

DURBAN UNIVERSITY OF TECHNOLOGY

**LEADERSHIP APPROACHES TO TALENT DEVELOPMENT AND RETENTION: A CASE STUDY OF THE
UNIVERSITY OF TECHNOLOGY IN SOUTH AFRICA BASED ON SYSTEM DYNAMICS MODELLING**

GONASAGREN GOVENDER

AUGUST 2023



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THE UNIVERSITY OF TECHNOLOGY IN SOUTH AFRICA BASED ON SYSTEM DYNAMICS
MODELLING**

Submitted in fulfilment of the requirements of the degree of Doctor of Philosophy
specialising in *Leadership and Complexity* in the Faculty of Management Sciences at
the Durban University of Technology

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**AUGUST
2023**

APPROVED FOR FINAL SUBMISSION


Supervisor (Affiliation): Dr Shamim Bodhanya (signature) Date: 04 March 2024

DECLARATION

I, Gonasagren Govender, hereby declare that this thesis is original, and all the contents are appropriately acknowledged and explicitly referenced. A bibliography is appended to the thesis. Furthermore, it represents my own opinions and not necessarily those of the Durban University of Technology and the Mangosuthu University of Technology.

I also certify that the thesis has not heretofore been submitted in any of its parts or entirety for a degree of Doctor of Philosophy in any other institution of higher learning locally or internationally.

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Gonasagren Govender

31 October 2022

Date

DEDICATION

This thesis is a dedication to my Late Father, Mr Rajan Govender

MY INSPIRATION AND GUIDING LIGHT

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I would like to express gratitude to the staff at the Mangosuthu University of Technology who were instrumental in the Doctorate journey of a colleague. All of them are aware that the adventure and challenges of completing a PhD are long and taxing ones.

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ABSTRACT

Higher Education (HE) in South Africa has been recently affected by high staff turnover in the science faculties. The higher education system is under severe pressure given that the academic cohort of scientists comprises a majority of ageing white males. Thus, the higher education sector will have to ensure it attracts and retains scientific staff to address this potential crisis. High turnover sometimes occurs as a result of poaching from ‘sister institutions’ but, in the main, is due to staff losses to the private sector because universities cannot match the salaries offered in the private sector. A shortage of scarce skills has left universities with no option but to appoint foreigners in some faculties. This has a negative impact on staff retention. Furthermore, a career in academia is sometimes embraced through default rather than conscious choice. This results in lower productivity as there is little motivation for new staff to perform to their potential since they see academia as a stepping-stone to their ‘real career.’ Therefore, this study, sought to evaluate leadership approaches to talent development and retention using a qualitative system dynamics model.

System dynamics modelling is a computer simulation approach to addressing social issues that is rooted in the agency-structure debate. The fundamental thesis of system dynamics is that the behaviour or observed phenomena in any system over time is largely determined by its structure and that effective changes or modifications can only be achieved through an understanding of the structure. The research was primarily qualitative, as system dynamics requires elicitation and understanding of the prevailing mental models in a system as the basis for developing a simulation model. System dynamics modelling primarily follows the systems thinking paradigm, which is a philosophical world view that is rooted in holism. The system thinking paradigm holds that all things and events inadvertently form part of a larger whole and they can be best understood within the context of this larger whole. A purposive sample of 30 members of staff from human resources management, executive management and members of the University Council was used to collect data through interviews and focus groups.

Data was analysed using NVivo and a qualitative system dynamic modelling approach. The findings of the study led to identification of four consolidated themes, viz. talent development and retention; a system for talent management and retention; a process for talent management and retention, and recommendations for talent management and retention. The afore-mentioned

themes were further categorised into nine sub-themes. The results show that several factors impact talent management, including bureaucracy and a lack of proper promotion processes. The findings from the system dynamics approach led to the formulation of four key variables: work pressurised induced turnover, resource dynamics for staff development, training dynamics and consultative strategic planning. The identified variables led to the development of an integrated SD-CLD model on leadership approaches to talent development and retention, which is a key contribution of this study. Therefore, institutions of higher learning must come up with talent development strategies that adhere to the prevailing laws such as the Employment Equity Act to achieve their strategic goals. A targeted training initiative is fundamental in developing the skills of academics in terms of teaching and learning and research. Hence, departmental courses, seminars and workshops for teaching and learning research excellence and general academic development need to be seriously debated within a given collegial, intellectual, and academic environment. This study has contributed to the literature on talent management, leadership, and retention from a university of technology where resource, constraints, culture, and politics play a crucial role on the final recipe. The study has further provided a springboard for altering or reviewing institutional policies so that the needs of employees are properly addressed, and the talent management framework is enhanced. Future research should consider expanding the scope of the study by other variables that are key to organisational effectiveness using a system dynamics approach.

Keywords: System dynamics model, Higher education, Leadership, Turnover, Talent development, Retention, NVivo, Qualitative

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LIST OF ABBREVIATIONS

CLD	Causal Loop diagram
DHET	Department of Higher Education and Training
HEQF	Higher Education Qualification Framework
HEIs	Higher Education Institutions
IREC	Institutional Research Ethics Committee
KZN	KwaZulu-Natal
MUT	Mangosuthu University of Technology
NDP	National Development Plan
NESP	Nurturing Emerging Scholarship Programme
nGAP	New Generation of Academics Programme
NSFAS	National Student Financial Aid Scheme
SD	System Dynamics
SSM	Soft systems methodology
TDM	Talent Development Framework
TLDC	Teaching Learning and Development Centre
TM	Talent Management
VSM	Viable systems methodology

CHAPTER 1

INTRODUCTION AND PROBLEM ORIENTATION

1.1 INTRODUCTION

This chapter discusses the context of the research, the research problem, research aim and objectives. The chapter further discusses an overview of the literature review and research methodology, thesis outline and a conclusion.

1.2 CONTEXT OF RESEARCH

The higher education (HE) sector in South Africa is reported to be facing notable challenges in attracting and retaining quality early career academics (Onah and Anikwe, 2016; Lesenyeho, Barkhuizen and Schutte, 2018). Such is further compounded by high staff turnover in the science faculties (Theron, Barkhuizen and du Plessis, 2014). According to HESA (2011), the higher education system is under severe pressure given that the academic cohort of scientists comprises mostly ageing white males. Thus, the HE sector must ensure that it attracts talent and pay more attention to retaining academics to avert a potential crisis.

According to Kumar (2011), staff turnover is a critical human resource issue, which Belete (2018) identifies as one of the biggest challenges in many organisations. For the HE sectors, some of the reasons for high staff turnover identified in the literature include staff poaching by sister institutions and staff switching to the private sector. The former is because of differences in remuneration strategies and, or conditions of service among universities. The latter is because universities cannot match the salaries offered within the private sector (Lee and Mitchell, 1994). Mushemeza (2016) further explains why academics cross floors to the private sector. The author states that as academics approach retirement, they get anxious about their financial status, which compels them to look for better-paying positions elsewhere.

Other factors that are also true for academic staff turnover at universities identified in the literature (Belete, 2018), include leadership styles (Puni, Agyemang and Asamoah, 2016), the disparity between individual and organisational values (Cave, Chung and Choi, 2013);

organisational justice, climate and culture (Iyigun and Tamer, 2012; Phayoonpun and Mat, 2014; Alkahtani, 2015), promotion opportunities (Nyamubarwa, 2013; Hassan, 2014; Shah and Asad 2018) and job satisfaction (Alkahtani, 2015).

In some instances, particularly in science, technology, engineering, and mathematics (STEM) related faculties, universities are left with no option but to appoint foreigners as some positions fall under the scarce skills category. Furthermore, a career in academia is sometimes embraced through default rather than conscious choice (Sauerman and Roach, 2012). Such staff members may exhibit a low commitment to their jobs since they see academia as a stepping-stone to their ‘real career.’

For these and other reasons, it is imperative that HE institutions correctly identify talent, manage the talent appropriately and ensure that talent deployment leads to improved strategic responsiveness in universities. Therefore, this study, sought to evaluate leadership approaches to talent development and retention using a qualitative system dynamics model. System dynamics modelling is a computer simulation approach to addressing social issues which is rooted in the agency-structure debate (Lane, 2001; Schwaninger, 2004; Lane, 1999; Valerdi, 2011). The fundamental thesis of system dynamics is that the behaviour or observed phenomena in any system over time is largely determined by its structure and that effective changes or modifications can only be achieved through an understanding of the structure (Forrester, 1961, Ghaffarzadegan et al., 2011, Richmond, 2004; Morecroft and Sterman, 2000).

System dynamics modelling primarily follows the systems thinking paradigm, which is a philosophical worldview that is rooted in holism. The systems thinking paradigm holds that all things and events inadvertently form part of a larger whole and they can be best understood within the context of this larger whole. This does not necessarily connote neglect of the importance of the individual elements, but rather, places emphasis on the interaction of each element with its environment and vice versa (Jackson, 2003; Senge, 2006). It is a conceptual field of inquiry that provides “a trans-disciplinary framework for a simultaneous

critical and normative exploration of the relationship between our perceptions and conceptions and the worlds they purport to represent” (Laszlo and Krippner, 1998:65).

System dynamics aver that operating factors in a system (deducible from its structures and policies) operate in a network of feedback relationships which determines the dynamic behaviour of such systems (Sterman, 1994) and because of the limitations to the information processing capability of the human mind (Marois and Ivanoff, 2005) computer simulations are needed as thinking aids to understand the feedback relationship (Maani and Cavana, 2007; Lane and Husemann, 2008).

The researcher is part of the Leadership and Complexity Programme at DUT, where he has done coursework that has contributed to his systemic understanding of the field. Therefore, he has developed a systemic theoretical appreciation by using different systemic lenses. The soft systems methodology approach led to an appreciation of the various stakeholders and their concerns. The viable system model aided him in appreciating the way systems are nested in each other and how local issues need to be understood in the context of the bigger picture. System dynamics led to a greater appreciation of circular logic and dynamic variables at work in any situation. The implication of this is that he has developed an appreciation of the problematic nature of the context in which his research is embedded.

The substantial planned increases in student enrolment up to 2030 as stated in the National Development Plan will ensure that this demand will continue to increase. Universities South Africa, (formerly HESA) stated on numerous occasions that staff retention problems and the current academics’ intentions of leaving the sector will exacerbate the challenge. Public universities and other tertiary educational institutions are faced with a multiplicity of challenges in association with the retention of capable and productive academic staff (HESA, 2011; Robyn and Du Preez, 2013). There have been concerted efforts with analysis of these challenges, problems, reasons, and their roots in terms of dissecting existing high academic turnover rates.

Competition with the private sector, lack of incentives and satisfactory remuneration, academic promotion policies considered unfair, minimal research funding on the part of the state or the tertiary institutions, and the expansion of the student population leading to increasing teaching and administrative responsibilities play a key role in high academic turnover (Theron *et al.*, 2014). Netswera *et al.* (2005) proposed to tertiary education leaders that one of their key responsibilities to open the road to excellence was to be aware of the significance of absorbing and recognising the academic and research capabilities and weaknesses of their academic staff to assist them in developing a solid academic career that will accompany their good quality of life.

Effective talent management and staff retention is seen as an instrument to reduce current inefficiencies within universities. This study focused on the management of the talent pool with a focus on talent sufficiency within the university. A systems approach was used to illustrate the link between the various subsystems (units) within the university and highlight prominent feedback effects. Bester (2008) indicates that, on many occasions, university leadership tends to underestimate the crucial importance and value of institutional talent retention and, in the process, fails to realise the root causes and reasons why talented academics and researchers look for better prospects. Netswera *et al.* (2005) argued that university leaders and managers tend to concentrate on institutional resource-building and business sustainability. On the other hand, academic, research and administrative employees concentrate on personal and professional interests driven by introverted interests, especially personal development, salary and other monetary rewards and individual fulfilment.

1.3 PROBLEM STATEMENT

Previous research has investigated academic staff attraction, development, and retention in the higher education sector (e.g., Gurmessa and Tefera, 2019; Erasmus, Grobblor and Niekerk, 2015; Selesho and Naile, 2014;). The central theme from previous research is the importance of understanding staff turnover intention or turnover factors. These factors are seen as critical for development and retention, with a high likelihood of negatively affecting the efficiency, effectiveness, and general performance of an organisation (Belete, 2018; Kaya and Abdioğlu, 2010). From the large corpus of literature on higher education institutions talent management practices, several studies have identified many factors of staff turnover.

Lesenyeho, Barkhuizen and Schutte (2018), for example, identified and evaluated four factors (management support, talent development, compensation and recognition, and satisfaction with institutional practices), which they found as significantly instrumental in reducing staff turnover intentions. The remuneration of academics was mentioned copiously as the reason academics leave their jobs, mostly to the private sector (MacGregor, 2015). Belete (2018) found that job satisfaction, job stress, organisational culture, organisational commitment, salary, organisational justice, promotional opportunity, demographic variables, leadership styles, and organisational climate are some of the factors affecting turnover intention of employees.

Several scholars have only focused on factors that impel academics to (want to) leave, either to another university or the private sector. The problem with such an approach is that it fails to provide a holistic picture essential to the development of a wholesome talent management strategy or practices (Jha, 2009). Talent management refers to the utilisation of integrated human resources management strategies and activities to attract, develop and retain human talent key to the achievement of institutional strategic objectives (Meyers and Woerkom, 2014; Lesenyeho, Barkhuizen and Schutte, 2018).

Thus, concentrating only on understanding staff turnover intention factors meant that management can only understand and address the challenges related to one aspect of talent management. To ameliorate this shortcoming, this study employed a system dynamics approach (Forrester, 1961, Ghaffarzadegan *et al.*, 2011, Richmond, 2004; Morecroft and Sterman, 2000). A system dynamics model mapped out all the identified factors and articulate their interdependent effects on staff attraction, development, and retention. As suggested in the literature (Lesenyeho, Barkhuizen and Schutte, 2018; Mokgojwa, Barkhuizen and Schutte, 2017; Selesho and Naile, 2014), higher education institutions (HEIs) in South Africa are affected by high staff turnover, and the selected UoT is no exception. There was also a need to conduct investigation at the UOT because it is in a township based setting where most of its students come from disadvantage background. Therefore, a qualitative system dynamics model could assist the university's leadership to devise talent management strategies and

initiatives to attract academics and also address staff turnover amid a global war for academic talent. This is key to the university's responsiveness to and achievement of its strategic goals.

1.4 RESEARCH AIM

The aim of this study was to evaluate leadership approaches to talent development and retention at a selected university of technology using a qualitative system dynamics modelling approach. Thus, existing systems and processes used by the selected UoT to manage, retain, and develop existing talent and the type and role of leadership were evaluated. This was based on an endogenous view of the problem using a system dynamics model. This analysis dissected existing policies and structures to identify leverage points for interventions within the university.

1.4.1 Research objectives

In order to achieve the aim of the study, the following objectives were derived:

1. To identify the systems and processes that the selected UoT employs for talent management.
2. To identify the major factors that impact talent management at the selected UoT.
3. To identify and explore leverage points where appropriate interventions can be made to improve talent management strategic outcomes at the selected UoT.
4. To develop a system dynamics model that articulates the interdependency of various factors affecting academic staff attraction, development, and retention for a selected UoT.
5. To explore existing leadership styles, initiatives, and priorities essential for talent management at the selected UoT.

1.4.2 Research Questions

To operationalise the research objectives stated above, the following research questions were formulated.

1. What systems and processes the selected UoT employs for talent management?
2. What are the major factors that impact on the talent management at the selected UoT?
3. What are the appropriate interventions that can be made to improve talent management strategic outcomes at the selected UoT?

4. How to develop a system dynamics model that articulates the interdependency of various factors affecting academic staff attraction, development, and retention for a selected UoT?
5. What are the leadership styles, initiatives, and priorities essential for talent management at the selected UoT?

1.5 SIGNIFICANCE OF THE STUDY

South Africa's tertiary education landscape is faced with the challenge of brain drain and staff turnover (Makondo, 2014; Selesho and Naile, 2014; Erasmus, Grobblers and Niekerk, 2015; Lesenyehlo, Barkhuizen and Schutte, 2018). Therefore, this study is extremely critical for the sector as it aspires to investigate the factors that impact talent development and retention and analyse the systems and processes used by UoT to manage, retain, and develop talent within the higher education sector. Thus, it was necessary to undertake a study of this nature in order to gain a deeper understanding of the human talent challenges confronting higher education, specifically with reference to staff retention and talent management.

It is envisaged that the findings of this study could help institutional managers, policy makers and human resources practitioners to adopt talent management strategies, academic talent development and retention in particular. In addition, this study contributes to the body of knowledge through the development of a system dynamics framework that will aid continuous learning and improvement of talent management strategies and activities at the selected UoT. This framework will also serve as a mirror and tool for guiding and enforcing best practices that can be adopted by other higher education institutions to ensure that they have the right mix of strategies for managing and retaining their talent.

1.6 A BRIEF OVERVIEW OF LITERATURE (THEORETICAL FOUNDATION)

The notion of talent management has been a subject of debate among academics/researchers over the last few decades (Collings, Scullion and Vaiman, 2015; Lewis and Heckman, 2006). Thunnissen, Boselie and Fruytier (2013) describe talent management as the most discussed aspect of human resources management (HRM). Though Lewis and Heckman (2006) indicated that talent management as a field of study suffered from the unclear and inconsistent

definition of its core construct, scope and conceptual framework, Thunnissen, Boselie and Fruytier (2013:328), in agreement with Boxall and Macky (2009), opine that it involves recruitment, staffing and succession planning, training and development, and retention management.

However, it is noteworthy that despite the growing academic work on talent management, the debates thereon are fraught with discord (Al Ariss, Cascio and Paauwe, 2014). The discord is assumed to stem from the fact that talent management scholars come from a broad range of academic traditions, such as strategic HRM, international HRM, and organisational behaviour. Each of these portfolios uses different philosophical lenses to view talent management (Thunnissen, Boselie and Fruytier, 2013). As a result, the research agenda on talent management, as argued by Dries (2013), comprises more phenomenon-driven than theory-driven studies. Emanating from the philosophical differences, there has been a debate on what is talent, and if it is innate or acquired (Thunnissen, Boselie and Fruytier, 2013; Meyers, Van Woerkom and Dries, 2013). To answer these questions, Gallardo-Gallardo, Dries and González-Cruz (2013) proposed the subject approach and the object approach.

The subject approach sees talent as people, which emphasises the availability, inimitability, scarcity, value, and difficult-to-replace employees (Thunnissen, Boselie and Fruytier, 2013). On the other hand, the authors describe the object approach to talent as attributes possessed by individuals, for example, abilities, knowledge, and competencies. Such attributes relate to an employee's performance (Boxall and Purcell, 2011). In addition to the subject approach versus the object approach, Gallardo-Gallardo, Dries and González-Cruz (2013) and Al Ariss, Cascio and Paauwe (2014) also distinguish between inclusive and exclusive approaches to talent management. These two approaches, when integrated with the subject and object approaches culminate, in what Thunnissen, Boselie and Fruytier (2013) refer to as the exclusive-subject approach and the inclusive-object approach.

In this study, the researcher was fully aware of these philosophical debates, which inform the outcomes of talent management (Meyers and van Woerkom, 2014), and the theoretical

frameworks. Thus, the researcher employed a qualitative system dynamics modelling which is underpinned by the inclusive-object approach to talent management. As indicated by Al Ariss, Cascio and Paauwe (2014), organisations make an effort to recruit talent, but often fail to manage talent effectively. This study, through system dynamics thinking, sought to unravel the multiple factors that impede talent management, with a particular focus on talent development and retention.

Figure 1.1 presents the conceptual framework of the study. In the figure, talent management is depicted as a systemic phenomenon from existing practices within the selected UoT. Further, drawing from the literature, this study conceptualised talent management as a relational construct (Khilji, Tarique and Schuler, 2015; Al Ariss, Cascio and Paauwe, 2014; Al Ariss and Crowley-Henry, 2013). Accordingly, the effectiveness or the outcomes of talent management are dependent on the relationships among individual, organisational, institutional, and sectorial/national/international contexts (Al Ariss, Cascio and Paauwe, 2014; Al Ariss and Crowley-Henry, 2013).

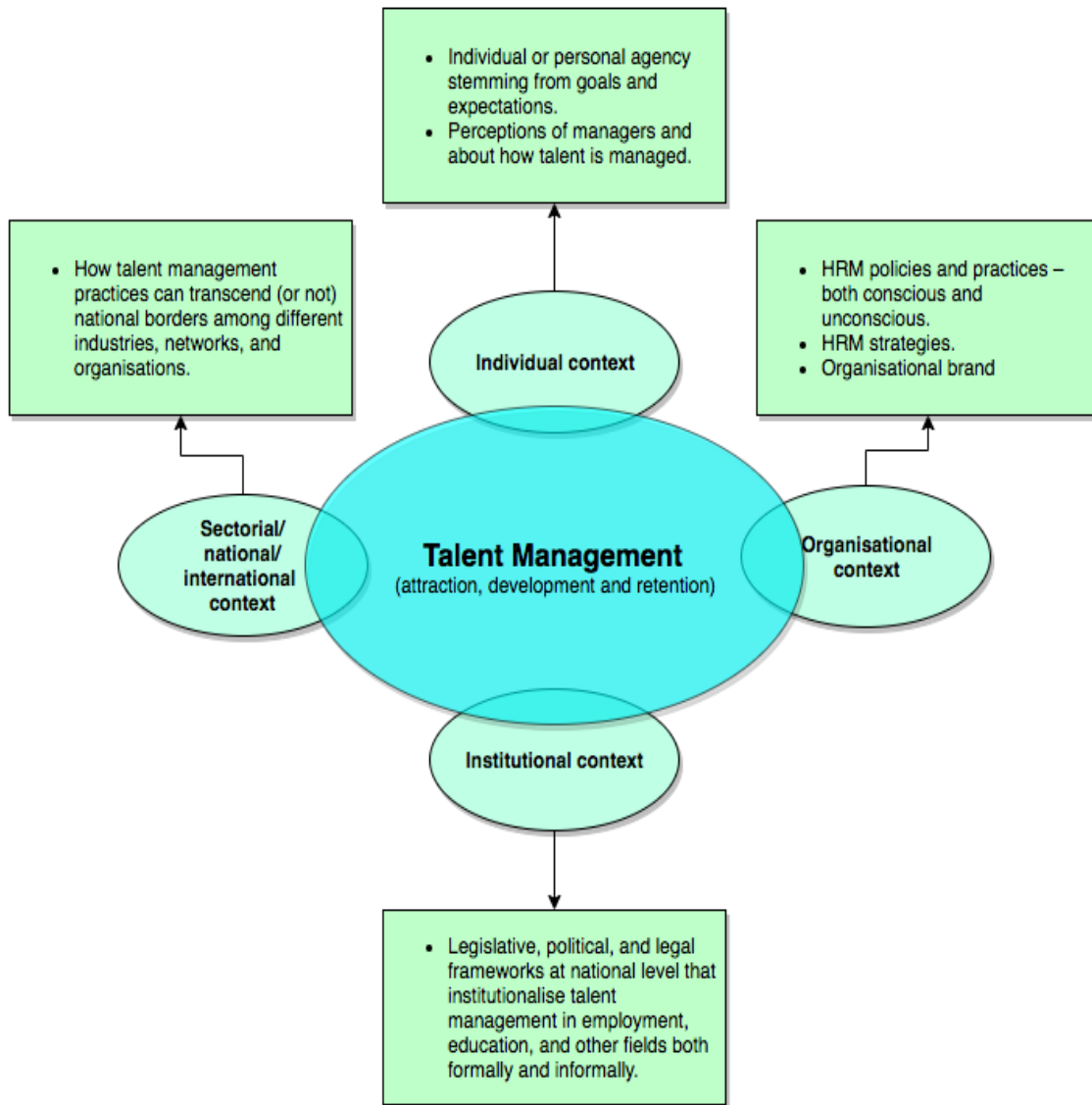


Figure 1.1: Conceptual Framework of the Study

The constructs depicted in Figure 1.1 above have for years been considered key elements of organisational talent management success or failure. These constructs are expounded in Chapter 2 (Literature Review).

1.7 AN OVERVIEW OF THE RESEARCH METHODOLOGY

Research methodology denotes the overview of the empirical elements and methods that have been utilised in the process of conducting a study. It represents the design of the overall research undertaking, the techniques utilised in the sampling processes, the methods associated with the collection of data, the dynamics of analysis and dissection of collected data

and the ethical considerations underlying the methodology. As indicated earlier on, the aim of this study was to evaluate leadership approaches to talent development and retention at a selected UoT based on the system dynamics modelling approach. In the process of the planning and implementation of the study and its aims and objectives, a qualitative approach serves as the most suitable as it involves discovery, exploring behaviour, practice, experience, and interpretations of different events in a natural setting (Creswell, 2007; Baxter and Jack, 2008:3; Khan, 2014).

1.7.1 Research Design

Study designs are the keys to unlocking the entire process of the research activity of an empirical project (Creswell, 2007; Yin, 2009; Khan, 2014). The design espouses the conceptualisation of the research problem, formulation of research objectives and questions, data collection and analysis procedures and techniques. For Saunders, Lewis, and Thornhill (2016), the emphasis is on research questions; hence, they regard a research design as generally a plan or blueprint of how a researcher will go about answering the research questions. In this study, a case study design was employed to answer the research questions. According to Yin (2009), adopting a case study design allows for an in-depth inquiry into a topic or phenomenon within its real-life setting. Thus, a case study was deemed appropriate for exploring the research problem outlined and answering the research questions outlined in Sections 1.3 and 1.5 of this chapter. Several scholars concur that the ‘how’ and ‘why’ questions that deal with a contemporary reality can be better answered through the utilisation of the case study approach (Creswell, 2007; Baxter and Jack, 2008; Khan, 2014).

1.7.2 Approach of Inquiry

The major method or approach of inquiry adopted in this research is system dynamics modelling. As mentioned earlier and further discussed in Chapter 3, system dynamics modelling is a computer-aided simulation approach for capturing feedback in social systems (Gharajedaghi, 2006), undergirded by systems thinking (Arnold and Wade, 2015; Peters, 2014). In its most basic form, system dynamics entails elicitation of the shared mental model of the managers of a system about the system, converting that to a simulation model and then

using the model for learning about and redesigning the system (Arnold and Wade, 2015; Doyle and Ford, 1998; Desthieux *et al.*, 2010; Forrester, 1961).

System dynamics modelling largely follows the qualitative research approach because of the richness of information provided by the approach (Forrester, 1992; Corbin and Strauss, 2014). The qualitative research approach helps to unearth deep information that includes words, sentences and narratives that identify and underline ideas, beliefs, attitudes, and behaviours (Corbin and Strauss, 2014). This means that the qualitative research method is more focused on the content as a reflection of underlying phenomena (Bell and Bryman, 2007). Another motivation for the use of the qualitative approach is the fact that the study is case study based. Case study research describes a method utilised in order to study an individual or an institution in a unique setting in a comprehensive manner. This means that such a study requires an extensive and “in-depth” description of a social phenomenon (Yin, 2009).

1.7.3 Target population

The target population is the entire population of interest from which a sample for the study is drawn (Majid, 2018:3). The target population for this study was academic staff members from the selected UoT, including members of the different tiers of management (e.g., Human Resources management and executive management) and members of the University Council. Such a cross-sectional approach to the target population was based on the need to explore the complexities of talent management as defined by these different stakeholders. This was crucial for triangulation and ensuring that a holistic view was obtained.

1.7.4 Sampling Techniques

This study used a purposive sampling technique. Purposive sampling is a non-probability sampling strategy, which draws data by selecting participants based on the knowledge (Blumberg *et al.*, 2005). The inclusion criteria, in this case, were based on relevance to the university talent management programme. These criteria were set once the researcher gained access to relevant policies and documents. The sample chosen was representative of governance structures, executive management, senior management and support and academic

staff. It was assumed that this wide selection would offer the researcher valuable and possibly varied perspectives of responses to enable a plausible triangulated position to be obtained.

1.7.5 Sample Size

One of the characteristics of qualitative sampling is that, in most instances, the sample size is relatively small. This is because the real meaning, insights and validity created from qualitative research are in the main founded on the richness of information; richness of those selected and the research-based empirical, observational, and analytical capabilities of the researcher than on the size of the sample selected. The qualitative investigation aims for depth as well as breadth; the analysis of large numbers of in-depth interviews would simply be unmanageable because of a researcher's ability to effectively analyse large quantities of qualitative data (Yin, 2003; Creswell, 2007). Considering the above arguments, the sample size used in this study was 30 MUT members of staff.

1.7.6 Data Collection

1.7.6.1 Primary Data

The data for the research was collected primarily through interviews. The interviews were conducted with selected stakeholders, who included the custodians of the university talent management systems as well as the employees whom the policies and systems directly impacted. Each interview was conducted using open-ended questions so that individuals could tell their own stories in the way that they deemed fit (Luna-Reyes *et al.*, 2005; Hoffmann, 2007). Whereas the researcher contemplated conducting thirty (30) such interviews, the actual extent of the interviews was determined by the point at which data saturation was reached (if any) (Bryman and Bell, 2007).

The interviews were followed up with a focus group session to triangulate the results and achieve improved data richness (Lambert and Loiselle, 2008). The focus group participants were representatives of all categories of stakeholders interviewed as well as those

interviewees that presented “typical” cases during the individual interviews (Morgan, 1996). Cooper and Schindler (2006) recommend that some of the prerequisites for an interviewer should include sound communication skills, flexible schedules, a willingness to tolerate intermittent work hours, and mobility. Although there were many difficulties in meeting all of these, the researcher was able to conduct a sufficient number of interviews before a point of theoretical saturation was reached. According to Strauss & Corbin (1998), theoretical saturation is when the researcher reaches a point where collecting additional data is counterproductive, i.e., no new concepts and categories emerge during the coding process

1.7.6.2 Secondary Data

Relevant organisational documents and records were reviewed as an additional layer of triangulation. It was envisaged that studying historical information (archival data) of the university, which includes minutes, reports, policies and practices and annual reports would provide the researcher with insight into the richness of the historical data to contextualise and understand the current situation and its strategic intent.

1.7.7 Data Analysis

Qualitative data analysis, which involves non-numerical analysis has taken place (Lune and Berg, 2017). As already mentioned, this study has adopted a multiple case study design approach. Baškarada (2014) observes that the process of evaluating, categorising, tabulating, testing, or otherwise recombining evidence in order to draw conclusions supported by empirical evidence is known as data analysis. In this study, the information that was collected from primary and secondary sources were analysed in a systematic way in order to come up with useful conclusions and recommendations.

During in-depth interviews with key informants, questions were asked, and the conversations were recorded and transcribed manually. The transcribed data were filled and indexed to prepare for the NVivo programme for qualitative data analysis. Interview transcriptions were then examined and categorised in order to discover contradictions and consistency within

entire texts that share particular distinguishing characteristics. Through reading and re-reading of the texts, field notes and continuous reference to the analytical framework, analysis was kept close to the research questions. There were frequent references forth and back to the raw data set until the conclusions were reached. The datasets related to the same research questions were gathered and compared critically. These results were then compared and contrasted with the data from the content and documentary analysis.

1.7.8 Trustworthiness and authenticity

To ensure the trustworthiness and authenticity of the data, the researcher asked the same questions to different participants so that the data given by one respondent is verifiable or genuine. Probing was also used to get more details from the same participants on specific questions. The primary data was correlated with the secondary data, connecting university documents and policies with the participants' responses. There were concerted efforts focused on linking, comparing, and validating documentary sources with insights emerging from key informant interviews and surveys.

1.7.9 Ethical considerations

In conducting research, ethical considerations are considered, bearing in mind that research, especially the qualitative research approach, touches people's lives. Some of the minimum standards for ethically sound research include ensuring that research never causes unnecessary or irreversible harm to participants, securing voluntary consent and never humiliating or releasing harmful information about individuals (See Khan, 2014: 8). The researcher obtained the consent of the participants in the study. From the onset, interviews began with a full explanation that the research was meant for academic purposes only and was basically meant to improve service delivery.

Key strategies were employed for the researcher's job safety and even the safety and job security of those with vital information. For the participants' safety, the first strategy was to assure the participants of confidentiality and ensure that no names would be recorded or mentioned to co-participants. It is true that for the researcher's safety, such a study carries challenges, hence serious precautions were taken. As an experienced researcher and a

university employee in a sensitive position, the researcher's experience guided him in securing the fact that the interviews took place at the right times and places. Anonymity and confidentiality were guaranteed for all participants.

1.8 THESIS STRUCTURE

Figure 1.2 graphically presents how the entire thesis is structured. The thesis comprises five chapters as follows:

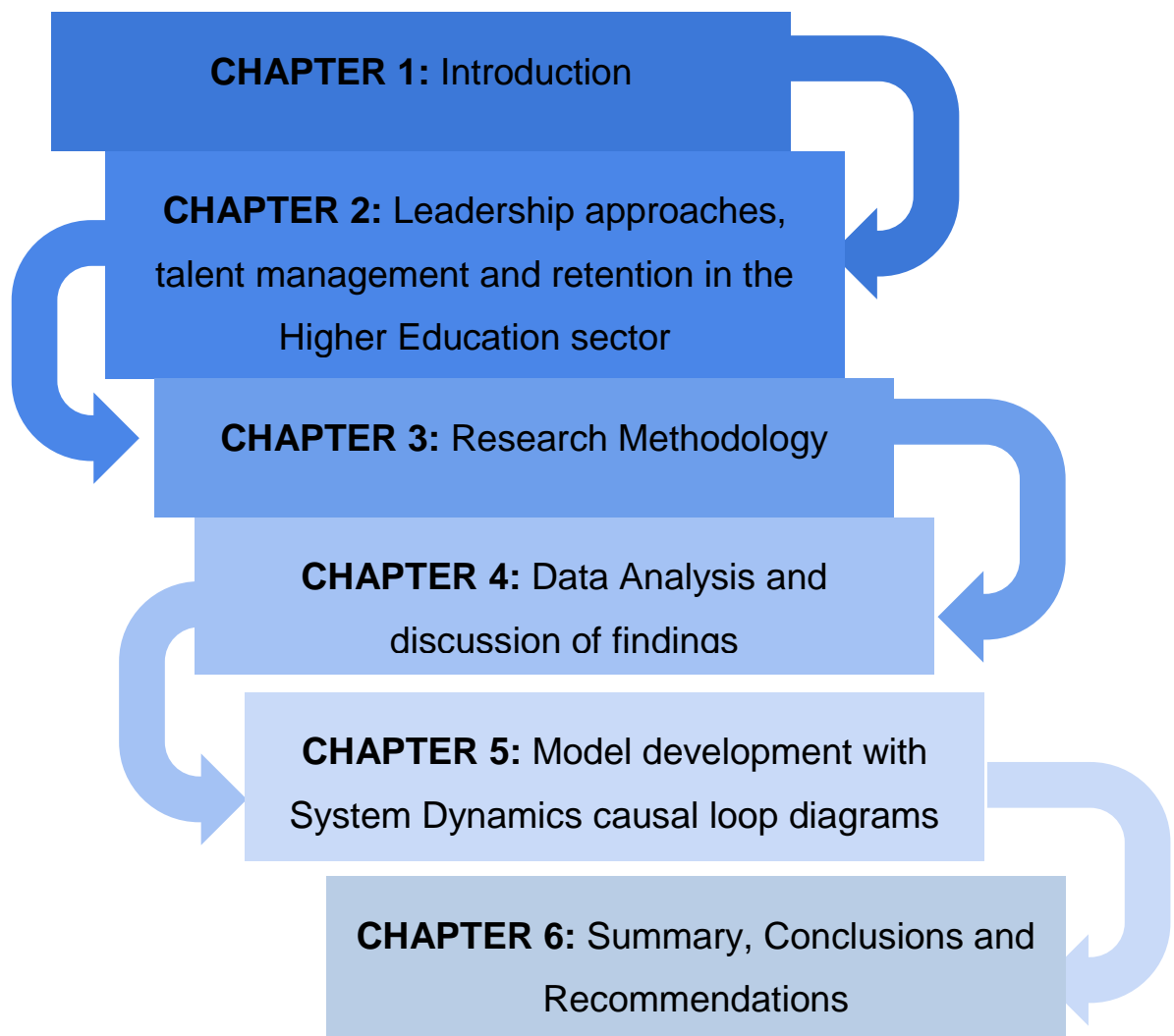


Figure 1.2: Thesis structure

Chapter One discusses the introduction, context of the study, problem statement, aim and objectives, significance of the study and an overview of the research methodology that was adopted in this study.

Chapter Two discusses the literature review of this study. Specifically, leadership approaches, staff retention strategies and talent development strategies are discussed in detail.

Chapter Three provides the methodology that was used in this study. The research design, sampling technique, data collection, data analysis, trustworthiness and credibility, and ethical considerations are discussed in detail.

Chapter Four discusses the analysis of the results of this study, guided by the research methodology that was adopted.

Chapter Five presents the development of a model with the application of system dynamics, incorporating causal loop diagrams.

Chapter Six presents the summary, conclusion, and recommendations of this study. In addition, the limitations and directions for future research are provided.

1.9 CHAPTER SUMMARY

The initial chapter provided the context of this study, research problem, aims and objectives and an overview of the research methodology. Furthermore, a brief outline of the classification of chapters was presented. The next chapter provides a literature review of service failure in the higher education sector.

CHAPTER 2

LEADERSHIP APPROACHES, TALENT MANAGEMENT AND RETENTION IN THE HIGHER EDUCATION SECTOR

2.1 INTRODUCTION

This chapter builds on the first chapter, which provided the context of the study and espouses the research problem, objectives, and questions. Pursuant to the research problem, objectives and questions, this chapter provides literature-based arguments to build and articulate a theoretical framework of the study. The chapter comprises an extensive review of talent management literature with a focus on the higher education (HE) sector. The chapter builds on subsection 1.6.1 of chapter 1 to spell out talent management (TM) manifestations in the South African higher education sector. After that, a critical discussion about the systems thinking paradigm and system dynamics modelling is presented to show how it underpins the study as depicted in the theoretical framework.

2.2 TALENT MANAGEMENT AND DEVELOPMENT FRAMEWORK

As indicated in subsection 1.6.1, talent management has without doubt received growing attention in higher education (Andrew, 2016; Gandy, Harrison, and Gold, 2018; Neri and Wilkins, 2019) and various other sectors. Talent management has also been investigated in the context of decision-making and strategy (Vaiman, Scullion and Collings, 2012; Lawler, 2008a) and as a competitive advantage (Rabbi *et al.*, 2015). Also, the subsection highlights the discord among academics, researchers, and practitioners as a result of different academic traditions that undergird talent management and the philosophical lenses towards talent management.

As the emphasis on a learning organisation grows stronger in response to an ever-changing and highly competitive business environment, strategic human resources' focus also turns to the development of talented employees to enhance organisational performance (Coculova, Svetozarovova and Bertova, 2020; Rabbi *et al.*, 2015). Based on this reasoning, human-capital-centric organisations have to continuously upgrade the skills and attitudes of employees in line with their strategic intent. As such, human resource strategists must continuously review organisational environments, strategic goals, and performance

management systems for business-driven and future-focused capacity-building initiatives (Haskins and Schaffer, 2010). To guide organisations on talent development, Haskins, and Schaffer (2010) developed the talent development framework (TDF), see Figure 2.1.

