# *Presenting a Suitable Model of Talent Management in Islamic Azad University*

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*Abstract*

**Introduction:** The current research was conducted with the aim of providing a suitable model of talent management in Islamic Azad University. Research is practical and developmental from the point of view.

**research methodology:** research in terms of purpose, applied; In terms of data, it is an exploratory mix and in terms of the nature and method of data collection, it is correlational descriptive. The data collection method was a combination of exploratory type and in terms of the nature and type of study, the survey method was based on the given theory. The statistical population consisted of all the faculty members and managers of Islamic Azad University, which was determined based on the table number of Karjesi and Morgan, and the sample size was 384 people, and then the questionnaire was distributed among them using the stratified identification method. The data collection method was done by field method and questionnaire. In order to validate the instrument, validity and structure were used, and Cronbach's alpha was used to determine the reliability of the instrument. The methods of analysis were exploratory and confirmatory factor analysis tests and single sample t test. The obtained results have been evaluated in 3 dimensions, 9 components and 77 indicators

**Findings:** The obtained results were confirmed in 3 dimensions, 9 components and 77 indicators

**Conclusion:** Finally, the talent management model of Islamic Azad University with 3 dimensions (discovery of talent, methods of development and training of talents and preservation of talent), 9 components (attitude towards talent, knowledge about talent, skills about talent, methods of direct presentation of talent, methods of interactive in talent, practical-operational methods in talent, talent in the real environment, talent in the virtual environment, talent in the university environment) and 77 indicators were designed and approved.

*Key Words:* Curriculum, Decentralization, Challenges and Opportunities, Multiculturalism and Culture.

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## *Introduction:*

Today, in talent-oriented organizations, financial and technological resources are not the only advantage of organizations, but it is believed that human resources are the most important competitive advantage and organizational capital, and for this reason, talent-oriented organizations emphasize the valuable role of talents in the organization. and their optimal management is considered very important and sensitive.

In the current competitive situation and in an environment where successive changes and continuous innovations are its main features, only organizations that understand the strategic role of their human resources and have skilled, knowledge-oriented, competent, and elite human resources will succeed in achieving excellence. and be capable. (Armestrang, 2006, p18).

The ever-increasing progress of communication technology invites organizations to a tough and conscious competition, and it can be safely said that organizations are victorious in this quantitative and qualitative competition whose managers adapt their organization to the prevailing environmental conditions and improve internal conditions. On the other hand, the profitability of a company, which ensures its survival, depends on the design of a correct market management plan based on satisfying the needs of customers. So, having such a view, it can be said: marketing is an effort to reduce the internal and external risks of the company, which evaluates the situations by applying contingency methods and guarantees the response of organizations against them (Abareshi & Hosani, 2018).

Talent management has attracted the attention of thinkers and researchers in the past decades. Talents are people who directly affect the organization and the success of the organization. Sound management in the garden of activities and processes includes the systematic identification of key positions that contribute to the sustainable competitive advantage of the organization, the creation and development of a talent pool of people with high potential and high performance to fill these plans and develop a different architecture. Human Resources is to facilitate filling these positions with qualified incumbents and ensure their continued commitment to the organization. (Dirani, 2018)

In the world literature, there are different views on talent management. It has some positive consequences, such as talent management increases individual job satisfaction, loyalty and commitment, increases job security, efficiency and effectiveness, organizational flexibility, citizenship behavior, profitability, organizational success, competitive advantage, and increases legitimacy. . And some have a critical view of talent management and consider it to have negative consequences, such as increasing self-esteem and pride, jealousy, favoring someone, fatigue, stress and anxiety, loss of motivation, fear of losing success, feelings of worthlessness of others, etc. Demanding, alienation of colleagues and the negative reaction of those who are not considered talented and the negative effect on performance, turning into an internal competition for power, lack of leadership, insufficient budget, the history of being unethical mainly reflects the view of managers. Evaluations are subjective in it, social welfare is not considered in it, and it is one-dimensional and based on speculation, and talent management is associated with lack of transparency, they pay more attention to large companies, talent management is time-consuming. (Cho & Ahn, 2018).

As it is clear from these two points of view, talent management comes with contradictions of time and work to the point where we consider Sadad's management to be

vague and inefficient. In short, it can be said that the first point of view is the point of view of the talent management supporters. They believe that talent management has many benefits for the talented person, the organization and other people of the organization. The second point of view is actually the critics of talent management, they deal with the negative consequences of talent management towards the talented person, the organization and other employees of the organization. These contradictions have caused the necessity of critical study. The purpose of this study is to provide critical and different views in talent management literature and finally to provide a model of it. In addition to this, there are conflicting views in the TM literature, most of the foreign researches have looked at TM in a one-dimensional way and have only measured one element related to talent management, and most of the internal researches related to TM have only paid attention to its positive aspect. They have neglected other aspects.

One of the main concerns of knowledge-based organizations is increasing the effectiveness of knowledge capital at the level of project teams, or in other words, increasing the performance of project teams (Sweem, 2019).

It seems that one of the effective factors to achieve this goal is to redefine the learning processes at the level of knowledge-based teams so that they act as reservoirs of knowledge and expertise, and the fruit of such an effort leads to the creation of a sustainable competitive advantage. According to the learning theory, organizations should actively manage knowledge and expertise to produce and develop innovative products through organizational learning. From the perspective of resource-based perspective, knowledge and expertise are considered as specific and unique resources due to having attributes such as tacitness, adhesive power, and miracle. The tacit nature of knowledge leads to the fact that it cannot be easily circulated among members and somehow placed in the organizational memory (Bozbora, Beskese, and Kahraman, 2017).

The CIPD Institute considers talent to be a complex combination of skills, knowledge, cognitive abilities and high potential and defines talent management as recognizing and focusing on a part of the organization's human resources with high potential.

）Guy et al, 2009, p22).

Talent management focuses on how people enter and grow in the organization (Ulrich and Brook Bank, 2009, p135). Talent management focuses on competency requirements and how people move within or out of the organization (Ulrich and Brook Bank, 2009, p135). and Brook Bank, 2009, p64). In effective talent management, the organization's quantitative and qualitative need for talents is determined based on business strategy and goals (Wright Card, 2009, p21). Talent comes from the circulation of people in the organization, how they enter the organization, develop their skills, and move up or out of the organization. Talent management does not only include attracting and retaining the best people, but also includes identifying and eliminating unnecessary and completely inappropriate people (Ulrich and Brooke Bank, 2009, p137).

