Effect of Talent Management Training Program on Leadership Effectiveness and Emotional Intelligence among Nurse Managers

Rasha Mohamed Nagib Ali [1], Abeer Abdallah Ali[2], Maaly Zayed Mohammed [3]
[1] Assistant Professor of Nursing Administration, Faculty of Nursing. Minia University, Egypt
[2] Lecturer of Nursing Administration, Faculty of Nursing. Minia University, Egypt
[3] Lecturer of Nursing Administration, Faculty of Nursing. Cairo University, Egypt

Abstract

Background: The volume-based, fee-for-service financial reimbursement system is being replaced in the healthcare industry by a value-based purchasing strategy. These changes have resulted in substantial challenges for the delivery of care. Hospital administration must alter the way treatment is provided in order to lower costs, improve safety outcomes, and increase productivity and effectiveness. **Aim:** The study aims to investigate the effect of talent management training program on leadership effectiveness and emotional intelligence among nurse managers. **Research design :**this study used a quasi-experimental research design.. **Setting**: The study was conducted at three of Minia University Hospitals (The Pediatrics and Gynecology University Hospital, Renal and Urology University Hospital & The Liver University Hospital). **Subjects:** All nurse managers worked in selected hospitals (n = 53) are included in the study. **Tools:** four tools were used in this study; talent management knowledge questionnaire, talent management practice scale, leadership effectiveness Scale, and emotional intelligence Scale. **Results**: Before the program's implementation, nurse managers' levels of talent management practice and overall knowledge were low; after the program's implementation, they had higher scores with statistically significant differences; additionally, the leadership effectiveness and emotional intelligence scores increased. **Conclusions:** The implementation of a training program greatly enhanced head nurses' understanding of and practices in talent management. It also significantly increased their levels of leadership effectiveness and emotional intelligence. Following the program's implementation, there was a highly statistically significant positive association between head nurses' scores for overall talent management knowledge and practices, overall leadership effectiveness, and emotional intelligence. **Recommendations:** providing all head nurses, especially newly hired nurse managers, with refresher training in leadership development and talent management.

Keywords: Talent management, Training Program, Nurse managers, leadership effectiveness & Emotional intelligence**.**

Introduction

In today's competitive economy, talent management is the basic driving force behind businesses' success (**Leggat et al., 2020**). In light of globalization, organizations are concerned about how to develop a talent management strategy that takes into account the national environment (**Mitosis, Lamnisos & Talias ,2021**). In light of globalization, organization's are concerned about how to develop a talent management strategy that takes into account the national environment (**Hariyati & Ungsianik ,2018**). As a result, businesses are competing with one another to recruit and retain employees in order to continue operating and growing (**Afsar, Masood& Umrani,2019**).

Talent, according to **Dalayga and Baskaran (2019),** is the systematic increased mastery of created skills and knowledge in the realm of human activity. The term "talent" refers to the distinctive talents, attributes, characteristics, or abilities of individuals who use them to achieve organizational goals **(Mitosis, Lamnisos & Talias,2021).** An alternative definition of talent is a person's

intrinsic ability to perform a specific task in a particular way. The term "talent" refers to a person's total set of skills, which includes their intrinsic talents, skills, knowledge, experience, intelligence, judgement, attitude, character, and drive. It also considers a person's capacity for growth and learning **(Albalawi, Naugton, Elayan & Sleimi,2019).**

Talent management seeks to boost employee productivity by deliberately attracting, vetting, choosing, enlisting, training, deploying, leading, and retaining the best people **(Reiche, Lee, & Allen ,2019).** Talent management makes it feasible to ensure that workers are selected, trained, and kept in a way that completely realizes their great power. It is described as "effectively attracting, recognizing, developing, and utilizing individuals with remarkable capability who are recognized to be of unique value to the firm" **(Mitosis, Lamnisos & Talias,2021).**

The primary objective of talent management is to create a motivated workforce that will stay with your business over the long term. Talent management suggests directing programs in which talent can be combined with management staff in order to steer an organization toward better creation and business ranks in employee connections **(Baker & Zomorodi, 2018).** Furthermore, talent management seeks to create an enduring, high-performance business that meets its strategic and operational goals **(Albalawi, Naugton, Elayan & Sleim,i2019).**

Talent management will continue to be driven by the demand for human capital as businesses seek to gain a competitive advantage. The five main objectives of talent management are recruiting, selecting, motivating, training, and retaining employees **(Mitosis, Lamnisos & Talias, M,2021).** The three main elements that influence talent management are attraction, development, and retention **(Abd El Rahman & Farghaly, 2019).** To recruit the necessary talents, employers adopt the management technique of talent attraction. The best jobs are filled using this technique of finding people **(El Dahshan et al., 2018).**

Talent development entails changing a business, its stakeholders, and its employees through purposeful and incidental learning in order to obtain and maintain sustainable organizational advantages **(Leggat et al.,2020).** To incentivize nurses to stick with the organization for as long as possible is the aim of talent retention strategies. Executives are focusing more of their attention on the main issue of talent management. Talent management has been "managed" by human resources for too long and in too many companies (HR). Instead of being a constant requirement driven by business demands that needs continuous leadership attention, it has been an annual exercise **(Baker & Zomorodi, 2018).**

