Talent Management and Health Service Quality from the Employee Perspective: A Study on Teaching Hospitals in Egypt

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Abstract

Purpose: *The purpose of this study is to investigate the relationship between Talent Management (TM) and Health Service Quality (HSQ) from the employee perspective.* ***Research Design/Methodology:*** *Using Heinen & O'Neill (2004) of TM, the study develops a number of hypotheses and tests them. This study was conducted at Teaching hospitals in Egypt. It is practical, according to its purpose, and descriptive according to its data collection method. The present study investigates the evaluative attitudes of the employees towards TM and HSQ. It will also illustrate the relationship between TM and HSQ. Three groups of employees were examined. Of the 357 questionnaires that were distributed, 285 usable questionnaires were returned, a response rate of 80%.* ***Findings:*** *The main findings are that there are differences among the employees regarding their evaluative attitudes towards TM and HSQ. Also, this study reveals that there is a statistically significant relationship between TM and HSQ.* ***Practical implications:*** *The study suggests that the Teaching hospitals can improve HSQ by influencing its TM. The study provided a set of recommendations including the necessity to pay more attention to TM and HSQ. This will achieve its success currently and in the future, besides attaining a competitive advantage.* ***Originality/value:*** *The study observes that there is a lack of empirical research regarding TM. Therefore, this study is to examine the relationship between TM and HSQ at Teaching hospitals in Egypt.*

Keywords: talent management, service quality

1. Introduction

Since a group of McKinsey consultants coined the phrase the War for Talent in 1997 (Axelrod et al., 2002), the topic of TM has been widely seen as a solution for the HR challenges in today's labour market (Ritz & Sinelli, 2010; Schuler, et al., 2010).

In the last two decades, the issue of TM has been increasingly discussed. For organizations, it becomes more and more critical to work with TM (Hjalager, et al., 2009).

There is a lack of empirical research regarding TM area. TM is a recent notion in the field, therefore, many larger organizations have had introduced methods and procedures for working with TM, and it can be a relevant source for funding different tactics (Höglund, 2012).

There is actually a disturbing lack of clarity regarding definition, scope and overall goals of TM. Even though there has been a growing interest toward this topic, there is a lack of evidence that companies are executing TM processes in an effective manner (Mäkelä et al 2010). TM has since then developed and come to mean and encompass a multitude of things – not without academic dispute on what it really is. Five reasons that support the continued existence of TM is that the knowledge economy will persist, the new generation that has begun to enter the labor force has different demands than their previous generations, organizations need new tools to manage their HR, the HR department and the HR managers need to become involved in strategic issues, and the middle managers who are responsible for the employees, will have to take a larger responsibility for the TM processes in their daily work (Wikström & Martin, 2012).
TM practices with a strong focus on strategy have a statistically significant higher impact on the attractiveness of the company, the achievement of business goals, customer satisfaction and corporate profit (Bethke-Langenegger, et al., 2011).

In order to survive and compete in the marketplace, every organization has to have a process to respond to its needs for talented people.

Though this may be called as TM, or with some other terms, they actually represent the same entity. To succeed, the very best organization should have a fully integrated system in which all parts of the system are interactive with each other. Though one can imagine such a system is better for the organization, many of the organizations fall well short (Clark, 2010).

Whether TM is called people, intellectual capital, HR, talent or some other term, the resource that lies within employees and how they are organized is increasingly recognized as critical to strategic success and competitive advantage (Boudreau & Ramstad, 2007).

The future of TM is based on theories that are designed from a paradigm that is bottom-up. These focus on providing of core business functionality based on unified TM procedures and factors. Three features TM stand out, namely: (1) the key enabler of any organization is talent, (2) the quality of your people is your last true competitive differentiator, and (3) talent drives performance (Shukla, 2009).

2. Literature Review

2.1. Talent Management

The starting point of research into the subject of TM should be an exploration of the definition of 'talent'. A broad definition of talent in organizations is "people, and all their abilities and skills" (Piansoongnern, et al., 2008).

The definition of talent differs, from focusing on certain individuals in an organization, having a certain number of characteristics that describe talent, to the concept referring to statements of need (Yarnall, 2011).

Talent is defined as natural aptitude or skill. "Natural" is also defined by *Oxford* as existing in or derived from nature. Aptitude is a natural ability or inclination while skill is defined as the ability to do something well (Oxford Dictionary, 2012).

In ancient Syria, Babylonia, Greece and the Roman Empire, the word "talent" was a denomination of weight, and later surfaced in the Bible as a monetary unit. As of the medieval ages, the word talent developed into the word as we know it today, referring to natural ability and aptitudes. Nowadays in our modern European languages, talent refers to an innate giftedness, which is regarded as a gift (Tansley, 2011)

Talent is innate. It can be identified and developed at an early stage (Burkus & Osula, 2011).

Talent is an individual with special competencies. In a business context these competencies are of strategic importance to the organization. The absence of these competencies would pose an actual situation of crisis for the organization. Furthermore, they are hard to copy for other organizations and can rarely be developed (DEA, 2009).

Talent refers to a special gift. In business it has come to encapsulate all the various attributes of people today. Essentially, talent means the total of all experiences, knowledge, skills, and behaviours that a person has and brings to work. Talent is used as an all-encompassing term to describe the HR that organizations want to acquire, retain and develop in order to meet their business goals (Cheese et al., 2008).

Talent is the person's power or ability to repeatedly inspire and arouse emotion in other people (Joubert, 2007).
Talents are the employees that are valued by the organization as talented. These employees are pinpointed by their employer as talents based on their added value to the organization (CIPD, 2007).

Talent is sometimes described as an elite group of people within an organization. These employees can have a high impact, but are also high-maintenance, and they think faster and differently from the majority of employees. These talents get bored more easily and thus require different kinds of challenges (Coleman, 2005).

Talent not only has become more important among all the factors that could influence the effectiveness of organizations in the future (Buckingham & Vosburgh, 2001), but also remains in limited supply (Frank, et al., 2004).

Talent is seen as the sum of an individual's abilities, which includes his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, and drive. It also incorporates the individual's ability to learn and grow (Michaels, et al., 2001),

Talent is the most important corporate resource sophisticated business people who are technologically literate, globally astute, and operationally agile (Fishman, 1998).

TM is identifying mission-critical values, competencies and talents needed in the current and future workforce; clarifying the methods that will be used to recruit, hire, develop, manage and retain a high performing workforce (Mendez & Stander. 2011).

There are three streams regarding TM. The first stream emphasizes the human capital. The second stream sees TM as a process through which employers anticipate and meet their needs for human capital. The third stream perceives TM as an instrument to reach economic outcomes (Silzer & Dowell, 2010).