)Romiani, 2019) in a research entitled designing and validating the specialized capabilities of gifted faculty members in comprehensive universities with regional performance level, it has been concluded that in the qualitative part of scientific and research capabilities, ability to express, generate ideas, class management The application of a combination of theory and practice and expert advice is one of the important capabilities that comprehensive universities in the region should pay attention to when

selecting faculty members. Also, in the quantitative part, the results showed that the desired model has sufficient and appropriate validity to predict the specialized abilities of academic staff members. Comprehensive universities with regional performance level when selecting academic staff members should consider the abilities scientific, research, consulting, expression technique, ideation, classroom management, use of theory in practice should pay special attention. (Dehghanan, 2018) in a research titled the foundation data model of the talent management process, it has been concluded that the main components of the talent management model include: talent search, talent search, talent recruitment, talent acquisition and talent enhancement, which have practical consequences at three levels: individual, organizational and It is trans-organizational. Simultaneously theorizing the positive and negative aspects of talent management, along with the multi-level analysis of its consequences in the context of Iran's state-owned companies, is another main finding of this research. (Armstrong, 2019) in a research titled examining the growing patterns and challenges of talent management in the emerging markets of Russia and Kazakhstan from the point of view of employers, states that the philosophy of pure and expandable talent is evident in these emerging markets, where talent management with The challenge is intense competition for talent and insufficient supply. Therefore, business leaders do not want to make employees aware of their talented team members. The results show that MNEs do not act independently of the context, so they call for support for local organizations. The value of talent management is still a relatively new idea in many emerging economies, and the challenges associated with talent management in such environments are much more complex. (Wakefield, 2017) in a research entitled providing a framework for global talent management for multinational companies that have unique characteristics, states that these companies are both geographically dispersed and culturally have a workforce. They are diverse, both of which require special talents. This research helps to provide a framework in the field of different types of human resource development at the individual level, units and an entire organization in order to design a talent management model for multinational companies to use in order to achieve a competitive advantage. And in the continuation of the research, theoretical and practical results are discussed and a model for research is introduced. For this reason, according to the researcher, the issue of talent management in Islamic Azad Universities is a problem that can be revised by conducting research. should be taken and the basic and appropriate solutions should be applied in it. According to the mentioned cases, the current research aims to provide a model for talent management in students and universities in addition to identifying the indicators of talent management in Islamic Azad Universities. And in this research, it seeks to answer the following questions:

General question: What model can be presented for the comprehensive management of talent in Islamic Azad University of Region 1?

Sub questions:

١) What are the dimensions, components and indicators of strategic management of talent (talent discovery) in Islamic Azad University of Region 1?

٢) What are the methods of development and training of strategic talent management in Islamic Azad University of Region 1?

٣) What is the initial conceptual model of strategic talent management in Islamic Azad University of Region 1?

(٤How is the accreditation of talent retention in Islamic Azad University of Region 1?

## Research Method:

Considering that the aim of the current research was to present a suitable model of comprehensive talent management in the Islamic Azad University of Region 1, in this research, a mixed approach with sequential type was used. In other words, this research is a combination of two qualitative and quantitative approaches, so that the quantitative approach was designed and implemented after the qualitative approach. In the qualitative part, using the interpretive approach and using the fundamental theory approach, a model was presented for the comprehensive management of talent in the Islamic Azad University of Region 1. Sequential mixed research allows the researcher to collect quantitative data based on the findings of qualitative data. Using the mixed method leads to providing a comprehensive view of providing a model for strategic talent management in the Islamic Azad University of Region 1. Therefore, it can be said that research is practical in terms of its purpose; In terms of data, it is an exploratory mix, and in terms of the nature and method of data collection, the qualitative part of the data is foundational and the quantitative part is correlational.

The statistical community in the qualitative part of the research includes higher education experts whose selection condition is to have at least a doctorate degree and to have an executive and educational job in the field of human resources in different universities during their service, which is at the decision-making levels. They have played a role now and in the past. This group is called knowledgeable experts who participated in the Delphi technique process. The selected people have had professional qualifications in the field of articles, books, etc. or have presented workshops with this theme. The statistical population of the literature section of the research included all the books, articles and research published by various experts and researchers. done. Sampling of the literature section was also done in a targeted and accessible manner. In such a way that all the articles, books and theses that were most related to the research topic and were available in internet and library searches were used as the background and literature of the research. Considering the subject area, society in the qualitative part of this research, there were presidents, vice presidents, specialists in Islamic Azad University of Region 1 who were active in at least one of the following: teaching experience, activity and research in the field of management, strategic management, organizational management, talent management, higher education. Sampling was done in the qualitative part of targeted sampling using the snowball technique and according to the theoretical saturation index. In other words, people were selected in a purposeful way, who were considered as clear examples in relation to the topic and objectives of the research and had valuable information.

In this research, theoretical saturation was obtained after interviewing 15 experts and experts. Qualitative data collection method, both library and field methods were used to collect data. In the first step, the library method was used in order to familiarize with the basic concepts and theoretical foundations, as well as to familiarize with the previous studies regarding the topic under discussion. information, etc., theoretical foundations and background of the research, and finally conceptual propositions were obtained. In the second step, the field method was used to collect data. In this way, a part of the data was

obtained by compiling the interview forms first. Then, the data of the qualitative section was completed by implementing the Delphi technique. The tool used in this step was semi-structured exploratory interview.

Data were collected step by step. In such a way that the interviews were conducted in five rounds and each time with 3 people and a total of 15 people. The open and central codes obtained in the interview phase were arranged in a form and sent to 20 experts and their opinions regarding indicators, components and dimensions were obtained. A semi-structured interview is used to collect data in the qualitative part. In any research, the study of documents is used to check the background of the research and prepare interview questions. In this research, due to the originality of the subject, documents such as books related to research, articles included in domestic and foreign magazines (printed and electronic), academic theses and research projects to examine the theoretical foundations. will be used. In this type of interview, the researcher asks all interviewees questions in a specific sequence and phrasing, and more questions are asked according to the conditions and type of answers, so that the participants in the interview have more in-depth information at the disposal of the researcher. The method of analysis in the qualitative part is the foundational data theory method. The reason for choosing this method is that it allows the researcher to develop a new theory personally instead of using predefined theories in cases where it is not possible to formulate a hypothesis. Foundation data theory is both a research plan and a method for raw data analysis. The main process in the foundation's data theory method as a data analysis method is the process of coding and classifying raw data and extracting the main concepts and categories and the relationships between them in the framework of a theory that the researcher has built according to the conditions and situation. Research will be done to present it. Then the analysis will be started with three types of coding, which are explained below. The statistical population of the quantitative part of this research included faculty members and managers of the universities of Fars, Bushehr, Kohgluye and Boyer Ahmad (region one). In the quantitative part, Morgan's number table was used to estimate the sample size, and the sample size was determined to be 384 people. Then, the questionnaire was distributed using stratified random sampling. The number of faculty members and universities among which the questionnaire was distributed is specified in Table 2-3.

**Table No. 1. Sample volume in the quantitative section**

| NO | University name | Sample size | The size of the community | Row | University name | Sample size | The size of the community |
|---|---|---|---|---|---|---|---|
| 1 | Branch of Fars province, Bushehr and Kohgiluyeh and Boyer Ahmad (associate and (bachelor | 150 | 700 | 3 | Shiraz unit | 90 | 160 |
| 2 | Shiraz unit | 124 | 150 | 4 | Lamard Unit (Senior and Ph.D.) | 20 | 300 |
| | Total | 274 | 850 | | جمع | 110 | 460 |

| Total    Sample size = 384 | Community size=1310 |
| --- | --- |

**Table number 2. List of interviewees, expertise and position in the qualitative department**

| interviewee | Expertise | Position (Islamic Azad University) |
| --- | --- | --- |
| number 1 | PhDinpublic administratio | Academic staff member - Shiraz branch |
| number 2 | PhDinhumanresource management | Academic staff member - yasoj branch |
| number 3 | PhD in higher education management | Academic staff member – boshehr branch |
| number 4 | PhD in business management | Academic staff member - Shiraz branch |
| number 5 | PhD in industrial management | Academic staff member - Shiraz branch |
| number 6 | PhD in industrial management | Academic staff member - yasoj branch |
| number 7 | PhDinhumanresource management | Academic staff member – boshehr branch |
| number 8 | PhDinhumanresource management | Academic staff member - yasoj branch |
| number 9 | PhD in higher education management | Academic staff member lamerd branch |
| number 10 | PhD in higher education management | Academic staff member - Shiraz branch |
| number 11 | PhDinpublic administratio | Academic staff member - Shiraz branch |
| number 12 | PhDinhumanresource management | Academic staff member – boshehr branch |
| number 13 | PhDinpublic administratio | Academic staff member lamerd branch |
| number 14 | PhD in higher education management | Academic staff member - yasoj branch |
| number 15 | PhD in human resource management | Academic staff member - Shiraz branch |

**Research findings**

The research data were analyzed through the coding process based on the foundation's data theory design. Coding is an analytical process in which data are conceptualized and combined to form a theory. Data analysis in this process is not done separately from collection and sampling. In the data theory research plan of the foundation, the stages of data analysis are done through open, central and selective coding, which is described below.

