



UNIVERSITY OF KWAZULU-NATAL

**ATTRACTING AND RETAINING ACADEMIC RESEARCH STAFF: A CASE STUDY OF AN
INSTITUTION OF HIGHER LEARNING**

A dissertation submitted in Partial Fulfilment of the Requirements for the Degree of Master of Commerce in Human Resource Management in the school of Management, Information, Technology and Governance, College of Law and Management, University of KwaZulu-Natal.

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2019

Declaration

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ACKNOWLEDGEMENTS

I wish to acknowledge the following people, without whom the study would not have been possible.

Professors G.H. Kamwendo, R. Sooraymoorthy, N.S. Zulu and Dr E Mkhathshwa, Dr L. Khumalo and Ms Carrin Martin for their guidance and support and editing the work.

Mrs MP Sithole my study partner, colleague, friend and sister for her encouragement and support as well as her belief in me that I would complete the study when times were dark.

Mr Sabelo Gumede and Mr Bongani Mahlaba, the research assistants.

My family especially my twin sister Nosipho Hlophe for their perseverance, encouragement and support and belief in my capabilities to obtain the degree.

Ms Hendry the statistician for her assistance with data analysis.

Dr G Mutinta for his assistance with Turnitin.

Respondents, academic researchers and university leaders for participating in the study without whom the study would not have been possible.

Lastly Mr Alec Bozas, the supervisor who guided the study to completion.

ABSTRACT

The attraction and retention of staff remains one of the major concerns that face organisations world wide including Higher Education Institutions. This study assesses the challenges experienced by one such institution in attracting and retaining academic staff and focuses on the effectiveness of the strategies employed to address the challenges. In South Africa most of the Higher Education Institutions distinguish themselves through their research thrusts and compete for human capital that can assist in achieving the research agenda and offer the institution a competitive advantage over others. Although most of the research in talent management has been conducted in organisations other than higher education institutions, the challenges are the same with the added challenges in higher education of limited resources and growing student numbers. The study was conducted across one institution with defined categories of academic researchers as well as senior management group. Primary data was collected using self administered questionnaires for the researcher respondents and interviews with the management respondents. Secondary data was collected through documentary analysis of the relevant institution's records. Data was analysed using SPSS and different tests were used including Kruskal Wallis test, Chi Squared test, Cronbach Alpha tests and Fischer's Exact test.

The results of this study showed that although talent management systems exist in the institution, there were still some attraction and retention challenges that the institution experiences and that some of the strategies such as recruitment, promotion, performance management and talent management were not as effective. However, there were good development programmes that had been employed to develop and support academics in the research agenda. The study recommends that the institution revisit its recruitment strategies, promotion criteria and performance management in order to attract and retain staff of high calibre. . The image of the institution and its organisational culture also require attention. It is further recommended that 360° assessment be embedded to all levels of leadership in the institution.

Keywords: Attraction, Retention, Higher Education Institutions, Talent Management.

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Chapter One: Introduction to the Study

1.1 Introduction

The concept of talent management in the university environment is unpacked in this chapter. The chapter examines the challenges that are faced by higher education institutions in attracting and retaining talented staff to assist in attaining a competitive advantage, in order to achieve their vision and mission, and develop strategies to realise their objectives. Thus, this study employs a case study research design on one of the universities in South Africa. It explores the governance structures relating to the main business of learning, teaching and research. This chapter further discusses the scope of the study, the aims and objectives, and the layout of all the chapters.

1.2 Background

According to Selesho and Naile (2014 : 298) the 21st century economy is knowledge- based which is highly global, informative, technology –based and increasingly concerned with society and the environment. Higher Education Institutions are considered as the hub of knowledge and the retention of knowledge workers referred to as academics has become a crucial issue (Mubarak, Wabah and Khan, 2012: 66). Furthermore, Samuel and Chipunza (2013:97) contend that the demand for senior academic staff in higher education and the training landscape in South Africa is said to increase and continues to do so as the call to expand participation in higher education intensifies. According to these authors, this expansion programme contributes to the general problem of skills shortage in the country, particularly in the higher education sector. The mobility of academic staff across the continent and internationally adds to the shortage of skills.

A number of scholars have conducted research on the notion of talent and its management, as well as on the challenges faced by most employers in managing talent in their organisations. Morton (2005), states that talent can be defined as the ability of an individual to make a difference in the performance of a company. In a work environment such individuals are high performing employees who have a high potential to achieve greater results. The talented individuals then become important for business to perform better and even become leaders in their field. The Manpower Group Talent Shortage Survey (2011), suggests that one of the main

challenges in talent management is talent deficiencies, and the ramifications of such deficiencies on the practice of human resources management in multinational organizations (Collings and Mellahi, 2009; Farndale, Scullion and Sparrow, 2010; Scullion, Collings and Caligiuri., 2010; Stahl, Bjorkman, Farndale, Morris, Paauwe and Stiles, 2012; Vaiman, Scullion and Collings, 2012). Meyers, van Woerkom and Dries (2013) aver that academics and practitioners are in agreement with the view that talent management is one of the key difficulties for institutions, given its capability to provide a continuous competitive economic lead in the dynamic, uncertain and ever changing market environment of the 21st century (Collings and Mellahi, 2009; Farndale, Scullion and Sparrow, 2010; Price Waterhouse Coopers, 2012; Schuler, Jackson, and Tarique, 2011).

Notably, higher education institutions, as with industries and organisations, are not spared from the challenges of talent shortages, as they compete for the scarce human resources in the research and instruction environment, and compete both nationally and internationally.

Many higher education institutions' main goal and visions are based on positioning themselves for better research and teaching as this is the core business of higher education. Given the centrality of these activities in academia, each one of these institutions wishes to be a driving force in one or more of these areas, with a view to remaining competitive in order to attract the funding and reputation attached to being a leader in these fields (www.unesco.org).

A number of South African higher education institutions have similar missions and visions, with statements that generally declare that they intend to provide healthy environments for education and staff to work in harmony (www.dut.ac.za).

The vision of the university under scrutiny is to become a Leading African university while being a genuine local university that strives for academic excellence, innovative in research, and critically engaged with society, (www.ukzn.ac.za Strategic Plan 2007-2016).

Likewise, the University of Cape Town has a vision that positions the institution as an inclusive and engaged research-intensive African university that inspires creativity through outstanding achievements in learning, discovery and citizenship; through enhancing the lives of its students and staff, advancing a more equitable and sustainable social order and influencing the global higher education landscape. Its mission is that of commitment to tackling the main problems of the natural and social worlds through excellent teaching, research and scholarship. It also seeks to enhance the reputation and uniqueness of scholarship

in Africa by forging key relationships in the African region and the international arena, (www.uct.ac.za,UCT Council 2016).

The University of Witwatersrand (Wits) 2022 vision emphasizes, inter alia, “the strengthening of the research capability and research outputs of academic staff; changing the numbers and profile of the postgraduate intake and improving post-graduate success rate,as well as championing intellectual renewal within Schools and Faculties; to increase responsiveness in research directions and curricula, widening partnerships and engagement”. www.wits.ac.za.

Its mission is to produce quality research, deliver effective teaching and engage with industry and stakeholders in useful ways. The institution’s aspiration is to appeal to the best students and train them to the highest standards; and to produce graduates who can achieve results by the practical application of their knowledge, (www.wits.ac.za).

The University of Pretoria (UP)’s vision is “to be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, as also for developing people, creating knowledge and making a difference locally and globally”. “The mission is pursuing recognition and excellence in its core functions of research, teaching and learning, and integrating engagement with society and communities into these, the University of Pretoria will use quality, relevance, diversity and sustainability as its navigational markers”, (www.up.ac.za).

It is against this backdrop that higher education institutions tailor their recruitment strategies towards acquiring the skills needed to fulfil their mandates which, as can be seen above, are similar to what they seek to achieve in their missions and visions.

While most organisations acknowledge that human capital is the driver of successful organisations, very few university programmes help retain their existing talent, (Lynch, 2007). Such institutions, where the knowledge economy is the dominant feature, would therefore be expected to prioritise talent management and devise means of having a competitive edge to attract and retain valued staff. As argued by Lynch (2007), it is ironic that although a majority of universities excel in the development of students, the development of staff remains a challenge in most of these institutions. The fact that higher education institutions lag behind industry in this area suggests that most of their talent management strategies have to be

borrowed from industry, and may require some adaptation to meet their needs, which are mainly concerned with knowledge production. This presents a niche area for developing talent management principles specifically designed for the needs of higher education.

This apparent absence of focus in talent management by most of the universities is accredited to a number of reasons by several authors. Rudhumbu and Maphosa (2015:23) contend that commitment to monitor talent in higher education institutions is still low. This is confirmed by their study that shows that 36% of the institutions identified talent management engagement as being within the top five strategic priorities of the institution. The study further states that less than 40% of the institutions gather and analyse institutional data to monitor talent management among employee knowledge and skills; roles and responsibilities and of those that collect and analyse the data, only 42% used the data consistently to improve talent planning and engagement. Lynch (2007) advocates the view that colleges should be part of the solution rather than contribute to the cause of the talent shortages. To this effect, they need to scrutinise their institutional culture and policies in order to bring them in line with productive practices driven by the conviction that access to knowledge and talent is the key to a just and wise future society. (Lynch 2007).

Similarly, Lavania, Sharma and Gupta (2011), argue that while most colleges are good at capacitating their students, they are however less effective in assisting their faculties and employees to improve their talents. Furthermore, while many have implemented mentoring programmes for staff, a limited number have fully grasped strategies for talent growth and development which are essential in effective talent management. Arguably, a low faculty retention rate does not only create financial consequences but also has academic consequences for institutions since institutions need to constantly advertise and interview. This could impact on their academic departments which may be without staff during the recruitment process and this could further create burn out among the remaining staff and cause further resignations.

For a number of these institutions, the concept of talent management is a relatively new and an unexplored opportunity, regardless of its significance in offering these establishments a clear competitive advantage (Cobb, 2007). This scenario prevails notwithstanding the significance of talent management in ensuring institutional adequacy (Bhatt and Behrstock-Sheratt, 2010; Conti, 2008). It is thus arguable that “talent management poses a considerable challenge to higher education institutions, as the changing landscape in attracting and managing talent

continues and the complexity of activities associated with talent management requires them to have adaptable talent management practices and processes, to attain and retain a competitive advantage in their operations”(Rudhumbu, 2014: 86).

This study is concerned with employee talent and how the employer manages this talent, which is a topical issue relating to the general workplace both locally and globally. Numerous scholars concur that institutions often experience challenges in finding the correct talent (Schwartz, 2011; Kavanagh, 2010; Kazmin, Pearson, Robinson and Weitzman, 2011; Meisinger, 2006; Michaels, Handfield-Jones and Axelrode 2001; Payne, 2008; Sridharan, 2007). As a consequence, workplaces are generally concerned about securing the right talent and managing it appropriately. The World Economic Forum (2011), the Boston Consulting Group (2011) and the Manpower Group (2011) contend that “the deficiency of talent in specific areas has become a critical factor globally as it influences a number of key positions at various levels and in nations across the world”. Executives and managers need to partner with Human Resource practitioners to retain critical talent in order to maintain competitive advantage, specifically in situations of scarce resources. Stephens (2010) confirmed that “executives in organisations identify four key areas of collaboration with HR to retain employee talent and competitive advantage, these being leadership advancement, high potential worker identification and evaluation, performance management and progression planning”.

The concept of talent management has gained momentum recently and in “the current economic downturn and volatile market environments have elevated talent management to being an increasingly important tool to gain sustained and competitive advantage through human capital.” (Collings and Mellahi, 2009; Tarique and Schuler, 2010). In order for organisations to subsist and contest in the marketplace, they need to have a process to react to their needs for retaining talented individuals within the organisation and for sourcing new staff.

Schuler, Jackson and Tarique (2011) argue that “the worldwide talent difficulties are critical HR business issues that should ensure that organisations have the appropriate measure of talent and levels of inspiration”. Organisations that pay attention to these critical issues would ideally be better positioned for survival during all economic and financial situations. It is thus argued that organisations need to use a wide variety of HR strategies and policies, including those concerned with conventional ways of dealing with Global Talent Management, keeping in mind the end goal to effectively address worldwide talent challenges (Scullion and Collings,

2011). These activities imply the need for managers within institutions to partner with their HR departments on a range of processes, from hiring to training and development, in order to achieve the institutions' strategic objectives.

Castro (2008), DeLong (2004), Malthora (2003) and Nelson and McCann (2010) argue that the management of universities in sub-Saharan Africa operates in conditions that have fewer resources and this presents substantial challenges for the academics (Higher Education South Africa, 2011; Mouton, 2010). Within this context, Badat (2010) observes that South African universities are beset by the "racialized and gendered academic workforce whose past history of inequalities and discrimination is brought to bear on the institution's well being". Thus, the problem of retention gets worse when the inevitable retirements of the current senior academics occur without the proper replacement of such skilled academics. It is arguable, therefore, that such retirements put a further strain on the skills base of this sector and makes it imperative for universities to give more focus to the retention and attraction of new, young and inexperienced staff to achieve their mission. It has therefore become dire for institutions to "manage turnover challenges deliberately and purposefully through appropriate retention strategies that are capable of strengthening intellectual capital renewal and mitigating knowledge attrition (Castro (2008); DeLong (2004); Malthora (2003); Nelson and McCann (2010).

This situation in under-resourced environments has resulted in the transformation of public institutions' academics into "academic capitalists in order to generate a third stream of income that will benefit the individual, the institution and the country"(Ntshoe and Letseka, 2008).

As argued in Higher Education South Africa (HESA, 2011) and Mokoditsoa (2011), higher education institutions are presently facing huge challenges in retaining vital and talented academic staff. "The high turnover rates experienced by many institutions are indicative of uncompetitive remuneration packages and motivating forces, inadequate promotional processes, inadequate state and research financing, institutional social issues and a number of lower level staff with lesser experience that are responsible for heavier workloads". (Netswera, Rankumise and Mavundla, 2005: 36-40). As argued by Nge'the, Irvaro and Namusonge, (2012), universities retain academic staff in order to accomplish their visions and missions, with the intention of becoming centres of excellence, and therefore need to pay attention to these challenges. It is further argued by DeCenzo and Robbins (2007) that a further challenge in Higher Education relates to the retirements of current academic staff who have made

significant contributions to the institutions in teaching and learning and research and are highly skilled in these areas and an insufficient number of skilled workers to replace them who have the same experience and expertise, and can therefore not make the same level of academic contribution. The challenge of these retirements arises from the lack of adequate succession planning for such retirements and the lack of adequately skilled staff.

An additional resource constraint for such universities is the insufficient budget allocation and funding provided by governments for staff and student development. This has implications for career motivation and success, and employing academics as this has a bearing on the capability of the institution to employ the required number of staff for teaching and research due to limited funding (Bitzer, 2008; Budderberg-Fischer, Stamm and Budderberg, 2009). This implies that universities are not different from other organisations and industries regarding talent management challenges. The difference is that universities have an additional challenge of managing the talent of knowledge workers. This is harder and takes longer to replace. It also impacts negatively on the quality of the talent to be replaced in the academic workforce. This requires universities to consider putting considerable effort with a view to addressing these additional challenges in order to achieve their strategic objectives.

It is against such a backdrop that this study sought to examine the problem of talent management at one of the institutions of higher learning in South Africa. This was partly done through the review of a number of policies, strategies and frameworks relating to talent attraction and retention of academic staff at the selected institution. At the centre of the institution's strategies lies its Values which are Respect, Excellence, Accountability Customer Orientation and Honesty. These values are embedded in all that the institution does and it is expected that staff live these values. The focus of the attraction policies such as the Recruitment policy and the Employee Value Proposition was reviewed in order to understand their contribution to attracting the best academic staff. The retention policies such as the Integrated Talent Management Policy, Performance Management, Academic Promotion and the Research Policies which were also reviewed in order to assess their contribution to retaining the academic staff in the institution. The Employee Value Proposition refers to the reciprocal value or benefit between the employee and the employer in the employment relationship. Likewise, the institutions' commitment to talent entails recognising and rewarding excellence. Whereas the talent management policy distinguishes two pathways that can be followed by academics, i.e. the specialisation pathway and leadership pathway, the researcher group is part

of the specialisation pathway which is concerned with the improvement of their research and attainment of international recognition for their contribution into the respective disciplines. The institution, is regarded as an innovative, high performing research-led institution and is well positioned to engage agile, achievement oriented and committed talent. Furthermore the institution is deemed to offers an inspiring and empowering environment conducive to career development and advancement to all its employees.

The recruitment and selection policy is intended to standardize and provide clear guidelines based on best HR practices and sets itself apart in order to : recruit and select staff of the highest quality to meet its needs and achieve the intended strategic objectives and to ensure opportunities for career advancement of existing staff to achieve the objectives of academic excellence and to advance employment equity imperatives. The attraction policies clearly state what the institution stands for and what calibre of academic staff it wants to attract.

The retention policies are the main focus on the development and reward for excellence particularly in research. The connecting policy in this category is the Integrated Talent Management policy which is designed to ensure a continuous supply (short-term and long term) of a competent pool of talent in key leadership and specialist roles and to assist the talent pool to perform well at the correct levels. The policy is further intended to ensure a learning environment that addresses the required competencies at different levels.

The policy is further designed to recognise and reward talent - especially those with scarce and critical skills. In the context of the study, the focus is on the key competences in the specialist roles for academic staff. The willingness and capability of the academic staff to perform at the next academic level as specialists are what is assessed, supported and developed. The main thread is excellence, development and rewards in this and other policies such as performance management, academic promotion and the research policies. Together, the attraction and retention policies form the bedrock for the institution's mission to excel in research and achieve its mission and vision.

1.3 Problem Statement

The study focuses on the challenges of attraction and retention of academic staff in a chosen institution of higher education. The study is motivated by the difficulties experienced in recruiting talented staff in the institution and the added challenge of keeping the high calibre

of academic staff within the institution. These challenges often impact on the ability of an institution to achieve its mission and vision and to compete with other institutions and sometimes with diverse sectors of employment. Talent Management has come to be one of the concerns in organisations recently and studies show that most organisations are struggling with the concept. According to Collings, Scullion, and Viaman (2015) talent management has become one of the growing areas of academic work in the field of management over recent decades (Gallardo-Gallardo, Thunnissen and Scullion (2017:1). Alriss, Cascio and Paauwe (2014:173) noted that organisations are successful in recruiting talented employees even though they face challenges in managing the acquired talent.

According to Thunnissen, Boselie and Fruytier (2013:1744) the increasing focus in talent and the anticipated talent scarcities are influenced by many factors including changes in the demography of employees as a result of the ageing workforce and increasing movement of the workforce and globalisation. Furthermore, these authors assert that transformational changes in industries have an impact on the number, calibre and characteristics of the required talent. Finding talented people has been identified as one of the most important managerial pre-occupations. Thunnissen et al., further state that a “large number of authors in the field agree that the main purpose of talent management is to attract, develop, motivate and retain talent while others believe that the aim is to contribute to organisational performance or competitiveness”. Thunnissen (2013:1752)

Higher Education South Africa (HESA) (2011) and Mokoditso (2011), state that higher education institutions are experiencing significant challenges in retaining critical and talented academic staff. “The high turnover rates experienced by many institutions are indicative of uncompetitive remuneration packages and motivating forces, inadequate promotional processes, inadequate state and research financing, institutional social issues and a number of lower level staff with lesser experience that are responsible for heavier workloads” (Netswera, Rankumise and Mavundla, 2005: 36-40). The importance of defining what is meant by talent within the context of the needs of the organisation and objectives has been defined as one of the uppermost issues in its management. According to Nijs, Gallardo-Gallardo, Dries and Sels (2014:180) organisations are now persuaded to perform deliberate talent identification which is central to the maximisation of organisational performance. There is however great difficulty in defining talent and its accurate measurement is even more difficult. (Tansley, 2011). The

problem of talent is thus in its definition, management, measurement and alignment to the objectives of achieving the mission and the vision of [the] organisations.

