

Inter-professional Collaboration and Knowledge Management as an Indicator of Career Success among Nurses

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Abstract:

Background: Inter-professional collaboration is important not only for better health outcomes, but also can help to improve the quality of care provided and enhance the professional competency of knowledge management and career success among nurses. **Aim:** The study aimed to explore inter-professional collaboration and knowledge management as an indicator of career success among nurses. **Research Design:** The study used a descriptive correlational design. **Setting:** The study was carried out in critical care units (13unit) at Benha University Hospital. **Sample:** All available of nurses 418 out of 421. **Tools of data collection:** Three main tools namely; I): Inter-professional collaboration questionnaire II): Knowledge management scale and III): Subjective Career Success Scale (SCSS) **Results:** Showed that more than three fifth (64.6%) of studied nurses had high level of perception toward inter-professional collaboration and more than half (52.9%) of them reported moderate level of knowledge management. While, more than three fifth (63.9%) of nurses reported moderate level of career success. **Conclusion:** There was a highly positive statistically significant correlation among total inter-professional collaboration, total knowledge management and total career success among nurses. **Recommendations:** Providing training programs and workshops for nurses about inter-professional collaboration to improve quality of patient care. Hospital administration should support knowledge management practices through investment in its infrastructure and technologies.

Keywords: Career Success, Inter-professional Collaboration, Knowledge Management & Nurses

Introduction

Nurses play an important role in delivering care to patients in order to help manage their needs, treat health concerns, and prevent illnesses; most nurses have a diverse skill set and a wide variety of tasks that vary from patient to patient. Nurses typically collaborate with a team of other medical professionals, including physicians and other healthcare specialists, to ensure high-quality patient care. Nurses must have strong inter-professional collaboration abilities in order to work effectively with other healthcare providers (Levesque et al., 2022).

Inter-professional collaboration is the practice of approaching patient care as a team, with members from various professional backgrounds. Implementing inter-professional collaboration into healthcare facilities allows many disciplines to work more effectively as a team to assist in improving patient outcomes and the workplace (Kitreer, 2023). Moreover, Inter-professional collaboration refers to interactions between professionals, the exchange of ideas about patient care, and cooperation to maintain continuity of care. When team members from different disciplines work together, it is easy to

develop a more holistic approach to patient care (Shalaby et al., 2022).

One of the most prominent benefits of inter-professional collaboration is its good effect on patient outcomes. When healthcare professionals collaborate, they can deliver comprehensive and coordinated care, resulting in more accurate diagnoses and treatment regimens. Inter-professional collaboration improves the patient experience and allows for more efficient use of resources, resulting in cost savings and better resource allocation. Inter-professional collaboration is also important for increasing job satisfaction and minimizing burnout (Habre et al., 2023).

Inter-professional collaboration is critical to achieving the objective of providing patient-centered, safe, and effective care that fulfills a health care organization's evolving and complex needs. Inter-professional collaboration will not only increase information sharing, but it will also improve the sustainability of health service delivery. Inter-professional collaboration necessitates that information inside an organization be expressed for collaborative purposes. Knowledge collaboration refers to the sharing, transfer, collection, transformation, and co-creation of knowledge. As a

result, enhanced inter-professional collaboration will increase the likelihood of implementing knowledge management practices (Opele, 2022).

Knowledge Management (KM) refers to all management practices required for the effective generation, capture, sharing, and management of knowledge. KM refers to the procedures by which knowledge is created, shared, and effectively employed in organizations. It is the intentional design of processes, methods, and structures with the goal of increasing, renewing, sharing, or improving the use of knowledge represented by any of the three parts of intellectual capital (structural, human, and social) (Opele, 2017).

Moreover, Knowledge management focuses on four dimensional process of acquiring, creating, sharing and storing knowledge which is crucial for achieving high levels of productivity, resource efficiency, and improving long-term competitive advantage. Organizations must ensure that knowledge is obtained, transferred, and applied in their operations in order to improve performance and provide effective, high-quality services (AlQhaiwi & Abukaraki, 2021).

