

**Effective inclusive talent development in enhancing B40 youth employability in
Malaysia: A proposed framework**

By

Darshana Darmalinggam

2021

Thesis in partial consideration for the Master of Research Degree
'MRes Business and Management'

Abstract

Talented citizens build a strong nation with right human resources and are the gateways to success and prosperity. In this regard, governments worldwide have embarked aggressively in building their internal talent pipeline for multiple reasons such as to avoid dependency on foreign labours, to stimulate local talent development and to support the achievement of knowledge-based society goals. In its Shared Prosperity Vision (SPV) 2030, Malaysia aspires to uplift the bottom 40% (B40) household income group by addressing wealth and income disparities. By 2030, the nation seeks to eradicate poverty via provision of employment opportunities and career progression plans. However, a grey area exists between the nation's aspirations and the nation's actions towards poverty eradication. Despite umpteen efforts aimed at the upliftment of the B40 group, the nation lags behind its targeted outcomes in spite of various policies being drawn out. This delay is attributable to the mismatch between government policies with that of organisational practice and industrial requirements in regard to B40 youth's knowledge, skills, abilities and attitude. Past studies have attested to the notion of increased employability as a result of skillset development. However, talent development practices globally have been catered towards exclusive, 'A', 'star', or 'high-performing' employees instead of an inclusive approach. This research sets to address the gap mentioned above by studying the effectiveness of talent development as a key talent management tool in creating an inclusive equitable society within the context of Malaysia's B40 group. From a pragmatic perspective, a sequential mixed methodology approach is used in the study. Focus group interview sessions and one-to-one semi-structured interviews were conducted online with a total of 11 representatives from multi-stakeholder groups. Findings from the qualitative study and literature were then jointly utilised in developing a testable research framework. The quantitative methodology had a final sample size of 373 consisting of Malaysian B40 youths that have undergone training. The mixed methodology found three key insights. (1) Training is important in uplifting the B40 youth in line with Malaysia's SPV goal of poverty eradication, as inclusive talent development via training was found to enhance B40 youth employability in Malaysia. (2) Pre-training checks or assessments and post-training follow-ups are imperative. (3) Proactive measures by multi-stakeholders are crucial in the success of B40 youth training towards enhanced employability. The study provides a framework in which the mismatch of resources acquired by the unemployed B40, also known as the less privileged in talent management literature, and the resources required by the industry can be curtailed. Effectively, the findings could potentially contribute to the Ministry of Human Resources and other relevant authorities who aim to regulate, govern and provide jurisdictions to parties involved. The findings could help them improve the management of B40 talent in Malaysia while bridging the gap between the high- and low-income group towards an equitable inclusive nation.

List of Publications and Conference Proceedings from this Study

Kaliannan, M., Darmalinggam, D., and Dorasamy, M. (2021) 'The relationship between talent development and talent management: Systematic Review', *Human Resource Management Review*, Vol. X, No. Y, pp. xxx-xxx. [in press].

Kaliannan, M., Darmalinggam, D., Dorasamy, M. and de Pablos, P.O. (2022) 'Talent development towards an inclusive equitable society: a dearth of knowledge', *International Journal of Learning and Intellectual Capital*, Vol. X, No. Y, pp. xxx-xxx. [in press].

Kaliannan, M., Darmalinggam, D. and Dorasamy, M. (2021) 'Rethinking Talent Management Strategies in Malaysia's Tourism Sector post COVID-19', *ASM Science Journal*, Vol. X, No. Y, pp. xxx-xxx. [in press].

Darmalinggam, D. and Kaliannan, M. (2021) 'Critical success factors for inclusive talent management in Malaysia', *ASM Science Journal*, Vol. X, No. Y, pp. xxx-xxx. [in press].

Darmalinggam, D., Kaliannan, M., and Dorasamy, M. (2021) 'Proactive measures to eradicate poverty in Malaysia: A shared prosperity vision', *F1000Research*, Vol. X, No. Y, pp. xxx-xxx. [in press].

Maniam, K. & Darshana, D. (2020). Rethinking Talent Management Strategies in Malaysia's Tourism Sector post COVID-19. Paper presented at University of Nottingham Tri-Campus Online Conference, 14th -18th December 2020.

Darshana, D., Maniam, K. & Mathew, A. (2020). Critical success factors for inclusive talent management in Malaysia. Paper presented at University of Nottingham Tri-Campus Online Conference, 14th -18th December 2020.

Maniam, K., Darshana, D. & Magiswary, D. (2021). Rethinking Talent Management Strategies in Malaysia's Tourism Sector post COVID-19. Paper presented at YSN-ASM International Scientific Virtual Conference (ISVC), 29th March -1st April 2021.

Darshana, D. & Maniam, K. (2021). Critical success factors for inclusive talent management in Malaysia. Paper presented at YSN-ASM International Scientific Virtual Conference (ISVC), 29th March -1st April 2021.

Darshana, D. Maniam, K., Magiswary, D. (2021). Proactive measures to eradicate poverty in Malaysia: A shared prosperity vision. Paper presented at Digital Futures International Congress (DIFCON 2021) – International Conference on Technology and Innovation Management 2021 (ICTIM) Virtual Conference, 21st – 23rd June 2021.

Acknowledgement

First and foremost, I sincerely offer my gratitude to my first supervisor Dr. Maniam Kaliannan, my guiding principal, my guru, my motivator and my strength in completing this thesis. His patience in answering all my queries and resolving all problems widened my knowledge. He also helped in unifying all my ideas into one cohesive research piece. Moreover, he has played a huge role in getting me onboard this MRes programme as a research assistant. To my second supervisor, Dr. Mathew Abraham, I thank him for his constant support throughout the course of the study.

I would also like to thank Dr. Tang Kin Boon, my lecturer and the head of postgraduate programmes, who has played a huge part throughout my MRes journey. I would like to extend my thanks to Dr. Seow Hsin Vonn for the knowledge imparted on quantitative research methodology, Dr. Patricia Ang for her guidance through research methodology courses and Dr. Risky Harisa Haslan for her qualitative research guidance. Special thanks go to Dr. Magiswary Dorasamy, a lecturer in MMU Malaysia who guided and assisted in the usage of NVivo for qualitative data analysis. I extend my gratitude to all other lecturers and Nottingham University staff who have played a role in my MRes journey.

I would like to express my thanks and appreciation to the Ministry of Higher Education Malaysia as well for the research grant (grant number FRGS/1/2019/SS03/UNIM/02/1) under the Fundamental Research Grant Scheme to undertake this research on talent management.

I express special gratitude towards my parents without whom concluding this research would not have been a success. Their unending support and motivation made my work-from-home journey throughout the COVID-19 pandemic a success. Special appreciation goes to my boyfriend as well for his constant encouragement and motivation throughout my stressful MRes work-from-home days. His moral support allowed me to reach the MRes end line quicker without compromising on quality in my best spirits. Thank you to all other family members and close friends as well for keeping abreast with my research work.

My utmost gratitude as well to all interviewees and coordinators who helped in sending out questionnaires, and to all respondents for their invaluable time and effort in making this study a success despite their busy schedules.

Above all, I thank the Lord for his grace and blessings.

Table of Contents

Abstract	2
List of Publications and Conference Proceedings from this Study	3
Acknowledgement.....	4
List of Tables.....	8
List of Figures	9
List of Abbreviations.....	10
Chapter 1 – INTRODUCTION.....	11
1.0 Introduction	11
1.1 Problem Statement	13
1.2 Research Purpose and Research Questions	16
1.3 Research Objectives	17
1.4 Significance of Research	18
1.5 Definition of Key Terms	20
1.5.1 Talent	20
1.5.2 Talent Management	21
1.5.3 Inclusive Approach	21
1.5.4 Talent Development	21
1.5.5 Inclusive Talent Development	21
1.5.6 B40 Youth.....	22
1.5.7 Employability	22
1.5.8 Multi-stakeholders	22
1.5.9 Shared Prosperity Vision (SPV).....	22
1.6 Thesis outline.....	23
Chapter 2 – LITERATURE REVIEW	24
2.0 Introduction	24
2.1 Evolution of Talent Management	24
2.2 Talent Management Strategies.....	26
2.3 Talent Management Needs and Practices	28
2.4 Talent Management Challenges.....	30
2.4.1 Internal Talent Management Challenges	30
2.4.2 External Talent Management Challenges.....	31
2.5 Talent Development as a Key Talent Management Tool.....	32
2.6 Talent Development–Talent Management Relationship	33
2.6.1 Exclusive Talent Development.....	33
2.6.2 Inclusive Talent Development: Under-researched area	39
2.7 Talent Management in Malaysia.....	40
2.7.1 Disparity between household income groups	41
2.7.2 Nationwide aspirations and policies.....	43
2.7.3 Current State of Talent in Malaysia.....	45
2.8 Theoretical Perspective of Talent Development	46
2.8.1 Ability, Motivation and Opportunity (AMO) Theory	46
2.8.2 Stakeholder Theory	47
2.8.3 Resource-based View Theory.....	47

2.9	Initial Research Framework Variables.....	47
Chapter 3 – METHODOLOGY.....		49
3.0	Introduction	49
3.1	Research paradigm.....	49
3.2	Qualitative Methodology	49
3.3	Quantitative Methodology.....	51
3.3.1	Direct hypotheses	52
3.3.2	Mediation hypotheses	52
3.3.3	Moderation hypotheses.....	52
3.4	Data Collection and Sampling.....	52
3.5	Analysis Procedures	55
3.5.1	Demographic Data	55
3.5.2	Partial Least Squares Structural Equation Modelling (PLS-SEM).....	55
3.6	Research Methodology Summary	62
Chapter 4 – FINDINGS.....		63
4.0	Introduction	63
4.1	Qualitative Research Findings.....	63
4.1.1	Demographic Results	63
4.1.2	Research Question 1 Results	65
i.	Details of training courses from three stakeholders' perspectives	65
ii.	Trainer and trainees' perception of training success.	67
iii.	Trainees' perception of training.....	67
4.1.3	Research Question 2 Results	69
i.	Pre-training knowledge, skills and abilities checks/assessments by training provider.	69
ii.	Post-training follow-ups by training providers.	70
4.1.4	Research Question 3 Results	71
i.	Challenges faced in B40 youth training and action plans.	71
ii.	Interest of B40 youth group.....	72
v.	Emphasis in governance framework on B40 youth [refer to Table 14].....	74
vi.	Strategic perspective on strategic plans to maximise benefit and minimise challenges of B40 youth training programmes for employment, entrepreneurship, reskilling and upskilling [refer to Table 15].	75
4.1.5	Qualitative Research Findings Summary	76
4.2	Quantitative Research Findings.....	79
4.2.1	Demographic Results	80
4.2.2	Path modelling (Reflective indicators).....	86
4.2.3	Mediation Analysis	94
4.2.4	Categorical Moderator Analysis (Gender)	95
4.2.5	Summary of Quantitative Research Findings	96
Chapter 5 – DISCUSSION AND CONCLUSION		97
5.0	Introduction	97
5.1	Overall Purview based on Research Objectives.....	97
5.1.1	Research Objective 1	97
5.1.2	Research Objective 2	98
5.1.3	Research Objective 3.....	98
5.1.4	Research Objective 4.....	100
5.1.5	Research Objective 5.....	101
5.1.6	Research Objective 6.....	101
5.2	Recommendations to Multi-stakeholders in Malaysia	102
5.2.1	Government/Policymakers	102

5.2.2	Training Providers	104
5.2.3	B40 Youth.....	104
5.3	Theoretical, Practical and Managerial Implications of the Study	105
5.5	Limitations of the Study.....	106
5.6	Future Research Suggestions.....	107
5.7	Conclusion.....	108
<i>References</i>		<i>110</i>
<i>Appendices</i>		<i>122</i>
	Appendix A: Semi-structured interview guide – to policymakers	122
	Appendix B: Semi-structured interview guide – to training provider	124
	Appendix C: Semi-structured interview guide – to trainees	125
	Appendix D: Questionnaire – to trainees.....	126
	Appendix E: Plagiarism Report.....	134

List of Tables

Table 1. Quotes from literature attesting to exclusive talent development practices.....	34
Table 2. PLS-SEM minimum sample size and number of arrows.....	53
Table 3. Breakdown of questionnaire sections	54
Table 5. Latent constructs, reflective indicators and items	57
Table 6. Demographic details of interview participants.....	64
Table 7. Details of training courses	65
Table 8. Trainees' five-year outlook	67
Table 9. Trainees' advice to other B40 youth.....	68
Table 10. Post-training trace studies by training providers	70
Table 11. Post-training role of training provider	70
Table 12. Types of training wanted/needed by B40 youth.....	73
Table 13. Measures to identify and pool B40 youth for training.....	73
Table 14. Selected excerpts on governance framework targeted for B40 youth	74
Table 15. Selected excerpts on strategic plans to maximise benefits of B40 youth trainings	75
Table 16. Summary of qualitative research findings	76
Table 17. Breakdown of respondents according to age group (detailed)	81
Table 18. Religion breakdown.....	81
Table 19. Education level breakdown	82
Table 20. Training courses attended breakdown.....	84
Table 21. Training funder breakdown.....	85
Table 22. Construct reliability and validity test results	87
Table 23. Fornell–Larcker test results before items removal.....	89
Table 24. Fornell–Larcker test results after items removal	89
Table 25. Cross loading results.....	89
Table 26. HTMT test results	91
Table 27. Inner VIF values for exogenous variables.....	91
Table 28. Bootstrapping direct effect results.....	92
Table 29. R-squared test results for endogenous variables	93
Table 30. f-square test results.....	93
Table 31. Q square test results for endogenous variables	94
Table 32. Bootstrapping indirect effect results	94
Table 33. Multigroup (gender) analysis results	95
Table 34. Summary of quantitative research findings	96

List of Figures

Figure 1. Grey area between Malaysia's aspirations and actions in practice.....	15
Figure 2. Relationship between inclusivity, talent development and equitable society.	16
Figure 3. Household group by income share distribution	41
Figure 4. Mean of monthly gross income by household income group in Malaysia from 1970–2019	42
Figure 5. Percentage of income share by household income group in Malaysia from 1970–2019	43
Figure 6. Initial proposed research framework.	48
Figure 7. Proposed research framework	51
Figure 8. PLS-SEM Two-Stage Approach.	56
Figure 9. Smart-PLS research model.	59
Figure 10. Measurement model assessment.....	60
Figure 11. Structural model, mediation and categorical moderator analysis	61
Figure 12. Summary of the research methodology employed in the study	62
Figure 13. Perception of training success by trainer and trainees	67
Figure 14. Word cloud diagram illustrating key challenges faced by policymakers, training providers and trainees	72
Figure 15. Word cloud diagram illustrating key interests of the B40 youth	72
Figure 16. Filtration of samples.....	79
Figure 17. Breakdown of respondents according to gender.....	80
Figure 18. Breakdown of respondents according to age group.....	80
Figure 19. Breakdown of respondents according to religion	81
Figure 20. Breakdown of respondents according to education level.....	82
Figure 21. Breakdown of respondents according to employment status.....	83
Figure 22. Breakdown of training courses attended by respondents	83
Figure 23. Breakdown of respondents' source of funds for training	85
Figure 24. Breakdown of respondents with the self-decision to join training	86
Figure 25. Output for measurement model assessment	88
Figure 26. Output for structural model assessment.....	92

List of Abbreviations

Abbreviations	Descriptions
AMO	Ability, motivation and opportunity theory
AVE	Average variance extracted
B40	Bottom 40% household income group
CB-SEM	Covariance-based structural equation modelling
CCC	Cross-validated communality
CCR	Cross-validated redundancy
CIPD	Chartered Institute of Personnel and Development
CSR	Corporate social responsibility
EVP	Employee value proposition
HR	Human resource
HRDF	Human Resource Development Fund
HRM	Human resource management
HTMT	Heterotrait-Monotrait Ratio of correlations
IR4.0	Industrial Revolution 4.0
JTM	Jabatan Tenaga Manusia (Ministry of Human Capital)
KSAs	Knowledge, skills, abilities and attitude
M40	Middle 40% household income group
MGA	Multigroup analysis
MITRA	Malaysian Indian Transformation Unit
MP	Malaysian Plan
NEM	Malaysia's New Economic Model
OECD	Organisation for Economic Co-operation and Development
PLS	Partial least squares
PLS-SEM	Partial least squares structural equation modelling
PLSc	Partial least squares consistent
PTPK	Perbadanan Tabung Pembangunan Kemahiran (skills development funding body)
RBV	Resource-based view theory
SDG	Sustainable development goals
SEDC	Sarawak Economic Development Corporation
SHRM	Strategic human resource management
SME	Small and medium-sized enterprise
SPSS	Statistical Product and Service Solution
SPV	Malaysia's Shared Prosperity Vision
SRI	Strategic Reform Initiatives
T20	Top 20% household income group
TD	Talent development
TM	Talent management
TVET	Technical and Vocational Education Training
VIF	Variance inflation factor

Effective inclusive talent development in enhancing B40 youth employability in Malaysia: A proposed framework

Chapter 1 – INTRODUCTION

1.0 Introduction

Talented citizens build a strong nation with right human resources and are the gateways to success and prosperity. In this regard, governments worldwide have embarked aggressively in building their internal talent pipeline for multiple reasons such as to avoid dependency on foreign labours, to stimulate local talent development (TD) and to support the achievement of knowledge-based society goals. Malaysia's Shared Prosperity Vision (SPV) 2030 aims to (1) develop all citizens in various levels through economic restructuring of full community participation towards a progressive, knowledge-based and highly valued community, (2) address income and wealth disparities by eradicating inequalities in ensuring no one is left behind, and (3) attaining a united, prosperous and dignified nation through nation building in becoming Asia's economic centre (Ministry of Economic Affairs, 2019).

The SPV 2030 was drawn out in recognition of several key issues faced by Malaysia. Among which include overdependence of foreign skilled workforce, a high percentage (72.8%) of semi- to low-skilled workforce in the present labour market, and the significantly low amount of effort being pumped into upskilling the workforce. Moreover, the median household income group disparity continues to rise. Accordingly, several strategic thrusts were outlined with one specifically catered towards human capital. Some targets set under the thrust include increasing the percentage of high-skilled workforce to 35%, 40% of HRDF-funded training should be IR4.0 skills related, 60% of SPM leavers should pursue Technical and Vocational Education and Training (TVET) and courses offered by training providers and universities will be in line with industry requirements (Ministry of Economic Affairs, 2019).

As Malaysia moves forward aggressively towards the achievement of the SPV 2030, that is, making the country a developed nation through eradication of poverty, the nation seeks to create employment opportunities and career progression plans. Thus, it requires the right talent. Realising this need, the government introduced

human capital development plan in 2010 to reduce reliance on foreign labour in their Strategic Reform Initiatives (SRIs) (National Economic Advisory Council, 2009). That goal was targeted to be achieved in 2020; yet despite all efforts, it was unsuccessful.

In the 11th Malaysian Plan (MP) and the New Economic Model (NEM), inclusive development has been highlighted as a goal to be achieved through increment of life quality across all segments with specific attention directed towards the upliftment of the bottom 40% household income (B40) group into the middle-income category (Economic Planning Unit, 2015; Institut Kajian Etnik [KITA], 2016; National Economic Advisory Council, 2009). As for the latest 12th MP, an inclusive and meaningful socioeconomic development as key goals of the SPV departs from three dimensions: 1) economic empowerment, 2) environmental sustainability and 3) social re-engineering. Non-exhaustive list with numerous sub-goals comprise each dimension. The sub-goals associated with the human resource sector include job creation for locals, management of foreign workers, B40 income elevation and work-life balance (Economic Planning Unit, 2019).

The B40 group consists of those with household income amounting to RM4360 and below (Koya, 2020). The key issue facing this group of human capital that inhibits their upliftment plan is the low level of skills acquired. Generally, those in the high-income category tend to possess highly skilled jobs and earn 3.2 times more than those in low-skilled positions (Khazanah Research Institute, 2018). In economics, the level of skills, education and other individual attributes are measures of human capital. Those measures influence the earning capacity of an individual. Therefore, to increase earning capacity, B40 individuals need to boost their level of skills and other attributes. Consequently, the government bodies of Malaysia should manage their B40 talent in a manner that enables development of these individuals' key attributes.

Although many studies have attested to TD as a talent management (TM) practice (Latukha, 2018; Tatoglu et al., 2016; Tyskbo, 2019), the majority of them support the exclusive approach to TD. However, TD is central for every employee as with the rising issue of mismatch between skills required by industry and that acquired by employees (Beaumont et al., 2016; Farndale et al., 2010). In spite of its importance, knowledge about TD and its inclusive TM perspective is fragmented. Organisations may be omitting the crucial element to TM with their current exclusive practices. For this reason, greater insights into inclusive TD are imperative to provide for a sound visualisation and conceptualisation of inclusive TD as a salient TM tool. The

contribution of this study in relation to TM literature is twofold. Theoretically, findings of the research expand the knowledge base for TD in TM literature while catalysing understandings of the relationship between TD and TM. The study also emphasises the need for more inclusive TD research in the field of TM, an under-researched area. Practically, TD as a TM practice can be approached in two ways, exclusive and inclusive. The exclusive approach concentrates on a select group of high performers or high potentials (Ambrosius, 2018; Asplund, 2020; Clarke & Scurry, 2020); whereas the inclusive approach boosts every employee to reach his/her maximum potential (Crane & Hartwell, 2019; Golubovskaya et al., 2019; Kulkarni & Scullion, 2015; Williamson & Harris, 2019). Given that exclusive TD is an expensive investment for organisations in developing countries, inclusive TD could potentially help close the gap of skills mismatch present in these countries. However, the dearth of knowledge on inclusive TD as a key TM tool calls for vast research in the area.

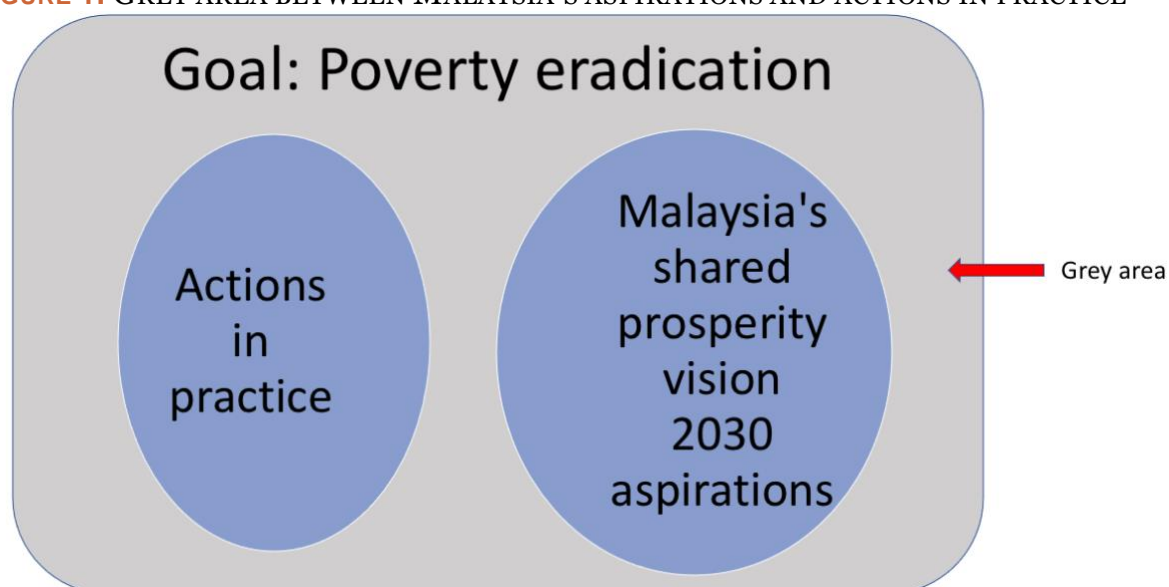
1.1 Problem Statement

Based on global literatures on TM, although there is ambiguity on the definition of the term TM itself, all of them centre around human resource activities such as recruitment, selection, development and career management and many authors highlight the importance of developing high potential or high performers, also known as 'A' employees (Asplund, 2020; Clarke & Scurry, 2020; Collings, 2014; Collings & Mellahi, 2009; Lewis & Heckman, 2006; Tyskbo, 2019; Vaiman et al., 2015). Those literatures tend to ignore or support the termination of low performers also known as 'C' performers. Most literatures tend to overlook the inclusion of less-privileged employees in terms on their skills, jobs, and position in organisations instead the focus is on the elitist group (Al Ariss et al., 2014). Exceptions like that of (Tansley et al., 2013) and Bolander et al. (2017), give regards to development of all employees, an inclusive approach rather than exclusive. However, despite the burgeoning research interest around the topic of TM, there is still a dearth of knowledge on the inclusive approach and TD as part of the key TM practice. This is rather surprising given that development of low performers has been addressed as a key TM strategy during the novel emergence of TM (Chambers et al., 1998). Practitioner literatures solely focus on exclusive TD since most organisations tend to develop only high-performers and key employees, an elitist, differentiated architecture, exclusive approach.

Malaysia's talent base has been attributed to four broad limitations, namely, poor education system, skills deficit, usage of cheap foreign labour instead of local talents, and brain drain (Wong & Day, 2019). In developing countries like Malaysia, developing high performers as such could be financially strenuous given the high cost of investment. Thus, further research on inclusive TD as a key TM tool and what constitutes it is an urgent need. Low-level employees and low performers, also known as 'C' players, need to be scrutinised in identification of candidates' willingness or potential to be developed. This need is further intensified with the increasing challenge of mismatch between industry-required skills and individual-acquired skills (Wong & Day, 2019).

In Malaysia, household income is categorised into three groups, namely, T20 (top 20%), M40 (middle 40%) and B40. The classification is based on the household income bracket every individual comprises. Household income brackets between RM10,960 or higher fall into the T20 group, those in the RM4,850 to RM10,959 bracket fall in the M40 group and those with household income less than RM4,850 are the B40 group (Department of Statistics Malaysia, 2020a). Accordingly, 16% of Malaysians fall under the B40 income group, and 37.2% are in the M40 income group. In its SPV 2030, Malaysia aspires to uplift the B40 household income group by addressing wealth and income disparities. By 2030, the nation seeks to eradicate poverty via provision of employment opportunities and career progression plans. However, there is a grey area (Figure 1) between the nation's aspirations with that of actions in practice towards poverty eradication (Ministry of Economic Affairs, 2019). Despite umpteen efforts aimed at the upliftment of B40 group, the goals have not been achieved. The nation lags behind its targeted outcomes in spite of various policies being drawn out due to the mismatch between government policies and organisational practice and industrial requirements.

FIGURE 1. GREY AREA BETWEEN MALAYSIA'S ASPIRATIONS AND ACTIONS IN PRACTICE



Source: Developed by researcher.

The B40 group in Malaysia can be characterised as the less-privileged, low or 'C' performers. The B40 group possesses skills, knowledge, abilities and attitudes that do not match those required by the industry (Wong & Day, 2019). Therefore, to eradicate such mismatch, their skills, knowledge, abilities and attitude need to be aligned with those required by the industry. Given the existing mismatch, those resources (knowledge, skills, abilities and attitude) must be developed. According to resource-based view theory (RBV), the resources that are valuable, rare, inimitable and non-substitutable need to be tapped and developed in order for an organisation to build competitive strengths (Barney, 1991). Consequently, in order for the government and respective bodies in Malaysia to realise the SPV 2030 and 12th MP goals (Economic Planning Unit, 2015; Ministry of Economic Affairs, 2019; National Economic Advisory Council, 2009), they need to know how effective the TD best practices will work globally in the creation of an inclusive equitable society in Malaysia. Specifically, how will the development of the B40 human capitals' key resources, particularly those with tertiary educational attainment as they make up the majority of those unemployed, increase their employability. Past studies have attested to the notion of increased employability as a result of skillset development (Panth, 2014; Picatoste et al., 2018; Soares & Mosquera, 2019). Skills development is critical in any TD plan as it impacts employability chances. The match of skillset attained by potential employees with that required by industry is a crucial deciding factor during employment. As per the sustainable development goals (SDG) set out by Malaysia, its 4th goal on quality

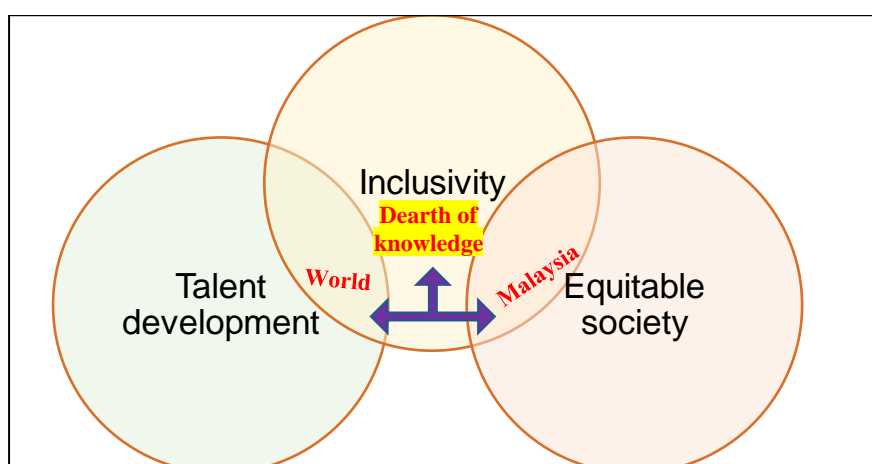
education gives rise to increasing substantially the rate of youth and adults having relevant skills for employment (Department of Statistics Malaysia, 2020b). Thus, when the B40 groups' skills are developed in line with industry requirements, their employability is likely to be enhanced.

To re-match government policies with organisational practices and industrial requirements, Malaysia could pay greater attention to inclusive TD practices targeted at the B40 youth. The B40 group represent the poverty Malaysia is currently facing. Many of the B40 group households tend to have low-level job positions or are unemployed due to mismatch or lack of the right knowledge, skills, abilities and attitude. Thus, to eradicate poverty in the long run, Malaysia could uplift the B40 youth group as they are the future generation that would determine poverty levels in Malaysia. Once they are uplifted into the M40 group, poverty would be eradicated for good as they grow up to become adults or parents of the M40 group.

1.2 Research Purpose and Research Questions

This research sets to address the gap mentioned above by exploring the effectiveness of TD as a key TM tool in creating an inclusive equitable society within the context of Malaysia's B40 group.

FIGURE 2. RELATIONSHIP BETWEEN INCLUSIVITY, TALENT DEVELOPMENT AND EQUITABLE SOCIETY.



Accordingly, this study aims at exploring the rationale of government intervention in managing B40 youth talent via training in this industrial revolution 4.0 (IR4.0). The following research questions guide the study:

- 1) To what extent is training important in uplifting the B40 youth in line with poverty eradication?
- 2) How important are pre-training checks or assessments and post-training follow-ups in uplifting B40 youth?
- 3) What are the proactive measures that stakeholders should engage in, and to what extent are they crucial in the success of B40 youth training towards poverty eradication?
- 4) What is the effect of inclusive TD via training on B40 youth employability?
- 5) What is the mediating role of training providers in the relationship between inclusive TD and B40 youth employability?
- 6) What are the significant factors affecting training providers' success in enhancing B40 youth's employability?

1.3 Research Objectives

To explore the research questions, the study adopts a sequential mixed method approach. The purpose of this two-phase, sequential mixed-methods study will be to explore participant views with the intent of using this information to develop and test an instrument with a sample from the B40 youth population. The first phase will be a qualitative exploration of B40 youth training and the rationale of government intervention by collecting interview data. Themes from this qualitative data will then be developed into an instrument so that research question 4 to 6, which emerged after the interview findings, can be tested that relate pre-training checks or assessments by the training provider, and post training knowledge, skills and abilities with the employability of B40 youth in Malaysia who have undergone training. Accordingly, these following research objectives guided the study:

- 1) Investigated the extent in which training was important towards the upliftment of B40 youth in line with poverty eradication
- 2) Explored the importance of pre-training checks or assessments and post-training follow-ups in upliftment of B40 youth
- 3) Identified proactive measures that stakeholders should engage in and to what extent they are crucial in the success of B40 youth training towards poverty eradication

- 4) Examined the relationship between inclusive TD via training and B40 youth employability
- 5) Assessed the mediating role of training provider between inclusive TD and B40 youth employability
- 6) Determined the significant factors affecting training providers' success in enhancing B40 youth's employability

1.4 Significance of the Research

This research shall contribute to the TM literature in several ways. Firstly, it expands the under-researched area of inclusive approach to TM. Literature has distinguished between an inclusive and exclusive approach to managing talent. However, this study seeks to examine the effectiveness of putting into place an inclusive measure within the context of developing B40 youth talent in Malaysia.

