well what are the trainings that are mandatory, the ones they must do (...) then the tool itself suggests training that can be done. So, it's also very important."	**Training & Development**	6	2,99%
		"We use performance appraisal to identify training needs (...)" "(...) what they are supposed to have for career progression." "(...) we have the knowledge that we will need to replace it, we have identified someone internally who will be able to occupy that position, we will develop it and prepare them to assume this new function (...)" "(...) people stop, think and reflect on what they could have done differently, basically this is also important because we sometimes do things and learn from what we do and that is to consolidate and make people think (...)" "We abandoned previous models that we had where we were labelled people like "Key Talent", because according to our current culture it was against it, because actually what you're doing is putting a label on a person and saying you're a "Key Talent" and therefore you're not a "Key Talent"." "(...) we measure the impact that each person has on the organisation, and the impact refers to each fiscal year (...)" (...) we have evaluation cycles that happen more or less every 6 months, are 2 per year (...)" "The performance evaluation takes place at [Company] and happens strongly, we have 4 evaluation moments during the year (...)" "(...) which is what comes from the performance appraisal platform (...)"	**Performance Appraisal & Potential**	8	3,98%
		"Then we also have the career plan aspect, and this also makes the development of the internal person make it possible to progress internally, knowledge – training, then there will be also what is the development of a professional career internally." "This also has to do with the career development plan, we have several stages, several levels of career development, i.e. from 1 to 5, and 5 already includes Team Leader, Manager, Coordinator, Director. All of us internally, whether Intern or not, must complete our career plan, we when we enter. (...) we don't have to enter level 1, no, if we already have experience and are aligned with some claims corresponding to level 2, we can enter that level. And then from there, depending on what we achieve/perform,	**Career Progression**	4	1,99%

		we develop the Intern/employee for the remaining levels. This component is always aligned with career plan levels." "(...) we have here another type of conversion programmes that also lead people to do here a reorientation of their career (...)" "(...) after this analysis [performance appraisal] the Action Plan emerges, we realize what is the purpose of career development, what are the next steps to follow and what points of improvement we should identify. These topics are always outlined at this most formal time."			
		"(...) that the person liked to bet in a slightly different area, wants to try new things, we value it, the willingness and curiosity of the person (...) as long as if there is a vacancy in this particular project that the person would like to integrate." "(...) in fact when people are good and show proactivity, when they come forward and when they show that they have the ability or that they have the potential, or at least have the ability to learn, people end up occupying those kinds of roles and end up having the impact they seek." "(...) to perform completely different functions." "Yes, we can make internal mobility here both at the project level, in the areas, and geographically." "(...) expectations and what the person wants with regard to their development, points that he/she wants to explore from a career evolution perspective and that will be an important pillar (...)."	**Internal Mobility**	11	5,47%
		(...) that we follow that person's potential, not only for that role, but for another department. I think the goal is that we can develop the person internally and that the person is also satisfied and developing what is their potential internally." "Let's say we know that a Manager, a senior person is going to retire, we have the knowledge that we will need to replace him/her, we have identified someone internally who can occupy that position, we will develop and prepare him/her to assume this new role for 6 months or longer."	**Succession Planning**	2	1,00%
	Retention	"(...) throughout the year (...), we have discussions about People, and we usually have 2 discussions, 1 in the middle of the year, to understand what is the trend impact of each employee, that is, to understand who is having a high impact, who is having a low impact, who are we going to promote, there may be a retention problem here or not (...). To retain what we have, we need to consider: Do we have to promote it?; Do we have to give it a different incentive?; Do we have to accelerate and that person take on a different role? (...) when we reach the end of the year (...) we return to these conversations, now more with the year already more complete. And so, then each Manager will have to measure, i.e., assess the impact of each of their team member and define what that person's rewards will be like: bonuses, promotions, etc. So that's what we do, this is talent management." "Because from the moment a person enters the organisation, the goal is not for the person to become stationary and not pass from there, but to develop the person, evaluate their performance, and, to be able to retain what is their potential for organisational development."	**Strategies**	3	1,49%

