

The Effect of 360-Degree Feedback System and Talent Management towards Employee Performance with Employee Development as Mediating Variable - Case Study Sector of Aviation in Indonesia

¹Andi Lukman

ABSTRACT--The current operational record Of PT XYZ from 2014 to 2016 showed that a high number of complaints occurred which indicates one of the operational employee performances has not been fulfilled. Based on a pre-study, it has concluded there were three dominant factors affecting employee performance. These are the 360-degree feedback system, talent management, and employee development. The purpose of this research is to analyze the effect that the 360-degree feedback system and talent management have towards employee performance with employee development as a mediating variable. The population used in this research consists of 742 employees. The sample collecting technique used was the stratifying random technique obtaining 180 respondents at various positions within the company. The research methodology uses a quantitative method through surveys and collecting data from questionnaires. The data analysis technique used in this study is the Structural Equation Model (SEM AMOS version 22.0). The results of the study showed that the 360-degree feedback system had a positive effect towards employee performance, talent management had a positive and significant effect towards employee performance, 360-degree feedback system had a positive and significant effect towards employee development, talent management had a significant and positive effect towards employee development and employee development had a positive effect towards employee performance.

Keywords--360-degree feedback, talent management, development, performance

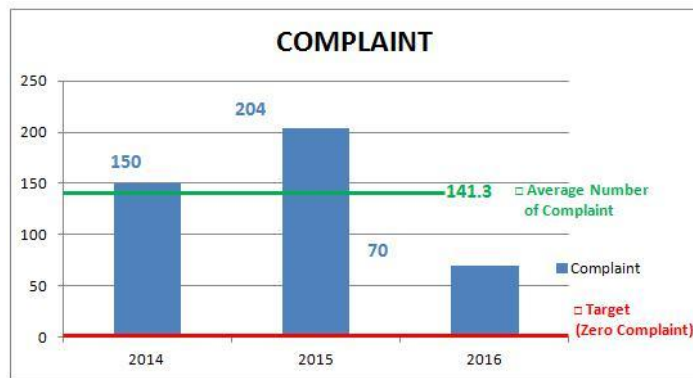
I INTRODUCTION

The need for professional, qualified human resources in the aviation industry is an essential requirement to improve the quality of Indonesian aviation services since the implementation of the Open Sky policy in 2015. The Open Sky Policy is one of the aviation agreements that comprehensively liberalizes transportation services that will encourage further business competition amongst Southeast Asian countries by the mutual opening of the airspace between the member countries, but not limiting this competition to only airlines, airport managers, air traffic regulators, and ground handling. This policy promotes competition and requires stakeholders to continuously improve their overall performance to maintain their market share in Indonesia while improving the quality of service, safety and security standards of all airports in Indonesia.

¹ Student PhD of Management, University Malaysia Terengganu, Malaysia.E-mail: andi.lukman2015@gmail.com

Table 1 shows the number of complaints logged on the quality of service provided to its customers (Airlines) between 2014 to 2016. Agreements signed between the company and the airlines, which is referred to as a Service Level Agreement, states that the number of complaints regarding non-compliance is expected to be zero.

Table 1: Employee Performance in 2014-2016



Source: Secondary data (2017)

A Focus Group Discussion (FGD) analyzed the factors responsible for an increased decline of the employee's performance at various entry and managerial levels. The factors identified were the 360-degree feedback system, talent management, and employee development. Furthermore, the FGD pre-study result is summarized as shown in the following table:

Table 2: Pre-study Result

No	FACTOR	AGREE (%)	DOUBT(%)	DISGREE (%)
1	360 Degree feedback system	31%	20%	48%
2	Talent management	36%	29%	34%
3	Employee development	13%	21%	66%

Source: Data Processing Result (2017)

Table 2 shows that 48% of the 50 respondents indicated that a comprehensive 360-degree feedback system was not fully performing when asked, 34% indicated that they were neither informed nor included in the talent management program while 66% was not aware or involved in the development program at all.

According to these results, the objective of this research is to determine what is listed below:

1. Analyze 360-degree feedback system factors that may affect employee performance.
2. Analyze the factors of talent management that can affect employee performance.
3. Analyze 360-degree feedback factors that may affect employee development.
4. Analyze 360-degree feedback system factors that may affect employee development.

5. Analyze whether employee development can improve employee performance.

II THEORETICAL REVIEW

360-Degree Feedback System

According to Aguinis (2013: 206), the 360-degree feedback system is “a preferred tool for helping employees, particularly those in supervisory roles, improve performance by gathering information on their performance from different all around the employee specifically, information on what performance dimensions could be improved is gathered from superiors, peers, customers, and subordinates”. According to Lepsinger & Lucia (2009: 6), the 360-degree feedback system is “collecting perceptions about a person’s behavior and the impact of that behavior from the person’s boss or bosses, direct reports, colleagues, fellow members of project teams, internal and external customers, and suppliers”. According to Fleenor, Taylor & Chappelow (2008: 2), the 360-degree feedback system is “feedback solicited not only from an individual’s boss and peers but also from the individual himself or herself, direct reports, superiors (the boss’s peers), and others, such as customers”.

