

A LEADERSHIP PEDAGOGY FOR ADVANCED RETAIL CURRICULUM OFFERINGS AT PUBLIC HIGHER EDUCATION INSTITUTIONS

by
Mariëtte Frazer

SUPERVISOR: Professor L.M.M. Hewitt

PhD in Leadership in the
College of Business and Economics





Presentation flow



Introduction



Process



**Retail Curriculum Framework
and Leadership Pedagogy**



Contributions



Limitations



Corrections



Introduction

Bridging the Leadership Skills Gap in South African Retail Education

Context:

SA Retail sector: 20% of national employment

R1.153 trillion in sales (2023)

Critical skills shortage in leadership skills

Challenge:

Misalignment between current education and leadership skills demands in the technological era of Industry 4.0/5.0

Research Goal:

Develop a curriculum framework that will deliver 'Retail-Ready Graduates' and transform retail leadership development in South Africa

Reimagining Retail Leadership Development

Process



**Research
Problem and
Objectives**



**Theoretical
Frameworks**



**Research
Methodology**



Findings



**Answering
Research
Questions**

Research Problem

The South African retail sector is key to the South African economy:

- Employ 20% of the national workforce
- Produces 11.5% of South Africa's GDP
- Absorbs many young adults (18-34 years old) employees (Lannoy et al., 2018; W&Rseta, 2022)

Key Challenges:

- Widening skills gap in technological and leadership competencies due to rapid technological transformation (Industry 4.0/5.0)
- Lack of comprehensive understanding of leadership skills requirements for the South African retail sector.
- Absence of a strategic leadership pedagogy framework for advanced retail education (Collinson & Tourish' Keevy & Perumal, 2014; Vuori,2029)



**Research
Problem and
Objectives**

Main Research Objective:

To develop and propose a leadership pedagogy for the advanced retail curriculum framework for offerings at public higher education institutions

Sub-Research Objectives:

- 1.To explore the leadership skills required by the South African retail sector in future leaders, specifically among young adult retail employees entering leadership roles.
1. To determine and apply a leadership development process maturity index for South African retailers to determine which levels of leadership they focus on and what type of training they spend their budgets on.



**Research
Problem and
Objectives**

Sub-Research Objectives continue:

3. To assess the limitations of current advanced retail curricula and pedagogies at South African public higher education institutions with respect to their effectiveness in preparing young adult graduates for leadership roles in the retail sector.
4. To probe the feelings of young adults in the South African retail sector who are entering leadership roles about their readiness for leadership and about the skills and competencies they require in middle management.
5. To propose a curriculum framework for advanced retail education that leverages new technologies and pedagogical approaches to enhance the leadership skills of young adults, preparing them as future leaders in a sustainable South African retail sector in the context of Industry 4.0 and 5.0 (the 4th and 5th industrial revolutions).