		"(...) the goal is for us to keep the right profile, in the right place, at the right time, for all people and for the organisation, the goal is to always bring these three concepts together."			
		"Culture, values are something that we work on every day, because that also makes people stay (...)" "(...) if the environment is a positive environment, it is an environment in which people feel comfortable (...)" "(...) we make friends, we build very important relationships here, and that's what makes us stay, and I really believe that, we stay for so long in the company, because in fact, we feel that the people we work with are people in whom we recognize not only the technical value, the professional value, the level of knowledge and model, but also the most personal aspect , and interpersonal relationships." "(...) our internal policies that are a factor of retaining talent here (...) work-life balance, this is very important for us." "(...) we effectively feel that we have room to grow, space to live together, space to become better professionals and this is very important, we are not merely employees, in fact technically until we can differentiate and be very good, but feel that OK, it is worth working in the [Company] (...)" "(...) the salary is very important, we cannot deny it, but if we can give them anything that makes the day good, the day is pleasant, people feel good and feel themselves, the salary, sooner or later ceases to be a topic, a deal breaker" "We try to provide a day-to-day experience that is so enjoyable and so good that it makes people like being there and usually, when you like something, you don't want to let go." "It has a very strong impact, it's what can make the difference between staying or leaving." "(...) not only do we look at what matters to the company, to what can be added value only to the company, but also to the person and their needs, I think that's what makes people identify that there is an effective concern (...)" "What companies have to understand and what we try to do is regardless of what our competition is and what the salary values may or may not reach, according to the expectations of employees, create a good experience for them on a day-to-day life (...)" "(...) the person will feel good, will feel satisfied and motivated in their day-to-day and this makes people stay (...)"	**Job Tenure Factors**	20	9,95%
	Deployment	"When the day comes when the person decides to leave [Company] or [Company] decides to end the contract with the person, you have off-boarding, which includes exit interviews (...)" "(...) we always want to understand a little bit how the person's experience was, what suggestions can make, what improvements, what went well, which went less well, so we can get lessons learned and apply the suggestions of our employees."	**Off-boarding Process**	2	1,00%
TOTAL				**89**	**44,28%**

Internships Programmememe	Characterisation	"(...) most of the Internships we have are Curricular or Summer Internships, because we have many contacts with some schools (...). Therefore, most of the Professional Internships comes from Curricular Internships. It does not mean that if we have, for example, the need for a more junior profile and we intend to move forward with a Professional Internship, a Curricular Internship must take place first." "(...) what we see most as an Intern are effectively the Summer Internships participants, for example, that we [Company], we develop, we have a very well-defined programme for the Summer Internships" "(...) the Curricular Internships that take place quite often and annually, we have 2 periods as a rule in which we have applications in which we have the development of 2/3 projects (for each geographical area – locations of the [Company]), we submit to the university with which we have partnership / protocol, and we will then start these Curricular Internships, will happen in one of the areas" "We have 2 different types of Internships. (...) we do the needs survey, we know that there are 5 projects that will need a "resource" and that have the ability to receive a junior and to teach things, so there are 5 that we hire. It's a little *ad hoc*. We have also had different projects every year, so every summer the needs will be different, we have not yet set up any structured programme, more standard, like some companies."	**Structure Programmeme**	4	1,99%
		"(...) create an impact on what is the labour market, have your first experience (...)" "Our goal is always to develop skills, both technical skills, but here maybe that's not the beginning, to focus more on transversal work skills, (...) that can acquire a lot of skills, what it's like to work as a team, what it's like to work with pressure, what it's like to manage your time, what it's like to organise your work, that is, to help create a little work method." "(...) from there we will be able to develop and guide (...) guiding people to growth in the company." "(...) we chose Internships because teams need one more person (...) Based on this need, having space and having capacity, i.e., there are people to train a junior (...)" "(...) are an excellent pipeline, to recruit for our [Graduates] Programme (...)"	**Organisational Objectives**	10	4,98%
		"People who are finishing their Undergraduate's Degree or finishing their Master's Degree (...)"	**Target Audience**	4	1,99%
		"(...) 3/4/5 months depends on the Curricular Internship period of each university (...)" "(...) are in the company from 9 to 12 months." "(...) Summer Internships – which lasts for 2 months (...)"	**Duration**	6	2,99%
		"(...) in a Curricular Internship does not happen, because you have a purpose you have defined goals to fulfil until the end of the Internship, so starting during that period you will be in that project (...)" "There is no rotation, the Intern is always in the same area." "It happens in the Summer Internships (it is already part of the design) (...) which lasts for 2 months, go through different areas (...)" "We don't rotate. It is very complex to get into the [Company], the processes, the way we work, realize the business, etc. In this sense, we think it's not productive (...) I think	**Allocation Area / Rotation**	7	3,48%

