A FRAMEWORK FOR TALENT MANAGEMENT IN THE HIGHER EDUCATION SECTOR: A STUDY AT A SELECTED UNIVERSITY OF TECHNOLOGY, WESTERN CAPE, SOUTH AFRICA

by

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DECLARATION

I, Rhodrick Nyasha Musakuro, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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Signed   **Date**

ABSTRACT

As the worldwide demand for quality higher education seems to be increasing, growing concern for the foreseeable future over the supply and talent retention of researchers and academics has become a major discussion amongst higher education institutions in South Africa Higher Education South Africa (HESA, 2014). Today almost half of South Africa's population is under 25 years old and 30 percent are under 15 years old (World Bank, 2015:38). While the country is experiencing this demographic window of opportunity, the majority of academics are entering the retirement phase of their careers (HESA, 2014). Under such circumstances, these academic staff will need to be replaced with talented employees thus alerting scholars to investigate the issue. To reach target levels of education and skills development which will promote growth and development of the economy, it will be essential for the country to attract talented academic staff (Zuma, 2014).

It is essential for South Africa to attract academic staff in order to enable government to reach target levels of education and skills development which will promote growth and development of the economy (Zuma, 2014). Retaining academic staff will further ensure that tertiary institutions accomplish their visions and missions and thereby becoming centres of excellence (Ng'ethe, Iravo and Namusonge, 2012). In a study by Currie (2006:119) it was found that the financial costs associated in losing experienced academic staff makes it necessary to retain them.

Currently, there appears to be limited research studies on talent attraction and retention factors in higher learning institutions. Previous scholars that have attempted to research into talent management components in higher education (Theron, Barkhuizen and du Plesis, 2014) only focused on factors in academic turnover and retention factors while some scholars only researched on intention to quit factors amongst Generation Y academics in higher education (Robyn and du Preez, 2013). The talent management domain is not receiving enough attention and gaps in research seem to exist in the context of talent management system in higher learning institutions.

The research focused on the emerging trends relating in the discipline of talent management specifically on talent attraction and retention which have become predominant topics in the higher education. The study provides comprehensive overview of challenges and obstacles that are found in the aspect of talent management within the higher education sector.

It is against this background that the primary aim of the researcher was to introduce a framework model to attract and retain talented employees as the means to harness the issue of talent management in the higher education sector. The study also provides

recommendations as effective strategies and better means of managing talent within the education sector.

This study was conducted on a case study at a higher learning institution using a mixed method research approach. Mixed methods were applied with equal importance which allowed integration of research findings to better interpret the phenomenon of talent management. The study used Likert scale questionnaire to a random sample size of 153 participants. The Likert scale questionnaire was firstly evaluated in terms of validity and reliability. A semi-standardised individual interview was conducted with 7 individuals. These individuals were selected on a non-probability manner. Quantitative data was analysed using Statistical Package for Social Science version 24 (SPSS) while qualitative data was analysed through content analysis.

Key output of this study is the development of a framework tool for talent management in the higher education sector. The study contributes in solving talent management challenges faced in the South African higher education sector. From a practical perspective, this is essentially important as it brings on board effective measures in the attraction and retention of talent which significantly can improve the competitiveness amongst higher learning institutions' ability to meet the challenges of a growing population.

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DEDICATION

This thesis is dedicated to my mother, Agnes Musakuro, and my siblings Rutendo, Rudo and Raymond Musakuro for their emotional and moral support, continuous advice and encouragement, in what was a very difficult journey. May the Almighty God, continue to take you further, above and beyond your dreams.

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ABBREVIATIONS

CHE   Council on Higher Education

CPUT   Cape Peninsula University of Technology

DBSA   Developing Bank of Southern Africa

DHET   Department of Higher Education and Training

EVP   Employee Value Proposition

FTE   Full Time Equivalence

HESA   Higher Education South Africa

HOD   Head of department

SACE   South African Council for Educators

SPSS   Statistical Package for Social Science

UNDESA   United Nations Department of Economic and Social Affairs

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The modern day global business environment is no longer static, changes are taking place rapidly and these are demanding close attention (Beechler and Woodward, 2009). Fuelled by various fundamental transformations, the South African higher education landscape has felt the impact and have since introduced various higher learning institutions. In the last few years, new universities have emerged mainly stemming from mergers of previous colleges and technikons (Nkomentaba, 2014). With that in mind, several organisations appear to be frequently asking themselves if they have the right talent in line with what the future requires for their organisations (Armstrong, 2006:389). Therefore, organisations cannot ignore the significance of talent management which focus on ensuring that an organisation has the right talent with the right skills at the right time to achieve business goals (Cheese, Thomas and Craig, 2008: 51; Minchington, 2010).

Emerging trends relating to the discipline of talent management has presented unique sets of challenges and opportunities in the South African workplace. In higher education institutions, there is a growing demand for academic staff and the economic outlook predicts a further increase in the global demand (Theron *et al.,* 2014). While such trends are taking place, retention problems and employee dissatisfaction leading to intentions to leave jobs on the other hand is growing concern for management (HESA, 2011). Initially, academic employees help to ensure that universities achieve their visions and missions through unblocking learner performance (Ng'ethe, Iravo and Namusonge, 2012).

1.2 Background to the study

South Africa does not have an ageing population as reported in the recent statistics Mid-Year Population Estimates (Statistics SA, 2014), previous statistics showed that the current percentage of the older population aged 60 years or older approximately 8,4% (4,54 million). From this figure, projections showed that it is increasing overtime. Likewise, globally, there are significant changes in the population profile where population of people aged 60 years or more has steadily increased from 9.2% in 1990 to 11.7% in 2013. It is further anticipated that it will continue to grow as the proportion of the world population is expected to reach 21% by 2050. A study of World Ageing Population by the United Nations Department of Economic and Social Affairs (UNDESA, 2013) points out that this has presented numerous effects on how things have been done in the business environment in the last few decades and how the foreseeable future looks like. These statistics indicate that current baby boomers are now reaching

retirement age which suggests that more employees will be leaving the workforce, compared to those entering the sector. Thus raising concerns over long term supply of labour. Given the above statistics, the need for proactive measures to those in charge of the responsibility to manage organisations can be put into consideration through research.

According to (HESA, 2011) there is need of acquiring new talent into the sector as most employees are now entering retirement phase of their careers. Faced with such major challenges, the modern business environment which is highly competitive needs to revitalise approaches to attract new employees while retaining the best employees to ensure long term survival of organisations (Sharma, 2011:17).

The higher education sector as a key economic sector, has been negatively affected because of lack of initiatives in the management of talent. Bearing in mind the previous section on ageing population statistics in the world and in SA particularly HESA (2014:8) mentioned two major challenges which have become a wary to tertiary institutions in as far as securing the next generation of academics is concerned. The first challenge is concerned with reproducing and employee retention of next generation of academics. They emphasise the point that despite recording a large increase in student enrolment in the last two decades, no significant figures equivalent to academics was recorded in return. This is further worsened when related to the ageing workforce figures as mentioned earlier on. The second challenge is centred on addressing historical legacies of the apartheid era on the social composition of the academic workforce through affirmative action such that previous inequalities will be redressed.

In a report, Developing Bank of Southern Africa (DBSA, 2010:29) noted that higher education and training institutions are currently experiencing huge challenges particularly in attracting and retaining of key talent. Challenges are evident in that South African academics are incompetently remunerated relative to other occupations in both the public and private sectors where the same qualifications, expertise and skills are required. As a consequence, there has been a significant reduction in the number of potential and capable academics from the private and public sector moving to tertiary institutions like universities and colleges (DBSA, 2010:29). Initially, remuneration is regarded as a central point of connection between the employer and the employees to retain employees (Armstrong, 2009:736).

It is important to retain knowledgeable academic staff because of financial costs associated with losing them (Currie, 2006:119). If it can be agreed that talented employees bring about desirable success and sustainable development to organisations, then losing them should costly for the organisations (Netswera, Rankhumise and Mavundla, 2005). Several scholars concur that costs such as costs of hiring new employees, training and development, induction and orientation programmes, turnover costs, disruptions of productivity, declining morale,

among others, can affect organisations severely (Pienaar and Bester, 2008; De Cieri, Kramar, Noe, Hollenbeck, Gerhart and Wright, 2008).

It appears the so-called 'war for talent' is hugely affecting the higher education sector as predicted by previous scholars (Chambers, Foulon, Handfield-Jones, Hanklin and Michaels, 1998). Under such circumstances, university academic staff will need to be replaced with talented employees thus alerting scholars to investigate the issue.

Certainly, with the pace at which the business environment is changing, together with foreseeable future, talent need to be managed effectively in higher education institutions. It is from this background that this research is founded.

1.3 Problem statement

In higher education, there is a growing concern for the foreseeable future over the supply of researchers and academics. This is because the current baby boomers are now reaching retirement age which suggest that more employees will be leaving the workforce than those entering the sector. HESA (2014) assert that talent gaps in the higher education are evidenced by the shortage of trained and experienced academic personnel to fill the gaps left by the retiring generation. Talent management system is not receiving enough attention as evidenced by the lack of high figures from young researchers and academics entering the higher education sector. It appears universities are not doing enough to the talent management domain more specifically on acquiring and retention of future generation of academics. This affect the capacity of the higher education institutions to deliver against their obligations. In order to fill gaps left by the retiring generation and attract high potential talent, there is need to understand different elements that make up the talent management system.

1.3.1 Aim of the study

The study reported is an exploratory research study with the primary intention to gain broad understanding of the talent management phenomenon specifically on acquiring and retention of talent at a selected higher education institution. The aim was to develop and propose a framework model towards the management of talent thereby to contribute towards solving higher education sector's problems.

Given the above-mentioned research aim, research questions in this study are grouped into main research question and sub-research questions.

1.3.2 Main research question

- What framework can the selected higher education institution implement to reduce talent gaps in the higher education sector?

1.3.3 Sub-research questions

- What challenges are associated with talent acquisition and retention at the selected higher education institution?

- What talent gaps exist at the selected higher education institution in the context of talent acquisition and talent retention?

- What is causing talent gaps and challenges at the selected higher education institution?

- What are the employee's perceptions on talent acquisition and talent retention?

1.3.4 Objectives of the study

- To explore challenges associated with talent acquisition and talent retention at a selected higher education institution

- To identify talent gaps at a selected higher education institution in the context of talent acquisition and talent retention

- To understand what is causing talent gaps and challenges at the selected higher education institution.

- To expose employee's perceptions on talent acquisition and talent retention

1.4 Delineation of the study

Delineation of a research refers to the specific boundaries around the study or the scope of the research study in which the researcher can deal with adequately within the limits of the research study (Brynard and Hanekom, 2006:12). For that reason, it was noted that talent management system is a broad topic that covers broad aspects that are interconnected such as workforce planning, acquiring, development, managing and retention. As a result, this study only focused on two areas of talent management which previous studies provided limited attention on, namely; talent acquisition and talent retention in the context of higher education institutions (Theron *et al.,* 2014; Masibigiri and Nienaber, 2011).

Also, the research study was only conducted at one selected higher education institution in the Western Cape, South Africa. The study targeted a specified target group population and

sample group. This was in line with the objectives of this research. To be precise, the research study was limited to academic and non-academic (administrative) staff members at the higher education institution. The rational to this boundary in selecting higher education institution in the Western Cape was based on the accessibility and convenience it provided to the researcher. Consequently, this reduced the total time taken to collect the required data and it was also cost effective to the researcher owing to limited funds.

1.5 Research methodology and design overview

This section provides an overview of research methodology and design that was adopted. Comprehensive explanation and justification of research methodology and design is provided in Chapter 3. To solve the research problem, the study approached the research problem following a triangulation (mixed method approach) through implementing both quantitative and qualitative research approaches. The aim was to explore and gain better understanding of talent management phenomenon by approaching the study from several different perspectives.

1.5.1 Population

The population of this research study involved academic and non-academic (administrative) employees based in different faculties at one selected higher education institution. The rational for choosing the population of the higher education institution located in the Western Cape was to minimise the travelling expenses while benefiting on the accessibility of various faculties and departments of the institution.

1.5.2 Sampling

Sample refers to a subset from the entire population (Remenyi, Williams, Money and Swartz 1998:289). This subset is where the researcher directs the attention through an investigation whose characteristics will be generalised (Bless, Higson-Smith, and Kagee, 2006: 98). There are two methods of sampling namely probability and non-probability methods. Because this research study used a mixed method approach, it then made use of two sample groups. The first sample group was for quantitative research approach. This sample group was selected using simple random sampling technique where each participant had an equal chance to be selected. It was made up of a total of 153 participants. This was considered sufficient to draw conclusions from. Specifically, this sample group was made up of academic staff. This sample group is the one that completed the designed talent management Likert scale questionnaire.

The second sample group for qualitative research was made up of a total sample size of 7 respondents. The group was made up of 6 human resource business partners from 5 faculties and 1 talent management specialist from the department of Human Capital. This sample group

was selected using judgemental also known as purposive sampling because of what the researcher considered to be typical units and relevant from the population (Bless *et al.,* 2006:106). This sample group is the one that was interviewed by the researcher.

1.5.3 Case study

The research used a case study strategy where it was developed based on talent management at one selected higher education institution in the Western Cape. The practice of talent management, specifically talent acquisition and retention of academic staff, was examined through employing several data collection methods, namely; Likert scale questionnaires and face to face semi-structured interviews.

1.5.4 Questionnaires

A Likert scale questionnaire consisting of seven sections was used to collect quantitative data from a random sample group of 153 participants of the population. This questionnaire was firstly evaluated in terms of validity and reliability.

1.5.5. Semi structured interviews

Qualitative data was collected by means of face to face semi-structured interviews using an interview guideline which included questions for the selected respondents to a sample of size of 7 respondents. These individuals were selected using non-probability technique.

1.5.7 Data analysis

After collecting the data, data was analysed quantitatively and qualitatively. The researcher analysed the data collected based on the research questions and explored relationships within the variables. Quantitatively, the study made use of SPSS version 24 to analyse the data through the assistance of a qualified and experienced statistician. This ensured quantitative data collected to be expressed through descriptive and inferential statistics. Qualitatively, the study applied content analysis to analyse data to determine the findings which involved searching for phrases and themes that appeared to be the same based on the literature on talent management.

1.6 Validity

Validity deals with whether the research instruments are measuring what they intended to measure (Bryman and Bell, 2011:385). There are various ways to measure validity of the research instruments and these are, content validity, face validity, criterion validity and construct validity. To measure content validity, the researcher established content validity of the research instrument by making use of the literature and conceptual framework of the study

area. To measure face validity, the researcher conducted a pilot test, this also helped to structure, design, the layout and presentation of questions and statements. To measure criterion-related validity, the researcher made use of the data collection instrument previously developed and validated by other researchers (Buthelezi, 2010; Chikumbi, 2011). The notion is recommended by several scholars (Quinlan, Babin, Carr, Griffin and Zikmund, 2015:275), thus improving criterion-related validity of this research study. However, the questionnaire was slightly redesigned and customised to suit this research study problem, aim and research questions. To establish construct validity, the researcher firstly commenced this process by identifying all the variables that were thought to be important to the research instrument to uncover followed by designing questions to secure relevant information. This process was essential because it helped to link and connect all the items with the theoretical components, thus contributing to construct validity.

1.7 Reliability

Reliability relates to dependability and the degree to which research study can be repeated while obtaining consistent results (Quinlan *et al.,* 2015:274). Therefore, research instruments need to produce same results over time in different circumstances for them to be considered reliable. To reinforce reliability of questionnaires as one of the research instruments, below are several ways the researcher implemented for this study:

The research supervisor reviewed the questionnaire and in addition, two academics in the human resource management department also looked over the questionnaire before it was sent for Cape Peninsula University of Technology (CPUT) Ethical Committee. The committee further reviewed and issued an approval letter indicating to the researcher to collect data. The researcher conducted a pilot study involving 15 non-participants who gave valuable suggestions and recommendations.

1.8 Ethical consideration

The study followed appropriate ethical considerations that are morally acceptable as prescribed and recommended by (Bless, Higson-Smith and Kagee, 2006:140; Brynard and Hanekom: 2006:84) together with CPUT and the Faculty of Business and Management Sciences research ethical standards. These included steps to ensure no-one was affected during the study, there was no use of incentives both financial and non-financial benefits for participants. In addition, the research paid high attention to confidentiality issues and there was no discrimination of participants throughout the study. Also, consent letters were obtained and signed to survey participants. Furthermore, participants were informed of their rights during the study. Equally important, the researcher conducted this study with integrity and transparency.

Before commencing this study, request for permission to conduct research was sought from the higher education institution that was investigated about its talent management practices (see appendix A) in the form of an introductory letter. The letter provided details pertaining to background information of the study and research objectives. In turn, the researcher was provided with a consent letter (see appendix B) stating permission approval to conduct research and this was issued by the person who controls research access at the higher education institution that was investigated.

1.9 Significance of the research

The study is significant because it managed to develop and propose a framework model towards the management of talent in solving higher education sector's problems. Also, this research resulted in the introduction of various strategies to better manage talent in the higher education institution. These strategies in the form of recommendations are solutions to better acquire and retain talent in the higher education sector to reduce talent gaps and challenges. The strategies as outcomes can act as guidelines to human resources practitioners and various managers on how to better attract and retain talent efficiently and effectively at the selected higher learning institution.

While solving the problem, the researcher provides this study as a proactive scholarly tool in solving challenges faced in the education sector. This is essentially important as this brings on board effective measures in the attraction and retention of talent which significantly improve organisational competitiveness.

The study provides recommendations to several aspects into which the research was investigating. It is hoped that these will help to ensure that various stakeholders concerned to take proactive and practical measures in decision making. They may also discuss with one another effectively in areas involving talent management in the context of attracting and retention of talent in higher education institution.

The study was valuable as it represented an assessment of the current human resource practices at the university and could be used as a baseline for future improvements. The primary data collected from the university could be meaningful to the institution itself, while the generalisation of the results to other institutions could benefit institutions of higher learning in general.

1.10 Clarification of key concepts

Talent: refers to genetically coded assortment of skills, abilities, knowledge, experiences, values, intelligence, attitude, character, competence, commitment and contribution that are brought about to add towards the organisation's objectives (Beechler and Woodward, 2009;

Michaels, Handfield-Jones and Axelrod, 2001; Cappelli, 2008:84; Grobler, Bothma, Brewster, Carey, Holland and Warnich, 2008:156).

Talent management: refers to the mix and use of an integrated set of activities, functions and different processes implemented strategically to achieve sustainable competitive advantage (Armstrong, 2006:390; Silzer and Dowel, 2010:18).

The key functions of talent management include workforce planning, acquiring, developing, managing and retaining employees. Talent management focus on ensuring the right person is in the right job at the right time.

Acquiring: acquiring talent focus on finding and employing talent in the short term (operational) and long term (strategic) to meet business strategic goals (Bussin, 2014: 101). In essence, acquiring talent in the organisation involves focusing on attracting, recruiting, selecting and employing talent (Brewster, Carey, Grobler, Holland, & Warnich, 2008: 128).

Employee retention: refers to a set of activities that an employer combines and when assembled together, they will result in employees taking decisions to remain in the organisation for a lengthy time period (Hendricks, 2006). An extension to this definition involves employer efforts to ensure that voluntary turnover is reduced (Jackson and Schuler, 2004).

Talent development: refers to short term and long-term initiatives taken by the employer to accelerate the development of high potentials (Bussin, 2014).

Workforce planning: refers to a systematic process where organisational managers establish, review and forecast the required future demand and supply of employees needed towards to perform and execute the organisation's work needs (Meyer and Kirstern, 2005; Erasmus, Schenk and Tshilongamulenzhe, 2014:271).

1.11 Organisation of the research

This research will be a six-chapter research study. Below is what each chapter will specifically cover:

1.11.1 Chapter 1 – Introduction and background to the study

This chapter is one that is aimed at exposing the background to the research problem by revealing the conditions that propelled the investigation. It focused on outlining research aim and objectives, delineation of the study, briefly introducing the research methodology and design applied to the research study, the significance, ethical considerations of this study and clarification of key concepts.

1.11.2 Chapter 2 – Literature review

Chapter 2 will provide a comprehensive literature review. In this chapter, the researcher will align the study within the existing scientific body of knowledge. The researcher will position and align the study by finding out what other researchers have done in the very same subject matter. The chapter will provide a scope of talent management system and its nature. The chapter will also present a theoretical framework on the current and past issues talent management system with the aim to bring into the light the concept of talent management.

Finally, literature review will explain the need for talent management in the higher education sector, broad key issues linked to talent management in higher education institutions, issues pertaining career life stages and phases and then lastly the importance of talent retention in the higher education sector.

1.11.3 Chapter 3 – Research methodology

This chapter will explain and justify the research methodology considered. In fact, Chapter 3 will cover the research design and methodology by giving clear and concise description of how the research data was collected and analysed to address the research questions. Furthermore, it will also provide details into the criteria of interpreting data collected and also highlight ethical issues considered into this research study.

1.11.4 Chapter 4 – Presentation of research findings

This chapter will comprise of presentation of research findings by developing a case study approach into the management of talent a higher education institution. To do this, a case will be formulated based on the significant themes used to collect data.

1.11.5 Chapter 5 - Discussion of research findings

This chapter will provide quantitative and qualitative discussion of research findings. Discussion of research findings will be presented in themes.

1.11.6 Chapter 6 – Conclusion and recommendations

Chapter 6 will be the last chapter of the research study and it will provide conclusion and recommendations. This is when research questions are answered consequently fulfilling the research aim.

1.12 Summary

This chapter has introduced and formed the foundation for this research study in motivating the reasons for this study. It has outlined several issues which included, problem statement,

research aim, research questions, objectives, research delineation, overview of research design and methodology, ethical considerations, significance of the study, clarification of key concepts and organisation of the research.

This chapter was geared towards giving a clear background of the problem, and for that reason the intention was to provide a general framework in support of the main objective that the entire study aims to achieve. The next chapter will comprehensively present the literature related to better explain the problem statement.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter provided an overview and background of the study. This chapter provides comprehensive literature review related to the topic of talent management. Specifically, the review will focus on what other previous researchers have discovered about the very same subject matter which is almost similar as this research study. The aim is to review some of the findings revealed by other researchers in the industry to make it easy to find out the utmost importance of key themes and how their findings might be integrated and developed in this research. It is important to perform this literature review as it will provide information to better clarify the problem statement thus enabling the researcher to find a way to fit into the current literature.

2.2 Importance of talent management

Preliminary inquiries into the study of talent management calls for any stakeholder concerned to pose several questions about what it is, why talent management and how best to manage organisational talent. Literature involving talent management has put the concept to light as it is now regarded as a top and strategic challenge facing managers in this twenty first century (Boudreau and Ramstad, 2007; Capelli, 2008; Collings and Mellahi, 2009; Huselid, Beatty and Becker, 2005). Hence this requires managers to be ready to act in line with what business environment is presenting to organisations.

Indeed, talent management is one of the most important and key strategic issues facing managers in the modern-day business environment (Boudreau and Ramstad, 2007; Capelli, 2008; Silzer and Dowel, 2010). It is worth noting under industrial capitalism that key corporate assets used to be physical resources, physical plants and financial capital but today those are fairly-unimportant, but it is knowledge assets in the form of intellectual capital (Cheese *et al.,* 2008:9). At this stage, talent management can be viewed as a key corporate resource that organisations need in to achieve their goals and objectives.

Globally, talent management has been conceptualised by Cheese *et al.* (2008:9) who argue that 'talent' has become one of the valuable resources in which many organisations are fighting for. In other words, these talented employees have made the difference for those organisations that have global mind-set. Through research, valuable contribution to this conception is that of McKinsey and Company who branded this business state as 'the war for talent' (Michaels, Handfield-Jones and Axelrod, 2001). They explain and forecast the impact of future skills shortage crisis and further identify 'talent' as the corporate resource which will be difficult to

find. From the resource-based view of strategic human resource management, Barney (1991) points out human capital resources as one of the sources of competitive advantage.

Globally, several successful organisations like Pepsi and General Electric were reportedly being involved in continuous talent development and as such they have become to be known as "academy companies" as they are viewed as breeding grounds for talent (Cappelli, 2008). If this can be done by these organisations, then other organisations can do so despite different circumstances in the scarcity of talent. However, some scholars predict that talent will continue to be at premium and retaining employees with key skills will be a challenge in certain industries (Ashton and Morton, 2005).

As mentioned earlier, the so-called 'war for talent' is intensifying, on the other hand retention methods of highly skilled need to change. In this context, it can be said that the need for top and competitive talent is on-going. However, there have been structural changes driving 'war for talent' in which Michaels *et al.* (2001) describe the situation as 'new' business realities as shown in Table 2.1 below.

Table 2.1: The old and new business realities

The old reality	The new reality
People need companies	Companies need people
Machines, capital and geography are the competitive advantage	Talent makes a huge difference
Better talent makes some difference	Better talent makes a huge difference
Jobs are scarce	Talented people are scarce
Employees are loyal, and jobs are secure	People are mobile, and their commitment is short term
People accept the standard package they are offered	People demand much more

Source: Michaels *et al.* (2001)

2.3 Defining talent

Initially, the term 'talent' dates back to biblical times where it denoted measure of weight which was changed to unit of currency, later converted and meant a person's value or innate abilities (Michaels *et al.,* 2001). Beechler and Woodward (2009) adds that 'talent' equates to the combination of competence, commitment and contribution. To put it in another way, Michaels *et al.* (2001) mention that McKinsey and Company, a management consulting firm, defined 'talent' as the sum of person's abilities, his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character and drive. In addition, it also includes the ability to learn and grow.

In addition to the above but still referring to 'talent' within the organisation, Silzer and Dowell (2010:13) explain that 'talent' is an individual's skills and abilities and this is what a person can contribute towards the success of the organisation. This suggests employees with the 'talent' contribute and make an impact on the strategic aspects of the organisation. Moreover, the same authors mention that 'talent' can be related to a group within the organisation that is a pool of employees with exceptional skills and abilities either in a technical area of competency, a more general area or the entire organisational population.

According to Chartered Institute of Personnel Development (2006) 'talent' refers to complex mixture of employees' skills, knowledge, cognitive ability, potential, values and work preferences. Furthermore, Cappelli (2008:84) concur with Michaels *et al.* (2001) by describing 'talent' as those attributes of an employee that an individual carry such as knowledge, a powerful resource in which they possess in fulfilling the mission of the organisation. Based on this information so far, it appears that various scholars and practitioners alike differ and seem to struggle to explain what is 'talent' together with what it entails.

Furthermore, from the above, it can be noted that definitions of the term 'talent' vary in literature as some authors consider some aspects that make up 'talent' as more important while others fail to include them at all. The connotation implies that no single definition fits all contexts as there are different views about the nature and definition of the term 'talent'. Therefore, for the purposes of this research study, 'talent' will be defined as genetically coded assortment of skills, abilities, knowledge, experiences, values, intelligence, attitude, character, competence, commitment and contribution that are brought about to add towards the organisation's objectives (Beechler and Woodward, 2009; Michaels *et al.,* 2001; Cappelli, 2008:84; Grobler *et al.,* 2008:156).

2.4 Defining talent management

The history of talent management has shown that since the McKinsey consultants' ground-breaking research study in 1997 which was followed by the 2001 publicised book 'The War for Talent' (Axelrod, Handfield-Jones and Michaels, 2002) made the topic known globally. Since then, the topic of talent management has gained significant attention globally both in practice and theory. This represents a paradigm shift from traditional human resource related sources of competitive advantage (Miller, Burke and Glick, 1998), and strategic human resource management (Huselid, Jackson and Schuler, 1997; Schuler, 1989; Wright and McMahon, 1992) to management of talent relevant to today's changing competitive business environment.

Research has shown that talent management literature reveals a degree of debate as to the conceptual boundaries of the topic (Collings and Mellahi, 2009). Defining talent management appears to be difficult for scholars (Lewis and Heckman, 2006) because of different

connotations, terms and conditions made by previous academics who wrote about the very same subject matter. Equally important, Ashton and Morton (2005:30) noted that there is no single consistent or concise definition of talent management. At the same time, it has been found that talent management has focused more on current organisational practices, but it often lacks a theoretical perspective (Al Ariss, Cascio and Paauwe, 2014). Since there are no consistencies in literature about the definition of talent management, this research will now consider varied definitions of talent management.

Table 2.2: Definitions of talent management

Definition	Source
Systematic planned strategic effort by an organisation with the aim to attract, retain, develop and motivate highly skilled employees and managers.	Noe, Hollenbeck, Gerthart and Wright (2012:25)
The ability to manage the supply, demand and flow of talent through the human capital engine.	Pascal (2004:ix)
Processes for managing people in organisations to ensure the right person is in the right job at the right time.	Jackson and Schuler (1990:235)
The use of an integrated set of activities to ensure that the organisation can attract, retain, motivates and developing the talented people it needs now and in the future.	Armstrong (2006:390)
An automated end process of planning, recruiting, developing, managing and compensating employees throughout the organisation.	Dessler, Barkhuizen, Bezuidenhout, De Braine, Du Plessis, Nel, Stanz, Schultz and Van der Walt (2011:365)
An integrated set of processes, programs, and cultural norms in an organisation which are designed and implemented with the aim to attract, develop, deploy and retain talent to achieve strategic objectives and meet future business needs.	Silzer and Dowel (2010:18)
Anticipation of human capital needs into the future and setting out a plan to meet them.	Capelli (2008)

From the above preliminary definitions of talent management, it can be reiterated that there are no consistencies in defining talent management as noted before (Ashton & Morton, 2005:30). However, despite this criticism (Lewis and Heckman, 2006) reveals three key streams of thought around the concept of talent management. These are explained below.

Firstly, Lewis and Heckman (2006) explain that scholars who used new terms to label talent management for human resource management, together with their contributions often are limiting their focus to specific human resources practices that include recruitment, leadership development, succession planning and others. Secondly, this stream of literature stresses the point that refers to the development of talent pool aiming on forecasting workforce planning

requirements and succession planning practices (Lewis and Heckman, 2006). Thirdly, this stream basically focuses on the management of talented employees. Literature here argues that all roles inside the organisation should be filled with what are referred to as "A performers", also known as "topgrading" (Smart, 1999). On the other hand, the organisation needs to regularly manage "C players" or consistently poor performers out of the organisation (Michaels *et al.,* 2001).

In addition to the above, it is worth noting that literature also adds a fourth stream in as far as talent management is concerned. This fourth stream presents an essential point which stresses on the identification of key positions which have the potential to differently impact the competitive advantage of the firm (Boudreau and Ramstad, 2005; Huselid, Beatty and Becker, 2005).

While defining talent management, it is also of paramount importance to define strategic talent management. According to Collings and Mellahi (2009) strategic talent management refers to "… set of activities and processes that involve the systematic identification of key positions which differentially contribute to the organisation's sustainable competitive advantage, the development of a talent pool of high potential and high performing incumbents to fill these roles, and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organisation". In this context, talent is seen as valuable and scarce resource and organisations gain competitive advantage when they develop their own talent (Barney, 1991).

Silzer and Dowell (2010:38) are of the view that strategic talent management entails systems and processes that are driven and fully integrated with business and talent strategies. These should be managed as core business processes as they are strongly related and dependent to one another. To make strategic management a success, different people assume various roles as areas of responsibility and accountability in driving strategic talent management (Silzer and Dowell, 2010:57). These people include board of directors, chief operating officer (CEO), senior executives, human resource and talent professionals, line managers and individual employees that is the talent. However, human resource practitioners are expected to take the lead in driving strategic talent management as full business partners to the CEO and other senior executives.

All things considered, it appears that talent management is relatively a new phrase which has been defined largely in ways that have not contributed to the understanding of managing talent in organisations (Lewis and Heckman, 2006). Furthermore, the same authors argue that talent management as defined currently, is not well grounded in research, not distinct from traditional human resources practices or disciplines, and is supported mainly by anecdote. However, having considered the above definitions of talent, talent management and strategic

management, it can be said that talent management as defined, is associated with a mix and use of an integrated set of activities, functions and different processes implemented strategically to achieve sustainable competitive advantage and its key functions include planning, acquiring, developing, managing and retaining employees.

Because talent management involves several processes, activities and functions, it is necessary for the purposes of this study that these be explained in detail. To do this, below is one selected talent management system that will be used as a guideline to better explain talent management. Moreover, while explaining, a strategic approach will be developed with the idea to draw a distinction between traditional human resource approach and strategic talent management. It should be noted that literature provides several talent management frameworks, however, none of these have thus far been able to cater and solve higher education sector talent management problems. For instance latest talent management frameworks only cater for the private sector whose main target organisations are for profit making (Van Zyl, Mathafena and Ras, 2017; Meyer, 2016). However, some of the elements of their frameworks will be discussed in this study.

Figure 2.1: Talent management system
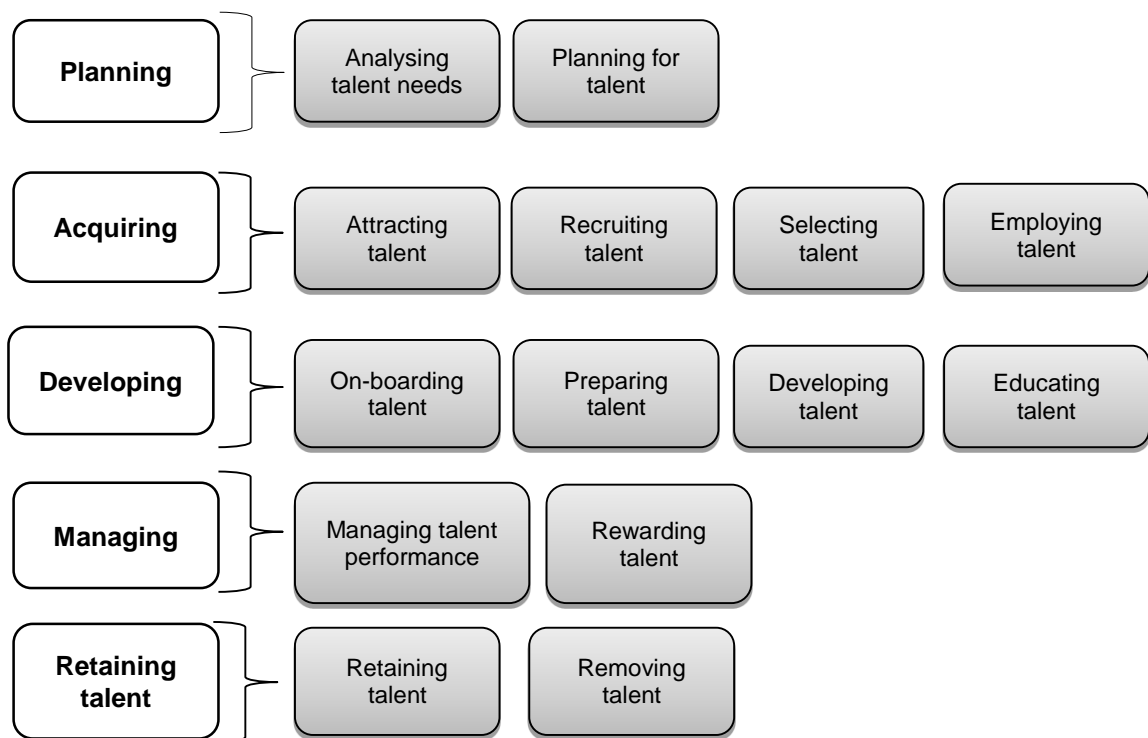
Source: Brewster *et al.* (2012:155)

Based on the scope of talent management provided above, notably are sets of activities and processes that make up talent management with five key elements, namely; planning, acquiring, developing, managing and retaining talent. According to Meyer (2016:21) there is a need for organisations to develop a talent management policy that will help to guide and clarify

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underpinning principles of talent management process and strategy. The same author states that, though talent management strategy may change over time as dynamics change, talent management policy need to be followed consistently and implemented fairly. Apart from talent management policy, organisations are recommended to articulate their talent management philosophy, accountability issues, governance issues and measurement of talent management processes (Bussin, 2014:19). It is therefore clear that these are the main elements that influence talent management practises.

The research will now proceed to discuss components which constitute talent management with the notion to draw more insights from many distinct but interrelated components of talent management system.

2.5 Planning

2.5.1 Talent planning

Talent planning is the first critical step that an organisation takes towards successful talent management practices. This is because it is one of the key sources that determine talent management processes and activities. Different scholars concur on the practical approaches to talent planning (Van Zyl, Mathafena and Ras, 2017; Van Hoek, 2014:58; Bussin, 2014:73). They agree that talent planning consists of internal and external environmental analysis, business strategy, talent management strategy and talent success profile. According to Bussin (2014:73) workforce and talent planning need to be connected and linked towards overall business strategy to ensure that the right organisational objectives are translated into strategic human resource priorities. Bussin (2014:21) state that talent management planning consists of five steps. Table 2.3 below illustrates a talent management planning process.

Table 2.3: Talent planning process

Step	Required action	Outcome
Step 1	Define the required status	Planning the required level of competencies and people
Step 2	Define the current status	Talent profile that shows the level of capability and competencies as well as number of people in the organisation
Step 3	Document the gaps	Documentation of gaps between required status and current status
Step 4	Develop talent management plan	Documentation of plans and activities to address talent gaps as identified in step 3
Step 5	Measure and review	Development of a scorecard where progress towards the desired state can be monitored and measured.

Source: Bussin (2014:21)

2.5.2 Workforce planning

Workforce planning is a new catch phrase which is also known as employment planning or human resource planning (Van Hoek, 2014:57). Workforce planning can be viewed as a process that involves the development and practical implementation of action plans with the aim to have the right people with the right skills in the right jobs at the right time for future organisational success (Grobler, Warnich, Carrell, Elbert and Hatfield, 2006:104). It is a systematic process where organisational managers establish, review and forecast the required future demand and supply of employees needed to perform and execute the organisation's work needs (Meyer and Kirstern, 2005; Erasmus, Schenk and Tshilongamulenzhe, 2014:271).

Workforce planning as a process involves a set of activities which an organisation takes with the aim to forecast labour requirements as well as the labour availability to determine employment gaps among these projections, thereafter develop action plans that can address the gaps (Heneman and Judge, 2009:96). Bussin (2014:93) mention that workforce planning usually begins with strategic workforce planning whereby the organisation starts by clarifying the roles and skills required soon and the expected number of employees to leave the organisation.

As a process, workforce planning also involves matching supply and demand for employees from a strategic level up to an operational level (Stolletz, 2010). From a strategic perspective, an organisation attempts to plan the future needs of its workforce based on its current size. At the same time, it is essential that talent planning is linked to organisational strategy (Bussin, 2014:73). Cillie-Schmidt (2012:3) notes that a comprehensive workforce planning entails focusing on areas which are short term, tactical workforce planning and long-term workforce planning which are all equally important.

Cole (2002:138) elucidate that workforce planning in most cases is performed to express rational and planned approach towards the management of employees with desirability to ensure that there are sufficient knowledge employees. This will result in a reduced gap between present and anticipated talent needs.

The responsibility of workforce planning rests with human resource practitioners (Warnich, Carrell, Elbert and Hatfield, 2015:121). However, they cannot work in isolation which implies that they need to interact with line management. The authors further state that human resource practitioners should take the lead role to demonstrate their competence and expertise to line managers.

2.5.3 The importance of workforce planning

Because of effective workforce planning, importance of this practice includes but not limited to the following:

- It enables the organisation to determine future human resource needed while allowing the development and implementation of action plans aimed at reducing gaps between demand and supply of labour (Erasmus, Schenk and Tshilongamulenzhe, 2014:272)

- It enables better management of labour costs through anticipating skills shortages or surpluses in that way, this will result in the adoption of effective strategies and methods to manage these differences before they become unmanageable and expensive (Krishnamurthi, 2006:84)

- It helps to form the basis and development of professional recruitment and selection practices as key human resource functions as well as the promotion of effective utilisation of human resources in the organisation (Meyer and Kirstern, 2005:30).

- Helps the organisation in the attraction and retention of people with the right skills, expertise and competencies well in advance of needs (Armstrong, 2003:360)

- Workforce planning makes it possible for the organisation to identify and prevent future problems as early as possible which will result in reduced labour turnover rates, lower labour turnover rates and even preventing layoffs (Nel *et al.,* 2014:60)

- Through workforce planning, allow an organisation to take advantage of opportunities by identifying skilled workers in advance until a time when their skills will be required (Nel e*t al.,* 2014:60)

An example of a workforce planning process is shown below.

Table 2.4: Workforce planning process

Step 1	Review strategic business plan
Step 2	Develop strategic human resources plan
Step 3	Set human resource objectives
Step 4	Compile skills profile
Step 5	Conduct human resources forecasting
Step 6	Develop employment equity plans
Step 7	Develop human resources action plans
Step 8	Monitor and evaluate

Source: Meyer (2003)

Step 1: Review strategic business plan

This is when the organisation reviews strategic business plan against the external business environment. This step involves recognising factors in the external environment and analysing them since they have an impact on the performance of the business. External factors that may have an influence on workforce planning include but not limited to the following culture, economic, political, business, demographic, legal, technological, and social factors (Nel *et al.,* 2014:60).

Step 2: Developing a strategic human resource plan

During this step, the organisation develops a strategic human resource plan. The aim is to acquire and develop employees resulting in the achievement of its broad strategic plan. An organisation may generate policies that may result processes such as performance management, training and development, employment equity, employment relations, employee benefits and remuneration.

Step 3: Set human resource objectives

This step involves setting human resources objectives that suit the environment in which the business operates. It also involves setting strategic and operational plans, checking current design of jobs that will suit employee work behaviour.

Step 4: Compile skills profile

Here the organisation conducts thorough and detailed skills profile of existing and new employees to help various managers to compare skills levels of current and future employees.

This step is important because it helps to show numbers of existing employees who can help in accomplishing business goals while determining the number of human resources required in future from outside the organisation.

Step 5: Conduct human resources forecasting

Perform both labour supply and labour demand forecasting through estimating future demand of human resources in numbers that the organisation may require. The organisation will also need to assess the number of human resources to be available both within and outside the organisation.

Step 6: Develop employment equity plans

This step is important as the organisation will need to comply with the labour requirements herein referred to as the Employment Equity Act 55 of 1998. To do so, the organisation needs to clearly set numerical targets and take the responsibility to advance the skills of the previously disadvantaged groups (black people, females and people with disabilities).

Step 7: Develop human resources action plans

The organisation need to develop the means in which human resources forecasting (demand and supply) as well as employment targets will be achieved in future. This step involved adoption of strategies and methods to achieve set plans.

Step 8: Implement human resources action plans

This step involves putting into action plans set by the organisation. This may include but not limited to the following actions:

- Motivation plan to minimise absenteeism

- Screening internal applicants and select the most appropriate

- Training and development of employees

- Offering bursaries

- Form employee discussion forum with the aim to improve and enhance communication

Step 9: Monitoring and evaluation

There is need for an organisation to monitor and evaluate its workforce planning process and determine if it has achieved its objectives.

From the discussion above, it follows that talent planning and workforce planning are the first components and the footing of talent management system. It involves aligning and ensuring that the organisation has sufficient workforce that it requires in the future. It is during this stage that an organisation matches the supply and demand of employees thus performing key strategic and operational roles.

Planning is important in talent management because it helps an organisation to establish, review and forecast demand and supply of employees. This stage is also essential because it will then determine how the organisation will acquire and retain the desired talent. Guided by the talent management policy, human resource practitioners take lead role in workforce planning and liaise with line managers. Having explained talent planning and workforce planning, the next section will explain how the organisation can acquire talent.

2.6 Acquiring

Acquiring as a key component of talent management focus on acquisition of talent to ensure sufficient supply of talent both in the short term (operational) and long term (strategic) to meet business strategic goals (Bussin, 2014:101). Acquiring talent in the organisation involves focusing on recruiting, selecting and employing talent (Brewster *et al.,* 2008:128). However, some scholars separate acquiring and attracting (Meyer, 2016) while some scholars combine the two (Brewster *et al.,* 2012:155). The research will combine the two.

2.6.1 Employee Value Proposition

Employee Value Proposition (EVP) refers to a combination of traits and benefits that motivates applicants to join an organisation and existing employees to remain in the organisation (Bussin, 2014:125). To put it in other words, these traits and benefits are what an employee presumes to receive in exchange for work performance. Brewster *et al.* (2008:132) mention that EVP include intrinsic and extrinsic satisfaction, values, ethics and culture in which employees encounter within the organisation. In another view, these traits and benefits tend to characterise and separate the organisation against other competing organisations (Minchington, 2006).

Kochanski (2004) states that a distinguished EVP has potential to add and strengthen employer brand since it describes the desired organisational state in relation to strategic goals and desired culture. This suggests and requires designing of a unique EVP that can support employer efforts in finding applicants from a rich candidate pool, adoption of measures to retain dedicated employees with exceptional work performance and at the same time attracting people to join the organisation without enticing them with remuneration perks (Bussin, 2014:125).

