

CEMS_ Research Focus Areas 2023
Department of HRM_Human Resource Development RFA

Department	Human Resource Management
Discipline	Employee health and well-being; Open distance learning environment; Positive organisational behaviour; Self-directed learning; Talent Management; Theories and models of adult learning; work engagement; Adult learning; Career development of knowledge workers; Employees with disabilities in the work environment
Research Focus Area	Human Resource Development
Total RFA capacity in HRD for 2023	1 PhD* and 11 Masters*
Total RFA capacity for the Department of HRM for the 2023 academic year ¹	14 PhD and 45 Masters

*Research topics range across two RFAs. Capacity is reflected as the overall figure and not per RFA

Supervision Team details:	Academic Profile	Capacity
Dr Tebogo Molotsi ² (Contact person for this focus area) Email: molotk@unisa.ac.za ORCID: 0000-0002-7278-1227	Dr Tebogo Molotsi is a senior lecturer in the department of Human Resource Management. She is registered as a Chartered HR Professional with the South African Board of People Practice (SABPP). She completed her PhD degree in 2021. She has many years practical experience as an HRM manager. Dr Molotsi's doctoral thesis focused on the management of risk from an HRM perspective within an ODeL university. She specialises in a qualitative methodology, specifically Interpretive Phenomenological Analysis. Dr Molotsi also focussed on human capital risk management in her masters' dissertation. She published her work in an accredited journal and presented a paper at an international conference on risk management.	2 Masters
Dr J Botha Email: bothaj1@unisa.ac.za ORCID: 0000-0003-3718-2269	Dr. Jo-Anne Botha is a senior lecturer in the Department of Human Resource Management, lecturing in human resource development. Dr. Botha's doctoral thesis focused on the assessment of adult learner self-directedness in an ODeLHE context. She has presented papers on adult learner agency and adult learner self-directedness and has co-authored various articles on adult learner self-directedness for peer-reviewed academic journals. Her main research interests concern adult learner self-directedness, and how it is conceptualised, assessed, and inculcated in a South African and African ODeLHE milieu. Dr. Botha has 30 years' experience of human resource development in private sector industry and 13 years' experience in higher education.	1 Masters
Dr Mpho Lerotholi Email : lerotmy@unisa.ac.za ORCID: 0000-0002-1496-3874	Dr Mpho Lerotholi is a senior lecture in sub-section of Human Resource Development in the Department of HRM at Unisa. She is registered as a Psychometrist (Supervised) with the Health Professions Council of South Africa (HPCSA) and as an OD/HR specialist with the South African Board for People Practices (SABPP). Prior to the lecturer role, she has worked for 15 years in OD/HR environment for UNISA and NHLS as a specialist and	2 Masters

¹ If the candidates do not meet the Department's QA standards, we will not be able to take in the proposed number of candidates as per the RFA document.

² Please note that consulting the research focus area leader is no assurance that your application will be approved. If, however, your application is approved, it is also not a guarantee that he/she will be allocated as your supervisor.