Talent Management

According to Blass (2009: 2), talent management is “the additional management, processes, and opportunities that are made available to people in the organization who are considered to be ‘talent’”. According to Gay & Sims (2006) in Riccio (2010: 1), talent management is “A facilitating of the development and career progress of highly talented and skilled individuals in the organization, using formalized procedures, resources, policies, and processes. The Talent Management process focuses on developing employees and leaders for the future of the organization”. Talent management is “identification of key positions which have the potential to differentially impact the competitive advantage of the firm” (Boudreau and Ramstad, 2007; Huselid et.al., 2005 in Scullion & Collings, 2011).

Employee Development

According to Prabu (2009: 45) employee development is something that refers to matters relating to planning efforts undertaken to achieve the mastery of skills, knowledge, and attitudes of employees or organizations. Employee development is more focused on improving skills and making decisions and human relationships. According to Bruce (2010: 3) that says “employee development is a written strategy that provides the employee with a step-by-step process that will help the person to achieve his or her career goals to develop the employee’s strengths to his or her greatest levels of talent and competency, achievement, and greater potential”. According to Aguinis (2013: 196) that says “employee development plan is joint activity entered into by both the employee and manager to be taken to improve performance”.

Employee performance

Jeffrey and Mahmud Soleman (2017: 107) in Colquitt, et al (2009: 37) states that “Employee performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively to organizational goal accomplishment”. Jeffrey and Martha Herdian Dinata (2017: 7302) in Evelyn et.al (2013):

527) also suggest that “Employee performance is defined as the degree of meeting the demands (activities) at the current workplace (environment)”. Additionally, Jeffrey and Reisz Valley Dantes (2017: 1451) in Xiao and

Proverbs (2003: 400) quotes “Employee performance aspects needing to be measured from subordinates include: team, work quality; creativity in problem-solving; and work discipline. Together, the five are used as measures of work performance. In conclusion, the success of a project is usually stated in terms of meeting the three major objectives: 1) completion on time, 2) completion within budget, and 3) completion at the desired level of quality or technical specification.”

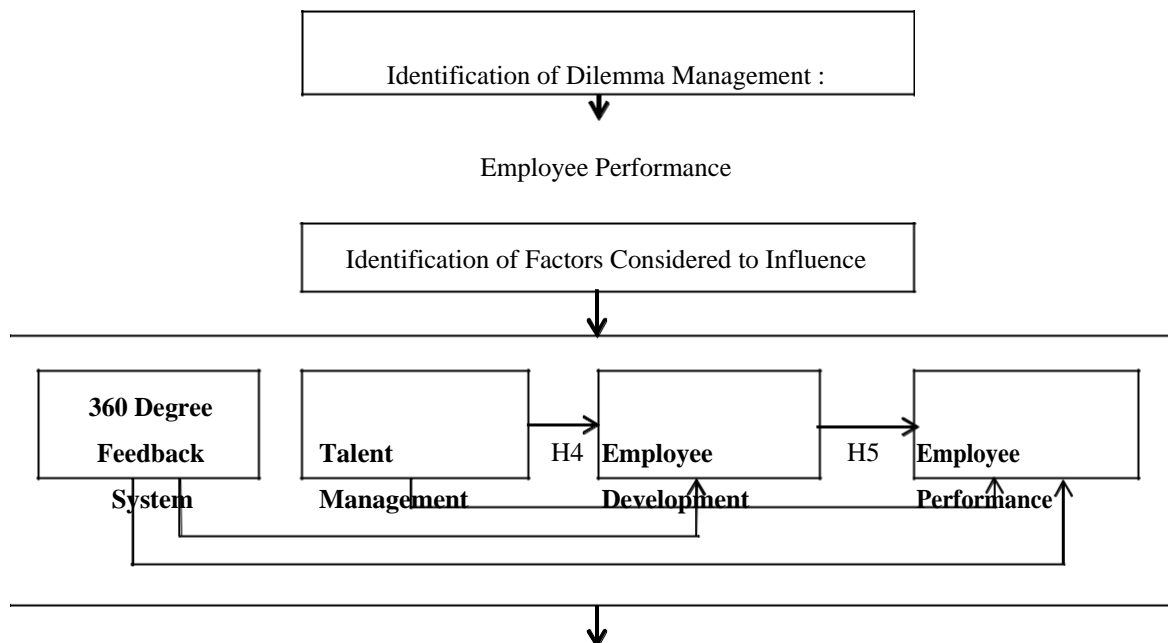
The results of previous research performed by James Kwame Mensah (2014) and Sunita Panda, Chandan Kumar Sahoo (2015) stated that used partially or simultaneously, the 360-degree feedback system and talent management have a positive and significant impact on employee performance. The results of previous research by Nancy L Rehbine Zentis (2007), Kirk D. Young (2015), Dai et.al (2010), James A Cunningham (2006), Robert Kerin (2010), Glenys Drew (2009), Stephen D. Shutters (2013) and Amanda Rose Seidler (2007) stated that even partial usage of the 360-degree feedback system and talent management have affected employee development. The results of previous research by Annie M. Oehley, Callie C. Theron (2010), Rakesh Sharma and Jyotsna Bhatnagar (2009), Vijit Chaturverdi (2016), Steven J. Riccio (2010), Anita Singh (2017), Borisova, et. Al (2017) and Dong-Joon Cho (2016) stated that even used partially, talent management methods and employee development have affected on employee performance. The results of previous research by Kevin S. Groves (2006) and Linda Lee Nat (2016) stated that used partially or simultaneously, the 360-degree feedback system and talent management have had a positive and significant impact on employee development.

