

**AN INVESTIGATION INTO THE STAFF RETENTION STRATEGY  
IN THE PUBLIC SECTOR: A CASE STUDY OF VHEMBE  
DISTRICT, LIMPOPO PROVINCE.**

BY

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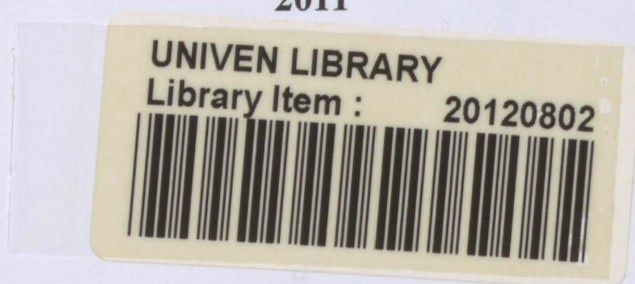
**MASTER OF PUBLIC MANAGEMENT**

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## DECLARATION

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I, ISAAC MUDAU student of the University of Venda hereby declare that the dissertation for the degree of Master in Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this university or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.



Signature

2012.02.13

Date

## ACKNOWLEDGMENTS

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My sincere gratitude is directed to the following persons who supported me during the enormous task of my studies towards the Masters degree and who made the completion of this research possible:

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- My Pastors, Rev. Nekhumbe and Rev. Mavhunga D, for moral and religious support.

**For all these people my thanks are due.**

## DEDICATION

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On my personal note, I dedicate this project to my parents, Mr. Nelson Ngudu Mudau and Mrs Madilonga Rebecca Mapholi-Mudau. You were there for me all the way.

The former Departments of Customs and Excise, and the Receiver of Revenue. Public workers (SARS) obtained full autonomy from the Government in October 1997 in order for it to administer its own affairs. Government Sector has since made great strides in modernising its people and technology, although some growing pains are recently being experienced, i.e. the "retention question". The problem statement, "What strategies can be implemented for retaining skilled employees within Public division norms" is derived from a number of problematic issues currently being experienced world wide. Problem areas reflective to South Africa, include: the mass exodus of white skilled labour; baby-boomers (aged 50 – 65) nearing retirement, affirmative action, employment equity, and a general lack of skills in the employment industry. An employee engagement survey (2006) conducted at government segment, shows figures that further exacerbates the problem.

The objectives of the research were therefore; to conduct a literature study of employee retention strategies, investigate the research strategies currently being employed at SARS, the reasons for the low levels of employee engagement and to develop a strategic model for employee retention for use at Public sectors Customs in the Limpopo Region of South Africa. The study takes the form of a case study, using quantitative and qualitative methods of research. A questionnaire was distributed to respondents, the results of which were analysed and presented.

The findings show that Public sector Customs is in a good position with regards to pay and benefits. Areas that require attention though are training, development and career management, employee supervision, and day-to-day activities. The strategic model for

## ABSTRACT

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The Public Sectors of Vhembe District Municipality is an amalgamation of the former Departments of Customs and Excise, and the Receiver of Revenue. Public workers (SARS) obtained full autonomy from the Government in October 1997 in order for it to administer its own affairs. Government Sector has since made great strides in transforming its people and technology, although some growing pains are recently being experienced, i.e. the “retention question”. The problem statement, “What strategies can be implemented for retaining skilled employees within Public division norms” is derived from a multitude of problematic issues currently being experienced world wide. Problem areas particular to South Africa, include: the mass exodus of white skilled labour; baby-boomers (aged 60 – 65) nearing retirement, affirmative action, employment equity, and a general lack of skills in the employment industry. An employee engagement survey (2007) conducted at government segment, shows figures that further exacerbates the problem.

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The findings show that Public sector Customs is in a good position with regards to pay and benefits. Areas that require attention though are training, development and career management, effective supervision, and day-to-day activities. The strategic model for

employee retention developed during this study addresses numerous retention issues, covering local and national perspectives. Other aspects of the retention model include: an integrated management and human resource perspectives; provision for generation subsets; and overall health (for performance measurement).

Declaration

• Firstly, a full literature study regarding strategies that an organisation can utilise for the retention of their critical employees was researched.

Abstract

• Secondly, the views of current public sector employees on retention strategies were assessed in an empirical study, which involved completing a questionnaire.

List of abbreviating

• Lastly, recommendations due to the findings of the researcher were identified for public sectors to retain their highly skilled and specialised employees.

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## CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

### LIST OF ABBREVIATIONS

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#### 1.1 Introduction

<b>BEE</b>	Black Economic Empowerment
<b>HR</b>	Human Resource
<b>IT</b>	Information Technology
<b>ROI</b>	Return on Investment
<b>SDF</b>	Skills Development Facilitator
<b>SETA</b>	Education Training Authorities
<b>SOF's</b>	State Owned Enterprises

Johnson (2007:80) asserts that employee retention is heavily dependent upon two key factors: leadership skills of management and human resource strategy. No matter how wonderful the company is, people will not stay if their front-line supervisor is an untrained person with poor managing skills. Training managers on coaching and mentoring can go a long way towards improving employee retention. It is now more important than ever before to harness and secure the available workforce within a given organisation.

#### 1.2 Background of the study

The South African labour-market suffers from a scarcity of skilled manpower and a continuous brain drain (Kinnear & Sutherland, 2001: 15) suggesting that South African organisations are under pressure to retain available talent. The retention of talent has however become a major challenge to human resource practitioners since, according to Harris (2007: 2) talented job candidates in the global skills market have the luxury of choice. This is affecting South African organisations since they have to compete not only with one another but with organisations abroad. The situation has tremendously increased competition for talent in South Africa with

## CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

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### 1.1 Introduction

Successful organizations realize that employee retention and talent management are integral to leadership sustenance and growth in the market place. Becoming an employer of choice by retaining high caliber employees in today's labour market should be the highest priority. Whether a community hospital, small business, Major Corporation, an educational or a government establishment, employee retention is critical to success.

Johnson (2007:80) asserts that employee retention is heavily dependent upon two key factors; leadership skills of management and human resource strategy. No matter how wonderful the company is, people will not stay if their front-line supervisor is an untrained person with poor managing skills. Training managers on coaching and mentoring can go a long way towards improving employee retention. It is now more important than ever before to harness and secure the available workforce within a given organisation.

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many organisations going to great length to retain their best employees. Competition has therefore put skilled employees who are already in short supply under pressure as they are being attracted by more than one organisation at a time with various kinds of incentives. According to Doke (2008: 26) many newly qualified South African graduates are drawn to foreign shores with the promise of better remuneration, wider scope and more opportunities, leaving organisations hard pressed to fill their vacancies with the right candidates.

Karin (2008:49) states that one of the important steps to put in place a sound staff retention policy in any organisation is to establish and understand the reasons why employees resign. Using staff retention as a key performance indicator for the management team would assist in tracking and monitoring initiatives to retain key personnel. Similarly, Ruschak (2005:493-494) notes that retention is a critical issue in many industries, including health care. While there is no magical formula for retaining top medical personnel, there are steps that medical practices can adopt to prevent job hopping and to create an environment that will encourage employees to prosper and remain loyal to the practice. Similarly, the teaching profession should be able not only to recruit capable and qualified members, but also retain them. This can be done by providing teachers with opportunities for educational advancement and professional growth by alleviating conditions in the schools that limit the realisation of intrinsic rewards that are a major source of teacher job satisfaction (Engelking 1986:35).

Investment in education contributes to economic growth and development through improvement of the human factor in the organisation which is essential to the sharpening of performance and the attainment of efficiency (Azanza 2000: 35). For this reason, the recent indication of teachers opting to stay in the Philippines instead of aspiring to work abroad becomes an advantage for the country. On one hand, the economic benefits of migrant labour have enabled ordinary Filipinos to attain a better life. On the other hand, retaining those employed by offering them better incentives, through economic empowerment that guarantees decent and gainful employment, is the major concern for education (Department of Education, Annual Report 2006: 3). Obviously without proper retention measures, this idea can be elusive.

### 1.3 Statement of problem

There is a need for employees to be retained in their specific jobs in Vhembe District. These will be the way to preserve skills they have accumulated over the years. The district invests a lot of money in their developments i.e. training or funding them further their studies. In order to achieve this there is a need for a good retention strategy. A number of employees are resigning from public sector in Vhembe District on daily basis and some of those who are living the public services are skilled employees. This study is an attempt on ways to help the public sector on how employees can be retained in Vhembe District.

In South Africa, there are an overlapping of responsibilities between the human resource department of the local section, and employee managers, as far as the issue of developing strategies for the retention of public workers, is concerned. Although this shared responsibility is necessary because just as there are multiple reasons why employees leave their work, there should be multiple creative interventions to ensure their retention. Its downside, however, is that the government generally has the final say and often due to annual budgetary constraints, schools, hospitals and departmental managers may be restricted in terms of their own creativity concerning their efforts to try to reduce staff income levels and implement their planned retention strategies. In other words, although workers and Public sector managers, who are in the best position to understand the problems and potential remedies of their individual departments and institutions respectively, may have sound retention strategies planned, their success will often only depend on whether or not there is the political will and funds available to implement and sustain those strategies.

Indeed, retention practices have posed enormous challenges to managers considering the shortage of qualified manpower in the South African labour market. Managers in public sector organisation have to devise innovative means of retaining high performing employees in their pool in order to avoid frequent recruitment which is costly and time consuming. According to Brown (2006: 2), the lack of proper retention strategies is having an adverse effect on South

African organisations, as replacing key employees is disruptive, expensive, time consuming and may even threaten the sustainability of an organisation. The implication thereof is such that South African organisations may not be able to favourably compete in the global market place if the phenomenon is not properly addressed

## 1.4 Research objectives

### 1.4.1 Research aim

The overall aim of the study is to investigate strategies of staff retention in the public sector of Vhembe district, Limpopo province.

### 1.4.2 Specific objectives

- To describe the workers levels of awareness and knowledge of the existence of retention strategies that their institutions have in place to ensure their retention.
- To identify and examine strategies that can be used for retaining specialised personnel.
- To determine the extent to which the identified intrinsic and extrinsic motivational variables are influencing employees' retention and turnover in the selected public sector organisations,
- To establish the extent to which Public sectors employees agree that these strategies can assist the organisation in retaining specialised individuals,
- To determine and evaluate potential difficulty to the retention of staff at Public sectors of Vhembe district

## 1.5 Research questions

- What levels of awareness and knowledge of the existence of retention strategies?
- Which strategies can be used for retaining specialised personnel?
- Which intrinsic and extrinsic motivational variables influence employee's retention?
- Which strategies can assist the organisation in retaining specialised individuals?
- Which potential difficulty to the retention of staff do public sectors of Vhembe district have?

## 1.6 Research hypothesis

The research hypothesized that:

- Lack of advice of management on staff retention may results in poor retention strategies.
- Motivational variables can influence employees' retention and turnover in the public sector.

## 1.7 Significance of the study

The significance of this research is, therefore, is to investigate retention strategies for public sector employees and to ensure that employee commitment and loyalty stays on an even keel. The results of this study could lead to retention strategies that would not only apply to the public sectors of Vhembe District, but also to other companies that employ key personnel and/or knowledge able workers.

## 1.8 Limitations of study

One of the factors which needed to be taken into account as a potential limiting factor was non-respondent bias. Indeed, due to some levels of participant non-compliance, it is possible that the responses of those who did not participate could have contributed different results and points of view, which could have impacted on the final findings. According to Wolpert and Yoshida (1992), non-respondent bias can be a real limiting factor, as they found out in the case of their study that those employees that had declined to participate in their survey had either graduated in other countries or were recent graduates and appeared to represent a young, “transient” group who may have been unresponsive to retention strategies.

Another potentially limiting factor is the fact that the study focused exclusively on those employees that were still employed by the South African public sector, instead of including input from those that had left and were either working in the private sector, overseas, or other places in order to establish their exact reasons for leaving and what would have made them stay. Indeed, the responses of, and reasons given by, those that have already left can often differ once they make hindsight reflections when they are in different working environments.

Lastly, another potential limitation was the absence of a control group which could have been used for comparing the participants’ responses and findings. An example of a control group for this type of study would be a similar sample size of registered employees, who also meet the selection criteria but work for the public sector in another province. However, the methodology would have to be adapted accordingly in order to accommodate the control group.

## 1.9 Delimitation of the study

The purpose of demarcating a study is to make it more manageable and to this end, the proposed research was limited to selected public sectors organisations in the Vhembe district of Limpopo Province, South Africa. The study focuses on the retention of employees in Vhembe district.

## 1.10 Brief summary of literature review

The growth in the global research market has made institutions to realise that the right workforce could give them a competitive advantage (Dibble, 1999: 3). Every organisation or institution wants to have a competitive edge in order to attract more students and potential employees. Therefore, the demand for employees had increased and organisations are competing to attract and retain the best talent. The Strategic Plan Report (2004 - 2008: 19) recognised that South Africa has a high staff turnover. Even the World Bank report (2005: 66) acknowledged that South Africa finds it challenging to recruit and retain staff members and lose them owing to high salaries that are offered in the private and public sector, which tempts the best brains from the institution.