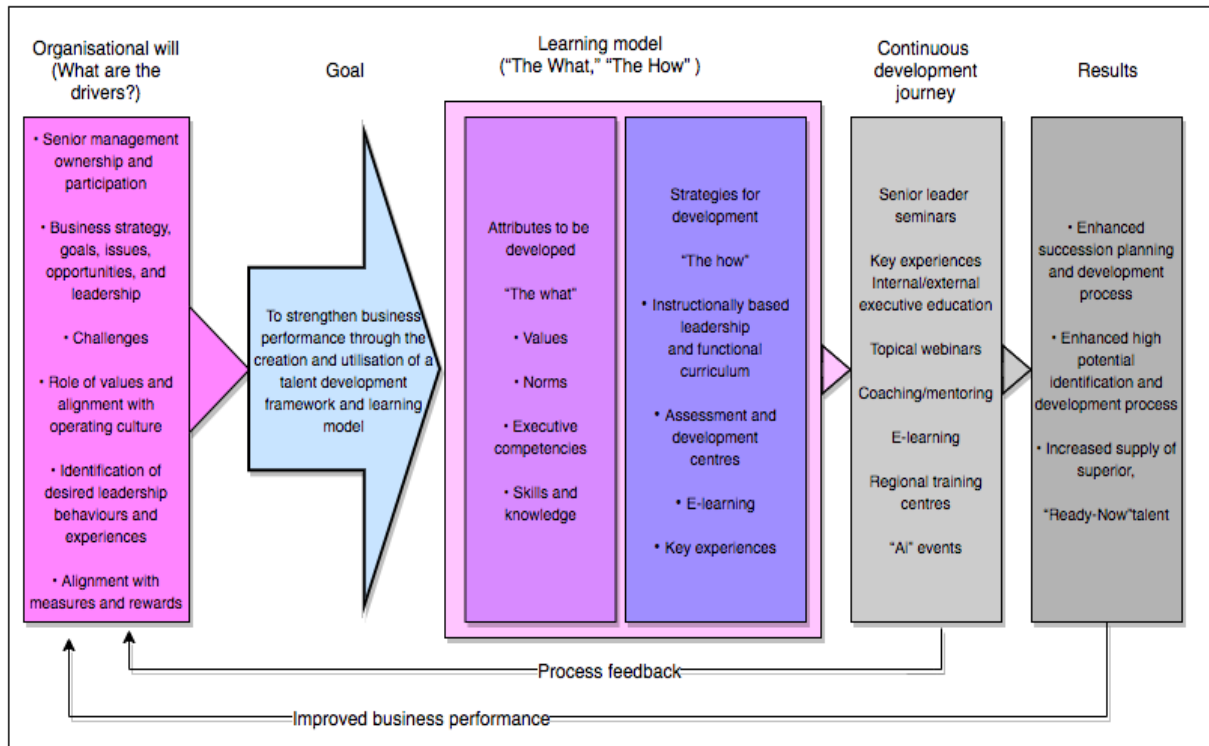


Figure 2.1: A Talent Development Framework (Haskins and Schaffer, 2010)

As depicted in the figure above, the TDF comprises four components: the organisational will, learning model, continuous learning, and a focus on results. Haskins and Schaffer (2010) suggest that to effectively build and implement a talent development approach, human resources (HR) strategists have to amply understand the organisation's mission and vision, strategic goals, issues, opportunities, challenges, values, and culture (*ibid*). The learning model is the principal component of the TDF. which focuses on evaluating and developing capabilities, skills, attributes, and knowledge needed to achieve strategic goals. It is also crucial that strategists see the yardsticks of organisational will as the results of talent development (Musakuro, 2022). Such a view is critical to the monitoring and evaluation of talent development programmes. This competition is related to the increasing desire, zeal, and intensification by higher education institutions throughout the world to 'rank higher than the immediate competitors in the field,' creating an increased marketisation of higher education (Lock, 2014).

Despite the different philosophical dispositions among various scholars and practitioners (Thunnissen, Boselie and Fruytier, 2013; Dries, 2013; Meyers and van Woerkom, 2014), there is a concurrence on what talent management is all about. Talent management generally comprises talent attraction, development, and retention. These are discussed in subsections 2.2.1 to 2.2.3 below.

2.2.1 Talent Attraction in the Higher Education Sector

Human capital is now touted as the most significant asset for organisations competing in the 21st century, ahead of land, capital, and other physical assets (Dhanalakshmi and Gurunathan, 2014). To emphasise the importance of human talent to organisations, Lawler (2008a) argues that, over and above attracting, developing, and retaining the best talent, organisations have to organise and manage human talent to attain performance excellence. The author suggests that such is pivotal to “creating a Human-Capital (HC) centric organisation” (p.1). Hence, organisations must employ various strategies and techniques to identify, recruit and select talent capable of high performance to advance and achieve their strategic goals.

Accordingly, talent attraction, recruitment and selection are “the first and important tasks of the talent management process” (Rabbi *et al.*, 2015:210) to attain and maintain the organisation’s performance excellence towards the achievement of the mission and vision. In concurrence with Rabbi *et al.* (2015), Lawler (2008a) and many others, Muscalu (2015) avers that the success or survival of an organisation depends on the human capital it attracts and uses. Attracting and recruiting talent can be a costly exercise, especially where the specific talent is in short supply. Lesenyeho, Barkhuizen and Schutte (2018) reported that South African universities struggle to attract a sufficient number of quality candidates that meet the job requirements. Also, as noted in the literature (Porschitz, Smircich and Calás, 2016; Hazelkorn, 2015), universities must be aware that they are in a race for talent, described as the ‘global war on talent’.

In South Africa, entry-level academics are expected to hold a Master’s degree, and there have been concerted efforts to increase enrolments in post-graduate studies by the government

(Dominguez-Whitehead, 2015; National Research Foundation, 2011) to develop a new generation of academics and researchers, particularly black academics, and researchers (Department of Education, 2001). For example, for the period 2009 to 2016, public university enrolments for Master's degrees increased by 31% while enrolments for doctoral studies doubled (DHET, 2018). Sadly, regardless of these efforts, Higher Education Management Information Systems (HEMIS) data cited in a Statistics South Africa (2019) report indicates that non-South African graduates were more likely to achieve Master's or doctorate degrees. Such statistics can be inferred as the reason why universities, apart from pursuing diversity in their ranks, are forced to employ foreign nationals.

Universities, like all organisations, have two sources for recruiting talent; they can either recruit internally or externally (DeVaro, Kauhanen and Valmari, 2019, Muscalu, 2015). The two sources have peculiar pros and cons; hence most organisations use both to recruit better qualified and competitive talent (Muscalu, 2015). Internal recruitment can either be vertical (promotion) or horizontal (transfers or job rotation). Most universities, with the support of the Department of Higher Education and Training (DHET), assist their staff members to improve their qualifications, as a tool for creating a talent pool. DHET has also come up with other novel interventions such as the Next Generation of Academics Programme (nGAP) and Nurturing Emerging Scholars Programme (NESP) which attract mostly post-graduate students to stay in academia. These programmes improve universities' internal talent pool. Other internal sources for universities include employees' skills inventory, employee-referred candidates, former applicants' database, and former employees.

For external recruits, universities may headhunt highly sought after or competent individuals from other universities, and use employment agencies, and or professional associations (Adeosun and Ohiani, 2020; Muscalu, 2015). The university's brand equity is crucial when it comes to attracting external candidates. Top academics prefer to join top-performing universities. As such, universities, as part of their recruitment strategies, must integrate and leverage their brand equity. The following subsection propounds on the aspect of talent development, with a particular focus on the South African higher education sector. The successful execution of talent management relies on the actions and relationships of managers, which have the potential to improve employee Organizational Commitment

Behaviour (OCB) (Capitano and Cunningham, 2018: 176). According to Croucher et al. (2019: 6), it is emphasized that university management plays a crucial role in guiding institutions among many uncertainties by using talent management as a competitive strategy. The present research provides an illustration and centers its emphasis on the higher education sector within the South African context.

2.2.2 Talent Development in the Higher Education Sector

One key aspect of talent development, which is essential for continuity at the leadership level, is the concept of succession planning. This concept is premised on equal treatment of employees who have developed accordingly in order to reach the expected heights within the organisation through a continued focus on the required leadership skills so that their elevation to strategic positions in the future can be realised. Excellence, competence, integrity, and values are considered the epitome of development (Breakwell and Tytherleigh, 2010). Talent development priorities for South African universities have over the years become a topical issue. On the one hand, it has been about replacing ageing academics, and on the other hand, as part of the transformation agenda within the sector (Jansen in Mansoor, 2015; Sadiq *et al.*, 2019; Belluigi and Thodhlana, 2019). Efforts both at the macro (national) and *meso* (institutional) levels have been made to deal with these. However, this study's focus is on institutional strategies. HR strategists in universities are expected to come up with talent development strategies that conform to the respective laws such as the Employment Equity Act of 1998 to achieve their institutions' strategic goals. Also, they have to devise ways to attract young black South Africans to join academia, developing them through effective mentorship programmes and avert the ever-increasing migration of established academics seeking better destinations for the future (Bauder, 2015).

Distinguished or retired academics, on the other hand, have also become involved in aspects of TM, especially in developing countries, as they can become instrumental in creating conditions for the development of identified talent within institutions. This is done through re-skilling, education and training, and skills development opportunities for colleagues who have been identified by the institutional leadership. The process takes place in a systematic manner, instrumental in developing the individual's competencies, thus uplifting performance. This follows an analysis of existing knowledge, expertise, skills, and qualities transformed into a

work plan that considers strengths and weaknesses in response to the chosen position (Beigi *et al.*, 2018). The above leads to key ingredients vital in the success or failure of TM on the road to higher education terrain in respect of two crucial ingredients, leadership, and youth. Leadership is vital for Talent Management success, performance levels, staff elevation or decline, intrinsic professional satisfaction, disenchantment and/or disengagement as international bibliography has shown conclusively (Breakwell, and Tytherleigh, 2010; Blackmore 2014).

Such a system of strategic talent management has been expected to be underpinned by a number of principles such as: talent performance needs to be built and nurtured in a consultative, supportive and synergic manner; different talents need to be nurtured through a wide variety of staff development plans, which will be directly aligned with the departmental/institutional strategic goals; the process of nurturing and expanding talent shall be developmental, effective and efficient and based on a well-researched and designed plan; and all procedures are undertaken to develop talent management and development need to be founded on commonly agreed behaviour, action, planning and implementation that is led by the principles of ethics, collaboration, cooperation, transparency, synergy and accountability amongst all participants (Mohammed, Hafeez-Baig, and Gururajan, 2018; Swiss, 2005; Singh, 2014).

All these do not mean that the targeted talents will operate in an institutional vacuum where scorecards, which include key performance areas, performance standards and targets, among other factors, are absent. On the contrary, division or unit scorecards are an essential part of talent management because they inform the development of individual scorecards. All these well-researched and empirically substantiated proposals, ideas, and writings have been severely contradicted by subsequent findings that have shown on many occasions, that top leadership and management have underestimated the value and gravity of talent development, management, and retention. Such attitudes and realities lead to high talent loss as institutions' turnovers are not correctly identified (Phillips and Connell in Pienaar and Bester, 2008; Teichler and Cummings, 2015).

Globalisation, leading to inevitable national and international competition for markets has led to an ever-increasing number of HEI managers focussing on a neo-liberal, market-driven position of profit maximisation based on strict principles of business sustenance and justification of spending. On many occasions, such realities are inimical to talent management and retention as employees are driven by introverted interests such as development, monetary rewards, and personal fulfilment (Netswera *et al.*, 2005, cited in Theron, Barkhuizen *et al.*, 2014; Gallardo-Gallardo, Thunnissen, and Scullion, 2020).

There is no doubt that both the national and international environments have basically put South African universities in a position whereby they need to operate not only as institutions of teaching, learning, research, and community outreach, but also to become more 'business-like'. This means that such a changing paradigm associated with the role, structures, functions and priorities of a university, the attraction of academic and research staff, associated with increased/improved productivity become a necessity, despite the existing talent scarcity, mainly in the 'hard sciences. Such talented staff will be instrumental in increased productivity, highest quality and accountability to the employer, the state, and its citizens. Within the ever-increasing university 'managerialism' and 'corporatisation' and the proliferation of 'scientific' performance management/appraisal systems, talent management and attraction have become an integral part of the 'triangular approach to performance management' using profiling, contracting and the use of portfolios as possible ways of individualising appraisal and similar organisational imperatives (Carl and Kapp, 2004).

2.2.3 Talent Retention in the Higher Education Sector

According to Higher Education South Africa as well as a variety of research findings, retention problems and current academics' intention of leaving the sector will exacerbate the challenge. HESA believes that HEIs are facing significant challenges in retaining key and talented academic staff (HESA, 2011; Mokoditso, 2011; Robyn, 2012 as cited by Theron *et al.*, 2014). There is indeed a very wide and diversified array of factors, processes and realities underlying employee retention that flows through most social science disciplines such as education, sociology, anthropology, psychology, human resources management and public administration, amongst others. Interestingly, however, literature on the topic refers to and is based more specifically on core competencies or core business units. However, these two,

which concentrate on an array of retention issues such as unfavourable working conditions and low and unattractive remuneration as key reasons for job migration do not consider organisational, structural, functional, individual, or collective realities in a workplace (Habib, 2015).

Within this context, South African universities face and will continue to face in the future key problem areas in recruitment and retention in what has been acknowledged as ‘hard skills/sciences’ (engineering, accounting, financial management, IT and the like. Bearing in mind the imperatives of transformation, the demand for such highly qualified academic and research staff in higher education institutions (HEIs) will multiply in South Africa in the near future, as the extremely ambitious National Development Plan (NDP) has set very substantial increases in university enrolments leading to 2030, with a major boosting of the numbers of disadvantaged communities. Retention of highly qualified university staff evidently begins with recruitment, which has become on many occasions unnecessarily aggressive by a small coterie of vice-chancellors who aspire to elevate their university to the top 100 in the world (Habib, 2015).

Such university leaders recruit from a relatively small pool of highly productive academics (mostly Whites), who are offered remuneration above that of their colleagues and special ‘stipends for productivity’ but, on the other hand, lose equally valuable members, together with the replacement and other costs, for example, ‘golden handshakes’ and ‘special financial arrangements.’ Salopek (2000) and the IRS Report (2000) outlined several leadership behavioural patterns in respect of the fundamental human resources priorities for the retention of staff, pointing out that the key issue is to manage people and not retention; the existence of a culture of caring, balanced with a tradition of excellence within the organisation; employee feedback and taking account of it; keeping an eye on the high performers and subsequently rewarding outstanding performance; viewing people management as a strategic management issue and being relentless in pursuit of continuous improvement.

These might sound like outdated Human Resources Management 1B material instructions, but when relevant literature on the issue is scrutinised, they have not been empirically tested as serious reasons for high turnover rates, which include, amongst others, uncompetitive

remuneration packages and incentives, unfair promotion policies, a lack of state and research funding, institutional cultural issues and expanding student numbers, resulting in heavier workloads (Bitzer, 2008; DeVilliers & Steyn, 2009; HESA, 2011; Netswera, Rankumise & Mavundla, 2005; Ntshoe, Higgs, Hoggs & Wolhuter, 2008; Pienaar & Bester, 2008 as cited in Theron, Barkhuizen *et al.*, 2014).

Talent management consists of a wide variety of processes undertaken within an institution/organisation as well as plans and designs related to opportunities for a staffer's development at all levels, enhancing career prospects, the dynamics of specific organisation culture, existing and future opportunities, strong employer brand and work-life balance (Stalcup and Pearson, 2001; Kaliannan et al., 2023). The key role of leadership cannot be over-emphasised in this process of discovering, attracting and nurturing talent management. It is up to the leadership and management of an organisation to utilise their own talent in an endeavour that enables them to plan and implement talent management strategies at all levels. This is because they deal with key employee issues and their most significant function is to enhance the organisation's competitive edge through such processes (Deery, 2008). Skills retention in South Africa's universities is a key issue of advancement or stagnation as the cost of staff turnover is not only counted in monetary value but also in the loss of skills that on many occasions are scarce (Dibble 1999, NHS Leadership Academy Leadership Framework. 2011. There have been seminal international studies that have calculated the loss of key talent to be in the region of between 70 and 200% of the non-retained employee's annual salary (Van Dijk, 2008).

South Africa's research led universities and those that aspire to be on this list not only make a special effort to retain their existing talents, but simultaneously have developed sophisticated recruitment strategies in Africa, internationally and in South Africa in search of research and scarce and innovative skills. This means that at technical universities the retention of scarce or research skills becomes more difficult, meaning that the loss of valuable talent to better-paying jobs means less productivity, new costs for recruitment of staff and loss of continuity of professional, intellectual, collegial, and professional relationships. There are studies that have provided a combination of both holistic and particularistic recommendations, suggestions, and advice with regard to staff retention at all levels of an organisational hierarchy. For example, the holistic approaches, based on both theoretical and empirical

foundations, believe that retention is rooted in the way organisational leadership manages people through the development of a culture of caring collegiality accompanied by a desire for professional excellence in the workplace (Salopek 2000; Bolden, Gosling, and O'Brien, 2013).

Such a holistic approach is supplemented by continuous feedback and communication between leadership and employees, accompanied by the attention paid to high performers and rewarding of outstanding performance as an integral part of 'people management' of the overall 'strategic plan of excellence' (Van Dijk, 2008). With holistic retention plans, collective agreement on the vision and mission of the organisation is important, as is a climate of trust. Continuous efforts to improve the skills level of the managers through developmental training, a clear understanding of employees' needs and clarifying roles and responsibilities to accelerate learning contributions are also of paramount importance (Dibble, 1999; Franco, 2014).

To say that employee retention, especially talented employees who make serious contributions to the institution, is of key importance for growth, development and the future is an under-statement. Every organisation thrives on talent and a shortage of skills, knowledge, commitment, and expertise stifles progress (Samuel & Chipunza, 2013). Universities have developed a number of retention strategies with varied success as there is always a variety of key issues related to retention, such as competitive salary-wage comparisons, good working environments, advanced and people-centred human resource policies, and existing opportunities for advancement (Tithe, 2010). Talented academics and researchers do not operate in a vacuum, and their interaction within the institution gives them the opportunity to express their career goals, expectations, plans and designs to the managers and leaders of institutions. The latter, in turn, in the context of cooperation, synergy and co-existence, need to develop a reciprocal understanding of such expectations within the parameters of the institution, thus developing and even cementing the ability to retain such academic employees. It is the understanding of the roots of the nature of the retention problems that opens the path to this becoming a reality (Musah & Nkuah, 2013).

It is important for leadership to understand the following in order for retention of talent to succeed: the causes and antecedents of turnover of talent; ways to reduce turnover rates; knowledge of motivating factors; and the nature of the work process (Horvat, 2004; Thrash, 2012; Gentry *et al.*, 2013). Job satisfaction in the workplace, basically means that the fulfilment of specific needs, principles and beliefs of an employee plays a significant role in staff members wishing to continue offering their services to an organisation. This is because the creation of a conducive work environment is an integral part of strategically planned and implemented retention programmes, which is part and parcel of an effective retention strategy. Existing future fringe benefits for staff and dependants can play a key retention role, as do promotions (Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner, 2004).

2.3 LEADERSHIP APPROACHES

In recent times, leadership has proven to be key to talent development, management, and retention. Several scholars have commented on the concept of leadership (Al Amiri *et al.*, 2020). According to Northouse (2010), leadership is defined as “a process whereby an individual influences a group of individuals to achieve a common goal.” Similarly, Zeitchik (2012) believes that leadership is the ability to inspire and motivate team members to pursue and achieve certain targets based on agreed parameters that are driven by shared effort, vision, and success.

2.3.1 Leadership theories

The concept of leadership is categorised based on three approaches or theories, which are known as trait, behavioural and contingency theories. The following section discusses leadership approaches or theories.

2.3.2 Trait leadership approach/theory

The trait theory of leadership is rooted in the identification of different characteristics and personality traits that are directly linked to successful leadership. Kouzes and Posner (2019), amongst other theorists and researchers of leadership, have indicated that this leadership theory has its roots in the writings of T. Carlyle in the mid-1800s. Carlyle wrote that history is shaped by extraordinary human beings who were born leaders suggesting that leadership

was a genetic situation rooted in inheritable traits. Since the publication of Carlyle's thesis, other psychologists have examined the trait-based theory of leadership. Although Carlyle's theory has become a remnant of the past in both leadership theories and psychology as a scientific discipline, that all theoretical and empirical analysis of leadership under any situation or circumstances, including the role of human as well as psychological traits, has been important because every human being possesses them.

Inevitably, all leaders ought to be honest, inspiring, capable, forward-looking, intelligent, responsible, understanding of followers and communities, possess people skills, motivational capacity, resolution, strategic mind, perseverance, trustworthiness, self-confidence, assertiveness, flexibility and ability, emotional stability, and credibility. The development of the trait theory of leadership has concentrated from its beginning on the discovery of heritable attributes that can be found in leaders and differentiate them from followers (or 'non-leaders'). The key difference between the two was labelled 'leader effectiveness' and referred to the leader's amount of influence on group or individual performance, overall effectiveness and efficiency and followers' satisfaction, and overall effectiveness (de Vries, 2012).

There are still scholars and researchers who believe and have written that leadership in all societal sectors is unique to a small and very selected number of individuals who possess special traits that cannot be developed, hence their leadership cannot be refuted or challenged (Epitropaki, Sy, Martin, Tram-Quon & Topakas, 2013). Inevitably, such perspectives and beliefs have been seriously criticised at all levels, and the issues of psychologically rooted personal traits are still subjects of debate in terms of performance, effectiveness, efficiency, and overall performance (Derue *et al.* 2011). There is no debate on the fact that empirical research has shown conclusively or almost conclusively that successful leaders are different from other people and possess traits that are different to other individuals and instrumental in contributing to their success and achievements (Abbas *et al.*, 2022; Terrell, & Rosenbusch, 2013; Derue *et al.*, 2011). One of the most debated contributions in the history of leadership traits theory was the one by Zaccaro *et al.* (2004), who developed a model to understand leadership traits and their relationship to improved performance based on efficiency and effectiveness.

According to the research, leadership is founded on the existence of a multiplicity of traits such as knowledge, social understanding and capabilities, and dispositional tendencies. All these traits are related and influence each other. This model has a multiplicity of stages with a wide variety of attributes such as motives, values, knowledge and understanding of situations and circumstances that lead to and are associated with social and personal characteristics such as expert knowledge as well as problem-solving skills (Mumford, *et al.*, 2000). Such categorisations that are not really complicated or difficult to comprehend have led to the creation of categories fundamental in understanding the essence and approach to trait leadership in recent years (Derue, Nahrgang, Wellman, and Humphrey, 2011).

Judge *et al.* (2002), in their quantitative and qualitative review, pinpointed the existence of a positive and strong correlation between five particular traits, which they called the five-factor model and leadership traits. They included conscientiousness, extraversion, neuroticism, extraversion, agreeableness, openness to experience, and conscientiousness. Bono and Judge (2004) pioneering research identified personal characteristics that exemplify strong leadership, including high energy, integrity, charisma, intelligence, self-confidence, and expertise. As research on the topic correlating traits and behaviour developed further, as Jones and George (2017) have shown, most researchers indicated that undoubtedly behaviour has been a fundamental component in the process of leadership development.

Robbins and Judge (2017) attempted to dissect how the trait enabled researchers and the public to forecast outcomes emanating from leaders. Their indication was clear that trait theories have not been able to rationalise leaders' behaviour. This basically means that a number of characteristics inherent in leadership could be predictable thus providing followers with a number of expectations related to outcomes based on leadership behaviour. These could be logic, fighting for the greater good and kindness.

2.3.3 Behavioural leadership approach

Behavioural leadership theories were basically developed after there were signs that the traits leadership theory was becoming outdated, and the research and theoretical attention turned to the behaviour of leaders, especially in terms of actions in relation to their followers. The change of emphasis on the issue and the turning of the emphasis from the 'leader' to the 'leadership' terrain especially within organisations became the basis of the behavioural

theories as behavioural patterns were 're-named' styles as they were grouped together (Cutler, 2014).

This radical change made a serious transformation into the very understanding and applications of the leadership role as organisations began to train people to enrich and develop future managers and organisational leaders as the pioneering work of Blake and Mouton (1978) has shown. Such developments had direct and indirect effects on the organisational trends, plans, behaviours, and actions both in the public and private sectors and several schemes made an appearance which was planned, designed, and implemented in the continuous efforts to diagnose and continuously develop new styles of working patterns hoping for further advances at all levels of organisational and institutional operations.

Freeman (2016) dissected the dominant styles and ideas of the new processes and understanding that consisted of the belief that leaders should be looking at and treating their followers as people; showing a continuous concern for them and their interests, needs, challenges, problems and development ('human factor'); placing emphasis on the achievement of targets and objectives set by aims, mission and vision and higher productivity achievements at all organisational levels ('higher task factor'); deciding, planning, designing and providing directives to followers for implementation; expecting followers to follow instructions ('directive factor') and planning the activation of sharing planning and decision-making with others ('participative leadership'). Over the years these types of leadership have dominated books, research articles and training materials and courses internationally with teamwork and 'collective' leadership representing a more 'liberal' viewpoint emphasising teamwork's theories and practical applications as integral to leadership development and maintenance (Fiedler, 1997).

It has been said that several early theorists and researchers were of the opinion that participative, collective leadership was ideal because the followers felt more satisfaction in performing their tasks. As early as 1997, Sadler (1997 quoted in Doyle and Smith, 2001) showed that the existing studies on the issue were torn apart by inconsistencies and differences and could not stand up on their own, mainly because the existing work environment had a lot to do with determining both leadership traits and styles as well as the behaviour and actions of the followers. Wright's work one year earlier (Wright, 1996: 47-48)

indicated that it is extremely difficult to state that a specific style of leadership can be significant in the efforts enabling one group to work better than another. The existing environment is fundamental in determining followers' behaviour and actions at all levels. Such findings and debates have been decisive in shaping the belief that researchers always need to examine the context carefully and scientifically, the setting and the environment of an organisation and workplace. Leadership style is also a fundamental measure of success that needs to be researched and dissected carefully, but its style of operations is also determined and affected by the behaviour and actions of their managers and followers as well as the dynamics and realities of the workplace.

Bryman (2011) argues that behavioural leadership theories are based on the belief that particular modes of behaviour are key in distinguishing leaders and their styles. This means that all theories begin with the assumption that an efficient and effective leader operating in the context of success and achievement behaves in a specified, well planned and implemented pattern and behaviour is instrumental in increasing group, company, organisational or institutional productivity and group development and growth at all professional levels. Jones and George's (2017) socio-historical work have shown that empirical research on such issues became prominent in the 1940s and 1950s and the Ohio State University began pioneering research projects on the issue through extensive projects that concentrated on thorough examinations of leadership behaviour and actions. Their research list included over 1 000 dimensions. Following the completion of the data collection and analysis of the results, two dimensions dominated the employees' descriptions, initiating structure and consideration.

Initiating structure is considered a formal approach to management, one that identifies and describes expectations, roles, tasks, and outcomes within the workplace parameters. On the other hand, consideration is the foundation of building key relationships between the leader and non-leader/follower that ought to be founded on common trust and respect. Janse (2019) discussed the four-factor theory of leadership as a tool for predicting the levels of organisational effectiveness and utilised empirical research tools to dissect leader behaviour in their efforts to determine the impact on group performance. They categorised leadership behaviour into behavioural orientations, employee, and production. The former was based on a strong relationship between the leader and follower while the latter focused more or less on the technical aspect of the leader's role and the expected and real deliverables.

2.3.4 Contingency leadership approach/theory

As time passed and human relationships in all spheres of society changed radically in all aspects of their everyday lives, the complications of all levels of organisations and institutions in all sectors called for new, upgraded, more innovative research seeking a deeper understanding of relations and realities that could become decisive in uplifting existing situations and circumstances. It can be understood that under such realities, the researchers turn towards the existing contexts and their influence on human relations, concentrating significantly on the leadership issue within all aspects of society as many situations demand and are ready for changes. Of course, the first reality evident in such contexts is the knowledge that the processes under which leaders emerge under a wide range of circumstances, including perpetual social, political, health-related, or economic turmoil or crisis as well as political or social vacuums (Villoria, 2016; Ojiako et al., 2023).

Leadership theories will continue to take a wide variety of different forms under different contexts and existing conditions. It can be understood that there are vital differences in the ways a university leader will set priorities in comparison with the leaders of the South African Police Service or the Johannesburg and London Stock Exchange multi-billion private companies. It has been said that context is of crucial importance in most, if not all cases, but it is also important to think of other routes of research, analysis and understanding. Leadership style, as well as the reality of the context, is integral in the efforts to change the situation. On another level of understanding and analysis, a leader can be successful by understanding the realities of the context he/she operates in (Mobius, 2017).

It can easily be said that given the realities and particularities of everyday life, human relations and connections and a wide diversity of environments, each one having a particular history and characteristics, the demand for a particular, specific form and type of leadership is possibly the best, if not the only solution. However, even if such an environment exists for the leader to succeed, this cannot become a reality without those around him/her. These thoughts are the foundation of the development of the approach and theory. Its foundation lies in the everyday reality that efficient and effective leadership cannot operate or succeed in a vacuum, it depends on a variety of mixed and multi-faceted factors that sound simple in all respects but are seriously complicated in real life.

Fiedler and his co-thinkers, serious representatives of the development of the style, indicated that leadership effectiveness and efficiency depend on two factors in perpetual interaction: firstly, leadership style and secondly, the degree to which the existing circumstances and situations allow the leader to exercise control and influence. The three key elements that determine the leadership success or failure are: the relations between leaders and followers and the existence of mutual respect and support amongst the parties; the task structure and its clarity on the planning, aims and objectives, goals and methods of implementation aiming at the highest standards of performance are key elements in the leaders' efforts to exert and secure influence amongst followers; and the power and influence of the leader so the mission, vision, aims, goals and objectives are completed (Fiedler and Garcia, 1987: 51 - 67; Fiedler, 1997).

The existence of such leadership models supported by the findings of empirical research on a wide spectrum of social terrains and circumstances can become instrumental in understanding the realities of leadership differences and similarities. The 'Mouton and Blake managerial grid' by Reddin (1970; 1987), which has been described as 'management training aids', revolved around the interaction of the characteristics of the leader as well as followers' key characteristics at all levels, as well as the existing situation within the entity and the external realities of the society surrounding the establishment under investigation. As early as 1997, Hersey and Blanchard (1977) examining the relationship between leadership style and situation, pinpointed the existence of four different leadership styles able to deal successfully with contrasting situations, beginning with the first step characterised by the effort and processes planned and implemented in support of an initiative planned to enrich the followers by providing them with a great deal of direction and attention in defining organisational roles and goals. Such a process mainly targets recruits, especially those involved in work that is repetitive and menial. Such initiatives are also undertaken at times when services to be provided are priorities or need to be completed in a brief period. Secondly, there are times when the leader is obligated by circumstances to provide directions to followers in an attempt to encourage them to 'buy into' the task, and this process takes the form of 'coaching', and it is utilised when followers are both motivated and willing but lack the required ability and maturity to complete the work. There are cases where there is collective decision-making, denoting a sharing between leaders and followers, with the leader delegated to communicate

and facilitate. This process is related and entails low direction and high support, and it is used when people are able but are insecure or unwilling to perform (Hersey, 1984).

In terms of the issues of delegation the existence of low relationship and low task behaviour necessitates the fact that while the leader identifies the issue or problem, the responsibility for conducting the task is given to followers. Such a reality entails a high degree of competence and maturity on the part of followers, as they are aware of the task completely and have the motivation to begin and complete it. Although such empirical and theoretical writings and realities still have followers, the existing models have been thought to be based on the developing Western world and North American biases. This means they do not consider issues such as culture, tradition and upbringing that could have a profound influence on peoples' behaviour and actions meaning that their potential responses to leadership and leadership styles could be different.

Bolman and Deal's (1997) research on reframing organisations through artistry, choice and leadership examined four organisational frames in terms of differing perspectives that are related to human resources, structures, politics, and symbols. The book indicated that good leaders are highly skilled and successful at looking at the organisation through these differing frames and developing their own styles and frames according to the existing workplace environment and situation. Bolman and Deal (1997) have written that the school of writers such as Hersey and Blanchard have been wrong as their focus lies mainly on the relationship between managers and immediate followers and say very little about key issues such as structure, politics, or symbols.

2.3.5 Role of leadership

The most important role for a leader is to be instrumental in creating an environment of work that is structured, planned and operative in such a way as to endear employees at all operational levels and increase their professional levels of commitment, even under difficult circumstances (Michael, 2008). As Price (2001) has written, research has shown conclusively that staff retention relies heavily on the crucial and decisive role and behaviour of the leader and the institutional management. Spector's (1997) research has shown that the need for active and decisive leadership, especially at strategic levels and in decision-making situations, is of crucial importance as organisations in both the private and public sectors have realised

the vital significance of talented employees. This means that accountability, initiatives and responsibility of leadership and senior management have become crucial in the retention terrain because of the perpetual and relentless competition at all levels. Such responsibility and accountability on the part of the leadership result in actions that ultimately lead to a work environment conducive to employees' retention and further development and defend the organisation from high employee turnover that could become problematic in the process. It has been said that leaders who have chosen continuous communication levels and channels as a serious responsibility are successful in the retention process because they are considered to be straight thinkers that can be trusted in guiding staff towards the success of the set organisational goals as well as their own careers (Mat, 2008). Behaviour plans and actions of leadership and management at all levels that lead to careful monitoring assessments and evaluation of all employees are highly appreciated as they are perceived as indicators of interest and caring for staff welfare which are directly and indirectly connected with recognition of the services provided during the designated duties and responsibilities (Ng'ethe, 2012).

Netswera, Rankhumise and Mavundila (2005) have shown that appropriate and mutually respectful behaviour and actions enhance the high quality of existing relationships amongst leadership, management and employees while research by Gwavuya (2011) affirmed the reality of poor performance, high stress levels, possibilities of staff turnover and low levels of job satisfaction when leadership behaviour and actions tend to alienate staff/management relationships. Armstrong's research undertaken on the realities of South Africa's training industry pinpointed the fact that leadership and management behaviour, style and actions were key to staff retention in the country (Armstrong, 2010), while Chew (2004) showed in a wide attitude survey that leadership and management's respectful and appropriate behaviour led the majority of the employee to respond that they were determined to remain in the organisation for at least another five years because of their satisfaction with the treatment they received from leadership and management. Similar sentiments were expressed in research undertaken by Muindi (2010), who indicated that organisational commitment on the part of employees was determined primarily, if not exclusively, by the respect shown by organisational leaders towards their staff. All these empirical findings pinpoint the fact that organisational leadership needs to be extremely selective in hiring both senior and middle managers and their leadership styles.

2.4 MOTIVATION

This is rooted in the existence or contradiction of employee job motivation, which becomes even more significant in the case of talented employees (Ryan and Deci, 2000). Talented employees have been described as being adherents to what has been called intrinsic motivation. This exists when an employee needs to feel competency and pride in something and encompasses three types, namely: accomplishment, knowledge, and stimulation (Pritchard, Campbell, & Campbell, 1997). As Collins (2001) wrote many years ago, such motivation occurs when employees get pleasure, satisfaction, and fulfilment from learning, acquiring, and studying something new in their work; when they participate in their designated activities because they enjoy and feel satisfied when they master a variety of skills and excel in their duties and activities.

Ryan and Deci (2000) have described extrinsic motivation as the performance of an activity to attain some separate outcome. This means that employees are extrinsically motivated when they perform their duties for external causes such as rewards, promotions, recognition, etc. rather than for the inherent satisfaction of performing the activity itself (intrinsic motivation). The standard economic reasoning for talent is that an increase in the financial incentives provided for an activity will improve performance. This prediction, based on a variety of empirical evidence, is a conclusion of very basic assumptions in economic theory: performance is positively related to effort; effort is unpleasant, and money is good. This means that a monotonic and increasing relationship between monetary compensation for an activity and the performance level of that activity is a reality (Alimo-Metcalfe and Alban-Metcalfe, 2010).

Gneezy and Rustichini (2000) suggest that if the monetary incentive is raised further, performance will improve. This theory and empirical research have shown that linking pay to merit and excellence is an obvious instrument of proper talent management. They fall generally into two categories: arguments of fairness (good performance deserves its reward) and arguments of incentive (pay contingent on good performance generates more good performance). Financial rewards are, in most, if not all cases, compensation among individuals. Talent, perseverance, skills, and experience are instrumental in employee

performance changes, which are directly related to the cost of living and occasional or constant employee demands that their compensation increase in accordance with their skills, commitment, and dedication to their duties at all levels of the organisational ladder (Gneezy and Rustichini, 2000; Bolden *et al.*, 2013). Managers collaborate with a multitude of individuals throughout expansive organizational structures. Determining the specific amount of unfulfilled requirements for each employee is a challenging task, if not an insurmountable one. This phenomenon is particularly evident among South African organizations, characterized by a significantly elevated ratio of managers to subordinates (Gorsuch, 2019).

On the other hand, the issue of the effect of rewards on behaviour has been debated in psychology and industrial psychology throughout the past five decades. In this ongoing-debate, behaviourist theory adherents had the same opinion as those following standard economics, as according to instrumental conditioning, financial reward offered for an activity which is in itself neutral or even mildly unpleasant, will eventually evoke a positive attitude toward that activity. This means that, in the long run, a past reward has a positive effect on the performance of that activity (Gneezy and Rustichini, 2000; AUA, 2010). Jehanzeb, Rasheed, Rasheed, and Aamir (2012) define all monetary benefits, physical services, and fringe benefits that employees receive as part of the employer-employee relationship as rewards. A reward, according to Bustaman, Teng, and Abdullar (2014), is a construct that symbolises any tangibles or intangibles that employees may value and that the company is prepared to deliver in exchange for the employee's effort. Furthermore, Saeed, Nayyab, and Lodhi (2013) point out that a reward is earned because of an employee's contributions to the organisation. Intrinsic rewards, according to Newman and Sheikh (2012), are rewards that come from the job itself, such as autonomy, role clarity, and promotion chances, whereas extrinsic rewards are a concrete benefits package supplied by the company, such as salary, bonus, and fringe benefits. Extrinsic rewards such as wages, promotions, bonuses, job security, and incentives are a historic part of the employment relationship (Gohari, Ahmadloo, Boroujeni, and Hosseinipur, 2013). Figure 2.2 shows the types of rewards.

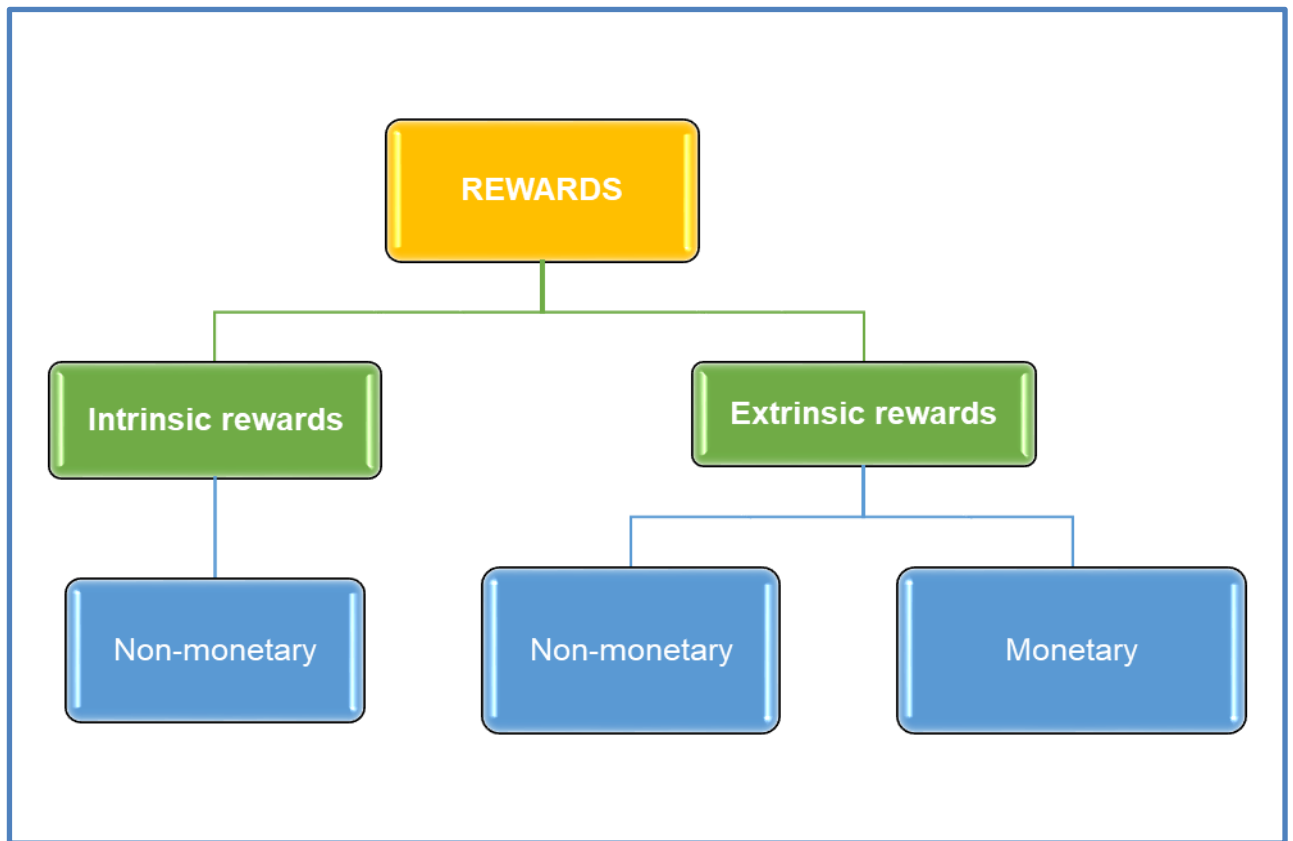


Figure 2.2: Types of Rewards

Source: Adapted from Nujjoo and Meyer (2012).

