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TALENT MANAGEMENT PRACTICES IN THE INDIAN SOCIAL SECTOR

EXECUTION PARTNERS



KORN FERRY



FUNDING PARTNERS



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Abbreviations and acronyms

CEO	Chief Executive Officer
COO	Chief Operating Officer
CSIP	Centre for Social Impact and Philanthropy
CSR	Corporate Social Responsibility
CTO	Chief Technology Officer
EA	Executive Assistant
ED	Executive Director
ESO	Ecosystem Support Organisation
FO	Funding Organisation
GM	General Manager
HR	Human Resources
IM	Information Management
ISDM	Indian School of Development Management
IT	Information Technology
KPI	Key Performance Indicator
KRA	Key Responsibility Area
L&D	Learning and Development
M&E	Monitoring and Evaluation
MIS	Monitoring and Information System
MOOC	Massive Open Online Courses
MPS	Motivating Potential Score
NGO/SE	Non-Governmental Organisation/Social Enterprise
OKRs	Objectives and Key Results
PoSH	Prevention of Sexual Harassment
R&R	Roles and Responsibilities
RG	Resource Generation
RM	Resource Management
SPO	Social Purpose Organisation
SV	Skills Variety
TI	Task Identity
TM	Talent Management
TS	Task Significance

Explanatory notes

Social Purpose Organisation (SPO): Any organisation whose primary objective is to create social impact. This covers all forms of organisations irrespective of their legal status. All the organisations in this study are SPOs. The SPOs are categorised broadly into three groups namely: Non-Governmental Organisations and Social Enterprises (NGOs/SEs), Ecosystem Support Organisations (ESOs) and Funding Organisations (FOs).

To enable a structured approach to analysing organisational talent management practice, the study divides SPOs in three broad categories:

NGOs and Social Enterprises (NGOs/SEs): Organisations that directly work with grassroots communities or implement projects with communities. The category includes NGOs and SEs which typically operate independent of government or quasi government, to serve a defined set of social purposes through a variety of approaches. These approaches could primarily range from acting as a service provider, capacity builder, incubator, institution builder, and/or those that define the norms and standards of working with social issues in specific domains.

Ecosystem Support Organisations (ESOs): ESOs include all organisations that offer support services/solutions that help NGOs, SEs and FOs perform better in their respective dominant scope of work. These support solutions or services may include functional/technical services, legal, advisory/incubation, organisational capacity enhancement, knowledge consulting, research and education, policy engagement at ecosystem level, accounting and finance, outreach, and funding support.

Funding Organisations (FOs): These are organisations that fund the social sector. The category includes organisations that fund SPOs through grants or through impact investment models. The category does not include pure government bodies like state departments of ministries that on-board NGOs and SEs for active support in fulfilment of their mandates. The category however shall include quasi government funding organisations which are managed professionally. For example: BRLF, CAPART, among others.

SPO Archetypes: Based on a number of variables each category of SPO is further sub-categorised into 7 archetypes.

Scope of study: Organisations having their operations in India have been considered for this study.

Key insights

UNDERSTANDING TALENT IN SPOs

Talent definition is contextual. Organisational mission, functional areas, culture, and values play a key role in defining talent in SPOs.

The talent boundary of SPOs is **not limited to the persons employed** by these organisations but extends beyond formal boundaries of the organisation.

It is difficult to uniformly define external and internal stakeholders across SPOs. The talent boundary differs from one SPO to another. An external stakeholder for one SPO is internal to another and vice versa.

PURPOSE OF TALENT MANAGEMENT

The purpose of talent management is to ensure that the talent is aligned with organisational vision, so as to achieve organisational effectiveness, resilience, and develop organisational capacity.

For measuring individual performance, **nine SPOs** have adopted structured and explicit processes like objectives and key results (OKRs), key performance indicators (KPIs), key responsibility areas (KRAs), and roles and responsibilities (R&R) sheets.

STRATEGY FOR TALENT MANAGEMENT

SPOs conduct **research to frame compensation and HR policies**. Funding, compensation, competition for relevant talent, and compliances influence the TM strategies of SPOs.

Talent investments are largely into learning and development (L&D). **Eight SPOs** stated that they have a dedicated budget for online courses as well as offline training to encourage their employees to hone their skills.

ORGANISATIONAL CULTURE

Organisational culture in SPOs constitutes the values, workplace and managerial behaviour and code of conduct which everyone in the organisation must live up to.

Core values, principles and behaviours are some of the cultural elements that remain homogenous across SPOs. For instance, universal human values such as diversity, equity, and inclusion (DEI), managerial behaviour and openness to ideas remain homogenous.

Different types of cultures identified within SPO includes open culture, task driven, purpose-first culture, balance of performance, and people centric-culture.

Due to geographical **differences, different subcultures exist within a few organisations.** **Heterogeneity in culture exists also in corporate foundations** which follow corporate HR policies.

It is **unclear whether the organisation and the employee share mental models** that define the organisation culture and whether they are understood and adopted in the same way.

Key insights

MANAGEMENT VALUES, STRUCTURE, AND SYSTEMS

Management values set the foundation for the organisational culture across SPOs. **Values are regarded as non-negotiable** as these are considered indispensable to self-definition, decision making and stakeholder engagement of the organisation. **Disrespecting the values** can even lead to termination of an employee.

Values generally percolate from top to bottom and are **highly influenced by the founder** of the organisation.

Certain **instances of value compromise** have also surfaced when SPOs have kept values at the backstage to drive performance.

A variety of leadership styles are adopted by the top executives and team leads in SPOs which include delegative leadership, reverse leadership and situational leadership. **Organisations having a micromanaging style of leadership have a high rate of attrition.**

All the 24 sample organisations responded that they have formal policies and processes to manage employees.

DRIVERS OF TALENT MOTIVATION TO WORK IN THE SOCIAL SECTOR

Opportunity for learning and growth is the most critical factor that motivates individuals to work for an SPO.

Work environment and culture of the organisation is another major driver of talent.

Leadership style and mentorship attracts old employees to the organisation.

TALENT CHALLENGES AND STRATEGIES TO OVERCOME THEM

Finding talent with the right skills set – finding a combination of skill sets is one of the most common challenges across SPOs. Different strategies are adopted, such as intensive vetting processes which include competency-based behavioural interviews, and structured interviews to interpret mindsets.

Funding constraints to pay competitive salary – solutions devised include salary negotiations, performance linked incentives and showing task significance.

Talent competition in technology roles – ESOs working at the intersection of IT and social development face competition from IT companies for hiring software engineers. One of the solutions implemented is hiring talent from tier-2 and tier-3 engineering colleges.

Executive summary

This is a first of its kind study in the Indian social sector that explores talent management (TM) practices and drivers of talent motivation to work in the Indian social sector. The report has three parts. Part I of the report attempts to answer how SPOs define talent, purpose of TM, TM structure and systems. Part II of the report details the TM lifecycle in the SPOs and challenges faced by the organisations and strategies to surmount them. Part III of the report delves deep into factors that motivate talent to work with SPOs and in the Indian social sector.

An exploratory research design employing both the qualitative and quantitative research tools is adopted for the study. Qualitative data is collected through in-depth interviews with 24 SPOs. The quantitative data is collected through an online survey (motivation survey) rolled-out with different talent segments of sample SPOs.

In-depth interviews are analysed by identifying relevant themes and sub-themes through a two-stage qualitative coding process. Analysis of the motivation survey includes categorical analysis of different sets of variables that influence individuals' motivation to work in the Indian social sector and SPOs.

The qualitative survey revealed the talent management practices of the SPOs, while the quantitative survey dives deep into understanding the drivers of talent motivation to work in the Indian social sector and for SPOs. Interviews were conducted with the organisational heads, HR lead, vertical head, trustees, executives, and HR consultants of SPOs: in total, 104 personnel were interviewed. The quantitative survey was rolled out with the employees, volunteers, interns, and consultants of the SPOs. Of the 735 responses received on the online survey, 447 were used after data balancing.

The findings revealed that talent definition is contextual and is a function of organisational mission and key areas of operations which directly affect the organisational effectiveness. The way talent is defined affects the talent management strategies, management systems across all kinds of SPOs. The right skills in the SPOs' talent are defined as the combination of observable and unobservable skills sets. The report then turns to expected talent behaviours, talent boundaries and talent segments across SPOs.

Shared vision, organisational effectiveness and capacity and ensuring the well-being of talent are some of the key purposes of TM of SPOs. The report also discusses innovation and creativity employed in strategies for TM across SPOs. For example: SPOs conduct research to set compensation benchmarks and frame HR policies. Subsequently, the factors that affect TM strategies are discussed. These include compensation, compliances, and funding.

The research also delves deep into the management values, structures, and systems. The values serve as the foundation stone for TM strategies in SPOs. While the values are given preference, certain instances are reported when values such as compassion towards talent are put on the back burner and organisational performance and effectiveness is prioritised. Different sets of organisation culture and leadership style in SPOs are identified and reported. For instance, balance of performance with values. The mental models behind the organisation culture and values are also listed. Similarly, leadership style varies across SPOs which are discussed in detail.

The report also informs about the talent investments made by organisations. Most talent investment happens in learning and development of employees. These investments are mostly strategic and serve the organisational purpose of effectiveness and capacity development. SPOs also talked about "return on investment" while making investment. The study also reports the talent priorities of different sets of SPOs.

Furthermore, the study has captured the factors that drive talent to work in the social sector. For example: talent in SPOs is motivated by opportunities of learning and development which makes them join a job in the social sector and affect their continuous engagement and retention in the organisation. It is also aligned with the strategic talent priorities of the organisations. Finally, the report documents the talent challenges faced by SPOs and solutions devised by organisations to surmount them. The report also highlights some of the best practices adopted by the SPOs to overcome talent challenges.

1. Introduction

The Indian social sector is a vibrant and dynamic ecosystem with millions of organisations and individuals striving to address a spectrum of development challenges. According to a report by the Ministry of Statistics and Programme Implementation (MoSPI), Government of India, the social sector in India employs around 2.7 million people (Srinath & Karamchandani, 2020).

To manage their talent and achieve sustained performance, organisations in the social sector must have devised strategies to attract, hire, develop, and retain the talent. On the other hand, there must exist factors that stimulate interest, desire, and motivation of individuals to work in the Indian social sector and social purpose organisations (SPOs). A literature review conducted by the researchers at the Indian School of Development Management (ISDM) suggests that systematic research on talent management (TM) practices and drivers of talent motivation continues to be scant, especially in the context of the Indian social sector.

Despite their immense contribution in pushing the development agenda forward, it is striking that the TM practices and viewpoints of SPOs in managing their talent have not been either deeply analysed or documented yet. Present study aims to fill this gap by exploring the TM practices, experiences, and perspectives of a diverse range of personnel on TM across different sets of SPOs. While there is no consensus on definition of talent management amongst researchers (Lewis & Heckman, 2006) the TM definition for this study encompasses “attraction, selection, recruiting, onboarding, learning and development, performance management, succession and retention of workforce” (Gartner, n.d.).

2. Objectives and research questions

The key objective of this research is to bring forward empirical evidence on existing TM practices and drivers of organisational talent in SPOs. The report aims to answer the following research questions:

- i. How do organisations approach their understanding of “talent” in the social sector? What are the key drivers of talent on the demand (attraction, identification, recruitment, development/nurturing, and integration of talent in SPOs) and on the supply side (motivation, purpose/goals, aspirations, individual context)?
- ii. What are the key challenges that organisations face with respect to their talent? How do organisations solution for these challenges?
- iii. What are the key organisational structures, processes and systems that drive these solutions? How do organisations design and practice these structures and processes that influence the behaviour of organisational talent? What are the mental models (understanding) of these structures, systems, and values within and across organisations?
- iv. What are the variables (leadership, purpose alignment, culture, management and governance structures, systems and processes, relationships and associations, risks and opportunities for learning and development, compensation, etc.) that emerge from the study as key drivers of talent across the typology of organisations and their diverse contexts of TM practice?

3. Methodology

This research is carried out in a grounded theory paradigm. To answer the research questions, the study uses a mixed-methods approach to understand the TM practices across different SPO archetypes and achieve knowledge about key drivers of talent from both the demand and supply sides.

3.1. In-depth interviews

Research instruments

Three interview schedules are designed to understand the talent management approaches across SPOs. The first instrument focuses on understanding the HR practices from a leadership point of view; the second is targeted at eliciting responses from the HR lead; while the third tool attempts to gain insights on TM practices from the vertical heads such as program leads and other officials. The interviews were conducted in two phases. The first phase included pilot testing of interview schedules while the final data collection was carried out during the second phase.

The data collection for the pilot study was collected from August 2021–September 2021. Initiated in October 2021, the final data collection lasted until March 2022.

Pilot phase

Prior to rolling out the interview schedules for final data collection, a pilot study was conducted with three SPOs to test the relevance, coherence, and effectiveness of the instrument questions in answering the research questions. A total of 15 interviews were conducted with 15 personnel from these SPOs. All of these SPOs were from the NGOs/SEs category. Based on the pilot study interviews, the tools were streamlined for the purpose of final data collection. The questions and probes were not enforced based on their sequence of occurrence in the instrument but based on the answer from the participant. The interview schedule finalised after pilot study was implemented to obtain final data from 21 organisations. The pilot organisations were also included in the analysis. All the organisations self-selected into the study.

Sample and sample size

The qualitative findings of this study are based on 98 interviews with 24 organisations, capturing views on talent management practices from 104 interview participants. The details of participating organisations are given at [Annex 1: List of organisations that participated in the study](#). During six interviews, two persons from the same SPO participated. The number of individuals interviewed in a SPO range from a minimum four to a maximum seven. The average number of participants per organisation is nearly four.

A large body of literature considers a minimum 25–50 in-depth interviews adequate for answering research questions in grounded theory research (Dworkin, 2012). Therefore, the overall sample size for this study is adequate.

The three categories of SPOs are sub-categorised into seven different archetypes to study the TM practices and drivers of talent. NGOs/SEs are categorised in four archetypes; ESO in two archetypes; and FOs as one archetype. [These seven archetypes serve as the unit of analysis for this study](#). Details of these archetypes is given at [Table 1](#).

Table 1: SPO archetypes

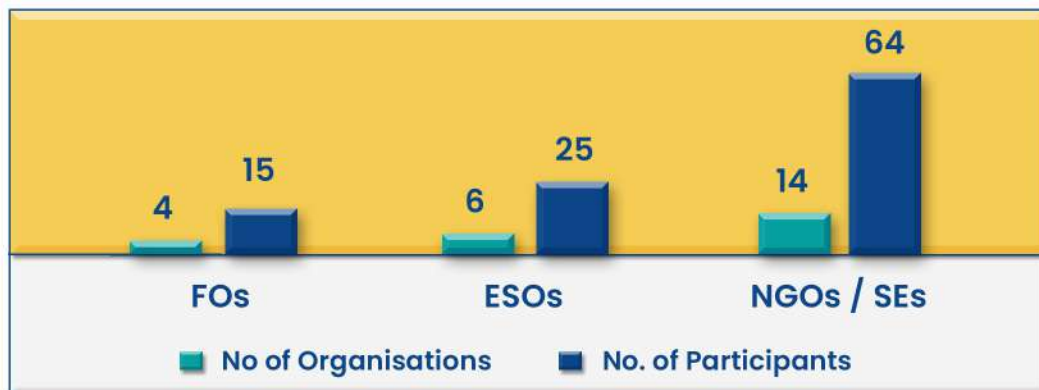
S. No.	Archetype	Criteria
1	NGO Simple Adhoc	<p>Simple if, no. of employees < 50; localised operations (urban or rural) AND</p> <p>Adhoc if, 1) founder is in key operations role, or; 2) the org has informalised/loosely defined governance structures, or; 3) lack of defined HR structures; and 4) inactive/inert board</p>
2	NGO Complex Adhoc	<p>Complex if, either of the three other combinations in the archetype definition sheet with paid personnel numbers equal to or greater than 50 or dispersed operations in both urban and rural areas. Presence of anyone makes it complex AND</p> <p>Adhoc if, 1) founder is in key operations role, or; 2) the org has informalised/loosely defined governance structures, or; 3) lack of defined HR structures; and 4) inactive/ inert board</p>
3	NGO Simple Professionally Managed	<p>Simple if, no. of Employees < 50; localised operations (urban or rural) AND</p> <p>Professionally managed if, 1) led by professionals recruited from the market/ecosystem; and 2) active board; and 3) defined governance and decision-making processes; and 4) formal structures for HRM present</p>
5	NGO Complex Professionally Managed	<p>Complex if, either of the three other combinations in the archetype definition sheet with paid personnel numbers equal to or greater than 50 or dispersed operations in both urban and rural areas. Presence of anyone makes it complex AND</p> <p>Professionally managed if, 1) led by professionals recruited from the market/ecosystem; and 2) active board; and 3) defined governance and decision-making processes; and 4) formal structures for HRM present</p>
6	ESO Simple	<p>Number of personnel in the organisation who are drawing any financial payments in lieu of their services. Any organisation with personnel numbers less than 50 qualifies for Simple.</p> <p>Scope of operations of the organisation in terms of geographical categories they service. Choice of any one category, rural or urban qualifies an organisation for Simple.</p>
7	ESO Complex	<p>Number of personnel in the organisation who are drawing any financial payments in lieu of their services. Any organisation with Personnel numbers over or equal to 50 qualifies for Complex.</p> <p>Scope of operations of the organisation in terms of geographical categories they service. Choice of more than 1 or both urban and rural qualifies an organisation for Complex.</p>
8	Funding Organisations	Defined under explanatory notes

Profile of interview participants

The in-depth interviews are conducted with SPO leaders (CEO, COO, Executive Director, Trustee), HR and vertical leads, HR consultants and one board member. A few interviews are conducted also with personnel who are at a beginner level position in the talent hierarchy of an SPO, but holding a key responsibility like HR vertical or project coordination.

Total number of organisations and participants covered during the in-depth interviews across different categories of SPOs is depicted in Figure 1.

Figure 1: Number of interviews conducted across different types of SPOs



Source: Interviews

It is assumed that the skewness in the number of NGOs/SEs is arising due to the overwhelming number of NGOs/SEs in the Indian social sector compared to relatively fewer number of ESOs and FOs.

Figure 2 shows representation of different archetypes covered in the study.

Figure 2: Representation of different archetypes in the study



Source: Interviews; n = 24

Figure 3 shows the total number of participants across different archetypes.

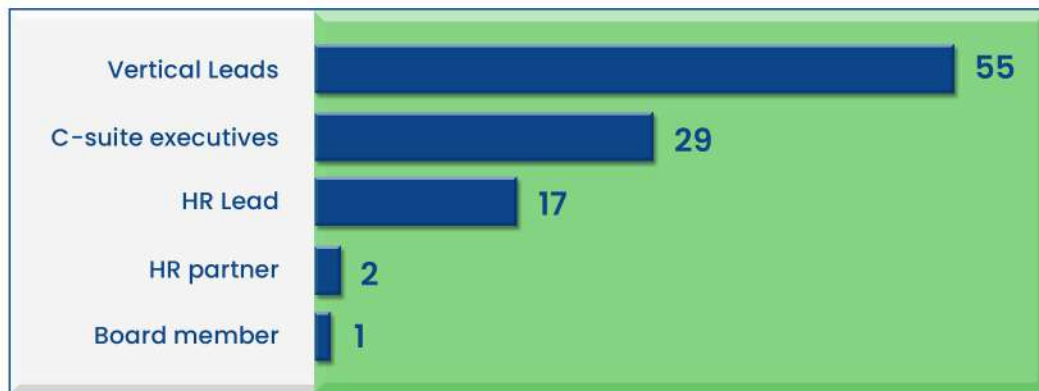
Figure 3: Number of interview participants across different SPO archetypes



Source: Interviews; n = 104

Furthermore, from each organisation, role-based distribution of participants is shown in Figure 4.

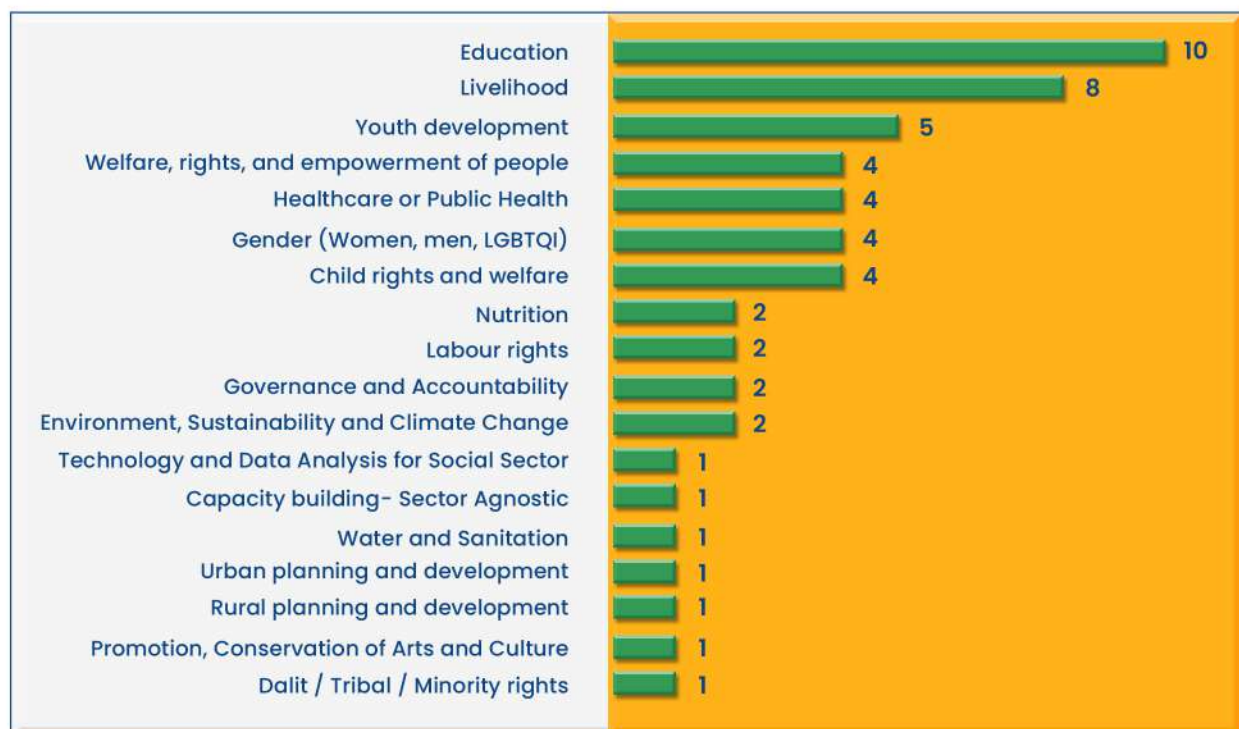
Figure 4: Distribution of interview participants according to their job role



Source: Compiled by authors from in-depth interviews data; n = 104

The organisations that participated in the study work across a spectrum of development themes as shown in Figure 5.

Figure 5: Thematic areas of work across sample SPOs



Source: Onboarding survey, n = 24 (each organisation noted three primary thematic areas of work)

According to the onboarding survey, filled by participating organisations during recruitment for the study, the total number of full-time employees in these SPOs range from 7 to 1385. The onboarding survey captures basic information about the organisation like functional areas, FCRA registration status of the SPO, financial detail and expenditure, different talent segments working with the organisations primarily the nature of engagement such as volunteer. It also answers questions on talent management policies and practices in SPOs.

Data analysis

The process adopted for data collection, preparation and analysis is given in [Annex 2: Qualitative data collection and analysis](#).

3.2. Quantitative survey

Instrument

The quantitative part of the study is also exploratory in nature. An online survey questionnaire is used to collect data to understand the motivation of individuals to work in the Indian social sector. The survey is termed “motivation survey” as it attempts to capture information on drivers of talent motivation to work in the social sector and existing SPO. The survey instrument is divided into two parts: demographic details of participants are captured in the first part. The second part consist of questions designed to generate information on the talent’s motivation to work in the social sector and SPO with which they are presently working. The survey instrument has a total 32 questions, of which 31 questions are closed ended and one is kept open ended. The questionnaire also uses a Likert rating scale to secure the degree of the presence of the variables of interest in the study sample. Furthermore, a singular open-ended question was included so that the respondents can express themselves more freely as well as provided any other information as they saw fit.

Furthermore, considering the respondents’ varied capacities to comprehend English and to ensure enhanced understandability of the questions, different versions of the questionnaire in nine regional languages were then developed for respondents not conversant with English. The questionnaire was distributed to employees and management of 24 SPOs. It takes 15–20 minutes to fill.

The instrument is designed by collating relevant questions from multiple sources which are slightly modified to meet the research objectives (McShane & Glinow, 2017). These instruments are non-copyrighted that can be used without the permission of the creators: for example: the job diagnostic survey developed by Hackman and Oldham (1974).

Sample and sample size

The population for the motivation survey comprised of active full-time and part-time employees, full-time and retainer consultants, paid and/or unpaid volunteers, interns, and trainees working with SPOs. All the 24 organisations who participated in the interviews were requested to roll out the survey among different talent segments of the organisations. Of these 24 SPOs, 22 responded to the motivation survey. Informed consent from all the participants was obtained and their personal information was kept confidential. One SPO, an FO, declined to participate in the motivation survey while no response was received from one ESO. A total 735 responses have been received on the survey. However, an extremely high number of responses from one SPO highly skewed the data.

Random undersampling method to balance skewed data

To balance the data, random undersampling method was used which resulted in random elimination of 290 observations from the majority class. The final sample size used for analysis is 447.

Median imputation and replacement to address missing data

There were a few observations for which the data was missing on a few variables. The maximum number of missing values for any variable is 234. The responses were generally missing for question 13 and 14 of the survey instrument. These questions focus on understanding the core job dimensions, skills variety, task identity, task significance, autonomy, and job feedback. Median

imputation method has been used to fill missing values which are replaced with the median value of the entire feature variable. The method is adopted considering that outliers in the data have minimal effect on the overall distribution of the sample values.

The final number of survey responses across different archetypes of SPOs is depicted in Figure 6. Highest number of responses are from NGO Complex Ad hoc archetype, followed by NGO Complex Professionally Managed and FOs, respectively. The least number of responses are from ESO Simple archetype.

Figure 6: Number of motivation survey responses across different archetype



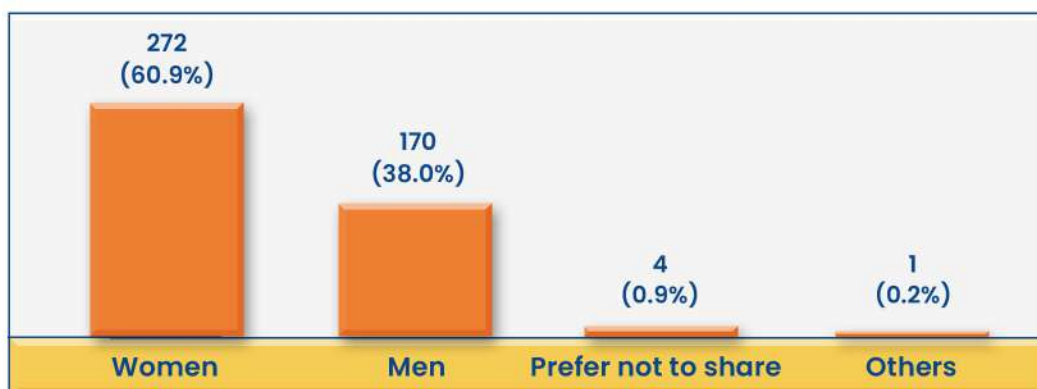
Source: Motivation survey (n=447)

Profile of respondents

Gender distribution in sample

The distribution of respondents based on their gender is depicted in Figure 7.

Figure 7: Gender distribution of sample

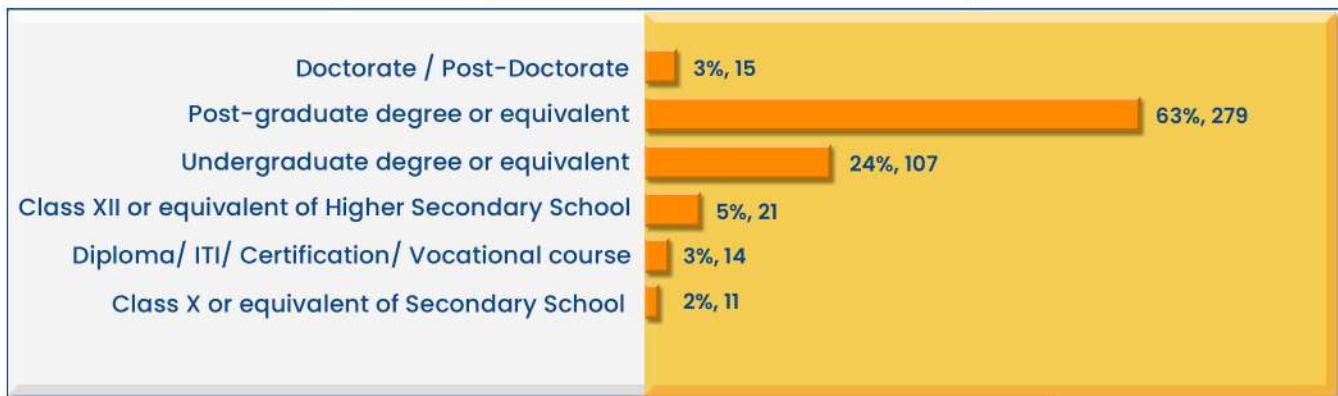


Source: Motivation survey (n=447)

Education

Approximately 90% of the survey respondents have attained undergraduate or higher level of education, with 23.94% undergraduates, 62.42% postgraduates and 3.36% doctorates; 5% of the employees have completed education until senior secondary; 3% have vocational training and 2% have completed education until secondary level (Figure 8).

Figure 8: Sample across different education categories

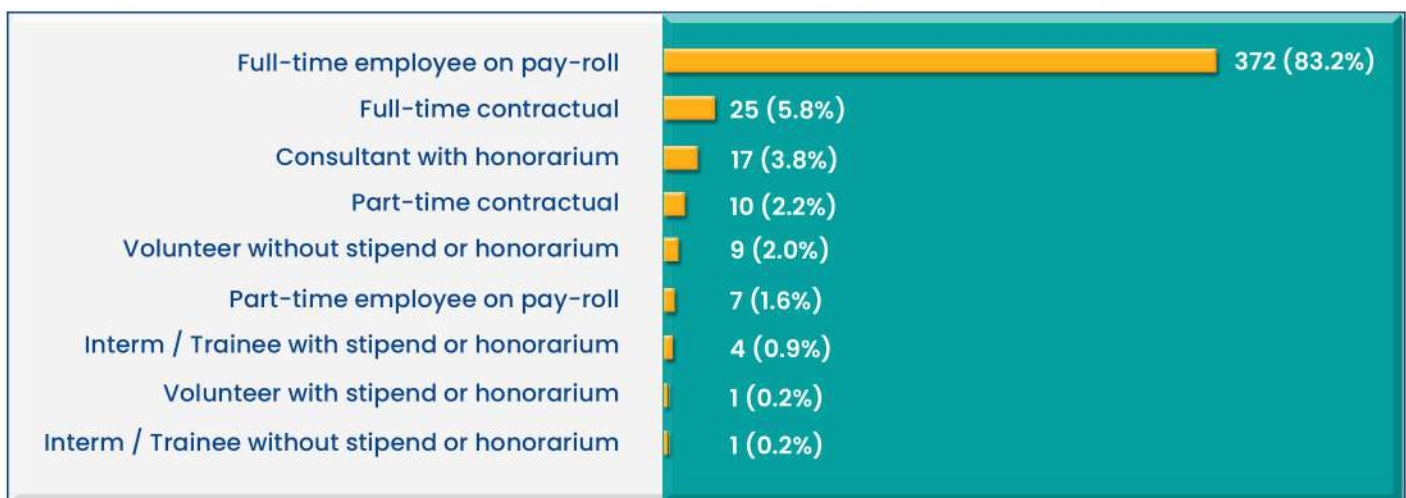


Source: Motivation survey (n=447)

Nature of engagement

The distribution of the sample with respect to nature of engagement with the organisations is displayed in Figure 9. Majority of the respondents are full-time employees on payroll, followed by consultants with honorarium, and part-time contractual employees, respectively. Paid volunteers and interns are least represented in the sample.

Figure 9: Distribution of sample based on nature of engagement with the organisation

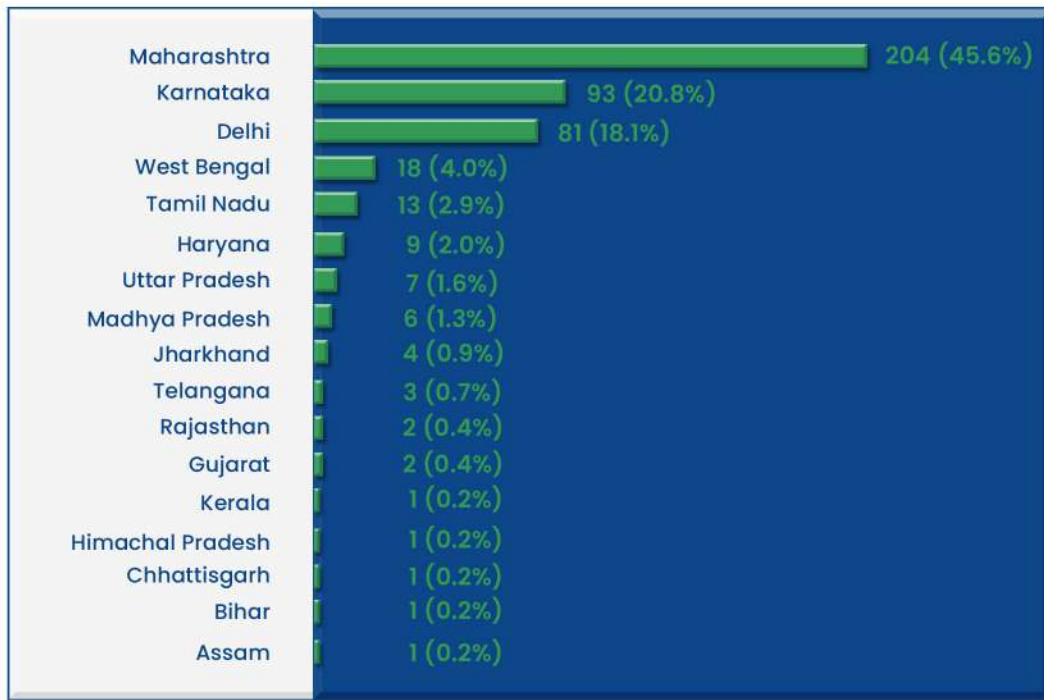


Source: Motivation survey (n=447)

Geographical spread

The geographical distribution of survey participants is shown in Figure 10. Majority of the respondents are from the state of Maharashtra, followed by Karnataka and Delhi, respectively.

Figure 10: Geographical spread of the survey respondents



Source: Motivation survey (n=447)

Data analysis

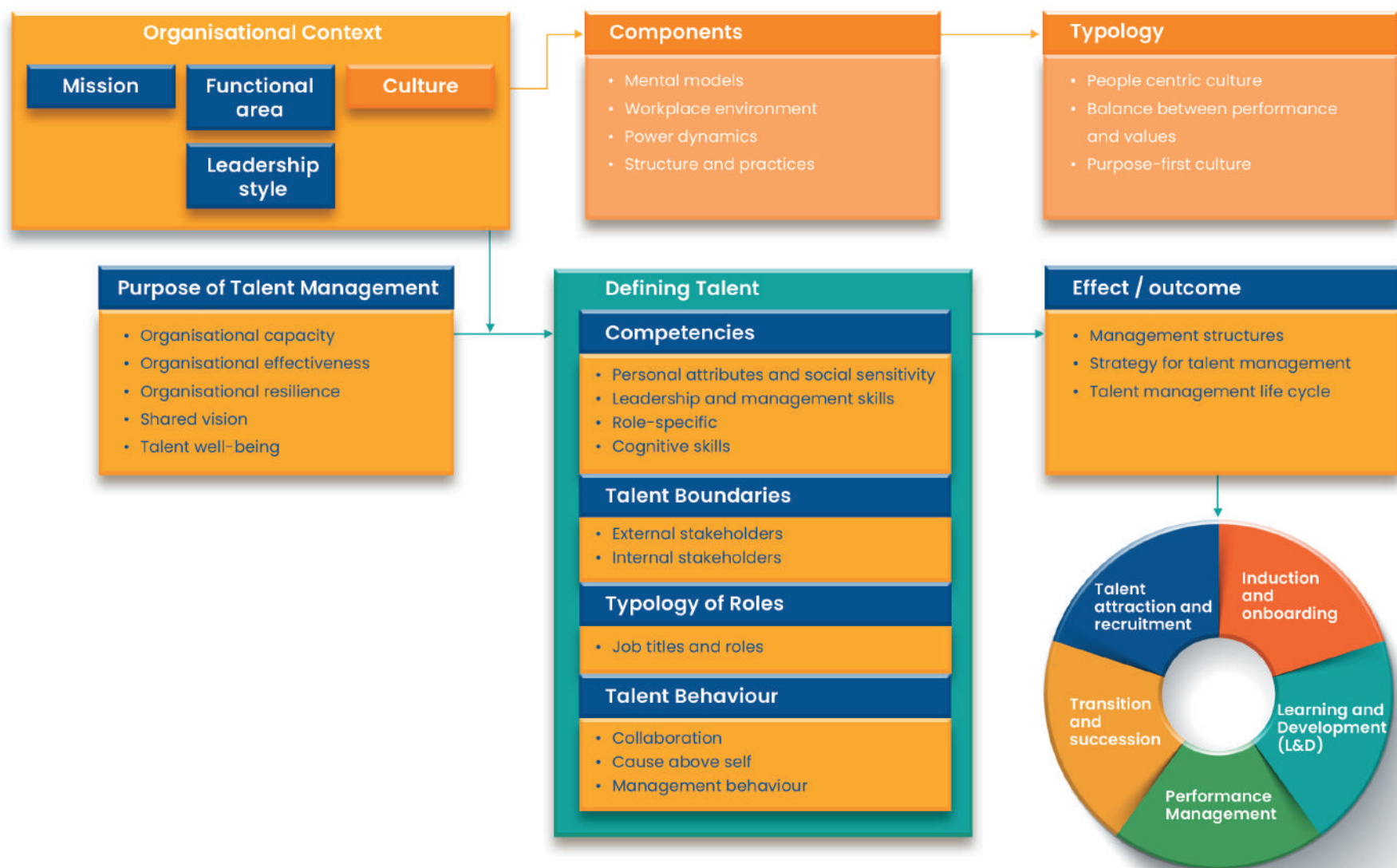
Responses to the survey are analysed based on the analytical framework and scoring key provided in "Annex 3: Analytical framework and scoring key for motivation survey." After completing the questionnaire, collected data is analysed using MS-Excel. Percentages and Likert scale are used to gain insights from the data.

The findings of the report are divided into three parts. Part I aims to understand how SPOs define "talent". Part II deals with the TM life cycle in SPOs. The drivers of talent motivation are explained in Part III.

Organisational context and understanding "talent"

This chapter delves deep into the factors that shape TM practices in SPOs. As depicted in Figure 11, organisational mission, functional areas, culture and leadership style are key components of organisational context that influence how talent management practices are initiated and implemented.

Figure 11: Diagram showing relationship between different components that shape talent management practices in SPOs



4.1. Organisational mission and functional areas

The aim of the organisation and the way it intends to achieve these goals defines its mission. Mission orientation (strong belief and alignment with organisational mission) is considered as a key to organisational effectiveness and strongly desired by the SPOs in talent. Therefore, organisational mission directly affects the skills and competencies sought by the SPOs.

Functional area constitutes various organisational functions such as monitoring and evaluation (M&E), and resource generation, among others. Mission and functional areas considerably affect how organisations define their talent.

4.2. Organisational culture

Organisational culture is constructed by mental models (espoused value like DEI), and visible (such as structure and practices) and semi-visible artifacts (like work environment and power dynamics). Figure 12 shows components of organisational culture at SPOs

Figure 12: Components of organisational culture



Source: Developed by author using interview data

The underlying beliefs shape interaction of the organisation with its internal and external stakeholders. The value of the organisation helps organisational talent adopt the “[right approach](#)” of doing things. Values generally percolate from top to bottom and are highly influenced by the founder of the organisation. A dozen organisational values have been captured across SPOs ([Table 3](#)).

i. Mental models that shape organizational culture:

Mental models are “deeply held beliefs and assumptions that influence one’s actions” (Kania et al., 2018). They influence how the information is organised, understood, and used by individuals. Mental models are one of the important constituents of organisation culture. An employee supports the vision and mission of the organisation not only intellectually but also emotionally when the organisation and the employee share mental models. However, to ensure that the mental models are shared between the employee and the organisations, it is imperative that they are understood and adopted in the same way (Derek & Cabrera, 2021). The mental models that guide the organisation culture in different categories of SPO and archetypes are presented in Table 2 and Table 27, respectively.

The mental models are broadly defined in three categories, namely: people centricity, entrepreneurial attitude, and universalism. People centricity involves thinking about what inspires and motivates talent to contribute their best work. It also involves giving voice to personnel, encouraging, and appreciating their work. Entrepreneurial mindset includes constant learning, problem-solving and risk taking.

Table 2: Mental models that guide culture in different categories of SPO

Mental models or philosophies	Description	NGOs/SEs	ESOs	FOs
People centricity				
Accountability to people	Readiness to listen and respond to stakeholders’ concerns.		X	
Appreciative	Focus on strengths of each individual and appreciate their success and achievements.	X	X	
Autonomy to employees	Giving accountability to employees when someone will have to make decisions.		X	
Culture of encouragement	Encouraging talent to develop skills.	X	X	
Relationship culture	Preference for relationship building with employees.	X	X	X
Trust	Trust in the organisation that it will take care of the employees.	X	X	
Entrepreneurial mindset				
Culture of assessment	Tracking performance of talent	X		
Entrepreneurial culture	Innovate, create, and take risks.		X	
Performance	Combination of performance orientation, along with compassion for people.	X		
Problem solving	Finding solution to the problems/barriers and taking action to achieve the mission.	X	X	X
Flexible	Ability to adapt and respond to different circumstances.		X	
Growth focus	Entrepreneurial culture	X	X	
Return on investment	Create multiplier effects with the funds.			X
Universalism				
Compassion	Understanding the grief and challenges of others.	X	X	X
Diversity	Respecting diverse cultures, religions, and people.	X	X	X
Empathy	Ability to understand what the peers and stakeholders are going through; how are they feeling? What are their anxieties? What are their needs?	X	X	X
Equity	Maintaining a good ratio of people of different gender, race, religion, caste, socio-economic-class.	X	X	
Fairness	Providing equal opportunities to all.	X		
Inclusion	No disparity based on caste or religion or creed; anyone willing to participate can do so.	X	X	X
Participative	Ensure participation of varied groups in system and processes.	X	X	X
Transparency	Open and honest communication with the employees.			X

*Presence of variable is depicted by “X”

Source: Compiled by author from in-depth interviews

ii. Workplace environment:

It comprises of social features such as quality of relationship between different actors as well as the physical environment in which employees work. Workplace environment has considerable effect on employees' well-being and team relationships.

Organisations create an environment where the employees are valued and supported in terms of psychological and mental well-being, work-life balance as well as in career development. These organisations provide a great degree of flexibility to their employees and have systems in place to ensure that career aspirations are accommodated though sabbatical leave so that talent don't leave or quit the organisation. Furthermore, the retention is high in these organisations and employees leave generally for personal reasons.

iii. Power dynamics:

Power dynamics involve how power is distributed across the organisation, such as who has the authority, and decision-making power. It shapes the personal and professional relationships within the organisation.