TM is the sourcing (finding talent), screening (sorting of qualified and unqualified applicants); selection (assessment/testing, interviewing, reference/background, checking, of applicants) on-boarding (offer generation/acceptance, badging/security, payroll, facilities; retention measures to keep the talent that contributes to the success of the organization); development (training growth, assignments); deployment (optimal assignment of staff to projects, lateral opportunities, promotions) and renewal of the workforce with analysis and planning as the adhesives, overarching ingredient (Brewster et al 2010).

In other words, TM is what occurs at the nexus of the hiring, development and workforce management processes and can be described alternatively as talent optimization (Schweyer, 2004).

TM is formulated as follows: the recruitment, selection, identification, retention, management, and development of personnel considered to have the potential for high performance. TM is a model of personnel management. It focuses on the skills and abilities of the individual and on his or her potential for promotion to senior management roles. It also assesses how much of a contribution the individual can make to the success of the organization (BNET, 2009).

TM is the collection of innovative actions and solutions that allows an organization to maximize the effectiveness of the talent it employs (Bechet, 2008).

TM can be a planning tool for HRM. As a planning tool TM looks very similar to workforce planning, but where HR will experience a real opportunity for contribution to the organization is in the quality of implementation supporting the plan (Cappell, 2008).

TM is the additional management processes and opportunities that are made available to people in the organization who are considered to be talent (Likierman, 2007).

TM is the systematic attraction, identification, development, engagement, retention and deployment of those individuals with high potential and who are of particular value to an organization. TM requires HR professionals and their clients to understand how they define talent, who they regard as 'the talented' and what their typical background might be. It is necessary to define 'talent' before studying TM, because it could influence how talents are identified and how TM approaches are underpinned (Tansley, et al., 2006).

TM is the conscious, deliberate approach undertaken to attract, develop and retain people with the aptitude and abilities to meet current and future organizational needs (Stockley, 2005).

TM is the integration of different initiatives, or constructs, into a coherent framework of activity. TM is the holistic and strategic approach to HR and business planning, or as a new way to increase organizational effectiveness. Its goal is to improve the potential of employees who are seen as able to make a valuable difference for the organization, now or in the future. TM should improve the performance of the organization (Ashton & Morton, 2005).

TM is best seen not as a set of topics, but as a perspective or a mindset. TM perspective presumes talented individuals play a central role in the success of the firm. All corporate issues are seen from the perspective of how will this affect our critical talent is and what role does talent play in this issue (Creelman, 2004).

TM refers to the core employees and leaders that drive the business forward. They are the top achievers and the ones inspiring others to superior performance.
Talent employees represent the core competence of the organization and comprise a small percentage of the employees. It is therefore important to pay particular attention to these employees and have a coordinated systemic approach that caters to their special requirements (Berger & Berger, 2003).

TM is an important function of the HR department and the organization as a whole. Strategic Human Resourcing (SHR), unlike conventional HR, provides separation for the recruiting, offering a chance for the designated division to concentrate on its core purpose. This calls for an HR strategy which integrates the different functions but leaves it up to HR to apply the principles of TM which results in superior business outcomes (Fitz-Enz & Davidson, 2002).

TM represents a paradigm shift from more traditional HR related sources of competitive advantage literature such as those that focus on organizational elites, including upper echelon literature, and strategic HRM towards the management of talent specifically suited to today's dynamic competitive environment (Huselid et al., 1997; Miller, et al., 1998).

In this research, TM is used to describe the additional practices that are aimed at the talented employees. These practices are provided to the talented employees in order to develop them. Hence, the focus of this research into TM practices that are offered to talented employees with the purpose to develop the skills and knowledge of the talented employees.

2.2. TM Dimensions

According to Heinen & O'Neill (2004) sustained competitive advantage comes from TM practices. This means examining how the tenets of the TM process have been implemented in an organization. These include talent planning, recruitment, compensation and rewards, performance management and employee empowerment, employee engagement and organizational culture.

Figure (1): The Seven Blocks of TM
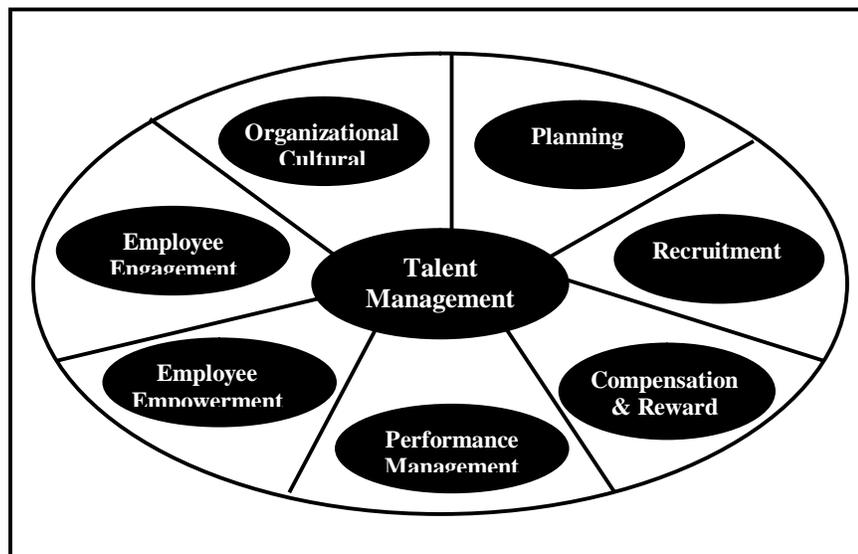
2.2.1 TM Planning

Talent planning is designed to use an organization's existing capabilities and potential to meet current and future business needs. Some of the important areas to be assessed include how the company performed the previous year, what the short-term and long-term business goals are to be attained, and what are the future product plans. Other areas include the necessary skills needed to achieve the laid down plans and what important posts are necessary to reach these organizational goals.

A talent audit system - a database where the organization captures information on all its employees' skills and skills gaps, their strengths and weakness as well as their current performance appraisals of how each employee has featured in their current position. Such a collection of data will distinguish talent in each department and show where gaps exist as well as guide planners to bridge the gaps (Stevens, 2008).

2.2.2 Recruitment

The recruitment responsible managers need a strategic framework that takes into account future competence requisites.

It is essential for these managers to know the long-term needs of the organization, so that these competencies can be developed in house. Wikström & Martin, (2012) advocate a recruitment strategy that summarizes the overall needs of the company in terms of recruitment.

The process of finding the recruitment strategy as (1) state the key business objectives for the next five to ten years, (2) determine the skills and talent necessary to accomplish the strategic goals, and (3) decide whether the current workforce has the skills necessary, and whether to develop them. These steps are crucial to go through in order to understand the available resources within the organization before deciding whether to recruit or not (Vaiman & Vance, 2008).