From a recruitment and selection of employees' perspective, EVP serves as a communication mechanism to attract and lure applicants (Brewster *et al.,* 2012:160). In addition, Michaels, Handfield-Jones and Axelrod (2001) identified the following factors that prospective employees would consider when deciding which organisation to work for:

- **Exciting work** – work needs to be interesting and must challenge employee's abilities

- **Developmen**t – prospective employees consider opportunities linked to career advancement, a place where learning is continuous and a workplace where high performance is promoted

- **Great company** – a professionally managed organisation, good work relations with colleagues and a good organisational culture.

- **Wealth and rewards** – Employees must be valued, recognised and fairly remunerated for their contribution towards business success.

Below in Figure 2.2 shows an EVP in which an organisation can use to meet employee's needs, prospects and desires.

Figure 2.2: EVP

Tangible

The package
- Pay & benefits
- Role definition
- Job content
- Nature of work

Profile
- Growth
- Financials
- Reputation
- Product/service
- Brand
- Major successes
- History

The job
- Degree of autonomy
- Level of authority
- Formal recognition
- Personal development
- Work/Life balance

Organisational processes
- Informal/formal processes
- Physical environment
- Career opportunities
- Training and development
- Work/Life balance

Individual ← **Organisational values** → **Organisational**

Conviction
- Belief in purpose
- Making a difference
- Confidence in organisation

Leadership Style
- Respected behaviours
- Politics

Working Experience
- Role clarity
- Perceived worth
- Relationship with manager
- Respect for colleagues
- Ability to be oneself
- Diversity

Social Systems
- Friendship
- Informal recognition

Intangible

Source: Ingham (2006)

2.6.2 Recruitment

Recruitment is a way in which an organisation brings into attention a new vacancy. Du Plessis (2015:85) points out that recruitment can be denoted as the attraction phrase of talent management. In simple terms, recruitment can be defined as a process of encouraging people to apply for a vacant post in an organisation. Grobler *et al.* (2006:166) define recruitment as a process that includes several steps towards getting job vacant known and suitably qualified candidates to apply and fill positions in the organisation.

Hunter (2012:121) mentions that recruitment process starts by communicating with the potential job applicants that a vacancy exists and ends when selection process starts. After recruiting a suitably qualified employee, the selection process will then follow thereby completing the hiring process. Organisations put a lot factors into consideration when choosing the best candidate thus making key decisions in choosing the right talent that can add value to the organisation.

In some cases, recruitment process may be determined by the acknowledgement of a need arising out the workforce planning process as explained earlier in section 2.5 (Erasmus, Schenk and Tshilongamulenzhe, 2014:299). Evidently, this substantiates the link between the two components of talent management system.

Kleynhans, Markham, Meyer, Van Aswegen and Pilbeam (2006) mention that organisational recruitment activities tend to be obligated to guidelines of written policies and procedures. According to (Nel, Werner, Haasbroek, Poisat, Sono and Schultz, 2008:223) these written policies includes information pertaining to internal or external recruitment methods, recruitment of relatives, consideration of flexitime employees, employment of retirement age of employees among other issues. The same authors regard recruitment policies as effective efforts since they have the potential to permit an organisation to find the right people when followed properly.

Erasmus *et al.* (2014:314) provides a summary of the general steps involved in the recruitment process and as such these are intended to act as a guide to the process. However, they further explain that most organisations differ in recruitment processes due to their circumstances. At the same time, Warnich, Carrell, Elbert and Hatfield (2015:183) states that because of the changing business environment and need to recruit good applicants, factors such as political, demographic and economic factors tend to influence human resource practitioners to use more flexible and innovative methods in recruitment.

Table 2.4: Steps in the recruitment process

Step 1	Determine the exact need
Step 2	Consult the recruitment policy and procedure
Step 3	Obtain approval to recruit
Step 4	Make sure the job description and person specifications are current
Step 5	Decide the recruitment source(s) and method(s)
Step 6	Utilise the source(s) and apply the recruitment method(s)
Step 7	Allow sufficient time for response (and consider clarifying uncertainties)
Step 8	Screen responses
Step 9	Draw up an initial shortlist of candidates
Step 10	Keep applicants informed

Source: Erasmus *et al.* (2014:314)

From Table 2.4 above, the recruitment process commences by determining the exact need that is what job applicant will do in the organisation for an identified position(s). This can be influenced by an outflow of workforce planning process although it is not always the case in all business organisations. Thereafter, checks with recruitment policy and procedures for consistency and guidelines will follow. This will be followed by obtaining approval to recruit from a managerial staff.

After this, an organisation needs to make important decisions on the sources (internal or external) and various methods of recruitment. Internal methods may include job posting whereby the employer advertises for a vacant position and employees respond by applying (Warnich *et al.,* 2015:192). Examples of job posting include bulletin boards, computer email-based systems, and telephone-based systems as well as the organisation's intranet system. Conversely, external methods include direct applications, university or school campus recruiting, recruitment agencies, and advertising in newspapers, e-recruitment including social media (Twitter, Facebook, LinkedIn and others), direct mail, journals, radio and others.

From there, an organisation will need to give considerable amount of time for job applicants to submit their applications for the advertised positions. Screening of applicants will then take place, after that an organisation will then draw up an initial shortlist of candidates, these candidates are informed and invited for interviews.

Recruitment plays crucial function in the process of acquiring suitable applicants to fill positions in the organisation. However, in the modern-day times, the recruitment process has changed

rapidly over the years. Organisations are increasingly making more usage of information and communication technology with some solely depending on e-recruitment (Van Hoek, 2014:69). According to Van Hoek (2014:69) e-recruitment also known as web online recruitment refers to the practice of using electronic and technological resources to process recruitment needs of the organisation via intranet (internally) and the internet (externally).

In terms of talent attraction, Meyer (2016:23) states that to attract talent, organisations nowadays need to be more visible using high-tech social media platforms. Furthermore, the same author points out that nowadays prospective employees now have access to vast amount of information about many organisations and most of these prospective employees consistently access data about organisations when deciding to apply for jobs. In the same vein, Robbins and Coulter (2010) states that technology tools are now available to remove and eliminate tedious traditional long and lengthy paper-driven processes of recruiting employees. This means employers are encouraged to make use of effective technological tools as part of their efforts to manage their talent management system.

To remain competitive, Brewster *et al.* (2012: 155) suggest several new strategies to rebuild a recruitment strategy in contrast to the old recruitment strategies as highlighted in Table 2.5 below.

Table 2.5: Rebuilding a recruitment strategy

Old recruiting strategies	New recruiting strategies
Grow your own talent	Pump talent in all levels
Recruit for vacant positions	Hunt for talent always
Go to a few traditional sources	Tap many diverse pools of talent
Advertise to job hunters	Find ways to reach passive candidates
Specify a compensation range and stay within it	Break the compensation rules to get the candidates you want
Recruiting is about screening	Recruiting is about selling as well as screening
Hire as needed with no overall plan	Develop a recruiting strategy for each type of talent

Source: Brewster *et al.* (2012: 155)

2.6.3 Selection

Selection refers to the process of screening and hiring the appropriate candidate with the right qualifications and who displays potential skills valuable to contribute more for the business organisation's success (Wild, Wild, Han and Rammal, 2009: 433). According to Nel *et al.* (2014:86) selection is the process which attempts to determine best applicant for a position

and who can help organisation achieve its goals despite individual differences. Grobler *et al.* (2006:182) define selection as the process of deciding and choosing the best candidates to fill a job vacant.

Du Plessis (2015:93) emphasise the need for proper procedure and fairness during the selection process because if it is not performed as it should be, it can lead to wrong person filling the position. As such they point out four principles of effective and fair selection process, namely reliability, validity, objectivity and transparency.

There are several factors that influence the selection process. These can be divided into external and internal factors. Several authors (Catana, 2009:239; Wild *et al.,* 2009:433) put forward factors that may influence the selection process and these are shown in the Table 2.6 below.

Table 2:6: Factors that influence selection process

External factors	Internal factors
Legislation	Size of the organisation
Community	Motivation and interest
Political stability	Job environment
Cultural background	Organisational culture
The labour market	Type of organisation
Geographic location	Organisational objectives
	Speed of decision making
	Applicant pool
	Selection methods

Source: adapted and modified from (Catana, 2009:239; Wild *et al.,* 2009:433)

2.6.3.1 Factors in the external environment

Legislation: Legislation as a factor that influence selection process refers to legal considerations during the selection process such as labour laws that may include Employment Equity Act (No. 55 of 1998) which calls for prevention of discrimination and affirmation action (Hunter, 2012:137; Nel *et al.,* 2014:87). Furthermore, the same authors explain that discrimination may be done by those in charge of selection in relation to factors such as race, gender, disabilities, sex, pregnancy, marital status, family responsibility, ethnic, colour, sexual orientation, age, religion, human immune virus (HIV), belief, conscience, political opinion, language and birth. Brewster *et al.* (2008:185) point out that these factors present problematic issues for organisations in areas of compensation, career development and discipline.

However, the Employment Equity Act in section 6(2) states that it is not regarded as unfair discrimination where an employer takes affirmative action measures in compliance and consistent with this Act or to eliminate any person based on inherent job requirements of the job.

The labour market: Banfield and Kay (2012) point out that some labour markets are geographically located in areas where employees are already working. These can either be in the form of virtual or physical, and can be found locally, regionally, nationally, or in the global labour markets. Most important these are available in different sizes depending on how scarce they are and specialisation of skills and level of expertise.

2.6.3.2 Factors in the internal environment

Size of the organisation: The extent to which an organisation formalise the selection process may be determined by the size of the organisation (Nel *et al.*, 2014:88). Furthermore, an organisation may use of various approaches to selection, for instance an organisation may apply relaxed methods when filling lower level positions but may perform extensive background checks and interviews when filling executive positions.

Type of the organisation: Different sectors of the economy also affect the selection process where differences in selection of employees in private and public sectors exist (Nel *et al.,* 2014:88). In the private sector, the aim is to hire an employee who can contribute more towards the profitability of the firm while in public sector the issue is moderately relaxed when compared to the private sector because of public sector is mainly concerned with service delivery.

Speed of decision-making: Time is an important resource to any business organisation and it can influence employee selection process. Nel *et al.* (2008:240) states that speed in the selection process is highly important where production may be affected if there is no suitably knowledgeable person to do a certain job.

Applicant pool: the selection process may be influenced by the total number of applications for a job. The more there are job applicants, the more accurate the selective process can be (Nel *et al.,* 2008:241). Conversely, if the response rate to a job advert is low, the more the selection process becomes relatively laid-back since there will be few job applicants with the required skills and knowledge.

Organisational structure: the hierarchical structure in the organisation also plays an important role in the selection process. As mentioned before, recruitment and selection processes vary from one organisation to another however organisational structure determines the selection panel (Nel *et al.,* 2008:241). In addition, a selection panel may compose of human resource manager and line manager in a large organisation. On the other hand, in small

organisations, a human resource specialist will be handling selection process with the assistance of a line manager.

Choice of selection methods: Choice of selection methods can affect the whole process. The following factors influence the choice of a selection method:

- Method of selection criteria might be influenced by group selection methods and assessment centres
- How suitable and correctness of the choice of method
- Skills and capabilities of selection panel involved in the process
- Complications of the management
- Costs involved to each selection method selected (interviews are regarded as inexpensive while tests and assessments centres are costly).

2.6.3.3 Selection process

Although a selection process is made up of series of steps in which job candidates pass, yet these differ from one organisation to the other and from situation to situation (Erasmus *et al.,* 2014:326; Nel *et al.,* 2008:241). The components that make up the processes act as methods to choose best possible candidates to fill vacancies. As shown in Figure 2.3 below, each step is an eliminator since candidates drop out of the process at each step resulting in a small candidate-pool and eventually employment is offered to the most successful applicant.

Figure 2.3: The selection process

	Preliminary interview
	Satisfactory → Unsuccessful
2.	Written application
	Satisfactory → Unsuccessful
3.	Employment tests
	Satisfactory → Unsuccessful
4.	Employment interview(s)
	Satisfactory → Unsuccessful
5.	Reference checks
	Satisfactory → Unsuccessful
6.	Physical examinations
	Satisfactory → Unsuccessful
7.	Offer employment
	Reject
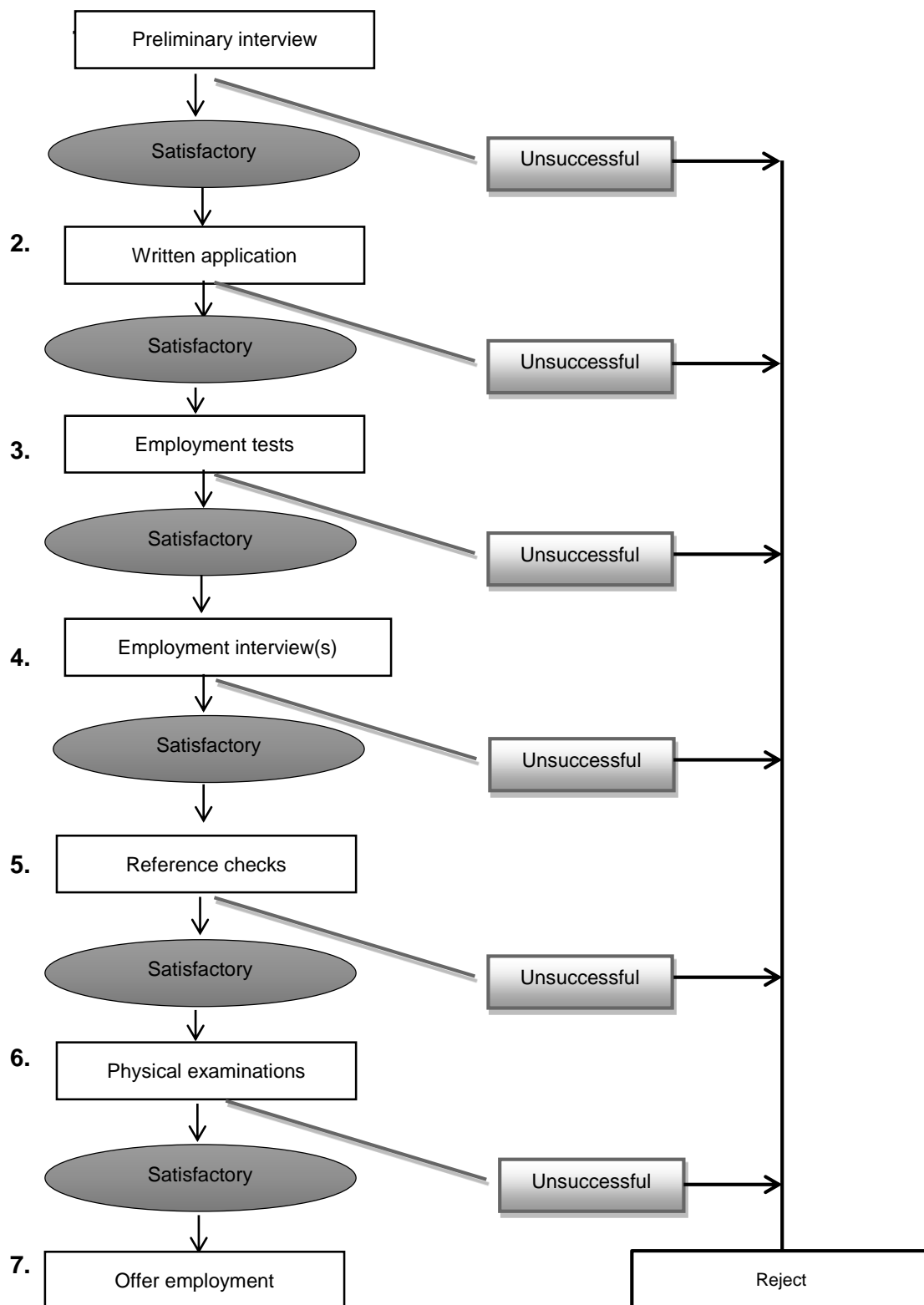
Source: Erasmus *et al.* (2014: 327)

2.6.4 Orientation and induction

Soon after selecting new employees, the next step involves introducing them to the organisation. This is done through orientation and induction programmes. In most situations, it is a difficult and a nervous experience for new employees because there is potential for creation of feelings of uncertainty and self-doubt (Stirzaker, 2004). Literature reviewed shows that orientation and induction are processes that different scholars interchangeably use but still referring to the same processes (Warnich *et al.,* 2015: 233).

Screuder and Coetzee (2011:314) define orientation as a process that involves familiarising new employees with the organisation, their jobs, workplace, and most important the policies and work procedures that makes up the organisation. During this process new employees learn the behaviours and attitudes that are deemed important for assuming new roles in the organisation.

According to Bradt and Vonnegut (2009) induction involves accommodating and assimilating through putting together the employees into the organisational culture, processes, systems and methods. This can be conducted either through a formal training or informal programme by using a selected senior member of the organisation (Klein and Weaver, 2000). However, the ways in which these induction programmes are conducted differ from one organisation to another mainly because of job levels of the new employee (Wesson and Gogus, 2005).

The main benefits of induction and orientation enable employees to quickly settle and adapt in the organisation and allows employees reach full working capacity (Brodie, 2006; Derven, 2008). It also helps in bringing into the light the mission and objectives of the organisation and how best new employees can realise them. If performed correctly, effective induction has the potential to reduce costs that can be made by a new employee, lower labour turnover, improve employment relations (Nel *et al.,* 2014:111; Cooper-Thomas and Anderson, 2006).

Screuder and Coetzee (2011:31) explain that orientation if successfully conducted, it can help in reducing employee turnover and assist employees in gaining a positive approach towards training and development. Furthermore, it can encourage employees by helping to build good business relationships between new employees, co-workers and their supervisors.

A properly conducted induction programme does not only present organisational benefits but also presents significant benefits directly to an employee. These are reached through strengthening employee's choice to work for the organisation and fostering the feeling of belonging (Derven, 2008). Sussman (2005) is of the view that successful induction may result in greater satisfaction amongst the new employees, which implies that a new employee will be more productive as they will feel as part of the organisation (D'Aurizio, 2007).

However, Screuder and Coetzee (2011:315) outline guidelines for effective achievement of orientation and induction programmes. These guidelines include the need for a clear and well-planned orientation programme, appointment of a mentor for each new employee and communication of progress made during the orientation on the first three months of the new employee in the organisation.

However, not all induction programmes are successful and not all can yield positive results and there are several reasons for that. According to (Banfield and Kay 2012; Nel *et al.,* 2014:111) poor induction programmes may be because of lack of enough time to conduct induction programme and lack of responsibilities.

2.7 Developing

Like the previous components, planning and acquiring, developing is also another important component of talent management system. Developing talent is essential for any organisation. It helps in continuously improving employees' performance through better-quality output resulting in improved efficiency (Hunter, 2012:160). Van Dyk, Nel, Loedolff and Haasbroek (2001:6) reiterate point noted earlier that today's business environment is rapidly changing. While there are different trends and changes taking place, it remains that after hiring employees into the organisation, these employees will need to be trained and developed with the aim to ensure that they gain key knowledge and skills to work effectively and efficiently (Meyer and Kirsten, 2005:70). Michaels *et al.* (2001) note that when new employees arrive in an organisation, most of them are not fully developed hence this brings the need of training and development of employees into their full potential. Because the business environment is ever changing, investing in training and development then becomes important because it results in the achievement of competitive advantage against other business organisations (Brum, 2007).

Training and development of employees in South Africa is such an essential issue in the workplace because it offers several advantages which leads to economic growth (Warnich *et al.,* 2015:341). Reinforcements have been put in place through laws such as the Skills and Development Act 97 of 1998, Skills Development Levies Act of 9 of 1999, South African Qualification Act 58 of 1995 and National Qualifications Framework Act 67 of 2008 (Erasmus, Loedolff, Mda and Nel, 2012:87). Labour statutes like these have been put forward as a reaction to the apartheid era which followed discriminatory policies in employment (Horwitz, Bowmaker-Falconer and Searll, 1996).

To develop employees' skills, organisations often use several methods amongst these are, career management, coaching, mentoring, training, development and succession planning.

2.7.1 Training

The concept of training refers to a planned organisational initiative to employees aimed at acquiring knowledge, skills, abilities and attitudes to perform better in their current roles (Erasmus *et al.,* 2012:20). This implies that training is taken as a deliberate intervention to address either present or future shortfalls. Training programmes conducted in a specific way to facilitate learning in an organisation and most of these are short term in nature (Warnich *et al.,* 2015: 342). In addition, training is more 'task oriented' since it is determined by the job performed by the employee in the organisation as written on the job description (Erasmus *et al.,* 2012:20).

In as far as training is concerned, Messer, Bogardus and Isbell (2008:141) points out that each organisation needs to evaluate what effective type of training is required to different work situations. However, despite that standpoint, literature that covers training of employees (Erasmus *et al.,* 2012:22; Kleynhans, Nel *et al.,* 2014; Kleynhans *et al.,* 2006) shows that a properly conducted training can generate the following benefits for both individuals and the organisation:

- It can increase job knowledge and workforce morale;

- It helps to reduce cost while increasing profits;

- Investing in training helps improving services and productivity;

- It assists in developing individual skills to perform better in certain tasks;

- It acts as a catalyst in improving work performance and help develop individual careers at all levels in the organisation; and

- It helps the employees adjust to change.

2.7.2 Development

Bearing in mind the above discussed concept of training, the concept of employee development is almost the same as training because both concepts are concerned about improving work performance (Kleynhans *et al.,* 2006: 117). However, employee development is regarded as a broader and comprehensive concept. Development refers to long term continuous learning efforts and opportunities intended to broaden individuals through acquiring various types of knowledge, skills and behaviours. This also gives employees new insights about themselves on the long-term growth to fulfil their potential (Warnich *et al.,* 2015: 342). In short, development refers to a long-term learning intervention. It must be noted that

development programmes are usually meant for future roles as opposed to training which is usually conducted for the current job (Kleynhans *et al.,* 2006: 117).

2.7.3 Career management

One key aspect associated with developing talent in an organisation is that of career management. The increasing importance is made possible because of the changes in different career life stages and phases (Van Zyl, Mathafena and Ras, 2017). With current globalised environment and technological advances, there is constant change in workplace needs. This is forcing people to have different goals and various expectations to suit their needs and long-term career satisfaction (Ferreira, Basson and Coetzee, 2010). Although career changes are a reality, organisations fear risk of losing and failing to retain experienced employees (Baruch, 2006). However, (Holbeche, 1997; Kidd, 2008) reports that organisations can answer these problems through offering personal growth and development opportunities mainly by way of career development support practices.

Initially, career management is defined as those employer efforts aimed at influencing career development of either individual or groups of employees (Arnold, 1997:19). Furthermore, these efforts may be offered through formal or informal training programmes, mentoring, career advices and assessment centres. Career management can be divided into two, organisational career management and career self-management. Sturges, Guest, Conway and Davey (2002) distinguish the two by stating that in the former the employer takes responsibility and creates an environment into the management of employees' careers through a planned course of action. The later implies that an individual is directly accountable for his or her career management. Schreuder and Coetzee (2011:64) argue that although career management is an individual's responsibility, the process must be a shared responsibility with the employer who in turn needs to offer a supportive role.

2.7.4 Coaching

Coaching is another way in which organisations can use to further develop its employees. According to Schutte and Steyn (2015) coaching refers to one on one relationship between a professional coach and the employee mainly aimed at improving employee's work performance. Moreover, it involves the development and learning process of an individual or work team. There are various types of coaching that can be used in an organisation. Each type has specific purpose, different time frame on how it is applied and the target participant. Below is Table 2.7 which depict briefly the types of coaching and their purposes.

Table 2.7: Corporate coaching types

Type of coaching	Purpose
Leadership development	Aimed to increase effectiveness of a leader or manager
Performance coaching	Aimed at identifying more details and solutions for a poor work performance and it is mainly used as last resort before termination.
Career coaching	Aimed at discovering career or job options, change jobs or retirements.
Executive coaching	Aimed to improve work performance of a senior member of the organisation

Source: Bennett and Bush (2009)

The literature that covers the aspect of coaching shows the usefulness of coaching, its ability to enhance performance and efficiency by removing any obstructive patterns of behaviour (Bennett and Bush, 2009). Consequently, the significance of coaching on talent management is its ability to work effectively as an intervention aimed to develop organisational potential of individuals and work teams (Kołodziejczak, 2015).

2.7.5 Mentoring

Having already employed a new staff member into the organisation, literature reveals that difficulties and challenges may be encountered along the way before new members can settle well in the organisation. Mentoring has however emerged as an effective method to better manage such employees' situations (Noe, Greenberger and Wang, 2002). Indeed, the aspect of mentoring practices has appeared to be effective in society, workplace and has even became an industry on its own (Sundli, 2007). Mentoring is commonly used by young and developing professionals who have high career ambitions (Warnich *et al.,* 2015: 355).

According to Screuder and Coetzee (2011:301) mentoring is aimed at enhancing and developing employees. It can be defined as ongoing support by a senior employee (mentor) to an inexperienced employee (mentee). Fletcher (2000) defines mentoring as the act of managing and supporting new employees to ease in difficult transitions, smoothing the way, encouraging, directing and instructing new employees in the organisation. The same author put emphasis on the need of a personal and professional engagement during the mentoring process. This shows the importance of the relationship between the two, the mentor and the mentee, which is essentially build on trust (Clutterbuck, 2001:3).

Dennen (2002) defines a mentor as one who is responsible for transferring professional knowledge to new employees through helping them understand what may be regarded as tacit until it became explicit. On the other hand, the mentee is the one on the receiving end of assistance from the mentor. Mentoring can either be formal or informal. Formal mentoring

tends to follow a structured program, with both parties honestly committed to each other. Informal mentoring on the other hand tends to be relaxed and does not follow a structured program.

Research shows that employees who benefited from mentoring managed to improve their job satisfaction, increased commitment to their work, reduced intention to leave their jobs and even improved their work performance (Groves, 2007). In addition Warnich *et al.* (2015:356) state that formal mentoring programs help the organisation to retain talent, improve skills, enhance career development, promote equality, align people with corporate goals and help to build loyalty and trust. Kanter (1999) suggests that by using mentoring, an organisation can gain competitive advantage through employee development.

Despite the benefits of mentoring, however, most successful mentoring programmes require voluntary and active participation from mentor and mentee, links with other employee development efforts, and must have communication mechanisms including policies and procedures put in place (Veale, 1996). It is worth to note that mentoring relates to talent management as it enables an organisation to build a multi-talented network for employees to seek council and encouragement (Groves, 2007).

2.7.6 Succession planning

Human resource practitioners are finding it difficult to sustain workforce requirements, as such, these business realities have been evidenced through loss of experienced talent or changes in the market (Pandey and Sharma, 2014). In view of that, succession planning has emerged as one of the key factors in winning the 'war for talent' in today's competitive times. Some researchers (Hor, Huang, Shih, Lee and Lee, 2010) even predict that succession planning will be one of the predominant practices in the next coming decade. In this context, the importance of succession planning as mentioned is being driven through the idea of having the right talent to help organisations compete in global markets.

Over the period, succession planning has been defined in various ways. Succession planning is all about having a systematic process that helps to ensure the organisation can assess and develop its employees to improve performance (Kim, 2003). A comprehensive definition of this practice suggests that succession planning involves various efforts to predict leadership requirements, recognising candidate pool, developing and improving leadership competencies and capabilities through planned organisational programmes (Hor, Huang, Shih, Lee and Lee, 2010). Furthermore, succession planning strategy entails designing a framework tool for purposes of determining potential replacement of senior members of the organisation (Screuder and Coetzee, 2011:291). In doing so, succession planning helps to facilitate

transition when a senior member leaves the organisation and helps in the development of high potential employees (Warnich *et al.,* 2015:128).

However, succession planning is different to replacement planning which refers to the process of identifying employee backups for critical positions during emergencies for a short-term period (Rothwell, 2011). Furthermore, the main objective of resource planning is to meet the demands of emergencies only, whereas succession planning is for the long-term replacement of key employees.

Bearing in mind the above objectives of succession planning, some authors have a different thought on the purposes of this practice. In view of that, Hills (2009) note that an organisation may use it to ensure the presence of a well-equipped pool of experienced talent for internal recruitment while for some organisations it is more of having a strategy based on future projections. As a result, whatever the organisation's purpose on succession planning may be, the end results must ensure that an organisation has the right employees in the right jobs at the right time.

It must be noted that the success of succession planning highly depends on skills inventories. According to Screuder and Coetzee (2011:299) skills inventories provide essential information about the existing management pool and potential managerial talent. Such information that is contained include the present position of the potential successor, including, length of service, retirement date, education and past performance evaluations. This confidential information will be used to decide which candidate will be a potential successor.

The significance of succession planning in today's competitive business environment helps to ensure leadership continuity, avoid transition challenges when an experienced leader leaves the organisation and helps to reduce cases associated with early promotion (Hills, 2009). In addition, valuable contribution of this practice is experienced where the organisation carries out long term workforce planning thus connecting with other key components of talent management as alluded to above (Screuder and Coetzee, 2011:299).

Having discussed employee development, it can be noted that human resource approach towards the development of employees has greatly advanced over the years. Traditional methods are still in use although their practise has a new approach in today's workplace. In as far as employee's development is concerned, Brewster *et al.* (2012:163) suggest huge investment in top performers (A team), development of regular performers (B team) with the aim to enable them to perform at their best and retain them and assistance of employees who do not perform well (C team) to improve their work. Though the recommended approach may yield substantial results, Michaels *et al.* (2001) argues that this technique may result in the acknowledgement of individual accomplishment which might compromise organisational

performance. For that reason, it is up to the organisations to find the best way it can invest towards employee development if it is to gain competitive advantage using such ways.

2.8 Managing

The previous section discussed development of employee's skills and various methods that organisations can make use of. It follows that individual and group performance must be managed such that corrective action will be taken when and where necessary and in time if possible.

2.8.1 Performance management

Before defining what performance management is, it is helpful to shed light on other processes that are often used in place of performance management. Firstly, it is not performance appraisal. Performance appraisal can be defined as a formal process of evaluating and analysing overall contributions made by an employee or work team of employees for purposes of making informed decisions (Kleynhans *et al.,* 2006: 142). It only serves two purposes which are evaluative and developmental objectives (Grobler, Wärnich, Carell, Elbert and Hatfield 2004:266).

In addition, performance appraisal is an essential element of performance management and its purposes are vital for effective organisational performance (Millmore, Lewis, Saunders, Thornhill and Morrow, 2007:317). Secondly, performance appraisal can be distinguished to performance management in that performance management is not only concerned about outlining performance indicators and setting targets for employees but rather it goes beyond. Thirdly, Millmore *et al.* (2007:317) mention that performance management may influence pay that is related to performance but this is should be viewed as a result emanating from performance appraisal.

To further make a distinction between performance management and performance appraisal, performance management is a continuing process, while on the other hand, performance appraisal is conducted at discrete time intervals (Boxall, Purcell and Wright, 2007: 365). This indicates that performance appraisal is an element that stems from performance management process and should not be a substitute to performance management, or vice versa.

Performance management refers to a structured goal-oriented process whereby individual goals are linked with the organisational objectives (Mondy, 2008). A broad definition indicates that it involves the alignment of organisational strategy and individual goals, a continuous individual management of performance and inclusion of values and competencies in the process (Bussin, 2014:126).

Performance management is regarded as an integral and essential component of human resources management (Erasmus *et al.,* 2012:420; Meyer and Kirsten, 2005:59). The primary activities of this practise help to ensure that organisational objectives are constantly being met in an effective and efficient way. It is made up of several activities that help to strengthen and improve overall organisational performance (Millmore *et al.,* 2007:317). In addition, performance management must be aligned with the business strategy of the organisation. To do so, a typical performance management process is usually centred on the overall performance of the organisation, department, individual employee and group of employees.

Performance management as a process follows a planned approach that is made up of series of steps in the form of a continuous self-renewing cycle (Armstrong, 2009:621), as shown in Figure 2.4 and described below:

Figure 2.4: Performance management cycle
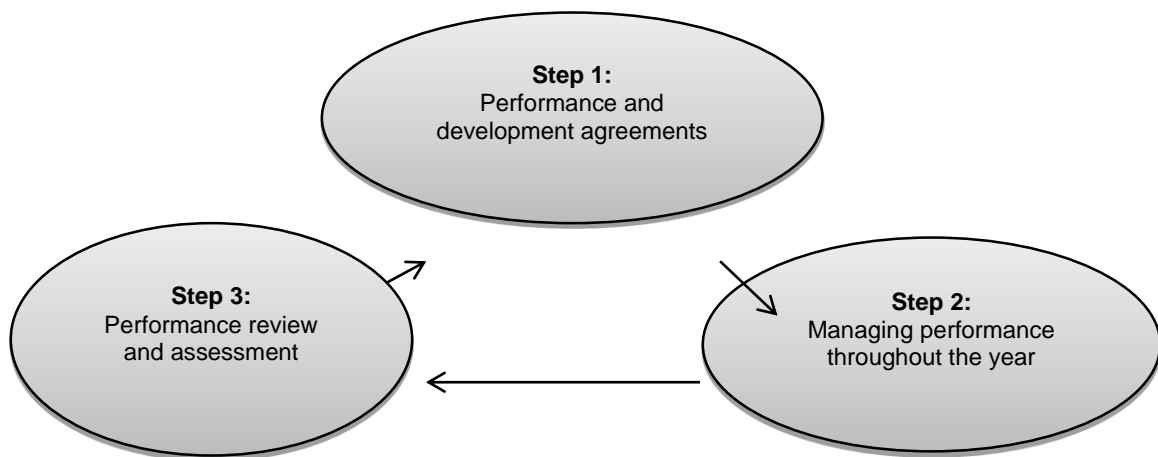
Source: Armstrong (2009: 621)

Step 1: Performance and development agreements

From the onset, performance management entails designing a process that management of an organisation can use to manage performance of individuals. Armstrong (2009:621) mentions that performance and development agreements make the centre point of the process. At this stage, performance planning takes place and expectations are defined to all stakeholders. In addition, target setting, communication and feedback and agreements objectives together with methods of measuring performance are also communicated to employees. Upon agreeing, development agreements will be signed by the manager and the individual employee which then raise performance standards, ways to improve performance and develop knowledge, skills and capabilities. This stage is important because it contributes significantly towards the achievement of the overall performance management process.

Step 2: Managing performance throughout the year

Arguably, this is the most important step in the performance management process (Armstrong, 2009:625). This phase of the process entails monitoring and measuring performance as well as taking corrective action during the performance management cycle. It helps to ensure that employees stay on course and in the direction expected by the manager.

Step 3: Performance review and assessment

Kirsten and Meyer (2005:64) mention that performance review and assessment involve evaluating employee performance against agreed specific standards. This can be conducted once or twice annually. It is during this stage when main objectives originally set and agreed are measured, feedback, and performance support are put into use. Armstrong (2009:626) strongly emphasise that reviews must be narrowed to an individual's performance which essentially are important for the reviewer. The criteria for the reviews include striking a fair balance between accomplishments against set objectives, amount of knowledge and skills possessed and put into use. Also, the general behaviour towards work as it affects performance and the day-to-day effectiveness and efficiency of an employee.

2.8.1.1 Importance of performance management in organisations

From the above explained process, performance management involves an approach that makes aims to improve overall organisational performance (Hunter, 2012:167). Some scholars, (Olve, Roy and Wetter, 2004) argues that successful performance management system results in the creation of culture that attracts personal responsibility for business and personal improvement. The significant benefit of performance management is that it facilitates the achievement of better results in the entire organisation through an agreed framework of planned goals, standards and competencies required (Armstrong, 2000).

In addition, the usefulness of performance management in an organisation is made possible by the fact that it is often linked to employee training and development of employees (Louw-Potgieter, 2012). When employees are trained and developed, these have a huge impact on productivity of the organisation (Hunter, 2012:160). For that reason, performance management practices need to be one of the focus areas of managers in as far as employee development is concerned (Lawler, 2008).

Olve *et al.* (2004) argue that performance management should be taken as a top priority by every manager because it enables the alignment of business goals with those of an individual or group of employees. By using this process, other scholars mentioned that performance management enables clear employee accountability while significantly helping employees' understanding the link between their performance and organisational goals that leads to

positive behaviour to achieve them (Kirsten and Meyer, 2005: 60; DeCenzo and Robbins, 2005; Dixon, 2004; Hale, 2004; Poister, 2003). Furthermore, Erasmus *et al*, 2013:320; Kirsten and Meyer, 2005: 60) confer that the reasons for using performance management is to empower, motivate and reward employees by linking pay and performance, ascertain organisational challenges and quickly address them. In addition performance management assist through establishing a base for career management interventions and act as tool for handling underperformance.

2.8.1.2 Performance measurement

From the above, the concept of performance management has been explained but it is also equally important to consider how the process is measured. To do this, performance measurement now emerge and will now be clarified. Once performance agreement has been completed and signed by both the manager and employee, managers are advised to be ready to conduct assessments contrary to the desired level of performance (Erasmus, Swanepoel, Schenk, Westhuizen and Wessels, 2005:285). The primary aim for conducting performance measurement is to enable managers to make necessary decisions about the efficient and effective use of staff, rewarding employees performing beyond expectations and taking corrective measures against substandard performance (Erasmus *et al.,* 2012:420).

Millmore *et al.* (2007) define performance measurement as a process that assess employee performance contrary to pre-determined measures of performance usually centred on identified key success factors. This implies that the concept rest based on performance management. For that reason, performance measurement monitors and reports how well an individual is performing.

To correctly measure performance, managers need to determine the measuring instrument and communicate with employees before making any assessments (Erasmus *et al.,* 2012:420). The same authors suggest that the measuring instrument should provide details that include: name and surname of the employee and rater, job title, period of performance appraisal (probation or for a permanent employee), an outline of expected targets or competencies, remarks by the reviewer and rated employee, development plans, goals for the next review period, recommendations by the rater, remarks by the moderator and signatures of employee, rater and moderator. A form that will be used by various departments is usually created by the human resources practitioners in consultation with key organisational stakeholders will include all these details mentioned above which will then pave way for the appraisal process (Leonard and Hilgert, 2007:383). Managers and supervisors need to be knowledgeable on the proper use of these forms and the entire performance appraisal process to make the process successful (Kleynhans *et al.,* 2006:149).

2.9 Compensation and reward management

The previous section discussed how employee performance can be measured. It follows, that if performance is measured, it will then serve as a critical tool in the proper management of employees. This section aims to discuss employee compensation and reward management.

2.9.1 Compensation

The term compensation or total rewards as explained in several literature studies shows that these terms are often used with equivalence to other concepts. Warnich *et al.* (2015:403) mention that compensation or total rewards is used interchangeably with salary and wage administration although the former involves a much more comprehensive concept. Compensation can be defined as total sum of financial and non-financial extrinsic rewards that an employer offers to the employee for his or her services (Meyer and Kirsten, 2005:219). These include intrinsic rewards that are self-administered and mainly linked to the job itself for instance employee recognition, accomplishing career personal goals among others. Conversely, extrinsic rewards comprise of direct compensation, non-direct compensation as well as non-financial rewards. With acknowledgement to Warnich *et al.* (2015:403), the main objectives of the compensation include the following:

- **Attracting talent** – offering competitive salaries like those of the competitors in the labour market thereby hiring the best knowledgeable individuals

- **Retaining talented employees –** retain suitably qualified employees by rewarding top performers through a job evaluation system that is regarded as equitable by the employees

- **Motivate employees –** motivate employees through rewarding good performance and offering incentives thereby building employee commitment

- **Legal considerations** – one key objective of compensation system is to comply with government legislative requirements

2.9.2 Reward management

Reward management refers to the practice of designing and applying different strategies and policies aimed at rewarding employees according to the true value they bring into the organisation (Armstrong, 2000). Rewards address specific needs of the employees. In other words, rewards refer to compensation entitled to an employee in exchange for services he or she provides (Jiang, Xiao, Qi and Xiao, 2009). Armstrong (2009:736) points out that rewards are the central point of connection between the employer and the employee hence there is need to ensure that the rewards are fair, equitable and consistent. According to Schlechter,

Hung and Bussin (2014) reward management is arguably the critical component of talent management system.

Traditionally, basic salary was the only means of remunerating employees but because the business environment has rapidly evolved, Zingheim and Schuster (2001) state that there is need for organisations to design a holistic and integrated approach to reward management. Because there have been several changes in the market, these have brought more attention to the ways in which employees should be compensated.

As competition is increasing, organisations are required to come out with reward strategies that serve purposes of attracting, retaining and motivating employees competitively (Heneman, 2012). To do this, they can focus on finding balance amongst compensation, work–life balance, employee benefits, personal recognition and career development by combing them in an attractive package.

Since compensation and reward management are important, it appears that they tend to drive talent management system in a certain direction, notably they also influence employee retention (Kirkland, 2009). In view of that, Pfau and Kay (2002) points out that rewards should be structured strategically in such a way that they help to ensure organisational goals are achieved. A typical compensation system is shown below in Figure 2.5 which illustrates different components.

Figure 2.5: Compensation system
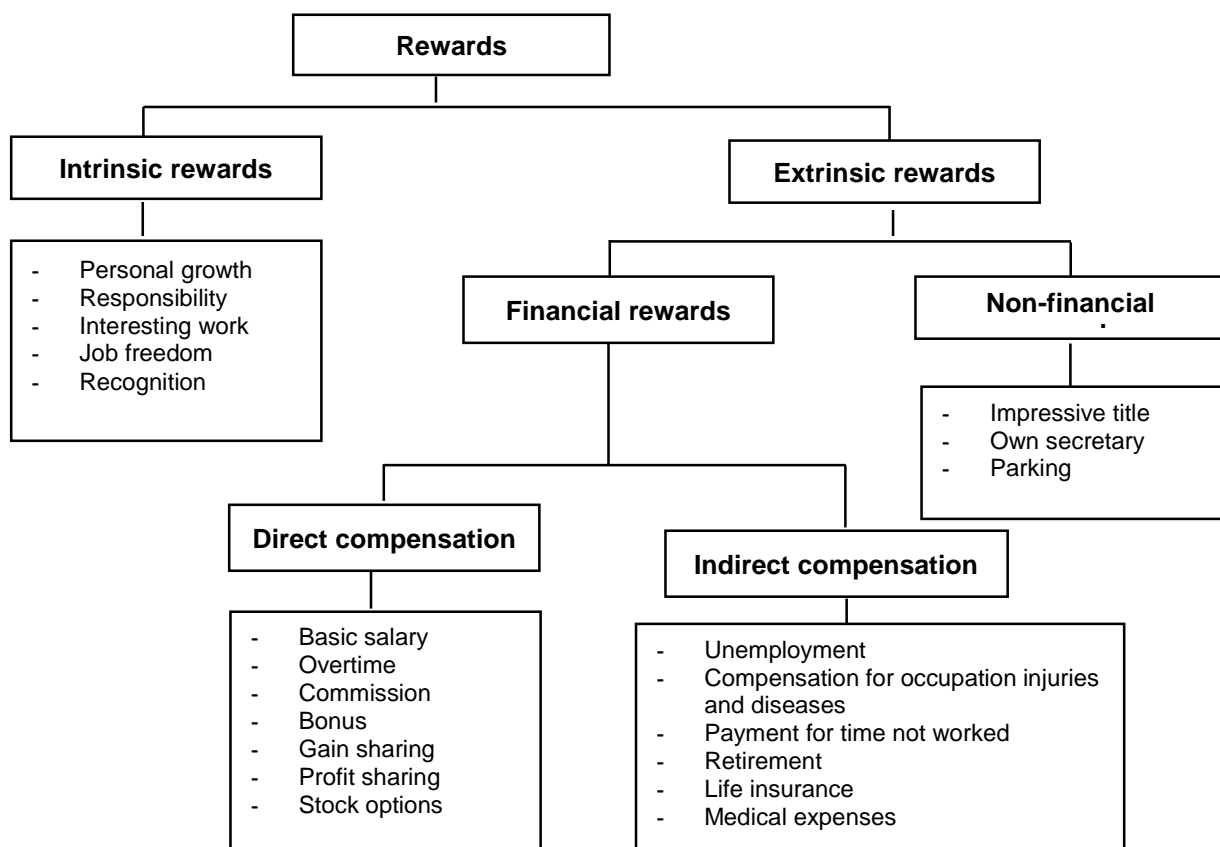
From Figure 2.5 above, it can be noted that the compensation system is made up of different key components. Several scholars, Rumpel and Medcof (2006) mention that employers need to note which rewards including both monetary and non-monetary are valued by their employees and then structure total rewards to attract, retain and motivate employees while complying with legislative requirements. Total rewards in this context involve combining financial and non-financial rewards. Armstrong (2009:736) mentions that an employer may adopt the total reward approach with the notion to reap the following benefits:

- **Greater impact** – it has an effect of increasing employee commitment and has longer-lasting impact on motivation

- **Enhance employment relationship** – it reinforces the employer and employee relationship by appealing to more employees

- **Flexibility to meet individual needs** – total rewards assist in addressing specific individual needs in rewarding performance

- **Talent management** – it acts as an aid to the employer by enhancing employer value proposition while enabling the organisation to become an 'employer of choice' and 'great place to work'.