1.4 Aim and Objectives

The aim of the study was to explore the challenges and strategies used by the institution in attracting and retaining academic research staff to achieve its goals of pre-eminence as an institution of higher learning.

The objectives of the study were: to explore and understand

- Strategies, policies, procedures, processes and systems that the institution has adopted to recruit, develop and retain its academic staff.
- Problems associated with talent recruiting and retention of academic staff.
- How the university culture/environment promotes/hinders the recruitment, development and retention of its academic staff.
- Perceptions of academics about the university's policies and programmes related to the recruitment, development and retention of academic staff.

1.5 Research Questions

The study attempted to answer the following research questions:

- What policies are in place at the institution to attract, develop and retain academic staff?
- What challenges are experienced by the institution in the attraction and retention of academic staff and how the university responds to such challenges?
- What support, recognition and reward incentives are given to academics towards the attainment of pre-eminence in research?
- What are the perceptions of academic staff towards the policies and programmes for attraction, development and retention of academic staff?

1.6 Delimitation of the Study

The study was limited by the fact that the institution has defined the categories of researchers who are talented academics that make contributions towards achieving the institution's objective. This resulted in the exclusion of unproductive academics in the study. Furthermore,

the management level was limited to those responsible for the research agenda and the implementation of related policies and strategies. Thus, the sample excluded other categories of management, specifically those relating to more technical, administrative and portfolios that are not involved in academic research policies and strategies.

1.7 Research Methodology

The study used a case study approach, which Robson (2002:179) defines as an approach for conducting research which comprises an empirical analysis of a particular contemporary phenomenon within its real life environment using multiple sources of evidence. Yin (2003:13) highlights the significance of context within a case study, the boundaries between the phenomenon being studied, and the setting within which it occurs, as these are not clearly apparent in some instances. Primary methods of data collection will be done using interviews from the management group and self-administered questionnaires for the researcher group. In addition secondary methods such as document review will be used in order to understand the background of available policies and strategies that exist within the institution. This methodology was considered appropriate as the intention was to focus on one institution and explore the factors associated with its staff attraction, development and retention strategies. The respondents in the study would be able to provide insights as they are within the context of the university itself as they experience these strategies.

1.8 Definition of Key Terms

The terms used in this study are defined as follows:

Academic staff : The institution distinguishes academic staff from other categories as they are mainly involved with teaching, learning and conducting research towards knowledge production in their respective fields of study (Conditions of Service 2012 pp.4).

Academic Leadership:

refers to the proven ability to guide, support and enable the research of other staff, postgraduate students and research groups. It further involves delivering teaching programs of recognised excellence; and demonstrated performance in making substantial contribution to the University governance and collegiality at School, College and University levels. (Academic Promotions Policy, 2012 and 2014, pp.1).

Management Structure: The academic structure comprises the different Colleges and Schools within the College headed by Deans and Heads of School. It is also supported by a full range of Professional Services staff within Service Divisions, and the Colleges.

Pre-eminence in research: “a research ethos that acknowledges the responsibility of academic staff to nurture its postgraduate students, and to be an esteemed producer of new knowledge that is both local and global in context, and defines the Institution as the premier university of African scholarship,” (Strategic Plan 2007-2016 pp.12).

Talent Management: The Taleo Research Corporation (2011:2) defines “talent management as the implementation of integrated strategies or systems designed to improve processes for recruiting, developing and retaining people with the required skills and aptitude to meet current and future organisational needs”.

1.9 Structure of the Dissertation

The dissertation is structured as follows:

Chapter 2: Literature Review. This chapter reviews literature relating to Talent, Talent Management and the processes involved in implementing talent management. The chapter further covers the respective models in talent management which is the theoretical background of the study, as well as the policies, procedures of the institution relating to talent and talent management.

Chapter 3: Research Methodology. This chapter discusses the design of the study including the research strategy used, data collection techniques, the chosen population of the research, sampling method and the technique through which the research instrument was distributed.

Chapter 4: Presentation of Results. This chapter deals with the presentation of the findings of the study from the data collected during the study.

Chapter 5: Discussion of Findings. This chapter discusses the findings of the study.

Chapter 6: Conclusion and Recommendations of the study. This chapter discusses not only the conclusion but also discusses the recommendations made towards resolving the issues raised in respect of talent management in institutions of higher learning.

1.10 Summary of the Chapter

The chapter discusses the background to the topic of talent and its management. It further discusses the problems faced by higher education in the attraction, development and retention of academic staff as an important resource for universities in their pursuit for excellence in their stated missions and visions including teaching and learning and research. The chapter also discusses the aims and objectives of the study, research methodology, definition of terms and lays the foundation for the rest of the chapters to follow. Chapter two presents a review of the literature on talent management.

Chapter Two: Literature Review:

2.1 Introduction

In this chapter, the literature relating to talent and talent management, specifically in the academic environment has been reviewed. It starts by outlining the concepts of what talent is and the various definitions of talent management. It also takes an indepth look at the process of talent management, after which the models used to clarify the concepts of talent and its management are reviewed.

The literature reviewed in this chapter concentrates on the key components of talent management, namely attraction, retention, development. The review also explores the challenges experienced by various employers regarding managing talent including the higher education sector.

2.2 Talent and Talent Management

Talent can be the capability of an individual's contributions that make a significant difference towards a performance of a company (Morton, 2005). A slightly different view is held by Lewis and Heckman (2006:141), who argue that talent refers to employees who are high performing and have a high potential. These authors contend that the scarcity of talent has become one of the biggest challenges facing organisations today. This scarcity has resulted in the inclusion of individuals with skills which are difficult to attract in the employment market as talent pools (Ingham, 2006). Individuals with knowledge and skills that drive an organisation's competitive advantage tend to be regarded 'talent' by their employers. Thus, talent is taken as "an individual's skills and abilities (talents) and what the person is capable of doing or contributing to the organisation" using these skills (Bethke-Langenegger, 2012:14). Similarly, Ulrich and Smallwood (2012: 60) argue that "Talent equals competence". The inference drawn from this is that competence entails having knowledge, skills and values required for current and future job, which entails the possession of the correct skills, being placed correctly, at the right job and at the right time. Ulrich and Smallwood (2012) argue that this leads to commitment to the company, which translates in an individual's willingness to do the job, who then works harder, which brings meaning and purpose in their job.

The collaborative research conducted by international researchers on Global Talent Management practices and principles (Stahl, Bjorkam, Morris, Paauwe, Stiles, Trevor and Wright, 2012) revealed two approaches to Talent Management. The first is the differentiated approach, which centers around employees with high potential and the second being the inclusive approach, which focusses on the needs of all employees across all levels and assumes that inherently all employees are potential for talent (Preece Iles and Chuai, 2011). In this approach, the assumption is that each employee has the potential to make a valued impact to the realisation of the achievements of the organisation. However, looking at talent in an inclusive approach may have limitations as it could impede succession planning, the early identification of potential, and enhancing these for the benefit of the institution (Preece, Iles and Chuai 2011). The differentiated approach is also referred to as the superior and exclusive approach, with talent earmarked for high-value, performers and potential staff. (Iles, Preece and Chuai, 2010). The differentiated approach is deemed to be individualistic and has some limitations, as it only identifies the high potential employees and could also limit the teamwork required to perform in a unit. (Preece, Iles Chuai, 2011).

Several studies show that there are two approaches to talent management and these are however not mutually exclusive as often in many organizations these are used in combination (Sparrow, Hird and Balain, 2011 and Stahl et al., 2012). This is dependent upon the particular talent pool, that the organisation wishes to attract and retain, for example, senior official, specialized positions and early vocation high-potential, with career paths and development techniques. (Tarique and Schuler, 2010, Iles, Chuai and Preece 2010, Collings and Melahi, 2009). It is thus arguable that a combined or hybrid approach reduces the separation of people into categories and circumvents the controversy around some employee groupings being inherently more important than others or not (Stahl et al., 2012, and Sparrow et al., 2011). The conclusion made by Gallardo-Gallardo, Dries and Gonzalez-Cruz (2012) in their review of literature on talent definition, emphasises two important dimensions in the defining talent, namely; a subjective approach and an objective approach. The second dimension refers to a differentiation of the workforce. The definition of talent can therefore be divided into an inclusive approach which includes all employees in the organisation and exclusive approach with only a select group. This approach is based on a segmentation of the work force (Gallardo-Gallardo, 2012) and these are employees whose capabilities and performance are ranked at the top and who contribute significantly to the current and future performance of the organisation (Davies and Davies, 2010; McDonnell, 2011). Although there are these approaches, scholars

are in agreement on the significance of context in defining talent and these vary from one organisation to the other and the type of work that needs to be done throughout the different times in the organisation. (Tansley 2011; Gallardo-Gallardo et al., 2012).

2.2.1 Talent Management

Many authors have defined talent management and some of these definitions are discussed below. Schiemann (2014: 282) defines it as “a unique function that integrates all the activities and responsibilities associated with the management of the talent cycle irrespective of the geography; from attracting and acquiring talent to developing and retaining it”. Similarly, the Taleo Research Corporation (2011:2) defines it as “the implementation of integrated strategies or systems designed to improve processes for recruiting, developing and retaining people with the required skills and aptitude to meet current and future organisational needs”. Collings and Mellahi (2009:304) define it as exercises and procedures that include the methodical distinguishing proof of critical positions that make a differential contribution to the organisation's competitive edge and the advancement of a pool of talent with high-potential and high-performing employees to occupy the vacancies and the improvement of a separated human asset engineering to encourage filling these positions with skillful officeholders, and to guarantee their continuous commitment to the association.

It is further argued by Collings and Mellahi (2009:305) that ‘the identification of key or mission critical positions is an important first step of the talent Management systems. This assumption made here is the readiness to recognize the presence of key positions inside organisations as well as non-key ones. This approach means that the production of talent pools from which to fill these positions should be drawn. In this way, recruitment strategies should be designed from the necessities of the part being referred to and its implementation is through combining ‘internal development and external recruitment’ (Collings and Mellahi, 2009:308). Thus, talent management from a pragmatic point of view, entails responding to business goals and assumes the role of driving business performance. According to Cappelli (2009 : 4), “talent management is the process which allows employers to project and address the human resources gaps. Securing the ideal individuals with the correct abilities for the different occupations is the human resources challenge in any organisation”. Although talent management frequently

concentrates on administrative and official positions, the concerns relate specifically to those positions that are hard to fill.

Wellins, Smith and Erker (2015) define talent management as “a task and a basic process that ensures that organisations have the number and type of individuals to meet their current and future business needs”. The process covers every key part of a worker's ‘lifecycle’ from recruitment, development, progression and performance management. In a similar vein, Schiemann (2014:282) asserts that the talent lifecycle includes attraction, acquiring, on-boarding, training and retaining. The talent life-span is regarded as the track upon which most people relate with the organisations, and is viewed as the approach by which the talent lifecycle is achieved. Thus, successful management of the employee lifecycle is often determined by the level of effectiveness of the talent investments. Another significant aspect of talent management is talent optimisation, which, according to Schiemann (2014:282.), signifies the fact that the organisation has ensured a balance in talent acquisition, development, performance and retention strategies. For this to happen, specific processes and policies must be in place to help it maximise the outcomes of those talent investments, which, among other things, involve higher employee productivity, more noteworthy client retention or buying, higher quality and maintenance of sought workers, diminished administrative or natural dangers, and solid operational and financial performances.

A number of authors (Davies and Davies, 2010; Beechler and Woodward, 2009); suggest that the purpose of talent management is the fulfilment of organisational needs for human resources and to reduce the supply and demand gap for human capital. Thunnissen, Boselie and Fruytier (2013), Cappelli (2008a) critique this notion and state that talent management is not an end in itself, and is also not about developing employees or creating succession plans, nor is it about achieving specific turnover or any other tactical outcome. Talent management is about supporting the organisation’s overall objective which is usually about profits. The authors further argue that the organisational output should be the ultimate goal in this process as it should make a contribution to the performance of the whole organisation or to increase the competitive advantage of the organisation.

According to Smith (2011), the approach to talent management can either be strategic or intentional, both having the aim of creating high performing organisations for current and future purposes. As explicated by Smith, the tactical approach concentrates on the systems, processes and components, whilst the strategic approach starts with the anticipated business

results. The former approach is referred to as the traditional talent management system, while the latter is referred to as the role based talent management system. The two approaches are differentiated by the practicality of the role based talent management system as well as its lasting value in comparison to the traditional approach.

Smith (2011) asserts that the role based talent management system involves specific business results and thus focuses on the central roles and the associated activities. The role based talent management system depends on the content from employees who are high performers. The work environment is designed to minimise obstacles and facilitate positive performance. The intention is to achieve the organisation's objectives for the immediate and long-term, with effectiveness being measured in achievements of the business outcomes.

2.2.2 Main Themes in Talent Management

Thunnissen, Boselie and Fruytier (2013), discuss three dominant themes in their review of talent management literature namely; defining talent, the outcomes and intended effects of talent management and lastly practices and activities of talent management. The authors assert that as discussed early in the chapter, there are different approaches to defining talent and these are divided into the inclusive approach which means that all employees are considered talent or an exclusive approach which entails that only a select group are viewed as talent within the organisation. The second theme relates to the intended effects and outcomes of talent management and argues that there are different levels of outcomes and effects including attraction, development motivation and retention of talent as well improving organisational performance. The contributions of individual performance, motivation, organisational commitment, extra role behaviour, and organisational commitment and alignment become the important objective of talent management. As a result, highly engaged employees produce better business results than the disengaged employees (Thunnissen et al., 2013 pp1752-1753). The third theme relates to the talent management practices about which the same authors argue that these "practices and activities focus on recruitment, staffing and succession planning, training and development, and retention management". Stahl et al., (2012) in their study found that in many companies, the talent pool strategy is followed in recruitment, staffing and succession planning which allows for the development of the pool with specific succession or career paths in mind or within the broader context of the organisation. This notion of the talent pools suggests a shift from vacancy driven recruitment towards recruiting ahead of the curve (Thunnissen, 2013: 1753). Consequently, this means a change in the usual practice and

activities related to talent management and requires an alignment of the systems, policies and approach to recruitment. The adoption of a variety of different policies in recruitment such as internal promotions begins to emerge with this approach. However, a balance needs to be maintained between internal and external talent(Thunnissen, 2013:1753). The existence of a cultural fit between the organisation and the new recruit becomes essential Stahl et al., (2007). Other authors such as Christensen Hughes and Rog (2008) Jansen and Van der Pool (2009) and Martin and Groen-in't Woud (2011) consider identifying branding as an important element in talent management, where an organisation needs to brand itself to attract potential employees so that they aspire to work for the organisation. The importance of line management involvement in training and development and the use of open job placement systems is highlighted by Stahl et al.,(2007; 2012). Rudhumbu and Maphosa (2015: 24-25) discuss a number of effective strategies to manage talent in higher education. The first strategy involves linking talent management to institutional growth which they argue can be done through maximising productivity and providing regular communication and feedback on performance. During this process it is important for the institution to ensure that people are aligned and that everyone has the same understanding of the goals and tasks for institutional growth. The importance of providing incentives for exceptional performance is viewed as a lever to unlock the employee potential and commitment, and the communication of clear and transparent compensation management strategy as advocated by Carvin and Main, 2012;Huselid and Becker, 2011; Lavania et.al., 2011). The second strategy as advanced by Rudhumbu and Maphosa entails linking talent management with new institutional or departmental projects. New projects such as a new curriculum would require staff to work on unfamiliar territories and a plan to ensure success of such a project is necessary. This almost forces the institution to have an updated data base of the skills and profiles of staff that can execute such task and a recruitment strategy should be developed. The third strategy advanced by these authors relates to linking talent management with institutional efficiency. Institutions are continuously required to do more with less resources and in order to achieve this, it is necessary for the institutions to hire quality talent that will quickly impact on productivity and access to critical operational information sharing which forms part of the institutional culture. The fourth strategy is linking talent management with institutional innovation. Innovation changes the nature of institutional activities and the adaptation of employees to the innovation influences the success of the institution. Employees need to be assisted to cope with the changing environment and a culture of continuous learning is encouraged in this way.

The three main themes in talent management are important for the study as they provide some insights into what talent is and how its management should be approached as well as how this contributes to the performance of the organisation and the practices that relate to talent management. The four strategies discussed above provide an insight into how effective talent management can be achieved.

2.3 Attraction and Retention Challenges

Most studies on talent management usually describe the reasons why people join or leave organisations, and how the organisation responds and deals with these actions. This entails designing strategies, plans, systems or guidelines to manage the attrition in question. McKinsey's study (2007) which was conducted in more than 70 large companies, established that the decisions of senior and middle managers to join and stay with a company were centred on various aspects of the work environment. McKinsey's study further established that most employees look for exciting and challenging work, meeting personal and family commitments, a well managed company, and a good culture and values.

Furthermore, in a review of more than 350 employees across large companies globally, directed by Deloitte (2011) and titled Talent Edge 2020, various discoveries were made on why workers leave their organisations and the reactions of the organisations to the findings. The review demonstrates that many workers who want to leave are of the view that key corporate talent programs in their present organizations are deficient, such as uncertain career paths. In the review, there were four main areas identified regarding why employees leave organisations and the reactions of the organisations to the findings. Firstly, the review demonstrates that well over half of the representatives wanting to leave their present bosses (57%) see their organizations as doing a "reasonable" job or are doing "poorly" in providing challenging job opportunities in comparison to 23% who rate this key ability metric as "brilliant" or "great".

Secondly, regarding the matter of little leadership development, the review demonstrates that between 21% to 50% of workers who intend to leave their present businesses rate their organizations' leadership development as "reasonable/poor" as opposed to "astounding or great." Thirdly, was absence of trust in authority, with 23% of employees who plan to leave contending that their organizations adequately provoke confidence in authority, in contrast with the 57% who rank these endeavors as "reasonable/poor." Notably, female employees reported

being less awed than men by their organizations' capacity to move trust and certainty, with 35% of females rating this capacity as "poor" in contrast with 22% of men.

Fourthly, as regards the difficulty to retain top performers, the results showed that of those employees with an intention to leave the institution, 50% are of the conviction that their companies are doing a "fair/poor" job retaining top performers, in contrast to just 23% who label retention efforts in this area as "excellent/very good." Lastly, on the issue of the inadequacy of training programmes, almost half of the employees surveyed (48%) who are planning to leave their current jobs are of the view that their companies are doing a "fair/poor" job managing and delivering effective training programs. It is important to note that only 24% of these training programmes is rated "excellent/very good."

The analysis of the 2007 McKinsey report about why staff leave and the Deloitte Talent Edge 2020 about why staff stay indicates that much more still needs to be done by organisations regarding talent management, and that bigger investments should be made on talent programs rather than increasing staff salaries. It is therefore more beneficial to invest in developing staff for retention, and to provide meaningful and interesting jobs and a good culture in order to attract them.

2.4 Talent Management Process

Given the approaches to talent management and the strategies to effective talent management in higher education discussed above, it is arguable that this process is not easily accomplished, and thus requires not only careful planning but also a systematic approach that should cascade throughout the organisation. Ibrahim (n.d.) cited in Hejase, Hejase, Mikdashi and Bazeih (2016) asserts that a systematic approach to the implementation of any talent management initiative in any organisation should be followed. Flowing from Lockwood's (2006) definition of talent management discussed under the definitions above, talent management becomes the process of managing the set of events that each employee experiences (Hejase et.al, 2016). Mehta (2011: 48-49) discusses the process which when integrated forms the foundation of a comprehensive talent management system. The process involves strategic workforce planning where the needs and goals of the organisation are addressed. It is followed by the process of total talent acquisition and integration of talent once acquired. The development of employees based on the understanding of each employee's ability in relation to the core competencies identified in

the strategic workforce planning is the next step in this process. Linking employee development activities and goals to performance management is thus required and motivation of managers to conduct performance management in a way that is deliberate and thoughtful is crucial for the integration. At the end of the process is the important process of succession planning which ensures that the organisation understands the key people and positions that are needed and important for the success and achievement of its goals. Accordingly, talent management proactively identifies key people in the organisation and develops a plan to manage people and positions. An integrated system will assist in achieving this and in making available a talent pipeline that is ready to take the organisation forward.

