

UNIVERSITY OF KWAZULU-NATAL

**Stakeholder Management for Business Sustainability: A Case Study of a
University in South Africa**

By

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DECLARATION

I, **Makabongwe Khanyile**, declare that **Stakeholder Management for Business Sustainability: A Case Study of a University in South Africa** is my own work. All the sources that I have used and quoted have been acknowledged by means of references, except where otherwise indicated or unless specifically acknowledged as being sourced from other researchers. Where their exact words have been used, the writing has been put inside quotation marks and referenced. It is important to declare that the dissertation has not been submitted for any degree or examination at any other university.

This dissertation is submitted in partial fulfilment of the requirements for the degree of Master of Commerce in Leadership Studies at the University of KwaZulu-Natal.

Signature: _____ Date: 24 March 2015

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ABSTRACT

Universities have not been able to manage their stakeholder identification and salience correctly, nor to establish the needs of each stakeholder. There are no empirical studies on the identification of university stakeholders, which means that the process needs to be developed. The term „stakeholder“ refers to internal or external individuals or groups who have a stake in, influence on, or direct or indirect interest in the way the business operates. The concept „stakeholder“ brings new meaning to the conduct, role and responsibility of the university, and changes the way in which universities interact with their stakeholders. The stakeholders with whom the university interacts comprise organisations and groups of individuals, which includes, internally, students (full-time and part-time) and staff (research, academic, support, professional, administrative), administration and management; and externally, research communities, alumni, businesses, social movements, consumer organisations, governments and professional associations.

Every university has to carefully assess the challenges and threats posed by the environment, understand the needs of its stakeholders, attract and consolidate resources, consider external changes, and resolve internal problems. Stakeholder management is defined as the effective management of relationships with stakeholders, and stakeholder engagement has an impact on the university's ability to survive. Universities have openly recognised their obligation to meet the needs of a wide range of stakeholders. Stakeholder analysis is deliberately considered as the most important part of university management and marketing, and universities are required to take care of their key stakeholder groups and build long-term relationships with them.

This single exploratory case study situated in a qualitative paradigm used interviews, questionnaires and a literature review to collect relevant data. The study sought to determine how the university identified and managed stakeholders for its Research and Innovation Month. In order to achieve the aim of the study, the objectives are the following: i) to explore and describe how the university manages stakeholders for the Research and Innovation Month; ii) to explore and describe the role of stakeholders in

the sustainability of the university's Research and Innovation Month, and iii) to propose recommendations for the promotion of stakeholder management with regard to the university's Research and Innovation Month.

The study found that the university is beginning to develop strategies for stakeholder management. However, there is still insufficient information in terms of what stake(s) the stakeholders are claiming, and the role of the university towards its stakeholders is unclear. In addition, there is the lack of a clear stakeholder identification process, priority and salience, and the university has not conducted a stakeholder analysis. There is also a lack of understanding of the threats and opportunities presented by the stakeholders, and the terms „stakeholder“ and „public“ are used interchangeably.

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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

This qualitative study predicated on stakeholder theory sought to examine how the university identified and managed stakeholders for its Research and Innovation Month, which is an annual event taking place in March since the year 2012. The study was not a historical study, but it was paradigmatic in nature.

The study envisaged gaining an understanding of, among other things, how the university identified and managed stakeholders for its Research and Innovation Month, and what responsibility it had towards stakeholders, using the taxonomy of stakeholder theory, which included normative, instrumental and descriptive types (Berman et al, 1999).

Importantly, the study did not seek to postulate new knowledge or theory, but to participate in the ongoing academic debates. The study was not an impact study and it did not attempt to examine the complex causalities of academic capitalism, university entrepreneurialism or new managerialism in relation to stakeholder management or valorisation.

Universities, like any business organisation, are expected to identify their stakeholders and their needs before defining priorities and relational strategies for each stakeholder. Using an exploratory study, the researcher intended to identify the stakeholders for Research and Innovation Month, as well as to outline the need to involve all the hierarchical levels in the identification process.

1.2 University background

The university, established more than 140 years ago, is one of the oldest universities in South Africa. The university has spawned, under its auspices, several colleges in South Africa, which eventually became autonomous universities.

The university prides itself on the move that heralded new beginnings by independently pioneering tertiary education, and it is now renowned for the quality of its education, which is corroborated by phenomenal growth over several decades. By upholding the principle of equal opportunities for everyone, the university has been shaping the future and educational dreams of many people.

The university has traversed to the higher level of the fitness landscape and strived to evolve the higher education landscape, in order to best serve its students. The university has harnessed new technologies to propel itself into a digital future. Like any other institutions of higher learning, the university is operating in the ever-changing environment that presents a myriad of challenges, varying from politics to economic changes. As a large institution, it has stood the test of times over the century, without compromising on high quality education, and has always been striving towards becoming a high-performance University.

In recent years, the university has created the Research and Innovation portfolio, in order to produce research excellence in all academic fields across disciplines within the institution.

1.3 Background to the study

The role of the university is understood to be knowledge dissemination (Badat, 2009; Renault, 2006), and it is regarded as a multi-product entity (Luger & Goldstein, 1997) that contributes to regional economic development (Kauppinen & Kaidesoja, 2014; Benneworth & Sanderson, 2009; Renault, 2006). However, Green (2014) describes a university as a large bureaucratic organisation controlled by time. Business and society relationships have yielded good results on economic, social, and environmental matters (Carroll & Buchholtz, 2014). Universities are under pressure to change because the world is changing (Papadimitriou, Branković & Đorđević, 2014) and are being pressured to commercialise their research and contribute to local and regional communities (Benneworth et al, 2009).

In order for the university to contemplate partnering with key stakeholders, there are implications for its governance and accountability (Jongbloed, Enders & Salerno, 2008).

There is a varying degree between universities in terms of the level of participation of external stakeholders in research (Jongbloed, 2010). According to Walshok and Shapiro (2014), a university is a system that is permeable, with several industry connection points. Pressure mounts on universities to bridge the gap between themselves and society (Braskamp & Wergin, 1998).

In recent years, universities have assumed the third mission, in order to contribute to society and its development (Martinelli, Meyer & Tunzelmann, 2008; Jongbloed, 2007). The mission had been stretched beyond its original teaching and research role to include services to communities which require the establishment of partnerships with the communities and stakeholders (Jongbloed, 2007). Martinelli et al (2008) argue that the collaboration between university and industry is facing challenges, as both university and industry comprise heterogeneous pools of actors, each with different characteristics, purposes and structures. The tenets underlying stakeholder theory are rooted in relationships between and among organisations and communities, in order to become sustainable (Felix & Ogbor, 2014).

Stakeholder management has gained considerable traction (Mitchell, Busenitz, Bird, Marie Gaglio, McMullen, Morse & Smith, 2007) and the consideration of stakeholder cooperation contributes to the success of business strategy (Waligo & Hawkins, 2014). Stakeholder management involves designing and implementing strategies for sustainability (Felix *et al.*, 2014).

There is a spurt of emerging models and new roles that universities are embracing in order to be sustainable, including university entrepreneurialism; new managerialism; academic capitalism; knowledge economy; valorisation and many other approaches that contribute to how universities identify and manage their stakeholders. Benneworth et al. (2009) question how far universities can go in responding to the demands placed on them by external stakeholders, given their core funding and research missions. The universities have assumed the „third mission“ (Martinelli *et al.*, 2008; Jongbloed, 2007), which includes community engagement in order to be financially viable.

1.4 Statement of the Research Problem

The stakeholder approach is mainly concerned with the survival of the organisation (Freeman & McVea, 2001). The effects of stakeholder relationships on the continuous success of the organisation are now recognised and accepted (Foster & Jonker, 2005), and stakeholder engagement has effects on the university's chances of survival (Jongbloed, Enders & Salerno, 2008). Benneworth and Jongbloed (2010) posed the following question: „Who matters to the university?“ Stakeholder management implies that business objectives should create value for all stakeholders (McVea & Freeman, 2005; Murphy, Maguiness, Pescott, Wislang, Ma & Wang, 2005), and it is a means to an end (Jongbloed, 2010).

According to Murphy et al. (2005), it is important to consider that certain stakeholders are indispensable to sustainable business functioning. Institutions of higher learning are engaged in asymmetrical, profitable stakeholder relationships (Alves, Mainardes & Raposo, 2010), while conversations about the transformation of traditional universities into entrepreneurial universities are continuing (Etzkowitz, 2014). Universities across the globe are under pressure to meticulously rethink their duty and responsibility to society, and to reconsider and evaluate their relationships with communities and stakeholders (Jongbloed *et al.*, 2008; Mainardes, Alves & Raposo, 2012). The pressure is increasing on universities to commercialise their research and contribute to their local and regional societies (Benneworth et al., 2009).

The relationships between the university and its stakeholders have become more complex (Mainardes, Alves & Raposo, 2010). Public universities are embracing ideologies of new managerialism, which bring its own factors of complexity (Deem, 2001), in the process leveraging on the hegemonic academic capitalism discourse (Munch, 2014). On the other hand, the future of academic research debates is centred on valorisation (Benneworth et al., 2010). Valorisation is a French word which means „to make useful, to use, to exploit“ (Andriessen, 2005). It entails various activities that guarantee the results of scientific knowledge matters outside the scientific community (Benneworth et al., 2010) and adds value to the knowledge-based economy.

According to Mainardes et al. (2010), institutions of higher learning have not been able to craft their stakeholder identification and stakeholder salience correctly, nor to establish the needs of each stakeholder. Stakeholder salience “is the degree to which managers give priority to competing stakeholder claims” (Mitchell, Agle & Wood, 1997; Bobeica, 2011) and is related to the cumulative power of the typology of stakeholder attributes (Jongbloed et al, 2008). According to Green (2014) and Benneworth *et al.* (2010), university stakeholders include, internally, students and staff (academic), administration and management, and externally, research communities, alumni, businesses, social movements, consumer organisations, governments and professional associations.

Universities need to understand the importance of stakeholders for their survival. Given that the study employs a cross-sectional approach, it does not appreciate changes over time and development, therefore the study focused on how the university identified, prioritised and managed stakeholders for Research and Innovation Month. The study intended to investigate how stakeholder management contributed to the sustainability of Research and Innovation Month.

1.5 Purpose of the study

The purpose of the study is to examine stakeholder management, as well as the process, identification, salience, analysis, and role of stakeholders, and the university’s role towards stakeholders during the Research and Innovation Month.

1.6 Research Objectives

As mentioned above, the purpose of this study is to determine how the university identified and managed stakeholders for the Research and Innovation Month. In order to achieve this purpose, the following objectives were identified in no particular order:

1.6.1 To explore and describe how the university identified and managed stakeholders for Research and Innovation Month.

1.6.2 To explore and describe the role of stakeholders in the sustainability of the university's Research and Innovation Month.

1.6.3 To propose recommendations for the promotion of stakeholder management with regard to Research and Innovation Month.

1.7 Research Questions

Research questions are refined statements of the problem (Malhotra, 2012) and are there to focus the researcher (Cooper, Seiford and Zhu, 2011). The research questions in this study are:

1.7.1 How did the university identify and manage stakeholders for the Research and Innovation Month?

1.7.2 What was the role of stakeholders for Research and Innovation Month, who were they and how did they contribute to its sustainability?

1.7.3 What stakeholder management strategies were in place and what recommendations can be made to promote stakeholder management?

1.8 Significance of the study

Stakeholder management is a relatively new phenomenon at the university and has only recently been receiving attention. The study sought to provide insight into the university can identify and manage its stakeholders.

1.9 Theoretical framework

The study drew from stakeholder theory, which is multi-, inter- and transdisciplinary (MIT) in nature (Mainardes et al., 2012). It employed creative holism (Jackson, 2003) borrowed from systems theory, which itself uses a multidisciplinary approach to contextualise and conceptualise the study.

Stakeholder theory attempts to express fundamental questions in a systematic way: Who are our stakeholders? What claim do they have? What responsibility do we have towards them? (Mitchell et al., 1997). Some variants of stakeholder theory include a string of normative elements that assume that the interests of all legitimate stakeholders have intrinsic value, and no set of interests is assumed to dominate (Clarkson, 1995). Stakeholder theory assumes a network of connections and linkages between organisations and their constituencies (Doh & Quigley, 2014). Mitchell et al. (1997) indicate that the stakeholder approach has been embedded in management scholarship.

1.10 Research methodology

Methodology is a group of coherent methods that are appropriately suited to producing data and findings that help to answer the research questions and objectives (Henning, van Rensburg & Smit, 2013). The rationale for research methodology is to provide a clearer indication of the means by which the researcher intends to achieve the objectives of the research (Malhotra, 2012). Methodology is concerned with how we come to know in a practical sense of a word, and pertains to specific ways and methods that are used in order to understand our world (Henning et al, 2013). Research methodology is a roadmap for conducting a research project (Malhotra, 2012). According to Henning et al. (2013), „methodology is the epistemological home of an inquiry“.

1.11 Research format

This study was an exploratory case study. According to Zikmund *et al* (2012), exploratory research can be employed to provide identity and clarity when decisions are to be made, and to identify key concepts and stakeholders (Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). This exploratory study employed a qualitative approach in order to gain insight into how the university identified and managed its stakeholders. A case study design was used to obtain a better understanding of the situation, and its meaning (Henning *et al.*, 2013). According to Smith (in Henning *et al*, 2013), case studies are not the same as any qualitative study, because it analyses and describes a single unit or bounded system, such as an event, individual, community, etc. The researcher aimed to determine what the university did to identify and manage its stakeholders during Research and Innovation Month, and to gain an in-depth understanding of which stakeholders they had in mind as they planned the event. Beyond this, the researcher also wanted to explore how the event contributed to the university's sustainability, who the targeted stakeholders were, how the event evolved, and whether this was part of the commercialisation of research or valorisation, as well as to gain insight into how stakeholders were managed during the whole process.

1.12 Chapter outline

Chapter 2: LITERATURE REVIEW. This chapter presents and reviews stakeholder theory literature, as well as other literature relevant to disciplines associated with university stakeholder management.

Chapter 3: RESEARCH METHODOLOGY. This chapter discusses the different research methods employed in fulfilling the research objectives and answering research questions. It entails a description of the research design, research methods, research instruments, population, reliability, validity, limitations and ethical considerations of the study.

Chapter 4: FINDINGS AND DISCUSSION. This chapter presents the findings of the study and discussions on all data gathered in the research process.

Chapter 5: CONCLUSIONS AND RECOMMENDATIONS. This chapter presents the conclusions and recommendations of the study. It also addresses the research objectives, limitations and suggestions for future research.

1.13 Conclusion

This chapter foregrounded the study through an introduction, background to the study, problem statement, purpose and significance of the study, research methodology, and an outline of the chapters. The discovery that it was difficult to describe the organisation without full recognition of the relationships on which it depended has helped to underline the fundamental importance of the stakeholder concept itself.

The purpose of a stakeholder approach to strategic management was to actively plan a new direction for the organisation by building on concrete facts and analysis. It was therefore expressive, but had to go beyond such explanation to recommend a direction for the organisation, given its stakeholder environment. Stakeholder management is used to enrich management's understanding of the strategic options that they have at their disposal. It is only through this level of understanding that management can develop strategies that have the support of all stakeholders. It is only with this support that management can ensure the long-term survival of the organisation, which is also espoused by wealth maximisation.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Traditionally, businesses have focused on profit maximisation in order to satisfy their stockholders (Ehlers & Lazenby, 2007). Over the years, many theories have been postulated as to the reasons for profit maximisation (Jensen, 2002). The neoclassical assertion that any attention given to social performance “is a breach of [investors’] trust that inevitably reduces the welfare of shareholders” has been highlighted during profit maximisation (Cheng, Millar & Ju Choi, 2006). As many theorists began to realise that a business does not operate in isolation (Hakansson & Ford, 2002), the concept of wealth maximisation was introduced, in order to focus on maximising the benefit for all business stakeholders (Agle, 2008). The term „stakeholder“ refers to any individuals or groups who have an interest in what the system is doing (Jackson, 2003). This shift heralded a new era and a new school of thought.

According to Ehlers *et al.* (2007), wealth maximisation includes all spheres of the business, in order to emphasise sustainability and long-term survival. A study of 100 companies from the Fortune 500 list showed that 64% embraced management approaches that aim to “maximize the wellbeing of all stakeholders” (Agle, 2008). The goal of survival is taken for granted, and an organisation that is unable to survive is incapable of satisfying the interests of any of its stakeholders (Pearce & Robinson, 2008). Wealth maximisation sought to address the importance of all stakeholders for the future sustainability of the business. The purpose of every organisation is, to varying degrees, to serve the interests of its stakeholders (Louw & Venter, 2008).

Stakeholders have a direct or indirect interest in a way that the business operates (Louw *et al.*, 2008). Stakeholders are internal or external individuals or groups that have a stake in and influence on the business (Thompson & Martin, 2005; Pearce *et al.*, 2008). According to Louw *et al.* (2008), it is essential for every organisation to identify its key stakeholders and to explicitly define the key responsibilities that it has towards them. The key stakeholders are influential and have the power to direct the organisation

to success or failure, and have been defined as those who have the power to thwart the organization from achieving its objectives and have potential to cause the organization goals to fail (Prokopy, Carlton, Arbuckle, Haigh, Lemos, Mase, Babin, Dunn, Andresen, Angel and Hart, 2015). The list of potential stakeholders is potentially limitless (Doh *et al.*, 2014). According to Bobeica (2011), identifying stakeholders is a difficult task, because nobody knows exactly who they are. The rationale for stakeholder management is to try to develop a framework that is responsive to the concerns of managers, who are being faced with unprecedented levels of environmental turbulence and change (Freeman & McVea, 2001). The organisational structure contributes to determining its ability to manage change (Vagnoni, & Cavicchi, 2015).

In today's turbulent environment, leaders are required to deal with increasing complexity, change and diversity (Jackson, 2003). Complex adaptive systems can be defined as collections of many different components, called agents, which interact in non-linear ways in the absence of any external supervisory influence (Sturmborg, Martin & Katerndahl, 2014). Theories related to complex adaptive systems presume that the adaptation of a system to its environment emerges from the adaptive efforts of individual agents, who are seeking to enhance their own payoffs (Anderson, 1999). Stakeholder management offers the potential of a comprehensive and unifying framework for understanding the complex interactions between organisations and their internal and external environments (Doh *et al.*, 2014). In recent years, there has been an increasing interest in the notion of stakeholders (Cheng *et al.*, 2006).

2.2 Stakeholder theory and management

Stakeholder theory is a multi-disciplinary field that draws on four social sciences, namely economics, sociology, politics and ethics, and applies literature on systems theory, corporate planning, social responsibility and organisational studies (Mainardes, Alves & Raposo, 2012). Jackson (2003) argues that today's problems are more complex, and that solutions to these problems should therefore come from various disciplines. Stakeholder management utilises processes to identify, plan, manage and

control people, groups or organisations that can have an impact on or are impacted by the project (Purvis, Zagenczyk & McCray, 2015). Systems" thinking posits that leaders should adopt a systemic approach, in order to be able to examine problem areas and determine how to resolve them from a variety of perspectives (Jackson, 2003).

Stakeholder theory has become the centre of many debates in various disciplines, to such an extent that it has taken on the appearance of a dominant discourse (Pesqueux & Damak-Ayadi, 2005; Mitchell *et al.*, 2007). It views organisational group relationships as a foundation for the relational model of the organisation (Felix *et al.*, 2014; Carroll *et al.*, 2014; Pesqueux *et al.*, 2005). In the context of higher education, stakeholder theory can be useful in explaining the focus on various communities and the relationship between a university and its communities (Jongbloed *et al.*, 2008). According to Green (2014) a university and society need to be connected in a way that the needs of society are at the core of universities" activities. Although stakeholder management is part of the organisation"s strategy, it does not drive that strategy (Berman *et al.*, 1999).

Stakeholder theory is managerial (Freeman, Wicks & Parmar, 2004) and can be articulated by asking the following two questions: (a) what is the purpose of the organisation? and (b) what responsibility does management have towards its stakeholders? (Freeman, 1994). According to Jackson (2003), stakeholders need to be educated about organisational visions and changes, as well as being conscientised with regard to the implications of the system of values and beliefs that they have. Stakeholder management has fundamental implications for the survival of the university (Jongbloed *et al.*, 2008), as it assists organisations to recognise and analyse the individual and group stakeholder characteristics that have an influence on or are influenced by the organisation"s actions and decisions (Mainardes *et al.*, 2012). Universities are encouraged to have an asymmetrical dialogue with their stakeholders within communities (Jongbloed *et al.*, 2008). According to Zsolnai (2006), all stakeholders are morally considerable.

The multitude of stakeholders with whom a university has to engage implies that an effective strategy for understanding and managing stakeholder relationships and this has a significant impact on the success of a university (Jongbloed *et al.*, 2008).

Vankataraman (in Freeman et al., 2004) posits that adopting a stakeholder approach facilitates the development of a robust theory of entrepreneurship, where the role of entrepreneurial risk is well understood.

