

Relationship Between Talent Management and Organization Learning in Midwives Operating in Iran University of Medical Sciences

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Abstract: One of the problems of today's organizations is the shortage of human resources especially talented human resources. Turnover of personnel is another problem challenging most organizations. Organizational learning enables organizations update their skills and resources to adapt to environmental changes and achieve competitive advantage. With the increase in organizations' need for learning, organizational learning has turned into a solution to the existing problems of organizations, and it is also the only source of their power and survival. Talent management along with human resources management can solve the problem of turnover and shortage of labor force. Hence, the present research was conducted to examine the relationship between talent management and organizational learning in hospitals of Iran University of Medical Sciences. This research was a descriptive cross-sectional study. The statistical population and sample included midwives operating in hospitals affiliated with Iran University of Medical Sciences. Arabpour and Nikpour's researcher-made talent management questionnaire and Gomez's organizational learning questionnaire were used to collect information. Validity of questionnaires was approved through a content validity assessment and reliability of the questionnaires was conformed using the Cronbach's alpha method. The Cronbach's alpha coefficients for the talent management and organizational learning questionnaires were 0.82 and 0.89, respectively. The questionnaire information was analyzed in SPSS version 21. Talent management (with a mean score of 3.05) was in a higher-than-average condition. The talent development (3.37) and talent conservation (2.73) dimensions had the highest and lowest mean scores, respectively. The status of organizational learning (with a mean score of 4.16) was higher than average. Systemic perspective (4.40) and management commitment (4) also had the highest and lowest mean scores, respectively. Finally, there was a statistically significant relationship between talent management and organizational learning ($p < 0.001$, $r = 0.72$). Considering the positive effects of talent management on conservation of employees and organizational learning, it is recommended to use this method to conserve employees and improve organizational learning.

Key words: Talent, management, organizational, learning, midwives

INTRODUCTION

In today's competitive world, organizations capable of adapting to environmental changes are in with a chance of survival. Organizations searching for solutions to adapt to competitive environment update their skills and resources (Gilanina *et al.*, 2013). Organizations worldwide believe that knowledge, skills and capabilities of talented employees are the main sources of their competitive advantage (Hartmann *et al.*, 2010). Conservation of employees is a global issue especially in developing countries (Chani *et al.*, 2014). Turnover of employees is among the concerns of most countries (Alshmemri, 2014).

Shortage of human resources and turnover of staff are among the adverse effects of management and the World Health Organization (WHO) estimated a human force shortage of 12.9 people by 2035 (Munyewende *et al.*, 2014). Organizations that pay special attention to competitive advantage, innovation, and effectiveness highly value organizational learning (Ravandgard *et al.*, 2014). Organizational learning is a solution to the upcoming problems of organizations (Mete *et al.*, 2013). It is also the distinction between compliance and survival of organizations that do not stand still (Serinkan *et al.*, 2014). Talent management contributes to organizational learning and progress of organizations (Ebele Mary,

Kelechi Ugqu and Mary Ezinne, 2015). Human resources experts believe that talent management is a key to conservation and survival of every organization and its goal is to assign qualified employees to the right organizational positions in the right time (Ahmadi *et al.*, 2012). Talent management involves absorption, identification, employment, motivating, and conservation of people who display high potentials for success in an organization (Taie, 2015). Talent management helps overcome problems and attain organizational goals by bridging the gap between the required and the existing talents (Bakhtiar *et al.*, 2014) and minimizing the administrative gap (Kaur and Dhawan, 2014).

In critical and important health and treatment professions, hospital personnel work with human's life and health and thus use of new management methods can be effective for improvement of society's health and prevention of mortality and morbidity. Midwives are among the valuable and sophisticated human resources of medical sciences universities and health and treatment centers of Iran. They contribute to attainment of the millennium goals and by making considerable efforts and providing health care services to pregnant women before and during labor. Hence, they significantly contribute to improvement of the health of more than half the society. Attainment of the third millennium goals as well as improvement of mothers' health, empowerment of women, and reduced mortality of children will not be possible without considering their roles. Hence, the present research was an attempt to study the relationship between talent management and organizational learning of midwives in hospitals of Iran University of Medical Sciences in 2016. The research results were meant to help understand the existing situation to be able to take more effective steps towards human resource management.

MATERIALS AND METHODS

It was a descriptive cross-sectional study that was conducted on midwives working in the maternity ward, NICU (neonatal intensive care unit), IVF (in vitro fertilization), women surgery ward, and nursing offices of hospitals affiliated with Iran University of Medical Sciences in 2016. After obtaining permit no. IR.IUMS.REC.1394.9211373210 of the university's ethics committee and a letter of introduction from the research deputy, the researcher visited hospitals affiliated with Iran University of Medical Sciences and after introducing herself, expressing research objectives and explaining the research significance, the questionnaires were provided to the qualified participants.