Knowledge acquisition is the first dimension of the knowledge management process, which involves recording and gaining knowledge through interactions with employees, suppliers, customers, and consultants in order to identify and close knowledge gaps inside an organization (Du Plessis, 2021). Knowledge can be obtained from both within and outside the organization. Effective knowledge acquisition contributes to the delivery of distinctive health services, creating value for clients and obtaining a sustainable competitive advantage. Organisations that participate in the knowledge acquisition process exceed others financially, operationally, and socially (Bakr et al., 2022).

The second dimension is knowledge creation, which involves building new competencies (knowledge, abilities, and skills) and expertise within the organization (Dzenopoljac et al., 2018). The next dimension is knowledge sharing, which is a way of growing information by spreading. It may be defined as a strategy that aids in the diffusion of information and the concentration of knowledge in the workplace; knowledgeable nurses obtain critical learning from a variety of sources in order to increase performance and task completion (Sotery & Munisi, 2022).

The final dimension is knowledge storing which is concerned with both the soft or hard style recording and retention of both individual and organizational knowledge in a way so as to be easily retrieved. Knowledge storage utilizes technical infrastructure such as modern informational hardware and software

and human processes to identify the knowledge in an organization, then to code and index the knowledge for later retrieval (Sirorei & Fombad, 2019).

Knowledge management helps organizations grow, expand, communicate, and preserve information. Healthcare practices need extensive use of knowledge management. Furthermore, it improves the effectiveness and efficiency of the workforce within organizations; managers and nurses can use it at various decision-making levels (Cletus, 2019). KM improves organizational performance, is the best overall management strategy, and enables staff nurses to exchange best practices and advance their careers (Kosklin et al., 2022).

Career success is the achievement of desired outcomes in an individual's work experiences. Furthermore, career success pertains to nurses' positive work-related successes or psychological sense of accomplishment (Nexhip et al., 2023). Nurses benefit from success in their careers, as do their organizations. It boosts nurses' excitement and commitment to their professions, resulting in continued professional development, improved work quality, increased staff retention rates, and fewer mistakes (Zhang et al. 2020).

The key factors of career success are challenge, authenticity, and balance. Challenge is a significant motivator for professional achievement. According to (Ye et al., 2020), a challenging task may have a significant impact on career success; the great challenge for nurses is to master skills of information recognition and processing in the intense and heavy clinical work. Authenticity refers to having a real and accurate perception of one self. Balance is the interaction between an individual and the environment. Nurses' career success was influenced by educational background and organizational assistance (Ommering et al., 2021).

Career success is a multidimensional construct comprised of five dimensions: job success, inter-personal success, financial success, hierarchical success and life success. Job success encompasses all positive outcomes obtained from the job, such as nurses' satisfaction with nursing work, hospitals providing appropriate patient care supplies and equipment, and nurses feeling a sense of belonging in their workplace (Li et al., 2017).

Inter-personal success is defined as having good relationships with colleagues or other teams, including respect, being accepted or recognized by colleagues, receiving positive performance evaluations, and having a superior's confidence. For example, nurses can create a good communication environment with doctors, head nurses, and colleagues, who recognise and respect them. Financial success refers to persons who believe that

the material gain or rewards of their profession are fair and equal. For example, nurses earn more than their colleagues and as much as their labour is worth (Chengrong, 2019).

Hierarchical success refers to the advancement that an individual believes is appropriate for their duty at work, in which they are urged to move to a higher level and achieve career development in a set time. Nurses, for example, are satisfied with their current promotions, fulfil their job goals on schedule, and are content with their personal lives. Life success is defined as balancing work and personal life and feeling happiness or well-being in one's overall life, such as nurses being enthusiastic at work and having residual energy to enjoy life after work, as well as sentiments of happiness in their lives (Zamanzadeh et al., 2019).

