

UNIVERSITY OF KWAZULU-NATAL

**EXPLORING STRATEGIES USED TO RETAIN ACADEMIC EMPLOYEES OF
UNIVERSITY OF KWAZULU-NATAL, WESTVILLE CAMPUS.**

By

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DECLARATION

I, Taiwo Hassan Ajadi declare that:

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(ii) This dissertation has not been submitted for any degree or examination at any other university.

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List of Acronyms

CAQDAS: Computer assisted qualitative data analysis software

ERRP: Employee Reward and Recognition Program

GSBL: Graduate School of Business and Management

HEIs: Higher Education Institutions

HESA: Higher Education of South Africa

HRM: Human Resource Management

PMS : Performance Management System

SA: South Africa

UEIP: University Education Induction Program

UKZN-HR: University of KwaZulu-Natal Human Resource

UKZN: University of KwaZulu-Natal

Abstract

The rise of technology since the 21st century has seen the advent of the microprocessors, computer software and a rapid change in technological advancement has increased the hunt for talented experts and skilled employees. The global economy is faced with increased competition for knowledgeable employees; this has made knowledge a strategic value. South Africa is a faced with a shortage of skills across the service industries most especially the educational service industries. Retaining employees has become a problem for human resource managers. Many organizations including higher education institutions have become unproductive and lost competitive advantage because of the high turnover of their core employees. Higher education institutions (HEIs) in South Africa are faced with problems of high demand for academics of which there is limited supply. In spite of the extensive academic discuss on employee's turnover and retention, the debate remains inconclusive. Employee retention is important for all business or organization, as employee loyalty has reduced drastically raising the problem of turnover. HEIs in South Africa are faced with lot of turnover of employees and shortage of staff. They constantly adopt and review strategies to retain key staff and employees in their institutions. UKZN presently is faced with problem of retention of its academics, and is relevant to the problem my dissertation aims to explore.

Academic staff retention is a recurring problem across higher educational institutions in South Africa. Despite the gravity of the problem of turnover, there are still relatively few studies focused on academic's retention across HEIs and literature in this area is sparse.

To understand the motivations and the reasons academics leave or stay despite the strategies in place. The methodology adopted was a qualitative in-depth interview. Using a non-probability sampling technique, a sample of fifteen respondents were chosen purposively from one particular college consisting of four schools at UKZN. Fifteen respondents were interviewed, voices recorded and transcribed. Thematic analysis was done with the aid of the Nvivo qualitative analysis software.

The study found out compensation, training & development and academic workloads were high variables factors that influenced employees' intention to leave. However, on its own, recognition programs do not influence turnover intentions among academics unless combined with other variables. The majority of the academics also stated that the performance management system is inadequate to capture their academic workloads. Based on the findings, the study recommends that compensation packages should be made competitive. Training &

development programs should be sustained and new ones be adequately initiated in line with the UKZN's goals and objectives. Academic workloads could be made more flexible or reduced, while recognition programs be made more frequent and informal. A conceptual framework on talent retention is also proposed for the University of KwaZulu-Natal. This dissertation will contribute to literature in this arena and provide a platform for further research.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The rise and use of technology in the 21st century is changing the world at a fast pace. The advent of computer application and software's, invention of microprocessors and rapid technological advancement has increased the need for experts and skilled employees most especially in the educational, information technology and engineering industries (Dube and Ngulube, 2013). In recent times, organizations require more skills for a smooth and effective running of their businesses thereby having to lay off unskilled labour. According to a yearly survey by the American Management Association of the United States' workforce in 1999, of the 1192 firms consisting of large, small and medium sized in the survey, 77.2% hired new employees compared to 70% hired in the previous year, 49.6% were relieved of their jobs compared to 40.9% in the previous year (Howatt, 2012).

In South Africa, statistics released by the Department of Labour in 2013 revealed a shortage of skills in many industries. For example, there was 16.8% skills shortage among Information Technology professionals, 11.9% shortage in Engineering, 15.8% in Accounting and finance related fields, 7.9% in Economics, 47% in Business Management, and 33% in Science & Engineering. Although these skills shortages were as a result of skills migration to other western countries, it still showed the dangers of not retaining workforce (Dube and Ngulube, 2013). Similarly, the Price Water-house Coopers (PWC) survey in the wine industry in South Africa conducted in 2013 also recorded a high turnover rate of its employees. The aforementioned statistics indicate the need for employees to acquire the necessary skills required in their job and also for employers to retain highly skilled employees in order to achieve organizational goals (Howatt, 2012, p. 2). The global economy has witnessed an increased competition for knowledgeable employees. Knowledge has not only become a strategic value, but also a source of innovation, efficiency and effectiveness that enable organizations to remain competitive in the labour market (Dube and Ngulube, 2013). Business and academic institutions now struggle to retain their key employees; knowledge attrition has become a major source of concern for human resource (HR) managers all over the world. Many organizations and institutions have become unproductive and lost competitive advantage because of the high turnover of their core employees (Dube and Ngulube, 2013).

The University of KwaZulu-Natal (UKZN) is also faced with these challenges (Muteswa & Ortlepp, 2011). According to statistics by Boughey & Botha (2011), academics in South Africa

are getting younger at 35, approximately 30% of academics. Badat (2008), equally stated that 27% of academics will leave by 2018. Therefore, this study explores strategies used to retain academic employees at UKZN. It employs a qualitative research approach by conducting interviews with academics in the College of Law and Management studies at Westville Campus.

1.2 Background of the Study

The jostle for knowledgeable academics across South African higher education institutions (HEIs) has assumed an alarming trend (high turnover). This trend could be linked to globalization, increase use of technology, increased enrolment of more and more students and migration has affected academic employee turnover figures (Samuel & Chipunza, 2013). Globalization and the increased rate at which technology changes have hastened the 'war' for academics. Research emphasis has been more on retention and reduction of turnover among academics. This branch of HR employee turnover and retention has produced over 1500 types of research and literature (Holtom, Mitchell, Lee, & Eberly, 2008; Soltis, Agneessens, Sasovova, & Labianca, 2013).

Employee retention is critical for any business or organization all over the world. Globally, organizations are facing low employee loyalty (Theron et al., 2014). Different sectors in world economies face their respective challenge concerning employee voluntary turnover (Robyn and Preez, 2013).

Furthermore, higher institutions in South Africa are regularly faced with a shortage of staff and turnover of employees; they constantly have to adopt strategies in order to retain key staffs in their various institutions (Theron, Barkhuizen, & Du Plessis, 2014). There a number of articles or research studies that have attempted to address studies on academics and how they are retained, exploring the different factors for leaving or staying and the rate of turnover among academics across higher education institutions. These studies will be explored in detail showing their themes and their gaps in the following paragraphs.

Several researchers had investigated different factors that leads to academic intentions either to leave or to stay. Barkhuizen (2004), investigated the relationship between burnout among academics in HEIs and their various job characteristics. Pienaar and Bester (2008), examined inadequate financial rewards as the main reason for academics' turnover intentions. Muteswa and Ortlepp (2011), identified management leadership style, career paths and rewards as factors. Robyn and Du Preec (2013), posited that employee engagement, job satisfaction, reward and remuneration, recognition. Samuel and Chipunza (2013), alluded with the researchers cited

above that challenging work, interpersonal relationships, access to research resource, job security. Selesho and Naile (2014), concurred that job satisfaction, reward, career development and working conditions. Theron et al., (2014), stated that compensation and performance management practices leads to intentions to leave. Erasmus, Grobler and Niekerk (2015), affirmed that organizational citizenship, leadership and management style and compensation. All the above authors all investigated factors that leads academics to stay or to leave the HEIs. The recurring trend factor among the studies cited is job satisfaction and compensation of academics.

Moreover, a couple of researchers had also posited on retention strategy frameworks that could help with reducing turnover statistics. Dube and Ngulube (2013): Theron et al., (2014), both highlighted the absence of a retention framework across many HEIs in South Africa, and therefore suggested a framework for retention of academics in HEIs.

Tettey (2006), in a study that included UKZN and four other HEIs, established in the year (2002) that postgraduates' students accounts for 37% of all graduates, while 9% and 1% went further to masters and doctoral levels. In the same study, he added that the recent increase in enrolment of students increase academic workloads that eventually leads to turnover intentions from the academics. This pose a grave danger to the academic profession. This research will explore strategies that will help retain more academics that focus on reducing the workloads gap that academics face daily.

The University of KwaZulu-Natal is also experiencing these challenges, the researcher observed that over the years, UKZN have experienced a large exit of lecturers, moreover, some disciplines in UKZN, are faced with a shortage of lecturers to teach some modules. These observations were noted during the researchers' B.Sc. Honours degree program where there were insufficient lecturers to teach some modules. It is against this premise that this study explores strategies used to retain academic employees at UKZN. This study aims to recommend a talent management framework that will be practicable to reduce the rate of turnover of academics.

Table 1: Previous research on Academic, Turnover & Retention Studies

Researcher/Author of the study	Main Title / Problem of the Study	Main Objectives of the study on Academics	Findings of the Study
Barkhuizen Nicolene (2004)	Burnout among academics in Higher education institutions.	To investigate if there is a relationship between burnout, job characteristics and their disposition to work in the University.	The results of the study show that work overload influences job inefficiency, as it results into high level of exhaustion. Exhaustion is negative related to optimism, while it leads to physical and psychological problems.
FG. Netswera, EM. Rankhumise, and TR. Mavundla (2005)	The study investigated the problem of brain drain among higher education institutions in South Africa.	The study aimed to know the factors that influence intentions to quit among academics in HEIs.	The study showed there are different interest that influence their decisions: managers & employees: managers are concerned about profits & sustenance of businesses, while the employees are concerned about career development, monetary rewards, and personal fulfilment.
Wisdom J. Tettey (2006).	Staff retention in African Universities: Elements of a sustainable strategy	The main objective is to identify ways of retention in Africa, in the face of severe stifling constraints.	The findings shows that the institutions are operating below capacities, staff recruitment issues, aging professoriates.

Cobus Pienaar and Coen L Bester (2008).	The problem of academic retention in the early phase of their career.	Investigation of academics commitment to the institution and the impact on labour turnover of those at the early phase of their careers.	The findings of the study reveal that 21% of the respondents left the institution; also the inadequate financial remuneration was the main reason for turnover intentions.
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Rudolph Muteswa and Karen Ortlepp (2011).	Contributing factors to potential turnover in a sample of South African management level employees.	Main objective was to explore the key organizational variables that influences intentions to leave among managerial-level employees.	The results showed that management/leadership style, career paths and rewards have a significant influence on turnover considerations.
Anecia Robyn and Ronel du Preez (2013).	Investigating intentions to quit among Generation Y academics in HEIs.	To investigate what influences generation Y academics' intention to quit and what contributes to it presently.	Employee engagement, job satisfaction, remuneration, reward and recognition are all related to intention to quit.
Michael O. Samuel and Crispen Chipunza (2013).	Attrition and Retention of Senior Academics at Institutions of Higher learning in Higher learning in South Africa: The strategies, complexities and Realities.	To identify and evaluate the factors that leads to attrition and retention of senior academics employees in SA Universities.	The results showed that challenging work, inter-personal relationship, access to research resource and job security are high on their priority lists.

Luyanda Dube and Patrick Ngulube (2013).	Pathways for retaining human capital in academic departments of a South African University	The objective was highlight knowledge assets, determine retention strategies and offer suggestions on generating knowledge at the University department.	The results showed that there's a disconnect between older academics and younger academics. There is a lack of framework to retain knowledge workers.
Jacob M. Selesho and Idah Naile (2014).	Academic staff Retention as a human resource factor: University perspectives.	The research study sought to examine the factors that influence poor retention rate of academic staff.	The study's result showed that job satisfaction was the main attraction for jobs which also linked with career growth and development.
Marguerite Theron, Nicolene Barkhuizen and Yvonne du Plessis (2014).	Managing the academic talent void: investigating factors in academic turnover and retention in South Africa.	Developing a talent retention diagnostic tool for South Africa HEIs.	The results showed the factors that will encourage academics to stay. Also showed the fact that turnover and retention factors is a reliable measurement tool.
B.J. Erasmus, A. Grobler and M. Van Niekerk (2015)	Employee Retention in a higher education institution: an organizational development perspective.	The main objective is to investigate voluntary turnover at a particular HEI in South Africa.	The results showed that the institution presently has an acceptable turnover rate, while dysfunctional turnover was marginal. In addition, some variables correlates with intentions to leave or to stay.

In the light of the above this research study, attempts to bring all of the major recurring factors or variables together: compensation, training and development, academic workloads, recognition programs as one retention strategy framework. The conceptual framework that will work to create job satisfaction to academics in HEIs, therefore reducing turnover intentions. The construct of the conceptual framework is explained in detail in the literature review section.

1.3 Research Problem

Academic staff retention has been a recurring problem across higher educational institutions in South Africa (Proudfoot, Corr., Guest, & Dunn, 2009). Despite the growing problem of turnover, retention studies around academics have been relatively few. Muteswa & Ortlepp (2011), conducted a study on turnover and retention studies among managerial-level employees on MBA-students at the University of KwaZulu-Natal. The study perceived a potential turnover or ‘war for talent’ among knowledge workers. However, the study did not focus on academic employees at UKZN, therefore, the findings of Muteswa & Ortlepp (2011), is limited to the MBA student’s workplace and not within UKZN context. Therefore, this study addresses the gap by investigating the influence of compensation system on academic turnover intentions at University of KwaZulu-Natal.

Furthermore, the challenge of retaining academics was also observed during the researcher’s BSS Honours program at UKZN, the researcher observed that academics were consistently leaving the institution and adjunct lecturers were employed. Moreover, some modules were not offered in some semesters due to insufficient and inadequately trained lecturers. As a result of these identified challenges, this study would fill the gap by examining the influence training and development has on academic retention at UKZN.

Samuel and Chipunza (2013), conducted a study to identify and measure the factors that leads to a high attrition among academics in some selected higher education institutions in South Africa. That study revealed that senior academics faced some interpersonal challenges like; jobs challenges or the kind of relationships with supervisors, career prospects, access to research resource, etc. all determine if academics stay or leave. The study did not determine if the amount of workload from a particular department assigned to academics leads to turnover intentions. Therefore, this study will address this gap by investigating if academic workloads leads to turnover intentions among academics in a particular department or school at UKZN.

Robin and Preez (2013), conducted a study on ‘intentions to quit among generation Y academics in HEIs’, this study led to the conclusion that among other factors, adequate employee engagement, job satisfaction, remuneration and job recognition among academics reduces the intention to quit among academics. The study’s findings concluded that recognition programs among younger academics influenced staff retention positively. That regular recognition of efforts among ‘generation Y’ academics help reduced intention to quit. The result of the study is limited to younger academics in South African HEIs. This study will address this gap by investigating if recognition programs among all categories of academics will influence staff retention at UKZN.

There is an urgent need to retain employees as well as attract new and skilled ones. The cost of not retaining employees in organizations is high, the cost is even greater in higher educational institutions (HEIs). Retention helps to prevent loss or reduction in performance of remaining academics due to low morale, increased training cost of fresh recruitment, loss of organizational knowledge and leadership potentials of the organization (Cascio, 2006; Sturman et al., 2003). Employee retention helps an organization's business’s capacity to grow and remain competitive in its chosen market environment (Barrett & Mason, 2005). Academic institutions need to retain and recruit a competent and adequate number of academics that will be the bulk of next generation academics (Altbach, 2009).

If organizations do not effectively retain their employees, it will definitely lead to high turnover of employees. Therefore, it is critical for higher institutions to retain their employees in order to achieve its organizational goals. Hence, this study will be a good addition to knowledge in the area of retention of academics at UKZN.

1.4 Aim of the Study

The aim of this study is to explore strategies used to retain academic employees at the University of KwaZulu-Natal.

1.5 Research Objectives

The primary objective of this study is explore retention strategies used at UKZN and propose a talent retention framework. The specific research objectives are presented below:

1.5.1 To examine the influence of compensation system on staff retention at UKZN.

1.5.2 To establish the effect of training programs on academic staff retention at UKZN.

1.5.3 To explore the relationship between workload and staff retention at UKZN.

1.5.4 To examine the influence that work recognition programs has on academic staff retention at UKZN.

1.6 Research Questions

1.6.1 How does the compensation system influence academic staff retention at UKZN?

1.6.2 How effective are training programs on staff retention at UKZN?

1.6.3 How does the workload influence staff retention at UKZN?

1.6.4 How does work recognition programs influence academic staff retention at UKZN?

1.7 Motivation for the Study

Several investigations have been conducted on employees' retention strategies. Masango & Mpofu (2013); Selesho & Naile (2014), conducted studies on comparisons among different institutions and reviewed of different South African university retention policies. Theron et al., (2014), conducted research on how to manage turnover of academics and suggested a way to measure the retention factors.

A number of researchers focused on identifying the existing employment trends, and how the universities can focus on their core functions and competencies, including investigating the academics choices on why they are leaving or decided to stay with the organization (Netswera & Rankhumise, 2005). The only other UKZN South African article on retention studies and turnover was on "retention of managerial level employees", which was conducted at UKZN among the UKZN-MBA students by (Muteswa & Ortlepp, 2011).

A few studies on employee retention and turnover generalized their findings rather than focusing on a single unit of analysis - a single university (Masango & Mpofu, 2013; Selesho & Idah Naile, 2014; Netswera & Rankhumise, 2005). All of the researchers adopted the survey methods to conduct the studies on academics.

There have not been many studies at UKZN, that focus on investigating the retention policy at UKZN in order to assess if it's effective or not. Hence, this study intends to fill the gap by investigating the retention strategy policy at UKZN with reference to the academic staff of the university.

1.8 Significance of the study

This study will expand the sphere of employee retention and turnover of academics. It will also be a useful form of feedback to HRM on strategies deployed by assessing the feelings and reactions of staff to some of the policies of Human Resources, thereby adding to the growing literature on retention and turnover knowledge, specifically to UKZN.

Furthermore, it will help to address issues of retention and turnover in higher education institutions in South Africa.

1.9 Scope of the Study

The scope of this study is limited to the retention strategies of being employed at UKZN, Westville Campus. The HR department at UKZN routinely tries to motivate and retain the academics from leaving to other institutions by developing and implementing policies accordingly. These policies are called retention strategies. This study intends to explore the various retention strategies being used at UKZN, Westville Campus, and to recommend a workable retention strategy.

1.10 Dissertation Structure

The dissertation is structured as follows:

1.10.1 Chapter one: This chapter introduces the research topic and background of the study. It also introduces the research problem, research questions, research objectives, significance of the study and the limitations.

1.10.2 Chapter Two: The chapter focuses on retention strategies used across organizations with a view to linking it to how it affects UKZN.

1.10.3 Chapter Three: This chapter focuses on employee retention literature and conceptual framework adopted for the study.

1.10.4 Chapter Four: This chapter focus on the research methodology, the process of data collection and the method of data analysis adopted for the study.

1.10.5 Chapter Five: The analysis of the data and the interpretations are presented in this chapter. The patterns and themes identified from the findings are presented in this chapter.

1.10.6 Chapter Six: This chapter presents the discussions of findings in relation to similar studies, conclusions, recommendations from the study and suggestions for future research are presented here.

1.11 Limitations of the Study

The population of this study was limited to only fifteen academics in the College of Law and Management. The researcher did not interview any HR department staffs or managers, to reduce the size to a manageable dimension and feasibility.

The researcher was unable to obtain the much-needed secondary data information and other reports like ‘exit interviews reports’, ‘academics turnover statistics’ due to the sensitivity and confidentiality of the information according to UKZN-HR department. The researcher had to resort to using a qualitative only method of collecting data from academics. Since there are no detailed information and statistics from UKZN-HR department.

1.12 Conclusion

This chapter introduces the topic of employee retention and retention strategies as used at UKZN. The background of the study revealed that despite the proliferation of turnover studies, the discussion is still inconclusive.

The inconclusive and dearth of studies on retention and turnover at University of KwaZulu-Natal has prompted the need for this study. The underlying gaps from the background of the study laid the groundwork for the problem of the study. The research objectives are aimed to explore the different strategies and to propose a talent retention framework for UKZN. The motivation, significance and limitation of the study is also included in this chapter.

The next chapter is the literature review chapter. The concept of retention strategies and employee retention will be discussed extensively with the aid of a conceptual framework.

CHAPTER TWO: LITERATURE REVIEW

RETENTION STRATEGY

2.1 INTRODUCTION

The focus of this chapter is on retention strategy while reviewing empirical studies on employee retention strategies. This chapter explains the concept of retention, the different retention strategies: compensation, training and development, academic workloads, recognition programs, leadership, promotion and opportunity. In addition, a review of literatures on strategies used for retention in the organisation is focused on academic institutions will be done. Many institutions all over the world have been faced with employee turnover and this has generated an increase in literature and attracted many types of researches over time. UKZN is equally facing an enormous challenge in trying to retain competent workforce. It is therefore envisaged that this study will add to the academic literatures on retention studies and suggest ways of reducing employees' turnover intentions.

Maintaining a consistent talented workforce is very important to organizations in strategic talent management, yet over time retaining academics has become an endemic challenge for higher educational institutions (HEIs). Despite the proliferation of several kinds of research on turnover and talent management, there have not been many signs of progress recorded. This research study examines some of those empirical studies and suggests some practical retention strategies for HEIs concerned.

2.2 Concept of Retention

Retention is defined as the efforts made by employers to retain talented high performing employees in order to achieve organizational objectives (Fatima, 2011, p. 25). Denton (2000), as cited by Das & Baruah (2013, p. 4), defines "employees who are satisfied and happy with their jobs are more dedicated and always increase their organizational customer satisfaction". Tymon, Stumpf and Smith (2011, p. 293), further define retention "as efforts to retain high-performance employees or the 'best professional talent' which is of great significance to organizations as it eliminates the problem of recruitment, selection and on-boarding costs that would otherwise be incurred in replacing the employee". The threat of turnover is real and the fear of the costs that could be amassed will prompt any responsible management to implement retention strategies. There are a number of retention strategies that could be employed in a higher education institution (HEIs). The strategies are discussed below:

2.3 Retention Strategies

Employers' concerted effort to keep its employees within an organization, with a definite plan of action and set process is referred to as a retention strategy. These strategies are initiated based on an identified challenge of retention or turnover (Armstrong, 2006). Several studies have sought to investigate what leads to a turnover and suggested different strategies for retention of employees. Many choose to build on the different functions of human resources activities (Deery & Jago, 2015). One of such functions is recruitment and selection.

Recruitment and selection role in retaining employees start from searching for talented employees in terms of the role and job descriptions. For instance, in a University, the human resource officers can decide to target and recruit a specific type of certificate holders (e.g. Ph.D. candidates for whatever field or discipline they choose to employ for) by focusing on the qualification, the recruitment will help with retention. A dysfunctional recruitment will lead to either a voluntary or an involuntary turnover, which can lead to another cost for the organization (Bas Collins, 2007; Dermody, Young, & Taylor, 2004; Martin, Mactaggart, & Bowden, 2006).

Some literature also highlighted strategies for retention used by organizations. Some of these strategies include compensation, training, and development, mentorship programs, flexible workloads, recognition programs etc. these strategies are discussed in the section below. The section below will describe and discuss seven retention strategies. These include compensation, training and development, mentorship, academic workloads, recognition programs, leadership, promotion and opportunity for growth, employee participation in decision making, etc.

2.3.1 Compensation as a Retention Strategy

Salaries and benefits are seen as a major motivator for retaining employees and to stop employees from having intentions to quit (Netswera, Rankhumise, and Mavundla, 2005). Similarly, Tutuncu and Kozak (2007), also allude with this assertion in their study stating that work, the compensation package and sometimes the type of line manager could lead to job dissatisfaction which usually leads to turnover intentions. Low compensation (pay), the absence of opportunity for other sources of compensation at the workplace also contribute to the decision of leaving or staying in an organization (Gustafson, 2002). Compensation can be used as a strategic option for retention of employees by an organization. Milkovich et al. (2011, p. 54) outlined the different types of wage or compensation package that an organization can choose from namely:

2.3.1.1 Base pay/wage: The amount an employer apportions to pay for work carried out by an employee. It is the basic salary of the employee.

2.3.1.2 Merit pay: This pay is associated with behaviour and performance. Most of the time, this is added as an increase in the base pay. It fluctuates based on the performances of employees.

2.3.1.3 Incentives: It is similar to merit pay because it is also tied to performance. It could be a long term incentive or a short one. It can also be based on the performance of individuals or groups or units as the case maybe. Incentives are once-off payment, without any implications on labour overheads cost.

2.3.1.4 Benefits and Services: These are additional services employers are expected to undertake in order to retain their staffs. These includes; services such as counselling, financial planning, and cafeteria. Protection services also include medical care, life assurance policy and pension, profit sharing, thirteenth cheque, etc.” (Chan & Kuok, 2011; Milkovich et al., 2004).