١- Open coding
1-1- Literature review and research background and concept extraction, strategic management of talent in Islamic Azad University, Region 1
In this stage of the research, the concepts and key points obtained regarding the model of strategic management of talent in the Islamic Azad University of Region 1, from the process of studying documents and documents including the theoretical foundations and background of the research, taking notes and conceptually unifying them based on the

scientific and theoretical foundations became A total of 49 concepts were obtained, of which 19 were key concepts for talent discovery, 17 concepts for talent development and training methods, and 13 concepts for talent retention, which are listed in Table No. 1.

**Table 3. The components of strategic management of talent in Islamic Azad University, Region I, extracted from Azadbiyat Research**

| NO | Concepts/indicators | Title |
|----|---------------------|-------|
| ۱ | Scientific ability, research | talent discovery |
| ۲ | Using theory in practice | |
| ۳ | classroom management | |
| ۴ | Rhetorical | |
| ۵ | Realization of values | |
| ۶ | Management program design | |
| ۷ | ideation | |
| ۸ | having a thought | |
| ۹ | Appropriate skills and talent | |
| ۱۰ | Power of speech | |
| ۱۱ | Employment conditions | |
| ۱۲ | Acceptance and support of teachers | |
| ۱۳ | Acceptance and support of managers | |
| ۱۴ | Cultural conditions | |
| ۱۵ | Constructor of learning situations | |
| ۱۶ | Legal and legal platforms | |
| ۱۷ | Electronics and technology infrastructure | |
| ۱۸ | Suited to talent | |
| ۱۹ | Scientific infrastructures | |
| ۲۰ | Cultivating talents | Talent development |
| ۲۱ | talent seeking | |

| ۲۲ | talent search | and training methods |
| ۲۳ | talent recruitment | |
| ۲۴ | talent | |
| ۲۵ | Abilities | |
| ۲۶ | talent development | |
| ۲۷ | Organizational Innovation | |
| ۲۸ | The ability to predict human resource management | |
| ۲۹ | Organizational knowledge | |
| ۳۰ | Human resource management methods | |
| ۳۱ | Attracting talents | |
| ۳۲ | Keeping the talent flowing | |
| ۳۳ | Increasing the motivation of talented employees | |
| ۳۴ | Job Satisfaction | |
| ۳۵ | Implementation | |
| ۳۶ | animation | |
| ۳۷ | Customer relationship management | Talent retention |
| ۳۸ | Retaining skilled employees | |
| ۳۹ | Changeable and flexible | |
| ۴۰ | Human resources management | |
| ۴۱ | Recognition of talents | |
| ۴۲ | Talent concentration | |
| ۴۳ | Talent retention | |
| ۴۴ | Succession of talents | |
| ۴۵ | Social environments | |
| ۴۶ | Natural environments | |
| ۴۷ | based on activities | |

| ۴۸ | Cultural environment |
| ۴۹ | Academic environments |

1-2- Designing the initial conceptual model of strategic talent management in Islamic Azad University, Region 1

The analysis of the obtained components for the strategic management of talent in the Islamic Azad University of Region 1 led to the design of the initial model for the strategic management of talent in the Islamic Azad University of Region 1. In this talent discovery model, 4 components of attitude in talent, knowledge in talent, skill in talent and insight in talent were categorized. The methods of talent development and training were also based on 3 methods of direct presentation of talent, interactive method of talent and applied-operational method of talent and finally retention of talent in the form of 3 mechanisms, talent in the real environment, talent in the university environment and talent were defined in the virtual environment.

1-3- Interviewing experts and extracting concepts, strategic management of talent in Islamic Azad University, Region 1

Then, based on the concepts obtained from the literature and background, the interview form was prepared and the experts were interviewed. At this stage, a total of 73 concepts were obtained, of which 25 concepts were related to talent discovery, 28 concepts were related to talent development and training methods, and 20 concepts were related to talent retention. The concepts obtained are listed in Table 2.

**Table 4: talent discovery, talent development and training methods and talent retention and strategic talent management in Islamic Azad University, region one, extracted from interviews**

| NO | Concepts/indicators | Abundance | Title |
|----|---------------------|-----------|-------|
| ۱ | Scientific ability, research | ۶ | talent discovery |
| ۲ | Using theory in practice | ۳ | |
| ۳ | classroom management | ۷ | |
| ۴ | Rhetorical | ۴ | |
| ۵ | Realization of values | ۵ | |
| ۶ | Management program design | ۶ | |
| ۷ | ideation | 1 | |

| ۸ | having a thought | 3 | |
|---|---|---|---|
| ۹ | Appropriate skills and talent | 4 | |
| ۱۰ | Power of speech | 4 | |
| ۱۱ | Employment conditions | 5 | |
| ۱۲ | Acceptance and support of teachers | 4 | |
| ۱۳ | Acceptance and support of managers | 3 | |
| ۱۴ | Cultural conditions | 4 | |
| ۱۵ | Constructor of learning situations | 5 | |
| ۱۶ | Legal and legal platforms | 4 | |
| ۱۷ | Electronics and technology infrastructure | 2 | |
| ۱۸ | Suited to talent | 5 | |
| ۱۹ | Scientific infrastructures | 3 | |
| ۲۰ | Spiritual and moral talents | 2 | |
| ۲۱ | Attitude towards talented people | 4 | |
| ۲۲ | The position of expert human capital | 3 | |
| ۲۳ | Accreditation of the program | 4 | |
| ۲۴ | Compliance of the program with modern science | 1 | |
| ۲۵ | Coordination of the program with the needs | 3 | |
| ۲۶ | Suitability and coordination of goals | 6 | |
| ۲۷ | Provide feedback continuously | 2 | |
| ۲۸ | Discovering talented people | 3 | |
| ۲۹ | Cultivating talents | 4 | |
| ۳۰ | talent seeking | 3 | |
| ۳۱ | talent search | 5 | Talent development and training methods |
| ۳۲ | talent recruitment | 2 | |
| ۳۳ | talent | 3 | |

| ۳۴ | Abilities | 3 | |
|---|---|---|---|
| ۳۵ | talent development | 4 | |
| ۳۶ | Organizational Innovation | 3 | |
| ۳۷ | The ability to predict human resource management | 1 | |
| ۳۸ | Organizational knowledge | 3 | |
| ۳۹ | Human resource management methods | 1 | |
| ۴۰ | Attracting talents | 2 | |
| ۴۱ | Keeping the talent flowing | 3 | |
| ۴۲ | Increasing the motivation of talented employees | 2 | |
| ۴۳ | Job Satisfaction | 2 | |
| ۴۴ | Implementation | 1 | |
| ۴۵ | animation | 5 | |
| ۴۶ | Regular assessment | 2 | |
| ۴۷ | long term goal | 3 | |
| ۴۸ | Achieving a competitive advantage | 3 | |
| ۴۹ | Loyalty | 1 | |
| ۵۰ | The benefit of the organization | 2 | |
| ۵۱ | Personal development and improvement | 2 | |
| ۵۲ | quality | 5 | |
| ۵۳ | Global way of thinking | 3 | |
| ۵۴ | Ability to learn | 2 | |
| ۵۵ | Organizational performanc | 2 | |
| ۵۶ | Necessary expertise and skills | 1 | Talent retention |
| ۵۷ | Developing people's performance | 3 | |
| ۵۸ | targeting | 2 | |
| ۵۹ | View performance | 5 | |

