Identifying the Dimensions, Components and Indicators of Talent Management

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Abstract

Purpose: The purpose of this study was to identify the dimensions, components and indicators of talent management.

Methodology: The method of the present study was qualitative and in terms of purpose was part of applied / basic research. The target population includes professors in different fields in universities who had a history of teaching at different levels in the Islamic Azad University in the university units of Mazandaran. Sample size was selected based on purposive sampling, 10 people. The research tools were semi-structured interviews, document review and web pages as a visual medium for applying multilateralism. The validity and reliability of the instrument were evaluated and confirmed. Content analysis was used to analyze the data.

Findings: The results showed that the dimensions, components and indicators of talent management include talent retention (replacement), talent retention (service compensation system), talent retention (empowerment), talent retrieval (employment brand), talent retrieval (tools and resources) is.

Conclusion: Explaining the above findings, it can be said that universities are considered to be one of the most fundamental elements of change and one of the most important factors in shaping the future world. Due to the drastic changes that have affected the world of higher education today, the goals, programs and orientations of universities have become more and more in the spotlight.

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1. Introduction

Third millennium organizations refer to a concept called human capital. The development of human resources is considered as the secret of the sustainability of enterprises and the most important challenge in the field of business is no longer just the issue of technology; rather, benefiting from intelligent manpower and talented human capital is the main secret of facing challenges (Basiron, 2020). Today, financial and technological resources are not the only advantage of organizations, having talented and capable people who can not only be considered a competitive advantage of the organization but can also compensate for the lack or lack of other resources. In the current competitive environment and in an environment where continuous change and continuous innovation is its main feature, only organizations that understand the strategic role of human resources and have skilled, knowledge-based, competent, elite and elite human resources will succeed. Be able to new economic theories with emphasis on knowledge-based economics (Armstrang, 2008).

In other words, in today's world, human resources are considered the capital of the organization and it has become clear that human beings are the main factor in the survival of organizations in competition. With the complexity of the environment and the diversity of different cultures and occupations in organizations, the role of human resources has gradually changed. Today's organizations need creative, flexible and responsive forces, and on the other hand, identify, attract and retain these elites. In the organization, it has become much more difficult than before. Dynamic organizations to operate in this competitive world are trying to create opportunities to attract these talents, and organizations that fail to manage their human resources according to today's norms will be doomed. Companies now compete with each other based on the skills and talents of their employees and know that by attracting and retaining the best and most talented employees, the company can reach the highest market share and increase its profits (Rezaian and Soltani, 2009).

Talent management generally means exploring, discovering, selecting, retaining, developing and improving, employing, and another group of researchers argues that it is the reconstruction of the workforce (Schweyer, 2004). Talent management is defined as a system for identifying, hiring, nurturing, promoting and retaining talented individuals, with the aim of optimizing the organization's ability to achieve business results. Considering the definition of talent management and considering the life cycle of employees as a model for integration, the most important processes of human resource development, it can be found that issues related to talent management can be established and extended in all processes of the cycle. 1- Selection and employment 2- Learning and education management 3- Performance management 4- Service compensation system 5- Performance based payment 6- Successor breeding (Asgari Bajgarani, 2011).

From the point of view of talent management experts, it is important for two reasons. One is the implementation of talent management in educational and academic organizations, which leads to the successful absorption and retention of talent, and the other employees are selected for key positions in the future, and one of the most important factors in paying attention to talent management in Iranian organizations, According to their specific organizational culture, reducing the available talents, creating a suitable environment for retaining talent and increasing the competitive level of attracting employees with high ability and skills (Jooss, et al, 2019). In today's competitive environment, it is very difficult to attract and retain talent, and today the emphasis of organizations is on attracting the right people for the right jobs at the right time, due to the transition from the industrial age to the age of intellectual capital (Phillips , Roper, 2009).

