

Coactive Staff Retention Strategies in Selected Zimbabwe's Public and Private Universities: Human Resources Personnel's Perspective

Professor Tichaona Mapolisa^{1*}, Doctor Sharayi Chakanyuka²

¹Associate Professor and National Programme Leader for the Bachelor of Education in Educational Management in the Department of Educational Studies, Faculty of Arts and Education at the Zimbabwe Open University.

²The Co-ordinator, Academic Studies at the Institute of Distance Education, University of Swaziland.

***Corresponding Author:**

Professor Tichaona Mapolisa.

Email: tichmap@gmail.com

Abstract: This eighth excerpt from the researcher's thesis chronicles the coactive staff retention strategies in purposely selected Zimbabwe's public and private universities from the perspective of the stakeholder-sampled Human Resources personnel. Data were gathered using open-ended interview and documentary analysis methods. Data were analysed using NVivo. Public and private universities offer coactive staff retention strategies such as salaries and promotion, medical aid and funeral cover. Both sets of universities appreciated the need to staff develop their staff members. In some private universities, there were no staff retention strategies to talk about. The first conclusion is that university lecturers' salaries are unfavourable because they are comparably lower than what other universities in Southern Development Community (SADC) Region offer. Universities need to peg their salaries to match what the SADC Regional universities offer to lecturers of equivalent grades. Second, universities need to have clearly documented coactive staff retention strategies that enable them to become employers of choice. It is necessary to institute a macro-scale study in the terrain of coactive staff retention strategies with the intent to build a knowledge base to influence national policymaking decisions.

Keywords: Coactive staff retention strategies, public universities, private universities, Human Resources personnel's perspective, Human Resources personnel.

INTRODUCTION

Staff retention strategies of varied nature obtain in different university and non-university institutions throughout the world. To put this study into its proper context, there is need to review the concept of staff retention, prior to the presentation of the background to the study. Existing literature view staff retention from different perspectives. [1] (p.340) perceives the term as a process that, "is about capacities to capture the extent to which the organisation effectively develops talent, information and resources to increase customer value." The focus of this conceptualisation of staff retention is to increase customer value. According to [12] (p.2):

Academic staff retention refers to the process or the ability of an institution not only to recruit qualified staff, but also to retain competent staff through establishing quality of work-life, motivated staff climate, best place of work, and being the employer of choice contingent upon formulation and execution of best practices in human resource and talent management.

Staff retention in [12]'s thinking is about making an organisation an employer of the moment. In the views of [2] in [1] (p.5), "employees are encouraged to remain with the organisation for the maximum period of time or until the completion of the project." This view is about organisations making sure that employees keep their jobs as long as the organisations want to utilise the employees' expertise. Similarly, [21] in [48] described retention to mean, "systematic efforts by the employers to create and foster an environment that encourages employees to remain on their jobs by having policies and practices in place." By implication, staff retention exists when managers become employee-centred in managing their employees. [56] in [1] (p.340) confirms [21]'s findings in [1] (p.5) that, "retention is about willingness to stay at an organisation which is influenced by incentives to pay or compensation and job satisfaction." [19] (p.2) view staff retention in the context of knowledge retention in this way, "Due to recent trends in the world of work, knowledge retention has been lauded as a useful strategy to mitigate turnover challenges that threaten organisational survival and growth."

Seen from the above perspectives, staff retention has the following features, that is, it:

- Is customer-driven.
- Is meant to make the organisation the best employer.
- Is supposed to make employees keep their jobs for good.
- Encourages employers to employ employee-friendly strategies to enable organisations to keep best workers.
- Urges employers to make sure that they keep their workers satisfied.
- Is reflective of alleviating staff turnover, brain drain and staff attrition as well as staff mobility.
- Is illuminative of staff commitment, motivation and loyalty.
- Is a reflection of an individual's performance on one's job.
- Depicts the kind of attitudes that one holds about one's job.
- Portrays the degree to which one identifies with one's job.

While the review above indicates that retention is all the efforts that public and private universities may utilise to reduce staff turnover, this study has sought to determine the degree to which such a perception obtains among personnel in public and private universities in Zimbabwe.

With respect to related empirical findings across selected world's countries, [28] studied employee attraction and retention in the Australian Resources sector. Respondents for these authors' study emphasised the provision of competitive remuneration (including overtime pay, bonuses, annual anniversary allowances, options, profit sharing, share purchase plans, subsidised rent, cash in lieu of leave, extra superannuation for two or more years of service, living away from home allowances, contract completion bonus, salary sacrifice, car leasing). With regards to staff retention strategies obtaining in Universities in the Netherlands, [31] came up with three findings. First, there are often fringe benefits and allowances that academics may receive on top of their wages. Second, some of these add-ons are determined collectively, often in collective labour market arguments and depend on national regulations with respect to pensions, parental leave and health insurance. Third, the retention strategies are clearly not just because of attractive salaries and other benefits and rewards, but also due to the recognised excellence of the Netherlands research activities and reputation of a system that is open to researchers from all over the world. [3] studied; "Retaining Talent," Replacing Misconceptions with Evidence-Based Strategies in the U.S. They confirmed with previous research findings by ([11]; [23];[27];

[37];[32];[25];[24];[6];[61];[51];[62];[4]) on perceiving recruitment, selection, socialisation, training and development, compensation and rewards, supervision and engagement as staff retention strategies. [9] researched on employer brand predictive model for talent attraction and retention and found out that the employer brand was a staff retention strategy in South African organisations. These scholars were reiterating earlier literature review by [46] on employee retention factors for South African Higher Education Institution who cite [53] and the [29] stating that the leaders need to manage people well in order to retain them. In the context of Zimbabwe, [42] observed that government sponsorship for Master's, MPhil or DPhil studies through local universities was a very effective staff retention strategy in the similar manner. The studies did not focus on coactive staff retention strategies in the context of Zimbabwean universities. On the basis of this shortcoming, this study investigates the coactive staff retention strategies obtaining in selected Zimbabwean public and private universities from the position of the Human Resources personnel participants on a comparative basis.

Statement of the problem

Staff retention strategies are viewed and valued differently by different organisations ([62];[64]). The way how particular staff retention strategies manage to retain key staff members in different organisations is subject to the nature of the available staff retention strategies and the needs of the staff members ([31];[44];[47]). While public and private universities appear to have staff retention strategies of their own kind and making, it remains to be empirically found out whether or not such staff retention strategies are coactive in nature on the basis of the Human Resources personnel perspective. In view of such intent, the study provides answers to this research problem:

How are staff retention strategies in Zimbabwe's public and private universities viewed as coactive from the perspective of the Human Resources personnel?