TD as a TM practice has been gaining popularity over the years with a peak in 2019. However, only a few studies mention the issue of inclusive TD within the context of TM. Accordingly, this study shows that TD as part of a TM practice is indeed an under-researched area within TM literature. Besides, the impact of TM systems on TD processes requires further clarification (Thunnissen & Van Arensbergen, 2015). Responding to that call for research, findings of this study expand the knowledge base for TD in TM literature while acting as a preliminary finding in understanding the relationship between TD and TM.

Besides, none of the literature has addressed TD from the perspective of ability, motivation and opportunities theory (AMO) combined with stakeholder theory. In fact, these theories together point out that an individual's skills and knowledge are essential to positive organisational outcomes alongside the importance of inclusivity practices. Both these theories explain the critical value of human capital resources in an organisation's search for sustainable competitive advantages from the RBV perspective. In support of inclusive TM practice through ability development, RBV reinstates the importance of building upon a firm's human capital (Barney, 1991; Barney et al., 2001). According to the RBV model, firm resources can be categorised into physical capital resources, human capital resources, and organisational capital resources (Barney, 1991). In this study, the focus will be on human capital resources. Human capital resources include training, experience, judgement, intelligence,

relationships and insight of individual managers and workers in an organisation. Not all aspects of these resources are strategically significant to every organisation. Human capital resource is contingent in nature. In fact, some of the attributes may hinder a firm from obtaining its intended valuable strategy (Barney, 1986). However, aspects of a resource that enables an organisation to retrieve and execute their strategies to increase efficiency and effectiveness successfully should be tapped. Therefore, in order for an organisation to create a sustained competitive advantage from its human capital resources, those resources must be valuable, rare, inimitable and non-substitutable. A resource is valuable when it can seize opportunities and neutralise threat in an organisation's environment. Rare resources possessed by an organisation would enable it to reap a competitive advantage when the value-creating strategy is not being implemented simultaneously by others. Without the ability to possess imperfectly imitable unique resources within an organisation, the valuable and rare resources that are unobtainable by others alone are insufficient to create an efficient and effective strategy. In terms of substitutability, there should be no other strategically equivalent valuable, rare and inimitable resource to replace the resources in possession. Knowledge, skills and abilities embodied in each human capital meet the valuable, rare, inimitable and non-substitutable attributes (Barney et al., 2001). Thus, more emphasis should be tailored towards the development of those attributes in human capital. By doing so, organisations could achieve a sustained competitive advantage. Thus, this study theoretically expands the literature on TM via the synchronous utilisation of AMO, stakeholder and RBV theories into a single research to provide a better understanding of inclusive TD.

Secondly, the research provides a framework in which the mismatch of resources acquired by the unemployed B40, also known as the less privileged in TM literature, and the resources required by the industry can be curtailed. Effectively, the findings could potentially contribute to the Ministry of Human Resources and other relevant authorities who aim to regulate, govern and provide jurisdictions to parties involved. The findings could help improve the management of B40 talent in Malaysia while bridging the gap between the high- and low-income group towards an equitable inclusive nation.

Thirdly, findings of this study statistically prove the significant mediating role of training providers in the relationship between inclusive TD and employability of B40

youth in Malaysia. This insight is another theoretical contribution to the growing literature base of the TM field.

Managerially, this study provides statistical findings on the Malaysian context towards relevant stakeholders in the nation to meet the SPV aspirations in a better manner. Recommendations to multi-stakeholder group emphasises the need for Malaysia to adopt effective inclusive TD practices to enhance B40 youth employability towards a developed nation via poverty eradication. Although retaining existing employees may be challenging, if the B40 youth and all employees are strategically developed to attain skills and knowledge that enable them to work in any organisation or any position with better pay, then Malaysia could eradicate and/or elevate B40 group individuals. In turn, Malaysian government and agencies can better manage B40 youth talent to increase overall economic status of the country through results of the study. Findings of this study would also contribute to the training providers in Malaysia to improve their training courses so as to be aligned with the needs of trainees and industry. B40 youth trainees would be able to self-motivate through results reported in this study, which are obtained from the B40 youth trainees themselves.

1.5 Definition of Key Terms

This section provides definition of key terms used throughout the study.

1.5.1 Talent

Majority of the literature defines talent as employees with skills or achievements highly in demand within an organisation (Clarke & Scurry, 2020; Kabwe & Okorie, 2019; Maqueira et al., 2019). Moreover, several other literature defines talent as an all-inclusive individual, in which everyone is to be viewed as talents (Crane & Hartwell, 2019; Golubovskaya et al., 2019; Williamson & Harris, 2019). This study adopts the latter, specifically talent as all individuals immaterial of age, job position, background, academic achievement or performance at work. The study extends the notion of everyone being a talent to those unemployed as well. Traditional TM literature views talent only as those who perform well in their organisations, the 'A' or 'star' employees (refer to Table 1).

1.5.2 Talent Management

Vaiman et al. (2015) defined TM as a series of strategic human resource management (HRM) practices which include (1) identification, recruitment, selection of talent, (2) identification of key talent, (3) development of employees (4) management of talent flows and (5) protection of talented human capital retention. The focus of this study, however, is on the third practice of employee development. Through employee development, all employees can become talented individuals. Thus, while securing human capital retention the need for continuous new talent flows will be reduced.

1.5.3 Inclusive Approach

To define inclusive approach consistent with literature, this study uses the widely adopted notion of all employees, immaterial of superiority, position, or experience, being considered talent. This perspective is supported by the suggestion of Valverde et al. (2013) that all employees should be treated as talent—a so-called egalitarian inclusive approach.

1.5.4 Talent Development

TD is most widely defined as the practice of developing skills and competencies of employees deemed as 'talent'. Phuong and Chai (2018) suggests that institutions and organisations should invest in TD for the improvement of necessary competencies and skills of talented staff, and such investment enables the attainment of business strategies. This study adopts Caplan's (2014) definition of TD in terms of career development to match employees' short and long-term endeavours with an organisation's needs. Such development goes beyond training courses and extends to robust assessments and feedback tools.

1.5.5 Inclusive Talent Development

Talent at all levels should be nurtured by developing all employees or potential employees through specific training courses to make them organisation- or industry-ready. Nurturing talent at all levels is in line with Bolander et al.'s (2017)

first perspective to TM, which emphasises the humanistic approach whereby all human capital's talent is developed. The humanistic approach goes hand in hand with one of the four novel strategies of TM as suggested by Chambers et al. (1998), namely, to embrace vigorous TD plans with focus on low performers, effective feedback systems, welcoming people into the job world well before they are prepared for it and getting to the root of retention issues. Vigorous TD plans for all including low performers brings us to the notion of inclusive TD used throughout the study.

1.5.6 B40 Youth

The B40 household income group are those with household income less than RM4,850 (Department of Statistics Malaysia, 2020a). For the purpose of the study, these individuals need to have undergone training and fall within the age group of 16 to 40.

1.5.7 Employability

This study defines employability as 'a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace', which is consistent with the definition of Andrews and Russell (2012).

1.5.8 Multi-stakeholders

Multi-stakeholders in this study refer to three main groups, policymakers, training providers and trainees. Policymakers are representatives of the Malaysian government that are involved in realising the nation's aspirations and goals. Training providers are private and public sector trainers who provide skills development training courses in Malaysia. Trainees are B40 youth individuals who have undergone any type of training with any training provider in Malaysia.

1.5.9 Shared Prosperity Vision

Malaysia's SPV 2030 aims to (1) develop all people in various levels through economic restructuring of full community participation towards a progressive,

knowledge-based and highly valued community, (2) address income and wealth disparities through eradicating inequalities in ensuring no one is left behind, and (3) attaining a united, prosperous and dignified nation through nation building in becoming Asia's economic centre. The SPV 2030 was drawn out in recognition of several key issues faced by Malaysia. Among which include overdependence of foreign skilled workforce, a high percentage (72.8%) of semi to low-skilled workforce in the present labour market and the significantly low amount of effort being pumped into upskilling the workforce. Moreover, the median household income group disparity continues to rise. Accordingly, several strategic thrusts were outlined with the one specifically catered towards human capital. Some targets set under the thrust include increasing the percentage of high-skilled workforce to 35%, 40% of HRDF-funded training should be IR4.0 skills related, 60% of SPM leavers should pursue TVET, and courses offered by training providers and universities should be in line with industry requirements (Ministry of Economic Affairs, 2019). Thus, in this study, SPV 2030 refers to Malaysia's nationwide goals to be achieved by 2030 with particular attention to inclusive TD of B40 youth to eradicate inequalities and address income and wealth disparities in the nation.

1.6 Thesis outline

This thesis consists of five chapters. Chapter 1 introduces the research background, problem statement, research purpose, research questions, research objectives, research contributions and definition of key terms. Chapter 2 presents a detailed literature review on TM, TD, Malaysia's nationwide goals/aspirations and Malaysia's current state on TM. Chapter 3 outlines the proposed research framework supported by the hypotheses, discusses the mixed methodology utilised for the study and the subsequent data analysis techniques. Chapter 4 presents the results from the qualitative and quantitative study. Chapter 5 presents the interpretation and discussion of the research results followed by a subsection on the conclusions.

Chapter 2 – LITERATURE REVIEW

2.0 Introduction

The field of HRM has seen an ascendancy in the past two decades. Personnel management grew into HRM and eventually into strategic HRM (SHRM). Traditional HRM focuses on individual performance, whereas SHRM targets organisational performance. In fact, SHRM looks at HRM systems as business solutions rather than HRM practices in silo. SHRM is all about building a competitive advantage through the creation of a SHRM model that strategically links a firm's HR architecture and firm performance. A firm's HR architecture is made up of its system, practices, competencies and employee performance that reflect management and development of the firm's strategic human capital. Strategic human capital development directs SHRM to the ever-growing and popular term 'talent management' (Becker & Huselid, 2006; Knies et al., 2015; Wright & McMahan, 2011).

2.1 Evolution of Talent Management

TM evolved from the novel term 'war for talent' coined by McKinsey & Company in 1997 when talent retention began to get increasingly strenuous in response to a shortage of highly skilled people (Chambers et al., 1998). Hence, organisations needed to manage talent in the competitive knowledge-based landscape in order to possess the highest quality talent available so as to succeed in the marketplace. Since then, TM has been defined in several ways, prompting Lewis and Heckman (2006) to conduct a review on the issue. As a result, Lewis and Heckman formed three distinct perspectives of TM put forth by authors in the past:

- 1) A collection of typical human resource department practices, functions, activities or specialist areas such as recruitment, selection, development and career and succession management.
- 2) Concept of talent pools – a set of processes designed to ensure an adequate flow of employees into jobs throughout an organisation.
- 3) Focus on talent generically without regard for organisational boundaries or specific positions. Talent emerges in two views – firstly, talent as high performing and high potential talent regarded as an unqualified good; secondly, a resource to be managed primarily according to performance levels, either

encourage rigorously terminating 'C' players or 'topgrading' organisation via exclusively hiring 'A' players.

On the one hand, Lewis and Heckman (2006) believe that the analogy 'TM as architecture' is best suited to add value strategically to the conceptualisation of TM as opposed to the three common perspectives discussed, which failed to contribute to the clarity of TM definition.

Hughes and Rog (2008), on the other hand, define TM as both a philosophy and a practice. They believe that TM is an implementation process of integrating HRM, both strategically and technologically, which is shared by all those in supervisory and managerial positions. There is an emphasis in specifically directing those practices on mainly high potential employees in terms of human resource planning, which includes recruitment, development, retention and succession practices. The widely shared notion of human resources as a core competitive advantage for organisations which is increasingly becoming undersupplied, is yet again iterated. In 2009, Collings and Mellahi highlighted three elements to the definition of TM:

- 1) A systematic approach to identifying key positions which vary in contribution towards the sustainable competitive advantage of an organisation
- 2) Development of high potential and high performing incumbents in order to place them in identified pivotal positions that contribute variedly towards the organisation's sustainable advantage
- 3) The significance of a differentiated human resource architecture in facilitating the appointment of competent incumbents into key positions and safeguarding their unending commitment towards the organisation

Recent articles tend to extend upon or merely adopt the novel definitions of TM during its evolution period. Valverde et al.'s (2013) definition builds upon Lewis and Heckman's third perspective as talents were considered according to loyalty, company commitment, trustworthiness and consistencies in performance. Thunnissen et al. (2013) further builds onto the same perspective by iterating that no unanimous definition has been created to explain talent. However, past literature breaks down the definition into (1) subject-object and (2) inclusive-exclusive dimensions. Accordingly, they suggest that TM models could centre around those two dimensions. For example, a narrowly defined, exclusive-subject approach model concentrates on a select group of high performers or high potentials; whereas a broadly defined, inclusive-object approach model boosts every employee to reach his/her maximum potential. Collings

(2014) adopts Collings and Mellahi's (2009) definition in his article. Subsequently, Vaiman et al. (2015) defines both talent and TM on the basis of a combination of the articles of Tarique and Schuler (2010) and Vance and Vaiman (2008). Correspondingly, talents were referred to as pivotal people in critical work positions who have or intend to have a specialised and in-demand set of known knowledge and skills. In 2017, Bolander et al. (2017) associated TM to four distinct types which revolve around (1) developing each employee's talent, (2) identifying the talented few, (3) recruiting the most talented among talents, and (4) giving talent opportunities to prove themselves.

2.2 Talent Management Strategies

Various articles have presented numerous TM strategies. The novel notion began with the founder of TM, McKinsey & Company, which suggested four strategies to tackle talent issues: (1) ensure TM is of utmost priority in the organisation of matter; (2) an employee value proposition (EVP), should there be none, is to be drawn out carefully, or if already in existence, be further refined; (3) a strategic game plan on recruitment passages needs to be dissected (4) and embrace vigorous TD plans with a focus on low performers, effective feedback systems, welcoming people into the job world well before they are prepared for it and getting to the root of retention issues (Chambers et al., 1998).

Expounding on strategy (1), Hughes and Rog (2008) identified two measures to assert the importance of TM within an organisation. Firstly, a clear definition of TM and its intended goals should be set out (Bolander et al., 2017). Secondly, a high level of top management commitment and leadership roles should be established in creating a TM mindset throughout the organisation in line with the strategic goals. For example, in a Spanish firm, team-based TM approaches are employed in fostering high levels of autonomy and creativity amongst employees to achieve organisational learning (Oltra & Vivas-López, 2013).

In relation to strategy (2) on EVP, the core of TM is to ensure a presence of value-added strategic perspectives alongside opening of new passages for research (Lewis & Heckman, 2006). Guthridge et al. (2008) expanded the concept by emphasising employer brand adaptation towards segments with varied values and expectations like generation X and Y, middle-aged women, or even a more niche segment such as

lifestyle ambitions of generation Y, which may be different in Asia and South America but similar for those in Europe and North America. Thus, multiple EVPs are necessary. In fact, an audit based on proven best practices for HRM with subsequent alterations and officialisation of those processes should be governed (Hughes & Rog, 2008).

As for strategy (3), the game plan can be thought of as an act of bolstering human resource (HR) such that those in the HRM department should acknowledge the inclusive approach (strategy 4) alongside formation of multiple contingent EVPs (strategy 2) to achieve their organisational goals (Guthridge et al. 2008). By doing so, HR leaders would possess profound business knowledge. Hughes and Rog (2008) further suggest that this game plan could be carried out through talent assessments, data management and analysis systems while simultaneously ensuring that employees obtain the required analytical skills to operate them. A robust structure and transparent line of management accountability should also be in place alongside development of an execution plan. In doing so, a differentiated HR architecture should be generated as every HR practice is contingent to specific organisational contexts (Al Ariss et al., 2014; Collings & Mellahi, 2009; Vaiman et al., 2017). Such architecture should be followed through with identification of vital talent positions and development of a talent pool (Järvi & Khoreva, 2020; Kulkarni & Scullion, 2015). A Spanish medium-sized organisation considers their employees talent according to performance and attitude in the workplace with top management always in the pool of talent base immaterial of their performance level (Valverde et al., 2013). Although no evidence shows inclusivity's superiority to exclusivity in their differentiated TM approach, there was a bias in terms of higher training provision for those in the exclusive talent pool. That very exclusive approach to TM was deemed to facilitate more engaged employees who tend to contribute relentlessly to an organisation (Collings & Mellahi, 2013). Therefore, organisations need to develop a talent pool that safeguards the commitment between employer and employee, capabilities and contribution of employees by looking into talent requirement dynamics to reduce the mismatch between quality and quantity of talent (Collings, 2014). This differentiated human capital development plan, if applied in a multi-level setting, from individual, to unit and firm-level global context, would facilitate the formation of a talent portfolio or talent pool according to a company's strategy (Morris et al., 2016). The effectiveness of the plan in achieving the intended outcome could be investigated through the generation and

development of required knowledge, skills, abilities and other characteristics (KSAs) amongst employees, and such approach is an RBV pathway (Collings et al., 2019).

By contrast, strategy (4) has given rise to the inclusive approach to TM, a concern expressed by only a few authors through vigorous inclusive TD plans. Guthridge et al. (2008) support the idea by highlighting the need to target talented, direct and indirect workforce at all levels. The focus should not only be on retention of A players in top managerial positions (Valverde et al., 2013). In Germany, most SMEs opt for an inclusive TM approach with greater weight placed on employee retention, training and development as opposed to recruitment strategy (3) (Festing et al., 2013). Kulkarni and Scullion (2015) focus on the disabled to be part of the inclusive approach to TM by highlighting a realistic view of talent in all individuals. Within the scope of this strategy (4), all organisations are recommended to put people into jobs before they are ready for it through the formation of small, autonomous units at the structural level. Besides, a good 360-degree feedback system should be in place alongside recognition and understanding the scope of retention issues within organisations.

In summary, all strategies to successfully implement and gain a competitive advantage from TM practices in organisations tend to revolve around (1) identification, recruitment, selection of talent, (2) identification of key talent, (3) development of employees, (4) management of talent flows and (5) protection of talented human capital retention (Vaiman et al., 2015). TM strategies are typically conducted from either one of the four perspectives to TM: (1) the humanistic perspective whereby all human capital's talent is developed, (2) the competitive perspective where only a few are identified as talented individuals, (3) the elitist perspective of recruiting the most talented of talents, and lastly (4) the entrepreneurial perspective which gives every human capital considered talent an opportunity to prove themselves (Bolander et al., 2017).

2.3 Talent Management Needs and Practices

Different organisations have different reasons for giving importance to TM, which then influences TM strategies or practices. The first reason is to attract and retain employees. According to Chambers et al. (1998) an EVP needs to be created. This view is supported by Guthridge et al. (2008) who sees TM as a business priority due to escalating changes in demography, macroeconomic and technology. As such, for

TM strategies to be successful, talent at all levels need to be nurtured by developing a number of EVPs to attract and retain different kinds of workers. In fact, to improve recruitment and selection practices, effective TM ensures that organisations can successfully acquire and retain essential talent (Hughes & Rog, 2008).

Most scholars in the field of TM posit that the main objective of TM is to achieve organisation-related goals (Thunnissen et al., 2013). Through motivation, organisational commitment and extra-role behaviour, effective TM will have an indirect positive relationship with organisational performance. For this purpose, work motivation, organisational commitment and extra-role behaviour can act separately or in combination. These variables recognise the importance of the talent pool in achieving financial performance (Collings & Mellahi, 2009). This approach is referred to as employee engagement, which is the extent that employees' engagement will have a positive result on organisational outcomes (Hughes & Rog, 2008).

Regardless whether explicitly communicated by an organisation or implicitly derived by employees, skill-enhancement HRM practices can have a motivational effect as employees associate organisational inducements with qualities that reflect talent in an organisation. As employees feel obliged to develop skills, the perception creates a continuous tournament, whereby employees are motivated and compelled to develop the qualities desired by the organisation. In this dynamic view of TM, talent is not only a label granted to a fixed group of employees but applies to all (Höglund, 2012).

Another role of TM is that of being change agents. In strategic renewal, TM aims to provide the conditions for the self-initiation, identification and development of talented employees to perform their roles as change agents. Talented employees contribute to strategic renewal by conceiving and designing new business development and internal improvement initiatives. They then contribute by identifying and creating key positions that are important for strategic renewal and move further by cultivating a culture and proactive mentality for renewal across an organisation (Järvi & Khoreva, 2020).

2.4 Talent Management Challenges

Many scholars have discussed various challenges in TM. Chambers et al. (1998) mentioned qualitative talent challenges faced by large companies. Three challenges were noted.

- 1) An economy with enlarged complexities demands for sophisticated talent possessing global insight, technological proficiency, multi-cultural fluency, entrepreneurial skill and the ability to manage rising delayed, disaggregated organisations.
- 2) The escalating number of small and medium-sized companies is progressively targeting the same talent desired by large companies, resulting in the emergence of efficient capital market.
- 3) Expanding rates of job mobility

Further discussion on the third aspect will be done under two sub-challenges, namely, internal challenges and external challenges. These two categories were proposed by Guthridge et al. (2008), who were concerned the demographic landscape of companies with the impending retirement of baby boomers in developed countries and the dearth of young people joining the workforce in Western Europe.

2.4.1 Internal Talent Management Challenges

One internal challenge is the practice of treating talent in a reactive, short-term manner by hiring additional employees only when new products are launched rather than focusing on long-term issues of sourcing talent and career development (Guthridge et al., 2008). Managers, to increase short-term earnings, cut expenditures on people development as talent is deemed intangible, thus leading to a lack of talent supply which impedes long-term corporate growth. Another barrier to TM is habits of the mind. Firms that make talent a priority merely focus on human resource processes and systems rather than the people in itself. Furthermore, human resource's influence on business decisions is declining as executives with narrow administrative working mindset criticise employees to be lacking the required business knowledge instead of addressing long-term talent strategies and work-planning issues.

Another challenge is the discrepancy between TM's intended objectives and actual practices and the perception of employees of those practices.

Consequently, the implementation process of TM is not as easy as it appears to be (Thunnissen, 2016). In Poland, talent identification is difficult due to superiority of expertise and professionalism. Limited interaction with top management, lack of acceptance for individual success, reliance on personal relations and private networks in management decisions are some of the issues. With regard to TD, the low value of training perception, low acceptance of failure, unwillingness to include employees in the decision-making process and treating high potential as a threat to own position are challenges to TM. Short-term focus of evaluation process, lack of evaluation standards and advanced performance assessment methods, and biased, unclear evaluation process are concerns regarding talent evaluation (Skuzza et al., 2013).

2.4.2 External Talent Management Challenges

With reference to demographic aspect of external challenges, in contrast to older generation employees, youth demands greater flexibility, professional freedom, meaningful jobs, improved work–life balance and larger rewards. Similarly, Vaiman et al. (2012) views demographic landscape as a challenge. Declining birth rates against increasing longevity influence the nature of TM. Guthridge et al. (2008) also views the increasing number of retirees as a significant problem adding on to the capacity and knowledge issue. Another prominent issue is the aging workforce who have varied expectations in terms of the psychological contract at work. The importance of CSR, valuing training and development, preference for freedom and flexibility and expecting job mobility to be a part of their career journey are some of the concerns.

Knowledgeable employees have their own demands and individualities as they create up to three times the profit an average employee makes. Companies struggle to obtain value from some of the knowledge workers as different employees perform differently. In emerging markets, demand for talent continues to soar and talented high-skilled knowledge workers remain scarce. As competition between local businesses and multinational enterprises for scarce talent emerges, employees with these talents are being more selective in taking up jobs and may not be willing to move into emerging markets in fear of losing their current quality of life. Retaining managers and knowledge workers in emerging markets is a huge

challenge for organisations. The trend of dual careers alongside international mobility opportunities increases the complexity and uncertainty on TM decision-making for companies (Vaiman et al., 2012).

2.5 Talent Development as a Key Talent Management Tool

Worldwide, TM is highly important for all organisations. Such importance is intensified with the need to adapt to the changing demographic of millennials dominating the workforce (Guthridge et al., 2008; Vaiman et al., 2012). Despite the ambiguous definition of 'talent management', it essentially centres around human resource activities such as recruitment, selection, development and career management. However, many authors highlight the importance of developing high potential or high performers, also known as 'A' employees (Collings, 2014; Collings & Mellahi, 2009; Lewis & Heckman, 2006; Vaiman et al., 2015). The literature tends to ignore low performers, who are also known as 'C' performers, or even support their termination. Most studies tend to overlook the inclusion of less-privileged employees in terms of their skills, jobs and position in organisations as the focus is on the elite group (Al Ariss et al., 2014). Exceptions like that of Tansley et al. (2013) and Bolander et al. (2017) give regard to the development of all employees, which is an inclusive approach rather than exclusive. The 2 perspectives brought forth the concept of exclusive–inclusive approach to TM. Despite the burgeoning research interest in TM, the under-researched area of inclusive TD intensifies the unambiguous and multidimensional facet of TM. Regardless, TD is the area where further knowledge is required for organisations in developing countries to enable them to manage their shortcomings of skilled employees alongside overcoming the issue of millennials dominating the workforce.

Hitherto, the literature review sets out to address the lack of research in inclusive TD through a review of TM literature and its linkage to TD. Development of skills and competencies has long been an association in the field of HRM. The subject was overtaken by the concept of TM, which included TD as part of its practices (Kabwe & Okorie, 2019). Although TD was initially aimed at all employees in general, over the years, most organisations in developed countries have directed it towards high-performing employees, which is an exclusive approach. Developing countries, by contrast, are facing the issue of skills mismatch and high cost of directing TD only to

those in the elite group. Inclusive TD could simply address the issue for developing countries, but little is known on the concept of inclusive TD as an approach to TM. In essence, TM definition and its strategies which make up TM practices influence the approaches to TD (Lewis & Heckman's, 2006). Consequently, organisations in developing countries need to apprehend the relevance of inclusive TD as a key TM tool.

2.6 Talent Development–Talent Management Relationship

TD, a subset of Lewis and Heckman's (2006) first perspective on TM definition, departs from the exclusive or inclusive approaches (Thunnissen et al., 2013). Although articles have presented numerous TM strategies, strategy (4) which gives rise to the inclusive approach to TM as part of a TD plan is often ignored in TM practices. Only several articles included TD as a TM practice, and majority of them attest to exclusivity in TD practices which include training.

2.6.1 Exclusive Talent Development

Table 1 highlights the quotes that have been used in literature. The statements explicitly portray the exclusive approach to TD in practice.

TABLE 1. QUOTES FROM LITERATURE ATTESTING TO EXCLUSIVE TALENT DEVELOPMENT PRACTICES

Author (year)	Quotes
Hughes & Rog (2008)	'Talent management is therefore defined here as both a philosophy and a practice. It is both an espoused and enacted commitment – shared at the highest levels and throughout the organization by all those in managerial and supervisory positions – to implementing an integrated, strategic and technology enabled approach to HRM, with a particular focus on human resource planning, including employee recruitment, retention, development and succession practices, ideally for all employees but especially for those identified as having high potential or in key positions .'
Collings & Mellahi (2009)	'We define strategic talent management as activities and processes that involve the systematic identification of key positions which differentially contribute to the organisation's sustainable competitive advantage, the development of high potential and high performing incumbents in order to place them in those identified pivotal positions that contribute variedly towards the organization's sustainable advantage.'
Scholz (2012)	'This research reports on a combination of several streams, focusing on two phases: (1) identification and recruitment of talented people prior to their entry into the organization; and (2) the management and training of talented people working for the organization.'
McNulty & De Cieri (2016)	'Global talent management is defined as the strategic integration of high-performing and high-potential employees on a global scale that includes their proactive identification, development , deployment, and retention.'
Ambrosius (2018)	'It can be argued that the better employees are trained and developed on a general level, the higher their mobility and the higher their chances are to be employed in another company.'
Khoreva et al. (2017)	'Building on other existing definitions, we refer to TM as one of those HRM-related activities and processes that involve the systematic identification of key positions that differentially contribute to the organization's sustainable competitive advantage, the development of a talent pool of high-potential and high-performing incumbents to fill these roles, and the development of a differentiated human resource .'

Maqueira et al. (2019)	'At the heart of FC Barcelona's talent development is the "La Masía–Oriol Tort Training Center," an integrated youth academy where the team's future star players are trained .'
Kabwe & Okorie (2019)	<p>'Conceptually, human capital theory is adopted to explain investment in high potentials in addition to the resource-based view, which help explain the development of internal sources of competitive, which are rare, inimitable, non-substitutable, and valuable.'</p> <p>'In all cases, respondents acknowledged the development of distinctive competences through TM practices among their high potential was necessary for sustaining their international operations.'</p>
Clarke & Scurry (2020)	'In this phase graduate perceptions and expectations were shaped and reinforced through organisational approaches to managing talent, that is, the creation of an exclusive talent pool to develop graduates .'
Asplund (2020)	'In this particular organization, development opportunities tied to high talent ratings were not all that substantial.'
Tyskbo (2019)	'By only offering specific developmental activities to identified talents, the organization can again be seen as adopting an exclusive approach to TM.'
Hartmann et al. (2010)	'This framework was chosen because it contains elements that focus not only on the important identification and development of talented employees and the enhancement of the motivation and commitment of such employees, but also on the creation of a differentiated HR architecture .'
Tatoglu et al. (2016)	'Organizations will seek to develop key people that fit their context and will create a nurturing environment commensurate with their talent objectives.'
McDonnell et al. (2010)	'High numbers indicated the use of a formal global high-potential development program .'
Festing & Schäfer (2014)	'We adopted the broad definition of TM used by Stahl et al. (2007), as an organization's ability to attract, select, develop , and retain key employees '.

Collings (2014)	'Those organizations that invest in the development of human capital "ahead of the curve" are likely to display higher performance levels than those that do not',
Farndale et al. (2010)	'In centralized/global firms the CHR function undertook a wide range of activities and the key roles were management development , succession planning, career planning, strategic staffing, top management rewards and managing the mobility of international managers. In these firms the growing need for coordination and integration of international activities required greater central control over the mobility of top managers , expatriates and high-potential staff '.
Latukha (2018)	'Russian companies that are involved in TM are often large and international: they try to find a group of talented employees with potential and elaborate individual programs for their development to form a talent pool that in Russia is known more as cadre reserve. The goal of TM in Russia is mainly to identify talent and use the cadre reserve (talent pools) for the benefit of a company and to create favorable conditions for talent development '.
Vaiman et al. (2015)	'Even though SIEs have been known to go for less formal developmental opportunities , employing organizations should still try to identify SIEs' key knowledge, skills, and abilities (KSAs) in order to match them with the needs of the organization, and channel SIEs' talent into an appropriate direction that would optimally benefit the organization'.
Claussen et al. (2014)	'[...] talent management systems should be geared toward developing a manager's unique skill set and focusing on the requirements of specific positions in a company. [...] talent managers focus on developing a group of highly talented managers designated to become a firm's future organizational leaders'
Cerdin & Brewster (2014)	'Our framework defines global talent management as a combination of high-potential development and global careers development'.
Sonnenberg et al. (2014)	'By employing an exclusive talent differentiation strategy , organizations explicitly define the "talent" that they perceive as crucial for the organization. Employees seen as talents by an organization that employs an exclusive talent strategy , are salient as a separate group. Those employees are offered special

	developmental opportunities (Blass, 2007) such as development programs, coaching, MBA opportunities, and succession planning’.
Vance et al. (2013)	‘Training decisions are made by a “choice and concentration” principle, which means selecting high potential target employees and spending most of the training budget on them (Joo and Lee 2005). Accordingly, Korean companies recently focused training on either core employees , such as engineers and professionals, or top talent targeted to eventually become senior management’.
McCracken et al. (2016)	‘Irrespective of the sector or structure of TM activities, we found that employers adopted an exclusive approach for selecting graduates for talent pools which was based on the criteria of ‘the edge’ [...] graduate development programmes to be cognisant of the graduate talent across the entire organisation and adopt, in addition to the structured graduate development programme’.
Collings & Isichei (2018)	‘Global mobility plays an important role in the development of high potential employees ’.
Ewerlin & Süß (2016)	‘The instruments that talent management largely adapts from HRM can be differentiated into three packages: “attraction and compensation,” “ development and career planning” and “appraisal and deployment.” As expected, companies use the second and third packages much more intensively for talented employees compared to all employees. In contrast, they use attraction and compensation instruments with the same intensity or surprisingly with less intensity for talented employees compared to all employees’.
Preece et al. (2013)	‘There was recognition at the RHQ of the benefits to be gained through the development and implementation of TM across the region, and there was an awareness that the process of identification and development of high-potential individuals should be managed by the region’.
Preece et al. (2011)	‘The companies embraced TM because they thought it would address their need to attract, retain and motivate ‘ talented ’ people in an intensifying talent war, and facilitate focused staff management and development by providing targeted and tailored services , not least with respect to career development’.