2.2.3 Compensation and Rewards

The rewards and recognition system serves as an important component to building and retaining talent in an organization. The performance appraisal system starts with individual managers setting performance goals and objectives that are in congruence with the organizational strategic goals and objectives (Berger & Berger, 2008). Management should ensure that the rewards and recognition given to employees are indeed valuable to the employee. Employees should regard these rewards as significant in order for them to be inspired by the gesture. This is known as valence. The manager-leader should make an effort to find out what motivates an employee and so give recognition that can be appreciated to encourage the employee to do even better in their job (Coetsee 2004).

When rewards are given by merit to the deserving employees they can become a useful instrument to encourage the continuance of the desired behaviour (Locke & Latham 1990).

Extrinsic rewards can be counter-productive in that an individual would hurriedly do a job to reach the given goal so that they can enjoy the reward. This causes employees to feel that a lot of hard work is only necessary so they can be paid a salary. Nonetheless, a good salary is necessary to every good worker. Extrinsic rewards are not an evil but every good manager should learn how to balance intrinsic and extrinsic rewards (DuBrin 2005).

2.2.4 Performance Management

Performance management (PM) is a system for integrating the management of organizational and employee performance. It is critical that the performance at the individual level meets the organizational level. Managers and employees have dissimilar views on the goals they are to achieve. Either the companies are lacking in monitoring and adjusting their PM processes, or the employees do not understand the PM activities (Vaiman & Vance, 2008).

PM should have five important aspects as follows (1) the vision, strategies, and goals of the organization, department and section should be in alignment with the staff member's personal goals and objectives, (2) the staff member should then meet with his manager and discuss how his own personal goals can be aligned to the goals of the organization, (3) the organization's value proposition should be the guiding factor in formulating performance benchmarks, (4) the goals must be (SMART –specific, measurable, attainable, realistic and time-bound), and (5) performance appraisal should be conducted to ascertain compliance with the set goals and standards and achievements made (Coetsee, 2004).

PM involves a process of identifying, measuring, communicating, developing and rewarding employee performance. It must be aligned with the overall organization's business strategy. The purpose for conducting this review is to nurture the talent of the employee so that they reach their full potential in their job. The result of this evaluation is then used to build the weak areas of an employee through identifying the right training an employee needs (Mathias & Jackson, 2006)

2.2.5 Employee Empowerment

Empowerment is the passing of decision-making authority and responsibility from managers to group members. Different types of participative management, shared decision making and delegation can be regarded as empowerment. It involves the trusting of an employee to take the responsibility and risk associated with making decisions by them.

Empowerment can only be successfully implemented if the two parties are fully involved, the manager-leader and the employee. The employer should be prepared to trust the employee and the employee must be ready to take up the delegated responsibility (DuBrin, 2010).

The empowerment approach requires managers to commit to coaching their team members to understand their roles and being able to execute them effectively. The manager should ensure that the team members have all the resources needed to carry out the job (Gomez-Mejia et al, 2004).

2.2.6 Employee Engagement

Employee engagement is a key driver of organizational effectiveness and performance. Employees need to have a sense of belonging and share in the organization vision and then enable an employee to find their role in the organization (Kennedy & Daim 2010).

Employee engagement is a psychological state within which an employee connects and identifies at a personal level with their job and organization, resulting in retention and improved performance (Kock & McNamara, 2009).

Employee engagement is the heightened emotional and intellectual connection that an employee has for his/her job, organization, manager, or co-workers that, in turn, influence him/her to apply additional discretionary effort to his/her work (Richman, et al 2008).

The main aspects of employee engagement include: the job itself, opportunities, quality of life, procedures and HR policies, the quality of the supervision, freedom of expression by employees, talent and skill utilization, and satisfied employees know what is expected. Evaluating levels of employee engagement enables action to be taken to identify what factors within the experience motivates employees to stay happily and contribute above the normal requirement (Schaufeli et al., 2002).

The engaged workers in an organization work above organizational requirement and soar to top performance. The level of employee engagement significantly impacts retention, absenteeism and customer satisfaction (Wagner 2006).

2.2.7 Organizational Culture

Organizational culture includes the climate of an organization and is based on the shared values, norms, beliefs and traditions that have been established over time in an organization. The culture is what guides employees on how to conduct themselves as they carry out the affairs of that organization and the goals and folklore that guide that particular organization (Coetsee, 2004)

A positive culture helps employees stay with the organization. Understanding corporate culture and using it as a retention strategy has become the subject of much research. Culture helps employees feel connected to their company and job. Social support, leadership and good work-life balance are part of the culture solution (Phillips & Connell, 2003).

Managers are the living, breathing embodiment of the culture of the organization. It is important that the messages they are sending are aligned with the overall corporate culture (Ahlrichs, 2003).

2.3. Health Service Quality

Quality is satisfying or exceeding customer requirements and expectations, and consequently to some extent it is the customer who eventually judges the quality of a product (Shen et al., 2000).
Quality refers to the matching between what customers expect and what they experience. Customers evaluate SQ by comparing what they want or expect to what they actually get or perceive they are getting (Berry et al., 1988).

SQ is the extent to which a service meets customer's needs or expectations. Service is assumed to be quality when it consistently conforms to customer expectations (Wisniewski & Donnelly, 1996).

It is concepts that has aroused substantial interest and argument in research. There are difficulties defining and measuring it with no overall consensus emerging on either (Wisniewski, 2001).
SQ is the result of the comparison that customers make between their expectations about a service and their perception of the way the service has been performed (Caruana, 2002).

SQ is the overall assessment of a service by the customers (Eshghi et al., 2008). SQ is the difference between customer's expectations for the service encounter and the perceptions of the service received (Munusamy et al., 2010). It is the customer perception of how a service meets or exceeds their expectations (Czepiel, 1990).

SQ is interpreted as perceived quality which means a customer's judgment about a service. SQ is the degree of discrepancy between customers' normative expectation for service and their perceptions of service performance (Parasuraman et al., 1985).

It was developed as the overall evaluation of a specific service firm that results from comparing that firm's performance with the customer's general expectations of how firms in that industry should perform (Parasuraman et al., 1988).

SERVQUAL (Service Quality) which has been extensively used in assessing SQ of different service providers including organizations suggested that quality evaluations are not made solely on the outcome of a service; they also involve evaluations of the process of service delivery (Parasuraman et al., 1985).

According to SERVQUAL model, SQ is the gap between customer perceptions of what happened during the service transaction and his expectations of how the service transaction should have been performed (Parasuraman et al., 1985).

Although there has been criticism from some other researchers to SERVQUAL instrument (Johnston, 1995), yet SERVQUAL is the instrument most utilized for its confirmatory factor analyses in most cases. Thus SERVQUAL has proven to be a parsimonious model that has been used in various service organizations and industries to measure SQ including organizations (Seth et al., 2005; Lymperopoulos et al., 2006).

The SERVPERF model was carved out of SERVQUAL by Cronin and Taylor in 1992. SERVPERF measures SQ by using the perceptions of customers. Cronin & Taylor argued that only perception was sufficient for measuring SQ and therefore expectations should not be included as suggested by SERVQUAL (Baumann et al, 2007).