Nursing professionals with talent and creativity, or those who are more extraordinary, must be identified, developed, and available to healthcare facilities **(Smith et al., 2019).** Because of this, hospitals are competing with one another to attract and retain qualified nurses in order to continue operating and grow **(Ahmed, 2021).** Through work design, nurse managers are crucial in encouraging nurses' creativity, talent management, and performance improvement. They are crucial to nurses' efforts to improve their performance because they provide continuing leadership and accountability for issues with talent management and innovation. In order to meet the challenge of globalization, hospitals are driven to create talent management strategies in an innovative manner that complement the national context **(Leggat et al., 2020).**

Nurse managers are essential to the attainment of company objectives and goals. Managing finances, negotiating, employing and growing staff, resolving conflicts, leveraging new technologies, and exercising leadership are all anticipated skills for nurse managers **(Wood & Lomas, 2021).** Making sure there are enough nurses available to provide high-quality patient care is the primary responsibility of nurse managers **(Wood & Lomas, 2021).** Supportive behaviors that enhance nursing competence, promote nurse-physician collaborations, and encourage clinical nurse autonomy are also required. Despite the critical role that nurse managers play, the complicated and demanding

hospital environments are exacerbating their overwork, stress, and discontent **(Cox, 2019).**

Leadership has the power to influence and accomplish goals. Leadership is therefore the ability of a person to persuade a group of people to take an expressive action toward them **(Baker & Zomorodi, 2018).** Leadership efficiency is the capacity to gain access to the tools necessary to achieve predetermined corporate goals while maintaining teamwork. Leadership success has been linked to one's level of confidence in one's abilities, talents, and expertise with significant others. Effective leadership is a critical predictor of success or failure when considering the elements that contribute to organizational success, according to leadership experts **(Reiche, Lee, & Allen, 2019).**

Effective leadership is demonstrated by the accomplishment of the mutually agreed-upon goals of cooperative action, which initially depend on persuasion. Additionally, successful leadership is necessary for an organization to succeed (**Irtaimeh; Khaddam,2019**).Effective nurse managers were regarded as visionaries with a propensity to pursue their goals over the long run. Additionally, they came up with creative answers to problems at work, took calculated risks to succeed, looked for new projects and job opportunities, suggested adjustments and improvements at work, saw the big picture and had a clear understanding of where the organization needed to be, worked to overcome ever-greater challenges, and integrated new technologies (**Albalawi, Naugton, Elayan & Sleimi,2019**).

Organizational leaders today, in contrast to those in centuries past, must contend with upheaval and a high degree of uncertainty due to factors like increased global competition, rapid technological advancement, increased demand for qualified human capital, government regulations of business practices, and the shifting nature of the economy **(Irtaimeh & Khaddam, 2019).** Employees' emotional intelligence reactions to organizational change are frequently difficult for managers to distinguish between in all types of firms across all industries **(Geßler, Nezlek, & Schütz, 2020).**

If the emotional intelligence construct is not grasped, the company might not be able to increase earnings, stakeholder investments, or possible sustainable growth **(Hajncl & Vuenovi, 2020).** To understand why some people are more skilled than others at handling equivalent organizational change-related difficulties, studies on emotional intelligence have been done **(Sukoco et al. 2021).** The importance of emotional intelligence in providing managers with fresh resources to lead their teams can be considered as a sign of the evolution of management practise **(Geßler, Nezlek, & Schütz, 2020).**

Emotional intelligence is now a crucial part of leadership and businesses since it is recognised by both leaders and followers that leading is an emotional activity. The idea of emotional intelligence is not very new; in fact, studies on it began in the 1990s. Emotional intelligence was originally considered a component of social intelligence **(Sukoco et al. 2021).** Since then, various situations and additional definitions of emotional intelligence have developed **(Hajncl & Vuenovi, 2020).**

Though it is a novel concept, experts in the field are already familiar with it. The construct is predicated on the hypothesis that conventional measures of intelligence, such as intelligence quotient, fall short of adequately explaining cognitive or intellectual aptitude **(Sukoco et al. 2021).** In recent years, Goleman popularized the concept of "emotional intelligence," sparking interest among academics and professions worldwide **(Irtaimeh & Khaddam, 2019).** **Cox (2019)** describes emotional intelligence as the capacity to control one's own and other people's emotions as well as interpersonal connections .

Some of the accepted definitions of emotional intelligence include the capacity to control one's own and other people's feelings and emotions, identify and appropriately categorize different emotions, and use the emotional information gleaned from an assessment to guide decisions and actions **(Hajncl & Vuenovi, 2020).** Emotionally intelligent leaders can control themselves and

influence others because they are conscious of how their actions affect others **(Sukoco et al., 2021).**

Significance of the study

The relationship between talent management, leadership effectiveness, and emotional intelligence can be reconciled, according to new research on nurse managers. No one can dispute that talent is the most crucial component of a successful firm **(Salau et al., 2018).** It ought to be incorporated into any organization's business strategies, and all management levels ought to employ talent management practices **(Smith, et al., 2019).** In order to ensure that the good people are in the right positions with the right skills, involve them in the right activities with a sense of teamwork to strengthen their job affiliation, and enhance their capabilities through ongoing training and education programs to result in the achievement of the organization's objectives and excellence, many organizations came to the realization that talent management is a key factor in the success of modern organizations (**Cox, 2019**).