Most organizations today face a talent crisis for reasons such as declining available talent, many difficulties in retaining outstanding talent, rising staff turnover, and human resource strategies (Phillips, Roper, 2009: 10). The global company has shown that all of them face the problem of not using the talent management strategy, which results in a lack of talented personnel to fill strategic organizational positions,

which has significantly limited the company's ability to grow (Collings & Mollhi, 2009). Universities and higher education centers are among the important organizations that have a strategic role in advancing the goals of the country. Universities are expected to produce knowledge and train the specialized and committed workforce needed by the country. The university can be considered the source of change in any country, provided that the university has created this capacity. The most important assets of any university are its faculty members. Therefore, universities should consider the best for this and start recruiting the best. They must identify the best, which are the same scientific talents, and provide an opportunity for these individuals to be willing to collaborate and join the faculty of universities. It should be noted that in talent management, we seek to select the purest and most talented people; otherwise the number of faculty members is large enough to give universities the right to choose. What is certain is that universities compete with each other based on the skills and talents of professors and know that by attracting and retaining the best and most talented they can improve the efficiency and educational and scientific efficiency of other universities and The faculty members are considered as the highest center of thinking and production of science and knowledge of the society and play an essential role in the promotion of science and the direction of intellectual, economic, industrial, technological and productive movements.

One of the most important processes in talent management is attracting, hiring and retaining talented people. One of the problems in organizational systems, especially academic systems, is always selecting, attracting and retaining the desired people based on appropriate indicators. In selecting people, use objective methods of performance measurement, such as psychological evaluations, interviews. There are no behavioral's, personality assessments, and job knowledge tests to select and adapt a person to the job. In educational organizations, activities such as creativity, innovation, acceptance of personal responsibility, and ethics are lacking to engage staff or faculty (Dayel, et al., 2020). In development and improvement, due to the unique characteristics of talented people, development and improvement strategies must also be very specific. In the discussion of improving talents, the most important role is played by operational managers. It is the managers who need to understand what makes each employee stronger. Retaining employees is very closely related to the organization's performance management system (Hosseini and Haji Karimi, 2015). It is important to pay attention to the challenges and expectations of the younger generation in order to maintain them (Dehghan, 2014). In retaining talents, not paying attention to physical needs, security, social, respect and self-discovery as well as professors' scientific and research activities are among the issues that exist in academic systems. And most of the people leave the educational organizations due to the lack of attention of managers to their talents. On the other hand, talent management is an elitist approach and moving towards placing talented and knowledgeable people in key positions. This process cannot be measured by financial criteria. In other words, financial statements are able to estimate the importance and value of assets. Are not intangibles of the organization (Greene, 2020).

In line with the title of the research, several researches have been done, which suffices to mention a few. Varma & Chavan (2019), in a study entitled "Talent Management as a Source of Competitive Advantage", reported that talent management in organizations influences dynamic and competitive business. Demand for hiring talented employees is high due to their high contribution to the organization's peak of success. Pirzad (2016) in a study entitled Designing and explaining the systemic model of talent management in Islamic Azad University across the country with a survey research method showed that talent management can lead to individual and organizational excellence and the strategy of the organization of rules and regulations leads to culture Organizational and human resource management becomes strategic, and culture building supports managers, succession, and meritocracy. Qudusi et al. (2015) in a study entitled Talent Management Role in Preserving Talented Human Resources in the National Petroleum Products Distribution Company of Sari Region with a descriptive-survey research method showed that four consequences of talent management are not leaving talented people. From the organization, stability and job security of talented people, creating a talent treasury and not leaving key

positions vacant, are among the most important results of talent management in the organization. Whitingen Kiboi, et al (2015), in a study entitled "The Role of Talent Management in Retaining Employees in Kenya: A Review Study of State-Owned Companies in Kenya," reported that in Kenya, many organizations have not yet embraced the concept of talent management and thus faced challenges. They are important in hiring and retaining talented employees. In Kenya, there is not much emphasis on talent management in the public sector

2. Methodology

Since the present study sought to identify the dimensions, components and indicators of talent management (Case study: Islamic Azad University of Mazandaran), the research method is based on the nature of qualitative data, in terms of environment, library-field and applied purpose. It was fundamental.