2.3. Health Service Quality Dimensions

The SERVQUAL model proposed a five dimensional construct of perceived SQ (1) reliability, (2) responsiveness, (3) assurance, (4) empathy, and (5) tangibles (Parasuramanet el al., 1988; Zeithaml el al., 1990).

Figure (1): The Five Blocks of SQ
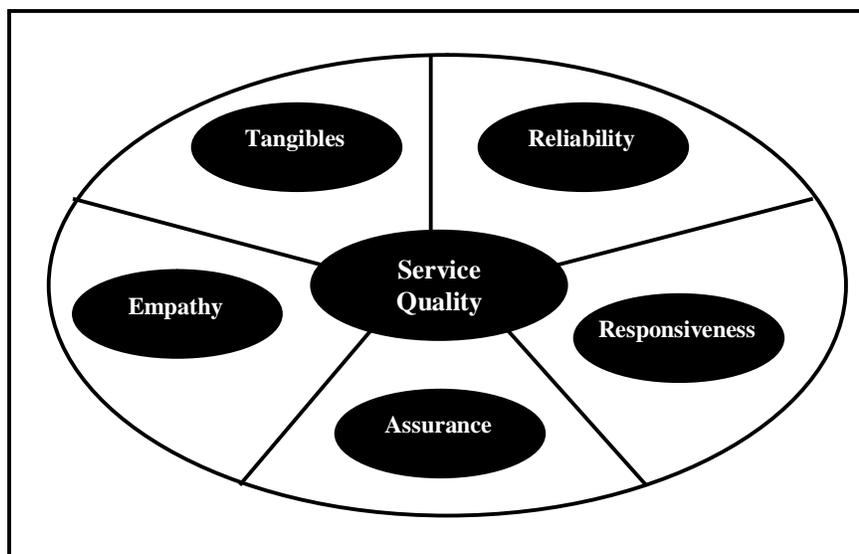
2.3.1. Reliability

Reliability consists of accurate order fulfillment; accurate record; accurate quote; accurate in billing; accurate calculation of commissions; keep services promise. Reliability is the most important factor in organization services (Yang et al., 2004).

2.3.2. Responsiveness

Responsiveness involves understanding needs and wants of the customers, convenient operating hours, individual attention given by the staff, attention to problems and customers" safety in their transaction (Kumar et al., 2009).

2.3.3. Empathy

Empathy is the caring and individual attention the firm provides its customers. It involves giving customers individual attention and employees who understand the needs of their customers and convenience business hours (Parasuraman et al., 1985).

2.3.4. Assurance

Assurance is knowledge and courtesy of employees and their ability to inspire trust and confidence (Parasuraman et al., 1985). Assurance means the polite and friendly staff, provision of financial advice, interior comfort, ease of access to account information and knowledgeable and experienced management team (Sadek et al., 2010).

2.3.5. Tangibility

Tangibility is the appearance of physical facilities, equipment, personnel, and written materials (Parasuraman et al., 1985). Tangibility is the modern looking equipment, physical facility, employees are well dressed and materials are visually appealing (Ananth et al., 2011).

3. Research Model

The diagram below shows that there is one independent variable TM. There is one dependent variable the HSQ. It shows the rational link among the two types of variables. The conceptual model can be set up as shown in the following figure.

Figure (1): Proposed Comprehensive Conceptual Model
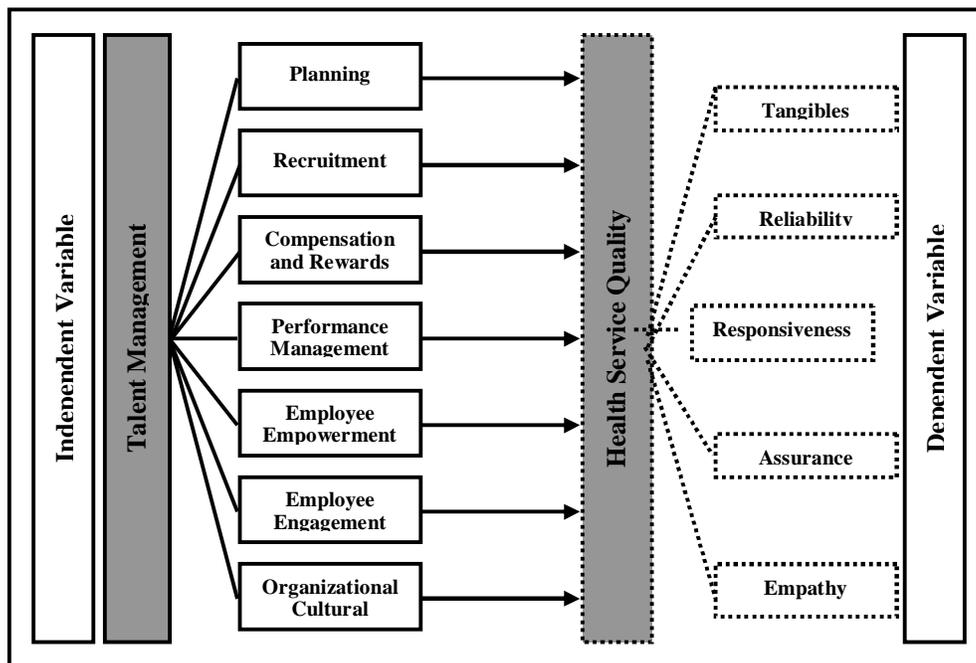
The research framework suggests that TM in an organization have an impact on HSQ. TM as measured in this research consists of planning, recruitment, compensation and rewards, performance management, employee empowerment, employee engagement, and organizational culture (Heinen & O'Neill (2004).

HSQ is measured in terms of tangibles, reliability, responsiveness, assurance, and empathy (Parasurman, et al., 1988; and Cronin & Taylor, 1992).

4. Research Questions and Hypotheses

In light of the above-mentioned discussion, this research aims at answering the following questions:

Q1: Are there fundamental differences among the employees at Teaching Hospitals in Egypt towards TM?
Q2: Are there fundamental differences among the employees at Teaching Hospitals in Egypt towards HSQ?
Q3: What is the relationship between TM and HSQ at Teaching Hospitals in Egypt?.

From the above-mentioned research questions, this study attempts to test the following hypotheses:

H1: There is no significant discrimination among the employees at Teaching Hospitals in Egypt towards OL.

H2: There is no significant discrimination among the employees at Teaching Hospitals in Egypt towards OP.

H3: There is no statistically significant relationship between TM and HSQ at Teaching Hospitals in Egypt.

5. Research Methods

5.1. Population and Research Sample

The research study attempts to investigate the effects of TM on HSQ at Teaching Hospitals in Egypt. This sector includes nine Hospitals. They are Ahmed Maher, El-Matrya, El-Galaa, El-Sahel, Benha, Shebin El-Kom, Damanhour Sohag and Aswan. The researcher excludes Hospitals in Sohag and Aswan. This explains why the population of this study includes 5,135 employees.