2.4.1 Equity theory of motivation

The equity theory of motivation avers that employees will strive for fairness and justice in social exchange such that they will compare the work they do with their peers. Thus, if a colleague doing the same job is getting more money, the employee will seek equity by reducing their output until they are convinced that they are putting in less than their peer (Adams, 1963; Muchinsky, Kriek and Schreider, 2005). As shown in Figure 2. 2, employees are concerned not just with the number of extrinsic rewards they receive but also with the link between the number of rewards they receive, and the number of rewards others receive (Robbins, 2005). Employees conduct social comparisons when they compare their inputs, such as effort expended, experience, education, and competencies, with outputs or outcomes, such as salary, recognition, bonuses, job security, promotions, and status symbols (Werner *et al.*, 2011). Inequity is defined as an employee's assessment of whether or not he or she is adequately compensated for his or her contributions (Erasmus, Strydom and Rudansky-Kloppers, 2013). Figure 2.3 shows Adam's equity theory.

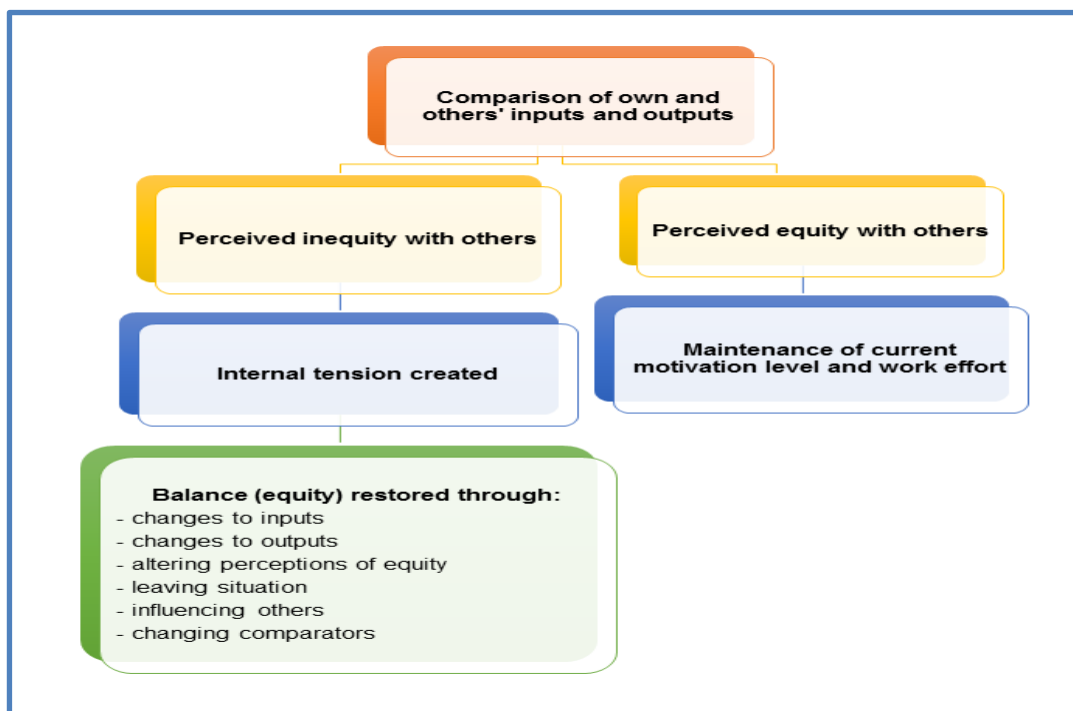


Figure 2.3: Adam's equity theory

Source: Adapted from Martin (2001).

2.4.2 McClelland's theory of needs

One of the key approaches in leadership research that surfaced some decades ago is the behaviour of leaders, their patterns and the reasons behind such behaviour and action. The approach is rooted in psychology and what has been called its 'psychological angle' that is, directly and indirectly, related to the enhancement of organisational efficiency and leadership motivation, not necessarily in that order (Stone, 2010; Ebrahimi, 1996). McClelland's pioneering work in the form of articles in psychological journals and later books has been considered fairly as the major contributor to the theory of motivation within organisational environments (1961, 1990), identifying three key motivation factors-- the need for power, achievement and affiliation as shown in Figure 2.4 below.

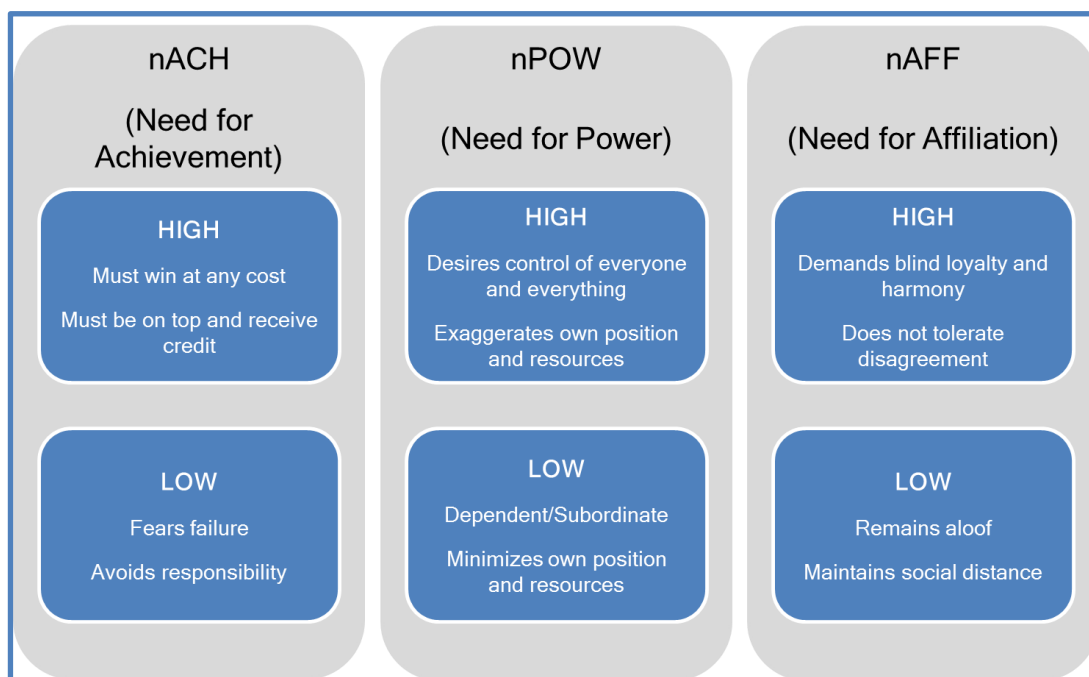


Figure 2.4: Key motivating factors

Source: Rybnicek, Bergner, Gutschelhofer (2017)

In his analysis of leadership, McClelland and his followers developed a number of empirical tools used in measuring affiliation, achievement, and motivation for power; measurements of the strengths of these factors; and designed to measure the work motivation of leaders and managers. All of these were based on McClelland's indicators and definitions (McClelland

and Burnham, 1976). As time passed, the theories and applications of motivation gained momentum and a number of 'imitators' attempted to imitate a number, but not all of the details of McClelland's empirical or theoretical tools in terms of measuring the motivational or need factors within organisational and leadership settings.

Several instruments on motivation are available, but they do not measure the three motivation factors. They do not rest explicitly on McClelland's definitions and are not designed to measure work motivation in managerial settings (Chan & Drasgow, 2001; Hansemark, 2000). As the process of his research continued, McClelland never stopped attempting the development of new empirical tools in the form of questionnaires, which were evaluated in the effort to dissect and analyse current trends in motivation-based leadership patents and developments. After evaluating the new questionnaire, the findings indicated that leaders' and managers' motivation has direct effects on their behavioural patterns and that leaders and managers in different types of organisations possess different motivation profiles (McClelland, 1971). McClelland's research was characterised by several factors the most important being that he was extremely committed to applying measurements in the analysis of human motives; he was convinced that his empirical utilisation of measurement was the best psychological method in the analysis of motives, as was his scientific focus on the systems of achievement associated with success, the power associated with impact, and affiliation associated with intimacy. He also strongly believed that motives could be changed (McAdams, 1990).

In his joint contribution with Steele, the pioneers added and expanded on the leader's desire to perform better, with increased efficiency and effectiveness, than other people; to be a master of difficult tasks at all levels and more successful in solving problems, to have complete control over all people within an organisation workplace; be the key influence on his/her followers' behaviour and action; to be fully responsible for all people and their work; and have the desire to establish and maintain strong relations (McClelland and Steele, 1972).

The needs and motivations at all life levels, including those amongst the leaders, have been expressed to a wide variety of degrees and have been rooted in individual and collective life

experiences that are a result of individual life experiences. McClelland and his collaborators spent much time on the research concentrating on the motives for achievement amongst school children and entrepreneurs involved in small businesses before they turned their attention to studying the life and experiences of managers and leaders in larger business organisations. Their empirical work showed conclusively again that individuals who were motivated to successfully complete their achievements were those who wished to do things themselves and/or to better themselves. Their main focus was their personal improvement (McClelland & Burnham, 1976).

2.4.3 Herzberg's two-factor theory (hygiene factors and motivating factors)

Herzberg coined a multidimensional paradigm of factors that influence people's attitudes towards work. These are hygiene and motivation factors. As shown in Figure 2.5, hygiene factors included company policies and administration, relationship with supervisors, interpersonal relations, working conditions and salary (Herzberg, 1966; Herzberg, 2003).

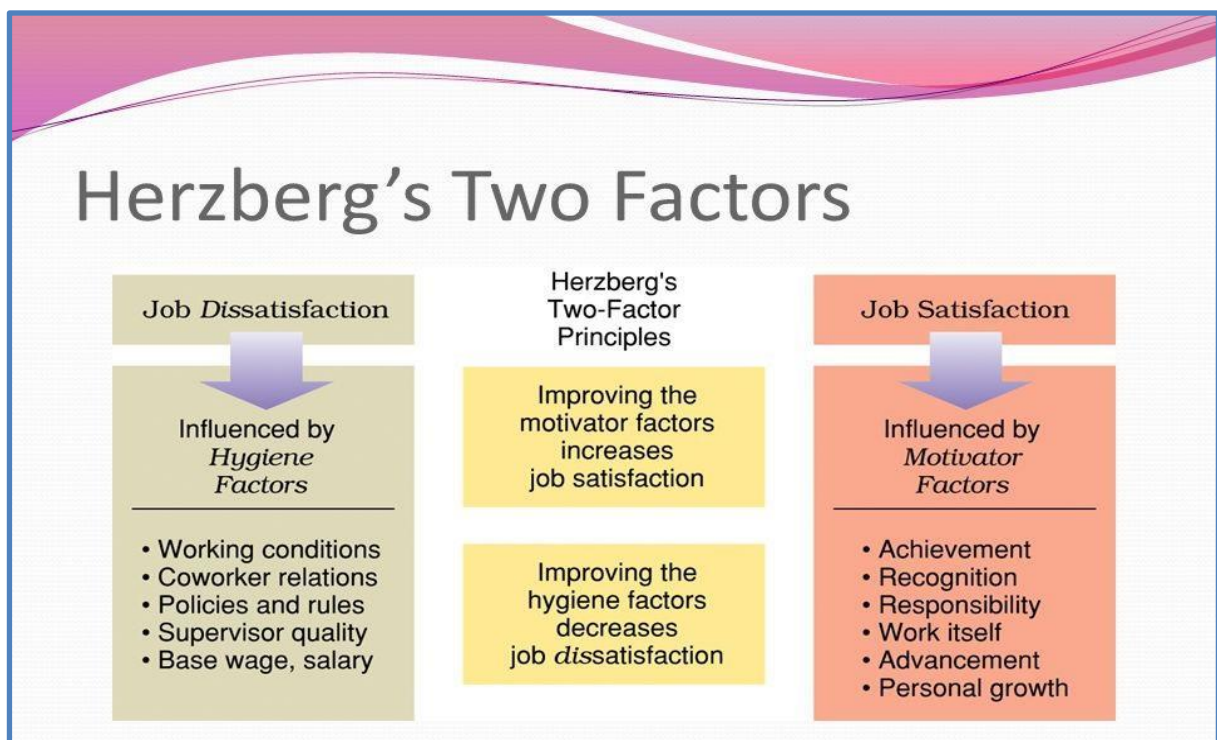


Figure 2.5: Herzberg's two factor theory

Source: Stello (2011)

Motivation factors led to positive job attitudes and hygiene factors surrounded the 'doing' of the job (Herzberg *et al.*, 1959; Stello, 2011). Herzberg's motivation-hygiene theory is also called the two-factor or the dual-factor theory in business and other literature and its main

contribution to organisational theory and practice is the key difference between hygiene and motivational factors. Both two factors are considered important in the theory as they affect job satisfaction and motivational factors have been found to be more important than hygiene factors. The theory and its basis are founded on research findings showing that motivation factors lead to job satisfaction due to the fact that the individual needs self-actualisation and self-growth. Such assumptions or/and research findings have made the theory and its empirical applications popular in both psychological and business/organisational studies and fields (Dion, 2006 quoted in Stello, 2011).

The theory was influenced by Maslow's hierarchy of needs (Jones, 2011) and following the process of a number of empirical studies involving small numbers of lowly paid workers and middle-managers, the theory was expanded and further developed (Herzberg, 1966). In most of the empirical studies, the key hypothesis tested was that a number of certain factors lead to positive attitudes towards work while others lead to negative ones (Stello, 2011). The two key factors hypothesised to affect job satisfaction were split into two categories, the first associated with 'the need for growth or self-actualisation' (i.e., the motivation factors), while the other was related to hygiene factors.

Recognition, advancement, achievement, responsibility, and the possibility for growth were related to motivation, while administration, policies, working conditions, financial gains, relationship with supervisors, and interpersonal relations were associated with hygiene (Herzberg, 2003). The positive attitude towards work was directly related to motivation factors that led to positive job attitudes and were called intrinsic factors that only improved and increased job satisfaction, while on the other hand, hygiene factors worked to reduce job dissatisfaction. One of Herzberg's most significant followers (Dion, 2006, quoted in Stello 2011) indicated that his mentor's theories have been significant in the job satisfaction terrain, a belief substantiated and confirmed by a number of other researchers throughout the years (Russell and Gelder, 2008; Mc Glynn *et al.*, 2012). Herzberg, throughout his life, insisted that motivators are intrinsic to the job and are associated with positive attitudes towards it because they satisfy the need for personal and professional self-actualisation and growth (Herzberg, 1966).

2.4.4 Maslow's hierarchy of needs

The hierarchy of needs theory is premised on the idea that motivation is about fulfilling the needs of individuals. Individuals work tirelessly in order to satisfy and fulfil those needs (Martins, 2001). Furthermore, motivation is a hierarchy of five need categories, namely physiological needs, security needs, belongingness needs, esteem needs, and self-actualisation needs (Moorhead and Griffin, 2007) as shown in Figure 2.6.

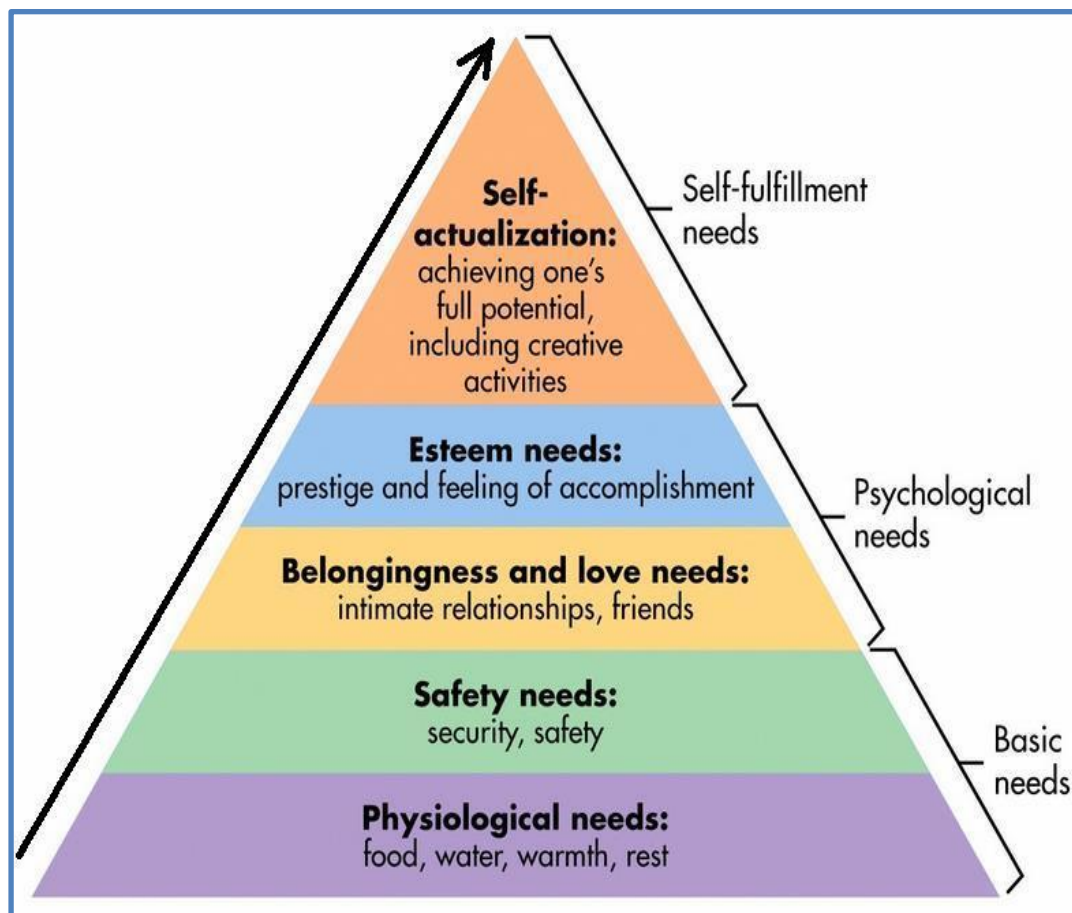


Figure 2.6: Maslow's hierarchy of needs

Source: Onah (2015)

Maslow's hierarchy of needs is considered to be one of the most fundamental and widely debated psychological theories in the history of the discipline. It is a motivational theory comprising a five-tier model of human needs, of which those lower down in the hierarchy need to be satisfied before those higher up. The physiological needs are at the bottom of the hierarchy followed by safety, love and belonging, esteem, and self-actualisation. These are divided into deficiency needs (the first four) and the top level (the growth need). Abraham

Maslow was the psychologist who brought self-actualisation into the mainstream of the psychological terrain when he began analysing the hierarchy of needs and in doing that, he continued the pioneering work of Kurt Goldstein who described self-actualisation as a process of becoming a “self,” within a specific environment (Whitehead, 2017).

Maslow adopted the concept and utilised it in his theory of needs and began his own analysis in the first paper he wrote in 1943 about human motivation (Maslow 1943). In many ways, self-actualisation is a psychological process used by an individual to attempt to maximise his/her abilities and resources (Goud, 2008). This means that self-actualisation is the realisation of an individual’s intellectual, social, innovative, and creative potential through an internal drive. It needs to be said that Maslow’s idea of self-actualisation needs to be considered as a theory within the context of his theory of needs, despite its far-reaching applications. Maslow first outlined his hierarchy of needs in his seminal 1943 paper on human motivation, where he identified five needs: physiological, safety, love, esteem, and self-actualisation. Physiological needs are necessary for survival, including clean air, water and food; safety is associated with good health, clean water and healthy food; love is associated with feelings of love and wider acceptance in society; esteem can be achieved by self-confidence and societal respect; and self-actualisation needs are met when the individual engages himself/herself in personal growth and self-development. According to Maslow, each level of need ought to be completed before the next one can be met. Self-actualisation, as the highest level, can only be fulfilled only when all others have already been met. In his book, Maslow not only described the theoretical underpinnings of the theory but provided a wide array of people as examples of self-actualisation, including musicians, intellectuals, writers, and politicians, as well as what can be described as ‘common people’ who can achieve ‘mastery’ in what they do (Maslow, 1943; Maslow, 1970).

An empirical study by Krems *et al.* (2017) that attempted to explore how non-psychologists viewed self-actualisation indicated that lay perceptions regarding the realisation of one’s full potential are directly linked to the motive of achieving esteem and status, not necessarily in that order. This means that the participants in the study associated the drive to realise their potential and reach some level of internally recognised success and esteem as some level of externally recognised success and status are extremely important achievements. The concept

of self-actualisation has been one of the foundations of positive psychology through its connection with well-being and has been considered over the years as important in organisational studies as the psychologist Albert Ellis showed how self-actualisation involves the pursuit of excellence in the fields of life and work (Bernard *et al.*, 2010).

2.4.5 Vroom's theory of expectancy

The theory of expectancy was coined by Vroom and is premised on the notion that motivation is a personal and conscious choice process (DeSimone and Werner, 2009). The expectancy theory, among others, assumes that individuals make decisions among alternative plans of behaviour based on their perceptions [expectancies] of the degree to which a given behaviour will lead to desired outcomes (Mathibe, 2008).

Vroom's expectancy theory, identified by others as the 'expectancy theory of motivation,' was introduced in 1964 by Victor Vroom, a Business Studies Professor at the Yale School of Management in Connecticut (Robbins, 2004). Throughout his career, his mission was to empirically study the wide variety of key factors affecting organisational performance, with the main targets being the issues and realities related to motivation, leadership, and efficiency of performance at all levels. It took him years of considerable research to complete his book on the issue in 1964, where he outlined his findings and new ideas on the behavioural processes of an individual's behavioural processes and his/her choices. According to the theory, an individual performs in a specific way because he/she is motivated to choose a certain behavioural trait over other traits. Such a choice is because of the expectation of the result of the selected trait, which they feel will be beneficial for them in some way (Robbins, 2004).

In short, the theory attempts to explain the process an individual undergoes while he/she selects a motivational behaviour directly dependent on the appeal of the expected final outcome. Vroom's theory indicated that an individual's behavioural selection depended on the correlational perception of the efforts, subsequent performance, and the outcome. His research led him to an understanding of a number of realities, showing that an employee's performance is founded on a number of factors such as knowledge, experience, understanding, ability,

personality, and individual skills. This means that the theory clearly distinguishes between efforts, performance, and outcome (Shah, *et al.* 2011).

Vroom adopted three variables which play a key role in an employee's motivation, i.e., expectancy, instrumentality, and valence. Expectancy is the notion of an employee pointing to the belief that an increased amount of effort will ultimately lead to better performance, hence greater output. However, the expectancy of an employee from a task depends upon a few things, such as skills, instrumental in helping him/her to perform the work efficiently and effectively, support and guidance from the colleagues, the supervisors and the managers of the section and the task team, so the quality, efficiency of the task and the appropriate resources required to fulfil the task are guaranteed (Oh and Lewis, 2009). Figure 2.7 shows Vroom's theory of expectancy.

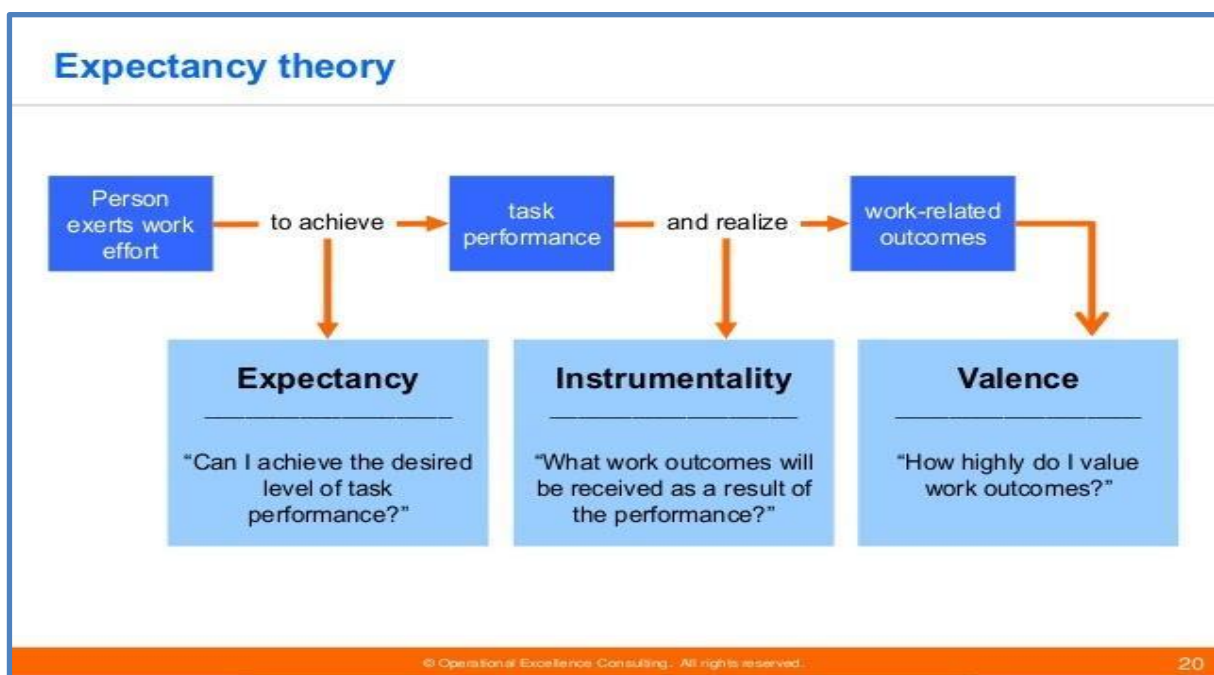


Figure 2.7: Vroom's theory of expectancy

Source: Arora (2020)

As shown in Figure 2.7, instrumentality denotes the faith that an employee puts in the process of beginning and completing a specific task or outcome so that he/she can be rewarded when successful. Such a reward, in most cases, is different, it could be a salary increase, promotion or job satisfaction alone. The possibilities of incentives in the form of additional benefits are

available in cases where the performance is recognised as being of high-quality meaning that the instrumentality in the job has increased. Instrumentality is based, in most cases, on a number of factors, including the decisions of the managers and/or supervisors in terms of the form or the reward and the key organisational policies, which are the company's key directives controlling the relations and correlation between rewards and individual performance (Liu and Dong, 2012).

Valence is the measure of the importance the employee places on a specific outcome based on factors such as his/her need for the outcome, the outcome's attractiveness, desirability, or favourability. This means that an employee who needs a specific outcome will naturally increase his/her efforts to complete the task successfully through more decisive and demanding work. This will make the employee's valence positive following the achievement of the desired outcome. This means that for the success of an organisation to become a reality, its leadership should be decisive in the actions aimed at creating and developing the aspiration to improve the positive valence towards rewards among the employees who deserve them (Cesare and Sadri, 2003).

Each of the elements described above play a key role in the determination of the motivational level of an individual employed to perform designated tasks where leaders and managers are pushed by circumstances to demand the employees pursue an outcome, whose rewards are not in alignment with the employee's desires, meaning that the value of the valence would be negative. This means that there is a great possibility that the employee will attempt to avoid the outcome, or their motivation will be limited. In such a case, the rewards will have a negative impact. This situation can be remedied if the manager can compromise and pick a reward that benefits the employee who can then change his/her initial attitude (Ikramullah, M., 2012).

It has been said that one of the key ingredients of organisational success is effective communication and this is exactly the case with Vroom's theory as it is considered instrumental that it creates common faith in the collective nature of efforts that will be strengthened with the expected rewards key in the future increase in the performance terrain

through higher motivation levels. Empirical research has indicated that Vroom theory can be instrumental in assisting both leadership and followers to achieve organisational success in fulfilling objectives and tasks set through common efforts in increasing employee motivation and the creation and continuous development of solid workplace relationships that are also rooted in appropriate management behaviour and techniques, including training development and continuous communication with the staff (Hung-Wen, and Ching-Hsiang, 2009).

It can be said that Vroom's theory is based on the axiom and empirical manifestations that motivation is a complex process that depends on a variety of distinct factors, in contrast with the theories of Herzberg and Maslow, which describe it as a simple and unsophisticated process. It also incorporates both individual differences and values in terms of motivational factors for different individuals and recognises the importance of relationship building between the leadership, management, and employees in the common efforts to achieve organisational goals (Adei and Boachie-Danquah, 2003).

2.5 SYSTEMS THINKING AND MODELLING

The study was largely qualitative as system dynamics required elicitation and understanding of the prevailing mental models in a system as the basis for developing a simulation model (Doyle and Ford, 1998; Desthieux *et al.*, 2010). System dynamics modelling (Forrester, 1961) is underpinned by systems thinking (Arnold and Wade, 2015; Manot and Gannon, 2015; Peters, 2014), which is philosophically rooted in the holism worldview. The systems thinking paradigm holds that all things and events inadvertently form part of a larger whole and they can be best understood within the context of this larger whole. This does not necessarily connote neglect of the importance of the individual elements, but rather, places emphasis on the interaction of each element with its environment and vice versa (Jackson, 2003). It is a conceptual field of inquiry that provides “a trans-disciplinary framework for a simultaneous critical and normative exploration of the relationship between our perceptions and conceptions, and the worlds they purport to represent” (Laszlo and Krippner, 1998).

System dynamics believes that operating factors in a system (deducible from its structures and policies) operate in a network of feedback relationships, which determines the dynamic behaviour of such systems (Sterman, 1994). Computer simulations are needed as thinking aids

to understand the feedback relationship (Forrester, 1961; Sterman, 1994; Lane and Husemann, 2008) because of the limitations to the information processing capability of the human mind (Marois and Ivanoff, 2005).

2.5.1 Types of Systems Processes

2.5.2 Theoretical Underpinnings of Soft Systems Methodology

Soft systems methodology (SSM) is an action-oriented process of inquiry into problematical situations in the everyday world; users learn their way from finding out about the situation to defining/taking action to improve it. The learning emerges via an organised process in which the real situation is explored, using as intellectual devices, which serve to provide structure to the discussion models of purposeful activity built to encapsulate pure, stated worldviews Checkland and Poulter (2006). The researcher is expected to actively engage in the problem at hand and serve as a catalyst for the necessary changes rather than just keeping an eye on the situation and making recommendations (Platt and Warwick, 1995).

After thirty years of action study, SSM is the outcome of a continuous effort (Checkland and Winter, 2006). Checkland developed SSM with the aid of his colleagues scholars at Lancaster University (Platt and Warwick, 1995). In order to cope with the intricacies of the 21st century and the issues that it brought with it, they intended to create new tactics that were better to the ones that were currently accessible (Checkland, 2010). The protracted development process that resulted in the current form of SSM was founded on the application of systems thinking concepts to a particular issue. Along with its practical uses, SSM's theoretical foundations have developed (Checkland, 1985).

SSM gradually distanced itself from traditional management science. It views organisations as dynamic, deliberate, pluralistic, and multifaceted entities that seek out operational and ethical issues and appreciate the significance of meanings that are concealed from view (Cordoba and Farquharson, 2008; Simmons et al., 2005). SSM, which now refers to "the issue" as problem conditions rather than "the issue," emphasises improvement over answers and prioritises accommodation over agreement (Platt and Warwick, 1995, Winter, 2000). Additionally, SSM lays a heavy focus on the value of the human aspect, which is present in most difficult settings (Checkland, 2000a; Shankar et al., 2009). Any issue that arises from the interactions between

people may be referred to as having a "human component." A soft systems paradigm is used in the interpretive systems approach known as the Soft Systems Model (SSM) (Jackson, 2000). It is compatible with phenomenology, subjectivism, hermeneutics, constructivism, and other theories (Holwell, 1997; Zhang, 2010). According to SSM's interpretive framework, reality is constantly understood and socially shaped by the dynamic and ever-shifting flow of ideas, events, and relationships (Paucar-Caceres, 2009).

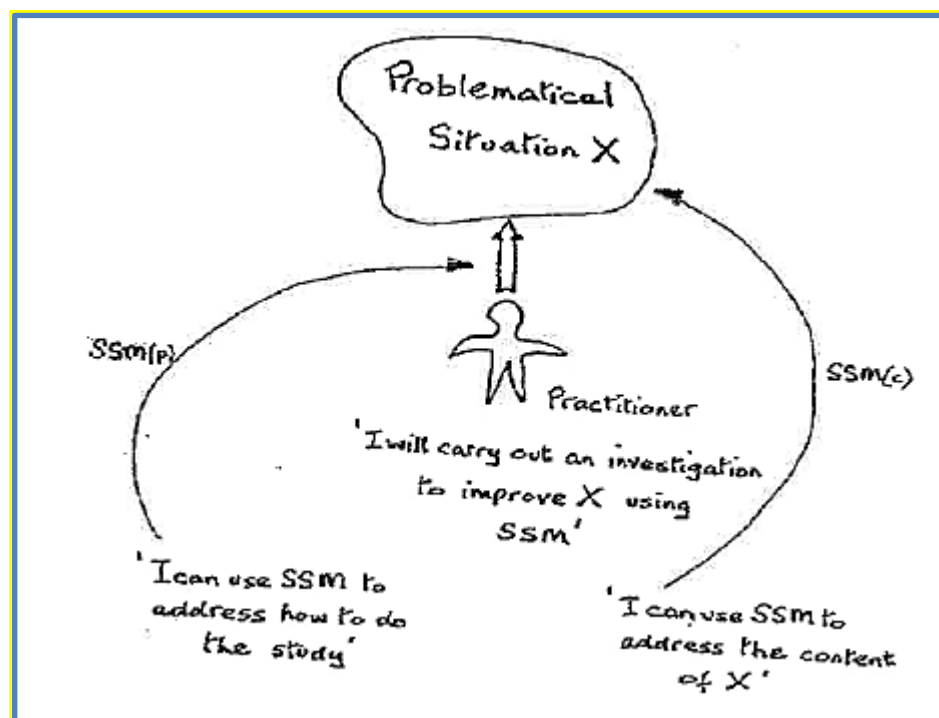


Figure 2.8: Theory and practice in the development of SSM

Source: Checkland Adapted (1985:758)

2.5.3 Features and Strengths of SSM

Figure 2.8 illustrates how SSM works toward achieving a comprehensive awareness of the issue scenario, as well as learning from it and making improvements to it. This helps SSM realise its full potential. The breadth of SSM's applicability is shown by both its features and its strengths. The SSM is considered to be a methodology, and as such, it is comprised of principles as opposed to a prescriptive technique. This suggests a degree of dependency on the user, as well as flexibility, adaptability, and dexterity (Checkland, 2000). The user is at liberty to pick and choose the methodological components that are most suited to address their specific research questions (Kreher, 1994). This flexibility is only restricted by the need "to be able to offer an explanation of what one did (or is doing) by utilising the language of SSM in a precise manner" (Checkland and Haynes, 1994). By inference, each application of SSM has some degree of individuality, which prevents us from making broad statements about SSM (Checkland and Haynes, 1994). The user has to give some thought to the ways in which situation-specific characteristics affect how the SSM is used. Because of its versatility, each use of SSM might potentially lead to methodological insights about how it should be used (Checkland and Scholes, 1990).

The inclusion of the worldview notion seems to be especially crucial, as it differentiates structural functionalist methodology rather clearly from reductionist methods (Checkland, 2000b). This concept recognises that individuals have unique ways of seeing a problematic scenario and ensures that a variety of points of view are taken into account (Fougner and Habib, 2008; Platt and Warwick, 1995). The SSM method analyses a problem by taking into account its social, cultural, and political aspects (Holwell, 1997). Its implicit competence as a sense-making device is highly appreciated (Sewchurran and Barron, 2008), as it frequently enables the generation of a shared understanding (Jackson, 1993; Cordoba and Farquharson, 2008) and facilitates the handling of hidden issues (Jackson, 1993; Cordoba and Farquharson, 2008). (Checkland, 2000a).

SSM recognises the importance of taking into account many stakeholders throughout its methodological approach, and as a result, it encourages stakeholders to play an active role in this process (Reisman and Oral, 2005; Fougner and Habib, 2008; Kayaga, 2008; Rose, 1997). Because of its participatory aspect, it encourages devotion on the part of stakeholders, engagement and cooperation among them, and the elimination of fragmentation (Checkland, 2000a; Molineux and Haslett, 2007). In addition to this, it is essential to get the support of

stakeholders, which is a prerequisite for the successful implementation of change (Simmons et al., 2005; Kayaga, 2008).

One further essential characteristic of SSM is the ability to bring about change and improvement in circumstances that are regarded to be harmful (Checkland, 2010; Kalim et al., 2006; Winter, 2006 Wilson and van Harperen, 2010). SSM is interested in stimulating healthy discourse, provoking novel ideas, striving to alter one's appreciating context, and supporting the accommodation of a wide variety of interests. SSM is a well-established technique that is effectively employed across the globe in both the public and commercial sectors on a wide variety of issues and in a wide variety of areas (Molineux and Haslett, 2007; Checkland, 2000a; Checkland, 2000b).

2.5.4 Theoretical underpinning of Viable Systems Methodology (VSM)

The implementation of VSM began around sixty years ago in response to Stafford Beer's query about the "necessary and sufficient factors" that make systems effective and allow them to persist (Beer, 1984). VSM was founded on his belief that systems behave consistently in a way that allows them to survive (Espejo, 2004). In an attempt to address the question he asked, Beer conducted extensive study on a variety of subjects, including neurocybernetics, psychology, biology, philosophy, and communication theory, as well as the functional principles of homeostasis in human organisations (Leonard, 2009; Espejo, 2004). VSM is the end product of a continuous development process (Jackson, 1988; Thomas, 2006). This gives a justification for both its thorough theoretical underpinning and its completeness.

The VSM focuses on "mechanisms of adaptation, communication, and control" in its most basic form (Beckford, 2002). The two main theoretical pillars of this field are systems theory and cybernetics, and a significant portion of its notions are based on cybernetic rules (Leonard, 2006; Watts, 2009). Both the living and nonliving aspects of the cosmos are subject to these rules (Gregory, 2007, citing Wiener 1948). Its widespread use and the significance of management science to it are due to the VSM's cybernetic base (Snowdon and Kawalek, 2003).

2.5.5 Features and strengths of VSM

Viable systems methodology is one example of a systems techniques that has significantly aided the growth of management practises (Paucar-Caceres, 2009). The essential concepts of VSM were inspired by the principles the human body and nervous system employ to preserve their viability (Leonard, 2006). This involves the employment of monitoring and response mechanisms in addition to job distribution; for example, the immune system is in charge of warding off illnesses and the heart is in charge of blood circulation. VSM as a consequence makes it easier for regional decision-makers to solve issues and reach decisions (Espejo, 2004). A system may develop, meet regulatory standards, and achieve its objectives while still maintaining stability by using VSM (Beer, 1973, Devine, 2005).

The essential and fundamental elements necessary for any system to be functional are made up of VSM (Beer, 1984). We'll go over each of these components in more detail in the next paragraph. The VSM implicitly stands for an all-encompassing approach that may be used with any system type. By applying this technique, this concept may be applied to people, companies, organisations, and even whole countries (Lewis, 1997; Johnson and Liber, 2008; Jackson, 1988). It simplifies the process of managing a number of difficulties. The existence of the required and sufficient components is a prerequisite for a system's ability to initiate, modify, and sustain itself. Both their existence and their ability to function as planned are necessary for the possibility of survival (Leonard, 2007; Schwaninger, 2004). In order for an organisation to operate, management tasks, information flows, control systems, and communication channels are necessary (Schwaninger, 2004; Flood and Zambuni, 1990; Hoverstadt and Bowling, 2005).