Purpose of the study

The main purpose of the study is to gauge the degree to which staff retention strategies in Zimbabwe's public and private universities are coactive in nature on the basis of the Human Resources personnel perspective.

Objectives of the study

The major objective of the study is to explore the extent to which staff retention strategies in Zimbabwe's public and private universities are coactive in nature on the basis of the Human Resources personnel perspective.

Research questions

Two research questions guide the conduct of this study.

- From the perspective of the Human Resources personnel, what are the staff retention strategies that Zimbabwe's public and private universities?
- How are the staff retention strategies in Zimbabwe's public and private universities perceived as coercive in nature from the Human Resources personnel perspective?

Rationale for the study

The findings of the study are significant in two ways. First, they contribute to the existing document body of knowledge regarding staff retention strategies for use in different organisations. Second, the study's findings are bound to expose managers, administrators, leaders and chief executives of organisations to some of the possible standard practices that may be situationally implemented to retain staff.

REVIEW OF RELATED LITERATURE

This section provides the researcher with an opportunity to select related findings from the world's different continents and countries' contexts. First, from Europe, [31] highlights staff retention strategies obtaining in German universities. Professors were found to be generally civil servants with permanent lifelong positions that they have obtained after 'habilitation' a formal post-doctoral qualification usually earned after a publication of a major book and a public lecture. [31] also found that other allowances are determined individually such as performance bonuses, or as in this case of German professors – depend on an individual's skills at negotiating a good package. In terms of the effectiveness of staff retention strategies in German universities, [31] found out that bonuses for good performance now exist in Germany although only about 25% of the university professors receive the bonus.

Second, in Asia, [26] confirmed three hypotheses to demonstrate the effectiveness of staff retention strategies in Malaysia on one hand. These researchers confirmed:

- There is significant relationship between employee compensation and employee retention.
- There is significant relationship between employee training and employee retention.
- There is significant relationship between appraisal system and employee retention.

In the first hypothesis, employee compensation is effective in retaining staff when it satisfies the employees [50]. The second hypothesis implies that employee training would be an effective staff retention strategy when staff members have exposure to fair and adequate training opportunities [3]. The third hypothesis

signifies that a proper appraisal system could effectively retain workers since it permits employees and employers to rate the former's performance on a collegial basis [10]. On the other hand, [26] disconfirmed the following hypothesis:

- There is a significant relationship between employee empowerment and employee retention.

The basis for [26]'s decision to disconfirm the above hypothesis could have been rooted in the kind of management and leadership style employed in the studied organisation.

Third, in the United States, [55] in [54] studied retention of key talent and the role of rewards and identified bonuses, competitive compensation plan, communication, high potential plans, jobs rotation, mentoring, retention agreements, succession planning, training/development and work-life balance as critical staff retention strategies. In an earlier research conducted by [19], recognition of work done, open communication about the firm's goals and values, job stability and security and competitive wages emerged as staff retention strategies still in the U.S.

Fourth, in Africa, two relevant studies stand out. To begin with, Some Nigerian studies explored the effectiveness of staff retention strategies. [22] (p.226) found out that in the area of employee retention, the study found out that, "the Civil Service put in place good incentives to retain employees." On the other hand, [22] indicated that these retention strategies are, however, not adequate to retain competent personnel compared to what is provided by private organisations to retain its employees (p.226). Also, from a Zimbabwean angle, [39] explored strategies to hire back former Zimbabwe Open University's lecturers to the institution, and highlighted utilisation of lecturers' expertise in quality assurance, staff development schemes, competitive salaries, and schemes to acquire houses, cars and capital to start businesses as staff retention strategies.

The afore-stated observations are critical in this study for three reasons. First, they provide a basis upon which this study can be carried out. Second, they inform the researcher and the academic fraternity about the diverse staff retention strategies that organisations can employ to retain staff. Third, they offer organisations with opportunities to implement tried and tested standard staff retention practices meant to obviate staff loss. Fourth, the findings offer staff retention strategies from different organisational contexts. While the findings appear palatable, they are not based on the Human Resources personnel's opinions. They are also not drawn from the public and private universities' settings. Moreover, they are isolated in focus because they are not comparing opinions from public and

private universities situations. It is on the basis of such gaps that the current study examines the coactive staff retention strategies in Zimbabwe's public and private universities from the perspective of the Human Resources personnel participants.

RESEARCH METHODOLOGY

This study, because of its nature, it was qualitative for two reasons. First, it was non-experimental because it was people-centred [60]. Thus, qualitative research allowed the researchers to obtain perceptions regarding the coactive nature of staff retention strategies in Zimbabwe's public and private universities from the Human Resources personnel themselves. Second, qualitative research is associated with naturalistic inquiry [52], which presented the researchers with an opportunity to study the phenomenon of coactive staff retention strategies in its natural settings from the perspective of the Human Resources personnel.

The research approached which suited this study was a multiple-case study. A multiple-case study approach helps researchers to compare and contrast cases of different contexts [66]. In this way, the researchers used the multiple-case study to compare and contrast coactive nature of staff retention strategies in Zimbabwe's public and private universities from the Human Resources personnel's perspective.

The research cases were selected using purposive sampling. Purposive sampling is a non-probability sampling procedure used in qualitative research to select cases relevant to the study [33][38]. The four selected cases were Zimbabwe's two public universities (coded Cases 1 and 4), and two private universities (christened Cases 2 and 3).

Three research participants were selected by means of stakeholder sampling. Stakeholder sampling, according to [67], is useful in selecting participants who

have the information sought by a study. In this case, two private and one public universities' Human Resources personnel participants were duly selected on the basis of their possession of information about coactive staff retention strategies in their institutions. The private university participants were coded Case 2 HR and Case 3 HR, while the public university participants were coded Case 1 HR. HR, in this regard is standing for Human Resources.

Two research instruments namely; open-ended interviews and documentary analysis complemented each other in the data generation for this study. Open-ended interviews permit an in-depth generation of data by asking and probing participants' opinions about the phenomenon using unstructured questions [36]. The researchers were able to go town about the coactive nature of staff retention strategies in Zimbabwe's public and private universities from the Human Resources personnel's perspective by asking relevant unstructured questions. Documentary analysis beefs up interview data [18]. The researchers used Terms and Conditions of Service of Academics complement interview where necessary in the discussion of findings. The study's data generation period lasted four months; from September 2013 to December 2013.