The statistical population of the study included professors in different fields in universities who have a history of teaching at different levels in the Islamic Azad University in the university units of Mazandaran and are called knowledgeable experts who participated in the interview process. Purposeful sampling method was used to determine the samples of this study and to determine this group of experts. If the purpose of the interview is to explore and describe the opinions and attitudes of the interviewees, then according to the time and available resources, ie 10 sample people were used for the interview, the responsibilities and positions of the interviewees, including group managers, professors And specialists in educational management and other departments of educational sciences and management disciplines were among the government majors.

The method of data collection, according to the type of research and the existing complexities, in order to achieve the objectives of the research and also to do it properly, has been done as follows:

1) Library studies: Library resources have been used to formulate principles, definitions and theoretical concepts; Includes Internet search engines, banks, information resources and real and virtual libraries of Azad University and other universities in the country.

2) Field research: In order to gather the desired information to achieve the objectives of the research and the possibility of conclusion, a semi-structured interview has been used. In the sense that the questions were pre-arranged before the interview, but other questions were asked according to the interviewee's answers.

In one-on-one interviews with the interviewees, four interview questions were used for preliminary review. In addition, other sub-questions were asked along with each question to understand the participants' experiences during the interview. During the interview, the researcher checked the accuracy of his / her perception of the statements of the interviewees by asking guiding questions. The text of the interview can be seen in the table below:

Table1. Interviews with experts

Row	Question
1	How do you think they can take a step towards replacing talent management in the Islamic Azad University of the province?
2	What is your definition of talent management at the Islamic Azad University of Mazandaran Province?
3	How are the dimensions of talent management of Islamic Azad University of Mazandaran Province determined?
4	What are the indicators of talent management of Islamic Azad University of Mazandaran Province?

Valuable opinions of experts and specialists in this field were used to ensure the validity of the research tool and to ensure the accuracy of the findings from the researcher's point of view. Participants were also simultaneously assisted in analyzing and interpreting the data. In the present study, the reliability of the test interval and the method of agreement within the subject have been used to calculate the reliability of the interviews conducted.

To analyze the qualitative data of the research through content analysis, in this project, the steps of analyzing the collected qualitative data were performed through open coding and axial coding

In the first stage, the main dimensions and components were presented based on the process of open and axial coding of data obtained from in-depth and exploratory interviews. Conceptual codes were presented and the priority of each factor was determined based on the frequency of concepts mentioned in interviews. Concepts were the main unit of analysis for open and pivotal coding. When carefully analyzing the data, the concepts were generated through coding, directly from the participants' interview copies or according to their common uses. Copies of the interviews were reviewed regularly to find the main and sub-categories and the importance and priority of these categories. Data were analyzed at sentence and phrase level for each interview and concept codes were extracted from the transcripts of the interviews. Sometimes a sentence was related to more than one concept. By extracting common conceptual codes and by refining and eliminating duplicate cases, by using theoretical foundations and applying some conceptual codes, concepts were identified and specified and by refining and reducing these concepts, they were organized in the form of sub-categories (components).

3. Findings

Descriptive Findings of the Research: Out of 10 interviews, 10 were interviews with scientific experts, including professors of Tehran, Allameh Tabatabai, Shahid Beheshti, Welfare and Rehabilitation Sciences, and 2 were interviews with experimental experts in institutions. The House of Entrepreneurship and Creativity of Children and the Institute for the Development of Knowledge and New Technologies have been involved in teaching entrepreneurship or creativity to children through educational packages. Meanwhile, after the eighth interview, there was a theoretical saturation, of which 7 were scientific experts and one was an experimental expert. But 4 more interviews were conducted to increase the credits.

Inferential Findings: What are the dimensions of talent management for faculty members of Islamic Azad University of Mazandaran Province?