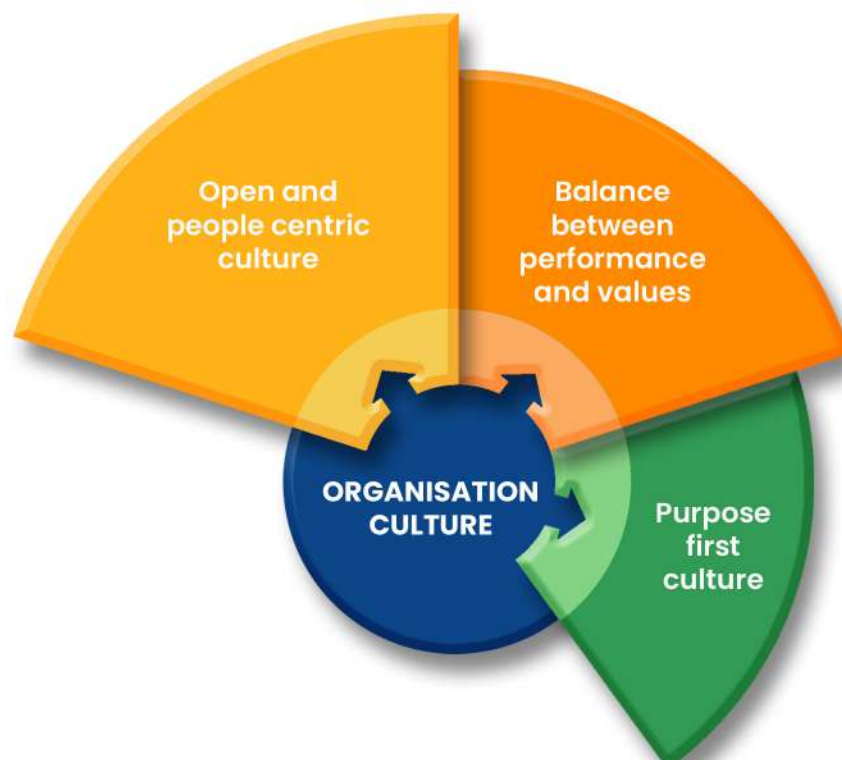
iv. Structure and practices:

Structure includes the policies, regulations, priorities while practices are the activities undertaken by an organisation to perform various tasks and progress.

Types of organisational culture

Different kinds of organisation culture have been identified across SPOs which are depicted in Figure 13.

Figure 13: Types of organisation culture across SPOs



Source: Developed by author using in-depth interviews

Open and people centric culture:

Open culture is defined as one where individuals feel free to express their opinion. It is a culture where employees are not judged for having a certain opinion. Peers go well along with each other as they respect diversity of background and opinion. Open culture helps in building healthy team relationships and boost employee's morale and spirit. It is something that attracts employees to office workspace.

In the organisation, systems and processes are designed to care and serve the need of employees. The policy and processes are changed and/or modified as and when needed according to the circumstances to suit employees' need. Since the focus is on employee care and well-being, lots of features overlap with the open culture where employees are given autonomy and voice to ensure they feel valued.

Purpose first culture:

In this case the culture of the organisation is intentionally shaped by the leadership keeping in mind what suits the organisation's ambition. Leadership change and external pressures may also promote this kind of culture. Change in leadership has considerable bearing on organisational values and goal setting. On the other hand, external pressure such as commitment to meet project deadlines drive the purpose first culture.

Some of the features of this type of culture overlap with open culture but they are deliberately designed to fuel innovation and creativity. For example: these types of organisations give high importance to entrepreneurial competencies and opinion of the employees to fuel innovation which are reinforced by external factors such as expanding into particular areas or markets. Overall, the culture of the organisation is developed purposefully. This type of culture is only prevalent in ESOs.

Purpose driven organisations give primary preference to work rather than employees. The HR consultants helping these organisations in attracting and hiring talent highlighted that the fun element is completely missing from the job. The organisation does not take any team-building and relationship-building activity. These organisations have a high rate of attrition. However, these organisations are slowly shifting to a more human-centric approach where personnel within the organisations take conscious efforts to establish deep connect with the talent through celebration of birthdays, work anniversaries, organising quizzes and having an open day where employees converge and share their concerns. The founder also tries to reach out to each employee through one-to-one conversation and gets to know them better on a more personal level than just at work. The consultants reported that this shift is making all very happy withing the organisation.

Balance between performance and values:

It is a combination of performance orientation and compassion for employees, both of which go hand in hand. The team members understand their accountability and responsibility and what needs to be done, but at the same time are compassionate to each other. For example: extending work support to team members whenever a team member is on leave or cannot work due to personal reasons. These factors help organisation in talent retention. This type of culture is revealed in NGOs/SEs.

Leadership styles adopted in the organisations

Leadership style has a considerably great influence on motivation of talent. This section captures different types of leadership styles adopted in the SPOs.

i. Participative:

A participative and consultative leadership style ingrained in empathy and compassion is highly respected by the employees. It keeps employees continuing their work with the SPOs for longer. Being empathetic, sensitive, and sensible towards peers and stakeholders and open to learning from peers are considered important leadership qualities. Participative leadership involves encouragement of open discussion at all levels and decision making in a consultative and democratic manner.

An offset of this type of collaborative leadership is that the organisation spends tremendous amount of time and energy in reaching a decision especially when a number of suggestions and opinion are put forward.

ii. Delegative leadership:

This type of leadership implies that the leadership trust the team member and gives them responsibility. The employee is given autonomy to do the work in a way they like and consistently supported whenever the employee faces any challenge. Moreover, the feedback is given in a respectful manner. This type of leadership is mentioned in all types of SPOs.

iii. Situational leadership:

Situational leadership has emerged during discussion with three different categories of SPOs. Situational leadership depends on particular circumstances and requirements and team compositions. This leadership style works one on one with the individuals and is particularly helpful in developing leadership traits in individuals like ability to take decisions, and willingness to move forward independently.

iv. Micromanaging:

Micromanagement involves close supervision of employees' work by the supervisor. Micromanagement has been adopted by only one ESO in the sample. This style of leadership is adopted with freshers and those who have taken a break from full-time employment and are returning as full-time employees.

v. Mission and result oriented leadership:

The leadership is committed to achieve the organisational mission and results, putting them always first.

vi. Reverse leadership:

Organisations define reverse leadership as hyper democratic environment and participative mechanism where the teams make decisions related to work and team building while leadership support them. This type of leadership style is identified in an FO.

vii. Top-down/autocratic:

No one defined an autocratic style of leadership, though it was discussed in negative terms. Autocratic leadership is a big no for social sector professionals and even for a few organisational leaders themselves.

Leadership attributes:

The key leadership attributes are depicted in Figure 14. These include courage to take inconvenient decisions for the good of the organisation and employees, good listening ability with openness for dissent and contrary ideas, humility, integrity (congruence in what a person say and does), and empathy to understand pain point of teams, and are regarded as the most important leadership attributes across SPOs.

Figure 14: Key leadership attributes



Source: Developed by author using interview data

4.3. Management values

Management values are the qualities and standards to which the management in the organisation attach certain weight when making a decision (Thomsen, 2004; van der Wal & Huberts, 2008). One NGO/SE shares “...our people philosophy, which guides the actual decision making in terms of managers and leaders to take decisions around fairness, equity, inclusion, etc.” A list of management values identified is presented in Table 3.

Management values give purpose and guidance to the TM strategies in SPOs and shape their interaction with internal and external stakeholders. These long-standing beliefs are foundational to all the actions and decision making of the organisations. Management values also set foundation for the organisational culture across SPOs.

Values are regarded as non-negotiable as these are considered indispensable to self-definition, decision making and stakeholder engagement of the organisation. One of the interviewee notes “I think this point about **respect for diversity is non-negotiable**, somebody who comes into your organisation, **should be able to align**, should **carry the same value system** as your organisation in terms of how we deal with the field, the in terms of, there is a certain what should I?”

Therefore, management values are important for SPOs to ensure work ethics, integrity, and better decision making from their employees and avoid moral transgression. It is noted during the interviews that achieving outcomes at the cost of compromising values is considered poor performance. Thus, values enable organisations to evaluate processes and outcomes. A substantial difference does not exist across the SPOs in the kinds of adopted values. One or the other SPO in each category reflected a particular value (Table 3).

Table 3: Management values and its implications for the SPOs

Value	Description	NGO/SEs	ESOs	FOs
People centricity				
Accountability	Brings ownership and increase task significance among employees.	X	X	X
Appreciating partners	Respecting the partner implementing agencies and stakeholders ensuring the power imbalance do not create any kind of hurdle			X
Collaboration	Collaboration increases the efficiency of the organisation by improving the problem-solving capacity, innovation, and cross learning.	X	X	X
Nurturing	Groom and build capacity of relevant stakeholders that positively affect organisational performance	X	X	X
People Centric	People centricity make employees feel valued in the organisation and positively affects talent longevity with the organisations.	X	X	
Trust	Trust is one of the core value indispensables for driving collaboration. SPO believes that collaboration is not possible if the team members don't trust each other.	X	X	X
Universalism				
Compassion and Care	Create a feeling of being valued and cared in the organisation	X	X	
Dignity	Enables SPO to take most appropriate decision	X		X
Diversity	Embracing differences in race, ethnicity, gender, gender identity, sexual orientation, age, and socioeconomic class	X	X	X
Empathy	Enables organisation to understand the pain-point of its stakeholders and find appropriate solutions.	X	X	X
Equity	Ensuring that systems, processes and practices are impartial, fair and provide equal possible outcomes for every individual	X	X	X
Honesty	Build trust between individuals, teams and stakeholders by improving the transparency.	X	X	X
Humility	Enables SPO to take most appropriate decision			X
Inclusion	Ensuring that employees feel a sense of belonging in the workplace	X	X	
Integrity	To walk the talk so that employees and stakeholder remain committed to the cause	X	X	X
Internalisation of values	To follow the stated value in practice	X	X	X
Justice	Enables SPO to take most appropriate decision			X
Respect	Create a positive workspace for peers, senior and junior staff.	X	X	X
Transparency	To ensure parity of relevant information among employees and stakeholders	X	X	X
Entrepreneurial				
Innovation / Experiment and learn	Enables finding out of the box solutions to address challenges	X	X	
Striving for excellence	To achieve high quality performance and service delivery	X	X	
Openness to ideas and freedom of expression	This allows a democratic workspace where everyone can participate in the discussions. Ability to accept dissent and contrary point of views.	X	X	

*Presence of variable is depicted by “X” | Source: Compiled by author from in-depth interviews

Values affect TM practices

This section reports the values (beliefs and assumptions) espoused by the organisation that affect the TM practice in the organisation. Organisations keep these values at the core of TM decision making, from hiring the talent to performance appraisal until employee exit. In majority of SPOs, values are considered non-negotiable. For example, justice, equity, dignity, integrity are the core values adopted by a FO. This FO underscores “JEDI, which are our four fundamental values... justice, equity, dignity, integrity.”

Like this FO, other SPOs have adopted universal human values that act as the “north star” for their TM practices. These are presented in the **Table 3**. Most of the values reflect the mental models that shape organisational culture. Therefore, the organisational values are defined under people centricity, entrepreneurial mindset, and universalism: thus, reiterating the congruence of thinking and being. The management values are also a foundation stone for the core competencies SPOs sought in the talent. Values described in **Table 3** are congruent to the personal traits and social sensitivities expected by SPOs in their talent.

Furthermore, the values are directly linked to the TM strategies and mission of the organisations. These value help organisations in ensuring seamless communication between teams, cross-team learning and timely updates that help different teams in the organisations to integrate learnings from other teams into their work. To ensure all this, an FO in the study sample has adopted transparency, accountability, innovation, openness, and freedom of expression as key management values. These values push the organisation to set up enabling structures that support smooth and timely interactions. For instance, openness to ideas and freedom of expression drives organisations to create safe spaces for their employees to speak.

Moreover, values identified by SPOs are also relevant to learn needs and expectations of their stakeholders and society at large. For example: empathy, compassion, and care help build strong team relations within the organisation and deeper social connect by enabling SPOs to understand pain points of employees, donors, clients, beneficiaries and design solutions accordingly.

Values also reflect on the organisational commitment to its stakeholders, especially the direct beneficiaries. For the FOs, values such as respect for diversity, sensitivity towards vulnerable sections and avoidance of bigotry and hate speech are important to ensure that the power that lies with the personnel of FOs is not misused.

Appreciating the partner NGOs is embraced as a key value by FOs with a belief that their existence being dependent on their partner NGOs. The CEO of a FO notes “from a values perspective, we exist because of our non-profit partners. So just realising that and appreciating that is really important.”

Moreover, internalisation of the values is given high importance in each archetype except ESO Complex. A few instances of internalisation of values are reflected during the interviews. For example: SPOs mentioned that their core organisational values are non-negotiable. An interviewee from one NGO/SE mentioned that disrespecting the values can lead to termination of employees.

However, certain instances of value compromise have also surfaced during the interviews, where in an attempt to achieve results, SPOs have kept values at the backstage. The co-founder of an NGO/SE underscores “I think the places where we may have messed up are when we optimise for speed... otherwise, we’re losing out on the organisational opportunity. And we optimise for speed, probably compassion takes a slightly backseat.”

4.4. Purpose of TM

TM is how an organisation attracts, hires, and develops a highly productive workforce and attempts to retain it in the long-term. The purpose of TM in SPOs is visualised in Figure 15. It is to build organisational and talent capacity, ensure a shared vision with the talent and achieve organisational effectiveness and resilience. Talent well-being is also a key objective that SPOs aim to achieve through TM.

Figure 15: Purpose of TM in SPOs



Source: Developed by author using interview data

Shared vision

Shared vision implies that the organisation and its talent have a common vision of the anticipated future. All sample SPOs reported that the personnel should have commitment to the organisational vision and mission. Besides providing strategic direction to the SPO, it allows talent to align with it and see what the organisation intends to achieve. The HR Lead of an ESO states: "I have to basically keep aligning people that we are walking to a shared destination that is as valuable to them as just to me, right? Because I think that people are very happy. I mean, as I said, it's a self-selected bunch, right? People want to do that. So, my job is just to keep shifting the frame so that we can keep seeing that promised land that we are working towards."

The quote underscores the importance of shared vision to achieve the common goal. Congruence in individual and organisational vision leads to a high degree of commitment to the cause, and an approach to attain results helps to achieve shared goals.

The motivation survey responses suggest the positive effects of shared vision on job choice, retention, and continuous engagement in the social sector. Sixty-two percent of the survey participants reported that personal alignment with the vision and purpose of the organisation is a key criterion that determined their choice to join a job in Indian SPOs (Figure 22); 29% noted that alignment with organisational values and vision influence their continuous engagement and retention in the SPO (Figure 23); 54% marked that shared purpose and vision of social change motivate them to continue to work in the Indian social sector (Figure 24).

Shared vision is the enabler that drives interaction with the employees and partners. It allows the employees and partners to envision the work and its impact. It helps create a virtuous impact cycle, as the stakeholder sees the success of mission and trust in the vision get strengthened.

To achieve the shared vision with their employees, SPOs have embraced practices like open communication. For instance, one NGO/SE has created a number of platforms/forums and safe spaces for employees to voice their concerns within the organisation. This allows organisations to understand what their employees think about organisational work and practices, and whether a congruence exist or not. The idea is not to change the direction of the organisation based on what internal stakeholders think but to test the waters whether an employee is the right choice for a particular job. According to HR Lead of an NGO/SE “the person may have talent, but the person is not interested in that kind of job.”

Reverse feedback by listening to the employees through these platforms helps in getting employees’ feedback and allow the organisation to respond to inform what the organisation is going to do about the issue they have. The organisation responds with a logical explanation for why something cannot be done and attempt to align employees with the purpose. Similarly, another NGO/SE has designed frameworks like quarterly reflection conversations with the employees where the organisation shares its vision, approach, and image of the future.

Organisational effectiveness

The TM practices in organisations are designed to enhance the organisations’ effectiveness in achieving their goals, mission, and priorities. The organisational effectiveness is heavily dependent on talent performance. Therefore, it becomes imperative for organisations to continuously monitor performance of employees and build their capacity.

Talent metrics for impact in SPOs exist in the form of key performance indicators (KPIs), objectives and key responsibilities (OKRs) or key responsibility areas (KRAs). A number of organisations link individual performance to project/programme milestones. It also helps in identifying the capabilities that the talent requires to improve their performance.

Table 4 shows use of performance metrics in SPO categories. Only eight organisations reported having well structured, KPIs, OKRs or KRAs. These organisations have a strong vertical and horizontal integration of TM practices as these talent metrics can be exploited to precisely know the activities of employees which are directly contributing to the organisational objectives. The TM maturity level of these SPOs is advanced and medium to long-term.

Data from the interviews suggest that a majority of SPOs do not have their TM performance metrics integrated with the organisational impact. In these institutions, individual effectiveness or contribution of talent to the organisation is measured through program indicators and milestones. The TM maturity level of these organisations is basic and short-term.

Table 4: Performance metrics in SPO categories

Performance metrics	NGOs/SEs	ESOs	FOs
KPI		X	
KRA	X	X	X
OKR	X	X	
R&R sheets	X		

* Presence of performance metrics is depicted by "X"

Source: Compiled by author from in-depth interviews

Organisational capacity

A key objective of TM strategy is to build the organisational capacity in order to achieve the goals and emerging priorities. Organisational capacity-building entails finding talent who have both skills and cultural fitment. The section on management systems describes how SPOs identify, attract, and hire talent with right skills set to build organisational capacity.

Most of the talent investments are made in L&D activities. L&D activities in SPOs are aimed at building capacity of employees to boost their productivity and improve organisational effectiveness. Capacity development is directly related to leadership building and succession planning. In terms of return, ESO mentioned that the investment in L&D is strategic and focuses on return on investment from skills acquired by the talent. Similarly, an NGO/SE has a dedicated corpus for MOOC and encourages their employees to hone their skills. Some NGOs/SEs expect their employees to continue to work with them and expressed discomfort with loss in investment if the employee leaves the organisation after building their skills. Another objective to invest in skilling of employees is building the leadership pipeline to ensure that the organisation become resilient to leadership transitions. This has reportedly worked well for an FO and an ESO.

Another major area of investment is spending in online platforms like Zoom. The strategic objective is to build strong connect with the employees and even uphold the culture of the organisation. However, investment in online platforms is a recent phenomenon and is a reflection of the post-COVID-19 world.

Organisational resilience

Organisational resilience implies organisational ability to thrive, learn, remain agile and function aptly under difficult circumstances. Ability to respond to emerging needs, agility to learn, and commitment to vision are key factors that help organisations to develop resilience.

To respond to the emerging needs, FOs take help from their implementing partners who possess the required capabilities. For instance, an FO works with their partner organisations to find technological solutions. The objective is to build the capacity of the partners so that they are able to scale the project with other partner agencies.

Furthermore, all types of SPOs takes learning and development seriously. The reason for having both formal and informal learning structures and investment are detailed in the section on L&D.

Talent well-being

Talent well-being is a crucial aim of TM strategy, and it helps organisations to retain talent. Mechanisms to resolve conflict, and practices adopted to ensure talent well-being are documented in the section on retention.

4.5. Decision making in talent management

The decision-making process of SPOs is embedded in their core set of organisational values. A large number of interviewees responded that the decision-making process in their organisation is a non-hierarchical, consultative and democratic process. The decisions are taken in consultations with employees. To ensure these consultations, an NGO/SE has set up committees to discuss new projects.

However, it also came to fore that the participation in decision making-process depends on the matter at hand. For instance, decision on compensation is taken by the leadership in a few organisations. So, the decision-making process in SPOs depends on the organisational values, such as inclusion, which includes involving employees in the decision-making process.

Role of leadership in decision making

Leadership plays a critical role in decision-making at every organisation. The role of leadership in SPOs is given in Table 5. In case of founder led and lean NGOs/SEs, the decision-making is centred on the founders/leader. However, professionally managed SPOs generally takes a more consultative approach to make TM related decisions. But even in these organisations the final decision is taken by the top executive.

Table 5: Role of leadership in SPOs

TYPE OF SPO	ROLE
NGOs/SEs	Talent development, mentorship and motivation <ul style="list-style-type: none"> • Develop culture where there is clear accountability and resources are provided to employees • Dedicate time to interact with employees to understand organisational issues • Provide necessary support and time whenever employees need • Build systems which take care of basic hygiene issues • Setting compensation • Providing feedback and taking decision on performance • Talent development and culture • Transform their roles to being coaches, mentors, specialists in certain domains • Motivating the employees
ESO	Talent attraction, hiring and management <ul style="list-style-type: none"> • Holding things together (keep everyone aligned to the mission and stay motivated) • Finalising JD • Interviewing the potential talent during hiring • Task assignment to team members • Team management
FO	Talent hiring, mentorship and talent well-being <ul style="list-style-type: none"> • Interviewing for higher positions during the final interview • Sharing work updates and highlights with different teams • Building next line of leadership • Providing mentorship

Source: Compiled by the author using in-depth interviews data

Compensation benchmarking:

Leadership has a direct role in compensation benchmarking and setting pay scales for different job roles. The leadership in SPOs takes the final call with respect to benchmarking and setting the compensation for a particular job role. This is more common in regional, and founder-led organisations. The benchmarking is done by comparing the compensation scale of similar organisations in the region.

Talent management:

In certain SPOs, especially those which don't have a dedicated HR, the people processes are managed by top leadership. Other areas where the leadership plays a critical role in talent management practices is framing the HR and well-being policies. The process is consultative in some ESOs and FOs, and goes through numerous iterations. The process starts with the individual level to the team level, then to the senior management which then take it to the board.

Another area of intervention of leadership is performance appraisal. The leadership actively involves in performance appraisal and recommending the same to the board for review. The leadership in certain SPOs look at whether the talent is being utilised to their full potential.

A number of HR and vertical leads reported that all the decisions related to TM are consultative in their organisation. Here, the HR and program lead play a critical role in TM decisions, especially with respect to attracting, hiring and appraisal of talent. In a few ESOs, the top leadership is also engaged in framing HR policies and practices which are then shared with the teams for feedback. The process is consultative in nature, but the ownership of the system lies with the leadership. Leadership is then responsible for implementing things, check and observe the effectiveness of the policy and processes, and whether these can be further standardised in a better way.

Bridge between board and team:

Another role that leadership plays is acting like a filter between the team and the board and keeping the board engaged with the organisational concerns. In a few SPOs, the vertical head notes the concerns raised by the team members and takes it to the board for resolution. In corporate foundations which follow the HR policy with the corporate, generally, it is the conflict between the work culture of a SPO and corporate that the team leadership has to have a conversation with the corporate team to explain and convince what works and doesn't work for the SPO team.

Role of the board in decision making

The role of board members in organisations diverges greatly from one SPO to another. In a few SPOs, board members are highly active and take intense part in decision making while in others the board is largely inactive. Furthermore, in one of the start-ups SPOs a board has not been established yet and the decisions around TM are taken only by the founders.

The board hires the top executives, provide them guidance, and assigns responsibility to also look over HR practices, specifically including hiring, performance management to talent management policies as well as policies such as Prevention of Sexual Harassment (PoSH) and child safeguarding.

Boards are generally not involved in day-to-day activities: the executives and the staff of the organisation take these forward while the board plays an advisory role. The role of the board in general includes approval of the annual budget and plans including programmes, partnerships, financials, and

TM processes. The board also ensure checks and balances on programmatic obligations such as outcomes. One FO is found to have program and finance committees where the board looks at programme outcomes and finances, advises the leadership, and advises the organisation in making key decisions. The board is also involved in addressing institutional concerns and giving legal advice to the leadership.

Moreover, in an ESO, the employees are given the freedom to directly connect with the board members to express their concerns. The team leadership supports this type of communication to ensure that a wall doesn't exist across different hierarchical levels and there is smooth flow of ideas and opinions.

The board an ESO is particularly active and involved in both formal and informal communications with team members. According to the team of this FO, the board members continuously share a lot of knowledge with them, including the relevant updates and new research. Furthermore, the employees are asked about their opinion on these updates. These builds connect between the team and the board. The informal conversations between the board and team occurs during meetings and lunches. The FO team reported that there is no barrier and hesitation in approaching the board for any issue.

4.6. Defining “talent” in SPOs

The definition of talent in SPOs is contextual. It is affected by multitude of factors as shown in [Figure 11](#). Organisational context like functional area, culture, values and mission influence how SPOs define their talent.

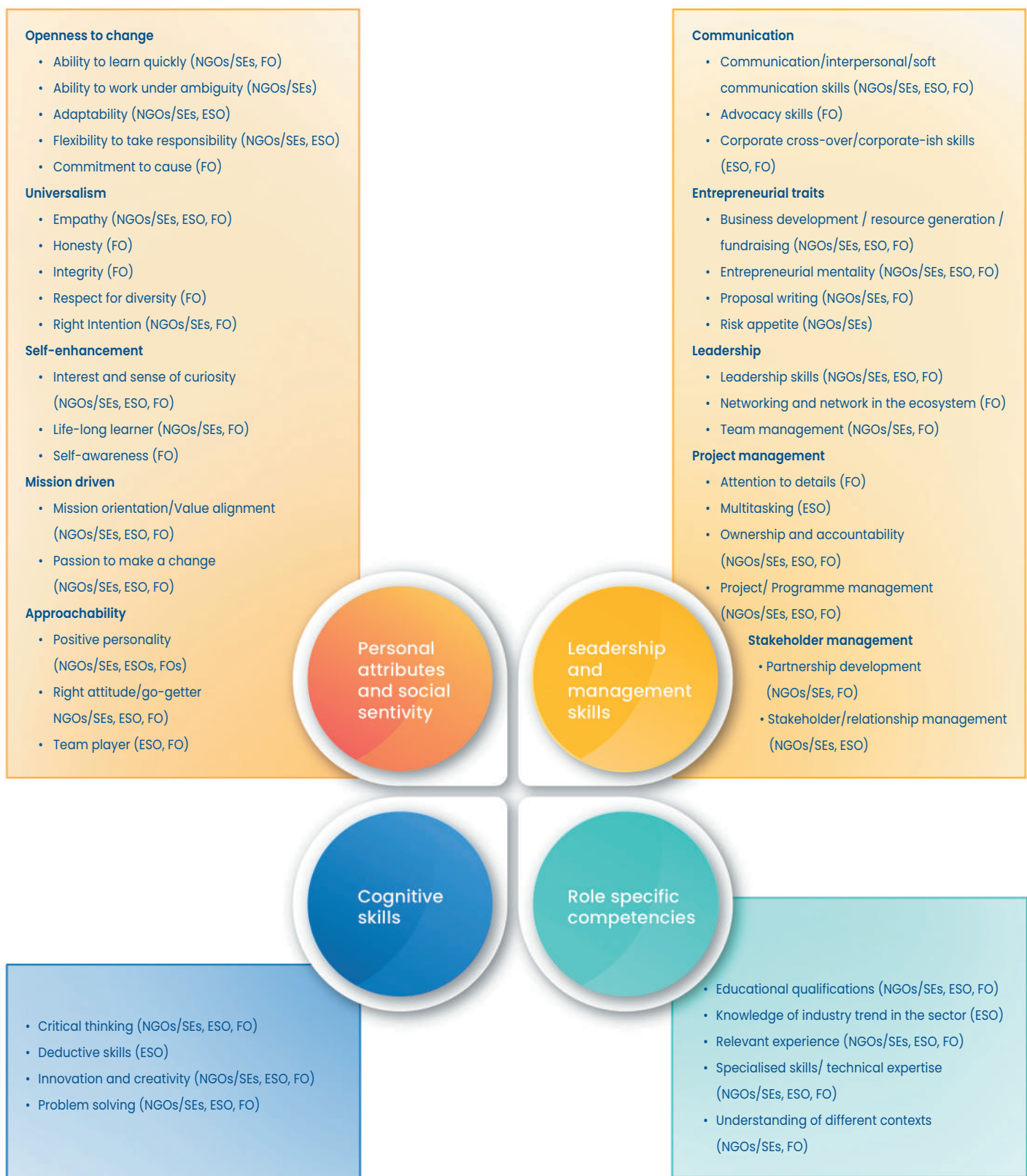
HR personnel of NGOs/SEs underscore the importance of organisation culture in defining talent behaviour. It is the combination of organisational context and intention to build organisational capacity and achieve effectiveness that influence talent definition. This talent definition affects the management structures, strategy for TM and overall management system. Subsequent sections shed light on different components of “talent” including competencies, behaviour, talent boundaries and job roles in SPOs revealed during the study.

Competencies

The study has identified an array of observable and unobservable competencies expected by SPOs in their talent. Based on this gamut of competencies, a competency framework for the SPOs has been developed which is shown in [Figure 16](#).

The framework shows both observable and unobservable competencies. The observable competencies are sub-categorised into leadership and management skills, and role specific competencies. These are largely domain specific where the skills and experience match purely with the job responsibilities (generally requiring high degree of technical skills/expertise). Cognitive skills and personal attributes and social sensitivity are encapsulated into unobservable traits. These attributes are largely hidden but highly desired by SPOs in their talent such as the right attitude, and commitment to cause. The unobservable competencies in the “iceberg” analogy which are difficult to measure and require sophisticated tools, considerable time, and resources to map (ISDM & CSIP, 2022). All the SPOs define their talent broadly into observable and unobservable competencies which are reported here.

Figure 16: Competency framework for SPOs



Source: Developed by author using interview data

The leadership and management skills are sub-categorised into five groups. These include communication skills (ability to communicate effectively with a wide range of stakeholders), entrepreneurial traits (implies growth and risk-taking mindset), leadership attributes (implies organisation building), project management skills (ability to manage entire project) and stakeholder management (relationship building and management).

Personal attributes and social sensitivities are also sub-categorized into five groups: openness to change, universalism, self-enhancement, mission orientation, and approachability. Openness to change implies flexibility and adaptability to change; values which have a universal applicability are covered under universalism; self-enhancement shows persistence to improve oneself; mission orientation suggest alignment with organisational mission and vision; and approachability implies that a person is welcoming.

The parenthesis after each competency in the competency framework shows the category of organisations which have identified that specific competency as part of their talent definition. The competencies in bold show the highly desirable attributes expected by all kinds of SPOs in their talent.

For instance, among personal attributes and social sensitivity, empathy, mission orientation, and passion to make a change are top three personal attributes which are desired by all types of organisations. Similarly, effective communication skills are one of top leadership and management qualities.

Table 6 and Table 29 shows competency preference among SPO categories and archetypes, respectively. Communication and leadership skills are preferred by all the SPO archetypes. Other competencies that are highlighted by a majority of archetypes include proposal writing, mission orientation, empathy, and passion to make a change. On the other hand, there are a few competencies which are highlighted only in case of a single archetype. For instance, deductive skills, the ability to come to conclusions through logic, are mentioned only for ESO Complex.

While a spectrum of observable and unobservable traits has been revealed by SPOs as key competencies, the unobservable skills are given far more priority over observable competencies. Personal attributes and social sensitivity are given more weightage over the rest of the skills set in SPOs especially over those which are domain specific/technical in nature.

The organisations noted that the observable competencies especially of the technical nature can be learned but factors like empathy, attitude, intent, alignment with organisational mission and passion to make a change are largely internal to personnel and are difficult to inculcate but has significant bearing on the overall performance of the individual and the organisation.

FOs and ESOs also prefer corporate crossovers/corporate competencies. This is a combination of skills such as communication and negotiation, networking, and ability of accomplish the tasks.

The organisations define “right talent” as one who has a combination of both observable and unobservable competencies that complement each other to achieve a particular task effectively. These competencies are considered essential to accomplish a particular task/job, drive performance, achieve organisational effectiveness, and mission.

Table 6: Competency preferences within SPO categories

Category	NGOs/SEs	ESOs	FOs
Competency*			
Leadership and management skills			
Communication			
Communication/ interpersonal / soft communication skills	X	X	X
Advocacy skills			X
Corporate cross over / corporate skills		X	X
Entrepreneurial traits			
Business development / resource generation / fundraising	X	X	X
Entrepreneurial mentality	X	X	X
Proposal writing	X	X	X
Risk appetite	X		
Leadership			
Leadership skills	X	X	X
Networking and network in the ecosystem			X
Team management	X		X
Project management			
Attention to details			X
Multi-tasking		X	
Ownership and accountability	X	X	X
Project/ Programme management skills	X	X	X
Stakeholder management			
Partnerships development	X		X
Stakeholder / relationship Management	X	X	
Role specific			
Educational Qualification	X	X	X
Knowledge of industry trend in sector		X	
Nonprofit experience	X	X	X
Relevant experience	X	X	X
Specialised skills /technical Expertise	X	X	X
Understanding of different contexts	X		X
Personal attributes and social sensitivity			
Openness to change			
Ability to learn quickly	X		X
Ability to work under ambiguity	X		
Adaptability	X	X	
Flexibility to take responsibility	X	X	
Universalism			
Empathy	X	X	X
Honest			X
Integrity			X
Respect for diversity			X
Right intention	X		X
Self-enhancement			
Interest and sense of curiosity	X	X	X
Lifelong learner	X		X
Long-term commitment	X	X	X
Mission driven			
Commitment to cause			X
Mission orientation/ value alignment	X	X	X
Passion to make change	X	X	X
Approachability			
Positive personality		X	
Right attitude/go-getter attitude	X	X	X
Self-awareness			X
Team player		X	X
Cognitive skills			
Critical thinking	X	X	X
Deductive skills		X	
Innovation and creativity	X	X	X
Problem-solving	X	X	X

*Presence of variable is depicted by "X"

Source: Compiled by author from in-depth interview transcripts

Competency preferences based on thematic area is given in Table 7. “Go-getter attitude,” “self-awareness” and “deductive skills” are the only competencies that have appeared in case of a particular thematic area. “Go-getter attitude” and “deductive skills” has appeared only in case of “Technology and Data Analytics for Social Sector.” “Self-awareness” has appeared for SPO working in the area of “Child Rights and Welfare.” Rest of the competencies have appeared for more than one thematic area.

As depicted in Figure 16, a few competencies are revealed only in a particular category of SPO. For example: the ability to work under ambiguity is revealed only under the NGOs/SEs category, reiterating that the talent definition is heavily influenced by nature of work. Since the NGOs/SEs are generally involved in direct implementation of projects at the grass-root levels, the degree to which their staff come across novel and complex situations is far greater than people working with ESOs and FOs. Therefore, it may be assumed that the organisations identify value in having talent who can work under uncertain circumstances.

However, the responses from the motivation survey shows a mismatch between what is expected by the SPOs from their talent and the preference that talent have. The response shows that 94% of the total survey respondents has a low preference for working under ambiguity.

Similarly, an ESO, whose mission is to provide technology-based solutions to other SPOs defines its talent as those individuals who have a go-getter attitude (to get tasks/projects complete), aptitude for understanding client scenarios, and articulating it to the client and internal team. To achieve this mission, the organisation looks for talent from two different domain specific backgrounds: one is the software engineers and another with sound understanding of the social sector. While the knowledge of the social sector helps understand the clients' expectations, technology is employed in ideating and designing technology-based solutions. Thus, both the skills are considered indispensable to achieve organisational effectiveness. Therefore, talent definition is a function of organisational mission and key operations. Co-founder and CEO of an ESO highlights “...we need to have someone because they have to understand both the languages of the development sector and the tech sector. They need to speak both languages ...people who are passionate and motivated about this (mission).”

It is evident that organisational mission and functional areas prompt SPOs to define talent in a particular way which is reflected in observable and/or unobservable competency requirements of the organisation.

The organisational values also play a role in defining the talent as a number of unobservable competencies like empathy, integrity are in sync with management values. These factors restate that the talent definition is highly contextual and is a function of organisational mission, functional areas and organisational values which directly affect the organisational effectiveness.

Table 7: Thematic area wise competency preference

Competencies	Capacity building - Sector Agnostic	Child rights and welfare	Dalit/Tribal/Minority rights	Education	Environment, Sustainability and Climate Change	Gender (Women, men, LGBTQI)	Governance and Accountability	Healthcare or Public Health	Labour rights	Livelihood	Nutrition	Promotion, Conservation of Arts and Culture	Rural planning and development	Technology and Data Analytics for Social Sector	Urban planning and development	Water and Sanitation	Welfare, rights, and empowerment of people	Youth development
Leadership and management skills																		
Advocacy skills	X												X					
Business development		X		X		X	X		X	X	X							
Communication	X	X		X		X	X	X	X	X	X	X	X			X	X	X
Attention to details				X								X						
Corporate cross-over		X			X													
Entrepreneurial mentality				X	X			X		X	X					X		X
Interpersonal communication				X		X	X	X	X	X	X							X
Leadership		X		X		X	X	X	X	X	X				X	X	X	X
Leadership skills		X		X		X	X	X	X	X	X						X	X
Multi-tasking						X				X				X				
Network in the ecosystem	X												X					
Ownership		X		X					X						X		X	X
Ownership					X			X								X		
Partnerships development		X		X		X	X	X		X	X							
Program management skills		X		X		X	X	X	X	X	X					X	X	X
Project management skills		X		X		X	X	X	X	X	X			X		X	X	X
Relationship management		X		X		X	X	X	X	X	X				X		X	X
Risk appetite				X						X								X
Soft skills		X		X		X	X	X	X	X	X	X			X		X	X
Stakeholder Management		X		X		X	X	X	X	X	X			X	X		X	X
Team management	X			X						X			X					X
Work-driven				X						X								X
Role specific																		
Educational Qualification		X		X	X	X	X	X	X	X	X			X	X		X	X
Knowledge of industry trend in sector														X				
Nonprofit experience	X												X	X				
Proposal writing				X		X	X	X	X	X	X	X		X	X			X
Relevant experience		X	X	X		X	X	X	X	X	X				X		X	X
Specialised skills	X	X		X		X	X	X	X	X	X	X	X			X	X	
Technical Expertise	X	X		X	X	X	X	X	X	X	X		X	X	X			X
Understanding of different contexts		X	X	X		X	X	X	X	X	X				X	X	X	X
Personal attributes and social sensitivity																		
Ability to learn quickly	X							X			X		X					X
Ability to work under ambiguity				X		X	X	X	X	X	X				X			X
Adaptability																		
Attitudes		X		X		X	X	X	X	X	X	X			X		X	X
Empathy	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X
Flexibility to take responsibility				X	X	X		X	X	X	X							X
Go-getter attitude														X				
Honest	X												X					
Integrity	X	X											X					
Intention				X				X								X	X	
Interest		X		X				X	X	X				X	X	X	X	X
Lifelong learner	X							X			X		X					X
Long-term commitment		X		X				X	X	X					X	X	X	X

Competencies	Capacity building – Sector Agnostic	Child rights and welfare	Dalit/Tribal/Minority rights	Education	Environment, Sustainability and Climate Change	Gender (Women, men, LGBTQ)	Governance and Accountability	Healthcare or Public Health	Labour rights	Livelihood	Nutrition	Promotion, Conservation of Arts and Culture	Rural planning and development	Technology and Data Analytics for Social Sector	Urban planning and development	Water and Sanitation	Welfare, rights, and empowerment of people	Youth development
Leadership and management skills																		
Mission orientation		X		X	X	X	X	X	X	X	X					X	X	X
Passion to make change	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X
Positive personality				X								X		X				
Respect for diversity				X								X						
Self-awareness		X																
Sense of curiosity				X								X						
Team player				X								X		X				
Value alignment	X	X			X			X					X					
Cognitive skills																		
Critical thinking				X		X	X		X	X	X	X				X		X
Deductive skills														X				
Innovation and creativity		X		X		X	X	X	X	X	X	X				X		X
Problem-solving		X		X		X	X	X		X	X			X		X	X	X

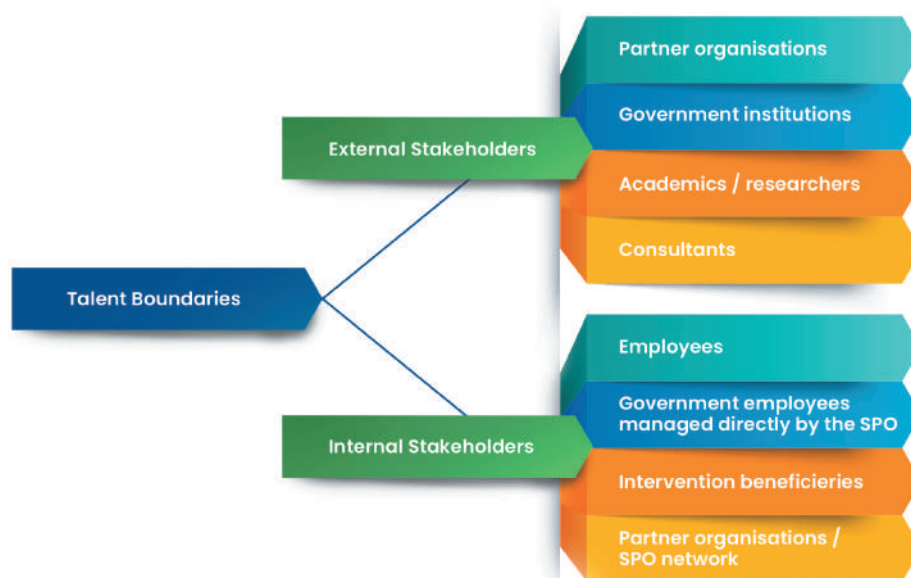
*Presence of variable is depicted by "X"

Source: Compiled by author from in-depth interview transcripts

Talent boundaries

Who does the organisation include in their definition of “organisational talent”? The talent boundary can be bifurcated into external and internal stakeholders as shown in Figure 17. The talent boundary of SPOs is not limited to the persons employed by these organisations but extend beyond formal boundaries of the organisation.

Figure 17: Talent boundaries of SPOs



Source: Developed by author using interview data

External stakeholders

This is the group of people/stakeholders that lie outside the formal boundaries of the organisation. There are number of external stakeholders identified by the SPOs which are part of their talent boundary. These are not employees of the organisation but are engaged with the organisation in different capacities. These include partner organisations, academicians, consultants, and researchers. They generally bring subject matter expertise to the SPOs.

So, partner organisations fall under the talent boundary as external stakeholders of the SPOs. In a few SPOs, government institutions like police are also considered as key external stakeholder by the organisation. The HR Lead from an NGO/SE underscores “The program was known as the ‘child and police’ project because when you work with the street children or maybe orphans, especially those who are at railway stations or bus stand if you want to do any intervention, you have to inform the police. So, police also became one important stakeholder.”

Thus, the nature of work plays crucial role in shaping the talent boundaries for an SPO. One NGO/SE consider the government employees working with them as internal stakeholders.

Internal stakeholders

Generally speaking, internal stakeholders are the groups of individuals which fall within the formal boundaries of the organisation. Individual on the payroll of the organisations as well as those who are part of the projects on which an organisation work constitutes internal stakeholders. CEO of an NGO/SE highlights “...internal stakeholders... of course, all our employees, and the people we work with in the projects.”

Other groups that are in the confines of internal stakeholder include the team members, partnering organisations. Further, even some specific network established by the organisations are also their internal stakeholders. The HR Lead of an NGO/SE mentions “We have a national disability network. And similarly, we have a network for youth. So, they are our internal stakeholders.”

In case of SPOs, especially NGOs/SEs, a thin line divides internal and external stakeholders and sometimes it is even difficult for the organisation itself to separate the two. Moreover, professionals who are paid by the government but managed by the NGOs/SEs are defined as internal stakeholders by the organisations. Intervention beneficiaries are also defined under internal stakeholders. CEO of an NGO/SE states “...people, we reach 2.8 million people through our projects, which are direct and indirect beneficiaries... we prefer to call them participants, people that work with us. And they are also in many ways, internal stakeholders.”

In the light of the above fact, making a clear distinction between internal and external stakeholders is difficult. Thus, the definition of external and internal stakeholders may vary significantly from one organisation to other. For example: a few organisations categories partners in external while others in internal stakeholders.

Typology of roles– job titles and roles within SPOs

Typology of roles/talent segments constitute the level of management and different job titles and roles that exist across SPOs.

Levels of management

i. Top management:

The job titles at the C-suite include Chief Executive Officer (CEO)/Executive Director / Co-Founder / Chief Operating Officer (COO) / Chief Programme Officer (CPO) / Chief Technology Officer (CTO). Personnel holding these job titles are the top-level executives within an organisation. The job titles COO, CTO, and CPO are prevalent in ESO and FOs. In NGOs/SEs generally a C-level executive with title CEO or ED are more common. Furthermore, the job title ED was found only in case of NGOs/SEs. All are found to be full-time employees on payroll and/or founder of the SPOs. Of the 29 chief executives participated in interviews, nine are founder/co-founder of the SPO. However, only 5 reported a leading role in making key operational decisions in the SPO.

Their primary responsibility is to draw policy and strategy for the organisation and keep the entire organisation focussed on the mission and vision of the SPO. They are involved in and accountable for all operations of the organisation. These positions are leadership roles and involved in benchmarking compensation, and decision on talent management like HR policy formulation. In case of organisations which have smaller workforce, the chief executives are directly involved in overseeing implementation of projects in the field.

An attempt is also made to depict the hierarchy of job titles in [Figure 18](#).

Figure 18: General hierarchy of job titles in SPOs



Source: Developed by author using interview data

A growing number of organisations, especially ESOs and FOs, prefer corporate crossovers for these roles, considering their network in the ecosystem and ability to leverage resources for the SPO. Nine out of 28 C-level executives interviewed are crossovers from the corporate sector. Relative to NGOs/SEs the corporate crossovers are more common in ESOs and FOs. All the C-level executives in sample FOs have corporate experience. The C-level executives are involved in entire TM cycle.