Skuza et al. (2013)	'There is an increasing need to recruit, develop and retain high value-added talented employees who have above average abilities and commitment and will be able to lead Polish companies and enhance their competitiveness'.
Höglund (2012)	'These results imply that the differential treatment of employees based on criteria constituting talent can have positive effects on employee motivation and felt obligations to develop skills and apply these in service of the organization. [...] differentiated HRM structure "that acknowledges the differential contributions that specific worker groups can make"'.
Kontoghiorghes (2016)	'The company invests heavily in the attraction and development of a very capable and high calibre workforce . The established selection procedures assure that only the best candidates with the highest qualifications are hired, who in turn are asked to undergo continuous training throughout their career with the company'.
Latukha (2015)	'The top management of a Russian industrial company refused to cover costs to design a talent development plan for high-potential employees saying that there are no visible outcomes [...] Russian companies that are involved in TM are often large and international: they try to find a group of talents, high-potential employees and elaborate individual programs for development or to form talent pool that in Russia is known more as cadre reserve'.
Huang & Tansley (2012)	'Firstly, to take a more proactive approach in identifying, developing , nurturing and retaining key staff to ensure a well-stocked "talent pool".[...] On the one hand, they are responsible for spotting and developing the talent who will contribute to the corporate talent pool . On the other hand, they are also running the risks of losing the talent reporting to them who have been identified as 'stretchable' individuals with great capacity to be the useful 'management cover-all'.
Dries et al., (2012)	'Organizations should do well to incorporate measures of learning agility into their high potential identification and development processes '.

2.6.2 Inclusive Talent Development: An Under-researched Area

Only few literature features inclusive TD practices. The need to target talented, direct and indirect workforce at all levels should be highlighted. The focus should not only be on retention of A players in top managerial positions (Valverde et al., 2013). Baum (2008) encourages TM in the tourism and hospitality industry to be viewed from an inclusive perspective with an open-minded training and development practice. In Germany, most SMEs opt for an inclusive TM approach with greater weight placed on employee retention, training and development as opposed to recruitment strategy (Festing et al., 2013). In a study examining the impact of Hotel Workers Union on TM in New Zealand, Williamson and Harris (2019) viewed talent from the perspectives of inclusivity and that talent is acquired, that is, developable. Their thematic analysis of semi-structured interview and archival research on the subject matter revealed that the union was significantly capable in influencing the TD approach in New Zealand. The insights resulted in the existence of a chef training scheme previously non-existent in the country. However, the union discriminated female employees' presence in the kitchen department. Only in the mid-1970s until the end of 1980s was there a significant change as challenged by the women's committee of the union who brought forth gender inclusive TM approach that considered training of the workforce as well. Festing et al. (2015) further supports gender inclusion to TM alongside TD programmes for all employees to enable their full contribution to an organisation. Against the exclusive approach to TM, Böhmer and Schinnenburg (2016) argue for gender inclusive TD practices as well. Moreover, South African employees note that they quit their jobs due to insufficient career advancement and effective utilisation of the knowledge and skills they possess alongside the racial discrimination that persists resulting poor performance. Consequently, Horwitz (2013) suggests the crucial need of skills and competencies development provision to fight unfair discrimination, which is an inclusive TD approach.

Crane and Hartwell (2019) adopt the objective approach to define talent through the conceptualisation of personal characteristic social resources of talent in suggesting that firms should 'look inward' to develop their employees. Kulkarni and Scullion (2015) focus on the disabled to be part of the inclusive approach to TM by highlighting a realistic view of talent in all individuals. Golubovskaya et al. (2019)

suggest that in the hospitality industry, which is currently dominated by young inexperienced workforce, TM structures need to be recalibrated towards inclusive TD of all employees. Only then can the misalignment of exclusive TM discourses and the workforce composition present within the hospitality industry be realigned. A study conducted on a Latin American restaurant chain suggested an inclusive approach to TM in practice (Murillo & King, 2019). All TM programmes including continuous on-the-job training were extended to everyone within the company, and talent outrightly implied all employees. Schiemann (2014) defines talent as ‘the collective knowledge, skills, abilities, experiences, values, habits and behaviours of all labour that is brought to bear on the organization’s mission’ and encourages training employees for an overall improved company performance. The adoption of an inclusive approach to TM with usage of TD plans should curb the issue of skilled migrants being overlooked as ‘talents’ to meet the host country needs and reap the benefits of an international workforce instead (Crowley-Henry & Al Ariss, 2018).

2.7 Talent Management in Malaysia

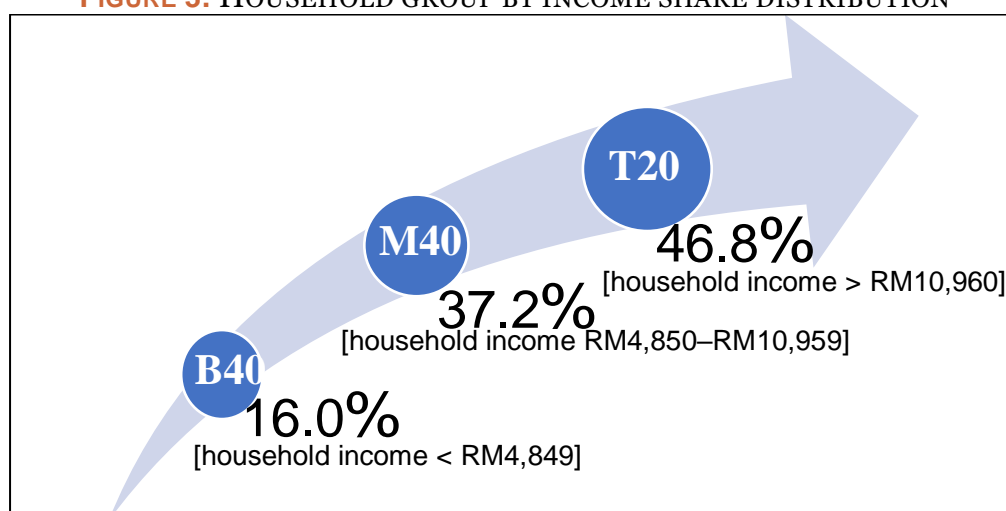
A qualitative study conducted by Nasir et al. (2012) on two leading companies in Malaysia suggested that both companies perceived TM as an important competitive advantage course. Nevertheless, the TM practices required development as it was only in its early stages of implementation. No proper TM documentation system was in place, but talent is highlighted as pivotal and they need to be trained to meet the organisation’s needs. Both companies were government-linked companies, and their TM practices were guided by the nation’s investment holding arm ‘Khazanah Nasional’ orange book. TM practices, although in their early stages, were successful in reaping high achievers. However, both companies were unsure on who should be considered talents. Some assumed all employees were talent, whereas others only looked at high performers. This lack of internal expertise in building a robust TM architecture led to companies incurring high costs from dependence on external consultancy. The role of external consultants was to craft the practices and TM framework while evaluating the implementation process. The results did not curb talent retention issues despite the advantages of turnover and talent marketability.

Malaysia is still struggling to develop talents, and those who are skilled are leaving the nation (Ananthan et al., 2019). Skill shortage is at a critical phase amongst Malaysia's human capital base with a constant criticism on lack of creativity. Although various measures have been in place through government policies in the 10th and 11th MP, dynamic talent remains a key issue. This problem shows the lack of a robust TM system in the nation, and little study has been conducted on the subject.

2.7.1 Disparity between household income groups

In Malaysia, household income is categorised into three groups namely, T20, M40 and B40. The classification is based on the household income bracket. Figure 3 illustrates the share distribution amongst household income groups. Household income brackets between RM10,960 or higher belong to the T20 group, the M40 are those in the RM4,850 to RM10,959 bracket, and those with household income less than RM4,849 comprise the B40 group (Department of Statistics Malaysia, 2020a).

FIGURE 3. HOUSEHOLD GROUP BY INCOME SHARE DISTRIBUTION

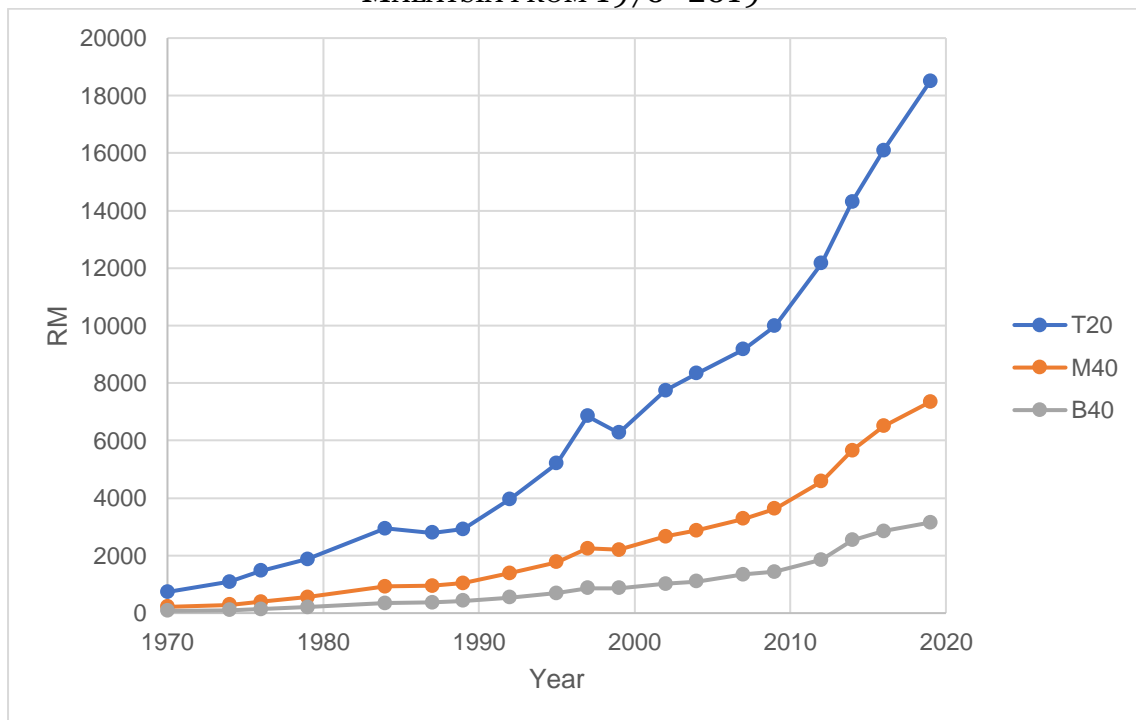


Source: Developed by the researcher on the basis of information from the Department of Statistics Malaysia (2020a)

Over the years, mean monthly gross income disparity between the T20 and B40 groups has been widening drastically. This trend has been ongoing, and the issue of socioeconomic inequality has been addressed since 2006 in the 9th MP. In response, human capital development is a strategy aimed to be used by the government to increase productivity towards an increased income distribution amongst B40 households. Although the 11th MP focused on uplifting the B40

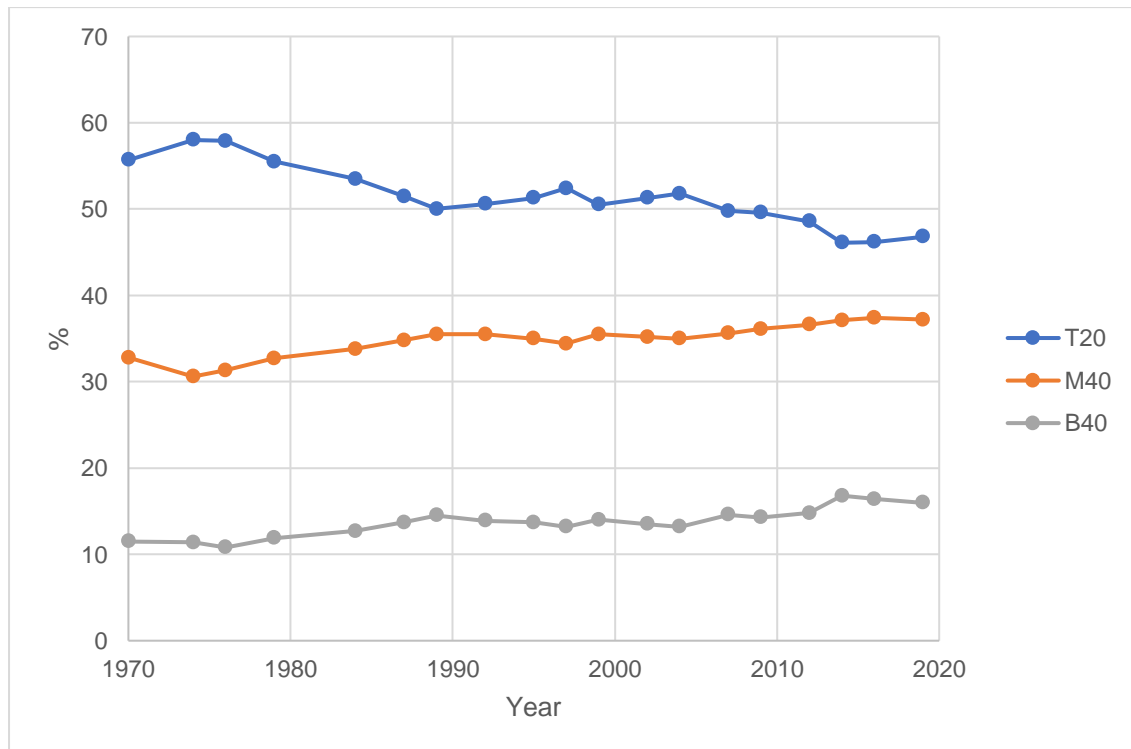
household income group, the B40 group's income distribution dropped in 2019 (Department of Statistics Malaysia, 2020a). Targets set and initiatives taken by the government failed to raise the B40 group into the middle-income category. Figure 4 and Figure 5 depict this situation. Although the government set out numerous action plans, the disparity of household income between the two groups continue to widen.

FIGURE 4. MEAN OF MONTHLY GROSS INCOME BY HOUSEHOLD INCOME GROUP IN MALAYSIA FROM 1970–2019



Source: Department of Statistics Malaysia (2020)

FIGURE 5. PERCENTAGE OF INCOME SHARE BY HOUSEHOLD INCOME GROUP IN MALAYSIA FROM 1970–2019



Source: Department of Statistics Malaysia (2020)

2.7.2 Nationwide aspirations and policies

In 2009, the Malaysian government launched its NEM framework with aspirations of a united and advanced nation. The three objectives are high income, inclusiveness and sustainability (National Economic Advisory Council, 2009). The framework is supported by the latest 12th MP (Economic Planning Unit, 2019). The previous 11th MP aimed to create a future-proof economy by 2020. It was targeted to attain high levels of intangible assets through quality institutions, skilled human and relational capital. The ultimate aim was to establish a resilient economy equipped with increased capacity and flexibility to face the ever-changing economic landscape (Economic Planning Unit, 2015). In fact, the availability of a skilled workforce will highly affect Malaysia's capability of achieving a high-income nation objective (Wong & Day, 2019). Reliance on cheap unskilled foreign labourers will detrimentally put Malaysia at risk in achieving its high-income status. Therefore, citing Bank Negara Malaysia, Wong and Day (2019) state that Malaysia needs to move away from cost suppression dependencies towards quality labour force as its competitive strength. Moreover, graduate employability has been a

rising concern in Malaysia as skills gap, insufficient job creation and readiness to take up roles in the job market have not set in. Thus, talent pool deficit will negatively impact the sustained growth objective of the NEM and 12th MP (Wong & Day, 2019). As for the 12th MP, an inclusive and meaningful socioeconomic development as key goal of the SPV departs from three dimensions: 1) economic empowerment, 2) environmental sustainability and 3) social re-engineering. Non-exhaustive list with numerous sub-goals comprise each dimension. The sub-goals associated with the human resource sector include job creation for locals, management of foreign workers, B40 income elevation and work-life balance (Economic Planning Unit, 2019).

Malaysia's SPV 2030 aims to (1) develop all people in various levels through economic restructuring of full community participation towards a progressive, knowledge-based and highly valued community, (2) address income and wealth disparities through eradicating inequalities and ensuring no one is left behind and (3) attaining a united, prosperous and dignified nation through nation building in becoming Asia's economic centre. The SPV 2030 was drawn out in recognition of several key issues faced by Malaysia. These issues include overdependence on foreign skilled workforce, a high percentage (72.8%) of semi- to low-skilled workforce in the present labour market and the significantly low amount of effort being pumped into upskilling the workforce. Moreover, the median household income group disparity continues to rise. Accordingly, several strategic thrusts were outlined with the one specifically catered towards human capital. Some targets set under the thrust include increasing the percentage of high-skilled workforce to 35%, 40% of HRDF-funded training should be IR4.0 skills related, 60% of SPM leavers should pursue TVET, and courses offered by training providers and universities will be in line with industry requirements. (Ministry of Economic Affairs, 2019).

Skills development is critical in any TD plan as it impacts employability chances. The match of skillset attained by potential employees with that required by industry is a crucial deciding factor during employment. As per the SDG set out by Malaysia, its fourth goal on quality education gives rise to increasing substantially the rate of youth and adults having relevant skills for employment (Department of Statistics Malaysia, 2020b).

2.7.3 Current State of Talent in Malaysia

Access to quality education, which develops knowledge, skills and abilities, are accessible to all Malaysians (Economic Planning Unit, 2015). Hence, Malaysians are holistic talents who are knowledgeable and innovative. In the 11th and 12 MP, one of the focus areas was to strengthen the public sector's TMs through which several strategies were outlined. Contractual appointment was to be used as a means of retaining top talent, provision of flexible work (work-from-home or part-time) arrangements, relevant ministries were to be empowered with TM customisation programmes, and training for public sector were to be upgraded. As part of the ministries' empowerment, TD programmes were to be planned out carefully in alignment with the nation's goals. Training programmes were to meet industry needs with courses that are more relevant for the IR 4.0 era such as data sciences, green accounting and forensic economics (Economic Planning Unit, 2015).

However, according to Wong and Day (2019), skills deficit has been identified as one of the driving factors that impact the future talent base in Malaysia. Despite the increasing number of graduates, Malaysia remains handicapped with a small number of skilled workforce who are industry-ready. TalentCorp was cited in providing that skilled workers were only 22.5% in 2015 and 27.3% in 2016 in comparison to the OECD average of 37.6% (Ananthan et al., 2019). Experts have pointed out the mismatch between the education syllabus and actual skills sought by the industry, which creates talent skill gaps. These experts highlight the industry requirement skills including problem solving, critical thinking and analysis. Wong and Day (2019) assert that Malaysian human capital lacks the digital skills required in this IR 4.0 era to train non-specialised talents on the matter. In turn, specialised talent from abroad is brought in to conduct such training activities. The mindset embedded in the education and industrial systems is short-term. Albeit the goal is to retain rather than to retrench, talents are still viewed from an exclusive perspective (top-performers). Moreover, despite having outlined all strategies that were to match individual and industry needs, the issue of skills mismatch persists.

2.8 Theoretical Perspective of Talent Development

In studying the effect of TM on TD, several theories have encompassed prior literature including RBV (Crane & Hartwell, 2019; Höglund, 2012; Kabwe & Okorie, 2019; Tatoglu et al., 2016), human capital theory (Collings, 2014; Kabwe & Okorie, 2019), social capital theory (Collings, 2014), social exchange theory (Festing & Schäfer, 2014), institutional theory (Horwitz, 2013; Tatoglu et al., 2016) and psychological contract theory (Clarke & Scurry, 2020; Höglund, 2012). None of the papers have addressed TD from the perspective of AMO theory combined with stakeholder theory, when in fact, these theories together outrightly point out an individual's skills and knowledge as essentials to positive organisational outcomes alongside the importance of inclusivity practices. Both of the theories together explain the critical value of human capital resources in an organisation's search for sustainable competitive advantages from the RBV perspective.

2.8.1 Ability, Motivation and Opportunity Theory

According to AMO theory, individuals' ability, motivation level and opportunities provided by employers influence employees' behaviour towards work performance (Jiang et al., 2012; Marin-Garcia & Tomas, 2016). More importantly, ability acts as a prerequisite for motivation and opportunities and was found to be the only component directly and positively influencing HRM performance (Bos-Nehles et al., 2013). Considering that ability consists of the necessary skills and knowledge possessed by individuals to implement HRM practices on the ground level (Ujma & Ingram, 2019), this area needs to be tapped given the rising issue of skills mismatch present in many developing countries. However, even the discussions and conceptualisations on the ability element of AMO theory focuses on line managers' skills and competences (Bos-Nehles et al., 2013). Again, an exclusive practice would impose high cost of investments in developing countries. Within the context of Malaysia, the B40 youth's ability, motivation and opportunities provided would ensure they possess the right levels of each component via inclusive training to match them with industry requirements.

2.8.2 Stakeholder Theory

Applying stakeholder theory whereby organisations should direct their focus beyond only amassing shareholder wealth (Miles, 2012), employees as key stakeholders of organisational performance should be inclusively developed to meet the necessary ability prerequisite of AMO theory. Accordingly, low-level employees or the potential employees of companies, that is, B40 youths being made priority via inclusive TD training, would act as a pre-requisite to achieving the AMO goals for enhanced employability.

2.8.3 Resource-based View Theory

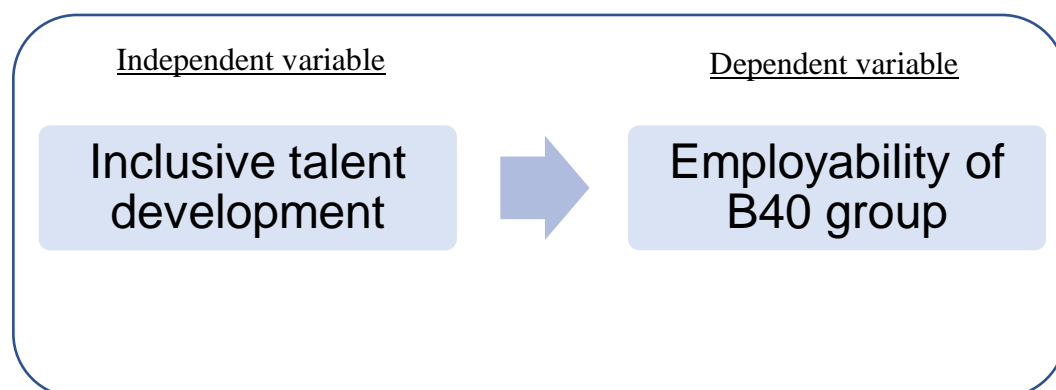
The RBV model states that firm resources can be categorised into physical capital resources, human capital resources and organisational capital resources (Barney, 1991; Barney et al., 2001). Human capital resources are the focus in this study. Human capital resources here include training, experience, judgement, intelligence, relationships and insight of individual managers and workers in an organisation. Not all aspects of these resources will be strategically significant to every organisation. Human capital resource is contingent in nature. In fact, some of the attributes may hinder a firm from obtaining its intended valuable strategy (Barney et al., 2001). However, aspects of a resource that enables an organisation to retrieve and execute their strategies to increase efficiency and effectiveness successfully should be tapped. Therefore, for an organisation to create sustained competitive advantage from its human capital resources, those resources must be valuable, rare, inimitable and non-substitutable. Thus, Malaysian B40 youths should be provided with the necessary inclusive TD trainings as they are the valuable, rare inimitable and non-substitutable resources that would be created post-training towards the SPV 2030 goals.

2.9 Initial Research Framework Variables

As the AMO, stakeholder and RBV theories jointly support the need for inclusive TD of all employees, the following initial research framework was drawn out. Given that not much is known on inclusive TD in the global or Malaysian context, the simple initial research framework was redrawn and hypothesised (section 3.3) to reflect in greater

detail the Malaysian context from a multi-stakeholder perspective post-qualitative research. According to the literature review, the global context of TD in TM literature poses the exclusive or inclusive approach. Upon studying the relevant theories that were highlighted in section 2.8, the researcher attempts to address the under-researched area of inclusive TD in line with Malaysia's aspirations and goals from the viewpoint of AMO, stakeholder and RBV theories. The theories synchronously form a perspective to develop employees' abilities, motivation and opportunities via KSA enhancement for all regardless of performance or academic achievements while necessitating a framework suited for all relevant stakeholders. Accordingly, inclusive TD is proposed to influence employability of B40 youth in Malaysia significantly (Figure 6) so as to eradicate poverty. Malaysia seeks to achieve this goal by 2030, because previous 2020 targets failed. Further proposals would emerge after the qualitative research with multi-stakeholder groups as reported in section 3.

FIGURE 6. INITIAL PROPOSED RESEARCH FRAMEWORK.



Chapter 3 – METHODOLOGY

3.0 Introduction

This study adopted the mixed methodology approach and was conducted in qualitative and quantitative phases. Moreover, this study pursued the sequential mixed methods approach as the purpose of utilising two types of methodology was developmental (Venkatesh et al., 2013). The research framework was guided from the explorative qualitative study inferences. Constructs and hypotheses to be tested quantitatively were developed from the qualitative research findings to enable further validation and generalisability (Sekaran & Bougie, 2016) for the Malaysian B40 youth.

The following sections comprise the study's research paradigm, detailed qualitative and quantitative research approaches and a summary of the research methodology followed throughout the study.

3.1 Research Paradigm

Pragmatism was the philosophy adopted by the researcher, as a mixed method approach was utilised for the study. The researcher was free to choose research techniques and procedures to meet the study's objectives. Practical results are most important as all information gained is the truth, although not being subjected to the reality. The focus of the research was to explore what needs to be done by Malaysia in order to alleviate the B40 youth towards poverty eradication by enhancing their employability. This approach emphasised prescriptive knowledge and problem solving (Alghamdi & Li, 2013; Creswell, 2014).

3.2 Qualitative Methodology

A qualitative methodology, that is, case study approach using focus groups and individual one-on-one interviews, was employed for this study from a constructivism perspective as reality in the post-analysis (Riegler, 2012). The researcher believes that the knowledge on proactive measures to uplift the B40 youth is constructed inductively in this study. The suitability of software usage was revisited post-data collection, a methodological reflexivity approach (Haynes, 2012). Overall, the study was informed by the researcher's understanding, knowledge and experience on the subject matter, reflecting ontological reflexivity to a certain degree.

To obtain a multi-stakeholder perspective on B40 youth upliftment via training, purposive random sampling (Sekaran & Bougie, 2016) was used in gaining insights from three stakeholder groups, namely policy makers, training providers and trainees. Only trainees who had surpassed six months post-training completion were approached through a training provider. Two focus group sessions were conducted, one with the policymakers and another with the trainees. One-on-one interviews were conducted with training providers. A total of 11 participants were included (4 policymakers, 2 training providers and 5 trainees), surpassing the suggested sample size of 4 to 10 for case studies (Creswell, 2014). Approval for data collection was obtained from the university's ethics committee (ref number: NUBS-REC-2021-11). All participants were asked for permission, and their confidentiality was guaranteed. Only upon agreement were the interviews were conducted.

The focus group sessions and one-on-one semi-structured online interviews were conducted between April 15 and May 1, 2021. As the study was exploratory in nature, semi-structured interviews were preferred (Sekaran & Bougie, 2016). A pilot interview was conducted by the third researcher to ensure that the questions are clearly understood by the interviewees. Prior to the interviews, every interviewee was provided with a rough question guide (refer to Appendix A–C) on areas that the researchers would cover in the interview. At the start of the interview session, participants were briefed about the researchers and the study area, and consent forms were e-signed. Each session varied between 40 minutes to 1.5 hours. All interviews were audio-recorded through Microsoft Teams or Google Meet platforms' recording functions upon consent from interviewees. Occasionally, Internet connection was disrupted the interview sessions. Nevertheless, the researchers managed to cope with the situation and continue where they left off. The two applications were used to conduct the interviews according to interviewees' preference and comfort. Probing questions were used whenever necessary to gain in-depth insights from participants. Field notes were jotted during the online interview sessions as a backup and were cross-checked against transcriptions for accuracy. During the interview, answers to questions were repeated for confirmation from interviewees as an added measure of reliability, accuracy and validity. Details of the 11 participants can be found in the results section (4.1.1) of the thesis.

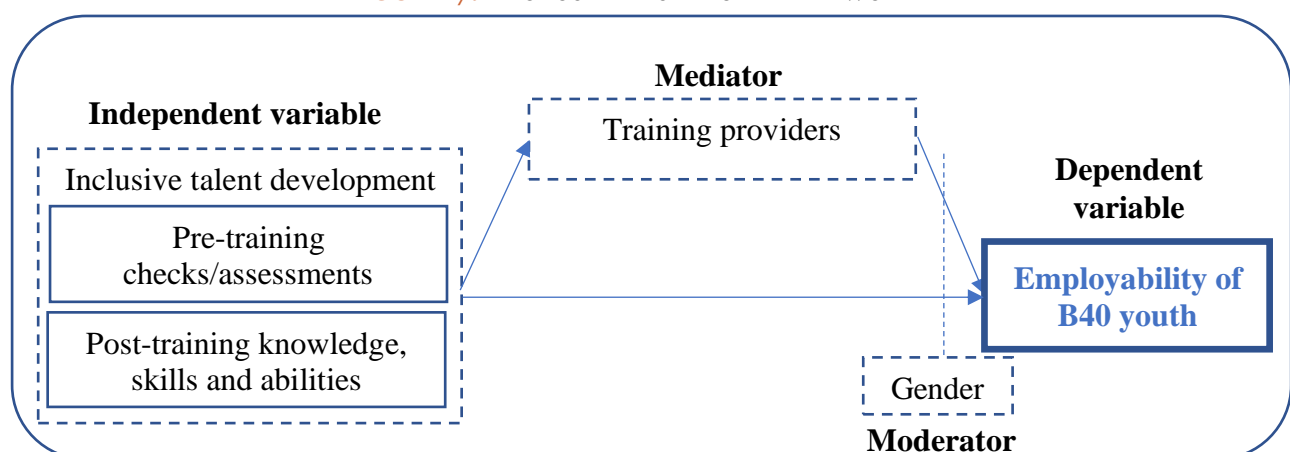
Subsequently, data were transcribed and separated into single transcriptions per participant for analysis using NVivo software for a month. All interviews were

transcribed verbatim manually while maintaining anonymity of interviewees. Pseudonyms were assigned to each participant while categorising them in their respective stakeholder group. Accordingly, policymakers were referred to as PolicyMaker_1, PolicyMaker_2, PolicyMaker_3 and PolicyMaker_4; training providers were referred to as Trainer_1 and Trainer_2; and trainees were referred to as Trainee_1, Trainee_2, Trainee_3, Trainee_4 and Trainee_5. All transcriptions were then coded using NVivo software with occasional word cloud queries according to the question type for a thematic analysis method (Creswell, 2014). Verbatim statements were also picked out for several questions through the software. The researcher proceeded to make inferences on the basis of the analysed data. Member checking was conducted during and post interviews (Clark & Creswell, 2015) amongst the research team. Findings of the qualitative study were shared with the interviewees, and none of them suggested amendments in the data or findings reported.

3.3 Quantitative Methodology

Figure 7 shows the proposed research framework based on the findings from the qualitative study and literature review. Accordingly, the framework proposes that inclusive TD via pre-training checks or assessments and post-training knowledge, skills and abilities of B40 youth influences their employability. Besides, the framework proposes that training providers mediate, whereas gender moderates the relationship between inclusive TD and employability of B40 youth.

FIGURE 7. PROPOSED RESEARCH FRAMEWORK



3.3.1 Direct Hypotheses

According to the research framework, the following direct hypotheses were tested quantitatively:

- H₁ Post-training knowledge, skills and abilities significantly influence employability of B40 youth.
- H₂ Post-training knowledge, skills and abilities significantly influence training providers.
- H₃ Pre-training checks significantly influence employability of B40 youth.
- H₄ Pre-training checks significantly influence training providers.
- H₅ Training providers significantly influence employability of B40 youth.