- **Strategies of Staff retention in South Africa**

Employees with skills who are in short supply or higher qualifications have more bargaining power and want to negotiate for higher (Naris and Ukpere 2000:79) salaries for their services (Dibble, 1999: 4). It is the basic demand versus supply philosophy that is being applied in the labour market by the employee and employer. It is a fact that people are motivated by money, but it also often motivates wrong behaviours and does not build commitment (Performance Management, 2006: 20). Motivation is what drives people to work (Gerson and Gerson, 2006: 7). In order for institutions to retain their staff members, they should first find out what motivates workers to work. By paying attention to what motivates them to work, one will be able to develop strategies to retain them.

People come to work for various reasons, which are mainly based on their needs. Several authors have postulated theories about what motivates people to work, for example, Maslow, Herzberg, ERG, and McClelland (Robbins et al., 2007: 143). Whilst acknowledging their theories, some theories have been criticised because their investigation was primarily about what people want from a job, and not why they leave. No differentiation was made between sectors. Higher education institutions consist of academic, administrative and support, as such, their motivating factors to work might be different. Professional staff may enter the profession merely for altruistic reasons such as helping students to succeed; their aspiration for teaching; and to uplift the society in which they live (Naris and Ukpere, 2009: 883). However, generation might enter academia for both intrinsic and extrinsic reasons. Intrinsic reasons include career opportunities and training and development opportunities and extrinsic reasons are money, status and holidays (Mayer, 2006: 63).

- **Lack of motivation**

Non-professional staff might look for what organisations can offer them flexibility, autonomy, support for personal growth and ability to learn new things (Edgar, 2001, cited in Naris and Ukpere, 2009: 883). More than that, Dibble (1999: 4) noted that the job description, induction, recruitment and selection also have a major impact on employee's decision to leave the organisation. Therefore, knowing the reasons why people leave is as important, as it will help organisations manage and developed retention strategies that meet the needs of the organisation and employees. Key contributing factors for leaving the job were identified by Dibble (1999: 124) as: Lack of career opportunities, dead-end job, and no opportunity to go up the hierarchical structure of the organisation. Other researchers have discovered that employees' decisions to leave are influenced by factors such as salary, work life balance, or career opportunities (Mayer, 2006; Abraham, 2007; Holland et al., 2007; De Vos et al., 2008; De Vos and Meganck, 2009). However, people resign for different reasons.

Reasons for high labour turnover in higher education institutions include the following: Dissatisfaction with relations between seniors; working conditions; few hours spent on research; excessive workload; financial rewards; lack of career opportunities; and work-life balance

(Metcalf et al., 2005: 20; De Vos and Meganck, 2009: 50). A study, which was conducted by Mayer (2006) in South Africa, discovered that young academic staff members' reasons for leaving are a bit different. Their decisions to leave range from workload; lack of input in decision making; wanting new challenges; teaching out of field; insufficient autonomy; poor salary; and personal circumstances (Mayer, 2006: 65). The study discovered that workload was cited as the highest, while salary was the least motivating factor for resigning. Due to the rigid labour market, highly qualified and experienced employees who have skills that are in demand, will look for employability and not employment and will change jobs often (Holland et al., 2007: 250).

- **Career development in Staff retention**

People who have higher education qualifications earn better salaries because skills development improves a person's stock of human capital, and therefore, increases his or her productive potential (Barker, 2007: 206). These workers know their status in the labour market and can apply their skills to issues that can give an organisation a sustained competitive advantage (Holland et al., 2007: 250). There is also a perception that people do not stay with one organisation for a long time.

Career development should be encouraged and employees who have potential should be identified and developed. This will benefit the employer by having employees with skills, knowledge and attitudes that are productive. Flexibility in terms of where and when to perform given task is an important contributing factor for employees decision to leave, therefore, academic staff should be offered flexible working hours so that they can balance their lifestyles; academic staff should be offered non-financial rewards such as recognition of efforts through teaching awards, personal growth and extra time for research purposes; non-academics should be offered non-financial rewards such as responsibility, influence, personal growth and acknowledgement for a job well done; staff should be acknowledged for a job well done; effective induction and orientation must be prepared for the new employees arrival; organisations or institutions should create a supportive work environment; organisations or institutions should focus on securing employment by making the organisation an "employer of choice" so that

employees can return or recommend others; offer training and development opportunities; create organization's or institutions' culture where teamwork is fostered and open communication is promoted; and create fair promotional opportunities for everyone.

Without successful retention programmes, organisations will bring new employees in at the front door, while experience ones will walk out through the back door (Pritchard, 2007: 140). Holland et al. (2007: 248) explained that employees who have skills, which are in demand, will look for employability not employment and will want to change jobs often. These types of employees are career focused, potentially highly mobile and are attracted by large rewards, whilst merely seeking self development.

Organisations should identify staff with scarce specialized skills and try to retain them. They should have effective retention strategies to retain those that have gained new knowledge and skills. Successful retention programmes incorporate training and development in an effort to retain their employees (Pritchard, 2007: 140). Any organisation that develops employees will want to retain staff and utilised their skills. It is important that key staff members, who are developed, are also retained. A retention strategy such as job enlargement could be offered, which refers to adding challenging or new responsibilities to an employee's current job (Noe et al., 2006: 398).

### 1.11 Definition of the study

**Motivation** – Defined by Riggio (2003: 184) as “a force that serves three functions: It energizes or causes people to act, it directs behaviour toward the attainment of specific goals; and it sustains the effort expended in reaching those goals”.

**Strategies** – According to Web definition, [www.web-strategist.com/strategies](http://www.web-strategist.com/strategies) are group of activities to produce outputs required to achieve planned outcomes.

**Employee turnover** – The ratio of the number of workers replaced in a given time period to the average number of workers (Schreeper, 2008:67).

**Employee retention** – Ways of managing and retaining talented employees using innovative retention programmes (Phillip & Connell, 2002: 1).

**Public sector** – Part of the economy that provides basic government services (government departments, provincial and municipality).

**Retention strategies**- to encourage valuable staff members to remain, the remuneration system must provide sufficient rewards for these employees to feel satisfied when they compare their rewards with those received by individuals performing similar jobs in other organisations (Swanepoel, Erasmus, van Wyk & Schenk, 2000:528). However, according to Holbeche (2002:187), seeking to use reward as the main means of motivating people is a waste of time

## 1.12 Organisation of the study

This study is organised into five chapters. In accordance with Mnyaka (2006:7) this section serves to indicate what the researcher intends to discuss each chapter.

- **Chapter 1: Introduction and Background of the study**

In this chapter, a brief overview of the research problem, aims of the research, definition of concepts, significance of the study, limitation of the study, delimitation of the study, brief summary of literature review and the whole research process is given.

- **Chapter 2 : Literature Review**

This chapter gives a review of literature studies on the role of staff management in effectively helping institutions implement strategies that encourage personnel to remain committed to their institutions and theoretical framework. As noted by De Vos et al. (2005:117) a literature review is a description of primary and secondary sources of research material. This chapter describe the strategies of staff Retention that are employed by the Public Sectors

## CHAPTER 2: LITERATURE REVIEW

- **Chapter 3: Research design and Methodology**

This is the critical part of the research study. Research design sets up the framework for the study and is the blueprint of the research. This chapter gives a brief explanation of the theory underpinning the methodology as well as how the researcher planned to do the research. De Vos *et al.* (2005:132) define a research design as a plan or a blueprint of how you intend to conduct a research project.

- **Chapter 4: Data analysis and Interpretation**

The research results presented in this chapter which include a clear analysis of data collected realisation of sample and discussion of results. Data was analysed and interpreted in this chapter.

- **Chapter 5: Conclusion and Recommendations**

In this chapter, conclusions from the results in chapter 5 as well as recommendations are outlined.

As noted by De Vos, Strydom, Fouche and Delpoit (2005:117) a literature review is a description of primary and secondary sources of research material. More particularly, it is a narrative or interpretive survey of the current status of research being investigated.

The chapter begins with a review of the need for retention strategies in a public sector organisation like SARS, and concludes that the necessity relating to retention is not only one of a cost benefit from an employee attrition perspective, but one that also affects its ability to collect taxes and duties. Tactical, versus strategic issues are discussed in detail in this chapter. The most prominent feature of this is Taylor's (2002) organisation wide approach, from which many conclusions representing factors generally covered in chapter two can be derived. Taylor's (2002) contributions relate to retention strategies, pay and benefits, training, development and

## CHAPTER 2: LITERATURE REVIEW

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### 2.1 Introduction

The literature presented in the following sections provided a framework from which the questions under examination in this research study were analysed. Due to the extensive amount of information available on the subject of teacher retention, only information pertinent to the research questions was presented. Furthermore, information with similar ideas has been grouped into sections for easier reading and comprehension.

According to Schulze (2002:21), a literature study is a systematic, critical analysis and a summary of existing literature that is relevant to the research topic. It involves reading an appropriate selection of available literature such as books, magazines, articles, dissertations and newspaper reports in which new events have been reported and opinions expressed on the matter under investigation.

As noted by De Vos, Strydom, Fouche and Delport (2005:117) a literature review is a description of primary and secondary sources of research material. More particularly, it is a narrative or interpretative survey of the current status of research being investigated.

The chapter begins with a review of the need for retention strategies in a public sector organisation like SARS, and concludes that the necessity relating to retention is not only one of a cost benefit from an employee attrition perspective, but one that also affects its ability to collect taxes and duties. Tactical, versus strategic issues are discussed in detail in this chapter. The most prominent feature of this is Taylor's (2002) organisation wide approach, from which many conclusions representing factors generally covered in chapter two can be derived. Taylor's (2002) contributions relate to retention strategies, pay and benefits, training, development and

career management, working conditions, recruitment, selection and induction, and effective supervision.

## 2.2 What employee retention entails

Retention is a voluntary move by an organisation to create an environment which engages employees for long term. According to Chaminade (2007: 1), this attachment relationship should be durable and constant and link the employee to the organisation by common values and by the way in which the organisation responds to the needs of the employees. The main purpose of retention is to prevent the loss of competent employees from the organisation, which could have an adverse effect on productivity and service delivery. Also, retention allows senior and line managers to attract and effectively retain critical skills and high performing employees. This is achieved by providing these managers with information on retention and retention strategies that will ensure that the goals and objectives of the organisation are realised.

Creating a retention strategy means placing the employees' needs and expectations at the centre of the organisation's long-term agenda in order to ensure the professional satisfaction of the employee and create a trusted relationship. In this stable relationship, the employee remains in the organisation by personal choice based on free will and considered decision. Retention of employees is crucial to the overall success of any organisation. Brown (2006: 2) notes that the lack of proper retention strategies is damaging South African organisations severely, as replacing key employees is disruptive, expensive, time consuming and may even threaten the sustainability of an organisation.

Talented and high performing employees should be encouraged to remain in the organisation by designing retention policies that will provide individual employees with opportunities to demonstrate their skills and ensure that they are matched with the right jobs. Such retention policies should, in the view of Nyoka (2006: 2) also include strategies that will enable employees to balance their work life demand with their family life by establishing family friendly policies and enabling flexible work arrangements to accommodate essential personal commitments.

With such effective retention policies in place, managers are able to keep the employee turnover at a manageable rate. It is imperative for organisations through the employment process, to attract quality employees to the organisation. However, it is more important for managers to device strategies with which to retain these talented employees in the service of their organisations in order for employers to benefit from the investment already made in them. Employee retention is one of the most critical issues facing organisational managers as a result of the shortage of skilled manpower, economic growth and high employee turnover.

Phillips and Connell (2002: 1) state that employee retention involves being sensitive to employees' needs and demonstrating the various strategies in meeting those needs. These strategies, according to Czakan (2005: 8) include career growth and development, competitive compensation benefits, opportunities for training and supportive management. Apart from the strategies mentioned above, employers should use a flexible approach to encourage retention and this approach should consider a number of value-adding components. Such components, Brown (2006: 2) contends include mentoring/coaching, opportunities for skill and career development, as well as flexibility around the frequency and size of performance rewards and incentives. The whole process of retention is to ensure that employees are retained in the organisation, especially employees with valued or needed skills or experience in a scarce/critical field (where recruitment is difficult).

### **2.3 The role of human resources in Staff Retention**

Renton and Vicente (2007: 1), point out that business leaders perceive HR to be more focused on transactional activities such as benefits and performance evaluations rather than high-level strategic people issues such as leadership development. When developing skills development plans, HR must drive strategic initiatives around top priority issues such as leadership, talent management, creating a high-performance culture, training and development.

Overall, HR strategies must help attract and retain talent, by creating “people friendly” training initiatives which encourage people to feel that they belong, that they are appreciated and that their opinions are valued. This supports the statements made earlier by McComb (2004) that leadership, communication, mutual trust and respect form the four key focus areas that make an employer an employer of choice.

How an employer achieves an improved state of joint governance, Swanepoel, et al. (2003: 181) is by empowering people and seeing them as an asset to the organisation, and collaborating with them through high level bargaining forums using recognition and negotiation. A higher level approach to addressing SARS’s long term dilemma of employee motivation and retention strategies would be to look at how the organisation truly views its employees, as opposed to relying solely on questionnaire results. One option would be to consider to what extent the organisation promotes individualism and collectivism in its relationship with its employees as a grand strategy option to human resource management.