Institutions of Higher Education are faced with the challenges of staff retention as a result of high employee turnover (Powell, 2010). From an academic point of view, high employee turnover rates, especially of academic staff, can have considerable implications for the quality, consistency and strength of teaching and learning initiatives. As argued by Selesho and Naile (2014:295), high turnover can affect students and the remaining academic staff members who are faced with the challenges of high workloads and have to provide quality programmes to students, while positions are vacant or are filled by inexperienced staff. This view is corroborated by Weldon's argument (in Eversole, 2009:65) that high-performing organisations are more effective at identifying the traits of their top performing employees so that they can seek more like them.

These assertions point to an existence of a cause and effect relationship between the performance of the organization and the talent acquired and developed. Thus, it is argued that in large South African Corporations, the Chief Executive Officer (CEO), and in Institutions of Higher Learning, the Vice Chancellor, should set the talent acquisition strategy, with the implementation process being left to relevant departments. Such leaders should not only set the management model that the organisations will be employing against, namely, the skills, competencies and the objectives, but also the vision and they should also articulate the organisations' values (Fulner and Frederickson in Overman, 2008:2). It is suggested that leaders need to pay attention to this through attracting, developing and retaining talent. This encompasses understanding the type of talent that exists in the organisation and what talent is required. Talent attraction and retention has an element of looking into the future and anticipating what type of talent will be required in future for survival in a competitive environment for the organizational success.

It is therefore of importance to note that planning an organisation's talent requirements must be carefully done, and must take into consideration the context, the needs and the objectives of the organisation. As asserted by the Chartered Institute of Personnel and Development (CIPD 2012) survey, workforce planning has become a crucial aspect of the business, and needs careful consideration. The workforce plan must be incorporated with the business strategy and planning. Such integration, yields a new workforce plan that is not an appendage to the overall business plan, but will have to be central in the business strategy dialogue and process. As such, it will operate as a living document that is used throughout the organisation. In its operation, the major objective is to align the plan to the long-term aims of the organisation which has flexibility that allows for changes. Such flexibility allows for a smooth progression from the achievement of both tactical and strategic objectives. What is envisaged here is that ownership of the planning process will fall under the Human Resource professionals, with the workforce plan conceptualised as an instrument utilised across all levels in the organisation. This, it is argued, is crucial for better implementation and ownership of the workforce plan by line managers who will be working with the talented employees that have been identified in the respective business units (CIPD, 2012).

It is equally important for the workforce plan to have a dual-orientation, to be designed for both short-term and long term resources and this will guarantee that all the resource needs of the organisation are included and are integrated within the broader context of implementation. Such a plan would be useful in short-term resourcing as well as longer-term planning. This could be achieved by a natural progression from the achievement of tactical objectives to strategic ones and therefore the workforce plan will be used as a resourcing tool over both the short and longer terms. The new workforce planning will facilitate successful management by identifying the effects of policies and business plans on the workforce and the optimal paths to realise the plan that will lead to the reallocation of resources and the best human infrastructure (Mouza 2010). The intergration of short and long term elements will entail a different approach that was not necessary when the plans were separate from the overall strategy of the organisation. . The exchange of ideas between HR business partners and their management counterparts will be critical to the effective implementation of this process (CIPD, 2012). Therefore, the workforce plan should incorporate flexibility which, according to these authors, is very hard to achieve. It is also notable that the workforce plan has to be realistic in regard to its long-term planning of the targets, which requires sound infrastructural decisions for successful delivery of the envisaged plan. Additionally, it must have some level

of flexibility that empowers the organisation to react to changing demands. (Hertz, Lahrichi and Widmer 2010).

Notably, business leaders who implement the best talent management processes are more equipped than their competitors in competing in the international economy and are thus able to capitalize quickly on new opportunities. It is for this reason that organisations must be able to envision and exploit new opportunities ahead of their competitors. A strategic talent management plan allows the organisation to do the following (www.successfactors.com and Sareen and Mishra (2016:66-67):

- become proactive rather than being reactive, and in this way, fill critical talent management needs and promptly respond to organisational changes;
- identify essential skills for development at all levels and thus reduce the cost of training by focusing on the key development areas; and
- improve the recruitment process through the identification of high-quality candidates using job profiles that clearly define the required expertise of the high performing employees that add value to the organization.
- Retain top talent and reduce the attrition rates by having talent management initiatives.
- Improve organisational performance, productivity and revenues.

Certain prerequisites exist to attract talent to an organisation. Such prerequisites require that the demand and the supply of the talent is anticipated in advance, and that the organisation is able to define the critical competencies, skills and behaviours that are necessary for each level, with the objective of knowing the main credentials needed to attract potential employees (www.deloitte.com).

As an organisational principle, securing talent requires the alignment of the recruitment and selection processes to the overall organisational strategy, where recruiters know the talents of potential employees. Thus, it is argued that a set of consistent, common competencies required across jobs in the organisation need to be identified and recruiters should find these during their search. It is against this background, therefore, that Bushe (2012: 279) argues that “academic staff retention refers to the process of the ability of an institution to not only employ qualified academic staff, but also retain competent staff through the establishment of a quality work-life,

motivated staff climate, best place of work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management”.

According to the Taleo research (2011), retaining top performers is considered to begin with the hiring of the right talent in the first place, with top performers being strong contributors who are valuable to organisations, and workers who are a solid match for their position and perform well. The recruitment costs of hiring the new recruits needs to add value to the organisationFor the including quality relating to knowledge and skills, attitude and motivation, and cultural fit with the organisation. This is achieved by defining the job specifications and requirements as well as clear criteria for each position. In addition, going out to look for the closest matches in the selection and recruiting process is essential and it is the company’s prerogative to portray what talent is required for each position in the organisation.

The recruitment and selection process should therefore ensure that these criteria are used in finalising the appointment of candidates for the available positions, and the process should produce appointees who have the potential of becoming productive within reasonable time frames at the respective levels of appointment (www.oracle.com/june). For this to happen, suitable candidates need to be selected and assessed for their ability to adapt and perform within the shortest period of time to ensure no loss in productivity. Induction programmes are thus essential towards ensuring that the new staff are properly oriented on how things are done in the new organisation. It is equally important that the work environment is supportive of the new recruits and provides mentors and coaches where required (www.coomdpublications.org).

As argued by Schuler, Jackson and Tarique (2011), the organisation is responsible for defining right and acceptable behaviour and should consistently reward good behaviour and sanction any behaviour that is against the norm. This is critical to ensuring that employees are motivated to display the right behaviour, which becomes part of the culture of the organisation. Such commendable behaviour on the part of the employees can be achieved through performance assessment and management. Thus, at the core of performance assessment is a system that evaluates employees on business outcomes (the what), qualities, and practices (the how). While the business results are important to every business unit, the qualities and practices, for instance, being imaginative, innovative and exercising leadership, need to be consistent across the whole organisation. This assessment strategy happens within the business performance

cycle, which begins with the key roles for the organisation and comes down to characterising what every specialty unit is required to accomplish. Therefore every person inside a specialised unit needs to fulfill his or her part so as to add to the optimal functioning of the organisation.

Having employees with specific capabilities is required for the organisation to achieve its overall objectives. These need to be defined for each level and all aspirants wanting to work at the next level should be aware of the technical skills and capabilities that are required. Such individuals should be able to demonstrate the required capabilities and be clear about the expectations for each level of position in the organisation, as this will enable them to work towards these expectations long before they can apply for the position (www.insead.edu). Schuler et al., (2011) argue that in areas where competencies are below what organisations need, training and development projects can be utilized to enhance available talent and in the meantime increase an organisation's appeal as a business.

2.5 Key Principles of Effective Talent Management

According to van Rooyen and Whittle (2011), business focus, agility and alignment, in the context of effective talent management, should be underpinned by the general principles of:

- Establishing a range of different and multi-level talent pools which support the organisation's strategy,
- Acknowledgement of existing talent within the organisation and
- An ongoing process of ensuring that talent is optimally utilised.

What transpires from the above definition is that the individual is placed on the centre stage and is given opportunities to the development of self-awareness, practical learning, building individual strengths, coaching and continuous support. Notably, the talent pool comprises all levels of the organisation which then adds gravity and strength to the organisation's strategy (Stahl et al., 2012).

2.5.1 Business Focus

Workforce planning should happen within the context of the business and focus on the strategic orientation and operational needs of the organisation. It should serve the short term and the long term needs of the business (CIPD, 2018). Talent management has become one of the most important drivers for organisational success and growth in a competitive market (Sareen

and Mishra, 2016:66). As a result of this, it is crucial that organisations should align their talent management initiatives with their business goals (Sareen and Mishra, 2016).

Thus, regardless of the economic condition, it is important for organisations to be competitive by leveraging the benefits of effective talent management as it assists in increasing organisational efficiency and effectiveness, given its proven strong link to financial returns. Notably, those organisations with the top financial results are more likely to run mature career development processes than the ones who are not performing well. This implies that any talent management process should be focused on the business and its needs by assisting in the improvement of the competitiveness of the organisation.

2.5.2 Agility

Today's business environment is characterised by constantly changing economic demands. This necessitates that organisations should be able to respond to these changes at rapid and yet sustainable rates in order to stay in business. Strategies to assist the organisation survive the environment require that they stay agile and able to respond swiftly to changes in the short and long term planning. Organisations that are not agile are more likely to be negatively affected by economic downturns.

Van Oosterhout, Waarts, Heck and Hillegersberg (2007:53) define business agility as the ability to sense highly uncertain external and internal changes and respond to them reactively or proactively based on innovation of the internal operational processes involving the customer in exploration and exploitation activities while leveraging the capabilities of partners in the business network. On the other hand, Wadhwa and Rao (2003) cited in Van Oosterhout et al., (2007) depict the distinctions and cover amongst adaptability and spryness. Adaptability is characterized as a predetermined reaction to an anticipated change, while dexterity involves an inventive reaction to an unusual change. Adaptability is centered around single frameworks for low to medium rates of progress, while agility is centered around gatherings of frameworks to manage high rates of progress .

It is significant that adaptability is centered around single systems for low to medium rates of progress while nimbleness is centered around gatherings of frameworks to manage high rates of progress.

Notably, a distinction is made by Van Oosterhout (2007) between three types of perceived uncertainty; state uncertainty, effect uncertainty, and response uncertainty . State uncertainty,

on the one hand, relates to unpredictability about whether or when a certain change will happen whereas effect uncertainty, on the other hand, relates to the inability to predict what the nature of the impact, that is, effects of change, will be on the organisation.

Some changes can be predicted and a typical example in this regard is the deregulation in the telecom and energy sector . It needs to be noted though that more often than not, the speed and exact requirements to the organisation and processes are quite uncertain. Reaction vulnerability is characterized as an absence of learning of reaction choices and additionally, a failure to foresee the imaginable results of a reaction decision (Van Oosterhout, 2007).

With regard to implementation, business agility can be implemented either proactively which entails leading or initiating a change which has the effect of placing organisations in a leadership position or reactively, which entails responding to change either opportunistically or degeneratively in order to maintain competitiveness (Canter (2000)).

Cited in van Oosterhout et al., (2007:53), Dove (2001) highlights “the significance of both sensing capabilities (detecting, anticipating) and responding capabilities (physical ability to act rapidly and with relative ease)”. The notion of quickness, which relates to speed, is at the core of agility. It is worth reiterating, therefore, that agility entails the capacity of an association to quickly execute basic leadership and operational cycles (Canter, 2000).

The importance of quick and effective responses to uncertain situations in the business environment cannot be over emphasised as the absence of such responses might have undesirable consequences for the organisation and might cost the company its competitive edge.

The financial value of an organization regularly relies on the nature of talent. The Brookings Organization study affirms that 62 percent of a normal organization's esteem was credited to its physical resources (counting hardware and offices) and just 38 percent to immaterial resources (licenses, protected innovation, brand, and, above all else, individuals). In the course of time, these rates almost flip-flopped, with 80 percent of significant worth inferable from immaterial resources and 20 percent to unmistakable resources. The inference drawn from this is that there is an increasing need for organisations to focus on their human capital as a means of a competitive advantage and should always be ready to respond to any situation that they may face at any given time.

Studies such as the IBM 2010 Global CEO which focus on agility show that agile organizations have a high level of status to react to change and the capacity to actualize innovative systems for conjuring positive change to yield dynamic results. Similarly, research on organisational agility conducted by the Economist Intelligence Unit 2009, has established that prompt decision making and execution are defining qualities of an agile business.

2.5.3 Alignment of Talent Management Processes, Policies and Systems to Organisational Strategy

Gai (2013:1) argues that the complex nature of today's supply chain has contributed to the strategic challenge of aligning the many individual processes and technology tools that exist across multiple functional departments to work for the common good. It is further argued that these processes may not necessarily focus on achieving common goals and may work at cross purposes with the top level strategic imperatives (cf.Gai, 2013). Since the alignment of business processes, policies and systems to the organisation's objectives and strategies is critical for the achievement of the objectives, organisations need to ensure that the processes are properly aligned so as to enhance the attainment of business objectives. This will, in all likelihood, ensure that there is a seamless relationship between the organisations' needs and the processes and systems that are used to achieve performance in the organisation. According to the Success Factors Business Execution Software (2011), the way to inducing a workforce to significance is to align talent management to the organization's system, characterize predictable initiative criteria over every useful territory and distinguish particular skills (investigative, specialized, training, knowledge) to develop a feeling of proceeding with development.

As argued by Caul and Harvey (2012), talent needs to be aligned in two ways. Firstly, it has to be vertical with the corporate strategy adding value to organisational performance. Secondly, it also has to be horizontal with the Human Resources , learning practices on guaranteeing that esteem is not decreased by various discrete but rather random activities. Caul and Harvey further contend that buy-in from the board is essential as it ensures that Human Resources and Learning and Development have an in-depth understanding of the long-term goals of the business and that talent management is aligned with corporate objectives and business strategy to meet the future needs of the organisation. It bears repeating at this stage of the discussion that new employees must quickly be aligned to the organisation through proper and effective on - boarding and induction. Early engagement of new employees and the connection to the leaders, peers or sub-ordinates is crucial in the integration and alignment. Line managers need

to create a welcoming environment and clear mutual agreements between the manager and the peers (Schiemann, 2014:284).

According to the Taleo Research (2011), one of the essential advantages of new employees is the assorted qualities they bring which is differing qualities in context, work history, abilities, capabilities, and mastery. Tapping this new talent prompts to better choices as it approves and insists the estimation of new employees to the organization, and accordingly builds their engagement and association with the organization. The availability of such information better enables the organisation to deploy new talent against initiatives that are well suited to their unique experience and expertise. Research shows that under 50 percent of managers can accurately distinguish the talent that would increase the value of particular activities

Arguably, gaining a new employee's buy-in and commitment is crucial. Thus, it is critical to clearly articulate from the onset the part the worker will play in the association and how that individual's close to home objectives adjust to administration's and the general association's goals. The association needs to support a comprehension of the related formal and casual learning openings that will help another worker accomplish individual objectives. It is likewise valuable to start worker advancement amid the on-boarding procedure since even the best employees ought to persistently concentrate on self-change and professional development. By focusing on business objectives, aligning processes with business strategies and being agile at all times is an important element of talent management in an organisation.

2.6 Five Key Principles of Talent Development

Once talent has been identified, potential talent needs should be nurtured and developed. Arguably, key to talent management is its (talent) development for greater roles within the organisation and to improve on the engagement and the retention of such talent. Prius (2011: 207) discusses five key principles of talent management development in organisations. These principles entail:

- Clarification of what talent in the organisation means by formulating a crystal clear policy. As asserted by Prius (2011), Talent development approaches that view the whole association as the current talent pool, receive better business rewards in the long run.

- Perceiving talent management as a co-ordinated procedure and begin arranging it as a sound exertion from crucial talent recruitment and assessment, talent pipeline, and placement, professional advancement, engagement, tutoring, instructing and learning and improvement.
- Fulfilling the respective categories of needs with talent development initiatives as requested by the employees
- Offering coaching by genuine good examples and consequently upgrade the skills and talents of individuals and business knowledge and accelerate their development.
- Saddling the force of the talent pool since talents working in groups could offer the organization a colossal and, to a great extent, undiscovered psychological excess (Shirk, 2010) that could help hierarchical advancement.

These principles of talent development are similar to those of talent management in terms of processes, alignment to business goals and strategies and further magnify the importance of the inclusive approach to talent management discussed earlier in the chapter.

2.7 Theoretical Framework

There are various models of talent management that can be used to understand and implement talent management. The study uses two of these, namely the Talent Strategy Methodology Model (Bergeron, 2004) and the People Equity Model (Schiemann, 2009). These have been chosen because they are useful in understanding the strategic and the operational aspect within an organisation in relation to talent management.

2.7.1 The Talent Strategy Methodology

The Talent Strategy Approach which entails building the talent system and altering for desired outcomes and the business move is advocated by Bergeron (2004). In this model, Bergeron discusses three phases that are involved in the alignment of talent strategy. The primary stage manages making the ability methodology and activity plan. This stage includes obtaining, developing, fulfilling and sorting out talent. As argued by Bergeron, to understand the business context is important as this allows the delivery of a compelling talent system. What this

suggests is that the talent methodology cannot be executed in confinement to the business procedure and that the talent management system ought to be adjusted to the business technique and direction. The subsequent phase (the plan of action), encompasses the design of strategies to fill the gap in the talent needs of the organization and making decisions on whether to recruit externally or develop from within the organisation. The third phase measures performance outcome. This involves measuring the critical indicators of performance and the examination of the adequacy of the talent practice. Seemingly, this model addresses the requirement for an efficient procedure of ability administration and the incorporation of the procedures to the general business technique. It additionally highlights the requirement for associations to execute the talent management as per the necessities of the association and consequently advocates a vital connection of the talent management prepared with execution of the association. The talent strategy approach is similar to the effective talent management strategy approach in higher education by Rudhumbu and Maphosa (2015) discussed earlier in terms of the integration of talent management to the various areas of an organisation.

The hypothetical structure examined above recommends that the aggressiveness of an association and the accomplishment of its procedures are reliant, to some degree, to the ability that an association has gained, held and created as per the associations' vital destinations. In the context of this study, this model has been useful as universities have used their strategic direction to define the talent that is required to achieve the missions set out. Thus ensuring that talent is aligned to the greater good and need of the institution.

2.7.2 Schiemann's People Equity Model of Talent Management

Schiemann (2009) advances another model that is helpful in comprehending talent management which is People Equity Model.. The model interfaces value, strategy and people. Schiemann distinguishes three critical components that add both to hierarchical and individual achievement. These elements are Alignment, Capabilities and Engagement (ACE) It is contended that these elements are vital to augmenting the esteemed commitment of individuals to the most basic hierarchical objective.

According to the People Equity Model, alignment in an organisation is the degree to which everyone is working together in the same direction . Alignment can either be vertical or horizontal. Vertical alignment is the degree to which workers are associated with or have an observable pathway to the business system and objectives . This, likewise, includes qualities to arrangement and it incorporates the connectedness of employees' practices with hierarchical

qualities. Horizontal alignment is the degree to which work units are adequately adjusted to each other to convey high esteem items or administrations to clients (Schiemann, 2009). In this model, capabilities are defined with the customer in mind and capture the degree to which the organisation effectively develops talent, information and resources to increase customer value.