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	OD senior manager. Her focus areas are Talent management, Organisation development, Performance management, rewards and remuneration. Her PhD thesis focused on: Talent management, work engagement and retention of professional nurses in Gauteng academic hospitals.	
Dr Louise Engelbrecht Email: engell@unisa.ac.za ORCID: 0000-0002-4758-8898	Dr Louise Engelbrecht is a senior lecturer in the sub-section of Human Resource Development in the Department of Human Resource Management at Unisa. She is registered as an Industrial Psychologist and Psychometrist with the Health Professions Council of South Africa (HPCSA) and a Chartered HR professional with the South African Board for People Practices (SABPP). She completed her M.Com Degree with specialisation in Industrial and Organisational Psychology in 2012 at the University of Pretoria. She published a couple of articles, chapters and presented papers at international conferences. She completed her PhD degree in 2021. Her thesis focused on constructing a career satisfaction and employability profile for knowledge workers. Her research interest includes career development, positive career outcomes (employability, career satisfaction, wellbeing, sustainable careers), career cognitions and career resources.	2 Masters
Dr Z van Niekerk Email: vniekz@unisa.ac.za ORCID: 0000-0001-7436-3347	Dr Zelna van Niekerk is a Senior lecturer in the Department of Human Resource Management. She is registered as a HR Practitioner with the South African Board for People Practices (SABPP). In 2013 she completed her Masters (M Ed) through the Northwest University and in 2018 her doctorate, D Ed, with Unisa. In both cases she focused on the education, training, and development (ETD) and wellness of persons with disabilities. She has published and presented papers on the topic at both national and international conferences. Dr van Niekerk also has more than 20 years' work experience in human resource management and development in both the private and public sector.	1 PhD
Ms L Diedericks Email: diedel@unisa.ac.za ORCID: 0000-0003-1502-7102	Mrs Diedericks is a registered Industrial Psychologist with approximately 15 years of experience in the private sector within the field of human resource development prior to pursuing her academic career. Her research interests focus on all aspects concerned with talent management. Talent management generally deals with the flow of employees into, through and out of the organisation. Typical topics may include recruitment and selection, leadership and management development, mentoring, and high-potential employee development. Mrs Diedericks is currently enrolled for her PhD in Industrial and organisational psychology. Her research focuses on developing a framework for the identification of high potential candidates within organisations.	1 Masters
Ms Veronica Catherine Hlongwane Email: hlongvc@unisa.ac.za ORCID: 0000-0002-7254-5750	Veronica Hlongwane has more than 10 years' experience in organisational diagnosis, climate, trust, culture facilitating and employee engagement surveys for clients in the corporate and public sectors. Conducted assessments for recruitment, development, and career planning. She has 10 years' experience in competency assessments and application of psychometric tools for assessments. She was a Managing Director of Fotoworld PTY (Ltd) for 20 years. She is currently a lecturer in the Department of Human Resource Management. She holds BCom (Hons) Industrial and Organisational Psychology (IOP)	3 Masters

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	<p>(UNISA), Bachelor of Commerce in IOP (UNISA) and Master of Commerce in IOP (UNISA). Currently, a Doctoral candidate in IOP. Ms Hlongwane published five co-authored research outputs in accredited journals and presented papers at peer-reviewed national and international conferences. Ms Hlongwane is registered with the South African Board for People Practices (SABPP) as a technician. She is involved in postgraduate supervision.</p>	
<p>Selection Procedure</p>	<p>Follow the Formal UNISA application procedure - outlined on http://www.unisa.ac.za and apply for a student number.</p> <ol style="list-style-type: none"> 1. Apply for a space in this focus area using the online application procedure. 2. Once you have been accepted in the focus area, you will receive a written confirmation of acceptance and you may register for your studies. <p>Selection of candidates will be in line with Section 37 of the Higher Education Act 101 of 1997 to provide appropriate measures for the redress of past inequalities and to provide clear assessment criteria to avoid any unfair discrimination. Applicants will also receive feedback on their submissions to empower unsuccessful candidates to improve future readmission submissions.</p> <p>The following criteria will be applied to assess the 3-page (MCom) or 5-page (PhD) research outline:</p> <ul style="list-style-type: none"> • Academic merit of the research topic: Quality in terms of originality, significance and rigour and impact in terms of the topic's reach and significance toward adults in the African/South African-located context. Significance of the research must contribute toward building indigenous, Afrocentric knowledge and theory relating to the research focus area themes on a theoretical, empirical, and practical level. Applicants must justify the research problem (in practice and in terms of existing research gaps) and the new contribution by the research toward solving the research problem and advancing knowledge in the field. • Candidates should demonstrate clarity regarding the core research constructs, measuring instruments, and a sound knowledge base of the most recent research on the constructs, including current research gaps • Evidence of higher order thinking: The candidate's skills and abilities in analysing, synthesizing, applying, and evaluating information. • Academic writing skills: The extent to which the essay convey coherent and well-developed arguments that are supported with relevant, detailed and convincing evidence; the logical sequence of paragraphs with content-based transitions; the use of appropriate diction and tone and constructively vary sentence structures, and the use of correct grammar, punctuation, spelling and syntax. • Academic and professional experience: Strengths and relevance relative to the candidate's opportunities (impact). • Personal motivation 	
<p>Research scope</p>	<p><i>Employee health and well-being</i></p> <p>Increasing levels of poverty, insufficient growth, job insecurity and socio-economic factors affect the health and well-being of employees and organisations are increasingly involved in promoting employee well-being in the work environment. Organisations have a purpose to protect employees against threat, danger, and exploitation, to ensure fairness and humanity and to treat all individuals with dignity. These organisations will therefore benefit the individual, the communities, and the broader society (Wissing, Potgieter, Guse, Khumalo & Nel 2014). Weinberg and Cooper (2007) are of the opinion that in</p>	

