

**FACTORS INFLUENCING HIGH TURNOVER OF MILLENNIALS WITH SCARCE
SKILLS: A CASE OF THE LIMPOPO ECONOMIC CLUSTER DEPARTMENTS**

By

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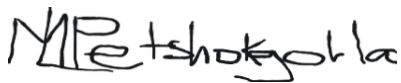
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ABSTRACT

This research was conducted to investigate the factors influencing the high turnover of millennial employees who have scarce skills in Limpopo Economic Cluster Departments (hereafter referred to as EC). The research focused on critical job satisfaction needs such as the employment conditions contributing to the turnover, how the EC meets the expectations of millennial employees and the measures that the EC implements to retain millennial employees with scarce skills.

A qualitative research design was adopted where an interview guide was used to collect data from ten full-time millennial employees who possessed scarce skills in the Economic Cluster departments and state-owned enterprises of the Limpopo Province using purposive semi structured in-depth interviews. Thematic analysis was used to analyse the qualitative data using ATLAS.ti 22, a computer-assisted qualitative data analysis software package.

The research found that among many factors that influence turnover, millennial employees with scarce skills left the EC mainly because of a lack of growth and progression opportunities. Seventy percent of millennial employees confirmed that positions that provided growth and progression were few, and when such posts were advertised, millennials were overlooked despite having relevant experience and qualifications. The research also found that the EC outsourced work to the private sector, despite millennial employees having the required competencies and experiences. Furthermore, the study discovered that when supervisory support was accorded to millennial employees, they were able to overcome difficult situations. Supervisory support included regular meetings with supervisors. Millennials found this encouraging because they could resolve their work-related frustrations.

The research further discovered that EC did not have a mentorship programme in place, and as such, there was no skills transfer from Baby Boomers to millennial employees. This situation posed a risk of an erosion of skills and institutional memory when Baby Boomers retired from public service.

The research contends that while recruitment of millennials who possess the required competencies and capabilities will also address the challenge of a high unemployment

rate among youth in the EC, retention of these workers should also be prioritised by human resources (HR). Filling scarce-skill positions would translate into optimal institutional performance, which would address poor service delivery and prevent unnecessary protest actions by communities. To retain millennial employees with scarce skills, the research recommends that the EC develops a retention policy that includes pay progression and provision for counteroffers to millennial employees. This can be achieved by designing market-related salary structure. The retention policy should include mentoring as it is important in upskilling millennial employees at the EC. Mentorship should form an integral part of the job description and performance agreement of supervisors. The mentorship programme should be designed to harvest and transfer skills from Baby Boomers to millennials. It would also help the EC avoid relying on former employees through contracts and outsourcing services.

KEYWORDS: turnover, retention, scarce skills, and millennial employees

OPSOMMING

Hierdie navorsing is uitgevoer om die faktore te ondersoek wat die hoë omset van millenniërwerknemers wat in Limpopo se ekonomiese klusterdepartemente (*economic cluster departments*) werk en wat oor skaars vaardighede beskik, beïnvloed. Die navorsing se fokus was op kritieke werksbevredigingsbehoefte, soos die indiensnemingstoestand wat tot die omsetkoers bydra, hoe die ekonomiese kluster voldoen aan die verwagtinge van millenniërwerknemers, en die maatstawwe wat die ekonomiese kluster implementeer om millenniërwerknemers met skaars vaardighede te behou.

'n Kwalitatiewe navorsingsontwerp is gevolg. Halfgestruktureerde doelbewuste onderhoude is uitgevoer om data in te samel by tien heelydse millenniërwerknemers wat oor skaars vaardighede beskik en in die ekonomiese klusterdepartemente en staatsondernemings van die Limpopo-provinsie werk. 'n Onderhoudhandleiding is gebruik om die proses te lei. Tematiese ontleding is gebruik om die kwalitatiewe data te ontleed deur ATLAS.ti 22, 'n rekenaargesteunde kwalitatiewe dataontleding-sagtewarepakket, aan te wend.

Die navorsing het getoon dat, onder vele faktore wat omset beïnvloed, millenniërwerknemers met skaars vaardighede die ekonomiese kluster hoofsaaklik verlaat weens 'n gebrek aan groei- en vorderingsgeleenthede. Sewentig persent van millenniërwerknemers het bevestig dat daar min posisies was wat groei- en vordering bied, en dat wanneer sulke poste geadverteer word, millenniërs oor die hoof gesien word, ten spyte daarvan dat hulle die relevante ervaring en kwalifikasies het. Die navorsing het ook gevind dat die ekonomiese kluster werk na die privaatsektor uitkontraakteer, ten spyte daarvan dat millenniërwerknemers oor die vereiste bevoegdheid en ervaring beskik. Verder het die studie ontdek dat wanneer toesighoudende ondersteuning, insluitende gereelde vergaderings met toesighouers, aan millenniërwerknemers toegestaan is, hulle moeilike situasies te bowe kon kom. Millenniërs het dit bemoedigend gevind omdat dit beteken dat hulle hulle werksverwante frustasies kon oplos.

Die navorsing het verder getoon dat die ekonomiese kluster nie 'n mentorskapprogram in plek gehad het nie, en dus was daar geen vaardigheidsoordrag van die naoorlogse

generasie (*baby boomers*) na die millenniërwerknemers nie. Hierdie situasie het die risiko ingehou dat vaardighede en institusionele geheue verlore sal gaan wanneer die naoorlogse generasie uit die openbare diens tree.

Die navorsing beweer dat, terwyl die werwing van millenniërs wat oor die vereiste bevoegdheids en vermoëns beskik ook die uitdaging van 'n hoë werkloosheidsyfer onder die jeug in die ekonomiese kluster sal aanroer, die werwing van hierdie werkers ook voorkeur moet kry deur menslike hulpbronne. Om skaarsvaardigheidsposisies te vul sal ook lei tot optimale institusionele prestasie, wat swak dienslewering sal aanroer en onnodige protesaksie deur gemeenskappe sal voorkom. Om millenniërwerknemers met skaars vaardighede te behou, beveel die navorsing aan dat die ekonomiese kluster 'n werwingsbeleid moet ontwikkel wat vergoedingsvoortgang en voorsiening vir teenaanbiedings vir millenniërwerknemers moet insluit. Dit kan bereik word deur 'n markverwante salarisstruktuur te ontwerp. Die werwingsbeleid moet die gee van leiding insluit aangesien dit belangrik is om millenniërwerknemers se vaardighede op te bou in die ekonomiese kluster. Mentorskap moet 'n integrale deel vorm van die posbeskrywings en prestasieooreenkomste van toesighouers. Die mentorskapprogramme moet ontwerp wees om vaardighede van die naoorlogse generasie te oes en oor te dra na millenniërs. Dit sal ook help dat die ekonomiese kluster nie hoef staat te maak op voormalige werkers wat aangestel word deur kontrakte en uitkontrakteringsdienste nie.

SLEUTELWOORDE: omset, behoud, skaars vaardighede, en millenniërwerknemers

KAKARETŠO

Nyakišišo e dirilwe go nyakišiša dintlha tšeo di huetšago letseno la godimo la bašomi ba bafsa bao ba šomago Dikgorong tša Sehlopha Ekonomi (EC) sa Limpopo (Limpopo Economic Cluster) le bao ba nago le mabokgoni ao a sa hwetšagalego bonolo. Dinyakišišo di nepiša dinyakwa tša go kgotsofatša, go swana le maemo a mošomo ao a kgathago tema go tekanyo ya letseno, ka moo EC e fihlelelago ditetelo tša bašomi ba bafsa, le ditekanyo tšeo EC e di phethagatšago go swara bašomi ba bafsa bao ba nago le mabokgoni ao a sa hwetšagalego bonolo.

Go šomišitšwe mokgwa wa dinyakišišo wa boleng. Dipotšišo tšeo di nepišago thwii tšeo di beakantšwego le tšeo di se a beakanywago di šomišitšwe go kgobokanya data go tšwa go bašomi ba lesome ba bafsa ba nako ka moka bao ba nago le mabokgoni ao a sa hwetšagale bonolo gape bao ba šomago dikgorong tša Sehlopha sa Ekonomi le dikgwebo tša mmušo tša Profense ya Limpopo. Go šomišitšwe tlhahli ya dipotšiši go sepediša tshepetšo ye. Tshekatsheko ya thematiki e šomišitšwe go sekaseka data ya boleng go šomišwa ATLAS.ti 22, sehlopha sa software sa tshekatsheko ya data ya boleng yeo e thušwago ke khomputha.

Dinyakišišo di utollotše gore, gare ga dintlha tše dintši tšeo di huetšago letseno, bašomi ba bafsa bao ba nago le mabokgoni ao a sa hwetšagalego bonolo ba tlogetše EC ka gore ga go na dibaka tša kgolo le tatelano. 70% ya bašomi ba bafsa ba kgonthišetše gore dikgoba tšeo di fago dibaka tša kgolo le tatelano ke tše dinnyane, gomme ge dikgoba tšeo di kwalakwatšwa, bafsa ga ba lebelelwe, le ge ba na le maitemogelo le mangwalo a dithuto a maleba. Dinyakišišo di utollotše gape gore EC e iša mošomo ka ntle go lekala la praebete, le ge bašomi ba bafsa ba na le mabokgoni le maitemogelo ao a nyakegago. Le ge go le bjalo, dinyakišišo di utollotše ge thekgo ya bolaodi, go akaretšwa dikopano tša nako le nako le balaodi, di filwe go bašomi ba bafsa, ba kgonne go fenya maemo a mathata. Bafsa ba hweditše se se hlohleletša ka gore se se bontšha gore ba ka rarolla mathata a bona a mošomong.

Dinyakišišo di utollotše gape gore EC ga ena lenaneo la botlhahli, ka gona, ga go na phetišetšo ya mabokgoni go tloga go Batho ba Bagolo go ya go bafsa. Maemo a dirile gore go be le kotsi ya tahlegelo ya mabokgoni le segopotšo sa institušene ka ge batho ba bagolo ba rola mošomo mmušong.

Dinyakišišo di tšweletša gore, le ge go kalatša ga bafsa bao ba nago le mabokgoni le maitemogelo ao a nyakegago di tla šogana gape le ditlhohlo tša tlokego ya godimo ya ošomo go bafsa ka go EC, go swara ga bašomi ba go swanetšwe go bewe pele ke methopo ya batho (HR).

Go tlatša dikgoba tša mabokgoni ao a sa hwetšagalego bonolo go tla fetolela go phethagatšo ya institušene ya maemo a godimo, yeo e tla šoganago le kabo ya go fokola ya ditirelo le go thibela magato a go ipelaetša ao a sa hlokegego ke setšhaba. Go swara bašomi ba bafsa bao ba nago le mabokgoni ao a sa hwetšagalego bonolo, dinyakišišo di šišinya gore EC e swanetše go dira pholisi ya go swara yeo e akaretšago tatelano ya tefo le sebaka sa dikabo tšeo di dirwago kgahlanong le ye nngwe go bašomi ba bafsa. Se se ka fihlelelwa ka go dira sebopego sa mogolo wo o amanago le mmaraka. Pholisi ya go swara e swanetše go akaretša go eletša ka ge se se le bohlokwa mo go godišeng bašomi ba bafsa mo EC. Botlhahli bo swanetše go dira karolo ye bohlokwa ya tlhalošo ya mošomo le ditumelelano tša phethagatšo tša balaodi. Lenaneo la botlhahli le swanetše go dirwa go tšweletša le go fetišetša mabokgoni go tloga go ba bagolo go ya go bafsa. E tla thuša gape EC go efoga go itshama ka go thwala gape bašomi ba maloba ka mokgwa wa dikotraka le ditirelo tša go iša ka ntle.

MANTŠU A MOTHEO: letseno, swara, mabokgoni ao a sa hwetšagalego bonolo, le bašomi ba bafsa

DEDICATION

I dedicate this research study to my mother, Mosutwa Sina Letshokgohla, and my late father, Moyahabo Wilson Letshokgohla, my siblings, Motlatso Elias, Moraka Morris, and Mokgadi Sophy Letshokgohla.

I also dedicate this work to my wife, Koena Johannah, and our children, Lethabo, Tebogo, Tumelo, and Kgaugelo for supporting me in this work.

ABBREVIATIONS AND ACRONYMS

ANC	African National Congress
CoE	Compensation of employees
DPSA	Department of Public Service and Administration
EC	Economic Cluster
FST	Feedback Seeking Theory
GAAL	Gateway Airports Authority Limited
GNP	Gross National Product
GoGHSTA	Department of Cooperative Governance, Human Settlement, and Traditional Affairs
GY	Generation Youth
HRD	Human Resource Development
IDP	Individual Development Plan
IT	Information Technology
LDARD	Limpopo Department of Agriculture and Rural Development
LEDET	Limpopo Economic Development Environment and Tourism
LDoE	Limpopo Department of Education
LDoH	Limpopo Department of Health
LDPWR&I	Limpopo Department of Public Works, Roads and Infrastructure
LDPT	Limpopo Department of Provincial Treasury
LDSAC	Limpopo Department of Sports, Arts, And Culture

LDSD	Limpopo Department of Social Development
LDT&CS	Limpopo Department of Transport & Community Safety
LEDA	Limpopo Economic Development Agency
LGB	Limpopo Gambling Board
LP	Limpopo Province
LTA	Limpopo Tourism Agency
NDP	National Development Plan
OSD	Occupation Specific Dispensation
OTP	Office of the Premier
SOEs	State-owned Enterprises
PGITO	Provincial Government Information Technology Officer
PSS	Perceived Supervisor Support
RAL	Road Agency Limpopo
SITA	State Information Technology Agency

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CHAPTER 1: GENERAL INTRODUCTION

1.1 INTRODUCTION

Employees are the most valuable resource in any organisation since they are the driving force behind the organisation's success (Arifin, Darmawan, Hartanto & Rahman 2022; Desler 2020; Sinambela & Ernawati 2021). Based on this premise, millennial employees with scarce skills, the subject of this research, can be considered the most valuable resource in the Economic Cluster of the Limpopo Province. Besides their technical skillsets, some useful features of this resource include their contemporary education, ability to multitask and technological assertiveness. They belong to a generation that embraces change with high-risk tolerance.

The EC is faced with the challenge of recruiting and retaining this calibre of workers. To rise to this challenge, the EC must be equipped with qualified human resources (HR) officers who understand the needs of millennial employees that possess scarce skills. Scarce skills refer to job types for which employers find it difficult to recruit suitably qualified workers or to retain (Mabuza & Gerwel, 2014; South Africa, Scarce Skills Guideline 2015:10). By the nature of the technical services provided by the EC, workers with specialised technical skills, herein considered scarce skills, include skills such as veterinarians, engineers, economists, environmentalists, IT specialists, aqua-culturists, and soil scientists (South Africa, Limpopo Department of Agriculture and Rural Development Human Resource plan, 2017).

This chapter presents and clarifies the problem being investigated, the objectives and how research questions were formulated as well as the methods used to undertake the study and justifications thereof. It concludes with a general outline of the thesis.

1.2 BACKGROUND AND MOTIVATION FOR THE RESEARCH

This section provides the motivating factors for undertaking the study and the scope thereof. It illustrates and justifies the study's uniqueness and how it adds new knowledge to this field. It commences with exploring the context in which the subject is framed which

is the employment and personnel management policies that were formulated at the emergence of the new democratic political dispensation in South Africa.

1.2.1 Context

Prior to 1994, the labour laws in South Africa prevented blacks (Africans, Coloureds, and Indians) from accessing high-quality jobs such as engineers, project coordinators, researchers, and technologists. Decent job opportunities were only reserved for whites, while Africans, Coloureds, and Indians were marginalised. After 1994, the African National Congress (ANC)-led government ushered in democracy with the view of undoing the injustices of the past. The Constitution of the Republic of South Africa, 1996 (hereafter referred to as the Constitution) is the supreme law of the country. Section 195(1)(i) of the Constitution states that public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation. In addition, the 1995 White Paper on the Transformation of the Public Service sought to create a representative public service that reflects the majority demographics of South Africa without eroding efficiency and competency. Furthermore, the Employment Equity Act 55 of 1998 endeavoured to achieve equality of the workforce by promoting equal opportunity and fair treatment by eliminating unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups. In a nutshell, the Act seeks to ensure that there is equitable representation in all occupational categories and levels in the workplace.

Arising from these policy frameworks, South Africa experienced an emergence of a young cohort of technically qualified millennials who possessed scarce technical skillsets. Many are recruited into provincial government such as the EC in Limpopo Province (hereafter referred to as LP). The LP is one of the nine provinces of the Republic of South Africa; it is the country's northern-most province. Its geographical location has positioned the province as South Africa's gateway to Africa since it borders Mozambique to the east, Zimbabwe on the northern side, and Botswana and Namibia to the west. In 1994, it was constituted by a merger of four formerly separate and independent administrations – the

former Lebowa, Venda, Gazankulu homelands, and the Transvaal Provincial Administration (TPA) – when a new democratic dispensation was ushered in the country. The LP currently has an estimated population of just over six million people (Statistics South Africa, 2020).

The Limpopo Provincial Administration (LPA) comprises 11 state departments: the Department of Agriculture and Rural Development (LDARD); the Department of Economic Development, Environment and Tourism (LEDET); the Department of Public Works, Roads and Infrastructure (LDPWR&I); the Department of Health (LDoH); the Department of Social Development (LDSD); the Department of Sport, Art and Culture (LDSAC); the Department of Cooperative Governance, Human Settlement and Traditional Affairs (CoGHSTA); the Department of Provincial Treasury (LDPT); the Department of Education (LDoE); the Department of Transport and Community Safety (LDT&CS); the Legislature; and the Office of the Premier (OTP). Other than the province's 11 departments, the LPA has five state-owned enterprises (SOEs): The Road Agency Limpopo (RAL); the Limpopo Economic Development Agency (LEDA); the Limpopo Tourism Agency (LTA); the Limpopo Gambling Board (LGB); and the Gateway Airport Authority Limited (GAAL). These state-owned enterprises were created by the government with the purpose of developing the province's economy (Masekoameng, 2016:79). For the LPA to be efficient in delivering services to its citizenry, it has, in terms of section 197 of the Constitution and sections 7(1) and 2(b) of the Public Service Act 103 of 1994, adopted a cluster service approach, thus establishing four clusters: the economic cluster, administration cluster, governance cluster, and social cluster.

1.2.2 The Economic Cluster (EC)

Of the 11 departments in the Limpopo government, five constitute the EC, namely, the Department of Economic Development, Environment and Tourism (LEDET), Department of Agriculture and Rural Development (LDARD), Department of Transport and Community Safety (LDT&CS), the Department of Public Works, Roads, and Infrastructure (LDPWR&I), and the Department of Cooperative Governance, Human Settlements and Traditional Affairs (CoGHSTA), (Limpopo Executive Council Manual, 2014:26). Other

than the five departments, the EC also comprise of five state-owned enterprises (SOEs): The Road Agency Limpopo (RAL); the Limpopo Economic Development Agency (LEDA); the Limpopo Tourism Agency (LTA); the Limpopo Gambling Board (LGB); and the Gateway Airport Authority Limited (GAAL). All the five departments and the five SOEs are the focus of this research study, and the research participants are employed in these organisations.

The EC was established in terms of section 197 of the Constitution with a mandate to promote job and employment opportunities and maintain a sustainable economic growth and development (Koma & Tshiyoyo, 2015:37). The EC was created primarily to provide services to the community in the form of farmer support and development, provide mining and tourism, provide reliable and sustainable infrastructure, and stimulate economic development. The EC fulfils its mandate by operating in five district offices – Mopani, Vhembe, Capricorn, Sekhukhune, and Waterberg – with Polokwane as its capital city and Head Office. The EC currently employs approximately 13 000 workers (South Africa, Annual Report 2016/2017).

In line with the subject matter for this study, it is established that the EC faces difficulties retaining its millennial employees who possess scarce skills, consequently negatively impacting service delivery. Skilled manpower in the form of engineers, state veterinarians, scientists, technicians, and technologists continue to exit the EC due to factors explored in this study (Limpopo Department of Agriculture and Rural Development, Human Resource Plan for 2008).

1.2.3 Scope

To address the challenge of retaining scarce skilled employees within the EC, the public service has in place several retention strategies. For example, section 37(2) of the Public Service Act 103 of 1994 and Public Service Regulations of 2001 (Chapter 1, Part VIII F and G) allow performance bonuses to be paid to well-performing employees. In addition to performance bonuses, government employees are, in terms of the Skills Development Act 1998, granted an opportunity to access training and development to support their

work performance. Furthermore, public institutions are permitted to pay higher salaries to employees as a retention strategy. In addition to these efforts, the public service introduced Occupation-Specific Dispensation (OSD) in 2007 to improve and retain employees with scarce skills through improved remuneration. Through the OSD initiative, employees with scarce skills can progress to salaries equivalent to those of managers without moving into managerial positions (Public Service Coordinating Bargaining Council Resolution 1 of 2007).

Notwithstanding, amid all these public service provisions and measures to retain employees with scarce skills, the EC continues to experience significant loss of skilled employees, especially in skills categories such as agricultural engineering, aquaculture, soil scientists, and veterinarians. "The shortage of these critical skills and the need for the realisation of an equitable workforce has prompted the EC to award bursaries to young and energetic learners with passion in agriculture to further their studies at tertiary institutions" (Limpopo Department of Agriculture & Rural Development Human Resource Plan 2017:12). However, this initiative has also failed to stem the out-migration of millennial employees who possess scarce skills.

Various scholars have expressed views about the detriment of high staff turnovers in institutions. For example, Al Mamun and Hasan (2017:63) suggest that high employee turnover puts institutions at risk of not achieving their goals. Letchmiah and Thomas (2017:1) assert that institutions with high staff turnover run the risk of losing institutional memory. Furthermore, Schlechter, Syce, and Bussin (2016:1) argue that employee turnover presents a threat to business sustainability, loss of return on investment made on the resigning employees and reduction in customer satisfaction. Suresh and Krishnaraj (2015:108) also concur that "losing employees means losing knowledge, capital, skills, and experience".

Given the scenario of a high turnover millennial employees experienced in the EC and the appreciation of the negative effects that high staff turnovers can have in public institutions, it is important to investigate why millennials with scarce skills have a tendency to resign from the EC and how the problem can be addressed.

1.2.4 Millennials

Michael Dimock (2018), President of the Pew Research Centre, which studies numbers, facts and trends that shape the world, explains that generational cohorts give researchers a tool to analyse changes in perceptions over time. Generational cohorts provide a way to understand how different formative experiences (such as world events and technological, economic, and social shifts) interact with the lifecycle and aging process to shape people's views of the world and hence their practices and behaviour. While younger and older adults may differ in their views at a given moment, generational cohorts allow researchers to examine how older adults feel about a given issue versus their younger selves and to describe how the trajectory of views might differ across generations. DeVaney (2015) contends that generations are defined by age, period, and cohort. Age is the age of an individual at which life events and transitions take place.

Millennial employees are studied herein as a classical generational cohort. They are employees born between 1980 and 2000 (Setiyani, Sutawijaya, Nawangsari, Riyanto & Endri, 2020:1126). According to the Pew Research Centre (Dimock, 2018), 1996 was the last birth year for millennials; therefore, anyone born between 1986 and 1996 (ages 25 to 35 in 2021) is a millennial. For the purpose of this research, in order to keep the millennial cohort analytically meaningful, and to begin looking at what might be unique about them, this research considered anyone between 25 and 35 years old by 2021 as a millennial.

Millennial employees are also known as Gen Y, Generation Y, iPod Generation, Nexters, and the Why Generation. They currently comprise the majority of the workforce (Ngotngamwong 2020:47). They don't just take any job, instead, they search for organisations that best suit their needs. Their attitude toward their superiors differs from their predecessors as they anticipate close collaboration with their supervisors. Goldgehn (2004:27) contends that Millennials tend to show little pride in their organisations and have minimal organisational loyalty. They enjoy teamwork and collaboration because they enjoy playing and learning in a group. Above all they are technology-savvy because they see technology as part of their fabric (Valenti, 2019:76). Other traits attributed to millennials include a sense of entitlement, an optimistic outlook, civic mindedness, close

parental involvement, work-life balance, impatient, multitasking, and team orientation (Devmey, 2015). These traits are explored in the research study to show the uniqueness of this group and how the traits influence their turnover.

Some of the events and transitions that took place in the millennial's lives include: the great recession of 2007-2008; the rise of social media in 2000 and the September 11, 2001, attack on the Pentagon and the World Trade Centre in the United States of America. In the South African context, early events in millennial's lives include the Boipatong massacre on the 17 June 1992 when 45 people lost their lives; state president F.W. de Klerk and Nelson Mandela awarded the Nobel peace price in 2003; the end of apartheid regime and the dawn of democracy in 1994 as well as the Ellis Park Stadium disaster that claimed 43 lives on the 11 April 2001.

1.2.5 Purpose of the study

This study focuses on the EC in Limpopo Province for two reasons. First, the EC, is mandated to be the main driver of the province's economy. Its key mandate is to promote capital formation and economic infrastructure development, economic growth, job creation, and poverty reduction in the province (Limpopo Growth and Development Strategy 2004-2014:25). The EC is important to the economic development and prosperity of Limpopo Province. Second, the EC is uninterruptedly faced with a high turnover of its millennial employees who possess scarce skills, consequently weakening the ability to achieve its mandate (Limpopo Growth and Development Strategy 2004-2014:25). Hence, that this study will not only be useful to the EC, but to many other public institutions that are affected by a high turnover of millennial employees.

The study therefore aims at, first, identifying factors that influence the turnover of millennials with scarce skills at the EC. This was achieved by interviewing selected millennial employees and analysing their responses to make sense of their individual work experiences and decision factors. Second, the study embarked on an extensive literature review, to learn from other studies and practices, both in private and public sector human resources management. The knowledge generated is meant to fill the gaps in human

resource management of public entities, specifically how millennial employees can be retained to ensure that the institutions remain effective in delivering their mandates.

Millennials are an organisation's greatest source of knowledge. Therefore, it is important to understand the factors that impact their turnover as they facilitate the achievement of organisational goals, performance, and the creation and maintenance of competitive advantage (Masibigiri & Nienaber 2011:10). However, Millennials with scarce skills tend to job hop because they lack sustained commitment or commitment to their institutions. Consequently, they view employment as a means of developing a professional resume (Dechawatanapaisal, 2020:62).

Although much research has been devoted to understanding the factors that influence millennial employee turnover in organisations (Masibigiri & Nienaber, 2011; Chavadi, Sirothiya & Vishwanatha, 2021; Marozva, Barkhuizen & Mageza-Mokghethi 2023; Ruiz, 2017; Afolabi, 2021) limited research focusing on the turnover of millennials with scarce skills in the public sector still exist. This cohort of employees is important for succession planning and the future sustainability of organisations as it represents the largest employee cohort in the workplace (Hudiono & Sara 2022:32). This research is therefore important in contributing to the body of knowledge in the field of public administration by identifying the factors that influence turnover of millennials with scarce skills at the EC.

1.3 PROBLEM STATEMENT

Limpopo Economic cluster (as an integral part of the South African public service) is experiencing a high turnover of its millennial employees with scarce skills. This situation is dire as millennials with engineering, veterinary, science, botany, technology, surveying and other critical competencies continuously leave EC to join the private sector, thus making these skills even more scarce (Letshokgohla 2015:2). The high turnover of these skills is also detrimental to service delivery as it renders EC inadequate to meet its key mandates.

In order to address this gap, Limpopo EC developed various retention strategies to prevent its millennials with scarce skills from leaving. Strategies include paying salaries

to qualified Millennials under the Occupational Specific Dispensation (OSD). With this initiative, Millennials receive market-based salaries. Other retention strategies include paying performance bonuses and pay progression, as well as awarding millennials scholarships to further their studies. The EC developed retention policy to prevent millennials from being poached by other organisations, including public sector departments.

Despite all these efforts, millennials continue to resign from the EC to join other organisations (Limpopo Department of Agriculture HR Plan: 2008-2012:17). To compound this problem, the labour market also buys out bursars who benefit from the departmental bursary scheme, even though they are required to refund the department for the cost of the bursary (Limpopo Department of Agriculture Human Resource Plan: 2008-2012:17).

Understanding the factors that influence high turnover of millennials with scarce skills is important because millennials are future leaders. As mentioned, Morrell and Abstonk (2018) state that millennials are currently the largest generation in the workplace and will reach an estimated 75% of the labour force by 2025. A shortage of millennials with scarce skills at the EC may lead to work overload for remaining staff resulting in low morale and dissatisfaction, which may lead to a further turnover of the remaining employees and most importantly poor service delivery affecting the citizenry of the province (Mabuza et al., 2014:636). In addition, the weak economic growth has exacerbated the problem, forcing the provincial treasuries to introduce some cost-cutting measures in which departments, including the five SOEs, had to reduce the budget for compensation of employee (CoE) by 2% annually to curtail personnel costs (Limpopo Provincial Treasury Personnel Management Framework, 2016:7). These cost-cutting measures have resulted in departments forfeiting their vacant funded positions, including posts for scarce skills if they are not filled within 12 months. These cost-cutting measures are still in force to date (Limpopo Provincial Treasury Budget Speech 2024/2025:7).

The South African GDP growth rate has been hovering in the low figures in the past five years averaging at 0.5% per annum (Statistics South Africa 2023); hence, the youth

unemployment rate was standing at 46,5% as at the end of Q1 2023 (Statistics South Africa 2023). These factors underscore the significance of this research in exploring measures that would arrest the high turnover of millennial employees with scarce skills and its impact on the effectiveness of the EC.

A number of research studies have also examined the factors that influence millennial employee turnover in various organisations. For example, Theron, Barkhuizen and du Plessis (2014) investigated the factors that influence turnover and retention of academics in South Africa. Their study revealed that academics leave because of being dissatisfied with financial compensation, lack of a promotion, unhappy about career development opportunities. Their research recommended that further research using qualitative method on the psychological dimension of turnover and retention of academics be instituted. Similarly, Afolabi (2021) studied the factors that affect turnover intentions amongst millennial employees in Ireland across several sectors of the economy. The factors explored included training and professional development opportunities, employee recognition, management practices, person-organisation-fit, job satisfaction, work environment and inclusion. The research recommended that while all these factors did influence turnover, further research was required to exhaust the topic, particularly relating to millennials at the workplace. Again, Purwatiningsih and Sawitri (2021) examined the effects of work-life balance and career development on turnover intention for millennial generations. Their study recommended that organisations should plan their work strategies and policies in order to give millennial generation employees a clear career development path and to achieve work-life balance.

Although these studies have examined the turnover of millennial employees and retention in several organisations a gap still exists in understanding factors that are specific to millennials with scarce skills that are working in public sector and competing with highly resourced counterparts in the private sector. This study explores the interaction between generation cohort (millennials), work sector (public administration) and work variables (influencing factors). Therefore, the research investigates the factors that results in a high turnover of millennial employees with scarce skills at the EC in Limpopo Province.

1.4 RESEARCH OBJECTIVES

The main research objective is to explore whether the EC is meeting millennial employees' job satisfaction, work conditions and job expectations in the workplace, to retain millennial employees with scarce skills.

1.4.1 Secondary Research Objectives

This research intends to address the following specific research objectives:

- To explore the factors that influence high turnover of millennial employees with scarce skills.
- To determine the job satisfaction needs of millennial employees with scarce skills at EC.
- To examine how work conditions impact millennial employees with scarce skills.
- To determine the job expectations of millennials with scarce skills.
- To investigate measures used by the EC to retain millennial employees with scarce skills.
- To present a model to retain millennial employees with scarce skills at EC.

1.5 RESEARCH QUESTION

The following research question guided the researcher in addressing the problem under investigation: To what extent is the EC meeting millennial employees' job satisfaction, work conditions and job expectations in the workplace, to retain millennial employees with scarce skills?

1.5.1 Secondary Research Questions

- What factors influence the high turnover of millennial employees with scarce skills?
- What work conditions impact high turnover of millennial employees who possess scarce skills?
- What are the job expectations of millennials with scarce skills at EC?

- What measures do the EC implement to retain millennial employees with scarce skills?
- Would the proposed retention model address the high turnover of millennial employees at EC?

1.6 SIGNIFICANCE OF THE RESEARCH

Millennials now account for a large percentage of the workforce in many organisations. However, they also exhibit a higher turnover rate as compared to other generation cohorts (Hudiono & Sari, 2022:32; Afolabi, 2021:10). A high turnover of millennials with scarce skills is undesirable because when they resign, they leave with their talent, skills, and knowledge, thus posing a threat to the organisation's ability to meet its strategic objectives. This research is therefore significant because it addresses issues of organisational stability, productivity and sustainability as influenced by millennial employees with scarce skills. The research also provides an understanding of various theories and approaches that the EC could use to reduce the high turnover of millennial employees with scarce skills.

Ertas (2015) shows that a growing body of work exists that provides advice and strategies on making governments' work more inviting for the millennial generation. The study explores whether millennial workers in federal agencies resemble older workers in terms of their work motivations and turnover intentions. However, Ertas does not delve specifically into those millennials with scarce skills. Henstra and McGowan (2016) explain the challenge of recruiting and retaining new recruits particularly among the millennial generation. They, too, do not extend their exploration to the workforce with a scarce skillset. While Morell and Abstonk (2018) recognise that millennials are currently the largest generation at work, reaching an estimated 75% of the labour force by 2025, they also show that millennials hold slightly different attitudes towards work in comparison to previous generations. But no specific comments are made towards those millennials with scarce skills. Ng et al., (2016) and Cohen (2016) examine the usefulness of turnover intentions and advice that public managers tasked with retention should have better foresight concentrating on their agencies' unique demographic characteristics.

Although several studies have been conducted on millennial employee turnover in organisations, little attention has been paid specifically to the turnover of millennials with scarce skills. This research is, therefore, uniquely significant because it unravels the main factors that contribute to the high turnover of millennial employees with scarce skills in the EC. The research study also creates opportunities for further research to look at case studies in institutions and employee categories dealing with millennials with scarce skills other than the EC. The research findings will enlighten not only the EC, but many other employers about the job satisfaction needs of millennial employees with scarce skills in the workplace. The research will contribute to understanding the appropriate conditions under which millennial or Generation Y (GY) employees with scarce skills remain in their employment. Furthermore, the research has the potential to contribute to the academic understanding of how the high staff turnover of millennial employees with scarce skills affects service delivery in public institutions.

1.7 CLARIFICATION OF KEY TERMS AND CONCEPTS

It is important at this stage to briefly clarify the most used terms and concepts so that the reader can always return to the terminology for quick reference as the document is read. These terms and concepts are explored in detail in the relevant sections.

1.7.1 Employee Turnover

This term is the subject of discussion in Chapter 2. Employee turnover is a concept used in human resource management terminology to explain an institution not being able to keep their staff (Dhanpat, Modau, Lungisani, Mabojane & Phiri 2018:2). Generally, it is presented as a rate at which employees leave a workforce and are replaced. A high employee turnover describes a large number of employees resigning from a workplace within a certain period of time. Mensele and Coetzee (2014:15) defines it as “competent and capable employees terminates his or her employment with the organisation to work for another establishment”. In the context of this study, the term is used to describe millennial employee resignations from the workplace, with or without replacement.

1.7.2 Millennial employees

Millennial employees are employees born between 1980 and 2000 (Setiyani, Sutawijaya, Nawangsari, Riyanto & Endri, 2020:1126), For the purpose of this research, in order to keep the millennial cohort analytically meaningful, and to begin looking at what might be unique about them, anyone born between 1986 and 1996 (ages 25 to 35 in 2021) is a millennial.

These employees are also known as Gen Y, Generation Y, iPod Generation, Nexters, and the Why Generation and they currently comprise the majority of the workforce (Ngotngamwong 2020:47). The concept is discussed in detail under section 1.2.4.

1.7.3 Scarce skills

Scarce skills are occupations in which there is a current or likely future shortage of skilled and experienced workers, either (a) because such skilled workers are not available or (b) they are available but not meet the employment criteria to deliver quality services to the community (National Scarce Skills List: Top 100 Occupations in Demand, 2014:5).

Scholars define scarce skills in diverse ways. For instance, Ngcwangu and Balwanz (2014:15) define them as “those occupations in which there is a scarcity of qualified and experienced people”. A similar definition has been offered by the Local Government Sector Education and Training Scarce and Critical skills guide (2018/2019:3) as “those occupations for which employers cannot find or retain appropriately and experienced people, i.e., people with the appropriate occupational competence”. Similarly, Musingwini, Cruise and Phillips (2013:237) define scarce skills as “those occupations in which there is a scarcity or shortage of qualified experienced people”. What is common in both these definitions is that scarce skills employees are rare to recruit due to their scarcity in the market. Govaerts, Kyndt, Dochy, and Baert (2010:36) agree, suggesting that scarce skills employees are difficult to find because they propel institutions to exceptional performance.

In this study, scarce skills have been identified as those for which there are a few qualified individuals and are on high demand for service delivery. The list includes Engineers, Scientists, Surveyors, Botanists, Veterinarians, Aqua culturists, Agronomists, Technologists, Researchers.

Internationally, scholars agree that the attraction and retention of employees with scarce skills have turned out to be a universal problem facing many institutions. The problem with poor attraction is that scarce skills employees contribute significantly to making institutions realise their strategic objectives (Letchmiah & Thomas 2017:2). Furthermore, Letchmiah and Thomas (2017:2) advise that institutions should pay attention to how they recruit employees into their institutions, as scarce skills employees are critical in enabling institutions to remain competitive. In addition, other authors contend that the retention of scarce skills employees is significant in helping institutions survive and become profitable (Al Mamun & Hasan 2017:65). Similarly, Bussin and Brigman (2019:9) concur, stating that the retention of scarce skills employees is vital for the long-term success of institutions.

Scarce skills employees are talented in driving excellent performance through their competency, dedication, and hard work (Letchmiah & Thomas 2017:2). This view is supported by scholars who agree that scarce skilled employees are strategic assets because of the specialised skills they have in enabling institutions to gain a competitive advantage over rivalries (Letchmiah & Thomas 2017:2; Sabbagha, Ledimo & Martins 2018:136; Bussin & Brigman 2019:3). Further to this view, Bussin and Brigman (2019:3) agree that scarce skills employees are helpful to institutions in applying their knowledge to resolve difficult problems. Another characteristic of scarce skilled employees is the ability to drive institutional performance through their competency, dedication, and involvement (Letchmiah & Thomas 2017:2). Last, scarce skilled employees are unlike their other colleagues, and their skills are mobile. As such, their skills are extremely in demand, and they do not anticipate staying in an occupation for a longer period (Bussin & Brigman 2019:3).

1.7.4 Employee retention

Employee retention is described as the ability of an organisation to keep its workers for longer, to stem resignations and to keep the workforce effectively engaged in production than its rivals (Fauzi, Ahmad and Gelaidan 2013:642). It is the employers' particular interest to retain its workforce and ensure productive engagement.

An employee retention model presented in this study refers to a specific strategy for achieving an employee retention plan that keeps workers productively engaged and willing to stay at the workplace. A detailed discussion of employee retention is presented in Chapter 3.

1.8 CHAPTERS STRUCTURE

This research thesis is structured as follows:

Chapter One: General Introduction

Chapter one presents the background of the thesis and the context in which the research is cast. It contains the scope and motivation of the research, the problem statement, the research objectives and research questions. An understanding of Chapter one prepares the reader to appreciate the significance of this research and how it contributes to the body of knowledge.

Chapter Two: Employee Turnover

The purpose of this chapter is to offer a synthesis of what has already been written on the topic or written in such a way that it is conceptually or methodologically inadequate in the goal of clarifying and positioning this research in the broader scope of the subject of employee turnover. The chapter explains how employee turnover is classified, the causes and its effects. It explains factors that impact turnover such as work-life balance, leadership, training and development, remunerations, mentoring and feedback, job stress, career growth and discusses how turnover is conceptualised in the literature.

Chapter Three: Retaining Millennial Employees

Chapter three starts by defining employee retention. It also discusses various retention strategies such as organisational culture, compensation, supervisor support, employee participation in decision-making, training and development opportunities, work-life balance, and career development, and the conclusion is made at the end of the chapter.

Chapter Four: Job Satisfaction

The chapter discusses the factors causing job satisfaction such as open communication, millennial employees and technology, flexible working conditions, teamwork, mentoring, work-life balance, frequent feedback, career advancement opportunities, training, and development opportunities. The chapter also discusses the benefits of job satisfaction to employers, employees, and communities.

Chapter Five: Research Design and Methodology

How the research is designed and methods used to conduct the research is detailed in this chapter. It discusses an overview of paradigms, the research approach and its strategy, the research setting including sampling, and the data collection instruments and data analysis. The chapter also discusses ethical considerations such as confidentiality, informed consent such as confidentiality and anonymity. Validity, reliability, and trustworthiness criteria in qualitative research are discussed.

Chapter Six: Data Analysis and Interpretation of Results

Chapter six presents the data and how it was analysed and interpreted to understand the story that the research is presenting. It describes the demographics of the participants in terms of gender, age, employment, years of experience, and academic qualifications. The chapter then presents data analysis by reviewing subjective statements made by participants and uses qualitative methods to understand and make meaning of the statements.

Chapter Seven: Findings and Contribution to the Body of Knowledge

This chapter discusses the findings from the primary and secondary datasets under the main themes that emerged from the research questions and objectives of the study. Furthermore, the chapter presents and recommends a model for effective employee retention and the directions for further research based on the findings and conclusions of the study.

Chapter Eight: Recommendations and Conclusions

Chapter eight offers recommendations on how the high employee turnover challenges at the EC could be addressed and concludes by highlighting important conclusions.

1.9 SUMMARY

This introductory chapter presented the structure of the research study by defining the problem statement, the objectives of study, the scope and motivation, the purpose of the research, research objectives, research questions, rationale and justification for the research, literature review, as well as the chapter summary. Through literature reviews, the chapter has sketched out the social science understanding of the key concepts, such as turnover and scarce skills, and offered an understanding of the millennial employee and their significance for this study.

CHAPTER 2: EMPLOYEE TURNOVER

2.1 INTRODUCTION

The previous chapter put the research study into context by explaining the reason why this research was instituted, where it was conducted, its importance and the objects of study. This chapter explores the topic of high employee turnover and the retention measures.

Employee turnover is an important field in the study of public administration. Grasping the concept of 'turnover' is critical to this study because the research explores issues of recruitment and employee retention of which the term 'turnover' is integrated. Zhang (2016:85) contends that when low quality employees resign, organisations benefit by replacing such employees, thus improving the creativity, flexibility, and adaptability of an organisation. On the other hand, there are costs associated with replacing employees who have resigned, including explicit costs (recruitment and training of new staff, productivity loss, etc.) and hidden costs such as low morale of staff who remain and reduced organisation reputation.

'Turnover' is not a desirable situation because it threatens business sustainability, causes loss of productivity due to resigning employees, and results in loss of institutional knowledge and manpower during the period when a position remains vacant (Mabuza at el 2014: 636). Additionally, organisations lose return on investment when employees who were trained by the employer resign, consequently resulting in low customer satisfaction and reduced profits. When an employee leaves, they take along with them their skills and competencies, thus giving new organisations a competitive advantage (Suresh & Krishnaraj 2015: 108; Theron, Barkhuizen & du Plessis 2014: 2; Harden at el 2018:291). When employees resign, the work overload and burnout of the remaining employees increases along with increasing stress levels leading to reduced productivity (Mabuza at el., 2014: 636). An organisation that loses employees suffers increased recruitment costs relating to advertisements and conducting of competency assessments on new employees. This demonstrates how crucial turnover is to organisations.

This chapter delves into detail on employee turnover; it explains how employee turnover is classified as well as the causes and its effects. It explains factors that impact turnover such as work-life balance, leadership, training and development, remunerations, mentoring and feedback, job stress, career growth and discusses how turnover is conceptualised in the literature.

2.2 CONCEPTUALISATION OF EMPLOYEE TURNOVER

The broader theoretical framework underpinning the concept of employee turnover in institutions includes motivational theories such as the two-factor theory, equity theory and Elton Mayo's human relation theory. These theories are elaborated in the sections that follow.

2.2.1 Two-Factor Theory

In 1959, Frederick Herzberg (cited in Mira et al., 2019) proposed a two-factor theory or the motivator-hygiene theory. According to Frederick Herzberg, there are some job factors that result in employee job satisfaction while others prevent dissatisfaction (Alshmemri, Shahwan-Akl & Maude 2017:12). Herzberg categorised these job factors into two: hygiene factors and motivational factors.

2.2.1.1 Hygiene factors

According to Herzberg, hygiene factors are those job elements which are vital in the reduction of employee job dissatisfaction in the workplace. When these factors are absent or non-existent, they lead to dissatisfaction (Alshmemri, Shahwan-Akl & Maude, 2017:13). In other words, hygiene factors are those elements which, when sufficient or reasonable in a job, appease workers and do not make them dissatisfied. These elements are thus extrinsic to the work itself and they are also called dissatisfiers or maintenance factors because they are required to reduce dissatisfaction, however they cannot cause job satisfaction. These factors describe the job environment, and they represent the physiological needs that employees require and anticipate being satisfied (Alshmemri, Shahwan-Akl & Maude, 2017:14).

This research explores the following hygiene factors, which include pay, institutional and administrative policies, fringe benefits, physical working conditions, interpersonal relations, and job security.

2.2.1.1.1 Pay

According to Al Mamun and Hasan (2017:66), pay is “something given in exchange of services rendered in an organisation”. Alshmemri, Shahwan-Akl and Maude (2017:14) agree that pay includes all forms of compensation at one’s place of work such as wages, or salary increases, or unfulfilled expectations of wages, or salary increases or decreases. In support of these views, Dhanpat et al., (2018:4) suggest that money plays a significant role in attracting employees and increasing employee’s organisational commitment and retention; however, low pay and inadequate monetary payments make workers to resign (Al Mamun & Hasan, 2017:66). From this discussion, it can be argued that a good pay is a determining factor of job satisfaction that leads to greater productivity in the organisation. The pay structure should be appropriate and reasonable; it must be equal and competitive to and should also correspond with the cost-of-living adjustment. In applying this element to this research, millennials regard low pay as an issue that influences their decision to leave.

2.2.1.1.2 Institutional policies

Successful organisations have rules and regulations that govern the conduct and behaviour of employees. According to Frederick Herzberg, organisations should create clear and transparent rules and policies so that all members of the organisation are able to follow them with confidence and a clear mind. Otherwise, there will be dissatisfaction among employees (Fareed & Jan, 2016:289). The organisational policies should be fair and clear, and not too rigid. The policies should also include flexible working hours, dress code, breaks, vacation, etc.

2.2.1.1.3 Fringe benefits

Al Mamun and Hasan (2017:66) suggest that fringe benefits are necessary to attract, retain and motivate workers in organisations. It can, therefore, be argued that paying employees fringe benefits provides them with job satisfaction. Employees should be offered fringe benefits such as car allowance, leave, performance bonuses, overtime allowance, and medical aid scheme benefits for their family. Adding to this, good social support programmes, such as employee assistance and counselling programmes, are helpful to employees in effectively handling their job-related challenges and stress (Mira et al., 2019:775).

2.2.1.1.4 Physical working conditions

Yousaf (2020:93) defines working conditions as “the whole surrounding at work, which comprises employee’s comfort in terms of physical and psychological aspects”. Similarly, Alshmemri, Shahwan-Akl and Maude (2017:14) agree that a good working environment with tools of trade, adequate temperature, space, and safety makes employees satisfied and proud. This sentiment is also shared by Singh and Jain (2013:108) who suggest that a good working condition provides employees with a feeling of safety, comfort, and motivation while an environment that lacks working conditions such as proper lighting, furniture, restrooms and other health and safety provisions causes job dissatisfaction (Shukla & Sinha 2013:58; Al Mamun & Hasan 2017:66). The working conditions should be safe, clean, and hygienic. The tools of trade should be modern and well maintained as this increases job satisfaction.

2.2.1.1.5 Interpersonal relations

According to Herzberg the interpersonal relationship with supervisors, colleagues and subordinates is significant in influencing employee productivity and job satisfaction in the workplace. A positive relationship amongst co-workers and supervisors increases job satisfaction while a poor relationship causes dissatisfaction (Fareed & Jan 2016:290; Dhanpat et al., 2018:4). The employees’ relationship with their peers, supervisors and

subordinates should be appropriate and acceptable. There should be no element of conflict or humiliation present.

2.2.1.1.6 Job security

Yousaf (2020:97) defines job security as “a phenomenon which includes all the dimensions of a job that protects the employee physically, mentally and personally, while retaining their jobs over the long term”. Similarly, Singh and Jain (2013:107) argue that job security is an employee assurance or confidence that they will keep their current job”. From these definitions, it can be observed that employees experience job satisfaction when employers retain them over long periods. Long work terms have advantages that include ability to repay long-term loans such as home and car loans. Fareed and Jan (2016:290) also agree that job satisfaction increases when employees consistently keep/retain a job.

Generally, job security closely follows an employer's demand for the skills being offered by the employee. Considering that the millennial employees being studied in this research possess scarce skillsets, it can be assumed that the EC would provide job security to these workers. The research, therefore, explores how and why the EC finds it a challenge to offer job security to these employees. It can be argued that the EC struggles to ensure that hygiene factors are in place to retain millennial employees. These are elements that when sufficient or reasonable in a job, appease workers and do not make them dissatisfied. If as many hygiene factors as possible were in place, they would reduce dissatisfaction and subsequently turnover rate.