**Research
Problem and
Objectives**



Theoretical Frameworks



General systems



Curriculum



Pedagogy



Andragogy



Heutagogy



Learning



Technology-enhanced teaching



Transformational leadership



Servant leadership



Progressive leadership



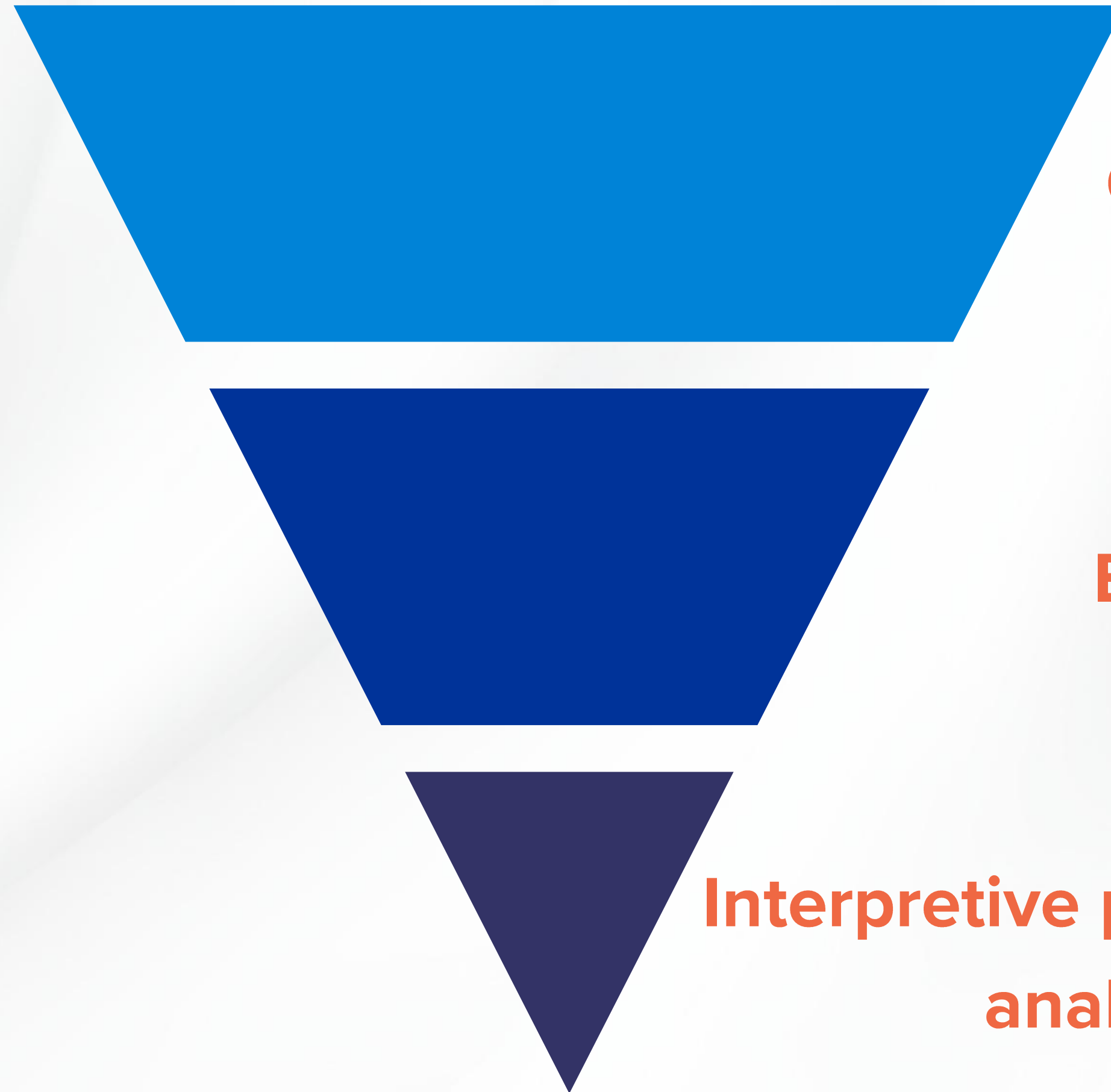
Transcendental leadership



Generational



Dynamic capabilities



Qualitative

Explorative

**Interpretive phenomenological
analysis (IPA)**

Conducted semi-structured interviews with graduates to discover their perceptions of their readiness to take on leadership roles in the retail sector

**Phase 4
N=7**

**Phase 1
N=8**

Administered the LDPMI among HR specialists;

