

**LEADERSHIP MINDSET: THE EXISTENCE OR ABSENCE OF LEADERSHIP
STYLES THAT ENCOURAGES TALENT MANAGEMENT AND ITS PRACTICES
AND HOW THIS AFFECTS BOTH CAREER ORIENTATION AND BURNOUT**

BY

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**DISSERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF ADMINISTRATION IN INDUSTRIAL PSYCHOLOGY
AT THE MAFIKENG CAMPUS OF THE NORTH-WEST UNIVERSITY**

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DECLARATION

I Karabo Andre Tladi declare that the thesis submitted in fulfilment of the requirements of degree Master of Administration in Industrial Psychology titled ‘Leadership Mindset: The existence or absence Of Leadership Styles that encourages Talent Management And its practices and how this affects both Career Orientation and Burnout’ has not previously been submitted by me for the degree at this or any other institution. I further declare that this is my own work and that all material used herein is acknowledged.

The references as well as the editorial style as prescribed by the *Publication Manual* (6th edition) of the American Psychology Association (APA) were followed in this dissertation. This practice coincides with the policy of the Programme in Industrial Psychology of the North-West University to use APA style in all scientific documents as from January 1999.

This thesis is submitted in the format of four research articles.

Signature:

Date:

DEDICATION

This work is dedicated to my family and all those who took off from themselves to help with its completion. I hope it will contribute effectively to the pool of knowledge that has preceded it. Praise and Worship to God.

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ABSTRACT

In order to attain enduring competitive advantage, talent management practices have been identified as one of the most effective tools. Talent Management practices in the North-West Provincial Department are focused on the future needs of the organization and their employees. While they feel that the organization segments talent good, employees claim that the talent reviewing process is just neutral.

Talent standards and overall issues on talent are given the attention they need; however, there is still room for extended development. In order for individuals, teams and organisations to work cohesively towards specified organisational goals, leadership must manage all activities and systems effectively. Therefore, this lays a platform for organizational leaders and HR managers to revise relevant policies so as to have talent reviewed on a constant basis, re-engaging employees with constructive feedback and due credit.

Individuals take jobs that are not only in alignment with their interests but they also go for what they prefer doing. If they experience burnout, they are most likely to get detached from their work. This research was geared towards investigating whether strong leadership through good talent management practices can affect both career orientation and burnout. Descriptive measures were utilised with a stratified random sample ($N = 205$).

A biographical questionnaire was administered to investigate the demographics of participants. An exploratory factor analysis was used to determine the underlying factor structure of the variables. The results suggested that there were differences amongst the identified leadership patterns. Furthermore, the results indicate that most employees are actually burnt out. According to the results many employees suffer personal and work related burnout.

Career orientation is essential to the survival of the organization and as such, leaders ought to continuously refine the talent review process to ensure attraction, retention, motivation and rewarding of talent employees. The findings increase the body of knowledge in the issues regarding leadership mindset, career orientation and burnout concentric to talent management practices.

Keywords: Leadership, Talent Management, Career Orientation and Burnout

CHAPTER 1

1. Introduction

This article intends to indicate how leadership mindset affects employee burnout and how this mindset endorses career orientation. This will be achieved through the assessment of talent management practices. According to Coetzee, Bergh and Schreuder (2010) organizations have come to pay increasing attention to attracting, engaging and retaining talented employees and potential organizational leaders. Carroll and Flood (2010) state that the ability to persuade has been widely noted as a key leadership skill often enacted through expression, optimism, narrative and authority.

Collinson (2012) argues that for leaders to be able to influence their followers' actions, they must arrange and manage how they convey messages to subordinates in positive ways. Similarly, Cameron (2008) states that many researchers affirm that leadership is essentially influencing others towards a common objective and that positivity is one of the most effective communication techniques. Hammet (2008) takes the standpoint that leaders have full appreciation for how the organization develops and nurtures its talent pool.

Wang, Liu and Wang (2015) posit that leaders have the responsibility of ensuring that employees do not feel undermined in their jobs because of abusive verbal conduct from colleagues and/or supervisors as such kinds of behavior can contribute to a special kind of stress: burnout. Furthermore, leadership's responsible and accountable behavior predisposes employees to feel as though management is focused on helping them to flourish and succeed in their careers.

Farley (2005) says that managing talent includes utilization of human resources, workforce planning and career development. The same author continues to state that it is a prerequisite that before such talent can be managed, the organizational vision should be well communicated and understood in order to translate the job components into meaningful pieces of work to be performed by these 'talents.'

However, McDonnell, Lamare, Gunnigle and Lavelle (2010) say that acquiring talent is too severe a task in a highly competitive talent market where there is a shortage of talent itself. Succession planning is essential in building talent from within the organization in order to have a suitably competent talent pool once pivotal positions become vacant as the labor market has become more uncertain (Pandey and Sharma, 2014; Ip & Jacobs, 2006). Hor,

Huang, Shih, Lee and Lee (2010) warn organisations to not only look at who is next in the line for a slot but succession planning should target people early in their careers and determine what kind of training, experience and development they need in order to become successful in their careers.

1.1.Leadership

Leadership has been a topic of interest for some time as it commenced in the 20th century when the dominant lens of psychology took grip and remained existent even in countries such as North America (Grint 2011; Fairhurst and Connaughton, 2014). According to Fairhurst and Connaughton (2014), international leadership emerged from the rise of the multi-national corporations and the need to know what makes positional leaders effective in context.

Day, Fleenor, Atwater, Sturm and McKee (2014) submit that leadership development has emerged as an active field of theory building and research, providing a more scientific and evidence-based foundation. According to Wallace, de Chernatony and Buil (2013) managers set a tone that influences the way employees feel about their employer, and suggest that different leader behaviour supports or detracts organisational goal achievement.

Vallaster and de Chernatony (2006) add that leader behaviour that is energetic, participatory and encourages organisational vision adoption is vital in promoting employee emotional commitment to the organisation. Lord and Dihn, (2012) contend that leaders are understood to have a direct impact on important individual and organisational level outcomes. Hence, Vallaster and de Chernatony (2006) support the observation that employees need to sense the leadership support and commitment to the organisational vision as such human touch cannot be over-emphasized.

According to Grint (2011), leadership emergence research, similar to research on leadership development, is also concerned with traits and experiences that predispose a person to emerge as a leader. It is promising that researchers are taking a broader view of leadership emergence, investigating traits, behaviours, and experiences in a variety of contexts. Brown and Trevino (2006) highlight honesty, trust, and integrity as important human factors within a leader.

However, as Vroom and Jago (2007) proclaim, behaviour, unlike traits, is potentially influenced not only by the leaders' dispositions but also by the situations the leaders are confronted with. Therefore, a leader's behaviour can bestow an effect on subordinate

behaviour as well act as a cause of it. According to Dinh, Lord, Gardner, Meuser, Liden and Hu (2014) leadership scholars have reckoned leaders to be organisational architects who influence how inputs are combined across different levels to produce unit output through influencing the actions of others.

Dinh and Lord (2012) indicate that researchers have traditionally explored the effects of leadership at the person, dyadic, group and organisational levels, but another concept of situation has been introduced as an additional factor to be considered in analysing the impact of leadership. Lastly, in their quest for and nourishment of the best talent, Wang, Liu and Wang (2015) argue that leaders should ensure perfect job fits and sufficient employee support to avoid employee burnout.

1.2.Talent Management

According to Mellahi and Collings (2010), talent management has emerged as one of the key strategic issues facing managers in the twenty-first century. Becker, Fineman and Freedman (2004) observe that effective talent management is also essential for managers employed by firms that participate in the global market. Furthermore, internationally competent leaders represent a key component in global business success.

According to McDonnell, Lamare, Gunnigle and Lavelle (2010), due to the demanding skill set that internationally operating companies require, talent management is a complex undertaking in a multinational corporation. Thus, the costs of failure are potentially greater in the global market place than elsewhere. Allied with increasing numbers of firms internationalising as well as the expansions of emerging markets, the need for international managerial talent is further increasing (Scullion and Collings, 2006; McDonnell et.al 2010; Sparrow, Brewster & Harris, 2004).

Heinen and O'Neill (2004) mention that talent management practices can create the most enduring competitive advantage. Mellahi and Collings (2010) extend this observation and suggest that financial resources due to its broad availability no longer separate companies; new technologies, processes and innovations can temporarily provide competitive advantage until competitors replicate them.

Heinen and O'Neill (2004) confirm that sustained competitive advantage comes from how the organisation attracts, develops, motivates, rewards and retains key employees - in other words talent management practices. Tansley (2011) submits that defining talent management

is organisationally specific, depending on the type of industry and the nature of work in which it is engaged. Bolander, Asplund and Werr (2014) state that the variety of talent management approaches found in different contexts open up for a discussion of organisational contingencies that may shape the set of talent management practices employed by organisations.

In light of this, Tansley, (2011) indicates that organisations must recognise and appreciate the older employees and those whose positions require a lower skill set as possessing some kind of talent that might be useful for the organisation in some way. According to Lewis and Heckman (2006), talent management is not well grounded in research: it is similar to traditional human resource practices or disciplines, and it is supported mainly by anecdote.

Additionally, given the essential role of human resource managers in developing, launching, facilitating and tracking talent management efforts and systems, an all-round organisational commitment to talent management has a great potential to elevate the role of human resource practitioners to strategic partner. Hence, Christensen Hughes and Rog (2008) suggest that talent management ought to be regarded as the latest weapon in the human resource management (HRM) armoury in the on-going struggle to promote HRM practices to those of strategic importance.

Christensen Hughes and Rog (2008) observe that talent management is important for at least two reasons: the first one is that effective talent management ensures that organisations can successfully acquire and retain indispensable individuals. The second one has to do with the extent to which these employees are engaged. Furthermore, the ability to effectively address both these issues has become a primary determinant of organisational success and sometimes-even survival.

Whelan and Carcary (2011) state convincingly that talent management is concerned with identifying key positions which have the potential to differentially impact the firm's competitive advantage and filling those with top performing individuals.

1.3.Career Orientation

Waters, Briscoe and Hall (2014) advocate for a career in which freedom and growth are the core values and the person, not the organization, is in charge of developmental affairs. Coetzee and Schreuder (2009) suggest that individuals take jobs that are not only in alignment with their interests but they also go for something that they prefer doing. In

response to economic and societal changes affecting organizations and the employment contract, the employment relationship underwent significant rearrangements (Tschopp, Grote and Gerber; 2014; Waters et.al (2014)

According to Rodrigues, Guest and Budhanovcanin (2013) many activists have argued that conventional careers in which employees are contained by the organization have been revisited and taken significant changes. Judge, Higgins, Thoresen and Barrick (1999) show that the fluid and individualistic nature of career orientation and success should be acknowledged when defining them. In addition, career success refers to the positive psychological or work-related outcomes or achievements one accumulates because of work experience.

Importantly, McDonald and Hite (2008) highlight that career success depends on and contributes to organizational success. According to Coetzee and Schreuder (2009) contemporary research has shown that people make decisions to perfectly fit their career paths rather than conforming to expectations of the outer world from themselves and this helps them to better honor their own values and preferences. Waters, Briscoe and Hall (2014) suggest that the growing need for talented employees globally has made it necessary for employees to be well informed and knowledgeable of factors that can affect their job security or loss and career success.

According to Wanberg, Hough and Song (2002) people who are value-driven can use their values as anchors in developing clarity about the type of work they anticipate to do. Judge, Cable, Boudreau and Bretz (1994) note that demographic information, individual coping resources and motivational variables affect career success at an individual level. Furthermore, at the organizational level, career success is affected by the firm's size, industry sector and geographic location.

According to Carter, Cook and Dorsey (2009) career orientation is a macro-level trend, which is likely to have an impact on talent management practices in future. They state that personality has the potential to influence the outcomes that appear to be determined by environmental factors. Therefore, Seibert, Crant and Kraimer (1999) see the influence of situation on human beings as having been categorized as one of the factors that determine career orientation.

There has been a shift from a permanent, long tenure and advancement trajectory to a relational bond and one that is more temporary, self-determined, performance-based and transactional in nature (Tschopp, et.al; Waters, et.al, 2014).

1.4.Burnout

According to Schaufeli and Salanova (2014) burnout is a metaphor that was mainly used between the 1950s and 1970s by professionals in fields such as health care, social work, psychotherapy, teaching and law enforcement, to describe a state of mental exhaustion. Leung, Rioseco and Munro (2015) suggest that subsequent research has recognized that burnout was neither a transitory period for the baby-boomers nor a minor problem that could be easily solved.

Furthermore, studies found that burnout can affect professionalism, increase the risk of work errors, temper with quality of work output as well as disenchant employees from the profession generally. Leiter, Bakker and Maslach (2014) show that when confronted with workplace frustration, employees react in behaviors that are mirrored in their energy (exhaustion), involvement (cynicism) and accomplishment (inefficacy).

However, studies by Van den Berghe, Soenens, Aelterman, Cardon, Tallirand and Haerens (2014) have shown that employees with a motivational profile characterized by high levels of autonomous motivation are less susceptible to emotional exhaustion and cynicism. Leiter et al. (2014) also demonstrate that others struggle to address exaggerated demands with insufficient resources. Furthermore, some do monotonous, joyless, meaningless work for thin salaries and wages.

Ten Brummelhuis, Bakker, Hetland and Keulemans (2012) posit that within the nature of work, such factors could potentially lead to an increase in employees' susceptibility to burnout. Leiter et al. (2014) emphasizes the importance to find balance between scientific rigor and practical applications in order to maintain the active participation of employees and leaders necessary to gain a better understanding of burnout and an ability to deal with it effectively.

When experiencing burnout, Schaufeli, Leiter and Maslach (2009) suggest that employees get detached from their work and they are no longer intensively involved with it to a point that they are unable to have meaningful impact towards the realization of the organizational grand

strategy. According to Gazelle, Liebschutz and Riess (2015) burnout has been reported to contribute to decreased employee retention and it correlates with work errors.

Schaufeli, Leiter and Maslach (2009) identify that leaders must in their talent management practices work on nurturing the strong points of employees while proposing recommendations that help the employees make informed career decisions. Gazelle et al. (2015) offer some methods of addressing burnout that include professional coaching, drawing on strengths, questioning assumptions, and aligning personal and organizational values with personal and organizational purpose to increase career-life satisfaction.

2. Problem statement

The current research attempts to identify effective leadership strategies, policies and procedures that might assist to manage talent effectively and efficiently ensure its optimum development and retention. Furthermore, strategies which leadership should employ ought to be innovative perspectives and approaches to burnout and career management; to ensure that employees make informed and individualized career-decisions; those being in line with personal (orientation) and organization goals at large as well as their general wellbeing.

According to Steers, Sanchez-Runde and Nardon (2012) leaders from across the globe including Japan, US, Germany, Mexico, Thailand and Russia face the same challenge of how to adapt their leadership style in order to fit perfectly with the contextual culture of organizations in which they are employed. Many departmental organizations fail to effectively and efficiently implement talent management policies and practices. Thus, when an employee is experiencing job burnout, Wang, Liu and Wang (2015) suggest that it could be a result of unclear job expectations, dysfunctional working relations, mismatch in work, personal values and so on.

Talent management must be part of every organizational culture, and organizations in turn require different kinds of leadership styles; others require a leader to be more vigilant of employee states such as burnout to ensure its total avoidance; others demand a leader who is less visible, while others prefer visible leadership that is able to help employees analyse and take on the relevant training and development (Aycan, 2008; Chen & Lee, 2008).

This reciprocally affects employee productivity in terms of quality and quantity (Rezaei, Naderi, Mahmoudi, Rezaei and Hashemian; 2015). According to Schaufeli and Salanova (2014) burnout persists in organizations despite talent management policies and practices

therefore, leaders and managers must evaluate their talent management practices in order to identify and eliminate factors that may contribute to burnout and in contrast, lead to success in any career orientation.

Hammett (2008) says that as leaders look to build long-term sustainable businesses, they need also to look at building a non-burnt out talent pool of leaders who possess the knowledge, skills and abilities to continue leading the organization towards its intended direction while addressing their career needs towards career success.

3. Aim

- The study aims to investigate whether strong leadership through talent management and good leadership practices can affect both career orientation and burnout.

3.1.Objectives

The objectives of the study are to:

- Investigate the leadership styles that encourage talent management
- Assess talent management practices in the North-West Provincial department
- Assess factors affecting career orientation of employees
- Investigate factors affecting burnout of employees.

4. Significance of the study

The research enlightens leaders on the importance of managing talent effectively for the purposes of achieving career success for employees while taking heed from the impact of burnout. It adds more knowledge to the existing literature on the impact that talent management under a specific leadership style has on career success and burnout. The study assists administrators to better understand how to implement talent management practices to curb burnout and promote career success.

5. Research questions

The research question that this study seeks to answer is whether talent management by leadership promotes career success and how this impacts on burnout of employees. The following sub-questions assist in answering the principal research question:

- What are the psychometric properties of Multifactor Leadership Questionnaire for government employees?

- What are the psychometric properties of Human Capital Index for talent management of government employees?
- What are the psychometric properties of Career Orientations Inventory for government employees?
- What are the psychometric properties of Copenhagen Burnout Inventory for government employees?

6. Definition of concepts

Leadership: a process that involves the ability to influence and motivate individuals or groups towards a common goal (Vroom and Jago, 2007).

Talent Management: the strategic integration of resourcing and development which involves the proactive identification and development and strategic deployment of high-performing and high-potential strategic employees and also the retention of these high-value employees (Scullion and Collings, 2008).

Career Orientation: the accomplishment of desirable work-related outcomes at any point in a person's work experience over time. If an individual chooses or pursues a certain job in a specific industry, this can be viewed as their orientation (Herrmann, Hirsch and Baruch; 2015).

Burnout: a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do "people work" of some kind (Maslach, Jackson and Leiter; 1986).

7. Methodology

7.1. Literature review

The literature reviewed draws concepts and perceptions from different sources such as articles, books and journals. The searches are centered on leadership, talent management as well as burnout and career success. This is used to enlighten the study and help the researcher to succeed in developing a thorough understanding of the constructs in question in order to fully explore and manipulate them in the direction of revealing the essence of what is studied among the employees of the North-West Provincial Departments.

Ultimately, the researcher demonstrates through the findings how improved talent management can affect other aspects of the employment contract such as burnout and career success.

7.2. Research design

The study takes the article route, exploring leadership, talent management, career orientation and burnout. These constructs were developed into articles addressing each one of these facets as an individual study. Additionally, in combining them and having a mixture of techniques and practices necessary for career success and avoidance of burnout through outstanding talent management practices by organizational leadership, the study generates significant insights connected to leadership and management of talent.

7.3. Participants

The population of the study was 300 employees working in a North-West Provincial Department. It constituted management and other professionals working in the North-West Provincial Departments and encompassed both genders aged between 24-65 years.

7.4. Measuring instruments

Multifactor Leadership Questionnaire (MLQ): is based on the Full Range Leadership Model developed by Bass and Avolio (2000). It is a short and comprehensive assessment instrument with 45 items that measure a full range of leadership behaviors. The measure has been repeatedly validated by leadership experts (Jones and Rudd, 2008). It measures leadership style from passive leaders to leaders who give contingent rewards to followers, up to leaders who transform their followers into becoming leaders themselves. The MLQ identifies the characteristics of a transformational leader and helps individuals discover how they measure up in their own eyes and in the eyes of those with whom they work. The MLQ is strongly predictive of leader performance and its reliability ranges from .74 to .91. Success can be measured through a re-testing programme to track changes in leadership style (Bass and Avolio, 2000).

Human Capital Index (HCI): the adapted version of the HCI measure consists of 21 items (Barkhuizen, Mogwere and Schutte; 2014). It was utilized to quantify the perceived organizational talent management practices by the participants and to measure talent management practices, management commitment, talent review process, workforce planning,

staffing, talent acquisition, talent development, performance management and talent retention. Respondents indicated the extent of their agreement with each item, using a 5-point Likert-type scale ranging from (1) strongly disagree to (5) strongly agree.

Career Orientation Inventory: is a 40 item measure designed to stimulate the respondents' thoughts about their own areas of competence, motives and values. The scale assists to describe which career anchor the participant is inclined to; it also gives insight into the relationship between different career anchors (Barclay, Chapman and Brown; 2013). Respondents were asked to rate how true each item is for them by assigning a number from 1-4. On the scale, 1 represented "never true for me" and 4 represented "always true for me;" questions such as "I dream of being so good at what I do that my expert advice will be sought continually" and "I am most fulfilled in my career when I have been able to use my talents in the service of other" are some of the questions that were contained within this measure.

Copenhagen Burnout Inventory: contains 19 items divided into three sub-scales; emotional exhaustion, cynicism and professional efficacy. The instrument is used to measure the three sub-constructs of burnout; the first scale being personal burnout contains 6 items that include questions such as "how often do you feel tired?", and "how often do you feel worn out?" The second sub-construct is work-related and its 7 items aim at finding answers to questions like "do you feel burnt out because of your work?" and lastly the client-related burnout scale contains 6 items that include the following question "are you tired of working with clients?" Items are answered on a 5-point Likert type scale ranging from 1 (never/almost never) to 5 (always). The Cronbach's alpha values reported in this study were $\alpha = 0.83$ for personal-, $\alpha = 0.87$ for work- and $\alpha = 0.81$ for client-related burnout.

7.5. Statistical Analysis

In this study, all analysis is performed using the Statistical Package for Social Sciences. The SPSS software is used to conduct statistical analysis regarding descriptive statistics, t-tests, correlation coefficients, exploratory factor analysis and multiple regression analysis.

8. Ethical considerations

Ethical approval was gained through the research office of the university where an ethical clearance certificate was issued. There are many principles to consider relative to participants in a research project. The researcher required informed consent from participants and the

researcher has the responsibility to treat any sensitive, personal or classified information with confidentiality. The study reports are anonymous and participation was voluntary.

In observation of sensitivity, the items contained in the measures were ethically appropriate so that they did not invade the privacy of respondents as some might also be psychologically and emotionally harmful (Foxcroft and Roodt, 2010; Lumar, 2011). Furthermore, the question of incentive provision for participation must be cleared out whether it is ethical to offer them or not.

9. Scope of study

The study is based on leadership's talent management adherence to policies and actuality of practices in a North-West Provincial government department; and this is premised on effectively dealing with burnout and how to advantageously approach career success.

10. Limitations of study

This research was conducted in small departments in the North-West Province and the results thereof are limited to organizations of such degree and not generalized and comparable to those of larger magnitude. The content of the study is also limited to the four main variables included herein. Therefore, in contribution to the existing literature the study only highlights how leadership could manage talent to efficiently impact upon career success and burnout.

11. Division of chapters

- ❖ Chapter 1: Proposal
- ❖ Chapter 2: Article 1 (Leadership)
- ❖ Chapter 3: Article 2 (Talent Management)
- ❖ Chapter 4: Article 3 (Career Orientation)
- ❖ Chapter 5: Article 4 (Burnout)
- ❖ Chapter 6: Conclusion, Limitations and Recommendations

12. Conclusion

This chapter outlined the aim of the study, to ensure that the research problem, which is the burnout level within a governmental department despite talent management initiatives, was explored by designing a strategy with which leaders could acquaint themselves for career orientation and avoidance of burnout.

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CHAPTER 2

ARTICLE 1

**The Leadership mindset that impacts positively on the subordinates within a
department or organization**

K.A. TLADI

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ABSTRACT

Orientation: Leadership is both a theoretical and practical field, existing for the sole purpose of guiding individuals and teams towards desired organizational goals. Leaders have the responsibility to capacitate their sub-ordinates to ensure effective job performance. Even though organizations have policies and a specific culture, leaders and managers must constantly evaluate their practices in order to identify and encourage factors that may positively contribute to the realization of employees' and organizational goals.

Research Purpose: The objective of this research was to examine and appraise the leadership style of professionals within the North-West Provincial Department.

Research approach, design and method: A descriptive measure was utilized with a stratified random sample ($N = 205$). The Multifactor Leadership Questionnaire and a biographical questionnaire were administered to investigate the leadership patterns of the participants. An exploratory factor analysis was used to determine the underlying factor structure of the variables.

Main findings: The results suggest that there are insignificant but positive differences amongst different leadership patterns displayed by the professional employees in the North-West provincial department that was the research site.

Practical/managerial implications: Leadership goes a long way in ensuring efficient practices and professionals within the department have to be further developed to ensure that transformational leadership traits are firmly instilled within them to enhance the success of employees, organizational teams and the organization at large.

Contribution: The findings in this study increase the body of knowledge in the field of leadership of professional employees working in a professional department. This research generates new knowledge regarding the specific leadership styles that professionals display.

Keywords: Leadership, Talent Management

INTRODUCTION

Leadership can be construed in terms of the capacity of a leader's to provide followers with convincing reasons or motives for achieving particular ends. Case, Evans, Fabinyi, Cohen, Hicks, Prideaux and Mills (2015) submit that leadership has attracted the attention of scholars in the last two decades, emerging as a critical phenomenon in addressing the crisis of governance facing many organizations. Kempster, Jackson and Conroy (2011) argue that the leader's relative effectiveness is judged in terms of their ability to create a vision and combine the efforts of employees towards the realization of that vision. According to Knippenberg and Stam (2014) leader success in mobilizing and motivating followers is seen by many scholars as boiling down to vision, that is, visionary leadership. As such, Case et al (2015) contend that leadership is widely seen as a particularly effective way of mobilizing and motivating followers through communication of a future image of the collective with the intention of persuading them to re-direct and focus their efforts toward its realization.

Furthermore, Kruse (2013) argues that the communication of an inspiring vision lies at the core of the exceptional leadership that mobilizes the masses and spurs organizations toward exceptional performance. Berson, Halevy, Shamir and Erez (2015) submit that for leaders to effectively persuade followers to pursue collective objectives, visionary leadership presumably is the thing.