VSM's capacity to help managers with complexity management (Hoverstadt and Bowling, 2002; Johnson and Liber, 2008) explains why managers, consultants, political analysts, business owners, and public authorities are becoming more interested in this model (Bowling and Overstadt, 2002; Johnson and Liber, 2008) In 2006, Schwaninger. It presents a paradigm that is suitable for the management of complexity as a consequence of its realisation of three key concepts: organisational closure, ultra-stability, and recursion (Espejo, 2004). Self-awareness and the establishment of connections between diverse system parts via closed

feedback loops are both necessary for closure in an organisation. Ultra-stability keeps important variables within acceptable ranges by using flexibility as well as including a number of checks and balances. Recursion aids in complexity management, as has already been mentioned. Importantly, VSM opposes top-down hierarchical management approaches and sets itself apart from hierarchical organisational charts. This is a vital quality (Tejeida-Padilla et al., 2010). Traditionally, top-down management systems are infamous for disregarding the human element in a system and for putting a strong focus on control metrics instead of the localised problem handling (Beer, 1979; Leonard, 2006). This violates the criteria of the VSM and seems to be lacking in terms of stability, effectiveness, and the capacity to deal with complexity (Hoverstadt and Bowling, 2005; Stokes, 2006).

In VSM and comparable systems, the importance of the human element, formal and informal networks, interpersonal relationships, and soft issues is prioritised as being of the utmost importance (Beer, 1973). It helps to provide operational independence as well as the localised development of change, and it respects people's right to free choice (Espinosa and Walker, 2006; Harwood, 2009). Additionally, VSM promotes community engagement into the creation of the system's identity and aims, which makes participation at lower levels more viable (Nystrom, 2006; Leonard, 2006). In turn, it recognises the value of including the relevant parties. In order to achieve these goals, it is important to develop shared goals since it is thought that doing so would naturally inspire a sufficient amount of commitment, decreasing the need for outside intervention (Leonard, 2006). Even while some hierarchical decision-making is still required, it should only be done when ensuring that the system is coherent (Nechansky, 2010).

2.6 CAUSAL LOOP MODELLING

The concept of "systems thinking" describes a mode of thinking that might be compared to a language for talking about the complex, linked issues that managers deal with on a daily basis. Using this method, sentences may be constructed by identifying crucial components of the system (known as "the nouns") and illustrating the causal relationships between them using connections (referred to as "the verbs"). By connecting a number of loops to form a chain, you may compose a brief narrative about a problem or issue.

The variables, the connections tying them together, the signs on the links (which indicate how the variables are connected), and the sign of the loop itself make up the four basic parts of a causal loop diagram (which shows what type of behaviour the system will produce). If you characterise a problem or issue from a causal standpoint and examine it from several viewpoints, you may raise your knowledge of the structural dynamics that lead to confusing behaviour. The system dynamics modelling methodology, which uses computer simulation to address social issues, is built on the study of the agency-structure connection (Lane, 2001; Schwaninger, 2004;). The core tenet of system dynamics is that any system's behaviour or observable phenomena over time are mainly influenced by its structure, and that in order to make successful adjustments or alterations, one must first understand the structure of the system. Such alterations or adjustments may only be performed in this manner (Forrester, 1961; Morecroft and Sterman, 2000; Ghaffarzadegan et al., 2011). The majority of the research would be qualitative since system dynamics demands that the basis for building a simulation model be the elicitation and understanding of the dominant mental models existing in a system (Doyle and Ford, 1998; Desthieux et al., 2010).

2.7 CHAPTER SUMMARY

This chapter provided a discussion on leadership approaches, talent development and retention. An extensive review of talent management literature with a focus on the higher education (HE) sector was conducted. It was noted that talent management and performance need to be built and nurtured in a consultative, supportive, and synergistic manner. Thus, different talents need to be nurtured through a wide variety of staff development plans aligned to the institution's strategic goals. In addition, several leadership theories, namely, trait, behavioural and contingency theories were discussed in detail. A discussion about the systems thinking paradigm and system dynamics modelling was presented to show how it underpins the study. Thus, the literature reviewed shows that the systems thinking paradigm holds that all things and events are crucial parts of a larger whole and can be best understood within that context. The next chapter will provide a discussion relating to the methodology that guided this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology that was used in this study, namely, the methods of data collection and how the results were analysed and interpreted. It further provides information on the research paradigm and philosophy underpinning the study, the research strategy, the methods of data collection, the sampling techniques, the patterns of data analysis as well as issues of trustworthiness and authenticity which are foregrounded to ensure the legitimacy of the findings.

3.2 RESEARCH PARADIGMS

A research paradigm, as defined by Collis and Hussey (2009), is a framework that guides a researcher on how to perform a study based on people's beliefs and assumptions about the universe and the nature of knowledge. It can also be characterised as a conceptual framework in which the truth is established (Saunders *et al.* 2016) and on which individuals reach a point of consensus. Another school of thought contends that the paradigm is the practical application of scientific discoveries, rather than how they are reconstructed in textbooks and academic journals. A paradigm or worldview is “a universal creed that governs practice (Guba, 2014). The two most common types are positivist and social constructivist paradigms. Opponents of positivist philosophy decry the mechanistic and reductionist positivist view of science (Cohen *et al.*, 2014). They describe life in material terms rather than in terms of inner reality, and they reject notions of desire, equality, autonomy, and moral responsibility. Instead of seeing the universe as a living being, they see it as a machine. As a result, the term "social constructivist" was coined to describe a new paradigm. Rather than being true and external, the social constructivist thinks that ‘reality’ is jointly formed and assigned value by humans (Easterby-Smith *et al.*, 2002).

The philosophy of social constructivism focuses on how humans make sense of the world, especially by communicating their experiences with others through the medium of language. Social constructivists create symbolic representations of their experiences by combining them with other items or activities (Creswell, 2017). Because there are so many different

definitions, the researcher must explore the complexities of many points of view rather than confining them to a few categories and ideas. The researcher's purpose is to rely as much as possible on the participant's perceptions of their circumstances. Table 3.1 show some of the key differences between the two paradigms, namely, positivist and social constructivist.

Table 3.1: Positivist and Social Constructivist

Characteristics	Positivist	Social constructivist
The observer	Must be independent	Is part of what is being observed
Human interests	Should be relevant	Are the main drivers of science
Explanations	Must demonstrate	Aim to increase general understanding of the situation
Research progresses through	Hypotheses and deductions	Gathering rich data from which ideas are induced
Concepts	Need to be operationalised so that they can be measured	Should incorporate stakeholder perspectives
Unit of analysis	Should be reduced to simplest terms	May include the complexity of the whole situation
Generalisation through	Statistical probability	Theoretical abstraction
Sampling requires	Large numbers selected randomly	Small numbers of cases chosen for specific reasons

Source: Easterby-Smith *et al.*, (2002)

The researcher's study approach, according to Saunders *et al.* (2016), involves fundamental assumptions about how the researcher interprets the world. As a result of these assumptions, the researcher's study strategy will be predicated on them, as will the techniques he or she favours as part of that approach. In this study, the researcher employed the social constructivism/interpretivism or critical model to examine leadership approaches to talent development and retention at a specific UoT using a qualitative system dynamics modelling approach. According to Bisman (2010), the advantages of interpretive research include that it is context-specific, and it uses either social or political theory as a prism or uses grounded theory and seeks to provide narrative and interpretive explanations of events. Furthermore, the

interpretivism paradigm was used in this research because it necessitates an inductive research approach.

3.3 RESEARCH DESIGN

A research design is a step-by-step guide to collecting, measuring, and interpreting data to answer the study's research questions (Sekaran & Bougie, 2016: 95). Several elements are used in a research design to address the research questions. In research design, study plans and processes span anything from general assumptions to extensive data gathering and review methodologies. Therefore, decisions should reflect the researcher's paradigm beliefs, investigation procedures (called strategies), and basic data gathering techniques, analysis, and interpretation. The study audience, the researchers' perspectives, and the complexity of the question or issue to be explored are all factors to consider that go into choosing a research design (Creswell, 2010). The research's design structure for this study is highlighted in Figure 3.1.

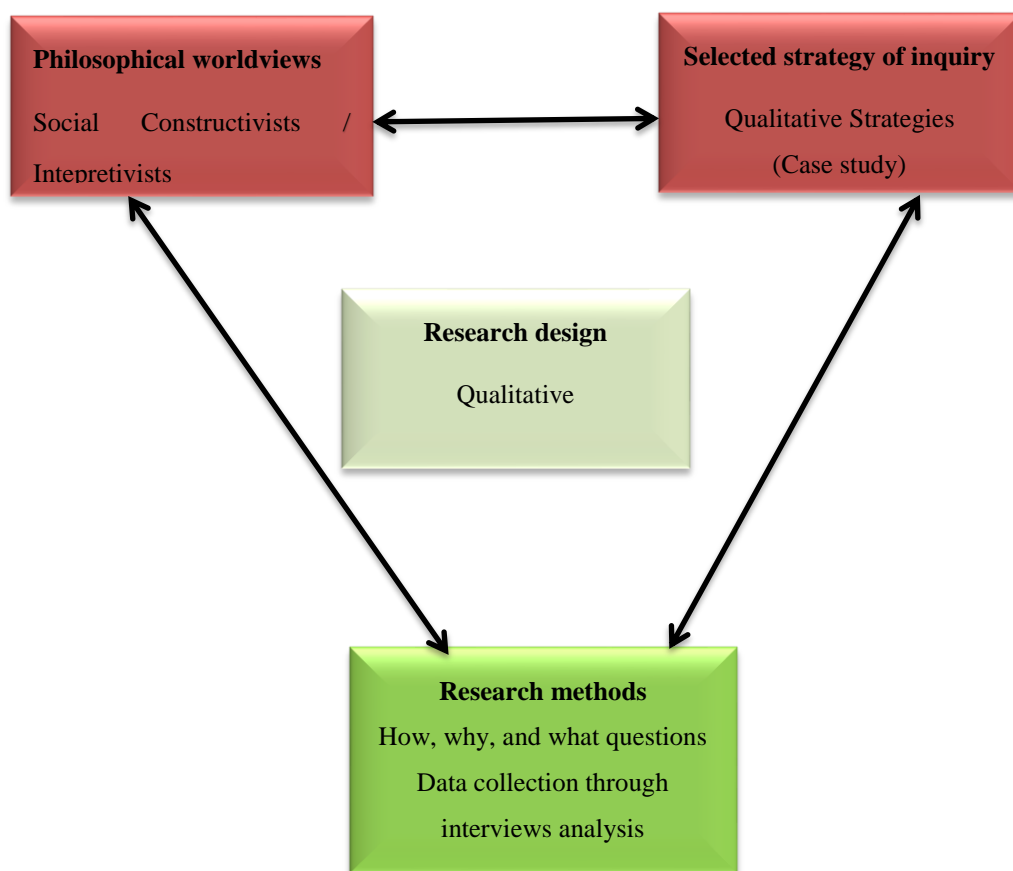


Figure 3.1: A Framework for Design –The interconnection of worldviews, Strategies of

According to Saunders *et al.* (2016), study design is a method for answering research questions. To answer research questions, you must choose a data collection approach that will help you collect and analyse reliable data. As a result, deciding on the right population and sample size for data gathering is crucial. Therefore, the distinction in relevance between qualitative and quantitative research is that one is numeric (numbers) and the other is not (words, pictures, video clips, and other related material). Strategies and ideologies are also studied throughout the study's design phase. The way research questions are phrased determines whether the study is exploratory, descriptive, explanatory, or evaluative. In this study, an exploratory research design was adopted. Table 3.2 illustrates the different types of research designs.

Table 3.2: Types of research designs

Exploratory Research	Exploratory research begins with a broad focus and narrows the focus as the investigation proceeds. Exploratory research is a useful approach to acquiring data that employs open-ended inquiries to learn more about a subject and generate insight. what and how are likely to be the first exploratory queries. Furthermore, an exploratory study is useful if a researcher wants to better understand or impact a subject or phenomenon (Saunders <i>et al.</i> , 2016).
Descriptive Research	Descriptive research, usually referred to as statistical research, is concerned with describing things as they currently exist (Akhtar 2016). According to Bhattacharyya (2013), descriptive research focuses on the current situation and uses cross-sectional investigations, which is a common fact-gathering approach.
Explanatory Research	An explanatory study seeks to understand why and how two features of a situation or phenomena are connected (Kumar, 2011). An explanatory study looks into the cause-and-effect relationship between two variables and seeks answers to queries like how or why. During the data gathering process, these questions are frequently asked (Saunders <i>et al.</i> , 2016).
Evaluative Studies	This research evaluates how well something works. The terms why, what, or how are likely to appear in data collection queries. Evaluative research can be used in business to determine the effectiveness of a strategy, policy, programme, or project (Saunders <i>et al.</i> , 2016).

3.4 RESEARCH STRATEGY

The entire plan for performing a research study is known as a research strategy. Research strategy is defined by Saunders, Lewis, and Thornhill (2009) as "the general plan of how the researcher will go about addressing the research question(s)." Case studies, surveys, ethnomethodology, grounded theory, action research, and interviews can all be used to gather data. Data is gathered by observation and participation in case studies, which are often utilised in qualitative research. In cases where researchers have little control over occurrences, case studies can be valuable. Surveys are frequently used in social science research and are usually used to gather quantitative data. In social science research, surveys are commonly employed to collect quantitative data. While surveys are not always the best way to collect qualitative data, open-ended questions can help. A questionnaire is used to conduct a survey on a sample of individuals from a population. This questionnaire can be completed online, in person, or over the phone. Ethnomethodology is the study of how individuals interact with one another. It investigates socioeconomic realities and average people's lives. Grounded theory research lacks a set of study goals that can be tested against reality. It develops theory by analysing social events and attempting to explain phenomena. Participatory research, often known as action research, is the method of conducting research by doing something. This contributes to a better knowledge of events and activities (Rodrigo, 2017).

Interviews are far more adaptable than the other methods, and they can be extremely structured and formalised or unstructured and informal. The data can be written down or recorded. Structured interviews are limited in their flexibility because they are based on a predetermined set of questions. Unstructured interviews begin with a few broad questions, followed by urging and probing approaches to elicit more specific responses from participants (Rodrigo, 2017). Interviews, case studies, and questionnaires were the most effective tools for this qualitative study. Because the questions are frequently closed-ended, surveys do not provide an in-depth understanding of customer opinions. As a result, it is not a good fit for this research. As a result, case studies and interviews were the two most effective methods for gathering data. Unstructured interviews were employed since they provide for a greater knowledge of participants than the other tactics mentioned previously.

3.4.1 Quantitative Research Design

Harwell (2011) describes quantitative research methods as an endeavour that aims to improve the objectivity, replicability, and generalisability of findings while also being firmly rooted in prediction (Harwell, 2011). Quantitative data collection is defined as the collection of numerical data to understand and explain a phenomenon, and it is based on the application of mathematical procedures to deduce reasoning and justification (De Rond and Theatre, 2007; Muijs and Reynolds, 2001).

Quantitative research is a logical procedure that tests pre-specified concepts, components, and hypotheses that make up a hypothesis. This is in contrast to traditional data collection methods such as interviews, direct observation, participant observation, and physical artefacts (Yin, 2009). Quantitative research, according to Burns and Grove (2005), is a rigorous, objective, and methodical procedure that uses numerical data to gain information about the world. A quantitative research design is distinguished by the fact that the data collected is numerical (Burns and Grove, 2005). This allows for the collection of data from a wide spectrum of people. Thus, graphs, charts, and tables can all be used to present data in illustrative ways. Closed-ended questions and numeric data are commonly used in quantitative research (Creswell, 2013).

3.4.2 Mixed Methods

Mixed methods research is defined by Tashakkori and Creswell (2007); Cameron (2015) and Creswell and Plano Clark (2011) as research that uses both qualitative and quantitative methodologies to collect, analyse and integrate data and draw conclusions. Qualitative and quantitative data are combined in mixed-method investigations (Creswell, 2013). Mixed-methods research combines qualitative and quantitative methodologies by including both qualitative and quantitative data into a single research project (Tashakkori, and Creswell, 2008).

3.4.3 Selecting the Qualitative Approach of Inquiry

The main purpose of any qualitative research interview is to see the study's issue from the interviewees' points of view and to understand why they have those points of view. Through in-depth investigations of those persons and their circumstances, qualitative research aims to elicit what matters to them as well as their interpretations of the situations in which they work

(Leedy and Ormrod, 2010). Thus, to comprehend human behaviour and the factors that play a role in the formation of that behaviour, qualitative research takes a predominantly subjective approach. In this kind of research, the researchers have a propensity to become emotionally involved in the topic at hand, which can cloud their objectivity. Qualitative research helps people comprehend what is going on in organizations in their own words, rather than the researcher's (Bodgan and Buiklen, 2003, Bryman, 2008, Burgelman, 1985). According to Bryman (2008), the goal of qualitative research is to focus on people's perceptions of what matters, as well as their interpretations of the environments in which they work, highlighting the importance of people's interpretations of their environments and their behaviour, as well as the behaviour of others. Qualitative research is recognized for being interpretive, allowing for inferences to be drawn from people's expressed feelings and opinions (Morse, 1994).

Maxwell (2012) emphasizes the need of developing a viable approach ahead of time and then carefully implementing it while organizing a qualitative study. He suggests that in a qualitative research design, an iterative method is used, in which the design is built and reconstructed as the researcher verifies and assesses the relationship between the various aspects of the design and their impact on one another. In comparison to the design of a quantitative study, he goes on to say that a qualitative study requires a far more iterative, hands-on approach. Qualitative information, which includes words, sentences, and narratives, is more important in qualitative studies. As a result, instead of figures, it is research with words (Corbin *et al*, 2014). For this study, this is the preferred method. It is critical not to rely simply on quantitative data to produce results, but rather to use qualitative data more extensively, particularly in case studies like this one (Corbin *et al*, 2014).

The way the data is presented should take into account the unique characteristics of the elements that influence why people say what they say, as well as environmental issues. In qualitative research, participant responses are semi-structured, as opposed to quantitative studies, which have fixed questions and demand fixed responses. The validity and dependability of information are mostly determined by the researcher's expertise and rigor (Allan, 2003, Kumar, 2011). Qualitative research allows the researcher to go further into the data by applying many degrees of analysis, as well as the use of various concepts and data categorization (Allan, 2003, Kumar, 2011).

The researcher's motivation for choosing a qualitative technique study was that it would give the data more depth, detail, and diversity, as well as tolerance for ambiguity and contradictions. What was done and how it was done is described in the qualitative research procedure. In addition, the research study's originality and reliability were assured by adhering to the established qualitative research criteria. The conversations were all recorded and were conducted in a conversational format. After that, the information was typed and transcribed. The first round of interviews was followed by data analysis. In addition, focus groups were conducted by the researcher. The focus group facilitation and recording of the process combine the techniques of interviewing and direct observation (Cresswell and Plano-Clark, 2011, Bhattacharjee, 2012).

It is not only the recording of the focus group participants that is done, but also the observation of nuances, body language, and non-verbal emotional indicators (such as laughing, crying, sighing, etc.) that is done (Cresswell and Plano-Clark, 2011, Bhattacharjee, 2012). Although aided, the focus group had taken on features of direct observation field research in that the entire context of the environment, individuals within it, their behaviour, and the context and method in which they participate are all observed and taken into account (Tashakkori and Teddlie, 2013). In effect, the researcher becomes a non-participant observer of the group interaction, and in addition to recording the conversation, makes notes that are incorporated into the focus group recording transcript (Tashakkori and Teddlie, 2013). This direct observation is transcribed as part of the interview/focus group process and has an impact on not just what is recorded, but also how it is recorded, transcribed, understood, and analysed.

3.5 TARGET POPULATION

Sekaran and Bougie (2016:236) define population as “the full group of interests, persons, or even events that the researcher seeks to explore”. Academic staff members from the selected UoT, as well as members of the various levels of management (e.g., human resources management and executive management) and members of the university council, were the study's target group.

3.6 SAMPLING

Data from the full population is difficult to get in research projects, according to Sekaran (2013), hence samples are used instead of the complete population. Furthermore, researching samples rather than the full population can produce more credible results in some cases. The two primary types of sampling are probability and non-probability sampling. In this study, the researcher used non-probability sampling. Non-probability sampling uses non-randomised methods to draw the sample and mainly relies on judgment (Doherty, 2014). Non-probability sampling, on the other hand, has the drawback of producing results that are unlikely to be generalisable to the entire population. In this study, the data was gathered using purposeful sampling. Purposive sampling is a method of aimed at establishing a clear link between research issues and sampling (Kumar, 2012). The researcher chose the participants based on his or her judgment, keeping the study's goal in mind. Thus, purposive sampling picks instances for a specific purpose based on the expert's opinion and collects data by selecting participants using specific inclusion and exclusion criteria (Blumberg *et al.*, 2005). In this study, the inclusion criteria were based on the university's talent management programme's staff structure. Once the researcher had access to the applicable policies and documents the criteria were established.

3.6.1 Sample size

The sample size refers to the subset of the target population that the study employs to collect primary data for analysis. Furthermore, qualitative research is focused on the quality of data that will emerge during the data collection process rather than the quantity (Creswell, 2012). The sample size used in this study was 30 members of staff from human resources management, middle, senior and executive management, including members of the University

Council. However, data saturation was reached after interviewing 22 respondents viz 3 council, 3 executive management, 3 senior management, 3 Support and 10 academic staffas shown in Table 3.3.

Table 3.3 Sample size after data saturation

Designation	Number of respondents
Executive management	3
Senior management	3
Council members	3
Academic staff	10
Support Staff	3

3.7 THE APPROACH OF INQUIRY/ CONCEPTUAL FRAMEWORK

The method or approach of inquiry that was adopted in this research is based on system dynamics modelling. As mentioned in the introductory chapter, system dynamics modelling is a computer-aided simulation approach for capturing feedback in social systems (Gharajedaghi, 2006). In its most basic form, system dynamics entails elicitation of the shared mental model of the managers of a system about the system, converting that to a simulation model and then using the model for learning about and redesigning the system (Doyle and Ford, 1998; Desthieux *et al.*, 2010; Forrester, 1961).

System dynamics modelling largely follows the qualitative research approach because of the richness of information provided by the approach (Forrester, 1992; Corbin and Strauss, 2014). The qualitative research approach helps to unearth deep information that includes words, sentences and narratives that identify and underline ideas, beliefs, attitudes, and behaviour (Corbin and Strauss, 2014). This means that the qualitative research method is more focused upon the content as a reflection of underlying phenomena (Bryman and Bell, 2007). Another motivation for the use of the qualitative approach in this study is the fact that the research is case study based. Case study research describes a method utilised to study an individual or an

institution in a unique setting in a comprehensive manner. This means that such a study requires an extensive and “in-depth” description of a social phenomenon (Yin, 2009).

3.8 DATA COLLECTION

The data for the research was collected primarily through interviews. The interviews were conducted with selected stakeholders who included the custodians of the university talent management systems as well as the employees upon whom the policies and systems are being operated. The interviews were done using open-ended questions so that individuals told their own stories the way they deemed fit (Luna-Reyes *et al.*, 2005; Hoffmann, 2007). Whereas the researcher focused on conducting thirty (30) such interviews, the actual extent of the interviews was determined by the point at which data saturation was reached (if any) (Bell and Bryman, 2007).

The interviews were followed up with a focus group session for the purpose of triangulation and to achieve improved data richness (Lambert and Loisel, 2008). The duration of time spent in the focus groups was around half an hour. A short questionnaire was given to each participant in order to elicit some fundamental demographic and personal background information from them. This was done with the goal of gaining a deeper comprehension of the composition and dynamics of the group. The researcher made use of a semi-structured guide to steer the discussion and served as the facilitator of the focus groups that were conducted as mentioned in the introductory chapter, theoretical saturation as defined above was deemed by the researcher to have been achieved after conducting twenty-two (22) interviews.

3.8.1 Reason for Using Semi-Structured Focus Group Interviews

A semi structured questionnaire within a focus group allows the participants to express themselves freely. Participants were given freedom to answer the questions the way they wanted to, and they were not restricted in any way. In this research, open-ended questions allowed the participants to consider issues about the way they feel about a variety of problems and challenges relating to the institutional strategies on talent management at the workplace.

3.8.2 Qualitative Data Collection Instrument: Semi-structured Interviews and Discussion

A set of questions were thematically designed to guide the discussion. The researcher conducted both the focus group and the individual interview sessions. The researcher did not actively participate in the discussions. The focus group method proved useful as it ensured that participants could communicate with each other about their experiences and be guided by each other in responding to the questions asked by the researcher. Morgan (2012) acknowledges that the source of data in this method is the interaction of participants in the interviews. He acknowledges two goals that focus groups can serve. These offer insights into the substantive content and the conversational dynamics. Substantive content focuses on what was said, while conversational dynamics are focused on the interactive dynamics of how it was said (Morgan, 2012). The focus groups were held after the individual interview sessions. This chronological order allowed for amendments to be made where applicable to the open-ended questions that were posed to the participants of the focus groups.

3.8.3 Secondary data

The significance of secondary data cannot be overstated when it comes to elucidating the historical context of a community or country as well as the current state of affairs. Therefore, secondary data are those that are already accessible within an organisation and may have been published by other organisations, made available via research projects, and published by the government (Waters and Waters, 2008). Secondary data, in contrast to primary data, are a source of information that is not only permanent but also readily available in a form that enables others to obtain it without much difficulty (Denscombe, 2014). In this study, the researcher used multiple sources of secondary data such as journal articles, articles published from different websites (Internet sources), newspapers and university magazines. It is envisaged that studying historical information (archival data) of the University which includes reports, policies and practices, annual reports etc. would provide the researcher with insight on the richness of the historical data to contextualise and understand the current situation and its strategic intent.

3.9 DATA ANALYSIS

The details of the research and the questions being answered determines the amount and quality of data that is collected. The thorough observation of behaviour or events, focus groups, in-depth interviews, and other approaches for gathering qualitative data are all very effective. Contrarily, quantitative data is gathered quantitatively via planned surveys or observational methods to get first-hand information from individuals (Hair Jr. et al, 2011). The amount of responses is less significant in the context of this research than interview quality and skill, as was previously established. The most appropriate data collection method must be chosen since, as mentioned by Hair Jr. et al. (2011), the method influences the regularity and reliability of survey results. The creation and maintenance of a database of case study observations was determined. To analyse the data for this study, NVivo and a systems dynamic model were employed.

3.9.1 Data preparation

Interviews and focus groups were conducted with staff members representing various layers of the executive (3); senior (3); support (3) and academic staff (10); and (3) members of the University's Council. Participants in the interviews, as well as the focus group, did not reveal their identities and were instead allocated numbers for purposes of analysis. The responses from both interviews and focus groups were tape recorded and transcribed by the researcher in order to prevent any loss of data and to ensure the responses' reliability, legitimacy, and overall quality.

3.9.2 Coding of data

The data that emerged from the interview were coded inductively and thematically analysed. This case study used the inductive method, which is used in the majority of qualitative research to produce valuable ideas utilising a "bottom-up" approach to move to the formation of bigger concepts (Yin, 2015). The inductive method was used to acquire data from emergent codes. The researcher did not go into this study with any preconceived assumptions regarding the codes that she would use; rather, she used an inductive methodology to look for concepts, ideas, themes, and categories that would help her organise and analyse the data. It was worthwhile to initially "hand-code" the qualitative transcripts of interviews because of the constrained nature of the case study that was being researched. This was accomplished by

utilising colour codes, recording keywords, and labels to generate related categories of data, as indicated by Creswell (2009).

3.9.3 Theme development

After grouping the data into comparable categories and sub-categories inductively with keywords and phrases, the following step was to construct an overview of the themes by generating a table. This allowed the researcher to gain a summary of the similarities as well as any different views of the data. The researcher was able to identify recurring patterns after coding the raw data, which led to the development of themes. These themes constituted the primary focus of the case study and served as the foundation for the subsequent chapter's analysis of the findings and discussion of those findings. Thus, overarching themes and corresponding variables that emerged from the analysis are discussed in detail in Chapter four.

3.9.4 Interpretation of themes

The last stage of the analysis entails researcher making meaning of the themes and descriptions to construct the concluding essence of this investigation. This case study centred on the imperatives of talent management at MUT, and as a result, a holistic strategy was utilised. In addition to the data analysis, the researcher's personal historical experiences and understanding of the culture at the institution offered value to provide a viewpoint of the phenomenon. In addition, the findings of the empirical study under inquiry were given credibility and a good fit with the data by comparing them to the findings of the literature that was evaluated. As a result, the researcher evaluated the data by employing a theoretical lens to perceive social reality as a guiding framework for talent management (Saunders *et al.*, 2016).

3.10 DATA ANALYSIS THROUGH SYSTEM DYNAMICS FOR NON-LINEAR RELATIONSHIPS OF VARIABLES

In addition to the qualitative analysis that was done using NVivo, further analysis was performed using the system dynamics model. In order to get new insights into the intricate problems that surround the themes, rereading of the raw data were carried out. In addition, the inclusion of system dynamics served the purpose of facilitating the identification of the causal

loop feedback effect that exists between and amongst the variables. Furthermore, the causal loop diagramming helped towards a better comprehension of the case study's themes, as well as the overall dynamics and interrelated nature of the investigation. A qualitative system dynamics model that illustrates the overall feedbacks and the influence of the variables in this case study was made possible using the variables and their associated themes, which also assisted the creation of the model. Operational thinking requires that a system dynamics model should be based on how a system operates even if that represents a departure from the design of such a system. Thus, in particular, the data analysis was geared at identifying the structure of the talent management system as well as the operational decision rules therein as shown in Chapter five.

3.11 TRUSTWORTHINESS AND AUTHENTICITY

Trustworthiness is an especially important concept in the data management of qualitative studies. Trustworthiness of a study is the degree of confidence in data, interpretation, and methods adopted to make sure that the study is of high quality (Polit & Beck, 2014). Data trustworthiness is made up of four key components: credibility, confirmability, transferability, and dependability. In terms of comparison, credibility is related to validity whereas dependability is more related to reliability (Devault, 2019). Lincoln and Guba (1985) suggested several techniques to address credibility, including activities such as prolonged engagement, peer debriefing, persistent observation, data collection triangulation, and researcher triangulation. In this study, the researcher used peer debriefing to provide an external check on the research process, as well as evaluating referential adequacy as one way of checking preliminary findings and interpretations against raw data. In addition, the researcher developed the research instruments in a manner that sought to eliminate tension and ambiguity. Environmental conditions were consistent, for example, duration of the interview and manner and demeanour of the interviewer. In this way, credibility of the process was assured.

Confirmability is concerned with determining that the results and interpretations made by the researcher were derived from the data, thus requiring the researcher to show how conclusions and interpretations were reached (Tobin and Begley, 2004). In order to ensure confirmability

of the study, the researcher adopted guidelines as stated by Shenton (2004) which emphasises the need for the researcher to ensure that the results of the study emanate from the ideas and experiences of participants rather than the preferences of the researcher.

Transferability refers to the generalisability of the inquiry. In qualitative research, this relates only to case-to-case transfer (Tobin and Begley, 2004). In this study, the researcher may not know the sites that would like to transfer the findings; however, the researcher was responsible for providing thick descriptions, so that those who seek to transfer the findings to their site can judge transferability (Lincoln & Guba, 1985). Other academics can make conclusions about transferability (known as external validity) if a researcher provides a thick and detailed description.

To achieve dependability, the researcher ensured that the processes used in this study were logical, traceable, and properly documented (Tobin and Begley, 2004). In this regard, the researcher provided an audit trail by describing in detail how data was collected and how categories were derived. Shenton (2001) advised that a researcher can only achieve dependability if the results can be replicated in another study with similar parameters. Ultimately, the trustworthiness of the qualitative study depends on how the researcher manages data to clarify the points and build a plausible explanation. Authenticity is one of the methods of ensuring the reliability and validity of qualitative data. According to Lincoln and Guba (1985), authenticity is an elusive concept when compared to trustworthiness and is made up of five dimensions: fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity. To ensure authenticity in this study, the researcher focussed on the fairness and genuineness of the interactions. Fairness was applied especially in the focus groups such that the interactions were managed to solicit the different viewpoints of the various categories of members of staff.

3.12 TRIANGULATION

In qualitative research, the practise of using a variety of approaches or sources of data is known as triangulation. The goal of triangulation is to gain a full understanding of the

phenomena being studied (Patton, 1999). Triangulation is also seen as a qualitative research approach to examine validity by combining information from a variety of sources. According to Noble and Heale (2019), Triangulation, which combines theories, methodologies, or observers in a research project, can assist ensure that underlying biases that arise from the use of a single method or a single observer are overcome. Triangulation is also an endeavour to help study and explain complex human behaviour by using a range of approaches in order to present a more balanced explanation to readers. This is accomplished through the use of many methods. It is a process that permits the validation of data. In this particular investigation, in addition to individual interviews and the focus group, data from institutional archives and documents from the government were accessed for the purpose of triangulation. This was done in order to both strengthen and cross-check the findings obtained from the aforementioned sources.

3.13 ETHICAL CONSIDERATIONS OF THE STUDY

Ethics must always be kept in mind while doing any kind of study. Maintaining the participants' confidentiality is of the highest importance, which should come as no surprise. Heggen and Guillemin (2012) contend that preserving secrecy is a continual action that occurs throughout the data collection processes. The act of collecting signatures on a permission form prior to an interview should not be the sole activity that comes under this category. The authors emphasise throughout the whole study process how crucial it is for researchers to maintain an ethical frame of mind (Heggen and Guillemin, 2012). The University of Technology, the researcher's institutional home, received all essential applications for ethical clearance in a timely manner and within the allotted time limit. Additional applications were submitted to the University of Technology, which was chosen as the data collection site. Both University of Technology (REC 31/18) and University of Technology (REF: ME 6/18/14) have granted complete ethical approval for the project. In addition, a letter of consent from the university's gatekeepers was obtained from the Durban University of Technology.

The research was conducted with the requirements of the ethics committee in mind, as well as with due regard for the ethics of those who participated in the research. Both the participant and the researcher signed a confidentiality agreement, and the researcher also gave verbal assurances to participants in both the interview and the focus group that they did not need to

feel intimidated by him because many of them knew him professionally and had interacted with him in the past or as part of their work activities. In addition to signing the confidentiality agreement, this action was taken. If any participant need assistance in comprehending the study's questions, the researcher was there to provide assistance.

3.13.1 Participants' Interests and Well-being

Ethical considerations and the potential effects of the study were given careful attention. Thus, the safety of the participants was constantly monitored and ensured. The safety of the participants was ensured at all times, both physically and mentally. The researcher also paid extra attention to safeguarding the rights and interests of the study's most vulnerable subjects.

3.13.2 Consent

To guarantee that accurate data was acquired, participants' informed, voluntary contributions had to be made. As a crucial component supporting the ethical standards of the study, the researcher sought the participants' informed consent. It's crucial to establish a balance between telling people too much and not enough (Gratton and Jones, 2010, Orb, Eisenhauer and Wynaden, 2001). Participants were given copies of the consent form and information letter, with the option to withdraw or decline participation at any time throughout the study procedure. The study's objectives, the researcher's name and contact information, the institution and supervisor that would be participating in the study, as well as the number for the ethical clearance, were all included on the information letter.

3.13.3 Voluntary Participation

The goals, ramifications, and any other factors that would be anticipated to impact participants' desire to participate were discussed with them orally and in writing. All of this was explained in terms that the attendees could grasp. Any time throughout the study, if a person decided they no longer wanted to participate, they were free to do so without giving a reason. This action was taken to guarantee that the principle of consent was respected. Before any kind of study can begin, participants must provide their informed permission. The researcher in this study had to make sure that the focus group and interviewees knew what

was expected of them, that their participation was completely voluntary, and that they may stop giving their information at any time.

3.13.4 Confidentiality and Privacy

All participants were kept completely anonymous. To ensure the participants' right to privacy, anonymity, and confidentiality, all identifying information was scrubbed from the findings report. Moreover, the participants were guaranteed that their privacy would be protected at all times. The researcher paid particular attention to the need to safeguard the safety of the study's most vulnerable subjects. Except with the consent of the individual, all personal information gathered throughout the study was kept strictly secret. Participants were not identifiable by name, and their anonymity was protected at all times throughout the study process, from pre-planning to post-publication.

3.14 CHAPTER SUMMARY

In the current chapter, the aim and objectives of the study, research design, setting of the study and timelines were presented. The sampling design and procedures as well as the population, and data collection methods were further discussed. In addition, the instruments consisting of the interview questions and focus group questions were discussed comprehensively. Lastly, the chapter discussed the trustworthiness and ethical considerations of the study.

CHAPTER 4 DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The chapter presents the outcome of the data obtained from the interviews conducted with stakeholders at the selected UoT. The data that emerged from the interview were coded inductively and thematically analysed. All analyses were performed using NVivo version 11. Given the nature of the study, a wide range of data was generated from a strongly diversified group of interviewees with deep knowledge, understanding and vision of their educational institution and its structure. In that process, the recordings of interviews went through a thorough transcription process. This was followed by an analytical process using variant content analysis techniques. The existing data went through a coding and cluster-based theme analysis. Through such a process, the content analysis led to the presentation of the data in a tactical and organised manner that opened the path for the researcher to apply inductive reasoning, leading directly and indirectly to the creation of the overarching corresponding variables and emerging themes instrumental in the analysis of the findings.

4.2 EMERGING THEMES AND SUBTHEMES FROM THE INTERVIEWS WITH PARTICIPANTS

In the table below are some overarching themes and sub-themes that have emerged from analysis of the findings:

Table 4.1: Identification of themes and sub-themes

Themes	Sub-theme
Talent development and retention	Human resources challenges
	Professional challenges
System for talent management and retention	Existing system for talent management and retention
	Challenges faced in the system for talent management and retention
Process for talent management and retention	Existing process for talent management and retention
	Process challenge for talent management and retention
Recommendation for talent management and retention	Individual academic
	Institution
	Leadership of MUT

The themes and the corresponding variables were identified in line with answering the research objectives, which are:

- To identify the systems and processes that the selected UoT employs for talent management.
- To identify the major factors that impact talent management at the selected UoT.
- To identify and explore leverage points where appropriate interventions can be made to improve talent management strategic outcomes at the selected UoT.
- To develop a system dynamics model that articulates the interdependency of a range of factors affecting academic staff attraction, development, and retention for a selected UoT.
- To explore existing leadership styles, initiatives, and priorities essential for talent management at the selected UoT.

In addition, and in support of the discussion on themes, relevant quotes from the data generated from the interviews were used. The data from interviews was transcribed verbatim and used as such during the discussion. The names of interviewees have, however, been changed to ensure anonymity.

4.2.1 Theme 1: Talent development and retention

As reported in the literature, talent management decisions are crucial for an organisation since they are instrumental in enhancing not only staff quality and capacity but also leading the quality of business design that influences the choices regarding employees (Farndale *et al.*, 2014). Given the importance of a talented workforce to organisation performance and success, this theme explores the existing strategies as well as the challenges faced by the selected UoT with regard to its talent management.

Subtheme 1 Human resources Challenges

According to Rynes *et al.* (2007), human resource management practitioners have for years considered talent management as a key element of organisational success. It is assumed that talent management is directly related to employees' skills and expertise and their development within the context of a specific organisation. However, with regard to talent management at the UoT, it emerged from the interview that the institution faced numerous human resource

challenges, including, among others, a lack of appreciation, complexities of talent management, location reputation, loyalty issues, neglect, no staff exchange, selective treatment, short staffing, and lack of support.

(a) Lack of appreciation

Regarding the lack of appreciation by management, it emerged that the university does not appreciate nor recognise employees' efforts. In one of the interviewee's opinion, appreciation of talent is an important determinant of talent retention.

There is no leadership, there is no appreciation, well recognition of the effort that they put in, then it makes them sometimes, you know, look at other prospects. Look for me, an important factor that will determine whether people will stay or not is the type of experience that they get. Whether they feel valued at the institution where they work (P10).

(b) Complexities of talent management

In terms of the complexities that talent management has on talent retention, many of the interviewees agreed that the university has a complex talent management challenge. While affirming the complexity of talent management in the institution, one of the interviewees argued that the complexity is tied to the challenges of dealing with different people with diverse levels of thought.

Yes. It would be because you are dealing with different people and different levels of thought on the issue. And then you will get different thinking behind whether a person would want the remuneration over wanting better security. Job security, that, for instance. So, it will all depend on what attracts people or what motivates...what kind of incentives motivate, and what kind of incentives do not motivate (P8).

Echoing a similar view to the above interviewee, participant P11 clarified that the management may offer opportunities for development, but some of the staff may refuse the offer since they have already decided to leave the institution. These challenges are noted to have an impact on talent management in the institution.