| | | |
|---|---|---|
| ۶۰ | coaching | 6 |
| ۶۱ | Suitability and coordination of goals | 2 |
| ۶۲ | Provide feedback continuously | 2 |
| ۶۳ | Discovering talented people | 3 |
| ۶۴ | Cultivating talents | 1 |
| ۶۵ | talent seeking | 3 |
| ۶۶ | talent search | 3 |
| ۶۷ | talent recruitment | 3 |
| ۶۸ | talent | 4 |
| ۶۹ | Abilities | 3 |
| ۷۰ | talent development | 3 |
| ۷۱ | Organizational Innovation | 3 |
| ۷۲ | The ability to predict human resource management | 2 |
| ۷۳ | Organizational knowledge | 4 |
| ۷۴ | Virtual environments | 2 |
| ۷۵ | Classroom environments | 3 |
| ۷۶ | to think | 1 |
| ۷۷ | adapt | 3 |
| ۷۸ | Current experiences of learners | 3 |
| ۷۹ | Accurate planning | 3 |
| ۸۰ | Timely recognition and encouragement | 4 |
| ۸۱ | Desirability and usefulness | 3 |
| ۸۲ | Desires and interests | 3 |
| ۸۳ | Permanent restoration | 3 |
| ۸۴ | Finding the right talent | 2 |
| ۸۵ | Application of theories in practice | 4 |

2- Axial coding

At this stage, the researcher has categorized the indicators obtained in the open coding stage based on content similarities. In this stage, which is called axial coding, one of the codes/indices that has a higher power and content capacity than other codes is selected, and other codes that are more similar to it in terms of content are placed below it. . It is also possible to choose a name/title for it based on theoretical and experimental bases after categorizing their contents. The classification made is considered as the central code or component. Based on this and according to the investigations and analysis done by the researcher, 10 core codes have been obtained, each of which includes a number of open codes/indices. The key codes obtained are presented in Table No. 3.

**Table 5. Core coding of strategic talent management in Islamic Azad University, Region 1**

| Component/code oriented | index/open source |
| --- | --- |
| Attitude in talent | Scientific ability, research |
| | Using theory in practice |
| | classroom management |
| | Rhetorical |
| | Realization of values |
| | Management program design |
| | ideation |
| | having a thought |
| Knowledge in talent | Appropriate skills and talent |
| | Power of speech |
| | Employment conditions |
| | Acceptance and support of teachers |
| | Acceptance and support of managers |
| | Cultural conditions |
| Insight into talent | Constructor of learning situations |
| | Legal and legal platforms |
| | Electronics and technology infrastructure |

| | Suited to talent |
|---|---|
| | Scientific infrastructures |
| | Spiritual and moral talents |
| | Attitude towards talented people |
| Skill in talent | The position of expert human capital |
| | Accreditation of the program |
| | Compliance of the program with modern science |
| | Coordination of the program with the needs |
| | Suitability and coordination of goals |
| | Provide feedback continuously |
| | Discovering talented people |
| | Cultivating talents |
| Methods of direct presentation in talent | talent seeking |
| | talent search |
| | talent recruitment |
| | talent |
| | Abilities |
| | talent development |
| | Organizational Innovation |
| | The ability to predict human resource management |
| Interactive methods in talent | Organizational knowledge |
| | Human resource management methods |
| | Attracting talents |
| | Keeping the talent flowing |
| | Increasing the motivation of talented employees |
| | Job Satisfaction |
| | Implementation |
| | animation |
| | Regular assessment |

| | long term goal |
|---|---|
| Applied-scientific method in talent | Achieving a competitive advantage |
| | Loyalty |
| | The benefit of the organization |
| | Personal development and improvement |
| | quality |
| | Global way of thinking |
| | Ability to learn |
| | Organizational performanc |
| | Necessary expertise and skills |
| | Developing people's performance |
| | targeting |
| | View performance |
| | coaching |
| | Suitability and coordination of goals |
| | Provide feedback continuously |
| Talent in the real world | Discovering talented people |
| | Cultivating talents |
| | talent seeking |
| | talent search |
| | talent recruitment |
| | talent |
| | Abilities |
| Talent in the virtual environment | talent development |
| | Organizational Innovation |
| | The ability to predict human resource management |
| | Organizational knowledge |
| | Virtual environments |
| | Classroom environments |

| | | |
|---|---|---|
| | to think | |
| | adapt | |
| Talent in the university environment | Current experiences of learners | |
| | Accurate planning | |
| | Timely recognition and encouragement | |
| | Desirability and usefulness | |
| | Desires and interests | |
| | Permanent restoration | |
| | Finding the right talent | |
| | Application of theories in practice | |

3-selective coding

After axial coding, the obtained components are categorized in a larger concept, which is referred to as dimensions, and this process is known as selective coding. Based on the classification made by the researcher, 4 components of attitude in talent, knowledge in talent, insight in talent and skill in talent under talent discovery; 3 components of direct presentation methods in talent, interaction method in talent, practical-scientific method in talent were categorized under the methods of development and training of talent and talent in the virtual environment, talent in the university environment and talent in the real environment under the preservation of talent, which dimensions They are the model of strategic talent management in Islamic Azad University of Region 1.

**Table 6. Selective coding of strategic talent management in Islamic Azad University, Region 1**

| Dimensions | Core components/codes | Indexes/open codes |
|---|---|---|
| talent discovery | Attitude in talent | ۱–۸ |
| | Knowledge in talent | ۹–۱۴ |
| | Skill in talent | ۱۵–۲۱ |
| | Insight into talent | ۲۲–۲۹ |
| Talent development and training methods | Direct presentation method in talent | ۳۰–۳۷ |
| | Interactive method in talent | ۳۸–۴۷ |
| | Applied-operational method in talent | ۴۸–۶۲ |

| Talent retention | Talent in the real world | ۶۳–۶۹ |
| | Talent in the virtual environment | ۷۰–۷۷ |
| | Talent in the university environment | ۷۸–۸۵ |

### Implementation of the Delphi technique

After completing the three stages of open, central and selective coding and obtaining the dimensions, components and indicators of the strategic talent management model in the Islamic Azad University of Region 1, a Delphi form was prepared to ask the experts again. The implementation of the Delphi technique has been done due to obtaining the opinions of experts in favor and against each dimension, component and indicator, so that the content validity of the questionnaire can be carried out.

The adjusted form was sent to 20 experts. The questions for which the calculated CVR valueis less than the desired amount according to the number of experts evaluating the question, should be excluded from the test because they do not have acceptable content validity based on the content validity index. According to the benefit of the opinions of 20 experts and experts in the field of evaluating the content validity of the questionnaire, the minimum acceptable value of CVR is equal to 0.49. After analyzing the data, the value of CVR of all items was higher than 0.49 and the total CVR was equal to 0.73, which is an acceptable content validity. Based on this, 3 dimensions, 9 components and 78 indicators were the result of the Delphi technique. and the calculation of CVR that formed the conceptual model of strategic talent management in the Islamic Azad University of Region 1. Its results are presented in Table No. 5.