Collaboration amongst independent professionals in which each member of the health care team has knowledge and abilities that contribute to the care given, and their relationships are guided by mutually agreed-upon standards and goals. To improve patient well-being and personal career success, health care providers must collaborate effectively and use knowledge management strategies among different levels of education and professional credentials (Melkamu et al., 2020).

Significance of the study

Inter-professional collaboration in healthcare has received a great deal of attention in recent years. It is a technique in which healthcare experts from different disciplines collaborate to provide the best possible patient care. This collaborative approach breaks down traditional silos and promotes teamwork and communication among nurses and other healthcare practitioners. Each expert contributes information and insights to other areas, which can have a significant impact on patient outcomes, safety, and overall healthcare delivery (Opele, 2022). Furthermore, inter-professional collaboration is critical for improving the quality of care provided while also enhancing the professional competency development of nurses and their career success. So, the aim of this study was to explore inter-professional collaboration and knowledge management as an indicator of career success among nurses.

Aim of the study

The aim of this study was to explore inter-professional collaboration and knowledge management as an indicator of career success among nurses.

Research Questions

To achieve the study aim, the following questions were created:

1. What are the nurses' perception levels toward inter-professional collaboration?
2. What are the knowledge management levels as reported by nurses?
3. What are the career success levels among nurses?
4. What is the relation among inter-professional collaboration, knowledge management and career success among nurses?

Subjects and Methods

Research Design

To achieve the study aim, the used design was descriptive correlational.

Setting

The study was carried out in critical care units (13 units) at Benha University Hospital which distributed as following: Incubator, Pediatric ICU, CCU, Psychiatric ICU, Hepatic ICU, General ICU, Intermediate ICU, Dialysis ICU, Emergency ICU, and Cardiothoracic ICU, Pediatric dialysis ICU, Oncology ICU and Chest ICU.

Subjects

Subject Size

All available nurses were 418 out of 421 who work in the previously described study setting and three nurses refused to joined in the study.

Tools of Data Collection

For this study data collection, three tools were used:-
Inter-professional Collaboration questionnaire: It was divided into two parts; **part one:** Comprised the personal characteristics of nurses as: Age, sex, marital status, educational level, years of experience and work unit.

Part two: It was adopted from Shalaby, et al., (2022) to assess levels of nurses' perception toward inter-professional collaboration. It contained 17 items that are structured into two dimensions: Care coordination (10 items) and sharing clinical activity (7 items).

Scoring System:

Nurses' responses were measured on a five -point Likert scale ranging from (1) strongly disagree to (5) strongly agree. The scores for each dimension were summed up and converted into percentage score. The level of nurses' perception toward interprofessional Collaboration was considered high if the percentage score was more than 75%, moderate if the percentage score ranged from 60 to 75% and low if the percentage score was less than 60%.

Knowledge management scale: It was formulated by Mafabi, et al., (2012) and adopted by the researchers to evaluate levels of knowledge management as reported by nurses. This scale consisted of 19 items that are organized into four dimensions: Knowledge acquisition (5 items),

knowledge creation (4 items), knowledge sharing (5 items), and knowledge storage (5 items).

Scoring system:

Nurses' responses were measured on a five -point Likert scale that ranged from (1) strongly disagree to (5) strongly agree. A score of higher than 75% indicated a high level of knowledge management. If the percentage score fell between 60 and 75%, it was considered moderate, and if it fell below 60%, it was classified as low.

Subjective Career Success Scale (SCSS): This scale was developed by Yin (2012) and adopted by the researchers to assess the levels of career success among nurses. It consists of 21 items, branded under five subscales: Job success (8 items); interpersonal success (4 items); financial success (2 items); hierarchical success (4 items); and life success (3 items).