According to Jones and Wicks (cited in Mainardes et al., 2012), the main principles of stakeholder theory are the following:

- The organisation enters into relationships with various groups that influence or are influenced by the organisation, that is, „stakeholders“ in accordance with Freeman“s (1984) definition;
- The theory focuses on the nature of these relationships in terms of processes and outcomes for the organisation and its stakeholders;
- The interests of all legitimate stakeholders are of intrinsic value and it is assumed that there is no single prevailing set of interests, as highlighted by Clarkson (1995) and Donaldson and Preston (1995);
- The theory focuses on management decision making;
- The theory explains how stakeholders attempt to influence organisational decision making processes, in order for them to be aligned with their needs and priorities; and
- Organisations should attempt to understand and balance the interests of the various stakeholders.

Stakeholder theory is based on the assumption that values are part of doing business and rejects the separation thesis (Freeman, 1994). According to Freeman et al. (2004), the separation thesis begins with an assumption that ethics and economics can be “neatly and sharply separated”. According to Freeman and Gilbert (in Berman et al., 1999), “we cannot connect ethics and strategy, unless there is some point of intersection between the values and ethics we hold and the business practices that exemplify these values and ethics”. This categorisation serves to isolate ethical issues from mainstream business theories, and to isolate a stakeholder approach from

mainstream business strategy (Freeman et al., 2001). Stakeholder management can be defined as the effective management of relationships with stakeholders (Felix et al., 2014). It has become one of the most important developments in the field of business ethics (Wicks, Gilbert & Freeman, 1994).

2.3 Who or what is a stakeholder?

Freeman (in Jongbloed et al., 2008) states that the stakeholder concept originates from the field of business science. According to Freeman (in Pesqueux et al., 2005; Berman et al, 1999), a stakeholder can be defined as *“any group or individual that can affect or be affected by the realisation of a company’s objectives”*. Clarkson (1995) states that *“Stakeholders are persons or groups that have, or claim, ownership, rights, or interests in a corporation and its activities, past, present, or future”*. A different view in this regard is that there is *“no universally accepted definition of stakeholder theory or even what constitutes a stakeholder”* (Polonsky, Carlson & Fry, 2003; Polonsky, 1995). A stake in every business organisation lies in *“legal, moral, or presumed”* claims to influence an organisation’s *“behaviour, direction, process, or outcomes”* (Mitchell et al., 1997).

The term stakeholder was introduced in 1963 by the Stanford Research Institute, and it was defined as *“[t]hose groups without whose support the organisation would cease to exist”* (Zsolnai, 2006). However, it was meant to expand the notion that stockholders were the only group that management had to be sensitive towards (Jongbloed et al., 2008, Mainardes et al, 2012). The term „stakeholder“ brings new meaning to the conduct, role and responsibility of the university, and changes the way in which universities interact with society (Jongbloed et al., 2008). The stakeholder concept is a relatively new metaphor for describing how a business operates, and for enabling the business to define its main purposes (Berman et al., 1994).

The description of a stakeholder may be guided by users’ conceptions (Tetrevova & Sabolova, 2010). The stakeholders with whom a university is expected to interact comprise organisations and groups of individuals (Jongbloed et al., 2008). According to Mainardes et al. (2010), stakeholders for public and non-profit organisations are

identified as individuals or groups with the power to directly influence the survival of the organisation. In addition, Berman et al (1999) emphasise that stakeholders can affect the success of the organisation.

The student community is the most important community for a university (Jongbloed et al., 2008), and when students are no longer students, they become our clients (Mok, 1999) or customers (Jongbloed et al., 2008), which means that their admission now involves access instead of selection (Mok, 1999). According to Preston (in Clarkson, 1995; Fontaine, Haarman & Schmid, 2006; Hummels, 1998), there are "four parties to any business in the order of their importance", namely "customers, employees, community, and stockholders". Jongbloed et al (2008) argue that the university's traditional stakeholders, such as students and the government, have been supplanted by, among others, industry. As a result, the universities of today have many stakeholders and potential partners (Jongbloed et al., 2008).

Table 1: Who is a Stakeholder?

Source	Stakeholder definition
Stanford Memo, 1963	"those groups without whose support the organization would cease to exist" (cited in Freeman, 2015)
Rhenman, 1964	"are depending on the firm in order to achieve their personal goals and on whom the firm is depending for its existence" (cited in Hörisch, Freeman & Schaltegger, 2014; Nasi, 1995)
Ahlstedt & Jahnukainen, 1971	"driven by their own interests and goals are participants in a firm, and thus depending on it and whom for its sake the firm is depending" (cited in Nasi, 1995)
Freeman & Reed, 1983: 91	Broad definition: "can affect the achievement of an organization's objectives or who is affected by the achievement of an organization's objectives". Narrow definition: "on which the

	organization is dependent for its continued survival"
Freeman, 1984: 46	"can affect or is affected by the achievement of the organization's objectives" (cited in Mitchell et al., 1997).
Freeman & Gilbert, 1987: 397	"can affect or is affected by a business" (cited in Fassin, 2012).
Cornell & Shapiro, 1987: 5	"claimants" who have "contracts" (cited in Mitchell et al., 1997)
Evan & Freeman, 1988: 75-76	"have a stake in or claim on the firm" (cited in Fassin, 2012)
Evan & Freeman, 1988: 79	"benefit from or are harmed by, and whose rights are violated or respected by, corporate actions" (cited in Fifka, & Adau, 2015).
Bowie, 1988: 112	"without whose support the organization would cease to exist" (cited in Freeman, 2015)
Alkhafaji, 1989: 36	"groups to whom the corporation is responsible" (cited in Fassin, 2012)
Carroll, 1989: 57	"asserts to have one or more of these kinds of stakes"- "ranging from an interest to a right (legal or moral) to ownership or legal title to the company's assets or property" (cited in Matuleviciene & Stravinskiene, 2015)
Freeman & Evan, 1990	"contract holders" (cited in Driessen, Kok, & Hillebrand, 2013).
Savage <i>et al.</i> , 1991: 61	"have an interest in the actions of an organization and the ability to influence it" (cited in Castro, Rosa, & Pinho, 2015)
Hill & Jones, 1992: 133	"constituents who have a legitimate claim on the firm ... established through the existence of an exchange relationship" who supply "the firm with critical resources (contributions) and in exchange each expects its interests to be satisfied (by

	inducements)" (cited in Crane & Ruebottom, 2011)
Brenner, 1993: 205	"having some legitimate, non-trivial relationship with an organization [such as] exchange transactions, action impacts, and moral responsibilities" (cited in Matuleviciene et al., 2015)
Freeman, 1994: 415	participants in "the human process of joint value creation"
Wicks <i>et al.</i> , 1994: 483	"interact with and give meaning and definition to the corporation"
Starik, 1994: 90	"can and are making their actual stakes known"- "are or might be influenced by, or are or potentially are influencers of, some organization"
Clarkson, 1994: 5	"bear some form of risk as a result of having invested some form of capital, human or financial, something of value, in a firm" or "are placed at risk as a result of a firm's activities"
Clarkson, 1995: 106	"have, or claim, ownership, rights, or interests in a corporation and its activities"
Nasi, 1995: 19	"interact with the firm and thus make its operation possible"
Brenner, 1995: 76	"are or which could impact or be impacted by the firm/organization" (cited in Fassin, 2012)
Donaldson & Preston, 1995: 85	"persons or groups with legitimate interests in procedural and/or substantive aspects of corporate activity"

Source: Mitchell et al. (1997)

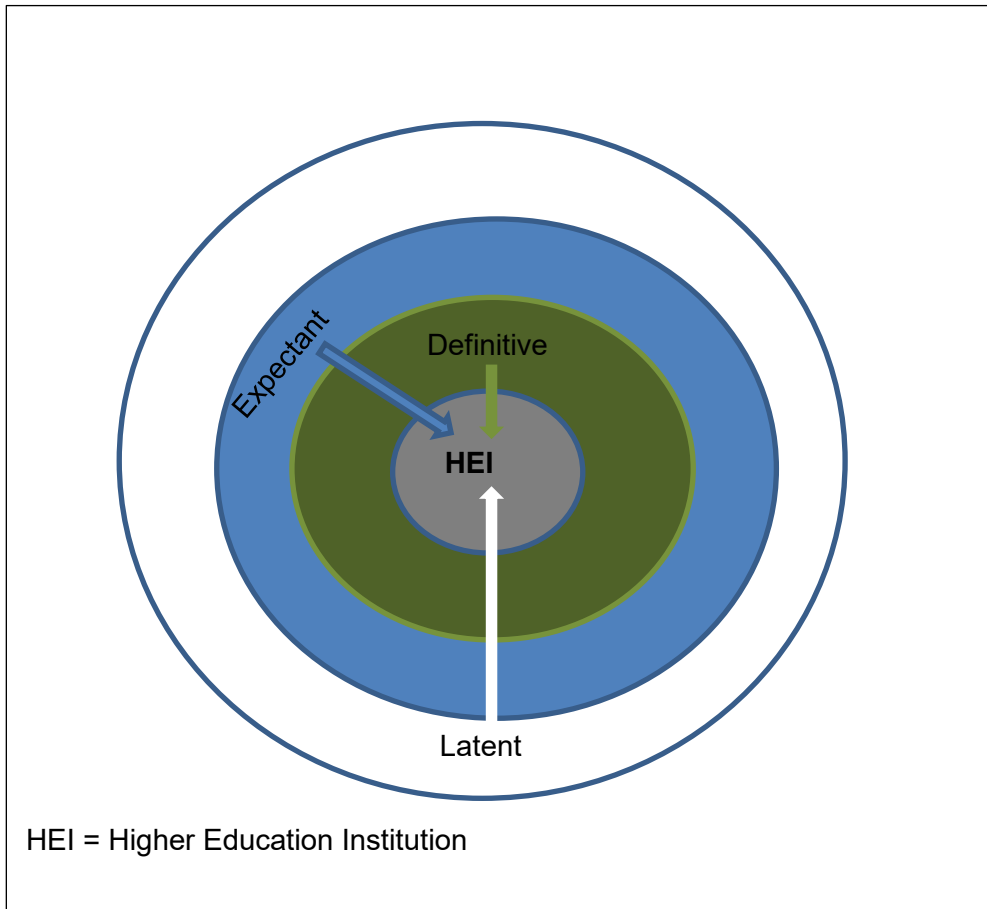
2.4 Identification and salience of stakeholders

Stakeholder groups" identification and prioritization are critical steps of stakeholder analysis in order to establish a significant competitive advantage of any university in the turbulent environment of tertiary education with fierce rising competition (Clarkson,

1994; Slabá, 2015). A critical challenge in stakeholder management is the identification and prioritisation of stakeholders (Parent & Deephouse, 2007; Mitchell *et al.*, 1997). Stakeholder analysis is used as a tool to help the university determine its stakeholders and their salience (Jongbloed *et al.*, 2008). However, research has found that many organisations do not currently undertake a formal analysis of all stakeholders' interests, because they anticipate difficulties in mapping them (Payne, Ballantyne & Christopher, 2005). According to Mainardes *et al.* (2010), there are no empirical studies on the identification of university stakeholders, which means that the process of the identification of university stakeholders needs to be developed from scratch.

Jongbloed *et al.* (2008) argue that stakeholder identification within the university takes place not at the central institutional level, but at various levels, because of professional domination, fragmentation of decision making, and diffusion and devolution of power. According to Burrows (1999), mechanisms to determine the patterns of differences and similarities between stakeholder groups are needed. The traditional methods of stakeholder identification have not been applied to the context of universities (Mainardes *et al.*, 2010). In this context, therefore, the identification of stakeholder groups is not straight-forward or simple (Jongbloed *et al.*, 2008). It is important to identify participants, classify them according to their relative importance and establish relations with them in terms of their salience (Mainardes *et al.*, 2012). Universities should recognise the different expectations and needs or demands presented by each stakeholder, beyond just identifying their stakeholders (Bertrand & Busugutsala, 1998). Jongbloed *et al.* (2008) state in a university the capacity to identify, prioritise and to be involved with communities mirrors the state of organisational evolution.

Figure 1: The relationship between stakeholders and the university in terms of stakeholder salience.



Source: Benneworth et al (2009)

The theory of stakeholder identification and salience brings together three concepts, which can be used to characterise stakeholders (Parent *et al.*, 2007). Carroll *et al.* (2014) describe this as a typology of stakeholder attributes, namely: power, legitimacy and urgency. Power refers to the stakeholders' ability to arbitrarily and coercively exercise their will over a relationship (Carroll *et al.*, 2014; Parent *et al.*, 2007), and stakeholders' power ultimately influences the organisation (Jongbloed *et al.*, 2008).

Stakeholders are defined by their legitimate interest in an organisation (Pesqueux *et al.*, 2005), and a legitimate stakeholder's action and claims are understood as being appropriate or legitimate, as well as proper and desirable (Jongbloed *et al.*, 2008; Parent *et al.*, 2007; Carroll *et al.*, 2014). Urgency is defined as the degree to which

stakeholders view their claims as being critical and time-sensitive (Carroll *et al.*, 2014; Mitchell *et al.*, 2007; Parent *et al.*, 2007). The more of the above attributes the stakeholder has, the more salient he or she is (Parent *et al.*, 2007), or the greater his or her influence on university decision-making processes is (Mitchell *et al.*, 1997).

2.5 Types and values of stakeholders

There are three types of stakeholders, namely: latent stakeholders; expectant stakeholders; and definitive stakeholders (Parent *et al.*, 2007). A stakeholder can be further classified as a dormant stakeholder, dominant stakeholder, demanding stakeholder, dangerous stakeholder, discretionary stakeholder or dependent stakeholder (Mainardes *et al.*, 2012; Carroll *et al.*, 2014). The interests of all stakeholder groups consist of a modicum of intrinsic value (Carroll *et al.*, 2014; Pesqueux *et al.*, 2005). Stakeholder interests have intrinsic worth (Pesqueux *et al.*, 2005) and are embedded in the organisation's vision and mission statements (Berman, 1999).

Stakeholder salience is low for latent stakeholders, moderate for expectant stakeholders and high for definitive stakeholders (Jongbloed *et al.*, 2008). It is "moderate where two of the stakeholder attributes – power, legitimacy, and urgency – are perceived to be present" (Bobeica, 2011).

Table 2: Types of Stakeholders

	Class	Stakeholder type	Attributes
Latent stakeholders <i>(classes: 1,2,3)</i> <i>possess only one attribute</i>	1	Dormant	Power
	2	Discretionary	Legitimacy
	3	Demanding	Urgency
Expectant stakeholders <i>(classes: 4,5,6)</i> <i>possess two attributes</i>	4	Dominant	Power and legitimacy
	5	Dangerous	Power and urgency
	6	Dependent	Legitimacy and urgency
Definitive stakeholders <i>(Class:7)</i> <i>possess all three attributes</i>	7	Definitive	Power, legitimacy and urgency

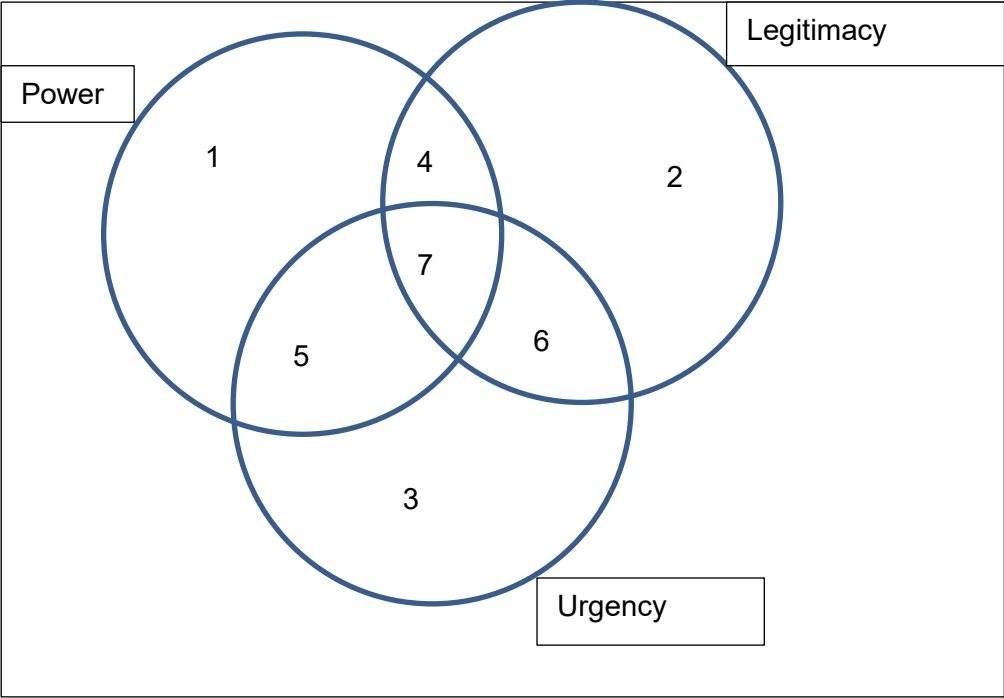
Adapted from Jongbloed et al, 2008

According to Bobeica (2011), dormant stakeholders possess the power to impose their will on an organisation, but because they do not have a legitimate relationship or urgent claim, their power remains unused. Discretionary stakeholders possess the attribute of legitimacy, but they have no power to influence the organisation, and no urgent claims. Demanding stakeholders have the sole attribute of urgency, and the stakeholder is therefore described as „demanding“. In a situation where stakeholders are both powerful and legitimate, their influence is guaranteed, since by possessing power and legitimacy, they form the “dominant coalition” in the enterprise. Dependent stakeholders lack power, but have urgent legitimate claims, and they are therefore “dependent”, because they depend upon others (for the power necessary to do their will). Dangerous stakeholders, as suggested by Mitchell *et al.* (1997), can be found when urgency and

power characterise a stakeholder who lacks legitimacy – this means that the stakeholder will be coercive and possibly violent, making him or her “dangerous” to the organisation. However, definitive stakeholders have all three of the stakeholder attributes – power, legitimacy and urgency.

Stakeholder types differ in terms of their degree of salience (Mitchell *et al.*, 1997). The above three attributes are not static, but dynamic (Carroll *et al.*, 2014; Benneworth *et al.*, 2010). The evolving social contract between universities and society may lead to what may be described as a „non-stakeholder” becoming a legitimate stakeholder or more (Benneworth *et al.*, 2010). Transformation within society and changes in ways of thinking therefore give managers new responsibilities (Jackson, 2003).

Figure 2: A stakeholder typology



Source: Jongbloed et al

The taxonomy of stakeholder theory types includes normative, instrumental and descriptive theories (Carroll *et al.*, 2014; Berman *et al.*, 1999). The normative value or

realm focuses on how to deal with corporate stakeholders and moral commitment (Carroll *et al.*, 2014; Berman *et al.*, 1999). It is about the fundamental principles that guide the organisation in terms of conducting its business (Berman *et al.*, 1999). The normative model is predicated on two distinct, but related, sources of business ethics literature: the genesis of the model is based on the fact that the organisation's decisions affect stakeholder outcomes, and the second genesis of normative stakeholder orientation is based on the strategic application of ethical principles – if organisations act according to moral principles only when doing so is to the advantage of the organisation, this is by definition not following ethical principles (Berman *et al.*, 1999).

The instrumental realm views stakeholders as part of the environment that must be managed in order to survive (Berman *et al.*, 1999). According to Freeman (in Berman *et al.*, 1999), “we need to worry about enterprise level strategy for the simple fact that corporate survival depends in part on there being „fit“ between the values of the corporation and its managers”. This encapsulates the original argument for instrumental value. In order to harvest instrumental benefits, an organisation must be committed to maintaining ethical and moral relationships with stakeholders, irrespective of the expected benefits (Berman *et al.*, 1999). The descriptive model focuses on how to actually deal with stakeholders (Berman *et al.*, 1999).