- Engagement, in this model, is the degree to which employees will go past the minimum prerequisites of their part to give extra vitality or to advocate for their association to others as the considerable place in which to work or contribute. Engagement implies that employees trust such a great amount in the association with the end goal that they are set up to put additional time in it and support for it. According to various authors, engagement comprises three factors namely; satisfaction (Abraham, 2012), commitment (Bakker and Schafeli, 2008; Dansereau, Cashman and Graen, 1973; Meyer and Allen, 2007), and advocacy (Tsarenko and Mikhailitchenko, 2012). The previous two variables are state engagement developed (Macey and Schneider, 2008) while backing incorporates additional part practices which are activities past the negligible prerequisites of the part. These could incorporate imaginative practices, additional time in part exercises, or making a special effort to prescribe the association to potential workers, clients or others. Engagement in the People Equity Model incorporates both the state engagement that make the condition for this optional exertion (fulfillment and duty), and an eagerness to take activities in the interest of the association or others in the association. Schiemann (2009) further contends that alignment, on the one hand, often directly predicts goal attainment, productivity and financial performance while capabilities have a strong link to customer outcomes such as customer loyalty and retention. On the other hand, it (engagement) is a strong indicator of employee turnover and discretionary effort at work. Thus, it is arguable that in this model all the three factors are important as each can contribute to organisational performance and contributes to employee retention. Furthermore, this model further identifies important drivers of the Alignment, Capabilities and Engagement (ACE). As indicated by this model, these drivers fall into five classes and have a direct impact on ACE (Schiemann 2009). The following are the five classes: Human Resources Frameworks which incorporate talent securing, development and retention. Under these, there are different subsystems, for example, prizes and acknowledgment, preparing, staffing and selection and performance management.

- Processes and Innovation which incorporates data and learning frameworks, instruments and work forms.
- Innovation which ordinarily incorporates the capacity to create and execute new thoughts, inventiveness prompting to better items and administrations and the spryness to adjust to changing situations
- Structure which manages the way the organization, capacity and units are sorted out and the effect that collaboration, consistent procedures thus conveying a high incentive to clients.
- Unique Vital Components which are vital in separating the association from its rivals and incorporate upper hand, mark character, key venture portfolio administration and business forms.

What transpires from the above is that the drivers are vital and should be available in an association for the general population value model to function admirably. These drivers are comprehensive as they incorporate frameworks, forms, development, structures and strategic orientation.

The model further advances four enablers of People Equity and these enablers have a broader influence on the three ACE and these together drive business results, (Schiemann, 2009). These enablers are:

- Effective supervisory or managerial actions which entail the ability to help with people skills, providing technical skills, managing performance and communication within the organization. The supervisor may be communicating policies and business strategies as well as the needs and capabilities of the employees.
- Strong, senior leadership behaviours as it is important that the leadership of any organization set clear goals and ensure that the values of the organization are lived by all in the organization. To this end, leaders should allocate resources accordingly such as the technology required, staffing and structures required within the organization as well as funding the Capabilities. Leadership further needs to shape the drivers of People Equity such as the pay and reward philosophy, performance management accountability and information access.

- Clearly understood business strategy given the fact that senior leaders are responsible for strategy formulation and direction and should thus ensure that these are cascaded down to every level in the organisation and are operationalised in the daily activities of the organisation. The strategy thus guides the organization in current and future efforts and is, therefore, helpful in determining talent needs for competitive advantage.
- Compelling organisational values since senior leadership also shape the culture of the organisation and determine how things are to be done in the organisation in order to realise and achieve the business strategy.

In this study the People Equity framework is useful as it has helped in understating the importance of designing policies, procedures and systems that incorporate staff, their engagement with the work they do and the organisation as well as the alignment of the staff with the organisational goals. This further emphasises the important link between alignment and engagement aspects of the framework.

2.8 Summary and Conclusion

The literature review on Talent and Talent management shows that the challenges of recruiting, retaining, developing and deploying talent is not any easy task for many organisations. Consequently, it should be an integrated process that includes the overall strategy of the organisation, identification of the competencies and the talent required, the process of planning, acquisition and the development of that talent. It is a process that has many steps and requires careful planning and implementation for it to be effective. These challenges impact on all industries including Higher Education . The situation, in higher education is exacerbated by the lack of resources and increasing student intake which compromises the institution's mandate to deliver competently. The benefits of doing it right result in clear performance goals, alignment of behaviours within the organisation and in improved organizational and individual performance.

The People Equity Model discussed above emphasizes the importance of alignment in the organisation. As noted earlier on, the alignment should be both vertical and horizontal. The capabilities which are so critical in the operations of the institution include the knowledge, skills and abilities which the individuals must have for the execution of their respective duties.

The following chapter, discusses the research methodology that was used in the study as well as the techniques used in the data collection and analysis.

Chapter Three: Research Methodology

3.1 Introduction

This chapter discusses the research methodology that was used in the study and focuses on the research design, the study setting, the population being investigated, the sampling methods used, data collection methods, data collection process and methods of analysis. This is followed by reflecting on issues of validity and reliability, ethics regarding this research. The methods are indicated with respect to the objectives, as presented in Table 3.1

Table 3.1 Study Objectives and methods

Objectives		Methods
1.	To explore the strategies, policies, procedures, processes and systems institution has adopted for the attraction, retention and development of academic staff.	Review of academic promotions, research, performance management and integrated talent management policies, and management questionnaire
2.	To understand the problems and challenges associated with talent attraction and retention of academic staff.	Management and researcher group questionnaires Review of recruitment ,respective research policies, intergrated talent management Employee Value Proposition and, academic promotion policy
3.	To explore how the university culture/environment promotes/hinders attraction, retention and development of academic staff.	Review of Institutional Values and questionnaires to management and researcher group
4.	To explore the perceptions of academic staff about the university policies and programmes.	Researcher group questionnaires

The self administered questionnaire was sent to the different categories of researchers and interviews were conducted with the management group as will be discussed later in the chapter on the sampling size. The institutional documents were reviewed as the backdrop for the strategies utilised in attraction and retention.

3.2 Research Design

Research design, refers to a plan that guides and directs how the research will be conducted in order to satisfy the objectives and achieve the aim (Mouton, 2003; Neumann, 1997).

This study followed the case study design which, according to Robson (2002), is a strategy for doing research involving an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence (Yin 2003) highlights the significance of context within a case study and the limits between the phenomenon contemplated and the context within which it is being examined.

The contextual analysis technique according to Yin (2009) permits specialists to understand the all encompassing and important attributes of real events.

In this study, the case study design was useful in describing the challenges associated with talent and its management in the institution being investigated. This was useful to explore the effectiveness of the strategies and support as well as to understand the appreciation or otherwise of the strategies and interventions by the recipients of the programmes offered by the institution. This was achieved through the interviews with the management group on the challenges of attraction and retention as well as the effectiveness of the strategies employed. The researcher group provided useful insights into the effectiveness of strategies as they experience these in the institution.

The study uses a mixed method approach which will be explained in detail in the sections below.

3.3 Study Area and Population

According to the Higher Education South Africa (2011), South Africa has 22 publicly funded universities across the country. The current study was conducted in an Institution of Higher Learning, a university, and included the management and researcher group. The institution is

organised into four academic colleges and one professional services sector and adopted a decentralised model of management with each college headed by a Deputy Vice Chancellor and Head of College, each with College Research Deans and Deans of Teaching and Learning, a total of nineteen Schools across the institution headed by Deans and Heads of School. Within the School structure the management structure consists of Academic leaders of Research, Teaching and Learning as well as Cluster Leaders who report to the Dean and Head of School. The total population of the management group is approximately 30 across the institution.

The university is a research led institution which in addition to quality teaching and learning and community engagement, expects the academic staff to be active in research. That contributes to the achievement of the institution's vision and mission, which is measured through publications and supervision of post graduate students. Although the institution has some 1152 permanent academics, not all of them are active in research and therefore not all permanent academics formed part of the population in the researcher group. The population in this category comprised three categories of research active academic staff, as defined in the research policy of the institution, namely, the emerging, prolific and top 30 researchers. This resulted in the total population of approximately 209 participants.

Management Category

Deputy Vice Chancellors, Deans of Research and of Teaching and Learning

This category of senior staff are responsible for strategy, research capacity building, teaching and learning, recruitment and selection as well as the overall administration of the respective colleges and divisions respectively. They are also responsible to ensure that each college is aligned to the overall strategy of the institution and contributes towards its achievement. This category of staff is further responsible for input into policies, implementation of policy especially policies relating to academic activities and are the executive decision makers in the institution. The management category also included the Executive Director of Human Resources who is the architect, custodian and implementor of strategies, policies and all systems relating to staff in line with the institution's strategy direction.

Deans and Heads of School

The Dean and Head of School is responsible for the academic leadership and management of the School, and provides high-level academic leadership and strategic direction of the School in research, teaching, community engagement, and transformation consistent with the

University's and College's vision and mission. The Dean and Head of School is part of the College Leadership and Management Team and reports to the Deputy Vice Chancellor and Head of College and also ultimately represents Senate and Council mandates.

Researchers

In a research led institution such as the one in this case study, active researchers are the life line of the institution as they contribute to the research standing of the institution and in the achievement of the mission and vision. There are three such categories in the institution which are deemed to make such contribution.

- **Emerging Researchers**

According to the institution's research report (Institution's Research Report, 2013: 84), emerging researchers are those who are below the Professorial level, are beginning to make a significant contribution in their field and are thus deemed to have the potential to become prolific researchers. Researchers who are 40 years and younger, and have accumulated one or more author units in the Department of Higher Education accredited (DHET) peer reviewed journals are eligible to be included in the emerging researchers lists. There are 50 academics in this category at the institution who were considered the sample population (Institution's Research Report, 2013: 9).

- **Prolific Researchers**

Prolific researchers are those who have obtained three or more author units in the Department of Higher Education and Training accredited peer reviewed journals, of whom there are 129 academics in this category (Research Report, 2013: 9).

- **Top 30 Published Researchers**

These are the Top Published Researchers in the Department of Higher Education and Training accredited peer reviewed journals. Researchers who have accumulated the highest number of author units are ranked from highest to lowest to establish the top 30 published researchers (Research Report, 2013: 81).

3.4 Sampling Method and Sample Size

As indicated by Yin (2009), the research population is generally a substantial accumulation of people who are the primary focus of a logical inquiry. A specimen is a small sample of cases that a researcher chooses from a bigger pool and generalises to the bigger population (Neuman,

2011). Lohr (2010:25) asserts that in a probability sample, “every unit in the population has a known likelihood of being selected, and an irregular number table or other randomisation instrument is used to select the particular units to be incorporated into the sample”. Babbie (2011:206) avers that “social research is often conducted in conditions that do not permit the kinds of probability samples used in large scale social surveys”. The author defines non-probability sampling as any technique in which samples are selected in some way not suggested by probability theory. Non-probability sampling was used to select the various categories of staff for this study. The researcher used her judgement based on the categories of academic staff who are actively involved in research in the institution as defined in the research report of 2013. Questionnaires were sent to all these staff members in the respective categories Emerging, Prolific and the Top 30 researchers as they would best represent some of the objectives of the study.

One of the non-probability methods of sampling is the judgemental sampling which according to Sekaran and Bougie (2009:285) is a type of a purposive sampling which is used where the collection of “specialised informed inputs” on the topic area researched is vital and where any other sampling design would not offer such opportunities to obtain the specialised information. When this method is employed, the units to be observed are selected on the basis of the judgement about which ones are thought to be the most useful or representative of the phenomena under investigation. Judgment sampling was utilized for both groups as it includes the selection of particular people or target respondents who might best have the capacity to give relevant information to the research. This was used as it was the best strategy through which to acquire information from a predetermined number of people who could give considerable input on the themes. In the study, the institutional categories of researchers were selected for participation.

The sample was drawn from institution’s management team and researchers

- Management category of Deputy Vice Chancellors, Deans of Research and of Teaching and Learning, as well as Deans and Heads of School. The number of staff in these ranks is approximately 30, and a total of 12 interviews were conducted.
- The second group consisted of researchers within the institution, namely, the emerging, prolific and top 30 researchers. The selection was from the listed annual research report which publishes the names of all the researchers in the respective categories within the

institution. A self-administered questionnaire was sent to the selected staff. The balance of the academic staff who were not research active and were not included in the annual list were excluded from the study as they would not provide any meaningful insights into the study. This method of sampling allowed for different insights into the strategies used by the institution in attracting and retaining academic staff towards pre-eminence in research.

3.5 Data Collection Methods

Primary data, according to Sekaran and Bougie (2009: 57) are best obtained by observing events, people and objects, or by administering questionnaires to individuals whereas secondary data refers to written information such as company policies, procedures, and rules, from the organisation's records and documents. Data was obtained using three data collection tools to address the objectives, and to answer the research questions namely, a self-administered questionnaire to the researcher group, interviews with the management group, and the review of various documents such as policies, procedures related to attraction and retention of academic staff. The first two consisted of open- and close-ended questions to obtain both qualitative and quantitative data.

According to Cresswell (2009), the combination of qualitative and quantitative data collection methods enhances the strength of a study more so than using only one of these methods. In addition to these questionnaires, a document analysis of the institutions' policies, procedures, guidelines and systems related to talent management was done as this offers the opportunity to describe, interpret and the evaluation of the secondary data that exist in the institution in relation to attraction and retention of academic staff.

3.5.1 Qualitative Research

According to Saunders, Lewis and Thornhill (2007) "qualitative strategies for information accumulation are utilized mainly as an equivalent word for any information gathering system, for example, meetings or information examination method, for example, sorting information that creates or utilizes non-numerical information."

Bogdan and Biklen (2007) attribute five components of qualitative research which are:

- The characteristic setting which is the information source while the researcher is the key information accumulation instrument.
- The study's endeavors essentially to describe and to examine the information.
- The way that the researchers concentrate on the process, and circumstances that happen rather than focusing on the item or result,
- The way that information investigation highlights inductive strategies practically identical to assembling the parts of a puzzle.
- The certainty that the researcher concentrates basically on what things mean, and why they happen and additionally what happens.

Some of these features were considered useful in this study mainly because the researcher was key in the data collection process in personal interviews with the management group. The researcher also studied analysed documents relating to talent management and related policies within the institution in order to gain an understanding of the phenomenon. The study also attempted to analyse the meaning of the responses from both respondent groups and describe the phenomenon under investigation.

3.5.2 Quantitative Research

Kothari (2006: 21) defines “quantitative research as the measurement of quantity or amount and is related to phenomena that can be expressed in terms of quantity”. Kothari, further describes quantitative research as encompassing “the generation of data in quantitative form that can be subjected to rigorous quantitative analysis in a formal and rigid fashion”.

According to Bailey (1987:51), “quantitative research tends to draw on ‘hard’ data and the responses are evaluated in terms of numbers”. This might be the number of people who said ‘yes ‘or ‘no’ to a question since the respondents were to rate the extent to which they might agree with or disagree with a statement based on a Likert scale.

3.5.3 Data Collection Instruments

Data was collected using three instruments, one being a document review and the other two being interview questionnaires with the management staff and a self- administered questionnaire for the researcher-participants at the case study institution.

3.5.3.1 Questionnaire Design

In order to develop a questionnaire, it is important to gain a clear understanding of the key issues and related phenomena of the subject being studied. As the study used both qualitative and quantitative methods of data collection, firstly literature was reviewed on the subject matter to gain an understanding of the dominant themes in talent management and then identify areas that the study would focus on in the questionnaire that was designed. Furthermore, the studying and analysing of the institution's policies was undertaken first before developing the questionnaire. This strategy assisted greatly in ensuring that a fair amount of theoretical and conceptual knowledge of talent management was obtained as a subject and the objectives of the study which were then used to develop the questionnaire.

Mouton (2003: 153) discusses the importance of the Likert scale formatting of responses which is based in the "unambiguous ordinality of response categories". Likert scale questions which required respondents to indicate their level of agreement or disagreement with them were designed. Responses were rated according to the ordinary scale from strongly agree to strongly disagree, and from world class to poor. Likert scale formatting of responses assisted to arrange and group responses into clusters in the study. The value of clusters is their ability to indicate a clear-cut level of agreement intended by respondents which would not be possible if other techniques were applied. Questions in this section were based on the institution's policies and programmes relating to talent management such as the research policies, employee value proposition and programmes that are offered to support and develop talent. These were intended to gauge the level of the effectiveness of the programme as perceived by the recipients of such policies and programmes.

The open-ended questions allowed for a degree of flexibility in the answers to enable the answers to be coded thematically when the reporting and analysis were done. The closed-ended questions contained Likert scale type responses to test the extent to which there was agreement or disagreement with the statements that were made. The questionnaires were designed in order to synchronise the questions, which resulted in each of the questions for the management group asked of the researcher-participants as well, but from a different perspective. This approach enabled the objectives to be addressed from both groups of participants.

A pilot study according to Thabane, Ma, Chu, Cheng, Ismaila, Rios, Robson, Thabane, Giangregorio and Goldsmith (2010), is a smaller version of a study that is carried out before the actual investigation is done. Thereafter the information that is gathered is then used to refine or adjust the research methodology for a study and to develop large-scale studies. In this study, once the questionnaires were designed, a small pilot was conducted with two respondents in each of the categories to test the flow, the validity and comprehension of the questions. This resulted in minor adjustments to the sequence of some of the questions asked in the final questionnaires.

Management Questionnaire:

An interview questionnaire was used for the management group which was aimed at establishing what programmes exist towards attracting, retaining, developing and motivating employees in the institution.

Table 3.2 Management questions for the four objectives

		Methods
	Demographic details	
1	To explore the strategies, policies, procedures, processes and systems institutions have adopted for the attraction, retention and development of academic staff.	Interviews and questionnaire
	Questions: 5. Does the University have a talent management system? 8. What types of skills and educational development are most attractive to academics in the University? 9. How does the University enhance talent progress?	Open and closed Questions
2	To understand the problems and challenges associated with talent attraction and retention of academic staff.	Interviews and questionnaire
	Questions: 1. Does the University experience high employee turnover rates in a year among the academics? 3. What are the attraction problems/challenges that the University experiences? 2. What are the retention problems/challenges that the University experiences?	

	4. How efficient and appropriate are the recruitment methods to the Higher Education Environment? 6. How is the University attracting the right kind of academic staff that will help it grow towards becoming a research led institution?	
3	To explore how the university culture/environment promotes/hinders attraction, retention and development of academic staff.	Questionnaire Interview
	Questions: 7. How does the University plan to help academics in developing their research capabilities? 10. How does the University provide an environment that enhances growth and development amongst the academics?	Questionnaire Interview

Researcher - participants

Table 3.3 Researcher-participants questions for the four objectives

		Methods
	Demographic details	
1	To explore the strategies, policies, procedures, processes and systems institutions have adopted for the attraction, retention and development of academic staff.	Questionnaire
	Questions: 7. Is the university a talent magnet? 10: Does the university have an open management policy and how is this practiced?	Open and closed Questions
2	To understand the problems and challenges associated with talent attraction and retention of academic staff.	Questionnaire
	Questions: 1. What attracted you to this University ? 8. Does the university attract the best academics?	Questionnaire
3	To explore how the university culture/environment promotes/hinders attraction, retention and development of academic staff.	Questionnaire
	Questions:	Questionnaire

	9(a). Do academics aspire to work here? 9 (b). Reasons for not aspiring to work at the university 11. How does the university encourage and support sharing of ideas?	
4	To explore the perceptions of academics about the university policies. Questions: 2. Has the University lived up to your expectations? 3. Do you feel valued at the university? 4. Does the University provide opportunities for academics to grow by taking on more responsibilities and developing new skills? And how is this done? 5. What are the reasons why you have stayed at the university? 6. What type of organizational culture is most appealing to you as an academic at the institution? All the Likert scale statements A-L	Questionnaire Questionnaire Questionnaire Questionnaire Questionnaire Questionnaire Questionnaire

Document Review

The review of the relevant documents was conducted through the Institution’s website and focused on the provisions of each document as it relates to talent attraction, retention and development.

As part of the first objective which was to explore the strategies, policies, procedures, processes and systems that the institution have adopted for the attraction, retention and development of academic staff, the institution’s documents on policies, procedures, guidelines and systems related to talent management were analysed. The documents offered an opportunity to describe, interpret and evaluate situations contemplated in the provisions of the documents in question. This data were analysed using both qualitative and quantitative methods.

3.5.4 Data Collection Process

The institution’s documents are available on the internal website and as a staff member of the institution with access to the website it was possible to get all the relevant documents for review and utilisation. The consent form and letter were used to request the respondents to participate in the study and these are documented in the appendices section.