## 2.4 A global overview of employee retention and turnover

In the United Kingdom, the Chartered Institute of Personnel and Development (2007: 1) reports that the overall turnover rate for the United Kingdom. in the year 2006 was reported as 18.1%. Turnover rates vary from sector to sector with the highest level of turnover (22.6%) found in the private sector organisations with the public sector having an average turnover rate of 13.3%. In the United States of America, Smith (2007:1) argues that businesses spend over USD 200billion annually recruiting and replacing their employees. In the healthcare sector in USA for example, a report by Sellgren, Ekvall and Tomson (2007: 169) estimates that the turnover rate would reach a level of 29% in year 2020. Gustafson (2002: 106) shows that the hospitality industry in the USA and elsewhere is experiencing a labour shortage with the attendant high rate of turnover.

Kaufman (1998: 54) forecasts a considerable current and future shortage in the supply of information technology (IT) professionals in the USA. A jobs forecast by Computerworld (1998: 1) estimates that there were 350 000 vacant IT jobs in the USA in 1998 with a forecast of 1.3

million more IT professionals needed in the next decade with a turnover rate of 13% or higher. This suggests that turnover would continue to be a problem in the years ahead. To reduce the ever increasing turnover rates, organisations must understand and put in place the right strategies to retain these professionals. According to Lockwood and Anari (1997: 252) the following factors were listed as crucial retention strategies for IT professionals in the USA and U.K in the order of importance: Money (base salary plus bonus and stock options); the chance to learn new skills (i.e. those that the market values); the reputation of the organisation in technology; and working conditions (e.g. physical, colleagues & boss, casual dress). On retention strategies that were particularly successful in maintaining a low turnover rate, one of the solutions suggested was an increase in salary.

A Computerworld (1998: 1) survey found that the majority of IT professionals admitted to having left their former organisations for more money, while a little above half of these professionals left for career advancement. Common practice suggests that most people need a vacation break to prevent job stress and burnout. Furlonger (1997: 3) reports that Scandinavian and European organisations typically offer more vacation benefits and three day weekend mini-vacations than their USA counterparts. This practice attracts scarce skilled professionals (who attach importance to work-life leisure) to organisations in Scandinavia and Europe, now that the international labour market has become a global unit. Khatri (2001: 154) asserts that employee retention and turnover are at an all time high in Asia thereby posing a great difficulty to HR management. A widely held belief is that employees have developed 'bad' attitudes due to the labour shortage. Employees are believed to job-hop for no reason, or even for fun.

Hewitt Associates (2006: 1) found that public and private sector organisations in China, Hong-Kong, India, Japan, Korea, Malaysia, the Philippines, Singapore, and Thailand experienced 14% and 16% turnover rates in year 2004 and 2005, respectively. The possibility of the rate increasing is high as Asia's dynamic growth agenda collides with the demographic trends of an ageing population and an immediate need to attract more skilled employees. The effect of a rising turnover rate is already manifesting as it is now easier than before for employees to move from one organisation to another thereby increasing the complexity and costs of retaining the right employees in an organisation. Many reasons have been given for the high rate of turnover in

Asia and one of these reasons according to a study by Hewitt (2006:1) is inequity in compensation. The report noted that many organisations are already losing their employees to organisations that are offering higher salaries. The study listed limited growth opportunities and role stagnation as other reasons for high rates of turnover.

A very effective retention strategy adopted by Asian organisations is the ability to raise base pay above the market rate. Organisations are also increasingly providing the opportunity to teach their employees new skills and providing favourable work-life balance in their bid to retain key employees. The banking and finance sector in Asia recorded the greatest turnover of 25%, which, according to Hewitt (2006:1), was brought about by stable economies, growing markets, and increased retail investor confidence. The outsourcing sub-sector which has recorded unprecedented growth in recent years also recorded a 23% rate of turnover in 2006 while the manufacturing sector recorded the lowest rate of 11%. Employee retention is critical to the long-term health and success of any organisation; however, it is becoming increasingly difficult for organisations in Asia to attract, motivate and retain key employees. Turnover rates are still on the rise, and as the search for talent becomes more intense each year, it is becoming increasingly important for organisations to ensure they keep the right employees in place to drive future business success.

Retention variables for New Zealand employees, according to Boxall, Macky and Rasmussen (2003: 198) are multidimensional. They include variables such as interesting work, which was rated as the strongest factor in attracting and retaining employees in both public and private sector organisations. The research outcome by Boxall, Macky and Rasmussen (2003: 198) shows that employees expect management should make personnel decisions based on merit and also demonstrates that extrinsic rewards (such as pay, promotion & job security) play a role in both employee retention and turnover management.

The research further suggests that management lend support to the idea of good relationships with co-employees and supervisors. From the foregoing, it is evident that retention and turnover have become global problems that are posing great challenges to HR practice in both the public and private sector organisations. Turnover rates differ from country to country and from sector to

sector with a worrisome indication that turnover rates will continue to rise in the years ahead. Changing demographics are affecting the labour pool the world over as there are few skilled job candidates from which to hire. Societal norms are also changing, where loyalty to one employer is no longer to be taken for granted. Managers across public and private sector organisations are faced with the increasing need to retain current employees in order to position their organisations to be more attractive to talented job applicants.

## **2.5 Reasons for staff retention**

Staff retention is a key challenge in organisations today. Employee retention strategies help retain the best staff. Ingersoll (2001:15) states that understanding why teachers leave is the first step in getting them to stay. For teachers to stay they need to encounter environments that provide essential professional support from school leadership, organisational structures and workforce conditions that convey respect and value for them and induction and mentoring programmes for new and experienced teachers. This view is supported by Darling-Hammond (2003:8) that good salaries, career advancement or professional development, administrative support and other school-environment related factors influence teachers to stay in the profession. Wright (1991:60) lists top four reasons for staff retention which are closely related to administrative and economic factors which include support by administration, better salary and benefits, academic freedom and choice of teaching subjects.

## **2.6 Why employee retention is important to South African organisations**

The South African government introduced the South African Qualifications Authority Act of 1995, Employment Equity Act 55 of 1998, Skills Development Act 97 of 1998, the Skills Development Levies Act 9 of 1999 and the Black Economic Empowerment (BEE) legislation, to address the shortage of training and development of the majority of citizens. This brings further challenges for employers to manage the training and development of employees in South African organisations.

### 2.6.1 Training and development

The purpose of the Skills Development Act 1998 (Act 97 of 1998) is; 'To provide a framework to devise and implement national, sector and workplace strategies to improve the skills of the South African workforce; to integrate those strategies with the National Qualifications Framework contemplated in the South African Qualifications Act, 1995; to provide for learnerships that lead to recognised occupational qualifications; to provide for the financing of skills development by means of a levy-grant scheme and a Skills Fund; to provide for and regulate employment services; and to provide for matters connected therewith'.

Organisations in South Africa are under an obligation by law to train and develop their employees according to accepted industry norms and standards. Hellriegel et al. (2001:247) state that where the local supply of qualified employees is limited, for example, skilled employees such as engineers in South Africa, recruiting efforts intensify. Organisations poach skilled employees that they do not have to spend time, effort and money training them. While commercial organisations face a high rate of black professional turnover in the financial sector, Wadula (2004:14) states the danger that the few qualified and experienced black professionals in this sector could be poached by rival companies, while others are prematurely pushed up the corporate ladder in the aim of meeting the employment empowerment targets in the scorecard. This is a danger to an organisation because not only will they lose their black professional staff to a competitor but also their employment equity scorecard will be unbalanced. This scenario is reflected in many other sectors, including the engineering sector.

### 2.6.2 Employment equity

South African law also requires companies to adapt employment equity standards to address imbalances previously created. Previously disadvantaged groups comprised African, Coloured and Indian), female and disabled individuals. The Employment Equity Act

Blumenthal (2003:47), CEO of Services Seta, says the Skills Development Act allows for the Skills Development Facilitator (SDF) to play a meaningful role in assisting a company to quantify the value of human development within the workplace. The SDF can establish a working budget and can manage that budget in terms of projected Return on Investment (ROI). As part of company expenses, organisations are forced to pay a skills development levy, which is one percent of their monthly total payroll, to the department of education for the purpose of skills development and training. Organisations meeting their Sector Education Training Authorities (SETA) grant criteria have access to 70% of the monies paid to department of education. This not only encourages organisations to train and develop employees, but also be able to retain them once training has taken place.

#### **2.6.4 Diversity**

The Employment Equity Act and the Black Economic Empowerment Act in South Africa has forced organisations to change the composition of their workforce by employing a diversity of people reflective of the population of this country. Organisations are measured against a balanced scorecard with regard to the workforce. If organisations do not meet these targets, their business propositions become limited when applying for tenders and contracts. Organisations are therefore in a race to employ, train and develop diverse employees as well as promote them to meet the legislation, while other organisations result to poaching trained and experienced employees.

Although perceived as punitive legislation, organisations are beginning to understand that a diverse workforce can be beneficial to the bottom line. According to Laubscher (2001:17), a more diverse workforce will lift morale, bring greater access to new segments of the market place, and enhance productivity. In short, diversity is good for business.

Managing diversity will become a competitive advantage if done correctly. In South Africa, the more diverse the management structure of an organisation is, the more business that organisation will enjoy, especially in the case where state owned companies have to outsource work.

According to Krietner et al. (2002:45), there are a number of reasons that give companies a competitive advantage if they have a diverse workforce:

- Recruiting diverse employees helps organisations to provide better customer service.
- Workforce diversity promotes creativity and innovation.
- Diversity promotes the sharing of unique ideas and a variety of perspectives, which in turn, leads to more effective decision-making.
- Diverse groups can potentially improve problem solving because they possess a broader base of experience and perspective from which to analyse a problem.

Diversity represents the multitude of individual differences and similarities that exist between people. Diversity is not an issue of the demographic differences that we find in society (religion, gender, age, race, etc.), but rather the individual differences and similarities that make us unique, for example; your hobbies, things that upset you, fears, likes and dislikes (Krietner et al., 2002: 34).

Valuing diversity emphasises the awareness, recognition, understanding and appreciation of human differences within a company. In essence, valuing diversity entails a cultural change geared towards viewing employee differences as a valuable resource that can contribute to organisational success (Krietner et al., 2002:39). Diversity becomes a competitive advantage when it contributes to decision-making (Schultz et al., 2003:14). South African organisations are not only faced with internal or local diversity, but also with global diversity.

## 2.7 Factors influencing employee retention

The theories of motivation, job satisfaction and organisational commitment have evolved over time, diverging in perspectives on the organisational environment and the positioning of the individual within that environment. As the world of work has changed, so too has the focus in behavioural scientists' theories applied to management. The general pattern that emerges in the

literature reflects a shift in focus from motivation as a method of control, to motivation as a determinant of job satisfaction and more recently to a focus on organisational commitment (Taylor, 1991; Heald, 1995; Wickens, 1995) as quoted by Kinnear and Sutherland (2000: 106). The following factors influence job satisfaction thereby leading to the reasons that employees will seek to remain in organisations.

### **2.7.1 Money**

Mullins (1999:412) says that for the vast majority of people, money is clearly important and a motivator at work but to what extent and how important depends upon their personal circumstances and the other satisfactions they derive from work. Deeprose (1994:3) says that an important realisation is that pay is not the only thing people work for. They are looking for a number of other returns to justify time, energy, mental and emotional effort that they devote to the organisation.

According to Professor Frank Horwitz (2004:9) a striking finding of a recent survey on retaining knowledge workers taken in South Africa and Singapore, is that South African companies did not view competitive pay packages as the most effective strategy to attract, motivate and retain knowledge workers. From this, it can be seen that remuneration is probably the first attraction point that a potential or existing employee will consider, but that there are a host of other important aspects that they will consider before applying for a job or remaining in that job.

### **2.7.2 Empowerment**

Empowerment is recognised as one of the necessary conditions for an effective organisation. Unfortunately, because organisations do not recognise the core problems impeding empowerment, they do not employ simple, effective techniques to remove obstacles preventing empowerment (Mullins, 1999:669). Empowerment supplies people with power, strength and energy to tackle changes. Krietner et al., (2002:427), defines empowerment as sharing varying degrees of power with lower-level employees to better serve the customer. In modern organisations, people want to have greater say in the workplace. Schultz et al., (2003:141), says

that empowerment is the sharing of influence and control with employees. Leaders should allow employees to share in developing goals and strategies and the satisfaction derived from reaching those goals. Factors that retain knowledge workers are; creating an environment where employees are free to act independently, and giving access to leading edge technologies and work challenges (Kinnear & Sutherland, 2001:16).

Employees are encouraged to take control of their destiny in organisations, work hard and work smart. This can only come to fruition if an organisation allows its employees some flexibility and more say in planning profitability thereby reducing turnover rates. Patel (2003:8) says that many black economic empowerment (BEE) initiatives fail because the focus is on the top – making sure that senior management has the right profile – rather than enabling the lower levels to become empowered. Giving employees opportunities and allowing them to become shareholders results in an empowered workforce, this will contribute to the organisations goals and sustainability.