2.6 The university as a complex system

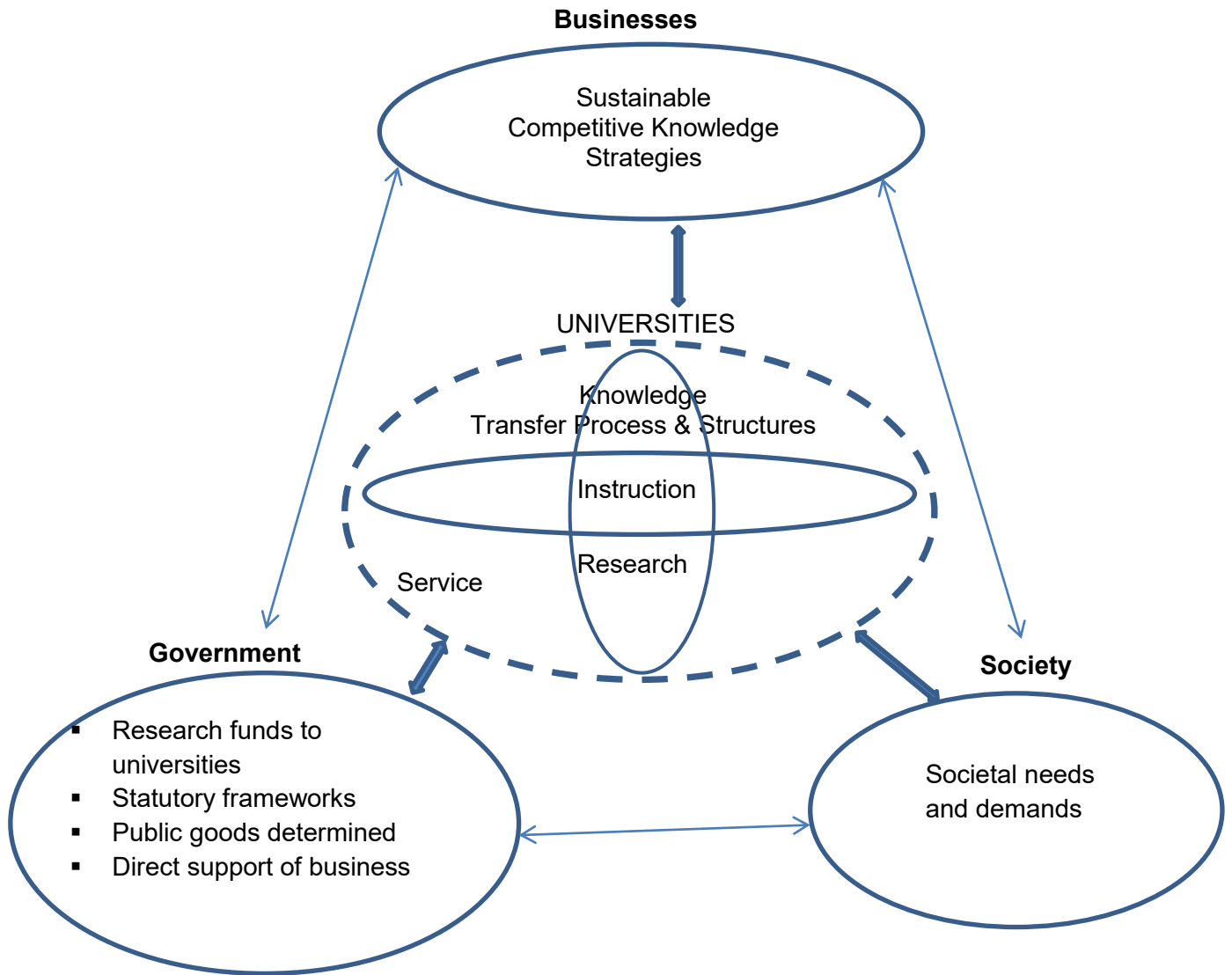
The whole university is a system comprising of many sub-systems and its stakeholders represent various systems (Green, 2014). Jackson (2003) defined a system as a complex whole, whose functions depend on its parts and the interactions between these parts. The university is a system that is embedded in national and regional systems (Jongbloed *et al.*, 2008). A complex organisation can be described as a set of interdependent parts which together make up a whole that is in turn interdependent with some larger environments (Anderson, 1999). As observed by Neave (quoted in Jongbloed *et al.*, 2008) the term „university“ comes from the legal Latin word

“universitas”, which means “community”, and from the classical Latin word *“universus”*, which means “totality”.

Teelken (2012) states that “it is the totality of the university enterprise that is important, as the only place where that totality of ourselves and our world is brought together, and which makes it the strongest provider of the rational explanation and meaning that societies need”. Open systems receive inputs from their environments, transform them and return them to the environments in the form of products (Jackson, 2003; Anderson, 1999). They are systems because they consist of interconnected components that work together (Anderson, 1999).

Jongbloed et al (2008) state that it is important to view the university as a complex social actor. A complex system appears to be exhibiting „disorder, irregularities and unpredictability” and cannot be understood scientifically (Anderson, 1999; Jackson, 2003). Scientific understanding refers to reductionism (Jackson, 2003). A complex system calls for self-organisation and emergence, and is shifting the worldview as non-linear, dynamic and unpredictable, but understandable as real and virtual (Agar, 2007). Because of the complexity of today’s university governance and the environment within which it operates, it is not easy to understand all the dimensions of decisions to be taken, nor can one predict the effects thereof (Emmeche, 2015). Jackson (2003) states that the “complexity stems from the nature of the problem”.

Figure 3: Interdependencies between businesses, government, society and universities in knowledge transfer processes



Source: Stevens & Bagby (2001)

In non-linear systems, intervening to change one or two parameters can change the behaviour of the whole system (Anderson, 1999). Knowledge production is inter- and transdisciplinary, non-linear, application-driven and transient, which also expands on the number of research or knowledge actors (Ntshoe, 2004). Complex systems change inputs into outputs in a non-linear fashion (Anderson, 1999). As complex organisations,

universities have struggled to determine a methodology that can be implemented in order to measure the achievement of sustainability objectives (Vagnoni *et al.*, 2015).

2.7 The responsibility of the university towards its stakeholders

According to Green (2014) a university as an institution embraces a distinct identity and has a meaningful role to play in society. The university has been founded on discipline-based knowledge, as well as its development and dissemination (Laurillard, 2000). The university's reputation is still determined by internal scholarly achievements and disciplinary values (Jongbloed *et al.*, 2008). According to Hackett (2014), there is a need for a research and education system that will contribute to the advancement of knowledge, poverty alleviation, and the well-being of society. As stated by Bawa (2012), universities "are social entities that help societies shape the way in which they think about themselves and how they relate with the rest of society and how societies relate to other societies." Universities have been transformed from „communities of scholars" to „workplaces" (Teelken, 2011). The demands for interaction with stakeholders emanate from within the university and partly from outside the scientific community (Jongbloed *et al.*, 2008). Essentially, universities have to account to government and society at large for their activities (Jongbloed *et al.*, 2010). The prosperity of modern nations ultimately depends on the productivity of their citizens (Laurillard, 2000).

Renault (2006) states that universities contribute to regional economic development in various ways. According to Jongbloed *et al.* (2008), universities are not only expected to provide excellent education and conduct ground-breaking research, but also to shape the knowledge society. Inevitably, change is the product of this era (Jackson, 2003). The change in the mission and role of universities affects the relationships between the university and its communities (Jongbloed *et al.*, 2008). The increased salience of knowledge and research to economic development has introduced a third mission, which is the role of the university in economic development. This change has led to the re-evaluation of the mission and role of the university in society (Etzkowitz & Ledesdorff, 2000). Ramli, Zainol, Aziz, Mohd and Hassim (2013) argue that the role of the

university in producing new knowledge has been taken over by privately funded research institutions. Activities associated with the third mission include everything except traditional teaching and research (Jongbloed *et al.*, 2008). In light of the emphasis on this third mission, universities have counted society, public organisations and enterprises as some of their main stakeholders (Vagnoni *et al.*, 2015).

As universities become academic enterprises that are dependent on capital allocations, this affects their ability to act as an independent moral force (Hackett, 2014) and become more integrated into society (Jongbloed *et al.*, 2008). The university has a responsibility to develop citizens, transmit values, and to defend and promote the national culture (Amaral & Magalhaes, 2002). Universities are increasingly under tremendous political pressure to be governed according to a „narrow set of measures of output efficiency and job creation effects“, at the expense of their core business as institutions of higher learning and research (Emmeche, 2015).

The emergence of a community engagement agenda provides universities with various opportunities to function as „sites of citizenship“ (Jongbloed *et al.*, 2008). Since universities have assumed the third mission, they have the responsibility to directly contribute to society and economic development (Martinelli *et al.*, 2008). Their contribution to their community“s social and economic infrastructure includes, among other things, the building of social capital, contributing to the resolution of local issues, education for democratic citizenship, and supporting equity and diversity (Jongbloed *et al.*, 2008).

When dealing with the university as a complex system, applying complex adaptive systems models to strategic management leads to an emphasis on building systems that can adroitly develop effective adaptive solutions (Anderson, 1999). Complex adaptive models are necessary as a link to change and future outcomes (Cheng *et al.*, 2006). In a world of complexity and change, high levels of diversity need to be managed (Jackson, 2003). According to Etzkowitz *et al.* (2000), universities should return to their traditional role, which is teaching and research, and these authors question whether or not universities should in fact add a third mission of economic development. As the number of university stakeholders increases, so have society“s expectations regarding

the university's public responsibilities (Jongbloed *et al.*, 2008). The factors that hinder the university's achievement of its core business are, among others, "authoritarianism, corporatism, illiberalism, supernaturalism, and political correctness" (Emmeche, 2015).

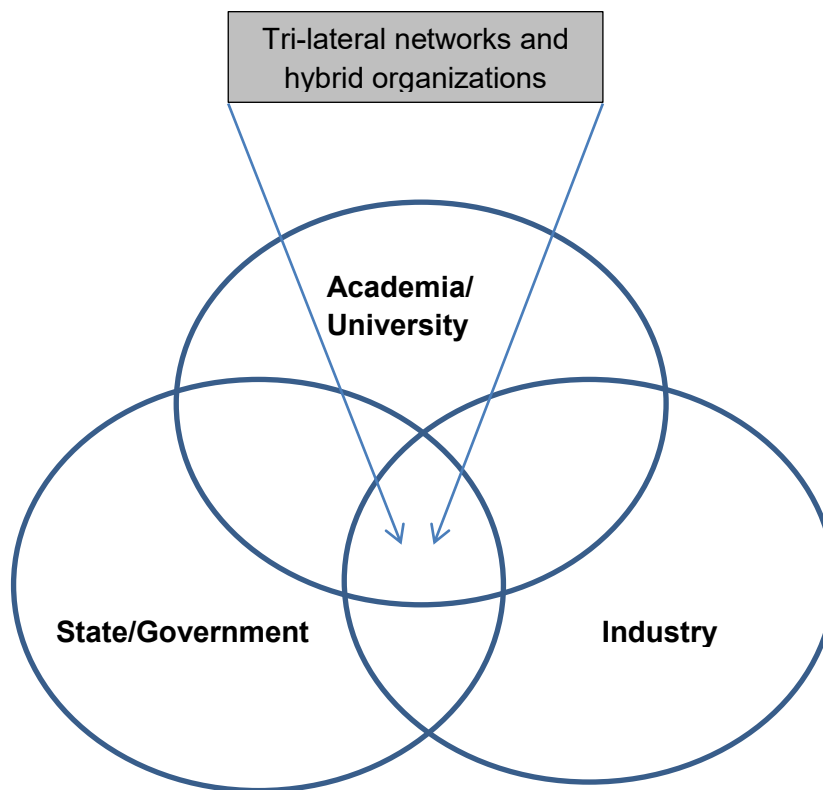
2.8 Managing stakeholders through partnerships

Research findings are a product of social collaboration and should be assigned to the community (Renault, 2006). Institutional and regional contingency both influence the relationship between the university and its stakeholders (Jongbloed *et al.*, 2008). Stakeholder relationships are managed by "opportunistic behaviour rather than trust" and use "opportunity cost principle and principal-agent considerations" (Cornuel and Hommel, 2015). Jongbloed *et al.* (2008) posit that if a particular stakeholder appears to be „dangerous" (in terms of the typology presented earlier), the university should enhance the relationship by engaging in a particular form of strategic partnership.

Partnering with key stakeholders has critical implications for university governance and accountability (Jongbloed *et al.*, 2008). Business organisations manage relationships with stakeholder groups, rather than with society as a whole (Clarkson, 1995). The transfer of „economical scientific knowledge" from universities to industries contributes to substantial macro-economic growth (Gattringer, Hutterer & Strehl, 2014).

In this regard, the Triple Helix thesis argues that the university's role can increasingly enhance knowledge-based societies through innovation (Lei, Zhao, Zhang, Chen, Huang, 2012; Etzkowitz *et al.*, 2000). The Triple Helix Model of University-Industry-Government Relations (as illustrated below) consists of tri-lateral networks and hybrid organisations, and this model is an analytical tool to describe the dynamics of various institutional arrangements and policy models (Etzkowitz *et al.*, 2000).

Figure 4: The Triple Helix Model of University-Industry-Government Relations



Source: Etzkowitz et al (2000)

Furthermore, the degree to which external stakeholders become central to the research governance of universities depends on partnerships (Benneworth *et al.*, 2009). University-industry collaborations have steadily gained currency, frequency and importance in recent years (Gattringer *et al.*, 2014).

2.9 University entrepreneurialism and academic capitalism

As Park (2011) states, “in recent years much attention has been paid to the idea of academic capitalism and the notion of the entrepreneurial university” According to Cornuel *et al.* (2015), entrepreneurialism and university rankings clearly explain why

not-for-profit universities are managed in a “tacit for-profit mode”. Renault (2006) indicates that the entrepreneurial behaviour of the university can be seen in the views of professors about the university’s role in the dissemination of knowledge. According to Martinelli *et al.* (2008), there are two types of innovation agents, namely entrepreneurial academics and academic entrepreneurs – the former resembles the innovative university member, while the latter is similar to a typical start-up entrepreneur. Given that the newer trajectory of academic capitalism is embraced by universities, researchers who believe in the commercialisation of research tend to focus on applied research and seek ways in which to make their innovations or research patentable (Renault, 2006).

Slaughter and Leslie (1997) state that academic capitalism refers to a situation “*where university employees are employed simultaneously by the public sector and are increasingly autonomous from it. They are academics that act as capitalists from within the public sector but are state-subsidised entrepreneurs*”. Some legislators in other parts of the world, in the quest to uphold „public accountability“, question whether or not governments should provide research grants to universities (Mok, 1999).

Higher education is facing budget cuts and declining investments due to neoliberal policies (Geiger, 2015). University entrepreneurialism may therefore be motivated by a lack or reduction of government funding (Etzkowitz *et al.*, 2000). The ebbing of state support for universities (Hackett, 2014) gives entrepreneurialism and the marketisation of the academy more influence (Cornuel *et al.*, 2015), and forces universities to rethink their role (Barnett, 2012). This has resulted in universities seeking industrial funding (Renault, 2006). However, marketisation in South Africa has increased inequalities and has done little to keep South Africa more “competitive globally and to create an innovation economy” (Gultig, 2000).

According to Ntshoe (2004), the influence of markets and globalisation have encouraged universities to seek entrepreneurial sources of revenue by adopting „market-like behaviours“ and quasi-marketisation as strategies to obtain additional funding. Orr (1997) suggests that globalisation in South Africa is underpinned by neo-liberalism. The casual criticism in this regard indicates that universities are moving

beyond the traditional model (Cornuel *et al.*, 2015), which resonates well with the on-going debate on managerialism (Peters, 2013; Teelken, 2012).

According to Jongbloed *et al.* (2008), it is difficult to separate community engagement from traditional research. The university is a complex system with unique characteristics (Papadimitriou *et al.*, 2014), which are the source of the different economic, social, cultural and utilitarian benefits valued by society (Teelken, 2012). Jongbloed (2010) adds that the value of knowledge is defined by key stakeholders of the university in terms of quality, utility and relevance.

Universities, according to Jongbloed *et al.* (2008), want to increase sources of external funding by establishing closer links to industries, and are in the process demonstrating entrepreneurship. They are in the middle of a dense network of relationships with non-academic partners, and the development of these networks is indicative of entrepreneurialism (Martinelli *et al.*, 2008). Universities and communities should therefore form sustainable relationships that will influence, shape and promote success for both (Ramachandra & Mansor, 2014).

According to Jongbloed *et al.* (2008), there are interconnections and interdependencies between universities, society and the economy. Stakeholder orientation posits that the ultimate goal of a business is to create value for all stakeholders, in order to ensure long-term sustainability (Murphy *et al.*, 2005). The new trend of universities to apply techniques from the private sector may go even further back than the actual term „managerialism“, which has different meanings for different authors, and is therefore difficult to define (Teelken, 2012). According to Wu (2011), sustainability is defined as *„the ability to ensure economic development is accompanied by progress towards social inclusion and does not take place at the expense of the natural environment“*. In order to be sustainable, organisations have to respond quickly and effectively to constant shifts in the environment (Jackson, 2003).

With regard to entrepreneurialism in the context of universities, Barnett (in Benneworth *et al.*, 2009) states that *“the clients of the entrepreneurial university have to be able to afford its services: the entrepreneurial university is not inclined to put its capabilities at*

the service of just any client. A local community group might wish to take advantage, one evening, of the university's heated but underused rooms, but will have to be to afford the going rate".

2.10 Valorisation and the commercialisation of research

Universities have contributed to the creation and dissemination of knowledge, and communities enjoy the product or end-result of this (Ramachandra et al, 2014). The social contract between higher education and society, through which universities get public funding, has been redefined to highlight universities' new responsibility towards a wide range of stakeholders (Jongbloed, 2010). In South Africa, the Higher Education Act of 1997 emphasises the establishment of a single, co-ordinated higher education system that responds to the needs of society and the communities which are served by institutions.

The need for scientific research to contribute to culture still applies, and this remains a strong source of funding and economic development (Etzkowitz *et al.*, 2000). According to Jongbloed (2007), the benefit of universities to society is measured largely in terms of the level and quality of their commitment to their stakeholders. The entrepreneurial character of the university provides an opportunity for academics to commercialise their innovations (Renault, 2006).

An engaged university can be the driver of innovation and may foster the commodification of higher education, thereby placing the private good character of education ahead of the public good (Enders & Jongbloed, 2007). The neo-liberalist view define universities as "just supermarkets for a variety of public and private goods that are currently in demand, and whose value is defined by their perceived aggregate financial value" (Boulton and Lucas, 2011). The implied paradigm shift from a public good to a private good has led to a huge debate on the future of the university (Cornuel *et al.*, 2015; Boulton et al, 2011; Meek, 2003). Education is a human service and a public good, which means that conceptualising it as a market commodity may marginalise issues that involve morality and ethics (Grace, 1995; Bray, 1996). Blaug (in

Ntshoe, 2004) suggests that education represents what might be called a “quasi-public good”, in that the “economic benefits of education, investment in education and consumption of education overlap”.

A researcher who believes in the importance of the commercialisation of research might pursue industrial collaboration and conduct applied research that is patentable, while a researcher who does not believe in the commercialisation of research by universities and academics is likely to conduct only basic research (Renault, 2006). Slaughter *et al.* (1997) state that the Mertonian ethos provides a sharp contrast to the concept of academic capitalism. The traditional academic ethos, as outlined by Merton (1973), consists of four elements, namely disinterestedness, universalism, organised scepticism, and communism of intellectual property.

According to Renault (2006), the best researchers are extremely keen to commercialise their research results. Academic technology transfer mechanisms are likely to create superfluous transaction costs, by encapsulating knowledge in patents that might otherwise flow freely to industry (Etzkowitz *et al.*, 2000).

2.11 New managerialism and the marketisation of the academy

Higher education institutions inhabit a more competitive world nowadays, where there is a paucity of resources. At the same time, they have to accommodate increasing demands from the local community, as well as changing expectations (Mok, 1999). Global trends indicate that private sector ideas, practices and values continue to permeate the world of universities (Ntshoe, 2004). Mok (1999) states that the application of mechanisms and principles from the private sector to the university is intended, among other things, to enhance the efficiency of educational service delivery. The adoption of sustainable practices by universities seems to be linked to finance (Vagnoni & Cavicchi, 2015). Nowadays, stakeholder relationships are characterised by „a complex array of shifting, ambiguous and contested interactions between interested parties and within diverse organisation“ (Crane & Livesey, 2003). In order to enable universities to respond to stakeholders“ competing needs, a „strong management“ is

suggested in the educational context, with a fundamental paradigm shift to the notion of 'economic rationalism' in the provision of educational services (Mok, 1999). Central to managerialism are 'economic rationalism' and 'private management', with more weight being attached to strategic management, which includes controlling performance, continuous evaluation and economic rationality (Pusey, 1991).

It is plausible that these demands will generate a new approach to governance and accountability, a high level of professional management, and a rethinking of the university business model (Jongbloed *et al.*, 2008, Arbo & Benneworth, 2007; Benneworth & Arbo, 2006). Ntshoe (2004) argues that “the increasing of marketisation and quasi-marketisation in higher education and training could be attributed to the influence of neo-liberalism and new managerialism”, and adds that “changes in higher education provision, policy and practice in South Africa need to be understood in terms of marketisation and quasi-marketisation rather than in terms of privatisation”. Whitty and Power (2000) argue that it is appropriate to talk of quasi-marketisation in relation to state-funded institutions. Marketisation has become a new universal theme in the trend towards the commodification of teaching and research, and the various ways in which universities meet the new performance criteria, both locally and globally, in the emphasis on measurable outputs (Olssen and Peters, 2005).

The university cannot be compared to a traditional organisation, because it is different and some issues do not apply to them (Baldrige, 1971). Privatisation, marketisation and new managerialism should be differentiated for analytical purposes, as they are usually conflated (Ntshoe, 2004). The stakeholder capitalism approach implies that an organisation should seek to satisfy its stakeholders, who play a critical role in the long-term success of the business (McVea & Freeman, 2005). In this regard, stakeholders can play a pivotal role in facilitating the adoption of sustainability practices in universities (Vagnoni *et al.*, 2015).

