Effect of Talent Management Training Program on Head Nurses Leadership Effectiveness

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Abstract

Background: Talent management is increasingly discussed in the human resource management and human resource development literature. It is a set of practices that are implemented in organizations and refers to how organizations attract, select, develop and manage employees in an integrated and strategic way. **The study aim:** To investigate the effect of talent management training program on head nurses leadership effectiveness. **Research design:** A quasi-experimental research design was utilized. **Setting:** The study was conducted at all inpatient units (medical surgical) and critical care units (N=15) Damanhour National Medical Institute (head nurses =120**). Tools:** Tool I: To assess head nurses' knowledge regarding talent management (pre/posttest). Tool II: Talent management questionnaire; to assess talent management practices among head nurses. Tool III: Leadership effectiveness questionnaire: to assess leadership effectiveness among head nurses. **Results:** there is a highly statistically significant improvement in head nurse's knowledge and practice regarding talent management in the post phase and follow-up phase compared to their pre-intervention. **Conclusion:** the application of the training program had a positive impact on enhancing head nurses' knowledge and practice regarding talent management and also total leadership effectiveness level was improved markedly throughout program phases. **Recommendations:** Conduct a talent management workshop periodically for all head nurses as a refreshment course. Providing talent management programs and workshops for newly hired head nurse in the organization.

Keywords: Talent Management, head nurses, leadership, Leadership Effectiveness

Introduction

Globalization changed the situation of employment where talent comes to be distinct. It seems that handling talent is the main task that organizations are fronting recently **(Dalayga & Baskaran, 2019).** So nowadays management of talent is progressively discussed in human resource management and human resource development **(Stahl et al., 2007; Collings et al., 2011).** Talent management is a group of applied methods **(CIPD, 2011; McDonnell et al., 2010)**, and describes how organizations perform employee attraction, selection, development, and management in a unified and tactical way (Scullion and Collings, 2011). Talent development represents an essential element of the entire talent management process **(Novations, 2009, Cappelli, 2009).** According to Johns Hopkins University Human Resources, talent management includes the integrated organizational human resource processes that work together to attract, engage, motivate and retain the best employees for the organization **(Michael, 2019).**

Regarding managerial positions, talent was recognized as: 'A code for the most successful leaders and managers at all levels who can assist a company to complete its objectives and lead its execution. Management talent is a mixture of a clever tactical mind, leadership and communications skills, power to fascinate and motivate other talented managers **(Michaels, et al, 2010).** Also, talent management ensures that employees are employed, developed, and maintained in a way their great impact can be completely accomplished. It has been well-defined as: '…the efficient attraction, recognition, development and utilization of employees with great capability known to be of specific significance to the organization' **(Michael, 2019, CIPD, 2010).** The primary purpose of talent management is to create a motivated workforce who will stay with your company in the long run. The exact way to achieve this

will differ from company to company (Campbell & Smith, 2014).

Talent management tells to control programs in that talent can be fused with management persons, hence guiding an organization to healthier creation and business ranks in worker relationships **(Unseem, 2011).** Leadership is a method that affects and realizes goals. Thus, leadership is the ability of the individual to affect a group of other people to do something expressive to them **(Baker & Zomorodi, 2018).** Leadership Efficiency is the aptitude to reach the necessary resources to achieve recognized goals of the organization by saving the collaboration of others. Leadership effectiveness has been labeled also as connecting a level of sureness in the knowledge, skills, and abilities with principal others. Rendering to the leadership's researchers, effective leadership is a key analyst of organizational achievement or failure while investigative the issues that lead to organizational achievement **(Mitra et al. 2017).**

Talent management is a key area where leaders are, focusing increased amounts of their attention. For too long and in too many organization talent management has been "owned" by human resources (HR). It has been an annual process, not a business needs driven ever-present requirement needing constant leadership focus **(Baker & Zomorodi, 2018).**

Significance of the study

According to the reviews, almost all studies are concentrating on leadership development nonetheless there are not enough studies that display how talent management in what way a person requirements, it chiefly emphasizes on qualities of persons and how it is allied with organizational necessities. Additionally, the previous studies recommend that talent development is essential for effective leadership development from the personal as well as organizational perspective. **Dickmann, et al. (2011)** and **McDonnell and Collings, (2011)** consider that an effective human resource system, the right selection of talents, accurate human resource planning, career management performance management, and succession planning is essential.

