

The Impact of Talent Management Strategies and Entrepreneurial Orientation on Organizational Performance: The Mediating Role of Organizational Learning

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Abstract: The continual changes organizations face in today's inexorable marketplace necessitate constant scanning and analysis of the business environments to retain important resources that contribute to long-term competitive advantage and notable performance. This research examines the direct influence of talent management strategies and entrepreneurial orientation on the organizational performance of public universities in Jordan and their indirect role via organizational learning as a mediator. Data were collected from a random sample of 275 faculty members at the public universities in the south of Jordan using an online questionnaire. The study used the statistical package for social sciences software (SPSS.20) to conduct multiple regression and mediation testing to analyze the research data. The research results confirmed that from the viewpoint of the faculty members, talent management strategies and entrepreneurial orientation significantly impact organizational performance. Additionally, the results indicated that organizational learning mediates the influence of talent management strategies and entrepreneurial orientation on organizational performance. The novelty of this research stems from its focus on an under-researched context in the extant literature on organizational performance, namely in the higher education sector in a developing country in the Arab world. Additionally, this study investigates a potential mechanism through which talent management practices and entrepreneurial orientation could boost organizational performance.

Keywords: talent management, entrepreneurial orientation, organizational performance, organizational learning.

人才管理战略和创业导向对组织绩效的影响:组织学习的中介作用

摘要: 组织在当今不可阻挡的市场中面临的持续变化需要不断扫描和分析业务环境,以保留有助于长期竞争优势和显著绩效的重要资源。本研究考察了人才管理战略和创业导向对约旦公立大学组织绩效的直接影响,以及它们通过组织学习作为中介的间接作用。使用在线问卷从约旦南部公立大学的275名教职员工中随机抽样收集数据。该研究使用社会科学软件的统计软件包20多元进行回归和中介测试来分析研究数据。研究结果证实,从教职员工的角度来看,人才管理策略和创业导向显著影响组织绩效。此外,结果表明,组织学习在人才管理策略和创业导向对组织绩效的影响中起中介作用。这项研究的新颖性源于其关注现有文献中关于组织绩效的研究不足的背景,即阿拉伯世界发展中国家的高等教育部门。此外,本研究调查了人才管理实践和创业导向可以提高组织绩效的潜在机制。

关键词: 人才管理、创业导向、组织绩效、组织学习。

Introduction

Higher education institutions (HEIs) play a critical role in social development by providing quality

education, training, community service, and collaboration with the business sector. The beginning of the twenty-first century presents a new structure of

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HEIs integration into the Knowledge economy [1]. The current "knowledge-thick" global marketplace in which businesses operate is characterized by increasing complexity, unpredictability, non-linearity, and fast and dramatic changes [2]. These characteristics are evident in higher education, where excellence has become one of the goals universities seek to achieve to cope with a competitive and ever-changing educational environment.

Organizational performance (OP) is one of the most studied issues in management [3,4]. OP refers to 'transforming inputs into outputs for achieving certain outcomes' [5]. The resource-based view (RBV; e.g., Barney, 1991, 1986) of organizations urges organizations to adopt a strategy centered on developing valuable resources that are difficult for competitors to duplicate, thereby establishing a lasting competitive advantage [6]. Human resources are frequently cited as valuable and unique resources [6].

Organizations' talent management (TM) activities, such as employee acquisition, retention, and career development, significantly impact their ability to address modern concerns [7]. Indeed, since McKinsey consultants coined the "the war for talent" in 1997, academic researchers and practitioners have given TM increased and consistent attention [8]. The importance of employing exceptional people lies in their ability to achieve organizational objectives efficiently and effectively through outstanding performance [9]. Today, TM is an expanding field that maximizes human resources to give firms a sustainable competitive advantage [10].