The total count sampling method was used to include all of the midwives with a minimum degree of midwifery associate degree and 6 months of experience. The inclusion criterion for the management section was one year (or more than a year) of experience with management in a related unit. If the existing management lacked the adequate experience, questionnaires would be completed based on the management type by the former manager. In this research, three questionnaires, namely the demographic characteristics questionnaire, talent management (for assessment of the talent management system of organizations), and Gomez's organizational learning questionnaire were used. To assess talent management, Arabpour and Nikpour's 25-item researcher-made questionnaire developed for the absorption, conservation, and development of talents was used. Validity of the questionnaire was assessed using the content and face validity assessment tests, and its reliability was confirmed with a Cronbach's alpha coefficient of 0.82. The calculated Cronbach's alpha coefficients for absorption, conservation, and development of talents were 0.70, 0.73, and 0.87, respectively. Items of this questionnaire were ranked based on a five-point Likert scale from "completely disagreed" to "completely agreed" and the questions were scores from one to five. A total of 9, 6, and 10 questions were designed for the talent absorption, conservation, and development components, respectively. The questionnaire results were interpreted using the mean score values. To this end, a mean talent management score of less than 3 was considered to be below average, but a score of 3 and higher was considered to be higher than average (Arabpour and Nikpour, 2014).

Gomez's organizational learning questionnaire included 16 questions and four sub-scales (i.e. management commitment, systemic perspective, openness and experimentation, and transfer/integration of knowledge) ranked based on a seven-point Likert scale (completely disagreed, disagreed, almost disagreed, no idea, almost agreed, agreed, completely agreed). The options were ranked from 1 to 7. Questions no. 2 and 15 were ranked in reverse order. Validity of the questionnaire was assessed using content and face validity assessment, and reliability was confirmed with a Cronbach's alpha coefficient of 0.89 for organizational learning. The Cronbach's alpha coefficients for management commitment, systemic perspective, openness and experimentation, and transfer/integration of knowledge were 0.75, 0.70, 0.74 and 0.70, respectively. In this

questionnaire, a total of 5, 3, 4 and 4 questions were designed for the management commitment, systemic perspective, openness and experimentation and transfer/integration of knowledge, respectively. The deterministic analysis method was used to interpret the questionnaire. After obtaining the mean score of all questions, the organizational learning status would be considered good if more than 50% of questions had a higher-than-average score. The same method was employed for each component (Jerez-Gomez *et al.*, 2005). After collecting the questionnaires the information was analyzed in SPSS version 16.

RESULTS AND DISCUSSION

Concerning demographic characteristics, 86 of the participants (48.6%) were below 29 years, 143 (80.8%) had bachelor's degree, 83 (46.9%) were temporary employees, and 65 (36.7%) were officially employed. Moreover, 101 participants had an experience of less than 6 years. The numerical indicators of talent management and its dimensions are shown in Table (1).

As seen, 57.6% of participants reported a talent management status of higher than average. The mean score and standard deviation of talent management was 3.050.68. The talent development dimension (with a mean score and standard deviation of 3.37) had the highest mean score, whereas the talent conservation dimension (with a mean score and standard deviation of 2.73.92) had the lowest mean score (Table 1).

58.8% of participants reported an organizational learning status of higher than average with a mean and standard deviation of 4.161.09. Management commitment and systemic perspective had the lowest and highest mean scores among the organizational learning dimension, respectively. Considering the mean scores, organizational learning and its dimensions were in a satisfactory condition (Table 2).

Results of the Pearson's correlation test revealed a statistically significant relationship between talent management (and its dimensions) and organizational learning (and its dimensions). The coefficient of the correlation between talent management and organizational learning ($p < 0.001$, $r = 0.72$).

The highest levels of relationship were observed between talent management and the dimensions of organization learning including management commitment, transfer/integration of knowledge, systemic perspective, and openness /experimentation (in the order mentioned). Development, conservation, and absorption of talents (as

dimensions of talent management) had the highest statistically significant relationship ($p < 0.001$) with organizational learning (Table 3).

Organizations worldwide are confronted with numerous problems in hiring and conserving the talents required for attainment of organizational goals and the number of these challenges is higher for beginner managers (Amiri *et al.*, 2014). Talent management is one of the most vital challenges of human resources that organizations will face in future decades. Organization managements allocate more than 20% of their time to activities associated with this kind of management (Collings, McDonnell and Scullion, 2009). Complete implementation of talent management corresponds to the mission, vision and values of organizations (Tajuddin *et al.*, 2014).

Results of analyses of the condition of talent management among midwifery managers suggest that the mean scores of talent absorption and conservation dimensions were lower than average and the means score of development of talents was higher than average. Results of the research by Arabpour and Nikpour (2014) showed that the mean scores of talent conservation and development were higher than average. These findings only comply with our findings as regards talent development, and this result reflects the concern of managers for training employees and holding training courses to improve employees' knowledge.

In the research by Nobridish *et al.* (2014) talents conservation and talents absorption had the highest and lowest scores, respectively. This finding does not comply with results of this research, which can be ascribed to the difference between types of management in two working environments. In environments such as banks, management determines rewards in accordance with performance and competency of employees. However, equal rewards and salaries similar to other employees are provided to operating midwives.