To answer the above question and to analyze the data, after each interview, the recorded conversations were converted into written texts, and finally all the notes and transcripts were reviewed. In the next step, coding was done and the dimensions of talent management were identified. The results of factor analysis for selecting components related to talent management for faculty members after rotation can be seen in the table below:

Table2. Results of factor analysis to select components related to talent management for faculty members after Varimax rotation

Number of variables	questions	Factor1	Factor2	Factor3	Factor4	Factor5
1	Paying attention to the security, social, respect and self-fulfillment needs of teachers	0/87				
2	The desire of professors to succeed against the results for retaining faculty	0/82				
3	Paying attention to the reasonable risk-taking of professors to retain faculty	0/78				
4	Paying attention to the inventions and inventions of professors to attract faculty	0/75				
5	Attention to innovation and the power of thinking of professors in brainstorming to attract faculty	0/69				
6	Paying attention to life, health and retirement insurance for professors to maintain the faculty	0/66				
7	Provide opportunities for growth, professional and career development for maintenance	0/64				
8	Paying attention to professors' scholarships to retain faculty.		0/86			
9	Provide appropriate career development for faculty retention		0/85			

10	Training based on the needs of the roles required to retain faculty	0/74			
11	Provide personal development for faculty maintenance	0/72			
12	Provide honest development feedback for faculty retention.	0/70			
13	Pay attention to creating commitment in succession planning to retain faculty	0/65	0/78		
14	Increase the motivation of professors to retain faculty		0/78		
15	Paying attention to the proper performance of professors to maintain the faculty		0/77		
16	Creating and increasing the knowledge of professors to maintain the faculty		0/72		
17	Professional improvement of professors to maintain the faculty		0/69		
18	Paying attention to the education and culture of professors to maintain the faculty		0/68		
19	Paying attention to the appropriate academic performance of the professors to maintain the faculty		0/78		
20	Paying attention to psychological conditions in attracting faculty.			0/78	
21	Pay attention to pursuing the best program to attract faculty			0/75	
22	Pay attention to weaknesses, strengths, opportunities and challenges in attracting faculty			0/69	
23	Pursue faculty recruitment from the path and difficult conditions for recruitment			0/64	
24	A public call is used to attract faculty.				0/86
25	Utilization of human resources to attract faculty, adaptation policy and recruitment process				0/84

Based on the findings in the table above, factor analysis after Varimax rotation showed that the components under study can be classified into 5 factors, and also determined what components are included in each factor. As can be seen, the first factor consists of 7 components, the second factor includes 6 components, the third factor consists of 6 components, the fourth factor consists of 4 components, and the fifth factor consists of 2 components.

- What is the share of each dimension of talent management among the faculty members of the Islamic Azad University of Mazandaran Province?

Table3. Extracted factors out of Service Learning and related factor load after rotation

Agent number	Agents	Agent share
1	Talent retention (replacement)	20/45
2	Talent retention (service compensation system)	16/84
3	Talent retention (empowerment)	15/81
4	Talent absorption (employment brand)	10/28
5	Talent capture (tools and resources)	7/57

The share of variance of each factor in explaining the model was observed as follows: the first factor of talent retention (replacement), 20.45%, the second factor of talent retention (service compensation system), 16.84%, the third factor of talent retention (empowerment) 15.81%, the fourth factor of talent absorption (employment brand) 10.28%, the fifth factor of talent absorption (tools and resources) 7.57%.

Table4. Results of factor analysis matrix in post-rotation space for selection of loaded components in the first factor "(amount of variance 20.45)

Row	Components of the first factor (retaining talent and replacing it)	Factor load
1	Paying attention to the security, social, respect and self-fulfillment needs of professors to maintain faculty	0/87
2	The desire of professors to succeed against the results for retaining faculty	0/82

3	Paying attention to the reasonable risk-taking of professors to retain faculty	0/78
4	Paying attention to the inventions and inventions of professors to attract faculty	0/75
5	Attention to innovation and the power of thinking of professors in brainstorming to attract faculty	0/69
6	Paying attention to life, health and retirement insurance for professors to maintain the faculty	0/66
7	Provide opportunities for personal growth and professional and career development to retain and attract	0/64