		they need time to understand what they're doing (...) They ended up not consolidating anything."			
	Development	"There is no different onboarding for Interns, (...) if more people come in on that date, they all come in together ... the onboarding process is exactly the same." "If it's a Summer Internship, those people in that period will obviously enter all the same time having their onboarding." "(...) in an email with confirmation/information about the first day (...)" "(...) there is always a Mentor who is assigned, for all people regardless of whether they are an Intern or an effective employee (with 1 year of experience or 10 years), this figure of mentoring is always present, at the onboarding of any employee (...)" "(...) have an onboarding Buddy, a Graduate from the previous year, who was once an Intern or so who never was, but who liked and offers to help (...)" "(...) receive the kit "New Joiner Kit" (with the backpack, PC, all work stuff and some goodies, as well as some stuff to set up your PC)." "(...) we deliver a Welcome Guide and offer a few small gifts to new employees." "(...) all administrative and legal processes, also have some initial trainings that are mandatory to all employees (...)" "(...) where they receive a set of information about [Company] (...)" "(...) have an onboarding with HR, where we explain the culture, the values (...)" "(...) in which they have group dynamics (...)"	**Onboarding Process**	7	3,48%
		"(...) will have the opportunity to be side by side with a more senior element of that project – the Mentor, and will be for the entire Internship (...), according to the objectives proposed by the [Company] for that Intern." "(...) at the outset will be a person who is already in the company, has greater availability to do the follow-up at that time, i.e. there is a set of criteria for the person to be selected for Mentor (some experience, that at the level of training can also do this monitoring, if you have questions, the person will help you, if there is a problem). So, the rule is that needs to be someone within the team (...) have that element of mentoring, yes." "Interns also have the connects and do their assessment. (...) the follow-up is very close with the Manager, with regular meetings, are objectives are defined at the beginning of the Internship in a connect (...). The follow-up is always done by the Manager (...)" "(...) what we do is when the Internship ends, we make an evaluation of each Intern (...)" "We try that whenever they leave the company, before it happens, we are given feedback. (...) and in terms of internal improvements that we can do."	**Monitoring / Follow-Up**	7	3,48%
		"(...) we do have a very elaborated training and integration plan for our Interns." "(...) then Interns have access to training, such as a normal FTE (Full-time equivalent), i.e. they can have access to technical training, training that is available on our websites (...)"	**Training & Development**	5	2,49%

		"(...) more technical teams, (...) obviously will recognize perhaps the need to explore a new tool, technology, language (programming), which in unison is necessary for the team (...)"			
		"I think the only difference is more follow-up (...) to the extent that obviously you will have a much greater monitoring, much more daily, in which you have autonomy, there is the responsibility of your work, but obviously there is a much greater reinforcement, of all that is your work and there is this more daily and more effective monitoring (...)"	**Management Differences**	5	2,49%
	Completion	"Because for us they represent an investment, if we have an Intern here and we are training and developing them is because we will need them." "We don't do an Internship just by doing, our primary goal is always, that the person stays with us, after that Internship if the person has that willingness, and if there is an alignment with us. (...) if it does perform positively, we're going to want it to stay internally at [Company]" "(...) if they had positive feedback, their entire journey was indeed positive throughout the whole process of both Internship and an initial phase of integration, people are staying with us (...)" "(...) their goals are not framed in what it is to have a full-time job and it is not always possible to have part-time (...)" "(...) most of the Interns we have, unless there is no need on the part of the team (...) we usually retain the Interns we integrate into the company."	**Retention Criteria**	13	6,47%
		"(...) I can remember 3 Interns who were not: 2018 – 1 person of 4 Interns (this person did not stay because he wanted to continue for Master's Degree); 2019 – (summer) Only 1 person who did the 3 months, but then left to go to Master's Degree; and we had another 1 person who between September and February did part-time, did not continue because it was going to Erasmus. This summer, 5 entered, were 3 stay as full-time employees. It's not bad in terms of retention rate." "Interns retention rate: Around 80%."	**Retention Rate**	2	1,00%
		"(...) after the Internship, contracts can be fixed-term or uncertain-term."	**Type of Employment Contract**	2	1,00%
		"It may be by performance, i.e., in fact the person did not correspond to the expected, did not reach what was proposed to him/her at the Internship. It may be the person's decision, whether or not to stay; or not so we want to stay with the person and we have no vacancy, it can also happen."	**Turnover Causes**	6	2,99%
	Evaluation	----	**Results**	0	0,00%

