

https://dspace.org/

The impact of insourcing processes on managers at the University of the Witwatersrand

Mathonsi, Mpumelelo

2022
https://hdl.handle.net/10539/34045

Downloaded from a DSpace repository. https://dspace.org/



University of The Witwatersrand Johannesburg

The impact of insourcing processes on managers at the University of the Witwatersrand.

By

Mpumelelo Mathonsi

973012

A dissertation submitted in the partial fulfillment of the requirements for the degree of Master of Management

Wits School of Governance

Faculty of Commerce, Law and Management

Supervisor: **Prof. Anthoni Van Nieuwkerk.**

Declaration

I, **Mpumelelo Mathonsi,** declare that this dissertation is my original work except as indicated in the references. The dissertation is submitted in partial fulfillment of the requirements of the Master of Management in the field of Management and Governance degree with the Wits School of Governance at the University of Witwatersrand Johannesburg. This research report has not been submitted to any other university for examination outside of Wits University.

_____

Mpumelelo Mathonsi

Acknowledgements

First and foremost, I would like to thank my ancestors, forefathers, and foremothers who have walked the path before me and whose decisions have led me to have today's opportunities, also to my family and friends. They have supported me throughout this academic journey.

I want to express my deep appreciation to my supervisor Professor Anthoni Van Nieuwkerk, for his support over the years and for giving insightful, constructive advice and criticism that improved my work and developed my academic mind.

I also extend my gratitude to the managers within Wits University who opened their departments to me to conduct a meaningful research report; without their participation, this research report would not have been possible.

Table of Contents

ABSTRACT **1**

INTRODUCTION AND OVERVIEW OF THE STUDY **2**

1. CHAPTER INTRODUCTION **2**

1.1 Background of the study 2

1.2 Research Question. 5

1.4 Significance of the study. 6

1.5 Preliminary Literature 6

1.6 Theoretical Framework of the study 12

1.7 Research Methodology 12

CHAPTER 2 ..... **20**

LITERATURE REVIEW **20**

2.1 Introduction 20

2.2 Global Neoliberalism and Higher Education Reform. 20

2.3 Contextualising the Entrepreneurial University 25

2.3.1 Contexualsing New Public Management in the Entrepreneurial University. 26

2.3.2 Advantages and Disadvantages of New Public Management in the entrepreneurial university. 28

2.4 Mergers and Acquisitions in Higher Education Institutions 30

2.4.1 Impact of Mergers and Acquisitions on University Performance. 31

2.4 Contextualising the change of work in Higher Education Institutions. 32

2.4.1 The International context of outsourcing in the University. 34

2.5 Contextualising the impact of Neoliberalism on South African Higher Education Institutions. 36

2.5.1 Contextualising the impact of apartheid and democratic transitioning on South African Universities. 36

2.5.2 Response of South African Universities to the new ANC governance and public policy. 39

2.5.2.1 Response of Wits University to the new governance framework and public policy. 39

2.5.3 Implementation, Impact, and Criticisms of Outsourcing at Wits University. 40

2.6 Trade Union Response to Universities Restructuring. 42

2.7 The Make or Buy Theory. 43

2.7.1 Advantages and disadvantages of the Make or Buy Theory. 44

2.8 Insourcing in South African Universities. 45
2.9 Insourcing at Wits University 46
2.10 Chapter Summary 47
CHAPTER 3 49
RESEARCH DESIGN AND METHODOLOGY. 49
3.1 Chapter Introduction 49
3.2 Research Strategy 49
3.3 Research design. 50
3.3 Research tools and their application in the study. 50
3.4 Sampling. 51
3.5 Ethical Considerations. 52
3.6 Validity Reliability and dependability. 52
3.7 Chapter Summary. 53
CHAPTER 4 54
DATA ANALYSIS PRESENTATION AND DISCUSSION. 54
4.1 Introduction. 54
4.2 Data Presentation Analysis and Discussion. 54
4.3 The impact of insourcing at various levels of management. 58
Convergence and Diversion between Literature and Qualitative Collected Data. 87
4.4 Chapter Summary. 90
CHAPTER 5 91
FINDINGS CONCLUSION AND RECOMMENDATIONS. 91
5.1 Chapter Introduction 91
5.1 Research Findings And Conclusions 91
5.1.1 Research Objective one and Research Question One. 91
5.2 Study Limitations 97
5.3 Future Research 98
5.4 Chapter Summary 98
REFERENCES 99
APPENDIX A: 112

ABSTRACT

Outsourcing was adopted as a sourcing strategy by universities in South Africa for two decades to focus on core business, create efficiency and remain competitive in the global higher education market. In 2017 South African universities reversed their outsourcing decisions, subsequently implementing insourcing of labour, specifically in cleaning, landscaping, routine maintenance, security and, catering. Leveraging the rich body of literature based on the reasons to outsource as a starting point, this study investigates the challenges and opportunities of insourcing and the impact of insourcing on managers at The University of the Witwatersrand Johannesburg. A structured framework used by researchers in the Middle East is adopted to categorise the impacts of insourcing on managers' work and utilised in the study. The study employs the qualitative research strategy with a case study design to capture the experiences and perceptions of managers on insourcing. A semi-structured interview schedule is used in the study to collect data from participants in management. Findings from the researchers show that insourcing had a substantial impact on the work of managers, presenting a range of challenges and opportunities around effectiveness, efficiency, quality of service, departmental control, human resources, cultural integration, and skills advancement. The findings' recommendations provide a roadmap that can influence university policy in response to the insourcing challenges and expanding opportunities within higher education institutions.

Chapter 1

Introduction and Overview of the study

1. Chapter Introduction

In this chapter, the dissertation's content and structure are outlined, beginning by stating the background of the study, followed by the problem statement, the research questions, the research objectives, and the significance of the study. It goes further to provide a preliminary review of the literature, theoretical framework, and research methodology. The chapter closes with a discussion on the study's limitations and outlines all chapters in the dissertation.

1.1 Background of the study

Universities have been under tremendous international pressure to continuously produce high-quality outputs to remain competitive in a globalised environment (Wekullo, 2017). The need to stay highly competitive makes the decision to either insource or outsource services a critical management decision that has long-lasting impacts on managers who bear the implications of the decision at a functional level. Sourcing in management is defined as a strategic selection of the origin of a product or service that an institution requires to operate (Kumari, 2013). Outsourcing is, by definition, the transferring of a function that is not typically the institution's core business to an external organisation. The organisation must be observed as an expert in the assigned function, freeing up resources for core business while insourcing is transferring work from an external entity to internal structures typically done to enhance control (Kumari, 2013).

Outsourcing is used as a corporate strategy adopted by large corporations based in western economies that demand organisations maintain competitiveness by concentrating on core business. According to Evenson (2012), 77% of large organisations in North America, Europe, Asia have some outsourcing agreement. In addition, the Grant Thorton International Business Report (2014) drew on interviews with business leaders in 45 economies and found that 40% of global organisations outsource or intend to outsource to focus on core business. In South Africa, almost half (48%) of local

organisations, according to the study mentioned above, intend to or already outsource services to improve efficiencies. Within the global higher education sector, a commonality experienced is that state funding declined in the higher education institutions prompting a university response to remain competitive within the constraints of not increasing tuition (Wekullo, 2017). Universities have thus sought mechanisms to stay attractive, competitive and still provide quality services despite the circumstances of diminishing resources. In the United States of America (USA), there was a 12% decline in direct federal funding of American public universities over 20 years from 1981 - 2001 (Dougherty, 2004) and a 3.7% or $440 decrease in funding per student in 2016 and 2017 (Mitchell et al., 2017). The decline in federal funding has forced Higher Education Institutions (HEI's) to seek other funding streams such as increasing tuition and outsourcing functions that institutional decision-makers believed would free resources to concentrate on core business.

In 1998, just before the decision to outsource was made, South African HEIs experienced a decline in enrollment across the higher education sector as less than expected matriculants entered the system. As a result, state funding for first-year undergraduates was not received and over the years continued to decline and in 2018 was noted at a 2% year-on-year decline (Swartz et al., 2019). The decline led the SA public universities to attempt cost-cutting while increasing productivity by outsourcing services such as cleaning, landscaping, routine maintenance, security and, catering to concentrate on the core business of teaching, learning and, research output (Luckett & Pontarelli, 2016).

The influence of the New Public Management paradigm gave SA universities a framework in which to gain savings, increase efficiency while meeting the strategic objectives of the institution at a fraction of the cost (Abegunrin, 2009). Outsourcing commenced with the University of Cape Town (UCT) in 1999, followed by The University of the Witwatersrand (Wits) in 2001. UCT and Wits subsequently outsourced general labour and semi-skilled professions in cleaning, gardening, and sports ground maintenance, intending to increase efficiencies by cutting costs and focusing on core business on teaching, learning, and research output (Luckett & Pontarelli, 2016). The transition to outsourcing was highly contentious and resulted in court disputes, as noted by the case of the National Education Health and Allied Workers Union (NEHAWU) Vs. UCT and Others, in which organised labour indicated that outsourcing fails to promote the spirit and objectives of the Bill of Rights (Ngcobo, 2017). Thus, in essence, outsourcing violates the South African Constitution section 23 (1).

The unintended impact of outsourcing workers from Wits negatively affected outsourced workers' wages that fell by over 50% from R2277 a month with benefits to R1200 a month exclusive of benefits (Van Der Walt et al., 2003). Staff who did not lose their jobs found themselves losing their employment benefits such as medical aid, along with access to university staff bursaries (Ntlokwana, 2015). The outsourced staff members were exposed to predatory labour practices and had their human rights violated under the employ of management contractors (MC). The predatory labour practices, reduced wages, and loss of employment benefits became one of the mainstays in the social movements of #FeesMustFall and #OutsourcingMustFall that demanded a reversal of the outsourcing decision (Habib, 2019). Wits managers would ultimately operationalise insourcing from 2017 (Sibanyoni, 2017)

The 26 South African public universities, including Wits, have faced the critical decision, under protest, whether to continue outsourcing services and labour to the market despite outsourcing mainly achieving labour arbitrage and not realising the expected management outcomes of increased efficiencies. Institutions can decide on the reversal of the outsourcing strategy by insourcing labour and services, thereby attaining better control of all functions and departments while also improving the lives of previously outsourced staff (Booysen, 2016). South African public universities reversed outsourcing despite HEI's in SA, including Wits having spent a total of R2.3 billion on outsourcing at the turn of the century (USAF, 2016). To finance insourcing at Wits, management at Wits reallocated savings that arose from efficiencies in both the academic and professional and administrative services budgets with a cut of 8% and 6%, respectively (Habib, 2019). With these savings, Wits management implemented insourcing met the demands of protest of #OutsourcingMustFall.

The literature on sourcing strategies has focused on identifying and stating reasons to insource and avoiding failures at a conceptual level. Yet, the perceptions of the effectiveness of insourcing from managers operationalising it have not been tackled rigorously within universities in Africa (Wekullo, 2017). The omission of rigorous research into the perceptions of insourcing in African universities presents a context gap that this study will seek to fill. This study will attempt to fill the contextual gap using in-depth qualitative analysis into Wits university's managers' experiences.

Furthermore, scholars and researchers have conducted extensive research on sourcing strategies, focusing on outsourcing strategies, with extensive research within the private sector. The studies provide excellent detail of benefits and shortcomings only as far as a strategy in itself is concerned.

However, relatively little research is conducted on the impact of insourcing strategies on practitioners, more so outside the private sector and even less research and literature looking particularly at the South African Higher Education Institutions' and SA universities' context such as Wits. The study will seek to close this knowledge gap and provide findings and conclusions that can influence university policy and be leveraged further by other universities.

1.2 Research Question.

The main Research Question is:

What challenges and opportunities have managers at Wits experienced because of insourcing?

Linked to the main research question, the following sub-questions are also posed by the research:

From the perspective of managers at Wits, has the process of introducing insourcing resulted in more efficiency, effectiveness, control, and cost-saving?

Has the quality of service delivery to the greater university community improved post insourcing?

1.3 Research Objectives

To investigate the impact of insourcing at various levels of management.

To examine ways in which managers at various levels within the institute have responded to the challenges of insourcing.

To identify opportunities that may have arisen from the challenges of insourcing noted by managers.

To understand how insourcing has changed the work of managers.

1.4 Significance of the study.

The study is significant due to the practical and theoretical contributions it provides to existing research and bodies of knowledge. Outsourcing and insourcing strategies have predominantly been used in the private sector and adopted in the public sector by applying the principles of NPM (Ferlie, 2017). Insourcing was adopted across the 26 public universities, with Wits University financing the insourcing project from 8% and 6% efficiencies from Faculty budgets and Professional staff budgets, respectively (Habib, 2019). Scholars such as Evenson (2012) indicate that the critical component for insourcing to succeed is the relationship between the manager and employee. This relationship between manager and employee is arguably more crucial for insourcing to flourish than the financing of insourcing. However, little research is rigorously recorded of the impacts of insourcing on the manager's work expected to operationalise the decision, more so within Wits University. The study's findings can provide invaluable and practical information that can meaningfully inform university policy and higher education institutions in general. Additionally, the results from the research study will provide a reference point for future research into the impact of insourcing on managers in higher education institutions.

1.5 Preliminary Literature

A preliminary literature review was carried out to establish what has been written and presented on the known concepts of insourcing with the view to ascertain insourcing's application in higher education institutions. Based on the review literature, to understand insourcing phenomena, one must first engage with its antonym, outsourcing. Insourcing has periodically come about as a reversal of outsourcing. According to Hartman et al. (2017), Institutions abandon their outsourcing strategies when outsourcing is no longer viewed as beneficial or viable, as in HEI's in SA and Wits (USAF, 2016).

The concepts of insourcing and outsourcing are varying in the literature. However, it is evident is that insourcing is predominantly discussed in tandem with outsourcing due to outsourcing being the primary management strategy used in organisations. In contrast, insourcing is occasionally a strategy that organisations revert to when previously outsourced methods fail or become undesired (Hartman et al., 2017). Outsourcing is purchasing goods and services from external service providers and

vendors with expertise in managing the field (Kumari, 2013). Kumari (2013) goes onto say insourcing refers to producing goods and services within an organisation (Kumari, 2013) also, Hartman et al. (2017) go further to indicate that insourcing is a decision to reincorporate any outsourced activity within a company that had been transferred to an external supplier.

Globalisation and neoliberal influence have encouraged NPM to reform the public sector to make it more business-like (Lapuente & Walle, 2020). Neoliberalism has encouraged more efficiency in the public sector, instilling a culture of doing more with less, cutting costs, outsourcing to concentrate on core business and critically discouraging state involvement in the market. Due to neoliberal influence, the global higher education sector experienced a global decline in state funding, prompting universities to respond to remain competitive within the constraints of not increasing tuition (Wekullo, 2017). As mentioned above, in the United States of America (USA), there was a 12% decline in direct federal funding of American public universities over 20 years from 1981 - 2001 (Dougherty, 2004) and a 3.7% or $440 decrease in funding per student in 2016 and 2017 (Mitchell et al., 2017). The decline in federal funding forced HEI's to seek out efficiencies by increasing tuition and outsourcing certain functions and services that institutions' decision-makers viewed would free resources to concentrate on core businesses. In addition, other HEI's in western economies, the middle east, and China resorted to mergers and acquisitions to be more competitive in the market (Bolbanabad et al., 2017). Universities have thus sought mechanisms to stay attractive, competitive and still provide quality services despite the circumstances of diminishing resources.

In South Africa, the African National Congress (ANC) White Paper in 1997 had the most significant impact on South African universities. The white paper regulated funding of the higher education sector and saw a decline in South African state funding (Styger et al., 2016). After the release of the white paper, state funding for first-year undergraduates declined and continued to decrease over the years; in 1998, just before the decision to outsource was made, a decline in enrolment was experienced across the sector as less than expected matriculants entered the system (Swartz et al., 2019). In response to the decrease in state funding, SA public universities attempted cost-cutting in the hope to increase productivity by outsourcing services such as cleaning, landscaping, routine maintenance, security and, catering to concentrate on the core business of teaching, learning and, research output (Luckett & Pontarelli, 2016).

The influence of neoliberal policies instituted by the African National Congress (ANC) significantly affected SA universities' governance strategies and frameworks. According to Van Der Walt et al. (2003), the ANC's Growth Employment and Redistribution (GEAR) policy encouraged outsourcing, management through contracts, and privatisation. South African universities influenced by GEAR instituted NPM approaches to gain savings and increase strategic efficiency at a fraction of the cost. The NPM governance models bring radical changes such as privatisation and contracting out goods and services (Ferlie, 2017). NPM governance models aim to achieve high-performance levels in public service and increase operational delivery by downsizing public agencies by outsourcing operational functions to experts and managing the appointed experts through oversight by respective contract owners in each ministry, department, or entity (Lapuente & Walle, 2020). According to Ferlie (2017), NPM implementation uses the 3M model of the Market, Management, and Measurement. Market looks at privitisation and creation of 'quasi-markets' where traditional line management is replaced by purchaser and provider and relates to each other through contracts. Management entails managers focusing on managing significant changes and not the following bureaucracy and boasts the slogan 'managers must manage' and lastly, Measurement, where all public performance is systematically measured.

Given the above complexities, the decision to outsource or insource institution-wide operations remains one of the most complex decisions that face an institution's decision-makers (Hartman et al., 2017). The decision to outsource or insource is also known as the Make or Buy Theory (Li & Huang, 2019). Whether to Make or Buy has its advantages and drawbacks. On one side, making (insourcing) requires management to commit significant resources to a strategy that may be difficult to reverse should it fail while forgoing advantages such as specialised skills and expertise. On the other hand, buying (outsourcing) frees up resources to maintain a competitive advantage by allowing organisations to concentrate on core business (Kumari, 2013).

This dilemma of whether to make or buy is experienced across SA universities. Outsourcing was seen as the solution to counter the predicaments of a decline in public funding yet keep producing high-quality degrees and graduates that make institutions attractive and maintain or improve the institution's world rankings. As mentioned above, universities would achieve cost-cutting by 'buying' none core functions such as cleaning and investing resources into 'making' by focusing on academic programs and intensifying high-quality research output.

However, according to USAF (2016), outsourcing has lacked uniformity in its implementation by South African institutions; furthermore, its adaptation has been controversial. All SA universities have not achieved improved academic achievements and intensive research. According to USAF (2016), historically disadvantaged institutions (HDI), such as the University of Fort Hare, did not significantly improve world university rankings after outsourcing. However, other factors contributed to the none improvement. Wits and UCT slightly rose and maintained their world ranking. Having such a mixed bag of outsourcing results has caused various opinions amongst scholars, policymakers, decision-makers, and the general public on the effectiveness of university outsourcing (Wekullo, 2017).

Scholars such as Li and Huang (2019) indicate that as a fundamental, an organisation must base its decision on either sourcing strategy on 'Make or 'Buy' theory and resource dependency theory (Amjad & Siddiqui, 2019). Resource dependency influences whether an organisation should ‘Make or Buy’ goods and services. Resource dependency means an institution can't have all the resources they need internally and must leverage the external environment to acquire or utilise resources it does not have internally. The resource-based view theory dictates that an organisation can outperform its counterpart based on internal capabilities and resources that give the company a competitive advantage. Management can achieve efficiencies in an insourced environment should there be a strategic approach (Foerstl et al., 2016). Literature indicates that organisations must consider financial sustainability, manager and employee relationships, organisational capability, the operational risk to the organisation, and quality when outsourcing or insourcing.

According to McIvor (2008), despite the need to deliberately make considerations such as the organisational capability and quality, organisations make sourcing decisions to solve short term problems and make short-term gains without fully considering the long term downstream impacts. Ideally, an organisation must seek beyond short-term benefits and then promote efficiencies to ensure organisational survival and prosperity over time. One factor in ensuring prosperity is the human element, particularly relationship management with its insourced workforce; this is often overlooked by researchers (Evenson, 2012). Sakburanapech (2008) adds that the relationship between managers and the insourced personnel is significant because it has substantial financial, operational, and productivity impacts. The particular reason that makes the manager and workforce relationship fundamentally important relates to employees' perspectives on insourcing and its

processes. These perspectives can result in the success or failure of an organisation's insourcing strategy. Some of the attitudes that give rise to resisting and failure of insourcing are that often internal employees misunderstand insourcing, dislike it, and fear for their job security in the long term. Also, managers question insourcing, fearing loss of control in their areas of responsibility, instability in their teams, cultural differences, and growing workload with managing additional staff (Evenson, 2012). The impact of insourcing on managers in higher education institutions requires rigorous research; as is the case, insourcing has implications of a similar management decision, namely mergers and acquisitions (M&A). The researcher can draw similarities between mergers, acquisitions, and insourcing, where challenges of cultural integration, managing broader teams, attempts to create efficiency, and cost-saving are experienced, moreso since mergers and acquisitions in Higher Education Institutions have recently become a global trend (Sułkowski et al., 2019)

South African universities undertook the reversal of outsourcing in 2015 (USAF, 2016; Habib, 2019); universities targeted insourcing blue-collar support service staff and categorised them by complexity. Level one includes cleaning and gardening (landscaping), level two security and catering, level three is transport and logistics. USAF made recommendations to consider the inclusion of specialised services such as laboratory maintenance, routine maintenance (Level three), which most universities rejected except Wits, who onboarded regular maintenance. The last level recommended was the armed response (Level four), which universities were hesitant to onboard. Three insourcing models were presented to all HEI's, the first being a fully outsourced model whereby all staff remains outsourced, which was politically unviable given the heated protests. The second model was fully insourced, thereby requiring additional infrastructure, thus increasing cost. The third model was the hybrid model. Wits managed departmental operations through a third party that presented potential cost savings but presented a risk if contracts negotiation was poor USAF (2016).

According to the university department, Wits adopted two models: firstly, the fully insourced model and secondly the functional model, a variation of the USAF presented management model through a third party. In the hybrid model, the third party would provide infrastructure and equipment. At the same time, the human resources of insourced staff would be managed by Wits managers, who previously had not experienced a direct relationship with the team. In addition to some departments, Wits managers and managers from the third party would co-manage the onboarded staff. Co-

management presented a management challenge of the insiders versus 'outsiders' relationship (USAF, 2016).

Also, according to USAF (2016), statistical information indicates that the South African HEI sector had 4456 service staff members who were permanent and already on university payrolls before insourcing; an additional estimated 18756 staff were to be insourced. With 8100 in cleaning, 7300 in security, 1790 in gardening, and 1566 in catering compiled across the sector. The numbers were exponentially high in comparison to the available corresponding human resources in management. Wits, in particular insourced 1583 workers without extending management capacity (Habib, 2019). The additional complexity is that insourcing processes had to be highly aware of the Labour Relations Act section 197 (LRA). Organised labour and unions interpreted LRA and its clauses as having a provision that there is a possible cause for the automatic transfer of employment contract between a seller and purchaser when transferring a business between the seller and purchaser. The automatic transfer of employment contracts to a new company was an issue of great contention within the higher education space, stretching back to 1997 when UCT implemented outsourcing. The workers union NEHAWU subsequently sued UCT because outsourcing fails to promote the spirit and objectives of the Bill of Rights (Ngcobo, 2017).

Scholars such as Hartman et al. (2017) believe staff numbers versus management capacity are one primary challenge to insourcing. The corresponding numbers present a challenge of increased workload, clashes of cultures resulting from insourced staff coming from a different workspace. Furthermore, internal managers distrust insourcing, fearing destabilised teams that they have to manage and potential job losses in the future due to increased numbers and required resources. On the other hand, scholars such as Magagula and Zondo (2018) indicate that more opportunities exist with insourcing, such as increased responsiveness, customer satisfaction, more effective communication, improved quality, and greater control of formerly outsourced functions. However, these assumptions have been analysed from a corporate and business sector which may not have the expected outcomes in South African universities as exemplified by the assumed benefit of operational and quality efficiencies that were expected from outsourcing but never came to fruition (USAF, 2016)

In the preliminary review, it is observed that literature is predominantly based on sourcing strategies in the private sector, with the literature on sourcing in the public sector and higher education space

is mainly focused on western countries. Most literature regarding sourcing is based on outsourcing, with insourcing literature scanty (Beaumont, 2017). That being said, literature on insourcing impacts in South African HEI's and universities, in particular, is less readily available; there is a need to understand the perceptions, experiences of the effects of insourcing from the managers who operationalised it to attain a sense of the perceived effectiveness. This qualitative study seeks to investigate the impact of insourcing and understand how managers' work has changed at Wits. The study will seek to capture whether managers' perceptions of increased control, ability to maintain quality of service, integration of work culture, collegiality, and commonality in uniform identity suggested by Quigley & Pereira (2011) have become a reality at Wits.

1.6 Theoretical Framework of the study.

According to Wald & Daniel (2020), the theoretical framework is the blueprint of a study. It gives the researcher the ability to organise key theories and concepts that underpin the research. For this study, four key aspects are adopted namely New Public Management (NPM), Mergers and Acquisitions, The Make or buy theory, and the labour court case of NEHAWU Vs. UCT and others. The study adopted NPM as it is a widely used public management tool that explains the transition to a more corporate management approach instead of traditional public management (Lapuente & Walle, 2020). Mergers and Acquisitions also provide an invaluable insight into the impacts experienced by employees when organisations go through structural changes (Bolbanabad et al., 2017). The Make or Buy Theory is adopted by the study due to the theory being popularly used in the management discipline for its value in explaining organisational decisions and phenomena (Rosyidi et al., 2020). Lastly, the judgement handed down by the constitutional court of South Africa in the case NEHAWU Vs UCT and others proved a critical event in the battle of South African universities outsourcing staff (Hlatshwayo, 2020). The judgement set a precedence that still applies to all South African outsourcing and insourcing events to this day.

1.7 Research Methodology

1.7.1 Research Approach

The research report utilised a qualitative research approach. The qualitative approach seeks further to understand human perspectives, experiences, and human behaviour when it comes to a

phenomenon (Bryman, 2016). In this approach, the experiences of Wits managers who have grappled with the challenges and opportunities of insourcing were thus captured and unpacked in an in-depth manner, allowing the researcher to map out underlying motives, reasons, and opinions of the impact of insourcing on their work. A qualitative research strategy in its nature is inductive, allowing for the observations and findings to bring out theories rather than test them (Bell et al., 2018). In this study, the inductive approach was given preference due to its ability to go from observations and experiences to draw conclusions that can give rise to new theories. Furthermore, and critically, qualitative research does not require a large sample size to draw the findings, unlike quantitative analysis, thus it allows for research to be conducted within the limitations of purposive sampling, which was the preferred technique used. Purposive sampling was adopted in the study due to the managers impacted by insourcing within The University of the Witwatersrand being limited and specific.