**Table 6. Dimensions, components and indicators of strategic talent management in Islamic Azad University, Region 1**

| Indicators | NO | Components | Dimensions |
|---|---|---|---|
| Scientific ability, research | ۱ | Attitude in talent | talent discovery |
| Using theory in practice | ۲ | | |
| classroom management | ۳ | | |
| Rhetorical | ۴ | | |
| Realization of values | ۵ | | |
| Management program design | ۶ | | |

| | | | |
|---|---|---|---|
| ideation | ۷ | | |
| having a thought | ۸ | | |
| Appropriate skills and talent | ۹ | | |
| Power of speech | ۱۰ | Knowledge in talent | |
| Employment conditions | ۱۱ | | |
| Acceptance and support of teachers | ۱۲ | | |
| Acceptance and support of managers | ۱۳ | | |
| Cultural conditions | ۱۴ | | |
| Constructor of learning situations | ۱۵ | | |
| Legal and legal platforms | ۱۶ | Skill in talent | |
| Electronics and technology infrastructure | ۱۷ | | |
| Suited to talent | ۱۸ | | |
| Scientific infrastructures | ۱۹ | | |
| Spiritual and moral talents | ۲۰ | | |
| Attitude towards talented people | ۲۱ | | |
| Discovering talented people | ۲۲ | | |
| Cultivating talents | ۲۳ | | |
| talent seeking | ۲۴ | Methods of direct presentation in talent | Talent development and training methods |
| talent search | ۲۵ | | |
| talent recruitment | ۲۶ | | |
| talent | ۲۷ | | |
| Abilities | ۲۸ | | |
| talent development | ۲۹ | | |
| Organizational Innovation | ۳۰ | | |
| The ability to predict human resource management | ۳۱ | | |
| Organizational knowledge | ۳۲ | | |

| | | | |
|---|---|---|---|
| Human resource management methods | ٣٣ | Interactive methods in talent | |
| Attracting talents | ٣٤ | | |
| Keeping the talent flowing | ٣٥ | | |
| Increasing the motivation of talented employees | ٣٦ | | |
| Job Satisfaction | ٣٧ | | |
| Implementation | ٣٨ | | |
| animation | ٣٩ | | |
| Regular assessment | ٤٠ | | |
| long term goal | ٤١ | | |
| Achieving a competitive advantage | ٤٢ | Applied-operational method in talent | |
| Loyalty | ٤٣ | | |
| The benefit of the organization | ٤٤ | | |
| Personal development and improvement | ٤٥ | | |
| quality | ٤٦ | | |
| Global way of thinking | ٤٧ | | |
| Ability to learn | ٤٨ | | |
| Organizational performanc | ٤٩ | | |
| Necessary expertise and skills | ٥٠ | | |
| Developing people's performance | ٥١ | | |
| targeting | ٥٢ | | |
| View performance | ٥٣ | | |
| coaching | ٥٤ | | |
| Suitability and coordination of goals | ٥٥ | | |
| Provide feedback continuously | ٥٦ | Talent in the real world | Talent retention |
| Discovering talented people | ٥٧ | | |
| Cultivating talents | ٥٨ | | |

| | | |
|---|---|---|
| talent seeking | ۵۹ | |
| talent search | ۶۰ | |
| talent recruitment | ۶۱ | |
| talent | ۶۲ | |
| Abilities | ۶۳ | Talent in the virtual environment |
| talent development | ۶۴ | |
| Organizational Innovation | ۶۵ | |
| The ability to predict human resource management | ۶۶ | |
| Organizational knowledge | ۶۷ | |
| Virtual environments | ۶۸ | |
| Classroom environments | ۶۹ | |
| to think | ۷۰ | |
| adapt | ۷۱ | Talent in the university environment |
| Current experiences of learners | ۷۲ | |
| Accurate planning | ۷۳ | |
| Timely recognition and encouragement | ۷۴ | |
| Desirability and usefulness | ۷۵ | |
| Desires and interests | ۷۶ | |
| Permanent restoration | ۷۷ | |
| Finding the right talent | ۷۸ | |

The answer to the first sub-question: What are the dimensions, components and indicators of strategic talent management (talent discovery) in the Islamic Azad University of Region 1?

Based on the findings of the qualitative part of the research, which was discussed in detail in this chapter, 3 components and 23 indicators were identified for the dimensions, components and indicators of strategic talent management (talent detection) in the Islamic Azad University of Region 1 as described in Table No. 1. The attitude component in talent has 9 indicators, the knowledge in talent has 6 indicators and the skill in talent has 8

indicators. The findings of the qualitative part of the research through two processes of document analysis (the study of the theoretical foundations and experimental background of the research) and interviews with experts led to the identification of 4 components and 29 indicators of talent were discovered, which are:

attitude in talent (8 indicators)

Knowledge in talent (6 indicators)

Insight into talent (7 indicators)

Skill in talent (8 indicators)

After implementing the Delphi technique and calculating the content validity (CVR), the components and indicators of talent detection were changed and by merging and removing some components and indicators, the result of the qualitative part of the identification of 3 components and 23 indicators was as follows:


attitude in talent (9 indicators)

Knowledge in talent (6 indicators)

Skill in talent (8 indicators)


By performing an exploratory and confirmatory factor analysis test, all three components and 23 indicators of talent detection were confirmed. Factor loading of all components and indicators were higher than 0.3. The obtained results indicate that the obtained indicators (observed variables) can explain their components (hidden variable) well. Since the factor load of all variables is greater than 0.3 and the significant coefficients are outside the range of ±1.96, therefore, there is a favorable relationship between the indicators and their components and they had an important and significant role in the measurement of the components. All model fit indices have confirmed the fit of the model.

The answer to the second sub-question: What are the methods of development and training of strategic talent management in the Islamic Azad University of Region 1?

Based on the findings of the qualitative part of the research, which was discussed in detail in this chapter, 3 methods consisting of 32 indicators were identified for the development and training methods of strategic talent management in the Islamic Azad University of Region I. The identified methods are: 1- Methods of direct presentation in talent with 8 indicators 2- methods of interaction in talent with 10 indicators 3- practical-operational methods in talent with 14 indicators. The findings of the qualitative part of the research through two processes of document analysis (the study of the theoretical foundations and experimental background of the research) and interviews with experts led to the identification of 3 methods and 33 indicators of talent development and training methods, which are:

Methods of direct presentation in talent (8 indicators)

Interactive methods in talent (10 indicators)

Practical-operational methods in talent (15 indicators)

After implementing the Delphi technique and calculating the content validity (CVR), all the components and indicators of talent development and training methods were approved as one index. The result of the qualitative part of identifying 3 components and 32 indicators was as follows:

Methods of direct presentation in talent (8 indicators)

Interactive methods in talent (10 indicators)

Applied-operational methods in talent (14 indicators)

By performing the exploratory and confirmatory factor analysis test, all three components and 32 indicators of the identified talent development and training methods were confirmed. Factor loading of all components and indicators were higher than 0.3. The obtained results indicate that the obtained indicators (observed variables) can explain their components (hidden variable) well. Since the factor load of all variables is greater than 0.3 and the significant coefficients are outside the range of $\pm1.96$, therefore, there is a favorable relationship between the indicators and their components and they are important and significant in measuring the components. All model fit indices have confirmed the fit of the model.

The answer to the third sub-question: How is the accreditation of talent retention in Azad Islamic University of Region 1?