order to prosper and survive in a continuously changing environment, the individual needs to be healthy and motivated. Well-being therefore implies achieving optimal physical, mental and emotional well-being (Wissing, et al., 2014). Employees experiencing support from management as well as from their colleagues, tend to experience higher levels of well-being, higher levels of engagement, and higher levels of work performance.

Work engagement

Work engagement is defined as a positive, fulfilling, affective, motivational state of work-related well-being that is characterised by vigour, dedication, and absorption (Bakker, Schaufeli, Leiter & Taris, 2008). Engaged employees have high levels of energy and are enthusiastic about their work and they are often fully immersed in their work so that time flies when working and have difficulty with detaching themselves from work (Macey & Schneider, 2008; May, Gilson & Harter 2004). Furthermore, engaged employees have a sense of energetic and affective connection with their work and they see themselves as able to deal completely with the demands of their job (Schaufeli, Salanova, González-Romá & Bakker, 2002). An interest in work engagement arose with the shift in focus at the turn of the century from weaknesses, malfunctioning and damage towards happiness, human strengths, and optimal functioning (Rothmann, 2003; Strümpfer, 2005; Seligman & Csikszentmihalyi, 2000). Pech and Slade (2006) reported that only 17% of employees are truly engaged in their organisations, while 63% are not engaged and 20% are disengaged, implicating that they have uncoupled themselves from work roles and withdrew cognitively and emotionally.

Positive organisational behaviour

Organisations demand employees who can generate high levels of energy, who are engaged with their work and who can contribute to the organisation's competitive advantage (Bakker, Schaufeli, Leiter & Taris, 2008) however, Deal, Peterson and Gailor-Loflin (2001) are concerned that people have become cynical and pessimistic, whilst the world of work is forcing people to be flexible to changing environments. According to Cascio (2001), positive work and organisational psychology is concerned with human behaviour related to work, the organisation and productivity. Schultz and Schultz (2014) emphasise that work and organisational psychological principles help to optimise the success of organisations.

Open distance learning work environment

Higher education (HE) is a very complex, dynamic industry which already in 2010 enrolled approximately 19 million students and employs 3.4 million people worldwide (Weisbrod, Ballou & Asch, 2010). More recently, the HE sector has been transformed and seen several changes in governmental funding, fierce competition amongst institutions, global mobility, the increased importance and use of digital technology and a shift towards learner-centred and industry-based education, resulting in rapidly changing roles of academics (Bokor, 2012; Briggs, 2005). Much of the literature in ODL discusses the importance of the academic, but according to Beaudion (2009), they have been largely neglected by the research. Conceição (2006) noted that there is limited research available on the experiences, attitudes, and behaviour of academics in an ODL environment. Research on the changing role of academics within the ODL context, lends itself to a variety of research methodologies and methods, including both quantitative as well as qualitative paradigms, inviting scholars from various disciplinary backgrounds to contribute to the body of knowledge.