The random sampling method was used for collecting the primary data due to difficulty of having access to all of the items of the research population, because of time limitations.

The stratified random sample was used while selecting items from the different categories of employees. The following equation determines the sampling size (Daniel, 1999):

$$n = \frac{N \times (Z)^2 \times P(1-P)}{d^2(N-1) + (Z)^2 \times P(1-P)}$$

The number of samples obtained by 357 employees at the ECB is presented in Table (1).

Table (1): Distribution of the Sample Size on the Population

Job Category	Number	Percentage	Size of Sample
Physicians	1926	37.50%	357 X 37.50% = 134
Nurses	2714	52.86%	357 X 52.86% = 189
Administrative Staff	495	9.64%	357 X 9.64% = 34
Total	**5135**	**100%**	**357 X 100% = 357**

Source: Personnel Department at Teaching Hospitals in Egypt, 2013

Table (2): Characteristics of Items of the Sample

Variables		Number	Percentage
1- Job Title	Physicians	105	36.8%
	Nurses	164	57.5%
	Administrative Staff	16	5.6%
	Total	285	100%
2- Sex	Male	111	38.9%
	Female	174	61.1%
	Total	285	100%
4- Marital Status	Single	80	28.1%
	Married	205	71.9%
	Total	285	100%
5- Age	Under 30	110	38.6%
	From 30 to 45	123	43.2%
	Above 45	52	18.2%
	Total	285	100%
6- Educational Level	Secondary school	99	34.7%
	University	135	47.4%
	Post Graduate	51	17.9%
	Total	285	100%
6- Period of Experience	Less than 5 years	93	32.6%
	From 5 to 10	142	49.8%
	More than 10	50	17.5%
	Total	285	100%

5.2. Method of Data Collection

The goal of this study was to examine the relationships between TM and HSQ at Teaching Hospitals in Egypt. A survey research method was used to collect data in this study. The questionnaire included three questions, relating to TM, HSQ, and biographical information of employees at Teaching Hospitals in Egypt.

To assess the applicability of the questionnaires and identify ambiguous questions for revision, this study utilized the random sampling approach in the trial test. Teaching Hospitals were first randomly selected and contacted by phone to seek their assistance for sending questionnaires in the trial test. Descriptions of testing methods as well as all relevant testing details (ex. questionnaire collection and how to fill out questionnaires) were provided to the contact window within the hospitals contacted.

The study subjects are full-time employees at Teaching Hospitals in Egypt. Of the 357 questionnaires that were distributed, 285 usable questionnaires were returned, a response rate of 80%.

5.3. Research Variables and Methods of Measuring

This research studied the relationship between TM and HSQ. The 55-item scale TM section is based on Heinen & O'Neill (2004). There were six items measuring talent planning, eight items measuring recruitment, eleven items measuring compensation and rewards, seven items measuring PM, five items measuring employee empowerment, eleven items measuring employee engagement, and seven items measuring OC.

The seven item scale OP is based on Darroch, 2003; Pathirage, et al., 2007; Chen & Mohamed, 2007; and Lurdvall & Nielsen, 2007. There were three items measuring comparative performance, and four items measuring internal performance.

Responses to all items scales were anchored on a five (5) point Likert scale for each statement which ranges from (5) "full agreement," (4) for "agree," (3) for "neutral," (2) for "disagree," and (1) for "full disagreement."

5.4. Methods of Data Analysis and Testing Hypotheses

The researcher has employed the following methods: (1) The Alpha Correlation Coefficient (ACC), (2) Multiple Discriminant Analysis (MDA), (3) Multiple Regression Analysis (MRA), and (3) the statistical testing of hypotheses which includes F- test and T-test. They are found in SPSS.

6. Hypotheses Testing

Before testing the hypotheses and research questions, descriptive statistics were performed to find out means and standard deviations of TM and SQ.

Table (3): Shows the Mean and Standard Deviations of TM and SQ

Variables	The Dimension	Mean	Standard Deviation
TM	Talent Planning	4.0754	0.86164
	Recruitment	3.9522	0.84848
	Compensation and Rewards	4.0718	0.81867
	Performance Management	3.7584	0.87485
	Employee Empowerment	4.1368	0.86102
	Employee Engagement	3.9965	0.76008
	Organizational Culture	4.6125	0.39837
	Total Measurement	**4.0746**	**0.72486**
SQ	Tangibles	3.7116	0.93223
	Reliability	4.1698	0.94470
	Responsiveness	3.7382	0.94547
	Assurance	4.1986	0.95534
	Empathy	4.3951	0.72021
	Total Measurement	**4.0427**	**0.68508**

Table (3) lists the mean and standard deviation among variables. The mean of each variable is more than 3, and this result indicates that the study subjects have a higher level of TM and SQ. The different facets of TM are examined. Most respondents identified the presence of OC (M=4.61, SD=0.398). This was followed by empowerment (M=4.13, SD=0.861), compensation and rewards (M=4.07, SD=0.818), talent planning (M=4.07,

SD=0.861), employee engagement (M=3.99, SD=0.760, recruitment (M=3.95, SD=0.848) and performance management (M=3.75, SD=0.874).

The different facets of SQ are examined. Most respondents identified the presence of empathy (M=4.39, SD=0.720). This was followed by assurance (M=4.19, SD=0.955), reliability (M=4.16, SD=0.944), responsiveness (M=3.73, SD=0.945) and tangibles (M=3.71, SD=0.932).

6.1. Evaluating Reliability

ACC was used to evaluate the degree of internal consistency among the contents of the scale under testing. It was decided to exclude variables that had a correlation coefficient of less than 0.30 when the acceptable limits of ACC range from 0.60 to 0.80, in accordance with levels of reliability analysis in social sciences (Nunnally & Bernstein, 1994).

Table (4): Reliability of TM and SQ

Variables	The Dimension	Number of Statement	ACC
TM	Talent Planning	6	0.8196
	Recruitment	8	0.8459
	Compensation and Rewards	11	0.8939
	Performance Management	7	0.7863
	Employee Empowerment	5	0.7827
	Employee Engagement	11	0.8678
	Organizational Culture	7	0.8010
	Total Measurement	**55**	**0.9724**
SQ	Tangibles	5	0.7969
	Reliability	5	0.8707
	Responsiveness	5	0.7986
	Assurance	5	0.8709
	Empathy	5	0.6321
	Total Measurement	**25**	**0.9137**

To assess the reliability of the data, Cronbach's alpha test was conducted. Table (4) shows the reliability results for TM and SQ. All items had alphas above 0.60 and were therefore excellent, according to Langdridge's (2004) criteria.