- The talent management program is more successful if it is supported by good communication between all managers and employees in the organizational environment, according to **Sukoso et al. 2021's** international study on integrating the program as a new concept to create a viable human resource at higher educational institutions. A quarter of nurse managers had adequate knowledge in the pre-intervention phase, which was improved in the post-intervention phase, and marginally declined in the follow-up phase, according to research from **Iowa State University of Science and Technology (2021).**

- Additionally, the study by **Albalawi, Naugton, Elayan & Sleimi (2019)** found that the levels of talent management knowledge and activities, job attachment, and organizational excellence among nursing managers improved significantly after intervention, both immediately after and after the program

Moreover, there were no previous studies conducted at the local setting of this study addressing the concept of talent management. Therefore, the researchers conducted this study to investigate the effect of talent management training program on leadership effectiveness and emotional intelligence among nurse managers at Minia University Hospitals. The findings of this study could lead to practical health care reform by supplying health care leaders with knowledge to advance strategies to improve leadership effectiveness, demonstrate increased levels of emotional intelligence that will result in healthier patients, enhanced nurse retention, improving the rate of patient recovery, and ultimately lowering healthcare costs.

Aim of the study

The study aimed to investigate the effect of talent management training program on leadership effectiveness and emotional intelligence among nurse managers.

Research Hypothesis:

• Nurse Managers' talent management knowledge and practice will be improved after implementation of the program.

• Nurse Managers' leadership effectiveness and emotional intelligence will be improved after implementation of the program.

Subjects & Methods

Design: A one group pretest- posttest, a quasi-experimental research approach was used to conduct the study.

Setting:

The study was set at three of Minia University Hospitals (The Pediatrics and Gynecology University Hospital, Renal and Urology University Hospital, & The Liver University Hospital). These hospitals located inside the university campus and affiliated by the Ministry of Higher Education. Each one is serving special group of patients.

Subjects:

The study included all available head nurses (N=53) who are employed in the previously mentioned settings. (The Pediatrics and Gynecology University Hospital (N=35); Renal and Urology University Hospital (N=11); & The Liver University Hospital (N=7).

Tools: Four tools were utilized to collect data in order to accomplish the goal of the current study.

1) **Tool I: Self-administered talent**

management knowledge questionnaire

The tool consisted of two parts as follows

Part one personal characteristics, which include the data including age, gender, residence and marital status.

Part two talent management knowledge sheet : to evaluate (pre/posttest) head nurses' knowledge of talent management. It was created by researchers based on a review of the literature **(Bratton & Watson, 2018; Al Aina & Atan, 2020; Goh & Okumus, 2020).** It included 40 multiple-choice questions (MCQ) divided into seven subgroups to gauge head nurses' knowledge of talent management's definition and importance (3 questions), conditions for successful talent management (5 questions), traits of talented individuals (6 questions), principles and factors of talent management (4 questions), element of talent management (4 questions), strategies for the detection of talented individuals (5 questions), and talent management inputs, processes, and outcomes (9 questions) (4 question).

Scoring system:

The correct response received a score of 1, the incorrect response a score of 0, the total grade for the knowledge sheet was 40, and the overall score for the full questionnaire was determined for each head nurse. If the score was 75% or more, the knowledge level of head nurses was considered satisfactory; if it was less than 75%, it was deemed unsatisfactory. The higher the score, the more knowledgeable nurse managers are when it comes to talent acquisition.

Tool II: Talent Management Practices Questionnaire:

This questionnaire was developed by **Oehley (2007)** for assessing talent management practices among nursing first line managers. The 43 items on the questionnaire are broken down into eight categories as follows: demonstrating a talent management mindset (4 items); attracting and hiring talent (5 items); differentiating talented employees (6 items); developing others (6 items); establishing and maintaining positive relationships (6 items); providing meaningful and challenging work (5 items); paying fairly (6 items); and managing work-life balance (5 items).

Each of the three talent management dimensions was calculated using a 5-point Likert scale. Responses to the items will be on a five-point Likert scale (never 1, rarely 2, sometimes 3, often 4, always 5) on all talent management dimensions. It considered low score will from 43-100, moderate from 101- 157 and high 158-215.

Tool III: Leadership Effectiveness Questionnaire: Guillen and Florent (2011) created it to evaluate the leadership abilities of head nurses. It had 50 elements total, which were divided into six categories as follows: energizing (8 items), designing and aligning (6 items), rewarding and providing feedback (8 items), teambuilding (11 items), and empowering (8 items). The responses were scored on a Likert scale with 1 being the strongest disagreement and 5 being the strongest agreement.

Scoring system:

Low leadership effectiveness was defined as a total score between 50 and 116, moderate between 117 and 182, and high between 182 and 250.

Tool IIII: Emotional Intelligence Scale: This tool was developed by **Abo Elela (2004)** and was adopted by the researchers to measure nurse managers emotional intelligence. It was consisting of 35 items with five components of emotional intelligence as follows: self-awareness (7 items), self-management (7 items), Self-motivation (7 items), empathy (7 items) and relationship management (7 items). Each statement was measured by four-point Likert scale ranged as (1 = scarcely, 2= sometimes, 3 = often, and 4 = always).

