Enhancing Talent Management among Nursing Management Staff

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Abstract

Background: Talented employees create differential value and make contributions to organizations because of the belief in the importance of talent management in achieving organizational objective and make their personnel more retainable. **Aim of this study:** The study aimed to enhance talent management among nursing management staff. **Design:** A quasi-experimental study design was used. **Setting:** The study was conducted at Benha University Hospital. **Sample:** All available of nursing management staff at collection time were (70). **Tools:** one tool was used to collect the data I. Talent management awareness was developed by **Ceuam, (2013); Taie, (2015)** and was modified by the investigators after a review of the related literature **(El Nakhala, 2013; Vaiman et al., 2017).** It aimed to assess nursing management staff knowledge about talent management. It was divided into 1. Talent management knowledge questionnaire, 2. Talent management practices questionnaire. **Results:** Majority of the studied nursing management staff (88.6%, 82.9%) had an adequate level of knowledge regarding talent management in the immediate-post and follow up program phases. The majority of the study sample (90.0%, 87.1%) had a satisfactory practice level regarding talent management **Conclusion**: There was a highly statistically significant positive correlation between total talent management knowledge, total talent management practices, in the immediate post and follow-up program phases than in the pre-program phase. **Recommendations:** Develop innovative recruitment strategies to find the best employees. Introduce and maintain a reward and recognition system. Provide technology training for employees and integrate new technologies that promote organizational objectives.

Key words: Nursing management staff, Talent management.

Introduction

The workforce of a health sector is regarded as the most valued competitive advantage for hospitals. The individuals with specific personality traits such as intellect, skills, opinions, thoughts, problem-solving, self-improvement approach, sense of creativity, and manipulation capabilities are the firm's actual talent **(Rout and Satpathy, 2020).** In this era of rapid globalization, organizations are devising ways to utilize this competitive advantage to its best because it is directly linked with the knowledge, skills, and capabilities of the talented employees of the organization **(Anlesinya and Amponsah-Tawiah, 2020).**

Talent management is an effort to attract, identify, develop, and retain the talent and maintain the hospital's abilities. It is a well-accepted fact that talent management

practices' successful implication enables an organization to cope with the ever-growing world demands**(Narayanan et al., 2019; Younas and Bari, 2020).** A health sector can face grave consequences if it falls short of talent because it means failing to implement the potential strategies. Therefore, the topic of talent management has gained significant importance in recent years **(Luna-Arocas et al., 2020).**

Talent management is considered as an organizational approach, ensuring the availability of talents and that talents can be treated in an organizational manner. It is recognized as the performance outputs that can be measured more easily than input factor. Effective talent management can create a long-term organizational effectiveness through getting the right people in the right place at the right time. The use of talent management concepts to support organizational services, through tracking the performance and progress of those identified as talents **(Ali and Mehreen, 2019).**

The educational process is a primary factor that results in improving performance in the work place, which comes from gaining knowledge and skills. Nursing as a scientific discipline and as a profession is an essential component of any delivery system that influences improved health outcome. Nursing management staff engages in the total scope of nursing practice, which is dependent on their educational preparation, experience, role, and nature of the patients they serve. Nursing is not a static, unchanging profession, but it is continuously growing and changing as society changes, as healthcare methods change, and as nursing management staff themselves change **(Salem, 2019).**

Significance of the study

Talent management has been a critical issue for many organizations and a challenging situation for human resource managers. With a high employee turnover, organizations always face the risk of lower productivity, decreased employee engagement, increased training costs, and an undesirable reputation of employee attrition. As a result, organizations nowadays are putting a lot of effort into talent management practices that encourage the employees to be fully engaged and take pride while working for their organization to increase employee retention **(Tamanna, 2018).**An organization with highly talented individuals can attain corporate goals and maintain a healthy relationship with the work environment**.** An organization's strength is largely determined by the quality of its talent **(Tamunomiebi and Worgu, 2020)**.

Aim of the study

This study aims to enhance talent management among nursing management staff.

Research hypotheses

It was hypothesized that; There was enhancing in nursing management staff awareness about talent management at work after implementing the program and it was having a positive impact on their organization.

Subject and methods

Study design

A quasi-experimental study design: one-group pre-test, post-test and follow-up (after 3 months) were carried out in this study.