The 55 items of TM are reliable because the ACC is 0.9724. The 6 items of talent planning are reliable due to the fact that the ACC is 0.8196. The recruitment, which consists of 8 items, is reliable since the ACC is 0.8459. The 11 items related to compensation and rewards are reliable as ACC is 0.8939.

Furthermore, the performance management, which consists of 7 items, is reliable due to the fact that the ACC is 0.7863. The 5 items of employee empowerment are reliable due to the fact that the ACC is 0.7827. The employee engagement, which consists of 11 items, is reliable since the ACC is 0.8678. The 7 items related to OC are reliable as ACC is 0.8010.

The 25 items of SQ are reliable due to the fact that the ACC is 0.9137. The tangibles, which consists of 5 items, is reliable since the ACC is 0.7969 while the 5 items related to reliability is reliable as the ACC is 0.8707. Furthermore, the responsiveness, which consists of 5 items, is reliable due to the fact that the ACC is 0.7986. The 5 items of assurance are reliable due to the fact that the ACC is 0.8709. The tangibles, which consists of 5 items, is reliable since the ACC is 0.6321.

6.2. Talent Management

The statistical results for the evaluative attitudes of employees towards TM are judged. The first hypothesis to be tested is:

H1: There is no discrimination among the employees at Teaching Hospitals regarding talent management.

The MDA was applied on a model including three groups of employees and their evaluative attitudes towards TM as displayed in Tables (5) and (6).

Table (5): Multiple Discriminant Analysis (MDA) of TM

Function	Eigen Values	The % of Differences	MCC	Wilks Lambada	Ch-Square	Degree of Sign	Level of Sign
A- Discriminant Functions							
1	2.702	89.3	0.854	0.204	438.049	28	0.000
2	0.325	10.7	0.495	0.755	77.446	13	0.000
B- Classification Matrix							

Groups	Number	Predict Member of Groups			Total
Physicians	105	95 (90.5%)	8 (7.6%)	2 (1.9%)	105
Nurses	164	8 (4.9%)	140 (85.4%)	16 (9.8%)	164
Administrative Staff	16	0 (0.00%)	3 (18.8 %)	13 (81.3%)	16
Total	285				285
The Percentage of the exact division		**87.0%**			

According to MDA, the most important findings include the following:

1. There is a high degree of difference among attitudes of employees towards TM (the percentage of differentiation was 89.3%).

2. There is a strong significant relationship (MCC represents 0.85) and a statistically significant relationship at level 0.01 among employees and their evaluative attitudes towards TM.

3. The accurate classification of employees according to their evaluative attitudes TM is 87%. The rest, 13%, are similar.

4. There are fourteen variables relating to TM. They can discriminate among employees (see Table 6), most importantly "Teaching Hospitals TM strategy primarily sources talent from outside the organization" (discrimination coefficients represent 0.44), "Teaching Hospitals has programs in place to build a pool of managerial talent from which to appoint new managers"(discrimination coefficients represent 0.35), "The working atmosphere in my job is cordial and friendly"(discrimination coefficients represent 0.31), "The scope of the job I do is very interesting and captivating"(discrimination coefficients represent 0.25), "My job schedule provides flexibility for me to engage in career progression activities like part-time studies"(discrimination coefficients represent 0.24), "My manager at Teaching Hospitals values my contribution"(discrimination coefficients represent 0.24). Furthermore, "Induction programs are well structured to help the new employee settle in"(discrimination coefficients represent 0.22), "The recruitment process provides for an extensive selection of talent"(discrimination coefficients represent 0.22), "My manager allows me to be innovative and take risks that relate to new developments"(discrimination coefficients represent 0.21), "Before a vacancy is advertised, effort is made to tap from the internal talent pool"(discrimination coefficients represent 0.21), "There are incentives for good performance"(discrimination coefficients represent 0.21), "My organization conducts performance reviews regularly"(discrimination coefficients represent 0.21), "Teaching Hospitals culture encourages innovation which helps me to be creative in my job"(discrimination coefficients represent 0.21), and "TM has a high priority in the overall strategic plan of Teaching Hospitals"(discrimination coefficients represent 0.14).

5. According to the mean of the three groups of employees (see Table 4), differences among them emerged.

▪ As for physicians, they tend to agree, for example, that "The working atmosphere in my job is cordial and friendly" (with a mean of 4.91), "The scope of the job I do is very interesting and captivating" (with a mean of 4.45), "My job schedule provides flexibility for me to engage in career progression activities like part-time studies" (with a mean of 4.23), "The recruitment process provides for an extensive selection of talent" (with a mean of 4.70), "Before a vacancy is advertised, effort is made to tap from the internal talent pool" (with a mean of 4.45), " Teaching Hospitals culture encourages innovation which helps me to be creative in my job" (with a mean of 4.50) and " TM has a high priority in the overall strategic plan of Teaching Hospitals " (with a mean of 4.80).

Table (6): The Mean of Employees towards TM

Variables	Mean			F-Test	Level of Sig
	Group 1	Group 2	Group 3		
1.Teaching Hospitals TM strategy primarily sources talent from outside the organization.	3.00	4.65	4.06	77.339*	0.443
2.Teaching Hospitals has programs in place to build a pool of managerial talent from which to appoint new managers.	2.86	4.35	4.63	49.164**	0.358
3.The working atmosphere in my job is cordial and friendly.	4.91	4.08	4.25	36.633**	0.308
4.The scope of the job I do is very interesting and captivating.	4.45	4.05	4.50	10.743**	0.251
5.My job schedule provides flexibility for me to engage in career progression activities like part-time studies.	4.23	4.66	4.50	24.049**	0.247
6.My manager at Teaching Hospitals values my contribution.	3.16	4.15	4.19	22.211**	0.241
7.Induction programs are well structured to help the new employee settle in.	2.92	3.73	4.50	17.002**	0.226
8.The recruitment process provides for an extensive selection of talent.	4.70	4.53	4.19	5.669**	0.221
9.My manager allows me to be innovative and takes risks that relate to new developments.	3.29	4.29	4.06	18.260**	0.217
10. Before a vacancy is advertised, effort is made to tap from the internal talent pool.	4.45	4.22	4.63	4.169**	0.215
11.There are incentives for good performance.	3.19	3.73	4.50	8.485**	0.215
12.My organization conducts performance reviews regularly.	2.96	2.90	2.06	2.376*	0.215
13.Teaching Hospitals culture encourages innovation which helps me to be creative in my job.	4.50	4.41	4.88	2.164*	0.212
14.TM has a high priority in the overall strategic plan of Teaching Hospitals.	4.80	4.60	4.75	6.438**	0.136

▪ As for nurses, they tend to agree, for example, that "Teaching Hospitals TM strategy primarily sources talent from outside the organization" (with a mean of 4.65), "Teaching Hospitals has programs in place to build a pool of managerial talent from which to appoint new managers" (with a mean of 4.35), "The working atmosphere in my job is cordial and friendly" (with a mean of 4.05), "The scope of the job I do is very interesting and captivating"(with a mean of 4.66), "My job schedule provides flexibility for me to engage in career progression activities like part-time studies"(with a mean of 4.15), "My manager at Teaching Hospitals values my contribution"(with a mean of 4.53), "The recruitment process provides for an extensive selection of talent"(with a mean of 4.29), "My manager allows me to be innovative and take risks that relate to new developments"(with a mean of 4.22), "Before a vacancy is advertised, effort is made to tap from the internal talent pool"(with a mean of 4.41), and "Teaching Hospitals culture encourages innovation which helps me to be creative in my job"(with a mean of 4.60).