Based on the findings of the qualitative part of the research, which was discussed in detail in this chapter, 3 credits containing 23 indicators were identified for the accreditation of talent retention in the Islamic Azad University of Region I. The identified mechanisms are: 1- Talent in the real environment with 7 indicators 2- Talent in the virtual environment with 8 indicators 3- Talent in the university environment with 8 indicators. The findings of the qualitative part of the research through two processes of document analysis (the study of the theoretical foundations and empirical background of the research) and interviews with experts led to the identification of 3 mechanisms and 23 indicators of talent retention, which are:

Talent in the real environment (7 indicators)

Talent in the virtual environment (8 indicators)

Talent in the university environment (8 indicators)

After implementing the Delphi technique and calculating content validity (CVR), all components and indicators of talent retention were confirmed. The result of the qualitative part identified and confirmed 3 components and 23 primary indicators as follows:

Talent in the real environment (7 indicators)

Talent in the virtual environment (8 indicators)

Talent in the university environment (8 indicators)

By performing the exploratory and confirmatory factor analysis test, all three mechanisms and 23 indicators of talent retention were confirmed as part of an indicator of "adaptation of the program with modern science". The factor loading of all components and indicators were higher than 0.3. The obtained results indicate that the obtained indicators (observed variables) can well explain their components (hidden variable). Since the factor load of all the variables is greater than 0.3 and the significant coefficients are outside the range of ±1.96, therefore, there is a favorable relationship between the indicators and their components and they had an important and meaningful role in measuring the components. All model fit indices have confirmed the fit of the model.

The answer to the fourth sub-question: What is the basic conceptual model of strategic talent management in Islamic Azad University of Region 1?

After examining and studying the theoretical foundations and research background of strategic talent management in Islamic Azad University of Region 1 and interviewing experts and experts in three dimensions, 9 components and 78 indicators were identified in the form of findings of the qualitative section, which formed three patterns. These three models are drawn in the form of figures 1, 2 and 3, which together form the initial conceptual model of strategic talent management in the Islamic Azad University of Region 1. The initial conceptual model of talent discovery in the strategic management of talent in Islamic Azad University includes dimensions, components and indicators as described in Figure 1.
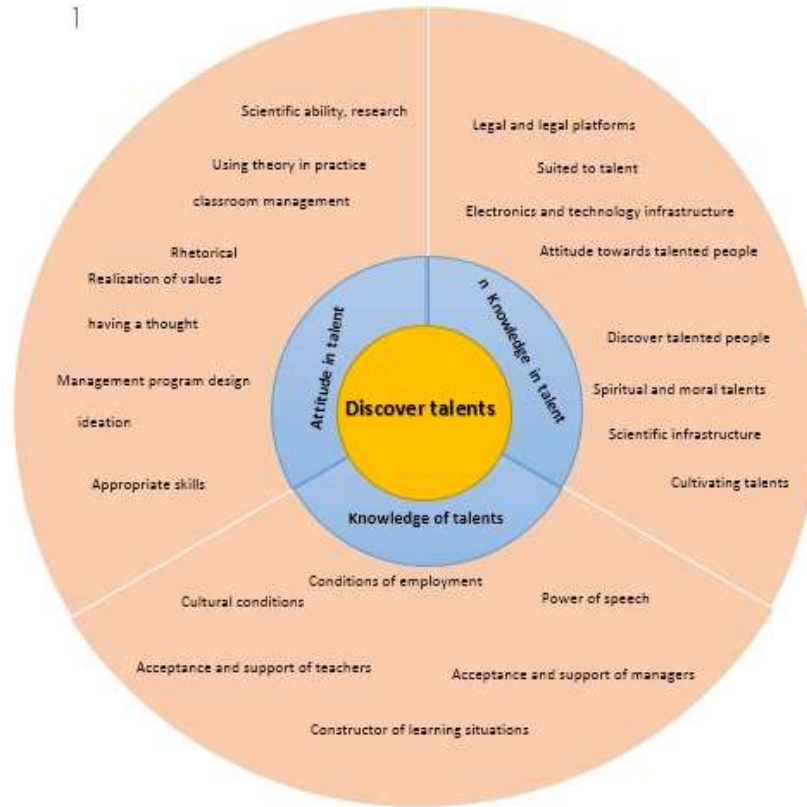
**Figure 1. The initial conceptual model of talent discovery methods in strategic talent management in Islamic Azad University**
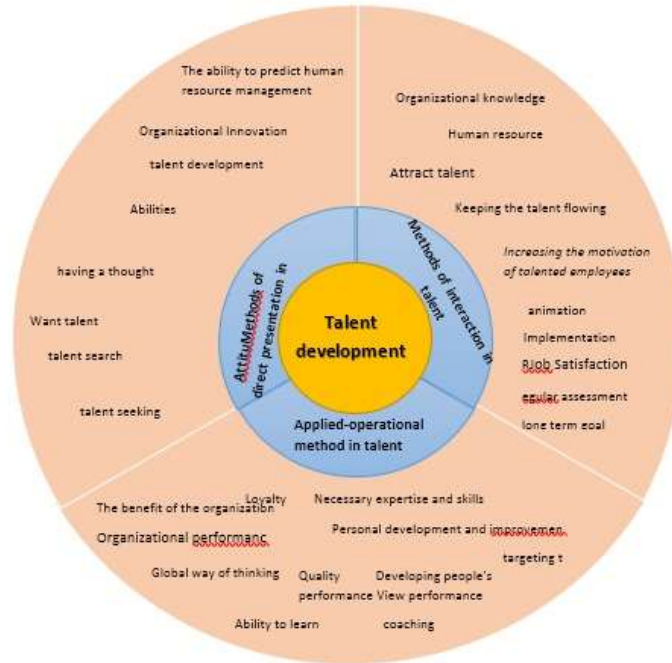
**figure 2 . The initial conceptual model of crediting the development and training of talent in the strategic management of talent in Islamic Azad University**
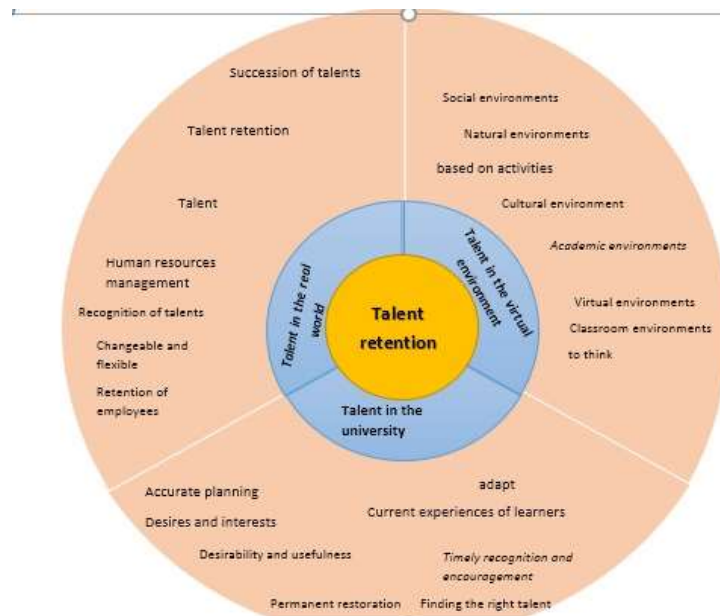


**Figure 3. Basic conceptual model of talent retention methods in strategic talent management in Islamic Azad University**

The answer to this research question is from the combination of the answers to the first three questions of the research, namely, what are talent discovery, talent development and training methods, and talent retention and strategic talent management in Islamic Azad