LITERATURE REVIEW

Leadership defined

Kruse (2013) has affirmed that leadership is not management and that it has nothing to do with one's title or position in an organization's hierarchy. Kouzes and Posner (1987) state that leadership is at the end of management in that, systems such as rewards and punishment usher in innovation and encouragement of individual convictions. Bass (1991) argues that managers can become effective leaders if relevant training and development is put in place to support them to assimilate necessary techniques and qualities needed.

Northouse (2004) says that leaders use their authority to influence followers to strive towards common organizational goals. Gebert, Heinitz and Buengeler (2016) add that leadership stems from social influence and requires followers; as such it includes goal achievement and can take various effective styles. Murray and Chua (2014) have described it as an interaction between more than two individuals belonging to a specific group where one person (leader)

modifies others' motivation towards specific goal attainment. Knippenberg and Stam (2014) sum it as the ability to influence the behavior of people to perform tasks or activities they would not do if they had not been engaged. These authors believe in the philosophy that a leader can influence followers only when he practices what he preaches.

Idealized influence

Northouse (2004) states that idealized influence leaders have high moral and ethical values and are able to provide followers with a sense of vision and mission, the followers deeply respect the idealized influence leader. Additionally, as a developmental technique, transformational leadership has spread already in all sectors of western societies, including governmental organizations within the North West Province.

Barnes (2016) considers a transformational leader as one who can create a vision with the contributions of employees and motivate and influence them towards its realization. McCann (2015) argues this is the extent to which the leader provides a role model for high ethical behavior, instills pride, gains respect and trust. Furthermore, for Northouse (2004), the leaders become role models and followers seek to emulate such behavior as leaders gain the respect and trust of their followers through their behavior.

According to Bass and Riggio (2006) leaders with idealized influence are generally risk takers. Voon, Lo, Ngui and Ayob (2011) argue that such leaders place their followers first and sacrifice their personal gains for them and demonstrate high standards of ethical conduct.

Inspirational motivation

Muenjohn (2015) suggests that this implies the leader's capability of motivating individuals to perform beyond their expected standards and exert their efforts towards tasks and roles that transport the organization to its goals. According to Mittal and Dhar (2015) the foundation of transformational leadership is the promotion of a consistent vision, mission and a set of values to the members of an organization. Bass and Riggio (2006) continue to state, their vision is so compelling that they know what they want from every interaction.

Voon, et.al (2011) posits that the leader guides followers by providing meaningful activities that are challenging. Moreover, leaders work zealously and optimistically to instill the atmosphere of teamwork and commitment. Thompson (2015) demonstrates that inspirational motivation is shown in leaders when they inspire and motivate followers to demonstrate

commitment to the shared vision of the group or team. Additionally, Mittal and Dhar (2015) argue that an inspirational, motivational leader engages in clearly communicating high expectations to followers and fosters team spirit and enthusiasm.

According to Rubin, Bommer and Bachrach (2010) inspirational motivation is the degree to which the leader provides a vision and the best lens to view it so that it becomes appealing while inspiring those who are to execute it. These authors argue that leaders challenge followers with high standards and optimism for future goals and attaches meaning to the task at hand. Northouse (2015) adds that followers then are likely to be motivated to perform as they have a strong sense of purpose.

Additionally, Schreuder and Coetzee (2009) posit that having meaning for the work being performed gives the energy necessary for individuals, teams and organizational success. According to Voon et.al (2011), the visionary domains of leadership are premised on effective communication skills that make it easier to understand the vision; which makes the vision precise, powerful and engaging. Blader and Tyler (2009)) state that this quality makes followers willing to invest more effort in their tasks; they become encouraged and develop self-efficacy.

Intellectual Stimulation

According to Bass and Riggio (2006) intellectual stimulation is demonstrated when leaders support followers to be creative and innovative, to try new approaches, and challenge their own beliefs and values. This type of leader promotes problem-solving and finding creative solutions to the task at hand. Muenjohn (2015) also states that intellectual stimulation refers to the extent to which leaders encourage their followers to be innovative and creative.

Voon et.al (2011) suggests that leaders foster new ideas in their followers and never criticize them publicly. These authors continue to state that leaders take responsibility for what transpires by focusing on what the problem is rather than finding someone to blame. According to Northouse (2015) these leaders are change agents and do not hesitate to discard an old method that has proved to be ineffective. This view adds substance to Nicholason (2007) who observes that this is the degree to which the leader challenges assumptions, takes risks and induces followers' ideas.

The leader stimulates and encourages creativity in followers. According to Peng, Lin, Schaubroeck, McDonough, Hu and Zhang (2015) the visionary leader nurtures and develops

people who think independently. Voon et.al (2011) claim that in this leadership style, learning is valued and uncertainty is greeted with zeal and eagerness in face of the new learning opportunities.

Individualized consideration

Maccoby (2000) states that individualized consideration implicates the leader's ability to address the individual needs of employees in order to allow them to transform as individuals by becoming what they are capable of becoming. Henkel (2016) adds on to say that individualized consideration refers to the degree to which the leader addresses followers' individual needs by acting as mentor or coach. Kruse (2013) is therefore relevant in arguing that leaders become mentors and coaches to their followers and rewards them for creativity and innovation.

Nicholson (2007) extends this perception and states that the leaders empower followers to make effective decisions and that they always provide the necessary support in implementing their decisions. According to Hull (2015) individualized consideration is shown when a leader listens to followers, creates a supportive climate and empathizes with them through open communication. Northouse (2004) states that intellectual stimulation refers to the extent to which leaders encourage their followers to be innovative and creative.

Bass and Riggio (2006) state that the followers are perceived differently according to their talent, knowledge and abilities, hence the leader must identify those employees with the potential of becoming future leaders within the organization with the altruistic objective of mentoring and coaching them on how to successfully drive the organization in the best direction for maximum goal achievement.

Contingent Reward

Tremblay, Vandenberghe and Doucet (2013) said contingent reward is generally associated with administering of positive feedback in the form of recognition, praise, acknowledgement, or financial rewards to employees who exhibit desirable behaviors. According to Podsakoff, Podsakoff and Kuskova (2010), contingent reward is also related to many facets of employee happiness and job satisfaction and is more efficient than non-contingent reward.

Blader and Tyler (2009) argue that contingent rewards have a positive influence on employee motivation and that financial incentives may be construed by recipients as strong signals that

they are highly valued by authorities. However, the conviction is not general as some scholars contend that rewards may have harmful ramifications on performance because they threaten the sense of self-determination and self-competence of employees (Deci and Ryan, 1980) (Tremblay et al., 2013).

Despite the growing interest in contingent and non-contingent reward Rubin, Bommer and Bachrach (2010) said little is known about the mechanisms behind the observed effects of leader reward on employee attitude. Northouse (2015) said contingent reward is how the leader and followers exchange specific rewards for outcomes. The author continues to state that in fact, goals and objectives are agreed upon by both the leader and followers and the achievement is rewarded or punished.

Management-by-Exception

According to Graham, Daniel and Doore (2015) management-by-Exception is when a leader makes corrective criticisms or uses negative reinforcements. In this leadership style the leader monitors followers closely to identify mistakes and errors they commit in order to re-align the actual performance with the set out performance standards. Northouse (2004) those who lead this way are characterized by monitoring of followers' performance and taking corrective measures when there are deviations.

Bittel (1964) said this principle can be traced back more than a century ago, discussed as a supervisory strategy because it could counterbalance the contemporary 'control-minded management'. Generally, Rubin, Bommer and Bachrach (2010) suggest that the idea is to try to get managers away from the details of every aspect of the work they supervise. Northouse (2004) said when managing by exception managers must only be briefed on all matters of concern within concise and concentrated reports that should reflect improvements on past average and/or drawbacks from what was informing decisions previously.

Taylor (1911) said after such a precise update the managers should have the leverage to address what is prioritized. Management by exception became well known to be successful in monitoring processes as wide-ranging as quality control, employee morale and financial rations (Bittel, 1964; Mackintosh, 1978). Edwards and Lees (1974) argue that the idea of management by exception in human machine system was born out the supervisory control paradigm in the mid-1970s.

According to Northouse (2015) the essential feature of management by exception is a greater supervisory distance that enables interposition of other agents and receipt of partially condensed data about the monitored system. Wiener (1988) said the exception principle suggests that as long as things are going well, managers must be left alone and their domains should not be cluttered with reports and other messages.

Laissez-Faire

Chaudhry and Javed, (2012) said leadership has been defined as one of the managerial qualities which the organization requires to concert a group's effort towards the realization of a common vision. Furthermore, laissez-faire is a leadership style where the best governance is to disassociate from the action. According to Jones and Rudd (2008), the leader is inactive and highly reluctant to become actively involved.

Additionally these leaders offer no feedback or support to the followers. Graham, et.al (2015) noted that laissez-faire leader delays decision-making and gives responsibility up to their followers and fellow-leaders; it is a "hands-off" approach to leadership. According to Mills (2005) leadership is a very big tool with which the organization can largely impact employee turnover, achieve the strategic goals and practice effective talent management.

Robbins, Judge and Sanghi (2007) add that laissez-faire is basically where the leader abdicates responsibilities and avoids decision-making. Although the leader offers the requisite material for task completion, this leader gives followers complete freedom and he/she only provides answers where necessary and avoids giving feedback (Bartol and Martin, 1994; Chaudhry & Javed, 2012).

Research Design

The population of interest consisted of the professional employees of a Provincial Department in North-West. In terms of data collection a descriptive research design was utilized through a questionnaire to probe professionals' perceptions of the practices and leadership traits observed amongst them. According to Burns and Groove (2003) descriptive research helps to portray a picture of how a certain situation occurs naturally. The same authors purport that this design may be used to explain the status quo, draw conclusions and also to develop new theories.

Participants

The target population for this research was the employed professionals in the North-West Provincial Department ranging from subordinates to senior management. A stratified random sample was taken from a population of five thousand professionals. Five hundred questionnaires were distributed to the employees with 205 returned. This represents a response rate of 41%, which is statistically acceptable. The demographic information of these respondents is represented in Figure 1-11 below.

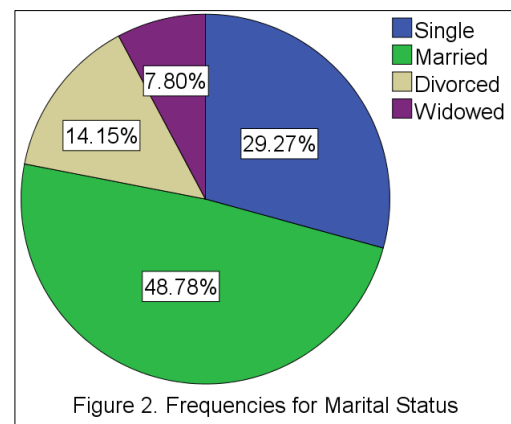
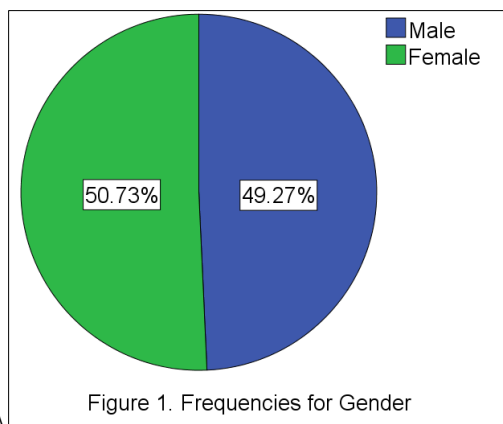


Figure 1 shows that the population is almost equally divided by gender where 50.7% of the participants are females and 49.27% are males respectively. Figure 2 shows that almost half (48.78%) of all participants are married.

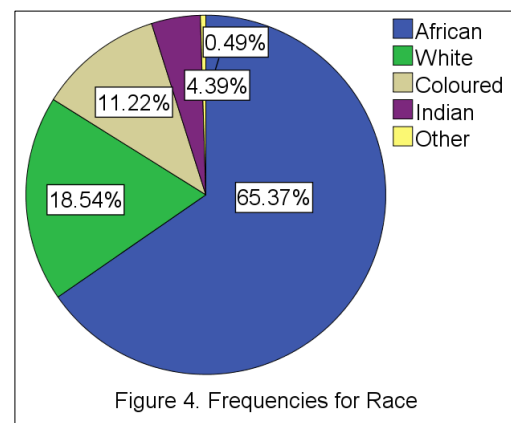
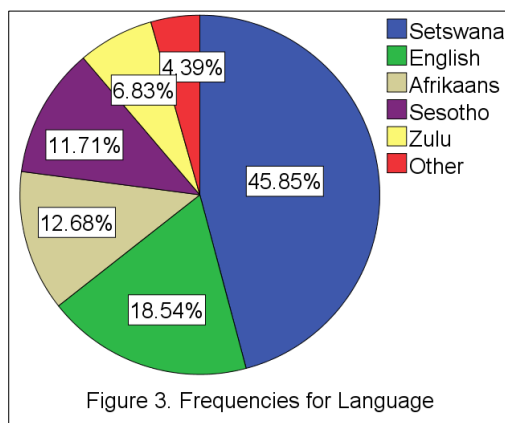
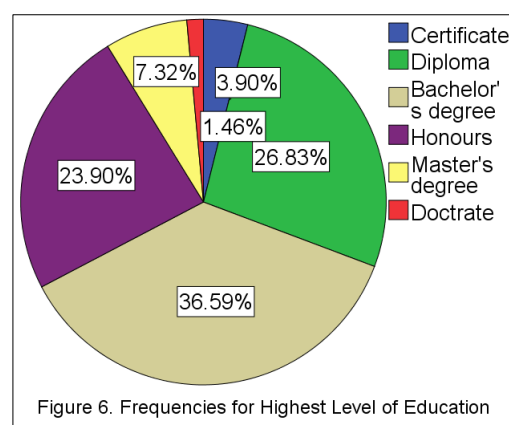
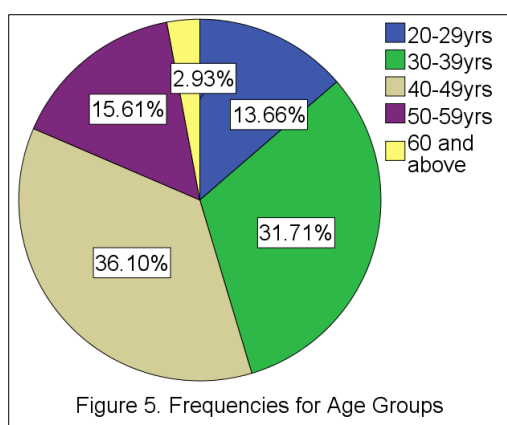


Figure 3 shows that the majority of participants (46%) have Setswana as their home language and the minority (4%) speaks other languages. Figure 4 informs one that that approximately 65% of the participants are African and the 35% is made up of other races.



It can be noticed from Figure 5 that the oldest participants are at least 60 years old and constitutes the minority of the participants (2.93%). Most participants belong to the age groups of 40 to 49 years (36.1%) and 30 to 39 years (31.71%). Figure 6 shows that the majority of the participants have a Bachelor's degree (36.59%) while a minority have a Doctoral qualification (1.46%). Only 7.32% participants have a Master's degree whereas 23.9% have an honours degree and less than 4% have Certificates.

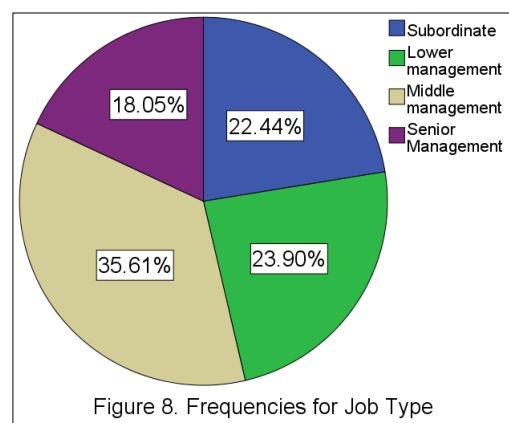
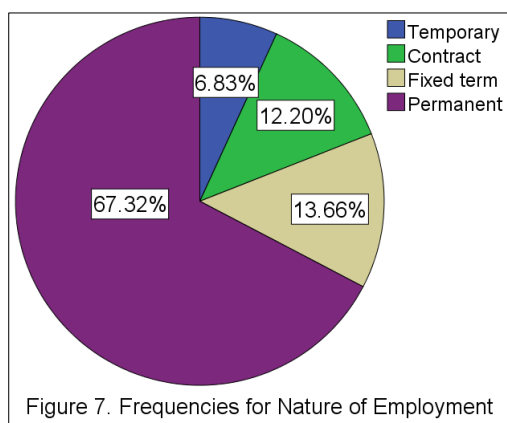


Figure 7 shows that most of the participants are permanently employed (67.32%) and temporary employees represented less than 10% of the participants. It can be noticed from Figure 8 that middle management positions are occupied by 35.61% whereas almost the same percentage of participants is observed for senior management (23.9%) and subordinates (22.44%). Figure 8 also shows that the minority of the participants are subordinates (18.05%).

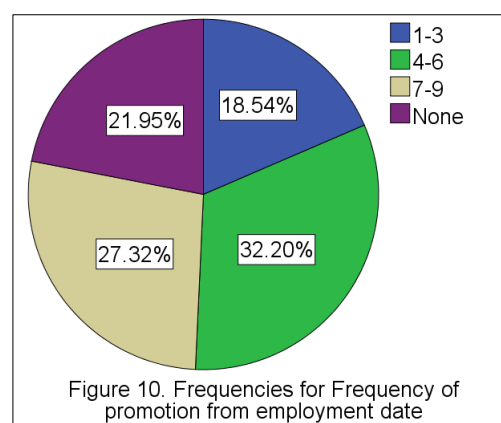
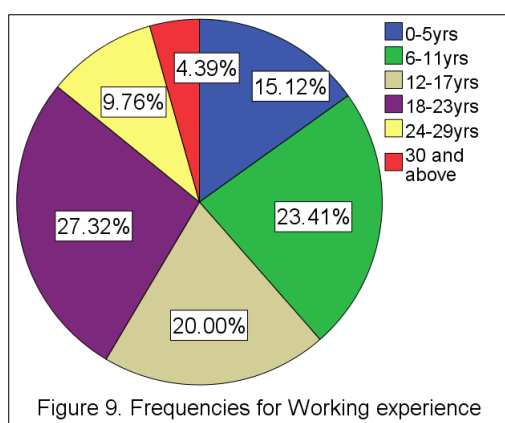
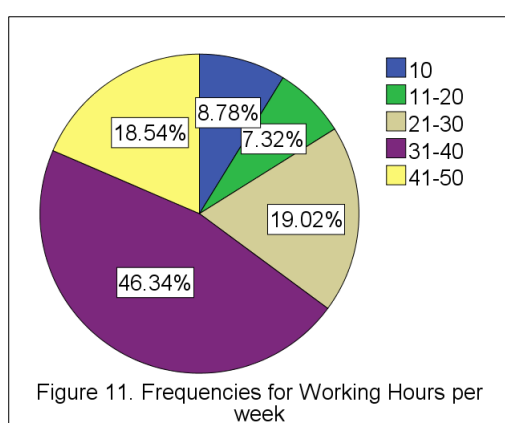


Figure 9 shows that with respect to working experience, the majority of participants have between 18 to 23 years, the second highest percentage of the participants (23.41%) have 6 to 11 years whereas a scanty 4% have at least 30 years. Figure 10 shows that most participants (32.2%) have a frequency of promotion of 4-6 times whereas the smallest percentage of participants (18.54%) had only 1-3 times in terms of promotion.



It can be observed from Figure 11 that close to half (46.34%) of the employees in the department work for 31 to 40 hours per week, almost an equal percentage of the participants work for 21 to 30 hours (19.02%) and 41 to 50 (18.54%) hours per week. Other participants work for 10 to 20 hours a week.

Research procedure

Permission to conduct research was sought through a formal letter from the university in order to distribute questionnaires. The Head of Department authorized the researcher to distribute questionnaires among sectional managers for them to hand out to their co-workers and subordinates. These questionnaires were to be distributed among professionals within a

North-West Provincial Department in the different sections such as Auxiliary Services, School Nutrition, Office of the Deputy Director General (DDG) and Curriculum Development staffers.

Explanation was clearly made by the researcher and the contents of the questionnaire were also outlined and explained to respondents. Employees were told about the purpose of the research and asked to participate voluntarily. Confidentiality and anonymity of participants were taken into consideration throughout the conduct of the research and they were made aware of this.

Measuring instrument

An adapted version of the Multifactor Leadership Questionnaire (MLQ) was used to put a figure on the opinions of the respondents' observed leadership style. It mainly consists of 7 factors; the 21 items are descriptive measures that probe into the leadership traits in employees according to how each statement fits them. Each factor consists of three items. The items "I make others feel good to be around", "Others have complete faith in me", and "others are proud to be associated with me" make up item 1, 8 and 15 in the same order. These items make up factor 1. Respondents were asked to describe how each descriptive statement best suits them, rating from not at all (0) to frequently, if not always (4).

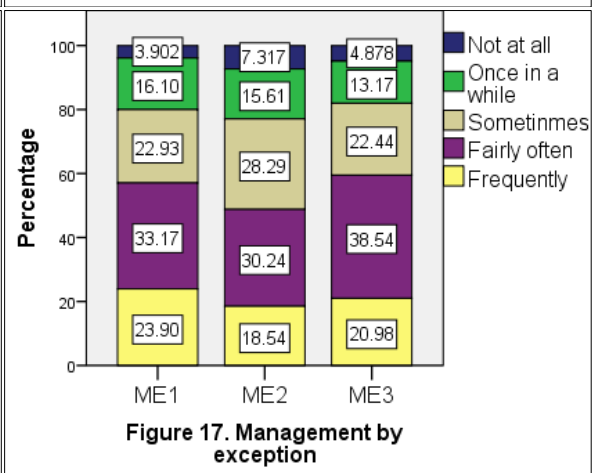
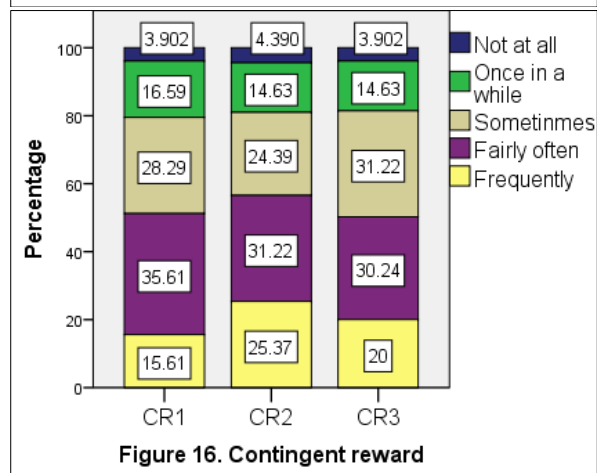
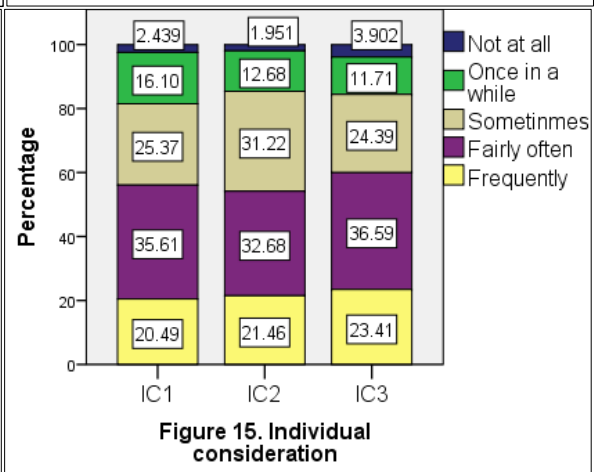
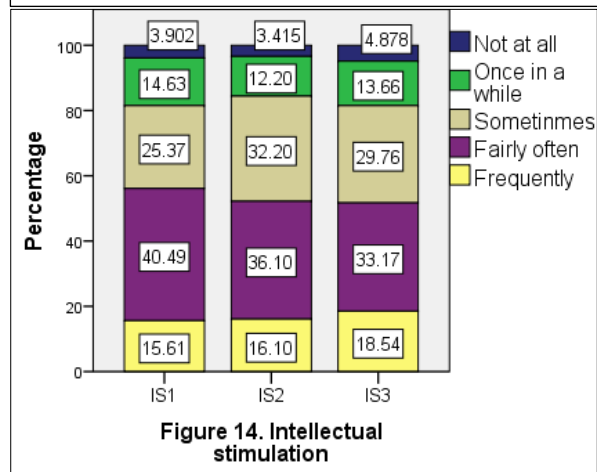
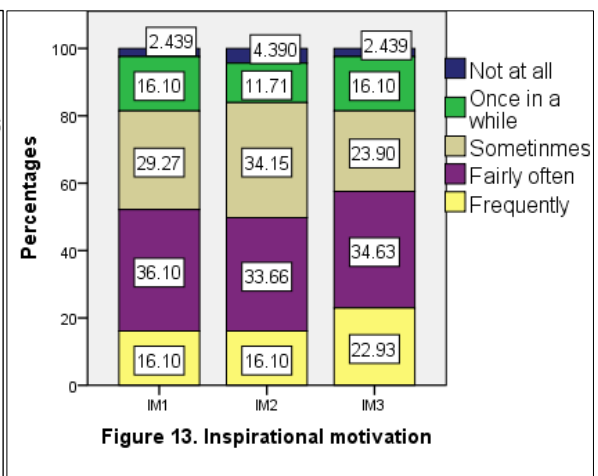
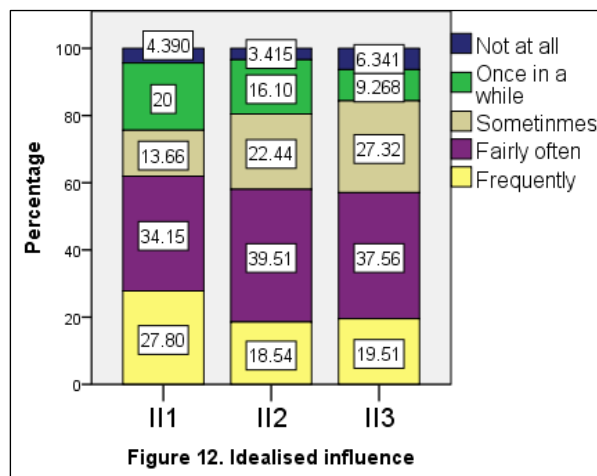
Statistical analysis

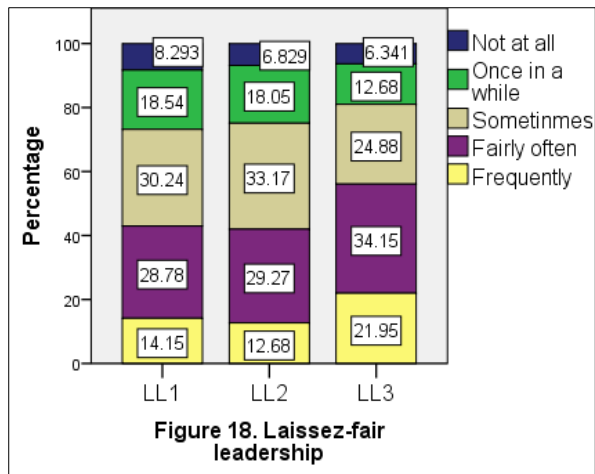
Data analysis was carried out using SPSS. An exploratory factor analysis was used to determine the underlying factor structure of the variables. Pearson product-moment correlation coefficient was used to specify the relationship between the variables. Multiple regression analysis was performed to test for the moderation of relationships between the variables in this research.