In addition, Entrepreneurial Orientation (EO) has recently witnessed a boom in theoretical and empirical research and practice to investigate its potential impact on business performance [11,12]. EO is 'an organizational process whereby an organization combines the existing resources and creates new solutions to develop its products, move towards new markets and provide customers with new services [13]. Through creating new knowledge, EO enables businesses to take advantage of possibilities as they emerge in their surroundings [14].

The effects of TM and EO on OP have been studied extensively in the private sector, but little is known about them in the public sector. In addition, the extant literature on their impact on OP has mixed findings [15,16]. Consequently, this study attempts to contribute to the literature on OP by investigating how TM strategies and EO enhance the performance of the public universities in the south of Jordan, one of the under-researched Arab world countries in the context of OP. Moreover, this study explores the mediating role of organizational learning in the links between TM, EO, and OP of public universities in southern Jordan.

1. Literature Review

1.1. Talent Management

TM is strategically important to businesses as they face daunting obstacles in managing their talented human capital [6]. Interestingly, however, human resource management practitioners do not agree on the definition, identification, and measurement of organizational talent as organizations have evolved their conceptions of talent and hence do not adhere to any predetermined definitions [6]. TM is defined as identifying critical strategic positions and applying distinct human resource architecture to recruit, manage, and retain talented individuals based on performance [8]. Public sector TM is defined as "The implementation of key procedures to ensure public sector employees possess the competencies, knowledge, and core values to address complex contemporary challenges and fulfill public sector strategic objectives for the common good" [15]. Generally, the fundamental TM practices are talent acquisition, selection, development, and retention [17]. The process of identifying and recruiting the most capable and knowledgeable job candidates to fill open positions is known as talent selection and acquisition [18]. An ongoing process of integrating various learning methodologies and training to enhance staff skills and competencies to match the company's present and future needs is known as talent development [18,19]. Lastly, talent retention refers to a company's ability to hold on to its most productive workers.

TM is the focus of a growing body of research. For instance, Coulson-Thomas [20] suggests that recruiting excellent people, even if affordable, can cause many issues if they are not well managed, which is frequently the case. Further, the researcher argues that paying for exceptional individuals may not make sense for organizations that cannot leverage or capture and share what their top performers do uniquely. Also, Crowley-Henry et al. [10] argue that it is critical to assess the operation of careers within and across individual, network, organization, industry, occupation, and national/global structures when designing effective TM practices. In addition, Kravariti and Johnston [15] conducted a systematic review of Talent Management (TM) literature from around the world to define public sector talent and TM and critically evaluate the transferability of TM to the public sector. That included examining several internal and external factors affecting its implementation and potential benefits for public sector organizations.

1.2. Entrepreneurial Orientation

EO refers to 'an organizational process whereby an organization combines the existing resources and creates new solutions to develop its products, move towards new markets and provide customers with new

services [13]. Researchers have used a variety of EO conceptualizations [21]. For example, some researchers have treated it as a unidimensional construct [16]. In contrast, others have analyzed it as a multidimensional variable of three dimensions (namely, innovativeness, proactiveness, and risk-taking) [22-24] or five dimensions by adding autonomy and competitive aggressiveness [12, 25]. Generally speaking, the number of dimensions is contextual [16].

Following the work of [22], this research adopts three-dimensional operationalization. Innovativeness describes a firm's creative capability, which introduces innovative products [16]. It represents a critical means of exploiting opportunities since it helps businesses operate differently and introduce unique offerings by capitalizing on consumers' ever-changing tastes and demands and addressing recognized unique demands in any industry [21]. Proactiveness refers to an organization's capacity to successfully sense and prioritize its consumers' and stakeholders' different expectations and needs, making it a market leader instead of a follower [21]. It, therefore, reflects the company's ambition to lead and its foresight to leverage current market chances as they unfold; predict the degree to which customers would like their products and services; and sense futuristic business opportunities to keep ahead of competitors [11]. Finally, risk-taking reflects 'organizations' propensity to take bold action, such as entering new, previously unknown markets, devoting considerable resources to projects with uncertain results or a high cost of failures [24], and taking on heavy debt [11]. For entrepreneurs, it is crucial to limit risk, but it is equally essential to recognize and communicate business risk while attempting to capture opportunities under uncertainty [25].