Scoring System:

Nurses' responses were measured on a five -point Likert scale that ranged from (1) strongly disagree to 5 strongly agree. Each dimension scores were summed up and converted into percent score. Career success level was rated high if the percentage score was more than 75%. Moderate if the percentage score fell between 60 and 75%, and low if it was less than 60%.**2.5.**

Methods

It encompassed preparatory phase, pilot study and field work.

Preparatory phase; for collecting data, the researchers used books, articles, periodicals, and magazines to review the previous and current literature related to the study topic to be acquainted with all aspects concerning the study topic and also to develop relevant tools.

- After the construction of the study tools, they were translated into Arabic language and back translation to ensure its accuracy.
- **The tool's validity:** Three experts in nursing administration reviewed the data collection tools to ensure their clarity, relevance, and completeness. Based on their recommendations, the appropriate changes were made to improve the information's clarity and accuracy .
- **Also, the reliability of the tools** was conducted to determine the internal consistency and homogeneity of the tools used by performing a Cronbach's Alpha test. Cronbach's alpha values for the three tools were as follows: Inter-professional collaboration questionnaire was (0.907), knowledge management scale was (0.892) and subjective career success scale was (0.913).

Administrative Design:

Before beginning the study, consent was gained from the hospital management and head of critical care units at Benha University Hospital by submitting formal letters from the dean of the Faculty of Nursing, Benha University. In addition, the researchers visited the head nurses of each unit to select an appropriate time to gather data from their staff.

Pilot study:

It was conducted on 10% of the total study subjects (42 nurses) for one month (April, 2023) to determine the tools' feasibility, clarity, and applicability. It also helped to estimate the time needed to complete the tools. Based on the pilot results, no changes were required, and pilot study participants were enrolled in the study.

Ethical consideration:

The scientific research ethics committee at Benha University Faculty of Nursing provided ethical approval for the study before it was carried out, citing code number REC-NA-P42 .The participated nurses were informed of its nature and objectives prior to its conduct. Additionally, they were informed that taking part in the study was fully optional and that they could quit at any time, without having to give a reason. Each participant nurse completed a consent form after receiving full information. The data was only accessible to the researchers working on the study and participants' privacy was guaranteed.

- **Fieldwork:** Actual field work took place between the beginnings of May 2023 to the end of July 2023. The directors of the mentioned institutions gave their consent for the study and the nurses agreed to participate. In the beginning the researchers interviewed the nurses in the study environment during different work shifts to give them a quick overview of the study and its purpose. This was done individually and in a groups. Following that, the researchers gave the questionnaire to the participating nurses, who were requested to fill during their work schedules predetermined with the head nurse of each unit based on the type of work and workload. The researchers demonstrated any difficulties that nurses may encounter when completing the questionnaires .The data was collected three days per week in the presence of the researchers. The average daily number of sheets filled ranged between 10 and 12 sheets. Three questionnaires required an average of 25 to 30 minutes to complete. The completed forms were collected on time and double-checked for accuracy to ensure that no data was left out. Finally, the researchers thanked the nurses for their participation.

Statistical Design

Data was coded and checked before being entered into the computer. The Statistical Package for Social Sciences (SPSS) 21.0 was used. Descriptive statistics were used (such as mean, standard deviation, frequency, and percentages). The chi-square test was performed to investigate the relation between qualitative variables. The test of significant

correlation coefficient (r) was performed. When the anticipated values in one or more cells in a 2x2 table were less than 5, the Fisher exact test was performed instead. A significant level value was defined as p-value < 0.05, a highly significant level value as p-value ≤ 0.001, and non-significant findings as p-value > 0.05.