Study Setting

The study was conducted at Benha University Hospital. The total beds capacity was 885 beds disturbed in the following manner: 413 beds at medical building, 452 beds at surgical building, and 20 beds at ophthalmology building. The hospital includes 41 units: medical department (14) units, surgical department (13) units, ophthalmology department (4) units and critical care

department (10) units. It provides free and economic services to all patients.

Study subjects

Included all available of nursing management staff, who were working in the above mentioned study setting, each of them had at least one year of job experience and were eligible to participate in the study. The total number of nursing management staff was 90 and the final sample number was 70 in the study.

Tools of data collection

One tool was used to collect data for this study.

I-   Talent Management Awareness

1- Talent Management Knowledge Questionnaire

The self-administered questionnaire, was developed by **(Ceuam, 2013; Taie, 2015)** and was modified by the investigators after a review of the related literature **(El Nakhala, 2013;Vaiman et al., 2017).** It aimed to assess nursing management staff knowledge about talent management. It consisted of two parts:-
Part 1: It included personal and job characteristics of study subjects such as (current job, age, marital status, educational qualification, years of experience since graduation, and in administrative work, and in attended training courses on talent management and the number of training courses about talent management that they have taken). **Part 2:** It consisted 7 items, including 38 questions divided into 21 multiple choice questions, 10 true or false and 7 matching questions.

Scoring system

Responses of the subjects were scored one for a correct answer and the incorrect answer was scored zero. For each item of knowledge, the scores of these items were summed-up and the total was divided by the number of the items, giving a mean score for

the part. These scores were converted into percent scores. Knowledge was considered adequate knowledge if the percent score was >80% and equal to > 30 points. Knowledge was deemed inadequate if the percent score was <80% and equal to < 30 points **(Mostafa et al., 2021).**

2- Talent Management Practices Questionnaire

It was developed by **Njoroge, (2012),** and modified by the investigators after a review of the related literature **(Oehely, 2007;Ntonga, 2007).** It aimed to assess nursing management staff practices regarding talent management. It contains 8 dimensions of talent management with 45 items.

Scoring system

Nursing management staff responses were measured as "completely done" which scored (2)," incompletely done" which scored (1) and "not done " which scored (0). The scores of the items were summed-up and the total was divided by the number of the items, giving a mean score for the part. These scores were converted into a percent score. The practices were considered satisfactory if the percent score was >80% and equal to > 72 points. The practices were considered unsatisfactory if the percent score was <80% and equal to < 72 points **(Abdrabou and Ghonem, 2020; Elhaddad et al., 2020).**

Validity of the tools:

This one tool was tested for validity (Face and Content) through distribution of the tool to a jury of five experts in the field of nursing administration and which consisted of four professors from Tanta University and one professor from Ain Shams University. Modifications were done in the light of their valuable comments, such as modifying words to give the most appropriate meaning for some phrases, which were not initially clear.

Reliability of the tools

Reliability of the tools was examined through assessing internal consistency measured by Cronbach's alpha coefficient. It was (0.928) for talent management knowledge questionnaire, (0.839) for talent management practice questionnaire.These results indicate high internal consistency of the tools.

Ethical consideration

The respondent rights were protected by ensuring voluntary participation, so informed consent was obtained by explaining the purpose of this study, its nature, the timeframe for conducting the study, potential benefits of the study, how data was collected, expected outcomes, and the respondent rights to withdraw from the research study at any time in case of violation of his/her rights.

Pilot Study

It was done during September 2020. A pilot study was conducted on 7 nursing management staff members, who were included in the main study sample. They represent 10% of study subjects in the study, who were set to examine the feasibility, practicability, and applicability of the tools, to clarify the language and to estimate the time needed to fill it out. The nursing management staff took approximately 25-35 minutes to fill all questionnaire sheets. No modification needed.

Field Work

Fieldwork was divided into four main stages, assessment, planning, implementation and evaluation. This started from the end of October 2020 to the end of August 2021.

Assessment phase

This started from the end of October 2020 to the end of November 2020.The investigators introduced their selves to the study subjects and explained the aim of the study. Before distributing the study questionnaires sheet of the tools in the study setting, were explained to the participants.