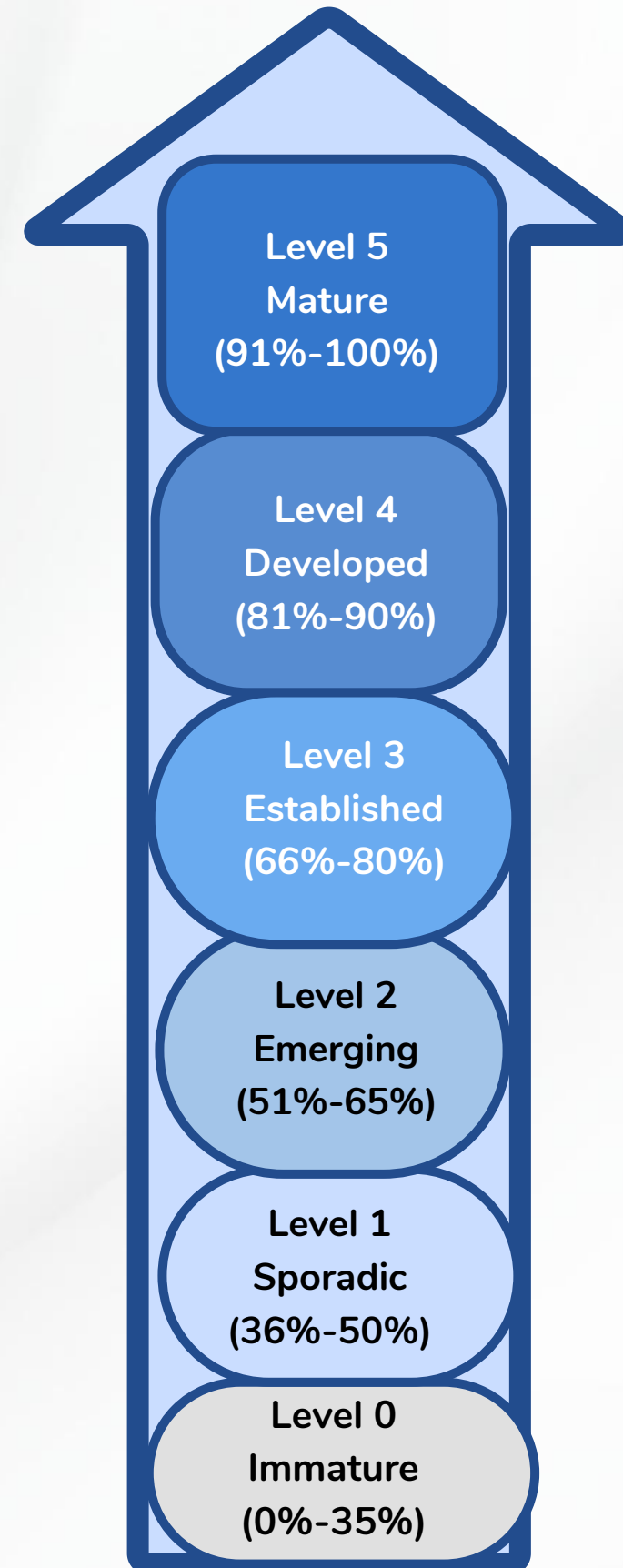
**Phase 2
N=12**

Conducted semi-structured interviews with HR specialists

**Phase 3
N=5**