The interview data were analysed using NVivo. The reliance on NVivo proved helpful to the researchers by truncate who found themselves with thick descriptions of the studied phenomenon research data. The researchers were guided by [40] who point out that NVivo prunes research data and places them in various folders as required by the researchers.

FINDINGS AND DISCUSSION

Under this section, the researchers presented findings in Tables 1 to 3 using a format they adopted and adapted from [16]. They then discussed the findings accordingly.

Table 1: Theme(s) and sub-themes regarding staff retention strategies that obtain in Zimbabwe's public and private universities in the form of various payments on a comparative basis from the perspective of HR participants

Theme(s)	Sub-themes	Substantiating statements
1. Various payments	1. Monthly allowances	1. We are paying monthly allowance. (Case 1 HR). 2...we were given a fifty dollar allowance (Case 2 HR)
	2. Salaries	1.....Case 1's salaries are on the little favourable side (Case 1 HR).
	3. Module writing payments	...lecturers are paid for writing modules, although it is part of their work (Case 1 HR).
	8. Cellphone allowance	1...we also offer lecturers cell phone allowance... (Case 1 HR).

Adopted and adapted from [16] (p.7)

A cross section of the participants' responses reveals some striking similarities and differences regarding the various payments offered to lecturers as a form of retaining them in Zimbabwe's public and private universities. Universities used various payments such as monthly allowances, salaries, module writing payments, transport allowance and housing allowance, and cell phone allowance.

Various payments

This study's findings reveal that both public and private universities appreciate the need for providing lecturers with a monthly allowance in a bid to retain them. However, from a public university perspective, as Case 1 HR participant pointed out the payments were affected by shortage of funds and had this to say about monthly allowance:

One of the strategies that has been used at ..., we are paying what we call a...allowance which is monthly allowance we are paying to the lecturers. At times of course we are failing to pay these month by month, but as and when we get resources we are paying this allowance.

The realisation that lecturers needed more than their basic salaries appeared to be common to all the universities in the study. By implication, the allowances are context specific, but they tend to differ nominally, yet they serve the same purpose. These findings appear to be consistent with previous research observations ([44]; [45]) who observed the use of allowances as a means of empowering staff financially. Allowances, although taxable, come as a relief to lecturers working in countries that have very high tax bands. What is clear about taxation in Zimbabwe is that salaries are so heavily taxed that lecturers' take home pay is drastically reduced. The allowances act as a boost to the lecturers' disposable income. To a very large measure, the preceding findings seem to indicate that public and private universities' ability to retain lecturers is somehow determined by the competitiveness and attractiveness of the allowances that the universities offer, thereby, making the staff retention strategies coactive.

Salaries

Findings of this study reveal that salaries are a standard obligation that private and public universities need to meet every month. They all agree that university lecturers earn salaries that are slightly above the poverty datum line, notwithstanding their high qualifications, expertise and experience. The following examples of some of the participants' interview responses help to expand this subject. Case 1 HR participant, illustrating how his public university regards salary as a staff retention strategy says:

Salaries that are being paid to the academics are currently a little unfavourable so the

university participates in ... negotiations to push for better salaries for our academics.

The preceding findings based on salaries reveal three things. First, the salaries offered in the universities are not favourable and competitive enough to retain staff. Second, despite the fact that some universities offered salaries in US\$ prior to 2009, the wages are still lower than those offered in public universities. Third, universities offer allowances on top of salaries in order to retain staff. Buttressing the above findings, in terms of documentary evidence, Terms and Conditions of Service of lecturers, teaching assistants, staff development fellows and full-time temporary staff in Case 4; Terms and Conditions of Service for lecturers at Cases 1 and 2 were outdated. Case 1's documents were drafted in 1999. They are being revised. Case 4's conditions of service were under revision as well. Case 3 did not provide the researcher with these documents, thereby, concealing information regarding coactive staff retention strategies at that private university.

Module writing payments

One other retention strategy from the theme of various payments was module writing payments. This retention strategy was Case 1 specific because of the Open and Distance Learning nature of that university. Because of the uniqueness of this case, Case 1 HR who had a great deal of experience in module writing put forward their opinions about the extent to which module writing payments may help their institution to retain lecturers. Case 1 HR participant from a public university settings, propounded that:

As a university we are also paying our academics for writing modules used by ...students. This is a ... retention strategy in the sense that our lecturers are supposed to be writing these modules as part of their duties. But the payment is meant to be an incentive to them so that they can stay longer in the university.

It is interesting to note from the two findings that not all lecturers are paid module writing payment allowance. From a corporate governance point of view, it is again good to note that only those who get involved in the actual module writing process (module writing, module revising and content reviewing and editing) get paid for the actual work they will have done. In this regard, the researcher feels that universities can use module writing process as a bait to retain lecturers who have the energy to write modules. Thus, module writing at this public university was implemented among other coactive staff retention strategies.

Cell phone allowances

It has also emerged from the study's findings that cell phone allowance, just like transport allowance, is Case 1 specific. The findings indicate that the

allowances' ability to retain staff is being appreciated at that Case. This position is upheld by the Case 1 HR, a public university participant who argues:

We are also paying an allowance known as the cell phone allowance which is alleviating our academics' problems of contacting their students who are mainly away from the university since we are an open and distance learning institution.

The central implication of the above observations is the use of cell phone to effectively communicate with students found in Case 1's ten regional campuses. These preceding findings tend to agree with [46] observation that provision of cell phone allowances could reveal different institutional treatment and valuing between institutional managers and employees. [45] also observed that MSU offered cell phone allowance to its staff members. Another public university participant, Case 1 Retained Lecturer 2 supports her manager and literature by remarking that:

The issue of cell phone allowances is another incentive that motivates staff...that is it encourages staff retention.

On the basis of the above observations, the researcher contends that cellphone allowance breeds

efficient and effective communication which is largely regarded as the nerve centre of successful universities. Regarding this position, the researcher affirms the findings that lecturers promptly get to know their learner's needs, challenges and experiences, while learners get immediate help, feedback, knowledge of results and guidance. It is common knowledge that cell phones enable lecturers to derive satisfaction from their job by contacting students. Such satisfaction based on the love for students reduces job stress among lecturers, thereby, making them want to stay on the job. The researcher argues that this allowance particular to ODL setting needs to spread to other public and private universities who are new on the ODL terrain because it one of the coactive staff retention strategies.