However, there is a mixed experience among the SPOs about success of corporate crossovers in social sector. This is because of misalignment with the organisation mission, a highly performance driven attitude and not having a social soul.

ii. Senior management:

The job titles for employees in senior management position covers Director, Associate Director, Regional Director, and Vertical lead such as Director (Sector Lead Climate Action) and Director (Abilities beyond skills), as well as National Partnership Officer (Govt and Corporate Partnerships). Professionals on these positions are responsible for driving a whole vertical. Generally, their designations are followed by the vertical name. These are at the second level of management hierarchy within the organisation.

Professionals in senior management also take care of a few people functions, which include hiring professional for their vertical, capacity building of team members, and providing feedback for improvement and performance appraisal.

iii. Middle management:

The job titles of employees having 8-10 years of experience overlap with those who either have less or more years of work experience. Therefore, it is difficult to separate job titles and role of SPO professionals based on work experience into middle management. For example, both the beginners as well as experienced professionals have the job title “Manager” in the sample. Thus, it is difficult to define middle management based on experience and job titles.

iv. Entry level staff:

This category encompasses field staff, project/program coordinators, accountants, administrative assistant, and other professionals at assistant and/or associate level. They are involved in implementation of day-to-day activities. However, field staff is regarded highly valuable among all types of SPOs as the implementation of program depends on their talent and capacity. They directly connect the organisation with the community/beneficiaries. One NGO/SE attaches high value to their opinion while devising solutions for existing problems, and coming up with new project ideas or to improve the already executed projects.

Job titles and roles

This section describes the talent segments based on the job titles, key responsibility areas, and role in decision-making. The study has identified 74 different job titles of the social sector professional in sample SPOs. The list of job titles identified within different SPO categories and archetypes are presented in Table 8. “Consultant” is the only job title which has appeared across all the archetypes.

However, defining a clear management hierarchy is difficult for the identified job titles except for the top management. This is because the job titles in all types of SPOs are found to be not dependent on the level of education or years of work experience of the personnel. For instance, personnel having job title “Community Organiser” within NGOs/SEs category have different levels of work experience. Therefore, a job title cannot be placed uniformly in senior or middle management. Same phenomenon is observed for job titles within ESO and FO categories.

Table 8: Job titles in SPO categories

Job title	NGOs/SEs	ESOs	FOs
Analyst		X	
Assistant	X	X	
Assistant Manager	X		X
Associate	X	X	X
Associate Consultant	X		
Associate Coordinator	X		
Associate Director	X	X	
Associate General Manager			X
Centre Organiser	X		
CEO	X	X	X
Chief of Staff	X	X	
Chief Officer		X	
Clinical Psychologist	X		
Community Organiser	X		
Consultant	X	X	X
COO	X	X	X
Coordinator (e.g., Field Coordinator)	X	X	
Core Team Member	X		
Counsellor	X		
CPO		X	
Developmental paediatrician	X		
Director	X	X	X
District Coordinator	X		
Division Organiser	X		
Doctor	X		
Early Team Member	X		
Executive (e.g., HR Executive)	X	X	
Executive Director	X		
Expert	X		
Fellow	X		
Full Stack Developer		X	
Full Stack Engineer		X	
General Manager			X
Head (e.g., Head Resource Generation)	X	X	X
Human Resources and Team Coach	X		
Intern	X	X	
Intervention Therapist	X		
Investigator	X		
Junior Doctor	X		
Junior Officer (e.g., Junior Programme Officer)	X		
Key People Catalyst	X		
Lead (e.g., Lead HR, Research Lead, Programme Lead)	X	X	
Manager (e.g., Research Manager, Manager L&D)	X	X	X
Occupational Therapist	X		
Officer & Executive Assistant	X		
Officer (e.g., Programme Officer, Accounts Officer, Finance Officer etc.)	X		
Officer cum counsellor	X		
Partner (e.g., HR Partner)		X	
Physiotherapist	X		
Principal	X		
Program Owner	X		
Research Fellow		X	
Senior (e.g., Senior Accountant)	X		
Senior Advisor	X		
Senior Assistant (e.g., Senior Accounts Assistant)		X	
Senior Associate		X	
Senior Associate Coordinator			
Senior Coordinator (e.g., Senior Programme Coordinator)	X		
Senior Designer	X		
Senior Executive	X	X	X

Job title	NGOs/SEs	ESOs	FOs
Senior Manager (e.g., Senior Research Manager)	X	X	X
Senior Officer (e.g., Senior Programme Officer)	X		
Senior Therapist	X		
Senior Trainer	X		
Solution Architect	X		
Special Educator	X		
Specialist	X		
Speech Language Therapist	X		
State Coordinator	X		
Teacher	X		
Teacher Educator	X		
Team Member	X		
Trainer	X		
Volunteer	X	X	

*Presence of job title is depicted by "X"

Source: Compiled by author from Motivation Survey

A comprehensive analysis is conducted to understand the relationship between education, years of work experience and job titles. Table 9 shows the relationship between education and job titles. Of the 74 job titles, there are 52 designations (highlighted in green colour in Table 9) for which the education of individuals is at least under graduation or more. Table 10 shows the relationship between years of work experience and job titles. The colour coding shows that the job titles in SPOs have no relationship with the years of work experience.

Job title/Education	Class X or equivalent of Secondary School	Diploma/ ITI/ Certification/ Vocational course	Class XII or equivalent of Higher Secondary School	Undergraduate degree or equivalent	Post-graduate degree or equivalent	Doctorate / Post-Doctorate
Analyst			X	X	X	
Assistant	X		X	X	X	
Assistant Manager				X	X	
Associate		X		X	X	
Associate Consultant					X	
Associate Coordinator					X	
Associate Director					X	
Associate General Manager				X	X	X
Centre Organiser			X			
CEO				X	X	
Chief of Staff					X	
Chief Officer					X	
Clinical Psychologist					X	
Community Organiser	X	X	X	X	X	X
Consultant	X			X	X	X
COO					X	
Coordinator	X	X	X	X	X	
Core Team Member					X	
Counsellor					X	
Developmental paediatrician					X	
Director				X	X	X
District Coordinator				X	X	
Division Organiser					X	
Doctor						X
Executive			X		X	
Executive Director					X	
Expert						X
Fellow				X		

Job title/Education	Class X or equivalent of Secondary School	Diploma/ ITI/ Certification/ Vocational course	Class XII or equivalent of Higher Secondary School	Undergraduate degree or equivalent	Post-graduate degree or equivalent	Doctorate / Post-Doctorate
Full Stack Developer				X		
Full Stack Engineer				X		
General Manager					X	
Head				X	X	
Intern			X	X	X	
Intervention Therapist					X	
Investigator	X		X	X	X	
Junior Doctor				X		
Junior Officer				X	X	
Lead				X	X	X
Manager		X		X	X	X
Managing Trustee					X	
Occupational Therapist officer				X	X	
Officer		X	X	X	X	X
Officer cum counsellor					X	
Physiotherapist					X	
Principal		X		X		
Program Owner					X	
Research Fellow					X	X
Senior				X		
Senior Advisor					X	
Senior Assistant					X	
Senior Associate				X	X	
Senior Associate Coordinator				X	X	
Senior Coordinator		X		X	X	
Senior Designer			X			
Senior Executive				X	X	
Senior Manager				X	X	
Senior Officer					X	
Senior Therapist					X	
Senior Trainer					X	
Solution Architect					X	
Special Educator		X		X	X	
Specialist				X	X	
Speech Language Therapist					X	
State Coordinator					X	
Teacher		X	X	X	X	X
Teacher Educator					X	
Team member		X			X	
Trainer					X	
Trustee				X		
Volunteer			X	X	X	

*Presence of job title is depicted by "X"

Colour codes: Everyone in the sample have under graduation or more for the job titles highlighted in green cells

Source: Compiled by author from Motivation Survey

Table 10: Analysis of job titles against years of work experience

Type of SPO	0-2 years	3-5 years	6-10 years	11-15 years	16-25 years	25 years and above
FO	Associate	Asst. Manager	Assistant Manager	AGM Resource Generation	AGM	AGM
	Associate Designer	Manager	Associate	Associate General Manager, Policy Advocacy	AGM Finance	AGM - FINANCE
	GM - IT	Senior Manager, Resource Development	Director	Associate General Manager, Policy Research and Advocacy	Assistant Manager	AGM-Finance
	Manager	Sr. Manager (Brand)	Head - Brand & Communications	COO	Associate General Manager	Associate
			Manager	Manager	Associate General Manager, Resource Generation	Associate, DS Secretary
			Manager-Development Support	Manager - Development and Support.	Consultant -DS West	BZ Manager
			Senior Manager	Manager - Institutional Projects	Director	Manager
			Senior Manager, Corporate Partnership	Manager Overseas Comms	General Manager	Regional Director
			Sr. Manager Accounts and Finance	Senior Executive - EA to CEO & HR Operations	Head -Resource Mobilisation and Outreach	Senior Manager
			Vertical head	Senior Manager	Manager, M&E	Senior Manager - Management Services
					Project Manager	
					Senior Executive	
					Senior Manager - Corporate Partnerships	
					Sr Manager	
					Coordinator, community outreach program	
					Research Fellow	
	0-2 years	3-5 years	6-10 years	11 - 15 years	16 - 25 years	25 years and above
ESO	Accounts Executive	Associate	Analyst	Head - Operations and D&I		Director and Research Fellow
	Analyst	Chief Programme Officer	Analyst - Gender Inclusion	Manager - Partnerships		
	Analyst- Intern	Consultant	CEO	Research Consultant		
	APM	Design & Program Manager	Chief of staff - founders' office	Research Fellow		
	Associate (Volunteer) at current org	Field Assistant	Finance Manager	Senior Manager		
	Consultant	Field Associate	Head - technology platforms	Senior Manager - Program Partnerships		
	Data Analyst	Field consultant	Independent Consultant			
	DEVOPS ENGINEER INTERN	Funding & Finance Manager	Lead Consultant			
	Field Assistant	Manager, Ecosystem Development	Manager - Climate Action			
	Full Stack Developer	Marketing & Transformation Manager	Senior Field Assistant			

Type of SPO	0-2 years	3-5 years	6-10 years	11-15 years	16-25 years	25 years and above
ESO	Full Stack Engineer	Operation Manager	Senior Manager, Marketing and Transformation			
	Incubation Analyst	Partnerships Manager				
	Investment and Incubation Manager - Health	Project Manager				
	Product Manager	Research Consultant				
	Research Associate	Research Manager				
	Research Consultant	Senior Associate				
	Talent Associate	Senior Associate - Program				
		Partnerships				
	Ventures Assistant	Senior Executive - Accounts				
	Volunteer	Senior Field Associate				
		Senior Finance Associate				
		Senior Manager				
		Venture Associate				
	0-2 years	3-5 years	6-10 years	11-15 years	16-25 years	25 years and above
NGOs/SEs	Accounts manager	Accountant	Admin Assistant	Admin Officer - Purchase & Stock Take	Accounts Officer	Associate Director, Finance
	Administration Head	Admin Assistant	Admin Coordinator	Administrative Officer	Acting Principal	Associate Program Director
	AMD Fellow	Admin Coordinator	Admin Officer	Associate Program Director	Admin	Center Assistant and Computer Teacher
	Assistant Manager - Human Resource	Admin Officer	Associate coordinator	Community organizer	Associate Director	Community organizer
	Associate Consultant	Assistant Manager	CEO	Consultant (Partnerships)	Associate Program Director	Consultant (Advocacy)
	Associate Coordinator	Assistant Manager-Monitoring and Evaluation	Communications Manager	Coordinator - Administration	Community organizer	Executive Director
	Associate Coordinator for HR and Admin	Associate Director - Fundraising	Community organizer	Coordinator Information Management	Consultant	Fulltime Consultant
	Center Assistant and Computer Teacher	Associates	Community Empowerment coordinator	Director	CONSULTANT - ADMINISTRATION	Head- Administration
	Centre Organizer	Autism Intervention Therapist	Consultant-Documentation	District Coordinator	Consultant - Capacity Building & Learning & Development	Program coordinator
	Cluster Head	CEO	Coordinator	Division Organizer	Counsellor	Program Director
	Cluster manager	Clinical psychologist	Core Team Member	Documentation coordinator	Craft Teacher	Program Lead
			Monitoring & Evaluation			
	Community organizer	Cluster Manager	Counsellor	Finance Coordinator	Director	Program Officer
	Consultant	CO- Investigator	Counsellor - program officer	Finance Consultant	Director Finance	Project Lead
	Consultant Data Officer	Community organizer	Data Executive	Finance Manager	Education Specialist	Special Educator
	community organizer	Consultant - Finance	Data officer	IM Officer	Finance Coordinator	Special Teacher
	Craft/ Sports Teacher	Consultant Medicine Teacher, Swasthya Sevika	Department Head	Investigator		
					Head -- Communications	
	CSR Manager	Coordinator	Developmental paediatrician	Junior Finance Officer	Lead	

Type of SPO	0-2 years	3-5 years	6-10 years	11-15 years	16-25 years	25 years and above
NGOs/SEs	Design Lead	Core Team Member - Monitoring and Evaluation	Director	Lead Therapist and Senior Program Manager		
	Disha Project Zone Coordinator	Corporate Communications Manager	Director HR	M&E Coordinator		
	Finance Coordinator	Counsellor	Education program management and development & international training leader	Manager (Capacity Building)	Program coordinator	
	Finance Manager	CSR Relations Manager	Finance Consultant	Manager of vocational training and respite	Program Manger	
	Finance Officer	Curriculum Specialist	Finance Coordinator	Monitoring and Evaluation Specialist	Program Officer	
	Fundraising Manager	Data Investigator	Finance Officer	Program Coordinator	Program officer cum counsellor	
	Head - HR	Data officer	Hr and Finance manager	Program Manager	Project Lead	
	HR Manager	Deputy Manager	HR Officer	Program Officer	Project officer _ at counselling	
	HR Officer	Doctor	IM Officer	Program Officer-Investigation	Senior special educator	
	HR-Assistant	Documentation coordinator	Investigator	Program Manager - Education	Special Educator	
	IM Officer	English teacher	Junior Doctor	Project Coordinator		
	Intern	Executive	Junior Finance Officer	Project Lead	Special Teacher	
	Jr Accounts Manager	Finance Consultant	Lead	Project leader	Speech Language Therapist	
	Manager	Finance Coordinator	Lead - Monitoring & Evaluation	Project leader	Sports Teacher	
	Manager- HR & Admin	Finance Officer	Lead - Monitoring & Evaluation Specialist	Senior Content Development	Storekeeper	
	MIS and Data Analytics Officer	Head of Department, Fundraising	Lead therapist	Senior Fundraising Manager	Team Leader	
	Monitoring and Evaluation Coordinator	Information, Communication and Technology Consultant, EHSAS	Lead Therapist & Sr. program Manager	Senior Management	Training Coordinator	
	Physiotherapist	Investigator	Learning Experience Design Manager	Special Educator		
	Principal	Lead- Partnerships & Implementation	Manager			
	Program Lead	Manager	Manager- Community Engagement	Sr. HR Officer		
			Manager of PRE VOC And LR	Sr. people Coordinator		
				Team Lead - Monitoring & Evaluation		
	Program Officer	Manager - Information Management	Manager-Design and Production	Team leader		
	Research Consultant	MIS Officer				
	Retainer Consultant	Monitoring and Evaluation Coordinator	MIS Officer			
	Senior Designer	National Partnership Officer	Monitoring and Evaluation Coordinator			
	Senior Manager	Nursing Teacher	Partnership Officer			
	Senior Manager - Fundraising	Paid Intern	Patient Guidance coordinator			
			Program office-counsellor			

Type of SPO	0-2 years	3-5 years	6-10 years	11-15 years	16-25 years	25 years and above
NGOs/SEs	Senior Manager Fund Raising and Project Office	People Manager	Program coordinator			
	Social Impact Manager	Placement and Mobilization Officer	Program Coordinator HR and Admin			
	Social Media Manager	Program coordinator	Program Lead			
	Solution Architect	Program Director	Program Officer			
	Special Educator	Program Manager	Program officer-Counselling			
	Sr. Associate Coordinator	Program Officer	Program officer investigation			
			Project coordination			
	Teach Manager	Program Owner (Facilitation)	counsellor			
	Team member	Program Officer	Project Coordinator			
	Team member team member	Project Coordinator	Project leader			
	Volunteer	Project Lead	Quality Assurance Expert			
		Sales & Marketing	Research Consultant			
		Senior Associate Coordinator, Fundraising and Visibility	Senior Manager			
		Senior Creative Manager	Senior therapist			
		Senior Executive of Communication	Senior trainer			
		Senior Manager	Special Educator with ID			
		Senior Program Coordinator	Special Educator			
		Social Impact Manager	Sr. Monitoring and Evaluation			
			Officer			
		Special educator	State Coordinator			
		Spoken English Teacher	Teacher Educator			
		Sr Advisor RM	Team lead			
		Sr. Accountant	Trainee national Partnership officer			
		Sr. Human Resources Manager				
		Teach Manager				
		Teacher				
		Team member				
		Trainer				
		Training Coordinator				
		Vertical Manager				

Colour codes: A particular colour shows a specific job title and its presence in different work experience categories
Source: Compiled by author from Motivation Survey

Proportion of job titles among each SPO category and archetype is presented in [Table 11](#) and [Table 31](#), respectively. There are 51 job titles which are identified only in a particular archetype. For instance, the job title “Analyst” appeared only in case of ESO Complex SPO. Of these 51 job titles, 21 are identified only in case NGO Complex Ad hoc.

Table 11: Proportion of job titles in SPO categories

Job title	NGOs/SEs	ESOs	FOs
Analyst		100%	
Assistant	50%	50%	
Assistant Manager	43%		57%
Associate	14%	50%	36%
Associate Consultant	100%		
Associate Coordinator	100%		
Associate Director	100%		
Associate General Manager			100%
Centre Organiser	100%		
CEO	67%	33%	
Chief of Staff		100%	
Chief Officer		100%	
Clinical Psychologist	100%		
Community Organiser	100%		
Consultant	70%	27%	3%
COO			100%
Coordinator	97%	3%	
Core Team Member	100%		
Counsellor	100%		
Developmental paediatrician	100%		
Director	64%	7%	29%
District Coordinator	100%		
Division Organiser	100%		
Doctor	100%		
Executive	67%	33%	
Executive Director	100%		
Expert	100%		
Fellow	100%		
Full Stack Developer		100%	
Full Stack Engineer		100%	
General Manager			100%
Head	58%	17%	25%
Intern	60%	40%	
Intervention Therapist	100%		
Investigator	100%		
Junior Doctor	100%		
Junior Officer	100%		
Lead	96%	4%	
Manager	56%	18%	26%
Managing Trustee	100%		
Not available	79%	16%	5%
Occupational Therapist	100%		
officer	100%		
Officer	100%		
Officer cum counsellor	100%		
Physiotherapist	100%		
Principal	100%		
Program Owner	100%		
Research Fellow		100%	
Senior	100%		
Senior Advisor	100%		
Senior Assistant		100%	
Senior Associate		100%	
Senior Associate Coordinator	100%		
Senior Coordinator	100%		

Job title	NGOs/SEs	ESOs	FOs
Senior Designer	100%		
Senior Executive	25%	25%	50%
Senior Manager	43%	14%	43%
Senior Officer	100%		
Senior Therapist	100%		
Senior Trainer	100%		
Solution Architect	100%		
Special Educator	100%		
Specialist	100%		
Speech Language Therapist	100%		
State Coordinator	100%		
Teacher	100%		
Teacher Educator	100%		
Team member	100%		
Trainer	100%		
Trustee	100%		
Volunteer	60%	40%	

Source: Compiled by author from Motivation Survey

HR roles:

HR roles are one of the senior management roles discussed above. Since the study is focussed on TM practices, job titles related to people management are discussed separately here. The HR related job titles found in SPOs include Director, HR Administration Strategy & Partnership; Key People Catalyst; Chief of Staff & Product Strategy; Head HR; and HR Executive. Personnel in these job roles are responsible for all kinds of people management functions. However, seven SPOs in the sample do not have a dedicated HR executive. CEO of an ESO mentioned “One of the roles that I got rid of was HR manager... we have never felt for the last two years any need for an HR manager.”

The talent related decisions in these organisations are generally arrived at by one C-suite executive and two vertical leads, one of which is from the team for which the talent is being hired. HR is responsible for recruitment, payroll, culture building, and compliances.

Moreover, the HR executives do not necessarily have a formal HR education, background and/or experience. In a few SPOs, employees trusted by the organisational leader are delegated with the task of people management.

Managerial job titles and roles:

The job titles in this segment are highly diverse but commonplace nomenclature include program officer, project officer, program manager, assistant program manager, assistant manager, manager, senior manager. These professionals are either part of a large team in large size SPOs or are responsible for managing a small team. They generally work under the mentorship of a vertical lead but have some autonomy to carry out their task.

Other specific roles

Interns:

Majority of interns at SPOs are graduate students. Interns are found to work with all categories of SPOs. However, not all the sample SPOs provide space to interns. Both paid and unpaid interns work with the SPOs.

Volunteers:

Volunteers work with or without a remuneration with the SPOs. All the sample SPOs which work with volunteers have a volunteer management policy. Box 1 captures the case of an NGO/SE which strategically invest in developing volunteer leaders. A dedicated volunteer manager is also part of talent segment of SPOs.

Box 1: Volunteers as key talent segment

Volunteers are one of the key talent segments of NGO/SE. The SPO invests heavily in its volunteer leaders. A volunteer leader is someone who has been volunteering with NGO/SE for over a year and is now managing other volunteers. NGO/SE has around 350 volunteer leaders at present. These volunteer leaders are inspired to embody the organisation's values and principles of leading without authority and using empathetic, relational leadership styles.

A well-trained group of volunteer leaders can take on a wide variety of roles across the organisation – recruitment, training, fundraising etc., whilst already having been through the volunteer journey for a year and thus having a deep understanding of what NGO/SE stands for and how it works. Investing in this group is central to NGO/SE's talent management strategy.

Source: Menon et al. (2022)

Fellows:

An NGO offers fellowship programs to train next line leaders to fight for the rights of disabled people. Thus, the fellows working with the SPOs are trained in the strategic area of that SPO. These fellows also receive a stipend under the fellowship programs.

Consultants:

Consultants are the experts who bring subject matter expertise to the organisation. There are both full-time as well as retainer consultants who work with the SPOs. Some ESOs also work with HR consultants who support the organisation in attracting and hiring the talent and streamlining the HR processes and practices. On the other hand, the title consultant is also used as regular designation in a few organisations where the consultants are regular full-time employees of the organisation, although they do work as subject matter experts but differ in that they are full-time employees the organisation.

Other skilled professionals:

Professionals from specialised professions such as engineering also work with the SPOs. These professionals generally work with NGOs/SEs and ESOs as full-time employees as well as on contract.

Further details about the job titles are given at [Annex 5: List of job titles across SPOs](#).

Talent behaviour

SPOs expect their talent to have certain behavioural attributes. Knowledge sharing and exchange, collaboration, cause above self, humility, care for others, and respect for diversity are some of the key behaviours that the SPOs expect from their talent. These expectations are grounded in the organisational context specifically in the values and culture of the organisation.

i. Collaboration

Collaboration between individual and teams ensures free flow of information and exchange of knowledge. The SPOs value collaboration for learning, problem solving and innovation. Collaboration allows personnel to work with different teams within the organisations where they feel comfortable.

Knowledge sharing and exchange of information between teams is one of the key talent behaviours desired by SPOs. To ensure free flow of information across the organisation, the SPOs have set up processes like weekly meetings. These meetings are a key source of cross learning within the organisations. Different teams share with others their strengths, weaknesses, and failures. Transparency across teams enables personnel to sort useful information and get benefitted from it. These interactions also boost a culture of collaboration and cooperation in organisations. Besides weekly team meetings, these platforms exist in the form of monthly town hall and other team building activities where everyone is encouraged to participate in discussions without any bar on designations. A growing number of organisations are also adopting online communication mediums like Slack. A group of team members generally from operations and related functions are made responsible to organise and build these mediums of open communication.

ii. Humility

Humility is another key behaviour expected in social sector organisations. Humility is valued as it allows employees to understand the ground realities and work well. Some SPOs shared that humility enables individuals to recognise what works in corporate may not work in the social sector thereby opens doors for learning.

iii. Respect for diversity

Talent in SPOs is expected to have respect for people from diverse backgrounds, and cultures. It is considered essential to work with a diverse range of stakeholders, especially the target beneficiaries.

iv. Managerial behaviour

One of the managerial behaviours that have surfaced includes ability to work under pressure. A manager is expected to deal with their team in a composed manner in these circumstances. Second is leading by the example by doing right things. For example, making conscious decisions and being available to employees when they reach out for help. These managerial behaviours keep employees' morale high.

4.7. TM structures

The TM systems deals with a formal, codified set of procedures that determine the processes of decision making on TM. It covers the systems, processes and practices adopted by the SPOs throughout the TM life cycle from attracting the talent to in/voluntary exit of employees.

TM policy instruments

All the 24 sample organisations responded in the onboarding survey that they have formal policies and processes to manage employees. But only 17 SPOs replied that they have formal policies and processes to manage volunteers/ interns/ trainees.

HR policy:

The HR policy instruments detail the processes and practices to be embraced throughout the talent life cycle from attracting talent to their exit. Some key aspects of HR policy instrument include job descriptions, leave policy, compensation and benefits information, performance appraisal, and L&D practices. In many cases, the HR policy is also referred to as the well-being policy by the organisations.

HR policy is primary instrument used to manage talent across SPOs. One of the primary purposes of HR policy is to ensure that employees feel cared for.

Most participants mentioned that the HR policy in their organisation is fluid and periodically modified to meet the emerging needs of the talent. The HR handbook or other similar policy instrument is shared with the employees to bring transparency to the entire talent management cycle.

However, corporate foundations don't have their own HR policy: despite being a separate legal entity, the foundation follows the corporate HR policy of the parent company. The corporate arm provides HR support to the organisation. For example: when a person is selected for hiring, the contract is prepared by the HR arm of the corporate. However, these HR policies are not customized to fit needs of the foundation. This kind of policy framework has a number of limitations due to mismatch in working of a corporate and social sector organisation. The decision making is significantly affected as the foundation leader has to consult and convince personnel in the corporate to move the decision through. It implies significant loss of time and energy of the leadership.

Leave policy:

Majority of the organisations have a stipulated number of leaves each year. On the other hand, the "no leave policy" at certain SPOs is creating a "wow" factor for the employees. An open leave policy displays management's trust in the employee. A Program Lead from one of the NGOs/SEs shares "I think culturally, this place is actually quite amazing. I mean, I was shocked when I joined because there is no leave policy, we trust you to take as much leave as you need. The world I come from, I think, is a cynical world. you would assume that people are going to, you know, really exploit this kind of privilege. But it doesn't happen. So, there is a kind of maturity as well. I think the system is actually geared towards helping people."

According to the SPO professionals, the unlimited form of leave system establishes more accountability and brings a greater sense of responsibility on the employees. Other forms of leave provisions included in HR policy of SPOs include maternity and paternity leave, personal leave, causal leave and sick leave.

Flexible work hours:

Another well-being initiative embraced by SPOs is flexible work hours for their employees. The employees can choose to work remotely. However, the organisations expect their employees to be highly committed to their work and live upto the expectations.

Leadership transition manual:

To ensure that leadership transition is smooth, An FO has developed manuals which document each organisational policy and decision-making process. The manual provides information about each, and every decision-making step followed in the organisation. For instance, who is responsible? Who signs which document? Who was the last person who stayed in the decision-making? These manuals are dynamic to accommodate and respond to emerging situations.

Virtual work policy:

One ESO is found to be creating and updating their virtual work policy, guidelines, and guidance. The policy talks about do's and don'ts of doing things for virtual employees. It also states expectations from organisational team members.

PoSH:

In addition to HR policy, SPOs have also adopt a PoSH policy to counter sexual harassment at workplace. The PoSH policies mention the process to be followed when a case of sexual harassment is reported. PoSH policies are largely based on the recommendation of Government of India on sexual harassment in the workplace.

Social security benefits:

SPOs attempt to ensure the well-being of employees with the provision of social security. Table 12 shows a list of benefits provided by different kinds of SPOs to their talent.

Table 12: Social security benefits provided by different categories of SPOs

Type of benefit	NGOs/SEs	ESOs	FOs
Accidental/ emergency insurance (e.g., accidental death insurance, COVID protection plan)	X		
Education grant (to field staff only)	X		
Employees' State Insurance (ESI)\$	X		
Gratuity\$	X	X	
Health insurance	X		X
Medical insurance (including OPD charges)	X	X	X
Provident Fund (PF)\$	X	X	

\$Statutory benefits

*Presence of variable is depicted by "X"

Source: Compiled by author from in-depth interviews

These include provident fund (PF), gratuity, medical benefits such as OPD expenses, and group health insurance, among others. PF and gratuity are extended only to the regular staff. Medical insurance also covers the family members. A few organisations extend the medical insurance also to the consultants.

Government regulations significantly affect the benefits extended by SPOs to their employees. Regulations affects both the nature of engagement (like contractual employee or a full-time employee) of the employees and the benefits they receive from the organisation. A Program Lead from an NGO/SE shares "... government resolution said that all companies and nonprofit organisations had to provide provident fund and gratuity to employees of a certain salary slab. And that's when we did a complete overhaul. And a lot of people who were on the contractual slab, for many years, had to become staff. So, it was because of external mandates...changing legal mandates that sort of pushed us to change HR systems as well."

Salary benchmarking:

To ensure that hygiene factors are at par with the job market, a number of SPOs reported benchmarking of compensation. A general practice is to compare the compensation with similar organisations in the sector. Compensation benchmarking appears to be an informal process. The organisational head and/or HR lead compare their salary slabs with similar organisations and take a decision on compensation. However, it is not clear how the information on pays and benefits for similar organisations is obtained and compared to arrive at a competitive salary and benefits for each specific role.

Transfer policies:

Large-sized organisations which work across different geographical areas have adopted a transfer policy. For instance, an NGO/SE which works in 14 states across India, has internal transfer policies which takes care of transfer and relocation of employees from one place to other.

Organisation structure

Organisation structure reflects how work flows through an SPO. Organisational structure permits employees to collaborate to perform their work. It captures the elements of the organisational structures like hierarchy.

Flat organisations:

SPOs consider themselves to be flat/horizontal organisations. According to them while a hierarchy in the job titles and roles can be seen as part of management structure, it exists only for the administrative purposes: the decision making happens through a participative mechanism where everyone in the organisation is encouraged to express their viewpoint. The reason for building a flat or horizontal organisation is basically to ensure seamless communication across different levels in the organisations which gives employees a sense of belonging, voice and being valued. Moreover, it boosts the innovation and creativity within the organisations as everyone in the organisation can participate in the discussions, voice their concern, and put forth their point of view to address a particular problem. A few organisations even go on to say that their decision-making process flows from bottom to top where the individual teams and team members decides on the structure and form of the work which is then supported and implemented by the leadership.

Verticals:

Almost all SPOs in the study have different verticals within the organisations. These verticals are primarily based on functional area such as programmes or fundraising. In highly professional and large-scale SPOs, the verticals have a vertical head/lead who is responsible for implementing projects/programmes in the verticals and even plays a crucial role in hiring the vertical team member. For example, an ESO has three verticals which includes a tech consulting vertical, a product verticals and IT services. Each vertical has a different function and therefore talent with different skills and competencies.

Hierarchical:

Every organisation has an organisational hierarchy which can be portrayed through a tool like organogram. However, leaders in half of the sample SPOs underscored that the hierarchy in their organisation is merely for the purpose of administrative purposes, otherwise they are a non-hierarchical horizontal organisation. Nonetheless, it was also illuminated in a few SPOs that

once the decision is made by the director or the leader or the head then decisions are almost sacrosanct and there is little room to influence these decisions. Furthermore, NGOs/SEs underscore the importance of hierarchy in running the organisational systems smoothly.

Once the talent is defined and TM structures are in place, the talent management cycle begins at SPOs.

5. Talent Management lifecycle

This chapter explores the talent management life cycle in SPOs, talent priorities of the organisations, and talent management challenges and strategies adopted to solve them. Figure 19 shows a typical talent management life cycle at SPOs.

Figure 19: Talent management life cycle across SPOs



Source: Developed by author using interview data

5.1 Talent attraction and recruitment

The first stage of talent management life cycle is talent attraction. Talent attraction and recruitment in SPOs occurs through various platforms. Hiring is driven by both attrition as well as growth of the SPO. In one ESO the rate of hiring is far greater than the rate of attrition. An interviewee from this ESO reports *“people joining every month is not related here to people leaving every month because the hiring is not attrition driven. Most of it is growth driven hiring.”*

FOs that participated in the study have a relatively smaller team size. For instance, one FO and an ESO in the study has only 5 and 17 employees, respectively. Similarly, another FO has only 25 employees. There is only one FO in the sample which has quite a big personnel strength. The primary reason why FOs prefer to be lean is the mission of the organisations. For example, one FO reported that they intentionally don't want to grow in size as their mission is to build the capacity of partner organisations so that partners can generate more resources and plough them to scale the impact.

Another reason to stay small is that organisations try to hire best possible employees. If they are not able to find a right candidate, then they prefer to not hire fearing that a wrong hire might negatively affect the

organisation. An interview participant from an FO shares “I think we’re very clear we will not hire...if it’s okay, we will be without a person, but we will not hire the wrong person. Right, so I think that’s something that we’ve reached a conclusion. We’d rather be few than too many and the wrong person...the wrong people can completely derail us.”

Platforms for talent attraction

The process of talent attraction includes referrals from networks, direct hiring from academic institutions, job posting at social media sites and outsourcing to HR consultants.

Referees/word of mouth:

ESOs and FOs use referrals to hire new talent. Word of mouth and referrals are generally used for hiring talent for middle and senior management job roles. The referrals are garnered from other leaders in the social sector who are in the network of organisation head or directly from the employees working in the organisation. An interview participant from an FO shares “we’ve been able to find people by referrals... when we know someone is really the kind we want, we then ask that person, do you have other people like you? Or do you know other people like you? That’s how it is Like it’s not like we need 100 people”.

Academic institutions:

SPOs also reach out to academic institutions to hire new talent. An interviewee from an ESO mentions “So, we reach out to different colleges in and around Bangalore. This is through personal contacts. Because I have been working in an academic institution, I have friends and other colleagues who are there and at other institutions. So, through them, we talk to different institutes and then we have recruitments there. Similarly, an interviewee from an NGO/SE notes “Sometimes we might think that from elite colleges, people will be high skilled. And so should we ask even college names, and those are something that we are trying to like, arrive at so that we don’t get coloured by certain things that we see.”

Social media and online job portals:

Use of social media for attracting the talent is also very prevalent in SPOs which is used by all types of SPOs. An interviewee from FO reports “we follow the normal recruitment channels of, you know, where we go to. I mean, I’d normally say it’s published on LinkedIn, etc. So that’s how we do the recruitment”. Online job portals like Naukri.com are also frequently used for luring the talent for organisation. An interviewee from an ESO says “we have a standard, either LinkedIn, Naukri and other channels that we generally post.” Likewise, An interviewee from another ESO notes “So how did they (talent in organisation) come to the organisation, they’ve all come by applying to jobs, job posts. We’ve put job posts out there; they’ve applied to that, and they’ve come.”

HR consultants:

A few SPOs takes help from HR consultants for hiring professionals. An ESO reported taking help of HR partners in attracting, hiring and framing talent management frameworks. However, SPOs have mixed experience in hiring talent with the help of HR consultants. Since most of the HR agencies generally have approaches that serve the interest of the corporate well, but are unable to find right talent required by the SPOs. However, an ESO whose team is growing at a much faster rate is looking forward to moving to HR consultants to hire future talent. One of the interview participants from this ESO states “we have strict hiring practices, there’s an entire team that is responsible for recruiting and hiring. And we are also now exploring headhunting, realising that as we grow as an organisation, we may need to look elsewhere and be a bit picky and choosy in onboarding people.”

Leadership style and mentorship lure old employees to the organisation:

An encouraging and appreciative style of leadership and opportunities to learn continue to appeal to social sector professionals who have worked earlier with the organisation. An interviewee from an ESO highlights “It was really inspiring to work under ‘Anonymous’ because she was a very enabling sort of a person and so it's just at that time when I worked with her with all the appreciation and you know, and learning that I was getting, I actually thought I would return to the organisation after my PhD... I returned after my scholarship ended and all that, I returned, and I joined the organisation again.”

Process of talent recruitment

Every organisation in the study has its own way of hiring individuals which is based on elements like geographical spread of the SPO, and organisational values to bring fairness into the recruitment process. During the study, it was found that a few SPOs are hiring talent across different levels and verticals which enabled research to capture the very latest trend in recruitment processes across SPOs. CEO of an FO states “So, we're hiring across levels. So, we're hiring at an associate-level for Anonymous's team. We're hiring a manager for our rural development vertical.”

SPOs attract and recruit the talent either by themselves or with the help of HR consultants. The process of highlighting a vacancy, its purpose and process are generally explained in the HR handbook of the organisation. The first step is creation of job description and posting the job advertisement on different platforms. An interviewee from an NGO/SE states “a job description (JD) is definitely prepared. HR posts the job descriptions at various places. For standardised job roles, a few SPOs have a readymade JD in their HR handbook while certain SPOs find it difficult to design an attractive JD. CEO of an FO reports “I have always found that JD is not talking in the way that we want it to talk. Maybe it's our failure to write a JD.”

Once the JD is posted the next step is selection of ideal candidate for the job. The recruit process at one FO starts with partner HR agencies, especially for senior roles. The HR agencies roll out the job applications, review the applications and send feedback to the FO. Once positive feedback is sent about a potential candidate by the agency to the FO, the organisation takes the process forward. The refereed person is interviewed by team members of FO. Once approved by the team members, a final interview is scheduled with the organisational head, followed by approval from the board. This FO has designed a calibration sheet on which the knowledge, skills, and attitudes of all the candidates is assessed and rated. Thus, the selection process rates all the candidates, which allows the team to analyse where a candidate stands. However, selecting the right candidate is still not easy.

Furthermore, competencies like empathy and compassion are difficult to measure. To tackle this issue, organisations are using innovative methods and tools to assess the personal traits and sensitivity of prospective organisational talent towards social issues like gender issues. Box 2 narrates what two NGOs/SEs, do to test social sensitivity and approach of candidates to approach disability issues respectively.

The talent attraction and recruitment practices vary from one organisation to other. Each have their own core set of values and talent requirements which, coupled with the geographical spread and size of the organisation, influence the hiring process. However, significant effort is made to understand the personal traits and social sensitivities and alignment to the mission of the organisation. A newly hired individual is also kept on probation generally for three months, during which s/he is inducted in the organisation and his/her performance is assessed before confirming employment for a longer duration.

Box 2: Assessing social sensitivity of prospective talent

Organisations give due importance to the social sensitivity of person who wants work with the SPOs. According to the SPOs, intention implies whether the talent appreciate the social issues and care for them and is the motivating factor to work with them or this is just another job for them. These SPOs expects prospective employees to have only some basic skills set with the belief that the skills set can be learned but intention. They want to find out whether there something beyond doing a job and if the person wants really to want to achieve something while working with a social sector organisation. To assess these factors organisations, conduct a psychometric test during the hiring process to check whether a person has appropriate mission orientation and understands the way the SPO approach a social issue.

In fact, for certain highly domain specific organisations like an NGO/SE in the study, understanding of the approach with which the organisation is addressing the key development issues/challenges defines the talent for the organisation. This NGO/SE defines its talent as ability to understand the disability issues from a 'rights based lens' rather than welfare based. Similarly, another NGO/SE give due importance to talent who is gender sensitive.

To measure these specific attributes, both of these organisations use psychometric tests to check whether the person has rights-based approach to address disability and gender sensitivity respectively. Each candidate applying for position with these organisations have to attempt the test. Based on the performance in the psychometric test the candidate is considered for next rounds of selection process.

Source: Compiled by author from in-depth interviews

Factors affecting talent attraction and recruitment

Experience is preferred over education: NGOs/SEs give weightage to field experience while hiring for field level positions over individuals who have formal social sector education. The organisation prefers talent with education until 12th standard but having relevant experience. This strategy even allows the organisation to retain employees for longer. It is only for the management roles that education is given due consideration.

Ethics and inclusion are at the core of recruitment: In organisations with large, dispersed teams, recruitment planning happens with the annual plan. The talent gaps are identified, and jobs are advertised internally to search for talent from within the organisation. External hiring happens either when SPO is unable to find talent within the organisation to take up the available position or receive new funding owing to which It needs to hire new talent.

An NGO/SE has connected ethical tenets to its recruitment process like equality and inclusion where everyone is given equal opportunity for a role and asked not to mention their surname and name of the institute from where they have studied in the application to avoid elements of bias which might lead to certain decisions. Candidates also have to disclose upfront if they know somebody in NGO/SE to avoid conflict of interest in hiring. Also, gender inclusion is given due consideration while getting talent on board but strictly following the scoring methodology to screen to get the best fit for the job.

5.2 Induction and onboarding

Once a person is hired, the next step is induction to ensure that the person is well apprised of the organisational functions, approach, systems, and processes and is comfortable in the new environment. The objective of orientation is to get the newly hired employee on board and apprise her/him about the organisational culture and practices as well as administrative, financial and HR related aspects. Furthermore, training is provided to new hire to ensure good performance. Moreover, other prevalent induction practices include field visits, spending time with the team members, reviewing the project data, and spending time with organisational advisors and the board. A complete list of objectives and practices of induction in different categories of SPOs and archetypes is given in [Table 13](#) and [Table 33](#), respectively.

Table 13: Objectives and practices of Induction in different categories of SPOs

Job title	NGOs/SEs	ESOs	FOs
SPO having structured induction process	X	X	X
Objectives			
Objective 1: Apprise about administrative/HR processes	X	X	X
Administrative overview		X	
Ensure new hire is able to use online platform			X
Administrative trainings	X		
Demonstrate behaviours	X		
Apprise on kinds of increments available		X	
Apprise on reimbursement processes			X
To enable quickly get on board	X		
Ensure understanding of HR systems			X
Ensure talent live the values and the principles of organisation	X		
Objective 2: Ensure good performance	X	X	
Building presentations		X	
Email etiquettes		X	
Excel training	X	X	
Training on financial management	X		
Power BI training		X	
Programmatic capacity-building	X		
Skill building	X		
Training to improve soft skills	X	X	
Tableau		X	
Training on conflict management	X		
Training on how to interact with the client		X	
Upgrading skills of new talent		X	
Objective 3: Ensure talent well-being	X	X	
Make a new person feel comfortable	X		
Make them able to do the job well	X		
Making talent feel part of the team	X		
Orient on career progression		X	
Objective 4: Apprise about organisation	X	X	X
Inform about the mission and the vision of the organisation (kind of a direction of where the organisation is headed)		X	
Provide historical overview of organisation	X	X	
Provide programme overview	X	X	
How things are being done at organisation	X	X	
Inform about community being targeted	X		
Apprise about work environment	X		
Apprise talent about NGO partners' work			X
Acquaint talent with team members	X	X	
Assign job responsibility		X	
Induction Practices	X	X	X
Buddy system	X	X	
New hire attend board meetings			X
Case studies to understand how organisation work	X		
Conducting observation sessions	X		

Job title	NGOs/SEs	ESOs	FOs
Field visits to partner NGOs' field sites			X
HR induction program	X		
Sharing organisational publications with new hire	X	X	X
Sharing organisational videos with new hire			
Sharing PPTs on organisational work with new hire	X	X	X
Team meetings			X
Conducting training program	X	X	
Induction priority	X	X	
Developing an induction program	X		
Revive induction program		X	

*Presence of variable is depicted by "X"

Source: Compiled by author from in-depth interviews

The induction in most SPOs is a process of deeper integration where purposeful conversation takes place between the existing employees and new hire, clear role, and expectations in terms of results are explained. The cultural aspect ensure that the employee knows how things are done in the organisation. Basically, the employee is acquainted with the past, present and anticipated future of the organisation.

While certain organisations have a pre-structured induction plan, others plan the induction in consultation with the employee that is most suitable to the new hire. However, none of the methods have any superiority over the other.

In one ESO, regular meetings are held with the new employee where day to day activities are discussed. The induction runs from 30-90 days. The objective of this long length induction is to ensure that the person is ready to discuss and deliver after 90days.

• Use of archives:

A key aspect of induction with most of the SPO is the archive of relevant documents which are shared with the employees to acquaint them with the organisation and its work. A few organisations take specific modules to inform a particular talent segment considering the relevance and sensitivity of the issue the organisation is addressing.

• Inducting volunteers and intern:

One FO has a detailed module for volunteers and interns which is specifically curated from their Child Protection Policy. This is to apprise them to understand the work of the organisation and what they are expected to do and not do.