Obtained, investigated, and analysed current pedagogy in retail curricula at PHEIs

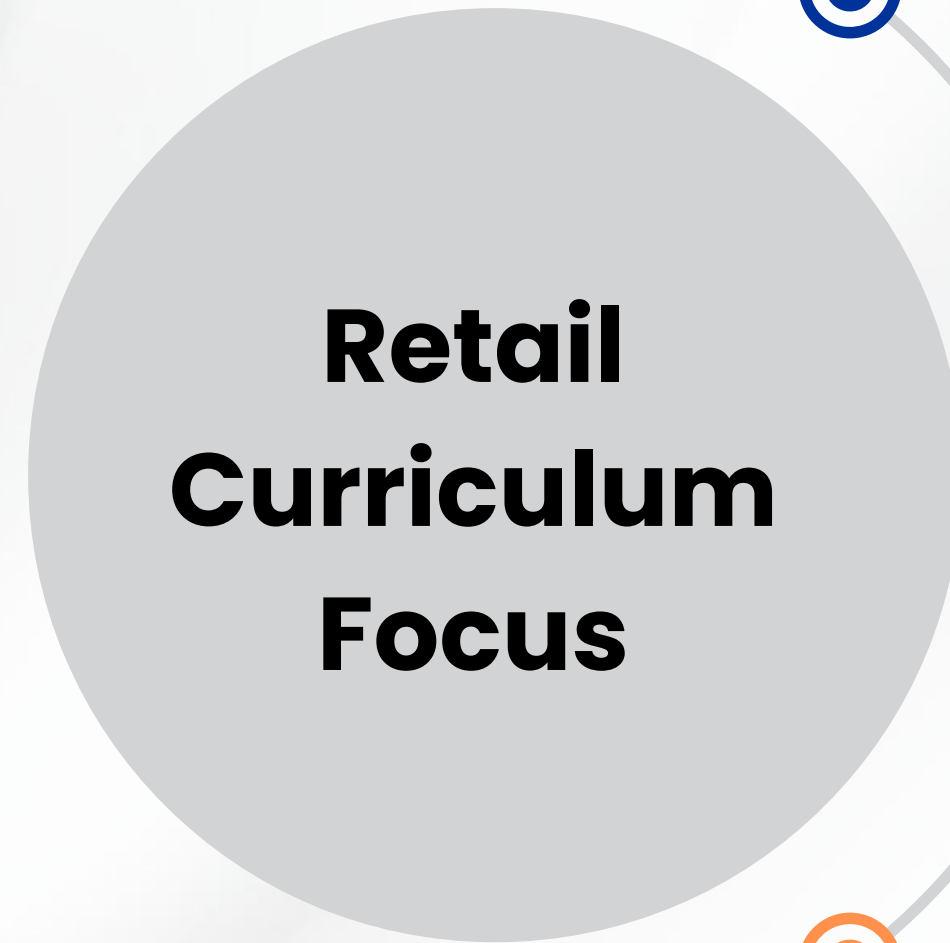
Leadership Development Process Maturity Index