2.12 Globalisation and McDonaldisation in education

It is a generally accepted fact that higher education is globalising (Healey, 2006). Globalisation has a significant influence on the quality of education (Siddiqui, 2014). With regard to higher education, there is tremendous pressure in this area, mainly due to neoliberal globalisation, which has increased the role of the private sector in higher education (Siddiqui, 2014). In this regard, higher education neoliberalism has introduced a new mode of regulation (Olssen *et al.*, 2005). The central defining characteristic of neoliberalism can be understood, to a certain degree, as a renewal of many of the central tenets of classical liberalism, especially classical economic liberalism (Olssen *et al.*, 2005). However, other scholars claim that globalisation will lead to the McDonaldisation of the university and worldwide inequality (Siddiqui, 2014). Nowadays, higher education is an essential export sector, with university campuses attracting international students from all over the world (Healey, 2006). Opening up the university to „the market“, however, is likely to lead to the McDonaldisation of higher education (Lowe, 2014). The role of higher education in the economy, from the global neoliberal perspective, is seen as being more important than the fact that higher education has become the new star in the policy fleet for governments around the world (Olssen *et al.*, 2005).

Higher education is assumed to be employing the classic patterns of internationalisation (Healey, 2006). In what sense is higher education internationalising? According to Vignali (2001), “Internationalisation involves customising marketing strategies for different regions of the world according to cultural, regional and national differences to serve a specific market; whereas globalisation involves developing marketing strategies as though the world is single, marketing standardised products in the same way everywhere”. It has been the internationalisation of the student body, rather than the internationalisation of either the faculty or research/teaching, that gives rise to the perception that universities are beginning to mimic corporations in their orientation (Healey, 2006).

The objective of the original stakeholder theory was to propose a strategic response to increasing competitiveness and globalisation, as well as the growing complexity of

organisations (Mainardes *et al.*, 2012). Neoliberalism is linked to globalisation, but globalisation is a much broader phenomenon than neoliberalism (Olssen *et al.*, 2005).

2.13 Research and innovation for the knowledge economy

Universities are key drivers in the knowledge economy, and have therefore been encouraged to develop partnerships with industry and business (Olssen *et al.*, 2005). Research-intensive universities can be the springboard for a continuous stream of people and ideas to establish innovative and fast-growing companies, in order for them to form the nexus of the knowledge-based economy (Boulton *et al.*, 2011) and to lead the way towards becoming a “knowledge society” (Powell, 2014). Research activities are important for universities, in order to stimulate innovation and identify solutions to social and environmental problems (Vagnoni *et al.*, 2015).

Researchers in various disciplines make critical decisions that impact on the outcome of technology transfer, which in turn have an impact on regional economic development. These decisions include, among others: i) what industrial collaboration to look for; ii) whether or not to reveal the discovery and patent it; and iii) whether or not to spin off the company (Renault, 2006). The decisions are entrepreneurial in nature, as they reflect an individual's interests and the awareness of an opportunity to commercialise an innovation. “Innovate or perish” (Ramli *et al.*, 2013) or “publish or perish” (Renault, 2006) are two examples of the self-imposed constraints on the capabilities of individuals.

2.14 University stakeholder management

The future of universities includes the recognition of the demands of multiple actors that are connected to higher education (Hagenbuch, 2006). In recent years, universities were operating as closed entities separated from their external environment, however, now they are expected to interact with large number of stakeholder groups (Anderson, Briggs & Burton, 2001). As the environment of tertiary education and tertiary

educational systems is ever changing, universities can no longer afford to operate as „separated closed“ institutions that are unresponsive to their environment and stakeholders (Slabá, 2015).

Higher education entails multiple stakeholders that concurrently complement and contradict each other (Conway, Mackay and Yorke, 1994). The institutions of higher learning have begun to recognise their obligation to meet the wide range needs of their stakeholders (Mainardes et al., 2012). However, Macfarlane and Lomas (1999) argue that the different interests create conflicts, which management encounter when dealing with competing demands and expectations. The market for tertiary education is affected by rising competition, decreasing enrolments, globalisation, changes and adaptation in tertiary education systems, the undesirable trend of a demographic curve in developed countries, international comparisons of universities, consequences of global economic and financial crises that affect the funding of universities, and a decrease in public expenditures on educational institutions (Green, 2014; Anderson et al., 2001; Lumby & Foskett, 1999; Park, 2011). Preston and Donaldson (1999) posit that stakeholder management may contribute to the wealth of the organisation and that economic benefits derive from positive relationships between an organisation and its stakeholders. According to Clement (2005), contemporary organisations are placed under tremendous pressure to respond to distinct groups of stakeholders.

Stakeholder governance presents an opportunity to achieve a wider participation of internal and external stakeholders in decision-making, and encompasses nominations beyond the range of stakeholder representatives (Taylor, 2013; Alfred, 1985; Gilmour Jr., 1991). The university has a capacity to thrive in turbulent environments by meeting stakeholders“ needs and resolving its internal problems, and this enables it to determine the institution“s stakeholder orientation (Clarke, Flaherty & Mottner, 2001; Tam, 2005).

2.15 Conclusion

This chapter reviewed the literature related to the research topic. It covered stakeholder theory and management; addressed the issues of who or what a stakeholder is; unpacked stakeholder identification and salience; presented types and values of stakeholders; addressed the university as a complex system; elaborated on the responsibility of the university towards stakeholders; explained how the university could manage stakeholders through partnerships; examined university entrepreneurialism and academic capitalism; valorisation and commercialisation of research; explained new managerialism and the marketisation of academy; ventured into globalisation and McDonaldisation in education; explained research and innovation for the knowledge economy; and discussed university stakeholder management. The chapter's main focus was on reviewing literature relevant to the study and which would assist in answering the research questions and achieving the objectives of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research is about generating answers to unanswered questions or creating that which does not currently exist (Goddard & Melville, 2001). As one begins to search for information on any topic, research becomes a “voyage of discovery” (Kothari, 2008), but research is not just a process of gathering information (Goddard et al., 2001). Research evolves through inquisitiveness, which is the mother of all knowledge (Kumar, 2008). It is a systematic and methodological process of enquiry (Collis & Hussey, 2003; Ghauri & Gronhaug, 2002) and investigation to increase knowledge (Collis et al., 2003). Methodology is a group of coherent methods that are appropriate for producing data and findings that help respond to research questions and meet the objectives of the research (Henning, van Rensburg & Smit, 2013). The rationale for research methodology is to provide a clearer indication of the means by which the researcher intends to achieve the objectives of the research (Malhotra, 2012).

Methodology is concerned with how we come to know in a practical sense of a word, and comprises specific ways and methods that are used in order to understand our world (Henning et al., 2013). It can be defined as a system of methods used in the study of a particular phenomenon (Brewerton & Millward, 2001). Research methods are a systematic, focused and orderly collection of data for the purpose of gathering information to solve and answer research problems and objectives (Ghauri et al., 2002). Research methodology is a roadmap for conducting the research project (Malhotra, 2012) and according to Henning et al. (2013), “methodology is the epistemological home of an inquiry”. There are two main categories of research (Connaway & Powell, 2010): applied research and theoretical or basic research. Applied research is used to solve specific problems in real situations (Connaway et al., 2010; Goddard et al., 2001), whereas theoretical or basic research is primarily interested in generating new knowledge or in gaining “knowledge for knowledge’s sake” (Goddard et al., 2001). The study followed the applied research approach, in order to assist management to make

better decisions about a specific problem dependant on the facts, logic and methodology presented (Wiid & Diggins, 2009: 6; Goddard et al., 2001).

The research methodology of the study encompassed a research design, which entailed a qualitative analysis, and an exploratory research design was thus applicable. “Exploratory research provides greater understanding of a concept or crystallizes a problem, rather than providing precise measurement or quantification” (Zikmund et al., 2012). The focus of qualitative research is not on numbers, but on words and observations (Zikmund et al., 2012) and involves a complex process of analysis and interpretation of data for meaning, understanding and knowledge development (Corbin & Strauss, 2008).

3.2 Research Purpose and Objectives

The purpose of this study is to determine how the university identified and managed stakeholders for the Research and Innovation Month. In order to achieve the aim of the study, the objectives are the following:

3.2.1 To explore and describe how the university identified and managed stakeholders for Research and Innovation Month.

3.2.2 To explore and describe the role of stakeholders in the sustainability of Research and Innovation Month.

3.2.3 To propose recommendations for the promotion of stakeholder management with regard to Research and Innovation Month.

3.3 Research Questions

3.3.1 How did the university identify and manage stakeholders for the Research and Innovation Month?

3.3.2 What was the role of stakeholders for Research and Innovation Month, who were they, and how did they contribute to its sustainability?

3.3.3 What stakeholder management strategies were in place and what recommendations can be made to promote of stakeholder management?

3.4 Research format

According to Grove and Burns (2005), the design of the study is the culmination of a series of decisions made by the researcher in terms of how the study will be implemented. This was a single qualitative exploratory case study situated in a qualitative paradigm. The study used in-depth interviews; questionnaires and literature to collect relevant data. A research design can be defined as the overall plan that relates the conceptual research problem to relevant and practical research (Ghuri and Gronhaug, 2002). The research design serves as a framework to be followed when conducting research, in order to increase the credibility of results and findings (Wiid and Diggines, 2013). Grove et al. (2005) state that “qualitative research is a systematic, interactive, subjective approach used to describe life experiences and give them meaning”.

The study was an exploratory case study, which aimed to understand the phenomenon and allow for an in-depth exploration and thorough understanding of the lived experience of participants (Du Plooy et al., 2014; Seidman, 2013). Exploratory qualitative research involves the use of in-depth interviews and analysis of case studies, and is used to shed light on the various ways in which a phenomenon is manifested (Polit & Beck, 2008). Many case studies employ both qualitative and quantitative methods of data gathering and analysis to create a full picture of the investigated phenomenon (Henning, 2013). However, this study employed only a qualitative methodology. According to Du Plooy et al. (2014), the characteristics of the case study method facilitate the aim or goal of a qualitative study.

A case study design was used to gain insight into the situation and its meaning (Henning et al., 2013). Smith (in Henning et al., 2013) stated that case studies are not the same as any qualitative study, because it analyses and describes a single unit or bounded system such as an event, individual or community. The researcher employed a case study and qualitative approach, in order to gain insight into how the university identified and managed stakeholders during Research and Innovation Month. According to Zikmund et al. (2012), exploratory research can be employed to provide identity and clarity when decisions are to be made, and can be used to identify key concepts and stakeholders (Du Plooy-Cilliers et al., 2014).

In this study, the researcher aimed to determine what the university did in terms of stakeholder management and to gain an in-depth understanding of who they had in mind as they planned the event. In addition, the researcher wanted to explore how the event contributed to the university's sustainability, who the targeted stakeholders were, how the event evolved, and how stakeholders were identified, prioritised and managed during the whole process.

The researcher used a qualitative approach to gain deeper insights into stakeholder management for Research and Innovation Month, because quantitative research presents limitations in terms of answering why and how questions (Nastasi and Schensul, 2005). A case study is an exploratory technique for qualitative research (Malhotra, 2012). An exploratory study is a valuable means of determining what is happening, seeking new insights, asking questions, explaining central concepts and constructs, and assessing phenomena in a new light (Robson, 2002). Exploratory research provides more information about the research problem (Wiid and Diggines, 2013). In order to answer the objectives and research questions of the study, an exploratory study was conducted.

3.5 Research methods

Stakeholder management is multi-, inter- and trans-disciplinary in nature, and according to Wiid and Diggines (2013), qualitative research is multidisciplinary. According to

Denscombe (2002), an exploratory study involves a qualitative approach to phenomena. Qualitative research allows the researcher to provide an elaborate interpretation of phenomena and to crystallise the research problem (Zikmund et al., 2012). The researcher identified a qualitative approach as being most relevant to finding answers to the research questions. Qualitative research can achieve a high quality of theory generation and development through subsequent meticulousness in data analysis (Miles et al., 2013). This type of research is less structured and is not dependent on numerical measurements (Zikmund et al., 2012). The qualitative approach presents an opportunity for the collection, analysis and interpretation of data that could not be quantified in a meaningful way (Wiid et al., 2013).

According to Malhotra (2012), qualitative research offers a better understanding of the problem, and in the process enables the researcher to achieve a qualitative understanding of the underlying rationales for stakeholder management at the university. Wiid et al. (2013) state that qualitative research depends upon detailed descriptions by respondents to gain insight into the problem, because it uses smaller sample sizes. This enabled the researcher to access the vast tacit knowledge of the participants. The study comprised a small sample size, and used documents, semi-structured and in-depth interviews and open-ended questionnaires for data collection. The study made use of both primary and secondary data.

3.6 Research techniques

According to Du Plooy-Cilliers et al. (2014), exploratory studies employ qualitative methods such as personal interviews and focus group interviews. This study used in-depth interviews, questionnaires and documents. In order to obtain data variety during the process of investigating the phenomenon, Henning et al. (2013) posit that two or three sources of information should be used to obtain data.

3.6.1 In-depth interviews

As one of the qualitative data collection methods, in-depth interviews provide an opportunity for the interviewer to ask questions to elicit views, opinions and beliefs of participants about a particular phenomenon, in order to gain a deeper understanding of their stance (Du Plooy-Cilliers et al., 2014). In-depth interviews are semi-structured to allow the researcher to probe (Du Plooy-Cilliers et al., 2014). To answer the substance of the research questions, in-depth interviews (Zikmund et al., 2012) with key senior managers at the university were held. The in-depth interviews aimed to elicit tacit knowledge from participants about the university's Research and Innovation Month and its stakeholders, and enabled the researcher to probe further for clarity and a deeper understanding. According to Henning et al. (2013), in-depth interviews allow the researcher to achieve the same level of understanding and knowledge as participants. The researcher envisaged conducting six single interviews - however, only three interviews were held. Interview appointments were arranged and solicited via email, accompanied by an introduction, consent form and permission to conduct the study. Follow-up reminders via email were sent directly to potential participants.

In order to ensure that answers collated with the research questions and that there was a degree of systematisation in questioning and analysis (Marshall and Rossman, 2006), the researcher drafted guiding questions for the interview process. The interviews were semi-structured and conducted at the most suitable time and place for participants. The interviewer was granted verbal permission by participants to voice-record the interviews. The interviews were conducted between 17 November and 14 December 2015, and were voice-recorded via cellphone and later transcribed. The transcribing method was determined by the type of interviewing method (Malhotra, 2012). The cellphone voice-recorder was tested before the interviews, and a second cellphone was used as a back-up. The assistance of a professional transcriber enabled the researcher to stick to the schedule. The interviews were conducted in English, which was agreed upon before the interviews.

3.6.2 Self-administered questionnaires

A questionnaire is a formal set of questions to obtain information from respondents (Malhotra, 2012). It is a common instrument in business research (Cooper et al., 2011; Powell et al., 2011) and an essential tool for data collection (Wiid et al., 2013; Powell et al., 2011). A questionnaire is used for the standardisation of the data collection process and to ensure consistency and coherence for data analysis (Malhotra, 2012). The questionnaires, consisting of open-ended questions, were distributed via email to participants. Mail and electronic questionnaires are self-administered because they involve no personal interaction between the researcher and the respondents (Malhotra, 2012).

The questionnaire used in this study was developed by the researcher. It was compiled in English prior to the actual fieldwork, and the supervisor scrutinised the questionnaire for relevance. In order to increase the rate of response (Leedy and Ormrod, 2005), the researcher guaranteed the respondents' anonymity, which helped to ensure that respondents were as honest as possible. The questionnaire enabled participants to share and recount their experiences. According to Zikmund et al. (2012), questionnaires should be short in terms of design and appearance. The questionnaire consisted of ten questions related to the research questions. Data collection can be defined as the precise, systematic gathering of information relevant to specific research objectives or questions (Grove et al., 2005). According to Du Plooy-Cilliers et al. (2014), fewer questions in a questionnaire yield a high response rate. Malhotra (2012) suggests that a questionnaire should be put together in a way that minimises the demands imposed on respondents. The questionnaire enables the researcher to collect relevant data to address the research questions (Malhotra, 2012). In this study, the questionnaires provided an opportunity for participants to collate data and information about the university's Research and Innovation Month in a thoughtful and chronological manner, in order to assist in answering the research questions.

The questionnaires were distributed by the researcher via email to participants, accompanied by an introductory letter and consent form stating the importance of the study. The body of the email contained information on how to complete the

questionnaire and how long it would take to do so, as well as the contact details for any enquiries. The respondents were afforded an opportunity to complete the questionnaire, and the researcher reminded participants to fill in the questionnaire. Out of six distributed questionnaires, only five were completed and returned.

According to Malhotra (2012), the pretesting of a questionnaire is critical for success. A pilot study is defined as a small study conducted prior to the main research, in order to determine whether the methodology, sampling, instruments and data analysis are adequate and appropriate (De Vos, 2005). Questionnaires were distributed to three participants for the pilot study. This was done prior to distributing it to the participants of the study. The aim of conducting the pilot study was to investigate the feasibility of the planned project, and in order for the researcher to establish the unforeseen problems that might occur during the main project. The pilot project yielded positive results, as two out of three participants returned completed questionnaires. This allowed the researcher to proceed with the distribution of the questionnaire. The questionnaires were distributed to all potential participants from 23 November 2015, when the pilot study feedback was obtained.

3.6.3 Documents

Document analysis is used to evaluate historical or contemporary documents or opinions that may be confidential (Cooper et al., 2011; Powell et al., 2011). The researcher consulted documents related to the university's Research and Innovation Month, as well as other strategic university research documents, in order to obtain a deeper understanding of issues related to the event. These documents entailed explicit knowledge. The strategic university research documents were among those that were engaged by the researcher. The information contained in documents included, among other things, the university's research strategy, research activities, role of internal stakeholders, and what the university intended to achieve with the Research and Innovation Month. The findings from the documents are shared in the following chapter.

3.7 Data collection methods

According to Zikmund et al. (2012), data consists of facts of phenomena and data collection methods refer to the scientific ways by which the researcher gathers data. This study used both primary and secondary data. The primary data was collected through in-depth interviews and questionnaires. The two major approaches in primary data collection are quantitative and/or qualitative research. The difference in the approaches is based on the sampling methodology and not the type of data generated from the study (Tustin, Ligthelm, Martin & Van Wyk, 2005). Wiid et al. (2013) identify three factors to be considered when selecting the most appropriate research approach: i) the volume and variety of data required; ii) the objectivity and reliability of the required data; and iii) the cost and duration of the study. According to Wilson (2006), qualitative research is an unstructured research approach with a handful of meticulously selected individuals, the aim of which is to provide non-quantifiable insights into behaviour, motivations and attitudes which, according to Collis et al. (2003), includes examining and reflecting on perceptions in order to gain an understanding of social and human activities.

According to Zikmund et al. (2012), secondary data is data that has been previously collected for reasons other than research, and some advantages of secondary data is its availability and accessibility. In this study, secondary data was collected through university documents and journals.

3.8 Target population

A population is the total possible membership of the group being studied. It can be described as all elements or subjects that meet the criteria for inclusion in a study (Grove et al., 2005). A target population is a group of objects that have the information that the researcher is looking for (Malhotra, 2012). A population is any group that has common characteristics (Zikmund et al., 2012), and includes all units with the attributes in which the researcher is interested (Du Plooy-Cilliers et al., 2014). The target

population should translate the research problem into a precise statement in terms of who should be included in the sample (Malhotra, 2012).

The population of this study included the university members of staff who had been involved in the coordination of the Research and Innovation Month. It included academics, as well as professional and administrative staff.

3.9 Sampling procedures

Sampling is a process whereby the researcher draws conclusions based on measurements of a portion of the population (Zikmund et al., 2012) and involves making a selection of the study sample (Groove et al., 2005). According to Malhotra (2012), a population is a set of entities in which all the measurements of interest to the researcher are present. Henning et al. (2013) state that sampling is the process of selecting research participants. The population of interest entails the total group from which information is collated (Wilson, 2006). Given that in most cases, it is impractical to investigate all members of a target population due to time, cost and accuracy constraints, a sample is drawn from the population (Hawkins, Sanson-Fisher, Shakeshaft, D'Este & Green, 2007).

Sample selection was critical for the trustworthiness of the information. A sample should be representative of the population (Malhotra, 2012) or constitute a small portion of the total set of persons which comprise the subject of the study (Du Plooy et al., 2014), and be able to provide information that is representative of the whole population (Wiid et al., 2013). A list of all sample units in a given population, known as a sample frame, which is up-to-date, complete, accurate and accessible enhances the results of a study (Collis et al., 2003). A sample frame ensures completeness and accuracy and eliminates duplication (Tustin et al., 2005). Therefore, the sampling approach helped to determine the focus of this study.

3.9.1 Sampling type

This study used non-probability sampling. According to Du Plooy-Cilliers et al. (2014), elements of the population in the non-probability sampling procedure do not have an equal opportunity of being selected. The probability of any member of the population being selected is unknown, because units of the sample are chosen based on personal judgement or convenience (Zikmund et al., 2012). The sampling units were arbitrarily selected by the researcher, who used his personal judgement to choose them (Emmel, 2013; Du Plooy et al., 2014), based on his knowledge of who has the relevant knowledge and information to assist in answering the research questions.