Scoring system:

Total emotional intelligence distributed as follows: from 35 to 70 indicates low Emotional intelligence, from 71 to 105 indicates moderate Emotional intelligence and from 106 to 140 indicates high Emotional intelligence.

The tools Validity and Reliability

Five professors with expertise in this area evaluated the tools' validity on the surface. Tools with face validity were developed to determine the extent to which assumptions were measured. the elements' arrangement, simplicity, importance, applicability, language, terminology,

form, and overall appearance. Minor changes, including phrase restructuring and rephrasing, had been made in accordance with the experts' recommendations. The reliability test for the study tools was evaluated using the Cronbach's Alpha Coefficient. The internal consistency of the components that constitute each tool was evaluated using Cronbach's Alpha Coefficient. The three tools' values for internal consistency and dependability were regarded favorably. For tool (1), it was 0.99, for tool (2), 0.983, tool (3), 0.758, and tool (8), 0.847. (4).

Methods
Procedure

The following phases of the study were completed: assessment, planning, implementation, and evaluation.

The assessment and planning phase

• Prior to beginning the study, official authorization from the relevant individuals was acquired. The participation of the head nurses was verbally approved.

• • To ensure the clarity and application of the tool items, the pilot study was conducted on (10%) of the participants (five head nurses), and those participants were then disqualified. Therefore, a few modifications were done.

• The head nurses were to be evaluated on talent management in a pre-test before the program began. The knowledge test took between 30 and 45 minutes to complete, and it took roughly 35 minutes to complete the self-assessment about talent management practice form , data collected from November's beginning to its finish in 2021 for a single month.

• The program's schedule was created by the researchers.

• The study's administration environment for learning and other necessary resources were planned by the researchers (conference rooms and data show in the hospital).

The implementing phase (implement training program):

• In accordance with the findings of the assessment and planning stage. The training program was created based on the analysis of

pertinent literature **(El Dahshan, Keshk, &Dorgham, 2018; Salau et al., 2018; Abd El Rahman and Farghaly, 2019; Al Aina & Atan, 2020; Mitosis, Lamnisos, & Talias, 2021; Ahmed, 2021),** as well as the creation of teaching sessions and timetables. The training included more related topics such as the definition and significance of talent management, successful talent management, the traits of talent people, the principles and, components, and factors of talent management, strategies for the discovery of talented individuals, and impediments. • The head nurses who participated in the study were separated into 3 subgroups, each of which had 10–13 head nurses. The program was administered by the researchers separately for each subgroup.

• The number of sessions was determined by the participant's practical time, and it was carried out in the classrooms of the hospital's educational facility.

• The head nurses were given an explanation by the researchers of the goals, schedule, and content of the teaching program. The session's goals were explained at the outset of each session. Prior to each session, input on the previous session was gathered, and the previous session was reviewed after each session.

• At the hospital under study, the training course was conducted for the head nurses. The following instructional techniques were used: lecture, discussion, brainstorming, homework, and small group work exercises.

• PowerPoint presentations, videos, and pamphlets were used as instructional aids.

• The training program was completed in three months from the start of December 2021 to the finish of February 2022.

Evaluation phase

- The four tools—a talent management knowledge questionnaire, a talent management practice self-assessment scale, a leadership effectiveness scale, and an emotional intelligence scale—were used to assess the instant effect of a talent management training program on leadership effectiveness and emotional intelligence among nurse managers. Between the start of March 2022 and the end of March 2022, it was filled.

- Three months after the program's release, a follow-up study was conducted to evaluate its effect on nurse managers' leadership effectiveness and emotional intelligence. This study used four instruments: a talent management knowledge questionnaire, a talent management practise self-assessment scale, a leadership effectiveness scale, and an emotional intelligence scale. Between the beginning of April 2022 and the end of June 2022, it was filled.

Ethical consideration

- Official approval was confirmed by the administrator of each hospital.

- The nurse managers were informed that participating in the study was completely voluntary and that it would not affect them if they opted out.

- Explanation regarding the study was done to the nurse managers involved the aim of the study and the potential benefits,

- The withdrawal processes were explained to the nurse managers in case they opted to stop participating in the study before, during, or after data collection was complete.

- After describing the purpose and benefits of the trial, the nurse supervisors gave their verbal consent.

- Subjects were made aware of their rights to decline participation in the study and that their data would be kept private and confidential.

Statistical Analysis

the statistical analysis of data generated using the SPSS statistical package for social science version 24 and the excel application. For quantitative data, the data are described using "mean $\pm$ SD," and for qualitative data, frequency & percentage. To determine whether there was a statistically significant difference between the groups, the data were interpreted. The chi-square test was used to qualitative data. If "0.05" or greater at the 95% confidence level, then (P) is significant. A paired sample t-test was applied to the quantitative data to compare one group across time.

Results

Table (1): Shows regarding head nurses, that (60.4%) of head nurses are in age group between 36-46 years with a mean of 44.7$\pm$ 6.80; (77.4%) are females; two thirds of the participated head nurses (66%) have work in pediatric and gynecology university hospital, and more than three quarters (79.2%) were from Rural area and (71.7%) were married.