Intellectual development

One other emerging theme from the study indicated how Zimbabwe's public and private universities tried to promote staff retention is through intellectual development. Just like the theme of various payments payable to lecturers in the universities, intellectual development and its emerging sub-themes are presented in the ensuing Table 2 showing the Human Resources Personnel' participants' perceptions regarding the role of intellectual development in retaining staff.

Table 2: Intellectual development's role in enhancing staff retention in Zimbabwe's public and private universities from the plural perspective of the Human Resources Personnel participants

Theme(s)	Sub-theme(s)	Substantiating Statements
1.Intellectual development	3.Provision of study leave	1...the issue of awarding our academics study leave to do... their further studies (Case 1 HR).
	4. Provision of tuition waiver	1...staff dependants enrol for degree qualifications for which they qualify and they have tuition waived (Case 2 Retained Lecturer 1).
	5.Contact leave and sabbatical leave	2...staff development is there because...staff development provision where one can go on sabbatical (Case 2 HR).

Adopted and adapted from [16] (p.7)

Among other sub-themes of intellectual development that emerged from the study in the public and private universities' quest to retain staff were provision of scholarships, staff development, study leave, tuition waiver for staff dependents and research, publishing and attending seminars.

Intellectual development

In an attempt to demonstrate the participants' appreciation of intellectual development obtaining at their universities to retain staff, the following excerpts put their appreciation into its proper perspective.

One private university participant, Case 2 HR participant pointed out that;

Ok, I have just talked about opportunity for Masters holders to do PhDs...

It is indisputable that the aforementioned three findings highly value the attainment of higher qualifications by the studied universities, especially the PhD qualifications which will increase universities' institutional visibility. The programmes that are offered and products of universities with many lecturers with PhD qualifications tend to gain more acceptance, credibility and fame in the local market and beyond. The researcher is of the opinion that when the status of the universities has been enhanced through high qualifications, lecturers tend to stay at such university in search of fame, status and success, as well as prestige. Moreover, the lecturers' dependents also have their academic stock raised by the tuition waiver, an indication that the university will be deeply concerned about the living standards of not only its staff members, but their families as well. The universities want to

associate with successful lecturers and their families. Such findings are in agreement with [58] who found out that staff can be recruited and retained by creating a culture of serendipity based on continuous development for the academic faculty. A culture of serendipity in the context of this study and [57] means an accidental pleasant surprise experienced by managers in their bid to implement staff retention strategies. For example, some lecturers offered a pleasant surprise for university managers when lecturers stood by their universities by remaining loyal and committed to their jobs during Zimbabwe's economic downturn between 2000 and 2010. It was pleasing to note that both public and private universities under study shared the desire to upgrade their staff's qualifications (an indispensable coactive staff retention strategy) with the hope to retain them.

Study leave

From the study, it appeared that there is some link among study leave, staff development and scholarships. To clarify this issue, a public university Case 1 HR participant highlighted that:

Maybe one other aspect that I left out on point 1.1.1 was the issue of awarding our academic staff study leave to... further their studies. The university is and is free to offer study leave to all those who intend to further their studies within the country or even outside the country.

This perception is also shared by [8]'s observations that universities should challenge their assumptions on the make-up of today's academic workforce become unacceptable. These findings are an indication of varied university circumstances meant to improve lecturer quality. Most studied cases, with the exception of Case 2, a private university appreciate the efficacy of study leave in retaining staff at the university. Hence, the researcher's observations made at Case 1 indicated that lecturers pursuing PhD studies are offered staff development leave to assist them complete their studies. The study leave is dependent on the university Council's and senior management's support given to lecturers in line with the university's vision and mission in regard to staff retention.

Research, publishing and attending seminars

The last set of sub-themes of intellectual development from the studied universities' participants was; encouragement for research and no support for research.

Intentional institutional encouragement for research

The study revealed that public and private universities' approaches to research activities differ despite the fact that research justifies the existence of the universities. Notably, public and private university participants from Cases 1 and 3 pointed out that their institutions intentionally encourage and financially

support staff to conduct research, publish and attend related seminars/conferences within and outside Zimbabwe. One relevant interview response to underscore the above sentiments is given below:

Case 1 HR participant had this to say about the nature intentional institutional encouragement for research at his public university:

...our lecturers are allowed to do their research, attend seminars. So the university will sponsor them when they want to go outside the university to present papers which I think is the core business of the academics.

These findings concur with literature by [15] and [34] who found out that research and publishing decide the lecturers' promotion, status and recognition destiny in most universities. On an affirmative note, the findings reveal that when staff members publish it becomes a morale boost in terms of recognition in academia. Lecturers cannot be tenured, promoted to senior lecturer grade or professorship if they do not publish and research well, hence, the existence of the adage in the academic realm-'publish or perish'. The researcher's observations made across all cases indicate opportunities for research of varying degrees. These findings confirm early research findings by [7], [5], [44] and [58] that held research opportunities with high regard. Given the background of the observed research sites' background, the findings also agree with [17] who observed that developing high research fields to distinctively mark its institutions at an international level and [49]'s observation that research assists institutions to secure the placement of high calibre individuals. Above all, these observations corroborated by a public university's documentary evidence [14] which noted the completion of new facilities and associated renovations of existing buildings as part of the university's capital development programmes, as coactive staff retention strategies, will address long standing teaching challenges and research meant to retain lecturers in public and private universities.

Recognition/promotion

The theme of recognition/promotion was another key staff retention strategy. Sub-themes about recognition include opportunities to join the universities by returnees and encouragement for promotion. Inherent in administering recognition/promotion are three things. First, data exhibit that promotion/opportunity to join public universities like Case 1, a public university, where they are appointed to higher grades (senior lecturer) positions if they are PhD holders upon their return from the Diaspora or private sector to rejoin or join the university, and are likely to stay as a result of rare promotional opportunities. Second, there is objectivity in assessing promotions which is achieved through the use of a staff ordinance for promotions in some public universities [13]. Third,

Case 3 HR participant brings in a different private university dimension in which annual awards for the best lecturer and best community service lecturer are used to recognise the value of lecturers in a bid to retain them.