2.10 Employee retention

Bearing in mind of the previous discussion, which discussed compensation and reward management, this section aims to discuss surrounding issues to retain talented employees.

2.10.1 Defining employee retention

Employee retention also known as talent retention refers to a set of activities that an employer combines and when assembled together, they will result in employees taking decisions to remain in the organisation for a lengthy time (Hendricks, 2006). An extension to this definition involves employer efforts to ensure that voluntary turnover is reduced (Jackson and Schuler, 2004). Whichever effort by the employer to retain talented employees need not only serve to retain but also need to ensure that it attracts the right talent into the organisation (Hendricks, 2006).

To make retention of employees' effective, organisations need to have fundamental policies, practices and structures that support the idea of retaining valuable employees (Hausknect, Howard and Rodda, 2009:269). One of the ways that an organisation can use is emphasised by (Chambers, Foulon, Handfield-Jones, Hankin and Michaels,1998) who mention that organisations need to develop as well as communicating with employees their employee value propositions as explained in detail earlier in this chapter.

Although it is important to attract qualified talent into the organisation, it is equally important to note that retaining them is a critical strategic human resource issue (Tanova and Holtom, 2008). Literature has shown that many studies both theoretical and research work of employee retention and turnover, has put more attention on labour turnover, the notion being that if the scholars can identify factors and reasons why employees leave, they will be able to identify why they can remain in the organisation (Harman, Lee, Mitchell, Felps and Owens; Fheili, 2007). At this point, the study will now discuss what labour turnover is.

2.10.2 Labour turnover

Labour turnover is when employees are leaving the organisation permanently and this can be voluntary or involuntary (Robbins, Judge, Odendaal and Roodt, 2009:18). Literature separates labour turnover into two categories, namely; voluntary and involuntary. Voluntary labour turnover is defined as an employee initiated, whereby the employee takes lead with an intention to search for better job, prospects or job satisfaction (Sutherland and Jordaan, 2004).

On the other hand, involuntary turnover refers to that turnover which is controlled and initiated by the organisation through retrenchment, dismissal for disciplinary or performance related reasons (P-E Corporate Services, 2001). Based on that information, it can be said that the causes and consequences of both voluntary and involuntary turnover are not the same (Shaw, Delery, Jenkins and Gupta, 1998).

Labour turnover is not a new issue, many scholars, more than 1000, have carried out studies on labour turnover (Trevor, 2001). However, any type of labour turnover (voluntary or involuntary) has been negatively regarded as an undesirable situation in organisations and because of that, the organisation needs to adopt effective measures to remain competitive (Shaw and Gupta, 2007). In South Africa, it is estimated that the costs associated with turnover are worth several million rands a year (Grobler *et al.,* 2006:125). These financial costs examples include increased recruitment, selection and placement costs, increased training and development costs, lower productivity, more accidents, quality problems, disruption in programmes and projects among others (Grobler *et al.,* 2006:125).

2.10.3 Measurement of labour turnover

Morrell, Loan-Clarke and Wilkinson (2001) mention that the measurement indicators of labour turnover can be categorised into two. Firstly, *actual turnover* which represents employees that have already permanently left the organisation. Secondly, those with *intention to leave* and this group represent employees who have openly stated their intent to leave the organisation but are still employed. Although the two cannot be expected to measure labour turnover precisely in the same manner, scholars have found a relationship that exist between the two indicators that leads to actual labour turnover behaviour (Allen, Shore and Griffeth, 2003).

Robbins *et al.* (2009:18) points out that each organisation experience labour turnover although the extents to which they occur differ. Literature reveals that labour turnover begins once an individual is no longer satisfied with his or her work (Rosser, 2004). Previous studies have found that academics in higher learning institutions are experiencing frustrations and disillusionment (Pienaar and Bester, 2008; Martin, 1999). In another survey conducted on South African companies, the average labour turnover was recorded at 12.3% (Robbins *et al.,* 2009:18). Previously, the P-E Corporate Services (2001) conducted a survey of 700 South African companies and it indicated a rise in the turnover rate from 7% in 1994 to 14% in 2001. A closer examination of this information shows that turnover is a common feature and a reality too in most organisations with serious consequences. Therefore, there is need to understand labour turnover of academics in order to bring back the prestige and status while retaining the best academics.

2.10.4 Factors contributing to labour turnover

There are numerous factors that contribute to labour turnover. As mentioned earlier, it is assumed that if human resource practitioners can understand causes of labour turnover, they will be able to find ways and develop effective retention strategies to get rid of the effect thereof. Below are some of the reasons why employees may leave organisations.

Unclear performance goals – poor communication and irregular discussion of performance goals within the organisation both in short and long term can contribute to labour turnover. If communicated, employees will be well informed from time to time, they will know and understand what is expected of them and where the organisation is heading towards (Fheili, 2007)

Excluding employees in key programmes or goal setting – lack of including employees and the inability of the organisation to include employees in various programmes or goal setting can influence employees to leave the organisation. The reason being that they will not feel as part of the organisation

- **Scarcity and lack of training and development initiatives** – a lack of training and development programmes together with scarcity of opportunities to grow may result in employees leaving the organisation. Generation Y is motivated by the presence of opportunities of self-improvement and they desire learning opportunities to grow and contribute to their functions and jobs as well their career objectives (Fheili, 2007)

- **Rewards not linked to performance** – misalignment of rewards to performance may influence and drive away highly qualified employees. Because of opportunities for growth, reward expectations are high for Generation Y in the form of benefits, flexibility and compensation. In this case the reward management need to ensure that employees are rewarded for the value they create (Armstrong, 2009).

- **Poor career management** – absence and lack of career planning between managers and their employees may lead to uncertain and unclear career paths thereby making it difficult to retain key employees of the organisation (Meyer and Kirsten, 2005:91).

In addition to be above factors, Grobler *et al.* (2006:126) outlines some of the factors that contribute to labour turnover. Figure 2.6 below illustrate factors that contribute to turnover and these include both internal and external factors to the organisation.

Figure 2.6: Factors that affect turnover
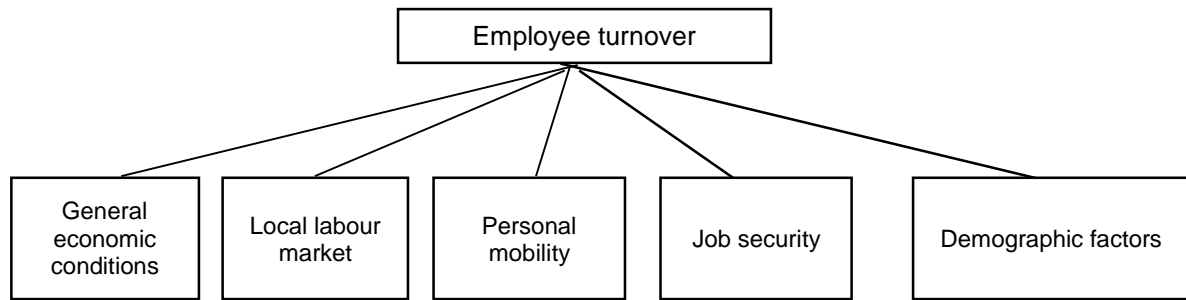
Source: Grobler *et al.* (2006:126)

From Figure 2.6, Grobler *et al.* (2006:126) explain that general economic conditions affect turnover because if there are many jobs that are available in the economy, chances are that employees are likely to move to another job because of job prosperity. The opposite is true if the economy is experiencing a recession where business cycle will be slow. Local labour market affect turnover because it is determined by the prevailing general economic conditions and the demand and supply ratio of different occupations and professionals. In addition, personal mobility is also another factor that contributes to turnover because of family ties or other social ties to which one is bound. Job security is influenced by the extent to which employees have a perception about their jobs. The low the job security perception, the more employees are likely to leave their jobs in search for employment elsewhere where they believe there is better job security. Lastly, demographic factors also contribute to labour turnover. It is believed that, young employees are likely to leave their jobs through voluntary turnover as they are often dissatisfied with their jobs especially in their early months of employment. On the other hand, employees with large families have a habit of remaining on the job because of family responsibilities.

2.10.5 Retention strategies

Because talent retention is important, it is equally important to outline factors that influence talent retention. According to Nel *et al.* (2014:123) organisations nowadays are recognising the value that talented employees contribute in overall performance of the organisation. For that reason, it is of prime importance to support the idea of retaining key employees because they acknowledge their usefulness and further realise that they are crucial towards the long-term success of the organisation. To retain key employees, Matlaila (2010:13) suggest that employers need to focus on the following core items:

- **Compensation** – designing attractive compensation (total rewards) package since they are at the central point of connection between the employer and employees;

- **Environment** – providing conducive and congenial work environment in managing people;

- **Growth** – providing adequate training and developing programmes that can enable employees to grow and develop their careers;

- **Relationships** – ensure relationship between management and employees that enables employees to feel as part of the organisation; and

- **Support** – offer management support to employees on how they do their work.

Apart from the ideas suggested above, Warnich *et al.* (2015:254) mention that previous research studies that focused on talent retention identified variables and grouped them into four broad areas. However, research findings of these studies were mixed. These retention factors are illustrated in table 2.8 below.

Table 2.8: Variables valued by employees

Broad Area	Variables identified within the area
Compensation and benefits	- External equity - Internal equity - Variable pay (performance related) - Performance bonuses - Share options - Health benefits - Guaranteed base salary - Retirement benefits
Organisational environment	- Open communication/transparency - Organisational change readiness - Competitive technological level - Organisational support and commitment - Diversity - Formal information/knowledge sharing - Job security - Fairness - Networking opportunities - Job security - Senior team reputation - Company reputation

	- Organisational size and stability
	- Organisational size and stability
Work/development environment	- Empowerment and responsibility
	- Advancement opportunities
	- Personal "buy-in" to business strategy
	- Mentoring programme
	- New opportunities and challenges
	- Performance evaluation and feedback
	- Autonomy/independence
	- Recognition
	- Role clarity
	- Manager quality and integrity
	- Personal fit with the company
	- Excellent co-worker quality
	- Teamwork
	- 360-degree feedback
	- Challenging and meaningful work
	- Cutting edge work
	- Development/learning opportunities
	- Pleasant daily work activities
	- Productive and friendly work-relationships
	- Availability of team exercises
	- Status
Work-life balance	- Business travel and global exposure
	- Flexible working hours
	- Geographic location of work
	- Option to work from home
	- Extra vacation/longer annual leave
	- Childcare facilities

Source: Warnich *et al.* (2015:254)

From the Table 2.8 above, it can be noted that there are various variables that are categorised into four groups in which employers need to focus on to influence employees to stay in the

organisation. The variables can be linked to the EVP as discussed in section 2.6.1 which aims to attract and retain employees. For that reason, these variables are important as they help to ensure effective employer retention effort.

Bussin (2014) reports that the issue of increasing retention and decreasing turnover has become paramount in organisational life, and that attracting and retaining key talent has become a critical organisational competency.

2.11 The need for talent management in the higher education sector

The foregoing section focused on wide-ranging discussions pertaining to the talent management system. Having done so, this section seeks to give a general understanding of talent management issues in the higher education institutions including some of the key aspects to be investigated. In the higher education sector, it is vital that managers become adaptive and responsive to changes and patterns in the business environment. This will allow higher learning institutions to better attract and retain talented employees. More so, the view that there is need for an inclusion of skilled and talented employees in the strategy necessitates the need for a well-planned talent management and employee retention strategies (Stone, 2005:187). The key issue in a competitive business climate is to find effective ways to attract, develop as well as retaining key and potential employees in the higher education sector in line with the current and future trends (Theron *et al.,* 2014).

2.11.1 Key issues linked to talent management in higher education institutions

As pointed out earlier in Chapter 1, it can be reiterated that the business environment is changing. While such trends are taking place, several scholars concur that the demand for academic staff in the higher education institutions has significantly increased and future projections suggest it is expected to increase (Theron *et al.,* 2014). Reports suggest that more than half of the academics will be retiring in less than a decade from now and since then there has been a concern on the supply of labour as the current academic pipeline is insufficient (HESA, 2011). The situation is further worsened by the fact that most higher education institutions have recorded large increase in student enrolment in the last two decades (HESA, 2014).

It is important to note that academic employees are at the heart of the curriculum delivery in any economy and as such it is important for stakeholders be involved in a series of continuous educator's development to unlock excellence in learner performance (Van Niekerk, 2012:178). However, South Africa as a developing nation is experiencing general skills crisis particularly to the attraction and employee retention of its top talent (Kerr-Phillips and Thomas, 2009). One of the negative results is that of 'brain drain' which has led to the reduction and loss of academic

and technical employees with far much impact on the economic and social growth of the nation (Du Preez, 2002).

The former president of the Republic of South Africa (Zuma, 2014) in a speech at the Progressive Forum Anniversary addressed different stakeholders and mentioned that South Africa needed more academic staff in order reach the South Africa's targets levels of education and skills development. The former president mentioned that, despite government ambitions to reach out those targets, there is an existence of challenges such as ageing workforce at higher learning institutions, one fifth of the current academics will be retiring in a decade and most of these are professors. He additionally highlighted government's concern over the exit of highly experienced academic leaving the higher learning education sector as well as the lack of high numbers from young researchers entering the field (Zuma, 2014). Consequently, this reflects some form of government pressure to reach government goals.

Several scholars agree that global markets need knowledgeable managers and dedicated employees if they are to be successful (Nel, Werner, Haasbroek, Poisat, Sono and Shultz, 2008:336). To achieve competitive advantage, organisations need skilled and talented employees as they are the most valuable assets (Noe, Hollenbeck, Gerhart and Wright, 2012: 98). When this is done properly, employees tend to contribute significantly towards the success of the organisation. Therefore, in the higher education sector, talent management should be regarded as a top priority.

There are certain factors contributing towards the shortage of academic staff, among them are resignations, dismissals, emigration of experienced academics for greener pastures and restrictions related to self-development and a lack of recognition for good performance (Adedeji and Olaniyan 2011; Schullion, 2011). In addition, some scholars have found out that poor remuneration and reward practices are some of the main factors contributing to reasons why the academic staff leaving the higher education institutions (Armstrong, 2007). A study by Theron *et al.* (2014) shows that 34% of academic staff were considering leaving their current institution because of unhappiness with their compensation and rewards. Another study at a higher education institution by Nkomentaba (2014) found that 63% of the respondents in a survey agreed that they would leave their organisation to earn more pay elsewhere. Interestingly, as pointed out earlier in Chapter 1, South African academics are incompetently remunerated relative to other occupations in the public and private sector where it requires the same qualifications, expertise and skills therefore, one of the results it has led to significant reduction in the number of potential and capable academics from the private and public sector to tertiary institutions like universities and colleges (DBSA, 2010:29). According to the South African Council of Educators (SACE) (2010), academics are leaving higher education institutions for better compensation in developed countries or for other career opportunities.

This turnover leads to loss of service efficiency and it has huge negative effects on the performance of the students (Williams, Champion and Hall, 2012).

The aspect of poor remuneration and reward practices can be linked to the current industrial actions that seem to dominate the South African industry. Industrial Action Report (2016) report that there was a 10% increase in strikes in 2016 than the previous year though they were shorter. These strikes were related to wages, bonus and other compensation benefits and these have since remained as major reasons for work stoppages with huge economic impact. However, several organisations are now exploring many new ways to remunerate their employees through tailor-made compensation practices (Schlechter, Faught and Bussin, 2014). In a globalised business environment, it appears such new ways help to better pay employees as tailor-made compensation practices tend to be flexible.

With regards to performance management, several scholars agree that it is now a new trend that managers in higher education should expect academics to embrace organisational innovation practice like that of the private sector. The idea is aimed at achieving organisational effectiveness and efficiency in the processes of universities. In the same vein, a study carried out by Maimela and Samuel (2016) about perceptions of performance management system by academic staff in higher education, it revealed that the government of South Africa introduced performance management systems in higher education with the aim to increase both student throughput and research output. They further explain that the main vehicle to achieve these goals through performance incentive system (subsidy) however failed to yield positive results as it did not perfectly meet the needs and requirements of the higher education sector since the performance management practices used were of the private sector.

In another study by Mapesela and Strydom (2004) which investigated performance management in three higher learning institutions, they found out that there is a tension between collegiality and managerialism as it affects academic freedom. The tension as discussed by Tam (2008) is reported as an outcome and reflection of the private sector and not higher education as the two are different. Again, these findings can be related to that of Maimela and Samuel (2016) as discussed above. A closer observation suggest that higher education institutions require different performance management systems approaches with peculiarities of higher education institutions and not private sector.

Another critical issue that universities are facing is that of talent development. As discussed earlier in this chapter under development in section 2.7, organisations often use many approaches to develop its employees and some of them as discussed include career management, coaching, mentoring, training, development and succession planning. The aspect of growing and developing talent is valuable when it is linked to the overall business goals and today's global business environment needs organisations to invest towards

employee development if they are to gain competitive advantage (Van Zyl, Mathafena and Ras, 2017; Kanter, 1999). However, it appears that higher education institutions are facing challenges related to funding. It has been reported that universities in the sub-Saharan Africa are under resourced (HESA, 2011; Mouton, 2010). In the last two decades, state and research funding in universities have worsened (De Villiers and Steyn, 2009; Mouton 2010). This means that universities are not able to invest adequately in the development of academics as funds are no longer sufficient (HESA, 2011). Major implications of under-development of staff is it has a bearing on the individuals' career motivation, career success and even employability of academics (Bitzer, 2008; Budderberg-Fischer, Stamm and Budderberg, 2009).

2.11.2 Career life stages and phases

One of the most critical issues in talent management relates to the generational theory. This is because it has a direct link on talent attraction and retention. A study carried out by Van Zyl *et al.* (2017) recommend managers and human resource practitioners to take cognisant of different generational needs and preferences in relation to their career life stages because they differ from one generation to the other. This means that if organisations can understand needs and preferences of each generation they will be able to develop talent management strategies directly to attract and retain each specific group. Below are specific recommendations by Van Zyl *et al.* (2017) to managers and human resource practitioners that they need to be aware of:

- **Early career stages**: invest more on structured learning interventions to support specialised development and growth. Work need to be designed and structured in a manner that enables intensive interaction through working in teams while allowing intensive usage of new technology.

- **Mid-career stage**: managers need to provide appropriate leadership interventions that focus on executive development, senior management and leadership development activities that are aimed to enable succession and career path planning. Organisations also need to provide meaningful and purposeful-driven work and careers.

- **Late career stage**: managers need to provide counselling to assist those employees who are now at their late stages of their careers, so they can better prepare for retirement. Workload, projects involvement and even working hours need to be reduced.

2.11.3 The importance of talent retention in the higher education sector

In light of what has been discussed in this chapter so far, it is acknowledged that after successfully acquiring new employees, several organisations arguably face their biggest challenge which is to retain them (Nel *et al.,* 2014:122). Organisations often invest a lot in time, money and other resources on recruiting, selecting and induction programmes and for these

to be worth, it is only when new employees remain in the medium to long term (Currie, 2006:119). For that reason, it is important for organisations to make retention of key employees a top priority.

The importance of retaining employees can be explained under the concept of 'war for talent'. As mentioned earlier, this concept came into light after a ground-breaking research study by McKinsey and Company. The research study points out that there is scarcity of highly qualified and talented employees who can carry out the core competencies of the organisation. In view of that, the context of 'war for talent' entails that there is a shortage for talented employees and organisations are at war fighting over these talented individuals, both to attract and retain them. The situation is exacerbated because of high dependence on talented employees thereby making it difficult to attract and retain employees (Sutherland and Jordaan, 2005:18).

Taking into consideration the continuing rise in employee turnover and financial costs associated with it, (De Cieri, Kramar, Noe, Hollenbeck, Gerhart and Wright, 2008) point out this has put more attention into the aspect of talent retention. This explains the reasons why organisations need to include employee retention in the whole talent management strategy.

Previous reports note that South African higher education institutions are facing talent management challenges whereby half of academic staff will be retiring soon and the current pipeline staff is not enough and in short supply to replace those that will be leaving (HESA, 2011). This implies on-going increase of involuntary turnover. Because of that, employee retention has become an essential subject since they are vital in the higher education. Retaining employees should be aimed at keeping key employees but not treating other employees inferior (Currie, 2006:120).

In South Africa's higher education sector, it is important to retain academic staff because these are the employees who help to ensure the visions and missions of the universities are achieved (Ng'ethe, Iravo and Namusonge, 2012). Moreover, the role of the academic staff is of paramount importance since they lead to economic growth, reduction of poverty and supply of scarce skills (CHE, 2008; HESA, 2011). Failure to retain employees can be costly especially in search of replacements (Currie, 2006:120).

2.12 Summary

This chapter has provided a scope of talent management system and its nature, whereby talent management is regarded as a new concept. Although it appeared difficult to define talent management. Literature review considered varied definitions of talent management. No single or consistent definition of talent management was established. However, it then noted that

talent management is associated with a mix and use of an integrated set of activities, functions and different processes implemented strategically to achieve competitive advantage.

For the purposes of this study, literature review explained and discussed elements which constitute talent management with the notion to draw more insights from several distinct but interrelated components.

Five key components of talent management that were identified included planning, acquiring, developing, managing and retaining. Firstly, planning comprises of workforce planning, review and forecast the required future demand and supply of employees needed towards to perform and execute the organisation's work needs.

The second component of talent management considered is acquiring. It was explained that acquiring focuses on finding and employing talent in the short term (operational) and long term (strategic) to meet business strategic goals. Sub-components include employee value proposition, recruitment, selection, orientation and induction.

The third component considered is developing which aims to improve employee work performance. It was found that to develop employees' skills, organisations use several methods amongst these are performance management, career management, coaching, mentoring, training, development, and succession planning.

The fourth component considered focused on managing employees. Managing employees in the context of talent management follows that individual and group performance must be managed so that corrective action will be taken when and where necessary. Sub-components include performance management, performance measurement, compensation and reward management.

The firth component of talent management system considered focused on retaining talent. It explained what talent retention is, labour turnover, measurement of labour turnover and retention strategies. This section also explained labour turnover and how it is measured. It was then concluded with an outline of retention strategies that employers may use to retain key staff.

The last section then explained the need for talent management in the higher education sector, broad key issues linked to talent management in higher education institutions, issues pertaining career life stages and phases and then lastly the importance of talent retention in the higher education sector.

The next chapter will cover a comprehensive discussion of the research methodology used by the researcher to answer the research questions set in the previous chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter explored related literature by discussing the scope and nature of talent management with the main aim of positioning the study within the existing body of knowledge. In doing so, a talent management system was considered which paved the way and guided data collection and data analysis.

This chapter seeks to give a clear and detailed description of how this research was carried out to answer the research questions of this study. Specifically, this chapter aim to explain the research methodology and design applied during the study. In addition, this chapter will also highlight the method of data collection, research instruments, sampling issues and ethical considerations. The chapter will end with a summary as concluding remarks of what has been covered and what will be covered in the next chapter.

3.2 Research objectives revisited

As mentioned in Chapter 1, the primary objective of this study was to gain broad understanding of the talent management phenomenon specifically on acquiring and retention of talent at a selected higher learning institution; to develop and introduce a framework tool towards the management of talent; to contribute towards solving higher education sector's problems.

Guided by the main research question: What framework can the selected higher learning institution implement to reduce talent gaps in the higher education sector? The study sought to fulfil the following sub-objectives:

- To explore challenges associated with talent acquisition and talent retention at a selected higher education institution

- To identify talent gaps at a selected higher education institution in the context of talent acquisition and talent retention

- To understand what is causing talent gaps and challenges at the selected higher education institution.

- To expose employee's perceptions on talent acquisition and talent retention

With the intention of fulfilling the above objectives, the researcher followed the research paradigm explained below.

3.3 Research philosophy

Quinlan *et al.* (2015:55) explain that research philosophy or paradigm refers to "…world view within which research is situated". It is the ideal model in which the researcher adopts to solve the research problem. It calls for the research project to "fit" in line with the steps, purpose and focus of the research project philosophical framework. This philosophical framework becomes important throughout the research process and most importantly it enables the researcher to choose an appropriate research strategy or methodology for the study.

3.3.1 Positivism philosophy

Quinlan *et al.* (2015:55) explains that positivism philosophy "… holds that there is one objective reality, and that reality that is singular and separate from consciousness". This means that knowledge is acquired through the use of scientific means where data can be measured using objective methods. In actual fact, positivism philosophy is founded on the grounds of factual data which can be measured by means of controlled variables, independent of the observer and the instruments used, to give an objective account of the real world (Denzin and Lincoln, 2008:36). This philosophy commonly uses the quantitative research methodology.

3.3.2 Interpretivism philosophy

The interpretivist on the other hand is based on the idea of interpreting elements of the study. The researcher is concerned with grasping 'meanings' and also understanding deep complexes of meanings against finding out the reality to them (Walliman and Baiche, 2001:165). The application of an interpretivism philosophy is based on the grounds that the world consists of people's subjective experiences hence applying it to an individual perspective makes it necessary. This philosophy commonly uses the qualitative research methodology.

3.3.3 Justification of the chosen research philosophy

From the above explained philosophies, after studying both interpretivism and positivism research philosophies, the researcher decided to adopt and apply both of them which then gave birth to the usage of a mixed method research approach. The mixed method is explained in detail below. The rational for adopting both interpretivism and positivism philosophies was based on the ideology of benefiting from '*both worlds'*. In addition, it was also noted that no one research philosophy is strongly desirable to one another hence in this study it was found to be ideal and suitable for the nature and magnitude of this study to use both interpretivism and positivism research philosophies.

Mugobo (2013) explained that "…the choice of a research approach depends on the researcher's philosophical orientation (positivism against interpretivism), knowledge sought

(objective, factual information against subjective personal experiences, or both) and methods and strategies that are used to obtain this knowledge (questionnaires against interviews, or both"). However, each method serves its own purpose, method, strategies for data collection as well as criteria checking quality.

3.4 Research methodology

Research methodology outlines through giving a clear and concise description of how research will be carried out with the aim of addressing the research problem (Remenyi *et al.,* 1998:285). There are three recognised approaches for conducting research and these are quantitative, qualitative and mixed method approach also known as triangulation (Fox and Bayat, 2007:69; Bless *et al.,* 2006:44).

Although there are many advantages and disadvantages to any research approach, (Bless *et al.,* 2006:44) recommends researchers to carefully chose an appropriate approach to a particular problem. As a result, below are different research approaches the researcher precisely considered before selecting research approach which was desirable and applicable to the magnitude and scale of this study.

3.4.1 Quantitative research approach

According to Crowther and Lancaster (2009:75) quantitative research approach involves "… gathering of data which can be displayed in numerical value". In other words, after collecting the data, the researcher expressed the data mathematically when using this approach. Below are rational reasons why scholars may adopt quantitative research approach.

Many scholars point out several reasons for using quantitative methodology (Bless *et al.*, 2006:44; Blanche, Durrheim and Painter 2006:47) and these are:

- It allows large amounts of data to be collected from a large number of participants and enables data to be mathematically quantified;

- Research instruments (questionnaire) are usually quicker, cost-efficient and produce factual and objective information thus linking with the positivism philosophy;

- Because quantitative research produces numerical data, one may use it based on the idea that it allows data to be analysed using descriptive and inferential statistics; and

- Numbers are advantageous to use because they tend to be exact.

3.4.2 Qualitative research approach

Unlike quantitative research approach, Remenyi *et al.* (1998:288) explain that "… qualitative research is based on data which cannot be straightforwardly expressed to numerical values as such, statistical techniques are not sensible in most cases". Brynard and Hanekom (2006:37) concur with Remenyi *et al.* (1998:288) but further explain that qualitative research refers to a research that involves collection of data in the form of words and it is aimed at gaining an in-depth understanding of the phenomenon under investigation. In this study, this is precisely what the researcher was aiming for using qualitative research approach.

Flick (2011:12) provides justifications why researchers uses qualitative research methodology:

- It enables collection of data which is directly related to subjective personal experiences and hence by nature it is exploratory in its application; and

- Qualitative research approach acts as an aid to the researcher because it enables better understanding of the topic since it allows for a rich picture to emerge.

3.4.3 Triangulation (mixed method approach)

Apart from the above explained approaches, but keeping in mind with the research philosophy applied, Blanche *et al.* (2006:380) states that "… research studies may adopt the use of multiple methods to study a single problem, by looking for convergent evidence from different sources, such as interviewing, document reviewing, participant observation, use of questionnaires and surveying". In other words, when a researcher use more than one measure of the same construct and multiple source of data it is refered to as triangualation or mixed method approach (Fox and Bayat, 2007:67; Yin, 2008).

3.4.4 Research methodology adopted

This study adopted a triangulation (mixed method approach) by implementing both quantitative and qualitative research approaches using a case study strategy (Bell, 2005; Yin: 2008). The main aim was to explore and gain better understanding of talent management phenomenon by approaching the study from several different perspectives. Apart from the above, triangulation was ideal for this study because of many advantages. According to Flick (2011:188), using both qualitative and quantitative method facilitate removal and elimination of potential gaps which might be present during the collection of data period if one method is used to collect the data. This was the primary intention why the researcher used the triangulation in this study.

Also, triangulation increases the validity of the research instruments by minimising bias inherent that may arise if one method of data collection is used (Flick 2011:188). In this context, the reseacher was aiming for cross checking on findings. A mixed method allows provision of more strength which offset the weakness of both quantitative and qualitative search while encouraging the use of multiple worldviews (Cresswell and Clark, 2011:12).

3.5 Research design

Whilst research methodology gives details on how the research will be carried out, on the other hand, research design refers to "…a blueprint which covers broad aspects of research in terms of methods of data collection, measurement and analysis of data based on the research questions of the investigation (Sekaran and Bougie, 2013:95)".

In other words, research design shows how data gathering was conducted, which specific research instruments were applied, how the collected data was analysed and measured. As previously stated, this study adopted a combination of both quantitative and qualitative approaches in order to collect the data better known as (triangulation) mixed method research approach. It then used a case study strategy.

In view of research design selected, Saunders, Lewis and Thornhill (2009:83) recommends the use of a "research onion" which consists of six layers. Below is an overview with details of the research design applied, herein reported in italics.

Paradigm: *Interpretivist and positivism*

Approach: *Exploratory, triangulation (mixed method)*

Strategy: *Case study*

Time horizon: *Cross-sectional study*

Data collection methods: *Questionnaires and interviews*

Data analysis: *SPSS version 24 for quantitative data and qualitative content analysis for qualitative data*

Figure 3.1: Research process onion
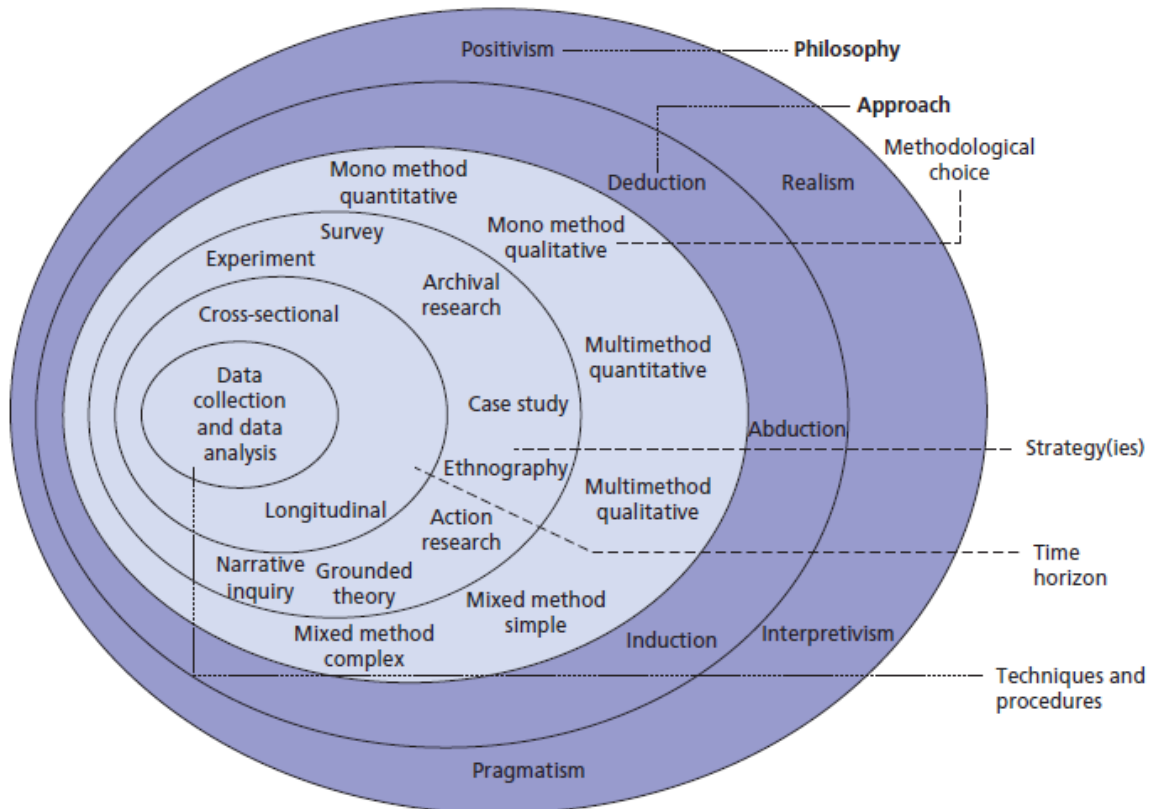
Source: Saunders _et al._ (2009:83)

3.6 Case study: Talent management in the higher education sector

Case study refers to a detailed investigation of particular 'units'. According to Bryman and Bell (2011:110) a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context. Yin (1989) writes that a case can be an event, or an entity, an individual, or even a unit of analysis. Furthermore, this is when the boundaries between the phenomenon and context are not clearly evident thus compelling the researcher to use numerous sources of evidence. The use of a case study requires the researcher to comprehensively study the phenomenon (Yin, 2008).

In addition to the case study, (Yin, 2005) identifies the main components to be considered in developing a case study research design thus: research question, the proposition and a priori (if any), unit of analysis, logic linking the data to the proposition and the criteria for interpreting the findings.

In this study, the researcher developed a case study of talent management at a selected higher learning institution in the Western Cape. The practice of talent management specifically talent acquisition and retention of academic staff was examined through employing several data collection methods.

Below are reasons why the researcher chose case study for this study:

- **Depth:** the use of a case study allowed for multiple uses of research approaches with the aim to examine a particular case in great deal of depth (Rule and John, 2011:7).

- **Manageability:** the researcher chose a single case study in order to better manage it as opposed to a larger scale investigation given the fact that the researcher was constrained with time and resources (Rule and John, 2011:8).

- **Background of case selected:** the fact that the case chosen (selected university) is a product of two merged higher learning institutions presented the researcher with interesting profound as far as talent management is viewed as new human resource management role (Michaels *et al.,* 2001).

- **Minimising research costs:** due to limited financial resources, the researcher chose to research in Cape Town in order to minimise travelling and other general costs rather than conducting the same research in other towns and cities thus, the research activities was bound to the available personal research budget.

- **Ease of data access**: the researcher residing in Cape Town, South Africa, selected the higher education institution for ease of data accessibility.

3.6.1 Case study procedures

The researcher determined a priori as a coding structure with the intention to direct data collection emanating from the literature. However, the researcher left space in case additional categories were presented if found and considered to be useful in this study. The researcher conducted interviews and issued out questionnaires relating to talent management from the targeted higher education institution.

3.6.2 Case study protocol

In this study, talent management data was collected by means of a research conceptual model that was developed from the literature (Chapter 2). The model included themes relating to talent management. For guidance and directional purposes, the researcher developed a theoretical framework with the aim to collect data relating to the topic.

3.7 Data collection methods

Data refers to "…facts collected throughout course of the research and these are usually expressed in the language of measurement" (Bless *et al.,* 2006:111). Data is further divided into two, namely, primary data and secondary data depending with their intrinsic properties.

Primary data refers to data gathered or collected at first hand while secondary data refers to data already collected by the other party other than the user and it will be already available (Bless *et al.,* 2006:112).

This study as already mentioned above, made use of a triangulation research method. In this study, the researcher managed to collect primary data to fulfil the aim and objectives of this study by way of using several research methods. These allowed for major findings to be collaborated through integrating data from another method, thus enhancing validity of the study.

3.7.1 Primary data collection: questionnaire

According to Lancaster (2005:139), a questionnaire refers to "…series of questions designed to provide accurate information from the participants". These can be issued either by means of fax, online, email, post or delivered in person. In addition, these questionnaires have different styles and formats, but researchers carefully choose and structure a questionnaire that will fulfil the research objectives.

In this study, primary data was collected by the researcher using a self-administered questionnaire to obtain quantitative data from the participants through personal hand deliveries to participants who then self-completed at their own spare time. The self-administered questionnaire carried a Likert scale style and format. A Likert scale is a measuring scale whereby participants state their level of agreement with a statement known as a Likert item (Blanche *et al.,* 2006:488). The questionnaire included scaled questions which ranged from agree, strongly agree, disagree, and strongly disagree or neutral with a respective statement. The questionnaire used in this study is attached as as appendix C.

Questionnaires are popular and common in data collection of research studies. *Bless et al.* (2006:44) highlight that questionnaires possess the following strengths in a research study:

- They allow for large data collection from the population within a short space of time or with little cost when compared to other data collection methods;

- Questionnaires facilitates the use and consideration of research ethical standards such as confidentiality and anonymity which in turn aid in large response rate; and

- Because questionnaires are standard for all the participants, they help to ensure avoidance of interview bias

3.7.1.1 Composition of the questionnaires

The questionnaires used in this study were standard and identical to all the participants. The questionnaires consisted of seven different sections. These were aimed at answering research questions. The sections included biographical and different themes of talent management. Specifically, the questionnaire included the following:

Section A – Collected biographical data and demographics about the participants that included gender, race, age group, educational qualifications, years of employment, type of employment, position held at the institution and faculty they belong to in the institution; and

Section B to G – These sections collected data about participants' understanding of workforce planning, compensation and rewards, succession planning, recruitment and selection, performance management, training and development and talent retention.

3.7.1.2 Questionnaire design

The usefulness and efficacy of the Likert scale questionnaire have been explained and used by many scholars (Buthelezi, 2010; Chikumbi, 2011) where they have measured specific problems. For that reason, the researcher made use of the Likert scale questionnaire similarly developed and designed by (Buthelezi, 2010; Chikumbi, 2011) in their own research studies where they researched about the very same topic of talent management, thus improving validity of the research instruments for this study. However, the questionnaire used in this study was redesigned and customised to suit the research problem, aim and research questions.

Upon carefully redesigning the questionnaire, the researcher consulted with the supervisor for suggestions and recommendations. Feedback including advice and guidance was then applied which led to several amendments and adjustments. Thereafter, the questionnaire was then sent for review to the Faculty of Business and Management Science Ethics Committee of CPUT who then approved the use of the questionnaire, then proposal for this study. Finally, the questionnaire was pilot-tested. The process helped to enhance validity and reliability of the questionnaire. More details about validity and reliability will be explained later in this chapter.

3.7.1.3 Administration and distribution of the questionnaires

The administration and distribution of the questionnaires was conducted by the researcher. The researcher made use of no research assistants. The questionnaires were administered from August 2016 to March 2017. The reason for a long period was due to several student protest actions dubbed "Fees must fall" which at that time caused a lot of disruptions and delays to this study.

Arrangements were made during the study when it was due to gather data through circulating questionnaires to the sample group. The questionnaires were issued to the sample group and submitted directly to the researcher in order to maintain anonymity. After one week of issuing them out, in order to give participants enough time to complete, keeping in mind large response rate, the questionnaires were then collected back.

The participants were urged to complete all different sections of the questionnaires so as to ensure more data is gathered for data analysis purposes. The order of the questions in the questionnaire helped to ensure that many responses were given which in turn aided to the participants feel comfortable and encouraging them in answering the questions. Additionally, the researcher made several visits to the institution as follow ups to allow submission of questionnaires in time thereby ensuring high response rate.

Although comprehensive details of the issues pertaining to ethical considerations are provided under ethical considerations (section 3.14), below are some issues to reflect on at this stage. Questionnaires distributed were attached with a cover letter stating the aim and objectives of the study. Also, the cover letter provided information pertaining to the assurance of anonymity and high treatment of confidentiality, rights of the respondents' and non-use of incentives both financial and non-financial benefits. Furthermore, the cover letter also encouraged participants to freely contribute in the study. The researcher provided contact details for queries and request in which participants could have.

3.7.1.4 Data capturing and processing

The researcher administered 250 questionnaires to the participants and 181 were returned. Thereafter, the researcher physically checked one questionnaire after the other and coded questionnaires before analysing them. The researcher found it essential to physically check the returned questionnaires to make certain that returned questionnaires contained accurate information and were fully completed. For that reason, 28 of the returned questionnaires were found unusable because some sections were unfinished and incomplete or the whole questionnaire completely blank. At the end of physically checking, 153 questionnaires were accepted and found usable for the study. These were then coded and eventually analysed.

3.7.1.5 Quantitative data analysis and interpretation

According to Bless *et al.* (2006:163) data analysis refers to "…a process in which the researcher generalises findings from the sample used in the study". In addition, data analysis involves reducing data to a manageable size where consistent patterns can be established. The analysis of the data collected was based on the research questions from the Likert scale questionnaire and then attempted to explore the relationships within the variables. The aim

was to establish whether findings were consistent within research model or not as discussed in the literature. The researcher then engaged into a detailed data analysis to facilitate objective interpretation of data and provide empirical results.

From the data gathered using the Likert scale questionnaire, the researcher had put to each Likert scale item separately for analysis and the responses were summarised to ensure group score per sub theme. The researcher made use of SPSS version 24 to analyse the data. This ensured quantitative data collected to be expressed through descriptive and inferential statistics. A consultation with an experienced and qualified statistician was made during data analysis stage with the aim to better interpret and analyse the data collected.

The presentation of the data collected will be provided in the next chapter. Highlights of data analysis include presentation of information in the form of tables as well as graphical charts such as pie charts, bar graphs and other formats.

3.7.2 Primary data collection: interviews

Arguably, as a qualitative research methodology, an interview is the utmost and one popular method of data collection (Henning, Rensburg and Smit, 2004:50). Bless *et al.* (2006:116) notes that the aim of an interview is to understand and explore research from an interviewees' point of view.

Interview as a method of data gathering involves direct personal contact with people where a set of questions are asked or discussed that relates to the research problem (Bless *et al.,* 2006:116). Interviews allows large amount data to be collected which would not be easily accessed when using other research instruments such as questionnaires, observations or document reviews (Bless *et al.,* 2006:116; Henning *et al.,* 2004:50; Flick, 2011:112).

In this study, qualitative data was collected by means of semi-structured individual interviews. Each interview involved face to face interaction using an interview guideline with questions for selected participants. Interview questions were drafted based on theoretical information from the literature as explained in Chapter 2. Copy of the interview guide used in this study is attached as appendix D.

Flick (2001:112) recommends the use of developing guidelines as respondents may deviate from the sequence of the questions. For that reason, the researcher used an interview guideline with questions drafted using theory from the literature. The researcher also used an audio tape recorder to collect responses from the participants and have interviews transcribed.

The process of interviewing was conducted in an orderly, organised and consistent way. However, the researcher gave each and every participant a chance to discuss further and

beyond the questions' limits. In other words, interviews were flexible to respondents in order enable them to allow through in-depth discussion of the question's confines. This was in acknowledgement and recognition that every particular interviewee had different and unique experience and background. These interviews were conducted separately through setting up appointments from one participant to another on different dates and time.

The use of semi-structured interviews in this study enabled the researcher to enjoy significant advantages. As a data collection method, they enabled a rich picture to emerge and helped in overcoming misinterpretations and misunderstandings of words and questions (Bless *et al.,* 2006:116). Furthermore, they assisted the researcher in asking for explanations where issues or questions were not clear by reassuring and encouraging participants to persevere in the study. In this study, a total of seven semi-structured interviews were carried out by the researcher. The interviewees were purposefully selected to participate in this study.

3.7.2.1 Qualitative data analysis and interpretation

Qualitatively, the researcher analysed the data collected using content analysis. Using content analysis, this involved searching for phrases and themes that were appearing to be the same based on those from the literature on talent management as explained in Chapter 2. Specifically on the topic of talent management, data analysis focused on acquiring and retention of employees in the higher education sector. Thus the researcher compared phrases and themes emanating from the literature. To search for phrases and themes, the researcher identified important and relevant phrases and themes in which the interviewees were revealing repeatedly.