1.7.2 Research Design.

In terms of the research design, the researcher used the case study approach, which allowed for detailed, intensive analysis of the complexities of the case on insourcing at Wits. The reason for using Wits as a case study emanates from the fact that #FeesMustFall and #OutsourcingMustFall occurred with Wits as its epicentre. What happened at Wits cascaded to the other public universities in South Africa (Habib, 2019). Furthermore, Wits insourced the highest number of staff in comparison to other institutions (USAF, 2016). Also, they insourced maintenance functions into their Property, Infrastructure, and Management Division (PIMD), unlike most other institutions.

Also, the case study research design allowed for in-depth research to be conducted, which was ideal for the qualitative approach. Wits, as mentioned above, being the epicentre and its large number of insourced staff yielded good quality data from the various participants. The research adopted the constructivism paradigm based on the view that individuals' reality is influenced and shaped by their experiences and perceptions (Adom, 2016). Additionally, constructivism allows for induction in the study, building theory through the researcher understanding the opportunities and challenges experienced by managers due to insourcing.

1.7.3 Research Tools and Their Application.

Given that the research strategy and approach is qualitative and the design is case study-oriented, the appropriate research tool that allowed the researcher to extract relevant answers to the research was that of a semi-structured interview schedule. The researcher used the semi-structured interview schedule in interviews with Wits management. Since the research mainly targets Wits management and requires in-depth information, the semi-structured interview schedule allowed for greater interest in the participants' point of view, which is critical in a study that aims to capture management experiences (Bryman, 2016). Furthermore, the semi-structured interview schedule allowed the researcher to collect crucial information on closed questions from participants while simultaneously having open-ended questions that enabled the researcher to go off script and ask follow-up questions to yield good quality data.

The rationale of using the semi-structured interview schedule was that, firstly, it has the capacity for the research participants to provide insights on how they view their daily professional context, and in this research project, how they viewed the impact of the insourcing decision. A critical advantage was that semi-structured interview schedules allowed the researcher to prepare questions beforehand and test the questions before fieldwork to determine if the participants interpret the questions as the researcher intends. All interviews had audio recordings that were transcribed later.

Secondary data, in the form of published notes, minutes of meetings from the Wits University Council and Wits University forums, were also used in the study. The researcher believes the secondary data managed to shine a light on the decision-making processes and anticipation of senior management as far as insourcing was concerned.

1.7.4 Sampling

As a qualitative researcher, the sampling technique used was that of purposive sampling. Bryman (2016) indicates that the rationale for purposive sampling is access to specific participants with pertinent information; thus, particular participants with information on the insourcing impacts were a critical part of the data collection sample. As such, relevant members of management formed part of the research sample, including specific members of the executive team, members of the Insourcing

Implementation Task Team (ImpTT), Directors, senior managers, operations managers, all within the operations division. The operations division was selected because operations insourced all the support staff into the division. Due to operations insourcing all the support staff, the sample had to be cross-sectional, going through all departments, including cleaning, catering, security grounds, maintenance, and landscaping. Meaningful data was directly related to the quality of participants' background and experience.

1.7.5 Process of Analysis.

For this research report, it was imperative to use processes and procedures to move from the information collected and processed into data that has an explanation, an understanding, and an interpretation. Thematic analysis was used, the six steps approach proposed by Braun and Clarke (2006) was adopted as the analysis framework. After collecting the data the ATLAS.ti qualitative software was used to process that data by generating transcripts. The first step was to become familiar with the data, which meant reading and rereading the transcripts to ensure familiarity with the data from the various managers. The second step in the analysis was to generate initial codes for the data collected. The researcher then organised the data for it to be systematic and meaningful. The third step was to search for the themes; using the codes, for the themes pertinent to the challenges and opportunities of insourcing at Wits University. Step four was to review the themes to determine whether the themes identified in step three are relevant and make meaningful sense. Using the qualitative software ATLAS.ti, one can easily see data relevant to each theme, thus ensuring that the themes are coherent. Step 5 was to categorise the themes. Categorising assisted in finding what the themes were saying, as well as the subthemes how they relate to each other. Step six was writing-up up the findings, which proved the endpoint of the research report.

1.7.6 Limitations, Feasibility, and Positionality.

The study experienced administrative and technical limitations. As a technical limitation, the research purposive sampling aimed to include 14 managers who had been present from the point of insourcing to the timeline of the study. However, 4 managers had left the institution reducing the sample size. Furthermore, during the data collection process, the respondents drifted off-topic into conversations

that are not the main research question, thus making it difficult to ensure the consistency of the findings. To overcome this the researcher had to use multiple sources for data collection and triangulate the data to ensure consistency. The researcher also used the same triangulation methods to manage the researchers' biases since the researcher is an employee within Wits, the area being case studied.

Administratively, the researcher encountered gatekeepers that delayed access to participants. To overcome the gatekeeping delays the researcher brought to the attention of the intended participants the potential benefits of the study to the institution. Access to participants was thus granted despite having gatekeepers. As a qualitative study, the investigation was time and cost-intensive. As a result, to manage time, the researcher attended ethics courses early on that were offered at Wits University and attained in-depth ethics knowledge and certification to be presented to the ethics committee. Furthermore, the costs were cut by the research design being that of a case study.

1.7.7 Ethics

Ethics ensures the elimination of ethical transgressions in a research study, such as covert data collection. Ethical research will ensure participants give informed consent. No harm comes to participants in any form, such as the researcher deceiving them or invading their privacy, or leaving them worse off circumstances due to the research. Failing to ensure good ethical conduct will likely make society reject legitimate findings of the study. As part of ethical conduct, the researcher declared that the study will be conducted in complete compliance with the Wits School and Governance (WSG) Research Ethics Committee.

The researcher declared to the participants and WSG that no undue interest or sponsorship or financial incentive from any persons or organisations existed that may cause a conflict of interest. Also, the research was carried out with the specific intent to complete the requirement of a Master of Management Program at Wits. The researcher openly and formally declared to the WSG Research Ethics Committee (REC) and in the field research itself as a one-page sheet to the community of Wits before participation.

Since the research involved human participants, the researcher ensured no harm befalls the respondents. There was transparency, responsibility, and accountability to fully explain to the chosen participants what the research entails. The researcher provided information on the study's findings to participants on request and the researchers' personal contact details. The researchers' contact information was for participants to get in touch with the researcher should they need additional information or clarity on any issue they do not understand or if desired to withdraw from the research. Furthermore, information was given to respondents on how their data and confidentiality was kept, with information translated to vernacular were needed.

The researcher attained informed consent from participants, with a formal signature acquired from each participant. Personal identifiers were erased from all respondents to ensure anonymity and pseudo names used and adherence to the Protection of Personal Information Act of 2013. The collected data was be kept in password-protected computers and double passworded smartphones with face recognition. Access was only available to the researcher, and data was stored and duplicated on two external hard drives kept under lock and key in the researcher's office.

1.7.8 Validity, Reliability, and dependability

To ensure validity, the researcher created an analysis group. The analysis group was composed of people who analysed the dataset to increase validity. To manage biases, the researcher used triangulation such that data was viewed from various points and triangulation of theory to compare what's coming out of the research versus existing theory.

Reliability was ensured by objectivity being embedded into the research process. The researcher's detailed records have been kept (audit trail) demonstrating the linkages between the researchers' claims and evidence in which it is based, in other words, 'Careful 'Scholarship' (Seale, 2016). Transparency was shown throughout the analysis phase, with steps taken recorded with any anomalies declared upfront.

1.7.9 Definition of terms

Term	Definition
Outsourcing	Outsourcing is defined as transferring a function that is not typically the institution's core business to an external organisation that is deemed an expert in that area freeing up resources for the core business. It is the replacing of in-house provided activities by subcontracting them out to external agents. (Agburu, 2017)
Insourcing	Insourcing can be defined as transferring work from an external entity to internal structures. (Kumari 2013). Other definitions describe insourcing as to begin performing in house some activity that was previously outsourced (Chudzicka, 2021)
New Public Management	The minimal definition of NPM would be implementing management ideas from the business and private sector into the public services. (Van De Wall, 2020)

1.8 Chapter Overview.

Overall this study is comprised of 5 chapters, as stated below

Chapter 1. The first chapter introduces the study, outlining how the study will be conducted and a brief background of the case study site. A discussion on the study aims and the research objectives, and related research questions is provided. Preliminary literature is also reviewed with insights on the debate on the concepts of outsourcing and insourcing observed. Last, the chapter provides the limitations of the study.

Chapter 2. The second chapter provides an in-depth look into the literature review, the theoretical framework based on the make or buy theory, and the conceptual framework used in the study. The chapter highlights the challenges faced by Higher Education Institutions globally and the strategies adopted to respond to the challenges and their implications on the institutions' personnel. After that, the chapter will look into the South African context and Higher Education Institutions' challenges within the Southern African country. A brief exploration of the responses of organised labour to South African HEI's restructuring choices.

Chapter 3. The third chapter outlines the research methodology, research strategy, research design, the research tools used, sampling techniques, and data analysis. The chapter gives in-depth reasons to provide rationale justification for selecting qualitative research techniques and how each above five components assisted in reaching the research objectives. Lastly, the chapter will speak to the ethical considerations in the research.

Chapter 4. The fourth chapter presents the data acquired during the research study using data analysis and discussion. The chapter investigates the perceptions of managers and the impact of insourcing on their work and within their workspaces. It endeavors to highlight the challenges as well as the opportunities that managers have experienced. It explores the theoretical expectations of insourcing as outlined in literature vis a vis the reality faced. The central focus of the chapter is to capture the managers' experiences and determine whether the envisaged reasons to outsource and insource have come to fruition.

Chapter 5. The fifth and final chapter will discuss the summaries of the main findings of the research, the recommendations based on the study, and finally, the conclusions of the study, particularly on the impact of insourcing on managers at Wits University.

Chapter 2

Literature Review

2.1 Introduction

This chapter takes an in-depth review of the literature. It contextualises the literature highlighting the impacts and challenges that Higher Education Institutions face due to neo-liberal policies that shaped higher education institutions' response to neoliberalism. Firstly, the chapter will look at the global context of HEI's, narrow it down to the South African HEI's, and finally take a focused study of literature on Wits University's reasons to outsource, remain outsourced, and finally insourcing. The reviewed literature indicates that the appeal for HEI's to restructure and pursue outsourcing came about in response to global stresses that came with the influence of neoliberalism, inclusive of the increased preference to New Public Management (NPM). HEI's on a worldwide scale found themselves within the neoliberal system favoring and promoting privatisation of the market along with privatisation of public goods and services. Arguably, tertiary education was identified as a public service with social impact before neoliberalism.

Thus to understand the reasons universities outsource in the first place before reversing the decision to insourcing and the impact it has on managers. It is critical first to explore the causes and factors that led HEI's to restructure. The reviewed literature indicates that restructuring by HEI's globally comes as a result of globalisation of markets, neoliberal policies, a decline in state funding for institutions, increased demand for higher education, along good quality degrees (Wekullo, 2017). HEI's had to adapt in response, ensuring they remain competitive within the constraints of no increasing tuition (Wekullo, 2017). Universities have thus sought mechanisms to stay attractive, competitive and still provide quality services despite the diminishing resources. In many ways, universities had to become entrepreneurial (Van Der Walt, 2017).

2.2 Global Neoliberalism and Higher Education Reform.

Even though the term neoliberalism and the term globalisation are used interchangeably, neoliberalism has a complex paradigm of values, ideologies, and practices that affect politics, the economy, and cultural aspects of society (Ross & Gibson, 2007). However, scholars find it challenging to pinpoint a workable conceptual definition due to scholars' different theoretical concerns and methodologies (Harrison, 2019). Nonetheless, neoliberalism identifies a revived neo-classical laissez-faire ideology of the market society (Jones, 2012). Thus, neoliberalism supports free trade policies in the global market and can be defined as a political approach favoring free-market capitalism, private enterprise, consumer choice, entrepreneurial

initiative, government deregulation, and reduction in government spending (Harrison, 2019). Scholars such as Harrison (2013) argue that neoliberalism is not new, but the current version of the wealthy attempting to restrict the human rights of the populace while simultaneously diminishing their power to ensure the increase of private wealth.

According to Gray (2016), the global effect observed is that the free market liberates private enterprise from restrictions imposed by the state regardless of the damage to social welfare experienced in many countries, including South Africa. The following relevant pillar is cutting government expenditure on social services and public goods such as education and healthcare (Saunders, 2007). With the reduction of state expenditure, neoliberalism has sought to eliminate the concept of the 'public good' and replace the public good with the idea of individual responsibility, such that all members of society, including the poorest, must find solutions to their lack of education and health care, and other public services (Harrison, 2019). Lastly, relevant to this research has been the idea of privatisation stated within the definition of neoliberalism, which entails the selling off of State-Owned Enterprises (SOE's) goods, and services to private investors, including public education services usually done in the guise of increased efficiency (Gray, 2016).

The study focuses on the effect of neoliberal policies on higher education, thus capturing the impact of neoliberalism on higher education. It is essential to understand the objectives of higher education before globalisation and then discuss the effects of neoliberalism on higher education. Scholars such as Wiseman et al. (2013) indicate that the purpose of universities was to educate the public, producing research all to develop society at large. Universities, in particular, are custodians of knowledge in a society where higher education holds a vital role in social, cultural, economic, and political development, standing as a pillar of endogenous capacity building, sustainable development, consolidation of human rights in the context of justice (UNESCO, 1998). Thus fundamentally, universities played a critical role in social development and social justice.

However, social development and social justice require high government involvement and increased government spending in higher education institutions contrary to the principles of neoliberalism. Global state spending on higher education was projected higher than $ 1 trillion in 1999; the period neoliberalism intensified that saw global expenditures decline post-1999 (Ross & Gibson 2007). Neoliberalism was supported by powerful agents/actors such as the World Bank, International Monetary Fund, World Trade Organisation (Babb & Kentikelenis, 2018). Babb & Kentikelenis (2018) say these actors used their power to apply pressures on states to adopt neoliberal policies despite the state's reservations on the policies'

negative impacts on public goods, particularly in the developing world. The World Trade Organisation catalysed neoliberal educational reform policies that saw increased pressure to open up the educational services market to for-profit educational services actors using international trade and investment agreements such as the General Agreement on Trade and Services (GATS) regulated working conditions, rates of pay. Tilak (2015) says that the WTO framework has allowed many developed countries to sell cheap degrees to unsuspecting students in the developing world using clever models that have instead abandoned previous methods of offering scholarships to high calibre talent from the developing world. They have instead become entrepreneurial and corporate-oriented in selling their degrees. WTO frameworks have caused 'jobs to be shed, resources and populations to shift across the planet and societies to be shocked into crisis' (Harrison, 2019 pg 745).

The view of neoliberal thought is that the market is more efficient than the state; thus, it follows that the public good must shift into privatisation and commodification (Holmwood & Servós, 2019). Such agreements from powerful global actors have forced governments to introduce educational reforms via legislation and policy that commodify public education and reduce government subsidies to higher education institutions. (Harrison, 2019 pg 745) reads:

"The same forces have been radically transforming public higher education. If not the forces of globalisation then certainly the arrangements, regimes, and orders of globalism are in the process of completely repurposing and perhaps capturing the academic project. The nodal discourse of globalist neoliberalism certainly presents a scenario where universities have no choice, they *must reform* and perform differently because of forces beyond their control."

However, universities are still required to perform and be competitive despite challenges such as a decline in state expenditure on public higher education, as an apparent effect of neoliberalism. Globalisation means universities have no choice but to perform on the stage of the international knowledge market, where institutions are not measured by their direct contribution to the welfare and social state but are measured by the universities' contribution to developing market mechanisms that stimulate economic growth (Gray, 2016). Patrick (2013) says that education has been included in the plan of wealth production at the nation-state level through discourses relating to the knowledge economy and the enterprise society. Universities must primarily be economic drivers and no longer just custodians of knowledge. The university is to produce the human capital required for the economy at a low cost to the government. (Harrison, 2019 pg 476) reads:

“The idea that the purpose of higher education is to produce the human capital required has become dominant. This casts a long shadow over the public higher education sector and sets up the public university, in crude vocational terms, as a provider, a training facility and skills dispenser for business.”

The predicament resulting from producing out graduates for business lies in the moral ethos for the universities’ relationship with the community and with society's expectation that universities are to empower them with knowledge. It is commonly known to rise out of poverty; people will require a university education that makes them employable. However, the commodification of the public good means underprivileged or financially indebted students are left behind. Yet, the community's expectation is for the university to fulfill its moral duty to empower disadvantaged and financially indebted students. Hence, they have higher levels of employability, become active citizens, and have individual upward mobility.

That stated, it is also evident that higher education institutions do not have the luxury to be naïve of the complex world they find themselves in (Gray, 2016). To remain viable and operational, universities have had to engage in ‘academic capitalism’ in which universities organise themselves to reflect the neoliberal world, thereby attracting external funding and international/foreign students who can be charged significantly above the per-student cost (Tilak, 2015). Universities adopt ‘market-like behaviors’ in response to neoliberalism to expand and maintain revenues vital for the institution as state funding becomes more scarce. As such, the language adopted by public universities transforms and redefines itself using corporate terms of their ‘core business’ in which the academic community, who produce value within the university, come to understand their roles and purpose very differently (Saunders, 2007). Invertedly, this means there is ‘none core business’, which is a challenge to was extent it applies and can be classified as to which support service such is core business or none core business within the higher education sector (Adler et al., 2000). This critical distinction of whether institutional activities are core business or none core business has led to actual decision making in universities in the USA, India, Nigeria, and South Africa on whether to produce goods and services internally or purchase them externally, thus necessitating the exploration of the Make or Buy Theory.

Constrained by economic reform across the globe, most countries have reduced the state's role and have cut public funding for higher education. In the developed countries, the United Kingdom, Australia, and New Zealand experienced significant declines in state funding. In contrast, developing countries, particularly Botswana, Jamaica, and Hungary, had a steep decline in state funding (Tilak, 2015). Instead of allocating through the state, the nation-state has instead encouraged student loans to fund studies.

Countries such as the USA, Nigeria, and South Africa use these funding strategies (Ziderman, 2005). The reduction in the state's role has shifted the responsibility of funding higher education from the state and society to the families, and moreso from within families to the student even to those not in a financial position do so (Harrison, 2019).

With a decline in the primary income stream of HEI's, that was projected at a 60% reduction globally (Morgan & Prowle, 2004). Universities have had to increase cost recovery efforts in other spheres of income streams such as student tuition. In countries where education was provided free of charge, fees became part of the norm, except for a few countries such as Brazil, Sri Lanka, Tanzania, and some countries in Europe (Tilak, 2015). In other countries with a minimal tuition fee, universities hiked the tuition fees selectively to meet the costs. Nations such as India hiked prices for students while providing accessible and subsidised higher education to other students creating a dual-tracking system of tuition fees. Thus, through governance mechanisms, states regulate the hikes directly in student tuition for social and political reasons. Finland and Sweden do not allow tuition fees in higher education through their constitution. In South Africa, the Constitution and Bill of Rights ensure education for all but give leeway for universities to increase tuition (Currie et al., 2013).

With the shift of fees from society to the individual, the state has also actively encouraged and insisted HEI's generate resources from third parties, particularly the private/corporate sector. To achieve this, HEI's have generated funds by selling services such as consultancy, products, and patents to the private sector. In turn, the private sector funds university research and projects that are of interest and benefit to the corporate sector. (Tilak, 2015 pg 4) reads:

'An increasing reliance on corporate funds by universities may shift the balance of higher education's mission towards activities with the greatest commercial potential, in the end changing the very character of higher education institutions.'

In addition, to further advocate the neoliberal reform, the university language and structure itself transformed due to NPM, an approach that implements management ideas from the business and private sector into the public services (Lapuente & Walle, 2020). HEI's were to become business-like, allowing for the corporate influences to normalise professional stratification in public universities. Academics became referred to as staff; young academics self-identified as subordinates rather than about the work they perform. Top-level academics are members of the executive teams; vice-chancellors became CEOs, deans termed as executive deans with the executives using the term 'our university' rather than 'the university'

when referring to their governing of the institution. The public university was transforming to no longer being a cooperative community inclusive of the entire campus population. (Gray, 2016 pg 748) reads:

'It seems the power to give purpose to the public university is no longer vested in senate and faculties or (as could be) in popular assemblies, but in powerful elite councils compromised of top management, government appointees, business leaders, and student leaders who influence the direction of the institution in line with what are often narrow economic and instrumental goals reflected in a quasi-militaristic language of strategy, thrusts, and objectives.'

In the South African context, the purpose of the public university has been sharply contested as a result of the #FeesMustFall movement. The direction of the university has been repurposed and reformed to suit the needs of capital delivered through public policy (Dougherty & Natow, 2019). The public university has been corporatised and shifted toward the market and reoriented to be for-profit and commercialised higher education (Gray, 2016).

2.3 Contextualising the Entrepreneurial University

With the inculcation of neoliberalism in higher education, a rise of for-profit and entrepreneurial universities was observed due to the university turning into a market that sells knowledge. Scholars such as Pugh et al. (2018 pg 4) define the entrepreneurial university as any university taking on activities to 'improve regional or national economic performance as well as the university's financial advantage and that of its faculty,' in addition, scholars such as Baldini, Fini, Grimaldi, and Sobrero (2015) indicate that the entrepreneurial university encompasses formal and informal mechanisms to commercialise research. However, scholars such as Bronstein & Reihen (2014); Kalenyuk & Dyachenko (2016) consider the definitions of an entrepreneurial university as limited. That said, there are common characteristics such that an entrepreneurial university can be any university that contributes and provides leadership for creating entrepreneurial thinking, actions, institutions, and entrepreneurship capital (Audretsch et al., 2008). The entrepreneurial university applies managerial models and focuses mainly on teaching, learning, and research. In addition, the university seeks to link itself to the business sector, government, and other stakeholders in a triple helix cooperative system (Zhou & Etzkowitz, 2017). The corporate sector profits economically and socially from university research, while the university also benefits by onboarding knowledge from the corporate sector (Fern et al., 2018). Financial gains and sponsorship spring from the university-business cooperation. Numerous international universities have turned

entrepreneurial influenced by the neoliberal policies in line with the definition mentioned above, such as Massachusetts Institute of Technology (MIT), Havard University, and Stanford (Sperrer et al., 2016). The same entrepreneurial university approach is prominent in South African HEI's including Wits and UCT (Amadi-Echendu et al., 2016). The South African government also endorses and promotes the South entrepreneurial university in the country with forums such as the Entrepreneurship Development in Higher Education Program (EDHE) backed by The Department of Higher Education and Training and USAF.

The critical characteristic of the entrepreneurial university noted is that entrepreneurial universities seek to attain and maintain a financial advantage by commercialising their research. Ferlie (2017) argues that the entrepreneurial university borrows the finically driven bottom line from the corporate sector and applies it to the public university. With the restructuring and turning entrepreneurial, NPM became the ideal approach to shifting the political economy of public services and institutions. Private sector processes continue to apply in the public sector, including universities (Fern et al., 2018).

2.3.1 Contexualsing New Public Management in the Entrepreneurial University.

The expansion and growing influence of neoliberal policies saw NPM introduction as a mechanism to expand private sector processes into the public sector (Broucker et al., 2018). In literature, a clear and consistent definition of NPM proves challenging as scholars have seen it change over time and do not define it uniformly (Kalimullah et al., 2016). Hood (2007) says that NPM is challenging to define because NPM is not merely a concept but a divinity with a set of doctrine beliefs. This is due to the idea of NPM emerging as an ideology, at perhaps an emotional level, of a perception that the public sector, particularly in western countries had grown bloated, too large, and inefficient (Lapuente & Walle, 2020). In the mid-1980 Garson and Overman defined NPM as an "interdisciplinary study of the generic aspects of administration - a blend of the planning, organizing, and controlling functions of management with the management of human, financial, physical, information and political resources." (Kalimullah et al., 2016 pg 8). Come mid-1990s, when neoliberalism had garnered more influence, NPM is defined as "a normative conceptualization of public administration consisting of several inter-related components; providing high-quality services that citizens value; increasing the autonomy of public managers; rewarding organization and individuals based on whether they meet demanding performance targets; making available the human and technological resources that managers need to perform well, and appreciative of the virtues of competition, and maintaining an open-minded attitude about which public purposes should be performed by the private sector, rather than a public sector." (Kalimullah et al., 2016 pg 8)

Despite opposing and contradictory views, opinions, and definitions about NPM, it is clear that NPM is a body of managerial or ideological thought based on the premise that the pubic sector should import ideas from the private sector. NPM creates a framework that reorganises management procedures and processes within the public sector to increase effectiveness and efficiency (Kalimullah et al., 2016).

The implementation of NPM is characterised by shifting organisations away from the old Weberian approach bogged down by beaurocracy and rules to reduce the power of both over-mighty producers. Stakeholders such as trade unions are viewed as threatening over-might producers and public service professionals whose influence must be restricted to create a more corporate public organisation (Lambert, 2003). Ferlie goes onto say NPM reform has seven core features, namely 1. Professional management that is 'hands-on' 2. Explicit standards and measures of performance 3. More emphasis on output-based controls (results matter more than process) 4. Increased competition within the public sector 5. More private-sector style management practice (that has flexible human resources management) 6. The pursuits of efficiency and the concept of doing more with less and 7. Aggregation of the units in the public sector encourages contracting out goods and services previously managed and executed within the organisation (Lapuente & Van de Walle, 2020).