2.2.1.2 Motivational factors

Motivational factors are those factors that can lead to a positive attitude and satisfaction in employees (Alshmemri, Shahwan-Akl & Maude, 2017:12). The motivational factors are inherent to work and influence employees to increase their performance while their absence could lead to job dissatisfaction (Alshmemri, Shahwan-Akl & Maude, 2017:12). These factors are also called satisfiers because they intrinsically reward employees to achieve their psychological needs. It is important for management to regularly implement

motivational factors so that employees could have a sense of accomplishment. Based on their relevance to this study, the following motivational factors are discussed: recognition, sense of achievement, growth and promotional opportunities, responsibility, and meaningfulness of work.

2.2.1.2.1 Recognition

Employees become motivated when their efforts and achievements are being recognised in the workplace (Yousef, 2020:98). Yousef (2020) further explains that recognition takes place when employees are openly acknowledged by others, perhaps in the form of rewards or praises for the work they performed. Alshmemri, Shahwan-Akl and Maude (2017:13) share the same sentiment that employees become positively recognised when they obtain admirations or awards for achieving greater goals at their workplace. On the other hand, negative recognition at work consists of criticism and blame for the job done. In order to improve satisfaction, managers should always praise and recognise millennial employees for their accomplishments. As mentioned, millennial employees delight in feedback because it motivates them to reach their goals. Scholars support this view, stating that millennial employees depend on feedback to improve their performance and reach their goals (Buzza, 2017:16; Mustica, Cates & Jackson, 2018:39; Hoffman, 2018:43; Kuhl, 2014:29).

Millennials prefer recognition because they were raised in environments that constantly demanded feedback. As such, feedback assures them that their work is appreciated (Shaefer 2017:29).

2.2.1.2.2 Sense of achievement

Herzberg believed that employees feel a sense of achievement when they finish a tough assignment in time, resolve a work-related problem or see a positive outcome of their work. However, if employees fail to accomplish their given tasks on time, their level of motivation is reduced (Fareed & Jan, 2016:288). Similarly, Alshmemri, Shahwan-Akl and Maude (2017:14) agree that employees feel a sense of achievement when they complete difficult tasks on time, solve a job-related problem or their when their work yield a positive

outcome. Yousaf (2020:100) concurs that the mood of attainment or achievement significantly affects the level of job satisfaction amongst workers in a positive way. In contrast, employees develop a negative sense of achievement when they are unable to make progress at work (Alshmemri, Shahwan-Akl & Maude, 2017:14).

2.2.1.2.3 Growth and promotion opportunities

Employees become motivated and perform well when they are provided with opportunities to grow and advance in their organisations. This view is highlighted by Alshmemri, Shahwan-Akl and Maude (2017:14) who suggest that growth in the organisations increases an employee's opportunities to develop professionally, gain new knowledge and increases their chances to learn new skills and undergo training in new techniques. Likewise, Yousaf (2020:99) agrees that creating opportunities for growth is beneficial to worker's job satisfaction. In contrast, Shukla, and Sinha (2013:59) suggest that the lack of growth opportunities causes high turnover. In other words, there is a positive relationship between job satisfaction and career growth while a negative or neutral status at work is considered a negative advancement. It is incumbent upon employers to keep workers motivated by meeting their career growth expectation as this makes employees satisfied.

2.2.1.2.4 Responsibility

Employees gain satisfaction when given the responsibility and freedom to make certain decisions autonomously (Fareed & Jan, 2016:289). However, a shortcoming between responsibility and authority to make decisions adversely influences employee job satisfaction thus leading to dissatisfaction (Fareed & Jan, 2016:289). Likewise, Al Mamun and Hasan (2017:66) agree that employees become satisfied when they are involved in the decision-making processes of their organisations. Managers should consider giving employees the authority to make decisions on their own as this makes them feel responsible for their work; however, there should be certain limitations and control.

2.2.1.2.5 Meaningfulness of work

Employees derive satisfaction from interesting and challenging work; however, it should not be too easy, difficult, and boring as this causes job dissatisfaction (Alshmemri, Shahwan-Akl & Maude, 2017:13). In other words, employees become satisfied when they are given meaningful work. Yousaf (2020:98) agree with this view that employees find meaning when they are given a challenging and interesting task. Therefore, employers should provide a fulfilling, stimulating and exciting work environment for employees to perform and to be motivated.

This research will explore extensively whether job satisfaction, motivation, interaction, and communication are key factors in retaining millennial employees with scarce skills within institutions. According to Bassett-Jones and Lloyd (2005), as cited by Samuel and Chipunza (2009:412), employees are motivated by intrinsic values such as achievement, recognition, advancement, growth, and the work itself rather than extrinsic values such as institutional policies, the salary, co-worker relationships, and supervisory styles. This researcher will use this theory to analyse the factors that cause employees to become satisfied with their jobs (Davis, 2013:30).

The preceding discussion detailed the five motivational factors for creating a positive attitude and satisfaction for employees. These motivational factors are inherent to work. Ensuring the presence of these motivational factors would motivate employees to perform above and beyond while their absence could lead to job dissatisfaction. It is important for management to regularly assess the presence of motivational factors in the workplace to ensure that employee morale is constantly sustained.

2.2.2 Equity Theory

This research has also considered Adam's equity theory (1963) in determining whether millennial employees perform their work effectively when they perceive that their inputs are equivalent to their outputs (Bell & Martin, 2012:109). The focus of this theory is on the exchange relationship wherein employees provide their inputs in the form of labour and expect to receive the outcomes in the form of rewards or pay.

Adam's equity theory has three key assumptions that capture its essence where employees feel injustice and want to eliminate it. These are the equity norm, social comparison, and cognitive distortion. These assumptions are discussed in the sections that follow:

2.2.2.1 The equity norm

According to the equity norm, employees expect a fair return for the work they contribute to their employers (Mira, Choong & Thim, 2019:775). Employees also need to know the requirements to complete the work satisfactorily and what they would be fairly compensated in comparison to others doing the same work (Bell & Martin, 2012:109).

2.2.2.2 Social comparison

With social comparison, employees make a determination whether their outcome is justifiable by comparing the input and outcomes of others to theirs. Employees expect that other colleagues similar to them will earn the same amount and will be treated in the same manner in terms of receiving allowances and promotions (Bell & Martin, 2012:110). Al-Zawahreh and Al-Madi (2012:159) agree that when employees perceive inequity, they become dissatisfied, angry, and guilty. Workers feel guilt when they get more than their worth. Adams calls this over-rewarded advantageous inequity and the anger reaction when under-rewarded is termed disadvantageous inequity (Al-Zawahreh & Al-Madi, 2012:159). Management should treat employees the same in order to maintain equity in the workplace, otherwise turnover increases.

2.2.2.3 Cognitive distortion

When employees feel that their equity is less than that of others, they will pursue other ways to lessen the unfairness in three ways: employees may mentally alter inputs and outcomes by psychologically justifying the imbalance or they may develop a behaviour that reduces the imbalance; they may adjust their inputs by limiting the work inputs till they attain the same level with the outcomes they are getting; or they may resort to leaving the organisation (Bell & Martin, 2012:110).

According to this theory, employees become demotivated once they perceive that their inputs are greater than their outputs, thus causing disequilibrium. The disequilibrium is caused by the fact that employees compare themselves with their equal peers. Equal peers could be colleagues with the same qualification, rank, and experience in or outside their institutions. Once employees perceive that their outputs are lower than those of their equal peers, they become demotivated and become unproductive at work (Seniwoliba & Nchorbuno, 2013:235). To balance the status quo, employees may, among others, reduce their input, have a negative and disruptive attitude, resign, or start looking for job opportunities elsewhere (Bell & Martin, 2012:110; Al-Zawahreh & Al-Madi, 2012:160).

In applying this theory in this study, the general perception is that whenever employees perceive an imbalance in the ratio between the reward for their work and their efforts at work and other workers' outputs and income, they become dissatisfied and eventually leave for organisations that provide equity. The turnover could be triggered by employees having a perception of being underpaid or less rewarded. This situation is undesirable as it dampens employee morale which could result into poor service delivery, ineffectiveness at work, ultimately leading to low commitment and satisfaction at work.

Therefore, it can be noted that employees hope for a fair return equivalent for their work input and education level. Differences in pay rates occur based on different capacity, work contribution and skillset, but the income gap must be fair and reasonable. Employers must establish a fair, just, reasonable, and transparent compensation system and performance evaluation system, to eliminate cognitive distortion that makes workers feel that their equity is less than that of others. Reasonable compensation systems would make good internal incentive mechanisms.

2.2.3 Elton Mayo's Human Relation Theory

In 1924, Elton Mayo, a psychologist and industrial researcher born in Australia, investigated human-associated problems at the Hawthorne Plant of Western Electrical Company at Chicago (Robinson & Brownson, 2022:102). The results of his research suggested that there are specific factors that play a significant role in improving employee

job satisfaction in the workplace (Omodan, Tsotetsi & Dube, 2020:3). These factors include employee morale to promote higher productivity, need for good employee supervision, good communication systems, good working conditions, co-operation among workers, employee recognition, and the organisation as a social unit. These factors are explored in this research to establish how they apply to the EC situation.

2.2.3.1 Employee morale as a catalyst for higher productivity

According to Mayo who is the father of the human relations theory, noted that classical theorists have neglected the importance of humanism and the socio-psychological aspect of employee's behaviour as the solution to organisational performance (Omodan, Tsotetsi & Dube, 2020:2). His main contention is that when employees come to work, they are not only working for economic benefit, but they also bring along their emotions and attitude which if taken care of could improve productivity (John-eke & Akintokunbo 2021:103). As a socialist, Adams also believed that employees are social beings and perform well when their opinions and views are respected as this improved their morale (Sandhya & Kumar, 2011:1779-80). Similarly, Emmanuel (2021:4) agrees that high morale improves efficiency.

2.2.3.2 Employee recognition

Mayo believed that money was not the only motivating factor to improve employee performance; he believed that employees could be motivated through the recognition of performance, an involvement in decision-making processes within the organisation, and being listened to and given a platform to make suggestions concerning their work (Emmanuel, 2021:4). Similarly, Omodan et al., (2020:3) concur that allowing employees to actively participate in the decision-making process adds value to their personal fulfilment and helps them achieve organisational goals. Moreover, organisations that promote employee inclusiveness and belonging create room for increasing employee morale and productivity (Omodan et al., 2020:4).

2.2.3.3 Working conditions

Emmanuel (2021:4) asserts that working conditions play a significant role in improving employee retention in organisations. Employees who are provided with tools of trade are productive at work. In contrast, a poor working environment is detrimental to employee productivity (Al Mamun & Hasan, 2017:66) as employees become demotivated to work in a low-grade working environment without basic facilities such as proper lighting, ventilation and air-conditioning facilities, open spaces, restrooms, adequate furniture, safe drinking water, and the necessary safety equipment while performing their work.

2.2.3.4 Good communication

The human relation theory suggests that employees become satisfied and productive where there is a free-flow communication in the workplace. In other words, employees become effective in an environment that encourages a top-down and bottom-up approach to communication (Emmanuel, 2021:4). Omodan et al., (2020:6) also confirm that communication between managers and employees is significant in promoting cooperation. Research conducted by Touran and Rast (2022) on the effect of employee communication and participation on employee job satisfaction found that both employee participation and communication have a significant and positive effect on employee job satisfaction.

2.2.3.5 Promotion of teamwork

One of the key findings of the human relation theory is that employees are productive when they collaborate and work in groups (Emmanuel, 2021:4). As a socialist, Adams found social group collaboration within the workplace such as team effort, social conformity, and group loyalty to be determinants of individual and group behaviours towards productivity (Omodan et al., 2020:4). Similarly, the research conducted by Letchmiah and Thomas (1997) on the retention of high-potential employees in a developmental finance company suggests that teamwork is a key factor that influences the retention of high-potential employees in a company.

An important take away from Elton Mayo's human relations theory is that it is crucial to recognise that people have unique preferences and cannot be treated as machines. Several factors influence employees' intentions to either stay or leave employment. It is therefore important for employers, particularly those working with millennials with scarce skills to be aware of the catalysts for higher productivity and how they can manipulate these factors in the interest of retaining these workers.

2.3 CLASSIFICATION OF EMPLOYEE TURNOVER

Employee turnover is classified into two categories, namely, voluntary, and involuntary turnover. Voluntary turnover occurs when employees leave institutions of their own volition without being pushed or coerced by their employers (Dhanpat et al., 2018:2). Involuntary turnover, on the other hand, occurs when good performers resign due to internal or external factors and must be replaced. Examples of involuntary turnover include the death of employees, the bankruptcy of institutions, restructuring, incapacity, and retirement of employees (Ongony & Majola, 2018:80).

Employee turnover is further divided into functional and dysfunctional (Dhanpat et al., 2018:3). Functional turnover occurs when poor performers leave institutions. This kind of turnover is beneficial to employers in two ways. First, employers can hire younger and more innovative employees. Second, it enables employers to empower existing employees by promoting them to higher positions. Dysfunctional turnover, on the contrary, occurs when good performers leave institutions at a high rate, thus causing disruptions to service delivery, organisation sustainability, and a demoralised workforce (Lim, Loo & Lee, 2017:28). Dysfunctional turnover is classified into two categories, namely, avoidable, and unavoidable turnover. Dhanpat et al., (2018:3) suggest that avoidable turnover occurs when good performers leave institutions due to factors that are within the organisation's ability to change. Examples of such turnover include poor remuneration, late payment of benefits, poor communication, unfair treatment of employees, and so forth. On the other hand, unavoidable turnover occurs when good performers terminate their services due to unforeseen circumstances such as death, resignation or being offered higher positions in a new area or a job transfer of a spouse

(Al Mamun & Hasan, 2017:65). Turnover of this nature becomes toxic when scarce skilled employees leave institutions at an alarming rate, thus putting institutions at risk of not reaching institutional goals (Al Mamun & Hasan, 2017:63). Letchmiah and Thomas (2017:1) concur that turnover of this nature is undesirable and causes institutions to run a risk of losing business knowledge when employees leave. This is underscored by Harden, Boakye, and Ryan (2018:291) who claim that turnover of scarce skilled employees leaves institutions without their knowledge and skills.

2.4 CAUSATION OF EMPLOYEE TURNOVER

Al Mamun and Hasan (2017:66-67) suggest that employees leave because they are dissatisfied with the working environment, low pay, career promotion, job fit, clear job expectations, perceived alternative employment opportunities and the influence of co-workers. Muteswa and Ortlepp (2011:15-16) concur with these sentiments and add that employees leave due to poor relationships with their supervisors, poor match or fit with the organisation, poor compensation, rewards not linked to performance, meaningless and unstimulating work, lack of appreciation, insufficient coaching and feedback, and insufficient alignment of how the employee's work achieves organisational objectives.

Wang and Brower (2019:5) present an inverse relationship between job satisfaction and absenteeism, turnover, and perceived job stress. Lastly, Letchmiah and Thomas (2017:2) contend that top-performing employees are sometimes overlooked by their employers as institutional assets which makes them become dissatisfied and disengaged, thus compelling them to seek new opportunities elsewhere and where they will feel more valued.

Once employees leave, especially those with scarce skills, institutions tend to suffer significantly. Employees are the lifeblood (Das & Buruah, 2013:8) of any institution as they enable institutions to achieve their strategic objectives. Therefore, employee turnover is undesirable, and it hurts institutions in various ways. First, when employees with core, critical and scarce skills leave, institutions run the risk of losing their knowledge to their competitors (Mabuza at el., 2014:636). Furthermore, institutions become

disempowered when employees leave and thus do not reach their objectives (Al Mamun et al., 2017:63). Various authors have also expressed their concerns over the negative effects of employee turnover on institutions: when employees leave, institutions lose knowledge, capital, skills, and experience (Suresh & Krishnaraj 2015:108; Harden et al., 2018:291), and they do not realise their return on investment from leaving employees (Ertas 2015:407).

Employee turnover has other negative effects such as increasing the work overload of the remaining staff because of departing employees. Mabuza et al., (2014:636) confirm that employee turnover is detrimental to institutions in that it increases the workload on the remaining employees, thus preventing them from delivering quality service to their clients. In addition, Oosthuizen et al., (2016:451) argue that employee turnover is disruptive to institutional functioning, service delivery, and administration. Schlechter, Syce, and Bussin (2016:1) briefly summarised the above views by stating that employee turnover presents a threat to business sustainability, disrupts service delivery, decreases productivity, and demoralises the remaining staff. Institutions suffer from direct and indirect costs when they lose their employees. "Direct costs include expenses on recruitment, selection, orientation, workshops and training for new employees, while indirect costs include spending on education, self-confidence, stress on the existing worker and the collapse of social capital" (Al Mamun & Hasan, 2017:63).

The summarised version of the effects that turnover has on institutions, managers, and employees is presented in Table 2.1.

Table 2.1 Causation of employee turnover

Subject	On Institutions	On Managers	On Employees
Knowledge management	<ul style="list-style-type: none"> • Loss of valuable knowledge and expertise. • Loss of critical skills and tacit knowledge to other institutions. 	<ul style="list-style-type: none"> • Lose competent staff. • Train and mentor new employees. 	<ul style="list-style-type: none"> • Low employee morale. • Adjustment to new work methods.

	<ul style="list-style-type: none"> • Institutions are required to recruit, select, and appoint new candidates. 		
Skills, competencies & capabilities	<ul style="list-style-type: none"> • Institutions risk not reaching their goals, and overall expenditure decreases. • Institutions are unable to provide the minimum required services to their clients. • Institutions incur additional costs on recruitment, selection, orientation, workshop, and training of new staff. 	<ul style="list-style-type: none"> • Managers must train new staff. 	<ul style="list-style-type: none"> • Morale of the remaining staff is dampened,
Loss of institutional memory	<ul style="list-style-type: none"> • Institution is unable to tap into its historical experiences. • Loss of knowledge, skills, and experience from resigning employees. • Service delivery disruption. • Productivity declines. • Institutions lose profit. 	<ul style="list-style-type: none"> • Managers find supervision difficulty without reference to previous work ethics. 	<ul style="list-style-type: none"> • Newly recruited staff take time to adapt to institutional culture.
Low motivation	<ul style="list-style-type: none"> • Service delivery disruption. • Productivity declines. 	<ul style="list-style-type: none"> • Managers focus on developing and encouraging retention strategies to keep staff. 	<ul style="list-style-type: none"> • Employees are demotivated because of the workload. • Work stress increases.
Institutional effectiveness & productivity decrease	<ul style="list-style-type: none"> • A high employee turnover threatens business sustainability. • Loss of productivity on the part of the resigning employees, 	<ul style="list-style-type: none"> • It reduces productivity taken while orientating the new employee. 	<ul style="list-style-type: none"> • Loss of return on HRD investment on the departing employees.

	<p>loss of Labour arising from the time the employee leaves till the filling of the vacant post.</p> <ul style="list-style-type: none"> • The productivity, quality and profitability of institutions are negatively affected. • May affect service delivery to clients. 		
Customer satisfaction reduces	<ul style="list-style-type: none"> • It affects institutional reputation. 	It has a negative impact on managers, KPIs and the objectives of organisations.	<ul style="list-style-type: none"> • Increased workload of remaining employees.

Source: Harden, Kwabena and Ryan (2018)

According to Table 2.1 and other literature reviews, it is evident that turnover has impact on the institution, the manager, and the employee. These three facets lose in some way due to employee turnover. They are impacted in areas such as knowledge management, for instance, the loss of critical skills and tacit knowledge to other institutions; skills, competencies, and capabilities; loss of institutional memory, reduced institutional effectiveness, productivity, and customer satisfaction; and employee low motivation.

The subsections that follow address the factors that influence employee turnover.

2.4.1 Work-life Balance

Several authors have defined work-life balance in various ways. Ross and Vasantha (2014:62) describe it as "satisfaction and good functioning at work and home with a minimum of conflict". Oosthuizen, Coetzee and Munro (2016:448) refer to work-life balance as "the degree to which an individual is engaged in and equally satisfied with his or her work rate and family role". Furthermore, they indicate that work-life balance consists of the following three dimensions: time balance, involvement balance, and satisfaction balance. Buzza (2017:16), on the other hand, defines work-life balance from

a policy point of view, asserting that work-life balance is “policies and programs that companies can offer their employees to reduce family stress and conflicts when balancing a career and a family”. According to Modau, Lungisani, MaboJane and Phiri (2018:5), work-life balance is defined as a “synchronised balance between work and family life”.

The absence of a balanced work-life situation can influence millennials to leave employment. Furthermore, millennials develop a work-to-live attitude, suggesting that a poor work-life balance is detrimental to millennial employees because it has the potential to cause several health complaints such as physical ill-health or depression in addition to poor job performance (Gong, Greenwood, Hoyte, Ramkisson & He, 2018:777; Letchmiah & Thomas, 2017:3; Lunau, Bambra, Eikemo, van der Wel & Dragano, 2014:422; Gilley, Waddell, Hall, Jackson & Gilley, 2015:5).

On the other hand, a lack of work-life balance is a concern for millennial employees in various ways. First, it causes conflict between millennial employees and their superiors (Ross et al., 2014:62). Second, it also causes dissatisfaction in the lives of millennial employees in the workplace. This view is supported by Nolan (2015:69) who elaborates that millennial employees become dissatisfied when their work-life balance expectations are not met. Letchmiah and Thomas (2017:3) agree, stating that if employees feel unable to attain work-life balance, they may resort to leaving for other institutions that meet their expectations. Third, millennial employees fear that a poor work-life balance could cause work-related stress, which may lead to illnesses and diseases (Lunau., 2014:422). Furthermore, Ross et al., (2014:63) suggests that an increased workload and less work-life balance is a disadvantage to millennial employees in that it can cause work-related stress, which could lead to various ailments such as “cardiovascular disease, sexual health problems, weakened immune system, migraines, and headaches, stiff muscles, backaches, acne, depression, weight gain, substance addiction, nervousness, trouble concentrating, forgetfulness, irritability, weak coping skills, insecurities, lowered self-esteem, feeling a lack of control, mental and physical fatigue”. Finally, the absence of work-life balance also has the potential to cause “violence, divorce, reduced life satisfaction, and substance abuse, thus leading to an escalated absenteeism, employee

turnover, healthcare costs, as well as reduced productivity, employee satisfaction, commitment and loyalty towards the organisation” (Sikwela, 2016:62).

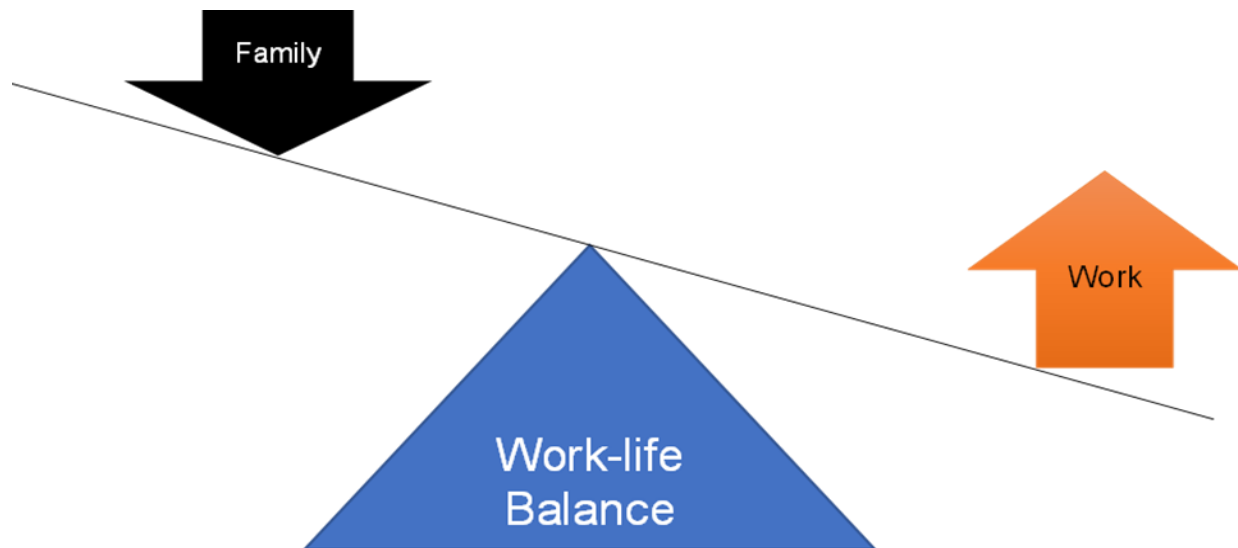


Figure 2.1: Work-life balance

Source: Ross & Vasantha (2014:62)

Figure 2.2 illustrates that a disequilibrium in the work-life balance occurs when millennial employees experience more workload, which suppresses their personal life, thus causing a conflict. The disequilibrium will remain unchanged until such time that the workload is tantamount to employee personal life expectations (Ross & Vasantha, 2014:62).

From the abovementioned, proponents of work-life balance place their emphasis on diverse elements. Based on these definitions an important element of employees having a balance between work and family life comes to the fore. In other words, millennial employees become satisfied when employers offer them sufficient time to pursue their work obligations along with their personal life needs. Moreover, as employers reward their employees for performing their duties, equally should they reward them for pursuing their personal life (Oosthuizen et al., 2016: 448). In Buzza’s (2017:16), the issue of having policies to implement work-life balance comes to the fore. His definition is consistent with the public service Employee Wellness Program (EWP), which seeks to assist government employees in coping with their family and work-related stress in the workplace. Ross et

al.,'s (2014:62) definition stresses the element of minimising conflict surfaces, suggesting that work-life balance plays a critical role in the life of millennial employees by minimising conflict between work and family life. Accordingly, millennial employees become satisfied when employers consider work-life balance, whereas the lack thereof causes a conflict. The above view is also supported by Marozva (2024:4) who confirms that millennial academics for instance, find a lack of work-life balance detrimental to their lives because their teaching and travelling to conferences to present research papers results in working overtime to produce the results needed for their promotion and as a result this situation negatively impacts their personal family life.

2.4.2 Leadership

The poor relationship between an employee and supervisor can have a negative impact on employee retention. There are numerous explanations, classifications, theories, and definitions about leadership in contemporary literature. As a matter of concern, Mango (2018) asserts that the topic "leadership" is governed by over 66 theories and over 1500 definitions. Hence, the leadership field is overcrowded with theories and explanations. Therefore, for the purpose of this study, leadership is of interest. It is what leaders do with, and for, the workers to influence them to achieve the desired organisational goals that matters. The definitions of leadership that impact retention use words relating to influence and control (Meuseret, 2016), impact upon workers or indeed followers, coordination (Gabriiel, 2015), ability to pursue and direct, inspiring and mentoring others (Mikkelsen & Jarche, 2015), a mastery of anticipating, initiating and implementing change (Kivland & King, 2015), and a process of influencing others to perform certain tasks to accomplish a defined organisational goal (Lim, Loo, & Lee, 2017:29).

The overriding emphasis rests on the element of influencing followers to achieve institutional goals (the process of influence). Hence, the deduction that influence is an important element in leadership. A positive influence occurs when leaders create a supportive and engaging environment for their followers to perform their duties (Letchmiah et al., 2017:4). Al Mamun et al., (2017:66) suggest that employees become disillusioned and resign because of management's focus on maximising profit at the

expense of their employees. Therefore, establishing a good social relationship with employees is essential in ensuring the retention of staff, and good leaders should aspire to achieve this.

Abrahams (2021:36) proposed three different styles of leadership used by organisations. These leadership styles are depicted in table 2.2. From this table, it can be noted that millennial employees prefer both transformational and African leadership styles because their expectations are met unlike the transactional style which is too rigid for their liking. A brief discussion on the three leadership approaches – transformational transactional and African – follows.

Table 2.2: Differences between transformational, transactional, and African leadership styles

QUALITIES	TRANSFORMATIONAL LEADERSHIP	TRANSACTIONAL LEADERSHIP	AFRICAN LEADERSHIP
Approach	Proactive	<ul style="list-style-type: none"> • Reactive • Passive 	Proactive
Vision	<ul style="list-style-type: none"> • Clear vision • Collective vision 	Shared vision	Collaborative vision
Values	<ul style="list-style-type: none"> • Induces moral values • Shared values 	Own values	Unique values of Ubuntu
Motivation	Inspire and motivate	Mutual willingness to compromise	Inspire and motivate
Communication skills	Two-way communication	One-way communication	Two-way communication
Trustworthiness	Mutual trust	Lack of trust	Mutual trust
Personality	<ul style="list-style-type: none"> • Creative • Energetic • Focused 	<ul style="list-style-type: none"> • Authoritative • Aggressive controlling 	<ul style="list-style-type: none"> • Compassionate • Honest • Transparent
Accountability	High accountability	Low accountability as the assign responsibility to subordinates	High accountability

Source: Abraham (2021:36)

2.4.2.1 Transformational leadership

Bass (1999:11) defines transformational leadership as “the leader moving the followers beyond immediate self-interests through idealised influence (charisma), inspiration, intellectual stimulation, or individualised consideration”. From this definition, transformational leadership contains four main dimensions: idealised/inspirational motivation, intellectual stimulation, and individualised consideration (Dionne, Yammarino, Atwater & Spangler, 2004:182). With idealised influence/inspirational motivation, leaders inspire their followers to go beyond self-interest for the good of the group; they provide reassurance that followers will overcome obstacles, instil confidence in their followers to achieve and execute goals and tasks, and speak positively about the future (Dionne et al., 2004:182). With intellectual stimulation, leaders encourage intelligence, rationality and careful problem solving. Leaders provide a framework for followers to become creative and connect to the leader, the organisation, each other, and the goal of the organisation (Hamad, 2015:2). With intellectual stimulation, leaders seek differing perspectives when solving problems, and they suggest new ways of examining how to complete tasks and encouraging new ways of doing things (Dionne et al., 2004:182).

Finally, with individualised consideration, leaders treat their followers as individuals and not just members of a group. Leaders spend time training and coaching, helping followers develop their strengths, and paying attention to their concerns (Dionne et al., 2004:182). Hamad (2015:3) suggests that with transformational leadership, leaders ensure that followers receive individual support to achieve their self-worth. This author also contends that leaders become mentors and coaches in leading their followers to achieve targets.

Essentially, transformational leaders are selfless; they intellectually stimulate their followers to become more innovative. Additionally, they pay attention to the developmental needs of their followers (Bass, 1999:11). Hamad (2015:2) concurs that transformational theory is concerned with developing followers towards improving their performance above expectation. Millennials therefore desire this kind of leadership because such leaders are mentors and coaches.

2.4.2.2 Transactional leadership

Dartey-Baah (2014:206) defines transactional leadership as “leadership based on the attainment of mutual benefit by leaders and followers through an exchange process”. Transactional theorists believe that followers become motivated through reward and punishment; however, employees find supervision of this kind unappealing because they are not motivated to go beyond what is specified in their job descriptions. Bryant (2003:37) also suggests that if workers are not challenged and rewarded for extra effort by their organisations, they will utilise their brain capacity elsewhere by consulting or starting their own businesses.

The transactional leadership style is more concerned with leaders seeking compliance from followers with the use of both rewards and punishment, by prioritising and monitoring work standards, and they use authority and power to achieve their goals (Brown, Brown & Nandedkar, 2019:12). This is in contrast with transformational leaders who motivate and inspire their followers to achieve extraordinary outcomes and simultaneously develop a follower’s leadership potential (Brown, Brown & Nandedkar, 2019:12). Millennials find this kind of leadership uninspiring because it is rigid and does not accommodate them.

2.4.2.3 African leadership

The African leadership approach is more concerned with participation, duty, and spiritual authority. It requires transparency, accountability, and legitimacy (Enoch, 2016:24). With this kind of leadership, leaders become role models who inspire their followers in developing personal commitment to the values and goals of their organisations. Leaders inculcate enthusiasm in their followers to achieve the vision and personal commitment of the group (Eustace & Martins 2014:3). Enoch (2016:23) suggests that African leadership promotes respect for the dignity of others, group solidarity (injury to one is an injury to all), teamwork, service to others in the spirit of peace and harmony, interdependence, connectedness, and persuasion.

Similarly, Abrahams (2021:36) affirms that African leadership is characterised by the following qualities: it is proactive, compassionate, honest, transparent, and highly

accountable, has a unique value of Ubuntu, mutual trust, two-way communication, and inspires and motivates.

From the above discussion, it is evident that there are values and qualities that are shared between African and transformational leadership styles. These two styles give employees room to be creative and readily appeal to millennials.

2.4.3 Leadership in the Public Service

Leadership encompasses making things happen. Effective leaders are the catalysts, and they transform their organisations for the better. Gqaji, Proches and Green (2016:395) have shown the significant role that leaders play in their communities. They assert that leaders bring about cohesion, individual development, and higher satisfaction among employees along with direction and vision; they establish and build a favorable and empowering environment for inventiveness and improvement and are a resource for stimulating the organisational culture. Gqaji, Proches and Green's (2016) research on the perceived impact of public sector leadership on road infrastructure service delivery found that ineffective leadership played a significant role in impeding road development. The research also revealed that a slow pace and lack of infrastructure were blamed on public sector leadership. From this discussion, public sector leadership is supposed to be efficient as required by section 195(1)(b) of the Constitution, which states that efficient, economical, and effective use of resources must be promoted.

2.4.4 Training and Development

Fauzi, Ahmad and Gelaidan (2013:645) define training and development as "a process of analytically developing expertise in individuals to improve performance". Thus, training and development plays a critical role in improving employee performance (Fauzi et al., 2013:645). Mabuza and Proches (2014:643) also state that millennial employees prefer to work in an environment where they are continuously professionally developed, empowered, and self-developed. In addition to professional development, career development helps millennial employees reach the next level quickly (Gilley, Waddell, Hall, Jackson & Gilley, 2015:6). Furthermore, training and development enables millennial

employees to be more effective and efficient by improving their skills for performing their duties (Al Mamun et al., 2017:64; Fauzi; et al., 2013:645). Training is also helpful to employees in providing better service and products to clients (Dhanpat, Manakana, Mbacaza, Mokone & Mtongana, 2019: 59). Gordon (2010:393) suggests that millennial employees need regular feedback, training, and professional development and mentoring because they fear failure. In contrast, a lack of training and development opportunities is detrimental to employee growth and self-realisation, thus causing employee turnover (Al Mamun et al., 2017:64).

Therefore, training and development are important in empowering millennial employees to acquire new skills to perform their work more effectively and efficiently and it helps millennials provide better services and products to clients. On the other hand, the lack thereof hinders employee growth and self-realisation.

2.4.5 Remuneration

Adam's (1963) equity theory explains why millennial employees with scarce skills leave their employers. According to this theory, millennial employees compare their own input/output ratio to the outcome/input ratio of others (Wang, 2016:1568; Abdullah & Salleh, 2015:73; Harden, Boakye & Ryan, 2018:297). The fact that employees compare themselves with their peers or other institutions cannot be underestimated. Once employees perceive that their salaries and working conditions are low compared to their peers, they start looking for alternative places (Mabuza & Proches, 2014:664; Chowwen, Balogun & Olowokere, 2014:115; Johnson & Ng, 2016:287). This view is reiterated in Part IV of the Public Service Regulations (2001) which suggests that work of equal value should be remunerated equally. The literature further suggests that millennial employees resign if compensation is not matched competitively (Nigam, 2015:15). Al Mamun et al., (2017:66) agree, stating that millennial employees leave due to low salaries and insufficient financial rewards. Dhanpat et al., (2018:13) explored employees' retention and intention to leave within a call centre and found that attractive salaries play a significant role in retaining employees.

Good salaries and sufficient financial rewards compel millennial employees to become inspired, motivated, and more committed to their work. Millennial employees want a competitively matched salary to remain with their organisations.

2.4.6 Mentoring and Feedback

Several authors have discussed the concept of mentoring and feedback. Murrell, Blake-Beard and Porter (2021:2) define mentoring as the series of the relationship that are dynamic, reciprocal and have a dual impact on both the mentor and mentee. Ukeni and Kae (2017:3) have offered a more detailed definition of mentoring by stating that “mentoring is a mutual learning partnership between the more experienced (mentor) and less experienced (mentee/protégé) which is initiated by the building of relationship, to their bonding, growth and final termination when the mentoring goal is achieved”. Wu, Lyu, Kwan and Zhai (2019:417) assert that mentorship is an interpersonal relationship between a less experienced individual (protégé) and a more experienced one (mentor).

Feedback is defined as a “dynamic and co-constructive interaction in the context of a safe and mutually respectful relationship for the purpose of challenging a learner’s (and educator’s) ways of thinking, acting or being to support growth” (Atkinson, Watling, & Brand, 2022:442). Bartz, Thompson and Rice (2017:7) claim it is “the activity of providing information to the millennial staff member in relation to how her/his performance meets expectations”. The distinction between mentoring and feedback is that feedback is more concerned with the information that describes performance while mentoring focuses on the assistance given to improve performance.

A mentor can be defined as an experienced person who possesses the capabilities to lead someone with less experience to achieve goals. For this reason, millennial employees prefer to be mentored and given feedback for various reasons. First, Schaefer (2017:29) states that millennial employees need mentoring because they need more attention, coaching, direction, guidance, support, and shared wisdom. In addition to having a mentor, millennial employees also prefer to be given feedback because it motivates them to reach their goals. Scholars such as Buzza (2017:16), Mustica, Cates

and Jackson (2018:39), Hoffman (2018:43) and Kuhl (2014:29) state that millennial employees depend on feedback to improve their performance and reach goals. Millennial employees view a lack of feedback as demotivating in various ways. First, they develop low self-esteem and interpret their work as unsatisfactory (Smith et al., 2015:43). Second, they become disorientated and disconnected from their institutions (Schaefer, 2017:29).

It can be noted that millennial employees regard feedback as a norm to their lives. Feedback to this generation means a barometer that assesses their work performance; it assures them that they are performing their work well. In contrast, the lack of feedback demotivates them and makes them develop a low self-esteem and they, thus, interpret their work as unsatisfactory. It is incumbent upon employers to give millennial employees timeous feedback, even if it is informal. This will make them feel that the employer has their interest at heart.

2.4.7 Meaningful Work

Geldenhuys, Laba and Venter (2014:3) define meaningful work as “the degree to which employees experience the job as one which is generally meaningful, valuable and worthwhile”. From this definition, it can be observed that meaningful work is important to millennial employees in various ways. First, millennial employees attach meaning to their work and therefore derive a high level of intrinsic and pro-social motivation (Gerard, 2019:338; Smith & Nichol, 2016:42). Second, meaningful work enables millennial employees to attach value to their work. According to Smith and Nichol (2015:44), institutions that do not provide meaningful work will result in a turnover of millennial employees. This is underscored by Johnson and Ng (2016:284) who warn that a lack of meaningful work causes dissatisfaction, leading to millennial employees leaving their jobs.

Consequently, the following deductions are made. Millennial employees become disengaged to work for organisations that are less challenging and unstimulating, and the lack of meaningful work makes them bored, dissatisfied, and they ultimately resign.

2.4.8 Job Stress

Yunita and Saputra (2018:104) define job stress as “a condition in which a person experiences tension due to conditions that affect him”. In support of the ability to create tension, Davies (2022:406) describe stress as emotional strain or a state of mind caused by external pressure.

Thus, stress is a pressing event that locks an individual in a helpless state and may have negative impacts. For example, an excessive stress level can cause depression and can cause a lack of concentration and inattentiveness on the part of an employee failure doing their work (Yunita et al., 2018:104). Above this, job stress can cause work-related ailments such as "cardiovascular disease, sexual health problems, weakened immune system, migraines, and headaches, stiff muscles, backaches, acne, depression, weight gain, substance addiction, nervousness, trouble concentrating, forgetfulness, irritability, weak coping skills, insecurities, lowered self-esteem, feeling a lack of control, mental and physical fatigue" (Ross et al., 2014:63). Yunita and Saputra (2018:104) suggest that employees' inability to adapt to work-related stress has the potential to cause various symptoms such as “dizziness, anxiety, insomnia, and the most extreme is depression”.

Hidayati et al., (2023), on the other hand, state that job stress refers to the psychological, physiological, and behavioural responses that occur when job demands exceed an individual's ability to cope effectively. They contend that it is a common phenomenon experienced by employees in various industries. They further explain that job stress can arise from a variety of sources, including excessive workload, time pressure, interpersonal conflict, lack of control and organisational changes. These stressors can adversely affect employee well-being and job satisfaction.

The definition of job stress includes both objective stressors (e.g., workload, role ambiguity) and subjective perceptions of stress (e.g., perceived control, job insecurity). Researchers have identified several dimensions of job stress, including task demands (e.g., excessive workload, conflicting roles), interpersonal demands (e.g., poor

relationships with co-workers or superiors), and organisational demands (e.g., lack of job security, inadequate career development opportunities) (Orgambidez & Benitez, 2021).

Research conducted by Komari and Sulistiowati (2019:87) contends that work stress can trigger employees' intention to leave their employers. This is underscored by George and Wallio (2015:115) who claim that employees who fail to cope with work stress resort to resigning because of job stress or burnout.

From this discussion, it can be deduced that job stress is an important factor that influences employee retention. Paying attention to the stressors highlighted in this section (task demands, interpersonal demands and organisational demands) can be a significant countermeasure to a high turnover. Moreover, reducing job stress would also improve job satisfaction.

2.4.9 Autonomy and flexibility

Millennial employees become frustrated with working for institutions that are highly controlled and regulated, as this limits their autonomy and flexibility (Kuhl, 2014:26). Smith and Nichols (2015:41) avow that millennial employees prefer to work in organisations with fewer rules and regulations to guide their decisions. In addition, Gerard (2019:366) concurs, stating that millennial employees find it cumbersome to work for institutions that are highly regulated and bureaucratic because they are slow to change; this situation, therefore, limits them from being autonomous and flexible. Furthermore, Garcia and Roman-Calderon (2019:375) suggest that millennial employees become satisfied when they are heard and have autonomy in accomplishing their work and are thus empowered in the process. They become satisfied when participating in the decision-making of their institutions.

From this discussion, it can be noticed that millennial employees prefer working for organisations that allow flexibility. This is because they are easily bored, and as such, working for highly regulated organisations may not be enticing to them. They also want to work for organisations that allow them to be heard as this increases their retention.

2.4.10 Career Growth

Dhanpat et al., (2018:13) found that there is a negative relationship between an employee's intention to stay and the lack of career growth opportunities. Furthermore, Suresh et al., (2015:108) agree that millennial employees leave because of limited career growth in institutions. In addition, Dhanpat et al., (2018:5) suggest that the lack of growth opportunities in institutions causes employee dissatisfaction in that employees perform the same duties indefinitely without any growth; this situation thus leads to employee turnover.

2.5 LEGISLATIVE FRAMEWORK

This research is underpinned by the following main legislative instruments: The Constitution of the Republic of South Africa, 1996; the Labour Relations Act 66 of 1995; the Public Service Act 103 of 1994 as amended; the White Paper on Human Resource Management in the Public Service 1997; the Basic Conditions of Employment Act, 75 of 1997 and the Batho Pele – White Paper on Transforming Public Service Delivery 1997.

2.5.1 The Constitution of South Africa, 1996

The Constitution is the supreme law of South Africa. There are several sections of the Constitution that support the needs and aspirations of millennials in the EC. For instance, section 195(1)(i) of the Constitution states that public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation. This section speaks directly to the needs of millennial employees since they, too, are part of the EC workforce. As such, they need to be considered for appointment when positions are advertised. Appointing millennials with scarce skills in vacancy posts of higher grading would develop them and add to their career growth, and would, thus, increase their productivity.

Another section of the Constitution, which is of relevance to this research, is section 195(1)(c). According to this section, good human resource management and career

development practices that maximise human potential must be cultivated. Throughout this research, millennials with scarce skills have postulated their desire for career growth. It is, therefore, important that South African institutions such as the EC pay attention to such sections of the Constitution to respond to needs of millennials. Scholars such as Suresh et al., (2015:108) and Dhanpat et al., (2018:5) affirm that whenever millennial employees experience career growth, employee turnover intentions decrease.

2.5.2 The White Paper on Human Resource Management in the Public Service 1997

The White Paper on Human Resource Management in the Public Service 1997 mandates equal opportunities for the advancement of all workers at all levels within the public service. It declares that the public service positions should be accessible to all sections of society. The principles of this White Paper strive to compel employers to provide equal opportunities for advancing to higher positions for all employees. Section 3.2 and 3.3 of the White Paper calls for constant transformation of the public service by valuing cultural diversity in the workplace. Ignoring this contributes to the frustration experienced by millennial employees with scarce skills and eventually results in their termination of services for better opportunities elsewhere.

2.5.3 The Basic Conditions of Employment Act 75 of 1997

The Basic Conditions of Employment Act 75 of 1997 strives for the advancement of economic development and social justice by giving effect to, and regulating, the right to fair labour practices in the workplace as enshrined in section 23(1) of the Constitution. Treating millennials with fairness in the workplace is an important retention strategy. This is because millennials want to work for organisations that provide better working conditions such as the provision of the tools of trade, offices, and furniture for them to be productive in the workplace.

2.5.4 Batho Pele - White Paper on Transforming Public Service Delivery 1997

The Batho Pele White Paper on Transforming Public Service Delivery 1997 seeks to improve service delivery to citizens. The purpose of the White Paper is to provide a policy framework and a practical implementation strategy for the transformation of public service delivery. The White Paper is concerned with how public services are provided, and specifically improving the efficiency and effectiveness of the way services are delivered. This is one of the strengths of millennials: they are driven by the desire to deliver services without hindrances. Gerard (2019:366) affirms that millennial employees get frustrated when they work for organisations that are highly regulated because it limits their efforts in executing their responsibilities.

2.5.5 The Labour Relation Act 66 of 1995

The Labour Relations Act 66 of 1995 seeks, amongst other things, to promote employee participation in decision-making. This Act is significant because it provides room for millennial employees to participate in their organisation's decision-making processes. The Act lays the foundation for employers to establish workplace forums that provide procedures for the resolution of labour disputes through statutory conciliation, mediation, and arbitration. Section 1(d)(iii) of the Labour Relations Act provides for employee participation in decision-making in the workplace through their labour unions. This provision generally contributes towards millennial's job satisfaction.

2.5.6 Public Service Act 103 of 1994 as amended

According to section 3(1) of the Public Service Act of 1994 as amended, the Minister of Public Service and Administration (MPSA) is responsible for establishing norms and standards relating to: (c) the conditions of service and other employment practices for employees; section 1(h) defines employment practice to include training and development. Millennials aspire to work for institutions that provide training and development. Mabuza and Proches (2014:643) affirm that millennials become satisfied when they work for organisations that continuously develop them professionally as this move empowers them to be efficient and effective in performing their job responsibilities.

2.6 SUMMARY

This chapter has demonstrated that the concept of employee turnover is an important aspect to consider in the recruitment and retention of employees in any organisation. While it is appreciated that there are several personal reasons why millennial employees with scarce skills may choose to leave an organisation, literature has shown that there are several countermeasures that can be implemented to retain employees. Institutions would do well to pay attention to both hygiene and motivational factors such as improving relationship between employees and supervisors, putting in place training and learning opportunities, providing commensurate and attractive salaries, providing efficient mentoring and feedback systems, ensuring meaningful work, reducing job stress, providing autonomy and flexibility, and ensuring career growth. These are among the key factors without which an institution could fail to retain its valuable employees. A high turnover of employees has negative implications not only for the institution, but also for managers and employees. Chapter three explores various strategies that can be employed to retain employees.

CHAPTER 3: RETENTION OF MILLENNIAL EMPLOYEES WITH SCARCE SKILLS

3.1 INTRODUCTION

The previous chapter discussed concepts, theories, and various reasons for the turnover of millennial employees with scarce skills in public institutions. It focused on measures that can prohibit turnover, which include work-life balance, sufficient mentoring and feedback, meaningful work and the role leadership plays in prohibiting voluntary termination of services. This chapter discusses various strategies available to employers to retain millennial employees with scarce skills.

3.2 EMPLOYEE RETENTION

Employees are an organisation's most valuable asset (Khan, 2023:27; Lee, & Kim 2017:239). Therefore, keeping (this asset) employees with skills, experience and knowledge create an economic value to organisations (Ramlall, 2004:53). Retaining employees also helps organisations gain a competitive advantage over rivalries (Sollosy, McInerney & Braun, 2016). Before, delving into various retention strategies which employers could use to retain employees, the thesis offers a broader definition of employee retention.

3.2.1 Definition of employee retention

Scholars have proposed several definitions for employee retention over many years. For instance, Frank, Finnegan, and Taylor (2004:13) define employee retention from a strategic point of view: "an effort by employers to keep desirable workers to meet the business objectives". Similarly, Fauzi, Ahmad and Gelaidan (2013:642) define employee retention as the "ability to hold onto those employees you want to keep, for longer than your competitors". Goud (2014:11) argues that the preceding definitions confuse the retention process with the retention outcome. To avoid defining retention in terms of its consequences, he adopts a narrower definition: "a voluntary move by an organisation to create an environment which engages employees for long term". According to Renard

and Snelgar (2016:3), employee retention is “an organisation’s ability to keep employees who are valued contributors to organisational success for as long as it is mutually beneficial”. Similarly, Sabbagha, Ledimo and Martins (2018:137) define employee retention as “the strategy required by an organisation to retain not only talented but also skilled employees, by understanding the factors associated with employee retention to curb unnecessary turnover”. This view is in line with van Dijk and Ramatswi’s (2016:31) advice that in this time of “war for talent”, successful businesses reduce turnover in favour of retaining their talented employees. Lastly, Al Mamun and Hasan (2017:65) define retention as “an effort by business to maintain a working environment, which supports current workforce in remaining with the company”. From these definitions, it can be observed that proponents of employee retention place their views on different elements.