Results

Table (1): Frequency distribution of Personal and job characteristics of nurses (n=418)

Personal and job characteristics		No.	%
Age/years	< 30 years	120	28.7
	30- < 40 years	180	43.1
	≥ 40 years	118	28.2
	Mean ± SD	31.21±4.45	
Gender	Female	320	76.6
	Male	98	23.4
Marital Status	Unmarried	303	72.5
	Married	115	27.5
Educational Level	Diploma degree in nursing	119	28.5
	Associated degree of nursing	127	30.4
	Bachelor degree of nursing	148	35.4
	Postgraduate studies	24	5.7
Years of experiences	< 10 years	110	26.3
	10- < 20 years	161	38.5
	≥ 20 years	147	35.2
	Mean ± SD	13.16±5.90	

\bar{X} = Mean

SD= Standard deviation

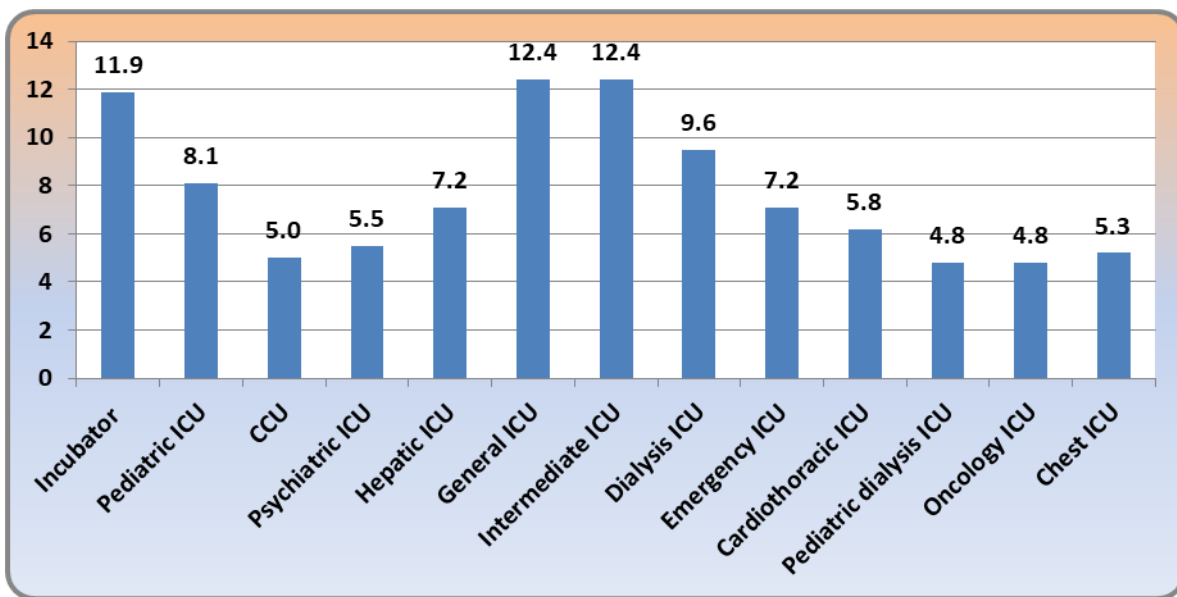


Figure (1): Distribution of nurses according to their working unit

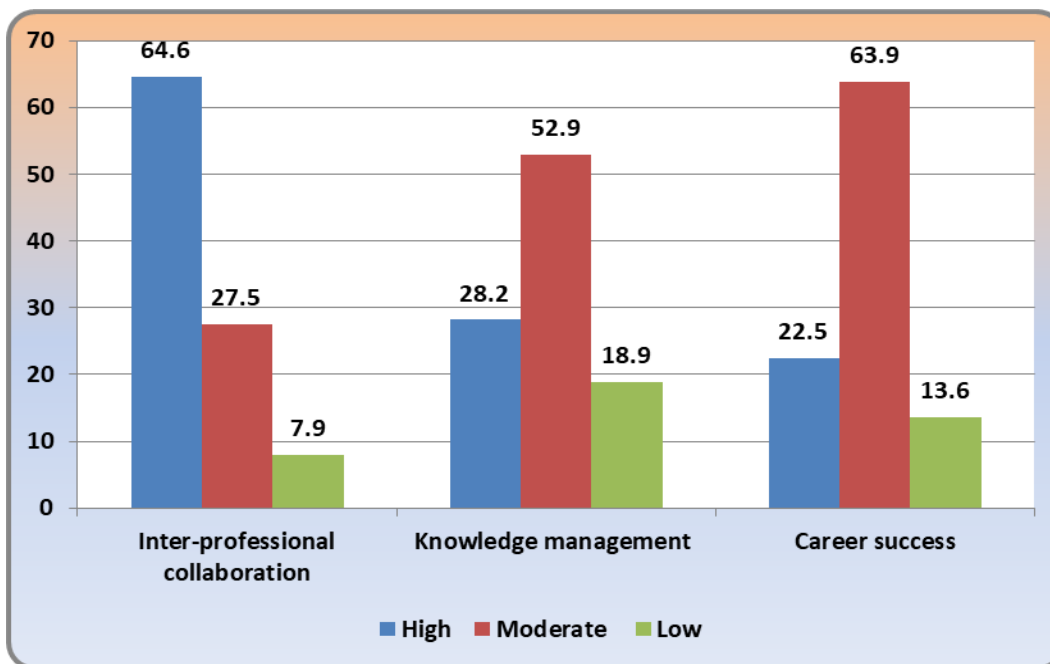


Figure (2): Total levels of Inter-professional collaboration, knowledge management and career success as reported by nurses.

Table (2): Mean and standard deviation of Inter-professional collaboration, knowledge management and career success dimensions as reported by nurses (n= 418).

Variables	Maximum score	Mean ± SD	Mean %*
Care coordination	50	42.84±5.24	85.7
Sharing clinical activity	35	32.30±3.45	92.3
Total Inter-professional collaboration	85	75.14±7.48	88.4
knowledge acquisition	25	18.43±2.04	73.7
Knowledge creation	20	16.30±1.73	81.5
Knowledge sharing	25	21.39±3.79	85.6
Knowledge storage	25	20.07±2.91	80.3
Total knowledge management	95	76.19±10.47	80.2
Job success	40	29.19±3.14	73.0
Inter-personal success	20	16.07±2.94	80.4
Financial success	10	7.95±2.08	79.5