2.1. Conceptual Framework, Study Model and Hypothesis

2.2. 1. Conceptual Framework & Study Model

The conceptual framework is presented in Figure 1, which begins with the identification process of dilemma management, followed by the formulation of the problem, the development of related theories, an instrumental test, a hypothesis test and discussion leading to a conclusion and suggestion on the employee performance.

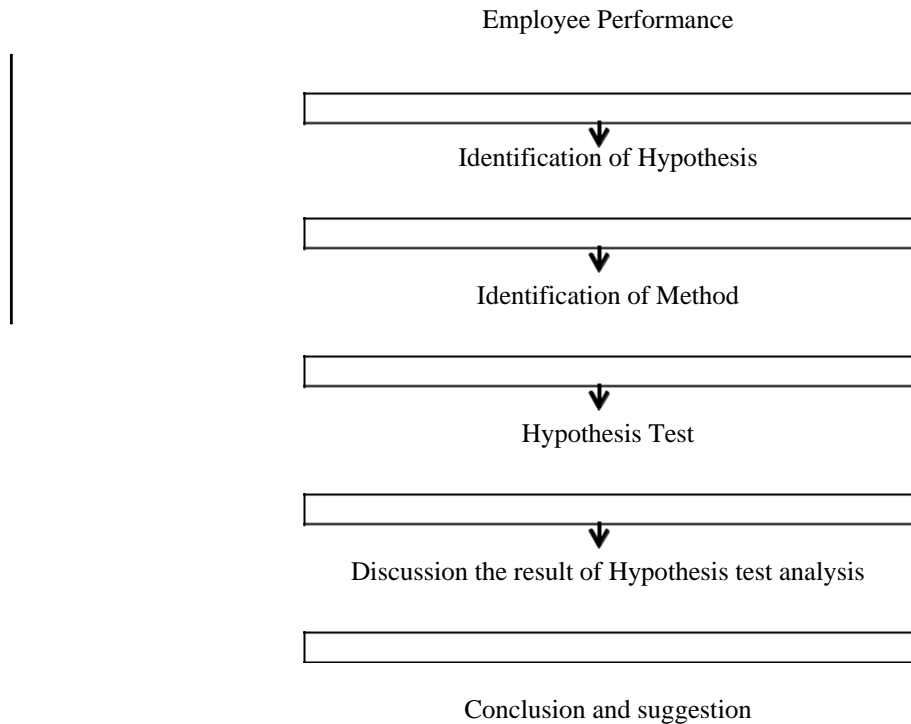
Figure 1: Conceptual Framework



H2

H3

H1



The model of a study presented in Figure 2 explains the 360-degree feedback system and talent management are dependent variables while employee development and performance are independent variables.

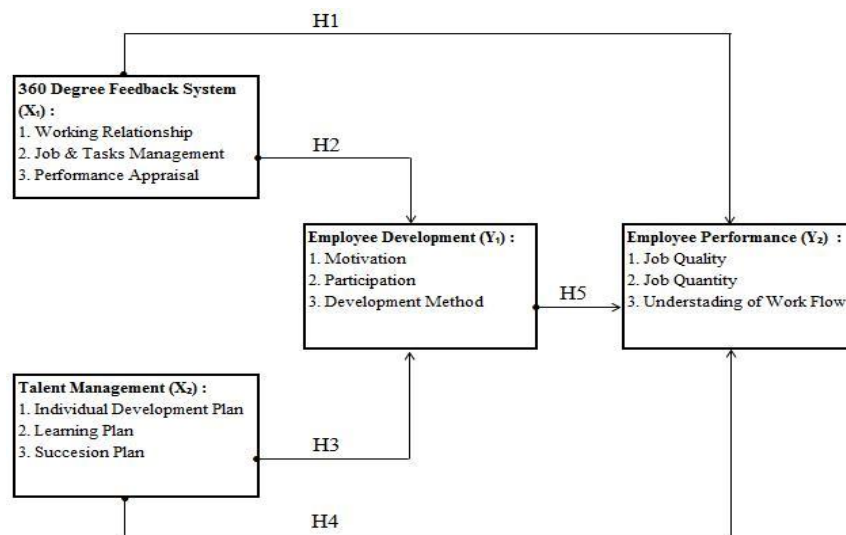


Figure 2: Model of The Study

2.2.2. Hypothesis

According to the results of previous researches and theoretical above, this research attempts to analyze five (5) hypothesis as follow:

1. Ha₁: there is a positive effect of a 360-degree feedback system towards employee performance.

2. Ha₂: there is a positive effect of talent management on employee performance.
3. Ha₃: there is a positive effect of a 360-degree feedback system on employee development.
4. Ha₄: there is a positive effect of talent management toward the development of employees.
5. Ha₅: there is a positive effect of employee development toward employee performance.

III RESEARCH METHODS

This research uses a quantitative descriptive method. The primary data was collected through observation activities in the research location, conducting Focus Group Discussion (FGD) and interviewing some structural positions within the Human Capital Department. The questionnaire was provided to 180 respondents of various positions: 10 Managers, 2 Duty Managers, 13 Supervisors, 29 Senior officers and 126 Officers.