Scarce skills employees are implementing agencies that enable institutions to act on, and achieve, objectives. For this reason, employee retention is defined from a holding process perspective. In other words, employers want to hold on to their employees for a longer period to achieve institutional objectives and have a better competitive advantage over rivalries. This view is more apparent in Fauzi, Ahmad, and Gelasian’s (2013:642) work, which elaborates that “employee retention is the ability to hold onto those you want to keep for longer than your competitors”. Mwanza (2018:110) also agrees with this view and has put forward the following definition: “attempts by an organisation to hold onto and avoid losing talented staff to rivals or the external environment”. Employee retention is also defined from an engagement process point of view. In other words, the more employees are engaged in decision-making, the less they are inclined to leave, thus resulting in an inverse relationship to turnover. This view is more apparent in Goud (2014:11), who argues that employee retention is “a voluntary move by an organisation to create an environment which engages employees for long term. From a management foresight perspective, employee retention is described by Renard and Snelgar (2016:3) as “an organisation’s ability to keep employees who are valued contributors to organisation for as long as it is mutually beneficial”.

Similarly, Sabbagha, Ledimo and Martins (2018:137) suggest that turnover can be managed provided institutions develop and implement effective retention strategies. This

view emerges in their definition of retention as “the strategy required by an organisation to retain not only talented, but also skilled employees by understanding the factors associated with employee retention to curb unnecessary turnover”. From Al Mamun and Hasan’s (2017:65) definition, both effort and support processes emerge. Based on their definition, employers support their employees to remain with the institution. From these definitions, it can be observed that proponents of employee retention place their views on different elements. For instance, it can be observed that there are similarities in definitions between Sabbagha (2018:137) and Renard and Snelgar (2016:3). These authors contend that employee retention is more concerned with employers creating strategies that retain their valuable employees resulting in achieving their business strategies. Frank, Finnegan and Tailor (2004:13) define it from a partnership perspective. According to their definition, employees are the implementing agents of business strategies, hence employers put effort into acquiring employees with relevant skills and knowledge for the institutions.

From the above definitions, employee retention could be defined as the strategies that employers use to hold onto their scarce skills employees for a long time to advance their business objectives. It is evident that employee retention helps organisations achieve their business objectives when partnering with millennial employees with scarce skills. Another important point derived from these definitions is that retaining millennial employees helps organisations gain a competitive advantage over their rivalries. Employee retention is also a strategic tool that employers use to keep their employees engaged and thus reduce turnover.

3.3 RETENTION STRATEGIES

This section discusses the retention strategies that may be employed by institutions to retain millennial employees. These include organisational culture, remuneration, supervisor support, training and development, career advancement, employee participation in decision-making, and work-life balance.

3.3.1 Organisational Culture

Letchmiah and Thomas (2017:2) define culture as “a system of shared values and norms”. Similarly, Remijus et al.,. (2019:85) suggest that organisational culture is a “system of shared basic assumption, values, and beliefs, which governs how people behave in organisations”. Finally, Nikpour (2017:66) posits that organisational culture “is a pattern of shared basic assumption”. From these definitions, it can be observed that organisational culture is a system that directs how employers and employees share their basic assumptions, values, and beliefs in an institution with the outcome of bringing positive behaviour. Similarly, Martins and Coetzee (2007:21) agree that such positive behaviour is important in treating everyone in an institution in the same way. Al Mamun and Hassan (2017:66) concur that a well-developed organisational culture stimulates employee retention. In other words, organisational culture is significant in influencing retention positively, especially when it appeals to the norms and values of employees (Letchmiah & Thomas, 2017: 2; Remijus, Chinedu, Maduka & Ngige, 2019:85; Zaharee, Lipkie, Mehlman & Neylon, 2018:53). The more an organisational culture is appealing and attractive to employees, the more retention increases. When workers associate with their organisational culture, the work environment becomes pleasurable. Consequently, as the level of confidence increases, the level of teamwork, information sharing, and the openness of ideas increases. Second, the free flow of information and employee interaction triggers learning and constant development. Last, organisational culture supports the attraction and retention of top talent.

Figure 3.1 shows that the three circle overlap each other, indicating a degree of interaction and interdependence between them. This interaction and interdependence create the

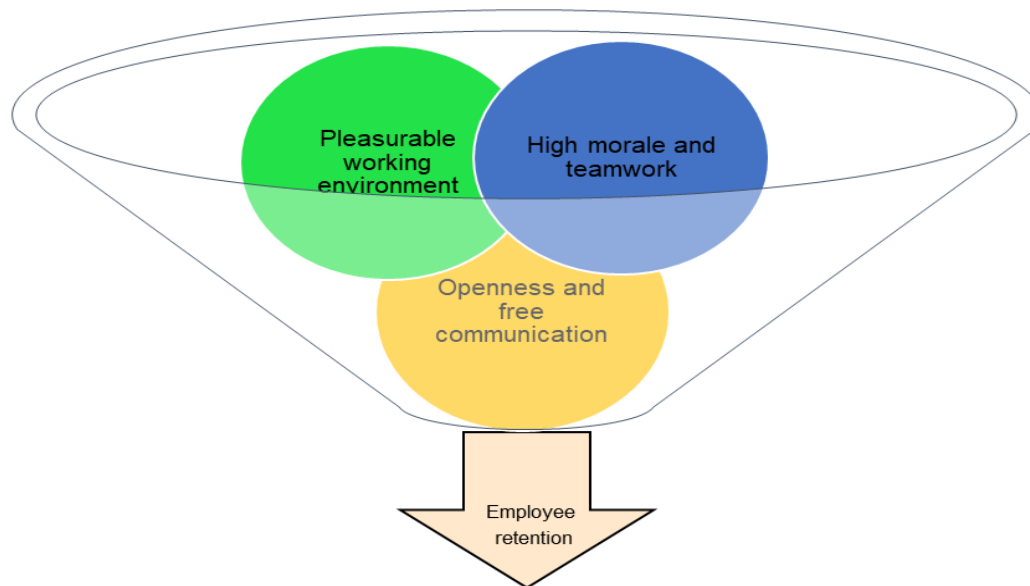


Figure 3.1: Organisational culture impacts employee retention

Source: Sadri and Lees (2001:856)

environment for employee retention. This shows that for a conducive organisational culture that enhances employee retention, the following elements must be present namely, a pleasurable working environment, high morale and teamwork, and openness and free communication. As such, employees feel that they are part of the institution. Therefore, their morale increases, their commitment increases, their level of job satisfaction increases, and the working environment becomes appealing while job stress decreases. Letchmiah and Thomas (2017:2) concur with this view, stating that retention is high when employees identify themselves with their organisational culture. In support of this view, Soelton, Suatoni, Yanuar, Syah, Ramli, Santoso, Amanda, and Octaviani (2020:178) agree, suggesting that institutional culture promotes a sense of commitment, loyalty, and it improves work skills amongst employees. They further contend that institutional culture is important in driving employees to perform extra role behaviour such as avoiding conflict with co-workers. Otherwise, it also helps employees develop a sense of ownership in protecting organisational property and respecting applicable policies and regulations.

3.3.1.1 Types of cultures

This section discusses the four different organisational cultures: the clan, adhocracy, market, and hierarchy cultures.

3.3.1.1.1 Clan culture

The clan culture is referred to as the human relations model because it is more concerned with teamwork, employee participation and corporate commitment to employees (Camacho, Coto & Jørgensen, 2018:38). Like a family, in a clan culture, employees have much in common, as the culture is characterised by trust, teamwork, and support (Njagi, Kamau & Muraguri, 2020:3). Similarly, Oh and Han (2020:3) agree that the clan culture is internally focused and as such, people bond together and build interpersonal relationships by developing individual talent and competencies. Furthermore, organisations that adopt the clan culture facilitate mentorship and involve employees in the organisation's activities under a leader's jurisdiction. This increases productivity and promotes business success because employees are loyal and empowered. One of the greatest advantages of this culture is that it is more concerned with developing and involving employees in daily activities than following rules and regulations in a hierarchical culture (Njagi, Kamau & Muraguri, 2020:3). In summary, it can be argued that the clan culture is a perfect fit for millennial employees because this cohort thrives in an environment that promotes growth, teamwork, provide support, participation and offer mentorship for skills transfer.

3.3.1.1.2 Adhocracy culture

According to Oh and Han (2020:3), an adhocracy culture, or open system model, is more concerned with members being proactive in coping with the changing environment and is characterised by values of creativity, transformation, and growth. Similarly, Camacho, Coto and Jørgensen (2018:38) suggest that adhocracy is externally oriented and that its key values include creativity, entrepreneurship and risk-taking. Adhocracy culture is focused on enthusiasm but still emphasises social bonding (Oh & Han, 2020:3).

Millennials are socially connected with their parents and friends as such an adhocracy culture would be an ideal leadership style for this generation.

3.3.1.1.3 Market culture

Market culture, or the rational goal model, is more concerned with doing things fast. It is characterised by values of control, predictability, goal achievement and external competition (Oh & Han, 2020:3). Scholars agree that market culture is externally oriented because it gives priority to building relationships with external stakeholders rather than with internal organisational members (Camacho, Coto & Jørgensen, 2018:38; Oh & Han, 2020:3). Millennials are team oriented and collaborative, as such they prefer working for organisations that promote a healthy competition as this is a perfect place for their survival.

3.3.1.1.4 Hierarchy culture

The hierarchy or internal process model focuses on the internal organisation and is concerned with doing things right (Oh & Han, 2020:3). The hierarchy culture focuses on the internal organisation, and its values are to control, predict, assess, and centralise organisational functions. The hierarchy culture uses a top-down approach in which members avoid confusion and errors by helping organisations achieve common goals (Oh & Han, 2020:3). Millennials would be uncomfortable working for organisations that practice this culture because of its bureaucracy. They prefer to work for organisations that have flat structures that promote efficiency, unlike the Baby Boomers who are accustomed to a hierarchical and bureaucratic structure that takes a long process to make decisions.

3.3.2 Remuneration

Various scholars define remuneration in diverse ways. For instance, Siregar, Nasution, and Parikesit (2020:2703) define it as “all income in the form of money, direct or indirect goods received by employees in return for their services to the company”. Lubis, Dalimunthe and Sinulingga (2020:209) describe it as “something that employees receive

as a substitute for employee service contributions to the company”. Olaniyan and Binuyo (2017:122) refer to remuneration as “all forms of financial returns and tangible benefits that employees receive as part of the employment relationship”. Given these definitions, it can be noted that remuneration plays a critical role in employee retention. This view is supported by Adam’s equity theory which states that employees assess the fairness of their remuneration by comparing it with those of others (Reddy, 2020:20). As such, institutions can go to the extent of providing remuneration packages that are above the market rate as a way of keeping and retaining their valued skills. Bussin and Brigman (2019:3) agree that employees become emotionally bonded to their institution when employers offer them attractive remuneration packages. Through this gesture, employers articulate their commitment that employees do matter to the institution. While on the importance of remuneration, Bibi, Pangil, Johari and Ahmad (2017:380) suggest that remuneration is critical to employees' lives by enhancing retention while decreasing turnover. Conversely, remuneration does not lead to the retention and motivation of employees; it is also important for attracting employees to the institution (Mokhtar & Ibrahim, 2020:25). In addition, Dhanpat et al., (2018:4) concur that remuneration forms part of the contract between the employer and employees; as a result, its role is to attract, increase commitment and ensure employee retention. Other scholars also confirm that remuneration increases the retention of employees (Zaharee, Lipkie, Mehlman & Neylon, 2018:52; Gupta & Shaw, 2014:1). In contrast, lower pay and insufficient rewards make employees leave (Al Mamun & Hassan, 2017:66). Attractive remuneration is important in increasing employee retention because it makes employees become emotionally bonded to their institution when offered attractive remuneration packages.

3.3.3 Supervisor Support

Dhanpat et al., (2018:4) define supervisor support as a “behaviour of the supervisor that upholds the continuous high performance of employees such as rewards, recognition and feedback”. Similarly, Naidoo (2018:3) defines supervisor support from a caring point of view as “the degree to which employees perceive that supervisors care about their well-being”. In support of this view, other scholars concur that supervisor support boosts retention by giving employees recognition and feedback, thus increasing their confidence

in accomplishing institutional goals (Dhanpat et al., 2018:4; Kundu & Lata, 2017:706). In addition to recognition and feedback, supervisor support is helpful in reducing employee work stress by creating a sense of belonging (Dhanpat et al., 2018:4). This view is also supported by Cassell (2017:146) who contends that a supportive working environment enables employees to develop commitment in lieu of the support they receive from supervisors. In other words, the more employees perceive that their supervisors are caring and invested in their wellbeing, the greater they reciprocate that support by showing more commitment to their institution. Moreover, employees find supervisor support to being a healing therapy that is vital for relieving employees from their work stress. This view is more apparent in Dhanpat et al., (2018:4) who suggest that supervisor support decreases work-related stress levels by creating a sense of belonging that affords workers adequate reasons to remain in institutions. Additionally, Naidoo (2018:4) agrees that supervisor support helps absorb employees' stressful situations that have negative effects on their job satisfaction.

Figure 3.2 shows the significant role that supervisor support plays in increasing employee retention in organisations. The connected circles show that supervisor support improves employee retention by increasing employee commitment, employee sense of belonging and recognition, and accelerate feedback. More than this, it reduces employee work-related stress (van Dyk & Coetzee, 2012:2; Dhanpat et al., 2018:4; Kundu & Lata, 2017:706; Cassell, 2017:146). In short, close supervisor support eliminates most negative behaviours and promotes job satisfaction. Hamid and Quresh (2017) contend that



Figure 3.2: Adapted from impact of supervisor support on employee retention

Source: Kundu and Lata (2017:706)

supervisor support has been empirically studied as a significant predictor for various organisational outcomes such as employee commitment, sense of belonging, engagement, confidence and hence contributes to employee retention.

3.3.4 Employee Participation in Decision-making

Aupal, Ngaka, Odubukare, and Oleja (2020:2) define employee participation as “a process of participation and empowerment in order to use their input towards achieving higher individual and institutional performance”. Khalid and Nawab (2018:3) suggest that employee participation is “a process in which employees take control of their work and its conditions by incorporating their involvement in decisions regarding their work”. From these definitions, it could be observed that employee participation is an empowering process because it affords employees an opportunity to participate in decision-making processes. Thus, employees become empowered when participating in the decisions that affect their performance and the performance of their institutions. Oyebamiji (2018:8) concurs, claiming that employee participation improves institutional performance in allowing workers to make their voices heard in the development of their institutional

strategic plans, formulation of policies and procedures, salary negotiation, promotion and determining salary perks. In addition, Obembe, Asa and Lasisi (2019:18) suggest that involving workers in the decision-making process offers them a platform to give their views on the institutional goals and objectives. García, Gonzales-Miranda, Gallo, and Roman-Calderon (2018:381) have shown a positive link between young employee involvement in decision-making and job satisfaction. Their research suggests that millennial employees are more satisfied with participating in general decision making than only in specific aspects. According to Khalid and Nawab (2018:3), employee participation builds millennial employees' confidence if they are involved in the policymaking of their institutions.

Employee participation in decision-making is classified into direct and indirect forms.

3.3.4.1 Direct participation

Jiang, He, Zhu, Wu, and Gao (2021:2) describe direct employee participation as an act in which workers can openly influence management in decisions that affect their work. In highlighting the influence of direct participation, Lavy (1984:215) contends that direct participation becomes a reality when individual employees become directly involved in the decision-making process. In support of this view, Cotton, Vollrath, Froggatt, Lengnick-Hall and Jennings (1988:12) suggest that with this form of participation, the influence is great when employees can veto or make a final decision. Khalid and Nawab (2018:3) concur with this view, claiming that through direct participation, employees can influence management on decisions that affect their performance. Direct participation also helps employees in the planning phase of the work. For instance, it helps to have employees involved in how work is planned, what is done, and who does what (Cotton et al., 1988:12). Conversely, Jiang et al., (2021:2) agree, stating that direct participation is helpful in setting goals with management to obtain clear and accurate ideas in carrying out their work. This view aligns with the performance management and development system (PMDS) used in the public service. Through this system, employees make contracts with their supervisors at the beginning of each financial year on key deliverables to be achieved. Direct participation is also viewed as an interactive process in which

employees directly interact with management in decision-making (Khalid & Nawab, 2018:3). Various scholars have also shown a strong relationship between direct participation, productivity, and retention when employees participate in decision-making processes (Gómez-Ruiz & Rodríguez-Rivero, 2018:329; Khalid & Nawab, 2018:3).

Direct participation occurs in two forms: delegative and consultative participation.

3.3.4.1.1 Delegative participation

Khalid and Nawab (2018:3) define delegative participation as “the degree to which subordinates are allowed to influence their tasks and responsibilities to put into action”. Aligned to this definition, section B.1(a) and (b) of the Public Service Act 1994 as amended and Public Service Regulations 2016 give the Executive Authority (AE) power to delegate to an employee or authorise an employee to perform the duty and to set conditions for the exercise of the power or performance of the duty. This form of participation empowers subordinates to perform their tasks more efficiently and increases their participation and retention (Khalid & Nawab 2018:3).

3.3.4.1.2 Consultative participation

Fadhli and Chan (2020:212) define consultative participation as “shared decision making” Gómez-Ruiz and Rodríguez-Rivero (2018:329) define it as “a process where employees provide input, but managers retain control over the final target”.

From these definitions, it can be observed that both authors agree that consultative participation is an engagement process that allows employees to participate in the affairs of their institutions. This view aligns with Gómez-Ruiz and Rodríguez-Rivero (2018:329), who contend that employees perform better in conditions where there is a higher degree of participation than in instances where participation is low. It also empowers employees to influence their institutional decision-making through a wider range of structures such as problem-solving groups, workplace meetings and localised briefing groups (Gallie, 2013:456). Fadhli and Chan (2020:212) also asserts that consultative participation is vital since it influences the sharing of decision making between employers and employees.

Despite employees being able to participate directly in the affairs of their institutions, they can also use indirect participation methods such as shop stewards and trade union methods to participate in decision-making.

3.3.4.2 Indirect participation

Before proceeding with the discussion on indirect participation methods, a definition is presented by Jiang et al., (2021:2) that indirect participation as “management practices that indirectly affect their working conditions through labour unions, employee congress, and other institutions”. Lavy (1984:215) contends that indirect participation is a process that encompasses the usage of representatives of various ranks within an institution who meet and deliberate on matters that affect the running of their institutions. It can be noted from these definitions that indirect employee participation is an indirect involvement process. Through this kind of participation, workers can participate in decision-making processes through their representatives such as trade unions and shop stewards (Jiang et al., 2021:3). Cotton et al., (1988:12) have succinctly described indirect or representative participation as participation that has a low influence because employees are not directly participating in the decision-making.

3.3.4.2.1 Participation through shop stewards

According to section 14(2) of the Labour Relation Act (LRA) 66 of 1995 as amended, shop stewards are described as “trade union representatives”. According to section 14(4) of the LRA, employees can participate in decision making through their shop stewards who are given the right to perform the following functions:

- (a) at the request of an employee in the workplace, to assist and represent the employee in grievance and disciplinary proceedings.
- (b) to monitor the employer's compliance with the workplace-related provisions of this Act, any law regulating terms and conditions of employment and any collective agreement binding on the employer; and

(c) to report any alleged infringement of the workplace-related provisions of this Act, any law regulating terms and conditions of employment and any collective agreement binding on the employer-employee elected as the worker representative.

3.3.4.2.2 Participation through trade union

Trade Unions provide means through which employees can participate in decision-making in an institution. Khalid and Nawab (2018:4) suggest that trade unions use collective bargaining power to protect and persuade employers to improve the conditions of service for their members. They also claim that unions can work together with management in restructuring institutions (Khalid & Nawab, 2018:4). This view is in alignment with sections 1(c)(i) and (ii) of the Labour Relations Act 66 of 1995, which provides that workplaces should provide a framework within which employees and their trade unions, employers and employers' organisation can collectively bargain to determine wages, employment terms and conditions and other matters of mutual interest and formulate industrial policy.

From the above, employee participation is an important retention strategy that institutions could use to keep their scarce skills employees happy and productive. It is through participation (direct or indirect) that employees can make their voices heard. As such, employers should use employee participation to make their employees feel valued and part of the institution (Khalid & Nawab, 2018:4).

Figure 3.3 shows that employees have two options to participate in the decision-making processes in their organisations. The first option is through direct participation. With this method, employees could participate in decision making through delegation of authority or through consultation process. The second option is that employees can indirectly participate via their shop steward or trade unions. Figure 3.3 above shows the framework of employee participation in decision making. From this figure, institutions should initiate practices such as employee participation (direct or indirect) more often, as this kind of engagement is important in increasing the retention of scarce skilled employees in

institutions (Khalid & Nawab, 2018:4). Employee participation is also an important instrument that encourages employees to stay with their employers. As such, employees

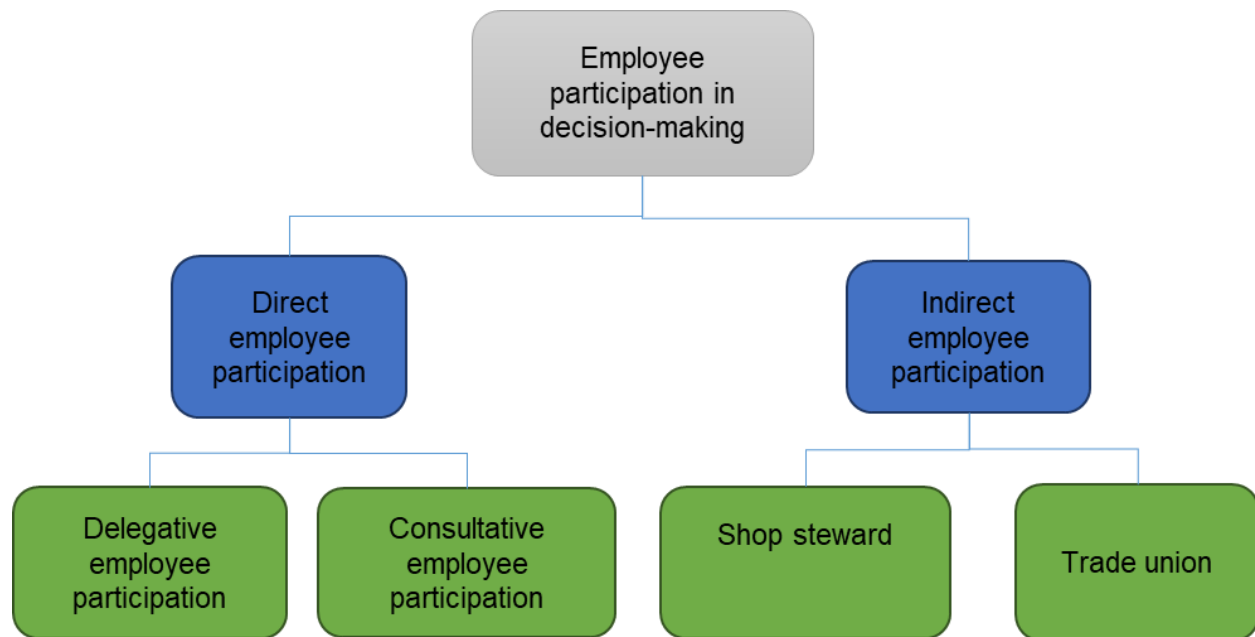


Figure 3.3: Adapted from framework of employee participation in decision making

Source: Khalid & Nawab (2018:3)

use this instrument to make their voices heard. The other advantage of employee participation (direct or indirect) is that it promotes the working together of employers and employees in determining salary negotiations, employment terms and conditions and many other things of mutual interest, such as leave management and resettlement benefits.

3.3.5 Training and Development Opportunities

Millennial employees become satisfied when institutions offer them opportunities for development (Zaharee et al., 2018:52). Appanah and Pillay (2020:20) agree with this view, suggesting that training and development enables employees to better perform their duties and to stay long in institutions. In addition, van Dyk and Coetzee (2012:2) suggest that training and development, together with learning opportunities, plays a critical role in

the lives of employees. They contend that training and development offers opportunities for improvement and thus increases employees' self-confidence, commitment, and positive psychological wellbeing (van Dyk & Coetzee, 2012:2). Dhanpat et al., (2018:4) support this view, suggesting that training and development are important in empowering employees to grow, acquire and implement new skills and knowledge for the institution's success. Zaharee et al., (2018:52) claim that training and development benefits employees in acquiring new knowledge and skills for their own growth and that of institutions. From this discussion, it can be noted that training and development both empowers employers and employees.

Employers benefit by having efficient staff who help institutions realise their strategic objectives, while employees benefit by acquiring new skills and knowledge needed for their own personal growth and efficiency. Winkler and Saur (2019:101) agree, suggesting that employers use training and development as a retention strategy in influencing their employee loyalty. In agreement, Letchmiah and Thomas (2017:3) have shown a negative relationship between investment in the training and development of scarce skills employees and their intention to leave. They argue that the negative relation is mainly important for professions where appointees need continuous skills or have constant professional growth. In addition, Dhanpat, Manakana, Mbacaza, Mokone and Mtongana (2019:59) suggest that training and development are important to employees in closing their skills gap by ensuring that they remain competitive by arming themselves with the necessary knowledge to deliver the best service and product to their client. Moreover, regular training encourages retention, as employees feel that the institution is concerned about their wellbeing. Other studies have also highlighted the importance of training and development for retaining valued employees (Al Mamun & Hasan, 2017:64; Al-Sharafi, Hassan & Alam, 2018:420). Millennial employees prefer mentoring and training in institutions to constantly acquire new knowledge and continue being competitive in the employment market (De Hauw & De Vos, 2010:294).

Figure 3.4 shows a direct link between training, development, and employee retention. It shows that training and development is an important strategy in promoting millennial employee retention in the workplace. First, it increases their self-confidence, commitment,

and positive psychological wellbeing. Second, it empowers employees to grow, acquire and implement new skills and knowledge that are needed for the institution's success. Last, it closes the skills gap by ensuring that employees remain competitive in their working environment (Dhanpat et al., 2019:59).

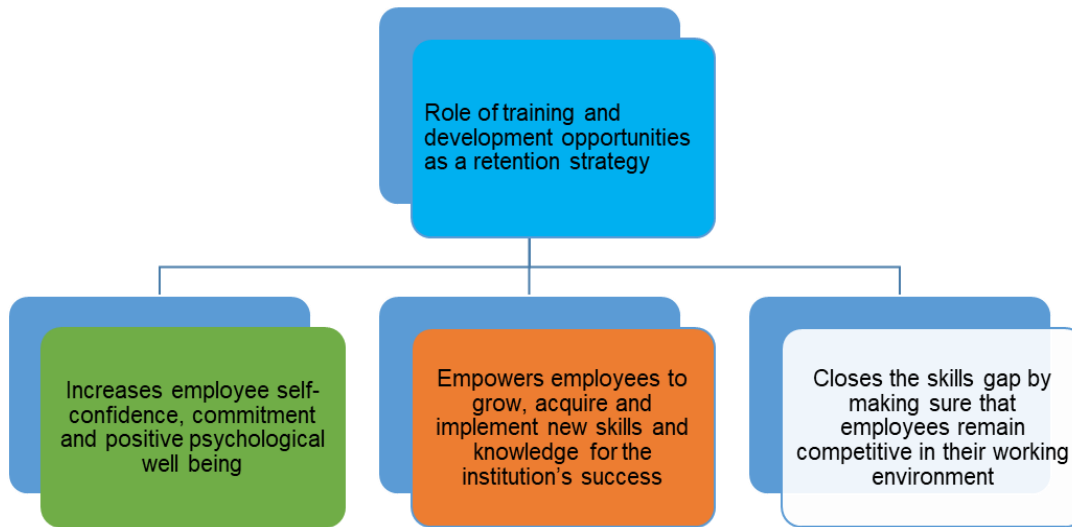


Figure 3.4: Adapted from training and development opportunities as a retention strategy

Source: Dhanpat et al. (2019)

3.3.6 Work-life Balance

In Chapter two, work-life balance was discussed as a factor that influences employee turnover when it is not instituted. This aspect also influences employee retention. Work-life balance is a subject matter that receives considerable attention from both the private and public service sectors. The emphasis is that millennial employees want flexibility at work and will not search for positions that only offer a great work experience but also allows for a life outside of the office (Kroth & Young, 2014:30). This view is supported by Zaharee et al., (2018:53), who assert that millennial employees prefer flexibility. As such they want a greater opportunity to start and finish work at their most convenient time. Agha, Azmi and Irfan (2017:64) concur, stating that work-life balance is important in

reducing employee absenteeism and turnover. This generation does not want to feel like work is everything they have but also want to pursue family commitments. To them, work-life balance is not an option but a way of life.

3.3.7 Career Advancement

Dhanpat et al., (2018:4) define career advancement as “an organised and formalised effort to the success of both individual career needs and organisational objectives in order for the organisation to gain and maintain a competitive advantage”. According to Vande Griek, Clauson and Eby (2020:345), career growth is “the extent to which an individual perceives that the employing organisation provides an environment where his or her career goals can be attained”. From these definitions, it can be observed that career advancement or growth has dual objectives that are advantageous to both employers and employees, as suggested by Dhanpat et al., (2018:14). In their definition, it can be observed that career growth makes employers put in efforts that seek to satisfy employees’ individual career needs and maintain those employees’ efficiency in fulfilling institutional objectives.

Once these two objectives are met, institutions can gain a competitive advantage over their rivalries. Vande Griek, Clauson and Eby (2020:345) claim that career growth is more concerned with employees attaining career goals. In other words, employees become satisfied when they perceive that their institutions provide growth opportunities. In addition, Vande Griek et al., (2020:345) continue to indicate that employees want to grow in three areas of their lives: career goal progress, professional ability development and promotion speed/remuneration growth. Career goal progress is concerned with the degree to which one’s current job permits them to accomplish their career goals. Professional ability development shows the degree to which one’s current job permits one to advance skills, knowledge, and experience that improves one’s job-related capabilities. Promotion speed/remuneration growth shows the degree to which one can move through the ranks and receive salary increases in one’s current institution. Given this discussion, it can be observed that career growth is beneficial to both individual employees and their

institutions. Employees benefit by attaining new skills, while promotion comes with more income. Institutions benefit by having capable and inspired workers.

From this discussion, it can be noted that employees are the most valuable resource of any organisation. It is, therefore, profitable for an organisation to treasure and do everything possible to keep and safeguard this resource because investments in human capital can only be productive when employees remain with an organisation for a long period of time.

3.4 SUMMARY

Chapter three attempted to illustrate the various views and justifications for employee retention and elucidated the strategies for retaining employees using relevant literature. It has demonstrated that when recruiting employees with scarce skills, employers need to develop and implement effective retention strategies that will prohibit such employees from resigning. Furthermore, the retention of employees with scarce skills is important in enabling institutions to be successful, sustainable and to gain a competitive advantage over their rival. It is apparent that culture, remuneration, supervisor support, employee participation in decision-making, training and development, work-life balance and career development are important factors in ensuring the retention of millennial employees with scarce skills in the workplace. Furthermore, the discussion also shows that the absence of any of these factors has the potential to cause employee dissatisfaction and turnover.

The next chapter explores job satisfaction as a means to retain of millennials with scarce skills.

CHAPTER 4: JOB SATISFACTION

4.1 INTRODUCTION

The previous chapter discussed strategies that could be employed in retaining millennial employees who possess scarce skills. Among the factors that are important in retaining employees, many scholars agree that providing job satisfaction is crucially important. This chapter explores the extent to which job satisfaction influences employees' retention.

Job satisfaction is one of the important tools employers use to retain their employees. The main reason for keeping employees satisfied is that they are strategic assets that help organisations achieve their objectives (Khan, 2023:27; Stanko, Zeller & Melina: 2014). Satisfied employees are more productive because their work attitude is good and as such, they deliver highly exceptional performances that improve institutions' competitiveness and success. Employees that are dissatisfied do not place the organisation's interest first, as they are always either late or absent from work, including being motivated to leave such jobs (Andrade & Westover, 2018:287).

The chapter begins by defining job satisfaction and later discusses factors contributing to millennial employees' job satisfaction in workplaces. These factors include open communication, technology, flexible working conditions, teamwork, mentoring, feedback, and career advancement opportunities. In conclusion, the chapter highlights the benefits of keeping millennial employees satisfied.

4.2 DEFINITION OF JOB SATISFACTION

Several authors have discussed what signifies the concept of job satisfaction. For instance, Ivanović and Ivančević (2019:56) suggest that job satisfaction refers to "the extent to which the work meets the basic needs of the people and is consistent with their expectations and values". Frank (2016:3) also defines it as "the extent to which employees enjoy and are fulfilled at their work". Benson and Brown (2011:1847) claim that "job satisfaction reflects the degree to which general expectations concerning the job were met". They are of the view that job satisfaction refers to employers meeting

employees' work expectations (needs) in the workplace. This thought takes centre stage in the work of Ivanović and Ivančević (2019) who emphasise that job satisfaction is meeting employees' needs in the workplace. This view is shared by Benson and Brown's (2011) work, which states that "job satisfaction reflects the degree to which general expectations concerning jobs were met". (Although an older source has been used it has not lost its relevance, since it is supported by a current source). Another school of thought is the view that employees become satisfied and fulfilled when carrying out their responsibilities. This view is notable in Frank's (2016:3) definition, which argues that job satisfaction is "the extent to which employees enjoy and are fulfilled by their work".

Mari'n-Garci', Bonavia and Losilla's (2011:2052) definition is more concerned with how emotions affect job satisfaction in the workplace; a positive emotion increases job satisfaction, while a negative or lower emotion causes a reduction in job satisfaction (Demirbag, Findikli & Yozgat, 2016:24). Andrade and Westover (2018:287) confirm this view that satisfied employees are more productive at work, and they deliver highly exceptional performances that improve institutions' competitiveness and success. Masango and Mpofo (2013:886) agree, suggesting that employees with high job satisfaction have positive attitudes toward their jobs, while dissatisfied employees have negative attitudes.

From these definitions, it is observable that proponents of job satisfaction place their views on different elements. For instance, Frank's definition is more concerned with the outcomes of job satisfaction in the workplace. Frank (2016:3) describes these outcomes as "joy and fulfilment" that an employee derives from performing his/her job. Benson and Brown's (2011) definition suggests that employees become satisfied at the level where employers meet their job expectations. Ivanović and Ivančević are of the opinion that Benson and Brown's definition lacks the second layer of job satisfaction, referred to as "values", which employers must consistently meet to make their employees satisfied in the workplace. Jonck, van der Walt and Sobayeni (2017:3) concur with this position, saying that meeting employees' high values at work influences positive behaviours at work.

4.3 FACTORS THAT INFLUENCE JOB SATISFACTION

Job satisfaction is a subject that is widely researched and scholars suggest that it impacts push factors (factors that causes employee turnover) and pull factors (factors that encourages employee retention in organisations (Marozva, Barkhuizen, Mageza-Mokhethi, 2024:2). On the pull factors, Kadarisman analysed the factors that influence millennial job satisfaction in Indonesian government. The results of his research found that millennials find good income; facilities and benefits; ties between superiors and subordinates; workplace relationships; career advancement; workplace safety; training; the organisation's policies; resolution of conflicts; and career achievements to increase millennial job satisfaction (Kadarisman, 2012:55). Wen, Muthuveloo, Ping (2018) also studied the factors that influence employee job satisfaction in Malaysia Multinational (MNC) Companies. In their research they found that job satisfaction was high when employees are offered opportunities to develop, reward and work-life balance. Amissah, Gamor, Deri & Amissah (2016) also studied the factors that influence employee job satisfaction in Ghana's hotel industry. Their research found that remuneration, supervision, and career advancement were found to increase employee job satisfaction. In the South African context, Masibigiri and Nienaber (2011) analysed the factors affecting the retention of Generation X public servants. Their research found that employee job satisfaction is high when the work environment is conducive, employees utilise their skills, there is career development, work–life balance, competitive remuneration, employees meet their security needs and there is good leadership.

From this discussion, it can be deduced that there are key pull factors that play a significant role in making millennial employees satisfied in the workplace. These include open communication, availability of technology for work enhancement, flexible working conditions, teamwork, mentoring, frequent feedback and career advancement opportunities and training and development opportunities. These pull factors are discussed further in the next section.

4.3.1 Open Communication

In Chapter two where factors that influence employee turnover were discussed, the study alluded to Elton Mayo's assertions that good communication was a principal factor in improving employee job satisfaction (Robinson & Brownson, 2022:102). Several authors have defined the concept of open communication in many ways. For instance, Schiller and Cui (2014:39) define it as "the ease of talking to each other and the extent of understanding gained when talking to each other". In addition, the importance of open communication in the workplace has also been emphasised. For instance, Letchmiah and Thomas (2017:4) analysed the reasons for retaining high-potential employees in a development finance company in South Africa. In their research, they found open communication to play a significant role in encouraging employees to remain with their employers. Millennial employees prefer a more relaxed and interpersonal relationship with their management, with the knowledge that such managers care (Smith & Nichols, 2015:41; Hall, 2016:37). They expect this relationship to resemble the one they have with their parents and teachers (Hall, 2016:37). Moreover, Mustica, Cates and Jackson (2018:38) suggest that millennial employees become motivated when they have meaningful relationships with their superiors. Furthermore, employees feel valued and part of the organisation when there is effective communication (Bin & Shmailan, 2015:5).

Therefore, it can be noted that open communication is a two-way process. This means that communication facilitates the sharing of information between employers and employees. Based on this view, open communication encourages employees to remain with their employers; it contributes to employee commitment and retention, reminds employees that they are important to the institution, enhances loyalty and job satisfaction, promotes a culture of sharing knowledge and information in organisations, and makes millennial employees believe that management care.

4.3.2 Millennial Employees and Technology

The world is rapidly evolving and becoming increasingly technologically advanced. As such, it is not surprising when institutions invest their resources in information technology

(IT) to remain competitive, increase efficiency and cost-effectiveness (De Wet & Koekemoer, 2016:264). The demand for IT skills by businesses and the world is enticing millennial employees to enter the IT sector as they regard technology as an integral part of their lives (Smith & Nichols, 2015:42; Calk & Patrick, 2017:132; Gerard, 2019:365). Similarly, Jonck, van der Walt and Sobayeni (2017:3) claim that millennial employees prefer to work for institutions that are highly technologically oriented because they regard technology as part of their everyday lives (Gerard, 2019:365). Additionally, Au-Young-Olivera, Gonçalves, Martins, and Branco (2017:955) concur that millennial employees are winning the psychological battle in the workplace because of their tech-savvy skills, which are becoming an extension of their bodies.

Millennial employees prefer technology for several reasons. They use it to socialise with their friends (Dechawatanapaisal, 2020:62). In addition, they use it to share information and collaborate with the people around them, they also use technology to support their active learning styles (Farrell & Hurt, 2014:51). Moreover, millennial employees use technology to resolve work-related problems in the workplace (Smith & Nichols, 2015:43; Gong, Ramkissoon, Greenwood & Hoyte, 2018:84). Additionally, they use technology to accomplish quality work efficiently in fewer hours to have even more time for other pursuits such as family and friends (Rastorfer & Rosenof, 2016:109). Gerard (2019:366) agrees that institutions need technology to efficiently retrieve and communicate concise and simplified information. Furthermore, Thompson and Gregory (2012:242) suggest that technology is a catalyst that enables millennial employees to break the barrier of communication because it enables them to perform work anywhere, as long as there is cell phone and internet connectivity.

It can be deduced that Generation Y are technologically connected and expect employers to invest in technology to perform their work more efficiently. When they are not provided with technology, they become frustrated. This is because they use technology to do everything in their lives from socialising with friends and family, to supporting their learning and accomplishing quality work efficiently. Technology also helps them to perform work anytime and anywhere.

4.3.3 Flexible Working Conditions

There is no universal definition of flexible working conditions (Chen & Fulmer, 2017:383). However, there are some characteristics concerning which consensus is readily reached when describing flexible working conditions. The first concerns involvement in decision making in the workplace. Millennial employees prefer to be heard and involved in decision making as this optimises their job satisfaction (García, Gonzales-Miranda, Gallo & Roman-Calderon, 2019:375). Mustica et al., (2018:40) support the view that such involvement allows millennial employees to be creative when not pressured by their superiors and therefore find work stimulating when making their own decisions as if it is their business. In addition, millennial employees prefer to work in a flexible work environment with fewer rules and regulations guiding their decisions (Smith & Nichols, 2015:41). Second, working in a flexible working environment brings a sense of empowerment and fulfilment to the lives of millennial employees. Various scholars agree with the view that millennial employees prefer to be given special projects or responsibilities with work schedules and in this way, they become more fulfilled and empowered (Farrell & Hurt, 2014:53; García et al., 2019:375). The third characteristic of flexibility is the recognition of work-life balance in the workplace. Millennial employees prefer to integrate their work and family commitments as well as other non-work-related responsibilities (Dhanpat et al., 2018:5). The fourth and final characteristic of flexibility is the potential for it to be a strategic tool. Employers can use this tool to increase productivity to motivate millennial employees to stay longer in their organisations (Mustica et al., 2018:38). Zaharee et al., (2018:53) concur that millennial employees prefer job opportunities that support working at home or at a location where they could feel more productive than working in offices. In addition, Zaharee et al., (2018:53) concur with the view that millennial employees prefer to start and finish work at the times they choose, and they would also like to work from home or other locations where they feel more productive. While the Coronavirus outbreak in South Africa may have had adverse effects on various sectors of our economy, but it set the 4th Industrial Revolution in full motion because it forced the globe and, in this context, the entire workforce to adapt to working virtually from home. With observations made in multiple studies, employees adapt well to

working from home as they can be productive from the comfort of their homes (Bao, Li, Xia, Zhu, Li & Yang, 2020:8; the National Disaster Management Act of 2002; Au-Yong-Oliveira, Gonçalves, Martins & Branco, 2017:964).

It is evident that millennial employees prefer working for organisations that are flexible because they want to be heard and involved in the decision-making processes; they want to work in organisations that have few rules and regulations to guide them; they want to be given special projects; they want work-life balance as they want to work from home or places where they can be productive than working in offices.

4.3.4 Teamwork

Millennial employees are known to value teamwork for several reasons. First, they have been raised on sports teams, standardised testing, and group learning. Therefore, they find it easy to translate this culture into their work environments (Smith & Nichols, 2015:41). Second, teamwork enables millennial employees to appreciate each other's contribution in a group setting while also working together to achieve success (Holmberg-Wright, Hribar & Tsegai, 2017:18). In addition, one of the biggest advantages of millennial employees working in teams is that they can make friendships with people around them (Holmberg-Wright et al., 2017:17). Thompson (2011:46) agrees that millennial employees prefer teamwork because they have spent most of their time working on group projects and presentations, while independent work is unappealing to them.

Millennial employees prefer teamwork because it motivates them to become committed to carrying out their responsibilities. According to Holmberg-Wright et al., (2017:18), teamwork encourages collaboration that enables young employees' collective intelligence in tackling tasks. In highlighting the impact of teamwork in institutions, Ertas (2015:407) suggests that a positive team dynamic becomes disrupted whenever turnover occurs. Moreover, George and Wallio (2016:114) agree that turnover causes teams to experience a loss in efficiency. Millennial employees value teamwork because it enriches their learning and provides growth opportunities to effectively complete projects (Buzza,

2017:16). Holmberg-Wright et al., (2017:17) succinctly summed up this view with the opinion that millennial employees prefer teamwork because they can accomplish more.

Thus, it can be deduced that millennial employees prefer working in teams because teamwork makes them efficient; they prefer to work on projects that provide instant learning and growth opportunities to complete projects effectively.

4.3.5 Mentoring

Several authors have discussed the concept of mentoring. Maynard-Patrick and Baugh (2019:619) define it as “a developmental relationship between a less experienced employee (the protégé) and a more experienced individual (the mentor)”. Kram (1985:2), cited in Naim and Lenka (2017:316), mentions it as “a relationship between a young and an older, more experienced adult that helps the younger individual learn to navigate in the adult world and the world of work”. In addition, Ukeni and Kae (2017:3) suggest that mentoring is “a mutual learning partnership between the more experienced (mentor) and less experienced (mentee/protégé) which is initiated by the building of relationships, bonding, growth and final termination when the mentoring goal is achieved”.

Almost all experts agree on several issues about the mentor/mentee relationship. First, the relationship is purely developmental as the mentor is oriented towards helping the protégé develop personally and professionally in his or her career (Eby, Hoffman, Sauer, Baldwin, Kinkkade, Maher, Curtis, Allen, Baranik, Morrison & Evans, 2013:442). Second, this relationship is mutual in that both the mentor and the mentee benefit from this relationship. Mentees (protégés) find higher job satisfaction, increased productivity, promotions, career development, institutional commitment, and socialisation as well as lower turnover intention, while mentors enjoy benefits such as having a greater sense of personal satisfaction and mental stimulation gained through guiding younger mentees to increased capacity development (Naim & Lenka, 2017:316; Maynard-Patrick & Baugh, 2019:620).

For several reasons, millennial employees prefer working in an environment that supports mentoring because of the close relationship they had with their parents and teachers

(Hall, 2016:35). Gong, Chen, and Yang (2014:490) agree that the idea behind mentorship learning is to have positive effects on employees. Some of these effects are increased job performance and improved employee quality of work, which in turn creates a positive relationship with career success and increased interpersonal relationships. Interestingly, rather than managers, millennial employees prefer mentors and coaches to guide them to their full potential (Meola, 2016:298; Holmberg-Wright et al., 2017:18). Additionally, millennial employees prefer mentoring because it allows them to continuously develop new skills to reach their full potential in workplaces (Maynard-Patrick & Baugh, 2019:619; Naim & Lenka, 2017:316; Ukeni & Kae, 2017:3). Moreover, millennial employees also find mentoring appealing as they continuously seek learning, feedback, and informational support (Naim & Lenka, 2017:315). Ukena and Kae (2017:3) concur that millennial employees find institutions that support mentorship appealing because they view those places as making commitments to develop millennial employees.

The purpose of mentorship programmes is to develop and transition millennial employees into the adult world and the world of work. Through the mentorship programme, supervisors transfer skills to millennial employees to build their careers. Millennial employees prefer mentorship because it helps them gain experience from mentors (who are more experienced), thereby increasing their job performance, job satisfaction, productivity, promotions, career development, institutional commitment, and socialisation, and above all, it also lowers millennial employees' turnover intention.

4.3.6 Frequent Feedback

Millennial employees regard feedback as a norm to their lives. For this generation, feedback is a barometer that assesses their work performance. In the context of job satisfaction, feedback is defined as “the activity of providing information to the millennial staff member in relation to how her/his performance meets expectations (Barz, Thompson & Rice, 2017:7) According to Al-Ghamdi (2017:38), it is “information or a description provided by teachers which aims to improve students' performance”. Feedback seeking emanates from feedback-seeking theory (FST), which suggests that individuals ask for inputs from others whose opinions are valued to improve their performance, learning, and

socialisation (Giglio, 2019:6). Millennial employees regard feedback as an integral part of their lives for several reasons. Having been raised in a highly structured environment comprising preschool, day-care and afterschool activities with parents who were closely involved in their lives, millennials are accustomed to demanding feedback (Gerard, 2019:368). In addition, George and Wallio (2016:114) suggest that millennial employees who grew up in environments that view feedback as a norm still desire to receive the same treatment at their workplaces. Moreover, millennial employees find feedback to be a huge motivating factor for their satisfaction while also enabling them to reach institutional goals (Meola, 2016:298; Mustica et al., 2018:39). Similarly, Hannus's (2016) research on traits of the millennial generation, their motivation and leadership, found feedback to be the single-most important driver for younger employers' motivation (Hannus, 2016:29). In addition, Al-Ghamdi (2017:39) has also shown a link between feedback and motivation by arguing that a detailed and direct commentary on learners' work is significant in making learners aware, engaged, and committed to their work.

The above discussion clearly shows that the purpose of feedback is to improve performance. Millennials prefer feedback to improve their performance, learning and socialisation; it helps them identify areas of improvement, helps them increase their self-esteem, and helps them to be committed and engaged in their work eventually deriving job satisfaction from what they do.

4.3.7 Career Advancement Opportunities

Personal growth is important for millennials. Without career advancement opportunities, millennials are known for job hopping behaviour. Pandey (2019:41) defines hopping as "a tendency of switching jobs in a given period of time". Harden, Boakye and Ryan (2018:21) suggest that job hopping is "the practice of moving from one job to another". Millennial employees prefer job hopping for several reasons. First, they prefer not to commit to institutions and jobs before trying to determine what they want to spend their career doing (Ivanović & Ivančević, 2019:55). Second, they job hop because of a lack of career advancement opportunities. Pandey (2019:43) concurs that millennial employees quit because of better opportunities outside their institutions, poor pay structure and poor

prospects for growth in their current jobs. Third, millennial employees job hop because they lack long-term attachment or commitment to their institutions. As such, they regard jobs as a way of building a career resume (Dechawatanapaisal, 2020:62).