### 2.7.3 Job enrichment

Job enrichment methods attempt to change the nature of the job by broadening responsibilities, giving more autonomy for decision making, creating client systems and direct feedback systems and generally enlarging the scope of jobs (Osland et al., 2001:89). According to Krietner et al. (2002:189), job enrichment entails modifying a job such that an employee has the opportunity to experience achievement, recognition, stimulating work, responsibility and advancement.

Key job characteristics are objective aspects of the job design that can be changed to improve the critical psychological states (Hellrigel et al., 2001:271):

- Skill variety – is the degree to which the job involves many different work activities or requires several skills and talents.

- Task identity – is present when a job involves completing an identifiable piece of work (doing a job with a visible beginning and outcome).
- Task significance – is present when a job has a substantial impact on the goals or work of others in the company.
- Autonomy – is present when the job provides substantial freedom, independence and discretion to the individual in scheduling work and determining the procedures to be used in carrying out tasks.
- Feedback – is present when work results give the employee direct and clear information about his or her performance.

The five job characteristics above can improve the critical psychological states, namely:

- Experienced meaningfulness – refers to whether employees perceive their work as valuable and worthwhile.
- Experienced responsibility - refers to whether employees feel personally responsible for the quantity and quality of their work.
- Knowledge of results – refers to the extent to which employees receive feedback about how well they are doing.

#### **2.7.4 Performance appraisal**

Performance appraisal is the process of systematically evaluating each employee's job related strengths, developmental needs, progress toward achieving goals, and then determining ways to improve the employee's job performance (Hellriegel et al., 2001:252). An important part of the performance appraisal involves an assessment of each employee's progress toward achieving his or her goals. For these goals to be effective, they must be clear and specific so that employees know what is to be achieved. Mullins (1999:695) says that one way in which to review the performance and potential of staff is through a system of performance appraisal. It is important that members of the organisation know exactly what is expected of them and the yardsticks by which their performance and results are measured. Most importantly, an effective performance

appraisal scheme can improve the future performance of staff by being linked to financial rewards or planned career progression.

Performance appraisal is seen by many to be a process owned and driven by human resources. The ideal performance appraisal should be a collaborative venture between subordinate and superior in which goals and objectives are agreed upon and development plans are put in place to ensure that the subordinate can achieve those goals and objectives (Schultz et al., 2003:77).

According to De Klerk - De Klerk (2001:100) performance management as an integrated system can effectively be used to improve performance, motivate staff, identify training and development needs, provide feedback, focus on career development and form a basis for reward or corrective action. Communication is probably one of the most important aspects of performance appraisal. The quality of communication during a performance appraisal meeting can support or defeat employees; it can increase commitment and motivation or make an employee defensive (Gordon, 2002:233). Managers should be very sensitive in the way that they communicate as this, if done positively, will contribute to the retention of skill and talent.

### 2.7.5 Career development

A career is progress through life and is made up of different jobs. Flood (2002:35) says that a career means security, commitment, loyalty and performance, and is what many employees aspire to. Flood goes on to say that a survey carried out in 2001 on the reasons why employees changed jobs, revealed that the number one reason was that there was no job satisfaction. One of the biggest contributions to job satisfaction is career security.

Poor career planning may cause confusion and stress at any stage across the lifespan of an employee. The platitude career, which is characterised by poor promotional prospects, is a specific workplace stressor. Unfulfilled career expectations may cause motivational problems in employees who lack status and autonomy (Schultz et al., 2003:210).

Corporate handholding up each rung of a well-defined career ladder has become a thing of the past. Employees are now told that they ‘own their own employability’ (Krietner et al., 2002:276). Having told people that they need to be ‘career self reliant’ and having provided them with the necessary resources, the companies are then surprised when they face the very turnover that their programs have helped foster (Pfeffer, 1998:162). According to Osland et al. (2001:139), managers who sincerely try to help employees reach their career goals are usually rewarded with loyalty and commitment. It should therefore be an obligation of the organisation to recognize and support an employee’s advancement in training and development and provide a career path or promotion so as to retain their valuable skills.

Leaner management hierarchies and flatter employee structures in modern organisations can focus attention on non-traditional career paths that provide alternatives to promotion such as lateral or rotational moves, dual-career ladders, downward moves, and early retirement (Osland et al., 2001:130). It is all about caring for and nurturing talent in an organisation, keeping employees informed, interested and fulfilled, to prevent high turnover rates.

## 2.8. Implications of not having a retention strategy

Managers have often referred to employees as the company’s greatest assets, but fail to manage them properly. People are the most important part of any business and should enjoy first priority from management. Virgin Boss, Richard Branson said: “People are the essence of an organisation and nothing else” (Krietner et al., 2002:6). An organisation not having a retention strategy is like a millionaire without insuring his hard earned assets. According to Kinnear and Sutherland (2001:16), in the knowledge economy, a company’s most important asset is the energy and loyalty of its people, the intellectual capital that, unlike machines and stock, can quit and work for the competition at any time. Organisations stand to lose the very essence of their business if they do not nurture their employees’ commitment and loyalty. If human capital were the organisation’s competitive advantage, then why would any company not ‘insure’ itself against employee turnover by not having a retention strategy in place?

- Independence – desire to operate in an environment free from constraints.
- Personal achievement – need for a feeling of individual success.

According to Vlotman (2001:18), Campbell (1999:1) maintains that losing employees often results in a loss of customers, business and credibility as an employer. Employee turnover means recruiting new employees. Recruitment can be a lengthy process while searching for the right employee. While applicants may appear to possess the education, work experience and skills for the job on paper, slick curriculum vitae's may not reveal hidden liabilities (Welihockyj, 2000:5). Personality clashes, organisational dynamics and work ethics play an important role as to how an employee will fit into the organisation.

Employees are ambassadors of an organisation. Their 'fit' into the organisation must reflect their energy, exuberance and marketing of an organisation. There are two types of employee turnover: avoidable turnover and unavoidable turnover. Unavoidable turnover results from life decisions that extend beyond an employee's control, such as a decision to move to a new area or a job transfer for a spouse. The majority of staff turnover can be avoided if companies have carefully planned retention strategies in place (Mengel, 2001:7). Employees are much like customers. If an organisation does not look after its employees, they will seek better opportunities elsewhere. Why then are some organisations able to retain key employees and be the employer of choice, while others, in trying to cut costs, sit back and watch skilled professionals leave the company for employment somewhere else? This is when the organisation's competitive advantage becomes the competition.

## 2.9 Current retention strategies for knowledge workers

Knowledge workers, as defined; need to be handled differently when formulating retention strategies. According to Kinnear and Sutherland (2001:16), there is a new approach to the retention of knowledge workers. The research, which was conducted into the retention of knowledge workers through the Wits Business School, identified the underlying needs of the knowledge workers. These needs included:

- Individualism – recognition of key employees' unique needs and values,
- Independence – desire to operate in an environment free from constraints,
- Personal achievement – need for a feeling of individual success.

Based on the research, the four key factors in retaining knowledge workers, which meet these underlying needs, are:

- Creating an environment where employees are free to act independently,
- Financially rewarding and recognising high performance,
- Providing developmental opportunities in their field of expertise, and
- Giving access to leading edge technologies and work challenges.

Employees are concerned with softer issues when choosing an employer of choice. According to Vaida (2003:1), the top five drivers of employee loyalty in South Africa are:

- *Care and concern.* Employees want training to develop their long-term careers. They also want family-friendly benefits and concern in personal emergencies. Care and concern are global drivers and appear in the top two slots in loyalty surveys around the globe.
- *Fairness at work.* Fair work policies and treatment of employees are the two main ways employees evaluate their jobs. While fair pay is not a key driver, 53% of respondents regard their pay as fair.
- *Communication.* Employees want the right amount of information, in a timely manner and, to a lesser extent, to be communicated with in a way that considers their feelings.
- *Accomplishment.* The biggest way to give employees a sense of accomplishment is to provide useful feedback about their performance at work. Other drivers include rewarding excellent achievements and noticing lesser achievements.
- *Trust.* Employees want to be encouraged to try new ways of doing things, to be allowed to make work decisions and not to be punished if a decision is the wrong one.

**Mengel (2003:7) suggests ten ways to retain high performance employees:**

- Find the right person - 'Chemistry' or 'fit' within an organisation is very important. Employers are now adopting a 'hire for traits, train for skills' strategy to recruit people.

- Integrate for success – Implementing a thorough, well-executed orientation programme can cut turnover dramatically. Demonstrating employer commitment to a new recruit's success early on fosters trust and commitment from the employee.
- Phase in training – provide basic training at the outset and as they build experience and tenure with the organisation, one can offer advanced training in recognition of growth.
- Provide growth opportunities – The more easily accessible and relevant growth opportunities are, the greater the likelihood that turnover rates will decline.
- Align competencies with contributions – Make the necessary adjustments to ensure that all employees are effectively aligned with what the company needs them to do and what they are best at and enjoy doing.
- Motivate the troops – Assess underlying motivators beyond the salary cheque. High-tech employees are often motivated when recognised for their unique skills.
- Make rewards count – Rewards should be immediate, appropriate and personal. Personal rewards are more meaningful than generic company awards.
- Enlist problem solvers – Invite employees to share in solving problems. This shared approach creates deep ownership for employees in the company's success.
- Always conduct an exit interview – Knowing why employees leave is instrumental in understanding turnover rates.

Schultz et al. (2003:84) suggests that to retain knowledge workers, organisations must pay close attention to the individual needs of the person. This may entail courses at a foreign university, allocation to high profile project teams, study tours and specialised training courses. In training employees, organisations run the risk of losing them to the competition, but if organisations do not train knowledge workers, they will lose them anyway. Vaida (2003:1) writes that Marc Drizin, vice-president and loyalty specialist at Walker Information says: "A common question from management is: 'What if I train someone and they leave?' He responded by saying: 'What if you do not train someone and they do not leave?' You don't want employees staying for the wrong reasons". In this 'catch 22' situation, organisations must be constantly vigilant that they are offering knowledge workers continual challenges and rewarding them appropriately so that they will be loyal to the organisation.

In order to develop successful strategies in organisations, a full understanding of what strategy is as well as the external forces that influence strategy formulation, will be discussed.

## 2.11 Strategies of staff retention in South Africa

According to Swanepoel et al. (2000:202) strategic management is the process of examining both present and future environments, formulating the organisation's objectives and making, implementing and controlling decisions focussed on achieving these objectives in the present and future environments. Organisations in South Africa need to carefully plan their strategies for long-term sustainability and not irresponsibly succumb to other strategic pressures. In South Africa, State Owned Enterprises (SOE's) are under pressure to impress their major shareholders (government) by fast tracking Employment Equity targets that might be detrimental to the organisations. This not only injects inexperienced employees into certain positions, but also demotivates loyal, experienced and qualified employees who feel that their career paths have been derailed. There is no doubt that employment equity must take place, but it should be a long term, holistic and developmental path (Swanepoel et al., 2000:189).

### 2.11.1 Core competences

The core competences of an organisation lie in the collective learning in the organisation, especially 'how to coordinate production skills and integrate multiple streams of technologies' (Ambrosini, 1998:4). Organisations that better understand their true strengths are able to compete successfully in a rapidly expanding and competitive world. Professor Horwitz (2004:8), Professor of Human Resources at the Graduate school of Business in Cape Town, says that ultimately, businesses succeed by owning human capital assets – knowledge workers. Such knowledge workers are those employees that have the ability to come up with innovative solutions to problems.

### 2.11.2 Teams and teamwork

Team efficiency has a significant impact on the performance and competitiveness of any company (Steinmann, 2000:14). According to Krietner et al. (2002:325), a team is a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable. Effective teamwork is an essential element of modern management practices such as empowerment, quality circles and total quality management (Mullins, 1999:455). According to Hellriegel et al. (2001:332) the most common reasons for having employees work in teams are:

- Improve on-time delivery of results
- Improve customer relations
- Facilitate innovation in products and services
- Essential for management and employee development and career growth
- Reinforce or expand informal networks in the organisation
- Improve employees' understanding of the business
- Reduce costs and improve efficiency
- Quality improvement
- Increase employee ownership, commitment and motivation

A team is like a battery, it must not be allowed to run down; it needs a sense of purpose and objective feedback on performance and achievement (Turner & Williams, 1985:161). Clearly, teamwork can become a competitive advantage for organisations, if the teams produce the required results. Leaders and managers need to realise that building teams and initialising teamwork in organisations differs with different demographics. Teamwork cannot be initialised by either extracting teambuilding methods from literature or applying them to an organisation or by adopting other teamwork exercises and hoping that they will work in any organisation. An example of this was the recent and notorious 'Kamp Staalraad' that the South African rugby team was exposed to in trying to build teamwork. The somewhat outdated methods used were not nearly effective in attaining the required outcome. Leaders and managers need to evaluate:

- Types of work – will teamwork enhance the outcome of these particular objectives?
- Individuals – are certain people comfortable working in teams or not? Does the diversity of individuals lend itself to teamwork? Africans support humanism (togetherness/teamwork) whereas Europeans are more individualistic.
- Training – will employees agree to being trained to work in teams? How and what methods will be used in training employees for teamwork? Will it be an adventure or a fun exercise?
- Sizes of teams - Small teams or large teams; are they conducive to the organisation's goals?