It can be deduced from the above findings that public and private universities have specific practices they employ to promote staff members in a bid to retain them. However, it emerged that across the studied universities, staff promotion and ordinances were not in the hands of the lecturers. Provision of staff ordinance for promotion to every lecturer appointment and the conditions of service document and the appointment would go a long way in motivating lecturers to decide whether or not to stay at the university. In addition to these documents, all other cases should emulate

Case 3, a private university which had all its lecturers having a strategic plan document for the period 2012-2015, although the staff member were not at liberty to have the present researcher have access to the copy. Possession of a strategic plan document by lecturers is indicative of the value the university places on its lecturers. In that regard, it could be one of the staff retention strategies in both sets of the universities if given to lecturers.

The foregoing findings largely confirm the researcher's observations made physically and by means of documents at Cases 1 and 4 (public universities). The researcher observed that Case 1, of all the universities under study, had the most tangible research practices that yield visible results during the time of the study's conduct. It was observed from the study that every year; many academics attend various international conferences. Also, Case 1's Vice Chancellor holds Vice Chancellor's Research Days three times annually throughout the country to nurture researchers. This Case now has two peer reviewed research journals for academics to publish their work. Research activity at Case 1 is also in line with [17]'s observations that provision of promotional chances through recognition of research effort are an indicator of highly developed and specialised research fields meant to distinctively mark the institution on an international level.

Private universities need to do more in this area.

Provision of employees' welfare/safety nets

Sub-themes that have been derived from the provision of employees' welfare/safety nets were; universities' acting as sureties for staff obtaining bank loans, universities' organisational loans, Providence Funds, tuition waiver, funeral cover, medical aid and local authorities' facilitation in stand allocation.

Bank loans

Bank loans appear to be one of the effective strategies that studied universities have been using in attempt to retain their staff. The universities have been found to play a facilitative role to enable their staff members to get loans from the banks. The two excerpts below expanded the subject well. First, Case 3 HR participant from a private university said:

Basically, the university has entered into partnerships with a number of financial institutions whereby we have our members of staff getting loans...so loans are one of the areas that we have used as staff retention strategies because we know that if somebody applies for a loan he is given a tenure of two to three years and usually the person will be with us.

Second, from a public university's lens, Case 1 HR participant pointed out:

The university has made arrangements with various banks such as the Commercial Bank of Zimbabwe (CBZ) and Zimbabwe Bank (Zimbank) for lecturers to access loans.

The above participants underline the role of financial institutions in trying to help the university meet the financial demands of their staff in order to keep them satisfied and motivated in the face of uncompetitive salaries. Loans have been used to retain staff because the lecturer will be expected to stay at the university for at least two years while he/she will be repaying the salary-based bank loan. It can be argued that all the preceding observations were deliberate coactive staff retention efforts to retain staff in Zimbabwe's public and private universities.

Providence Funds

Case 3 HR suggested providence funds as a unique contribution to boost pension funds. According to this private university participant, Case 3 was in the process of negotiating the opening of a Providence Fund so that upon retiring a person does not rely on pension, but gets a lump sum of money. Providence Fund, according to the researcher's opinion based on what Case 3 HR participant said, is a retirement plan or investment meant to benefit Case 3's staff members in terms of providing facilities for retirement, children's education, medical assistance, insurance support and accommodation. This fund would be particular to Case 3, a private university as another staff retention strategy whose effectiveness is yet to be assessed after the fund has been put in place and implemented.

Funeral cover

Findings reveal that both public and private universities employed funeral cover and other related support. Case 3, a private university provides funeral cover as a motivator as its HR participant rightly put it:

...the other retention method we have done is to improve on conditions of service like our employees are on funeral cover, that is, in the event of death of one of our staff members or his/her dependants; we attend the funeral services and pay some amounts of money to assist to cover some of the funeral expenses of our employees.

It can be argued that all the practices of providing funeral cover in the studied universities are a demonstration of the extent to which all the university staff inclusive of the management act as one family in times of sorrow and need. That way, staff could be retained.

Related to the above funeral cover, as the researcher gleaned through Terms and Conditions of Academic Staff for Cases 1, 2 and 4 discovered the following clause:

If a member should die, the salary due to him to the date of death shall be paid into his estate. If the member was married, or a widower with dependent children, at the date of death, a sum equivalent to one month's salary may, at the discretion of the university, be paid to his widow or such person on behalf of the dependent children as the university may determine.

This facility is in the studied cases, but it is sometimes affected by lack of funds, thus, its expeditious payment is subject to the availability of financial resources. As it is put on the aforementioned documents, it is a coactive staff retention strategy which the universities should never cease to meet. The bereaved lecturers' acceptance levels by the universities are best seen through times of sorrow and grief when the universities do not only sympathise, but empathise with their staff members.

Medical aid cover

The researcher is of the opinion that universities that realise the value of their staff show great concern about their staff members' health. Again, having gleaned Cases 1, 2 and 4's Terms and Conditions of Service of Academic Staff, the researcher established that every public and private university member of staff shall apply for and if accepted take up

membership of the Medical Aid Society of which the university is a member unless he/she satisfies that he/she is satisfactorily covered. This documentary evidence is corroborated by Case 1 HR's interview response in which he indicated that his university contributes 80% to the medical aid cover, while employees contribute 20%. The medical aid cover obtainable in both public and private universities does not go by the paper alone, but deliverables in the form of practical action. Medical aid support by the universities is one very good indicator of the universities' concern about the welfare of their lecturers. It is a widely held view by lecturers that public and private universities that offer a good medical aid package, as part of the coactive staff retention strategies, have the capacity to retain lecturers to a large extent.

Local authorities' assisted housing facility

According to [47] and [45], housing is one of the basic needs of staff members that they cannot do without. All the studied Cases appeared to have been making tremendous efforts to provide housing for their staff despite the fact that housing allowance was long scrapped off from the lecturers' pay slips. Efforts have been made to engage local authorities to assist staff to get residential stands. According to Case 1 HR and the researcher's observations, Case 1 has a housing co-operative seeking to assist staff get stands in Harare.

In conclusion, the preceding provision of employees' welfare/safety nets are summed up by [45]'s (p.39) observations about benefits that are given to employees at MSU, 'They include...medical aid funeral cover from the employer, educational benefits and...housing schemes for all segments.' The provision of all these safety nets is university-specific. It can be argued that staff retention of lecturers, as part of coactive staff retention strategies, in the studied universities is subject to the availability of the above-named safety nets.