3.1. Definition of Operational Variables

Table 3: Operational Variable

Variable	Dimension	Indicator	Questionnaire Number
360 Degree Feedback System (X₁)	1. Working relationship	1. Building internal working relationships	PA1
		2. Building external working relationships	PA2
		3. Team support.	PA3
	2. Working Management	4. Ability to manage jobs effectively	PA4
		5. Ability to manage in accordance with the expertise possessed	PA5
		6. Systematic work process	PA6
	3. Performance Assessment	7. Feedback in assessing performance	PA7
		8. Reward system and incentives	PA8
		9. Motivation and guidance in the improvement of knowledge and skills	PA9
Talent Management (X₂)	1. Individual Development Plan	1. Performance appraisal data	TM1
		2. Coaching plan	TM2
		3. Special assignments & training	TM3
	2. Learning Plan	4. Acceleration of process	TM4
		5. Learning type and location	TM5
		6. Learning Method	TM6
	3. Succession Plan	7. Development of talent	TM7
		8. Retain talent	TM8
		9. Succession	TM9
Employee Development (Y₁)	1. Motivation	1. Increased work productivity	ED1
		2. Increased growth of independence	ED2
		3. Increasing the soul of the learner	ED3
	2. Participation	4. Participation of Human Resource Development Program	ED4
		5. Training & Assignment	ED5
		6. Supervision and teamwork	ED6
	3. Method of development	7. Professional development	ED7
		8. Personal development plan	ED8
		9. Career opportunities	ED9
Employee Performance (Y₂)	1. Quality of work	1. Quality of service fulfillment	EP1
		2. Customer satisfaction	EP2
		3. Accuracy of service	EP3
	2. Quantity of work	4. Number of services	EP4
		5. Time of completion	EP5
		6. Number of work equipment	EP6
	3. Understanding work procedures	7. Safety & Security standards	EP7
		8. Use of work equipment	EP8
		9. Workflow and service	EP9

Source: From various literature

3.2. Data Analysis Technique

To analyze the data, this research uses quantitative data analysis with data processing using the SEM AMOS 22.0 method.

IV RESULTS AND DISCUSSION

4.1. Characteristics of Respondents

The respondents consisted of 96 male staff (53.3%) and 84 female staff (46.7%). Total respondents by structural position consisted of 126 Officers (70%), 29 Senior Officers (16.1%), 13 Supervisors (7.2%) and 2 Duty Managers (1,1%). Total respondents by salary between 5 to 10 million are 170 staff (94.4%) and more than 10 million are 10 staff (5.6%)

4.2. Validity Test Result on Reliability Measuring Instruments

Validity and reliability test results of each indicator (each item of the question) and variable indicate that the 360-degree feedback system, talent management, employee development and employee performance variables used in the research are acceptable and reliable because Cronbach's Alpha of each indicator is ≥ 0.70 as shown in Table 5.

Table 5: Validity and Reliability Result

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
PA1	34,2333	11,733	,540	,848
PA2	34,1833	11,860	,548	,847
PA3	34,2000	11,535	,640	,837
PA4	34,1500	11,681	,643	,837
PA5	34,1556	11,618	,615	,840
PA6	34,0000	12,156	,539	,847
PA7	34,0722	11,509	,628	,839
PA8	34,1222	12,030	,596	,842
PA9	33,9944	12,162	,504	,851

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
ED1	32,8000	19,323	,640	,854
ED2	32,8722	18,771	,640	,854
ED3	33,0611	18,147	,634	,855
ED4	32,6889	19,076	,673	,852
ED5	32,7944	18,857	,659	,852
ED6	32,6722	19,763	,589	,859
ED7	32,6389	20,254	,542	,863
ED8	32,9167	19,675	,578	,860
ED9	33,0222	18,391	,555	,865

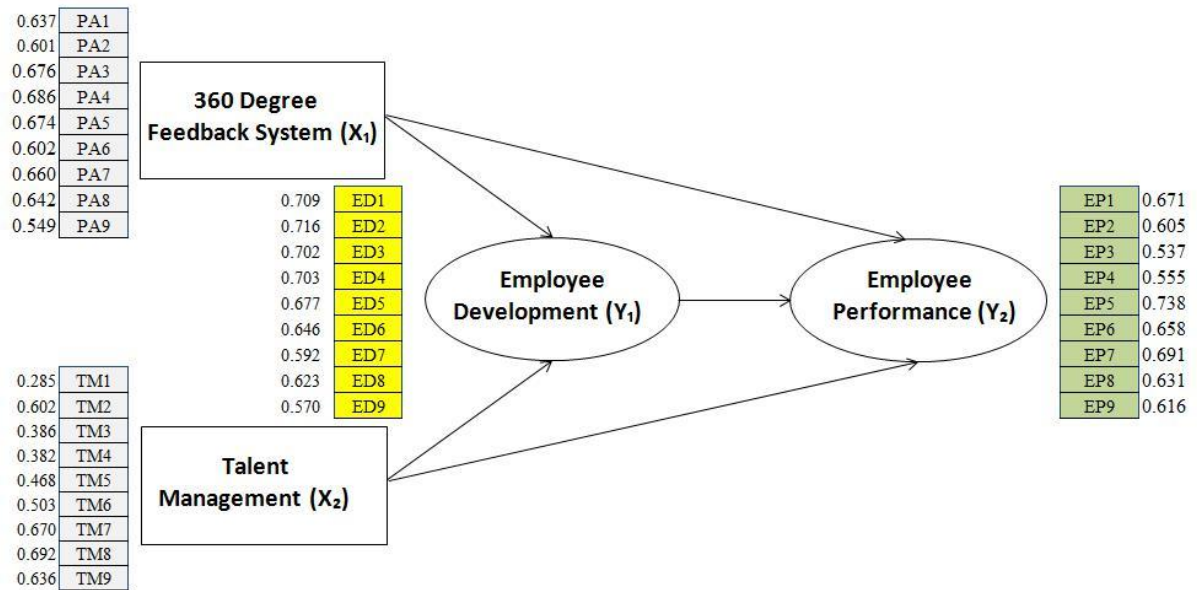
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
TM1	34,4222	9,351	,369	,807
TM2	34,2167	9,601	,530	,782
TM3	34,2611	9,736	,483	,787
TM4	34,0778	9,603	,493	,786
TM5	34,0889	9,612	,505	,784
TM6	33,9778	9,452	,499	,785
TM7	34,2444	9,046	,537	,779
TM8	34,3500	9,089	,611	,770
TM9	34,3611	8,880	,514	,784