In the investigation by Alhuseyni Al.Modarresi *et al.* (2014) in the Red Crescent Organization of Yazd, only the talent absorption dimension was in a satisfactory condition while other dimensions were not satisfactory. This result does not comply with results of the present research. Al-Husseini Al-Modarresi *et al.* (2015) investigated the effect of leadership types on talent management and found that the leadership style dominating the Red Crescent Organization was the evolutionary style, which was significantly related to absorption of talents. However, talent conservation and development did not display a relationship with the

Table 1: Numerical indicators of talent management and its dimensions for the research participants (2016)

Talent management and dimensions	Below average (>3)	<average (3 and higher)	Mean score	Standard deviation	Range of variations
Talent management	75 (42.4%)	102 (57.6%)	3.05	0.68	1.1-4.6
Talent absorption	85 (48%)	92 (52%)	2.91	0.66	1-5
Talent conservation	96 (54.2%)	81 (45.8%)	2.73	0.92	1-5
Talent development	48 (27.1%)	129 (72.9%)	3.37	0.85	1-5

Table 2: Numerical indicators of organizational learning and dimensions for study participants (2016)

Organizational learning and dimensions	Below average (>4)	<average(4 and higher)	Mean score	SD	Range of variations
Organizational learning	73 (41.2%)	104 (58.8%)	4.16	1.09	1.5-6.8
Management commitment	81 (45.8%)	96(54.2%)	4	1.05	1.2-6.8
Systemic perspective	56(31.6%)	121 (68.2%)	4.40	1.43	1-7
Openness and experimentation	65 (36.7%)	112 (63.3%)	4.01	1.49	1-7
Transfer and integration of knowledge	53 (29.9%)	124 (70.1%)	4.31	1.23	1-7

Table 3: Relationship between talent management (and its dimensions) and organizational learning (and its dimensions) in the study units (2016)

Organizational learning Talent management	Organizational learning	Management commitment	Systemic perspective	Openness and experimentation	Transfer and integration of knowledge
Talent management	r =0.72p<0.001	r =0.64p<0.001	r =0.60p<0.001	r =0.59p<0.001	r =0.62p<0.001
Talent absorption	r =0.44p<0.001	r =0.40p<0.001	r =0.38p<0.001	r =0.36p<0.001	r =0.35p<0.001
Talent conservation	r =0.66p<0.001	r =0.62p<0.001	r =0.53p<0.001	r =0.55p<0.001	r =0.57p<0.001
Talent development	r =0.70p<0.001	r =0.61p<0.001	r =0.59p<0.001	r =0.57p<0.001	r =0.62p<0.001

evolutionary leadership style. The reason for the lack of compliance between the results of two studies can be difference between the leadership types in the study environments. However, the objective of the present research was not to identify and examine the dominant management style and its only goal was to study the relationship between organizational learning and talent management.

In the research by Mokhtari *et al.* (2014) the total mean score of organizational learning (2.99 out of 5) as well as the mean scores of management commitment (2.9 out of 5), systemic perspective(2.91 out of 5), and openness/experimentation (2.97 out of 5) were lower than average, which do not comply with our results. This difference between these results can be attributed to the research environment and society, because in hospital environment employees need to update their information and display a more effective learning performance as they work with patients. The reason for the low scores of these dimensions in Mokhtari’s research can be the lack of development of learning culture by the management, employees’ lack of knowledge of organization’s goals, and lack of acceptance of opinions. All of these factors may be caused by the military research environment. However, in both studies the mean scores of transfer/integration of knowledge(3.19 out of 5) were higher than average, which may be caused by the system governing health organizations and order and discipline prevailing in military environments.

Heydari *et al.* (2013) reported an average level of nurses’ organization learning, which complies with the existing research findings. The management commitment

and systemic perspective dimensions gained lower mean scores. The transfer and integration of knowledge dimension gained the highest mean score, which did not comply with our results. Hence, hospital managers need to take measures to establish the learning culture and increase nurses’ awareness of hospital goals and missions to be able to improve the mean scores of these dimensions (Abedi *et al.*, 2011).

Cheraqali *et al.* (2015) carried out a study titled “analysis of the relationship between talent management and organizational learning with the mediating role of social capital” and found a statistically significant relationship between talent management and organizational learning similar to the present research.

CONCLUSION

According to research results, there was a statistically significant relationship between talent management and organizational learning in midwives. Talent management was in a higher-than-average condition. The mean scores of talent absorption and conservation were lower than average, which calls for actions to hire, absorb, and contract forces and pay salaries and benefits in accordance with professional competencies and capabilities of human forces. The mean score of talent development was higher than average to which improvement of talent management conditions is owed. By holding training courses, the management tries to improve scientific status and knowledge of midwives to enhance their organizational learning performance. As an effective strategy, talent management can contribute to improvement of organizational learning of midwives and

all of these actions can be effective in improving society's health, preventing mortality and morbidity of mothers and neonates, and attaining the millennium goals.

ACKNOWLEDGEMENTS

The researches hereby express their gratitude to the research and higher education deputy of Iran University of Medical Sciences and all of the authorities and midwives working in hospitals affiliated with Iran University of Medical Sciences without whose cooperation and assistance this research could not have been conducted.

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