Adult Learner Self-Directedness

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	<p>Research on self-directed learning is interested in the learner actions, psychological processes, environmental requirements for and human resource development practitioner activities that influence and/or nurture self-directedness in adult students or learners. Self-directedness in learning is an essential requirement for lifelong learning and employability (Coetzee, 2012; Yang, 2016). The concept of self-directedness in learning is nebulous and has not yet been defined adequately in the literature, particularly in the South African and ODeL contexts (Botha, 2018). Learner self-directedness encompasses, but is not limited to, self-regulation, self-reflection and self-monitoring (Plews, 2016). The major theoretical underpinning of self-directedness is humanistic in nature, focusing specifically on personal individual development for which the adult learner takes sole responsibility (Khat, 2016). However, the responsibility for learning is not limited to accepting responsibility in a learning situation but should also be applied more widely to encompass the initiation of learning opportunities (Botha, 2018). In the new millennium, employees have to be self-directed lifelong learners who can autonomously manage their own development and career paths in order to remain current and employable in a fluctuating work environment (Henschke & Henschke, 2016). The effect of cultural practices and gender expectations on individual capacity for self-directed learning should be explored in the African and South African contexts (Botha, 2018).</p> <p><i>Adult Learning</i></p> <p>Research on the application of adult learning principles in the workplace focuses on the application of adult learning principles in the design, development and facilitation of workplace learning interventions. The principles are well-known but little research to support the application of the principles of adult learning exists (Botha, 2018). Knowles (1978) formulated six principles of adult learning, namely: (1) Adult learners should understand and acknowledge the reasons why they need to learn something new (2) Adult learners' readiness to learn is informed by both their acknowledgement of the reasons why they need to learn and their previous learning experiences (3) Adult learners bring a wealth of life experiences with them into any learning situation and these experiences can be used fruitfully in the learning process (4) Adult learners' approach to learning is informed by their reasons for learning and previous learning experiences (5) Adult learners expect to be treated as capable of being self-directed in their learning (6) Adult learners' motivations to learn can range from extrinsically motivated to intrinsically motivated. Henschke and Henschke (2016) believe that adult learning principles constitute a set of competencies that result in self-directed learning if a phased approach is followed in learning opportunities. Adult learners tend to identify first as employees and second as learners, and therefore thrive in a learning environment that does not fit the traditional model utilised by educators (Chen, 2014). In the present economic climate, employers require highly skilled employees who are capable of managing their own continued learning. Providing learning environments where adult learners can flourish is consequently an imperative for modern employers (Jenkins, 2016). The application of adult learning principles should be researched in workplace contexts to establish whether the adoption of these principles in totality, or in isolation, affects the efficacy of workplace learning opportunities as offered in the South African and African business milieu. Investigation into whether the validity of adult learning principles in the African and South African context in the 21st century is needed, since cultural socialisation practices and gender affect individual capacity to be self-directed (Botha, 2018).</p>
<p>Reading: Subject Field</p>	<p>This is a selection of articles and/or recent books in this research focus area. Further reading over and above these is essential:</p>