The determinants and effects of EO have been extensively discussed in the existing literature. For example, a recent study by Abu-Rumman et al. [16] showed a mediating role for dynamic capabilities in the relationship between EO and the performance of SMSs in Jordan. Similarly, Nakku et al. [23] found government support programs in financial and non-financial support to enhance the positive impact of innovativeness, risk-taking, autonomy, and competitive aggressiveness on the short- and long-term performance of agro-based SMSs in Uganda.

1.3. Organizational Learning

OL is broadly defined as a learning process inside organizations that incorporates the interaction of individual and collective (group, organizational, and inter-organizational) levels of analysis and results in achieving organizational objectives [2]. It is also defined as "the capability of an organization to process knowledge — in other words, to create, acquire, transfer, and integrate knowledge, and to modify its

behavior to reflect the new cognitive situation, to improve its performance" [26]. This process assists firms in developing new knowledge and gaining insight from employees' everyday experiences [27]. OL entails knowledge management techniques that promote knowledge acquisition, development, storage, sharing, and application across all organizational levels [28]. In addition, it has a favorable impact on sustainable organizational performance by boosting staff competencies for effective problem solving and decision making, knowledge strategy achievement, and local and global leadership [28] and by improving organizational self-evaluation to prevent repeating mistakes and failures [29].

Considerable attention has been paid to the various aspects of OL, such as its processes, including knowledge creation, retention, and transfer [30]; antecedents such as personal mastery, transformational leadership, a shared vision, proactivity, the environment [31], and Knowledge management processes [32]; and consequences such as OP [29, 31, 32] and innovation [29, 33].

2. Hypotheses Development and Research Model

For businesses, talent acquisition and retention and career development play a fundamental role in coping with the challenges of today's business world, which places a high value on skilled workers as a source of long-term competitive advantages and high-profile results [7, 9]. Mensah [8] proposed that TM techniques improve employee performance by boosting employee engagement, commitment, motivation, satisfaction, and perceptions of organizational support. Ahmad et al. [34] and Nafei [35] reported a positive impact of TM on organizational performance in the context of 'Government-Linked Companies' in Malaysian and industrial companies in Egypt, respectively. Consequently, we hypothesize that TM practices will favor the performance of the educational organizations in Jordan.

H1: The higher the level of TM practices among public educational institutions in Jordan, the better the performance the level will be.

Businesses use entrepreneurship to renew and reshape themselves and their markets by innovating, pioneering, and taking risks [22, 36]. Therefore, the extent of the EO of an organization can play a major role in determining its competitiveness. Indeed, the significant positive EO-OP relationship is well supported in the literature. For instance, In a study by Gupta et al. [36], the researchers found EO to have a significant direct impact on the performance of small and medium enterprises (SMEs) in the high-technology sector in the USA and an indirect impact through generative learning and acquisitive learning. Also, using objective and perceived performance measures,

Cho and Lee [25] found innovative progressiveness to enhance the non-financial performance of Korean businesses. About the studies mentioned above, we propose the following:

H2: The higher the EO level among Jordan's public educational institutions, the better the performance level will be.

The extant literature has recognized OL as a critical determinant of business performance [13, 27, 37]. Furthermore, TM has been found positively impact OL. For instance, Khaki et al. [18] analyzed survey data gathered from 147 employees in the information technology organization of Mashhad Municipality, Iran. The researchers reported a significant positive association between TM and OL. In addition, Afshari and Hadian Nasab [38] collected data from 194 employees at a Ports and Maritime organization. The

results showed that TM significantly affected organizational learning capability and intellectual capital. Consequently, we expect TM to positively impact OP via OL as a mediator and propose the following hypothesis:

H3: OL mediates the relationship between TM and OP

OL has been reported to mediate the significant impact of EO on OP in some studies by, for example, Hina et al. [3] and Kittikunchotiwut [39] in the context of the software industry in Pakistan and gems & jewelry, textile, and clothing, leather and accessories, fashion apparel industries in Thailand, respectively. Thus, we propose the following:

H4: OL mediates the relationship between EO and OP.