Results

The metric properties of the Multifactor Leadership Questionnaire (MLQ) were first examined. These include the Kaiser-Meyer-Olkin (KMO) to determine the sample adequacy and sphericity of the item-correlation matrix, exploratory and reliability analysis using the Cronbach alpha coefficients to give the measure of accuracy of the instrument and determine how repeatable the results are. The MLQ obtained a Measure of Sampling Adequacy of 0.87

which according to the guidelines of higher than 0.6 is adequate for analysis (Hair, Black, Barbin and Anderson, 2010).





The majority of the responses with regards to Multifactor Leadership are skewed towards “fairly often” otherwise respondents concur that they sometimes tell others what needs to be done in order to complete the job successfully.

Idealized Influence (Factor 1): As shown in figure 12 above, 34.15% fairly often feel good to be around the leadership and 39.51% fairly often has complete faith in the leadership. Only 37.60% are proud to be associated with their leaders. Kruse (2013) considers a transformational leader as one who can create a vision with the contributions of employees and motivate and influence them towards its realization.

Inspirational Motivation (Factor 2): Figure 13 above shows that 36% of the respondents fairly often understand what could and should be done when the leadership expresses the goal in a few simple words. 36.10% fairly often catches appealing images from leadership about what can be done. The figure continues to show that 33% of the population said they fairly often receive help from leadership in finding meaning in work. Northouse (2004) argues that inspirational motivation is shown in leaders when they inspire and motivate followers to demonstrate commitment to the shared vision of the group or team and these results apparently confirm the observation.

Intellectual Stimulation (Factor 3): In Figure 14 above, it is shown that 25.37% said leaders sometimes help them think about old problems in new ways. About 36.10% said leadership fairly often provides them with new ways of looking at puzzling things. Exactly 33.17% said leadership sometimes gets them rethinking ideas that they had never questioned before. Voon et.al (2011) argues that leaders foster new ideas in their followers and never criticize them publicly. The findings in this segment suggest otherwise as only a third of respondents see the experience as reported in Voon et.al.

Individualized Consideration (Factor 4) – as shown in figure 15, 35.61% of the population said leaders fairly often help them develop themselves, while 32.70% stated that leadership often lets them know how they are doing. Meanwhile, 31.22% said they sometimes receive personal attention from leadership. According to Bass and Riggio (2006) intellectual stimulation is demonstrated when leaders support followers to be creative and innovative, to try new approaches, and challenge their own beliefs and values.

Contingent Reward (Factor 5) – as shown in figure 16 above, 35.61% said their leaders fairly often tell them what to do in order to be rewarded for their work. Only 31.22% said leadership sometimes provides them with recognition/rewards when they reach their goals. Almost 30.24% said they fairly often get attention from leadership about what they can get on accomplishment of their goals. Tremblay, Vandenberghe and Doucet (2013) said contingent reward is generally associated with administering of positive feedback in the form of recognition, praise, acknowledgement, or financial rewards to employees who exhibit desirable behaviors.

Management-By-Exception (Factor 6) – According to Northouse (2004), management-by-Exception is when a leader makes corrective criticisms or uses negative reinforcements. As figure 17 above indicates, 33.17% said their leaders are fairly often satisfied when they meet agreed upon standards. 30.24% said their leaders do not try to change anything as long as things are working while 38.54% claim their leaders fairly often tells them the skills, knowledge and abilities they need to carry out their work.

Laissez-Faire (Factor 7) – amongst the respondents, it is shown in figure 18 above that 30.24% of the respondents said their leaders are sometimes content to let them continue working in the same ways always. The figure continues to show that 29.27% indicated that their leaders fairly often allows them to do whatever they want to do while 34.50% said leaders only ask of them no more than what is absolutely essential. According to Jones and Rudd (2008), the laissez-faire leader is inactive and highly reluctant to become actively involved.

DISCUSSION

The results shown in Figures 12-17 above are consistent; with 40% of the respondents being fairly often satisfied with the leadership style displayed by their organizational leaders. Factor 1, being idealized influence had participants saying they fairly often feel good to be around their leaders and that they are proud of them. In this segment, 40% said they sometimes fairly

often have faith in the leadership. Northouse (2004) said leaders become role models and followers seek to emulate their displayed behavior as they forever gain the respect and trust of their followers through behavior.

Roughly 40% of the respondents fairly catch mental images when leaders express with few words what could and should be done. This indicates the inspirational motivation (Factor 2) aspect that leaders possess to make sub-ordinates understand them. However, there is still room for improvement in the departmental training and development. Voon, et.al (2011) said leaders have to work zealously and optimistically to instill the atmosphere of teamwork and commitment within their sub-ordinates.

A quarter of the population agreed that their leaders stimulate them intellectually (Factor 3) and make them re-think old problems in new ways. The results implied that leaders are able to give sub-ordinates unique perspectives that make them to question the things they never did before. Northouse (2004) said intellectual stimulation is concerned with leaders being able to encourage their followers to be innovative and creative.

Furthermore, another quarter of the population indicated that they often fairly receive developmental advice from the leadership and feedback regarding their progress including job performance. According to Northouse (2004) individualized consideration (Factor 4) is characterized by a leader that creates a supportive climate and empathizes with them through open communication. Almost 30% of the participants stated that leadership fairly often tells them what to do in order to acquire rewards on the job and an additional 32% said they do get rewarded for job well done.

Tremblay, et.al (2013) suggested that contingent reward (Factor 5) is related to administering of positive feedback in the form of recognition, praise, acknowledgement, or financial rewards to employees who exhibit desirable behaviors. A further 33.2% of the participants indicated that leaders display a management-by-exception (Factor 6) leadership style. Moreover the leaders fairly often retain the organisational status quo as long as things are working fine. Leaders do not show innovation by reviewing and rewriting organisational policies and procedures.

As such they run the risk of obsolescence if they conform to the closed organisational system. Northouse (2004) said those who lead this way are usually those who micro-manage; monitoring sub-ordinates' mistakes, errors, general performance and taking corrective measures when there are deviations to re-align the actual performance with the set out performance standards.

Almost 40% of the participants said their leaders fairly often allows them to continue working in the same ways and carry out their tasks in any way they wish while the former fairly often only expects what is essentially expected of the sub-ordinates. Robbins et.al. (2007) said laissez-faire (Factor7) is basically where the leader abdicates responsibilities and avoids decision-making

RECOMMENDATIONS

It is recommended that leaders should continue being responsive to subordinates as the latter is fairly often satisfied with the leadership style displayed by the former. Furthermore, participants feel good to be around the leaders and logically, the leaders should continue upholding such behavior and practices to ensure consistent employee satisfaction. Organizations must subject leaders to more training and developmental workshops and courses to capacitate them in executing their work as leaders.

The leadership in turn must work enthusiastically and optimistically to create an environment that favors teamwork and supports harmonious working relations within the respective organization. By creating mental visualizations of what needs to be done, leaders inspire subordinates and help them understand better and quicker, as such these practices must be refined and retained within the department. Furthermore, leaders have to keep advising subordinates on what career decisions and paths to make and follow.

The Departmental leaders must adopt a more open-system in operating the organization to ensure that new ideas, concepts, practices etc. are welcomed and explored to further advance the organization's interest. Finally, leaders must know their sub-ordinates through engaging them in formal and informal personal and impersonal communication so as to empathize with them and support them where necessary and possible.

LIMITATIONS

This research was conducted in a relatively small organization where participation was totally voluntary. The respondents consisted mainly of middle management reducing the chances of generalizing the results to all the other lower and managerial levels. Likewise, the respondents to this study were mostly African which suggests that the perceptions and attitudes displayed in the questionnaire might have been biased in terms of the racial profile reported here. Data was collected by use of questionnaire and participants are sometimes neutral when responding, a further collection method would have made results more reliable.

CONCLUSION

The objective of this article was to inspect the leadership style of professionals in a North-West Provincial Department to establish whether or not it allows for talent management initiatives to be implemented. It commenced with a definition of the concept 'leadership' followed by an outline of the factors contributing to leadership style i.e. idealized influence, intellectual stimulation, inspirational motivation and these categories were followed by a sketch of the research design and graphical presentations of the results, terminating in a discussion of those results.

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CHAPTER 3

ARTICLE 2

**Talent Management and its application in a Provincial Government Department:
Republic of South Africa**

K.A. TLADI

DR. A.M. MOLEFI

ABSTRACT

Orientation: Organizations constantly seek the most talented candidates for placement and task-execution. However, with the labor market being highly competitive, it is difficult to capture the right personnel for the specific job. Talent management review process within the department has to be a recurrent practice to ensure its effective application. Many organizations are struggling to thrive despite talent management policies and practices. Therefore, organizational leaders must evaluate these policies and practices in order to identify and eliminate factors that may hinder the successful application of this much needed organizational function.

Research purpose: The objective of this research was to assess the talent management practices and processes within a Provincial Department in North-West

Research approach, design and method: A descriptive measure was utilized with a stratified random sample ($N = 205$). The Human Capital Index and a biographical questionnaire were used to assess the extent to which the department executes talent management practices and how effective the processes are. Cronbach alpha coefficients, exploratory factor analysis, Pearson product-moment correlations and descriptive statistics were employed to analyze data.

Main findings: The results suggest that employees consider talent management practices within the department as effective even though these were rated average and not thoroughly administered as per organizational and human resources policies and prescripts.

Practical/managerial implications: Talent management within the provincial department has to be executed in such a way that it helps to acquire and retain professional and talented employees.

Contribution/value added: The findings add to the frame of knowledge regarding talent review process, talent acquisition, talent development and talent retention. New

developments of the above mentioned processes and practices in provincial departments could in future be based on these results.

Keywords: Talent Management, Talent acquisition, Talent retention

INTRODUCTION

According to Skuza, McDonell and Scullion (2015) talent management represents the most important challenge facing human resource managers across the globe, and South Africa is no exception. They continue to state that talent management has attracted growing interest and it is currently firmly establishing itself as a key field of academic research. Lewis and Heckman (2006) enhance the significance of this new field and state that it is essential to know exactly how organizations should approach talent management and broader human capital issues in the turbulent and emerging markets.

Hewlett and Rashid (2010) suggest that the scarcity of professional and managerial talent is a significant human resource challenge facing organizations looking to gain traction in the emerging markets. McDonell (2011) acknowledges this and posits that there has been some thought that the global financial crisis may compete with talent management importance even though research supporting such a submission is not sufficient.

The same author continues to so state that to ensure that the right skill set is available at the right time and place; an organization should assess the market place talent pool. Tajuddin and Kamaruddin (2015) see talent as a potential powerful source of competitive advantage in today's borderless business environment; it is hence important not to only select and develop talented employees but to retrain them as well.

LITERATURE REVIEW

Talent Management defined

Demirbag, Glaister and Tatoglu (2015) argue that talent management is used to identify, recruit, develop and retain talented employees in an organization. Cooke, Saini and Wang (2014) perceive talent in four main perspectives the first one argues that all employees have talent, which should be nurtured through effective organizational practices to ensure the overall success of individuals, teams, groups and the organization.

Lewis and Heckman, (2006) suggest that the second view treats talent management as succession planning; the important duty is to develop a talent pool to ensure current and future supply of competent employees. They continue to emphasize that this perspective has a long-term and static view which assumes that organizations know their future human resource needs. Capelli (2009) suggests that a more effective way of minimizing the effect of uncertainty is to develop a talent pipeline with a wide range of competencies that an organization can seek to fill a broad range of job roles.

According to Cooke, Saini and Wang (2014) the third approach focuses on a relatively small proportion of the employees who demonstrate high potential and are high performing. These authors continue to state that they see talent management as the management of talented employees. Talent management, in this view, refers to the identification of talent through pre-defined criteria and then managing this talent effectively through a set of tightly coupled human resource activities and processes (Cooke, Saini and Wang; 2014; Iles, Preece & Chuai; 2010).

Lastly, Cooke, et.al (2014) argues that talent management is viewed as the strategic management of key positions rather than key people. Collings and Mellahi (2009) state that the perspective signals a departure from being people-oriented to being position-oriented, from a micro focus on specific individuals to a macro focus on systemic processes. They continue to add that this view of talent management focuses on organizational processes and systems for identifying key positions that are strategically important to the organization.

When these positions are known, they get filled with the right incumbents through well-developed human resource systems and processes (Cooke, Saini and Wang, 2014; Collings & Mellahi, 2009). Sparrow and Makram (2015) add that leaders and managers face difficult decision making with regard to the design, role, reward, return on investment and ownership of talent functions including contributions to strategic talent pool forecasting and global transfer.

Management commitment towards talent

A study by Deloitte (2005) states that in today's contemporary business world, an organization's ability to attract and retain new talent is the most crucial element of employee management. In fact, Christensen Hughes and Rog (2008) add by saying the scarcity of talented manager's ranks sixth among the top ten challenges faced by CEOs. Dell and Hickey

(2002) add to this bleak reality, suggesting available employees may lack the requisite skills for job success.

The same author continues to state that this will affect productivity; millions of jobs have been created in the last decade and there has been a lack of potentially competent candidates to take them up. Aggravating the situation is the high turnover culture which displays itself in borderless careers (Kusluvan, 2003; Dell & Hickey, 2002).

Factors contributing to the recruitment and retention challenges of talented employees include management's practices, managers' inability to create an ideal workplace for employees, the emotional coping strength required by the job, lack of upward mobility, poor working relations and conditions (Christensen Hughes, 2008; Kusluvan, 2003; Lashley, 2002; Riley, 1996; Christensen Hughes & Rog, 2008)

Talent Management Review Process

According to Dell and Hickey (2002) if organizations seek to employ the best candidates in the market, talent reviews are to be scheduled and conducted by all departmental managers. Economist Intelligence Unit (2006) suggests that talent management is too important to be left to the human resource management department alone. Boston Consulting Group (2007) adds that in order for the organization to acquire the impetus towards its goal realization, it ought to conduct organizational talent reviews.

Workforce Planning

According to Datz, Hallberg, Harris, Harrison and Samples (2012) workforce planning is the analytic forecasting and planning process that connects and directs talent management activities in order that the organization can execute its business strategy, ensuring that the right people are in the right place at the right time and at the right cost. Young (2009) suggests talent management is a comprehensive approach to optimizing human capital, helping to steer the organization towards their short- and long-term goals.

Tajuddin, Ali and Kamaruddin (2015) state that talent strategy is generally used to deliver the business strategy of an organization in human resource planning. However, Gelens, Dries, Hofmans and Pepermans (2013) suggest that the field of talent management still requires more theoretical frameworks because without these, researchers cannot appreciate the primary data regarding talent management and human resource practitioners.

Collings and Mellahi (2009) posit that talent management has conversely never been based on any appropriate theory and, as such, there surfaces variations in how talent management is approached. According to Datz, et al, (2012) workforce planning is a critical success factor because of the baby-boomers approaching inadvertent retirement that calls for efficient replacement.

Talent Acquisition

Lewis and Heckman (2006) state that attracting and retaining talented employees is becoming increasingly difficult given the career orientation of employees. Tucker, Kao and Verma; (2005) add that these include the demographics of employees and the current trends of psychological contracts. Michaels, Handfield-Jones and Axelrod (2001) purport that a group of McKinsey consultants coined the buzz-phrase “War of Talent” in the late 1990s to emphasize the essence of talented employees in positioning the organization in the direction of successful goal achievement.

Since ‘the war of talent’ notion, knowledge economy of an organization which was conventionally regarded as the key source to competitive advantage is fading away as such knowledge can be easily replicated therefore talent emerges the greater since human talent cannot be copied (Michaels et al, 2001; Dries, 2013). While talent management can be seen for its inclusive nature that tries to expose and amplify the potential to display talent among all employees, it can also be perceived as exclusive implying that employees are differently valued according to their contributions to the organization (Dries, 2013; Illes, Chuai and Preece; 2010).

However, like the existing paradigm shift in general human resource management; most scholars have advocated for the approach which specifically identifies talented employees with a differential value and contribution as this is cost-effective and efficient (Becker and Huselid, 2006; Collings & Mellahi, 2009).

Talent Development

According to Stahl, Bjorkman, Farndale, Shad, Morris, Paauwe, Stiles, Trevor and Wright (2007) within the existing and emerging markets locally and globally, organizations need to manage and develop talent. They add that this is because organizations are moving toward greater integration and global standards while simultaneously undergoing local pressure to cope where critical decisions have to be made.

Andersen, Bjorndal and Ronglan (2015) suggest that such trends imply that organizations need a global template for talent management to ensure consistency across organizations but also should allow local subsidiaries to adapt it contextually. Stahl, et.al (2007) argue that organizations that do not recognize the practicality of the global-local tension will face talent shortages at some point as increased global competition is adapting itself to the specific cultures of organizations. Dries (2013) observes that most organizations opt for employees who fit with the culture of the organization.

Talent Retention

According to Gelens, Dries, Hofmans and Pepermans (2013) the retention of talented employees is a major challenge across various organizations globally. This, according to Stahl, Bjorkman, Farndale, Shad, Morris, Paauwe, Stiles, Trevor and Wright (2012), is the case as those with highly talented employees are at a greater risk of poaching. Collings and Mellahi (2009) submit that competitive compensation is certainly vital to attract and retain top talent, even though organizations also increasingly recognize that financial incentives are only one element of success in this regard.

Unfortunately, according to Cooke, Saini and Wang (2014) there are no certain procedures or immediate resolutions for retraining high potential employees, though some studies suggest several ways of overcoming the problem such as finding answers to questions like why do high performers leave the organization. According to Stahl (2007) the retention method of using monetary rewards has been criticized for its inability to substitute an exciting job, long-term career planning, and recognition. Dries (2013) states that this is why the creation and deliverance of a persuasive employee value proposition is critical.

The same author continues to say a powerful proposition includes tangible and intangible elements including but not limited to, an inspiring organizational mission, an appealing organizational culture, challenging and exciting assignments, a high degree of autonomy as well as harmonious working relations and growth opportunities. Becker, Antuar and Everett (2011) observe that because many employees desire a healthy work-life balance, many organizations have recently offered flexible working hours to compete for the best talent and to ensure retention of high potential employees.

Performance Management

According to Momin and Mishra (2015) performance management is one of the frameworks used by organizations to align their human resource practices through tracking employees' performance in terms of organizational goal fulfillment. A study by Den Hartog, Boselie and Paauwe (2004) demonstrates that many scholars and managers support the qualities of performance management systems and of converging employees' efforts towards the strategic direction of the organizations goal achievement.

However, Winstanley and Stuart-Smith (1996) propose that critics claim that poor utilization of a performance management strategy will result in detrimental effects where managers are unable to trace and become knowledgeable about employees' capacities. Becker et al (2011) state that performance management was initially utilized to measure and manage the performance of individual employees, teams and the organization at large.

Shield (2007) suggests that this was done through employing a transparent system, solely to support the strategy and goals of the organization. According to Raven, Akweongo, Baba, Baine, Sall, Buzuzi and Martineau (2015) a systematic approach to performance management starts with defining the skills, knowledge and abilities required, categorizing the desired behaviour for utmost performance and lastly outlining how high standard performance will be appraised.

Research design

The population of interest is the professional employees of a Provincial Department in North-West. In terms of data collection, a descriptive research design was utilized through a questionnaire to probe professionals' perceptions of the practices and application of Talent Management within their respective department. According to Burns and Groove (2003) descriptive research helps to portray a picture of how a certain situation occurs naturally. The same authors purport that this design may be used to explain the status quo and make inference and also to develop new theories.

Participants

The target population for this research was the employed professionals in the North-West Provincial Department. A stratified random sample was taken from a population of five thousand professionals. Five hundred questionnaires were distributed to the employees with

205 returned. This represents a response rate of 41%. The demographic information of these respondents is shown in Figure 1-11 below.

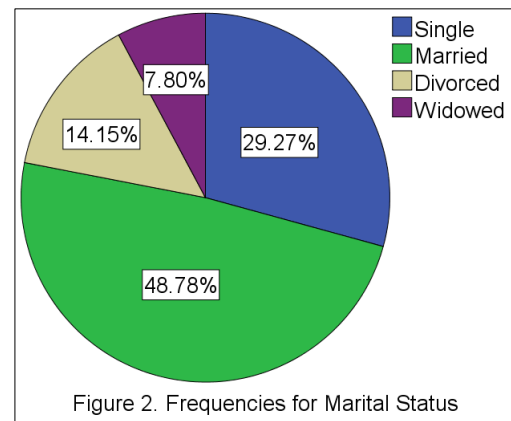
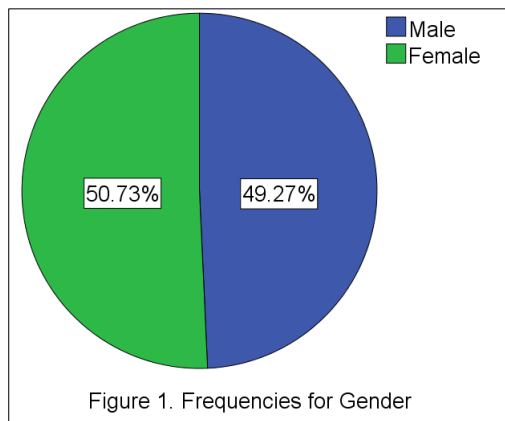


Figure 1 shows that the population is almost equally divided by gender where 50.7% of the participants are females and 49.27% are males and respectively. Figure 2 shows that almost half (48.78%) of all participants are married.

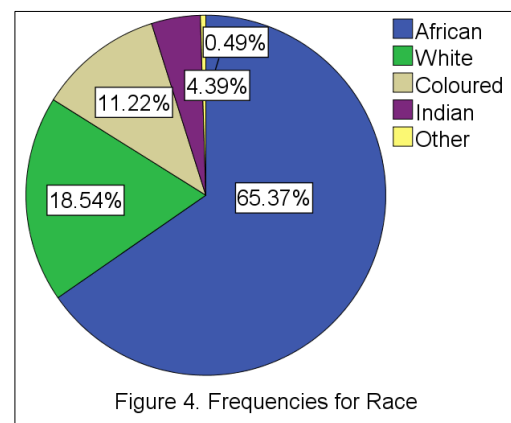
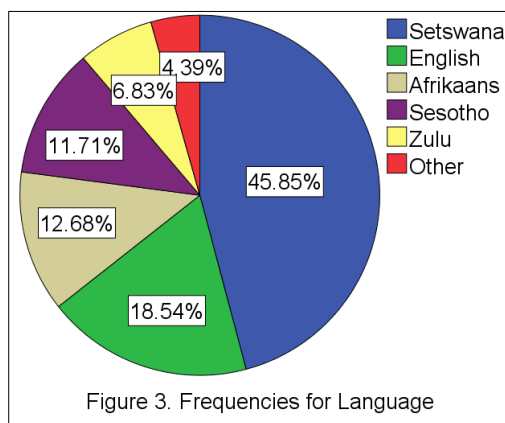
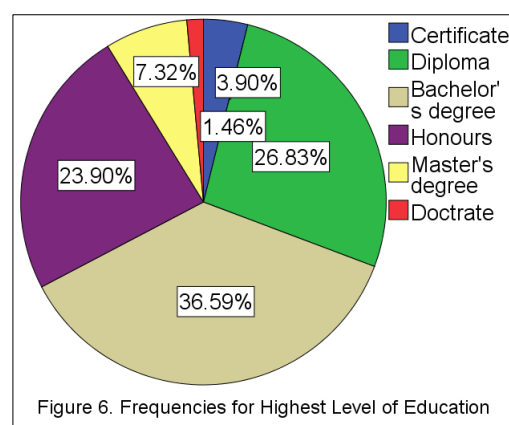
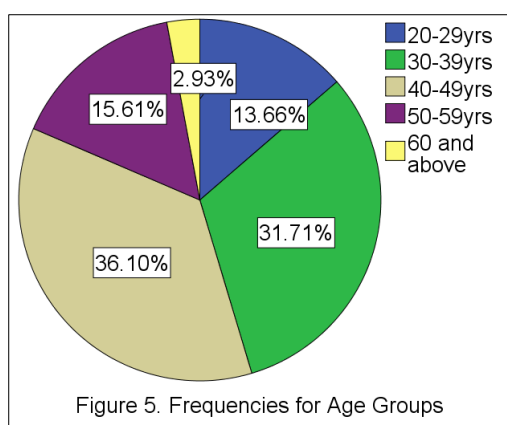


Figure 3 shows that the majority of participants (46%) have Setswana as their home language and the minority (4%) speaks other languages. Figure 4 informs one that that approximately 65% of the participants are Africans and the 35% is of other races.



