

An Appropriate Model for Talent Management Based On Emotional, Organizational and Cultural Intelligences

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Abstract

Purpose: The aim of this paper was to provide a talent management model based on emotional, organizational and cultural intelligence in Islamic Azad Universities, Fars province. **Methodology:** The research used descriptive and survey methods and the statistical population included all faculty members of Islamic Azad University, Fars Province in educational year in 2016-2017. The sample size included 332 subjects who were selected by stratified random sampling method. The data collection tools were talent management questionnaire (2007), Albrecht organizational intelligence questionnaire (2003), *Goleman* emotional intelligence questionnaire (2000) and Ang and Earley cultural intelligence (2004). **Findings:** Data were analyzed using the SPSS and Amos software. Pearson correlation results showed that there is a significant positive relationship between emotional intelligence and its components with talent management. There is also a significant positive relationship between organizational intelligence and its components with talent management, as well as there is a significant positive relationship between cultural intelligence and its components with talent management. Structural equation modeling results showed that emotional intelligence variable (0.24%) explained the highest cultural intelligence variance. **Conclusion:** Therefore, the results of the study suggest that by increasing emotional, organizational and cultural intelligence among the faculty members of Azad University, talent management will be also improved.

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1. Introduction

In today's intense competitive business environment, talent management development is considered one of the most important factors of business and maintaining a competitive advantage in organizations, so that the elite can bring about tremendous values to their organizations and make the growth and build the prosperity of the organization. However, a handful of organizations focus on human investment and the majority of them are investing in innovative technologies of planning systems and software implementation; this is despite the fact that modern organizations recognize that their progress depends on investment in staff and are trying to lead their talent to the ultimate success (Sueem, 2009). Talent management guarantees that each employee will occupy appropriate positions suited with their talents and special abilities and the talent management results in the empowerment of managers as a management tool and provides the kind of flexibility in accordance with the changing market conditions. Talent management is important for two general reasons: first, the implementation of effective talent management guarantees successful acquisition and maintenance of talents; secondly, employees are hired for key positions within the organization (Hughes & Rog, 2008). By seeking monopoly or special *approach*, talent *management* offers a distinctly different view of labor. In this view, talents are identified distinct from others (Chu ai, 2008). So attracting talented people is the start point of the talent management process in organization; and therefore, regarding the importance and need for talent management, it is necessary for organizations to take this into consideration this issue and identify variables affecting its improvement and implementation in organizations and provide an opportunity for them to blossom.

Talent Management is one of the most important and even the most essential human resource management issues around the world and is still considered one of the most acute problems in many of organizations (Maxwell & McLean, 2008). Talent management refers to the strategic management of the talent in an organization whose purpose is to ensure the supply of good talent in order to adapt the right people with good jobs at the right time based on strategic objectives (Gupta, 2005). Another definition encompasses all talent management processes, human resources, affairs management and technology. Talent management generally means exploration, discovery, selection, maintenance, development and improvement, development, use and workforce reconstruction (Skiver, 2004). Talent management strategy seeks to create conditions in which they identify employee skills and use them in the appropriate fields. Due to the lack of correct understanding of the capabilities of their employees, some organizations are unable to achieve the expected results and a lot of rework, scrap, lack of motivation, lack of proper productivity and far distance from designed plans are the result of lack of talented people working within the organization (Chenarie, 2008). On the other hand, knowledge of intelligence and how to apply this intelligence helps managers identify opportunities and threats of the organization. To make an attempt for promotion each of *all* the *intelligences* and an increased communication between intelligences enhance intelligence of educational organizations and ensure their growth and continuous improvement (Salimie et al., 2010).

Lewis and Heckman in their paper in 2006 investigate talent management from three perspectives: the first view considers talent management as a set of tasks that encompasses human resource management tasks such as recruiting, selection, development, career management and succession management. As a result, talent management is nothing more than it does human resource management, with the exception that it is faster (with tools such as the internet) and is implemented at broader scale, such as the agency or organization (inside the organization). The second viewpoint considers talent management as a reservoir of talent and is defined as a process designed to ensure flow and continuity of staff in corporate jobs; this view is very close to what is often seen in the succession management planning or human resources planning. In the third view, talent management is defined as a general concept regardless of the location

and boundaries of the organization. There are two points of view within the view. The first group identifies talent as a commodity with very high quality and a resource based on management performance level. From this point of view, organizations are looking for people with high competencies that will receive different benefits and salaries according to their role and responsibilities. Proponents of this view divide employees according to performance levels to A, B, C, A; and believe that the organizations will prioritize the recruitment of staff A and on the other hand they make an attempt to end the life cycle of employees C. In the second group, talent is viewed as an undifferentiated and emerging commodity according to a human perspective; in this view, talent is paramount because it is an important factor in guiding people toward high performance (Lewis & Heckman, 2006). There is a fourth view which make an emphasize on identifying key positions. According to this viewpoint, Collings and Mellahi (2009) believe that talent management encompasses activities such as systematic identifying of key positions that contribute to competitive advantage as well as identifying talents with high performance or high capacity to fill this position in order to ensure the continuous commitment of the organization. Talent management strategies include factors such as performance management, education, reward, recognition, environment and culture of openness and communication.