Fig. 1 below depicts the proposed research model.

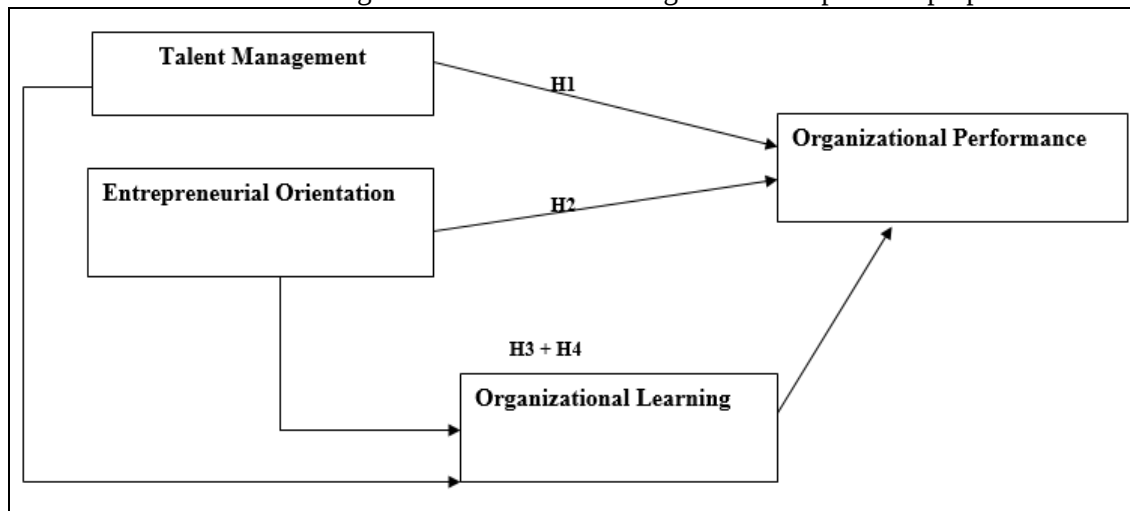


Fig. 1 Research model

3. Research Methodology

3.1. Data Collection and Research Sample

The main study was accomplished with a final version of the questionnaire assessed and confirmed by the reliability and validity of the survey instrument through a pilot study. The study population consisted of faculty members in five public universities in the south of Jordan. With stratified random sampling, an online questionnaire was distributed to 307 faculty members in the five universities. The participants were asked to fill out the questionnaire based on their perceptions. Inclusion criteria for the sample were that respondents must be faculty members at the time of the data collection. Thus, the participants were screened out by asking a pre-question about whether they were faculty members. As a result, only 275 valid questionnaires were retrieved and used for data analysis, with a response rate of 89.58%.

3.2. Measures

An online questionnaire with a 5-point Likert-type scale (ranging from 1 = “strongly disagree” to 5 =

“strongly agree”) was used to collect the data. All measures were adopted from previous studies and adapted as needed to meet the aims of this study. TM consisted of three dimensions, namely talent attraction (4 items), talent retention (4 items) and talent development (4 items); EO included three dimensions, namely innovativeness (4 items), proactiveness (4 items) and risk-taking (4 items); both OL (10 items) and OP (10 items) were one-dimensional constructs. In total, the questionnaire included 44 research items.

4. Results and Discussion

4.1. Demographic Profile of the Respondents

This study asked the respondents to indicate their gender, age group, experience, and academic rank. About 72.0% of respondents were male, while 28.0% were females. Regarding age, it was found that 16.7% of the respondents were between the ages of 31-40 years; 44.0% were between 41-50 years; 39.3% were 51 and above. According to their experiences, the table described that 62.2% of respondents had experiences of 11 years and above, 32.0% had 6-10 years of

experience, and 5.8% of respondents had 5 years of experience. Finally, it was indicated that 52.3% of respondents were Professors, 39.3% were Associate Professors, and 8.4% were Assistant Professors.