University of Region 1? Was obtained. After reviewing and studying the theoretical foundations and research background of the subject of strategic management of talent in the Islamic Azad University of Region 1 and interviews with experts and experts on the three components of talent discovery, including attitude in talent with 9 indicators, knowledge in talent with 6 indicators and skill in talent with 8 The index was identified; Regarding talent development and training methods, three methods of direct presentation of talent with 8 indicators, interactive method of talent with 10 indicators, practical-operational method of talent with 14 indicators were identified and finally three components of talent preservation and maintenance, talent in the environment Real with 7 indicators, talent in the virtual environment with 8 indicators and talent in the university environment with 8 indicators. After drawing separate conceptual models for each of the dimensions of the model, the final conceptual model of strategic talent management in Islamic Azad University, combining the three previous answers in the form of a conceptual model with three dimensions, 9 components and 78 indicators has been drawn according to Figure 4.
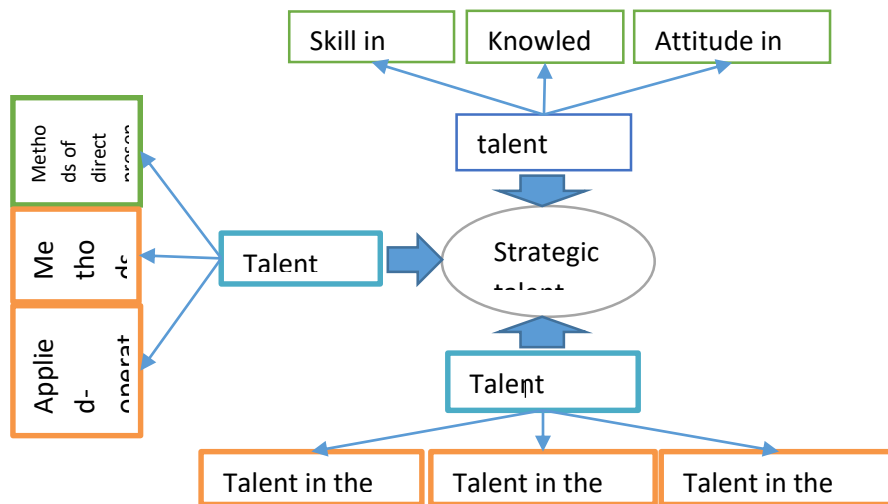


**Figure 4. The final conceptual model of strategic talent management in Islamic Azad University**

The main research question: What model can be presented for talent management in Islamic Azad University?

Finally, a structural model that can be presented for talent management in Islamic Azad University was drawn. Coefficients of the path of knowledge in equal talent ($\lambda = 0.84$ and $t = 15.91$), attitude in equal talent ($\lambda = 0.79$ and $t = 13.18$), skill in equal talent ($\lambda = 0.69$ and $50\ t = 10$) is obtained. Path coefficients of interactive method in equal talent ($\lambda=0.89$ and $t=9.67$), direct presentation method in equal talent ($\lambda=0.82$ and $t=7.32$), practical-operational method in equal talent ($63\ \lambda=0/0$ and $t=5.79$) have been obtained. The coefficients of the talent path in the virtual environment are equal ($\lambda = 0.80$ and $t = 15.27$), talent in the real environment is equal ($\lambda = 0.75$ and $t = 13.30$), talent in the university environment is equal ($0.72\ \lambda$ and $t = 9.79$) have been obtained. The combination and analysis of these coefficients shows that for the development of talent management in

Islamic Azad University, knowledge about talent must first be increased, and then their attitudes towards talent must change, and finally, skill in talent must be improved. To do this, you can first use interactive methods in talent, then the method of direct presentation in talent and the practical-operational method in talent. Retention of talent is also talent in the virtual environment, then talent in the real environment and talent in the university environment. Finally, a structural model can be presented for the strategic management of talent in the Islamic Azad University as described in diagram number 5 of the structural model of talent management in the Islamic Azad University in the standard mode. Is:
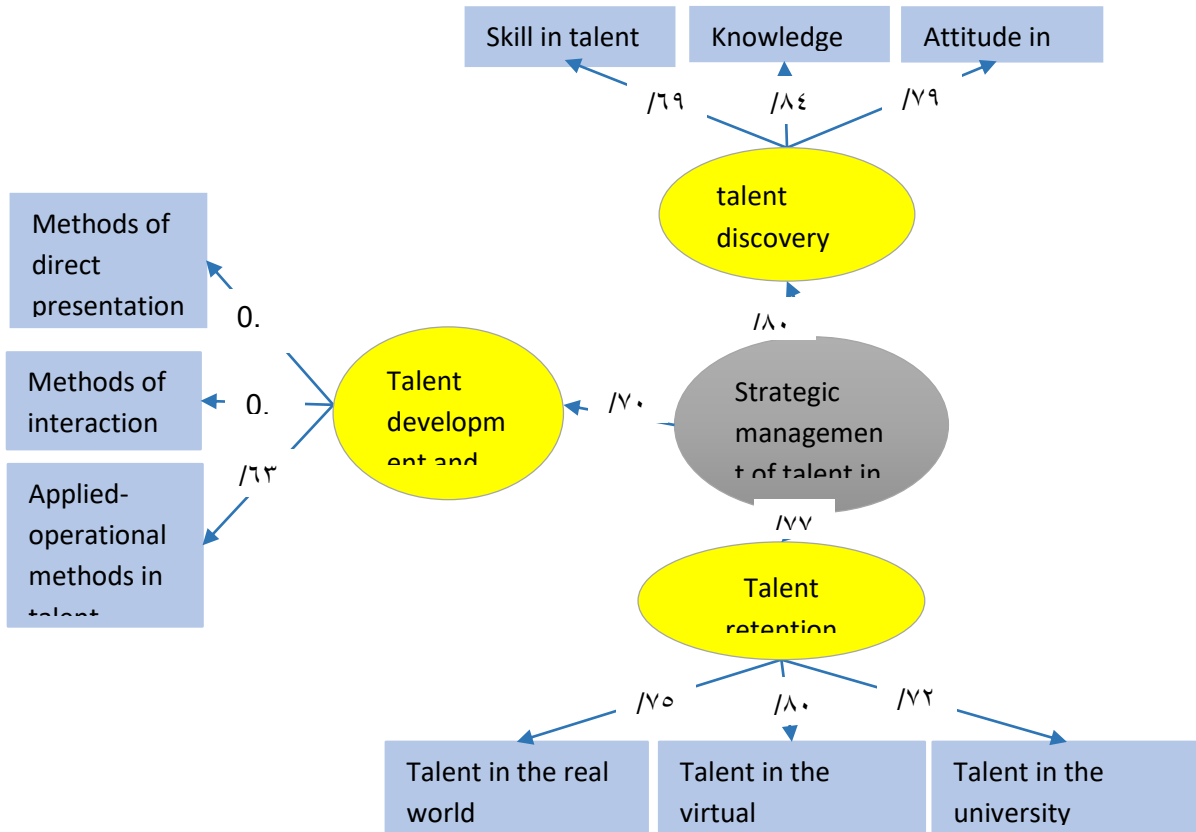