• Buddy system:

Six organisations also spoke about having a buddy system where a freshly hired professional is attached with an existing employee who helps the person in settling down in the new environment. The person can reach out the buddy for any kind of support.

Overall, the induction process in SPOs can be summarized as the way to ensure that the new hire has clarity over organisational culture and mission, built connection with relevant stakeholders, feel being cared, and get geared to drive the organisational vision forward.

5.3 Learning and development

To enhance knowledge and skills of their employees, SPO do invest in L&D activities. The objective of these L&D initiatives is to build the capacity of organisational talent to accomplish a project and ensure

better performance in the organisation. Both formal and informal channels of learning are adopted to nurture a culture of learning. In fact, the findings from the motivation survey shows that a considerably high number of SPO employees are motivated by opportunities to learn and develop.

Formal L&D systems

Since technology is penetrating the social sector swiftly, the need to train the employees is also growing with speed. SPOs take L&D seriously as it is directly related to the organisational performance. Moreover, the training and skills development programs are considered for improving psychosocial behaviour of employees. SPOs routinely assess the training and capacity building of their staff, and a few even have a separate fund to encourage skill building of employees. Table 14 shows that except Simple Professionally managed SPOs all the SPOs have dedicated budget allocated for L&D of its employees.

Table 14: L&D budget allocation across different archetypes

Archetype	NGO Simple Ad hoc	NGO Simple Professionally Managed	NGO Complex Ad hoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
L&D budget	X		X	X	X	X	X

*Presence of variable is depicted by "X"

Source: Compiled by author from in-depth interviews

Of 24 SPOs, eight reported having a dedicated budget for the L&D of their employees. HR Lead of an NGO/SE mentions "...anyone in the organisation can do any course in MOOC, which will cost them 4000-5000 rupees, it will be reimbursed by the organisation."

However, there are organisations that do not directly invest in the L&D but assist their employees in skill development by providing them link to the free resources available on internet. Even when the investment is made it is highly strategic that directly contribute to organisational operations.

To achieve the skill building objectives, there are a number of ways that the SPOs have adopted, from hiring external professionals to developing mentorship programs. Some of the most popular skills training programs among the NGOs/SEs is improvement of communications skills in English. Better communications skills build confidence of personnel to interact with top government officials. FOs have preference for behavioural competencies while the L&D at ESOs is more technology focussed. Even the NGOs are supporting many basic technical skills program like MS Excel.

Training and grooming of staff are also undertaken to prepare next line of leadership in SPOs.

Informal L&D systems

The informal way of learning includes holding monthly town halls and meetings where different teams share their success stories and failures. These fora allow free flow of information and opportunity to learn for SPO employees. One or the other kind of such informal processes of L&D exist in NGOs/SEs, ESOs and FOs alike.

Another way of informal learning is while working in the projects with high profile stakeholders. Senior Research and Data Manager of an ESO highlights “We do have, like a development budget and things where everyone should do something new, learn new skills, technical skills, do courses. But still a lot of upskilling happens on the project, just kind of doing the work. And given that what we are doing, or is almost at the forefront of cutting-edge research that people are doing, and we work with some of the smartest people across the world, just learning from them is... Even if we paid people to teach, I don't think we'll find a similar level of expertise to people we already work with. So, I think for a lot of time, just getting people the right kind of work is the best learning of the person.”

Similar experience of informal learning while working in the project is shared by researchers at other ESOs which is also research heavy organisation.

5.4 Performance management

This section talks about the talent performance management practices at SPOs including the criteria that determine good and poor performance. It also illuminates the importance of values in evaluating talent performance.

Appraisal:

While acknowledgement of achievements and improving employees' motivation are the foremost objectives of appraisal in SPOs, employees' skills development and preparation of next line of leadership is also a core objective. Head of Resource Generation of an FO underscores “...appraisal is designed to talk about the achievements and challenges of the work, but also encourage all the things... like what are the things that can shift? What are things, and especially with new staff, I always ask, how you feeling? How is your comfort with your organisation?”

Appraisal happens both vertically and horizontally. Employees are promoted to a higher position in vertical appraisal. Job expansion happens in case of horizontal appraisal. The latter is more common in lean organisations where the team is small, and possibility of vertical appraisal are limited. Therefore, the organisations increase job responsibilities of the personnel. The appraisal is also seen in terms of increase in employees' participation in decision making and years of working in the organisation. Performance appraisal do not happen in organisations where the rate of attrition is high.

Process of appraisal:

The process of appraisal is mostly similar across all SPOs. Most organisations also have structured metrics like the OKRs, KPIs, KRAs, etc. Those which don't have these corporate style metrics link the individual performance against project targets. These targets are set in consultation with the individual and team leads. This allows the employee to have clear vision of the outcomes and how their performance will be evaluated.

It takes 2-3 months in some ESOs to finalise the OKRs. Once the OKR is set the candidate is encouraged to build skills set to achieve the OKRs. Once the performance indicators are set, they are sent to organisational head for approval. Organisations evaluate employees not only on performance metrics but also keep on assessing alignment with core values of the SPO.

Appraisal takes place quarterly, bi-annually, and annually. The appraisal is done by the vertical head. The vertical head reviews the performance against the targets. The vertical head then sends the ratings to the organisational head for appraisal. HR heads are also involved in appraisal process at certain SPOs. Their input is basically related to information on accounts, administration, and finance standpoint. An ESO takes help of consultants for performance management. Performance appraisal at a few SPOs also takes into account inflation and other factors.

Metrics to measure talent performance:

Performance metrics like KPIs are developed based on the job role. Table 15 shows that except for NGO Simple Ad hoc and NGO Simple Professionally managed SPOs all others have one or the other form of performance metrics in place to measure talent performance. Of the 24 sample SPOs, nine have adopted either of these talent performance metrics. One NGO/SE has adopted both KRA and R&R sheets to measure talent performance. Beside performance metrics organisations one ESO was found to assess performance of their employees on softer aspects like upholding organisational value and culture. The COO of this ESO mentioned “...70% of KRA is that we sort of evaluate (performance), and then 30% is on how aligned people are with our core values.”

Table 15: Metrics used by SPOs for measuring talent performance

Performance metrics/Archetype	NGO Simple Ad hoc	NGO Simple Professionally Managed	NGO Complex Ad hoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
KPI						X	
KRA			X	X	X		X
OKR			X			X	
R&R sheets				X			

*Presence of variable is depicted by “X”

Source: Compiled by author from in-depth interviews

Metrics of good performance:

A good performance is achievement of target outcomes and maintaining the values and culture of SPO. The indicators of good performance according to the SPOs are given in Table 16.

Table 16: Indicators of good performance

SPO	Indicators of good performance
NGOs/SEs	<ul style="list-style-type: none"> Meeting the target objectives Understanding of talent’s emotional behaviour Ability to empathise
ESO	<ul style="list-style-type: none"> Really effective in getting the job done. Able to manage time well, the role involves a huge piece of time management, and project management. Employee represents the organisation’s culture and values accurately at all fora
FOs	<ul style="list-style-type: none"> Meeting the project outcomes Ensuring that the values and culture of the organisation are reflected in its operations Collaborative behaviour

*Presence of variable is depicted by “X”

Source: Compiled by author from in-depth interviews

Defining poor performance:

The definition of poor performance varies across the SPO category. However, it was highlighted during the interviews that achieving outcomes at the cost of values is seen as poor performance.

This reaffirms how SPOs link organisational values to employee performance. The indicators of poor performance are listed in [Table 17](#).

Table 17: Indicators of poor performance

SPO	Indicator of poor performance
NGOs/SEs	<ul style="list-style-type: none"> • Financial misappropriation • Sexual harassment • Inability to retain team members, partners • Communication gaps with the team • Promoting individualistic agendas
ESO	<ul style="list-style-type: none"> • Inability to multitask • Slow learner • Lack of ownership • Political in nature • Lack of aptitude to understand data • Bad attitude
FOs	<ul style="list-style-type: none"> • Uncompassionate • Missing the set targets

*Presence of variable is depicted by "X"

Source: Compiled by author from in-depth interviews

5.5 Talent transition and succession planning

Career growth trajectory

Career growth trajectory is regarded crucial to talent retention as every individual is thought to foresee a personal growth path in the organisation. Considering this need, few SPOs have a well-established career trajectory while others are weaving policies for career trajectory, growth path and succession plans. The focus is on personalised growth paths, especially for talent in senior leadership roles. The organisations are also keeping stock of the aspect of individual contributor growth path, personnel who want to grow but don't want to manage others.

Despite consistent progress within the organisations, working for long in the same vertical might bring monotony to the work and drain work enthusiasm. Career mapping help employees to explore other verticals, grow horizontally and break the monotony. One NGO/SE does do career mapping of their talent. It gives opportunity to their employees to choose their own vertical and growth path. The career mapping is done through one-on-one conversations with the employees. A key benefit of doing career mapping is to prepare next in line leadership. Thus, career mapping contributes directly to succession planning, especially when finding talent for senior and middle management role from the labour market is a tough challenge that all SPOs face. Career mapping may help internal talent to prepare for future role across more than one vertical.

In certain organisations, professionals starting at very lower level of hierarchy have attained significant positions even becoming C-suite executives. In one of the NGO/SE, the current CEO started his career as a field worker and was raised to the position of chief executive.

The career trajectory exists in different forms in SPOs. In lean organisations, the career growth trajectory is not vertical but exist in term of horizontal job expansion. The employees in these organisations are given diverse job roles as they progress within the organisations. Diversity in work is also identified as a key motivator for talent to work in the SPOs.

Fresh graduates join SPOs, especially research focussed organisations, where they can gain first-hand research experience so that they may prepare themselves for higher education abroad. The leadership in these SPOs themselves organise special sessions to provide mentorship to these employees to help them with their career aspiration. The pay is also hiked.

Furthermore, not all SPOs have a formal career trajectory. Despite that the employees are promoted vertically. The job title changes from a lower rank to higher, but this does not happen through a formal promotion process like sending a promotion letter. The promoted person is given more responsibility, like being assigned more projects.

It is also found that employees in certain SPOs do not have clarity about the promotion process like how employees are getting promoted, what is the promotion policy, and what are the benefits of promotion like salary hike, among others. Absence of clarity results into dissatisfaction among the employees about the career growth. Chief Program Officer (CPO) of an ESO underscores “...people are either curious or unhappy about the career progression path at organisation.”

A few SPOs even attempt to do career mapping with their employees. The employees are encouraged to talk about their professional goals and growth they want within the organisation. However, ambiguity persists in career growth due to a lack of transparency on career trajectory within the organisation.

Talent transition

This section deals with the practices adopted by SPOs to prepare individuals for a higher job role and/or succession planning. Both horizontal and vertical talent transitions occur across SPOs.

Leadership transition:

Both external and internal type of leadership transition happens in SPOs. External transition is hiring of a new leader from outside of the organisation. In internal transition, the leadership is either transferred to a new project or location or promoted to higher position. During the study, one FO was undergoing the leadership transition. According to this FO, the organisation follows fair and transparent hiring practices, therefore, the position will be open to both external and internal talent. The process becomes highly competitive as the talent pool considerably increases with inclusion of external talent. This ensures that the best talent is selected for the leadership position.

Internal leadership transition in the form of transfer to newer locations is confined to organisations whose operations are spread across different geographies. These transfers are generally influenced by personal choice of the employee who either want to relocate to a place near to their home or take up challenging assignment and learn more about different places. Internal transitions also occur when the SPOs starts a new project which require a dedicated leader to run. Another form of internal leadership transition is promotion of employees. SPOs take deliberate efforts to identify and train the next line of leadership to remain resilient to any kind of talent shock.

Role change and promotion processes:

The role change also happens within SPOs. Change in the job role is a matter of choice which talent opt to break the monotony of work, gain expertise in other areas of their interest, build relevant skills and gain promotion. Change of job roles is noticed mostly in case of NGOs/SEs.

One ESO has a very well-structured system of promotion based on the review of OKR of individuals. These OKR are reviewed quarterly and once the OKRs are met then the person is promoted. Similarly, an NGO/SE gives promotion to their employees some of whom have even become the board members and also are handling programme verticals. Likewise, another NGO/SE gives

promotion to good performers.

With regard to promotions, the study revealed discontent amongst the employees of certain SPOs owing to ambiguity in the promotion process.

Attrition

The reasons of attrition, consequences of attrition, and strategies devised by organisations to tackle swift and sudden turnover of employees from the organisation and the context which influence these organisational strategies are discussed below.

Causes of attrition:

The reason of voluntary attrition includes unimpressive pay perks, misalignment with organisational mission, burnout at work, talent aspirations, better work opportunities and conflicting relations with the manager within the organisations. The causes of involuntary exit of talent includes termination or project completion. The reasons for attrition across different categories of SPOs and archetypes are presented in Table 18 and Table 34, respectively.

Table 18: Causes of attrition in different categories of SPOs

Reason of attrition	NGOs/SEs	ESOs	FOs
Aspiration mismatch	X		
Better opportunity	X	X	X
Burnout at work		X	
Conflicting relationship with manager		X	
Higher studies			X
Individual aspiration		X	
Lack of growth opportunity		X	
Misalignment with mission			X
Project completion	X		
Salary expectations	X	X	

*Presence of variable is depicted by "X"

Source: Compiled by author using in-depth interviews

Planned exit:

Planned exit involves exit interviews. Eight organisations explicitly mentioned that an exit interview is conducted with employees leaving the organisation. These eight SPO covers five archetypes (Table 19). Organisations analyse data from exit interviews and people surveys to hear talent voices. Moreover, patterns in grievance redressal mechanism are looked at to understand the kind of grievances are being reported to understand talent need. During the planned exits, if an employee is valuable the organisations also offer a competitive salary. Organisations attempt to take feedback from the employees to know the aspirations of employees.

Table 19: Planned exit across archetypes

Planned exit	NGO Simple Ad hoc	NGO Simple Professionally Managed	NGO Complex Ad hoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Exit interviews		X	X	X		X	X

*Presence of variable is depicted by 'X'

Source: Compiled by author using in-depth interviews data

Strategies to tackle attrition:

Three main strategies are adopted by the organisation, including salary negotiation in case the talent is valued by the organisations and the sole reason for leaving is compensation. However, this strategy often fails due to better opportunity with the talent and lack of funds to offer competitive salary. The second one is to convince the talent about the significance of the work and their contribution to the organisation and wider society. The third is open communication with the employee to resolve conflict with the manager.

The ideation and success of these strategies is highly influenced by funding constraints with the organisations, severity of internal conflicts between the manager and the employee, and absence of alignment with the organisational mission and vision.

Retention

Several strategies are adopted across SPOs to retain appropriate talent and reduce turnover. These are also demand side drivers of talent motivation that is the step organisations take to hire and retain talent.

Mutual respect and leadership style:

Mutual respect between the employee and the organisational leadership help SPOs to retain talent. There are occasions when the organisation remains in touch with employees after they have left. In such situations, the organisation offers them flexibility in their role and work keeping their circumstances in view.

Compensation negotiations:

To retain their valuable employees, organisations negotiate salary with them by offering competitive salary offers. However, this strategy may or may not work and largely depends on employee's personal motivation and salary being offered at another organisation.

5.6 Factors influencing TM strategies

Factors that affect the TM strategies include funding constraints, compensation expectations, competition for talent, government compliances and geographical location of SPOs.

i. Funding:

Funding constraints heavily affects the TM strategies across SPOs. Funding affects the talent boundary of organisation and push the organisation to innovate alternative ways to identify and hire talent.

ii. Compensation expectations:

Compensation expectations of the talent also affects the hiring and retention strategies of SPOs. Inability to meet compensation expectation forces organisations to take alternative approaches such as hiring and capacity building of youth or hiring of graduates from tier-2 and tier-3 engineering colleges. The latter is prominent in case of tech-based start-up ESOs.

iii. Competition for relevant talent:

A strong competition for talent is reported by an ESO which work at the intersection of technology and society. Since they require software engineers to design and develop appropriate products and services, they have to face strong competition with companies which pay relatively higher salaries to this class of talent. Thus, hiring and retention of talent is highly competitive.

iv. Compliances:

Compliance to government regulations also affect the TM strategies of the SPOs. Executive Director

(ED) of an NGO/SE mentions “A lot of compliance rules are changing, and we had to change our approaches.” The TM strategy of a few SPOs has changed owing to change in FCRA provisions. Foreign contribution was one of the major sources of funding for these organisations. The stringent rules have forced these organisations to diversify their talent pool with priority now setting on getting more volunteers onboard. This ED further mentions “we did get a lot of increase in volunteers. And the diversification also happened because of compliance rules.”

v. Region of operations:

The region in which organisations work also affect the TM practices of SPOs. Primarily two challenges arise for organisations working in far flung regions. First, highly qualified development professionals are not willing to work for long time in these regions. Secondly, the complex local context requires significant time for someone to understand and build rapport with the community. To overcome these barriers regional NGO/SE, hire local youth and build their capacity to achieve organisational objectives.

5.7 Innovation and creativity in strategy for TM

This section illuminates the innovative TM strategies adopted by the different categories of SPOs.

Innovation in TM – NGOs and SEs

Collaborating to solve problems:

NGOs/SEs promote collaboration across individuals and teams to collectively solve problems. The challenges faced by one team are shared with the other team members to invite suggestions to solve the issue. The process also helps in informing all the employees about the new initiatives being taken by the organisation. These organisations also run a separate idea generation program which is a separate function. It involves floating of ideas across different verticals and inviting suggestions. This helps SPOs in problem solving and innovation.

Team building:

To enhance the motivation of the employees working in the organisation an NGO/SE has created Anonymous Premier League on the concept of the Indian Premier League (IPL). This involves formation of teams who are asked to build or raise funds for organisation's step-up program. The process involves team management and team building. Though it's part of fundraising team other groups in support functions are also involved in raising funds as part of employee engagement activity and team-building exercise where team members from different verticals are mixed in teams. Similarly, another NGO/SE has a formal professional development program called “Reach for the stars.” Other TM processes include connecting physically with team members which is something of a post-COVID-19 initiative. Since a number of employees have come in new during the COVID-19 pandemic, they have not even met each other. This NGO/SE has started a lot of face-to-face meetups, at team levels and did some team building exercises and activities.

Psychological safety:

Certain NGOs believe that innovation and creativity are not driven merely by creating innovation teams. Employees need psychological safety that allows them to think more differently and express their opinion and ideas freely. These organisations take up one theme at a time and go deeper into that theme with an external consultant.

Innovation at different levels:

For fostering innovation and creativity in the organisation, a few SPOs take a multi-level approach.

For example, one team work on technology innovation helps other SPOs to connect to the last mile in a more cost-effective way. Other teams focus on fostering innovation in day-to-day practice, programs and TM practices. These are taken up by the individual teams. This involves half-yearly and annual reflections to identify areas of work and then taking them forward.

Developing innovative mindset:

Another way is to trigger innovation mindset. For example, one NGO/SE runs a program called “[learnership](#)” where employees can sign up for courses. They also go through a journey of discovery helping employees at all levels, identify issues, do a needs assessment and research and bring in solutions. That’s one-way SPOs develop innovation mindset into talent.

Developing systems and processes:

A few SPOs use different tools to boost innovation. For example, one NGO/SE has embraced “[monday.com](#)” for process management. The SPO is also building its own app and website which has a lot of information with knowledge bank. The organisation uses data management and document management, and knowledge management to build its capacity.

Training of staff on HR apps and software:

NGOs/SEs face tremendous amount of challenge in implementing HR apps and software to streamline processes especially with field staff. These organisations conduct regular training on their staff to ensure they are aware and able to use the online systems and processes.

Employee Self Service portal:

One of the NGOs/SEs have established an employee self-service portal where the employees can access policies and updates on HR.

Innovation in hiring:

One of the NGOs/SEs has developed the process called “[Know Each Other \(KEO\)](#)” where a probable recruit is invited to the office and be part of organisation work. The candidates work like a normal employee and do their assignments, interviewing and meeting other employees. While doing this they get to understand the organisation and get to align with whether they really want to work with what the organisation does. The candidate can see the work culture and the kind of work that the SPO does. At the same time, the organisation also makes sure that the candidate gets to be part of the meetings. At the end of the KEO process, while the person has gotten a good idea of the organisation, the organisation gets a good assessment of who it is hiring.

Routine follow-ups to check progress:

A few SPOs also do an informal review of employee’s progress in an informal way every quarter. This implies that gaps in progress can be identified, and the employee can be supported further based on the needs expressed by them.

Arriving at incentives:

Certain organisations take into consideration the inflation and other factors while deciding the performance incentives for the employees. It brings a feeling of being valued and cared.

Innovation in TM – ESOs

Encouraging ownership and accountability:

A few organisations encourage their employees and volunteers to take greater ownership and accountability. Even the junior most team members are made feel comfortable to bring new ideas to table and take them forward while the other team members and senior leadership give guidance and complete support to them. This kind of system has enabled a few ESOs to establish high level of ownership and accountability amongst employees resulting into high quality delivery. For example, in one ESO, the HR associate identified efficient tools to manage the leave tracking and other TM systems and processes. The idea was pitched to the senior leadership which took it further. A few ESOs have adopted online systems like Slack, based on recommendations from their volunteers which have ensured seamless communication across the organisation. Similarly, different project ideas are supported, and plan of actions are created. The leadership in these ESOs is of the view that this system enables everyone to learn from each other.

Collaboration/formation of collaboratives:

Collaboratives are formed to connect with other organisations to provide knowledge and resources to NGOs that were struggling in terms of dealing with the COVID-19 pandemic. For example, an ESO formed the Future of Impact Collaborative which enabled it to reach out to 888 NGOs in 2021.

Moreover, SPOs generate feedback from different teams on challenges being faced by the organisation. Also, the organisations look at what have others done who've experienced similar problems. The decision on how the challenge is to be addressed are deliberated based on the feedback, sector practices and involving subject matter experts.

Formation of task forces:

Small task forces are formed at the top level by certain ESO to address specific issues. For instance, the transformation team at an ESO. The "Transformation Task Force" at this ESO helps the SPO to bring in crisp business practices and improve performance and standardise processes.

Policy revisions:

During the study three organisations reported that their HR policy is under revision. The process of revision is reported to be consultative where a draft is being prepared and circulated among employees for suggestions and feedback. The major revisions pertain to well-being of employees such as such flexible policies in place, like flexible work hours, no cap on leaves. One organisation also noted undertaking research to set compensation benchmark by looking at the compensation of similar organisations in its vicinity.

One ESO undertakes annual review of its HR policies and share it with everyone to read it to clarify the code of conduct and other things expected from the staff. Even the TM policies are reviewed by the employees who can make suggestions on anything. These feedbacks are anonymous to ensure free expression of concerns. These systems have ensured greater employee well-being during the times of pandemic. However, a balance is made between the employees' well-being and organisational performance.

Research to design talent policies:

It was also revealed during the study that a few SPOs undertake qualitative research methods to inform their TM policies. These SPOs conduct focus group discussions with their employees to know about both plus and minuses about the SPO.

Supporting employees in achieving career aspirations:

ESOs also support their employees towards their career development and achieving their aspirations. For example, an ESO helps its employees who are willing to pursue higher education abroad after working with the organisation for 1-2 years. These employees are mentored and supported in their career aspiration. Two ESOs reported mapping aspiration and areas of interest of their personnel and accordingly align their work with organisational objectives creating a win-win situation for the employee and the SPO.

Investment in culture and TM practices:

As the workplace in a number of organisations is shifting to a hybrid setting, certain SPOs are making a lot of investment in online platforms to ensure strong team bonding and ensuring that the culture of the organisation exist in virtual setting like in the office settings. One ESO has even documented a virtual workplace policy.

Skill training of organisational talent:

One of the ESOs align the skill building program with the performance metrics of the employees. These skills are necessary to execute the function and accomplish the outcomes. This system creates a number of incentives for the employee including skill building, effective performance and higher chances of achieving results. The organisation on the other hand keeps the employee motivated and driven to achieve organisational goals. Thus, creating a win-win situation.

Performance linked incentives:

ESO which have a revenue model set performance linked incentives for their employees to keep their employees motivated to deliver results.

Innovation in TM – FOs

Acknowledgement and celebrating innovative activities:

Acknowledgement and celebration of innovative ideas is one strategy adopted by FOs to promote innovation and creativity. If someone comes with a path breaking idea in the organisation everyone gets to know about it.

Knowledge and information sharing:

Constant sharing of innovative activities through different platforms such as during monthly town hall is another way to boost innovation.

Field visits to motivate employees:

This approach is adopted by FOs whose employees are unable to see effect of their work and as a result may get demotivated. FOs organise visit of their employees to field sites of their partners to show the kind of project the organisation is funding and its impact thereof.

5.8 Talent priorities of the organisations

Current priorities of the organisation in talent management are listed in Table 20. For a majority of organisations capacity-building of the talent is one the key priorities.

Table 20: Talent priorities of SPOs

SPO	Priority
NGOs/SEs	<p>L&D and capacity development</p> <ul style="list-style-type: none"> • Setting up an L&D plan along with an L&D budget • Grooming of local youth to develop a whole cadre of talent to work in rural areas <p>Organisational culture building</p> <ul style="list-style-type: none"> • Build a culture of appreciation in the organisation <p>Scaling</p> <ul style="list-style-type: none"> • Add new focus areas around health and climate change and broaden the livelihoods space from skilling to agriculture
ESOs	<p>L&D and capacity development</p> <ul style="list-style-type: none"> • Upskill the team, get training for everyone, to create more subject matter expertise for areas • Skill building • Build the organisation along with team • To become better at learning <p>Impact measurement</p> <ul style="list-style-type: none"> • To understand how we can measure our impact and how can we be more articulate and very confident about it <p>Organisational capacity-building</p> <ul style="list-style-type: none"> • Team building <p>Streamline TM practices</p> <ul style="list-style-type: none"> • Hiring a dedicated HR • Strengthening internal processes • Team management • Hire as many talented individuals as possible across all the different fields • Expand so that more talent can be brought in
FOs	<p>Scaling</p> <ul style="list-style-type: none"> • Ensure that the partner SPOs grow so that they can be mission aligned and get more funding to scale impact. • Resource mobilisation <p>Talent hiring</p> <ul style="list-style-type: none"> • Finding talent predominantly with the project/program management skills • Work bonding

*Presence of variable is depicted by "X"

Source: Compiled by author using in-depth interviews data

5.9 TM challenges and strategies to overcome obstacles

Hiring new talent and departure of employees from the organisations are two key concerns for SPOs. This section outlines some of the key challenges faced by the SPOs and solutions devised to overcome them.

TM challenges due to external factors

i. Talent attraction and acquisition:

Attracting talent is a common challenge across SPOs. A key issue is finding the talent with right skills set. The right skills set implies a combination of different sets of competencies which are complementary in nature and essential to execute a job role. For example, a combination of technology and interpersonal skills or social sector competencies required for stakeholder management. Inability to find the right pool of talent to select from is another recruitment challenge.

SPOs are unable to fill vacant positions as they are unable to find talent which has specific skills set needed to properly execute the job function. Specifically, ESOs and FOs struggle in finding talent with appropriate technical and soft skills and other core competencies required for key operations of the SPO. For instance, communications, IT, and resource generations are difficult to find. Another issue with talent acquisition is the gulf in the job applicants' skills and what they portray in their curriculum vitae (CV).

To attract and retain talent with right skills organisations use an intensive vetting process during the selection phase. This involved competency-based behavioural interview, structured interviews to map mindsets around willingness to learn, open-mindedness, ownership, result orientation, focus, ability to work with other. There are technical interviews around the kind of work the talent will do. Assignments are provided to evaluate these technical competencies.

However, despite adopting rigorous process of selection and hiring, SPOs reported onboarding individuals who lacks values alignment, attitude, and behaviour. Thus, attracting and hiring remain an unresolved challenge.

ii. Competition for talent:

For tech talent like software engineers, the job market is considerably large compared to talent from social sector background. The perks offered by for-profits are even far greater than what talent generally receive in social sector. Because the tech talent has relatively highly marketable skills the competition for attracting and retaining tech talent in SPOs is very high. This challenge is mostly confined to ESOs whose operations are based on strong technical expertise.

Compensation expectations of software engineers, even the fresh graduates and their shortage due to booming IT industry aggravates the problems in hiring a highly skilled technology workforce. This issues primarily lies with ESOs working at the intersection of technology and social impact. Unimpressive salaries contribute also to high attrition of technology professionals compared to social sector talent. Despite having a business model, tech start-ups in the social sector do not have enough financial resources and means to meet the salary expectations of the tech talent who are able to fetch high paying jobs in the corporate world. In case of entry level software engineers, the compensation gap is as much as double between corporate and social sector. The problem is far greater when hiring experienced technology professionals for middle and senior management positions who generally come at a salary of approximately INR 60-70 lakhs per annum. The ESO leaders don't even see compensation for technology professionals becoming at some par with the corporate sector soon in the social start-ups. So, unimpressive compensation is the biggest challenge in hiring and retaining technology professionals.

In these cases, SPOs generally hire fresh graduates from tier-2 and tier-3 engineering colleges. This is termed as win-win situation as the candidates from these institutions looking for a breakthrough and gaining work experience while the organisation is able to overcome the high

compensation expectation barriers. However, the problem generally crop-up after these fresh graduate gain 1-2 years of relevant experience and are able to take-off for a corporate journey. Then salary negotiations and task significance come into play.

iii. Compensation expectations:

Compensation expectations of talent is a deal breaker for a few SPOs. The mismatch between the salary being offered and what is expected poses challenges in hiring and retaining talent. Even the HR personnel at SPOs have started thinking whether the salaries being offered are at par in comparison to similar organisations in the sector. A few of these organisations are now contemplating about benchmarking their compensation.

In certain circumstances, organisations claimed losses in terms of time and resources spent on building the capacity of talent when the employees unexpectedly leave the SPO early due to low compensation or other personal reasons.

As professionals working in the social sector are becoming more aware about the compensation practices in the market, there is a growing realisation in the social sector that the compensation being paid to the talent is considerably lower, and to retain employees there is need to enhance the compensation.

Organisations attempt to overcome the compensation issues by defining and setting their talent boundary. For instance, one NGO/SE focuses on recruiting the local youth as it is unable to meet the salary expectations of professionals who've graduated from the top-notch social sciences institutes. The local youth also bring knowledge of the local socio-cultural scenarios to the organisation. Thus, this NGO/SE is able to not only surmount the compensation challenges but effectively dealt with complex tribal context and language barrier.

iv. Lack of interest in social cause:

Organisations also believe that if a person who wants to work with a SPO does not have interest in creating the social change, they may find the job demotivating in terms of compensation and incentives. According to them, interest in driving a social change is a non-monetary incentive for talent who work in the social sector and if a person is unable to identify and recognise this incentive would get demotivated looking at the monetary benefits. This implies that the SPOs also consider non-monetary incentives as part of their compensation.

Although organisations have not reported a specific practice to address this issue but talent induction and routine discussions on organisational impact and task significance are a few initiatives that are undertaken to ensure that talent is aligned with the vision and objectives of the organisation.

v. Hiring middle and senior management employees:

Hiring middle and senior management employees is found especially difficult. An NGO/SE addresses these issues by hiring their alumni for the middle-management role who very well understand the work of the organisation. Other strategies that FOs have embraced is referral from their network. The referrals are generally invited by the organisational leadership.

vi. Corporate crossover:

Around 50% of the SPO leads in this study are corporate crossovers. However, most of the organisations reported a mixed experience with talent shifting from corporate to the social sector. One of the notions that the corporate crossovers bring with them is that social sector is just another sector where growth (scaling of operations/geographical spread) can happen as fast as corporate. This issue with SPOs

remain unresolved. Generally, a mismatch leads to exit of employee from the organisation.

vii. Beneficiaries' expectations:

Social sector personnel who work directly with the communities sometimes come across situations which are way beyond their control but considerably affect their work, as they do not see the needle moving. The inability to see tangible change despite working hard and following protocols assiduously owing to non-cooperation from community members demotivate talent. Moreover, employees may get discouraged when the beneficiaries do not get convinced about the benefits of services despite the hard efforts invested by the employees in persuading them.

viii. Effect of COVID-19 on workplace:

COVID-19 has considerably shaped the present-day workplace in every sector including the social sector. Personnel working in sample SPOs have now shifted to virtual mode of working where they find the human element missing. SPO find this to be a key factor that demotivates employees.

To overcome the challenges posed by post pandemic workplace, organisations are taking conscious steps to connect physically with their employees. A few efforts in this direction include face-to-face meetups at team and program levels, team building exercises and activities. Team leads in SPOs working in multiple states are frequently visiting different states to connect with regional teams to understand what employees have gone through during the last two years, whether any kind of support can be extended and to know professionals more as human beings.

Furthermore, online platforms like Slack and Zoom are increasingly becoming popular among SPOs to undertake team building activities. However, it should not be assumed that every SPO has some kind of team building and formal structures to boost motivation of their employees. There are SPOs who admitted that they don't have formal processes to encourage their employees such as team building or relationship building activities.

TM challenges due to internal factors

i. Paucity of funds:

Majority of SPOs fail to offer expected salary to their employees. This is primarily because of funding constraints with the organisations. ESOs which have a revenue model like a corporate fail to offer impressive salaries because they are still in the start-up stage and their primary clients being resource constraints NGOs/SEs. Thus, the revenues are not high enough to accommodate salary expectations. Performance linked incentives are used by these organisations to retain talent. As discussed earlier, NGOs/SEs rely on hiring local youth and develop their capacity. Box 3 narrates the story of an NGO/SE which has devised an innovative solution to overcome not only the compensation barrier but also the cultural complexities.

Further more, a few NGOs/SEs attract volunteer, interns, and unemployed people with social bent of mind to overcome resource barrier and implement their projects. While these organisations are not able to give handsome salaries, but they have adopted a policy to continue with their existing staff one project after the other.

ii. Brand value:

Brand value of an organisation affects talent motivation to work for an organisation. Therefore, not having a sound brand value poses challenges in talent attraction and hiring.

In conclusion, the unresolved challenges encompass attracting and hiring talent with similar orientation and culture, funding constraint in hiring, motivation of individuals, brand value, client

issues, unimpressive salary, lack of technical skills, inter-team conflicts, lack of safe space to express opinion, lack of formal structures to motivate employees, work-life balance (burnouts), lack of acknowledgement, individual growth, preconceived notions, expectation mismatch, competition for talent, finding right skills set, hiring for middle and senior management positions.

iii. Delay in decision-making:

Delay in deciding whether to hire someone for a job role is one of the reasons due to which organisations fail to attract and hire talent. This issue generally lies with SPOs where the talent attraction and hiring are heavily centred around the founder.

iv. Lack of technical capacity:

Resource constrained organisations, particularly NGOs/SEs, mention that they are unable to generate funds as they do not have capacity to write effective technical proposals and are weak at documentation. Due to a lack of resources, they are unable to build the capacity of their teams or hire talent with required competencies.

Box 3: Overcoming cultural and compensation barriers

Paucity of resources, operational context, and dearth of talent with right skill sets to manage internal and external stakeholders has shaped the human resource policies and practices of an NGO/SE over the years.

Furthermore, working with local communities' entails understanding of their language, culture, and tradition. Connecting, coordinating and rapport building requires a deeper understanding of the specific and active characteristics of the people and place. The understanding of local communities takes a while for a person recruited from outstation. When this organisation brings fresh staff or personnel from outside, it takes them six to 12 months to immerse in the local context. The main issue for this SPO is that a project is generally run until one to three years and the expectation is to achieve impact in a year. However, if the new staff spends one year only in understanding the context, then it would be highly costly to the organisation in terms of achieving the results on time. In addition, graduates from top notch social science institutions have higher remuneration expectations which is unaffordable to this NGO/SE.

This SPO has converted its recruitment challenges into an opportunity given the kind of work that they are doing. Thus, it is the complexities that exist on the ground and the resource scarcity that guide the talent management strategies of the organisation. In addition, the nature of donor relationships and CDC's reliance on project funding from donors also affects the talent management policies at this organisation.

Hence, preference in hiring is given to individuals who have an existing understanding of the local context. Hiring the local youth cut down the cost to organisation as they have their home in the vicinity of their work locations and sense of emotional wellbeing for staying with family which they would otherwise lose when working outside home. Other factors that make hiring of the local youth attractive is their deep understanding of issues in their own communities.

Thus, the backbone of this organisation's talent philosophy is a commitment to the recruitment of local youth, and to nurturing and developing these youth as leaders. Identifying talent who are constantly motivated and connected to organisation's values, vision, and approach.

Source: Menon (2022)

However, these SPOs are being assisted by ESOs. For example, one ESO in the study is extending pro-bono support to an NGO/SE in the study sample improving their website, even developing the video content for its website, designing organisational logo, and creating social media pages. Besides organisations benefit from the enthusiasm of volunteers and interns who work remotely.

v. Competency mismatch:

Competency mismatch with respect to technical and personality traits is one of the major challenges faced by organisations. This is one of the unresolved challenges, despite that a few organisations have structured and streamlined attraction and hiring process. For example, tolerance to work under uncertainty is one of the traits that organisations look out for in their talent. However, the response from the survey participants shows that they have a low preference for work under ambiguity. Figure 20 shows that 94% of the respondents have low tolerance for ambiguity and prefer to work with specific instructions and clear-cut vision of their work. Category wise insights on tolerance for ambiguity are given in Table 44.

Figure 20: Tolerance for ambiguity among SPO talent



Source: Motivation survey

In none of the archetypes, respondents have a high score for tolerance of change (Figure 21). The tolerance of change is low for all the respondents from two SPO archetypes. The score is moderate across 5 archetypes which includes NGO Simple Ad hoc, ESO Simple, NGO Complex Ad hoc, NGO Complex Professionally Managed, and FOs. This implies that a relatively higher percentage of respondents working in NGO Simple Ad hoc SPOs have a relatively high degree of preference to work under uncertainty.

Figure 21: Tolerance of change among respondents working with particular SPO archetype



Source: Motivation survey

vi. Performance based promotions:

Organisations which follow performance linked or ability-based promotions may face employee demotivation. Personnel working in SPOs get demotivated when their junior peers are promoted to higher positions to them leaving them behind within the organisation.

vii. Poor incentives:

People react to incentives. While this may not be the primary factor that drives talent to work in the SPOs, but it does affect the motivation of professionals, especially when the means don't meet the ends. Poor incentives and low salary hikes also discourage employees.

viii. Misalignment with mission and approach:

Talent joins the social sector as they find meaning and purpose to their job. Task significance is a key motivating factor. But mismatch in the mission and approach to achieve goals and delay in visualising the impact of the work negatively affect employee motivation. Demotivated employees leave the organisation as they are unable to connect with the mission of the organisations anymore. This remains an unresolved challenge for the organisations.

ix. Team management:

Talent bring different sets of personality to the organisation and conflict between team members is quite common. Conflicts are generally resolved through dialogue between the individuals. However, to manage different personalities, for example, to manage a person who requires handholding and another who is an independent worker, the leaders first recognise those differences and rely on listening to the concerns of their team members and understanding each team members style of working to explore the level of a person's dependency.

x. Career trajectory:

Talent aspires to grow within the organisations. If someone stays for longer on a particular position, they might get discouraged owing to lack of personal growth. Even in larger organisations, absence of opportunities for everyone to grow in the hierarchy is demotivating for individuals. What SPOs, particularly lean organisations where vertical growth is limited, do to address this challenge is to provide horizontal growth to their talent. This happens in the form of assigning more roles and responsibilities.

xi. Balance between talent emotion and tasks:

SPOs struggle in achieving a balance between employees' emotions and the task they have assigned.

xii. Disadvantages of traditional performance management:

One disadvantage of performance management cited is that the organisational talent become too engrossed in achieving the targets that they do not spend time in upskilling and their own development.

xiii. Administrative burden:

Too much of administrative burden may also discourage talent in SPOs. According to the SPOs, employees engaged in manual work updates like trackers and reports get disengaged with the work.

xiv. Burnout:

In NGOs/SEs and ESOs respondents reported burnout due to highly stressful work environment and work overload. NGOs/SEs working in public health mentioned that it is very distressful when highly traumatising patients pour their heart out. Another reason of burnout is playing different roles. For example, one of the SPO professional reported burnout due to doing different jobs like fundraising, compliance, accounting, and budgeting.

Organisations also schedule special meetings with their employees to whether they require additional

support to execute their job role. Whenever an employee reports burnout the team lead asks them to take a week break. Organisations have even set up wellness budgets for this purpose. Each employee has a wellness amount set which they can use for their wellness such as availing the gymnasium and other wellness activities.

xv. Monotony of work:

Lack of diversity in the work and repeatedly doing the same task within the same department of the organisation, addressing the same issues, and working with similar beneficiaries is also one of the reasons that demotivate personnel in SPOs. Job rotation and assigning variety of tasks are used to break the monotony amongst employees.

xvi. Talent attrition:

One problem for ESOs is that many employees exit the organisation at the same time. The sudden downsizing of the workforce renders the SPO struggle in finding replacements within a short span of time. However, the organisations are worried more about the exit of their valuable employees as the leadership itself is not interested in retaining everyone who leaves. One of the solutions organisations devise is to negotiate salary with their valuable employees. However, this solution seldom works due to compensation expectation of the talent and funding constraints of the organisation. The organisations also find it difficult to retain employees who feel saturation in their job roles.

Saturation in job is addressed by organisations generally through job rotations and assigning a diverse range of projects to employees. This allows talent to garner new skills and explore newer areas that create a wider career trajectory thereby keeping their morale high. Besides, this strategy helps organisations in preparing next line of leadership.

xvii. Succession planning:

SPOs, especially NGOs/SEs, are particularly driven by the founder who keeps the momentum going. However, there is no next in line leader who is able to replace them with the same energy and enthusiasm while keeping all the employees motivated and the organisation relevant to its stakeholders. The founders are at the helm of generating new project ideas, resource mobilisation and largely take care of everything within the organisation. Employees in these organisations overtime become complacent and settle in a comfort zone, only following standardised instructions.

However, succession planning is not completely absent in SPOs. There is second line of leadership in a few organisations who are intentionally involved in multiple roles to prepare them for leadership roles in future. Generally, these second in line leaders play multiple roles and are engaged in all operations of the organisation to gain a thorough understanding of organisational activities.

To ensure succession planning one NGO/SE accommodate employees request of job rotation where the talent within the organisation is involved in other divisions of the organisations. For instance, HR lead gets involved with program teams. This allows SPOs to not only break the monotony of work for internal talent but also establishes a system of preparing leadership pipeline. Similar findings emerge from FOs where resource generation teams are involved with the work of different teams giving them complete overview of the operations of the organisations. Likewise, ESOs which have observed transition of top executives in recent times reported that the C-suite replacement happened from within the organisation.

Drivers of talent motivation

6 Drivers of talent motivation

What motivates talent to work in the social sector? The study has revealed both pull and push factors that drives talent to work in the social sector. The pull factors are rooted in the inspiration to work for a cause while the push factors are the constraints that forces people to work in social sector. A list of talent motivators revealed in different SPO categories and archetypes is presented in Table 21 and Table 35. “Challenging and exciting work,” “Diverse work opportunities,” “L&D opportunities,” “Organisational culture,” “Personal transformation,” and “Purpose and meaning of the work” are found to motivate individuals across all types of SPO archetypes (Table 35).