Overall Retail Sector (58%)

Middle Management (50%)

Findings



**Core capabilities/
soft skills**

**Retail
Operations
Management**

**Financial
Management**

Research



Self-leadership

**Interpersonal
skills**

**Key Retail
Leadership
Competencies**

Practical skills

Adaptability

Answering the Sub-Research Questions



Answering Research Questions

1	What leadership skills are needed in future leaders in the South African retail sector, specifically among young adult retail employees entering leadership roles?	Self-leadership, adaptability, interpersonal skills, resilience, innovation, leading teams, and critical thinking
2	What is South African retailers' leadership development process maturity index?	SA retailers are at lower levels of the LDPMI, specifically sporadic and emerging levels.
3	What are the limitations of current advanced retail curricula and pedagogies at South African public higher education institutions regarding their effectiveness in preparing young adult graduates for leadership roles in the retail sector?	Curriculum emphasis on academic and research-oriented content, with notable gaps in areas such as self-leadership, adaptability, interpersonal skills, and practical skills.

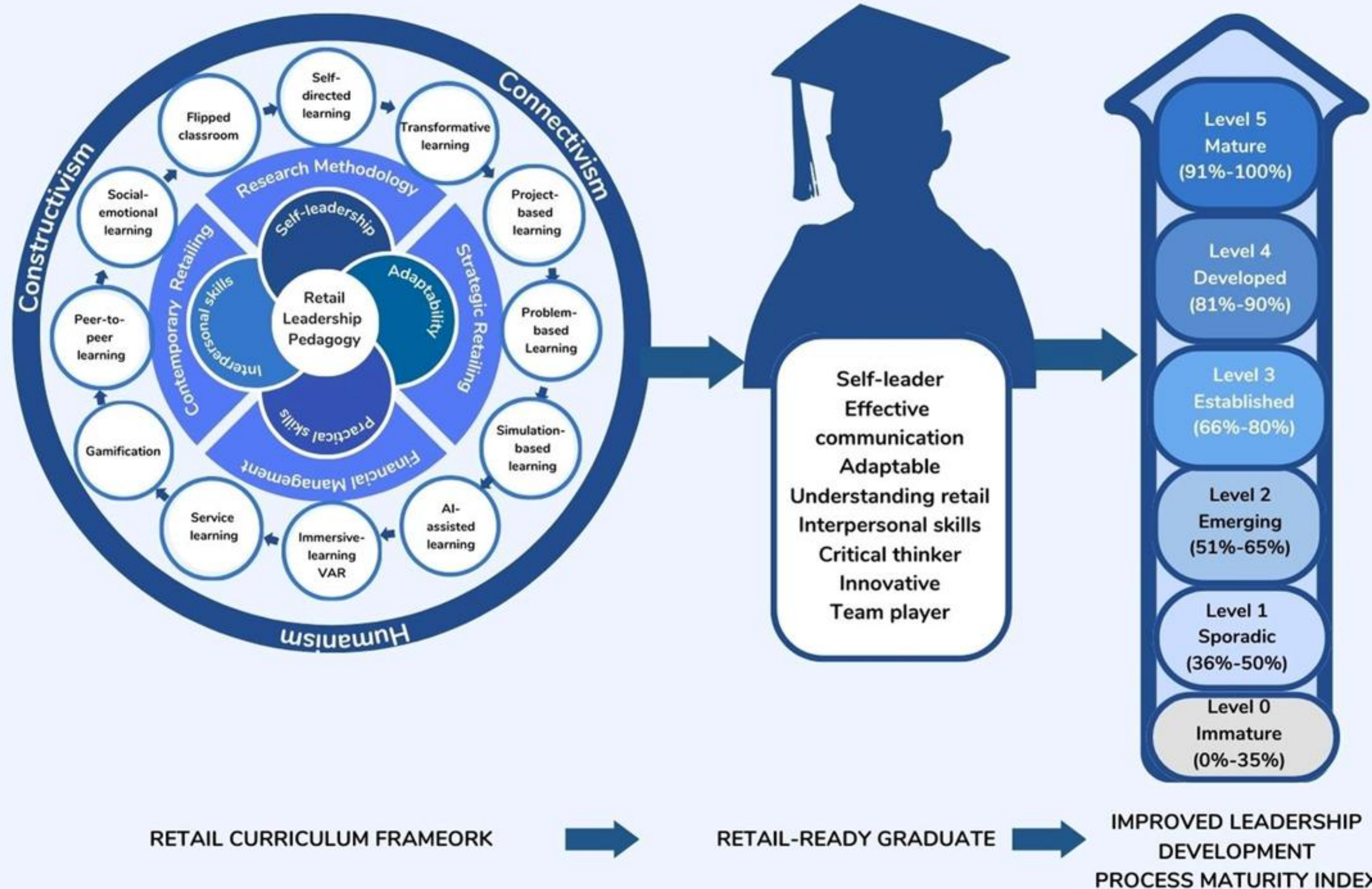
Answering the Sub-Research Questions



Answering Research Questions

4	How do young adults in the South African retail sector feel about their readiness for leadership and about the skills and competencies they need in middle management?	Graduates felt theoretically well-prepared, they expressed a need for more practical retail sector exposure and continuous leadership development throughout their advanced retail programmes
5	What changes need to be made to the curriculum framework for advanced retail education, incorporating new technologies and pedagogical approaches, to effectively enhance the leadership skills of young adults and prepare them as future leaders in a sustainable South African retail sector in the context of Industry 4.0 and 5.0 (the 4th and 5th industrial revolutions)?	Suggested curriculum and pedagogical changes include the integration of new technologies and innovative teaching approaches. Recommendations include adding topics on self-leadership, adaptability, interpersonal skills, and practical skills, along with the use of tools such as self-reflection activities, teamwork interventions, sector engagement, simulations, virtual reality, mentorship, and coaching to prepare young adults better for leadership roles