It can be noticed from Figure 5 that the oldest participants are at least 60 years old and constitutes the minority of the participants (2.93%). Most participants belong to the age groups of 40 to 49 years (36.1%) and 30 to 39 years (31.71%). Figure 6 shows that the majority of the participants have a Bachelor's degree (36.59%) while the minority hold a Doctorate (1.46%). Only 7.32% participants have a Master's degree whereas 23.9% hold an honours degree and less than 4% have Certificates.

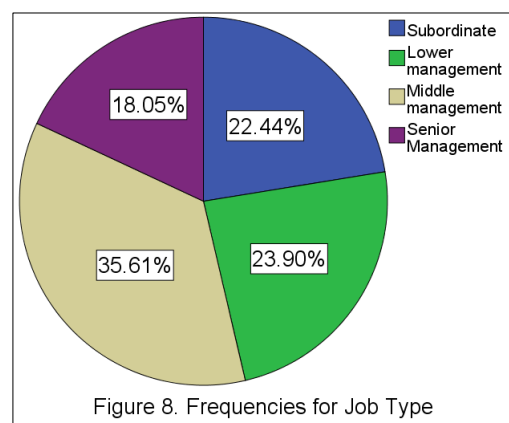
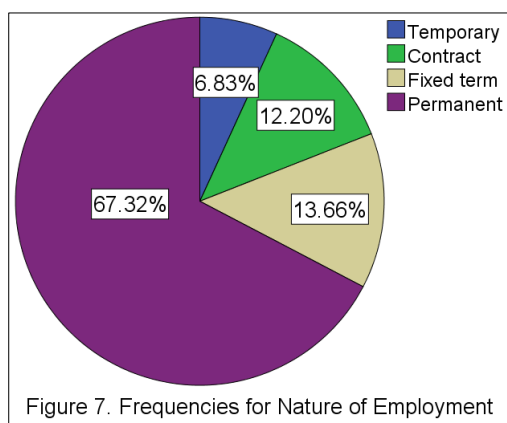


Figure 7 shows that most of the participants are permanently employed (67.32%) and temporary employees represented less than 10% of the participants. It can be noticed from Figure 8 that middle management positions are occupied by 35.61% whereas almost the same percentage of participants is observed for senior management (23.9%) and subordinates (22.44%). Figure 8 also shows that the minority of the participants are subordinates (18.05%).

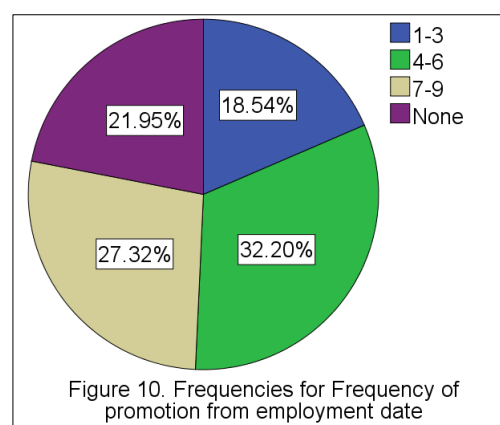
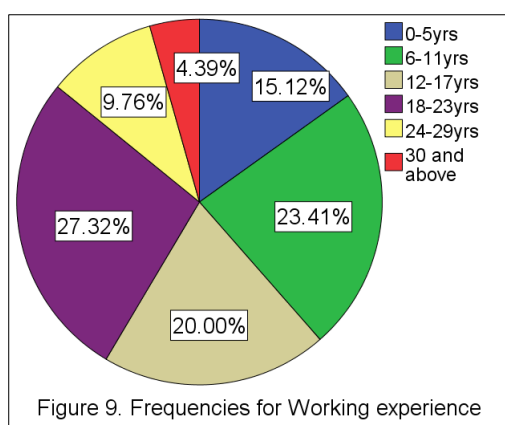
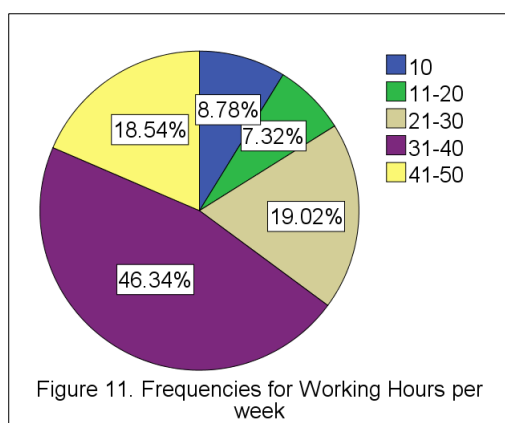


Figure 9 shows that with respect to working experience, the majority of participants have between 18 to 23 years, the second highest percentage of the participants (23.41%) have 6 to 11 years whereas a scanty 4% have at least 30 years. Figure 10 shows that most participants (32.2%) have a frequency of promotion of 4-6 times whereas the smallest percentage of participants (18.54%) had only 1-3 times in terms of promotion.



It can be observed from Figure 11 that close to half (46.34%) of the employees in the department work for 31 to 40 hours per week, almost an equal percentage of the participants work the 21 to 30 (19.02%) and 41 to 50 (18.54%) hours per week. Other participants work for 10 to 20 hours a week.

Research Procedure

Permission to conduct research was sought through a formal letter from the North-West university in order to distribute questionnaires. The Head of Department authorized for the researcher to drop off questionnaires with sectional managers for them to give their co-workers and subordinates. These questionnaires were to be distributed among professionals

within a North-West a Provincial Department in the different sections such as Auxiliary Services, School Nutrition, Office of the Deputy Director General (DDG) and Curriculum Development personnel.

Explanation was clearly made and the contents of the questionnaire were also outlined and explained to respondents. Employees were also told about the purpose of the research and asked to participate voluntarily. Confidentiality and anonymity of participants were taken into consideration throughout the conduction of the research and they were made aware of this.

Measuring Instruments

An adapted version of the Human Capital Index was used to quantify the perceptions of employees in a North-West Provincial Department in terms of application and conduct of Talent Management Practices. The measure consists of 18 items and measures Talent Review Process, Talent Acquisition, Talent Development and Talent Retention. Respondents were asked to respond to different items by rating each item on a 5-point Likert type scale from Poor (1) to Excellent (5). The statistical properties of this instrument have been determined and confirmed for various contexts as it has even been utilized for some South African studies (see Barkhuizen, 2014).

Statistical Analysis

Data analysis was carried out using SPSS. An exploratory factor analysis was used to determine the underlying factor structure of the variables. Pearson product-moment correlation coefficient was used to specify the relationship between the variables. Multiple regression analysis was performed to test for the moderation of relationships between the variables in this research.

RESULTS

The following table 1 is the Rotated Component Matrix for Talent Management and contains the reliability coefficients of the four talent management factors as displayed according to Cronbach's Alpha correlation coefficient.

Table 1 Rotated Component Matrix for Talent Management

	Talent review process	Talent acquisition	Talent development	Talent retention	Cronbach's alpha	Talent retention
TRP1	.814				.900	10.248
TRP2	.765					
TRP3	.594					
TRP4	.345					
TRP5	.327					
TA1		.540			.894	1.439
TA2		.597				
TA3		.588				
TA4		.659				
TD1			.434		.898	1.041
TD2			.586			
TD3			.781			
TD4			.744			
TD5			.653			
TR1				.748	.877	.783
TR2				.817		
TR3				.825		
TR4				.608		

Table 1 shows that all the constructs had a Cronbach's Alpha coefficient of above 0.70, with talent review process having a coefficient of .90 and talent retention with a coefficient of .88. Streiner and Norman (1989) confirm that a reliability score must be 0.70 or higher in order for a measure to be used.

The results reveal five underlying factors for Human Capital Index (HCI). These factors were labelled Talent Review Process (TRP), Talent Acquisition (TA), Talent Development (TD), and Talent Retention (TR). The results of the rotated component matrix and items per factor are reported in the abovementioned table and each item showed acceptable loading.

The following figures contain a descriptive analysis of the talent review process, talent acquisition, talent development and talent retention as perceived by the participants.

TALENT REVIEW PROCESS

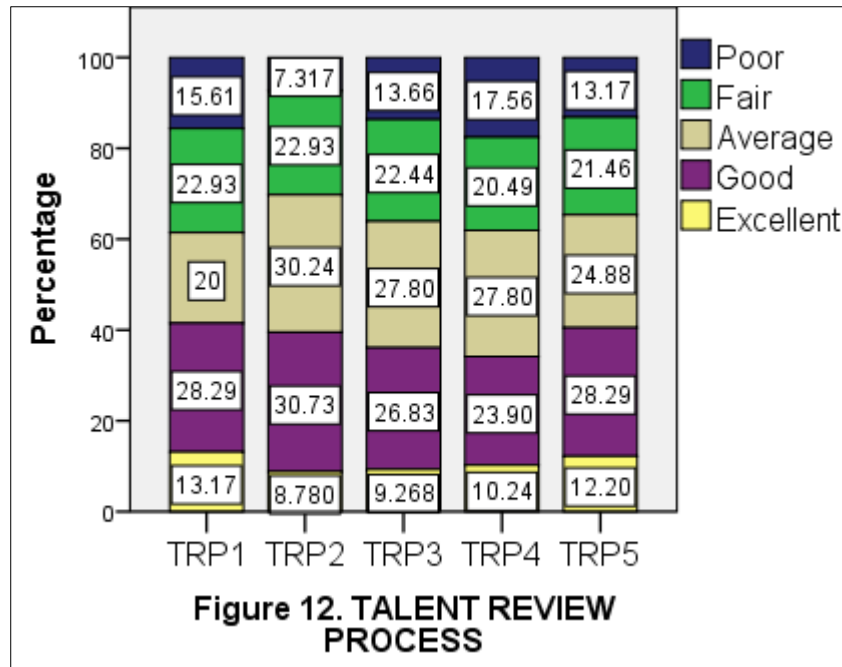


Figure 12 – Talent Review Process (TRP)

In TRP 1 above, it is shown that 28.30% of the participants say that the department has a good system in place for identifying best performers. Only 13.20% rated this item excellent while 16% rated it poorly.

TRP 2 shows that 7.31% of participants rated the item, “talent is segmented based on performance, value and potential” poorly while 30.73% rated it good and 9% rated it excellent.

TRP 3 shows that 14% of the respondents rate the rewards and opportunities provision to talented employees poorly, 28% rated it average, while less than 10% said it is excellent.

According to TRP 4 above, 27.80 % of the respondents rated the item “succession plans prepare qualified employees for key positions” on the average. 10.24% rated this item excellent and 24% rated it good.

In Figure 12, TRP 5 above showed that 28.30% of the population rated the item “the majority of talented employees are developed internally as opposed to hiring from outside” good, while 13.20% rated it poorly and 12.20% said it was excellent.

TALENT ACQUISITION

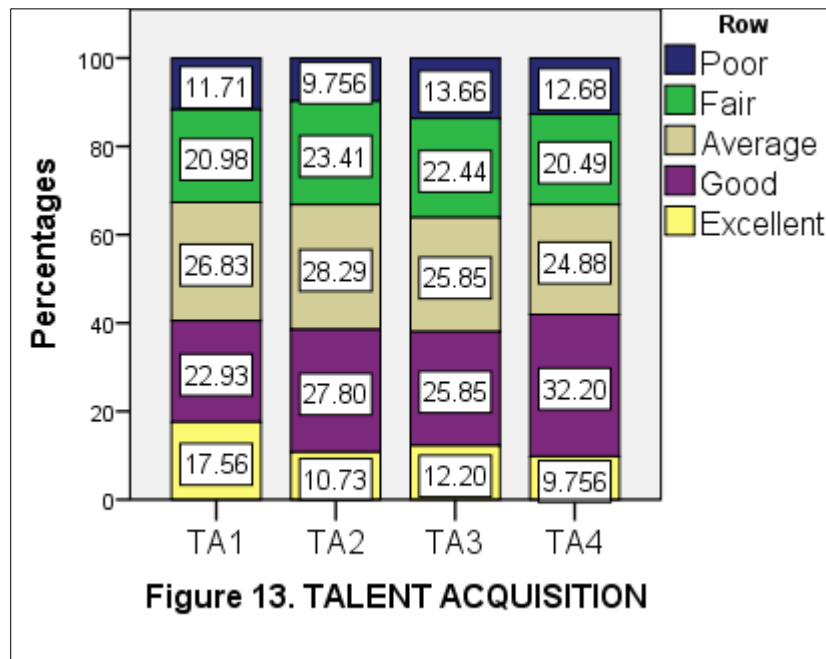


Figure 13 – Talent acquisition (TA)

TA 1

The item for TA 1 was “we attract talented people to our organisation”, in Figure 13 it is shown that 17.60% rated it excellent while 11.71% rated it poor.

TA 2

According to TA 2 above, 28.30% of the population rated the item “our employment brand is strong and compelling among prospective employees” average and 10.73% rated it excellent.

TA 3

In TA 3 above 25.90% of the respondents rated the item “the induction process is designed in such a way that new employees get integrated and become productive as soon as possible” ‘good’ and another 25.90% rated it average. Only 12.20% rated this item excellent while a contrasting 13.70% rated it poor.

TA 4

TA 4 showed that 32.20% of the participants rated the item “the hiring practice is efficient, effective and focuses on quality of hire” good and 9.76% rated this item excellent while 12.70% had a contrasting view of this, rating the item poor.

TALENT DEVELOPMENT

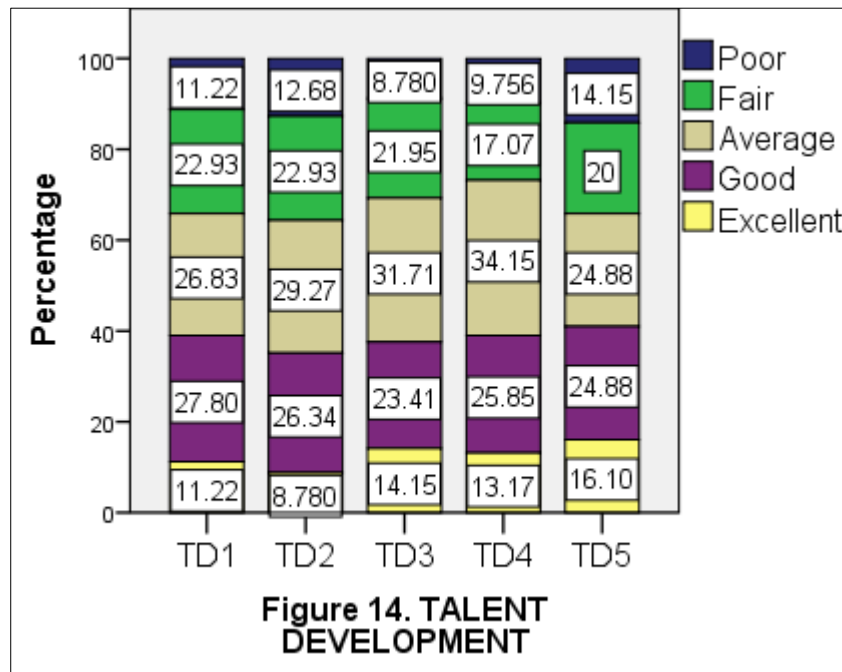


Figure 14 – Talent Development (TD)

TD 1

According to TD 1 above, 11.22% of the participants stated that the process of challenging top performers to improve their skills and take the next career steps is poorly administered within their respective workplace. Another 11.22% were delighted to rate this item excellent while almost 27.80% rated it good.

TD 2

TD 2 above contained the following item “coaching, mentoring and challenging assignments are primary development approaches in the department” and 12.70% rated it poor while almost 9% rated it excellent. 29.30% rated this item average.

TD 3

According to TD 3 which had the item “communication to employees is frequent, meaningful and two-way” 8.80% rated it poor, 31.71% rated it averagely while 14.20% rated it excellent.

TD 4

In TD 4, the item “individual development plans are in place for all employees in my department” was rated poor by 10% of the respondents. Almost 34.15% rated it average and only 13.20% rated it excellent.

TD 5

TD 5 had the item “managers are held accountable for the development of their subordinates” According to the figure, 14.20% rated this item poor, 24.90% rated it average while another 24.90% rated it good and only 16.10% rated it excellent.

TALENT RETENTION

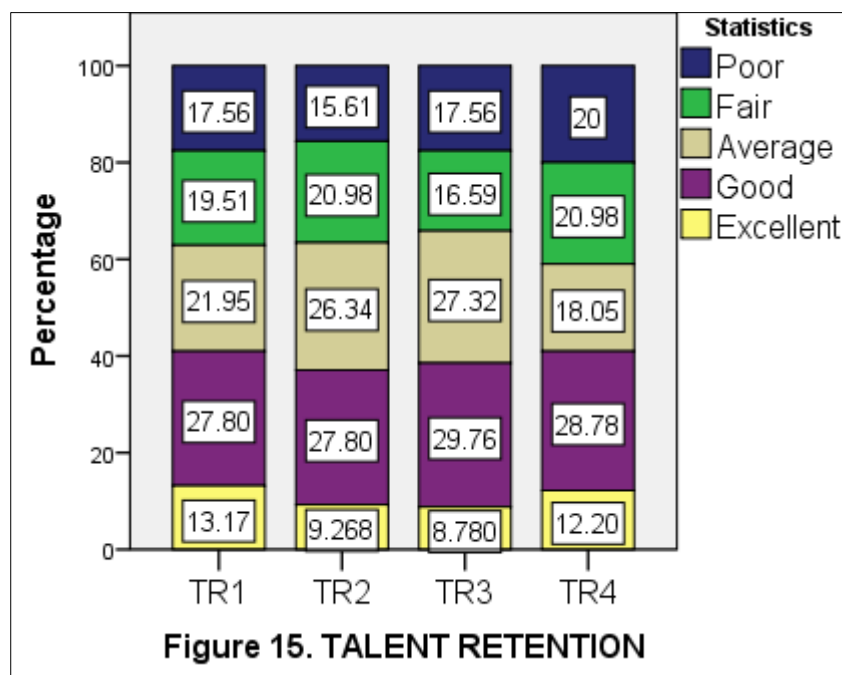


Figure 15 – Talent Retention (TR)

TR 1

TR 1 above contained the item “we are able to retain our best performers in this department” and 17.60% rated it as poor, 28% rated it good while 13.20% of the respondents rated it excellent.

TR 2

TR 2 indicated that 15.61% of the population think exist interviews are poorly executed and the outcomes thereof are not effectively addressed. Less than 9.30% said their department excellently records and addresses the reasons people leave.

TR 3

The item “managers hold retention conversations with employees frequently” found in TR 3 was rated as poor by 17.60% of the population as seen in Figure 15. Almost 9% rated this item excellent and 29% rated it good.

TR 4

As shown in TR 4, almost 29% of the participants rated the item “managers are held accountable for losing top performers” good and only 12.20% rated this item excellent. According to the figure 20% said this was poorly done in their department.

Table 2 Descriptive Statistics for Talent management

	Talent review process	Talent acquisition	Talent development	Talent retention
Mean	.5690	.5960	.6396	.7495
Std. Deviation	.22793	.04889	.13804	.10047
Skewness	-.111	.422	-.773	-1.377
Kurtosis	-2.893	1.434	-.034	1.358

Joanes and Gill (1998) indicate that skewness and kurtosis are mostly used to test normality and to describe a distribution. According to Table 2 above, the findings are consistent with previous research suggesting that normality is not the rule with real data (Oehley and Theron, 2010).Talent review process together with talent acquisition had a mean of .5690, talent development had a mean of .6396 and talent retention had a mean of .7495.

Standard deviation for talent review process was .228, talent acquisition was .049, talent development .138 and talent retention had .101.Skewness established was at the following levels: -.111 for talent review process, .422 for talent acquisition, -.773 and -1.38 for talent retention. Kurtosis for each of the measures was established at the following levels: -2.893

for talent review process, 1.434 for talent acquisition, -.034 for talent development and 1.358 for talent retention.

Table 3 Correlations of Talent Management Factors

		TRP	TA	TD	TR
TRP	Pearson Correlation	1	-.896	-.667	.728
	Sig. (2-tailed)		.104	.219	.272
	N	5	4	5	4
TA	Pearson Correlation	-.896	1	.724	-.636
	Sig. (2-tailed)	.104		.276	.364
	N	4	4	4	4
TD	Pearson Correlation	-.667	.724	1	-.154
	Sig. (2-tailed)	.219	.276		.846
	N	5	4	5	4
TR	Pearson Correlation	.728	-.636	-.154	1
	Sig. (2-tailed)	.272	.364	.846	
	N	4	4	4	4

According to Table 3, none of the correlations are less than zero implying that there is an insignificant relationship between the talent management factors. The results show that all the correlation coefficients are above the 0.05 level of significance inferring that an insignificant but positive relationship exists between the talent management factors.

The correlation coefficients for talent review process were -.896 for talent acquisition with a significance level of .104, -.667 for talent development with a significance level of .219, and .728 for talent retention with a significance level of .272. The results continue to show that correlation between talent acquisition and talent development was .724 with a significance level of .276. Talent acquisition and talent retention had a correlation coefficient of -.636 with a significance level of .364. Talent development and talent retention had a correlation coefficient of -.154 with a significance level of .846.

The results show that the Pearson correlation coefficient for talent review process and talent acquisition was -.896 with a significance of .104. Talent review process with talent

development had a correlation coefficient of $-.667$ with significance level of $.219$. Talent review process with talent retention had a correlation coefficient of $.728$ with $.272$ significance level.

DISCUSSION

The results showed that respondents who rated talent management processes good stated that it is effective in identifying and segmenting talent. According to the other respondents, talent management is poorly administered in the department as it does not accommodate succession planning. Research by Lewis and Heckman (2006) suggested that organizations must develop and retain talent at both local and global scales. When talent management processes are effectively laid out, employees' reasons for leaving and being absent continuously can be sought and recorded to avoid future recurrences.

Talent Review Process – TRP 1-5 shows that of all the participants, 28% regarded the talent reviewing process as one driven by an efficient and effective system to identify and segment talent. In contrast, 14% said this process does not accommodate succession planning and as such they rated this system as poor within their workplaces. According to Dell and Hickey (2002) if organizations seek to employ the best candidates in the market, talent reviews are to be scheduled and conducted by all departmental managers

Talent Acquisition – according to TA 1-4, in terms of attraction of talented people, 13% consider the hiring practices excellent. 12% of the population stated that these practices are poorly administered. Lewis and Heckman (2006) state that attracting and retaining talented employees is becoming increasingly difficult given the career orientation of employees.

Talent Development – as shown in TD 1-5, almost 30% of the respondents averagely agree that talented performers are challenged to improve their skills. 13% considered such practices excellent with relatively small 11% rating such as poor. According to Lewis and Heckman (2006) within the existing and emerging markets locally and globally, organizations need to manage and develop talent.

Talent Retention – as shown in TR 1-4, 29% of the respondents rated their departments' ability to retain talent good with 18% rating it poorly as reasons employees leave the organization are not recorded and addressed to curb recurring employee departure. Collings and Mellahi (2009) said competitive compensation is certainly vital to attract and retain top

talent however organizations also increasingly recognize that financial incentives are only one element of success in this regard.

According to Meyers, van Woerkom and Dries (2013), talent management processes essentially highlight the importance of human capital development and employ diverse sets of HR policies, practices and procedures that intend to broaden employees' knowledge, skills and abilities. Furthermore, talent review process is important as talent management itself has become an even more essential instrument to gain competitive advantage.

Walker, Nordin-Bates and Redding (2010) argue that talent comprises both inborn and learned components; as such it is important that the acquired talented employees within organizations be developed in order to perform at upmost level best. Illes, et.al. (2010) confirmed that talent management is mainly concerned with the acquisition and retention of talented employees within organizations.

RECOMMENDATIONS

Organizations have to uphold talent review process and conduct these incessantly. It is recommended that leaders segment talent potential in order to know which employees are likely to take on future vacant position within the organization. Succession plans must be up-to-date to ensure that the qualified candidates are capacitated to jump into pivotal managerial positions when the need arises. A further recommendation as far as succession planning is concerned relates to the internal development that has to take place to ensure that future organizational leaders are well aware of the organizational culture and practices.

If the contrary occurs and talented people are attracted externally, hiring managers need to ensure that they are hiring the best people in the market. This requires the organizational reward system to be highly enticing to guarantee the interest of prospective employees. Furthermore, newly employed candidates should be subjected to an effective orientation program that will assist them to get integrated into the system and organizational culture without delays. Ultimately, the hired candidates ought to be quality employees who represent professionalism and competence in their work.

Managers and organizational leader must encourage and challenge the highly talented workforce to further develop themselves in order to discover unexplored boundaries in their career and reach their full potential. This can be achieved through the assistance of mentors and coaches who will be in a better position to analyze the specific needs of unique

individuals. However, leaders and managers must still be held accountable for the development and training of their sub-ordinates.

After consideration and evaluation of the talent review process, policies, practices and procedures must be in place to ensure the smooth execution of talent management. Processes such as acquiring and developing talented employees, managers and leaders must ensure the successful retention of these employees to ensure the on-going prosperous dealings of the organization. Furthermore, organizational leaders must conduct and address exit interviews to curb unwanted future employee turnover, additionally, organizations must hold managers accountable for losing best performing talent.

LIMITATIONS

This research was conducted in a relatively small organization where participation was totally involuntary. The respondents consisted mainly of middle management reducing the chances of generalizing the results to all the other managerial levels. Likewise, the respondents to this study were mostly African which suggests that the perceptions and attitudes displayed in the questionnaire might have been biased in some way or the other. Data was collected by use of questionnaire and participants are sometimes neutral when responding, a further collection method would have made results more reliable.