4.2. Collinearity Assessment

In order to assess collinearity, the VIF was evaluated. Since the VIF values should be lower than 5, the following table (Table 1) proves that the problem of collinearity between the items in the structural model is not present.

Table 1 Three-line representation

Construct	Tolerance	VIF
TM	0.267	3.750
EO	0.317	3.152
OL	0.410	2.440

4.3. The Normality Test

In order to check for data normality, the study relied upon the Skewness and Kurtosis measures. As indicated by the results shown in Table 2 below, the measures of Skewness and Kurtosis of all the research variables are less than -2.0 and 4.0, respectively, signaling that the data is normally distributed. That reflects that the data has satisfied the cut-off value of multivariate normality distribution. Therefore, the study can proceed for further analysis.

Table 2 Normality test

Variables	Skewness	Kurtosis
EO	-0.337	-0.791
TM	-0.902	2.173
OP	-0.216	-0.635
OL	-0.084	-0.892

4.4. Hypotheses Testing

A multiple regression model was used to examine the first two hypotheses. As a result, the following statistics in Table 3 confirmed that TM strategies and EO positively affected the performance of the public universities in southern Jordan as perceived by the faculty members at those institutions. In addition, results from the regression test showed that entrepreneurial orientation had a positive and significant impact on organizational performance with a path coefficient (Beta) = 0.337, $p = 0.000$, and that talent management strategies had a positive and significant link with organizational performance with a path coefficient (Beta) = 0.254, $p = 0.000$.

This study further suggested that OL functions were a mediator in the impact of TM and EO on the OP of the public universities in the south of Jordan from the viewpoint of the faculty members. The current study used the Causal Steps Approach to analyze the mediated effect's existence as recommended by [40]. The Causal Steps Method includes the estimation of three models of regression as presented in Table 4 and Table 5.

Table 3 Effect of TM and EO on enhancing the OP

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.763	0.184	0.317	9.587	0.000
	TM	0.254	0.064	0.366	3.984	0.000
	EO	0.337	0.073		4.598	0.000
Model Summary						
Model	R	R ²	Adj. R ²	Std. Error	Change Statistics	
					R ² Change	F Change
1	0.652	0.425	0.421	0.363	0.425	100.515
						df1
						df2
						Sig.
						272
						0.000

Table 4 Effects of TM and EO on enhancing OL (Dependent variable: organizational learning)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	1.446	0.152		9.497	0.000
	TM	0.435	0.053	0.553	8.223	0.000
	EO	0.223	0.061	0.247	3.672	0.000

Table 5 Effect of TM, EO, and OL on enhancing OP (Dependent variable: organizational learning)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.821	0.179		4.585	0.000
	TM	-0.029	0.06	-0.036	-0.48	0.631
	EO	0.192	0.063	0.209	3.028	0.003
	OL	0.652	0.062	0.639	10.55	0.000

5. Discussion

This paper aims to investigate the role of TM and EO along with OL in improving the performance of public universities in southern Jordan from the perspective of faculty members. Findings revealed that

TM, EO, and OL could explain about 42.0% of the variance in OP.

According to these research findings, TM has a positive and statistically significant direct impact on OP, indicating that as TM improved, so did OP. This

result is in line with the findings of previous studies [9, 35]. Generally speaking, today, the need for talented and exceptional employees in the educational sector is stronger than ever as this sector faces some serious issues, including excessive staff turnover, executive retirement, and the increasing difficulty in obtaining cross-industry managerial expertise. Furthermore, to thrive in a competitive market, modern firms have acknowledged the necessity of assigning the right individuals to the right positions at the right time to promote an organization's success. In Jordan, universities can boost their performance by paying special attention to talent selection and investing in talent development and retention.