In addition, the 3M Model to NPM can succinctly apply to the entrepreneurial university and its operation and characteristics. The 3M's stand for Markets, Management, and Measurement (Ferlie, 2017). NPM Markets go further than the conventional, straightforward push of neoliberalism of the privatisation of nationalised industries and pushes for the new 'quasi-markets inside core services that remain in the public sector. In other words, traditional line management transforms to take the form of a purchaser and provider, who start to relate to each other based on contracts and Service Level Agreements (SLA) rather than hierarchy (Ferlie, 2017). The idea is that purchasers would apply pressure on the providers to ensure improved quality of service and a reduced turnaround time and waiting time. Should the purchaser be dissatisfied with the provider's performance, they could threaten to take away their contract as a last resort disciplining measure, an idea appealing to universities.

The second M refers to Management, and the mantra 'managers must manage', also used by SA universities during insourcing as discussed below (USAF, 2016). NPM declares that managers must actively focus on managing significant changes and not work on bureaucratic routines. In universities, Vice-Chancellors became CEOs (Ferlie, 2017), with a considerable increase in remuneration yet faced increased performance pressures and job security. Furthermore, management capacity in the public sphere would reform to mimic that of corporate governance overseen by a board. In universities, non-executives are

appointed from outside the university for relevant expertise such as finance, legal, real estate, or accounting (Gray, 2016). The NPM doctrine indicated that the new boards/councils would counterbalance the VCs of universities that could otherwise become overly dominant given their historical influence and roles. Although the board/council members came from outside the academic profession, the new council members would have oversight and set and monitor performance objectives and keep their 'agents,' that is to say, VCs, in check. Scholars such as Buckland (2013) have contested that the NPM approach of making universities more business-like is unsuitable for universities and that universities must be left to retain their broader mission to society and its social stakeholders.

The third M is for Measurement in that NPM advocates for high public service performance. Agency performance had to be measured to be actively challenged, reviewed, and managed, and if need be by agencies from outside the university (Ferlie, 2017). NPM directly or indirectly required universities to increase their output in teaching and research while being monitored externally by agencies who rank them against other universities.

2.3.2 Advantages and Disadvantages of New Public Management in the entrepreneurial university.

Firstly, the advantage that is expected is that NPM seeks reforms that ensure better value for money in public services. The public university is structured to ensure that the institution does more with less (Huber & Hillebrandt, 2019). The roadmap that is provided by NPM to achieving the reduced cost yet have increased output is by contracting out (outsourcing) services that could, in principle, drive down the high social, financial, and other add-on costs. In other words, universities can outsource services to autonomised and specialised agencies, giving them a charge over the services viewed as cost-inducing if managed internally (Ferlie, 2017). However, the drawback of using autonomised and specialised agencies to manage internal services is that agencies can counterproductively strengthen inward-facing 'silo' thinking that erodes broader synergies and interdepartmental interaction and coordination (Thomas & Davies, 2005)

The next advantage that NPM purports is that of cutting a bloated workforce to a lean and flexible size that results in lowered wage levels, freeing finances for use in more impactful and gainful aspects of the public institution. NPM states that this can be achieved by increasing contract-based workers rather than have permanent staff members (O'Sullivan, 2020). The glaring disadvantage of contract employment is a lack of confidence in the university, with employees unable to secure permanent gainful employment.

NPM indicates that management must be strengthened against perceived over mighty public sector producers in professional staff members and workers unions /organised labour. These two influential public sector producers are dominant in universities in the form of VCs, who are now managed and overseen by university councils to keep them in check (Ferlie, 2017). Workers' unions are also viewed as mighty role players in university landscapes advocating for worker rights, suitable conditions of service, and permanent employment of staff. The strengthening of management by culling the powers of the two overmighty public producers' involvement gives space for management to make decisions swiftly, with little resistance, and more efficiently. However, Thomas & Davies (2005) indicate that the downside of strengthening management is that the pendulum may swing too far towards managerialism. Management has excessive power resulting in very little professional ownership of the top-down reforms meaning staff must accept decisions made by management even though they are not professionally sound to experienced workers.

Scholars such as Raisch & Birkinshaw (2008) go on to say that NPM reforms reduce 'organisational ambidexterity,' which is a concept that successful organisations must have the ability to balance between short-term gains along with long-term, more creative improvements. The ability to balance the long term and the short term is considered the hallmark of a successful organisation. However, NPM reforms are thought to typically reinforce the dominance of short-term, targeted, and efficiency-driven operational management strategies (Harvey et al., 2010). Ferlie (2017) Indicates that there is a danger in prioritising short-term measurable operational efficiency. Short-term focus crowds out long-term capabilities critical for the long-term health of public agencies. Hartley & Rashman (2010 pg 156) put forward the concept of 'leadership for performance' and indicate this performance-centered leadership tends to be short-term and mechanistic. The performance-centered approach misses an opportunity of 'leadership for learning' that is longer-term, more discovery-based in public agencies. Hartley & Rashman (2010) argue that NPM oriented public services over-rely on the dominant performance agenda marginalising other learning-based approaches that would be expected in HEI's. The danger is that public agencies that take up the short term operationally efficient performance plan may not be able to manage or cope with unexpected or discontinuous environmental change, and when faced with sudden crises within their institution are not resilient enough to remain unaffected also, importantly are not able to launch radical innovations to adapt to challenges.

2.4 Mergers and Acquisitions in Higher Education Institutions.

In response to growing uncertainty in the higher education sector due to neoliberalism, universities and colleges have adopted a more business-like approach. Mergers and acquisitions (M&A) of other higher education institutions have become a preferred response measure to the uncertain landscape of higher education (Georgieva & Abdelazim, 2020). Georgieva & Abdelazim (2020) say that the business-like approach, restructuring, and commodification of higher education has pitted universities against each other and caused a scramble for resources in the face of cuts in higher education funding from the state and a decline in student enrolment in universities. Bolbanabad et al. (2017 pg 1) indicate that a merger is a radical reorganisation of an institute, and a merger is defined as:

A "combination two or more separate institutions into a single new organisational entity, in which control rests with a single governing body and a single chief executive body, and whereby all assets, liabilities, and responsibilities of the former institution are transferred to the single new institution." (Bolbanabad et al., 2017 pg 1).

M&A has increased significantly in higher education globally in the last three decades and is now observed in the emerging markets and countries like Sweden, Norway, Finland, and China, receiving encouragement to venture into M&A by their respective governments (Bolbanabad et al., 2017). With dwindling resourcing and universities scrambling for students. M&A in higher education is implemented to realise positive outcomes, such as expanding and strengthening educational programs, increasing access to higher education programs, diversifying academic profiles, improving the quality of teaching as well as research, expanding system integration, and increase efficiencies to make universities more profitable (Bolbanabad et al., 2017; Georgieva & Abdelazim, 2020). Profits are attained due to universities' ability to generate more new flexible products quickly to respond to the needs of businesses and the community (Georgieva & Abdelazim, 2020).

However, M&A has been met with great resistance in higher education due to stigma within higher education. Universities have a fierce dedication to their unique mission, causing a battle between various constituencies on campus, with some viewing the radical change as a betrayal of the institution's identity (Leslie et al., 2018).

2.4.1 Impact of Mergers and Acquisitions on University Performance.

Once implemented, M&A has had a significant impact on the performance of managers and the university as a whole. The impacts are categorised into four sections: Structural impact, Procedural impact, Contextual impact, and Performance. Bolbanabad et al. (2017) conducted a study in universities in the Middle East, including the University of Tehran, that went through M&A in 2010. Similarly, Georgieva & Abdelazim (2020) conducted a study in the United Kingdom of over 50 universities and colleges that underwent M&A and measured the impact on university performance from 2019-2020. The studies discovered that structural impacts that include buildings, equipment, and personnel (quality and quantity) were such that there was limited human resources development. Participants in the Bolbanabad et al. (2017) study found that the quality of staff had improved with skills they did not have internally now available. The increased quantity of staff allowed for a relatively even distribution of workload amongst workers. However, the drawback for personnel is that, due to people spending half their time within the workplace, the merger resulted in employee job stress, loss of organisational identity, low staff morale, and high staff turnover. Participants indicated that the merger happened so quickly it left them shocked, while others had worried about their job security and staff feeling psychological stress due to being turned from a manager to a regular team member.

In terms of contextual impacts, organisational culture comprises shared beliefs, values, norms, shared assumptions and shared understanding of the goals of an organisation. It thus affects the interactions between merging organisations (Bolbanabad et al., 2017). Organisational culture sets the road map for the behaviour of staff and how they interact with each other, which in turn influences the performance of teams, managers, and the organisation itself. In the Bolbanabad et al. (2017) study, employees of 3 respective universities merged into one had different organisational cultures in terms of values, policies, procedures, and application of technology. Once combined, employees from one section felt that the rules, policies, and practices from the parent university were too strict and formal, making it challenging to adjust to the new work environment. Some participants in the study indicated that some persons are observers while others are doers. In terms of organisational learning, the study found that the merger enhanced the development and sharing of new skills amongst personnel. Participants noted that there was a good flow of information and knowledge sharing between departments.

Looking into the university's performance in Tehran, the study discovered an Improvement in world rankings. Participants noted that the university could now achieve the academic goals with increased

research output. Additionally, participants believed operational efficiency was achieved. Management indicated that the merger increased economies of scale by pooling resources by transferring employees to departments with staff shortages. The university rightsized as accurately as possible; however, duplication was experienced with some departments resisting merging with another despite doing the same work. Similarly, universities in the UK that underwent M&A climbed world ranking and began to enroll more students (Georgieva & Abdelazim, 2020). In terms of quality of services, Participants believed there was a high quality of services but mainly in the academic space of the university, with increased quality in terms of learning and research (Bolbanabad et al., 2017).

In this section, M&A gives a holistic appreciation of the impact that an organisation goes through when implementing radical and swift changes. The changes and shifts reverberate throughout the human resources of the organisation who ultimately determine the success or failure of M&A, restructuring outsourcing, or insourcing.

2.4 Contextualising the change of work in Higher Education Institutions.

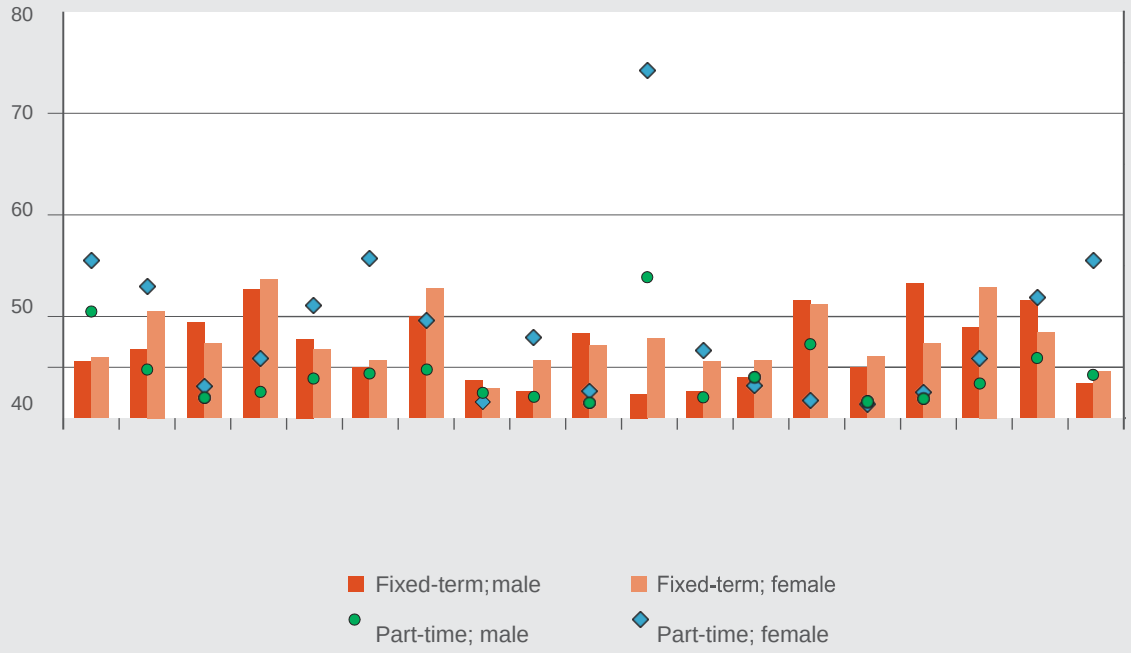
Neoliberal policies have had a profound impact on the actual work of the human resources in HEI's, particularly universities, in addition to the above M&A. The university's familiar and traditional work systems have changed to pave the way for the corporatisation of universities. As indicated above, universities adopted NPM concepts that make public actors more private sector-like. The competition was borne by academic staff who the university required to increase and produce higher research output to maintain credible careers in the university (Olssen, 2016). In other terms, academic job security depended on consistent output that generates revenues for the university attained from externally funded (government or corporate) actors (International Labour Organisation, 2016).

As mentioned above, NPM operational performance approaches called for increased use of short terms contracts to reduce so-called bloated public service structures. Universities generally have two categories of staff: academic staff (who also make up executive management), the second being that of support staff, recently renamed to professional and administrative staff. Neoliberalism through NPM ensured that academic staff was further segmented. An increased operational performance approach saw a substantial rise in temporary and part-time contracts of academic staff. Thatcher (2012) indicates that an estimated 77 000 lecturers worked on short contract-based terms in only a year between 2009 - 2010, just in the united kingdom alone. According to the International Labour Organisation (2016), in Spain, 64% of all

university researchers and academics were on short-term contracts; in Germany, between 1992 – 2009, short-term contracts in the sciences rose from 63% to 83%. In addition, countries such as Belgium and Greece excluded the teaching profession inclusive of university staff from the general employment protective legislation meaning there was a minimal constraint to using short-term contracts in universities.

Below is a table indicating the increased level of short terms contracts in universities across Europe. Source (International Labour Organisation, 2016) pg 127

Figure 3.4. Percentage of teaching professionals on fixed-term and part-time contracts, by sex, selected European countries, 2009–10



Source: European Union Statistics on Income and Living Conditions (EU-SILC), 2009–10 data pooled. Tabulated data from Leschke, 2015.

International Labour Organisation (2016) indicates that universities prefer placing academic staff on a temporary contract to respond to the demands of globalisation, remaining lean and syncing employment to the markets offered by the externally funded projects, either government or corporate actors. Should a project end, so does the researcher or academics' contract of employment.

The impact on academics is evident (as a cost-cutting measure to boost revenue). When it comes to non-academic university support services, Gupta et al. (2005 pg 399) declare that with the downward socioeconomic mobility of academic labour came an "understanding that support services can be contracted out rather than operated in house, employees in higher education institutions make their best efforts to achieve high levels of efficiencies when creating competitive advantages." Simply put, the best situation for universities is to outsource support staff.

2.4.1 The International context of outsourcing in the University.

Outsourcing commenced within the higher education space when the United States' universities adopted it in the mid to late 1980s (Handfield, 2006). Primarily universities outsourced to increase efficiency, reduce costs, solve funding issues, increase innovation and provide access to knowledge that is not readily available within the institution (Wekullo, 2017). Russell (2010) adds that universities, particularly in America in the early 1980s, saw outsourcing as cheaper and more efficient than insourcing, with a critical benefit of creating savings and revenue and further relieving resources that can concentrate on the universities' core business of teaching, learning, and research.

Internationally, within the higher education space, there has been debate on what functions should be outsourced. The standard processes have been cleaning services, catering services, campus security services, book store services, and maintenance (Wekullo, 2017). Even so, recent outsourcing activities have expanded to include Information Technology (IT), legal services, and services considered to be core to the university, such as teaching, remedial classes, and even management of the institution itself (Quigley & Pereira, 2011). Institutions in Kenya have been observed outsourcing IT services to end repetitive problems and remain internationally competitive (Jamshidi et al., 2012).

Two different studies conducted by Phipps & Merisotis (2005) found that outsourcing is widespread in universities. Using data from 112 colleges and universities from the United Nations, Educational, Scientific and Cultural Organisation (UNESCO) noted that from 2000-2002, 91% of American higher education institutions had outsourced campus services. UNESCO observed that 65% outsourced between 2 to 5 services, 13% outsourced five or more services, and another 13% outsourced at least one service. It is worth noting that the findings are consistent with earlier literature, showing the highly outsourced services are catering and food services (74.6%), vending (63.2%), book store operations (45.7%), custodial/cleaning services (45%), maintenance (35.9%), and security (24.4%). Half a decade later,

researchers Burnett & Collins (2010) confirmed the same services were the most prominently outsourced in universities. International Data Corporation (2015) noted that IT was amongst the fastest growing sourced service. Growth in universities outsourcing IT spent a collective US$6.6 billion on IT outsourcing, more than the US$4.6 billion spent by the US federal government on IT as a whole.

The general trend regarding the impact of outsourcing on employees varies according to multiple factors, including the level/grade/status that the employee occupies and the regulatory frameworks put in place by governments, and the enforcement of the legislation thereof. Scholars such as Mori (2017) indicate that outsourcing public services into the private has had a smoother transition in Europe because of the interventions of governments in various European countries. Mori (2017) indicates that white-collar workers tend to have seamless transitions when outsourced compared to blue-collar workers. White-collar workers often retain their public status, remuneration, contractual allowances and working conditions, and union protection with some professions regulated by external professional bodies.

In comparison, blue-collar workers such as custodian and cleaning services, catering and food services along with maintenance tend to have significant negative impacts when it comes to their remuneration, sick pay, annual leave, maternity leave, pensions, contract allowances, and experience a decline in union protection and working conditions. A significant cut in wages occurs, and benefits allowances push blue-collar workers' socioeconomic mobility downwards. In Italy, Denmark, and the United Kingdom (UK), the regimes in the mentioned countries experienced outsourcing in a vastly different manner to other nations creating a relatively successful outsourcing program. When public services were outsourced in the UK, a sharp decline in remuneration and benefits was experienced, with sick leave, annual, and maternity leave eroded. However, the UK government intervened by incorporating social and employment clauses into legislation and the Transfer of Undertakings (TUPE) regulations, reversing the erosion and prevent future prevalence (Jaehrling, 2015).

Other countries across the globe have not experienced the smooth transition as some European countries due to less intervention and enforcement by national regimes. Outsourcing of employees in American universities experienced the above negative impacts on employees: remuneration, sick pay, annual leave, maternity leave, pensions, contract allowances, a decline in union protection, and working conditions. Scholars such as Gupta et al. (2005) note that Tufts University in Massachusetts outsourced custodial services to cut costs and generate savings. However, when the initial contract expired, the private company only employed 71 university staff on the renewed contract resulting in strike action, which students and faculty members also joined.

In summation of the section, the section has explored literature on the global rise of neoliberalism and its effect and impact that forced higher education institutions to change and adapt to the new world that caused NPM approaches on universities. Adaptation became a necessity to survive, making outsourcing more attractive as a strategic and operational response. Though the socio-economic standing of South Africa remains may be different, the above section has highlighted the dominant trends and how these have impacted the university down to the level of employees' work and their responses.

2.5 Contextualising the impact of Neoliberalism on South African Higher Education Institutions.

This section provides an in-depth look into the context of South African Higher Education Institutions and the impact of the neoliberal policies on universities and the South African universities' response to the policies. Particularly the simultaneous response to neoliberalism while also grappling with the new ideology of transformation, diversification, and democracy from policies that had entrenched deep racial division as a fundamental. Also discussed in this section is the pressure the African National Congress (ANC) government faced as a new party in power from local and international stakeholders and the pressure to follow neoliberalism as part of their governance ideology. The section will highlight the response of HEI's to local and global challenges and how the reactions affected workers in universities.

2.5.1 Contextualising the impact of apartheid and democratic transitioning on South African Universities.

Historically, the principles of apartheid advocated for division on racial lines in all spheres of governance in South Africa. The higher education system was no different. Nineteen of the HEIs in SA were exclusively for whites, six were for blacks with colourds, and Indians were getting two each exclusively (Van Der Walt, 2017). As part of the governance strategy, public policy and economic policy through treasury enacted redistribution strategies favoured that are now referred to as Historically Advantaged Institutions (HDI) (OECD, 2008). These HAI are mainly formerly exclusively white institutions such as The University of the Witwatersrand, also called Wits (where this study is conducted), and the University of Cape Town, to mention a couple. The acronym to HAI is the Historically Disadvantaged Institutions (HDI) that received less funding than their HAI counterparts. Scholars such as Odhav (2009) note that favourable funding through frameworks such as South African Post-Secondary Education (SAPSE) formulae for HAI meant they had better resources to attract and retain staff HAIs to increase staff capacity gradually. SAPSE allocated more funding to institutions based on input (measuring student enrolment and the level of enrolment) and output (rate of student graduating and research publishing produced).

HAI Based on their prevalence, size, numbers could enroll more students and output more graduates. The capacity to enrol, size, and numbers made HAIs more attractive, not only in terms of funding but also in terms of being employment destinations across all professions and races though the type of employment, whether skilled or unskilled, was segregated by race (Mariotti, 2012). Increasing staff capacity became inevitable and applied to both employment segments of academics and support staff. Academics produced more research pushing HAI rankings higher with more academics entering the system. The resulting increased operations, i.e., teaching, learning, research, student enrolment, student residence, required an increased capacity in support staff. Consequentially, though blue-collar work was relegated for black Africans according to the apartheid regime, an increase in blue-collar worker capacity was experienced, particularly throughout the country's custodial services, grounds work, and food services in both HAI and HDI's (Gradín, 2019). In other terms, universities in South Africa had high human resource capacity.

Come 1994 and the transition to democracy, the new ANC government sought transformation of the old governance policies in line with the new national plan. However, the ANC government came into a democracy that required a massive rebuild and a new public policy and fiscal policy (Mosala et al., 2017). Transitioning to being the ruling party presented the new ANC government with the challenge of which policies to institute, rethink, support, or discard and which manner of approach to use to govern (Michie & Padayachee, 2019). The predicament was whether to ensure transition through nationalisation where political power would be transposed into economic control or via neoliberalism that promotes macroeconomic development through company earnings growth (Mosala et al., 2017). The corporate sector was willing to enter into a governance model that had the balance of corporate industry and government, Louw et al. (1989 pg 80) read Gavin Relly, CEO of Anglo-American Corporations (AAC) as saying, "We accept the likelihood of some form of mixed economy with a measure of state planning and intervention … because there is a quite justifiable emphasis on the part of black South Africans on a more equitable distribution of wealth to compensate for the errors of omission and commission of the apartheid era." Despite this, the ANC government refused this proposal and any other progressive policy favoring the 'Washington Consensus' that supports a global move towards 'capitalism unleashed' (Michie & Padayachee, 2019).

Michie & Padayachee (2019 pg 4) reads, "The major point to make about this transitional period was that leading businesses invested heavily in influencing the transition because they believed it was necessary for their short, medium, and long term interests. Organised business was populated by senior

representatives of the leading companies who employed a significant range of specialists in the fields of public affairs, labour relations, economics, and social investment. The relative coherence of corporate South Africa was therefore mirrored in organised business institutions. Business too engaged intensively with all the parties in a myriad of consultations, conferences, and seminars on prospective economic policy and, indeed, a wide range of other policy matters. Some scenario planning exercises were carried out building on the Anglo-American scenarios of the mid/late 1980s, which had helped shape the thinking of some elites (including senior National Party leaders) about the need for a negotiated future and an economy that was geared to the changing world environment."

It is worth noting the Mont Fleur scenario, in which experts presented the Nationalist Party and ANC in their transition negotiations with four strategies. First, 'the ostrich in the sand' maintained the status quo of economic and public policies. 'The lame duck' prolonged transition under a weak compromise government which both sides rejected. The 'Icarus' in which a black government would not have constitutional checks embarking on unsustainable spending, causing an economic crash. Lastly, the 'flight of the flamingos' in which 'everyone rises together' (Michie & Padayachee, 2019). Consequently, largely influenced by private business and the late apartheid state, 'flight of flamingos' was chosen; thus, the ANC followed the neoliberal open market approach, ironically limiting their own state involvement in the open market, and had business at the forefront, protecting and advancing their private business interests and actively influencing legislation and public policy (Mosala et al., 2017).

Ultimately, the ANC in 1994 introduced the Reconstruction Development Program (RDP), which expanded private business, deregulated the economy, and introduced fiscal austerity. In 1996, ANC introduced the Growth, Employment, and Redistribution (GEAR) that strongly encouraged the privatisation and commercialisation of the public sector, liberalising capital flows, including public and private partnerships (PPP) in the higher education sector. GEAR strongly encouraged outsourcing and management through contracts, leaner and more efficient organisations to create savings and flexibility, and reduced state funding to universities, meaning universities were to seek financing from private support (Van Der Walt, 2017). The white paper's 1997 most significant impact on universities was regulating the planning funding and quality assurance that led to the gradual reduction of state funding in higher education institutions (Styger et al., 2016). From 1987 to 2012, state funding to higher education institutions declined substantially, decreasing by 3%. Styger et al. (2016) says that in 2007, R12.8 billion was set aside for education as a whole in the state budget, but higher education got a fraction of this amount, receiving 2.31% of the total budget. That said, sharp declines in state funding were experienced in South African

HEI's between 1993 and 2003 when the state adopted the Earmarked funding. In 1998 particularly, earmarked funding fell by 10%, and another 10.3% in 2003/4.

2.5.2 Response of South African Universities to the new ANC governance and public policy.

South African higher education was confronted with a steady decline over time of funding from the state. All advice in response to the deterioration encouraged commodification of education; in simple terms, universities had to become businesses and had to learn to produce more with less (Styger et al., 2016; Van Der Walt, 2017). Much like universities worldwide, the South African universities had to abandon their traditional ways in which tasks, activities, and operations were conducted to absorb the new demands of the new post-apartheid university.

The universities in SA responded to these challenges by restructuring using rightsizing and using the 'core and non-core' rationale (Baatjies et al., 2012), with HDI's advocating for rightsizing and HAI's distinguishing between core and none core functions. Universities implemented outsourcing, management through contracts, focusing on the core business of teaching, learning, and research, reducing staff numbers, creating savings and efficiencies, sourcing funding from the corporate sector, and increasing their entrepreneurial strategies.