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	<ul style="list-style-type: none"> • Arghode, V., Brieger, E. W. & McLean, G. N. (2017). Adult learning theories: implications for online instruction. <i>European Journal of Training and Development</i>, 41(7), 593-609. • Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. <i>Work and Stress</i>, 22(3), 187–200. • Beaudion, M.F. (2009). The instructor’s changing role in distance education. <i>The American Journal of Distance Education</i>, 4(2), 21-29. • Christie, M., Carey, M., Robertson, A., & Grainger, P. (2015). Putting transformative learning theory into practice. <i>Australian Journal of Adult Learning</i>, 55(1), 9-30. • Coetzee, M. & Botha, J. (2013). Undergraduate students’ self-directedness in relation to their examination preparation styles in Open Distance Learning. <i>Progressio</i>, 35(2), 34-75. • Coetzee, M. & Botha, J. (2016). The influence of biographical factors on adult learner self-directedness in an open distance learning environment. <i>International Review of Research in Open and Distributed Learning</i>, 17(4), 242-263. • Conceicao, S. C. O. (2006). Faculty lived experiences in the online environment. <i>Adult Education Quarterly</i>, 57(1), 26-45. • Briggs, S. (2010). Changing roles and competencies of academics. <i>Active learning in higher education</i>, 13(3). • Conceição-Runlee, S., & Reilley, K. (1999) <i>Experiences of faculty members who interact with students in an online environment</i>. Paper presented at the Midwest Research to Practice Conference, University of Missouri-St Louis. • Cascio, W. F. (2001). Knowledge creation for practical solutions appropriate to a changing world. <i>South African Journal of Industrial Psychology</i>, 27, 14-16. • Deal, J. J., Peterson, K. K. & Gailor–Loflin, H. (2001). <i>Emerging leaders. An annotated bibliography</i>. Center for creative leadership. Greensboro: Library of Congress Cataloging-in-Publication Data. • Illeris, K. (2017) Peter Jarvis and the understanding of adult learning. <i>International Journal of Lifelong Education</i>, 36(1-2), 35-44. • Keyser, J. N. & Viljoen, M. C. (2015). Self-regulated learning as predictor of academic performance. <i>Journal for New Generation Sciences</i>, 13, 87 – 100. • Keyser, J. N. & Viljoen, M. C. (2015). Self-regulated learning as predictor of academic performance. <i>Journal for New Generation Sciences</i>, 13, 87 – 100. • Knowles, M. (1975). <i>Self-directed learning: A guide for learners and teachers</i>. Cambridge: USA Cambridge Adult Education. • Macey, W. H. & Schneider, B. (2008). The meaning of employee engagement. <i>Industrial and Organisational Psychology</i>, 1, 3-30. • Massyn, L. & Wilkinson, A.C. (2015). The design of an adult learning programme: a theory-guided evaluation of learning needs. <i>Journal for New Generation Sciences</i> 13, 62-79. • Mosca, C.; Makkink, A. & Stein, C. (2015). Learning approaches used by students in an undergraduate emergency medical care programme: research. <i>African Journal of Health Professions Education</i>, 7, 55 – 57. • Rana, S., Ardichvili, A. & Polesello, D. (2016). Promoting self-directed learning in a learning organization: tools and practices. <i>European Journal of Training and Development</i>, 40(7), 470-489. • May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. <i>Journal of Occupational and Organisational Psychology</i>, 77(1), 11-37.
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	<ul style="list-style-type: none"> • Massyn, L. & Wilkinson, A.C. (2015). The design of an adult learning programme : a theory-guided evaluation of learning needs. <i>Journal for New Generation Sciences</i> 13, 62-79. • Mosca, C.; Makkink, A. & Stein, C. (2015). Learning approaches used by students in an undergraduate emergency medical care programme: research. <i>African Journal of Health Professions Education</i>, 7, 55 – 57. • Rana, S., Ardichvili, A. & Polesello, D. (2016). Promoting self-directed learning in a learning organization: tools and practices. <i>European Journal of Training and Development</i>, 40(7), 470-489. doi 10.1108/EJTD-10-2015-0076.1 • Rothmann, S. (2003). Job satisfaction, occupational stress, burnout and work engagement as components of work-related wellbeing. <i>South African Journal of Industrial Psychology</i>, 34(3), 11-16. • Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5–14. • Schaufeli, W. B., Salanova, M., González-Romá, V. & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytical approach. <i>Journal of Happiness Studies</i>, 3, 71-92. • Schultz, D. & Schultz, S. E. (2014). <i>Psychology and work today</i>. Essex: Pearson Education. • Solomon, A. & Steyn, R. (2017). Cultural intelligence: Concepts and definition statements. <i>South African Journal of Business Management</i>, 48(2), 67-74. doi: 10520/EJC-86b3e2e89.2 • Spies, C.; Seale, I. & Botma, Y. (2015). Adult learning: what nurse educators need to know about mature students. <i>Curationis</i>, 38, 1 – 7. http://Odx.doi.org.oasis.unisa.ac.za/http://dx.doi.org/10.4102/curationis.v38i2.1494. • Strúmpfer, D. J. W. (2005). Standing on the shoulders of giants: Notes on early Positive Psychology (Psychofortology). <i>South African Journal of Psychology</i>, 35(1), 21-45. • Tan, C. (2017). A Confucian perspective of self-cultivation in learning: Its implications for self-directed learning. <i>Journal of Adult and Continuing Education</i>, 0(0), 1-14. doi: 10.1177/1477971417721719.3 • Van Rensburg, G.H. & Botma, Y. (2015). Bridging the gap between self-directed learning of nurse educators and effective student support: original research. <i>Curationis</i>, 38, 1 – 7. • Vayre, E. & Vonthron, A. M. (2017). Psychological engagement of students in distance and online learning: Effects of self-efficacy and psycho-social processes. <i>Journal of Educational Computing Research</i>, 55(2), 197-218. doi: 10.1177/0735633116656849. • Van Rensburg, G.H. & Botma, Y. (2015). Bridging the gap between self-directed learning of nurse educators and effective student support: original research. <i>Curationis</i>, 38, 1 – 7. • http://Odx.doi.org.oasis.unisa.ac.za/http://dx.doi.org/10.4102/curationis.v38i2.1503. • Vayre, E. & Vonthron, A. M. (2017). Psychological engagement of students in distance and online learning: Effects of self-efficacy and psycho-social processes. <i>Journal of Educational Computing Research</i>, 55(2), 197-218. doi: 10.1177/0735633116656849.
<p>Reading: Research Methodology</p>	<p>This is a selection books on methodology. Further reading over and above these is essential:</p> <ul style="list-style-type: none"> • DeVellis, R. F. (2016). <i>Scale development: Theory and Application</i> (4th ed.). London: Sage Publications.1 • Salkind, J. (Ed) (2010). <i>Encyclopedia of Research Design</i>. California: Sage Publications.2