Hierarchical success	20	15.71±2.70	78.6
Life success	15	12.43±1.54	82.9
Total career success	105	81.35±12.40	77.5

* Percentages are calculated relative to maximum score.

Table (3): Correlation matrix of total inter-professional collaboration, knowledge management and career success among nurses (n= 418).

Variables	Total Inter-professional collaboration		Total knowledge management		Total career success	
	r	P	r	P	r	P
Total Inter-professional collaboration	1	-	0.835	0.000**	0.792	0.000**
Total knowledge management	0.835	0.000**	1	-	0.633	0.000**
Total career success	0.792	0.000**	0.633	0.000**	1	-

** Correlation is highly significant at the 0.01 level (2-tailed).

Table (1): Shows that less than half (43.1%) of studied nurses had from 30 to less than 40 years with mean and standard deviation 31.21 ± 4.45 years. About three quarters (76.6% & 72.5%) of them were females and unmarried, respectively. In addition, more than one third (35.4 & 38.5%) of them had Bachelor Degree of Nursing and had from 10 to less than 20 years of experiences with mean and standard deviation 16 ± 5.90 , respectively.

Figure (1): Displays that 12.4% of nurses were working at general ICU and intermediate ICU. While 4.8% of them were working at Pediatric dialysis ICU and Oncology ICU.

Figure (2): Clarifies that more than three fifth (64.6%) of studied nurses reported high level of perception toward inter-professional collaboration and more than half (52.9%) of them reported moderate level of knowledge management. While, more than three fifth (63.9%) of nurses reported moderate level of career success.