The first component of talent management strategies (performance management) is the process through which managers seek to enhance the quality of the performance of teams and individuals and provides access to people and the organization's current and future objectives. Communication between supervisors and employees is one of the important aspects of this process in such a way that this relationship provides a thorough and clear understanding of goals and recognizing the different ways to achieve the objectives of the organization. The second component of talent management strategies (nurturing workers) is intended to update the knowledge, skills and abilities of employees. Previous research has shown that retaining talented people in the organization can drastically lessen costs. One way to retain employees is creating opportunities for them to learn new skills and develop their capabilities. The third component of talent management is recognition and reward. Organizations value their employees through the organizational strategies, policies and processes, and accordingly identify and encourage those who have worked to achieve the goals of the organization. Open culture and communication component refers to the exchange of information and ideas within the organization (Armstrong, 2010).

Today, different types of intelligence issue have attracted much interest. Intelligence refers to the ability to receive, grasp and utilize symbols with a kind of abstract ability; it has also been added to many management implications and this reflects the changed viewpoint regarding the traditional thinkers and organizational intelligence on new approaches to the issue of intelligence. In today's world, intelligence is recognized among the most important factors in hiring human resources in organizations which can be grouped into a variety of emotional (emotional), organizational and cultural intelligences. With the introduction of different types of intelligence, a new window was opened for the educational authorities (Haggai & Aghayan, 2016). The following are some of the different kinds of intelligence that are important in the management of the human resources in organization.

Organizational intelligence" and "artificial intelligence or machine intelligence" represent certain processes. These processes can be characterized by three attributes:

A. Interaction in an organization body involves different types of actors (human, and machine agents), which serve very different purposes (e.g., transfer of information and knowledge for remote use, coordination of activities related to each other, etc.). Within an organization, three interactions are involved: 1- human intelligence versus human intelligence, 2- human intelligence versus machine intelligence 3- artificial intelligence versus artificial intelligence.

B. Aggregation: it is observed as the process of collection of members proceeds from an individual to the entire organization via various sizes of groups. Thus, individual knowledge is interactively transformed into group-level knowledge, and in turn, for instance by negotiation.

C. Coordination: provides tools to control interactions as well as the execution of aggregation process. As such, it involves the human and machine intelligence of an organization, and it aims to speed up the organizational process as much as possible (Jay, 2000, Matsuda, 1992, p. 107).

According to **Vasilache and Prejmerean (2008)**, intelligent organizations and organizational intelligence include the following attributes: 1-An intelligent organization is identifiable from other organizations in the ability to solve problems by using employee's knowledge. 2-The organization learns because people in the organization are continually learning. 3-Leadership affects in learning at the individual level and is considered resource and facilitator of organizational learning. 4-Facilitator leadership creates a friendly atmosphere in smart organizations (Vasilache and Prejmerean (2008).

There are at least four main strategies that make the organization to become more active and smart, and eventually more intelligent; if these four key factors are used with special skills, they *will* give *stability* and constancy to organizations. With this strategy in the organization and converting them into the organization's culture, we can achieve a higher level of collective intelligence. These four strategies include: 1-Though leaders. 2-Communities based on interests 3-Adhocracy 4-Knowledge platforms (Verna, 1997).

According to the Goleman (2001), emotional intelligence refers to the skills that can be used by its owner to control their own mental consciousness, use self-management to improve it, understand their impact through empathy and by managing relationships, behave in a way that he / she can raise her / his own spirits and that of others. Salovey and Mayer define emotional intelligence as the ability to understand their emotions and others, contact with others and emotional adaptation to a changing environment and changing circumstances and needs. Mayer and Salovey model of emotional intelligence consists of four different abilities including: A. Emotional awareness refers to the ability to be aware of the emotions you personally experience and to express emotions and emotional needs accurately to others. This includes the ability to be aware of others' emotions and distinguish between accurate and inaccurate expressions of emotions, and honest and dishonest expressions of emotions. B. Emotional facilitation refers to an individual's ability to use emotions to prioritize thinking by focusing on important information that explains why feelings are being experienced. This factor also includes the ability to adopt multiple perspectives to assess a problem from all sides, including pessimistic and optimistic perspectives. C. Emotional knowledge, the third component of emotional intelligence, refers to an individual's ability to understand emotional cycles and complex emotions such as simultaneous feelings of loyalty and betrayal. This factor also refers to an ability to recognize the likely transitions between emotions, for example, moving from feelings of betrayal to feelings of anger and grief. D. Finally, emotional regulation revolves around the management of emotions. That is, an individual's ability to connect or disconnect from an emotion depending on its usefulness in any given situation (Jordan 2004).