2.5.2.1 Response of Wits University to the new governance framework and public policy.

In 1994 Wits conducted a preliminary assessment looking into the restructuring of academic and support functions. Still, Wits did not immediately implement the plan until 1999 where it was implemented as a program called Wits2001 (Fitzgerald, 2003). The program came as a response to the university's financial pressures due to the reduction in state funding, the need to push up higher in universities in world rankings, and become attractive to the corporate sector investment. In addition, Wits University's drive to increase capacity, as mentioned above, pre-democratic transitioning was now bloating the system and creating inefficiencies. Support services were overstaffed with poor service quality while retaining permanent staff inflating the wage bill (Fitzgerald, 2003). Creating efficiency and making savings was essential for the university to compete and progress in the new open market in South Africa. Thus under the Wits2001 program, Wits implemented outsourcing with support services in cleaning, catering, grounds and gardens, building maintenance, and transport transferred to third party management.

Apart from Wits, other South African universities also sought operational efficiencies, cost-cutting, and creating savings by outsourcing. University of Cape Town (UCT) embarked on outsourcing in 1999, with the distinct aim to improve service delivery, quality of work and increase efficiency in operations by

outsourcing it to experts within specialised organisations. UCT outsourced cleaning, security, catering, and garden services. The University of Fort Hare (UFH), through the restructuring and rightsizing program in 1997, tried reducing cost by balancing out the disproportion of administrative and support staff (Van Der Walt et al., 2003).

2.5.3 Implementation, Impact, and Criticisms of Outsourcing at Wits University.

In addition to the external pressures to outsource, Wits University's Senior Executive Team (SET) saw internal benefits to outsourcing. Guided by external management consultants, SET believed that outsourcing support staff would bring about their career opportunities, employment stability, upskilling, and accreditation. In addition, the management benefit of outsourcing would have been to weaken employment contracts with a shift between the employer and employee (Adler et al., 2000). Due to a change of power from employee to outsourced management contractor (MC), specialist companies could significantly reduce labor costs with minimal resistance. Furthermore, the specialist company could easily dismiss workers or not rehire the employee when their contract expires. It has been noted that Specialist companies remunerated significantly lower labour wages.

Wages within Wits University outsourced staff fell from R2277 a month with additional benefits to R1200 a month exclusive of benefits (Van Der Walt et al., 2003). Workers who were lucky not to lose their jobs lost their benefits such as medical aid, along with access to university staff bursaries, and experienced predatory labour practices (Habib, 2019; Ntlokwana, 2015). Restructuring at Wits University is said to have saved R 30 million; furthermore, it created a more efficient administrative system and improved quality of service at Wits with the campus never before been seen as that clean (Fitzgerald, 2003). Wits University retrenched 613 support services staff from a total of 2 377 support services staff. Of that, only 250 were reemployed by the new specialist companies.

Critically to the contract conditions between Wits University and the MC was that the specialist company would discourage their employees from participating in industrial actions and strikes (Adler et al., 2000). Should employees embark on industrial action, the MC must control its personnel, restore order and should the university require it, remove the employees from the clients' premises. Recommendations on how this would be done are not explicit. It has been noted by Van Der Walt et al. (2003) that staff, after being outsourced, could not fully express disgruntlement or labour dispute via industrial action.

To garner support from the Wits University community, university management sought to have a consultative process to capture the perceptions of Wits employees on different services. The results came

back in favour of improving service quality within the university through outsourcing. However, Adler et al. (2000) indicates that the data gathering tool was flawed and skewed towards negativity, using a five-point scale ranging from five excellent, four good, three doubtful/dubious, two unsatisfactory, one bad. The data gathering tool deviates from the standard survey practice due to the middle value (3) not being neutral.

The argument in literature in criticism of Wits University SET's consultative process is that the outsourcing process were done on flawed information with express intention to achieve pseudo participation. A technique used to persuade employees to accept decisions already made by management through employees participating in the decision-making process. Adler et al. (2000 pg 4) read:

"SET's recommendations did violence to the results of the consultative process management itself initiated. Its approach reflects a dogmatic faith in the efficacy of outsourcing, uninformed by critical reappraisals of the strategy, unshakeable by evidence of empirical mistakes, and unyielding to the views of stakeholders. The recommendations amount to the unilateral restructuring of support services."

Wits University management followed the neoliberal and international language that outsourcing had the benefit of adding value by bringing in external expertise to manage non-core activities (Adler et al., 2000). However, the South African experience is that it is unskilled work that is outsourced. In South Africa, 'core' and 'none core' are more linked to class and occupational division of labor, whether in management or manual labour than it does with an accurate appraisal of the organisation's operational requirements. A South African study conducted by Andrew Levy and Associates (2000) indicated that blue-collar workers make up 90% of outsourced employees, administrative staff make almost 8%, and managers less than 2% of outsourced employees. Had the outsourcing model been an honest appraisal, it would have holistically followed the international and neoliberal approach. In Organisation for Economic Co-operation and Development (OECD) countries, as indicated above (2.4.1 The International context of outsourcing in the university), when they found outsourcing appealing, the OECD countries outsourced IT, library management, legal, accounting, and HR, and even teaching. Thus, designating something as non-core does not provide a reasonable basis to outsource it (Adler et al., 2000).

Wits University's SET argued that outsourcing was ideal due to a lack of internal management capacity. It was simpler to outsource to the specialist company; however, it has been noted that specialist companies have the same challenge of management capacity. It is not adequate to view outsourcing as having the

advantage of addressing the management capacity challenge (Cohen & Eimicke, 2020; Khalfan, 2003). What outsourcing of support services does not account for, due to focusing on the hard skills is the loss of organisational memory and the tacit skills performed by cleaners who assisted with security and assisting students across campus (Adler et al., 2000). These are skills that workers possess that are not recognised formally and receive no remuneration but are essential to production and operations (Leger & Mothibeli, 1988). The same goes for organisational memory: a knowledge of everyday processes crucial to operations and productivity. Organisational memory is lost with the outsourcing approach, and organisational memory is not a management possession that senior managers can retain because it spreads across different occupational levels (Edvardsson & Durst, 2019).

Adler et al. (2000) indicate that Wits University required a lot of time and money to do outsourcing well in the institution. Given the challenges of implicit skill loss, pseudo participation, and inaccurate division of core versus non-core, the system of outsourcing may not be sustainable. Outsourcing is not a quick fix for a failing in-house system. Existing in-house services must be highly efficient already before seeking efficiency in the market, equipped with practical knowledge of the service they require and how much it would cost before going to market. An organisation that lacks these attributes can not adequately assess the tenders it receives (Adler et al., 2000; Cohen & Eimicke, 2020). Equally as significant was the dent in the transformation agenda that was critical for university operations, given that apartheid had just ended recently before outsourcing. Outsourcing reduced workers to a dismal state.

2.6 Trade Union Response to Universities Restructuring.

The National Educational Health and Allied Workers Union (NEHAWU) at Wits University were against workers' retrenchment due to outsourcing. The negotiations between Wits' executive management and NEHAWU reached an impasse. NEHAWU would not agree to the retrenchment despite insistence from Wits' leadership; thus, Wits management decided to go it alone and enact the retrenchments nonetheless (Ntlokwana, 2015). NEHAWU sued Wits University; similarly, Cape Town NEHAWU sued UCT for lack of adequate consultation before retrenching. NEHAWU used the Labour Relations Act (LRA) of 1995, section 189 that says an employer must consult with all stakeholder groups, including organised labour and unions before an employer can retrench employees based on operational reasons. Meaningful consultation by all parties must be carried out to reach a consensus before dismissal, in particular, is made.

In an attempt to reverse a decision made in the labour court (LAC) of not only permitting universities to go ahead with outsourcing but dismissing the appeal from NEHAWU, NEHAWU sued UCT and others in

the South African Constitutional court. NEHAWU believed that LRA, section 197 was not upheld by UCT and others. In terms of LRA 197, the central issue is that when a business is transferred, as a going concern, employees who are transferred with the business must have the conditions and benefits previously provided inherited by the new employer. In this case, outsourced staff were earning less and working in conditions less favourable than those experienced while directly employed by UCT, thus believing in the lack of upholding LRA section 197 by UCT and others (Ngcobo, 2017). NEHAWU declared that (a) The outsourcing of non-core activities was a transfer of UCT's business, trade, or undertaking as a going concern under LRA section 197 (B) The contractor's employment of the affected employees were transferred automatically to the specialist companies/contractors and (c) The termination of workers employment was in contravention of section 197 (2)(a) and was of no effect.

Recalling the LAC decision to reject the appeal, Ngcobo (2017) indicates that the previous judgement in the LAC was correct in that LRA section 197 does provide for the automatic transfer of employment contracts should a business be transferred, employment contracts are not an ongoing concern. The employments can only be transferred without the employees' consent if the buyer and the business seller agree that the contracts will be transferred together with the company. In this judgement, NEHAWU lost the battle in the South African Constitutional Court in trying to reverse and stop outsourcing from being implemented in UCT and set precedence for other South African universities who were free to implement outsourcing.

However, when comparing the outcome of outsourcing in the South African context under the ANC regime and the one discussed above (2.4.1 The International context of outsourcing in the University) with European governments. The researcher can deduct from the balance of evidence that European regimes were more active in protecting workers by introducing legislative frameworks such as TEPU than their South African counterparts who have not regulated outsourcing.

Other unions, such as the Congress of South African Trade Unions (COSATU), have demanded that outsourcing is regulated in South Africa (Mchunu, 2018). Mchunu (2015) indicates that COSATU points to the agreement struck with ANC in 2012 that outsourcing will be challenged by the state bolstering capacity in public services, thus reducing outsourcing influence.

2.7 The Make or Buy Theory.

The make or buy theory has its conceptual basis from Williamsons' (1975) theory of transaction cost analysis (Humphreys et al., 2002). The transaction cost analysis combines management theory and

economic theory to indicate the best relationship an organisation must have with the market resulting in whether to make or buy. Making or buying remains one of the most critical decisions made by management on whether to produce goods and services in-house or to acquire goods and services externally from a management contractor or specialist company. The decision to make or buy is critical because of resource constraints. As noted by Ventovuori (2007 pg 39), 'every organisation has limited resources and therefore must ensure that these limited resources are channelled towards the most important activities' where the organisation has a competitive advantage. In some instances, organisations have to mix between making and buying to satisfy customer demand (Rosyidi et al., 2020). The make or buy decision can define an organisations identity and gives a clear-cut indication of what the organisation is going to be and what it is not going to be, and focuses on the organisation's distinctive competencies (Cohen & Eimicke, 2020). Should an organisation incorrectly decide on whether to make or buy, it can lead to the organisation's demise.

The decision to buy (contracting) should not be used to offload work but must be used to take on work beyond the organisation's purview; thus, executive management must apply careful thought on whether to produce in-house or to contract out. The main challenge to the make or buy theory and decisions is translating investment into tangible quality improvement and services (Rosyidi et al., 2020). Given the necessity to make the optimal decisions for the organisation, scholars such as Ikediashi & Okwuashi (2015) have come up with a framework of 15 decision factors based on six components, namely, quality factors, cost factors, strategy factors, innovation-related factors, time factors, and social factors. The framework serves as a guide to university management in making rational decisions on whether to make or buy.

2.7.1 Advantages and disadvantages of the Make or Buy Theory.

The make or buy theory has numerous advantages and disadvantages associated with when considered for implementation. When an institution decides to make (insource) or produce a product in-house, it is expected that, as an advantage, the institution's managers can have central control over operations and their activities (Kumari, 2013). When buying (outsourcing), the institution is left to the mercy of the managing contractor. Should the managing contractor incur an issue, they have to resolve it without any control from the client. Furthermore, there is an expectation that making reduces cost and improves cost control (Heaton, 2004). The belief is that private companies are profit-driven. However, managing contractors benefit from being specialists and seek remuneration accordingly, making (insourcing) ensure cost is kept minimal when delivering a function (Kumari, 2013). According to Kumari (2013), buying

(outsourcing) has many hidden fees, lacks transparency, and is subject to cost creep that the client may not readily identify.

Making has the distinct advantage of keeping sensitive and confidential information secure. When buying (outsourcing), contractor and client employees reporting to different sections, particularly in mixed make or buy and hybrid models, may leak and or cross transfer information that is confidential or was meant for one organisation and not the other in the same workspace (Anderson & Parker, 2013). Kumari (2013) indicates that making (insourced) increases efficiency in operations and significantly cuts turnaround times. Increased efficiency is due to managers being hands-on, in control, and able to build their teams to make it simpler to respond to customer needs. On the other hand, Johnson et al. (2014) indicate that making reduces access to expertise and technology. The argument is that developing in-house skills and attracting the skilled takes time and money, thus buying (outsource). Contracting companies use contracts; hence, skills cost less; furthermore, the client only has to have a handful of managers placed on steady salaries to manage contracts and not necessarily be specialists.

2.8 Insourcing in South African Universities.

According to Hartman et al. (2017), organisations that outsource for improved service delivery in some cases find themselves in situations in which the outsourcing strategy is no longer viable or yielding the desired outcomes forcing organisations to reverse their outsourcing strategies and adopt insourcing. As Moe et al. (2014) indicated, not all outsourcing experiences have a positive result; thus, objective due diligence needs to be exercised before outsourcing in the first place. Insourcing can be defined as transferring work from an external entity to internal structures (Kumari, 2013). Insourcing is described as performing in-house some previously outsourced activity (Chudzicka, 2021).

According to Hefetz & Warner (2012), some of the prominent reasons to insource are poor quality of service and scant cost savings following outsourcing. In addition, the reversal of outsourcing into insourcing is because of persistent problems with monitoring service providers, problems with contract specifications, issues with effectively monitoring service providers and specialist companies, inefficiency, and political interference. South African universities as a whole, with Wits as the epicentre, faced demands to insource in a socio-political climate of protest action with students and staff taking to the streets demanding that #FeesMustFall and #OutsourcingMustFall (Habib, 2019). Like much of the global higher education sector, South African universities were influenced by neoliberalism and adopted the outsourcing strategy. The South African universities found that outsourcing services and labour to the

private market had yielded no tangible benefit. Outsourcing no longer achieved the desired management outcomes, apart from labour arbitrage (USAF, 2016). South African universities had spent well over R2.3 billion in the outsourcing project without achieving the desired results. USAF (2016) also indicates that South African universities implemented a collective decision to insource services and labour of the previously outsourced services nationwide. However, each public university in South Africa would individually be managing insourcing an additional estimated 18756 staff to be insourced, with 8100 from cleaning, 7300 from security, 1790 from gardening, and 1566 from gardening catering compiled across the South African universities.

2.9 Insourcing at Wits University

Insourcing at Wits University commenced in 2015, ending in 2017 (Sibanyoni, 2017). As indicated, the implementation of insourcing was to be done at the university level. Finances to accomplish insourcing were required. To acquire such finances meant Wits as an institution had to reallocate savings from efficiencies from both the academic and professional and administrative services budgets of 8% and 6%, respectively (Habib, 2019). Wits management insourced 1576 staff members who Wits previously outsourced from cleaning services, grounds and landscaping, catering services, transport services, and security (Sibanyoni, 2017). Salaries cut from R2277 a month with benefits to R1200 a month exclusive of benefits Van Der Walt et al. (2003) were gradually increased to R4500 in January 2016, R6000 from June 2016 – December 2017, and to R7 860 (Cost To Company) in 2017. Wits University management viewed the increase as a step in the right direction in addressing inequality in South Africa (Habib, 2019; Sibanyoni, 2017).

According to Kumari (2013), institutions could decide on reversing the outsourcing strategy, thereby insourcing labour and services. Insourcing enhances and attains better control over organisational operations and functions, cost control since managers can now buy raw material at a better cost, reduce turnaround times, and more efficient communication. In the case of Wits University, the other benefit was improving the lives of previously outsourced staff (Booysen, 2016; Sibanyoni, 2017). However, Wits Management expected operational and management challenges, such as organisational instability inclusive of 'Insiders Versus Outsiders' attitude that prevents integration, the uncertainty of costs associated with insourcing, e.g., contract buyouts (Wits Risk Management Committee, 2017).

In addition, Hartman 2017 indicates that further challenges to insourcing are cultural integration and managers being hesitant to manage broader teams since staff numbers significantly increase versus

management capacity. The corresponding increased numbers translate to increased workload, clashes of cultures resulting from insourced staff coming from a different work culture and routine. Importantly, managers distrust insourcing, fearing destabilised teams that they have to manage and potential job losses in the future due to increased numbers and required resources. To reiterate the Magagula & Zondo (2018) indicate that more opportunities exist with insourcing, such as increased responsiveness, customer satisfaction, more effective communication, improved quality, and greater control of formerly outsourced functions. However, given the sudden change in strategy from outsourcing to insourcing, it remains to be seen whether managers at Wits University experienced the scholarly stated and Wits University expected opportunities and challenges, which the research will attempt to answer below.

2.10 Chapter Summary

The chapter provided an in-depth look into the literature relevant to the study. The chapter unpacks the practical reasons outsourcing and subsequent insourcing came to be within South African universities. The chapter starts on a global scale, indicating the factors that led university management into restructuring and resizing. Through neoliberalism, common elements are experienced. Various mechanisms such as NPM influenced a forced shift in public sector management into corporate sector type management. As mentioned, neoliberal policies led to the gradual decline in state funding, increased demand for higher education, and commodification of higher education that bred competition in universities. To adapt and survive, universities had to employ radical strategies to be competitive and thus sought to restructure and even ventured into mergers and acquisitions with varying levels of success. M&A shows an explicit parameter of expected impacts when universities go through radical changes with specific examples, including structural impact, contextual impact, procedural impact, and impact on university performance. The chapter then dovetailed into the South African context of challenges faced by South African universities that mimic the international framework, providing reasons why neoliberalism took hold in the country. The chapter then discussed the response of South African Universities to the challenges emanating from neoliberal policies such as GEAR in a country transforming. After that, literature on outsourcing and insourcing processes within Wits University are examined. Also, it explored the response of organised labour to outsourcing and the impact of outsourcing and insourcing on staff. The chapter then tied the decisions made by universities into the Make or Buy Theory that was Williamsons' (1975) theory of transaction conceptualised, giving the expected advantages and disadvantages proposed by scholars. The researcher will use these advantages and weaknesses along with

the M&A impacts to examine if the trends and impacts experienced elsewhere are equally applicable to Wit University post the insourcing of 2017.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY.

3.1 Chapter Introduction

This chapter presents the research strategy, research design study adopted in this study seeks to capture the impact of insourcing according to the perceptions managers at Wits University. The chapter also discusses the location of the study, the research tools and their application, sampling techniques used, ethical approaches, and an outline of the limitations of the study.

3.2 Research Strategy

The study aimed to capture the perceptions of the impact of insourcing on managers at Wits university. The research report utilised the qualitative research approach that is most appropriate for further understanding human perspectives, experiences, and human behaviour regarding a particular phenomenon (Bryman, 2016). As such, the researcher captured the experiences of Wits Univerity managers impacted by insourcing. The perceptions of insourcing can be categorised into four; structural impact, contextual impact, procedural impact, and performance impact. Furthermore, the challenges and opportunities Wits manages have faced have been taken and unpacked in-depth, ensuring the researcher had the means to map out underlying motives and opinions of the impact of insourcing on the work of managers at Wits University.

In addition, according to Bell et al. (2018), qualitative research strategy and approach in its very nature inductive therefore provides for interviews. These observations bring out theories rather than test the theory. The researcher sought to bring out theory rather than test theory by being inductive due to the reviewed literature suggesting that a more considerable amount of research has been conducted on outsourcing in the private sector in comparison to studies being conducted on insourcing impacts on universities with a public profile such as Wits University. Furthermore, importantly and critically, according to Vasileiou et al. (2018), qualitative research does not require large sample sizes to draw conclusions from data as compared to quantitative analysis and thus allowed the research to be conducted within the limitations of the available managers within Wits University of which some managers may have left their positions post insourcing.

3.3 Research design.

The research design adopted by the researcher was that of the case study. The case study research design provides parameters for the detailed, intensive in-depth analysis of the experiences, perceptions, and complexities of the impact of insourcing within Wits University. Wits University is being used as the case study because Wits University was the epicentre of #FeesMustFall and #OutsourcingMustFall. In other words, what would start at Wits University would cascade out to the rest of South African universities (Habib, 2019). Wits university insourced the highest staff compared to other universities in South Africa (USAF, 2016). There was a great potential to collect quality data of challenges and opportunities and managers' experiences due to the high volumes they have been exposed to compared to other universities.

In addition, the case study research design allowed for induction in the research, and coupled with the constructivism qualitative research paradigm, which was used in this study, it enabled the researcher to build theory with the inductive approach as its base. According to Adom (2016), constructivism dictates that a person's learning occurs through the spirit of doing and experimentation; as such, this research uses constructivism to allow building theory by inducting on managers' experiences and perceptions on insourcing processes at Wits University.

3.3 Research tools and their application in the study.

Based on the approach that this study applies a qualitative strategy and is case study-oriented, the appropriate research tool that gave the researcher the means to extract meaningful data was a semi-structured interview schedule. The study involved Wits managers affected by insourcing and required in-depth information for induction. According to Bryman (2016), the semi-structured interview schedule brings out a greater interest from the participant's point of view, which is critical for the study attempting to capture management experiences. By its nature, the semi-structured interview schedule allowed the researcher to collect pertinent information using closed questions and simultaneously asking open-ended questions. The structured interview schedule enabled the researcher to go off script and probe participants into giving more quality data pertinent to the study but not previously considered by the researcher.

The semi-structured interview schedule uses provisions for the participants to give their perspectives of the impact of insourcing on their departments and their work. In addition, the other advantage of the semi-structured interview schedule is that it allowed the researcher to draft it and test it before taking it

into the field. The researcher tested the tool before field use. Testing ensures what the researcher poses as a question in the semi-structured interview schedule is understood by the participant as intended. The testing allowed the researcher to adjust some questions to make them understandable and palatable to the participants.

The researcher collected secondary data in the form of published minutes of meetings from various Wits governance structures such as the Wits University Council, the Vice-Chancellor's annual report, and the Risk Management Committee. According to Johnston (2017), secondary data has the distinct advantages of ease of access; thus, accessing minutes and reports is simple for the researcher without consuming a lot of time. Johnston (2017) says that secondary data allowed for new insights to be gained with a fresh eye examining the previous analysis that persons made. This study could be crucial with the benefit of retrospect that may give new insight into the impact of insourcing on managers and the advantages and challenges that Wits managers may have been practically experienced.

3.4 Sampling.

Various sampling techniques are available to a researcher; however, in this study, due to the straightforward qualitative approach, the study used purposive sampling. The reason to use purposive sampling is that the purposive sampling technique allowed for the deliberate approaching of participants. Selected participants may have pertinent information required for the study, targeting managers at Wits University who were present and managing before insourcing, during the insourcing process, and after the insourcing process. According to Bryman (2016), purposive sampling has the distinct advantage of allowing a researcher to access specific participants that the researcher is aware have invaluable information to the research study being conducted. The particular participants approached were associated with the Wits University Insourcing Implementation Task Team (ImpTT) and senior managers, operations managers, and managers within the operations portfolio directly impacted by insourcing.

In addition to purposive sampling, the qualitative snowballing sampling technique was also applied in this study. According to Naderifar et al. (2017), snowballing sampling, like purposive sampling, is also non-probability sampling that is also known as the 'chain referral.' A participant of the research gives the researcher a contact of another potential participant. The researcher then builds a network based on these referrals, whether using linear snowballing. For example, an individual participant refers to another individual participant or using exponential snowball sampling in which a participant refers multiple

contacts to the researcher to interview (Parker et al., 2019). Due to various managers leaving their posts and shuffling staff since insourcing concluded in 2017, the researcher used snowball sampling, linear snowballing, and exponential snowballing. Snowballing allowed the researcher to locate referrals with good quality data, otherwise omitted in the research.

3.5 Ethical Considerations.

According to Dooly et al. (2017), measures must be put in place when researching to ensure participants are protected and not compromised by guaranteeing ethical transgressions are eliminated in a study. As such, this study has complied with ethical considerations. The researcher conducted no covert research during the study. The researcher submitted documentation and declarations for ethical review to obtain ethical clearance to conduct the study obtained from the Wits School of Governance (WSG). After that, when practically conducting the research, the researcher ensured that participants gave the researcher informed consent and signed a consent form, and the researcher issued an information sheet. The Information given to participants indicated that the researcher has no financial or undue incentives to carry out the research. The research will also not invade their privacy or leave the participants worse off circumstances due to the study.

The researcher made a declaration to WSG, and participants were made aware that the study is done with the specific goal to fulfill the requirements of a Master of Management degree program at Wits University. The researcher notified Wits Univerity Human Resources of the study due to the research being a case study within the university. In the field, the researcher explained to participants that all findings would be shared with participants should they wish. The researchers' details were shared with participants to get in touch with the researcher at any point should they want to add information to withdraw from participants the study entirely. Due to the study containing sensitive participant information, the researcher removed all identifiers in line with the Protection of Personal Information Act 2013. Audio recordings were obtained with full consent, and the data collected was kept on face recognition and password-protected smartphones and duplicated hard drives that are password protected.

3.6 Validity Reliability and dependability.

As a qualitative research, the researcher ensured maximum possible validity by employing ATLAS.ti software in which data sets were submitted and processed without the researcher's influence, who may be subjective as a Wits employee. In addition, according to Carter et al. (2014), triangulation reduces bias

in research; thus, to manage biases, the researcher used triangulation. The researcher viewed data from various points, and the outcome of the data compared with existing theory to increase validity and reduce biases.

Furthermore, to maximise reliability, objectivity was embedded in the research process. The researcher recorded details to create an audit trail showing the linkages between the researchers' claims and the evidence from which the claims are drawn. The concept of 'Careful Scholarship' was adopted in the research study (Seale, 2016). Thus, transparency is afforded trough out all steps of the research.

3.7 Chapter Summary.

To capture the perceptions of insourcing impacts on the managers' work at Wits University and the challenges and opportunities brought by insourcing. The study made use of qualitative research strategies, along with a case study research design. Purposive and snowball sampling were used in the study, along with a semi-structured interview schedule that allowed the researcher to have the distinct advantage of having in-depth interviews to gather good quality data. Ethical considerations were made, and the researcher obtained informed consent to ensure the highest level of ethical conduct.

CHAPTER 4

Data Analysis Presentation and Discussion.

4.1 Introduction.

The chapter provides an overview of the data collection using the semi-structured interview schedule as the data collection tool, followed by the presentation, analysis, and discussion of the data collected. The responses from participants were transcribed using ATLAS.ti software tools, coded, then categorised into themes, and analysed using thematic and content analysis techniques. Table 4-1 Illustrates, the research questions and research objectives are reflected with themes and subthemes that have emerged from the data collection process.