Yes, I would say that it is complex, [but] it is not as simple as that. If you are looking at the answer that I gave to the previous question, that, as the management, the university

might say, here are the opportunities for development, but some people might not take those opportunities. As much as trying to retain staff, though you might make counteroffers, but only to find that people do not want those counter offers, because they have already made up their minds, that they want to move out of the institution (P11).

Also supporting the notion of the complexity of talent management in the institution, another interviewee, however, pointed out that no one is responsible for talent management in the institution. Besides the lack of any human resources personnel in charge of talent management, it was also noted that there was a lack of understanding on the part of talent management among the human resources personnel. These, as per Participant P3's point of view, are responsible for the complexity of talent management in the institution.

It is a very complex problem. Firstly, I do not think talent management is as it were. Firstly, it is not understood by those practitioners who are supposed to be doing it. It is more complex in South Africa for that reason, and in particular for our university, because I do not even think we have got someone who is entrusted with this big function (P3).

From another angle, participant P12 attributed the complexities of talent management in the institution to resources. The interviewee disclosed that talent management involves many facets, which include the staff-student ratio, offices to accommodate staff, enabling environment, promotion and upgrading, to mention but a few. This is reflected in the statement below.

Yes, I would say yes, in a sense that there are many facets to it. As you are saying, it talks to the resources of the university. You should have sufficient resources; I have mentioned the issue of student staff ratio, for example, if you want to improve that, it means that you need to have more staff on board. But that means that it will have resource implications. I mean broadly, financially, but you are looking at staff to employ, you are looking at offices to accommodate your staff. You are not just addressing one thing. Also, when you are talking about talent retention, I also spoke of an enabling environment, where you need to promote people, upgrade positions. That says that it has got resources imperatives; promoting and upgrading positions means higher salary bills etcetera (P12).

Despite the admission of the challenges faced in talent management, participant P12 was however confident that the challenge, without doubt, has a solution. The participants noted that people find value within the university as they see prospects of growth

...so, it is a complex problem, but it is not a problem that does not have a solution. Because if people find value within the university, and see prospects of growth, they commit to the organisation (P12).

On the contrary, other participants disagreed on the complexity of talent management in the institution. In the interviewee's argument, the institution has not taken it seriously.

I can't say that it is a complex problem, given the fact that, I think that we haven't taken that issue seriously as an organisation (P13).

To add support to the above view, participant P14 argued against the complexity of talent management. The participants noted that the challenge solely lies in limited resources rather than being complex.

No, as I said, if you have the resources, then it could become a very easy thing to do because that could serve as a motivation for staff as well. Because when you identify talent, firstly that is giving recognition, that already brings in motivation for staff. And once you have a two-sided, where the staff is eager to be part of it, and management recognises it, that's the winning solution you are looking for (P14).

From the above narrative of the complexity of talent management in the institution, one could assume that the lack of resources coupled with the lack of will by the institution are the main drivers of the complexity of talent management. It could also be assumed that with available resources, the university can provide the necessary environment to retain their talent. (c)

Location reputation

The location of any organisation may serve as an influence on the employee. Easy access and employee safety are critical factors for employee satisfaction and retention. However, it emerged from the interviewee that the location of the institution, which is in the township, is a source of demotivation for talent management.

The UoT is located in a township. It is also a very small university, but generally for our support staff, it is the environment in which people work. If the family environment is not conducive (P10).

And then the other thing is our own environment being in the township, people may be reluctant to join us in the townships (P13).

Equally concerning, the size and resources of the institution made it a challenge to compete with other bigger universities in terms of attracting talent.

Absolutely. And because you know, this UoT does not have resources like the other bigger universities. It is considered to be like a much lower-level university (P8).

(d) Neglect

Part of the human resources challenges noted from the interview is the neglect of other supporting staff in the university. One of the perceived neglects pointed out was in the promotion of supporting staff.

At the moment, our policies in terms of promotions, mainly focus on academic staff. At the moment the support staff feels a bit neglected. And yes, there is a need to develop such policies and initiatives for them as well (P10).

Yes, there is nothing that provides for the promotion within the administrative sector (P12).

Apart from the neglect of supporting staff, particularly in promotion, it was noted that the neglect of the EMC is another hindrance to talent management.

For me, under the current system, it is by having all those HODs...the enlargement of the EMC is problematic. Because the individual sitting there thinks about themselves. And when you think about yourself, and you are not currently recognising the talent that the university has, then you put the spanner in the works for everything else. So that thinking about themselves you know, that's what cripples the policies (P14).

Elaborating further, participant P14 blamed the HODs and deans for neglecting to expand the EMC. The participants accused the HODs and deans of only thinking about themselves thereby compromising the welfare of other staff.

At the moment we find that people, HODs and deans sitting on the EMC, are thinking about themselves. So (P14).

Another interviewee attributed the neglect of staff to a lack of understanding what being a manager entails. As an example of poor role responsibilities, the interviewee lamented that those with managerial responsibilities show lack of concern about the welfare of the staff members. The interviewee, therefore, reasoned that if management could understand the needs of the staff members, the university would be comparable to other established universities in the province.

If the people are not aware what is their role as managers in this university. They are not concerned about the welfare of their staff members, what the requirements are, what to expect from staff, or what to provide for staff members. That is something that is lacking. If only management could sit down with the staff members and hear out their needs, I think the university could even improve from where it is right now to a better university than other universities like UKZN (P6).

(e) Staff exchange

In the academic arena, staff exchange and mobility are seen as the central theme defining the tower of learning. Hence, one would rightly assume that the lack of staff movement and exchange presents a challenge talented staff retention in the university. This view was echoed by participant P1 who stated that it is important that the university has staff exchange programmes to attract the right talent in place.

...it is important that we have some staff exchange programmes, whether it is locally, or internationally, ideally, internationally will also be good, so that we can get a more global perspective of talent management (P1).

(f) Selective treatment

Selective treatment of staff was found to be a concern for talent management. This was highlighted by one of the interviewees.

In terms of the...no, the development exercise. In terms of the retention side, I think that they are picky on this, and that who they want to keep, they will then try to do something for those staff (P14)

Equally worth mentioning is that non-academic staff members are not included in the university's opportunities when it comes to career development. Hence, participant P4 rhetorically queried the practice of selective staff treatment.

...Even the one for academic writing. The one for academic writing, even when we send a call, we send it to academics. What are we saying about the professional staff? (P4).

Apart from academic and non-academic staff selective treatment, another divide in selective treatment noticed during the interview was between permanent and contract staff. It emerged that the contract staff are not promoted regardless of performance when compared to their permanent counterparts.

The contention is that this policy, as you would know, promotions are merit-based processes. So, you promote someone because they deserve to be, they have performed, they indicate that they will also perform at a higher level. But now our promotions

policy is being found to be time-based. For how long have you been here? And it also looks at the contractual issues. Are you a permanent contract staff member? So, in this case, a contract staff member would not be promoted, no matter how performing they are. So that has been raised, and I am sure it will be attended soon (P7).

Emerging from the above narrative, one could deduce that the policy of promotion is not performance oriented. It was found that members of staff are promoted based on the number of years they have been there rather than their performance. This may have a negative consequence on talent management and retention as it could breed complacency on the part of the staff who may not see it right to improve.

(g) Short staffing

Short staffing was a critical challenge that emerged from the interview. Some of the interviewees voiced that short staffing particularly among the academic staff had contributed to the heavy workload.

... so, there is, I would say even more...we are also short-staffed in terms of academics. So, you would find that our admin versus academic staff ratio is not compatible, but more so, there is a shortage of academic staff in the institution. Which also contributes to the heavy workload (P1).

Added to the above challenges, the institution's limited resources contributed to staff shortages.

If you look at our staffing as well. We have a limited pool of resources for selection and recruitment (P1).

I think the capacity in terms of skills and the budget as well. I think particularly the capacity in terms of personal (P13).

The consequence of over workload from short staffing is that it limits or hinders staff development.

So maybe capacity is a factor. Lack or insufficient capacity in departments. It does not allow sufficient time for others to develop (P10).

The above, perhaps, has a direct association with turnover intentions in the institution as many academic staff members may struggle with the prospect of academic growth in their field. This supports the view of Collings and his co-worker, who noted that staff retention and talent management consist of a wide variety of processes, which include opportunities for staffers' career prospects within the organisation (Collings *et al.*, 2009).

(h) Support

Another notable challenge faced in the institution was the lack of support structure. One of the interviewees voiced the following:

I think the first one, we need some support, support in terms of resources, financial resources. Two, we need support from the faculties, because they should identify areas that benefit us. In as much as we lecturers know what we want. I think at times, the faculties as a faculty, people should be able to identify things that are relevant to us as lecturers (P6).

Adding further, the above interviewee clarifies the type of support that academic lecturers may desire in the institution. It emerged that the university must be keen to support members of staff in pursuit of their Masters and or PhDs.

It is a hassle for them because you are trying to improve them. So why can't we give them the support that they need, and order for them to come and deliver when they come back from pursuing their Masters or PhDs (P6).

(i) Unused funds

Although challenges of financial resources have been cited often during the interview as the cause of talent management failures, it was surprising to find out that the institution has unused funds running into millions. This was illuminated by Participant 14.

There are grants also sitting at the university that have not been spent for development, and that runs into millions. Now last year, it was over two or three million...not a bigger amount than that, Ramogale will know more about this. He came to some meeting, and said there are funds for this, and we said "where are the funds," he said, "no unspent fund." Now that unspent funds are from the previous year. 81 million was not spent, and the department wanted to take it away, and because MUT put a case, they put the money back (P14).

The consistent report of unused funding during different financial years is worrisome given that some of the interviewees have complained that the limited financial resources pool is hindering talent management. One could surmise from this that lack of management planning, and perhaps foresight may be the biggest undoing in terms of recruiting and retaining talented staff at the institution rather than a dearth of financial resources.

(j) Workload

It has been earlier revealed that the institution is highly under-staffed. The consequence of this was noted to be a direct cause of workload among the academic staff. Adding to this, it emerged that the university had a heavy workload, and the staff-student ratio is among the highest in the education sector.

.... there is information on the public domain from DHET stating that obviously that our workload is heavy, and that our staff-student ratio is quite high, or amongst the highest in the higher education sectors (P1).

To other universities. Workload firstly, when one looks at the student-staff ratio within universities, maybe comparing ourselves to the UoTs, our student: staff ratio is the highest. I think that is 30...I am not sure of the number, but I know that it is a concern, and it is the highest (P12).

Moreover, it emanated from the excerpts below that the workload contributes to poor talent development in the institution. These are illuminated in the following:

One when the university maybe organises workshops. Sometimes colleagues will consider or will worry about teaching their students and worry about their workload, that it will affect their time in class. So, they will not attend such initiatives provided by the university (P11)

Here at this UoT, we have huge workloads, which make academics not participate in furthering their studies (P12).

The heavy workload and high staff-student ratio were blamed on poor standards of practice in the institution. For example, it was revealed that the university has no standards or norms that prescribed the number of students that should be taught by the academic lecturers.

First, for me, we have not fully aligned ourselves with the other UoT's way of doing things. We should be having norms and standards. That is the document that should be developed from the DVC's office, the norms, and standards, to say, its terms of the norm, the number of students to be taught should require so many lecturers (P13).

Elaborating further, the above interviewee noted the importance of having an operative norm and standard for the institution.

... the norms and standards should be able to assist us with who exactly we are as a university of technology, and how should each one of us be...how much load should be allocated to an individual. And then in terms of ratio, how many support staff have got to support the academic staff because currently the numbers are skewed towards support staff (P13).

The above-mentioned poor standards and norms of practice in the institution might be responsible for why some of the staff are overworked and others are underworked. This is concerning as it affects talent development, academic growth, and research development in the institution.

I see here, the issue of workload model, we have discrepancies. We have staff members who are overloaded and others who are underloaded. So then for those that are overloaded, this should affect the development of the talent, because they are limited (P5).

... the workload problem is that some people want to go into research. They cannot do research, especially here at the university or Technikon. There are so many big classes, and at the end, you have no time to do research, or even community engagement (P6).

Because right now, there are complaints from academic staff that the teaching load is quite strenuous, thereby not allowing them sufficient time to engage in research activities or to develop their qualifications further (P9).

In summary, the above sub-theme suggests that there are human resources challenges that affect the development of talent in the institution. Many of these challenges mentioned were attributed to poor management practice and a lack of standards and norms to guide the management operation. It emerged from the discussion that some of the staff feel they are

neglected and poorly supported by the institution. This was noted to affect some of the staff from developing their talents. Besides, it emerged that while some staff were overworked others appeared to be underworked. The discrepancies also contributed to why some staff could not pursue further academic development and research. This was noted to negatively affect talent development in the institution.

Sub-theme 2 Professional Challenges

It is revealed that human resources, particularly poor managerial planning, may contribute to poor talent management and the retention of talented employees. Nonetheless, it emerged from the interview that professional challenges such as budget constraints, career paths, communication, environment, fear of change, history of the institution, the quality of the students and lack of post-graduate offerings may influence talent development and retention in the institution. These are discussed in detail below.

(a) Budget constraints

Generally, financial resources are a key determinant of any decision-making process. Consistent with this view, it emerged that a dearth of financial resources is a challenge for talent development and retention.

Maybe the problem is lack of resources by the university. We come from a very small university that does not have a lot of resources, which is in competition with bigger and better resources universities. Oftentimes, the university talent is pushed by those who have got more resources, and at times the university does not prioritize this function because it does not have resources (P3).

The budgetary situation for providing this is because it costs money, and it will cost the university money, but at the same time, that cost far outweighs what you are giving to the institution, in terms of the medium and long term. And budgetary constraints are always there, and unfortunately, you are looking at it as costs. But it is not only costs but also what it is bringing to the university. Obviously, the person has to remunerate accordingly, and they must not just be remunerated, it must be competitive, if we are going to try and retain our staff, and not lose them to industry (P2).

The above narratives gave credence to the importance of financial resources. It was clearly stated that the university loses its brightest talent to its competitors due to budgetary constraints as it cannot compete with its limited resources.

(b) Career paths

Kossivi, Xu and Kalgora (2016) reported that career development is important for employee retention. Their work supports Haider *et al.* (2015) who advised that organisations need to pay serious attention to their investment in training and development if they want to retain their key employees. Corroborating with the previously mentioned authors, it emerged that the institution needs to provide a career pathway for its staff.

You need to provide some career pathway bases for staff. So, at least, you can see that they are being developed as well (P1).

(c) Communication

One of the challenges noticed from the interview is that some of the staff are not included in information dissemination. It was found that only the academic staff were notified and communicated with in the event of training opportunities. Bearing this concern in mind, one of the interviewees proposed that opportunities that are available within the institution should be communicated to all staff to enable those who are interested to take advantage of them.

But I think the first thing must be that HR strategy, with that deliberate point to say that there is, maybe I will use the succession plan, to make it known that there are always opportunities for those ... for those who seek opportunities. And now as an individual, I know that my hard work is not going to go down the drain. So, I am performing because I know that I have to do that job, but I am taking an extra mile, but I know that the ceiling is nowhere near me. But in an instance whereby, you do not even know if there is a ceiling or there is no ceiling, I will just say, let me just fall within what is expected and leave it there. So, we must have the HR strategy, and it must be communicated to individuals. Then obviously, if we have got line managers, their job is to identify. So, in an instance whereby, maybe some individuals might have potential, some of the potential may be latent. So as a leader, I am supposed to say, I can see potential in you, and then assist you in a form of mentoring or taking you for a course or something like

that. That is expected. So, it should not be left to line managers or to individuals only. It is a hybrid approach. The centre of all this is the HR strategy. If it is not there, then people do not see it (P7).

(d) Environment

According to Kossivi, Xu and Kalgora (2016), a conducive work environment is essential for employee retention, and talent development is no exception. In agreement with this, it emerged from the interview that enabling the environment is critical for talent development. Hence to ensure the environment is conducive, some of the interviewees advocated that it must be backed by policies and strategies. This is reflected in the statements below.

Once you have a strategic intent, then you must have an enabling environment. Once you put something in a strategy that you want to do, then you must say, how do I enable this? And an enabling environment is assisted by policies you know. Because if you do not do that, you might lose the purpose. And the enabling environment, you will ensure that you provide the resources for that (P12).

you might find that the policies there, in terms of what one needs to do, but you find that the environment is not enabling people to achieve what the policy requires for one to get promotion (P11).

(e) Fear of change

Another notable concern that emerged from the interview is the fear of change. It was found that new managers' unwillingness to adapt to change may present a hindrance to talent development.

Well, I mean, you have factors such as in most cases will be subjective factors. New managers, unwillingness to change, having become comfortable with routine activities and nervous about embarking on a new system, that might either put more demand on us. Although those demands could be constructive demands, the new manager's unwillingness toward that change could be factors (P5).

(f) History of the institution

This UoT has a history that dates to the apartheid era of segregation. It was an institution that was created mainly for the Black community. More so, the university was among the last UoTs that were transformed from a technikon to a university. This colliding history seems to present a competitive challenge with that of already established universities as illustrated in the view of participant P1.

It is a complex problem because it is not just institutional, I would say it is even a bigger problem if you look at where we are coming from, pre- and post-1994. We are trying to level the playing field. So, in that regard, we are trying to get equity targets corrected. Especially here in SA, as I have said post-1994. And then you also have unfair competition coming from within and outside the higher education sector (P1).

Added support to the above, participant P11 was more explicit in expressing the view that the previous status of the institution as a technikon makes it more difficult to retain talent.

And then in terms of retention, we are a small university since we were previously a Technikon (P11).

Echoing similar sentiments, another participant noted that the institution may still be stuck with the technikon model of education. Hence, the participants advocated for a paradigm shift from the mentality of technikon to adopting the UoT style of management.

I will agree that they are correct because I do not believe that we have finished the model that we are using when we were still a Technikon to a UoT. It is just like...we need a change in focus, as an institution, and a paradigm shift from what we were doing from our Technikon era to a UoT (P13).

While clarifying the need for a shift in the management model, the above participant noted that the institution has not yet too transformed to the standard as set out by the DHET. As an example, the participant pointed out that the institution is yet to achieve student diversity. One could therefore assume that the university is still a predominantly Black institution.

The way we should, and then we have not transformed as per the requirement of the DHET, and the environment itself. In terms of gender, and identity. In all respects in terms of personal and students. That diversity part has not been there (P13).

Apart from the diversity concern, it is noted that many of the staff are still under-qualified. This perhaps may be related to the history of the institution as a previous technikon and disadvantaged institution.

Ja, you know internally, because we come from a previously disadvantaged university, and people were under-qualified, should I say under-qualified (P14).

Lastly, the reputation and brand image of the institution were noted to be another issue of concern. It was stated that the institution is largely unknown when compared to a counterpart like the DUT.

I would think that the reputation of the university. The mindset that the community and people and society at large have of the university. Because if I remember eight years back, when I joined the institution and I mentioned to people that I work at this UoT, first they did not know what it was. They only knew DUT. And secondly, they did not know where it was. So, I think that the image of the university and the notion that because you are historically disadvantaged, you are not at the same level or grade as other institutions (P8).

(g) HR capacity

On several occasions in this theme, it has been overemphasised that the dearth of talent management is attributed to poor role playing by those in managerial positions. Added to this narrative, it was found that although there are opportunities for talent development within the institution, this is compromised due to the presumed inefficiency of those handling or responsible for managing the process.

I think let us go to the development side of this thing, and there are opportunities that exist in the university that, if taken seriously, can be moulded into a development policy for talent or talent identification and improvement. But because it is so loosely administered, and also you have to question, who administered it? The person is

qualified enough to administer it. And that is lacking. You know the person who has no sense in terms of what they should be doing in that position. So, in that sense, I think that we are weak. So, we do not have as I said earlier, we do not have a policy, but there are opportunities for our policy to be put in place (P14).

As an example of managerial inefficiency, the above interviewee reveals a sudden situation where the skills development officer is still finding her feet after about six to seven years on the job.

We have got a skills development officer, who is still finding her feet, after about six or seven years in the position. So, this very morning, she was calling us to do job descriptions... how is she going to get job descriptions among academics to evolve? (P14)

While also heaping the blame for poor talent development in the institution at the feet of HR, participant P12 noted the following:

For the simple reason that, if your HR allows and encourages staff especially, and those who have expressed and shown a certain talent in a particular area, for HR to be approaching those staff members and enhancing their talent. That doesn't usually happen, as far as I am concerned. It is usually on the side of the individual who must probe, never the other way around (P2).

As a way of addressing the HR capacity lapses, Participant P9 suggested that the institution needed a strong human resources department.

I think you need a very strong human resources department. And our one is kind of fractured now. Given the change in the leadership within HR itself. And you need a dedicated unit within the HR portfolio to assist staff (P9).

The above view is strongly supported by another of the participants who noted the success of talent development depends on who is running it. According to the interviewees, talent

development should not be a complex challenge as presumed if those saddled with the responsibilities are capable.

I think that it will depend on who is running it. If people know what they are supposed to do, then things should be easy. It should not be very complex. But for people that are placed there to deal with it, or to engage with it are not sure, then it becomes a problem. And in the end, everyone suffers. That is what I think...everyone would suffer (P6).

(h) Implementation of policy

While there was no doubt the institution has policies like other education sectors, the implementation of these policies was, however, seen as a challenge. These views are reflected in the statements below.

But then I must be quick to add that sometimes you can have a policy, and when you find that when it comes to implementation, you do not implement what is on paper. I think that is the area where I would provide my contribution. That they should implement what is on policy and be consistent (P11).

The answer there is yes, we do have this as part of our strategic plan, but no because there are no deliberate programmes and efforts to make sure that it happens. It only exists in the document (P3).

I think that it sings that tune, but you know, it is not in the implementation of it. You that it has been there before, it is there now, but in implementing this, we have not seen that. There is talk about it in different reports. You see that they are going to do certain things, but this has not taken place (P14).

Narrating further, participant P14 cited various instances where policies on staff development were not implemented by the management. It was revealed that policies to accelerate associate professors to full professorships were never implemented.

Think I said this earlier, you know you find it embedded in some other way, but not as direct as saying, and this is talent management. Just to give you an example, I sat in on some submission reports. It came to the HR committee, council-HR committee. I think it was an equity plan for the university. In that plan, they were talking about developing academics to professor-level. And that document then was saying that this is what the help we are going to give academics in order to develop someone who is sitting on the assist or associate level. Now that was good, but that document is submitted now, and nothing else happens. So, while it is documented there...now the implementation, now it has gone two years since I saw the document. Nothing on the ground for that (P14).

Furthermore, it was also revealed that the policy on performance management has yet to be implemented in its entirety.

People continuously perform at a higher level, then you have to recognise that they are different from normal. So, there is hope that the performance management system will do that. But to put the performance management system in place, they got too many gaps. Like now, I told you earlier, the job description for academics is still outstanding. And if you do not have those things; the workload model at the university, approved by council but not implemented in any definite form. So those gaps that are still there, are not going to help you eventually identify your talent (P14).

While also acknowledging the gap between having a policy and implementation, participant P4 advised that policy implementation should be embedded within the culture of the institution.

It is a complex problem such that, it is one thing to have it on paper, but it is something else to do it. Because someone must drive. And it shouldn't be driven by a certain sector of the institution, but it should be embedded within the culture of the institution (P4).

(i) Integration of policies

Another challenge that emerged from the interview is the absence of policy integration. Currently no policy is in place that evolves staff retention. From the discussion, it can be gathered that while the university receives funding from the DHET for training and development, the university does not have an internal policy to retain such staff assigned to

them by the DHET when their training is completed. Hence, some of the interviews call for the management to have internal funding for staff development to complement what they receive from the DHET.

I would say because this is more a sort of top-down approach. We do not have the senate basically giving you a particular direction as to how we should oversight. Oversight in terms of retention and development of staff. If we had money from the DHET, we are utilising those funds. But perhaps we should have our own plans to develop and retain staff (P1).

I will not say fully so, yes, because as much as these initiatives that I have mentioned exist, there is no strategy of ensuring that those people that have been developed, are retained within the university. So, there is no retention plan (P12).

Drawing from the above narratives, one could summarise that the strategic plan is based on the template, which is only aligned to the DHET's expectations; hence there is nothing or truly little over and above that, that is relevant to the institutional context.

(j) Management continuity

Consistency in leadership positions may serve as a pinnacle for development, including talent development and retention. A lack of leadership continuity may lead to setbacks in the development and implementation of policies. Consistent with this line of reasoning, it was found that there was a lack of leadership continuity in the institution.

I will tell you why. Firstly, in the last few years, we have had several leadership changes, and you do not see the continuity from the previous leadership (P1).

So, somebody might come in to start something, but then they have to leave as you have noticed, executive management usually gets five-year contracts, and it is usually people who are in demand. If they get offers somewhere else, then they leave (P11)

Some of the participants lamented that such changes had created a sense of instability in the institution.

...and also, stability. The stability of the organisation. People do not want to work in an environment where you are not certain about where the institution is going (P10),

It was noted that those in leadership positions are changed before they could implement any meaningful changes in the policies of the institution. This is reflected in the following statements:

Internally, as I said, because of the fluid nature of most of those higher-level posts, management level, the ENC level, HR and finance...all this, because of the fluid nature of those posts and the vacancies that exist ...the acting positions that we have, no one can sit down and from one day to the next day, let us look at this policy and let's formulate something here. But the time, or if someone has this idea, by the next week or next month before you can put this idea on paper, it suddenly moves, or it is gone. And I think that is what wrecks this whole thing up (P14).

The problem is leadership. At this university, there is a high turnover of members of the executive management, especially in the units under investigation at HR. Because this would be part of our HR processes. We do not have stability in that department. So, every time there is a change, the department starts anew from what it was doing. There will be latest ideas because of new leadership. And a lot of these things become lost with the leaders that are leaving. And new things come with those that are coming, and then they are lost again as people come in and go (P3).

From the above, it is apparent that the institution lacks a sense of direction. With the high turnover among the executive management, it may become difficult for successive leadership to make any contribution to talent development. Hence, the absence of management continuity may present a barrier and threat to talent retention within the institution.

(k) No focused strategy

The perceived fluidity in top management and leadership positions as well as the high turnover among these categories of staff might have contributed to the institution having no focused strategy in talent management and retention. One of the participants questions the drive of the council on issues related to talent management and retention. According to the interviewee, the institution has no internally developed strategic plan of its own.

Our strategic plan, the template is only aligned to the DHET's expectations, there is nothing over and above that. If you look at the council's involvement as well, it is mainly a tick box exercise. They may be critical, but there are no directions coming from council as well. The focus is more on...from the council's perspective, I can see that their drive is on less prominent issues than looking at high-level issues related to current retention and development. And the approach that we use is mainly top-down instead of a bottom-up consultative approach (P1.)

On the contrary, another of the participants claimed that the institution had some strategy for staff development, albeit, insufficient.

I will say, they are not quite sufficient, because that is why each policy needs to be revisited after a certain period of time. So, if there are areas where there are gaps or shortcomings, they should be revisited (P11).

The above interviewee pointed out an example the academic promotion policy but admitted that the staff development policy is still outstanding and is yet to be implemented.

Oh Yes, there are policies, not fully, but some exist. For example, the academic promotions policy. It is in existence. But with the regard to staff development, there are still policies that are outstanding there. Because the issue of how I identify staff. (P11).

Another notable view on the lack of a strategic plan for the university was the lack of job descriptions for academic staff. According to one interviewee the absence of a job description after forty years demonstrates the institution's lack of focus.

Now, this institution is forty-odd years old, to say now the academics don't have job descriptions is saying a lot about the university (P14).

(l) Monitoring and Evaluation Mechanism

Given the dearth of strategic focus in the institution, it became highly crucial to know from the interviewees if there is a mechanism in place to monitor and evaluate performance-related policies. From the interview, a mixed reaction was noticed in the response to the question. While some of them affirm that there is a mechanism in place right from the HR department to the VC, others were however ignorant of such mechanisms.

For the participants who indicated that there is a mechanism in place for monitoring and evaluating policy performance in the institution, the following was stated:

No, it is monitored at the HR department, and sometimes the information that is provided is very confidential. Hence it is left at the HR office itself and does not go any further. But the HR I am sure uses that information to strengthen the conditions within the institution to prevent the people from leaving (P9).

The VC has told the council that they already implemented it amongst his management staff. Now they are going to the rest of the university to do that. So, it seems in a way that yes, through the performance management thing, if it is used properly, then you are going to identify talent in this thing (P14)

On the contrary, another of the participants voiced doubts about the monitoring and evaluation process. In the interviewee's view, the high turnover of the talented staff negatively affects the process of evaluation despite the policies on promotion and talent retention.

I doubt. I cannot say yes; I cannot say no. I doubt in a sense that we are losing a lot of talent as things stand. But at the same time, I do not want to say no, because there are policies that...there are things like incentives I talk about the promotion policies that tend to retain people here. So, I am caught in between (P3).

While also expressing ignorance of monitoring and evaluation mechanisms in the institution, participant P11 acknowledged that the HODs and deans provide quarterly feedback to the VC who, in turn, presents the report to the council. Nevertheless, the participants question the importance of the information.

I am not aware, except that I know HODs, and deans must provide quarterly reports on achievements at the faculty or department. So, I suppose that is the way in which they monitor, because such information goes to the Vice Chancellor, and from the VC it goes to council or is tabled to the council. So, they are aware. But then the question is, what do they do with it? I am not sure whether they do anything with that information (P11).

The doubt and concern surrounding the monitoring and evaluation process may largely be attributed to poor implementation and the lack of visible progress in the system.

No, no. also the things that are lacking, I should be honest is the impact assessment. Especially, once we have offered any opportunities, development opportunities. To assess whether it really made a difference. I think that is something that is lacking, and maybe we should start looking at that. You see because you invest so much of money into training programmes, but if you cannot see any difference or any improvement in skills and competence, then it was not well spent (P11).

(m) Poor quality students

Higher education, particularly in South Africa, has become competitive. Many universities are now seeking to recruit quality students to boost their institution profile and rating. However, in the case of MUT, the absence of top-performing students seems to be a challenge for recruiting and retaining talents.

As much as we do get an overflow of students, but we don't always get the best students that we want. And for MUT to also get out of this negative image or stigma of being an HDI. We need to start attracting students of let me not say high quality, but well performing, good performing students. But there is this whole idea that MUT, and sometimes other UoTs also, they always get only those leftovers; students could not get placement somewhere else. We need to change that around (P10).

(n) Post-graduation offering

It is general knowledge in higher education that the research and innovation image of the institution is heightened by the presence of post-graduate students. This stream of cohorts offers academia the opportunity to not only supervise them but also engage in research and innovation. Given that MUT has no existing post-graduate programme, it was noted by some of the interviewees that this presents a challenge in retaining or attracting talented individuals.

MUT is also a very small university, and now we are not offering post-graduate programmes. Especially when it comes to the academic side. Now academics, especially those now pursuing their Masters and doctoral programmes prefer to be in a position to supervise post-graduate students. And because one of the demands and expectations on them is to publish, do research and to publish. Then there is no better way than to have post-graduate students. So, one of the factors, especially, on the academic side, is the absence of sufficient post-graduate students which makes them easy prey for other universities (P10).

...so, for somebody who is interested in supervising students at post-graduate level, they might feel that the university does not provide them the space to develop in that area of research. So, they might leave for that reason (P11).

From the above narratives, it can be surmised that the absence of the opportunity to supervise post-graduate students at MUT contributes to the high turnover of talented staff. It was revealed that academia is under pressure to publish, and the availability of post-graduate students makes it easier for them to achieve this goal. Hence, it is understandable that some may become attracted to bigger universities that could offer them such an opportunity to supervise and publish research work.

(n) Vision versus structure

With regards to achieving the set vision and mission of the institution, structures, policies, and systems to retain talent were noted to be very important.

If you look at our vision, and our mission, if we want to be a preeminent education provider, then it is important that we do have these structures, policies and procedures and systems in place to address talent management (P1).

Equally essential, the vision of those in leadership positions was seen as crucial to talent management.

Leadership vision, because if you have that, then talent management is a day-to-day thing, rather than something extreme. So, it becomes...you internalise talent. Because we have got quite a lot of people wrongly placed in this university, but highly qualified. They can work wonders in different departments, but no one recognises or identifies that (P14).

Hence, as highlighted above, the ability of those in managerial positions to identify the right people for the right position, coupled with having internal policies and systems in place that reward talent, is fundamental in recruiting and retaining talented workers at the institution. Figure 4. 1 subsumes the different human and professional challenges faced by the institution in the development and retention of talented workers.

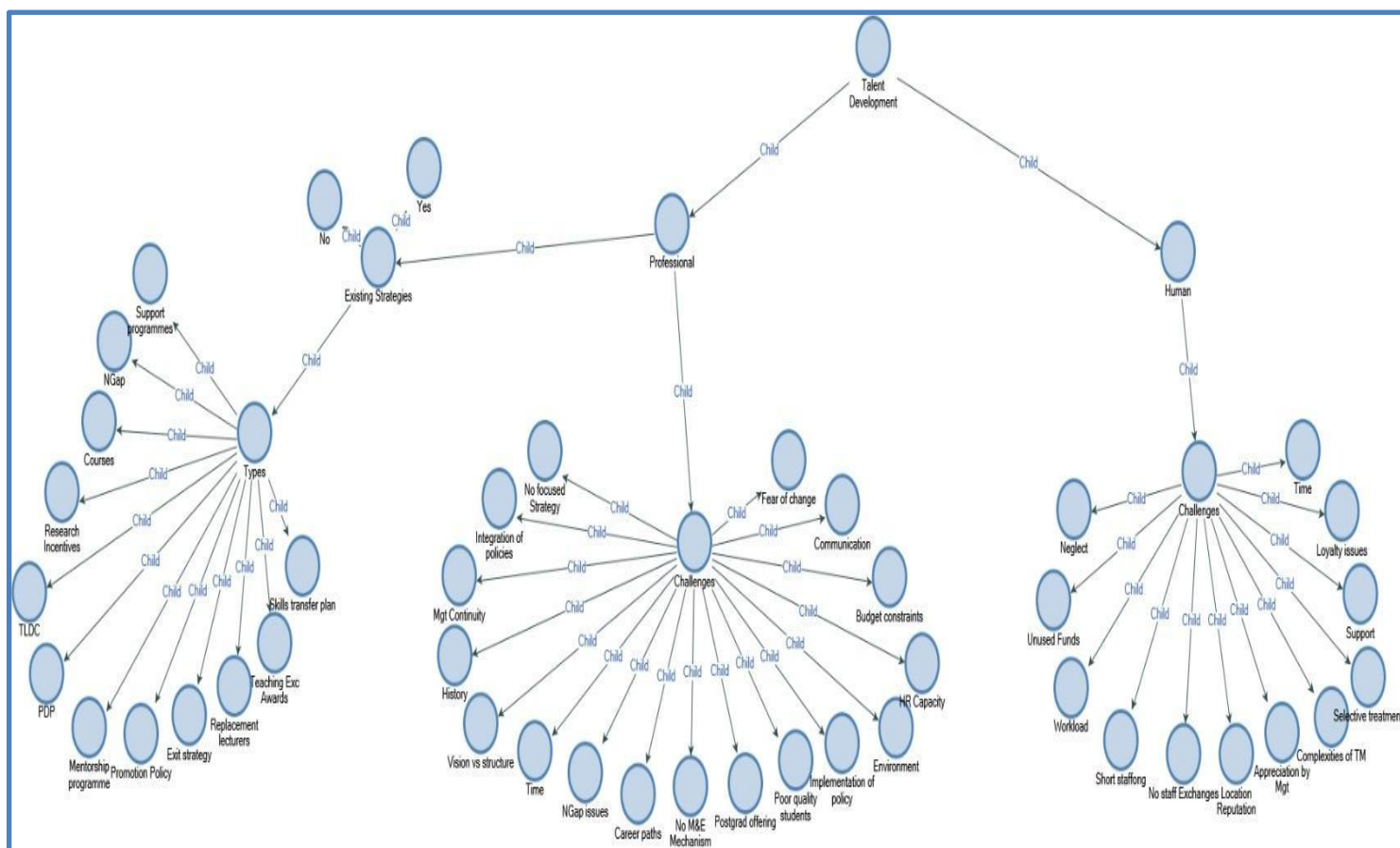


Figure 4. 1: Human and professional challenges limiting talent development and retention,

4.2.2 Theme 2: System for talent development and retention

Part of the findings emerging from the previous theme is the challenge surrounding the strategy for talent management. While whether the university has a clear strategy to recruit and retain talented workers remained largely debated, it has emerged that the implementation of some of these strategies has been hampered by the high turnover among the top executives. This has served as a tool for the effective monitoring and implementation of talent management in the institution. Given this concern, this theme sets out to reveal the existing strategies MUT has in place for recruiting and managing talent. It was found that while some believed that there were no talent management strategies, others, however, pointed out that there was some sort of talent retention embedded in the university policies.

As evidence to support the view of the absence of an existing strategy to recruit and manage talent, one of the interviewees illuminated the following:

Firstly, for me where I stand now, the absence of a human resource management strategy. Because if we have a clearly articulated human resources strategy, which will foreground talent management, then that will guide how we do things. Now, we do not have that compass that is directing us (P12).

On the contrary, another of the interviewees noted that although there is talent management strategy at the institution, however, only a few people are aware of it.

It's not general knowledge, but when you look at MUT skills development policy, and opportunities provided to staff, then you think embedded in that is some sort of talent identification and retention. But it is not an actual policy that we can speak about (P14).

While echoing similar sentiments of lack of clear-cut policy on talent management, participants P14 hinted at the following:

I think firstly, the development of the talent, I would say this is like shooting a pawpaw, that splash will get you, you get some lucky pieces all in the right places because there is no identification of talent there and then development. There is just a general notice to staff to say, who is available to go on this. And if that is considered a policy in this regard, then I think it is a non-policy (P14).

In summary, the above theme explicitly highlights that both the human resources and professional challenges stalled talent development, recruitment, and retention at MUT. It emerged from the interview that the university's history, poor communication, and lack of clear career path was among the challenges confronting talent development.

Sub-theme 1: Existing system for talent development and retention

Drawing from the above narrative, while it is sufficient to assume that no document centred on talent management, it can, however, be gathered that some policies in place tactfully support talent management. While probing further, it was revealed that the university has many programmes in place, such as courses for academic development, research awards and incentives, NGAP, promotion policies and replacement policies that promotes talent management. These are extensively explained below.

(a) Courses

Many of the participants admitted that the university has special funds that support courses for staff professional development. It was also noted that the university sponsors workshops that give their staff the freedom to develop themselves.

... think through HR, Human resources...through the skills funds, there are courses that are offered to staff in terms of professional development (P1).

Other than workshops and being allowed to go to training to develop yourself. Ja, it is only that ... that I can think of. Workshops and permitted to or funded to attend outside training (P11)

Workshops, updating courses especially, from a legal perspective, you have the E-labour matters, and updates on labour changes and so forth. The university pays for attendance (P2).

(b) Exit strategy

An exit strategy for human resources is an opportunity to know the grievance or factors motivating employees' intentions to quit the organisation. It was revealed that human resources had used the exit strategy to renegotiate and prevent the turnover of skilled employees.

Yes, because I have heard of colleagues who will for an example want to resign, but the HR office will negotiate with them to see if they can counteroffer. Then unless the person really wants to leave for personal reasons, then it is a different case. Then in that sense I will say, HR does try. They don't just say go, go (P11).

However, other respondents felt that the exit strategies are not supported by interviews to determine the main causes of employee turnover.

Because if you are just talking about exit interviews, you are talking about just filling that paper with the questions. For me, exit interviews is a process, which is a loop. Finding the information, and then reflecting on the information, and then addressing the shortcomings. Then you can say that that is an exit interview. But since that does not happen, it is not (P12).

Noting the importance of exit interviews in talent retention strategy, participant P13 stated the following:

We should improve because it should guide us or inform us as to maybe or where we can improve in terms of those interviews. It should form part of the HR strategy to say, to improve on this, how best we can conduct...we can retain our staff or maybe to circumvent the exiting of critical staff here at MUT (P13).

In contrast to the above revelation of the lack of exit interviews, participant P9 pointed out that HR does conduct exit interviews. In the interviewee's words:

Exit interviews do take place, and somebody from the HR unit would conduct the interview to establish from the person that has resigned as to what the reason for them wanting to leave. Remember the university invests quite heavily on engaging staff, you know. And it doesn't want it to be a futile exercise. And of course, it will try and retain the staff that we have engaged and as I indicated, there are counteroffers made in some cases, where if somebody wants to leave, to try and retain the services of the person within the MUT establishment. However, in some cases people just want to leave for whatever reason (P9).