		"(...) our know-how and it is not only technical, this is something that we reinforce a lot, for us it is very important all our strengths that can help build a good professional (...)" "(...) in terms of working method, soft skills, other formats, other cultures, other ways of being (...)" "(...) it allows them to join in company, to experience new, different things, to learn to work in a business context (...)" "(...) it is a way of experimenting and acquiring skills: organisation, presentation, collaboration, learning to manage time, dealing with the fact that you can't do certain things, understanding how the corporate world works, how to talk to that person, how I can get that, the importance of creating a network within the organisation." "Undoubtedly, it is in practice that we can develop them, but it is dependent on your will and initiative (...)" " (...) therefore, here the ownership of learning is not exactly in the company."	**Interns' Skills Aquisition**	5	2,49%
		"The Interns are very good, because they ask questions ... – why, how, when, where is it written? – and, it is with them that we realize that there are things that are so obvious to us that we are already here and know, but that are not for those who come from outside (...)" "They bring greater added value to the company, because they bring new ideas, bring diversity, bring energy, bring new perspectives, different ways of thinking, new knowledge, younger people sometimes know things that older people do not know (...)" "The goal is that the knowledge of these people will also bring us knowledge (organisation), I think sharing is one of the most important things that can exist at the organisational level."	**Value-added to the company**	8	3,98%
TOTAL				91	45,27%
TOTAL				201	100,00%

J. SPSS: Statistical Analysis Outputs

Statistics

		Gender	Academic Qualifications	Area of Studies	Work Experience	Currently looking for a new job opportunity?
N	Valid	54	54	54	54	54
	Missing	0	0	0	0	0

Gender

		Frequency	Percent
Valid	Female	26	48,1
	Male	28	51,9
	Total	54	100,0

Age

		Frequency	Percent
Valid	18 - 21 years	4	7,4
	22 - 25 years	35	64,8
	26 - 29 years	12	22,2
	> 29 years	3	5,6
	Total	54	100,0

Academic Qualifications

		Frequency	Percent
Valid	High School	2	3,7
	Bachelor's Degree	23	42,6
	Master's Degree	20	37,0
	Integrated Master's Degree	6	11,1
	Postgraduate Degree	3	5,6
	Total	54	100,0

Area of Studies

		Frequency	Percent
Valid	Tecnologies (including Engineering)	15	27,8
	Architecture, Fine Arts and Design	2	3,7
	Law, Social Sciences and Services	8	14,8
	Economics, Management and Accounting	27	50,0
	Humanities, Secretarial and Translation	2	3,7
	Total	54	100,0

Work Experience

		Frequency	Percent
Valid	< 1 year	23	42,6
	1 - 2 years	23	42,6
	3 - 4 years	7	13,0
	≥ 5 anos	1	1,9
	Total	54	100,0

Currently looking for a new job opportunity?