4.2 Data Presentation Analysis and Discussion.

The study made use of the semi-structured interview schedule to collect meaningful data from participants within Wits University. The data collection tool allowed the researcher to set up individual interviews with participants to collect data and delve deeper into capturing perceptions and understanding of the participant's experiences with insourcing. The researcher recorded all interviews on an audio recording device with the permission of the participants. The data acquired from the interviews are presented below using thematic analysis. According to Bryman (2016), thematic analysis enables researchers to generate new and previously unanticipated insights and unearth new concepts derived from the data collected. In addition, Braun & Clarke (2006) says that thematic analysis allows novice researchers to analyse qualitative data due to the relative simplicity of the approaches to thematic analysis while highlighting the similarities and differences in the dataset. However, the thematic analysis relies mainly on a well-structured analysis process, and critically, the thematic analysis only outputs good quality themes in direct relation to how good the research questions are (Braun & Clarke, 2006). The researcher used software to eliminate human error in data analysis and had supervision and peer input to limit these disadvantages before solidifying the research questions.

To reduce, manage, and present the data in a palatable manner, the researcher for this study reduced the data into matrices and used the matrices to display data to reflect a connection between the research question and research objectives in chapter one, data collected. Table 4-1 presents the interaction between the themes and subthemes from the collected data from the study and the research questions and research objectives; after that is the analysis and discussion, which references the conceptual and theoretical frameworks drawn in chapter 2.

Table 4-1: Interaction between the research questions, research themes, and the emerging themes and subthemes.

Research Objective 1: To investigate the impact of insourcing at various levels of management.	**Research Objective 2:** To examine ways in which managers at various levels within the institute have responded to the challenges of insourcing.	**Research Objective 3:** To identify opportunities that may have arisen from the challenges of insourcing noted by managers.	**Research Objective 4:** To understand how insourcing has changed the work of managers.
Research question 1: What challenges and opportunities have managers at Wits experienced because of insourcing?	**Research question 2:** From the perspective of managers at Wits, has the process of introducing insourcing resulted in more efficiency, effectiveness, control, and cost-saving?	**Research question 3:** Has the quality of service delivery to the greater university community improved post insourcing?	
Emerging Themes 1: Structural impact. Procedural Impact. Contextual Impact. Impact on Performance. Challenges and opportunities. **Emerging Sub-themes** 1.1 Cultural integration. 1.2 Organisational capability 1.3 Manager growth 1.4 Change management programs 1.5 Advance human resources	**Emerging Themes 2:** Manager Initiative. Efficiency and effectiveness Control. **Emerging Sub-themes** 1.1 Relationship between manager and subordinate. 1.2 Turn Around times 1.3 Influence of organised labour 1.4 Departmental Control 1.5 Cost (Expenditure and Saving)	**Emerging Themes 3:** Quality of service delivery. **Emerging Sub-themes** 1.1 A shift in the quality of service. 1.2. Inspection and audit	**Emerging Themes 4:** Increased workload Contract Management **Emerging Sub-themes** 1.1 Direct management. 1.2 Direct interaction with organised labour 1.3 Support from executive management 1.4 Manager and staff relationship 1.5 Managers Growth

The Make or Buy theory underpinning the study was identified and presented in chapter 2. The interaction of the Make or Buy theory and the interaction with collected data are shown below in Table 4-2.

Table 4-2: Interaction between Make or Buy Theory and collected data.

Theory	Theory Construct	Qualitative Data
Make or Buy Decision	**Organisational Capability**. I.e., Skills, knowledge, and technical know-how (Ekelund & Pettersson, 2010)	'I think they would just ask, what do you do? And the person said I'm an electrician. And then, we take it for granted that they are, but only to come to site and they don't have any experience as being electrician' **Participant 06.** 'Basically had an accountant buying screwdrivers, for example, and they wouldn't know anything about the quality. And if somebody just gives you the lowest quality tools at the cheapest price, you can take it.' **Participant 08**
	Cost, i.e., the total cost linked to making or buying (Insourcing or Outsourcing) (Ekelund & Pettersson, 2010)	'So there are some things for the smaller things that we used to pay a lot more money to where we can get it done relatively at no cost' **Participant 06.** 'We still pay overheads for the outsource. We still maintain our dining halls, kitchen, equipment. We service all malfunctions and now still pay management fees to the outsourced service provider' **Participant 08**
	Risk, i.e., technical risk and relationship risk, e.g., lack of ability to change, loss of skill, loss of organisational trust. (Ekelund & Pettersson, 2010)	'So let's work together, but there is a certain percentage who say I will not work with those people not in my lifetime.' **Participant 10** 'So it's really difficult to work with a team that do not believe in you but believe in a union sector.' **Participant 08** 'We don't want management, creating a divide for me; that's been a big one. Management meets with the in-sourced workers and then to me to come separately. And for me, I can't stand it because you create the divide.' **Participant 06**
	Relationship. i.e., interactive relationship between client and supplier / MC when outsourced or line manager and subordinate in insourcing. (Ekelund & Pettersson, 2010)	'Contractors would do something quickly, and because they know that you, you also hold the power to actually give that contract to somebody else. If they don't come through' **Participant 02**

		'I'm sort of losing control, you know, because I try to manage the staff, and the unions keep on interfering in every way.' **Participant 18** 'It's really difficult when the service provider does not have total control of the staff. Other staff do not belong to the service provider. They belong to the organization. So I was just worried about the transition and how we'll be able to manage it, going forward, that relationship between the service provider and the staff.' **Participant 14** 'Although the supervisors were part of the people that were in sourced, they also felt powerless. Because they felt that the staff had more power than them.' **Participant 04**

Source: Field Enquiry 2021

As far as the Make or Buy Theory Is concerned. The collected data does not deviate or stray from existing theory. In fact, the collected data and participants' experiences support the Make or Buy Theory. The critical elements of organisational capability, cost, risk, and relationships examined by Ekelund & Pettersson (2010) can assist in successful insourcing when considered thoughtfully and carefully by decision-makers. Organisational capability relies upon insourced skills to be optimum to ensure a successful insourcing venture. Decision-makers can reduce institutional costs of particular operations and functions through insourcing. However, other operational costs may rise regardless, mainly charges not initially envisioned. Risk remains a critical pillar on whether an organisation makes or buys. The resistance to change by staff due to poor cultural integration pose a significant threat to the success of insourcing. Should staff members believe that executive management support is not forthcoming or change, management programs are not rigorous enough. Organisational mistrust may occur, causing a stumbling block to the successful implementation of insourcing. In addition to Ekelund & Pettersson (2010), scholars such as Evenson (2012) indicated that the fourth Make or Buy Theory construct of Relationship can determine the success or demise of insourcing. Fruitful relationships between a line manager and subordinate are essential for success, as highlighted by the data collected.

The overall data presentation and the analysis will be presented below.

4.3 The impact of insourcing at various levels of management.

Concerning this study's research objective one - *To investigate the impact of insourcing at various levels of management and research question 1: What challenges and opportunities have managers at Wits experienced because of insourcing? A*long with sub-questions and sub-objectives; The below matrix 4-3 uses the framework used by scholars such as Bolbanabad et al. (2017) to research the impact of mergers and acquisitions on Middle Eastern universities as established in chapter 2.

Matrix 4-3: The impact of insourcing at various levels of management.

Aspect	Sub-Theme	Participants Response	Source
Structural impact. Includes buildings, equipment, and personnel (quality and quantity), developing human resources	Organisational capability.	• Personnel insourced without a rigorous background check	**Participant 06** **Participant 08**
		• Increased workload.	**Participant 04** **Participant 08**
	Advance human resources	• Insourced skills not optimally utilised. • Skills required to upgrade staff. • Manager growth • Change management programs	**Participant 02** **Participant 06** **Participant 08** **Participant 10** **Participant 12** **Participant 14** **Participant 16**
Contextual Impact. Organisational culture, i.e., shared beliefs, values, norms, shared assumptions and shared understanding of the goals of an organisation.	Challenge: Cultural Integration.	• Insourced Vs. Outsourced (Us versus Them.)	**Participant 02** **Participant 04** **Participant 08**
		• Employees are actively sabotaging each other.	**Participant 10** **Participant 12**
	Relationships between managers, unions, and staff.	• Subordinate-managers mistrust. Preference to union management.	**Participant 06** **Participant 08** **Participant 14**
	Manager initiatives.	• Building relationships to integrate personnel.	**Participant 02** **Participant 06**
Procedural Impact. Activities needed to transform input into output and outcome, i.e., pooling of resources and organisational governance.	Cost (Expenditure and Saving)	• Costs increase due to overheads	**Participant 08**
		• Cost reduction in operational	**Participant 06**
	Policy and Procedures	• Policies and Procedures to optimise output lagging behind the insourcing process.	**Participant 02** **Participant 04**

Impact on Performance. Increased efficiency and control, improved quality of service**.**	Increased efficiency	• Swifter turnaround times.	**Participant 04** **Participant 16**
	Departmental Control	• Increased control.	**Participant 02** **Participant 04** **Participant 06** **Participant 08** **Participant 10** **Participant 12** **Participant 16** **Participant 18**
	Quality of Service	• Initial high quality of service that deteriorated over time	**Participant 04** **Participant 08** **Participant 10** **Participant 14**

Source: Field Enquiry 2021

The impact of insourcing reverberates throughout all levels of management in the institution. Structural, contextual, procedural influences ultimately affect the performance of managers and their teams. In being impactful, insourcing presents challenges and opportunities for managers who interact with the onboarded staff members. The study will discuss the various perceptions of insourcing on managers in detail below according to the sub-themes arising from the data.

4.3.1 Structural Impact: Organisational capability.

As mentioned above, Ekelund & Pettersson, 2010 indicate that organisational capability refers to an institution have the necessary skills, knowledge, and technical knowledge to successfully implement insourcing. Managers require both hard (qualifications and experience) and soft (character traits) skills from their teams to achieve set targets. Managers within Wits have experienced challenges under organisational capability. The university insourced functions without increasing capacity due to resource constraints (Habib, 2019). Some tasks, including procurement that the managing contractor carried out, became an internal process that not all staff members were proficient in executing, presenting challenges noted by participants:

‘ *Also the procuring part of it things, became a problem, the material was taking time. It's still taking time even now. And sometimes, they don't procure what is actually needed for the job because they were not familiar with what is required. Then you have those kinds of delays.*’ **Participant 16**

In addition, a fellow participant shares that:

‘ *Basically had an accountant buying screwdrivers, for example, and they wouldn't know anything about the quality. And if somebody just gives you the lowest quality tools at the cheapest price, you can take it.’* **Participant 06**

During the insourcing process, staff members onboarded into the university without rigorous checks into the person's qualifications. In addition, the university did not conduct extensive background checks into each staff member’s history, including criminal checks. The institution not rigorously checking skills amongst other background checks has presented a challenge to managers in that some of the required skills for their section are not readily available, as noted by participants:

‘ I've got a person in-sourced as a carpenter, but his actual experience was entirely different. So when he got his tools, he was like, what are these tools for? And at that point, after we insourced, then we realised there seems to be some sort of problem here. There wasn't any criminal history checking; basically,

I think they would just ask, what do you do? And the person said I'm an electrician. And then we were like, we take it for granted that they are, but only to come to site and they don't have any experience as being electrician ʼ **Participant 12**

The institution not checking skills and backgrounds is a recurring theme that has created a management challenge, as noted by the below participant:

ʻ I was happy for them to be insourced. However, an exercise was not done to understand what will be the impact. I could not see myself managing the stuff that I have not hired in person. So I just have to absorb whatever was there, so there was no process whereby I need to check their profile, whether there would be suitable for this environment or not.ʼ **Participant 08**

In addition to general staff members' skills not aligned with the managers' requirements, the vice versa is noted in the data. Skilled managers were onboarded to manage departments. However, according to participants, their skills were not fully utilised by the university for various reasons, including policies and procedures, institutional culture, stakeholder involvement from organised labour, and technical requirements for the department not practically requiring their skills. The participant shared that:

ʻ I'm bringing a skill into the business that you don't have and are not here, but you don't want to utilise the people within the business.ʼ **Participant 10**

The study can thus suggest that a deviation from literature is experienced. Organisations must ensure effective leveraging of the skill and capacity to implement an insourcing approach successfully. Managers have faced the challenge of not having the internal skills to carry out formerly outsourced functions seamlessly. Inversely the insourced capacities have not been optimally aligned to the manager's need. In addition, managers who were onboarded experience not having the platform to exercise skills they expected to be helpful to the university.

4.3.1.1 Structural Impact: Increased team size and increased workload.

Evenson (2012) indicates that when it comes to insourcing, workloads tend to increase with the expansion of teams. An emerging sub-theme is that of increased workloads that Wits managers grappled within their respective sections. The increased teams and workload came with high labour and employment relation issues, with a participant indicating that:

' In my case, I went from managing five staff to go to managing a hundred and a hundred and ninety-eight staff. So instead of me focusing on the strategic aspects, I was now getting involved and being pulled into minor operational issues. I was also spending a lot of time with disciplinary processes. Things that I never dealt with in the past. I had never been involved in one disciplinary hearing once in the ten years I worked at Wits.' **Participant 04**

In addition, another participant echoed a similar sentiment, saying that:

' So it has really changed the way we were operating as managers. We now get involved in operational issues, complaints like this one doesn't want to do this, this one doesn't want to do that. It takes up too much of your time. It's meetings now with unions every second day with people and wants you to deal with demands and the people management aspect take a lot. It really took a lot off of our time.' **Participant 12**

Exploring a different department within the university, another participant mentioned the increased workload that brings about challenges that the managers had did not anticipated. The participant indicates that:

' It has increased the work because now I have 39 staff that I have to look after. We have to organise training for them. The university has to pay, I'm busy with duties that we used to outsource, I make uniform purchases for everyone, and you have to constantly be in disciplinary meetings that take a lot of my time' **Participant 14**

Another participant indicates the swift change that insourcing brought emotionally along with the increased teams and higher workload by saying:

' Insourcing has changed my work without any preparation, emotionally. My job description was added with duties without emotional preparation of what is expected from you going forward. So, for instance, I did not deal with lots of production issues. I focused on customer service a lot and quality management. Currently, I am fully given the staff that needs to report under me. And I was not prepared for that. So I just needed to absorb that without being prepared. ´ **Participant 08**

In addition, a participant overseeing a different department indicated the change of work and duties, saying:

' Before insourcing, I was not responsible for ensuring discipline or any of that. I was not directly linked to any human resources-related matters of the staff. I just had to make sure that what the service

providers are contracted to do happens. If there are any staffing issues, they sorted them out themselves. It was their responsibility. I was mainly in touch with the unit managers, who were also outsourced, to ensure that production runs smoothly. But now that we have insourcing, I am responsible for all Human resources and employment relations matters with the staff. I'm directly related to it.' **Participant 18**

Numerous similar challenges have been experienced; as a result, increased team numbers inevitably bring about additional responsibilities and duties. The challenges that come with the increased numbers also present opportunities to participants. With a participant indicating that:

' It has changed my work by increasing the volume of work that I do and all that. For me, I look at it as a journey to say, okay, I'm learning all these things because I'm growing as well, and I might be required to grow more. So I'm going to take that responsibility to a different level.' **Participant 02**

Similarly, a participant from a different section indicates that:

' It's quite a big shift for me because previously, it was more with contract management and dealing with the contractor and outsourced workers. And since insourcing now, it's more shifted, you know, more dealing with staff then also dealing with contractors. So if I could give a percentage, it's probably like 80% insourced and 20% outsource. So these roles were kind of dumped on us and, we were told insourcing is coming. It was down to us to find a way to make it work. So I think we have that sufficient amount of time. I'm not saying we're perfect, but we have changed our processes and things like that to actually cater to the situation.' **Participant 06**

Even though increased team sizes and increased workload present challenges. Managers can also realise opportunities within larger teams and greater than before workload.

4.3.1.2 Structural Impact: Advancing Human Resources

Impact on human resources is a crucial expectation of insourcing (Evenson, 2012; Kumari, 2013; Wekullo, 2017). In addition, according to Bolbanabad et al. (2017), for insourcing to be successful, decision-makers must pay a great deal of attention to its impact on the organisations' human resources, particularly the advancement of human resources. The advancement of human resources can act as one of the gauges of the impact of insourcing on personnel. As such, the study probed for the managers' perceptions and advancement of human resources after insourcing. The study looked into the available skill pool, challenges and opportunities brought by the availability of skills or the lack of skill. The study also looked into growth opportunities for managers.

In terms of skills available to managers, the researcher captured the below responses from participants:

' The implementation approach left us with a challenge with trades in my area. Personally, I thought they pick up electrical, then introduce electrical as a trade for insourcing and see how it runs; then, when we are sure that it's running smoothly, they can introduce the other section of insourcing like plumbing or something else. Still, it was introduced just like a big bang. So we had to find ways with what we have; it was a struggle. We rushed this guy there and that guy there because they had what we wanted, but other guys said they had the qualification, but on-site turned out not to have that qualification, we had to find other duties for them.' **Participant 16**

Similarly, another participant echoed a similar experience from their respective unit, saying:

' A lot of them have some skills but may not be fully qualified for the positions. So it's an area we need to work on. If we want to see it succeed.' **Participant 06**

Another participant indicated that, in their section, it is necessary to upgrade the staff to empower the team to make meaningful contributions to the operations. Skills upliftment will also give staff a chance to compete for promotions and higher graded posts. However, the challenge was getting staff members to attend the training programs:

' We are trying to get people to go to school so that they can get the positions. There is university policy when it comes to posts, so your metric actually puts you at the door. And then, the other qualifications for that particular post that you are applying for follow. And then they have this mentality that they've been with the university for along time, and that is enough.' **Participant 14**

One participant indicates shortcomings in the insourcing project. The university may have placed onboarded staff out of the market due to skills and remuneration not being in sync. Thus potentially doing a disservice to the employability of staff should they seek employment elsewhere, especially should they not be empowered or be willing to take self-advancing programs:

' We may have set up people to fail without noticing. We have priced them out of the market. Where can they find jobs now apart from here that pay them this salary? We must encourage staff to take advantage of the university and get qualifications, but it is a challenge because some are happy with what they have.' **Participant 02**

Some participants go in-depth with the challenge of literacy levels in their departments. Though encouragement is afforded to the staff members, it is not fully taken advantage of:

' These people have been put under my care, and you know, they are not literate. Some cannot read, some cannot write, but their jobs require reading and writing. Despite encouraging them to study, they see no value in it as they earn a salary' **Participant 18**

Similarly, in another section, a participant made the same observation:

' We've got a situation. I mean, we've got people that can't fill in the job card. The problem is when I tell the person, start studying, the person says, but I'm employed. In some cases, we need to do a lot more. So if I had to explain, I'd say, you know we've insourced people, but we haven't trained anyone. We haven't uplifted the staff.' **Participant 06**

Despite the challenge of making advancement programs available, the further challenge managers have faced was getting employees to attend the courses. The study probed measures that participants have used to upskill their staff. The participants indicated various steps that help empower staff that are within their control:

' So thankfully there was a couple that I said you know, do this, do that to improve yourself. It did turn out for the better, so they have improved, and now they're getting a lot more remuneration. I've gained a lot more respect from them, but obviously, you can't do that with everyone. So you can only help somebody who is willing to help themselves. It's, it's a difficult one. We need to work on that. I don't have the answers to all these things, but I've managed it the way I can.' **Participant 06**

From the balance of evidence, it is reasonable to observe a need to advance skills within the staff. The environment is suitable for being an institution of higher learning. Though skills programs are offered within the university, and managers are seemingly encouraging according to the data collected, a lot of initiative is required from the employees themselves. An opportunity to have large-scale active executive team-backed initiatives may assist in skills upliftment. Decision-makers can seize a double benefit to both managers and staff a top of manager initiatives already taken, such as participant 06. Secondarily, a critical need to bridge the gap between the staff's skills and the market they serve due to being priced out of the demand exists.

4.3.1.2.1 Structural Impact: Advancing Human Resources. Manager Growth

The study then zoomed into participants to ascertain if insourcing had helped managers grow in their respective careers, hone their skills, or acquire new skills in response to challenges. Responses were varying whether managers have advanced, stagnated, or regressed. The first participant indicated that:

' It has made me grow personally because the thing is, with all of these challenges, I had to also step up. If there was something that I didn't know how to deal with an issue or particular a staff, you obviously have to get out, study it, and come back with a solution. I had never dealt with those challenges. So I've learned from them. There is certain things, a certain way to deal with certain people and that, those kinds of things we never had previously. ' **Participant 06**

In another department, a fellow participant attests to the growth by indicating that:

' I can say that now there's a lot of things that I've learnt having to deal with staff directly, all types of things, HR and ER related that I wouldn't have, if the staff was still outsourced, I wouldn't have, I wouldn't be dealing with them, so I wouldn't have known, I wouldn't have learnt.' **Participant 18**

Similarly, in a third department, a participant believes that:

' I think it is growth managing staff, interacting with them, solving problems, learning their personality, and handling them.' **Participant 14**

Again in echoing the previous participants' experience, the before participant indicates that:

' Well, definitely I have grown compared to before. If I was to compare what I knew then and what I know now. Now I know more, and I see more challenges, and as many challenges come up, you grow, and you tackle the challenges. So you grow from that experience. Yeah, so I've grown massively, and you keep on growing because the more you learn, the more you grow.' **Participant 02**

However, the experiences have not been the same. Other participants in various departments believe that insourcing hinders their growth and career advancement. A participant feels that:

' For me, it has hindered me, and it just sent me backward because I just didn't feel like I was growing in any way. My growth was done. I went from being strategic to operational.' **Participant 04**

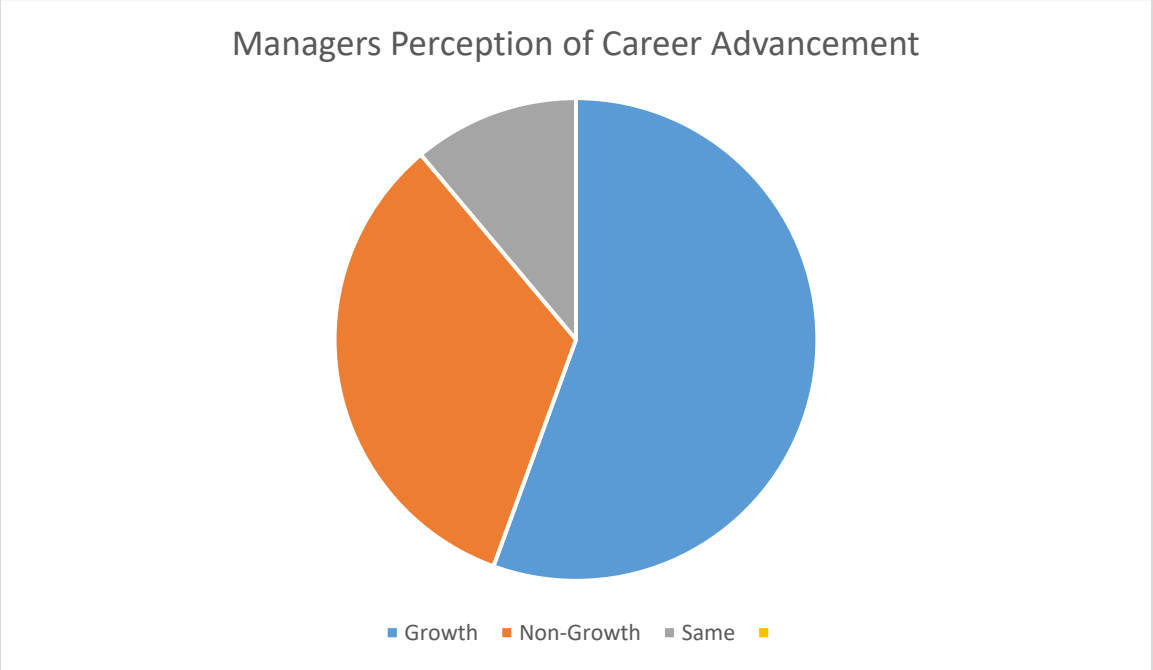
In a similar sentiment, another participant from a different department declares that:

' I must say, it has not allowed me to grow because I've been a manager from this industry and pushed to be where I'm seated. I've managed the staff before. So for me, I feel that it's taking me back to where I was once. I'm not growing; I'm stable.' **Participant 08**

In addition, a participant who joined the university from an outsourced company as a manager to increase management capacity and thus became an insourced manager indicates that:

' For me, it has hindered my growth. The reason I'm saying this is when one joins a company they firstly they need to feel welcomed. They need to feel whatever their contribution is, is appreciated. Not a situation whereby whatever you bring up gets shut down because it came through your mouth. Two days later, it comes from a different mouth, and it gets implemented. It gets appreciated.' **Participant 10**

The below pie chart indicates the participants' views on insourcing advancing their careers.