Planning phase

This started from December 2020 to the end of January 2021. Based on the analysis of the data obtained from the assessment phase, the education program was initiated and constructed after a review of the related literature. The investigators designed a hand-out for the talent management education program.

Implementation Phase

This started from February (2021) to the middle of March (2021). Each session conducted was two hours per day. The investigators visited the previously mentioned study settings 3 days per week during the morning shift. The investigators met two groups per day (there were10:12 nursing management staff members for each group). The educational program was implemented to the participants. The subjects were divided into 6 groups: the first group included ten nursing management staff members; the second, third, fourth, fifth, and sixth groups included 12 nursing management staff members.

Evaluation phase

This started from July 2021 to the end of August 2021. This stage was performed after three months of implementation of the educational program, using the same data collection tools from the assessment phase, to evaluate the effect of talent management educational program.

Statistical analysis

Data entry was done using the SPSS version 21 computer software package. Statistical presentation and analysis of this study was conducted using the frequency distribution for qualitative variables. The repeated measures model ANOVA was used

and a chi square test. Pearson's Correlation was used to assess the relationship between the study variables. An odds ratio was calculated for statistically significant relations; independent t-test was used to compare the 2 groups paired. Statistical significance was considered at p-value of <0.05 which was chosen as the level of significance. A p-value of < 0.01 was considered highly significant and a p-value >0.05 was considered not significant.

Results

Table (1): clarifies that the majority of nursing management staff (82.9%) works as head nurses , less than three quarters of them (72.9%) ranged from (35-45) years old, and more than three fifths (61.4%)of nursing management staff were married. As for the last educational qualifications, more than half (57.1%) of nursing management staff learned from technical institute. Less than three quarters (72.9%) of study subjects had 25-35years experience since graduation and 10-20 years in administrative work. Also, more than one fifth of nursing management staff (22.9%) attended training courses about talent management and all 16 of the study sample (100%) attended 1-2 of these courses.

Table (2): Presents that there was a highly statistically significant difference at (p=.000) between pre-program and immediate post-program phases concerning the total mean and standard deviation score of talent management. There was an improvement in nursing management staff knowledge regarding talent management in the immediate post-program phase and follow-up (after three months) program phase relative to that in the pre-program phase. The total mean in the immediate post-program had the highest score (33.97±1.83) and it slightly decreased (32.38±1.54) in the follow-up (after three months) program phase than in the pre-program phase (19.77±2.37).

Table (3): Displays that there was a highly statistically significant difference in the improvement of nursing management staff regarding their practices about talent management at (p=.000) between pre-program and immediate post-program phases. The highest mean score and standard deviation of total talent management practices for nursing management staff were (65.95±4.98) in the immediate post-program phase. This slightly decreased (63.48±5.84) in the follow up (after three months) program phase compared to the pre-program phase (33.30±6.75).

Table (4): shows that, there was a highly statistically significant positive correlation between total talent management knowledge, total talent management practice, in the immediate post and follow-up program phases. There was no significance correlation between total knowledge and total practice of talent management and between total talent management knowledge.

Table (1): Frequency distribution of studied nursing management staff regarding their demographic characteristics at study setting (n=70).

Demographic characteristics	No	%
Current job		
Assist director of nursing	1	1.4
Nursing supervisor	11	15.7
Head nurse	58	82.9

Age		
<35	10	14.3
From 35-45	51	72.9
>45	9	12.9
Min –max	**33-51**	
Mean ±SD	**41.10±4.21**	
Marital status		
Married	43	61.4
Unmarried	27	38.6
Last educational qualification		
Nursing diploma	2	2.9
Diploma and specialization	4	5.7
Technical institute	40	57.1
Bachelor degree	13	18.6
Other	11	15.7
Years of experience since graduation		
<25	10	14.3
From 25-35	51	72.9
35>	9	12.9
Years of experience in administrative work		
< 10	10	14.3
From 10-20	51	72.9
>20	9	12.9
Did you attend training courses about talent management		
No	54	77.1
Yes	16	22.9
How many training courses about talent management.		
(1-2)	16	100.0

Table (2): Mean and standard deviation among studied nursing management staff regarding their total knowledge about talent management through the program phases at study setting (n=70).