		Frequency	Percent
Valid	Yes	5	9,3
	No	49	90,7
	Total	54	100,0

Programme Duration_Group

		Frequency	Percent
Valid	Up to 6 months	25	46,3
	7 months and over	29	53,7
	Total	54	100,0

Internships Programme Current Status

		Frequency	Percent
Valid	I'm participating	21	38,9
	I have already participated and it is completed	33	61,1
	Total	54	100,0

Retention after Programme - Organisational/Business Scope

		Frequency	Percent	Valid Percent
Valid	There are opportunities to join the company's staff	15	27,8	71,4
	There are no opportunities to join the company's staff	6	11,1	28,6
	Total	21	38,9	100,0
Missing	System	33	61,1	
Total		54	100,0	

Retention after Programme - Personal Scope

		Frequency	Percent	Valid Percent
Valid	Yes, I intend to stay in the company	12	22,2	57,1
	No, I will leave the company	9	16,7	42,9
	Total	21	38,9	100,0
Missing	System	33	61,1	
Total		54	100,0	

Internships Programme Current Status * Currently looking for a new job opportunity? Crosstabulation

| | | | Currently looking for a new job opportunity? | | |
			Yes	No	Total
Internships Programme Current Status	I'm participating	Count	5	16	21
		% within Internships Programme Current Status	23,8%	76,2%	100,0%
		% within Currently looking for a new job opportunity?	100,0%	32,7%	38,9%
		% of Total	9,3%	29,6%	38,9%
	I have already participated and it is completed	Count	0	33	33
		% within Internships Programme Current Status	0,0%	100,0%	100,0%
		% within Currently looking for a new job opportunity?	0,0%	67,3%	61,1%
		% of Total	0,0%	61,1%	61,1%
Total		Count	5	49	54
		% within Internships Programme Current Status	9,3%	90,7%	100,0%
		% within Currently looking for a new job opportunity?	100,0%	100,0%	100,0%
		% of Total	9,3%	90,7%	100,0%

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	,400	,003
	Cramer's V	,400	,003
N of Valid Cases		54	

K. SPSS: PWIS Outputs

Descriptive Statistics

New Computed Variables	N	Mean	Std. Deviation
(F1) Manager Effectiveness	54	3,7160	,38530
(F2) Appreciative Feedback	54	3,1605	,52101
(F3) Intra-team Effectiveness	54	3,6991	,36140
(F4) Strategic Connection	54	3,1898	,45799
(F5) Employee Motivation	54	3,3642	,46364
(F6) Employee Commitment	54	3,5093	,40621
(F7) Absorption	54	2,6157	,41412
(F8) Individual Congruence	54	3,2361	,33441
(F9) Enabling Environment	54	3,5247	,39175

L. Ecosystem Mapping Worksheet

How to Use It

Starting with the user, follow the question prompts to explore the behaviour that the Design team ideally want the user to adopt. From there, work through the questions under community, services, and institutions.
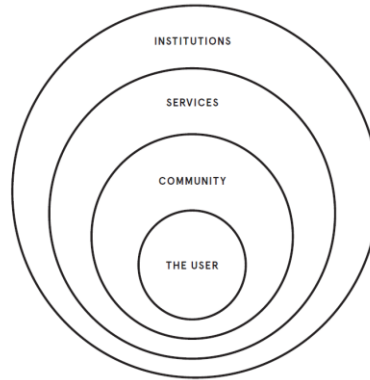
Source: Adapted from Ecosystem Mapping worksheet[13]

The questions in each category lead to define shifts, or changes, that might be needed. These are an important final output from the exercise, so capture these in an organised way. The categories and questions presented are intended to get to start. It is needed plenty of Post-its and wall space to map out potential influences, as well as collaborators who have good knowledge of the challenge.

---

[13] Define Your Audience https://www.designkit.org/methods/define-your-audience

COMMUNITY
The household and social networks around our user

Which individuals or groups play an important role in the user's life?

For each group consider:
Is this a group a fan or a skeptic, with regard to what we want our user to achieve?
In what ways does they support or block the user?
What is the power dynamic between this group and the user—who has influence or control?

Finally:
Based on the above, what kinds of shifts might be needed within this group?

SERVICES
The services & resources available to our user

Which services does the user need to achieve their goal?

For each service consider:
What kind of access does the user have to this service
Is it good quality?
What challenges does the user face accessing the services?
What challenges do the service providers face in delivering the service?
Is this service, or its providers, something we might need to design for?

Finally:
Based on the above, what kinds of shifts might be needed with this service?

INSTITUTIONS
The systems & policies that influence our user's rights and freedoms

What are the rights and freedoms that the user needs to achieve their goal?