The interviews with the management group were conducted by the researcher, as one of the key features of qualitative research identified by Bogdan and Biklen (2007) namely, that the researcher is the key data-collection instrument. The self-administered questionnaires were sent out to the researcher-participant group using the institutions e-mails and the returns were printed and coded with numbers as soon as they were returned.

3.6 Response Rate

The interviews were conducted with twelve of the management group members out of thirty, representing 40% response rate and the questionnaires were sent electronically to a total of a hundred and forty five out of the original 209 in the population of the researcher group as some that were on the list had subsequently left the institution. Out of the 145 questionnaires sent only a total of 21 was received and analysed. This represents a 14.4% response rate, admittedly a low rate of response which would present limitations to the generalisation of the study as indicated by Rubin and Babbie (2011) cited hereunder. Regrettably, all efforts to increase the response rates proved fruitless. There were several attempts at reminding the respondents to return the questionnaire and further efforts were abandoned for fear of harassing potential respondents.

Rubin and Babbie (2011: 388) cite three rules of thumb for response rates as explained below:

- “A response rate of at least 50% is usually considered adequate for analysis and reporting”.
- “A response rate of at least 60% is good”.
- “A response rate of at least 70% is very good”.

It is acknowledged therefore that the responses from the researcher group may be inadequate for analysis and reporting but they do nevertheless provide some insights into the phenomenon studied.

The secondary methods of data collection such as analysis of policies and various relevant documents were used. The study used the analysis of various documents relating to the topic in order to understand the context within the institution in which the study was conducted. The researcher as a member of the Human Resources team had access to the documents and insights into the process, and challenges of Talent Management in the institution and one of the

management group interviewees was the Executive Director of Human Resources who also provided valuable insights into the study area.

3.7 Data Analysis

Quantitative and qualitative data were generated from the two groups of respondents and document analysis. Data were analysed separately and then compared for each objective.

The quantitative data collected from the two groups of respondents was coded and analysed using the Statistical Package for Social Sciences (SPSS) 2015. SPSS is a tool used to code and analyse data using descriptive and standard deviations where applicable. Frequencies are represented in tables. The descriptive statistics described the phenomenon of interest by indicating the number of times a specific phenomenon occurs and this is done by showing their average and spread of the data. Statistical analysis was done using the Chi-square goodness of-fit-test, which is a univariate test utilized on an absolute variable to test whether any of the reaction alternatives are chosen more or less regularly than the others. Under the invalid speculation, it is accepted that every one of the reactions is similarly chosen. The Bivariate analysis was used including the application of the Kruskal Wallis test which tests whether or not there is a significant difference in responses for the categories of a demographic variable as well as the Fisher's exact test. The management data was largely qualitative in nature.

The open ended questions were analysed and grouped together for similar meanings. The analysis of the document review focused on the respective elements of talent management, talent development, attraction and retention. The analysis was then linked to the relevant objective.

3.8 Validity and Reliability

Validity and reliability are an important part of the research process and researchers should ensure that these are taken into consideration when conducting research.

3.8.1 Validity

Salkind (2012) defines validity as the honesty, precision, credibility, validity and soundness of the examination instrument. Put in a different way, validity really alludes to how much an instrument measures what it should quantify.

This study used questionnaires and documentary analysis related to the concept of talent and talent management as well as the experiences of the respondents of this concept including the

support that the institution offers to the academic staff. There was correspondence between the literature and the documentary framework within the institution. The questionnaire construction was based on the various concepts generally used in the study of talent and talent management. Sekaran and Bougie (2009:158) discuss group validity under three broad headings: content validity, criterion-related validity and construct validity. Content validity, according to these authors, ensures that the measure includes an adequate and representative set of items to tap a concept, face validity is a minimum index for content validity and indicates that the items that are intended to measure a concept do on the face of it look like they measure the concept. Sekaran and Bougie (2009:159). This type of validity is sometimes not seen as fit as a valid component of content validity. However, this was used in the study during the pilot stage and on the face of it the questionnaires did measure the various elements of the talent management concept.

3.8.2 Reliability

Reliability refers to the consistency of the results if the study was repeated. Kumar (2011) characterizes dependability of the examination instrument as an instrument that is steady, steady, unsurprising and precise. When a similar arrangement of data is gathered more than once, utilizing a similar instrument and getting the same or comparative outcomes under the same or comparative conditions, then the exploration instrument is thought to be solid.

In order to improve reliability of an indicator, one of the principles laid down by Neuman (1997:40) is that researchers need to “clearly conceptualise all constructs”. Constructs refer to the theories or abstract ideas that a study investigates (Neuman, 1997; Golafshani, 2003). Clearly, conceptualising constructs requires that clear and precise definitions of constructs be developed. Clear definitions of constructs assist in ensuring that any possibilities of confusion between the constructs of a study and other constructs are eliminated (Neuman, 1997).

In this study, data collection methods were used sequentially. In the first instance, data on the phenomenon studied and its relevant constructs was collected, studied and presented in the literature review. This initial stage in the processes adopted in this study ensured that the constructs were clearly conceptualised and defined before proceeding to the second stage, namely, analysis of the content of the institution’s policy documents. This was aimed at deducing evidence on the existence of the constructs, namely, talent and talent management. Gaining clarity in the conceptualisation of the constructs also ensured that content analysis focused only on the constructs of this study. The Cronbach Alpha test which is used to assess

the reliability of a Scale questionnaire was used to determine the reliability of the Likert scale questions A- L which measures how well the institution does things for the researchers. Tavakol and Dennick (2011: 53) state that the test is used to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct. There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95. Alpha is an important concept in the evaluation of assessments and questionnaires. It is mandatory that assessors and researchers should estimate this quantity to add validity and accuracy to the interpretation of their data(Tavakol et al., 2011:54). The results shown in table 3.4 prove that the questions were consistent in their measure of the institution on all the Likert scale statements as the Cronbach Alpha test value is greater than 0.70 which is within the recommended range of acceptable values.

Table 3.4 Cronbach Alpha Test

Cronbach's Alpha	N of Items
.888	12

3.9 Ethical Considerations

In this study, it was important to ensure that the ethical issues were attended to as this ensured that the study was conducted in a manner that took into consideration the ethical values attached to the research process and aslo to have the respondents protected and not used in a manner that would have been contrary to human dignity and respect.

According to Huysamen (1994), social scientists are obliged to connect with their research participants in a reasonable, respectful and moral way which safeguards and advances the participants dignity. This respectful interaction should be apparent in the way participant are enrolled and amid organization of the exploration instrument as well as when the consequences of the review are published. During “the recruitment phase, ethical principles demand that participants take part in the study voluntarily and that they are not coerced to participate. To this effect, they should be informed not only of the objectives of the study but also of their rights” (Huysamen, 1994:179). This “voluntary participation after having been informed of the aims and objectives of a research is also known as informed consent” (Welman, Kruger and

Mitchell, 2007:201; Mouton, 2001:521). During the administration of the research instrument, maintaining moral standards requires that "the mental, physical and profound prosperity of members be ensured and that the instrument exacts no mischief or distress" (Huysamen, 1994:181; Mouton, 2001:522). "Research principles governing the publication of the results of a study require that participants' privacy be respected and that confidentiality of personal particulars be maintained and information be acquired anonymously" (Huysamen, 1994:183).

In compliance with and upholding the ethical principles, standards and values governing the conduct of social research outlined above, the respondents were informed of the following:

- the aims and objectives of the study;
- that participation was voluntary and not compulsory;
- that participation could be withheld during the proceedings and that such act carried no negative consequences for them and that the responses given by them would be kept anonymous and no personal information was required from them. These ethical principles were contained in the written invitation to participate in the study and an informed consent form was included in the questionnaire and was also given to the interviewees to complete.

3.10 Summary and Conclusion

This chapter has discussed the important areas of the research design and methodology and has demonstrated in great detail why both the quantitative and the qualitative approaches were suitable for this study. Furthermore, this chapter explained the data collection methodology and the approach adopted in the study. The following chapter reports on the responses of both the interviewees and the responses from the self administered questionnaire. The small rate of responses from the researchers has the potential of compromising the generalization of the study. Nevertheless, this is useful as it has provided insights into the study. The findings from the analysis of documents are also presented in the next chapter.

Chapter Four : Analysis of the Findings of the Study

4.1 Introduction

This chapter analyses the responses of the management and the researcher groups in relation to the questions that were asked from them on the topic of the study. It further analyses the documentary evidence that exists in the institution on the topic.

4.2 Demographic Details

Management Group

In terms of the demographic data of this group, table 4.1 shows that there were more School Deans (58.3%) who participated in the study followed by an equal number of College Deans and Deputy Vice Chancellors (16.7%). In terms of gender, there were more males (83.3%) than female respondents and the highest number of respondents were Africans (41.7%) followed by an equal number of White and Indian respondents (25%). Most of the respondents (58.3%) in this group have been employed for more than ten years in the institution.

Table 4.1 Demographic Information of the Management Group

	Characteristics	Frequency	N	%
Level of Leadership	Deputy Vice Chancellor	2	12	16.7%
	Executive member	1	12	8.3%
	College Dean	2	12	16.7%
	School Dean	7	12	58.3%
Gender	Male	10	12	83.3%
	Female	2	12	16.7%
Race	African*	5	12	41.7%
	Coloured	1	12	8.3%
	Indian	3	12	25%
	White	3	12	25%
Age	40- 50	5	12	41.7%
	51-55	5	12	41.7%
	56-60	1	12	8.3%
	Over 60	1	12	8.3%
Period of Employment	1-5 years	2	12	16.7%
	6-10 years	3	12	25%
	More than 10 years	7	12	58.3%

*Black African of South African Origin

Table 4.2 below shows that the Deputy Vice Chancellors (DVC) have been employed in the institution for more than 10 years and that the majority of this group has been employed in the institution for more than 5 years and only 2 of the respondents have been employed for less than 5 years and are below 50 years of age. The table further shows that across all the management levels the majority of the respondents are over 50 years of age. The years of experience of this group could be an indication of the depth of knowledge of the policies, programmes and interventions in relation to talent and talent management.

Table 4.2: Demographic Information Cross Tabulation

Level of employment	Age	Race	Period of employment	Male	Female	Total
Deputy Vice Chancellor	40-50	White	>10 years	1		1
	> 60 years	African	>10 years	1		1
Executive Member	40-50	African	1-5 years	1		1
College Dean	51-55		>10 years		1	1
School Deans	40-50		>10 years	1	1	2
	51-55		6-10 years	1		1
	51-55		>10 years	1		1
	51-55		>10 years	1		1
	51-55		6-10 years	1		1

Table 4.3 below illustrates the biographical information which includes all the demographical characteristics of the researcher group and it is also in graphical form which splits the characteristics into two sections. The detail of the presentation of the findings is offered in the graphical section.

Table 4.3: Demographic Characteristics of the Researcher Respondents (N=21)

	Characteristics	Frequency	N	%
Academic Level	Senior Professor	3	21	14.3%
	Professor	7	21	33.3%
	Associate Professor	6	21	28.6%
	Senior Lecturer	3	21	14.3%
	Lecturer	2	21	9.5%
Highest Qualification	Masters	1	21	4.8%
	PhD	20	21	95.2%
Gender	Male	14	21	66.7%
	Female	7	21	33.3%
Race	African	7	21	33.3%
	Coloured	1	21	4.8%
	Indian	6	21	28.6%
	White	7	21	33.3%
Age	Below 40	6	21	28.6%
	40-50	3	21	14.3%
	51-55	7	21	33.3%
	56-60	1	21	4.8%
	Over 60	4	21	19%
Period of Employment	1-5 years	3	21	14.3%
	6-10 years	4	21	19%
	>10 years	14	21	66.7%

The analysis of these demographics indicates that the majority of the respondents who constituted 33.3% are professors followed by 28% of the respondents who are associate professors. What transpires from these percentages is that the Professoriate is significantly represented as a group in the institution. Most of the respondents (95%) have PhDs and 66.7% have been employed for more than ten years at the University. The analysis further shows that there are more male respondents than females and the racial distribution shows an equal number of African and White respondents at 33.3% respectively and the majority of the respondents constituting 33.3% are above fifty years.

4.3 Objective 1: To Explore the Strategies, Policies, Procedures, Processes and Systems Institution has adopted for the Attraction, Retention and Development of Academic Staff. The Responses are Reported Below

Management Category Responses

Question 5: Does the University have a Talent Management System?

The responses to this question show that 91.7% of the respondents responded positively to this question and 8.3% responded negatively. The chi square goodness of fit was done and shows that a significant number of respondents agreed that the University has a talent management system at the chi square value of ($\chi^2(1, N=12) = 8.333, p=.004$). This indicates the presence of a talent management system in the institution as the p value is less than .05.

Question 8: What Types of Skills and Educational Development are Most Attractive to Academics in the University?

Table 4.4 below shows responses to the question on the type of skills and development programmes that are attractive to academics. These responses indicate that 25% of the respondents are of the view that grant writing is most attractive to academics, followed by 16.7% of the respondents who stated that research, teaching and learning with an African bias is most attractive as well as skilling in specialised academic areas which are accommodative of change and these are in compliance with policies and procedures.

Table 4.4: Attractive Skills

Attractive Skills	No.	%
• Grant Writing	3	25%
• Accepting change and compliance with policies and procedures	2	16.7%
• Research and teaching and learning that are African focused	2	16.7%
• Skilling in specialised academic areas	2	16.7%
• Leadership training	1	8.3%
• Consistent ability for achievement orientation	1	8.3%
• Conceptualisation and problem definition methodology	1	8.3%
Total	12	100

Question 9: How Does the University Enhance Talent Progress?

The table 4.5 below deals with the responses of 50% of the respondents to the question on the enhancement of talent progress by the institution and indicates that the University enhances

talent progress through clear academic promotion criteria and clear senate norms for research and teaching. This is contrasted with 25% of the respondents who indicated that the University has formal and informal mentoring programmes to enhance talent amongst academics.

Table 4.5: Talent Progress

Talent Progress	Frequency	Percentage%
<ul style="list-style-type: none"> • Clear academic promotion criteria and Senate norms for research and teaching • Mentoring formal and informal 	6 3	50% 25%
<ul style="list-style-type: none"> • Opportunities for acting appointment for development and serving in task teams • Talent Management • Link with Performance Management and Personal Development plans 	1 1 1	8.3% 8.3% 8.3%
Total	12	100

Researchers Responses

Question 7: Is the Institution a Talent Magnet?

The responses show that twenty of the respondents answered and the responses to the question of the University as a talent magnet indicates that the majority of the respondents (76%) indicated that the university is not a talent magnet and only 19% agreed to the factual correctness of this view. The Chi square goodness of fit test was done and it indicates that a significant number of the respondents indicated that the institution is not a talent magnet with a significant value of .0007 ($\chi^2(1, N=20) = 7.200, p=.007$).

Question 10: Does the Institution have an Open Management Policy and How is this Practised?

Table 4.6 below deals with the responses in relation to the question of whether there is an open management policy and how it is practiced at the institution. The responses indicate that most of the respondents (47%) indicated that the university does not have an open management policy, and 28% indicated that there is an open management policy. Table 4.6(a) shows that this is largely attributable to the autocratic managerial style as indicated by 33.3% of the respondents.

Table 4.6: Open Management Policy for the Institution

	No.	%
Yes	6	28.6%
No	10	47.6%
Do not know	3	14.3%
Total	19	90.5

Table 4.6 How Open Management Policy is Practiced

	No.	%
No practice	1	4.8%
Does not know	4	19%
Through decentralization	2	9.5%
Autocratic management style	7	33.3%
Open communication and consultation	4	19%
Sometimes practiced	1	4.8%
Total	19	90.5

4.4 Objective 2: The Objective was to Understand the Problems and Challenges Associated with Talent Attraction and Retention of Academic Staff.

Management Category Responses

Question 1: Does the University Experience High Employee Turnover Rates in a Year Among the Academics?

The responses to the question of whether the university was experiencing a high employee turnover rate reveal that many of the respondents (66.7%) did not think that the University was experiencing high turnover rates.

Question 3: What are the Attraction Problems/Challenges that the University Experiences?

Table 4.7 below on the question of attraction challenges, reveals that the University has difficulties in attracting staff due to poor remuneration in the institution and better opportunities in non-academic environments. Notably, 50% of the respondents and another 25% indicated that the University has difficulties in attracting staff due to the negative perception of the University by other Institutions. An equal number which constituted 8.3% indicated that the problem of attraction arises as a result of the time it takes to develop talent

in the knowledge industry, transformation issues and the stringent criteria for academic promotion at the university.

Table 4.7: Attraction Challenges

Attraction challenge	Frequency	Percentage
• Poor remuneration at the university and better opportunities in non - academic environment	6	50%
• Negative perception of the university by other institutions	3	25%
• Time it takes to develop talent in knowledge industry	1	8.3%
• High academic promotion criteria	1	8.3%
• Transformation issues	1	8.3%
Total	12	100

Question 2: What are the Retention Problems/Challenges that the University Experiences?

Table 4. 8 below shows the responses to the question on retention challenges. The responses were grouped in terms of the meaning attached to the responses. Notably, the respondents were allowed to use their own words in describing the challenges. The responses indicate that more than 33% of the respondents were of the view that the challenges are a result of the reputation of the institution which results in staff being poached by other institutions. This is followed by 25% of the respondents who indicated that the University has had too many changes in the last few years which have resulted in instability, poor salaries and stringent promotion criteria which make retention of staff difficult. A further 16.7% of the respondents indicated that the University’s retirement age policy together with the attendant extension beyond retirement which is linked to performance is another problem of retention in the University. This means that the University is experiencing retention challenges as a result of the reasons stated above even though the turnover was deemed low in the previous question.

Table 4.8: Retention Challenges

Retention challenge	Frequency	Percentage
<ul style="list-style-type: none"> • Reputation of university results in it being poached by other institutions 	4	33.3%
<ul style="list-style-type: none"> • Too many changes from the merger to the re-organisation instability, poor salaries and promotion requirements 	3	25%
<ul style="list-style-type: none"> • Retirement age policy and superannuation linked to performance 	2	16.7%
<ul style="list-style-type: none"> • Some academics did not envision the transformation and the re-organisation as part of their academic career 	1	8.3%
<ul style="list-style-type: none"> • High standard of academic excellence required 	1	8.3%
<ul style="list-style-type: none"> • Retention of young South African academics 	1	8.3%
Total	12	100

Question 4: How Efficient and Appropriate are the Recruitment Methods to the Higher Education Environment?

Table 4.9 below deals with the responses to the question relating to the appropriateness and efficiency of the recruitment processes in the institution. The responses show that 50% of the respondents indicated that the University is highly involved in recruiting high profile academics while 25% of the respondents indicated that adverts are insufficiently responded to and this suggests that there is a need to use academics as recruiters by using different media such as professional journals. Two out of twelve respondents indicated that the recruitment methods at the University are not adequate and this necessitates that the skills and qualifications required be defined by using target recruitment.

Table 4.9: Appropriate and Efficient Recruitment

Recruitment	Frequency	Percentage
Human Resources is highly involved in recruiting high profile academics	6	50%
Insufficient responses to advertisements and the need to use not only academics as recruiters but also incentives and professional journals	3	25%
Not adequate, a need to define skills and qualifications required and target recruitment	2	16.7%
Not enough communication with international candidates and problems with work permits	1	8.3%
Total	12	100

Question 6: How is the University Attracting the Right Kind of Academic Staff that will Help it Grow Towards a Research Led Institution?

Table 4. 10 below shows that the responses to the question regarding how the University attracts the right staff to achieve the objective of being a research led institution indicates that 33.3% of the respondents suggested that there be tailored career pathways and 25% of the respondents suggested that researchers be supported whilst 16.7% of the respondents indicated that the University has placed emphasis on research excellence.

Table 4.10: Attraction for Research Led Institution

Attraction for Research	No.	%
Need for tailored career pathways	4	33.3%
Support for researchers	3	25%
Emphasis on research excellence	2	16.7%
International rankings improve the institution's image	1	8.3%
Social transformation Charter	1	8.3%
Total	11	91.7

Researchers Responses

Question 1: What Attracted you to the University ?