Figure (1): Shows that (92.5%) of head nurses has a low level of knowledge; while there was only (**7.5**%) of them have a high level of knowledge in the pre-test. After the program implementation, there are (**90.6**%) of the head nurses has a high level of knowledge immediately post-test. Additionally, there has been little change in head nurse knowledge levels following the program's implementation for three months, with (83%) of them having high levels of knowledge and statistically significant changes (p=0.000**) between the pretest and various periods of measures (pretest with immediate posttest, and pretest with after three months of posttest).

Figure (2): Shows that (84.9%) of head nurses has a low level of talent management practice; while there was only (9.4%) of them has a high level of talent management practice in the pre-test. After the program implementation, there are (94.3%) of the head nurses have a high level of talent management practice immediately post-test. Additionally, there has been little change in the level of talent management practice among head nurses three months after the program's implementation, with (83%) of them having a high level of talent management practice and statistically significant differences (p=0.000**) between the pretest and various periods of measurements (pretest with immediately posttest, and pretest with after three months of posttest).

In figure (3): It is observed that only (**13.2**%) of head nurses have a high level of leadership effectiveness before program implementation. While immediately after program implementation, the majority (94.3%) of head nurses have a high level of leadership effectiveness; as well as (**81.1**%) of head nurses have a high level of leadership effectiveness after three months of program implementation. These are statistically significant differences

(p=0.000**) between pretest and different periods of measurements (pretest with immediately posttest, and pretest with after three months of posttest).

Figure (4) shows that before the initiation of the program, only 11.3% of head nurses exhibited strong emotional intelligence. The majority of head nurses (96.2%) had high levels of emotional intelligence directly after program implementation, and (79.2%) of head nurses still have high levels of emotional intelligence three months later. These are statistically significant differences between the pretest and various measurement times (p=0.000**) (pretest with immediately posttest, and pretest with after three months of posttest).

Table (2): Demonstrates that there are positive relations between head nurses' knowledge and (head nurses' self-assessment about talent management, leadership effectiveness, and emotional intelligence) during immediately post-program implementation (.45, .03 &.41) respectively. Also, there is a positive relation between head nurses' self-assessment about talent management and (head nurses' self-assessment about talent management, leadership effectiveness, and emotional intelligence) After three months of the program implementation as (.29, .26 &.003) respectively.

Table (1): Personal characteristics data of the head nurses at selected Hospitals. (n=53)

Characteristics	(N=53)	%
Age		
• 25 < 36 yrs.	5	6.4
• 36 < 46 yrs.	32	60.4
• 46 yr. & +	16	30.2
Mean ± SD = 44.7+6.80		
Gender		
• Male	**12**	22.6
• Female	**37**	77.4
Hospital		
• pediatric and gynecology university hospital	**35**	**66**
• renal and urology university hospital	**11**	**20.8**
• liver university hospital	**7**	**13.2**
Residence		
• Urban	11	20.8
• Rural	42	79.2
Marital statues		
• Married	38	**71.7**
• Widow	15	28.3

Figure (1): Distribution of head nurses' talent management knowledge throughout the program at selected hospitals (No =53)
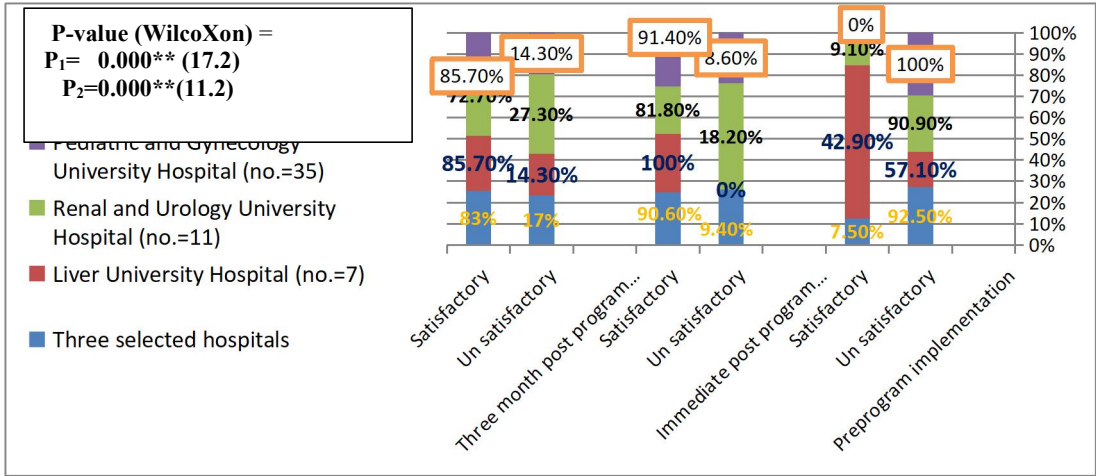