No retention strategies

An emerging and final theme under staff retention strategies obtaining in the studied universities is 'no retention strategies' at all. The observations showing how HR participants perceived 'no staff retention strategies' are presented in the following Table 3.

Table 3: Sub-themes under the theme 'no staff retention strategies' at all in the minds of HR participants

Theme(s)	Sub-themes	Substantiating statements
1. No staff retention strategies	1. Totally nothing	1...there is totally nothing in terms of retention strategies (Case 2 HR).

Adopted and adapted from [16] (p.7)

Sub-themes to demonstrate the non-existence of staff retention policies in the studied universities are

totally nothing to talk about, unwritten staff retention strategies, no policy to support research and unclear retention policies.

Totally nothing

To demonstrate the absence of staff retention strategies in one of the studied private universities, Case 2 HR participant had this to say:

To be frank, there is totally nothing in terms of staff retention strategies. There are no staff retention strategies to talk about at all at this university.

These findings, although being context specific, agree with research by [59] and [28] who concur that organisations have themselves to blame when talented staff leave them. As pointed out earlier, Terms and Conditions of Service of Academics for all cases were silent on labelling their statutes' content as staff retention strategies. So in the mind of Case 2 HR participant, there was totally nothing in terms of staff retention strategies to talk about in his private university. Therefore, it can be argued that coactive staff retention strategies were somehow lacking at that studied private university at the time of this study.

SUMMARY OF FINDINGS

This section presents a summary of the research findings regarding similarities and differences of coactive staff retention strategies in the studied public and private universities from the Human Resources personnel perspective.

Similarities

Five similarities in terms of coactive staff retention strategies in Zimbabwe's public and private universities emerged from the perspective of the Human Resources personnel participants. First, public and private universities offer coactive staff retention strategies such as salaries and promotion, medical aid and funeral cover. Second, both sets of universities appreciated the need to staff develop their staff members. Third, salaries paid to lecturers in both kinds of universities are unfavourable, although public university lecturers are better paid than their private university counterparts. Fourth, public and private universities intentionally encourage lecturers to undertake research. Fifth, bank loans were also particular coactive staff retention strategies in some public and private universities.

Differences

Four differences regarding coactive staff retention strategies in Zimbabwe's public and private universities emerged from the perspective of the Human Resources personnel participants. First, in some private universities, there were no staff retention strategies to talk about. Second, local authorities' assisted housing facility was common to some public and private universities. Third, providence fund was particular to one private university. Fourth, some public universities appeared to offer cell phone allowances and module writing payments, while private universities did not.

CONCLUSIONS

On the basis of this study's findings, the ensuing conclusions suffice.

Similarities

The first conclusion is that university lecturers' salaries are unfavourable because they are comparably lower than what other universities in Southern Development Community (SADC) Region offer. The study also concluded that while most universities claimed to have coactive staff retention strategies, they really did not have them in black and white. Another conclusion was that all the universities valued staff development of their lecturers in search of upgrading their staff qualifications. Provision of medical aid and funeral cover, research and staff development support reflected the extent to which the studied universities recognised the value of their lecturers.

Differences

A first conclusion along the differences in coactive staff retention strategies obtaining in the studied universities is that providence funds, bank loans, and local authorities' assisted housing facility were case-specific. Second, public universities offered study leave, while private universities did not mainly because the former enjoys more government support than the latter. Third, public universities offered cell phone allowance and module writing payments to keep their staff satisfied, motivated and willing to stay on the job.

RECOMMENDATIONS

With respect to this study's observations and conclusions, the following recommendations are made. First, universities need to peg their salaries to match what the SADC Regional universities offer to lecturers of equivalent grades. Second, universities need to have clearly documented coactive staff retention strategies that enable them to become employers of choice. Third, universities need to broaden their sources of resources that enable them to offer diverse coactive staff retention strategies. Fourth, through staff exchange programmes, and contact and sabbatical leave, universities may learn from each other the best practices for retaining staff. Fifth, it is necessary to institute a macro-scale study in the terrain of coactive staff retention strategies with the intent to build a knowledge base to influence national policymaking decisions.

REFERENCES

1. Adi V; Driving Performance and Retention to Employee Engagement: A Case Study of the University of Brawijaya (Indonesia). *Journal of Applied Social Science Research* , 2012; 2 (1): 338-350.
2. Akindele RI; Fundamentals of Human Resources. Cedar Productions: Ife-Ife, Osun State. In Oginni