The results of factor analysis matrix presented in Table 4 showed that the first factor that explains the highest amount of variance (20.45%) includes 7 components as described in the table above and according to the nature of these variables, as a factor in maintaining talents. (Substitute it) The service was named. In this factor, the tendency of professors to succeed against the results for retaining faculty with 0.87 times the highest correlation, and providing opportunities for personal growth and professional and career development for retention and absorption with 0.64 times the least correlation. They had talents in maintenance (replacement).

Table5: Factor analysis matrix results in post-rotation space for selection of loaded components in the second factor (value of variance 16.84)

Row	Components of the second factor of talent retention (service compensation)	Factor load
1	Paying attention to professors' scholarships to retain faculty.	0/86
2	Provide appropriate career development for faculty retention	0/85
3	Training based on the needs of the roles required to retain faculty	0/74
4	Provide personal development to retain faculty	0/72
5	Provide honest development feedback for faculty retention.	0/70
6	Emphasize commitment to systematic succession planning for faculty retention	0/65

The results of factor analysis matrix presented in Table 5 showed that the second factor that explains the amount of variance (16.84% of variance) includes 6 components as described in the table above and according to the nature of these variables, as a factor in maintaining talents (compensation Its service) was named. In this factor, paying attention to the scholarship for professors to retain the faculty with 0.86 times the most factors, and giving importance to the commitment to plan a systematic succession to retain the faculty with 0.65 times the least correlation in retaining talents (Compensation for its service).

Table6. Results of factor analysis matrix in post-rotation space for selecting loaded components in the third factor (value of variance 15.81)

Row	Components of the third factor (empowerment)	Factor load
1	Increase the motivation of professors to retain faculty	0/78
2	Paying attention to the proper performance of professors to maintain the faculty	0/78
3	Creating and increasing the knowledge of professors to maintain the faculty	0/77
4	Professional improvement of professors to maintain the faculty	0/72
5	Paying attention to the education and culture of professors to maintain the faculty	0/69
6	Paying attention to the proper performance of professors to maintain the faculty	0/68

The results of factor analysis matrix presented in Table 6 showed that the third factor that explains the amount of variance (15.81% of variance) includes 6 components as described in the table above and according to the nature of these variables, as a maintenance factor Talent (empowerment) was named. In this factor, two components increase the motivation of professors to maintain the faculty and pay attention to the proper performance of professors to maintain the faculty with 0.78 times the highest correlation, and attention to the proper performance of professors to maintain the faculty with 0.68 times the lowest correlation, Had the talent (empowerment) to maintain.

Table7. Results of factor analysis matrix in post-rotation space for selection of loaded components in the fourth factor (value of variance 10.28)

Row	Components of the fourth factor of talent acquisition (employment brand)	Factor load
1	Paying attention to psychological conditions in attracting faculty.	0/78
2	Pay attention to pursuing the best program to attract faculty	0/75
3	Pay attention to the weaknesses, strengths, opportunities and challenges in attracting faculty	0/69
4	Pursue faculty recruitment from the path and difficult conditions for recruitment	0/64

The results of the factor analysis matrix presented in Table 7 showed that the fourth factor that explains the amount of variance (10.28% of variance) includes 4 components as described in the table above and according to the nature of these variables, as a factor of talent absorption. (Employment brand) was named. In this factor, the component of attention to psychological conditions in faculty recruitment with 0.78 times the highest factor, and the pursuit of faculty recruitment from the path of difficult conditions for employment with 0.64 factor times had the least relevance in its employment brand.