In South African business, as current practice in learning institutions, people from various race, sex and age groups must work together and be given a certain amount of autonomy so that they can learn to respect differences and decide on how to achieve the desired business outcomes. Employees will learn a lot from each other when they work towards a common goal. This is the foundation of teambuilding and management must encourage employees to do this as it builds camaraderie and team work. Kriek (2004:14) says that the wealth of cultural diversity in South Africa can be employed as interventions and experiential activities to Africanise teambuilding.

Examples are:

- Food and its preparation
- Dress
- Locations
- Dance, music and musical instruments

It is clear that teamwork can be a competitive advantage for most organisations, but care and concern need to be taken in selling, preparing and implementing the concept in an organisation.

### 2.11.3 Communication

In a country such as South Africa, the diversity of cultures imposes a wide range of hurdles that must be overcome in areas such as organisational communication (Schultz et al., 2003:132). It is

necessary for company alignment of all employees. Organisational success depends on understanding and communication. Hellriegel et al. (2001: 309) states, "Without communication, managers can accomplish little". The ability to express oneself to others in writing, verbal and non-verbal will enable employees to effectively accomplish tasks through people and manage a vast network of relationships. Communication involves the exchange of information, including facts, assumptions, behaviours, attitudes, and feelings, between two or more parties (Gordon, 2002:213).

Gordon (2002:225) says that although most managers intend to communicate accurately to their employees, some may consciously or unconsciously distort downward communication. They may give inaccurate, incomplete, or inconsistent information. They may withhold, screen, or manipulate information. Gordon (202:226) goes on to say that, for example, managers may delay news about staff cutbacks because they feel such news will affect employee morale. During crises events, such as downsizing, managers should communicate often and accurately, even over communicating, by giving full information and increasing employees' access to them. To a large extent, middle managers can only pass on information that has been released to them. Therefore good, accurate, and precise information rests in the hands of senior management. The board of directors and senior management need to divulge exactly what employees need to know.

Bateman and Snell (2002:485) agree with this saying that when organisations experience a crisis, which call for staff cutbacks or downsizing, employee morale will be low. However, organisations that choose to communicate accurately, experience negative employee morale that is short lived, whereas organisations that withhold information regarding cutbacks and downsizing, experiences negative employee morale that extends for much longer periods. In the second scenario, it takes longer for management to restore confidence and trust in employees. Folscher (2004:12) says that research shows that good communication is a major factor in job satisfaction and that it has a very strong impact on performance and productivity. Effective communication results in higher productivity and greater co-operation in an organisation. Information that needs to be systematically communicated to employees, concerning changes at work, includes:

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- Planned introduction of new technology
- Imminent changes in products or services, and
- Changes in organisational or departmental structures.

South African organisations, with their rich cultural diversity, need to understand that communication plays an even more important role than before. Different language groups interpret communication, which is largely made up of particular language phrases, anecdotes and humour, differently. This emphasises the need for understanding and team building between employees of different backgrounds. An excellent way of monitoring and providing a communicative path for the way employees are feeling about an organisation, is to have frequent surveys in which employees can feel free to express their views and concerns of the organisation. Larsen (2004:15) says that Edcon runs an annual perception survey among all of its employees. The interesting fact that arises from this is that there is an interesting correlation between satisfied employees and sales. In this way, Edcon is able to improve sales by motivating employees and seeing to their needs.

#### 2.11.4 Leadership

There is a close relationship between leadership and management, especially in work organisations. However, there are differences between the two, and it does not follow that every manager is a leader or *vice versa*. Leadership may be viewed in more general terms with the emphasis on interpersonal behaviour, whereas management is more usually viewed as getting things done through other people in order to achieve stated organisational objectives (Mullins, 1999:254).

Leadership is defined as a relationship through which one person influences the behaviour of actions of other people (Mullins, 1999:253). This means that the process of leadership cannot be separated from the activities of groups and with effective teambuilding. Leadership also involves communicating with and motivating others to achieve the organisations goals (Hellriegel et al., 2001:11). Bateman and Snell (2002:15) say that leading, or mobilising people, is the directing, motivating, and communicating with employees, individually and in groups, helping and guiding

them toward achieving team and organisational goals. Therefore, the leaders of an organisation are responsible for the motivating and guiding of the employees. This proves that good leadership in an organisation is paramount to its direction and sustainability. The direction an organisation takes needs a strategy to outline the ways and means to get there.

According to Johnson and Scholes (2002:550), successful leaders have particular personal characteristics or traits, which include: visionary capacity, good team building and team playing, a capacity for self analysis and self learning, mental agility and the ability to cope with complexity. Successful strategic leaders should have the following leadership attributes (Johnson & Scholes. 2002:550):

- Strategy creation – an ability to undertake and understand detailed analysis, yet also be visionary about the future.
- Achieving organisational credibility for a strategy – they need to be seen as having insight about the future and action orientated about making things happen.
- Challenging the status quo of an organisation – an ability to maintain credibility and carry people with the change, whilst attacking the taken-for-granted and current ways of doing things.
- Communicating strategy intent – an ability to encapsulate complex issues of strategy in everyday ways that people can understand.
- Consolidating a strategy and making it happen – an ability to maintain organisational performance whilst breaking down old assumptions and old ways of doing things.

In unifying good leadership and strategy, Spoornet should challenge the old and current way of doing things and embark on new strategies that have employee participation in projecting the way forward for the organisation. They should also challenge the old assumptions regarding the treatment of employees and consider the retention of the knowledge workers that they have helped create.

With the emergence of knowledge workers, sharing of leadership is going to be a key factor in the success of many companies. According to Davidson (2002:17), Peter Drucker has noted that knowledge workers are people who know more about what they are doing than their managers do. Knowledge workers will in future be difficult to keep and as a result, the ability to hire and retain their key talent will be a valuable commodity for the leader of the future.

Over the last few years, public sectors had to downsize and restructure it to become economically viable. Pfeffer (1996:192) reflects that downsizing may cut labour costs in the short run, but it can erode both employee and eventually customer loyalty in the long run. Outsourcing affects more than direct labour costs and should be assessed accordingly. This, according to Pfeffer (1996:194), is precisely what leadership is all about. It is the crafting of creative responses to competitive conditions that build competence, capability, and commitment in people and avoids destroying organisational memory, wisdom, and loyalty.

#### 2.11.5 The environment

The environment is the demographic, technological political-legal and social-cultural factors or forces that have an impact on an organisation. These forces are referred to as macro-environmental forces. According to Kotler (2000:76) a business unit has to monitor these key macro-environment forces and significant macro-environment actors (customers, competitors, distributors, and suppliers) that affect an organisation's ability to earn profits. The environment encapsulates many different influences and there are a number of difficulties that arise from the environment. According to Johnson and Scholes (2002:97) Diversity, Speed of change and, complexity are just three such difficulties.

- Diversity – The environment is ever changing and no one picture can be formulated for an organisation.
- Speed of change – Technology and communications in general are changing at a rapid rate. Managers are finding it very difficult to keep pace with this change, especially in the communication field (computers, Internet, cell phones, and satellite communication) and the technology field (organisation control systems, working methods and mechanisation).

- Complexity – Managers tend to focus on historical events when dealing with the organisational environment. This does not help them to understand the environment that will have a bearing on the organisation's future.

Looking at diversity, most South African organisations are multicultural and employ employees from diverse backgrounds. According to Swanepoel et al. (2001:102), there are four major global culture streams, namely: Anglo-Saxon, European, Eastern (Asian) and African, each with their own dominant set of ideologies and values. Central to African culture is 'humanism', which is concerned with the social life or collective relations of humankind and which are devoted to realise the fullness of human beings. South Africa's full cultural heritage is bestowed not only with the modern fruits of American and European science and technology, but also with arts, artefacts, stories and mythical beliefs, traditionally represented in the 'humanities' (Swanepoel et al., 2001:104). South Africa is therefore a melting pot of many diverse cultures and the workforce is starting to reflect this. Managers need to recognise diversity and learn how to manage it, as well as realise that as diverse the employees are, so as diverse are their needs and expectations regarding employment.

Focussing on speed of change, technology and communications have not only changed the way in which Spoornet operates, but also the Human Resource market. With the South African Government legislation on employment equity and black economic empowerment, the recruitment arena has put the qualified and learned individual from the previously disadvantaged groups in great demand. Organisations are so eager to set their employment equity targets that they are poaching these 'sort after' individuals to avert training costs.

Looking at complexity, focusing on historical events when mapping out an organisation's environment in South Africa is useless because the government has dramatically changed the business environment. Managers need to analyse past, current and future trends to develop a strategy for an organisation to efficiently exist economically. Organisations need to align themselves with government policies if they are to survive in the future. According to Styger (2004:21), in terms of the current South African legislation and The Skills Development Act, it is compulsory for all companies to pay a one percent levy of their monthly payroll to the Sector

Education and Training Authority (SETA). By providing for skills development these companies can then claim 50% of that levy back. Training employees and having retention strategies in place will, in the end, be more cost effective for an organisation as well as effective.

Business strategy cannot be formulated without incorporating the relevant human resource related issues. Strategic human resource management chiefly concerns synchronizing and integrating the organization's strategic business needs and plans with all those aspects stemming from and relating to the management of employees (Swanepoel et al., 2000:204). Organisation need to take cognizance of current environment influences when developing a strategy. It is therefore imperative that organisations have strong leadership so as to guide and formulate strategies that will sustain and grow the organisation.

## **2.12 Conclusion**

It has been shown in this chapter that much of the literature contains information about tactical retention strategies, and less about broader organizational strategic issues. Both of these were discussed in some detail. Generation subsets were the focus of much of the literature. This served to compare the different issues of retention strategy in relation to the Generation subset continuum. The most prominent feature of the strategic issues was Taylor's (2002) organisation-wide approach, with which the other tactical and strategic issues in this chapter overlapped. Public sectors current retention strategy was discussed in detail. Much of the information contained in SARS 's strategy posed similarities between that which was researched, and contained some newer elements of retention strategies as compared with the prior literature review.

Recruitment and retention strategies will succeed only if they are reinforced by, and aligned with other human resource strategies in an organisation. In order to attract and retain adequately skilled staff, and maximize the return on its human capital, an organisation must manage its human resources holistically.

This chapter has highlighted retention strategies that organisations should pursue with the intention of retaining current employees as well as being attractive to future recruitments. Chapter four describes the research methodology used to analyse current retention strategies.

## 3.1 Introduction

This chapter deals with the method that was used to conduct the study, as well as the preparation involved. It begins with brief descriptions of the study design, followed by descriptions of the population, study setting and sampling. Next, the extent of the study is described, followed by the methods of data collection, and method of data analysis. The ethical considerations are described in the last part of the chapter.

## 3.2 The research Design

The concept research design implies the overall plan of a research study (Hopains & Arica, 1996: 486). A similar reference of this concept is that of Kerlinger (1986:27) who defined research design as a plan and structure of investigation. Bless and Smith (1995:63) views a research design as the planning of any scientific research from the first to the last step. These views are also endorsed by other researchers such as Babbie (1998:89) and Bogdan & Biklen (1992:38). Monon (2001:55) also described a research design as a plan or blueprint of how one intends to conduct research.

## 3.3 Research Methodology

Both quantitative and qualitative research paradigms have been studied in depth. This was meant to select suitable paradigms for this research. The use of more than one paradigm (triangulation) is better meant to combine appropriate research perspectives and methods that are suitable for taking into account as many different aspects of a problem as possible (Flick, 2002:49).

## CHAPTER 3: RESEARCH DESIGN

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### 3.1 Introduction

This chapter deals with the method that was used to conduct the study, as well as the preparation involved. It begins with brief descriptions of the study design, followed by descriptions of the population, study setting and sampling. Next, the direct study is described, followed by the methods of data collection, and method of data analysis. The ethical considerations are described in the last part of the chapter.

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The concept research design implies the overall plan of a research study (Hopkins & Antes, 1990: 456). A similar reference of this concept is that of Kerlinger (1986:27) who defined research design as a plan and structure of investigation. Bless and Smith (1995:63) views a research design as the planning of any scientific research from the first to the last step. These views are also endorsed by other researchers such as Babbie (1998:89) and Bogdan & Biklen (1992:58). Mouton (2001:55) also described a research design as a plan or blueprint of how one intends to conduct research.

### 3.3 Research Methodology

Both quantitative and qualitative research paradigms have been studied in depth. This was meant to select suitable paradigms for this research. The use of more than one paradigm (triangulation) is further meant to combine appropriate research perspectives and methods that are suitable for taking into account as many different aspects of a problem as possible (Flick, 2002:49).

phenomena to represent their qualities. Qualitative research on the other hand is also referred to by Shaughnessy and Zechmeister (1997: 22) as "that research which produces research findings

The term research design and research methodology are often used interchangeably even by researchers to mean the same thing. The two terminologies are however different. According to Mouton and Prozesky (2005:74) a research design is "a plan or a blue print of how a researcher intends to conduct a study". This involves plans for data collection, the instrument for gathering information, how information gathered would be processed and analysed to give meaning to a research finding. Ghauri and Gronhaug (2005: 56) state that a "research design should be effective in producing the wanted information within the constraints put on the researcher". Such constraints include time, budget, and skills. Similarly, Blanche, Durrheim & Painter (2006:36) define research design as a strategic framework, a plan that guides research activity to ensure that sound conclusions are reached.