3.3.2 Mediation hypotheses

According to the research framework, the following mediation hypotheses were tested quantitatively:

- H₆ Training providers significantly mediate the relationship between post-training knowledge, skills and abilities and employability of B40 youth.
- H₇ Training providers significantly mediate the relationship between pre-training checks and employability of B40 youth.

3.3.3 Moderation hypotheses

According to the research framework, the following moderation hypotheses were tested quantitatively:

- H₈ A significant categorical moderating effect of gender exists between post-training knowledge, skills and abilities and employability of B40 youth.
- H₉ A significant categorical moderating effect of gender exists between training providers and employability of B40 youth.
- H₁₀ A significant categorical moderating effect of gender exists between pre-training checks and employability of B40 youth.

3.4 Data Collection and Sampling

The population of the study are various training providers across Malaysia in an attempt to increase generalisability of the study results. Data for the exploratory study were obtained by using stratified random sampling (Sarstedt et al., 2017). This method

provides greater precision and requires smaller sample size than simple random sampling. The population is divided into different strata in accordance with their age and household income group. Thus, only those who fall in the B40 youth category and have undergone training were eligible to partake in the study. The B40 youth group are those aged between 16 to 40 within the B40 household income of less than RM4,850. From the strata, participants were employed randomly by the training institutes. The researcher contacted the relevant ministry to distribute the online survey (Qualtrics is the tool specifically designed for web-based surveys) to the training providers under them who were located around Malaysia.

A total of 33 training providers within Malaysia were approached by the ministry contacted by the researcher with a high response rate of 94%, which accounts for 426 responses out of a potential 453. However, the final usable sample size was 373 post deletion of incomplete responses which were all below the 10% completion rate. This final sample size surpassed the suggested minimum sample size of 100 (MacCallum et al., 1999). Besides, guidelines for partial least square structural equation modelling (PLS-SEM) propose four criteria influencing the sample size (Hair et al., 2017):

- Significance level [5%]
- Statistical power [80%]
- Minimum coefficient of determination (R^2) [0.25]
- Maximum number of arrows pointing to a latent variable

On the basis of those criteria, Table 2 outlines the suggested sample size dependent on the number of arrows pointing at the latent variables (Wong, 2013).

TABLE 2. PLS-SEM MINIMUM SAMPLE SIZE AND NUMBER OF ARROWS

Minimum sample size required	Number of arrows pointing at a latent variable in the model
52	2
59	3
65	4
70	5
75	6
80	7
84	8
88	9
91	10

Accordingly, the minimum sample size for this study would be 70, which have 5 arrows pointing at the constructs. The rule of thumb for PLS-SEM analysis suggests 10 cases per indicator (Marcoulides & Saunders, 2006), that is, a minimum sample size of 330

given 33 indicators in the study's model. Thus, the study's sample size of 373 meets the suggestion. All respondents were compensated for their time in equal amount post successful completion. The compensation was funded by the study grant.

The questionnaire (refer to Appendix D) was developed on the basis of qualitative information gained alongside literature findings. The survey was composed of five sections, which are detailed in Table 3 in accordance with Kirkpatrick's model.

TABLE 3. BREAKDOWN OF QUESTIONNAIRE SECTIONS

Section	Description	Number of items	Source
A	Demographic details	8	Generic and qualitative findings for training courses attended
B	Pre-training	7	Saks & Belcourt (2006) and qualitative findings
C	During training	12	Saks & Belcourt (2006) and qualitative findings
D	Post-training	16	Saks & Belcourt (2006) and qualitative findings
E	Post-training employability	5	Soares & Mosquera (2019)

Sections B to E required respondents to rate their level of agreement on a 5-point Likert-scale i.e. 1 = strongly disagree to 5 = strongly agree (Likert, 1932).

To ensure accuracy, reliability and validity of the questionnaire, pre-test and pilot test were carried out (Bowden et al., 2002). Three experts were approached to check the content and face validity of the questionnaire. Each expert represented the academic, language and industrial side. Minor modification to items were suggested with no removal of items. Subsequently, pilot tests on 20 respondents were conducted prior to the mass data collection approach via the ministry. Pilot test respondents were the interviewed trainees and others were from the interviewed training provider's trainees. All questionnaires were completed within 10 to 15 minutes and showed internal consistency reliability on the basis of SPSS's Cronbach's alpha test (0.973 for 40 items). All items from section B to E loaded with a score above 0.5 for the factor analysis test. Hence, all items were valid and consistent across the board. No changes were made to the questionnaire.

3.5 Analysis Procedures

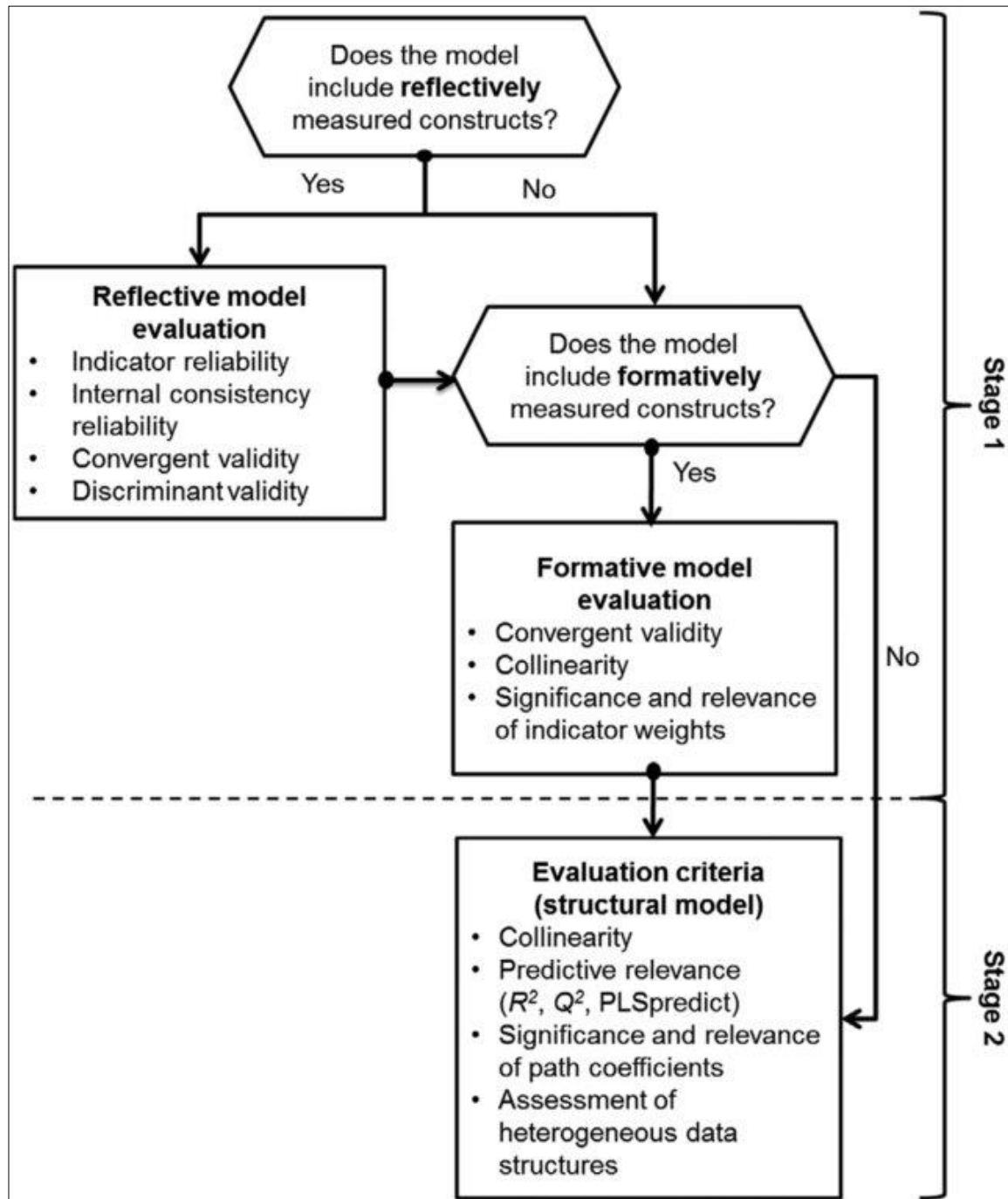
3.5.1 Demographic Data

SPSS version 25 was used for the pilot test and demographic data analyses. Section 4.2.1 reports the frequencies of demographic breakdowns.

3.5.2 Partial Least Squares-Structural Equation Modelling (PLS-SEM)

Smart-PLS version 3.3.3 was used for this study by employing PLS-SEM two-stage approach (Sarstedt et al., 2017) as outlined in Figure 8. Composite indicator models are estimated as proxies of latent variables, also known as constructs, in PLS-SEM. PLS-SEM's prime goal is to estimate latent variable scores that maximise the explained variance of the endogenous (dependent) latent constructs in the path model. Given that it is also used as a predictive method, PLS-SEM is practically applied to a spectrum of management studies involving human interaction (Avkiran, 2018). Thus, PLS-SEM is suitable for this study which involves training experience of trainees pre- and post-training. Furthermore, exploratory research, which is the case for this study, is recommended for PLS-SEM (Hair et al., 2019). Table 4 outlines the details of the reflective model in this study. Items were dissected manually from the questionnaire in accordance to their fit into the construct.

FIGURE 8. PLS-SEM TWO-STAGE APPROACH.



Source: Sarstedt et al. (2017)

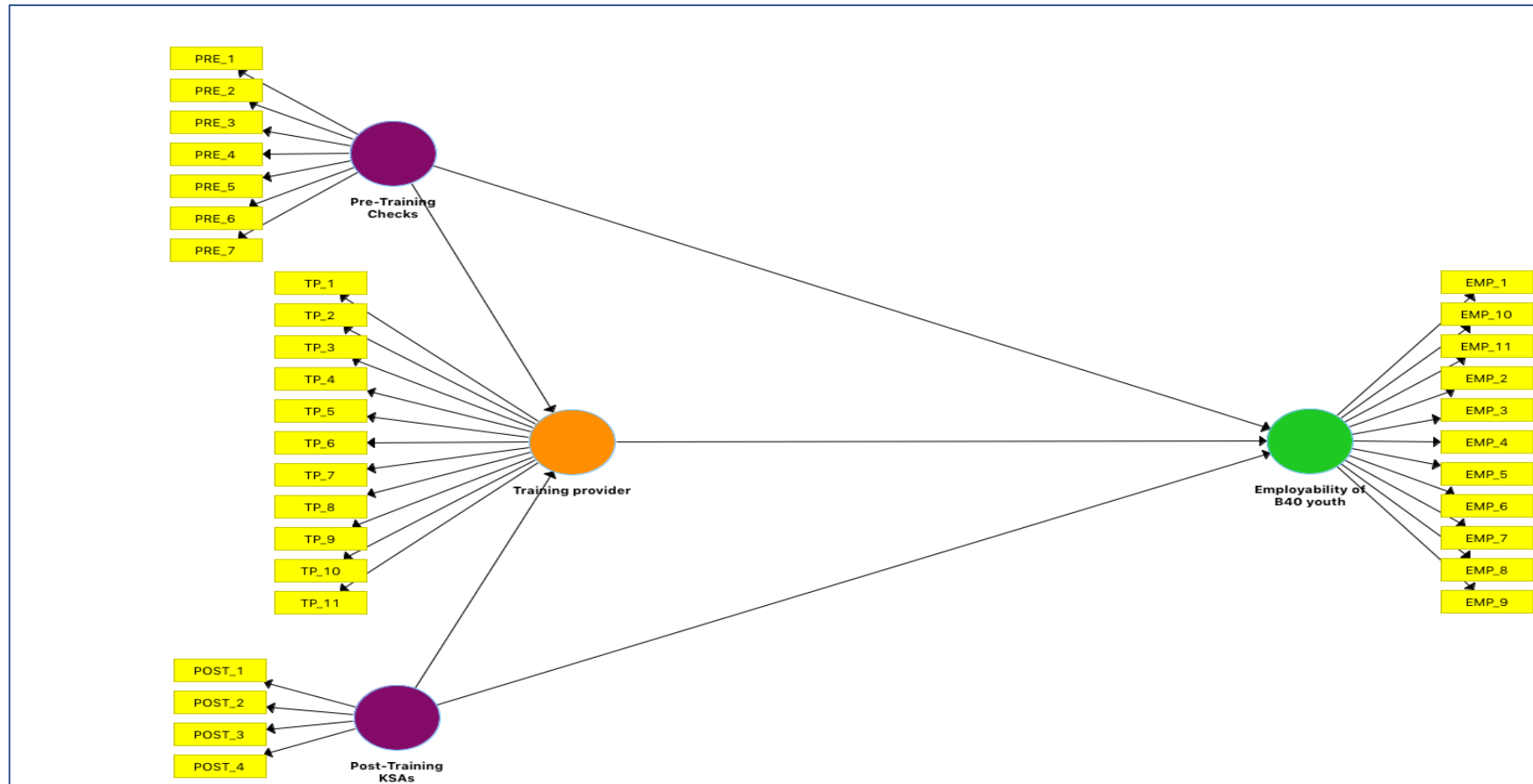
TABLE 4. LATENT CONSTRUCTS, REFLECTIVE INDICATORS AND ITEMS

Latent Constructs	Reflective Indicators	Items
Inclusive talent development post-training	<ol style="list-style-type: none"> 1. Post-training knowledge 2. Post-training skills 3. Post-training abilities 	<ol style="list-style-type: none"> 1. The training course improved my knowledge in the subject matter. 2. The training course improved my skills in the subject matter. 3. The training course improved my abilities in the subject matter. 4. My weaknesses in the subject matter improved after training.
Inclusive talent development pre-training	<ol style="list-style-type: none"> 1. Pre-training knowledge 2. Pre-training skills 3. Pre-training abilities 	<ol style="list-style-type: none"> 1. Before attending the training course, I was evaluated on my knowledge and skills on the subject matter. 2. I could pick the modules I wanted to attend. 3. I was tested for my language skills before training. 4. Before training, I was assured continuous support from my trainers. 5. I personally picked the course I wanted to attend. 6. The course's title and modules were easy to understand. 7. The goals of the training programme were clearly stated.
Training provider	<ol style="list-style-type: none"> 1. Supportive environment 2. Well-organised 3. Post-training follow-ups 	<ol style="list-style-type: none"> 1. During the training, I was allowed to share ideas and experiences. 2. I had a lot of support during the training course. 3. I was comfortable to ask questions when in doubt. 4. The trainer ensures we understand the subject matter. 5. The trainer delivered the course well. 6. The goals of the training programme were clearly stated. 7. The content of the training course could be understood easily. 8. The training content was well structured. 9. The training content was interesting. 10. The course was easy to follow. 11. I filled out a feedback form after the training.

Employability of B40 youth	<ol style="list-style-type: none"> 1. Increase in job opportunities 2. Certifications 3. Resume value 4. Ease of job search 5. Improved knowledge, skills and abilities 	<ol style="list-style-type: none"> 1. My job opportunities increased post-training. 2. I had more job opportunities than those without the training certificate. 3. I was more motivated to apply for jobs relevant to knowledge, skills and abilities acquired from the training. 4. I was provided with a certificate after completion of the training course. 5. The certificate increased my confidence level. 6. I was very happy to receive the certificate. 7. If a certificate were not provided, then I would not enrol in the training course. 8. Employers place greater value to resumes with the training certificate. 9. I had an easier time finding a job after completing the training programme. 10. Skills acquired during the training programme could be applied in the workplace. 11. Skills acquired through the training programme boosted my employability.
----------------------------	--	---

In Figure 9, the circles represent the latent variables or constructs that comprise the structural (inner) model, the left- and right-hand rectangles represent the reflective indicators that theorise the consequences of the endogenous (dependent) variable, that is, the employability of B40 youth. Arrows pointing from the exogenous (independent) variable to the endogenous variables are the path coefficients.

FIGURE 9. SMART-PLS RESEARCH MODEL.



Given the exploratory nature of the study, the usage of PLS-SEM is superior against covariance-based structural equation modelling. Besides, PLS-SEM has a broad scope and flexibility of theory and practice, and the PLS path model can quickly test predictive relevance of latent variables (Hair, 2017). The reflective measurement model is composed of reflective indicators that relate to a particular construct, also known as latent variable, via simple regression:

$$EMP_h = \pi_{h0} + \pi_h \zeta + \varepsilon_h,$$

where $EMP_{h=1,...,p}$ is the dependent variable with h-th regression and p equals the number of reflective indicators per construct (for example, 7 reflective indicators for pre-training checks construct), π_{h0} is the intercept, π_h is to be estimated as it is the (single) regression parameter (outer loading), ζ represents the constructs (i.e. pre-training checks, training provider and post-training KSAs) and ε_h is the residual which is uncorrelated to the constructs. Figure 10 and Figure 11 illustrate the tests that were conducted for the study (Hair et al., 2019).

FIGURE 10. MEASUREMENT MODEL ASSESSMENT

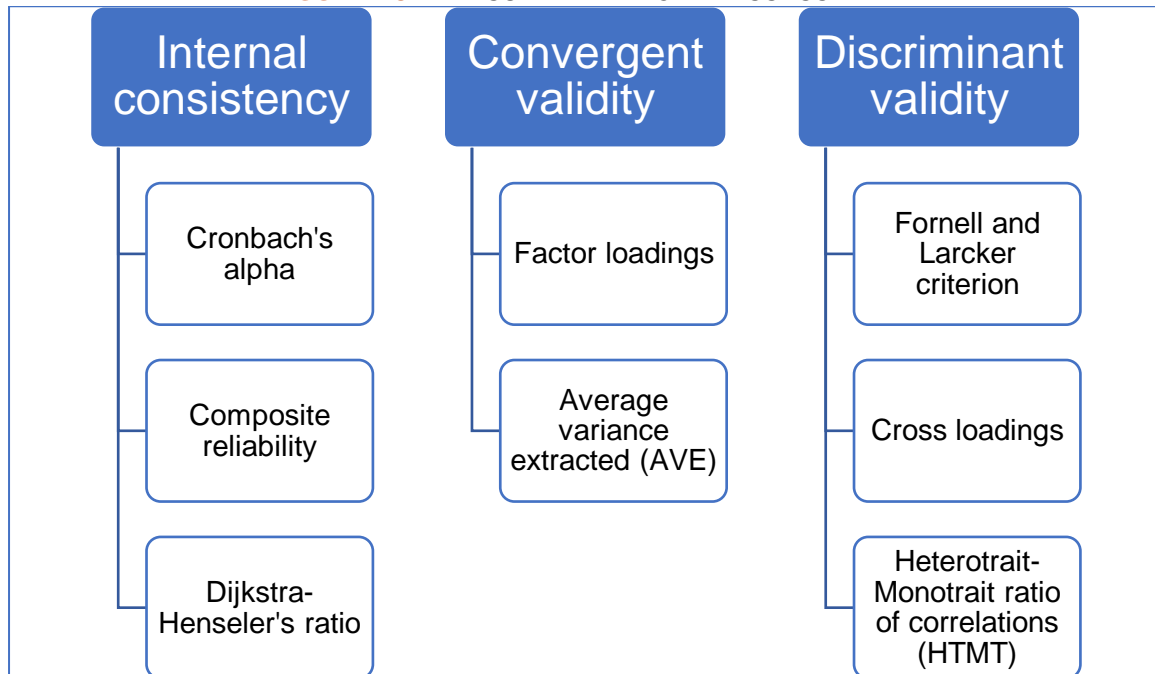
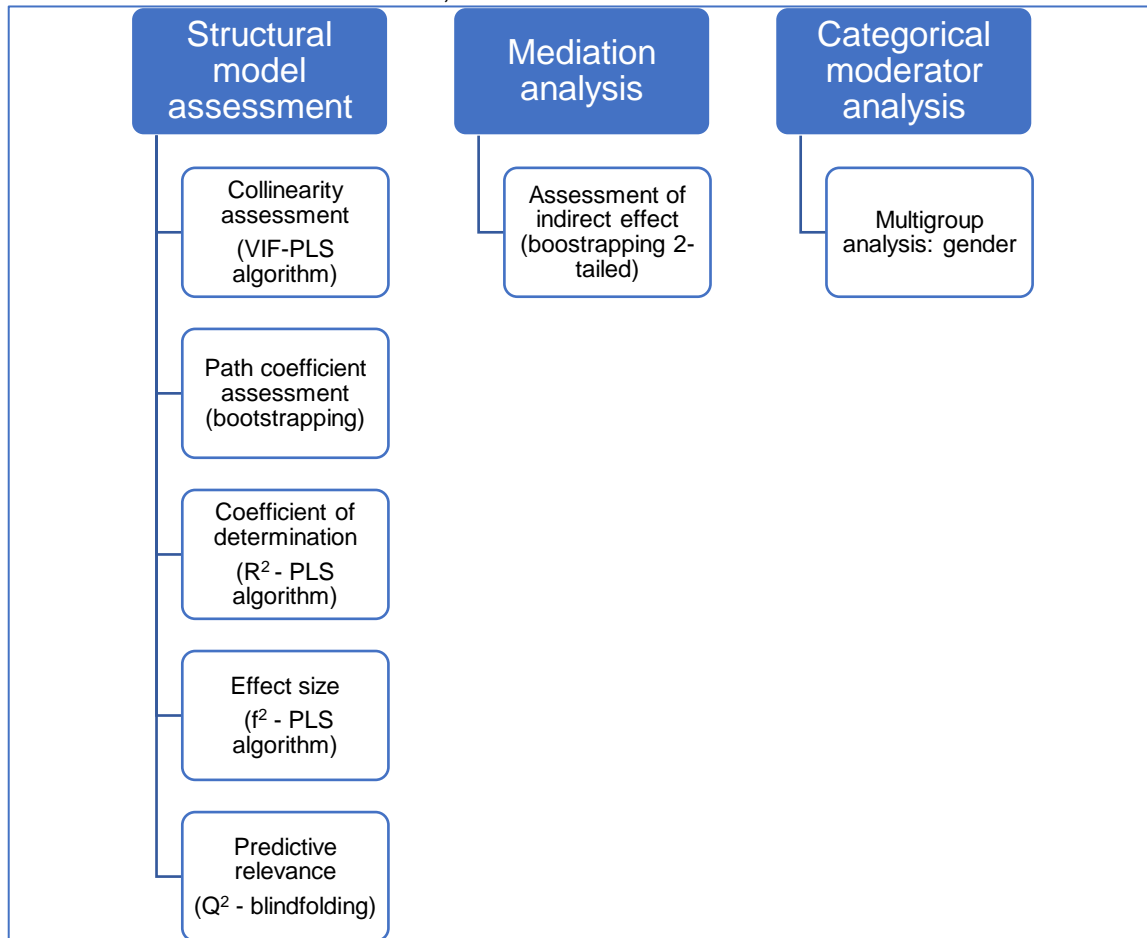


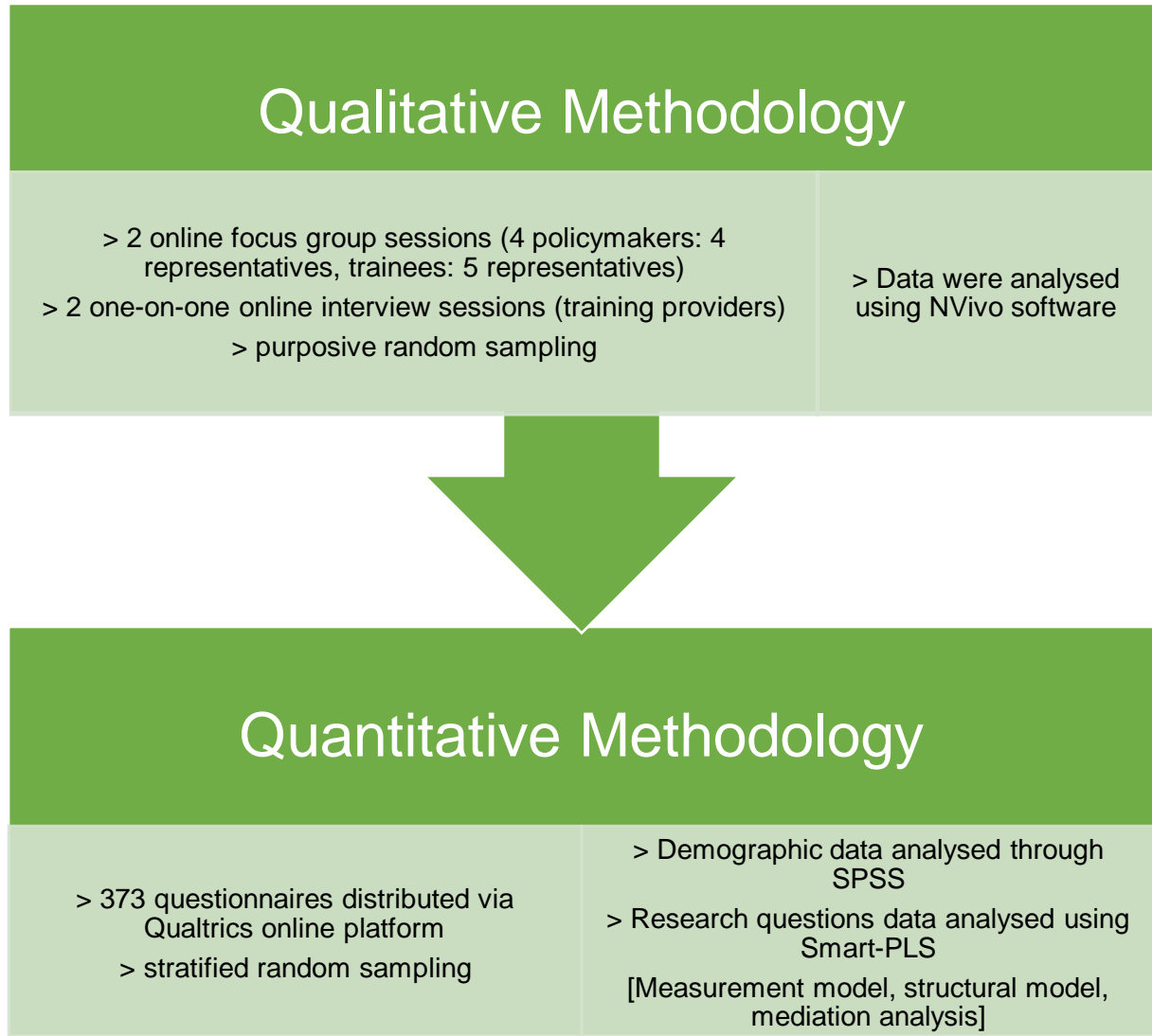
FIGURE 11. STRUCTURAL MODEL, MEDIATION AND CATEGORICAL MODERATOR ANALYSIS



3.6 Research Methodology Summary

Figure 12 summarises the mixed methodology approach employed in the study.

FIGURE 12. SUMMARY OF THE RESEARCH METHODOLOGY EMPLOYED IN THE STUDY



Chapter 4 – FINDINGS

4.0 Introduction

This chapter discusses the qualitative and quantitative research findings according to the research questions below (reiterated from chapter 1).

- 1) To what extent is training important in uplifting the B40 youth in line with poverty eradication?
- 2) How important are pre-training checks or assessments and post-training follow-ups in uplifting B40 youth?
- 3) What are the proactive measures that stakeholders should engage in and to what extent are they crucial in the success of B40 youth training towards poverty eradication?
- 4) What is the effect of inclusive TD via training on B40 youth employability?
- 5) What is the mediating role of training providers in the relationship between inclusive TD and B40 youth employability?
- 6) What are the significant factors affecting training providers' success in enhancing B40 youth's employability?

Research questions 1 to 3 were explored qualitatively (reported in section 4.1), and research questions 4 to 6 were analysed quantitatively (reported in section 4.2).

4.1 Qualitative Research Findings

This section outlines the qualitative research findings that were analysed using NVivo software. Subsections are utilised for demographic results of interviewees, and research questions 1, 2 and 3 results, respectively.

4.1.1 Demographic Results

Each interview began with a brief demographic check. Table 5 outlines the details of every participant's designation and role.

TABLE 5. DEMOGRAPHIC DETAILS OF INTERVIEW PARTICIPANTS

Participant	Role description
PolicyMaker_1	<ul style="list-style-type: none"> ○ Strategic initiative department ○ Provides training opportunities for registered and non-registered employers ○ Has funding for SMEs, B40 groups and entrepreneurs ○ Traces study/output assessments post-training ○ Funds for B40: entrepreneurship, employment, reskilling and upskilling
PolicyMaker_2	<ul style="list-style-type: none"> ○ Training placement centre department ○ In charge of employment opportunities ○ Implements various initiatives in accordance with funding and various target groups ○ Works together with strategic initiative department
PolicyMaker_3	<ul style="list-style-type: none"> ○ Vice president for SME accounts ○ Customer outreach ○ Provides consultation and advisory towards SME employers in central region regarding training requirements
PolicyMaker_4	<ul style="list-style-type: none"> ○ Strategic division ○ Similar pillar of strategic initiative department
Trainer_1	<ul style="list-style-type: none"> ○ Works with women and youth in training provision ○ Provides training with certificates approved by the ministry of human resources ○ Provides mostly entrepreneurship development programmes on marketing, digital marketing, financial literature, unique selling point, how to sell products, specific skills sharpening
Trainer_2	<ul style="list-style-type: none"> ○ Manager of training institute under the human resources ministry ○ Provides diploma in computer networking and certificates for electrical level 1 to 5 (advanced diploma) ○ Collaborates with Malaysian Qualifications Agency to allow level 4 students to join university degree (technical and vocational education and training [TVET])
Trainee_1	<ul style="list-style-type: none"> ○ Completed diploma in training institute ○ Worked (practical) in training institute for three months post-training completion ○ Degree in IT network ○ Works in a private company under IT networking site as a project engineer ○ Youth
Trainee_2	<ul style="list-style-type: none"> ○ Studied wiring in training institute

	<ul style="list-style-type: none"> ○ Works in training college as a wiring teacher ○ Worked with father's business post SPM (secondary school completion certificate) ○ Youth
Trainee_3	<ul style="list-style-type: none"> ○ Studied level-1 to level-3 diploma in training institute ○ Works as a technician leader ○ Attended air conditioner services on wiring course ○ Youth
Trainee_4	<ul style="list-style-type: none"> ○ Studied electric level 2 to level 4 in training institute ○ Worked as assistant teacher in training institute ○ Works as a stock keeper currently ○ Youth
Trainee_5	<ul style="list-style-type: none"> ○ Studied level 2 and 3 wiring in training institute ○ Worked as technician ○ Studied further and currently waiting for certificate ○ Started own business on house wiring and air conditioner services ○ Youth

4.1.2 Research Question 1 Results

In relation to research question 1 on the importance of training in the upliftment of B40 youth talent in line with poverty eradication, several areas were explored in the semi-structured interviews and focus groups. When asked, 'Do you agree that training has had a positive impact on your lives?', all trainees responded 'Yes'. The findings below in relation to research question 1 imply the importance of training in eradicating poverty via B40 youth upliftment.

- i. Details of training courses from three stakeholders' perspectives
Table 6 outlines information extracted from the interviews that were related to the training courses from the perspectives of the policymakers, trainers and trainees.

