

The IMD World Talent Ranking methodology

I. The structure of the IMD World Talent Ranking

The ranking is structured according to three factors:

- 1) investment and development
- 2) appeal
- 3) readiness

The first factor takes into account the investment in and development of home-grown talent. It traces the size of public investment on education by incorporating an indicator of public expenditure. It also looks at the quality of education through indicators related to pupil-teacher ratios. The development of talent is covered by variables related to the implementation of apprenticeship and the priority of employee training for companies. It also looks at the development of the female labor force. In addition, this factor takes into account the quality of the health infrastructure in terms of meeting the health needs of society.

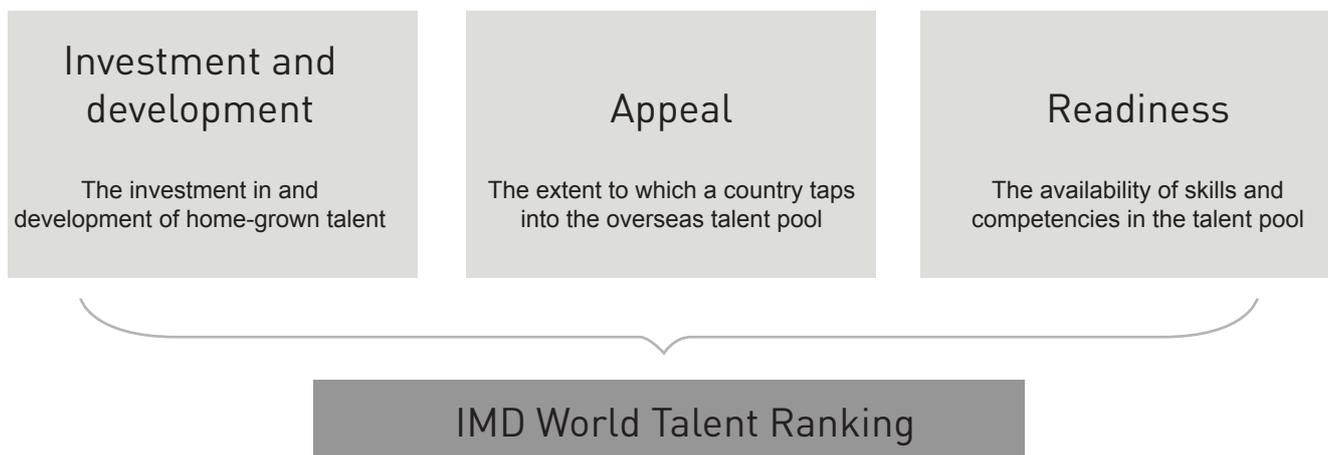
The appeal factor goes beyond the focus on the local labor force to incorporate the ability of a country to tap into the overseas talent pool. It does so by including indicators such as the cost of living and quality of life in a particular economy. Specifically, it examines the ability of a country to attract highly skilled foreign labor. In addition, it assesses the way enterprises prioritize the attraction and retention of talent. Another component of this factor evaluates the impact of brain drain on the competitiveness of countries. It also takes into account the level of worker motivation. Salary and taxation levels are important for an economy to be able to maintain an effective flow of talent. The appeal factor thus considers remuneration at the management and

services professions levels and personal income tax rates. This factor also incorporates measures of personal security and the protection of private property rights because they play a key role in increasing the attractiveness of a particular economy.

The success of the investment in and development of talent and the ability to attract and retain talent is reflected in the availability of skills and competencies to sustain an economy's talent pool. The readiness factor looks at the context of the talent pool. It considers the growth of the labor force and the quality of the skills available. It also takes into consideration the experience and competencies of the existing senior managers' pool. In addition, the readiness factor focuses, on the ability of the educational system to meet the talent needs of enterprises. It examines the way in which the educational system fulfils the talent demands of the economy, the ability of higher education to meet that demand and the languages skills available. Finally, it considers the mobility of students (inbound) and educational assessment (PISA).

Such a comprehensive set of criteria enables us to observe how countries perform in terms of sustaining their talent pool. In developing the talent ranking, we have omitted measures of the regulation of labor and productivity. The reason for this is because our objective is to assess the development and retention of talent, and the regulation of labor and its focus on conflict resolution could be perceived as peripheral to that objective. Similarly, productivity is an outcome of what we want to assess.

Graph 1. Relation between Competitiveness and the Scientific Infrastructure sub-factor



II. Constructing the IMD World Talent Ranking

In order to calculate the IMD World Talent Ranking, we:

- Normalize criteria data using the same STD methodology used in the IMD World Competitiveness Yearbook
- Average the criteria STDs to generate the three talent competitiveness factors
- Aggregate factors to build the overall talent ranking
- Normalize the factors and overall ranking to the 0 to 100 range to facilitate the interpretation of results.

We employ this methodology to rank the countries' evolution in talent aspects from 2013 onward. However, there are some caveats. For certain years, our sample varies according to the evolution of the IMD World Competitiveness

Yearbook. That is to say, some countries appear in the talent ranking only for the years since they became part of the Yearbook. For example, talent rankings for Mongolia are available from 2015 onward and Cyprus and Saudi Arabia are available only for 2017.

Additionally, hard data may not be available for specific countries in specific years. Whenever possible, we use the most recent data available.

In Table 2 we present all the definitions of hard and survey criteria. Note that the value range for all survey-based criteria is of 0 to 10.

Table 1: Sample size (2015-2019)

Year:	2015	2016	2017	2018	2019
# Countries:	61	61	63	63	63

Table 2: Criteria definitions and survey questions**Investment & Development**

Total public expenditure on education	Percentage of GDP
Gov. expenditure on education per student	Percentage of GDP per capita (secondary education)
Total public expenditure on education per student	Spending per enrolled pupil/student, all levels
Pupil-teacher ratio (primary education)	Ratio of students to teaching staff
Pupil-teacher ratio (secondary education)	Ratio of students to teaching staff
Apprenticeships	Apprenticeships are sufficiently implemented
Employee training	Employee training is a high priority in companies
Female labor force	Percentage of total labor force
Health infrastructure	Health infrastructure meets the needs of society

Appeal

Cost-of-living index	Index of a basket of goods & services in the main city, including housing (New York City = 100)
Attracting and retaining talents	Attracting and retaining talents is a priority in companies
Worker motivation	Worker motivation in companies is high
Brain drain	Brain drain (well-educated and skilled people) does not hinder competitiveness in your economy
Quality of life	Quality of life is high
Foreign highly-skilled personnel	Foreign highly-skilled personnel are attracted to your country's business environment
Remuneration in services professions	Gross annual income including supplements such as bonuses, US\$
Remuneration of management	Total base salary plus bonuses and long-term incentives, US\$
Effective personal income tax rate	Percentage of an income equal to GDP per capita
Justice	Justice is fairly administered
Exposure to particle pollution	Mean population exposure to PM2.5, Micrograms per cubic metre

Readiness

Labor force growth	Percentage change
Skilled labor	Skilled labor is readily available
Finance skills	Finance skills are readily available
International experience	International experience of senior managers is generally significant
Competent senior managers	Competent senior managers are readily available
Primary and secondary education	Primary and secondary education meets the needs of a competitive economy
Graduates in Sciences	% of graduates in ICT, Engineering, Math & Natural Sciences
University education	University education meets the needs of a competitive economy
Management education	Management education meets the needs of the business community
Language skills	Language skills are meeting the needs of enterprises
Student mobility inbound	Foreign tertiary-level students per 1000 inhabitants
Educational assessment - PISA	PISA survey of 15-year olds