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
EP1	34,5333	11,893	,623	,849
EP2	34,6056	11,994	,576	,854
EP3	34,5944	11,717	,632	,848
EP4	34,7444	12,225	,515	,860
EP5	34,5389	11,803	,700	,843
EP6	34,6667	11,911	,593	,852
EP7	34,7444	11,945	,630	,849
EP8	34,7167	12,215	,557	,856
EP9	34,7667	12,303	,560	,855

4.3. Hypothesis testing

The model conformity test results presented in Figure 3 below show that all indicators used to form the research model have met the criteria of goodness of fit. The results of the standardized model analysis test Chi-square values 134,952 (Cut Off Value $\leq 646,568$), CMIN/DF 2.277, RMSEA 0.08, GFI 0.724, AGFI 0.688, TLI 0.728 and CFI 0.745 are capable of producing the same covariant matrix or population correlation matrix. Hence the estimation results of model parameters can be relied upon to be applied to the population.

Figure 3: Measurement Model



The T-value overview and equation coefficient of the structural model can be seen in Table 5. The result of the significance test of the path coefficient concluded that all of the paths are significant at the error rate of 5% and $CR > 1.96$.

Table 5: Path

No	Path	Estimate	C.R. / t-value	p-value / r
1	Employee Performance (Y ₂) <--- 360 Degree Feedback System (X ₁)	0.243	1.978	0.048
2	Employee Performance (Y ₂) <--- Talent Management (X ₂)	0.543	4.655	0.000
3	Employee Development (Y ₁) <--- 360 Degree Feedback System (X ₁)	0.817	3.993	0.000
4	Employee Development (Y ₁) <--- Talent Management (X ₂)	0.527	3.426	0.000
5	Employee Performance (Y ₂) <--- Employee Development (Y ₁)	0.211	2.568	0.010

The result of the SEM analysis of the obtained model can confirm or deny the five hypotheses in this research kisted in 2.2.2. The results of hypothesis testing refer to the SEM model used in Figure 3 and Table 5 as below:

1. The Effect of 360 Degrees Feedback System on Employee Performance.
 - The C.R. (Critical Ratio) for a direct influence that the 360-degree feedback system had towards employee performance was a CR value of 1.978 (t-count > 1.96) and p-value 0.048. A positive test result is where the probability value p is greater than 0.0001. So it can be concluded that the 360-degree feedback system had a positive effect on employee performance in this scenario.
2. The Effect of Talent Management Towards Employee Performance

- The CR (Critical Ratio) for a direct influence that the talent management had on performance was a CR value of 4,665 (t-count > 1.96) and probability is 0.000 where the value is smaller than alpha 0.05, so it can be concluded that talent management had a positive and significant effect towards employee performance.
3. The Effect of 360 Degree Feedback System Towards Employee Development
 - The CR (Critical Ratio) for the direct influence that the 360-degree feedback system had towards employee development was a CR value of 3.993 (t-count > 1.96) and probability of 0.000 where the value means that it had significant influence because of the probability value $p > 0.0001$. It can be concluded that the 360-degree feedback system had a positive and significant effect on employee development based on the above.
 4. The Effect of Talent Management Towards Employee Development
 - The CR (Critical Ratio) for a direct influence that talent management had on employee development had a CR value of 3,426 (t-count > 1.96) and the probability of 0.000. The value means that it had a significant, positive influence as the value probability is greater than 0.0001.
 5. The Effect of Employee Development Towards Employee Performance
 - The CR (Critical Ratio) for the direct influence that talent management had on employee performance had a CR value of 2,568 (t-count < 1.96) and p-value of 0.010, where the value means that it had a significant positive influence towards the employee's development as the value probability p is greater than 0.0001.

V CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Testing the five hypotheses, the conclusions are as follows:

1. A 360-degree feedback system has a positive effect on employee performance. Positive effects of the 360-degree feedback system consisted of building work relationships (internal, external and with work team), work management (effectively, following with expertise, systematic work) and evaluating employee performance (feedback in judgment, system rewards, and incentives as well as the motivation and guidance in improving employee competency). In accordance with the expectations of employees and in line with the policies and work programs of the company, a positive impact on employee performance will support the achievement of good organizational performance. The influence of satisfaction on employee performance assessment tends to improve its performance continuously. For some employees who are not satisfied with the performance assessment that is considered to not be following with performance assessment of hard work, the likely result of decreased performance is to be expected.