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	<ul style="list-style-type: none"> • Salkind, N. J. (2016). Exploring research (9th Ed.). Upper Saddle River, NJ: Pearson Education. 3 • Smyth, J. D. (2016). Designing questions and questionnaires. In Woolf, C., Joye, D., Smith, T. W. & Fu, Y. (Eds). The SAGE handbook of survey methodology. London: SAGE Publications Ltd. 4 • Terre Blanche, M., Durrheim, K. & Painter, D. (2006). Research in practice: Applied methods for the social sciences (2nd Ed.). Cape Town: UCT Press.5
<p>Resources: Scholar community</p>	<p>www.cipd.co.uk www.sabpp.co.za http://infed.org/mobi/self-directed-learning/ http://www.sdlglobal.com/ http://www.psychologicalscience.org/index.php/news/releases/what-makes-self-directed-learning-effective.html http://www.eiconsortium.org/reprints/self-directed_learning.html http://www.longleaf.net/ggrows/SSDL/Model.html http://www.hwdsb.on.ca/e-best/files/2011/03/Self-directed-Learning-BLAM.pdf http://www.selfdirectedlearning.org/sdl-resources http://www.selfdirectedlearning.org/ www.td.org</p> <p>Society for Industrial and Organisational Psychology SA (SIOPSA) Email: info@siopsa.org.za Web: www.siopsa.org.za</p> <p>Health Professions Council of South Africa (HPCSA) Email: info@hpcsa.co.za Web: www.hpcsa.co.za</p> <p>American Psychological Association (APA) Tel: (800) 374-2721 or (202) 336-5500</p> <p>Commonwealth of Learning</p> <p>The Guardian Higher Education Network (professionalnetworks@mail.guardian.co.uk)</p> <p>African Council for Distance Education (ACDE)</p> <p>Australasian Council on Open, Distance and E-learning (ACODE) Email: exec@acode.edu.au Web: www.acode.edu.au</p> <p>British Institute for Learning and Development E-mail: info@thebild.org Web: www.thebild.org</p> <p>Canadian Network for Innovation in Education (CNIE) Web: www.cnie-rcie.ca</p> <p>Distance Education Association of New Zealand (DEANZ) - the New Zealand association for professionals working in flexible, open and networked education E-mail: admin@deanz.org.nz Web: www.deanz.org.nz</p> <p>Distance Education Association of Southern Africa (DEASA) email : mandeip@unisa.ac.za Web: www.deasa.org.za Botswana, Lesotho, Mozambique, Namibia, South Africa and Swaziland</p> <p>Distance Education Association of Tanzania (DEATA) Email: Bhalalusesa@ed.udsm.ac.tz</p> <p>European Association for Distance Learning (EADL) E-mail: kveen@eadl.org Web: www.eadl.org</p>