Figure (2): Distribution of head nurses' self-assessment talent management practice throughout the program at selected hospital (No =53)
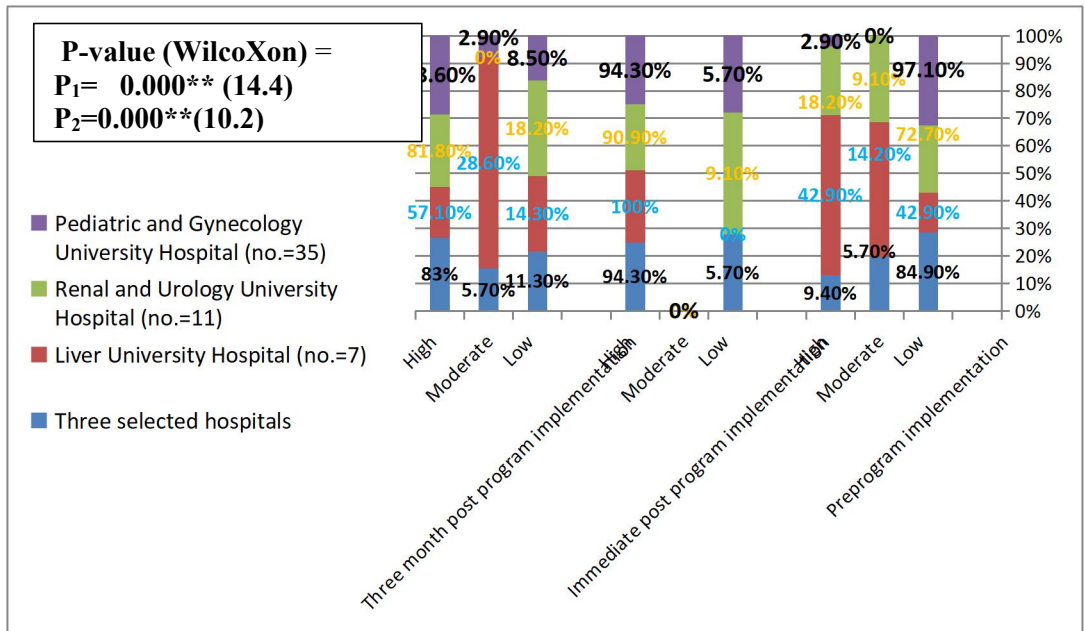
Figure (3): Distribution of head nurses' leadership effectiveness throughout the program at selected hospitals (No =53)
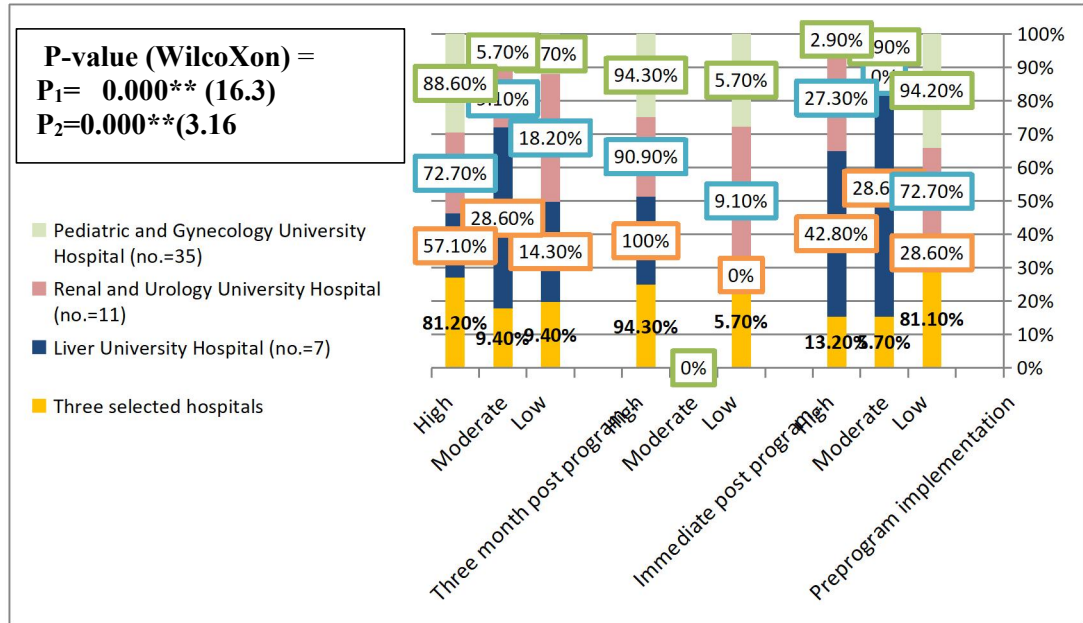
Figure (4): Distribution of head nurses' Emotional intelligence throughout the program at selected hospital (No =53).
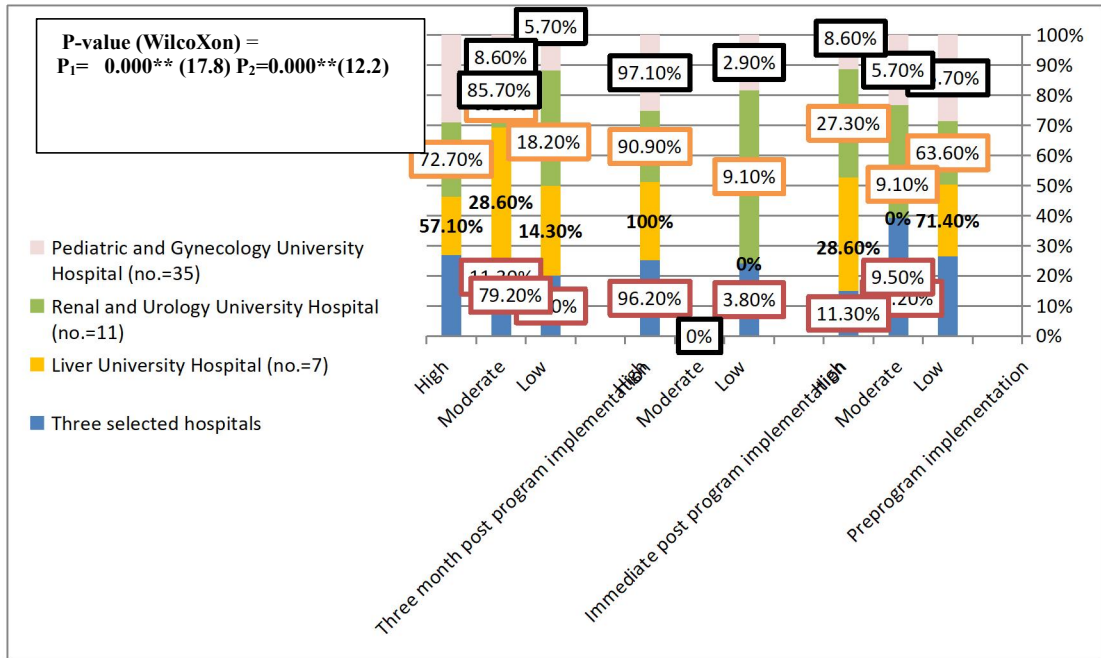