Additionally, millennial employees also doubt their employers: on average, they stay in a given job almost two years while assessing their surroundings and making a decision whether the position, leadership or the institution satisfies their needs, and if not satisfied, they leave (Holmberg-Wright et al., 2017:15; Gerard, 2018:366). The reason for this doubt is because they have witnessed their parents being retrenched after years of dedication to an organisation. Moreover, they have seen employers requesting their parents for increased performance while compensation remains low. As a result, millennial employees became psychologically detached from their jobs in pursuit of work-life balance (Thompson & Gregory, 2012:240; Gong et al., 2018:366; Ramkisson & He, 2018:777). Last, millennial employees job hop because they want changes in institutions, and when they do not see change, they leave (Nolan, 2015:70).

The above discussion clearly shows that millennials job hop because they want to grow their careers, pursue employment with better salaries, work for organisations that provide work-life balance, gain new experience, and because they lack long-term attachment to their organisations.

4.3.8 Training and development opportunities

In Chapter 3, training and development opportunities were discussed as a strategy to achieve employee retention in an institution. In the context of job satisfaction, training and development will not only allow employees to unleash their full potential, but to advance hierarchically, and to achieve self-esteem and self-actualisation. Fauzan, Ahmad and Gelaidan (2013:645) define training as “a process of developing employees’ expertise for the purposes of improving performance”. Similarly, Jehanzeb and Bashir (2013:244) suggest that training is “an organised method of learning and development which expands the efficiency of the individual, group and the organisation. Falola, Osibanjo, and Ojo (2014:162) describe it as “techniques used to transfer to the employee relevant skills,

knowledge, and competence to improve employee performance on current jobs and future assignments. Recently, Garmendia, Elorza, Aritzeta, and Madinabeitia-Olabarria (2020:4) suggested that it is “the company’s investment in the professional development of its employees through the learning process”.

Millennial employees prefer working for institutions that provide training and development for several reasons. First, they regard training as improving their skills and abilities (Dhanpat et al., 2018:4). Training also increases employee satisfaction in workplaces (Fauzan, Ahmad & Gelaidan, 2013:645; Al Mamun & Hasan, 2017:64). The above views are consistent with section 2(1)(c)(ii) of Skills Development Act 97 of 1998 which seeks to encourage employers to provide public servants with opportunities to acquire new skills in the workplace. In contrast, Dhanpat et al., (2018:5) suggest that the lack of opportunities to grow causes job dissatisfaction and leads to employees seeking better and more challenging work to stimulate their growth.

From the above discussion training is beneficial to both employers and employees in the workplace. The first school of thought suggests that training is a developmental process aiming to empower employees to improve performance. This view is highlighted by Fauzan et al., (2013:645) who elaborate that training is the process of developing employees’ expertise to improve performance. However, these authors have defined it from a macro point of view, suggesting that training is a systematic approach to learning and development to improve individual, team, and organisational effectiveness. The second school of thought suggests that training and development improves both employees and employers’ efficiency in institutions. To be more precise, these definitions emphasise that efficient and productive employees give institutions a competitive advantage over competitors. This view is evident in Jehanzeb and Bashir (2013:244), who elaborate that training is an organised method of learning and development that expands the efficacy of the individual, group, and organisation. The third school of thought suggests that training is an empowering process as it aims to improve performance. This view is shared by Falola, Osibanjo and Ojo (2014:162) who suggest that employees with relevant skills, knowledge, and competence are important in improving the institution’s performance. Similarly, Fauzi, Ahmad, and Gelaidan (2013:645) agree with this position

that training improves employees' skills and abilities to perform duties while it also increases employee job satisfaction. Falola et al., (2014:161) concur by elaborating that training and development plays a significant role in the workplace in improving employee performance. The last school of thought suggests that training is an investment process. In other words, when employers train their employees, they are indirectly investing in their institutions to realise a return on investment. This view is more apparent in Garmendia et al., (2020:4), suggesting that training is a company's investment in the professional development of its employees through the learning process.

Training is important to both employers and employees in diverse ways. For instance, employers use training to encourage employees to commit more to their work. Additionally, employers use it as a retention strategy to keep employees longer (Al Mamun & Hasan, 2017:64). This is supported by Fauzan, Ahmad & Gelaidan (2013:645) who claim that training improves millennial employees' skills and their level of job satisfaction in the workplace. Training empowers employees to be efficient, innovative, creative, and adaptive to modern technology and techniques (Faola et al., 2014:163).

It can be noted that training and development empowers employees to improve their performance as well as improving individuals, teams, and organisational effectiveness. Training and development improve the skills and abilities of employees to perform their duties more efficiently in the workplace and allows organisations to gain a competitive advantage over competitors. Consequently, training and development increases employee job satisfaction in the workplace.

4.4 BENEFITS OF JOB SATISFACTION

Job satisfaction is beneficial to employers, employees, and the community in several ways:

4.4.1 Benefits to Employers

Job satisfaction is beneficial to employers in many ways. For instance, it reduces turnover in favour of high work performance (Kašpárková, Vaculíka, Procházkaa & Schaufeli,

2018:45). Various scholars concur that satisfied employees deliver high-quality work, improve the institution's competitiveness and success, and increase institutional effectiveness and productivity (Andrade & Westover, 2018:287; Andrade, Westover & Peterson, 2019:22). In addition, satisfied employees are committed to their institution's goals and maintain high work ethic as they are less absent from work, efficient and produce high work performance (Andrade et al., 2019: 22; Kašpárková et al., 2018:45).

Job satisfaction helps institutions improve performance, productivity, greater achievement, high-quality work, competitiveness, and success while also improving institutional effectiveness (Andrade & Westover, 2018:287; Andrade, Westover & Peterson, 2019:22). Pang and Lu (2018: 39) emphasise that job satisfaction is the product of a good relationship between employers and employees and leads to employee willingness to commit to their institutional performance. Satisfied employees contribute to the success of their institutions (Hays, 2014:1). Therefore, job satisfaction results in successful institutions (Jalagat, 2016:38). Andrade et al., (2018:287) concur that satisfied workers improve the institution's competitiveness and success. Satisfied employees produce high-quality work, are successful and loyal, exhibit positive behaviours, have fewer cases of accidents and are less likely to be associated with absenteeism, turnover, and perceived job stress (Wang & Brower, 2019:5; Kašpárková et al., 2018:45; Andrade, Westover & Peterson, 2019:22; Jalagat, 2016:37-38).

4.4.2 Benefits to Employees

Job satisfaction is beneficial to employees in several ways. It enables them to maintain a better relationship with colleagues, reduces employee turnover in favour of retention, and makes employees achieve better performance at work (Kašpárková et al., 2018:45). Similarly, employee satisfaction produces high-quality work, success, positive behaviours, loyalty, and fewer cases of accidents and less absenteeism (Wang & Brower, 2019:5; Kašpárková et al., 2018:45; Andrade, Westover & Peterson, 2019:22; Jalagat, 2016:37-38). Satisfied employees produce high-quality work, are successful and loyal, have positive behaviours, have fewer cases of accidents, and are less likely to be associated with absenteeism, turnover, and perceived job stress (Wang & Brower,

2019:5; Kašpárková et al., 2018:45; Andrade, Westover & Peterson, 2019:22; Jalagat, 2016:37-38).

4.4.3 Benefits to Communities

Garmendia, Ellorza, Aritzeta, and Mandinabeitia (2020:3) advise that employees are the face of the institution, and their satisfaction is important in positively influencing the attitude and behaviour of customers. Dechawatanapaisal (2020:63) concur that a good fit between employees and their institutions increases the attachment of such employees to their institutions, providing less stress, high satisfaction and commitment, better efficiency, and positive work behaviours, which lead to low turnover.

Satisfied employees can maintain a better relationship with their colleagues; they are resilient and able to raise and manage their emotions when encountering negative situations in their workplace (Kašpárková et al., 2018:45). Sabbagha et al. (2018:137) suggest that increased job satisfaction has the potential to reduce employee turnover.

Job satisfaction increases customer satisfaction (Andrade, Westover, & Peterson, 2019:22; Kollmann et al., 2019:102). Garmendia et al., (2020:6) emphasise this view that satisfied employees handle customers in a friendly manner, thus building a good rapport with those customers causing them to return to the store. Job satisfaction promotes the health of the institution (Gopinath, 2020:4780). From these views is evident that satisfied employees are the building blocks for any organisation success and employers should always support their employees to remain happy and satisfied.

From the discussion above, keeping satisfied employees is necessary for the survival of institutions. Satisfied employees are important in helping their organisations outsmart their competitors and thus making their institutions successful. Satisfied employees deliver quality work, improve the institution's competitiveness and success, increase the institution's effectiveness and productivity, and grow their institutions; they are loyal, their morale is high and have a low incident rate at work. In addition, satisfied employees have low rates of absenteeism and stress levels resulting in a reduced turnover rate.

Job satisfaction helps employees improve their relationships with colleagues at work. Furthermore, it can be viewed as a strategic tool by organisations because it can be used to increase customer satisfaction because customers want to be handled in a friendly manner.

4.5 SUMMARY

This chapter has highlighted the reasons why job satisfaction is a critical factor in retaining millennial employees in institutions. The examined literature revealed factors that contribute towards job satisfaction for young employees in institutions. Some of these factors are open communication, availability of technology, flexible working conditions, culture of teamwork, mentoring, frequent feedback, career advancement opportunities as well as training and development opportunities. This chapter highlighted several benefits of keeping millennial employees satisfied in the workplace. The next chapter deals with the research design and methodology.

CHAPTER 5: RESEARCH DESIGN AND METHODOLOGY

5.1 INTRODUCTION

The previous chapter explored job satisfaction as a critical factor for achieving efficient retention of millennial employees in an institution. This chapter focuses on the methods used to undertake this research study, including the research design, ethical considerations, the validity, reliability, and trustworthiness criteria in qualitative research. These methods will establish the trustworthiness of the data, the analysis and hence the conclusions.

5.2 RESEARCH DESIGN

Bloomfield and Fisher (2019:27) define research design as “a plan, structure, and strategy of investigation to obtain answers to research questions or problem”. Similarly, Asenahabi (2019:78) suggests that it is “what data is required, what methods are going to be used to collect and analyse the data and how it is going to answer the research questions”. From these definitions, it can be observed that a research design is a plan of action or a strategy that helps researchers achieve the research project. In this research, the researcher adopted a qualitative research design using semi-structured interviews in which he sought to explore the reasons for the high turnover of millennial employees with scarce skills at the EC. The research design encompasses an overview of the paradigms, the research approach, strategy and setting, population, sampling, data collection instrument, and data analysis.

5.2.1 An Overview of Paradigms

Hamling (2018:28) defines a paradigm as “the net that contains the researcher’s epistemological, ontological and methodological premises”. Similarly, Scotland (2012:9) concurs that a paradigm contains ontology, epistemology, methodology, and methods. Slevitch (2011:74) describes it as “a world view or a set of linked assumptions about the world”. Kamal (2019:1388) also asserts that a paradigm is “a sets of beliefs that guide action. From these definitions, it can be observed that researchers are consciously or

unconsciously guided by some theoretical considerations or paradigms when conducting research which influences the way they view reality or things that make reality (Masibigri & Nienaber, 2011:5). In this section, the researcher discusses the relationship between ontology, epistemology, methodology and methods and how researchers choose paradigms.

5.2.1.1 Ontology

Berryman (2019:272) suggests that our ontological position helps us to trust in what exists and what we contemplate to be important or basic. For researchers, one may be positivist or interpretivist. Both viewpoints have their own ontological, epistemological, and methodological assumptions. The positivists or objectivists assume that there is a single reality in the world that needs to be discovered using conventional scientific methodologies, that knowledge is a given and must be studied using objective ways, and that the research findings are represented quantitatively using numbers (Tuli, 2010:101). On the other hand, the interpretivists/subjectivists assume that reality is subjective and differs from person to person. As such, the world is not separate from our perception (our thoughts), and social truth is a making of our insight analyses and understanding, ultimately, there are multiple realities that depend on how one views things (Scotland, 2012:11).

5.2.1.2 Epistemology

Epistemology ('episteme' from the Greek word meaning knowledge) refers to the theory of knowledge; in other words, how do we know what we know? What is the truth? What is legitimate knowledge? What is the nature of the association with the one who investigates and what can be known? (Slevitch, 2011:75). Tuli (2010:99) concurs that epistemology poses questions such as what the association is between the one who knows and what is known as well as what is regarded as knowledge. The epistemological assumption of positivists or objectivists holds that it is possible to observe the world neutrally, without alteration through the act of observation (Slevitch, 2011:76). The interpretivists/subjectivists, on the other hand, view the world differently: they look for

multiple truths and the association of the knower with the known (Berryman, 2019:273). In other words, the interpretivists or subjectivists accept as true that a single reality could be interpreted differently depending on how they assess things. The researcher is therefore interpretivist and believes that reality is subjective and could be interpreted differently. As such, he followed an interpretive paradigm to gain a deeper understanding of the phenomenon under study rather than generalising it (Marozva, Barkhuizen & Mageza-Mokhethi 2023:4).

5.2.2 Research Approach

The research approach, which is a methodology of investigation and analysis, is defined as the theory of the application of methods or an overarching strategy for conducting research (Alharahsheh & Pius, 2020:40). Similarly, Berryman (2019:273) concurs that methodology is the inclusive plan for studying a research question or phenomenon that corresponds with the researcher's ontology and epistemology orientation, and it is thus driven by the nature of the research questions being asked (Berryman, 2019:273). In other words, the research methodology is the foundation for selecting certain methods above others, and it is influenced by the philosophical stance that researchers take. The methodology is also important in outlining the nature of empirical enquiry as to why, what, from where, when, and how data is collected and analysed (Scotland, 2012:9).

There are three research methodologies in research and these are quantitative, qualitative mixed method. These methodologies have their own assumptions. Interpretivists use a qualitative research methodology with the view of positioning the researcher to study a phenomenon in context to understand participants. This methodology asks how and why questions with a view of exploring the phenomenon under investigation to gather data using words that are analysed textually and interpreted with themes and patterns being identified (Berryman, 2019:273). Hence, this research is considered a qualitative research because it seeks to understand the subjective meaning that the interviewed participants attached to their work situation (Marozva et al., 2024:4).

Qualitative researchers follow an interpretivist approach because it is more suitable in attempting to understand how people make sense of social reality (Masibigiri & Nienaber 2011:5). Marozva et al. (2024:4) also concurs that the interpretivist approach is suitable for qualitative researchers as its relativistic ontology does not generalise the results of the study but rather uses the unique context of the study to gain a deeper understanding of the phenomenon being studied. An interpretive philosophy is therefore fitting well with the purpose of this research as it seeks to understand the factors that influence high turnover of Millennials with scarce skills at EC.

5.2.3 Research Method

Scotland (2012:9) suggests that the methodology is a strategy or plan of action that lies behind the choice and use of particular methods. Given these definitions, interpretivists use methods that seek to produce insight and understanding from the participant's perspective. As such, interpretivists use semi-structured interviews, focus groups, and observations to produce qualitative data; in so doing, they seek not to dominate participants (Scotland, 2012:12) but consider research to be interpretive and structured as a naturalistic enquiry. In this case, the researcher followed a semi-structured interview method to gather data from participants as this method offered the following advantages: it helped the researcher capture the richness and diversity of responses from participants, the participants were free to express themselves, and it allowed the participants to be authentic, thereby reducing the influence and bias of the researcher (Bihu 2020:715). Alshenqeeti (2014:43) affirms the advantages of this method because it has a high return rate, fewer incomplete answers, involves reality, relatively flexible and a controlled answering order. Conversely, its disadvantages are that it is time consuming, most relevant on small-scale studies, never 100% anonymous, has the potential for subconscious bias and potential for inconsistencies.

The researcher used audio recordings and transcriptions to improve the quality of data management for this research. Semi-structured interviews were physically conducted and the researcher asked participants for permission to record the interviews. Data from the interviews were transcribed verbatim, and notes for each participant were carefully typed,

noting nonverbal actions. During primary research, audio recordings and transcriptions were securely stored on a password-protected computer.

5.2.4 Research Strategy

The researcher used a case study approach to investigate the problem under study. This approach was relevant for this investigation in allowing the researcher to explore the phenomenon in its context (Masibigiri & Nienaber, 2011:5). Furthermore, the researcher obtained data about the high turnover of millennial employees with scarce skills from secondary sources and the empirical confirmation from semi-structured interviews, which produced richer data through probing. Since the focus was on millennial employees with scarce skills in the EC, the research participants of study were employees of the EC that were considered millennials and possessed scarce skills.

Practically, the researcher approached the HR departments of each EC institution to obtain complete lists of the objects of study. This constituted the population, which included:

- 2 Engineers - LDARD
- 2 Production Scientist (Botanists)-LEDET
- 2 Technologists-DT&CS
- 2 Sector Specialist Agro-Processing and manufacturing-LEDA
- 2 Project Managers-RAL

The search for research participants yielded only ten participants from all the EC institutions.

5.2.5 Research Setting

This research was conducted at the EC of the Limpopo Province, namely, the Department of Economic Development, Environment and Tourism (LEDET); Department of Agriculture and Rural Development (LDARD), Department of Transport and Community

Safety (DT&CS) including two SOEs, the Road Agency Limpopo (RAL) and the Limpopo Economic Development Agency (LEDA).

An appointment with each research participants was set either through email or telephone conversation. The participants were visited individually at their offices upon securing the appointment. The purpose of the interview was explained, and consent was obtained from the institution and the individual participants before commencing with the interview. The interviews took at least 45 minutes. The researcher was the only interviewer, and the conversation was conducted in English as the participants preferred English to other languages. The interview was recorded using a voice recorder and the researcher captured notes in a notebook for better recall. The recorded notes were later transcribed. Data from the notebook was analysed with assistance from an expert data analyst using ATLAS.ti version 22 software.

All selected participants expressed willingness to be interviewed and were glad to contribute towards an understanding of work situation in the EC and how the turnover could be redressed.

5.2.6 Sampling

A 'sample' is a subset of the population, selected to be representative of the larger population and is relevant in situations where it is not possible to study the entire population (Singh & Masuku, 2014:3). Etikan (2017:215) posits that purposive sampling refers to "a design based on the judgement of the researchers as to who will provide the best information to succeed for the objective of the study". Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngäs (2014:4) concur that purposive sampling is appropriate for qualitative research where the researcher is interested in specific participants who have the best knowledge concerning the research topic under discussion, hence the researcher used a purposive sampling to select millennials with scarce skills to participate in this research EC (N=10). All these millennials were therefore invited to participate in the research and the inclusion criteria were as follows: participants were to be available

and willing to participate in the research, work at the EC of Limpopo Province and they be between 25-35 years (millennials).

When this study was conducted in 2021, there were 58 millennials with scarce skills in the EC. Only 20 participants were purposefully selected to participate in the study because they complied with the criteria as stipulated in the above paragraph. All these participants were subsequently requested to participate in the research through the assistance of HR who identified them using the organisational structure and the Vulindlela programme – a human resource management information system used by government departments to store and retrieve employee personal details such as salary levels, notches, stations, persal numbers, pay point, rank etc.

After identifying the participants, the researcher planned to interview all the 20 participants (two from each of the five Departments and two from each of the five SOEs). However, the researcher was only able to collect data from 10 millennials who eventually agreed and consented as follows: two from LDARD, two from DT&CS, two from LEDET, two from RAL and two from LEDA. There were various reasons for failure to collect data from the rest of the potential research candidates. For instance, COGHSTA indicated that it was no longer part of the EC and therefore it cannot participate while PWR&I indicated that it no longer had full-time millennials with scarce skills since the potential research candidates were employed on a part-time basis. SOEs such as GAAL, LTA and LGB argued that their potential research candidates were above the age criteria to participate in the research. Hence the absence of candidates from COGHSTA, PWR&I and the three SOEs namely GAAL, LTA and LGB resulted in a sample of 10 millennials, instead of the 20 that was originally planned.

Table 5.1: Number of qualifying participants

Department/Institution	Total number
LDARD	2
RT&CS	2
LEDET	2
RAL	2

LEDA	2
TOTAL	10

Although there is no consensus among qualitative researchers on the ideal sample size for studies using a qualitative approach, there are guidelines for case studies. Sarfo, Debrah, Gbordzoe Afful, and Obeng (2021:62) proposes sample sizes of between four and fifty. Kumar, Kumar and Prabhu (2020:7104) suggest four to five cases whilst Mwitwa (2022:415) prefers between nine and seventeen cases. Therefore, it can be argued that a sample size of 10 participants considered for this research is consistent with guidelines for a qualitative research study of this scope.

5.2.7 Data Collection Instrument

The researcher used a semi-structured interview guide containing 20 open-ended questions that were organised in such a way that they would allow participants to answer questions without being limited to pre-formulated answers (Marozva (2023:4). As such, the questions encouraged participants to provide unbiased, accurate and complete information in relation to the research problem. Marozva (2023:4) highlight that semi-structured interview is an effective data collection instrument when collecting data from participants who have knowledge, experience, attitude and beliefs about the phenomenon under study. A semi-structured interview was therefore appropriate for this research because it afforded the researcher an opportunity to collect data from millennial who are considered knowledgeable about the topic. The researcher also made use of follow-up questions (probing) when participants were unsure of the questions (Jain 2021:544).

A sample of the interview guide is attached to this thesis as **Annexure “H”**. The first section of the guide covered demographics (gender, race, educational qualifications, participants’ nature of appointment, years of experience), the second section addressed factors causing turnover of millennial employees with scarce skills in institutions and the third section dealt with retention strategies employers need to put in place to retain their scarce skills employees. To improve the accuracy of the data collection, the researcher recorded the interviews with a voice recorder. Data was collected between September

and October 2021. The interviews were conducted in English and all interviews were recorded and transcribed. Verbatim responses to each question were translated and transcribed by an independent transcriber.

5.2.8 Data Analysis

Hilal and Alabri (2013:181) define data analysis as “a process of bringing order, structure and meaning to the mass of collected data”. Others describe it as a process of inspecting, cleansing, transforming, and modelling data with the goal of discovering useful information, informing conclusions, and supporting decision-making (Schutt & O’Neil, 2013). Given these definitions, the researcher followed a thematic analysis technique by categorising, studying, arranging, defining, and reporting patterns emerging from the data to answer the research questions (Nowell et al., 2017:2). The researcher used thematic analysis because of its flexibility to understand experiences, opinions or behaviours (Marozva 2024:5). To this end, the researcher analysed the responses from ten semi-structured interviews for qualitative data using the coding strategies by Saldaña (2021), guided by the research questions together with the interview questions.

The researcher engaged in data reduction, coding and decoding analytic processes to analyse and interpret each of these qualitative data (Saldaña 2021: 8-10). The methods unfolded through concurrent and iterative research processes: data collection, audio-recorded semi-structured interview data and data analysis. The researcher applied coding terminology and procedures using descriptive, process and in vivo codes, which he created inductively (data-driven).

He created a code list or a codebook of 94 codes (1st cycle), which he reduced to 27 codes (2nd cycle) and six thematic categories aligned with the research objectives from 334 quotations. This was done in ATLAS.ti version 22, a computer-assisted qualitative data analysis software package. This software adds value and sophistication to the coding process, together with an audit trail for transparency of the analysis process (Smit, 2005). Smit (2014, 2021) describes ATLAS.ti as a workbench for analysing extensive textual, graphical, audio, and video data. In the course of the qualitative analysis,

ATLAS.ti helped the researcher to explore the complex phenomena hidden in the data. All the responses were loaded into the project function, a container for all the data, for subsequent coding. Coding is the procedure of associating code words with segments of data or quotations, which is the association between a quote in the text and a specific code. In linking data, collecting and interpreting the data, coding is the basis for developing the analysis. The researcher clustered codes into six themes.

5.3 ETHICAL CONSIDERATIONS

Onyebuchi (2011:275) defines ethics as “the systematic study of conduct based on moral principles, reflective choices, and standards of right and wrong conduct”. A such, ethics is a study or science of conduct. The researcher is aware that data collection poses ethical concerns to participants. As such, care was taken to avoid hurting participants, considering their privacy, and subjecting them to unnecessary harm. The researcher observed the following ethical principles as discussed below as follows: confidentiality, informed consent, anonymity, respect for persons and loyalty.

5.3.1 Confidentiality

Wiles, Crow, Heath, and Charles (2008:418) define confidentiality in research as “not disclosing any information gained from an interviewee deliberately or accidentally in ways that might identify an individual”. Similarly, Masekoameng (2016:43) states that guaranteeing participants a right to anonymity increases confidentiality. The author further argues that confidentiality is reached when researchers do not link individual responses to participants’ names in a research report. To protect participants’ confidentiality, the researcher was guided by section 14 of the Constitution and section 19(1)(b) of the Protection of Personal Information (POPI) Act 4 of 2013 in protecting the confidentiality of participants in this research. In order to ensure privacy, participants were assigned numbers instead of using their names to protect their privacy. The collected data will be locked in a steel cabinet and the soft copies will be saved on a computer with password protection for a period of five years for future research or academic purposes. Electronic information will be stored on a password protected computer. Future use of the stored

data will be subjected to further Ethics Review and approval. Furthermore, the electronic data will permanently be deleted from the hard drive of the computer through the use of relevant software programme.

5.3.2 Informed Consent

Patterson, Pant, Jones, Taha, Jones, Bauserman, Montaldo, Bose, and Thayyil (2021:2) define informed consent as “authorisation of an activity based on an understanding of what that activity entails and in the absence of control by others”. Similarly, Patton and Cochran (2002:6) support this view, claiming that everyone who participates in a research process should have voluntarily agreed to participate, without being forced, coerced or unfairly compelled. From these definitions, it can be observed that participation in a research project is voluntary; therefore, participants should not be put under pressure to participate in a research project. Before being interviewed, participants filled out informed consent forms that were provided to them. The research participants were not provided with any incentives and were made aware of their freedom to withdraw at any time with no negative consequences (Afolabi (2021:38).

5.3.3 Anonymity

Clark (2006:3) defines anonymity in research as “the process of not disclosing the identity of a research participant, or the author of a particular view or opinion”. In addition, anonymity is more concerned with protecting or hiding the identity of research participants, especially when privileged information is being shared during the research process which, if disclosed, could cause harm to participants (Clark, 2006:3). This view is supported by section 19(1)(b) of the POPI Act, which seeks to protect the unlawful processing of personal information of participants without their consent. To enhance anonymity, the researcher protected the personal information of participants entrusted to him by not furnishing such information to third parties. Additionally, the researcher ensured that he did not disclose or link participants with their responses in this research.

5.3.4 Causing Harm to Research Participants

During data collection, the researcher was aware that when asking questions, the potential to cause psychological, emotional, social, or even economic harm to participants existed (Akaranga, & Makau, 2016:6). To prevent harm, the researcher only asked questions that were related to the research questions. The researcher was also aware that collecting data during the Covid-19 pandemic posed a risk of harm as he could contract or transmit Covid-19 to the participants. To minimise this risk, he adhered to all Covid-19 protocols as set out in the EC and the UNISA Covid-19 guidelines: implications of alert levels for researchers and postgraduate students. In this case, the researcher used cloth masks during the interviews, had a 70% alcohol sanitiser, kept a social distance of 2 meters from participants, and he used disposable gloves when signing participation information sheet.

5.4 VALIDITY AND RELIABILITY

Validity and reliability have been defined by scholars in diverse ways. For instance, Heale and Twycross (2015:66) define it as the accuracy at which a phenomenon is measured. Similarly, Noble and Smith (2015: 34) suggest that validity is the accuracy with which the findings represent the data. Anney (2014:276) contends that positivist (quantitative) researchers and interpretivist (qualitative) researchers use different criteria to assess validity and reliability to satisfy their ontological and epistemological assumptions. Qualitative research prioritises rigor and truth. Ensuring trustworthiness is critical to the credibility and reliability of qualitative results, given their subjective nature. The concept of trustworthiness in qualitative research includes various elements such as credibility, transferability, reliability and confirmability to ensure the validity and reliability of this research. These elements are discussed below as follows:

5.4.1 Credibility

Korstjens and Moster (2018:121) define credibility as “the confidence that can be placed in the truth of the research findings”. Amankwaa (2016:121) also shares the same sentiment, suggesting that credibility is the assurance that the findings are truthful. Given

these definitions, Anney (2014:276) argues that credibility is the accuracy of the researcher in representing participants' information drawn from their original data and the correctness of the interpretation of their original views. In other words, credibility is more concerned with whether the researcher is consistent with the data collection, interpretation and the methods used to ensure the quality of the research (Connelly 2016:435). To maintain credibility, the researcher used the following techniques: member checking, collaboration, prolonged engagement, and peer debriefing.

5.4.1.1 Member checking

Rose and Johnson (2020:440) define member checking as a process in which the researcher shares the collected data with participants to receive feedback from that engagement. Similarly, Busetto, Wick and Gumbinger (2020:7) suggest that member checking is a process in which researchers are able to verify with research participants whether the study represents their views. In other words, member checking enables researchers to gauge whether their research findings, interpretations and explanations are consistent with participants' original views.

To achieve credibility in member checking, the researcher shared the findings of the research with individual participants with the view of receiving inputs on the findings, clarifying interpretations, and verifying that his conclusions represented their views. This sharing was done by telephone (holding a conversation over the research results) and email correspondence (by sharing excerpts of the research report that is relevant to the participant and requesting their comments). The researcher also improved credibility by incorporating participant's comments in the thesis.

5.4.1.2 Collaboration

Creswell and Miller (2000:128) define collaboration as the process of involving participants in the study as co-researchers or partners. Similarly, Katz and Martin (1997:7) concur that collaboration is "the working together of researchers to achieve the common goal of producing new scientific knowledge". In other words, collaboration in research is more concerned with giving both participants and researchers an opportunity to work

together in sharing their views in the study. Creswell and Miller (2000:128) agree with this view, suggesting that such working together helps researchers incorporate participants' opinions into the research project. To achieve credibility, the researcher collaborated with participants by giving them an opportunity to make comments and inputs on the findings of the study. This was done through a phone call or arranging a meeting with participants to share with him additional information that could be incorporated into the research project.

5.4.1.3 Prolonged engagement

Amin, Nørgaard, Cavaco, Witry, Hillman, Cernasev and Desselle (2020:1473) describe prolonged engagement as a “technique that gets the researcher to spend adequate time to learn about the culture in which the research is conducted, build trust, and reflect on potential distortions introduced by the researcher and participants along with their impact”. Based on this definition, prolonged engagement is beneficial to both researchers and participants. It helps researchers identify emerging concepts and potential implications during data collection. It also helps participants build trust in the researcher (Amin et al., 2020:1473). A prolonged stay also helps constructivists have a diverse approach from the participant's view. To achieve credibility, the researcher built trust and rapport with participants over time and that allowed him to collect rich data that was not immediately apparent in a brief interaction.

5.4.1.4 Peer debriefing

Anney (2014:277) defines peer debriefing as important to enable researchers obtain professional support from other scholars who are willing to offer their support by providing comments and feedback before the researcher can make any conclusions on the interpretation of the data. To decrease biasness in this research, the researcher allowed qualified, impartial colleagues to review and assess the transcript, methodology and findings of the study to enhance credibility. Additionally, his supervisor was also instrumental in enhancing validity and reliability in this work by providing his insight in the research process.

5.4.2 Transferability

Anney (2014:277) defines transferability as “the degree to which the results of qualitative research can be transferred to other contexts with other participants”. While, Korstjens and Moser (2018:121) concur with Anney’s definition, they argue that the definition should also encompass “settings”. As such, they define transferability as “the degree at which the results of qualitative research can be transferred to other contexts or settings with other participants”. Letchmiah and Thomas (2017:4) define transferability as “the ability to use the same research method and approach in another setting and obtain a similar result”. To increase transferability in this study, the researcher provided a detailed description of how the research process unfolded from data collection and the context of the research production to the final report to enable other researchers to make their transferability judgement in their own context or settings (Anney, 2014:278; Korstjens & Moser, 2018:122). In order to make the research transferable to other researchers, the researcher gave a thorough description of the participants' responses. He ensured that the findings are aligned with the experiences of the research participants.

5.4.3 Dependability

Dependability in research refers to the stability of findings over time (Anney, 2014:278; Korstjens & Moser, 2018:121). Nowell, Norris, White and Moles (2017:3) concur with this view, stating that dependability is an enabling process that helps researchers carry out their research in a logical, traceable, and clear audit trail for others to follow on their work. Scholars have reached a consensus on the matter that dependability can be improved. For instance, Nowell et al.,. (2017:3) argue that an audit trail improves dependability by enabling other researchers to follow the theoretical and methodological standpoint used. Korstjens and Moser (2018:122) suggest that paper trails guide researchers not to deviate from interpreting the data by removing any element of bias to their own views. To ensure dependability in this research, the researcher documented the approach, data collection techniques and data analysis procedures and maintained an audit trail of notes so that others could review his decision on data collection and interpretation of results (Nassaji 2020:428). In addition, he also maintained an audit trail of the interview recordings to

enable other researchers to review his work and the data analysis procedures used (Treharne & Riggs 2014:58).

5.4.4 Confirmability

Anney (2014:279) defines confirmability as “the degree to which the results of an enquiry could be confirmed or corroborated by other researchers”. Similarly, Nowell et al., (2017:3) suggest that confirmability is a process where the researcher demonstrates how his/her interpretation and conclusions are confirmed by data. Korstjens and Moser (2018:121) have succinctly defined confirmability as “the degree to which the findings of the research study could be confirmed by other researchers”. Therefore, confirmability is more concerned with determining whether the researcher’s analysis and results are supported by data, thus requiring the researcher to demonstrate how his/her conclusions and interpretations were reached (Nowell et al., 2017:3). In order to improve confirmability in this research, the researcher ensured that the research findings represent participant’s opinions and not his motivations, biases, interests, or viewpoints. In addition, he maintained an audit trail of the findings to facilitate the evaluation of confirmability (Treharne & Riggs 2014:58). The researcher also established confirmability by keeping record of all steps taken and decisions made regarding data coding and analysis and also retained the recordings for later evaluation (Nassaji, 2020:428).

5.5 SUMMARY

This chapter presented the requirements for a credible qualitative research study. The research design was presented. The chapter discussed the requirements for ethical consideration, validity, and reliability as well as how this research addressed all these concepts. The next chapter addresses the data analysis and interpretation of the results.

CHAPTER 6: DATA ANALYSIS AND INTERPRETATION OF RESULTS

6.1 INTRODUCTION

The previous chapter discussed and justified the adopted methodology in terms of the research design, approach, strategy, setting, population, sampling, data collection instrument, data analysis, ethical consideration, validity and reliability, and trustworthiness criteria of this qualitative study. This chapter presents the analysis of data and the meanings derived from the interviews that were conducted. Identifiable units of meaning constitute theme accounts grouped according to larger units or significant stages of experiences and understandings. Where the words of millennial employees with scarce skills are quoted verbatim, no attempt has been made to correct their language.

6.2 BIOGRAPHICAL INFORMATION

Participants were profiled according to gender, educational background, years of experience, age, and employment category.

6.2.1 Gender

Figure 6.1 indicates that there were six males and four female millennial employees with scarce skills at the EC who participated in the research. This represents 40% females and 60% males, as indicative of the unchanged labour market trend since the apartheid era which favoured males in terms of education and employment (Statistics South Africa, Quarterly Labour Force Survey, Quarter 2, 2021). The evidence of more males in the South African labour market reveals the inattentiveness of the South African government to section 195(1)(i) of the Constitution which seeks to promote public administration that reflects the South African citizenry, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation. In addition, the Employment Equity Act 55 of 1998 also seeks to achieve equity in the workplace by promoting equal opportunity and fair treatment through the elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated

groups to ensure their equitable representation in all occupational categories and levels in the workplace.

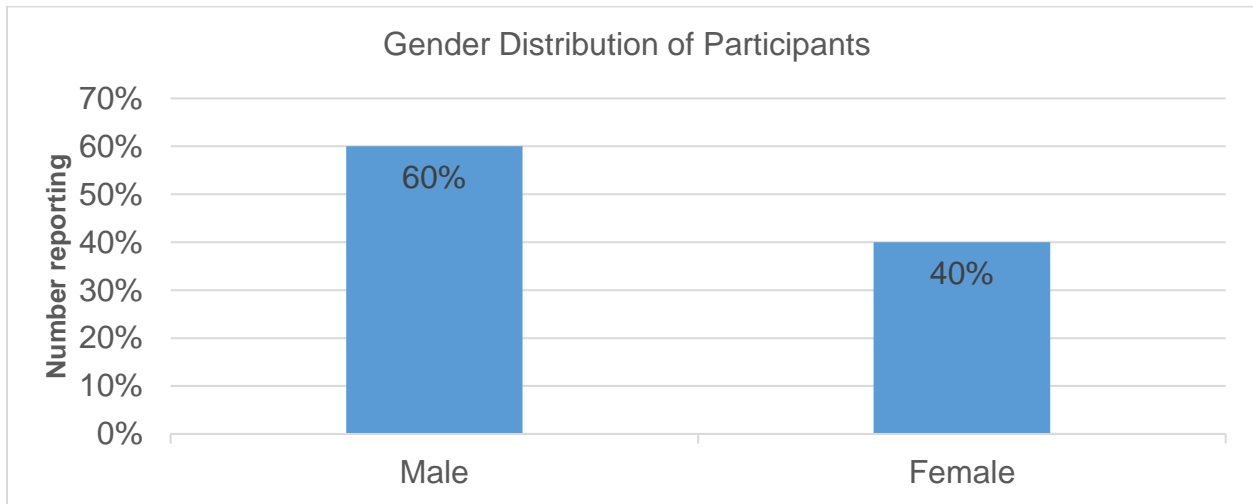


Figure 6.1: Gender distribution of participants

6.2.2 Age

Figure 6.2 presents participants' profiles by age group in the EC. All participants who participated in this research fell between the age group of 30-35 years. The EC should consider investing in millennials as they constitute the future workforce.

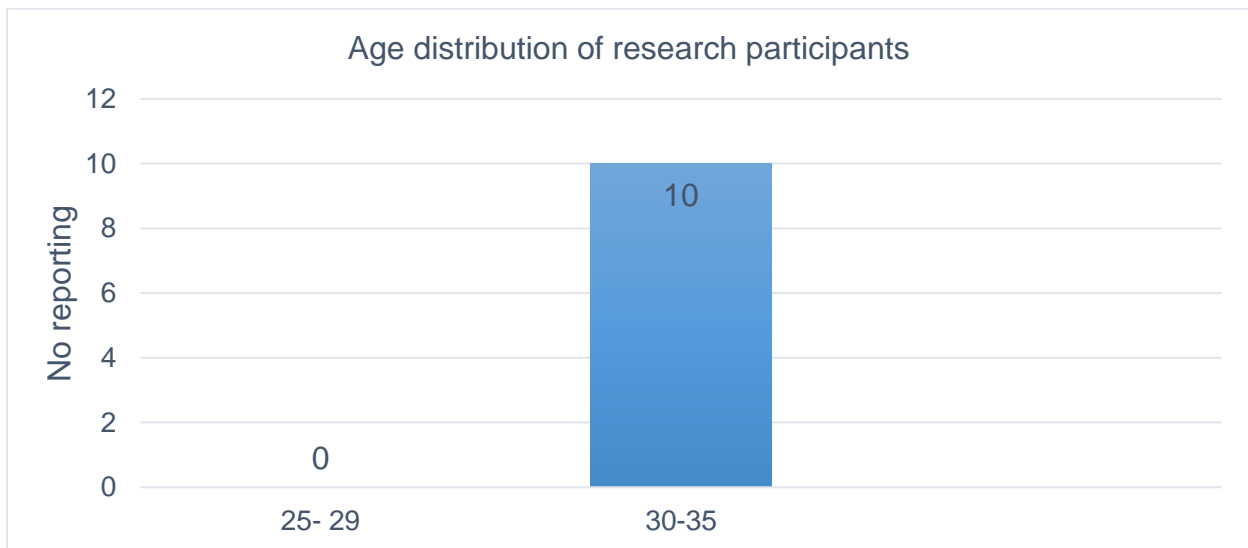


Figure 6.2: Age distribution of participants

6.2.3 Employment

Only participants who were appointed on a full-time basis and their age distribution were between 25-29 and 30-35, qualified to participate in this study. As such, the population comprised ten millennials who qualified to participate in the study.

6.2.4 Years of Service

Figure 6.3 presents the participants' years of experience. Accordingly, three participants had 0-5 years of experience, three had 6-10 years' and 11-15 years' experience, respectively, with one participant having been employed for 16-20 years. It is interesting to note that only one participant had more than 16 years of service, while there were only three participants in each category.

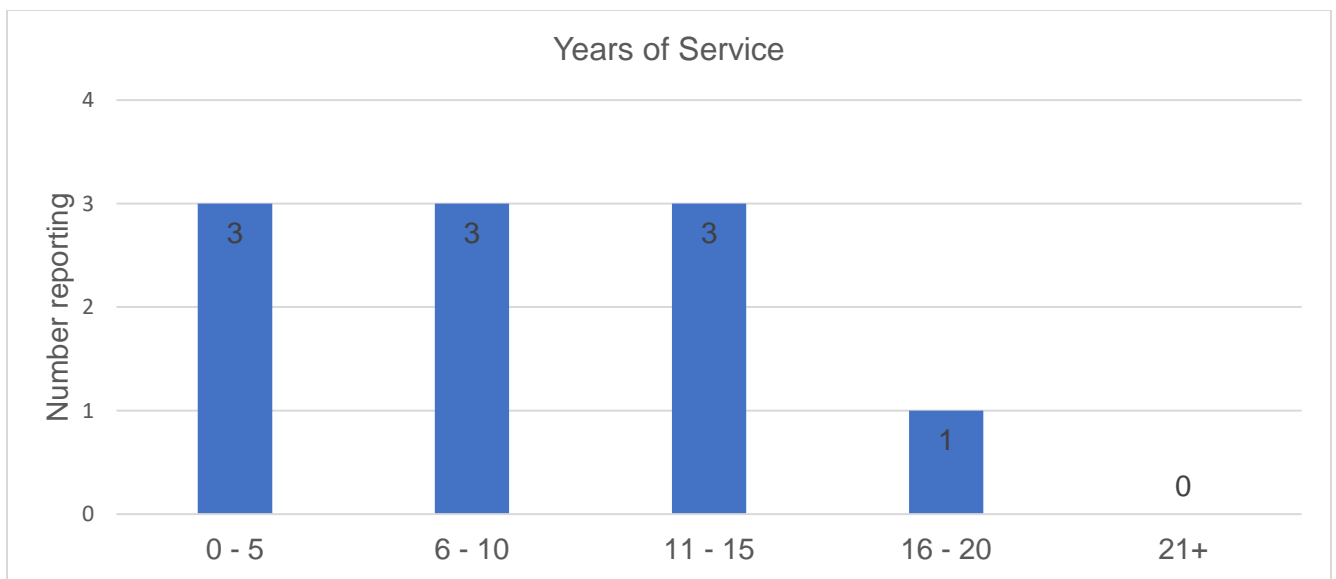


Figure 6.3: Years of service

6.2.5 Academic Qualification

Figure 6.4 shows the participants' academic qualifications. Based on the data collected, three participants each held a bachelor's degree, an Honours degree, and Master's degree, respectively while only one participant had a National Diploma qualification. From the data collected, one can deduce that the participants were reasonably qualified to be

considered as skilled manpower capable of delivering an efficient and effective service and executing their functions professionally.

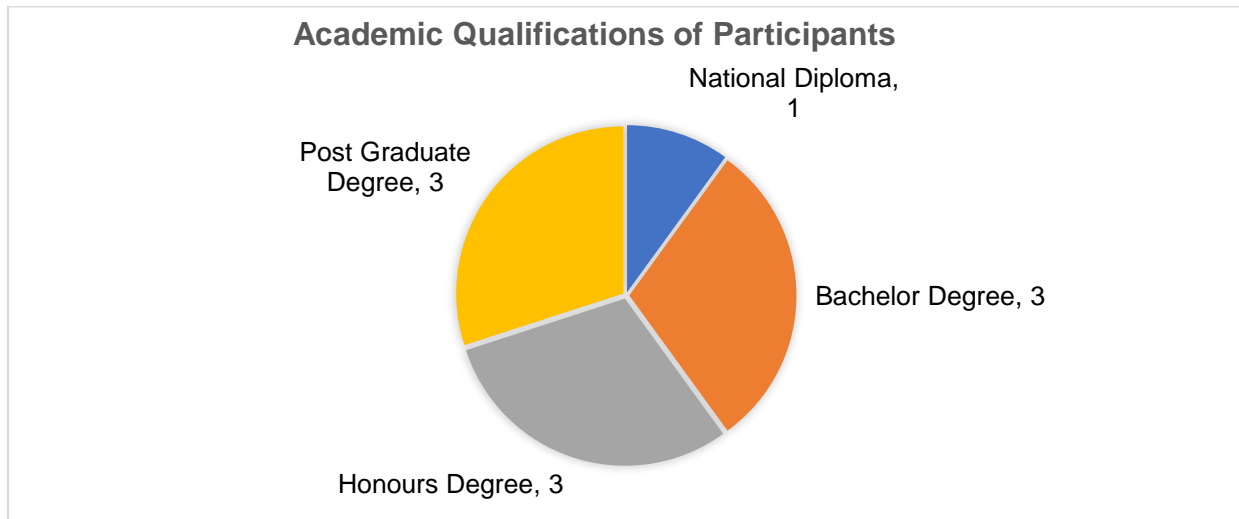


Figure 6.4: Academic qualifications of participants

The participants' demographic account provides characteristics of the participants and supports the view presented about millennials in chapter one wherein they have an academic qualification and job experience that makes them feel capable. It shows the diversity of the participants in terms of gender, age, and academic qualifications, which may be used to understand whether demographics distinguish millennials in their rationalising whether to stay or resign from the EC. Demographics may also assist other researchers focus on a different cohort should they have an interest in closing the research gaps in this area.

6.3 DATA PRESENTATION AND ANALYSIS

The sections that follow present an analysis of the open-ended questions. The researcher applied coding terminology and procedures. He specifically used descriptive, process, and in vivo codes, which he created inductively (data-driven) and deductively (theory-driven). He created a code list or a codebook of 94 codes (first cycle), which he reduced to 27 codes (second cycle) and six thematic code groups or categories aligned with the research objectives. This was done by grouping responses into six themes to find patterns

and interconnectedness of facts as a way of understanding millennial employees, who were the unit of observation, made their career decisions in the manner they did. Lessons learned through the narratives and empirical data from interviews were used to determine the reasons why millennial employees resign from the EC.

In the analysis of data, these categories constitute the six main themes. The subthemes are derived from the empirical data and grouped under each main theme as shown in Table 6.1. These subthemes emanate from section B of the questionnaire of this thesis. Six themes and their respective subthemes emerged from the data and are discussed as follows:

Footnote:

1.1 ¶25 In ATLAS.ti 22, these numerals refer to the documents number and the line number of the verbatim quotations. This pattern is followed throughout.

Table 6.1: Themes and sub-themes

Themes	Subthemes
Theme 1: Reasons for high turnover of millennials	<ul style="list-style-type: none"> • Growth and progression • Support and supervision
Theme 2: Job satisfaction of millennials	<ul style="list-style-type: none"> • Professional development • Recognition and rewards • Work motivation • Job satisfaction
Theme 3: Working conditions	<ul style="list-style-type: none"> • Work stress • Teamwork • Home or work for effectiveness
Theme 4: Job expectations	<ul style="list-style-type: none"> • Money • Mentorship • Supervisor communication • Feedback from supervisors
Theme 5: Measures for retention	<ul style="list-style-type: none"> • Decision-making processes • Tools of trade

<p>Theme 6: Development of model for retention</p>	<ul style="list-style-type: none"> • Improving work conditions • Service benefits • Work-life balance • Participation in decision-making • Work-overload • Autonomy and independence • Training and development • Career growth • Technology • Values and beliefs • Other retention strategies
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6.3.1 THEME 1: REASONS FOR HIGH TURNOVER OF MILLENNIALS

6.3.1.1 *Growth and progression*

Insufficient growth and progression were identified as contributing factors to the high turnover of millennial employees with scarce skills at the EC. Figure 6.5 puts this discussion into perspective by illustrating that 70% of participants resigned because of limited prospects for career growth and progression, while others indicated a desire to resign because of other factors such as being close to their families, starting their own business, and experiencing some new challenges.

Participants recognised that their prospect for growth was non-existent because there were few positions in the organisational structure to allow growth and progression. They were overlooked when positions become vacant and advertised, despite having the necessary qualifications and relevant experience to perform the work. Some positions were outsourced to the private sector, creating great despondency among qualified employees. This situation made millennials feel disempowered and redundant as they could not put their knowledge and skills into practice. This resulted in seeking employment opportunities elsewhere. This is supported by Herzberg’s two-factor theory, which categorises job factors into hygiene factors and motivational factors (Alshmemri, Shahwan-Akl & Maude 2017:12). Herzberg asserts that, with motivational factors,

employees become motivated to perform well when they are provided with opportunities to grow and advance in their organisations. Moreover, Alshmemri, Shahwan-Akl and Maude (2017:14) highlight this view and suggest that growth in an organisation increases an employee's opportunities to develop professionally, gain new knowledge, learn new skills, and undergo training in new techniques. Hence, creating opportunities for growth which is beneficial to workers' job satisfaction. On the contrary, hygiene factors may contribute to the millennial's decision to resign from the EC more especially if they are paid low salaries, there are inadequate policies and procedures in place and poor communication, leadership and poor working conditions which may include, among others, inadequate tools of trade, work overload, inadequate office space and ventilation (Alshmemri et al., 2017:12). The factors that influence employee turnover are discussed in the literature reviews presented in Chapter 2. Iqbal (2010:277) states that millennial employees prefer to work in an environment that presents opportunities for growth; otherwise, they resign. This is underscored by Dhanpat et al., (2018:13), who found a negative relationship between an employee's intention to stay and a lack of growth opportunities.