CONCLUSION

The objective of this article was to assess talent management practices within a North-West Provincial Department. The chapter was introduced with a definition of talent management then an outline of the variables of talent review process, talent acquisition, talent development and talent retention. These were followed by the design of the study and the statistical analysis. The graphical presentations were provided and the results as well as discussion conclude the chapter.

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CHAPTER 4

ARTICLE 3

**The Influential Factors of Career Orientation of Employees within a Government
Department in South Africa**

K.A. TLADI

DR. A.M. MOLEFI

ABSTRACT

Orientation: Employees have different angles when it comes to making decisions about their career paths. Some prefer to work on their own while others would prefer co-workers. Burnout persists in organizations despite talent management policies and practices therefore, leaders and managers must evaluate their talent management practices in order to identify and eliminate factors that may contribute to burnout and in contrast, lead to a success in career orientation

Research Purpose: The objective of this research was to assess factors affecting career orientation. The Career Orientation Inventory and a biographical questionnaire were used to assess the career orientation of respondents

Research approach, design and method: A descriptive measure was utilized with a stratified random sample ($N = 205$). The reliability of the measure was confirmed using the Cronbach's Alpha coefficient. An exploratory factor analysis was used to determine the underlying factor structure of the variables. Descriptive statistics such as mean, standard deviation, skewness and kurtosis were employed to analyze data

Main findings: The results showed that some of the departmental employees are comfortable with their current working conditions. It was indicated that most professionals have realized that they possess their own goals and ambitions with regards to their careers.

Practical/managerial implications: Career orientation of employees is crucial to the survival of the organization and organizational leaders must as such work towards strengthening the talent review process to ensure that the desired talented workforce is sought, developed, rewarded and retained

Contribution/value added: The findings increase the body of knowledge in the issues of career orientation of departmental professional employees and what their inclinations are towards career progression.

Keywords: Career, Career Orientation, Talent

INTRODUCTION

According to Ng and Feldman (2014) a career is the unfolding order of an individual's work experiences over time and across multiple occupations. Arthur, Khapova and Wilderom (2005) defined career success as the accomplishment of desirable output based on the individuals' interests and likings at any time in his/her working life.

Career success can be viewed as the achievements an individual acquires during his/her working experience, in addition the employee must be liking what it is they are achieving (Hall and Chandler, 2005) (Judge, Higgins, Thoresen and Barrick; 1999). Research by Dries (2011) has suggested that career success has a kaleidoscopic definition as employees' expectations of their organizations change constantly.

LITERATURE REVIEW

Career Orientation defined

Tschopp, Grote and Gerber (2014) have described career orientation as the approach with which an individual defines one's working path. Schein (1978) posit that individuals have different career orientations and most with entrepreneurial orientation are principally motivated by the need to innovate mechanisms on their own while moving from one project to the next in order to avoid monotony. Tan and Quek (2001) situate those high in managerial orientation as inspired by higher managerial skills acquisition and accountability for primary profit and loss.

According to Judge, Cable, Bourdreau and Bretz (1994) some researchers have defined career success as the objective and subjective elements of achievement and progress of an individual through the vocational lifespan. Lertwannawit, Serirat and Pholpantin (2011) argue that the former has been noticed through extrinsic measures such as salary and status while the latter has been measured in terms of the employee's perception of career actualization success. Feldman and Bolino (1996) posit that one's career orientation is a vital impetus behind his/her career aspirations and as a result, their ultimate career choices and paths.

Hall (2002) further indicates that literature on employees' view of the orientation towards careers reflects a boundary less approach with self-directedness and values-driven orientation characterizing mindset. Larsen (2004) also observes that career orientation has gained more

attention as the psychological contract has undergone a paradigm shift from the conventional, relational contract characterized by long-term relationships to a more transactional contract where the point of focus is an exchange of mutually gratifying contributions by both employer and employee.

According to a study conducted by Gattiker and Larwood (1986), social scientists have observed considerable differences in the way employees perceived their career success. Studies show that many employees define their career success in terms of personal pointers instead of objective indicators such as promotions and salary (Eith, Stummer and Schusterschitz; 2011; Ng & Feldman, 2014). Additionally, employability and flexibility to change turn out to be the most essential element for employee career success and; career counseling has been found to be effective for career intervention (Savickas, 2012; Spurk, Kauffeld, Barthauer & Heinemann; 2015).

Shen et al (2015) suggest that this type of orientation has compelled employees to be agents for their own careers as many organizations are relinquishing their responsibility for career management; this employee owned career has been defined as a boundary less career. Mayrhofer, Meyer and Steyrer (2007) posit that the universal perspective on career success often disregards the importance of the respective situation where culture and institutional contexts must be taken into account.

However, Ng and Feldman (2014) argue that no study has been virtually conducted to inspect the factors that undermine the employee's subjective perceptions of career success. However, Baruch and Reis (2015) suggest that much attention should be given to the challenges employees face in experiencing career success as this is important because global assessments of subjective career success are influenced not only by achieved goals but also those they have not achieved.

Chen, Chang and Lo (2015) argue that social reputation and career achievement are deemed the most accurate indicators embodying career success as perceived by employees. Feldman and Bolino (1996) posit that career orientation is a receptacle for individual's values and attitudes such as organizational support and upward mobility opportunities. Schwartz (2006) said some researchers took the Universalist versus the contextualist paradigm in executing human resource management practices.

Contrary to the submission above, Vos, Clippeleer and Dewilde (2009) advocate for boundary less careers which focus on the individuals' definition of success for local operations cannot be accurately juxtaposed with those executed at a more global level. Schwartz (2006) suggests that there are limitations about the universalistic approach and researchers advocates for the contextualist view to human resource management at large as it is multidimensional and the former seeks to find best practices to ultimately improve organizational performance.

Brewster and Mayrhofer (2012) state that the latter looks for an overall appreciation of what is unique about the context and why it is different by focusing on clutching the distinction between and within human resource management in varying and similar contexts.

Autonomy and Independence

Sia and Appu (2015) define career autonomy as the liberty to execute job tasks and activities together with decision-making in an undisturbed manner by supervisors and managers. Additionally, the particular incumbent has full sovereignty of how the work will be completed. Breugh (1985) defines career autonomy as the extent to which an employee is given the choice and discretion in carrying out his/her tasks. Shields, Brown, Kaine, Dolle-Samuel, North-Samardzic, McLean and Plimmer (2015) state that an employee's freedom as connected to his/her workplace is one of the many supplementary factors to employees' creative performance.

Career Anchors

Schein (1996) describes these as a career self-concept in terms of abilities, talents, values, interests and needs that an individual considers when making career decisions. Asamani, Cobbold and Dai-Kosi (2015) state that as an individual gains life experience, career anchors or career orientation can be completely cherished if viewed as the employees' career self-perception. Liu, Liu and Wu (2012) suggests that career anchors convert to pivotal aspects as they govern individuals to carefully make career decisions by revisiting their career values, needs and interests before deciding anything about their career progression.

Entrepreneurial Creativity

A study by Asamani et.al (2015) suggests that entrepreneurial creativity and general managerial competence have a strong relationship. The same authors purport that individuals

with a robust managerial career anchor are usually expected to portray an entrepreneurial, responsive and flexible character. However, an inquiry by Coetzee and Schreuder (2009b) notes that both general managerial competence and entrepreneurial creativity are negatively associated with adaptation, constructing a change resistance behavior within such individuals. Lee and Wong (2004) argue that this contradiction may be caused by individuals' high need for achievement and sense of being in control.

Technical and Functional Competence

Schein (1978) regards individuals high on technical competence as those who value the opportunity constantly up skill themselves in their expertise areas. He continues to state that these individuals have a desire to consistently apply their aptitudes and knowledge to complex and challenging problem solving. Additionally, they prefer advancement only in their specific technical field. Bravo, Seibert, Kraimer, Wayne and Liden (2015) observe that these individuals are essentially activated by their intrinsic work activities or by the work itself. Marshall and Bonner (2003) propose that this type of individual career orientation would best suit organizations that frequently utilize technical infrastructures and processes.

Research Design

The population of interest is the professional employees of a Provincial Department in North-West. In terms of data collection, a descriptive research design was utilized through a questionnaire to probe professionals' views on their perceived career orientation and success. A Career Orientation Inventory was used to collect data about how true the items were for respondents.

Items such as "I am always on the lookout for ideas that would permit me to start my own enterprise" were rated by assigning a number from 1-4 (never true for me [1], occasionally true for me [2], often true for me [3] and always true for me [4]) the higher the number the more that item is true for you. This scale is used to stimulate the respondents' thoughts about his/her areas of competence, motives and values.

Participants

The target population for this research was the employed professionals in the North-West Provincial Department. A stratified random sample was taken from the population of five thousand professionals. Five hundred questionnaires were distributed to the employees with

205 returned. This represents a response rate of 41%. The demographic information of these respondents is presented in Figure 1-11 below.

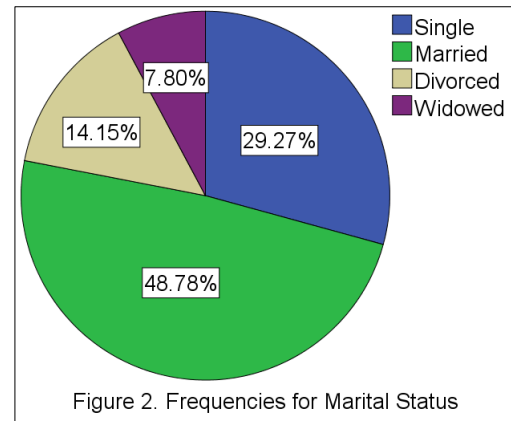
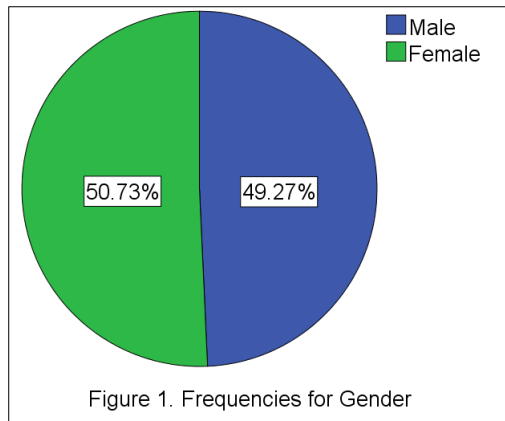


Figure 1 shows that the population is almost equally divided by gender where 50.7% of the participants are females and 49.27% are males and respectively. Figure 2 shows that almost half (48.78%) of all participants are married.

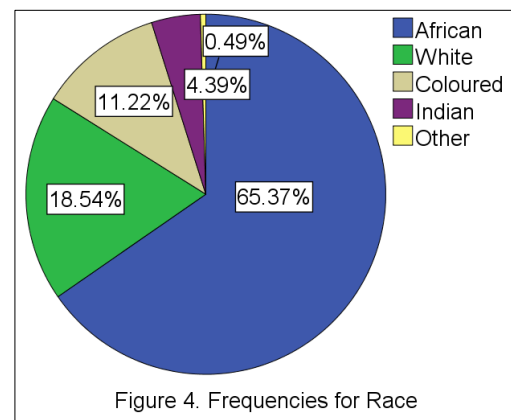
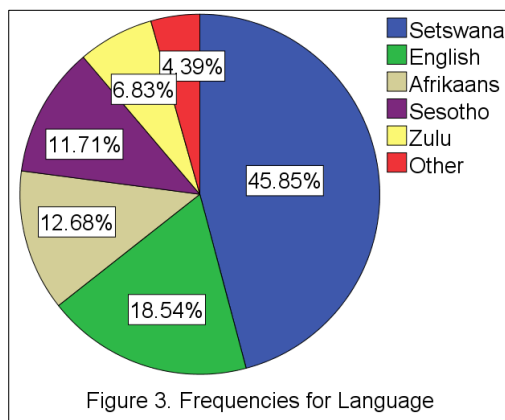
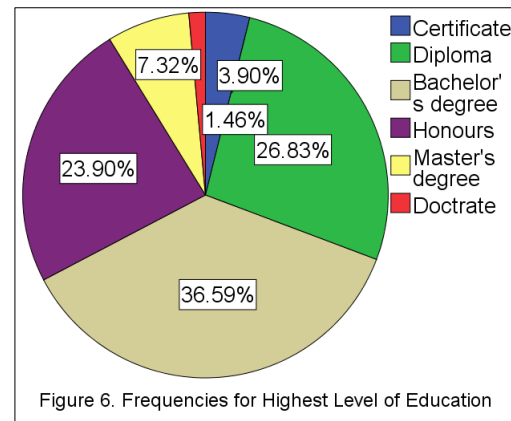
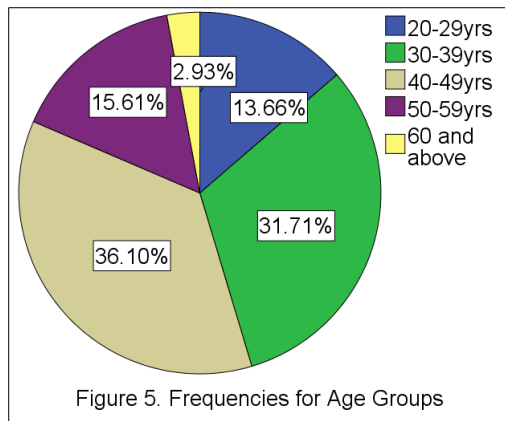


Figure 3 shows that the majority of participants (46%) have Setswana as their home language and the minority (4%) speaks other languages. Figure 4 informs one that that approximately 65% of the participants are Africans and the 35% is of other races.



It can be noticed from Figure 5 that the oldest participants are at least 60 years old and constitutes the minority of the participants (2.93%). Most participants belong to the age groups of 40 to 49 years (36.1%) and 30 to 39 years (31.71%). Figure 6 shows that the majority of the participants have a Bachelor's degree (36.59%) while the minority has Doctorate (1.46%). Only 7.32% participants have a Master's degree whereas 23.9% has an honours degree and less than 4% has Certificates.

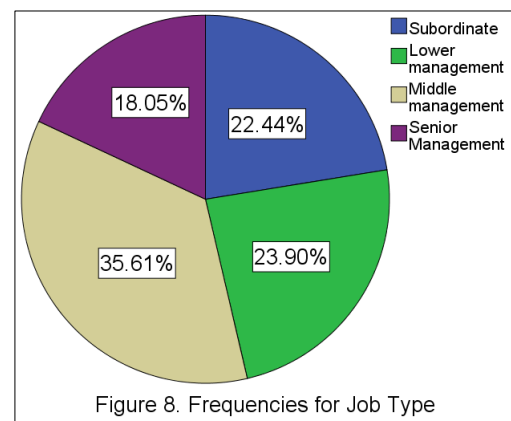
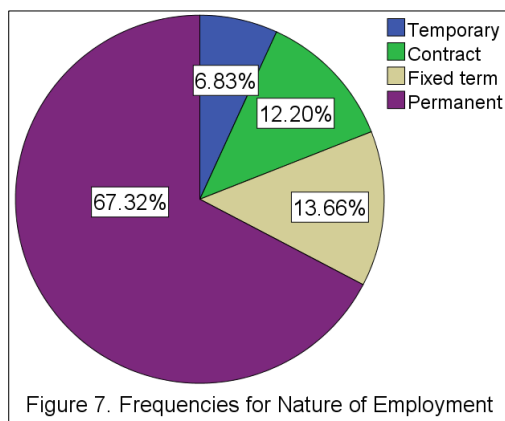


Figure 7 shows that most of the participants are permanently employed (67.32%) and temporary employees represented less than 10% of the participants. It can be noticed from Figure 8 that middle management positions are occupied by 35.61% whereas almost the same percentage of participants is observed for senior management (23.9%) and subordinates (22.44%). Figure 8 also shows that the minority of the participants are subordinates (18.05%).

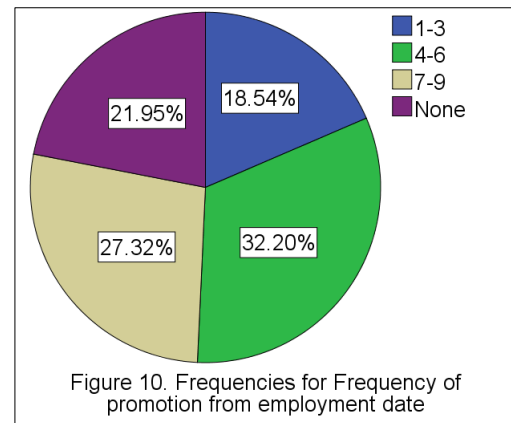
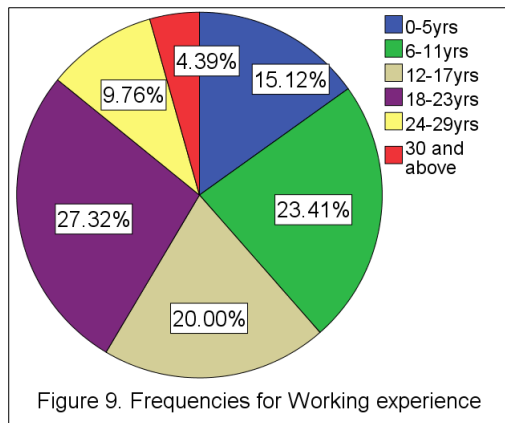
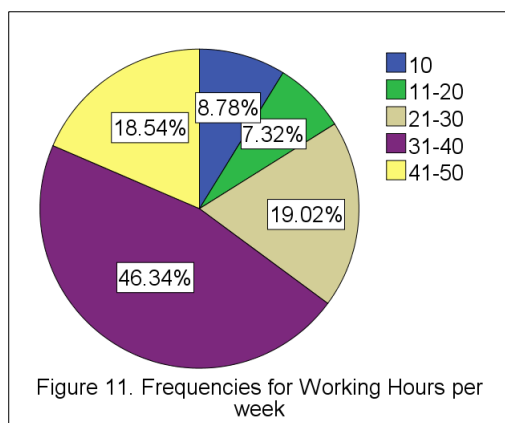


Figure 9 shows that with respect to working experience, the majority of participants have between 18 to 23 years, the second highest percentage of the participants (23.41%) have 6 to 11 years whereas a scanty 4% have at least 30 years. Figure 10 shows that most participants (32.2%) have a frequency of promotion of 4-6 times whereas the smallest percentage of participants (18.54%) had only 1-3 times in terms of promotion.



It can be observed from Figure 11 that close to half (46.34%) of the employees in the department work for 31 to 40 hours per week, almost an equal percentage of the participants work the 21 to 30 (19.02%) and 41 to 50 (18.54%) hours per week. Other participants work for 10 to 20 hours a week.

Research Procedure

Permission to conduct research was sought through a formal letter from the university in order to distribute questionnaires. The Head of Department authorized for the researcher to drop off questionnaires in sectional managers for them to give their co-workers and subordinates. These questionnaires were to be distributed among professionals within a

North-West a Provincial Department in the different sections such as Auxiliary Services, School Nutrition, Office of the DDG and Curriculum Development.

Explanation was clearly made and the contents of the questionnaire were also outlined and explained to respondents. Employees were also told about the purpose of the research and asked to participate voluntarily. Confidentiality and anonymity of participants were taken into consideration throughout the conduction of the research and they were made aware of this.

Measuring Instrument

The Career Orientation Inventory (COI) was used to measure the perceptions of professional employees in a North-West Provincial Department in terms of their career orientation and success. According to Coetzee and Schreuder (2009) the Career Orientation Inventory is a self-rated instrument with 40 items and these are summed up and averaged to produce a score for each respondent's career anchor.

It contains items such as "I am most fulfilled in my work when I am completely free to define my own tasks, schedules and procedures"; "I seek jobs in organizations that will give me a sense of security and stability". Participants were asked to rate each item with (1) never true for me to (6) always true for me. The measure demonstrated high internal validity and reliability.

Statistical Analysis

Data analysis was carried out using SPSS. An exploratory factor analysis was used to determine the underlying factor structure of the variables. Pearson product-moment correlation coefficient was used to specify the relationship between the variables. Multiple regression analysis was performed to test for the moderation of relationships between the variables in this research.

Results

Table 1 below gives a descriptive statistical analysis of the COI factors and their accompanying Cronbach's Alpha correlation coefficients.

Table 1 Descriptive Statistics of COI

	Item	Factor Loading	Cronbach's alpha	Variance extracted
Technical function	TF1	.571	0.805	35.247
	TF2	.728		
	TF3	.761		
	TF4	.695		
	TF5	.713		
Autonomy/independence	AU1	.667	0.826	5.152
	AU2	.782		
	AU3	.712		
	AU4	.792		
	AU5	.672		
security/stability	SE1	.669	0.787	4.757
	SE2	.637		
	SE3	.556		
	SE4	.668		
	SE5	.490		
entrepreneurial creativity	EC1	.662	0.732	3.586
	EC2	.703		
	EC3			
	EC4	.443		
	EC5	.460		
service dedication to a cause	SV1	.703	0.765	3.123
	SV2	.751		
	SV3	.742		
	SV4	.654		
	SV5	.325		
pure challenge	CH1	.592	0.763	3.081
	CH2	.533		
	CH3	.413		
	CH4	.310		
	CH5			

Lifestyle	LS1	.798	0.762	2.828
	LS2	.672		
	LS3	.719		
	LS4	.352		
	LS5	.369		
General management competency	GM1	.478	0.784	2.669
	GM2	.385		
	GM3	.643		
	GM4	.593		
	GM5	.640		

As shown in table 1 above, all the statements load significantly to their respective factors except for EC3 and CH5 of entrepreneurial creativity and pure challenge factors separately. This may mean most of the respondents have a different view concerning these two statements. The accompanying Cronbach's Alphas are all in excess of 0.7 implying that the statements are consistent with the associated factors.

This rule of thumb was proposed and used by Cronbach and Shavelson (2004). The eight factors account for a total variance of 60.473. According to Streiner and Norman (1989) reliability score must be 0.70 or higher in order for a measure to be used. All the constructs had Alpha coefficient of more than 0.70. This means that the measure is reliable to be administered to professional employees in a provincial department.

In the following figures 12-19 COI was used to probe how true an item is for each participant. On completion of the questionnaire, the participants were asked to rate an item as "never true for me (1), occasionally true for me (2), often true for me (3) and always true for me (4)". The higher the number the more that item is true for them.

Technical Functioning – TF

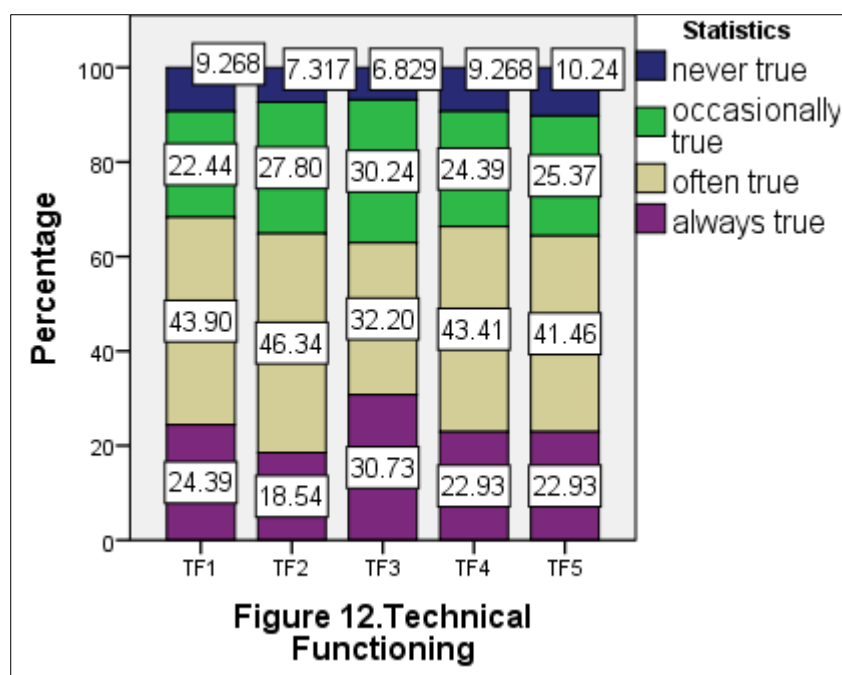


Figure 12 - Technical Functioning (TF)

TF 1

According to TF 1, it is often true for 44% of the participants to dream of being good at what they do so much that their expert advice is sought continually. A scanty 9.30% said this was never true, while 24.40% claimed this was always true for them.

TF 2

The responses of the second item “I am most fulfilled in my work when I have been able to integrate and manage the efforts of others” are shown above in TF 2, 7.32% of the participants said this was never true while a dominating 46.34% said it was often true for them.

TF 3

Item 3 of the questionnaire was “I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule”. According to TF 3 above, 6.90% said this was never true for them and 32.20% confirmed that this was often true for them.

TF 4

In TF 4 above, 9.30% of the respondents said they never consider security and stability as more important than freedom and autonomy. On the contrary 23% said this is always true for them.

TF 5

TF 5 shows that 10.24% of the participants are never on the lookout for ideas that would permit them to start their own enterprises. The figure continues to show that 41.50% claimed

that they always have this lookout while 23% said it is always true that they are observant about such.