3.9.2 Sampling techniques

Sampling techniques are divided into two main categories (Du Plooy et al., 2014; Malhotra, 2012; Ghauri et al., 2002), namely probability or representative sampling and non-probability or judgemental sampling. Given that the study was cross-sectional, non-probability sampling was chosen based on the researcher's judgement, and because it is mainly used when there are resource and time constraints. The study employed purposive sampling, although the method is not representative of the population. However, it is often effective in predicting outcomes (Brewerton & Millward, 2001). According to Zikmund et al. (2012), a researcher uses purposive sampling to select samples based on his personal judgement about appropriate characteristics to achieve a certain purpose. Purposive sampling involves the researcher consciously selecting certain participants from whom he or she can learn something with regard to the central focus of the study (Grove et al., 2005). The sample units are selected according to their role or participation. In this study, the researcher selected the participants based on the knowledge that these participants were holders of both tacit and explicit knowledge relevant to the research questions.

Convenience sampling was used to pre-test the questionnaires. According to Du Plooy-Cilliers et al. (2014), convenience sampling is often used to pre-test questionnaires, and accessibility to the sample elements is quicker and easy. This technique is useful for the

generation of ideas and insights through small samples, as in the pre-testing of questionnaires, pilot studies, and exploratory studies in the exploratory phase of a study (Wiid et al., 2013). In convenience sampling, the elements are selected at the convenience of the researcher.

According to Denscombe (2002), exploratory studies involve a small sample size and employ open-ended questions in order to gain insight. Some of the participants had been involved in the university Research and Innovation Month since its beginning, and had therefore accumulated vast experience over the years.

3.10 Data analysis

According to Zikmund et al. (2012), data analysis is the process of applying reasoning in order to understand the data (both primary and secondary) that have been gathered or collated. Ghauri et al. (2002) defined data analysis as the process of bringing order, structure and meaning to collected data. The analysis of the study included determining consistent patterns in the questionnaire responses and summarising details revealed in the study. Transcribing data includes transferring the coded data from questionnaires (Malhotra, 2012). The in-depth interviews were transcribed, typed up in Word documents, and converted into text files for storage and analysis.

Participants communicate consciously and subconsciously, as well as verbally and non-verbally, in trying to put across a message, which means that intuitive skills need to be applied in the interpretation of qualitative data (Ritchie, Lewis, Nicholls & Ormston, 2013; Wilson, 2006). The inductive method was used to analyse the transcribed in-depth interviews in this study. Componential analysis, which uncovers relationships between words through the search of associated cultural symbols such as acts, sounds and objects (Malhotra, 2012), was used to interpret non-verbal communication by respondents and to evaluate alternative explanations to responses. The primary data was prepared and processed through editing, coding, capturing, verification and cleansing, labelling and storage. Collis et al. (2003) emphasise the need to summarise, categorise and restructure as a narrative the non-standardised and complex data

collected during qualitative research, in order to support meaningful analysis. Given that this was a qualitative study, the data analysis was non-statistical.

Textual analysis was used to analyse documents and artefacts from the university. The questionnaire and guiding questions made provision for explicit general categories, according to which information collected during the data gathering process was themed, organised and coded (Marshall & Rossman, 2006). According to Leech and Onwuegbuzie (2008), keywords-in-context reveal how respondents use words in a certain framework and help identify fundamental connections that participants imply through speech. According to Wiid et al. (2013), coding allows a researcher to interact with the data and derive meaning through questioning and drawing comparisons. The information collated through interviews, questionnaires and secondary data in this study was organised in accordance with categories that were compared on a constant basis (Zikmund et al., 2012). This enabled a comparative analysis for the identification of differences and similarities in responses between respondents. Analysing the qualitative data presented an opportunity to review collated data, in order to organise and interpret the content in a form that directly addressed the research objectives.

Given that the sample size was small, the research results cannot be generalised. The value and meaning of the research was predicated on an interpretation of the results, as well as the conclusions and recommendations. The distinctive feature of a qualitative study is its data analysis, and the analytical instrument is largely the researcher (Henning et al., 2013).

3.11 Measures for ensuring trustworthiness

As stated by Polit et al. (2008), „trustworthiness is a term used in the evaluation of qualitative data using specific evaluation criteria“. Shenton (2004) argues that the trustworthiness of a qualitative study is frequently interrogated by positivists, possibly because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Among those who believe that qualitative research should be assessed for quality, Porritt et al. (2014) argue that they adopt this stance because

qualitative research can be faulty. In the process of their work, qualitative researchers have been tasked with justifying their research to counter allegations that it is „undisciplined, atheoretical, anecdotal, methodologically weak, and subjectively indulgent“ (Denzin & Lincoln, 2008; Long & Godfrey, 2004). Lincoln and Guba (1985) introduced the following criteria for developing the trustworthiness of a qualitative investigation: credibility, transferability, dependability, conformability and authenticity. In terms of the quality criteria established for post-positivist, credibility is parallel to internal validity; transferability is parallel to generalisability; dependability is parallel to reliability, and confirmability is parallel to objectivity (Porritt et al., 2014; Zitomer & Goodwin, 2014). Quality criteria have developed the complexity of qualitative research methodology and research practice, whilst growing its responsiveness, richness and sensitivity, both politically and ethically (Lincoln, 1995; Tracy, 2010). The criteria have become an expression of quality and serve as a means by which to validate integrity, competence, and the legitimacy of the research process and findings (Zitomer et al., 2014). Wiid et al. (2013) state that the disadvantage of collecting data from a sample instead of the population is that findings only represent an approximation of the population.

3.11.1 Credibility

Polit et al. (2008) define credibility as „the confidence in truth of data“. Credibility implies that the researcher should take charge of the entire course of the research process, building trust though honouring confidentiality and not breaking any promise, and understanding the phenomena of interest from the participants“ viewpoints (van Wijk & Harrison, 2013). Finlay (2006) posits that a credible study does not essentially require readers to agree with the conclusions of the study; rather, the readers need to see what the researcher saw, irrespective of the degree to which they agree. In addressing credibility, the researcher attempts to prove that a true picture of the phenomenon under investigation is being presented (Shenton, 2004). Credibility involves the extent to which the phenomenon represents experiences shared by participants or observed by the researcher (Cohen & Crabtree, 2008). Credibility attempts to answer the question:

“How congruent are the findings with reality?” (Shenton, 2004). According to Cooney (2011) and Finlay (2006), the credibility of a study contributes to the ability to identify with the research findings and their interpretation, and to consequently make decisions based on them.

This study used non-probability purposive sampling. The participants were chosen based on the fact that they are knowledge holders with experience at different levels, which provided the opportunity for them to shed possible light on the research questions from various perspectives. One of the strategies employed to ensure the credibility of the study was to draw data using different data collection tools, namely interviews, questionnaires, and documents. The data was collected in different forms. This was accompanied by the identification of participants from different levels in terms of demographic and psychographic representations. The researcher honoured the terms and conditions stipulated in the ethical clearance and permission. This included a high level of confidentiality, privacy and anonymity for the participants, by using pseudonyms where necessary. This also included not using the title or occupation of any participants.

The amount of data collected was sufficient to answer the research questions, and the questions asked of participants were open-ended. This enabled the findings to be aligned with reality in terms of how participants experienced stakeholder management at different levels. The line of questioning pursued in the interview sessions, as well as the methods of data analysis, contributed to the credibility of the study. The credibility of the data was enhanced by recording of interviews, and the assurance that the data would be kept for a period of five years. There are no rules for sample size in qualitative studies, as it depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with the available time and resources (Marshall, Cardon, Poddar & Fontenot, 2013).

3.11.2 Dependability

In order to ensure dependability, the qualitative research process should be logical, sound, traceable, and evidently documented (Porritt et al., 2014). The dependability

criterion is difficult to meet in qualitative research, though a researcher should attempt to enable future researchers to replicate the study (Shenton, 2004). Dependability indicates the consistency of the findings, even if the enquiry was to be replicated in another context. In order to address the dependability issue more directly, the processes followed during the study were reported in detail, thereby enabling any future researcher to repeat the study, even if not necessarily to gain the same results. Such in-depth reporting could allow the reader to assess the extent to which proper research practices were followed. This included details of the research design and its implementation, describing what was planned and executed, and the operational details of data collection, which addressed what was done during the research process. This enables readers to gain an in-depth understanding of the methods used in the study.

3.11.3 Conformability

In order to ensure confirmability, researchers have to prove that the findings emerge from the data and not their own biases (Shenton, 2004). Conformability in qualitative research suggests that the study is free of unfairness and bias in the procedures and interpretation of results, and that the data collected and the conclusions drawn can be achieved by other researchers examining the same situation (Ary, Jacobs, Sorensen & Walker, 2013). As a university employee and the researcher, it was important for the researcher to ensure that his personal experiences were bracketed during the whole research process, in order to avoid bias and unfairness. It was also vital to remain as neutral as possible throughout the data collection and analysis phases. The beliefs underpinning decisions made and methods adopted were acknowledged within the research report, and the rationales for favouring one research approach over another were provided. The data was kept in accordance with the university policy, so that if any need for an audit arises, the stakeholders eligible to access the data could conduct an audit trail in terms of, for example, how the themes were formulated, findings and conclusions reached, etc. The methodological description was detailed, in order to

enable the reader to determine to what extent the data and concepts emerging from the study could be accepted.

3.11.4 Transferability

According to Porritt et al. (2014), transferability in qualitative research is an area of disagreement among researchers, because it refers to the generalisability of research results and corresponds to external validity in quantitative research. According to Zitomer et al. (2014), transferability is parallel to generalisability. Salmond (2012) states that it might be thought of as a matter of „fit“ between the situations studied and others to which one might be interested in applying the concepts and conclusions of that study. To ensure transferability, the researcher has to provide necessary details of the circumstances of the fieldwork, in order to enable the reader to decide whether the dominant situation is similar to another situation, and whether the findings can reasonably be applied to the other setting (Shenton, 2004).

In this study, non-probability purposive sampling was used, and sufficient data was provided in the research report for an evaluation of the transferability of data to other contexts. The results of the study were presented within the context of the characteristics of the university's Research and Innovation Month in relation to stakeholder management.

3.11.5 Authenticity

Guba and Lincoln (1989) identify different types of authenticity as criteria of fairness: ontological authenticity, educative authenticity, catalytic authenticity, and tactile authenticity. In this study, the analysis and interpretation included an honest and accurate representation of the participants' viewpoints, thereby upholding the quality of qualitative research (Lyons, Bike, Ojeda, Rosales Meza, Johnson, & Flores, 2013). The researcher ensured that all participants were treated fairly and with respect. As a university employee, the researcher was junior to other prospective participants, and

requisite respect was therefore accorded. The researcher wrote a report that conveyed the experiences, perceptions and views of participants regarding the research phenomenon, as presented during the study. Where necessary, inverted commas were used to cite in verbatim, while ensuring that confidentiality was not compromised by using pseudonyms, and ensuring that all personal data was anonymous. The researcher also ensured that no participant was marginalised in terms of their views because of their level, knowledge or experiences. According to Wiid et al. (2013), the disadvantage of collecting data from a sample, instead of the population, is that findings only represent an approximation of the population.

3.12 Ethical considerations

The researcher was granted gatekeeper's permission by the institution where the study was conducted. However, the gatekeeper's permission was not granting the researcher permission to conduct research, but was accepting and acknowledging the type of research that the researcher intended to conduct. The gatekeeper's permission was one of the requirements for the University of KwaZulu-Natal (UKZN) to grant ethical clearance. In turn, the ethical clearance from UKZN was one of the requirements to apply for ethical clearance at the institution where the researcher intended to conduct the study. After a lengthy period, the institution in which the study was conducted granted the researcher ethical clearance. The granting of ethical clearance did not allow the researcher even to make appointments with potential participants. The ethical clearance dealt with all matters of ethicality and confidentiality by the researcher, which were complied with. This meant that the study was in line with the ethics of the institution. However, this ethical clearance afforded the researcher an opportunity to apply for permission to access participants in the study and documents of the institution.

The application stipulated clearly that the application type was postgraduate research, and which aspects of the research needed ethical clearance, which included the questionnaire, interviews and documents to be used in the study.

The study did not include direct involvement of the following groups of participants: (a) Children or young people under the age of 18 (b) Persons living with disabilities (physical, mental and/or sensory); (c) Persons that might find it difficult to make independent and informed decisions for social, economic, cultural, political and/or medical reasons; (d) Communities that might be considered vulnerable, thus finding it difficult to make independent and informed decisions for social, economic, cultural, political and/or medical reasons; (e) People who might be vulnerable for age-related reasons e.g. the elderly; (f) Persons whose native language differs from the language used for the research; (g) Women considered to be vulnerable (pregnancy, victimisation, etc.); (h) Plants; (i) Molecular or cell research; (j) Animals; and (k) Environmentally related research. However, the study had direct involvement with staff of the researched institution. The study did not afflict any discomfort upon participants beyond normal levels of inconvenience.

The study complied with the condition stipulated in the application process that the research did not involve any of the following types of activity: “a) Collection, use or disclosure of information WITHOUT the consent/assent of the individual or institution that is in possession of the required information, i.e. will be conducted without the knowledge of the participants (with the exception of aggregated data or data from official databases in the public domain); b) Causing discomfort to participants beyond normal levels of inconvenience; c) Deception of participants, concealment or covert observation; d) Examining potentially sensitive or contentious issues that could cause harm to the participants; e) Research which may be prejudicial to participants or may intrude on the rights of third parties or people not directly involved; f) Using intrusive techniques e.g. audio-visual recordings without informed consent; g) Study of or participation in illegal activities by participants that could place individuals and/or groups at risk of criminal or civil liability or be damaging to their financial standing, employability, professional or personal relationships. h) Innovative therapy or intervention; i) Personal information collected directly from participants; j) Personal (identifiable) information to be collected about individuals or groups from available records (e.g. staff records, student records, medical records, etc.) and/or archives; k) Psychological inventories / scales / tests; l) Activities which may place the researcher(s)

at risk; m) Collecting physical data from the participants such as body measurements, blood samples, etc.; n) Collecting physical samples from animals such as blood, etc.; o) Harvesting indigenous vegetation; or p) Harvesting vegetation or soil from privately owned land”.

There were no foreseeable risks associated with the study because it was not a sensitive topic, and the participants (knowledge holder as identified by the researcher) were all adults who were not deemed to be vulnerable. There were no foreseeable risks that could harm or hinder the participants or compromise the reputation of the institution. All participants were treated fairly and with respect.

3.13 Conclusion

Research methodology should not be technical and should therefore be easy for everyone to understand (Tustin et al., 2005). This chapter outlined the research design and how the questionnaire was developed, piloted and refined. It covered the sampling methods used to select participants for the study. Furthermore, the chapter detailed the systematic collection of data – in other words, how the research was conducted and the organisation of practical aspects such as personal and in-depth interviews, and the identification of respondents. The systematic interpretation of the data is discussed in Chapter 4.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter revisits the purpose and objectives of the study, and presents the findings of the interviews, pilot study, questionnaires and documents. It also examines the measures for ensuring trustworthiness, which include credibility, dependability, conformability, transferability and authenticity. The data collection, data analysis and conclusions are also presented in this chapter. Data analysis is a process of structuring, ordering and deriving meaning from collected data, and qualitative data analysis involves a process of labelling, organising and interpreting data with reference to a set of codes, categories, concepts or themes (Ritchie et al., 2013). The questionnaire responses were aggregated, and no organisation or individual participating in the study was identified by name in this research report.

4.2 Purpose of the study

The purpose of this study was to determine how the university identified and managed stakeholders for its Research and Innovation Month.

4.3 Objectives of the study

4.3.1 To explore and describe how the university identified and managed stakeholders for Research and Innovation Month.

4.3.2 To explore and describe the role of stakeholders in the sustainability of the university's Research and Innovation Month.

4.3.3 To propose recommendations for the university's Research and Innovation Month, in order to promote stakeholder management.

4.4 Data collection

According to Henning et al. (2013), two or three sources of information should be used in order to achieve data variety during the process of examining the phenomenon under investigation. This study therefore used in-depth interviews, questionnaires and documents to collect relevant data. As stated in Zikmund *et al.* (2012), data comprises facts of the phenomena, and data collection methods refer to the scientific methods by which the researcher collects data. The granting of permission to conduct the study allowed the researcher to start with the research on 17 November 2015, and this permission was to expire on 31 January 2016. This was a busy time at the university, as some potential participants were busy with examinations; marking of examinations; supervision of students who intended to submit before the end of the year; and embellishing 2016 strategic plans for budget submissions. In addition, they went on vacation leave soon thereafter, and the university was closed from 24 December 2015 until 04 January 2016.

4.4.1 Interviews

An email request was sent on 17 November 2015 to six potential participants. Fifty percent of them participated in the study. The first interview was conducted on 17 November 2015, as one participant agreed to be interviewed on the same day that the request was sent. The interviews were scheduled for an hour by the secretaries of the participants. These interviews were semi-structured and conducted at the most convenient time and place for participants. The researcher arrived ten minutes before the interviews, and all the interviews were conducted in English. The interviews were conducted between 17 November and 14 December 2015. As stated in Du Plooy-Cilliers et al (2014), in-depth interviews are semi-structured to allow the researcher to probe further. In order to ensure that the responses were aligned with research questions, and that there was a degree of systematisation in questioning and analysis (Marshall et al., 2006), the researcher drafted guiding questions for the interviews (see Appendix 2).

The researcher, before the interviews commenced, requested verbal permission from participants to voice-record the interviews, which was granted by them. This was done as a courtesy, because in the introductory letter and consent form, it was mentioned that the interviews would be recorded, and the consent forms were signed without alterations. The interviews were voice-recorded using a cellphone and later transcribed by the researcher. Because the interviews had significant spaces between them, the researcher decided to transcribe the interviews. One interview took between two to three days to transcribe, as the researcher wanted to ensure the correctness of the transcription. The cellphone voice-recorder was tested before the interviews, and a second cellphone was used as a back-up.

The researcher prepared for the interviews by reading academic articles and university documents that were related to the university's Research and Innovation Portfolio and Research and Innovation Month. This assisted the researcher, not only to demonstrate knowledge about the subject and university, but also enabled him to probe for further information or clarity. As one of the qualitative data collection methods, in-depth interviews offer the opportunity for an interviewer to ask questions to elicit the views, opinions and beliefs of participants about a particular phenomenon, in order for the interviewer to gain a deeper understanding of their stance (Du Plooy-Cilliers et al., 2014). As stated in Henning *et al.* (2013), in-depth interviews allow the researcher to achieve the same level of understanding and knowledge as participants. The interviews lasted between thirty-five and forty minutes.

4.4.2 Questionnaires

According to Wiid et al. (2013), qualitative research is dependent on the detailed account by respondents in order to gain insight into the problem, because it uses smaller sample sizes. Malhotra (2012) describes a questionnaire as a formal set of questions to obtain information from respondents, and according to Wiid et al. (2013) and Powell et al. (2011), it is a crucial tool for data collection. Data collected through a questionnaire can be standardised, and can assist in ensuring consistency and

coherence for data analysis (Malhotra, 2012). On 17 November 2015, the questionnaires, accompanied by an introductory letter, permission and consent form, were sent out to all six potential participants representing six colleges. Out of the six questionnaires distributed, five were completed and returned. With an understanding that shortly after the examination period, potential participants were going to take vacation leave, I requested them to return the completed questionnaires on 24 November 2015. On the same day that the questionnaires were distributed, three potential participants confirmed receipt of the questionnaire and their participation. By the deadline for returning completed questionnaires, only three respondents had returned their questionnaires. An email reminder was sent to potential participants who had not yet returned the questionnaire. Realising that the response rate was not convincing, the researcher then decided to extend the closing date to 4 December 2015, in order to accommodate those who may have wanted to participate but could not find the time. Another reminder was sent on 30 November 2015. Two potential participants responded via email, stating that they would return the questionnaires after 18 December 2015, as they were swamped with work. As Malhotra (2012) states, mail and electronic questionnaires are self-administered, as there is no personal involvement and interaction between the researcher and the respondents. The last two questionnaires were returned on 4 January 2016.

4.4.3 Documents

As stated in Cooper et al. (2011), document analysis is used to evaluate historical or contemporary information or ideas that may be confidential. The researcher was permitted to start with the research process on 17 November 2015. As a university employee, the researcher was already familiar with a few research and innovation documents, as well as other related documents. The researcher began by looking at the university's Research and Innovation Strategy 2013–2015 document; University Research and Innovation 2014–2016 Strategy; University Research and Innovation Annual Reports (2013 & 2014); University Research and Innovation Planning documents; and Research and Innovation Project Plan document. The researcher was

reading the documents in order to find information that could answer the research questions. He intended to group all relevant information into themes that would then be developed from this information. However, the documents did not contain substantial information relating to the research questions.

4.5 Interview findings and discussion

The interviews were recorded with the permission of participants. The recordings were then transcribed by the researcher.

4.6 Research sample

The study employed a non-probability purposive sampling technique to choose the respondents. The sample of participants was arbitrarily chosen by the researcher, as they were knowledgeable about the research environment at the university. Out of six identified potential participants, only three agreed to participate in the interviews, while one opted to participate via the questionnaire. It is important to note that the characteristics of the participants had no significance to the study.