▪ As for administrative staff, they tend to agree to a high degree, for example, that "Teaching Hospitals TM strategy primarily sources talent from outside the organization" (with a mean of 4.06), "Teaching Hospitals has programs in place to build a pool of managerial talent from which to appoint new managers" (with a mean of 4.63), " The working atmosphere in my job is cordial and friendly "(with a mean of 4.25), " The scope of the job I do is very interesting and captivating "(with a mean of 4.50), " My job schedule provides flexibility for me to engage in career progression activities like part-time studies"(with a mean of 4.50), "My manager at Teaching

Hospitals values my contribution"(with a mean of 4.19), "Induction programs are well structured to help the new employee settle in"(with a mean of 4.50), "The recruitment process provides for an extensive selection of talent"(with a mean of 4.19), "My manager allows me to be innovative and take risks that relate to new developments"(with a mean of 4.06), "Before a vacancy is advertised, effort is made to tap from the internal talent pool"(with a mean of 4.63), "There are incentives for good performance"(with a mean of 4.50), "Teaching Hospitals culture encourages innovation which helps me to be creative in my job"(with a mean of 4.88), and "TM has a high priority in the overall strategic plan of Teaching Hospitals "(with a mean of 4.75).

Accordingly, the null hypothesis is rejected because of the value of Wilks Lambda in the MDA amount to 0.21 (see table 5). Besides the value of chi-square calculated (438.04) in the free degree of (28) exceeds its table counterpart (48.28) at the level of statistical significance of 0.01 (see table 5). Furthermore, it was decided to reject the same null hypothesis of fourteen variables of TM (55 variables) taken individually at the statistical significance level of 0.01, according to the test of univariate F (see table 6).

6.3. Health Service Quality

The statistical results for the evaluative attitudes of employees towards HSQ are judged. The first hypothesis to be tested is:

H2: There is no discrimination among the employees at Teaching Hospitals regarding health service quality.

The MDA was applied on a model including three groups of employees and their evaluative attitudes towards TM as displayed in Tables (7) and (8).

Table (7): Multiple Discriminant Analysis (MDA) of Health Service Quality

A- Discriminant Functions							
Function	Eigen Values	The % of Differences	MCC	Wilks Lambada	Ch-Square	Degree of Sign	Level of Sign
1	1.484	89.5	0.773	0.343	298.812	14	0.000
2	0.175	10.5	0.386	0.851	44.939	6	0.000
B- Classification Matrix							
Groups	Number	Predict Member of Groups			Total		
Physicians	105	80 (76.2%)	13 (12.4%)	12 (11.4%)	105		
Nurses	164	5 (3.0%)	113 (68.9%)	46 (28.0%)	164		
Administrative Staff	16	0 (0.00%)	3 (18.8 %)	13 (81.3%)	16		
Total	285				285		
The Percentage of the exact division			**72.3%**				

According to MDA, the most important findings include the following:

1. There is a high degree of difference among attitudes of employees towards HSQ (the percentage of differentiation was 89%).
2. There is a strong significant relationship (MCC represents 0.77) and a statistically significant relationship at level 0.01 among employees and their evaluative attitudes towards HSQ.
3. The accurate classification of employees according to their evaluative attitudes towards HSQ is 72%. The rest, 28%, are similar.
4. There are seven variables relating to HSQ. They can discriminate among employees (see Table 8), most importantly "Care to solve the problems of patients" (discrimination coefficients represent 0.60), "Humor and sincerity in dealing with patients" (discrimination coefficients represent 0.50), "Confidential information to patients" (discrimination coefficients represent 0.47), "Knowledge of service personnel with adequate information" (discrimination coefficients represent 0.35), "Prompt response to inquiries and complaints from patients" (discrimination coefficients represent 0.30), "The lack of precision error in the provision of service to patients" (discrimination coefficients represent 0.27), and "The patient's sense of security in dealing" (discrimination coefficients represent 0.26).

Table (8): The Mean of Employees towards HS

Variable	Mean			F-Test	Level of Sig
	Group 1	Group 2	Group 3		
1. Care to solve the problems of patients.	3.00	4.65	4.06	77.339**	0.604
2. Humor and sincerity in dealing with patients.	3.44	4.95	5.00	53.671**	0.505
3. Confidential information to patients.	3.22	4.65	4.06	48.343**	0.476
4. Knowledge of service personnel with adequate information.	3.54	4.55	4.25	27.116**	0.359
5. Prompt response to inquiries and complaints from patients.	3.04	2.93	2.06	2.614*	0.303
6. The lack of precision error in the provision of service to patients.	3.22	3.92	4.50	12.038**	0.275
7. The patient's sense of security in dealing.	3.31	3.92	4.50	9.065**	0.263

5.　According to the mean of the three groups of employees (see Table 8), differences among them emerged.

▪　As for physicians, they tend to agree, for example, that "Care to solve the problems of patients" (with a mean of 3.00), "Humor and sincerity in dealing with patients" (with a mean of 3.44), "Confidential information to patients" (with a mean of 3.22), and "Knowledge of service personnel with adequate information" (with a mean of 3.54).

▪　As for nurses, they tend to agree, for example, that "Care to solve the problems of patients" (with a mean of 4.65), "Humor and sincerity in dealing with patients" (with a mean of 4.95), "Confidential information to patients" (with a mean of 4.65), "Knowledge of service personnel with adequate information" (with a mean of 4.55), and "The lack of precision error in the provision of service to patients" (with a mean of 3.92).

▪　As for administrative staff, they tend to agree to a high degree, for example, that "Care to solve the problems of patients" (with a mean of 4.06), "Humor and sincerity in dealing with patients" (with a mean of 5.00), "Confidential information to patients" (with a mean of 4.06), "Knowledge of service personnel with adequate information" (with a mean of 4.25), and "The lack of precision error in the provision of service to patients" (with a mean of 4.50).

Accordingly, the null hypothesis is rejected because of the value of Wilks Lambda in the MDA amount to 0.34 (see table 7). Besides the value of chi-square calculated (298.8) in the free degree of (14) exceeds its table counterpart (29.14) at the level of statistical significance of 0.01 (see table 7). Furthermore, it was decided to reject the same null hypothesis of seven variables of organizational change (18 variables) taken individually at the statistical significance level of 0.01, according to the test of univariate F (see table 8).