The essence of research a design is to guide the researcher on the type of data to collect, how to collect process and analyse them in order to answer the research problem(s). A research design can be descriptive, exploratory or causal. Research methodology on the other hand describes how something will be done. Ghauri and Gronhaug (2005: 108) describe research methodology as "a systematic, focused and orderly collection of data for the purpose of obtaining information from them, to solve or answer a particular research problem or question". They are rules or systems which show how the researcher has obtained his/her findings thereby enabling others to examine and evaluate it. Research methodology is therefore wider in scope and it encompasses the research design. It provides the general direction for the research and a logical conclusion or solution to a research problem.

### 3.4 Population of the Study

Research design can be quantitative or qualitative. The present study used the quantitative research design which Strauss and Corbin (1990) cited in Shaughnessy and Zechmeister (1997: 22) describe as "studies whose findings are mainly the product of statistical summary and analysis". The main feature of quantitative research is the heavy reliance of the researcher on data analysis to arrive at findings or conclusions. Numbers are assigned to the properties in the

phenomena to represent their qualities. Qualitative research on the other hand is also referred to by Shaughnessy and Zechmeister (1997: 22) as “that research which produces research findings that are not arrived at by statistical summary or analysis and lack quantification altogether”. They are most commonly obtained from interviews and observations and can be used to describe individuals, groups or social movements.

Shaughnessy and Zechmeister (1997: 22) locate the main difference between quantitative and qualitative researches in the procedure rather than quality. In qualitative research, findings are not arrived at by statistical methods or other methods of quantification. Qualitative research is mostly characterised by masses of data much of which may be irrelevant to the study whereas quantitative research is usually associated with numbers which possess specific characteristics which make them very useful for analytical purposes. Ghauri and Gronhaug (2005: 204) view quantitative research as an efficient way to represent information and meanings.

Rubin (2005: 145) notes that qualitative research allows for in-depth, more open and detailed study of selected issues while quantitative research is more generalised. Follow-up questions can be asked during interviews or focus groups in qualitative research whereas quantitative research does not provide respondents with such an option. In quantitative research, Ghauri and Gronhaug (2005: 204) further noted that analyses are conducted through the use of diagrams and statistics unlike in qualitative research which uses conceptualisation. The choice of a quantitative research design for this study was informed by its primary strengths because, according to Blanche *et al.* (2006: 132) “the findings are generaliseable and the data are objective”. Ghauri and Gronhaug (2005: 109) also assert that a quantitative research design is more scientific than a qualitative research design.

### 3.4 Population of the Study

Asika (2000: 39) defines the population of a research as “all conceivable elements, subjects or observations relating to a particular phenomenon of interest to the researcher. A research population according to Ghauri & Gronhaug (2005: 147) relate to the total universe of units from which the sample is to be selected. The population of this research was a group of people about

whom this research wanted to draw conclusions (Babbie, 1998:109). Not all the members of the population were studied, only those who were selected by means of purposive sampling were involved. The target population of the present research comprised all employees in the selected three government departments in Vhembe District of Limpopo province, representing public sector organisations. The three public sector organisations had a total population of 1200 employees.

### **3.5 Sampling Methods and Size**

According to McMillan and Schumacher (2001:169), the nature of the sampling procedure used in a particular study is usually described by one or more adjectives, such as random sampling, convenience sampling or stratified sampling. This describes the technique used to form the sample.

Cohen and Manion (1989:10) view a sample as a smaller group or subset of the population from which the researcher attempts to collect information so that the knowledge gained typifies the total population under study. Best and Kahn (1993:13) also share similar views regarding sampling by defining a sample as a small proportion of a population selected for observation and analysis.

McMillan and Schumacher (2001:174) indicate that non-probability sampling is the most common type in educational research. It does not include any type of random sampling, rather the researcher uses subjects who happen to be accessible or who may represent certain types of characteristics.

According to Leedy and Ormrod (2001:218), in non-probability sampling, the researcher has no way of forecasting or guaranteeing that each element of the population will be presented in the sample. Furthermore, some members of the population have little or no chance of being sampled. The selected type for this research was therefore the purposive or purposeful sampling. Purposive sampling has been selected for this research. It is appropriate for the research problem for this study.

**Table 3.1: Sampling of the study**

TARGET	STUDY POPULATION	STUDY SAMPLE
Public workers	1200	120
Government authorities	3	3
Local authorities	5	3
UNION	4	3

### 3.6 Data Collection Methods

As noted by Mouton (2002:156), data collection subsists in the use of a variety of methods and techniques of data collection in a single study. Schulze (2002b: 14) maintains that data should meet the requirements of a qualitative or quantitative research design or a design consisting of a combination of these approaches. The data collection methods in this study combined these two approaches. In an effort to acquire different facets of the same problem (symbolic reality) of the participants (Berg 1995: 4) and obtain more valid results in the research, the following three methods were used to collect data: document analysis, questionnaires and focus-group discussion.

#### 3.6.1 Questionnaires

For many good reasons, the questionnaire is the most widely used technique for obtaining information from subjects (McMillan and Schumacher 2001: 257). Furthermore, McMillan and Schumacher (2001: 257) note that a questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity.

The instrument's items, format and procedures were taken from Noveno (2003); however, some modifications were made by the researcher to fit to the current study. The first part of the

instrument contained a statement of purpose and directions, and was designed to collect biographical or personal data that include gender, age, and civil status, educational attainment and years of work experience.

In this study, all the one hundred and twenty (120) personnel of public workers were given a questionnaire to complete prior to the onset of the focus-group discussion. The questions contained close ended questions addressing various aspects of education and how improvement could be made to the present system on retention strategies implemented at the college. The questions ranged from working conditions, incentives, job satisfaction and mentoring to staff development.

### 3.7 Data of Analysis

In this unit of analysing the data the researcher basically compared how different participants responded to one and the same questions. Statistical package for Social Sciences (SPSS) was used to analyze the questionnaires which were used to interview members of community. The obtained information from questionnaires and interview was first coded for each and every question and then entered in the Microsoft excel spreadsheet in words and numerical. The entered data from the spreadsheet was exported to the SPSS so the data could be analyzed to yield the results. SPSS is much more reliable and provides a board range of capabilities for the entire analytical process. With SPSS you can generate decision-making information quickly using powerful statistics, understand and effectively present your results with others using a variety of reporting methods. The unit of analysis is at combined level of the individual, principals, community participants in liaison with local and the district circuit. Results from your data analysis enables you to make smarter decisions more quickly by uncovering key, patterns, and trends.

### 3.8 Ethical Considerations

Mouton (2001:238) indicates that the ethics of Science concerns what is wrong and what is right in the conduct of research. Because scientific research is a form of human conduct, it follows that such conduct has to conform to generally accepted norms and values. Leedy (2001:45) emphasizes the importance of studying ethics in research in order to determine ethical principles underlying protection of human rights. The rights of human research subjects need to be protected by the researchers.

As this study involved the participation of qualified professionals, who understood and appreciated the value of continuing education and research, the main ethical issues to consider was to ensure that they were fully informed about the purpose of the study, as well as their rights to participate or to decline, without the risk of adverse consequences. Furthermore, they were also given the assurance that their responses would be held in strict confidentiality, and that their names, as well as those of the institutions, were not required for the study's database. In order to ensure that patient care was not compromised in any way during this process, participants were asked to complete their questionnaires only when they were not attending to patients. Approval to conduct this study on the premises of the institutions concerned was sought in writing and received from the persons responsible at the various institutions.

### 3.9 Conclusion

This chapter has covered all issues concerning overall research methodology adopted, population identification, sampling procedures and units of analysis, the means of access to study sites and methods for data collection and analysis. The issue of how data were collected and analysed were dealt with in this chapter. The next chapter deals with the interpretation and analysis of the collected data.

## CHAPTER 4: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

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### 4.1 Introduction

In chapter three the research design, methodology and the instrument that was used to investigate the research problem were described. In this chapter, the data that was collected from the responses to the questionnaires that were administered among administrators, public works staff and non-professionals and non-staff at Vhembe District was presented, analysed and interpreted. The focus of this chapter was, therefore, the summarized presentation of research results.

Chapter four begins with an explanation of how the ordinal data in the survey is displayed and analysed. The “Strongly Disagree” and “Disagree” number of responses for each question is added together; likewise with the “Agree” and “Strongly Agree” sub-continuum. The total average of all the responses in the survey for the disagree and agree number of responses are calculated. The resulting averages are then taken as a standard response, against which, all the survey responses (for all question responses and sub-category averages) are displayed for comparison purposes.

The interpretation and discussion of results is supported by tables and graphs, which clearly display the survey data that is being analysed within each sub-category. Specific explanations with regards to the validity test. For analysis purposes, all questionnaire responses were found to be reliable. The chapter concludes with a summary of all the discussions regarding retention issues in tabular form, indicating which of the responses are below, on, or above the benchmark percentage, or par value. The concluding remarks of this chapter summarises the discussion.

#### 4.2.1 Biographical profile of respondents

One of the questions articulated in the questionnaire was to determine the demographic profile of the respondents; this was presented in a manner in which the percentages of males could be compared to the percentages of females. In doing so, the gender in the majority could easily be identified, as well as generally determining the sum total of the whole population.

**Table 4.1: Distribution of respondents by gender**

SEX	Frequency	percentage
Male	55	46.2%
Female	65	53.8%
Total	120	100%

Table 4.1 reflects that out of the 120 questionnaires which were distributed. The table further shows that 65 (54.2%) were females while 55 (45.8%) were males; hence the majority of respondents were females.

#### 4.2.1. Distribution

- **Employee Qualification – Response Rate**

It was assumed that because the minimum requirements for employment at Public sector are matric, that all respondents would have a matriculation certificate. Because employees were able to select more than one sub-category in this field of the questionnaire, the quantities of responses

would possibly add up to more than there were respondent questionnaires. In this instance, the frequencies recorded below add up to 120 marked responses, representing a total of 100% of the total number of respondents. All calculations have therefore been calculated using 48 (number of respondents) as the basis for the arithmetic mean. Of all the marked responses in this category: 29 employees were currently studying (24%); 42 employees have a national certificate (35%); 27 employees had a national diploma (24%); 20 employees have a post graduate (17%); and 2 employees had a honours degree or higher (2%). These are represented in Table 4.2.

**Table 4.2: Employee Qualification – Response Rate**

Qualification	Frequency	Percentage
Studying	29	24%
N. Cert	42	35%
N. Diplo	27	22%
Post Grad	20	17%
Honours +	2	2%
Total	120	100%

- **Employee Grade – Response Rate**

Employees by Grade were represented as follows: 35 employees in Grades 2–3B with a 29% response; and 85 employees in Grades 4–5B, representing a 71% response rate. The majority were in grades 4–5B, owing to the fact that the distribution list contained 25 employees in Grades 2–3B, and 77 employees in Grades 2–5B. These are represented in Table 4.3.

**Table 4.3: Employee Grade- Response Rate**

	Frequency	Percentage
Grade 2-3B	35	29%
Grade 4-5B	85	71%
Total	120	100%

- **Years of Service – Response Rate**

An error which occurred in the years of service category was made by omitting the subcategory of 0 – 6 months. This is not considered as serious because of the low number of new employees currently working for Public Sectors in the respective branch offices. The employees in the 0 – 6 months category were omitted from the distribution list by chance. Of the responses received: 3 employees were in the 6 – 12 month category, with a 6% response; 1 employee was in the 1 – 2 year category, with a 2% response; 6 employees were in the 2 – 3 year category, with a 14% response; 4 employees were in the 3 – 5 year category, with an 8% response; 5 employees were in the 5 – 10 year category, with a 10% response; and a surprising 29 employees were in the 10 years plus category, with a 60% response rate. The overwhelming majority (60%) therefore, comprises employees in the 10 year plus category, reducing in percentage as the duration of service declines. These are represented in Table 4.4.

**Table 4.4: Years of Service – Response Rate**

	Frequency	Percentage
6-12 Months	7	6%
1-2 Years	2	2%
2-3 Years	17	14%
3-5 Years	10	8%
5-10 Years	12	10%
10 + Years	72	60%
Total	120	100%

#### 4.4 Institutional climate enables staff to apply new knowledge

#### 4.3. Reward systems

The rationale for this information was to assess if the institution's climate stimulates an environment where staff can apply new knowledge and skills that are gained at training to their

The rationale for this information was to measure if the institution has good reward systems to retain staff that they have sent on training and development programmes. The table below illustrated how respondents responded to this question. Results in Table 4.5 reflect that 4.6% of respondents strongly agreed and 13.1% agreed, which totals 17.7% (4.6% plus 13.1%), however, 36.9% of respondents disagreed and 41.5% strongly disagreed, which totals 78.4% (36.9% plus 41.5%) who believe that the institution had good reward systems in place for staff retention.