Table (2): Correlation between head nurses, total knowledge, self-assessment about talent management, leadership effectiveness, and emotional intelligence during different times of testing at selected Hospital

Variables	Head nurses, total knowledge		Head nurses, self- assessment		Leadership effectiveness		Emotional intelligence	
	R	p	R	p	R	p	R	p
Preprogram implementation								
Head nurses, total knowledge	1		.045	.699	.033	.814	.418**	.002
Head nurses, self-assessment	-	-	1		.304*	.027	.063-	.652
Leadership effectiveness	-	-	-	-	1		.140	.317
Emotional intelligence	-	-	-	-	-	-	1	
Immediate post-program implementation								
Head nurses, total knowledge	.1		.054	.699	.065	.645	.219	.116
Head nurses, self-assessment	-	-	1		.102	.469	.102	.469
Leadership effectiveness	---		-	-	1		.064	.646
Emotional intelligence	-	-	-	-	-	-	1	
After three months of the program implementation								
Head nurses, total knowledge	1		.294	.033	.262	.058	.003	.981
Head nurses, self-assessment			1		.313	.022	.133	.341
Leadership effectiveness	-	-	- -		1		.130	.353
Emotional intelligence	-	-	-	-	-	-	1	

Discussion

Globalization has altered the employment landscape as talent emerges as a new differentiator. Employee retention is a major problem for many businesses today. Competent and innovative businesses prioritize keeping great people, and this is what makes human capital management special **(Wallis, 2020).** A culture of excellence, increased productivity, higher employee engagement and retention are just a few of the benefits of talent management **(Howard,2019).**

A significant amount of leadership research has been carried out in an effort to improve leadership effectiveness, which will subsequently result in organizational growth and success **(Iowa State University of Science and Technology,2021).** Effective leadership is the key to success because it has the ability to affect employee engagement, job satisfaction, productivity, and performance. Given the vital role that leadership plays in groups, good leadership increases an administration's capacity to achieve its goals, maintain its allure, and fulfil social obligations **(Tyndall, Scott,Jones & Cook, 2019).**

Understanding the crucial role that emotions play in the workplace may help to achieve many positive outcomes. According to research, appropriately managed emotions have the power to produce a variety of advantageous outcomes at all levels of an organization. Effective emotional management is "a vital component of leadership" **(Wallis, 2020).** There is proof that emotionally intelligent leadership is related to effective leadership, and that emotional intelligence also serves as a predictor of effective leadership **(Jones, Cheng, Foglia, Ricciotti, & El-Amin, 2021).**

Additionally, success now depends on learning and growth; without continual program, performance maintenance, and training, it would not be possible **(Wallis, 2020).** These concepts served as the foundation for the current study, which looked at how a talent management training program affected nurse managers' emotional intelligence and leadership abilities.

Regarding personal characteristics of head nurses, the study results revealed that, large portion of them are in age group between 36-46 years; most of them are females; more than half have work in pediatric and gynecology university hospital; about three quarters were from rural areas and were married.

The findings of the existing study indicated that, in the pre-test most of the participated head nurses have a low level of knowledge about talent management and only a small number of them have a high level of knowledge. While, after the program implementation, the large number have a high level of knowledge at the immediately post-test escorted by little change in the knowledge level among head nurses three months later of program implementation with statistically significant differences between pretest and the other periods of measurements followed implementing the educational program.

The finding of low talent management knowledge and practices levels among head nurses before program might be attributed to the fact that a large portion of the head nurses who participated in the current study were graduated from studying nursing many years ago with no update or refreshment of their knowledge while the concept of talent management is newly incorporated within nursing administration curricula; as well in-service training is lacking in their work setting.

A positive note is that the levels of talent management knowledge and practices among the head nurses have been elevated with statistically significant improvement from pre-test to post-test measures because of the reinforcement and understanding provided within the training program.