In this study, it should be noted that mixed methods, both quantitative and qualitative data were applied with equal importance which allowed integration of research findings to interpret the phenomenon of talent management. According to Johnson and Onwuegbuzie (2004:22) in Gie (2017), there are seven typical stages for mixed methods data analysis, namely:

   i.   Data reduction – this stage involves reducing the amount of quantitative data through descriptive statistics and/or exploratory factory analysis and qualitative data through exploratory themes.

   ii.   Data displays – presenting quantitative data using tables and/or graphs and qualitative data using matrix or network presentations.

   iii.   Data transformation – changing quantitative data into themes and/or qualitative data into numerical codes.

   iv.   Data correlation – integrating quantitative and qualitative data.

v. Data consolidation – merging quantitative and qualitative data into a combined set of data.

vi. Data comparison – relating and linking quantitative data with qualitative data.

vii. Data integration – integrating both quantitative and qualitative data, either into a whole and two separate sets.

3.8 Pilot testing research instruments

According to Fox and Bayat (2007:102) pilot test refers to "…trial run of an investigation on a small scale that aim to establish and determine research design and methodology that can be effective and relative towards the achievement of research objectives or in answering research questions adequately". On the other hand, Blanche *et al.* (2006:94) concur with Fox and Bayat (2007:102) that pilot studies are preliminary studies on a small sample as such they help to identify possible problems in the research instruments. The act of conducting a pilot test can be linked with validity and reliability of the research instruments in as far as credibility and trustworthiness is concerned (Quinlan *et al.,* 2015:274).

In this study, the researcher conducted the pilot test through testing the objectivity, validity and reliability of data collection instruments before the actual field study. Another reason for pilot test was to ensure accuracy and precision of the research instruments. This aided to ensure consistency of all the research instruments during data collection data.

3.8.1 Pilot-testing: questionnaire

Because pilot test is crucial, the researcher conducted a pilot test on 10 participants of the study that were purposively selected. After designing the questionnaire, the researcher established validity of the instrument. The main purpose of the pilot study was to establish validity, objectivity and shed light on the research instrument before the actual field research.

During the pilot test, the participants were given a typical research questionnaire and it was attached with a form to give their own comments. Upon returning the questionnaires, the researcher was provided with valuable comments and these were used in making changes and modifications on the questionnaire. Comments that were suggested mostly involved issues such as request for more statements, and the rephrasing of language. In general, most comments were not major but necessary for rectification and making changes. This process was important as it helped to ensure that there was clarity in the statements and questions asked through testing the content, correctness and appropriateness of questions included in the questionnaire (Brynard and Henekom, 2006:48).

3.8.2 Pilot-testing: interview guide

Qualitatively, the researcher also conducted a pilot study using face to face interviews to 2 non-participants using semi structured interview guide questions. Valuable comments and feedback were given to the researcher. Potential gaps that existed in the data collection instrument were exposed and made known to the researcher. Immediately, adjustments were made in order for participants to ensure questions asked were relevant and participants interpret them correctly. Broad literature study was performed to strengthen validity.

There are several benefits of conducting pilot studies. As explained by Blanche *et al.* (2006:490), after conducting pilot test, the following are advantages that the researcher gained because of using such a convenient study:

- Helped in making changes and modifications to the research instruments;

- The researcher managed to delete, rephrase and refine some of the irrelevant questions;

- The pilot test assisted in identifying inconsistencies, coding questions, gaps, repetitions and mistakes in the data collection instruments;

- It also aided in the wording and helped to ensure that no offensive language was used in the questionnaires; and

- Non-participants also recommended additional questions to be included in the questionnaires and interview as additional useful questions

3.9 Validity

According to Quinlan *et al.* (2015:274) validity in research studies is concerned about the questions of "…how valid the research is, how logical, how truthful, how robust, how sound, how reasonable, how meaningful and how useful the research is". The issue is then strongly related to data collection instruments. In addition, validity deals with whether the research instruments are measuring what they are intended to measure. This implies data collection instruments are designed to collect and fulfil the research purpose. Bless *et al.* (2006:116) state various ways to measure validity and these include, content validity, face validity, criterion validity and construct validity.

Through content validity, the researcher established validity in the research instrument through referring to literature and conceptual framework involving the researcher's study area (Quinlan *et al.,* 2015:274; Bless *et al.,* 2006:156). The content of the research instruments (questionnaire and interview) was compiled based on the information adapted from the

literature. In addition, all the items in the instruments were relevant and essential for data collection that was required for this study.

Face validity deals with the appearance and look of the research instrument to the research participants (Bless *et al.,* 2006:160). By conducting the pilot test, this also helped the researcher in structuring, designing style, layout and presentation of questions and statements. The appearance of the research instrument was also influenced by pilot study thereby resulting in the professional and scientific appearance of the instrument (Bless *et al.,* 2006:160). It must be noted that questionnaires that were used to conduct pilot test are not the ones the researcher considered for the actual study but rather that those were amended and adjusted after the pilot test feedback from non-participants.

Criterion-related validity also known as instrumental validity refers to the use of standard or criterion to measure the data gathering instrument against (Quinlan *et al.,* 2015:275). Furthermore, the authors' points out that researchers can achieve criterion-related validity through using another data collection instrument previously developed and validated by other researchers (Quinlan *et al.,* 2015:275). Therefore, as explained earlier, the researcher made use of the Likert scale questionnaire similarly developed and designed by other scholars in their own research studies where they researched about the very same topic of talent management (Buthelezi, 2010; Chikumbi, 2011). Thus improving criterion-related validity of this research study. However the questionnaire was redesigned and customised to suit this research study problem, aim and research questions.

Construct validity is the extent to which scores on an instrument reflect the desired rather than some other construct and this is applicable to instruments with multiple indicators which includes questions and issues (Quinlan *et al.,* 2015:274; Bless *et al.,* 2006:156). In order to establish construct validity, the researcher firstly commenced this process by identifying all the variables that were thought to be important to the research instrument to uncover followed by designing questions to secure relevant information. This process was essential because it helped to link and connecting all the items as a whole with the theoretical components thus contributing to construct validity.

3.10 Reliability

According to Quinlan *et al.* (2015:274) reliability relate to dependability and the degree to which research study can be repeated while obtaining consistent results. Therefore, research instruments need to produce same results over time in different circumstances for them to be considered reliable.

Saunders (2000:307) points out three different kinds of reliability of a questionnaire:

1. **Test re-test** – this is also referred to as stability reliability which relates to the administration of the research questionnaire to the same people on different occasions thereafter the responses will be correlated, and the constant factor is then taken as an index of reliability;

2. **Internal consistency** – refers to the extent to which various items of an instrument are correlated and measuring the same construct and the average factor is then taken as an index of reliability; and

3. **Alternative question forms –** this involves the act of comparing, relating and matching responses and findings against different forms that maybe located somewhere in the research instrument, which then aid and assist as check questions.

In order to reinforce validity and reliability of questionnaires as one of the research instruments, below are various ways the researcher implemented for this study:

1. The research supervisor reviewed the questionnaire and in addition, human resource department academics also looked over the questionnaire before it was sent for CPUT Ethical Committee who then further reviewed and issued an approval letter indicating to the researcher to collect data;

2. The researcher conducted a pilot study involving 10 non-participants who gave valuable suggestions and recommendations; and

3. The researcher used suitable and quality sources for secondary data through consulting with the research supervisor.

3.11 Prevention of bias

Bias in research studies refers to anything within the study that compromise and tends to result in misrepresentation of data or the entire research study (Quinlan *et al.,* 2015:245; Babbie: 2014:267). This usually occurs when research instruments are not representing the target population. For that reason, following are measures that were undertaken by the researcher to minimise bias:

- The researcher checked and ensured that all the participants were employed by the selected university and were suitable to take part in this study;

- The researcher provided explanation and ensured that the participants understood the aim and objectives of the research study;

- The researcher requested permission from the university and individual respondents to participate voluntarily;

- The researcher assured participants' privacy and confidentiality throughout the research;

- Participants were given sufficient time to respond freely; and

- The researcher also used an audio tape recorder to collect responses from the participants and have interviews transcribed. This was aided with the support of field notes to support interview recordings thus eliminating errors of omission.

3.12 Population

According to Cooper and Schindler (2011:364) research population refers to "…total elements from the universe from which sample elements are collected to give conclusions". In other words, population can be defined as complete group of people, entity, event or things that share some common characteristics and these will be of interest to the researcher and could be included in the study (Quinlan *et al.,* 2015:169).

The population of this research involved academic and non-academic (administrative) employees from different faculties at one selected higher education institution. The rationale for choosing the population of the higher learning institution located in the Western Cape was to minimise the travelling expenses while benefiting on the accessibility of various faculties and departments of the institution.

3.12.1 Target population

The research target population compose of 880 academic and non-academic staff as at 27 May 2015. This target population included permanent and temporary employees from six faculties. The target population also consisted of head of departments (HOD's), senior lecturers, lecturers, junior lecturers and non-academic staff. It also included permanent, temporary and fixed contract staff. Because it is difficult and almost impossible to study the whole population, researchers are encouraged to draw a sample that adequately reflect the whole population and these will be of particular interest to the researcher (Babbie, 2014:119). For that reason, below are details pertaining to sampling issues.

3.13 Sampling

Research sample refers to a subset from the entire population (Remenyi *et al.,* 1998:289). To be precise, the research sample refers to "…subset in which the researcher direct the attention through an investigation and whose characteristics will be generalised (Bless et al, 2006:98)". In addition, Bless and Higson-Smith (1995:86) explain that the main use of sample is to simplify the research through investigating the true representative of population as opposed to the whole population. Furthermore, they explain that using sample in a research saves time and

cut cost especially if the population is too large and if the geographical area is too big. Accordingly, in this study, it was noted that the complete population coverage was impractical hence a sample was selected and used as it was found to be more appropriate.

3.13.1 Sample size

When considering the sample size to use in a research study, Brynard and Henekom (2006:56) argues that there are no specific and fixed rules regarding guidelines which provides information into what a representative percentage of the whole population to be investigated. In addition, it is generally thought that the larger the homogeneous population, the smaller the sample required to be used for the research. At the same time, the larger the sample, the more accurate the conclusions can be made.

Stoker (1989) suggests guidelines to determine sampling size. Extracts of the guidelines are as follows;

- If the population is small N<20, it is suggested that the researcher has to investigate the entire population because there is little point in sampling.

- If the population is 500, then 20% of the population should be sampled (100 as number of respondents).

- If the population is 1000, then 14% of the population should be sampled (140 as number of respondents).

3.13.2 Sample 1

Drawing from Stoker's (1989) guides for sampling as explained above, the researcher after having considered the total size of the population (880) decided to use a sample between 14-20% for quantitative research. This sampling group was made up of a total of 153 participants from six faculties. Simple random sampling technique was used to identify the participants and to collect data from this sample where each element had an equal chance of being selected (Brynard and Henekom, 2006: 57). This sample group was made up of HOD's, senior lecturers, lecturers, junior lecturers and academic administrative staff. This sample included permanent, temporary and fixed contract staff. This sample group is the one that completed the designed talent management Likert scale questionnaire.

3.13.3 Sample 2

For qualitative research, the total sample size compose of seven respondents. Given that there were six faculties at the investigated institution, with each faculty having one human resource business partner responsible for talent management function, all human resource business

partners were deemed suitable for interviews. Furthermore, a talent management specialist and an additional human resource business partner were considered for this sample group in order to supplement and enhance the validity of the research findings.

This sample group is the one that was interviewed by the researcher. The sample was identified and selected using judgemental or purposive sampling because of what the researcher considered to be typical units from the population (Bless *et al.,* 2006:106). Furthermore, judgemental sampling was applied with the aim to obtain expert perceptions from the participants who only had the knowledge about the investigated variables (Saunders, Lewis and Thornhill, 2013).

3.13.4 Sampling framework

The sampling frame comprised of academic staff and administrative staff at one selected higher education institution in the Western Cape. The aim was to use a true representative of the whole population from the sample.

3.14 Ethical considerations

Research ethics refers to set of behaviour that conforms to a set of principles or code (Bless *et al.,* 2006:140). In addition, these principles act as an aid to minimise or prevent issues such as abuses and assist researchers in gaining better understanding and also the responsibilities as they will consider ethics in research studies. With acknowledgement to (Bless *et al.,* 2006:140; Brynard and Hanekom, 2006:84) the research study followed an appropriate and considered the following ethical issues that are morally acceptable as prescribed and recommended by CPUT and the Faculty of Business and Management Sciences research ethical standards.

3.14.1 Anonymity and confidentiality

Brynard and Henekom (2006:6) explain that upon conducting a research, the researcher should put the interest of respondents into prevailing and no confidential information should be recorded or published. The researcher ensured that there was high protection of personal and sensitive information of the participants throughout the study. The researcher did not reveal any details of any participants including their identities or location. In addition, no confidential information was published. This helped to maintain anonymity of the participants. The researcher ensured that legal and human rights were not violated in the entire research study. Confidentiality was highly maintained and not violated so as to protect participants or that of the organisation investigated in the study.

Below are precautionary measures that were taken by the researcher to ensure confidentiality and anonymity:

- Using questionnaires, names of the participants were not requested or did not appear on the research instruments, but researcher made use of numbers (codes) to identify questionnaires thereby protecting participant identity;

- Upon the completion of study, the questionnaires and recorded interview responses were stored at the researcher's place of residence for safekeeping in a locked facility to ensure confidentiality; and

- The name of the higher learning institution that was used in this study also did not appear in anywhere in this thesis.

3.14.2 Voluntary participation and informed consent

Voluntary participation is an ethical principal that describe the freedom of the participants whether they are willing to partake or not in a research study (Bless *et al.,* 2006:142). The researcher did not force any participant either overtly or covertly. Furthermore, participants of this study were not offered any financial or non-financial benefits for their participation but rather their involvement was voluntary.

The researcher managed to obtain written consent letter from the investigated institution prior to the respondent's participation. The questionnaire and the interview guide used in this study provided a cover letters which explained information covering the entire study, in what way it will affect participants, an outline of the benefits as well as the participant right to decline or discontinue in the case that they may did not feel to continue participating in this research study. The cover letters also explained the issue of compensation to the participants. All the research objectives and purpose of the study which then enabled participants to make informed decisions were explained in the cover letters too. Equally important, the researcher explained the issue of confidentiality and assured the participants of anonymity through the cover letters.

3.14.3 Protection to harm

The researcher conducted the study in a manner that did not harm the participants either intentionally or unintentionally. However, there was no risk of physical harm in this study but (Babbie and Mouton 2001:522) states that some studies have a psycho-social harm and as such researcher need to be aware of that. This can happen when researchers disclose information that may possibly humiliate or endanger their lives hence leading to some

psychological consequences. In terms of qualitative analysis, biographical data may have implicitly revealed their identity but it was not the intention of the researcher.

The researcher gave assurance to the participants to discontinue their participation during the course at any point in time without giving any explanations or reasons as recommended (Bless *et al.,* 2006:143). Because of that, the researcher guaranteed and assured the participants in this research study their right to withdraw or discontinue with their participation. Also, the participants were informed of their right to seek out additional information to clarify anything they did not understand.

The researcher did not discriminate against any on the basis of workforce diversity characteristics that include but not limited to race, gender, disability status, income levels among others. All the participants were treated with equality during this research study.

3.14.4 Beneficence and provision of feedback

The principle of beneficence is whereby the researcher expected to contribute towards the wellbeing of the members of the community (Bless *et al.,* 2006:141). With acknowledgements to that, the researcher made an assurance to the institution under investigation and a copy was provided as part of beneficence and feedback from the study. This was to ensure that findings and recommendations benefit and contribute in promoting the welfare of the people and that of the organisation at large.

3.15 Summary

This chapter was aimed at explaining the research design and methodology used in the study to address the research problem. The study applied the interpretivism and positivism research philosophies based on the ideology of benefiting from '*both worlds'* which then gave birth to the usage of a mixed method research design and methodology. This study was conducted on a case study at a higher learning institution using a mixed method research approach. Mixed methods were applied with equal importance which allowed integration of research findings to better interpret the phenomenon of talent management. The study used Likert scale questionnaire to a random sample size of 153 participants. The Likert scale questionnaire was firstly evaluated in terms of validity and reliability. A semi-standardised individual interview was conducted with 7 individuals. These individuals were selected on a non-probability manner. Quantitative data was analysed using SPSS while qualitative data was analysed through content analysis. Last but not least, this chapter fully detailed ethical considerations in this study which included aspects of anonymity and confidentiality, voluntary participation and informed consent, protection to harm, beneficence and provision of feedback. The next chapter will focus on the presentation of research findings.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

The previous chapter focused on research design and methodology with the main aim to give a clear and detailed description of how this research was carried out to address the stated problem. This chapter will focus on the presentation of quantitative and qualitative research findings from the data collected.

As mentioned in Chapter 3, data analysis refers to the process in which the researcher generalises findings from the sample used in the study. In other words, data analysis refers to the process of analysing data collected for research purposes. During data analysis, the researcher describes, interprets and uses the data to draw conclusions. In this study, as discussed in the preceding chapter, the researcher collected data using a mixed method with the use of questionnaires and interviews. For that reason, the presentation will be done in two stages. The first stage will focus on quantitative data presentation based on the data collected via the Likert scale questionnaires. The second stage will focus on the presentation of qualitative data based on the data collected via interviews.

It is important to note that, before the commencement of data collection, details pertaining to the objectives and importance of this research study were expounded to the participants. In addition, the researcher also assured participant's privacy and confidentiality throughout the study, and participants were given sufficient time to respond in a voluntary manner and freely. A qualified and experienced statistician assisted to analyse quantitative data using the SPSS software version 24. On the other hand, content analysis was used to analyse qualitative data.

Quantitative and qualitative data were presented under the following objectives:

- To explore challenges associated with talent acquisition and talent retention at a selected higher education institution

- To identify talent gaps at a selected higher education institution in the context of talent acquisition and talent retention

- To understand what is causing talent gaps and challenges at the selected higher education institution.

- To expose employee's perceptions on talent acquisition and talent retention

To present quantitative data, the first stage is done through descriptive statistics of demographic data using frequency analysis. This is to summarise all the respondents who

contributed in this study. In addition, descriptive analysis is used to determine the characteristics of the participants. Subsequently, inferential analysis will follow including reliability and correlations analysis to determine linear relationships between the variables under study. The reliability test will be presented using Cronbach's Alpha as an index of reliability. Descriptive and inferential statistics used during data analysis and presentation of the data include frequencies, charts, percentages, tables, graphs and other forms of summarised data. The data was subjected to a normality test to determine which inferential analysis to use. Most important, participants of this research will be called respondents while statements from the Likert scale questionnaire are referred to as items. The second stage will be qualitative presentation. This will be done by making use of qualitative content analysis.

4.2 Overview of quantitative data

4.2.1 Response rate

A total of 250 questionnaires were distributed using simple random technique to eligible respondents at six campuses and 181 questionnaires were returned to the researcher. From a total of 181 returned questionnaires, 153 were considered as usable. A total of 28 questionnaires were considered unusable because these questionnaires were either completely blank or half-finished with main areas of the questionnaire partly completed. Hussey and Hussey (1997:164) classify questionnaire non-response in two categories: questionnaire non-response and item non-response. Firstly, questionnaire non-response refers to a situation when the questionnaire is not given back at all to the researcher. Secondly, item non-response is when some of the questions in the questionnaires have not been answered. Quinlan *et al.* (2015:278) explain further that response rate is of prime importance because non-responses can cause error and non-response errors which will result in skewed results. Therefore, in this research, with 153 returned and usable from a total of 250 initially distributed, this research achieved a response rate of 61.2%. Quinlan *et al.* (2015:275) state that the higher the response rate the better it is for researchers to use in a research study. To be specific, Gillham (2000:48) points out that if the response rate is less than 30% in a questionnaire survey, the validity of the study will be considered dubious and can be questioned to some extent. Fortunately, this research managed to attain a pleasing response rate of 61.2%.

4.2.2 Data format

The data was received in the form of questionnaire format which was developed using the Likert scale style and format whereby participants stated their level of agreement to a carefully constructed statement. The questionnaire included scaled statements which ranged from

agree, strongly agree, disagree, and strongly disagree or neutral with a respective statement. Negatively stated items were recoded.

4.2.3 Assistance to the researcher

A qualified and experienced statistician provided professional assistance to the researcher from questionnaire design, data analysis up to the final statistical report. Upon completion of this research study, the statistician also checked and validated the final results to ensure that the research was trustworthy and most important to ensure the interpretation of the findings was precise.

4.3 Distribution of participants' demographic information

Figure 4.1: Gender distribution of respondents
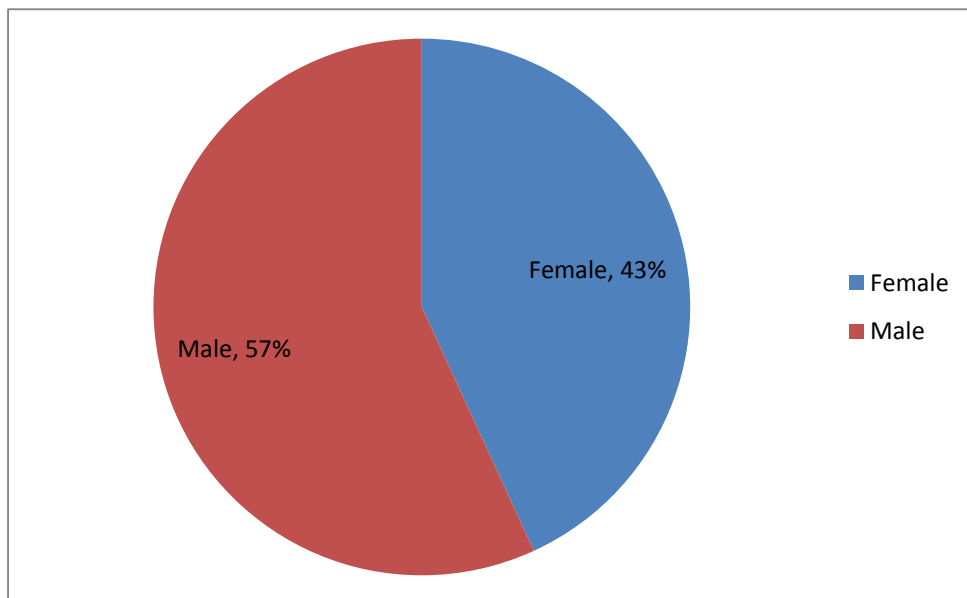
Figure 4.1 shows the gender of the respondents who participated in the study. From a total (N=153), majority 57% (N=87) of the respondents are male and 43% (N=66) are female. It appears that gender distribution is slightly biased towards male respondents. This will however be different at position of the respondents within the organisation. The next demographic analysis indicates the respondents according to their race.

Figure 4.2: Race group distribution of respondents
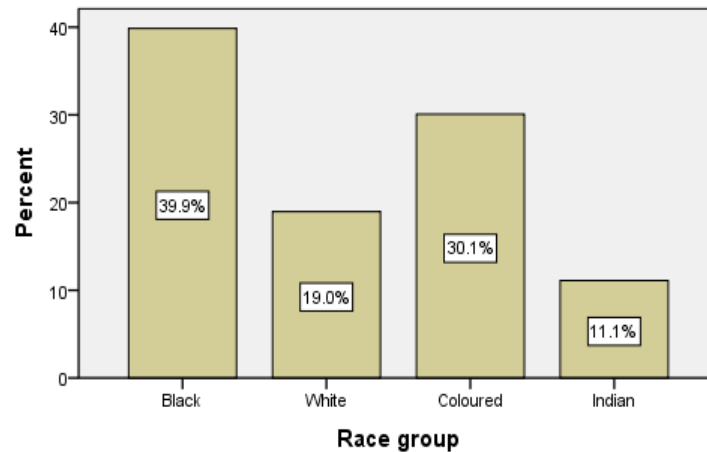
In this study, race was defined in five racial groups namely Black, White, Coloured, Indian and Asians. According to Figure 4.2, (N=153), 39.9% were of Black descent, and 19% White, 30.1% Coloured, and 11.1% were of Indian descent. There were no participants from the Asian racial group. It appears majority of the respondents who participated in this study validate an audit report by (CHE, 2011) of the higher learning institution herein under study which reflects the demographic profile of the Western Cape. The next demographic shows analysis of respondents based on their age groups.

Figure 4.3: Age distribution of respondents
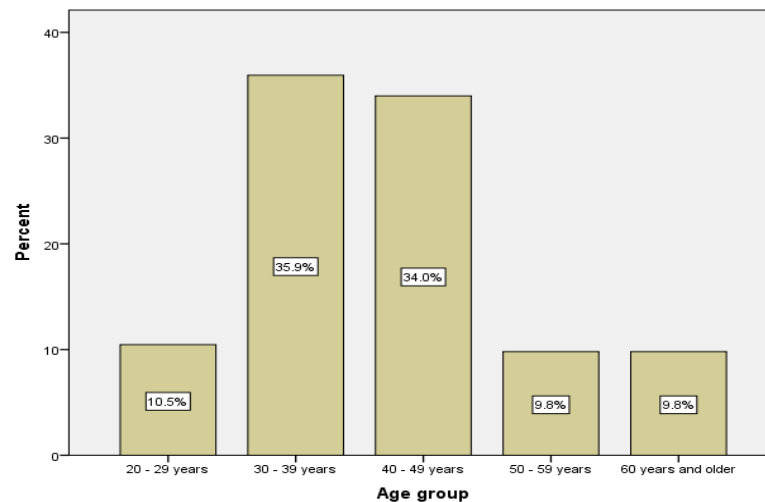
As illustrated in Figure 4.3 above, majority of the respondents (39.9%) were in the age group of 30 – 39 years old, followed by those between 40 – 49 years old (34.0%), followed by those in the age group between 20 – 29 years old (10.5%), a total of 9.8% were respondents between the ages 50 – 59 years old and this was also the same for respondents between the ages 60 years and older. This indicates that the majority of the respondents were in the middle of their

careers. For that reason, their contribution to this study could be trustworthy. The next demographic shows analysis of respondents based on their educational levels.

The research took into consideration high school qualification, that is, matric achieved or not achieved. It also looked at tertiary qualifications such as certificate, diploma, bachelor's degree, honours degree, master's degree, PhD and other (for participants whose qualifications did not fall under any of these in the categories defined in this study).

As illustrated in Figure 4.4 below, a significant majority (60.8%) of respondents indicated master's degree as their highest of level of qualification they had attained, followed by 19.6% of the respondents who indicated PhD as their highest level of qualification they had attained, 10.5% of the respondents had bachelor's degree, 7.2% had honours degree, 1.3% had diploma and 0.7% indicated other qualification Higher National Diploma.

Figure 4.4: Distribution for highest level of qualification attained
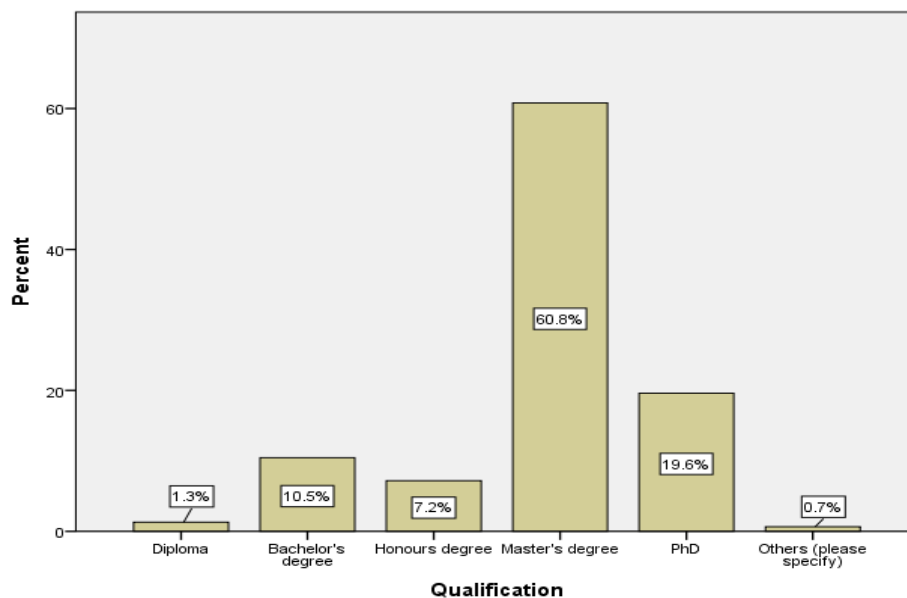
According to Figure 4.5 below, a significant majority (59.5%) of the respondents indicated that they were employed on a permanent basis while 32.7% of the respondents indicated that they were employed on a fixed contract basis, and 7.8% of the respondents were employed as temporary employees. The aspect of employment category of the respondents surprisingly contrasted an audit report by (CHE, 2011) whose document established that a significant staff complement of the higher learning institution under study falls under temporary employment. However, the researcher could not account for these contrasting findings.

Figure 4.5: Employment category distribution of respondents
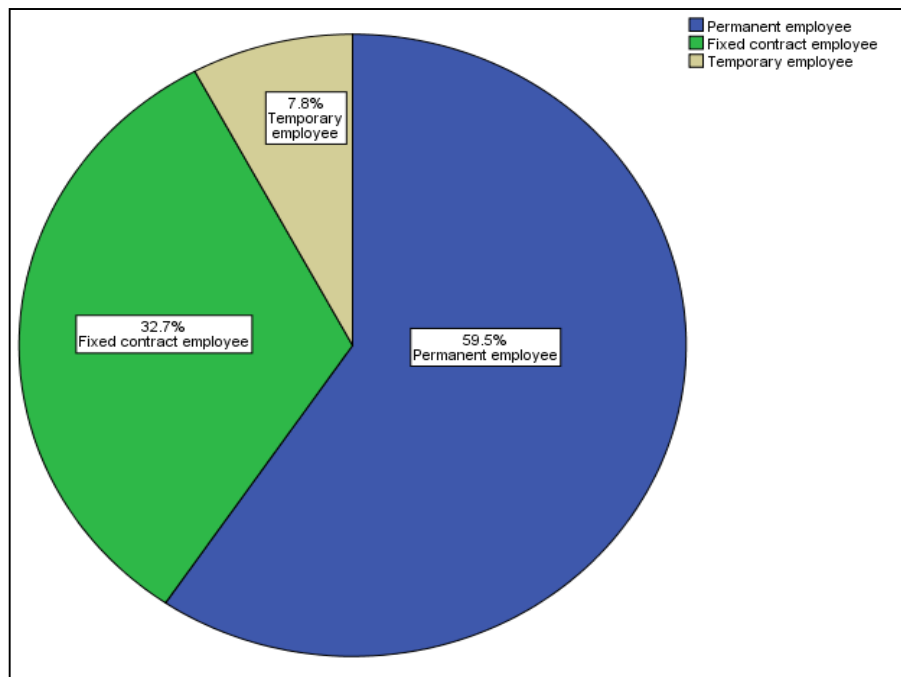
Apart from the respondent's employment category, the responses were also analysed according to the number of years of employment by the current employer. As illustrated in Figure 4.6 below, (35.9%) of respondents indicated they had been employed between 0 – 3 years with the current employer, followed by 23.5% who indicated they had been employed between 7 – 10 years, followed by 21.6% who indicated they had been employed for more than 10 years and 19.0% of the respondents indicated they had been employed between 4 – 6 years with the current employer. The finding here shows that majority of the participants of this study are in their infant stages of employment with the employer.

Figure 4.6: Responses according to number of years employed by the current employer
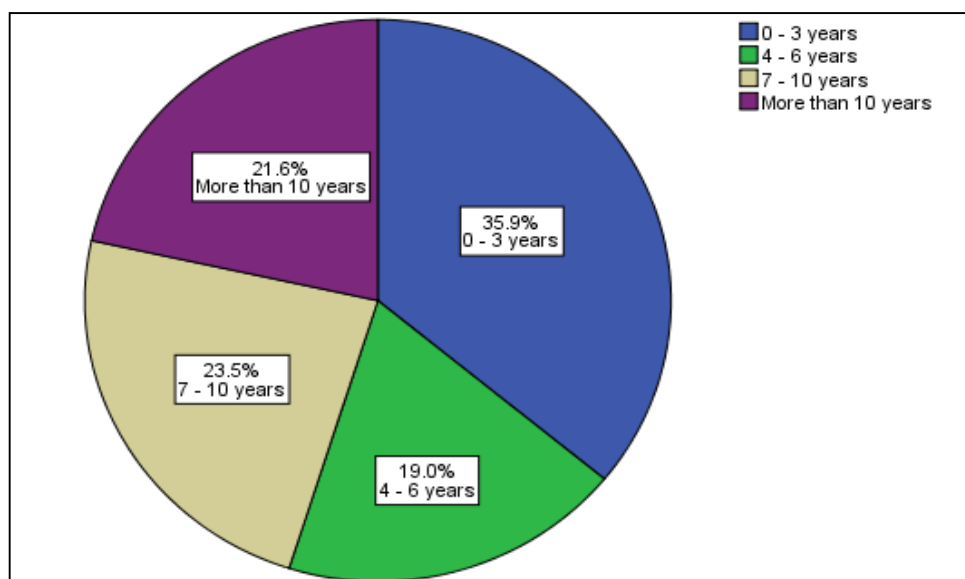
Below is Figure 4.7 which follows and demonstrates the faculty of respondents who participated in the study.

Figure 4.7: Faculty distribution of respondents
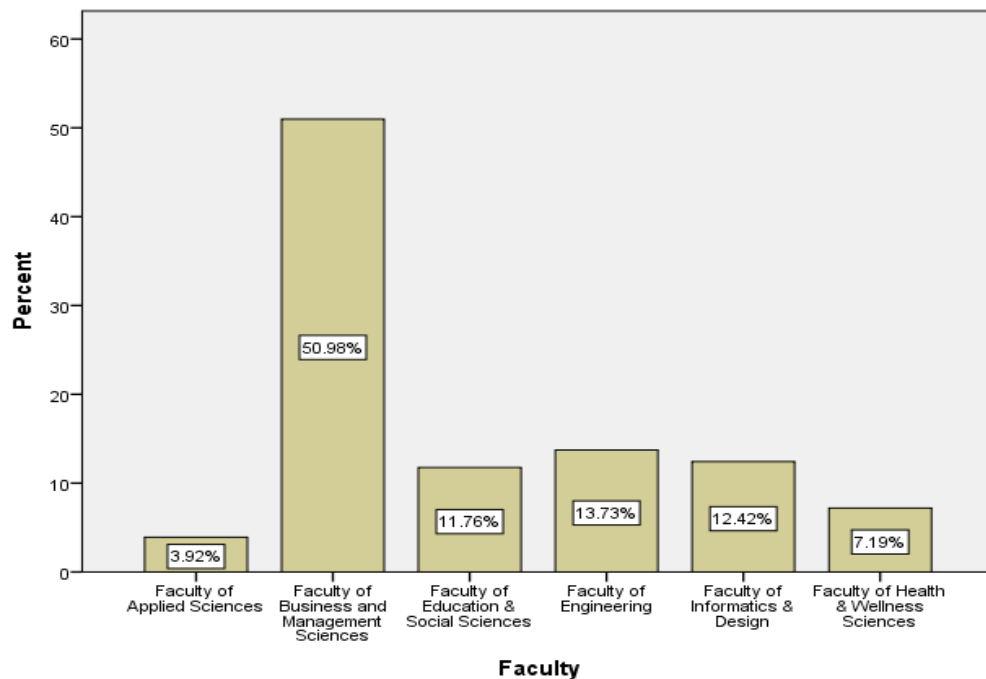
As illustrated in Figure 4.7 above, majority (51.0%) of responses for this study came from the Faculty of Business and Management Sciences, followed by the Faculty of Engineering (13.7%), followed by the Faculty of Informatics and Design (12.4%), followed by the Faculty of Education and Social Sciences (11.8%), followed by the Faculty of Health and Wellness Sciences (7.2%) and the Faculty of Applied Sciences which contributed 3.9%. Because the majority (51.0%) of the respondents of this study were from the Faculty of Business and Management Sciences, this confirmed and showed that it is indeed the largest faculty of the higher learning institution herein under investigation.

The study also looked at the responses of the respondents based on the position they hold in the organisation. As illustrated in Figure 4.8 below, the respondents' positions of employment have been categorised into six categories namely; junior lecturer, lecturer, senior lecturer, HOD, administrative staff and other (for participants who did not fall under any of these categories defined in this study). From a total of 153 respondents, a majority (47.7%) of respondents were lecturers while 25.5% were junior lecturers. A total of 19.0% was senior lecturers, 5.9% were head of departments and 2.0% were administrative staff. Interestingly, in a CHE (2011) report indicates that academic positions, particularly at senior level, are usually occupied by White males.

Figure 4.8: Position distribution of respondents
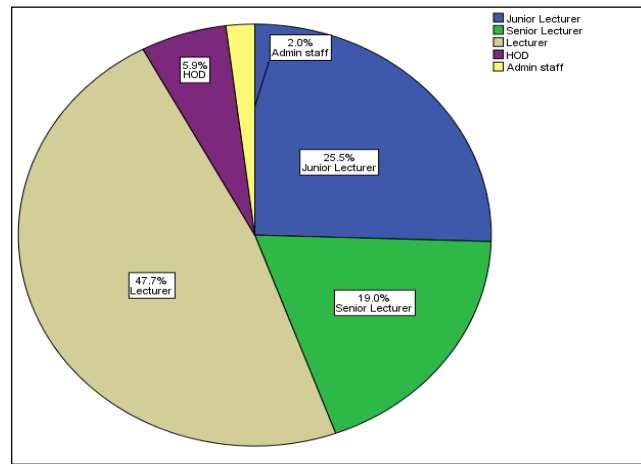
4.4 Reliability test

As mentioned earlier in Chapter 3, reliability refers to the stability and consistency of the research instrument in measuring what it is intended to measure, and producing the same results all the time. In this study, a reliability test was conducted to measure internal consistency using Cronbach's Alpha Coefficient. According to Burns and Burns (2008:417) Cronbach's Alpha is an estimate of a multiple item scale's reliability. Table 4.1shows the coefficients of internal consistency from the statements in the questionnaire (from section 9.1 to 15.5) using Cronbach's Alpha.

Table 4.1: Internal consistency using Cronbach's Alpha

Number of items	Construct	Cronbach's Alpha
7	Workforce planning	0.722
6	Compensation and rewards	0.868
8	Succession planning	0.854
7	Recruitment and selection	0.560
7	Performance management	0.702
5	Training and development	0.862
5	Talent retention	0.675

According to George and Mallery (2003), cited in Gliem and Gliem (2003: 87), a rule of thumb for a reliability coefficient is provided as follows: > 0.9 = Excellent, > 0.8 = Good, > 0.7 = Acceptable, > 0.6 = Questionable,> 0.5 = Poor, and < 0.5 = Unacceptable. Therefore, from Table 4.1 above, the reliability of the items is satisfactory from 45 items of the questionnaire (section 9.1 to 15.5) that were closely studied for their reliability.

4.5 Analysis and interpretation of constructs' items

In this section, the researcher analysed the items from the Likert Scale questionnaire using descriptive statistics. According to Zikmund, Babin, Carr and Griffin (2009:651) descriptive statistics refers to statistics which summarise and represent separate single variables in a simple manner. In doing so, descriptive statistics show features such as central tendency, distribution and variability. Therefore, the analysis starts from Section B of the questionnaire which examines workforce planning, followed by Section C which examines compensation and rewards, followed by Section D which examines succession planning, followed by Section E which examines recruitment and selection, followed by Section F which examines performance management, followed by Section G which examines training and development, and then Section H which examines talent retention. The analysis of the questionnaire follows numbering according to how they were originally set in the Likert scale questionnaires handed out.

To present item statistics, the researcher made use of mean and standard deviation as measures of central tendency and measure of dispersion from the data collected. According to Bryman and Bell (2011:319) arithmetic mean refers to the average in the data set. It is calculated by adding all the values in a data set and divided by the number of values. On the other hand, standard deviation is the square root of variance and it measures the dispersion around the mean (Leedy and Ormrod, 2013). The larger the standard deviation, the larger the variance it will be in the data set. The term dispersion refers to how scattered or spread the data values of numeric random variables in their central location value. Averages of the items in each group were calculated to create new variables that represent the main categories.

Table 4.2 below shows a summary of statistics where it presents the means and standard deviations of the main categories of the research questionnaire, namely; workforce planning (WP), compensation and rewards (CR), succession planning (SP), recruitment and selection (RS), performance management (PM), training and development (TD) and talent retention (TR). However, the study further gives more detailed analysis of each of these main categories.

Table 4.2: Means and standard deviations for WP, CR, SP, RS, PM, TD and TR

		Workforce planning	Compensation and rewards	Succession planning	Recruitment and selection	Performance management	Training and development	Talent retention
		Group Statistics						
N	Valid	153	153	153	153	153	153	153
	Missing	0	0	0	0	0	0	0
Mean		2.90	3.62	3.79	2.65	2.47	2.21	3.25
Standard Deviation		.703	.955	.847	.620	.747	.896	.902

4.6 Normality Test

Apart from correlations, the researcher also conducted normality test to determine if the data was normally distributed. According to Thode (2002) "normality is one of the most common assumptions made in the development and use of statistical procedures". There are several procedures that can be used to determine if the data is normally distributed. In this study, the researcher made use of Shapiro-Wilk to test the normality of the data. It is a prerequisite in statistical test to assess the normality of data because failure to do so can render the statistical test to be inaccurate ("non-normality"). Data is not normally distributed if significance value (sig) is very small (close to zero) otherwise it can be assumed to be normally distributed. Therefore, in this study, it can be assumed that data is not normally distributed in terms of Shapiro-Wilk as shown below in Table 4.3.

Table 4.3: Normality test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Workforce planning	.968	153	.001
Compensation and rewards	.938	153	.000
Succession planning	.946	153	.000
Recruitment and selection	.976	153	.010
Performance management	.923	153	.000
Training and development	.938	153	.000
Talent retention	.970	153	.002
a. Lilliefors Significance Correction			

4.7.1 Workforce planning

Table 4.4: Workforce planning

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Row N %	Row N %	Row N %	Row N %	Row N %
9.1 My department has a clear & specific workforce planning strategy for all the positions	32.7%	26.8%	22.9%	11.8%	5.9%
9.2 There are regular check-ups of talent needs in my organisation	27.5%	22.9%	19.6%	22.9%	7.2%
9.3 My department keeps a skills profile for each individual employee	28.8%	39.2%	14.4%	15.0%	2.6%
9.4 The HOD is held responsible towards workforce planning of our department	47.7%	34.0%	14.4%	2.6%	1.3%
9.5 We have workforce planning strategies to retain experienced employees	6.5%	17.0%	19.6%	30.7%	26.1%
9.6 Discussion in boardroom meetings in my department about identification and retention of talent is regularly on the agenda	5.9%	7.2%	19.0%	35.9%	32.0%
9.7 We need to get rid of the current workforce planning traditional practices because they have proven **NOT** to be effective	2.6%	5.2%	28.1%	13.7%	50.3%

An analysis of Table 4.4 above shows the following:

Item 9.1 shows majority (59.5%) of respondents agreed that their departments have clear and specific workforce planning strategy for all the positions. About 22.9% were neutral and 17.7% disagreed or strongly disagreed with the statement. These results were contrary to the findings of Chikumbi (2010) who reported that 22.5% of the respondents agreed that the organisation under study had a clear talent management strategy while the other respondents disagreed or were neutral.

Item 9.2 as illustrated in Table 4.4 shows majority (50.2%) of the respondents agreed there are regular check-ups of talent needs in their organisation. A total of 19.6% were neutral while

30.1% disagreed with the statement. The respondents considered their perceptions as relatively medium but positively good.

Item 9.3 demonstrates that majority (68%) of respondents agreed that their departments keep skills profiles for each individual employee. A total of 14.4% were neutral while 17.6% disagreed with the statement. As pointed out earlier in the literature, this finding supports the idea that organisations should compile comprehensive skills profiles for purposes of forecasting their future demand of human resource needs (Meyer, 2003).

Item 9.4 illustrates that majority (81.7%) of respondents agreed that the HOD's are held responsible towards workforce planning of their departments. A total of 14.4% was neutral while 3.9% disagreed with the statement. This result indicates that HOD's are playing a certain role in workforce planning while the main responsibility rests in the hands of the human resource practitioners at the higher learning institution (Wanich *et al.,* 2015:121).

Item 9.5 shows that majority (56.8%) of the respondents disagreed that their organisation has workforce planning strategies to retain experienced employees, while 19.6% were neutral. The remaining 23.5% agreed with the statement. To manage talent effectively, the organisation need to develop workforce planning strategies for both short term and long term for all the positions that are linked to the overall organisational strategy (Bussin, 2014:73; Cillie-Schmidt 2012:3). Buthelezi (2010) states that it is important for organisations to develop internal talent and if need be, recruit from outside the organisation while on the other hand developing workforce strategies to retain suitably qualified and experienced employees. Because the findings of this item show a high mean score of 3.53 (see appendix G), this indicates that respondents had a negative perception in that their organisation has an unclear workforce planning strategy to retain experienced employees. Findings of this study are consistent with the results of Chikumbi (2010). The study reported 65% of the respondents disagreed that their organisation had workforce planning strategies to retain experienced employees.