Table 21: Drivers of talent motivation in different categories of SPOs

Drivers of Talent Motivation	NGOs/SEs	ESOs	FOs
Pull Factors			
Appreciation and acknowledgement	X	X	X
Autonomy	X	X	X
Capacity building	X		
Career development	X	X	X
Cause above self	X		
Challenging and exciting work	X	X	X
Collective responsibility			X
Compensation	X	X	X
Connect with community	X		X
Designation	X	X	
Diverse work opportunity	X	X	X
Diversity and inclusion	X	X	
Exposure to development issues–built interest			X
Healthy competition between team			X
Horizontal organisation	X	X	
Increasing responsibility	X	X	
Inherent motivation	X	X	X
L&D opportunity	X	X	X
Leadership style	X	X	X
Likeminded people			X
Loyalty towards the organisation	X		
Network building			X
Office-based environment		X	
Opportunity to develop expertise in particular area of interest	X	X	X
Opportunity to gain experience		X	
Opportunity to meet diverse people			X
Opportunity to represent organisation	X		
Organisational culture	X	X	X
Organisational values	X	X	X
Participative culture	X		X
Pay hikes	X	X	
Performance linked benefits		X	
Personal transformation	X	X	X
Pride in work			X
Promotion	X	X	X
Provide safe space to voice concern		X	X
Purpose and meaning	X	X	X
Skill match	X	X	
Specific development issue		X	X
Staff wellbeing	X	X	X
Supportive work environment	X	X	X
Team relations			X
Transformative leadership			X
Trusting people	X		
Voice	X	X	X

Drivers of Talent Motivation	NGOs/SEs	ESOs	FOs
Pull Factors			
Work-life balance	X	X	X
Push Factors			
Lack of better opportunities	X		
Unemployment/	X		

* Presence of variable is depicted by "X"

Colour code: orange cells highlight the motivation factor which is present only in a particular SPO category

Source: Compiled by author using in-depth interviews data

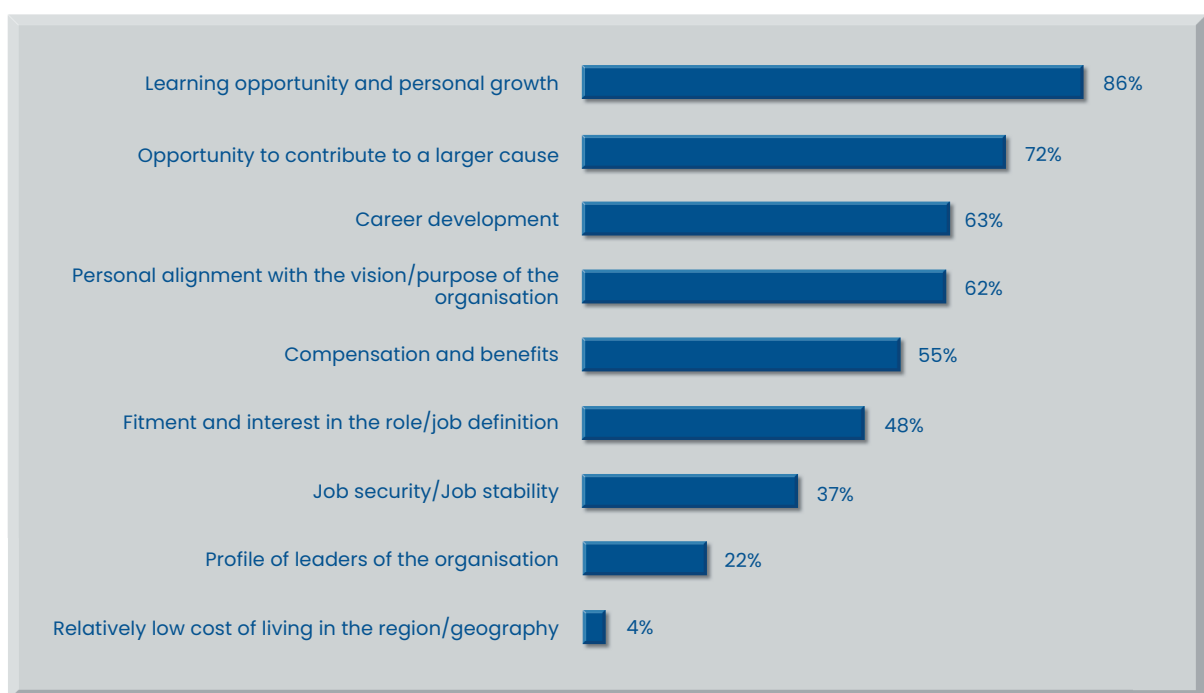
The motivation survey responses also captured a number of pull and push factors that motivate people to join the social sector.

6.1 Pull factors

Pull factors are rooted in the inspiration to work for a cause. The number of pull factors is overwhelming for social sector professionals. A majority of reasons to join the social sector are altruistic in nature. Figure 22 highlights key criteria determining people's decisions to accept roles in Indian SPOs, Figure 23 shows top factors that influence people's continuous engagement and retention in an SPO while factors that motivate people to continue to work in the Indian social sector are presented in Figure 24. Looking at these three figures shows that hygiene factors are important but are not the only elements that drive motivation of individuals to work in the social sector.

Archetypes specific analysis on factors that influence talent's continuous engagement and retention in an SPO and motivate talent to continue to work in the Indian social sector are given in Table 50 and Table 51 respectively. Motivation factors depicted in Figure 22, Figure 23 and Figure 24 are discussed further in this section.

Figure 22: Key criteria determining people's decisions to accept roles in Indian SPOs



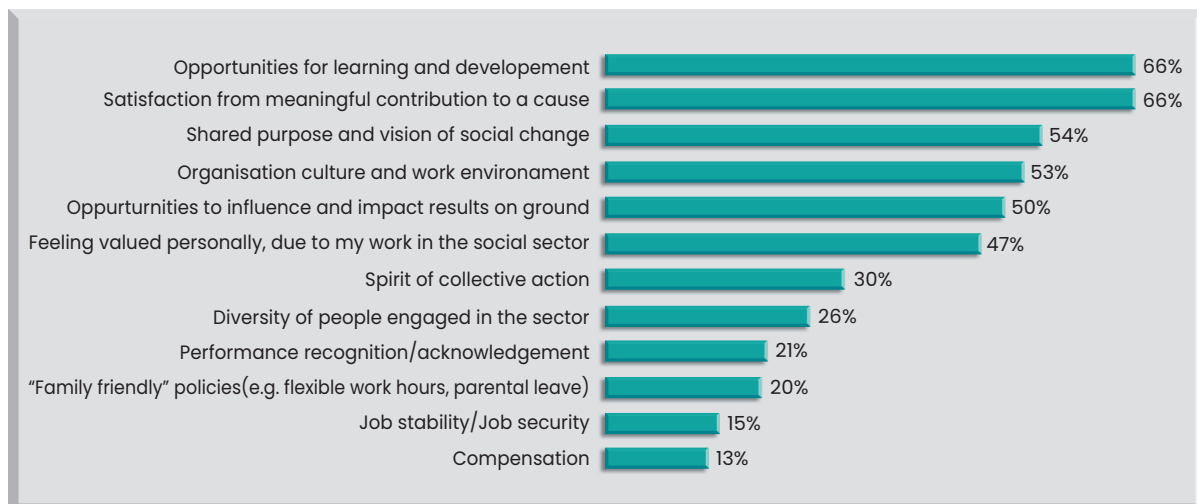
Source: Motivation survey

Figure 23: Top factors that influence respondents' continuous engagement and retention in an SPO



Source: Motivation survey

Figure 24: Factors that motivate respondents to continue to work in the Indian Social Sector



Source: Motivation survey

i. Learning and development (L&D):

L&D and personal growth are identified as a key factor by both the demand and supply side which motivate individuals to continue with the organisation for longer. Eighty-six percent survey participants reported that learning opportunities and personal growth is a key criterion that determined their choice to join a job in Indian SPOs (Figure 22); 71% noted that opportunities to learn and grow influence their continuous engagement and retention in the SPO (Figure 23); 66% marked opportunities for learning and development motivate them to continue to work in the Indian social sector (Figure 24). It is also evident that talent investment across SPOs is mostly into L&D activities. L&D opportunities even overcome the low compensation barrier to some extent. Moreover, organisations which have a clear growth trajectory and are able to manage the talent aspirations well does well in terms of retention of employees.

ii. Purpose and meaningfulness of the work:

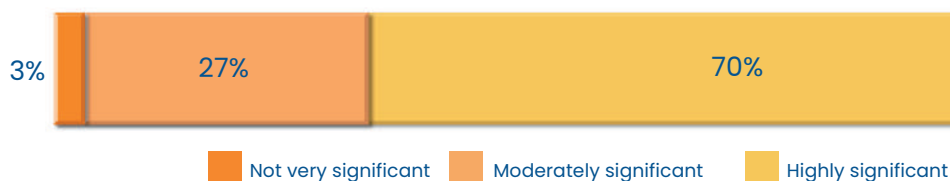
Alignment of purpose with organisation pull talent to work with SPOs. Seeing that the work is positively affecting the lives of others is one of the key drivers of talent motivation to work in SPOs. It is interesting to note that personnel who are responsible for generalised roles like accounts and finance well align the

significance of their work with the mission of the organisation. Inability to directly observe the impact of organisation have a demotivating effect on the morale of these employees. To boost motivation among them, SPO take initiatives like their occasional field visit to partners' project implementation sites.

Seventy-two percent survey participants reported that opportunity to contribute to a larger cause is a key criterion that determined their choice to join a job in Indian SPOs (Figure 22); 71% noted that opportunities to contribute meaningfully influence their continuous engagement and retention in the SPO (Figure 23); 66% marked satisfaction from meaningful contribution to a cause; 50% noted that opportunities to influence and impact results on the ground; and 47% reported that feeling valued personally due to work in the social sector motivated them to continue to work in the Indian social sector (Figure 24).

Furthermore, a deep dive into employees' perception about the significance of their work shows that 70% of the respondent find their task to be highly significant (Figure 25). It implies that majority of the respondents believe that the outcome of their work can affect other people in very important ways. Twenty-seven percent reported their task to be moderately significant having only limited effect on other people, while 3% of the survey participants find their task to be not very significant and that the outcome of their work is not likely to have any effect on other period; Further, category wise insights are given in Table 40.

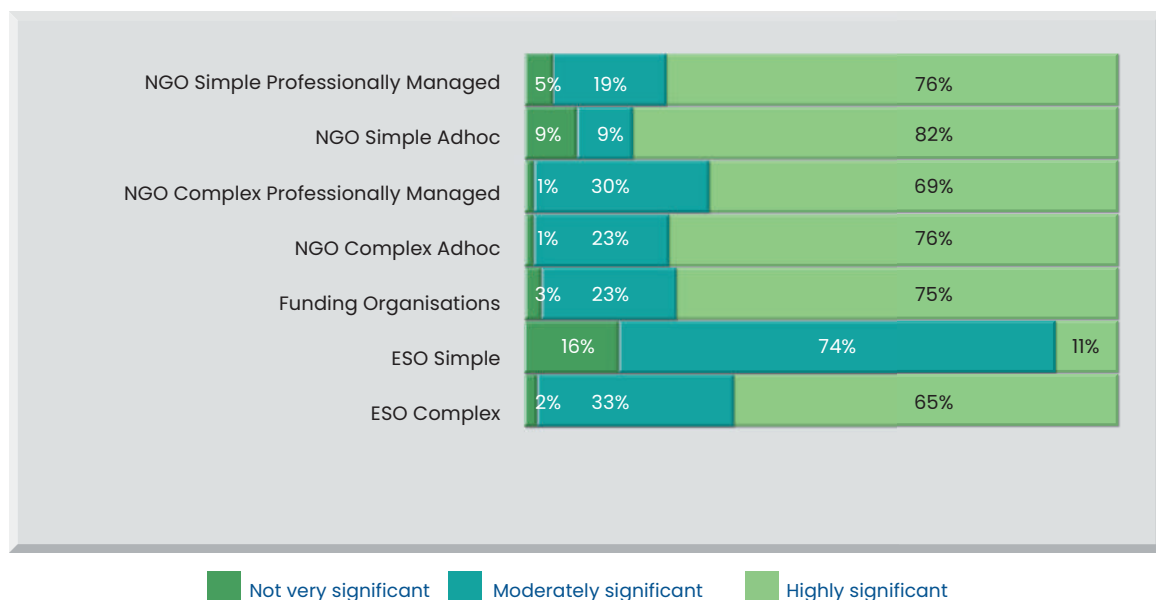
Figure 25: Degree to which the job has a substantial impact on the lives or work of other people



Source: Motivation survey

Figure 26 shows that employees working in NGO Simple Ad hoc organisations find their work to be highly significant, followed by NGO Complex Ad hoc and NGO Simple Professionally Managed SPOs. Task significance is lowest among the employees of ESO Simple SPOs.

Figure 26: Degree of task significance across archetypes



Source: Motivation survey

Other factors that directly affect the meaningfulness of the job include opportunity to use a variety of skills set in the job, ability to complete a work completely (task identity) and continuous feedback on the performance. Figure 27 shows the extent to which talent working in SPOs are able to use a variety of skills in their role. Sixty-one percent respondents reported that their job requires them to do many different things using several different skills and talents. Thirty-seven percent respondents are able use variety of skills and talents only moderately, while only 2% mentioned that their job requires them to do the same routine things repeatedly. Category wise insights on skills variety are given in Table 38.

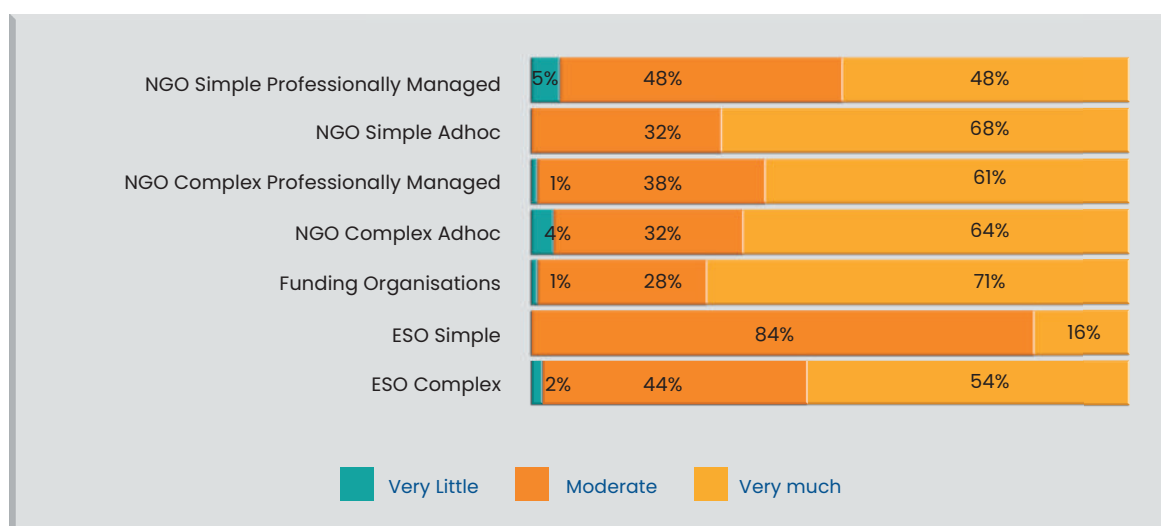
Figure 27: Degree to which a job allows use of a variety of different activities in carrying out the work



Source: Motivation survey

Use of skills variety is highest among the employees of FOs, followed by NGO Simple Ad hoc and NGO Complex Ad hoc organisations (Figure 28).

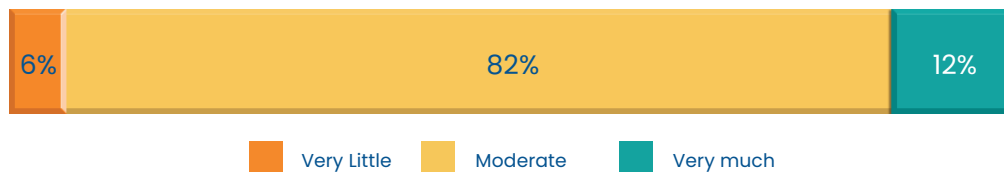
Figure 28: Use of skills variety by respondents working in different SPOs



Source: Motivation survey

Figure 29 shows that only 12% of the survey participants reported that their job involves doing a whole piece of work, from start to end and the results of their activities are easily seen in the final outcome. Eighty-two percent respondents reported that their job is a moderate-sized “chunk” of the overall piece of work. Their own contribution can be seen in the final outcome. Six percent survey participants noted that their job is only a tiny part of the overall piece of work. The results of their activities cannot be seen in the final outcome. Category wise insights on task identity are given in Table 39.

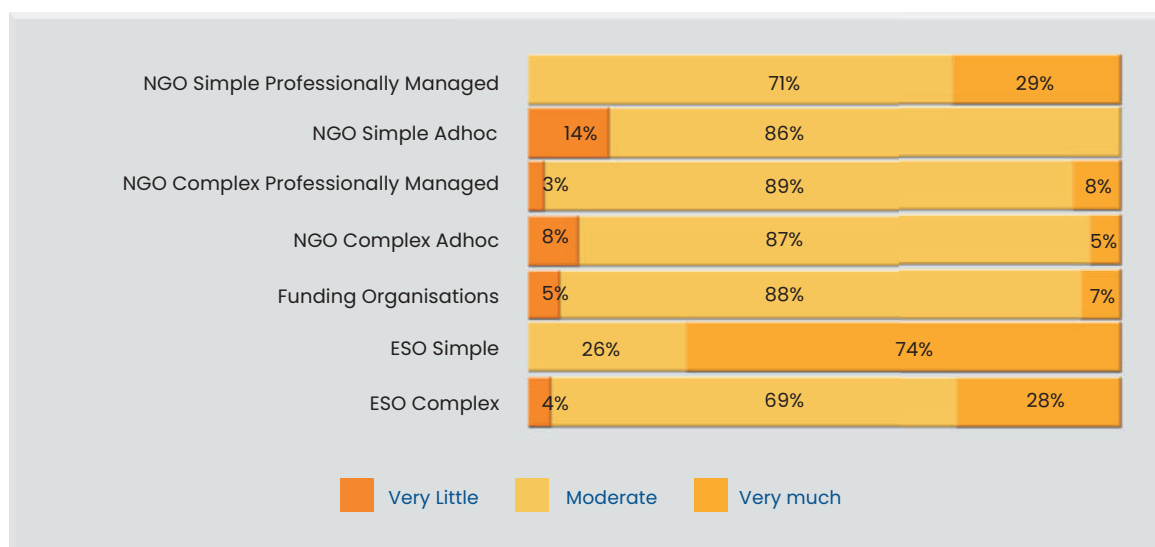
Figure 29: Degree to which the job requires completion of a “whole” and identifiable piece of work



Source: Motivation survey

Figure 30 shows that majority of survey participants from ESO Simple archetype noted that their job involves doing a whole piece of work, from start to end and the results of their activities are easily seen in the final outcome. Task identity is lowest in NGO Simple Ad hoc.

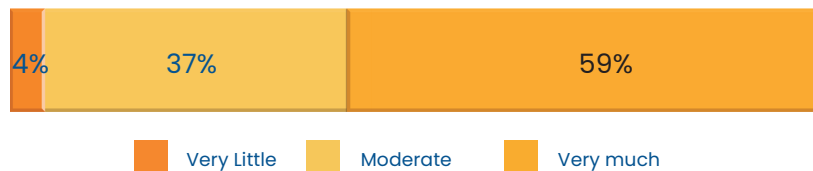
Figure 30: Degree to which the job requires completion of a “whole” work in specific archetype



Source: Motivation survey

The response from 59% of the survey participants shows that their job is set up in a way that the employee gets almost constant feedback about how well s/he is doing. Thirty-seven percent reported that the job sometimes and sometimes does not provides feedback to them. Four percent mentioned that they will never find out how well s/he is doing (Figure 31). Category wise insights on job feedback are given in Table 42.

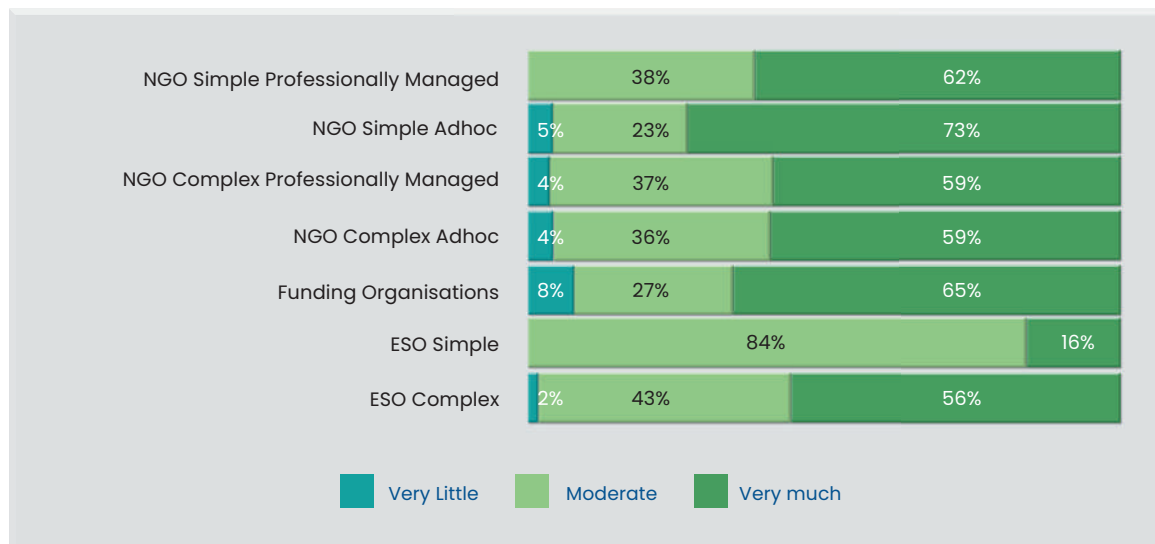
Figure 31: Degree to which the job provides feedback to the employee



Source: Motivation survey

Seventy-three percent of the respondents from NGO Simple Ad hoc and 65% from Funding Organisations mentioned that their job is set up in a way that they get almost constant feedback about how well they are doing (Figure 32).

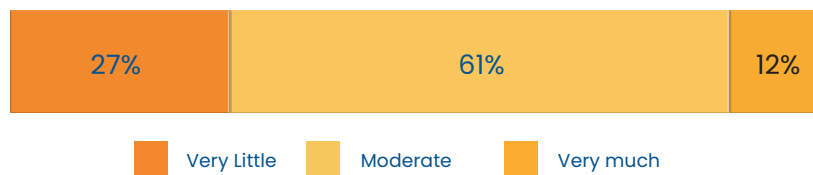
Figure 32: Job feedback across archetypes



Source: Motivation survey

The overall motivating potential of jobs across SPOs is depicted in Figure 33. Twelve percent survey participants finds the motivating potential of their job to be high while 61% and 27% of the respondents find the MPS of the job to moderate and low respectively. Category wise insights on skills variety are given in Table 43

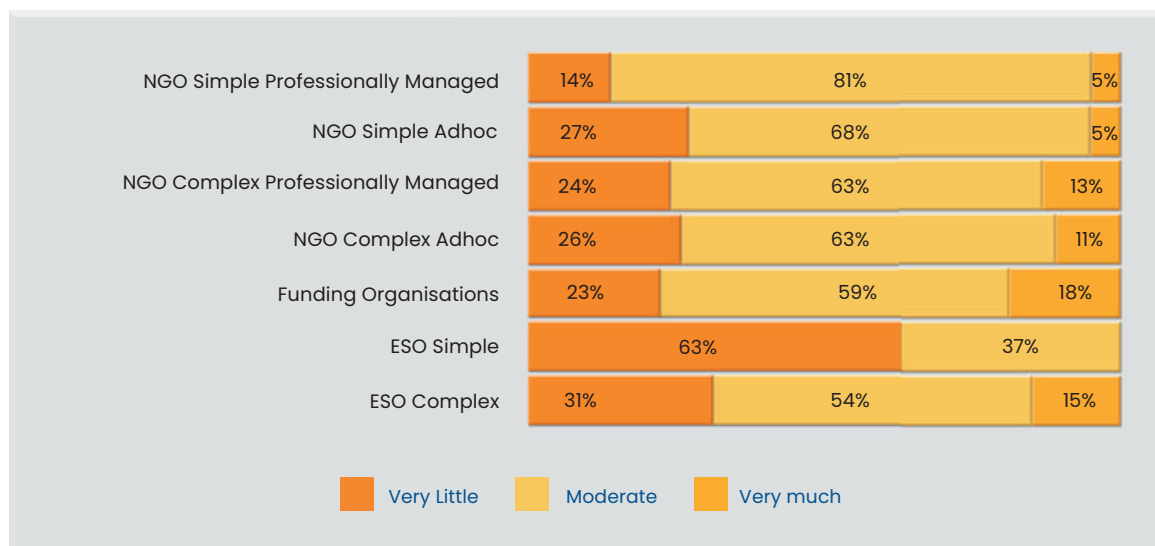
Figure 33: Degree to which the job prompts high internal work motivation



Source: Motivation survey

The motivating potential of jobs is high in FOs, followed by ESO Complex and NGO Complex Professionally Managed respectively. MPS is lowest for jobs in ESO Simple archetype (Figure 34).

Figure 34: Motivating potential of jobs across each archetype



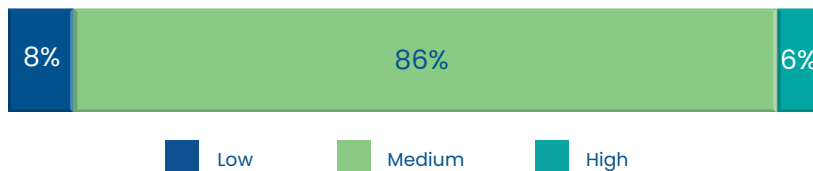
Source: Motivation survey

iii. Organisation culture and work environment:

Organisation culture and work environment has immense effect on talent motivation. Positive culture and work environment positively affect talent attraction and retention. A warm, welcoming, and close-knit team culture where employees feel comfortable in having their own areas of interest and opinions which are never held against them is reported to motivate talent to continue their work with the organisation. The motivation survey response revealed that work environment and organisation culture is the reason that influence continuous engagement and retention of 60% survey participants with the SPOs (Figure 23).

Furthermore, preference of survey participants to work in control, relationship, performance and responsive culture is shown in [Figure 35](#), [Figure 36](#), [Figure 37](#), [Figure 38](#) respectively. Ninety-four percent of the survey participants have a low to medium preference to work in control culture. Six percent have a high preference for control culture. Control culture values the role of senior executives to lead the organisation in order to keep everyone aligned and under control. Category wise insights are given in [Table 45](#).

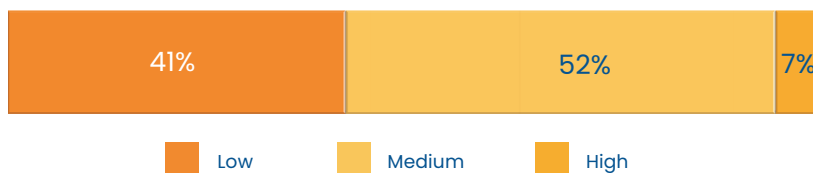
Figure 35: Preference for control culture among SPO employees



Source: Motivation survey

Fifty-nine percent of the respondents have a medium to high level of preference to work in an organisation having a relationship culture. Forty-one percent participants have a low preference for relationship culture. Relationship culture values nurturing and well-being. It considers open communication, fairness, teamwork, and sharing to be a vital part of organisational life. Category wise insights are given in [Table 46](#).

Figure 36: Preference for relationship culture among SPO employees



Source: Motivation survey

Most of the respondents have a low preference to work in a performance culture. Only 1% have high preference to work in a performance culture. Performance culture values individual and organisational performance and strives for effectiveness and efficiency. Category wise insights are given in [Table 47](#).

Figure 37: Preference for performance culture among SPO employees



Source: Motivation survey

The respondents expressed preference to work in an organisation where the responsive culture is medium to low. Category wise insights are given in [Table 48](#).

Figure 38: Preference for responsive culture among SPO employees



Source: Motivation survey

iv. Organisational values:

While values are non-negotiable for SPOs they also keep employees motivated and aligned. Twenty-nine percent survey participants reported that organisational value influence their continuous engagement and retention with the SPO ([Figure 23](#)). However, it is unclear whether the talent and the organisations have the similar understanding of organisational values.

v. Organisational vision and mission:

Alignment with the visions and mission of the SPO enables talent to assess their contribution to the organisation and is a key pull factor to a few employees working with SPO. Seventy-eight percent respondents in motivation survey reported that the organisation vision and mission strongly inspire them to work with the SPO, while 18% reported moderate effect on their motivation to work with the organisation ([Figure 45](#)). Twenty-nine percent survey participants reported that organisational vision influence their continuous engagement and retention with the SPO ([Figure 23](#)). Head of the capacity-building of an FO underscored “it would be so amazing to actually work with an organisation whose vision I am aligned to... that I know, I’m making a contribution to the vision.”

vi. Diversity and inclusion:

Opportunity to work with peers and other stakeholders with a diverse range of backgrounds motivates talent to work with SPOs. In fact, majority of SPOs have diversity and inclusion as key organisational values that drive the entire TM strategy.

vii. Leadership style:

Attitude and behaviour of the leaders matter a lot to professionals working in the social sector. Leadership style considerably affect motivation of talent and positively affect retention. A participative (listening to people and teams, allow disagreement and take collective decisions), trusting (believe in capability of talent), accessible, appreciative, and supportive (allowing employees to take initiatives) style of leadership lures and retains talent to the organisations while micromanagement style of leadership is associated with high rate of attrition. Twenty-four percent respondents ([Figure 23](#)) reported leadership style influence their continuous engagement and retention with the SPO.

viii. Acquiring relevant experience:

A large number of professionals in SPOs join a job and work with the SPOs to gain first-hand experience to improve their resume. These professionals are generally fresh graduates who are aspired to pursue

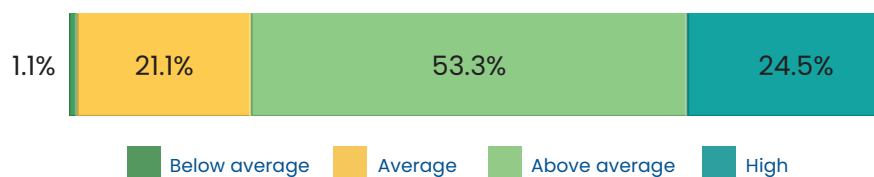
higher education from abroad. Two ESO reported taking takes this aspiration in consideration to create an environment that allow talent to achieve their aspiration and drive organisational performance.

ix. Ability to work independently and recognition in the community:

According to SPO leaders what motivates talent to work with them is the ability to work independently with the beneficiaries and confidence to run a program. The connect with the community and being respected and recognised in the community also drives talent to work with SPOs.

The ability to work independently is reflected in individuals' need for achievement. [Figure 39](#) shows the need for achievement of survey participants. Seventy-eight percent respondents (n = 447) have an above-average to high need for achievement implying that they want to accomplish reasonably challenging goals through their own effort. They prefer to work alone rather than in teams and have preference for assignments which are neither too easy nor impossible to finish. They have a desire for unambiguous feedback on performance and recognition for their success. They also take responsibility for both success and failure. Money is not a strong motivator for them unless it provides feedback and recognition. Twenty-one percent have average and 1% have below-average score. A low score is not reported in the sample which implies that respondents perform their work better when money is used as an incentive. Category wise insights are on need for achievement are presented in [Table 37](#).

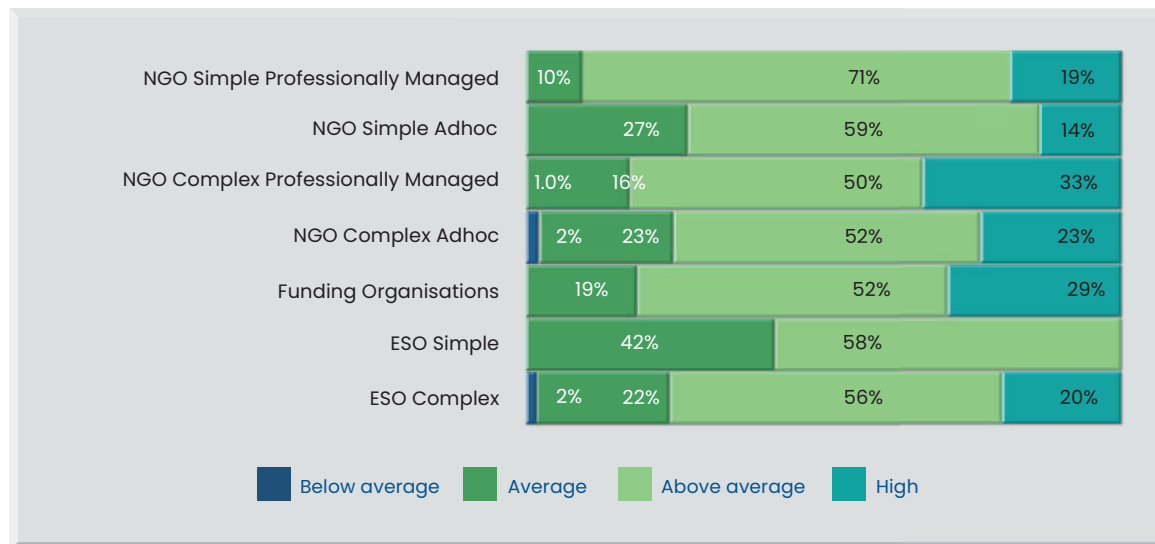
Figure 39: Need for achievement among SPO personnel



Source: Motivation survey

Figure 40 depicts that need for achievement score is high for a larger percentage of employees of NGO Complex Professionally Managed SPOs. The need for achievement score is below-average only for individuals working in NGO Complex Ad hoc, ESO Complex and NGO Complex Professionally Managed SPOs. For all other respondents in each archetype the score is average or more.

Figure 40: Need for achievement score for employees of various archetypes



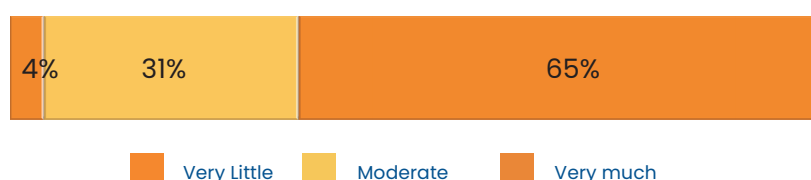
Source: Motivation survey

x. Autonomy and voice:

The ability to take shape one's work and raise concern which gives a feeling of leadership is also a key motivating factor for talent working in SPOs. Autonomy gives the feeling of leading, driving the change, being accountable and trusted. Figure 23 shows that autonomy and work flexibility is a key factor that influence continuous engagement and retention of 37% respondents working with the SPOs in the sample.

Figure 41 suggests that the organisation also gives significant degree of autonomy to their employees. Sixty-five percent respondents reported a substantial freedom, independence, and discretion in determining how the work is conducted. The job gives the employees almost complete responsibility for deciding how and when the work is done. Thirty-one percent respondents marked that many things in the job are standardised and not under their control, but they can make a few decisions about the work. Only 4% noted that they have no "say" in determining their work. Further category wise insights are given in Table 41.

Figure 41: Degree to which the job provides autonomy to the employee in scheduling the work



Source: Motivation survey

Figure 42 shows that Most of the survey respondents from NGO Simple Professionally Managed SPOs reported having considerable autonomy at work. Autonomy to employees is reported to be least in ESO Simple archetype.

Figure 42: Autonomy to employees across each archetype

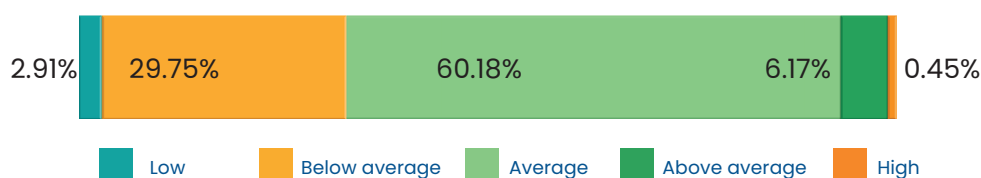


Source: Motivation survey

Furthermore, open communication, participative approach to decision making, creativity and innovation are desired by both the employer and employee. SPOs have even embraced and established platform where employees are encouraged to speak their ideas and concern.

However, the need for social approval, which is based on individuals' self-concept, values, personality, and possibly socialised social norms shows that only 32% of the survey respondents have a below-average to low score. It implies that only one-third of the survey participants are confident and immune to criticism and don't shy away from speaking their mind. It reflects on self-confidence to communicate ideas.

Figure 43: Need for social approval among SPOs' personnel

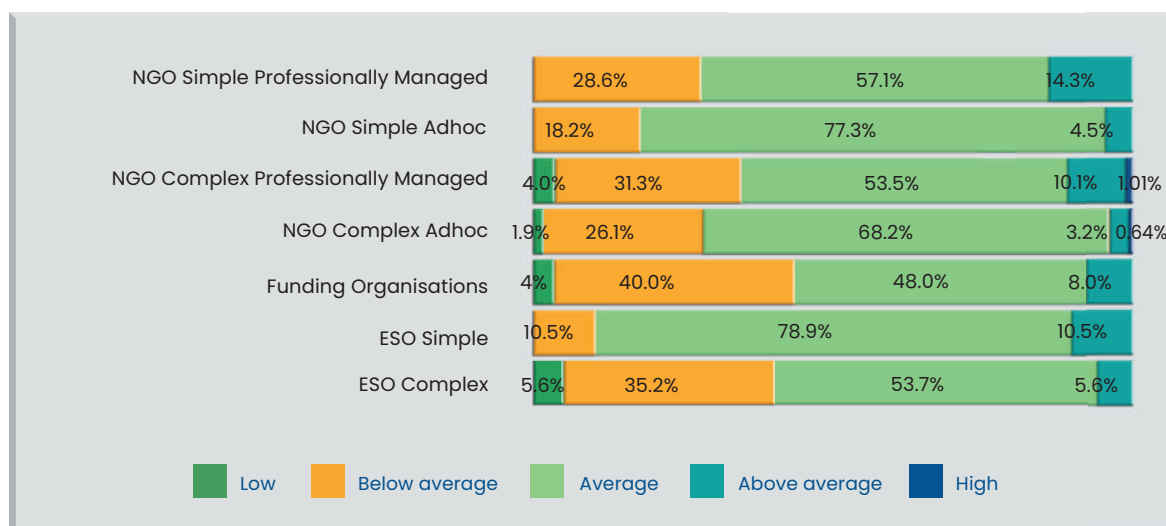


Source: Motivation survey

Figure 43 shows large proportion (~67%) of the respondents (n = 447) have average to above-average score suggesting that they are moderately affected by the opinion of others. They can communicate their ideas only under certain circumstances. For example, when they are familiar or comfortable with most of the individuals in the group. The categorical analysis of need for social approval is presented in Table 36.

Figure 44 shows that the need for social approval score is low for a maximum percentage of personnel from ESO Complex archetype and above-average for a maximum percentage of personnel from NGO Simple Professionally Managed. The score is high only for 0.6% and 1% personnel from NGO Complex Ad hoc and NGO Complex Professionally Managed SPOs respectively.

Figure 44: Need for social approval score for respondents working with a particular SPO archetype



Source: Motivation survey

xi. Well-being initiatives:

Well-being initiatives like work-life balance in the form of flexible work hours and leave provisions, hygiene factors like compensation and pay hikes, performance linked benefits, appreciation and acknowledgement of work, and promotions are a few key talent motivators. Twenty-one percent respondents give due importance to performance recognition and acknowledgement, 20% to family friendly policies while 13% to compensation (Figure 24).

xii. Organisational structure and processes:

Factors such as a horizontal structure of the organisation that allows employees to have seamless communication with their colleagues along with safe spaces to voice concern and induction processes like buddy system also reported to motivate talent to work with an SPO. However, one organisation reported negative effect on the latter due to COVID-19 due to which the buddy system is inactive.

xiii. Diverse work opportunities:

SPO employees highlighted that opportunity to work in a diverse range of projects also keeps them working with the organisation. Diverse work opportunities exist in the form of working with different types of NGOs, contribution to a range of projects such as different research projects.

xiv. Challenging and exciting work:

Opportunity to address complex social issues, support other organisations to scale the impact and prospects of doing expansive work is what excites talent to join the social sector.

xv. Skills match:

SPO leaders responded that match between their skills set, and organisational functional area enable them to effectively contribute their knowledge to the organisation.

xvi. Inherent motivation:

A few respondents reported a natural bent of mind, compassion, and empathy that motivated them to work in the social sector.

xvii. Personal transformation:

A positive change in one's capability to do and achieve more as a professional which they had hardly imagined themselves before joining the SPO is also a key motivator for talent to stick to the organisation. An interview participant from an FO note: "I think the one thing is that the kind of trust and responsibility that they (organisation) have, it really helps me to grow. like, I feel like I can take up more risks, or a project, which is a little riskier than I ever would have in my life, and they've kind of pushed you to be very self-driven."

xviii. Acknowledgement and appreciation:

Acknowledgement and appreciation of their work is noted to be a major factor that drives and keep talent to work in social sector. Acknowledgement and appreciation also come in the form of even small project achievement where employees talk to frontline community who got benefitted from the project. It reinforces employees' belief that their efforts worth for the community and the SPO.

Other pull factors that motivate talent to work with SPOs include collectivism, team relations, work of partner NGOs, network building, sense of pride one wants to achieve in his/her work, opportunities to develop expertise in area of interest, like minded peers, opportunity to work on specific development issue.

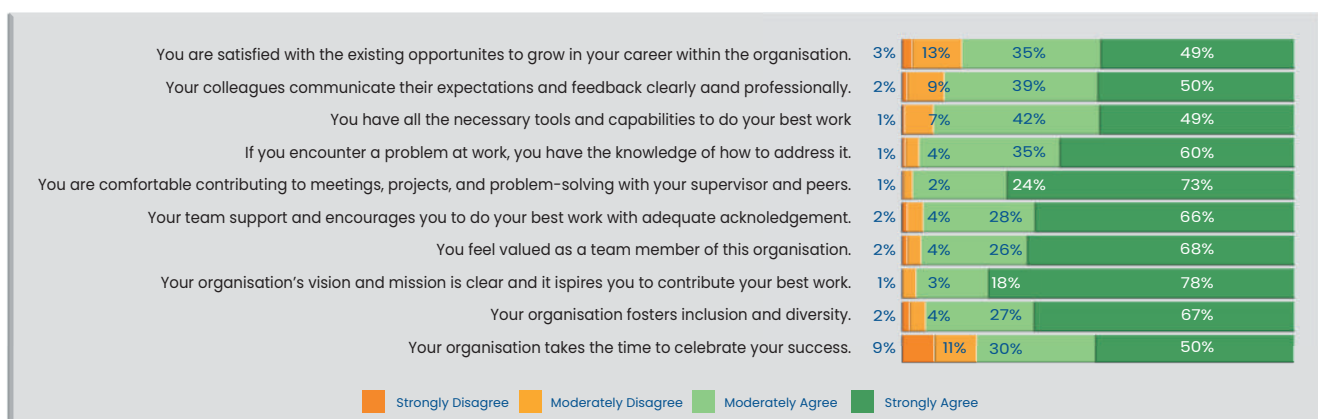
6.2 Push factors

Push factors are the constraints that forces people to work in the social sector. One of the respondents from an NGOs/SEs note "One is that they might be very driven by a social cause. Second is that there is some way of earning something because given the educational background or maybe lack of opportunities elsewhere, and third it maybe better to do something than to sit at home."

Satisfaction and perception of talent towards their job

Figure 45 shows responses to questions related to satisfaction with opportunities available with SPO, feedback, availability of necessary tools, and factors that motivate talent to work with current SPO.

Figure 45: Satisfaction and perception of talent towards their job



Source: Motivation survey

Nearly half of the respondents reported high degree of satisfaction with the existing opportunities to grow their career within the organisation they are working with. Half of the employees also noted that their colleague set clear expectations and communicate feedback clearly and in a professional manner. Approximately same percentage of survey participants mentioned that they have all the necessary tools and capabilities to their best work. If you encounter a problem at work, you have the knowledge of how to address it. Nearly three-fourth of the employees feel comfortable contributing to the meetings and projects and nearly a two-third pointed out that they are supported and encouraged by their team to do their best work and feel valued as a team member of this organisation. Seventy-eight percent survey participants mentioned that their organisation's vision and mission is clear, and it inspires them to contribute their best work. Two-third of the respondents also reported that their organisation fosters inclusion and diversity and half of the respondents pointed out that their organisation takes the time to celebrate their success.

6.3 Developing effective TM strategy with people centrality

Effective TM strategy helps organisations attract and retain talent. Based on the qualitative and quantitative responses, a framework (Figure 46) is developed that the organisations can leverage to develop people centric TM practices and drive organisational performance. Shared vision, learning and development opportunities along with career growth, organisation culture and workplace environment, leadership style and acknowledgment and appreciation are key components of the framework. Integrating these components into TM practices can improve talent attraction and retention across SPOs.

Commitment to cause leads to high degree of commitment to cause and deeper engagement in organisational activities. Survey response suggest that trust in vision and mission of the organisation motivate talent to contribute their best work. Take actions to show commitment to cause.

L&D helps organisations improve talent motivation. It builds the capacity of organisation and drives performance.