The four forms of compensation discussed above are financial rewards that have implications for employees either positively or negatively. The non-financial reward includes recognition and status rewards, job security, challenging job assignments, and opportunities for career growth. Similarly, other non-financial rewards include preferred office location; assigned car space, public recognition, own secretary, social gatherings, etc. All of the above-mentioned forms of compensation are known as extrinsic forms of rewards (Swanepoel, Erasmus, Schenk, & Tshilongamulenzhe, 2014).

Chan & Kuok (2011), Swanepoel et al. (2014), concurred that restructuring compensation management with the performance of employees designed according to what works for the particular kind of employees. For instance, marketers in the marketing department can also have commissions or gifts for high sales target met in addition to the salary or wage. For an academic institution, compensation could be awarded for an exceptional academic for a particular accomplishment, which could be for excellent supervision, consistency in publications, extended teaching hours for a particular module, etc. The department should tailor the rewards management to what works for them, not a blanket compensation package.

In addition, Hannay and Northam (2000), pointed out that in recent times, organizations have had to be creative and innovative. This is by designing the compensation package to suit the employee which can be very expensive. Some of the new innovative and creative compensation policies include; child day-care, fitness and medical facilities, flexible work schedule,

telecommuting, occasional sabbaticals, loan programs for home computers, stock options, concierge services, and insurance for the family pet (Hannay & Northam, 2000). Hannay and Northam (2000), in their survey, attempted to assess 'what constitutes employee retention'. The study examined the type of strategies best suited to retain employees in organizations. A total of 188 respondents from different organizations, with no reference to any particular industry participated in the survey. The findings from the study revealed that 'employees sought for opportunities and future responsibilities from employers'. Other variables that the study revealed were the difference in the ages of the employees, which influences the type of compensation negotiation the employer adopts. Moreover, another variable mentioned was the degree to which employers were responsive to problems of employees and the availability of career assistance available to the employees.

Another study, by Taylor, Davies, and Savery (2001), revealed that an increase in pay would lead to a reduced exit of employees. Taylor et al., (2001), posit that compensation packages are offered to all employees; however, it is not administered strategically. Salaries, wages and benefit policies are neither being used to increase staff morale nor targeted at reducing turnover as a motivation to achieve targets (Taylor et al., 2001). Gardner, Dyne, & Pierce, (2004), also alludes to the notion that 'pay' should be used as a motivator as well as a retention technique for employees. In the same vein, Milkovich et al. (2011), consider monetary rewards as the most important among all types of rewards when trying to retain employees.

A longitudinal survey using an observation method to gather attitudinal data was conducted over a three-year period from the (1st of January 2004 to the 31st of December 2006) (Nyberg, 2010). The results showed that performance and voluntary turnover were deeply correlated in that 'pay for performance' discourages voluntary turnover among high impact employees, and encourages voluntary turnover among lower impact staff. Low impact staff was more concerned about job retention than pay growth. Nyberg (2010), further revealed that paying employees according to their level of skills is a determinant on their decision to stay or leave the organization.

In the same vein, studies by Bernard (2012), and Selesho & Naile (2014), focused on finding out why the retention rate is low among university academics. The studies revealed that retention strategies should be 'occupation-specific' or 'context-specific' and should not be a 'one size fits all' policy. Selesho and Naile (2014,) conducted their study among 80 South

African academics from different universities and revealed that job satisfaction spurred career growth and academic development (Bernard, 2012; Selesho & Naile, 2014).

In summary, compensation or pay can be widely used a good retention strategy/policy, when used strategically. All the aforementioned empirical studies reviewed showed compensation has been very effective, but it needs proper implementation for it to discourage intentions to quit.

2.3.2 Training & Development as a Retention Strategy

Swanepoel et al. (2014, p. 20) define training as “a purposeful acquisition of knowledge, skills, and abilities to carry out a specific task or job”. Through training, employers empower employees by helping them to achieve their career goals, while ensuring that they have a good understanding of what the job entails and how to be productive (Maul, 2008).

Investment in employees is one of the most important factors to improving retention. Organizations need to always train and develop its employees if they expect returns or output from them (Moncarz, Zhao, and Kay, 2009). Tomlinson (2002), opined that businesses can continuously gain an edge against its competitors if the staffs are trained on the latest technology and innovations continuously as at when required.

Robinson and Barron (2007), researched deskilling and standardization which led to low job satisfaction and lack of commitment to the organization all leads to intention to leave. Furthermore, Lam, Lo, and Chan’s (2002), study was on the important role of training and mentoring play for employees’ motivation to stay than to leave. The findings of the study revealed that training and mentoring new employees significantly encourages employees to stay rather than to leave.

Handy (2008) stated that new knowledge and innovation is the new commodity which most organization trade with, the more experts an organization has, the more clout and respect it craves, which is ultimately critical for survival. Organizations endeavour to train all of their staffs on new trends and innovation (Handy, 2008). An organization that practice a culture of training and innovation (learning organization) will have no problem attracting and retaining its workforce. Therefore, the more knowledge the employees of organizations have, the better its competitive edge (Handy, 2008).

In summary, any organization that imbibes the culture of training and development programs will not have a high turnover rate. The career development of an employee is personal to him /

her and will appreciate any employer that shows concern in their development. Therefore, it has always been a good retention strategy for employers.

2.3.3 Academic workloads as a Retention Strategy

Mustapha & Zakaria (2013), posited that workload originated from role overload in a competitive environment where personnel tasks were extended from single items to multiple duties. The effects of work overload resulted in the low emotion of employees, work delays, low team morale, not obeying rules which further affect the organizational performance and the 'employees' centripetal force'. For retention to be possible, the academic employees' workload need urgent restructuring in order to increase their productivity, and to achieve employee loyalty while discouraging turnover intentions (Mustapha & Zakaria, 2013).

Workloads play a very important factor in deciding whether academics have the intention to leave or to stay (Porter and Umbach, 2000). Furthermore, Porter & Umbach (2000), enumerated the various task and duties of academics of universities which includes: lecturing, committee involvement, research time, community engagement, administrative hours, student evaluation, course preparation, etc. Academics sometimes do not have enough time to do other things. Some do not have time for their families because they work overtime.

Chin (2003), stated that the workload of an academic is usually between 43 to 46 hours per week. There were other similar studies that showed academics were to an extent satisfied with a little freedom given to choose the way they want to work, their responsibilities and the variety of their tasks (Houston, Meyer, & Paewai, 2006). In Pakistan, a study conducted by Shahzad, Mumtaz, Hayat, and Khan (2010), revealed workloads had a negative impact of academic satisfaction, as against compensation, which had a positive impact. The study was also supported by Altaf and Awan (2011), and Ahmad, Fakhr, Ali Shah, and Zaman (2010) in a similar study that was conducted in Malaysia.

Xiaoming, Ma, Lisa Chang, and Shieh (2014), did a study on the 'influence of workload on the turnover among medical officers in Taiwan'. The study's findings showed that employees with lots of workload will burnout and intention to quit with set in. The study further revealed that burnout happens in stages of emotional exhaustion, depersonalization: distance from work colleagues, this results in a perception of 'work loss meaning' and this feeling deprives the employee of the lack of achievement ultimately resulting into turnover intention.

Too many workloads lead to stress as stated by (Chiang, Birtch, & Kwan, 2010). This is referred to as ‘occupational stress, it results in high substantial costs to organizations through the loss of productivity and turnover (Chiang, Birtch, & Kwan, 2010). Blix et al. (1994), studied the relationship between burnout and academics in HEIs, this is a result of continuous relationships with large number of students, staffs and administrators. The management of HEIs should make the workload of the academic employees more flexible in order to prevent burnout, stress, and turnover intentions. In the same vein, Chiang et al., (2010), in their study showed a relationship between occupational stress to job-related outcomes and well-being”.

Karatepe (2013), investigated the effects of stressors and exhaustion on the turnover of employees. The moderating variable introduced in the study was ‘hope’, and if it has any influence on turnover intentions of employees. The study found that ‘hope’ could act largely as an influencing factor but not in all cases.

Lee, Ashton, and Shin (2005), studied psychological dimensions e.g. job burnout and exhaustion, they investigated if their jobs led to emotional exhaustion, depersonalization, and reduced personal accomplishment. Their study explored other dimensions to see if it results to employees’ intention to leave. The scholars found out that employees do have intentions to leave when they are exhausted (exhaustion and cynicism, negative affectivity), work overload and have negative affectivity. The study also revealed that the above negatively correlated with vigor and dedication. The regression analysis revealed that cynicism and workload were very important in determining turnover intentions.

The article by Rowley and Purcell (2001), also buttress the fact that workloads are important in determining employees’ intention to leave or to stay. The article tries to elaborate on the impact of stress and job burnout, they specify that job overload which is caused by understaffing, temporary staff shortage and unrealistic job targets or goals all contributes to employees’ deciding to go or stay.

In summary, the pressures that higher education institutions (HEIs) put on academics appears to significantly increase their intentions to leave. Therefore, human resource officers and management policy makers should find ways to strategically structure the workloads of academics either to make it flexible or worthy of a reward, in order to make it a good retention strategy for academics.

2.3.4 Recognition Programs as a Retention Strategy

Recognition programs (RP), for employees, is necessary in order to improve performance in an organization while building motivational cultures and retaining talent. Snelgar (2013), explained recognition as an item or commendation given to a staff or employees of an organization for performance by the management or employer. The recognition should equally be meaningful and address the needs of the employees'. Recognition programs can be targeted strategically to reward and influence employee's attitudes and perceptions towards an organization's goal (Milkovich, Newman and Gerhart, 2011).

Walker (2001), posited that work recognition from supervisors or managers enhances employee's loyalty and commitment, thereby reducing intentions to quit. In the same year, Wyatt (2001), also conducted a survey among 12,750 employee respondents, in order to study their attitudes between their colleagues and supervisors or employers. The study revealed that recognition has a positive influence on their attitudes. Employees feel appreciated when their work and efforts are noticed and recognized. "A simple gesture of 'thank you' or a small gift will go a long way" (Wyatt, 2001: 12).

Although a 'thank you' or 'simple gift card' is appreciated, the concept of recognition has changed over the years. Recognition now is in the form of compensation benefits or promotions (Snelgar, 2013). Sometimes recognition is referred to as 'total rewards' combined with compensation. The change came about due to the fierce competition for talented and knowledgeable employees among different organizations. Organizations now offer different mouth-watering packages to talented employees in order to retain them (Snelgar, 2013).

Some recent trends in employee recognition from the WorldatWork (2013), publication survey for (2013) are as follows:

- "Recognition programmes are still very much in practice and popular (88% in 2013 and 86% in 2011).
- The most prevalent recognition programmes are programmes that drive results, increase in wellness programmes and programmes that motivate specific behaviours, retirement and length of service programmes are still retained, followed closely by specific behaviour programmes that target business results, (for example above and beyond performance, peer to peer, etc.).

- In terms of formality and strategy: both formal and informal recognition programmes are still in practice, but, the formal recognition programmes are still popular. Many of the organisations that use formal recognition programmes infuse their programmes with their strategies.
- Companywide and department specific programmes are both in practice: although companywide programmes are more widespread.
- The five top goals of recognition programmes in 2013 were recognition of years of service, creating a positive work environment, having a recognition culture at the firm, the motivation of high-performance employees, and reinforcing desired behaviours.
- Most commonly used recognitions awards are: certificates/plaques, cash, gift certificates, company logo merchandise, and food.
- Some organisation budget at least 1% or 2% for recognition programmes.
- Recognition in 2013 that was delivered by the manager were 71%.
- The HR department is responsible for planning and organisation of recognition programmes at 55%, while it is different in some other international organisations.
- Organisations do not regularly train their managers, which underscores the importance of the recognition programmes” (WorldatWork, 2013).

Rewards and recognition programs can be employed strategically, by taking the time to find out what motivates people, and it is one of the best and effective way to motivate staff at individual and team levels (Ismail, 2015).

Rewards and recognition programs have its critics. One of such is Schlecter (2012), whose study outlines two perspectives (supporting and opposing perspectives) on rewards and recognition programs. His study indicated that even though rewards programs motivate and improve performances, it does so on a short-term basis and does not guarantee long term improvement, while the opposing views, states that individual rewards are sometimes seen as punishments and manipulative in nature. This is because the program might have unintended consequences demoralizing, creating interpersonal tension on those not rewarded. Recognizing some and not recognizing some might even discourage teamwork and participation in group work. The final perspective in the study was that rewarding employees for every work of performance done

would create an expectation of reward for every behaviour and performance, even for routine duties or jobs (Schlecter, 2012).

However, the critics agree that some specific departments like marketing and sales, need to reward performance frequently, or else they will lose their customers to rival firms. They stated that payment can be paid equally, but top performance should be rewarded consistently this way the under-performers would be known (Schlecter, 2012).

Despite the criticisms, Schaufeli & Bakker, (2010); Schlecter (2012), agree that when programs are strategically designed in accordance with the organization's strategy and well implemented, they reduce turnover, improve employee performance, employee effectiveness and loyalty. Schaufeli & Bakker (2010), in their study further proposed a standard and effective reward and recognition programs in that the rewards should be fashioned to the individual needs of employees. It contains intrinsic and extrinsic motivators, it reflects the company's culture, it is aligned with its goals, and the recipients perceive a clear link between improved performance and rewards (Ismail, 2015; Schlecter, 2012).

Furthermore, Bussin (2011), suggest a way out of the quagmire of individualizing rewards programs for more effectiveness. The approach individual profiling of employees rewards packages was very difficult for large organizations to operate. Therefore, it was suggested that employees should be categorized or segmented into groups based on common indices like level of job, the type of job family, the particular business unit the employee works, product line or lifecycle, age, gender family size, education or religion (Bussin, 2011; Du Toit, 2012). Segmentation according to WorldatWork (2012), is one of three principles or models used by organizations to reward talents. It has shown tremendous improvements in talent management investment and retention of the staff (WorldatWork, 2012).

In summary, employee recognition programs in educational institutions are mainly formal recognition programs, if they are present. The question however is, are they really efficient, or responsive enough to motivate the staff? Although, most academic institutions would be expected to have an employee recognition program (ERP) in their retention policy the question often asked is, has the ERP really been effective to reinforce academics or change their decisions to leave. There is a need to rewrite the policies for it to motivate academics and this could be done by introducing informal recognition programs.

2.3.5 Leadership as a Retention Strategy

Hausknecht et al. (2009); Jauhari, Rishi, Bharwani, & Butt (2012); Moncarz et al. (2009); Yang, Wan, & Fu (2012), posit that work relationships between employees and superiors are influenced by how the employees perceive the management of the organization. Brunetto and Farr-Wharton (2002), also stated in their studies that a working relationship is a factor in determining job satisfaction levels among public sector employees.

McNeese-Smith (1995), carried out a study on senior staff at a hospital. McNeese-Smith (1995), study revealed that there is a correlation between productivity, work satisfaction and organizational commitment among employees. Several authors (Awang, Ahmad, & Zin, 2010; Danish & Usman, 2010), all agree that relationships with peers, co-workers which could include subordinates and supervisors are strong determinants of job satisfaction and retention. This study shows that if employees are entrusted with roles and task duties, it gives them a sense of job satisfaction which would make them want to stay with the organization.

2.3.6 Promotion & Opportunity for Growth as a Retention Strategy

Hausknecht et al. (2009), correlation study found out that there is a correlation between promotion and job satisfaction. Job satisfaction leads to the retention of staff. Meyer, Topolnytsky, and Krajewski (2003), in their study, highlighted that internal career development is an important predictor of commitment of the employee. Many key employees give organizations a competitive advantage and they want in return career growth opportunities to rise and develop in their careers. These opportunities should include promotions, achievable career plans when been hired, job flexibility, and lucrative career options (Eyster et al., 2008). Wan, Sulaiman, and Omar (2012), stated that relationships between a subordinate and supervisors are important for promotion decisions. Yang et al. (2012), added that this is very significant when looking at intrinsic and extrinsic motivators for job satisfaction, which normally leads to employee retention. In essence, the kind of promotion opportunities available in an organization, to an extent determines turnover. Employees want to progress in their chosen careers and they want to be aware of the promotion criteria, whether achievable or not.

If there are many promotion opportunities at the workplace for their careers, satisfaction with the job sets in, which discourages turnover intentions.

2.3.7 Employee Participation in Decision Making as a Retention Strategy

Hewitt (2002), noted that today's business concerns constantly tries to communicate its intentions, projects, and decisions with its employees. Employees are also included in decision making across the departments. In addition, Noah (2008), added his opinion by stating that including employees in decision making, gives them a sense of belonging. This idea drives good working relationships among employees and the management. It also reduces conflict or confrontations. When employees are part of the decision making process of an organization, there will be no conflict on decisions and full cooperation will be achieved, thereby retention too is achieved.

2.3.8 Other Empirical Studies on Retention Strategies

Moreover, many other studies have been carried out on how to retain employees in the organization. Many of the studies was generic, while few of the studies are contextual. A study was conducted on 'how managers can reduce employees' intention to quit. A question was posed in the study; 'what determines employee turnover?' Numerous researchers have attributed this to "on-the-job stress, the stressors that cause the 'on-the-job stress, no commitment to the organization, and lack of satisfaction on the job (Jauhari et al., 2012; Karatepe, 2013; Khan, Mahmood, Ayoub, & Hussain, 2011).

On the other hand, few researchers have stated that intention to quit could be reduced by social support, which could come from the supervisors or colleagues (Kalliath & Beck, 2001; Moore, 2001). A similar research also alluded to 'social support' but from another source, namely the peers, family and friends from talking about the stress that reduces the employee's intention to quit (Freddolino & Heaney, 1992). Other variables that influence employee's intention to quit, is employee's job satisfaction and commitment to the firm are all dependent on the organization or industry the employee works in (Firth, Mellor, Moore, & Loquet, 2004). Most researchers agree that intention to quit is determined by the employee's place of work or the kind of attention that the management shows the employee (Firth et al., 2004).

Perry (2014), the study focused on how newly recruited employees can be retained in organizations. He proposed that planning; flexibility in the workplace and building communities in the workplace would go a long way in urging employees to stay on. In the same vein of searching for ways to retain employees Nyberg (2010), researched on the relationship between 'performance and voluntary employee turnover'. The above study focuses on the after effect of skills and performance of the employee when leaving the organization. The literature

differentiates between the high impact employee, the low impact employee, and the individual impact they have on the organizations.

Other strategies alluded to by various authors include communication of the employee goals, contribution to the corporate goals, engendering a community of trust in the workplace, training of the trainers in the required skill sets, providing leadership and management programs for their development having a clear understanding of the needs of employees fostered by consistent communications, clarifying the job functions and roles of the employees, and finally investing in the employee constantly, which will maintain organizational commitment and increase productivity (Holtom et al., 2008; Hytter, 2007).

Hannay & Northam (2000); Hausknecht et al. (2009); Yang et al. (2012). Yang et al. (2012), conducted a longitudinal study using a two-wave panel study on the type of challenges that workloads create for academics that might eventually make them think of quitting in order to take on another offer. The study includes namely; Time 1: testing for the degree to which respondents got challenging assignments from their supervisors, on-the-job learning, turnover intentions and job search, and Time 2: measured by an actual voluntary turnover. A survey questionnaire was administered to different respondents over a two-year period. The findings from the study revealed that organizations should engage their workers with more challenging jobs in order to reduce voluntary turnover. Challenging assignments enhances the skills and development of the employees, which are also a form of learning on the job that leads to organizational success (Yip & Wilson, 2010). On the other hand, it aids voluntary turnover that might turn around and harm the organization, however, it is cheaper than organizing formal classroom developments to promote learning (De Pater, Van Vianen, et al., 2009).

In addition, Selesho and Naile (2014), in their article published in South Africa used an explanatory research design and a quantitative method in order to study 'retention of academics, as a human resource factor: a university perspective'. This article tends to highlight the high rate of voluntary turnover of employees and the arduous challenge of retention of employees of higher educational institutions across South Africa. High turnover of academics is a serious problem, which leaves a devastating effect on students and the remaining employees who tries to fill the gap and work duty of the staff that left the institution (Thaden, Jacobs-Priebe, & Evans, 2010).

Taylor et al. (2001), also alluded to the above by adding that students of the institution become discouraged and lose trust in the system which could result in withdrawal and reduced enrolment

in the affected discipline. There have been various strategies employed by many organizations in other to reduce turnover in organizations or institutions, most of which are very similar. Some strategies include but are not limited to good competitive pay, conducive work environment, and a progressive career advancement programs for employees.

For good effective results from employees or the staff of institutions, the strategies could be context specific while addressing the needs of the employees. There has to be a proper understanding of the needs of the staff of the particular institution, not a blanket strategy that is the norm nowadays. When there is an understanding of the needs of the employees, the retention strategy could be targeted to a particular institution (Moore, 2001).

Similarly, Netswera et al. (2005), suggested ways by which the HR department can sustain retention culture in higher education institutions. Firstly, by communicating how each employee contributes to the corporate vision and mission of the institution. Secondly, by developing an atmosphere of trust in the workplace, train and retrain the managers that supervise the different staffs. Thirdly, by ensuring effective leadership skills with the emphasis on development, clarifying employee's needs and reinforcement of frequent communication between management and staff. Fourthly, by distinguishing between roles and responsibilities of staff to speed up learning and contribution. Lastly, by investing and maintaining ongoing commitment by paying the best talent that they are worth (Netswera & Rankhumise, 2005).

The findings of this study revealed that job satisfaction, career progression, leadership, and salary are very crucial in retaining academics. This strategic imperative is comprised of both intrinsic and extrinsic motivators. The study was direct because it addressed what it takes to retain the staff of academic institutions. The only gap in the article is that it is homogenous. It is not context specific and that it covers a number of higher educational institutions in South Africa. Although, it contributed to the body of knowledge on the retention of academics which has seen a dearth of literature.

Similarly, Theron et al. (2014), at the University of Pretoria conducted a study using an investigative quantitative research design approach and methodology, which administered questionnaires to 153 academics across 13 higher education institutions in South Africa. The main aim of this study was to find out the influencing factors on turnover and how the retention tool is used in South African educational institutions. It highlighted the areas that the HR department of each institution is responsible for. i.e implementing an effective retention program. The areas include compensation, recognition, a working bonus structure that take

cognizance of the performance of the staff, mentorship, and progressive career development opportunities. If these areas have good working policies and are appropriately implemented, institutions will be able to retain and manage their key talents (Theron et al., 2014).

The study by Ng'ethe, Iravo, and Namusonge (2012), stressed the need to retain as many academics as possible because of the benefit to be derived from the action. For this reason, Ng'ethe et al., (2012), stated that “higher institutions need to have a retention policy in order to fulfil their corporate vision and mission of becoming a centre for innovation and excellence”. My research study is geared towards analysing retention strategies that are practical in an academic institution.

2.4 Conclusion

The review of empirical studies on retention strategies has revealed that there are various strategies that an organization can use to retain its academics. The challenge therefore is the proper implementation of the retention strategies in the organizations. A strategy that works for an organization (A) for example might not work for an organization (B). Organizations or educational institutions, in this case, need to find which sets of strategies works for it. A good strategy might not work if it was implemented badly.

Although, there are many retention strategies that are open to HR managers in academic institutions. This study lays emphasis on four major retention strategies identified above (compensation strategy, training, and development strategy, academic workload strategy and recognition strategy). These strategies form the conceptual framework of this study. The researcher believes that a good implementation of the above mention strategy to will help in retaining the core workforce of the University of KwaZulu-Natal.

The next chapter is the continuation of the literature review chapter. It discusses the dependent variable (Employee Retention) of this study.

CHAPTER THREE: LITERATURE REVIEW

EMPLOYEE RETENTION

3.1 Introduction

The previous chapter has established the meaning and the different types of retention strategies that can be used by institutions, this chapter will focus on the dependent variable of this study 'employee retention'. This chapter reviews past and relevant literature that discussed the concept of employee retention, factors affecting employee retention. The researcher will also review empirical studies focusing on the South African higher education institutions, including a brief review of literatures on how employee retention is practiced and implemented at UKZN.

Employee retention refers to the different policies and practices an organization puts in place to ensure employees stay with the organization for a long duration (ManagementStudyguide, 2016). Organization invests many resources on employees, especially new recruits in enabling the employee to be a functional and valuable member of the organization. The organization incurs losses if the employee decides to leave after being trained. The measures taken by the employer to convince the employee to stay is known as employee retention. This study will define employee retention as maintaining the appointment of an academic staff for a considerable long time. O'Neill (2003), highlighted some important factors that underpin employee retention; job satisfaction and job dissatisfaction, implementation of policies, job commitment, and engagement. If employees are satisfied with their job duties, there is low intent to leave and low-turnover rate, but if there is a high job dissatisfaction among employees, it often leads to an intent to leave, thus a high turnover rate in the organization.

3.2 Employee Retention Factors

Maertz and Campion, (1998), cited by Das and Baruah (2013), pointed out that despite the enormous research studies on the topic of turnover, and hoping to find a solution for organizational high turnover, employee retention studies have been few. Steel, Griffeth & Hom (2002), asserted that why employees stay is not the same as why employees leave. The difference is that it is as a result of some retention factors.