For each right or freedom consider:
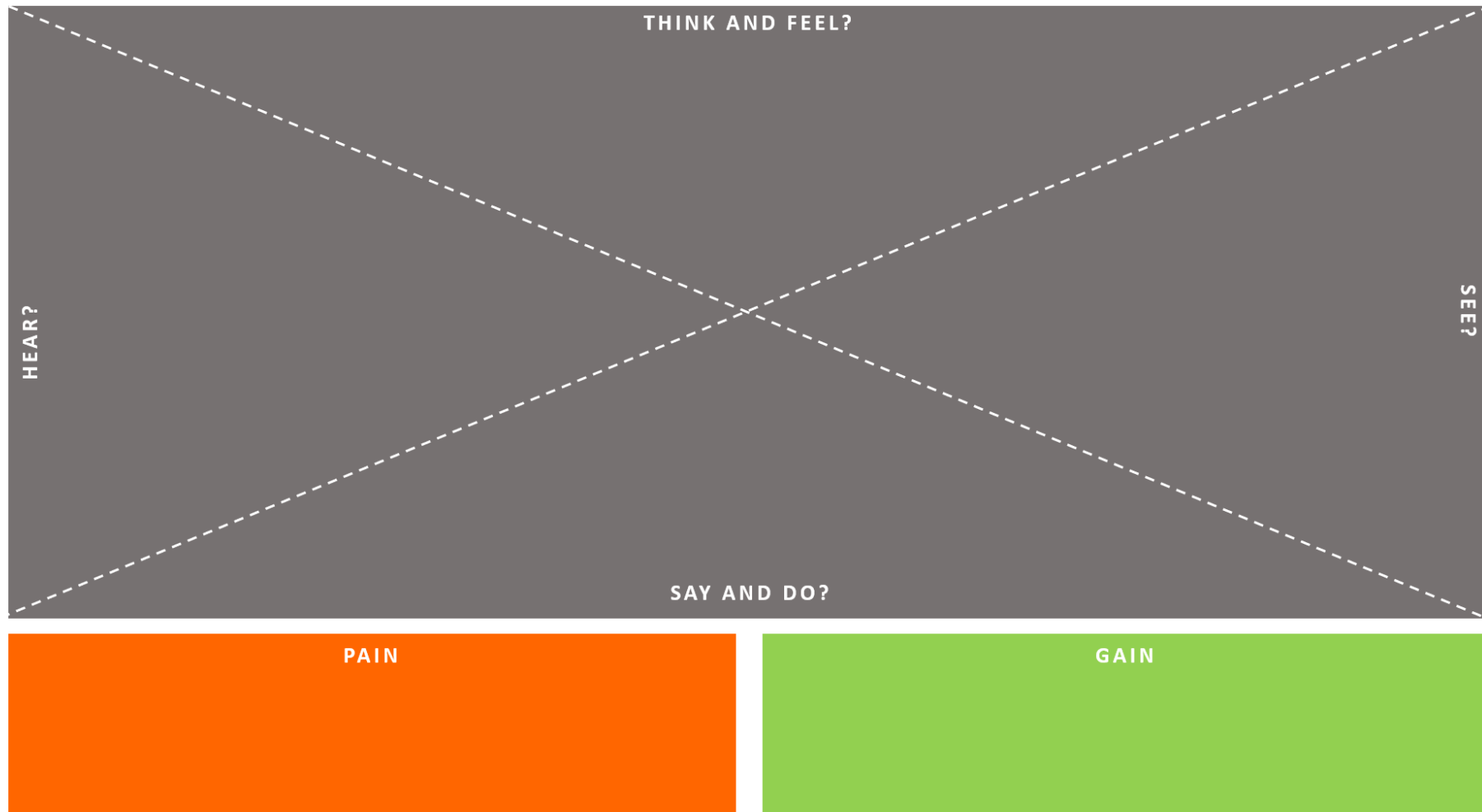Does the user experience barriers or unequal access to this right or freedom?
Which systems and policies support the user with regards to this right or freedom? Which ones discriminate?

Finally:
What should we consider as constraints or levers as we tackle this challenge?