Item 9.6 indicates that majority (67.9%) disagreed that there are discussions in boardroom meetings in their department about identification and retention of talent while 19.0% were neutral. A total of 12.9 agreed with the statement.

Item 9.7 shows that majority (64%) of the respondents agreed the organisation need to get rid of the current workforce planning traditional practises because they have proven not effective. A total of 28.1% were neutral while 7.8% of the respondents disagreed with the statement. Responses to this statement display employees' desire for a review of current workforce planning traditional practices.

4.7.2 Compensation and rewards

Table 4.5: Compensation and rewards

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Row N %	Row N %	Row N %	Row N %	Row N %
10.1 My compensation package is competitive when related to the labour market	7.2%	20.9%	14.4%	33.3%	24.2%
10.2 The compensation package is highly attractive for my position	8.5%	9.8%	16.3%	39.9%	25.5%
10.3 There are incentives for good performance	3.3%	14.4%	15.0%	22.9%	44.4%
10.4 Remuneration and compensation package is mainly contributing for my retention in my organisation	5.2%	16.3%	30.7%	20.9%	26.8%
10.5 I perceive my remuneration and compensation package to be fair and equitable	7.8%	22.9%	19.0%	22.2%	28.1%
10.6 My work performance is equivalent to the remuneration & compensation package	5.9%	9.2%	15.7%	32.7%	36.6%

An analysis of Table 4.5 above shows the following:

Item 10.1 demonstrates that majority (57.5%) of the respondents disagreed that their compensation package is competitive when related to the labour market. A total of 14.4% were neutral while the remaining 28.1% of the respondents agreed with the statement. Keeping in mind that compensation packages are made up of financial and non-financial extrinsic rewards as discussed in the literature, these play an integral part in the achievement of organisational goals. However, majority of the respondents perceive that their compensation packages are not competitive and not in line with the labour market. This result can be linked to several wage disputes and wage strikes that occur in South Africa. In a report, Industrial Action Report (2016) report reflect that there was a 10% increase in strikes in 2016 than the previous year though they were shorter. These strikes were related to wages, bonus and other compensation benefits and these have since remained as major reasons for work stoppages with huge economic impact.

Item 10.2 shows majority (65.4%) of the respondents disagreed their compensation package is highly attractive for their positions while 16.3% were neutral. The outstanding 18.3% of the respondents agreed with the statement. This result is consistent to the findings of Theron *et al.* (2014) who report in their study that 34% of academics considered leaving their current institution because of unhappiness with their compensation packages. Their study focused on the factors that influence turnover and retention of academic in South African higher education institutions. However, a slightly higher percentage would have been more ideal to compare with the results of this study.

Item 10.3 highlights majority (67.3%) of the respondents agreed by indicating they are no incentives for good performance. A total of 15% were neutral while 17.7% disagreed with the statement. This result is consistent with the findings of Theron *et al.* (2014) who report that 43% of the employees in higher education institutions do not perceive the recognition they receive to be adequate. Furthermore, Ngobeni and Bezuidenhout (2011), report that in South African higher education institutions, because of insufficient employee recognition, there has been lower employee engagement and higher turnover intentions.

Item 10.4 illustrates that majority (47.7%) of the respondents disagreed that remuneration and compensation package is mainly contributing for their retention in the organisation while 30.7% of the respondents were neutral. A total of 21.5% agreed with the statement. This study is contrary to the findings of Nkomentaba (2014) whose study reported that 63% of the respondents in a survey agreed that they would leave their organisation to earn more pay elsewhere. The study indicate that remuneration and compensation package can motivate to leave or stay in the organisation.

Item 10.5 shows that majority (50.3%) of the respondents disagreed that they perceive remuneration and compensation package to be fair and equitable. A total of 19.0% was neutral while 30.7% of the respondents agreed with the statement.

Item 10.6 demonstrates that majority (69.13%) of the respondents disagreed that their work performance is equivalent to the remuneration and compensation package while 15.7% were neutral. The remaining 15.1% agreed with the statement.

4.7.3 Succession planning

Table 4.6: Succession planning

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Row N %	Row N %	Row N %	Row N %	Row N %
11.1 My department takes succession planning as a top priority towards its talent management efforts	7.2%	7.2%	21.6%	29.4%	34.6%
11.2 My department has a clear and specific succession planning strategy for all the positions	5.9%	6.5%	20.3%	30.7%	36.6%
11.3 My department identifies potential successors for key positions	13.1%	15.7%	17.6%	19.6%	34.0%
11.4 Potential successors are required to attend training and development programmes to ensure readiness for future positions	7.8%	16.3%	14.4%	24.2%	37.3%
11.5 There is fairness when promoting & appointing employees in top positions	0.7%	10.5%	31.4%	15.0%	42.5%
11.6 Certain highly talented employees tend to leave if not promoted in my department due to lack of proper and formal succession planning	3.9%	7.8%	28.1%	19.6%	40.5%
11.7 My department need to get rid of the current traditional succession planning practices because they are not effective	0.0%	5.2%	30.1%	19.0%	45.8%
11.8 Promotion is based on experience not performance	2.6%	15.0%	23.5%	18.3%	40.5%

An analysis of Table 4.6 above shows the following:

As illustrated in Table 4.6 above, item 11.1 shows that majority (64%) of the respondents disagreed that their departments' takes succession planning as a top priority towards talent

management efforts. A total 21.6% of the respondents were neutral while the remaining 14.4% agreed with the statement.

Item 11.2 in Table 4.6 demonstrates that majority (67.3%) of the respondents disagreed that their departments have clear and specific succession planning strategy for all the positions while 20.3% were neutral. The remaining 12.4% agreed with the statement. This finding is consistent with the findings of Pandey and Sharma (2014) who reported that one of the challenges of succession planning in organisation is linked to lack of clarity in future talent needs.

Item 11.3 in Table 4.6 above highlights that majority (53.6%) of the respondents disagreed that their departments identify potential successors for key positions, while 17.6% were neutral. The remaining 28.8% agreed with the statement.

Item 11.4 as illustrated in Table 4.6, shows that majority (61.5%) of the respondents disagreed potential successors are required to attend training and development programmes to ensure readiness for future positions. A total of 14.4% were neutral while 24.1% agreed with the statement.

Item 11.5 as shown in Table 4.6 above, majority (57.5%) of the respondents disagreed that there is fairness when promoting and appointing employees in top positions. A total of 31.4% were neutral while the remaining 11.2% agreed with the statement. In terms of fairness and promotional opportunities, this present study's finding is consistent with the findings of Bitzer (2008) who reported an inconsistent application of promotion policies in higher education institutions with the potential risk to deteriorate the profession of academics.

Item 11.6 as displayed in Table 4.6 above, highlight that majority (60.1%) of the respondents disagreed that certain highly talented employees tend to leave if not promoted in their departments due to lack of proper and formal succession planning. A total of 28.1% were neutral while 11.7% agreed with the statement.

Item 11.7 as illustrated in Table 4.6 above, shows majority (64.8%) of the respondents disagreed that their departments need to get rid of the current traditional succession planning practices because they are not effective. A total of 30.1% of the respondents were neutral while 5.2% agreed with the statement.

Item 11.8 above shows that majority (58.8%) of the respondents disagreed that promotion is based on experience not performance. A total of 23.5% of the respondents were neutral while 17.6% agreed with the statement.

4.7.4 Recruitment and selection

Table 4.7: Recruitment and selection

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Row N %	Row N %	Row N %	Row N %	Row N %
12.1 Certain positions are difficult to fill in my department	49.0%	30.7%	8.5%	9.2%	2.6%
12.2 My department always rely on external candidates to fill important positions when a vacancy exist	46.4%	25.5%	15.7%	10.5%	2.0%
12.3 Numerous efforts are made to promote or to tap someone internally before advertising to external applicants	15.7%	23.5%	31.4%	13.1%	16.3%
12.4 We have a wide pool of candidates capable of leadership positions in my department	21.6%	41.8%	13.1%	13.1%	10.5%
12.5 Skills audits are always conducted to check skills gaps	19.6%	19.0%	21.6%	26.8%	13.1%
12.6 Different measures are put into consideration to attract applicants from large and different sources	7.2%	14.4%	43.8%	19.0%	15.7%
12.7 I perceive that my organisation has been successful in recruiting and selecting the best talent	11.1%	9.8%	36.6%	33.3%	9.2%

An analysis of Table 4.7 above shows the following:

Item 12.1 in Table 4.7 above illustrates that majority (79.9%) of the respondents agreed that certain positions are difficult to fill in their departments. A total 8.5% of the respondents were neutral while 2.6% disagreed with the statement.

Item 12.2 as shown in Table 4.7 above, highlights majority (71.9%) of the respondents agreed that their departments always relied on external candidates to fill important positions when a vacancy exists. A total of 15.7% of the respondents were neutral while the remaining 12.5% of the respondents disagreed with the respondents.

Item 12.3 as demonstrated in Table 4.7 above, a total of 39.2% of the respondents agreed that numerous efforts are made to promote or to tap someone internally before advertising to external applicants, while 31.4% of the respondents were neutral. A total of 29.7% disagreed with the statement. The results are consistent with the findings of Kanyemba (2014:82) whose study found that 62.5% agreed that internal staff should get first preference in any recruitment process. In the same vein as discussed in the literature, internal staff should get first consideration when filling vacancies, and this exactly what the majority of the employees agreed to, even though recruitment and selection processes vary from one organisation to another (Nel *et al.,* 2008:241).

Item 12.4 as shown in Table 4.7 above highlight that majority (63.4%) of the respondents agreed that their departments have wide pool of candidates capable of leadership positions, while a 13.1% of the respondents were neutral. The remaining 23.6% of the respondents disagreed with the statement. Although a significant majority of the respondents indicated that there is a wide pool of leadership capabilities within the organisation, (HESA, 2009) report that appointments in higher education institutions are mainly based on academic skills such as teaching and research skills and not leadership and people management skills.

Item 12.5 as shown in Table 4.7 above, shows a total of 39.9% of the respondents disagreed that skills audits are always conducted to check skills gaps, while 21.6% were neutral. The remaining 38.6% agreed with the statement. These results are contrast to the findings of Chikumbi (2011). The study of Chikumbi (2011) reported that 25% of the respondents agreed that a skills audit is conducted to assess skills gaps in the Bank of Zambia. A closer comparison shows that the percentage of the participants who agreed is much smaller than of this study.

Item 12.6 as illustrated in Table 4.7 above, demonstrates a total 43.8% of the respondents were neutral as they did not take sides to agree or disagree with the statement. A total of 34.7% of the respondents disagreed that different measures are put into consideration to attract applicants from large and different sources, while 21.6% of the respondents agreed with the statement. There seem to be an agreement amongst scholars (Louw 2013; Catana, 2009:239; Wild *et al.,* 2009:433) in that recruitment and selection efforts by the employer are at times influenced by the internal and external environment on what the organisation's need for new employees would be.

Item 12.7 as shown in Table 4.7 demonstrate that 42.5% of the respondents disagreed that they perceive their organisation has been successful in recruiting and selecting the best talent. A total of 36.6% of the respondents were neutral, while 20.9% of the respondents agreed with the statement. This finding is consistent with the findings of Kanyemba (2014:78) whose majority respondents (42.45%) rated poorly their human resource department in the context of recruitment function This was followed by 30.19% of total respondents that felt that the human

resource department's performance as adequate. Only 7.55% of total respondents rated the human resource department as excellent. About 19.81% of the respondent chose not to rate the human resource department's performance in recruitment. The overall impression in both studies indicates that respondents have negative perceptions about the recruitment and selection practises of their employers.

4.7.5 Performance management

Table 4.8: Performance management

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Row N %	Row N %	Row N %	Row N %	Row N %
13.1 Targets & their due dates are always communicated to all staff members	37.3%	46.4%	5.2%	8.5%	2.6%
13.2 Performance reviews focus on evaluating my competences and capabilities	28.8%	43.1%	15.0%	5.2%	7.8%
13.3 My department/faculty conducts performance reviews regularly	29.4%	34.0%	17.0%	10.5%	9.2%
13.4 My personal objectives are aligned to the organisational/department goals	11.1%	35.3%	11.8%	9.8%	32.0%
13.5 My performance appraisal is discussed with my HOD	18.3%	31.4%	9.8%	19.0%	21.6%
13.6 Weaknesses detected in the appraisals lead to training & development initiatives	29.4%	30.7%	19.6%	14.4%	5.9%
13.7 How people are expected to behave is clearly defined and appropriately updated to reflect the prevailing expectations of them in their roles	27.5%	30.1%	29.4%	8.5%	4.6%

An analysis of Table 4.8 above shows the following:

Item 13.1 as shown in Table 4.8 above, illustrates that majority (83.7%) of the respondents agreed that targets and their due dates are always communicated to all staff members, while 5.2% of the respondents were neutral. The remaining 11.1% disagreed with the statement. Research literature revealed that performance and development agreements make the centre point of the performance management process (Armstrong, 2009:621). During this first stage of the process, performance planning takes place and expectations are defined to all stakeholders. In addition, target setting, communication and feedback and agreements objectives together with methods of measuring performance are also communicated to employees. To that end, findings of the present study support the literature as discussed in the performance management cycle.

Item 13.2 as shown in Table 4.8 above, majority (71.9%) of the respondents agreed that performance reviews focus on evaluating competences and capabilities of employees. A total of 15.0% were neutral while the remaining 13.0% disagreed with the statement.

Item 13.3 as highlighted in Table 4.8 above shows majority (63.4%) of the respondents agreed that their departments or faculties conducts performance reviews regularly, while 17.0% of the respondents were neutral. A total of 19.7% of the respondents disagreed with the statement. This study produced results almost like the findings of Paile (2012) whose study reported that 100% of the respondents agree that assessments are conducted on a quarterly basis. These findings are supported by (Fisher,1995:27; Casio,1993:294) who believe performance reviews need to be conducted regularly.

Item 13.4 as illustrated in Table 4.8 above shows that majority (46.4%) of the respondents agreed that their personal objectives are aligned to the organisational or department goals, while 11.8% of the respondents were neutral. The remaining 41.8% of the respondents disagreed with the statement. Although these findings show that majority of the respondents agreed (46.1%), a close comparison with that of disagreement (41.8%) indicates that they are nearly the same and ideally an overwhelming majority could have statistically revealed convincing figures that there is a high strong level of agreement from the respondents. In literature review, it was noted that performance management should be taken as a top priority by every manager because it enables the alignment of business goals with those of an individual or group of employees (Olve *et al.,* 2004). In contrast to the literature review and findings of this study, a study by Maimela and Samuel (2016) report that the majority of the respondents agreed that there was a failure of performance management systems to integrate individual academic's goals with that of the institution.

Item 13.5 as shown in Table 4.8 above, majority (49.7%) of the respondents agreed that their performance appraisals are discussed with their HOD's, while 9.8% of the respondents were neutral. A total of 40.6% of the respondents disagreed with the statement. In their studies,

Theron *et al.,* (2014) report that not only do line managers conduct performance appraisals on a regular basis, but they also provide constructive feedback. These results are encouraging as previous scholars reported a poor and unfair application of performance management practices with the potential risk which can result in academics leaving the higher learning institution (Pienaar and Bester 2008).

Item 13.6 displayed in Table 4.8 above, highlight that majority (60.1%) of the respondents agreed that weaknesses detected in the appraisals lead to training and development initiatives. A total of 19.6% of the respondents were neutral, while 20.3% of the respondents disagreed with the statement. The usefulness of performance management in an organisation is made possible by the fact that it is often linked to employee training and development of employees (Louw-Potgieter, 2012). When employees are trained and developed, these have a huge impact on productivity of the organisation (Hunter, 2012:160). To that end, findings of the present study support the literature in as far as employee development is concerned (Lawler, 2008).

Item 13.7 as shown in Table 4.8 above, shows that majority (57.6%) of the respondents agreed that how people are expected to behave is clearly defined and appropriately updated to reflect the prevailing expectations of them in their roles. A total of 29.4% of the respondents were neutral, while 13.1% of the respondents disagreed with the statement. This finding is consistent with the study of Aguinis (2013) who reports that a good performance management system should clarify the desired behaviours. The same study reports that it should show if desired outcomes have been attained as conceded upon in the performance contracts and must be flexible to enable amendments to performance goals and standards should it be necessary.

4.7.6 Training and development

Table 4.9: Training and development

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Row N %	Row N %	Row N %	Row N %	Row N %
14.1 Training and development is taken as a top priority in my department/faculty	26.8%	43.8%	14.4%	9.8%	5.2%
14.2 I continuously attend training and development together with workshops which I perceive will make me a strong candidate for future positions	37.3%	37.9%	12.4%	9.2%	3.3%
14.3 Resources, guidance and recognition are provided to encourage, provide & support development of staff	24.2%	43.8%	14.4%	11.8%	5.9%
14.4 Training and development is meant to address and improve on the-job performance needs and future talent needs	33.3%	52.3%	7.8%	5.2%	1.3%
14.5 There is clear and objective assessment of individual development needs	26.8%	25.5%	20.3%	15.7%	11.8%

An analysis of Table 4.9 above shows the following:

Item 14.1 demonstrated in Table 4.9 above, majority (70.6%) of the respondents agreed that training and development is taken as a top priority in their departments or faculties, while 14.4% were neutral. The remaining 15.0% of the respondents disagreed with the statement. It appears that findings of this study support literature as previous discussed in Chapter 2. This means training and development initiatives are helping and ensuring that academics gain key knowledge and skills to work effectively and efficiently in their departments and respective faculties (Meyer and Kirsten, 2005:70).

Item 14.2 as illustrated in Table 4.9 above show majority (75.2%) of the respondents agreed that they continuously attend training and development together with workshops which they perceive will make them strong candidates for future positions. A total of 12.4% of the respondents were neutral, while 12.5% of the respondents disagreed. These findings confirm that developmental programmes and conferences that some respondents are attending are

helping to improve their personal growth and are already enhancing their competencies for future roles (Warnich *et al.,* 2015: 342).

Item 14.3 as displayed in Table 4.8 above, shows majority (60%) of the respondents agreed that their organisation provides resources, guidance and recognition to encourage and support the development of staff. A total of 14.4% of the respondents were neutral, whereas 17.7% of the respondents disagreed with the statement. The study found that the organisation is doing well in terms of its commitment in the provision of resources, guidance and recognition to encourage and support its initiatives towards the development of its staff. These results were in line with the results of Buthelezi (2010) whose study found out that 44% of the respondents agreed that their organisation supports the development of its employees while 28% disagreed with the statement. The results were surprisingly encouraging because as pointed out earlier in the literature review in Chapter 2 that universities in the sub-Saharan Africa are under resourced and lack sufficient funding. Thus, the results of this present study contrast the findings of the study of Theron *et al.* (2014) and a report by HESA (2011) that there is a lack of career development opportunities in universities.

Item 14.4 shows that majority (85.6%) of the respondents agreed that training and development is meant to address and improve on the-job performance needs and future talent needs. A total of 7.8% of the respondents were neutral, whereas 6.5% of the respondents disagreed with the statement. Findings of this study were consistent with findings of Buthelezi (2010) who reported that 44% of the respondents agreed to the very same statement. This means the focus of the training and development interventions are meeting the needs of the learners.

Item 14.5 above shows that majority (52.3%) of the respondents agreed that there is clear and objective assessment of individual development needs. A total of 27.5% of the respondents disagreed, while 20.3% of the respondents were neutral with the statement. Again, the results were consistent with the results of Buthelezi (2010). The study found that 56% the respondents agreed with the statement.

4.7.7 Talent retention

Table 4.10: Talent retention

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Row N %	Row N %	Row N %	Row N %	Row N %
15.1 At my workplace, organisational environment is conducive and contributes significantly for me to do my job effectively	4.6%	14.4%	13.1%	22.9%	45.1%
15.2 I am satisfied with the professional work-development environment and advancement opportunities that my employer is presenting me with	6.5%	17.6%	20.9%	27.5%	27.5%
15.3 My job presents me with reasonable and fair work-life balance options and opportunities	27.5%	16.3%	17.0%	10.5%	28.8%
15.4 Currently, I am NOT looking for another job with a better attractive compensation package	11.1%	16.3%	14.4%	17.6%	40.5%
15.5 Currently, I am NOT for another job with a similar compensation package	37.9%	25.5%	16.3%	13.1%	7.2%

An analysis of Table 4.10 above shows the following:

Item 15.1 as shown in Table 4.10 above demonstrates that majority (68%) of the respondents disagreed that at their workplace, organisational environment is conducive and contributes significantly for them to do their job effectively. A total of 13.1% of the respondents were neutral, while 19% of the respondents agreed with the statement. Regarding organisational environment, in a previous study by Khumalo (2013) which aimed to assess staff morale of academic and support staff at the University of Zululand, 46% of the respondents agreed that the university maintains a healthy and safe environment, while 27% were neutral and 32% of the respondents disagreed. These results contrast with the findings of this study which indicated that respondents disagreed. To that end, Biraghi and Gambetti (2015) in their studies, recommend higher education institutions to provide high levels of work environment that will be encouraging to faculty requirements to foster faculty loyalty.

Item 15.2 as illustrated from Table 4.10 above, highlight that majority (55%) of the respondents disagreed that they are satisfied with the professional work-development environment and advancement opportunities their employer is presenting them with. A total of 20.9% of the respondents were neutral, while 24.1% of the respondents agreed with the statement. A study by Khumalo (2013) found out that 47.1% of the respondents disagreed with the level of professionalism in their service departments. These findings were also consistent with the results of this study.

Item 15.3 as displayed in Table 4.10 above, show (43.8%) of the respondents agreed that their job presents them with reasonable and fair work-life balance options and opportunities, while 17.0% of the respondents were neutral. The remaining 39.3% of the respondents disagreed with the statement. These findings indicate that the respondents are pleased with the reasonable and fair work-life options and opportunities. These findings are in line with the results of Makhuzeni and Barkhuizen (2015) who found that respondents were satisfied with their work-personal life balance through the support by their management and families in better handling effectively their work demands. These findings are consistent with the previous studies which highlight the importance of a supportive work environment in the attraction and attrition of school teachers (Hudson, 2012; Miryala and Chiluka, 2012).

Item 15.4 as illustrated in Table 4.10 above, show that majority (58.1%) of the respondents agreed that currently they are not looking for other jobs with better attractive compensation packages. A total of 14.4% of the respondents were neutral, while 27.4% of the respondents disagreed with the statement. The mean score for this item was a negative 3.60 and a standard deviation of 1.434 (see appendix G). A closer analysis of this item with a link to item 15.5 below which recorded positive mean score of 2.26 and standard deviation of 1.286 clearly shows that respondents are looking for other career opportunities that are not necessarily motivated by compensation and rewards but by other factors. Factors that could be encouraging employees to leave include those factors discussed in chapter two, section 2.10.5 under retention strategies. Findings of this study are consistent with the results of Theron *et al.,* (2014) who found that 74.5% of the respondents were looking for other job opportunities to advance their careers within and outside academia.

Item 15.5 as shown in Table 4.10 above demonstrates that majority (63.4%) disagreed that they are currently not looking for other jobs with similar compensation packages, while 16.3% of the respondents were neutral. The remaining 20.3% of the respondents indicated that they agreed with the statement. Keeping in mind that it was found in item 10.5 that majority (50.3%) of the respondents disagreed that they perceive remuneration and compensation package to be fair and equitable, these results are consistent and can be linked to the study of Theron *et al.* (2014) who found that 25.5% of the respondents had not sought any other position yet

52.7% of the respondents indicated that they were not satisfied with their compensation packages their employer.

4.8 Correlations

In this study, the researcher analysed variables to understand and uncover the relationship between pairs of variables in a statistical context. According to Bryman and Bell (2011:376), correlation refers to a statistical measure that analyse relationships between interval/ratio and/or ordinal variables to measure the strength and direction of the relationship between two variables. Although there are several techniques that researchers can make use of such the Pearson's correlation, the researcher in this study made use of Spearman's rho, which is denoted by the Greek letter ρ to analyse the correlations because the pairs of variables were ordinal. The computed values of Spearman's rho vary between 0 and 1 and can either be negative or positive (Bryman and Bell, 2011:324). In addition, Spearman's rho uses co-variables not independent variables and dependent variables. It is also important to note that correlation does not imply causation, they show the strength of a linear relationship, but its values does not completely characterise their relationship. Below is Table 4.11 that shows correlations for variables in this study.

Table 4.11: Correlation analysis of the variables

Spearman Correlations		WP	CR	SP	RS	PM	TD
CR	Correlation Coefficient	.073					
	p-value (2-tailed)	.369					
	N	153					
SP	Correlation Coefficient	.189*	.537**				
	p-value (2-tailed)	.019	<.001				
	N	153	153				
RS	Correlation Coefficient	.331**	-.247**	-.463**			
	p-value (2-tailed)	001	.002	001			
	N	153	153	153			
PM	Correlation Coefficient	.366**	-.152	-.163*	.324**		
	p-value (2-tailed)	001	.060	.044	001		
	N	153	153	153	153		
TD	Correlation Coefficient	.596**	-.304**	-.236**	.555**	.582**	
	p-value (2-tailed)	001	001	.003	001	001	
	N	153	153	153	153	153	
TR	Correlation Coefficient	.293**	.619**	.409**	.007	.036	-.053
	p-value (2-tailed)	001	001	001	.936	.662	.516
	N	153	153	153	153	153	153

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

A Spearman correlation was computed using SPSS to determine if there were any significant relationships between two constructs. From Table 4.11 above, it can be interpreted that a significant positive and strong relationship (r_s = 0.619) exist between compensation and rewards (CR) and talent retention (TR). This correlation is statistically significant at the 0,001 level. Therefore, when compensation and rewards are increased, an individual will likely stay in the organisation which result in increased talent retention.

A significant strong negative Spearman correlation exist between RS and SP (r_s = -0.463). This correlation is statistically significant at the 0,001 level. Therefore, when RS is increased, SP decrease.

There is no significant relationship between CR and WP (r_s = 0.073). That means that compensation and rewards and workforce planning is not related.

4.9 Qualitative data

In terms of data analysis, the researcher analysed the data collected using content analysis. Content analysis is a research technique of summarising and categorising information transcribed into meaningful themes (Bryman and Bell, 2011:301). Therefore, in this study, using content analysis, the researcher searched for phrases and themes that were appearing to be the same. Like the study of Saurombe, Barkhuizen and Schutte (2017), this research used a process called transcription whereby participant's responses are audio recorded, captured on a Word document and summarised thematically.

Qualitative research method had a sample size of seven participants which was selected using judgemental sampling technique also known as purposive sampling technique because of what the researcher considered to be typical units and relevant to the population, (Bless *et al.,* 2006:106). To be precise, the researcher considered respondents' work experience and their role in the institution.

4.10 Findings of interviews according to themes

4.10.1 Workforce planning

1. Can you explain the process your university follows when performing workforce planning?

Respondent 1: "…*it is not done by the Human Capital department. Workforce planning is done by the Institutional Planning Office using what they call Full-Time Equivalence (FTE) and they tell us what to do…"*

Respondent 2: "*We apply policies, legislation, check employment equity targets, job descriptions and others…So, all of that there are based on that FTE which they fully interrogate…"*

Respondent 3: "*I haven't been here for a long time to know what they really do when they do workforce planning, so we can skip that question***"**

Respondent 4: "*It is limited, only applied when vacancies became vacant…"*

Respondent 5: *"I am not aware of a formalised process. Currently, it is done on an ad hoc basis.…"*

"…However, this process is a challenge because if you look at the totality, we have funding problems, succession planning among others"

Respondent 6: *"…we just working with what we have for example we take a look at the organogram and see if there is a standing position and fill positions as people resign, retire and that's about it…"*

"The other way we do workforce planning is when positions are externally funded then obviously depending on the funding and duration then we do more detailed planning…"

"…there used to be a planning that follows the growth, demand and strategy of a specific department but unfortunately that door is closed so we work with what we have currently due to financial constraints so there isn't much in terms of workforce planning"

Participant 7: *"...now there is no uniformity, it varies from department to department. Some departments are proactive to plan ahead. Some it's just filling in roles when a vacant position comes. So, we do not have a model we are failing with that regards…"*

2. Do you think requirements for human resources are clearly defined, justified and taking into account long terms plans not merely currently workloads?

Respondent 1: *"…we are at a situation where we do not have a leader now as Human Capital since I joined this institution...in short, things are not clear, and we do not have a clear direction and we just doing things to get current things going"*

Respondent 2: *"Honestly no but on paper yes. To me it feels like we are addressing things for today, a strategic person would know the goal should be for the long term"*

Respondent 3: *"I don't think we have clear direction to be honest. We are very reactive in the way we operate, and it seems chaos has become more of the norm in terms of the way we operate. So, we have become more comfortable in operating in chaos and constantly being reactive"*

Respondent 4: *"To some extent yes. However, with no permanent executive director, long term planning for now is not possible"*

Respondent 5: *"…the issue now is when a person is appointed, does the person deliver on what they are appointed to do and that becomes a line function. But in terms of the specifications, when one comes*

in, there are specifications on what is it they are expected on that particular portfolio or post and that is aligned to the needs of that department or faculty by looking at what is our need…"

Respondent 6: *"Yes to some extent"*

Respondent 7: *"I think at the present moment, I don't think the long-term planning is something all the departments are looking at. I think they are only concerned by the current situation. Very few departments have long term planning, I think the focus and emphasis is on the current situation…"*

3. Can you explain some of the strategies in place to retain experienced workers?

Respondent 1: *"…the only strategy we have now to ensure that we retain our key employees is through employee value proposition in terms of the institution's benefits, salary packages, promotion and others though we do not have a separate retention strategy that will probably incorporate all these bits and pieces that we are doing in terms of the value proposition. I think our value proposition is working as indicated by our turnover rate which is at 1.2% for this period"*

Respondent 2: *"There is nothing but when a person is leaving that's when we counter offer. In short, we do not have a retention strategy or a policy that speaks to that"*

Respondent 3: *"Look, what I have noticed is that it is mainly remuneration based and I haven't seen anything beyond that, there is no recognition and or anything besides that"*

Respondent 4: *"None. I have not come across a situation where a staff member resigned, and was counter-offered to retain the staff member"*

Respondent 5: *"We don't have strategies. There are no strategies at all. This is done on ad hoc basis…In short, there is no retention strategy that we use at all. In fact, we don't have attraction and retention strategy at all…"*

Respondent 6: *"We have a Learning and Development department that allows staff to develop themselves. So that they continue to be in line with what is needed…"*

Respondent 7: *"In terms of retention strategies there are none to be specific. For academic staff members, there are many learning and development intervention that takes place under Department of Fundani because academic staff are encouraged to attend conferences and workshops. But at the same time, I think there is also some kind of ignorance into putting effort to retain key employees…"*

4.10.2 Compensation and rewards

4. What do you think are the key factors potential employees would consider when deciding to be part of your institution?

Respondent 1: *"It depends on the generation. For instance, an old professor would consider something completely different to a young lecturer who is new to the academic based on the generational gap. So, one cannot say these are the overall factors for all the employees. Therefore, it is important when the institution is looking to their value proposition in terms of the compensation and rewards. They need to have wide scale of things to consider so that each generation is catered for …"*

Respondent 2: *"The salary structure of the university. Some people would consider the condition of service like the number of leave days"*

Respondent 3: *"Basically, with all the fees must fall, I think anybody who wants to move to a university would want to consider stability in terms of the fact that they may or may not enjoy their work based on the disruptions that are happening. Salary is also a big factor. The institution pays quite well compared to other universities in the Western Cape, so I think a lot people would balance out the whole chaos based on the fact we pay quite well. And, the fact that we have flexible working hours"*

Respondent 4: *"Salary and benefits especially medical aid and our study rebates for dependents"*

Respondent 5: *"I don't really know what drive them to want to join our organisation. Sometimes there are various factors in which people consider. I not sure what really drives them because we haven't done research on why people might want to join us…"*

Respondent 6: *"Number one is obviously is salary and the type of benefits and growth potential in this institution"*

Respondent 7: *"I think for starters it will be remuneration package, the conditions of service that range from leave entitlements, fringe benefits that the university is offering and as well as our geographical location which is Cape Town, people would love to move to Cape Town"*

5. In your own understanding, do you perceive your institutions' compensation package to be competitive when linked to the labour market?

Respondent 1: *"We do compare each year's salaries using the REMchannel. Our institution participates in surveys of salaries via REMchannel…our institution's salary packages are competitive because right now I have a report that I received recently that indicates in terms of where we are in terms of competitiveness.*

Respondent 2: *"Yes, we pay better. It's just that we don't do costing. By this I mean let's say we are offering R100 000 per month for a specific position but if I am to sit down and look at the costing it would be more than that because there are some underlying benefits attached to the position"*

Respondent 3: **"***Yes, definitely"*

Respondent 4: *"Yes, most definitely"*

Respondent 5: *"Well competitively we are. When you compare this university's, competitiveness using the REMchannel, you see that we are to a certain extent competitive against some local universities…"*

Respondent 6: **"***Yes, I agree, especially if we are comparing with other universities or benchmark this is because of the structure of the salary package, so I can we are very competitive"*

Respondent 7: *"Yes, I do highly perceive that. I think what we are currently offering at the stage is even above the labour market. Our salary packages or salary structure are very much competitive when compared to out neighbouring institutions"*

6. How effective do you think your organisation's compensation and financial reward and non-financial rewards are contributing towards the retention of key employees? If so, please elaborate further.

Respondent 1: *"…our retention is mainly based on the compensation and rewards which is the value proposition that our university offers to those prospective employees who want to work for us. So, to me it looks like it is working judging from the low rate of turnover we are having. If we have a high turnover of maybe 15% to 20% then I would say this is not working…"*

Respondent 2: *"…speaking of my own experience, I lost a senior lecturer who was highly paid in terms of being at the top of the scale. That senior lecturer was addressing our employment equity targets, he was very beneficial in terms of research output but unfortunately, we could not retain him because of lack of attitude. All he wanted was the equipment for his students… the salary we were offering couldn't be justified…"*

Respondent 3: *"…People are generally not happy, so whether you are paying them well or not it's not going to be effective. General environment need to change, we need sort of a new shift of culture"*

Respondent 4: *"My personal view is that it is non-existent. There are performance rewards that are monetary or non-monetary. This institution only gives general inflation increases"*

Respondent 5: *"I am not sure about that because if someone want to leave they can leave the organisation at the same time, most organisations in the higher education provide those financial and non-financial benefits. In this institution, some staff members are staying because they have an attachment with this institution like those who are part of our alumni"*

Respondent 6: *"Like I said in my previous response, when benchmarking against other universities I feel like we have a competitive advantage in terms of how salaries packages are structured and, in that sense, yes, but however in some cases I feel like there are some hindrances…"*

Respondent 7: *"Some employees are finding it difficult to move to other institutions because our salaries have been put above other institutions…"*

7. What are some of the difficulties (if any) the university is currently experiencing in their compensation budgets in as far as attracting and retaining employees is concerned?

Respondent 1: *"The main one I can think of now is in relation to people from other countries specifically those developed ones. So, we are not that competitive compared to those other countries in terms of our compensation packages…"*

Respondent 2: *"Industry competition. We require highly qualified individuals though we pay less when we are competing with the industry. For instance, if you look at the academics, in the industry they get more salary with a low level of qualification particularly to targeted groups and by this, I mean those that were previously disadvantaged"*

Respondent 3: *"Mostly when we try to attract employees from different provinces that's where we end up having problems because when we compare to other universities outside the province we are still competitive but in terms of our policy of only granting the 50th notch to any employee it makes it difficult to be competitive when you are looking at attracting talent from outside the province. So basically, the difficulty is the authorisation process in terms of making a decent offer to someone because of a lot of red tap around the process and prospective applicants end up becoming impatient..."*

Respondent 4: *"We do not have a retention strategy as far as I know"*

Respondent 5: *"We have no money. There are some challenges in the field like engineering and sciences. If you look at their salaries and see what the market offers you might find out that somebody with a BSc or National Diploma is getting more as compared to what we might be paying here and that causes problems to attract…"*

Respondent 6: *"…the institution is strained financially and may not be able to fund certain things they used in the past to however there is also the National Research Foundation (NRF) that the institution gets to close the gap"*

Respondent 7: *"…the insourcing of the security, cleaners as well as the gardening employees. That has hurt the institution in its compensation budgets as a result we are told from time to time we cannot advertise certain positions. Some positions have been frozen because a huge chunk of the salary budget will have to carter for those insourced employees…"*

8. Can you explain how frequent are compensation and rewards packages reviewed by your organisation?

Respondent 1: *"On a yearly basis"*

Respondent 2: *"Increment is done yearly, other than that there is nothing"*

Respondent 3: *"Yearly"*

Respondent 4: *"I am sure it is taken into account during wage negotiations, but in general, parties agree only to a wage increase yearly …"*

Respondent 5: *"On a yearly basis because these are negotiated"*

Respondent 6: *"This is something we lack. It's not happening now. The last review I know was done in 2015 in as far as I know"*

Respondent 7: *"This is an annual process that involves and includes all the stakeholders like the organised labour, Executive Management as well as Human Capital. It is done on an annual basis to see if there are any adjustments for the coming year"*

4.10.3 Succession planning

9. Can you explain the process your university follows when performing succession planning?

Respondent 1: *"…what we have are programmes like the Khula Programme and nGAP programme (New Generation) which are externally funded by the Department of Higher Education (DHE). The aim of these programmes is to develop number of academics and increase the number of previously disadvantaged groups. The positions in these programmes are linked to current positions where we have people that are going to be retiring in the near future"*

Respondent 2: *"Nothing at all since it does not even exist on the policy. So, we are not doing anything basically about succession planning"*

Respondent 3: *"I haven't seen that in this institution"*

Participant 4: *"We do not have a succession planning policy"*

Participant 5: *"We have the Khula Programme and the nGAP programme which have some specific guidelines in terms of how it should be implemented. However, these are external programmes have external funding and limited number of candidates that we may take per department or faculty. In terms of the institution having a formalised document of succession planning, we don't have that"*

Participant 6: *"This is something not happening at all in our faculty. The idea is once someone is about to retire in five years' time, there should be someone being prepared to take over but unfortunately it's not happening"*

Participant 7: *"… we do not have a policy on succession planning. So, what has been happening now is we have a Khula Programme that is only looking at the academic side of staff…"*

"Just recently we are also using the nGAP which is the Department of Higher Education initiative also for the retiring staff members and professor retiring who appoint someone linked to them. However, those people are not given full responsibilities. The nGAP is still something at an early stage of being used by the institution. From a support and admin side, there is no any policy or guideline at all on succession planning"

10. What are some of the challenges (if any) your organisation faces that are related to succession planning?

Respondent 1: *"We don't have succession planning policy or structured plan for the institution hence we heavily rely on those two programmes Khula and nGAP programmes as I have mentioned earlier"*

Respondent 2: *"Firstly, I will go back to budgets, for instance in key positions you need to have someone who will shadow someone for a reasonable period but due to financial constraints you will end not having that. Secondly, there is an attitude within the institution that instead of willing to learn more they want to be reimbursed for their time instead"*

Respondent 3: *"The main challenge is that we don't have it at all. That's why we end up having problems when people retire because we end up not having people to fill their positions..."*

Respondent 4: *"We do not have a succession plan"*

Respondent 5: *"Like I said earlier, there is limited funding, no succession planning guidelines and there is limited number of applicants that can match the number of academic staff leaving mostly through retirements"*

Respondent 6: *"The fact that succession planning not happening means that we find ourselves with vacant positions at the time the person retires, and so we end up putting in contract workers to fill in positions, and in most cases these vacant positions take longer time to fill them up"*

Respondent 7: *"Firstly, we do not have a policy document on succession planning that is a challenge as we do not have a guide. Secondly, from the departments' side, they do not look at the long-term view in as far as replacing people is concerned…"*

11. Do you think your organisation currently has the right set of employees to fill possible future vacancies?

Respondent 1: *"I wouldn't agree though to some extent we have candidates from the nGAP or Khula programmes but in most cases, there is nobody to replace or fill those vacancies when we lose a certain person"*

Respondent 2: *"Hmmm there is a 50/50 chance…"*

Respondent 3: *"To a certain extend yes but a lot of training still need to be done to get them to a certain level"*

Respondent 4: *"In most cases yes. There might be some critical areas which requires some attention. It should also be noted that we have internal promotion opportunities. So, whether you have the right people to fill future vacancies, they are still subjected to an interview process"*

Respondent 5: *"We have but the scale at which these external programmes are unfolding is just at a small scale such that the impact of these programmes has become insignificant"*

Respondent 6: *"Yes I do believe we have some, but if we could have a pool that we as Business Partners could pull from that could greatly help but currently we just advertise and hope that people with the right qualifications and skills apply for positions"*

Respondent 7: *"We do not have a talent pool or a pipeline where we can safely say if this person leaves the institution we can have a replacement…we also have a challenge with organised labour"*

12. Do you think succession planning has been a success at your university? Please explain more.

Respondent 1: *"…it is limited to those areas or departments as the funds for these programmes are not sufficient for all the departments. So, if you are to compare with the Employment Equity Plan, we have a lot of people that will be retiring yet these programmes cannot include those people from the Employment Equity Plan. The numbers do not match. So, success is limited"*

Respondent 2: *"The little much we are doing has not been a success"*

Respondent 3: *"Like I said, succession planning is not happening at all"*

Participant 4: *"No, it is non-existing"*

Respondent 5: *"I think I have answered that one"*

Respondent 6: *"It's not happening. So, I have nothing to say"*

Respondent 7: *"Like I have indicated earlier, we do not have succession planning in place"*

4.10.4 Training and development

13. What are some of the overall current key objectives of your training and development programmes for your staff?

Respondent 1: *"Training and Development is not done by Human Capital"*

Respondent 2: *"As Business Partners we are just partially involved. The full responsibility lies with the Learning and Development Department"*

Respondent 3: *"I do not do anything related to Training and Development"*

Respondent 4: *"It is to develop staff and promote learning"*

Respondent 5: *"...in terms of the long term formal courses, the objective is to make sure that each faculty has appropriately qualified individuals that can assist the faculty to position itself as a hub of excellence and that can assist this university in terms of the throughput at higher level that is at master's level and doctoral level. On the other hand, the short courses are on an ongoing basis and they are based on the personal development plans (PDP's) of each individual and get provided on a continuous basis"*

Respondent 6: *"… can we skip any questions relating to training and development because my information is very limited…?"*

Participant 7: *"We do not have any input as Business Partners when it comes to Training and Development"*

14. Do you think your university is providing enough resources and guidance to support training and development of its staff?