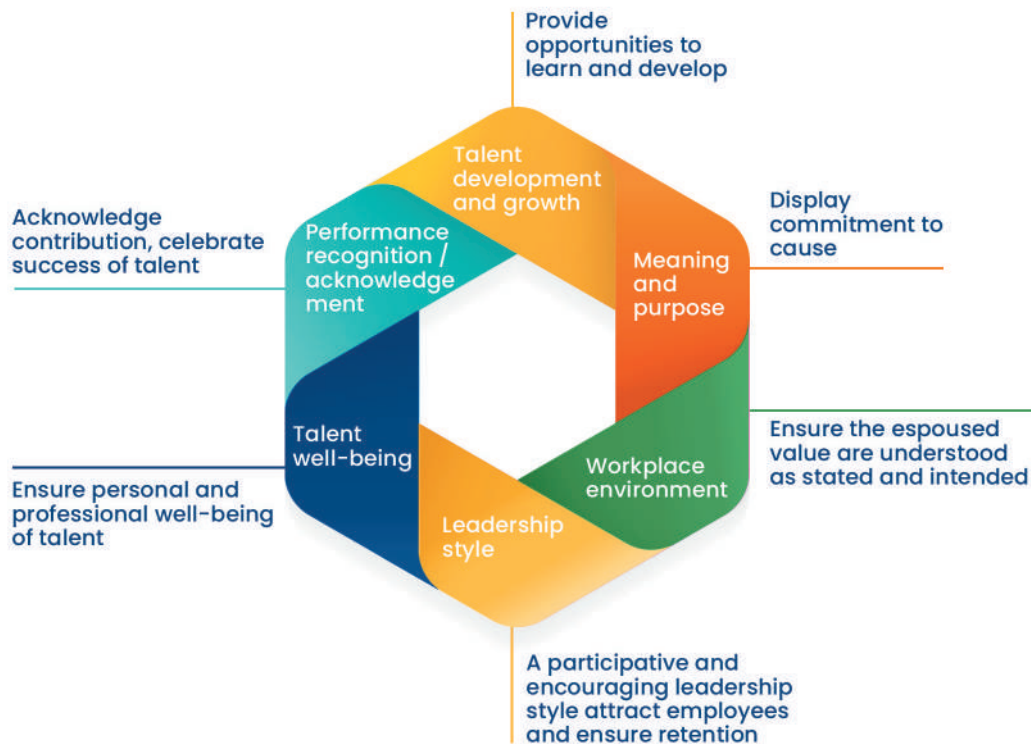
Workplace environment also matters a lot to the talent in Indian social sector. Relationship with peers keeps the talent morale high ensure team play at work. Regular team building activities can ensure employees to keep connect with each other and make productive teams.

Interviews revealed that a participative and encouraging leadership style attract ex-employees to the SPOs. Therefore, adopting empathetic and people centric style of leadership can help SPOs in attracting and retaining talent.

Periodic performance appraisals, provisions of incentives, acknowledgment and appreciation tend to motivate talent to do their best work.

Ensuring talent well-being, work-life balance, remote work opportunities and flexible leave policies are some of the top factors that captures imagination of talent in social sector.

Figure 46: A people centric TM framework



Source: Developed by author using interview data

Way forward

The study has brought forth talent management practices prevalent across different type of SPO archetypes in India. The evidence generated and best practices captured provide a valuable resource to other SPOs in the sector to streamline, improve and address talent challenges faced by them.

However, the applicability of findings has some limitations since the findings of this study are based on interviews and survey conducted across 24 organisations. The sample size is considerably small looking at the entire universe of SPOs. Therefore, the findings emerged from this research should be looked at from this lens. Moreover, lack of enough sample across all the seven archetypes restricted the comparison of TM practices between organisations falling within the same archetype. Collection of data on missing archetype and their comparison would bring much deeper insights and might help generalisation of findings for each archetype. Generalisations of the findings demand further exploration of the TM practices across a few other organisations particularly ensuring the geographical representation. As evident from the findings from this report, the latter may have a substantial effect of the TM practices of SPOs.

Furthermore, another limitation of the study is that the insights on TM have come largely from the top leadership and vertical leads of the SPOs. Motivation survey does provide some understanding of supply side too. However, perspective of employees working at different levels will give more nuanced understanding of TM practices. For instance, shared vision between the employer and employee and mission alignment with talent, which is highly desired by the SPOs, entails same understanding of organisational values and mental models that shape organisational culture and

affect talent motivation and well-being. Moreover, the demographic and cultural factors can have influence on talent motivation to work in the social sector. Therefore, exploring the cultural dimensions of talent motivation would add greater understanding of how culture affect talent motivation.

Besides, the categorical analysis revealed relationship between some variables like the tolerance of ambiguity rises with increase in age but decline with rise in education ([Table 44](#)). Furthermore, a gamut of talent motivators is described in the report, collection of further data on these variables and employing statistical tools like the structural equation model would enable understanding the strength of relationship between variables and revealing which ones have intense effect on talent motivations.

In addition, the study has stimulated intellectual curiosity to examine other relationships such as the cumulative impact of regional NGOs/SEs on local job markets and youth unemployment in rural areas. The researchers need to dig further deeper to unravel these relationships as well as TM practices across organisations.

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Annexes

Annex 1: List of organisations participated in the study

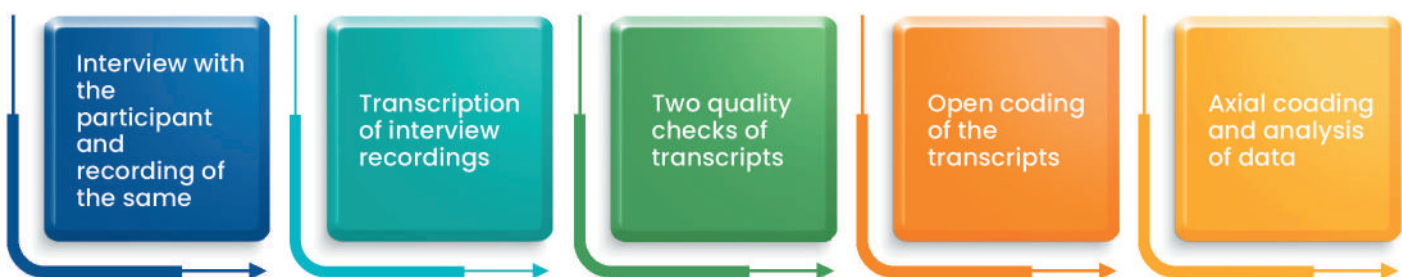
Organisation Name	Category	Archetype
Arghyam	Funding Organisation	Funding Organisation
A.T.E. Chandra Foundation	Funding Organisation	Funding Organisation
Atma	Ecosystem Support Organisation	ESO Simple
Community Development Centre	NGOs and SEs	NGO Simple Adhoc
CRY – CHILD RIGHTS AND YOU	Funding Organisation	Funding Organisation
Danamojo Online Solutions Pvt. Ltd	Ecosystem Support Organisation	ESO Complex
Dhwani Rural Information Systems Pvt Ltd	Ecosystem Support Organisation	ESO Complex
Dr. Reddy's Foundation	NGOs and SEs	NGO Complex Professionally Managed
Good Business Lab	Ecosystem Support Organisation	ESO Complex
GUNVATI Jagan Nath Kapoor Foundation	NGOs and SEs	NGO Simple Professionally Managed
Humana People to People India	NGOs and SEs	NGO Complex Professionally Managed
India Foundation for the Arts	Funding Organisation	Funding Organisation
Institute of Social Studies Trust	Ecosystem Support Organisation	ESO Simple
Jai Vakeel Foundation & Research Centre	NGOs and SEs	NGO Complex Professionally Managed
National Centre for Promotion of Employment for Disabled People (NCPEDP)	NGOs and SEs	NGO Simple Professionally Managed
Pravah	NGOs and SEs	NGO Simple Adhoc
Quest Alliance	NGOs and SEs	NGO Complex Adhoc
Service Initiative for Voluntary Action Trust	NGOs and SEs	NGO Simple Professionally Managed
Society for Nutrition, Education and Health Action (SNEHA)	NGOs and SEs	NGO Complex Adhoc
U&I Trust	NGOs and SEs	NGO Complex Adhoc
Udhyam Learning Foundation	NGOs and SEs	NGO Complex Adhoc
Ummeed Child Development Center	NGOs and SEs	NGO Complex Adhoc
Villgro Innovations Foundation	Ecosystem Support Organisation	ESO Complex
Youth for Unity and Voluntary Action (YUVA)	NGOs and SEs	NGO Complex Professionally Managed

Annex 2: Qualitative data collection and analysis

Data collection

Each interview is planned for 60 minutes but generally lasted 60–75 minutes. All the interviews were conducted online either on Zoom or Google Meet and recorded for analysis. The medium of interviews was English except a few where either Hindi or mother tongue of the participant is used. For latter, help is sought from professionals competent in both English and the language of the participant. The recordings of the interview are transcribed in English.

Figure 47: Schematic representation of data collection, preparation and analysis



Quality check of transcripts

The transcripts are checked for quality in two stages. During the first stage, a researcher listens to the interview recording to check the accuracy of transcription, identify missing words if any, and typos. The same process is followed during the second stage where another researcher checks accuracy and quality of transcription. In certain circumstances, the quality of recording is compromised due to poor network bandwidth during the interview as a result some transcripts have a few missing words which both the researchers could not identify. After the second round of quality check, the transcripts are used for coding.

Coding of interview transcripts

Open coding:

The sentences and paragraphs from the transcripts are repeatedly read to arrive at relevant themes that describe and classify the content from interview transcripts. Both splitting and lumping of the text is adopted to describe the content in a code.

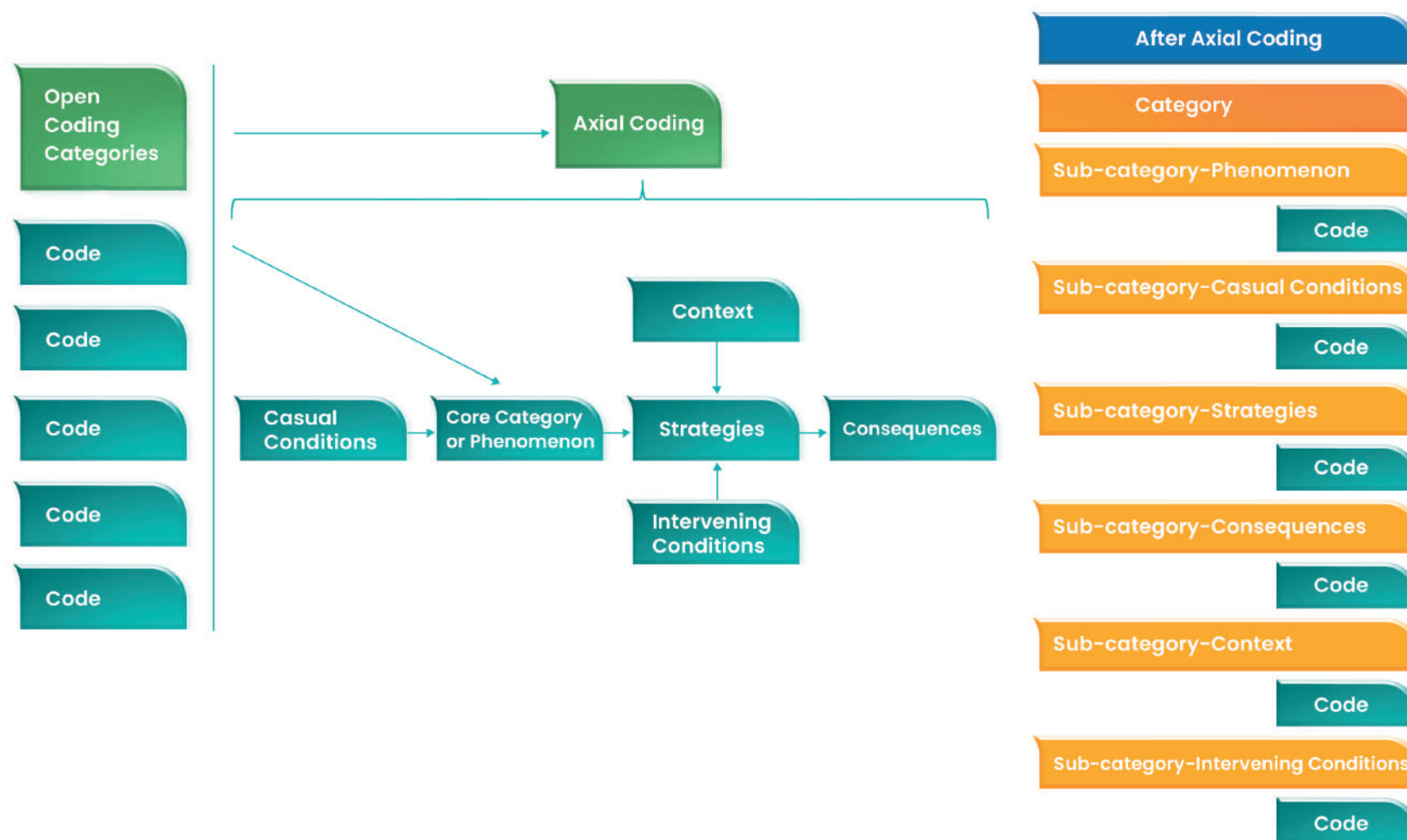
Axial coding:

To arrive at relevant “categories”, utilizing the relationship between the codes generated in open coding this study has used the Coding Paradigm created by Strauss & Corbin (1990). The axial coding paradigm is depicted in Figure 48.

The approach helped in conducting systematic step by step analysis of data (i.e., selection of one open coding category as a core phenomenon and then relating all other categories to it), explain action, processes or/and interactions. Identifying relevant phenomenon, factors that causes the phenomenon to occur, strategies adopted deciphering the actions, processes and interactions across different variables that affect talent practices across SPOs.

The findings from the qualitative analysis are supported using quotes which are poignant and/or most representative of the research findings. At places, large excerpts from the interviews are quoted to ensure that the context and meaning is maintained. Each quote ends with the name of the speaker and organisation (Anderson, 2010).

Figure 48: Axial coding paradigm



Source: Strauss and Corbin (1990)

Phenomenon/Core category:

It is the central idea/theme of a category and is the “what” is being explored. For example, “What is the understanding of ‘talent’ across SPOs” .

Causal conditions:

Once a central theme is identified the next stage is to find the codes from open coding categories which could be causes of the central idea. These codes are then grouped as subcategories which explains the causes of the phenomenon. These subcategories describe “Why is this phenomenon happening?”. For instance, “Why do the organisations define talent the way they define it”?

Strategies:

Once the phenomenon and its causes are identified, the next step is to explore what actions the research participants/SPOs take because of the phenomenon. These actions are the strategies. Again, relevant codes are identified from open coding and grouped as subcategories reflecting the strategies adopted by the research participants/SPOs because of the phenomenon. For example, “What do the SPOs do to acquire the talent”?

Consequences:

These are the outcomes of the different strategies developed, adopted, and implemented by the SPOs. It answers, “what happens because of the strategies adopted by the SPOs?”

Context:

It explain the circumstances/phenomenon which have shaped the strategies or circumstances in which they take place. For example, where the phenomenon happens and/or what is its intensity/frequency.

Intervening conditions:

Like the context, however, intervening conditions are more general in nature than context and describe attributes, usually about the research participants, that may influence their strategies. This is often “background info” or previous experience. It can describe the participant, such as demographic information, or previous experiences before this specific phenomenon. For example, “how personal context, say being founder of an SPO, affect the strategies?”

Annex 3: Analytical framework and scoring key for motivation survey

Need for achievement

Table 22: Scoring guide for need for achievement

Need for achievement score	Interpretation
24 to 28	High
18 to 23	Above-average
12 to 17	Average
6 to 11	Below-average
0 to 5	Low

Source: Adopted from McShane & Glinow (2017)

Need for social approval

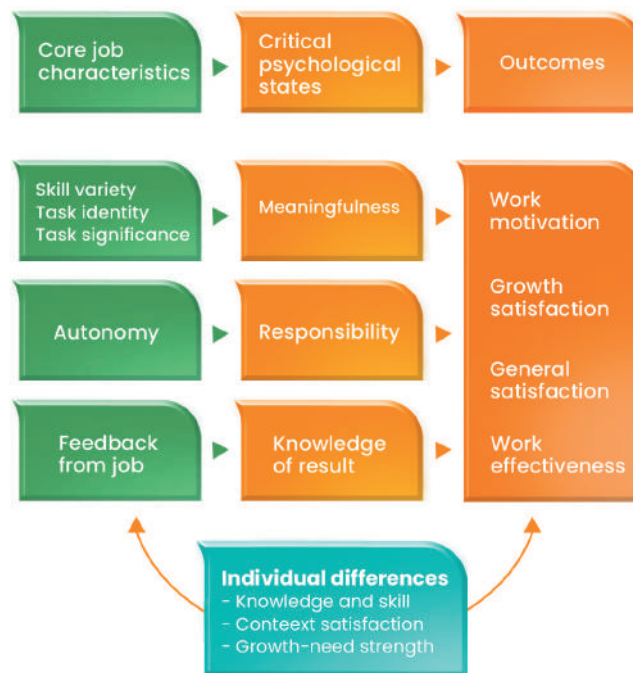
Table 23: Scoring guide for need for social approval

Need for social approval score	Interpretation
28 to 32	High
20 to 27	Above-average
12 to 19	Average
6 to 11	Below-average
0 to 5	Low

Source: Adopted from McShane & Glinow (2017)

Analytical framework for job diagnostics

Figure 49: Analytical framework for job diagnostic



Source: Adopted from McShane & Glinow (2017)

MPS calculation

MPS is calculated using Equation 1

$$MPS = ((SV + TI + TS) / 3) \times \text{Autonomy} \times \text{Job feedback}$$

Adopted from McShane, S., & Glinow, M. A. V. (2017). *Organizational Behavior*. McGraw-Hill Education

Score and Likert criteria used for MPS

Since a standardized scale is not available for MPS the quartiles are used to categorize the data into three Likert categories viz low, medium, and high. Thus, these scores and Likert categories are based on the quartiles. Respondents in upper quartile are given a high score (>5 but <=7), those in quartile range are given average (3-5) and those in the first quartile have a low score (below 1-2). The scoring guide is presented in table

Table 24: Scoring guide for MPS

Motivating-Potential of Job	Score
Low	Below 161
Average	161-193
High	>193

Quartiles are used to determine low, medium and high score for MPS

Tolerance for change

Table 25: Scoring guide for tolerance for change

Tolerance for change score	Interpretation
81 to 112	High tolerance for change.
63 to 80	Moderate level of tolerance for change.
Below 63	Low degree of tolerance for change. Instead, individuals prefer stable work environments.

Source: Adopted from McShane & Glinow (2017)

Organisation culture

Table 26: Scoring guide for organisation culture

Organisation culture dimension and definition	Score interpretation
Control culture	High: 3 to 6 Medium: 1 to 2 Low: 0
Performance culture	High: 5 to 6 Medium: 3 to 4 Low: 0 to 2
Relationship culture	High: 6 Medium: 4 to 5 Low: 0 to 3
Responsive culture	High: 6 Medium: 4 to 5 Low: 0 to 3

Source: Adopted from McShane & Glinow (2017)

Annex 4: Archetype wise analysis of organisational context, talent management lifecycle and drivers of talent motivation

Table 27: Mental models that guide culture in SPO archetypes

Mental models or philosophies	Description	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
People centricity								
Accountability to people	Listen to stakeholder						X	
Appreciative	Focus on strengths of each individual and appreciate their success and achievements		X	X	X	X	X	
Autonomy to employees	Giving accountability to employees when someone will have to making decisions					X	X	
Culture of encouragement	Encouraging talent to develop skills		X	X	X	X	X	
Relationship culture	Preference for relationship building with employees	X	X	X	X	X	X	
Trust	Trust in the organisation that it will take care of the employees		X	X		X	X	
Entrepreneurial mindset								
Culture of assessment	Tracking performance of talent				X			
Entrepreneurial culture	Drive organisational growth						X	
Performance	Combination of performance orientation, along with compassion for people			X				
Problem solving	The organisation strives to solve problems			X	X	X	X	
Flexible	Accommodating work culture; employees work very much like a family					X		
Growth focus	Entrepreneurial culture	X	X	X	X	X		
Return on investment	Create multiplier effects with the fund							X
Universalism								
Compassion	Understanding the grief and challenges of others			X		X		X
Diversity	Respecting diverse cultures, religions, and people		X	X	X	X	X	X
Empathy	Attempt to understand what the peers and stakeholders going through; how are they feeling? What are their anxieties? What are their needs?			X	X		X	X
Equity	Maintaining a good ratio of people of different gender, race, religion, caste, socio-economic-class			X			X	
Fairness	Providing equal opportunities to all			X				
Inclusion	No disparity based on caste or religion or creed anyone willing to participate can do so	X	X	X	X		X	X
Participative	Ensure participation of varied groups in system and processes	X		X	X	X	X	X
Transparency	Open and honest communication with the employees							X

*Presence of variable is depicted by 'X'

Source: Compiled by author from in-depth interviews

Table 28: Management values and their implications for the SPOs

Value	Description	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
People centricity								
Accountability	Brings ownership and increase task significance among employees.	X		X	X	X		X
Appreciating partners	Respecting the partner implementing agencies and stakeholders ensuring the power imbalance do not create any kind of hurdle							X
Collaboration	Collaboration increases the efficiency of the organisation by improving the problem-solving capacity, innovation, and cross learning.	X	X	X	X	X	X	X
Nurturing	Groom and build capacity of relevant stakeholders that positively affect organisational performance			X	X	X	X	X
People Centric	People centricity make employees feel valued in the organisation and positively affects talent longevity with the organisations.	X		X		X	X	
Trust	Trust is one of the core value indispensables for driving collaboration. SPO believes that collaboration is not possible if the team members don't trust each other.			X	X	X	X	X
Universalism								
Compassion and Care	Create a feeling of being valued and cared in the organisation	X	X	X	X	X		
Dignity	Enables SPO to take most appropriate decision				X			X
Diversity	Embracing differences in in race, ethnicity, gender, gender identity, sexual orientation, age, and socioeconomic class			X	X	X		X
Empathy	Enables organisation to understand the pain-point of its stakeholders and find appropriate solutions.	X	X	X	X	X		X
Equity	Ensuring that systems, processes and practices are impartial, fair and provide equal possible outcomes for every individual	X		X	X	X		X
Honesty	Build trust between individuals, teams and stakeholders by improving the transparency.	X		X	X	X	X	X
Humility	Enables SPO to take most appropriate decision							X
Inclusion	Ensuring that employees feel a sense of belonging in the workplace	X	X	X	X	X		
Integrity	To walk the talk so that employees and stakeholder remain committed to the cause			X	X	X		X
Internalisation of values	To follow the stated value in practice	X	X	X	X	X		X
Justice	Enables SPO to take most appropriate decision							X
Respect	Create a positive workspace for peers, senior and junior staff.		X	X			X	X
Transparency	To ensure parity of relevant information among employees and stakeholders	X	X	X	X	X	X	X
Entrepreneurial								
Innovation / Experiment and learn	Enables finding out of the box solutions to address challenges	X		X	X	X		
Striving for excellence	To achieve high quality performance and service delivery	X		X	X	X		
Openness to ideas and freedom of expression	This allows a democratic workspace where everyone can participate in the discussions.	X	X	X	X	X	X	
	Ability to accept dissent and contrary point of views.							

Source: Interviews

*Presence of variable is depicted by 'X'

Source: Compiled by author from in-depth interviews

Table 29: Competency preferences in archetypes

Archetype Competency*	NGO Simple	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Leadership and management skills							
Communication							
Communication/ interpersonal / soft communication skills	X	X	X	X	X	X	X
Advocacy skills							X
Corporate cross over / corporate-ish skills						X	X
Entrepreneurial traits							
Business development / resource generation / fundraising			X		X	X	X
Entrepreneurial mentality		X	X	X		X	X
Proposal writing	X	X	X	X		X	X
Risk appetite			X	X			
Leadership							
Leadership skills	X	X	X	X	X	X	X
Networking and network in the ecosystem							X
Team management			X				X
Project management							
Attention to details							X
Multi-tasking					X	X	
Ownership and accountability			X	X		X	X
Project/ Programme management skills	X		X	X		X	X
Stakeholder management							
Partnerships development			X	X			X
Stakeholder / relationship Management		X	X	X	X	X	
Role specific							
Educational Qualification	X	X	X	X	X	X	X
Knowledge of industry trend in sector						X	
Nonprofit experience		X				X	X
Relevant experience	X		X	X	X		X
Specialised skills /technical Expertise		X	X	X	X	X	X
Understanding of different contexts	X	X	X	X			X
Personal attributes and social sensitivity							
Openness to change							
Ability to learn quickly		x					x
Ability to work under ambiguity		x	x	x			
Adaptability		x				x	
Flexibility to take responsibility		x	x	x		x	
Universalism							
Empathy		x	x	x		x	x
Honest							x
Integrity							x
Respect for diversity							x
Right intention			x				x
Self-enhancement							
Interest and sense of curiosity			x	x		x	x
Lifelong learner		x					x
Long-term commitment		x	x	x	x		x
Mission driven							
Commitment to cause							x
Mission orientation/ value alignment		x	x	x	x	x	x
Passion to make change	x	x	x	x		x	x
Approachability							
Positive personality						x	

Archetype Competency*	NGO Simple	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Leadership and management skills							
Approachability							
Right attitude/go-getter attitude	X		X	X	X	X	X
Self-awareness							X
Team player						X	X
Cognitive skills							
Critical thinking	X		X			X	X
Deductive skills						X	
Innovation and creativity		X	X	X		X	X
Problem-solving		X	X	X		X	X

*Presence of variable is depicted by 'X'

Source: Compiled by author from in-depth interview transcripts

Table 30: Job titles within SPO archetypes

Archetype Competency*	NGO Simple	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Analyst						X	
Assistant			X			X	
Assistant Manager			X				X
Associate		X	X		X	X	X
Associate Consultant	X						
Associate Coordinator	X						
Associate Director			X	X	X		
Associate General Manager							X
Centre Organiser			X				
CEO	X		X	X	X	X	X
Chief of Staff				X		X	
Chief Officer					X		
Clinical Psychologist			X				
Community Organiser			X				
Consultant	X	X	X	X	X	X	X
COO			X		X		X
Coordinator (e.g., Field Coordinator)	X	X	X	X	X		
Core Team Member			X				
Counsellor			X				
CPO					X		
Developmental paediatrician			X				
Director	X	X	X	X	X		X
District Coordinator				X			
Division Organiser				X			
Doctor			X				
Early Team Member			X				
Executive (e.g., HR Executive)	X	X		X		X	
Executive Director	X	X	X	X			
Expert				X			
Fellow			X				
Full Stack Developer						X	
Full Stack Engineer						X	
General Manager							X
Head (e.g., Head Resource Generation)		X	X	X		X	X

Job title	NGO Simple	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Human Resources and Team Coach				X			
Intern	X					X	
Intervention Therapist			X				
Investigator			X				
Junior Doctor			X				
Junior Officer (e.g., Junior Programme Officer)				X			
Key People Catalyst			X				
Lead (e.g., Lead HR, Research Lead, Programme Lead)	X	X	X	X	X		
Manager (e.g., Research Manager, Manager L&D)		X	X	X		X	X
Occupational Therapist				X			
Officer & Executive Assistant		X					
Officer (e.g., Programme Officer, Accounts Officer, Finance Officer etc.)		X	X	X			
Officer cum counsellor			X				
Partner (e.g., HR Partner)						X	
Physiotherapist				X			
Principal				X			
Program Owner			X				
Research Fellow					X		
Senior (e.g., Senior Accountant)				X			
Senior Advisor				X			
Senior Assistant (e.g., Senior Accounts Assistant)						X	
Senior Associate						X	
Senior Associate Coordinator	X						
Senior Coordinator (e.g., Senior Programme Coordinator)	X		X				
Senior Designer			X				
Senior Executive				X		X	X
Senior Manager (e.g., Senior Research Manager)			X	X		X	X
Senior Officer (e.g., Senior Programme Officer)				X			
Senior Therapist			X				
Senior Trainer			X				
Solution Architect			X				
Special Educator				X			
Specialist				X			
Speech Language Therapist			X				
State Coordinator				X			
Teacher			X	X			
Teacher Educator				X			
Team Member	X						
Trainer			X				
Volunteer				X	X		

*Presence of job title is depicted by 'X'

Colour codes: orange cell: job title identified only in a single archetype; blue cell: job title identified in all archetypes

Source: Compiled by author from Motivation Survey

Table 31: Proportion of job titles in archetypes

Job title	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Analyst						100%	
Assistant			50%			50%	
Assistant Manager			43%				53%
Associate		7%	7%		14%	36%	36%
Associate Consultant	100%						
Associate Coordinator	100%						
Associate Director			100%				
Associate General Manager							100%
Centre Organiser			100%				
CEO			67%	33%			
Chief of Staff						100%	
Chief Officer					100%		
Clinical Psychologist			100%				
Community Organiser			100%				
Consultant	7%	3%	52%	7%	17%	10%	3%
COO							100%
Coordinator	5%	9%	80%	3%	3%		
Core Team Member			100%				
Counsellor			100%				
Developmental paediatrician			100%				
Director	7%	7%	43%	7%	7%		29%
District Coordinator				100%			
Division Organiser				100%			
Doctor			100%				
Executive		33%		33%		33%	
Executive Director	100%						
Expert				100%			
Fellow			100%				
Full Stack Developer						100%	
Full Stack Engineer						100%	
General Manager							100%
Head			25%	33%		17%	25%
Intern	60%					40%	
Intervention Therapist			100%				
Investigator			100%				
Junior Doctor			100%				

Job title	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Junior Officer				100%			
Lead	4%	8%	31%	54%	4%		
Manager		4%	36%	16%		18%	26%
Managing Trustee		100%					
Not available		16%	26%	37%	5%	11%	5%
Occupational Therapist				100%			
Officer			100%				
Officer		1%	93%	6%			
Officer cum counsellor			100%				
Physiotherapist				100%			
Principal				100%			
Program Owner			100%				
Research Fellow					100%		
Senior				100%			
Senior Advisor				100%			
Senior Assistant						100%	
Senior Associate						100%	
Senior Associate Coordinator	100%						
Senior Coordinator	33%		67%				
Senior Designer			100%				
Senior Executive				25%		25%	50%
Senior Manager			32%	11%		14%	43%
Senior Officer				100%			
Senior Therapist			100%				
Senior Trainer			100%				
Solution Architect			100%				
Special Educator			7%	93%			
Specialist			25%	75%			
Speech Language Therapist			100%				
State Coordinator				100%			
Teacher			27%	73%			
Teacher Educator				100%			
Team member	100%						
Trainer			100%				
Trustee		100%					
Volunteer				60%	40%		

Colour codes: orange cell: job title identified only in a single archetype; blue cell: job title identified across all archetypes

Source: Motivation Survey

Table 32: Social security benefits provided by SPOs

Type of benefit	NGO Simple	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Accidental/ emergency insurance (e.g., accidental death insurance, COVID protection plan)	X		X				
Education grant (to field staff only)			X				
Employees' State Insurance (ESI) ^{\$}		X					
Gratuity ^{\$}		X		X	X		
Health insurance	X	X	X	X			X
Medical insurance (including OPD charges)		X	X	X	X		X
Provident Fund (PF) ^{\$}		X		X	X		

\$Statutory benefits

*Presence of variable is depicted by 'X'

Source: Compiled by author from in-depth interviews

Table 33: Objectives and practices of induction across archetypes

Induction	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
SPO having structured induction process	X	X	X	X	X	X	X
Objectives							
Objective 1: Apprise about administrative/HR processes	X	X	X	X	X	X	X
Administrative overview					X	X	
Ensure new hire is able to use online platform							X
Administrative trainings				X			
Demonstrate behaviours	X						
Apprise on kinds of increments available					X		
Apprise on reimbursement processes							X
To enable quickly get on board			X				
Ensure understanding of HR systems							X
Ensure talent live the values and the principles of organisation			X				
Objective 2: Ensure good performance	X	X	X	X		X	
Building presentations						X	
Email etiquettes						X	
Excel training			X			X	
Training on financial management				X			
Power BI training						X	
Programmatic capacity-building			X				
Skill building	X						
Training to improve soft skills			X			X	

Induction	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO simple	ESO Complex	FOs
Tableau						X	
Training on conflict management	X						
Training on how to interact with the client						X	
Upgrading skills of new talent						X	
Objective 3: Ensure talent well-being			X	X	X		
Make a new person feel comfortable				X			
Makes them able to do the job well			X				
Making talent feel part of the team			X				
Orient on career progression					X		
Objective 4: Apprise about organisation		X	X	X	X	X	X
Inform about the mission and the vision of the organisation (kind of a direction of where the organisation is headed)						X	
Provide historical overview of organisation		X	X		X		
Provide programme overview			X	X	X		
How things are being done at organisation				X		X	
Inform about community being targeted				X			
Apprise about work environment			X				
Apprise talent about NGO partners' work							X
Acquaint talent with team members		X	X	X		X	
Assign job responsibility						X	
Induction Practices		X	X	X	X	X	X
Buddy system			X	X		X	
New hire attend board meetings							X
Case studies to understand how organisation work			X				
Conducting observation sessions			X				
Field visits to partner NGOs' field sites							X
HR induction programmes				X			
Sharing organisational publications with new hire		X			X	X	X
Sharing organisational videos with new hire					X	X	X
Sharing PPTs on organisational work with new hire			X		X	X	X
Team meetings					X		X
Conducting training programme	X	X	X	X		X	
Induction priority			X			X	
Developing an induction programme			X				
Revive induction programme						X	

*Presence of variable is depicted by 'X'

Source: Compiled by author using in-depth interviews

Table 34: Reasons of attrition across archetypes

Reason of attrition	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO simple	ESO Complex	FOs
Aspiration mismatch	X						
Better opportunity			X		X		X
Burnout at work						X	
Conflicting relationship with manager						X	
Higher studies							X
Individual aspiration						X	
Lack of growth opportunity						X	
Misalignment with mission							X
Project completion		X					
Salary expectations	X			X	X	X	

*Presence of variable is depicted by 'X'

Source: Compiled by author using in-depth interviews data

Table 35: Drivers of talent motivation across archetypes

Drivers of talent motivation	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO simple	ESO Complex	FOs
Pull Factors							
Appreciation and acknowledgement	X		X	X		X	X
Autonomy	X	X		X	X	X	X
Capacity building			X				
Career development		X	X	X		X	X
Cause above self		X					
Challenging and exciting work	X	X	X	X	X	X	X
Collective responsibility							X
Compensation		X		X	X	X	X
Connect with community		X					X

Drivers of talent motivation	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Designation			X	X	X		
Diverse work opportunity	X	X	X	X	X	X	X
Diversity and inclusion	X		X	X	X	X	
Exposure to development issues–built interest							X
Healthy competition between team							X
Horizontal organisation				X		X	
Increasing responsibility		X				X	
Inherent motivation		X				X	X
L&D opportunity	X	X	X	X	X	X	X
Leadership style		X	X	X	X	X	X
Likeminded people							X
Loyalty towards the organisation		X					
Network building							X
Office–based environment						X	
Opportunity to develop expertise in particular area of interest		X			X		X
Opportunity to gain experience					X	X	
Opportunity to meet diverse people							X
Opportunity to represent organisation		X					
Organisational culture	X	X	X	X	X	X	X
Organisational values		X				X	X
Participative culture			X				X
Pay hikes	X	X	X	X	X	X	
Performance linked benefits						X	
Personal transformation	X	X	X	X	X	X	X
Pride in work							X
Promotion		X	X	X		X	X
Provide safe space to voice concern						X	X
Purpose and meaning	X	X	X	X	X	X	X
Skill match		X				X	
Specific development issue					X	X	X
Staff wellbeing		X	X	X	X	X	X
Supportive work environment		X		X		X	X
Team relations							X
Transformative leadership							X
Trusting people			X				
Voice		X	X	X	X	X	X
Work–life balance	X	X			X	X	X

Drivers of talent motivation	NGO Simple Adhoc	NGO Simple Professionally Managed	NGO Complex Adhoc	NGO Complex Professionally Managed	ESO Simple	ESO Complex	FOs
Push factors							
Lack of better opportunities		X					
Unemployment		X					

* Presence of variable is depicted by 'X'

Colour code: orange cells highlight the motivation factor which is present only in a specific SPO archetype

Source: Compiled by author using in-depth interviews data

Annex 5: List of job titles across SPOs

This list shows a variety of job titles identified during the study. Majority of job titles such as Associate General Manager are followed by key responsibility area like finance or resource generation.

1. Associate General Manager (finance, RG, policy advocacy, policy research and advocacy,
2. Analyst (Gender inclusion, intern)
3. Assistant Manager (HR, M&E)
4. Associate (finance, Venture Associate, Associate consultant, Associate designer)
5. Associate Coordinator (HR, admin, Talent Associate)
6. Associate Director (Fundraising, finance)
7. Associate Programme Director
8. Centre assistant and computer teacher
9. Clinical psychologist
10. Community organiser
11. Consultant (Administration, capacity building, L&D, finance, advocacy, partnerships, data officer, Information, Communication and Technology, Medicine teacher, Swasthya Sevika, documentation, Research Consultant, Retainer Consultant)
12. Coordinator (Administration, Information Management, community outreach, Documentation, Finance, M&E, Project coordination counsellor, State Coordinator, Training Coordinator, Community Empowerment coordinator, Programme Coordinator (office-counsellor, coordinator, HR, and Admin), District Coordinator)
13. Core Team Member (M&E)
14. Counsellor (program officer)
15. Curriculum Specialist
16. Data (analyst/ investigator)
17. Developmental paediatrician
18. DEVOPS ENGINEER INTERN
19. Director (HR, Finance)
20. Division Organizer

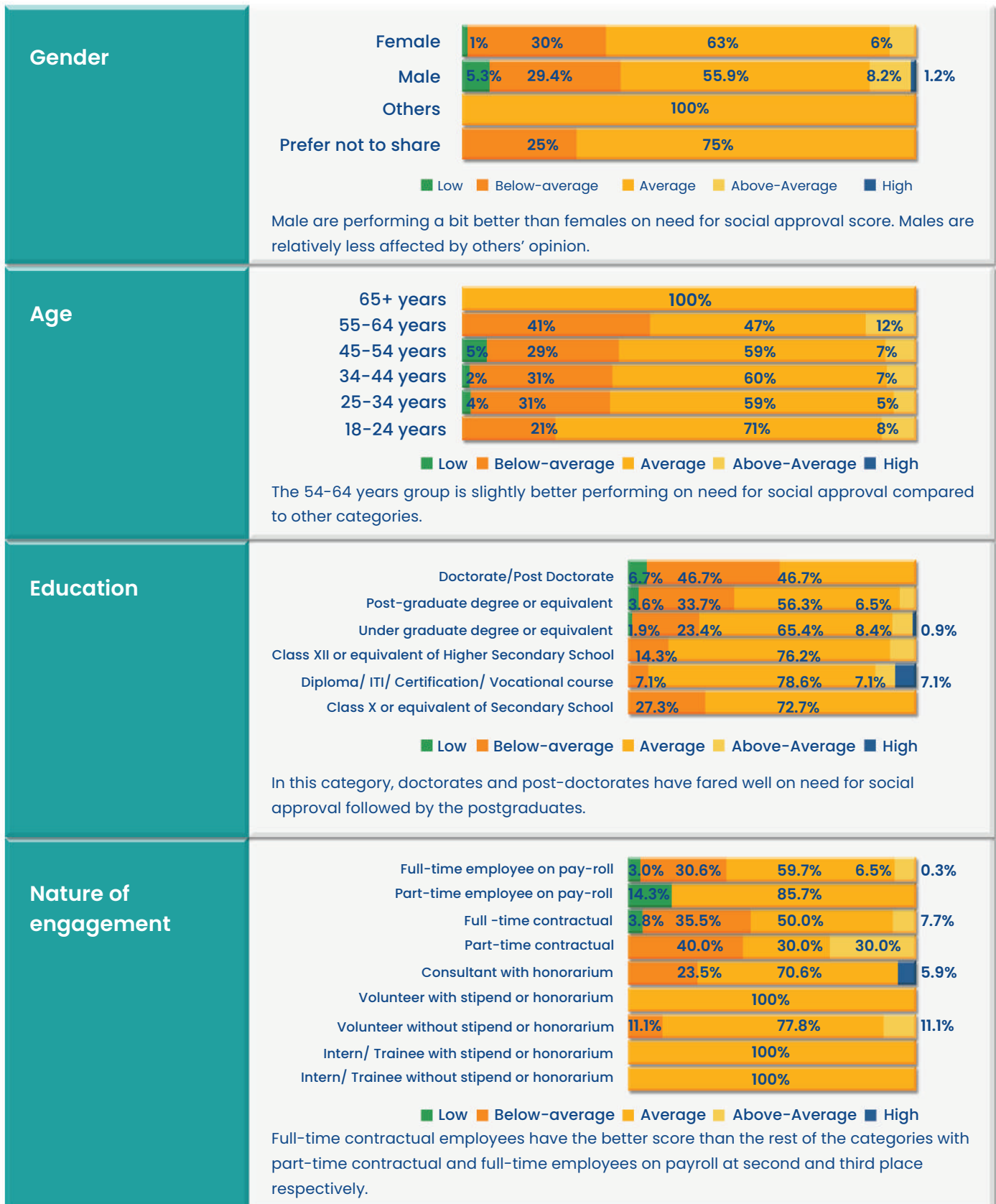
21. Doctor
22. Education Specialist
23. Executive
24. Fellow (Research Fellow, AMD Fellow)
25. Field (Assistant/ Associate / consultant)
26. Full Stack Developer
27. Full Stack Engineer
28. GM (Development/ Operations Manager, IT)
29. Head (Brand & Communications, HR, Operations and D&I, technology, Administration, Fundraising, Resource Mobilisation and Outreach, Vertical head, Cluster head, Department Head)
30. Incubation Analyst
31. Independent Consultant
32. Intern
33. Investigator
34. Junior (Accounts Manager, Doctor, Finance Officer)
35. Lead (Monitoring & Evaluation, Partnerships & Implementation, therapist, Team lead, Team Lead – Monitoring & Evaluation, Team leader, Design Lead, Lead Consultant, Lead Therapist and Senior Program Manager, Program Lead)
36. Librarian
37. Manager (Communications, Corporate Communications, CSR, CSR Relations, Design & Program, HR, Hr and Finance, Funding & Finance, finance, Fundraising, Investment and Incubation Manager – Health, Learning Experience Design Manager, Climate Action, Development and Support, Information Management, Institutional Projects, Partnerships, Capacity Building, Community Engagement, PRE VOC And LR, vocational training and respite, Overseas Comms, Ecosystem Development, M&E, Design and Production, HR & Admin, Marketing & Transformation, Monitoring and Evaluation Specialist, Operation, Partnerships, People Manager, Product, Program Manager, Programme Manager – Education, Project Manager, Research Manager, Senior Fundraising Manager, Social Impact Manager, Social Media Manager, Teach Manager, Vertical Manager, Cluster Manager)
38. Deputy Manager
39. Occupational Therapist
40. Officer (HR, IM, MIS, MIS and Data Analytics, National Partnership, Partnership, Placement and Mobilization, Program Officer, Data officer, Finance Officer)
41. Patient Guidance coordinator
42. Physiotherapist
43. Principal
44. Program Director
45. Program officer (Counselling, Investigation)
46. Program owner (Facilitation)
47. Project leader
48. Project officer at counselling
49. Project Zone Coordinator
50. Quality Assurance Expert
51. Quality Assurance Expert
52. Senior (Advisor RM, Accountant, Associate Coordinator, HR Officer, Monitoring and Evaluation Officer, people Coordinator)
53. Senior (therapist, trainer, special educator)
54. Senior Associate (Program Partnerships, Fundraising and Visibility)

55. Senior Content Development Specialist
56. Senior Creative Manager
57. Senior Designer
58. Senior Executive (Accounts, EA to CEO & HR Operations, Communication)
59. Senior Field (Assistant/ Associate)
60. Senior Finance Associate
61. Senior Manager (Corporate Partnerships, Fundraising, Management Services, Program Partnerships, Fund Raising and Project Office, Corporate Partnership, Marketing and Transformation, Resource Development, Human Resources Manager, Brand, Accounts and Finance)
62. Senior Program Coordinator
63. Solution Architect
64. Special (educator, teacher)
65. Speech Language Therapist
66. Storekeeper
67. Teacher (Craft, Sports, English, Nursing, Spoken English Teacher)
68. Trainer
69. Ventures Assistant
70. Vertical Lead
71. Volunteer

Annex 6: Categorical analysis of motivation survey

This annexure provides categorical analysis of different variables studied through motivation survey response. For example, whether a variable behaves differently for males and females. The categories studied include gender, age, education, nature of engagement with the SPO, years of association with the SPO and total number of years of work experience in the social sector.