4.3.2 Contextual impact: Cultural Integration.

When two or more organisations merge into a single one, the respective cultures from each organisation have the potential to clash, presenting a challenge to team leaders who require a uniform identity to meet targets with minimal obstacles (Goksoy, 2019). The same applies to insourcing, and its success depends on the integration of respective cultures for managers to successfully navigate their organisations' expectations (Moe et al., 2014; USAF, 2016). Given the critical importance of cultural integration and the reservation of having an Us Vs. Them attitude (USAF 2016). In addition, as noted in chapter 2, Saunders (2007) states that language subtly mirrors the underlying culture of universities. The study probed managers' experiences on their respective teams' cultural synergies with insourced staff. The responses varied and are discussed below. The first participants' view was that cultural integration remained a challenge and indicated that:

‘ Definitely, they are still viewed as external staff because of the way we exclude them in some of the activities. We still use that word insourcing. Is there a need to still say insourcing budget?. There was a cost. So those are the terms that we need to get rid of completely because they are staff of the university. And that's it, and there's no more insourcing because that was a once-off project. There's never been a proper roll-out program to show what is actually culture. How do people, anyone integrate into that? So that is the gap that is there. You've got a group that still feels that it was a bad idea to insource. And you have other groups that are making an effort to make it work. So that needs to be addressed because it's not a good thing on the part of the staff that was insourced hearing repeatedly that we did you a favour.’ **Participant 02**

Another participant attests to the university community, whether consciously or unconsciously, view the onboarded staff as still being external service providers:

‘ You go to some units, and we still have people within the university community where my stakeholders are who say, get your contractors to come in and do one, two, three, but I keep on reminding them that those are not contractors anymore.’ **Participant 16**

In support of a rift in cultural integration and onboarded staff being viewed as outsiders, the following participant says that:

‘ My answer to that is big time. Yes. That's the straightforward answer. I could see some of my team members were really battling and not understanding the university environment. I will say the obvious one is for me as a person who was insourced to tell an individual that I found at Wits to say, please carry out the following duties. The likelihood was that instruction was not cascaded to other work members, whether it be verbal, whether it be formal, whether it’s written down, documented, and signed. It will be questionable because it is coming from this particular person. So some will even go to the extent of saying to not listen to these people, they know nothing they're not from here.’ **Participant 10**

Another participant indicates that the inter-relationships with staff are divided along the lines of insourced staff versus originally Wits university employed workers. The participant stated that:

‘ If I want to rotate one insourced person with one outsourced person, the results are bad. If I want to get results, I'd rather get the two outsourced people or two insourced people to work together; then I'll get the results.’ **Participant 12**

According to Bolbanabad et al. (2017), one of the benefits realized in the University of Tehran was the redeployment of human resources wherever there was a staff shortage. When it comes to team dynamics, according to the data collected, the participants indicate that :

' Insourcing sort of changed the culture. I could feel that it was taking and draining the officers because they are not used to also dealing with such things and working in such an environment. We even made examples that at times where you find that a colleague is not at work. One of the other officers would come in and assist by pitching in and see how they can assist. But they [insourced staff] were just failing to do that. The other staff [insourced staff] will not be willing to cover for anyone who could not come in; if we asked them, they would expect to be paid.' **Participant 04**

In a different section, a participant reverberates a similar experience:

' So with the existing team, we all kind of knew our jobs and got on with it. There was no we don't have this, or we can't do that. Then when the insourced workers came on board, we found that they would just sit under a tree if they don't have the tools or if there was no material, they would just not work. So it was a big shift in the culture. So we are still trying to bring them over, but from what I can see, it's not easy because they came in together with a lot more members. They have some camaraderie amongst themselves.' **Participant 06**

The line of cultural divide and challenges of cultural integration affect working relationships, with other staff members actively seeking to sabotage each other and place each other in trouble, according to participants, saying:

' If I were to post a person that was insourced and a person that was working for Wits and put them in the same post. You know, when you are with colleagues working together, you always talk and all that. It's almost like you've put two different people from two different departments. They hardly talk to one another. The one always wants to put the other one in trouble.' **Participant 10**

The participant goes further to indicate that:

' Whenever you need to take over your vehicle, you find it's got everything checked that it's in good condition. However, when you want to use that particular vehicle, you find out that it doesn't even start, the person doesn't tell you, or it doesn't even have petrol. Still, he knows you need to get to Pretoria in a certain time, or you need to be in a meeting at an exact time by using that particular vehicle. The person

just ensures that when you come in the morning or the next day, you're not going to get the joy out of the vehicle.' **Participant 10**

Similarly, another participant states that:

' One will send out an email at twelve midnight. That person would have received the email at eight o'clock in the morning. You only get it at midnight and are expected to deliver the following morning.' **Participant 12**

4.3.2.1 Contextual impact: Cultural Integration – The role of unions and organised labour.

As discussed in chapter 2, organized labour represented the outsourced staff as a highly invested stakeholder. During the protest, unions joined the social movement of #OutSourcingMustFall, assisting in bringing outsourcing to an end. Organised labour still plays a critical role in representing the interests of its members. Howbeit the current format presents a challenge to cultural integration due to unions, managers, and staff not having aligned power dynamics. Participants indicate that:

' I think we will never have progression or a team that is effective because now it's management through unions. So whenever you do a reprimanding of a staff member even with regards to production. They go straight to the unions, and without the unions understanding the operational needs, they intervene even without communicating with the manager or go on site. So that is affecting the management, and they are breaking the trust. So it's really difficult to work with a team that do not believe in you but believe in the union sector.' **Participant 08**

Likewise in another participant indicates the same by stating:

' So, and I think that's where that divide also comes into play, where you can't say anything to them because very quickly the unions get involved.' **Participant 06**

Though there is a challenge to cultural integration between managers, organised labour, and staff members. Participants indicate that they think that the unions would not intentionally instruct their members not to integrate or not follow requests. A participant states that:

' I don't think organised labour goes out and tells people to misbehave. Yes, but then it does sometimes make one think that, to see a change in an individual, from being a good performer to becoming something that you are not used to. I had a meeting with labour, to say to the same colleagues, this is not working and all that, but they were honest to say, we cannot be telling our members to do such, hence

now when I looked into it, and when one goes to the visit the areas of work, where there are five or six members. To just see how they execute their duties, you almost have a view that, okay, this is where this is emanating from. And in something that's going to be with us for years to come.' **Participant 10**

Participants from a different section feel organised labours' influence overcomes their own

' It's been challenging to get in one culture. It feels like it's the unions that are actually running or managing our work areas on our behalf.' **Participant 18**

Additionally, in more depth, a fellow participant indicates that:

' Although the supervisors were part of the people who were in sourced, they also felt powerless because they felt that the staff had more power than them because the staff were very close to the unions. Everything that was happening, they would then go to the unions. In fact, the staff wanted to be the ones managing the service. So I think it's really that relationship between the staff and the involvement of the unions that was really for me a challenge.' **Participant 04**

Lastly, another participant echoed similar experiences.

' Unions need to be addressed. They need to their members that they are here to work and they are part of the team. They must do what they have been hired to do.' **Participant 14**

The study noted that not all staff members conflict with managers, unions, and each other. Participants also stated that:

' We also have the good staff who are doing a great and amazing job who value their work and, you know, do what they need to do with pride. You know, understanding who are they serving, why they are here, they are professional, their uniform is always clean and neat.' **Participant 14**

Similarly, the excellent efforts staff make are echoed by participants in a different section:

' People understand, and they really care, and they got the culture. Yes, we will find a few that will still be pushing the other way, but at least some of them have really adopted the university that we work, we go an extra mile, and we do all of these things.' **Participant 04**

4.3.2.2 Contextual impact: Cultural Integration – Psychological Effects of #OutSourcingMustFall

However, participants still struggle with integration due to the protest action and violence during #OutSourcingMustFall. Some participants attach insourcing with the violence they experienced and believe it had psychological impacts.

' I really wish that there'd be a time we actually speak about that time because whenever anybody brings it up, I just think of that whole commotion, the violence, I think about, running around campus, trying to find somewhere to go, trying to find somewhere where I can actually get out of campus and open gate or something. You see on Twitter and on the news, all these guns and stuff, psychologically, I think that it's, it has a negative look. It's not simple to forget.' **Participant 18**

In equal measure when probed about cultural integration, a fellow participant says:

' I've been here since the start, and I saw a lot, I felt a lot of pain. I was angry at some point. I just wanted to beat people. Because at the end of the day, you end up getting there because you went to show them the bigger picture, something that they don't understand even now' **Participant 14**

4.3.2.3 Contextual impact: Cultural Integration – Initiatives to bridge the gap.

In response to cultural integration challenges, managers have sought to take the initiative within their spheres. Managers utilised various methods, including meetings and departmental pieces of training. A participant indicated that:

' I met staff, and I explained to them that what is the culture of the university. This is how we operate. And these are the expectations with regards to what's expected of you as a person who's coming into the university to work.' **Participant 04**

Similarly, a participant indicated attempting to integrate staff into team-building exercises incorporating the whole team in a different section. Predominantly departments did the team-building exercises with onboarded staff separate from Wits staff already in the system.

' We need to move away from that separation when we have activities. For instance, we would have many activities in building teams and work ethics and things to date. Instead of integrating staff with

the insourced, we still went and had activities separate from them. I have tried to combine staff instead.' **Participant 02**

According to the data collected, personal interventions have had limited success in cultural integration within the teams. Executive management has tasked middle management to come up with interventions. On the other hand, middle management has sought executive management intervention and made suggestions that:

' I always think that there was an opportunity insourced staff to be integrated easily into the university. For people to not necessarily call them the insource staff. The fact that people still call them that is because they have separated themselves from the university's culture. The university has always had that culture that we work so I think the culture needs to be defined. What is the culture of the university? Not the departmental culture set by each director but up top. So it's something that really needs to be looked at. A change management department brings in change agents that do the whole drive and see if it will help. People will understand at some point requires really a lot of work.' **Participant 04**

Another participant's perception is that cultural integration was lost at the inception of the insourcing processes, saying that:

' Now that we bring these challenges up, the top says you need to tighten things. Make sure that you now start becoming strict. I'm like; we should have been tough on the first day, not after a year when things are out of control. Now we start tightening. It just doesn't work. So we locked them in the first few months, now we lost them forever. There was no way that one could start tightening things now. It's too late.' **Participant 12**

A participant also believes that successful cultural integration will take the whole university. Executive management steering the university into aligning while managers take the responsibility of rowing and ensuring the delivery of the change. The participant indicated that:

' The university needs to be aligned to recognise that indeed we have transformed the university and we've insourced people, and this is how we are going to manage them going forward. Also, the university committee needs us to take responsibility as line managers at all levels to integrate the staff. So we treat them the same way so that they understand how things are done.' **Participant 04**

Regarding solutions to cultural integration and the role of organised labour. Participants shared their views stated that:

' So if the union can understand or engage with management and then does the operational side, it will be easy for them to guide their members to say that this is operational. It will assist in building trust together.' **Participant 08**

On the balance of evidence, it is clear that cultural integration remains a challenge within the university. There is an imbalance of synergies between executive management and middle management, line managers, unions, staff, and team members themselves, particularly insourced versus Wits staff already in the system. Personal manager initiatives have attempted interventions to bridge the gap with limited impact. It is crucial to have a holistic executive intervention to establish a change management department with active change agents. The department and change agents may bring about significant cultural integration.

4.3.3 Procedural Impact: Cost

According to Bolbanabad et al. (2017), procedural impact examines organisations optimisation of its resources to derive the desired results. The resources include cost, and pooling resources were necessary and identifying procedures and processes to use the resources effectively. Wits University invested over an initial R 150 million into insourcing Habib (2019). Given the significance of cost and procedures to utilise resources effectively. The study examined the perspective and experiences of managers in so far as the ongoing cost of insourcing affects their departmental operations and what procedures are in place to optimise resource use. Heaton (2004) indicates that insourcing expects reduced costs when delivering a function. When it comes to the perception of cost, participants suggest that:

' I think that was a positive thing to transforming the lives of people. So that was very welcome. In that regard, the costs are justified, but when it comes to operations, no one worked in the functional model before. So what we mean about it is that you'll have internal supervisors and all that, but you do not have the tools and resources to deliver the extra service, but we are paying more for the same service. It's pushing the costs up.' **Participant 12**

In an identical perspective, another participant in a different department indicates that human lives have been transformed, but they incur costs they did not anticipate. The participant says:

' The cost was good for [changing] peoples lives. They earn more but long-term, what is it good? You still see companies coming in and do a decent, fair job all day and things like that, just like before. On my budget, the costs are just escalating and escalating and all that. So, I mean, somebody did the wrong decision in terms of projecting the costs and all that for going forward.' **Participant 02**

In addition to the above views of improving human lives, the participant believes that insourcing costs can not be separated from academics. Academics were affected, and there are losses in the university as noted below:

' *I think the university just paid a hefty price for something that, you can't even pinpoint and say, this is what we've done. The whole project has just become that elephant where people just don't know what to do anymore. There was a point the academics actually called to the VC and said, what is going on in the university? Remember at the beginning of insourcing that the academics had to cut some of their projects to fund insourcing. And then they went out complaining to say, we are sitting in the university, and the toilets are blocked, the corridors are not being cleaned. Generators are going off, and we are losing things. I have experiments, but there's no backup electricity. We don't know what is going on.'* **Participant 04**

In a similar tone, the fellowing participant also made mention of academia, indicating that:

' We have sacrificed academics so that we put money into a greater cause. Now we are not getting the return for investment. The staff are sitting around doing absolutely nothing. While academics have to work harder to make sure that we produce graduates so that the university can get more funding so that it can sustain itself yet, on the other hand, is that support staff is not also pulling that weight.' **Participant 08**

Contrary to the above opinions. The following participant indicates that insourcing has reduced costs in other activities that used to be an expenditure, declaring that:

' I don't think we reached it yet, but I think it has done a lot of good. So there are some of the smaller things that we used to pay a lot more money to where we can get it done relatively at no cost. For example, moves used to be charged because it was done to an outsourced contract. Now, a lot of the moves are done internally at no cost. So overall, I think it's a step in the right direction.' **Participant 06**

Echoing the benefits, the below participant believes that the cost to uplift lives has been welcome.

' In terms of employees benefiting, yes. The cost is justified. If one was in R2000 and all of a sudden they're on R10 000, obviously their lifestyle is going to change. There'll be able to do things that they could not afford. People that did not have opportunities to feel that it is able to assist you in that way. It's justified because you are changing people's lives to something better.' **Participant 10**

Operationally, there is a challenge of harmonizing work hours and making them uniform across the business. Participants think that some costs are being driven up by overtime claims that were previously viewed as regular working hours as participants state that:

' The overtime cost is the greater one. The university didn't budget for such. And now, as we speak, they are working Monday to Friday. And if they come to work on a Saturday and Sunday, they are giving over time, but it's an operational requirement to work on Saturday.' **Participant 12**

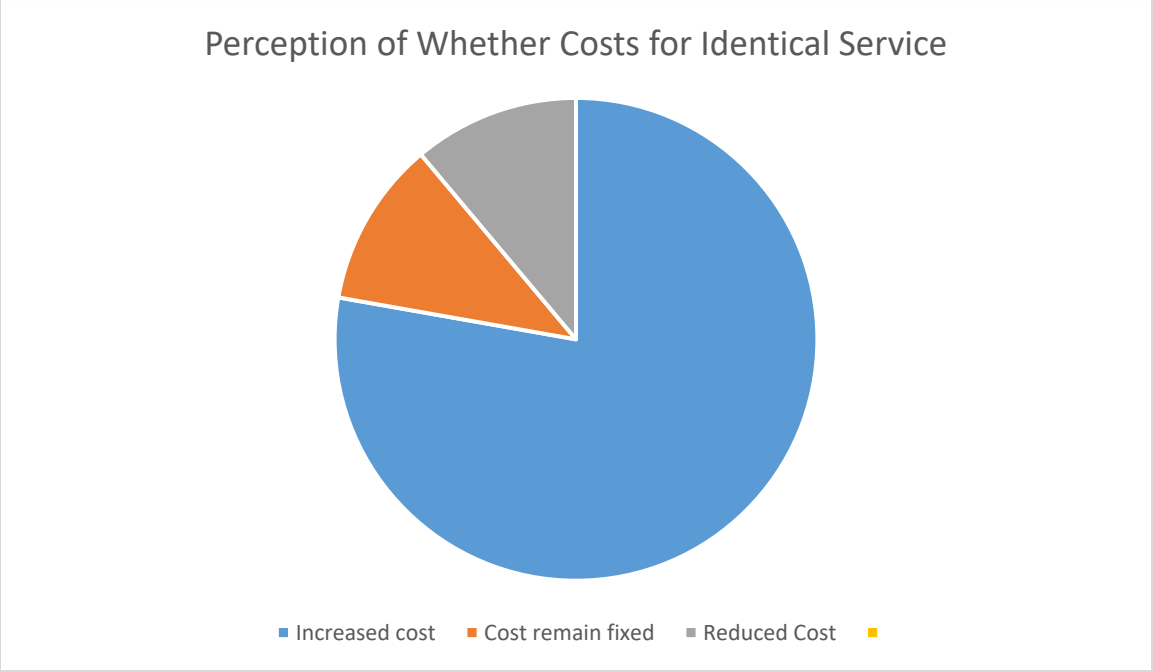
However, other sections have contained cost creep but face other cost challenges after insourcing, saying that:

' We managed over time from the beginning, to say that, Monday to Saturday, you work here. So it's regarded as normal hours. And then Sunday, it's overtime; it's calculated 1.5 on a Sunday. And then on holidays, it's double. But we did not manage uniform costs. They lose uniforms, and we constantly replace them, but the service provider would not. They charged for misplacing. So hence they are taking this advantage. So that's another cost, after cost, after cost.' **Participant 14**

Another participant viewed insourcing as costly but indicates that the cost of insourcing may balance out in the future. Teething problems may be the reason cost seems high in providing services to the university community.

' Right now, it was not worth it. I'm not sure if maybe it's just teething problems that we are going through. Maybe my tune is going to change after two or three years. I don't know. But then, honestly, looking back, it was not worth it. I am just a human being. I do understand that most of these people were getting exploited but looking in terms of a university, I think it was a bad move the way it was done. It's a cost.' **Participant 18**

The below pie chart indicates the general perception of the cost of insourcing.



Source: Field Study 2021

4.3.3.1 Procedural Impact: Processes and Procedures.

When it comes to processes, procedures, and policies, participants believe that the university was not fully optimising the insourced resources. The process of insourcing prioritised the onboarding of employees and did not swiftly follow up with procedures. Thus each section applies what they believe is best according to their discretion. Participants indicate that:

' My feeling is that the university is still not geared up in terms of policies and procedures for the staff that we have insourced everything, policy, and procedure-related speaks to the academics, or to a certain grading level, but it does not speak, to the staff that we insourced and it becomes difficult to try to enforce discipline or just to enforce policies.' **Participant 18**

In a simar tone, the participant below indicates that:

' They didn't update the other policies to recognise that we've insourced, so we try to live with that. So there's still a long way to go. I'm working out how to manage my resources. I mean, we see two minds

on work hours. My people did not want to work Monday to Sunday, which students require and my service must provide. They don't want to work more than five days. They are saying their contract is five days. They are operating to not go over to the weekend. So there are a lot of things that cause problems. On the side of HR and operations, how do we structure our policies? So, I think it won't go away until those issues are addressed because you still have them.' **Participant 02**

In addition, a participant believes that the political pressure to insource resulted in insourcing being done without careful application. Wits implemented the insourcing process void of new procedures and policies that are put into play as an after measure:

' Politics pressured ITT [Insourcing Task Team] to insource. It was seen that it's going to be a challenge because we saw from the start in terms of discipline. They moved slowly to help us with policies. They updated after three and a half years. They just updated the disciplinary code now [2021]. Still, again, they didn't update the other policies.' **Participant 02**

When it comes to procedural impact, both in terms of costs and policies to optimise resources to achieve the desired outcome, the current consensus from the data collected is that the general perception indicates the primary benefit arising from the cost to insourcing applies to the remunerative increase to employees. Some sections have reduced the costs of specific functions that used to be charged by service providers. What is still outstanding is to realise the benefits of reduced costs across multiple tasks in different business sections. Perhaps when costs are reduced in general, the perception of costs will begin to shift such that input resourced match or, in stricter terms, justify the outcomes realised. Furthermore, policies and procedures that move away from the academic focus and target optimising insourced resources may be required to enhance resource utilisation.

4.3.4 Impact on Performance.

The final pillar in the Bolbanabad et al. (2017) framework used by this study to capture the perceptions on the impact of insourcing on managers at Wits is the impact on performance. The performance will have three components, Increased efficiency, increased control, and improved quality of service. In so doing, the study will answer Research question 2: From the perspective of managers at Wits, has the process of introducing insourcing resulted in more efficiency, effectiveness, control, and cost-saving? And Research

question 3: Has the quality of service delivery to the greater university community improved post insourcing?

4.3.4.1 Impact on Performance: Increased efficiency.

Efficiency can be increased with insourcing, particularly concerning turnaround times. The expectation from the literature is that managers would have better turnaround times within their respective operations post insourcing. According to the data collected, the increased turnaround times have are experienced at Wits and a slowing down response to clients. Participants indicate that:

' I don't have to go to be the middleman to say why you're not offering the service. So there's a direct relationship with the employees, which is important in any business. So I've seen that part. It has improved in terms of offering the service to the university and the relationship with our clients. So, it becomes quite easy to know that you have from the same company or employer.' **Participant 02**

Similarly, another participant experience is that there has been improvement in inefficiencies and turnaround times due to the ease to issue an instruction directly, and the task is implemented by stating:

' It becomes very easy for workers. You give instruction, and they act. So I would say on my side of things, I think there's improvement. The service has improved as to cope as comparing to before insourcing. **Participant 12**

A different department believes that there has been an increase in turnaround times and decreased work function. In other words, some tasks have improved, others have not. The participant states that:

' It has in some cases. If I can say out of a hundred percent, I could say we are 70% or 80%. The thing is, there's a lot of room to improve, we have improved, but it's not so clear cut that we are stepping in the right direction, but we far from where we need to be.' **Participant 06**

Similarly, another participant supports the statement that there is a simultaneous increase and decrease in efficiency by indicating that:

' It's not as quick as before for regular work. Cause contractors would do something quickly and because they know that you also hold the power to actually give that contract to somebody else if they don't come through. On the other hand, I like the insourcing because I get more response time with emergency work. If they say there is a burst somewhere, I can quickly pull a team together to say, quickly

go and isolate quickly, go and fix. As opposed to previously, I had to check who's available and are they available nearby?' **Participant 16**

A different department experienced a slow decline in turnaround times. Initially, efficiency and turnaround time was high, but as years passed, the turnaround times became increasingly sluggish, as indicated by the participant who says:

' The first year after insourcing, everything was going the way it's supposed to be. Maybe if one were to put it in a percentage point of view, we were in the nineties, as should be. It's reduced over time with external influences and the new culture, and now I would say we run up at 45%, which is getting worse.' **Participant 10**.

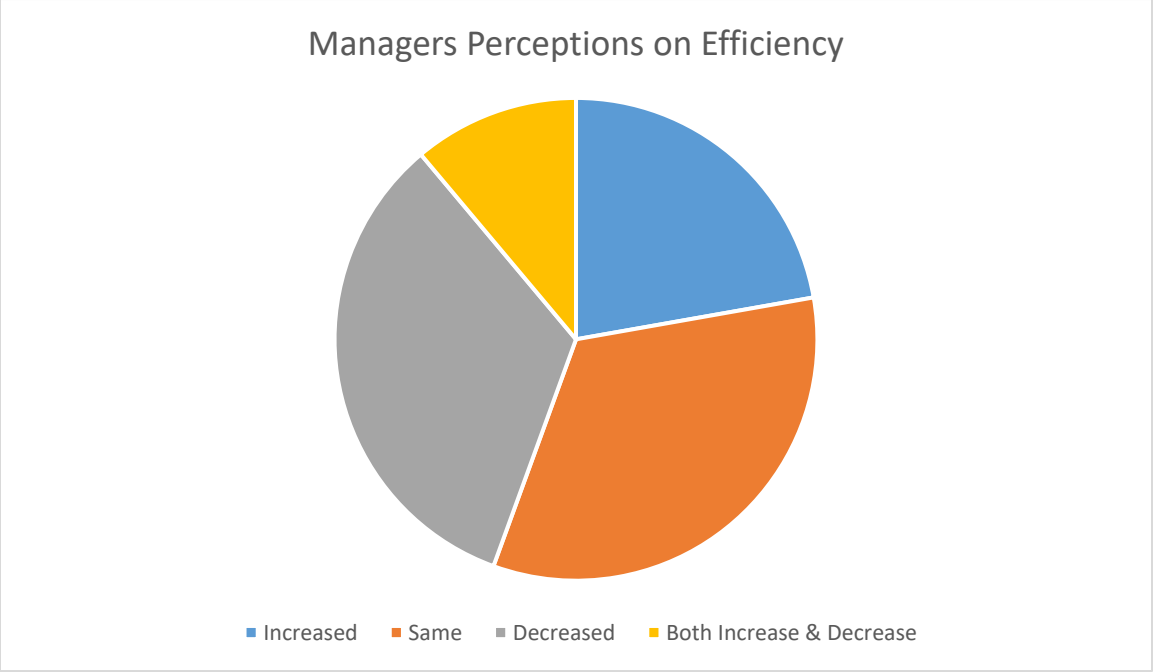
Another section that uses the hybrid make or buy model or the functional model in which staff is insourced and outsourced indicates no change in efficiency and turnaround times. A participant states that:

' It's still the same. Nothing has changed because you're still having both insourcing and outsourcing. So the turnaround is the same. Yeah, it's still manageable.' **Participant 08**

However, another section's opinion is that insourcing has significantly slowed their turnaround times because of the interdepartmental reliance. The particular area relies on the activities of other departments to deliver their service, with the participant stating that:

' It has really slowed us down. It does not. And for me, other insourced departments have an impact on the service that I am providing. So when they delay, I am delayed. It really, really slowed things down.' **Participant 04**

Below is a pie chart indicating the perceptions of turnaround time.



Source: Field Study 2021.

The data collected shows that the increased efficiency and turnaround times have generally remained the same. These sections specifically use the hybrid model that adopted both insourcing and outsourcing in a single department. In addition, some units have improved their turnaround times, particularly when they have a single service to deliver to the university. However, sections with complex and multiple duties and deliverables appear to have experienced both an increase and decrease in efficiency and turnaround times due to some functions improving and others becoming sluggish.