Respondent 1: *"Training and Development is not done by Human Capital"*

Respondent 2: *"It does support, for instance if you are an academic and new to the institution there is mandatory programme you must enrol for called Teaching and Development Programme (TDP) to get on par with the others"*

Respondent 3: *"No, we are not because where I am from, induction is done immediately when you start, and here I haven't been inducted and I have been here for five months already, so you can imagine. Also, the fact that the Learning and Development department only has 3 employees for such a big organisation, as a learning organisation…"*

Respondent 4: *"Not sure. I don't think so. We have a Learning and Development department who could answer these questions more directly"*

Respondent 5: *"…they are not enough because of financial constraints. It's not that we don't have money as university but it's a situation being experienced in the higher education sector now"*

Respondent 6: *"...can we skip any questions relating to training and development because my information is very limited...?"*

Respondent 7: *"Yes, because on a monthly basis, the Learning and Development Department send out a Newsflash to all the staff members about all the training opportunities available so that people can enrol and go through those training programmes. Also, Fundani and other units for academic support do conferences and workshops from time to time for academic staff to attend"*

15. What do you think your organisation need to improve the training and development programmes?

Respondent 1: "*Training and Development is not done by Human Capital*"

Respondent 2: *"...I would want something that would measure impact, or I want staff members in my faculty to be trained on ICT because that is the system that we use in ..."*

Respondent 3: *"We need more internal people to offer training and development programmes"*

Respondent 4: *"Our Learning and Development would be more appropriate to answer this"*

Respondent 5: *"...what we need to do specifically in relation to short courses is we need to have customised, targeted and focused training programmes that are based on the personal development plans that comes from what the person is expected to do and enhance their performance in their current jobs"*

Respondent 6: *"... can we skip any questions relating to training and development because my information is very limited...?"*

Respondent 7: *"Managers do not allow their staff to attend training opportunities...If the managers can be advised and fully taught so they can understand that it's necessary for employees to go through learning and development opportunities...from a learning and development side there is need for proper monitoring and evaluation..."*

4.10.5 Recruitment and Selection

16. Explain how your organisation currently identifies talent?

Respondent 1: *"Due to the issues of the financial constraints that we are in at the moment as an institution, when a position becomes vacancy in any department, Management Committee made a decision that there must be a committee that looks into all of it. So, when a position becomes vacant, the line manager becomes aware that this person is leaving then through the Business Partner in a specific department or Faculty, they put a motivation to the committee informing them that a specific position is vacant, and can it be advertised and also inform the committee why it is needed and also explore ways to avoid filling the position from external people and so forth. The committee will then seat and decides what can be done maybe to advertise or not. If they say yes, then we advertise it on the print media and online, university website, LinkedIn and other cites like career junction and all sister cites of career junction. If we get enough applicants from that pool, we then shortlist and select from that. But if it happens that we do not get enough, we do have a data base of career junction and LinkedIn that we make use of, so, we then contact people that match vacancies we have and advise them to apply directly depending on the position we are advertising and we take it from there. If it happens that we do not get anybody, we seek approval from Management Committee to headhunt or even consult with employment agencies but that is the last resort.*

Respondent 2: *"We follow the traditional approach which we all know but apart from that and because of the scarcity of talent in this faculty, I usually get information from the faculty management in terms of which networks should we submit the advert to. We also practise headhunting process, but we still follow the interview process and the rest of selection process"*

Respondent 3: *"We are still using the traditional methods where we advertise, and we try to attract the best talent we can. It's just the normal recruitment and selection process where you go through the motion of firstly defining the job and finding out the minimum requirements and advertise it. It's not a contemporary approach, it's just a basic traditional approach…"*

Respondent 4: *"We look for staff that can perform key performance responsibilities adequately"*

Respondent 5: *"We use a traditional approach to recruitment and selection"*

Respondent 6: *"We advertise and once the advert close, we then do a shortlist in terms of who we think meet the minimum requirements in terms of the advert. Our process is very formal and that is we follow adverts in various media. In some cases, we would go and headhunt where there is scarcity in some positions by allowing line managers to do so but still the person will have to go through interviews and all other internal processes to be approved by SENEX Committee if it is an academic position"*

Respondent 7: *"We advertise vacancies on national newspapers, local newspapers, we also advertise on the internet. We also use the website which is includes other institutions, for instance if we have a vacancy especially for critical positions we would then send to that South African Technology Network (SATN) members. So, basically, we advertise positions and people just apply through the normal recruitment and selection process. Sometimes it takes place internally as there are certain positions at certain level for instance junior roles from grade 15 up to grade 9 we advertise internally because we want to give internal staff an opportunity so that they can apply rather than to compete with people from outside. So, it is only position from level 8 and upwards that we advertise from outside that is the mid-management level"*

17. How effective is this process?

Respondent 1: *"It is effective because we do end up getting people to fill vacancies and sometimes it happens that we do not get people, we have to re-advertise the position maybe once or twice"*

Respondent 2: *"As much as we are not changing as I would want, the process we use has been successful…"*

Respondent 3: *"In terms of doing things timeously and just going through the motion from a bureaucratic perspective it sort of work for the organisation…"*

Respondent 4: *"It is quite effective. Minimum qualifications and experience are listed as minimum requirements in the advert. Applicants are shortlisted accordingly and interviewed based on competence, knowledge and skills during the interview"*

Respondent 5: *"It varies on the discipline for example in engineering country wide it is a scarce skill. The few scarce skills that are there at the market are targeted by everyone. So, sometimes through these traditional ways of advertising sometimes you don't get the people, and, in that way, we don't have a targeted way of sourcing candidates where you go and source candidates and convince them to apply…"*

Respondent 6: *"Sometimes it does sometimes not, there are challenges because you might end up hiring someone and then the person is not able to do this and that and end up further developing the employee. But generally, to some extent this process is effective"*

Respondent 7: *"It is effective because it follows and conforms with Labour Relations legislation. It is also effective because we advertise positions in the right channels and people go through selection process and we also make appointments…"*

18. What are some of the difficulties you experience to attract new employees to your organisation?

Respondent 1: *"The one difficult I know is attracting academic people outside South Africa because of our low salaries when we compare with what they earn that side especially in developed countries.*

The other challenge is the issue of not being able to get local talent and we end up looking outside South Africa…. The other challenge is the time frame for filling in positions at this institution. It is too lengthy, the reason for that is because of different committees that seat and make final decisions when making appointments especially for academic positions. There is a committee called SENEX which meets once a month and if you miss the date you will have to wait for another date in the next month".

Respondent 2: *"Its salaries. We are unable to match the industry remuneration packages, but the biggest issue is the employment equity targets. This is because, we may attract, they may be available, they meet the minimum requirements but not necessarily addressing our employment equity targets"*

Respondent 3: *"The general perception about the university and the way things are currently going on is very much negative, for instance the ongoing protest has impacted and maybe making prospective employees not to join the university"*

Respondent 4: *"In most cases it is salary"*

Respondent 5: *"One of them is getting the right skills set. The brand itself of the institution I think it's not fully known out there. I think our brand is even getting tarnished by these students protest actions"*

Respondent 6: *"…we do not find many who meet our minimum requirements to fill in positions so we cannot appoint them"*

Respondent 7: *"One issue is when we appoint people outside Cape Town, the expectation is we as a university will assist in finding accommodation. That is one area we don't do because of the scarcity of the accommodation in Cape Town…sometimes it's about the reputation of the institution as it plays a big role especially at this stage where there is too much that is happening with the students' fees must fall, insourcing and others so the reputation has been damaged as people feel scared and don't want to be part of the institution because of that"*

19. What do you think are the key strengths of your organisation to attract potentially talented individuals?

Respondent 1: *"Our pay in terms of compensation and rewards is competitive when compared to the market and that assist us in terms of attracting people from outside. The reputation of the institution itself help us attract key employees. Our salary is also flexible as we can negotiate with the person we will be looking to employ"*

Respondent 2: *"I think its salary structure which I believe is fair and competitive if you are to compare with provincial universities in the Western Cape"*

Respondent 3: *"Our salary package"*

Respondent 4: *"In some cases it is salary, but I think more importantly it is the benefits that this institution offers"*

Respondent 5: *"What I can say is if you look at this institution in terms of research, it is more technical academic research and to those who are interested in that type of research they tend to be more attracted the most"*

Respondent 6: *"Before fees must fall I would give you many but these days it is difficult to say where do our strengths lies at"*

Respondent 7: *"On a positive note, the institution has been leading in areas of research and innovation. We are gradually and improving slightly. Our salary package is above the market so that also adds to our strengths"*

20. What do you think are some of the weaknesses of your organisation to attract potentially talented individuals?

Respondent 1: *"We are a university of technology, yet we are not fully embracing technology itself. We are mostly working with the traditional approach of working and doing things. Sometimes it's not appealing to a younger generation when it comes to attracting them. The culture of the university itself in terms of how we do things might not necessarily be conducive to a certain category of potential employees to an extend that they may not even join our institution"*

Respondent 2: *"The first one is the turnaround time to fill the post…the second weakness is that the university undermines its workforce…this has happened over many times"*

Respondent 3: *"The general perception the people has about the organisation"*

Respondent 4: *"We have a structured way of remuneration, and it is not always the case that there is room for negotiation especially in cases where it is not a scarce skill and where there is more than one appointable candidate"*

Respondent 5: "*Like I said before, I think our brand is even getting tarnished by these students protest actions"*

Respondent 6: *"The bureaucracy in getting things finalised is a hindrance…"*

Respondent 7: *"We have long recruitment process so by the time you go back to the potential employee they will no longer be available. I would love us to cut the red tape to recruitment and selection process so that it becomes faster. In addition, I also feel like we need to beef up the Human Capital department which drives out all these processes. Now we do not have quite a good number of people in our department when compared to other institutions. The effect of our low number affects the delivery of the Human Capital activities"*

4.10.6 Performance management

21. What do you think are the key strengths of your organisation with regard to conducting performance appraisals?

Respondent 1: *"It is only implemented from grade 1 – 4 and it's not full implementation. Yet we have 18 grades. So, it's difficult to say something positive because it's not fully implemented…"*

Respondent 2: "*The unions are saying no to performance management…Senior management which are grade 1 to grade level 6 are forced to do it...there are quite a lot of challenges and confusion. However, in my faculty there are some people doing it in some departments, but it is informal...this current performance management process is not effective in the way it is handled at all"*

Respondent 3: *"It's not something that is done on a regular basis, the only time I have seen it happening is during the probationary period…"*

Respondent 4: *"We do not have a performance management policy, as previously indicated. The current one is not applied to all the employees. It is currently applied at executive level and senior management"*

Respondent 5: *"We don't have a performance management system. It is currently being rolled out and it is called performance leadership. It is only being done on ad-hoc basis"*

Respondent 6: *"Currently this is not happening though there are documents that speaks to performance management. There was training that was done for line managers on how to conduct performance management however the unions are sort of blocking the process by not to allowing the process to take place. In some departments, line managers are conducting performance management and in some they are not doing it at all"*

Respondent 7: *"We are very weak in that area, because at this stage even the performance management policy has not yet been adopted, it's still work in progress. The managers also do not know how to conduct performance management in their respective departments though there have been*

workshops arranged by the Learning and Development department to encourage the line managers to attend these workshops, but these line managers do no attend"

22. What do you think are some of the weaknesses of your organisation with regard to reviewing the performance of employees?

Respondent 1: *"I think the involvement of organised labour in the implementation of performance management in the institution seems not to be fully understood to an extend that it looks as if the institution is not consulting them to get their buy-in whereas in my view performance management is a prerogative and management does not need to consult with organised labour to implement performance management"*

Respondent 2: *"I don't think they understand the concept of performance management. They do it because they are required to do it. The line managers are the ones I feel like don't understand it…"*

Respondent 4: *"Unions have not agreed to subject staff to performance management. So thus far it is not enforced on staff, but it is encouraged for developmental purpose"*

Respondent 5: *"…like I said is that there hasn't been any process of performance management system, so the manner it is being done is you will find out that some departments do it because of their standard of delivery and some don't do it all. The challenge is that we don't have a formalised performance management system…"*

Respondent 6: *"It is not standardised and not everyone is doing it in accordance with the line managers and HR expectations. Some employees resist doing it especially those employees that belong to the trade union whose trade union does not support performance management processes"*

Respondent 7: *"This is something still very new to most of the managers as they have never been to areas where they must monitor performance of their employees. But the Learning and Development department has been trying to get these workshops so that line managers are capacitated to better manage performance of their employees though it's still a challenge as most managers do not know how to manage their employees…"*

23. Do you think your organisation has the right set of employees who are currently performing at their full potential?

Respondent 1: *"...we have not fully implemented performance management process and because of that it is difficult to tell whether employees are currently performing at their full potential…"*

Respondent 2: *"In terms of qualifications, the institution does emphasise the need to have qualification before acquiring the post irrespective of any department of the institution. Having the right people to perform the job is determined on the qualification only. However, if you look at the admin staff they have an attitude and feel they are underpaid, over looked and overloaded especially in the academic side in the faculty setup…"*

Respondent 3: *"…we do not have the right set of employees especially in our own department. We are lacking the right type of knowledge in terms of people we place in Human Capital in terms of Business Partners because they re-engineer the role so basically the people who were in the role were used to a certain function which was mainly recruitment and what I have established is that it has remained that way even though the job itself has broadened its scope. So, I don't think that we have the right people, the right goals in mind, but we don't have the people to fulfil those goals"*

Respondent 4: *"Yes I believe"*

Respondent 5: *"I am not sure"*

Respondent 6: *"No. My perception is when it comes to the support staff, in the past there was no focus. As you will see with the academic staff in order for you to become a junior lecturer you need to*

have a BTech or Master's degree and there are strict rules in terms of what you need to have as minimum requirements and with that in mind on the support staff that is sort of relaxed..."

"…So, if people were recruited properly, I can say yes because one would have gone through the correct process of recruitment and selection process and some criteria to determine if they are fit for purpose and eventually see if they can perform on their full potential"

Respondent 7: *"Yes, I agree, because if that what was the case we wouldn't be operating…"*

4.11 Summary

This chapter focused on the presentation of research findings which involved a mixed method approach. The first section of the chapter started by presenting quantitative research findings through expounding on the outline of the response rate of the Likert scale questionnaires that were distributed to 250 eligible participants. This was followed by a brief presentation of the data format where it was reported that Likert scale statements ranged from agree, strongly agree, disagree, strongly disagree or neutral. Quantitative data analysis was done using SPSS software version 24. A qualified and experienced statistician provided professional assistance to the researcher. This was followed by comprehensive presentation and analysis of demographic data of the Likert scale questionnaires completed by the respondents by means of frequency distributions. Presentation of frequencies focused on their gender, race, age group, levels of education, employment category, number of years of employment by the current employer, faculty of the respondents in the institution and position of the respondents in the institution. Equally important, a reliability test was conducted to measure internal consistency of the Likert scale questionnaire using Conbrach's Alpha Coefficient and the results were satisfactory. This was followed by an analysis and interpretation of construct's items. Finally, quantitative research data provided an analysis of correlations amongst selected variables with the aim to understand and uncover their relationship within a statistical context.

The second section of the data presentation focused on the qualitative research findings. Presentation of findings from the interviews was done according to themes. The researcher made use of content analysis to analyse qualitative data. Qualitative research method had a sample size of seven participants.

Based on the quantitative and qualitative research findings presented in this chapter, the next chapter provides a comprehensive discussion of findings to achieve the research objectives set in the beginning of the chapter of this study.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

The preceding chapter presented quantitative and qualitative research findings with specific reference to the research questions set in Chapter 1. Following the presentation of findings in the previous chapter, this chapter expand on the presentation through a comprehensive discussion of research findings according to themes. Discussion in this chapter is done in three streams. The first stream discusses quantitative research findings while the second stream discusses qualitative research findings. The third stream provides a summary of research findings.

5.2 Overview discussion of research findings

Because this study used a mixed method, it can be reiterated that the main aim was to explore and gain a better understanding of talent management phenomenon by adopting and applying interpretivism and positivism research philosophies. More so, the rational for adopting both interpretivism and positivism philosophy was based on the ideology of benefiting from '*both worlds'.* For that reason, this chapter explores workforce planning, compensation and rewards, succession planning, recruitment and selection, performance management, training and development and talent retention themes using mixed research approach. This is because it was found to be ideal and suitable for the nature and magnitude of this study to deepen and grasp understanding complex meanings in order to allow a rich picture to image as supported by various scholars (Walliman and Baiche, 2001:165; Quinlan *et al.,* 2015:55; Fox and Bayat, 2007:67; Yin: 2008; Flick, 2011:188). It must be noted that the researcher used qualitative research approach in order to facilitate the removal and elimination gaps left in the Likert scale questionnaire (Flick, 2011:188). In other words, the use of qualitative research method in this study was to support findings of quantitative research method, by looking for convergent evidence from different sources (interviews). Thus, mixed method approach gives more substance and increases validity of the research instruments by minimising inherent bias that may arise if one method of data collection is used (Flick 2011:188). In this context, the reseacher was aiming for cross checking on findings on the research themes.

Because this study used a mixed method, discussion of findings in this chapter were integrated and reconciled together to support and compliment findings between themes of talent management that came out of the quantitative analysis (questionnaires) and the qualitative analysis (interviews). Discussion in this chapter makes reference to the literature as discussed in Chapter 2 and to other literature from previous scholars whose literature became available

during the course of this study. The reference made in this research focuses on what other previous scholars have discovered about the very same subject matter which is similar with this research study. The aim was to relate some of the results found by other researchers in order to make it easy to find out the utmost importance of key themes and how their results might be integrated and developed in this research.

Therefore, an integration of the mixed method was needed in order to address the main research question below:

- What framework can the selected higher learning institution implement to reduce talent gaps in the higher education sector?

This research study set out to address four sub-research questions stated below:

- What challenges are associated with talent acquisition and retention at the selected higher education institution?

- What talent gaps exist at the selected higher education institution in the context of talent acquisition and talent retention?

- What is causing talent gaps and challenges at the selected higher education institution?

- What are the employee's perceptions on talent acquisition and talent retention?

The study now proceeds to provide a comprehensive discussion of findings starting with quantitative research findings to answer the research questions above. In the discussion that follows, it must be noted that some significant quotations from qualitative research study appear and some are repeated more than once. This is because the researcher sought to emphasize and stress different messages on a theme thus linking findings of both qualitative and quantitative methods to support different and similar arguments.

5.3 Discussion of quantitative research findings

5.3.1 Workforce planning

With regards to workforce planning, seven items relating to workforce planning for talent management were included in this theme. A general pattern can be observed where frequencies moved from 'strongly agreed' to 'strongly disagreed'. Table 4.2 in Chapter 4 provides a group mean and standard deviation workforce planning theme. An aggregate average mean score of 2.90 as indicated reveals that workforce planning has been managed fairly by the institution despite having some gaps in the whole management of workforce planning. This is because it scored a low average mean slightly below neutral point of 3.0 and

a standard deviation of .703. On average, the employees perceived a positive and relatively fair management of workforce planning practices. However, it can be pointed out that items 9.5, 9.6 and 9.7 are areas of concern and needs attention as the institution scored poorly in these items (see Table 4.4 in Chapter 4). To be specific, it was found that the institution does not have a retention strategy to retain experienced employees (item 9.5), there are no discussions in boardroom meetings about identification and retention of talent (item 9.6) and finally the institution need to get rid of the current workforce planning traditional practises because they have proven not effective (item 9.7). These findings made in item 9.5, and 9.7 are consistent and are further integrated with findings made in qualitative research. To support a quantitative finding made in item 9.5, qualitative research study report that majority of the respondents (five out of seven) in this study indicated that the institution does not have a retention strategy to retain experienced employees. Apart from that, item 9.7 finding is supported by a qualitative finding. Two respondents (respondent 5 ad 7) indicated that they were not aware of a formalised process and at the same time they mentioned that the institution does not have a model for workforce planning. To explain that, respondent 5 had this to say:

"I am not aware of a formalised process. Currently, it is done on an ad hoc basis…."

Another respondent (respondent 7) had this to say:

"...now there is no uniformity, it varies from department to department. Some departments are proactive to plan ahead. Some it's just filling in roles when a vacant position comes. So, we do not have a model we are failing with that regards…"

Drawing from the above feedback from two respondents (respondent 5 and 7), it appears that there is no uniformity and consistent application of practises in all the departments with regards to workforce planning and it is only done for specific reasons from time to time.

5.3.2 Compensation and rewards

Findings from compensation and rewards management theme reveals a consensus amongst the employees as they perceive their employer's compensation and rewards as unsatisfactory. While this study complements and correlate with other previous reports and studies (Industrial Action Report, 2016; Theron *et al.,* 2014), findings of this study contrast with findings of other scholars (Nkomentaba, 2014) on the compensation and rewards theme. According to Table 4.2 in Chapter 4, compensation and rewards scored a group score of 3.62 on average mean and .955 on standard deviation. This means that there is a negative perception of compensation and rewards as indicated by the average mean that is above 3.0. Therefore, as previously noted in the literature review that rewards are the main central point of connection between the employer and employees, a poor negative perception means employees are not happy with their remuneration and that can be taken as a main reason for employees to leave

the institution as supported by other scholars (Nkomentaba, 2014). However, in this study it was found that majority of academics (58.1%) are not looking forward to leave their institution despite indicating a dissatisfaction with their compensation and rewards packages. Section 5.3.7 below expound and provides more information regarding talent retention with specific reference to compensation and rewards.

In addition to the above, although a significant majority (57.5%) of the respondents disagreed that their compensation packages are competitive when related to the labour market (item 10.1 in Table 4.5 in Chapter 4), it is interesting to note that in qualitative study, all the respondents (seven respondents) positively indicated that the institution's compensation packages are competitive when linked to the labour market. The respondents in qualitative backed their responses with more substantial information thereby eliminating gaps left in the Likert scale questionnaire. To be specific, the respondents had this to say:

Respondent 1: Respondent 1: *"We do compare each year's salaries using the REMchannel. Our institution participates in surveys of salaries via REMchannel…our institution's salary packages are competitive because right now I have a report that I received recently that indicates in terms of where we are in terms of competitiveness.*

Respondent 2: *"Yes, we pay better. It's just that we don't do costing. By this I mean let's say we are offering R100 000 per month for a specific position but if I am to seat down and look at the costing it would be more than that because there are some underlying benefits attached to the position"*

Respondent 3: "*Yes, definitely"*

Respondent 4: *"Yes, most definitely"*

Respondent 5: *"Well competitively we are. When you compare this university's, competitiveness using the REMchannel, you see that we are to a certain extent competitive against some local universities…"*

Respondent 6: "*Yes, I agree, especially if we are comparing with other universities or benchmark this is because of the structure of the salary package, so I can we are very competitive"*

Respondent 7: *"Yes, I do highly perceive that. I think what we are currently offering at the stage is even above the labour market. Our salary packages or salary structure are very much competitive when compared to our neighbouring institutions"*

5.3.3 Succession planning

This study managed to found that succession planning items were consistently negative throughout the whole eight statements. Descriptive statistics were generally high and ranging between 3.46 on the average mean and 4.05 while standard deviation scored between .985 to

1.428 (see Appendix G). This indicates that the organisation is not doing well with succession planning practices. Evidently, the organisation is facing challenges in facilitating transition of junior level employees to senior positions when senior members are leaving the organisation. This contrasts with what the organisation is ought to be doing as discussed in the literature where the organisation is supposed to be developing high potential employees within the organisation with the idea to ensure continuity, avoidance of transitional challenges when experienced leaders leaves the organisation and in doing so help to reduce cases associated with early promotion (Hills, 2009; Warnich *et al.,* 2015:128).

Supported by qualitative research study information in section 5.4.3 below, the researcher argues that the causes of talent gaps and succession planning challenges are because the institution does not have a succession planning system. As an alternative, the institution is making use of external programmes (Khula programme and the nGap programme). Also, the institution does not have a succession planning policy to guide the practises of succession planning which therefore makes the institution not ready to fill the positions left by senior members of the institution.

5.3.4 Recruitment and selection

The overall remark that can be made for recruitment and selection from the results of the Likert scale questionnaire is that the respondents agreed with five out of seven items. Descriptive statistics shows a low but positive aggregate average mean score of 2.65 and a standard deviation of .620 as presented in Table 4.2 in chapter 4. Five out of seven items recorded a positive response while two items were negatively perceived by the respondents. In general, this indicate that the respondents had a high positive perception on the application of recruitment and selection practices by their employer.

As noted earlier in the literature, for recruitment and selection activities to be effective, these activities should be guided by written policies and procedures (Kleynhans, 2006) while the organisation puts a lot of factors into consideration when choosing best candidates to fill vacancies (Louw 2013; Catana, 2009:239; Wild *et al.*, 2009:433). Therefore, based on the findings, this is what the institution is doing. Furthermore, findings of this study support the work of various scholars (Kanyemba 2014:82; Louw 2013; Catana, 2009:239; Wild *et al.,* 2009:433) on what they found in their studies about recruitment and selection practises despite respondents indicating some negative responses in two areas (item 12.6 and 12.7).

5.3.5 Performance management

To discuss findings on performance management, it can be said that a significant majority of the responses in this theme support literature (Armstrong, 2009:621; Lawler, 2008; Louw-

Potgieter, 2012; Hunter, 2012:160) and are also consistent with findings from previous research studies (Paile, 2012; Aguinis, 2013). However, findings were also in contrast with the work of (Maimela and Samuel, 2016; Pienaar and Bester 2008). Seven items were included in this theme. Despite recording one negative average mean score of 3.16 on item 13.4, all the items were consistently positive (see Appendix G). Group average mean of 2.47 as presented in Table 4.2 in Chapter 4 indicate a positive result in the performance management practises by the institution. However, upon reconciling quantitative research findings of performance management using qualitative findings, it could be seen that there is partial implementation of performance management at the institution, lack of performance management policy guidelines, lack of managerial skills to conduct performance management, non-uniformity of application of performance management practices. Therefore, based on these supporting qualitative research findings, the researcher therefore revokes and rejects overall findings made previously in quantitative research findings about performance management in that it is positively managed by the institution but rather poorly managed.

5.3.6 Training and development

The overall comment on training and development findings is that majority of the respondents showed a positive response. They 'strongly agreed' with the statements on the Likert scale questionnaire. The pattern was generally consistent throughout five items with a positive group score of 2.21 on the aggregate average mean score (see Table 4.2 in Chapter 4). As previously discussed in the literature review that business environment is ever changing, a continuous investment in training and development then becomes important. This is because it results in the improvement of key competencies of the academic staff so that they can remain with relevant skills in line with the current and future needs of higher education (Brum, 2007; Buthelezi, 2010).

5.3.7 Talent retention

In terms of talent retention, the respondents in this study appeared to be slightly dissatisfied with the management of some of the talent retention factors (work environment, professional work development and advancement opportunities as well as compensation packages). The general agreement from the employees is that item 15.1, 15.2 and 15.4 are poorly managed where they all recorded negative average scores (see Appendix G). It must be noted that all these three statements that respondents highlighted negatively are factors that could encourage employees to leave if not addressed properly (Theron *et al.,* 2014; Robyn and Du Preez, 2013). On the other hand, respondents positively indicated that their jobs offer them reasonable and fair work-life balance options and opportunities which is consistent with the previous studies (Hudson, 2012; Miryala and Chiluka, 2012; Makhuzeni and Barkhuizen, 2015). Interestingly, this study found that a significant majority (63.4%) disagreed that they are

currently not looking for other jobs with similar compensation packages. These results indicate that majority of academics are not looking forward to leave their higher learning institution despite indicating a dissatisfaction with their compensation and rewards packages. This study could not further establish the reasons why employees are choosing to stay in their organisation yet not satisfied with their compensation packages as also acknowledged by other previous scholars (Kontoghiorges and Frangou, 2009). In this regard, the employee consensus is that the institution is poorly managing certain factors that could encourage employees to leave as indicated by a negative aggregate group mean score of 3.25 as shown in Table 4.2 in Chapter 4. However, using qualitative research findings, it appears like the institution is fairly doing well in managing employee retention given a lower turnover rate of 1.2% despite not having a separate retention strategy. To be specific, respondents in qualitative research were asked to explain some of the strategies in place to retain experienced workers and respondent, 1 had this to say:

"…the only strategy we have now to ensure that we retain our key employees is through employee value proposition in terms of the institution's benefits, salary packages, promotion and others though we do not have a separate retention strategy that will probably incorporate all these bits and pieces that we are doing in terms of the value proposition. I think our value proposition is working as indicated by our turnover rate which is at 1.2% for this period"

5.4 Discussion of qualitative research findings

5.4.1 Workforce planning

Drawing from the participants' responses, three respondents (respondent 1, 2 and 6) pointed out that workforce planning is done by the Institutional Planning Office using FTE. They in turn advise Business Partners for each faculty and the entire Human Capital department on the execution of those plans. Notably, this finding differs from the discussion in the literature review where it was noted that the responsibility of workforce planning rests with human resource practitioners who take a lead role in the whole process though they work with line managers (Warnich *et al.,* 2015:121). In their study, Van Zyl *et al.* (2017) recommend many role players to be involved in the development, planning and implementation and improvement of talent management plans and these should include line managers, talented employees, organisational leaders and human resource practitioners. In contrast, two respondents (respondent 5 ad 7) indicated that they were not aware of a formalised process and at the same time they mentioned that the institution does not have a model. To be specific respondent 5 had this to say:

"I am not aware of a formalised process. Currently, it is done on an ad hoc basis…."

"…However, this process is a challenge because if you look at the totality, we have funding problems, succession planning among others"

Another respondent (respondent 7) had this to say:

"...now there is no uniformity, it varies from department to department. Some departments are proactive to plan ahead. Some it's just filling in roles when a vacant position comes. So, we do not have a model we are failing with that regards…"

Drawing from the above feedback from two respondents (respondent 5 and 7), it appears that there is no uniformity and consistent application of practises in all the departments with regards to workforce planning and it is only done for specific reasons from time to time. These findings are consistent with the finding made in the previous chapter on item 9.7 in Table 4.4. In actual fact, a significant majority (64%) the respondents in the previous chapter on item 9.7, agreed that the organisation need to get rid of the current workforce planning traditional practises because they have proven not be effective.

Another finding made in this study show that majority of the respondents (five out of seven) indicated a major concern over the long-term planning and future direction of human resource needs of the institution. The consensus amongst majority of the respondents (five out of seven) is that the institution is focusing on the current work only. Long-term planning appears to be difficult because of lack of a permanent Executive Director to lead the department of Human Capital. From a strategic management point of view, a lack of permanent Executive Director in the Human Capital department raises a major concern in terms of clarity and strategic direction of the institution. According to Lazenby (2018:6) top management is responsible for strategy formulation, strategic review, strategic evaluation and they drive the whole strategic management process through analysing the environment in which they operate in order to ensure sustainability of the institution. Therefore, in this context, executive director of Human Capital forms part of the top management of the institution which ought to be driving the process of strategic management.

Majority of the respondents (five out of seven) in this study indicated that the institution does not have a retention strategy to retain experienced workers. This finding validates the finding made in the preceding chapter (item 9.5) in table 4.4 where a significant majority (56.8%) of the respondents disagreed that their institution has workforce planning strategies to retain experienced employees. According to Bussin (2014:30) a retention strategy is important because it helps the organisation to achieve sustainable competitive advantage in the context of talent attraction and talent retention. It also supports the organisation to align with its environment. However, those benefits appear to be challenging to attain because this study found that the organisation does not have a retention strategy. However, one respondent

(respondent 1) mentioned that the organisation makes use of the employee value proposition to retain employees which includes benefits, salary packages, promotion and others. Therefore, this finding is in line with the literature as discussed in Chapter 2 where it was discussed that designing a unique employer value proposition can support employer efforts to retain employees (Bussin, 2014:125). In addition, two respondents (respondents 6 and 7) mentioned that the organisation provides training and development initiatives to retain experienced employees. The provisions of personal growth opportunities by the organisation are recommended by Matlaila (2010:13) who suggest that such retention strategies that are linked to training and development enable employees to grow and develop their careers while retaining them at the same time as discussed in the literature.

5.4.2 Compensation and rewards

In terms of compensation and rewards, majority of the respondents (five out of seven) are of the opinion that salary is the main factor potential employees would consider when deciding to be part of the institution. Three respondents (respondent 4, 6 and 7) believe that potential employees would consider work benefits while two respondents (respondent 2 and 7) indicated some potential employees would consider conditions of service. Other factors that were mentioned include geographical location, stability and growth opportunities within the institution. Findings of this study are in line with the research literature where it was discussed that offering competitive salaries, growth opportunities, work benefits, conditions of service, geographic location all contribute towards talent attraction (Meyer and Kirsten, 2005:219; Warnich *et al.,* 2015:404; Ingham, 2006). Interestingly, one respondent (respondent 1) believed factors that might be considered by potential employees vary from one generation to the other because of different career life stages and phases. This is exactly as previously discussed in Chapter 2 that different generations have different generational needs and preferences in relation to their career life stages (Van Zyl *et al.,* 2017). Despite all the respondents' feedback, respondent one could not indicate any single factor and cited difficulties in coming up with factors because job advertisements do not include salaries and at the same time no research has been done by the institution to find out why potential employees would want to join the institution. Therefore, because the institution has not put an effort into talent attraction factors, this indicates that the institution is 'relaxed' to put an effort into talent management practices.

Majority of the respondents (four out of seven) indicated that the institution's compensation packages both financial and non-financial rewards are effective and are contributing towards the retention of key employees. This positive finding contrasts with findings of previous studies which found that compensation was highly regarded as poor and unsatisfactory with majority

of the respondents (academics) considering quitting their profession because of their unhappiness (Makhuzeni and Barkhuizen, 2015; Theron *et al.,* 2014).

Two respondents (respondent 2 and 5) mentioned that the institution is facing high and intense industry competition in terms of compensation and reward packages. This finding can be related to a finding made in the preceding chapter (item 10.1) in Table 4.5 where a significant majority (57.5%) of the respondents disagreed that their compensation package is competitive when related to the labour market. These findings are consistent with the findings by Developing Bank of Southern African as noted earlier in Chapter 1 that, South African academics are incompetently remunerated relative to other occupations in the public and private sector where it requires the same qualifications, expertise and skills (DBSA, 2010:29). As a result, this has led to significant reduction in the number of potential and capable academics from the private and public sector to tertiary institutions.

Two respondents (respondent 6 and 7) indicated that the institution is experiencing financial constraints in compensation budgets in as far as attracting and retaining employees is concerned. This means the institution is limited in talent attraction efforts to potential employees and this further constrains its talent retention efforts. The situation is further worsened in that; it was found that the organisation has too much red tap around the authorisation of salaries. In other words, it was found that the institution has an excessively long administrative procedure in decision making which needs to be reviewed.

The study also found that the institution is not offering competitive salaries when compared to other nations in developed countries. Because the organisation is not competitive against foreign countries, this finding validates the finding of (SACE, 2010), which report that academics are leaving higher education institutions for better compensation in developed countries or for other career opportunities. This turnover leads to loss of service efficiency and it has huge negative effects on the performance of the students (Williams, Champion and Hall, 2012).

Majority of the respondents (six out of seven) indicated that compensation and rewards packages are reviewed yearly. Three respondents expanded their responses and said that wage negotiations include stakeholders like the department of human capital, organised labour and executive management. This finding is consistent with the Higher Education South African (HESA, 2014) which reported that in some South African institutions, annual wage increases usually involve trade unions who play a role in the determination of academic salaries and type of benefits or allowances included in packages of staff.

5.4.3 Succession planning

In terms of succession planning, three respondents (respondent 1, 5 and 7) indicated that the institution makes use of external programmes, that is Khula and nGAP programmes. These programmes are initiatives of the Department of Higher Education and Training (DHET) which seeks to bring in new highly capable scholars as academics by replacing retiring academic staff (DHET, 2018). Although these are current programmes to address succession planning, three respondents (respondent 2, 3 and 6) mentioned that succession planning is not happening at all because the institution does not have their own internal succession planning programmes. In other words, the respondents indicated that the organisation does not have a succession planning system in place. This finding can be related to a finding made in the preceding chapter (item 11.1) in table 4.6 where a significant majority (64%) of the respondents disagreed that their departments' takes succession planning as a top priority towards talent management efforts. As discussed in the literature review in Chapter 2, the idea of succession planning is all about having a systematic process that help to ensure the organisation can assess and develop its employees to improve performance (Kim, 2003). A comprehensive definition of this practice suggested that it involves various efforts to predict leadership requirements, recognising candidate pool, developing and improving leadership competencies and capabilities through planned organisational programmes (Hor, Huang, Shih, Lee and Lee, 2010). Furthermore, succession planning strategy entails designing a framework tool for purposes of determining potential replacement of senior members of the organisation (Screuder and Coetzee, 2011:291). In doing so, succession planning helps to facilitate transition when a senior member leaves the organisation and help in the development of high potential employees (Warnich *et al.,* 2015:128). Therefore, based on the findings of this study, it appears that the institution is doing little to help with succession planning by using external programmes to address succession planning challenges. The situation is further worsened by the fact that the institution does not have a succession planning policy to guide the practises of succession planning. This has become the root cause into the challenges of any form of succession planning practices at the institution.

The respondents indicated that the institution is facing replacement challenges when senior employees leave the institution. This is because the institution is not ready in most cases to fill the positions left by senior members of the institution. To be specific, respondent 1 had this to say:

"We don't have succession planning policy or structured plan for the institution hence we heavily rely on those two programmes, Khula and nGAP programmes as I have mentioned earlier"

Another respondent (respondent 3) had this to say:

"The main challenge is that we don't have it at all. That's why we end up having problems when people retire because we end up not having people to fill their positions..."

In addition to that, respondent number 4 had this to say:

"We do not have a succession plan"

Respondent 5 went further and had this to say:

"Like I said earlier, there is limited funding, no succession planning guidelines and there is limited number of applicants that can match the number of academic staff leaving mostly through retirements"

Similar to respondent 3, respondent 6 had this to say:

"The fact that succession planning not happening means that we find ourselves with vacant positions at the time the person retires, and so we end up putting in contract workers to fill in positions, and in most cases these vacant positions take longer time to fill them up"

Similar to respondent 1, 3, 4, 5 and 6, respondent 7 went further and had this to say:

"Firstly, we do not have a policy document on succession planning that is a challenge as we do not have a guide. Secondly, from the departments' side, they do not look at the long-term view in as far as replacing people is concerned…"

Based on the above respondents' views, it can be reiterated that succession planning is not taking place at all as already noted in the previous chapter. Therefore, it appears that there is replacement planning at the institution. By definition, replacement planning refers to the process of identifying employee backups for critical positions during emergencies for a short-term period (Rothwell, 2011). Furthermore, the main objective of resource planning is to meet the demands of emergencies only, whereas succession planning is for the long-term replacement of experienced employees.

The literature as discussed in Chapter 2 noted that the significance of success planning in today's competitive business environment helps to ensure leadership continuity, avoidance of transition challenges when an experienced leader or senior members leave the organisation. Succession planning would help in the development of high potential employees to replace those leaving the institution with little loss to the operations and the system (Warnich *et al.,* 2015:128; Hills, 2009). The findings of this study contradict the literature. In other words, findings of this study illustrate that the institution is not fully embracing succession planning adequately. This pose as a risk in their talent management practices since the institution seem to be finding it challenging in having the right employees in right jobs at the right time with far much bigger challenges in winning the 'war for talent' in today's competitive times.

Majority of the respondents (five out of seven) positively indicated that the institution has the right set of employees to fill possible future vacancies. This finding can be related to a finding made in the previous chapter in Table 4.7 item 12.4 where it was found that a significant majority (63.4%) of the respondents agreed that their departments have wide pool of candidates capable of leadership positions. However, it is reported that appointments in higher education institutions are mainly based on academic skills such as teaching and research skills and not leadership and people management skills (HESA, 2009).

Some respondents indicated though that there are potential employees to replace and fill possible future vacancies, the respondents indicated that a lot of training intervention still needs to be done to fully prepare potential talent for future roles. However, despite agreeing, it seems there are challenges related to the fairness in the application of succession planning programmes like the Khula and nGAP programmes. Initially, it was found in the previous Chapter in Table 4.6 that a significant majority (57.5%) of the respondents disagreed that there is fairness when promoting and appointing employees in top positions. This finding was found to be consistent with the findings of Bitzer (2008) who reported an inconsistent application of promotion policies in higher education institutions with the potential risk to deteriorate the profession of academics. Therefore, the view that organised labour find succession planning practices as favouritism can be accepted. Specifically, respondent number 7 had this to say:

"…We also have a challenge with organised labour. They consider it as favouritism if one is identified in a department. However, it doesn't help the organisation. They need to have a good understanding of the concept and how it adds value on the bigger picture"

Majority of the respondents (five out of seven) indicated that there has not been any success with regards to succession planning practices at the institution. Three respondents mentioned that the success is limited as the funds for the Khula and nGAP programmes are not sufficient for all the departments. Because of the lack of funds, the respondents had concerns over the rate at which succession planning programmes (Khula and nGAP programmes) are taking place. The programme's in-take is very small due to financial constraints since they are externally funded. In a report, HESA (2011) mention that government budget allocations and funding are not sufficient to fully subsidise higher education and training. This has made an impact on staff and student development. As discussed in the literature in Chapter 2, it was noted that universities in the sub-Saharan Africa are under resourced (HESA, 2011; Mouton, 2010). In the last two decades, state and research funding in universities have worsened (De Villiers and Steyn, 2009; Mouton, 2010). This means that universities are not able to invest adequately in the development of academics as funds are no longer sufficient (HESA, 2011). Major implications of under-development of staff is it has a bearing on the individuals' career motivation, career success and even employability of academics (Bitzer, 2008; Budderberg-Fischer, Stamm and Budderberg, 2009).

5.4.4 Training and Development

The overall remark that can be made on training and development theme is that majority of the respondents (six out of seven) indicated that they do not do anything regarding training and development. The respondents mentioned that the institution has a separate department (learning and development department) which specialise on that and the full responsibility lies with them and not human capital department where the sample group of this study was drawn from. However, some respondents attempted to answer some questions during the interviews.

To begin with, the respondents were asked to specify some of the overall and current key objectives of training and development programmes for staff at their institution. The question could not be answered by the majority of the respondents (five out of seven) as they indicated that they do not do anything regarding training and development. In literature review, it was noted that training programmes are usually conducted in a specific way to facilitate learning in an organisation and most of these are short term in nature (Warnich *et al.,* 2015: 342). Development programmes on the other hand, are long term continuous learning efforts and opportunities intended to broaden individuals through acquiring various knowledge, skills and behaviours and to give them new insights about themselves on the long-term growth to fulfil their potential (Warnich *et al.,* 2015: 342). In addition, the current study found the exact objectives as explained in the literature. Drawing from two interviewees, respondent 4 and 5 had this to say:

Respondent 4: *"It is to develop staff and promote learning"*

Respondent 5: *"...in terms of the long term formal courses, the objective is to make sure that each faculty has appropriately qualified individuals that can assist the faculty to position itself as a hub of excellence and that can assist this university in terms of the throughput at higher level that is at master's level and doctoral level. On the other hand, the short courses are on an ongoing basis and they are based on the personal development plans (PDP's) of each individual and get provided on a continuous basis"*

Respondents were also asked their opinion whether their institution is providing enough resources and guidance to support training and development of its staff. In this question, three respondents (respondent 1, 4 and 6) indicated that they were not sure because they do not do anything regarding training and development. Two respondents (respondent 2 and 7) positively indicated several ways in which the institution does support staff development. Firstly they mentioned that it is through mandatory Teaching and Development Programme (TDP) for new staff. Secondly, staff development is supported by internal communications via (Newsflash) where all the training opportunities available are made known to staff so that they can enrol. Lastly, it was also indicated that the institution does support training and development of staff

through Fundani department and other units for academic support that organise conferences and workshops from time to time for academic staff to attend.

However, two respondents (respondent 3 and 5) highlighted several negative issues regarding provision of resources and guidance to support training and development of its staff. Respondent 3 mentioned two issues pertaining the support of training and development of institutional staff. The first issue mentioned involved issues that induction is conducted later than the generally expected time by new employees. Therefore, it appears the institution is not efficient enough with regards to accommodating and assimilating through putting together employees into the organisational culture, processes, systems and methods (Bradt and Vonnegut, 2009). Consequently, findings of this study are consistent with literature where it was noted that poor induction programmes may be because of lack of enough time to conduct induction programme and lack of responsibilities (Banfield and Kay 2012; Nel *et al.,* 2014:111). Because the institution delays conducting induction programmes, it appears they are missing out on the benefits of induction which can enable employees to quickly settle and adapt in the institution and allowing them reach full working capacity (Brodie, 2006; Derven, 2008). The second issue that was mentioned was that the Learning and Development department is understaffed to operate effectively as a learning institution since it is a big organisation. In addition to respondent 3's feedback, respondent 5 stated that the institution is not providing enough resources to support training and development mainly because of financial constraints. Respondent 5 went further and stated that issues of being under resourced is a situation being experienced in the higher education sector currently. This is exactly as previously noted in the literature review that higher education institutions are facing challenges related to funding. Precisely, universities in the sub-Saharan Africa are under resourced (HESA, 2011; Mouton, 2010). State and research funding in universities have worsened in the last two decades, (De Villiers and Steyn, 2009; Mouton, 2010). This means that universities are not able to invest adequately in the development of academics as funds are no longer sufficient (HESA, 2011). Major implications of under-development of staff is it has a bearing on the individuals' career motivation, career success and even employability of academics (Bitzer, 2008).

Respondents were also asked about areas in their institution which needs improvement in terms training and development programmes. In this question, three respondents (respondent 1, 4 and 6) indicated that training and development is not done by the department of Human Capital but by the department of Learning and Development. However, other respondents (respondent 2, 3, 5 and 7) suggested several ways to improve training and development of the institution. Firstly, they suggested training programmes that can be measured in terms of impact within a specific faculty for example information and communication technology (ICT) training programmes. Secondly, they suggested the need for more internal staff to offer training and development programmes. Thirdly, they suggested that short courses need to be

customised, targeted and be focused training programmes that are based on the personal development plans to enhance staff performance in their current jobs. In fourth, they suggested that line managers need to be advised and encourage their staff members to attend training and development programmes offered by the institution. Lastly, they recommended the need for monitoring and evaluation of training and development programmes.

5.4.5 Recruitment and selection

Majority of the respondents (six out of seven) indicated that the organisation follows the traditional approach to recruitment and selection. In addition, three respondents added that apart from using the traditional method, the organisation also make use of headhunting. This finding is in line with the literature as discussed in Chapter 2 where it was discussed that the process starts by the organisation determining the exact need, followed by consultations with the recruitment policy and procedures. After that approval to recruit will be pursued and check if job description and person specifications are current. Thereafter, decide on the recruitment sources and methods to utilise in the sources and apply the recruitment methods. Afterwards, they allow sufficient time for response while considering and clarifying uncertainties. After that, they will screen responses, draw up an initial shortlist of candidates and lastly keep applicants informed.