The participants shared insights on this factor during the interviews:

¶ Participant 01: *“there are very few positions because the structure itself is strict about growing unless someone leaves or passes away. Again, if you leave, that is the case. They normally do not employ. Most of the posts are left without being filled. Therefore, there's no growth”.*

This view is also articulated by participant three as:

¶ 29 in Participant 03: *“I feel our young people are leaving the institution because there's limited growth in the Department, so they are seeking for greener pasture, and also if you look in our department, we do mostly refer, we refer the job that we can do. Usually, we do the admin work instead of doing the actual work. But, yes, usually we give it to the private sector or parastatals, or we bring consultants, and this is another thing”.*

¶ 133 in Participant 03, moreover, said: *“there’s no room for growth. The environment is not conducive for you to grow”*.

In considering this matter, participant three implies that millennials leave because they are not growing and progressing in their respective disciplines because the EC outsources the work that they can perform to the private sector which disempowers the millennials from applying their knowledge and skills and deprives them of the competencies and capabilities to enhance their employability (van Dyk & Coetzee, 2012:7). Participant 7 added another dimension to this topic by suggesting that millennial employees leave because their new ideas are suppressed by Baby Boomers, who are soon to retire and exit the system. He expressed his view as:

¶ 25 in Participant 07 said, *“I think it’s because they’re still young and maybe the organisation where they are, there are old people who don’t want to accept new ideas from these young people, and it means suppression to their growth, you know, ja, it is the suppression of growth of young people in organisations because of older people who are supposed to be leaving. So, I think that would be why I say that. It would be why I mentioned that institutionalisation, the institution itself, is difficult for them to operate within. So, the issues of, of the greener pastures also”*.

These statements confirm the assertion that opportunities for growth and progression are critically important to millennial employees. Millennials resign because their work routine is no longer challenging, particularly because they are not given resources to perform their work. This situation negatively affects them because they remain stagnant and unable to compete at the same level as their counterparts in private institutions.

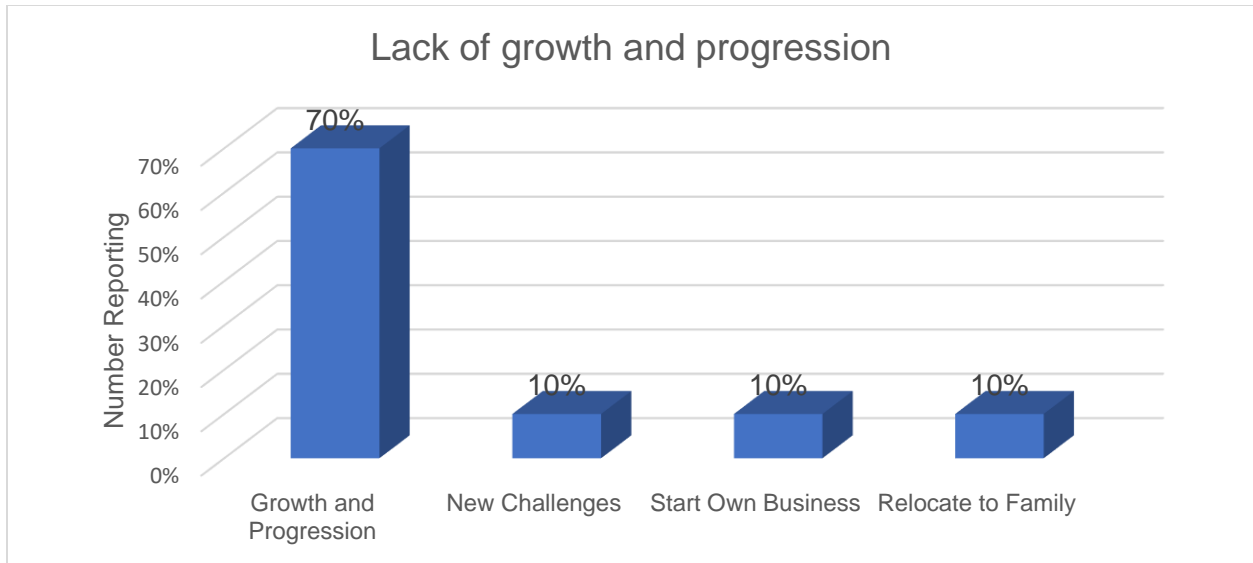


Figure 6.5: Lack of growth and progression

6.3.1.2 Support and supervision

The interview data show that millennial employees receive support and supervision. The statements were made with reference to supportive feedback from supervisors, too many levels of supervision and the extent to which supervisors care and invest in the wellbeing of employees to build commitment. Supervisor support plays a critical role in enhancing an employee's level of emotional commitment (Krishnan & Mary, 2012:1). Supervisor support is the employee's perception of how institutions value their contributions and care for their well-being (Krishnan & Mary, 2012:1). As mediators of the institution, supervisors are responsible for guiding and assessing their employees' job performance. Subsequently, employees view their supervisor's support as reflecting the institution's commitment to their well-being (Krishnan & Mary, 2012:2).

The participants were asked to comment on the level of supervisor support they received from their organisation. In expressing their views, the participants recognised knowledge sharing as a way of receiving supervisory support. They also indicated that their supervisors were eager to share their knowledge with them, particularly in difficult situations. Another strength that supervisees articulated was regular meetings with their supervisors. They found this encouraging because it was through these meetings that

they could resolve their work-related frustrations. Hereunder are the participants' views on this matter:

¶ 32 in Participant 02: *"I'm very fortunate enough my supervisors are very supportive and if, for example, I entered here fresh from school with that entry-level post, but through their support, we saw many of us, not even myself only, transitioning towards that professional status where they supported us, and I don't think we lack support in terms of knowledge sharing, and then that advice thereof, the advice and then knowledge sharing is very intact, particularly in engineering section".*

¶ 40 in Participant 04: *"In Engineering, we have so many supervisors since I started here. I've never had, they all had different things that they require, but mainly, you know, we work with projects, you go to a project; you monitor a project; you come in and discuss where you have difficulty; you even call your supervisor and say, "Let's go to the site so that I can show exactly where I get the challenge", then we, overcome those. So, we never had a situation where it is tough, ja, except Nojax, that is a different story. I do not know that one. It is beyond us in Engineering so. Ja, so, but mainly, we never had any challenges with supervisors. We just had good supervisors".*

¶ 32 in Participant 05: *"The supervision is okay. Yes, I do not think there is a problem with the supervision. It is just that it is to get certain things done is, such as that you collaborate with certain institutions, it's, it's a lengthy process, it's not simple to get, memorandum of understanding (MOU) to be signed it's quite laborious but, ja, otherwise, immediate supervision is okay. It is also flexible because one can work with other institutions, provided those completed MOUs. Therefore, you can be supervised internally and externally. Therefore, it's satisfactory".*

¶ 36 in Participant 06: *"Even in my field, we have a DD and the main supervisor, so I'm happy with the supervisors".*

¶ 39 in Participant 07 reiterated that *“outstanding support and it depends on the kind of relationship you have with your supervisor because if it’s strong, sometimes they give you space to be independent. They also do not need to micromanage you. They provide support, especially if you look at the level we have with specialists in my area, which means there is no other person who argues with me on my subject.”*

¶ 37 in Participant 08: *“It’s okay. Let me categorise it in two ways. First, I work in the Vhembe district, and all the Vhembe district is under me in veterinary funds. So, all the one-on-one with the boss when we do the Vhembe issues, when I report, then we can communicate”.*

¶ 36 in Participant 09: *“The level of supervisor support that we receive from our supervisors is adequate, although there will always be room for improvement, ja. I think it is quite adequate”.*

¶ 40 in Participant 10: *“I think it’s adequate because we have regular interactions with our supervisors, like the meeting I had today, on Monday, so the challenges that you experience on-site, for example, you can easily share with your supervisor, and they can intervene and give your ideas on how to move forward”.*

Although 80% participants agreed that the level of supervisor support is satisfactory, one participant disagreed stating that she is not being adequately supported because her supervisor does not understand her field of work. She articulated her views as:

¶ 28 in Participant 01: *“lack of support. I am a scientist, meaning I do research, meaning I publish, but you find that the department itself does not understand my function very well. In a sense, they can’t support”.*

She continues to say:

¶28 in Participant 01 *“the way we choose a journal, is not the way the Department think it should be chosen, you would be asked, why have you chosen this journal amongst others because you were supposed to have selected three journals and*

choose the cheaper one. You find that our system as researchers does not work like that, we consider the scope”.

Moreover, she said:

¶ 28 in Participant 01: *“That is why I am saying, I feel like, even if you reason, they don’t still get it. I do not know how many times my research was returned, even now, one of the publications is not paid because it comes back, as one says I cannot sign, I cannot authorise this because I don’t understand why as a department we should pay? While the job description shows that you must publish.*

Moreover,

¶ 28 in Participant 01: *“I think this is our line of research because someone in animal production cannot supervise colleagues in plant production, and if you submit a report, that supervisor will not provide you with any valuable input because they do not understand. After all, it is not their field, but according to the system, they are supervisors.”*

Furthermore,

32 in Participant 01: *“I have depended on people from outside because I collaborate with universities by sending articles, and they review my work. They will critique my work and tell me where I need to improve that is the only growth I have experienced and mentorship I have received outside of work. Therefore, for me, that is the main thing”.*

Poor supervision may emanate from a situation where millennials with scarce skills are supervised by people who do not have the necessary skills and competence to lead them. This situation may hamper service delivery. Accounting officers need to appoint staff with relevant skills and competency to hold supervisory roles. Participant 1 indicated that she was considering resigning because of insufficient supervisory support since they are not in the same professional field. This situation has caused a management void, as she

reported to a supervisor who may not understand her job responsibilities. This resulted in a misfit between her and her supervisor.

Data indicates that the level of supervisory support at the EC is satisfactory. Figure 6.6 illustrates this point by showing that 80% of the participants agreed that the level of supervisory support is good, while 10% disagreed and 10% remained neutral.

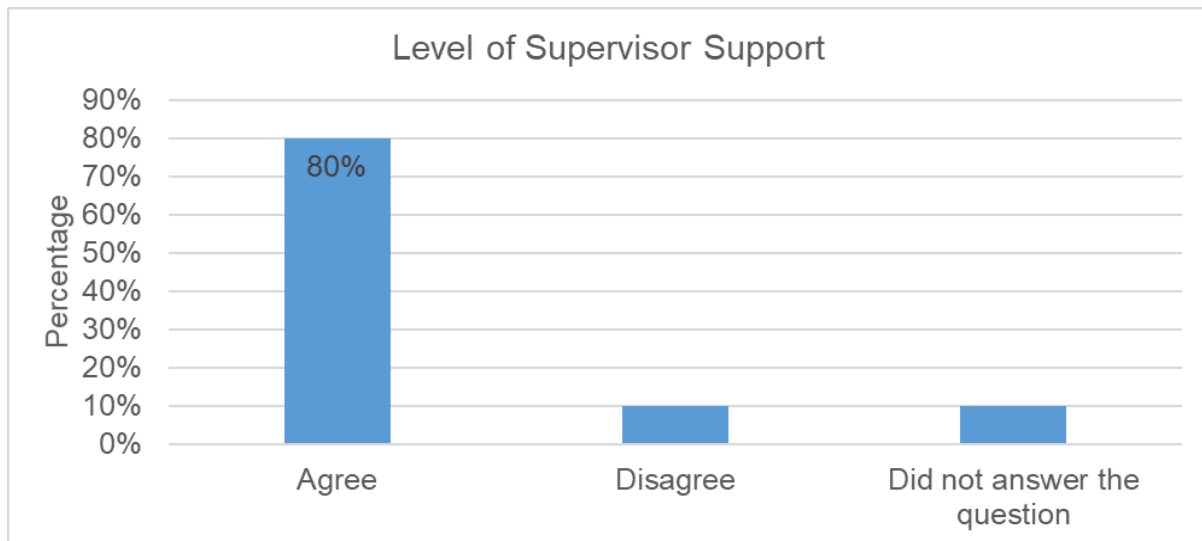


Figure 6.6: Level of supervisor support

6.3.2 THEME 2: JOB SATISFACTION OF MILLENNIALS

6.3.2.1 Professional development

Participants mentioned that the desire to pursue new challenges in life led to leaving their employers. In a world where new opportunities are rapidly emerging, particularly due to technological advancements, millennial employees seek to remain competitive by seeking new challenges offered mainly online. In certain cases, these new challenges include starting a new personal business venture and in other cases it is travelling abroad.

Participants were requested to comment on the level of professional development opportunities they received from their organisations. The purpose of this question was to determine whether professional development opportunities would play a significant role in reducing the turnover of millennials with scarce skills at the EC. Eight (80%) participants

indicated that they were happy with the professional development they received from the EC. Participants said that they felt indebted to their organisations because of the professional development they received. They confirmed they would be awarded bursaries and courses to develop their skills. In addition, they reiterated that their institutions were also helping them pay registration fees to their professional bodies for continuous development.

Based on the above exposition, various scholars have provided evidence that millennials become satisfied when institutions offer them opportunities for training and development (Zaharee, Lipkie, Mehlman & Neylon, 2018:52). Van Dyk and Coetzee (2012:2) suggest that training and development together with learning opportunities offer employees opportunities for improvement and increase their self-confidence, commitment, and positive psychological well-being. Letchmiah and Thomas (2017:3) contend that employees with scarce skills are appreciative and less inclined to resign when organisations invest in their training and skills development.

Participants 2, 9 and 10 expressed their views on this matter as:

¶ 36 in Participant 02 said: *“maybe some of us are not even leaving, we think it’s time to pay back to the department, they’ve truly done much, especially to myself. First, I went to the university through the scholar bursary support initiative, we came back, and they absorbed us within the department. There are even short courses; even when you feel there are short courses that you want to refresh yourself, the department is more than willing to capacitate you even further. At some point, I felt like furthering my studies from BSc to Masters, and I did not have any problem. This department, in terms of scholarly opportunities or educational opportunities, is very strong. Personally, those courses are there as well as workshops within engineering there is what we call continuous professional development (CPD), so it is when you attend workshops, you can even go to an extent of presenting these workshops to your work, or your discoveries in, ink, in the field of engineering”.*

¶ 40 in Participant 09 indicated that *“the opportunities are there, we do have workshops that the institution is willing to pay for all employees to go and attend such workshops which will add value to your skills, and be on par with the development in your industry, so, there is that support; and, of course, they are willing to also assist in terms of professional registration because they are professionally registered, so, when we need to submit our reports they are there to sign off such reports”*.

¶ 44 in Participant 10 concurs: *“it does to a high extent. If I can put it like that. For example, with us, we are required to register with ECSA, and the company pays for your ECSA yearly fees. That is one part of it and then the other part is, they give you bursaries to go and study as a way of encouraging you to do your postgrad education, so, you study for free, you just must work back the number of years that they paid for your studies. In addition, then, the other thing is with your supervisor. Every year you plan your development plan, as you tell him the courses that you would like to go and attend for the year based on the deficiencies that you have in your technical skills or something like that. The company still pays for that. Therefore, on those three fronts, I think, ja, they are, doing more”*.

Despite 80% participants agreeing that they received professional development from their organisation, the other participants disagreed, specifying that they always struggle to attend conferences and courses. Their institutions were not offering them an opportunity to develop professionally; therefore, they could not attend any courses or conferences relevant to their work. Participants also indicated that some of the courses they attended were irrelevant to their work. This view is articulated by participant 1 as follows:

¶ 47 in Participant 01: *“When you do research, whatever, it’s a project on its own. You know how to manage, how to do things like that, but all those things, first-aid, I need to go to the mountains because I do research. I must go and get whatever plant or do find coordinates of a certain species, it could be dangerous. I am working with, maybe my tent. What if something happens? I do not know first-aid, I do not even have any equipment for first aid, even if I had, I had bought it myself,*

I would not even know how to use it. Therefore, I think, I have been saying the same thing that I need this, this kind of training but nothing has been done”.

She added another dimension to this discussion:

¶ 47 in Participant 01: *“The same thing goes back to the budget. They will tell you, no, we do not have the budget. You can write a motivation and say I want to go; I do not know what is happening there in nature and whatever. It is like they take long even, even a conference, a simple thing like a conference, you write down to say I want to attend this conference and then you go there and you, submit, after whatever months, they will be looking for them with you when you go there, no, we do not know where they are. I don’t know if I can say lack of management or not truly prioritising or maybe those people are working with a lot of people, that they forget, I don’t know”.*

She articulated her frustrations as:

¶ 47 in Participant 01: *“Cause, like, we always struggle to go to conferences that we want to attend; we always struggle to go to courses, courses are even worse. Ja, so, there is not truly that much support in terms of growth, unless they take you to a course that they decided on, which we do not even know about. They decided now a list came up that who and who should go and attend that course, now you are going to a course that you never needed, where are you going to apply it? It’s not in line with what you wanted”.*

This narrative raises two crucial issues that affects career growth. First, the participant mentioned that she could not attend relevant conferences, which were a prerequisite for her registering with the professional council as a scientist. This was overly disappointing because the conference was a way of enabling her to attain the accreditation she needed with the professional council as a scientist. Second, she mentioned that she could not attend courses she had planned in her development plan (IDP). Instead, she was being requested to attend courses that added no value to her professional career. This too was retrogressive since there was no consideration for value for money in the use of

government resources. Human Resource Development (HRD) needs to consolidate all the training needs of the department and organise relevant courses in accordance with individual IDPs.

Participants indicated that they wanted to pursue studies to develop professionally. This is because training helps them grow and further their knowledge. Participants expressed their views on this matter as follows:

¶ 165 in Participant 03: *“Coming back to those things, more opportunities for training and then performance bonuses, such things will encourage them to perform, even those ones who are not working will grow into this thing, but if they’re after money, they will start performing also”.*

Participant 5 concurred:

¶ 159 in Participant 05: *“We need bursaries to study. Whether Honours, Masters, like postgraduate studies that we truly do need because it’s scarce skills, then we need to further our knowledge and then we need recognition so that people can be motivated to study, recognition on when one completes their postgraduate, or even furthering further there must be something that is motivating them beyond the qualification, like the once-off fee, or maybe a certain adjustment to their salary, but there must be something tangible”.*

Participant 6 agreed:

¶ In Participant 06, *“do a continuous evaluation and make sure everyone is happy and has everything that they need, all the resources that they need, and make sure they know exactly what to do, and give extra training opportunities so they can grow in their work”.*

From these discussions, it is evident that millennials seek training to develop professionally and to grow careers wisely. Appanah and Pillay (2020:20) agree with this view, suggesting that training and development enable employees to better perform their duties and stay long in institutions. Similarly, van Dyk and Coetzee (2012:2) support the

view that training and development, together with learning opportunities, plays a critical role in the lives of employees. They contend that training and development offers employees opportunities for improvement and increases their self-confidence, commitment, and positive psychological well-being (van Dyk & Coetzee, 2012:2). Dhanpat et al., (2018:4) also suggest that training and development are important in empowering employees to grow, acquire and implement new skills and knowledge for the institution's success. Figure 6.7 summarises the above discussion by showing that 80% of the millennials in the EC agree that training and development are satisfactory, while only 20% disagree.

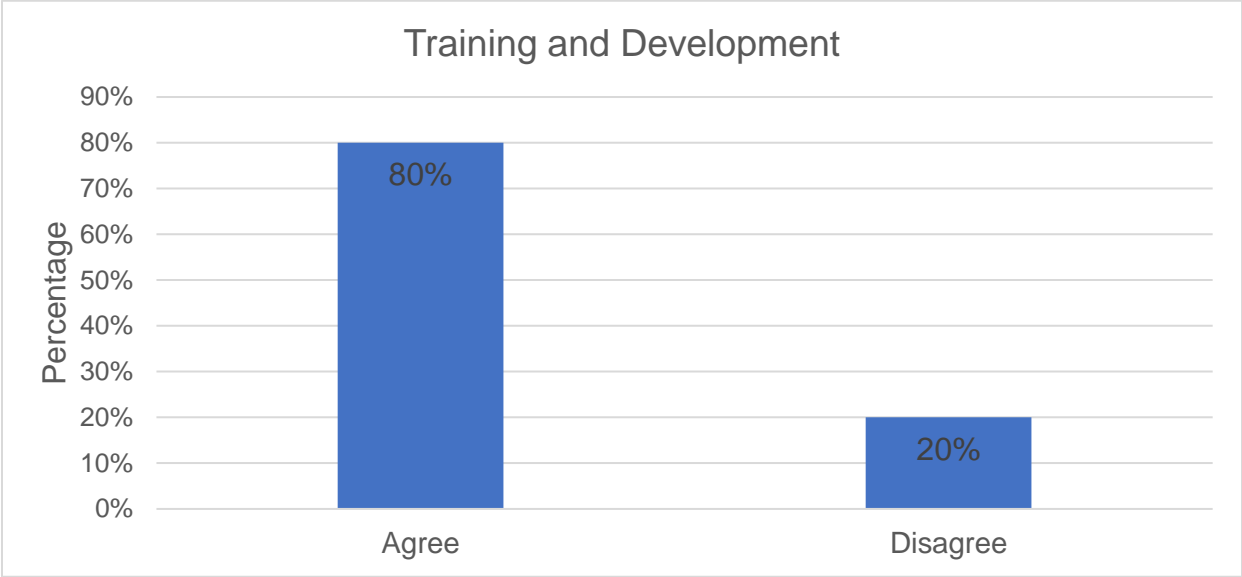


Figure 6.7: Whether training and development is satisfactory

6.3.2.2 Recognition and rewards

Participants were asked to share their views on whether they received recognition and rewards for good performance. This question sought to gauge whether the EC motivates its employees to achieve good performance. Of the participants, only 40% agreed that they are recognised and rewarded for their good performance, while 50% disagreed, and 10% remained neutral. Those who agreed mentioned that they were being paid performance bonuses for their hard work. They also mentioned that they feel rewarded

for assuming supervisory roles in their respective organisations. Masri and Abubakr (2019:130) assert that employees always need recognition from their supervisors, colleagues, family members, and customers, irrespective of their job position or level. The participants expressed their views on this matter as:

¶44 in Participant 02 said: *“We are recognised in many ways, for example, occupationally you are given opportunities here and there but even now, since the issue of engineers migrating from one institution to another, it truly affected us drastically. Many people have left, I think we have statistics to say, I cannot remember exactly the year, but we are talking about ten engineers who have left us within a short space of time; it might be within five years. It is, a lot of engineers because we do not have them, as you are saying, are we recognised, some of us that have been in the department for too long. We then assume supervisory roles, supervising the candidate engineers to grow in their careers as well.”*

Participant 3 concurred:

¶ 61 in Participant 03 *“very fair. We do get bonuses, performance bonus, I will say it is fair. When it comes to remuneration, I will say, it is fair. It’s not the best, but it’s fair”.*

In addition, participant 10 said:

¶ 52 in Participant 10 said, *“Well, with my current institution, I think, I’m rewarded to my satisfaction, let me put it like that. For example, when you finish a project, there is a moment where the whole team claps and recognises the project manager who finished the project, so I think that is a good thing. Salary wise I think I am happy. Rewards, I know we had engineering rewards, in, two years back, a year ago, so, occasionally those kinds of events are there where employees are rewarded by their institution, so, my impression is that it exists if the company is doing well”.*

Despite 40% of participants agreeing that they received some accolades from their employers for good performance, 50% of participants disagreed, indicating that they were not being recognised since there was no consideration for performance bonuses and they were not recognised for attaining higher qualifications. These views were from participants 1, 4, 5, and 8, respectively, as follows:

Participant 1 said:

¶ 59 in Participant 01, *“there’ no recognition. That is why the only recognition that you are given, is in terms of performance to say, I’ve done my reports, but I’ve also published and then they give you a better score and then you get a better percentage. That is the only channel where you would channel your recognition, yourself, you channel it but in terms of coming from a supervisor, or even the director, no one will come and say well done”.*

Participant 4 concurred and stated:

¶ 71 in Participant 04: *“we had some colleagues who went and do Masters and when they came back there was no recognition. Some said, but it isn’t really worth it then, because you go, you study, you spend so much time, that was a bit disappointing, but what can you do?”*

Millennials believe that that everyone should get a ‘medal’ irrespective of how well they performed. If one gets it, then all must get it (Kilber, Barclay & Ohmer, 2014:85). Therefore, supervisors should remember to recognise and reward (pat on the back) millennials whenever they have done a job well.

Participant 5 also said:

¶ 44 in Participant 05, *“We’re supposed to be progressing in terms of the OSD to the next grade, but then, we couldn’t. There are no policies that are put in place for people to progress, apply not stated that, this is the criteria, which applies to everybody. So, it is not applicable to everybody, basically there is a lack of*

progression criteria that by default, you know, if you meet a, b, c, d, then you can progress. So, it's quite subjective to progress”.

Participant 8 also said:

¶ 52 in Participant 08: *“Apart from the salary, that I’ve already mentioned, the other recognition and stuff didn’t affect me personally, but it affected my other colleagues and people are very upset. For example, in our line of work, which tends to have outbreaks of diseases here, and there is no one individual or one district that can contain them. We must outsource other colleagues from other districts to come for three months in trying to bring foot and mouth (FMD) diseases down. After all of that, there is not even a single cent, so I don’t really know the long-term outcome, but it took a long time where people were not paid, people felt unappreciated, we left our homes for so long, and an outbreak is a 24 hours’ work, but in the long run, the people are so much demotivated and they were not really recognised, appreciated or given the bonuses they thought they deserved and, ja, I don’t know how often does, that happen, but, it really demotivates”.*

From this discussion, it is observed that employees’ job satisfaction was low for various reasons. Participant 1 mentioned that initially employees received performance bonuses, which encouraged them to work even harder, but this has since stopped. Therefore, this raises a concern regarding performance management and the development system that should be attended to. Human resources should conduct awareness campaigns to educate employees and supervisors about the policy which will help minimise employees’ grievances in the workplace. Second, participants indicated that the EC did not conduct workshops regarding the OSD policy. Third, they raised a concern that they were not recognised for attaining higher qualifications which points to a challenge of expectations by millennials following the acquisition of higher qualifications. Either the policy regarding recognition of qualifications is unclear or HRD is inefficient in implementing the policy. Fourth, employees felt unhappy for having worked hard to curb the spread of foot and mouth disease in the province, without receiving any rewards for their hard work. This situation may point to a breakdown in communication between HR and the millennials

regarding the overtime policy because sections 49(1)(a) and (b) of the Public Service Regulations 2016 states that public institutions should have an approved written overtime policy and employees should have written authorisation in advance before carrying out overtime work.

Figure 6.7 summarises this above discussion by showing that 40% of millennials agree that they received recognition and reward for their hard work, while 50% disagree, and 10% remain neutral.

Furthermore, Participant 1 said:

¶ 99 in Participant 01 *“We all want recognition; like at the universities, they have awards. Ja, maybe even in our section because we are scientists in our section, they should have that. Something outstanding about the performances of each one and then remember, we have the end of year functions, even if now it is going to be virtual, but the fact is you will be there, they will be saying your name, it will encourage you when your peers are doing something, and you did not achieve anything this year. It will push you, but because there is no recognition, and it is not like even if you work hard, your salary is going to go up. Therefore, it will still be the same. Therefore, that’s why maybe you can’t even motivate yourself that much because recognition and money are two things that motivate a person”.*

Amoatema and Kyeremeh (2016:47) assert that employee recognition is vital in the working environment because it produces a pleasant working environment in which employees are more dedicated to their work and shine in their performance. A demotivating workplace makes employees lack innovativeness and dedication to their work.

Recognition can be considered a form of appreciation. Participant 8 used the term ‘appreciation’ to express the desire for recognition:

¶ 140 in Participant 08: *“I’m not recognised, and therefore feel unappreciated, that supervisor-employee relationship is not there if supervisors can find a way,*

within their unit, but if supervisors can, or the managers, can find a working strategy with the employees. If employees feel appreciated they feel recognised or they feel, ja, the bonuses come on time then all of that, I think that will retain some of us because I can still stay in the department forever if I feel like golden staff, or just my boss appreciate the work that I do because sometimes we truly just have the biggest campaign, come back, the boss doesn't even read the report. Therefore, you become like, surprised, you know, you just do the work, but it is only you who knows, it is not that I expect a gold medal, ja, that is a psychological, emotional need for everyone, for my work as well, I still need to feel very much appreciated and, ja, people complain a lot about that. I, do the work and I think they do not like it, just leave it that campaign did not even get me a "well done", so, supervisor-employee is the immediate thing that can be fixed while they are busy sourcing money for remuneration and I think of that, still under employee wellness, where they are working from home, it is truly good for us. If we deliver on time, how we deliver it is not truly, but it is well, exactly, those are the things that can be done immediately without, and of course the resources, and ja, and, and yes".

From Participant 8, it is noted that millennials seek appreciation for their good performance. It is clear from this participant that she is not being recognised or appreciated for her work performance, and this situation is thus demoralising her. Das and Baruah (2013:11) agree that employees become loyal to their organisations when their bosses, team members, colleagues, and customers appreciate them. Moreover, when employees are appreciated, they become motivated, and their productivity and morale improve thus positively impacting service delivery. Understanding the factors that affect or improve employee morale could assist the EC in developing interventions and strategies that are relevant to maintaining high morale.

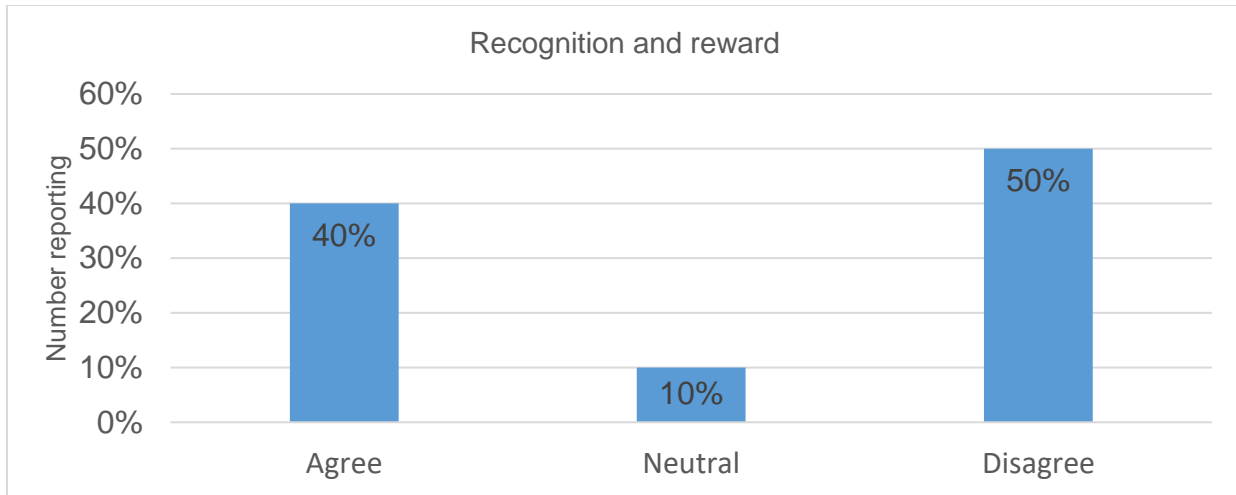


Figure 6.8 Recognition and reward

6.3.2.3 Work motivation

The participants were requested to share their experience pertaining to the factors that demotivate them in their workplaces. The purpose of this question was to establish the importance of motivation in contributing to millennials' turnover. Participants articulated their views on this matter as:

¶ 91 in Participant 01 said, *"I feel like I'm here working, but I'm also working somewhere else. Do you understand what I mean? It, it is like I am, encouraging myself, oh my gosh, I published, I can do this still, tomorrow, I'm going to work on this, but at this stage, it's not linked to my work, you find that now at work they want something else, they want a report, so I have to create more time to do what I'm doing. Therefore, it is challenging to achieve but, it is what motivates me, the motivation is when you get your work recognised"*.

Moreover, she said:

¶ 210 in Participant 01, *"the culture is demotivating on its own"*.

Furthermore, other participants expressed:

¶ 44 in Participant 04: *"There are no longer those opportunities to study"*.

¶ 101 in Participant 04, “we don’t truly get that much involved”.

¶ 117 in Participant 04: “We have so many projects which have failed. I do not know wherever it’s the literature study or what, they don’t do research before, most projects failed and it’s not good because there’s a lot of money involved, projects have failed because of lack of planning, you know. I think somewhere behind we don’t plan our things properly”.

¶ 36 in Participant 05: “there’s a lack in terms of financial support, because, now, we do not have the internal funding so, we have to source the means of funding outside, whereas it’s an internal project, for instance, in, research, whatever project we might be working on, you can use it in collaboration in the form of a Masters, Honours, or PhD, but then the problem becomes when the department is no longer offering internal bursaries, yes, so it means one needs to find ways to fund themselves, otherwise the opportunities are there”.

This participant is demotivated because she lacks financial resources to perform her work. What she raises is significant because her organisation does not support her financially to run the projects; instead, she goes an extra mile to secure funds from external sources to perform her work. Given this discussion, Participant 4 has shed some light as to why projects are failing. The participant said, “*projects have failed because of lack of planning*”. There should be a sufficient budget set aside to run projects. This could also be a failure on the part of managers as well. Clearly, millennials long for inclusion and involvement in the decision-making processes of their respective departments.

Overall, millennials have raised important indicators for their dissatisfaction. For instance, they stated that they were not provided with the financial resources to perform their work. As a result, they felt neglected. Keeping employees motivated is vital for the success of any organisation because satisfied employees are productive, provide innovative services to clients, and deliver highly exceptional performances that improve the institution’s competitiveness and success. Dissatisfied employees do not prioritise the institution’s interests as they are always either late or absent from work, leading to a

desire to resign (Andrade & Westover, 2018:287). Masango and Mpofo (2013:886) support this view, suggesting that employees with high job satisfaction have positive attitudes toward their jobs, while dissatisfied employees have negative attitudes toward their jobs.

According to some participants' expressions, motivation results in work fulfilment. They become fulfilled when their work is published in international journals and feel content by such achievements. This view was shared by participant 1:

¶ 75 in Participant 01: *“the only time I feel fulfilled, is when I've published and it is accepted, I feel like wow, you know those people are international people, they have reviewed, they criticise and scrutinise everything, so I evaluate myself based on that and, it means I'm getting somewhere”.*

Based on this exposition, allocating financial resources towards publishing of millennial's research work may create a sense of fulfilment and motivate millennials to do more. Letchmiah and Thomas (2017:3) agree that institutions that invest in supporting the intellectual development of employees are most likely to retain such employees.

Some participants also raised concerns over the lack of a mentorship programme. Participants 6 and 10 expressed:

¶ 63 in Participant 06: *“We had induction training, but it was an overall training, not truly in my specific field. It was the overall induction training, not truly focusing on veterinary science”.*

¶ 56 in Participant 10: *“there isn't a formal mentorship programme. The only thing is that employee must take it upon himself to try and get closer to one of the senior guys. Therefore, as it is now, it is the initiative of the younger employee, but in terms of a formal structure, there is not any. I think that is a missed opportunity because most of the older guys are going to retire soon and if they do not transfer the skills to the younger guys who are going to be the core of the institution, then they would have missed the big opportunities. I think they should try and formalise*

it and incentivise the older guys to want to participate because you can never, work stress and all these things. If someone is not getting anything out of it, they may be reluctant cause then they only choose what they must do before they can accommodate another person's problems".

Participant 10 raised several important points. The lack of a mentorship programme suggests that the EC does not have a plan to transfer skills from supervisors to millennials. Such inaction may be ascribed to the apartheid and post-apartheid eras, where blacks were denied development opportunities during apartheid, and with the new political dispensation, whites refused to mentor blacks, fearing that they would become redundant once they had transferred their skills. Could it be that Baby Boomers are doing the same to millennials? The fact that the EC is not transferring the skills to millennials also poses a high risk of skills loss due to supervisors who may leave the EC for other organisations.

6.3.2.4 Job satisfaction

The participants were asked to share their views concerning their job satisfaction at their respective workplaces. This question was intended to assess whether millennials were fulfilled and motivated to execute their job responsibilities at their respective organisations. All participants responded to this question: 70% agreed that they were satisfied and motivated because it is through their innovation that:

- communities can produce food;
- they can sustain people's business; and
- change people's lives daily.

From a personal perspective, they were satisfied with their work because it enabled them to work across the entire province on different projects, thus, they were not limited to a specific district or municipality, and they found joy, passion, and inspiration to work with clients that appreciated them. This sentiment is shared by Ivanović and Ivančević (2019:56) who suggest that employees become satisfied when the work meets their basic needs and is consistent with their expectations and values. Moreover, the employees also

indicated that they could make decisions about their own work, and they found their work fulfilling because they had their supervisor's support and were given room to redesign their job function to meet their organisation's objectives. Andrade and Westover (2018:287) confirm these views that satisfied employees are more productive at work and deliver highly exceptional performances that improve institutions' competitiveness and success.

Participants expressed their views on this matter as:

¶ 75 in Participant 05 said, *“To be able to work on different projects, the fact that I’m not limited to a specific district or municipality, but I can work across the entire province. Therefore, that is motivating me, and I will say I am very satisfied and motivated”*.

¶ 83 in Participant 07 indicated that *“I would say I’m satisfied. As I said, it’s a new work, institution, and a new kind of environment which some, as much as when you started, when the job description is developed is a lot, especially in a new organisation, it means it was, like a trial, but you start to fit into the job, you realise the functions that were put there in the job description, they are not relevant. You need to bring more alignment into that, but I will say that, again, as a specialist area, I think I have that space of redesigning the job functions, looking at what is expected of me, and aligning with the objectives of the organisation”*.

¶ 72 in Participant 08 said: *“What motivates me personally, is the fulfilment that my work brings me and, ja, to be able to help people, and be able to, sustain people’s businesses, fulfils me”*.

¶ 80 in Participant 08 also said: *“I think the response of the people we serve, and how they appreciate, and how we can change their lives, that motivates me but at the same time again in my line of work, I think I have a lot of freedom to move around, make decisions, plan ahead and all of that so that at the end of the day I do think and plan and execute the way I would feel satisfied at the end of the day that brings me the satisfaction to make my own decisions”*.

Participant 3 disagreed and articulated his view as:

¶ 93 in Participant 03: *“I’m not satisfied, as I said, we, outsource. I am from the private sector; I know how we work in the private sector. In my two years, is like, I have not gained enough, I didn’t get enough challenges.”*

Moreover, he said:

¶ 97 in Participant 03: *“Whatever I was supposed to do, I refer to others to do my job, ‘cause, I work in the laboratory, so I am doing the testing, so they will bring samples, instead of testing them, then I will send them away to other labs.”*

Participant 3 links discouragement and disempowerment to the inability of putting his skills into practice. This participant indicated that the EC is outsourcing the work they could do to the private sector. For instance, blood testing services are outsourced to private laboratories which means the EC is non-compliant with the South African National Accreditation System (SANAS) requirements that require that public service laboratory vacancies should be filled. SANAS also requires that public institutions to have electricity back-up generators, a virus-free laboratory and to seek accreditation. Once accredited, blood tests may be conducted in-house thus boosting employee morale as the participants could utilise their skills. Although 70% of participants claimed that they were satisfied and motivated to work for the EC, 30% disagreed citing the outsourcing of work to the private sector as the reason for being demotivated and having low job satisfaction. As such, they find this situation disempowering and limiting to their growth prospects. Dhanpat et al., (2017:5) concur that whenever employees lack growth opportunities, they become dissatisfied and start looking for better and more stimulating work outside their organisations.

Figure 6.9 depicts the above discussion by showing that 70% of millennials agree that they find joy and satisfaction in performing their work, while 30% disagree.

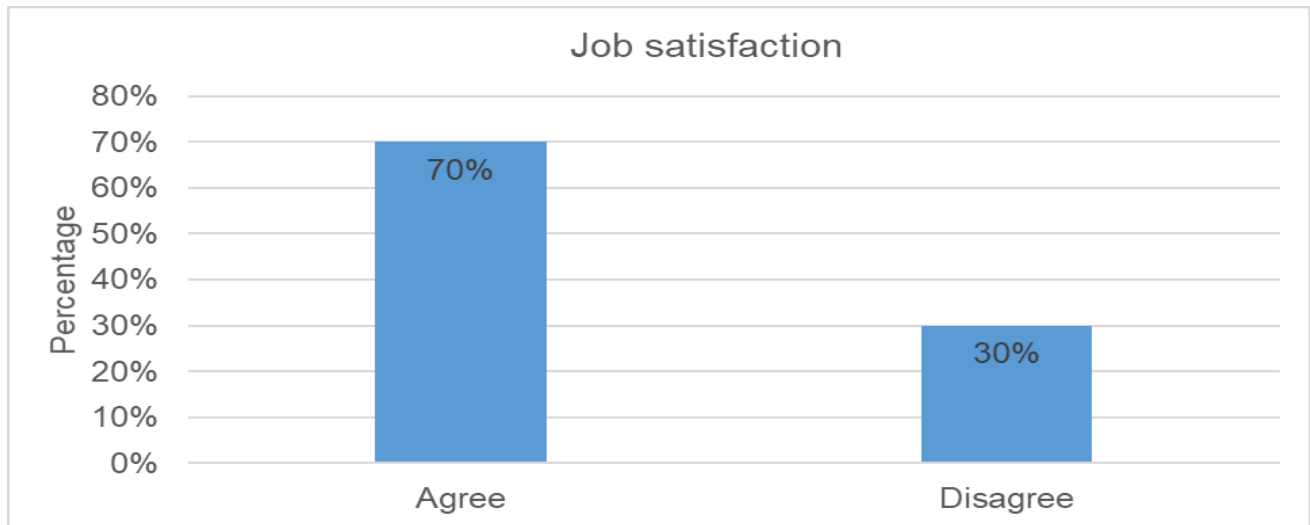


Figure 6.9 Job satisfaction

6.3.3 THEME 3: WORKING CONDITIONS

6.3.3.1 Work stress

The participants were requested to comment on the level of work stress they experienced in their respective organisations. This question was meant to understand the factors that made work unpleasant and unenjoyable for millennials. Every participant answered this question, with six (60%) indicating that their work was stressful, three disagreeing that they did not experience any work stress and one remaining neutral. Those who mentioned that their work was stressful said it was because of a lack budget for accommodation and an inability to travel to other parts of the province resulting in them being unable to meet their planned targets and provide periodical reports on their work and failing to get management buy-in to support their research projects. In addition, they mentioned the increased workload emanating from colleagues who had terminated their services led to burnout, and the added complexity of working on multimillion rand projects with many stakeholders made any loss quite significant which impacted on their stress levels. Furthermore, the participants highlighted that their projects were very risky and stressful, as communities could disrupt the projects before completion. Therefore, the EC requires involvement and buy-in from both the community and traditional leaders to ensure the successful completion of projects.

Participants shared their views on this matter as follows:

¶ 55 in Participant 01, *“Management doesn’t care”*.

Moreover, she said:

¶ 103 in Participant 01: *“I think it’s stressful now, but mine is very stressful. It’s now worse because we don’t have the budget, how do you do research without a budget? Especially the kind of research that I am doing. I work with plants, if I want to research the plant and the plant is in Venda, I must go there the whole week, I need to have a booking for accommodation, you cannot book. Like now, I am trying to do research in Sekhukhune on a plant; it is only found in one area and people are making money from it, but they are exploiting the community because they pay them less money while they go and sell it in the nurseries with a lot of money. Therefore, my interest is in that, but I do not have the budget for accommodation, remember, I cannot go there and come back every day, it is far. By the time I get there, I interview two people, and it will be tiring for me. Therefore, budget for accommodation, we don’t have at this point”*.

Lack of management buy-in in supporting employee research projects is an issue that needs management’s immediate attention, as this not only affects service delivery but also affects employee morale. The EC should have a memorandum of understanding with Treasury (or relevant funding body) at the start of each financial year on the number of research projects to be undertaken to ensure adequate financial resources are available. Moreover, line managers should have regular meetings to discuss the performance of their subordinates.

Participant 2

¶ 84 in Participant 02 said, *‘The fact that many have left us, it’s very stressful because, in one way or the other, workers will go. Therefore, all those roles will have to be shared amongst those who remain. Therefore, it becomes stressful and, burdensome, when experienced people go out ‘cause sometimes you*

delegate responsibilities with high risk to juniors, even if you delegate but you still have to take the overall responsibility. It becomes a heavy load on our work when we know that this work could be shared with one, two, or three people. Therefore, it then becomes burdensome when you could be focusing on a handful of things when other colleagues are focusing on other things. Therefore, that is the stress of the current work. We are very few, and we are the victim of this migration of skilled young people.”

This interviewee raised several important issues:

- The lack of a recruitment plan to identify critical and funded vacancies to be filled and their cost implications.
- The unfilled vacant posts overburden the remaining millennials with scarce skills with an increased work overload leading to burnout. Mabuza and Proches (2014:644) agree that employees can become frustrated and dissatisfied by a workload that is less or more than their capacity. The EC needs to have a recruitment policy in place to guide the recruitment process.
- The need for a bursary policy that will offer guidelines on how bursars can be incorporated into the EC upon completion of their studies.
- The lack of a retention policy is crucial for the EC to retain its scarce skilled employees.

The fact that this participant raised these concerns at the start of the discussion shows that the EC does not have a retention policy in place or that the existing policy is ineffective.

¶ 64 in Participant 09: *“Work is very stressful. Project management is quiet, stressful because if you are working in our industry, you are working with multimillion-rand projects, so, any, losses, the impact is quite considerable and there are too many stakeholders involved as well. Therefore, the success of a project can take a toll on one. Therefore, it is quite stressful.”*

¶ 80 in Participant 10: *“I think it goes back to what I was just saying that it depends on the days, you know, ‘cause projects, time and costs and quality, like I was saying, so, on days when the quality and the time are spot on, where contractors are progressing, those are the happy days and, that could be like this week, the next week, someone decides to close the gate to the site and then stress starts building up now. Therefore, I would say the stress level comes and goes, but it’s not consistent, there are some happy moments and there are some stressful moments”.*

Despite 60% of the participants agreeing that their work is stressful, 30% held an opposing view and 10% remained neutral. Those who disagreed cited that their work was not stressful because they could collaborate and work in teams with other members. They, however, admitted that they were frustrated since they could not practise their skills which was demoralising and disadvantaged them against their counterparts in other provinces.

Participants 3 and 4 articulated their view as follows:

¶ 85 in Participant 03: *“It’s not stressful at all. Maybe I could say, it is frustrating in terms of one not applying what he has learned. You know, like if you take someone from the private sector, like, Western Cape and Free State, and compare them with the person who’s working for the government in Limpopo, you won’t challenge them with the new technology and the policies.”*

¶ 105 in Participant 04: *“I don’t get stressed. It is almost challenging, but normally there is a solution because we work as a team, you know. Therefore, whenever I have a problem, and then it is something which is outside of what I understand, I will go and discuss it with my other colleagues, and then, if they do not know, they refer me to somebody who might know, eventually, we get it solved, you know. Therefore, the stress is not truly there too much.”*

Overall, the millennials found their work stressful and demoralising since they did not have a budget enabling them to perform their duties as expected and their research projects

were not being approved. They also managed multimillion rand projects with a high-risk of community disruption, and they were overworked resulting in burnout as they performed additional work due to colleagues who had resigned. Van Dyk and Coetzee (2012:1) concur that turnover adds to the workload and increases demand on existing employees causing overwork and burnout to existing staff and has the potential to cause further turnover.

Figure 6.10 reflects this discussion by showing that 60% of millennials agreed that they found their work stressful, while 30% disagreed and 10% remained neutral.