The above view challenges the participants who claimed that there is a lack of adequate exit interviews to ascertain the motive behind the employee's intention to quit the institution. The

divergent views may be related to perceived individual views of its effectiveness in preventing turnover within the institution. According to views expressed by one of the interviewees, there is a lack of proper exit interviews.

There has been a mention of exit interviews, but these are in certain instances when council asks, you know, was an exit interview conducted. Then you sort of get a free yes it was, but there is no proper exit interview. I know staff have left here, and they have not even been called in or asked for an exit interview. So, while we know the concept, we might use it in certain instances, when it is demanded by some other high body, but otherwise, it is not conducted. We do not think that it is important enough to implement (P14).

Sharing a similar line of thought, another interviewee questions if HR conducts an exit interview.

Again, I doubt if they do, but the question is, if they should, then yes, in terms of recent policy development, there is a directive for people who are leaving the university, they should be doing an exit interview. But that is another thing, the one that I have said. In certain instances, we have got things on document but on the ground, they are not happening. So, we should be doing exit interviews (P3).

While the above present conflicting narratives regarding the authenticity of the exit interviews by HR, one could nevertheless elicit that exit interviews as a strategy may be effective in retaining talent as well as preventing talented employees from exiting the institution.

(c) Mentorship programme and NGap

Arguably, mentorship is one of the most reliable and effective methods designed to develop new talent within an organisation. In the context of MUT, it was found that the institution has many mentorships in place, such as NGap and Teaching Learning and Development Centre (TLDC) for academic development. Some of the interviewees noted that they had been directly involved in grooming recruits through the academic process.

Yes, I believe now. Then also what is coming from TLDC, I am also part of it is the mentorship programme for NGap lecturers. So, I am mentoring one guy from chemistry, though my department is economics, we wanted someone outside chemistry so that at

least I can guide him with his research. It is more on how to go about doing research and discussing personal issues so that we can at least understand where they are lagging, and how can we assist the student to go to places where he can get assistance if he is struggling with his PhD study. So that is the mentorship programme offered by the DHET through universities such as this University and the rest in the country (P6).

More importantly, it emerged that during the mentorship programme, the mentees are integrated into the institution as full staff, albeit, on a contract basis. While citing the success of the theme, P4 proudly noted that one of the mentees was a recipient of the teaching and excellence awards.

With the NGap, I am managing the NGap. Every year we submit applications to the department. Once we receive...once they get approved by the department, then they become staff members, they become part of the institution. They are hired on a full-time basis, but it is a six-year contract with the department. In such a way that they cannot leave the institution before the six years, because that is the term of the contract. Should they decide to leave, then they will have to reimburse the department. And there we have got a lot of professional and development initiatives that they undergo as a support for these colleagues to become good teachers. And I must highlight that, in our 2019 teaching and excellence awards, one of our NGap won the award...laughing. So, it means that we are doing something (P4).

(d) Promotion policy

Another existing strategy for staff retention within the institution is the promotion policy. Many of the participants agreed that the university has a form of academic promotion policy that spells out the process for an academic lecturer to get promoted.

...there are policies to that effect because for promotions, for example, there is a university policy that tells you what is required. So that in a way helps you to identify areas where you can develop yourself in preparation for that promotion (P11).

Maybe on the side of promotions, because I just went through the policy. There is a policy, so after going through it...it is more of a guideline to get a promotion, so you do it towards that direction (P6).

While explaining how the promotion policy works, P9 revealed that staff seeking promotion are required to submit their portfolio to a committee that is chaired by the DVC teaching and learning. The committee is saddled with the responsibility of deciding if a staff member should be promoted or not.

...It is based on the different levels and different criteria, where staff are required to produce a portfolio of evidence, which they will make available to a committee that will normally be chaired by the DVC teaching and learning. Also included in the panel would be some external expertise. And the panel will determine whether the person is eligible to be promoted to the different levels (P9).

(e) Replacement lecturers

Equally relevant, it was revealed by a few of the participants that the institution, via the DHET, had a staff replacement grant. As noted by one of the participants, MUT pays for replacement lecturers through the grant to enable their staff to proceed with their studies.

Yes, for the replacement lecturer during your study. The other thing is that, through the HDI grant, we also pay for the replacement lecturers (P13).

(f) Research incentives

A research incentive is another notable strategy used by the institution in motivating their staff. Many of the participants acknowledge that the university has in place funding to support staff conference attendance and when they publish research papers.

...research incentives that we get when we publish, and when we want to go to conferences (P11)

Whilst sharing a similar position on research incentives, participants P2 revealed that the incentives have monetary values attached to them.

It is usually a monetary value attached to it as well, and the prestige of it obviously. And ya, that is about it (P2).

Equally, it was noted that the university has in place incentives for those who acquire higher qualifications. More so, the university supports its staff undergoing post-graduate qualifications with a 100% fee remission.

*...then the incentives that are given when people acquire higher qualifications (P12)
Ok, the study grants for MA's and doctorates, PhDs have been increased to 100%;
100% fee remission (P13). We [are] also offered the research incentives and awards...*

Also, the university has research incentives for emerging researchers to pursue their research interests and form collaborations with others.

There are also incentives for those who want to do research. Firstly, to help them, they refer to them as emerging researchers; they give incentives for them to go on writing treatises and things like that. And those who are already researchers, there are incentives for them for research work that is produced (P3).

Added to the above, the university has in place incentives for teaching excellence given to staff who excel in delivering their jobs.

There are also teaching excellence awards that are offered to staff for best practices in teaching (P1).

From the above sub-theme, it emerged that the university had some existing strategies for talent development. The NGap mentorship and research incentives among others were cited as part of the university's internal strategy to grow and support talent development.

Sub-theme 2: Challenges faced in the system for talent development and retention

Despite the laudable impact of some of MUT's strategies in retaining and developing talent within the institution, there are, however, some noticeable challenges in the system. This sub-theme, therefore, provides an in-depth discussion of the challenges MUT faces regarding talent development.

(a) No defined handover modalities

It emerged from the interview that part of the challenge faced in the system designed to retain talent was that there were no defined handover modalities. It was noted that while some talented employees are retained for some specific period after retiring others are not retained. The interview questions the process of deciding whose term office should be extended and whose should be denied. Although it was acknowledged this is not unique to MUT as other

institutions in South Africa are faced with the same challenge as reflected in the statement below.

Yes, I am not aware of such a thing. I am not aware of such a system, the policy or procedure. So as a result, perhaps not only here, but I would also say in many other institutions, when people reach their retirement age, most of them tend to request for an extension of a year or so. There are those that are successful and those that are not successful. So, there are no specific criteria that these individuals can follow, to say that if I have achieved one, two and three, I will then be returned. And if I have not achieved one, two and three things, there is no way that I am going to be returned. So, I shouldn't even bother to send in my application (P5).

(b) No Integrated system for talent management

The absence of an integrated system for talent management was noted to be a challenge in talent development at MUT. It emerged that staff are ignorant of the opportunities available for growth since HR poorly communicated this to those that may be interested in it.

Yeah, either way, you want to do it if it is two individuals to raise their hands to be seen. But I think the first thing must be that HR strategy, with that deliberate point to say that there is, maybe I will use the succession plan, to make it known that there are always opportunities for those ... for those who seek opportunities. And now as an individual, I know that my hard work is not going to go down the drain. So, I am performing because I know that I have to do that job, but I am taking an extra mile, but I know that the ceiling is nowhere near me. But in an instance whereby, you do not even know if there is a ceiling or is no ceiling, I will just say, let me just fall within what is expected and leave it there. So, we must have the HR strategy, and it must be communicated to individuals (P7).

Given the above concern, it was suggested that the university should adopt a hybrid approach for talent management and development. One suggestion was that line managers are better able to identify potential development opportunities in employees. Therefore, it was advised that the HR strategy and the line managers' approach must speak to each other for it to be effective.

Then obviously, if we have got line managers, their job is to identify. So, in an instance whereby, maybe some individuals might have potential, some - the potential may be latent. So as a leader, I am supposed to say, I can see potential in you, and then assist you in a form of mentoring or taking you for a course or something like that. That is expected. So, it should not be left to line managers or to individuals only. It is a hybrid approach. The centre of all this is the HR strategy. If it is not there, then people do not see it (P7).

(c) No succession plans

It has been mentioned that the university extends the appointment of some staff members who had reached the age of retirement and denies others without any critical modalities for the process. One may be tempted to assume that such a system may prove counterproductive for talent development. This is supported by one of the interviewees who stated that the institution has no succession plan. Perhaps, this may be attributed to why some retired workers are rehired by the institution as there may be fewer capable employees to take their place

So, no succession plan policy. So, in everything, we are shooting in the dark (P7).

(d) Restrictive policies

Policies of the institution particularly with respect to third-stream income were noted to be restrictive for talent development.

.... let me say for example the policies sometimes are too restrictive, and they do not allow you know, for other initiatives from staff especially. They say the third-stream income and current policy, the policy that relates to third-stream income, is really inadequate. It is totally, totally inadequate. Because it does not allow, it does not create sufficient incentives for people to start offering that short course or come [up] with other initiatives. It is too restrictive (P10).

Figure 4.2 provides a virtual image of the existing system as well as the challenges faced in talent development and retention at the institution. It can be gleaned that performance management systems, skills units and funds are among the existing systems of talent

development, while the absence of succession planning, restrictive policies and integrated talent management systems present some of the challenges within the system.

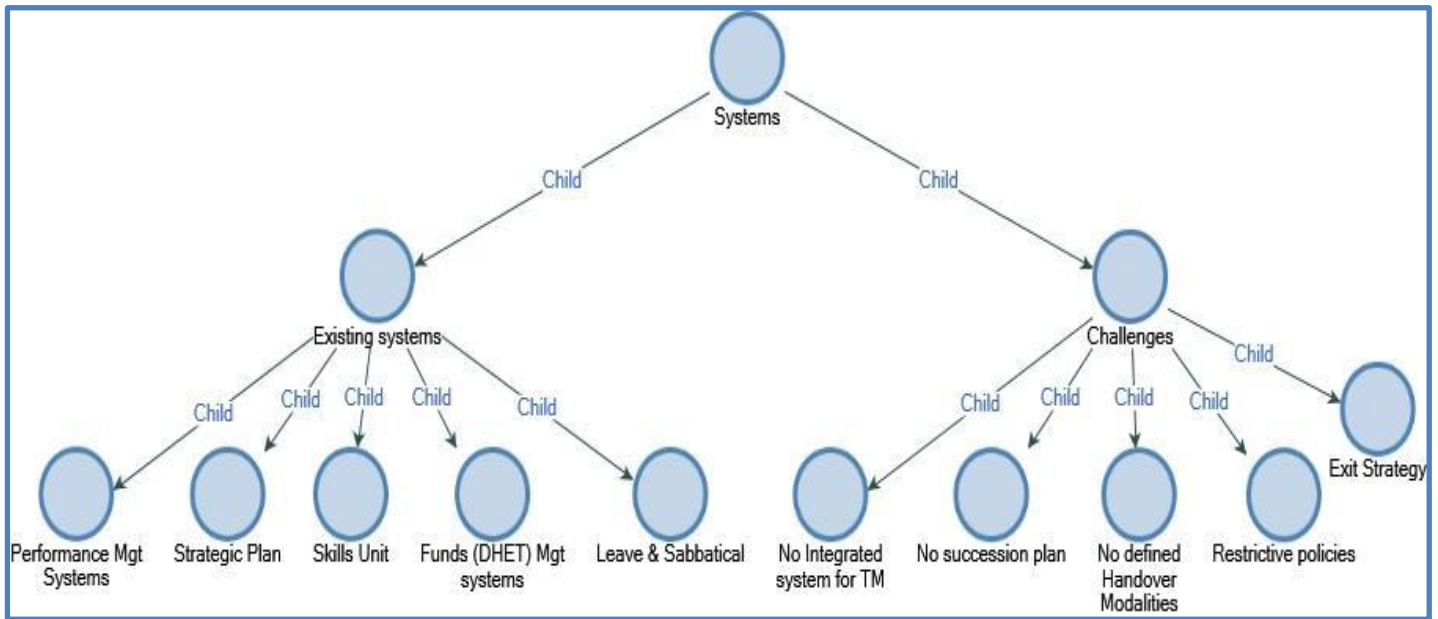


Figure 4.2: Virtual image of the existing system in talent management and retention

4.2.3 Theme 3: Process for talent development and retention

Regardless of the highlighted challenges faced in talent retention and development, it was noted that the university had in place a process for talent development, which included sabbatical leave for staff, a skills unit, a strategic plan, and a performance management system. These are elaborated on below.

Sub-theme 1: Existing process for talent development and retention

(a) Sabbatical leave

Some of the interviewees lamented the lack of leave opportunities for staff to pursue their studies.

I have seen that it is an issue here for staff members to get study leave. It is a hassle for them because you are trying to improve them. So why can't we give them the support that they need, I order for them to come and deliver when they come back from pursuing their Masters or PhDs (P6).

On the contrary, others, however, disclosed that the university has a sabbatical leave in place. Participant P11 commented:

In terms of leave and sabbatical, I think we are doing well (P11),

(b) Skills unit

Another viable process in place for staff development is the availability of skills units in the institution. It was revealed by one of the interviewees that the institution, through HR, is trying to build talent within the university staff. Although it was noted that the process was haphazard in the beginning, the interviewee, however, acknowledges that things are now shaping up.

An example of that is the skills development, our skills development within the HR, I feel that they are trying so much to capacitate and to build talent within our staff members. But where I have an issue, is that it is kind of reactive. You must go there in order to get that assistance. They are not proactive to say, this year we are offering anyone who wants to partake in this. But since this year, they have improved in such that they have even gone to the extent of allocating budget to departments. Yes, to say that you have got X amount within your department, as head of the department that you have to utilise. It is still with the HR, but you know how much your staff can benefit from it (P4).

Despite the above revelation, some of the interviewees were not confused about the skills development process. It was noted that there is no deliberate effort to develop skills and more so, the skills development was not backed by any policy.

We do have, like I have said in earlier questions, some of these things do happen, but it would seem like they happen by accident. There is no deliberate effort, we do have a skills office, but that will only come to action once a member of staff approaches it, not the other way around. They do not have the programmes of their own that they will bring to the staff. But once staff members identify a programme that they wish to engage in, only then does the office become alive (P3).

(c) Strategic plan

Strategic planning is critical for the university to measure its success and process of development. It emerged that MUT's strategic plan was centred on preventing staff from leaving the institution, and the provision of incentives and training opportunities for staff.

Yes, I would say so, because of what I have said earlier. The fact that they provide training, they provide incentives, and when people want to resign, they make counteroffers. I am sure that is part of the strategic plan (P11).

While another of the interviewees acknowledged that MUT has a strategic plan, the participants have expressed reservation about the implementation. According to the participant's view, the strategic plan only exists as a document and no deliberate effort to enforce or implement it.

The answer there is yes, we do have this as part of our strategic plan, but no because there are no deliberate programmes and efforts to make sure that it happens. It only exists in the document (P3).

(d) Performance management system

Another talent development process was the performance management process. It was noted that the performance management system has already been rolled out among the management staff and will soon be established across the university.

But having said that, there is this push to get the performance management policy going. The VC told the council that they already implemented it amongst his management staff. Now they are going to the rest of the university to do that (P14).

The beauty of the performance management system was captured by P14 who noted that it can identify and develop talent if it is used properly.

So, it seems in a way that yes, through the performance management thing, if it is used properly, then you are going to identify talent in this thing. People continuously perform at a higher level, then you must recognise that they are different from normal. So, there is hope that the performance management system will do that (P14).

Echoing similar sentiments, participant P13 elaborated that the performance management system can hold everyone accountable in terms of their performance.

And then the other thing is also to develop, or we are currently developing a performance management system, that will hold everyone accountable for whatever we are doing (P13).

Nevertheless, it was noted that the performance management system in its present form still has many underlying problems. Among these are the lack of job descriptions and employee workload. These were noted to be of concern for effectively implementing performance management system amongst the staff.

But to put the performance management system in place, they got too many gaps. Like now, I told you earlier, the job description for academics is still outstanding. And if you do not have those things; the workload model at the university is approved by council but not implemented in any definite form. So, those gaps that are still there, is not going to help you eventually identify your talent. I hope that I have answered (P14).

Yes. If you look at these annual performance plans, they are not in detail. They are just brushing on the surface. So, they do not capture everything that goes through our department or as an individual (P6).

In summary, the above theme suggests that the institution has several processes in place to develop and retain talent. While some of the plans exist only as a document, it was however agreed by many of the participants that the right implementation will go a long way in identifying and developing talent.

Subtheme 2: Process challenge for talent development and retention

From the previous subtheme, it emerged that the existing process for talent development and retention had concerns about implementation. This sub-theme explores some of the challenges that have limited or hindered the implementation of talent development and retention strategies at MUT. These are elaborated below.

(a) Bureaucracy

As earlier noted in other themes, the bureaucratic process was noted to be an impediment to talent development at the institution. This was attributed to the slow process of finalising any policies or procedures in the university.

Our processes are too bureaucratic. It takes too long a time to finalise any policies or procedures that we would like to implement (P1).

Apart from the slow bureaucratic process, the change in management with each one coming with one's own ideas also slows that implementation and presents a great challenge for talent development. This is captured in the excerpt below.

The wheel turns slowly. It takes a long time to do anything, from the management side of it. I would also have to state that we do not usually have a set management team. It seems to be changing during the last couple of years. So, there is no direction, because when a new team comes in, they come in with their own ideas, and it throws everything off from what the previous guys are doing or wanted to do, and so forth and so forth. So, it just continues like that...acting position, especially in senior management. And people who are in those positions do not have the capacity or have very little. If they do not have the capacity, they cannot develop these policies (P2).

Another consequence of the slow bureaucratic process was related to the delay in making payment and the subsequent departure of some talented staff.

Bureaucratic processes. The university almost takes forever to make a simple payment. By the time the university comes around to its senses, people are long gone. They are poached by those who have got better processes. So, the university needs to correct its processes (P3).

Echoing a similar view, participant P8 points out the following:

Well, because there are administrative processes to get things approved is quite a lengthy process. Understandably that you know the correct protocol needs to be followed in terms of getting the level of authority to approve certain things, but the entire process becomes a dragged-out experience. And I think that because currently, our focus is not so much on making sure that talent management happens, it seems to be not as an important process to expedite as quickly as possible (P8).

(b) No proper process

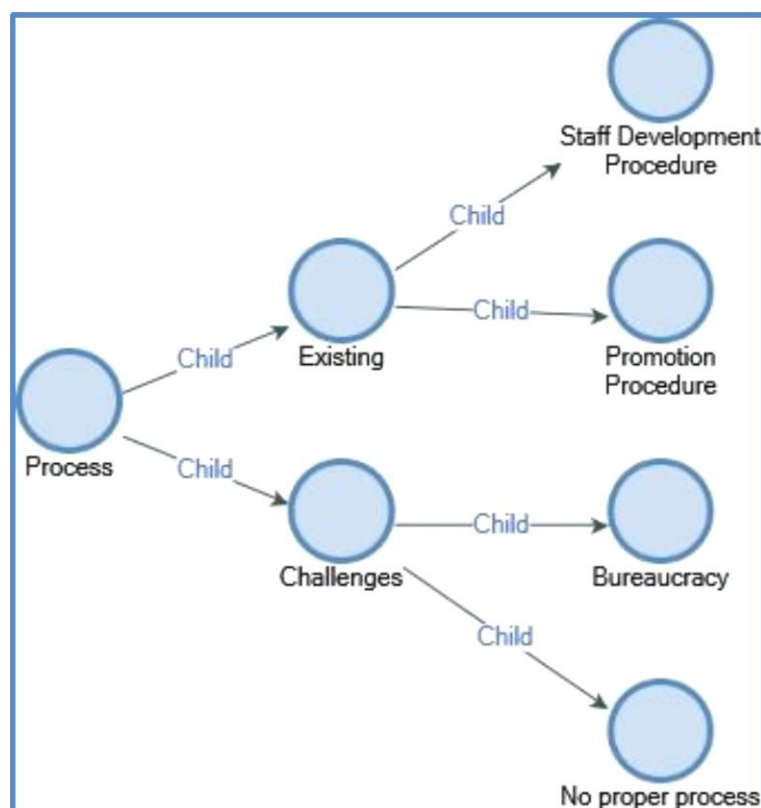
Another challenge in the process of talent development and retention is the lack of a proper process of promotion. This is reflected in the statement below.

The contention is that this policy, as you would know, promotions are merit-based processes. So, you promote someone because they deserve to be, they have performed, [and] they indicated that they will also perform at a higher level. But now our promotions policy is being found to be time-based. For how long have you been here? And it also looks at the contractual issues. Are you a permanent contract staff member? So, in this case, a contract staff member would not be promoted, no matter how performing they are. So that has been raised, and I am sure it will be attended soon (P7)

The above challenge of the promotion process may be associated with the lack of policy. Participants P8 admitted that the institution's policies and procedures are still a work in progress.

Because we are still trying to sort out our relevant policies and procedures, I think that we are recognising that it should be, and we are still getting there. Absolutely, greatly considering that we still have not got some policies implemented, and some policies [are] still being drafted. And so, we still got a lot of work to do to make sure that the policies are in place. But like I said earlier, we are getting there, but the process is a very slow process (P8).

Figure 4.3
evidence
existing
process of
retaining
university.



provides visible
of some of the
challenges in the
developing and
talent in the

Figure 4.3: Existing process and challenges in talent development and retention

4.2.4 Theme 4: Recommendation for talent development and retention

This theme highlights the suggested ways by which the institution could promote talent development and retention. From the suggestions made by the participants, three sub-themes emerged, which are recommendations for individual academics, recommendations for institution, and recommendations for MUT's leadership. These are discussed below.

Sub-theme 1: Individual academic

It was suggested that to develop talent, the institution should support individual academics, encourage lecturer exchange and mentorship programmes as well as reskilling. These are elaborated on below.

(a) Improve support

Many of the interviewees advocated for support including financial resources.

I think the first one, we need some support, support in terms of resources, financial resources. Two, we need support from the faculties because they should identify areas that benefit us. In as much as we lecturers know what we want. I think at times, the faculties as a faculty, people should be able to identify things that are relevant to us as lecturers (P6).

I think it also has to do with how executive management views the importance of it. Because if they recognise it as a potential...as an area that they should be developing and focusing on, then they would speed up the process and find ways and methods of speeding up the process (P8).

(b) Lecturer exchange

In terms of lecturer exchange, it was mooted that staff need some form of exchange programme either locally or internationally to enhance their academic knowledge.

If we want to overcome some of these barriers, it is important that we have some staff exchange programmes, whether it is locally, or internationally Ideally, internationally will also be good, so that we can get a more global perspective of talent management (P1).

...we need to ensure that there is an exchange of personnel, our lecturers and admin staff. They need to go on exchange programmes, go to other universities, especially in other countries, both in the region, and outside the globe, so that we learn the best practices, and we are able to bring those things to the university (P3).

(c) Mentorship

The mentorship programme was singled out as a way of grooming and developing new talent within the institution.

We have got staff who are appointed as NGaps. There should be some mentorship programmes from them, so that they can at least achieve their targets by the end of a six-year period (P1).

(d) Reskilling

There is no doubt that a skilled employee is highly priced and essential to achieving the institution's vision and mission. Hence it was suggested that staff knowledge should be reskilled through workshops and programmes.

And we need to have programmes or workshops in place to re-skill or re-capacitate our personnel as well (P1).

The importance of reskilling was succinctly captured by Participant P3 who stated the following:

The first one would be to skill people that are in strategic levels before we go down the value chain. We need to skill those people. A lot of that needs to happen because some of those people are not managers, to begin with. Some of them were academics, specialising in certain fields of study, and then they found themselves at [the] executive level. So, we need to skill them and capacitate them. Those who were professional to begin with, we need to re-skill them, as the landscape is changing quickly, that is number one (P3).

Sub-theme 2: Institution

Part of the purpose of this study was to suggest ways of developing and retaining talent at MUT. Understandably, the following were suggested as a way of promoting and retaining talent within the institution:

(a) Autonomy

It was suggested that the university needs some sort of autonomy. It was revealed that at the moment the university's policies are informed by the department of higher education. As such, having some sort of autonomy will help the university institutionalise its policies.

And lastly, the policies in the university, developed, must be looking at how best it can take this university forward. It would seem like most of the things that they are developing are informed by the department of higher education, which they instruct us to do. So, there is a lack of institutional autonomy (P3).

(b) Career path

A career pathway was suggested as another way of developing talent. Such pathways should include formal training towards the acquisition of qualifications and mentorship programmes. Also, horizontal, or continuous employee development strategies to improve their jobs were advocated.

Career pathing that is linked to staff development, or staff development linked to career pathing is one. Staff development could be in any form. Training, formal training, which is acquisition of qualifications, mentorship. Also, we call it horizontal development, where people are equipped with additional skills that they might require to execute their work, you know. Yes. But the important thing is career pathing. It is overarching, yes (P12).

(c) Conducive environment

Part of the challenge in recruiting and retaining talent within the institution is the concern surrounding the MUT environment. Moreover, it was hinted that some staff are overloaded with work, whilst others appear to have a lower workload. Owing to these concerns, it was suggested that the university needed to create an attractive enabling environment. One way to accomplish this was to reward employees who have outperformed in their tasks.

Create an environment that is attractive, that will let people feel it is worthwhile. And recognise what they are doing. I am not saying you must give a reward for everything a person is doing, but just showing that you value what people are doing. Especially that positive attitude. I know that we are trying with these awards, the teaching excellence

awards, the VC's excellence, the research ones etc. But I am not only talking about that. I am talking about other ways that especially our managers, should really, and this forms part of motivating your staff. Find ways to say, ok, I see what you are doing, and we value what you are doing (P10).

Adding further support, staff engagement was noted to be another way of creating an enabling environment. It was suggested that staff should participate in key institutional decision-making.

At least engagement with staff members. Proper engagement with staff members. Because it is also important to know their views. People should not make decisions in isolation of their staff members, because it impacts negatively on staff members. For example, looking at student's numbers in the university for now, they are very high. So, some of us staff members get very worried when we see students sitting on the floor, because the numbers are so big, and the lecture rooms cannot accommodate the numbers that are being enrolled here. So, I think management should engage with staff members, and find out, or improve their resources. Make resources available for people to work effectively (P6).

(d) Human resource strategy

A consistent challenge emerging from this study is that human resources lack proper strategy and policies to develop and retain talent. It was hinted that many of those in top management positions do not understand their job duties, and hence, this had greatly impacted talent management in the institution. The following was suggested as a solution to the human resources challenge.

Firstly, for me where I stand now, the absence of a human resource management strategy. Because if we have a clearly articulated human resources strategy, which will foreground talent management, then that will guide how we do things. At the moment, we do not have that compass that is directing us. And then all the other problems that arise, the problems of resources, problems of lack of policies...but for me, the important thing is that we do not have a focused direction as a university (P12).

We also need to improve our capacities. At the moment we have got a lot of constraints at strategic positions. So those things need to be improved upon (P3).

I think you need a very strong human resources department. And our one is kind of fractured at the moment. Given the change in the leadership within HR itself. And you need a dedicated unit within the HR portfolio to assist staff (P9).

(e) Improve processes

In addition, to improving the quality of the HR practice, it was suggested that MUT should have structure, policies, procedures, and systems that could help address talent management.

It is important that we do have these structures, policies and procedures and systems in place to address talent management (P1).

(f) Introduce flexible work

Among the challenges limiting talent development is the excessive workload. It was hinted that the university has the highest student-lecturer ratio in the country and the consequence of this has hampered the career paths of the staff as they hardly have time for other activities. Given this concern, it was suggested that the university should introduce a flexible time for the staff to enable them to pursue other interests.

I think firstly; you need flexibility in time. So that at least you have you know, available time, so go and do other things, besides teaching in a classroom (P1).

Flexi time, at present I think we are one of a few, if we are not the only university that has got what is called core hours, where people are supposed to come to work at 8.30 and leave at 16.30. I should think that the university should introduce flexi time because we have got...like I said we have young guys who are entering the market, moms, and those who are studying also want to get higher degrees. So, if they are given flexi time, it will be able to attract them and retain them at this university (P3).

Well, a research centre, to allow staff to engage in post-graduate research. Our flexi time, where people can...you know researchers can come early or leave late or whatever the case may be... (P9).

(g) Review incentives

Incentivising staff is a notable way of talent retention. According to the recommendation proposed by participant P1, staff who performed well should be given some form of monetary incentive.

And provide some monetary incentive for those who are performing, or they should have some annual performance plan so that there are incentives given to staff (P1).

(h) Review policies

While one could assume that the university has policies that guide its operation, it was noted that these policies are insufficient to address talent development and retention. Hence it was suggested that some of the university policies should be revisited.

...if we can start re-visiting our policies. Create a policy environment that will make it easier for staff to come with the initiatives. And try in the area of pursuing third-stream income and other opportunities. But what has also been happening is not punitive, but look, once you...the university should put conditions, yes conditions. I wanted to use another word. But when a person has been supported to complete a Master's or a doctorate, they should be compelled to at least stay [for] the same period of time that they have received funding. To plough back and to you know, at least...So you might not retain them permanently, but for at least a time...there should be time contracts. There should be...because even with all your efforts to create a conducive environment, that on its own might not be sufficient to retain (P10).

I will say, they are not quite sufficient, because that is why every policy needs to be revisited after a certain period of time. So, if there are areas where there are gaps or shortcomings, they should be revisited (P11).

Participant P6 points out the following regarding perceived university policy that should be revisited.

I think training their staff members, equipping them with all the resources that they can. Two it would be to look at the working conditions because working conditions have an impact on retention and staff turnover (P6).

(i) Shorten strategic plan lifespan

Regarding the university's strategic plan, it was recommended that the university has a shorter strategic plan as against a longer period. Also, some of the interviewees advised that the university continuously revise and improve its strategic plan.

I would say, the norm is five years, but because [of] management, or there are changes in staffing strategically at management level, perhaps it should be done at a mid-year period over a three-year period (P1).

If you only review after five years, then it is too long. But if you review it on an annual basis, and you are willing to adjust, then I think the five years is just to say...it is breaking that long term vision down into more measurable chunks. Then that is basically it. But the answer is that it is not the best system, necessarily. It is purely as a guideline, but you need to review [it]. The way for strategic planning is to review your plan on an annual basis (P10)

I think it should be shorter, maybe three years given the situation that we are experiencing in terms of development and retention of staff. So maybe once they are found to be working, these strategic plans, then they can then be extended to five or whatever years. But for now, at least three years (P11).

However, some others advocated for a longer period. One of the interviewees noted the following:

I think that it is something that we need to be reflecting on, especially when a strategic direction seems to be completely different from the one before. It is important that when a new direction is being proposed, it should not be short term, it should be long term. I

know that in the current proposal, for example, there is a major revision of the executive positions at MUT. But the question is, is this revision sustainable in the long run? You know that is the thing, is it beneficial to the university in the long run? If we do not have that reflection over the six-year period, we might find ourselves having to change again (P12).

Well, the HR plan is always linked to the university's strategic plan. But the university's strategic plan should be a long-term plan, maybe going up to 50 years. But within the long-term plan, there should be a short-term plan. Yes, yes. Because circumstances are changing. The demands are changing. And you cannot wait up for such a long period of time to review it. You have got a long-term plan, and within the long-term plan, then you should have short term plans (P9).

While it can be gathered that there is no consensus among the participants as to the duration of the strategic plan, it was, however, agreed that the university should intermediately review its strategic plan. This view is also reinforced by others that the university should have a shorter strategic plan. It was noted that things are constantly evolving so fast. And waiting for a long term to implement policies may lead to the loss of talented workers. This is supported by the following statements.

I think it should have a different duration; it should be shorter than five years because the ground is shifting almost daily. Maybe it should be shorter than five years. Maybe it should be two and a half years...two years...three years, I do not know, but five years is definitely long. By the time the strategic plan changes a lot would have happened, and a lot of talent would have been lost (P3).

I think it should be reviewed consistently. Five years could be the average, but I would suggest that they have to be reviewed regularly. Because things are changing, things change, so it is important that they are reviewed at least three to five years, not longer than that (P6).

Well, I think five years is a bit too long because technology itself evolves basically every six months. So, I think three years would be a more reasonable time frame (P8).

(j) Stabilise management

The high turnover among the management staff contributed to the perceived challenge in talent development and retention notice within the institution. Given this concern, stability in those in high management positions was suggested as a way to address the issues surrounding talent management and development.

We also need stability at executive management. Without it, nothing will ever happen. Stability at management makes people want to stay in a place number one. Number two, those things as we have discussed earlier, so that [they] have started to follow through on them (P3).

Sub-theme 3: UoT leadership

As already stated, those in leadership positions hold the key to transforming the institution. Policies and strategic plans from HR to executive management are critical in retaining and developing talent. This subtheme highlights the proposed suggestion and the ways those in leadership could help in addressing the challenges and concerns of talent development and retention at MUT. These are detailed below.

(a) Appreciate human capital

As a key to retaining talent within the institution, it was advocated that those in the leadership positions should recognise employee contribution to the organisation.

...recognising what the individual is contributing to the organisation are some of the measures that could be used to help retain them.

Part of the concern noted earlier was the lack of promotion for other supporting staff. To address this, it was suggested that the university treat all the staff members equally and provide the same opportunities for all to develop.

At the moment the support staff feels a bit neglected. And yes, there is a need to develop such policies and initiatives for them as well. As much as the core business of the university is teaching and learning and research etc. But if you do not have that support base, you will not be able to perform. So, you need to treat all your staff members and give them all opportunities (P10).

Ok, I would advise the leadership to say, you want to value the internal staff members, in whatever way they can feel that they are valued (P4).

(b) Conduct need analysis

A needs analysis for the institution was proposed as a way to gauge the satisfaction of the staff. A needs analysis in the form of a survey will help in identifying the core challenge faced by the staff and the best way to address it.

I think the most focus area for ourselves to say...is to conduct a barometer or survey, or a satisfaction survey to all staff that survey will inform us, as to what exactly we are. And then, how best we can address issues that affect each and every one of us. That for us can enable us to develop a strategy that is going to resonate with each and every one of us. Other than developing something that some of us will not be able to articulate (P13).

(c) Exit system

As earlier stated, the exit system in the form of an interview is a fact-finding measure that helps the university understand the motives and reasons for its staff's intention to quit. Hence, many of the participants support the exit interview for staff who intend to leave the institution.

Exit interviews do take place, and somebody from the HR unit would actually conduct the interview to establish from the person that has resigned as to what the reason for them wanting to leave. Remember the university invests quite heavily in engaging staff, you know. And it doesn't want it to be a futile exercise. And of course, it will try and retain the staff that we have engaged and as I indicated, there are counteroffers made in some cases, where, if somebody wants to leave, to try and retain the services of the person within the MUT establishment. However, in some cases, people just want to leave for whatever reason (P9).

(d) Formulate or review talent management policies

The ineffectiveness or dearth of the institution's talent management policy was blamed for the challenges faced in talent recruitment, retention, and development. Accordingly, it was suggested that the university formulate a policy that takes cognisance of talent identification, development, and retention.

To take this concept seriously, I would say that they need to formulate policy or get people to buy into policy, that relates to talent development, identification, development and retention. And then once there is staff buy-in, you need to fund that policy, because it is no use having the policy, without the resources. And I am sure that higher education will provide funds for that. Like they do for doctorates and...there are so much external funders that look at that. So, if we have got our ducks in a row internally, then we will have externally (P14).

(e) Good leadership

One of the concerns that emerged from the interview discussion is that many of those in leadership positions have a poor understanding of what it means to be a leader. Hence, this was blamed for poor talent management at the institution. As a way of developing talent, a strong executive who understands the challenges and has the ability to implement changes was suggested.

You have to have a strong executive, who has the capacity to Make these changes, and implement them. you also have to hire people, who are experts in this particular field, to come in with their ideas. So, hire appropriate staff to engage in this programme. Ok, not programme, but strategy. A very specific strategy (P2).

(f) Implement existing policies

Undeniably, and while it is acknowledged that the university has several policies on talent development and retention, their implementation has, however, been the cause of

disagreement. Hence, as a way forward, it was suggested that the university start by implementing the existing policies on talent management and development.

But then I must be quick to add that sometimes you can have a policy, and when you find that when it comes to implementation, you do not implement what is on paper. I think that is the area where I would provide my contribution. That they should implement what is on policy and be consistent (P11).

(g) Improve communication

Inadequate communication, particularly from HR, has been partly blamed as to why some staff have failed to seize the talent development opportunities. It was stated that many of the staff members, especially those who are not academics hardly receive communication on career development opportunities. Hence, it was essential that the university improves the way they disseminate and communicate vital information needed for staff growth and development.

On the strat plan, one is the communication. Make sure that you say the institutional one. And we also need to identify the core departments. In this case we have got HR, we have got finance, and we have got IT. That is so critical to the running of the institution, or to make it pre-emanate as we want it to be. So, their strategies should also be known to the entire organisation. So that now as the faculty of management sciences, when we say we want to do this, we need to see if finance can support us, IT can support us, if HR can support us. So, if we do not know what they are thinking, or what is it that they are planning to do to get the institution running...you can come up with a faculty strategic plan which cannot be supported. So, it means that that plan is unrealistic and unachievable. So, we need to understand so then we synthesize (P7).

(h) Improve processes

The approval processes within the university were noted to be very slow and delayed the implementation of recent changes and contributed to many talented employees leaving the institution. Bearing this in mind, it was suggested that the talent implementation process should be improved and be more efficient.

Processes especially should be improved; they should be efficient. For example, if a position is advertised, it shouldn't take long before the shortlisting and interviewing

process takes place, because you might find that by the time that happens, the person has lost interest, or has got an offer somewhere else (P11).

(i) Integrate talent management into strategic plan

As another way of enforcing talent development at the institution, some of the interviewees suggested that it should be integrated into the university's strategic plan.

Well, maybe not separately as a function, but as part of monitoring our strategic plan, yes, we do. Because we need to show how many staff have got Masters, how many have got PhD's you know. So, there is a monitoring mechanism. But it forms part of our quarterly reporting and so on. But maybe one should be more specific, there is room for improvement, let me put it that way. But my answer to your question is yes, we are monitoring, but as part of the bigger institutional performance, in terms of the strategic plan (P10).

Two, they should actually have a system that is integrated in terms of not...the systems between the professional development and the professional staff and the academic staff is in sync (P4).

(j) Paradigm shift to UoT

A peculiar challenge confronting the university is that things are still done as it were in the technikon setting. For example, the staff student ratio problem was a major challenge that needed to be addressed. Hence, it was suggested that the university has to shift their mindset from technikon to a standard of practice of a university of technology.

It is just like...we need a change in focus, as an institution, and a paradigm shift from what we were doing from our Technikon era to a UoT. First for me, we haven't fully aligned ourselves with the other UoT's way of doing things. We should be having the norms and standards. That is the document that should be developed from the DVC's office, the norms, and standards, to say, in terms of the norm, the number of students to be taught should require so many lecturers (P13).

(k) Provide clarity

Clarity of purpose was mooted as a key factor in developing and retaining talent within the institution. It was suggested that the university must be clear in their purpose, required skills, expertise, and innovation. These are captured in the excerpt below.

You need to be clear on what type of expertise do we need. You know, in academic sides and support sides, everywhere. So, your focus should be on ensuring that you have got people with the required skills, expertise, and also innovation. You know problem-solving skills. Because you cannot just employ someone that always needs...especially in higher education, you need people with initiative. You need people who can also be problem-solving. Because we are faced with so many challenges in higher education. So, focus on developing those skills and now that we are entering into a fourth industrial revolution, it is important that we start creating a mindset of...let us prepare our students for this imposing eminent new generation. It is important that we just don't start...universities are guilty of this. We are so comfortable with the programmes that we are offering. It is important that we assess the relevance of our programmes, and I know that your question is about focus areas for staff, but it links to that. So, you need to have relevant programmes, so that you can have people with the relevant skills to offer those programmes. You understand. So, there is that link (P10).

(1) Reappraise programmes

While it is recognised that higher education is highly competitive, poor-quality students were also blamed for lack of talent development and retention. Hence, it was suggested that universities need to revisit some of their programmes and curriculum in order to attract the brightest students.