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	<p>European Association of Distance Teaching Universities (EADTU) Email: secretariat@eadtu.nl Web: www.eadtu.nl</p> <p>European Distance and E-Learning Network (EDEN) Email: secretariat@eden-online.org Web: www.eden-online.org</p> <p>Ghanaian Distance Education Association (GHADEA) Email: ucew@ug.gn.apc.org</p> <p>Indian Distance Education Association (IDEA) Email: kakatiya@ap.nic.in</p> <p>Inter-American Distance Education Consortium (CREAD) Web: www.cread.org</p> <p>International Council for Open and Distance Education (ICDE) E-mail: icde@icde.no Web: www.icde.org</p> <p>The West African Distance Education Association (WADEA) Email: iae.ad@ug.gn.apc.org</p> <p>Zambia Association for Distance Education (ZADE) Tel: +260 1 290719</p> <p>Zimbabwe National Association of Distance and Open Learning (ZINADOL) : +263 4 301832</p>
Potential M&D research focus areas or research projects³	
Unit of Analysis	Research Focus
Theories and models of adult learning	<ul style="list-style-type: none"> • Eurocentric models of adult learning • Developing Afrocentric models of adult learning • E-learning and adult learning
Adult learner agency in adult learning	<ul style="list-style-type: none"> • Conceptualising adult learner agency in an African context • Assessing/measuring adult learner agency in an African context • Investigate which (if any) of the principles of adult learning are applied in workplace learning materials design • Investigate which (if any) of the adult learning principles are applied in the facilitation of workplace learning programmes • Investigate which (if any) of the adult learning principles are applied in the design of e-learning courses for the workplace • Investigate whether the application of adult learning principles contribute to effective transfer of employee training and development • Investigate whether the application of adult learning principles in e-learning in the workplace contribute to the effective transfer of learning • Investigate whether the application of adult learning principles are more or less effective in the design of workplace learning programmes for different levels of employees in the workplace • Evaluate the effectiveness of workplace learning programmes utilising the adult learning principles in the design and facilitation phases of the training cycle.
Self-directed learning	<ul style="list-style-type: none"> • Investigate whether successful students at higher education institutions are self-directed. Investigate whether unsuccessful students at higher education institutions are self-directed.

³ The department will be meeting with industry leaders later in the year to determine their needs in terms research within the HRM field. In addition, academics work according to a niche area that is aligned with national research fund (NRF) purposes. Candidates to indicate in their application whether they would be open to change their proposed topic based on the needs identified within the HRM industry or an academic's niche area. The aim of this is to ensure that research within the HRM field is current and addresses problems within the industry.

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	<ul style="list-style-type: none"> • Investigate how student approaches to learning affect or are affected by adult learner self-directedness. • Investigate whether self-directed students alter their learning behaviour according to the learning environment. • Investigate whether students are prepared to be self-directed learners at a higher education level. • Investigate which type of learning environments inculcate and nurture student self-directedness at higher education level. • Investigate whether self-directed students are more successful in higher education learning environments than students who are not self-directed. • Analyse tuition and related policies at institutions to ascertain whether the creation of self-directed learners is a strategic priority. • Analyse tuition and student support policies at higher education institutions to ascertain whether tuition practices that are advocated support the nurturing of adult student self-directedness. • Analyse organisational policies with regard to human resource development to determine whether the creation of self-directed learners is a strategic priority. • Investigate whether self-directed students are more successful than non-self-directed students in workplace learning environments • Investigate whether the learning environments in workplaces inculcate and nurture self-directedness in learning. • Investigate whether self-directed learners in organisations have more personal influence on their career progress. • Investigate whether the skills development initiatives propounded by legislation result in more self-directed learners.
<p>Talent Management</p>	<ul style="list-style-type: none"> • The impact of organisational culture on talent management practices. • Towards an African model of talent management • Talent management objectives of South African companies • Individual experiences of talent management programmes within the South African context • Recruitment processes to feed the talent management pipeline. • Explore possible talent management strategies for ODL academics or employees/groups • Investigate the relationship between work engagement, talent management and improvement of productivity(individuals/groups/organisations) • Investigate management strategies for retaining talented employees in an innovative environment
<p>Career development of knowledge workers</p>	<ul style="list-style-type: none"> • Career development interventions
<p>Employee health and well-being/ work engagement (Individuals/Groups/Organisational and Industry context)</p>	<ul style="list-style-type: none"> • Explore aspects of the well-being of employees in the workplace • Investigate the relationship between aspects of employee well-being and work engagement • Relationship between work engagement, talent management and the improvement of well-being • Well-being strategies within human resource management • Investigate the influence of job resources on work engagement and optimal functioning of individuals/groups