Autonomy/Independence - AU

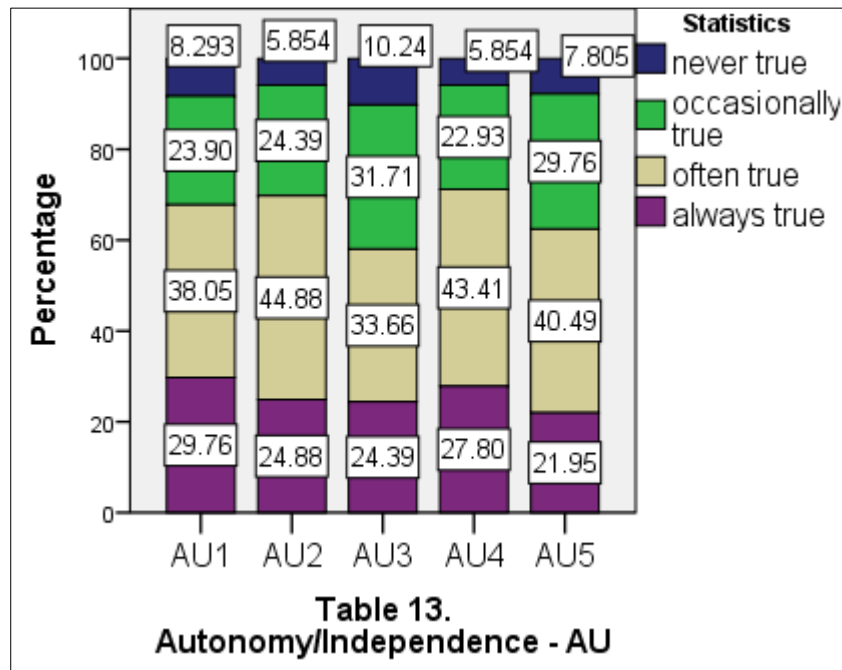


Figure 13 – Autonomy/Independence (AU)

AU 1

According to AU 1 shows that 8.30% of the participants would never feel successful in their careers if they have a feeling of having made a real contribution to the welfare of society. 29% said this was always true and 38.05% said it was often true.

AU 2

Item 7 stated “I dream of a career in which I can solve problems or win out in situations that are extremely challenging”. As shown in AU 2 above, 6% said this was never true for them, 45% said it was often true and 25% confirmed that this was always true for them.

AU 3

Item 9 stated, “I will feel successful in my career only if I can develop technical or functional skills to a very high level of competence”. 6% of the participants said this was never true for them and 25% said it was always true for them. AU 3 further shows that a dominating 34% said this was often true for them.

AU 4

According to AU 4 it is never true for 6% of the participants to dream of being in charge of a complex organization and making decisions that affect many people. Furthermore, 43.41% confirmed that it is often true for them to have such a dream and 28% said it is always true.

AU 5

Item 10 stated, “I dream of being in charge of a complex organization and making decisions that affect many people”. In AU 5 it is shown that this is true for 41% of the population and never true for 8% while a contrasting 22% said this was always true for them.

Security/Stability – SE

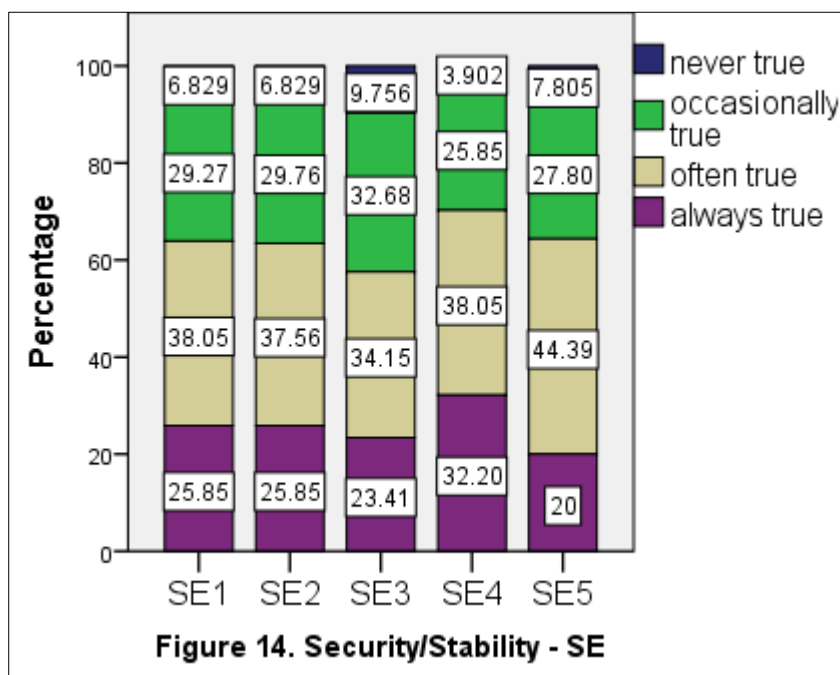


Figure 14 – Security/Stability (SE)

SE 1

Item 11 stated “I am most fulfilled in my work when I am completely free to define my own tasks, schedules and procedures”. SE 1 showed that this is always true for 26% of the participants while it is never true for 7%.

SE 2

SE 2 shows that it is never true for 7% of the participants to rather leave their organization altogether than accept an assignment that would jeopardize my security in that organization. For 38% this was often true while it is always true for 26%.

SE 3

In SE 3 it is clearly shown that 23.41% said it is always true that building their own business is more important to them than achieving a high-level managerial position in someone else's organization. SE 3 further displays that 9.8% said this was never true for them while 34.20% said it is often true.

SE 4

Item 14 stated, "I am most fulfilled in my career when I have been able to use my talents in the service of others". According to SE 4 above, this was never true for 4% and always true for 32.20% of the participants.

SE 5

According to SE 5 above, 7.81% of the participants never think they would feel successful in their career only if they face and overcome very difficult challenges. A dominant 44.40% said this was often true for them and 20% said it is always true for them.

Entrepreneurial Creativity – EC

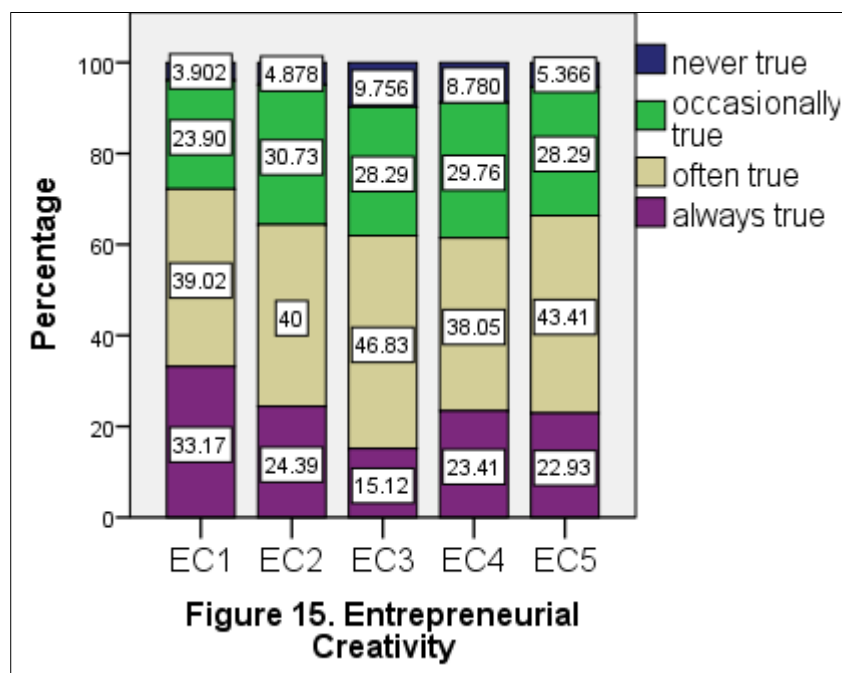


Figure 15 – Entrepreneurial Creativity (EC)

EC 1

In EC 1 above, respondents were asked if they dreamt of a career that would permit them to integrate their personal, family and work needs and 39.02% said this was often true for them and 4% said it was never true.

EC 2

According to EC 2, 40% of the participants said it is often true that they think becoming a senior functional manager in their area of expertise is more attractive to them than becoming a general manager. On the other hand 5% said this was never true for them while 24.40% said this was always true.

EC 3

Item 18 stated, “I will feel successful in my career only if I become a general manager in some organization” and 10% said this was never true for them while 47% of the participants said this is often true and only 15.12% confirming that this is always true for them.

EC 4

EC 4 above showed that it is often true for 38.05% of the participants that they would feel successful in their careers only if they achieve complete autonomy and freedom. Less than 10% said this was never true for them and a contrasting 23.41% said it is always true.

EC 5

The item “I seek jobs in organizations that will give me a sense of security and stability” had 5.40% of participants confirming that it is never true while 23% had an opposing feeling where they stated that this item is always true for them and 43.41% stating it often is true for them.

Service Dedication to a Cause

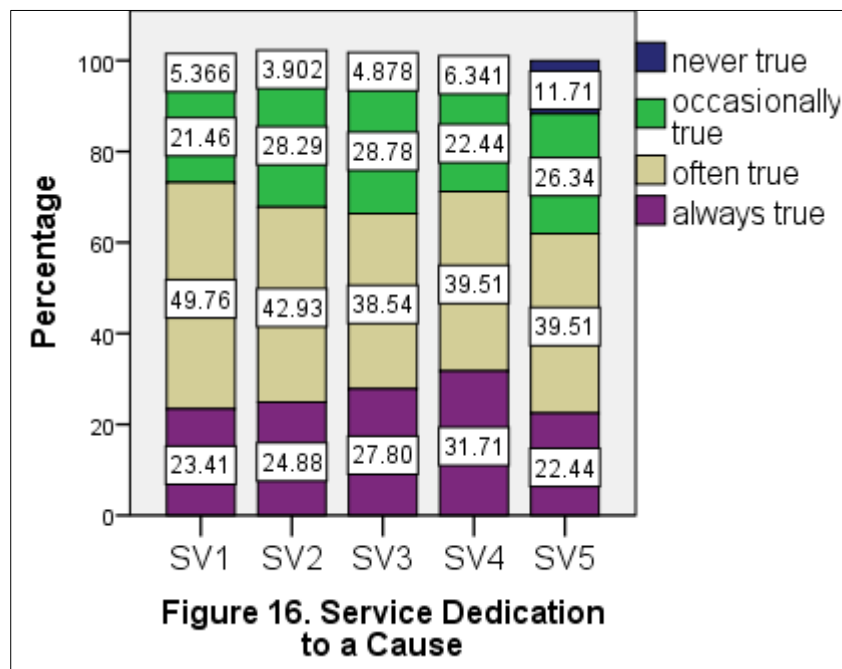


Figure 16 – Service Dedication to a Cause (SV)

SV 1

According to SV 1, it is never true for 5.40% of the participants that they are most fulfilled in their career when they have been able to build something that is entirely the result of their own ideas and efforts. Half of the population (50%) said this was often true for them and 22% said it was occasionally true.

SV 2

Item 22 stated, “Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position”. A low 4% of the participants said this was never true while a contrasting 25% said this was always true for them and 43% saying this is often true for them.

SV 3

Item 23 stated, “I have been most fulfilled in my career when I have solved seemingly unsolvable problems or won out over seemingly impossible odds”. According to SV 3, 5% of the population said this was never true, while 29% said it is occasionally true and always true for 28%.

SV 4

SV 4 shows that it is often true for 40% of the participants that they feel successful in their life only if they have been able to balance their personal, family and career requirements. A scanty 6% said this was never true for them while 22.44% said it was occasionally true for them.

SV 5

SV 5 shows that it is always true for 22.44% of the participants that they would rather leave their organization than accept rotational assignments that would take them out of their area of expertise. This was never true for 12% and often true for 40% of the participants.

Pure Challenge – CH

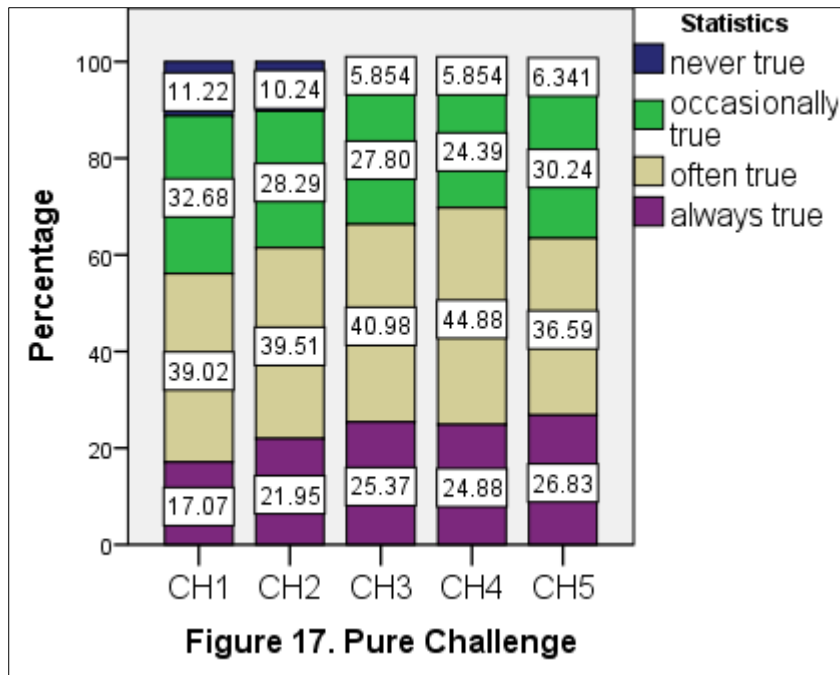


Figure 17 – Pure Challenge (CH)

CH 1

Item 26 stated, “Becoming a general manager is more attractive to me than becoming a senior functional manager in my current area of expertise”. Almost 40% of the respondents said this was often true for them and 17.10% said it is always true for them while a contrasting 11.22% said this was never true.

CH 2

According to CH 2 above, 10.24% of the participants said it is never true for them that having a chance to do a job their own way, free of rules and constraints is more important to them than security. Furthermore, 40% said this was often true and only 22% said it is always true.

CH 3

Item 28 stated, “I am most fulfilled in my work when I feel that I have complete financial and employment security”. CH 3 above shows that 6% of the participants said this was never true for them while a contrasting quarter (25.37) of the respondents said this is always true for them.

CH 4

CH 4 shows that 6% of the participants said it is never true that they will feel successful in their career only if they succeed in creating or building something that is entirely their own product or idea. The figure continues to show that this is always true for 25% of the participants and often true for 45%.

CH 5

Item 30 stated, “I dream of having a career that makes a real contribution to humanity and society. According to CH 5, 37% of the participants said this was often true for them while 6.34% said this was never true and a contrasting 26.83% saying this is always true for them.

Lifestyle – LS

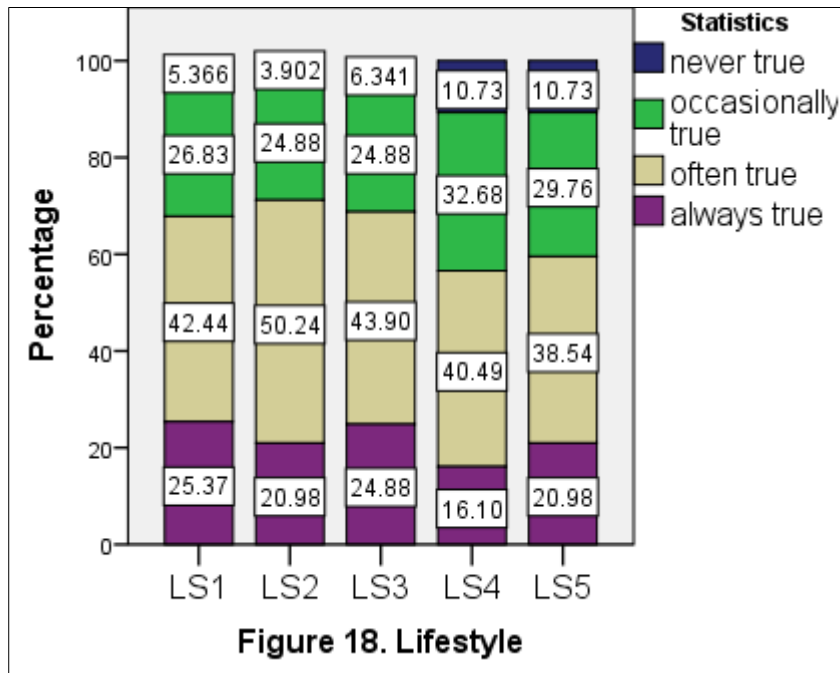


Figure 18 – Lifestyle (LS)

LS 1

In table 9.1 above, the item which stated “I seek out work opportunities that strongly challenge my problem-solving and/or competitive skills” had 27% of the respondents saying is occasionally true for them while 42.44% said it is often true and a quarter (25.37) of the participants confirming that this is always true for them.

LS 2

LS 2 shows that it is never true for 4% of the participants that balancing the demands of personal and professional life is more important to them than achieving a high-level managerial position. On the contrary 50.24% of the participants said this was often true for them.

LS 3

It is often true for 44% of the participants to be most fulfilled in their work when they have been able to use own special skills and talents. According to LS 3 above, this is always true for only a quarter (25%) of the participants and often true for 44% of the respondents.

LS 4

Item 34 stated, “I would rather leave my organization than accept a job that would take me away from the general managerial track” and 40.50% of the respondents said this was often true for them. Lastly, 16.10% said it is always true.

LS 5

According to LS 5, 11% of the participants said it is never true that they would rather leave their organization than to accept a job that would reduce their autonomy and freedom. Contrary to that, 21% said this was always true for them while 39% stated that this is often true for them.

General Management Competency

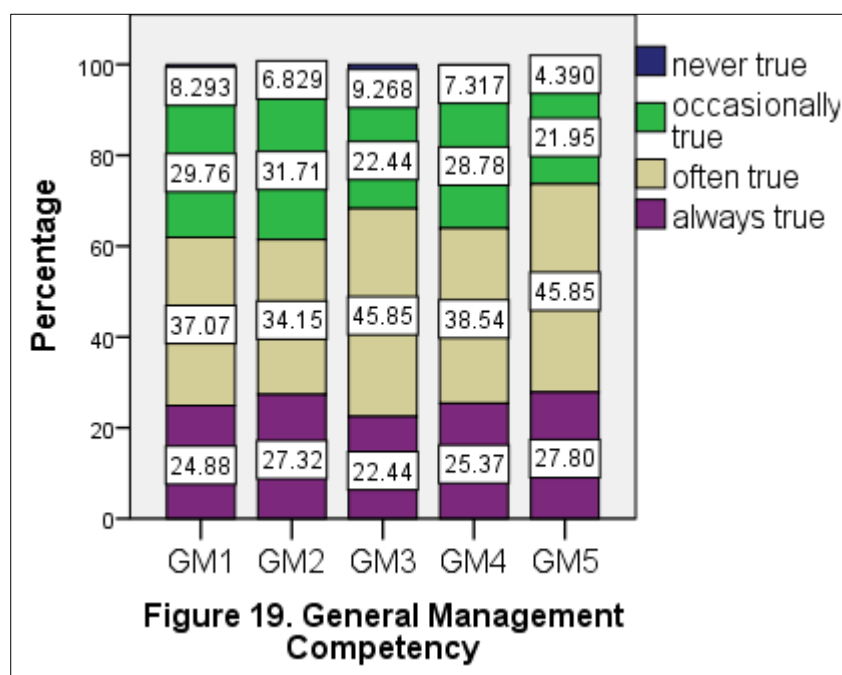


Figure 19 – General Management Competency (GM)

GM 1

According to GM 1, it is always true for 25% of the respondents to dream of having a career that will allow them to feel a sense of security and stability. Around 9% of these participants said this was never true for them and 30% said it is occasionally true for them.

GM 2

GM 2 shows that for 6.83% of the participants it is never true that they dream of starting up and building their own businesses. Furthermore, 27.32% claimed that this is always true for them.

GM 3

In item 38 which stated “I would rather leave my organization than accept an assignment that would undermine my ability to be of service to others”. For 46%, this was often true and 9.3% of the participants said this was never true for them as shown in GM 3

GM 4

Item 39 stated, “Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position”. GM 4 shows that 25.37% of the respondents said this was always true for them while 7.32% said it is never true for them.

GM5

GM 5 shows that 4.4% of the participants never sought out work opportunities that minimize the interference with personal and family concerns. A dominant 46% said they often seek such opportunities and 28% considers this as always true for them.

Table 2 Descriptive Statistics of COI Factors

	Mean	Std. Deviation	Skewness	Kurtosis
Technical function	2.806	0.8984	-0.3326	-0.6512
Autonomy/independence	2.84	0.893	-0.3156	-0.6682
Security/stability	2.824	0.8888	-0.2418	-0.7712
Entrepreneurial creativity	2.824	0.861	-0.264	-0.6652
Service dedication to a cause	2.878	0.8676	-0.333	-0.6154
Pure challenge	2.788	0.885	-0.2434	-0.7038
Lifestyle	2.79	0.8582	-0.2562	-0.584
General management competency	2.842	0.887	-0.3022	-0.6796

Table 2 shows the descriptive statistics as mean, standard deviation, skewness and kurtosis. Technical function had a mean score of 2.806, a standard deviation of 0.8984, skewness of -.03326 and kurtosis -0.6512. Lifestyle had a mean score of 2.79, a standard deviation of 0.8582, skewness of -0.2562 and a kurtosis of -0.584. Concerning all the factors, the view of the participants is the same. It is also confirmed by the Standard Deviation.

DISCUSSION

The information in Table 1 shows that the scores on the eight factors of the COI are normally distributed. All factors loading less than 0.3 are considered insignificant and were suppressed. Generally, there is consensus with regards to the eight career orientation factors/constructs as revealed by the results. As Feldman and Bolino (1996) argue, career orientation is a container of an individual's held values about the organization.

Technical Functioning – According to TF 1 to TF 5, 44% of the participants responded neutrally on this factor. Bravo, Seibert, Kraimer, Wayne and Liden (2015) argue that these individuals are essentially activated by their intrinsic work activities or by the work itself. About 9% responded with never true.

Autonomy and Independence – it is shown in AU 1 to AU 5 that 45% of the population stated that this is often true for them and 8% said it was never true. Sia and Appu (2015) regard autonomy as the liberty to execute job tasks and activities together with decision-making in an undisturbed manner by supervisors and managers. While a scanty 26% said this is always true for them.

Security and Stability – SE 1 to SE 5 suggests that almost 8% of the participants alleged that this factor is never true for them within their workplaces. Around 40% of the respondents indicated that this is often true for them in their workplaces.

Entrepreneurial Creativity – Asamani et.al (2015) suggests that entrepreneurial creativity and general managerial competence have a strong relationship, EC 1 to EC 5 indicates that among the participants 28% said this was occasionally true for them with 41% stating that it was often true for them. A scanty 7% confirmed that this was never true for them in their working environment meaning they never made others think creatively.

Service Dedication to Cause – SV 1 to SV 5 indicates that 6% of the respondents stated that this was never true while 26% confirmed that this was always true in their workplaces. The largest group that stated that this was often true for them represented 42% of the whole population.

Pure Challenge – CH 1 to CH 5 suggests that this factor was never true to 8% of the population while 23% said it was always true. 40% confirmed that this is often true for them in their workplaces.

Life Style – as shown in LS 1 to LS 5, 43% of the population stated that this factor was often true for them while a contrasting 7% said it was never true for them.

General Management Competency – GM 1 to GM 5 shows that 7% of the respondents indicated that this factor was never true for them while 40% stated that it was often true. These differ from the 25% that indicated this factor to always be true for them.

RECOMMENDATIONS

It is recommended that organizations and organizational leaders make employees aware of the different career paths that are available for them to pursue. Employees must be subjected to skill tests that will indicate the career path that best suits their skills, knowledge, interests and abilities. This would help them to realize their true potential and keep them intrinsically motivated to perform in their work. Organizations must capacitate employees to ensure that they have technical functioning and are able to effectively execute tasks assigned to them.

It is also important that employees are given enough ‘room’ to deliver on the job requirements in any way that they desire. Furthermore, organizations must transparently ensure the stability of their workforces’ job safety and implant creativity and commitment within employees. All employees need to be trained and developed to ensure that everyone performs at his/her best potential.

LIMITATIONS

This research was conducted in a relatively small organization where participation was totally involuntary. The respondents consisted mainly of middle management reducing the chances of generalizing the results to all the other managerial levels. Likewise, the respondents to this study were mostly African which suggests that the perceptions and attitudes displayed in the questionnaire might have been biased in some way or the other. Data was collected by use of questionnaire and participants are sometimes neutral when responding, a further collection method would have made results more reliable.

CONCLUSION

The objective of this article was to assess factors affecting career orientation such as technical functioning, autonomy and independence, life style, service dedication to cause etc. These were followed by the research design, participants and the demographic information of

participants. The results of the study were graphically presented and then the discussion of those results concluded the chapter.

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CHAPTER 5

ARTICLE 4

**A Multidimensional Perspective of Employee Burnout within a Provincial Government
Department in South Africa**

K.A. TLADI

DR. A.M. MOLEFI

ABSTRACT

Orientation: Burnout has permeated workplaces and continues to persist in organizations today. Despite the various practices put in place by the organization to promote its employees' well-being, some employees continue to suffer from this experience.

Research Purpose: The objective of this research was to examine factors affecting burnout. A descriptive measure was utilized with a stratified random sample ($N = 205$).

Research approach, design and method: The Copenhagen Burnout Inventory (CBI) and a biographical questionnaire were used to examine the factors contributing to burnout amongst the participants. The Cronbach's alpha values reported in this study were $\alpha = 0.83$ for personal-, $\alpha = 0.87$ for work- and $\alpha = 0.81$ for client-related burnout. Pearson product-moment correlation coefficients were used to specify relationships between variables.

Main findings: The results indicate that most employees are actually burnt out. Insignificant gaps exist among the different burnout constructs: personal, work and client related. According to the results many employees suffer personal and work related burnout.

Practical/managerial implications: Organizational leaders and managers have to acknowledge and address different burdens carried by employees through personal, work and client related burnout.

Contribution/value added: The results add to the body of knowledge on factors contributing to employees' burnout and how these can be reduced to ensure that the department employs and retains a competitive and healthy workforce. This study may serve as the basis for the development of proper coping resources for employees in departments.

Keywords: Burnout, Personal Burnout, Work-related Burnout, Client-related Burnout

INTRODUCTION

Burnout has existed since the nineteen seventies well into the twenty-first century after being introduced by psychologist Herbert Freudenberger (Aldress, Badri, Islam and Alqahtani; 2015; Schaufeli and Salanova, 2014). Gazelle, Liebschutz and Riess (2015) amplify that it was later defined by Christina Maslach who noted that burnout starts when energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into ineffectiveness.