Kehr (2004) in Das and Baruah (2013), states that employee retention factors are spontaneous and implicit of the employee, it is seen in three perspectives: power, achievement and affiliation. Power is the mode of social control exercised in the organization. Achievement is when

standards of excellence are to be met or exceeded. Affiliation is the type of social relationships obtainable in the organization (Das and Baruah, 2013).

A host of other factors influences successful retention strategies: Osteraker (1999), also in Das and Baruah (2013), discusses the retention factors that are necessary for the success of an organization and divides it into three parts being social, mental and physical. For the mental dimension of retention, items include work characteristics. Employees most times prefer flexible work task schedules where their initiative could be applied and results can be seen for all to see which in a way helps to motivate them. The social dimension is all about contact with internal or external employees, while the physical dimension is all about the conditions of service and work pay.

Several researchers Stein (2000); Clarke (2001); Parker & Wright (2001); Rehman (2012), have posited that an organization needs to use its available resources to convince employees to stay back in the organization.

Employee retention factors had been summarily described in detail by Price & Mueller (1981) and Steers (1977), both cited in the '*Cornell University Working Paper*' by Hausknecht, Rodda & Howard (2009), they include: advancement opportunities, extrinsic rewards, flexible work arrangement, investments job satisfaction, lack of alternatives, location, non-work influences, organizational commitment, organization justice and organization prestige. Retention is therefore, a strategy to be deployed to retain the best of the best talent in order to achieve the goals of the business. A close review of employee retention factors in higher educational institutions as against business or profit organization discussed above is needed.

Although employee retention factors are too many to mention here, there are different ways employees can be kept motivated to stay. All that is needed is understanding of the employees for proper implementation of the strategies chosen. The mistakes most organization makes is opting for a blanket retention strategy (Das and Baruah, 2013).

The researcher has thus, identified four factors out of a host of employee retention factors that might be useful for a higher educational institution like UKZN. The Employee retention factors are Compensation, Training and development, Academic workloads, and Recognition. The researcher will briefly explain the concepts.

3.2.1 Compensation Factor

Differences in the pay structure of employees of an organization has a major influence on employees' decisions whether to leave or stay (Bloom & Michel, 2002). Compensation concept literally means to offset, to counterbalance or make up for something. This means it entails a form of exchange. Employees generally see it as a form of exchange for their rendering of services of jobs, and some employee's regard it as a measure of the value of their personal abilities and skills, which they have acquired through training (Milkovich, Newman, Milkovich, & Mirror, 2011). Milkovich et al. (2011, p. 54) outlined the different types of wage or compensation structures available that an organization can choose from namely: Base pay/wage, Merit pay, Incentives, Benefits & Services (Chan & Kuok, 2011; Milkovich et al., 2011). These concepts mentioned above have been explained in detail in chapter two.

The study conducted by Hannay & Northam (2000), was a survey study which attempts to assess 'what constitutes employee retention'. In essence, the study took a close look at what type of strategies worked to retain employees in organizations. The survey was from 188 respondents of different organizations, with no reference to any particular industry. It consequently revealed that 'employees sought for opportunities and future responsibilities from employers'.

In addition, the age of the employee, the degree to which the employers are responsive to the plight of the employee and, the availability of career assistance for the employee has seen an influencing factor in the study. Gardner, Dyne, & Pierce (2004), also alludes to the notion that pay can be used as a motivator as well as a retention technique for employees. Milkovich et al. (2011), consider monetary rewards as the most important among all types of rewards when trying to retain employees.

In summary, compensation should be used strategically to motivate academics to stay back in the institutions, whenever there is a disparity between the pay and there is an alternative opportunity elsewhere, their intent to leave sets in.

3.2.2 Training & Development Factor

The concept of training involves "planned instruction in a particular skill or practice and is intended to result in changed behaviour in the workplace that ultimately leads to improved performance" (Truss, Mankin, & Kelliher, 2012, p. 165). Swanepoel et al. (2014, p. 20), define training as "a purposeful acquisition of knowledge, skills, and abilities to carry out a specific task or job". The aim is to improve an employee's capability in order to be able to carry out their tasks according to the standard required.

Moncarz, Zhao, and Kay (2009), in a study revealed that investment in employees is one of the most important factors to improving retention. Organizations need to always train and develop its employees if they expect returns or output from them. (Tomlinson, 2002), opined that businesses can continuously gain an edge against its competitors if it trains its staff on the latest technology and innovations continuously or as at when required. A very good form of training initiative is mentoring.

Mentorships programs infused with a stated objectives feedback system will consequently create a structured platform to building strong relationships in an organization. In addition, it will build a good foundation for employee retention and growth (Winefield, Boyd, and Saebel (2008). With a mentoring program, an organization pairs someone more experienced in a discipline or department with someone less experienced in a similar area, with the goal to develop specific competencies, provide performance feedback, and design an individualized career development plan (Vermani, 2014).

UKZN needs to provide opportunities for training and development of the careers of their academics, the management should fund scholarships, conferences, special training on special projects, and mentorship programs etc. The management needs to show concern on the careers of its employees, then, employee retention programs if well implemented will reduce turnover.

3.2.3 Academic Workloads Factor

Workload according to Allard, Haas, & Hwang (2011: p. 56), is described as “an employee spending psychological and physiological costs on task practice to achieve the requirements”. The psychological and physiological cost on the employee leads to burnout. Shafiezadeh (2011), defines burnout as the physical, emotional and psychological exhaustion, this becomes apparent in the form of physical exhaustion and long-term fatigue, sense of helplessness and not developing, and negative concepts and attitudes towards work, life, or other people (Kane & Emmons, 2010).

Cheng, Huang, Li, & Hsu (2011:10), divided “workload into qualitative workload: where an employee perceives his/her ability being insufficient for completing the task(s) and quantitative workload as an excessive amount of work”. Cheng et al. (2011), added that despite all the negatives of work overload, academic employees had a sense of satisfaction from their work which ultimately promoted a high quality of research and teaching.

However, Mustapha & Zakaria (2013), stated that for retention to be possible the academic employee's workload needs urgent restructuring in order to increase their productivity, and to achieve employee loyalty while discouraging turnover intentions. Xiaoming, Ma, Lisa Chang, and Shieh (2014), did a study on the 'influence of workloads on turnover among medical officers in Taiwan' (Xiaoming et al., 2014). The study revealed that employees with a high workload will burnout and subsequently will have the intention to quit.

In summary, academic workloads should not be too much and stressful for academics, many of the empirical studies (Blix, Cruise, Mitchell, and Blix, 1994; Mustapha & Zakaria, 2013; Xiaoming et al., 2014), reviewed, showed that academic workload positively influenced turnover intentions.

3.2.4 Recognition Programs Factor

Implementing employee recognition programs (RP) is necessary in order to improve performance in an organization, while building motivational cultures and retaining talent. Ismail (2015, p. 19), points out that "when people feel they are valued for their contribution, they are encouraged to do more". In addition, Jiang, Xiao, Qi, & Xiao (2009); Snelgar, 2013), explained recognition as something, a commendation given to employees of an institution or organization for performance by management or employer. The recognition given should be meaningful and address their needs.

Moreover, Walker (2001), in the same way explained work recognition as action or gesture from superiors or members of a team, colleagues, and clients. It enhances organizational commitment and loyalty. According to the Wyatt's (2001), survey study conducted in the US among 12750 employees to know their attitudes among their colleagues in the workplace and employers. The study revealed that recognition is important, and employees always want to know if their efforts are recognized and appreciated. In order to sustain retention and motivation, management should demonstrate a link between performance and rewards while adopting new flexible ways of rewarding employees (total rewards packages).

Recognition of employees' places the organization in good stead to attract and retain high-quality employees (Ismail, 2015; Snelgar, 2013). By developing leadership skills of communication, feedback on work performance, praise and recognition, with an attitude of care and support, the program will go a long way in reinforcing retention among employees (Ismail, 2015; Snelgar, 2013; Saunderson, 2004).

An effective employee recognition program will be a reflection of the management and at the same time motivate employees that management is recognizing and acknowledging their efforts. This might reduce the intention to leave and enhance intentions to stay.

3.3 Employee Retention Factors in Higher Education Institutions (HEIs)

For academic institutions, employee retention factors might be slightly different. For most academic institutions, most factors discussed above determine retention or turnover of employees. Erasmus Grobler & Niekerk (2015), did a close analysis of Price and Mueller's model to determine the factors of employee retention, they divided into three variables: Environmental, Individual and Structural variables. Structural variables will be our focus of discussion.

Structural variables are variables that can be applicable in a typical academic institution. Price (2001:605) identified seven of them namely; autonomy, justice, stress, pay, promotional chances, routinization and social support. Price (2001), further stated that autonomy, distributive justice, sufficient compensation, promotional chances and social support reduce turnover because of the impact of job satisfaction, while job stress and routinization decrease turnover because of the negative influence it has on job satisfaction. The turnover process starts when an employee is dissatisfied with the present status quo, then thinks of quitting, by doing an alternative job search, deciding and finally quitting.

The study conducted by Daly and Dee (2006), also help buttressed the growing concern of employee retention and turnover globally. The study investigated over 1,500 participants across 15 higher institutions in the United States. The results revealed that work autonomy, communication openness, role conflict, distributive justice, job satisfaction & organizational commitment (psychological variables) all influenced employees' intention to stay positively. In addition, Rosser (2004, p. 793), posited that turnover costs to "Universities lead to reduced commitment and loss of knowledge and productivity, loss of human capital, increased cost of training new employees, and loss of morale leading to absenteeism at the workplace".

South African has had its own share of talent retention problems, not only in the profit-motive organizations but also, also among higher educational institutions (Robyn, 2012). Robyn further stated that retention has become a problem due to the increasing aging problem of academics, lack of an adequate pool of talented employees for recruiting and keeping young talented academics. Higher educational institutions are aware that retaining talent and human capital is important to have a credible institution (Robyn, 2012). Turnover of key academics is on the

increase to the industry and private higher institutions who can afford more benefits and rewards (Robyn, 2012).

Erasmus, Grobler & Niekerk (2015), conducted research on 'employee retention of academics in higher education institutions. This study highlights the fact that the problem of retaining academics is getting tougher every day. The study was conducted among a workforce of 4651 employees, using a cross-sectional study to see if the institutions turnover rate was dysfunctional or functional. The study also noted that some structural variables present in the higher institution investigated were the cause of the turnover, if not handled well. This study is very significant because it helped to emphasize the importance and the dangers of turnover and the need to implement a talent retention strategy across all higher institutions in South Africa. This research study is towing the line of identifying similar structural variables at UKZN and urging human resource management at UKZN to make it more effective.

3.4 Turnover Concept

The rate of turnover of employees has increased tremendously, set to reach one hundred and ninety-two million (192 million) globally (Niteske, 2014). On the other hand, employees have increasingly become professionally mobile and independent which leads to more turnover (Abbasi & Hollman, 2000). Turnover appears to be the final decision of an employee or employees to quit due to several reasons. When there is a reduction in the level of commitment or satisfaction of the employee on the job' this also includes organizational reasons'. The new technological dependent economy has altered work relationships all over the world. Employees and employers used to have long term working relationships, however, nowadays work relationships are very short-termed (Nzukuma & Bussin, 2011).

Turnover simply is a measurement of the rate at which employees leave an organization. Turnover or labor turnover is said to describe a situation where a number of employees resigns, terminates their employment relationship or made redundant, or retires over a certain period of time (Van Zyl, 2011). It is usually calculated within a one-year period with certain variables (Martin 2010, p. 174). Employee turnover can be categorized as voluntary and involuntary turnover. Voluntary, as the name implies, is when an employee decides to leave on his or her own free will, without being dismissed by the management of the organization (Masoga, 2013). This type of turnover is very expensive as the organization loses skills, knowledge and also experiences a reduction in productivity which ultimately affects the profitability of the organization. Involuntary turnover is when an employee's contract of employment is terminated

by the management (Abbasi & Hollman, 2000; Blake, 2006; Jo, 2008). Organizations now realize that they are left with two options; either to institute new strategies for retention or continue with their expansionist and expensive recruitment drive (Hannay & Northam, 2000).

Below is a statistic from a 2009 Masters study by Sarah Yazinski, in the United States of America: “turnover is expensive, according to Right Management (a talent and career management consulting firm) and it costs nearly three times an employee’s salary to replace someone (which includes recruitment, severance, lost productivity, and lost opportunities). Life Work Solutions, a provider of staff retention and consulting services, provides the following turnover facts and rates (Vermani, 2014):

- Over 50 % of people recruited into an organization will leave within two years;
- One in four of new hires will leave within six months;
- Nearly 70% of organizations report that staff turnover has a negative financial impact due to the cost of recruiting, hiring, and training a replacement employee and the overtime work of current employees that’s required until the organization can fill the vacant position; and
- Nearly 70 % of organizations report having difficulties in replacing staff.

From the above information, it is clear that developing a retention plan is inevitable in order to keep voluntary turnover reduced” (Yazinski, 2009). Furthermore, turnover rates vary from organization to organization. Any business or organization needs to find out why it continuously loses its core staff at a certain rate. There are quite a few reasons why employees leave an organization, these include; illness, pregnancy, marriage and relocation of a partner or a spouse. However, if for any other reasons employees decide to leave its organization, then the HR manager should avoid this by enacting and implementing HR policies and procedures to reduce the turnover. One of such policies and procedures is a retention policy (Sekaran & Bougie, 2013, p. 161). Policies are made and enacted to curb against dysfunctional turnover.

3.5. Causes of Turnover

Several scholars have tried to explain what led to a turnover or turnover intentions. Abbasi & Hollman, 2000; Blake, 2006; Erasmus, Schenk, & Swanepoel, 2008; Frauenheim, 2006; Holtom et al., 2008; Jo, 2008; Muteswa & Ortlepp, 2011; Netswera & Rankhumise, 2005; Yang et al., 2012), all alluded and enumerated several reasons that might trigger employees to leave their

organization voluntarily. These causes can be categorized into intrinsic and extrinsic factors as discussed below.

3.5.1. Intrinsic Factors

This includes internal factors that increase or decrease an employee's job satisfaction. This includes things or actions of HR managers that give employees a feeling of satisfaction and accomplishment from completing a particular job. The absence of it does not really de-motivate employees, but its presence increases motivation. Job scheduling or job flexibility is a good example of an intrinsic factor, which if done well might attract an employee or discourage turnover intentions. Therefore, an absence of the factor will lead to an increase in turnover. Netswera and Rankhumise (2005), study on higher institutions in South Africa help portray this factor. The rescheduled workload of lecturers helped them maintain a balance between their jobs and family life (Netswera & Rankhumise, 2005).

3.5.2 Extrinsic Factors

These are factors that are put in place in the form of rewards. According to Herzberg's hygiene factors theory, 'extrinsic factors or motivators' are pension schemes, share options, and incentives. The lack of attention to these factors may lead to de-motivation which might lead to voluntary employee turnover. The Yin and Yang (2002), study on the salary and fringe benefits of nurses in Taiwan, found out that it was the strongest and most influencing cause of employee turnover (Yin & Yang, 2002).

3.6. Empirical Studies on Turnover

To support these statements further on the cause of voluntary turnover (Muteswa & Ortlepp, 2011), also conducted a study at UKZN among the MBA students who are managers in their workplace. The study investigated how selected organization variables (causes of voluntary turnover) influences voluntary turnover among managerial-level employees at UKZN. The study used both an exploratory and descriptive research design, and also administered a structured questionnaire to 106 MBA students at UKZN. The study showed that not all variables mentioned in the study influence voluntary turnover except for career path, management and leadership style and rewards structure. Career path here is an intrinsic factor (motivator), while, management and leadership style and reward (compensation) structure are extrinsic.

Cox (2009b), differed slightly in his study, as he was able to show in his article "group communication and employee turnover: how co-workers encourage peers to voluntarily exit". This meant that the causes of voluntary turnover were not mainly traditional, but also systemic

causes. The usual causes of turnover include: poor pay, inadequate bonuses, poor work conditions, etc. Cox (2009b), held that the kind of communication between employees and employers could also influence the decision of employees to leave an organization. Hence, employers use different strategies to persuade employees to exit the organization. The study was conducted using a survey questionnaire distributed among 135 respondents, which was tested on various types of strategies used in persuading employee's to voluntarily rescind their decision to quit (Cox, 2009b). Several authors are in agreement on the reasons for the rise in the rate of turnover in higher education institutions which includes; uncompetitive salary structures and bonuses, unfair career advancement policies, inadequate funds for researchers, institutional cultural issues, and increasing numbers of student enrolment which results in an increased workload (Bitzer, 2008; Hesa, 2011; Netswera & Rankhumise, 2005).

The impact of turnover is too large to be quantified. It cuts across the business sphere and psychological sphere. These negatives range from replacement cost to loss of productivity, loss of the cost of training the departed employee, loss of the skills and knowledge, disruption of productivity for the work group, declining morale, and the responsibility of headhunting for the replacement worker (Pienaar & Bester, 2008; Smither, 2003; Whitt, 2006).

Organizational researchers have posited on some causes of turnover and (Sherrat, 2000; Van Vianen, 2004), both showed that turnover could be motivated on two fronts namely 'push and pull factors'. The pull factor is what attracts the employee out of the organization and it includes; unequal compensation among staffs, low opportunities for career progression in the organization and there are better opportunities outside, and also flexibility in a workplace that allows for private consultancies abounds. The push factors are what push the employee out of the organization; dissatisfaction with the work situation, strict managerial control, job stress, and high workloads. Most times the combination of the two factors makes the employee decide to leave the organization.

Jo (2008), study conducted in an academic institution (College) in the USA, with the intent to know the causes of voluntary turnover among women administrators in the higher institutions, revealed that women generally leave for non-monetary reasons, while men leave for monetary reasons. Non-monetary reasons include; work, family, conflict, poor employee and supervisor relationships, etc. This study has implications in that it will help the policy makers (HR) on how to strategize their policies in retaining employees of the organization. Hence, there is a need to know the causes of employee turnover in organizations (Jo, 2008).

The above article surely like every other article on turnover and retention studies contributes immensely to the knowledge on turnover and the retention of academic staffs, while affording pointers that can be used to assess and measure the factors. The weakness identified in this study is that it does not address the problems faced by a single college or higher education institution. There might not be enough funds for a good salary or bonus structure to help retain the academics or there are various different constraints that are peculiar to an institution alone.

From the above, there are various reasons why organizations lose staff. The reasons vary from the general to the specifics in academic institutions. Understanding the cause of a problem is the first step to stopping the problem. This research report will help to fill the gap of academic turnover in a single institution.

This review has shown that turnover in organizations results from different factors. This indicates that there is a fierce competition for key employees in this educational institution. Organizations need to re-design their strategies in order to retain their key staffs. In essence, management should endeavour to understand the turnover rates of employees and how it can be regulated to increase the organization's productivity. An appreciation of the levels of turnover across the different disciplines in a university environment will help inform a comprehensive retention strategy (Nwokocha & Iheriohanma, 2012).

3.7. Effects of Turnover on Organizations

Turnover affects organizations both positively and negatively. It is positive when the turnover is involuntary in this way the organization fires a number of employees or an employee because of underperformance, a redundant position or to prevent the entire organization from bankruptcy or going down (Abbasi & Hollman, 2000; Blake, 2006). It is the negative effect of turnover that needs to be managed. The major effect of turnover borders on the costs it accrues in the organization which could be direct or indirect costs. Direct or indirect costs are very expensive to manage. The only respite is prevention. (Abbasi and Hollman (2000); Blake, 2006; Davidson, Timo, & Wang, 2010; Holtom et al., 2008; Mustapha & Zakaria, 2013; Muteswa & Ortlepp, 2011), all made inputs in the course of discussing the different costs and effects of turnover in an organization:

- Costs: the costs range from replacements costs, costs of adverts for replacements, loss of cost of training of the employee that left the organization and training of the substitute. Learning and orientation costs are all direct costs. Indirect cost includes; costs from loss of productivity, loss

of human capital, skills and knowledge of the employee. It is worse when the employee takes the knowledge to a competing organization (Abbasi & Hollman, 2000; Ahmad et al., 2010).

- **Disruption of Performance:** this is an indirect cost to the organization. When an employee leaves an organization, there is a gap in the performances of the organization, especially if the employee is a high performer or key employee. It affects the finances of the organization. A replacement might not even reach up to the level of the employee that left the organization, or perhaps the new employee might take some time to reach the level of the former staff (Blake, 2006; Chan & Kuok, 2011).
- **Morale Decline:** Turnover dampens the morale of employees left behind. This leads to negative attitudes of employees who were not disposed to information of alternative employment but are now aware that there are better alternatives elsewhere. This might lead to an exodus of employees (Davidson et al., 2010; Holtom et al., 2008).
- **Unplanned Control Strategies:** Management may have responded to a high turnover rate which may be counterproductive because it was not adequately planned for. This may include selective or even across board pay-rise, impromptu training programs for supervisors, etc. This may trigger other sets of causes of turnover which is what they were trying to avoid in the first instance.
- **Disruption of Existing Social and Communications Patterns:** turnover causes disruption in all organizations. An employee that leaves has definitely distorted existing social and communication patterns because the employee leaving might be an important line of contact in the structure. This will cause a gap and leave additional workload for the remaining employees and decline in performance (Abbasi & Hollman, 2000; Awang et al., 2010). In order for any organization to avoid the problems that arise due to persistent turnovers, there is a need to manage it. There are various retention strategies that can be used strategically to curb persistent turnovers. Many of the retention strategies have been explained in chapter two.

In summary, employee retention efforts by organizations are aimed at reducing turnover intentions for academics. Most of the factors (compensation, training and development, academic workloads, and recognition programs for employees.) mentioned above are potential retention strategies if implemented properly. However, if not properly implemented leads to job dissatisfaction for the employee then, the employees have the intention(s) to leave this

ultimately leads to a high turnover rate. The researcher has also identified some of the costs of turnover to the organization. The cost of turnover to an academic institution is gradual.

Below is the emerging conceptual framework for the two chapters.

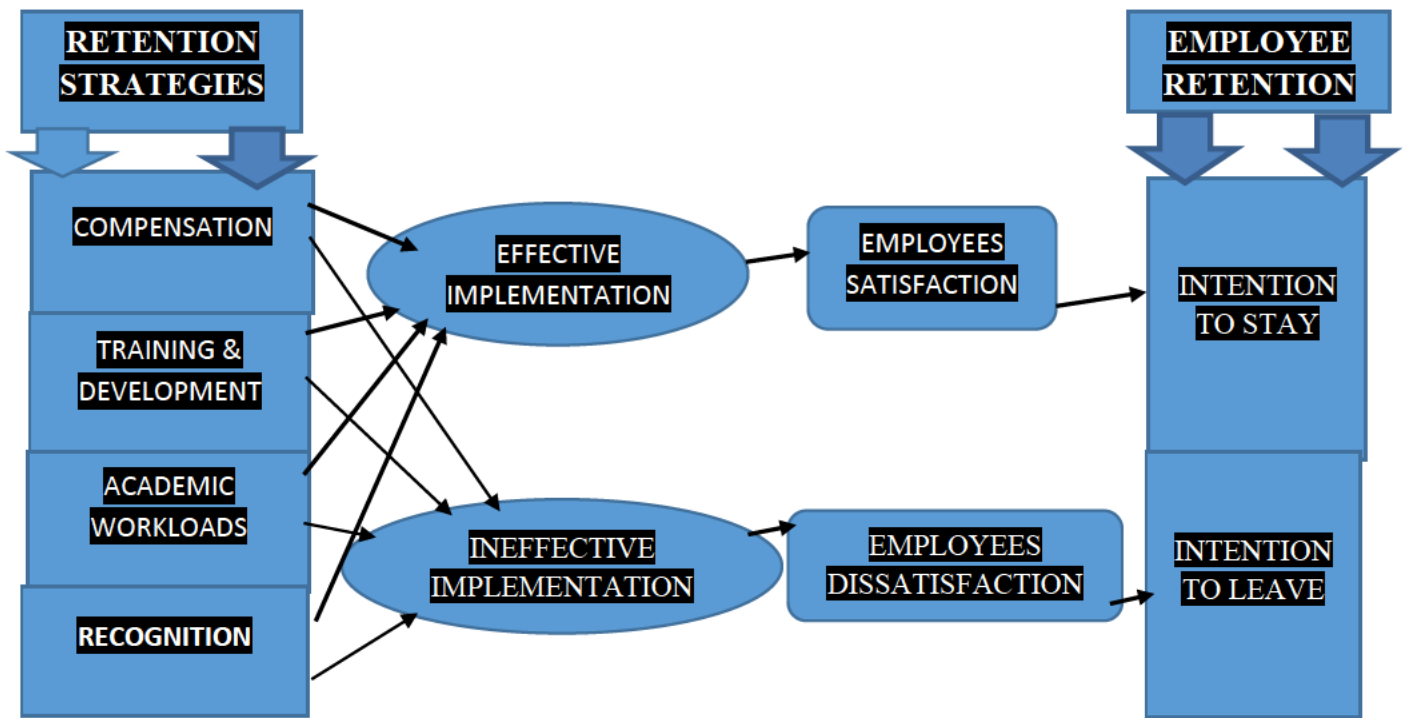


Fig: 3.1. Conceptual Framework for UKZN College of Law & Management Studies

Source: (Own concept: 2016)

3.8 Conclusion

The review of the literature has identified four common concepts on retention strategies and employee retention factors found in an academic institution. Emphasis has been paid to four of the factors. They include: compensation of academic staffs, training and development of academic staffs, academic workloads restructuring and frequent and timely recognition programs for academics. These concepts were discussed extensively with the aid empirical studies. The concept of turnover was also discussed in this chapter. The causes were elaborated and the impact of not managing turnover will increase the rate at the institutions. The increased rate of turnover intentions of academics at UKZN, necessitated this study. With adequate and

proper implementation retention strategies, academics will enjoy job satisfaction, and there will be no reason for intentions to leave or rise of turnover rate.