The study Aim:

To investigate the effect of talent management training program on head nurses leadership effectiveness.

Research Hypothesis:

- Head Nurses' leadership effectiveness will be improved after the implementation of a talent management training program.

Research design:

A quasi-experimental research design was utilized. Quasi-experimental design is a unique research methodology because it is characterized by what it lacks. **Abraham & MacDonald (2011)** state: "Quasi-experimental research is similar to experimental research in that there is a manipulation of an independent variable. It differs from experimental research because either there is no control group, no random selection, no random assignment, and/or no active manipulation." **(Iowa State University of Science and Technology, 2021).**

Setting

The study was conducted at Damanhour National Medical Institute's at medical unit, surgical unit, outpatients and critical care units (N=310). Specifically, medical units (N=77) (general medical A & B; hepatology; renal; hematemesis; and neurology); surgical units (N=68) (general surgical A, B, C, & D; neurosurgery; and E.N.T surgery); outpatients departments (N=40) and critical care units (N=125) general Intensive Care Unit (ICU); coronary care unit; emergency unit (male and female); diagnostic and treatment heart catheter; open heart surgery; neurosurgery ICU; recovery; dialysis; pediatric ICU; high risk; and obstetrics & gynecology ICU.). The Damanhour National Medical Institute is affiliated with the General Organization for Teaching Hospital and Institutes and is considered the main teaching hospital in El-Beheira.

Subjects

All available head nurses, who are working in the earlier stated settings were involved in the study (N= 120). Medical units (N=26); surgical units (N=28); outpatients departments (N=29) and critical care units (N=37)

Tools of the Study:

Tool I: self-administered knowledge questionnaire: To assess head nurses' knowledge regarding talent management (pre/posttest). It was developed by the researcher based on the literature review (**Oehley, 2007, Thunnissen & Gallardo-Gallardo, 2017, and King, 2018)**. It contained 20 MCQ considered into seven subgroups to assess head nurses' knowledge about the definition and importance of talent management (2 questions); conditions for successful talent management (2 questions); principles and factors of talent management (4 questions); job strategies and tools for the detection of talented (5 questions); talent management inputs (2 questions); talent management processes (3questions), and lastly, talent Management outputs (2 questions).

Scoring system

The right answer was scored (1), the improper answer was scored (zero), the total grads as for the knowledge sheet was (20), the total grads as for every subgroup were calculated, and then the total score for the entire questionnaire was calculated for every head nurse. Head nurses' knowledge level was categorized as satisfactory if the score is 75% or more; while unsatisfactory if the score is less than 75%.

Additionally, a Demographic data sheet: was developed and including age, educational level, working unit, experience in both nursing (years) and current position (years) and marital status.

Tool II: Talent management questionnaire; to assess talent management practices among head nurses. it was developed by **Oehley (2007)** and consisted of 43 items divided into eight dimensions as the following: displaying a talent management mindset (4 items); attracting and recruiting talent (5 items); identifying and differentiating talented employees (6 items); developing others (6

items); building and maintaining positive relationships (6 items); providing meaningful and challenging work (5 items); remunerating and rewarding fairly (6 items); managing work-life equilibrium (5 items). Responses were measured by a five-point Likert scale (never 1, rarely 2, sometimes 3, often 4, and always 5).

Scoring system

The mean score for the part was calculated then transformed into a percent score. The score was considered low if it was less than 60%, moderate from 60%, - <75% and high if 75% or more.

Tool III: Leadership effectiveness questionnaire: It was developed by **Guillen and Florent, (2011)** to assess leadership effectiveness among head nurses. It contained 50 items grouped under six dimensions as follow: envisioning (9 items); energizing (8 items); designing and aligning (6 items); rewarding and feedback (8 items); team-building (11 items); and Empowering (8 items). Responses were measured by a five-point Likert scale ranging from (strongly disagree = 1) to (strongly agree = 5,). The mean score for the part was calculated then transformed into a percent score.

Scoring system

Leadership effectiveness categorized as high if the total score was >75% and moderate if the subjects had a total score from 60 to 75%, and the low level if the total score was< 60%; thus indicating high reliability.