4.7 Research Objective One

- To explore and describe how the university identified and managed stakeholders for the Research and Innovation Month.

4.7.1 Significance of the Research and Innovation Month

Respondent 1

The fact that there is a Research and Innovation Month taking place during the whole month of March to highlight research activity does not necessarily mean that academics are conducting research only for that month. Research and Innovation Month provides an opportunity for academics to exhibit their work. It creates a platform for not just local,

but also international speakers to be invited, and this shows how competitive we are out there, and that our research can be linked with what is happening. One of the highlights is colleagues who come from Brazil and India, especially those who speak about BRICS. BRICS is now the real emerging phenomenon, because the BRICS countries are taking the world by storm. They are there to show the rest of the world that developing countries can make it, if they work together.

Respondent 2

The aim of Research and Innovation Week/Month is to raise awareness about research and innovation by showcasing a variety of research that has been undertaken at the university, as well as sharing knowledge with colleagues from other institutions. It is actually a very short time to achieve what they intend to achieve, but the respondent believes that as a portfolio, they have programme and activities that will ensure that the message is spread far and wide, and that it communicates what it should be communicating. And again, it is a step in the right direction for them. I believe they have got more activities that are aligned, in order to ensure that everybody is on board in assisting the university to achieve its goals where research is concerned.

Respondent 3

Research and Innovation Month is where the university provides a platform for intellectual engagement with colleges, because the stakeholders in this event are colleges. The university is then able to invite people in specific areas of interest, so that they can engage on those areas. It is also about capacity development - that is basically where stakeholders come and talk about issues, and also to invigorate research in a sense with those ideas, so that people can start to think differently and have a different approach to their research.

4.7.2 Stakeholders for Research and Innovation Month

Respondent 1

Students, academics, government departments (e.g. Department of International Relations and Cooperation; Department of Trade and Industry), BRICS countries, embassies, business, private sector, and experts in various disciplines or fields are stakeholders for Research and Innovation Month.

Respondent 2

Among the stakeholders involved is obviously government. So government is our main stakeholder and participates in this event. There are also research companies (i.e NRF; CSIR, HSRC); Innovation Hub; Institutes; business, university staff; labour [unions within the university]; academics; research committees; other professional researchers outside the academic environment; National Student Representative Council; and also the students.

Respondent 3

Stakeholders for Research and Innovation Month are colleges; government (e.g Department of Higher Education); local and international speakers/presenters; National Research Foundation; external funders; donors; academics; researchers; parastatals; universities; and community.

4.7.3 Stakeholder identification process

Respondent 1

The type of research, discussion and topic determine the stakeholders for an activity or event. Speakers or presenters are identified based on their areas of research, expertise, contribution(s) they are expected to make, and possible benefits for the university.

Although in our minds we have the students, academics, researchers, professionals and community at large.

Respondent 2

The process that is followed is that we draw up a list of potential stakeholders – „in other words, who we think might be interested in the Research and Innovation Month. We start with government and then we go to business, but also ask ourselves the following question: What type of business are we looking at?“ They could be our potential sponsors, investors, or people who provide bursaries to our students. We look at the research companies and our partners. We prioritise the University Council as our higher body. So that is how we draw up the list. Then we look at individuals and see if the person could be interested in what we are doing. Media is always the last, but not the least stakeholder. After identifying stakeholders, we get their details from the database. What we then do is identify the top management of the organisations or institutions, and send them invitations. So we are very specific in terms of who we are targeting. We don’t just invite the whole company, as this would be pointless. Once we have identified the target market, we gather their details and invite them. We target specific people who have an interest in the business that we will be selling during the week. In terms of the identification of stakeholders and management, this is a step in the right direction. „I can’t say that we are doing badly“.

Respondent 3

As already stated, Research and Innovation Month creates a platform for colleges to have intellectual engagement. In our case, the colleges are our stakeholders. However, the ground-breaking research showcased during Research and Innovation Month contributes to who should be invited. In recent years, for example, nanotechnology had ground-breaking research, which contributed to the type of stakeholders who were invited, and another is the BRICS symposium, which has a particular audience and speakers who are interested in BRICS issues.

4.7.4 Summary of findings and data analysis for objective one

The themes covered in research objective one included the significance of the Research and Innovation Month, stakeholders for Research and Innovation Month, and the stakeholder identification process.

In terms of the significance of the Research and Innovation Month, the findings suggest that Research and Innovation Month aims at raising awareness about research and innovation; offers an opportunity for academics to exhibit their work; and serves as a platform for intellectual engagement. The purpose of any organisation is to serve the interests of its stakeholders (Louw et al., 2008). However, Pearce et al. (2008) argue that the goal of business survival is taken for granted, and that the organisation that is unable to survive is incapable of gratifying the interests of any of its stakeholders.

According to Jackson (2003), the term „stakeholder“ denotes any individuals or groups who have an interest in what the system is doing. The data obtained regarding stakeholders for Research and Innovation Month indicated that the stakeholders include the following: students; academics, government departments; research companies, BRICS; embassies; business; private sector; and experts in various disciplines or fields. Benneworth et al. (2010) divide university stakeholders into two categories: internal and external. Internal stakeholders include students and academic staff, administration and management, and external stakeholders include businesses, consumer organisations, research communities, alumni, social movements, governments and professional associations. Universities have counted society, public organisations and enterprises among their main stakeholders (Vagnoni et al., 2015). Stakeholder groups of public and private universities are classified according to four basic groups: primary internal stakeholder groups, primary external stakeholder groups, secondary internal stakeholder groups, and secondary external stakeholder groups. Primary internal and external stakeholder groups are fundamentally important for the survival of universities, and are therefore the most important stakeholder groups (Clarkson, 1994; Slabá, 2015).

The identification of stakeholder groups, according to Jongbloed et al. (2008), is not straightforward or simple. The findings in relation to stakeholder identification indicate that the kind of research, discussions and topics determine the type of stakeholders for an activity or event. Louw et al. (2008) argue that it is essential for each organisation to identify its key stakeholders, and to clearly define their key responsibilities towards them. Research has revealed that many organisations do not undertake a formal analysis of all stakeholders' interests, because this creates difficulties when it comes to mapping these interests (Payne et al., 2005).

Bobeica (2011) argues that identifying stakeholders is a difficult thing because nobody knows exactly who they are. The findings also indicate that there is a process that is followed in order to draw up the list of potential stakeholders, and that they are identified in terms of whether or not they may be interested. Doh et al. (2014) state that the list of potential stakeholders of any organisation is virtually limitless. This indicates that the stake(s) that the stakeholders has/have in the university is/are not known to them. Mainardes et al (2010) highlight the fact that traditional methods of stakeholder identification have not been applied to the reality of universities.

4.8 Research Objective Two

- To explore and describe the role of stakeholders in the sustainability of the university Research and Innovation Month.

4.8.1 Stakeholder participation

Respondent 1

Stakeholders participate through discussions, presentations and research. This participation has so far yielded partnerships and collaborations between the university and its stakeholders. We are also seeking these experts to influence our young people. As students are our stakeholders, they also serve as a link between the university and the community, which is also a stakeholder. „So, if we can help our students, from the

perspective of independent thinking, to come up with ideas or questions based on where they come from, it is going to be of benefit to the communities. Over and above the influential role played by experts in relation to students, experts coach and encourage students to write academic papers. The collaborations and partnerships that we have forged so far are already working, whereby certain professors (international) have begun teaching our students how to write academic papers, with the intention to publish in an academic journal. The students may co-author with their mentors, or publish on their own.

Respondent 2

The stakeholders participate through presentations, panel discussions, and as an audience. Others are just invited to become members of the audience, and to participate during panel discussion or question and answer sessions. Students' participation is minimal during Research and Innovation Month, because there is another leg that creates a platform for them to present their research. It cannot be confirmed if there was any student who has given a presentation during Research and Innovation Month. „I think we are doing well, but we can always spread the net even further in order to get more participation from university stakeholders. I think colleges need to come on board“. The colleges have partnerships and collaborations – therefore, they need to get more participation from their stakeholders, and to increase participation by the community. The media is on board and creates the platform to communicate whatever is being discussed during the week/month of research, and this helps to create awareness.

Respondent 3

There is wide stakeholder participation in terms of the colleges, where research is conducted, and the colleges are one of the main stakeholders. In terms of participation, „we look at four components, namely productivity, transformation, influence, and sustainability“. This is why we had a theme entitled „serious about research“, because we need productive researchers who have influence. We need more participation,

especially from Black females and young researchers. It is optional for administrative and professional staff to participate, because the focus is on academics, as research is one of their key performance areas. Since we do not have unlimited resources, university employees who are students participate in the student-related programme, which is hosted separately. Given that most of the speakers are external to the university, we want them to engage with us and to give us their perspective on issues of discussion.

4.8.2 University's role in relation to stakeholders

Respondent 1

It is important to emphasise that „the research month is not just a month activity it is a year-long activity“. The university has a responsibility to continue with research throughout the year as one of its pillars. However, in the process of research, a link should be established between research and innovation as one pillar and the other pillars, namely teaching and learning, and community engagement. So we need to emphasise how research is influencing teaching.

Respondent 2

The university needs to continue working hard to improve our communities and society at large, as well to contribute to the National Development Plan and programmes related to poverty alleviation. The university has been „shaping futures“ and „defining the tomorrow“ of its students and society through teaching and learning, research and innovation and community outreach and engagement for more than 140 years. The institution is a very important player and stakeholder contributing to the National Development Plan, and in making sure that it provides access to education for students, in order to have a better and more educated society. We continue to define the tomorrow of the students that we have now, and we will continue to do so in the future.

Respondent 3

The respondent stated „what we have done is to create a platform for collaboration and partnership, as well as intellectual engagement“. It then becomes the responsibilities of the college to continue with these collaborations, partnerships etc. The university has to continue to encourage people to generate ideas and to undertake research that has an impact on others.

4.8.3 Summary of the findings and data analysis for Objective Two

Research objective two was covered by the following themes: stakeholder participation; and the university's role in relation to stakeholders. In terms of stakeholder participation, the findings suggest that the university needs to continue working tirelessly in order to improve society at large, and is expected to contribute to the National Development Plan and programmes related to poverty alleviation through research activities. The university's role can be understood as knowledge dissemination (Renault, 2006), and it is regarded as a multi-product entity (Luger et al., 1997) that contributes to regional economic development (Kauppinen et al., 2014; Benneworth et al., 2009; Renault, 2006). The study found that for more than 140 years, the university has been „shaping futures“ and „defining the tomorrow“ of its students and society through teaching and learning, research and innovation, and community outreach and engagement. On the other hand, the growth of the community engagement agenda presents a range of possibilities for universities to function as sites of citizenship, although it is difficult to separate community engagement and traditional research (Jongbloed et al., 2008).

The findings indicate that the university is an important player in terms of contributing to the National Development Plan and in making sure that it provides access to education for students, in order to have a better and more educated society. Universities are stretched beyond their original teaching and research roles to include services to the community through the establishment of partnerships with communities and stakeholders (Jongbloed, 2007).

The findings also show that the university, through the Research and Innovation Month, has created a platform for collaboration and partnerships, as well as intellectual engagement. Jongbloed et al. (2008) suggest that partnering with key stakeholders has important implications for the university's governance and accountability. The degree to which external stakeholders become central to the research governance of universities is dependent on partnerships (Benneworth et al., 2009). Gattringer et al (2014) argue that university-industry collaborations have gained currency, frequency and importance.

The study also discovered that stakeholders for Research and Innovation Month participate through discussions, presentations and research, and their participation has produced partnerships and collaborations between the university and its stakeholders. In terms of stakeholder participation, the study found that the university looks at four components, namely productivity, transformation, influence, and sustainability. Ramli et al. (2013) argue that the role of the university in producing new knowledge has been surpassed by privately funded research institutions. However, pressure is mounting on universities to bridge the gap between themselves and society (Braskamp et al., 1998), and Walshok et al. (2014) argue that the university as a system is permeable, with several industry connection points.

4.9 Research Objective Three

- To propose recommendations for the university's Research and Innovation Month, in order to promote stakeholder management.

4.9.1 Strategies for stakeholder promotion and management

Respondent 1

The university needs to forge, promote and manage stakeholders through partnerships and collaboration, which will serve as a springboard for mutual benefits. There should be a way to manage the relationships between the university and its stakeholders.

Respondent 2

The university has the database for a number of stakeholders, and it is the responsibility of the colleges to involve their stakeholders. They have to identify the stakeholders who are relevant to them, in particular those who have an interest in the topic of discussion, and then invite them. The Department of Corporate Communication and Marketing has identified the university's stakeholders and, to a certain extent, their role. It is also important for a university to continuously define its role towards its stakeholders. Partnerships and collaborations are important to manage and promote stakeholders.

Respondent 3

The Research and Innovation Month has created a platform for collaboration. Research resides with colleges, so it is their responsibility to continue with collaboration. The type of research undertaken at college level dictates the stakeholders with whom colleges collaborate.

4.9.2 Reaching beyond the scientific community

Respondent 1

The university needs to find ways to ensure that the indigenous knowledge of people in rural villages is not exploited by the corporates out there. There is a need to engage with these communities, not as objects of research, but as collaborators. „We need to go to the community to work with them. We need to be there on the day when the findings are presented, and they also need to be given an opportunity to express themselves and find ownership in the research findings". It is the vision going forward with the Research and Innovation Month to conduct research with the community, and ultimately reap the benefits of this research together.

Respondent 2

Institutions of higher learning have a role to play in terms of alleviating poverty, by taking into consideration the types of research that they conduct. Being serious about research is alleviating poverty and improving the lives of the community out there, and also contributing to the National Development Plan. The government needs the assistance of institutions of higher learning in order to achieve some objectives of the plan. The community needs to be categorized, because only certain parts of the community can be involved. It is also the responsibility of those who are attending the Research and Innovation events to relate the message and information to their communities, of which they are members. For now, the community is indirectly involved and the media is a catalyst and conduit for ensuring that the knowledge, information and messages are conveyed to the communities.

Respondent 3

The communities are involved in community engagement research, which is another strategic pillar of the university. The type of research showcased during the Research and Innovation Month involves industry and corporates. For example, this year we addressed the issue of energy with the National Energy Regulator of South Africa, and water and sanitation with the Department of Water and Sanitation. The research that is conducted at the university should have an influence in terms of policy, lifestyle and other matters that concern society.

4.9.3 Benefits of Research and Innovation Month

Respondent 1

„As academics, we are looking at the influence of the research... what impact it has on our students, and whether or not you can link the work that you as an academic or researcher are doing to the supervision of students“. The Research and Innovation Month seems to be achieving its objectives, as attendance is a testimony to „How many

of our people were there to hear and listen to what the college is doing." The activities taking place during the Research and Innovation Month present an opportunity to forge partnerships and collaborate with various stakeholders. The partnerships have yielded benefits for the university, especially the colleges, whereby a few international speakers, who presented at the Research and Innovation Month, have agreed to supervise postgraduate students, and the supervision process has already begun. „We also have our people here who have been invited to go to Brazil, India and so on, because of the collaborations that have started through Research and Innovation Month”.

Respondent 2

„I think we are using the instrumental view. You cannot just go and grab anybody; you grab somebody who has potential to help you achieve your mandate. That’s why we work closely with the University Foundation, because they are driving the fundraising side of things. And we also try and get a list from them of donors --- people who are donating to the university that we invite so that they can see what their money is doing to help the society at large. We also request the list of alumni and the businesses they are working with -- that increases our business database, so that we can try to reach more people”.

Respondent 3

The Research and Innovation Month has encouraged researchers to come up with cutting-edge research, and has created a platform to showcase their research. Since the inception of the Research and Innovation Month, the university has witnessed an increase in research outputs, which assists the university to generate income.

4.9.4 Summary of the findings and data analysis for Objective three

Research objective three was covered by the following themes: strategies for stakeholder management and promotion; reaching beyond the scientific community; and the benefits of the Research and Innovation Month.

With regard to strategies for stakeholder management and promotion, the findings indicate that the university was forging partnerships and collaborations that benefited both the university and its stakeholders. Martinelli et al. (2008) argue that the collaboration between university and industry is facing challenges, as both university and industry have heterogeneous pools of actors, each with its own characteristics, purposes and structures. Universities have evolving social contracts with society, which leads to what may be described as a „non-stakeholder“ becoming a legitimate stakeholder or more (Benneworth et al., 2010). The findings also suggest the need for a university to manage the relationships with its stakeholders, as these relationships have become more complex (Mainardes et al., 2010). The university has to engage with a host of stakeholders, and this requires a succinctly articulated strategy for understanding and managing stakeholder relationships, which has an impact on the success of the university (Jongbloed et al., 2008).

The study found that the university requires a database of stakeholders, and it has a responsibility to identify relevant stakeholders. Stakeholder management suggests a potentially comprehensive and unifying framework for understanding the complex interactions between organisations and their internal and external environments (Doh et al., 2014). According to Freeman et al. (2001), the reason for stakeholder management is to try to develop a framework that is responsive to the concerns of managers, who are being faced with unprecedented levels of environmental turbulence and change.

In terms of reaching beyond the scientific domain, the findings suggested that the university needs to develop strategies to reach out to people in the rural villages. The prosperity of any modern nation is dependent on the development and productivity of its people (Laurillard, 2000). The findings highlighted the need to engage communities, not as objects of research, but as collaborators, and to work with them. Universities are not only expected to offer excellent education and ground-breaking research, but also to shape the knowledge society (Jongbloed et al., 2008).

The study also found that institutions of higher learning have a role to play in poverty alleviation, and need to consider the types of research that they conduct. As stated by

Hackett (2014), there is a need for a research and education system that contributes to the advancement of knowledge, poverty alleviation, and the well-being of society. The study also revealed that through the Research and Innovation Month, the university benefited from stakeholders agreeing to supervise the students, and other stakeholders got an opportunity to showcase their research.

4.10 Observation

The interviewees exuded confidence and showed no sign of discomfort during the interview sessions. They were speaking from the perspective of their working space and personal experiences. At certain times, they would speak with authority, and in the process, smiles would break out on their faces. The interviews were conducted in the offices of the interviewees and at a convenient time for them. The researcher observed that the interviewees were comfortable and confident in their working space. Sufficient time was provided for the researcher to probe for more information. The respondents were even happy to refer the researcher to other documents for confirmation.

4.11 Presentation of data for the pilot study

Malhotra (2012) asserts that the pretesting of a questionnaire is critical for the success of a study. The aim of conducting the pilot study was to investigate the feasibility of the planned project and to alert the researcher to any unforeseen problems that might occur during the main project. A pilot study is defined as a small study conducted prior to the main research, in order to determine whether the methodology, sampling, instruments and data analysis are adequate and appropriate (De Vos, 2005). This pilot study was conducted prior to distributing it to the non-participants in the study.

4.11.1 Pilot study

The questionnaires were sent to three (3) participants for testing. Only two (2) were completed and returned. The researcher learned that the questions in the questionnaire

were understandable, and that the respondents were able to provide answers to each question. This allowed the researcher to proceed with the distribution of the questionnaire during the data collection phase of this study.

4.11.2 Research sample

Three participants were identified for the pilot study and questionnaires were distributed to all of them. However, only 66.7% of the questionnaires were completed and returned. Non-probability convenience sampling was used to select the participants.

4.11.3 Presentation of data

The responses displayed an understanding of the questions in the questionnaire. This allowed the researcher to proceed with the circulation of questionnaires to all prospective participants.

4.11.4 Stakeholders for Research and Innovation Month

The pilot study found that the stakeholders for Research and Innovation Month were government officials; NGO; academics; scholars and students. The stakeholders' role was described as adding value to the Research and Innovation Month through their expertise and experience. The pilot study also found that the stakeholders are the ones who can make or break the Research and Innovation Month, because without their participation, it cannot be realised. Stakeholders were classified as internal and external, but it was not specified who is internal and who is external.

4.11.5 Stakeholder identification process

The pilot study found that the colleges in the university are responsible for the identification of stakeholders. The findings indicated that stakeholders should be relevant to the event and are invited mainly because of the positions they hold in government, private sector or NGOs/CBOs.

4.11.6 Strategies for stakeholder management

Communication with stakeholders was highlighted as a strategy whereby stakeholders could be managed.

4.11.7 University role towards stakeholders

The university's role is to ensure that the Research and Innovation Month reaches relevant stakeholders. The university should also play an active role in ensuring that the month does not become an in-house „self-praising“ exercise. The University should be able to invite stakeholders who can add value during this month.

4.11.8 Reaching beyond the scientific community

One respondent stated that this can be achieved „by making information available to stakeholders who do not have any relationship with the university, i.e. the ordinary man and woman on the street, some who never studied at the university. Scientific information should be made available in a language and format which is user-friendly and accessible to ordinary people who do not have prior knowledge of scientific terminology and language.“ Another respondent stated that „the Research and Innovation Month should be viewed not only from the technology innovations perspective, [but] social sciences research output must also be showcased during this month.“ Another respondent argued that „in most cases it is the social scientists of the university who are most visible when it comes to national social discourse, and the university must therefore try to identify a niche in terms of what is best, and capitalise on these niche markets“.