2. Talent management has a positive and significant effect towards employee performance. Positive effects of talent management consists of a self-development plan (performance assessment data, coaching plan, special assignment, and training), lesson plan (acceleration of learning process, type and location of learning, learning method), and succession plan (talent development, retention of talent, regeneration) that has been well programmed and following with the expectations of employees and in line with the policies, and work programs. The company, by having a positive impact on employee performance, will further support the achievement of good organizational

performance. As for employees whose talents and potentials are not managed and developed, they will have poor performance.

3. The 360-degree feedback system has a positive and significant effect on employee development. Positive effects of performance assessment consists of establishing working relationships (internal, external and with work team), work management (effectively, following with expertise possessed, systematic of work) and evaluating employee performance (feedback in rate, reward system, incentives, motivation and guidance in (the improvement of) improving employee competency) objectively following with the expectations of employees and line with the policies and work programs of the company. A positive impact on employee development programs optimally will result. Likewise, on the contrary, employees who do not receive a positive objective performance assessment will not have a positive impact on employee development plans.

4. Talent management has a positive and significant effect on employee development. Positive effects of talent management consist of self-development plan (performance assessment data, coaching plan, special assignment, and training), lesson plan (acceleration of learning process, type and location of learning, learning method) and succession plan (talent development, retention of talent, regeneration) that has been well programmed. Following the expectations of employees and line with the policies and work programs of the company, this will have a positive impact on the development program optimally. While the employees who do not feel managed nor develop talent and will negatively impact the employee development plan program.

5. Employee development has a positive impact on employee performance. The positive effects on employee development consist of motivation (increasing work productivity, increasing self-reliance, improving the learner's spirit), participation (participation of human resource development program, training, and assignment, supervision and teamwork) and development method (professional development, career opportunities). Lack of the above will negatively affect employee performance and overall organizational performance.

VI SUGGESTION

Suggestions that can be given in response to the research on PT XYZ is as follows:

1. The Company maintains 360-degree feedback system and talent management program that is currently running well by optimizing the 360-degree feedback system results, through improving the employment relationship:
 - a. Internally, through improved communication and coordination between departments or work units.
 - b. Externally, through increased cooperation with customers (airlines and passengers) and related parties outside the company's environment.
 - c. To the team, through the improvement of the coordination function among the work units in the process of providing services.
2. The Company optimizes the use of talent management programs, to review the current succession plan through:
 - a. Development of talent
 - b. Retention of talent
 - c. Active and planned succession plans
3. The Company undertakes efforts to improve its employee development program including:

- a. The dimension of motivation, that is for the company to increase work productivity, increase the growth of self-reliance and improvement of the learner's soul.
 - b. The dimension of development methods, that is for the company to improve professional development, improve personal development plans and improve opportunities or career opportunities.
4. The Company exercises continuous control over employee performance in terms of understanding work procedures as one of the system factors related to the working system/methods and facilities provided by the company.
 5. This research does not descriptively examine the reasons for the decline in employee performance. In future research, it can be done by displaying descriptive reasons and thus making it possible to obtain new findings that cause the most decrease in employee performance.
 6. In future research, the researchers can explore aspects beyond which has been studied above and are expected to explore other variables such as organizational culture, compensation, and benefits, leadership, coaching and mentoring, career development and other variables that are suspected of affecting on employee performance in an organization or company.
 7. In the future research, the researchers can conduct similar research using a longer data period and with more respondents yet using different variables.

REFERENCE

1. Anne Bruce. (2010). *Perfect Phrases for Employee Development Plans*. The McGraw-Hill. The United States.
2. Addison, Sue dan Cunningham, Gail (2006). *Developing Your Management Team*. Industrial and Commercial Training. Vol.38.Iss.7.PP.379-383. <http://DOI:10.1108/0019785610704589>
3. Annie M.Oehley dan Callie C.Theron.(2010).The development and Evaluation of A Partial Talent Management Structural Model. *Management Dynamic*.Vol.19,No.2.
4. Bailey, C., & Austin, M. (2006). 360 Degree Feedback and Developmental Outcomes: The Role of Feedback Characteristics, self-efficacy and Importance of Feedback Dimension to Focal Managers Current Role. *International Journal of Selection and Assessment*. Vol.14. pp.51-66.
5. Bracken, David W; Dale S.Rose, dan Allan H.Church.(2016). The Evolution and Devolution of 360° Feedback. *Industrial and Organizational Psychology*. Vol.9.No.4, pp 761–794. <http://doi:10.1017/iop.2016.93>
6. Burbach, Ralf dan Tony Royle.(2010). *Talent On Demand? Talent Management in The German and Irish Subsidiaries of A US Multinational Corporation*. Emerald Group Publishing Limited.Vol.39.N0.4,pp.414-431. <http://doi.org/10.1108/00483481011045399>
7. Campion, Michael C; Emily D.Campion, and Michael A.Campion M.A.(2013). Improvement in Performance Management Through The Use 360 Feedback. *Industrial and Organizational Psychology; Bowling Green* Vol. 8, Iss. 1, (Mar 2015): 85-93. <http://DOI:10.1017/iop.2015.3>
8. Campion,Posthuma R.A M. C; Masimova, M, dan Campion, M. A. (2013). A high-performance work practices taxonomy: Integrating the literature and directing future research. *Journal of Management*,39,1840–1220. <http://doi:10.1177/0149206313478184>