Validity and reliability:

A panel of five experts tested the tools, who were professors of nursing administration to appraise its face and content validity. The experts revised the tools for their content, clarity, simplicity, relevance, completeness and suitability. Minor changes were done and then the final forms of the tools were designed. Cronbach's alpha test was done for the reliability of tools by which it was 0.90 for the knowledge questionnaire, 0.94 for the talent management tool and 0.92 for the leadership effectiveness questionnaire.

Pilot Study

The pilot study was conducted on 12 nurse managers, who represents (10%), rather than the study samples. The pilot study was done to assess the pertinency, clarity, and feasibility of the tools used in the study.

Fieldwork

Data collection of the study started in January 2021 to March 2021. The study was conducted through the assessment, planning, implementation, and evaluation phase.

Assessment phase:

This involved the conduction of the pre-tests to assess nurse managers' knowledge regarding talent management to identify their learning needs.

Planning phase:

Constructed on the analysis of the assessment phase, and in the light of related literature, the researcher developed the training program. The program; the main objective was to inspect the influence of a talent management training program on nurse managers' leadership effectiveness. It was conducted at 6 sessions (started from 9 AM to 12 PM. Each session conducted for 3 hours). All nurse managers were divided groups each group about 20- 25 nurse managers. A handout was prepared to be distributed to participants by the end of the training program.

Implementation phase:

The training program was implemented by the researcher in the selected setting. This was done in small groups of 20-25 nurse managers. Six training sessions were conducted. The program sessions were conducted over a period of 3 weeks in the morning shifts. The total program was 18 hours offered in three days weekly; started from 9 AM to 12 PM The sessions covered topics, such as; the concept and importance of talent management, conditions for successful talent management, and principles of talent management and factors of talent management, strategies and tools for the detection of talented, talent management processes, and talent management inputs and outputs. Sessions were conducted using lectures, role model and small group discussions.

Evaluation phase:

This phase was performed immediately after implementing the program using the same tools used in the assessment phase for measuring knowledge, talent management and leadership effectiveness among nurse managers. It took each participant approximately 40 minutes to complete the questionnaire. Moreover, a follow up was conducted with the same principle after three months from the implementation of the training program implemented.

Ethical Consideration

- The research approval was secured by the ethics committee in the Faculty of Nursing - Damanhour University.

- An official permission has been granted from the Director of Damanhour National Medical Institute and the departments' heads in which the study was conducted. Researchers conducted a meeting with director of nursing services to clarify the aim of the study, to acquire better support, and to stimulate head nurses to participate positively in the study.

- Verbal consent was obtained from the study subjects after an explanation of the aim of the study.

- Privacy and the right to reject to contribute or withdraw from the study were assured during the study. Confidentiality regarding data collected was maintained.

Statistical Design

The data tabulated and analyzed statistically using an IBM personal computer with Statistical Package of Social Science (SPSS) version 17. The following statistics were applied; qualitative variables were described through frequencies and percentages and means ± SD for quantitative variables. To compare the means of the two studied groups' pre and post-intervention and between means of two post-intervention and follow up phase paired t-test was applied. Pearson correlation coefficient (r) was employed to evaluate the interrelationship between quantitative variables. To find the talent management scores' independent predictor, we used the

multiple linear regression analysis. The confidence level chosen for the study was 95%. Statistical significance was considered at a p-value <0.05.

Results

Table (1) shows that the total of 120 head nurse were included in this study. The mean age of the participants was 34.54±8.20 year, 33.33 of the studied nurses their age ranged between 25-30 years, as regard to gender and marital status, 66.67% of the studied nurses were female and married, respectively. Concerning to the educational level of nurses under study, it was found that 58.33% of them had BSN nursing degree. Regarding years of experience ranged between 5 - 14 years with 37.5-years.

Table (2): Show that, head nurses' knowledge regarding talent management items mean scores were low before implementing the program. Also, their mean scores increased markedly throughout program phases. And, there were highly statistically significant differences between all items as well as total knowledge regarding talent management throughout program phases.

Table (3): clarify that, nurse manager talent management practices mean scores were low before implementing the program. Also, practices mean scores increased markedly

throughout program phases. Moreover, there were highly statistically significant differences between all talent management dimensions as well as total talent management practices throughout program phases.

Table (4): shows that there was a highly statistically significant improvement in all mean scores as well as the total mean score of nurse managers' leadership effectiveness throughout program phases.