Though some respondents had concerns, majority (six out of seven) of the respondents indicated that the current method of identifying talent in the organisation is effective. The effectiveness as explained by the respondents is that the methods of recruitment and selection enables key activities to be completed and goals to be achieved that is to fill positions when there are vacancies. More so, it was explained that the recruitment and selection process conforms to the Labour Relations Act 66 of 1995. However, some respondents explained that effectiveness depends with the discipline of the position to be filled like critical skills or general positions. This means that when a position is a critical skill, they explained that usually takes more time to fill the vacant position when compared to a general position. This finding can be related to a finding made in the previous chapter as presented in Table 4.7 item 12.1 where it was found that an overwhelming majority (79.9%) of the respondents agreed that certain positions are difficult to fill in their departments.

In terms of difficulties experienced when attracting new employees, two respondents (respondent 2 and 4) indicated that the institution encounters competitive industry remuneration packages that are higher than the institution's remuneration packages. This finding is in line with the literature as pointed out earlier in Chapter 1. South African academics are incompetently remunerated relative to other occupations in the public and private sector where it requires the same qualifications, expertise and skills therefore, one of the results it has led to significant reduction in the number of potential and capable academics from the

private and public sector to tertiary institutions like universities and colleges (DBSA, 2010:29). According to (SACE, 2010), academics are leaving higher education institutions for better compensation in developed countries or for other career opportunities. This turnover leads to loss of service efficiency and it has huge negative effects on the performance of the students (Williams, Champion & Hall, 2012).

One respondent (respondent 2) indicated that one of the difficulties in talent attraction of talent is the challenge related to attainment of employment equity targets. This finding is consistent with the results of Badat (2008) who made a similar finding. It was found that one of the challenges in higher education institutions is related to transformation and addressing imbalances of the past.

Employer brand is very important because it helps to attract and retain employees. Recent studies show a positive relationship between employer brand, talent attraction and talent retention (Botha, Bussin and De Swardt, 2011). However, in this study, three respondents indicated concerns about the employer brand. Respondent 5 indicated that the institution's brand is not fully known. At the same time currently, it is being tarnished by the student protest actions. On the other hand, respondent 3 and 7 mentioned that the current state of the institution and the ongoing student protest actions are negatively impacting on the employer brand particularly on talent attraction as previously indicated by other scholars. The negative effect as explained by the respondents is that student protest actions discourage prospective employees to join the institution. Therefore, the employer need to take corrective action to improve the attractiveness of the organisation to prospective employees while retaining those who are already part of the institution.

Another difficulty and weakness that was found is that institution's recruitment and selection process is too lengthy. The time taken in filling academic positions is long due to SENEX Committee which meet once a month to discuss and make final decisions when making appointments. As a consequence, four respondents (respondent 1, 2, 6 and 7) were all in accord that due to delays, some applicants end up not taking offers by the institution due to lack of patience because of the bureaucracy in the finalisation of recruitment and selection processes. Therefore, in terms of efficiency and being time oriented in alignment within the context of talent management, it can be said that the institution is not efficient. Findings of this study contrast with the definition and business case for talent management where it was discussed in the literature that talent management is all about ensuring that the right person is in the right job at the right time (Bussin 2014:19). As a suggestion, respondent 7 suggested a cut in the red tape to the recruitment and selection process in order to make the process more efficient.

Another difficulty that was found includes the inability of the institution to attract local talent (South African citizens). This forces the institution to consider academics from foreign countries only if the position is a scarce skill. This finding validates the finding made in the previous chapter as presented in Table 4.7 that a big majority (71.9%) of the respondents agreed that their departments always rely on external candidates to fill important positions when a vacancy exists.

It was found that the institution is not fully embracing technology in its business operations and mostly working with the traditional approaches of paper work. Furthermore, it was mentioned that, as a consequence, this has made it difficult to appeal to a younger generation when it comes to talent attraction. This finding of limited use of technology by the institution contrast with the literature. According to Bussin (2014:172), Generation Y is made up of a cohort that is still young and falls somewhere between 1980's and 2000. In addition, this generation is technologically savvy, impatient, image-driven, adaptable, sceptical, efficient-multi-taskers, tolerant and have the ability to grasp new concepts. Therefore, it seems the institution is failing to fulfil these specific Generation Y requirements (Bussin, 2014:172).

In this study, it was also found that the organisational culture of the institution is a weakness in the quest to attract potential talent. A concern was indicated that the current organisational culture is not necessarily conducive to a certain category of potential employees to an extent that they may not even join the institution. Therefore, organisational culture is an area of concern. This study produced findings which contrast findings of the previous study in the higher education institution (Saurombe, Barkhuizen and Schutte, 2017). In their study, the respondents supported the idea that their higher education institution has relevant, accommodative and attractive organisational culture and identity.

In terms of strengths, majority of the respondents (five out of seven) indicated that the institution's competitive salary packages including benefits are the main source of strengths in terms of its talent attraction. One respondent (respondent 2) explained further and indicated that the salary is competitive when compared with other provincial universities in the Western Cape. As discussed in the literature, compensation is total sum of financial and non-financial extrinsic rewards that an employer pays to the employees for their services which in turn is the central point of connection between the employer and employees (Meyer and Kirsten, 2005:219; Armstrong, 2009:736).

In addition to the above, other positive factors that were indicated include reputation of the institution, research output and innovation of the institution. Some respondents (respondent 1, 5 and 7) indicated positively that these factors are helping to enhance talent attraction efforts of the institution. These findings are in line with the study results of Saurombe, Barkhuizen and Schutte (2017) who found that reputation and image of the higher learning institution are vital

towards improving an institutional brand which can appeal to more academics. Reputation and image of higher learning institutions are regarded as key elements in the effective and efficient running of higher learning institutions.

5.4.6 Performance management

In terms of performance management, the respondents in this study did not disclose any positive feedback with regards to performance management practices of the institution. They indicated several negative concerns. To begin with, respondent 4 and 7 respondents indicated that the institution does not have a formal performance management policy that guides the implementation of the process. However, this finding is inconsistent with recommendation of the previous studies which emphasised that application of the performance management system must be guided by a relevant institutional policy in order for managers and employees know how to deal with performance and capability issues (Aguinis, 2013; Maimela and Samuel, 2016).

In addition, it was also found that there is limited implementation of performance management in the institution. Some respondents indicated that it is implemented from grade 1 to 4 and some said it is implemented from grade 1 to 6 yet the institution has 18 grades, therefore it was found that there is partial implementation of performance management system. But whatever the case maybe, it could be seen that there is an exclusion of certain group of employees. Some respondents explained that performance management is only applied to management level of the organisation. One respondent mentioned the current practice is called performance leadership.

Another concern that was found is that line managers do not have the knowledge and skills to conduct performance management. Though the respondents indicated that line managers received training through workshops, it was found that that line managers are a weakness link in the performance management of the institution. Perhaps, the training intervention was not sufficient and adequate as previously found by other scholars. In a study, Flaniken (2009) found that in most organisations, managers do not receive sufficient and adequate performance management training to equip and give them knowledge on how to rate employee performance. However, contrary to the finding of this study, a study by Maimela and Samuel (2016) found that the knowledge and ability of managers was satisfactory to enable proper implementation of performance management system. Several scholars support the idea of targeted performance management training for managers because they argue it guarantee the success (Haines and St-Onge, 2012).

Furthermore, it was found that there was non-uniformity in the application of performance management as some departments were reported that they do not conduct performance

management at all while some departments do conduct. This finding is in line with the findings of Maimela and Samuel (2016). They report in their study that there was no consistent application of performance management by the organisation. In addition, they argue that consistency in the application of performance management creates the integrity of the performance management system.

In terms of weaknesses, the involvement of organised labour emerged as the most frequently mentioned phenomenon amongst the respondents. They mentioned that organised labour is completely against the performance management practises. This has forced their members to resist and not support performance management practices. In a study, it was found that academics were not consulted during the design and implementation of performance management process and this posed as a threat to the success of the performance management at the at institution (Aguinis, 2013). Therefore, the key to a successful design and implementation of performance management system is to have adequate consultation with key stakeholders in order to have their buy-in.

The respondents were asked to state their opinion whether their organisation has the right set of employees who are currently performing at their full potential or not. Three respondents were neutral with their responses and cited several similar reasons. Emphasising their opinions, one respondent (respondent 1) had this to say:

"...we have not fully implemented performance management process and because of that it is difficult to tell whether employees are currently performing at their full potential…"

Respondent 2 had this to say:

"In terms of qualifications, the institution does emphasise the need to have qualification before acquiring the post irrespective of any department of the institution. Having the right people to perform the job is determined on the qualification only. However, if you look at the admin staff they have an attitude and feel they are underpaid, over looked and overloaded especially in the academic side in the faculty setup…"

Respondent 5 kept it short and had this to say:

"I am not sure"

However, two respondents strongly argued in their negative opinions by explaining that their organisation does not have the right set of employees who are currently performing at their full potential. Emphasising their responses, respondent 3 had this to say:

"…we do not have the right set of employees especially in our own department. We are lacking the right type of knowledge in terms of people we place in Human Capital in terms of Business Partners because

they re-engineer the role so basically the people who were in the role were used to a certain function which was mainly recruitment and what I have established is that it has remained that way even though the job itself has broadened its scope. So, I don't think that we have the right people, the right goals in mind, but we don't have the people to fulfil those goals"

Respondent 6 had this to say:

"No. My perception is when it comes to the support staff, in the past there was no focus. As you will see with the academic staff in order for you to become a junior lecturer you need to have a BTech or Master's degree and there are strict rules in terms of what you need to have as minimum requirements and with that in mind on the support staff that is sort of relaxed……So, if people were recruited properly, I can say yes because one would have gone through the correct process of recruitment and selection process and some criteria to determine if they are fit for purpose and eventually see if they can perform on their full potential"

In contrast to the above opinions, two respondents indicated positive views in that their organisation does have the right set of employees who are currently performing at their full potential. Emphasising their responses, respondent 4 had this to say:

"Yes I believe"

Respondent 7 had this to say:

"Yes, I agree, because if that what was the case we wouldn't be operating…"

5.5 Summary of research findings

The primary intention of this study was to gain broad understanding of the talent management phenomenon specifically on acquiring and retention of talent at a selected higher education institution; to develop and propose a framework tool towards the management of talent thereby to contribute towards solving higher education sector's problems. The following are sub-research questions which were framed to achieve the main research objective.

Table 5.1: Summary of research findings

Research questions	Talent management themes and research findings
1. What challenges are associated with talent acquisition and retention at the selected higher education institution?	**Workforce planning** - There is no uniformity and consistent application of workforce planning practises in all the departments
	Compensation and rewards - The institution is facing high and intense industry competition in terms of compensation and reward packages. - The institution has financial constraints in compensation budgets which limits talent attraction retention efforts of the employer.
	Succession planning - The institution is facing replacement challenges left by senior employees when they leave the institution. - Major challenges facing Khula and nGAP programmes were fairness in their implementation, strong resistance from organised labour and the programmes lack sufficient funding.
	Recruitment and selection - The current student protest actions are tarnishing the institution's brand. - The institution is finding it difficult and challenging to attain employment equity targets and to attract local talent (South African citizens). - The institution's recruitment and selection processes are too lengthy. - The institution is finding it difficult to attract a younger generation. - The current organisational culture is not conducive to a certain category of potential employees and it is discouraging them to join the institution.
	Training and development - Lack of efficiency and effectiveness
	Performance management - Line managers do not have full knowledge and skills to conduct performance management. - There is no uniformity in the implementation of performance management processes as some departments do not conduct performance management at all while some departments do conduct. - Organised labour and their members are not supporting performance management practises.

2. What talent gaps exist at the selected higher education institution in the context of talent acquisition and talent retention?	Below are three of seven talent management practises which were identified as areas being poorly managed at the higher education institution: - Workforce planning - Succession planning - Performance management
3. What is causing talent gaps and challenges at the selected higher education institution?	**Workforce planning** - Because of lack of a permanent Executive Director to lead the department of Human Capital, the institution does not have long-term planning goals - The institution does not have a retention strategy to retain experienced employees.
	Compensation and rewards - The institution has red tap around the authorisation of salaries. - The institution is not offering competitive salaries when compared to developed countries.
	Succession planning - The institution does not have a succession planning system. As an alternative, the institution is making use of external programmes (Khula and nGAP programmes). - The institution does not have a succession planning policy to guide the practises of succession planning. - The institution is not ready to fill the positions left by senior members of the institution.
	Recruitment and selection - The time taken in filling academic positions is too lengthy due to SENEX Committee which meets once a month to discuss and make final decisions when making appointments. - Because the institution is not fully embracing technology, this has made it difficult to attract a younger generation.
	Training and development - Late employee induction - Learning and Development department is understaffed
	Performance management - There is limited implementation of performance management at the institution. Performance management is only implemented at top management level (grade 1 to 6) of the institution.

	- The institution does not have a formal performance management policy that guides the practices of performance management. - Line managers' training intervention were not sufficient and adequate to equip and give them knowledge on how to rate employee performance.
4. What are the employee's perceptions on talent acquisition and talent retention?	**Workforce planning** - Workforce planning is done by the Institutional Planning Office using Full-Time Equivalence (FTE).
	Compensation and rewards - Salary is the main factor potential employees would consider when deciding to be part of the institution. Other factors included work benefits, conditions of service, geographical location, stability and growth opportunities within the institution. - The institution's compensation packages including both financial and non-financial rewards are effective as they are significantly contributing towards the retention of key employees. - Compensation and rewards packages are reviewed yearly through negotiations and they include main stakeholders that is Human Capital, organised labour and Executive Management of the institution.
	Succession planning - Although the institution has the right set of employees to fill possible future vacancies, training intervention are needed to fully prepare potential employees for future roles. - External programmes (Khula and nGAP programmes) that are used to address succession planning have not yielded any success into the institution.
	Recruitment and selection - The institution is making use of the traditional method of recruitment and selection similar to that explained in the literature review - The current method of identifying talent in the organisation is effective. However, effectiveness depends with the discipline of the position to be filled, critical skills or general position. - The institution's competitive salary packages including benefits are the main source of strengths in terms of its talent attraction. Other factors such as reputation of the institution,

	research output and innovation of the institution are helping to enhance talent attraction efforts of the institution.
	- With regards to respondent's opinion whether their institution has the right set of employees who are currently performing at their full potential or not, the feedback was varied as the respondents were not unanimous on this issue. This can be explained by the fact that performance management is not fully implemented to all the academic staff but to only top management level.
	Training and development
	- To develop staff and promote learning

5.6 Summary

This chapter has provided a comprehensive discussion of research findings on data that was collected through Likert scale questionnaires and interviews. Discussion of research findings was grounded on the research questions to draw interpretations. Also, the discussions made use of themes that emerged from the literature. In effect, the chapter discussed findings based on themes of workforce planning, compensation and rewards, succession planning, recruitment and selection, performance management, training and development and talent retention. The researcher made use of several wide-ranging literature that was presented in Chapter 2 and other literature that became available during this study to help methodically discuss the research findings. Finally, the next chapter, Chapter 6, concludes this study and provides recommendations based on the research findings discussed in this chapter.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The foregoing chapter dealt with discussion of research findings as presented in Chapter 4. Therefore, this chapter concludes by providing brief summaries of preceding chapters, followed by highlights of research findings from this study. This chapter ends by providing conclusion and recommendations. The recommendations put forward in this chapter are based on research findings of this research study and literature review. This chapter is important because this is when research questions are answered consequently fulfilling the research purpose.

6.2 Brief summary of research chapters

6.2.1 Chapter 1 – Introduction and background to the study

This chapter formed the background to the research problem by revealing the conditions that propelled the investigation. It focused on outlining research aim and objectives and it briefly introduced the research methodology applied to the research study. It also outlined the delineation of the study, the significance, ethical considerations of this study and lastly it briefly clarified key concepts.

6.2.2 Chapter 2 – Literature review

Chapter 2 provided a comprehensive literature review. The chapter focused on aligning the study within the existing scientific body of knowledge. The literature reviewed focused on what other previous researchers have discovered about the very same subject matter which is almost similar to this research study. The chapter provided a scope of talent management system and its nature, whereby talent management was regarded as a new concept. The chapter also presented a theoretical framework on the current and past issues talent management system and the aim was to bring into the light the concept of talent management.

To end, literature review explained the need for talent management in the higher education sector, broad key issues linked to talent management in higher education institutions, issues pertaining to career life stages and phases and then lastly the importance of talent retention in the higher education sector.

6.2.3 Chapter 3 – Research methodology

This chapter exposed and justified the use of a mixed research methodology considered in this study where both quantitative and qualitative research approaches where implemented to address the research problem. Chapter 3 covered research design and methodology by giving clear and concise description of how the research data was collected and analysed to address the research questions. Furthermore, the chapter provided details into the criteria of interpreting data collected and ethical issues considered into this research study.

6.2.4 Chapter 4 – Presentation of research findings

This chapter focused on the presentation of quantitative and qualitative research findings from the data collected. A case was formulated based on the significant themes used to collect the data. Research findings were presented quantitatively and qualitatively in separate formats before integrating them. To present quantitative findings, the chapter made use of visual pie charts, bar graphs and tables to better present research findings. Also, SPSS version 24 was used to analyse quantitative research findings with the assistance of a qualified and experienced statistician. On the other hand, qualitative data was presented and analysed using content analysis. Both quantitative and qualitative research findings were presented in themes that emanated from the literature which allowed the facilitation of integration of research findings.

6.2.5 Chapter 5 - Discussion of research findings

This chapter provided discussion of quantitative and qualitative research findings. Discussion of research findings was done in themes. Because this study used a mixed method, discussion of findings in this chapter were integrated and reconciled together to support and compliment findings between themes of talent management that came out of quantitative analysis (questionnaires) and qualitative analysis (interviews). Discussion in this chapter referred to the literature as discussed in Chapter 2 and to other literature from previous scholars whose literature became available during the course this study.

6.3 Research sub-objectives revisited

6.3.1 Sub-objective 1

To explore challenges associated with talent acquisition and talent retention at a selected higher education institution

The research objective sought to explore challenges associated with talent acquisition and retention at the selected higher education institution. The study utilised interviews to collect the

data from seven respondents. The feedback was analysed using content analysis by searching for phrases and themes that were appearing to be the same. As a result, the objective was met where challenges associated with talent acquisition and retention at the selected higher education institution were identified. To be precise, these challenges were identified around workforce planning, compensation and rewards, training and development, succession planning, and recruitment and selection and performance management. The challenges identified were negatively affecting management of talent at the selected higher education institution. Below is the summary of challenges.

Firstly, workforce planning theme revealed that there is no uniformity and consistent application of workforce planning practises in all the departments. Secondly, compensation and rewards theme revealed the institution is facing high and intense industry competition in terms of compensation and reward packages. Also, the institution has financial constraints. Thirdly, succession planning theme exposed that the institution is facing replacement challenges left by senior employees when they leave the institution. Major challenges facing Khula and nGAP programmes were fairness in their implementation, strong resistance from organised labour and the programmes lack sufficient funding. In the fourth place, recruitment and selection revealed that the current student protest actions are tarnishing the institution's brand. Also, the institution is finding it difficult and challenging to attain and attract employment equity targets and local talent (South African citizens). The institution's recruitment and selection processes are too lengthy. It was also found that the institution is finding it difficult to attract a younger generation. The current organisational culture is not conducive to a certain category of potential employees and it is discouraging them to join the institution. In terms of training and development, it was noted that there is a lack of efficiency and effectiveness. Lastly, performance management showed that line managers do not have full knowledge and skills to conduct performance management. There is no uniformity in the implementation of performance management processes as some departments do not conduct performance management at all while some departments do conduct. And, organised labour and their members are not supportive of performance management practises.

6.3.2 Sub-objective 2

To identify talent gaps at a selected higher education institution in the context of talent acquisition and talent retention

The study achieved objective two. Quantitative research findings as discussed in Chapter 5 indicate major shortcomings in three of seven talent management practices of the institution's talent management practices in the way they are managed. These poorly managed talent management practices were workforce planning, succession planning and performance management.

6.3.3 Sub-objective 3

To understand what is causing talent gaps and challenges at the selected higher education institution.

The research objective was met. The causes of talent gaps and challenges at the selected higher education institution were successfully comprehended. To begin with, it was noted that because of the lack of a permanent Executive Director to lead the department of Human Capital, the institution does not have long-term planning goals. Also, it was noted that the institution does not have a retention strategy to retain experienced workers.

In terms of compensation and rewards, it was noted that the institution has red tap around the authorisation of salaries. Furthermore, the institution is not offering competitive salaries when compared to other countries in developed countries.

In overall, the root cause of talent gaps linked to succession planning is because the institution does not have a succession planning system of its own. As an alternative, the institution is making use of external programmes (Khula and nGAP programmes). In addition to that, the institution does not have a succession planning policy to guide the practises of succession planning. Therefore, the institution is not ready to fill the positions left by senior members of the institution.

In terms of recruitment and selection, the time taken in filling academic positions is too lengthy due to SENEX Committee which meets once a month to discuss and make final decisions when making appointments. Also, because the institution is not fully embracing technology, this has made it difficult to attract a younger generation.

There is a lack of efficiency and effectiveness since learning and development department is understaffed. Also, the same department conduct employee induction very late.

There is limited implementation of performance management at the institution. Performance management is only implemented at top management level (grade 1 to 6) of the institution. The institution does not have a formal performance management policy that guides the practices of performance management. Line managers' training intervention were not sufficient and adequate to equip and give them knowledge on how to rate employee performance.

6.3.4 Sub-objective 4

To expose employee's perceptions on talent acquisition and talent retention.

Employee's perceptions on talent acquisition and talent retention revealed that workforce planning is done by the Institutional Planning Office using FTE. They in turn advise business

partners for each faculty and the entire Human Capital department on the execution of those plans.

In terms of compensation and rewards, salary was noted as the main factor potential employees would consider when deciding to be part of the institution. Other factors included work benefits, conditions of service, geographical location, stability and growth opportunities within the institution. The institution's compensation packages including both financial and non-financial rewards are effective as they are significantly contributing towards the retention of key employees. Compensation and rewards packages are reviewed yearly through negotiations and they include main stakeholders that is Human Capital, organised labour and Executive Management of the institution.

With regards to succession planning, although the institution has the right set of employees to fill possible future vacancies, training intervention are needed to fully prepare potential employees for future roles. External programmes (Khula and nGAP programmes) that are used to address succession planning have not yielded any success into the institution.

In terms of recruitment and selection, the institution is making use of traditional methods of recruitment and selection as previously discussed in the literature. The current method of identifying talent in the institution is effective as it enables key activities to be completed and goals to be achieved when filling vacancies. However, effectiveness depends with the discipline of the position to be filled, critical skills or general position. Critical skills positions as explained usually take more time to fill when compared to a general position. The institution's competitive salary packages including benefits are the main source of strengths in terms of its talent attraction. Other factors such as reputation of the institution, research output and innovation of the institution are helping to enhance talent attraction efforts of the institution. With regards to respondent's opinion whether their institution has the right set of employees who are currently performing at their full potential or not, the feedback was varied as the respondents were not unanimous on this issue. This can be explained by the fact that performance management is not fully implemented to all the academic staff but to only top management.

6.4 Conclusion

The primary intention of the study was to gain broad understanding of talent management phenomenon specifically on acquiring and retention of talent at a selected higher education institution.

The study acknowledges that there is need of acquiring new talent into the sector as most employees are now entering retirement phases of their careers (HESA, 2011). Faced with such

major challenges, modern business environment which is highly competitive should revitalise their models to attract new academics while retaining the best to ensure that they achieve their visions and missions.

The main problem in higher education is that there is a growing concern for the foreseeable future over the supply of researchers and academics as the current baby boomers are now reaching retirement age which suggest that more employees will be leaving the workforce than those entering the sector. HESA (2011) report noted gaps amongst academic staff in higher educational institutions. Talent gap in the higher education is evidenced by the shortage of trained and experienced academic personnel to fill the gaps left by the retiring generation (HESA, 2014).

As previously explained in Chapter 1, talent management system is not receiving enough attention as evidenced by the lack of high figures from young researchers and academics entering the higher education sector. It then appeared that universities are not doing enough to the talent management domain, more specifically on acquiring and retention of future generation of academics which in turn affect the capacity of the higher education institutions to deliver against their obligations. For that reason, the aim of this study was to propose a framework model towards the management of talent thereby contribute towards solving higher education sector's problems.

The research study was conducted at one selected higher education institution in the Western Cape, South Africa. The study was limited to academic and non-academic (administrative) staff members at the higher education institution. The rational to this boundary in selecting higher education institution in the Western Cape was based on the accessibility and convenience it provided to the researcher. Consequently, this reduced the total time taken to collect the required data and it was also cost effective to the researcher owing to limited funds.

To solve the research problem, the study approached the research problem using a triangulation (mixed method) approach by implementing both quantitative and qualitative research approaches. The aim was to explore and gain better understanding of talent management phenomenon by approaching the study from several different perspectives.

Because this research study used a mixed method approach, it then made use of two sample groups. The first sample group was for quantitative research approach. This sample group was selected using simple random sampling technique. It was made up of a total of 153 participants. This was considered sufficient to draw conclusions from. Specifically, this sample group was made up of academic staff. This sample group is the one that completed the designed talent management Likert scale questionnaire.

The second sample group for qualitative research was made up of a total sample size of seven respondents. The group was made up of six human resource business partners from five faculties and one talent management specialist from the department of Human Capital. This sample group was selected using judgemental sampling also known as purposive sampling because of what the researcher considered to be typical units and relevant from the population (Bless *et al.,* 2006:106). This sample group is the one that was interviewed by the researcher.

All the research objectives were successfully met. For that reason, this study will now proceed to provide discussion of the proposed framework for talent management in the higher education sector.

6.5 Framework for talent management in the higher education sector

Having considered both quantitative and qualitative research findings of this study and reviewed literature on talent management, the researcher proposes a framework model for talent management to answer the main research question and sub-questions below:

6.5.1 Main research question

- What framework can the selected higher education institution implement to reduce talent gaps in the higher education sector?

6.5.2 Sub-research questions

- What challenges are associated with talent acquisition and retention at the selected higher education institution?

- What talent gaps exist at the selected higher education institution in the context of talent acquisition and talent retention?

- What is causing talent gaps and challenges at the selected higher education institution?

- What are the employee's perceptions on talent acquisition and talent retention?

Figure 6.1: Proposed framework for talent management
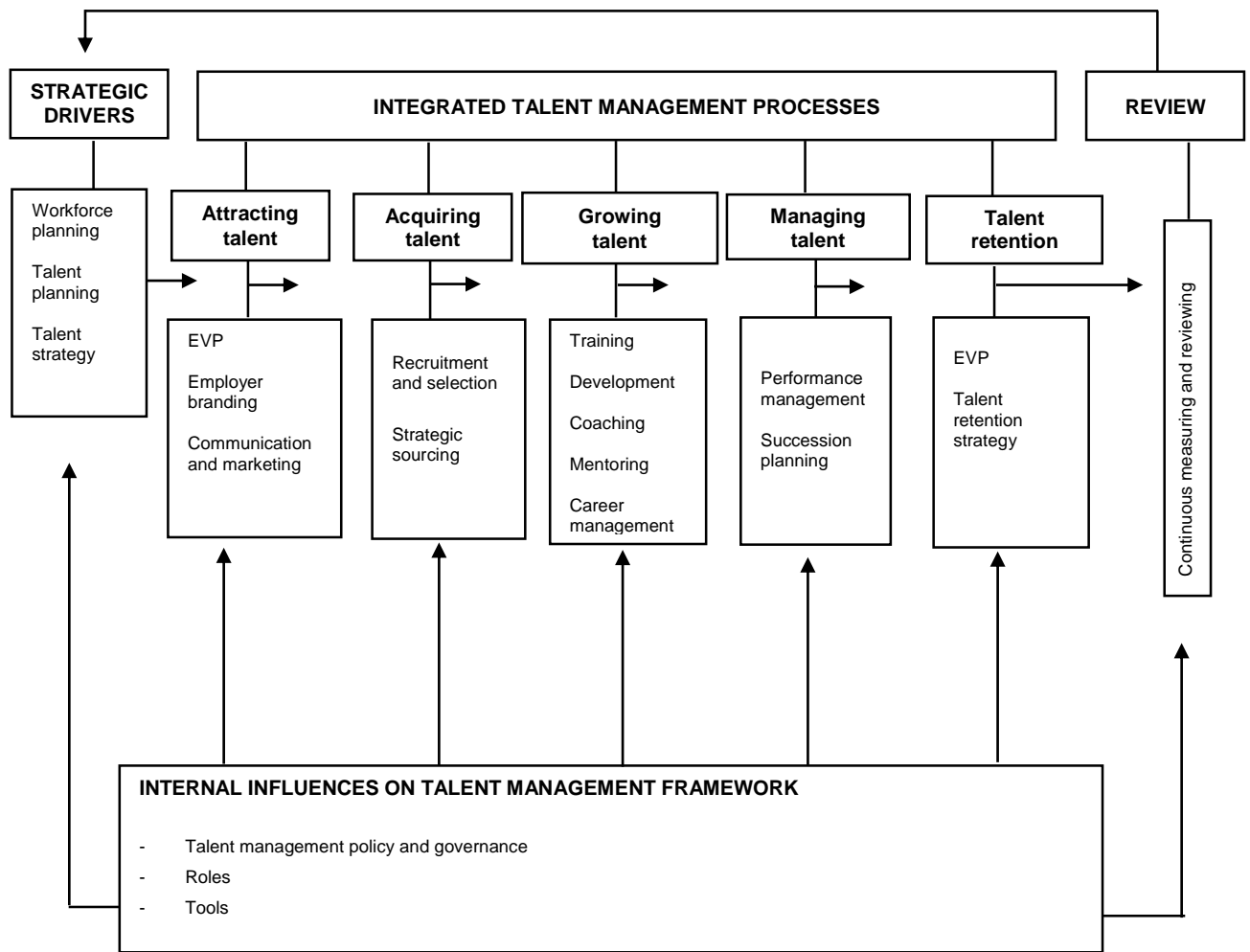
6.6 Internal influences on talent management framework

The conceptualisation of the framework for talent management to acquire and retain talent at the higher education institution should start with a thorough scrutiny and consideration of internal influences on talent management. This is because internal influences structure the bedrock for success of the framework. It emerged in the literature for instance, policies, role players and principles are essential elements and ingredients for talent management framework. Therefore, the following are elements that should compose the internal influences.

6.6.1 Talent management policy and governance

There is need for the higher education institution to develop a talent management policy that should provide guidelines in the practices and implementation of integrated talent management processes to ensure fairness and consistency. The policy should also clearly outline governance issues related to the principles that the institution will adhere to, unique talent philosophy, accountability issues, clarification and boundaries of its application as well as both quantitative and qualitative talent measurement elements.

6.6.2 Role players

The talent management framework involves several role players, each of whom need to fulfil his/her responsibilities for the framework to yield positive results. It should be noted that, if one or more role players are not fulfilling their duties, the framework will likely not produce positive results. The following are main role players:

Executive director: This is the main role player in the whole talent management framework. Because it was found there is no permanent executive director for Human Capital, the study recommends the appointment of a permanent executive director. The executive director should be experienced, competent and knowledgeable with not only talent management processes and systems but should have appropriate leadership competencies. The main responsibility for the executive director in talent management is to oversee and develop talent strategies which will then become strategic drivers in the integrated talent management processes.

Management: It emerged in the study that the higher education institution make use of SENEX Committee when acquiring talent. SENEX Committee is a sub-committee of senate (part of management of the institution herein under investigation) which deals with academic matters. The responsibility of SENEX Committee in talent management is to make final decisions to appoint high performing talent into the institution.

Line managers: The responsibility of line managers in their different departments and different faculties is to fulfil their leadership roles as they are the ones who will be directly engaging with the skilled talent.

Human resources: The role of human resources is to establish the procedures, processes and technology necessary to reinforce the talent retention strategy as developed by the executive director. Also, human resources are responsible for advising and guiding line managers and management regarding integrated talent management processes.

Employees: The role of academics is to take charge of their own career growth, in ensuring that they take advantage of the development opportunities offered in their institution and those outside their institution.

6.6.3 Tools

It is very important for the institution to develop tools that should be used by the role players in the execution, managing and reviewing integrated talent management processes. The tools can include forms, discussion templates or guidelines, advanced high-tech software's to better improve efficiency and effectiveness in capturing and managing data.

6.7 Strategic drivers

Strategic drivers determine the direction in which integrated talent management processes will take. They are made up of workforce planning, talent planning and talent strategy.

Workforce planning is currently being done by the Institutional Planning office using FTE. As part of the strategic drivers, there is need for change in the control of workforce planning to be led by human resource practitioners where they will demonstrate their competence and expertise directly to line managers. This change will ensure that the institution gets rid of the current workforce planning traditional practises which have proven to be ineffective. This change will also go a long way towards ensuring uniformity and consistent application of workforce planning practises in all the departments.

The talent management planning process should help the institution with the preparation and development of an ideal talent strategy for execution towards integrated talent management processes. This process is also important because it helps to clarify the set of activities and roles in the execution of integrated talent management processes.

Talent strategy involves designing and documenting a plan of action for all the integrated talent management processes and activities. Although talent strategy requires full knowledge of the overall institutional strategy and direction, the design of the talent strategy should be the responsibility of human resource. However, it is essential that the talent strategy is designed and communicated in consultation with line managers and other relevant key stakeholders such as trade unions.

6.8 Integrated talent management processes

This phase involves the actual execution of integrated talent management processes. The process entails the manner in which the set of activities will be done as predetermined by the strategic drivers. They are made up of attracting, acquiring, growing, managing and talent retention processes.

6.8.1 Attracting talent

The starting point of integrated talent management processes is attracting, which includes employer efforts to entice and motivate potential applicants to join the institution from outside the business. It is made up of four elements namely EVP, communication, marketing and employer branding.

EVP should be the centre point of talent attraction and talent retention. There is need for the institution to develop a compelling EVP, which distinguish the institution from other higher

education institutions. In this regard, the EVP needs to include all concrete components that the institution has to offer to potential employees in a quest to attract and retain them. Respondents indicated that the institution's competitive salary packages including benefits are the main source of strengths in terms of its talent attraction. Other factors such as reputation of the institution, research output, innovation, conditions of service, geographical location, stability and growth opportunities within the institution enhance talent attraction efforts of the institution. Therefore, these are some of the components that should be considered in developing a compelling EVP.

Employer branding should enhance and support EVP of the employer. This is because the purpose of employer branding is to retain and engage current talent. Also, the purpose of employer branding should be to manage the perception of prospective employees so that they can join the institution. Therefore, there is need for the institution to improve their attractiveness through identifying elements that make up employers branding and align them with the institution's vision thereby making the institution known and considered as a 'great place to work and employer of choice'.

Communication and marketing activities play an important role in promoting and generating an appeal to both internal and external audiences about the institution as an employer. It is only through communication and marketing efforts of the employer that potential employees will be attracted to join the institution. Bussin (2014:91) suggest internal and external ways to improve communication activities. New employees can be reaffirmed of their decision to join the institution through internal communication methods such as intranet, screensavers, newsletters, briefs, posters, corporate and social media events. On the other hand, external communication gives essential information to potential talent thus attracting them to join the institution. The institution can make use of corporate advertising, articles, magazines, corporate documents, corporate internet profile and conferences. Other marketing activities the institution can make use of include institutional speeches, external advertising, and career fairs at the institution and training events.

6.8.2 Acquiring talent

This process involves acquisition of talent to ensure sufficient supply of talent through recruitment and selection and strategic sourcing. Recruitment and selection should focus on finding the right talent in line with the short term and long-term talent planning goals for academic positions. Research findings revealed that the current method of identifying talent at the institution is effective but lengthy. Therefore, the institution need to continue using the same recruitment and selection method but the SENEX Committee need to schedule more meetings, more than once per month to make recruitment and selection method more efficient thereby ensuring that right people are available at the right time in right place.

Strategic sourcing should enhance efforts of the institution in finding talent in the market. As explained in the literature, strategic sourcing involves building alliances and partnerships with various sources that can supply talent in line with the future requirements of the institution. The institution should maintain existing and create new alliances and partnerships with stakeholders such as specialist companies, recruitment agencies, head-hunters and consulting firms to fill scarce and critical skills positions within a short space of time. Strategic sourcing should assist the institution to achieve employment equity targets, recruitment of local citizens (South Africans) in so doing, help in securing the next generation of academics. Strategic sourcing should ensure there is proactive relationships with various partners who should assist in finding potential talent in the market.

6.8.3 Growing talent

This process involves growing and developing talent to ensure broad-based acquisition of knowledge, skills, experience and behaviours (Bussin, 2014:102). This process includes growing and developing talent from within the institution through training, coaching, mentoring, and career management.

Training interventions should be conducted in a specific way to facilitate learning in the institution. These should be short term in nature. Examples can be; formal programmes such as public courses, seminars, conferences, institutional training programmes and external supplier programmes. In addition, the institution can also make use of group learning intervention schemes such as strategy sessions, team development, leadership programmes with peers and networking forums.

Development should be long term continuous learning efforts intended to broaden academics' knowledge, skills and behaviours for future roles. This should be done through coaching where different methods such as leadership development, performance coaching, career coaching and executive coaching can be used to develop academics. The usefulness of coaching lies in its ability to enhance performance and efficiency by removing any obstructive patterns of behaviour (Bennett & Bush, 2009).

Mentoring should be aimed at enhancing and developing employees through ongoing support by senior academics (mentors) to an inexperienced academics (mentees). As explained in the literature, mentoring supports new employees to ease in difficult transitions, improve job satisfaction, increase commitment to work, reduce intention to leave jobs and even improve work performance (Groves, 2007). In addition, formal mentoring programs help the organisation to retain talent, improve skills, enhance career development, promote equality, align people with corporate goals and help to build loyalty and trust (Warnich *et al.,* 2015:356).

One key aspect associated with developing talent in at the institution is that of career management. As explained in the literature, the increasing importance is made possible because of changes in different career life stages and phases (Van Zyl *et al.*, 2017). Nowadays careers are changing forcing people to have different goals and various expectations to suit their needs and long-term career satisfaction (Ferreira, Basson and Coetzee, 2010). Although career management is an individual's responsibility, the process must be a shared responsibility with the employer who in turn needs to offer a supportive role and environment (Schreuder and Coetzee, 2011:64). Depending on different career life stages of different academics, the researcher proposes the institution to target those in their early career stages by investing more on structured learning interventions to support specialised development and growth. Designing and structuring of work to enable employee engagement and intensive usage of technology. To those academics in their mid-career stage, the institution needs to provide leadership interventions for executive development, senior management and leadership development. To those academics in their late career stages, the institution needs to provide counselling in preparation for retirement. Also, allow knowledge transfer projects (succession planning and mentoring), reduce workloads, projects and working hours and allow these employees to be coaches and mentors to junior staff.

6.8.4 Managing talent

Managing talent is important as such it has a huge role to play if desired and maximum results are to be achieved in an effective and efficient way.

Performance management as explained in the literature refers to a structured goal-oriented process whereby individual goals are linked with the organisational objectives (Mondy, 2008). The primary goal of performance management at the institution should be to increase student throughput and research output. Respondents indicated that there is limited implementation of performance management at the institution. However, there were several negative issues around its implementation. Therefore, to evaluate employee's performance and achieve organisational goals, it is important that the institution implement a formal and structured performance management system for academic staff from grade 1 – 9 in all the departments of various faculties. This should be underpinned by a performance management policy. Line managers need to be trained on how to conduct performance management. Management should engage with organised labour and all academic staff for the purposes of consultations and getting their buy-in on the idea of performance management.

Succession planning should be introduced at the institution. The primary purpose of succession planning will be to identify potential replacements of senior members of the institution. As discussed in the literature, succession planning will help to facilitate transition when senior academic staff members leave the institution and help in the development of high

potential academics. It is important that succession planning be underpinned by a well formulated succession planning policy which will provide guidelines for the practice and its implementation. Like performance management, management should engage with organised labour and all academic staff for the purposes of consultations and getting their buy-in on the idea of succession planning practices.

6.8.5 Talent retention

Talent retention involves sets of activities that an employer needs to combine, and when assembled together, they will result in academics taking decisions to remain in the institution for longer periods. The following are various ways to retain employees.

Talent retention strategy is important because it supports the idea of retaining key employees as they are crucial towards the long-term success of the institution. The respondents indicated that the institution does not have a retention strategy to retain experienced employees. Because of that, there is a need for the institution to develop and implement a talent retention strategy. The talent retention strategy should be underpinned by the talent management policy. The talent retention strategy should focus on compensation and benefits, conducive work environment, growth and development opportunities, employee relationships, management supportive initiatives, work-life balance aspects.

EVP as explained in section 6.8.1, EVP above contributes massively towards talent attraction and retention. It specified key components which need to be considered as indicated by the respondents. Apart from those components mentioned above in 6.8.1, it is equally important for the institution to also focus on creating a great organisational culture, great jobs and great leaders. Firstly, the institution needs to create a great organisational culture through creating conducive environment that can facilitate learning, growth, accountability and teamwork. Creating a conducive environment is necessary because it was indicated by the respondents that the current organisational culture is not conducive to a certain category of potential employees and it is discouraging them to join the institution. Secondly, the institution needs to offer jobs that are interesting, challenging but with flexible options and jobs that have advancement opportunities. Lastly, the institution needs to encourage and tolerate a leadership style that is appropriate within the institution through coaching, mentoring, career management and other development initiatives. The aspect of leadership within the institution cannot be over emphasised because appointments in higher education institutions are mainly based on academic skills such as teaching and research skills and not leadership and people management skills (HESA, 2009).

6.9 Review

Review involves regular progress check-up on integrated talent management processes against desired states through formal meetings. Review also entails giving feedback to key stakeholders on the results and performance to role players so that corrective action can be taken when and where necessary.

Continuous measuring and reviewing should provide feedback to role players. It should be noted that the processes for talent management are not once-off activities and therefore there is a need for continuous measuring and reviewing of the processes to ensure that talent management goals and objectives are being met and that there is actual talent management taking place within the institution.

6.10 Recommendations

Considering research findings presented in Chapter 4 and discussed in Chapter 5, the study suggests the following recommendations. Recommendations are provided in themes.

6.10.1 Workforce planning

Findings show that lack of a permanent executive director to lead the department of Human Capital is causing the institution not to have long-term goals. In this regard, there is need for the institution to fill the vacant position with an experienced, competent and knowledgeable permanent executive director for Human Capital.

It emerged in the findings that workforce planning is done by the Institutional Planning Office using FTE who in turn advise Business Partners for each faculty and the entire Human Capital department on the execution of those plans. On the other hand, a significant majority (64%) of the respondents agreed the organisation need to get rid of the current workforce planning traditional practises because they have proven not effective. Furthermore, it was found that there is no uniformity and consistent application of workforce planning practises in all the departments. Therefore, the researcher proposes the responsibility of workforce planning to be led by human resource practitioners where they will demonstrate their competence and expertise directly to line managers as supported by various scholars (Warnich *et al.,* 2015:121). However, they cannot work in isolation which implies there is need for them to interact with the line management from various departments who should ensure consistent and uniform application of workforce planning practices.

6.10.2 Compensation and rewards

It emerged in the findings that the institution is facing high and intense industry competition in terms of compensation and reward packages. Also, it was found that the institution is not offering salaries competitive salaries when compared to developed countries. In view of that, the study recommends that there is need for the institution to explore new ways to compensate and reward employees by customising compensation and rewards they offer to academics. To be precise, the institution need to remunerate academics through flexible and tailor-made compensation strategies. This can be done through setting up an ideal remuneration mix (total rewards) targeting different groups such as academics with critical skills, scarce skills and employment equity targets with high and consistent performance. In designing these flexible and tailor-made compensation strategies, the study recommend that human resource practitioners need to take cognisant of different generational needs and preferences in relation to their career life stages because they differ from one generation to the other.

One major impediment in attracting talent into the institution is red tape in authorising salaries to prospective applicants. While it is necessary to comply and act in accordance with the administrative procedures of the institution, the study recommend a decentralisation of power in order to ease discussions between human resource practitioners and prospective applicants. The primary purpose is to give room for possible negotiations with a prospective applicant.

Financial constraints being experienced at the institution are concerning. This is because they have a bearing on the attraction and retention efforts of the employer. Therefore, the study recommends that the institution should establish a committee that can that can look further into various efficient and effective ways to improve remuneration aspects of academics at the institution. This needs to be done with the consultation with organised labour and any other relevant consultative bodies.

6.10.3 Succession planning

It emerged that the institution is facing replacement challenges left by senior employees when they leave the institution. This has resulted in the institution in finding it difficult and not ready to fill positions left by senior members of the institution. It became evident that the institution does not have a succession planning system. As an alternative, the institution is making use of external programmes (Khula and nGAP programmes) which have not yielded any positive results since their inception. Therefore, there is need for the institution to introduce its own internal succession planning system within the institution which need to be applied to all the faculties and departments. Succession planning system will help in determining potential

replacements of senior members of the institution subsequently facilitating the transition when senior members are leaving the institution.