Table8. Results of factor analysis matrix in post-rotation space for selecting loaded components in the fifth factor (value of variance 7.57%)

Row	Components of the fifth talent absorption factor (tools and resources)	Factor load
1	Paying attention to psychological conditions in attracting faculty	0/86
2	Pay attention to pursuing the best program to attract faculty	0/84

The results of factor analysis matrix presented in Table 8 showed that the fifth factor that explains the amount of variance (7.57% of variance) includes 2 components as described in the table above and according to the nature of these variables, as a factor of talent absorption (Naming tools and resources). In this factor, attention to psychological conditions in faculty recruitment with 0.86 times the most factors, and attention to the pursuit of the best program to attract faculty with 0.84 times the factor had the least relationship in attracting talent (tools and resources).

4. Discussion

The present study was conducted to identify the dimensions, components and indicators of talent management (Case study: Islamic Azad University of Mazandaran) using qualitative research method and in the statistical community of scientific and experimental experts in the field of talent management. A total of 5 factors were identified from the analysis of the interviews. The first factor includes 7 components, the second factor includes 6 components, the third factor includes 6 components, the fourth factor includes 4 components, and the fifth factor includes 2 components.

Explaining the above findings, it can be said that universities are considered to be one of the most fundamental elements of change and one of the most important factors in shaping the future world. Due to the drastic changes that have affected the world of higher education today, the goals, programs and orientations of universities have become more and more in the spotlight. Higher education has always been a dynamic and changing institution and has changed along with social, cultural and epistemological developments and structures. One of the factors causing change in the university system is attracting and retaining talent in talent management. Also, universities, which reflect the progress and development of human capital, have been influenced by global events and conditions and have a favorable position as institutions to bridge the technological gap and strengthen scientific, educational and cultural exchanges between nations and cultures. On the other hand, in order to survive, sustain and lead and guide scientific, educational, cultural and technological currents, universities are faced with attracting and retaining efficient and capable human resources, so the present study aims to identify the dimensions of talent management for faculty. Islamic Azad universities of Mazandaran province were conducted. In the present study, after analyzing the data, 5 main components, 25 sub-components and 61 indicators for talent management were identified in the Islamic Azad University of Mazandaran Province. Based on the existing literature, background and theories, these dimensions include talent retention (substitution), talent retention (service compensation system), talent retention (empowerment), talent retrieval (employment brand), talent retrieval (tools and resources). . Accordingly, it can be said that universities should consider maintenance and succession as one of their main tasks. For a good managerial position, they create value in their jobs. To solve the talent crisis, universities have turned their attention to the organization and adopted succession strategies that focus on developing and nurturing their existing talents. Also, service compensation in talent management affects the university as a whole and all the talents in which it is absorbed and developed. Factors such as high salaries and benefits, proper management and talent

development increase the commitment and motivation of highly talented faculty in universities. On the other hand, one of the challenges that universities face is retaining talented faculty, for which strategies have been explained, including professional empowerment and improvement, education and a culture of talent management. In addition, universities need to compete to attract and hire talent. In order to attract and retain the best talent in universities, it is necessary to present a positive and strong employment brand in order to provide competition between them. The results of the research are in line with the results obtained in the research of some others. For example, Pirzad (2016) designing and explaining the systemic model of talent management in Islamic Azad University across the country has been approved by survey research method and also the research results showed that culture building supports managers, succession and meritocracy. Vali Nia (2015) The relationship between talent management and the employment brand of teachers at Farhangian University has been confirmed and also the results showed that there is a significant relationship between talent management and improving the academic performance of teachers at Farhangian University in Mazandaran province.

Based on the findings of the present study, the following suggestions are significant:

- Islamic Azad University to maintain the faculty to pay attention to the needs of security, social, respect and self-prosperity such as housing, life insurance, retirement health, the formation of scientific associations and the promotion of culture and organizational behavior.

- Islamic Azad University, in order to retain the faculty, increased the opportunities for personal growth, ie study opportunities, and the possibility of attending their internal and external conferences and seminars.

- Islamic Azad University to retain professional faculty in addition to paying attention to the needs and motivational factors, through training human resources and while serving to increase knowledge and improve their professions, ie new teaching methods and techniques, promote organizational behavior and culture, strengthen job development And develop ICT skills.

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