Table (5): illustrates that there was a highly statistically significant positive correlation between total knowledge, total talent management and total leadership effectiveness among head nurses' score all over program phases.

Table (6), displays the Best fitting multiple linear regression model for the score of total talent management post-training program. As the model shows, the head nurses' age, experience, and total talent management knowledge score were a positive dependent predictor for the score of total talent management post-program. Also the Best fitting multiple linear regression model for the score of total talent management follow-up program. As the model shows, the head nurses' age, experience, and total talent management knowledge were a positive dependent predictor for the total score of talent management immediate follow-up training program.

Table (1): Distribution of head nurses' regarding their demographic characteristics. (N= 120).

Characteristics	No	%
Age		
20 - <25	35	29.17
25 - <30	40	33.33
30 - < 35	20	16.66
35 ≤	25	20.83
Mean ±SD 34.54±8.20		
Years of nursing experiences		
5 < 14 years	45	37.5
14- <25 years	40	33.33
25 years and more	35	29.17
Mean ±SD 14.6±8.31		
Gender		
Male	40	33.33
Female	80	66.67
Marital status		
Married	80	66.67
Unmarried	40	33.33
Educational qualification		
BSN	70	58.33
Diploma	35	29.17
Postgraduate education	15	12.5

Table (2): Mean scores of head nurses' knowledge regarding talent management throughout training program phases. (n=120)

Items	Pre Mean±SD	Post Mean±SD	Follow up Mean±SD	Pre& Post (t1 P)	pre& follow up (t2 P)
Concept and importance of talent management	3.95±0.89	6.03±0.72	5.64±0.74	12.48 <0.000**	13.95 <0.000**
Conditions for successful talent management	4.15±0.69	7.93±1.49	6.93±1.52	10.95 <0.000**	11.98 <0.000**
Principles and factors of talent management	5.10±0.98	8.02±0.98	7.98±0.98	11.25 <0.000**	12.58 <0.000**
Strategies and tools for the detection of talented	7.55±1.59	11.98±1.69	11.69±1.55	11.70 <0.000**	12.99 <0.000**
Talent management inputs	5.06±0.95	7.98±1.09	7.10±1.01	12.98 <0.000**	15.05 <0.000**
Talent management processes	5.70±0.95	8.81±1.39	8.73±1.09	16.55 <0.000**	16.01 <0.000**
Talent management outputs	4.98±0.98	7.91±4.98	6.99±1.94	11.98 <0.000**	13.96 <0.000**
Total knowledge regarding talent management	35.05±2.97	53.91±5.99	51.69±5.98	17.88 <0.000**	20.01 <0.000**

(**) High Significant at P < 0.01

Table (3): Mean scores of head nurses' talent management practices throughout training program phases   (n=120)

Items	Pre Mean±SD	Post Mean±SD	Follow up Mean±SD	Pre& Post (t1 P)	pre& follow up (t2 P)
Displaying a talent management mindset	5.89±0.98	17.01±2.72	16.99±2.58	42.80 <0.000**	45.51 <0.000**
Attracting and recruiting talent	6.80±1.40	19.99±2.98	19.88±2.90	38.86 <0.000**	39.90 <0.000**
Identifying & differentiating talented employees	7.98±1.85	8.02±0.98	7.90±0.98	11.25 <0.000**	12.58 <0.000**
Remunerating and rewarding fairly	7.55±1.59	25.98±2.99	24.89±2.98	47.97 <0.000**	46.98 <0.000**
Managing work-life balance	7.50±1.59	15.99±3.91	15.90±2.95	25.99 <0.000**	30.20 <0.000**
Building and maintaining positive relationships	9.94±2.95	25.93±3.96	24.90±2.99	28.99 <0.000**	28.01 <0.000**
Providing meaningful & challenging work	8.96±2.91	19.90±2.98	18.93±3.90	22.99 <0.000**	28.90 <0.000**
Developing others	8.50±2.54	24.80±3.99	23.93±3.96	28.99 <0.000**	28.80 <0.000**
Total talent management	60.99±7.09	170.78±18.73	167.99±21.99	27.09 <0.000**	32.34 <0.000**

(**) High Significant at P < 0.01

Table (4): Mean scores of head nurses' leadership effectiveness throughout training program phases. (n=120)