The next chapter discusses the Research Methodology of the study.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 Introduction

This chapter presents the research methodology which highlights the research problem, the research design, and the type of methodology adopted. The focus is more directed towards the method of data collection and data analysis, sampling strategies, validity and reliability testing, as well as the ethical issues that were adhered to while concluding with the limitations of the study.

Research is conducted to find a solution to a problem or to provide answers. (Saunders and Tosey, 2013). Research methodology is the process, tools, and procedures that are chosen by a researcher in conducting a study (Van Wyk, 2012).

4.2 Research Design

This is the strategy chosen by the researcher to investigate the cause of a research inquiry; it also determines the techniques to use, the data collection instruments and the tools of analysis (Maylor & Blackmon, 2005). There are different types of research designs used in different studies. The explanatory research design was adopted for this study.

4.2.1 Exploratory Design: This is defined as the initial research into a hypothetical or theoretical idea. This is when a researcher has an idea or observed something and seeks to understand it (Bhattacharjee, 2012). An exploratory research project is an attempt to lay the groundwork that will lead to future studies. It might also aim to determine that what is been observed, might be explained by a currently existing theory (Bhattacharjee, 2012).

This study attempts to explore on the observed problem of retention especially at University of KwaZulu-Natal. It also aims to focus on how retention strategies are carried out at University of KwaZulu-Natal. What are the critical retention strategies being practiced at UKZN, and what type of retention strategies work at UKZN?

Adopting an exploratory research design will help to provide quality information to help address the problem of retaining academics at UKZN. This will help the researcher to understand the in-depth reason the retention strategies are not working at UKZN. This type research design also limits unintended bias in studies.

4.3 Research Method

The qualitative method was adopted for this study. The qualitative research method is “an activity that endeavours to find the participants in their world (interpretive). The data collected helps project the meanings of their actions” (Ryan, Bernard, Denzin, & Lincoln, 2000). Qualitative method research instruments provide an in-depth interpretation of participant’s views on a certain phenomenon. This approach provides a rich and deep qualitative data (Ritchie et al., 2013). Qualitative methods of research are studies that are conducted based on non-numerical information, or information derived from words with meaning. Here, induction and generalizations are done from the information gathered through the data collection instruments. There are numerous data collection methods that can be used which include; observation, interviews, etc.

The justification for adopting a qualitative method is because of the “interactive approach” (Maxwell, 2013: p 1-8). This also justifies the use of an in-depth interview method of data collection. The researcher aims to understand what academics think of the present retention strategies and why it has not been effective. This means the decision to use a qualitative method in this study was determined by “the purpose of the research, the research questions, the conceptual context as well as the methods and concern for validity which continually interacts as a process” (Maxwell, 2013: p 1-8).

4.4 Research Site

UKZN is a multi-campus tertiary institution. Hence, focusing on the entire campus structure was too large a study for a master’s dissertation. For the sake of practicality, the study adopted the College of Law & Management Studies, which has five schools namely School of Management & IT, School of Law, School of Governance, School of Account, Economics & Finance, and Graduate School of Business and Leadership (UKZN, 2013). Organizational studies can be conducted in a work environment without any hindrance to the work of employees of the organization (Sekaran & Bougie, 2013).

The researcher chose the College of Law and Management studies due to the perceived problems of feasibility in the size of conducting the whole Colleges at the University of KwaZulu-Natal.

4.5 Population

A target population is an aggregation of units within which the sample is gathered (Babbie & Benaquisto, 2009). Saunders et al. (2009, p. 212), also defines population as the whole group

from which a sample is drawn. The total number of the target population is 226 which is the number of permanent academic staff in the College of Law & Management Studies, that are University funded (UKZN-HR Stats, 2015). In this research, the study population will be the academic employees of UKZN, Westville Campus. The academics were selected from the College of Law & Management Studies.

The researcher chose academics purposively because academics are the real players that ‘bear the brunt’ of the retention policies implemented by management, so they are in the best position to give the most fruitful information.

4.6 Sampling Method

The sampling method is used to select respondents from the target population in order to apply it to the general population (Sekaran & Bougie, 2013). Sampling is defined “as a statistical process of picking a subset (usually referred to as the sample) from a population in order to make an inference from the population” (Bhattacharjee, 2012). There are two main types of sampling namely; probability sampling and non-probability sampling method. These sampling methods have strategies and sub-strategies that are characterized by both methods of sampling.

4.6.1 Non-probability Sampling

Non-probability sampling does not involve random selection and maths probability theory, as it is normally used when a target population is defined or subjective. Non-probability sampling is not characterized with a large population, they are normally used in studies with a small population, and generalizations are made to theory as against population. There are four non-probability sampling strategies namely, quota sampling, snowball sampling, convenience sampling, and purposive sampling as discussed below (Atiku, 2014; Chege, 2011; Creswell, 2013; Saunders. 2009).

4.6.2 Purposive Sampling

Purposive sampling involves the investigator using his knowledge of the subjects to draw the samples in a non-random manner to achieve the research objectives. The technique was adopted because the number of respondent needed for the study is small. In addition, the respondents were considered by the researcher to be knowledgeable in the field. Using any other sampling technique might not have been suitable for the response expected. This technique is also referred to as judgment sampling because participants are selected based on their knowledge of the phenomenon under study (Sekaran & Bougie, 2013). Purposive sampling is useful when there is a small population to be reached as soon as possible and where proportionality is not the main

concern (Ritchie, Lewis, Nicholls, & Ormston, 2013). A sampling frame of the academics was obtained from the college/school administrators of UKZN. The criteria for selection were the number of years of service, which is a set at two years or more, and the modules they teach.

The researcher adopted purposive sampling in order to investigate why and what makes academics leave, and to be able to suggest new strategies to retain them. Sample size selection in a qualitative study depends on the purpose of a study, what you intend knowing, what is at stake, what will be credible and what can be done with available time and resources (Patton, 2002).

4.6.3 Sample Size

A sample size is the total number of elements or units that was eventually selected to engage in a study. The sample size was selected from the list of academics obtained from the administrators of the different schools in the College of Law & Management Studies. The following respondents were chosen from the schools in the College of Law & Management studies:

School of Management, IT & Public Governance (6);

School of Law (3);

School of Accounting, Economics & Finance (3); and

Graduate School of Business & Leadership (3).

Fifteen (15) academics from the four schools at the College were chosen purposively from the College of Law & Management Studies, housing the School of Management, IT, and Law, because of their perceived knowledge of the study.

The researcher chose fifteen (15) academics spread across each of the schools to give the data an even spread across the College of Law and Management studies. Fifteen (15) respondents are sufficient for a qualitative study because the quality of the response is what is needed as opposed to quantity.

4.7 Data Collection

This study used both primary and secondary method of data collection. It included a semi-structured in-depth interview schedule and a brief review of the Integrated Talent management policy of UKZN. It was important to review the integrated talent management policy in order

to have a basis for analysing the retention strategies in place at UKZN. The data collection procedure involved meeting the academics face-to-face for the interview at their office after appointments were fixed on an agreed date and time.

4.7.1 Research Instrument

Research instruments are data gathering instruments used to collect data for research purposes. The research instrument adopted for this study is the in-depth interview.

4.7.1.1 In-depth Interview

This research study was conducted using a semi-structured in-depth interview. The reason for the choice of a semi-structured in-depth interview is that it will enable flexibility, by allowing other key issues to be covered. The in-depth interview also allows interaction of ideas between the interviewer and the interviewee underpinning one of the major objectives of a qualitative study and most importantly will use questions that will probe answers in order to generate deeper meaning for understanding (Ritchie et al., 2013).

Interviewing involves personal interactions in the form of communication between the interviewer and interviewee (s) and requires a level of cooperation from the interviewees.

This consequently leads to its first weakness and limitations. There must be some form of cooperation between the two. Sometimes interviewees may not be willing or not comfortable sharing sensitive information with the interviewer and sometimes the interviewer may not be asking probing questions that require long narrations, maybe because of inexperience or language barriers (Marshall & Rossman, 2014). In the same vein, the interviewer may not understand the responses or various elements of the conversation. In some other instances, the interviewees might not be honest with their responses.

The framing and careful probing questions should be done well and interviewers are expected to be very attentive and have good listening and good interaction skills. The quality of data is key in an in-depth interview: a study that has no other form of data collection is prone to generate a subjective view of the respondents, as opposed to an objective assumption which uses more than one method for data collection (Marshall & Rossman, 2014).

4.7.1.2 Interview Procedure

An Ethical clearance approval letter was obtained from the Ethical research committee by the researcher to be shown to each respondent approached for interview (See Appendix D). In

conducting this study, for relevance of data to be collected the interview schedule was given to participants one week before the interview in order to have a robust response. The interview schedule was designed to probe deep why some of their colleagues decide to leave. The respondents were also given opportunity to suggest retention strategies. The interview schedule was sent with a consent letter in order to the participants in order to fully understand the reason for the study.

4.7.1.3 Interview Schedule

For the purpose of this research, an interview schedule was developed to ask the respondents the probing questions:

- Questions on compensation and how it influences retention;
- Training programs in practice and how it influences staff retention; and
- Academic workload influence, and
- Work recognition programs at UKZN.

4.8 Validity and Reliability

The researcher ensured validity by using the triangulation method. Reliability is the stability of findings (Denzin, 1989). Reliability can be achieved in interview data (as is the case in this research), by training of the interviewers and by using standardized interview schedules (Cho & Trent, 2006). The most prominent approach to ensuring validity in qualitative research is the Triangulation approach.

4.8.1 Triangulation

Triangulation refers to the use of multiple methods to partially overcome the deficiencies inherent in a particular study or method (Denzin, 1989, p. 236).

4.8.2 Triangulation Process

4.8.2.1 Credibility (Internal Validity)

The credibility of data is established from the respondents' perspective. To know if the data is accurate, this is key to judging the credibility of results. The researcher has to familiarize himself with the respondents from the start to the end of the study in order to gain their trust. This allows them to communicate openly without any bias (Chege, 2011). In order to ensure internal validity the researcher adopted McMillian and Schumacher (2010), checklist of steps to validate the study:

- Have a prolonged and persistent field work: this was done by interim data analysis and corroboration in order to match between findings and participant reality;
- Low-inference descriptors: Record precise, almost literal and detailed descriptions of people and situations;
- Mechanically recorded data: Use of tape recorders;
- Participant researcher: Use of participant observation notes for corroboration;
- Member checking: Check informally with participants for accuracy during data collection;
- Participant review: Ask each participant to review the researcher's synthesis of all interviews with the person for accuracy of representation;
- Negative cases or discrepant data: Actively search for a record, analyse and report negative cases of discrepant data that are an exception to patterns.

4.8.2.2 Transferability (External Validity)

Transferability is when the research findings or a particular study can be used or generalized in another study or context. The researcher of the previous study determines the transferability of the data or study by making sure it is valid and transferable. This simply means to be able to generalize the findings. The use of purposive sampling which will be used to show pertinent issues and factors when comparing two contexts for similarity and concrete descriptions will help to provide evidence for judgments about similarities between cases.

Payne and Williams (2005), advised that for easy generalization:

- Researchers should be specific or specialized in some way, not being too ambitious. This research only focused on academics. The research findings could be generalized to academics alone;
- Being careful to recognize current limitation and time periods: the claims are current periods. Most of the statistics were obtained from the HR department at UKZN;
- Careful and meticulous showing of linkages between the data and conclusions;

- Reporting honest and transparent findings - there should be no conflict of views and behaviours of the respondents;
- Modest claims by identifying patterns or tendencies, that is similar, but not identical in other studies;
- Diligence in reporting contradicting findings on generalizations, which might become a standard element of analysis.

4.8.2.3 Dependability (Reliability)

Dependability is the consistency of the processes of research. The processes (audit trail) of conceptualization, data collection, interpretation of results and reporting is checked to see if there are no mistakes. The consistency of the researcher in these processes determines the dependability (Chege, 2011).

4.8.2.4 Confirmability (Objectivity)

Confirmability refers to how other literature or sources confirm a study. The confirmation could be done by other researchers also (Chege, 2011). This is when the audit shows the connections between the data and researcher's interpretations. The confirmability audit is a process that has to follow the order below:

- Processes for data audit trail should be documented;
- Peer reviews should be in place and done from time to time; and
- Implement that data audit in order to examine how data is collected, analyzed and how it is reported. This is to guard against bias or distortion (Chege, 2011).

The reliability and validity of the research method adopted were the triangulation method. Yardley (2008), states that "the principle of triangulation comes from navigation where the intersection of three reference points is used to calculate the precise location of an object". Yardley, (2008: p. 239). For research purposes, the task now is to find ways to validate a study in three ways; verifying or corroborating, description or reporting the fact. Corroboration is a good way of strengthening the validity of a study (Yin, 2011). Creswell and Miller (2000), further explains by defining triangulation as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000: p. 126).

Robert Yin (2011), posits in his book pg. 81-82: “Qualitative Research from Start to Finish”, that triangulation is less important when data is captured or recorded directly, in the case of an interview like the one conducted in this study. He says further, that there will be less, if any, need to corroborate the evidence (Yin, 2011).

Procedure: Validity and reliability was ensured by employing the triangulation method. “Triangulation refers to the use of multiple methods to partially overcome the deficiencies inherent in a particular study or method” (Denzin, 1989, p. 236). The Macmillan & Schumacher steps was used in validating the study.

- The data was gathered over a two-week period and transcription done immediately to have a feel of the data and themes.
- The researcher used both a tape recorder and a phone for recording.
- The researcher after recording, plays back to confirm if the recording was ok, before leaving the respondents office.
- The focus of the research was purely on academics, and only academics were interviewed.
- The findings were also cross checked by the supervisor of the study.
- The interviews conducted was recorded entirely, and if there is any need for corroboration, the researcher should be consulted.

From the foregoing discussion, reliability and validity are conceptualized as trustworthiness, rigor and quality in a qualitative study. By adopting this approach, the qualitative research can eliminate bias and increase truthfulness of a proposition (retention strategies and employee retention).

4.9 Data Analysis Techniques

Data was collected and analysed using the Nvivo analysis software. The software is used for analysing qualitative data. The data was coded, categorized into themes and sub-themes and then analysed using “thematic analysis”. Using thematic analysis introduced flexibility to the data collected. Braun and Clarke (2006), defines “thematic analysis as a method to identify, analyse and report themes or patterns found in data (Braun & Clarke, 2006). It systematically organizes rich data in detail. Thematic analysis is suitable also because it can be used with any theory of the researcher’s choice. This allows the researcher to interpret the factors responsible

for academics' voluntary resignation from UKZN, as well as factors hindering the efficient use of the strategies to retain academics.

4.9.1 Steps in Analysing Qualitative Data

The following steps were used in analysing qualitative data (Chege, 2011; Creswell, 2013; Kelliher, 2011):

The researcher transcribed the voice recordings. The data was then organized and grouped according to the themes and answers to all questions. E.g.: answers on compensations from all fifteen respondents were grouped under compensation. The researcher then assigned codings to the interview transcripts. After the coding was done, the researcher had to read through again to identify patterns, underlying themes, common sequences and differences. Then after these generalizations of the data was done. Conceptualizations according to the information gotten from the data is done in relation to framework model.

4.10 Ethical Issues

The ethical approval was obtained from the Ethics Research Committee of UKZN. The gate keeper's letter was collected from the University Registrar. The upholding of human dignity, privacy, anonymity and confidentiality was strictly adhered to. Each participant was given a letter of introduction/ participant form as well as a consent form to apprise them of the aim of the study and let them know that they can withdraw from the interview at any time they felt uncomfortable during the interview.

4.11 Conclusion

The Chapter described and justified the research protocols adopted to explore "employee retention strategies presently being used at the University of KwaZulu-Natal". The study employed an exploratory research design to explore what is retention strategies and how the strategies are implemented specifically at UKZN. Sampling for this study was done purposively from the four schools in the College of Law and Management Studies. The fifteen respondents chosen prompted the adoption of a qualitative method and use of in-depth interview for collection of data. The triangulation method was used in testing for validity and reliability. Thematic analysis was used in analysing the data gathered.

The next chapter focuses on the data presentation and analysis.

CHAPTER FIVE: DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

This Chapter describes the data collected, followed by an analysis and discussion of the research findings. The findings relate to the research questions that guided the study. Data was analysed to identify, describe and explore the relationship between employee retention and retention strategies as used in a higher educational institution such as UKZN. This is to determine the effectiveness of the retention policies employed by the institution.

Data was obtained through recording of interviews, and was later transcribed by the researcher. A total of 15 academic respondents were interviewed altogether. The author used the Nvivo qualitative analysis software, which is useful in describing and analysing after coding has been done. Nvivo software is a qualitative method managing software that employs a thematic analysis approach. Thematic analysis is suitable for this study because, the researcher will be able to analyse the responses from the respondents: for instance, “what factors led to turnover intentions among academics, and what are the various strategies that will be effective in reducing intentions to leave among academics?”. This type of approach allows the researcher to deduce or induct on the data obtained.

Braun and Clarke (2006), outlined six steps to analysing qualitative data. The steps involve: transcribing of data, organizing the data, assign codes to the interviews recorded, sort & sift to identify phrases, patterns, themes, sequences, making generalizations from the patterns and themes from the data collected and comparing the generalizations against a formal body of knowledge or construct.

The major themes for this research were derived from the research questions. The data was coded along the themes. The themes are:

5.2 Themes

Retention strategies / Factors affecting employee retention:

- Compensation strategy,
- Training and Development,
- Academic workloads and,
- Recognition programs.

The sample size for this study was fifteen (15) academics chosen across four schools in the College of Law & Management studies. The sample size was extended to 15 in order to cut across the schools in the College.

Qualitative studies most often do not require much samples like quantitative studies. The quality of the responses and sufficiency in answering the questions being asked determines the sample size.

5.2.1 Reliability of the instrument

Reliability is the stability of findings, (Denzin, 1989). Reliability can be achieved in interview data (as is the case in this research), by training of the interviewers and by using standardized interview schedules and recording instrument in interviews (Cho & Trent, 2006). Reliability was ensured by applying the triangulation method. The processes (audit trail) of conceptualization, data collection, interpretation of results and reporting was checked to see if there were no mistakes. The consistency of the researcher in these processes determines the reliability (Chege, 2011).

5.3 Analysis of the Data

The interview schedule elicited three types of demographic responses from the respondents: The schools of the academics, workplace status and duration at work place. This was to show the distribution or spread of the respondents in the study. This is illustrated below:

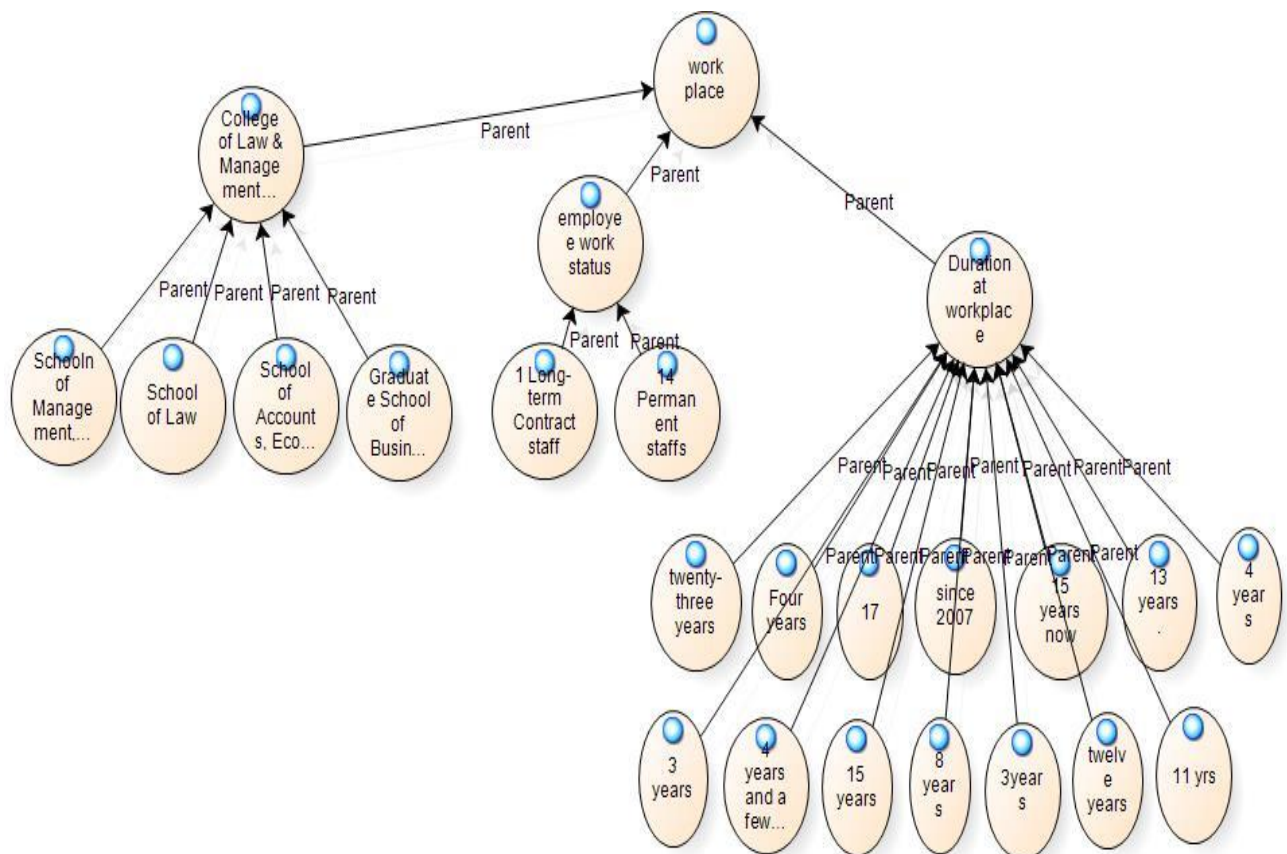


Fig 5.1. Demographic Model of Respondents after Coding

As seen in the figure above, nine (9) out of fifteen (15) respondents had worked for at least 8 years or more, while the remaining six (6) respondents had spent 3 to 4 years between themselves. This showed that most of the respondents interviewed had been in employment of the University for some years and would be familiar with the University’s strategies.

5.4 Analysis of Research Questions

The research questions formed by the researcher for this study are analysed below. This is necessary to provide solutions to the problem statements and meet the key objectives of the study.

5.4.1 Retention Strategies

The question of retention strategies was aimed to elicit if academic staffs are aware of any retention strategies the college or the school management practices and if there is any, has it been effective? The questions asked was:

Question: What retention strategies are used to reduce academic staff turnover?

Question: What are your views about the retention strategies used at UKZN?

The responses were coded on Nvivo in to Positive views and Negative views: this is illustrated below.

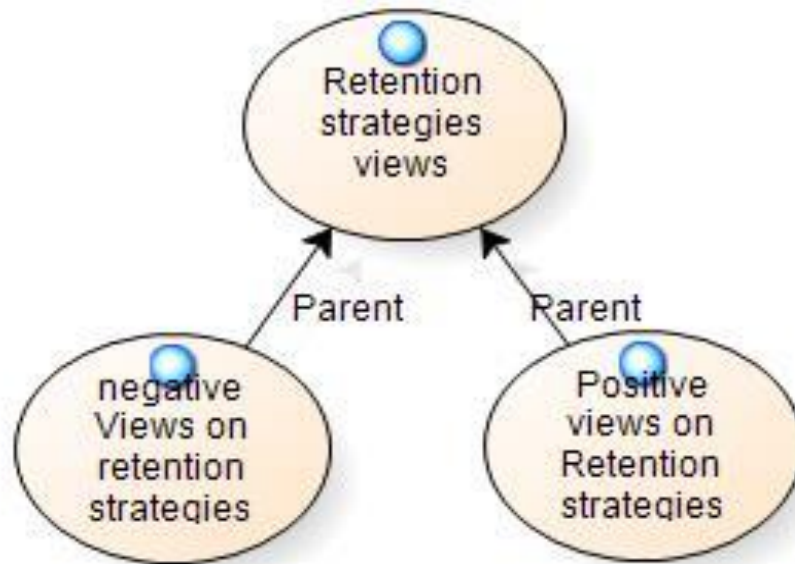


Fig 5.2 Model showing the two views of respondents held on retention strategies.

5.4.1.1 Positive Views of respondents

The positive views expressed by respondents shows the percentage of respondents who still believe the College is trying its best to retain academics, although they feel that more can be done.