Table 4.11 below shows that the majority (38.1%) of the respondents were attracted by the nature of the academic job at the University and 33.3% was attracted by the research profile of the University. The table further shows that 14% was attracted by the academic growth opportunities that the institution presents whereas 9% was attracted by the institution's reputation as their alma mater.

Table 4.11: Attraction Reason

Attraction Reason	Frequency	Percentage %
Nature of academic job, permanent job	8	38.1%
Research profile	7	33.3%
Academic growth	3	14.3%
Alma Mater leading institution: good reputation	2	9.5%
First job it has become like home	1	4.8%
Total	21	100

Question 8: Does the University Attract the Best Academics?

Table 4.12 indicates that many of the respondents constituting 71.4% indicated that the University does not attract the best academics and that only 23.8% of the respondents indicated that it does. The analysis using the chi square goodness of fit test was done and indicates that a significant number of the respondents indicated that university does not attract the best academic with a significant value of $(\chi^2 (1, N=20) = 5.000, p=.025)$ which is less than .05. These results are similar to the responses provided by the management group and confirm that the institution does not attract the best academics which means that the challenges of attraction are a real concern and need to be addressed.

Table 4.12 Attract Best Academics

	Frequency	Percent%
Yes	5	23.8%
No	15	71.4%
Total	20	95.2

4.5 Objective 3: The Objective was to Explore how the University Culture / Environment Promotes/Hinders Attraction, Retention and Development of Academic Staff.

Management Category Responses

Question 7: How does the University Plan to Help Academics in Developing their Research Capabilities?

Table 4.13 below deals with the responses to the question regarding the development of research capacity amongst academic staff at the University. The University provides strategic funding and capacity building workshops towards developing researchers who constitute 58.3% of the respondents. This contrasts with 16.7% of the respondents who indicated that the University conducts research induction programmes for new staff.

Table 4.13: Development of Research Capacity

Development of Research Capacity	Frequency	Percentage
Strategic funding and capacity building workshops	7	58.3%
Research induction for new academics	2	16.7%
Doctoral programme support and conference attendance	1	8.3%
Research rewards(productivity units) for own research and teaching awards	1	8.3%
Appointment of academic leaders of research	1	8.3%
Total	12	100

Question 10: How does the University Provide an Environment that Enhances Growth and Development Amongst the Academics?

Table 4.14 below shows the responses to the question on the provision of an enabling environment for growth and development by the institution. The responses reveal that the University provides an environment for growth and development for academics. This is made possible through the attendant research strategy with its incentives and specialised workshops for teaching and learning. The use of a research strategy is attested to by 25% of the respondents while 16.7% of the respondents advocate a contrary view in their assertion that the University provides this environment through mentorship programmes.

Table 4.14: Environment for Growth and Development

Growth and Development Environment	Frequency	Percentage%
Research strategy with incentives and specialised workshops for teaching and learning	3	25%
Mentoring	2	16.7%
World class teaching laboratories	1	8.3%
Infrastructure geared for excellence	1	8.3%
Inclusive Development programme such as PhD	1	8.3%
Good Governance	1	8.3%
Transparent norms and standards applied consistently and fairly	1	8.3%
Conference funding and sabbatical leave	1	8.3%
Total	11	91.7

Researchers Responses

Question 9 (a): Do Academics Aspire to Work Here?

Table 4.15 Aspiration to Work at the Institution

	Frequency	Percent%
Yes	5	23.8%
No	15	71.4%
Total	20	95.2

Table 4.15 reveals that five out of 20 participants responded affirmatively on the question of whether academics aspire to work in the institution. This represents 23.8% of the respondents and the majority of them totalling 15 which translates into 71.4% indicated that academics do not aspire to work at institution. The chi square goodness of fit test was done in relation to the responses to the question of whether academics aspire to work at institution or not. This indicates that a significant number of the respondents indicated that academics do not aspire to work at the institution and this has a significant value of .025 ($\chi^2 (1, N=20) = 5.000, p=.025$) which is less than .05.

Table 4.16 Reasons for the Aspiration to Work at the Institution

	Frequency	Percent
Image of the institution	4	19%
High Academic standard	1	4.8%

Table 4.16 indicates that of the 5 respondents that indicated that academics aspire to work at the institution, 4 of them stated the reasons as the image of the Institution (19%) and the other reason being the high academic standards (4.8%).

Question 9 (b): Reasons for not Aspiring to Work at the Institution

The reasons given for these responses indicate that the majority of the respondents constituting 23.8% indicated that the University does not only attract the best Black academics but also has a bad reputation coupled with the dissatisfaction and fear of retribution and managerial style. Notably, 14.3% of the respondents indicated that bad publicity discourages staff from joining the institution and 9.5% of the respondents made reference to poor conditions of service, unsatisfactory remuneration, the retirement age and lack of involvement in decision making. These are some of the reasons that hinder academics from aspiring to work at the institution.

Table 4.17 Reasons for Not Aspiring to Work at the Institution

	Frequency	Percent
• Not attracted the best Black academics	5	23.8
• Bad reputation, dissatisfaction, fear of retribution, managerial style	5	23.8
• Bad publicity	3	14.3
• Poor conditions of service, inadequate remuneration, retirement age and no involvement in decision making	2	9.5
Total	15	71.4

Table 4.18 below indicates that the majority of the respondents constituting 33.3% indicated that the University has an autocratic management style and 19% of the respondents indicated that this is done through open communication and consultation whilst 9.5% of the respondents indicated that this is practised through the decentralised model.

Table 4.18 How Open Management Policy is Practiced

	Frequency	Percent
• No practice	1	4.8
• Does not know	4	19
• Through decentralization	2	9.5
• Autocratic management style	7	33.3
• Open communication and consultation	4	19
• Sometimes practiced	1	4.8
Total	19	90.5

Question 11: How does the Institution Encourage and Support Sharing of Ideas?

Table 4.19 below deals with the responses in relation to the question of whether the institution encourages the sharing of ideas and how this is practised. The responses in this regard indicate that the institution encourages the sharing of ideas with the majority of the respondents constituting 28.6% indicating that this is done through conferences, workshops, seminars and public lectures, while 19% of the respondents indicated that some aspects such as publications and academic promotions are individualistically oriented.

Table 4.19: The Sharing of Ideas at the Institution

	Frequency	Percent
• Conferences, Workshops, Seminars and Public Lectures	6	28.6
• Individualistic in Publications and Promotions	4	19
• Excluded from decision making and fear of victimisation	3	14.3
• Fear of Victimisation	2	9.5
• Opportunities for sharing	1	4.8
Total	16	76.2

4.6 Objective 4: The Objective was to Explore the Perceptions of Academics about University Policies and Programmes.

Researchers responses

Question 2: Has the University Lived up to Your Expectations?

Table 4.20 below shows the responses to the question on whether the institution lived up to the respondents' expectations. The majority of the respondents who constituted 61.9% affirmatively indicated that the University lived up to their expectations while 38.1% indicated a contrary view in this regard. The respondents who expressed negativity to the affirmative responses were asked to give reasons and 19% of them remarked that administrative processes were unsupportive and hindered research productivity. This was followed by 9.5% of the respondents who indicated that the University has stringent academic promotion criteria, as indicated in table 4.15 (a) below.

Table 4.20: University Lived up to Expectation

	Frequency	Percent
Yes	13	61.9
No	8	38.1
Total	21	100

Table 4.20 (a) NO answer to Living up to Expectations

Reason	Frequency	Percent
• Environment not conducive to academic life	1	4.8
• Unsupportive administrative processes hinder academic productivity	4	19
• Low salaries, bad management and demand for excellence in everything	1	4.8
• Stringent academic promotions criteria	2	9.5
Total	8	38.1

Question 3: Do you Feel Valued at the Institution?

Table 4.21 below shows the responses to the question of whether the researchers feel valued or not at the institution. The majority of the respondents (61.9%) indicated that they feel valued at the institution while 38.1% indicated that they do not feel valued. From this group, the majority of the respondents who constituted 23.8% were of the view that the environment that exists at the University is impersonal. This was followed by an equal number that indicated that management was not only beaurocratic but was arrogant as well, as it does not provide space for dialogue as illustrated in table 4.21 (a) below.

Table 4.21: Feel Valued at the Institution

	Frequency	Percent
Yes	13	61.9
No	8	38.1
Total	21	100

Table 4.21 (a) Reasons for not Feeling Valued

Reason	Frequency	Percent
• Impersonal Environment	5	23.8
• Expertise and potential not valued	1	4.8
• Beaurocratic institution,arrogant management and no space for dialogue	1	4.8
• Valued by colleagues, line manager, some executive and the institution	1	4.8
Total	8	38.1

Question 4: Does the University Provide Opportunities for Academics to Grow by taking on more Responsibilities and Developing New Skills? And how is this done?

Table 4.22 below shows the response to the question on the provision of development opportunities and shows that the majority of the respondents (66.7%) indicated that the University provides opportunities for development while 33.3% indicated that the University does not provide opportunities for development. Table 4.22 (a) indicates the responses of those respondents that answered positively to the question on developmental opportunities and reveals that 42.9% of the respondents indicated their reasons as promotional opportunities, leadership, training and development opportunities and this was followed by 35.7% of the respondents who indicated that their reasons relate to research grants, administration and networking opportunities. Table 4.22 (b) reveals the responses of those respondents that answered negatively and their responses show that 4.8% of them cited lack of recognition for talent and being forced to develop skills that are required by management. One out of five respondents cited lack of participation in decision making and another 4.8% of the respondents cited technocratic model of governance while another 4.8% of the respondents cited the use of corporate models in an academic setting.

Table 4.22: The University Provides Opportunities for Development

	Frequency	%
Yes	14	66.7%
No	7	33.3%
Total	21	100

Table 4.22 (a) Positive Reasons for Development Opportunities

Reason	No	Percent
• Research Grants, Administration and Networking Opportunities	5	35.7
• Promotional, Leadership, Training and Development Opportunities	6	42.9
• Given additional responsibilities	3	21.4
Total	14	66.7

Table 4.22(b) Negative Reasons for Development Opportunities

Reason	Frequency	Percent
• No recognition for talent	1	4.8
• Forced to develop skills that are required by management	1	4.8
• No opportunities for additional responsibilities and participation in decision making	1	4.8
• Use of Corporate Models in academia	1	4.8
• Technocratic Model of Governance	1	4.8
Total	5	23.8

Question 5: What are the Reasons why You have Stayed at the Institution?

Table 4.23 below shows the responses to the question relating to the reasons that motivated the respondents to continue working in the institution and the responses show that the majority of the respondents stated their reasons for staying as their belief in the institution and this was indicated by 23.8% of the respondents. This was followed by 14.3% of the respondents who indicated loyalty to the institution. There was another group of respondents which constituted 9.5% that indicated that its continued stay at the institution was mainly motivated by granting of tuition remission, good environment and opportunities as well as the Institution's National and International standing. A small percentage of 5.5% of the respondents indicated the reasons for staying as having been motivated by family, research, interaction with students and supervision possibilities.

Table 4.23: Reasons for Staying at the Institution

Reason	No.	Percent
• Belief in Institution	5	23.8
• Loyalty	3	14.3
• Tuition remission	2	9.5
• Institution's National and International standing	2	9.5
• Good Environment and opportunities	2	9.5
• Family	1	5.5
• Research	1	5.5
• Interaction with students	1	5.5
• Supervision possibilities	1	5.5
Total	18	88.6

Question 6: What Type of Organizational Culture is Most Appealing to you as an Academic at the Institution?

Table 4.24 below presents the findings on the type of culture that appeals to the academics. The responses show that 23.8% of the respondents prefer a collegial environment that is participatory, facilitative and visionary which is run by academics. Another 19% prefer a culture that is free and is academically autonomous, flexible and responsible. Notably, 14.3% of the respondents preferred a research culture and 9.5% preferred a liberal, learning tolerant and scholarly culture.

Table 4.24: Appealing Organisational Culture

	No.	Percent
• Spiritual environment	1	4.9
• Collegial, participatory, facilitative, visionary and run by academics	5	23.8
• Free, academic autonomy and flexibility and responsible	4	19
• Like liberty and learning tolerant scholarly environment	2	9.5
• Research Culture	3	14.3
• Values Employees	1	4.8
• More decentralised decision making more academic discussion and robust debates	1	4.8
Total	17	81.0

This section presents the findings on the researchers relating to the 4 point Likert Scale statements which ranged from strongly agree, agree, strongly disagree and disagree. The respondents were asked to indicate the degree to which they agree or disagree with these statements on employee value proposition.

Table 4.25 Employee Value Proposition Statements

	Percent				
	Strongly agree	Agree	Disagree	Strongly disagree	Undefined
Institution's recognition and rewards for Excellence	14.8	52.4	28.6	0	4.8

Institution is an innovative, high performing research –led institution	9.5	61.9	19	4.8	4.8
Institution is positioned for engaging, agile, achievement oriented and committed talent	0	28.6	52.4	14.3	4.8
Institution offers a stimulating and empowering environment conducive to career development and advancement of all employees	4.8	38.1	33.3	19	4.8

Table 4.25 above shows that the majority of the respondents which constituted 52.4% agree with the statement that the institution recognises and rewards excellence, while 14.3% of the respondents strongly agree and 28.6% of them disagree. More than 61.9% of the respondents agree that the institution is innovative and is performing highly in research and 9.5% strongly agree, while 19% disagree and 4.8% strongly disagree. While 52.4% of the respondents disagree with the statement that the institution is positioned for agile, achievement oriented and committed talent and 14.3% strongly disagrees, 28.6% strongly agree with the statement. Some 38.1% of the respondents agree with the statement that the institution offers a stimulating work environment, while 33.3% disagree, and 19% strongly disagree. Only 4.8% strongly agree with the statement.

The Likert scale statements were analysed using the chi square goodness of fit test. The results of the chi square test as presented in tables 4.25 to 4.27 show that significantly more respondents agree that the institution recognises and rewards excellence at the significant value of .004 and also that the institution is innovative, highly performing in research at a significant value of .000 while a significant number of respondents disagrees that the institution is positioned for agile, achievement oriented and committed talent at a chi square value of .004. The responses to the question of whether the institution offers a stimulating environment are at variance with the statement. This fact notwithstanding, the responses are, however, not significant as the test shows a significant value of .112 which is less than the p value of .005.

Table 4.26: Analysis of Likert Scale statements A –D Statements

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
A. The institution recognises and rewards excellence	Observed	0	6	11	3	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	-5.0	1.0	6.0	-2.0	
B. The institution is innovative and high performing in research	Observed	1	4	13	2	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	-4.0	-1.0	8.0	-3.0	
C. The institution is positioned for agile, achievement oriented and committed talent	Observed	3	11	6	0	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	-2.0	6.0	1.0	-5.0	
D. The institution offers a stimulating environment	Observed	4	7	8	1	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	-1.0	2.0	3.0	-4.0	

Table 4.27: Chi Square Test for Statements A-D

	Chi-Square	Df	Asymp. Sig.
A.The institution recognises and rewards excellence	13.200	3	.004
B.The institution is innovative, high performing in research	18.000	3	.000
C. The institution is positioned for agile, achievement oriented and committed talent	13.200	3	.004
D.The institution offers stimulating environment	6.000	3	.112

The next section presents the findings of the responses of the researchers in relation to the Likert scale statements E-L given to the respondents. The respondents were required to rate the statements and the rating scale ranged from World Class, Excellent, Good and poor.

Table 4.28 Analysis of Likert Scale Statements E-L

	Percent				
	Unspecified	World class	Excellent	Good	Poor
E. Rate the institution's recognition and rewards for Excellence	4.8	0	28.6	38.1	28.6
F. How well does the institution allow for innovation in research?	4.8	9.5	28.6	47.5	9.5
G. How well does the institution provide an environment for engagement?	9.5	0	14.9	42.9	33.3
H. How well is the institution achievement oriented?	4.3	0	19	62.9	14.3
I. How well does the institution provide a stimulating and empowering environment for career development?	4.8	0	9.5	66.7	19
J. How well does the institution provide clear career development paths?	4.8	0	4.8	42.9	47.6
K. How well are the paths linked with achievements and employee contribution?	4.8	0	9.5	38.2	47.6
L. How well does the institution provide support for high achievers?	9.5	4.8	14.3	52.4	19

The analysis above shows that the majority (38.1%) of the respondents rated the institution's rewards and recognition for excellence as good while an equal number rated the same statement as excellent and poor.

The analysis also shows that the majority of the respondents (47.6%) rated the institution's allowance of innovation in research as good, while 28.6% rated it as excellent. It further shows that 42.9% of the respondents rated the institution's provision of an engaging environment as good, while more than 33.3% rated it poor and 14% rated it as excellent.

The analysis also shows that more than 61.9% of the respondents rated the institution as good in achievement orientation and 19% rated the achievement orientation as excellent. The majority of the respondents 66.7% rated the institution's provision of a stimulating and empowering environment for career growth as good while 19% rated it as poor and 9.5% rated it as excellent. 42.9% of the respondents rated the institution's provision of career paths as good and 47.6% rated it as poor. 47.6% of the respondents rated the institution's career path link with achievement and employee contribution as poor and 38.1% rated it as good while 9.5% gave a rating of excellence and 52.4% of the respondents rated the institution's provision of support for high achievers as good while 19% rated it as poor and 14.3% rated it as excellent.

The chi square goodness of fit test was done on the statements E- L as presented in table 4.28 to 4.30 and shows the following:

The majority of the respondents (38%) rate the institution high on recognition and rewards for excellence. This was tested on chi square and a significant value of .066 which is less than .1 supports these results. The test further indicates that significantly more respondents (47%) with a significant value of .032 which is less than .05 agree that the University is good in allowing innovation in research. Furthermore the University provides an engaging environment (42%) which was attested to by the respondents with the significant value of .016 which is less than .05. More than 60% of the respondents rated the University's achievement orientation as good with a significance value of .000 which is less than .01. Similarly, more than 60% of the respondents rated the University as good in providing a stimulating and empowering environment for career development.

The presentation further indicates that the majority of the respondents rated the University poorly on the provision of career development paths with a significance value of .001 which is less than .01. The same number indicated that the University rated poorly in linking the career paths with achievement and employee contribution with a significance value of .004. The presentation further indicates that the University was rated good as attested to by the 52% of the respondents indicating a significance value of .008 in providing support for high achievers.

Table 4.29: Frequency Analysis of Statements E-F

		Poor	Good	Excellent	World Class	Total
E. The institution 's rating on recognition and reward for excellence	Observed	6	8	6	0	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	1.0	3.0	1.0	-5.0	
F. The institution's allowance of innovation in research	Observed	2	10	6	2	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	-3.0	5.0	1.0	-3.0	
G. The institution's provision of an engaging environment	Observed	7	9	3	0	19
	Expected	4.8	4.8	4.8	4.8	
	Residual	2.3	4.3	-1.8	-4.8	
H. The institution is achievement orientated	Observed	3	13	4	0	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	-2.0	8.0	-1.0	-5.0	

Table 4.30: Frequency Analysis of Statements I-L

		Poor	Good	Excellent	World Class	Total
I. The institution provides a stimulating and empowering environment for career	Observed	4	14	2	0	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	-1.0	9.0	-3.0	-5.0	
J. The institution provides career development paths	Observed	10	9	1	0	20
	Expected	5.0	4.0	-4.0	5.0	
	Residual	5.0	4.0	-4.0	-5.0	
K. How well are the paths linked with achievements and employee contribution	Observed	10	8	2	0	20
	Expected	5.0	5.0	5.0	5.0	
	Residual	5.0	3.0	-3.0	-5.0	
L. How well the institution provides support for high achievers	Observed	4	11	3	1	19
	Expected	4.8	4.8	4.8.0	4.8	
	Residual	-1.8	6.3	-1.8	-3.0	

The Chi-Square goodness of fit test is presented in the table below for the statements above with the significant values tabulated as discussed in the above narration of the tables.