Schaufeli, Leiter and Maslach (2009) recognise that the prevalence of burn out has gained attention from researchers across the globe and its persistence reflects a fundamental challenge of working life and career crisis. Fernet, Guay, Senecal and Austin (2011) state that burnout is an affective employee reaction caused by a relatively extensive period of exposure to job stress. Furthermore, this increases the likelihood of all employed people to be affected by it.

Research by Hildingsson, Westlund and Wiklund (2013) has shown that professionals report high levels of work and client burnout as measured by the Copenhagen Burnout Inventory. Burnout, according to Aldress et al. (2015), has been recognized as an occupational hazard and has been frequently studied across different occupations globally. Research by Houlihan and Suave (2010) indicates that burnout has affected employees across the globe; in other countries such as Canada, employees report burnout symptoms at least four times in one month.

Swider and Zimmerman (2010) state that this phenomenon of employees experiencing and responding to work demands has recently received much attention in organizational research Aldress et al. (2015) posit that it is for this reason that burn out is now being studied to establish how best leaders can prevent it as well as to diagnose and cure it through tools amongst others such as talent management.

LITERATURE REVIEW

Burnout defined

According to Hildingsson et al. (2013) burnout succeeds emotional strain among employees; it is defined as a syndrome of psychological problems experienced as a result of work related stress. Randler, Luffer and Muller (2015) have defined it as a three-component syndrome of emotional exhaustion, depersonalization, and feelings of low personal accomplishment.

Since this syndrome can cause physical and psychological damage as well as lead to reduced quality and quantity of work output, researchers have been trying to find ways of better understanding the dimensions and related factors of burnout (Rezaei, Naderi, Mahmoudi, Rezaei and Hashemian; 2015). Rezaei et al. (2015) conclude that such understanding is crucial as it implies the wiping out of negative self-images, poor self-worth and negative attitudes towards employees' jobs within organizations

Cubriilo-Turek, Urek and Turek (2006) describe emotional exhaustion as the pivotal aspect of burnout. According to Ritcher, Kostova, Baur and Wegner (2014) this aspect reflects the stress dimension of burnout and the feeling of overextension and depletion of emotional resources. Additionally, it refers to feelings of emotional drain and fatigue when interacting with others. Aldress et al. (2015) state that depersonalization denotes negative feelings or cynical attitudes or both that an employee harbours towards the recipients of their service.

Furthermore, Yoshida and Sandall (2013) submit that it describes a feeling of social withdrawal and an impersonal, cynical response toward one's work, colleagues, students and clients. According to Aldress et al. (2015), undermined personal accomplishment is characterized by the tendency to negatively evaluate one's own work. Yoshida and Sandall (2013) suggest that burnout relates to the adverse perception of one's achievements.

Hildingsson et al. (2013) state that burnout is a condition that stems from extended stress which leads to a loss of energy and exhaustion as well as negative self-evaluation. These researchers further add that it is generally associated with workplace disengagement, poor motivation and involvement, and increased feelings of discouragement as well as cynicism.

Houlfort and Suave (2010) show that burnout affects employees across the globe; this widespread phenomenon can have severe dysfunctional outcomes leading to lowered levels of productivity in organizations. According to Jordan, Fenwick, Slavins, Sidebotham and Gamble (2013) the lack of a required standard of productivity has been generally reported to incur substantial personal, professional and organizational costs.

Hunter, (2001) states that ensuring the psychological well-being of employees is becoming increasingly acknowledged as an effective and vital strategy in recruiting, selecting, retaining and maintaining a healthy workforce.

Personal Burnout

According to Devereux, Hastings and Noone (2009) burnout, particularly emotional exhaustion has been associated with high job demands as more attention has been given to the mental and physical well-being of people working in services for recipients with intellectual disabilities. Kozak, Kersten, Schillmoller and Nienhaus (2012) argue that it has been widely defined as a prolonged response to chronic emotional and interpersonal stressors on the job and mainly defined by three dimensions of exhaustion, cynicism and inefficacy.

According to Rose and Rose (2005) if the job demands exceed the individual coping resources, stress becomes unmanageable, thus the care given and the care received get compromised. Ultimately, this stress leads to poor productivity and lowered effectiveness. Felce and Emerson (2001) argue that staff behavior and level of engagement directly impact upon the quality of assistance given to clients. Kozak et al (2012) posit that when there is no adequate information about job performance or when there are conflicting demands that need to be met on the job, role conflict is likely to surface.

Role conflicts can occur when demands of the workplace interfere with family responsibilities or other private life priorities and this can also aggravate role conflict, which is associated with higher scores in emotional exhaustion (Blumenthal, Lavender and Hewson; 1998; Kozak et al, 2012). Additionally, the extent to which an employee receives support from other people such as supervisor will influence how one is affected by burnout.

Kozak, et al, (2012) indicate that burnout can manifest itself in different forms ranging from job satisfaction, intention to quit, positive client interaction, general distress, anxiety and depression. In this study burnout is examined in its relationship with career success in order to come up with intervention strategies aiming to improve the well-being of employees and their commitment to the organization.

Work Related Burnout

Tsai, Huang and Chan (2009) show that work-related burnout relishes much attention due to the amplified psychological and emotional demands of jobs in the service industry. Moreover, working environments involve job stressors which may include exposure to pain and death, work demands, work-life imbalance, unclear job expectations and so on. According to Wang, Liu and Wang (2015), professions similar to nursing, human resource

management and social work for instance, have been considered as those with high chances of being affected by employee burnout.

Schaufeli and Salanova (2014) add that originally, burnout was claimed to occur among such employees who deal with beneficiaries like students, patients and delinquents. Skirrow and Hatton (2007) argue that this was the case until the 1990s when it was widened and described as a crisis in one's relationship with work in general. Wang, Liu and Wang (2015) proposes that job burnout among employees can result in mental fatigue, anxiety, lack of motivation and absence from work, which can potentially increase the shortage of staff in the respective professions.

Onwumere, Lotey, Schulz, James, Afsharzadegan, Harvey, Chu Man, Kuipers and Raune (2015) posit that a positive association exists between reports of staff burnout and indicators of poor well-being, reduced productivity, negative attitudes towards service recipients, and recruitment and retention difficulties. Santos, Mustafa and Gwi (2015) further state that in their line of work, employees in these professions may have to deal with emotionally exhausted individuals and such toxic situations in which they might occasionally find themselves, and these can propagate their susceptibility to burnout.

Gazelle et al. (2015) said the growing mismatch between workload and sense of control, along with unique personality factors, contributes to widespread burnout. Wang, Liu and Wang (2015) adds that the degree of authority an employees has must be made explicitly known to them to ensure the ability to influence decisions that directly affect the execution of their jobs.

Client Related Burnout

According to Rose and Rose (2005) many jobs have been associated with high stress levels. Gazelle et al. (2015) states, as a way of preventing and remedying burnout, professional coaching could be employed which involves partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Kozak, et al (2012) adds that the continuous interaction with patients having varying needs calls for a strong level of dedication and empathy from the care giver. Furthermore, such interactions may be so demanding that the care giver becomes overwhelmed to a point where he/she becomes exhausted.

According to Gray-Stanley and Muramatsu (2011) social support has been mostly associated with burnout, employees' awareness of support from others is a reliable resource in helping to manage demands at work and is related to lowered stress levels. Likewise, Kozak, et al (2012) report that low levels of motivation within employees can adversely impact job performance in human service and this can be caused by a mismatch between actual and desired organizational culture. In addition to this, low motivation can lead to absenteeism, greater job strains and higher intention to quit.

Causes of Burnout

According to Howard (2015) many researchers have studied burnout and have commonly discovered that it has cyclical characteristics. Also, it is caused by the increasing work-related demands that lack a matching supply of sustainable resources. According to Brummelhuis, Hoeven, Bakker and Peper (2011), the added amount of workload propels the employee to work harder until the resources are depleted. They argue that resources are used up while trying to balance work and family demands with available resources of time, energy and finances.

Szigethy (2014) suggests that an employee's view of challenging circumstances within the workplace will determine whether he or she becomes motivated to apply greater strength or whether it will cause burnout for them. Howard (2015) argues that long working hours and a demanding job are the two factors that can potentially lead to burnout especially when one does not possess a sufficient support system. Moreover, marital conflict has also been identified as a potential burnout cause including divorce. Szigethy (2014) claims that burnout can result in decreased life expectancy, addiction, even death.

Research Design

The population of interest is the professional employees of a Provincial Department in North-West. In terms of data collection, a descriptive research design was utilized through a questionnaire to probe professionals' perceptions of the different levels of burnout. Participants were probed on 3 sub-sections of burnout. Firstly, respondents were asked to respond to items that explore personal burnout on a 5 point Likert type scale of always (0) to almost never (5).

Secondly they responded to items on work-related burnout also on a 5 point Likert type scale and lastly client-related burnout. This was done to establish the levels of burnout each

employee within their respective department felt. According to Burns and Groove (2003) descriptive research helps to portray a picture of how a certain situation occurs naturally. The same authors purports that this design may be used to explain the status quo and make inference and also to develop new theories.

Respondents

The target population for this research was the employed professionals in the North-West Provincial Department. A stratified random sample was taken from the population of five thousand professionals. Five hundred questionnaires were distributed to the employees with 205 returned. This represents a response rate of 41%. The demographic information of these respondents is presented in Figure 1-11 below.

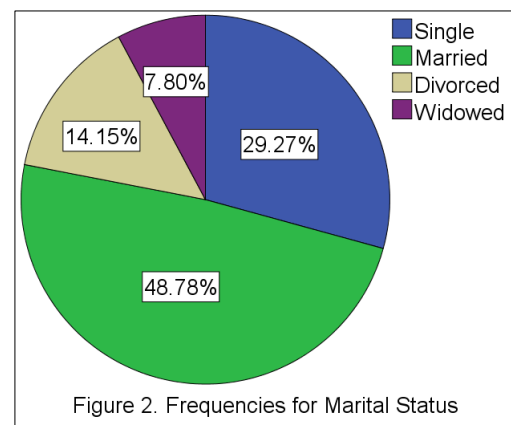
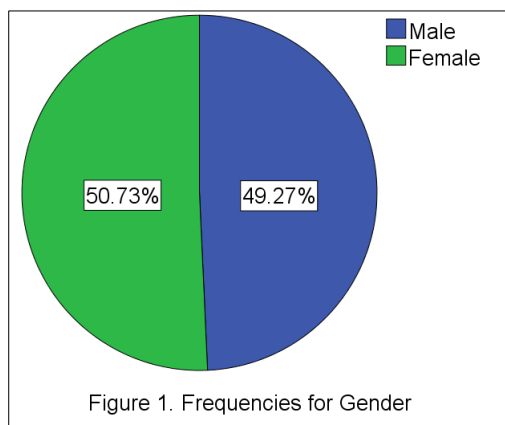


Figure 1 shows that the population is almost equally divided by gender where 50.7% of the participants are females and 49.27% are males respectively. Figure 2 shows that almost half (48.78%) of all participants are married.

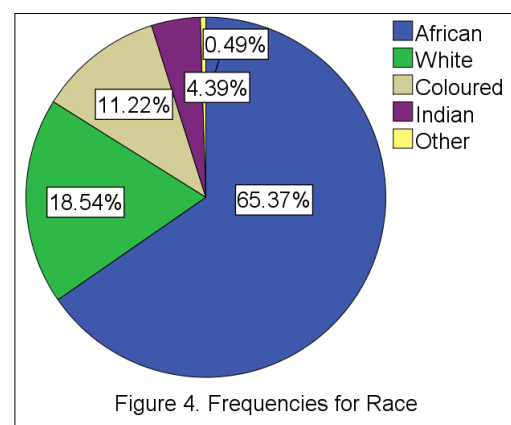
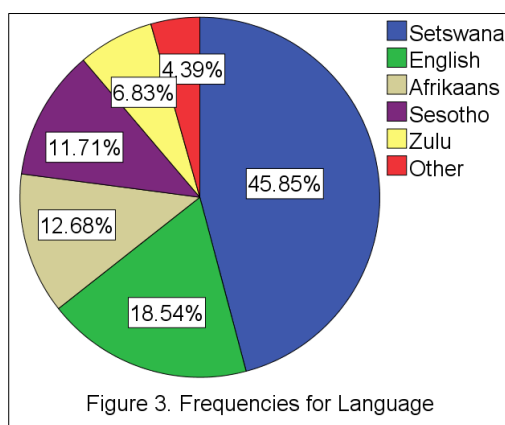
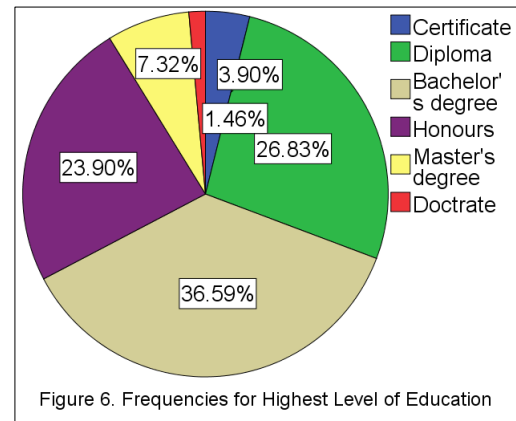
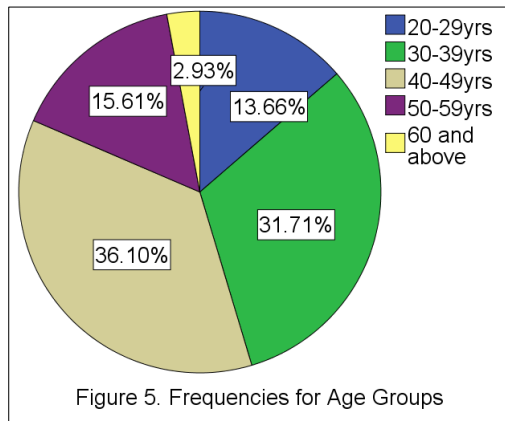


Figure 3 shows that the majority of participants (46%) have Setswana as their home language and the minority (4%) speaks other languages. Figure 4 informs one that that approximately 65% of the participants are Africans and the 35% is of other races.



It can be noticed from Figure 5 that the oldest participants are at least 60 years old and constitutes the minority of the participants (2.93%). Most participants belong to the age groups of 40 to 49 years (36.1%) and 30 to 39 years (31.71%). Figure 6 shows that the majority of the participants have a Bachelor's degree (36.59%) while the minority has Doctorate (1.46%). Only 7.32% participants have a Master's degree whereas 23.9% has an honours degree and less than 4% has Certificates.

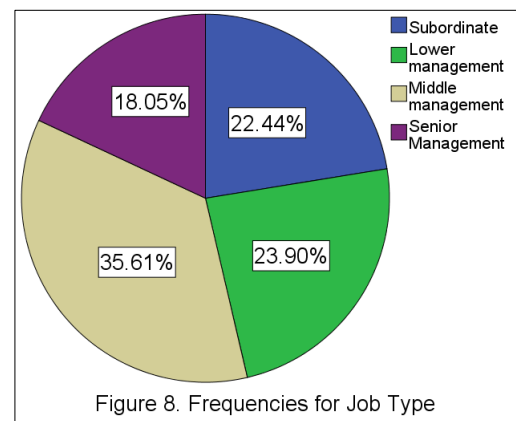
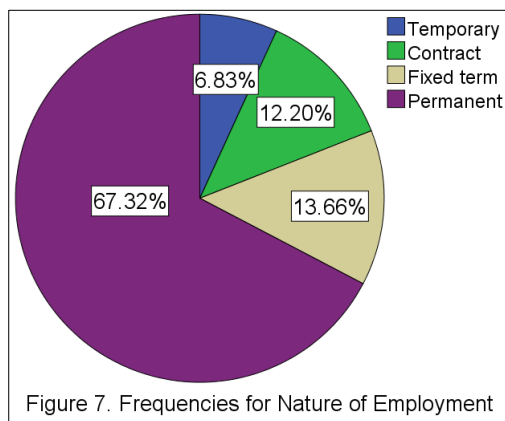


Figure 7 shows that most of the participants are permanently employed (67.32%) and temporary employees represented less than 10% of the participants. It can be noticed from Figure 8 that middle management positions are occupied by 35.61% whereas almost the same percentage of participants is observed for senior management (23.9%) and subordinates (22.44%). Figure 8 also shows that the minority of the participants are subordinates (18.05%).

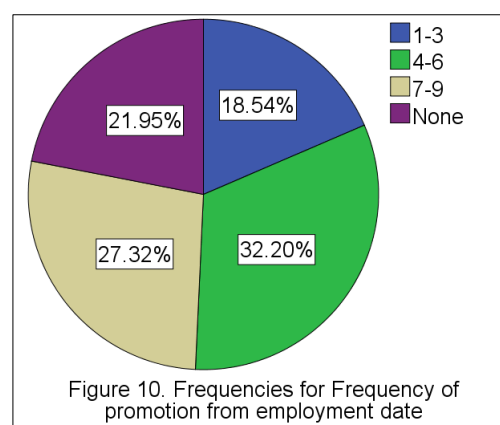
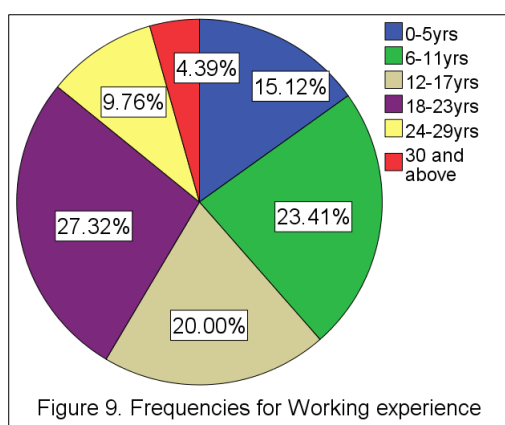
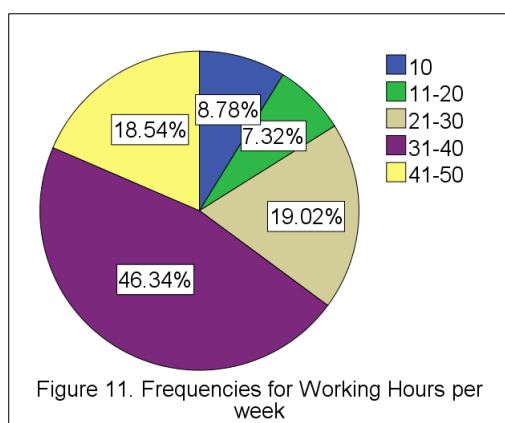


Figure 9 shows that with respect to working experience, the majority of participants have between 18 to 23 years, the second highest percentage of the participants (23.41%) have 6 to 11 years whereas a scanty 4% have at least 30 years. Figure 10 shows that most participants (32.2%) have a frequency of promotion of 4-6 times whereas the smallest percentage of participants (18.54%) had only 1-3 times in terms of promotion.



It can be observed from Figure 11 that close to half (46.34%) of the employees in the department work for 31 to 40 hours per week, almost an equal percentage of the participants work the 21 to 30 (19.02%) and 41 to 50 (18.54%) hours per week. Other participants work for 10 to 20 hours a week.

Research Procedure

Permission to conduct research was sought through a formal letter from the university in order to distribute questionnaires. The Head of Department authorized for the researcher to drop off questionnaires in sectional managers for them to give their co-workers and subordinates. These questionnaires were to be distributed among professionals within a

North-West a Provincial Department in the different sections such as Auxiliary Services, School Nutrition, Office of the DDG and Curriculum Development.

Explanation was clearly made and the contents of the questionnaire were also outlined and explained to respondents. Employees were also told about the purpose of the research and asked to participate voluntarily. Confidentiality and anonymity of participants were taken into consideration throughout the conduction of the research and they were made aware of this.

Measuring Instrument

The Copenhagen Burnout Inventory (CBI) was utilized to gather data on burnout as perceived by the respondents. The CBI has 19 items and consists of 3 sub-dimensions measuring personal burnout, work-related burnout and client-related burnout for use in different domains. Respondents were required to answer questions such as “how often do you feel tired?”; “do you feel worn out at the end of the day?” and “do you find it hard to work with clients?” The CBI was uniquely designed in a way that indicates whether respondents’ feelings of burnout are personal, work-related or client-related. Smit (2012) confirms that CBI indicates where respondents’ exhaustion stems from.

Statistical Analysis

Data analysis was carried out using SPSS. An exploratory factor analysis was used to determine the underlying factor structure of the variables. Pearson product-moment correlation coefficient was used to specify the relationship between the variables. Multiple regression analysis was performed to test for the moderation of relationships between the variables in this research.

Results

Table 1 Cronbach’s Alpha Coefficient of Burnout

	Personal Burnout	Work-related Burnout	Client-related Burnout	Variance explained	Cronbach’s Alpha
PB1	.667			• 43.246	• .881
PB2	.795				
PB3	.784				

PB4	.744				
PB5	.686				
PB6	.645				
WRB1		.424		11.387	0.866
• WRB2		.545			
• WRB3		.746			
• WRB4		.792			
• WRB5		.824			
• WRB6		.730			
WRB7		.531			
CRB1			.719	7.256	.887
• CRB2			.820		
• CRB3			.819		
• CRB4			.666		
• CRB5			.790		
• CRB6			.760		

Table 1 above shows that all the constructs had a Cronbach's Alpha coefficient of 0.70. According to Streiner and Norman (1989) the questionnaire item reliability score must be 0.70 or higher in order for a measure to be statistically acceptable and used. All the three measures of reliability for each construct are good.

Personal-Burnout

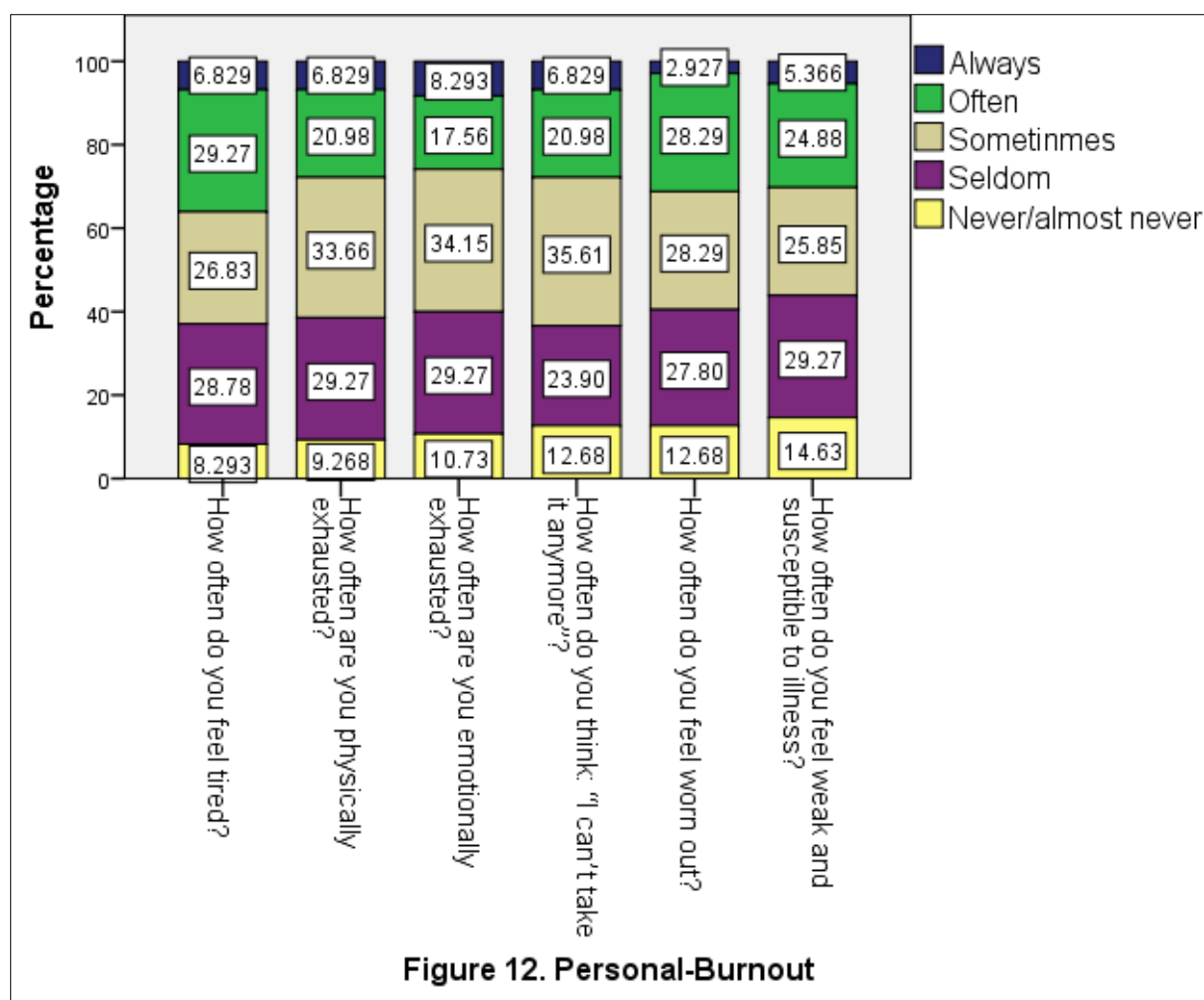


Figure 12

Personal Burnout

How often do you feel tired?

According to Figure 12 above, almost 7% of the respondents said they always feel tired while 8.30% indicated that they never/almost never feel tired. 29.30% said they often feel tired.

How often are you physically exhausted?

In the figure above it is shown that 21% of the participants said they are often physically exhausted. In contrast, 9.30% said they never/almost never feel tired. Almost 34% said they sometimes feel tired.

How often are you emotionally exhausted?

In Figure 12 above, it is clear that 29.30% of the participants are seldom emotionally exhausted. A small 8.30% indicated that they are always emotionally exhausted and almost 11% said they never/almost never experience this.