This finding was in harmony with study conducted at Ain Shams University Hospitals by **Jones, Cheng, Foglia, Ricciotti, & El-Amin,)2021(**entitled -Talent Management Training Program and its Effect on Leadership Effectiveness among Nurse Managers- which revealed that, there is an improvement with high statistically significant in knowledge and practices level of among nurse managers regarding talent management in the post and

follow up phases compared with their pre intervention phase. Furthermore, authors also attributed this result to the fact that nurse managers acquired talent management skills as an effect of the training program that prove nurse managers' abilities for change through accepting advice from their trainers.

This result concurs with **(Howard,2019)**who investigated the impact of talent management on organizational effectiveness in the healthcare sector and discovered that more than half of the participants reported a significant increase in talent management knowledge. Along the same lines, this result concurs with **(Albalawi, Naugton, Elayan & Sleimi, 2019),** who investigated talent management as a determinant of firm performance: A conceptual approach and stated that talent management knowledge can improve organizational effectiveness.

This finding, however, is consistent with a study by **Tyndall, Scott, Jones, and Cook (2019),** which looked at how a people management framework could be integrated to improve healthcare performance. Venkatesh discovered that the majority of healthcare practitioners showed favorable talent management behaviors after using the talent management framework.

Additionally, this conclusion is consistent with **(Howard, 2019),** who found that talent management can be easily acquired through good planning and ongoing efforts of the hospital and produce the desired results in a study titled "An investigation of the influence of talent management practices on retention of healthcare professionals at Kijabe Mission Hospital, Kiambu."

Additionally, the results of the current study on nurse managers' leadership effectiveness revealed that head nurses' leadership effectiveness significantly improved between the post- and follow-up test measures compared to the pretest measure.

This result is consistent with that of **(Elhanafy and ElHessewi, 2021),** whose investigation into the leadership effectiveness of

nurse managers revealed that there was a highly statistically significant improvement in that quality compared to pre-intervention in the post- and follow-up phases. The ability to improve nurse managers' capability for effective leadership and their readiness to employ those approaches and styles were cited by the authors as explanations for this pattern. Additionally, this result was in line with a study by **Hariyati and Ungsianik (2018),** which discovered that after using active learning methodologies, more than two thirds of head nurses had high levels of leadership effectiveness.

This result is also in line with a study by **Salau et al. (2018)** titled "Situational Leadership and Emotional Intelligence Contribution to Promote Nursing Leaders Effectiveness," which also suggested that there are a number of ways to develop good leadership, which is very important for all healthcare professionals, especially head nurses, to manage their daily tasks.

Concerning the findings revealed from the existing study in regard to head nurses' emotional intelligence, it indicated that only small number of them have a high level of emotional intelligence before program implementation while immediately following as well as on three months after program implementation, the majority have a high level of emotional intelligence with statistically significant differences between pretest and the consequent periods of measurements post program implementation.

This finding may be explained by the fact that emotional intelligence may be enhanced through development and training program and that it is reasonable to assume that teaching people about emotional intelligence and emotional reasoning will boost their degree of emotional functioning. Additionally, the knowledge that emotional intelligence is based on is referred to as emotional knowledge, which can be taught and cultivated in people to increase their emotional intelligence.

Regarding the correlations among head nurses' talent management knowledge scores and their knowledge and their self-assessment

about talent management, leadership effectiveness, and emotional intelligence, the current study revealed that there are a highly statistically significant positive correlation between head nurses' knowledge and (head nurses' self-assessment about talent management, leadership effectiveness, and emotional intelligence) during immediately post-program implementation as well as after three months of the program implementation

This result is comparable to that of the study by **Elhanafy and ElHessewi from 2021**, which found a highly statistically significant positive link between the nurse managers' overall knowledge, talent management, and leadership effectiveness scores throughout all program phases. More evidence for this assertion may be found in the findings of the **(Al-Qeed et al., 2018)** study, which showed that emotional intelligence mediates the effect of talent management on organizational performance in the Jordanian pharmaceutical business. The study's findings also showed a positive and significant relationship between talent management and emotional intelligence, with emotional intelligence considerably and positively influencing organizational performance.

Additionally, this outcome is consistent with that of **Alston and Chin-Loy (2018),** who demonstrated the necessity of a good leader's capacity to address underlying emotions and feelings. Additionally, the study's results demonstrated that strong leaders consistently employ their emotional intelligence skills to improve their organizations and foster leadership effectiveness.

Conclusion

The outcomes of this study concluded that the implementation of a training program had gorgeous impact on improving head nurses' knowledge and practices about talent management, in addition, the leadership effectiveness and emotional intelligence levels were markedly improved throughout program phases. There was statistically significant with highly positive correlation among total talent management knowledge and practices' score and total leadership effectiveness and emotional

intelligence among head nurses at measurement phases after implementing the program.

Recommendations

On the basis of the study's findings, the following recommendations are suggested.

o Providing all head nurses, especially newly hired nurse managers, with refresher training in leadership development and talent management.

o Organizations should promote and support emotional intelligence training programs, especially for recently hired head nurses to expedite orientation and improve their emotional intelligence and leadership abilities.

o Executives should create strategies to improve desired organizational outcomes and encourage nurses and other healthcare professionals to fully participate in the coordinated effort to talent-advantage.

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