Knowledge items	Max score	Pre-program Mean±SD	Immediate Post-program Mean ±SD	Follow-up (after three months) Mean ±SD	t1 test	p-value	t2 test	p-value
Definition of talent	2	.75±.73	1.84±.40	1.61±.49	11.4	.000	0.70	0.06
Definition of talent management	6	3.17±1.21	5.42±.64	4.84±.86	14.8	.000	1.70	0.35

Importance of talent management	2	1.00±.68	1.78±.41	1.58±1.58	10.0	.000	1.35	0.26
Principles of talent management	3	1.44±.91	2.60±.57	2.41±.57	11.0	.000	0.71	0.07
Challenges of talent management	3	1.48±.77	2.64±.48	2.38±.51	11.4	.000	1.28	0.19
Talent management components	19	10.42±1.97	17.14±1.26	15.24±1.33	26.9	.000	1.56	0.16
Talent management strategy	3	1.52±.91	2.58±.62	2.34±.67	10.6	.000	1.25	0.28
Total	38	19.77±2.37	33.97±1.83	32.38±1.54	12.51	.000	1.13	0.25

t1 paired t test between pre and immediate post program.   t2 paired t test between immediate post and follow-up program
(**) highly statistically significant at (p<0.001)

Table (3):Mean and standard deviation among studied nursing management staff regarding their total talent management practices dimensions through the program phases at study setting (n=70).

Talent management practices dimensions	Max score	Pre-program Mean ±SD	Immediate Post-program Mean ±SD	Follow-up (after three months) Mean ±SD	t1 test	p-value	t2 test	p-value
Talent acquisition policies	8	3.04±0.99	5.68±1.31	5.42±1.357	13.84	.000	1.13	0.25
Retention policies in workplace	12	4.37±1.46	8.58±1.68	8.30±1.78	16.53	.000	.976	0.33
Leadership and high professional development	10	3.75±1.60	7.40±1.54	7.14±1.67	14.06	.000	.945	0.34
Capability development and performance management	10	3.68±0.95	7.18±1.48	6.75±1.72	17.95	.000	1.57	0.11
Career management	14	5.18±1.65	10.31±1.63	9.70±1.81	19.05	.000	2.10	0.30
Total reward compensation	20	7.32±1.50	14.95±1.82	14.61±1.92	27.92	.000	1.08	0.28
Workforce planning	8	3.02±1.21	5.87±1.30	5.74±1.32	13.72	.000	.578	0.56
Talent strategy	8	2.90±1.20	5.95±1.12	5.80±1.13	15.34	.000	.823	0.41
Total	90	33.30±6.75	65.95±4.98	63.48±5.84	32.47	.000	1.69	0.08

t1 paired t test between pre and immediate post-program   t2 paired t test between immediate post and follow-up program
(**) highly statistically significant at (p<0.001)

Table (4): Correlation matrix between total talent management knowledge, total talent management practice and total organizational effectiveness through the program phases at study setting (n=70).

Phases	Total		Talent management knowledge	Talent management practice
Pre-program	Talent management knowledge	r	1	.615
		P		.061
	Talent management practice	r	.615	1
		P	.061	
	Organizational effectiveness	r	.592	.993
		P	.065	.000**
Immediate post-program	Talent management knowledge	r	1	.896
		P		.016*
	Talent management practice	r	.896	1
		P	.016*	
	Organizational effectiveness	R	.883	.795
		P	.018*	.000**
Follow-up (after 3months)program	Talent management knowledge	R	1	.518
		P		.007*
	Talent management practice	R	.518	1
		P	.007*	
	Organizational effectiveness	R	.670	.748
		P	.025*	.000**

(*) statistically significant at (p<0.05)   (**) highly statistically significant at (p<0.001)

no statistical significant difference at (p >0.05)

Discussion

During the last decade, the talent management has emerged in the world as a strategic dimension in the organization. It has a great impact on an organization's performance by minimizing the costs of the hiring process; it also increases the productivity, profitability, and output of a firm. When an organization applies talent management it creates tremendous opportunities for competitive advantages. Indeed, an organization's position is determined by its ability to retain, engage, and develop talent. Therefore, talent management is a factor leading to the failure or success **(Al-Dalahmeh et al., 2020)**.