**Table 4.5. Reward system for retention**

	Frequency	Percentage
Strongly Disagree	34	28.8%
Disagree	13	10.9%
Uncertain	22	18.2%
Agree	37	30.9%
Strongly Agree	14	11.8%
Total	120	100%

#### 4.4 Institutional climate enables staff to apply new knowledge

The rationale for this information was to assess if the institution's climate stimulates an environment where staff can apply new knowledge and skills that are gained at training to their job. The statement that respondents had to respond to related to the organisational climate of the institution in terms of whether it encouraged implementation of new ideas that were acquired during training

**Table 4.6: Institutional Climate.**

	Frequency	Percentage
Strongly Disagree	34	28.8
Disagree	13	10.9
Uncertain	22	18.2
Agree	37	30.9
Strongly Agree	14	11.8
Total	120	100%

Table 4.6 illustrates that from the sample population, 8.5% strongly agreed, and 30.8% agreed, which gives a total of 39.3% (8.5% plus 30.8%), while 30.8% of respondents disagreed and 26.2% strongly disagreed, which gives a total of 57% (30.8% plus 26.2%) who believe that institutional climate enables staff to apply their new knowledge, which was gained from training. A total of 3.8% of respondents chose not to respond to the statement. During the interview with ex-staff members, job content and financial rewards were cited as major reasons for resigning from the Department of Labour Administrative staff felt that they were not given opportunities to apply their knowledge and skills, which they gained at development programmes, to the job.

**Table 4.7 Public sectors encourages team work to enhance good performance**

	Frequency	Percentage
Strongly Agree	12	10
Agree	24	20
Uncertain	32	27
Disagree	24	20
Strongly disagree	28	23
<b>Total</b>	120	100

The majority of respondents (43%) felt that teamwork is not encouraged in the organisation. However, 30% felt positively toward the statement. This could be attributed to the fact that some departments are working as a team whereas others are not. Different job outputs could also have influenced the results.

**Table 4.8: Cultural diversity is appreciated and respected**

	Frequency	Percentage
Strongly Agree	24	20
Agree	24	20
Uncertain	20	17
Disagree	24	20
Strongly disagree	28	23
<b>Total</b>	120	100

The majority of the respondents (40%) agree that cultural diversity is respected. The high number of respondents that are uncertain could be due to the fact that different cultures have only

recently been admitted to the ranks of the targeted grade and that these employees are uncertain of the different cultural needs and desires.

**Table 4.9: Management structures need to be decentralised**

	Frequency	Percentage
Strongly Agree	48	40
Agree	58	48
Uncertain	0	0
Disagree	2	2
Strongly disagree	12	10
<b>Total</b>	<b>120</b>	<b>100</b>

Table 4 illustrates that the respondents feel that some management structures need to be decentralised. With the restructuring exercise and high turnover rate experienced by the organisation in the recent past, many structures were centralised. The positive response (88) to decentralise structures reveals that the employees desire more effective local management of tasks to be performed.

Mullins (1999:532) says that positive arguments for decentralisation include: enabling decisions to be made closer to the operational level of work, increased responsiveness to local circumstances, administration services will be more effective, improved level of personal customer service, and it has an encouraging effect and on the motivation and morale of staff.

**Table 4.10: My manager appreciates the value of cultural diversity**

	Frequency	Percentage
Strongly Agree	24	20
Agree	28	23
Uncertain	64	53
Disagree	2	2
Strongly disagree	2	2
<b>Total</b>	120	100

The majority of respondents (53%) are uncertain if managers appreciate cultural diversity or not. It is assumed that many of the respondents are not familiar with how cultural diversity affects the work place. A large percentage (43%) feels positively about the statement.

**Table 4.11: My manager encourages employees to share ideas with him**

	Frequency	Percentage
Strongly Agree	24	20
Agree	20	17
Uncertain	40	33
Disagree	18	15
Strongly disagree	18	15
<b>Total</b>	120	100

A very small majority of respondents agree with the fact that their managers encourage idea sharing. The roughly even spread of response illustrates that there are different management styles present of which some respondents agree and other disagree.

**Table 4.12: Extrinsic motivators: Money is the only important motivator to me**

	Frequency	Percentage
Strongly Agree	24	20
Agree	8	7
Uncertain	8	7
Disagree	36	30
Strongly disagree	44	36
<b>Total</b>	120	100

Just over half of the respondents felt that extrinsic motivators did not motivate them and 66% felt that money was not the only motivator important to them. From the results of the study, with the average age factor being relatively high, a large majority are motivated by other aspects other than only money. If it is not the factors recorded in statement, then this could be the esteem needs that motivate the majority of 'learned' employees.

**Table 4.13: Working conditions: I have comfortable working conditions**

	Frequency	Percentage
Strongly Agree	24	20
Agree	16	13
Uncertain	19	16
Disagree	37	31
Strongly disagree	24	20
<b>Total</b>	120	100

Working conditions, which include the availability of computer networking (SAP, E-mail), availability of beverages (tea and coffee), office space, office furniture (faxes, phones, heaters,

air conditioners), lunch hours and security at work, are not comfortable for half the respondents. This leads to half of the workforce being de-motivated and frustrated.

**Table 4.14: I am given the opportunity for self development**

	Frequency	Percentage
Strongly Agree	12	10
Agree	16	13
Uncertain	44	37
Disagree	24	20
Strongly disagree	24	20
<b>Total</b>	120	100

The majority of respondents feel that there is very little opportunity for self-development. If self-development is present in the organisation, does it contribute towards the individual's growth and promotion? These figures could reflect that at different times, more bursaries and training courses were available as opposed to tougher financial times when less training and development were available. If career development is not available to employees, they become less committed, less loyal, perform poorly and feel insecure (Flood, 2002:35).

**Table 4.15: I am encouraged to stay at public sectors Because of: Annual performance bonus payments**

	Frequency	Percentage
Strongly Agree	38	32
Agree	34	28
Uncertain	0	0
Disagree	24	20
Strongly disagree	24	20
<b>Total</b>	120	100

Table 4.15 indicate that 40% of employees who disagree, relate to monetary fringe benefits, i.e. annual performance bonuses and long service awards respectively. There appeared to be little regard by way of retention to these elements; employees therefore, viewed such fringe benefits in low regard to overall retention, or believed that Public sector Customs is not getting it right. Alternatively, the monetary benefits provided may be accepted in view of the fact that staff merely had a higher regard to non-monetary benefits, i.e. the monetary fringe benefits are minor in comparison with the total of the reasons for retention. It is equally important to take note of what was going right, in this case, branding, brand image (which enhance prestige and meaning at work), and work-life balance

**Table 4.16: I am encouraged to stay at public sectors Because of: Great prestige working for public sector**

	Frequency	Percentage
Strongly Agree	30	25
Agree	53	44
Uncertain	0	0
Disagree	24	20
Strongly disagree	13	11
<b>Total</b>	<b>120</b>	<b>100</b>

Table 4.16 indicates that 69% of employees who agree relate to non-monetary issues, i.e. prestige of organisation, meaning of work and work-life balance respectively. They fall within the categories of organisation branding, brand image and work-life balance issues. Employees regard these issues highly in relation to retention and believe that public sectors Customs are doing the right thing. The monetary fringe benefits may require attention, whether from an improvement perspective of the benefit, or from the perspective of communication to staff (i.e. explanation of its purpose).

**Table 4.17: I am encouraged to stay at public sectors Because of: Annual increases are good**

	Frequency	Percentage
Strongly Agree	30	25
Agree	18	15
Uncertain	0	0
Disagree	24	20
Strongly disagree	48	40
<b>Total</b>	120	100

60% of respondents disagreed that annual increases are good. Either respondent had a low regard for annual increases in light of retention, or respondents merely disagreed that annual increases *were good. The latter scenario was more likely.* With the exception of annual increases the organisation is in a good position. Communication to employees of comparative studies of other organisations in relation to remuneration is good, or remuneration and benefits in relation to the industry norm is good. Moreover, organisation stability, combined with the overall package is the major contributing factor.

**Table 4.18: I am encouraged to stay at public sectors Because of: Total remuneration is good**

	Frequency	Percentage
Strongly Agree	24	20
Agree	60	50
Uncertain	1	1
Disagree	24	20
Strongly disagree	11	9
<b>Total</b>	120	100

Tables 4.18 indicate that 71% covering remuneration, fringe benefits (housing, medical and pension), service bonus and stability of organisation respectively, and were rated highly by respondents. These appeared to have a large impact on why employees stay, especially stability of the organisation coming in at 94%.

**Table 4.19: Training, Development and Career Management I feel that: I am sufficiently trained to do my job effectively**

	Frequency	Percentage
Strongly Agree	24	20
Agree	40	34
Uncertain	0	0
Disagree	24	20
Strongly disagree	32	26
<b>Total</b>	120	100

Table 4.19 indicate that, 46% of the respondents disagree relate to training, opportunities for career advancement and personal development needs respectively. Respondents felt that they required more training and personal development in order for them to perform their activities more effectively. The damaging component of these questions however, was the fact that respondents saw little opportunity for career advancement. Lack of training and lack of personal development efforts might have added fuel to the perception of limited career advancement. Stagnation is the term normally used to describe this phenomenon, and can have a debilitating effect on motivation.

**Table 4.20 Training, Development and Career Management I feel that: I would like to be groomed to become a senior / Specialist**

	Frequency	Percentage
Strongly Agree	48	40
Agree	47	39
Uncertain	0	0
Disagree	18	15
Strongly disagree	7	6
<b>Total</b>	120	100

79% Respondents who agree relate to respondents wanting to be groomed to become a leader or specialists respectively. The overall average in this category is viewed negatively, i.e. disagree is 45%, just above the benchmark (38%), conversely, the agree (55%) is just below the benchmark (62%). More work may need to be done by the organisation with regards to training, development, and career advancement. There appeared to be a great need for training and development that was not addressed. Perhaps it was merely a perception of employees that one can constantly expect to be groomed by the organisation in these areas of development, even though they may not have the required abilities. The organisation is somehow failing in its obligation to address the matter. None-the-less, the fact that respondents require such development, is a positive one on their part.

	Frequency	Percentage
Strongly Agree	48	40
Agree	30	25
Uncertain	0	0
Disagree	24	20
Strongly disagree	18	15
<b>Total</b>	120	100

**Table 4.21: I like working here because: I have autonomy at work (i.e. little interference from my manager)**

	Frequency	Percentage
Strongly Agree	48	40
Agree	19	16
Uncertain	0	0
Disagree	29	24
Strongly disagree	24	20
<b>Total</b>	120	100

Tables 4.21 indicate that 44% of respondents who disagree represented autonomy at work, like open plan offices, and having the tools and equipment to do their jobs, respectively. Not having sufficient autonomy at work may relate to some degree to the nature of work at Public sector Customs (i.e. highly driven by legal and policy directives – the way things should be done) and in part by office and manager house rules (office policy – managers who came from an originally autocratic organisation). Areas that are within the control of the organisation (and which appear to be the most cause for concern) are the dislike of large open-plan offices, and the lack in the provision of tools and equipment.

**Table 4.22: I like working here because: There is flexibility at work**

	Frequency	Percentage
Strongly Agree	48	40
Agree	30	25
Uncertain	0	0
Disagree	24	20
Strongly disagree	18	15
<b>Total</b>	120	100

Table 4.22 indicates that 65% of respondents who agree represent flexibility at work, variety of work, and the ability to juggle work-family responsibilities respectively (Figure 4.9). These appear to be a significant draw-card with regard to retention issues. The overall average in this category is viewed only slightly negatively, i.e. the disagreed was 37%, only fractionally below the benchmark (38%, conversely, the agree 63% is only fractionally above the benchmark 62%).

The organisation was on par with the benchmark averages. There were no individual questions that were out of the ordinary, there was therefore no cause for concern.

The chapter begins by providing an overall summary of chapters one through four. These include the problem statement, the literature review, retention strategies at Public workers, and the survey findings are discussed in some of the biographical analysis and retention strategies. The biographical analysis yields interesting respondent characteristics, while

#### 4.5 Conclusion

The discussion in each sub-category yielded meaningful results. It was found that within each sub-category, responses to questions that were above the stated benchmark for disagree and agree respectively, were generally similar in nature. In sub-category C) for example Training, Development and Career Management, questions above the “Disagree” benchmark of 38% relate to training, career and personal development (i.e. question numbers 11 (46%), 14 (52%) and 15 (69%) respectively); all similar in nature. Question numbers 12 (65%) and 13 (79%) (above the “Agree” benchmark) are respondents wanting to be groomed to become a leader or a specialist respectively, and are again similar to each other in nature. This attests to some degree to the consistency of the responses received. After all the question responses in each sub-category and the sub-category averages were analysed (using tables, graphs and explanations). The sub-categories that scored below par in table 4.9 were: C) Training, Development and Career Management; F) Effective Supervision; G) Day- To-Day Activities. While the organisation appears to be on or above par in many areas, there are some areas for concern.

## CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATIONS

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### 5.1 Introduction

The chapter begins by providing an overall summary of chapters one through four. These include the problem statement, the literature review, retention strategies at Public workers, and the survey findings. The survey findings are discussed in terms of the biographical analysis and retention strategies. The biographical analysis yields interesting respondent characteristics, while the conclusions of retention issues provide pertinent information about the par ratings discussed in chapter four.

Perhaps the most significant discussions of this chapter are the recommendations, more specifically, the Strategic Model for Employee Retention. The significance of the Model is that it can be used at both local branch office level, and at Public workers National level. Issues surrounding the Model are discussed again in the conclusions, where information about

Generation subsets, Management and HR integration, and an evaluation for Overall Health is detailed. Finally, areas that require attention are again presented in this chapter, this time with more of a focus on what needs to be done. The most pertinent of these include catering for Generation Y, and managerial training.