Table 36: Categorical analysis of need for social approval



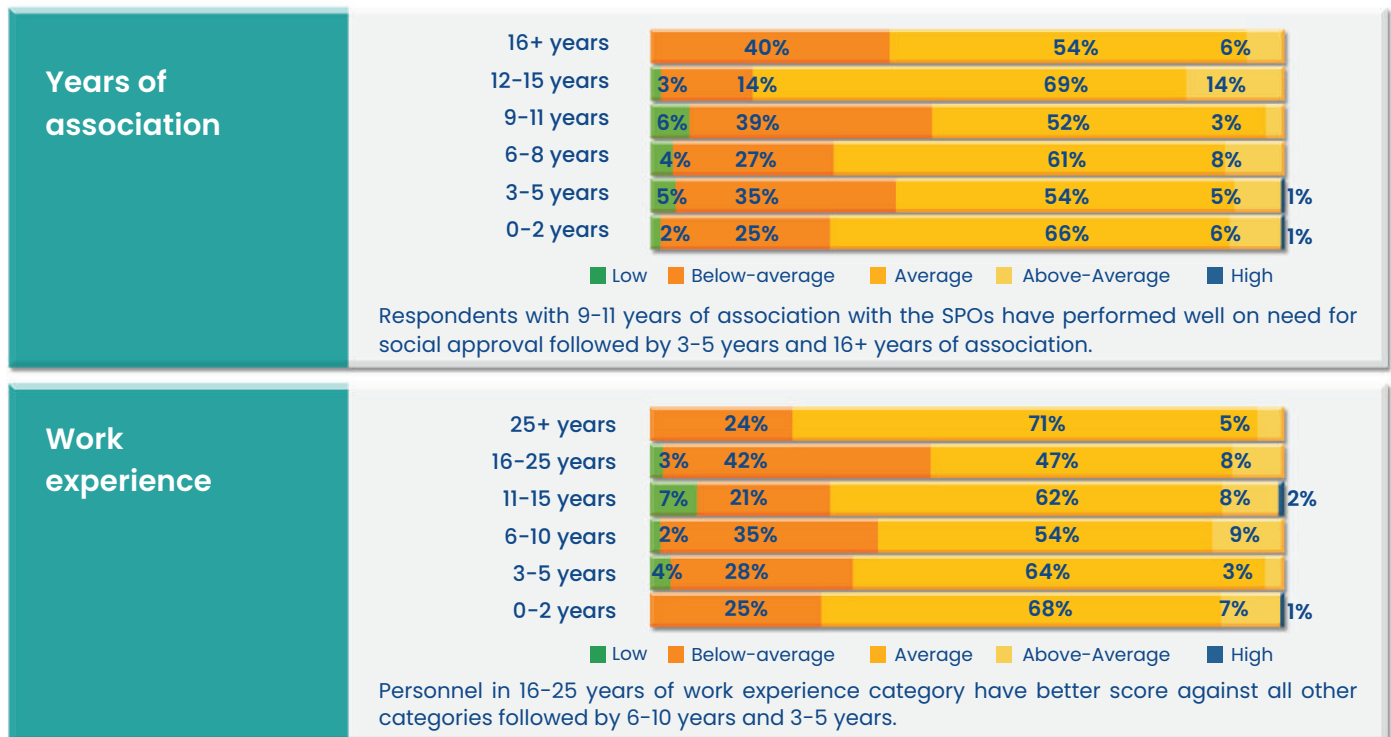
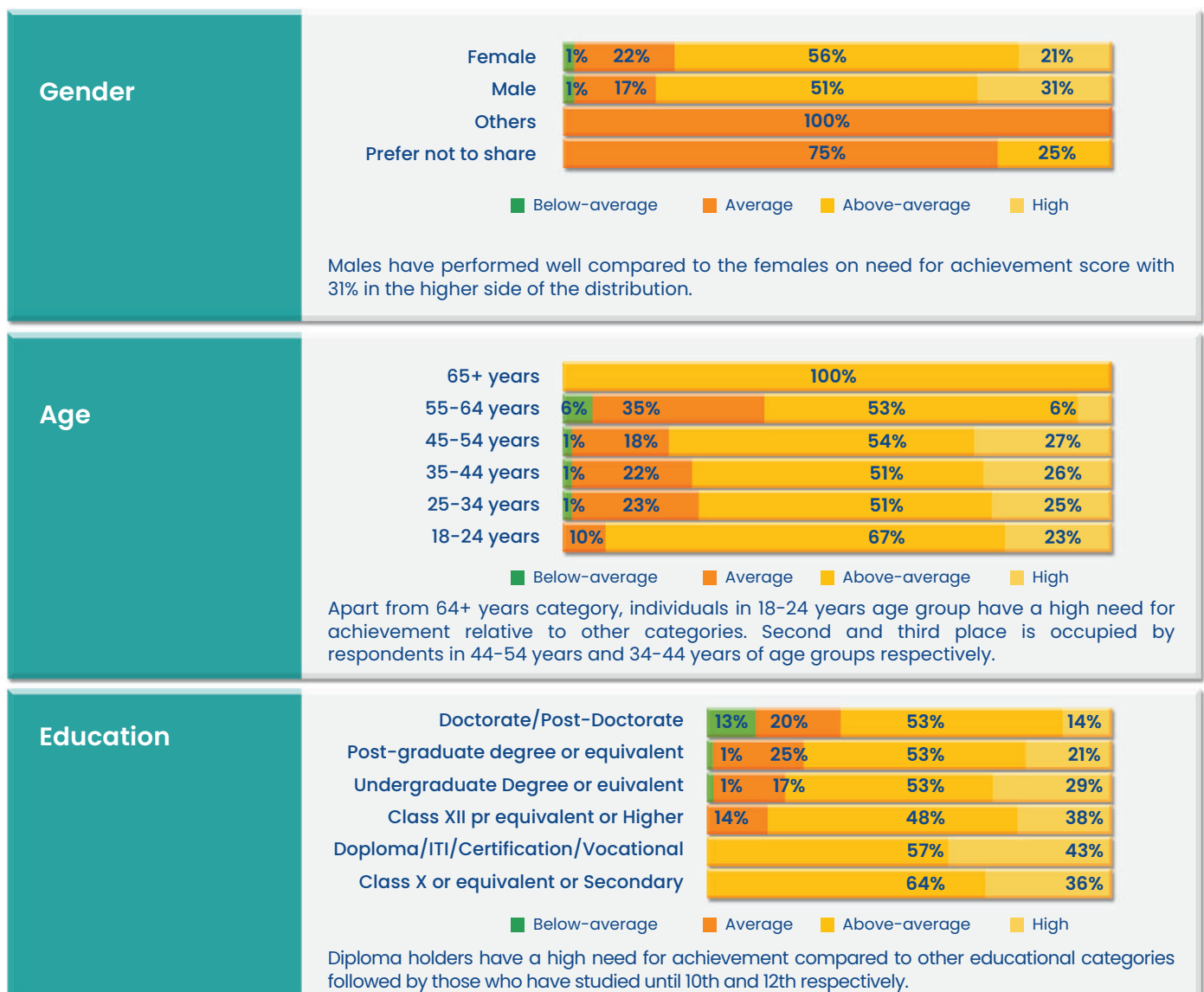
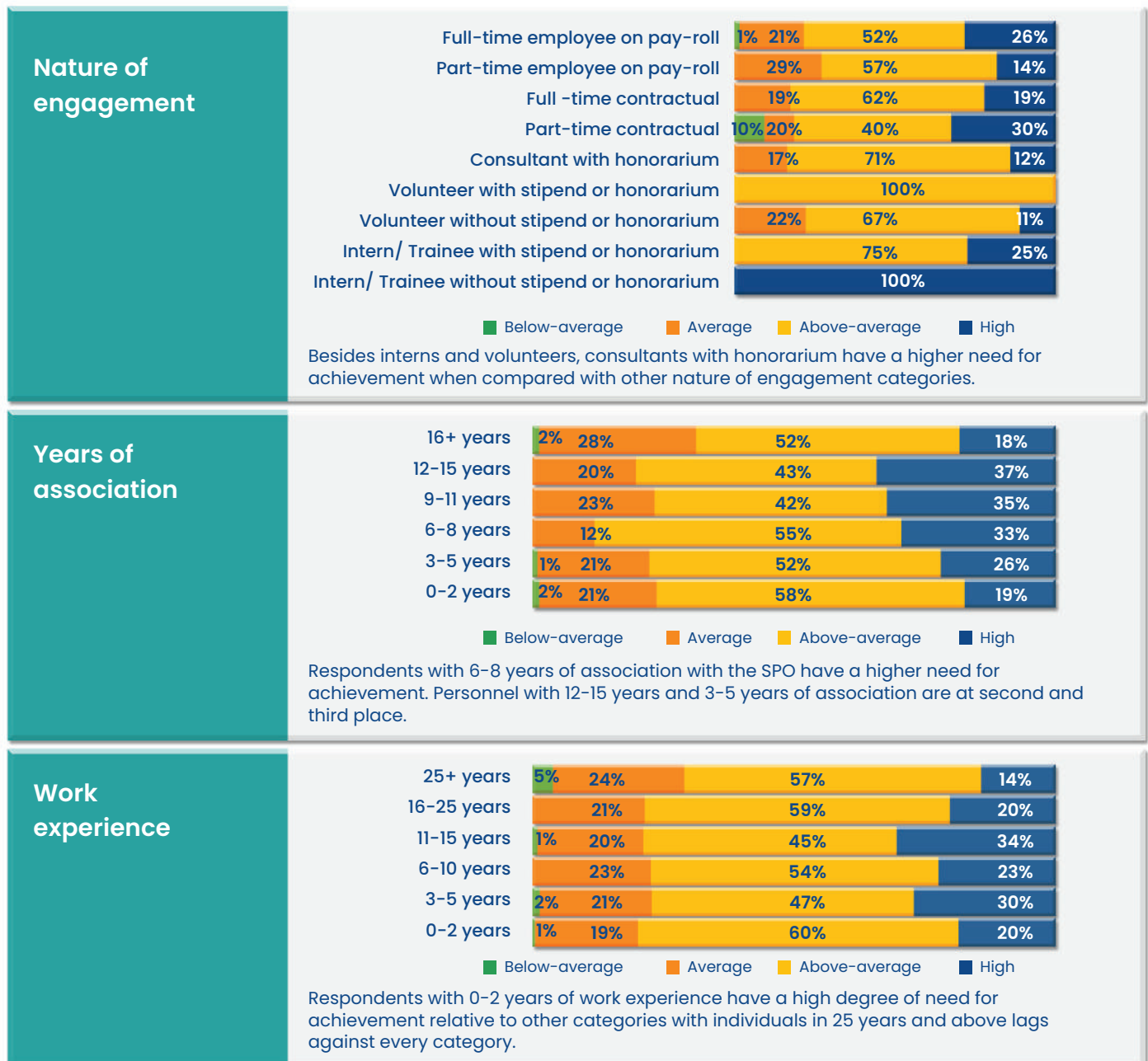


Table 37: Categorical analysis of need for achievement





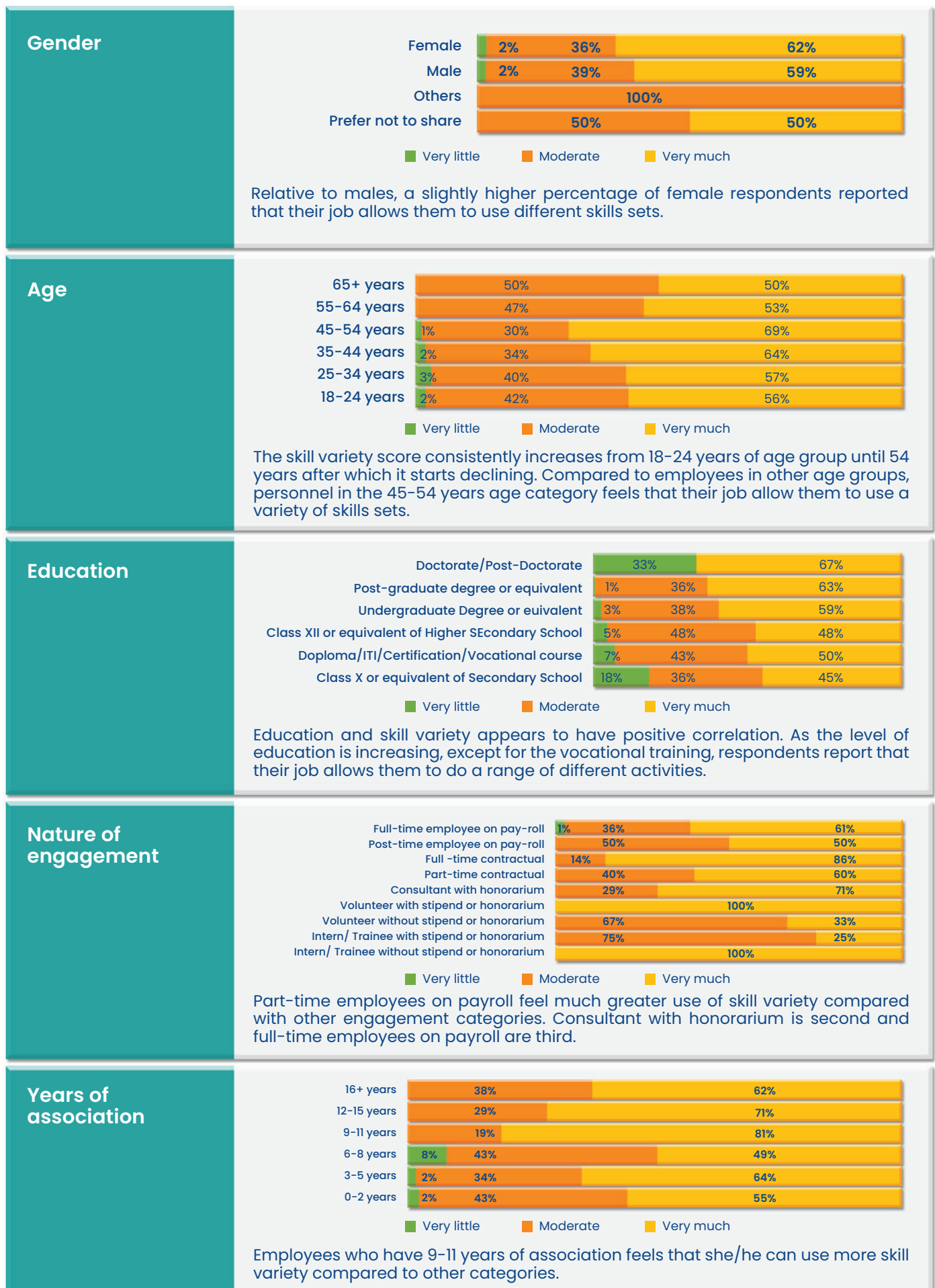
Job diagnostic

Job diagnostic is conducted to understand how five core job characteristics i.e., skill variety, task identity, task significance, autonomy and job feedback affect employee motivation and satisfaction through three critical psychological states. One of these psychological states is experienced meaningfulness—the belief that one's work is worthwhile or important.

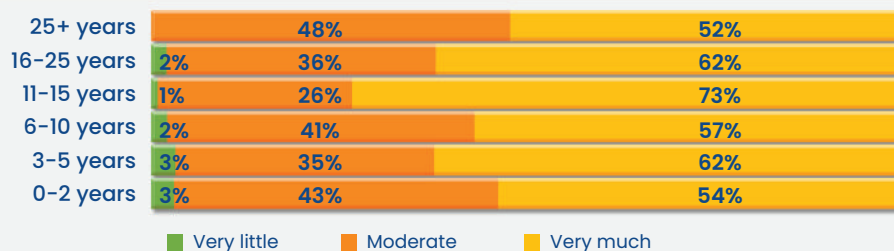
Skill variety, task identity, task significance directly contributes to the job's meaningfulness. If the job has high levels of all three characteristics, employees are likely to feel that their jobs are highly meaningful. The meaningfulness of a job drops as one or more of these characteristics' declines.

Work motivation and performance increase when employees feel personally accountable for the outcomes of their efforts. Autonomy directly contributes to this feeling of experienced responsibility. Employees must be assigned control of their work environment to feel responsible for their successes and failures. The third critical psychological state is knowledge of results. Employees want information about the consequences of their work effort. Knowledge of results can originate from co-workers, supervisors, or clients. However, job design focuses on knowledge of results from the work itself.

Table 38: Categorical analysis of skills variety



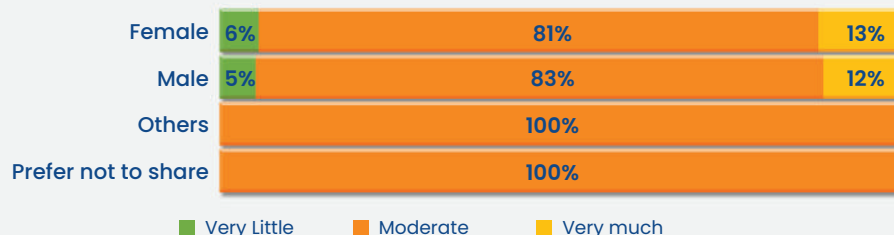
Work experience



Respondents with 11-15 years of work experience reported that they are relative able to apply their diverse skills set at work.

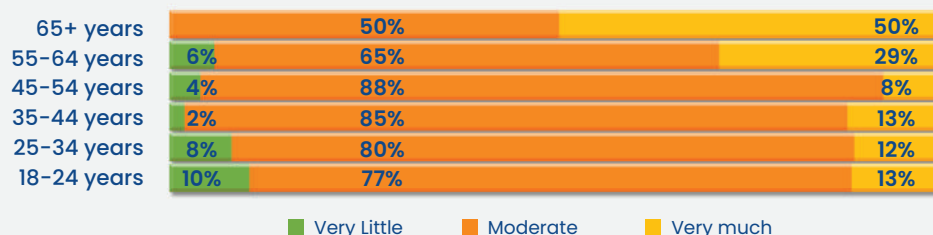
Table 39: Categorical analysis of task identity

Gender



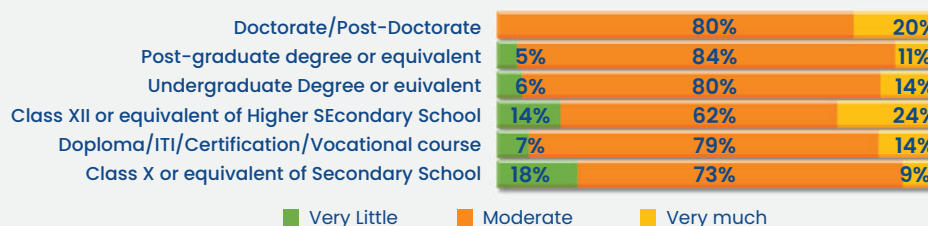
Compared to males, a slightly higher percentage of female reported that their job involves doing a whole piece of work, from start to end and the results of their activities are easily seen in the final outcome.

Age



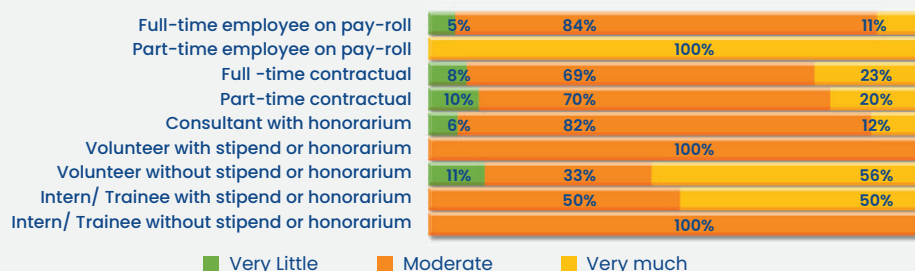
Half of the SPO personnel in the 65+ years group reported that they are able to complete an entire piece of work which is highest among other age groups.

Education



Twenty-four percent respondents with education until 12th standard responded that they are able to complete a whole piece of work in their job which is highest among educational categories.

Nature of engagement



In the engagement category, relative to other engagement categories, part-time employees on payroll indicated that their job very much allow them to complete a whole task.

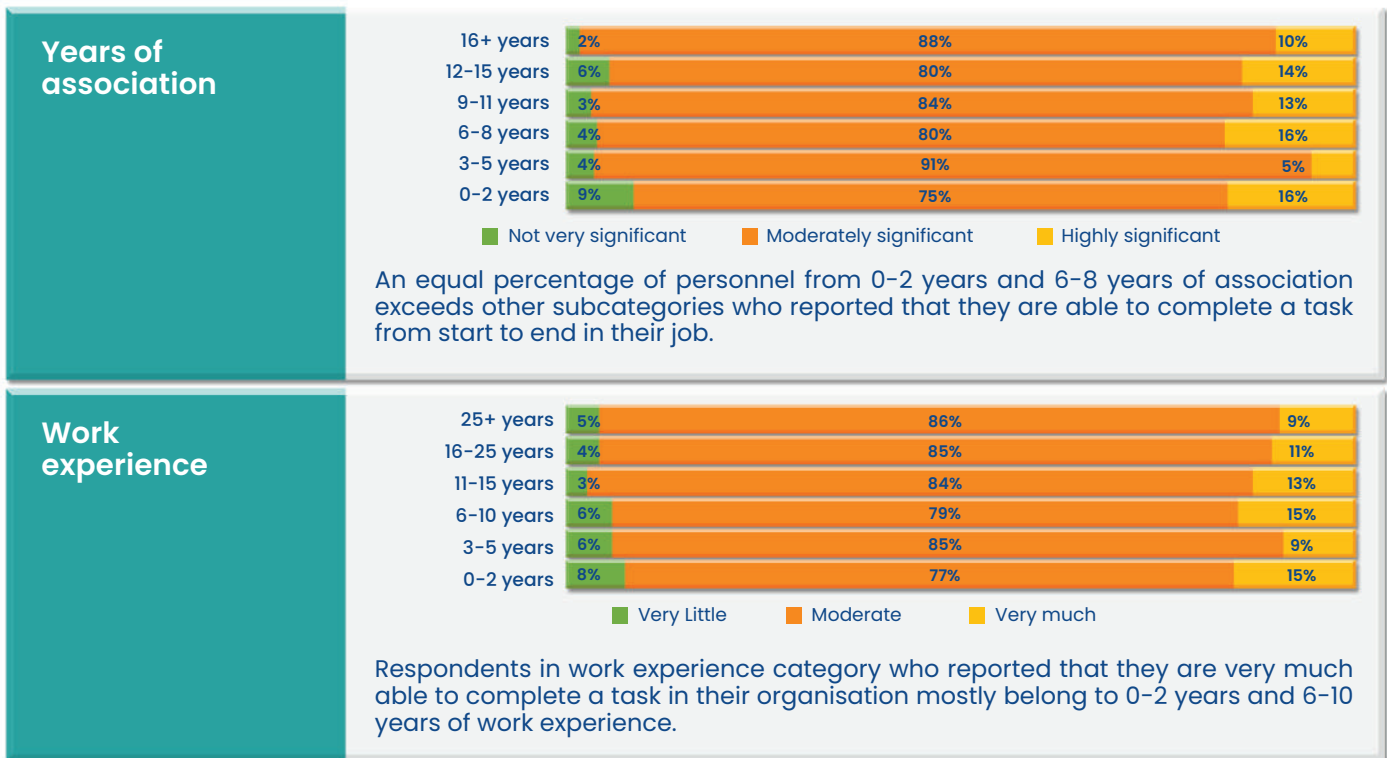


Table 40: Categorical analysis of task significance

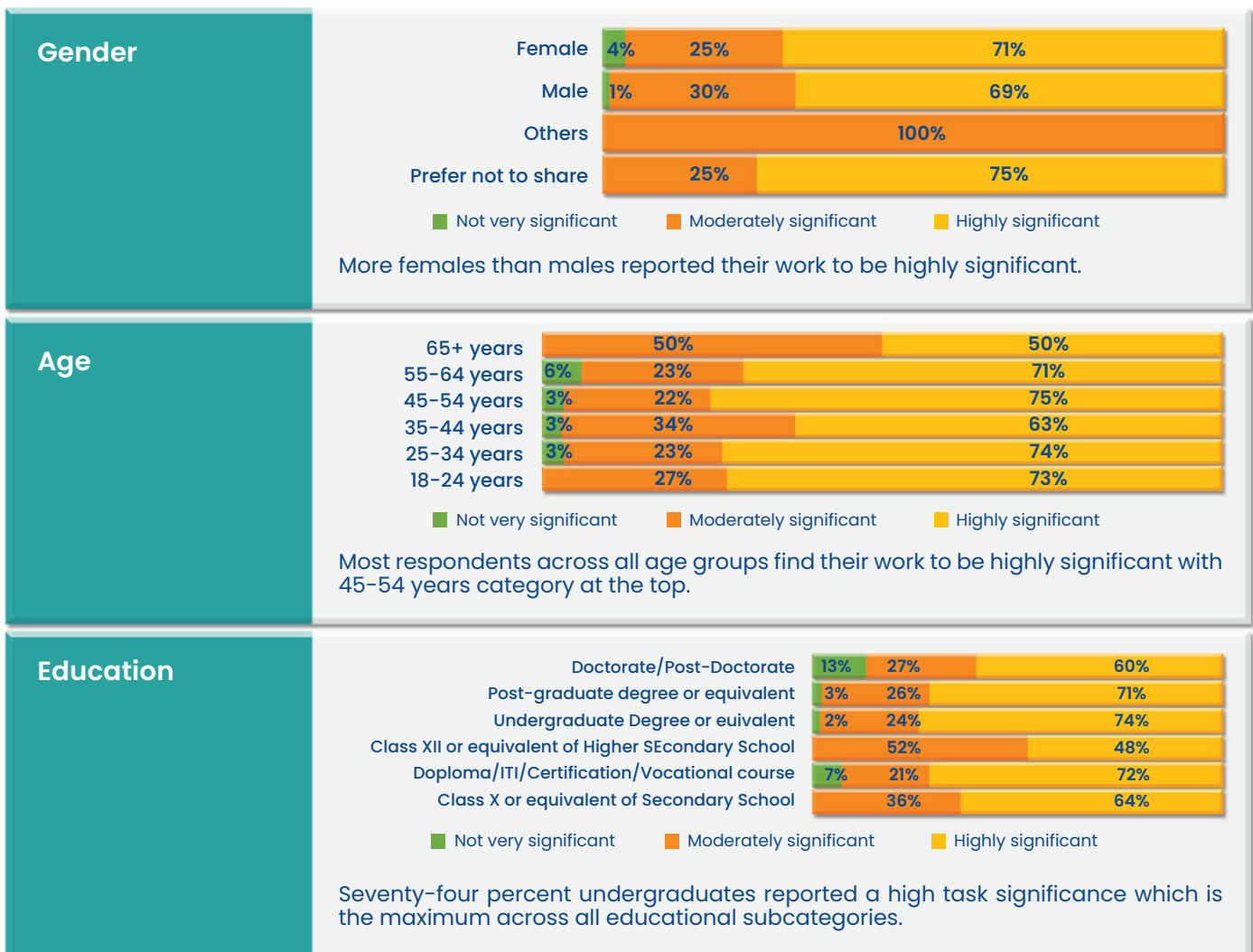
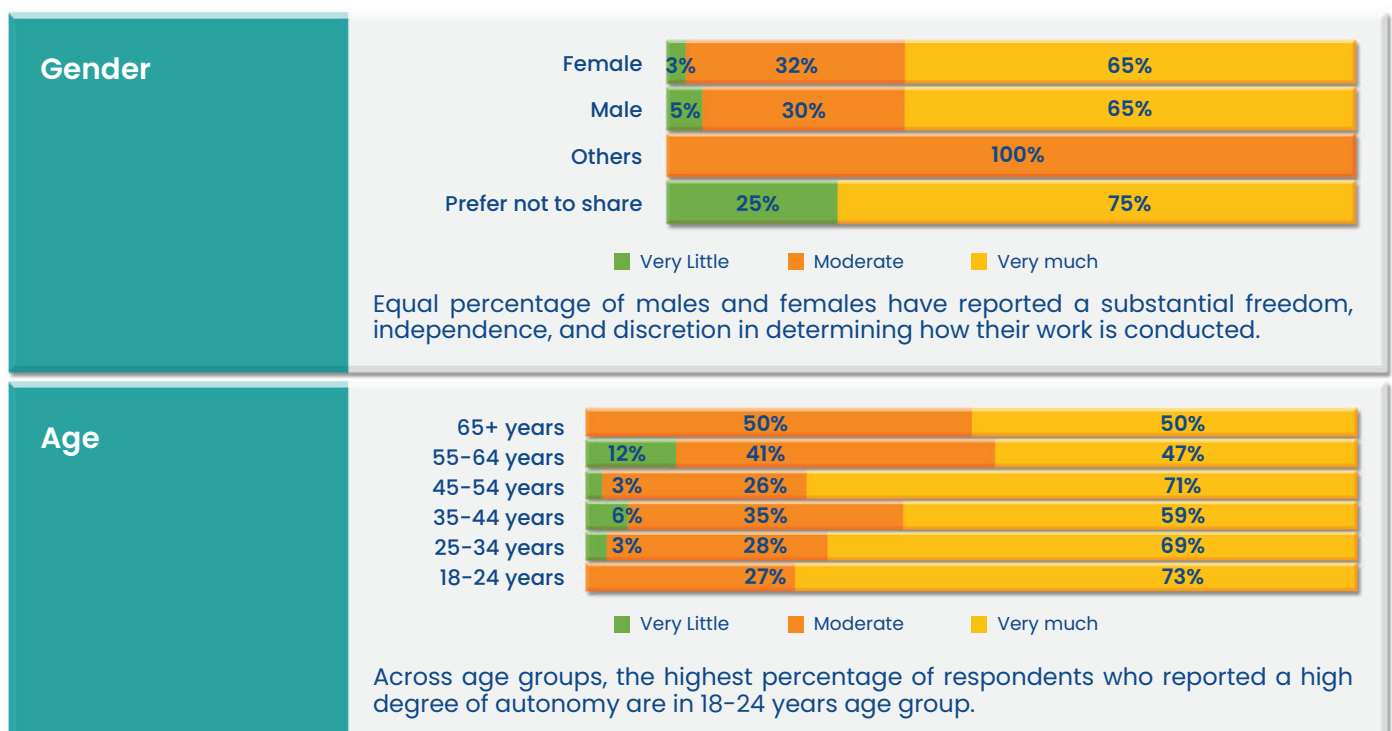




Table 41: Categorical analysis of autonomy



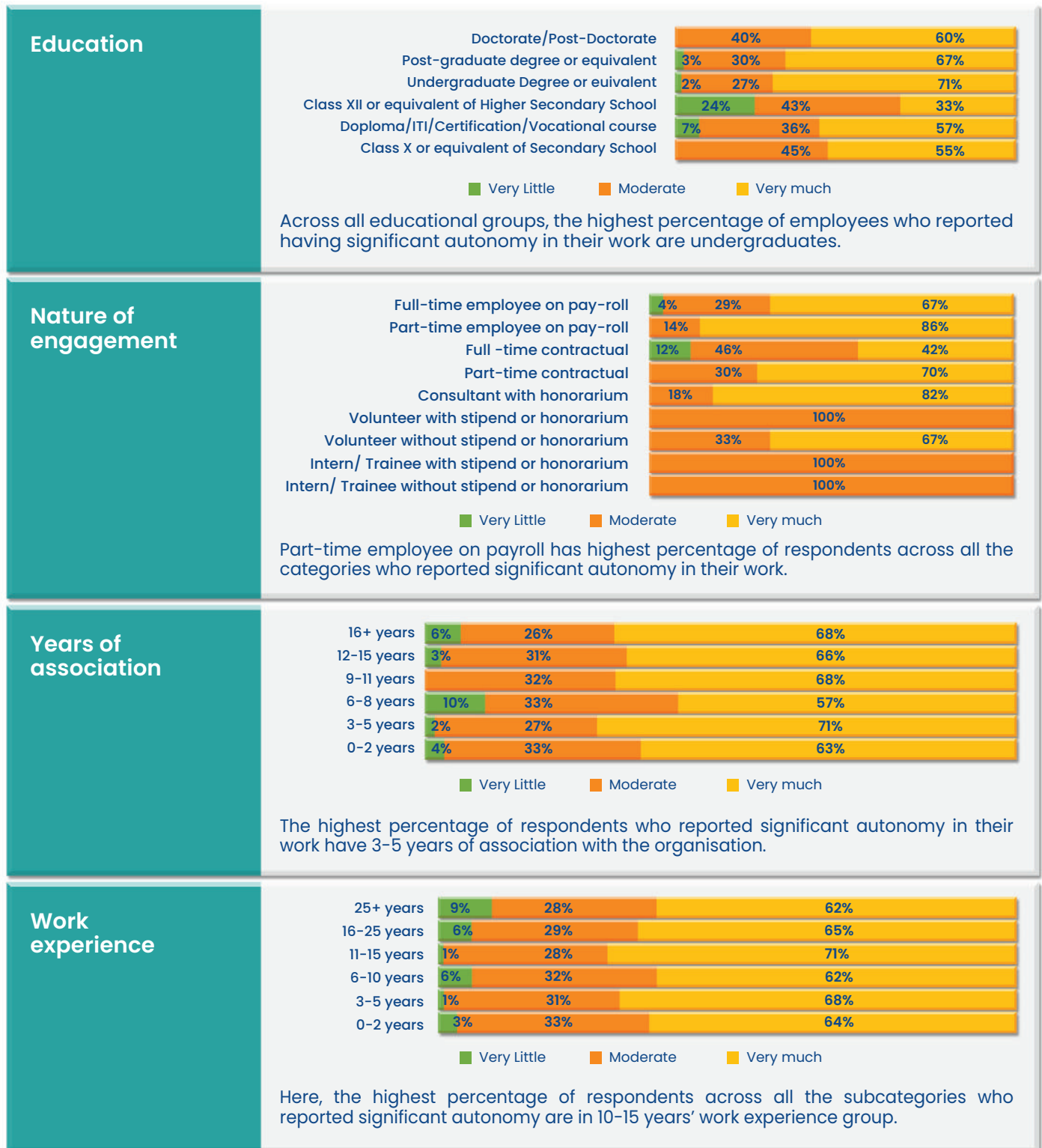
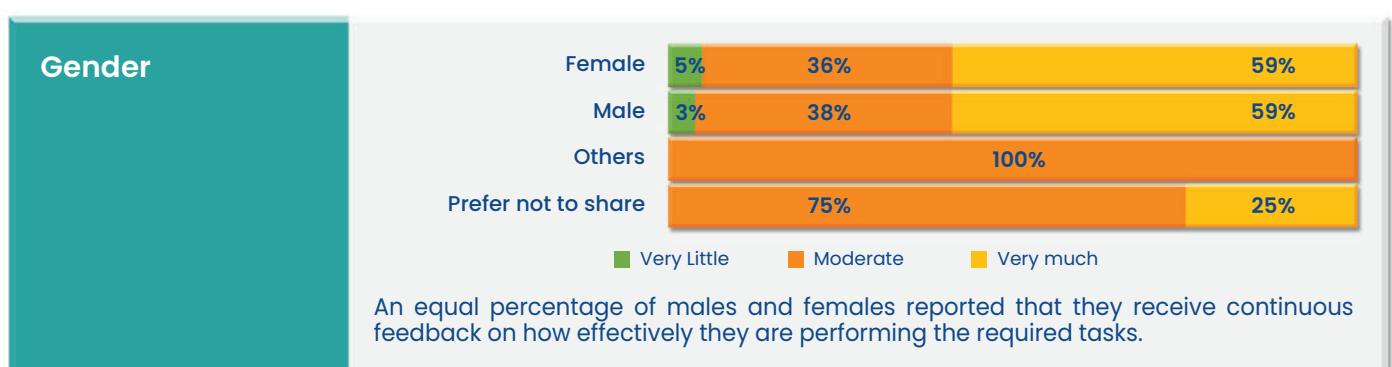
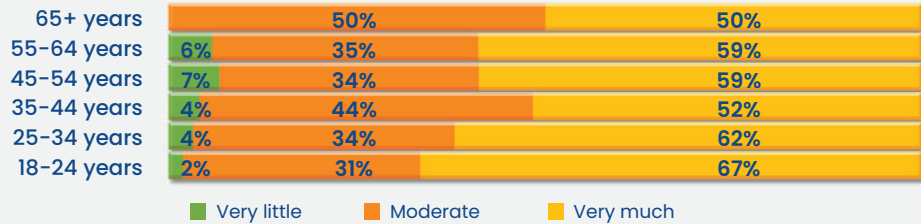


Table 42: Categorical analysis of job feedback

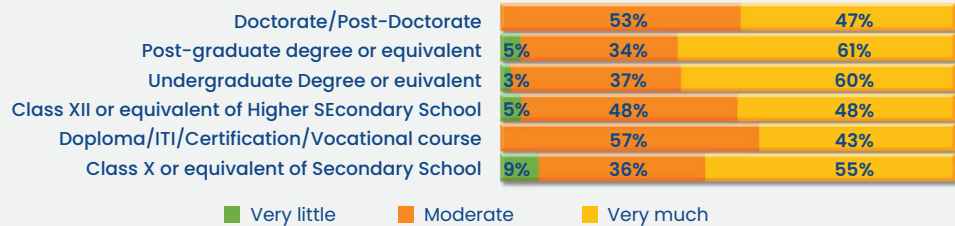


Age



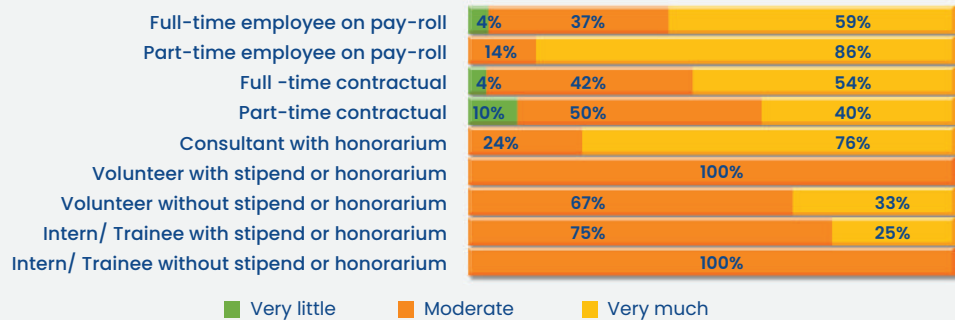
The highest percentage of respondents across all the subcategories who reported receiving continuous feedback are in 18-24 years age group.

Education



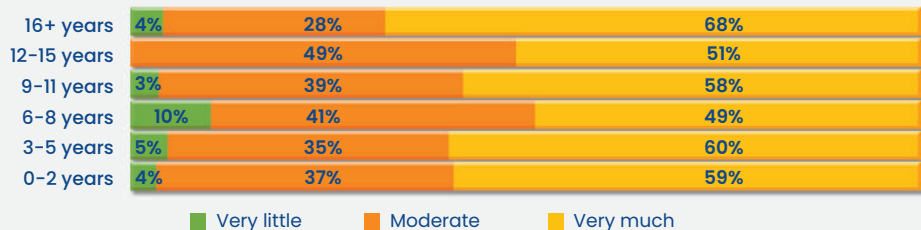
The highest percentage of respondents across all the subcategories who reported receiving continuous feedback are postgraduates.

Nature of engagement



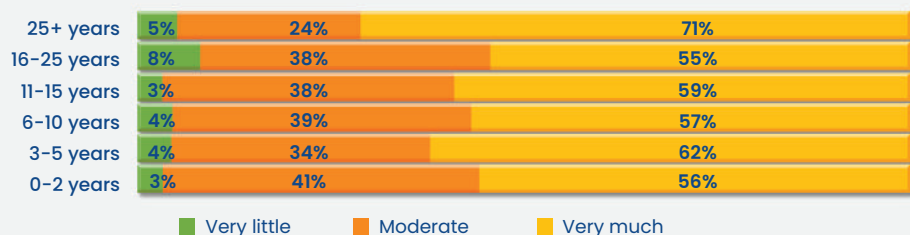
A high percentage of part-time employee on payroll reported that they receive continuous feedback about their work.

Years of association



Across all the years of association with organisation subcategories, those in 16 years and above group have highest percentage of survey participants who reported receiving continuous job feedback.

Work experience

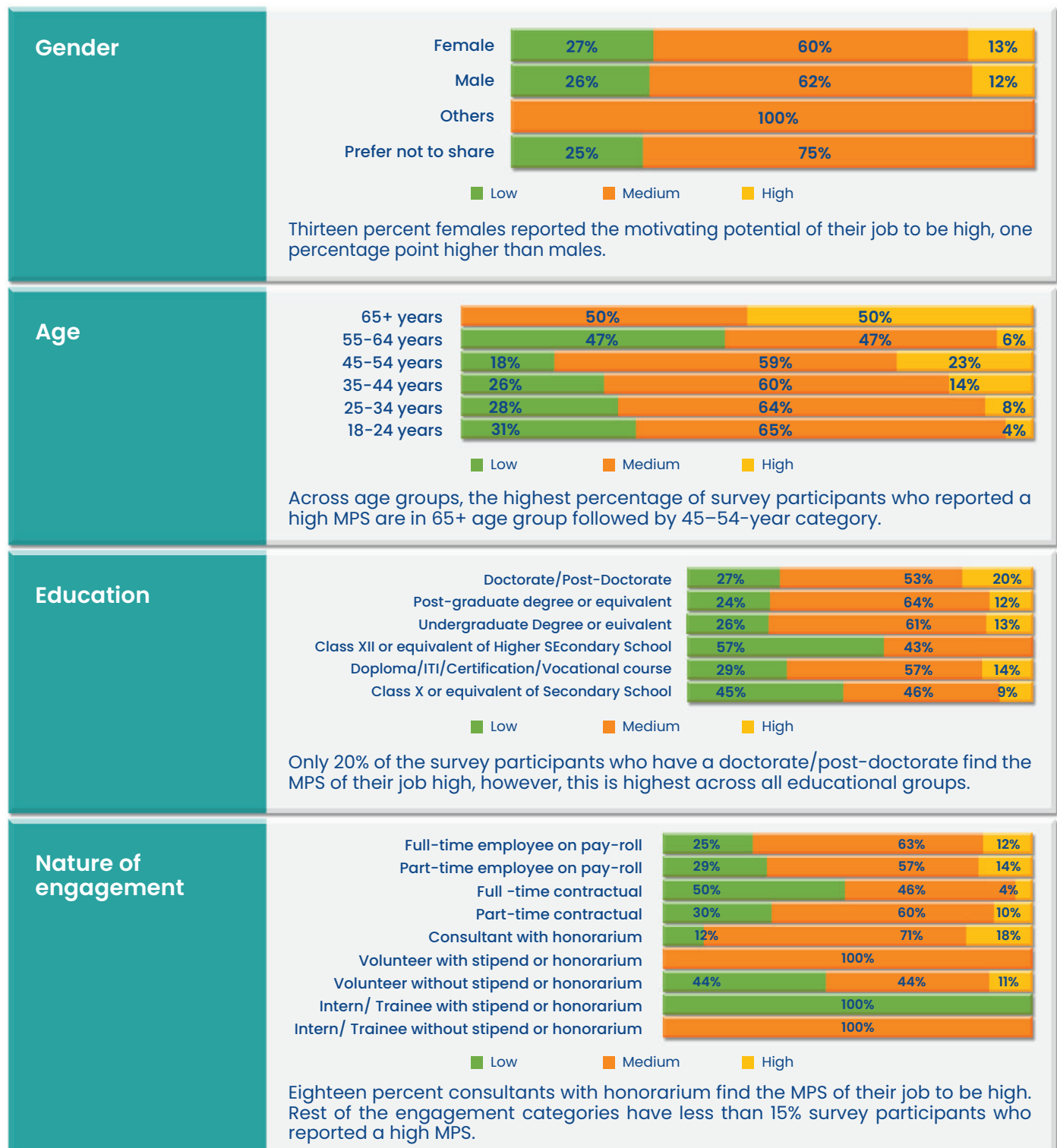


Across all the work experience groups, 25 years and above category have the highest percentage of survey participants who reported receiving continuous job feedback.

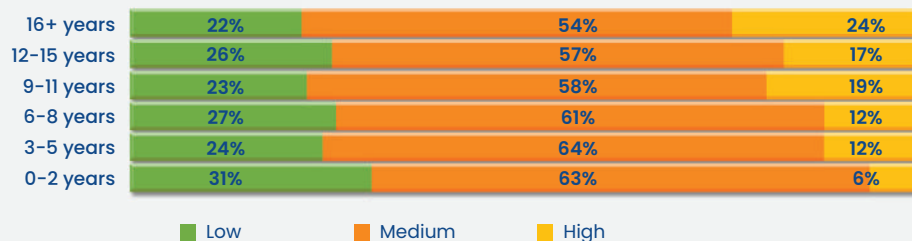
Motivating-Potential Score (MPS)

The job dimensions, and that includes skills variety, task identity, task significance, autonomy and job feedback can be combined (MPS is calculated using Equation 1) to generate a single index known as MPS (Yaverbaum & Culpan, 1988). The MPS quantifies the extent to which a job is created judiciously to maximise the likelihood of the job to inspire internal motivation on the part of personnel who execute it (Hackman & Oldham, 1976).