- BO, Ogunhusi CF, Fayesiku IO. (2013, January). A study of employee retention and organisational survival in private Universities in South Western Nigeria. *International Journal of Management*, 2007; 2(1): 1-17.
3. Allen DG, Bryant PC, Vardaman JM; Retaining Talent: Replacing Misconceptions with Evidence-based Strategies. *Academy of Management Strategies*, 2010; 48-64.
 4. Allen DG; Retaining Talent: A Guide to Analysing and Managing Employee Turnover. United States of America: SHRM, 2008.
 5. Amrein-Beadsley A; Recruiting Expert Teachers in Hard-to- staff Schools. In the *Education Digest*. Essential Reading for Quick Review, 2007.
 6. Aquino K, Griffeth RW, Allen DG, Hom PW; An integration of justice constructs into the turnover process: Test of a referent cognitions model. *Academy of Management Journal*, 1997;40: 1208-1227.
 7. Blair R, Jordan J; Staff Loss and Retention at Selected African Universities. A Synthesis Report. Washington, D.C.: The World Bank, 1994.
 8. Blass E; The future of academic workforce- Who will we recruit and retain as talent? A Key Note paper presented at the International Conference for Recruitment and Retention of Academic Talent: Engaging international researchers and academic leaders. L'Aqua, Cockle Bay, Sydney, 27 and 28 August 2013.
 9. Botha A, Busin M, De Swardt L; An employer brand predictive model for talent attraction and retention. *SA Journal of Human Resources Management*, 2011; 9(1):1-12.
 10. Boyne CA, John P, James, O, Petrovsky N; Top Management Turnover and Organisational Performance: A Test of a Contingency Model. *PAR: Public Administration Review*, 2011; 71(4): 572-580.
 11. Breaugh JA, Starke M;. Research on employee recruitment: so many studies, so many remaining questions. *Journal of Management*, 2010; 26: 405-434. In Allen DG, Bryant PC, Vardaman J M. (2010). Retaining Talent: Replacing Misconceptions with Evidence-based Strategies. *Academy of Management Strategies*: 48-64.
 12. Bushe B; Factors that Determine Academic Staff Retention and Commitment in Private Tertiary Institutions in Botswana: Empirical Review. *Global Advanced Research Journal of Management and Business Studies*, 2010; 1(9):278-299.
 13. Case 1 Human Resources. 1999, March, 6. Terms and Conditions of Service of Academic Staff. Harare: Case 1.
 14. Case 3 Strategic Plan. 2012. Case 3 in Africa Strategic Plan: 2012-2015. Harare: Case 3.
 15. Chakanyuka S, Chiome C, Chabaya O; Staff-related factors contributing to quality in Open and Distance Learning. *Common Wealth of Learning*. 2008. www.col.org/fpf6/fp/zzZW4431.doc
 16. Chisaka BC, Kurasha P; The role of action research in the promotion of quality education: Reflecting on the Save the Children Norway quality education projects in Zimbabwe (Bikita) and Ethiopia (Amhara region). *Zimbabwe International Journal of Open and Distance Learning: International Research Conference Special Edition*, 2012;1(1): 5-9.
 17. Cocklin C; Going beyond the brand- Finding your institutes' niche. A paper presented at the International Conference for Recruitment and Retention of Academic Talent: Engaging international researchers and academic leaders. L'Aqua, Cockle Bay, Sydney, 27 and 28 August 2013.
 18. Creswell JW; *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 2012; (4th Edition). Boston: Pearson.
 19. David R, Ngulube P, Dube A; A cost-benefit analysis of document management strategies used at a financial institution in Zimbabwe: A case study. *SA Journal of Information Management*, 2013; 15 (2):540, 10 pages.
 20. Dreyer-Hadley L, Maurel KC, Fiori D; Staff Development and Retention. 2008, January, 24. JWPR065-C07 [244-311].qxd 24/01/2008 21:48.
 21. David R, Ngulube P, Dube A; A cost-benefit analysis of document management strategies used at a financial institution in Zimbabwe: A case study. *SA Journal of Information Management*, 2013; 15 (2), Art.#540, 10 pages.
 22. Gary D; *Human Resources Management* (11th Edition). New Delhi: Prentice Hall of India. 2008. In Oginni BO, Ogunhusi CF, Fayesiku IO. (2013, January). A study of employee retention and organisational survival in private Universities in South Western Nigeria. *International Journal of Management*, 2(1): 1-11.
 23. Gberville DE; Personnel Recruitment and Retention Strategies in Lagos Civil Service of Nigeria. *African Research Review: An International Multi-disciplinary Journal*, Ethiopia, 2009; 3(3): 226-243.
 24. Griffeth RW, Hom PW, Gaertner S; A Meta-analysis of Antecedents and Correlates of Employee Turnover: Update, Moderator Tests, and Research Implication for Next Millennium. *Journal of Management*, 2000; 26 (3): 463-488. In Gberville DE. (2009). Personnel Recruitment and Retention Strategies in Lagos Civil Service of Nigeria. *African Research Review: An International Multi-disciplinary Journal*, Ethiopia. 3(3): 226-243, April, 2009.
 25. Heneman HG, Judge TA; *Staffing organisations* (5th Edition). Burr Ridge, IL: Irwin/McGraw-Hill. 2006. In Johnson, S. M. (2012). 'Having it both

- ways.' Building the capacity of the individual and their schools. In *Harvard Educational Review* (Spring, 2012), 82 (1): 107-122.
26. Hom PW, Griffeth RW; Employee Turnover. Cincinnati, OH: South Western. 1995. In Allen DG, Bryant PC, Vardaman JM. *Retaining Talent: Replacing Misconceptions with Evidence-based Strategies*. Academy of Management Strategies, 2010; 48-64.
 27. Hong EN, Hao LZ, Kumar R, Ramendran C, Kadiresan V; An Effectiveness of Human Resource Management Practices on Employee Retention in Institute of Higher Learning: A Regression Analysis. *International Journal of Business Research and Management*, 2012; 3(2): 60-79.
 28. Hunter JE, Hunter RF; Validity and utility of alternative predictors of job performance. *Psychological Bulletin*, 1984; 96: 72-88. Allen DG, Bryant PC, Vardaman, JM. (2010). *Retaining Talent: Replacing Misconceptions with Evidence-based Strategies*. Academy of Management Strategies: 48-64.
 29. Hutchings K, De Cieri H, Shea T; Employee Attraction in the Australian Resources Sector: Australian Resources Sector Employment Practices. *Australian Research Council Linkage*, 2009;1-35.
 30. IRS; Recruitment and Retention in Employment in UK Higher Education: Two Independent Reports. London. 2000. In Netswera FG, Rankhumise EM, Mavundla TR. (2005). *Employee Retention Factors for South African Higher Education Institutions: A Case Study*. *SA Journal of Human Resource Management*, 3 (2): 36-40.
 31. Johnson SM;. 'Having it both ways.' Building the capacity of the individual and their schools. In *Harvard Educational Review* , 2012; 82 (1): 107-122.
 32. Jongbloed B; Academic Retention in Europe-It is not all about the money, 22 April 2012 Issue No: 218 b.w.a.jongbloed@utwente.nl
 33. Kammeyer-Mueller JD, Wanberg CR; Unwrapping the organisational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology*, 2003; 88: 779-794. In Allen DG, Bryant PC, Vardaman JM. (2010). *Retaining Talent: Replacing Misconceptions with Evidence-based Strategies*. Academy of Management Strategies: 48-64.
 34. Kombo DK, Tromp DL; Proposal and Thesis Writing: An Introduction. Pauline's Publications in Africa: Nairobi. 2009.
 35. Kotecha P, Perold H; Rebuilding Higher Education in Zimbabwe: A Needs Analysis. 2010.
 36. Kotecha P; SARUA-Southern African Regional Universities Association: SARUA Leadership Dialogue Series. 2010; 2(1):33-48.
 37. Kothari CR; *Research Methodology: Methods and Techniques*, 2007. (Third Revised Edition). New Delhi: New Age International Publishers.
 38. Kristof-Brown AL, Zimmerman RD, Johnson EC; Consequences of individuals' fit at work: A meta-analysis of person-job, person-organisation, person-group, and person-supervisor fit. *Personnel Psychology*, 2005; 58: 281-342.
 39. Leedy PD, Ormrod JE; *Practical Research: Planning and Design*, 2012; (10th Edition). New York: Pearson Education.
 40. Mapolisa T, Chirimuuta C; Luring them back Home: Strategies to Lure back and Retain Professionals in the Diaspora: A Case Study of the Zimbabwe Open University (ZOU). *International of Social Sciences and Education*, 2012;2(3): 438-445.
 41. Marshall C, Rossman GB; *Designing Qualitative Research*. Thousand Oaks: Sage Publications. 2011.
 42. McCord P; How Netflix Reinvented HR. *Harvard Business Review*, 2012; 71-5.
 43. Mhlanga S, Matope S, Mugwagwa L, Phuthi N, Moyo VS; Academic staff development strategies in engineering fields of study: case study of Zimbabwe. *Proceedings of the 2nd Biennial Conference of the South African Society for the Engineering Education*, Cape Town. 11-12 June, 2013: Full Paper, 118-127.
 44. Mitchell TR, Holtom BC, Lee TW, Sablinski CJ, Erez M; Why people stay: Using embeddedness to predict turnover. *Academy of Management Journal*, 2001; 44: 1102-1121. Allen DG, Bryant PC, Vardaman JM. (2010). *Retaining Talent: Replacing Misconceptions with Evidence-based Strategies*. Academy of Management Strategies: 48-64.
 45. Mubatsi AH; Uganda: Makerere Losing Staff over Low Pay. *The Independent*, 4 June, 2012. Kampala: Uganda.
 46. Mupemhi S, Mupemhi R; Internal Marketing Strategies in State Universities in Zimbabwe: A Case of Midlands State University. *International Journal of Management and Business Studies*, 2011; 1 (4): 38-41.
 47. Netswera FG, Rankhumise EM, Mavundla TR; Employee Retention Factors for South African Higher Education Institutions: A Case Study. *SA Journal of Human Resource Management*, 2005; 3 (2): 36-40.
 48. Ng'ethe JM, Iravo ME, Namusonge GS; Influence of Leadership Style on Staff Retention in Public Universities in Kenya. *International Journal of Business and Social and Science*, 2012; 2 (21): 297-302.
 49. Oginni BO, Ogunhusi CF, Fayesiku IO; A study of employee retention and organisational survival in private Universities in South Western Nigeria.