Retail Curriculum framework and leadership pedagogy



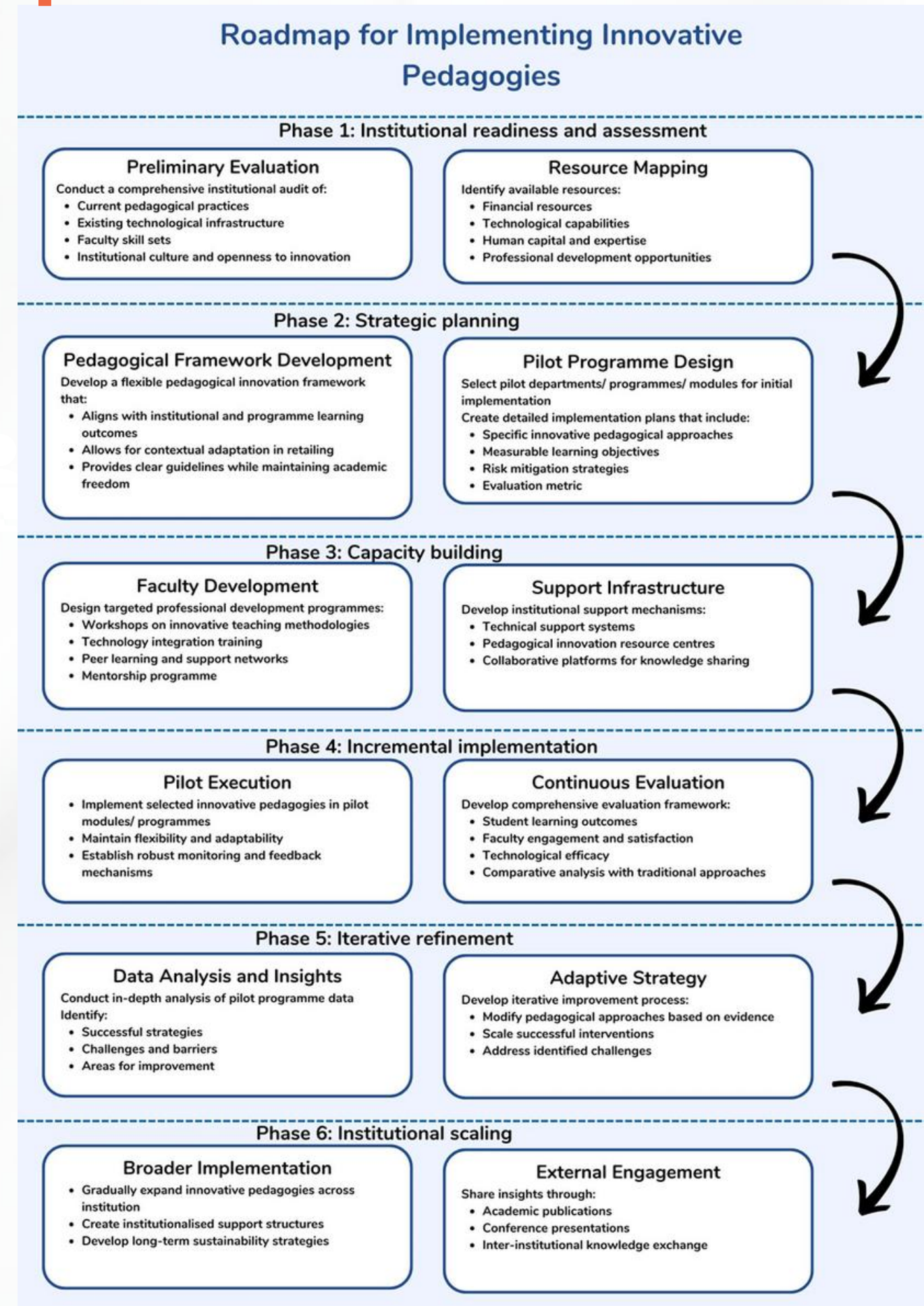
Answering
Research
Questions

Retail-Ready Graduate



Answering
Research
Questions

Implementation Roadmap



Contributions

Scholarly Contributions:

- Developed leadership pedagogy for advanced retail curriculum
- Expanded knowledge on dynamic capabilities, leadership skills, and curriculum design
- Offered nuanced understanding of leadership development in retail sector

Practical Contributions:

- Identified critical leadership competencies: self-leadership, adaptability, resilience, innovation
- Evaluated limitations in current advanced retail curricula
- Proposed curriculum framework for Industry 4.0 and 5.0 preparedness

Methodological Contributions:

- Applied Leadership Development Process Maturity Index (LDPMI) in retail context
- Developed novel data saturation measurement technique
- Integrated AI tools for qualitative data coding and persona development



Limitations

Research Scope Constraints:

- Limited sample size
- Potential non-representativeness of all institutions' graduate experiences

Methodological Limitations:

- Reliance on interview data based on participant experiences
- Potential participant and researcher interpretation biases
- Retrospective research design

Contextual Restrictions:

- Focused solely on the South African retail sector
- Limited generalisability to other geographical contexts
- Concentrated on Gen M/Z perspectives



Future research



- **Expand sample diversity/ include more study fields**
- **Incorporate mixed-method approaches**
- **Conduct longitudinal studies**
- **Explore cross-cultural comparisons**
- **Track leadership development across different generations**

Thank you!

Questions?