Table (2): Illustrates that the highest mean score (32.30 ± 3.45) of Inter-professional collaboration dimensions with percent 92.3% was related to sharing clinical activity, while the lowest mean score (42.84 ± 5.24) with percent 85.7% was related to care coordination. In relation to knowledge management dimensions, the highest mean score (21.39 ± 3.79) with percent 85.6% was related to knowledge sharing, while the lowest mean score (18.43 ± 2.04) with percent 73.7% was related to knowledge acquisition. Concerning career success dimensions, the highest mean score (12.43 ± 1.54) with percent 82.9% was related to life success, while the lowest mean score (29.19 ± 3.14) with percent 73.0% was related to job success.

Table (3): Shows that there was a highly positive statistically significant correlation among total inter-professional collaboration, total knowledge management and total career success among nurses.

Discussion

Inter-professional collaboration among health care providers allows the combined skill and experience of individuals and teams to work more successfully than they could alone. When the clinical workforce agrees to collaborate, patient outcomes and levels of pleasure improve (McLaney et al., 2022). Knowledge management is a process that emphasizes the need of developing, capturing, and disseminating know-how, as well as incorporating these activities into operational procedures and decision making inside an organization. To maintain knowledge management procedures, the parties involved must be willing to collaborate and share skills and competences with one another for improved career success (Opele, 2022).

Regarding total levels of perception toward Inter-professional collaboration, the present study indicated that more than three fifth of studied nurses had high level of perception toward inter-professional collaboration. This might be due to the nature of work in critical care units which require nurses and other health care team members to immediately collaborate with each other's to exchange information, skills, and share clinical decision making in caring for critically ill patients.

This result is in conformity with the study of Shalaby, et al., (2022), who revealed that the total level of staff nurses' perception regarding inter professional collaboration was high. On the same line, Hafaz, (2022) concluded that The majority of participants agreed on most of the cooperation behaviour items, and almost two-thirds agreed on listening to each other's opinions and suggestions. On contrary, Kamel & Rashad (2019) concluded that nurses exhibited neutral levels of collaborative behavior. Moore et al. (2017) showed that nurses had the lowest mean score on the perception of collaborative behavior subscales.

Furthermore, the current study findings illustrated that the highest mean score of inter-professional collaboration dimensions was related to sharing clinical activity followed by care coordination. This result could be attributed to nurses understood the value of collaboration in developing trust, reducing job stress, assisting with conflict resolution, and fostering mutual respect among nursing staff. Furthermore, multiple activities undertaken by various professional groups regarding a specific patient are carefully coordinated as the fundamental duty for developing an effective patient care plan.

This finding was consistent with Opele, (2022) who showed that cooperation and sharing clinical activities was the most practiced while, coordination was the least practiced among other Inter-professional collaboration dimensions. Also, Hafaz (2022) discovered that the majority of participants were strongly agree with listening to each other's opinions and suggestions.

In relation to total levels of knowledge management as reported by nurses the current results illustrated that more than half of nurses reported moderate level of knowledge management. These results might be due to the collaboration between Benha University Hospital and other educational institutions such as Benha Nursing Faculty which allow participation in various educational activities as clinical training, conferences and conducting researches that enhance knowledge management among nurses. In addition, the hospital has a continuous education and training center for regularly providing training programs for nurses based on their needs. Through team work, critical care

nurses can acquire and exchange knowledge that help in problem solving and decision-making process.

This result was supported by **Mukuria, et al., (2021)** who asserted that knowledge management processes can assist an organisation in acquiring, storing, and using knowledge for tasks including issue solving, dynamic learning, and decision-making. This result was inconsistent with **Ismael, El-kholy, & Ahmed, (2021)** who indicated that the level of knowledge management was moderate as reported nursing staff. On the other hand, **Bakr, et al., (2022)** demonstrated that the majority of study participants had low level of knowledge management. Also, **Sharifian et al. (2015)** found that knowledge management practices were weak in teaching hospitals of Shiraz University.

