evidence & practice / CPD / multiple-choice quiz

Talent management

TEST YOUR KNOWLEDGE BY COMPLETING THIS MULTIPLE-CHOICE QUIZ

| | Effective talent management does not: | | 6. | Which of the following is an example of a driver for change providing a rationale for setting up a talent | | How to complete this assessment |
|-----|--|----------|-----|---|------------|--|
| , | Enhance staff morale | | | management network? | | This multiple-choice quiz will help you test your knowledge. It comprises ten multiple choice questions broadly linked to the previous article. There is one correct answer to each question. You can read the article before |
| b) | Provide exactly the same opportunities for every member of staff | | a) | Workforce data on staff turnover | | |
| c) | Improve staff engagement | | b) | The outcomes of a staff survey | | |
| | Increase the retention of skilled and talented individuals | | c) | The strategy and vision of the organisation(s) setting up the network $ \\$ | | |
| 2. | So far, the London talent management support netw (TMSN) programme has not been developed for: | ork | d) | All of the above | | |
| a) | Black and minority ethnic nurses and midwives in the | | 7. | What does WRES stand for? | | answering the questions or |
| | London area | | a) | Workforce Religion Equality Standard | | attempt the questions first, then read the article and see if you would answer them differently. |
| b) | Learning disability nurses in Scotland | | b) | World Race Equality Summit | | |
| c) | Dental nurses in England | | c) | Workforce Race Equality Standard | | You may want to write a reflective account. Visit rcni.com/reflective- |
| d) | Healthcare workers in Brazil | | d) | Workforce Race Equality Symposium | | |
| 3. | Which of these nurses might be described as talente | d? | 8. | Which of the following statements is incorrect? | | account |
| a) | urse presenting at a conference who shows a natura tude for articulating ideas and presenting to a | | a) | Well trained facilitators are crucial to the | | Go online to complete this |
| | | | | effectiveness of ALSs | | multiple-choice quiz and you can save it to your RCNi portfolio to help meet your revalidation requirements. Go to rcni.com/cpd/test-your-knowledge |
| b) | large audience A first-year nursing student with a good | | b) | Facilitating ALSs is not particularly demanding, so facilitators do not generally need any support | | |
| | attendance record | | c) | It is important to make facilitators aware of the time | | |
| c) | A nurse who undertakes clinical tasks reliably but never goes the extra mile | | ۹) | commitment their involvement will require | | |
| d) | A first-year nursing student who likes to do everything by the book | _ | | If facilitators are not remunerated it is important to find ways of incentivising them | | This multiple-choice quiz was compiled by Anne-Claire Bouzanne |
| , | | | | Which of the following statements is correct? | | |
| 4. | An action learning set (ALS) is a group that consists | | | A potential hidden cost is the time commitment of ALS | | The answers to this quiz are: |
| | of how many people? | | uj | facilitators | | 7. c 8. b 9. a 10. b |
| a) | Usually a maximum of 50 | | b) | Compared with in-person activities, online activities | | 1.b2.b3.a4.c5.d6.d |
| b) | Usually a maximum of 120 | | | | | |
| | Usually a maximum of eight | | | | | - |
| d) | Never more than eight | | - 1 | incur no cost | | |
| 5. | A convincing business case for a talent managemen | t | , | ALS facilitators must be remunerated | | |
| -1 | support network needs to explain: | | 10. | It is important that the process of applying to the (TMSN) programme includes: | | |
| | The drivers for change | | a) | The applicant's date of birth | | |
| | How facilitators will be trained and supported | | | A way of checking that the applicant has secured the | | |
| | How applications and participants will be managed All of the above | | ۵, | agreement of their line manager for taking time off work | | |
| u) | All of the above | Ш | c) | The applicant's dietary preferences | | |
| | | | d) | A way for the applicant to indicate the sessions | | |
| | | | | they will miss | | |
| | | | | | | |
| | | | | | | |
| Thi | s activity has taken me minutes/hours to complete | . Now t | hat | I have read this article and completed this assessment | t, I think | k my knowledge is: |
| | ellent Good 🗆 | Satisfac | | • | Poor | |
| As | a result of this I intend to: | | | | | |
| _ | | | | | | |
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