6.4. The Relationship between TM and HSQ

This section attempts an answer the third question in this study on the type and degree of the relationship between TM and HSQ along with testing the third hypothesis of the study, which states that:

Hypothesis3: There is no statistically significant relationship between TM and HSQ at Teaching Hospitals in Egypt.

Table (9): Correlation between TM and HSQ

TM Dimensions	HSQ Dimensions					Total
	Tangibles	Reliability	Responsiveness	Assurance	Empathy	
Talent Planning	0.295**	0.882**	0.294**	0.889**	0.882**	0.838**
TM Recruitment	0.377**	0.800**	0.372**	0.803**	0.836**	0.826**
Compensation & Rewards	0.323**	0.887**	0.320**	0.894**	0.895**	0.858**
Performance Management	0.639**	0.744**	0.632**	0.753**	0.850**	0.942**
Employee Empowerment	0.346**	0.760**	0.349**	0.774**	0.814**	0.787**
Employee Engagement	0.355**	0.789**	0.350**	0.793**	0.802**	0.801**
Organizational Culture	0.081	0.208**	0.088	0.206**	0.117**	0.186**
Total Measurement	0.391**	0.827**	0.388**	0.834**	0.854**	0.854**

According to Table (9), there is significant correlation between the aspects of TM and HSQ. Table (10) presents the relationship between TM and HSQ

Table (10): MRA Results for TM and HSQ

The Variables of TM (Planning)	Beta	R	R^2
1. Talent Planning	0.038	0.946	0.894
2. TM Recruitment	0.271[**]	0.981	0.962
3. Compensation and Rewards	0.812[**]	0.904	0.817
4. Performance Management	1.138[**]	0.962	0.925
5. Employee Empowerment	0.357[**]	0.945	0.893
6. Employee Engagement	0.377[**]	0.396	0.156
7. Organizational Culture	0.015	0.838	0.702
▪ Multiple Correlation Coefficients (MCC)	0.966		
▪ Determination of Coefficient (DF)	0.934		
▪ The Value of Calculated F	560.152		
▪ Degree of Freedom	7, 277		
▪ The Value of Indexed F	2.63		
▪ Level of Significance	0.01		
* P < .05 ** P < .01			

According to Table (10), the regression-coefficient between TM and HSQ is R= 0.96 and R^2= 0.93. This means that the HSQ can be explained by the dimensions of TM. Because of the calculated F (560.152) more than indexed F (2.63) at the statistical significance level of 0.01, the null hypotheses is rejected.

7. Discussion of the Findings

The present study on analyzing the relationship between TM and HSQ at Teaching Hospitals in Egypt reveals a set of results which can be summarized as follows:

1. There are differences among the employees regarding their evaluative attitudes towards TM. The most important dimensions of TM more capable of distinguishing among employees include "Teaching Hospitals TM strategy primarily sources talent from outside the organization", "Teaching Hospitals has programs in place to build a pool of managerial talent from which to appoint new managers", "The working atmosphere in my job is cordial and friendly", "The scope of the job I do is very interesting and captivating", and "My job schedule provides flexibility for me to engage in career progression activities like part-time studies".

2. There are differences among the employees regarding their evaluative attitudes towards TM. The most important dimensions of HSQ more capable of distinguishing among employees include "Care to solve the problems of patients", "Humor and sincerity in dealing with patients", "Confidential information to patients", "Knowledge of service personnel with adequate information", "Prompt response to inquiries and complaints from patients", " and The lack of precision error in the provision of service to patients".

3. Our findings support the view that the dimensions of TM (planning, recruitment, compensation and rewards, performance management, employee empowerment, employee engagement, and organizational culture) were positively related with HSQ. The results support the view that TM significantly and positively influences HSQ. This is consistent with the finding that the employees who believed their hospitals had TM were high HSQ. The findings reveal that the TM was positively related with HSQ. Overall findings from this study suggested that TM does affect HSQ. Hence, management should encourage an innovative supportive culture and conduct self evaluation exercises for each business unit so that shortcomings in customer service are addressed and mistakes are rectified. Our findings support the view that more TM are more effective in achieving HSQ. High TM will be more likely to achieve high profit. The results are important to enable managers to have a better understanding of customers' perception of HSQ of Teaching Hospitals and consequently of how to improve their satisfaction with respect to aspects of HSQ. Owing to the increasing competition in Teaching Hospitals, customer service is an important part and managers should be rethinking how to improve customer satisfaction with respect to HSQ.

8. Recommendations

This study revealed that TM has become pivotal to the profit organization. Teaching Hospitals in Egypt should pay attention to the issue of TM. TM issue is of import to modern management and government especially in developing nations. Teaching Hospitals in Egypt should train and retrain their work force to develop needed talent in the staff. The correlation between profitability and TM cannot be overemphasized. It was therefore recommended that:

▪ TM should be used for all categories of staff within the Teaching Hospitals in Egypt that have special talent.
▪ Teaching Hospitals in Egypt should distinguish between their TM scheme and the total HRM style of the hospitals.
▪ TM should be result oriented and not another HRM style without result in focus.
▪ The government in the developing nations especially should take the issue of TM very seriously in their economics policy from time to time; a pure capitalist economy must be practiced with caution.
▪ Every Teaching Hospitals in Egypt needs to align their TM system to their specific business requirements. There is no one way to do TM.
▪ When considering the right TM system for your Teaching Hospitals, you first need to decide which perspective is most relevant to your business goals. It is then important to look at the most relevant dimensions to help shape the way you define, develop and structure your TM system.
▪ Designing and implementing a TM system can be shaped by the dimensions. All the case study Teaching Hospitals could be mapped against these dimensions demonstrating that they are common to all TM systems.
▪ TM requires a talent culture to be developed so that talent conversations become acceptable throughout the Teaching Hospitals and individuals are encouraged to expand their networks.
▪ TM systems can complement diversity initiatives by ensuring equality of opportunity to enter the talent pool and transparency over selection criteria.
▪ When designing appropriate routes for developing talent within your Teaching Hospitals in Egypt, it is important to consider the prevailing culture at them.
▪ TM is important to achieve alignment with the organization's strategic objectives. It is important that any TM system is integrated across all aspects of HRM. There are clear inter-dependencies between TM and recruitment, development, diversity, retention and succession planning practices.
▪ TM strategy must be engraved in the business strategy, characterized by the Teaching Hospitals in Egypt regularly analyzing talent and communicating the TM strategy to employees. The perception that the ECB has no succession plan needs to be addressed and if it does not exist, it should be developed and implemented thoughtfully.
▪ Teaching Hospitals in Egypt should conduct a skills audit to find out what skills were available, and whether they were in congruence with the business strategy in the short and long run, and so direct human and other resources strategically.

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