9. Cardy, Robert L dan Munjal, Deeksha. (2016). Beyond Performance Ratings: The Long Road to Effective Performance Management. *Industrial and Organizational Psychology*; Bowling Green.Vol.9. Iss.2.pp.322-328. <http://DOI:10.1017/iop.2016.18>
10. Drew, Glenys.(2009). A “360” Degree View for Individual Leadership Development. *Journal of Management Development*.Vol.28.No.7.pp.581-592. <http://doi.org/10.1108/02621710910972698>
11. Egerova et al.(2015). Perspective of Talent Management : Evidence from Czech and Slovak Business Organization. *Ekonomie a Management*.Vol.18.No.4.pp.108-120. <http://doi.org/10.15240/tul/001/2015-4-008>
12. Fleisher, Chen; Stevlana N.Khapova, dan Paul G.W.Jansen (2013). Effect of Employee’s Career Competencies Development on Their Organizations : Does Satisfaction Matter. *Career Development International*.Vol.19. No 6,pp 700-717. <http://doi.org/10.1108/CDI-12-2013-0150>
13. Garavan et al. (2008). Mapping the context and practice of training, development and HRD in European callcentres. *Journal of European Industrial Training*;Bradford.Vol.32.Iss.8/9.cpp.612-728. <http://DOI:10.1108/03090590810918764>
14. Gillespie,Treena L. (2005). Internationalizing 360 Degree Feedback : Are Subordinate Ratings Comparable? *Journal of Business and Psychology*.Vol.19.No.3.p361-381. <http://doi.org/10.1007/s10869-004-2233-z>
15. Groves,Kevin S. (2006). Integrating Leadership Development & Succession Planning Best Practices. *Journal of Management Development*. Vol.26, No.3, hal 239-260. <http://doi.org/10.1108/02621710710732146>
16. Hannum,K.M. (2007). Measurement equivalence of 360-degree assessment data: Are different raters rating the same constructs? *International Journal of Selection and Assessment*,15, 293–301. <http://doi:10.1111/j.1468-2389.2007.00389.x>.
17. Herman, Aguinis. (2013). *Performance Management*. Vol III. Pearson Education, Inc., publishing as Prentice Hall.
18. Ingram,Thomas. (2016). Relationship Between Talent Management and Organization Performance: The Role of Climate for Creativity. *Entrepreneurial Business and Economic Review*. Vol.4,no.3.pp196-205. <http://doi.org/10.15678/EBER.2016.040315>
19. Jantti, Margie; Greenhalgh, dan Nick.2012. *Leadership Competencies: A Reference Point For Development and Evaluation*. Library Management; Bradford Vol.33.Iss.6/7.pp.421-428. <http://DOI:10.1108/01435121211266249>
20. Jeffrey, Ignatius and Mahmud Soleman. (2017). The Effect of Work Discipline, Achievement, and Career Path Toward Employee Performance of The National Resilience Institute of The Republic of Indonesia. *International Journal of Application or Innovation in Engineering and Management* . Vol.6, Issue 8, pp. 106-113.
21. Jeffrey, Ignatius and Ira Kreshna. (2017). The Effect of Salary Satisfaction, Workload Satisfaction and Performance Appraisal Satisfaction towards Employees’ Out Intention. *International Journal of Business and Management Invention*. Vol.8, Issue 9,pp.1-10.
22. Jeffrey, Ignatius and Ruliyanto. (2017). The Effect of Competence, Training and Work Discipline towards Employees’ Performance. *International Journal of Business and Management Invention*. Vol.6, Issue 9, pp.11-20.