Yes, with the relevant skills, to offer those relevant. But that is why I said it is also the issue of initiative and you know looking into what is really needed, and not just sitting back. We need to focus on this thing of moving from the zone of comfort...comfort zone, and now start looking out, because we operate in a competitive environment. Whether we like it or not. As much as we do get an overflow of students, but we don't always get the best students that we actually want. And for MUT to also get out of this negative image or a stigma of being an HDI. We need to start attracting students. Let me not say high quality, but well performing, good performing students. But there is this whole idea that MUT, and sometimes other UoT's also, they always get only those leftovers;

students could not get placement somewhere else. We need to change that around (P10).

(m) Retain experienced staff

Another suggestion was retaining some experienced staff members who are about to retire as mentors to other developing ones.

Number one would obviously be mentorship. We have got a lot of senior staff who are at or reaching retirement age. The university should look at ways of retaining those persons so that they are able to mentor those that are coming through the system who are younger (P3).

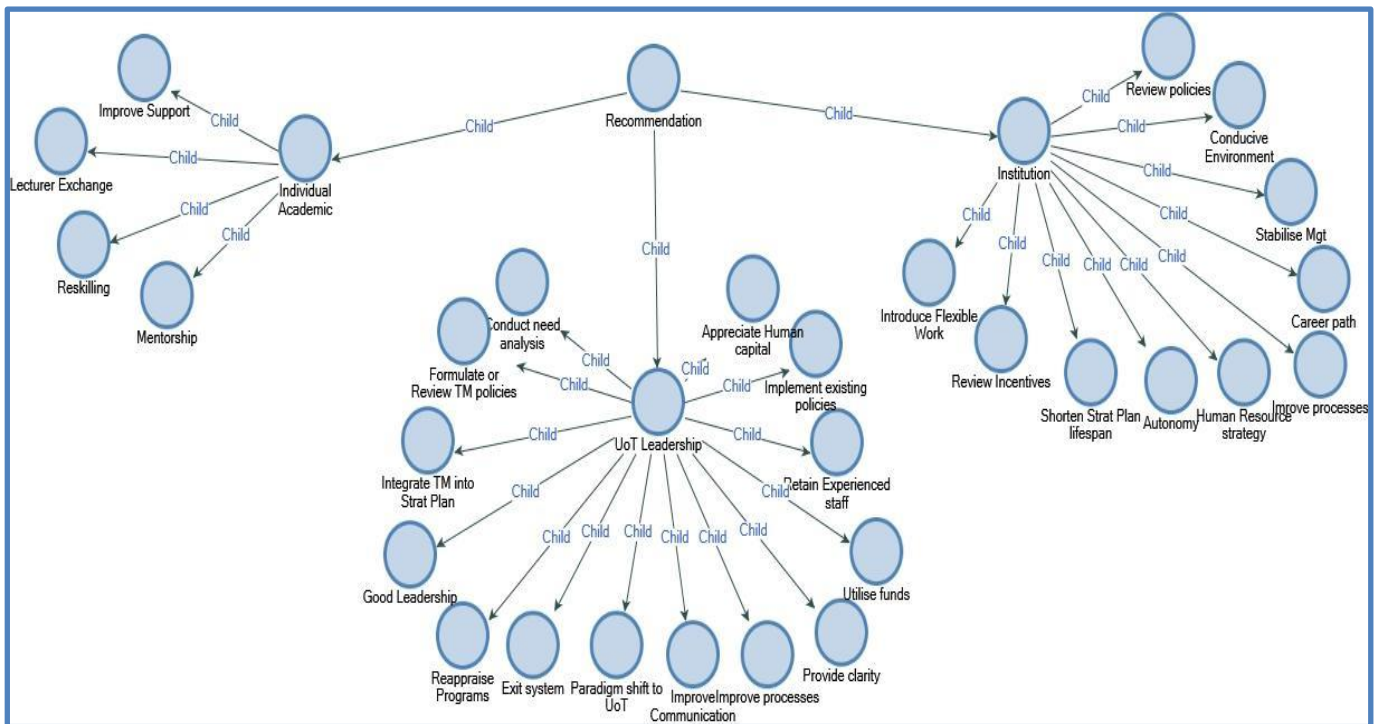
(n) Utilise funds

Emerging from the challenge confronting the institution is poor utilisation of funds. While financial constraints present a unique challenge, it was surprisingly noted that the university has a record amount of unspent funds sitting without effective utilisation.

There are grants also sitting at the university that have not been spent for development, and that run into millions. Now last year, it was over two or three million...not a bigger amount than that, Ramogale will know more about this. He came to some meeting, and said but there are funds for this, and we said "where are the funds," he said, "no unspent fund." Now that unspent funds are from the previous year. 81 million was not spent, and the department wanted to take it away, and because MUT put a case, they put the money back (P14).

Ultimately, the above theme suggests ways in which the university could improve their talent development and retention processes. While some of the suggestions were directed at the individual academics, others were centred on the institution and the leaders. It emerged that individual academics should engage in an exchange programme to enhance their skills, reskill their qualifications by obtaining an advanced certificate, and be involved in a mentorship programme. It was suggested that the university should be more autonomous in its policy making and development; create a career path and a conducive environment for its employees to grow and develop; make work more flexible and improve on the human resources strategies. It was suggested that those in leadership positions conduct needs analysis to establish the challenges confronting the staff and also the solutions to address the challenges.

A survey was advocated as a tool for needs analysis. It was also suggested that those in leadership should appreciate human capital by recognising the contributions of the staff and



rewarding them diligently. More so, the integration of talent management into the university's strategic plan was also proposed. In addition to these, it was recommended that the leaders should endeavour to implement outstanding policies that had stalled talent development at the institution. Figure 4.4 shows the sub-themes and the different facets of the recommendations provided in addressing the challenge of talent management and retention.

Figure 4.4: Sub-themes and different facets of the recommendations

The appropriate synergy and unity of the qualitative analysis above through the utilisation of thoroughly developed steps, categorisation, analysis, and dissection of the existing dynamics are fundamental in the understanding of relations, realities, existing structures, processes, and functions of a system that exists and is in the path of transition and has a very strong desire for future success.

The analysis encapsulates the dynamics, strengths and innovation of the system dynamics model, a model that has shown historically and at present that operational complexities and challenges analyses lead to solutions for the future. The above analyses lay the foundations for identifying and understanding the structures and challenges of the talent management system as well as the operational decision rules in existence. The analysis that involved a

limited degree of quantification to calibrate the simulation model is the foundation of the analysis that follows.

4.3 CHAPTER SUMMARY

This chapter has provided a discussion relating to the analysis and findings of the study. A qualitative analysis was undertaken using NVivo. Four consolidated themes were identified: talent development and retention; system for talent management and retention; process for talent management and retention; and recommendation for talent management and retention. The aforementioned themes were further categorised into nine sub-themes. A discussion relating to each sub-theme was provided and supported by interview extracts to give credence to the issues that have been identified. The results indicate that several factors impact talent management, namely, bureaucracy and a lack of proper promotion processes. Thus, in terms of bureaucracy, the processes at the university are cumbersome, such that it takes too long to get things done. Generally, it was noted that there is a need for a paradigm shift from the current way of doing things to ensure that the university processes are aligned with the best practices of other institutions. The next chapter will discuss model development using system dynamics causal loop diagrams.

CHAPTER 5 MODEL DEVELOPMENT WITH SYSTEM DYNAMICS'

CAUSAL LOOP DIAGRAMMING

5.1 INTRODUCTION

The preceding chapter provided a discussion relating to a qualitative analysis of the study using NVivo and the researcher's usage of analysis using the system-thinking paradigm. Several themes and subthemes were identified and discussed. This section presents an analysis and discusses model development and system dynamics causal loop modelling. Its basic focus is on system dynamics modelling with causal loop feedback diagramming. The process is rooted in the principles of systems thinking that have been instrumental in leading to a better understanding of MUT's key challenges for academics due to a multiplicity of factors that are directly and indirectly related to existing phenomena, processes, practices, and organisational structures.

The model development found is rooted in the findings of the empirical analysis associated with the wide variety of responses emanating from the captured data, which has been analysed and dissected holistically. The roots of the causal loop construction feedback diagrams are based on the common themes and their accompanying variables that have been identified, analysed, and dissected in the previous chapter. This chapter demonstrates the technique through which the variables influence and interact with each other in the process of creating feedback loops as well as the resultant consequences of these feedback loops towards leadership approaches to talent development and retention at MUT.

5.2 CAUSE AND EFFECT ON CAUSAL LOOP DIAGRAMMING

Time and space are the foundations of cause and effect in both simple and complex systems. Causal loop diagramming has been proven to be a highly significant tool of analysis with dissection and understanding of the development of complex systems. MUT, for assorted reasons, is a special case in the South African tertiary institution terrain. MUT is an integral part of a wider community of universities with its own systemic dynamics determined by processes, structures, relationships, and roots in a path that can be transformed through the introduction and perpetration of new visions, insights, and goals in the efforts to transform the existing circumstances into resounding successes.

MUT's realities have been rooted in decades of the researcher's experience. The historical background of perpetual challenges, turmoil and successes has been rooted in an everlasting effort to revamp and transform the existing identity into a new vision of excellence and success, despite the perpetual existence of complex processes that have created problems associated with the analysis of data and its relationship with the causal loop diagrams (CLDs).

The most important objectives of the CLDs are to identify the roots of the variable-based behaviour that influence institutional and organisational goals and comprise of arrows that link variables and the influences of one variable to the other are identified hereunder.

In an empirical effort such as the present, the utilisation of the CLDs can be described as an effort leading to a deeper understanding of the interrelationships that exist in a real-life situation within which a system's structure operates. This scientific feedback is instrumental in dissecting the continuous relationships between the different variables and the existing certainties of causes and effects. The most important objectives of the CLDs are to identify the roots of the variable-based behaviour that influence institutional and organisational goals and comprise arrows that link variables and the influences of one variable on the other are identified hereunder.

5.3 LECTURER WORKLOAD AND STAFF TURNOVER

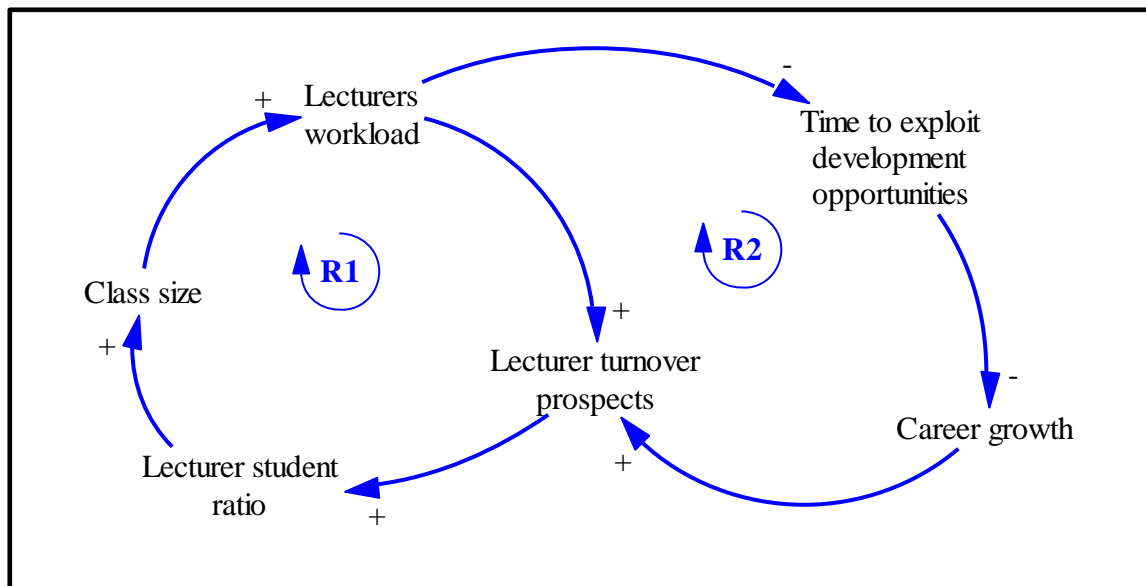


Figure 5.1: Work pressure induced turnover – R1 And R2,

According to Figure 5.1 above, as class sizes increase, lecturer workload increases due to additional administrative duties and more individual student consultation outside the classroom. This increased lecturer-student ratio and consequent workload increase will limit the time for lecturers to engage in professional developmental opportunities. This has the potential to lead to greater prospects for lecturer turnover.

These impact (+/-) the existing lecturer-student ratio. As lecturer workload increases, the time to engage in professional development opportunities decreases. As a result, these limited professional development opportunities negatively impact career growth prospects, which in turn increases the potential for lecturer turnover.

The variables identified in Figure 5.1 are the ones that provide evidence of the interconnectivity of the variables that identify the existence of complexity. Inevitably, following the dictates of scientific empirical work, the variables found and identified in Figure 4.1 have been based on the empirical manifestation of their identification and subsequent extraction from the concrete themes that were developed in the context of sense-making to be found in the previous chapter.

Historical experiences have shown that on occasions similar to the one under investigation, there is a strong possibility that the behaviours of variables could take diversified forms with differences in terms of strong or weak staff retention and development at the institution. Moreover, the variables that emanated from the research questions as identified in the process of the data analysis have been identified and illustrated in Figure 5.1. Following the process of small fragments of the CLDs, the construction of a composite causal loop diagram describes the ways the variables interconnect and influence one another at the institution through a holistic pattern.

The research has shown that the institution under the microscope is highly understaffed, a reality that has resulted in an overloaded workload amongst the academic staff. The findings that have emerged show that the lecturer-student ratio is among the highest in the SA higher education sector. This fact has been confirmed through existing official documents as well as academic empirical studies. Despite the existence of workshops and seminars in at least one faculty, such a situation leads to poor talent development in the institution and has created anxiety among a number of better qualified academics who aspire seriously to combine teaching with advanced research. There have been cases where academics do not have available time to attend seminars and workshops because of heavy workload. Heavy workloads have also been considered a serious barrier to academics involved in research or those who seek to complete post-graduate studies such as a PhD.

It was a unanimous decision that such a workload, combined with a high lecturer-student ratio is to be blamed together for the perpetration of what has been described as ‘poor standards of practice’ at the institution, for example, the university has no standard policy or norms that clarified the number of students that should be taught by an academic staff member. This means that the lack of norms and standards is a serious barrier to teaching and learning as well as the academics’ priorities. The belief that a DVC’s office is obliged to produce such a document that sets the norms and standards, associated directly with an appropriate and widely accepted lecturer-student ratio can be considered the first step forward in solving several problems associated with this key issue for both academics and students.

One of the fundamental reasons leading to the existing problem of heavy academic workload is the ‘short staffing policy’ adopted for years by the university, which has been described as a

‘critical challenge,’ especially its direct and indirect negative effects on heavy academic workload.

Additionally, the challenge of short staffing was attributable to the limited resources available at the institution. This, together with the existing limited pool of resources for selection and recruitment as well as the gaps and limitations of the budgets, lead to insufficient or lack of capacity in several departments. There is wide acknowledgement that the above realities associated with poor standards and norms of practice at the institution could be directly or indirectly responsible for the reality and reasons that result from the fact that some of the staff are overworked, and others are underworked. Inevitably, the general concern amongst academics is that such a reality is seriously damaging collegial relations as it affects talent development in the institution, academic growth, and research development as a real challenge for leadership and management at all levels.

The existing workload model has inconsistencies for a few reasons, the most important being that there are full-time academics in many departments who are overloaded with extra hours of work while others are underloaded. Such situations inevitably lead to the possibility of strained relationships amongst colleagues, as those that are overloaded are most definitely missing out on opportunities to develop their talents because of the existing inequalities in the process of their common responsibilities and duties. Academics who have a proven talent for producing advanced new knowledge through empirical research and publications, and then community engagement, pay the most intellectually and professionally for such inequalities.

The issue of workload is one of the key examples of human resource problems and challenges that have serious negative effects on the development of talent in the institution. These challenges have been blamed on the combination of poor management practices that lead to a lack of standard norms to guide existing management operations.

The findings revealed the interviewee’s deep feelings, pinpointing management’s neglect, and poor support towards them. It was felt that such actions affect academic staff negatively in their efforts to develop their talents. In addition, the emergence of the fact that while some staff were overworked, others appeared to be underworked pinpointed that such discrepancies

had contributed to the reasons why some staff could not pursue further academic development and research.

5.4 STAFF PROFESSIONAL DEVELOPMENT

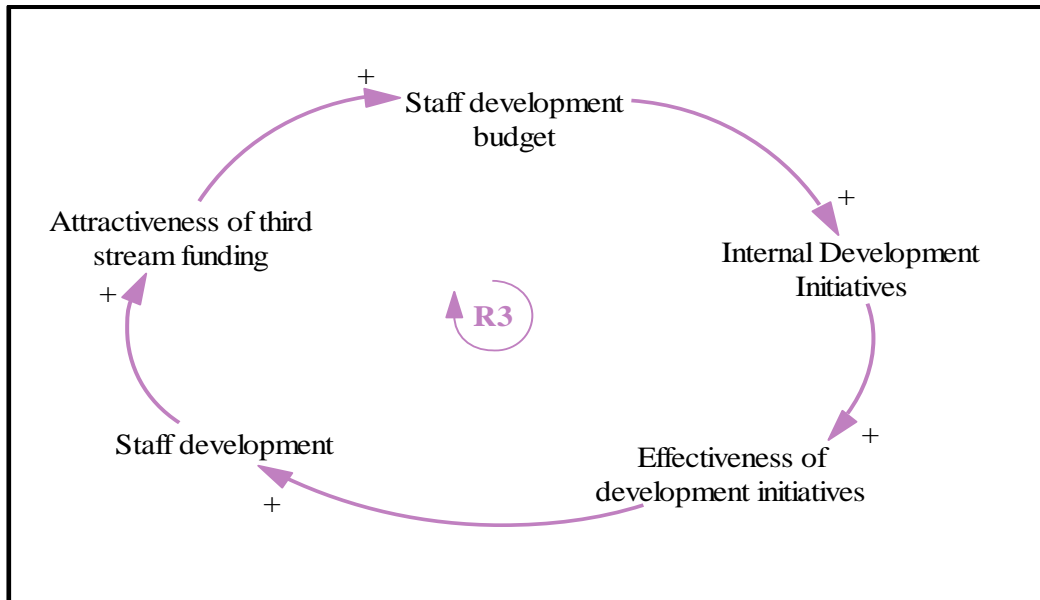


Figure 5.2: Resource dynamics on staff development

According to Figure 5.2 above, as staff development opportunities for professional development increase, the staff will improve their capacity to attract third-stream funding/income in the form of publications and other academic rewards, where the UoT will also benefit financially. These additional funds can further increase the staff development budget. This increased budget will allow for further internal development initiatives, which can be focussed and discipline specific. This will result in greater effectiveness of these staff development initiatives.

There is no doubt that the increasing competition among tertiary institutions internationally and in South Africa is not something new, but the new global developments from COVID-19 to the much-debated fourth industrial revolution have increased such realities. Inevitably, there are universities that cannot really compete with the most established and well-resourced institutions. This is more understandable in respect of South Africa's Universities of Technology, including MUT. It has become evident so far in the thesis that the institution, despite the realities associated with leadership and organisational problems over the years, has developed plans paving a new road forward with strategic and short-term policies that could

result in forward steps leading to more successful and well-planned human resources' structure and processes, instrumental in turning around the developmental realities of academics with talent and zest for excellence in teaching and learning, new knowledge production and community engagement at all levels. For these initiatives to become a reality, the variable of internal development initiatives together with the variable of effectiveness in the planning, careful design and implementation of these initiatives can only have a positive effect on the variable of staff development and the third-stream funding.

These realities pinpoint the fact that MUT, and especially its leadership, is obliged to create organisational possibilities and probabilities of a continuous process to upgrade the existing knowledge, skills, attitudes, and commitment of all employees towards the completion and expansion of the strategic plans for development. These strategic plans that exist on paper and have been known to MUT's staff need to be the guide of both leadership, academics, and administrators to be ready and instrumental in studying, dissecting, and analysing the existing circumstances and realities of the institution, its strengths, and weaknesses. Such a process of new knowledge production in relation to the existing institutional and organisational environment could lead to the structural and functional implementation of the existing strategic goals and performance.

The existing institutional environment leading to success in professional development is instrumental to staff retention and development as the key variable in the loop depends on the independent variables, such as the leadership and institutional will that takes a number of forms, especially a developmental budget specifically targeting academic excellence through internal training based on an effective and continuous developmental learning model, and a focus on results. All these initiatives have been processes that have been evident in the structure and processes of MUT's existing strategic and research plans. These are considered by those who understand the circumstances of such an environment as the foundations of effective planning, designing, and building of a solid and successful talent development approach. The success of such a process is based on structures and budgets built on the commitment and innovative platforms on the part of leadership and academically sound and research-based human resources strategies based on a clear understanding of the institution's vision, strategic goals, values, and culture. Such a developmental path is the most appropriate step forward as the foundation of a continuous expansion of a solidified learning model,

instrumental in focussing on the processes instrumental in the development of academic excellence through the continuous improvement of their skills, teaching and learning and research capabilities, human skills, intellectual attributes, and knowledge. All these improvements and steps forward are needed in the processes and university structures necessary to open the doors of strategic success.

Organisational will as the most crucial variable for successful outcomes in the processes and finalisation of talent development cannot continue unabated without the critical planning and implementation of well-prepared monitoring and evaluation of all talent development programmes, their challenges, problems, and successes. In the process of the empirical section of the research and through the interviews, evidence produced was described as the absence of a policy outlining the fundamentals and details of a strategic road paving the way to recruitment and management of talent, which pinpointed the absence of a human resource management strategy associated with this issue and a guide for its ultimate success. Even what has been described as the institution's 'talent management strategy' and 'skills development policy' were not really known or used by academic staff and were not described or accepted as policies of talent identification and retention.

There is a general belief amongst academics that the realism described above highlights the intellectual, professional, and individual challenges that exist and are barriers to talent development, recruitment, and retention at MUT. Given the above context, it can be assumed that the most important variables having positive effects on the systemic success of talent development and retention are associated with a number of university initiatives planned, designed, and implemented by the university leadership as the basis of present and future success.

Academic interviewees accept and agree that in the last few years several initiatives supported staff development at the institution that assisted them to advance their careers. The fact that the university leadership in the last few years initiated the creation of special funds for 'support training programmes, specialised workshops, and courses' to assist staff professional development undertaken by the research and/or retired professors and experts in a wide variety of fields was seen as a major step forward. These initiatives contributed to the

updating of existing knowledge, as did the introduction of MUT's 'exit strategy.' This process was described as a step forward because it provided the opportunity for the academic who planned to quit the organisation to provide honest reasons for the decision. Such an initiative, then, provides an honest exchange of the real world that becomes the foundation of an exchange of ideas that could ultimately lead to the retention of skilled and successful academics.

Such an initiative has inevitably been described in a number of ways, both positive and mostly negative, a process described by a number of academics as a crucial step under 'certain well-established circumstances' that are absent at present. This reality and process then requires improvement because it is important for the leadership and management of the institution to inform and guide all academics at all levels and improve the human resources realities so that the best academics will continue their services at the institution. It was felt that the existence of an exit strategy should be an integral part of an official policy because it is a direct engagement of a university that has and is involved in investing quite heavily in staff engagement. It was felt that such evolution would be an especially useful exercise because academics who wish to leave the institution have their own intellectual or personal reasons, which are in many ways important for the leadership of the university that hopes and aspires to retain of the best of its staff. It was established at the interviews that members of the university council had also inquired about the importance and outcomes of such interviews and their effectiveness in preventing turnover within the university because of the negative consequences associated with many individual cases. The inevitability of conflicting narratives amongst the interviewees about the authenticity of the exit interviews by the human resources staff at MUT cannot deny the possibility of effectiveness of the process as a strategy in the efforts to prevent talented employees from exiting the institution.

Arguably, globally and in South Africa, mentorship has been considered one of the key internal development initiatives and methods in the process of continuous and successful development of new talent that ultimately leads to excellence and possibly promotion and retention. This has been accepted as a key independent variable leading to success and it is based first and foremost on the actions and initiatives of financial and institutional support from the leadership and management of the university. It has been known that despite the successes that have occurred at MUT following the institution's mentorship initiatives such as

the New Generation of Academic Programmes (nGap) and the Teaching and Learning Development Centre in terms of installing new and fresh knowledge, as well as strategies and tactics in both teaching and learning as well as research methods for new academics and researchers, a number of issues still need re-thinking, especially related to the cases of successful nGap candidates offered six-year contracts as full-time staff members by the DHET.

The new promotion policies that were introduced a few years ago were described as having a significant role in staff retention, an independent variable of significance in terms of the loop structure. The strategy and tactics activated by the leadership and management of the institution were based on a policy that had professionally researched and prepared prerequisites, meaning that the interested academic was able to fully identify the areas to be developed in order to prepare adequately for promotion. It was agreed that the existing guidelines have been noticeably clear, making it easy for academics to follow the directions to success.

Given the nature of such a process, the basic characteristics of the policy and processes are explained. Hence it is up to those interested to thoroughly prepare a professional portfolio to be presented to a university committee chaired by the deputy vice chancellor for teaching and learning, who is leading a committee that has the responsibility of deciding if a staff member will be promoted or not. Depending on the department and its realities, the process leading to the final decision is based on a number of different operational levels and criteria. This means that academics are obligated to produce a comprehensive portfolio of evidence to the deciding committee, which plays the role of a panel and also includes externally based experts.

Despite the fact that in general the promotion has been labelled ‘a victory of excellence,’ there were a number of questions regarding the existence of ‘proper process, planning and implementation’ of it as it is recognised as a key element of talent development and retention. Such a position was related to the belief that the foundation of such a policy would and should be the academic merit of the candidate. It is believed that such a merit should be rooted in a clear, transparent, honest, and accountable process leading to the success of someone on merit and achievements alone. These accomplishments in teaching and learning or/and success and

outstanding performance, should be of the highest calibre. On the contrary, there is a strong belief amongst academics that the time period of academic service is at MUT the key criterion for promotion, in a process where the existing contractual situation plays a key role. This means that there is no hope for a non-permanent, contract-based academic to be promoted despite the fact that his/her performance is generally accepted as very good to excellent.

As previously mentioned on a number of occasions, the lack of a promotion policy dealing directly and clearly with the fundamentals and particularities of this key retention and development issue has been continuously mentioned as the root of existing challenges that have been described as a 'work in progress.' Policies and procedures are still in the pipeline for the future as there has been recognition on the part of the university leadership that this issue needs to be finalised officially.

Research incentives as an independent variable in the loop have been accepted by all MUT academics as an effective development initiative for staff because of its reputational and financial importance at all levels. It has been recognised as a key strategy utilised sufficiently by the institutional leadership in the effort to motivate the academic cohort. The university-funded participation in nationally and internationally recognised academic conferences has been acknowledged by the participants as a very useful part of a newly increased appetite for publishing in nationally and internationally accredited journals. It has been unanimously accepted that the ever-increasing success of academics in producing articles for accredited publications has elevated both the reputation and wide acknowledgement of MUT researchers and the institution at large. The inclusion of monetary incentives for publications has been a highly welcome node of approval by the successful researchers. In addition to these important initiatives, the university's decision, planning and implementation of incentives for those who acquire higher qualifications has been another welcome initiative, as is the continuous support for those academics undergoing post-graduate qualifications (Masters and Doctorates) with a 100% fee remission. Research awards and incentives for producers of new knowledge, especially those younger in age and experience, have been widely accepted as key initiatives fundamental in the processes of retention and further development of important initiatives that are accompanied by professional incentives related to teaching excellence offered to academics who excel in delivering their jobs.

Another independent variable of significance in relation to the talent development process variable is the performance management process that has been the outcome of a recent change across the university, beginning with the leadership and senior management before it is transformed into a reality for all other university staff. The new living and structural process and experience for the university has been described and acknowledged as a reality, which under the existing circumstances, has the ability to identify and develop talent. However, it has been widely believed that such a success could only become a reality when the structures and plans upon which it is based are properly utilised. This is a belief based on the reality that the identification of real talent, especially under the conditions facing academics at MUT, is extremely difficult because of the real, fundamental, and multiple challenges facing academics and the university at large. Accountability, transparency, and honesty were believed to be fundamental for the success of such processes and earnest questions were raised about whether the performance management system, a new development-based tool, could be structured and planned in a pattern guaranteeing honesty and accountability in such a new and challenging process.

These thoughts were based on the reality that the performance management system, a process that is still new in terms of existence and in its present form, is still facing a number of underlying problems such as the lack of comprehensive job descriptions, employee workload and a number of others. Such realities have been over the years acknowledged by the various leaderships, despite the fact that employees and their functions are integral parts of legislation, and official rules and regulations. These realities are known to everyone and are an integral part of the university's living systems and praxis, the foundations of an effective and efficient implementation of the performance management system amongst the whole staff.

It has been agreed that without a performance management system in place, the staff gap realities are exacerbated with the job description for academics still outstanding. Such gaps create serious problems and exacerbate the challenges, especially as it has been widely acknowledged that the workload model at the university, approved by the council but not implemented in any definitive form, has become a very serious obstacle to academic excellence in teaching and learning as well as research productivity. These realities create

serious gaps in the process of talent development and its outcomes. While these gaps are not filled seriously and substantially, the possibilities for successful and effective annual well-structured and detailed performance are exceedingly difficult, if not impossible, to build. It is a failure when such vital documents leading to development only scratch the surface and do not capture the realities and the truth. If a document does not uncover the truth, it is not a real instrument of talent development. Figure 5.3 shows the training dynamics at a university of technology, which encompasses targeted training, training effectiveness, reliance on external training and need for targeted training.

5.6 TRAINING DYNAMICS

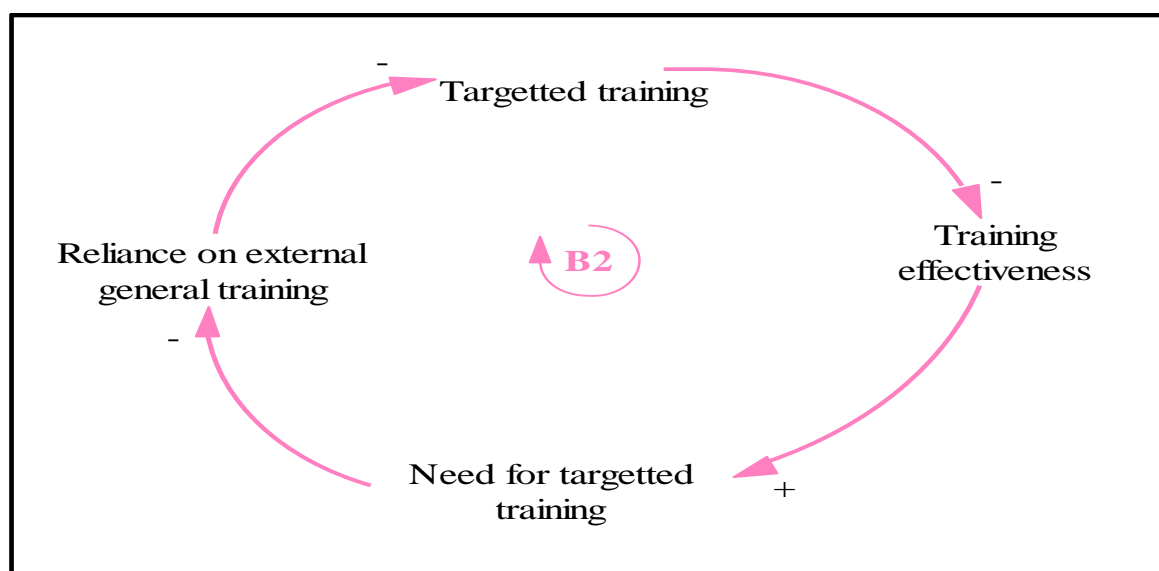


Figure 5.3: Training dynamics - B2

Currently, staff training occurs through individual departmental requests and university-wide needs identified by Human Resources and Development with limited funds available and a lack of consultation between Human Resources and Development and academic departments in the identification of training initiatives, staff become more dependent and reliant on external training programmes that are sanctioned by the university. These programmes tend to be generic in nature and, as a result, do not serve the targeted training needs of academics. As a result, the effectiveness of these generic training initiatives is diluted, which may result in the need for additional targeted training to meet and enhance the profile of academics. As the need for targeted training is met, there will be less reliance on external generic training.

The existing system for training in the build-up process for talent development and retention is aimed at increasing academic skills in terms of teaching and learning and research. It is within this context, that a picture of such institutional initiatives needs to be scrutinised as there have been a number of programmes and initiatives undertaken over the years, including courses, seminars and workshops for research excellence and general academic development, research awards and incentives, nGAP, promotion policies and replacement policies. that promote talent management, as has been already covered in the earlier section.

A respectable number of interviewees have indicated that over the last few years, the university's leadership initiated the special funds that support courses for staff's professional development. It was also noted that the university sponsors workshops that provide opportunities for their staff to develop themselves. These are additions to a series of research seminars that were initiated with success following the appointment of the first research professor in 2010. The latest initiatives have been the outcome of the existence of the 'skills funds,' which comprise courses that are offered to staff in terms of professional development. In addition, there are funded workshops so the institution's academics can attend outside training. These training courses are subsidised by the university.

The MUT mentorship programme and nGAP have been introduced by MUT with the aim and objective of providing effective, updated, and reliable innovative methods that are designed to develop new talent within an institution in need. It is important that within the context of MUT, such mentorship programmes and initiatives, such as nGAP and TLDC for academic development exist and grow, as it has been accepted that they have been directly involved in grooming recruits through the academic process.

Within this process newly trained and developed academics begin guiding, training, and developing their newly arrived colleagues even from different departments in the art of teaching and learning and research. Such new initiatives and collegiality are accepted as valuable developmental tools especially for those academics pursuing a doctoral study. Overall, there is a common belief that the mentorship programmes offered by the DHET through universities and the rest in the country are of excellent value and add to the process of academic development.

More importantly, it emerged that during the mentorship programme, the mentee had the opportunity to join the university on a contract basis after submitting an application to have employment for six years. Within this period the new employees are offered a number of professional and development initiatives that they undergo as a support for further improvement and development as has shown earlier. Most of the training that takes place at the institution are taking place through the planned activities of the skills units that have been established as the foundations of staff development processes and programmes for academics and researchers. Their main aim has been the building and developing of talent within the university staff at all levels and there is a general belief that the beginning of the project faced major challenges as the process was haphazard there was the belief and acknowledgement that there was convincing evidence of a much better performance.

It was believed in general that there was a very strong living collegial approach on the part of participants, initiators, planners and those in charge of the programme that the efforts to capacitate academics as well as administrators with well-planned and developed skills were based on a proactive, not reactive principles which have been supported by healthy budgets to departments. These budgets were based on collective debates amongst the staff members who decided the processes that were presented to the relevant authorities by the Head of the relevant department. In most cases it was thought to be the result of a collective effort.

Within this positive and committed positions agreed upon by the majority of the research participants, a small number of interviewees had a problem with the reality that such processes were not based or supported by a well-planned and structured university policy, a reality that as seen above there has been a common denominator of staff disagreements. Such a position is based on the fact that despite the well accepted reality of the existence of such realities and functions they are basically an 'accident' because they are seen as not based on a 'deliberate effort.' This means that the existence of a skills office and the undertaken structure activities are not well planned according to research pinpointing the existing gaps of skills amongst academics undertaken by the establishment. On the contrary, the minority believed, the office was expecting the staff members to identify programmes to be presented to them. Inevitably, even though the latter belief and opinion was supported by a small number of participants such attitudes indicate a strong difference of opinion amongst academics who at every level need to play a key role in deciding, planning, and acting in the university decision

–taking initiatives in such issues of key importance for their own and the university’s development.

Another reason pinpointed as a serious impediment to academic staff development was the lack of existing financial resources that are available for such initiatives. The reality of such a fact has been over the years evident in the university’s Annual Reports that reflect unutilised funds running into millions, including grants that have not been spent for development. There was evidence produced of a R81m existing and was not spent, a fact that forced the DHET to have them it returned to them until the university leadership convinced the government authorities to keep it. As evidence of such a phenomenon was made available it is important to conclude that such a consistent report of unused funding at different financial years is seriously disturbing and especially at the terrain of academic and administrative talent development. Such a reality can fairly be judged as the outcome lack of serious management planning, and foresight. In general, it could be considered as one of the key barriers to the planning and implementation of serious and advanced recruitment and retention of talented staff in the institution.

Generally, it is acknowledged that financial resources are a key determinant to any decision-making process, and throughout the years MUT despite the realities described above it has over the years and for many reasons have faced the realities and consequences of limited financial resources, a fact that leads to immeasurable challenges for talent development and retention. It is a relatively small university in competition with many highly resourced institutions, which on many occasions attract MUT’s real talents, especially the researchers achieving an elevated level of productivity against all existing problems and challenges at all levels. Understandably better salaries, resources, career development and possibilities attract up and coming and/or established young or middle-aged new knowledge producers.

MUT’s budgetary situation has been described for many of the reasons already researched, analysed, and dissected is considered as not efficient in the effort of providing academic development because of what has been described as ‘prohibitive costs’ both in the short and long or medium term. There is no difference of opinion in the reality that budgetary constraints extoll exist and have been existing for many years. There is no doubt that the

institution has over the years suffered the loss of talented and productive academics because of such realities and the ruthless competition. The importance of financial resources is a crucial issue, but it is highly interesting that the most important agreements amongst academics was based on such realities pointing to the fact that university loses and has lost a number of its academics possessing the brightest talent to their competitors due to budgetary constraints and the leadership and management acts and behaviour as they cannot compete with its limited resources, but have extremely scarcely mentioned the positive steps forward undertaken in terms of these challenges and realities. As shown In Figure 5.4, Increased levels of autocratic planning (top-down planning) have the propensity to result in increased generic staff development interventions. The lack of participation by staff in these planning processes impacts negatively on the effectiveness of implementation. As a result, this will require leadership within the university to review governance systems and processes by developing and amending policies to align itself with institutional outcomes.

5.7 CONSULTATIVE STRATEGIC PLANNING

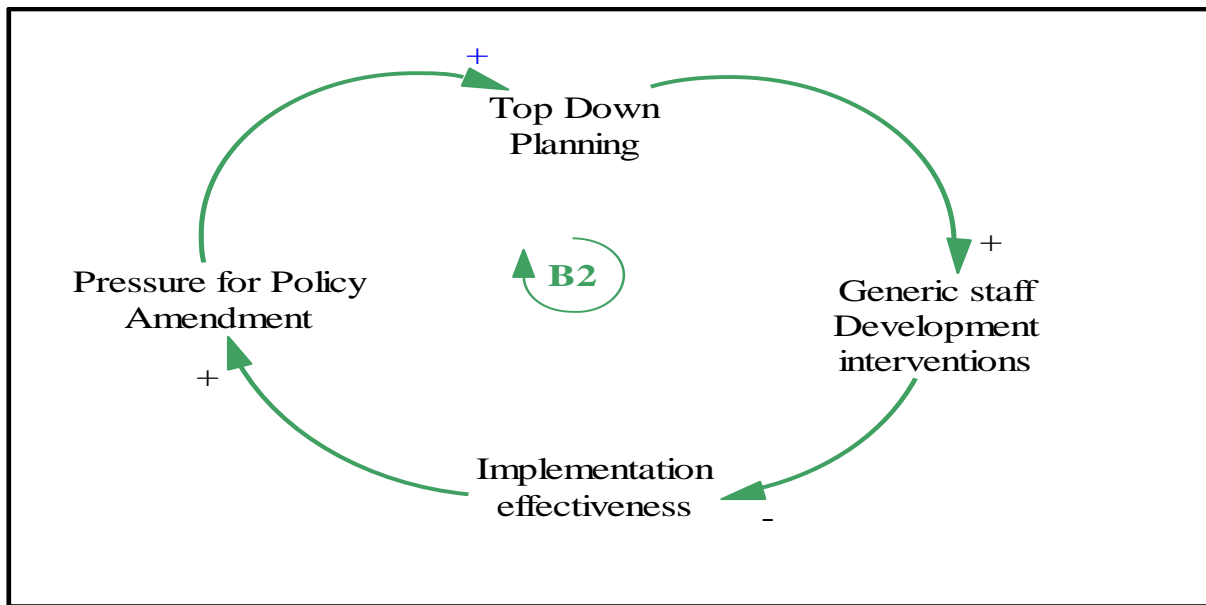


Figure 5.4: Consultative strategic planning

The previous analysis and dissection of existing realities pinpoints the existence of a historically rigid decision-making and implementation on the part of the leadership, which leads, in most cases, to a number of problematic processes in terms of the implementation of talent development and staff retention. As earlier noted in the bureaucratic processes because of the leaderships operational realities has been described as a serious impediment to talent development in the institution. The belief amongst participants has been that such processes have been instrumental in slowing down existing processes in the path leading to the finalisation of policies at all levels. What has been described as the ‘perpetual’ changes at top leadership and management positions which had direct and indirect negative effects of talent development and retention. These, it was thought, were the outcome of ‘top-down planning’ implementation of key actions that lead to procrastination in planning, a reality associated with the continuous changes at leadership and management positions throughout the years. In such situations, the lack of stability and continuity inevitably leads to the lack of direction, because newly appointed leaders and managers carry out their own beliefs and ideas about the future.