-
- International Journal of Management, 2013; 2(1): 1-17.
50. Pechner S; Experience, expertise and enterprise- Securing excellent academic appointments. A paper presented at the International Conference for Recruitment and Retention of Academic Talent: Engaging international researchers and academic leaders. L'Aqua, Cockle Bay, Sydney, 27 and 28 August 2013.
51. Pitts D, Marvel J, Fernandez S; So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees. *PAR: Public Administration Review*, 2011;71(5): 751-760.
52. Ramsay CS; Engagement at Intuit: It's the people. *Society of Organisational and Industrial Psychology 21st Annual Conference*, Dallas, TX. 2006. In Allen DG, Bryant PC, Vardaman, JM. (2010). *Retaining Talent: Replacing Misconceptions with Evidence-based Strategies*. *Academy of Management Strategies*: 48-64.
53. Rudestam KE, Newstom RR; *Surviving your Dissertation: A Comprehensive Guide to Content and Process (3rd Edition)*. Newbury Park, CA: Sage. 2007.
54. Salopek JJ; Career Centred: How do you keep great employees? *Training and Development*, April: 24-26, 2000. In Netswera FG, Rankhumise EM, Mavundla TR; *Employee Retention Factors for South African Higher Education Institutions: A Case Study*. *SA Journal of Human Resource Management*, 2005; 3 (2): 36-40.
55. Scott D; *Retention of Key Talent and the Role of Rewards*. *WorldatWork: The Total Rewards Association*. 2012.
56. Scott KD, McMullen TD, Nolan J; *Taking Control of Your Counter-offer Environment*. 2005. In Scott D. (2012). *Retention of Key Talent and the Role of Rewards*. *WorldatWork: The Total Rewards Association*: 1-17.
57. Seehra I; *Creating a culture of serendipity-A Case study on recruitment and retention strategies*. A Key Note paper presented at the International Conference for Recruitment and Retention of Academic Talent: Engaging international researchers and academic leaders. L'Aqua, Cockle Bay, Sydney, 27 and 28 August 2013.
58. Seehra I; *How to attract and manage talent*. A paper presented at the International Conference for Recruitment and Retention of Academic Talent: Engaging international researchers and academic leaders. L'Aqua, Cockle Bay, Sydney, 27 and 28 August 2013.
59. Sigler KJ; *Challenges of Employee Retention*. *Management Research News*. 2210. 1999. In Adi V. (2012). *Driving Performance and Retention to Employee Engagement: A Case Study of the University of Brawijaya (Indonesia)*. *Journal of Applied Social Science Research*, 2 (1): 338-350.
60. Silverman D; *Doing Qualitative Research*, 2014, (4th Edition). London: Sage.
61. Sohail N, Muneer A, Tanveer Y, Tariq H; *Losing your best talent: Employee retention the dilemma of the textile industry. A case textile sector*. *Interdisciplinary Journal of Contemporary Research in Business*, 2011; 3(8): 896-906.
62. Sokro E; *Impact of Employer Branding on Employee Attraction and Retention*. *European Journal of Business Management*, 2012; 4 (18): 164-173.
63. Tepper B; *Consequences of abusive supervision*. *Academy of Management Journal*, 2000; 43: 178-161. In Allen DG, Bryant PC, Vardaman JM. (2010). *Retaining Talent: Replacing Misconceptions with Evidence-based Strategies*. *Academy of Management Strategies*: 48-64.
64. Vance RJ; *Employee engagement and commitment*. SHRM Foundation. 2006. Available at http://www.talentmap.com/knowledgecentre/pages/case%20studies/shrm_employeeengagementonlinereport.pdf. In Allen DG, Bryant PC, Vardaman JM. (2010). *Retaining Talent: Replacing Misconceptions with Evidence-based Strategies*. *Academy of Management Strategies*: 48-64.
65. Van Dyk J, Coetzee M, Tebele C; *Organisational commitment and job embeddedness of service staff with critical and scarce skills*. *South African Journal of Labour Relations*, 2013;37(1):61-78.
66. Yin RR; *A Case Study Research: Design and Methods*. Newbury Park: Sage. 2009.
67. Zikmund WG, Babin JB, Carr JC, Griffin M; *Business Research Methods (8th Edition)*. 2010. Mason, USA: South Western Greengage Learning.