4.3.4.2 Impact on Performance: Increased Control

Intertwined with performance is the component of control for managers. Literature expects that increased control comes with insourcing (Evenson, 2012; Kumari, 2013; Wekullo, 2017). As such, the study prompted whether managers have gained increased control after insourcing. When interviewed, participants responded by saying:

' Now given difference before and after. I would say the department that I'm leading now; I'm hundred percent happy. I'm happy with the control I have now' **Participant 10**

A fellow participant in a different department echoed the same sentiment and added that the union challenges their control. The participant states that:

' I do have direct control of what happens in my space myself. Whereas in the past, in terms of human resources, it would have been the service provider. But I would say that I do have control of almost everything besides the service providers stock because that is theirs, as they buy that, but then everything else I do have control with some challenges from the unions.' **Participant 18**

Likewise, a fellow participant indicates:

' I have a direct relationship with the employees, so the control is still in our hands before I said the challenge is when coming to HR matters.' **Participant 02**

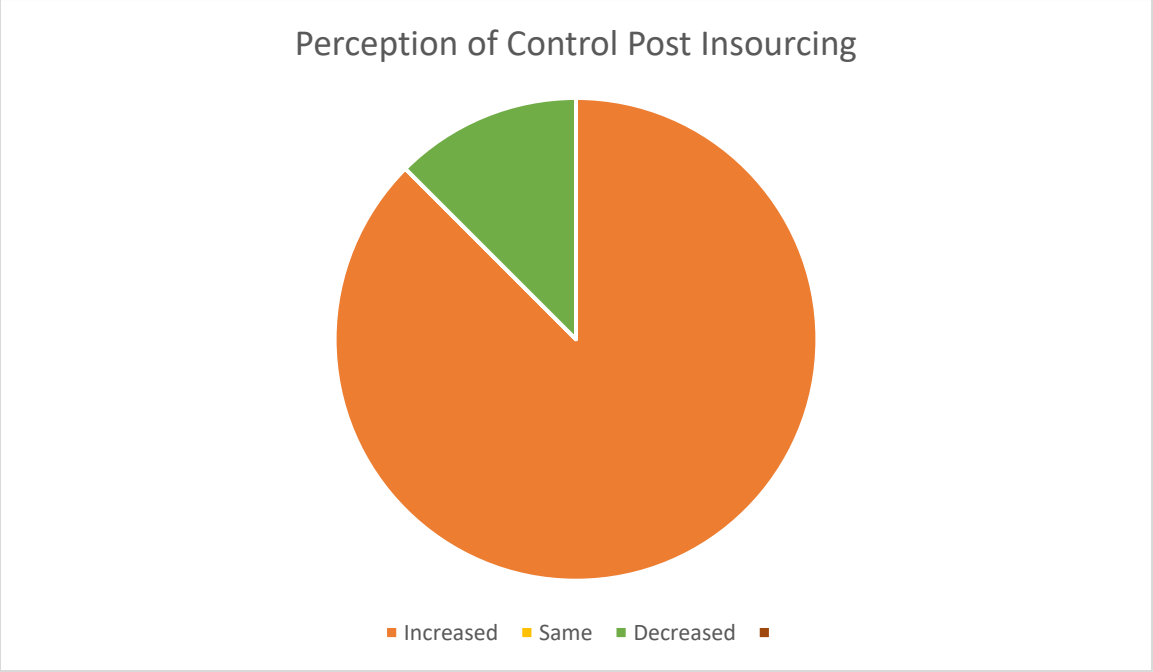
Similar in another section, participants indicate having control. However, they suggest having challenges in executing tasks due to issues with other teams that run procurement of materials on their behalf. The participant explains that:

' It gives me control in terms of planning and all that. But the execution goes back to the issues that we have. You plan things accordingly, but the problem comes with the execution and say, can you do that yet? I've set myself a goal to say with this job card; within a week il be finished, but you hit a snag when you're about to execute. To say I have the manpower and it is ready, but are my materials ready? Apart from that, I am more control' **Participant 16**

However, another section believes that the control they could have had is eroded by the influence of unions and organised labour. Participants indicate that:

' I don't think so. I just think that it somehow disadvantaged the managers because of the unions' interference. So we just sometimes felt like we just had no control over anything because they interfered with everything that we were doing.' **Participant 04**

Below Is a pie chart indicating the perception of managers on their control after insourcing.



Source: Field Study 2021

The data collected shows that participants essentially believe they have gained more control after insourcing. The authority may be challenged by various factors such as organised labour and interdepartmental dependency in procurement, but the control component remains significant.

4.3.4.2 Impact on Performance: Quality of Service

The final component in the framework by Bolbanabad et al. (2017) used in the University of Tehran is quality of service. Quality of Service has a direct bearing on performance. The study probed participants' perceptions on the quality of service their department delivers to university post insourcing. Participants indicate that:

'I will try to be honest because the first year into the insourcing the services was a hundred percent. But obviously, the guys were still adapting from the style of the way we used to work from the outsourced. When they came onboarded into Wits, people started mingling with people that have been here 20 years, 50 years. Then you see the quality of the service deteriorate big time we started receiving numerous complaints. Even to the point of seeing people not even look after themselves when one is expected to, just to give a simple thing, be clean, when you come to work, be clean and also it became a norm [to be scruffy] when we integrated to the Wits system.' **Participant 10**

Data collected from a different department indicates a similar sentiment, with participants indicating that:

' No, I don't think it's improved; to be honest, there's so much we don't get the job done like we used to do it before. I remember before we used to give a job to a contractor, and they would do it. If I see you are slow as a contractor, I can even look at the work and give it to the next contractor based on who's willing to do the job quicker. But now people do tasks without care, and we receive complaints. Sometimes they procure the cheapest product that is not good quality.' **Participant 16**

However, in a department that already implemented international standards and international management systems, the quality of service remained the same. Participants indicate that:

' It's the same. I need that quality. We subscribe to the HACCP management system, so everything remains the same, and they still report on that and the challenges they have, and we see how to get around it. So it does not change.' **Participant 08**

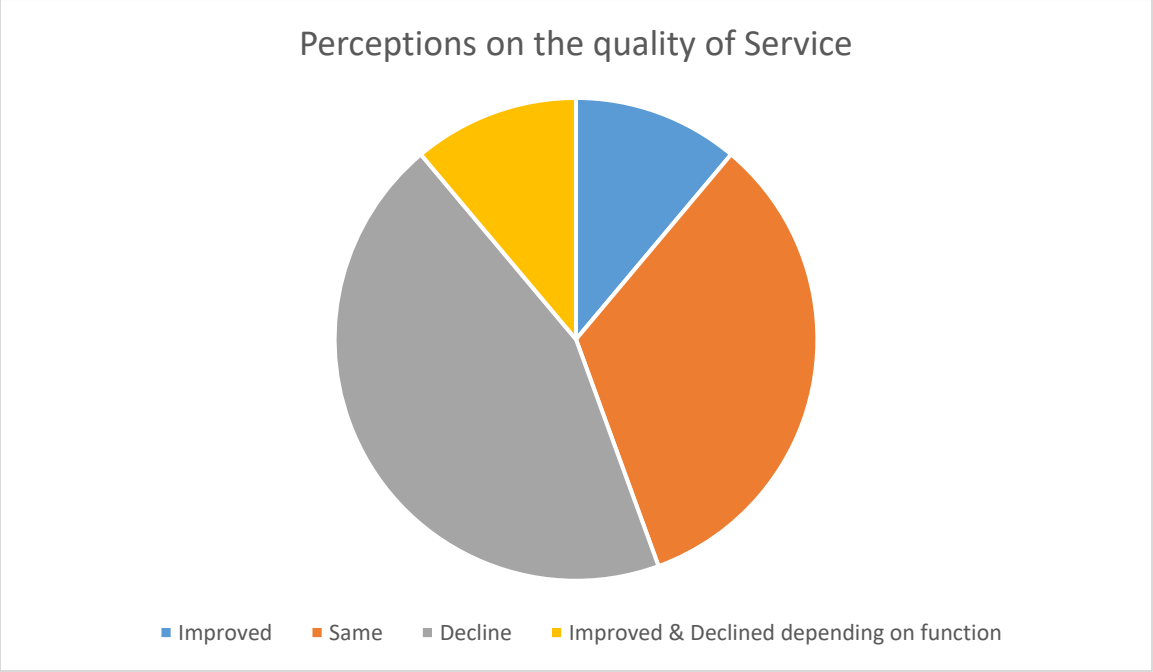
In another section, the participants indicate that there have been improvements in certain functions, but the quality of service needs to improve in most operations. Onboarded staff have not received upskilling training. The participant states that:

' Yes. In some cases, it has improved. In most cases, we need to do a lot more. So if I had to explain and say, you know we've insourced people, but we haven't trained anyone. We haven't uplifted the staff. So you're sitting in a situation where quality is affected because of our skill pool.' **Participant 06**

Contrary to the above, a participant indicated seeing improvement in the specific section, saying that:

' In general, I will say it has improved. I see the commitment from the colleagues that have been insourced and their willingness to cooperate. For instance, I don't have notifications in terms of late coming or late departures [to provide the service], which makes it easy to manage. For our side, we ensure that we manage service delivery and ensure that the student experience is good. It's important when students are on campus. They know that they're getting the best service they can ever ask for.' **Participant 02**

Below is a chart indicating the overall summation of perception on the quality of service from participants.



Source: Field Study 2021

According to data, most participants believe the quality of service to the university has declined post insourcing. In some areas that have implemented international management systems, the quality of service remains the same, and insourcing hardly affected their performance.

Convergence and Diversion between Literature and Qualitative Collected Data.

Extracting the emerging themes from Table 4-1 and presenting data, analysis, and discussion shows a relationship between the reviewed literature in chapter 2 and the collected data. The data and literature converge and diverge in various contexts, as displayed in Table 4-3.

Table 4-3: Convergence and Diversion between Literature and Qualitative Collected Data.

Themes	Literature Inference	Qualitative Inference	Discussion
Structural impact. Includes buildings, equipment, and personnel (quality and quantity), developing human resources. Organisational capability. Advance human resources. Challenges And Opportunity of Insourcing	Increased workload, i.e., staff numbers versus management capacity, is a challenge to insourcing (Bolbanabad et al., 2017; Evenson, 2012; Hartman et al., 2017; Kumari, 2013).	*'I went from managing five staff to go to managing a hundred and a hundred and ninety-eight staff'* **Participant 04**	Convergence of literature and data. Data indicates works have risen in the university
		'It has increased the work because now I have 39 staff that I have to look after.' **Participant 14**	Convergence of literature and data. Data indicates works have risen in the university
		'It has changed my work by increasing the volume of work that I do and all that.' **Participant 02**	Convergence of literature and data. Data indicates works have risen in the university
	When companies come together, it can happen so quickly workers are shocked, while others had worried about their job security and staff feeling psychological stress (Bolbanabad et al., 2017).	*Insourcing change work without emotional preparation of what is expected going forward'* **Participant 08**	Convergence of literature and data. Data suggests psychological and emotional stress.
Contextual Impact. Organisational culture, i.e., shared beliefs, values, norms, shared assumptions and shared understanding of the goals of an organisation.	Us vs. Them Attitude (USAF, 2016).	*My answer to that is big time. Yes. That's the straightforward answer.'* **Participant 10** *'Definitely, they are still viewed as external staff.'* **Participant 02**	Convergence of literature and data. Data suggests cultures have not integrated.

Challenge: Cultural Integration. Relationships between managers, unions, and staff.	Employees can have job stress, loss of organisational identity, low staff morale, and high staff turnover. (Bolbanabad et al., 2017)	*'Insourcing sort of changed the culture. I could feel that it was taking and draining the officers because they are not used to also dealing with such things and working in such an environment.* **Participant 04**	Convergence of literature and data. Data suggests low staff morale.
	It thus affects the interactions between organisations absorbing each other (Bolbanabad et al., 2017)	*'It's now management through unions. it's really difficult to work with a team that do not believe in you but believe in the union sector.'* **Participant 08**	Convergence of literature and data. Data suggests loss of organisational identity.
Procedural Impact. Activities needed to transform input into output and outcome, i.e., pooling of resources and organisational governance. Cost (Expenditure and Saving) Policy and Procedures	Insourcing ensures cost is minimal when delivering a function (Kumari, 2013). Cost creep can occur if insourcing is not applied carefully.	*'So there are some things for the smaller things that we used to pay a lot more money to where we can get it done relatively at no cost.'* **Participant 06**	Convergence of literature and data. Data suggest cost-cutting and savings accrued due to insourcing some functions.
	Costs of particular operations and functions reduce through insourcing. However, other operational costs may rise regardless, mainly charges not initially envisioned. (Ekelund & Pettersson, 2010).	*'The costs are just escalating and escalating and all that.'* **Participant 02**	Convergence of literature and data. Data suggest though savings can accrue, if insourcing is not done carefully, cost creep can occur.
	Insourcing allows for pooling resources by transferring employees to departments with staff shortages in other cases cause duplication. (Bolbanabad et al., 2017)	Some areas depend on other departments to carry out a service. Due to delays, they have duplicated functions. **Participant 04**	Convergence of literature and data. Data suggest increased staff numbers can lead to either relative redistribution or duplication.

Impact on Performance. Increased efficiency and control, improved quality of service. Increased efficiency Departmental Control Quality of Service	Transferring work from an external entity to internal structures is typically done to enhance control (Kumari, 2013).	*'I'm sort of losing control, you know, because I try to manage the staff, and the unions keep on interfering in every way.'* **Participant 18**	Divergence of literature and data. Data suggests increased control.
		'I have a direct relationship with the employees, so the control is still in our hands' **Participant 02**	Convergence of literature and data. Data suggests increased control.
	Existing in-house services must be highly efficient already before going to market. (Adler et al., 2000; Cohen & Eimicke, 2020).	*'I don't have to be the middleman to say why you're not offering the service.'* **Participant 02** *'It's not as quick as before for regular work. Cause contractors would do something.'* **Participant 16**	Convergence of literature and data. Data suggests that areas that had direct relationships can lead to efficiency. Convergence of literature and data. Data suggests that areas must have efficiencies in themselves before insourcing.

Arising from the above Table 4-3: Convergence and Diversion between Literature and Qualitative Collected Data, the data collected is significantly consistent with the literature discussed in chapter 2. The data collected gives a suitable response to the primary research objective - *To investigate the impact of insourcing at various levels of management and answer* the main research question - *What challenges and opportunities have managers at Wits experienced because of insourcing?* Using the frameworks suggested by Bolbanabad et al. (2017), impacts of insourcing can be categorised into four classifications, structural, contextual, procedural, and impact on performance. Arising from applying the frameworks in meeting the research objectives and answering the research questions, it is clear that managers at wits have experienced numerous challenges and opportunities due to insourcing. The challenges include increased workload, human resources, and employment relations challenges and having skills mismatches, struggles with integrating cultures and organisational policies lagging behind insourcing, affecting the quality of service and performance. However, arising from those challenges have been opportunities, such as opportunities to grow as managers, implementing initiatives at one's discretion, and having increased control over a manager's department. The mentioned examples also meet the research objectives two up to four respectively*: To examine how managers at various levels within the institute have responded to the challenges of insourcing. To identify opportunities that may have arisen from the challenges of insourcing noted by managers and to understand how insourcing has changed the work of managers.* Simultaneously, research questions two and three are answered*: From the perspective of managers at Wits, has the process of introducing insourcing resulted in more efficiency, effectiveness, control, and cost-saving? And Has the quality of service delivery to the greater university community improved post insourcing?*

4.4 Chapter Summary.

The chapter presented the data collected in the study using the interview schedule. The data collected from participants were presented, analysed, and discussed. Purposive sampling was used due to participants being directly affected and transitioning from the outsourced model to the insourced model within Wits university. Thematic analysis was used to analyse the data. In an attempt to break down, high amounts of data, tables, and matrices were used, and data was arranged into themes and sub-themes. The relationships between the themes and sub-themes were presented in the tables, and the interaction of adopted theory, the reviewed literature, and data collected. The next chapter will present the research findings, conclusions, and recommendations.

Chapter 5

Findings Conclusion and Recommendations.

5.1 Chapter Introduction

The chapter presents the findings arising from the analysed collected data for the research study. The findings, recommendations, and conclusions are discussed against the study objectives and research questions posed at the start of the research report. The study will examine the findings and recommendations based on the research questions, the research questions, and the theoretical framework to answer the study's objectives.

5.1 Research Findings And Conclusions

Wits University decided to insource workers who the institution had previously outsourced, implementing insourcing relatively quickly and directly impacting managers who had joined the university under an outsourced structure. Due to this shift from outsourcing to insourcing, the study sought to investigate the impact of insourcing processes on managers' work at Wits qualitatively, capturing their experiences. The findings indicate that managers have faced numerous challenges, and opportunities have also been realised in such challenges. Based on these challenges and opportunities, the study will recommend strategies and tactics that university management can adopt to make the organisation more efficient and effective in delivering support services. Essentially this information will be vital in advising university policy and processes.

5.1.1 Research Objective one and Research Question One.

- Research objective one: To investigate the impact of insourcing at various levels of management.
- Research question one: What challenges and opportunities have managers at Wits experienced because of insourcing?

5.1.1.1 Finding

The Make or Buy theory principles indicate that an organisation must carefully apply thought to whether to make or buy due to the decision having significant effects on the organisation's operations. There are substantial effects on various aspects of an organisation, such as on quality factors, cost factors, strategy factors, innovation-related factors, time factors, and social factors. As premised by the Make or Buy theory, insourcing at the university has presented numerous challenges for managers. Much like in the impact Mergers and Acquisitions in Tehran, the challenges the study identified range from challenges of cultural integration including organised labour effect, human resources including skills mismatches, increased teams sizes, organisational capability including critical policies lagging behind insourcing, affecting the quality of service and performance. The cultural integration between Wits staff already employed by Wits before insourcing and the insourced team remains challenging. Insourced groups have not fully integrated into the university culture due to structural problems, which is to say, there currently is no uniform overarching university culture policy that managers can use to integrate the workforce. The cultures are decentralised and defined per department meaning no consistent culture is applied due to it being at the discretion of each departmental head. The lack of integration results in struggles in building relationships of mutual trust between managers and subordinates.

The reality is that the historical connection of organised labour and the onboarded workforce presents a challenge in its current form. Perhaps justifiably, given the insourced teams' experiences of being outsourced and inevitably exploited by managing contractors, the insourced employees place their trust in organised labour rather than Wits line managers. Although managers may try to integrate cultures at their respective levels, additional strategies may be necessary because the trust was broken with outsourcing. Likewise, managers have seen opportunities in the rift to close the gap and cultivate a single culture by creating their meetings and training sessions to explain to staff in their teams what is expected and what the departmental culture stands for.

In addition, human resources challenges have been noted in the study, particularly that of mismatching of skills and advancement of human resources. Insourcing implementation was without a rigorous check of the skills being onboarded. In some sections, managers have found themselves with staff members whose skills they did not specifically require and have taken the opportunity to repurpose the skills were possible. However, a secondary challenge resulting from the repurposing is staff morale of working in a trade that is not the employees' specialty area. In addition, challenges in organisational capability are

present. Wits completed the Implementation of insourcing without increasing management capacity due to resource constraints. As a result, in some sections, specific technical items are now performed in-house by personnel proficient in procurement and not necessarily the technical specification of the products, leading to less quality goods due to focus on price.

Policy, processes, and capacity to support the policy are not instituted concurrently with the implementation of insourcing. The study discovered that the experience of managers is that policies that are critical to operations, including the disciplinary codes that were updated three years post insourcing. During the three years, challenges of overtime management, absenteeism, and late coming had become prominent. In addition, the capacity to uphold the policies, including disciplinary codes through Employment Relations departments, has not reached full potential due to limited resources. As such, managers institute corrective measures on discipline with little impact. Regardless, managers have seen the opportunity to initiate departmental initiatives indicated by participants to limit costs.

5.1.1.2 Recommendations.

Based on the challenges mentioned above, it is evident that there is room to improve to increase efficiencies and effectiveness further. In response to the challenges of cultural integration, the university can invest more in change management initiatives. Firstly, the university can consciously define the change management strategy, followed by a clearly defined change management vision and plan. Included in the change management strategy would be establishing a change management department that has qualified change agents. The change agents would support both the managers and workforce in addition to the new environment. Supplementing the change management strategy would be an executive-level backed, clearly defined cultural policy that sets the direction for conscious cultural integration. If implemented, the cultural policy would restructure and allocate the responsibility to push for an integrated culture at the executive level. Executive management can thus oversee the cultural integration policy and initiatives with authority and resources and, notably, consistently apply it throughout the university.

There is a pressing need for university management to win back the trust of the formerly outsourced workforce who have been reabsorbed into the institution. The initiatives of change management and cultural strategies would have an impact. However, given the connection of organised labour and

insourced staff, the study argues that the university can not win trust without winning over the union management. The researcher contends that executive university management must work closely with organised labour on matters that promote the teams' well-being, which ultimately increases the efficiency and effectiveness of all workgroups. The processes to include union-management must not be limited to meeting invites but active involvement of union representation in university policy development, training initiatives, and forums that encourage stakeholder ownership within organised labour.

Through the research study, it appears late to reassess skills within the insourced staff without rightsizing. Thus to ensure the right fit of skills, the university must leverage existing resources that include already offered short courses, Adult Based Training (ABET) programs by consistently actively encouraging onboarded employees to attend. Executive management would encourage attendance not only by instructing line managers but also through newsletters, roadshows, awareness sessions, and organised labour structures, which one can reasonably assume would be willing to assist. Lastly, as far as policies and processes are concerned, it is recommended that efficiencies be worked into the system to allow for policies to be adopted quickly, having priority policies served and adopted by the university council for approval.

5.1.2 Research Objective Two and Research Question Two

- Research Objective two: To examine ways in which managers at various levels within the institute have responded to the challenges of insourcing.
- Research question two: From the perspective of managers at Wits, has the process of introducing insourcing resulted in more efficiency, effectiveness, control, and cost-saving?

5.1.2.1 Finding.

The study noted that managers within the institution have responded to challenges using various manager initiatives. Managers set up discussion forums with their teams, training sessions, setting up quality management systems, and using international standards to guide the absence of university policy to set up their units. Also, tacit skills of personal one-on-one sessions to motivate staff have been used according to data collected. The managers' initiatives have positively impacted cultural integration, increasing operational efficiency and effectiveness and managing cost. However, as the data gathered indicated, the

manager initiatives had a limited effect on the teams necessitated further interventions, which the researcher will discuss below in the recommendations.

According to the data collected, efficiency, effectiveness, control, and cost-saving have been significantly affected by insourcing. Concerning efficiency and effectiveness, data suggests that insourcing has resulted in less effectiveness and efficiency on a broad scale. The researcher noted that in delivering specific functions, efficiency and effectiveness have significantly increased; the main challenge is to find mechanisms to scale up the effectiveness and efficiency of all operations. Regarding control, managers have indicated they have increased control after insourcing, as the literature examined suggested.

5.1.2.2 Recommendations

Based on the data collected in the study, it is evident that efficiency, effectiveness, and cost affect all managers at various levels throughout the institution. In addition to the already stated recommendations stated above, the university's executive management must examine measures to increase effectiveness and efficiency. These measures can be inclusive of but not limited to, advancement of human resources and upskilling of staff, such that the right skills are available for utilisation. Furthermore, there is a need to scale up efficiency and effectiveness using strategies to report back on successes of individual initiatives and recognition for success at an executive level. An appropriate executive can forums for managers to report to an executive and coordinate from the relevant executives' office.

5.1.3 Research Objective Three and Research Question Three

- Research question three: Has the quality of service delivery to the greater university community improved post insourcing?
- Research Objective three: To identify opportunities that may have arisen from the challenges of insourcing noted by managers.

5.1.3.1 Finding.

The data collected in the study indicates that the general perception is that the quality of service has declined after insourcing. The reasons for the decline coming from data are the recurring theme that skills are not optimally suited to the university requirements from existing staff recruited for an outsourced structure and insourced teams that currently have limited skills for the positions on top of cultural integration. In addition, the decline in quality has also been due to constraints in responsiveness noted with functions that are insourced not achieving tasks in time, particularly the daily responsibilities leading to complaints. The researcher has noted positive responsiveness, particularly with emergency works that can be executed swiftly to clients' satisfaction. The study further observed that quality of service in areas with management systems, including international quality standards, did not significantly decline the quality of service.

5.1.3.2 Recommendations.

The data collected in the study shows that the steams already relying on management systems and internationally recognised standards were not drastically affected in delivering a quality service after insourcing. A lesson is available that the executive management should consider implementing a quality management system that is applied uniformly throughout the institution with critical deliverables, control of non-conformity, and process management. Various higher education institutions have applied the principles of quality management systems with success and improvement in quality (Rosa et al., 2012)

5.1.4 Research Objective Four

- Research Objective four: To understand how insourcing has changed the work of managers.

5.1.4.1 Findings

The research study noted that insourcing changed the work of managers significantly from that it used to be before. According to the data collected, before insourcing, the task of managers was mainly contractual

oversight which is to say that managers would predominantly use the contract to instruct managing contractors to deliver the required service to the university. Insourcing meant direct managing of teams transforming the work of managers by increasing headcount numbers and workloads; that meant a rise in human resources matters such as more disciplinary and employment relations complaints that managers still face. There are also direct interactions with organised labour and multiple unions that managers minimally used to interact directly with, meaning day-to-day operations may be occasionally interrupted by unions entering work areas without prior notice that managers must respond to in real-time. The work of managers has had a positive impact; according to the data collected in the study, the challenges brought about by insourcing has led to individual growth for most managers. Insourcing has allowed managers to use their discretion to apply strategies and tactics they did not use before, such as implicit personal interaction with individuals within their teams. Furthermore, managers have had more control over their operations, making it easier to respond and address complaints within the institution.

5.1.4.2 Recommendations.

The data collected and findings, the recommendations do not entirely deviate from those mentioned above, addressing the three research questions and the above three research objectives. How the work of managers has changed is captured in the findings. As mentioned above, the recommendation to regain the trust of insourced staff in competition with organised labour and unions would address the high union involvement in operations. Furthermore, executive management coming down to the ground and meeting insourced teams and their managers in unison would boost staff morale, having a more positive impact on managers and teams' work.

5.2 Study Limitations

The study faced both technical and administrative limitations. The research is qualitative in terms of technical limitations, meaning that causality can not be statistically proven. However, this should not distract from the finds and recommendations observed due to the perception and experiences of managers being critical. Perception is vital if it shapes the reality of those entrusted with making the organisational strategy achievable. In terms of administrative limitations, the researcher encountered time constraints and challenges in access to participants due to the COVID-19 pandemic.

Qualitative research, by nature, is time-consuming. The researcher had to submit the study within the specified deadlines; however, the researcher ensured all pertinent information regarding the research was captured, analysed, and discussed to ensure the integrity of the study holds. Access to participants to conduct face-to-face interviews proved impossible during the COVID-19 pandemic, except for three physically interviewed participants under strict COVID-19 protocols. To overcome this limitation, the researcher used technology and MS Teams, in particular, to gather data while recording on an audio device confidentially. The researcher managed to assure participants attain the comforts of safety and confidentiality regardless of data collection.