Such realities that have been accepted by the majority of interviewees as the root of autocratic, top-down thinking and planning leads directly to a wide variety of bureaucratic processes that are a key impediment to a well-planned and implemented way forward as talent retention and development is not in the agenda under such circumstances. The lengthy

administrative processes lead to major challenges leading to decisions that occasionally defy the existing protocols and levels of authority, realities that have been described as major threats to academic talent management and development.

The fact that there has been a perpetration of serious gaps in leadership and regular changes in the institutional higher ranks that has led to policies associated with the lack of well-planned and implemented policies related to a talent management system that is integrated and flexible thus playing a vital role in retention and staff development at all levels. This has been directly related to what has been perceived as the complete control of the MUT leadership over the management and functions of the Human Relations Department of the institution and the serious weaknesses of this important department for many years, a fact that leads to academics and staff in general ignorance of the existing opportunities that are available for growth.

Within this context there is a wide belief amongst the interviewees that the lack of succession plan in the form of a policy that is implemented has a serious negative effect on academics who not only had positive ambition for progress but were also committed to their duties and responsibilities which they followed with dedication and commitment without receiving the 'expected rewards'. These realities were described as 'lost opportunities,' two words leading to the belief that a professional and intellectual step forward was leading to the road of another institution offering better conditions for further development.

The general feeling was without a proper, well planned, and institutionalised succession the opportunities associated with continuous challenging work and efforts for development were non-existent and all this because of the lack of solid and implementable human resources policies and strategies according to the realities, rules, and regulations for higher educational institutions. Such widely accepted feelings and opinions pinpointed that the adoption of a hybrid approach for talent management and development was an urgent necessity and the only way that would allow a line manager who has identified potential, excellence and commitment amongst academic colleagues not only to communicate these realities to management and leadership, but also undertake steps leading to the path of individual and collective development. This reality is based on the fact that line managers are the appropriate

managers able to identify a colleague who possess the knowledge, commitment, understanding and zest for excellence who deserves further development and promotion.

Within the same context a number of realities were identified that pointed to a ‘mixed’ approach on the part of the university leadership and management associated with truly relevant human resources challenges and reality issues. Thus, there were serious questions on the fact that there was a continuous extension of the appointment of a number of employees who had already reached retirement age while others were denied that privilege without explanations and critical modalities associated with such decisions and their processes. It was strongly felt that such decisions were unfair and was described as counterproductive for talent development.

The leadership priorities associated with the continuous improvement of teaching and learning as well as new knowledge production have been described as ‘weak’ in the processes associated with the equal treatment of all academic staff at all levels because of what has been described as ‘selective treatment’ of staff, a grave concern in relation to retention and staff talent development. This strong belief is associated with a general feeling that leadership and management in general hold their own opinions on who ‘they wish to keep and develop,’ basically without really considering the realities of a visible complicated situation and existing circumstances. Such ‘selective treatment’ was accompanied by what was described as the different treatment between permanent and contract staff as the latter category staff members were not promoted even in cases of performance excellence in comparative terms. Given the undisputed fact that the university has a performance management system in place such a reality is in complete rejection of the policy that promotions are merit-based processes, whereby someone whose performance is excellent deserves to be promoted despite that he/she is not a permanent staff member. It is an issue that needs policy, planning and implementation because any leadership policy needs to be performance oriented, while what is the policy at present treats promotion as based on the years of service instead of performance, a fact that in most cases has negative consequences in the processes of talent management and retention. The above dissected existing reality has been seen and described as a ‘selective staff treatment’ as it has been found throughout the years at both academic and administrative component of the existing human resources of the institution. The leadership of the university was described as ‘picky’ in terms of such an existing situation, especially at what has been

seen a ‘critical terrain’ in terms of talent development in the terrain associated with the practice of selective staff treatment.

Leadership consistency and productivity are founded on several key principles, relations and trends as the researcher has already indicated in the previous chapter. These roots of solid, innovative, and widely accepted institutional leadership are the elements of creativity that results in the introduction and development of structures, functions and processes that cement and accelerate for institutional development at all levels, especially talent development and retention for all categories of existing and future staff. In case such initiatives begin to make a seriously advanced productivity at all levels, the leadership is widely acknowledging by all sections of the staff and are encouraged to develop new policies taking the institution forwards in all directions. In our case lack of leadership continuity, and the perpetual leadership changes facing the institution have resulted in a series of serious policy gaps, limited policy opportunities and planning, development-opening paths, and careful implementation without setbacks. Throughout the last 10 years MUT has faced an unprecedented lack of leadership continuity in the institution. During these periods, there have been several leaderships changes a number of assessors attempting to collected data, analyse, and dissect a wide range of insufficient details, leadership corruption, internal and external infighting, perpetration of ends without new beginnings, five-year contracts never completed, the discontinuation of supply and demand consequences and steps forward, backwards, and nowhere. Inevitably such occasions can only lead to instability not only for the leadership and management, but for the whole institution, situations that change rapidly create a work environment of dilemmas based on uncertainty, an atmosphere not conducive for work. The main question then remains within the limits and realities of a question that sounds simple, but it is not’ ‘so what now?’ It is important for all to know where the institution heads to and the new forthcoming environment which is envisaged to be rooted on solid and stable leadership knowing what the next correct step leads to. This because university employees are always interested and hopeful for leaders that can be trustworthy, open, understanding, honest, humanist, communicative and people centred. Once it is believed that these are the leader’s characteristics, staff would be able to do the best to their abilities. This is the outcome of a mentality associated with their wish to produce the best work in an environment where they are certain about the direction of the institution is heading.

There is a strong belief amongst the academics that the continuous changes of those in leadership positions leads to the reality that it become extremely difficult, if not impossible to plan and implement any meaningful changes in the policies of the institution because they are not given the opportunities to think, plan and act. It has been indicated that the processes associated with these changes are based on what has been described as the 'very fluid nature of those occupying high level posts at senior management level especially the EMC level, HR and finance.' The belief that all these sought-after positions were extremely desirable because of the high salaries and other other benefits was the root of what has been described as the realities leading to the existence and perpetration of acting vacancies.

Such realities that have been evident for a number of years in the official audits of the institution point to the irrefutable reality that the root of the existing problems, dilemmas and challenges is the reality of the high turnover of members of the executive management, beginning from the highest institutional echelons and moving downwards to the leaderships in supply chain and human resources departments. It is known that that several departments and their leaderships have been under investigation. Such investigations are known to be developing in a way that instead of increasing departmental stability they destroy it even more. Such processes are instrumental in playing a key role in the destabilisation of departments that are important in the very foundation of survival and further development of the institution. It was strongly felt then that the leadership gaps and perpetual instability in key institutional departments are key impediments towards positive changes.

There is a strong belief that that the university cannot move faster towards excellence primarily due to leadership's top-down planning that leads to serious problems, perpetual changes at the higher level and lack of a stable sense of direction. This means that in most, if not all, cases the high turnover among the executive management, has created and keeps on creating serious challenges and problems for successive leaderships to be instrumental in making serious contribution to talent development. This because the absence of management continuity has throughout the years presented a barrier and threat to talent retention within the institution. Top-down planning on leadership and perpetual changes as described above are a serious impediment to staff development initiatives and interventions.

African University of Technology, the contributing factors to the success or failure of such processes as well as the institutional and academic challenges that exist as shown in Figure 5.5. Within this context, funding and financial realities were debated, analysed and dissected as were the challenges and dynamics of career prospects and realities, the importance and ramifications of teaching and learning as well as new knowledge production through innovative research the manifestations and repercussions of teaching workload, and student enrolment, the dynamics, realities and challenges associated with academic career prospects, incentives and/or the lack of them, academic poaching and its repercussions, incentives, capacity building realities for academics, research workshops, seminars, research financial incentives at a number of levels, the nGAP policy, academic upskilling, structured mentoring and supervision, efforts for continuous development, support of staff and tutors, the realities and review of the workload model, incentives awareness, incentives' awareness, renewal of existing policies and leadership problems and challenges as indicated in Figure 5.5. The challenges facing MUT academics over the years have created a collective academic outlook based on several shared challenges associated with career prospects, intellectual, teaching and learning and a conducive environment for the creation of new knowledge. All these realities are directly and indirectly related to academic elevation, security, retention, and intellectual development at all levels.

The academic, intellectual, and professional future of MUT academics can be transformed further through collective, group and individual initiatives that can become instrumental in shaping a better future. Such initiatives ought to be founded on a collective understanding of realities and challenges, the continuous development of genuine collegiality and mutual respect, and a truthful and fruitful relationship with the university management in terms of decision-making, planning and implementing short- and long-term future policies and developments. The historical lessons emanating from both successes and failures of the university throughout the years need to be absorbed honestly by the institution's academics and the existing challenging circumstances exacerbated by the COVID-19 pandemic have inevitably led to new ways of thinking, understanding, and acting at all university levels, including the institutional leadership and management. While the university assessor continues his dissection and understanding of the present reality, every academic at the institution needs to think, understand, and analyse the realities as they stand. The most

important conclusion paving the way forward is honesty, patience, understanding, unity, transformation, collegiality, integrity, transparency, effectiveness, and efficiency.

5.9 CHAPTER SUMMARY

This chapter has presented a discussion, analysis, and development of system dynamics causal loop modelling. The system dynamics modelling with causal loop feedback diagrams were presented and the major themes were highlighted. The developed models emanate from the findings of the empirical analysis that is linked to the participants' responses from the data that was captured and analysed holistically in chapter four. The next chapter will delve into the discussion relating to the summary, recommendations, and conclusion of the study

CHAPTER 6 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The preceding chapter has discussed the development of a system dynamics model using causal loops. Work pressurised induced turnover, resource dynamics for staff development, training dynamics and consultative strategic planning causal looping models were developed. The current chapter will discuss the summary, recommendations, and conclusion of the study. Specifically, the chapter will provide an overview of the theoretical study; compare each objective and the corresponding findings, and the implication and contribution of the study. Lastly, the chapter will discuss the conclusion and provide a suggestion for future research.

6.2 SUMMARY OF THE THEORETICAL STUDY

Leadership approaches, staff retention strategies and talent development strategies are critical for the management of staff, organisation productivity and effectiveness. This study aimed to evaluate leadership approaches to talent development and retention at a selected UoT using a system dynamic modelling approach. In order to ground the study, an extensive literature review was performed. Chapter Two discussed leadership approaches, staff retention strategies and talent development strategies. Specifically, it was highlighted that organisations must employ various strategies and techniques to identify, recruit and select talent capable of high performance to advance and achieve their strategic goals. Furthermore, it was highlighted that HR strategists in universities are expected to come up with talent development strategies that conform to the respective laws such as the Employment Equity Act to achieve their institutions' strategic goals.

The literature review further discussed leadership theories such as trait, contingency, and behavioural leadership theories. It was further noted that leadership plays a critical role in the process of discovering, attracting and nurturing talent. Thus, it is up to the leadership and management of an organisation to utilise their talent in such a way that enables them to plan and implement talent management strategies at all levels. This is because they deal with key employee issues and their most significant function is to enhance the organisation's competitive edge through such processes.

Chapter Two also discussed motivation theories as one of the key concepts for talent retention and management. In this regard, equity theory of motivation, McClelland's theory of needs, Herzberg's two-factor theory (hygiene factors and motivating factors), Maslow's hierarchy of needs, and Vroom's theory of expectancy was compared to provide a deeper understanding of the different theories that are important for talent management. Lastly, the chapter presented a literature review related to systems thinking and modelling, theoretical underpinnings of soft systems methodology and causal loop modelling. Thus, system thinking as a broader theory holds that all things and events must be understood within the context of this larger whole.

6.3 RESEARCH OBJECTIVES

The study aimed to evaluate leadership approaches to talent development and retention at a selected UoT using a system dynamics modelling approach. Specifically, the following objectives were derived from the aim of the study:

- To identify the systems and processes that the selected UoT employs for talent management.
- To identify the major factors that impact talent management at the selected UoT.
- To identify and explore leverage points where appropriate interventions can be made to improve talent management strategic outcomes at the selected UoT.
- To develop a system dynamics model that articulates the interdependency of numerous factors affecting academic staff attraction, development, and retention for a selected UoT.
- To explore existing leadership styles, initiatives, and priorities essential for talent management at the selected UoT.

6.4 REFLECTION AND EVALUATION OF OBJECTIVES

The study sought to achieve the objectives set in section 6.3. The following is the discussion relating to the evaluation of objectives. In this regard, the objectives are discussed in relation

to the findings of this study as highlighted in chapters 4 and 5.

6.4.1 To identify the systems and processes that the selected UoT employs for talent management.

The first objective sought to identify the systems and processes that the selected UoT employs for talent management. The findings of the study show that the university has many systems and processes in place such as courses for academic development, research award and incentives, mentorship programme and NGAP, promotion policy, replacement policy, etc. that promotes talent management. On courses, it was found that the institution has special funds that support courses for staff professional development. Members of staff are also supported if they want to attend workshops to enhance their skills. In addition, the institution has several mentorship programmes in place such as NGap and TLDC for academic development. Senior members of staff are also directly involved in grooming recruits through the academic process. The findings further showed that the university has an academic promotion policy that spells out the process for academic and administrative staff to get promoted.

6.4.2 To identify the major factors that impact talent management at the selected UoT.

To achieve this objective, members of staff were requested to identify the major factors that impact talent management at the selected UoT. The results indicate that several factors impact talent management, namely, bureaucracy and lack of a proper process for promotion. Thus, in terms of bureaucracy, the processes at the university are cumbersome, such that it takes too long to get things done. In terms of promotion processes, the current framework only provides for permanent employees and not contract employees. Employees on long contracts do not benefit from the current policy, no matter how good they are in terms of their work performance.

6.4.3 To identify and explore leverage points where appropriate interventions can be made to improve talent management strategic outcomes at the selected UoT.

Several factors were identified as leverage points where intervention is needed to enhance talent management, namely, reskilling, attending mentorship programmes, reviewing policies and incentives, and stabilising management. It was found that the challenge in talent development and retention in the institution was the high turnover among the management

staff. Given this concern, stability in those in high management positions was suggested as a way to address the issues surrounding talent management and development.

6.4.4 To develop a system dynamics model that articulates the interdependency of various factors affecting academic staff attraction, development, and retention for a selected UoT.

The fourth objective of this study was to develop a system dynamics model that articulates the interdependency of numerous factors affecting academic staff attraction, development, and retention for a selected UoT. Based on the findings of this study, a system dynamics model using causal loops was developed as shown in Chapter 5. Using the system dynamics approach, the following key engagements, for example work pressurised induced turnover, resource dynamics for staff development, training dynamics and consultative strategic planning, were developed. As shown in section 5.3, an integrated SD-CLD model on leadership approaches to talent development and retention was created as a comprehensive framework that encompasses all facets of talent management.

6.4.5 To explore existing leadership styles, initiatives, and priorities essential for talent management at the selected UoT.

Lastly, the study evaluated existing leadership styles, initiatives, and priorities essential for talent management at the selected UoT. The findings show that the university's leadership should be able to appreciate human capital, such as employee contributions to the institution. The study also found that there is a need for "good leadership." However, the challenge is that most of the people occupying leadership positions have a poor understanding of what being a leader should be. Thus, good leaders are expected to have an understanding of how talent is developed and managed. It was also found that there is poor implementation of existing policies because policies only exist on paper and not in practice. Hence, there is a need to "improve implementation of existing policies." Another grey area is that there is a need to "improve communication." For instance, it was found that many members of staff, especially those who are not in academic positions, do not receive communication on career development opportunities.

6.5 RECOMMENDATIONS TO THE INSTITUTION

Based on the findings of the study, the following recommendations are proffered to improve talent management in higher education institutions, specifically the selected UOT:

6.5.1 Strategic thinking, plans and management

The existence of innovative and forward-looking strategic documents at MUT pinpoints a commitment to a future based on staff development, the creation and expansion of post-graduate degrees, including Master's and doctorate degrees, as well as initiatives leading to third stream funding. Such tangible and achievable realities point to the fact that the institution, and especially its leadership, have been facing several immediate obligations instrumental in advancing the creation of several organisational probabilities and possibilities. These are associated with a continuous process of upgrading the existing knowledge, skills, attitudes, and commitment of all employees towards the completion and expansion of the strategic plans for development at all institutional levels, prioritising the academic sector.

MUT's staff is familiar with these strategic plans that exist on paper and serve as guides for leadership, academics, and administrators as they study dissect and analyse the existing circumstances and realities as well as its strengths and weaknesses of the institution. Such a process of new knowledge production in relation to the existing institutional and organisational environment could lead to the structural and functional implementation of the existing strategic goals and performance. They have been the foundations of several internal development initiatives that have proven to be successful in a few academic and intellectual landscapes. These include student pass rates, an increasing number of academics receiving doctorates, an increasing level of research publications in accredited local and international journals annually, several of them with high impact factors, and the creation of new post-graduate programmes.

The positive developments indicate an expansion of a new culture of commitment among large sections of the university's academic community towards intellectual elevation supported financially at many levels by the present leadership of MUT. It is a widely accepted developmental path, recognised by the National Research Foundation, pointing to the key steps founded on the vision of an advanced model leading to academic excellence. This means that, despite the complex challenges facing the university over several years, the possibilities and probabilities of the continuous expansion of skills improvement for all academics in the terrain of teaching and learning and new knowledge production need to continue.

The continuation of these forward-looking efforts and achievements can be further advanced by a joint effort for the creation of collective organisational planning and action, a key variable for the advancement of successful outcomes in the processes and finalisation of talent development. Leadership associated with commitment, dedication, wide knowledge, integrity, honesty, transparency, and accountability is the root cause of careful and deeply thought-out planning and implementation of well-prepared monitoring and evaluation processes associated with all talent development programmes such as seminars, workshops, face-to-face or group training sessions as well as their successes, failures, challenges, and problems. Staff development opportunities for professional development at MUT have increased substantially in the last few years and their continuation will improve academic capacity, aiming at the development of post-graduate programmes and the attraction of third-stream funding/income in the form of publications and other academic rewards, as well as training programmes to be introduced in the future. Such additional funds can only play a new progressive role in the

process of increasing the staff development budget further for the benefit of both academics and the institution. Such an expanded budget will allow for further internal and advanced development initiatives that can be focussed and discipline specific. As a result, there will be greater effectiveness of these staff development initiatives.

6.5.2 Training

Training in all disciplines and sections of a university community has become a necessity, a reality that throughout the years has been considered a central theme in the processes of knowledge advancement for both academics and administrators at all levels. MUT's staff training over the years has taken a several forms throughout its history. When the first stream of training began on the Umlazi campus in 2010, following the appointment of the first research professor, the door was open for both academics and administrators, but in 2021 the circumstances have changed. Staff training was offered in response to departmental and faculty requests shaped by the university-wide needs.

The lack of consultation between HR&D and individual academic departments and faculties as well as the lack of sufficient funds have been mentioned as the roots of the continuous reliance on external training programmes that have been described as generic and not satisfactory for the needs of academics. These realities mean that academics have been for years in serious need of targeted training that will enable them to meet and enhance their knowledge of all key duties and responsibilities, including teaching and learning, research, and community engagement. Hence, it is believed that when the existing need for targeted training is met, there will be less reliance on external generic training.

This reality means that, despite the fact that the decisions of the leadership and higher management during the last few years have led to both positive and negative situations in the institution, more significant inclusion of academics in decision-making processes is needed. This could be a movement that can be rooted in the realities of a functional and innovative senate and the leadership and management of all faculties and departments. This might sound like something common at universities, but MUT's history and fluctuating successes and failures have pointed to the fact that better communication channels amongst the organised forms of all employees, such as the two trade unions in existence, the leadership and

membership of faculties and departments amongst themselves, the administrative sector, the leadership, and management, are imperative. Within such an environment, targeted training as a fundamental element of talent development and retention needs to be a serious theme at departmental and faculty meetings. A targeted training initiative dealing with a PhD in physics is different from the one in accountancy, although both are fundamental in developing the skills of academics in terms of teaching and learning and research. Hence, departmental courses, seminars and workshops for teaching and learning research excellence and general academic development need to be seriously debated within a given collegial, intellectual, and academic environment.

6.5.3 Leadership

University leadership and its repercussions are one of the key research topics internationally because of their crucial participation in the vision, aims and objectives, as well as planning and implementation, paving the way forward to a successful institution. The last two are considered the foundations of excellence, mediocrity, or disaster. Top-down planning has been shown internationally and empirically to be disastrous for universities. This means that active participation of all institutional staff, including academics, should be at the forefront of participation in their faculties, department, trade unions, the senate and the institution's council. Active participation and intervention provide an antidote to leadership induced levels of top-down planning, since in most, if not all, cases such processes, realities, knowledge and understanding of existing or future governance structures, systems, and policies cannot be challenged before they reach the implementation stage.

Such direct and continuous participation and intervention not only opposes potential impediments to talent development in the institution but also the creation of new, progressive, and forward-looking new policies that will bring the possibility of more progressive and developmental policies. MUT at present is facing another one of the DHET's 'assessors' attempting to solve the institution problems from the outcomes of perpetual leadership's top-down planning and implementation of key actions, leading to instability and lack of continuity. Realities associated with the perpetual control of senior leadership and top-down leadership behaviour have been considered as the foundations of the lack of key policies such as the policy associated with the crucial element of succession planning, a reality that has

created a number of serious negative effects on committed and dedicated academics. This fact was also related to the reality of a continuous extension of the appointment of several employees who had already reached retirement age, while others were denied that privilege without explanations and critical modalities associated with such decisions and their processes.

Within the same landscape of professional and policy realities, robust evidence pinpointed the existence of ‘selective staff treatment’ that has become common knowledge amongst all staff members at the institution. What has been called a ‘picky’ leadership has not been collectively challenged by academic and administrative staff in a ‘critical terrain’ related directly to the practice of selective staff treatment. Such existing realities can only be faced decisively through the collective wisdom and activities of all university sectors.

6.5.4 Action plans and relationship management

The overwhelming responses of the interviewees pinpoint the negative effects of class size increase, the increases in the academics’ workload because of additional administrative duties and more individual student consultation outside the classroom, leading to serious prospects for lecturer turnover. These realities can be overcome through a number of initiatives, including planning and action that can lead to better conditions of service, lower workload, better working hours and better pace of work. Cordial relationships amongst colleagues, exchange of ideas and peer support can be instrumental in increasing the degree of sharing ideas, plans, help and respect amongst academics; leadership and managerial commitment to unity and open debate and decision-taking and supportive behaviour lead to new foundations of collegiality that will be increased through clear understanding and assistance from line managers. Inevitably, better understanding on the part of leadership and management and efforts to analyse and dissect the problems and challenges emanating from poor infrastructure, increased student numbers and the increasing employment and assistance by post-graduate tutors in administrative services will have a positive outcome for both teaching and learning, as well as more commitment to the process of research initiatives and new knowledge production.

6.5 CONTRIBUTIONS OF THIS STUDY

The key aims and objectives of the empirical study undertaken by the researcher in the effort to create a deep understanding of the realities facing the academics at a technical university in South Africa and their relationship with retention and professional development through the utilisation of the systems theoretical approach have been fulfilled. The utilised theoretical and conceptual frameworks have led to an understanding of relations, realities, successes, problems, and challenges that are connected historically and presently with the historical roots of MUT. These realities have been related directly and indirectly to the past and present knowledge, attitudes, opinions, beliefs, and expectations associated with the existing realities facing academics at the university under investigation. The use of a system dynamics approach to solving problems has led to the development of an integrated SD-CLD model on leadership approaches to talent development and retention as shown in section 5.3. The model links different variables and facets that are key to talent development and management, which, if properly utilised, can enhance the management of talent in the institution under the microscope but also in other institutions with similar management architectures.

The study and its contribution lie in the understanding and analysis of realities, existing and past systems, leadership, management, academics, and their daily experiences. The utilisation of such empirical realities led to a deeper understanding of the university's circumstances and the future interventions that could be important in shaping innovative ideas, plans and actions leading to a better future. Key issues associated with the university's plans, objectives and actions were the key elements that were thoroughly scrutinised in the process, underlying the institutional complexities faced by academics at a number of levels, including retention and professional development. These have been associated in the context of the study with career guidance prospects and challenges; the dynamics and realities of workload; the research challenges of institutional infrastructure and its repercussions; technological challenges; and related challenges and student problems and challenges.

Lastly, this study has contributed to the literature on talent development, retention, and leadership approaches in the higher education sector, specifically from a university of technology, which has several challenges ranging from low budgetary support to a poor working environment because of its historically disadvantaged background. Furthermore, this study shed light on talent management practices at an academic institution in the developing

world, where resource constraints, politics, culture, and other factors influence the final recipe.

6.6 LIMITATIONS OF THE STUDY

Although MUT is one of the universities of technology in South Africa, it needs to be mentioned that the present empirical research findings cannot be generalised for a number of reasons that have become evident. MUT, for several historical reasons, is a unique institution on its own. It needs to be mentioned that a wider and more diversified sample size could provide the researcher, the university, and the reader/researcher with a more complete picture of the university's realities in terms of retention. The participants in the study were academics at all levels and the majority have been more involved in the teaching and learning terrain, with a minority having moved decisively towards the path of research and new knowledge production. The generalisability of the findings, in this case, is not equal but represents key realities in the history and present of the institution. Student dynamics has been chosen correctly, but the realities and processes in terms of its empirical application have been constrained to a degree due to problems associated with time limitations and challenges faced in the planning and implementation of the complex dynamics of computer simulations and the wider utilisation of several systems elements such as VSM and SSM.

6.7 RECOMMENDATIONS FOR FURTHER RESEARCH

This study has focused on leadership approaches to talent development and retention. Future research should consider expanding the scope of the study by looking at other variables that are key to organisational effectiveness using a system dynamics approach. Ultimately, organisations would like to achieve their objectives, and this can only be done if the whole organisation is effective. Other aspects can be considered for research individually or collectively, for example, rewards, job satisfaction, job security and organisational commitment. Furthermore, the scope of the research can be extended to include participants from lower levels of the university organogram.

Further research should also consider benchmarking the current study with other higher education institutions or universities with similar management architecture. These institutions can be domiciled here in South Africa or other developing countries. A comparative analysis

would help to learn and inculcate best practices that have been adopted elsewhere. These can then be adapted to the current organisation so that there is fluidity in the system.

6.8 CONCLUSION

The higher education sector is faced with a multiplicity of problems that affect staff retention in most academic institutions. The labour market is currently extremely competitive such that only organisations such as those in the private sector that offer satisfactory remuneration are able to retain a productive and capable workforce. The lack of competitive remuneration and a comprehensive talent management framework in the higher education sector continue to exacerbate the challenge of brain drain and high staff turnover. The aim of this study was to evaluate leadership approaches to talent development and retention at a selected UoT using a qualitative system dynamics modelling approach. Leadership approaches, staff retention strategies and talent development strategies were extensively discussed in order to provide a solid background to the study. During the literature review, it was found that there is more to talent development than just replacing ageing academics. Institutions of higher learning must come up with talent development strategies that adhere to the prevailing laws such as the Employment Equity Act to achieve their strategic goals.

System dynamics was used to understand the relationship between different variables and facets that are key to talent management. Thus, the use of system dynamics provided an opportunity to use feedback loops and ascertain the pattern of behaviours key to talent management. The system dynamics approach led to the formulation of four key variables: work pressurised induced turnover, resource dynamics for staff development, training dynamics and consultative strategic planning. This information was linked to creating an integrated SD-CLD model on leadership approaches to talent development and retention.

This study has contributed to the literature on talent management, leadership, and retention. It has further provided a springboard for altering or reviewing institutional policies so that the needs of employees are properly addressed, and the talent management framework is enhanced.

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APPENDIX 1 LETTER OF INFORMATION



Title of the Research Study: Leadership approaches to talent development and retention: A case study of a UOT in South Africa based on system dynamics

Principal Investigator/s/researcher: Gonasagren Govender B Com. (Hons) M.B.A.

Co-Investigator/s/supervisor/s: Dr Shamim Bodhanya PhD

THANK YOU FOR YOUR PARTICIPATION IN THE STUDY:

Brief Introduction and Purpose of the Study:

Public Higher Education has been recently affected by high staff turnover. To a degree this occurs as a result of poaching from 'sister institutions' but in the main due to staff losses to the private sector. Further, in some instances a career in academia occurs because of default rather than a conscious choice. This phenomenon generally results in lower productivity as there is little motivation for new staff to perform to their potential as many of them see academia as a stepping stone to their 'real career'.

Universities also cannot match the salaries offered within the private sector. This makes it difficult in terms of staff retention. Scarce- skills also has a negative impact on staff retention as such, certain Faculties continue to attract Non South Africans into departments where it is difficult to obtain the services of South Africans who have similar qualifications.

For these and other reasons it is imperative that MUT (HE) correctly identify talent, manage the talent appropriately and ensure that their deployment leads to improved strategic responsiveness within the university.

The aim of the study will be to identify what systems are in place at MUT managing talent and retention, taking into consideration any underlying factors that may impact on the above phenomenon. Appropriate talent management interventions will also be explored as it relates to the universities strategic responsiveness with the view of developing and applying a system dynamics model of talent management at MUT.

Outline of the Procedures:

I will conduct semi-structured interviews with various categories of staff including the custodians of the University's talent Management systems as well as employees who upon which the policies are being operated. The views will be recorded to enable the

capturing of 'rich data' thus ensuring that the researcher understands each story. The interviews will be held at scheduled venues on the campus during working hours. The interviews are expected to last approximately 30 minutes with the duration of the focus group sessions expected to about an hour.

There will be no gender or age bias in the selection of the participants. The use of purposive sampling as the choice of data collection will mean that various layers of management will be interviewed from the executive, senior and middle management levels. The constitution of the Focus Groups will be a representation of employees from the above Management levels.

Risks or Discomforts to the Participant: There are no risks or discomforts to you.

Benefits: A benefit to you will be the possible improved strategic responsiveness of the university to its strategic objectives where it relates to Talent development and staff retention

Reason/s why the Participant May Be Withdrawn from the Study: there will be no adverse consequences to you should you not be willing to be part of the study. Hence the participation in this study is strictly voluntary.

Remuneration: There is no remuneration involved in this study

Costs of the Study: There are no costs in the study

Confidentiality: Due to the anonymity of the participants, the coding of data and the aggregation of responses, confidentiality will be assured. Further to the above, an undertaking of confidentiality will be to participants by a sworn declaration by the researcher and a written declaration in this information letter.

Research-related Injury: There will be no research related injuries.

Persons to Contact in the Event of Any Problems or Queries: Dr Shamim Bodhanya

(i) Please contact Mr Govender (082 2009572), my supervisor, Dr Bodhanya (084 866 1142) or the Institutional Research Ethics administrator on 031 373 2375. Complaints can be reported to the Acting Director Research and Post Graduate Support: Prof C E Napier on 031 373 2577 or carinn@dut.ac.za.

APPENDIX 2 CONSENT FORM



Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Gonasagren Govender, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
 - I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
 - I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant
Thumbprint

Date

Time

Signature / Right

I, G. Govender herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Gonasagren Govender

18/12/2015

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable)

Date

Signature

Please note the following:

Research details must be provided in a clear, simple and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level - use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counseling (Department of Health, 2004)

If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g. wrong date or spelling mistake a new document has to be completed. The incomplete original document has to be kept in the participant file and not thrown away and copies thereof must be issued to the participant.

References:

Department of Health: 2004. *Ethics in Health Research: Principles, Structures and Processes* <http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/>

Department of Health. 2006. *South African Good Clinical Practice Guidelines*. 2nd Ed. Available at: http://www.nhrec.org.za/?page_id=14

APPENDIX 3 REQUEST FOR GATEKEEPERS LETTER

DATE: 05 April 2017

TO: RESEARCH DIRECTORATE

FROM: Mr G Govender - DVC Teaching & Learning (Acting)

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT MUT

I Gonasagren Govender (staff no. 90680), is a PhD student at the Durban University of Technology (DUT) (student no. 21557642). I hereby request permission to conduct research towards my PhD.

Public Higher Education has been recently affected by high staff turnover. To a degree this occurs as a result of poaching from 'sister institutions' but in the main due to staff losses to the private sector. Further, in some instances a career in academia occurs because of default rather than a conscious choice. This phenomenon generally results in lower productivity as there is little motivation for new staff to perform to their potential as many of them see academia as a stepping stone to their 'real career'.

Universities also cannot match the salaries offered within the private sector. This makes it difficult in terms of staff retention. Scarce- skills also has a negative impact on staff retention as such, certain Faculties continue to attract Non South Africans into departments where it is difficult to obtain the services of South Africans who have similar qualifications.

For these and other reasons it is imperative that MUT (HE) correctly identify talent, manage the talent appropriately and ensure that their deployment leads to improved strategic responsiveness within the university.

The aim of the study will be to identify what systems are in place at MUT managing talent and retention, taking into consideration any underlying factors that may impact on the above phenomenon. Appropriate talent management interventions will also be explored as it relates to the universities strategic responsiveness with the view of developing and applying a system dynamics model of talent management at MUT.

I hereby seek approval to conduct interviews with 30 staff in total representing various layers of Management and a focus group comprising of representatives of each of the layers at the University of Technology. The interviews will take approximately 45 minutes per participant. Attached herewith is a copy of my thesis proposal.

Upon successful completion of my study, I hereby undertake to provide the MUT with a bound copy of the full research report to the MUT library. If you require further information, please do not hesitate to contact me on 082 200 9572 or gona@mut.ac.za.

Your approval in this regard would be greatly appreciated.

Yours faithfully

Mr G Govender

APPENDIX 4 INTERVIEW GUIDE

(SEMI STRUCTURED QUESTIONS TO BE ASKED AT INTERVIEWS)

INTERVIEWER: G GOVENDER

1. Do you know whether MUT employs strategies in the development and retention of its talent?
2. If yes can you briefly elaborate the Universities current strategies in the development and retention of its talent?

3. To what extent do the systems and processes that MUT employ interact to affect talent retention and development?
4. Is it an integral part of the university's Human Resources system?
5. If not can you provide the reasons?

6. *Is it a part of the university's Strategic Plan?*
7. If not can you provide the reasons?

8. What are the major factors that impact on talent development and retention at MUT?
9. Do you consider talent development and retention a complex problem?
10. If YES can you provide the reasons?

11. To what extent should the University's current structures, policies, procedures and systems be revisited to address talent management?
12. Explain how the reliance on sourcing scarce skills affects the recognition and growth of existing talent at the University?
13. What should be the FOCAL areas for management with respect to talent development and retention? Elaborate

14. What do you feel are the institutional barriers that play a role in preventing or delaying the development of an integrated talent management system at MUT?

15. Can you propose some ways that such barriers could be overcome? Elaborate.

16. Do you know whether the MUT leadership monitors or evaluates its talent development and retention system?

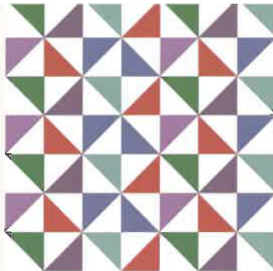
17. Are you aware of efforts of the MUT leadership to source scarce skills?

18. If Yes, How does such an initiative affect the recognition and growth of existing talent at the University?

19. How often do you think should an HR Plan/Strategy be reviewed?

THANK YOU

APPENDIX 5 DUT ETHICAL CLEARANCE



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court
Gate 1, Steve Biko Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375

Email: lavishad@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

8 August 2018

IREC Reference Number: **REC 31/18**

Mr G Govender
5 Logbro Palms
89 Halifax Road
Montclair
Durban

Dear Mr Govender

Leadership approaches to talent development and retention: a case study of a University of Technology (UOT) in South Africa based on system dynamics modelling

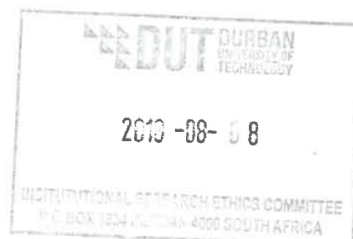
The Institutional Research Ethics Committee acknowledges receipt of your gatekeeper permission letter.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC Standard Operating Procedures (SOP's).

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Professor J K Adam
Chairperson: IREC



APPENDIX 6 MUT ETHICAL CLEARANCE AND APPROVAL



Mangosuthu
University of Technology

UMLAZI - KWAZULU NATAL
P.O. Box 12363 Jacobs 4026 Durban Tel: 031 907 7111 Fax: 031 907 2892

7 June 2018

Dear Mr G Govender

**Title: Leadership approaches to talent development and retention: a case study of
MUT based on system Ref: ME 6/18/14**

The Interim MUT Ethics Committee considered and noted your application for the proposed study at their meeting held on 7th March 2018. The study was approved.

Your acceptance of this approval denotes your commitment to comply with the South African National Research Ethics Guidelines of 2004 as amended, South African Good Clinical Practice Guidelines (2006) as amended, and the MUT Research Ethics Policy, Procedures and Guidelines. The approval is valid for one year, (01 June 2018 to 30th June 2019).

Your reference is ME 6/18/14.

Furthermore, permission to conduct the project is granted on the condition that any changes to the project must be brought to the attention of the MUT Research Ethics Committee as soon as possible.

Good luck with your research.

Yours faithfully,

Dr Z.L. Kwitshana
Interim Chairperson
Ethics Committee
Mangosuthu University of Technology
Tel: 031 8199273; Email: kwitshanazi@mut.ac.za; Skype Zilungile.Kwitshana

APPENDIX 7 EDITING CERTIFICATE

Sury Bisetty Academic Editing Services



The pen is mightier than the sword

To whom it may concern

I edited a thesis entitled: Leadership Approaches to Talent Development and Retention: A Case Study of a University of Technology in South Africa based on System Dynamics Modelling submitted in fulfilment of the requirements for the Degree of Doctor of Philosophy in the Faculty of Management Sciences at the Durban University of Technology by Gonasagren Govender, student number 21557642.

Sury Bisetty
Professional Language and Technical Editor
27 September 2022

CONTACT DETAILS

Email: surybisetty11@gmail.com
Cell no: 0844932878
Tel.: 031 7622 766

MEMBER OF:

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CERTIFICATION:

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Editing Mastery: How to Edit to Perfection
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ELSEVIER – Editor's guide to reviewing articles

Disclaimer: Please note, I provided language and technical editing as per discussion with the client. The **content and structure** of the paper were not amended in any way. The edited work described here may not be identical to that submitted. The author, at his/her sole discretion, has the prerogative to accept, delete, or change amendments/suggestions made by the editor before submission.

NB – in keeping with POPIA regulations all work related to this thesis will be deleted 3 months after completion.

APPENDIX 8 TURNITIN REPORT

LEADERSHIP APPROACHES TO TALENT DEVELOPMENT AND RETENTION: A CASE STUDY OF A UNIVERSITY OF TECHNOLOGY IN SOUTH AFRICA BASED ON SYSTEM DYNAMICS MODELLING

by Gona Govender

Submission date: 17-Nov-2022 03:53PM (UTC+0200)

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LEADERSHIP APPROACHES TO TALENT DEVELOPMENT AND RETENTION: A CASE STUDY OF A UNIVERSITY OF TECHNOLOGY IN SOUTH AFRICA BASED ON SYSTEM DYNAMICS MODELLING

ORIGINALITY REPORT

13%	11%	5%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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3	Submitted to Mancosa Student Paper	1%
4	Submitted to Durban University of Technology Student Paper	1%
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