There is also a need for the institution to have a succession planning policy which will provide guidelines in the practices and implementation of the succession planning system. It is imperative to develop a succession policy because it creates a framework for fairness and consistency, clarification and boundaries of its application and most importantly help to ensure compliance with any relevant employment legislation and any other institutional policies and procedures.

Management should engage with organised labour and the academic staff for the purposes of consultations and getting their buy-in on the idea of succession planning. The institution cannot afford to leave any out relevant and important stakeholders as they develop their own succession planning system.

6.10.4 Recruitment and selection

There is need for the institution to form strategic sourcing. Strategic sourcing involves building alliances and partnerships with various sources that can supply talent in line with the future requirements of the institution. The institution should maintain existing and forge new alliances and partnerships with stakeholders such as specialist companies, recruitment agencies, head-hunters and consulting firms to fill scarce and critical skills positions within a short space of time. Strategic sourcing should assist the institution to achieve employment equity targets, recruitment of local citizens (South Africans) in so doing, help in securing the next generation of academics. Strategic sourcing should ensure there is proactive relationships with various partners who should assist in finding potential talent in the market.

The institution's recruitment and selection processes are too lengthy. The time taken in filling academic positions is too lengthy due to SENEX Committee which meets once a month to discuss and make final decisions when making appointments. It is therefore recommended that more meetings need be scheduled more than once per month for the SENEX Committee to make recruitment and selection processes more efficient thereby ensuring that right people are available at the right time in the right place.

Organisational culture should be used to drive talent management strategy of the institution. There is need for the institution to create a conducive and stable environment that can facilitate learning and growth of individuals. To do so, the institution needs to articulate its culture and clearly put it forward that future academic staff of the institution be hired in line with the organisational culture. This implies there is need to document and communicate the talent management strategy of the institution to various stakeholders. A strong and effective

organisational culture should be underpinned by cultural practices, values, norms, beliefs, morals and team work.

The institution should re-engage and have a continuous dialogue with Student Representative Council (SRC) as a student governing body for the institution. The aim is to proactively discuss any matters of mutual interest and effectively deal with issues collectively before they become disruptive through protest action. The institution cannot afford to have student protest actions since they have potential to tarnish employer brand.

6.10.5 Training and development

As part of talent management, the higher education institution should increase the number of staff in the learning and development. This will help to ensure that there is efficiency and effectiveness in service delivery support such as employee induction.

6.10.6 Performance management

The study recommends that as part of talent management strategy, it is essential for the institution to implement a formal and structured performance management system for academic staff from grade 1 – 9 in all the departments of various faculties. The performance management system should be a continuous and periodic assessment of individual goals against set performance standards. In view of that, the performance management system of the institution should contain peculiarities of the higher education institution and not private sector. Therefore, a comprehensive performance management system should ensure there is a link between individual goals and institutional goals. The ultimate purpose of performance management at the institution should be to increase student throughput and research output.

A performance management policy is critically important for the success of performance management practices. This is because it sets formal guidelines and establish the framework in which desired outcomes to be achieved are stated unequivocally. Like the recommendation of the succession planning policy, there is need to develop a performance management policy because it creates a framework for fairness and consistency. The policy should clarify and give boundaries of its application and most importantly help to ensure compliance with any relevant employment legislation and any other institutional policies and procedures.

Because line managers' training intervention were not sufficient and adequate to equip and give them knowledge on how to rate employee performance, the study recommends training intervention to line managers. Training intervention should ensure that line managers acquire full knowledge, skills and abilities to better conduct performance management.

Like succession planning, management should engage with organised labour and the academic staff for the purposes of consultations and getting their buy-in on the idea of performance management. By engaging with the academic staff, this should help to clarify what is expected of them in terms of performance. The institution cannot afford to leave out any relevant and important stakeholders as they seek to introduce performance management system. If done properly, this should create a positive work relationship while boosting morale within the institution.

6.10.7 Talent retention

The preceding recommendations have an impact on the attraction and retention of talent. The institution should, however, fit all these recommendations through developing a compelling EVP with more specific reference to acquire and retain talent at the higher education institution. A compelling EVP should outweigh the significant value of, for example, performance management alone. This recommendation affirms the view that a compelling EVP assists in identifying policies, processes and programmes that an institution can benefit from.

As alluded earlier that there is need for an appointment of a permanent executive director to lead the Human Capital department, it becomes of paramount importance that all other efforts to attract and retain should be achieved when there is appropriate human resource leadership at the higher education institution. Therefore, the researcher recommends executive director for Human Capital to spearhead the development and implementation of a retention strategy. A retention strategy should ensure that an institution is able to attract and retain talent more effectively. An effective retention strategy should be underpinned by fundamental policies, practices and structures that support the idea of retaining valuable employees within the institution (Hausknecht, Howard and Rodda, 2009: 269).

6.11 Limitations

Owing to low qualitative research participants and the fact that one higher education institution was investigated, research findings of this study are limited to certain faculties and departments. Therefore, the researcher suggests that the proposed talent management framework, if it is to be implemented to a different higher education institution, it needs to be customised to suit the requirements and aims of the institution.

Data collection of this study was conducted at a time when most higher education institutions in South Africa, including the institution under study, were undergoing several student protest actions. Preferably, it would have been more conducive if the study was carried out in a more academically friendly and stable environment.

The process of getting back completed questionnaires was slow as some were not returned in time and others were never returned at all. Therefore, the researcher suggests an advanced and modern electronic way of distributing and collecting questionnaires in future for similar studies.

It appeared to be time consuming and boring to the quantitative research respondents. The respondents seemed not to recognise the significance of the purpose of the study. Upon the completion of the questionnaires that were issued, the respondents may have lied to impress the researcher and it was very difficult to avoid this bias.

6.12 Suggestion for future research

The researcher strongly suggests research into the same focus area, framework for talent management stressing on attracting and retention of talent but then as comparison study amongst higher education institutions. The study should be embarked upon on a larger scale. The notion is based on the concept that it is increasingly becoming important. If further studies are to be done, a new model, methods or processes in the management of talent may be adopted for higher education institutions. Besides, new strategies will be developed in the aspect of talent management.

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APPENDIX A: INTRODUCTORY LETTER

Cape Peninsula University of Technology
PO Box 652
Cape Town
8000

10 December 2015

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Mr Mabhuza,

I am currently studying towards my MTech in Human Resource Management at Cape Peninsula University of Technology (CPUT). The title of my thesis is "*A framework for talent management in the higher education sector: A study at a selected university of technology, Western Cape, South Africa*".

I have chosen this field because it is a comprehensive field that can focus towards developing my expertise in contemporary HR issues on talent management in an organization through utilising, applying, and reflecting on contemporary research in the field of HRM, both fundamental and empirical.

I hereby request permission to conduct research for my thesis with CPUT. My study will be mainly quantitative and qualitative as a result, I will need some of the staff members to complete a questionnaire and also I will be interviewing some of the CPUT staff. Before administering the questionnaire I will have ethical clearance from our faculty. I will ensure that all ethical guidelines are adhering to during the study. Anonymity of participants is guaranteed.

Upon completion of the study, I undertake to provide your department with a full research report. If you require any further information, please do not hesitate to contact me on my cell 0717868372 or rmusakuro@gmail.com . Alternatively you are welcome to contact my supervisor, Ms. Frances de Klerk, at 0836795540 or 0214603031 or deklerkfr@cput.ac.za .

I would highly appreciated if you may assist in any way possible as this will contribute towards the expansion of my study and your higher learning institution hub.

Thank you for your cooperation with my research.

Yours faithfully,

Rhodrick Nyasha Musakuro

APPENDIX B: CONSENT LETTER

Cape Peninsula University of Technology

OFFICE OF THE EXECUTIVE DIRECTOR: HUMAN CAPITAL

Cape Town Campus
P O Box 652 Cape Town 8000
Telephone 27 21 4603339
Telephone 27 21 9596314
Facsimile 27 21 4603693
Email mabuzam@cput.ac.za

25 February 2015

To whom it may concern

Permission to conduct Institutional research – CPUT: Mr Rhodrick Nyasha Musakuro

I the undersigned Mr Mikhail Mabuza, in my capacity as Executive Human Capital Director hereby grant Mr Rhodrick Nyasha Musakuro, a staff member in the Faculty of Business & Management Sciences: Human Resources Department. Staff number 30087413 and student number 210227230 permission to access and carry out research relating to CPUT Staff in the 6 Faculties for the dissertation entitled, "A framework for talent management in the higher education sector: a study at a selected university of technology in the Western Cape, South Africa". Curriculum of the MTech: HRM – in fulfilment of the Dissertation requirements of an MTech qualification in Human Resource Management at CPUT.

He is permitted to randomly select CPUT Faculty Staff and Lecturers provided they are prepared to assist and faculty staff members to support his research study.

All information generated from this will be treated with confidentiality and is for academic purpose only. On completion of the research study a copy will be sent to HR department with recommendation for the findings.

Yours sincerely

MIKHAIL MABUZA
EXECUTIVE DIRECTOR: HUMAN CAPITAL

APPENDIX C: QUESTIONNAIRE

Cape Peninsula
University of Technology

Dear Research Participant

REQUEST FOR YOUR PARTICIPATION IN A QUESTIONNAIRE

I am conducting a master's level academic research in the Human Resources Management Department at the Cape Peninsula University of Technology, South Africa. My research topic is "**A framework for talent management in the higher education sector: A study at a selected university of technology, Western Cape, South Africa.**"

The primary aim of the research study is to develop and propose a framework for talent management that focuses mainly on acquiring and retention of talent in higher education and also provide recommendations as effective strategies and better means of managing talent within the higher education sector.

Research objectives

- To explore challenges associated with talent acquisition and retention at a higher education institution

- To identify talent gaps in higher education in the context of talent acquisition and talent retention

- To understand the causes of talent gaps in higher education institutions

- To expose employee's perceptions on talent acquisition and talent retention

In order to make the research study a success, your input is highly valued as it will contribute towards answering the research questions and fulfilling the aim and objectives of the research study. I am very thankful for your time and input for your partaking in my research study. The time for completing the questionnaire is approximately **15 minutes** of your time. Answer all the questions as honest as possible. While completing the questionnaire, if there are questions that you may choose not to answer, you are welcome to leave them out. Your participation in this

study is voluntary and you are welcome to discontinue at any point in time. There are no offers either financial or non-financial benefits to you as the participant in this research study.

All the information you will provide in this questionnaire will be treated with strictest confidentiality. For that reason, the researcher will ensure that there is high protection of personal and sensitive information of the participants throughout the research study. Also no confidential information will be published. As such no names will be revealed. All the participants will be treated with equality during this research study.

As a participant, if you have any queries with regard to the questionnaire, the letter or require any additional information to assist you in making a decision to take part in this research, please do not hesitate to contact the researcher on rmusakuro@gmail.com or the research supervisor Ms Frances de Klerk on deklerkfr@cput.ac.za

Thank you for your time and cooperation towards my research study.

Yours faithfully

Rhodrick Nyasha Musakuro

RESEARCHER

Instructions

✓ Answer all questions by putting an "X" in a relevant box as honest as possible
✓ Write your answer in the space provided (make your response as short as possible).

Instructions (Section A): Demographic: Please mark with an "X" where applicable

1. Gender

1.1	Male	
1.2	Female	

2. Race

2.1 Black	2.2 White	2.3 Coloured	2.4 Indian	2.5 Asian

3. Age group

3.1	Younger than 20	
3.2	20 – 29	
3.3	30 – 39	
3.4	40 – 49	
3.5	50 – 59	
3.6	60 years and older	

4. What is your highest level of qualification you have attained?

4.1	Matric not achieved	
4.2	Matric	
4.3	Certificate	
4.4	Diploma	
4.5	Bachelor's degree	
4.6	Honours degree	
4.7	Master's degree	
4.8	PhD	
4.9	Others (Please specify)	

5. Employment category

5.1 Permanent Employee	5.2 Fixed Contract Employee	5.3 Temporary Employee

6 How many years have you been employed by CPUT?

6.1	0 – 3 years	
6.2	4 – 6 years	
6.3	7 – 10 years	
6.4	More than 10 years	

7. Indicate which Faculty you belong to:

7.1	Faculty of Applied Sciences	
7.2	Faculty of Business and Management Sciences	
7.3	Faculty of Education & Social Sciences	
7.4	Faculty of Engineering	
7.5	Faculty of Informatics & Design	
7.6	Faculty of Health & Wellness Sciences	

8. Which position do you currently hold at CPUT?

8.1	Junior Lecturer	
8.2	Senior Lecturer	
8.3	Lecturer	
8.4	HOD	
8.5	Admin Staff	
8.6	Other (Please specify)	

Please indicate the level of your agreement/disagreement pertaining to the following statements Workforce Planning.

9.0	Workforce planning	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.1	My department has a clear & specific workforce planning strategy for all the positions					
9.2	There are regular check-ups of talent needs in my organisation					
9.3	My department keeps a skills profile for each individual employee					
9.4	The HOD is held responsible towards workforce planning of our department					
9.5	We have workforce planning strategies to retain experienced employees					
9.6	Discussion in boardroom meetings in my department about the identification and retention of talent is regularly on the agenda					
9.7	We need to get rid of the current workforce planning traditional practices because they have proven NOT to be effective					

Please indicate the level of your agreement/disagreement pertaining to the following statements concerning compensation and rewards

10.0	Compensation and rewards	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10.1	My compensation package is competitive when related to the labour market					
10.2	The compensation package is highly attractive for my position					
10.3	There are NO incentives for good performance					
10.4	Remuneration and compensation package is mainly contributing for my retention in my organisation					
10.5	I perceive my remuneration and compensation package to be fair and equitable					
10.6	My work performance is equivalent to the remuneration & compensation package					

Please indicate the level of your agreement/disagreement pertaining to the following statements concerning succession planning

11.0	Succession planning	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11.1	My department takes succession planning as a top priority towards its talent management efforts					
11.2	My department has a clear and specific succession planning strategy for all the positions					
11.3	My department identifies potential successors for key positions					
11.4	Potential successors are required to attend training and development programmes to ensure readiness for future positions					
11.5	There is fairness when promoting & appointing employees in top positions					
11.6	Certain highly talented employees tend to leave if not promoted in my department due to lack of proper and formal succession planning					
11.7	My department needs to get rid of the current traditional succession planning practices because they are not effective					
11.8	Promotion is based on experience not performance					

Please indicate the level of your agreement/disagreement pertaining to the following statements concerning recruitment and selection

12.0	Recruitment and selection	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
12.1	Certain positions are difficult to fill in my department					
12.2	My department always rely on external candidates to fill important positions when a vacancy exist					
12.3	Numerous efforts are made to promote or to tap someone internally before advertising to external applicants					
12.4	We have a wide pool of candidates capable of leadership positions in my department					
12.5	Skills audits are always conducted to check skills gaps					
12.6	Different measures are put into consideration to attract applicants from large and different sources					
12.7	I perceive that my organisation has been successful in recruiting and selecting the best talent					

Please indicate the level of your agreement/disagreement pertaining to the following statements concerning performance management

13.0	Performance management	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13.1	Targets & their due dates are always communicated to all staff members					
13.2	Performance reviews focus on evaluating my competences and capabilities					
13.3	My department/faculty conducts performance reviews regularly					
13.4	My personal objectives are aligned to the organisational/department goals					
13.5	My performance appraisal is discussed with my HOD					
13.6	Weaknesses detected in the appraisals lead to training & development initiatives					
13.7	How people are expected to behave is clearly defined and appropriately updated to reflect the prevailing expectations of them in their roles					

Instructions (Section G): Please mark with an "X" where applicable in the box

Please indicate the level of your agreement/disagreement pertaining to the following statements concerning training and development

14.0	Training and development	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14.1	Training and development is taken as a top priority in my department/faculty					
14.2	I continuously attend training and development together with workshops which I perceive will make me a strong candidate for future positions					
14.3	Resources, guidance and recognition are provided to encourage and support development of staff					
14.4	Training and development is meant to address and improve on the-job performance needs and future talent needs					
14.5	There is clear and objective assessment of individual development needs					

Please indicate the level of your agreement/disagreement pertaining to the following statements concerning talent retention

15.0	Talent retention	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15.1	At my workplace, organisational environment is conducive and contributes significantly for me to do my job effectively					
15.2	I am satisfied with the professional work-development environment and advancement opportunities that my employer is presenting me with					
15.3	My job presents me with reasonable and fair work-life balance options and opportunities					
15.4	Currently, I am NOT looking for another job with a better attractive compensation package					
15.5	Currently, I am NOT looking for another job with a similar compensation package					

End of the questionnaire

Thank you for your participation

APPENDIX D: INTERVIEW GUIDE

Cape Peninsula
University of Technology

Dear Sir / Madam

RE: Participation in interview for research purpose

I am a registered master's student in Human Resources Management, Faculty of Business and Management Sciences at the Cape Peninsula University of Technology. I am currently completing my thesis and the topic of my research is *"A framework for talent management in the higher education sector: A study at a selected university of technology, Western Cape, South Africa".* It will be appreciated if you can assist me with my research by participating in the following.

Please note the following:

I prescribe to ethical guidelines of the Faculty of Business and Management Sciences. As a result:

- Your views/responses will be kept confidential and be dealt with respect at all times.
- You can withdraw from the research at any time during this interview, should you feel so.
- The interview will be audio-recorded to ensure accuracy of the information and to assist with time management. If you have any objection to this, please inform me.
- Upon completion of the study, I undertake to provide your department with a full research report.
- If you require any further information, please do not hesitate to contact me on my cell 0717868372 or rmusakuro@gmail.com. Alternatively you are welcome to contact my supervisor, Ms. Frances de Klerk via email deklerkfr@cput.ac.za

Thank you for your cooperation with my research.

Yours faithfully,

Rhodrick Nyasha Musakuro

Interview Guidelines

The interview is scheduled to last 40 minutes.

Department: _____

Job title: _____

Gender:_____

Length of service: _____

Qualification (s): _____

Section A

Workforce Planning

1. Can you explain the process your university follows when performing workforce planning?

2. Do you think requirements for human resources are clearly defined, justified and taking into account long terms plans not merely currently workloads?

3. Can you explain some of the strategies in place to retain experienced workers?

Section B

Compensation and Rewards

4. What do you think are the key factors potential employees would consider when deciding to be part of your institution?

5. In your own understanding, do you perceive your institutions' compensation package to be competitive when linked to the labour market?

6. How effective do you think your organisation's compensation and financial reward and non-financial rewards are contributing towards the retention of key employees? If so, please elaborate further.

7. What are some of the difficulties (if any) the university is currently experiencing in their compensation budgets in as far as attracting and retaining employees is concerned?

8. Can you explain how frequent are compensation and rewards packages reviewed by your organisation?

Section C

Succession planning

9. Can you explain the process your university follows when performing succession planning?

10. What are some of the challenges (if any) your organisation faces that are related to succession planning?

11. Do you think your organisation currently has the right set of employees to fill possible future vacancies?

12. Do you think succession planning has been a success at your university? Please explain more.

Section D

Training and Development

13. What are some of the overall and current key objectives of your training and development programmes for your staff?

14. Do you think your university is providing enough resources and guidance to support training and development of its staff?

15. What do you think your organisation need to improve with regard to the training and development programmes?

Section E

Recruitment and Selection

16. Explain how your organisation currently identifies talent?

17. How effective is this process?

18. What are some of the difficulties you experience to attract new employees to your organisation?

19. What do you think are the key strengths of your organisation to attract potentially talented individuals?

20. What do you think are some of the weaknesses of your organisation to attract potentially talented individuals?

Section F

Performance Management

21. What do you think are the key strengths of your organisation with regard to performing performance appraisals?

22. What do you think are some of the weaknesses of your organisation with regard to reviewing the performance of employees?

23. Do you think your organisation has the right set of employees who are currently performing at their full potential?

THANK YOU FOR PARTICIPATING IN THIS INTERVIEW.

APPENDIX E: ETHICAL CLEARANCE

Cape Peninsula
University of Technology

P.O. Box 1906 • Bellville 7535 South Africa •Tel: +27 21 6801680 • Email: saliefa@cput.ac.za
Symphony Road Bellville 7535
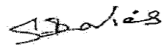
Office of the Chairperson Research Ethics Committee	Faculty: **BUSINESS**
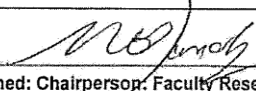
At a meeting of the Research Ethics Committee on 16 September 2015, Ethics Approval

was granted to MUSAKURO, RHODRICK NYASHA (210227230) for research activities

Related to the MTech/DTech: MTech: HUMAN RESOURCE MANAGEMENT

at the Cape Peninsula University of Technology

Title of dissertation/thesis:	A framework for talent management in the higher education sector: A study at a selected university of technology, Western Cape, South Africa. Supervisor: Ms F De Klerk

Comments:

Decision: APPROVED

[signature]	16 September 2015
Signed: Chairperson: Research Ethics Committee	Date
[signature]	10/11/2015
Signed: Chairperson: Faculty Research Committee	Date

Clearance Certificate No | 2015FBREC288

195

APPENDIX F: GRAMMARIAN CERTIFICATE

GRAMMARIAN CERTIFICATE

13th October 2018
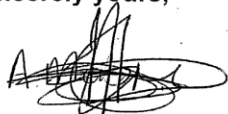
TO WHOM IT MAY CONCERN

This certificate is awarded to Rhodrick Musakuro Student Number 210227230 of the Cape Peninsula University of Technology for the editing of his dissertation entitled; **A Framework For Talent Management In The Higher Education Sector: A Study At A Selected University Of Technology, Western Cape, South Africa**

The dissertation edited for grammar compliance is for a Master of Technology (M. Tec) degree at the Cape Peninsula University of Technology.

Recommendations for corrections were made and the student duly corrected as per the language editor's recommendations. I am satisfied with the corrections made and hereby award a language / grammarian certificate.

Sincerely yours,

A. M. Mabhuro

M.A. Lingustics

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APPENDIX G: SPSS STATISTICAL DATA

Reliability Tests Cronbach's Alpha

Number of items	Construct	Cronbach's Alpha
7	Workforce planning	0.722
6	Compensation and rewards	0.868
8	Succession planning	0.854
7	Recruitment and selection	0.560
7	Performance management	0.702
5	Training and development	0.862
5	Talent retention	0.675

Descriptive statistics

Workforce planning

		9.1 My department has a clear & specific workforce planning strategy for all the positions	9.2 There are regular check-ups of talent needs in my organisation	9.3 My department keeps a skills profile for each individual employee	9.4 The HOD is held responsible towards workforce planning of our department	9.5 We have workforce planning strategies to retain experienced employees	9.6 Discussion in boardroom meetings in my department about identification and retention of talent is regularly on the agenda	9.7 We need to get rid of the current workforce planning traditional practices because they have proven NOT to be effective
N	Valid	153	153	153	153	153	153	153
	Missing	0	0	0	0	0	0	0
Mean		2.31	2.59	2.24	1.76	3.53	3.81	4.04
Std. Error of Mean		.098	.105	.089	.072	.099	.092	.090
Median		2.00	2.00	2.00	2.00	4.00	4.00	5.00
Mode		1	1	2	1	4	4	5
Std. Deviation		1.211	1.300	1.105	.889	1.230	1.140	1.111

Compensation and rewards

		10. 1 My compensation package is competitive when related to the labour market	10.2 The compensation package is highly attractive for my position	10.3 There are incentives for good performance	10.4 Remuneration and compensation package is mainly contributing for my retention in my organisation	10.5 I perceive my remuneration and compensation package to be fair and equitable	10.6 My work performance is equivalent to the remuneration & compensation package
N	Valid	153	153	153	153	153	153
	Missing	0	0	0	0	0	0
Mean		3.46	3.64	3.91	3.48	3.40	3.85
Std. Error of Mean		.102	.098	.098	.097	.107	.096
Median		4.00	4.00	4.00	3.00	4.00	4.00
Mode		4	4	5	3	5	5
Std. Deviation		1.262	1.206	1.210	1.198	1.320	1.185

Succession planning

		11.1 My department takes succession planning as a top priority towards its talent management efforts	11.2 My department has a clear and specific succession planning strategy for all the positions	11.3 My department identifies potential successors for key positions	11.4 Potential successors are required to attend training and development programmes to ensure readiness for future positions	11.5 There is fairness when promoting & appointing employees in top positions	11.6 Certain highly talented employees tend to leave if not promoted in my department due to lack of proper and formal succession planning	11.7 My department does not need to get rid of the current traditional succession planning practices because they are not effective	11.8 Promotion is based on experience NOT performance
N	Valid	153	153	153	153	153	153	153	153
	Missing	0	0	0	0	0	0	0	0
Mean		3.77	3.86	3.46	3.67	3.88	3.85	4.05	3.79
Std. Error of Mean		.097	.094	.115	.108	.089	.094	.080	.097
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		5	5	5	5	5	5	5	5
Std. Deviation		1.206	1.161	1.428	1.333	1.100	1.157	.985	1.201

Statistics

Recruitment and selection

		12.1 Certain positions are difficult to fill in my department	12.2 My department always rely on external candidates to fill important positions when a vacancy exist	12.3 Numerous efforts are made to promote or to tap someone internally before advertising to external applicants	12.4 We have a wide pool of candidates capable of leadership positions in my department	12.5 Skills audits are always conducted to check skills gaps	12.6 Different measures are put into consideration to attract applicants from large and different sources	12.7 I perceive that my organisation has been successful in recruiting and selecting the best talent
Statistics								
N	Valid	153	153	153	153	153	153	153
	Missing	0	0	0	0	0	0	0
Mean		1.86	1.96	2.91	2.49	2.95	3.22	3.20
Std. Error of Mean		.087	.089	.104	.102	.108	.089	.089
Median		2.00	2.00	3.00	2.00	3.00	3.00	3.00
Mode		1	1	3	2	4	3	3
Std. Deviation		1.079	1.106	1.284	1.257	1.332	1.100	1.101

Performance management

		13.1 Targets & their due dates are always communicated to all staff members	13.2 Performance reviews focus on evaluating my competences and capabilities	13.3 My department /faculty conducts performance reviews regularly	13.4 My personal objectives are aligned to the organisational/department goals	13.5 My performance appraisal is discussed with my HOD	13.6 Weaknesses detected in the appraisals lead to training & development initiatives	13.7 How people are expected to behave is clearly defined and appropriately updated to reflect the prevailing expectations of them in their roles
N	Valid	153	153	153	153	153	153	153
	Missing	0	0	0	0	0	0	0
Mean		1.93	2.20	2.36	3.16	2.94	2.37	2.33
Std. Error of Mean		.081	.093	.102	.119	.117	.098	.089
Median		2.00	2.00	2.00	3.00	3.00	2.00	2.00
Mode		2	2	2	2	2	2	2
Std. Deviation		1.001	1.149	1.260	1.471	1.452	1.213	1.105

Statistics

Training and development

		14.1 Training and development is taken as a top priority in my department/faculty	14.2 I continuously attend training and development together with workshops which I perceive will make me a strong candidate for future positions	14.3 Resources, guidance and recognition are provided to encourage, provide & support development of staff	14.4 Training and development is meant to address and improve on the-job performance needs and future talent needs	14.5 There is clear and objective assessment of individual development needs
N	Valid	153	153	153	153	153
	Missing	0	0	0	0	0
Mean		2.23	2.03	2.31	1.89	2.60
Std. Error of Mean		.090	.087	.092	.069	.109
Median		2.00	2.00	2.00	2.00	2.00
Mode		2	2	2	2	1
Std. Deviation		1.109	1.079	1.138	.855	1.344

Talent retention

		15.1 At my workplace, organisational environment is conducive and contributes significantly for me to do my job effectively	15.2 I am satisfied with the professional work-development environment and advancement opportunities that my employer is presenting me with	15.3 My job presents me with reasonable and fair work-life balance options and opportunities	15.4 Currently, I am NOT looking for another job with a better and attractive compensation package	15.5 Currently, I am looking NOT for another job with a similar compensation package
N	Valid	153	153	153	153	153
	Missing	0	0	0	0	0
Mean		3.90	3.52	2.97	3.60	2.26
Std. Error of Mean		.101	.101	.129	.116	.104
Median		4.00	4.00	3.00	4.00	2.00
Mode		5	4ª	5	5	1
Std. Deviation		1.252	1.247	1.591	1.434	1.286

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	87	56.9	56.9	56.9
	Female	66	43.1	43.1	100.0
	Total	153	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	61	39.9	39.9	39.9
	White	29	19.0	19.0	58.8
	Coloured	46	30.1	30.1	88.9
	Indian	17	11.1	11.1	100.0
	Total	153	100.0	100.0	

Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 29	16	10.5	10.5	10.5
	30 - 39	55	35.9	35.9	46.4
	40 - 49	52	34.0	34.0	80.4
	50 - 59	15	9.8	9.8	90.2
	60 years and older	15	9.8	9.8	100.0
	Total	153	100.0	100.0	

What is your highest level of qualification you have attained?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	1.3	1.3	1.3
	Bachelor's degree	16	10.5	10.5	11.8
	Honours degree	11	7.2	7.2	19.0
	Master's degree	93	60.8	60.8	79.7
	PhD	30	19.6	19.6	99.3
	Others (please specify)	1	.7	.7	100.0
	Total	153	100.0	100.0	

Q4Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		152	99.3	99.3	99.3
	National Higher Diploma	1	.7	.7	100.0
	Total	153	100.0	100.0	

Employment category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent employee	91	59.5	59.5	59.5
	Fixed contract employee	50	32.7	32.7	92.2
	Temporary employee	12	7.8	7.8	100.0
	Total	153	100.0	100.0	

How many years have you been employed by CPUT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 3 years	55	35.9	35.9	35.9
	4 - 6 years	29	19.0	19.0	54.9
	7 - 10 years	36	23.5	23.5	78.4
	More than 10 years	33	21.6	21.6	100.0
	Total	153	100.0	100.0	

Indicate which Faculty you belong to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Applied Sciences	6	3.9	3.9	3.9
	Faculty of Business and Management Sciences	78	51.0	51.0	54.9
	Faculty of Education & Social Sciences	18	11.8	11.8	66.7
	Faculty of Engineering	21	13.7	13.7	80.4
	Faculty of Informatics & Design	19	12.4	12.4	92.8
	Faculty of Health & Wellness Sciences	11	7.2	7.2	100.0
	Total	153	100.0	100.0	

Which position do you currently hold at CPUT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Lecturer	39	25.5	25.5	25.5
	Lecturer	73	47.7	47.7	92.2
	Senior Lecturer	29	19.0	19.0	44.4
	HOD	9	5.9	5.9	98.0
	Admin staff	3	2.0	2.0	100.0
	Total	153	100.0	100.0	

My department has a clear & specific workforce planning strategy for all the positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	50	32.7	32.7	32.7
	Agree	41	26.8	26.8	59.5
	Neutral	35	22.9	22.9	82.4
	Disagree	18	11.8	11.8	94.1
	Strongly disagree	9	5.9	5.9	100.0
	Total	153	100.0	100.0	

There are regular check-ups of talent needs in my organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	27.5	27.5	27.5
	Agree	35	22.9	22.9	50.3
	Neutral	30	19.6	19.6	69.9
	Disagree	35	22.9	22.9	92.8
	Strongly disagree	11	7.2	7.2	100.0
	Total	153	100.0	100.0	

My department keeps a skills profile for each individual employee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	44	28.8	28.8	28.8
	Agree	60	39.2	39.2	68.0
	Neutral	22	14.4	14.4	82.4
	Disagree	23	15.0	15.0	97.4
	Strongly disagree	4	2.6	2.6	100.0
	Total	153	100.0	100.0	

The HOD is held responsible towards workforce planning of our department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	73	47.7	47.7	47.7
	Agree	52	34.0	34.0	81.7
	Neutral	22	14.4	14.4	96.1
	Disagree	4	2.6	2.6	98.7
	Strongly disagree	2	1.3	1.3	100.0
	Total	153	100.0	100.0	

We have workforce planning strategies to retain experienced employees		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	6.5	6.5	6.5
	Agree	26	17.0	17.0	23.5
	Neutral	30	19.6	19.6	43.1
	Disagree	47	30.7	30.7	73.9
	Strongly disagree	40	26.1	26.1	100.0
	Total	153	100.0	100.0	

Discussion in boardroom meetings in my department about identification and retention of talent is regularly on the agenda		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	5.9	5.9	5.9
	Agree	11	7.2	7.2	13.1
	Neutral	29	19.0	19.0	32.0
	Disagree	55	35.9	35.9	68.0
	Strongly disagree	49	32.0	32.0	100.0
	Total	153	100.0	100.0	

We need to get rid of the current workforce planning traditional practices because they have proven NOT to be effective		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	77	50.3	50.3	50.3
	Agree	21	13.7	13.7	64.1
	Neutral	43	28.1	28.1	92.2
	Disagree	8	5.2	5.2	97.4
	Strongly disagree	4	2.6	2.6	100.0
	Total	153	100.0	100.0	

My compensation package is competitive when related to the labour market		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	7.2	7.2	7.2
	Agree	32	20.9	20.9	28.1
	Neutral	22	14.4	14.4	42.5
	Disagree	51	33.3	33.3	75.8
	Strongly disagree	37	24.2	24.2	100.0
	Total	153	100.0	100.0	

I perceive my remuneration and compensation package to be fair and equitable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	7.8	7.8	7.8
	Agree	35	22.9	22.9	30.7
	Neutral	29	19.0	19.0	49.7
	Disagree	34	22.2	22.2	71.9
	Strongly disagree	43	28.1	28.1	100.0
	Total	153	100.0	100.0	

The compensation package is highly attractive for my position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	8.5	8.5	8.5
	Agree	15	9.8	9.8	18.3
	Neutral	25	16.3	16.3	34.6
	Disagree	61	39.9	39.9	74.5
	Strongly disagree	39	25.5	25.5	100.0
	Total	153	100.0	100.0	

There are NO incentives for good performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	68	44.4	44.4	44.4
	Agree	35	22.9	22.9	67.3
	Neutral	23	15.0	15.0	82.4
	Disagree	22	14.4	14.4	96.7
	Strongly disagree	5	3.3	3.3	100.0
	Total	153	100.0	100.0	

Remuneration and compensation package is mainly contributing for my retention in my organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	5.2	5.2	5.2
	Agree	25	16.3	16.3	21.6
	Neutral	47	30.7	30.7	52.3
	Disagree	32	20.9	20.9	73.2
	Strongly disagree	41	26.8	26.8	100.0
	Total	153	100.0	100.0	

My department takes succession planning as a top priority towards its talent management efforts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	7.2	7.2	7.2
	Agree	11	7.2	7.2	14.4
	Neutral	33	21.6	21.6	35.9
	Disagree	45	29.4	29.4	65.4
	Strongly disagree	53	34.6	34.6	100.0
	Total	153	100.0	100.0	

My department has a clear and specific succession planning strategy for all the positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	5.9	5.9	5.9
	Agree	10	6.5	6.5	12.4
	Neutral	31	20.3	20.3	32.7
	Disagree	47	30.7	30.7	63.4
	Strongly disagree	56	36.6	36.6	100.0
	Total	153	100.0	100.0	

My department identifies potential successors for key positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	13.1	13.1	13.1
	Agree	24	15.7	15.7	28.8
	Nuetral	27	17.6	17.6	46.4
	Disagree	30	19.6	19.6	66.0
	Strongly disagree	52	34.0	34.0	100.0
	Total	153	100.0	100.0	

Potential successors are required to attend training and development programmes to ensure readiness for future positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	7.8	7.8	7.8
	Agree	25	16.3	16.3	24.2
	Neutral	22	14.4	14.4	38.6
	Disagree	37	24.2	24.2	62.7
	Strongly disagree	57	37.3	37.3	100.0
	Total	153	100.0	100.0	

There is fairness when promoting & appointing employees in top positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	.7	.7	.7
	Agree	16	10.5	10.5	11.1
	Neutral	48	31.4	31.4	42.5
	Disagree	23	15.0	15.0	57.5
	Strongly disagree	65	42.5	42.5	100.0
	Total	153	100.0	100.0	

Certain highly talented employees tend to leave if not promoted in my department due to lack of proper and formal succession planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	40.5	40.5	40.5
	Agree	30	19.6	19.6	60.1
	Neutral	43	28.1	28.1	88.2
	Disagree	12	7.8	7.8	96.1
	Strongly disagree	6	3.9	3.9	100.0
	Total	153	100.0	100.0	

My department needs to get rid of the current traditional succession planning practices because they are not effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	70	45.8	45.8	45.8
	Agree	29	19.0	19.0	64.7
	Neutral	46	30.1	30.1	94.8
	Disagree	8	5.2	5.2	100.0
	Total	153	100.0	100.0	

Promotion is based on experience NOT performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	40.5	40.5	40.5
	Agree	28	18.3	18.3	58.8
	Neutral	36	23.5	23.5	82.4
	Disagree	23	15.0	15.0	97.4
	Strongly disagree	4	2.6	2.6	100.0
	Total	153	100.0	100.0	

Certain positions are difficult to fill in my department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	75	49.0	49.0	49.0
	Agree	47	30.7	30.7	79.7
	Neutral	13	8.5	8.5	88.2
	Disagree	14	9.2	9.2	97.4
	Strongly disagree	4	2.6	2.6	100.0
	Total	153	100.0	100.0	

My department always rely on external candidates to fill important positions when a vacancy exist

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	71	46.4	46.4	46.4
	Agree	39	25.5	25.5	71.9
	Neutral	24	15.7	15.7	87.6
	Disagree	16	10.5	10.5	98.0
	Strongly disagree	3	2.0	2.0	100.0
	Total	153	100.0	100.0	

Numerous efforts are made to promote or to tap someone internally before advertising to external applicants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	15.7	15.7	15.7
	Agree	36	23.5	23.5	39.2
	Neutral	48	31.4	31.4	70.6
	Disagree	20	13.1	13.1	83.7
	Strongly disagree	25	16.3	16.3	100.0
	Total	153	100.0	100.0	

We have a wide pool of candidates capable of leadership positions in my department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	33	21.6	21.6	21.6
	Agree	64	41.8	41.8	63.4
	Neutral	20	13.1	13.1	76.5
	Disagree	20	13.1	13.1	89.5
	Strongly disagree	16	10.5	10.5	100.0
	Total	153	100.0	100.0	

Skills audits are always conducted to check skills gaps		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	19.6	19.6	19.6
	Agree	29	19.0	19.0	38.6
	Neutral	33	21.6	21.6	60.1
	Disagree	41	26.8	26.8	86.9
	Strongly Disagree	20	13.1	13.1	100.0
	Total	153	100.0	100.0	

Different measures are put into consideration to attract applicants from large and different sources		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	7.2	7.2	7.2
	Agree	22	14.4	14.4	21.6
	Neutral	67	43.8	43.8	65.4
	Disagree	29	19.0	19.0	84.3
	Strongly disagree	24	15.7	15.7	100.0
	Total	153	100.0	100.0	

I perceive that my organisation has been successful in recruiting and selecting the best talent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	11.1	11.1	11.1
	Agree	15	9.8	9.8	20.9
	Neutral	56	36.6	36.6	57.5
	Disagree	51	33.3	33.3	90.8
	Strongly disagree	14	9.2	9.2	100.0
	Total	153	100.0	100.0	

Targets & their due dates are always communicated to all staff members		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	57	37.3	37.3	37.3
	Agree	71	46.4	46.4	83.7
	Neutral	8	5.2	5.2	88.9
	Disagree	13	8.5	8.5	97.4
	Strongly disagree	4	2.6	2.6	100.0
	Total	153	100.0	100.0	

Performance reviews focus on evaluating my competences and capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	44	28.8	28.8	28.8
	Agree	66	43.1	43.1	71.9
	Neutral	23	15.0	15.0	86.9
	Disagree	8	5.2	5.2	92.2
	Strongly disagree	12	7.8	7.8	100.0
	Total	153	100.0	100.0	

My department/faculty conducts performance reviews regularly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	45	29.4	29.4	29.4
	Agree	52	34.0	34.0	63.4
	Neutral	26	17.0	17.0	80.4
	Disagree	16	10.5	10.5	90.8
	Strongly disagree	14	9.2	9.2	100.0
	Total	153	100.0	100.0	

My personal objectives are aligned to the organisational/department goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	11.1	11.1	11.1
	Agree	54	35.3	35.3	46.4
	Neutral	18	11.8	11.8	58.2
	Disagree	15	9.8	9.8	68.0
	Strongly agree	49	32.0	32.0	100.0
	Total	153	100.0	100.0	

My performance appraisal is discussed with my HOD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	18.3	18.3	18.3
	Agree	48	31.4	31.4	49.7
	Neutral	15	9.8	9.8	59.5
	Disagree	29	19.0	19.0	78.4
	Strongly disagree	33	21.6	21.6	100.0
	Total	153	100.0	100.0	

Weaknesses detected in the appraisals lead to training & development initiatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	45	29.4	29.4	29.4
	Agree	47	30.7	30.7	60.1
	Neutral	30	19.6	19.6	79.7
	Disagree	22	14.4	14.4	94.1
	Strongly disagree	9	5.9	5.9	100.0
	Total	153	100.0	100.0	

How people are expected to behave is clearly defined and appropriately updated to reflect the prevailing expectations of them in their roles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	27.5	27.5	27.5
	Agree	46	30.1	30.1	57.5
	Neutral	45	29.4	29.4	86.9
	Disagree	13	8.5	8.5	95.4
	Strongly disagree	7	4.6	4.6	100.0
	Total	153	100.0	100.0	

Training and development is taken as a top priority in my department/faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	41	26.8	26.8	26.8
	Agree	67	43.8	43.8	70.6
	Neutral	22	14.4	14.4	85.0
	Disagree	15	9.8	9.8	94.8
	Strongly disagree	8	5.2	5.2	100.0
	Total	153	100.0	100.0	

I continuously attend training and development together with workshops which I perceive will make me a strong candidate for future positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	57	37.3	37.3	37.3
	Agree	58	37.9	37.9	75.2
	Neutral	19	12.4	12.4	87.6
	Disagree	14	9.2	9.2	96.7
	Strongly disagree	5	3.3	3.3	100.0
	Total	153	100.0	100.0	

Resources, guidance and recognition are provided to encourage, provide & support development of staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	37	24.2	24.2	24.2
	Agree	67	43.8	43.8	68.0
	Neutral	22	14.4	14.4	82.4
	Disagree	18	11.8	11.8	94.1
	Strongly disagree	9	5.9	5.9	100.0
	Total	153	100.0	100.0	

Training and development is meant to address and improve on the-job performance needs and future talent needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	51	33.3	33.3	33.3
	Agree	80	52.3	52.3	85.6
	Neutral	12	7.8	7.8	93.5
	Disagree	8	5.2	5.2	98.7
	Strongly disagree	2	1.3	1.3	100.0
	Total	153	100.0	100.0	

There is clear and objective assessment of individual development needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	41	26.8	26.8	26.8
	Agree	39	25.5	25.5	52.3
	Neutral	31	20.3	20.3	72.5
	Disagree	24	15.7	15.7	88.2
	Strongly agree	18	11.8	11.8	100.0
	Total	153	100.0	100.0	

At my workplace, organisational environment is conducive and contributes significantly for me to do my job effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	4.6	4.6	4.6
	Agree	22	14.4	14.4	19.0
	Neutral	20	13.1	13.1	32.0
	Disagree	35	22.9	22.9	54.9
	Strongly disagree	69	45.1	45.1	100.0
	Total	153	100.0	100.0	

I am satisfied with the professional work-development environment and advancement opportunities that my employer is presenting me with

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	6.5	6.5	6.5
	Agree	27	17.6	17.6	24.2
	Neutral	32	20.9	20.9	45.1
	Disagree	42	27.5	27.5	72.5
	Strongly disagree	42	27.5	27.5	100.0
	Total	153	100.0	100.0	

My job presents me with reasonable and fair work-life balance options and opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	27.5	27.5	27.5
	Agree	25	16.3	16.3	43.8
	Neutral	26	17.0	17.0	60.8
	Disagree	16	10.5	10.5	71.2
	Strongly disagree	44	28.8	28.8	100.0
	Total	153	100.0	100.0	

Currently, I am looking for another job with a better and attractive compensation package

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	40.5	40.5	40.5
	Agree	27	17.6	17.6	58.2
	Neutral	22	14.4	14.4	72.5
	Disagree	25	16.3	16.3	88.9
	Strongly disagree	17	11.1	11.1	100.0
	Total	153	100.0	100.0	

Currently, I am looking for another job with a similar compensation package

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	7.2	7.2	7.2
	Agree	20	13.1	13.1	20.3
	Neutral	25	16.3	16.3	36.6
	Disagree	39	25.5	25.5	62.1
	Strongly disagree	58	37.9	37.9	100.0
	Total	153	100.0	100.0	