24. Jeffrey, Ignatius., Reisha Vallewey Dantes. (2017). The Effect of Leadership, Work Motivation, Work Environment toward Employees' Performance. *International Journal of Advanced Research. Journal. Vol. 5(8),pp.1450-1458.*
25. James Kwame Mensah. (2014). A "Coalesced Framework" of Talent Management And Employee Performance. *International Journal of Productivity and Performance Management. Vol.64.No.4.pp.544-566*
26. John Fleenor., Sylvester Taylor., dan Craig Chappelow. (2008). *Center for Creative Leadership: Leveraging The Impact of 360 Degree Feedback.* Pfeiffer. San Fransisco, CA.
27. Leskiw,Sheri-Lynne; Singh, dan Parbudyal. (2007). *Leadership Development: Learning From Best Practices.*
28. *Leadership&OrganizationDevelopmentJournal.Vol.28,Iss.5, (2007): 444-464.*
29. <http://DOI:10.1108/01437730710761742>
30. Mensah,James Kwame. (2014). A "Coalesced Framework" of Talent Management And Employee Performance.
31. *InternationalJournal of Productivityand Performance Management. Vol.64.No.4.pp.544-566.*
32. <http://doi.org/10.1108/IJPPM-07-2014-0100>
33. Oksana Nikolaevna Borisova et.el. (2017). *Talent Management As An Essential*
34. *Element In A Corporate Personnel Development Strategy. Academy of Strategic Journal. Vol.16. No. Special Issue 1, hal 31-46.*
35. Panda,Sunita and Chandan Kumar Sahoo. (2015). *Big Performance Following the Introduction of 360-degree*
36. *Feedback. Human Resource Management International Digest. Vol.23, No.26, pp.5-8.*
<http://doi.org/10.1108/HRMID-06-2015-0095>
37. Prowse,Peter dan Julie Prowse. (2009). *The Dilemma of Performance Appraisal. Measuring Business Excellence. Vol.13.No.4.pp.69-77.* <http://DOI :10.1108/13683040911006800>
38. Pruis,Evert.(2011).*The Five Key Principles For Talent Development. Industrial And Commercial Training.Vol.43.NO.4.pp.206-216.*Emerald Group Publishing Limited, ISSN 0019-7858.
39. <http://DOI 10.1108/00197851111137825>
40. Sahoo, C K; Mishra dan Sukanta.(2012). *Performance management benefits organizations and their employees.*
41. *Human Resource Management International Digest; Bradford Vol. 20, Iss. 6. pp.3-5.*
42. <http://DOI 10.1108/0967073121126077>
43. Shaun Tyson dan Peter Ward.(2004). *The use 360-Degree Feedback Technique In The Evaluation of Management Development. Management Learning. Jun 2004. Vol.35. pp.205-223*
44. Smither, J. W., London, M., & Reilly. R.R. (2005). *Does Performance Improve Following Multisource Feedback? A theoretical model, meta-analysis, and review of empirical findings. Personnel Psychology. Vol.58. pp.33-66.*
45. Sharma,Rakesh dan Jyotsna Bhatnagar. (2009).*Talent Management – Competency*
46. *Development : Key to Global Leadership. Journal Industrial and Commercial Training. Vol.41, No.3, pp.118-132.* <http://doi.org/10.1108/00197850910950907>

47. Smither, J. W; London, M, dan Reilly. R.R. (2005). Does Performance Improve Following Multisource Feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology*. Vol.58. pp.33-66. http://doi:10.1111/j.1744-6570.2005.514_1.x
48. Steve, Newhall. (2012). *A Global Approach to Talent Management*. Human Resource Management International Digest. Vol.20.No.6.pp.31-34. Emerald Group Publishing Limited. ISSN 0967-0734.
49. <http://DOI.10.1108/09670731211260870>
50. Sunita Panda dan Chandan Kumar Sahoo. (2015). Big Performance Following the Introduction of 360-degree Feedback. *Human Resource Management International Digest*. Vol.23, No.26, pp.5-8.
51. Thach, Elizabeth C. (2002). The Impact of Executive Coaching and 360 Feedback On Leadership Effectiveness. *Leadership & Organizational Development Journal*. 2002;23,3/4: ABI/INFORMCollection.p205.ISSN0143-7739. <http://doi.org/10.1108/014377302104290770>
52. Todd J, Maurer; Lippstreu, dan Michael. (2008). Who Will Be Committed to An Organization That Provides Support for Employee Development? *The Journal of Management Development; Bradford* Vol. 27. Iss.3.pp. 328-347. <http://DOI:10.1108/02621710810858632>
54. Tyson, Shaun and Peter Ward. (2004). The use 360-Degree Feedback Technique In The Evaluation of Management Development. *Management Learning*. Jun 2004. Vol.35. pp.205-223. <http://doi/10.1077/1350507604043025>
55. Uma Sekaran & Roger Bougie. (2016). *Research Methods for Business : A Skill-Building Approach*. Seventh Edition. Wiley. United Kingdom.
56. Vijit Chaturvedi. (2016). *Investigating The Interrelationship Between Succession Planning and Effectual Talent Management for Building Tomorrow's Leader*. Splint International Journal of Professionals. ISSN:2349-6045. Vol-III, Issue-12.
58. Vloeberghs, Daniel; Berghman, dan Liselore. (2003). *Towards an effectiveness model of development centres*.
59. *Journal of Managerial Psychology*. Vol.18.No.6.pp.511-540. <http://DOI.10.1108/02683940310494368>
60. Williamson, Doug. (2011). Talent management in the new business world. *Human Resource Management International Digest*. Vol.19. Iss.6.pp.33-36. <http://DOI:10.1108/09670731111163518>
61. William G. Zikmund., Bry J. Babin., Jon C. Carr dan Mitch Griffin. (2013). *Business Research Method*. Ninth Edition. South-Western. United States.
62. Hasamnis AA, Patil SS, Shaik Imam, Narendiran K. "A Review of Pharmacoeconomics: the key to "Healthcare for All"." *Systematic Reviews in Pharmacy* 10.1 (2019), s40-s42. Print. doi:10.5530/srp.2019.1s.21
63. Mitsudo, T., Nakajima, Y., Remijn, G.B., Takeichi, H., Goto, Y., Tobimatsu, S. Electrophysiological evidence of auditory temporal perception related to the assimilation between two neighboring time intervals (2009) *NeuroQuantology*, 7 (1), pp. 114-127.
64. Mensky, M.B. Postcorrection and mathematical model of life in extended Everett's concept (2007) *NeuroQuantology*, 5 (4), pp. 363-376.