4.11.9 Strategies to reach out to society and corporates

One respondent posited that academic articles should be written in a „language and terminology that can be understood by the man and woman on the street. The Research and Innovation Month should showcase research and innovation output which is relevant to ordinary people - in other words, the research output stories/articles

should not be for academic consumption only, but should also be for popular newspapers and magazines" (Respondent 2, 18 November 2015).

4.11.10 Strategies to promote stakeholder management

One respondent suggested that the „university must pay more attention to country-wide initiatives and research outputs, so as to benchmark in terms of what can be paraded as the research and innovation best output“.

4.12 Questionnaire findings and discussion

The questionnaires were distributed to six (6) potential participants, and five (5) were completed and returned, which constituted a response rate of 83.33%. The participants were selected because they held knowledge which could assist in answering the research questions. The study thus employed the non-probability purposive sampling method. Initially, the researcher intended to distribute the questionnaire to eight potential participants, but during the application process for ethical clearance and permission, it emerged that two of the potential participants were not relevant to the study. As stated by Malhotra (2012), a questionnaire assists in the standardisation and comparability of data across participants, and in this study, the reporting of the questionnaire findings was standardised.

4.12.1 Research objective one

To explore and describe how the university identified and managed stakeholders for the Research and Innovation Month.

i) Stakeholders for Research and Innovation Month

The responses from the participants indicated that the stakeholders for Research and Innovation Month are academics; professional and administrative staff; postgraduate students; officials from the Department of Higher Education and Training; officials from

the Department of Basic Education; university alumni; researchers; educators; professional bodies; affiliated researchers from international institutions; visiting researchers; champions from the industry; business; government departments; publishers; National Research Foundation; HSRC; University Press; and „lecturers from other universities are also invited to attend and present talks or to chair panel discussions“. One out of five respondents referred to stakeholders as either internal or external. The internal stakeholders included academics; postgraduate students; professional and administrative staff, and external stakeholders included others that have been mentioned above. One respondent stated that Research and Innovation Month „attracts academics, researchers and champions of industry and the benefits are thus insurmountable. To name a couple, there is international exposure to new and exciting breakthroughs in research and industry, as well as a platform to showcase these innovations and research findings“.

ii) Stakeholder identification process

The general view from the respondents was that stakeholders are identified based on their interest in a particular discipline, while one out of the five argued that „the College Research and Innovation plan for the year dictates who they identify as stakeholders as they would be our partners in achieving set goals and executing planned programmes as well as outputs“. Jongbloed et al. (2008) argue that stakeholder identification at the university does not take place at the central institutional level, but at various levels, because of professional domination and fragmentation of decision making, as well as the diffusion and devolution of power. One out of the five respondents stated that they, at the college level, identify well-known international researchers to come and give presentations and spend a week during the Research and Innovation Month in their College, in order to engage with the academics. Another respondent stated that the identification of stakeholders is „mostly done by the Research Department“ (Responded 3, 14 December 2015).

iii) Summary of the findings and data analysis for Objective one

The following themes were formulated, which seemed to be relevant to answering the research objective one: stakeholders for Research and Innovation Month; and the stakeholder identification process. With regard to the stakeholders for Research and Innovation Month, the study identified the following as stakeholders: academics; professional and administrative staff; postgraduate students; government departments; university alumni; educators; researchers; professional bodies; affiliated researchers from international institutions; visiting researchers; champions from the industry; business; publishers; research institutions; university press; and universities and academics from other institutions. University stakeholders include, internally, students and staff (academic), administration and management, and externally, research communities, alumni, businesses, social movements, consumer organisations, governments and professional associations (Green, 2014; Benneworth et al., 2010). Jongbloed et al. (2008) argue that the stakeholders with whom a university is expected to interact comprise organisations and groups of individuals. The findings revealed two categories of stakeholders, namely internal and external stakeholders. Internal stakeholders include academics; postgraduate students; and professional and administrative staff; while external stakeholders include the stakeholders mentioned above, who are from the university itself. To a large extent, the findings corroborate the literature. However, the core community for the university is the students (Jongbloed et al., 2008), who are no longer just students, but are also our clients (Mok, 1999) or customers (Jongbloed et al., 2008).

In terms of the stakeholder identification process, the findings suggest that stakeholders were identified based on their interest in a particular discipline or topic, and that the College's Research and Innovation plan for the year also dictates who they identify as stakeholders. Mainardes et al. (2010) argue that the traditional methods of stakeholder identification have not been applied to the reality of universities, and Jongbloed et al. (2008) posit that the identification of stakeholder groups is not straightforward or simple. The degree to which the university gives priority to competing stakeholder claims, which Mitchell et al. (1997) described as stakeholder salience, does not come out in the

stakeholder identification process. The findings did not reveal the stake(s) that stakeholders were claiming. According to Payne et al. (2005), many organisations do not currently undertake a formal analysis of all stakeholders' interests, because they anticipate difficulties in mapping them. Parent et al. (2007) and Mitchell et al. (1997) argue that the identification and prioritisation of stakeholders is a fundamental challenge.

The study also found that the university employed a two-pronged approach - centralised and decentralised. Mainardes et al. (2010) argue that there are no empirical studies about the identification of university stakeholders, and that the process of identification of the university stakeholders should be developed from the top. Jongbloed et al. (2008) indicate that stakeholder identification at the university does not take place at the central institutional level, but at various levels, because of professional domination and fragmentation of decision making, as well as the diffusion and devolution of power.

4.12.2 Research Objective two

- To explore and describe the role of stakeholders in the sustainability of the university's Research and Innovation Month.

i) Stakeholder participation

One out of five respondents stated that the role of stakeholders is „to share, engage, and learn about trends and findings in research to ensure that they use knowledge for personal and professional development“. Another respondent stated that „stakeholders may come and exhibit, be part of the workshops and presentations. Research and Innovation month is a great networking opportunity for all stakeholders. They are able to be exposed to new ideas and share their own innovations, all in the name of research“. Another respondent posited that presentations from international researchers bring new research ideas to the research agenda, and that researchers can discuss these ideas face-to-face with some of the experts in the field.

One respondent stated that stakeholders are participating through group discussions, lectures, panel discussions, and „do presentations or attend presentations, do exhibitions of what they have on offer in terms of research“. Another respondent stated that the stakeholders assist the College with research-related activities, provide opportunities for national and international collaboration, or strengthen existing collaboration between the university and other stakeholders.

One respondent posited that the stakeholders „get opportunities to showcase research activities and research flagships; gaining knowledge on research; learning of new research opportunities; learning about new research developments; and more collaboration opportunities (national and international)“.

Lastly, one of the respondents stated that stakeholders come to share knowledge, expertise and „show what is on offer in terms of research, opportunities for collaboration and research support on College level“.

ii) University role towards stakeholders

One respondent stated that the role of the university is „to organise and effectively communicate with stakeholders“. Jongbloed et al. (2008) suggest that stakeholder engagement has effects on the university's chance of survival. Another respondent suggested that „the university should demonstrate how research adds value to society and business. The research showcased during the Research and Innovation Month ought to assist business to perform better“. One out of five respondents felt that the university had to „identify research which has impact on society to profile, identify those societies and make them aware“, and further argued that „it [Research and Innovation Month] has become an internal exercise, so I am not sure how it impacts on stakeholders and society“. Hackett (2014) highlights the need for a research and education system that will be able to contribute to the advancement of knowledge, poverty alleviation, and well-being of society.

Another respondent suggested that it is the role of the university to „invite more people from the corporate world (the managers who are going to employ university graduates) and to get more students and their parents actively involved“. According to Jongbloed et al. (2010), the demands for interaction with stakeholders emanates from within the university and partly from outside the scientific community. Renault (2006) argues that universities are contributing to regional economic development in various ways.

Another respondent argued that it is the role of the university to ensure that events of this nature get wide media coverage and have a strong presence on social media. Amaral et al. (2002) state that the „university has a responsibility to develop citizens, to transmit values, and to defend and promote the national culture“.

iii) Summary of the findings and data analysis for objective two

The themes covered for research objective two included stakeholder participation and the university's role towards stakeholders. With regard to stakeholder participation, the findings revealed that the role of stakeholders in the Research and Innovation Month was to share, engage, and learn about trends and findings of new research. The study found that stakeholders were participating through presentations, discussions and as members of the audience. Waligo et al. (2014) argue that the consideration of stakeholder cooperation contributes to the success of business strategy, and according to Felix et al. (2014), stakeholder management includes designing and implementing strategies for sustainability. The literature suggests that stakeholder governance can be used to achieve wider participation of internal and external stakeholders in decision-making, and encompasses nominations beyond the range of stakeholder representatives.

The findings of the study suggest that the university needs to show how it adds value to society, business and other stakeholders. Jongbloed et al. (2008) indicate that stakeholder engagement has effects on the university's chances of survival. Renault (2006) argues that universities are contributing to regional economic development in

various ways. The study also found that Research and Innovation Month requires wide media coverage and a strong social media presence. Amaral et al. (2002) argue that the „university has a responsibility to develop citizens, to transmit values, and to defend and promote the national culture“.

4.12.3 Research Objective Three

- To propose recommendations for the university“s Research and Innovation Month, in order to promote stakeholder management

i) Strategies for stakeholder management and promotion

One respondent suggested the following strategies to promote and manage stakeholders: the university needs to maintain constant communication with stakeholders; the university needs to constantly consult with stakeholders; and the university needs to assess the needs of stakeholders and act to meet these needs. Stakeholder management entails the business objective, which is to create value for all stakeholders (McVea et al., 2005; Murphy et al., 2005). Respondent 3 (14 December 2015) stated that the main strategy for managing stakeholders „is relation building and to make sure that the relationship built are mutually beneficial for all parties involved.“

Respondent 2 (18 November 2015) stated that „more consultation [is required] with stakeholders to ensure that the research done and presented is not far-fetched, but meet their needs [stakeholders]“. Respondent 3 (14 December 2015) argued that in order to promote stakeholder management, „the current allocation of funds to invite stakeholders during the Research and Innovation Month should be maintained“.

Respondent 3 (14 December 2015) stated that the university has to „identify clear stakeholders, have a database of those [stakeholders], state what role they will play and how they will contribute to this week/month, and where, when and how the university benefit[s] from this activity“. Mainardes et al. (2010) argue that institutions of higher

learning have not been able to work out their stakeholder identification and salience correctly, nor to establish the needs of each stakeholder. Jongbloed et al. (2008) suggest that stakeholder analysis is used as a tool to help the university identify its stakeholders and their salience.

ii) Reaching beyond the scientific community

Respondent 2 (18 November 2015) stated that „[research] results could be published in journals and as research reports. Community engagement projects can emerge from new research ideas“. Another respondent argued that „simplicity is [the] key, there is a need for good story telling by communicators to simplify complex concepts so that they are understood by all stakeholders“. Respondent 3 (14 December 2015) argued that „there should be activities in all regions and the university should forge partnerships with communities, schools, libraries and other centres“. According to Jongbloed (2007), the university mission had been stretched beyond its original teaching and research role to include services to the community, which required the establishment of partnerships with its communities and stakeholders.

Respondent 1 stated that the university ought to „invite high school learners to come and experience the university environment and be alerted to the fact that research can expand their knowledge and open new opportunities and it could be multi-disciplinary of nature“. The relationships between the university and its stakeholders have become more complex (Mainardes et al., 2010).

Other respondents felt that the university had to „revise its objectives“ in order to reach out to communities. According to Renault (2006), research results are a product of social collaboration and should be assigned to the community.

iii) Summary of findings and data analysis for objective three

Research objective three included the following themes: strategies for stakeholder management, and reaching beyond the scientific community. The findings revealed that in terms of strategies to promote stakeholder management, the university needs to

maintain constant communication with its stakeholders; consult with them, assess their needs, and act on them. Stakeholder management entails that the business objective is to create value for all stakeholders (McVea et al., 2005; Murphy et al., 2005). The findings also showed that in order to manage stakeholders, the university needed to build and maintain mutually beneficial relationships with all stakeholders. Felix et al. (2014) posit that the principles underlying stakeholder theory are embedded in relationships between and among organisations and communities, in order for them to become sustainable. The findings revealed that the university needs to identify stakeholders and create a database of actively involved stakeholders. Mainardes et al. (2010) argue that institutions of higher learning have not been able to work out their stakeholder identification and salience correctly, nor to establish the needs of each stakeholder. Jongbloed et al. (2008) indicate that stakeholder analysis is used as a tool to help the university identify its stakeholders and their salience.

For a university to reach beyond the scientific community, the findings revealed that there was a need to publish research results in journals and research reports. It was also found that there was a need for communicators to simplify complex concepts, in order to be understandable by all stakeholders. The findings further emphasised the importance of forging partnerships with communities. According to Jongbloed (2007), the university mission had been stretched beyond its original teaching and research role to include services to the community, which required the establishment of partnerships with its communities and stakeholders. The study found that the university needs to extend the invitation to high school learners, in order for them to come and experience the university environment, so that they are aware of the fact that research can expand their knowledge and open new doors. According to Renault (2006), research results are a product of social collaboration and should be assigned to the community. According to Gattringer et al. (2014), the transfer of „economical scientific knowledge“ from universities to industries contributes to substantial macro-economic growth. Ramachandra et al. (2014) posit that universities and communities should form sustainable relationships that can influence, shape and promote mutual success. The study also suggested that the university needs to revise its objectives, in order to reach out to communities. Universities throughout the world are forced to carefully rethink their

duty and responsibility to society, and are expected to reconsider and evaluate their relationships with communities and stakeholders (Jongbloed et al., 2008). Felix et al. (2014) suggest that the principles underlying stakeholder theory are embedded in relationships between and among organisations and communities, in order for them to become sustainable.

4.13 Document findings

4.13.1 Introduction

The purpose of the Research and Innovation Month is to provide a platform for trans-disciplinary engagement by researchers, and to create a space for networking and showcasing of the various research programmes and flagships. It also presents an opportunity for creating awareness about research and the concept of innovation. International speakers are invited to share expertise in the chosen themes. The main objectives are for the university to expand its partnerships with research-intensive organisations and BRICS countries, as well as to provide a platform for institutions to display their innovation initiatives, and to encourage staff to enrich their ability and effectiveness in engaging in research.

4.13.2 Stakeholders for Research and Innovation activities

Stakeholders are other universities, international and local speakers, BRICS countries, research institutions, donors, business, government, professional bodies, university colleges, subject matter experts, researchers, academics and university staff.

4.13.3 Summary

The documents that were reviewed in this study provided relevant information to assist in responding to the research questions. The documents did indicate that the university

intended to forge partnerships through research and innovation activities. The process followed to identify stakeholders was not delineated in any of the documents.

4.14 Measures for ensuring trustworthiness

As stated by Polit et al. (2008), „trustworthiness is a term used in the evaluation of qualitative data using specific evaluation criteria“. Shenton (2004) argues that the trustworthiness of qualitative study is frequently interrogated by positivists, possibly because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Those who believe that qualitative research should be assessed for quality, according to Porritt et al (2014), take that position because qualitative research can be faulty. In the process of their work, qualitative researchers have been tasked with justifying their research, in order to counter allegations that it is „undisciplined, atheoretical, anecdotal, methodologically weak, and subjectively indulgent“ (Denzin et al, 2008; Long et al., 2004). Lincoln et al. (1985) introduced the following criteria for developing the trustworthiness of a qualitative investigation: credibility, transferability, dependability, conformability and authenticity. In terms of quality criteria established for post-positivist, credibility is parallel to internal validity; transferability is parallel to generalizability; dependability is parallel to reliability, and confirmability is parallel to objectivity (Porritt et al., 2014; Zitomer et al., 2014). Quality criteria have developed the complexity of qualitative research methodology and research practice, while growing its responsiveness, richness, and sensitivity, both politically and ethically (Lincoln, 1995; Tracy, 2010). The criteria have become an expression of quality and serve as a means by which to validate integrity, competence, and the legitimacy of the research process and findings (Zitomer et al., 2014). Wiid et al. (2013) state that the disadvantage of collecting data from a sample instead of the population is that the findings only represent an approximation of the population.

4.14.1 Credibility

Polit et al. (2008) define credibility as „the confidence in truth of data”. Credibility implies that the researcher should take charge of the entire course of the research process, building trust though honouring confidentiality and not breaking any promise, and understanding the phenomena of interest from the participants’ viewpoints. Finlay (2006) posits that a credible study does not essentially require readers to agree with the conclusions of the study - rather, the readers need to see what the researcher saw, irrespective of the degree to which they agree. In addressing credibility, the researcher attempts to prove that a true picture of the phenomenon under investigation is being presented (Shenton, 2004). Credibility involves the extent to which the phenomenon represents experiences shared by participants or observed by the researcher (Cohen et al., 2008). Credibility attempts to answer ““How congruent are the findings with reality?”” (Shenton, 2004). According to Cooney (2011) and Finlay (2006), the credibility of the study contributes to the ability to identify with the research findings and their interpretation, and to consequently make reliable decisions based on them.

This study used non-probability purposive sampling. The participants were chosen based on the fact that they are knowledge holders with experience at different levels, which provided the opportunity for them to shed possible light on the research questions from various perspectives. One of the strategies employed to ensure the credibility of the study was to draw data using different data collection tools, namely interviews, questionnaires, and documents. The data was collected in different forms. This was accompanied by identifying participants from different levels in terms of demographic and psychographic representations. The researcher honoured the terms and conditions stipulated in the ethical clearance and permission documents. This included a high level of confidentiality, privacy and anonymity of the participants, by using pseudonyms where necessary, and not using the title or occupation of any of the participants.

The amount of data collected was sufficient to answer the research questions, and the questions asked of participants were open-ended. This enabled the findings to be aligned with reality in terms of how participants experienced stakeholder management at different levels. The line of questioning pursued in the interview sessions, as well as

the methods of data analysis, contributed to the credibility of the study. The credibility of data was enhanced by the recording of interviews, and by ensuring that the data would be kept for a period of five years. There are no rules for sample size in a qualitative study, as this depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with the available time and resources (Marshall et al., 2013).

4.14.2 Dependability

In order to ensure dependability, the qualitative research process should be logical, sound, traceable, and evidently documented (Porritt et al., 2014). The dependability criterion is difficult to meet in qualitative work, but a researcher should attempt to enable future researchers to replicate the study (Shenton, 2004). Dependability indicates the consistency of the findings, even if the enquiry was to be replicated in another context. In order to address the dependability issue more directly, the processes followed during the study were reported in detail, thereby enabling any future researcher to repeat the study, even if not necessarily to gain the same results. Such in-depth reporting could allow the reader to assess the extent to which proper research practices were followed. This included details of the research design and its implementation, describing what was planned and executed, and the operational details of data collection, which addressed the details of what was done during the research process. This enables readers to develop a detailed understanding of the methods used in the study.

4.14.3 Conformability

In order to ensure confirmability, researchers have to steps to prove that findings emerge from the data and not their own biases (Shenton, 2004). According to Ary, Jacobs & Sorensen (2013) conformability in qualitative research suggests that the study is free of unfairness and bias in the procedures and interpretation of results and that the data collected and the conclusions made can be established by other researchers

examining the same situation. As a university employee and the researcher, it was important to ensure that personal experiences were bracketed during the whole research process to avert bias and unfairness. It was also critically important to remain as neutral as possible throughout the data collection and analysis phases. The beliefs underpinning decisions made and methods adopted were acknowledged within the research report, and the rationales for favouring one research approach over another were provided. The data was kept in accordance with the university policy, so that if any need for an audit arises, the stakeholders eligible to access the data could conduct an audit trail in terms of, for example, how the themes were formulated, findings and conclusions reached etc. The methodological description was detailed, in order to enable the reader to determine to what extent the data and concepts emerging from the study could be accepted.

4.14.4 Transferability

According to Porritt et al. (2014), transferability in qualitative research is an area of disagreement among researchers, because it refers to the generalisability of research results and corresponds to external validity in quantitative research. According to Zitomer et al. (2014), transferability is parallel to generalisability. Salmond (2012) states that it might be thought of as a matter of „fit“ between the situations being studied and others to which one might be interested in applying the concepts and conclusions of that study. To allow for transferability, the researcher delivers necessary details of the circumstances of the fieldwork, in order to enable the reader to decide whether the dominant situation is similar to another situation, and whether or not the findings can reasonably be applied to the other setting (Shenton, 2004).

In this study, non-probability purposive sampling was used and sufficient data was provided in the research report for an evaluation of the transferability of data to other contexts. The results of the study were presented within the context of the characteristics of the university's Research and Innovation Month in relation to stakeholder management.

4.14.5 Authenticity

Guba et al. (1989) identify different types of authenticity as criteria of fairness: ontological authenticity, educative authenticity, catalytic authenticity, and tactile authenticity. The analysis and interpretation in this study included a faithful representation of the participants' viewpoints, thereby upholding the quality of qualitative research (Lyons, Bike, Ojeda, Rosales, Johnson & Flores, 2013). The researcher ensured that all participants were treated fairly and with respect. As a university employee, the researcher was junior to other prospective participants, and requisite respect was therefore accorded. The researcher wrote a report that conveyed the experiences, perceptions and views of participants regarding the research phenomenon, as they were presented during the study. Where necessary, inverted commas were used to cite in verbatim, while ensuring that confidentiality was not compromised by using pseudonyms, as well as ensuring that all personal data was anonymous. The researcher also ensured that no participant was marginalised in terms of their views because of their level, knowledge or experience.