TABLE 6. DETAILS OF TRAINING COURSES

Participant	Details of training schemes (policymaker)/courses provided (trainer)/training attained (trainee)
PolicyMaker_1	<ul style="list-style-type: none"> ○ Schemes are provided on the basis of outcomes ○ Entrepreneurs ○ Employment ○ Upskilling (Outcome: B40 employees under SME. Objective: Retain in company through TD/management)

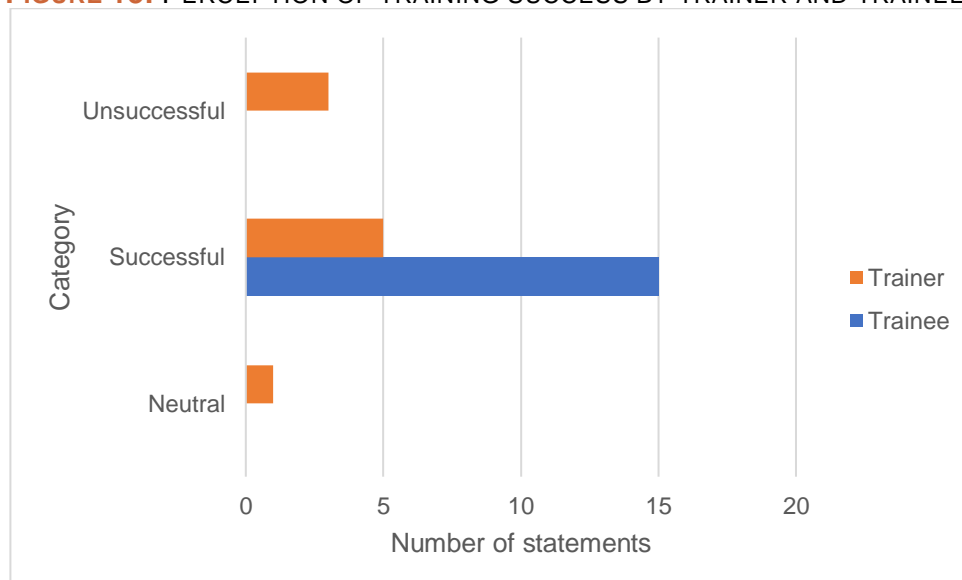
	<ul style="list-style-type: none"> ○ Training provider driven to propose training courses
PolicyMaker_2	<ul style="list-style-type: none"> ○ Engage with training providers ○ Training funder for training providers ○ Training courses set by training provider (evaluation is done to approve course on the basis of a set criteria) ○ Post-training completion, evidence of training benefited needs to be shown (if entrepreneurship, proof of start of business) ○ Entrepreneurship (most popular amongst B40 group): training provider will coach trainee to start-up business) ○ Post-training completion, partial fund will be released ○ Full fund released once start-up evidence provided ○ Sets strategic direction for training B40 group according to government direction and experience <ul style="list-style-type: none"> - Example: In 2021, due to the COVID-19 pandemic, many B40 youth want to engage in the gig business through start-ups. A strategic plan will be drawn out by policymakers, and training provider's course proposal will be approved if the strategic objectives are met.
Trainer_1	<ul style="list-style-type: none"> ○ Entrepreneurship development <ul style="list-style-type: none"> - Digital literacy - Financial literacy - Digital marketing ○ Language (Bahasa Malaysia/English with partner centres)
Trainer_2	<ul style="list-style-type: none"> ○ Diploma in computer networking (level 3–4: 2 years 6 months) ○ Certificate level – Electrical (level 1–3: 2 years) ○ 15 years old and above ○ No pre-requisites (basic course)
Trainee_1	<ul style="list-style-type: none"> ○ Attended positive attitude training and work skills in workplace ○ In training institute, knowledge gained were basic, less information provided (told to search Google for more information when trainee raised concerns to trainer)
Trainee_2	<ul style="list-style-type: none"> ○ In training institute, when concerns were raised, trainer would advise trainees to search Google for further information ○ Trainer does not provide further information

Trainee_3	○ Not much information obtained in training institute, questions raised were not answered
Trainee_5	○ Very basic knowledge gained training institute

ii. Trainer and trainees' perception of training's success

When interviewees were asked regarding the success rate of training and the benefits of trainings, they had mixed opinions. Figure 13 summarises the findings from the interviews. Upon assigning sentiment codes to the transcriptions using NVivo, the results revealed that the majority of trainees and training provider attested to the success of the training in uplifting B40 youth.

FIGURE 13. PERCEPTION OF TRAINING SUCCESS BY TRAINER AND TRAINEES



iii. Trainees' perception of training

Trainees were probed further to gain insights into their future outlook and their advice to other B40 youth. Table 8 shows excerpts of the trainees' vision of themselves in five years. Only two trainees answered this question. Both trainees expressed desire to take further studies. The rest did not have an answer to the question as they were unclear on their future.

TABLE 7. TRAINEES' FIVE-YEAR OUTLOOK

Participant	Verbatim excerpts
Trainee_2	'I have gotten a different offer, PPD, a higher position. Maybe, if I get other offers in other

	colleges. Or maybe, I want to start my own wiring business'.
Trainee_4	'I want to learn more and become a teacher in the same college. A big teacher.' 'I am saving money for that'.

Table 9 shows excerpts of trainees' advice to other B40 youth according to their experience of having undergone training. Overall, all trainees advice other B40 youth to take the opportunity to attend training courses whenever possible as the courses are beneficial in uplifting their current lifestyle.

TABLE 8. TRAINEES' ADVICE TO OTHER B40 YOUTH

Participant	Verbatim excerpts	Key findings
Trainee_1	<p>'My opinion is, guys, these days kids ..90s kids..more than two..live a luxurious life. The generation needs to be that lives properly.. But now, the generation thinks, whether we study or not does not matter. I feel, studies will help settle your life. If not, it will be difficult to settle.'</p> <p>When probed further on the difference made in their life post-degree attainment: 'Okay, first of all, salary. After receiving a certificate and diploma, you only get a supervisory position. When I got a degree, I got more knowledge, and the position and pay are higher. Everyone knows that. So, there's the temptation, but you must work hard. Project managers must go through big people, and we get motivation from them'. 'Our background name...if 0 you won't get respect at all. Studies and skills are very important'.</p>	<ul style="list-style-type: none"> ○ Training programmes/studies will provide B40 youth with the necessary skills, knowledge, abilities and attitude for the workplace. ○ Training completion certifications increase chances of better employment with higher salaries. ○ Ultimately, the quality of life improves upon training/study completion.
Trainee_3	<p>'Many people, even if given free, they don't want to learn. We are all paying and learning. I would like to advise them to study when it is free, and you can earn well after that'.</p>	<ul style="list-style-type: none"> ○ Studies and training courses will improve employment opportunities with higher pay.
Trainee_4	<p>'Struggle is not something to be afraid of. You must face it bravely. Study properly, and get a better life'. When probed further on being the only girl amongst other respondents in wiring courses:</p>	<ul style="list-style-type: none"> ○ Studies and training courses will improve quality of life.

	‘I had the interest and the teacher supported me as well’.	<ul style="list-style-type: none"> ○ A supportive environment from the training provider’s end ensures a motivated trainee.
Trainee_5	‘Without studying, why are you roaming around? They must be not able to study and not academically inclined, so they may be scared. Second, they may be just to work and just get money to take care of family. Cannot go and study as wasting time and not earning. have to take care of family and can’t use money for studies also. Some people just want to roam around all the time’.	<ul style="list-style-type: none"> ○ Some B40 youth fear studies as they are not academically inclined. ○ Financial difficulties hinder family support to study/undergo training, which negatively affects prospective of better quality of life with studies/training. ○ Some B40 youth have attitude problems that need to be curtailed.

4.1.3 Research Question 2 Results

In relation to research question 2 on the importance of pre-training checks or assessments and post-training follow-ups in uplifting B40 youth, the following findings were captured from the training providers’ end.

i. Pre-training knowledge, skills and abilities checks/assessments by training provider

When questioned on pre-training checks conducted on a potential trainee, trainer 1 and 2 pointed out that no pre-enrolment tests were conducted in their organisation. Trainer 2 shared their pre-enrolment role of familiarising a trainee to the training institute:

‘We won’t test them, but we will show them the lab—what they will do here for two years, what kind of training they will undergo. Normally, other institutes won’t bring potential trainees to the lab and show you. But we do, because we want to know if they are really interested in that programme or just being forced by parents’.

ii. Post-training follow-ups by training providers

When posed the question of whether post-training follow-ups or trace studies on trainees' future are initiated by the trainers, both had no formal system in place. Excerpts and findings in Table 10 bring to light the issue on lack of post-training follow-ups. However, Table 11 highlights the role of training providers immediately after the training course is completed.

TABLE 9. POST-TRAINING TRACE STUDIES BY TRAINING PROVIDERS

Participant	Verbatim excerpts	Key findings
Trainer_1	'No, we don't. We did not do any study. But of course, if you go back and ask, you can find the issue of sustainability'.	<ul style="list-style-type: none"> No trace studies conducted post-training
Trainer_2	'We have one persatuan alumni. What we do is, after six months, we do a survey—what they will do, what they are doing now, are they working in same field (electrical) or another field. Then we will create 1 WhatsApp group and update them with job opportunities. We always tell them to please come back to campus if they do not get any job, get retrenched, or anything. We will find a job for you. It's easy to get a job actually'.	<ul style="list-style-type: none"> Post-training trace study is done via survey in alumni WhatsApp group to check on trainees' work details/employment status. Job opportunities are provided for those unemployed.

TABLE 10. POST-TRAINING ROLE OF TRAINING PROVIDER

Participant	Verbatim excerpts	Key findings
Trainer_1	'What we do is, they go through the training, the coaching and all, and at the end, we give them minimum RM2000 to start up. That's very successful because we're handholding them. Same as youth, if we want to teach them entrepreneurship that's good. But, at the end, minimum, we need to give them a grant of RM2,000 to start something'.	<ul style="list-style-type: none"> Entrepreneurship trainees are provided with a start-up capital by the training provider post-successful completion of training. Post-training handholding and coaching continue until start-up has successfully launched.
Trainer_2	'For assessment, normally, universities call it as modules, but we call it COCU. It's like a module but in TVET programme, it's	<ul style="list-style-type: none"> Post-training assessments are

called as COCU. I'm not sure what exactly it stands for. For electrical, for first year, there are six COCUs. First is drawing, second is wiring, third is testing, and so on. Later, I'll pass the module to you. Once they finish the COCU, they have assessments for that, and they have to do paperwork and then attach all the proof that they did in COCU 1. After they complete all the six COCUs, there's an officer from the government who will come here and check they files. Then, they will have...'

conducted by training provider.

4.1.4 Research Question 3 Results

In relation to research question 3 on the proactive measures and their crucial value in the upliftment of B40 youth to eradicate poverty, the following areas were explored and summarised in their respective tables and/or figures:

i. Challenges faced in B40 youth training and action plans

Figure 14 shows that approval, employment, teacher, study, parents, college and students are key words used in explaining the challenges faced in B40 youth training. The initial 137 items with synonymous themes that emerged were reduced to 111 items post-removal of non-thematic words. Policymakers believed that tracking employment of the B40 youth post-approval of the training programmes for training providers to undertake, is particularly challenging given that the B40 youth tend to leave their jobs in any company within 1 or 2 weeks and are very much into business opportunities. On the one hand, training providers find it challenging to capture students' focus for around eight hours per day while facing complaints from parents about their children being back home late at night. However, they believe that a close relationship with students, close monitoring and constant updates to parents tend to keep the issue at bay. On the other hand, trainees have difficulty understanding lessons taught by their teachers and would be required to Google further explanations as their tutor pushes them to do so. They also face challenges from their parents who are not in favour of them continuing studies or undergoing training, as these take up time that could be used to earn income from random jobs.

[illegible]

Figure 15 highlights certain themes that emerged including learning, business, wiring works, hands-on project, teaching and studying. The initial 117 items with synonymous themes that emerged were reduced to 91 items post-removal of non-thematic words.

together manage organisations
 outside comradeship happy problem
 side decided activities chicken fellows tried
 self lit became teachers keep curricular taught
 theory felt tuition teach actually poultry
 visits diploma motivate spm continue fully set
 cybercafe courses studying college egg related
 things sir bulb worked business boys civil covid long years
 indian kind dad challenge wiring something issue
 since degree ideas past
 maybe advised projects empowering etc rather
 syncs chargemen think time checked confidence tune
 postponing community always brother factory though
 yea industrial exams extra monitor
 society motorbikes slave used

iii. Types of training wanted or needed by the B40 youth group

Table 12 shows the type of training required by B40 youth include soft skills, typical professional jobs, positive thinking and attitude, self-improvisation, customer relationship and detailed wiring courses.

TABLE 11. TYPES OF TRAINING WANTED/NEEDED BY B40 YOUTH

Participant	Type(s) of training suggested
Trainer_1	<ul style="list-style-type: none"> ○ Professionalise ordinary jobs like operation of tow trucks ○ Soft skills
Trainee_1	<ul style="list-style-type: none"> ○ Positive thinking and attitude ○ Self-motivation ○ Self-improvement
Trainee_3	<ul style="list-style-type: none"> ○ Customer relationship
Trainee_5	<ul style="list-style-type: none"> ○ Detailed wiring courses

iv. Measures to identify and pool B40 youth participants for training

Several measures to identify and pool B40 youth group for training consists of, but are not limited to, collaboration with schools, social media promotion, collaboration with technical and vocational colleges, location and community identification, setting requirements and working with training providers to find the B40 youth participants (Table 13).

TABLE 12. MEASURES TO IDENTIFY AND POOL B40 YOUTH FOR TRAINING

Participant	Measures to pool B40 youth
PolicyMaker_3	<ul style="list-style-type: none"> ○ Set requirements ○ Household income group less than RM3,800 according to national guideline ○ Training provider finds participants ○ Policymakers request documents like 'bantuan prihatin nasional' (scheme for B40 household groups) before approval of training for participants
PolicyMaker_2	<ul style="list-style-type: none"> ○ Unsure

Trainer_1	<ul style="list-style-type: none"> ○ Identify location, community, select the participants ○ Do background check in their houses ○ Household income less than RM3,500
Trainer_2	<ul style="list-style-type: none"> ○ Collaborate with school counsellors ○ Promote in social media ○ Collaboration with technical colleges (TVET)

v. Emphasis in governance framework on B40 youth

The qualitative findings reveal that no governance framework is specifically in place for the B40 youth. Training plans are simply planned according to prospective outcome in line with government aspirations only when funding is received. Thus, future government plans should be aimed at B40 development (Table 14).

TABLE 13. SELECTED EXCERPTS ON GOVERNANCE FRAMEWORK TARGETED FOR B40 YOUTH

Participant	Verbatim excerpts	Key Findings
PolicyMaker_1	'Our training programmes are not for the specific group. We receive some funding to help the B40 group. So, we will look into the outcome first... if they want to be employed in a company or to be upskilled or reskilled, or get business opportunities for them to generate own income'.	<ul style="list-style-type: none"> ○ No governance framework is specifically targeted at the b40 group. ○ Training programmes are simply planned according to prospective outcome in line with government aspirations only when funding is received.
PolicyMaker_4	'..PENJANA. We received grant to cater to those affected during the COVID-19 pandemic. We don't have specific scheme for them (B40 youth), but we have B40 development to cater to B40. Whenever training providers	<ul style="list-style-type: none"> ○ No governance framework is specifically targeted at the B40 group.

provide or submit their proposal, they need to propose the outcome as well. We are going to launch janapreneur-online business platform to participate as seller. Just focusing on B40 development'	<ul style="list-style-type: none"> ○ B40 development funds can be utilised when proposed outcome from training provider is approved. ○ Future plans should be aimed at B40 development.
---	---

vi. Strategic perspective to maximise benefits of B40 youth training

Table 15 shows strategic plans to maximise B40 youth training include policies and strategic initiatives that are driven by government aspirations and future-ready employment.

TABLE 14. SELECTED EXCERPTS ON STRATEGIC PLANS TO MAXIMISE BENEFITS OF B40 YOUTH TRAININGS

Participant	Verbatim excerpts	Key Findings
PolicyMaker_1	'Our focus is very much driven by aspiration of the government and the main goals for the funding. Then we develop a plan afterwards, referring to the needs of the policymakers, government, and then we also have plans in the future to do certain target groups. Trainings for the B40 group has been parked under other ministries'.	<ul style="list-style-type: none"> ○ Policies and strategic initiatives are driven by government aspirations ○ Discussion on future policies to be targeted at certain groups like B40 is ongoing. ○ B40 trainings are under other ministries.
PolicyMaker_2	'Look into new employment. That is very crucial for now—they can be B40, they can be anyone. Many lost jobs during the pandemic, but in future, there is demand for around 10K new jobs to be created. So, we need to help the people, B40, M40, or T20, be future-ready'.	<ul style="list-style-type: none"> ○ Focus more on employment opportunities for anyone, not only on B40 as many have lost jobs

- due to the COVID-19 pandemic.
- Future-ready employment post COVID-19

4.1.5 Qualitative Research Findings Summary

Table 16 summarises the qualitative research findings in accordance with research question 1, 2 and 3.

TABLE 15. SUMMARY OF QUALITATIVE RESEARCH FINDINGS

Research Question	Findings
1) To what extent is training important in uplifting the B40 youth in line with poverty eradication?	<p>Trainees</p> <ul style="list-style-type: none"> - Training is beneficial and successful in uplifting B40 youth. - Training courses need to be advanced. - Trainees need to be driven to further studies for a better quality of life. - Encourage other B40 youth to join training courses or further studies, as improved KSAs enhance employability and quality of life. - Supportive environment from training providers motivate trainees to strive for success immaterial of gender. - Attitude courses should be provided. - Financial background/funds influence access to training. <p>Training Provider</p> <ul style="list-style-type: none"> - No pre-requisites to join courses - Basic courses provided - Training is successful in uplifting B40 youth <p>Policymakers</p> <ul style="list-style-type: none"> - Training provider should be driven by training courses. - Guided by the nation's aspirations and policies to approve funds for training courses proposed by training providers

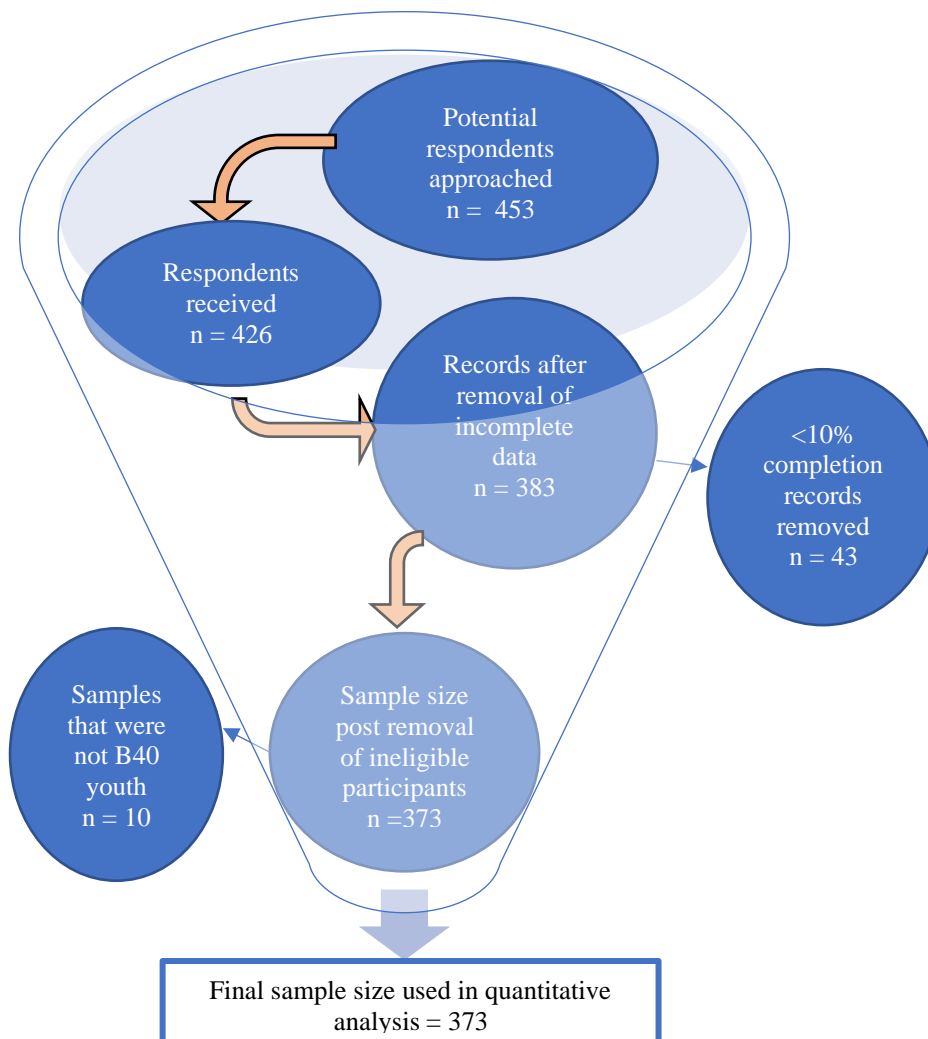
<p>2) How important are pre-training checks or assessments and post-training follow-ups in uplifting B40 youth?</p>	<p>Training Provider</p> <ul style="list-style-type: none"> - No pre-training checks/assessments are conducted by the training providers. - No formal post-training trace studies conducted. - Different training bodies have different guidance procedure towards trainees post-training.
<p>3) What are the proactive measures that stakeholders should engage in, and to what extent are they crucial in the success of B40 youth training towards poverty eradication?</p>	<p>Trainees</p> <ul style="list-style-type: none"> - Training providers do not clarify concerns or follow-up questions during training courses. - Family pressure to earn money instead of undergoing training courses is a challenge to B40 youth. - Interested in hands-on projects, businesses, studying and teaching. - Urge more positive thinking, self-motivation, customer relationship, detailed training courses and self-improvement-type courses, that is, soft skills. <p>Training Provider</p> <ul style="list-style-type: none"> - Capturing B40 youth trainees' full focus during courses is challenging. - Close relationship, monitoring and constant updates with B40 youth trainees ensure successful training. - Soft skills courses should be included as requested by B40 youth group. - Collaboration with schools and colleges especially technical and vocational colleges would be a good measure to move forward. - Background check of potential trainees needs to be conducted. <p>Policymakers</p> <ul style="list-style-type: none"> - Tracking the employment of B40 youth post-training is challenging. - B40 youth tend to leave their jobs within 1 or 2 weeks and are driven by business opportunities. - A formal, systematic measure to pool B40 youth group needs to be in place.

	<ul style="list-style-type: none"> - No governance framework is specifically directed at B40 youth. - Training programmes are planned by training providers and approved by funders only when the prospective outcomes meet the government's aspirations. - Future plans need to be aimed at B40 youth development. - B40-group-related trainings are parked under a different ministry and are not known by policymakers who approve training funds. - Focus of training should be on employment opportunities to make B40 youth group future-ready post-COVID-19.
--	--

4.2 Quantitative Research Findings

This section outlines the quantitative research findings that were analysed using SPSS and SmartPLS software. Subsections are utilised for demographic results of respondents, path modelling and mediation analysis to explore research questions 4, 5 and 6. Research questions 4, 5 and 6 were developed on the basis of the research framework drawn out from findings of the qualitative study, that is, constructs were obtained from the qualitative findings. An additional categorical moderator analysis was conducted to investigate the possibility of gender moderation in the research framework. Post-filtration of responses yielded a final sample size of 373, which was analysed (Figure 16).

FIGURE 16. FILTRATION OF SAMPLES



4.2.1 Demographic Results

Figure 17 and Figure 18 are a graphical representation of respondents' gender and age group breakdown. The majority of respondents were male within the age group of 20–29.

FIGURE 17. BREAKDOWN OF RESPONDENTS ACCORDING TO GENDER

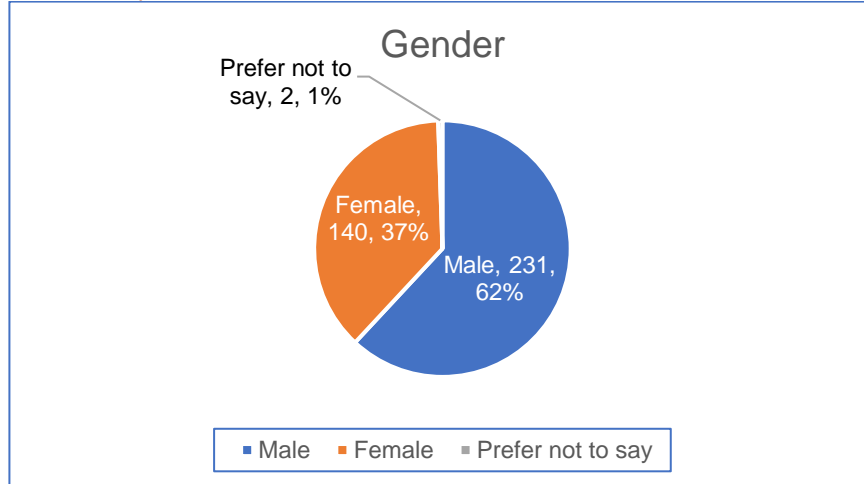


FIGURE 18. BREAKDOWN OF RESPONDENTS ACCORDING TO AGE GROUP

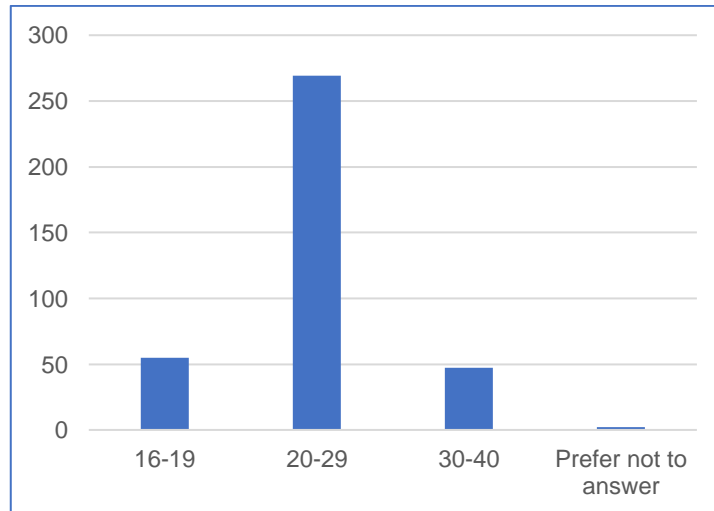


Table 17 outlines the details of each age group. All respondents were between 16–40 years of age to meet the youth category criteria.

TABLE 16. BREAKDOWN OF RESPONDENTS ACCORDING TO AGE GROUP (DETAILED)

Age group	Number	Percentage
16–19	55	15%
20–29	269	72%
30–40	47	13%
Prefer not to answer	2	1%
Total	373	100%

The majority of respondents were Muslims, followed by Hindu and Christians. The respondents are representative of the nation’s religious population. Figure 19 and Table 18 report the respondents’ religions.

FIGURE 19. BREAKDOWN OF RESPONDENTS ACCORDING TO RELIGION

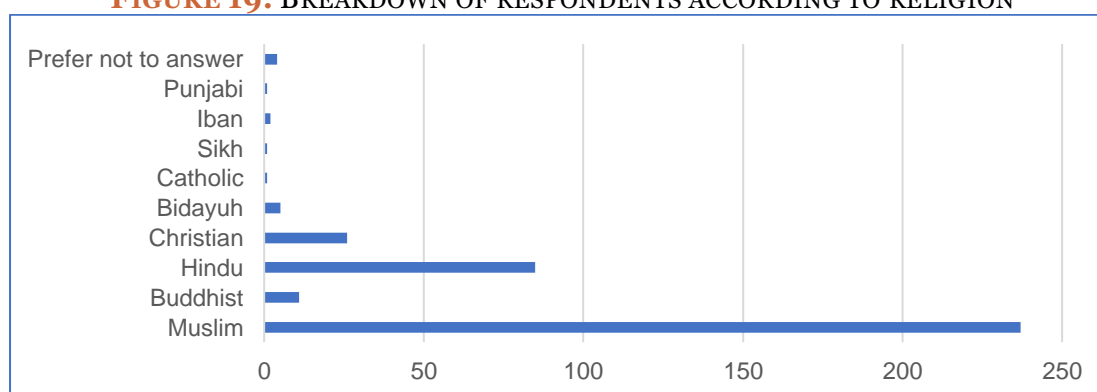


TABLE 17. RELIGION BREAKDOWN.

Religion	Number	Percentage
Muslim	237	64%
Buddhist	11	3%
Hindu	85	23%
Christian	26	7%
Bidayuh	5	1%
Catholic	1	0%
Sikh	1	0%
Iban	2	1%
Punjabi	1	0%
Prefer not to answer	4	1%
Total	373	100%

Moreover, 56% of respondents were educated until secondary school level. This group was followed by those who completed their diplomas (34%). Figure 20 and Table 19 report detailed breakdown of respondents' educational level.

FIGURE 20. BREAKDOWN OF RESPONDENTS ACCORDING TO EDUCATION LEVEL

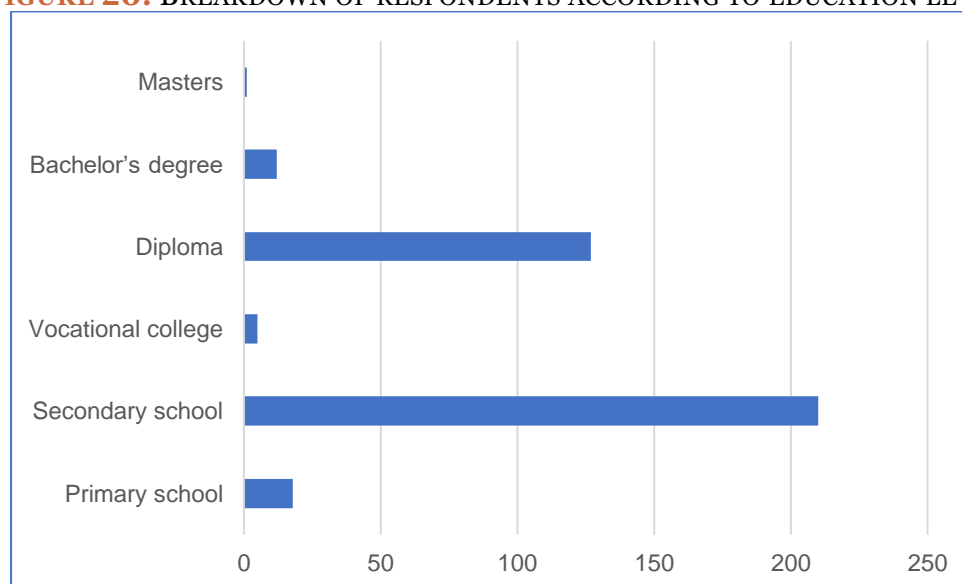


TABLE 18. EDUCATION LEVEL BREAKDOWN

Religion	Number	Percentage
Primary school	18	5%
Secondary school	210	56%
Vocational college	5	1%
Diploma	127	34%
Bachelor's degree	12	3%
Masters	1	0%
Total	373	100%

A fair representation of both employed and non-employed sample were obtained. Those unemployed (51%) were marginally higher than the employed (49%) (refer to Figure 21).

FIGURE 21. BREAKDOWN OF RESPONDENTS ACCORDING TO EMPLOYMENT STATUS

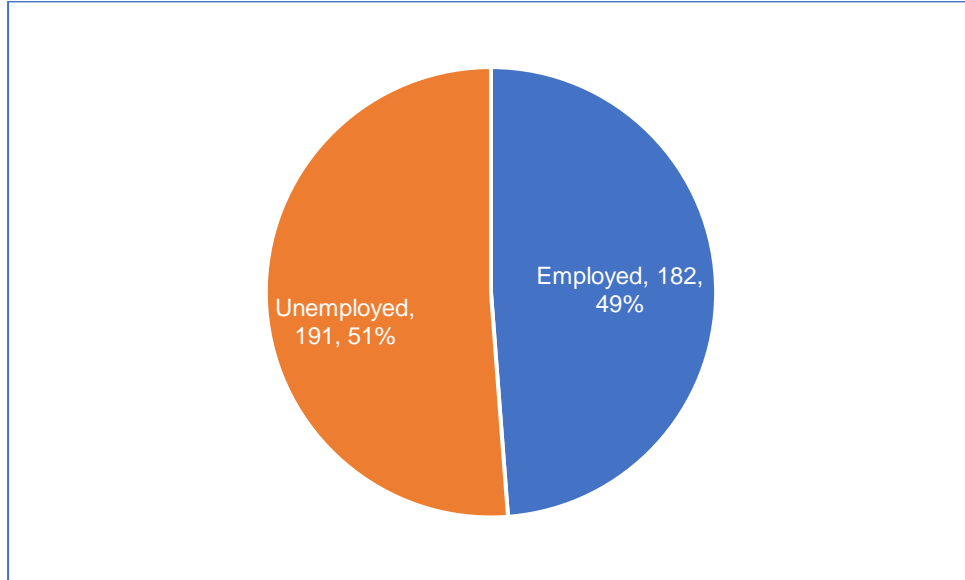


Figure 22 and Table 20 report the training courses attended by respondents. The majority (26%) have selected 'others', which include short courses, hydroponics, farming, automotive, computer-aided design, construction and other technical hands-on courses. This group was in equal percentage (26%) with those who attended Malaysian skills certificate levels 2 and 3.