Furthermore, the results showed a positive and significant influence for EO on OP, signaling that as EO improved, so did OP. This result is consistent with the findings in the extant literature [14, 36]. Through risk-taking, innovativeness, and proactiveness, EO inspires organizations to combine their current resources and make bold moves. That includes: producing new goods, entering new markets, providing customers with new services [13], exploiting opportunities in their environment, and generating new, distinctive capabilities by generating new knowledge [14]. Under highly uncertain business situations, entrepreneurship is one of the most important factors determining a company's success [25]. Da Cruz et al. [1] did a systematic literature analysis of studies studying EO at higher education institutions. They reported that EO had been connected in the existing literature to launching USOs, patent registration, and engagement and performance of academics.

Finally, this empirical study found that OL fully mediates the relationship between TM and OP of public institutions in southern Jordan from the perspective of faculty members, using Baron and Kenny's [40] approach to testing mediation. Although, to the best of the researchers' knowledge, no previous studies have examined the mediating role of OL in the relationship between TM and OP, previous studies have supported the positive TM-OL [38], TM-OP [34], and OL-OP relationships [39].

The findings also showed OL partially mediating the link between EO and OP. This finding supports our hypothesis and aligns with previous research findings [13, 27, 37, 40]. Data collected from academics at Jordan's public institutions show that faculty members view organizational learning as a core pillar of public universities in southern Jordan and as a critical determinant of organizational reaction to environmental changes and challenges. Thus, Jordanian universities can improve their performance by facilitating the creation, dissemination, and application of knowledge in their cultures through the institutionalization of an academic environment characterized by various employee learning activities and opportunities and

encouraging experimentation, risk-taking, and innovativeness.

6. Conclusion

Organizational performance is becoming more significant in establishing a competitive edge as business rivalry grows. Due to rising competition, universities must compete for students, employees, and management. Universities also need to adopt EO practices to promote their chances of spotting and leveraging new opportunities in the market. Colleges must recognize the important connections between TM, EO, OL, and OP uptake in this environment. This study tries to fill in the gaps in available literature in the higher education sector by focusing on the elements that determine organizational performance.

Previous research has focused on the fundamental determinants of organizational performance, such as service quality, security, and trust. However, the interrelationships between these antecedents and their cumulative impact on firm performance have been overlooked. Conversely, this study demonstrates that TM, EO, and OL are intertwined, and the three factors are linked to organizational success.

Students place a premium on educational competence because they feel that a positive reputation would lead to better job opportunities. Given this link, student perceived utility must be recognized as a key component in promoting OP and improving the image of universities' enterprises.

The empirical evidence from this research study has some implications for academics and practitioners. In terms of the theoretical ramifications, this study contributes to the knowledge by evaluating the direct and indirect impacts of each TM and EO on the OP of public universities in southern Jordan from the perspective of faculty members via the mediating influence of OL using the theoretical model of resource base view. The proposed hypotheses were investigated in previous studies alone or combined with others. Therefore, this study is likely to produce a consistent flow of theories. In addition, unlike most previous studies which focused on the context of SMEs, this study was applied to higher education, one of the under-researched sectors, especially in Jordan. Concerning the practical implications of this study, the findings of the current study may aid decision makers at the Jordanian public universities in better understanding the elements that influence their performance, allowing them to provide tailored services that meet students' needs and desires.

The study has some limitations, especially when compared to its benefits. First and foremost, because the data was obtained from HEIs, the conclusions cannot be applied to various industries due to the study's scope limitation (public universities in the south of Jordan). In order to increase the generalizability of

the findings, it would be useful to replicate this study model in other industries such as airlines, banks, and medical services. Future research could also look into how the links between the research variables alter among industries or organizational settings. Furthermore, this study examined issues from the perspective of a developing country like Jordan, which differs from that of other developed nations. These distinctions can have a big impact on the results of the study model. The generalizability of the research findings will be improved by replicating the study framework in different contexts, such as developing and developed countries.

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