The school of Accounting, Economics & Finance schools had few positive views than the school of Management, IT and governance, which had the most positive views expressed, while both the Graduate school of business and School of Law had no positive views expressed on the retention strategy in the college.

The views of respondents are cited below:

Positive views expressed by Respondent 11;

“I think they are fine, the university is really trying to retain their quality staffs, as well as other Universities or organizations staff turnover will always be there”.

Mixed view has expressed by respondent 11, after he defended the institution's retention strategy;

"I also think the university should scrap some policies, like the private remunerative work policy. (I can't do any private work for additional pay, if I don't meet certain performance indicators) that's discouraging."

Positive view as expressed by Respondent 12; *"My view is they are working, but there is room for improvement"*.

"For instance, the level of professor and associate professor, they are working, but if you are at the other level of junior lecturer, developmental lecturer they are some challenges. But if you look at it in another way, where you find people leaving constantly, you tend to conclude they are not working".

"I also feel that is not possible to have the same retention strategy for all levels. People at the senior levels at UKZN have been here for quite some time, so they know what they are looking for and maybe they enjoy what they are doing. I think for the junior lecturers I think maybe they need to make another set of strategies for them".

5.4.1.2 Negative Views by Respondents

The negative views expressed by respondent's shows the percentage of respondents who feel the college does not have a retention strategy to implement.

The school of Accounting, Economics and Finance had the most negative views, followed by the GSBL and then, both the school of management, IT and governance and school of Law were at par in terms of views negative views expressed. When viewed critically against the positive views, it signals an ineffective retention strategy at the college. The respondent's views are cited below:

Negative view as expressed by respondent 1: *"I don't think they use very many. The general sense is that they aim to make the workplace a satisfying work environment. One of the few that they use, as opposed to what they don't do. For instance, an academic that wants to leave is allowed to just leave the institution just like that. They don't really use any policy as regards that as codified in the policy. Speaking in the light of colleagues that left the institution, whom we thought were vital, and the asked them (university management) to make a counter offer to*

them to stay back, but were just left to leave. So for me, I think there are very few retention strategies that is used here, apart from the perhaps creating a satisfying work environment”.

Respondent 10 – Negative views; *“I don’t really see any strategy that they use. Although, I don’t have a good knowledge of the different strategy that they should be using, even if they use, is not working”.*

“A number of academics have left this school, when I joined this school, there was a lot of professors, but now we have only two. This signifies there is problem in the university. When you try to be internationally competitive, but you run a school like this, using junior staffs and few senior lecturers and professors and you are expected to produce PhDs and quality graduates. This is an indication that the strategy they are using or not is not working”.

Negative views as expressed by (Respondent 13);

“In my experience they do very little to retain their staffs”.

“Given what I have seen and the trend at which people leave I would say the strategies aren’t working because of some of the pressures the working conditions create. And am not sure the HR policies, are well designed to cope with being able to try and alleviate those pressures on academics. There has been cases whereby someone resigns because the HR could not match what they have been offered elsewhere, and then the people leave”.

Negative views as expressed by (Respondent 14);

“I am not aware of any retention strategy that UKZN uses for retaining its staff.”“Am aware they talk of paying above the prevailing market rate, but is not working, there is a high turnover of staffs”.

Negative views as expressed by (Respondent 4);

“In my opinion there is no retention strategy”, “If you look at the policies, the teaching norm, the promotion criteria, is as if the university designed it all to chase academics out of UKZN”.

Negative views as expressed by (Respondent 5);

“To my knowledge, I don’t think there is any working retention strategy in place, because of the equity strategy policy that the university employs”.

Negative views as expressed by (Respondent 6);

“I don’t think this institution uses any retention strategy”

“I can say to you a lot have left over the years since I have been here”

Negative views as expressed by (Respondent 7);

“In my view, for the school, I don’t think they have an effective retention strategy, because there are quite a lot that have left, during my short stay here”.

“At a point, we didn’t have anyone in one department to lecture, and some other large modules that requires two or three academics, were left with just one person to take it which was really tasking for the academic. There has been quite a number of staffs leaving, some leave for other universities, while some leave academics altogether. But most of them leave for other universities. So on that premise, I don’t actually think the school has any retention strategy”.

Negative views as expressed by (Respondent 8);

“I don’t know of any, the only one that am aware of is that when you try to leave, they discuss with you and try to renegotiate your salary package. There is actually no retention strategy”.

From the findings above, many of the retention strategies that can be used and applied were either not done or done haphazardly. The negative views surpass the positive views on implementation of the University retention strategies. This could possibly mean that they (academics) are not satisfied with retention strategies implemented or there is no adequate retention strategy in place at UKZN.

5.4.2 Compensation Strategy

The question on compensation strategy was asked in order to elicit information on how academics feel or perceive the compensation strategy in practice at the College of Law and management. The question asked was:

Question: What do you feel about the Compensation structure here at UKZN?

The responses on compensation were coded into two, views that feel that the compensation was competitive and those academics that feel is not competitive. The views are illustrated below:

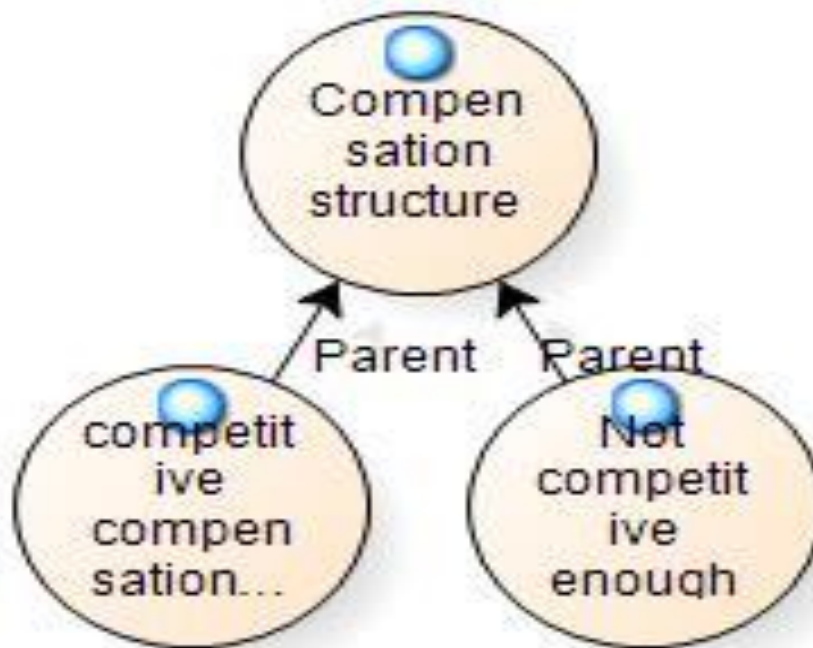


Fig. 5.3 Model showing the two views held on the Compensation strategy

5.4.2.1 Competitive Views of respondents

The competitive views of respondents show that some academics believe that the compensation management currently in place is competitive. This means they are satisfied with the status quo.

The views of respondents across different schools shows that some academics believe the compensation presently being paid is competitive enough for retention. The School of Accounting, Economics and finance had the most number of views that expressed that the compensation package is competitive, followed by the School of Management, IT and Governance, then the GSBL and the School of Law with the least number of respondents expressing satisfaction with the compensation package. The different respondent's views are reported below:

(Respondent 11) expressing his competitive view on the compensation structure at UKZN

“I think it is competitive to an extent. But the salary structure does not really attract new people to the university. Although, I don't know what other colleges are facing, this college is losing more than attracting.”

(Respondent 13) is of the view that the Compensation structure is competitive when compared with other institutions.

“The salaries I think are fine, but there are probably too many limitations regarding other private work one can do. There is supposed to be an understanding that as an academic or intellectual, which you can work or consult by the side, but here it is quite tightly structured and enforced over the last two years. These has stopped people from earning other money and equally engage in other projects. This has really increased turnover.”

(Respondent 15) is of the view that the compensation structure at UKZN is competitive.

“The compensation structure is fair”, “Of all the other jobs that I have done before, UKZN has been the best one I had”.

(Respondent 3) believes the compensation is competitive to an extent, but feels there is disparity between the compensation paid to the older academics and younger academics.

“The compensation structure is fair, but am also aware there hasn’t been a movement in salary or compensation over the past few years. But there are different salary scales that are not really fair to the older academics than the younger academics.”

Respondent 4 feels the compensation package is competitive to retain academics, but seems not happy with his.

“The compensation package here is quite ok compared to other institutions, but the problem is the two different conditions of service (the old conditions of service and the new conditions of service). I belong to the old conditions of service, whereby I am not allowed to structure my salary as some other lecturers in the new conditions of service would. I can’t do that because of the promised retirement benefits like post-retirement medical aid, and some other benefits. A new academic under the new conditions of service does not have those benefits, but can also structure his salary (determining how much i can contribute to medical aid, pension and other things in my salary).”

(Respondent 5,) believes the compensation structure is competitive.

“The compensation package here is quite okay”.

(Respondent 9)- believes the compensation structure is competitive for him.

“I don’t know if it is competitive enough, because, I haven’t worked anywhere else inside of South Africa. But I am comfortable with my salary”.

5.4.2.2 Not Competitive Compensation Views of Respondents

A certain number of respondents also believe that the compensation package for academics is not competitive enough to lead to retention of academic.

The School of Management, IT and governance had the most negative views expressed on the compensation package, this is closely followed by the School of Accounting, Economics and Finance, while the GSBL is third in the order of ranking of the views. The School of Law remains the least in their expression of non-competitiveness of the compensation package. The summary is that there are more respondents that expressed a non-competitive compensation view, than competitive compensation view. The respondent’s views are reported below:

The views of (Respondent 1), expressing his Not-Competitive view of the compensation structure.

“I don’t think so, I think is competitive for some, but what we find is that when people say they have been offered an amount at DUT we just say oh! It is too much for us. So I don’t think we are that competitive compared to other institutions around us. Perhaps, with the institutions that we ought to want to be competing with (the five research leading institutions), I think we struggle with them, but the rest, we are at least a bit competitive with them, although I don’t know the details”.

(Respondent 10) expressing his Not-competitive view on the compensation structure at UKZN.

“Many academics that have joined other universities, maybe they have joined them on other grounds, but compensation is one of the most important factors, it actually drives the turnover.”

“Many of the academics that left have joined other institutions, and few have joined the private sector which means the compensation package might not be the best here. I am not aware of the compensation structure elsewhere, but I have it on good authority that another close by institution has a better compensation package. Another thing is research, research is an intensive rigorous activity, which requires more time and more rewards, but there is not enough rewards. In other universities, they pay researcher up to fifty thousand, but here they just pay

eighteen thousand. Also in other universities, the money goes straight to your account, where you manage it yourself, but here at UKZN, it goes into your research account”.

(Respondent 12), expressing his view explicitly that the compensation structure here at UKZN is Not-competitive enough.

“A direct answer will be a ‘NO’. One major challenge is that we have two major pay scale: i.e. the Old salary scale and the new salary scale. There are pros and cons for each type of scale”.

“By and large the old salary scale is competitive with other institutions around Durban and KZN. The new salary package looks attractive, but when broken down, you discover that it is not competitive. Any new academic that joins from 2012, is automatically forced to use the new conditions of service, the old academics are given a choice or urged to move or stay with the old conditions. This situation might encourage people to move to other institutions”.

(Respondent 14), is of the view that the Compensation package is not competitive enough, when compared with other institutions.

“The compensation package is not competitive because of a number of parameters. These are things that incentivises academics, like publications and the research money accrued from the paper. UKZN is the least compensated in that aspect. In other universities, academics are directly paid there component of the subsidy that come from the state, but we get even less and we don’t even get enough into our pockets. I left this school today, that money is gone, I no longer have access to it again. These are some the things that make people demoralized at work. We also have a policy of private remunerative work: this policy states that any time you want to do any private work that will pay you by the side, the employee will need to inform the school management. All those things are not incentives, they are de-motivators. For me, in my view the salary paid to academics must be competitive. Sometimes administrative staffs earn more than the academics even with lesser qualifications”.

(Respondent 2) is of the view that the Compensation structure is Not-competitive enough by stating below that;

“Well, recently a colleague within the school left the school for UniZulu because; he was going to get a higher salary”.

“My friends at Durban University of technology, have confirmed that their salary are much higher for a similar posts here at UKZN”.

(Respondent 6) is of the view that the Compensation structure is not-competitive enough

“The answer will be a big ‘NO’. Some of the institutions around Durban, have attractive compensation packages, I believe that is one of the many reasons why most people leave and that is one of the reasons why I left”.

(Respondent 7), is of the view that the compensation structure is not-competitive enough to retain academics.

“In terms of compensation structure, I know people who left here to go to UniZulu or Wits, they have gone up in level and salary, and is those they were here at the same level (they left here with virtually nothing), this means their pay package is better than ours”.

(Respondent 8) - Not-Competitive enough

“I don’t think it is competitive. If you look at the salary scales, you will see that there is a huge gap that is there are few people at the top who earn more, while there are quite a lot of people at the other end. I don’t think that it’s fair. They are different and they overlap. For instance a lecturer collects from ten to fifty thousand, and a senior lecturer from fifteen to sixty-five thousand rand, the overlap goes all the way through. Essentially, you will be occupying a senior lecturer position but you will be earning a junior lecturer salary. It is like that because, there is no standard salary scale that is followed, and the decision to pay you such amount is determined by a senior officer (dean, professors.) in the institution and not by committees”.

From the above findings, the compensation package currently at the College of Law & Management is inadequate to satisfy academics to convince them to stay and attract academics. There are obvious disparities in the salary scales, which discourages some academics. Some of the academics are aware that their salary scale is much lower than other institutional contemporaries. There are also the issues of bonuses from publications, which academics don’t have access unless for research purposes. These points to gaps that leads to retention problems for academics.

5.4.3 Training and Development

The question on training and development was asked to elicit information on the training and development strategy at the College of Law and management. The question asked was:

Question: What is your perception about the training and development/ mentorship programs for academics at UKZN?

This question was meant for the respondents to talk about all the T&D programs initiative on offer, how effective and how frequent it is. The responses elicited different sub-themes on Nvivo. This is illustrated in the model below:

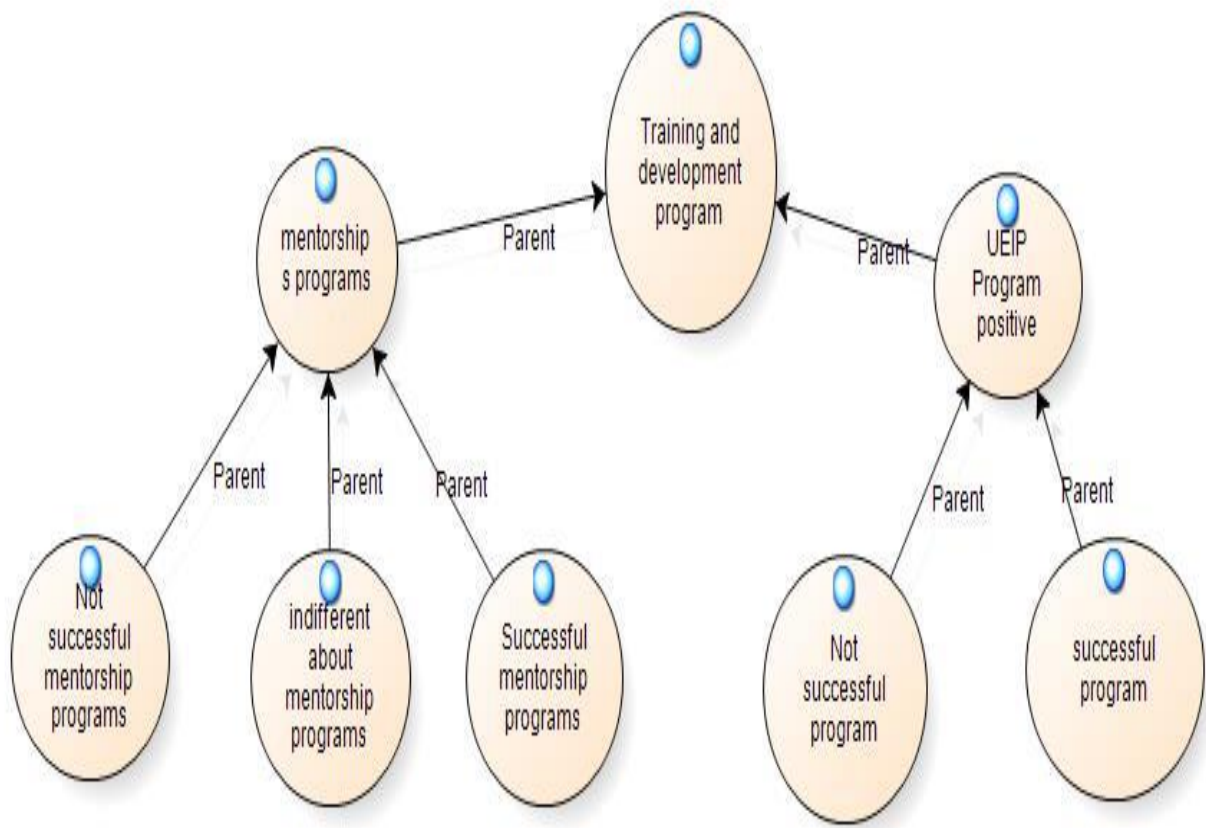


Fig. 5.4. The Model showing the views of academics on the training & development programs

The responses to the questions had sub-themes like the University Educational induction programs (UEIP) and mentorship programs. The UEIP programs has positive and negative views. The mentorship program too had three different views of “Not successful, indifferent and successful”.

5.4.3.1 University Educational Induction program (UEIP)

This UEIP program is a training program designed for every new academic in the University. It is not subject or college specific. There are different divergent views on it. Some academics see it successful, while don't see it as successful.

5.4.3.1.1 Successful UEIP views of Respondents

The respondents stated in the many interviews that the training program is good and should be sustained, but added that more training programs that are subject specific should be introduced. Nine of the respondents believe that the program is successful. Below is the respondent's view:

(Respondent 10) views appear to be indifferent with the training program, he is not sure whether to tag the programs as being successful or not.

“Training program am aware of is the University Education induction program, which is done in conjunction with the higher degree office, am not aware of any other training programs.”

(Respondent 11), views on the success of the Training & development programs

“It is working but it depends on the willingness of the academics to want to develop a career in academic. UKZN is more of a career developing institution, but if the academics is not thinking along that line, then it can't be forced.”

(Respondent 12), views on the success of the Training and development programs

“In terms of training and developmental programs of academics, UKZN will get a pass mark from me, because it is well structured.”

(Respondent 13), views on the Success of the Training program;

“The UEIP training programs is really good and helpful.”

“Our school equally introduces some short term trainings that are thought will be of good benefit for academics.”

(Respondent 2) views, show that the Training and development program was 'successful'

“The University Employee Induction Program, the university development academic program is compulsory and beneficial. New academics have really gained a lot from the UEIP programs.”

(Respondent 3), views shows the UEIP training & development program is a 'successful' program

“The training and development programs here is good, especially the UEIP, although they didn't need to force people, instead they should have just shown the benefits of the program and attach an incentive to it. For me, the UEIP was a very good program, it help me become a well-grounded academic.”

(Respondent 5) views show the UEIP training & development program is a 'successful' program

“The University Education induction program was quite successful, but more training initiatives should be included”

(Respondent 8), view shows that the UEIP Training and development program is successful;

“The school of law certainly has an enduring training program, an initiative started by us and enforced on all academics of the school, but the challenge is that there is a lack of support from the management of the university”.

(Respondent 9), view shows that the UEIP Training and development program is a successful program.

“There is also a UEIP training program is very good and effective for academics”.

5.4.3.1.2 Unsuccessful UEIP Programs

The views of respondents that are of the opinion that the UEIP training program has not been successful and should be done away with. Seven of the respondents are of the view that the program has not been successful. Below are the respondent’s views below:

(Respondent 1), views on the Not-Successful training programs

“It all depends on the individual, because there are quite a few courses being organized all the time, so it depends on the individual to try to identify which of the training program he/ she needs.”

(Respondent 10) views appear to be undecided here because, probably the training programs’ being offered is not what he/she wants or as contained in his/her personal development plan (PDP).

“There is a part where we fill the personal development plan in the performance management system, I don’t know if it has any purpose to it. It is more or less a tick in the box.”

(Respondent 14), views show that the Training and development program is ‘not- successful’.

“The university has put in place a number of short training programs, many of them are not targeted programs, they are predetermined in liaison with the service provider. If I wanted a particular skill I have identified outside of the predetermined modules, am likely not to get it. If I wanted to get a training or skill that I identified outside of South Africa that will help and support me and add value to me, am not sure I will get it.”

(Respondent 4) views shows the UEIP training & development program was not a ‘successful’ program

“The University Education induction program is the only thing, apart from that there isn’t any training program designed to help prepare you for your career. I have been here for fifteen years and there is no program, not even at the school level.”

(Respondent 5), view shows that the Training and development program is ‘not- successful’

“The problem is that it is so generic and does not benefit me as an accountant.”

(Respondent 7), view shows that the UEIP Training and development program is ‘not-successful’

“Honestly I don’t think there is a training program for academics in this school, the UEIP program does not necessarily answer your entire question that you have.”

(Respondent 6), expressed views show that he/she is indifferent on the Training & development program on offer at UKZN.

“There are quite a few training programs lately that one might say is good, while some will say is not so much applicable for me”.

The University education induction program is successful going the by views expressed by the academics in the College. They also added that more innovative training initiatives should be included for the development of academics according to their various schools.

5.4.3.2 Mentorship Programs views of Respondents

The views of respondents on the mentorship programs was sub-divided into three (3). Successful mentorships, Unsuccessful mentorships and the indifferent responses from respondents.

5.4.3.2.1 Successful Mentorship Programs views of Respondents

The successful views were mainly from the respondents that had a functioning mentorship program in the School. The School of Law is the only school that has a formal structured mentorship program. The other schools appear not to have a structured mentorship program, the respondents that expressed positive views from the other schools confirmed they did it out of their own choice. Below are the views as reported:

(Respondent 3) views show that the Mentorship program is a ‘successful’ program;

“Mentorships is only for developmental lecturers and then in our school we do it for research, for example junior academics are thought on how to write articles. But sometimes mentors must

also be motivated to help so it doesn't feel it's forced on them. There is no formalised mentorship program for lecturers.

(Respondent 7), view shows that the Mentorship program is successful;

"We do have programs that train academics for researches, for teaching and also mentoring. Here certain senior academics will take it upon themselves to mentor junior academics on how to do research, teaching and how to set exam papers".

(Respondent 9), view shows that the Mentorship program is a successful program

"There is a mentorship program for publishing at the school level, and for conducting research."

5.4.3.2 Unsuccessful Mentorship Programs views of Respondents

These are the views of respondents that believe that there is no formal mentorship programs or if there is, it has not been successful. Six respondents confirmed that the mentorship programs have not been successful. Reported below are the views of respondents:

(Respondent 14), views show that the Mentorship program is 'not- successful'.

"The mentorship programs is not well coordinated, no structure and not formalized".

Respondent 1), views on the not-successful mentorship programs

"There is also a fair amount of mentorship, I think it still here, though a bit scattered perhaps, in the past four or five years ago the focus has been on performance management systems".

(Respondent 11), views on the not-successful mentorship programs

"The people I mentor is done out of my own desire, the school management has not formal mentoring program, thus there is no external incentive for mentoring".

(Respondent 2), views show that the Mentorship program is 'not- successful'

"What incentives are there in place, no remuneration, no recognition at all, there is equally no formal structure that instructs you to mentor a junior lecturer? Most students that I have mentored have gone on to be developmental lecturers, and are now colleagues, this is done out of goodwill".

(Respondent 5), view shows that the mentorship program is 'not a successful program':

"The development lecturers have been complaining that they don't have mentors to mentor them, and those that have, the mentors are not available or always on ground to support them. For us the lecturers there is no incentive for us to take up a mentorship program, except for

your PhD and Masters supervisors that continue to be a mentor for you there is no structured program on ground to carry out mentoring”.

(Respondent 7), view shows that the mentorship program is ‘not a successful program’:

“I don’t know, if there is any mentorship program on ground, and I don’t have any mentor”.

5.4.3.2.3 Indifferent on Mentorship Programs views of Respondents

Some respondents were indifferent on the mentorship programs. They could not confirm if the mentorship program was successful or not. Below is the respondent’s views:

(Respondents 10), views were indifferent about the mentorship programs at UKZN.

“I don’t have any experience of mentorship, neither have I mentored any one. Am aware some lecturers have started mentoring some developmental lecturers”.

(Respondents 12), views show he/she is indifferent about on the success of the Mentorship programs

“For mentorship, the new concept of ‘developmental lecturers’, I think University wide, the general comments will be its working, but in different schools there are few challenges that still needs to be sorted out. It is still an Informal program structure without any incentive”.