FIGURE 22. BREAKDOWN OF TRAINING COURSES ATTENDED BY RESPONDENTS

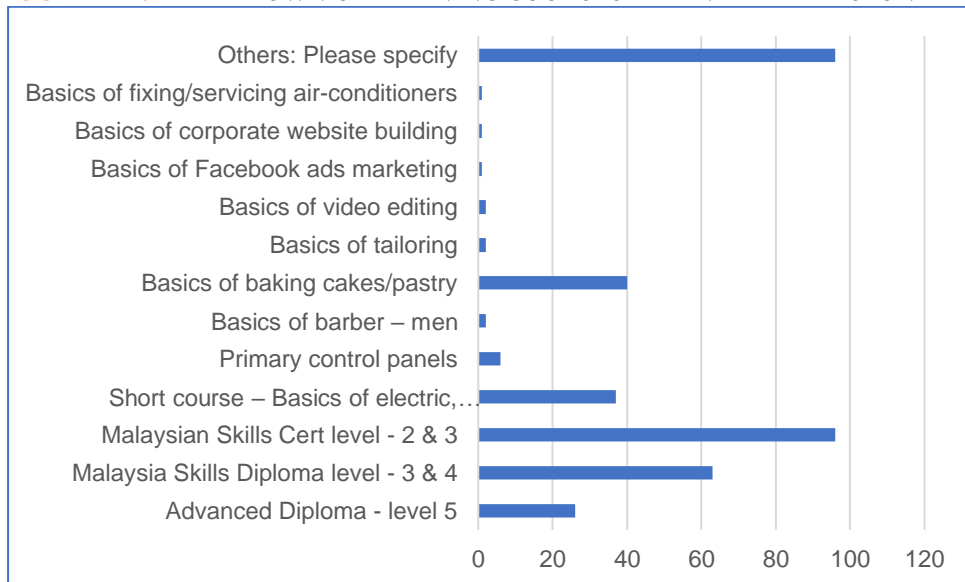


TABLE 19. TRAINING COURSES ATTENDED BREAKDOWN.

Types of training	Frequency	Percentage
Advanced Diploma - level 5	26	7%
Malaysian Skills Diploma level - 3 & 4	63	17%
Malaysian Skills Certificate level - 2 & 3	96	26%
Short course – Basics of electric, motor controllers, basics of computer, 3-phased wiring, Primary control panels	37	10%
Primary control panels	6	2%
Basics of hairstyling – men	2	1%
Basics of baking cakes/pastry	40	11%
Basics of tailoring	2	1%
Basics of video editing	2	1%
Basics of Facebook ads marketing	1	0%
Basics of corporate website building	1	0%
Basics of fixing/servicing air-conditioners	1	0%
Others	96	26%
Total	373	100%

Figure 23 and Table 21 report who funded respondents' training courses. The majority (36%) were funded by their parents, followed by 'Perbadanan Tabung Pembangunan Kemahiran (PTPK)' (31%) which translates to the skills development funding body. Other funders include the respondents themselves, the Human Resource development Fund (HRDF), Jabatan Tenaga Manusia (i.e. the Ministry of Human Capital), Malaysian Indian Transformation Unit, Perbadanan Tabung Pendidikan Tinggi Nasional (i.e. national higher education funding body loan scheme), Sarawak Economic Development Corporation and spouses' income.

FIGURE 23. BREAKDOWN OF RESPONDENTS' SOURCE OF FUNDS FOR TRAINING

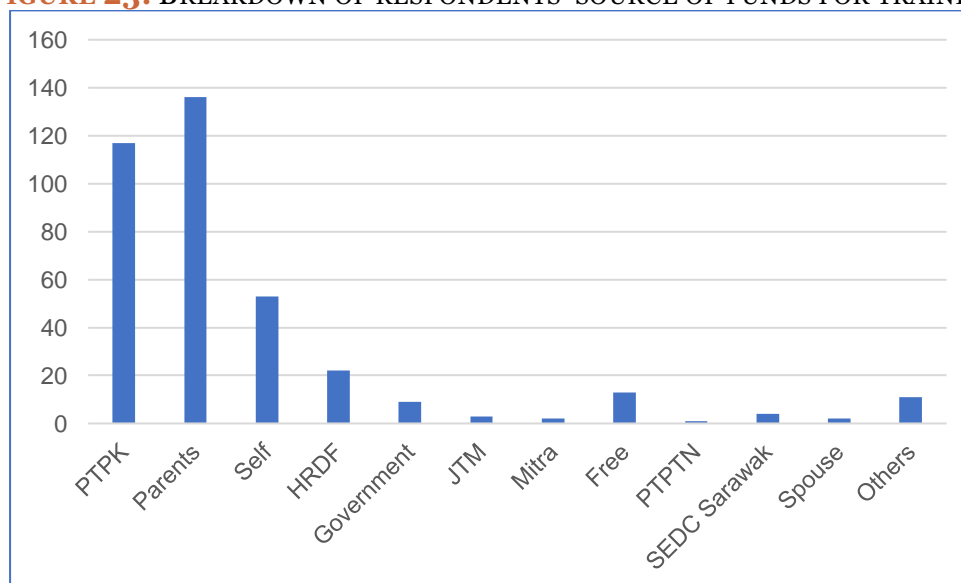
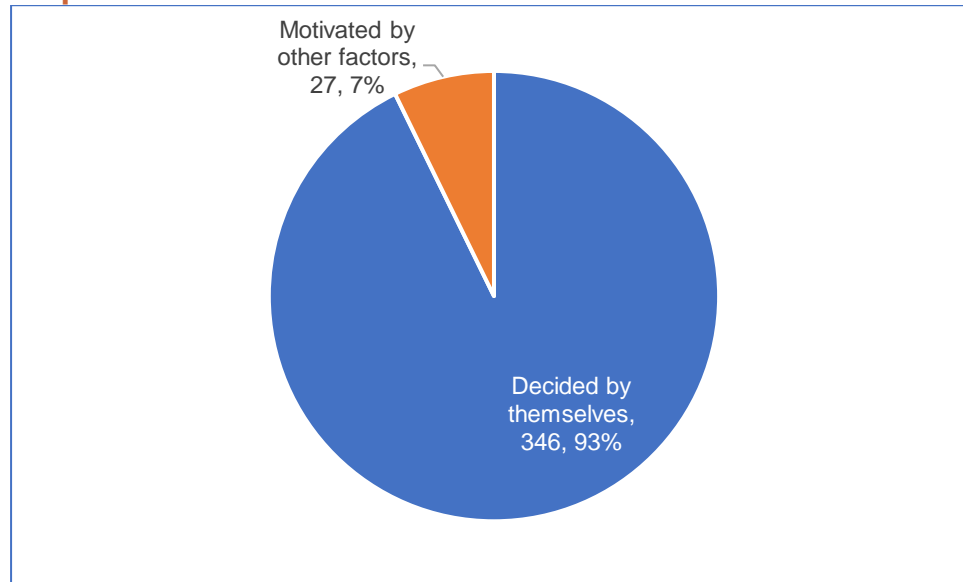


TABLE 20. TRAINING FUNDER BREAKDOWN

Funder	Frequency	Percentage
PTPK	117	31%
Parents	136	36%
Self	53	14%
HRDF	22	6%
Government	9	2%
Jabatan Tenaga Manusia	3	1%
Malaysian Indian Transformation Unit	2	1%
Free	13	3%
Perbadanan Tabung Pendidikan Tinggi Nasional	1	0%
Sarawak Economic Development Corporation	4	1%
Spouse	2	1%
Others	11	3%
Total	373	100%

Figure 24 illustrates the number of students who decided by themselves to join training courses. The majority, 93%, were self-motivated to join training courses.

FIGURE 24. BREAKDOWN OF RESPONDENTS WITH THE SELF-DECISION TO JOIN TRAINING



4.2.2 Path modelling (reflective indicators)

The following section shows the findings of the PLS-SEM analysis for the quantitative research questions:

- 1) Measurement model assessment
 - a) Internal consistency and convergent validity

Table 22 outlines the results of the construct reliability and validity tests as analysed through SmartPLS and Figure 25. All items except for 2 (EMP_9 and PRE_2) under the 4 constructs resulted in outer loadings greater than 0.708, indicating that the latent variables can explain at least 50% of indicators' variance (Hair et al., 2017). The loadings of EMP_9 and PRE_2 are acceptable, as loading values above 0.5 and 0.6 are considered should their summation of loadings lead to average variance extracted (AVE) scores greater than 0.5 (Byrne, 2016; Hulland, 1999). All constructs' indicators are reliable as their Cronbach's alpha and composite reliability values are above 0.7 (Hair et al., 2019; Nunnally & Bernstein, 1994).

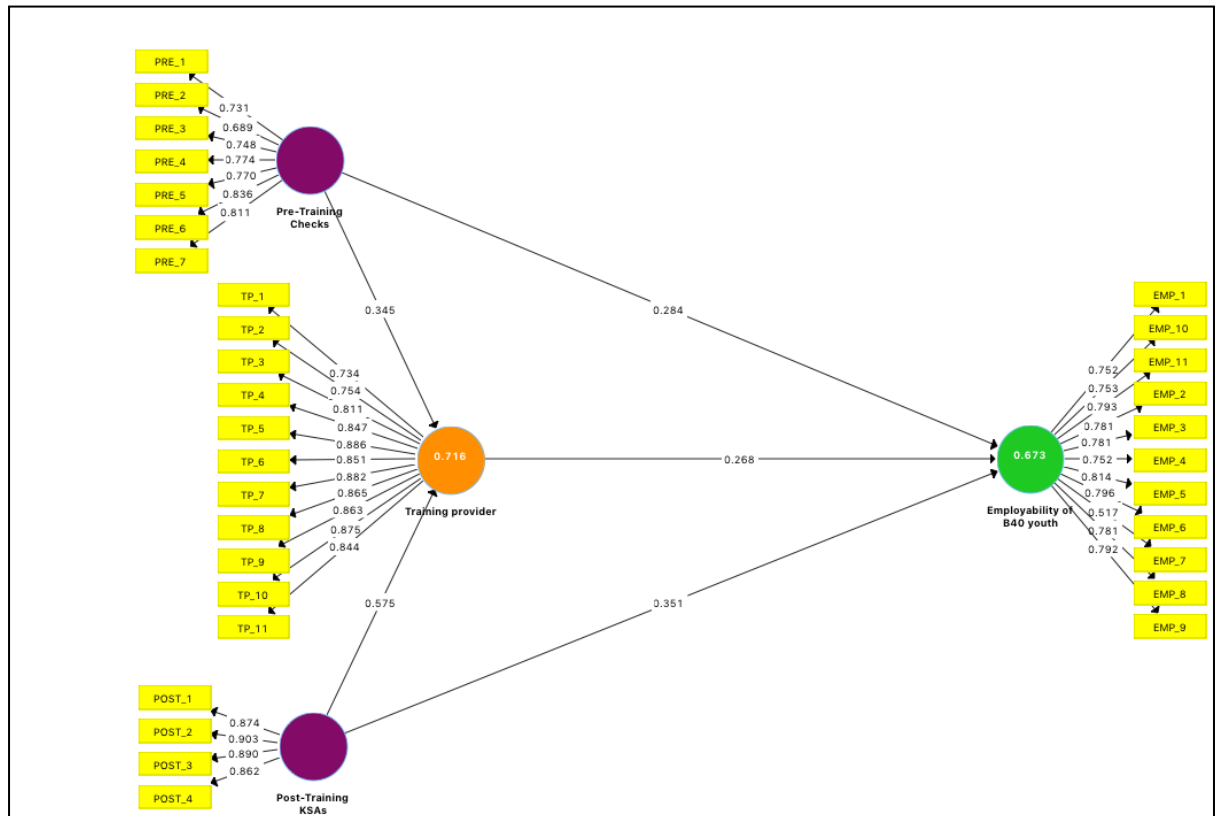
TABLE 21. CONSTRUCT RELIABILITY AND VALIDITY TEST RESULTS

Construct	Items	Loadings	Cronbach's alpha	Rho_A	Composite reliability	Average variance extracted (AVE)
Employability of B40 youth	EMP_1	0.752	0.925	0.931	0.937	0.577
	EMP_2	0.753				
	EMP_3	0.793				
	EMP_4	0.781				
	EMP_5	0.781				
	EMP_6	0.752				
	EMP_7	0.814				
	EMP_8	0.796				
	EMP_9	0.517				
	EMP_10	0.781				
	EMP_11	0.792				
Post-training KSAs	POST_1	0.874	0.905	0.906	0.934	0.778
	POST_2	0.903				
	POST_3	0.890				
	POST_4	0.862				
Pre-training checks	PRE_1	0.731	0.884	0.895	0.909	0.588
	PRE_2	0.689				
	PRE_3	0.748				
	PRE_4	0.774				
	PRE_5	0.770				
	PRE_6	0.836				
	PRE_7	0.811				
Training provider	TP_1	0.734	0.957	0.958	0.963	0.704
	TP_2	0.875				
	TP_3	0.844				
	TP_4	0.754				
	TP_5	0.811				
	TP_6	0.847				
	TP_7	0.886				
	TP_8	0.851				
	TP_9	0.882				
	TP_10	0.865				
	TP_11	0.863				

The composites (rho_A) created by PLS Consistent (PLSc) for reflective models are reliable as they exceed the threshold of 0.7 (Dijkstra & Henseler, 2015; Henseler & Noonan, 2017). As for the AVE which is comparable to the

proportion of variance explained in factor analysis, their scores should exceed 0.5 (Bagozzi et al., 1991; Hair et al., 2019), which is the case in this study's constructs. Thus, measures of the study have sufficient convergent validity. No items were removed post-convergent validity tests.

FIGURE 25. OUTPUT FOR MEASUREMENT MODEL ASSESSMENT



b) Discriminant validity (Fornell–Larcker, Cross Loadings, HTMT)

Measurements of the study have discriminant validity as both Fornell–Larcker and Heterotrait-Monotrait ratio tests have exhibited values as per the criteria suggested in literature. Table 23 and Table 24 outline the results of the Fornell–Larcker tests as analysed through SmartPLS before and after items removal, respectively. All values in the diagonal (highlighted in grey) should be higher than all other values in the row and column (Hair et al., 2019; Hulland, 1999). In this case, two values (in font red) were flagged as they do not meet the Fornell–Larcker criterion in which case several items could be dropped to improve the values to meet the Fornell–Larcker criterion (Voorhees et al.,

2016). Accordingly, the mediator items were causing the issue as the Fornell–Larcker criterion was met prior to addition of the mediator variable (training provider). Thus, each item was dropped, recalculated for Fornell–Larcker values, and reinserted one by one to identify items' significance in reducing the values. By doing so, the item that reduced the Fornell–Larcker values significantly were noted and dropped in accordance of significance level until the Fornell–Larcker criterion was met. In total, 7 items (2 from supportive environment, 1 from well-organised courses and 4 from post-training follow-ups) out of 18 items were dropped for the training provider construct. The remedy suggested by Voorhees et al. (2016) above successfully improved the Fornell–Larcker criterion.

TABLE 22. FORNELL–LARCKER TEST RESULTS BEFORE ITEMS REMOVAL

Constructs	Employability of B40 youth	Post-training KSAs	Pre-training Checks	Training provider
Employability of B40 youth	0.760			
Post-training KSAs	0.757	0.882		
Pre-training checks	0.716	0.671	0.767	
Training provider	0.813	0.831	0.752	0.808

TABLE 23. FORNELL–LARCKER TEST RESULTS AFTER ITEMS REMOVAL

Constructs	Employability of B40 youth	Post-training KSAs	Pre-training checks	Training provider
Employability of B40 youth	0.760			
Post-training KSAs	0.758	0.882		
Pre-training checks	0.716	0.672	0.767	
Training provider	0.759	0.807	0.731	0.839

Table 25 outlines the results of the cross loadings as analysed through SmartPLS. The loadings of indicators in their respective constructs have been grouped together (highlighted in grey) for ease of observation. All indicators in assigned constructs are higher than their loadings on other variables (Joseph F. Hair et al., 2019; Henseler & Noonan, 2017).

TABLE 24. CROSS LOADING RESULTS

Items	Employability of B40 youth	Post-training KSAs	Pre-training checks	Training provider
EMP_1	0.752	0.530	0.541	0.535
EMP_2	0.781	0.508	0.524	0.498
EMP_3	0.781	0.694	0.604	0.684
EMP_4	0.752	0.644	0.557	0.667
EMP_5	0.814	0.646	0.535	0.618
EMP_6	0.796	0.593	0.534	0.583
EMP_7	0.517	0.339	0.418	0.362
EMP_8	0.781	0.515	0.538	0.492
EMP_9	0.792	0.506	0.544	0.544
EMP_10	0.753	0.695	0.586	0.686
EMP_11	0.793	0.543	0.57	0.56
POST_1	0.671	0.874	0.585	0.682
POST_2	0.646	0.903	0.576	0.702
POST_3	0.688	0.890	0.616	0.754
POST_4	0.669	0.862	0.594	0.707
PRE_1	0.459	0.389	0.731	0.436
PRE_2	0.451	0.371	0.689	0.41
PRE_3	0.500	0.336	0.748	0.441
PRE_4	0.554	0.598	0.774	0.587
PRE_5	0.59	0.535	0.770	0.561
PRE_6	0.626	0.627	0.836	0.678
PRE_7	0.617	0.647	0.811	0.715
TP_1	0.667	0.646	0.602	0.734
TP_2	0.552	0.656	0.549	0.754
TP_3	0.58	0.659	0.573	0.811
TP_4	0.652	0.683	0.618	0.847
TP_5	0.655	0.706	0.65	0.886
TP_6	0.593	0.623	0.58	0.851
TP_7	0.674	0.683	0.649	0.882
TP_8	0.649	0.699	0.628	0.865
TP_9	0.665	0.714	0.624	0.863
TP_10	0.655	0.702	0.638	0.875
TP_11	0.643	0.662	0.622	0.844

Table 26 outlines results of the HTMT as analysed through SmartPLS. HTMT values close to 1 indicate lack of discriminant validity. The threshold are 0.85

and 0.90 for conceptually different constructs and conceptually similar constructs, respectively (Hair et al., 2019). Values for this study meet the threshold. Thus, measurements of the study have discriminant validity.

TABLE 25. HTMT TEST RESULTS

Constructs	Employability of B40 youth	Post-training KSAs	Pre-training checks	Training provider
Employability of B40 youth				
Post-training KSAs	0.815			
Pre-training checks	0.781	0.728		
Training provider	0.794	0.866	0.774	

2) Structural model assessment

a) Assessment of collinearity (VIF)

Table 27 outlines the results of collinearity (VIF) assessment. All inner VIF values are acceptable as they are below the threshold of 5.0 (Hair et al., 2017). However, values below 3.0 are ideal (Hair et al., 2019). Pre-training checks may possibly indicate a mild level of collinearity issue, although not very much far from the 3.0 threshold (Hair et al., 2019). Thus, the issue of multicollinearity is not a concern for this study.

TABLE 26. INNER VIF VALUES FOR EXOGENOUS VARIABLES

Exogenous variables	Employability of B40 youth	Training provider
Employability of B40 youth	2.990	1.824
Post-training KSAs	2.244	1.824
Pre-training checks	3.525	

b) Assessment of path coefficient (bootstrapping)

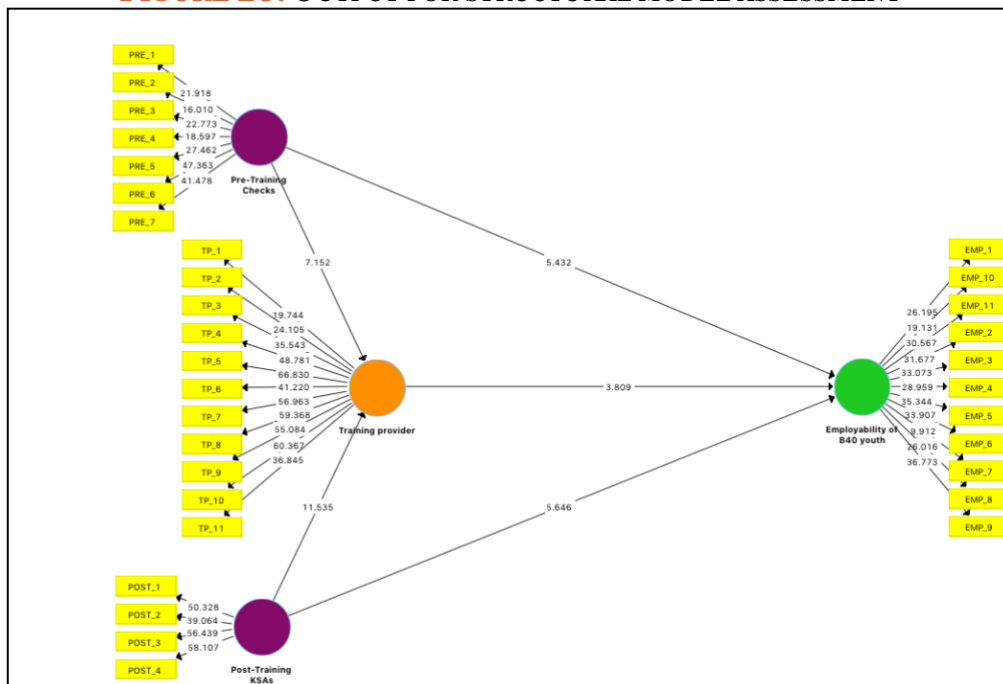
Table 28 outlines the results of the bootstrapping direct effect assessment, and Figure 26 show the output. All beta values are significant as their corresponding

p-values and t-value are less than 0.01 and greater than 2.58, respectively (Hair et al., 2017; Hair et al., 2019; Henseler & Noonan, 2017). Accordingly, post-training KSAs has the highest strength of relationship with training provider (beta value 0.575) and the dependent variable, employability of B40 youth (beta value 0.351).

TABLE 27. BOOTSTRAPPING DIRECT EFFECT RESULTS

Hypotheses	OS (Beta)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
Post-training KSAs -> Employability of B40 youth	0.351	0.351	0.062	5.646	0.000	Significant
Post-training KSAs -> Training provider	0.575	0.576	0.050	11.535	0.000	Significant
Pre-training checks -> Employability of B40 youth	0.284	0.286	0.052	5.432	0.000	Significant
Pre-training checks -> Training provider	0.345	0.346	0.048	7.152	0.000	Significant
Training provider -> Employability of B40 youth	0.268	0.267	0.07	3.809	0.000	Significant

FIGURE 26. OUTPUT FOR STRUCTURAL MODEL ASSESSMENT



c) Coefficient of determination (R-squared)

Table 29 outlines results of the coefficients of determination, that is, the R-squared test on the endogenous variables. Accordingly, 67.3% of the variance in employability of B40 youth is explained by the 3 constructs, namely, pre-training checks, post-training KSAs and training provider. Additionally, 71.6% of variance in training provider is explained by the two latent constructs, pre-training checks and post-training KSAs. Both results indicate a moderate level of acceptance (Hair et al., 2019).

TABLE 28. R-SQUARED TEST RESULTS FOR ENDOGENOUS VARIABLES

Endogenous variables	R-squared	R-squared Adjusted
Employability of B40 youth	0.673	0.670
Training provider	0.716	0.715

d) Effect Size (f-square)

Table 30 outlines the results of the f-square test. Accordingly, post-training KSAs has a large effect size on training provider; pre-training checks have a medium effect size on training provider; and the three exogenous variables, post-training KSAs, pre-training checks and training provider, have a small effect size on employability of B40 youth (Hair et al., 2017).

TABLE 29. F-SQUARE TEST RESULTS

Exogenous variables	Employability of B40 youth	Training provider
Post-training KSAs	0.126	0.639
Pre-training checks	0.110	0.230
Training provider	0.062	

e) Predictive relevance (Q square)

Table 31 outlines the results of the q square test for endogenous variables. Accordingly, the exogenous constructs have predictive relevance over the endogenous constructs as all values are larger than 0 (Hair et al., 2017). For the purpose of validation, the cross-validated redundancy value is looked at instead of the cross validated communality. Therefore, the study's exogenous variables have a medium predictive accuracy of the PLS path model (Hair et al., 2019).

TABLE 30. Q SQUARE TEST RESULTS FOR ENDOGENOUS VARIABLES

Endogenous variables	CCR Q ² (=1-SSE/SSO)	CCC Q ² (=1-SSE/SSO)
Employability of B40 youth	0.376	0.486
Training provider	0.499	0.643

4.2.3 Mediation Analysis

Table 32 outlines the results of the mediation analysis through bootstrapping indirect effect assessment. The analysis shows that the indirect effect's beta of 0.154 and 0.092 were significant with a t value of 3.501 and 3.346, and p value less than 0.01. Moreover, the 95% bootstrap confidence interval does not straddle the 0 in between the lower limit and upper limit values, indicating a mediating effect. Therefore, the mediation effect is statistically significant. Specifically, training provider partially mediates the relationship between pre-training checks and post-training KSAs with employability of B40 youth as the direct effect results, which are significant as well (Lachowicz et al., 2018; Walters, 2018).

TABLE 31. BOOTSTRAPPING INDIRECT EFFECT RESULTS

Hypotheses	OS (Beta)	2.50% (lower limit)	97.50% (upper limit)	T Statistics (O/STDEV)	P Values	Decision	Mediation
Post-Training KSAs -> Training provider -> Employability of B40 youth	0.154	0.072	0.241	3.501	0.001	Significant	Partial mediation
Pre-training checks -> Training provider ->	0.092	0.04	0.147	3.346	0.001	Significant	Partial mediation

4.2.4 Categorical Moderator Analysis (Gender)

Table 33 outlines the results of the multigroup analysis on gender. The findings show that gender moderates the relationship between pre-training checks and employability of B40 youth as the p-value for female is insignificant and p-value for male is significant. Accordingly, male has a higher moderating effect (0.326) in comparison to females (0.165).

TABLE 32. MULTIGROUP (GENDER) ANALYSIS RESULTS

Hypotheses	Path Coefficients Original (Female)	Path Coefficients Original (Male)	Path Coefficients Mean (Female)	Path Coefficients Mean (Male)	STDEV (Female)	STDEV (Male)	t-Value (Female)	t-Value (Male)	p-Value (Female)	p-Value (Male)
Post-training KSAs -> Employability of B40 youth	0.44	0.314	0.437	0.319	0.1	0.071	4.412	4.411	0	0
Training provider -> Employability of B40 youth	0.275	0.28	0.277	0.282	0.125	0.08	2.19	3.517	0.029	0
Pre-training checks -> Employability of B40 youth	0.165	0.326	0.171	0.322	0.084	0.069	1.953	4.73	0.051	0

4.2.5 Summary of Quantitative Research Findings

Table 34 summarises the findings of the quantitative study in accordance with research questions 4–6 and their respective hypotheses.

TABLE 33. SUMMARY OF QUANTITATIVE RESEARCH FINDINGS

Research Question	Alternate Hypotheses/ Tests	Null Hypotheses Decision
4) What is the effect of inclusive TD via training on B40 youth employability?	H ₁ Post-training knowledge, skills and abilities significantly influence employability of B40 youth.	Rejected
	H ₃ Pre-training checks significantly influence employability of B40 youth.	Rejected
	H ₈ A significant categorical moderating effect of gender exists between post-training knowledge, skills and abilities and employability of B40 youth.	Accepted
	H ₁₀ A significant categorical moderating effect of gender exists between pre-training checks and employability of B40 youth.	Rejected
	H ₅ Training providers significantly influence employability of B40 youth.	Rejected
5) What is the mediating role of training providers in the relationship between inclusive TD and B40 youth employability?	H ₆ Training providers significantly mediate the relationship between post-training knowledge, skills and abilities and employability of B40 youth.	Rejected
	H ₇ Training providers significantly mediate the relationship between pre-training checks and employability of B40 youth.	Rejected
6) What are the significant factors affecting training providers' success in enhancing B40 youth's employability?	H ₂ Post-training knowledge, skills and abilities significantly influence training providers.	Rejected
	H ₄ Pre-training checks significantly influence training providers.	Rejected
	H ₉ A significant categorical moderating effect of gender exists between training providers and employability of B40 youth.	Accepted
	After removal of items, the factors that explained training providers' role are well-organised courses and supportive environment.	

Chapter 5 – DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter discusses the findings of the research in line with the study's six research objectives, provides recommendations to multi-stakeholder groups, highlights key limitations of the study, suggests future research areas and concludes the research study.

5.1 Overall Purview based on Research Objectives

This section discusses the research findings based on the six research objectives.

5.1.1 Research Objective 1

The first research objective was to investigate the extent to which training is important towards the upliftment of B40 youth in line with poverty eradication. According to the qualitative research findings, the multi-stakeholder group believed training was indeed beneficial and successful in uplifting Malaysia's B40 youth. Moreover, trainees' KSAs did improve post-training, which enabled employability enhancement as has been set as a goal in Malaysia's fourth SDG on quality education to increase the rate of youth having relevant skills for employment (Department of Statistics Malaysia, 2020b). This finding is congruent with literature in support of talent being developable for all (Crane & Hartwell, 2019; Crowley-Henry & Al Ariss, 2018; Horwitz, 2013; Schiemann, 2014; Williamson & Harris, 2019), as supported by AMO, stakeholder and RBV theories (Barney, 1991; Barney et al., 2001; Bos-Nehles et al., 2013; Marin-Garcia & Tomas, 2016; Miles, 2012; Ujma & Ingram, 2019). However, training courses provided by training providers are too basic as pointed out by the trainees themselves. This observation is evident from the training providers' end, as they do not require any pre-requisites to join the training courses.

Trainees also pointed out that courses on attitude and advance skills should be incorporated into the syllabus. Furthermore, trainees are very much driven to further their studies in order to improve their quality of life. The extent of trainings'

success, nevertheless, was dependent on the training providers in terms of the supportive environment provided. Policymakers and funders also rely on training providers to come up with successful training courses. They merely approve the courses if they are in line with the nation's aspirations and policies (Economic Planning Unit, 2019; Ministry of Economic Affairs, 2019) with no intervention on the course outline. Subsequently, the following propositions were made in relation to research objective 1:

- Training is key in uplifting B40 youth to eradicate poverty.
- Post-training KSAs improved B40 youth's employability.
- Training providers play a huge role in the success of B40 youth training.
- A supportive environment provided by training providers influences the success of B40 youth's training.

5.1.2 Research Objective 2

The second research objective was to explore the importance of pre-training checks or assessments and post-training follow-ups in uplifting B40 youth. According to the qualitative research findings, no pre-training checks or assessments were conducted by training providers, as they did not think these measures were necessary to improve the employability of B40 youth. This finding implies that trainees' level of KSAs prior to training was not gauged. Post-training trace studies were also not formally conducted by training providers. Besides, different training providers adhere to different guidance on procedures towards trainees post-training. Subsequently, the following propositions were made in relation to research objective 2:

- Pre-training checks or assessments do not influence upliftment of B40 youth.
- Post-training follow-ups do not play a role in the success of training providers in uplifting B40 youth.
- Every training provider has their own set of course organisation.

5.1.3 Research Objective 3

The third research objective was to identify proactive measures that stakeholders should engage in, and to what extent they are crucial in the success of B40 youth training towards poverty eradication. According to the qualitative research findings,

several proactive measures are crucial in the success of B40 youth. Trainees are interested in hands-on projects and urge training providers to provide advanced skill-based courses and soft skills courses. B40 youth trainees also need to engage in measures to overcome family pressure to earn a decent income to help the household instead of attending training courses.

Training providers need to conduct background checks on potential trainees to identify the B40 youth pool and maintain a close relationship (i.e. supportive environment) to ensure that trainees successfully complete the course. Training providers have difficulty maintaining B40 youth trainees' full attention throughout the full-day course, and they would like to include soft skills courses as requested by trainees. Training providers suggest that collaboration with schools and colleges, especially technical and vocational colleges, should be a measure for successful B40 youth training.