{NOTE: Program funders, governments and other influencing bodies might sit in this category too} thing we might need to design for?
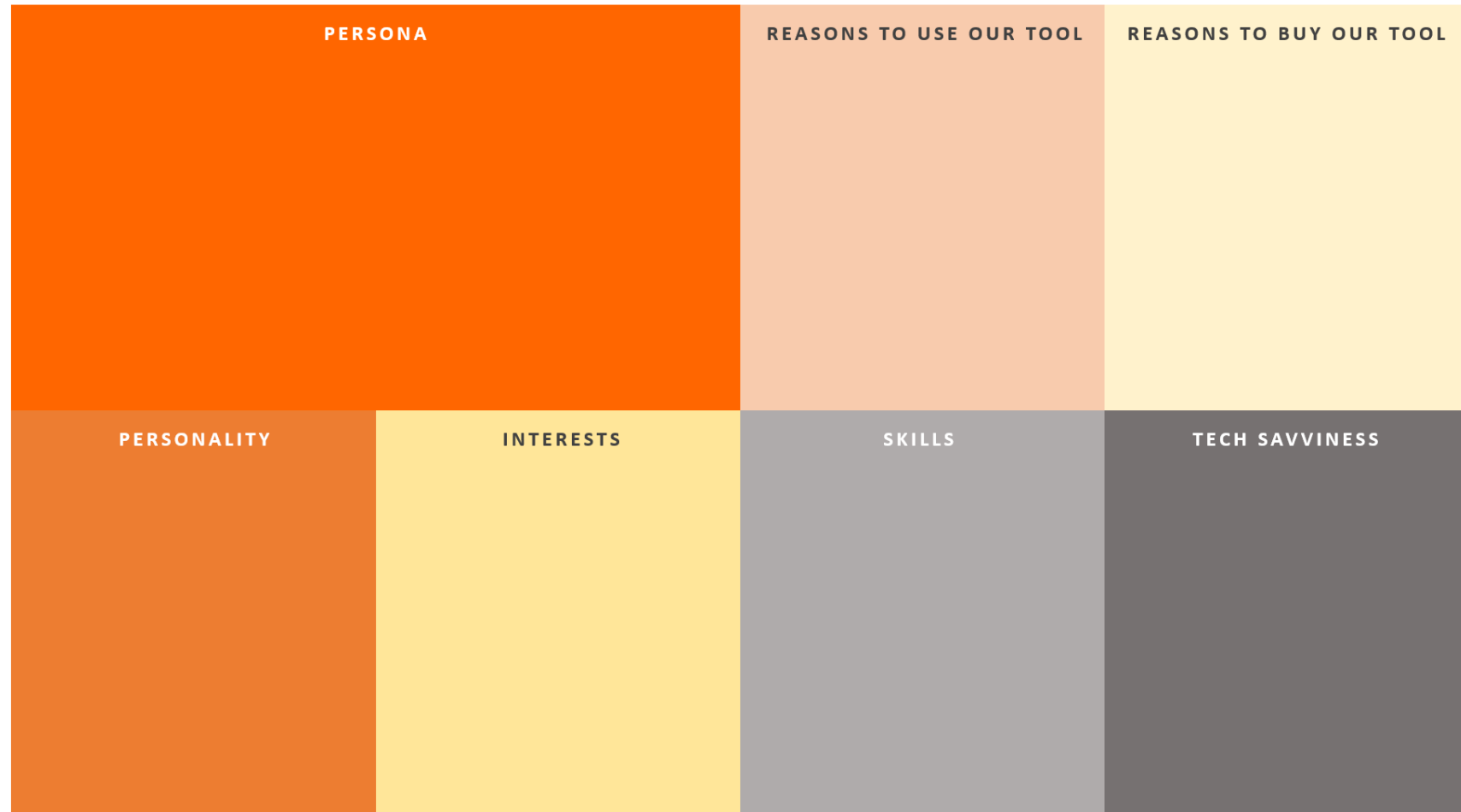
M. Empathy Map Template

THINK AND FEEL?

HEAR?

SEE?

SAY AND DO?