Organizations that are ineffective are often characterized with inability to accomplish set goals, and an inability to acquire resources required for the production

process leading to poor performance and job dissatisfaction, which results in a lack of employees. Due to the complexities and staff competition that has characterized today's dynamic and ever-evolving work, organizations as result-oriented entities, which are ideally designed to actualize pre-determined goals and objectives, are adopting diverse strategies **(Tamunomiebi and Worgu, 2020)**.

A discussion of the study is presented in the following parts**:-Part I** talent management awareness divided into **1** knowledge level of nursing management staff regarding talent management through program phases; **2** practice level of nursing management staff regarding talent management through program phases; **Part II** correlation matrix between total talent management knowledge, total talent management practice, through the program phases.

Part I talent management awareness
1. Knowledge level of nursing management staff regarding talent management through program phases.

The finding of the present study evidenced that the most of nursing management staff works as head nurses, less than three quarters of them are in the average age range of 35-45years, and more than three fifths of nursing management staff were married. More than half of nursing management staff learned from technical institute. Less than three quarters of them had experience since graduation and in administrative work. Also, more than one fifth of nursing management staff attended training courses about talent management.

The present study, concerning nursing management staff knowledge about talent management, revealed that there was a highly statistically significant between pre-program

and immediate post-program phases. There was an improvement in nursing management staff knowledge regarding talent management in the immediate post-program and follow-up (after three months) program phases compared to their pre-program phase.

The present study results indicated that the majority of nursing management staff had an adequate knowledge level in the immediate post-program phase and slightly decreased in the follow-up (after three months) program phase than in the pre- program.

From investigator's point of view, this result might be due to the positive effect of the educational program for nursing management staff knowledge through knowing talent management. This may also be due to the insufficient knowledge decreasing as time passes and the need for a periodic update and refresher. In addition, this may be due to nursing management staff being able to listen effectively and acquire certain practices in debate and dialogue; to think quickly and to enjoy acquiring new knowledge about talent management.

This resulted in the same line with**Mostafa et al., (2021)** they conducted the effect of an educational program about talent management for nursing managers on their job affiliation and organizational excellence, and the total level of nursing managers' knowledge in the immediate post and follow-up improved and became satisfactory. While nursing managers' knowledge were unsatisfactory in the pre-program.

In the same track **Abdrabou and Ghonem, (2020)** who conducted a study about talent management training program and its effect on leadership effectiveness among nurse managers, found that one quarter of nurse managers had a satisfactory knowledge level in the pre-intervention phase. This level improved in the post intervention phase and slightly declined in the follow-up phase. Also,

this finding is in agreement with **Obeidat et al., (2018)** they studied the effect of talent management on organizational effectiveness in the healthcare sector. And **Ogbari, et al., (2018)** who studied talent management as a determinant of firm performance: a conceptual approach, and stated that talent management knowledge can be improved through teaching and training of employees, which would affect their future performance.

While the investigator's findings incongruent with **Dordova and Harvathova, (2010); Abbasi and Rana, (2013); Taie, (2015)** these revealed that before awareness sessions all of the study sample lacks knowledge about steps to effective talent management. Also, **Dzimbiri and Molefi, (2021)** conducted a study on talent management and its impact on innovative work behavior among registered nurses. They revealed that the overall mean score of nurses' perceptions of talent management was low.

2. Practice level of nursing management staff regarding talent management

In the present study concerning talent management practices of nursing management staff, the majority of the studied nursing management staff had a satisfactory practice level, regarding talent management in the post-program phase. The level decreased slightly in the follow-up compared to the pre program phase. From investigator point of view, these findings might be due to the fact that nursing management staff acquired talent management practices as an effect of the educational program. This was meant to improve nursing management staff abilities for a change; to engage and retain the best healthcare professionals; to build a strong work force talent in the hospital; to utilize time and effort to acquire and retain suitable talents; to look for ways to attract prospective employees and develop them, through

implementation of talent management practices.

The study findings are congruent with **Mostafa et al., (2021)** they indicated that the total level of nursing managers' talent management activities after intervention was good in the immediate post and follow-up program phases respectively compared to the pre-program. Also, in accordance with the current study, **Mitosis et al. (2021)** conducted a study on talent management in healthcare and illustrated that head nurses' talent management scores were good. They concluded that the hospitals are alert to the enormous significance of their staff.