Table 4.31: Test Statistics Statements E-L

	Chi-Square	Df	Asymp. Sig.
E.Institution's rating on recognition and rewards for excellence	7.200	3	.066
F.Institution allows innovation in research	8.800	3	.032
G.Institution provides an environment for engagement	10.26	3	.016
H.Institution is achievement oriented	18.80	3	.000
I.Institution provides a stimulating and empowering environment for career	23.200	3	.000
J.Institution provides career development paths	16.400	3	.001
K. How well are the paths linked with achievements and employee contribution	13.600	3	.004
L. How well the institution provides support for high achievers	11.947	3	.008

The bivariate analysis of the researcher group responses was further analysed using the Kruskal Wallis test which tests whether there is a significant difference in responses for categories of a demographic variable. This test was applied to statements A-L. There were no significant differences on the academic level, period of employment and the qualifications of the respondents in terms of their responses to the A-L statements. The analysis shows that females agree significantly more than males that: the institution recognizes and rewards excellence ($\chi^2 (1, N=20) = 4.681, p=.031$); The institution offers stimulating environment ($\chi^2 (1, N=20) = 5.352, p=.021$) ; the institution rates high on recognition and rewards ($\chi^2(1,N=20)=3.132,p=.077$); the institution allows innovation in research ($\chi^2(1,N=20)=3.917,p=.048$); the institution provides an environment for engagement ($\chi^2(1,N=20)=4.886,p=.027$); the institution provides a stimulating and empowering environment for career ($\chi^2(1,N=20)=5.113,p=.024$). The analysis also shows that Africans agree significantly more than Whites that the institution is innovative and performs highly in research ($\chi^2 (3, N=20) = 8.803, p=.032$).

The analysis of the age versus the statements shows that compared to the other age groups, the ‘over 60’ age group indicates significantly more disagreement that the institution is innovative and performs highly in research (χ^2 (4, N=20) = 11.916, p=.018).

Table 4.32: Gender of the Researchers * 4.The University Provides Opportunities for development Cross Tabulation

			Yes	No	Total
Gender of the researchers	Male	Number	7	7	14
		%	50.0%	50.0%	100.0%
	Female	Number	7	0	7
		%	100.0%	.0%	100.0%
Total		Number	14	7	21
		%	66.7%	33.3%	100.0%

Table 4.33: Fisher’s Exact Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	5.250 ^a	1	.022	.047	.030	
Continuity Correction ^b	3.241	1	.072			
Likelihood Ratio	7.325	1	.007	.030	.030	
Fisher's Exact Test				.047	.030	
Linear-by-Linear Association	5.000 ^c	1	.025	.047	.030	.030
N of Valid Cases	21					

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is 2.33.

b. Computed only for a 2x2 table

c. The standardized statistic is -2.236.

The tests above were used to analyse the responses in relation to the gender of the respondents and whether the University provides opportunities for development or not in Table 4.32. The analysis with Fisher’s exact test table 4.33 shows that significantly more males than expected do not think that the university provides opportunities for development (p=.047). Females are

of the view that opportunities are provided for development. These results could be indicative of the fact that females are prioritized more for inclusion into the mainstream academics than in previous years. This is due to the legislative framework on Employment Equity and the removal of barriers to access by the previously disadvantaged groups including females as defined in the Employment Equity Act 55 of 1998. The following section deals with the findings from the documents that were analysed in relation to talent and talent management in the institution.

4.7 Findings from the Documentary Analysis of the Institution

This section presents the findings on the secondary data collected from the documents within the institution relating to talent and talent management. The following documents were analysed namely, Institution's Strategic Plan 2016-2019, the Integrated Talent Management Policy and Framework, the Academic Promotions Policy and Procedure, the Recruitment and Selection Policy, the Institutions values REACH values, Employee Value Proposition, Research Policy 1, Research Policy 2 and the 2013 Research Report and the findings are presented below. This analysis relates to the third objective of the study which was to assess the level of support and development that the academic staff receive from the university towards improving their research productivity and thus contribute to the objective of the University for Pre-eminence in research.

The findings reveal that the framework in the institution draws from the Mission and the Vision of the institution which is to be a Premier University of African Scholarship that leads in research. The institution has positioned itself to attract and retain high quality academic staff and the Recruitment and Selection policy as well as the Academic promotions policies are based on academic excellence and excellence as a virtue. This is one of the institution's academic values which is included in almost all the policies and strategies aimed at talent and its management.

The rewards for excellence in both research and teaching are also encouraged and the Research Policy deals with the incentives in great detail. The Integrated Talent Management has integrated performance, excellence, talent identification, retention and development. The Employee Value Proposition document shows that the institution's commitment to talent is to recognise and reward excellence in order to achieve its stated objective of being a research led

institution. This can be achieved through innovation and the contribution of , high performing employees especially academic researchers. The institution is positioned for engaging, agility, achievement orientation and is committed to talent. The institution offers a stimulating and empowering environment conducive to career development and advancement for all employees.

The institution has to live by the promise made to the employees in order to make this proposition to talent. The majority of the statements posed to the researcher in the Likert scale were based on this promise as the intention was to test this commitment to the employee value proposition to talent.

4.8 Summary and Conclusion

This chapter provided a detailed analysis of the respondents in the respective categories and used various tests to analyse the significance or otherwise of the various responses as they relate to the questions that were asked of the respondents. It is interesting that the bivariate analysis shows that more females than males agree significantly more on a number of the Likert scale questions A-L and more females are of the view that opportunities for development are provided, and that the institution provides an engaging environment and is innovative in research. It is also worth noting that a significant number of the respondents are of the view that the university is innovative and performs highly in research. Chapter five presents the discussion of the findings of the study.

Chapter Five :Discussion of the Findings of the Study

5.1 Introduction

This chapter discusses the findings of the study. The findings were obtained by using a case study research design which consisted of secondary and primary data collection methods as well as the qualitative and quantitative research methods. The combination of these methodologies sought to attain all the four objectives of the study which were, to explore the strategies, policies, procedures, processes and systems institution has adopted for the attraction, retention and development of academic staff, understand the problems and challenges associated with talent attraction and retention of academic staff, explore how the university culture / environment promotes/hinders attraction, retention and development of academic staff and to explore the perceptions of academics about university policies and programmes.

The discussion is set out firstly, in terms of the findings of the study from both the primary and secondary data as well as in relation to the objectives of the study as set out in chapter 1 and these are integrated with the relevant research findings of the studies reviewed in the literature. Secondly, the themes from the responses of the respondents as well as any documentary evidence conducted are discussed and integrated.

5.2 Demographic Details

Management

The demographic analysis of this group reveals that the members are older than 50 years of age and have been employed at the institution for more than 5 years with the majority employed for more than 10 years.

Researchers

The majority of the researchers were above 50 years of age and there were more males than females. The majority have been employed for more than 10 years.

5.3 Discussion of the Findings from the Documentary Analysis

The documentary analysis was done as part of the objective to explore the strategies, policies, processes and systems that have been adopted at the institution for the recruitment, development and retention of academic staff. This study was based on a case study aimed at gaining a rich understanding of the context of the research and the process being enacted (Morris and Wood, 1991) in Saunders, Lewis and Thornhill. Relevant documentary evidence ascertainable in the institution's official documents reveals that there are various policies and frameworks that support the management of talent, its development, and rewards incentives for excellence at the institution. These are aligned to the overall strategy of the institution and are geared towards achieving the institution's vision and mission (Schiemann 2014, Rudhumbu and Maphosa 2015). The Higher Education Policy on research is evidently the foundation upon which most of the institution's frameworks on talent and talent management are predicated. This is vital for the success of talent management as suggested by Bergeron (2004) in her advocacy of the importance of the alignment of talent management strategies to those of the organisation and thus have it built around the needs of the organisation. The importance of linking talent management to institutional growth, institutional and departmental projects, institutional efficiency and innovation (Rudhumbu and Maphosa, 2015) is also relevant here as the analysis has revealed.

Furthermore, the institution has integrated its policies, procedures and systems in order to provide an enabling environment where academic staff are able to thrive in the attainment of their research goals which result in the improvement of the institution's productivity. Development Programmes and Rewards schemes that encourage excellence have been developed and implemented. The institution also has a process of measuring productive and non-productive staff. The common denominator in all of the policies and frameworks is the recognition of excellence in research and how it features prominently in research rewards, academic promotions, recruitment, and talent identification within the integrated talent management framework. This integration, according to Begeron (2004), is an important process to the overall business strategy and she advocates for an important link of the talent management process with the performance of the organisation. This integration further feeds in the Schiemann' People Equity Model of Talent Management discussed in chapter 2 in its

assertion that horizontal alignment is determined by the extent to which the work units are effectively aligned with one another to deliver high value products which in the context of this study refer to high value research for the institution.

The documentary analysis provided valuable insights into the phenomenon studied and provided a contextual backdrop of the institution in relation to talent and its management. This is in line with literature reviewed, in particular the dominant themes of talent definition, intended outcomes of talent management and the practices and activities of talent management as discussed by Thunnissen et al., (2013).

5.4 Discussion of the Findings from the Management Group

This group is responsible for strategies, policies, procedures and programmes. It is, therefore, expected that their responses to the existence of strategies for talent management are good and carefully planned as they are the architects of these. It is, however apparent from the documentary analysis that these are aligned to the university's strategies and are integrated with policies and other frameworks for talent management. Their responses would generally talk to the objective of the existence of the strategies, policies, procedures, and systems at the institution to address, recruitment, development and retention of academic staff.

The general findings from this group were positive in relation to the existence of talent management strategies which emphasise research excellence. This is so despite the group having felt that there was still a need for tailored career pathways for academics. Support and development programmes were considered good as they offer a variety in terms of academic development, as attested to by the funding and capacity building which are implemented well. Grant writing, research, teaching and learning all focus on African led strategies. The responses of this group indicate that the university has clear performance norms for research and teaching as well as clear academic promotions criteria. The institution has adopted a hybrid approach to talent management as advocated by Stahl et al., (2012) and Sparrow et al. , (2011) that a combined or hybrid approach reduces the separation of people into categories, and circumvents the controversial issue of whether some employee groupings are inherently more important than others or not. The institution has an integrated talent management system that includes all employees as well as differentiate high performers who have a significant input in institutional performance.

The demographic analysis of this group reveals that the members are older than 50 years of age and have been employed at the institution for more than 5 years with the majority employed for more than 10 years. Barkhuizen (2014b) established that the public sector employees with 0-10 years of work experience in their institutions indicated more management commitments towards talent management and talent retention practices than those that have been employed for 30 years. This could arguably be useful to the institution as it has leaders that are able to provide mentoring to the younger academics, and share their knowledge and skills as part of the development of the younger less experienced academics. This is confirmed by Ramsey and Barkhuizen, (2011) in their assertion that neglecting mature generations in the workplace can result in a substantial loss of mentorship opportunities, succession planning, knowledge sharing and transfer. There are critical factors in the knowledge industry where it takes longer to develop the right skills. The majority of the respondents in this group were males in the respective levels of leadership.

5.5 Discussion of the Findings from the Researcher Group

This is the group that is subjected to policies, processes and programmes that are designed to attract, develop and retain academics towards the attainment of excellence in research. Their responses are important as they provide valuable insights to the effectiveness of such programmes within the institution.

The researchers were in the majority above 50 years and there were more males than females. The majority have been employed for more than 10 years. This situation is similar to the demographics of the leadership and is arguably indicative of the nature of Higher Education as a knowledge production sector and this is exemplified by the fact that most employees are older and have worked for many years in the institution. The same argument holds true for the leadership group in terms of its ability to mentor others. The group had more respondents who are professors with PhDs. Therefore, the researcher group is arguably more capable of being effective researchers and thus contribute to the overall productivity of the institution in research. This view derives from the fact that they have the requisite skills and qualifications to assist the university achieve a lot more. In terms of talent, they have the requisite to achieve greater things, and this is aligned with the differentiated approach to talent that focuses on high-value staff, high performers and high potential, (Iles, Preece and Chuai, 2010). One of the significant observations of this group's responses is what attracted them to academia and this

shows that they like the nature of the work, the research profile as well as the academic growth and development. This indicates in all likelihood their satisfaction and passion for the current academic research in which academics are involved. Tansley 2011; Gallardo-Gallardo et al. ,(2012) contend that the importance of context on the description of talent varies from one organisation to the other and the type of work that needs to be done throughout the different times in the organisation. furthermore (Davies and Davies 2010; McDonnell 2011) state that employees who are ranked at the top in relation to their capabilities and performance make a significant contribution to the current and future performance of the organisation. The importance of the work environment is that it should give employees meaningful work, supporting and developing them for the attainment of the vision and the mission of the institution and improve the institution's performance

The various types of tests used in the analysis revealed some interesting observations. For example, the chi square goodness of fit shows that significantly more respondents agree that the institution recognises and rewards excellence at a significance value of .000 while a significant number of the respondents disagree that the institution is positioned for agile, achievement oriented and committed talent at a chi-square value of .004. Furthermore, the test shows that a significant number of respondents rated the university high on recognition and rewards at a chi-square value of .066 and at a value of .032 for the university's allowance of innovation in research and a value of .016 for an engaging environment. The researchers responses in respect of the provision of career development paths rated it poor at the significant value of .01 as well as a poor rating for linking career paths with achievement and employee contribution at a significant value of .004.

The Kruskal -Wallis test exhibited a significant difference in the responses for the categories of a demographic variable. The results reveal that females agree significantly more than males that the institution recognises and rewards excellence and offers stimulating environment. The institution rates high on recognition and rewards allows for an engaging environment and a stimulating and empowering environment for career. The findings further show that more Africans than Whites agree that the institution is innovative and high performing in research while the over 60s age group significantly disagree. The differences in the responses of these groups can partly be attributed to the fact that Africans are part of the previously disadvantaged group and are new to academia and are given opportunities to advance, whereas the over 60

group who have been in academia for longer could be seeing things differently as a result of their previous exposure to academia.

The Fisher's exact tests shows that significantly more males than expected do not think that the university provides opportunities for development at a p value of .047. These findings are interesting as there were more males in the group than females and the females were more positive on a range of statements while males were largely negative in this regard.

5.6 Discussion of the Findings on Objectives

The section is arranged in terms of each objective and discusses the findings of each of the respondent groups and the secondary data in relation to each objective where applicable.

5.6.1 Discussion of the Findings on Objective 1

The first objective of the study was to explore the strategies, policies, procedures, processes and systems the Institution has adopted to recruiting, developing and retaining academic staff. The documentary analysis shows that there is a framework in place that supports the institution's strategy and there are good policies and procedures in place. This view is further corroborated by the responses of the management group that confirmed that policies and programmes aimed at supporting and developing researchers do exist. However, not all the responses of the researcher group indicate this support and framework. The results show that although there are policies and strategies in place, not all of these are effective in attracting and retaining a high calibre of academic staff. The responses of the researcher group on the effectiveness of the strategies, policies and procedures indicate that the majority are of the view that these were effective as the University was rated good by 52.4% of the respondents in providing support for high achievers and 14.3% rated the support as excellent which is an indication of greater confirmation of the existence and extent of the support. There was only 19.0% of those who rated the support as poor. Bushe (2012) argues that academic staff retention depends on the capacity of the institution to attract qualified academic staff, and retain competent staff through the establishment of a quality work-life, motivated staff climate, best place of work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management.

The findings from the management group on this objective have clearly shown that there are strategies, policies and development programmes with clear norms for performance at the respective levels while the findings from the researcher group have shown that unsupportive administration processes hinder research productivity and the stringent academic promotions criteria are less encouraging to the academics. While the institution provides opportunities for development, promotion and leadership as well as training and development research grants, administration and networking opportunities, it is generally remarked that there is a lack of recognition of talent and academics are put into management's "straight jacket" on the type of skills required. There is also lack of participation in decision making and the technocratic model of governance as well as the use of corporate models of talent management in an academic environment. The findings show that the management group has a belief in the programmes systems etc, while the experiences of the researchers are not the same. These findings are supported by literature discussed earlier in chapter 2 on the attraction and retention challenges, mainly the Deloitte Talent Edge 2020 studies, which show that often workers leave their organisations because of the the line managers, and that the organisations are not doing well in providing meaningful and engaging work and opportunities. Furthermore, leadership authority and trust are lacking. Poor retention strategies and poor training programmes were also cited as reasons why people leave their organisations.

5.6.2 Discussion of the Findings on Objective 2

The second objective of the study was to understand the problems and challenges associated with talent recruiting and retention of academic staff. The results show that both the management and the researcher groups are of the view that the university does experience challenges with attraction and retention of academics. Although the management group indicated that the turnover is not high, there are nevertheless attraction and retention challenges. The responses of the management group indicate that the retention challenges are largely due to poor salaries and promotion requirements as well as poaching by other institutions. According to the management group, the attraction challenges were due to better salaries paid by other industries and the negative perception of the institution by other institutions. Furthermore, there are too many changes which lead to uncertainty and the link to performance management for the extension beyond retirement and the retirement age itself which is currently at 60 years. Conversely, the researchers cite the reasons for staying at the institution as deriving from that attachment to the institution, loyalty, an appealing organisational culture

of collegiality participation and autonomy. A significant number of the researcher respondents indicate that the institution is not a talent magnet and does not attract the best academics and academics do not aspire to work at the institution due to its bad reputation, staff dissatisfaction, fear of retribution and autocratic management style as well as unsatisfactory salaries. These findings are supported by various research findings on the subject. Badat (2010) and HESA (2011) argue that retention challenges in Higher Education are largely due to uncompetitive remuneration and incentives, unfair promotion policies and lack of state funding.

Additionally, Bitzer (2008), Budderberg-Fischer, Stamm and Budderberg, (2009) argue that the additional challenges for universities are insufficient financial allocation and funding by government for staff and student development which has an impact on the career motivation, career success and employability of academics. Similarly, Bhatt and Behrstock-Sherrat,(2010) and Conti (2008) assert that there is little knowledge of talent management strategies in Higher Education. It is also notable that the institution is not rated well as regards the creation of an engaging environment given the reputation of the institution as has been rated earlier on. The institution, therefore, needs to work on managing its brand as suggested by Hughes and Rog (2008), Jansen and Van der Pool (2009) and Martin and Groen-in't Woud (2011) in their observation on identifying branding as an important element in talent management, where an organisation needs to brand itself to attract potential employees so that they aspire to work for the organisation. These findings suggest that the university should consider revisiting some of the strategies it is employing and critically scrutinise how these are implemented such as expanding knowledge on talent management in higher education, creating an engaging environment as well as the branding of the institution.

5.6.3 Discussion of the Findings on Objective 3

The third objective explored the culture and the environment within which academics operated as researchers and whether the culture and environment promote or hinder the recruitment, development and retention of academic staff. The findings largely addressed the views of the researcher group as the recipients of the support and development in the institution. The documentary analysis, however shows that there is a lot of support, recognition, reward schemes and development programme for researchers who are high achievers as well as the emerging researchers. The results reveal that the management group is of the view that there are programmes that support the development of academic staff. However, the researcher

group is split with some holding the view that there is not much support for the academics to achieve their research goals. This is evident in the analysis of the researchers' responses on the poor rating of the University in responses to some of the Likert scale statements A-L namely, poor ratings in career development paths, career paths linked to achievement and employee contribution as well as on the provision of an engaging environment.

The comparison of the Likert scale statements A-D shows that 61.9% of the respondents agree that the institution is performing highly and is innovative in research. Some 52.4% of the respondents agree that the institution recognises and rewards excellence and 38.1% agrees that the institution offers a stimulating environment. Some 52.4% of the respondents disagree that the institution is positioned for agile, achievement oriented and committed to talent and 33.3% of them disagree that the institution offers a stimulating environment and 28.6% disagree that the institution recognises and rewards excellence.

The comparison on statements E-L on the responses to the Likert scale statements on the rating of the institution on a number of statements related to talent management and the responses show that over 66.7% gave a good rating for the institution's stimulating and empowering environment for careers, while 61.9% gave a good rating for achievement orientation and 52.4% for good support for high achievers. Some 47.6% gave a good rating for innovation in research and provision of an engaging environment and 38.1% gave a good rating for career paths linked with achievement and employee contribution.