From the policymakers' end, a formal, systematic measure to pool and track post-training employment of B40 youth needs to be in place. One challenge faced in employment tracking is the issue of job mobility, as many B40 youth tend to leave their jobs within 1 or 2 weeks. Moreover, the majority are driven by business opportunities. This finding is congruent with literature, as the Gen Y demands greater flexibility and expect job mobility, which are external demographic challenges (Guthridge et al., 2008; Vaiman et al., 2012). Policymakers have noted that future policies are to be directed at B40 youth development as with the current lack of governance framework for this particular group. B40 group trainings are parked under different ministries that are not made aware to funders who deal with training providers. Although policymakers do not partake in the training course outline, they believe that the focus of training should be employment opportunities to make B40 youth group future-ready post COVID-19. Ironically, training providers claim that they are providing employment-based training courses.

Here, the issue of synchronisation comes to the limelight. Trainees claim that training providers are not providing them with advanced knowledge to be industry-ready. Training providers believe their courses create employment opportunities. Policymakers claim that they are guided by the nation's aspirations during course approvals. They suggest for the focus of training to be equipping trainees to be future-ready type, yet the courses they approved are based on the nation's policies, which should already address future employability (Economic Planning Unit, 2015,

2019). Furthermore, in defining the B40 group itself, training providers and policymakers were on different thoughts. Although not fully confident in their answers, training providers suggested those below RM3500 while policymakers look at those with household income below RM3800. However, literature suggests that the B40 group should fall under the bracket of RM4,850 (Department of Statistics Malaysia, 2020a). Subsequently, the following propositions were made in relation to research objective 3.

- Trainees seek a supportive environment for a successful training outcome from training providers who do not discriminate against gender or financial background.
- Advanced skill-based and soft skills courses need to be provided by training providers.
- B40 youth demand job mobility post-training.
- A systematic approach to identifying and pooling B40 youth group needs to be in place.
- A governance framework and policies directed at the B40 youth development is lacking.
- There is a discontinuity between policymakers and other ministries in relation to B40 youth trainings.
- The multi-stakeholder group should jointly engage in those proactive measures for the success of B40 youth training towards poverty eradication.

5.1.4 Research Objective 4

The fourth research objective was to examine the relationship between inclusive TD via training and B40 youth employability. According to the quantitative research findings, the following significant findings were drawn out.

- i. Post-training KSAs positively influence employability of B40 youth.
- ii. Pre-training checks positively influence employability of B40 youth.
- iii. Training providers positively relate to employability of B40 youth.
- iv. Gender partially moderates the relationship between pre-training checks or assessments and employability of B40 youth.

Among all of the above conclusions, post-training KSAs have the highest positive influence on employability of B40 youth with a beta of 0.351, followed by pre-training checks or assessments on employability of B40 youth with a beta of 0.284.

Accordingly, inclusive TD via training enhances B40 youth employability in Malaysia, thus confirming the qualitative research findings.

5.1.5 Research Objective 5

The fifth research objective was to assess the mediating role of training provider between inclusive TD and B40 youth employability. Based on the quantitative research findings, the following significant findings were drawn out.

- i. Training providers partially mediate the relationship between post-training KSAs and employability of B40 youth.
- ii. Training providers partially mediate the relationship between pre-training checks or assessments and employability of B40 youth.

Among the above conclusions, training provider has a higher mediating role in the relationship between post-training KSAs and employability of B40 youth with a beta of 0.154 as opposed to 0.092 for the relationship between pre-training checks or assessments and B40 youth employability. In summary, training providers explain the relationship between the study's independent and dependent variables while acting as a mechanism that produces changes on the dependent variable, that is, B40 youth employability. This finding supports the qualitative research findings whereby training providers are heavily relied upon by policymakers and trainees.

5.1.6 Research Objective 6

The sixth research objective was to determine significant factors affecting training providers' success in enhancing B40 youth's employability. According to the quantitative research findings, the following significant findings were drawn out.

- i. Post-training KSAs positively influence training providers' role.
- ii. Pre-training checks positively influence training providers' role.
- iii. Well-organised courses and supportive environment are factors that explain training providers' role.

Among all of the above conclusions, post-training KSAs have the highest positive influence on training providers with a beta of 0.575, followed by pre-training checks or assessments on training providers with a beta of 0.345. Accordingly, the independent variables of the study significantly affect training providers. On the

basis of the third conclusion, well-organised courses and supportive environment are the factors contributing to a training provider's role. This finding contradicts the qualitative research finding whereby training providers believe that post-training follow-ups are crucial in a training provider's role, as follow-ups did not explain the role of a training provider in this study.

5.2 Recommendations to multi-stakeholders in Malaysia

In general, on the basis of the qualitative and quantitative research findings, a collaboration between all stakeholders directly or indirectly involved in uplifting the B40 youth is recommended. The collaboration should proactively address all measures discussed and recommended for the multi-stakeholder group.

5.2.1 Government/Polymakers

Despite numerous attempts in uplifting the B40 group to M40, several challenges persist that hinder inclusive TD policies. Firstly, the B40 group is exposed to internal factors such as knowledge, skills and attitude. From their end, insufficient effort is directed at upscaling their level of knowledge, education and skills, as it is attributed to financial requirements which is their shortfall. Even if training is provided, courses are not sufficient industry requirements. This deficiency, in turn, leads to the skills deficit issue which is one of the driving factors impacting the future talent base in Malaysia. Given their ability to self-educate and upskill themselves through various means, those in the T20 and M40 group tend to possess higher level of skills and knowledge in comparison to the B40 group. In fact, low literacy rate has been attributed to the B40 group, because they are not able to afford educating themselves outside the formal national syllabus. Experts have pointed out the mismatch between the education syllabus and actual skills sought by the industry creates talent skill gaps. These experts highlight the industry-required skills including problem solving, critical thinking and analysis. In contrast to the goals set out in Malaysian policies, a short-term mindset is embedded in the education and industrial systems. This observation is evident through the act of bringing in specialised talent from abroad to conduct training activities, given Malaysian human capitals' lack of required digital skills in this IR 4.0 era.

Furthermore, the B40 group lacks employment opportunities, which is an external factor. Although the majority are considered unskilled as per industry requirements, Malaysia opts for cheaper unskilled foreign labourers instead. This reliance on cheap unskilled foreign labourers prevents Malaysia from achieving a high-income status. Therefore, Malaysia needs to move away from cost suppression dependencies towards quality labour force, that is, through investment aimed at inclusive TD, as its competitive strength. In addition, graduate employability has been a rising concern in Malaysia, as skills gap, insufficient job creation and readiness to take up roles in the job world have not set in. Thus, the talent pool deficit will negatively impact the sustained growth and inclusive equitable society objective of poverty eradication as outlined in the SPV, NEM, 12th MP and SDGs. Accordingly, a formal, systematic measure to pool and track post-training employment of B40 youth must be in place whether or not job mobility takes place.

In support of inclusive TM practice of ability development (AMO), RBV reinstates the importance of building upon human capital resources in terms of their KSAs to produce a sustainable competitive advantage which is valuable, rare, inimitable and non-substitutable. The knowledge developed amongst the B40 youth will then be turned into talent for organisations, and subsequently for the nation. By tapping into the inclusive TD approaches of key human resources, a sustained growth in eradicating the income disparity throughout the nation specifically in uplifting the B40 into the M40 group could be achieved. Considering that the emphasis worldwide is still on managing high-performing talent, which is an exclusive approach, Malaysia could set out to build on an untapped pathway through globally considered non-talent human resource to reap sustainable advantages. The mindset of low-level acceptance rate of trainings' benefits which was found in the qualitative findings suggest that Malaysia should change its short-term mindset towards a long-term mindset that emphasises inclusive TD. This approach will be a move towards an inclusive equitable income society where foreign labourers and experts are no longer required to fill in the gap for mismatch of skills in the nation. Thus, future B40 youth development policies should take into consideration all those proactive measures in advancing the nation into a

developed country. A specific governance framework for B40 youth trainings with employment-ready courses is key for the nation's aspirations.

5.2.2 Training Providers

Training providers have engaged in many challenging situations in ensuring the success of B40 youth training. However, training courses are suggested to be more advanced, instead of basic courses which only enable basic KSAs that are insufficient in the workplace as pointed out by the trainees themselves. Soft skills courses including motivational, positive attitude, critical thinking and self-improvement based are some examples of subjects that interest trainees. A well-organised course coupled with a supportive environment from trainers will ensure a successful training course for trainees. Concerns raised by trainees should be clarified and guided upon instead of merely getting them to look up the matter on their own. More importantly, pre-training checks and assessments are crucial in ensuring the level KSAs the trainee comes in with. This measure would enable trainers to gauge the training courses to ensure development occurs post-training. Lack of pre-training checks and assessments leads to basic courses which may not contribute to the growth of trainees. Besides, collaboration with other training providers could prove to be beneficial in ensuring that trainees receive the most suited course that would ensure their readiness for the industry.

5.2.3 B40 Youth

The B40 youth are advised to attend any training course that is available. The opportunity should be seized as trainings improve KSAs towards better employability for an enhanced quality of life into the middle-income household category. Financial challenges could be faced if the right stakeholder is approached. Training providers or policymakers, if allowed, should be approached to put forth needs and challenges of the B40 youth. By doing so, policymakers and training providers could better provide for the B40 youth. Moreover, parents of the B40 youth are urged to support and ensure that their children are not deprived of training programmes that could improve the life of the entire family. Skills-based trainings have been most useful to B40 youths as they improved employability and allowed for a realistic industry-related courses. Such courses, as noted by a few,

were outside the scope of academia. Through such skill-based training programmes, the younger generation would be future-ready within their field of interest.

5.3 Theoretical, Practical and Managerial Implications of the Study

TD as a TM practice has been gaining popularity over the years with a peak in 2019. However, only a few literature covers the issue of inclusive TD within the context of TM. Accordingly, this study shows that TD as part of a TM practice is an under-researched area within TM literature. Besides, the impact of TM systems on TD processes requires further clarification (Thunnissen & Van Arensbergen, 2015). Responding to that call for research, findings of this study expand the knowledge base for TD in TM literature while acting as a preliminary finding in understanding the relationship between TD and TM. In fact, the mixed methodology approach used in this study adds value to the qualitative exploration in the ability to generalise through quantitative research. Subsequently the insights add value to TM literature, which are mostly conceptual or qualitative in nature.

In studying the relationship between TD and TM, several theories have encompassed prior literature, including RBV (Crane & Hartwell, 2019; Höglund, 2012; Kabwe & Okorie, 2019; Tatoglu et al., 2016), human capital theory (Collings, 2014; Kabwe & Okorie, 2019), social capital theory (Collings, 2014), social exchange theory (Festing & Schäfer, 2014), institutional theory (Horwitz, 2013; Tatoglu et al., 2016) and psychological contract theory (Clarke & Scurry, 2020; Höglund, 2012). However, none of the papers have addressed TD from the perspective of AMO theory combined with stakeholder theory, when in fact, these theories together outrightly point out an individual's skills and knowledge as essentials to positive organisational outcomes alongside the importance of inclusivity practices. Both these theories together explain the critical value of human capital resources in an organisation's search for sustainable competitive advantages from the RBV perspective. In support of inclusive TM practice through ability development, RBV reinstates the importance of building upon a firm's human capital resources in terms of their KSAs to produce a sustainable competitive advantage which is valuable, rare, inimitable and non-substitutable (Barney, 1991; Barney et al., 2001). The knowledge developed amongst employees will then be turned into knowledge for the organisations, social capital acting as a catalyst of

human capital theory phenomena (Houghton, 2017; Teixeira, 2014). Thus, this study theoretically expands literature on TM via the synchronous utilisation of AMO, stakeholder and RBV theories into a single research to provide for a better understanding of inclusive TD.

Besides, findings of this study statistically prove the significant mediating role of training providers in the relationship between inclusive TD and employability of B40 youth in Malaysia. The finding offers another theoretical contribution to the growing literature base of TM studies.

Practically, the research provides a framework in which the mismatch of resources acquired by the unemployed B40, also known as the less privileged in TM literatures, and the resources required by the industry can be curtailed. Effectively, the findings could potentially contribute to the Ministry of Human Resources and other relevant authorities who aim to regulate, govern and provide jurisdictions to parties involved so as to better manage B40 talent in Malaysia while bridging the gap between the high- and low-income group towards an equitable inclusive nation.

Managerially, this study provides statistical findings on the Malaysian context towards relevant stakeholders to better meet the SPV aspirations. Recommendations to the multi-stakeholder group emphasise the need for Malaysia to adopt effective inclusive TD practices to enhance B40 youth employability towards a developed nation via poverty eradication. Although retaining existing employees may be challenging, if the B40 youth and all employees are strategically developed to attain skills and knowledge that enable them to work in any organisation, any position with better pay, then Malaysia could elevate all B40 group individuals into future M40 which can then be the new M60 to M80 group with zero individuals in the B40 household income group. Findings of this study contribute to training providers in Malaysia to improvise their training courses so as to be aligned with needs of trainees and the industry. B40 youth trainees would be able to self-motivate through results reported in this study as received from the B40 youth trainees themselves.

5.5 Limitations of the Study

The usage of SmartPLS in data analysis poses a key limitation in research, which is the issue of seeding. This limitation creates different results every bootstrapping run, albeit minimal and almost insignificant differences. Thus, future research may consider

usage of other statistical software such as AMOS or R alongside Smart-PLS for a more robust finding.

Varying definitions utilised in interpreting and defining TM have had major influences on the results reported. One danger is that most authors adopted the most widely cited exclusive approach to TD, which has led to organisational desirable outcomes. Given that exclusive TD practices are common in organisations, the research is deemed to be practical to those firms. Notwithstanding the best interest of an organisations' key stakeholders' perspectives, individual employees, could have led to the positive impacts of exclusive TD towards the organisation. All authors have only looked into the issue from the theoretical lens of RBV, social exchange, social capital, institutional theory, human capital and psychological contract in rationalising their choice of definition and conceptualisation of TM practices. Future research could therefore address TD with TM through the marriage of multiple theoretical lens to increase reliability and robustness of the study.

5.6 Future Research Suggestions

The majority of the literature conducted research in major, developed countries like the United Kingdom, United States of America and European countries. Minimal research originated from small developing countries like Malaysia, Nepal, Sri Lanka and Thailand. Future studies could include those countries to provide a better understanding of TM and TD from the perspective of developing countries. The importance of inclusive TD practices in those countries may well be higher given the reduced cost of investment in developing all employees, a retention versus retrenchment strategy rather than focusing on highly valued exclusive talents.

As previously noted, TM practices are multi-dimensional in nature. They include a wide array of human resource activities from selection to retrenchment. However, TD of low performers, or commonly treated as non-talent, was identified as a key strategy during the emergence of TM (Chambers et al., 1998), but neglected by most research. Thus, future research direction could be aimed at exploring the one-dimensional approach to TM on the basis of TD. Furthermore, given that inclusive TD has been an under-researched subject area, more studies need to be directed towards it as a key TM tool in achieving a societal, economic level perspective (Tansley et al., 2013) to TD.

Generally, those in the T20 category tend to possess highly skilled jobs which allow them to earn 3.2 times more than those in low-skilled positions. This is because they can self-finance their training and education needs in line with international syllabus that emphasises key knowledge, skills and abilities required by the industry. Most international education or training syllabus and institutions tend to collaborate with the industry in order to produce talents as per industry requirements. Similarly, the M40 group can afford education systems outside the government syllabus to align their skills to that of the industry. In economics, the level of skills, education and other individual attributes are measures of human capital. These measures influence the earning capacity of an individual. Therefore, in order to increase the earning capacity of B40 individuals' into M40, their level of skills and other relevant employment attributes need to be boosted. Correspondingly, in achieving Malaysia's inclusive equitable society goal, an inclusive TD plan needs to be in place. Therefore, future research could target the linkage between inclusive TD and inclusive equitable society.

Despite great number of efforts and policies aimed at the upliftment of B40 group in Malaysia, industry experts report a lack of skilled workforce and the issue of graduate employability persists. This trend shows that Malaysia, being a developing country, is ambitious in supporting the inclusivity approach to achieve a high-income nation status goal. However, these efforts are only on paper instead of visibility on the ground level, which is why the mismatch in skills required by industry and skills acquired by graduates continue to linger. Thus, upcoming research could advance this study according to the effectiveness of inclusive TD towards employability and equitable society in relevance to IR 4.0 era. In order to do so, preliminary empirical research of this mixed methodology study could act as a starting point. In fact, future studies could delve deeper into the level of training programmes provided by training providers in Malaysia, which can pave way for further understanding the practicality and effectiveness of those courses.

5.7 Conclusion

Overall, combining qualitative and quantitative findings of the study, several key conclusions can be drawn out. Firstly, training is important in uplifting the B40 youth in line with Malaysia's SPV goal of poverty eradication as inclusive TD via training was

found to enhance B40 youth employability in Malaysia. Secondly, conducting pre-training checks or assessments and post-training follow-ups are imperative. Finally, proactive measures crucial in the success of B40 youth training include (1) a thorough background check by training providers to pool B40 youths, (2) training courses need to be organised and advanced while including soft skills, as supportive environment and well-organised courses were found to significantly explain the role of training providers, (3) a supportive environment from training providers, (4) a formal, systematic measure to pool and post-training employment of B40 youth needs to be jointly created by a collaboration between multi-stakeholders, (5) the formation of a governance framework targeted at B40 youth development, and (6) all multi-stakeholders should collaborate towards a common mission of inclusively developing B40 youth towards the alleviation of B40 into middle-household-income category rather than working in silo and heavily relying on training providers, which was found to be the partial mediator in the study.

Although government aspirations under the SPV 2030 have been set to uplift the B40 group, in practice, government training funders are not being guided by a specific framework for B40 youth development. Ministries in charge of B40 trainings need to work collaboratively with the funder, policymakers and training providers to better meet the B40 youths' interests and overcome challenges faced in their training. Researchers conclude that through proper training and proactive measures via collaborated pathways of multi-stakeholder involvement, the gap between Malaysia's aspirations and its actual practice on the ground can be closed.

The study contributes to existing literature as well as to practitioners; it highlights the gap present in Malaysia's aspirations of eradicating poverty in their SPV 2030 versus actual organisational practice. All stakeholders are then suggested to come up with proactive strategies to ensure that right trainees are matched with the right training providers and government policies. A linkage between government policies and industry requirements need to be established as opposed to the present discontinuity. A structured training needs analysis plan needs to be in place via collaboration between industries and governments. However, organisations should be empowered in decision-making instead of constant government reliance to ensure continuous professional development for all within the organisation. B40 individuals commonly found in lower-level positions can then be pooled into the career pathway towards a shift into M40.

References

- Al Ariss, A., Cascio, W. F., & Paauwe, J. (2014). Talent management: Current theories and future research directions. *Journal of World Business*, 49(2), 173–179. <https://doi.org/10.1016/j.jwb.2013.11.001>
- Alghamdi, A. H., & Li, L. (2013). Adapting design-based research as a research methodology in educational settings. *International Journal of Education and Research*, 1(10), 1–12.
- Ambrosius, J. (2018). Strategic Talent Management in Emerging Markets and Its Impact on Employee Retention: Evidence from Brazilian MNCs. *Thunderbird International Business Review*, 60(1), 53–68. <https://doi.org/10.1002/tie>
- Ananthan, S. S., Manaf, H. A., Hidayati, M., & Dewi, D. S. K. (2019). The development of talent management in Malaysian public sector: A comprehensive review. *Problems and Perspectives in Management*, 17(2), 242–253. [https://doi.org/10.21511/ppm.17\(2\).2019.18](https://doi.org/10.21511/ppm.17(2).2019.18)
- Andrews, G., & Russell, M. (2012). Employability skills development: strategy, evaluation and impact. *Higher Education, Skills and Work-Based Learning*, 2(1), 33–44.
- Asplund, K. (2020). When profession trumps potential: The moderating role of professional identification in employees' reactions to talent management. *International Journal of Human Resource Management*, 31(4), 539–561. <https://doi.org/10.1080/09585192.2019.1570307>
- Avkiran, N. K. (2018). Partial least squares structural equation modeling: Recent advances in banking and finance. In N. Avkiran & Ringle (Eds.), *International Series in operations research & Management Science*. Springer.
- Bagozzi, R. P., Yi, Y., & Phillips, L. W. (1991). Assessing Construct Validity in Organizational Research. *Administrative Science Quarterly*, 36(3), 421. <https://doi.org/10.2307/2393203>
- Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
- Barney, J., Wright, M., & Ketchen, D. J. (2001). The resource-based view of the firm: Ten years after 1991. *Journal of Management*, 27, 625–641. <https://doi.org/10.1177/014920630102700601>
- Baum, T. (2008). Implications of hospitality and tourism labour markets for talent

- management strategies. *International Journal of Contemporary Hospitality Management*, 20(7), 720–729. <https://doi.org/10.1108/09596110810897574>
- Beamond, M. T., Farndale, E., & Härtel, C. E. J. (2016). MNE translation of corporate talent management strategies to subsidiaries in emerging economies. *Journal of World Business*, 51(4), 499–510. <https://doi.org/10.1016/j.jwb.2016.01.002>
- Becker, B. E., & Huselid, M. A. (2006). Strategic human resources management: Where do we go from here? *Journal of Management*, 32(6), 898–925. <https://doi.org/10.1177/0149206306293668>
- Böhmer, N., & Schinnenburg, H. (2016). How gender and career concepts impact Global Talent Management. *Employee Relations*, 38(1), 73–93. <https://doi.org/10.1108/ER-07-2015-0154>
- Bolander, P., Werr, A., & Asplund, K. (2017). The practice of talent management: a framework and typology. *Personnel Review*, 46(8), 1523–1551. <https://doi.org/10.1108/PR-02-2016-0037>
- Bos-Nehles, A. C., Riemsdijk, M. J. Van, & Looise, J. K. (2013). Employee perceptions of line management performance: Applying the AMO theory to explain the effectiveness of line managers' HRM implementation. *Human Resource Management*, 52(6), 861–877. <https://doi.org/10.1002/hrm>
- Bowden, A., Fox-Rusby, J., Nyandieka, L., & Wanjau, J. (2002). Methods for pre-testing and piloting survey questions: illustrations from the KENQOL survey of health-related quality of life. *Health Policy and Planning*, 17(3), 322–330. <https://doi.org/10.1016/j.nurpra.2019.06.015>
- Byrne, B. M. (2016). *Structural equation modeling with AMOS: basic concepts, applications, and programming*. Routledge.
- Caplan, J. (2014). Thinking differently about talent development: An interview with Janice Caplan, author of Strategic Talent Development. *Human Resource Management International Digest*, 22(2), 42–45.
- Cerdin, J. L., & Brewster, C. (2014). Talent management and expatriation: Bridging two streams of research and practice. *Journal of World Business*, 49(2), 245–252. <https://doi.org/10.1016/j.jwb.2013.11.008>
- Chambers, E. G., Foulon, M., Handfield-Jones, H., Hankin, S. M., & Michaels, E. G. (1998). The War for Talent. *McKinsey Quarterly*, 3, 44–57.
- Clark, V. L. ., & Creswell, J. W. (2015). *Understanding reserach: a consumer's guide* (2nd ed.). Pearson Education.

- Clarke, M., & Scurry, T. (2020). The role of the psychological contract in shaping graduate experiences: a study of public sector talent management programmes in the UK and Australia. *International Journal of Human Resource Management*, 31(8), 965–991. <https://doi.org/10.1080/09585192.2017.1396545>
- Claussen, J., Grohsjean, T., Luger, J., & Probst, G. (2014). Talent management and career development: What it takes to get promoted. *Journal of World Business*, 49(2), 236–244. <https://doi.org/10.1016/j.jwb.2013.11.007>
- Collings, D. G. (2014). Integrating global mobility and global talent management: Exploring the challenges and strategic opportunities. *Journal of World Business*, 49(2), 253–261. <https://doi.org/10.1016/j.jwb.2013.11.009>
- Collings, D. G., & Isichei, M. (2018). The shifting boundaries of global staffing: integrating global talent management, alternative forms of international assignments and non-employees into the discussion. *International Journal of Human Resource Management*, 29(1), 165–187. <https://doi.org/10.1080/09585192.2017.1380064>
- Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), 304–313. <https://doi.org/10.1016/j.hrmr.2009.04.001>
- Collings, D. G., & Mellahi, K. (2013). Commentary on: ‘Talent-innate or acquired? Theoretical considerations and their implications for talent management’. *Human Resource Management Review*, 23(4), 322–325. <https://doi.org/10.1016/j.hrmr.2013.08.003>
- Collings, D. G., Mellahi, K., & Cascio, W. F. (2019). Global Talent Management and Performance in Multinational Enterprises: A Multilevel Perspective. *Journal of Management*, 45(2), 540–566.
- Crane, B., & Hartwell, C. J. (2019). Global talent management: A life cycle view of the interaction between human and social capital. *Journal of World Business*, 54(2), 82–92. <https://doi.org/10.1016/j.jwb.2018.11.002>
- Creswell, J. W. (2014). *Research Design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications, Inc.
- Crowley-Henry, M., & Al Ariss, A. (2018). Talent management of skilled migrants: propositions and an agenda for future research. *International Journal of Human Resource Management*, 29(13), 2054–2079. <https://doi.org/10.1080/09585192.2016.1262889>

- Department of Statistics Malaysia. (2020a). *Household income and basic amenities survey report 2019*.
https://www.dosm.gov.my/v1/index.php?r=column/cthemByCat&cat=120&bul_id=TU00TmRhQ1N5TUxHVWN0T2VjbXJYZz09&menu_id=amVoWU54UTI0a21NWmdhMjFMMWcyZz09
- Department of Statistics Malaysia. (2020b). *Sustainable Development Goals Indicators*. https://www.dosm.gov.my/v1/uploads/files/4_Portal Content/2_Statistics/SDG/goals/Goal_4.pdf
- Dijkstra, T. K., & Henseler, J. (2015). Consistent and asymptotically normal PLS estimators for linear structural equations. *Computational Statistics and Data Analysis*, 81, 10–23.
- Dries, N., Vantilborgh, T., & Pepermans, R. (2012). The role of learning agility and career variety in the identification and development of high potential employees. *Personnel Review*, 41(3), 340–358.
<https://doi.org/10.1108/00483481211212977>
- Economic Planning Unit. (2015). Eleventh Malaysia Plan 2016-2020 Anchoring growth on people. In *Percetakan Nasional Malaysia Berhad*.
<https://doi.org/10.1007/s10934-016-0189-9>
- Economic Planning Unit. (2019). *Twelfth Malaysian plan*. Economic Planning Unit, Smart Partnership with Malaysian Administrative and Modernisation and Management Planning Unit (MAMPU). <http://rmke12.epu.gov.my/about-us>
- Ewerlin, D., & Süß, S. (2016). Dissemination of talent management in Germany: myth, facade or economic necessity? *Personnel Review*, 45(1), 142–160.
<https://doi.org/10.1108/PR-08-2014-0174>
- Farndale, E., Scullion, H., & Sparrow, P. (2010). The role of the corporate HR function in global talent management. *Journal of World Business*, 45(2), 161–168. <https://doi.org/10.1016/j.jwb.2009.09.012>
- Festing, M., Kornau, A., & Schäfer, L. (2015). Think talent – think male? A comparative case study analysis of gender inclusion in talent management practices in the German media industry. *International Journal of Human Resource Management*, 26(6), 707–732.
<https://doi.org/10.1080/09585192.2014.934895>
- Festing, M., & Schäfer, L. (2014). Generational challenges to talent management: A framework for talent retention based on the psychological-contract perspective.

- Journal of World Business*, 49(2), 262–271.
<https://doi.org/10.1016/j.jwb.2013.11.010>
- Festing, M., Schäfer, L., & Scullion, H. (2013). Talent management in medium-sized German companies: An explorative study and agenda for future research. *International Journal of Human Resource Management*, 24(9), 1872–1893.
<https://doi.org/10.1080/09585192.2013.777538>
- Golubovskaya, M., Solnet, D., & Robinson, R. N. S. (2019). Recalibrating talent management for hospitality: a youth development perspective. *International Journal of Contemporary Hospitality Management*, 31(10), 4105–4125.
<https://doi.org/10.1108/IJCHM-11-2018-0911>
- Guthridge, M., Komm, A. B., & Lawson, E. (2008). Making talent a strategic priority. *McKinsey Quarterly*, 1, 1–5.
- Hair, J. F., Babin, B. J., & Krey, N. (2017). Covariance-Based Structural Equation Modeling in the Journal of Advertising: Review and Recommendations. *Journal of Advertising*, 46(1), 163–177. <https://doi.org/10.1080/00913367.2017.1281777>
- Hair, J.F. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). Sage Publications, Inc.
- Hair, Joseph F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24.
<https://doi.org/10.1108/EBR-11-2018-0203>
- Hartmann, E., Feisel, E., & Schober, H. (2010). Talent management of western MNCs in China: Balancing global integration and local responsiveness. *Journal of World Business*, 45(2), 169–178. <https://doi.org/10.1016/j.jwb.2009.09.013>
- Haynes, K. (2012). Reflexivity in Qualitative Research. In G. Symon & C. Cassell (Eds.), *Qualitative Organizational Research: Core Methods and Current Challenges* (pp. 72–89). SAGE Publications, Inc.
<https://doi.org/10.4135/9781526435620.n5>
- Henseler, J., & Noonan, R. (2017). Partial Least Square Path Modeling: Basic Concepts issues and Application. *Advanced Methods for Modeling Markets, International Series in Quantitative Marketing*, 361–381.
<https://doi.org/10.1007/978-3-319-53469-5>
- Höglund, M. (2012). Quid pro quo? Examining talent management through the lens of psychological contracts. *Personnel Review*, 41(2), 126–142.
<https://doi.org/10.1108/00483481211199991>

- Horwitz, F. M. (2013). An analysis of skills development in a transitional economy: The case of the South African labour market. *International Journal of Human Resource Management*, 24(12), 2435–2451.
<https://doi.org/10.1080/09585192.2013.781438>
- Houghton, E. (2017). Human capital theory: assessing the evidence for the value and importance of people to organisational success. *CIPD Technical Report*, May, 1–67. https://www.cipd.co.uk/Images/human-capital-theory-assessing-the-evidence_tcm18-22292.pdf
- Huang, J., & Tansley, C. (2012). Sneaking through the minefield of talent management: The notion of rhetorical obfuscation. *International Journal of Human Resource Management*, 23(17), 3673–3691.
<https://doi.org/10.1080/09585192.2011.639029>
- Hughes, J. C., & Rog, E. (2008). Talent management: A strategy for improving employee recruitment, retention and engagement within hospitality organizations. *International Journal of Contemporary Hospitality Management*, 20(7), 743–757. <https://doi.org/10.1108/09596110810899086>
- Hulland, J. (1999). Use of partial least squares (PLS) in strategic management research: A review of four recent studies. *Strategic Management Journal*, 20(1), 195–204.
- Institut Kajian Etnik (KITA). (2016). Inclusive Development for urban poor & bottom 40% communities in Malaysia. In *Institut Kajian Etnik*.
https://www.ohchr.org/Documents/Issues/Poverty/VisitsContributions/Malaysia/Malaysian_CSO_SDG_Alliance_Annex2.pdf
- Järvi, K., & Khoreva, V. (2020). The role of talent management in strategic renewal. *Employee Relations*, 42(1), 75–89. <https://doi.org/10.1108/ER-02-2018-0064>
- Jiang, K., Lepak, D. P., Han, K., Hong, Y., Kim, A., & Winkler, A. L. (2012). Clarifying the construct of human resource systems: Relating human resource management to employee performance. *Human Resource Management Review*, 22(2), 73–85. <https://doi.org/10.1016/j.hrmr.2011.11.005>
- Kabwe, C., & Okorie, C. (2019). The efficacy of talent management in international business: The case of European multinationals. *Thunderbird International Business Review*, 61(6), 857–872. <https://doi.org/10.1002/tie.22090>
- Khazanah Research Institute. (2018). *The State of Households 2018: Different Realities* (3rd ed.). Khazanah Research Institute.