Furthermore, the current study indicated that the highest mean score of knowledge management dimensions was related to knowledge sharing, while the lowest mean score was related to knowledge acquisition. This result might be due to providing health care to critical patients essentially requires exchange of knowledge, and skills between nurses, other health care team members, and hospital. While, The process of recording and gaining knowledge from consultancy reports is conducted ineffectively.

This result was in the same line with **Ismael, et al., (2021)** who reported that the highest mean percent of knowledge management dimensions was related to knowledge sharing, while the lowest mean percent was related to knowledge acquisition. Also, **Bakr, et al., (2022)** reported that the highest mean score as associated with knowledge sharing and transfer. While the lowest mean score was related to knowledge storage. On contrary, **Samir, (2020)** found that knowledge sharing scored the lowest mean among the other knowledge management dimensions.

In relation to total levels of career success as reported by nurses, the current study demonstrated that more than three fifth of nurses reported moderate level of career success. This could be explained as nurses experience work life balance and good relationships with colleagues and supervisors but they lack supportive work environment by supplying all the resources necessary for the work and by using job enrichment.

This finding was validated by **Metelski, (2019)**, who showed that study sample had different ideas on what career success means in general. This result was parallel with **Wang et al., (2019)** who found that career success and work environment ratings of nurses were at a moderate level. Also, **He, et al., (2023)**; **Xue et al., (2022)** illustrated that the overall subjective career success, of nurses was at a moderate level. On the other hand, **Mahfouz, et al., (2023)**, demonstrated that more than half of studied nurses had low level of

perception regarding career success in preprogram phase.

The current study findings demonstrated that, the highest mean score career success dimensions was associated with life success, while the lowest mean score was related to job success. This could be prompted to the ability of nurses to balance work and private life, and feel energetic in their work and having residual energy to enjoy life after work. On the other hand, workload, nurses shortage inadequate patient care supplies and equipment affect nurses job' success.

This results was in disagreement with **Li, (2019)** **found that** the highest mean score career success dimensions was related to Inter-personal success, while the lowest mean score was related to Financial success as perceived by the subjects. **Mahfouz et al., (2023)** reported that the highest mean scores of study participants' perception regarding career success was associated with interpersonal success while the lowest mean scores was associated with job success.

Additionally, the current study results illustrated that there was a highly statistically significant positive correlation among total inter-professional collaboration, total knowledge management and total career success among nurses. From researchers' point of view inter-professional collaboration is critical to achieving the objective of providing patient-centered, safe, and effective care, and make nurses feel more satisfied with their work. Inter- professional collaboration not only increases knowledge sharing, but also improves nurses' career success. So, inter-professional collaboration and knowledge management are important for nurses' individual and organizational success.

This study finding was supported by **Zafar, et al., (2017)** who confirmed that knowledge management is important for organizations and individuals to survive and succeed. In the same line, **Opele, (2022)** who revealed that a significant relationship was found between inter-professional collaboration and knowledge management practices. On the other hand, **Hafaz, (2022)** indicated that there was no statistically significant correlation between collaborative behavior and job satisfaction.

Conclusion

The present study concluded that more than three fifth of studied nurses had high level of perception toward of inter-professional collaboration. More than half of nurses reported moderate level of knowledge management. While, more than three fifth of nurses reported moderate level of career success. Moreover, a highly statistically significant positive correlation was found among total inter-professional collaboration,

total knowledge management and total career success among nurses.

Recommendations

- Providing training programs and workshops for nurses about inter professional collaboration to improve quality of patient care.
- Providing supportive work environment that facilitate care coordination through providing necessary equipment, sharing clinical decision making and elaborating a common care plan.
- Hospital administration should support knowledge management practices through investment in its infrastructure and technologies.
- Head nurses should encourage team work among nurses for the effective knowledge acquisition.
- Head nurses should provide nurses with opportunities for training and further education to promote job success.
- A further study is recommended to evaluate the effect of inter- professional collaboration on patient care quality.
- A further study is recommended to assess factors hindering nurse's career success.

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Conflict of Interest

The researchers declare no conflicts of interest.

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