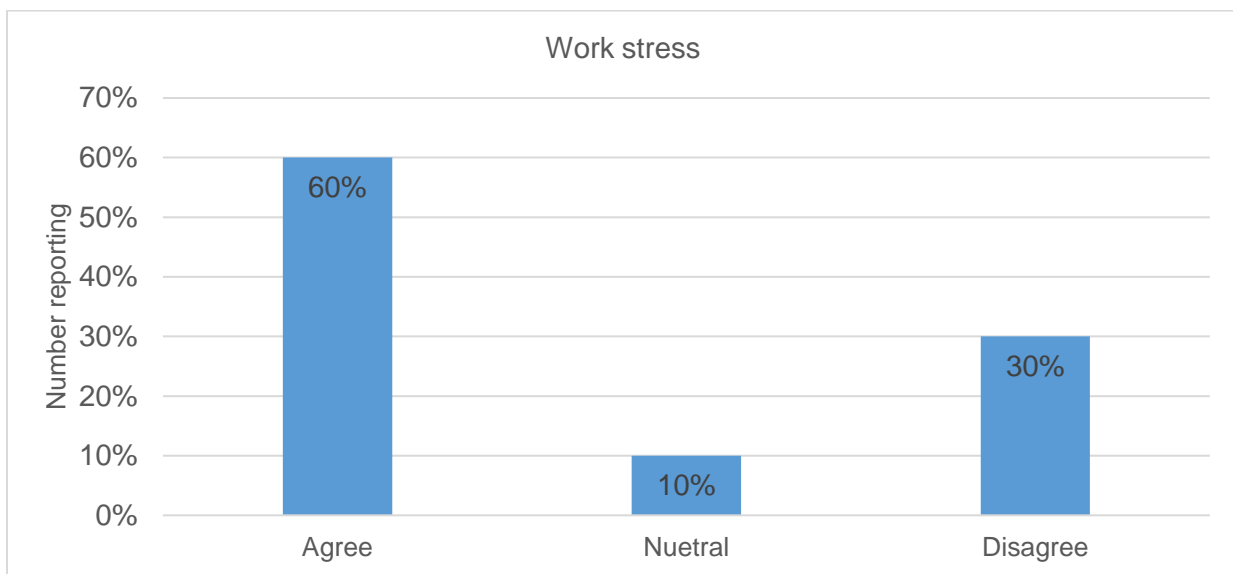


Figure 6.10 Assessment of work stress

6.3.3.2 Teamwork

The participants were requested to share their views regarding the degree to which their institutions promote teamwork. Seven participants answered this question: four (57%) agreed, two (28%) disagreed and one (14%) remained neutral. The four participants who agreed mentioned that the nature of their work demands that they work in teams; hence, they successfully tackle difficult challenges together. Participants 4, 5, 6, and 8 expressed their views on this matter as follows:

¶ 141 in Participant 04: *“In engineering, you can’t work, you can’t work individually, you truly have to be a team and actually for this to be a success you have to be a team, because of the terrain.”*

¶ 107 in Participant 05: *“Teamwork’s there but, ja, I don’t know if it’s a matter of personal thing because you might be having a team but there are team players who are not truly doing their part. I think it has to be clear about what is expected from every team member so that the work is not pushed to one side”.*

¶ 147 in Participant 06: *“I am satisfied. We do work together, it’s just difficult now in COVID-19 times, it’s difficult to physically work together, but we are still working as a team, yes, so I am satisfied”.*

¶ 112 in Participant 08: *“Teamwork, I think the nature of our work forces us to work as a team. Sometimes it might be quiet for me to work alone, but during the outbreak of diseases, we are forced to find a way to each other. You cannot bring a disease down alone. Therefore, teamwork is part and parcel of how we are doing our work, you know, we truly work well as a team in the vet section”.*

From these conversations, one notices that teamwork is how millennials achieve their objectives. Participant 8 mentioned that *“teamwork is part and parcel of how we are doing our work”*. In other words, millennials do not work in teams because of personal preference; rather, they regard teamwork as part of their “fabric”. This view was also shared by Participant 5, who indicated that teamwork is a shared responsibility in which all team members carry the load. Given this exposition, various scholars have provided evidence that millennials prefer teamwork. For instance, Smith and Nichols (2015:41) and Gordon (2010:395) contend that millennials prefer teamwork because they have been raised on sports teams, standardised testing, and group learning; therefore, they find it easy to translate this culture into their work environments. Similarly, Myers and Sadaghiani (2010:230) concur that millennials prefer teamwork compared to previous generations because teamwork empowers them to become actively involved and fully committed – it improves their innovation and productivity.

Notwithstanding the four (57%) participants who agreed, two (28%) disagreed, stating that although they shared the same office with their supervisors, they could not collaborate.

Participants 1 and 3 articulated this view as:

¶ 162 in Participant 01: *“we don’t work together even if we share an office, he can’t ask me anything, I can’t ask him anything.”*

¶ 109 in Participant 03: *“There’s no promotion of teamwork, because we hardly meet, there’s no event or environment where we meet as a department because we are big department, but I don’t know my HR people, I don’t know the people who do procurement, I only know the technical people, that’s it.”*

Moreover, he said:

¶ 117 in Participant 03, *“Our lab is in the district, and we fall under the provincial office, so the relationship between us and district people is not healthy that much, and I know we are supposed to work together. Therefore, within our section, we work well”.*

Participants 1 and 3 raised an important element regarding poor teamwork and collaboration between supervisors and supervisees. The fact that supervisors and supervisees cannot collaborate despite sharing the same office leaves much to be desired. This situation raises other concerns that there is no coordination of activities between supervisors and supervisees, which negatively affects service delivery. Chaudhuri et al., (2012:61) and Holmberg-Wright et al., (2017:18) advise that it is through collective intelligence that millennials can tackle tasks.

Therefore, there is a need for the Heads of Departments (HoDs) and the Executive Authorities to conduct a staff audit to place staff on the approved organisational structure in line with employees’ skills and competencies. The Human Resource Department should also lead in providing expert advice.

Figure 6.11 illustrates that 57% of millennials agreed that their organisations promoted teamwork, with 28% disagreed, and 14% remained neutral.

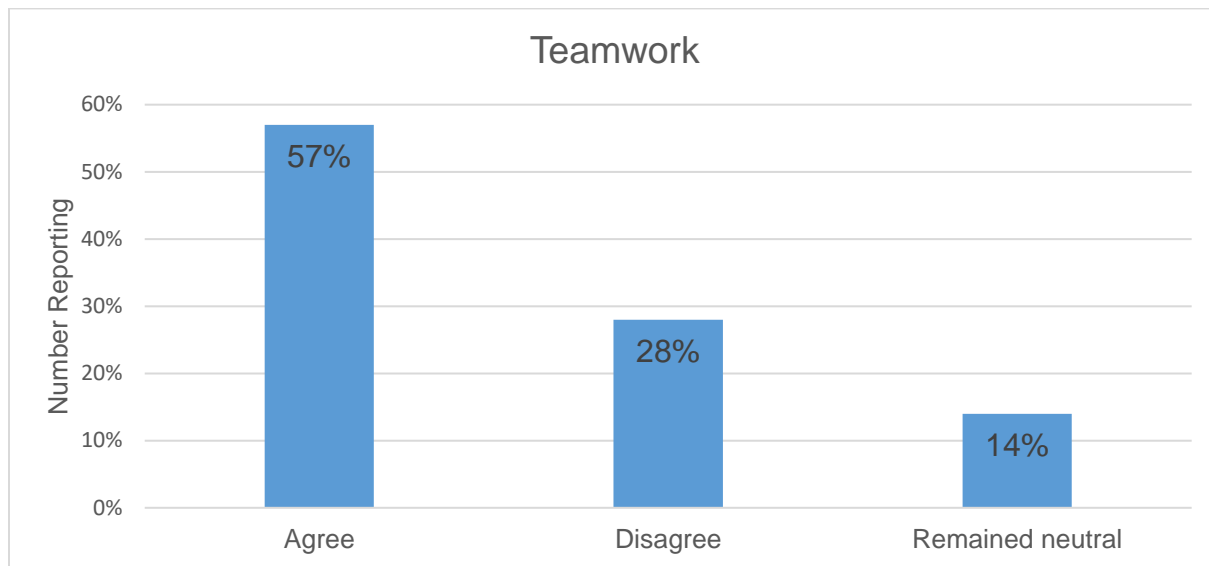


Figure 6.11 Assessment of teamwork

6.3.3.3 Home or work for effectiveness

Participants were requested to share their experience as to what would make them more effective being at work or at home (remote work) and shared their views as to whether work can be performed anywhere and anytime. The purpose of these questions was to understand whether millennials value work-life balance. All participants answered these questions. Five (50%) said working from home and the office is ideal, 2 (20%) said, they prefer working from home while 3 (30%) said they would rather work from the office. The 50% who indicated that they prefer working from home and at the office indicated that working from home makes them more efficient because of reliable internet connectivity and they are not experiencing any disruptions. They also indicated that working from the office gives them the advantage of having meetings with their colleagues and clients.

Participant 5 articulated this view as follows: ¶ 123 in Participant 05 *“Working from home makes me more efficient because I have my personal internet access; I can work without*

disturbance whatsoever, but there are certain times that I need to be in the office when I need to consult”.

Participant 9 agreed that working from home and office is cool, and he said:

¶ 100 in Participant 09: *“I prefer to be at work most of the time. I would say 60-40; 60 at work, 40% at home, especially after the COVID-19 lockdown we have found ways to manage our work while working from home and we found that it is, it is possible. Therefore, I would say, 60% at the office and 10-40% at home”.*

This interviewee shows that millennials prefer work-life balance.

Three (30%) participants indicated that although they find working from home efficient, they needed to return to office life, as there are many disruptions at home. In view of this exposition, Participant 7 said: **¶ 103 in Participant 07** *“I just need a different setup, I mean an office space. It is, like when you are at home, there are so many things that can distract you. At home you can sleep, you are always eating”.*

Two (20%) participants indicated that they find working from home efficiently because of reliable Wi-Fi connectivity, air conditioners, and good furniture. Given this statement, participant 1 said: **¶ 182 in Participant 01** *“if I was a disciplined person, I would say at home, because you can go back to sleep because you have the air-conditioner, the chair’s nice and comfortable, cause it’s yours, you bought it; now here you come, there is no air-conditioner, the internet is not there, you have Wi-Fi at home, so, I think home is better, but it’s got its own disadvantages as well”.*

This interviewee raises an important element of lack of internet connectivity as one of the barriers that make millennials not to be attracted to public organisations. Several scholars support the view that millennials prefer to work for organisations that support technology. This is because they use technology to socialise with their friends (Dechawatanapaisal, 2020:62); they share information and collaborate with the people around them; they also use technology to support their active learning styles (Farrell & Hurt, 2014:51). In addition,

millennials use technology to resolve work-related problems in the workplace (Smith & Nichols, 2015:43; Gong, Ramkissoon, Greenwood & Hoyte, 2018:84).

Participant 2 concurs that working from home is cool, and he said,

¶ 100 in Participant 02, *“I always favour being at home, but it goes with responsibility. I always say to my colleagues, there is no need for me to be coming here the whole day to come and watch the computer, having nothing to do with you, at the end of the day, I start to play around. It is better for me to come here for two hours, my supervisor wants two, or three things, I deliver, that is productivity, not the hours that I spend waiting in the office. I favour home, I work effectively there, I, could see during COVID-19 when we stayed at home, and whatever was demanded of me, I could submit anytime, I ‘have met the deadlines, I think that was important, ja; but of course, you’d be called in the office when there are visitors. Therefore, I think that is where the balance was needed”.*

Participant 2 highlighted an important element of work-life balance. He indicated that during the COVID-19 hard lockdown, he could work from home and at the same time come to the office when there was a need to do so. From this interviewee, it could be observed that millennials prefer balancing work and their personal life. They prefer working anywhere if there are resources such as a phone, laptop with internet connectivity and transport. In concurrence with this view, scholars such as Smith and Nichols (2015: 43); Gerard (2019: 366); and Kahn and Louw (2016:747) have articulated their views on this topic that millennials prefer working for organisations that support work-life balance because they believe that work can be done anytime and anywhere because they have witnessed their parents sacrifice their home life only to fall victim to downsizing. Campione (2015:62) succinctly summarised this view by stating that millennial employees are "less work-centric and more family-centric". As such, they no longer need work for life; instead, they have developed a work-to-live attitude (Gong, Greenwood, Hoyte, Ramkissoon & He, 2018:777; Kahn & Louw, 2016:746).

Figure 6.12 displays the above discussion by showing that 50% of millennials regard working from home and at the offices as the way to go, 3 (30%) believe that working from the office is cool, and 2 are adamant that working from home is ideal for them.

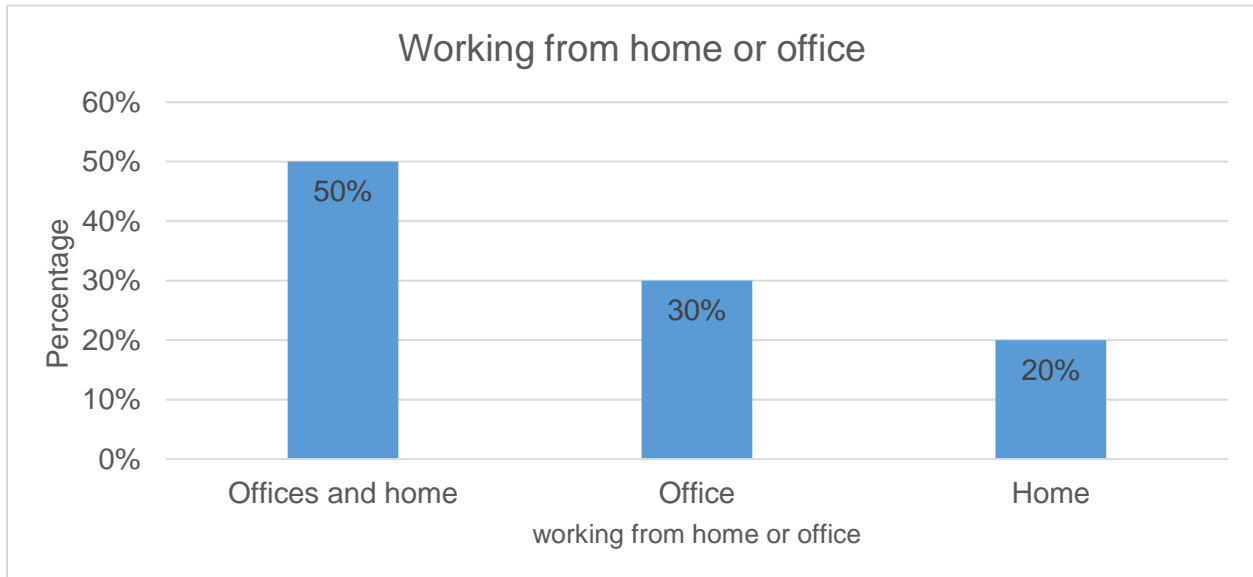


Figure 6.12: Working from home or office

6.3.4 THEME 4: JOB EXPECTATIONS

6.3.4.1 Money

Money is discussed in the context of a reward for work done; a compensation to remunerate workers commensurate to the work performed. Employee remuneration is defined by Vonyoli and Samwell (2020:191) as “all forms of pay or rewards going to employees and arising from their employment”. From the empirical data that was collected, millennials cited low remuneration as one of the main reasons for leaving. From those interviewed, 40% reflected that they wanted to be paid a competitive remuneration (extrinsic) because the work they performed was less than what they were paid. As such, they felt that they should be remunerated in accordance with their performance. This view is underscored by Jauhar, Ting, and Abdul Rahim (2017:429), who contend that employees will stay with their organisation when they think they are remunerated for their

efforts, capabilities, performance, and contributions. In addition, Nigam (2015:15) found that millennial employees do not stay if compensation is not competitively matched. Al Mamun et al., (2017: 66) concur, stating that millennials leave due to low salaries and insufficient financial rewards. Letchmiah and Thomas (2017:3) confirm this view that employees see the potential to grow within institutions when they feel equitably remunerated.

This view is confirmed by participants 4 and 9:

¶ 36 in Participant 04 said: *“mainly it’s money; and greener pastures; and then, a few moves because they wanted to be closer to their family. Ja, we do not have a difficult situation where people just want to move, no. Some wanted, I, could give you a reason for those we had, you know, one wanted to be closer to the wife, yeah because if you’re here and somebody’s there, it’s not easy for you, travelling every day is costly also; and the kids are far”*.

Participant 9 echoed that low remuneration is his main reason for leaving. Hereunder is his view:

9:1 ¶ 28 in Participant 09: *“In my view, I think, it’s first the remuneration; second, the culture in the work environment; third, the potential for growth in the company. It is the growth in the these, for this young people. If there is not, then the tendency to look for greener pastures somewhere else increases”*.

These participants raise an important point that millennials regard remuneration as an important deciding factor on whether to stay or leave. Asaari, Desa, and Subramaniam (2019:51) observed that remuneration is an important factor that influenced employee motivation and job satisfaction. They also suggest that employees use salary to benchmark their contribution to their organisations. In other words, employees compare the amount and increases they receive from their organisations to be equal to the contribution they make to those organisations. Adams’s equity theory (1963) confirms this view that employees compare the inputs they make to the organisation with the outcome

ratio. If they are of the view that there is inequity, they may self-correct by reducing their productivity or decreasing the quality of their work (Al-Zawahreh & Al-Madi, 2012:158).

Participants expressed their views on money issues as follows:

¶ 28 in Participant 01 said: *“money and lack of growth. That thing, of saying, for example, I have a Masters, even if you got your PhD, it doesn’t matter, I won’t be promoted, or it doesn’t mean anything until I apply and even if I apply, there are very few positions 'cause the structure itself is strict about growing unless someone leaves or passes away. Again, if you leave, that’s the case”*.

According to the research participants, public services, particularly Baby Boomers in public services, downplay academic achievements resulting in the retrogression of public institutions in South Africa compared to the private sector and public institutions elsewhere. Considering that South Africa comes from a political dispensation where Blacks (Africans, Coloureds, and Indians) were deprived of education, it is a sad situation that Baby Boomers feel threatened by young, educated employees entering the workplace and challenging them.

¶ 36 in Participant 04 indicated that, *“mainly it’s money; and greener pastures; and then, a few moves because they wanted to be closer to their families. Ja, we do not have a difficult situation where people just want to move, no, no. Some wanted, I, could I give you a reason for those we had, you know, one wanted to be closer to the wife, yeah, you know, 'cause if you’re here and somebody’s there, it’s not easy for you, traveling every day is costly also; and the kids are far”*.

¶ 32 in Participant 06 said: *“they want to do something private cause overall the package and everything, at this moment, is better than you would get at private, for veterinary science”*.

This participant raises an interesting observation. She claims that the public sector strives to offer better remunerations for veterinarians than the private sector. This is a strategic retention strategy, as cited in the literature reviewed in preceding chapters. Veterinary

services need a healthy budget to procure medicines and the tools of trade for the doctors to put their skills into practice.

¶ 25 in Participant 07 said, *“I think it’s because they’re still young and maybe in the organisation where they are, there are old people who do not want to accept new ideas from these young people and it means, it is this kind of oppression that suppresses the growth of young people in organisations because of older people who are supposed to be leaving. Ja, I think that would be the reason that I mentioned that it is difficult for them to operate within”.*

This participant raises an interesting issue relating to social disharmony between older workers and their younger counterparts. The participant alleges that managers are not accepting new ideas from millennials, which affects institutions’ effectiveness. Such situations require organisations to develop change management strategies for the implementation of change. Kahn and Louw (2016:753) also agree that working together between generations X and Y is important in transforming the public service to be service delivery oriented.

¶ 27 in Participant 08 added that: *“one of the reasons is competitive remuneration. That is the one thing that I know our age group complains about. I think a lot of us went to school and thought of huge salaries, and then we come there is a shock, people are then looking what my next step is. So, they start comparing with other institutions and the private sector. Some even go to Europe. So, I know two who might be leaving for Europe, not even to other institutions in South Africa, because of money. So, I think it came from us just thinking that I am a doctor, and I am going to get much money, but it, it’s not the case when you get to work and then when you check across the Department, across the government it’s, the same salary, so people are like ah-uh I need to move to, to the private sector. Like some, it depends where you move to, but at the same time, some companies do pay well. The other thing is in, my line of work, personally, is lack of resources and tools, exactly because I think the tools, I get is a cell phone, it is a modem, it is a car, and then that is just about it. However, as a Doctor, I need more*

because it gets unexciting just doing compliance or just doing surveillance or just doing, surveillance and, and monitor, that is basically what we do as State Vets but the day-to-day treatment of animals we do not have those resources and, or so in the long run, we are like, I need to move”.

This participant raises two significant issues, which would motivate her to leave. First, she is unhappy with the salary she receives from her department. Additionally, she indicated that she was not given the resources to perform her duties. This is cause of concern for institutional effectiveness, as service delivery is negatively affected. The participants also indicated they were not paid according to their job descriptions. In other words, they feel underpaid compared to what is indicated in their job descriptions, which is making them resign.

Participant 9 has also shown an inequality ratio between his input and output, articulating this point as follows:

¶ 32 in Participant 09: *“in terms of remuneration, I believe that at times employees feel that the responsibilities that they are tasked with do not conform to the job description that they were appointed for. As such, they feel that they should be remunerated more than what they were appointed for the task, the additional tasks that they feel have been added on to their responsibilities, and, given the competitive nature of our economy, it is a bit difficult for employees to manage their economy, you know, socio-economic status”.*

Overall, millennials with scarce skills in the EC kept citing poor remunerations as a main source of dissatisfaction. For instance, the fact that millennials can reach the ceiling too quickly is a worrisome situation. A possible option could be the provision of diverse career paths with several notches in salary scales which would allow a yearly increase in salary and may be reduce intentions to leave the institutions. Without such strategy millennials are compelled to compare their remuneration with those in other institutions and the private sector. This view is supported by Adam's equity theory, which contends that employees assess the fairness of their compensation by comparing it with others (Reddy,

2020:20). The theory further suggests that employees become demotivated once they perceive that their inputs are more significant than their outputs, thus causing disequilibrium. Once employees perceive that their outputs are lower than those of their equal peers, they become demotivated and unproductive at work (Seniwoliba & Nchorbuno, 2013:235). To balance the status quo, employees may reduce their input, embody a negative and disruptive attitude, resign, or start looking for job opportunities outside their institutions (Bell & Martin, 2012:110). Given the above, participants shared their views as follows:

¶ 36 in Participant 04 said: *“mainly it’s money; and greener pastures; and then, there’s a couple of, a few who move because they wanted to be closer to their family or something. Ja, so, we do not have difficult situations where people just want to move, no, no. Some wanted, I, could I just give you a reason for those we had, you know, one wanted to be closer to the wife, yeah, you know, cause if you’re here and somebody’s there, it’s not easy for you, traveling every day is costly also; and the kids are far”.*

¶ 33 in Participant 08: *“in terms of the resources and tools. Some would leave the government for, it gets monotonous at the same time, or it will be redundant in the long run, ja, because, as a Doctor, I need to be treating, I need to be operating and be doing all these things to keep the same level of my skills with my counterparts but if I’m here, five years down the line, I don’t even know how to do the basic inspection. So, then one might leave, I, might get rusty, in the long run, it is no longer challenging or, or, or stuff like that, yes. people might leave, and I think the other reason why, personally, I would leave is the career path, the lack of growth in the long run, for example, the veterinary services in Limpopo is a directorate, but in other provinces, it has a chief directorate on its own so we have one director, so if as State Vets we’re going to stick at this level for, the rest of our lives, there’s only one director and five or six deputy directors, and then the rest of us, so there is no, no one is hoping for anything apart from where we are, so there is no development in the so long run one might just leave for, for that and there’s no growth ahead. You are stuck in, in, in one level, that. And the other thing would be*

on one-on-one work with, I think where you find yourself not happy as an employee that here maybe if I'm not on good terms with my other colleague or I'm like, I would just pack and leave to where I will be appreciated if I'm not on good terms with my boss, if, if the boss is bad, it depends on the boss that I want to leave which is kind of a problem, first of all, I'm, I might leave, personally in that situation, ja. I think those are the things that come to mind. Other things that come to my mind are why I would want to, I would want to leave if I have issues with my boss, yes, it's making my life difficult".

Participant 8 raises an important issue of a lack of resources to perform work, which is becoming a trend in the EC, as employees are expected to perform their work without resources. This situation impedes service delivery and negatively affects employee morale. Moreover, employees cannot keep pace with their counterparts. This participant also feels that millennial employees are relegated to performing compliance duties rather than the core function of their work, which is treating and operating animals.

From this discussion, it is evident that millennials would consider satisfactory remunerations to remain in their positions. This view is supported by a research study conducted by Al-Zawahreh and Al-Madi in 2012 on the utility of equity theory in enhancing organisational effectiveness. Their research indicated that pay drives job satisfaction, motivation, and job performance (Al-Zawahreh & Al-Madi, 2012:167).

6.3.4.2 Mentorship

The participants indicated that the mentorship programme should be revived and improved. Participants shared their views on this matter as follows:

¶ 52 in Participant 02 said, *"Well, as I said, the mentorship programme was very useful, but now that the champion is now on pension; currently as we speak, there is no one championing it. Therefore, I think that is a grey area where it needs to be revived and everyone should be aware of it because it is this programme that people can run through it. Therefore, it used to be effective, as we used to have*

monthly meetings to ensure that it is active, but we are no longer having meetings, hence maybe it's dying a slow death".

¶ 48 in Participant 09 also said, *"I am satisfied, somewhat, with the mentorship; however, there is room for improvement in that our institution can engage with these professional bodies so that they can form part of our development in a programme for us to, to be part, or to be groomed to become professionals. Therefore, I think, I'm somewhat satisfied".*

From these participants, millennials acknowledge the importance of mentorship as a way of guiding them to develop professionally. Additionally, they acknowledge that the mentorship programme could be improved by engaging professional bodies to form part of the EC's development programme to develop millennials with scarce skills to become professionals. Millennials view mentorship programmes as one of the key retention strategies that can be used by organisations.

Participant 2 shared his view on this matter as follows:

¶ 108 in Participant 02: *"Give them exposure, pair them with experienced people for a mentorship programme, give them resources in terms of what they will need, don't require work from an individual when they don't have resources or the tools of trade to undertake those. Make sure there is work for them, it was very sad in our first year or two, even in our work we were told that we are not professionals. Therefore, but how do you get to the professional stage? Therefore, you need to avail those opportunities, for millennials, and number two, even if we are limited within, there is this opportunity of partnering with a public-private partnership, I think it works very well also in mentorship whereby you can pair your, young engineers with consultants, or even with contractors, some contractors are very good; young engineers can learn a lot from them. Then, when a person comes out of school is the issue of salary. Therefore, you will need to pay your salary in line with the laws. Currently, we have, OSDs, whereas whoever comes in, you need to*

create structures that they fall into relevant salary structures, rather than being manipulated or under remunerated.

This participant has linked mentorship to individual growth. Through mentorship programmes, supervisors can impart their knowledge and skills to millennials and consequently millennials can acquire new skills resulting in personal growth. In other words, a mentorship programme empowers millennials to perform their work more efficiently. Various scholars are also supportive of this view. For instance, Thompson and Gregory (2012:239) and Hall (2016:35) suggest that the young generation prefers mentorship because they were raised in environments that support a close relationship with their parents and teachers, and as such, it is unsurprising to seek closer relationships with their supervisors in the workplace. Similarly, Gong, Chen, and Yang (2014:490) agree that the idea behind mentorship learning is to have positive effects on employees. Some of these effects are increased job performance and improved employee quality of work, which in turn creates a positive relationship with career success and increased interpersonal relationships. The participants also indicated that the mentorship programme is important in empowering them to grow professionally and attain professional status with professional councils. Participant 10 articulated his view on this matter as follows:

Participant 10 said:

¶ 144 Participant 10: *“I think in terms of salary, I’m okay with that, but growth in terms of registration with SACPMP like to register as a professional construction project manager that’s a big need, it’s a growth need. Therefore, are you asking what can they do? They can, it goes back to the mentorship programme, so to register with the SACPMP as a professional you need to have a mentor who guides you through the entire registration process. Therefore, I think they should consider formalising the mentorship programme, ja, cause that’s going to assist in growth in terms of experience and registration with all the relevant bodies”.*

From this interviewee, it is notable that the mentorship programme is effective and important in skills transfer. In other words, it empowers millennials to obtain regular guidance on their performance and knowledge sharing. Additionally, it helps millennials register with professional bodies that recognise them as professionals in their field. To improve mentorship in institutions, millennials felt that mentorship programmes should be formal programmes in all organisations. Kahn and Louw (2016:742) succinctly state that mentoring, coaching, and transferring institutional knowledge by older generations is the solution to improving skills transfer to millennial employees.

The participants suggested various ways in which mentorship could be improved in organisations. For instance, they mentioned that the EC should make millennial employees aware of the role of the mentorship programme on a regular basis and how it can benefit them in registering with professional bodies. Furthermore, the participants indicated that there should be regular policy updates on the programme so that they could align themselves with the latest developments. Furthermore, they felt that human resources (HR) could formalise the programme by ensuring that supervisors are paid performance bonuses for transferring skills to millennial employees. Kahn and Louw (2016:742) agree that the effective way for transferring institutional knowledge to millennial employees is through mentoring.

Participant 10 agreed, stating:

¶ 60 in Participant 10: *“I think they should incentivise the older guys, you know, and HR should formalise and drive mentorship programmes and then incentivize the older guys to take it up”.*

This interviewee is raising an important element relating to skills transfer, whereby supervisors could be paid for transferring their skills to millennials. In this way, supervisors will assume the role of a mentor to millennials. To improve mentorship programmes in organisations, this interviewee suggests that organisations should involve HR personnel as an expert advisor in developing policies and procedures for implement mentorship programmes in organisations.

6.3.4.3 Supervisor communication

The participants were requested to comment on their satisfaction with the level of communication they received from their supervisors. Of the those interviewed, 50% agreed that the level of supervisor communication was satisfactory, while 30% disagreed, and 20% remained neutral. Those who agreed mentioned that they had regular open communication with their supervisors, which made them feel appreciated. The participants expressed their views on this issue as:

Participant 2 said:

¶ 60 in Participant 02: *“we have, what I can call open communication, our line of communication with our supervisors is not limited or restricted in anyhow; we can call them over the phone even after hours; we can communicate with emails; we can communicate in our meetings also have our own engineering meetings so that we try to understand, assist one another if other people are having challenges. Therefore, communication is very open and very satisfactory. Ja, open for us, anytime, like now, I am just coming from a small meeting to clarify other issues. Whenever they are not committed, they always make space for us”.*

Participant 4 concurred and added:

¶ 90 in Participant 04, *“Therefore, for me, the communication between me and my supervisor, we don’t truly have a problem. We are working fine, ja. We understand each other”.*

Participant 5 also said:

¶ 67 in Participant 05: *“I am satisfied”.*

Participant 9 added:

¶ 52 in Participant 09: *“The level of communication from my supervisor is excellent. We engage on daily basis, the channels of communication are very*

open, so you got access to our supervisor any time I would say, the satisfaction level is excellent”.

Participant 10 agreed, saying:

¶ 64 in Participant 10: *“I’m satisfied because there’s never been a point where I would request information or try to engage my supervisor and I was ignored and in terms of expectations, targets, and everything like that, that’s well communicated and I’m always aware of what’s expected of me and if I’m ever in a situation where I need intervention, they are always willing to take my calls and respond to emails, so I’m happy with the level of communication”.*

Participants also indicated that they became demotivated because of poor communication. This view is articulated by Participants 1, 3 and 8 as:

Participant 1 said:

¶63 in Participant 01: *“Communication between me and my immediate supervisor is strictly about common things, it’s not like I don’t want to talk to her, or she doesn’t want to talk to me, but we’ve got nothing to discuss, except when it’s time for submitting reports, or maybe there wasn’t submission, it’s like submission kind of talks. Those are the only time that I can say that we talk because now, let us say I am writing something, a report, and I get stuck, I can’t even email or send the WhatsApp, and say, I’m stuck, or how do you think I should handle this one? Or can you read my draft? Do you think I can, what do you think I can, should add? I do not expect input from her on the kind of work that I do because it goes back to the knowledge. She is not in the same field as me. She is my supervisor. Therefore, communication is very rare”.*

¶ 69 in Participant 03: *“There’s a lack of communication, but from where I’m coming from, my supervisor is hands-on, she’s tried to develop me, but from others then you can tell that there is a lack of communication, if we don’t communicate,*

we wouldn't know our challenges or where are we doing best, we wouldn't know our strength and weaknesses”.

Participant 8 concurred, saying:

¶ 64 in Participant 08: *“there was a time that they couldn't attend a meeting in Pretoria, a three-day workshop and I was sent to attend, I was shocked when I got there, the level of information that was discussed, it just ended in the computers and, it never gets to reach us, so, I think that communication is not satisfactory, yes.*

Without communication, institutions will not survive as employees cannot share their ideas, thoughts, and suggestions. In addition, work cannot be done because there is no common ground to achieve objectives.

From this discussion, it is evident that millennials place significance on open communication in their careers as it encourages them to stay in their jobs. Similarly, Schiller and Cui (2010:38) concur that open communication increases employee loyalty, job satisfaction and promotes a culture of sharing information among workers. Millennials prefer a more open and interpersonal relationship with their managers, knowing that management cares about them (Smith & Nichols, 2015:41; Hall, 2016:37; Myers & Sadaghiani, 2010:229; Hershatter & Epstein, 2010:219).

Figure 6.13 highlights the discussion by showing that 50% of millennials agreed that their organisations promote open communication, 30% disagreed and 20% remained neutral.

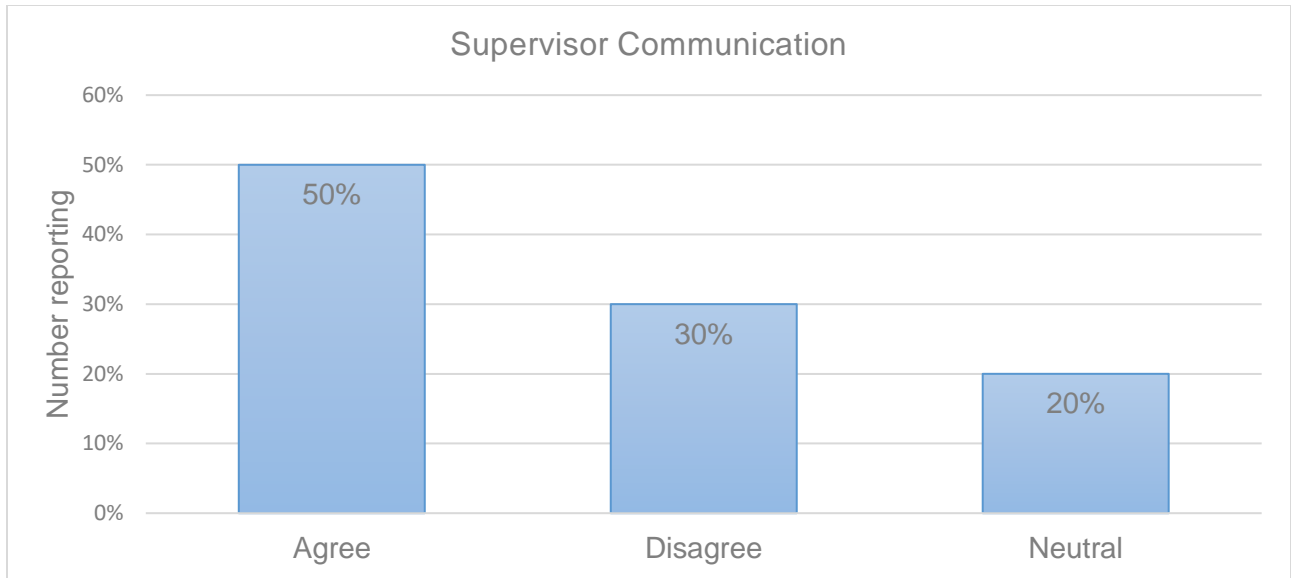


Figure 6.13 Supervisor communication

6.3.4.4 Feedback from supervisors

Participants were requested to comment on the level of feedback they received from their supervisors. This question intended to assess whether millennials received feedback from their supervisors and what impact it had on retention. The results indicate that 60% of participants agreed that they received feedback, while 10% disagreed, and 30% remained neutral. Those who agreed indicated that supervisors created time to review their work, which instilled confidence in their professional development and boosted their morale. Participants expressed their views on this matter as follow:

Participant 2 said:

¶ 64 in Participant 02: *“my supervisor gives himself time, for example, I am from the meeting now where I submitted a memo that was going to the senior management, you could see that he, went through it, is detailed and he could address almost each and everything that is in the memo. Therefore, it’s very intact and very satisfactory”.*

Participant 3 added:

¶ 77 in Participant 03: “Fair, 70%, seven out of ten”.

Participant 7 also agreed:

¶ 63 in Participant 07: *“I’m very much satisfied because feedback instils confidence in what you are doing. Ja, they leave you, let us say you’ve submitted a report or recommended something, and then you get it back it also boosts your morale, and currently, I’m getting very good feedback from my supervisor”.*

Other views from the participants were:

¶ 68 in Participant 08: *On one-on-one ja, it is good, if I sign something or if I need something, or you communicate they always get back to me and we sit down and discuss it and I go forward with my work. The feedback I receive is satisfactory, yes.*

¶ 56 in Participant 09: *“The feedback is satisfactory, however, there can be room for improvement as well, because sometimes you, can send correspondence or communication and you may not receive it in time, ja, but obviously, it will be based on considering the level of responsibilities they have, their portfolio, so at times, there can be that lag between relaying of message between the sender and the receive”.*

¶ 72 in Participant 10: *“Feedback is there, I think I’m satisfied with feedback because there’ve been insistences where mistakes happen on-site, and I’ve been made aware that there are certain ways to do things than what has occurred. Therefore, that facilitates not doing the same mistake next time. Therefore, there is feedback”.*

Despite 60% of participants agreeing that the level of feedback is satisfactory, 10% of participants disagreed indicating that:

¶ 67 in Participant 01: *“I write a report, remember she’s limited because she’s not in the same field, so whatever that I write to her is fine even if the objective and the output are not linked, she will not come back and say but your objective and your results are not linked, go and change the objective because it doesn’t suit. I, don’t expect that kind of advice but even going up, let’s say from her, she signs it and it goes to the director”.*

She further said:

¶ 67 in Participant 01 *“but I never truly get feedback, unless it’s feedback about English, and that’s not my first language”.*

Figure 6.14 presents this discussion by showing that 60% of millennials believed that their supervisors provided feedback, 10% disagreed and 30% did not answer this question.

From this discussion, it is evident that millennials seek feedback because it instils confidence and boosts their morale. This view is in line with the feedback-seeking theory (FST) of Ashford and Cummings (1983), which suggests that individuals ask for input from others whose opinions are valued for the purpose of improving their performance, learning, and socialisation (Giglio, 2019:6). Moreover, millennials perceive feedback as significant motivating factor for their personal satisfaction while also enabling them to reach institutional goals (Meola, 2016:298; Mustica et al., 2018:39).

Millennials regard feedback as an integral part of their lives for several reasons. First, it is because of being raised in highly structured environments comprising preschool, day-care and afterschool activities with parents who were closely involved in demanding feedback (Gerard, 2019:368). George and Wallio (2016:114) suggest that millennials grew up in environments that viewed feedback as a norm, and they still desire to receive the same treatment at their workplaces. In addition, Thompson, and Gregory (2012:241) state that millennials have developed a sense of entitlement, and when feedback is not being given, they think that something is wrong. Gordon (2010:394) concurs that millennials always want regular feedback on how they are doing rather than being informed about their shortcomings at the end of the period. Similarly, Sandhya and Kumar

(2011:1781) contend that employees use feedback as a barometer to assess their performance and identify their areas for improvement. Third, millennials prefer feedback to increase their self-esteem in the workplace. Hershatter et al., (2010:218) agree that feedback provides millennials with the assurance that they are doing things right. Similarly, research conducted by Hannus (2016:29) found feedback to be the single most important driver for millennial motivation. In addition, Al-Ghamdi (2017:39) has also shown a link between feedback and motivation by arguing that a detailed and direct commentary on a learner’s work is significant in making learners aware, engaged, and committed to their work. Lastly, and in contrast, Thompson (2012:241) asserts that the absence of feedback is detrimental to millennials, as they view absence of feedback as though something is going wrong.

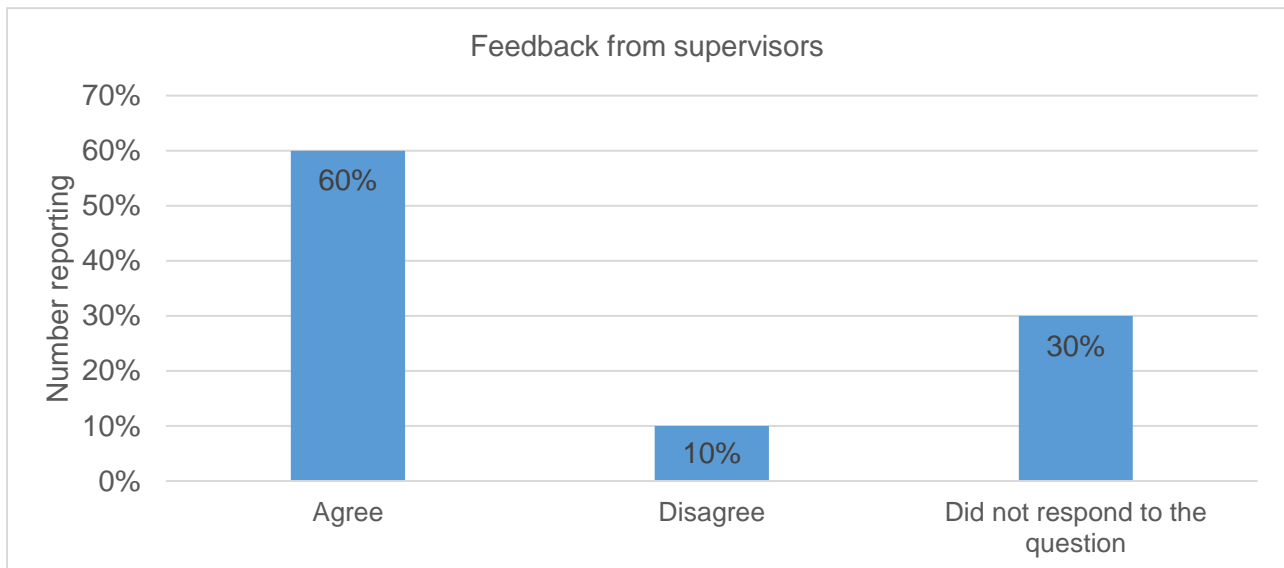


Figure 6.14: Feedback from supervisors

6.3.5 THEME 5: MEASURES FOR RETENTION

6.3.5.1 Decision making processes

Participants were requested to share their experience regarding the degree to which they could make decisions independently in their organisations. This question aimed to understand whether the EC offered millennials an opportunity to make decisions on their

own. Nine (90%) participants answered this question, and they unanimously agreed that they could make decisions independently, especially in areas that affect their work, and they found this level of flexibility high.

Participant 10 reflected on this view as follows:

¶ 88 Participant 10: *“I think to a high degree because when you are on-site and a decision has to be made, I don’t remember any time where I had to call someone at the office to take the decision. Therefore, the level of flexibility is very high. Therefore, I think we are allowed to make decisions, but obviously, there are decisions where you find some cost implications where you must first consult your seniors, because once you commit on site, then there is no tracking back, ja. Therefore, I think, we are allowed to make decisions to a very high degree”.*

The fact that the EC allows millennials to make decisions on their own work is a positive step in the right direction. This, therefore, means that employees feel like they are part of the organisation. In other words, millennials feel recognised and motivated when they are allowed autonomy in their area of operation. Mambula, Francis and Oaya (2021:29) concur that involving employees in decision making creates an enjoyable environment in which management and employees eagerly contribute to healthy relations.

Figure 6.15 presents the preceding discussion by showing that 90% of millennials agreed that they were enabled to make decisions on their own, while 10% did not respond to the question.

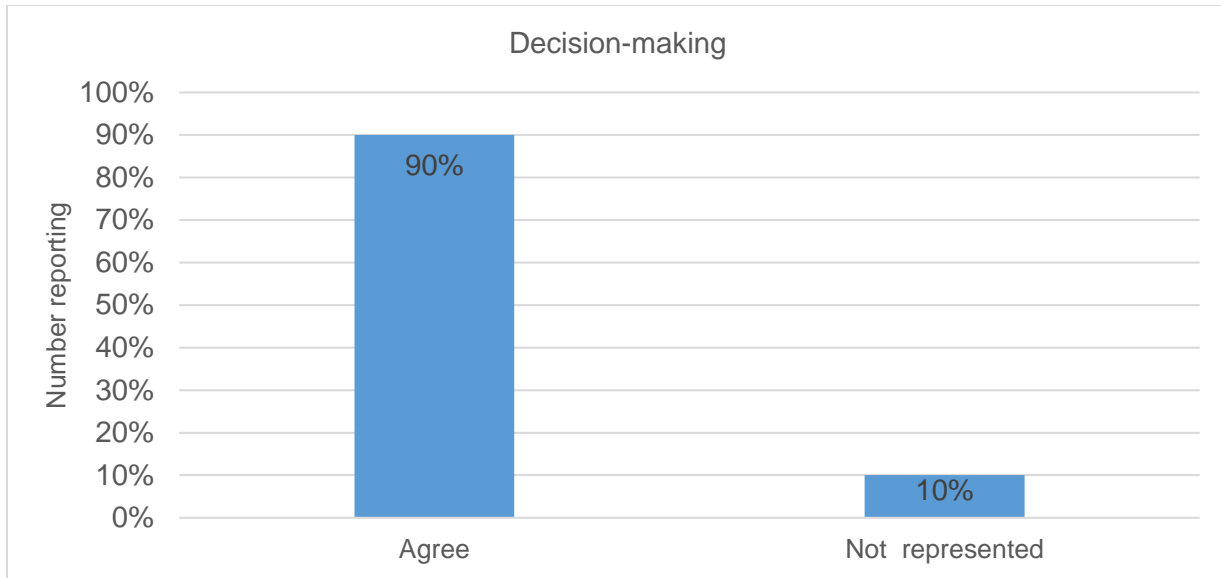


Figure 6.15: Assessment of decision-making process

6.3.5.2 Tools of trade

Interviewees were requested to share their views regarding their satisfaction with the tools of trade in their workplace. Nine participants answered this question: six participants agreed that their organisations provided them with the tools of trade to perform the work, three disagreed and one remained neutral. The six participants who agreed mentioned that the tools of trade made it easy for them to perform their work. They indicated that using the Global Positioning System (GPS) enabled them to easily navigate to find the coordinates of the plant species they were researching; they have laptops, work cellular phones, subsidised motor vehicles, surveyor equipment and drones to survey from the air, and designing tools, among others. Kurniawaty, Ramly and Ramlawati (2019:879) support the view that the tools of trade help improve productivity in the work process. Singh and Jain (2013:110) also concur that employers who invest in employees by providing them with the tools of trade are empowering employees to be efficient in delivering the best performance to customers, the organisation, and the marketplace. In other words, the tools of trade improve employees' job satisfaction and retention.

Although Participant 1 agreed that her organisation provided the relevant tools of trade to work, she has also highlighted that the internet was always down which hindered service

delivery. Millennials view the internet as a resource that connects them with the outside world, and if it is not attended to, it may hinder the implementation of the 4th Industrial Revolution in organisations. Au-Young-Olivera, Gonçalves, Martins and Branco (2017:955), Kahn and Louw (2016:742) concur that millennials have tech-savvy skills, and therefore, the lack of technology can be frustrating as they regard technology as part of their bodies. To improve service delivery, the government needs to consider service providers other than SITA to provide reliable internet, as this will improve service delivery in the province. The Provincial Government Information Technology Officer (PGITO) needs to take the lead in engaging the State Information Technology Agency (SITA) in resolving the network problems in the province.

Participants 1 and 2 shared their views on this matter as:

¶ 151 in Participant 01: *“they are trying; we’ve got GPS; we’ve got computers, like laptops, I think the only thing is the internet, it is a departmental thing, I think other institutions are struggling with the internet, I think that can also be a setback. Therefore, I always must have my personal router to access sites. I think another problem is the lack of camping equipment, where we camp at a mountain and explore the area. Therefore, I remember one day we had this tent, it started raining, and it was windy, so we didn’t have the best tent and our section tried to make a requisition”.*

Participant 2 also said:

¶ 112 in Participant 02: *“I don’t lack anything. Give me irrigation project from scratch, we have surveyor equipment, we have design tools on our computers, I am very satisfied, and the department is more open. Recently, we also have drones, and we can survey from the air, so the department is open to anything, especially the advancement of technology within the engineering section. What is more important, you must motivate and convince the decision-makers, and if your case is valid and understandable and it is more important it is going to benefit the department and the public at large, then they normally grant your request.*

Therefore, far we are very satisfied, and these tools of trade are distributed even down to the district, they are not only here at Head Office alone. Previously you had all these things centralised at Head Office, and everyone had to come here to use them, but now, they are being decentralised to district offices. It's wonderful, we're working very well."

While six participants agreed that they were provided the necessary tools of trade, three disagreed indicating that they could not perform their work satisfactorily because they lacked the tools of trade and primary healthcare medicines to perform their work. This frustrated them which led to them performing basic functions such as surveillance, monitoring, and compliance.

Participant 8 mentioned that:

¶ 108 in Participant 08: *"even if they call me for the sick animal there's nothing I can do as a State Vet. Absolutely nothing. Even if the animal has diarrhoea, there's absolutely nothing I can do because the government doesn't buy any of the primary healthcare medicines. It'll only buy vaccines for the controlled diseases, despite animals coughing, having diarrhoea, broken leg, etc., there's absolutely nothing, that I can do as a State Vet."*

The fact that the government does not purchase medicines for the treatment of animals is depressing for the millennials because they find themselves detached from the core function of their duties and relegated to only doing compliance duties such as vaccinating animals against controlled diseases. Because of this situation, the millennials cannot put their skills into practice leading to their depression. Participant 8 shared her view on this matter:

¶ 108 in Participant 08: *"but the fact that we don't do the clinical work leaves us very much depressed"*.