(Respondents 13), views appear to show that he is ‘indifferent’, and undecided to state whether program is ‘successful’ or ‘not successful’

“I don’t have a mentor, but I have four mentees’ who are historically my students. But it’s up to me to determine the mentoring structure; there is no formal structure or consistent mentoring program on ground for us to follow”.

From the above views expressed by the respondents, show that mentorships programs at the College of Law and Management studies were not structured or formalized, therefore not successful. Although the School of Law has a successful mentorship program, mentorship programs needs to be motivating for a successful implementation and for it to attract young academics.

5.4.4 Academic Workloads

The researcher aimed to elicit the effects of workloads academics face and how it influences retention puts the question on academic workloads forward. The question:

Question: How flexible do you think the workloads are, to discourage turnover intentions among academic staffs?

The views from the respondents were divided into three sub-themes, as illustrated below:

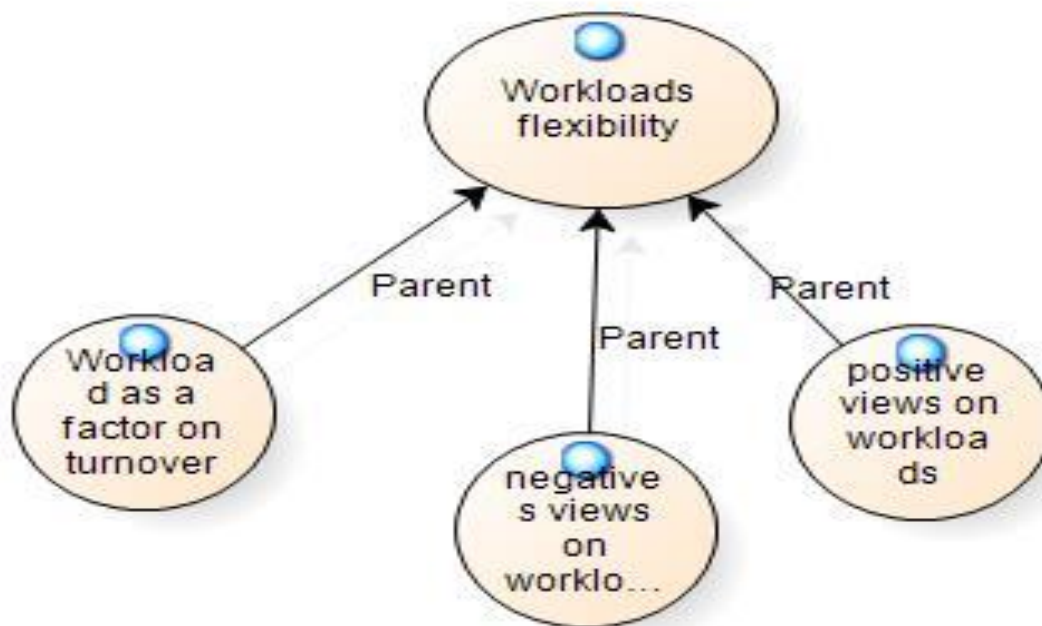


Fig. 5.5. Model showing the views of academics on workloads

The model above shows all the views (positive, negative and workload as a major influence of turnover) as expressed by respondents.

5.4.4.1 Positive views of Respondents on Academic Workloads

The positive views on workloads expressed by academics are cited below:

Respondent 1) Positive views

“In my view, where I think the weakness in our systems, is that the university use a one-size fits all workload paradigm, 40% of your time teaching, 45% research. Generally speaking, there is a guideline where you have to work within them, but the latest teaching workload model that we now use has a strong quantitative teaching model. You got to do 810 hours of teaching because you have to do 40%, while those that did more than 810hrs had to reduce it to 810.”

(Respondent 12), positive view

“In my view, I think is fair to have a balanced workload for all academics. For instance: if you take it up, the load does not count for you. Broadly speaking, it does even out and spread workload among lecturers, so everyone will pull his or her weight in the department.”

(Respondent 9)- Positive views

“I don't think the workloads encourage turnover intentions, am coping very well with it”.

There are few respondents that expressed positive views on the workloads that academics are assigned.

5.4.4.2 Negative Views on Academic Workloads

Below are the negative views expressed by respondents as cited:

(Respondent 10), Negative view

“workloads is a big problem in this school because, staff leave continuously from time to time and the students are left for the remaining staffs to take up, in addition to his own teaching workload, “I think it is too strenuous, we are expected to teach, supervision at the same time we are expected to research. The academics that I know that have left the institution have complained that they can't cope with the policy expectation.”

(Respondent 13)- Negative view

“I think is very discouraging in terms of the enormous workload. Am yet to see any academics who have not complained of the workload in the past two to three years.” “I presently have a project at hand that I manage that cost millions of rand, I have lots of students to supervise for masters and PhDs, equally I have postgraduate diplomas to teach and supervise, and still expected to publish two articles a year.”

(Respondent 14)- Negative views

“In some cases the workload is not even, not equitably distributed, in other cases, some people are underperforming”

(Respondent 2)- Negative Views

“The university has quite a strict policy on academic workload which are quite rigid than many high institutions.”

“So our academics are still expected to fulfil their teaching commitments as well as the research. The university has brought in a university workload framework, an online teaching workload system, where your teaching workload is captured and is both your supervisions, consultations, assessments”

(Respondent 3)-Negative Views

“I think is not too flexible at the moment, because you have to teach 810 hours and you have to publish one article per year, also you have to do community service and stuff”.

(Respondent 7)-Negative views

“Workload is not flexible, it doesn’t take into how much we do, and we in this school have been fighting for a review since last year.”

(Respondent 8)- Negative views

“It is unbearable; it is taken in the context of the expectation from the University.”

“I struggle to come to cope with the workloads, because I don’t only have to bother about research, I have to think about if it will make money for the university, so if the couple that with the teaching loads.”

(Respondent 5)- Negative views

“There is need to rework the system to suit the school, it is too rigid and tough”.

More respondents expressed negative views on the question of academic workloads influencing turnover intentions. When compared against the positive views expressed, it shows the imbalance on the workloads assigned to academics.

5.4.4.3 Workloads as a factor affecting turnover

Some respondents stated categorically that academic workloads were a major factor that led to turnover intentions among respondents. All of the academics in the School of Accounts confirmed that their workloads are a major factor for turnover intentions. Cited below are the respondent’s view on the question asked:

Respondent 1-Factor of turnover.

“I think is a huge contributing factor to people leaving or staying, i think it might be for some, because most times if they don’t publish, they continually get letters of warning that reduces their morale, some get disgruntled, while some leave entirely”.

(Respondent 4) -Factor of Turnover

“It does encourage turnover. There is need to rework the system to suite the school. The whole policy of the University is a top-down approach”.

(Respondent 6)- Factor of turnover

“It is too much, so there is no flexibility in the workloads and for people that can’t cope do leave the system, so yes workload is a factor”.

From the findings above, academic workload is obviously a major factor that influences academics intentions to leave. The number of responses that stated it is a negative factor that enhances turnover intentions is more than the positive’s.

5.4.5 Recognition Program as a Strategy

The question on recognition aimed to derive if recognition programs were in place in the college for proper recognitions of academics.

Question: Are there any staff recognition programs in practice at UKZN?

Question: Kindly briefly tell us your experience of a staff recognition program you have been part of?

The responses from the question elicited two sub-themes on recognition programs. The model below illustrates the theme and sub-themes:

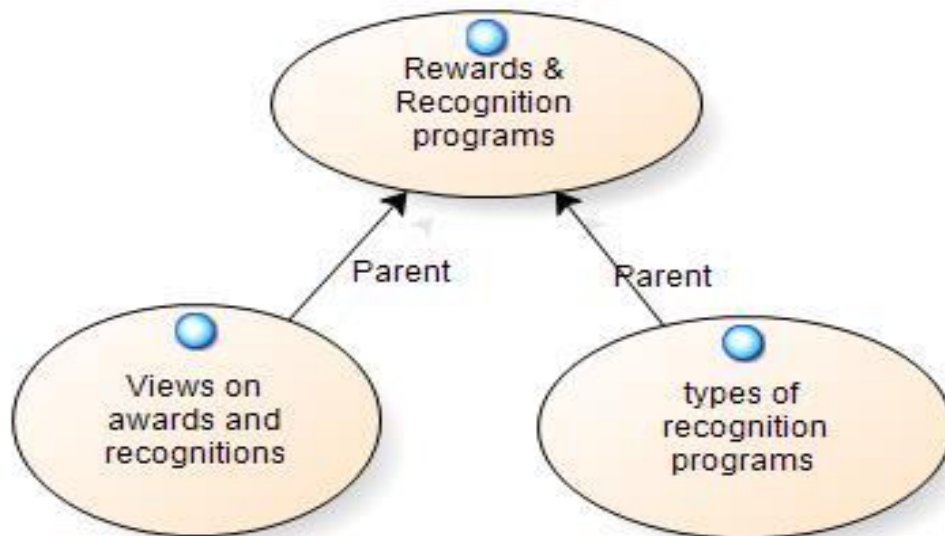


Fig: 5.6 The Recognition Model according to the views of respondents

Most of the respondents expressed unsatisfactory remarks on the recognition programs in the College. This is highlighted in the views below:

5.4.5.1 Views of Respondents the Recognition Program

Blow are the views of respondents on the state of the recognition programs at the college:

(Respondent 1)-Views on the rewards programs

“The general recognition is quite high for the top people. The college should start awards for recognition.”

(Respondent 10) -Views on the rewards programs

“Last year awards were given based on published and number of cited articles by other academics. Recognition for academics is based on researches and sometimes teaching. They have now introduced teaching portfolio evaluation”

“The promotion criteria is very stringent and unrealistic that is one of the problems why the school has been unable to attract any academic, because they look at those criteria, and reject all good candidates that are expected to come in”

(Respondent 11)-Views on the rewards programs

“There are performance bonus, if you are willing you will get it, I believe is in the mind.”

“The school uses the performance management system. The PMS calculates all your weighted average taking into consideration all your (KPI).”

(Respondent 12)- Views on the rewards programs

“I will say, there are recognition programs but they are largely informal, and not for academics.”

(Respondent 13)- Views on the rewards programs

“There is really no recognition or awards that you get at the school level, you also have to formally apply for promotion and motivate that you deserve the promotion, and it’s quite a difficult process. There are no awards at the school level. Informally, I get a lot of support from my head of school. The awards I have won with my project were external awards, and the school are normally proud of it, but that is all there is. The recognition and awards at the school levels are all informally done.”

(Respondent 14)- Views on the rewards programs

“There is no recognition for academics, but last year they introduced best publisher, best researcher, and best teacher at the college level, not at the school level.”

(Respondent 2)- Views on the rewards programs

“Yeah, there is recognition for highest performing researchers, (the research office) also at the college level. And since last year the college of law and management after our recommendation

has put in place recognition at an annual function which take place once a yr. This is done for researchers at each level, i.e. lecturer level, senior lecturer level, etc. - highest performing lecturers.”

(Respondent 3) - Views on the rewards & recognition programs

In my college, awards are given to the best researchers, best supervisors awards, etc. But it is a college wide thing not being brought to the school, so a lot of people feel it is unattainable, especially the distinguished teacher awards most people like me feel “I can never get there”, it needs to be brought down to the school level.”

(Respondent 5) -Views on the rewards programs

The awards programs for the school are on ad-hoc basis. The university has no ready funds for these programs. For instance, I did an intervention of some awards programs, but, it is not certain it will be sustained for next year.

(Respondent 6) - Views on the Rewards & Recognition programs

“I can’t think of any. I understand there was one not for academics, but support staffs, at times, academics should be appreciated for job done, this can be done by putting in place petty things, which go a long way to motivate staffs intrinsically.”

(Respondent 7)- Views on the Rewards programs

“There is no formal program recognition or awards at the school level.’

(Respondent 8)- Views on the rewards programs

“Recognition and rewards are not existent. The rewards and recognition exists only for professional services, and maybe the long service awards, which has been there for a long time. But for rewards for routine jobs done, is unlikely, why because the university has put the bar beyond the reach for everyone.”

“The university has certainly made provision for recognitions, but the criteria being used are not attainable.”

(Respondent 9) - Views on the rewards programs

“There are no recognition awards at the school level”.

From the cited extracts of the transcript on recognition programs, the common feeling among respondents was that not enough was being done by management or UKZN-HR in recognizing

academics for jobs done. Below are some suggestions on recognition programs that could be adopted by management.

5.4.5.2 Types of Recognition Programs

Some of the respondents suggested to management some recognition programs to put in practice that will be beneficial for academics. The below are the views expressed by respondents:

(Respondent 7)- Participant 12- Views on types of rewards & recognition programs

“I think people get emails when there is a board exam, and another time, was when a colleague got her PhD, she was sent a mail and congratulated.”

(Respondent 3)- Views on the type of rewards & recognition programs

“This way people can be recognized either in their disciplines or in the school and fed up to the college awards either putting people up into pool. It can be a certificate, or just a token bonus.”

(Respondent 12)- Types of rewards programs

“School level there might be a need for awards for best researchers, teachers and etc.”

(Respondent 1)-Types of rewards programs

“There is the new 360 evaluation policy, which has just been introduced. A pilot program was run early this year, where academics have been recognized by their colleagues, the comments were a good motivation for me, because it came from people I worked with.”

The major complaints were from the school of Accounts, Economics & Finance, that academics were not dully recognized for their hard work and thus don't get promotions like other schools. Others respondents suggested recognition programs should be assigned to line managers, because they will identify and know when and who to recognize.

5.4.6 Other Findings from Respondents

5.4.6.1 Respondents views on causes of turnover intentions

The researcher also asked every one of the respondents to state in their own view.

Question: What they feel are the reasons for turnover?

Question: Why they feel academics like themselves are having turnover intentions?

The Model below illustrated the different views on the causes of turnover intentions among academics:

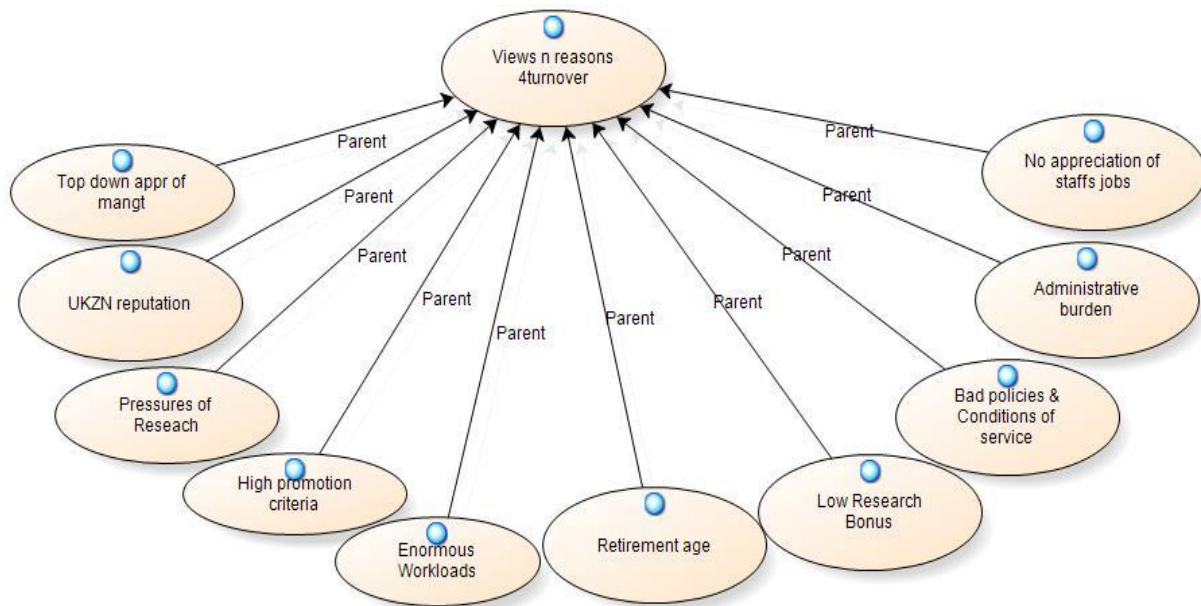


Fig. 5.7 Model showing the different views of respondents on the causes of turnover intentions

The model derived from respondents revealed multiple sub-themes that were raised as some of the reason for the turnover intentions among academics in the College of Law and Management studies. Below the model is explained in detail:

Firstly, a top down managerial approach where management rule is the utmost policy is to be obeyed is said to be one of the reasons for high turnover amongst academics, this view is said to be held by four respondents. Most respondents stated they are not consulted before decisions are taken on them. In addition, the UKZN brand reputation is said to be decreasing, this is another reason why many academics leave, some of the academics stated that they are not willing to let their wards come study at UKZN. Moreover, the pressure of research is another major problem that turnover keeps increasing. Almost all the respondents are of this opinion. In other words, administrative tasks burden on the academics have increased because of the few support staffs that can be retained because of the labour law act in retaining contract staffs. According to academics, administrative tasks has eaten into their time for teaching and researching. Although, UKZN places much emphasis on research, it pays a very low rate for

research bonuses. Many of the participants are of the view that for them to churn out more research papers, they should be well motivated. Not only that, they should be paid into their personal accounts and not the school call centre.

Secondly, the stringent promotion processes at UKZN is another important reason for the high turnover amongst academics. Some respondents stated that there is simply too many hurdles to cross to get promoted. Some academics in the school of accounting, economics and finance in the college stated that there has been no promotion for the past 10 years. Similarly, enormous workload is the single most important cause of turnover for academics according the academics at UKZN. It was always the first answer when questions asked on the reasons for the high turnover. As if that was not enough, the retirement age of academics at UKZN is sixty (60) although, the process to review it higher is underway. Many good and key academics have been lost because of the retirement age.

Lastly, bad policies and poor conditions of service was echoed by most of the respondents. They stated that most of the policies were not well thought-out before being implemented on academics. Most decisions were taken without any input from the academic representatives. The “private pay remuneration policy” was a case in point that was dully pointed out by the participants. In the same vein, many of the participants were of the view that their efforts are not appreciated and are not dully recognized.

In summary, the above reasons represent the different views of respondents on what could be the cause of the high turnover at the college and UKZN in general.

5.4.6.2 Suggestions for academic retention from Respondents

During the interviews the respondents were able to suggest for UKZN-HR on how best to retain academics in the College. The model below illustrates the suggestions:

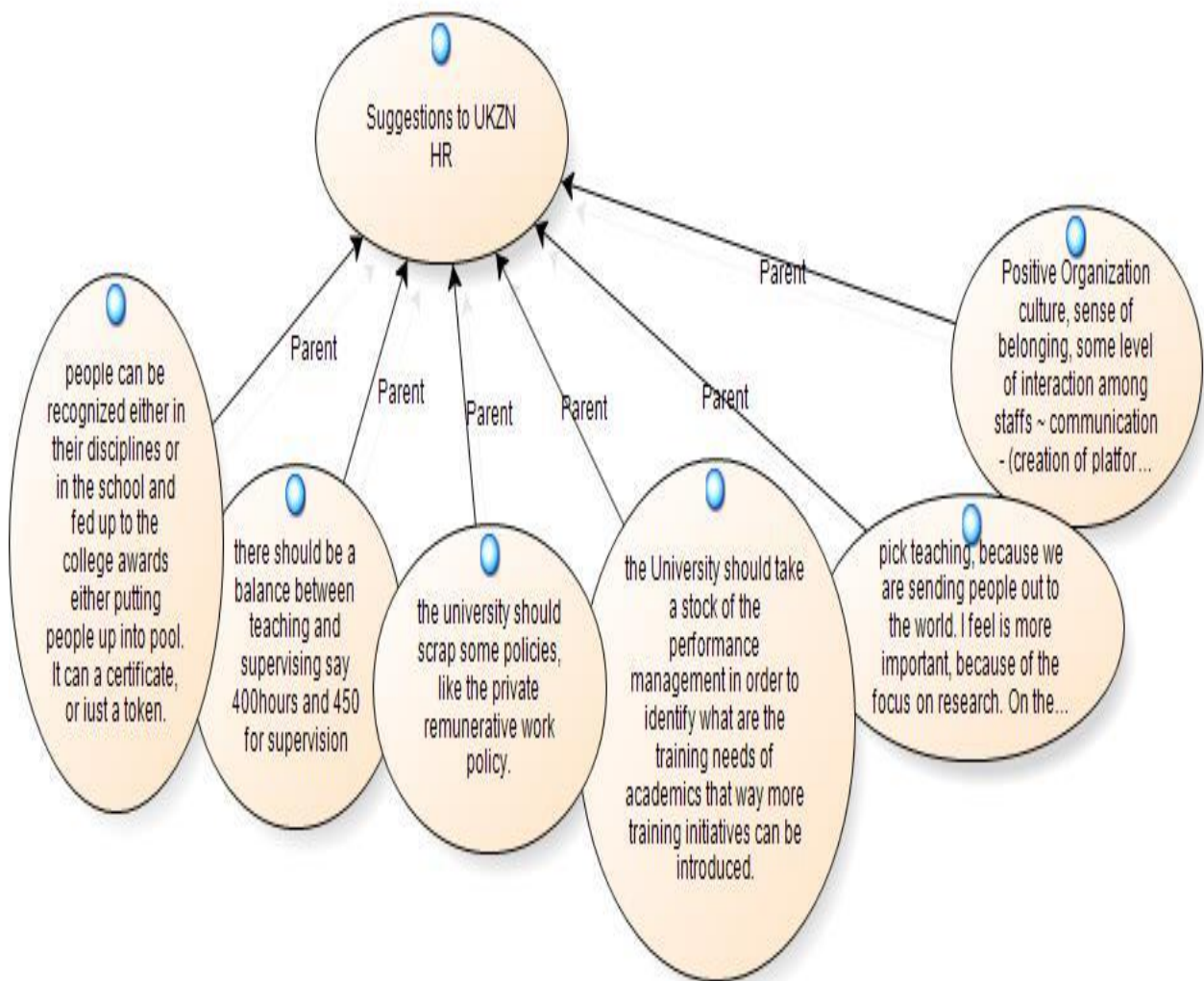


Fig. 5.8 Conceptual model of suggestions from respondents to UKZN-HR.

The above model of suggestions is discussed in detail in the next chapter on conclusion.

5.5 Summary of the integrated talent management policy of UKZN

Below is a review of the Integrated talent management policy of UKZN. The researcher identified four prevalent factors of employee retention and analysed the document under them. The factors are Compensation, Training & development, Academic workloads and Recognition. The document is briefly discussed under this headings:

This document is a 14-page policy document with reference number (Ref: CO/04/0512/11), put in place to serve as a framework to guide in the implementation of retaining both academics and

non-academics at the University of KwaZulu-Natal. Evaluations are done bi-annually: the first at the middle of the year, the other at the end.

Reviews: *(Evaluation of every six months might not have the desired retention impact by management. A good number of academics could have resigned before the time for evaluation is due.)*

Compensation: Apart from salary, performance bonuses are paid according to individual performances and rating. The University has a right not to pay performance bonus if there is no funding or no increase across the institution. There is a benchmark for financial institutional performance before the bonuses can be activated.

Reviews *(compensation offers are made based on available funding. Because, of the fierce competitions for talented staffs, the leading organizations go to major lengths to convince their talented employees to stay. There could also be additional incentives to encourage individuals to achieve certain goals. If compensations packages rely only on the status quo, employees with time will have turnover intentions.)*

Training & development: Article 5 on ‘Purpose’ (see appendix G), is to ensure development and learning experiences to increase competencies across all levels, this is to make them perform well, both personally and for the institution. All academic staffs are mandated to complete a university induction program-80 hours. long which can be spread for up to two years. Talent development strategies; listed to be used are coaching and mentoring (if it doesn’t work, then counselling), Training courses (workplace skills plan) this requires regular publishing articles for promotion, On-the-job experiential learning, this involves different and specific interventions (job rotations, strategic projects, international projects, shadow roles, etc.) or stretch assignments could be given to the academic staff, deployment to large or strategic projects.

Reviews: *(The training and development initiatives should be commended. There are very many other initiatives that is inherent in the policy that should be implemented. The mentoring program can be formalized and incentivized to make it more efficient.)*

Academic workload: Point 4 (principles) see appendix G, states that assessing performance will be based on evidence and measured against benchmarks, which will be assessed periodically for progress reports. Academics will be assessed on three (3) basis; through the

performance management systems, a (360) degrees leadership assessment result and a personality profile.

Rewards and Recognition program: Page 3, fourth point profess to provide a good enabling environment that will motivate, recognize and reward good talent. Academic staffs will have their promotion processes include the progress report of their development activities at every stage of their academic life. If they have satisfied all required, then they can apply for promotion.

Reviews: *(The recognition process of promotions needs to be applied for before promotion is done. Even if the staff is due for it. Some academics may feel aggrieved with the systems and will not apply. This will cause dissatisfaction among academics and subsequently lead to turnover intentions. Individual informal recognitions initiatives can also be put in place to encourage up and coming academics.)*

Talent forums were set up to identify and manage talents in the different colleges and schools. They are scheduled to meet twice in a year to review performances and identify new talents, also to propose new action plans and successions deployments with the college and schools.

In terms of talent development efforts, talent pools were set up to build internal capacity. Line managers are expected to support and guide identified talents to ensure development.