The institution was rated poor on the career development paths and paths linked to achievement and employee contribution as 47.6% responded as such while 33.3% rated the institution poor on the provision of an engaging environment. All ratings of excellence on all the statements ranged between 9.5% and 28.6%. Most of these findings are supported by Prius's (2011) five key principles of talent development discussed earlier in chapter 2 which are a clarification of what talent is, perceiving talent management as an integrated process that is coherent in a range of processes from resource planning to training and development, fulfilling the organisational need for talent development, acceleration of development through mentorship programmes and harnessing the power of talent pools. Other relevant research that supports these findings refers to the need for agility at all times by organisation as well as the alignment, capabilities and engagement model discussed in detail in chapter 2. These findings suggests that the university

needs to intensify its efforts on rewards for excellence and continue to offer a stimulating work environment for academics.

5.6.4 Discussion of the Findings on Objective 4

The fourth objective of the study was to explore the perceptions of academics about university policies and programmes.

The findings reveal that many academics feel valued and that the university lived up to their expectations. The few that answered negatively indicated that these feelings arise from an impersonal environment that prevails at the institution, the beaurocratic and arrogant management and the lack of space for dialogue. The need to create an organisational culture that supports the organisation's objectives is even more important with such findings. While the institution has defined the values that all should live up to, it would seem that these are not as effective within the institution. The institution needs to improve its organisational culture and place more value on the employees as human beings and not as objects.

The results, further show that the institution's rating was poor in a number of the statements by as little as 9.5% to as high as 47.6% of the respondents. These statements are: that the institution recognises and rewards excellence, the institution is an innovative, high performing research-led university, the institution offers a stimulating and empowering environment conducive to career development and advancement for all employees, how well does the institution allow for innovation in research, how well does the institution provide an environment for engagement, how well is the institution achievement oriented, how well does the institution provide a stimulating and empowering environment for career development, how well does the institution provide clear career development paths, how well are the paths linked with achievements and employee contribution, how well does the institution provide support for high achievers. This indicates that the perceptions of the researchers on the university environment are overall poor, even though an equal number 61.9% of the researchers feel valued and another 61.9% feel that the university lived up to their expectations.

5.7 Overall Summary of the Findings

Although the findings indicate that the management group does not think that the institution has high turnover rates, they, however, feel that there are attraction and retention challenges in the institution. Both groups, researchers and management agree that the attraction challenges in the institution exist and this is partly due to transformation issues, organisational culture, management style and bad reputation of the institution. Overall, the findings show that there is a great need for innovation in recruitment in order to attract quality staff to the University as, the University has good and effective programmes to improve and develop research capacity of the academic staff. The University has defined clear pathways and criteria for progression as well as expected norms for performance in the key areas of research and teaching and is serious in providing a conducive environment for growth and development. The high response rate of the professoriate means that the majority of the researchers fall into the category of prolific and top published researchers. Also, the high percentage of the respondents with PhDs indicates the increased ability of the researchers to publish more, which is good for both the individual researchers and the institution in terms of increased productivity and prestige of the institution. Being employed for longer in the institution also means that they are familiar with the system and are able to operate within it.

Various literature on talent and talent management, shows that organisations are currently struggling to get the right talent. Alriss et al., (2014) noted a major challenge on the failure of organisations to manage the talents of their employees effectively, despite the care taken to recruit that talent. This is attributed to a number of reasons including the scarcity of the skills, the competition amongst institutions as well as the fact that they do not have a full sense of the current talent and the skills gaps that exist. Thunnissen et al., (2013) argue that the increased focus for talent and the expected talent shortages are affected by many trends and factors including demographic changes caused by the ageing and increasing workforce mobility and globalisation. The talent management models discussed in this study show that there is a need for strategic as well as a tactical approach Bergeron (2004) to talent management and that for talent management to prosper, there needs to be an enabling environment within the organisation and that talent management has to be aligned to the strategies of the organisations. Thus, capabilities of the staff need to be defined and known and that staff needs to be engaged with the organisations objectives. (Schiemann, 2009).

5.8 Conclusion

The study was conducted on a fairly new topic in higher education and most of the theoretical frameworks on the topic have largely been researched in other sectors. Notwithstanding this, the frameworks have provided a backdrop for the higher education sector and the need to develop appropriate frameworks for talent management in higher education is highlighted. The case study methodology allowed for the analysis of the documents of the institution in relation to talent and talent management and these have given a perspective on what exists in the institution on the strategies of talent management. The inclusion of primary sources of data collection from the researchers and management in the institution assisted the study to analyse the phenomena in its natural setting and thus helped the study gain the added value of the feelings of the researcher group in particular. The findings are further supported by relevant literature and they indicate that a lot more still needs to be done in this area. Chapter six presents the conclusions and recommendations of the study.

Chapter Six : Conclusions and Recommendations

6.1. Introduction

This chapter summarises the study and then makes conclusions based on the findings of the study. It also makes recommendations towards improving the situation and thus ensures that there is improvement in the management of talent for the purposes of productivity in the institution.

6.2. Summary of the Research Process

This study sought to explore the strategies, policies, procedures and programmes that are currently used to attract, retain, support and develop academic staff for the specific goal of pre-eminence in research at the case study institution, as well as to understand the challenges of attraction and retention of academic staff and the extent to which the University's culture or environment promotes or hinders the attraction, retention and development of academic staff, and the perceptions of academic staff on the policies and programmes.

For this study, data was collected from two separate groups namely, the management group and the researcher group. Additionally, data was further collected through the analysis of the respective policies and documents that exist in the institution relating to talent management, performance, and academic process, to mention but a few. Data was analysed using descriptive methods graphs and tables. Various tests were conducted to determine the significant values of the responses using the Chi-square goodness of fit test, the Kruskal- Wallis test which tests whether there is a significant difference in the responses for the categories of a demographic variable and the Fisher's exact test which is a statistical significance test used in the analysis of contingency tables. It is notable, however, that although this test is often used in practice when sample sizes are small, it is also used in all sample sizes.

6.3. Summary of the Major Findings

The findings on the first objective show that there are policies and strategies in place but not all of them are effective in attracting and retaining a high calibre of academic staff. It is notable though that the researchers are concerned that things are done in a somewhat ineffective way because of the seemingly autocratic style of management that is dominant in the University as many academics feel that their involvement in decision making is limited and they are not meaningfully engaged. The findings on the third objective reveal that the management group is of the conviction that there are programmes that support the development of academic staff and the researcher group is split with some arguing that there is not much support for the academics to achieve their research goals. This is evident in the analysis of the researchers' responses on the poor rating of the University in the Likert scale questions. The results on the fourth objective show that the majority of the researchers feel valued, although some did not feel valued at all and felt that they were not given the necessary autonomy to do their jobs.

The findings show that as regards the second objective, both the management and the researcher groups are of the view that the university experiences challenges with attraction and retention of academics although the management group indicated that the turnover is not high.

6.4. Conclusions

It can be concluded in this study that the University experiences retention and attraction challenges like other organisations and other institutions of higher learning and that the challenges are largely based on the bad reputation as indicated by the respondents. This relates to the second objective which sought to explore and understand the challenges of recruiting and retention of academic staff. The first objective sought to explore and understand the strategies, policies, procedures, processes and systems designed to recruit, develop and retain academics. The results show that the university has programmes that are designed to improve the attraction and retention of academic staff as well as to develop them for the specific goal of pre-eminence in research. Although these programmes exist, they are deemed to be less effective than they should be, as some of the researchers indicated that the programmes were not effective due to some autocratic behaviours of some leaders within the institution as well as lack of meaningful consultation on matters that affect these researchers. Furthermore, it can be concluded that there is a gap in understanding the programmes and the intentions and the expected outcomes of the programmes which could be an indication of the differences in understanding from the researcher and management groups and could indicate a need for better

awareness and communication of strategies and programmes and the proper integration of the programmes and systems for better impact and understanding. Some of the researcher group participants, especially females, indicated that the programmes were good and effective. This is arguably a consequence of females having been fewer in the academic circles and that there is now generally a deliberate effort in the institution to develop women to be part of mainstream academia as a response to the transformation imperatives within the university.

6.5 Recommendations

One of the recommendations that can be made from the findings is that the University needs to improve the recruitment strategies in order to respond to the talent pool strategy it has adopted and to recruit ahead of time as well as encourage internal promotions based on the talent strengths that have been identified in the talent pools.

Another recommendation is that the institution needs to improve its image and reputation in the National and International arena in order to improve the attraction and retention of academic staff who aspire to work for the University. It is also important for the University to ensure integration of programmes and strategies of retention and attraction, as well as clearly define the criteria for developing and managing talent and clearly integrate it with other reward schemes such as the productivity units and teaching awards.

Furthermore, the University should seriously look at its management style and encourage more participation by the academic staff as well as improve communication on the policies, frameworks for talent management and design a talent management strategy that takes into consideration context and the needs of academics in a Higher Education sector. The university should further improve its agility to both internal and external environment in order to respond quickly to uncertain situations. The university should also seriously attend to the perceptions by academics that management in the institution is arrogant and this can be done through proper 360° performance assessment which can assist the leaders to improve their behaviour towards the academic staff.

6.6 Suggestions for Further Studies

Further studies on the rationale for Talent Management in Higher Education could be useful as it would clarify the perception or notion that Talent Management is a corporate concept that does not fit well in academic sector. As the Higher Education sector in South Africa competes with the world for skilled academic staff, it is important to adopt best practice in Talent management particularly in the academic sector in order to improve attraction and retention of high quality talented staff to its ranks. Generally, best practice in talent retention, according to the Price Waterhouse Coopers 2012 study, includes six best practices namely, hiring the right people in the first place, improving the line manager's ability to manage, giving employees feedback about clear and meaningful goals, empowering employees to manage their own careers, proactively driving talent mobility and continuously measuring and improving retention strategies. These call for an integration of recruitment, performance management and talent management that is linked to the overall strategy of the organisation. Furthermore, the study shows that the issue of retention should be addressed as early as the recruitment process starts by recruiting the right people from the outset. The role of the line manager in retention is also important and requires the development of capabilities to manage and develop staff. Organisations further need to align systems to these processes and create synergies for an effective talent management culture. Netswera et al.,(2005) found that in SA Higher Education salaries and other benefits are perceived by management as the principal motive in employment seeking and mainly in job hopping behaviour. On the contrary, institutions that have high salaries and attractive benefits are not necessarily assumed to be the highest employee retainers. The authors further aver that retention goes with other conditions of service, such as work environment, flexible working hours, a challenging job, a sense of purpose and minimal grievances between staff and employees as these provide a favourable work environment. In line with observations by Dibble (1999), respondents also believed that an institution should help employees maintain a balance between personal and work life.

In some institutions, practices such as making childcare facilities available on the premises and flexitime can make the difference between keeping and losing an employee.

Another study that can be conducted, which was not covered in the scope of this study, is the comparison of the most productive Higher Education Institutions in South Africa and their Talent Management Strategies in order to establish the relationship between these very important variables, and further develop a working model for Higher Education Talent Management Model.

6.7 Generalisation of the Study

The findings of the study cannot be generalized since the sample size for each of the respondent groups was not adequate respectively. The documentary analysis of the institution's policies, procedures and strategies as secondary data assisted in providing a picture for the study. Nevertheless, the study provides a description of the status quo at the case study institution and what the institution can do to improve the understanding and implementation of talent management strategies that it has initiated and how these could be utilised to manage talent effectively among academic staff in order to achieve its mission and vision and to be able to compete for talent both nationally and internationally.

6.8 Limitations of the Study

Some of the limitations of the study include the sample size which only included productive academics (those that produce research according to the institution's norms as defined in the institution's Senate benchmark for the respective academic levels) as those that are not productive were excluded. This exclusion of the unproductive academics may have implications on the practicalities of the recommendations made in the study and may also limit the generalization of the findings. These unproductive academics could provide valuable insights as to the challenges they see in the system in relation to their contribution to the mission and vision of the institution. The study was further limited in that it focused only on the documents that were available in the institution which of course were found relevant to a case study such as this one. The application of the findings are limited to the institution under investigation.

6.9 Final Conclusion

The background to the study revealed that there are challenges in Talent Management across all sectors and particularly in higher education. Furthermore, talent management is a relatively new area of Human Resources and more studies need to be done. It can however provide added advantage to organisations in terms of achieving their mission and vision and to improve their competitiveness. Talent Management, however needs to be properly planned and aligned to the strategy of the institution with proper activities such as the definition of talent, the approach to be adopted within the institution as well as how talent should be measured. The integration of talent management with all other Human Resources systems, processes and procedures is crucial if it has to be successful. Another challenge in talent management is the retention of existing staff, keeping them engaged, developed and aligned to the mission and vision. The feelings of existing staff in terms of their value to the institution becomes crucial. This calls for new ways of recruiting staff as there are existing internal talent pools that aspire to be promoted to more important and higher roles within the institution. Leaders and Managers alike need to be involved at the outset, firstly in defining the strategy and the talent required and secondly, to become engaged with staff in their development in order to make meaningful contributions to the success of the process.

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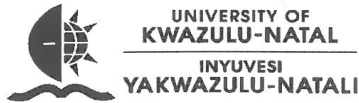
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APPENDICES

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APPENDIX ONE

ETHICAL CLEARANCE



Research Office, Govan Mbeki Centre
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Tel No: +27 31 260 3587
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ximbap@ukzn.ac.za

11 November 2011

Mrs N Kunene (901364130)
School of Management

Dear Mrs Kunene

PROTOCOL REFERENCE NUMBER: HSS/1229/011M
PROJECT TITLE: ATTRACTING AND RETAINING ACADEMIC RESEARCH STAFF: A CASE STUDY OF AN INSTITUTION OF HIGHER LEARNING

In response to your application dated 11 November 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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 school/department for a period of 5 years.

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

Yours faithfully

Professor Steven Collings (Chair)
Humanities & Social Science Research Ethics Committee

cc Supervisor – Dr Suresh Ramdial
cc Mrs C Haddon

APPENDIX TWO
INFORMED CONSENT

UNIVERSITY OF KWAZULU-NATAL
School of Management

Dear Respondent

M Com Research Project

Researcher: Nonhlanhla Kunene 031 2602355

Supervisor: Mr Alec Bozas 031 2607087

Research Office: Ms P Ximba 031-2603587

I, Nonhlanhla Kunene am a Masters Human Resources Management student in the School of Management, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled Attracting and Retaining academic staff toward a Pre- Eminence in Research: A case study of an institution of higher learning.

The aim of this study is to: analyse and assess the University's efforts in attracting and retaining the best talent that will assist the University in excellence and pre-eminence in research as one of its strategic objectives.

Through your participation I hope to understand what attracts and retains academic who are productive and contribute towards the goal of pre-eminence in research. The results of this survey are intended to contribute to the understanding of what is being done and what needs to be done to attract and retain such academics.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management, at the University of KwaZulu-Natal.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above.

It should take you about 20 minutes to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Yours Faithfully

Investigator's signature _____ Date _____

APPENDIX THREE

GATEKEEPERS



8 November 2011

Ms N Kunene
HR Strategic Partner
College of Humanities
Howard College Campus

Dear Ms Kunene

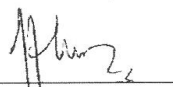
RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal towards your postgraduate studies, provided Ethical clearance has been obtained via the Research Office. It is noted the title of your dissertation is:

- 1) Attracting and retaining Academic Research Staff: A case study of an Institution of Higher Learning

Please note that the data collected must be treated with confidentiality and anonymity.

Yours sincerely,



Prof J Meyerowitz
Registrar

Office of the Registrar
Postal Address: Private Bag X54001, Durban 4000, South Africa
Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za
Website: www.ukzn.ac.za

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APPENDIX FOUR

LEADERSHIP QUESTIONNAIRE

TALENT MANAGEMENT INTERVIEW QUESTIONS

LEADERSHIP LEVEL

DVC TEACHING AND LEARNING		COLLEGE DEAN TEACHING AND LEARNING	
COLLEGE DVC		DEAN AND HOS	
DVC RESEARCH		COLLEGE DEAN RESEARCH	
UNIVERSITY DEAN OF RESEARCH		MEMBER OF THE UNIVERSITY EXECUTIVE	

BIOGRAPHICAL INFORMATION

GENDER

MALE	FEMALE
------	--------

RACE

AFRICAN	COLOURED	INDIAN	WHITE
---------	----------	--------	-------

AGE

BELOW 40 YEARS	40 – 50 YEARS	51 -55 YEARS	56-60 YEARS	OVER 60 YEARS
----------------	---------------	--------------	-------------	---------------

PERIOD EMPLOYED AT UKZN

1-5 YEARS	6-10 YEARS	MORE THAN 10 YEARS
-----------	------------	--------------------

1. Does the University experience high employee turnover rates in a year among the academics?

Yes	No	Not Sure
-----	----	----------

2. What are the retention problems/challenges that the University experiences?

3. What are the attraction problems/challenges that the University experiences?

4. How efficient and appropriate are the recruitment methods to the Higher Education Environment?

5. Does the University have a talent management system?

Yes	No
-----	----

6. How is the University attracting the right kind of academic staff that will help it grow towards a research led institution?

7. How does the University plan to help academics in developing their research capabilities?

8. What types of skills and educational development are most attractive to academics in the University?

9. How does the University enhance talent progress?

10. How does the University provide an environment that enhances growth and development amongst the academics?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX FIVE

RESEARCHERS QUESTIONNAIRE

QUESTIONNAIRE FOR RESEARCHERS

Participation in the study is voluntary, the information will be treated in the strictest confidence.

BIOGRAPHICAL INFORMATION

ACADEMIC LEVEL

SENIOR PROFESSOR		SENIOR LECTURER	
PROFESSOR		LECTURER	
ASSOCIATE PROFESSOR			

HIGHEST ACADEMIC QUALIFICATION

MASTERS	PhD
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PERIOD EMPLOYED AT UKZN

1-5 YEARS	6-10 YEARS	MORE THAN 10 YEARS
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GENDER

MALE	FEMALE
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RACE

AFRICAN	COLOURED	INDIAN	WHITE
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AGE

BELOW 40YEARS	40-50 YEARS	51-55 YEARS	56-60 YEARS	ABOVE 60YEARS
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1. What attracted you the Institution?

2. Has the University lived up to your expectations?

Yes	No
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If no please explain _____

3. Do you feel valued at the University?

Yes	No
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Please explain _____

4. Does the University provide opportunities for academics to grow by taking on more responsibilities and developing new skills? _____

How is this done? _____

5. What are the reasons why you have stayed at University?

6. What type of organizational culture is most appealing to you as an academic at the Institution?

7. Is the institution a talent magnet?

Yes	No
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8. Does it attract the best academics?

Yes	No
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9. Do academics aspire to work here?

Yes	No
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Please explain _____

10. Does institution have an open management policy and how is this practiced? _____

11. How does the institution encourage and support sharing of ideas?

Indicate the degree to which you agree or disagree with the following statements on employee value proposition.

A. The institution recognises and rewards excellence :

Strongly agree	agree	Strongly disagree	disagree
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B. The institution is an innovative, high performing research-led university:

Strongly agree	agree	Strongly disagree	disagree
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C. The institution is positioned for engaging, agile, achievement oriented and committed talent:

Strongly agree	agree	Strongly disagree	disagree
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D. The institution offers a stimulating and empowering environment conducive to career development and advancement for all employees:

Strongly agree	agree	Strongly disagree	disagree
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E. Rate the institution's recognition and rewards for Excellence:

World Class	Excellent	good	poor
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F. How well does the institution allow for innovation in research:

World Class	Excellent	good	poor
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G. How well does the institution provide an environment for engagement:

World Class	Excellent	good	poor
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H. How well is the institution achievement oriented:

World Class	Excellent	good	poor
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I. How well does the institution provide a stimulating and empowering environment for career development:

World Class	Excellent	good	poor
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J. How well does the institution provide clear career development paths:

World Class	Excellent	good	poor
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K. How well are the paths linked with achievements and employee contribution:

World Class	Excellent	good	poor
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L. How well does the institution provide support for high achievers:

World Class	Excellent	good	poor
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THANK YOU FOR YOUR PARTICIPATION