This respondent raises an important element that the government does not procure primary healthcare medicine, but rather procures vaccines for controlled diseases. This

is cause for concern because the millennials cannot perform their primary function of treating and operating animals; instead, they feel demoted to perform surveillance, monitoring, and compliance duties. This situation is demoralising as they cannot perform their primary functions as expected (Rafiq, Aleem, Mordhah & Sajid, 2021:1701). The director for veterinary services needs to take the lead by ensuring that there is a sufficient budget available to procure primary healthcare medicine, and in so doing, service delivery and staff morale will be improved.

Participant 10 added another dimension to this discussion, saying that the lack of tools of trade deprives millennial employees of skills to compete equally with their industry peers. He articulated this view as follows:

¶ 96 in Participant 10: *“I’m not satisfied because we’re supposed to be using software, for example, when an engineer, designs the road, the software that we internally use, we don’t have, but I know they are trying to procure it and get everyone up to speed, but as of now, we don’t have that tool. it is the external consultant that has. Therefore, I would like to have the tool, because it matches you up to private sector skills cause, once you have that ability to use the tools, you talk at the same level cause once consultants realise you do not know your story, they take advantage, you know”.*

Overall, the millennials recognise the importance of the tools of trade and highlight their significance in enhancing their work. One important reason is that the tools of trade empower millennials with scarce skills to compete equally with their counterparts. Millennials have also indicated that the lack of tools of trade makes them feel inferior to their industry counterparts. It is, therefore, incumbent upon line managers to provide millennials with the tools of trade to perform their work more efficiently. Aydogdu and Asikgil (2011:44) argue that tools of trade are important in enabling employees to perform their duties without difficulty, happily, and efficiently.

Figure 6.16 depicts the preceding discussion by showing that 60% of millennial employees agreed that they have the tools of trade to perform their work, while 30% disagreed and 10% remained neutral.

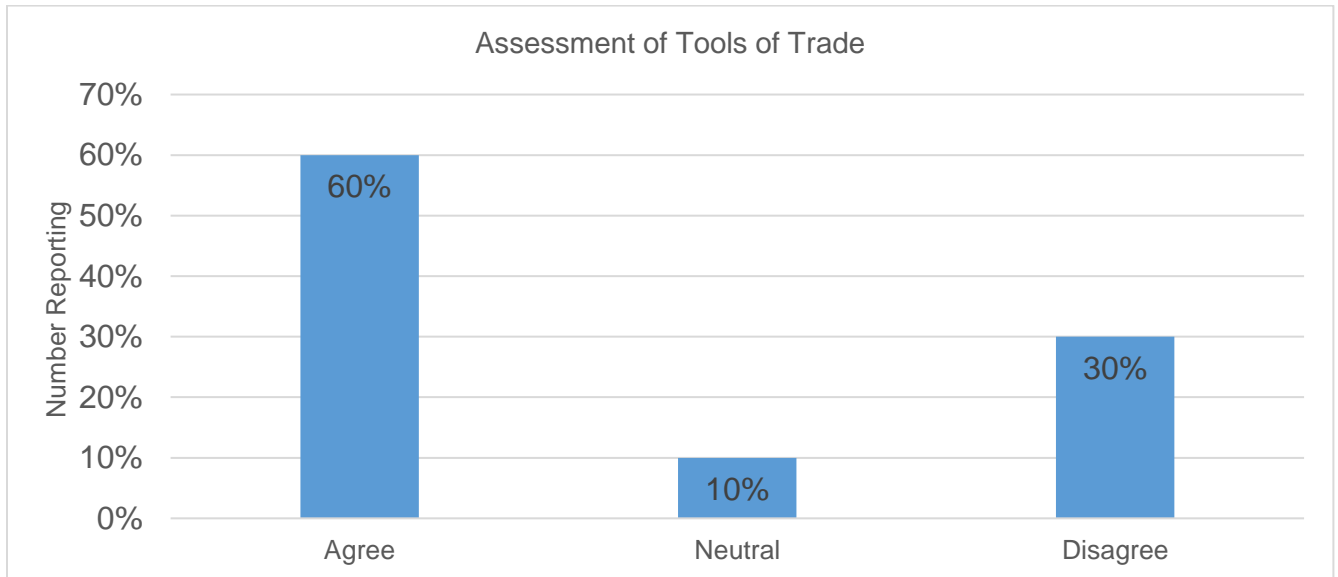


Figure 6.16 Assessment of access to tools of trade

6.3.6 THEME 6: DEVELOPMENT OF MODEL FOR RETENTION

6.3.6.1 Improving working conditions

The participants pointed out that their growth had stalled because without the required resources, the working conditions were limiting. Such working conditions meant they could not compete with their counterparts in the private sector. Millennial employees find it challenging to work in an environment wherein supervisors do not provide the necessary resources to perform their tasks. When the participants were requested to share their views regarding the strategies that could improve the retention of millennial employees with scarce skills in organisations, improving their working conditions was mentioned at least 68 times in the data.

In response to the question relating their working conditions and needed improvements, participants indicated that they want to be supported in the following ways:

¶ 33 in Participant 08 mentioned: *“in terms of the resources and tools. Some would leave the government for it gets monotonous at the same time, or it will be redundant in the long run, ja, because, as a Doctor, I need to be stitching, I need to be operating and to be doing all these things to keep the same level of my skills with my counterparts, but if I’m here, five years down the line, I don’t even know how to do the basic inspection. So, one might leave, and I might get rusty in the long run. It is no longer challenging or stuff like that. Yes, people might leave, and I think the other reason I would leave is the career path, the lack of growth in the long run. For example, the veterinary services in Limpopo is a directorate. However, in other provinces, it has a chief directorate on its own, so we have one director, so if, as State Vets, we’re going to stick at this level for the rest of our lives, there’s only one director, and five or six deputy directors, and then the rest of us, so there is no hope for anything apart from where we are, so there is no development in the long run one might leave for that, and there’s no growth ahead. You are stuck on one level. And the other thing would be one-on-one work. I think where you find yourself not happy as an employee that here maybe if I’m not on good terms with my other colleague or I’m like, I would just pack and leave to where I will be appreciated if I’m not on good terms with my boss, if the boss is bad, it depends on the boss that I want to leave which is kind of a problem, first of all, I might leave, personally in that situation, ja. I think those are the things that come to mind. Other things that come to my mind are why I will want to leave if I have issues with my boss. Yes, it’s making my life difficult”.*

While discussing working conditions, this narrative raises several issues that may frustrate the work performance of a millennial employee. First, the issue of not being given resources to perform duties is paramount as it also poses a risk for the organisation being unable to achieve its intended objectives. Additionally, it affected the millennials negatively because they could not improve their competencies to remain current and relevant as their colleagues in other provinces and in the private sector. Furthermore, participants also alluded to an issue already discussed in the preceding section under the theme of personal factors, relating to the absence of opportunities for advancement and

personal growth caused by hierarchical dissimilarities within the broader public service. For instance, the participant mentioned that certain provinces have veterinary services at a Chief Directorate level, while the Limpopo Province still sits at a Directorate level only. Such structural inequalities in the public service prohibit advancement opportunities, particularly considering that the accountability of veterinary services in all provinces is the same.

Poor working conditions played a critical role in influencing millennials with scarce skills to resign. The next participant indicated that the working conditions were not conducive because they were working without internet and the email system was not working. Added to this, the building they operated in was dilapidated without a functioning air conditioner and the office furniture was not of a good standard. Al Mamun and Hasan (2017:66) reiterate that employees find it difficult to continue working in a low-grade working environment where there are no basic facilities, such as workspace without proper lighting or natural light, ventilation, air conditioning system, open space, restrooms, furniture, safety equipment while performing hazardous work and no drinking water. This situation dampens participants' eagerness to come to work. Participant 1 explained this situation as follows:

¶ 143 in Participant 01 *“you have to have access to the internet. We do not have internet. The internet is always down. Even the very thing like email is down. Secondly, do you see this building? Do you even expect to find people in this building? When you come here, it is not breath-taking, it is not, it does not say “come to work”, it says stay at home and sleep. In my office, we do not even have an air conditioner. Support is things like that, they must create an environment that is, I don’t know if conducive is the right word, I don’t know English, it makes me wake up and dress up and go to work and know that my mind will be, there’ll be an air conditioner when I’m tired of thinking; there’ll be a better chair to support me, so, those chairs are, torn. There is nothing, and, again, the important thing is institutions like universities, and I think CSIR, and maybe SAMBI, have access to sites. Remember, there is like other sites where you must pay to get articles for research, but we use the normal Google, and it does not allow us to many sites. It*

does not allow you to many sites. You find that your research is narrowed based on how many articles you could access, and your argument is going to be based on how many articles or on the articles you could find, but in reality, if I was to go to the University of Limpopo, with their system because they paid for sites, I know they pay for sites so that they can have access to the material. They will have more information or even libraries. We do not have, but nowadays I cannot say that libraries, because we don't use that anymore. We use the internet. So, there's this thing where institutions pay a specific amount to get access to articles”.

A conducive work environment is needed to energise and stimulate millennials, which is interpreted as a “flexible atmosphere where working experience is enjoyable and resources are adequately provided” (Kossivi, Xu & Kalgora, 2016:264).

6.3.6.2 Service benefits

Participants also felt that employers could improve their retention by providing millennials with various service benefits, such as home loans and subsidised motor transport. Participant 4 articulated this view by saying:

¶ 165 in Participant 04: *“Give them home loans, give them subsidies, I know guys who couldn't leave cause, they still had their subsidy, you know, cause now you have the new car and then this one, but if you have a subsidy and a home loan, you end up staying here because you don't want to mess up with whatever you started, yes, that, is the strategy that works. I think even the private sector does that, ja, they give you a car, so you are happy, but with government, I don't know whether that is possible.”*

6.3.6.3 Work-life balance

The participants highlighted the significance of having work-life balance in organisations as a retention strategy because they do not see the need to be in the office from Monday to Friday. They would rather work flexible time like two-to-three days a week because they know what is expected of them in terms of their performance responsibilities as

entered into in their performance agreements. Zaharee et al., (2018:53) attest that millennials prefer flexibility and want a greater opportunity to start-and-finish work at their most convenient time. The fact that millennials want flexibility in the workplace makes them develop a work-to-live attitude (Gong, Greenwood, Hoyte, Ramkisson & He, 2018:777), and whenever they are not attaining this expectation, they leave.

Participant 5 articulated her view on this discussion saying

¶ 119 in Participant 05: *“About performance agreement, we know what is expected from us and we need to report to whether it’s weekly or monthly or quarterly, so, with my former colleagues, they are mentioning that they do not necessarily need to be in the office Monday to Friday, so they are flexible to decide to work maybe two or three times in a week, and then the important part is delivery”.*

Participant 6 also said:

¶ 227 in Participant 06: *“young people are great with the internet, so we don’t like going to work from specific hours, from 7 to 5, we, we don’t like to sit in the office the whole day, so, ja, that will be great if they can let us do work from the internet at anywhere we are, we don’t always see the need to be in the office from 7 to 5. Then, we can rather use, our time to do other things in the department rather than sitting in the office the whole day”.*

Participant 8 added:

¶ 92 in Participant 08: *“For me, I’ve seen some colleagues that don’t truly have time for movement and planning, so, working from home, I think at the end of the day I perform as an employee the whole month? How I do it and when is not that important but I, I can have and plan my whole month and submit the report that I did everything but with that I think it makes life easy, working from home I can balance my personal life and still do my work and, ja, that, that, that room for, for*

freedom and at the same time working from home, it will help people balance and I would enjoy my work much more”.

From the above exposition, it could be noted that millennials regard work-life balance as one of their top priorities over their careers (Gordon 2010:396; Myers & Sadaghiani, 2010: 228). Several authors are also in agreement that millennials are family-focused and need more family life because of seeing their parents sacrifice their home life only to fall victim to downsizing (Smith & Nichols, 2015:43; Gerard, 2019:366). Campione (2015:62) succinctly summarised this view by stating that millennial employees are "less work-centric and more family-centric".

6.3.6.4 Participation in decision-making

The participants also stressed that they want to work for organisations that involve them in decision-making because involvement makes them fully committed and embedded in their organisations. García, Gonzales-Miranda, Gallo, and Roman-Calderon (2018:381) support this view by showing a positive link between millennials' involvement in decision-making and job satisfaction. They argue that millennials become satisfied when they participate in the decisions pertaining to the general aspects of their institutions rather than only in specific aspects. In other words, millennials feel a sense of belonging when participating in strategic planning and policymaking of their organisation as they become more motivated and their productivity increases.

Participant 6 said:

¶ 207 in Participant 06: *“Maybe management should listen to what the young people ask for and what will help to improve the department. Additionally, they should ask for inputs from the young people when they do things and ask us what will make us happy or what we can help with”.*

6.3.6.5 Work overload

The participants raised important elements relating to the workload that demotivates millennial employees. They indicated that their organisations were not filling vacant posts

upon the resignation of their colleagues which stresses the remaining employees as they cannot meet their targets as planned. Management needs to prioritise the filling of vacant and funded posts to avoid service delivery bottlenecks, employee stress, and burnout. Ali and Farooqi (2014:24) concur that work overload leads to poor performance in organisations. The participants shared their views on this matter as follows:

Participant 6 said:

¶ 151 in Participant 06: *“it is a huge problem in our section also because if someone leaves, they don’t replace them at this stage, in our section. There is no replacement of employees when someone leaves. Therefore, that can become very stressful and, and the workload increase”.*

Moreover, she added:

¶ 155 in Participant 06: *“I don’t know actually why they don’t replace those who resigned, cause, the people who leave is a problem and, it’s not only millennials. They also do not replace the old employees. The stress and workload become even more. Therefore, it is definitely a problem”.*

Participant 8 agreed and said:

¶ 124 in Participant 08: *“That one is stressing us because we are being overworked, very much overworked and we don’t even meet our targets and that is sometimes demotivating. When I started, it was me and the technicians, this one passed away, this one went on pension, this one is leaving. There is no hope of me getting any technician at the end of the day, so I am alone in the whole Department with 8 000km to travel. Therefore, I am just a flower, just correcting the department and there are those conditions they keep on bringing, and it is not, working”.*

6.3.6.6 Autonomy and independence

The participants indicated that millennials want to be autonomous and independent when performing their duties as this makes them feel special in their field. Millennials prefer autonomy and independence when performing their duties. Garcia and Roman-Calderon (2019:375) support the view that millennial employees become satisfied when they are heard in their jobs and autonomous in doing their work. This move makes millennials feel like they are part of the organisation, and as such, their chances of leaving diminish. Millennials want to work in an environment where they are autonomous and independent, as this makes them feel trusted by their superiors. Participant 7 articulated this view as:

¶ 75 in Participant 07: *“I need to be more independent, even when I’m doing my work, if you, create the rapport between yourself and the supervisor, it can help you assume a specialist in your area and whatever you say, they take it to you as a specialist and if they continue to do that, to give that independence? I would truly enjoy my job.”*

6.3.6.7 Training and development

Millennials view continuous learning as one of the critical factors for retention. This implies that organisations should create a culture for knowledge sharing between peers and encourage them to accept responsibilities. Millennials become satisfied when institutions offer them opportunities for development (Zaharee, Lipkie, Mehlman & Neylon, 2018:52). Appanah and Pillay (2020:20) agree with this view, suggesting that training and development enables employees to better perform their duties and stay long in institutions. Additionally, van Dyk and Coetzee (2012:2) suggest that training and development, and learning opportunities, play a critical role in the lives of employees.

¶ 185 in Participant 03, *“I will encourage millennials to continue learning in terms of sharing work with other sections. I will encourage millennials to learn whatever opportunity lies in front of them. That is what is lacking for now. Ja, like if there’s a lab in Lephalale and Makhado I’ll try to take someone from Makhado to Lephalale*

just to share the knowledge they are having and the culture that side and how they are doing things”.

6.3.6.8 Career growth

Related to training and development, millennials want to work for organisations that consider career growth as a key for motivation and retention. This means that organisational structures and policies should allow them to grow into higher or strategic positions.

¶ 111 in Participant 07 said, *“I think it would be more of a, you develop them, I mean you, must have a very good career growth path for them within the organisation, and you must reward them well. So that they do not leave but also again, the culture of the organisation it means you must create a culture that allows young people to grow and to function efficiently in the system”.*

¶ 124 in Participant 10: *“Ensure that there’s a growth path, ja, in the institution, like an employee should see themselves here and where they’re probably going to advance to in the next two, three years but if, when they look up, they don’t see anything, the ceiling, then that will cause, someone to leave. Therefore, I think there should be a growth target and a mentorship programme over to a younger employee”.*

Moreover, he said:

¶ 136 in Participant 10: *“I would think, for me, like rewards. Me, I am not big into rewards. Let us say, for example, if I am not growing, even if you reward me for what I am doing now, to me, that will not help me, acknowledging that I am working, you know, and that I am doing well for the institution. That is not enough, ja, because as much as you acknowledge I am good and I am doing all of that, if I am not growing then, ja, for me growth is the biggest thing, so. I know, for example, the company I am working at, I tell you, they see that you’re working and you’re*

doing well and all this, so, I would say recognition won't keep an employee, ja, as long as there's no growth".

From these narratives, it is evident that career growth is important for the retention of millennial employees. When millennials feel that they are not growing, they start looking for growth opportunities elsewhere. Iqbal (2010:277) argues that millennials value career growth; whenever they realise that there are limited opportunities for career growth in their current jobs, they leave for other institutions that provide good career growth. Pandey (2019:43) concurs, suggesting that millennials quit because of better opportunities outside their institutions, poor pay structure and poor prospects for growth in their current jobs. Participant 6 indicated that she is not growing because, currently, she is not gaining adequate experience in her field. Instead, she augments her experience by working in the private sector. She further indicated that a lack of adequate experience in her field posed a risk that when she leaves the public service, she may not have gathered adequate experience to run her own practice. This is concerning because the public sector should lead by example in providing employees with adequate resources and the tools of trade to perform their work. The participants shared their views on this matter as follows:

Participant 3 said:

¶ 149 in Participant 03: *"have an environment where they can grow, your organogram should be broad and create more positions for younger people".*

Participant 6 stated,

¶ 183 in Participant 06: *"have more opportunities for the young people to go to the next level cause there's not always opportunity to go to the next level, like a supervisor, or something like that".*

Moreover, she added another dimension to this discussion, saying:

¶ 187 in Participant 06: *"because it's not always about money like I said, we, like experience, you have to go to the private vet to get experience that you don't get*

in the government and some of the young people may be scared that they would fall behind if they want to go anywhere to open something private later, that they would fall behind because they don't get the opportunities as they would in private practice, because, in the public service it's like you have a specific job that you have to do and you don't always get the opportunity to go and do different work and help with different areas because you're stationed at one place".

6.3.6.9 Technology

Millennials are technologically sound, and therefore they want to work for organisations that are technologically advanced. Thompson and Gregory (2012:242) suggest that technology is important in enabling millennials perform their work anywhere provided there is cell phone and internet connectivity.

Participant 8 articulated herself on this matter as follows:

¶ 148 in Participant 08 said: *"We, are the young generation, we are driven by technology, we are driven by things that move, we are driven by change and the older colleagues who are 58, 59, if it's not broken why do you even want to change it, exactly. The policies need to be reviewed and to accommodate us because we are just technology people, we are on the move, we are, exactly, so, we come from restricted, I cannot do it. Therefore, those kinds of things, we come from the generation of now, some of the things do not accommodate us and we sometimes truly need to move, because we try not to even understand why things are happening the way, how am I going to deliver if I don't even understand what if I am supposed to do it this way? Exactly, so, I, think they need to factor that in, it is a new generation, it is a new day, how they do things. Some of those policies, I understand they are very critical, and important they were thought but the new generation doesn't even feel, we don't feel like we know how we are going to do".*

6.3.6.10 Values and beliefs

Madueke and Emerole (2017:246) define organisational culture as a framework of values and beliefs consisting of attitudes, norms, the behaviour of employees, and their expectations, which are shared within the organisation by its members. Participants were asked to share their experience regarding the degree to which their organisational culture promotes the retention of millennials with scarce skills. The purpose of this question was to establish whether the EC's organisational culture promoted the retention of millennials with scarce skills. In response to this question, the participants indicated that the organisational culture did not support their retention because it was too bureaucratic, especially concerning the implementation of projects. They also indicated that it takes too long for projects to be approved because of the long chain of approvals, which lowers their confidence in the process. This view is in alignment with Al Mamun and Hasan's (2017:69) argument that when employees are unhappy with the organisational culture, the likelihood is that they will leave. Madueke and Emerole (2017:246) also add to this discussion by emphasising that whenever the values of an organisation are aligned with those of the employees, employees choose to commit their work-life psychologically and physically to such organisations.

Participants 2 and 3 expressed their concerns on this matter as follows:

¶ 128 in Participant 02 said: *“the young people are very energetic, they prefer a faster lifestyle and projects when there are projects, they must come in, finish the project then come the next one, but you find the pace of implementation of projects that are directly affecting engineering because we are involved or working with that project, becomes very slow. Therefore, now, all these red tapes of approvals, when, you must decide, you do not, obviously, take that decision because it's public resources, you don't decide here and there, especially a decision that are having financial implications and then, you have it like you are, you are a CEO or a director somewhere in a private company. Therefore, there is this level of a long chain of approval processes. I think that is what is taking too long, and, sometimes by the time you approve something, maybe you find it is, it's no longer necessary,*

the confidence has passed, the closing date for academic, your window is closed. Therefore, that scenario of red tape, I think, is the one that young people might not go well with, even myself, I could experience some of these processes are too long to take”.

Participant 3 agreed, saying:

¶ 169 in Participant 03: *“if I have to compare cultures, it’s different, young people, want to do it now, and see results, but in the department, you have to go through the PFMA’s, the procurement, and everything, and approvals and a lot of approvals, and memorandums and it, demoralise them. Okay, to do this, I need six months, and then maybe he, was thinking, I can do this, he wants to start, go to the boardroom and proposal, this I can do, this way and this way, and then get approved, then you start, another thing, the culture, this side no”.*

From this discussion, it is seen that millennials are demoralised because of how Baby Boomers manage their organisations with tedious processes and timelines. Instead, they prefer working in a flexible work environment with fewer rules and regulations guiding their decisions (Smith & Nichols, 2015:41; Chaudhuri & Ghosh, 2012:61).

6.3.6.11 Other retention strategies

There were other factors that could not be placed under any of the listed sub-themes but were important in the retention of millennials. Millennials were asked to suggest other strategies that could encourage their retention in institutions. The intention of this question was to understand what other retention strategies were valuable to the millennials. The participants mentioned that they simply wanted to be heard because when management listens to their views and opinions, they feel recognised, acknowledged, and supported, and as such they become innovative. Participant 1 expressed this view as follows:

¶ 214 in Participant 01: *“if I have an intern, or someone that I’m supervising, first, you have to listen to their opinion, because once they feel heard, and they’re taken seriously, remember now it’s different from the supervisor that I have, I’m, saying*

if it were me, I would take their concerns seriously and support their projects. Let us say, my supervisees want to do this, allow them to have ideas if they say can I do this, I saw a client, let us do this and then you say, ja, it is fine, write a proposal so that we can work on it. You let that person write a proposal, you support it, you get funding for that particularly if it's workable, if it's doable and things like that, but make them feel part and feel acknowledged and support, whatever they want, try, but again, as a supervisor, let's say, for example, my supervisor can even push to say, this person must get attention and write motivation to HR, and if HR things are not fine. I will still not be satisfied, and it is not because my supervisor did not try. However, I will say, as a supervisor, listen to the needs of the people”.

Participant 6 confirmed this view, stating:

¶ 207 in Participant 06: *“listen to what the young people ask for and what will help to improve the department. Management should also ask for inputs from the young people when implementing decisions and ask us what will make us happy with or what can we help with”.*

She continued saying:

¶ 247 in Participant 06: *“I would definitely also ask them what they need and ask them how we can change things so that they can be happy with everything they want. Therefore, involving them also in the decision-making would be a big part, and getting ideas from them would be the main part, and not just make decisions always, yes, also involve them and asking what will make them happy and their work easier”.*

6.6 SUMMARY

This chapter extracted meanings and learnings out of the data, which was collected from the research participants, to create an understanding of the variables that were responsible for employee turnover in the EC. These variables or subthemes were grouped under three main categories for easy conceptualisation of the object lesson. It is

evident from the list of variables presented that while personal factors had an impact on the intentions to leave employment by millennials who possessed scarce skills, the variables under institutional culture were most important and under the direct control of the management and leaders. Equally important were variables under the social and economic theme. Provision of fair compensation and concern over worker wellbeing are significant in creating an employment environment that can retain millennials.

Chapter 7 presents the findings and contribution to the Body of Knowledge.

CHAPTER 7: FINDINGS AND CONTRIBUTION TO THE BODY OF KNOWLEDGE

7.1 INTRODUCTION

The previous chapter presented a narrative from the data analysis and the interpretation thereof. This chapter presents the main findings of the study emerging from the empirical data and the lessons drawn from literature reviews. It also highlights the contribution to the Body of Knowledge.

7.2 FINDINGS

This section presents the research findings in relation to the research objectives.

7.2.1 Objective 1: To explore Factors that Influence the high Turnover of Millennial Employees with scarce skills

From the narratives presented in Chapter 6, it is evident that there are several variables that millennials consider when deciding whether they should remain in the employ of the EC. The absence of opportunities for personal growth and progression was identified as a contributing factor to the high turnover of millennial employees with scarce skills at the EC. Figure 6.5 illustrated the extent to which this variable influenced turnover: It shows that 70% of participants narrated that there was an absence of personal career growth and progression opportunities. There were also other personal factors mentioned that included the desire to relocate to their families, starting their own business and encountering various personal challenges. However, the overriding factor was the absence of opportunities for growth and progression.

The participants recognised that their prospects for growth was inadequate because there were few positions in the organisational structure to allow growth and progression. They were overlooked when positions became vacant and new employees were hired, despite having the necessary qualifications and relevant experience for the advertised positions. In some cases, these positions were outsourced to the private sector, creating great

despondency among qualified employees. This situation made millennials feel disempowered and redundant as they could not put their knowledge and skills into practice. This resulted in seeking employment opportunities elsewhere.

In the literature reviews, explored in Chapter two, Fredrick Herzberg's two-factor theory, which categorises job factors into hygiene factors and motivational factors, emphasised that employees become motivated and perform well when they are provided with opportunities to grow and progress in their organisations. This view is also highlighted by Alshmemri, Shahwan-Akl and Maude (2017:14), who suggest that personal growth in the organisation increases an employee's opportunities to develop professionally, gain new knowledge and learn new skills as well as undergo training in new techniques. Hence, creating opportunities for growth is beneficial to workers' job satisfaction.

The data indicated that the level of supervisor support at the EC is satisfactory. Figure 6.6 illustrates this by showing that 80% of participants agreed that the level of supervisor support is good, while 10% disagreed and 10% remained neutral. Millennials also mentioned that their supervisors were eager to share their knowledge with them, particularly in difficult situations. Another strength that supervisees articulated was regular meetings with their supervisors. The millennials found supervisor support encouraging because they had meetings with their supervisors to resolve their work-related frustrations. Additionally, the participants revealed that they could call or take supervisors to projects to show them the areas that needed intervention.

According to Krishnan and Mary (2012:1), supervisor support plays a critical role in enhancing an employee's level of emotional commitment. Supervisor support is the employee's perception regarding how institutions value their contributions and care about their well-being (Krishnan & Mary, 2012:1). As mediators of the institution, supervisors are responsible for guiding and assessing their employees' job performance. Subsequently, employees view their supervisor's support as reflective of the institution's commitment to their well-being (Krishnan & Mary, 2012:2).

Nonetheless, although 80% agreed that they received supervisor support, the 10% that disagreed cited that they did not receive support for publishing their work in accredited journals and were supervised by people with inadequate understanding of their work. This situation forced millennials to depend on universities to review their work.

Supervisors without the necessary skills and competence to lead millennials with scarce skills may result in poor supervision. This situation may hamper service delivery. It is important that accounting officers appoint staff with relevant skills and competencies to hold supervisory roles. This is significant to the retention of employees as illustrated by the narrative from Participant 1 who indicated that she was considering resigning because of poor supervisory support probably because they were not in the same professional field. This meant that she reported to a supervisor with inadequate understanding of her job responsibilities resulting in a misalignment and misfit between her and her supervisor resulting in a supervisory void.

7.2.2 Objective 2: To determine the job satisfaction needs of millennial employees with scarce skills in the economic cluster departments

According to figure 6.7, 80% participants affirmed that the level of professional development at the EC is satisfactory. This level of commitment is thus making millennials feel indebted to their organisations because of the professional development they received. Participants also indicated that they are awarded bursaries and courses to develop their skills. In addition, they confirmed that their institutions helped them pay registration fees to their professional bodies to facilitate career development. This is a positive finding that should enhance the retention of the millennial employees.

Notwithstanding, the other 20% of participants painted a different picture. They indicated that they always struggled to find opportunities to attend conferences and courses. Their institutions were not offering opportunities for professional development. They were unable to attend any courses or conferences relevant to their work. In addition, they indicated that some of the courses they attended were irrelevant to their work.

Various scholars have provided evidence that millennials become satisfied when institutions offer them opportunities for training and development (Zaharee, Lipkie, Mehlman & Neylon, 2018:52). Van Dyk and Coetzee (2012:2) suggest that training and development, together with learning opportunities, offers employees opportunities for improvement and increases their self-confidence, commitment, and positive psychological well-being. Letchmiah and Thomas (2017:3) contend that employees with scarce skills are appreciative and less inclined to leave when organisations invest in their training and skills development.

The empirical data showed that 40% of the participants agreed that they were recognised and rewarded for their good performance, while 50% disagreed, and 10% remained neutral. Those who agreed mentioned that they were being paid performance bonuses for their hard work, and they felt rewarded for assuming supervisory roles in their respective organisations. However, the fact that the other 60% did not affirm that recognition and rewards were present is an indication that the practice was inadequate.

The literature review revealed that millennials seek appreciation for their good performance, otherwise they become demoralised. Das and Baruah (2013:11) assert that employees become loyal to their organisations when their bosses, team members, colleagues, and customers appreciate them. Moreover, when employees are appreciated, they become motivated, and their productivity and morale improve, which impacts service delivery positively. Likewise, Masri and Abubakr (2019:130) affirm that employees always need recognition from their supervisors, colleagues, family members, and customers, irrespective of their job position or level.

Amoatema and Kyeremeh (2016:47) assert that employee recognition is vital because it produces a pleasant working environment in which employees are more dedicated to their work and excel in their performance. A workplace without rewards is demotivating and makes employees lack innovativeness and dedication to their work.

The empirical data indicated that 70% of participants agreed that they felt satisfied and motivated with the mandate that they were pursuing. It is through service delivery to

communities that they provided food security and improved their livelihoods. This was their passion that created joy and inspiration. In the narratives, participants indicated that they were free to decide how they implemented community projects, to redesign their job functions to meet their organisation's objectives and they received support from their supervisor while doing this.

This is a positive finding supported by literature. Ivanović and Ivančević (2019:56) assert that employees become satisfied when the work meets their longing and is consistent with their expectations and values. Andrade and Westover (2018:287) confirm that satisfied employees are more productive at work and deliver highly exceptional performances that improve institutions' competitiveness and success.

On the other hand, participants linked discouragement and disempowerment to an inability to put their skills into practice. This was in instances where the EC outsourced blood testing services to private laboratories, which they were capable of doing. However, the EC was not compliant with SANAS requirements, which require that public service laboratories should have capacity to provide such services by ensuring that all vacancies are filled and to provide back-up electricity generators and a virus-free laboratory.

Although 70% of participants claimed that they were satisfied and motivated in pursuing their mandate in the EC, 30% disagreed, citing that they were demotivated because the EC outsourced work to the private sector. Dhanpat et al., (2017:5) assert that whenever employees lack opportunities to put their skills to work, they become dissatisfied and start looking for better and more stimulating workplaces outside their organisations.

7.2.3 Objective 3: To examine whether work conditions have an impact on the high turnover of millennial employees with scarce skills

In the narratives, the participants pointed out that their growth was being impeded by the unavailability of required resources; hence, the working conditions were limiting. Under-resourced working conditions means that the millennials cannot compete with their counterparts in the private sector. Millennial employees find it challenging to work in an environment wherein supervisors do not provide resources required to perform their

tasks. This situation affects them negatively because they cannot improve their competencies to remain as current and relevant as their colleagues in other provinces and in the private sector. The participants alluded to the issue already discussed in the preceding section, relating to the absence of opportunities for advancement and personal growth caused by hierarchical dissimilarities within the broader public service. For instance, they mentioned that certain provinces have veterinary services at a Chief Directorate level, while the Limpopo Province is still at a Directorate level only. Such structural inequalities in the public service prohibit advancement opportunities, particularly considering that the accountability of veterinary services in all provinces is the same.

Poor working conditions played a critical role in influencing millennials with scarce skills to resign. In the narratives, some participants indicated that they operated in a dilapidated building without air conditioning and decrepit office furniture. Al Mamun and Hasan (2017:66) assert that employees find it difficult to continue working in low-grade work environments without basic facilities such as proper lighting and natural lighting, drinking water, ventilation and a functioning air conditioning system, open spaces, restrooms, proper furniture, and safety equipment while performing hazardous work.

Based on the narratives presented in Chapter 6, work motivation was mentioned in relation to the none availability of resources to implement tasks. Participants felt demotivated due to insufficient funds to run projects. As employees, they made personal efforts to secure funds from external sources to perform their work. Some projects failed due to poor funding and insufficient planning.

The literature showed that poor funding of projects leads to frustrations and demotivation among workers (Andrade & Westover, 2018:287, Masango & Mpofu, 2013:886). According to empirical data, employees considered this situation as neglect on the part of EC, a form of abandonment of employees. Accordingly, millennials are concerned about the availability of a conducive work environment that motivates and inspires, which is as a “flexible atmosphere where working experience is enjoyable and resources are adequately provided” (Kossivi, Xu & Kalgora, 2016:264).

The empirical data shows that 60% of participants indicated that their work was stressful. The stress is triggered by poor attention received from management regarding employee welfare and the unavailability of budgets for trips to project sites which results in a failure to meet planned performance targets and to provide a report at the end of the period. The participants narrated that they received limited management buy-in to support their research projects and were overburdened with the workload from colleagues who had terminated their services resulting in burnout. Moreover, they work on multimillion rand projects involving many stakeholders, therefore, poor output can have significant repercussions. Furthermore, participants narrated that working on these projects was risky and stressful, as communities could disrupt the projects before completion.

Mabuza and Proches (2014:644) assert that employees can become frustrated and dissatisfied by a workload that is more or less than their capacity. Van Dyk and Coetzee (2012:1) concur that turnover adds to the workload and demand on existing employees, causing overwork and burnout to existing staff which has the potential to cause further turnover.

On whether teamwork existed in the EC, 57% agreed, 28% disagreed and 14% remained neutral. Those who agreed mentioned that the nature of their work demanded that they work in teams; hence, they successfully tackled difficult challenges together. Notwithstanding 28% disagreed, arguing that although they shared the same office block with their supervisors, they could not collaborate because they hardly held meetings. Supervisors' inability to collaborate with their subordinates despite sharing the same office block leaves much to be desired. This raises other concerns such as poor coordination of activities between supervisors and subordinates which may negatively affect service delivery. Chaudhuri et al., (2012:61) and Holmberg-Wright et al., (2017:18) advise that millennials tackle tasks through collective intelligence, a form of collaboration.

Various scholars have provided evidence that millennials prefer teamwork. For instance, Myers and Sadaghiani (2010:230) suggest that millennials prefer teamwork compared to previous generations because teamwork empowers them to become actively involved, and fully committed; it improves their innovation and productivity. The fact that millennial

employees were raised in group learning, sports teams, and standardised testing, enables them to easily translate this culture into their work environment (Smith & Nichols 2015:41).

Millennials in the EC prefer work-life balance. This is depicted in Figure 6.12, which shows that 50% of millennials regard working from home and at the offices as the way to go. The other 50% of millennials indicated that they prefer working from the office because many things distract them at home, such as kids making noise, and someone cutting the grass, and they are always eating and sleeping. The fact that millennials prefer work-life balance is a move away from previous generations, particularly the Silent Generation and BBs, who made work their life and anything secondary. It is a challenge to management who is accustomed to the office and seeing employees around them, believing that being at work means performing work. In contrast, work can be done anytime and anywhere (Kahn & Louw 2016:747).

7.2.4 Objective 4: To determine the job expectations of millennials with scarce skills

From the data collected, millennials cited low remuneration as one of the main reasons for resigning: Participants reflected that they want to be paid a competitive remuneration (extrinsic). They observed that they were paid less than the work they perform. Throughout the narratives, the participants kept citing poor remunerations as a main source of dissatisfaction. For instance, the fact that millennials can reach the ceiling too quickly was a worrisome situation. They suggested that the provision of diverse career paths with several notches in salary scales that allow for a yearly increase in salary may reduce intentions to leave the institutions. Without such a strategy, millennials are compelled to compare their remuneration with those in other institutions and the private sector.

A review of the literature underscored the importance of a fair and competitive pay structure. Jauhar, Ting, and Abdul Rahim (2017:429) contend that employees will stay with their organisation when they think they are remunerated for their efforts, capabilities,

performance, and contributions. Nigam (2015:15) concurs and states that millennial employees do not stay in an organisation if compensation is not competitively matched. Al Mamun et al., (2017: 66) reiterate this and assert that millennials leave due to low salaries and insufficient financial rewards. Letchmiah and Thomas (2017:3) confirm that employees see the potential to grow within institutions when they feel equitably remunerated.

In accordance with Adam's equity theory, employees assess the fairness of their compensation by comparing it with those of others (Reddy, 2020:20). The theory further suggests that employees become demotivated once they perceive that their inputs are more significant than their outputs, thus causing disequilibrium. Once employees perceive that their outputs are lower than those of their equal peers, they become demotivated and unproductive at work (Seniwoliba & Nchorbuno, 2013:235). To balance the status quo, employees may reduce their input, have a negative and disruptive attitude, resign, or start looking for job opportunities outside their institutions (Bell & Martin, 2012:110).

The data shows that millennial employees want the mentorship programme to be revived and improved because while they had academic knowledge, they needed practical experience to accelerate their transition and advancement in the workplace, which could be provided by the older generation, particularly Baby Boomers, with institutional memory and vast experience. They felt that the mentorship programmes could be improved by ensuring that supervisors were paid incentives for transferring skills to millennial employees.

Literature has shown that mentorship provides millennial employees with higher job satisfaction, increased productivity, promotions, career development, institutional commitment, and socialisation as well as lower turnover intention (Naim & Lenka, 2017:316; Maynard-Patrick & Baugh, 2019:620). The literature further revealed that mentorship learning provides millennial employees with positive outcomes such as increased job performance and improved employee quality of work, which in turn creates a positive relationship with career success and increased interpersonal relationships (Gong, Chen & Yang, 2014:490). Research also shows that millennial employees prefer

mentors and coaches to guide them to their full potential (Meola, 2016:298; Holmberg-Wright et al., 2017:18). Moreover, millennial employees prefer mentoring because it allows them to continuously develop new skills and remain relevant to the labour market (De Hauw & De Vos, 2010:294). This view is in alignment with the objective of mentoring, which seeks to develop and train younger mentees to reach their full potential in workplaces (Maynard-Patrick & Baugh, 2019:619; Naim & Lenka, 2017:316; Ukeni & Kae, 2017:3). Moreover, millennial employees also find mentoring appealing as they continuously seek learning, feedback, and informational support (Naim & Lenka, 2017:315). Ukena and Kae (2017:3) concur that millennial employees find institutions that support mentorship appealing because they view those places as making commitments to develop millennial employees.

Results from the empirical data showed that 60% of participants in the EC agreed that they received feedback from their managers, while 10% disagreed, and 30% remained neutral. Those who agreed highlighted that their supervisors reviewed their work. This is a positive finding since it denotes that supervisors were instilling confidence in the lives of millennial employees and consequently boosting their morale. Above all, it aids in the avoidance of mistakes during work performances.

Notwithstanding those who assented to satisfactory feedback, 10% of the participants mentioned that they prefer to have more regular feedback from supervisors. Based on the narratives collected, this was attributed to some supervisors coming from unrelated disciplines to their subordinates. Millennials found such situations inhibitive of efficient feedback.

According to the literature review, millennials find feedback to be a huge motivating factor for their personal satisfaction while also enabling them to achieve institutional goals (Meola, 2016:298; Mustica et al., 2018:39). Additionally, millennials regard feedback as an integral part of their lives for several reasons. Thompson and Gregory (2012:241) suggest that millennials have developed a sense of entitlement, and when feedback is not given, they think that something is wrong. Gordon (2010:394) concurs that millennials always want regular feedback on how they are doing rather than being informed about

their failings at the end of a period. Similarly, Sandhya and Kumar (2011:1781) contend that employees use feedback as a barometer to assess their performance and identify their areas for improvement. Millennials prefer feedback to increase their self-esteem in the workplace. Hershatter et al., (2010:218) agree that feedback provides millennials with the assurance that they are doing things right. Similarly, the research conducted by Hannus (2016) on traits of the millennial generation, motivation, and leadership, found feedback to be the single-most important driver for millennial motivation (Hannus, 2016:29). In addition, Al-Ghamdi (2017:39) has also shown a link between feedback and motivation showing that feedback make learners aware, engaged and committed to their work. Lastly and in contrast, Thompson (2012:241) asserts that the absence of feedback is detrimental to millennials, as they view the absence of feedback as though something is going wrong.

7.2.5 Objective 5: To investigate measures used by the EC to retain millennial employee with scarce skills

The empirical findings show that 90% of millennial employees in the EC confirmed that they are permitted to make decisions independently, especially in area that affected their work. Thus, they found this level of flexibility empowering. The fact that the EC allows millennials to make decisions on their own work is a positive step.

García, Gonzales-Miranda, Gallo, and Roman-Calderon (2018:381) support this view by showing a positive link between millennials' involvement in decision-making and job satisfaction. They argue that millennials become satisfied when they participate in general decision making rather than only in specific aspects of their organisations. In other words, millennials feel a sense of belonging when they participate in strategic planning and policymaking; as such, they become more motivated and their productivity increases.

Mambula, Francis, and Oaya (2021:29) concur with the view that involving employees in decision making creates an enjoyable environment in which management and employees eagerly contribute to healthy relations.

From the empirical findings of this study, 60% of participants confirmed that the EC provided them with the tools of trade to perform their work. This is a positive finding. They mentioned that the availability of tools of trade made it easy for them to perform their work. These tools included a Global Positioning System (GPS), which they used to navigate and find the coordinates of the plant species they were researching; they had laptops, work cellular phones, subsidised motor vehicles, surveyor equipment, and drones to conduct surveys from the air, designing tools, among others.

Notwithstanding, 30% of participants disagreed indicating that they could not perform their work in satisfactory manner because they lacked certain tools of trade such as primary healthcare equipment to perform their work. In some cases, the government was not procuring medicines for the treatment of animals which resulted in millennial employees finding themselves detached from the core function of their duties and relegated to only doing compliance duties such as vaccinating animals against controlled diseases. This frustrated them since they were limited to performing basic functions such as surveillance, monitoring, and compliance work. In view of this discussion, various scholars have shown their support for tools of trade. For instance, Rafiq, Aleem, Mordhah and Sajid (2021:1701) contend that employees become demoralised when they are not having tools of trade as they cannot perform their functions as expected. Similarly, Kurniawaty, Ramly and Ramlawati (2019:879) concur that tools of trade help improve productivity in the workplace. Singh and Jain (2013: 110) also concur that employers who invest in employees by providing them with the tools of trade empower these employees to be efficient in delivering the best performance to customers, the organisation, and the marketplace.

7.3 CONTRIBUTION TO THE BODY OF KNOWLEDGE

As explained in Chapter 2, Zhang (2016), identifies three categories that influence employee turnover: (1) **personal factors** consisting of individual growth and progression, individual development and recognition and rewards. (2) **institutional qualities** consisting of opportunities for professional development, motivation and job satisfaction, supervisor communication, training and development, better work conditions, teamwork,

regular feedback from supervisors and mentorship. (3) **socio-economic factors:** consisting of money, less work stress, fair and competitive compensation, and work-life balance. These are complemented by data analysis as displayed in Table 6.1.

As posited in chapter one, this research presents a unique point of departure in studying the turnover of millennial employees by focusing on millennials with scarce skills. The research has demonstrated that millennials with scarce skills have a multitude of factors to consider which converge to influence their decision on whether to stay or leave their employers. There is need for institutions to find countermeasures that would keep them competitive enough to retain millennials with scarce skills and to efficiently deliver on their mandates. This thesis suggests a model that may serve as a guide for putting in place a strategy that would retain millennials with scarce skills.

Figure 7.1 presents the retention model, comprising a roof, which represents the leadership that guides the institution in achieving its strategic goals and providing effective services. The pillars represent the required elements that are needed to create a culture that would result in employee commitment to the institution and support retention. The foundation signifies the legislative framework that governs the institution. All these elements converge in an environment that represents the organisational culture.

This section explains how the different functions of the model operate to maximise employee retention.

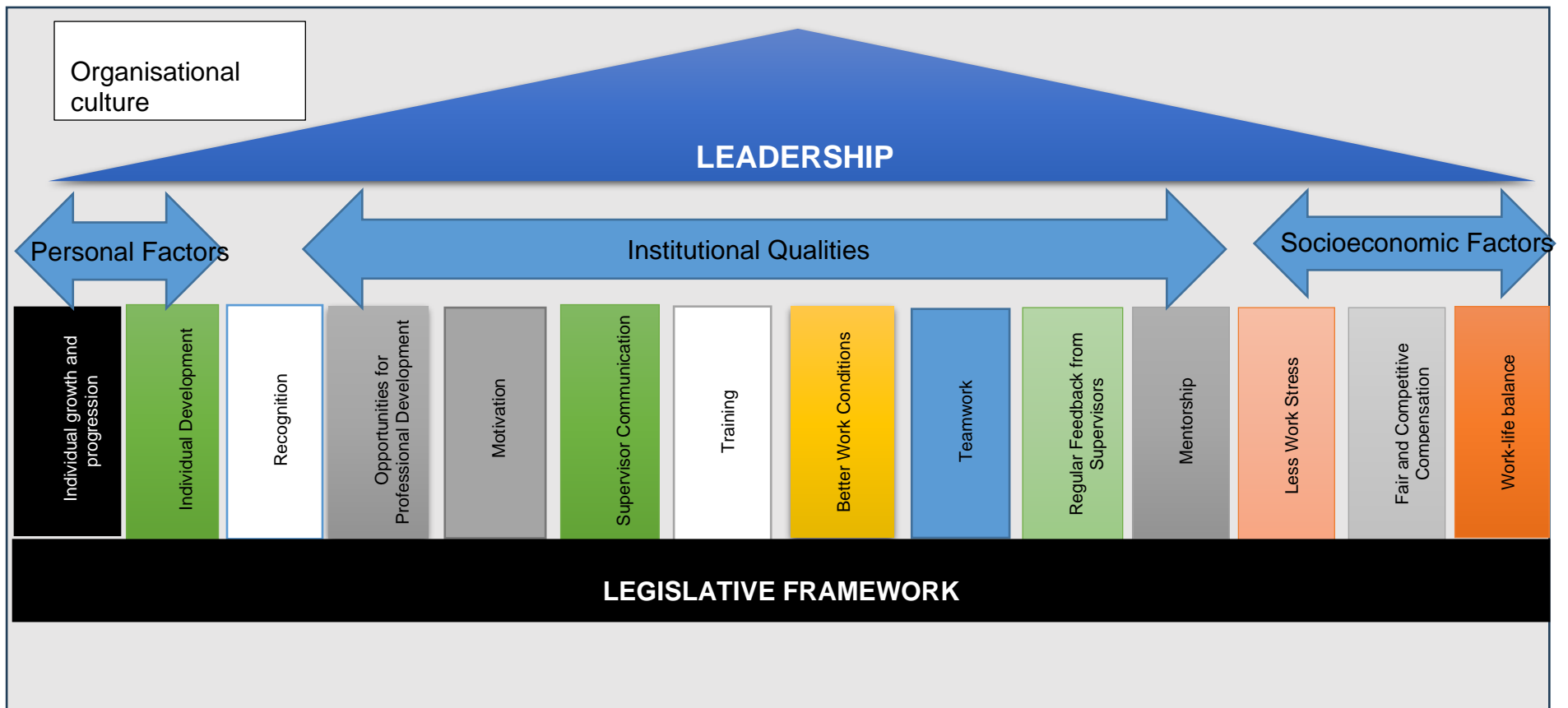


Figure 7.1: Retention of millennial employees with scarce skills

7.3.1 Legislative Framework

The legislative framework sets the parameters upon which public institutions should operate. This model posits that to achieve a satisfactory employee retention rate, the EC should fundamentally adhere to the legislative framework proposed by the Constitution of the Republic of South Africa and the public service regulations. The legislative framework provides the mandate, purpose, and functions as well as the service they must deliver to society. Section 195(1)(h) of the Constitution of the Republic of South Africa, 1996, clearly states that good human resources management (HRM) and the optimal development of human potential (Republic of South Africa 1996:1) should take place in a changed human resource (HR) culture (Republic of South Africa 1997). This requires a conducive institutional environment (Republic of South Africa 1995) for which line managers are responsible (Republic of South Africa 1997). In addition, the White Paper on Human Resource Management in the Public Service strives for an efficient and effective public service with diversity embedded in cultural backgrounds (RSA, 1997).