- Khoreva, V., Vaiman, V., & Van Zalk, M. (2017). Talent management practice effectiveness: investigating employee perspective. *Employee Relations*, 39(1), 19–33. <https://doi.org/10.1108/ER-01-2016-0005>
- Knies, E., Boselie, P., Gould-Williams, J., & Vandenabeele, W. (2015). Special issue of international journal of human resource management: strategic human resource management and public sector performance. *International Journal of Human Resource Management*, 26(3), 421–424. <https://doi.org/10.1080/09585192.2014.980127>
- Kontoghiorghes, C. (2016). Linking high performance organizational culture and talent management: satisfaction/motivation and organizational commitment as mediators. *International Journal of Human Resource Management*, 27(16), 1833–1853. <https://doi.org/10.1080/09585192.2015.1075572>
- Koya, Z. (2020). *We have data on B40 but not enough on M40 to deliver quickly, says Azmin*. <https://www.thestar.com.my/news/nation/2020/03/28/we-have-data-on-b40-but-not-enough-on-m40-to-deliver-quickly-says-azmin>
- Kulkarni, M., & Scullion, H. (2015). Talent management activities of disability training and placement agencies in India. *International Journal of Human Resource Management*, 26(9), 1169–1181. <https://doi.org/10.1080/09585192.2014.934896>
- Lachowicz, M. J., Preacher, K. J., & Kelley, K. (2018). A novel measure of effect size for mediation analysis. *Psychological Methods*, 23(2), 244–261. <https://doi.org/10.1037/met0000165>
- Latukha, M. (2015). Talent management in Russian companies: domestic challenges and international experience. *International Journal of Human Resource Management*, 26(8), 1051–1075. <https://doi.org/10.1080/09585192.2014.922598>
- Latukha, M. O. (2018). Can talent management practices be considered as a basis for sustainable competitive advantages in emerging-market firms? Evidence from Russia. *Thunderbird International Business Review*, 60(69–87), 630–631. <https://doi.org/10.1002/tie>
- Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human Resource Management Review*, 16(2), 139–154. <https://doi.org/10.1016/j.hrmr.2006.03.001>
- Likert, R. (1932). A technique for the measurement of attitudes. *A Technique for the*

- Measurement of Attitudes.*, 22(140), 55.
- MacCallum, R., Widaman, K., Zhang, S., & Hong, S. (1999). Sample Size for Factor Analysis. *Psychological Methods*, 4(1), 84–99.
- Maqueira, J. M., Bruque, S., & Uhrin, Á. (2019). Talent management: two pathways to glory? Lessons from the sports arena. *Employee Relations*, 41(1), 34–51. <https://doi.org/10.1108/ER-11-2017-0271>
- Marcoulides, G. A., & Saunders, C. (2006). PLS: A silver bullet? *MIS Quarterly*, 30(2), iii–ix.
- Marin-Garcia, J. A., & Tomas, J. M. (2016). Deconstructing AMO framework: A systematic review. *Intangible Capital*, 12(4), 1040–1087. <https://doi.org/10.3926/ic.838>
- McCracken, M., Currie, D., & Harrison, J. (2016). Understanding graduate recruitment, development and retention for the enhancement of talent management: sharpening ‘the edge’ of graduate talent. *International Journal of Human Resource Management*, 27(22), 2727–2752. <https://doi.org/10.1080/09585192.2015.1102159>
- McDonnell, A., Lamare, R., Gunnigle, P., & Lavelle, J. (2010). Developing tomorrow’s leaders-Evidence of global talent management in multinational enterprises. *Journal of World Business*, 45(2), 150–160. <https://doi.org/10.1016/j.jwb.2009.09.015>
- McNulty, Y., & De Cieri, H. (2016). Linking global mobility and global talent management: the role of ROI. *Employee Relations*, 38(1), 8–30. <https://doi.org/10.1108/ER-08-2015-0157>
- Miles, J. A. (2012). Stakeholder theory. In *Management and Organization Theory* (pp. 305–309). Jossey-Bass.
- Ministry of Economic Affairs. (2019). *Summary Shared Prosperity Vision 2030*.
- Morris, S., Snell, S., & Björkman, I. (2016). An architectural framework for global talent management. *Journal of International Business Studies*, 47, 723–747.
- Murillo, E., & King, C. (2019). Why do employees respond to hospitality talent management: An examination of a Latin American restaurant chain. *International Journal of Contemporary Hospitality Management*, 31(10), 4021–4042. <https://doi.org/10.1108/IJCHM-10-2018-0871>
- Nasir, S. J. S. ., Hassan, R., Embi, R., & Rahmat, A. K. (2012). Managing Talent in Two Leading Companies in Malaysia. *2012 International Conference on*

- Technology and Management*, 21, 125–130.
- National Economic Advisory Council. (2009). *New Economic Model for Malaysia*.
https://www.pmo.gov.my/dokumenattached/NEM_Report_I.pdf
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- Oltra, V., & Vivas-López, S. (2013). Boosting organizational learning through team-based talent management: What is the evidence from large Spanish firms? *International Journal of Human Resource Management*, 24(9), 1853–1871.
<https://doi.org/10.1080/09585192.2013.777540>
- Panth, B. (2014). Skills development for employability and inclusive growth: Policy dilemmas and priorities in South Asia. *Prospects: Quarterly Review of Comparative Education*, 44(2), 167–182.
- Phuong, T. ., & Chai, D. S. (2018). Talent development for faculty: The case of Vietnam. *Advances in Developing Human Resources*, 20(4), 428–443.
- Picatoste, J., Perez-Ortiz, L., & Ruesga-Benito, S. M. (2018). A new educational pattern in response to new technologies and sustainable development. *Telematics and Informatics*, 35(1), 1031–1038.
- Preece, D., Iles, P., & Chuai, X. (2011). Talent management and management fashion in Chinese enterprises: Exploring case studies in Beijing. *International Journal of Human Resource Management*, 22(16), 3413–3428.
<https://doi.org/10.1080/09585192.2011.586870>
- Preece, D., Iles, P., & Jones, R. (2013). MNE regional head offices and their affiliates: Talent management practices and challenges in the Asia Pacific. *International Journal of Human Resource Management*, 24(18), 3457–3477.
<https://doi.org/10.1080/09585192.2013.777676>
- Riegler, A. (2012). *Paradigms in Theory Construction* (L. L'Abate (ed.); 1st ed.). Springer. <https://doi.org/10.1007/978-1-4614-0914-4>
- Saks, A. M., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management*, 45(4), 629–648.
<https://doi.org/10.1002/hrm>
- Sarstedt, M., Bengart, P., Shaltoni, A. M., & Lehmann, S. (2017). The use of sampling methods in advertising research: a gap between theory and practice. *International Journal of Advertising*, 37(4), 650–663.
<https://doi.org/10.1080/02650487.2017.1348329>

- Schiemann, W. A. (2014). From talent management to talent optimization. *Journal of World Business*, 49(2), 281–288. <https://doi.org/10.1016/j.jwb.2013.11.012>
- Scholz, T. M. (2012). Talent Management in the Video Game Industry: The Role of Cultural Diversity and Cultural Intelligence. *Thunderbird International Business Review*, 54(6), 845–858. <https://doi.org/10.1002/tie>
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). John Wiley & Sons.
- Skuza, A., Scullion, H., & McDonnell, A. (2013). An analysis of the talent management challenges in a post-communist country: The case of Poland. *International Journal of Human Resource Management*, 24(3), 453–470. <https://doi.org/10.1080/09585192.2012.694111>
- Soares, M. E., & Mosquera, P. (2019). Linking development of skills and perceptions of employability: the case of Erasmus students. *Economic Research-Ekonomska Istrazivanja*, 34(1), 1–18.
- Sonnenberg, M., van Zijderveld, V., & Brinks, M. (2014). The role of talent-perception incongruence in effective talent management. *Journal of World Business*, 49(2), 272–280. <https://doi.org/10.1016/j.jwb.2013.11.011>
- Tansley, C., Kirk, S., & Tietze, S. (2013). The currency of talent management-A reply to ‘talent management and the relevance of context: Towards a pluralistic approach’. *Human Resource Management Review*, 23(4), 337–340. <https://doi.org/10.1016/j.hrmr.2013.08.004>
- Tarique, I., & Schuler, R. S. (2010). Global talent management: Literature review, integrative framework, and suggestions for further research. *Journal of World Business*, 45(2), 122–133. <https://doi.org/10.1016/j.jwb.2009.09.019>
- Tatoglu, E., Glaister, A. J., & Demirbag, M. (2016). Talent management motives and practices in an emerging market: A comparison between MNEs and local firms. *Journal of World Business*, 51(2), 278–293. <https://doi.org/10.1016/j.jwb.2015.11.001>
- Teixeira, P. N. (2014). Gary Becker’s early work on human capital – collaborations and distinctiveness. *Teixeira IZA Journal of Labor Economics*, 3(12), 1–20.
- Thunnissen, M. (2016). Talent management: For what, how and how well? An empirical exploration of talent management in practice. *Employee Relations*, 38(1), 57–72. <https://doi.org/10.1108/ER-08-2015-0159>
- Thunnissen, M., Boselie, P., & Fruytier, B. (2013). Talent management and the

- relevance of context: Towards a pluralistic approach. *Human Resource Management Review*, 23(4), 326–336.
<https://doi.org/10.1016/j.hrmr.2013.05.004>
- Thunnissen, M., & Van Arensbergen, P. (2015). A multi-dimensional approach to talent: An empirical analysis of the definition of talent in dutch academia. *Personnel Review*, 44(2), 182–199. <https://doi.org/10.1108/PR-10-2013-0190>
- Tyskbo, D. (2019). Talent management in a Swedish public hospital. *Personnel Review*, 48(6), 1611–1633. <https://doi.org/10.1108/PR-05-2018-0158>
- Ujma, M., & Ingram, T. (2019). Perception of ability-motivation-opportunity oriented HRM practices and organizational commitment: The role of task uncertainty. *Journal of Entrepreneurship, Management and Innovation*, 15(4), 139–162.
<https://doi.org/10.7341/20191545>
- Vaiman, V., Collings, D. G., & Scullion, H. (2017). Contextualising talent management. *Journal of Organizational Effectiveness*, 4(4), 294–297.
<https://doi.org/10.1108/JOEPP-12-2017-070>
- Vaiman, V., Haslberger, A., & Vance, C. M. (2015). Recognizing the important role of self-initiated expatriates in effective global talent management. *Human Resource Management Review*, 25(3), 280–286.
<https://doi.org/10.1016/j.hrmr.2015.04.004>
- Vaiman, V., Scullion, H., & Collings, D. (2012). Talent management decision making. *Management Decision*, 50(5), 925–941.
<https://doi.org/10.1108/00251741211227663>
- Valverde, M., Scullion, H., & Ryan, G. (2013). Talent management in Spanish medium-sized organisations. *International Journal of Human Resource Management*, 24(9), 1832–1852.
<https://doi.org/10.1080/09585192.2013.777545>
- Vance, C. M., Chow, I. H. S., Paik, Y., & Shin, K. Y. (2013). Analysis of Korean expatriate congruence with Chinese labor perceptions on training method importance: Implications for global talent management. *International Journal of Human Resource Management*, 24(5), 985–1005.
<https://doi.org/10.1080/09585192.2012.743475>
- Vance, C. M., & Vaiman, V. (2008). Smart Talent Management: On the Powerful Amalgamation of Talent Management and Knowledge Management. In *Smart Talent Management* (Issue January, pp. 1–15). Edward Elgar Publishing.

- <https://doi.org/10.4337/9781848442986.00007>
- Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS Quarterly*, 37(1), 21–54.
- Voorhees, C. M., Brady, M. K., Calantone, R., & Ramirez, E. (2016). Discriminant validity testing in marketing: an analysis, causes for concern, and proposed remedies. *Journal of the Academy of Marketing Science*, 44(1), 119–134. <https://doi.org/10.1007/s11747-015-0455-4>
- Walters, G. D. (2018). PM effect size estimation for mediation analysis: a cautionary note, alternate strategy, and real data illustration. *International Journal of Social Research Methodology*, 21(1), 25–33. <https://doi.org/10.1080/13645579.2017.1305710>
- Williamson, D., & Harris, C. (2019). Talent management and unions: The impact of the New Zealand hotel workers union on talent management in hotels (1950-1995). *International Journal of Contemporary Hospitality Management*, 31(10), 3838–3854. <https://doi.org/10.1108/IJCHM-10-2018-0877>
- Wong, K. K.-K. (2013). Partial Least Squares Structural Equation Modeling (PLS-SEM) Techniques Using SmartPLS. *Marketing Bulletin*, 24(1), 1–32. http://marketing-bulletin.massey.ac.nz/v24/mb_v24_t1_wong.pdf [http://www.researchgate.net/profile/Ken_Wong10/publication/268449353_Partial_Least_Squares_Structural_Equation_Modeling_\(PLS-SEM\)_Techniques_Using_SmartPLS/links/54773b1b0cf293e2da25e3f3.pdf](http://www.researchgate.net/profile/Ken_Wong10/publication/268449353_Partial_Least_Squares_Structural_Equation_Modeling_(PLS-SEM)_Techniques_Using_SmartPLS/links/54773b1b0cf293e2da25e3f3.pdf)
- Wong, W., & Day, R. (2019). *Future of talent in Malaysia 2035*. Chartered Institute of Personnel and Development. https://www.cipd.asia/Images/future-of-talent-malaysia-report_tcm23-53251.pdf
- Wright, P. M., & McMahan, G. C. (2011). Exploring human capital: Putting ‘human’ back into strategic human resource management. *Human Resource Management Journal*, 21(2), 93–104. <https://doi.org/10.1111/j.1748-8583.2010.00165.x>

Appendices

Appendix A: Semi-structured interview guide to policymakers

1. 'Talent'

- General opinion of the term 'talent'
- SMEs' view of 'talent'

2. Inclusive/Exclusive

- General opinion on whether all employees or only high performers should be developed and trained
- Do SMEs differentiate their employees in terms of level of performance? ... i.e. high performers and low performers are treated differently.. If yes, how and why?..If no, why?
- Specific inclusive/exclusive terms used in SMEs?
- How are non-performing employees treated in SMEs? i.e. fired or retrained?
- Is it important that all employees in SMEs are given the opportunity to prove themselves?

3. Talent management activities/strategies

- Do SMEs conduct 'talent'/employee-specific related programmes? If yes, what, how, why and for which employees? If no, why?
- Any opinions on SMEs' HR activities like recruitment, selection, development, rewarding, employee engagement, career management, employee retainment? Are there transparent guidelines on doing so?
- Are SMEs' managers/owners committed to those HR activities/strategies? Is there a mindset of ensuring all employees are managed well?
- How are different groups of employees (like gen X & Y) managed to ensure their goals and work attitude are maximised and meet the goals of the SME?
- Is it important that SME employees' performance is assessed? Where and how are the data stored? How are data analysed? Do SMEs have a robust system in place to do so?
- Talent pool – talent flow. Are there any strategies in place for SMEs to ensure the constant supply of employees when in need? Recruitment strategies? How important is this aspect? Should important talent positions be identified?
- Are employees provided with the right analytical skills to operate systems in the SME?

- How important is a clear line of accountability amongst top management in SMEs? Is it present? i.e. takes responsibility of outcomes from HR plans.
- Is it essential that low/non- performing employees be developed to improve their knowledge, skills, abilities and attitude?

4. B40 youth

- Right to say majority of B40 youth can be found in SMEs?.. Why?
- Positions/Roles of those employees in the SMEs?... Why?
- Thoughts on their knowledge, skills, abilities and attitude in comparison to industry requirements?
- Can the B40 youth be developed?.. Will it increase employability? How? What to develop? ...If no, then how to make them step up into the M40 group?

5. Challenges faced by SMEs in inclusively managing talent

Internal

- Short-term reactive plans (i.e. employ when in need/fire when not in need)? What about long-term career development for employees?
- Differentiated treatment of employees? Leaves low-performers offended and discouraged to work
- Intended objectives of HRM activities vs actual practices? Are outlined plans actually practiced?
- View of talent = inclusive/exclusive – employees resent?

External

- Demographics – gen x/y. gen y = more flexibility. Aging workforce?
- Supply and demand of talent in emerging markets
- Is there a shortage of leadership talent?
- CSR part of TM?

Appendix B: Semi-structured interview guide to training provider

1. Demographics
 - Designation
 - Age
 - Date joined as training provider
 - Brief achievements
2. Brief overview of the training provider platform
 - Founder?
 - Aim?
3. Training Programmes
 - What?
 - Why?
 - How?
4. Pre-training programmes
 - How are participants selected?
 - What?
 - Funding (HRDF etc.)?
 - Skills on modules being trained tested before training?
5. During training programmes
 - What?
 - How is it conducted?
 - Are participants' reactions (happy/confused/unhappy) towards the programmes looked at?
6. Post-programmes
 - Success rate of trainees? How and when do you collect information from trainees?
 - Are they tested? I.e. to see if they learned successfully? Post-training questionnaires/feedback?
7. Benefits to training providers through training programmes?

Appendix C: Semi-structured interview guide to trainees

1. Demographics

- current employment status
- trainings joined till date (how many and what)
- Funding of training

2. Before training

- Motivation to join training
- Evaluated on skills/knowledge?
- Goals of attending training course clear?

3. Training

- Interesting?
- Thoughts in trainer?
- Supportive environment?
- Difficulty level of training course
- Structure of training course

4. After training

- Assessments?
- Feedback to trainer?
- Relevance of training to current job
- How has training changed life (KSAs)
- Improved social economic status?
- Future in career?
- Advice to other B40 youth?
- Suggestions to make training more effective?

Appendix D: Questionnaire – to trainees



Nottingham University
Business School

Information for Research Participants

Thank you for agreeing to participate in the research project. Your participation in this research is voluntary, and you may change your mind about being involved in the research at any time, and without giving a reason.

What is the research project called?

Effectiveness of training amongst B40 youth talent management in Malaysia

Who is carrying out the research?

Funder: Ministry of Higher Education under Fundamental Research Grant Scheme (FRGS)
Project Number: FRGS/1/2019/SS03/UNIM/02/1
Lead Researcher: Dr. Maniam Kaliannan (Nottingham University Malaysia)
Co-Researchers: 1. Dr. Mathew Abraham (Nottingham University Malaysia)
2. Dr. Magiswary Dorasamy (Multimedia University Malaysia)
Research Assistant: Darshana Darmalinggam (MRes student, Nottingham University Malaysia)

What is the research about?

This research examines the effectiveness of training especially skill-based in the management of B40 youth based on pre, during and post training attributes. It aims to investigate the level of employability of B40 youth post training as a measure of progression into the talent pool.

What groups of people have been asked to take part, and why?

*All participants need to be in the bottom 40% household income (B40) category of RM4360 and below.
Age group of participants: 15-40.*

What will research participants be asked to do?

All participants are required to answer the questionnaire based on their true experience. It will take about 10-15 minutes only to complete the survey. All participants shall be compensated RM20 each for their valuable time.

What will happen to the information I provide?

All responses and information collected are guaranteed anonymity and will be kept strictly confidential.

What will be the outputs of the research?

Results of the study will be used in our master's by research student's thesis and subsequently for reports to Ministry of Higher Education (funder), conference proceedings, and journal publications.

Contact details

Lead Researcher [Principal investigator]:

- Dr. Maniam Kaliannan, +60 3 8924 8274,
Maniam.Kaliannan@nottingham.edu.my. The University of Nottingham
Malaysia Campus, Jalan Broga 43500 Semenyih.

Co-Researchers:

- Dr. Mathew Abraham, Mathew.Abraham@nottingham.edu.my . The
University of Nottingham Malaysia Campus, Jalan Broga 43500
Semenyih.
- Dr. Magiswary Dorasamy, magiswary.dorasamy@mmu.edu.my .
Multimedia University Malaysia, 63000 Cyberjaya.

Research Assistant:

- Darshana Darmalinggam, ksay6ddd@nottingham.edu.my. The
University of Nottingham Malaysia Campus, Jalan Broga 43500
Semenyih.

Complaint procedure

If you wish to complain about the way in which the research is being conducted or have any concerns about the research then in the first instance please contact the *[Principal Investigator or supervisor]*.

Or contact the NUBS REC:

Research Ethics Committee
Nottingham University Business School
The University of Nottingham Malaysia Campus
Jalan Broga 43500 Semenyih
Selangor Darul Ehsan, Malaysia
Email: nubs-rec@nottingham.edu.my

Effectiveness of training amongst B40 youth talent management in Malaysia

SECTION A: PERSONAL INFORMATION

This section aims at collecting data on respondent's demographics and education level.

Please tick the appropriate answer.

1. What is your gender?
 - ☐ Male
 - ☐ Female
2. What is your age?
 - ☐ 16–19
 - ☐ 20–29
 - ☐ 30–40
 - ☐ Prefer not to answer
3. What is your religion?
 - ☐ Muslim
 - ☐ Buddhist
 - ☐ Hindu
 - ☐ Other: Please specify _____
 - ☐ Prefer not to answer
4. What is your highest grade of school/ year of college completed?
 - ☐ Primary school
 - ☐ Secondary school
 - ☐ Diploma
 - ☐ Bachelor's degree
 - ☐ Other: Please specify _____
5. Are you currently employed?
 - ☐ Yes
 - ☐ No

6. Which training course have you attended?

- ☐ Advanced Diploma - level 5
- ☐ Malaysia Skills Diploma level - 3 & 4
- ☐ Malaysian Skills Cert level - 2 & 3
- ☐ Short course – Basics of electric, motor controllers, basics of computer, 3-phased wiring, Primary control panels
- ☐ Basics of hairstyling – ladies
- ☐ Basics of hairstyling – men
- ☐ Basics of baking cakes/pastry
- ☐ Basics of tailoring
- ☐ Basics of graphic design
- ☐ Basics of e-commerce – Shopee
- ☐ Basics of video editing
- ☐ Basics of Facebook ads marketing
- ☐ Basics of corporate website building
- ☐ Basics of fixing/servicing air-conditioners
- ☐ Basics of Google marketing (SEO & SEM)
- ☐ Others _____

7. How was your training fee funded?

- ☐ PTPK
- ☐ Parents
- ☐ Self
- ☐ Other: Please specify _____

8. Did you choose to join the training course?

- ☐ Yes
- ☐ No

SECTION B: PRE-TRAINING

This section aims at understanding trainees' pre-training experience.

Please tick which suits your experience best on a scale of 5 (strongly agree) to 1 (strongly disagree).

Statement(s)	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
1. Before attending the training course, I was evaluated on my knowledge and skills on the subject matter.					
2. I could pick the modules I wanted to attend.					
3. I was tested for my language skills before training.					
4. Before training, I was assured continuous support from my trainers.					
5. I personally picked the course I wanted to attend.					
6. The course's title and modules were easy to understand.					
7. The goals of the training programme were clearly stated.					

SECTION C: TRAINING/TRAINER

This section aims at understanding trainees' training experience.

Statement(s)	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
8. During the training, I was allowed to share ideas and experiences.					
9. I had a lot of support during the training course.					
10. I was comfortable to ask questions when in doubt.					
11. The trainer ensures we understand the subject matter.					
12. The trainer delivered the course well.					
13. My trainer responded to my questions without hesitation.					
14. The goals of the training programme were clearly stated.					
15. The content of the training course could be understood easily.					
16. The training content was well structured.					
17. The training content was very interesting.					
18. There were assessments for each module.					
19. The course was easy to follow.					

SECTION D: POST-TRAINING

This section aims at understanding trainees' post-training experience.

Statement(s)	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
--------------	------------------------	------------	--------------	---------------	---------------------------

20. The training course improved my knowledge in the subject matter.					
21. The training course improved my skills in the subject matter.					
22. The training course improved my abilities in the subject matter.					
23. My weaknesses in the subject matter improved after training.					
24. I was more motivated to apply for jobs relevant to knowledge, skills and abilities acquired from the training.					
25. Skills acquired during the training programme could be applied in workplace.					
26. There was adequate opportunity to apply the knowledge, skills and abilities acquired during the training programme.					
27. After the training, the training providers have contacted me to check on my employment status.					
28. After the training, the training providers kept in touch with me.					
29. I would've preferred more follow-ups from training providers after the training.					
30. I filled up a feedback form after the training.					
31. I was provided with opportunities to give feedback on the training course.					

32. I was provided with a certificate after completion of the training course.					
33. The certificate increased my confidence level.					
34. I was very happy to receive the certificate.					
35. If there was no certificate, I would not enrol for the training course.					

SECTION E: POST-TRAINING EMPLOYABILITY

This section aims at understanding trainees' post-training employability.

36. I was provided with opportunities to give my feedback on the training course.					
37. I was provided with a certificate after completion of the training course.					
38. The certificate increased my confidence level.					
39. I was very happy to receive the certificate.					
40. If there was no certificate, I would not enrol for the training course.					

Appendix E: Plagiarism Report

Effective inclusive talent development in enhancing
B40 youth employability in Malaysia A proposed
framework

ORIGINALITY REPORT

10%

SIMILARITY INDEX

7%

INTERNET SOURCES

5%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

Submitted to University of Nottingham

1

Student Paper

2%

www.tandfonline.com

2

Internet Source

1%

emeraldinsight.com

3

Internet Source

<1%

helda.helsinki.fi

4

Internet Source

<1%

5

"Partial Least Squares Structural Equation Modeling", Springer Science and Business Media LLC, 2018

Publication

<1 %

6

www.emeraldinsight.com

Internet Source

<1 %

7

www.emerald.com

Internet Source

<1 %

8

Submitted to Colorado Technical University



<1 %

Online

Student Paper

9

dione.lib.unipi.gr

Internet Source

<1 %

10

Submitted to (school name not available)

Student Paper

<1 %

11

www.pasinga.com

Internet Source

<1 %

12 Submitted to University of Johannesburg
Student Paper

<1 %

13 www.unn.edu.ng
Internet Source

<1 %

14 www.slideshare.net
Internet Source

<1 %

15 Submitted to Doncaster College, South
Yorkshire
Student Paper

<1 %

16 Melvin Prince, Young Kim. "Impact of risk
aversion, reactance proneness and risk
appraisal on travel destination risk
perception", Journal of Vacation Marketing,
2021
Publication

<1 %

17 Submitted to The Hong Kong Polytechnic
University
Student Paper

<1 %

18 engineering.scholarship.csuohio.edu
Internet Source

19 ep3.uum.edu.my
Internet Source

<1 %

20 archive.org
Internet Source

<1 %

21 eprints.utar.edu.my
Internet Source

<1 %

22 hdl.handle.net
Internet Source

<1 %

23 www.scribd.com
Internet Source

<1 %

24 irep.iium.edu.my
Internet Source

<1 %

25 repository.nwu.ac.za
Internet Source

<1 %

26 www.bth.se
Internet Source

<1 %

Submitted to Sunway Education Group

27 Student Paper

<1 %

Submitted to University of Maryland,

28 University College

Student Paper

<1 %

29 link.springer.com

30	Internet Source	pdfs.semanticscholar.org	<1 %
----	-----------------	--------------------------	------

31	Internet Source	eprints.lancs.ac.uk	<1 %
----	-----------------	---------------------	------

32	Internet Source	pdf.savills.asia	<1 %
----	-----------------	------------------	------

33	Publication	Shamima Raihan Manzoor, Jessica Sze Yin Ho, Abdullah Al Mahmud. "Revisiting the 'university image model' for higher education institutions' sustainability", Journal of Marketing for Higher Education, 2020	<1 %
----	-------------	--	------

34	Student Paper	Submitted to University of Witwatersrand	<1 %
----	---------------	--	------

35	Internet Source	vuir.vu.edu.au	<1 %
----	-----------------	----------------	------

36	Internet Source	www.greglee.co.za	<1 %
----	-----------------	-------------------	------

37 Seyed Sajad Mousavi, Reza Khani Jazani, Elizabeth A. Cudney, Paolo Trucco.
"Quantifying the relationship between lean maturity and occupational health and safety",
International Journal of Lean Six Sigma, 2020
Publication

38 Submitted to Asian Institute of Technology

39 Submitted to Edith Cowan University
Student Paper

40 www.researchgate.net
Internet Source

41 api.ngampooz.com
Internet Source

42 kar.kent.ac.uk
Internet Source

43 mafiadoc.com
Internet Source

Submitted to University of Bath

44 Student Paper

<1 %

library.binus.ac.id

45 Internet Source

<1 %

Jason M.S. Lam, Hishamuddin Ismail, Sean

46

<1 %

Lee. "From desktop to destination: User-generated content platforms, co-created online experiences, destination image and satisfaction", Journal of Destination Marketing & Management, 2020

Publication

Jyoti, Jeevan, and Roomi Rani. "Exploring talent management practices: antecedents

47

<1 %

and consequences", International Journal of Management Concepts and Philosophy, 2014.

Publication

Submitted to University of KwaZulu-Natal

48 Student Paper

<1 %

Submitted to Universiti Teknologi MARA

49 Student Paper

<1 %

Submitted to Wawasan Open University

50 Student Paper

<1 %

journal.utem.edu.my

51 Internet Source

<1 %

mjlis.um.edu.my

52 Internet Source

<1 %

www.slideserve.com

53 Internet Source

<1 %

Submitted to Auston Institute of Management
and Technology

54 Student Paper

<1 %

Submitted to CVC Nigeria Consortium

55 Student Paper

<1 %

Submitted to Curtin University of Technology

56 Student Paper

<1 %

Submitted to Dublin City University

57 Student Paper

<1 %

Submitted to Universiti Sains Malaysia

58

<1 %

journals.sagepub.com

59

Internet Source

<1 %

nci2tm.sinhgad.edu

60

Internet Source

<1 %

61

T.Y. Leung, Piyush Sharma, Pattarin

Adithipyangkul, Peter Hosie. "Gender equity and public health outcomes: The COVID-19 experience", Journal of Business Research, 2020

Publication

<1 %

e.bangor.ac.uk

62

Internet Source

<1 %

hdr.undp.org

63

Internet Source

<1 %

bspace.buid.ac.ae

64

Internet Source

<1 %

eprints.utm.my

65

Internet Source

<1 %

www.iarjournal.com

66 Internet Source

<1 %

R. M. Langille, T. L. Martin, K. L. Blake, L.

67

<1 %

Dehaut et al. "Recommended Standards and Procedures of the Canadian Society of Forensic Science Alcohol Test Committee", Canadian Society of Forensic Science Journal, 2009

Publication

Vlad Vaiman, Arno Haslberger, Charles M.

68

<1 %

Vance. "Recognizing the important role of self-initiated expatriates in effective global talent management", Human Resource Management Review, 2015

Publication

qdoc.tips

69 Internet Source

<1 %

studenttheses.cbs.dk

70 Internet Source

<1 %

www.sijm.it

71 Internet Source

<1 %

72 Bin Zhao. "Learning from errors: The role of context, emotion, and personality", Journal of Organizational Behavior, 2011

Publication

<1 %

73 Ivy S.N. Chen, Patrick K.O. Fung, Simon S.M.

Yuen. "Dynamic capabilities of logistics service providers: antecedents and performance implications", Asia Pacific Journal of Marketing and Logistics, 2019

Publication

<1 %

74 Jamal El Baz, Salomé Ruel. "Can supply chain risk management practices mitigate the disruption impacts on supply chains' resilience and robustness? Evidence from an empirical survey in a COVID-19 outbreak era", International Journal of Production Economics, 2020

Publication

<1 %

arrow.dit.ie

75 Internet Source

<1 %

76	digitalcommons.andrews.edu	<1 %
Internet Source		

77	docplayer.net	<1 %
Internet Source		

78	libdcms.nida.ac.th	<1 %
Internet Source		

79	mfmamirror.s3.amazonaws.com	<1 %
Internet Source		

80	researchonline.ljmu.ac.uk	<1 %
Internet Source		

81	vital.seals.ac.za8080	<1 %
Internet Source		

82	www.bladderbowel.gov.au	<1 %
Internet Source		

83	www.econstor.eu	
Internet Source		

<1 %

84	www.studypool.com	<1 %
Internet Source		

85 www.ukessays.com Internet Source <1 %

International Human Resources Management, 86 2015. <1 %

Publication

87 globaledge.msu.edu Internet Source <1 %

88 Handbook of Partial Least Squares, 2010. <1 %

Publication

89 Ina Ehnert. "Chapter 3 Theorising on Strategic HRM from a Sustainability Approach", Springer Science and Business Media LLC, 2009 <1 %

Publication

90 Muhammad Aslam Mohd Safari, Nurulkamal
Masseran, Kamarulzaman Ibrahim, Saiful
Izzuan Hussain. "Measuring income
inequality: A robust semi-parametric
approach", Physica A: Statistical Mechanics
and its Applications, 2021
Publication

<1 %

91 Submitted to University of Greenwich

Student Paper <1 %

92 Submitted to University of Pretoria
Student Paper

<1 %

93 Submitted to Queen's University of Belfast
Student Paper

<1 %

Exclude quotes On
Exclude bibliography On

Exclude matches Off