## 5.2 Major Findings

- Results showed that the effect of gender on personnel retention made no significant difference in terms of retention because by having female (64.3%) respondents in the majority does not necessarily mean that they stayed longer in the institution (c.f.4.3.1). This supported the findings that sex had little or no influence on teacher retention (Low & Marican 1993:14-15).
- Training and development – The majority of respondents felt that although training and development was existent in the organisation, there was no career progression, promotion available or acknowledgement of skills and abilities of the employees. In chapter two, the literature revealed that poor career planning not only causes confusion and stress, but is also the biggest contributor to no job satisfaction. Employee turnover is directly proportional to job satisfaction. No job satisfaction leads to higher staff turnover, strikes, sabotage, stealing and more grievances, let alone less productivity.
- This research revealed that teachers had a strong preference of having close supervision and guidance in handling their duties. This was in line with the findings of Howe (2006:290) that understanding how an induction programme worked could lead to increasing capacity to improve new teacher retention and professional effectiveness. The present study further showed that there was need for on-going personnel assistance to both new and old employee. These findings lend support to Howe (2006:295) who found that successful teacher induction programmes included opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and a gradual acculturation into the profession of teaching. The present study's findings that provision of spiritual and moral formation programmes through support seminars, professional training and other life skills to both beginning and experienced employees should be implemented. This was supported by Howe (2006:297) who asserted that exemplary practices included comprehensive in-service training, extended

- internship programmes, mentoring and reduced teaching assignments for both beginning and old employees.
- Communication – An overwhelming majority of the respondents revealed that they disagreed with the efficiency of the flow of information in the organisation. Poor communication leads to low productivity, dissatisfied employees and mistrust of superiors. As pointed out in chapter three, even when organisations are experiencing a crisis, be it financial, downsizing or cutbacks, accurate communication has a short lived negative reaction on company morale, whereas poor communication has a long-term negative effect on employee morale.
  - Teamwork – The majority of the respondents felt that teamwork was not encouraged or promoted and that teambuilding exercises were non-existent. The basic foundations of teamwork, like good relationships and respect of colleagues were found to be positive. As revealed in chapter three, team efficiency has a significant impact on performance and competitiveness of any organisation. It also improves customer relations and improves employees' understanding of the business.
  - Job satisfaction – A large percentage of respondents (70%) felt dissatisfied with their jobs. They also indicated that they were not earning a market related salary and did not feel part of organisation. Chapter two illustrated that job satisfaction is the attitude an individual has towards the job and includes; reward and incentive schemes, workplace interaction and relationships, and working conditions. Job quality and workplace support are the biggest contributors to job satisfaction.
  - Motivation – The majority of respondents disagreed that they are motivated to work harder and that more effort produced better rewards. Working conditions were negatively appraised and respondents indicated that they desire 'softer issues' for motivation. Chapter four revealed that specialised employees, more commonly known today as knowledge workers, seek alternative motivators such as individualism, independence and personal achievement to address their underlying needs.

### 3.3 Conclusions

- Leadership – The majority of respondents revealed that management does not provide feedback timeously and that middle managers are not empowered to make changes if necessary. The respondents do, however, agree that managers encourage subordinates, compliment good work, develop and empower subordinates through delegation of authority and have an ‘open door’ policy. Chapter four illustrated the difference between managers and leaders. Communication and manager empowerment originate at the top of the leadership structure. The leaders are responsible for leading and directing the organisation, through empowerment and strategies, to reach organisational goals. Managers, on the other hand, get things done through other people to meet organisational goals.
- The results of the present study showed that there was little difference between teachers with low and highest qualifications. The findings of no difference are in line with Low and Maricans (1993:15) findings that educational qualifications did not affect teacher retention.
- Findings of this study suggested that personnel were not well enumerated. Increased salary and better fringe benefits were regularly mentioned as being too low (c.f. 4.5.2). This was in line with Hoy and Miskel’s (1996:317) findings that employees (educators) were motivated by the opportunity to earn more money, money matters, particularly to employees (educators) whose income falls short of meeting basic needs. A guaranteed salary meets the teachers physiological and security needs. While employees were not necessarily motivated by money for retention purposes, they could be demotivated by a lack of money when that was viewed as not reflecting their contribution to society and affect families (NUE comment 1999:20). Fringe benefits (bonuses) helped attract teachers but the effect of these bonuses on the retention of public works beyond a negotiated period remained elusive.

### 5.3 Conclusion

The survey findings provide an explanation of „who□ the Public Sector Customs employee (respondent) is. The employees□ characteristics are that he/she is either White or African, generally employed at Public sector for more than 10 years, is a Generation Xerox, and is most often skilled. Public workers Customs performance with regards to employee retention where performance is below par, is: training, development and career management; effective supervision; and day-to-day activities. Customs excels at pay and benefits. The central theme with regards to recommendations provided in this chapter, was the Strategic Model for Employee Retention. The Model caters for local branch office strategies, as well as for Public sector National strategies. Generation subsets are also catered for in the model, as well as an integration of “Management” and HR activities. The Model concludes with an evaluation of success factors with an “Overall Health” criterion.

There was low satisfaction with the salaries that the respondents were getting from their employers. The respondents felt that they are not earning enough for the job they were doing. The mean score for this subscale was 2.1, which suggest a general lack of satisfaction with income.

The mean score for this scale was 2.0, the lowest score across the six subscales. There was a general dissatisfaction from the respondents with the promotion prospects in their current jobs. The respondents felt that the opportunities for promotion in their jobs were very limited and there was little chance for promotion.

The respondents indicated that competitive financial packages and fringe benefits are the most effective strategies in attracting and retaining Public worker into the public sector facilities of the Vhembe district Municipality. The respondents also believed that the favourable working conditions of the public service are an effective strategy of recruiting Public Sectors into the public sector. The respondents were asked then to identify the factors that have kept them in their current job (i.e. the positive aspects of the job) and the factors that could lead them to resign from their current job (i.e. the negative aspects of the job).

#### 5.4. Recommendations

##### **The following were the most common reasons for staying in the public service**

The following strategies have been identified and are recommended for retaining specialised employees.

- Favourable working hours, flexibility of work, regular working hours with no weekends, convenience
- Provide clear career paths for trained and skilled employees. If promotions are not available, provide training and development opportunities to fulfil the career needs for specialised employees.
- Appreciation from colleagues and parents, sharing knowledge and empowering colleagues and patients (skills transfer)
- Specialist teachers are interesting and challenging, learning every day.

##### **The respondents listed the following as reasons that could lead them to leave the public service**

- Inadequate remuneration, no realistic notch increases, salary not competitive
- Few trained staff, staff shortages, insufficient suitably qualified staff, high workload, no replacement when going on leave, staff absenteeism
- Organizational rules and regulations; HR policies are unfavourable; training of teachers' , years of service is viewed more favourably than ability to do the job, non-payment of public holidays' work, poor management, slow process of replacing those who resigned, no skills development

## 5.4. Recommendations

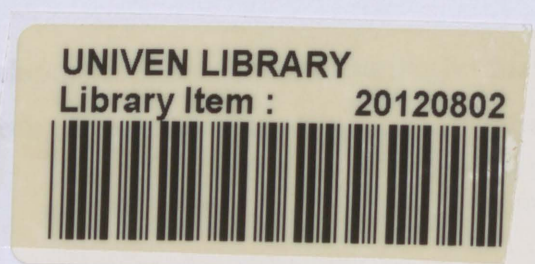
The following strategies have been identified and are recommended for retaining specialised employees:

- Provide clear career paths for trained and skilled employees. If promotions are not available, the organisation should find other measures to motivate and stimulate continued growth through project leadership to fulfill the esteem needs for specialised employees.
- Divide information into general and applicable information. All general information and only applicable information should be communicated to different individuals. Information sessions can be long-winded and boring when not applicable to individuals. There is no use in providing factory safety guidelines to office workers. Information must be fast, accurate, transparent and compulsory. Communicate regularly with employees through feedback sessions, surveys and information forums to accurately identify the needs and desires of the workforce so that changes can be implemented quickly to increase service levels. Feedback should be given to teachers regularly.
- Encourage teamwork by rewarding teams. Allowing managers to facilitate and promote team-building exercises to enhance communication, productivity and job satisfaction. Team incentives should be addressed by rewarding teamwork. Teamwork should be encouraged so that employees will share skills and bring positive production of the institution.
- Managers and employers should put forward the rewards that satisfied their teachers. Ensuring job satisfaction by respecting, rewarding, nurturing and upholding these skilled and trained employees fairly. Recognise individual growth and fairly reward good ideas. Respect experience and qualifications above legislative requirements in order to ensure that the most suitably qualified people are placed in specialised positions.

- Recognising and empowering managers and their ability to make necessary changes decided by the environment instead of having one regulation for all. Hold managers accountable for income and expenses incurred in their divisions. Leading by example and ensure that leaders and managers are worthy of their positions so that they can earn the respect of the employees. Certain structures can be decentralised to increase responsiveness to local circumstances, enable decisions to be made closer to the operational level of work, improve customer service and have an encouraging effect on employee morale and motivation.
- It is recommended that employers should treat all employees equally. Both male and female employees should be given equal opportunities for promotion and advancement.
- Providing job enrichment by broadening responsibilities, providing more autonomy for decision-making, providing skill variety and task identity, as revealed in chapter two. According to Gordon (2002:471), job enrichment is needed where there are signs of declining work motivation, dissatisfaction with growth opportunities, the lack of work effectiveness and the job in general. Enriched jobs often meet the needs of the increasingly educated workforce that many organisations employ. Managers must set goals with their employees and then make them accountable and responsible for accomplishing the set goals to enrich jobs.
- Considering the needs of individuals striving for work-life balance, the employer should consider allowing some flexible working hours for individuals that would like to spend time with their families and raise children.
- The human resource practitioners in the public service should be knowledgeable and supportive to the teachers, vacancies should be filled quickly and the recruitment process should be speeded up. In service training should be provided to ensure that competencies of the educators are of high standard at all times.
- The promotion policy should be made known to all employees, and it should be fair so as to enhance employee morale and improve job satisfaction. Recognition of performance in the form of performance appraisal should be part of the process of recognition of good performance.

- The salaries are an issue that is always alluded to whenever there is a discussion involving how to attract and retain professionals. Salaries for teachers in the public sector are determined centrally and in the case of provincial authority facilities, this decision is taken at provincial level. The employer should engage in discussions with teachers' unions to ensure pay equity, and to make sure that the benefits structure for teachers is acceptable and competitive. The salaries of teachers in South Africa make them to be dissatisfied. Employers should realize that now is the time to bring salaries of teachers better to that of private institutions.
- It is recommended that employers should treat all employees equally. Both male and female employees should be retained regardless of their sex.
- It is recommended that training and development should be seen by employees as beneficial. It would be far much better if employers can increase the notches of teachers after every training and development as opposed to cash bonus system.
- In every situation where human resources are utilized, communication should be a priority. Top-down communication demotivates employees. Employees should be involved in every new activity that is about to be introduced in the institution. President Jacob Zuma's hotline opened for the public, is a way of two-way communication and is recommended.
- Working conditions more especially to schools are not pleasing. Employers should ensure the security of teachers and learners at schools. Regulations should also made to protect teachers against learners or any other person from outside.

These are a few recommendations that have been uncovered by the research to enhance productivity, employee motivation and organizational performance. However, there are opportunities for further research.



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## APPENDIX A: QUESTIONNAIRE

Qualification

Studying

### Section A: Biographical Information

R. Carr

**I am employed at Department of education for between ... (how many) years now:**

N. Diplo	
6-12 Months	
1-2 Years	
2-3 Years	
3-5 Years	
5-10 Years	
10 + Years	

**My gender**

SEX	
Male	
Female	

**My current Hay Grade is between:**

Grade 2-3B	
Grade 4-5B	

**My Highest Qualification is (mark one or more):**

Qualification	
Studying	
N. Cert	
N. Diplo	
Post Grad	
Honours +	

## Section B: Retention Strategies

Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree

PAY	Strongly agree	agree	uncertain	disagree	Strongly disagree
Reward system for retention					
Institutional Climate					
Public Works encourages team work to enhance good performance					
Cultural diversity is appreciated and respected					
Management structures need to be decentralised					
My manager appreciates the value of cultural diversity					
My manager encourages employees to share ideas with him					
Money is the only important motivator to me					
I have comfortable working conditions					

I am given the opportunity for self development					
I am encouraged to stay at public sectors Because of: Annual performance bonus payments					
I am encouraged to stay at public sectors Because of: Great prestige working for public sector					
I am encouraged to stay at public sectors Because of: Annual increases are good					
I am encouraged to stay at public sectors Because of: Total remuneration is good					
Training, Development and Career Management I feel that: I am sufficiently trained to do my job effectively					
Training, Development and Career Management I feel that: I would like to be groomed to become a Senior / Specialist					
: I like working here because: I have autonomy at work (i.e. little interference from my manager)					
I like working here because: There is flexibility at work					

**Thank you for your Participation**