Also, these findings aligned with **Abdrabou and Ghonem, (2020)** who stated that talent management practices are very important in developing employee skills, increasing their performance, and retaining those skills. In addition to **Sidani and Ariss, (2014);Mensah et al., (2016)** they stated that adopting an effective talent management practice increases employee performance. Also**, Venkatesh, (2017)** who studied about integration of talent management framework for healthcare performance as a strategic approach, and found that the majority of health care providers showed good talent management skills after integrating the talent management framework.

Also, these findings are supported by **Abd El Rahman and Farghaly, (2019)** who conducted a study on the application of optimize' talent management model for head nurses on nurses' job crafting and innovation. They mentioned, the majority of head nurses had an improvement regarding their talent management at immediately post and follow-up program phases relative to a talent management model application. However, these findings and investigator's findings are contradictory to the results of **Al-Masri and AL-Aga, (2015)** who stated the level of

applying talent management, in regards to the faculty members, in Palestinian universities was high, based on their study.

Part II: will focus on correlation matrix between total talent management knowledge, total talent management practice, through the program phases

The investigator's findings reported that there was a highly statistically significant positive correlation between total talent management knowledge, total talent management practice, and in the immediate post and follow up program phases compared to the pre-program phase. This means when nursing management staff members' talent management knowledge increases their practices talent management.

This may be due to the effective application of talent management leading to the talented staff having feelings of affective commitment. This is then reinforced and relieves feelings of dissociative drive, mistrust, less work engagement. This can play a powerful role in promoting organizational objectives of the employees.

The findings by **Tamunomiebi and Worgu, (2020)** on talent management and organizational effectiveness and revealed that talent management significantly enhances organizational effectiveness. Based on extant literature, the paper concludes that talent management is a significant predictor of organizational effectiveness. Also, **Ali and Brandl, (2017)** theoretically studied human resource management perspectives in Pakistan and found that talent management practices create the competitive advantage, which subsequently improves organizational effectiveness.

Kassem and Ahmed, (2021) conducted a study on the relationship between head nurses' talent management and their emotional intelligence with organizational effectiveness, and revealed that talent

management was positively correlated with organizational effectiveness. Also, **Lyria et al., (2017)** found that talent management creates a competitive edge which directly improves organizational performance, ultimately translating into organizational effectiveness. This was in agreement with **Ali et al., (2019)** who discovered that talent management is positively associated with the total organizational effectiveness. This means that a talented person has expertise and specific skills, and contributes to the benefit of organization with creative work.

In the same respect **Dzimbiri and Molefi, (2021)**stated that there was a positive relationship between talent management elements and organizational effectiveness, confirming that talented individuals are frequently exhibit extraordinary capability in addition to reaching above a range of actions and moveable high competency.

Additionally, **Yassin and Jaradat, (2020)**conducted a study on the impact of talent management on organizational effectiveness in healthcare sector, and mentioned that talent group development has the maximum effect on organizational effectiveness as they provide the organization with a competitive benefits as well as a future position. In the same line, **Tetik and Zaim, (2021)** reported the talent management dimensions are extremely important, and all of them display an optimistic influence on the organizational effectiveness.

Conclusion

Implementation of the educational program about talent management among nursing management staff was effective in the studied setting. The current study finding showed that the majority of the studied nursing management staff had an adequate level of knowledge regarding talent management in immediate-post, follow-up programs. It also, showed that the majority of

the study sample had a satisfactory practice level regarding talent management after implementing a talent management educational program. Furthermore, there was a highly statistically significant positive correlation between total talent management knowledge, total talent management practices, in the immediate-post and follow-up program phases compared to the pre-program phase. The findings of this study support research hypothesis.

Recommendation

- Conduct educational programs and workshops about talent management to equip supervisors and managers in talent management skills.
- Introduce talent management strategy in hospital strategic planning to remain competitive in today's healthcare market.
- Develop innovative recruitment strategies to find the best employees.
- Develop a system to evaluate nursing management staff to discover talents and recruit them.
- Introduce and maintain a rewards and recognition system to build and retain talent.
- Provide technology training for employee and integrate new technologies and to support learning and innovation.

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