Funding for training and development interventions are subject to availability and funding from government (SETA) and The institution. Every academic budget has to be planned (Personal Development Plan) and budgeted for.

In summary, this document shows that the University of KwaZulu-Natal has a codified retention policy. A careful review of the UKZN, integrated talent management policy shows that it has the required basics needed in order for retention of academics. The policy is reviewed in the light of the four research objectives of this study, themed into Compensation, Training & development of academics, Academic workload, and Reward & work recognition.

The retention policies of compensation, training & development, academic workload and recognition programs will help in no small measure to reduce, if not eliminate the problem of turnover intentions among academics. It is not enough for an organization or in this case higher educational institutions to have the best policies or strategies and believe everything will fall in place, human resource departments and line managers of employees have to ensure proper implementation of the policies.

Employee retention efforts are geared towards preventing employees from having 'intention to leave', as well as reducing turnover of academics. A high turnover rate of employees portends grave and dire costs for HR and management of organizations.

5.6 Conclusion

In conclusion, this chapter presents and analysed the data obtained in the study. The results were analysed using the interview questions and responses from the participants in the study. Interviews were recorded and transcribed by the researcher himself and exported into NVIVO qualitative data software (QSR international version). The researcher then coded the data into themes guided by the research objectives. Nvivo coded models and extracts of the transcribed responses were used for describing and analysing the data collected.

The analysis of the qualitative data showed that retention strategies at the College of Law and management studies is not structured or formalized. Four crucial retention strategies identified in the study are identified below:

Compensation package could be used strategically for retention; the above analysed data shows that compensation package at UKZN is not used strategically. By juxtaposing, both competitive and non-competitive views, the findings revealed that the compensation is not competitive enough to retain academics. There is need for a review of the compensation package for academics in the college.

Similarly, comparing the findings with the integrated talent management policy framework (see appendix G), salary compensation is guaranteed, although there are performances bonuses which are only paid if funding is available. It could be withdrawn any time, even if an academic is qualified for it.

Furthermore, training and development has been successful and commendable. This is according to the findings. Although, the UEI Program has been successful, but can be improved upon and more training and development initiatives should be added. Special module trainings for the different schools was suggested to be introduced. Mentorships programs have not been successful in three of the schools, except the school of law. Mentorships programs are not structured or formalized in the college.

In addition, comparing the findings with the integrated talent management policy (see appendix G), there are many training initiatives on offer to choose from, these are: mentorships, job-rotations, publishing articles training courses, postings to strategic projects, special assignments

and shadow roles. These training initiatives when implemented and monitored can help with retention of academics.

Moreover, academic workloads findings revealed that workloads is one of the major causes of intention to leave by academics. The figures above affirm that academic workloads is one of the major cause of intentions to leave.

In the same vein, comparing it with the integrated talent management framework (see appendix G), which requires that workloads are measured against standard benchmarks (performance management, and (360) degrees leadership assessment result and personality profile). These benchmarks might need some reviewing if they lead to more intentions to leave as the findings suggest.

Lastly, recognition programs have not been satisfactory in the college according to the findings in the study. Academics have complained that promotions have not been consistent and academic are not recognized and appreciated for their efforts. The complaints have been majorly from a particular school. The academics also stated that the performance management system does not capture all of their workload figures.

In comparing with the integrated talent management framework (see appendix G), promotion requires fulfilment of certain criteria and has to be applied for. For recognition programs to be effective, it needs to be consistent, regular and fitting to the action.

Conclusively, the results show that the implementation of retention strategies at the University of KwaZulu-Natal, is not coordinated and will not achieve the desired goal of retaining academics as expected. The study also revealed that although, there are strategies in place meant to curb intention to leave, there is still an increase in the number of academics that intend leaving the institution. The study gave a deep insight into the different factors that affect employee retention. However, it proposes a conceptual alternative set of retention strategies, ranging from: compensation management, training and development initiatives, academic workloads and recognition programs all implemented one after the other.

The next chapter presents a comprehensive discussion of findings, conclusion and recommendations based on the research questions and objectives as well as other empirical studies.

CHAPTER SIX

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

6.1 INTRODUCTION

This chapter presents a discussion on findings presented in the data analysis chapter, in relation to the study's objectives as well as the research questions, which were formulated from the problem statement. The discussion presented will look at how the findings corroborate with previous literature on retention strategies and its relationships with employee retention efforts in a higher educational institution.

The purpose of this chapter is to verify if the research objectives of this study have been achieved or not, and show if the answers have been provided to the research questions. This chapter also stated the limitations faced in the study as well as the significance of the study, thus providing recommendations and suggestions for future research.

The goal of this study is to explore the employee retention strategies at the University of KwaZulu-Natal and provide a working framework of retention strategies to retain academics at UKZN. To achieve this goal, the following research questions were posed to participants: (1) How compensation influence academic staff retention at UKZN - this question is aimed to know if the compensation package at UKZN influences academic staff retention. (2) How effective are training and development programs on staff retention at UKZN – this question sought to know if training and development programs have been effective enough to retain academic staffs. (3) How does academic workload influence staff retention at UKZN- the question tends to establish if there is a link between academic workload and staff retention at UKZN. (4) How does work recognition influence academic staff retention – the question aims to elicit if work recognition has any influence on academic staff retention at UKZN.

6.2 Discussions in relation to research questions and objectives

The research questions and objectives were formulated to link with each other, such that when the question was answered, the objectives were met simultaneously. Discussions on the findings as it relates to the research questions and objectives are presented below.

6.2.1 Research question one – How does the compensation systems influence academic staff retention at UKZN?

The question sought to know if the compensation structure at UKZN was enough to influence academics to remain with the institution. The findings showed that the School of Accounts and Economics and Finance had the highest number of views followed closely by the School of Management, and then school of Law, the Graduate School of Business and Leadership (GSBL) has the least number of views respectively.

For non-competitive compensation package, the School of Management, Information System Technology and Governance stated that the compensation package is not at all competitive against other institutions and its contemporaries. This is closely followed by School of Accounts, and Economics and Finance, GSBL, and the School of Law has the least number for non-competitive views. Therefore, the findings showed that the compensation structure currently being used at UKZN is not competitive enough with other universities among its peers. This finding answers the objective of “examining the influence of compensation structure on academic staff retention”. This objective was to test if the compensation package influences staff retention. The influence of the compensation package on staff turnover was high according to the findings. More academic staff were leaving mainly because of the non-competitive compensation package they earn as academics. This means the compensation structure at UKZN has a strong influence on staff turnover.

This research question is similar to the question asked in a study by Grobler & Niekerk (2015), where they sought to know the factors that determine employee retention. The study used the Price and Mueller’s model to investigate the factors that leads to turnover among academics. The study by Grobler and Niekerk, (2015), corroborates the findings of this study by establishing that pay or sufficient compensation help to reduce turnover intentions among employees.

In addition, Chan and Kuok (2011), as well as Swanepoel et al. (2014), also agrees that compensation has a big influence on employee retention. As such, they suggest that compensation can be structured with performance of employees in order to have a positive influence on retention. Taylor et al., (2001), also alludes that compensation can be used (structured) strategically to increase staff morale or targeted at reducing staff’s intentions to quit. Milkovich et al., (2011), also considers pay or compensation as the most important of all types of rewards when trying to retain employees. In essence, management can tailor the compensation packages according to the department or modules.

Based on the thematic analysis of the results and the findings from the literature, buttress the importance of compensation on employee retention, and therefore needs a review for it be effective to reduce or eliminate employee intentions to quit at UKZN.

6.2.2 Research question two – How effective are training programs on staff retention?

This question sought to establish if training and development programs have been effective enough to retain academic staffs.

The findings revealed that there were different views: some praised the training initiative, while some disagreed. The number of academics that applauded the training program was more than those that disagreed, but some respondents were indifferent with the program. When asked if it helps academics to stay, more academics stated the program was motivating for them, but that some more training initiatives can be added for improvement. This means that the training and development program is still commendable to an extent, however, it needs some fine-tuning on the modules regarding some schools.

As regards the mentoring program, the results from the findings show that mentorship programs were not formally structured by HR. there is no incentive or motivation for any employee that engages in it. Although, a particular school has a mentoring program, which has been helpful for its academics, the other schools do not have, thus the increase turnover intentions from the other schools.

There are many other training initiatives as identified in the ‘integrated talent management policy framework (see appendix G). Perhaps if the other training programs in the talent management policy were implemented and targeted to academics, it might reduce intentions to quit among academics.

The findings further revealed that the main training and development program at UKZN is the University Education Induction Program (UEIP), which is compulsory for every permanent academic. Although most academics interviewed were satisfied with the UEIP program, however, some academics still see it as irrelevant to their discipline. Most of the academics in the school of Accounts, Economics and Finance do not see the relevance; as stated “it doesn’t answer their questions”, “*it is too generic*”. For other specialized training programs, academics are not expected to request for further training program or initiative outside the one the school provides. If the requests are granted, the cost will be borne by the academics that requested for it and not the institution. As regards mentorships at UKZN, it is an informal program that is not

structured and not monitored by HR or management. Thus, there is no incentive for mentors or mentees. Nevertheless, senior academics have taken it upon themselves to mentor junior academics out of sheer desire to impart knowledge.

Moncarz, Zhao & Kay (2009), stated in their article that investment in employees is one of the most important when an organization is trying to improve retention. Training and development of employees is germane to retentions. In addition, Robinson and Barron (2007), in their efforts to support the premise of investing in employees, argued that deskilling with standardization at the workplace leads to low job satisfaction and lack of employee commitment to the organization, this ultimately leads to intentions to leave. The above studies correlate with the findings that, the training and development programs at UKZN is important, as academics appreciate all efforts to boost their careers. This explains the positive and success views from academics on the UEI Programs. For any management or HR of institutions that does not place investments in developing their employees as a priority will most likely not be successful.

Winefield, Boyd & Saebel (2008), believe that mentorship programs need to be infused with stated objectives, should have a feedback system, this will provide a platform to build enduring relationships with the organizations, thereby fostering foundation for retention. This study stresses how mentoring should be done to achieve the desired aim. Lam et al., (2002), also stressed the important role of training and mentoring, which motivates employees to stay rather than leaving. The studies by Lam et al. (2002) and Winefield et al., (2008), assigns the responsibility to UKZN-HR to formally include the mentorship program in the academic performance management system, this will help make it a formal and motivating program for academics and reduce turnover intentions among academics. Handy (2008), also adds his voice, stating that organizations that adopt a culture of training & development and as well innovation as a strategy will not have problems of attracting and retaining its workforce. The literatures cited above helped to portray the importance of training and development for employees and management of institutions to help stem the increasing turnover of academics.

Based on the above premise, training initiatives by employers help employees build their careers and fosters loyalty and commitment to the organization. The researcher upholds that if the culture of training and development is maintained and improved upon, intentions to leave will be reduced.

6.2.3 Research question three - How does academic workload influence staff retention at UKZN?

The objective was to know if academic workload leads to staff turnover intentions. The views expressed were divided into positive and negative views. Positive means the workload was flexible and manageable, while negative means that the workload was not flexible. The number of negative views more than doubled the positive views.

Furthermore, academics were also asked if workloads lead to turnover intentions among academics, more than half of respondents confirmed that their workloads were much and might possibly lead to turnover intentions. This means workloads at the College of Law and Management studies was not flexible. Almost all of the academics interviewed complained that their workload is not flexible and for some “it is unbearable”. The workload includes teaching, supervising, writing research and producing two to three publications yearly and consecutively. Other respondents confirmed that promotion criteria’s used is tied to performance on the workload, as a result, most academics are not promoted for a long time. Another reason is that there are too many students to teach and supervise. The teaching hours, and pressure of a large number of students, coupled with the high pressure for lucrative and quality research to be undertaken.

Academics in a particular school confirmed that they have not had any promotion in the school for ten years, while also stating that not all their workloads are captured i.e. the academic workload framework system is inadequate and does not consider some of their school peculiarities. This result surmises that the workload academics are tasked with are not flexible and might eventually lead to turnover intentions. The findings showed that the academic workload is a higher determinant of academic staff retention at UKZN.

The problem of academic workloads has been one of the main areas of concern when it comes to academic’s retention. Mustapha and Zakaria (2013), were of the view that workloads at workplaces needs to be restructured for productivity to increase. They also opined that employee loyalty will increase while, decreasing turnover intentions. In alluding to the findings on workload above, Mubarak, Wahab & Khan, (2012), confirm that workloads influence academic satisfaction negatively; this position was made in a study “faculty retention in higher education institutions in Pakistan”. The result of the study in Pakistan also confirms with two earlier studies conducted in Malaysia by (Altaf and Awan, 2011) and (Ahmad et al., 2010).

Another empirical study by Xiaoming et al., (2014), did a critical analysis of the influence and effects that workloads have on turnover and concluded it leads to burnout while intentions to quit sets in. The study by Chiang et al., (2010), also advanced their position by stating that

occupational stress is deeply related to job outcomes and well-being, this was supported by Houston et al., (2006), whose study was able to prove that academics enjoy some job satisfaction when there is freedom (flexibility) to choose the way they want to work, their responsibility and the various tasks. The above study affirms that if workloads can be flexible academics will experience some job satisfaction, therefore, eliminating intentions to quit.

The above literature cited affirms the findings that academic workloads and staff retention are related and influences turnover intentions either positively or negatively.

6.2.4 Research question four - How does work recognition programs influence academic staff retention?

The question aims to elicit if work recognition has any influence on academic staff retention at UKZN. The recognition program recorded negative views. Very few number of respondents stated that recognition was positive and worthy. The remaining respondents affirmed in the negative that there was neither a recognition program nor was it functioning. One of the respondents stated that there was no recognition for academics, but there was for professional administrative services.

In addition, some of the respondents also expressed suggestions that new recognition programs should be introduced. These findings suggest that the prevailing recognition program at UKZN was not working, if there was one in place. In addition, that new recognition programs can be put in place to appreciate academics for jobs done.

Moreover, recognition program for academics at UKZN is tied to the performance management system. Most of the respondents stated that to achieve recognition is very tough “very stringent and unattainable”. However, there are some awards available for academics across UKZN; best researcher, best teacher and long service awards all given at the college level, these awards are said to be “far-fetched” stated one respondent. There is no formal or semi-formal recognition or reward program for academics at the school level.

Work recognition programs at the workplace however, enhances organizational commitment and loyalty among workers (Walker, 2001). This study by Walker (2001) highlights importance of recognition and how it will help retention efforts at UKZN. In furtherance of the importance of recognition programs to retention, Snelgar (2013), adds that employers can offer recognitions as part of retention packages to talented employees. A critical view of the position of importance of recognition programs to retention, Schlecter (2012), states that although, recognition

programs help in retaining, but it does so on a short term basis. He further, adds that recognition of employees individually is manipulative.

Despite the critics, they all agree that recognition programs can be well organized and structured to reduce turnover, improve performance, employee effectiveness and loyalty (Schaufeli & Bakker, 2010; Schlecter, 2012).

Similarly, Irvine (2010), also recognizes that success in the workplace requires a strategic goal that mixes well with an organization's culture. This culture could be one of rewarding and recognizing employee achievements. Theron et al., (2014), also supports the argument that recognition of employees increases employee's contributions and dedication to work. This aligns with the psychodynamic theory where employees need a symbolic gesture from managers like an 'appreciation' and a sense of 'acknowledgement'. Employees see recognition of their efforts as a sign of appreciation and contribution to the organization.

However, Bussin (2011): Du Toit (2012), both advanced ways in which recognition programs should be designed, into groups, based on commonalities of the employees. These is inconsonance with the result of findings where respondents suggest different ways recognition could be done for employees. In academic spheres, the commonalities will be the departments, the size of the class and modules, and the level of performance. The views expressed in the findings or literature did not indicate if recognition of academic leads to academic staff turnover. Therefore, work recognition might not have any effect on turnover of academics.

6.2.5 Employee Retention Strategy Framework / Model

This study proposes a conceptual retention strategy model that will include a total compensation strategy, flexible academic workloads, training and development initiatives and recognition program. All the strategies listed have been explained in detail in the literature review chapter of this study. The pictorial illustration is represented in (Figure 3.1)' the conceptual framework for College of Law & Management Studies' UKZN. The proposed framework aligns with the model put forward by Das and Baruah (2013, p. 14). The conceptual framework in Figure 3.1 shows if the factors exist in the organization it will reduce turnover intentions and attract more academics at UKZN. Das & Baruah (2013), and Dube & Ngulube (2013), alluded there is a need for retention framework or model to guide in implementation of retention strategies.

6.2.6 Summary of the Discussion

The major findings of this study were discussed extensively in this chapter, in relation to the research questions, and objectives. The outcome shows that UKZN-HR put in place some policies just like all HR functions or roles for organizations, but those functions or policies are not strategic enough to retain academics. This study also revealed that compensation, training and development, and academic workload at UKZN influences staff retention which leads to job dissatisfaction and intention to leave, while recognition in itself does not influence staff retention. This study corroborated the fact that having policies in place does not guarantee retention of employees; however, it proposes a proper implementation of employee retention strategies, which leads to job satisfaction for the employee and intention to stay.

The findings of this study suggest that retention strategies currently been used at UKZN are not working effectively. There is a need for a more robust practicable talent retention framework, which should be implementable in a higher educational institution such as the University of KwaZulu-Natal. The study by Erasmus, Grobler & Niekerk (2015), emphasize the need for an enduring retention strategy in HEIs. Theron et al., (2013), in their attempt to propose a talent retention diagnostic measuring tool, affirmed that the two most important retention factor are compensation and recognition, which is included in the conceptual framework. Their article also lends support to the argument that when undertaking the problems of retention, the variable factors of the particular organization must be considered.

This study proposes a conceptual retention strategy model that will include a total compensation strategy, flexible academic workloads, training and development initiatives and recognition program. All the strategies listed have been explained in detail in the literature review chapter of this study. The pictorial illustration is represented in (Figure 3.1) the conceptual framework for College of Law & Management Studies, UKZN. The proposed alternative represents a practicable talent retention framework in HEIs. This study contributes to the knowledge of retention and turnover studies in the field of human resource management in higher education institutions (HEIs).

6.3 Conclusion

This study offered explanations on the employee retention strategies being used at UKZN, Westville Campus. This was achieved through a thorough in-depth interview on the academics, which bear the brunt of the strategy being deployed by UKZN-HR. All objectives of the study were achieved through the thematic analysis technique.

From the findings, many of the identified employee retention strategies are lacking in direction and focus as they have failed to propel the university to its pride of place, which is to be among the ‘university of choice’ in SA. This study highlighted why many of the strategies are failing and why employee turnover rate is rising. It will require strategic measures designed around HR functions and the support of all employees (academics and non-academics alike). Targeted and competitive compensation packages, purposive and specific training initiative for specific schools along with structured mentorship programs, the flexible academic workload to discourage turnover intentions, impromptu-informal recognition and rewards programs that are achievable. All of these will reduce turnover intentions and attract very good academics. HR could appoint an HR business partner who will be the link or liaison between the HR unit and the academic staff.

If the HR department at UKZN can endeavour to implement all of these strategies religiously, the turnover rates might be reduced to the minimum figure. The study provides plausible managerial relevance in order to reduce the high rate of turnover among academics at UKZN.

6.4 Recommendations

Based on the findings on the compensation package result in figure 5.5, 5.6 & 5.7 above, the respondents believe that pay or compensation is not competitive with other similar institutions in Durban. Therefore, UKZN-HR is advised to make the pay competitive to stop academics from having intentions to leave. The pay of academics could be increased and commensurate with other pays in other HEIs that are at par with it. In addition, the private work remuneration contract could be relaxed, if the pay cannot be reviewed upwards. Perhaps, if academics can earn more pay elsewhere, then they will not have to leave their present one.

Likewise, the findings on training and development initiative in the College revealed that the UEIP Program has been successful but encourage to be improved, while the mentorship program has not been successful. UKZN-HR is therefore advised to sustain the UEIP program and introduce new training initiatives at the school level to cater for individual employees, so they can develop their careers. Each school can be tasked to develop its own training program, then harmonised into the College’s and adopted. In addition, UKZN-HR is also advised to restructure, strengthen and monitor the mentorship program across all the Schools in the college for effective implementation and production. Taking a cue from the School of Law, each school could have its own mentorship program. Each mentor made to have his/her own mentee.

Similarly, the findings revealed that academic workloads are one of the main cause of turnover for academics; compare figures (5.9, 5.10 & 5.11). UKZN-HR is therefore advised to make the workloads more flexible, this can be achieved by balancing both teachings, supervising and researching workloads. In addition, the workloads could be reduced to 60 hrs and add the remaining hours to either researching or supervising. For example, the School of accounts complained that the Performance Management System (PMS) does not capture their enormous workloads coupled with the large numbers of student they usually have. This can be introduced into the PMS subsequently; the numbers of students and hours will be captured. This will create flexibility and good quality candidates. There is also need to determine the actual number of academics and their actual modules, this is to determine adequate staffing, so that staffs are not overloaded.

Furthermore, the recognition programs at the college have not been consistent, regular and mostly unattainable. The findings also show that employees feel they are not appreciated and their contributions are not felt or noted by management. Although, the findings revealed that recognition on its own does not influence turnover intentions. If the (PMS) is re-configured to capture all the workloads of every academic, and they qualify for promotions they should automatically qualify for promotions, not until they apply. UKZN-HR is advised introduce new and informal ways of recognizing and capturing of academics' contributions timely and regularly, rewarding academics for completing their tasks and setting attainable goals for academics.

Based on the absence of an effective talent retention framework, the college HR needs to integrate the framework with the institution's strategic objectives and goals and adequate implementation. For other recommendations, UKZN-HR is advised to recruit HR-business partners for each school for frequent communications and intimation of issues as they arise.

6.5 Suggestions for future research

It was recommended that future research should focus on a larger number of academics and should expand into all colleges at UKZN. This will enable the study to be generalizable to all the colleges at UKZN. This study used purely qualitative data obtained through an in-depth interview, hence future research could use a mixed-method data collection process, namely conducting interviews and administering questionnaires.

This study carried out research on academics alone and was not able to get the necessary statistics: turnover data for academics, exit interviews on the reasons for leaving, etc. Future

studies could focus on academics and HR staff together, where they will explain obstacles to delivering excellent HR services to employees at UKZN and endeavour to get the necessary statistical data from HR that will make the study more credible.

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APPENDIX – A- Interview Schedule

Ethical clearance Number: HSS/1483/015M

Name of Researcher: Taiwo Hassan AJADI - 213573926

INTERVIEW SCHEDULE

My name is TaiwoAjadi, an HRM-MCOM student. The title of my study is “Exploring Strategies used to retain Academic employees used at University of KwaZulu-Natal, Westville Campus”.

Your responses will go a long way in helping to make informed suggestions and recommendations to UKZN-HR, about how best to retain its key staffs.

This information will be anonymous as possible, and you should be comfortable and honest in responding to the questions as you possibly can. I would like to know a little about your employment history.

Demographics:

1. What Department do you lecture/Teach in?
2. How long have you worked at UKZN?
3. Are you a contract staff or permanent staff member?

Retention Strategies:

4. What retention strategies are used to reduce academic staff turnover?
5. What are your views about the retention strategies used at UKZN?

Compensation Structure:

6. What do you feel about the Compensation structure here at UKZN?

Training& Development Programs:

7. What is your perception about the training and development/ mentorship programs for academics at UKZN?

Academic Workloads:

8. How flexible do you think the workloads are, to discourage turnover intentions among academic staffs?

Rewards & Recognition Programs:

9. Are there any staff recognition programs in practice at UKZN?
10. Kindly briefly tell us your experience of a staff recognition program you have been part of?
11. In your view, what do you think is the reason for the high turnover among UKZN academics?

APPENDIX- B Consent Letter



**COLLEGE OF LAW AND MANAGEMENT
SCHOOL OF MANAGEMENT, INFORMATION TECHNOLOGY AND
GOVERNANCE**

MCOM (HRM) Research Project

Researcher: Taiwo Hassan Ajadi (+27749600658)

Supervisor: PhD. Khalida Akbar +27(0)312607330

Research Office: Ms. M Snyman (031 260 8350)

Ethical clearance number: HSS/1483/015M

CONSENT

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent / do not consent to have this interview recorded

SIGNATURE OF PARTICIPANT

DATE

.....

APPENDIX- C Participant Letter



UNIVERSITY OF
KWAZULU-NATAL™
INYUVESI
YAKWAZULU-NATALI

COLLEGE OF LAW AND MANAGEMENT
SCHOOL OF MANAGEMENT, INFORMATION TECHNOLOGY AND
GOVERNANCE

MCOM (HRM) Research Project

Researcher: Taiwo Hassan Ajadi (+27749600658)

Supervisor: PhD. Khalida Akbar (+27(0)312607330)

Research Office: Ms. M Snyman (031 260 8350)

Ethical clearance number: HSS/1483/015M

Dear Respondent,

I, Taiwo Hassan Ajadi an (MCOM) student, at the School of Management, IT and Governance, of the University of KwaZulu Natal. You are invited to participate in a research project entitled “Exploring Strategies used to retain academic employees of University KwaZulu-Natal, Westville Campus”.