5.3 Future Research

The research sought to capture managers' experiences concerning the impact of insourcing along with the challenges and opportunities arising from insourcing. The researcher extensively discussed the obstacles and opportunities above. That said, the research within the university has been qualitative to induct information. Future research within the university can look into a quantitative approach that will establish statistical significance and causality between insourcing and managers' experiences.

5.4 Chapter Summary

The closing chapter of the research presented the main findings from the data collected for the study and linked those findings with the research objectives and the research questions. The research findings indicated numerous challenges and opportunities emanating from insourcing. The overarching challenge is that of cultural integration. The researcher then provided recommendations based on the research findings that include responding to pressing challenges such as implementing active strategies and conscious programs from the executive level. Finally, the study limitations are presented and discussed, and a proposed roadmap for the future study is provided. This chapter concludes the research dissertation.

References

Abegunrin, O. (2009). Post-Apartheid South Africa: New Challenges and Dilemmas. In O. Abegunrin (Ed.), *Africa in Global Politics in the Twenty-First Century: A Panafrican Perspective* (pp. 45–68). Palgrave Macmillan US. https://doi.org/10.1057/9780230623903_4

Adler, G., Bezuidenhout, A., Buhlungu, S., Kenny, B., Omar, R., & Ruiters, G. (2000). *The Wits University Support Services Review: A Critique*. 59.

Adom, D. (2016). *CONSTRUCTIVISM PHILOSOPHICAL PARADIGM: IMPLICATION FOR RESEARCH, TEACHING AND LEARNING*. *4*, 9.

Amadi-Echendu, A. P., Phillips, M., Chodokufa, K., & Visser, T. (2016). Entrepreneurial Education in a Tertiary Context: A Perspective of the University of South Africa. *International Review of Research in Open and Distributed Learning*, *17*(4), 21–35. https://doi.org/10.19173/irrodl.v17i4.2482

Anderson, E. G., & Parker, G. G. (2013). Integration of Global Knowledge Networks. *Production and Operations Management*, *22*(6), 1446–1463. https://doi.org/10.1111/poms.12181

Andrew Levy and Associates. (2000). 😀☹😕*Andrew Levy Employment Publications, Labour Law, Gauteng, ...011 887 5*. https://www.africanadvice.com/1294044/Labour_Law/Gauteng/Andrew_Levy_Employment_Publications/

Audretsch, D. B., Bönte, W., & Keilbach, M. (2008). Entrepreneurship capital and its impact on knowledge diffusion and economic performance. *Journal of Business Venturing*, *23*(6), 687–698. https://doi.org/10.1016/j.jbusvent.2008.01.006

Baatjies, I., Spreen, C. A., & Vally, S. (2012). The Broken Promise of Neoliberal Restructuring of South African Higher Education. In *Universities and the Public Sphere* (pp. 153–172). Routledge. https://doi.org/10.4324/9780203847848-14

Babb, S., & Kentikelenis, A. (2018). International Financial Institutions as Agents of Neoliberalism. In D. Cahill, M. Cooper, M. Konings, & D. Primrose, *The SAGE Handbook of Neoliberalism* (pp. 16–27). SAGE Publications Ltd. https://doi.org/10.4135/9781526416001.n3

Baldini, N., Fini, R., & Grimaldi, R. (2015). *The Transition Towards Entrepreneurial Universities: An Assessment of Academic Entrepreneurship in Italy*. https://doi.org/10.7208/Chicago/9780226178486.001.0001

Bolbanabad, A. M., Mosadeghrad, A. M., Arab, M., & Majdzadeh, R. (2017). *Impact of Merger and Acquisition on University Performance*. 7.

Booysen, S. (2016). *Fees Must Fall: Student revolt, decolonisation and governance in South Africa: Booysen, Susan, Booysen, Susan, Godsell, Gillian, Chikane, Rekgotsofetse, Mpofu-Walsh, Sizwe: 9781868149858: Amazon.com: Books*. https://www.amazon.com/Fees-Must-Fall-Decolonisation-Governance/dp/1868149854

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Bronstein, J., & Reihen, M. (2014, August 1). *Entrepreneurial University Archetypes: A Meta-Synthesis of Case Study Literature—Johann Bronstein, Markus Reihlen, 2014*. https://journals.sagepub.com/doi/10.5367/ihe.2014.0210

Broucker, B., Wit, K. D., & Verhoeven, J. C. (2018). Higher education for public value: Taking the debate beyond New Public Management. *Higher Education Research & Development*, *37*(2), 227–240. https://doi.org/10.1080/07294360.2017.1370441

Bryman, A. (2016). *Social Research Methods*. Oxford University Press.

Buckland, R. (2013, December 13). *Universities and Industry: Does the Lambert Code of Governance Meet the Requirements of Good Governance? - Buckland—2004—Higher Education Quarterly—*

Wiley Online Library. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2273.2004.00272.x

Burnett, D., & Collins, N. (2010). Higher education for our time. *J. Computing in Higher Education*, *22*, 192–198. https://doi.org/10.1007/s12528-010-9038-z

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, *41*(5), 545–547. https://doi.org/10.1188/14.ONF.545-547

Cohen, S., & Eimicke, W. B. (2020). 8. CONTRACTS, OUTSOURCING, SUPPLY CHAINS, AND THE MAKE- OR-BUY DECISION. In *Management Fundamentals* (pp. 103–114). Columbia University Press. https://www.degruyter.com/document/doi/10.7312/cohe19448-009/html

Currie, I., Waal, J. D., & Africa, L. S. of S. (2013). *The Bill of Rights Handbook*. Juta and Company Ltd.

Dooly, M., Moore, E., & Vallejo, C. (2017). Research Ethics. In *Research-publishing.net*. Research-publishing. https://eric.ed.gov/?id=ED573618

Dougherty, K. J., & Natow, R. S. (2019). *Analyzing Neoliberalism in Theory and Practice: The Case of Performance-Based Funding for Higher Education*. https://doi.org/10.7916/d8-a1kt-7p96

Edvardsson, I., & Durst, S. (2019). *The Impact of Outsourcing on Knowledge and Learning in Organizations* (pp. 171–183). https://doi.org/10.1108/978-1-83867-471-720191012

Ekelund, M., & Pettersson, E. (2010). *Developing a generic framework for make-or- buy decisions at Cardo AB*. 95.

Evenson, R. M. (2012). *THE IMPACT FROM INSOURCING AND OUTSOURCING ON THE AEROSPACE INDUSTRY OF OKLAHOMA A MIXED METHOD STUDY*. 185.

Ferlie, E. (2017, March 29). *The New Public Management and Public Management Studies*. Oxford Research Encyclopedia of Business and Management. https://doi.org/10.1093/acrefore/9780190224851.013.129

Fern, D., ez-Nogueira, Arruti, A., Markuerkiaga, L., & Saenz, N. (2018). The Entrepreneurial University: A Selection of Good Practices. *Journal of Entrepreneurship Education*. https://www.abacademies.org/abstract/the-entrepreneurial-university-a-selection-of-good-practices-7090.html

Fitzgerald, P. (2003). *Improving Tertiary Education in Sub-Saharan Africa: Things that Work*. 41.

Georgieva, M., & Abdelazim, A. (2020). Strategic Mergers and Acquisitions in Higher Education: A Case Study from the UK. *European Journal of Business Management and Research*, *12*. https://doi.org/10.7176/EJBM/12-33-01

Goksoy, A. (2019). *Cultural Integration in Mergers and Acquisitions* [Chapter]. Handbook of Research on Corporate Restructuring and Globalization; IGI Global. https://doi.org/10.4018/978-1-5225-8906-8.ch005

Gradín, C. (2019). Occupational segregation by race in South Africa after apartheid. *Review of Development Economics*, *23*(2), 553–576. https://doi.org/10.1111/rode.12551

Gray, B. (2016). Neoliberalising higher education: Language and performing purpose in corporatised universities. *Critical Arts: A South-North Journal of Cultural & Media Studies*, *30*(5), 745–750. https://doi.org/10.1080/02560046.2016.1269237

Gupta, A., Herath, S., & Mikouiza, N. (2005). Outsourcing in higher education: An empirical examination. *International Journal of Educational Management*, *19*. https://doi.org/10.1108/09513540510607734

Habib, A. (2019). *2019 Releases: Rebels and Rage: Reflecting on #FeesMustFall*. http://www.jonathanball.co.za/component/virtuemart/new-releases-1/2019-releases/rebels-and-rage-reflecting-on-feesmustfall-detail?Itemid=6

Handfield, R. (2006, June 1). A Brief History of Outsourcing | SCM | Supply Chain Resource Cooperative (SCRC) | North Carolina State University. *Supply Chain Resource Cooperative*. https://scm.ncsu.edu/scm-articles/article/a-brief-history-of-outsourcing

Harrison, G. (2013). *Neoliberal Africa: The Impact of Global Social Engineering*. Zed Books Ltd.

Harrison, G. (2019). Authoritarian neoliberalism and capitalist transformation in Africa: All pain, no gain. *Globalizations*, *16*(3), 274–288. https://doi.org/10.1080/14747731.2018.1502491

Hartley, J., & Rashman, L. (2010). The role of leadership in knowledge creation and transfer for organisational learning and improvement. *Connecting Knowledge and Performance in Public Services: From Knowing to Doing*, 145–172. https://doi.org/10.1017/CBO9780511762000.009

Hartman, P., Ogden, J., & Hazen, B. (2017). Bring it back? An examination of the insourcing decision. *International Journal of Physical Distribution & Logistics Management*, *47*. https://doi.org/10.1108/IJPDLM-09-2015-0220

Harvey, G., Skelcher, C., Spencer, E., Jas, P., & Walshe, K. (2010). Absorptive Capacity in a Non-Market Environment. *Public Management Review*, *12*(1), 77–97.

Heaton, J. (2004). *The benefits of 'insourcing'*. *47*, 96+94.

Hefetz, A., & Warner, M. (2012). Contracting or Public Delivery? The Importance of Service, Market, and Management Characteristics. *Journal of Public Administration Research and Theory: J-PART*, *22*, 289–317. https://doi.org/10.2307/23250883

Hlatshwayo, M. (2020). *Solidarity during the "Outsourcing Must Fall" Campaign: The role of different players in ending outsourcing at South African universities*. https://ujcontent.uj.ac.za/vital/access/manager/Repository/uj:40029?site_name=GlobalView

Holmwood, J., & Servós, C. M. (2019). Challenges to Public Universities: Digitalisation, Commodification and Precarity. *Social Epistemology*, *33*(4), 309–320. https://doi.org/10.1080/02691728.2019.1638986

Hood, C. (2007, June 21). *Public Management*. The Oxford Handbook of Public Management. https://doi.org/10.1093/oxfordhb/9780199226443.003.0002

Huber, M., & Hillebrandt, M. (2019). “Pay for Promise” in Higher Education: The Influence of NPM on Resource Allocation in German Universities. *Historical Social Research / Historische Sozialforschung*, *44*(2 (168)), 247–269.

Humphreys, P., McIvor, R., & Huang, G. (2002). An expert system for evaluating the make or buy decision. *Computers & Industrial Engineering*, *42*(2), 567–585. https://doi.org/10.1016/S0360-8352(02)00052-9

Ikediashi, D., & Okwuashi, O. (2015). Significant factors influencing outsourcing decision for facilities management (FM) services: A study on Nigeria’s public hospitals. *Property Management*, *33*, 59–82. https://doi.org/10.1108/PM-04-2014-0018

International Data Corporation. (2015). *IDC Government Insights*. https://www.idc.com/getdoc.jsp?containerId=GI255747

International Labour Organisation. (2016). *Non-standard employment around the world: Understanding challenges, shaping prospects*. International Labour Office.

Jaehrling, K. (2015). The state as a ‘socially responsible customer’? Public procurement between market-making and market-embedding. *European Journal of Industrial Relations*, *21*, 149–164. https://doi.org/10.1177/0959680114535316

Jamshidi, L., Arasteh, H., NavehEbrahim, A., Zeinabadi, H., & Rasmussen, P. D. (2012). Developmental patterns of privatization in higher education: A comparative study. *Higher Education*, *64*(6), 789–803.

Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regner, P. (2014). *Johnson, Whittington, Scholes, Angwin, Regnér & Angwin, Johnson:Exploring Strategy T&C_p10, 10th Edition | Pearson*.

https://www.pearson.com/uk/educators/higher-education-educators/program/Johnson-Johnson-Exploring-Strategy-T-C-p-10-10th-Edition/PGM1046698.html

Johnston, M. P. (2017). Secondary Data Analysis: A Method of which the Time Has Come. *Qualitative and Quantitative Methods in Libraries*, *3*(3), 619–626.

Jones, D. S. (2012, September 16). *Masters of the Universe*. https://www.goodreads.com/work/best_book/20545613-masters-of-the-universe-hayek-friedman-and-the-birth-of-neoliberal-po

Kalenyuk, I., & Dyachenko, A. (2016). Entrepreneurial universities in a world educational system. *International Economic Policy*, *2*, 59–74.

Kalimullah, N. A., Alam, K. M. A., & Nour, M. M. A. (2016). New Public Management: Emergence and Principles. *New Public Management*, 22.

Khalfan, A. (2003). A case analysis of business process outsourcing project failure profile and implementation problems in a large organisation of a developing nation. *Business Process Management Journal*, *9*(6), 745–759. https://doi.org/10.1108/14637150310506675

Kumari, K. (2013). *OUTSOURCING VS INSOURCING: BEST FOR YOUR ORGANIZATION? 4*(4), 10.

Lambert, R. (2003). *Lambert Review of Business-University Collaboration: Final Report* (SSRN Scholarly Paper ID 1509981). Social Science Research Network. https://papers.ssrn.com/abstract=1509981

Lapuente, V., & Van de Walle, S. (2020). The effects of new public management on the quality of public services. *Governance*, *33*. https://doi.org/10.1111/gove.12502

Lapuente, V., & Walle, S. V. de. (2020). The effects of new public management on the quality of public services. *Governance*, *33*(3), 461–475. https://doi.org/10.1111/gove.12502

Leger, L., & Mothibeli, M. (1988). *'Talking Rocks'—Pit Sense Amongst South African Miners on JSTOR*. https://www.jstor.org/stable/43157829?seq=1#metadata_info_tab_contents

Leslie, H., Abu-Rahma, A., & Jaleel, B. (2018). In retrospect: A case of merger in higher education. *International Journal of Educational Management*, *32*(3), 382–395. https://doi.org/10.1108/IJEM-03-2017-0077

Louw, R., African National Congress, & Five Freedoms Forum (Eds.). (1989). *Four days in Lusaka: Whites in a changing society: Five Freedoms Forum-African National Congress Conference, Intercontinental Hotel, Lusaka, Zambia, June 29-July 2, 1989*. Five Freedoms Forum.

Magagula, M., & Zondo, R. W. D. (2018). Uncovering the strengths and weaknesses of outsourcing core business deliverables: The case of selected state-owned enterprises in South Africa. *The Journal for Transdisciplinary Research in Southern Africa*, *14*(1), 7. https://doi.org/10.4102/td.v14i1.475

Mariotti, M. (2012). *Labour markets during apartheid in South Africa on JSTOR*. https://www.jstor.org/stable/23271564?seq=1#metadata_info_tab_contents

Mchunu, K. S. (2018). *Outsourcing or Insourcing: A Case Study of Regional Hospitals in Public Health within eThekwini District*. 135.

Michie, J., & Padayachee, V. (2019). South African business in the transition to democracy. *International Review of Applied Economics*, *33*(1), 1–10. https://doi.org/10.1080/02692171.2019.1524044

Moe, N. B., Šmite, D., Hanssen, G. K., & Barney, H. (2014). From offshore outsourcing to insourcing and partnerships: Four failed outsourcing attempts. *Empirical Software Engineering*, *19*(5), 1225–1258. https://doi.org/10.1007/s10664-013-9272-x

Morgan, E., & Prowle, M. (2004, November 10). *Financial Management and Control in Higher Education | Taylor & Francis Group*. https://www.taylorfrancis.com/books/mono/10.4324/9780203416143/financial-management-control-higher-education-eric-morgan-malcolm-prowle

Mori, A. (2017). The impact of public services outsourcing on work and employment conditions in different national regimes. *European Journal of Industrial Relations*, *23*(4), 347–364. https://doi.org/10.1177/0959680117694272

Mosala, S. J., Venter, J. C. M., & Bain, E. G. (2017). South Africa's Economic Transformation Since 1994: What Influence has the National Democratic Revolution (NDR) Had? *The Review of Black Political Economy*, *44*(3), 327–340. https://doi.org/10.1007/s12114-017-9260-2

Naderifar, M., Goli, H., & Ghaljaei, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, *In Press*. https://doi.org/10.5812/sdme.67670

Ngcobo, J. (2017). *National Education Health and Allied Workers Union v University of Cape Town and Others*. https://collections.concourt.org.za/handle/20.500.12144/2148

Ntlokwana, Z. (2015). *A thesis submitted in partial fulfilment of the requirements for the degree of Master of Social Science in Industrial and Economic Sociology*. 91.

Odhav, K. (2009). *South African post-apartheid higher education policy and its ma*. *6*(1), 24.

OECD, S. A. (2008). *Reviews of National Policies for Education: South Africa*. 395.

Olssen, M. (2016). Neoliberal competition in higher education today: Research, accountability and impact. *British Journal of Sociology of Education*, *37*, 129–148. https://doi.org/10.1080/01425692.2015.1100530

O'Sullivan, S. (2020, October 8). *New Public Management and Service Privatization in Australia*. The Oxford Handbook of Australian Politics. https://doi.org/10.1093/oxfordhb/9780198805465.013.23

Parker, C., Scott, S., & Geddes, A. (2019). Snowball Sampling. In *SAGE Research Methods Foundations*. SAGE Publications Ltd. https://doi.org/10.4135/9781526421036831710

Patrick, F. (2013). Neoliberalism, the Knowledge Economy, and the Learner: Challenging the Inevitability of the Commodified Self as an Outcome of Education. *ISRN Education*, *2013*, e108705. https://doi.org/10.1155/2013/108705

Phipps, R., & Merisotis, J. (2005). *Is Outsourcing Part of the Solution to the Higher Education Cost Dilemma?: A ... - Ronald A. Phipps, Jamie P. Merisotis—Google Books*. https://books.google.co.za/books/about/Is_Outsourcing_Part_of_the_Solution_to_t.html?id=NJ-UDAEACAAJ&redir_esc=y

Pugh, R., Lamine, W., Jack, S., & Hamilton, E. (2018). The entrepreneurial university and the region: What role for entrepreneurship departments? *European Planning Studies*, *26*(9), 1835–1855. https://doi.org/10.1080/09654313.2018.1447551

Quigley, B. Z., & Pereira, L. R. (2011). Outsourcing in higher education: A survey of institutions in the District of Columbia, Maryland, and Virginia. *SAM Advanced Management Journal : Amj*, *76*(2).

Raisch, S., & Birkinshaw, J. (2008, March 7). *Organizational Ambidexterity: Antecedents, Outcomes, and Moderators—Sebastian Raisch, Julian Birkinshaw, 2008*. https://journals.sagepub.com/doi/10.1177/0149206308316058

Rosa, M., Sarrico, C., & Amaral, A. (2012). *Implementing Quality Management Systems in Higher Education Institutions*. https://doi.org/10.5772/33922

Ross, E. W., & Gibson, R. (2007). Introduction. In *Neoliberalism & Education Reform* (pp. 1–14). Hampton Press; Education Research Complete. http://0-search.ebscohost.com.innopac.wits.ac.za/login.aspx?direct=true&db=ehh&AN=70487139&site=ehost-live&scope=site

Rosyidi, C. N., Imamah, N. U. F., & Jauhari, W. A. (2020). An optimization model of make or buy decision and quality improvement of components using rebate. *Cogent Engineering*, *7*(1), 1767266. https://doi.org/10.1080/23311916.2020.1767266

Russell, A. (2010). *Issues for Public Colleges and Universities*. 7.

Saunders, D. (2007). The Impact of Neoliberalism on College Students. *Journal of College and Character*, *8*(5), 3. https://doi.org/10.2202/1940-1639.1620

Seale, C. (2016). Quality in Qualitative Research: *Qualitative Inquiry*. https://doi.org/10.1177/107780049900500402

Sibanyoni, F. (2017). *2017-01—Wits welcomes insourced workers—Wits University*. https://www.wits.ac.za/news/latest-news/general-news/2017/2017-01/wits-welcomes-insourced-workers.html

Sperrer, M., Müller, C., & Soos, J. (2016). The Concept of the Entrepreneurial University Applied to Universities of Technology in Austria: Already Reality or a Vision of the Future? *Technology Innovation Management Review*, *6*(10), 37–44.

Styger, A., Vuuren, G., & Heymans, A. (2016). Government funding framework for South African Higher Education Institutions. *South African Journal of Higher Education*, *29*. https://doi.org/10.20853/29-2-470

Sułkowski, Ł., Seliga, R., & Woźniak, A. (2019). Strategic Challenges of Mergers and Acquisitions in the Higher Education Sector. *Entrepreneurial Business and Economics Review*, *7*, 199–215. https://doi.org/10.15678/EBER.2019.070211

Thatcher, J. (2012). *PhDs of the UK, Unite: Your Futures Depend on It*. *9*(2), 16.

Thomas, R., & Davies, A. (2005). Theorizing the Micro-politics of Resistance: New Public Management and Managerial Identities in the UK Public Services. *Organization Studies*, *26*(5), 683–706. https://doi.org/10.1177/0170840605051821

Tilak, J. (2015). Global Trends in Funding Higher Education. *International Higher Education*. https://doi.org/10.6017/ihe.2006.42.7882

UNESCO. (1998). *World education report 1998: Teachers and teaching in a changing world | VOCEDplus, the international tertiary education and research database*. https://www.voced.edu.au/content/ngv%3A33487

USAF. (2016, October). *USAf_Insourcing-Guiding-Framework_November-2016.pdf*. http://www.usaf.ac.za/wp-content/uploads/2017/08/USAf_Insourcing-Guiding-Framework_November-2016.pdf

Van Der Walt, J. (2017a). Neoliberalism and education: A reformational-pedagogical perspective (part 1). *Koers*, *82*(1), 1–11. https://doi.org/10.19108/koers.82.1.2275

Van Der Walt, J. (2017b). Some recent responses to neoliberalism and its views on education. *HTS Theological Studies*, *73*(3), 1–8. https://doi.org/10.4102/hts.v73i3.4493

Van Der Walt, L., Bolsmann, C., Johanson, B., & Martin, L. (2003). *Globalisation, the market university and support service outsourcing in South Africa: Class struggle, convergence and difference, 1994-2001*. https://lucienvanderwalt.files.wordpress.com/2010/04/van-der-walt-bolsman-johnson-martin-market-university-and-class-struggle-ocr.pdf

Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterising and justifying sample size sufficiency in interview-based studies: Systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, *18*(1), 148. https://doi.org/10.1186/s12874-018-0594-7

Ventovuori, T. (2007). Analysis of supply models and FM service market trends in Finland – implications on sourcing decision-making. *Journal of Facilities Management*, *5*, 37–48. https://doi.org/10.1108/14725960710726337

Wald, N., & Daniel, B. K. (2020). Enhancing students' engagement with abstract ideas through conceptual and theoretical frameworks. *Innovations in Education and Teaching International*, *57*(4), 496–505. https://doi.org/10.1080/14703297.2019.1692055

Wekullo, C. (2017). Outsourcing in higher education: The known and unknown about the practice. *Journal of Higher Education Policy and Management*, *39*, 1–16. https://doi.org/10.1080/1360080X.2017.1330805

Wiseman, A., Astiz, M., & Baker, D. (2013). Globalization and Comparative Education Research: Misconceptions and Applications of Neo-Institutional Theory. *Journal of Supranational Policies of Education*, *1*, 31–52.

Wits Risk Management Committee. (2017, March 3). *Risk Mgt Agenda 3 March 17 FINAL.doc*. http://intranet.wits.ac.za/gtd/fas/services/_layouts/15/WopiFrame.aspx?sourcedoc={9A25F970-639F-4C04-A75D-10A599F740DF}&file=Risk%20Mgt%20Agenda%203%20March%2017%20FINAL.doc&action=default&DefaultItemOpen=1

Zhou, C., & Etzkowitz, H. (2017). *The Triple Helix: University–Industry–Government Innovation and Entrepreneurship*. Routledge. https://doi.org/10.4324/9781315620183

Ziderman, A. (2005). *Increasing Accessibility to Higher Education: A Role for Student Loans?*

Appendix A:



Interview Schedule for Managers

SECTION 1: BIOGRAPHICAL AND INSTITUTIONAL DETAILS

Position/ Designation:

Department:

Name of Subdivision within Department:

SECTION 2: IMPACT OF INSOURCING AT VARIOUS LEVELS OF MANAGEMENT.

1. What is your understanding of insourcing and outsourcing?

2. As a manager, what were your tasks before insourcing?

3. What did you assume would be the impact of insourcing on your work?

4. Has the quality of service to the greater university community improved post insourcing? How?

SECTION 3: CHALLENGES BROUGHT ABOUT BY INSOURCING.

5. What are the major challenges you experienced in operationalising insourcing in your department/section? Please give examples

6. How did the culture of newly onboarded employees influence the culture of your established teams

7. Did the cost justify the outcome of the services/products you give the greater university community?

8. Do you think the insourced staff are still viewed as outsiders? If Yes, What would you think the solution to integration would be?

SECTION 4: OPPORTUNITIES BROUGHT ABOUT BY INSOURCING

9. What are the advantages that came from insourcing? Please give examples

10. Has insourcing improved your turn around times to servicing the greater university community?

11. Does insourcing give you greater control over the operations of your department/section?

12. How are you monitoring the quality of service in your insourced service?

SECTION 6: HOW INSOURCING HAS CHANGED MANAGERS' WORK.

13. How has insourcing changed your work?

14. Has insourcing allowed you to grow as a manager? And how?

15. Please share any additional views concerning insourcing that would improve the functions of the departments in serving the greater university community.

THANK YOU FOR YOUR PARTICIPATION