Items	Pre Mean±SD	Post Mean±SD	Follow up Mean±SD	Paired Samples Test	
				Pre& Post (t[1] P)	pre& follow up (t[2] P)
Energizing	15.89±3.73	39.98±3.35	39.88±3.25	40.98 <0.000**	43.59 <0.000**
Envisioning	14.55±3.63	37.90±2.98	36.99±3.90	46.89 <0.000**	39.90 <0.000**
Rewarding & Feedback	14.88±3.56	37.10±2.43	35.99±2.89	46.99 <0.000**	54.98 <0.000**
Designing & Aligning	11.98±2.95	27.90±2.95	27.03±1.93	39.50 <0.000**	35.30 <0.000**
Empowering	14.99±3.89	36.99±2.64	35.50±2.95	43.96 <0.000**	35.80 <0.000**
Team-Building	21.56±3.91	50.88±2.98	49.93±3.95	84.50 <0.000**	37.87 <0.000**
Total leadership effectiveness	91.94±12.68	227.96±92	226.40±14.50	55.99 <0.000**	53.89 <0.000**

(**) High Significant at $P < 0.01$

Table (5): Correlations between the total of; knowledge, talent management and leadership effectiveness score throughout the training program process. (n=120)

Parameter	Total talent management score					
	Pre		Post		Follow up	
	r	P	r	P	r	P
Total knowledge regarding related to talent management	0.249	<0.05*	0.347	<0.05*	0.359	<0.05*
Total leadership effectiveness score	0.387	<0.000**	0.623	<0.000**	0.508	<0.000**

(**) High Significant at $P < 0.01$

Table (6): Best fitting multiple linear regression models for the score of total talent management score post and follow up a training program (n=120)

Model	post					Follow up				
	Unstandardized Coefficients		Standardized Coefficient	T	Sig	Unstandardized Coefficients		Standardized Coefficient	T	Sig
	B	Std. Error	Beta			B	Std. Error	Beta		
Constant	128.785	27.626		4.664	.000	138.998	22.534		6.169	.000
Age	1.426	.755	1.413	1.919	.059	1.089	.617	.377	2.035	.043
Qualification	-4.262	3.712	-.166	-.989	.327	-2.443	3.027	-.115	-.809	.424
Experience	1.969	.829	.577	2.239	.029	1.869	.678	.656	2.766	.009
Total knowledge regarding talent management	.4603	.394	.131	3.529	.001	.491	.321	.167	3.867	.000

R= 0.42 Model ANOVA: F=2.976, <0.01**
R= 0.49Model ANOVA: F=3.849, <0.01**
a. Predictors: Age, qualification, Experience, total knowledge regarding talent management score.
b. Dependent Variable: Total talent management score.

Discussion

Regarding head nurses' knowledge regarding talent management, the extant study discovered that there is a highly statistically significant improvement in head nurse' knowledge concerning talent management in the post phase and follow up phase in comparison with their pre-intervention phase. From the researchers' point of view, this improvement in the knowledge of the head nurses could have attributed to utilizing creative teaching approaches that facilitated the interactions and collaboration in the learning process, however, increasing knowledge acquired by head nurses might be clarified by

the verity that learning provided a positive experience and courses created an interactive environment. Besides, the several cycles of repetition created truly dynamic interactive educational sessions. These findings were similar to a study done in Egypt by **Rashed, (2017),** who studied Developing and implementing of managerial innovation skills program for nurses managers at Assiut university hospitals. And reported in his study that a statistically significant difference was observed between their knowledge mean scores obtained in the pretest and post-test and follow up. In the same line the study of **Khalil (2017)** titled in Enhancing head nurses' knowledge and attitudes regarding time management, revealed that statistically significant difference was poor in the pretest and there was improvement throughout the post phase and follow-up phase. Moreover, these results are reinforced by **Obeidat et al. (2018)** who studied the effect of talent management on organizational effectiveness in the healthcare sector, who reported a positive impact of training on head nurses' talent management skills. This is also supported by Howard (2008), who emphasized that talent management aims to assert that a source of talent is reachable to align with the right people at the right time in the right job using expectable, measurable, and actionable skills that assist as a key to organizational achievement.