Table 43: Categorical analysis of MPS

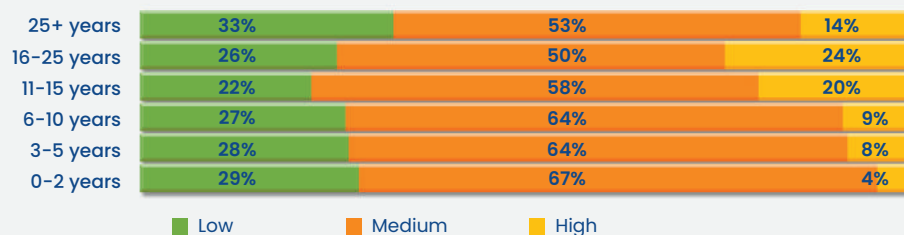


Years of association



The age group in which the MPS of job is high for most of the employees 16 years and above.

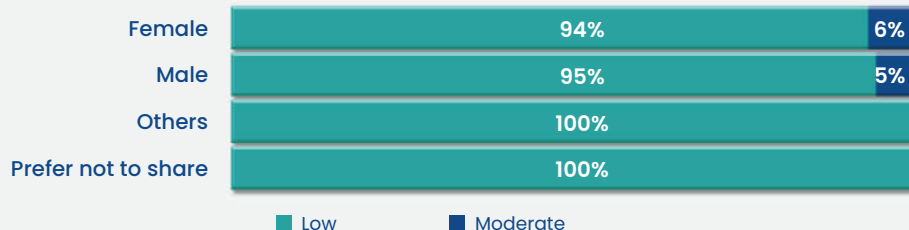
Work experience



The work experience groups with highest percentage of respondents with a high is 16-25 years work experience category.

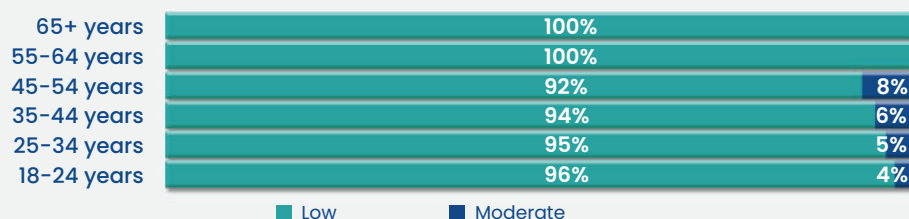
Table 44: Categorical analysis of tolerance of ambiguity

Gender



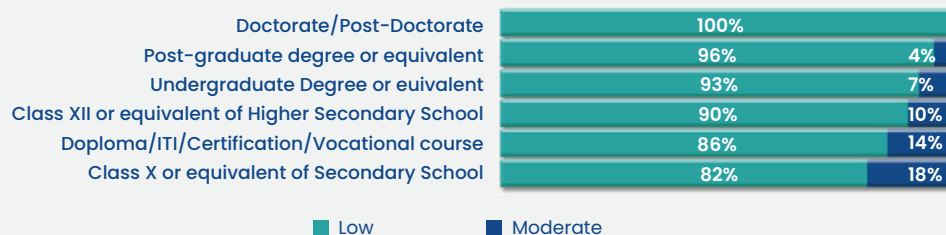
Both males and females have nearly same level of tolerance for ambiguity.

Age



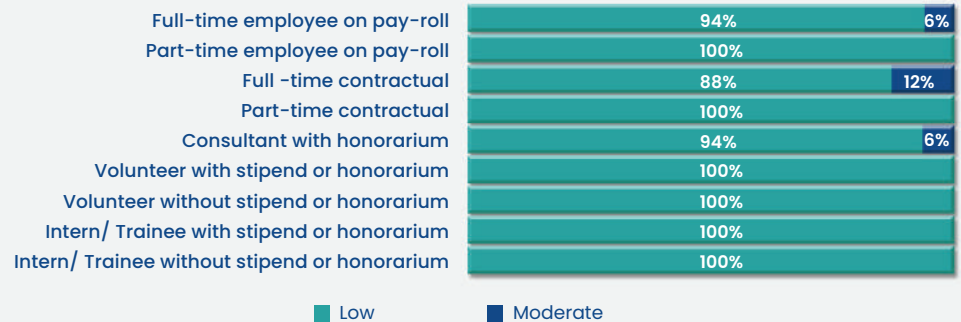
Eight percent respondents who are in the age group 44-54 years have moderate level of tolerance for ambiguity. The tolerance for ambiguity appears to rise from 18 years until 54 years. However, it is low for a majority of respondents in all age groups.

Education



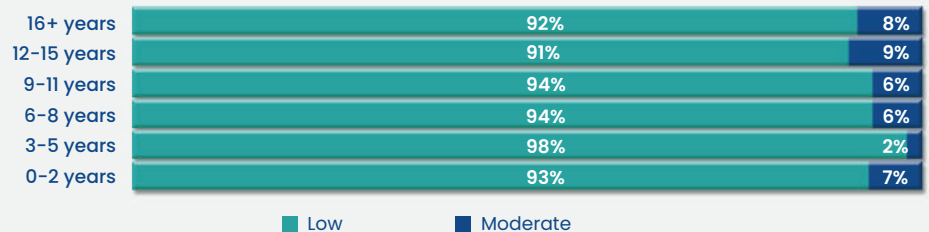
Eighteen percent of the respondents with education until class 10th or equivalent have moderate preference for the tolerance of ambiguity. The score declines with higher levels of education.

Nature of engagement



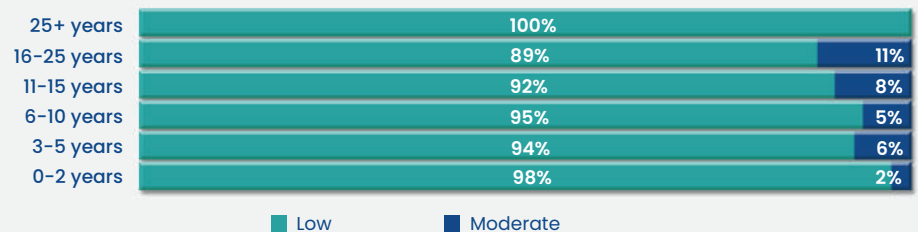
Twelve percent full-time contractual employees have moderate level of tolerance for ambiguity. Overall, all categories show low tolerance for ambiguity.

Years of association



Most respondents show low tolerance to ambiguity, regardless of their years of association with the organisation.

Work experience



Eleven percent respondents with 15–25 years of work experience with the SPO have a moderate level of tolerance for ambiguity. All respondents with 25+ years of experience have low tolerance for ambiguity.

Table 45: Categorical analysis of control culture

Gender

Female

8%

86%

6%

Male

9%

85%

6%

Others

100%

Prefer not to share

100%

Low

Medium

High

Both males and females have almost the same level of preference to work in control culture.

Age

65+ years

100%

55-64 years

12%

82%

6%

45-54 years

5%

88%

7%

35-44 years

7%

85%

8%

25-34 years

10%

85%

5%

18-24 years

13%

85%

2%

Low

Medium

High

Thirteen percent survey participants in the 18-24 years age group have low preference for control culture. This is the highest percentage of respondents who have low preference for control culture compared to percentage of respondents who have low preference for control culture in all other categories.

Education

Doctorate / Post Doctorate

13%

80%

7%

Post-graduate degree or equivalent

7%

89%

4%

Under graduate degree or equivalent

11%

81%

8%

Class XII or equivalent of Higher Secondary School

14%

67%

19%

Diploma/ ITI/ Certification/ Vocational course

14%

86%

Class X or equivalent of Secondary School

91%

9%

Low

Medium

High

Fourteen percent survey participants with vocational education have low preference for control culture. This is the highest percentage of respondents who have low preference for control culture compared to percentage of respondents who have low preference for control culture in all other categories.

Nature of engagement

Full-time employee on pay-roll

8%

86%

6%

Part-time employee on pay-roll

100%

Full-time contractual

84%

16%

Part-time contractual

11%

89%

Consultant with honorarium

18%

82%

Volunteer with stipend or honorarium

100%

Volunteer without stipend or honorarium

22%

67%

11%

Intern/ Trainee with stipend or honorarium

25%

75%

Intern/ Trainee without stipend or honorarium

100%

Low

Medium

High

Twenty-five percent intern/trainee with stipend or honorarium have low preference for control culture. This is the highest percentage of respondents who have low preference for control culture compared to percentage of respondents who have low preference for control culture in all other categories.

Table 45: Categorical analysis of control culture

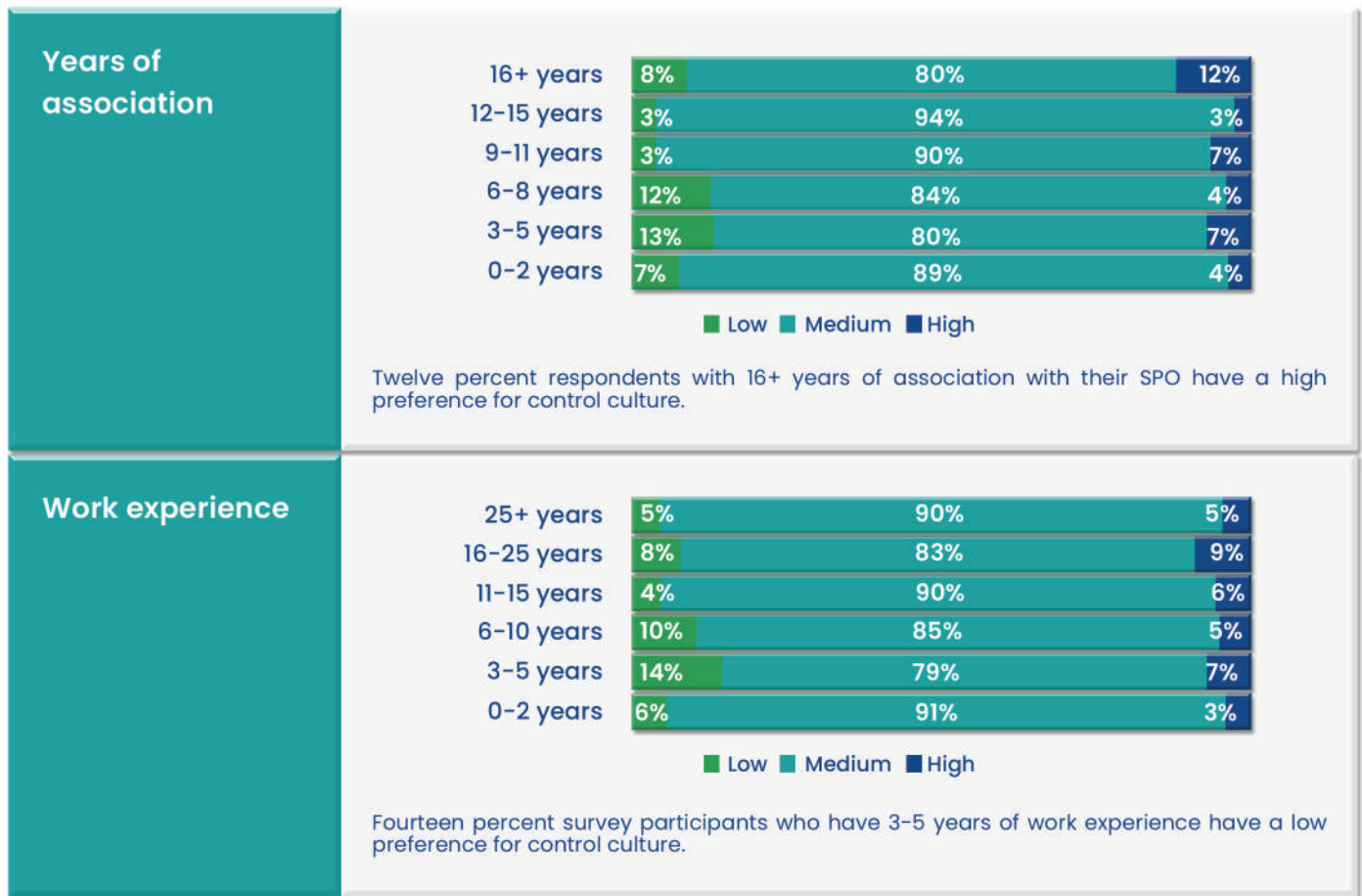


Table 46: Categorical analysis of relationship culture

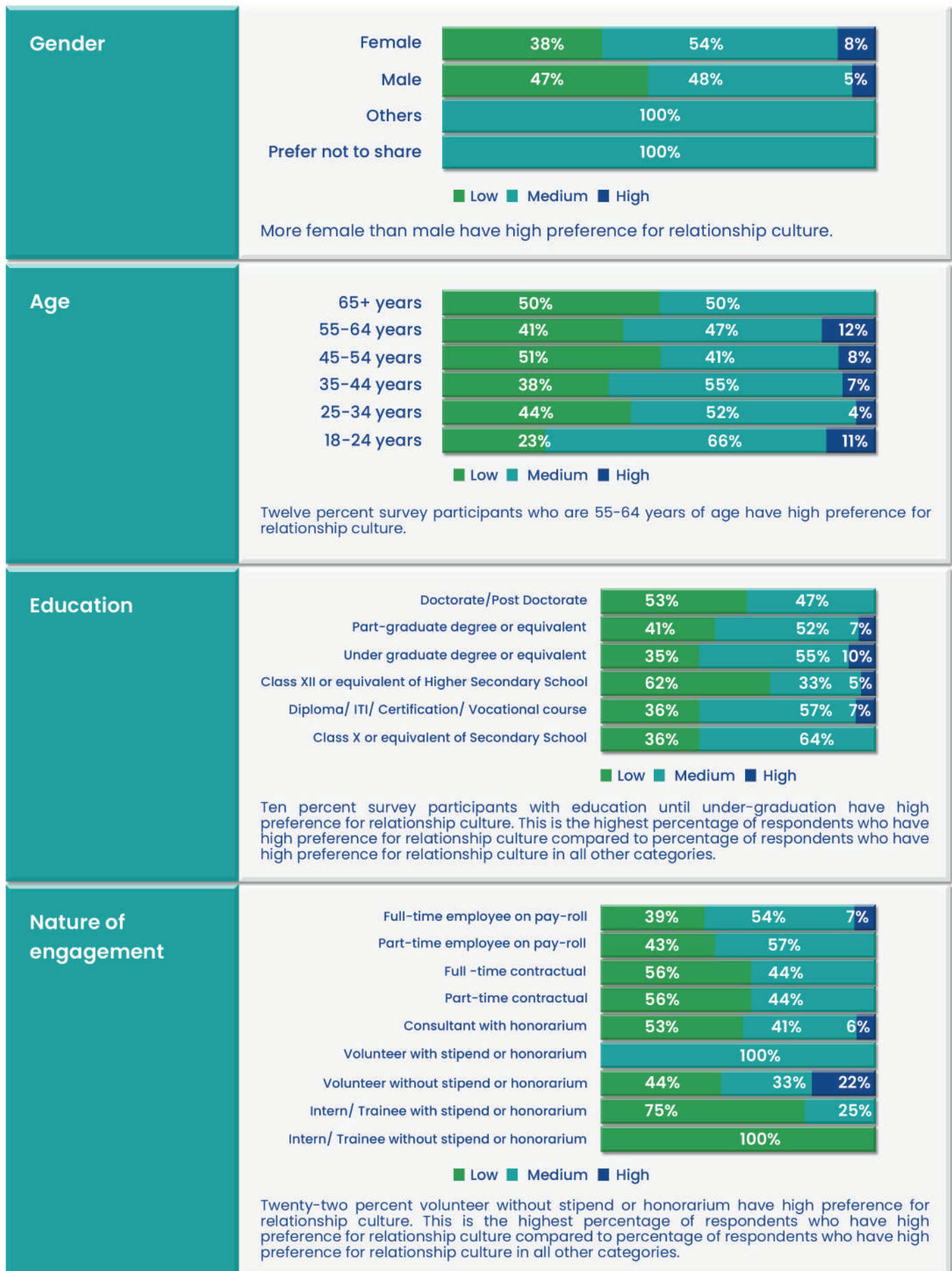


Table 46: Categorical analysis of relationship culture

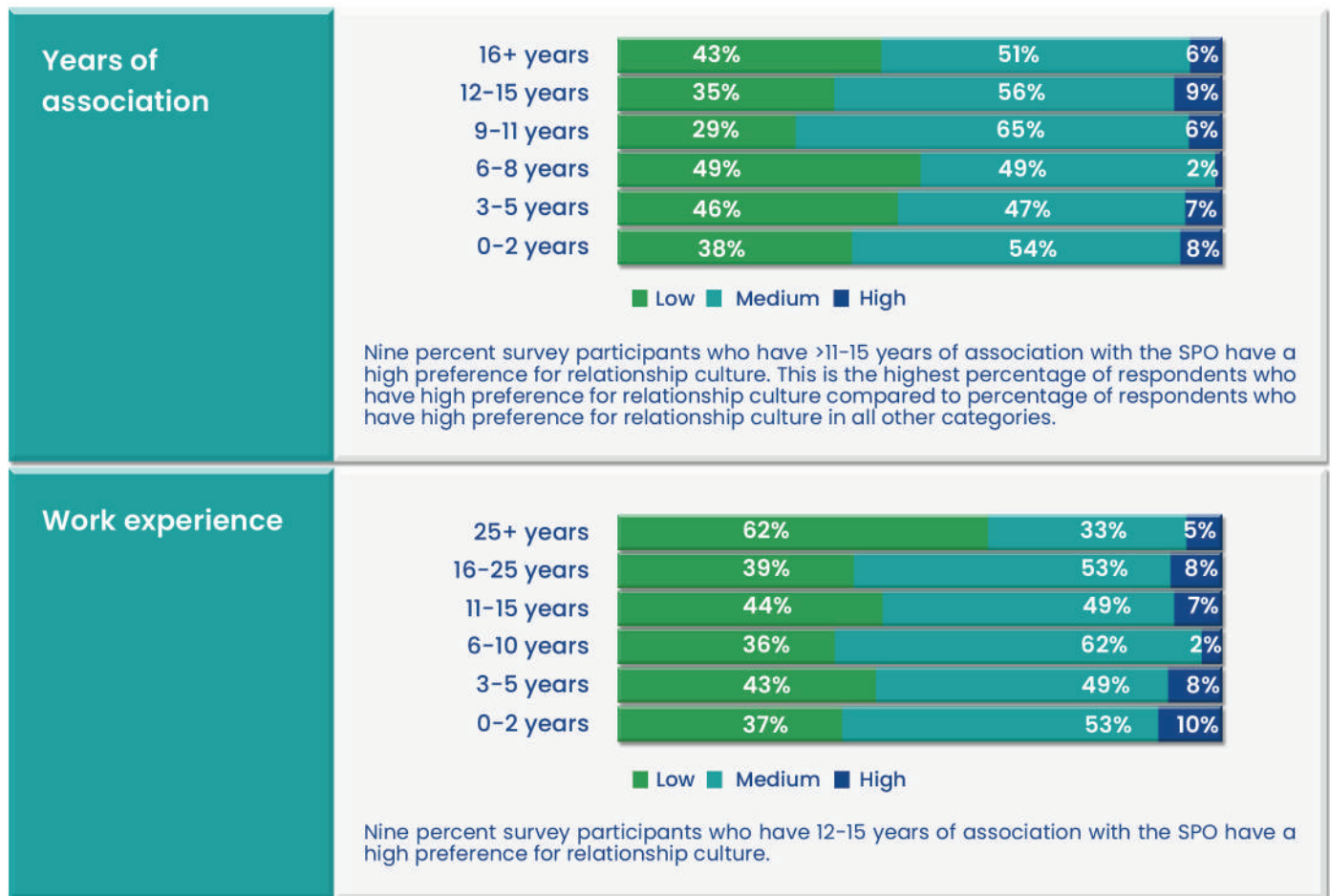


Table 47: Categorical analysis of performance culture

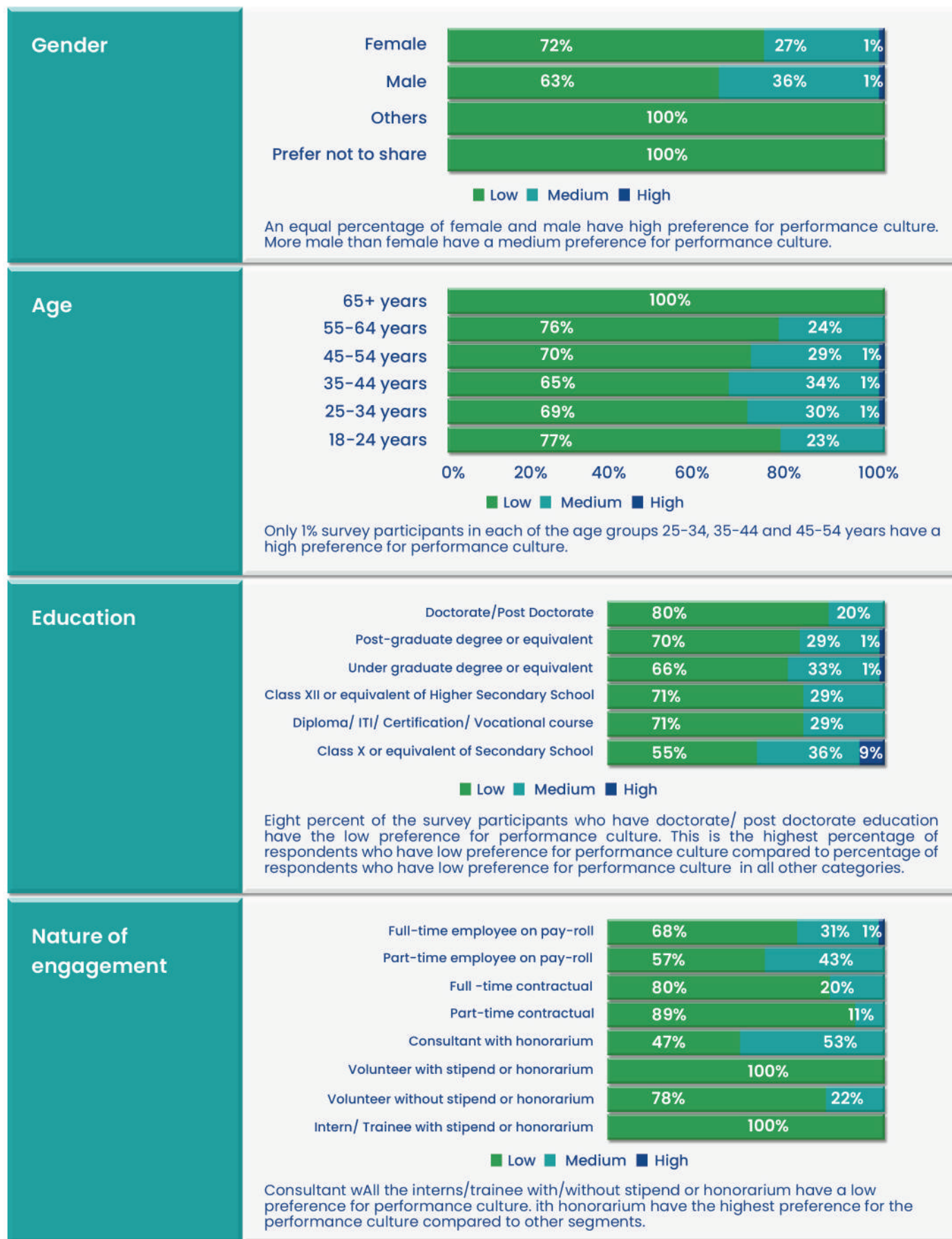


Table 47: Categorical analysis of performance culture

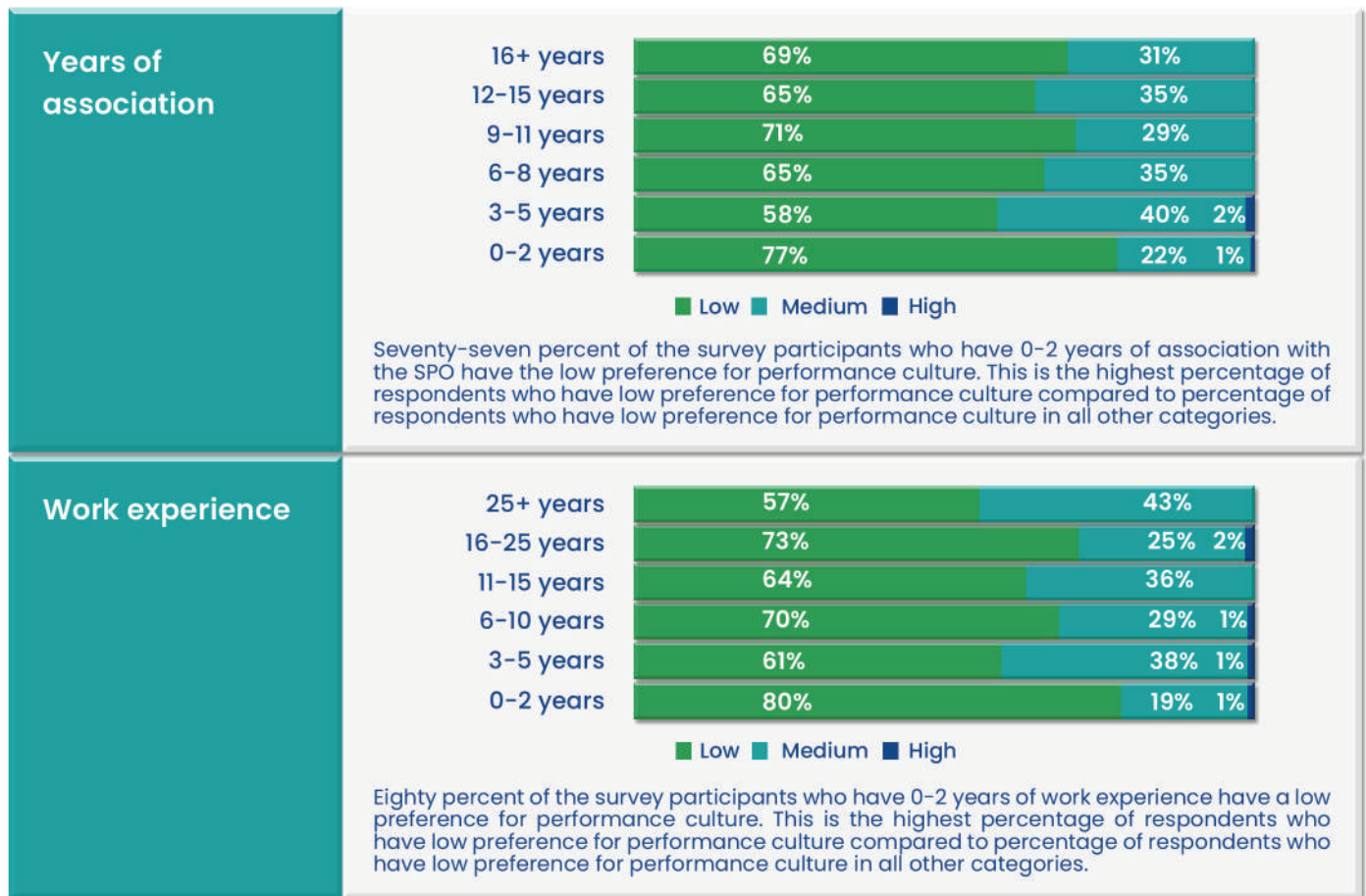


Table 48: Categorical analysis of responsive culture

Gender

Female	<div><div>47%</div><div>53%</div></div>
Male	<div><div>52%</div><div>48%</div></div>
Others	<div><div>100%</div><div></div></div>
Prefer not to share	<div><div>50%</div><div>50%</div></div>

Low

Medium

Fifty-three percent female and 48% male have a medium preference for responsive culture.

Age

65+ years	<div><div>50%</div><div>50%</div></div>
55-64 years	<div><div>53%</div><div>47%</div></div>
45-54 years	<div><div>52%</div><div>48%</div></div>
35-44 years	<div><div>48%</div><div>52%</div></div>
25-34 years	<div><div>47%</div><div>53%</div></div>
18-24 years	<div><div>49%</div><div>51%</div></div>

Low

Medium

Fifty-three percent respondents in the 25-34 years age group have a medium preference for a responsive culture.

Education

Doctorate/Post Doctorate	<div><div>33%</div><div>67%</div></div>
Post-graduate degree or equivalent	<div><div>48%</div><div>52%</div></div>
Under graduate degree or equivalent	<div><div>48%</div><div>52%</div></div>
Class XII or equivalent of Higher Secondary School	<div><div>71%</div><div>29%</div></div>
Diploma/ ITI/ Certification/ Vocational course	<div><div>50%</div><div>50%</div></div>
Class X or equivalent of Secondary School	<div><div>45%</div><div>55%</div></div>

Low

Medium

Sixty-seven percent respondents who have doctoral/post doctoral education have a medium preference for responsive culture. This is the highest percentage of respondents who have medium preference for responsive culture compared to percentage of respondents who have medium preference for responsive culture in all other categories.

Nature of engagement

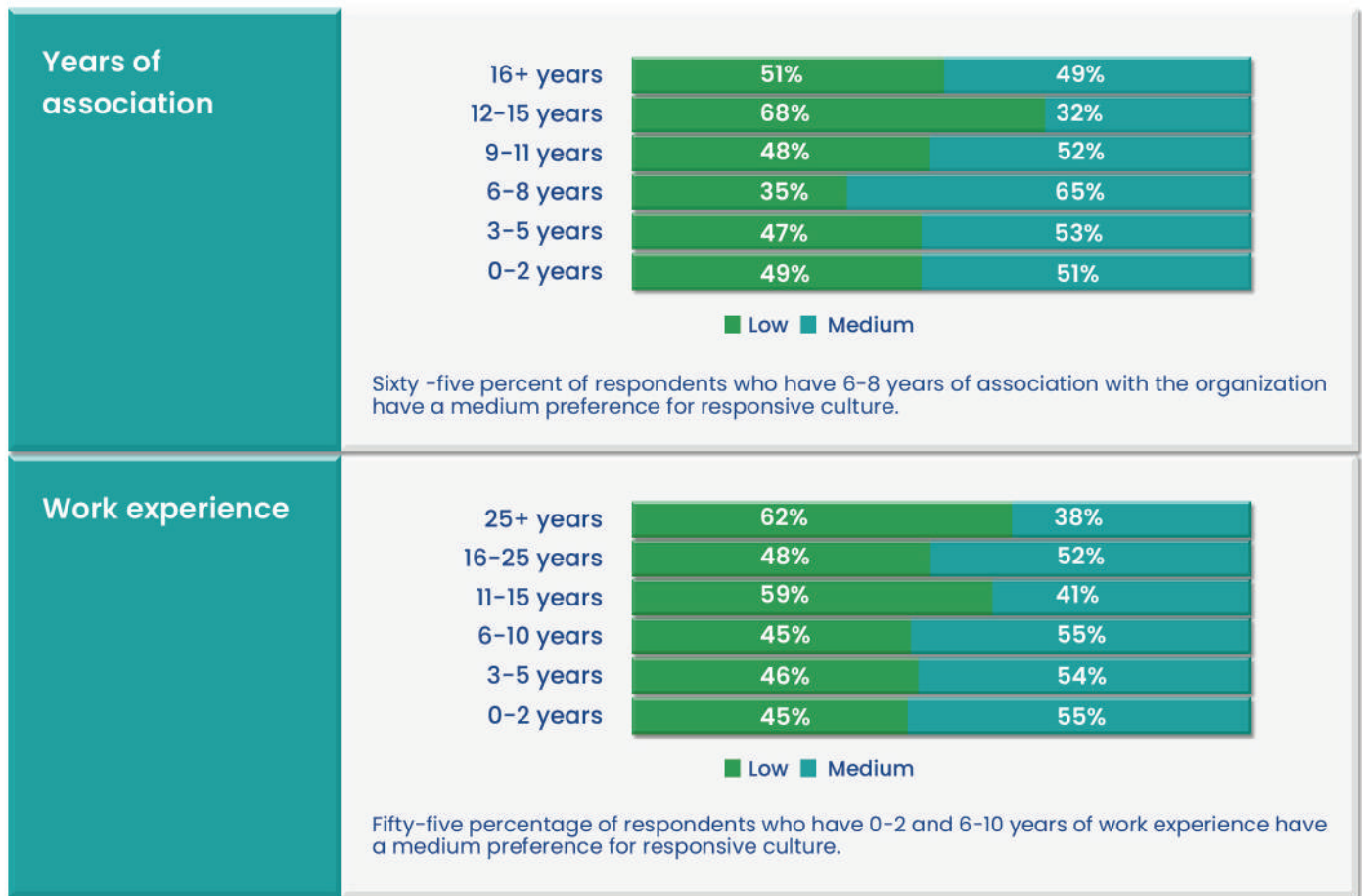
Full-time employee on pay-roll	<div><div>49%</div><div>51%</div></div>
Part-time employee on pay-roll	<div><div>14%</div><div>86%</div></div>
Full -time contractual	<div><div>56%</div><div>44%</div></div>
Part-time contractual	<div><div>33%</div><div>67%</div></div>
Consultant with honorarium	<div><div>29%</div><div>71%</div></div>
Volunteer with stipend or honorarium	<div><div>100%</div><div></div></div>
Volunteer without stipend or honorarium	<div><div>78%</div><div>22%</div></div>
Intern/ Trainee with stipend or honorarium	<div><div>100%</div><div></div></div>
Intern/ Trainee without stipend or honorarium	<div><div>100%</div><div></div></div>

Low

Medium

All the volunteer with stipend or honorarium have a medium preference for responsive culture.

Table 48: Categorical analysis of responsive culture



Annex 7: Motivation of talent across different archetypes to work in social sector

Table 49: Key criteria determining people's decision to accept roles in Indian SPOs

Key criteria determining respondents' choice of joining a job in Indian SPOs							
NGO Simple Adhoc		NGO Simple Professionally Managed		NGO Complex Adhoc		NGO Complex Professionally Managed	
Learning opportunities and personal growth	86%	Opportunities to contribute to a larger cause	100%	Learning opportunities and personal growth	87%	Learning opportunities and personal growth	84%
Opportunities to contribute to a larger cause	68%	Learning opportunities and personal growth	81%	Opportunities to contribute to a larger cause	70%	Opportunities to contribute to a larger cause	78%
Personal alignment with the vision/ purpose of the organisation	68%	Personal alignment with the vision/ purpose of the organisation	71%	Career development	69%	Personal alignment with the vision/ purpose of the organisation	64%
Career development	64%	Compensation and benefits	62%	Personal alignment with the vision/ purpose of the organisation	63%	Career development	60%
Compensation and benefits	64%	Job security / Job stability	62%	Compensation and benefits	52%	Fitment and interest in the role / job definition	49%
Fitment and interest in the role / job definition	45%	Career development	48%	Fitment and interest in the role / job definition	45%	Compensation and benefits	43%
Job security / Job stability	23%	Fitment and interest in the role / job definition	38%	Job security / Job stability	34%	Job security / Job stability	40%
Profile of leaders of the organisation	9%	Profile of leaders of the organisation	10%	Profile of leaders of the organisation	28%	Profile of leaders of the organisation	20%
Relatively low cost of living in the region/ geography	9%	Relatively low cost of living in the region/ geography	5%	Relatively low cost of living in the region/ geography	6%	Relatively low cost of living in the region/ geography	5%
Team member	5%			Culture of the organisation	1%		
ESO Simple		ESO Complex		Funding Organisations			
Opportunities to contribute to a larger cause	79%	Learning opportunities and personal growth	91%	Learning opportunities and personal growth	87%		
Personal alignment with the vision/ purpose of the organisation	79%	Career development	72%	Opportunities to contribute to a larger cause	68%		
Learning opportunities and personal growth	74%	Compensation and benefits	65%	Compensation and benefits	64%		
Fitment and interest in the role / job definition	63%	Opportunities to contribute to a larger cause	65%	Career development	57%		
Compensation and benefits	47%	Personal alignment with the vision/ purpose of the organisation	65%	Personal alignment with the vision/ purpose of the organisation	48%		
Career development	42%	Fitment and interest in the role / job definition	57%	Fitment and interest in the role / job definition	47%		
Job security / Job stability	32%	Job security / Job stability	37%	Job security / Job stability	39%		
Profile of leaders of the organisation	26%	Profile of leaders of the organisation	19%	Profile of leaders of the organisation	19%		
		Relatively low cost of living in the region/ geography	2%	Flexible work life balance	1%		
		The sense of empathy and fairness to equally contribute towards a goal	2%	Relatively low cost of living in the region/ geography	1%		

Table 50: Top factors that influence respondents' continuous engagement and retention

Top factors that influence respondents' continuous engagement and retention across different archetypes							
NGO Simple Adhoc		NGO Simple Professionally Managed		NGO Complex Adhoc		NGO Complex Professionally Managed	
Opportunities to learn and grow	77%	Opportunities to learn and grow	81%	Opportunities to learn and grow	68%	Opportunities to learn and grow	72%
Work environment and culture	64%	Opportunities to contribute meaningfully	67%	Work environment and culture	54%	Opportunities for creativity and innovation	64%
Opportunities for creativity and innovation	50%	Work environment and culture	57%	Opportunities for creativity and innovation	48%	Work environment and culture	64%
Relationships with peers and colleagues	45%	Opportunities for creativity and innovation	52%	Opportunities to contribute meaningfully	48%	Opportunities to contribute meaningfully	60%
Flexibility and autonomy in work	41%	Opportunities to contribute to the decision-making processes	43%	Opportunities to contribute to the decision-making processes	40%	Opportunities to contribute to the decision-making processes	38%
Compensation and benefits	36%	Compensation and benefits	38%	Relationships with peers and colleagues	37%	Flexibility and autonomy in work	36%
Opportunities to contribute meaningfully	36%	Flexibility and autonomy in work	38%	Flexibility and autonomy in work	36%	Alignment with organisational values and vision	32%

Top factors that influence respondents' continuous engagement and retention across different archetypes							
NGO Simple Adhoc		NGO Simple Professionally Managed		NGO Complex Adhoc		NGO Complex Professionally Managed	
Alignment with organisational values and vision	27%	Data driven insights on organisation effectiveness and learning	33%	Compensation and benefits	31%	Opportunities to give and receive constructive feedback	26%
Opportunities to give and receive constructive feedback	27%	Alignment with organisational values and vision	29%	Opportunities to give and receive constructive feedback	31%	Relationships with peers and colleagues	26%
Opportunities to contribute to the decision-making processes	23%	Relationships with peers and colleagues	29%	Alignment with organisational values and vision	29%	Compensation and benefits	23%
Leadership style practiced in the organisation	18%	Leadership style practiced in the organisation	19%	Leadership style practiced in the organisation	28%	Leadership style practiced in the organisation	22%
Parity in information across the organisation	14%	Opportunities to give and receive constructive feedback	14%	Data driven insights on organisation effectiveness and learning	16%	Data driven insights on organisation effectiveness and learning	7%
Data driven insights on organisation effectiveness and learning	5%			Parity in information across the organisation	11%	Parity in information across the organisation	3%
ESO Simple		ESO Complex		Funding Organisations			
Opportunities to contribute meaningfully	58%	Work environment and culture	67%	Opportunities to learn and grow	80%		
Opportunities to learn and grow	58%	Opportunities to learn and grow	63%	Work environment and culture	61%		
Work environment and culture	58%	Compensation and benefits	50%	Opportunities for creativity and innovation	51%		
Flexibility and autonomy in work	53%	Opportunities to contribute to the decision-making processes	50%	Compensation and benefits	45%		
Compensation and benefits	47%	Opportunities to contribute meaningfully	46%	Opportunities to contribute meaningfully	43%		
Relationships with peers and colleagues	42%	Flexibility and autonomy in work	44%	Flexibility and autonomy in work	32%		
Alignment with organisational values and vision	37%	Opportunities for creativity and innovation	44%	Relationships with peers and colleagues	32%		
Opportunities for creativity and innovation	37%	Relationships with peers and colleagues	33%	Opportunities to contribute to the decision-making processes	31%		
Opportunities to contribute to the decision-making processes	37%	Opportunities to give and receive constructive feedback	28%	Alignment with organisational values and vision	29%		
Leadership style practiced in the organisation	26%	Leadership style practiced in the organisation	26%	Leadership style practiced in the organisation	20%		
Opportunities to give and receive constructive feedback	11%	Alignment with organisational values and vision	22%	Opportunities to give and receive constructive feedback	20%		
Data driven insights on organisation effectiveness and learning	5%	Parity in information across the organisation	9%	Data driven insights on organisation effectiveness and learning	11%		
Place of work	5%	Data driven insights on organisation effectiveness and learning	6%	Parity in information across the organisation	7%		

Table 51: Factors that motivate respondents to continue to work in the Indian Social Sector

Factors that motivate respondents across different archetypes to continue to work in the Indian Social Sector							
NGO Simple Adhoc		NGO Simple Professionally Managed		NGO Complex Adhoc		NGO Complex Professionally Managed	
Opportunities for learning and development	86%	Satisfaction from meaningful contribution to a cause	76%	Opportunities for learning and development	72%	Opportunities for learning and development	71%
Satisfaction from meaningful contribution to a cause	77%	Shared purpose and vision of social change	71%	Satisfaction from meaningful contribution to a cause	62%	Satisfaction from meaningful contribution to a cause	62%
Organisation culture and work environment	59%	Opportunities for learning and development	57%	Shared purpose and vision of social change	59%	Organisation culture and work environment	58%
Opportunities to influence and impact results on ground	50%	Feeling valued	52%	Feeling valued	56%	Shared purpose and vision of social change	55%
Diversity of people engaged in the sector	41%	Opportunities to influence and impact results on ground	43%	Organisation culture and work environment	56%	Opportunities to influence and impact results on ground	46%

Factors that motivate respondents across different archetypes to continue to work in the Indian Social Sector							
NGO Simple Adhoc		NGO Simple Professionally Managed		NGO Complex Adhoc		NGO Complex Professionally Managed	
Shared purpose and vision of social change	41%	Organisation culture and work environment	43%	Opportunities to influence and impact results on ground	52%	Spirit of collective action	36%
Feeling valued	36%	"Family friendly" policies (e.g., flexible work hours, parental leave)	29%	Spirit of collective action	24%	Feeling valued	34%
Spirit of collective action	27%	Compensation	29%	Diversity of people engaged in the sector	21%	"Family friendly" policies (e.g., flexible work hours, parental leave)	26%
Performance recognition/ acknowledgement	23%	Performance recognition/ acknowledgement	29%	Performance recognition/ acknowledgement	20%	Diversity of people engaged in the sector	21%
"Family friendly" policies (e.g., flexible work hours, parental leave)	5%	Diversity of people engaged in the sector	14%	"Family friendly" policies (e.g., flexible work hours, parental leave)	17%	Performance recognition/ acknowledgement	20%
Compensation	5%	Job stability/ Job security	14%	Compensation	14%	Job stability/ Job security	19%
Job stability/ Job security	5%	Spirit of collective action	14%	Job stability/ Job security	13%	Compensation	9%
		Feeling valued personally, due to my work in the social sector	10%			Feeling valued personally, due to my work in the social sector	3%
ESO Simple		ESO Complex		Funding Organisations			
Satisfaction from meaningful contribution to a cause	74%	Shared purpose and vision of social change	63%	Satisfaction from meaningful contribution to a cause	74%		
Feeling valued personally, due to my work in the social sector	53%	Opportunities to influence and impact results on ground	57%	Opportunities for learning and development	56%		
Opportunities for learning and development	53%	Satisfaction from meaningful contribution to a cause	57%	Opportunities to influence and impact results on ground	48%		
Opportunities to influence and impact results on ground	47%	Opportunities for learning and development	54%	Organisation culture and work environment	45%		
Organisation culture and work environment	47%	Diversity of people engaged in the sector	43%	Shared purpose and vision of social change	45%		
Spirit of collective action	47%	Organisation culture and work environment	43%	Feeling valued	40%		
Diversity of people engaged in the sector	32%	Spirit of collective action	31%	Spirit of collective action	33%		
"Family friendly" policies (e.g., flexible work hours, parental leave)	26%	Performance recognition/ acknowledgement	26%	Diversity of people engaged in the sector	27%		
Shared purpose and vision of social change	21%	Feeling valued personally, due to my work in the social sector	20%	"Family friendly" policies (e.g., flexible work hours, parental leave)	19%		
Job stability/ Job security	16%	Feeling valued	19%	Compensation	17%		
Performance recognition/ acknowledgement	16%	"Family friendly" policies (e.g., flexible work hours, parental leave)	17%	Performance recognition/ acknowledgement	16%		
Compensation	5%	Compensation	13%	Job stability/ Job security	15%		
		Job stability/ Job security	13%	Feeling valued personally, due to my work in the social sector	3%		