How often do you think: "I can't take it anymore"?

According to Figure 12 above, 35.61% of the participants sometimes think they cannot take it anymore. Only a small percentage of almost 7% always think this; while 13% never/almost never think they cannot take it anymore.

How often do you feel worn out?

According to Figure 12 above 28.30% often feel worn-out while another 28.30% sometimes do. In contrast, a small 3% of the participants always feel worn-out and 13% never/almost never feel worn-out.

How often do you feel weak and susceptible to illness?

The results in Figure 12 show that 5.40% of the participants always feel weak and susceptible to illness while 15% never/almost never feel this way. Furthermore, 29.30% seldom feel weak and susceptible to illness.

Work-related Burnout

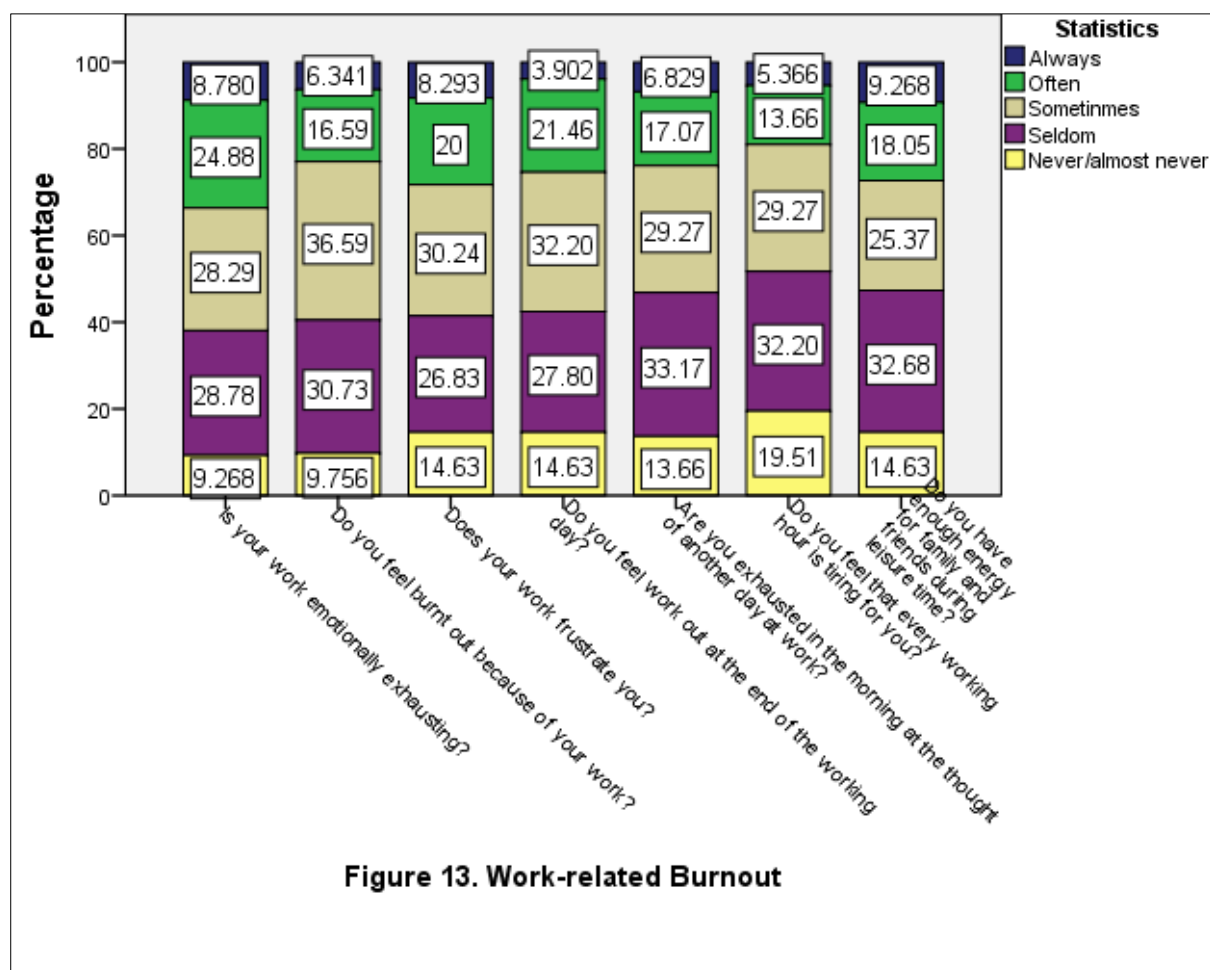


Figure 13 – Work-related Burnout

Is your work emotionally exhausting?

Figure 13 above indicates that 8.80% of the participants always find their work emotionally exhausting while a contrasting 9.30% never/almost never perceive their work in that light.

Do you feel burnt out because of your work?

According to Figure 13 above, 6.34% of the participants always feel burnt out because of their work and a contrasting 10% never/almost never have this opinion. Almost 37% stated that they sometimes find their work burning them out.

Does your work frustrate you?

Results in Figure 13 indicate that 8.30% of the population always find their work frustrating. In contrast, 15% said they never/almost never find their work frustrating while 30.24% said they sometimes do.

Do you feel work out at the end of the working day?

According to Figure 13 above, 32.20% of the participants sometimes feel work out at the end of the working day while a contrasting 27.80% seldom perceive their work in this light. A lesser 4% always feel work out at the end of the working day.

Are you exhausted in the morning at the thought of another day at work?

In Figure 13 above, it is shown that 33.20% of the participants are exhausted in the morning at the thought of another day at work. Only 14% of the participants never/almost never experience this in the morning. A contrasting 7% are always exhausted in the morning at the thought of another day at work.

Do you feel that every working hour is tiring for you?

Figure 13 above shows that 5.40% of the participants always feel that every working hour is tiring for them while 19.51% never/almost never feel this. Lastly, 32.20% said they seldom feel this way.

Do you have enough energy for family and friends during leisure time?

According to Figure 13, 15% of the participants never/almost never have enough energy for family and friends during leisure time while a small 9.30% said they always have such energy. Only 18.05% often have this needed energy but 33% seldom do.

Client-related Burnout

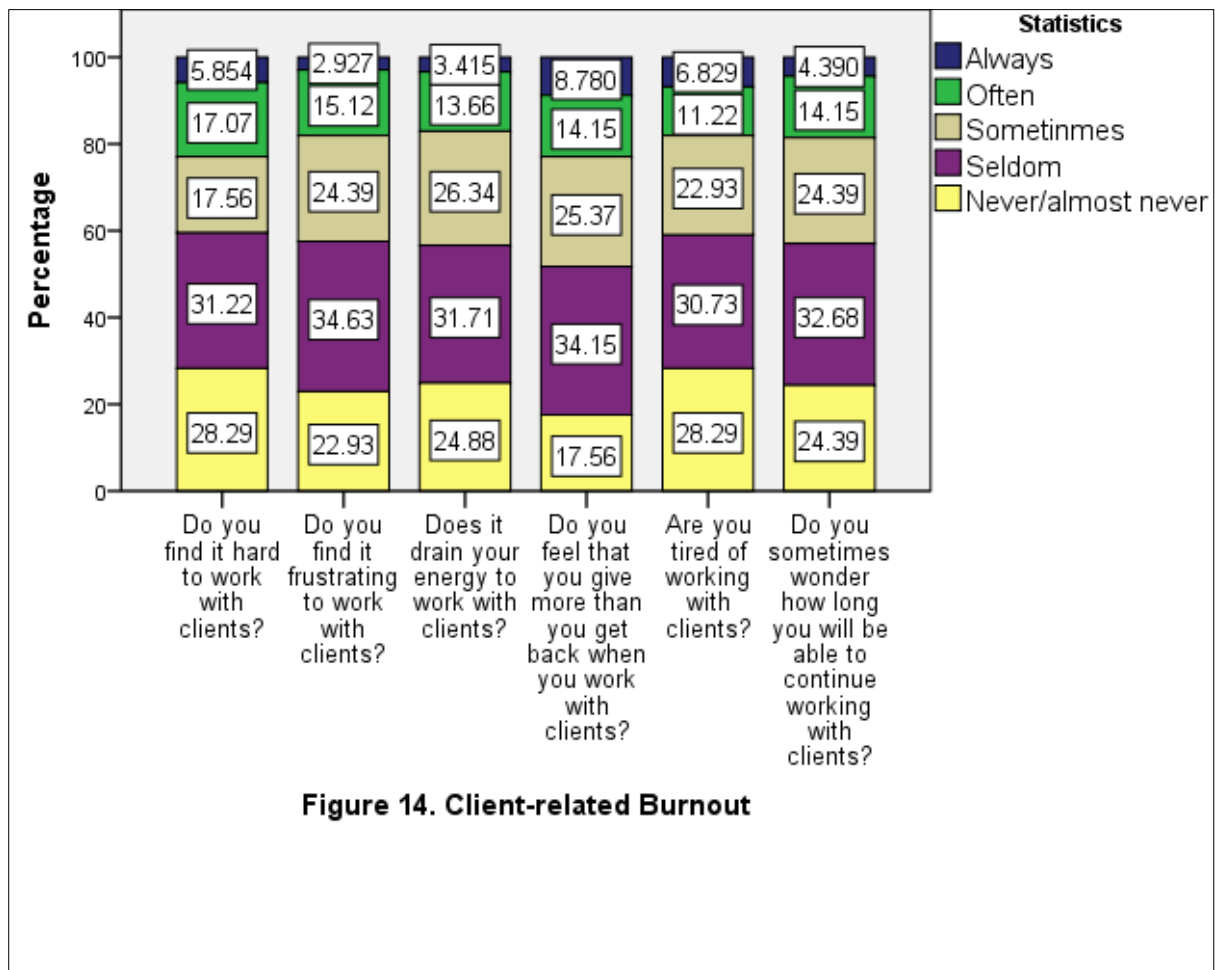


Figure 14. Client-related Burnout

Figure 14 – Client-related Burnout

Do you find it hard to work with clients?

Figure 14 above indicates that 6% of the population always find it hard to work with clients; only 28.30% said they never/almost never find it hard to work with their clients. However, 31.22% said they seldom deem their work as such.

Do you find it frustrating to work with clients?

According to the above Figure 14, 23% never/almost never find it frustrating to work with clients, it is only 3% of the population that always do. A further 35% seldom find it frustrating to work with clients

Does it drain your energy to work with clients?

In Figure 14 above, 3.42% of the population always consider it energy draining to work with clients. Furthermore, 32% said they seldom feel this way but 25% said they never/almost never find working with clients draining their energy.

Do you feel that you give more than you get back when working with clients?

According to Figure 14, 34.20% of the participants seldom feel that they give more than they get back when working with clients. Only 9% always feel this particular way and an opposing 18% said they never/almost never experience this feeling.

Are you tired of working with clients?

Figure 14 shows that 30.73% of the participants seldom think they are tired of working with clients. Only 7% confirmed that they always consider themselves tired of working with clients while 28.30% never/almost never felt this.

Do you sometimes wonder how long you will be able to continue working with clients?

In Figure 14 above, it is shown that 24.40% of the population sometimes wonder how long they will be able to continue working with clients and 24.40% said they never/almost never wonder about their tenure by working with clients.

Table 2 Correlation Statistics of CBI

		Personal Burnout	Work related burnout	Client related burnout
Personal Burnout	Pearson	1	.035	.374
	Correlation			
	Sig. (2-tailed)		.948	.465
	N	6	6	6
Work related burnout	Pearson	.035	1	.003
	Correlation			
	Sig. (2-tailed)	.948		.996
	N	6	7	6
Client related burnout	Pearson	.374	.003	1
	Correlation			
	Sig. (2-tailed)	.465	.996	
	N	6	6	6

Table 1 above indicates that all the expected correlation coefficients are above the 0.05 level of significance inferring that an insignificant but positive relation between the burnout scales is present. One could conclude that none of the burnout scale is bound to exist in the absence of the other. Personal and work related burnout had a correlation coefficient of .035 with a significance level of .948., while personal and client related burnout had a correlation

coefficient of .374 and a significance level of .465. Personal burnout, work-related burnout and client related burnout are related but not significantly.

DISCUSSION

There is convergence with regards responses concerning burnout. This is evident from the statements associated with each burnout construct. All the statements load significantly to their respective construct implying that the respondents concur that there is a relationship between such statements and burnout constructs. For example, all the respondents agree that they experience a state of prolonged physical and psychological exhaustion personally, at work and when with clients. Moreover, Wang, Liu and Wang (2015) conclude that burnout can result in mental fatigue, anxiety, lack of motivation and absence from work, they argued that this can cripple the workforce.

Figure 12 indicates that 30% of the participants confirmed that they often feel tired. Within those participants, 25% stated that they often feel emotionally exhausted by their jobs. Hildingsson, Westlund and Wiklund (2013) state that professionals report high levels of work and client burnout as measured by the Copenhagen Burnout Inventory. 29% said they are seldom physically exhausted and 8% said they are always emotionally exhausted. Burnout, according to Aldress, Badri, Islam and Alqahtani (2015), has been recognized as an occupational hazard and has been frequently studied across different occupations globally.

Nevertheless, 36% said they sometimes think they cannot take it anymore. Swider and Zimmerman (2010) state that this phenomenon of employees experiencing and responding to work demands has recently received much attention in organizational research. Almost 15% stated that they almost never/never feel worn out. Only 5% said they always feel weak and susceptible to illness. According to Rose and Rose (2005) if the job demands can exceed the coping resources, stress will be unmanageable.

Figure 13 shows that nearly 40% of the participants said they sometimes feel burnt out because of their work. This may be the case as 30% of the participants posit that their work frustrates them. Tsai, Huang and Chan (2009) stated that work-related burnout relishes much attention due to the amplified psychological and emotional demands of jobs in the service industry. When asked if they feel work out at the end of the working day, 15% said that almost never/never happens to them while 32% said it does sometimes and 4% said it always happens.

Likewise, 29% said they sometimes get exhausted in the morning at the thought of another day at work while 7% said they always do. Wang, Liu and Wang (2015) proposes that job burnout among employees can result in mental fatigue, anxiety, lack of motivation and absence from work, which can potentially increase the shortage of staff in the respective professions. 20% of the population indicated that they almost never/never felt that every working hour is tiring. Only 5% felt that the working hours are tiring. Moreover, 9% of the participants have enough energy for family and friends during leisure time but 33% seldom enjoys the pleasure.

According to Figure 14 when it comes to working with clients, 6% of the respondents always find it hard to do. 31% seldom find it hard but 28% almost never/never find it hard to work with clients. In addition, 23% almost never/never find it frustrating to work with clients. Only 3% claimed that working with clients drains their energy. Ultimately 23% sometimes got tired of working with clients. Gray-Stanley and Muramatsu (2011) suggest that employees who have a healthier support structure i.e. family (spouse, family etc.) and work i.e. (co-workers, managers) cope better with increasing job demands.

According to Cronbach and Shavelson (2004) the variances associated with the three burnout factors are also different confirming that the perceived statements are relevant.

The authors suggested the following thumb rule when interpreting the reliability statistics: $\alpha \geq 0.9$ is excellent, $0.8 \leq \alpha < 0.9$ is good, $0.7 \leq \alpha < 0.8$ is acceptable, $0.6 \leq \alpha < 0.7$ is questionable, $0.5 \leq \alpha < 0.6$ is poor and $\alpha < 0.5$ is unacceptable. Table 21 above showed that the burnout sub-scales have an insignificant but positive relationship with all the correlation coefficients being above the 0.05 level of significance.

RECOMMENDATIONS

The NWP Department in this study, as an organization, needs to put more coping strategies and employee wellness programmes in place as most of the employees usually feel emotionally exhausted and have feelings that suggest that they cannot take the pressure anymore. Health screening sessions must be increased and made available for all employees. The family life of employees should also be a concern for organizational leaders. It is important that supervisors allocate duties and tasks that do not suffocate the personal lives of employees by allowing for more flexible working hours that do not confine them to a single working station.

Organizational leaders, managers and supervisors must ensure continuous communication with subordinates to trace the level of frustration experienced by the latter and to tone this down when necessary. This suggests that supervisors should talk to their subordinates about the workload, in terms of what tasks are to be done, how strenuous these are and to which extent the employee would be able to persevere despite the odds. Leaders must encourage employees to give back to the community by executing their tasks selflessly as they were appointed to work with such clients and should do their job flawlessly.

This would constitute some impersonal character on the supervisors' side, but leaders must also find out how employees are doing on a more personal level in terms of family life. The careers of employees should also be managers' concerns in terms of guiding employees on which courses, training and development programmes to take in attempts of getting ahead in their career. Some of the participants in the study reported here find it hard to work with clients and as such organizational leaders have the responsibility of training these employees to cope better with the stressful task of working with clients.

LIMITATIONS

This research was conducted in a relatively small organization where participation was totally voluntary. The respondents consisted mainly of middle management reducing the chances of generalizing the results to all the other managerial levels. Likewise, the respondents to this study were mostly African which suggests that the perceptions and attitudes displayed in the questionnaire might have been biased in respect of the provincial and national racial profiles. Data was collected by use of questionnaire and participants are sometimes neutral when responding, a further collection method would have made results more reliable.

CONCLUSION

The objective of this article was to examine the factors affecting burnout. In this chapter burnout was defined and discussed as a three component construct consisting of emotional exhaustion, depersonalization and low personal accomplishment. Following these were the different burnout contexts i.e. personal, work- and client-related burnout. These were followed by the research design, participants and the statistical analysis. The results indicate that burnout exists among the departmental professionals. These were graphically represented and later on in the chapter discussed to conclude the article.

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CHAPTER 6

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

1. INTRODUCTION

In this chapter, a conclusion in accordance to the objectives is drawn with regards the four articles that shaped this research. The research was meant to investigate how leadership mind-set impacts on talent management, career orientation and burnout. Different measuring tools were used to assess those aspects of Leadership, Talent Management, Career Orientation and Burnout in the articles presented.

The results in the three articles suggested that organisational leadership ought to modify its style of leading in order to accommodate the employees' individual needs. They further indicated that most employees in the North-West Provincial department which was the site of study prefer to work towards building own organizations for self-employment and skill specialization.

The next segment discusses the limitations to this study and this is followed by recommendations for organisations, managers and professionals to adopt in order to avoid or reduce burnout amongst employees. These are valuable for use in awakening managers and organisational leaders to apply talent management practices effectively and consistently.

2. CONCLUSIONS

The aim of this research was to establish whether talent management by leadership endorses career orientation and how this impacts employee burnout. Questionnaires were used to explore the variables in this study which are Leadership (*Multi-Leadership Questionnaire - MLQ*), Talent Management (*Human Capital Index - HCI*), Career Orientation (*Career Orientation Inventory – COI*) and Burnout (*Copenhagen Burnout Inventory – CBI*).

The study was conducted within a North-West Provincial Department with a sample size $N = 205$ professionals and similar biographical questionnaires were administered in all the articles. The results showed that organizational leadership has the capacity and power to manage talent more effectively through day-to-day accomplishments that add to the synergy of organizational goal attainment (Garavan, 2012; Maeleb & Garavan, 2013).

As Schaufeli and Salanova (2014) submit, burnout persists amongst professionals and most of them are more self-oriented which implies that their career orientation is less people-centric. Knippenberg and Stam (2014) state that leadership is concerned with the ability to influence others to work towards a common organizational vision. According to Carter and Greer (2013), different people have different approaches to it; some are laissez-faire while some lead with contingent rewards.

Furthermore, Cascio and Aguinis (2008) state that talent management has become the leading human resource topic of the 21st century and involves the strategic integration of resourcing, development and retention of highly skilled performers. Tschopp, Grote and Gerber (2014) identify career orientation as the line with which an individual defines his or her career path. Minbaeva and Collings (2013) demonstrate that the 21st century has introduced a new era; one that is characterized by globalization and internationalization of skills deployment.

In addition to this, employers can no longer guarantee the permanence of their workforce as careers are becoming more borderless. Savickas (2012) posits that employees want a more flexible job where their decision-making and freedom is accessible in executing their dutiful tasks. According to Xu (2015) burnout which has three main components of emotional exhaustion, cynicism and decreased personal accomplishment is a condition with few and mild symptoms to chronic and severe symptoms.

Howard (2015) states that burnout is primarily caused by an increased demand on work or family life and a lack of synchronized increase in supply of coping and sustainable resources. The Copenhagen Burnout Inventory (CBI) was utilized to establish the burnout status quo within the professionals in a Provincial Department. For the first article which was about leadership, the MLQ was administered to inspect the different leadership styles of professionals to determine how accommodative these are in talent management.

This was done also to establish whether such styles can be improved on or toned down to avoid employee burnout and endorse employee career orientation. The results indicated that most of the professionals in the department are not people-oriented as such they seldom help others feel good to be around them. The second article was about talent management and the HCI was used to assess talent management practices of the organization and how managers and organizational leaders apply them.

The practices were divided into four factors namely, talent review process, talent acquisition, talent development and talent retention. The results showed that talent management practices are averagely applied within the department. The third article was about career orientation and the Career Orientation Inventory was used to assess the perceptions that professionals have about the careers they aspire for. The measuring instrument contained items such as “I would rather leave my organization than to be put in a job that would compromise my ability to pursue personal and family concerns.”

Most of the respondents said such statements were occasionally true for them. The fourth article focused on Burnout and data collection was conducted using the CBI to examine factors affecting burnout such as emotional exhaustion, depersonalization and decreased personal accomplishment. Burnout was explored at three levels of personal, work-related and client-related. Most of the respondents stated that they sometimes feel worn out and seldom felt burnt out at work while others said they sometimes find it hard to work with clients.

3. LIMITATIONS

This descriptive study was conducted in a Provincial Department in the North-West where participation was absolutely voluntary. Almost 40% of the total population of interest fully completed the questionnaires. This minimised the probabilities of generalising the results to a larger population. The research was conducted in a relatively small department in a relatively small town (Mafikeng).

Shaughnessy and Zechmeister (1997) suggest that the research design used for this study can be employed to describe the population but cannot be used to determine causal relationships. According to Schaufeli and Enzmann (1998) longitudinal studies appear to be more relevant for determining causal relationships, and this study therefore fails to meet this criterion as it was a purposive sample which did not meet the longitudinal scale. Further limitations include the unequal distribution in the sample regarding the race category in particular.

African professionals were represented by more than 60% of the population. This figure would be more if the distribution was more on other races such as Indian and White. However, the setting of the research project exists in a small town where most residents are Black, meaning the results can be more relevant for generalising among Black communities, and further research must accommodate the national scale in terms of racial diversity.

4. RECOMMENDATIONS

The measuring instruments used to measure the variables in this study i.e. MLQ, HCI, COI and the CBI proved to be reliable for the context in which they were used. According to Hossain (2015), leadership attributes found in each professional should be harnessed to ensure that motivation levels are kept at an all-time high for all employees and subordinates alike. According to the results of this research, the use of these measuring instruments is recommended to assess these constructs amongst departmental professionals.

It is recommended for organisational leaders to adopt and implement effective and efficient talent management policies and practices to ensure that employees make significant career decisions and that they avoid burnout at any level. Van der Colff (2005) argues that if the proper talent management practices are not put in place, employees may fail to perform at expected standards and organizational productivity will be reduced. According to McGrath, Reid and Boore (2003), cordial working relationships are vital for employee wellbeing. They add that some researchers have stated that work autonomy has a highly motivational factor for employees.

According to Parker, Nagy, Trautwein and Ludtke (2014) the career aspirations of different individuals also inform the kind of attitude they display within their workplaces whether they are in leadership positions or not. As burnout starts with a gradual depletion of emotional resources of professionals, it is recommended that programmes concerning talent acquisition, talent development and talent retention be managed and continuously renewed to evade obsolescence.

Organisations can develop employees through different training and development initiatives where unique individual abilities are cherished and included within the creation of an organisational vision. According to Demir, Ulusoy and Ulusoy (2003), as educational levels rise, people begin to experience escalated professional satisfaction and are able to cope better despite the job stressors that may even cause burnout.

Gilbert (2001) insists that further training for professionals is essential and emphasises that highly educated people are more absorbed in their work. Demerouti, Bakker, Nachreiner and Schaufeli (2000) argue that leaders and managers have vital roles to play in fostering cordial working relations amongst all employees, co-workers and subordinates. Leadership

workshops and seminars must be planned and executed at least bi-yearly for all employees even those who are not in leadership positions.

This should be done fewer times in order to avoid additional training costs (in non-leadership positions) but such training should not be avoided totally. Additionally, leaders and managers must be trained and developed on some of the most effective and efficient leadership styles in order to be the best leaders for their subordinates and co-workers. Isaacs (2016) argues that good employment improves the well-being of employees therefore, organisations must look into assisting employees to balance their home and work lives.

Not only that but leaders and managers must encourage their subordinates and co-workers to maintain healthy lifestyles and prioritise their duties into small manageable tasks. Ababneh, Hackett and Schat (2014) indicate that in the 19th century recruitment focused on underlying selection systems from an organisational perspective and as such, procedures should be shrewd in identifying the best talent in the market and developmental techniques for talented employees must be continuously evaluated and updated.

Kokt and Ramarumo (2015) state that burnout has been described as one of the major challenges in industry and many employees suffer its various forms. However, Lewis and Heckman (2006) argue that proper talent management policies and practices can help retain high performing employees who have inspiration and aspirations for their careers. More research should be conducted to further investigate the talent management practices, policies and application that will guarantee success if effectively used.

Sesane (2014) identify a host of challenges that face organisational leadership and such can only be overcome by engaging more studies. Shanafelt, Boone, Tan, Dyrbye, Sotile, Satele and Oreskovich (2012) also add that leaders must take the transformational leadership style where they will give employees individualised consideration and be able to analyse how subordinates fair on work-life balance. Muenjohn (2015) also emphasises that such leadership style was key in motivating followers to perform beyond expected standards. The most successful organization is the one that has a fully motivated workforce provided all other necessary resources for work completion are available.

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