The legislative framework is the foundation of this model. The foundation ensures the stability of the institution. Section 195(1) of the Constitution states that public administration must be governed by the democratic values and principles enshrined in the Constitution including, among others, the following principles:

- a. A high standard of professional ethics must be promoted and maintained.
- b. Efficient, economical, and effective use of resources must be promoted.
- c. Public administration must be development oriented.
- d. Services must be provided impartially, fairly, equitably and without bias.
- e. People's needs must be responded to, and the public must be encouraged to participate in policymaking.
- f. Public administration must be accountable.
- g. Good human resource management and career-development practices, to maximise human potential, must be cultivated.
- h. Public administration must be broadly representative of the South African people, with employment and personnel management practices based on

ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.

The last point (h) speaks directly to this research because millennial employees are part of the EC workforce. As such they too need to be considered for appointment when positions are advertised. Appointing millennials with scarce skills in higher vacant posts would not only translate into their career growth, it will also strengthen the organisational effectiveness in delivering quality services to the citizenry.

Section 1.1.1 of the White Paper on Human Resource Management in the Public Service 1998 provides that a professional and impartial public service, that is representative of all sections of society, is essential for effective government and the achievement of South Africa's democratic, economic, and social goals. Based on this section, the public service should transform from its old ways of appointing people using race, gender, and age. The appointment of millennials with scarce skills in managerial positions would transform the public service.

The Batho Pele White Paper 1997 argues for the institutionalisation of systems and processes that are people centric. Again, with this piece of legislation, the emphasis is on the effectiveness of public servants that are efficient in delivering quality services to the citizenry. Millennials want to work for organisations that support collaboration and teamwork because through teamwork, they become efficient in tackling projects. The White Paper on the Transformation of Public Service (1995) supports the transformation of the service and the effective delivery of services. According to section 13.1 of the White Paper on the Transformation of Public Service, HRD is regarded as one of the capacity building blocks for good governance which would also translate into quality services for the citizenry. This is a strength for millennials with scarce skills because they want to work for organisations that provide opportunities for professional development.

The Public Service Act of 1994 (as amended), together with its regulations, makes provision for the MPSA to provide norms and standards for service delivery within the public service. The introduction of the National Development Plan (NDP) Vision 2030

requires the DPSA to implement and coordinate interventions aimed at achieving a capable and developmental state. Again, with this intervention, employees become motivated and satisfied to work for organisations that develop them through courses that are relevant to their work. The legislative framework serves as the guiding principle that not only governs the functions and operations of the organisation but also directs the ethical and moral behavior of employees, including the organisation's relationship with external stakeholders. Millennials want to work for organisations that promote transparency; therefore, they expect supervisors' support, open communication, and regular feedback.

7.3.2 Leadership

In the retention of millennial employees with scarce skills model, the leadership function is illustrated with a roof because it is through leadership that an institution accomplishes its strategic goals and determines the organisational norms and values. As mentioned, leadership has numerous definitions. The most relevant definition of leadership, in the context of this study, is by Lim, Loo and Lee (2017:29) who define it as "a process of influencing others to perform certain tasks to accomplish a defined organisational goal." Based on this definition, organisational leadership plays a critical role in helping organisations achieve their strategic objectives. The process of influencing others involves communicating ideas, gaining acceptance of them, and motivating them to support and implement the ideas of the organisation (Lussier & Achua, 2016). This research highlights three types of leadership approaches used by organisations: transformational, transactional, and African leadership styles.

7.3.2.1 Transformational leadership

Reza (2019:120) defines transformational leadership as "the leader moving the followers beyond immediate self-interests through idealised influence (charisma), inspiration, intellectual stimulation, or individualised consideration". Enoch and Van der Westhuizen (2022:3) contend that transformational leadership is a "phenomenon that allows individuals to redefine their mission and vision, renew their commitment, and restructure

their process to achieve their goals. It is a mutually stimulating and elevating interaction that transforms followers into leaders and may also transform leaders into moral agents". From the definition of transformational leadership as proposed by Reza (2019:120), transformational leadership contains four main dimensions: idealized/inspirational motivation, intellectual stimulation, and individualised consideration (Agyemang, Boateng & Dzandu, 2017:486). With idealised influence/inspirational motivation, leaders inspire their followers to go beyond self-interest for the good of the group; they provide reassurance that followers will overcome obstacles, instil confidence in their followers to achieve and execute goals and tasks, and speak positively about the future (Agyemang, Boateng & Dzandu, 2017:487). With intellectual stimulation, leaders encourage intelligence, rationality, and careful problem solving. Leaders provide a framework for followers to become creative and connect to the leader, the organisation, each other, and the goal of the organisation (Hamad, 2015:2). With intellectual stimulation, leaders seek differing perspectives when solving problems, and they suggest new ways of examining how to complete tasks and encourage new ways of doing things (Reza, 2019:121).

Finally, with individualised consideration, leaders treat their followers as individuals and not just members of a group. Leaders spend time training and coaching, helping followers develop their strengths, and paying attention to their concerns (Reza, 2019:121). Hamad (2015:3) suggests that with transformational leadership, leaders ensure that followers receive individual support to achieve their self-worth. Hamad also contends that leaders become mentors and coaches in leading their followers to achieve targets.

Transformational leaders are selfless, and they intellectually stimulate their followers to become more innovative. Additionally, they pay attention to the developmental needs of their followers through knowledge sharing (Agyemang, Boateng & Dzandu, 2017:486). Hamad (2015:2) concurs that the transformational theory is all about developing followers to improve their performance above expectation. Millennials, therefore, desire transformational leadership because they create an organisational culture that provides mentorship, motivation, development, and participation in the decision-making processes of the institution.

7.3.2.2 Transactional leadership

Dartey-Baah (2014:206) defines transactional leadership as “leadership based on the attainment of mutual benefit by leaders and followers through an exchange process”. Transactional theorists believe that followers become motivated through reward and punishment; as such, employees find supervision of this kind unappealing because they are not motivated to give anything beyond what is specified in their job descriptions.

The transactional leadership style is more concerned with leaders seeking compliance from followers with the use of both rewards and punishment. Leaders focus on compliance by prioritising and monitoring work standards, and they use authority and power to achieve their goals (Brown, Brown & Nandedkar, 2019:12). Specchia, Cozzolino, Carini, Di Pilla, Galletti, Ricciardi and Damiani (2021:2) assert that this leadership is characterised by features like lack of growth, rigidity and controlling subordinates. This is in contrast with transformational leaders who motivate and inspire their followers to achieve extraordinary outcomes while simultaneously developing their follower’s leadership potential to grow (Brown, Brown & Nandedkar, 2019:12). In short, millennials find this kind of leadership uninspiring because it is rigid and does not provide a work environment that accommodates their aspirations, needs and expectations.

7.3.2.3 African leadership

African leadership is emerging from the postcolonial era, where it was shackled by Western leadership philosophies and traditions. Abrahams (2021:36) suggests that the time has come for the African continent to emerge from Western leadership philosophies and stand on its feet by adopting leadership skills that would address the African leadership crisis. She further suggests that African leadership is characterised by the following qualities: it is proactive, has a unique value of ubuntu, inspires and motivates, has two-way communication, has mutual trust, is compassionate, is honest and transparent and is highly accountable (Abraham, 2021:36). Additionally, Enoch and Van der Westhuizen (2022:3) assert that South Africa adopted the African leadership style

because of its culture that embraces self-respect, people satisfaction, partnerships and joint entity functioning.

African leadership should take centre stage in public institutions because it was practised before South Africa was colonised. This thesis suggests a blend of African and transformational leadership that would not only transform the public service and EC, but also empower millennials to become leaders that would make a difference in the environments in which they find themselves.

7.3.3 Organisational culture

According to Letchmiah and Thomas (2017:2), organisational culture, which is referred to as institutional qualities in the model, is a system of shared values and norms. Similarly, Remijus et al., (2019:85) suggest that organisational culture is a “system of shared basic assumption, values, and beliefs, which governs how people behave in organisations”. Nikpour (2017:66) posits that organisational culture “is a pattern of shared basic assumption”. In other words, organisational culture can be defined as a system that directs how employers and employees share their basic assumptions, values, and beliefs in an institution with the outcome of bringing positive behaviour.

Millennials want to work for organisations that subscribe to norms and values that breakdown racial and gender barriers and promote solidarity because they want to work for organisations that provide career progression, continuous training, and development. They want employers who offer mentorship opportunities, and they thrive in organisations that celebrate diversity and inclusiveness (Rampen, Pangemanan & Mandagi, 2023:672).

Al Mamun and Hassan (2017:66) suggest that a well-developed organisational culture stimulates employee retention. In other words, organisational culture is significant in influencing retention positively, especially when it appeals to the norms and values of employees (Letchmiah & Thomas, 2017: 2; Remijus, Chinedu, Maduka & Ngige, 2019:85; Zaharee, Lipkie, Mehlman & Neylon, 2018: 53). The more organisational culture is appealing and attractive to employees, the more retention increases. Organisational culture is also critical for increasing commitment, consistency, and engaged employees

(Martins & Coetzee, 2007:21). In addition, Sadri, and Lees (2001:856) suggest that a positive culture is beneficial to employees in various ways. First, when workers associate with their organisational culture, the work environment becomes pleasurable. Consequently, the levels of confidence, teamwork, information sharing, and openness of ideas increase. Secondly, the free flow of information in the institution and employee interaction trigger learning and constant development. Lastly, organisational culture supports the attraction and retention of top talent in the organisation.

Slater, Olson, and Finnegan (2011:229) have shown a positive correlation between culture and the efficiency of organisations by suggesting that culture becomes advantageous when it allows organisations to implement its objectives more effectively and efficiently. They also contend that there are two kinds of tensions that compete in organisations: internal vs. external orientation and the need for control vs the need for flexibility. As such, these two-dimensional characters produce four cultures in organisations: clan, adhocracy, market, and hierarchy cultures.

Van der Westhuizen (2021:457) suggests that a transformed workplace is needed where peoples' voices can be heard, and different perspectives can be debated and respected. There must be sufficient levels of trust and space for people to present their views, resentments, and aspirations. The transformed work environment needs to solve differences of opinions, new views must emerge, new policies formulated and in one accord, employees need to change the course of history by embarking on a path that provides equality, justice, peace, and happiness for all citizens. The clan and adhocracy culture should be considered as foundation to this transformed workplace that millennials prefer over a typical bureaucratic organisational culture which prevails in public institutions.

The model presents 14 qualities that need to be implemented to achieve a satisfactory employee retention rate. These qualities are presented in the order of the conceptual framework adopted for this study. The model posits that the EC should pay attention to personal, institutional, and socioeconomic qualities.

7.3.3.1 Personal factors

There is a wide range of personal factors that can influence turnover. These have been identified to include personal growth, personal health condition, work-life balance, age, the desire to pursue new challenges, the desire to start a new business venture and relocating to a family home far from the workplace (Zhang, 2016).

This shows that an individual's decision to leave employment may be personal and not necessarily directly influenced by the institution. Employees who are committed to the organisation are less likely to have turnover intentions. This rationale is based on the assumption that if an employee's commitment is affective, he/she will stay "with the organisation because they want to". Normative commitment is a driving force. This implies that the longer the employee stays with the organisation, gaining transferable skills and valuable experience, the more he/she is inclined to remain with the organisation (Babajid & Onabanjo, 2010).

7.3.3.1.1 Individual growth and progression

Individual growth and progression are an important pillar for millennial employee retention. This view is articulated in Herzberg 's motivational factors, that employees become motivated to perform well when they are provided with opportunities to grow and advance in their careers. The literature points to the fact that millennial employees expect growth and progression to stay longer in their careers (Appanah & Pillay,2020:20). Alshmemri, Shahwan-Akl and Maude (2017:14) concur that allowing individual growth and progression in an organisation enhances employee's tenure in organisations, for example it offers employees opportunities to develop professionally, gain new knowledge, learn new skills, and undergo training in new techniques. This means that when millennials stay long in organisations, turnover decreases.

7.3.3.1.2 Individual development

The literature posits that when institutions invest in employee development, it empowers them to grow (Khosa, Rehman, Asad, Bilal, Hussain & Scholars 2015:57). Millennials

view training and development to be significant in the workplace in two ways: it improves their skills and abilities whilst performing their work, and increases their job satisfaction (Fauzi, Ahmad & Gelaidan, 2013:645). Wamundila and Ngulube (2011:4) concur that training and development enable employees to perform their work better. Similarly, Kahn and Louw (2016:745) suggest that human resource development (HRD) in institutions is critical in empowering employees to become efficient in managing institutional resources.

7.3.3.2 Institutional qualities

This section focuses on qualities that the institution provides to promote the retention of millennial employees.

7.3.3.2.1 Recognition and rewards

Literature posits that non-monetary rewards such as employee recognition (intrinsic) are important in motivating employees to improve their performance (Tessema, Ready & Embaye, 2013:3). Therefore, a system that recognises achievements and performance improvements gained by millennial employees is likely to create commitment to the EC.

7.3.3.2.2 Individual opportunities for professional development

An organisation that cannot improve employees' skills and abilities or cannot provide sustainable development opportunities for employees will find it difficult to retain good employees for a long time (Zhang 2016). Therefore, the EC should establish an individual career management system so that millennial employees with scarce skills can get long-term professional development which will result in a 'win-win' situation between the EC and employees.

Keeping millennial employees connected to technology is another retention strategy which employers can use. This is because millennials regard technology as part of their inner fabric. They live and dream technology, as such they cannot do anything outside of technology. Thompson and Gregory (2012:242) assert that millennials use technology to perform work anywhere provided there is cell phone and internet connectivity. Other scholars agree with this view that millennials want to work for organisations that support

technology, as this helps them socialise with friends (Dechawatanapaisal, 2020:62) and enables them to collaborate with the people around them (Farrell & Hurt, 2014:51).

Opportunities for personal development should not only focus on improving the overall efficiency of the institution, but also improve employee personal benefits and their work conditions to improve their efficiency.

The EC should also invest in technology because this is one of the expectations millennial employees anticipate from a working environment. Providing millennial employees with internet and a cell phone allowance will improve the retention of millennial employees in EC. This is because millennials are constantly in contact on digital platforms.

7.3.3.2.3 Motivation and job satisfaction

Literature reveals that millennial employees are satisfied when the work meets their basic needs and is consistent with their expectations (Ivanović & Ivančević, 2019:56). Research further revealed that employees with high job satisfaction have positive attitudes toward their jobs, while dissatisfied employees have negative attitudes toward their job (Masango & Mpofo, 2013:886).

7.3.3.2.4 Supervisor communication

Millennial employees prefer a more open and interpersonal relationship with their management, with the knowledge that such managers care (Smith & Nichols, 2015:41; Hall, 2016:37; Myers & Sadaghiani, 2010:229; Hershatter & Epstein, 2010:219). In addition, they expect this relationship to be similar to the close relationship they had with their parents and teachers (Hall, 2016:37). The literature posits that millennials are collaborators and, as such, prefer open communication to share opinions (Gordon & Hartman, 2009:119). As such, they become motivated when they have meaningful relationships with their superiors (Mustica, Cates, & Jackson (2018:38). Research has also shown that effective communication makes employees feel valued and part of the organisation (Bin & Shmailan, 2015:5). The research conducted by Letchmiah and Thomas in 2017 on the reasons for the retention of high-potential employees in a

development finance company in South Africa found open communication to play a significant role in encouraging employees to remain with their employers (Letchmiah & Thomas 2017:4). Similarly, Schiller and Cui (2010:38) concur suggesting that open communication increases employee loyalty and job satisfaction and promotes a culture of sharing information and knowledge among workers. From this finding, it is observable that millennial employees prefer to work for organisations that promote communication. Supervisors could improve communication in the EC by having monthly staff meetings with their supervisees and by disseminating policies and circulars that affect their supervisees' performance. The EC could also improve communication by ensuring that supervisors and supervisees sign performance agreements at the beginning of each financial year. This will ensure that supervisors and supervisees plan and agree on achievable targets together.

7.3.3.2.5 Training and development

Research suggests that millennials prefer working for organisations that provide training and development mainly because training improves their skills and abilities to better perform their work (Dhanpat et al., 2018:4). It, subsequently, increases their job satisfaction (Fauzan, Ahmad & Gelaidan, 2013:645; Al Mamun & Hasan, 2017:64). Section 2(1)(ii) of Skills Development Act 97 of 1998 bids employers to provide public servants with opportunities to acquire new skills in the workplace. Lastly, training and development serves as a retention strategy used by institutions because employees develop greater commitment to their work and encouragement to stay longer in the organisation (Masibigiri & Nienaber, 2011:4; Al Mamun & Hasan, 2017:64). This means that training and development is an empowering process. It empowers employees to acquire new knowledge and skills to perform their work and empowers organisations by having efficient staff that is effective in achieving the organisation's strategic objectives.

7.3.3.2.6 Better working conditions

Research shows that millennial employees prefer working in a supportive environment as this makes them feel that supervisors value their contributions and care about their well-

being (Cassell 2017:146; Krishnan & Mary, 2012:1 & Sun, 2019:156). A supportive working environment reduces employee work-related stress and creates a sense of belonging (Dhanpat et al., 2018:4).

Research on the tools of trade suggests that employees who are equipped with adequate tools of trade are successful and find their work experience enjoyable (Singh & Jain 2013:110; Kossivi, Xu & Kalgora, 2016:264). Research has further revealed that the tools of trade help improve employee productivity (Kurniawaty, Ramly, & Ramlawati 2019:879). Singh and Jain (2013: 110) also suggest that employers who invest in employees by providing them with the tools of trade are empowering their employees to be efficient in delivering the best performance to customers, the organisation, and the marketplace.

7.3.3.2.7 Teamwork

According to Adam's equity theory employees are productive when they collaborate and work in groups (Emmanuel 2021:4). The literature review suggests that millennial employees are team-oriented and collaborative, and as such, they prefer working for organisations that support teamwork rather than working individually. As such, they find it easier to work in teams than individually because they were raised on sports teams, standardised testing, and group learning, and therefore, they find it easy to translate this culture into their work environments (Smith & Nichols, 2015:41). Research has also shown that teamwork makes millennial employees appreciate each other's contribution (Holmberg-Wright, Hribar & Tsegai, 2017:18). The literature also revealed that millennials prefer teamwork because independent work is unappealing to them (Thompson, 2011:46).

7.3.3.2.8 Regular feedback from supervisors

Literature suggests that millennial employees regard feedback as an integral part of their lives and find organisations that provide feedback appealing (George & Wallio, 2016:114; Gerard, 2019:368). Millennial employees regard feedback as an entitlement, and when feedback is not given, they think that something is amiss (Thompson & Gregory, 2012:241). Moreover, feedback is a huge motivating factor for their personal satisfaction

while also enabling them to reach institutional goals (Meola, 2016:298; Mustica et al., 2018:39). Gordon (2010:394) agrees that millennial employees always want regular feedback on how they are doing rather than being informed about their failings at the end of a period. Similarly, Sandhya and Kumar (2011:1781) concur that millennial employees use feedback as a barometer to assess their performance and identify their areas for improvement.

In addition, research also shows that millennial employees prefer feedback to increase their self-esteem in the workplace. Hershatter et al., (2010:218) agree that feedback provides millennial employees with the assurance that they are doing things right. The fact that the public service conducts assessment reviews twice a year should not stop supervisors from providing feedback monthly and quarterly. Supervisors should not wait for their subordinates to complain to have feedback sessions.

7.3.3.2.9 Mentorship

The literature suggests that mentorship provides millennial employees with higher job satisfaction, increased productivity, promotions, career development, institutional commitment, and socialisation as well as lower turnover intention (Naim & Lenka, 2017:316; Maynard-Patrick & Baugh, 2019:620). Furthermore, mentorship learning provides millennial employees with positive outcomes such as increased job performance and improved employee quality of work, which in turn creates a positive relationship with career success and increased interpersonal relationships (Gong, Chen & Yang, 2014:490). Millennial employees prefer mentoring because it allows them to continuously develop new skills and remain relevant in the labour market (Meola, 2016:298; Holmberg-Wright et al., 2017:18; De Hauw & De Vos, 2010:294). Moreover, millennial employees also find mentoring appealing as they continuously seek learning, feedback, and informational support (Naim & Lenka, 2017:315; Ukena and Kae,2017:3).

7.3.3.3 *Socio-economic factors*

This section presents the last three pillars that need to be in place to support a functional employee retention strategy.

7.3.3.3.1 Less work stress

Literature reveals that turnover increases the workload and demand on the remaining employees and causes further turnover (van Dyk & Coetzee, 2012:1; George & Wallio, 2015: 115; Komari and Sulistiowati, 2019:87). Van Dyk and Coetzee (2012:1) concur that turnover adds the workload and demand on existing employees and causes work overload and burnout to remaining staff. Dechawatanapaisal (2020:63) suggests that a good fit between employees and their institutions increases the attachment of said employees to their institutions, providing less stress, high satisfaction and commitment, better efficiency, and positive work behaviours, which lead to low turnover.

7.3.3.3.2 Fair and competitive compensation

It is generally expected that employees in any organisation hope to get a fair and competitive compensation. The literature suggests that an unattractive salary makes employees disengaged, demoralised and less committed to their work, thus causing further turnover (Mohlala et al., 2012:11). Literature points out that millennial employees resign if compensation is not competitively matched (Nigam 2015:15; Al Mamun et al., 2017:66; Dhanpat et al., 2018,13). Adams's equity theory, as advanced by Al-Zawahreh & Al-Madi (2012:160), contends that employees always compare their productivity or output to the compensation they receive from their employers. When they perceive that their outputs are higher than their compensation, they will take action to restore equity; failure thereof leads to employees leaving the organisation. Research has shown that compensation is a key determining factor in attracting and improving the commitment and retention of employees in organisations (Dhanpat et al., 2018:4).

7.3.3.3.3 Work-life-balance

Research shows that millennial employees regard work-life balance as one of their top priorities because they have seen their parents sacrifice their home life only to fall victim to downsizing (Smith & Nichols, 2015: 43; Gerard, 2019: 366). This also means that they are "less work-centric and more family-centric" (Campione, 2015:62).

Work-life balance is a challenge to management who are accustomed to the office and seeing employees around them; hence believing that being at work means performing work. In contrast, work can be done anytime and anywhere (Kahn & Louw, 2016:747).

7.4 SUMMARY

This chapter has deciphered important findings and lessons from the empirical data presented in Chapter 6, highlighting the critical factors that influence turnover at the EC. Through the findings, the research established that millennial employees with scarce skills at the EC seriously consider migrating to other institutions. The desire to remain at the EC is motivated by various factors that were grouped into three categories: personal, organisational, and social and economic factors.

The model portrays that the higher the harmony between the legislative framework, leadership, and institutional culture, the greater the chance of a high employee retention rate. When employees' personal and organisational goals are aligned, the likelihood of employees leaving the organisation is reduced.

The next chapter presents the recommendations, which are specific action areas that would redress the challenges faced by the EC in achieving a satisfactory millennial employees' retention rate.

CHAPTER 8: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

The previous chapter presented the main findings of the research and proposed a model that would improve the retention rate of millennial employees with scarce skills. This chapter presents recommendations that would address the specific challenges highlighted by the findings as presented in the empirical data of Chapter 6. The chapter then presents concluding remarks of the study.

The recommendations presented herein are aligned with the secondary objectives that the research set out to achieve. The secondary objectives endeavoured to address the following:

- To explore the factors that influence high turnover of millennial employees with scarce skills.
- To determine the job satisfaction needs of millennial employees with scarce skills in the economic cluster departments.
- To examine how work conditions impact millennial employees with scarce skills.
- To determine the job expectations of millennials with scarce skills.
- To investigate measures used by the EC to retain millennial employees with scarce skills.
- To present a functional model to retain millennial employees with scarce skills.

8.2 SUMMARY OF CHAPTERS

This section presents a brief overview of the chapters discussed in this thesis.

Chapter 1 presented a general introduction of the research study, providing a background to the thesis and the context in which the research was cast. It detailed the scope and motivation for the research, the problem statement, the research objectives and the research questions.

Chapter 2. This chapter discussed employee turnover and it offered a broader theoretical framework underpinning the concept of employee turnover in institutions. The purpose of this chapter was to offer a synthesis of what has been written on the topic with the goal of clarifying and positioning this research in the broader scope of the subject of employee turnover.

Chapter 3 discussed the concept of retaining millennial employees. It started by defining employee retention, and discussed various retention strategies such as organisational culture, compensation, supervisor support, employee participation in decision-making, training and development opportunities, work-life balance, and career development.

Chapter 4 discussed job satisfaction. The chapter discussed the factors causing job satisfaction such as open communication, millennial employees and technology, flexible working conditions, teamwork, mentoring, work-life balance, frequent feedback, career advancement opportunities, and training and development opportunities. The chapter also discussed the benefits of job satisfaction to employers, employees, and communities.

Chapter 5 presented the research design and methodology for this study. The design and methods used to conduct the research were discussed, including an overview of paradigms, the research approach, the research strategy, the research setting, sampling, the data collection instruments, and data analysis. The discussion included ethical considerations such as confidentiality, informed consent such as confidentiality and anonymity. The validity, reliability, and trustworthiness criteria in qualitative research were discussed.

Chapter 6 presented the data analysis and proceeded to make sense out of the data. This chapter included the detailed narratives made by research participants, and the analysis thereof to understand the participants' views. It described the participants' demographics in terms of gender, age, employment, years of experience, and academic qualifications.

Chapter 7 focussed on the findings and the contribution that this research study makes to the body of knowledge. It extracts meanings from chapter 6 and proceeds to construct findings emanating from the data analysis and interpretation of results.

Chapter 8 presents the summary, conclusions and recommendations on how to deal with high millennial employees' turnover challenges at the EC. It also highlights further research.

8.3 LIMITATIONS OF THE RESEARCH

Every research effort faces huddles that are difficult to surmount. The major limitation encountered by this research was the small sample size through which the inferences have been drawn. Renard and Snelgar (2016:10) emphasise that the qualitative research sample size is sufficient when the theoretical saturation level is reached. Nevertheless, the researcher admits that a larger sample would have allowed for a more meaningful interpretation. It is recommended that further research into understanding the factors that influencing turnover of millennials with scarce skills in organisations be carried out in other provinces in order to generalise the findings.

8.4 CONCLUSIONS

Prior to 1994, the labour laws in South Africa prevented blacks (Africans, Coloureds and Indians) from accessing high-quality jobs such as engineers, project coordinators, researchers, and technologists. Decent job opportunities were only reserved for whites, while Africans, Coloureds, and Indians were marginalised. After 1994, The African National Congress (ANC)-led government ushered in democracy with the view of undoing the injustices of the past. Section 195(1)(i) of the Constitution states that public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.

Arising from these policy dispensations, South Africa experienced an emergence of a young cadre of technically qualified young people who possess scarce technical skillsets.

Many are recruited into provincial government such as the EC in Limpopo Province. This research was conducted to investigate the reasons for the high turnover of these millennial employees with scarce skills. The research focused on the job satisfaction needs such as the employment conditions contributing to the turnover, how the EC met the job expectations of millennial employees and the measures that the EC implemented to retain millennial employees with scarce skills.

This research has established that millennial employees with scarce skills remain at the EC because of several reasons which were categorised into three main themes. These themes included personal, institutional, and social and economic factors.

The research contends that while the recruitment of millennials who possess the required competencies and capabilities will also address the challenge of high unemployment rate among youth at the EC, the retention of these employees should also be prioritised by human resources (HR). The research has also proposed a retention model that could be used to retain millennial employees at the EC.

8.5 RECOMMENDATIONS

The recommendations endeavours to address the findings stated in chapter 7.

8.5.1 Objective 1: To explore factors that influence high turnover of millennial employees with scarce skills

The findings indicate that millennials with scarce skills experienced difficulties with personal growth and progression at the EC because there were few positions that allowed for career progression.

It is recommended that HR should prioritise the filling of the scarce skills vacant posts on the organisational structure, and priority should be given to millennials who possess the required competencies and capabilities. Filling these positions would not only translate into optimal institutional performance but would also translate into the upwards mobility of these millennial employees into the higher echelon of the EC; such a move would be key in improving their morale, productivity, and retention. Furthermore, filling these

positions with millennial employees would ensure that these positions are filled by competent and qualified candidates.

The EC should develop a retention policy that would be used to counteroffer millennial employees who are attracted by other organisations by offering them better or similar notches offered by the organisations that attract them. The policy should also be flexible in allowing EC to pay millennial employees a higher notch than the one that is being offered by organisations that attracts them. Furthermore, the EC should, on an annual basis, pay millennial employees performance bonuses and pay progression, as this would make them feel that the EC values their contribution and cares about their well-being.

In addressing the challenge of outsourcing work to the private sector. It is suggested that millennials be empowered and equipped with the necessary skills to perform blood samples in-house. This would boost their morale and reduce the number of private sector/consultant contracts that take work away from the millennials.

8.5.2 Objective 2: To examine whether work conditions have an impact on the high turnover of millennial employees with scarce skills

Regarding working from home and office, it is suggested that the EC should adopt flexible work policies that allow millennial employees to work on a rotational basis as they value work-life balance. To achieve this, the EC should allow millennial employees to work 50% at the office and 50% at home. As a matter of fact, during the post COVID era, many organisations have allowed their staff to work from home on a few days per week.

8.5.3 Objective 3: To Determine the job Expectations of Millennials with Scarce Skills

According to the findings, millennial employees indicated that they resign because their pay is not commensurate with their job description. It is recommended that the EC pay millennials salaries that are on par with the market offering. This allows for a yearly increase in salary, which would prevent youth from leaving the institutions. This move would also avoid millennial employees from job hopping, as the salary across the public

sector industries would be the same. For the EC to attract millennial employees, there should be diverse career paths with more notches between salary bands, which allows for salary progress.

Secondly, it is recommended that the EC should implement a mentorship programme that should form part of the performance agreement of Baby Boomers managers with achievable targets. This would enable the EC to harvest and transfer skills to millennial employees. To operationalise this, Baby Boomers managers should have mentorship as a key performance area in their performance agreement, which would ensure that they play an active role in mentoring and transferring functional and institutional memory to millennial employees.

8.6 FURTHER RESEARCH

While this research focused on investigating the factors for high turnover of millennial employees with scarce skills at the EC, there are still large areas of unknown variables for future research. Future research can examine the turnover of millennial employees with scarce skills in the private sector, as turnover varies between the private and public sectors. Future research could also analyse the impact of millennial employee turnover specifically on service delivery.

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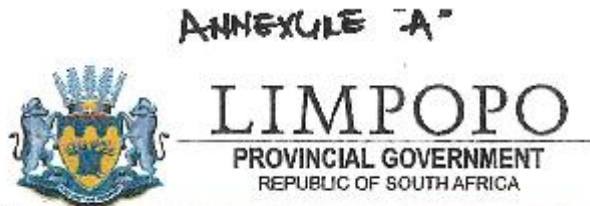
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Annexure A: Permission to conduct research: Public Works, Roads and Infrastructure



DEPARTMENT OF
**PUBLIC WORKS, ROADS
AND INFRASTRUCTURE**

Reference : 2/7/5/2
Enquiry : Molope KF
Date : 27 May 2021

Mr. Lotshokgohla MP

Email: letshokgohlamp@gmail.com

PERMISSION TO CONDUCT RESEARCH: HIGH TURNOVER OF YOUNG EMPLOYEES WITH SCARCE SKILLS AT THE LIMPOPO ECONOMIC CLUSTER DEPARTMENT, LETSHOKGOHLA MP STUENT NO: 7323174.

1. Your application to conduct research in the department bears reference.
2. Your proposal was forwarded to the Monitoring, Evaluation and Research unit under Strategic Management for assessment and it was concluded that:
 - Your proposal complies with the departmental research and development term of reference.
 - Your research sample covers Head Office.
 - You should complete a departmental declaration form within 5 working days upon receipt of this letter.
3. To complete the whole process, contact Ms. Molope KF at office No 6/4/6 during working hours between 07h30 to 16h30. (015-284 7385)

Regards,



HEAD OF DEPARTMENT
SEROKA D.T

28/05/2021

DATE

43 Church Street, Polokwane, 0399, Private Bag X2400, POLOKWANE, 0700
Tel: (015) 284 7001, (015) 284 7030 website: <http://www.dpw.limpopo.gov.za>

The heartland of Southern Africa - development is about people!

Annexure B: Permission to conduct research: Road Agency Limpopo

ANNEXURE "B"



Physical Address:
RAL Towers
26 Rabe Street
Polokwane
0700
Email: info@ral.co.za
Web: www.ral.co.za

Postal Address:
Roads Agency Limpopo
Private Bag 29554
Polokwane
0700
Tel: +27 15 284 4000
+27 15 291 4236

24th May 2021

Dear Mr. M. Letshokgohla

**LETTER OF AUTHORISATION TO CONDUCT RESEARCH AT ROADS
AGENCY LIMPOPO (RAL)**

This letter serves as an authorisation that Mr. Letshokgohla Moloko can conduct a research project entitled "High turnover of younger employees with scarce skills" at Roads Agency Limpopo (RAL) offices.

Upon review of your request, RAL is glad to offer you an opportunity to conduct the research in the organisation.

Kindly be informed that your research project will be supervised by the Engineering department.

If you have any concerns or require additional information, feel free to contact the RAL.

Yours faithfully,


GM Matuleke
Chief Executive Officer

Directors: Mr. M.S. Ruvalep (Chairperson), M. G.M. Matuleke (CEO), Ms. W.N.G. Moleko, Ms. T.M. Ramabulana,
Ms. M. Moloko, Mr. M.J. Fikukunisi, Ms. N.A. Molosi, Ms. S.R. Malwene, Adv. K.B. Moleko
Ms. T. Kekeme (Company Secretary)

Roads Agency Limpopo (SOCC) Ltd, Reg no. 2001/028632/09

Annexure C: Permission to conduct research: Limpopo Department of Agriculture and Rural Development



LIMPOPO
PROVINCIAL GOVERNMENT

DEPARTMENT OF AGRICULTURE AND RURAL DEVELOPMENT

Ref: 12R

Enquiries: Dr T. Raphulu

02 September 2021

Mr Letshokgohla M.P.
UNISA

RE: APPLICATION TO CARRY OUT RESEARCH UNDER THE DEPARTMENT OF AGRICULTURE & RURAL DEVELOPMENT

1. Your letter/email dated 01/09/2021 of request for permission to do research has reference.
2. Kindly take note that your request to conduct research titled *"HIGH TURNOVER OF YOUNG EMPLOYEES WITH SCARCE SKILLS AT THE LIMPOPO ECONOMIC CLUSTER DEPARTMENTS"*, has been granted. The permission to conduct research in the province is valid from 06 September 2021 to 31st March 2022.
3. The permission entails interviewing scarce skills officials aged 18-35 years such as Scientists, Engineers, Surveyors, State Veterinarians, Technologists, Auditors, Accountants, and Researchers in the province. You are required to contact the selected/scarce skills officials to brief them and request their participation in the study.
4. It is your responsibility, in conjunction with your institution, to ensure that all research activities carried out comply with the laws and regulations of South Africa, e.g. human subjects, copyright and intellectual property protection, and other regulations or laws, as appropriate.
5. The Research team is required to conform to lockdown regulations in order to mitigate the spread of COVID 19.
6. The Department is prepared to embark on any activity/retention strategies that could assist in keeping its scarce skills employees.
7. Kindly take note that you will be expected to hand over a copy of your final report to the Department for record purposes as well as for reporting. You may also be invited to share your findings in the Departmental Research Forum.
8. Hoping that you will find this in order.

Kind regards

Dr. T. Raphulu
Chairperson: Research Committee

02 / 09 / 21
Date

Annexure D: Permission to conduct research: Limpopo Department of Transport and Community Safety

ANNEXURE "D"



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
TRANSPORT AND COMMUNITY SAFETY

To: Ms Mulaudzi LJ
Acting HoD: Transport and Community Safety

Ref: S5/3
Enq: Matsena PJ
Ext : 8255

From: Mr Mtebule J
Director: HRM & D

**SUBJECT: REQUEST FOR AUTHORITY TO CONDUCT RESEARCH IN THE
DEPARTMENT: LETSHOKGOHLA MOLOKO STUDENT NO. 07323174**

1. PURPOSE

This memorandum seeks to request authority to conduct research within the Department of Transport and Community Safety by M Letshokgohla

2. BACKGROUND

Academics from different Universities are obliged to undertake research in different Institutions as part of their condition for completion of Doctoral. Human Resource Development (HRD) as the custodian of development and have drafted a policy that serves as a guideline for the academics intending to undertake research within Department. Researchers are therefore given an opportunity to conduct research on different aspects of their studies.

Letshokgohla M is currently studying with University of South Africa (UNISA) for the completion of his studies. He has requested to undertake research in the Department.

**SUBJECT: REQUEST FOR AUTHORITY TO CONDUCT RESEARCH IN THE
DEPARTMENT: LETSHOKGOHLA MOLOKO STUDENT NO. 07323174**

3. DISCUSSION

The research conducted in the Department will be used for academic purpose only. The researcher will conduct research titled *"High turnover of younger employees with scarce skills at the economic cluster Departments of the Limpopo Province"*. The researcher will be required upon receipt of an approval to fill in Departmental consent form before commencement of this research. This will ensure that the researcher understands that he has to treat without failure every finding with confidentiality and only use it for his academic purpose only and not share his findings for any reasons beyond the completion of studies.

4. PERSONNEL IMPLICATIONS

Officials in the Department will be requested to assist Letshokgohla M during office hours for filling of questionnaires to be conducted by the researcher for the purpose of the study.

5. FINANCIAL IMPLICATIONS

There will be no financial implications for the Department as the researcher has initiated to conduct the research.

6. COMMUNICATION IMPLICATIONS

Letshokgohla M will be informed as soon as an approval is granted.

7. LEGAL IMPLICATIONS

Legal actions will be taken if the researcher is found not following the code of conduct outlined in the HRD policy.

**SUBJECT: REQUEST FOR AUTHORITY TO CONDUCT RESEARCH IN THE
DEPARTMENT: LETSHOKGOHLA MOLOKO STUDENT NO. 07323174**

8. STRATEGIC FOCUS

To improve institutional capacity by 2020 through provision of quality administration support, government, fleet services, ICT and Corporate governance, sound financial management and procedures.

9. RISK MANAGEMENT PLAN

Attached consent form will be filled and signed before the commencement of the research.

10. ATTACHMENTS

- Consent forms
- A letter from Letshokgohla M

11. RECOMMENDATION/S

It is hereby recommended that Acting HoD approve that Letshokgohla M to conduct research within the Department.



Mr. Rasofate S.S
Deputy Director: HRD

Date: 03/08/2021

SUBJECT: REQUEST FOR AUTHORITY TO CONDUCT RESEARCH IN THE
DEPARTMENT: LETSHOKGOHLA MOLOKO STUDENT NO. 07323174

~~Recommended / not recommended and/or~~



Mr Jabu Mtebule

Director: HRM & D

Date: 02/06/2021

Recommended / ~~not recommended and/or~~

For approval



Mr Ngoako Mangona

CD: Corporate Services

Date: 07/06/2021

Approved / ~~Not Approved and/or~~



Ms Mulaudzi LJ

Acting HoD: Transport and Community Safety

Date: 2021/06/07



DEPARTMENT OF
TRANSPORT AND COMMUNITY SAFETY

RESEARCH CONSENT FORM

I/We Moloko Phineas Letshokogwila representing
the Organization/ Institution
UNISA hereby give(s) consent
that I/We shall abide by the Code of ethics for research as contained
in the Research Policy Document of the Department of Transport and
further undertake(s) to assure the Department that the purpose of this
research is in line with the objectives of the operational research
policy of the Department of Transport. I also undertake to share my
research findings with the Department of Transport.

Name of the Researcher: Moloko Phineas Letshokogwila
Signature: [Handwritten Signature]
Date: 08/06/2021

Annexure E: Permission to conduct research: Gateway Airports Authority Limited



Reg No: 2005/002762/09
P.O. Box 1306, Polokwane, Limpopo Province, RSA, 0799
Tel: 015 288 0122 Fax: 015 288 0125

Date: 06th September 2021

Enquiries: Mr M Latshekogola

Ref: GAAL Data 01/09/2021

TO WHOM IT MAY CONCERN

This is to confirm that Mr. Muboko Latshekogola with student number 7225174 was accepted at Gateway Airport Authority Limited to collect data for his studies.

Kindly note that you will find the above accurate.

Thank you


M. M. Muboko
Human Resources



Annexure F: Permission to conduct research: Limpopo Economic Development Agency

HEAD OFFICE
PO Box 760
Lebowakgomo
9737
Tel: +27 15 833 4700
www.leda.co.za

ANNEXURE "F"



Moloko Letshokgohla
letshokgohlap@gmail.com

10 May 2021

Ref: Permission to conduct research/1
Human Resource Department

LETTER OF AUTHORISATION TO CONDUCT RESEARCH AT LEDA

This letter serves as authorization of Mr Moloko Letshokgohla to conduct research project entitled "High turnover of younger employees with scarce skills" at LEDA offices.

Upon review of the request sent to LEDA by you, the human resource department is glad to offer you an opportunity to conduct the study in the organisation. All interviews, filed surveys, observations around the organisation and distribution of questionnaires are approved and will duly supervised by the human resource department.

If you have any concerns or require additional information, fee free to contact the department.

Yours faithfully

A handwritten signature in black ink, appearing to read "Mrs SN Maponya".

Mrs SN Maponya
Head: Human Resource
Contact: 015 633 4700

Registered address: Enterprise Development House, Main Road, Lebowakgomo, 9737, South Africa

Directors:

Mr FH Makwane (CEO) (non)
Ms CE Nkomo (Deputy Chairman) Mr W Mashaba (Chair) Mr M Ntsho (Mr NS Rastane) Ms H Magediso (CA/SR) Mr AC Chikane Mr JM Ruzhinda
Ms YR Makwane (CEO) Mr F Mapeta (CFO) Mr AB Makhane (Finance/COO)

Company Secretary: Ms C. Makwane

Annexure G: Ethical Clearance Certificate: University of South Africa

ANNEXURE G



**DEPARTMENT: PUBLIC ADMINISTRATION AND MANAGEMENT
RESEARCH ETHICS REVIEW COMMITTEE**

Date: 08 October 2021

PAW/2021/024 (Letshokgohla)
Name of applicant: Mr MP Letshokgohla
Student#: 7323174

Dear Mr Letshokgohla

Decision: Ethics Clearance Approval

Details of researcher:

Mr MP Letshokgohla, student#: 7323174, email: 7323174@mylife.unisa.ac.za, tel: 0837360756

Supervisor: S Kahn, staff#: 90121244, email: kahnsb@unisa.ac.za,

Research project: 'An analysis of turnover of younger employees with scarce skills in the economic sector cluster of departments of the Limpopo province'

Qualification: PhD – Public Administration

Thank you for the application for **research ethics clearance** submitted to the Department: Public Administration and Management: Research Ethics Review Committee, for the above mentioned study. Ethics approval is granted. The decision will be tabled at the next College RERC meeting for notification/ratification.

For full approval: The application was **reviewed** in compliance with the *Unisa Policy on Research Ethics* and the *Standard Operating Procedure on Research Ethics Risk Assessment*.

The proposed research may now commence with the proviso that:

- 1) The researcher will ensure that the research project adheres to the values and principles expressed in the Unisa Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to this Ethics Review Committee.



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa

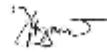
- 3) The researcher will conduct the study according to the methods and procedures set out in the approved application.
- 4) Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
- 5) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study, among others, the **Protection of Personal Information Act 4/2013; Children's Act 38/2005 and National Health Act 61/2003.**
- 6) Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
- 7) Field work activities **may not** continue after the expiry date of this ethics clearance, which is 08 October 2024. Submission of a completed research ethics progress report will constitute an application for renewal of the ethics clearance certificate for approval by the Research Ethics Committee.

Kind regards



Mr ND Baloyi

Deputy Chairperson: Research Ethics
Review Committee
Department of Public Administration and
Management
Research Ethics Review Committee
Office tel. : 012 429-6181;
Email : ebaloynd@unisa.ac.za



Prof MT Mogale

Executive Dean:
College of Economic and Management
Sciences
Office tel. : 012 429-4805;
Email : mogal@unisa.ac.za

ANNEXURE "H"



INTERVIEW GUIDE

HIGH TURNOVER OF YOUNG EMPLOYEES WITH SCARCE SKILLS IN THE LIMPOPO ECONOMIC CLUSTER DEPARTMENTS

Dear Participant,

INSTRUCTIONS TO THIS INTERVIEW SCHEDULE

- Do not mention your name, surname or any other personal details or numbers in this interviews.
- The interview will take 30-45 minutes to complete.
- Please answer all the interview questions.
- Please note that the information you provide in this research will remain confidential and will only be used for academic purposes.

PLEASE INDICATE WHETHER YOU CONSENT TO PARTICIPATE IN THIS RESEARCH:

Do you consent and understand that your participation is voluntary and anonymous and that the information you provide will be kept strictly confidential, and that you may withdraw at any stage without negative consequences?

Yes	No
-----	----

CONFIDENTIALITY

The researcher will record my response using Microsoft Teams during the interview to have reliable data. The transcript will be accessed by the researcher and his supervisor. I also understand that the results of this research may be published in professional journals or presented in conferences but my record or identity will not be divulged unless required by law. I understand my rights as a research subject, and I voluntarily consent to participate in the research project. Also, I understand what the research entails and how and why it is being carried out. I will receive a signed copy of this consent form.



SECTION A: BIOGRAPHICAL INFORMATION

(Indicate your choice at each of the statements listed below)

3. What is your employment status		
1.	Full time employee	
2.	Part time employee	
3.	Other please specify	

2. What is your age?		
1.	25-29	
2.	30-35	

1. Indicate your gender		
1.	Male	
2.	Female	
3.	Other (specify)	

4. Indicate your years of service		
1.	0-5	
2.	6-10	
3.	11-15	
4.	16-20	
5.	21+	

5. What is your highest qualification?		
1.	Doctorate	
2.	Masters degree	
3.	Honours degree	
4.	Postgraduate Diploma	
5.	Bachelor's degree	
6.	National Diploma	
7.	Certificate	
8.	Matric/Grade 12	

6. What is your current position?.....

SECTION B: REASONS FOR HIGH TURNOVER OF YOUNG EMPLOYEES WITH SCARCE SKILLS IN YOUR INSTITUTION

1. In your view what are the reasons for younger employees with scarce skills leaving your institution?
2. What is your impression with the level of supervisor support you receive from your institution?
3. To what an extent does your institution provide you with the opportunity to develop professionally?
4. What is your impression with regard to the reward, recognition and remuneration you receive from your institution?
5. To what degree are you satisfied with the mentorship programme offered by your institution? How effective is it? Where can it be improved?
6. How satisfied are you with the level of communication you receive from your supervisor?
7. How satisfied are you with the level of feedback you receive from your supervisor?
8. To what degree do you find your work motivating you?
8. How often do you find your work being stressful? What can be done differently to make your work enjoyable?
10. To what degree are you able to take decision independently in your institution?
11. How satisfied are you with the current work you are performing?
12. To what extent are you satisfied with the tools of trade to perform your duties?
13. To what degree is your institution promoting teamwork?
14. How are the employment conditions contributing towards turnover of young employees with scarce skills in your institution?
15. In your mind, what would make you more effective being at work or at home (remote work)? In your view, do you think work can be done anytime, anywhere – please explain?

SECTION C: RETENTION STRATEGY FOR YOUNG EMPLOYEES IN YOUR INSTITUTION

1. If you were to improve the retention of young employees with scarce skills in your institutions, which retention strategies would be more appealing you? Which strategies would be absolute and redundant?
2. How is your institution meeting the job expectation of youth with scarce skills?
3. What are the needs you want your employer to fulfill in order to keep you satisfied at your workplace?
4. To what extent does your institutional culture play in promoting retention of young employees with scarce skills? Are you able to influence your institutional culture? To what extent is your institutional culture open to change?

5. If you should change place with your manager/supervisor, what would you do to keep your young subordinates?

Thank you for your participation in this research



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Annexure I: Editor Certificate

Ke.Nna
Publishing Services



This certificate that the thesis "TURNOVER OF MILLENNIALS WITH SCARCE SKILLS: A CASE OF THE LIMPOPO ECONOMIC CLUSTER DEPARTMENTS" was edited by Ms Sehlodimela, who has over 10 years of scholarly publishing and editing experience.

The services provided include:

1. Ensuring accuracy in grammar and punctuation to improve readability and clarity
2. Consistency and structural enhancements to aid in creating a cohesive article
3. Alignment with the stipulated style guide

Ms Sehlodimela is contracted by the University of South Africa's College of Economic and Management Sciences to provide academic editing services. She holds a Masters in TESOL and is a certified Project Management Professional.

FOR ANY ENQUIRIES RELATING TO THE ABOVE, SEE BELOW CONTACTS

CT SEHLODIMELA, MA(TESOL), PMP
Managing Director: Ke.Nna Publishing Services

+2782 075 5078



Tshegofatso.s@outlook.com



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0081