4.15 Data analysis

The purpose of the data analysis in this study was to generate meaning from data collected through individual semi-structured interviews, questionnaire and documents. Data was categorised into themes. The analysis and interpretation included a faithful representation of the participants' viewpoints, thereby upholding the quality of qualitative research (Lyons et al., 2013). In order to improve the trustworthiness of the analysis and interpretation, the researcher made use of participants' quotes. Data analysis was discussed in detail under the section entitled *Summary of the findings and data analysis*.

4.16 Conclusion

The study used a small sample size, because it collected data through documentary analysis, semi-structured and in-depth interviews, and open-ended questionnaires. According to Wiid *et al.* (2013), qualitative research depends upon detailed descriptions by respondents, in order to gain insight into the problem, given that it uses smaller sample sizes. This enabled the researcher to access the tacit knowledge of the participants.

This chapter recapped the purpose and objectives of the study, and presented the findings of the interviews, pilot study, questionnaires and documents. The themes created for data collected through interviews included the following: Introduction; Significance of the Research and Innovation Month; Stakeholders for Research and Innovation Month; Stakeholder Identification Process; Stakeholder Participation; University Role Towards Stakeholders; Strategies for Stakeholder Promotion and Management; Reaching Beyond the Scientific Community; Benefits of the Research and Innovation Month; and Observations From Interviews.

In terms of the questionnaire data presentation, the following themes were created: Introduction; Research Sample; Stakeholders for Research and Innovation Month; Stakeholder Identification Process; Stakeholder Participation; University Role Towards Stakeholders; Strategies for Stakeholder Management and Promotion; and Reaching Beyond the Scientific Community. Themes related to the document findings included the following: Introduction; Stakeholders for Research and Innovation Month; and Summary.

This chapter also presented measures for ensuring trustworthiness, including credibility, dependability, conformability, transferability and authenticity. It also presented the data collection, summary of the findings and data analysis, and conclusion. The following chapter will discuss the conclusions and recommendations of the study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study intended to determine the process by which the university attempted to identify, prioritise, promote and manage stakeholders for the Research and Innovation Month. The study reviewed the literature related to stakeholder theory and other relevant disciplines, in order to understand stakeholder management and its concepts. The primary data that was collected came from in-depth interviews, questionnaires and university documents.

Chapter one presented an introduction and background to the study; Chapter two presented the literature review; Chapter three presented and outlined the research methodology; Chapter four presented the findings and discussion; and this chapter presents a summary of the key findings, conclusions and recommendations. The conclusions and recommendations are based on the information that was derived from interviews, questionnaires and documents as tools of data collection. This chapter also presents the limitations of the study and concludes with suggestions for future research.

5.2 Purpose of the study

The purpose of this study was to determine how the university identified and managed stakeholders for its Research and Innovation Month.

5.3 Stakeholder Theory as a Theoretical Framework Revisited

Stakeholder theory is multi, inter and transdisciplinary in nature (Mainardes et al., 2012), and stakeholder management therefore requires a multifaceted approach that includes complexity theory. The system-in-focus, which is the university in the study, is to be understood as a complex adaptive system operating in ever-changing environments,

and which is accompanied by diversity and complexity. Change is a product of our era (Jackson, 2003). Stakeholder analysis, as one of the stakeholder theory elements, needs to be understood and implemented as a process that has to be embarked on continually, for as long as the business exists. The management of stakeholders is not a linear process. It involves the management of needs, expectations and relationships that are ever-changing. Understanding the typology of stakeholder attributes in order to determine the types of stakeholders in the organisation is important. According to Carroll et al. (2014), stakeholder attributes include legitimacy, power and urgency. The taxonomy of stakeholder theory involves the following views; normative, instrument and descriptive (Mainardes et al., 2012), and it is important for organisations to understand the view that they are adopting to manage their stakeholders.

Like in any other organisation, when formulating and outlining the stakeholder management plan at the University, the following questions need be answered: Who are the stakeholders? How are they identified and prioritised? What stake(s) do they claim? What is the institution's role or responsibility towards them? What threats or opportunities are they presenting? What activities does the institution need to embark on to engage its stakeholders? What asymmetrical communication channels can the institution implement to communicate effectively and efficiently with its stakeholders?

Ultimately, the stakeholder management plan should commit to inclusivity and accountability. The commitment to inclusivity is governed by three principles: materiality, completeness and responsiveness. Materiality requires the awareness of the stakeholders and university's material concerns. Completeness requires understanding stakeholders concerns, that is, the views, needs, and performance expectations and perceptions associated with material issues. Lastly, responsiveness requires coherently responding to the stakeholders and university's material concerns. The University should establish a methodology that includes a systematic process to identify and map stakeholders and the relationship between them (of course, taking into account the extent to which it already has the means for doing this), in ways that build accountability towards stakeholders and enhance overall performance. The university should communicate its stakeholder map to its stakeholders.

5.4 Addressing the research objectives

The study focused on the Research and Innovation Month at the university, and the findings are not generalisable to the rest of the university, as this was a single exploratory case study taking place every March since 2012. Scholarly knowledge was engaged in an attempt to address the research objectives, and participants in the study contributed immensely by providing knowledge and information to address the objectives of the study. The stakeholder theory and other related theories provided a cogent basis to understand stakeholder management at the university.

5.4.1 Research Objective One

The first objective of the study was to explore and describe how the university identified and managed stakeholders for the Research and Innovation Month. The study revealed the significance of the Research and Innovation Month as, among other things, a platform to create an intellectual space for engagement, to highlight research activities, and showcase research conducted at the university. The study findings identified the following stakeholders for Research and Innovation Month: students; academics; government; BRICS countries, embassies; business; private sector; donors; sponsors; and subject matter experts. The literature described stakeholders as internal or external individuals or groups who have a stake in, and influence on, or a direct or indirect interest in the way that the business operates. The findings seemed to have fitted the definition because stakeholders identified for Research and Innovation Month included individuals or group of individuals who participated as presenters, audience, panellists and organisations. The concept seems to bring new meaning to the conduct, role and responsibility of the university, and changes the way in which universities interact with stakeholders. According to Green (2014), Benneworth et al. (2010) and Jongbloed et al. (2008) university stakeholders include students (full-time and part-time) and staff (research, academic, support, professional, administrative), administration and management, research communities, alumni, businesses, social movements, consumer organisations, governments and professional associations. However, the study could

not establish what stake(s) each stakeholder claimed in the university's Research and Innovation Month. This could form part of the recommendations for future studies. The core community at the university, Jongbloed et al. (2008) argue, is the students. According to Mok (1999), students are no longer students, but rather university clients or, as Jongbloed et al. (2008) indicate, university customers. However, Green (2014) asserts that at the university, "customers would include students, staff, parents, donors, government, management and employers" The study established that the students had a minimal role to play during Research and Innovation Month. According to Vagnoni et al. (2015), society, public organisations and enterprises are among the main university stakeholders.

The study also revealed that stakeholder identification was dependent on and dictated by topics for discussion and, to a certain extent, the organisers identified stakeholders and eventually drew up a list of stakeholders. As Mainardes et al. (2010) stated, there are no empirical studies that indicate that universities have been able to identify their stakeholders, and what degree of priority is assigned to stakeholders in order to establish their salience. Doh et al. (2014) suggest that the list of potential stakeholders for any organisation is potentially limitless. However, Bobeica (2011) argues that identifying stakeholders is difficult because nobody knows exactly who they are. This begs the question as to whether or not the university understands the difference between stakeholders and public organisations. Once again, this could form part of future research. The study could not establish whether there were primary internal and external stakeholder groups, as Clarkson (1994) and Slabá (2015) describe these as the „most important stakeholder groups for the university survival“. The findings of the study did indicate, however, who the internal and external stakeholders were.

Polonsky (1995) posits that stakeholder management should involve the identification of groups that are relevant to organisational management; definition of the participation and importance of each stakeholder group; definition and determination of the extent that the needs and expectations of each group are to be met; and the amendment of corporate policies and priorities to consider stakeholder interests. If stakeholder relationships are vital for the long-term success and survival of an organisation, the

measurement of the organisation's success cannot be restricted to the creation of value for only one stakeholder group (Clarkson, 1995). Stakeholder theory has influence over the management and strategic development of organisations through changing the nature of management decisions, the types of objectives, and the strategic point of view (Mainardes et al., 2012).

In terms of how the university managed stakeholders for the Research and Innovation Month, the study found that the stakeholders were managed through partnerships and collaborations. However, it was not clear if the partnerships and collaborations were formal (that is, a Memorandum of Understanding or Memorandum of Agreement) or merely a gentlemen's agreement.

In terms of the findings, the university was not able to differentiate the stakeholders from the publics.

The university did not identify its primary internal stakeholder groups, which represented the stakeholder groups that were essential for its survival. It did, however, describe stakeholder groups that bore the risk and investment connected to universities. The university needed to understand that there are also primary external stakeholder groups which are essential for the survival of the university, despite the fact that they are not in a direct or close relationship with the university.

According to the literature, universities have been able to apply stakeholder management strategies, and the identification, prioritisation and management of stakeholders is not an easy or straightforward process. One could agree with the finding of the study that the university is moving in the right direction, but that there is room for improvement. Louw et al. (2008) argue that the purpose of any organisation is to serve the interests of its stakeholders.

5.4.2 Research Objective Two

The second objective of the study was to explore and describe the role of stakeholders in the sustainability of the Research & Innovation Month. The study found that the roles

of stakeholders included the following: presentations, participation, panel discussions, being members of the audience, partnerships and collaborations. An organisation will last longer if it is able to build and maintain sustainable and durable relationships with all members of its stakeholder networks (Clarkson, 1995). Stakeholder analysis is deliberately viewed as the most important part of university management and marketing, and universities are required to take care of their key stakeholder groups and build long-term relationships with them (Slabá, 2015). The collaborations and partnerships that the university forges are likely to contribute to the sustainability of Research and Innovation Month and the university, given the type of stakeholders involved. University-industry collaborations have steadfastly gained currency, frequency and importance in recent years (Gattringer et al., 2014), and according to Benneworth et al. (2009), the degree to which external stakeholders become central to the research governance of universities depends on partnerships. Jongbloed et al. (2008) argue that institutional and regional contingency both influence the relationship between the university and its stakeholders.

Universities need to seek ways of involving stakeholders, in order to understand the value of the service rendered and the means for their respective improvement (Mainardes et al., 2012). The fundamental feature of managing stakeholder relationships is understanding and knowing what the stakeholders expect and need. Universities have to, beyond merely identifying their stakeholders, understand different stakeholders' expectations and needs or demands (Bertrand & Busugutsala, 1998). Universities have declared in their missions that they have an obligation to meet the wide range of stakeholder needs, and the management of university stakeholders corroborates a necessary endeavour (Mainardes et al., 2012). Olssen et al. (2005) state that universities are key drivers in the knowledge economy and have therefore been encouraged to develop partnerships with industry and business. Findings of research are a product of social collaborations and should be assigned to the community (Renault, 2006).

5.4.3 Research Objective Three

The third objective of the study was to propose recommendations to the university in terms of how to promote stakeholder management for Research and Innovation Month. The findings of the study suggested that the university had not undertaken stakeholder analysis - it did not delineate the process that it followed to identify stakeholders; it was not aware what stakes their stakeholders were claiming, and it was not clear what responsibility the university had towards its stakeholders. It also did not indicate the strategy that it was employing to promote stakeholder management, though it did mention partnerships and collaborations as a way to manage its stakeholders; and it did describe the role that stakeholders played during the Research and Innovation Month. The university seemed to have been employing stakeholder management through an instrumental view or approach, which focused only on serving its needs, without considering its role as a university and the normative view. The findings revealed that the university intended to gain, either in monetary terms or by assisting the university to fulfil its mandate, from the invited and participating stakeholders in the Research and Innovation Month.

Every university, in order to remain competitive, has to meticulously assess the challenges and threats posed by the environment, understand the needs of stakeholders, attract and consolidate resources, consider external changes, and resolve internal problems (Mainardes et al., 2012). The capacity of a university to thrive in turbulent environments, meet the needs of its stakeholders, and successfully resolve internal problems, determines the institution's stakeholder orientation (Clarke et al., 2001; Tam, 2005).

The university needs to have dedicated personnel to undertake stakeholder analysis; to develop suitable strategies for stakeholder management; and create specific structures for managing their stakeholder relationships. Stakeholder analysis includes identifying the most important stakeholder groups that have a direct and indirect influence on the organisation. However, the key driving force in implementing stakeholder management is the fundamental importance of identifying and guiding stakeholders in accordance with the strategic objectives of the institution. Identification of stakeholders and their

needs is not an event, but a continuous process that the university needs to embark on. Slabá (2015) argues that stakeholder management, including stakeholder identification, salience, categorisation, prioritisation and analysis, is considered to be one of the new business orientations in university and marketing management. The aim of analysis of stakeholder relationships is to assess the sustainability of the interactions between the organisation and its stakeholders through qualitative and quantitative information.

It was also recommended that the university should conduct stakeholder analysis in order to determine who its stakeholders are, what stakes they are claiming, what responsibility the university has towards them, what threats and opportunities the stakeholders are presenting, and what other strategies the university can employ to manage its stakeholders. In the process of identifying stakeholders, the university needs to understand the typology of stakeholder attributes in order to be aware of the threats or opportunities presented by each stakeholder. The university has to identify who its primary internal stakeholders, primary external stakeholders, secondary internal stakeholders and secondary external stakeholders are. It was important to suggest that stakeholders are not only groups of individuals and organisations, but also individuals as stakeholders.

Furthermore, the university needs to be understood as a complex adaptive system that can be analysed through viable system methods and, according to Green (2014), it can be regarded as a service system, using the Work System Framework. The university needs to understand its changing role and the complexity presented by the external environment through stakeholders, in order to determine its taxonomy in relation to stakeholding, as well as whether to embark on an instrumental, normative or descriptive view. The strategic thrusts of the university with regard to stakeholders are based on the shifting sands, which require it to adapt quickly and constantly.

In addition, it is important for the university to understand the difference between publics and stakeholders. This will ensure the contextually correct application of the term „stakeholder“, and will avoid the terms being used interchangeably. In order to engage with stakeholders and promote stakeholder management, the university needs to forge

quadruple partnerships, including the university, society and businesses or industries, and government.

Since the Research and Innovation Month involves all university colleges, which includes schools and academic departments, it is important for the university to participate in stakeholder analysis, identification, prioritisation, promotion and management. This requires the inclusion of many staff members in their various capacities, using various tools to solicit information about their stakeholders. This necessitates a dual strategy, namely: centralised and devolved. This enables the identification of relevant stakeholders for the university as a whole, as well as those that are relevant to colleges, schools, and academic departments. As Burrows (1999) stated, there is a need for mechanisms to determine the patterns of differences and similarities between stakeholder groups. It is against this backdrop that Jongbloed et al. (2008) argue that stakeholder identification within the university does not take place at the central institutional level, but at various levels, because of professional domination, fragmentation of decision making, and diffusion and devolution of power. Mainardes et al. (2012) state that it is important to identify participants, classify them in order of importance, and establish relationships with them in terms of their salience.

5.5 Limitations of the study

This study was cross-sectional in nature and data was gathered at one point in time, which meant valuable trend analyses of university stakeholder management, which only a longitudinal study would have been able to do. The researcher could also not collect data up to the point of saturation, because time was limited, and the period in which the researcher was permitted to conduct the study did not enable this to be achieved. The researcher could not exhaust the existing literature, given the time frame, and may therefore have missed some relevant publications. A longitudinal study could have given better insight into who the university research stakeholders are, what claims they have, what responsibility the university has towards them, what threats and opportunities they present, and whether or not new managerialism, entrepreneurialism,

academic capitalism, and globalism had any influence on how the university identified and managed its stakeholders.

The study employed a qualitative approach and used a small sample, which meant that the study was not representative of the total population, hence the findings cannot be generalised to the greater population. The research design of the study was a single exploratory case study, and due to the qualitative nature of this study, the purpose was not to be representative, but rather to be able to use the research findings for other purposes and studies. The study used the purposive sampling technique, which on its own limits the inclusion of a large number of participants. The sampling technique also presented challenges for the researcher in terms of finding ways to convince the participants to participate in the study, while in the process guarding against compromising the credibility and permission of the study. The full participation of all potential participants could also have been hindered by, among other things, the time within which the study permission was granted, as potential participants were immersed with examinations and, marking, while others were on vacation.

Another limitation was the approval process from the institution where the study was conducted, which was protracted. By the time that it was approved, some potential participants were busy with examinations, marking, and various inquiries from potential and current students. The ethical clearance and permission from the institution where the study was conducted did not allow the researcher to make follow-up calls or send more than one reminder to request the participants to participate in the study. They would have deemed that as unethical, which could have affected the permission to proceed with the study. However, it is important to note that the limitations experienced during the study did not prevent the researcher from conducting the study or interfere with the outcomes of the study. The intention was not to generalise the results, given the nature of the sampling size, but it was clear that research in this domain is valuable, both from a theoretical and practical point of view.

5.6 Suggestions for future research

Future research should look at the university as a complex adaptive system, employing systems thinking to examine stakeholder management in detail. This will enable the application of creative holism to accommodate the role of non-stakeholders and the stake(s) they might have in the university. As the university attempts to traverse to higher levels of fitness landscape and the changing external environment shapes it towards other stakeholders, this could enable the development of stakeholder management strategies to accommodate ever-increasing complexity, change and diversity.

The replication of this study with the university as a whole, employing different research designs and mixed methods, with the sampling of more respondents, which may increase the potential for the generalisability of the findings to the entire university, is another possible future study. This could perhaps lead to new insights that could be used by the university to improve stakeholder management and establish a comprehensive stakeholder management framework.

5.7 Reflections of my own Learning in the Research Process

Conducting research is both scintillating and cumbersome to a certain extent. As a scintillating process, this means that it exposes the researcher to new information. As someone who holds qualifications in public relations, marketing and business management, the study brought new insights that were different from the researcher's fields of study. It has inspired him to learn more about other theories relevant to his fields of study and profession. The research process is a challenging one that requires endurance, perseverance, an inquiring mind and focus, and is also exhilarating. From a scholarly perspective, the researcher has grown and become encouraged to search for more information and knowledge. The research process is also a cumbersome one, however, especially with regard to obtaining ethical clearances and permission. For practical studies such as this one, encouraging potential participants to participate in the study is uninspiring and discouraging at times.

Lesson 1: Stakeholder theory has begun to gain currency and traction in the field of management sciences. In the past, organisations focused on a short-term goal by maximising profits for one stakeholder, namely the stockholder. Nowadays, however, a business has to focus on a long-term goal, which is maximising wealth for all stakeholders, thereby contributing to the survival of the organisation. The King III Report dedicated chapter eight to stakeholder management as part of good governance.

Lesson 2: The research process has presented an opportunity for the researcher to practically experience conducting the study. He found the research process to be fulfilling, as it presents opportunities to gain and increase knowledge, both tacit and explicit.

Lesson 3: The research process has corroborated the doctrine of egalitarianism, and as an outside agent, it is not possible to understand exactly what agents operate in a particular space. Although this was not an ethnographic study, it provided a perspective that no one can gain from the outside and at a distance.

Lesson 4: The researcher has been inspired to keep searching for more information and knowledge, and to continue conducting research. He has been stimulated to think of contributions that he could make in the field, in the form of academic journal articles and through embarking on doctoral studies. Pursuing doctoral studies in the areas of interest, such as stakeholder management and alignment, may culminate in the production of new knowledge that is both theoretically and methodologically rigorous on the one hand, and practically and socially relevant on the other.

5.8 Summary of the chapter

The purpose of this study was achieved by examining how the university identified and managed stakeholders for Research and Innovation Month. The findings of this study revealed that there was no clear strategic plan for the stakeholder identification and management that existed for Research and Innovation Month at the university, and that the university had not done enough to understand its stakeholders, their role, the

university's role towards them, and what threats and opportunities the stakeholders presented. One of the properties of complex adaptive systems, namely that they are self-organising, seemed to be prevalent in stakeholder management. It was recommended that the university undertakes stakeholder analysis in a broader context. This chapter proposed recommendations for the university's stakeholder management and suggested areas for future research.

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Documents

University Research and Innovation 2013 – 2015 Strategy

University Research and Innovation 2014 – 2016 Strategy

University Research and Innovation 2013 Annual Report

University Research and Innovation 2014 Annual Report

University Research and Innovation Project Document 2014

APPENDIX 1: UKZN ETHICAL CLEARANCE CERTIFICATE



29 July 2015

Mr Makabongwe Khanyile (214576416)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Khanyile,

Protocol reference number: HSS/0733/015M

Project title: Stakeholder Management for Business Sustainability: A case of University of South Africa

Full Approval – Expedited Application

In response to your application received on 12 June 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Paul Green
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

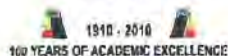
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