Related to head nurses' practice regarding talent management, the current study exposed that there is a highly statistically significant improvement in head nurses' practice related talent management in the post phase and follow up phase in comparison with their pre-intervention phase. These results maybe because of the comprehensive and concise application of talent management through instructional tutoring, which was grounded on the results of the pretest and the use of illustrative media as PowerPoints and pictures in addition to the head nurses 'commitment to attend such training courses about talent management. These results are following the results of **Abd El Rahman** and **Farghaly (2019),** titled in Application of Optimis' Talent Management Model for Head Nurses on Nurses' Job Crafting and Innovation, Egypt , **and Thomas et al., (2016)** titled in Registered

nurses leading innovative changes, who revealed that highly improvement of practice was achieved after the educational program. Moreover, This result is in line with the study **performed by Mukweyi (2016) titled in** An investigation of the influence of talent management practices on retention of healthcare professionals at Kijabe Mission Hospital, Kiambu ― stated that talent management can be acquired easily through good planning and continuous efforts of the hospital and produce the desired outcomes. Moreover, the current study findings were similar to the study of **El-Shahat, (2014) titled in** The Effectiveness of implementing clinical supervision models on head nurses' performance and nurses' job satisfaction, stated that there were highly significant differences related to performance assigned by the head nurses and their assistants through all phases of the training program (pre, post, and follow).

According to head nurses' leadership effectiveness, the current study stated that there is a highly statistically significant improvement in head nurses' leadership effectiveness in the post phase and follow up phase in comparison with their preintervention phase. The previous result might be due to the applicability of improving head nurses' leadership effectiveness and readiness them to apply the effective leadership styles and approaches. Similarly, this result is incongruent with the study done by **Hariyati and Ungsianik (2018)** titled in Improving the interpersonal competences of head nurses through Peplau's theoretical active learning approach. Who stated that more than two-thirds of head nurses reported high leadership effectiveness level after applying active learning approaches. In the same line, this result is in agreement with **Bakshawan, et al., (2016)** who conducted a study entitled ―Situational Leadership and Emotional Intelligence Contribution to Promote Nursing Leaders Effectiveness‖ and indicated that leadership effectiveness is very crucial for all health care providers especially head nurses to manage their daily activities and can be learned through different strategies.

Regarding the correlation between talent management scores of head nurses and their knowledge and leadership effectiveness, the

current study revealed that there is a highly statistically significant correlation between total talent management scores of head nurses' and their total leadership scores, also, there is a statistically significant correlation between total talent management scores of nurse managers and their total knowledge regarding talent management. These results are similar to that of **Esteves and Pereira (2017),** who studied Leading to crafting: The relation between leadership talent and nurses' job crafting reported that a high correlation was found between talent management and leadership effectiveness. Moreover, **Afsar et al. (2019)** studied The role of job crafting and knowledge sharing on the effect of transformational leadership on innovative work behavior, who indicated that talent management had a positive impact on head nurses' skills in the health care setting **(Luuet al., 2019).**

Regarding best fitting multiple linear regression model for the score of total talent management score immediate post and follow up a training program, the present study reported that head nurse' age, experience, and total talent management knowledge were a positive predictor for the total score of talent management immediate post and follow-up training program. This result might be due to age and experience has a direct effect on the ability of nurse managers in achieving the best scores. This result is in agreement with the study done by **Dahshan, Keshk**, and **Dorgham (2018)** title in Talent Management and Its Effect on Organization Performance among Nurses at Shebin El-Kom Hospitals, who found that nurses' experiences had a direct positive relationship with their talent management organization performance. Also, **Khor (2017) studied** the relationships between managing talent practices, knowledge management and organizational performance of Malaysian private colleges found that there is a significant relationship between participants' ages and their talent practice and knowledge management.

Conclusion

The results of this study concluded that the application of the tutoring program had a great impact on enhancing knowledge of head nurses and practice regarding talent management and also total leadership effectiveness level was improved markedly throughout program phases. There was a highly statistically significant positive correlation between total knowledge, total talent management and total leadership effectiveness among nurse managers' score throughout program phases.

Recommendations

- Conduct talent management workshop periodically for all head nurses as a refreshment course
- Providing talent management programs and workshops for newly hired head nurse in the organization.
- Encourage complete involvement of nurses and other health care providers to donate their varied talent on the cooperative journey to talent-advantage.

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