**Figure 5. The structural model of talent management in Islamic Azad University**

The drawn structural model shows that all factor loadings between the components with their dimensions are greater than 0.3, and based on this, it can be said that the defined components have the power to explain their main structure in figure number 6 of the structural model of strategic talent management in Islamic Azad University. They have significant coefficients.
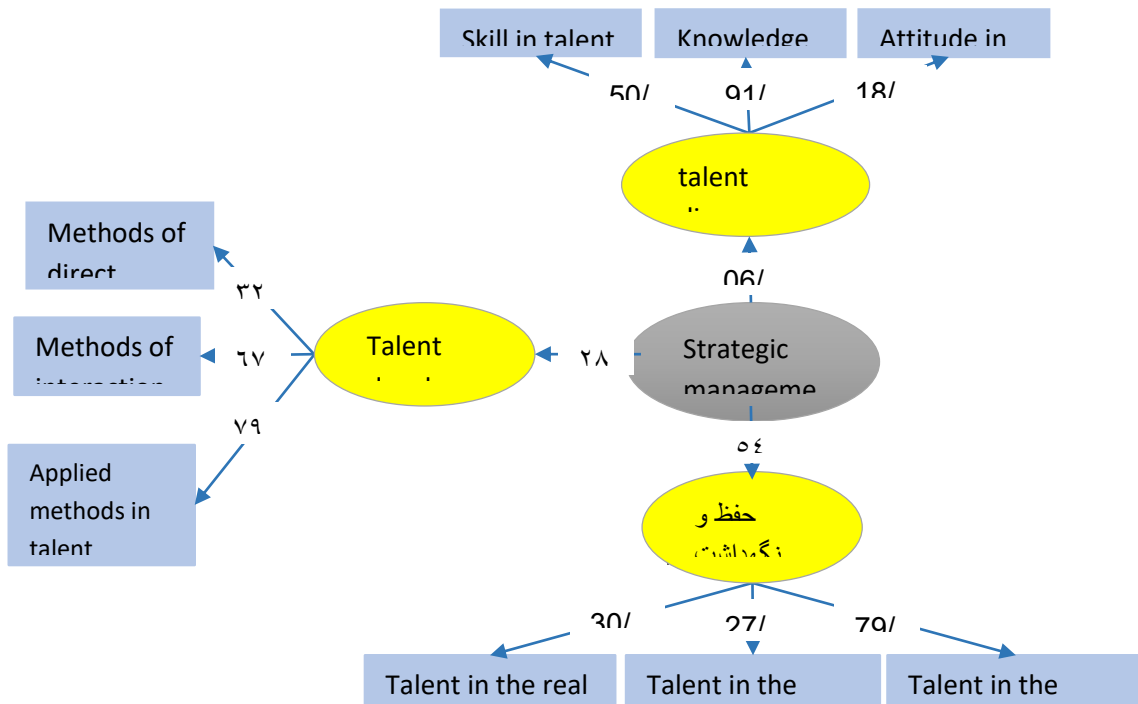
**Figure 6. Structural model of strategic talent management in Islamic Azad University**

## Discussion

In this research, we sought to provide a model for talent management in Islamic Azad University, and in order to achieve this model, the components and indicators of talent detection were extracted for the model, and then the methods of developing and training talent and maintaining and maintaining the talent were identified. The identified model for the strategic management of talent in Islamic Azad University consists of three parts, firstly, the areas in which talent should be discovered, then the methods of development and training of talent, and finally, the preservation and maintenance of talent. Regarding the areas in which students should discover talent, there are three areas of knowledge in talent, skill in talent and attitude in talent. Regarding the methods of talent development and training, three methods of direct presentation of talent, interactive method of talent, and practical-operational method of talent have been identified, and finally, the maintenance of talent consists of three components: talent in the real environment, talent in the virtual environment, and talent in The university environment has been identified. These three parts together form the talent management model of Islamic Azad University in the current research. Based on the above introduction, the discussion about the main components obtained for the talent discovery model of universities can be raised as follows:

The dimension of talent discovery can be discussed and investigated in three areas: knowledge in talent, skill in talent and attitude in talent. Based on previous research and findings that were presented extensively in the second chapter (although similar research has not been done in this field), it can be said that the three areas identified for talent discovery by previous research by (Abbaspoor & Khalvandi, 2014), (Daraei, 2013), (berna, 2017), (Armstrong, 2019), (Mwita, 2019), (Bahrani, 2014), (Vrma et al, 2018), (Wakefield, 2017), (Mirzaei, 2015), (Mohammadi, 2015), (Namjo 2015), (vral et al , 2018), ( , 2016 Luna-Arocas, R. and Morley, M. J), is consistent. The second dimension of the model of strategic talent management in Islamic Azad University was talent development and training methods. For this section, three components of direct presentation methods in talent, interactive method in talent and user-operational method in talent have been identified. Regarding talent development and training methods, the results showed that the current situation of practical-operational methods is lower than the other two interactive methods and direct presentation. Although the current status of all three methods was below the average. On the other hand, the result of the confirmatory factor analysis showed that the interaction method has the highest correlation with talent development and training. The result of the analysis of the current and desired situation shows that the best method of talent development and training is interactive methods, and after that, one should go to other methods of direct presentation and practical-operational methods. This research finding is consistent with the results and findings of other researchers, for example with the research of (Ahmadimoghadam, 2019), (Namjo, 2015), (Mirzaei, 2015), (Uren, 2017), (Dehghana, 2019), (Luna et al, 2019), (Collings & Mellahi, 2019), (Daroueyan, 2020), (Mohammadi, 2019) and (Vral et al, 2018) are somewhat aligned.

The third part of the model of strategic management of talent in the Islamic Azad University of Region 1 deals with the preservation of talent. In the current research, as it has been said before, the retention of talent has been identified in the form of three components: talent in the virtual environment, talent in the real environment and talent in the university environment. Regarding the preservation of talent, the results showed that the current state of talent in the university environment is lower than the two talents in the virtual and real environment. On the other hand, talent in the virtual environment has the highest correlation with talent retention. The result of the analysis of the existing and desired situation indicates that in order to improve the retention of talent, it is better to first use the talent in the virtual center and then use the talent in the real environment and the university. Previous research done by other researchers has also been somewhat consistent with the results obtained in this research, and some indicators and components obtained in the present research have been confirmed by previous findings. Among others, we can research (Bahrani, 2014), (Ahmadimoghada, 2019), (Daroueyan, 2020), (Verma et al, 2018), (Romini, 2020), (Dehghana, 2019), (Abbaspoor & Khalvandi, 2014) (Brian, 2017), (Daraei, 2013), (Luna et al, 2016), (Uren, 2017), (Armstrong, 2019) pointed out.

The results of the research section, which led to the alignment of a number of indicators and components of the strategic talent management model in the Islamic Azad University of Region 1 in the current research with the findings of other researchers, were not the only ones confirming the results of the research, and the interviews conducted have repeatedly pointed to the retention of talent. . For example, in interview number 2, it has been said that "finding the right talents is the best practical experience for success." This topic was repeated in interviews number 1, 4, 9, 10, 11. Also, "timely recognition and encouragement" was mentioned by the interviewees No. 3, 6 and 14, who believe that it can contribute to the success of talent. In general, it can be said that in order to design and validate the model of strategic management of talent in Islamic Azad University of Region 1, it is necessary to strengthen knowledge in talent, attitude in talent and skill in talent of students respectively; Then, he used interactive methods in talent, direct presentation methods in talent and practical-operational methods in talent and finally used talent in the virtual environment, talent in the real environment and talent in the university environment respectively.

### Practical suggestions of research

Reviewing the process of recruiting and promoting professors based on talent assessment standards

Continuous assessment and qualitative interviews by experts

Institutionalizing the succession system to discover and cultivate talents permanently

Creating a field of correspondence between professors and elites with all the universities of the world

Creating an environment for evaluating and developing the sciences of professors and talents

Updating the sciences related to technology for the training of professors

Senior managers' support for talent development retention programs

Honoring the spirit of research and talent cultivation

### Ethical considerations
### Following the principles of research ethics
In this study, informed consent forms were completed by all subjects.
### Sponsor
The costs of this study were covered by the authors of the article.
### Contribution of authors
The authors participated in all stages of the implementation and provided necessary recommendations for the quality of doing the work well.
### Conflict of interest
According to the authors of this article, there was no conflict of interest.

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