PAIN

GAIN

Source: Adapted from Empathy Map Template[14]

N. Personas Template

PERSONA		REASONS TO USE OUR TOOL	REASONS TO BUY OUR TOOL
PERSONALITY	INTERESTS	SKILLS	TECH SAVVINESS

Source: Adapted from Personas[15]

---

[15] Personas Template https://miro.com/templates/personas/

O. Impact-Effort Matrix

HIGH IMPACT

LOW EFFORT

HIGH EFFORT

LOW IMPACT
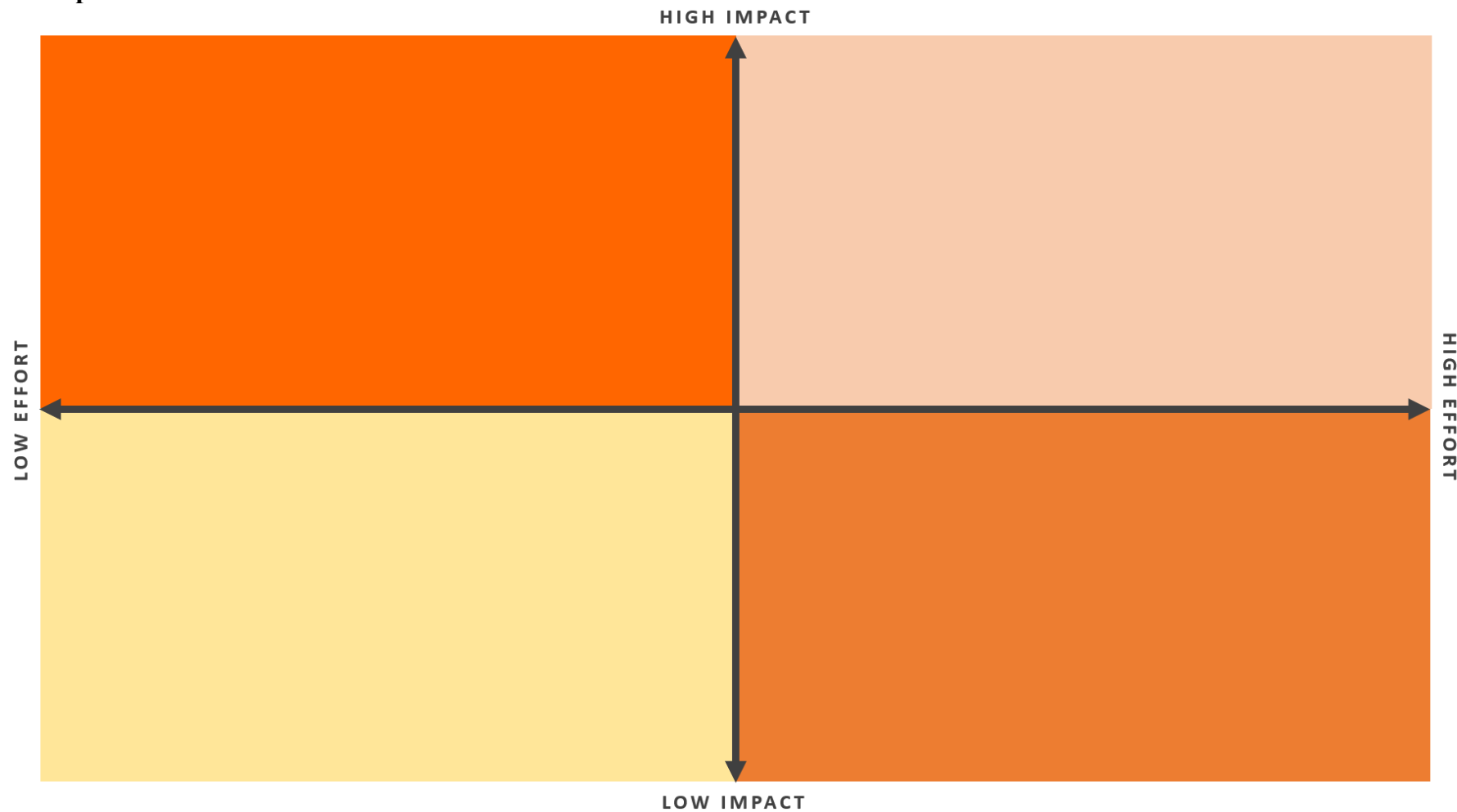
Source: Adapted from Impact-Effort Matrix[16]

---

[16] Impact effort matrix https://miro.com/templates/impact-effort-matrix/