The aim of this study is to: ‘Explore the various retention strategies to reduce the high turnover rate at UKZN, Westville Campus’. Through your participation I hope to understand ‘The intrinsic and extrinsic causes of voluntary turnover among UKZN academics, and the various retention strategies that UKZN employ in retaining their key academics’. The results of the survey are intended to fill a gap by investigating the retention strategy and policy at UKZN with reference to the academic staff of the University (UKZN). 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 survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management, IT and Governance, UKZN. If you have any questions or concerns about completing the interview or about participating in this study, you may contact me or my supervisor at the numbers listed above.

Investigator’s signature _____ Date _____

APPENDIX-D Ethical Clearance Approval



1 October 2015

Mr Taiwo Hassan Ajadi (SN 213573926)
School of Management, IT & Governance
College of Law and Management Studies
Westville Campus
UKZN
Email: ajadithassan@yahoo.com

Dear Mr Ajadi

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring strategies used to retain academic employees of University of KwaZulu-Natal, Westville Campus".

It is noted that you will be constituting your sample by performing interviews with selected Academic staff from the College of Law and Management Studies on the Westville Campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

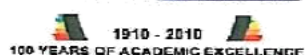
**PROFESSOR D JAGANYI
REGISTRAR (ACTING)**






Office of the Registrar

Postal Address: Private Bag X54001, Durban, 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



Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

APPENDIX – E- UKZN- Integrated Talent Management Policy



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI
INTEGRATED TALENT MANAGEMENT POLICY**

Name of Policy:	Integrated Talent Management Policy	
Reference Number: <small>(supplied by the Office of the Registrar)</small>	CO/04/0512/11	
Originator/Author: <small>(name and position)</small>	Dr Mojaki Mosia : Executive Director HR Kishore Gobardan : Manager HRD	
Custodian: <small>(position/office)</small>	Executive Manager HR	
Policy approved by:	Structure:	Date:
	EMC	31.03.2011
	JCF	07.06.2011
	Senate	16.11.2011
	Staffing Committee	16.11.2011
	(noted) Council	22.08.2008
Policy effective date:	01.01.2011	
Policy review date:	December 2015	
Implementation responsibility:	Executive Manager HR	

Implementation

procedures approved by:

Structure:

Date:

Ref: CO/04/0512/11

1. PREAMBLE

The Strategic Plan (2007 - 2016) of the University seeks to position the University as an institution of choice for staff (Goal 6) and sets out the following as a strategy to be "a preferred employer":

"In order to attract and retain top calibre staff and meet our equity objectives, the university will offer competitive conditions of employment, and opportunities to achieve career goals and develop the full potential of staff" (p 22)

The Integrated Talent Management policy derives from the high value placed by the University upon its staff and their central role to the University's endeavours. Development of knowledge, skills and attitudes enhances the performance of staff in their current functions and prepares them for the emerging roles to which they will need to adapt.

In addition to institutional imperatives, this policy also emanates from the University having to address statutory education and training requirements such as those related to compliance with relevant legislation. Further, it allows the University to maximise its potential to secure and utilise available institutional, national and other resources like the Workplace Skills Levy for staff learning, training and development needs and activities.

2. POLICY STATEMENTS

- 2.1 The University recognizes the value of a performance-achievement oriented institutional culture that promotes employee productivity, engagement and development by aligning individual and team performance and developmental goals with the University's strategic goals, and objectives. The Talent Management process is seen as a key tool to drive this process.
- 2.2 The University is committed to creating an enabling, equitable, supportive, and stimulating working environment, which values and empowers its employees at all levels. Employee learning, training and development is seen as an integral factor in achieving this commitment.
- 2.3 This policy sets out a comprehensive talent management approach for UKZN and defines the criteria for identification of talent; the performance management system; potential and levels of work; the talent review process; and talent development process with respect to induction and continuing professional development, training governance and development strategies aimed at nurturing talent.

3. DEFINITION OF TERMS

- 3.1 **Performance:** outputs/results delivered to clients, in accordance with the institutional definition of success.
- 3.2 **Potential:** the capacity, agility and willingness to learn new things, as well as being able to transfer them into performance in the current and future role.
- 3.3. **Leadership and Specialisation levels:** the different levels of work which provide and indication of the complexity, value and impact of the role, as well as other level- specific factors.
- 3.4 **Talent:** individuals who meet or exceed performance expectations as well as demonstrate the potential to perform at the next level of work. This potential is indicated by the willingness and ability to develop new skills and take on challenges that come with bigger jobs, whilst in current role. Therefore Talent = Performance + Potential x Leadership/Specialisation.
- 3.5 **Talent Development:** learning, training and developmental activities which are directed at improving competencies for the achievement of the University results. These activities should aim at enhancing the quality of work performance, unlocking the potential of employees and increasing job satisfaction, as well as enable the University to have a pool of suitably qualified talent for all levels.
- 3.6 **Talent Management:** a process of identifying, attracting, nurturing and retaining talent across the whole of University of KwaZulu-Natal (UKZN) – to ensure delivery of institutional priorities.
- 3.7 **Talent Pool:** a group of employees who are high performers and in addition have potential to advance to the next leadership/ specialisation level.
- 3.8 **Integrated Talent Capability Framework:** A Capability Framework describes the broad competencies and behaviours that are required by UKZN to deliver on our strategic mandate. Mapping such a Capability Framework allows us to understand what skills, attributes and qualities we require now and in the future. This helps inform the attraction and selection, development, performance management and retention of our people and in turn assists our people better understand their development and broader career needs.
- 3.9 **Leadership:** an act or instance of leading, motivating, directing, guiding the behavior of employees towards achieving a common goal.
- 3.10 **Leadership-Specialisation Capability Framework:** leadership/specialisation level-specific competencies that match to each requisite level of work - outlining competencies needed to perform at the level of complexity required by the role (now and three to five years from now).

- 3.11 **R.E.A.C.H:** the acronym for University of KwaZulu-Natal's values - these values are: Respect; Excellence; Accountability; Client Orientation; and Honesty.

4. PRINCIPLES

Integrated talent management process will be developed in line with the following principles:

- **Alignment:** Talent management process will ensure that all people processes (i.e. promotions criteria) are linked and reflect the institution's values (R.E.A.C.H) strategy and objectives – to ensure that institutional goals and strategies drive the quality and quantity of the talent needed.

- **Integration:** Talent management process will integrate with other people processes such as performance management; recruitment and

selection; learning, training and development; remuneration and benefits and Employment Equity.

- **Clear roles and responsibilities:** Talent management process will be designed to
 - enable leadership to manage talent for the institution and individuals to be
 - responsible for managing their own performance, development and career advancement.

- **Fairness and Transparency:** Talent management process will facilitate the process of giving feedback, communicating expectations and being transparent, fair and consistent at all times.

- **Output-based:** The assessment of performance, potential, and level of work will be evidence-based and measured where possible against agreed pre-determined benchmarks and outcomes – with periodic assessment and performance progress feedback being continuous.

5. PURPOSE

The purpose of the Integrated Talent Management Policy is to facilitate and promote the achievement of institutional objectives through a process of identifying, attracting, nurturing and retaining talent across the whole of University of KwaZulu-Natal (UKZN).

Therefore, the objectives of talent management policy are to:

- Ensure that UKZN attracts and retains high performing and committed talent which will enable it to achieve its strategic objectives through:
 - Ensuring a **continuous supply** (short-term & long term) of competent talent
 - in key leadership and specialist roles
 - Enabling talent to **perform** at appropriate levels
 - Ensuring development & learning experiences address competencies (Skills, knowledge and values) for different levels

- Clarify individual and team performance requirements, success indicators, standards and expectations leading to improved institutional quality, efficiency and effectiveness.

- Promote job fulfillment in a motivating and enabling environment by providing meaningful and challenging assignments to all our employees across different functions.
- Provide a fair and equitable transparent way to recognize and reward our talent - especially those with scarce and critical skills and targeted appointment in line with our employment equity objectives.
- Encourage and enable our employees to acquire competencies that allow them to perform their current duties with maximum effectiveness and efficiency, while preparing them for future growth (both personal and institutional).

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6. SCOPE OF APPLICATION

This policy applies to all permanent and long fixed term (1 year and above) employees of the University.

7. TALENT MANAGEMENT PROCESS

7.1 TALENT IDENTIFICATION CRITERIA

Talent at UKZN will be identified by assessing the following criteria:

- Performance
- Potential
- Level of Work

7.1.1 Performance

The University's performance management system will be the key tool used to assess individual performance for the purposes of talent management.

7.1.1.1 The Performance Management Process

- All employees are expected to complete their Performance Agreement at the beginning of each performance cycle. Their performance agreement must reflect the output, measures of success and targets, in line with performance expectations for the duration of the cycle.

- The performance cycle for Academics will be between January to December, but the performance review should be completed by March of the following year. Final reviews and contracting for the new period should be finalised between February and March.
- The performance cycle for Support Staff will be from April to March of the following year. Final reviews and contracting for the new period should be finalised between February and March.
- All new employees are expected to complete an initial Performance Agreement and Personal Development Plan (PDP) upon commencement of duty. Their performance agreements must be in line with performance expectations for the duration of their probation.
- All employees are required to complete a PDP which indicate areas of development in relation to the required job output and success measures for their position. In addition all employees will have PDP elements completed in alignment with talent mapping results, to prepare them for future roles.
- The PDP will form the basis for future training needs analysis conducted at UKZN and will inform priorities outlined in the Workplace Skills Plan – in order to bridge the gap between the expected performance output and the competency gap identified in terms of the employee's performance.
- Line managers are expected to provide continuous performance progress feedback to employees and inform their relevant HR Managers of any poor performance as soon as it has been identified to ensure effective management of the problem.

- Performance review and assessment is a key feature of the University's Performance Management System. The aim of the review and assessment process will be to promote strategic alignment, continuous learning and improvement through a process of self-assessment, assessment by line management and feedback. The reviews are also an ideal opportunities to appreciate good performance and to celebrate successes.
- There are two compulsory formal evaluations per cycle, that is mid-year review and year-end assessment, however continuous progress review is encouraged as and when there is a need.
- The outcome of the assessment and the final ratings of staff will be one of the primary inputs into the University's talent management process.

7.1.1.2 Performance Based Pay

- Any performance bonuses that may be payable are linked directly to the final individual performance rating.
- Employees must successfully complete at least 6 months service and one formal performance assessment as a minimum, at the end of a full performance cycle, to qualify for the performance bonus. All appointments after the mid year assessment will not qualify for performance bonuses in their first year.
- In the event of employees not having completed a full year's service as at as at the end of a performance cycle, the bonus will be paid on a pro-rata basis.
- All eligible employees must be in service at the end of the performance cycle to qualify for the performance bonus.
- The University reserves the right to **not pay** performance bonuses based on institutional performance and affordability i.e. minimum levels of institutional financial performance have to be achieved before the performance based pay model is activated.
- This policy must be read in conjunction with the Performance Based Pay Guidelines.

7.1.1.3 The Performance Criteria

The validity of performance management ratings is a critical success factor in the identification of talent. As a criterion for talent identification, it will focus on the following:

- Track record in delivering institutional results across key performance areas

- Employees must achieve performance standards of the current level before being put into talent pools and some of the performance standards at the next level

7.1.2 Potential

Central to identification of talent is the concept of potential. In the context of Talent Management, potential should be seen as the existence of the ability to handle future assignments or ability to operate at the next level and/or sustaining peak performance at the current level. Talent will be identified based on a combination of characteristics that do not change much (e.g. learning agility) and those that develop across time as the person learns to deal with new situations (e.g. business acumen). Therefore Learning Agility and Job Competencies (for the levels above current role) are the fundamental considerations for reliable and valid talent identification.

7.1.2.1 The 3 Categories of Potential

The potential identification process aims to identify employees with the capacity, agility and willingness to learn new things, as well as being able to transfer them into performance in the current and future role. At UKZN potential has been classified into three categories, namely; *turn*, *growth* and *mastery*.

- **Turn Potential:** employees displaying capacity and agility to operate at the next level. They are promotable to the next leadership/specialisation level within 0-1 yr.
- **Growth Potential:** employees displaying capacity and agility to do more. They are promotable to bigger jobs at the same leadership/specialisation level within 2-3yrs.
- **Mastery Potential:** employees displaying capacity and agility for current roles. They are not promotable to the next leadership/specialist level - but they are the back-bone of the institutional performance

7.1.3 Level of Work (for leadership & specialisation pathways)

Level of work is level specific deliverable, which describes the increasing layers of complexity as roles change. It is identifiable through complexity, time horizon and work demand (future oriented, extent of contact, responsibility, impact & stakeholders). Each level of work there are level-specific competencies that match to each requisite level of work – which are necessary for success. The pathway's descriptions & behaviours are level specific rather than job & hierarchy specific. Two talent pathways will exist (leadership & specialisation) and talent mapping will be performed for each pathway to ensure that the pipeline has a pool of suitably qualified talent.

7.1.3.1 Leadership Pathways

Leadership pathway is a career path which consists of five (5) identified leadership levels within the University namely:

- Level 1: Managing Others
- Level 2: Leading Leaders
- Level 3: Leading a Group Function
- Level 4: Leading a College
- Level 5: Leading a University

This pathway will be followed by individuals who meet or exceed performance expectations as well as demonstrate the potential to perform at the next leadership level - these individuals are willing and passionate about leading others and their departments.

7.1.3.2 Specialisation Pathways

Specialisation pathway is a career path which consists of five (5) identified specialisation levels within the University namely:

- Leading Specialist within the Discipline
- Leading Specialist within the University
- Leading Specialist within the Sector
- Leading Specialist Nationally
- Leading Specialist Internationally

This pathway will be followed by individuals who meet or exceed performance expectations as well as demonstrate the potential to perform at the next specialisation level - these individuals are passionate independent experts working in collaboration with others on a need basis.

7.1.3.3 Integrated Talent Capability Framework

A Capability Framework describes the broad competencies and behaviours that are required by UKZN to deliver on our strategic mandate. Mapping such a Capability Framework allows us to understand what skills, attributes and qualities

we require at each level (leadership/ specialisation pathway) now and in the future.

Each turn to the next level (leadership/ specialisation pathway) is a discontinuous jump, both in terms of work complexity and conceptual thinking. Accordingly, a Capability Framework will be developed for each level, indicating competencies to be acquired, demonstrated and consolidated prior promotion to the next level of work.

There are different kinds of values that individuals should demonstrate as they move up or progress laterally in the organization. The R.E.A.C.H values should be considered critically as talent is identified and developed to fulfill leadership and management responsibilities and will be built into the Talent Capability Framework.

7.2 TALENT REVIEW PROCESS

Our talent management process outlines platforms for retrospective analysis relative to futuristic expected results and determines the type of talent and competencies required relative to challenges posed by our strategic objectives. propose plans to ensure that we retain our talent competitiveness.

7.2.1 Talent Identification

- This step is guided by the principle of successful leadership, namely: conceptual, personality and emotional intelligent – and their interdependencies; as well as our components of talent namely performance, potential and leadership-specialisation levels.

- Talent identification process will be supported by results from (1) *a performance management rating*; (2) *a 360° leadership assessment results*; (3) *personality profile results* and (3) *the levels of work assessment*.

- The choice of tools will be determined by their compliance with our principles of objectiveness, fairness, reliability and racially unbiased. The assessment processes will be used to evaluate potential and suitability for various roles.

7.2.2 Talent Mapping/Profiling

This step is guided by the outcome of talent identification process. The institutional talents shall be profiled in accordance with our performance potential-matrix relative to leadership-specialisation levels. The outcome of this process is a visual and most probably a graphical representation of gaps and strength of each leadership level.

7.2.3 Talent Forums

Talent Forums are governance structures consisting of management teams at different levels set up with the aim of identifying and managing talent. The talent forums should be implemented at College and Divisional level. Depending on the size of the operational area, some may need to be clustered together. In order to be effective the, the Talent Forums should meet at least twice a year in line with the performance review cycle.

7.2.3.1 The forums will comprise of the following representation:

ACADEMIC SECTOR	SUPPORT SECTOR
DVC of College/Division (Chair of Forum)	Executive Director of Division (Chair of Forum)
Deans & Heads of School within College	Functional Directors within Division
HR Manager - College/ Manager HRD	HR Manager - Support/ Manager HRD
Union Representative (in observer status)	Union Representative (in observer status)

7.2.3.2 The Talent Forums will have the following responsibilities:

- Review and Monitoring performance ratings of all employees as per talent mapping outcome.
- Confirm the talent strength for the college/division and proposed action plans for identified areas.
- Propose and communicate talent plans for each leadership-specialisation level, as well as proposed succession-deployment based strategies within their college/division.

- Define and operationalize the specialisation levels definitions within their college/division.
- Make university -wide proposal and communicate them to the University Talent Forum, which is chaired by the VC and perceived to be an extension of agenda to the current Senior Promotions Committee of the university.

7.2.4 Talent Plans

7.2.4.1 This step is guided by the outcome of the strength of talent per level and the total number of employees per leadership-specialisation level.

7.2.4.2 *The plans shall include high level proposal for attraction, deployment, development and retention and engagement.*

- Attraction: proposal as to what the college/division must do to attract talent.
- Retention: proposal as to what the college/division must do to retain talent.
- Engagement: proposal as to what the college/division must do to engage talent.

7.3 TALENT DEVELOPMENT

- All employees must be provided equal opportunities with regards to development.
- It is critical to accelerate the development of talent pools to build internal capacity and ensure that there is adequate bench-strength at different Leadership/ specialisation levels. Accelerating development of talent pools increases chances of advancement and this is critical for retention. **However accelerated development should not be regarded as a promise for promotion.**
- The type of development that an individual is undertaking should be matched with potential to ensure maximum benefit. If the individuals are too stretched this might lead to failure and vice versa.
- Individual employees that are undertaking development still have a responsibility to perform at acceptable levels.

- It is the responsibility of the institution to provide developmental opportunities.
- It is the responsibility of employees to implement the agreed upon development interventions captured in their Personal Development Plans.
- It is the responsibility of the line manager to provide support and guidance to ensure development takes place.

7.3.1 Development Programmes

7.3.1.1 Engagement-Induction

All **new employees** (*academic and support*) are required to complete the compulsory UKZN-Specific Employee Engagement Programmes:

- **UKZN Orientation Programme (12 hours)** - All new employees are required to attend the compulsory UKZN Work Orientation Programme to ensure that they are knowledgeable about university policy, procedures, regulations and guidelines with respect to their specific job description. This programme will be coordinated by the Colleges for academic staff and the Executive portfolios for support staff.
- **University Research Induction Programme (8hrs)** – All new academic employees are required to attend the compulsory UKZN research induction session to ensure that they are knowledgeable about university research procedures, guidelines and tools necessary to make success out of research.

7.3.1.2 Continuing Professional Development

All **new and current (academic and support) employees** are required to complete the UKZN-Specific Continuing Professional Development Programmes mentioned below:

- to promote and enable sustainable inclusion and improve broader participation at UKZN, a **Sustainable Inclusion-Diversity Programme** (8 hour or 1 day), coordinated by Human Resources (and facilitated by different experts within UKZN) is to be attended.
- All new and current employees are required to complete Development Programmes that are aligned to the Integrated Talent Capability Framework.

Employee will not be allowed to progress up the respective levels without having completed this training and acquired the relevant competencies.

In addition the following will apply to all **new and existing academic** staff:

- Complete a **University Education Induction Programme (80 hours)** co-ordinated by the University Teaching and Learning Office. The programme, which has been identified through wide consultation, and analyses of university wide student evaluation and opinion surveys, will include modules on: Teaching methods and approaches; Assessments; Curriculum /Course Development and Review; and Research Supervision. It will be offered in multiple formats to accommodate staff diversity.
- The University Education Induction Programme is compulsory for ALL new academic employees and those currently on lecturer level and below. This induction programme must be completed by all staff within a maximum 4-year period (minimum 20 hours or one module per annum). Staff may be exempt from specific programmes on formal evidence of having undertaken equivalent requisite training and development.
- All existing academic staff at senior lecturer level and above will be exempted from the University Education Induction Programme on the basis of an assessment of their Teaching Portfolio at a minimum of Strength (as specified in the Academic Promotions Policy, Procedures and Guidelines).
- All decisions regarding exemptions from the University Education Induction Programme and evaluations of Teaching Portfolios will be made by each of the College Teaching Portfolio Assessment Committees (constituted as per the Academic Promotions Policy, Procedures and Guidelines) and including one Higher Education expert (nominated by the DVC: Teaching and Learning) to serve across all committees.
- All academic staff will need to evidence their ongoing formal and informal staff development activities as part of their **Professional Academic Portfolio** consisting of the four areas of academic work: Teaching, Research, Community Engagement and University Service and Administration. This portfolio will incorporate the Teaching Portfolio, and provide key evidence for performance management and evaluation, for confirmation of appointment after probation and for promotion purposes.
- Staff may be exempt from specific programmes on formal evidence of having undertaken equivalent requisite training and development.

In the case of academic staff, development activities will form an integral and positive part of the promotion processes at each and every level. Completion of a set of staff development activities provides a fulfillment of listed formal Induction activities; and of a potential eligibility for/readiness to apply for a Promotion.

7.3.2 Training Governance

Staff development will consist of COMPULSORY and/or VOLUNTARY activities for development. The following University committees will be responsible for ensuring and assuring the quality of provisioning the compulsory activities:

- **Strategic Group:** Teaching and Learning (SGTL);

- **Strategic Group :** Research (SGR);

- **University Staffing Committee** (USC): Institutional Service, Management and Administration.

The Talent Forums will have an oversight role with regard to the implementation of the compulsory development programmes and can recommend changes to the programmes based on their findings.

7.3.3 Talent Development Strategies

A combination of development strategies should be used to enable development.

7.3.3.1 Coaching and Mentoring

- Coaching, counselling and Mentoring will be the key tools used to continuously improve job-related tasks and behaviours and to unlock the potential of employees to exhibit the behaviours and achieve the results expected by the University. Formal counselling, mentoring guidelines and coaching frameworks will be developed in this regard.

- The counseling procedure may lead to a formal disciplinary process if development and support options have been exhausted and performance has not reached satisfactory levels.

7.3.3.2 **Training Courses (Workplace Skills Plan)**

- Formal programmes of learning are critical for transitional learning i.e. when managers transition from one managerial level to the other. This type of training will address knowledge gaps and enable employees to increase breadth of knowledge to be able to effectively operate at different levels. For academics, for example, being able to get research published is essential to move from lecturer level to senior academic levels.

7.3.3.3 **On-the-Job Experiential Learning**

This type of learning is the most effective in ensuring transfer of skills and learning. Examples of on the job learning experiences are:

- Job Rotation/ lateral moves
- Strategic projects
- Action learning project
- Stretch assignments
- International projects
- acting positions
- Shadow roles

Selection of any of the above interventions should be guided by the type of competency to be developed. Each intervention will work differently for different competencies.

7.3.3.4 **Deployment**

Deployment is a process through which individuals in the talent pools will be put in specific roles or in specific environments and be provided with specific developmental opportunities over a period of time to accelerate development. Deployment of talent may be implemented in various ways however to be effective it must take into consideration employee's needs and institutional realities. Examples of roles in which talent can be deployed include the following:

- Large-scale project roles
- Strategic project roles
- Lateral moves in different divisions to understand the value chain of the institution
- Secondment into strategic roles

It is critical to match developmental needs with opportunities provided by certain roles before deploying employees. This will ensure maximum development exposure. The following criteria should be considered in matching individuals to deployment opportunities:

- Readiness levels
- Willingness
- Availability of roles with appropriate developmental opportunities
- Availability of replacement after deployment

Employees deployed in projects and specific roles should be provided adequate support and mentoring to minimise failure. Where employees are deployed in totally different roles, these should be done in alignment to other processes and policies i.e. promotion, redeployment, recruitment and secondment policies.

7.3.4 Resourcing

7.3.4.1 The extent to which staff learning, training and development can be supported will depend on budgetary constraints and operational needs. The overall budget available for learning, training and development will comprise of:

- The full projected levy rebate from the SETA and
- Top-up funding provided by the University

7.3.4.2 The available budget will be allocated by the Learning, Training and Development Committee as follows:

- The budget for in-house training and development programmes in respect of statutory/ compulsory and institutional/strategic training will be centralised and administered by the Division of Human Resources. The budget for specialized learning, training and development activities not included in the In-House schedule for individuals according to their Personal Development Plans identified through the Performance Management System will be decentralised to relevant University Structures, who must submit a plan in advance of the annual budgeting cycle.

8. EFFECTIVE DATE

The effective date of this policy is 01 January 2012

9. REVIEW DATE

- This policy shall be reviewed at minimum after every three years from effective date.

APPENDIX – F - PROOF OF EDITING LETTER FROM THE EDITOR

29/07/2016

Dear Sir/ Madam

This serves to declare that I have edited Mr Taiwo Hassan Ajadi's thesis (grammatical and spelling errors)

Thank you

QDawood

Quraisha Dawood (PhD, UKZN)