Emotional intelligence is often widely used for theoretical models including ability model and (b) a mixed (traits with abilities) model (Mayer et al., 2008). Mixed model proposes that emotional intelligence is as a set of mental abilities and personality traits such as optimism, motivation and stress tolerance (Webb et al., 2013); in contrast, ability model defines emotional intelligence as the integration of multi-functionality: the ability of accurate understanding, assessment and expression, the ability to access or create feelings at ease thinking, the ability to understand the feelings and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual development (Mayer & Salovey, 1997). People with high emotional intelligence can use this ability to adapt to strategies of other people and a framework to achieve their goals (Ford & Tamir, 2012). Goleman emotional pattern is based on ability that describes the traits and behaviors associated with emotional intelligence. Goleman's emotional

intelligence capabilities pattern is generally in the form of four types of general ability as follows: Self-awareness: the ability to understand emotions and their strengths and weaknesses. Self-management: ability to manage moods, tensions and their inner abilities, Social awareness: the ability to correctly understand individuals and groups, Relationship management: the ability to create desired reactions in others

These traits and behaviors are divided into four areas; two areas are related to "the individual ability" and two other areas are related to the "social skills". Individual ability (ability to self-management) includes the areas of self-awareness and self-management. Self-awareness is the ability to understand your feelings and to accurately measure their impact. It seems that this area is associated with the third and fourth clusters of Salovey and Mayer. In the Goleman model, the second area is self-management that describes the ability to control emotional impulses and the impulses to stimulate the behavior. This area of emotional intelligence is associated with the second (use of emotions to help thinking) and fourth clusters (emotion management). Each of these two areas is divided into a bunch of characters which describes the competencies associated with it. The final two areas of emotional intelligence described by Goleman as social competence includes the abilities of social awareness and relationship management. Social competence includes areas of social awareness and relationship management. Social consciousness is a set of attributes that focuses on the ability of awareness of their own emotions and those of others. This field is related to understanding emotion at the individual level. The fourth area of Goleman's model, relationship management is a set of features that describes the competencies associated with effective interaction with others (Goleman, 2001).

Cultural intelligence is defined as a person's ability to adapt to new cultures. The researchers believe that cultural intelligence is associated with emotional intelligence and social intelligence. Emotional intelligence assumes that people are familiar with their culture, so they use their cultural methods for interacting with others. Cultural intelligence shows itself in a place where emotional intelligence is powerless; that is where we are dealing with people in unfamiliar environments. Cultural Intelligence has three basic elements:

1- Cognitive element (mental): it refers to the general thinking skills that people use to determine how and why they use the activity in new environments. In addition to the beliefs and values of people, this recognition also covers the methods and practices that people use to do the job. For many people it is difficult to find an opening to foreign cultures, but for a person who has a strong cultural intelligence regarding the mental and cognitive aspects, common concepts can be found earlier. Learning other concepts helps to understand their needs.

2. Mental and motivational element (heart): helps people to be able to adapt with another culture in the face of persistent barriers. It may be the most difficult or the most obscure part of cultural intelligence. Entering the world of alien entails overcoming a series of special setbacks. Having motivation, perseverance and strong belief in this way is very effective. Ignoring cultural differences leads to a loss of communication. Cultural intelligence is meaningless without sufficient motivation. Desire to communicate and continue to achieve the goal covers the largest cultural gaps.

3. Physical element (body): cultural intelligence refers to the ability to perform appropriate response. Behavior of the individual must show that the other party has an interest in his culture and tries to accept and to respect their cultural elements. Many cultural differences are visible and reflected by physical exertion. Recognition and incentives lose their value without an effective and an appropriate response; as a consequence, cultural intelligence should involve the ability and skills to respond appropriately to the culture (Thomas, 2005).

2. Review of literature

The results of the study by Doaiee, Jaghobie and Ismaili (2012) showed that there was a significant relationship between talent management and retention of human resources. There was also a significant positive relationship between the components of pride among the organizational staff, manager support and performance management with internal bonus; there was also a significant relationship between the components of internal reward and retention of human resources. Shaemi, Allameh and Askari (2012) examined the talent management and its relationship with emotional intelligence and evaluated talent management within the framework of the five components of the atmosphere and the culture of open communication, reward, performance management and education, and as a result, their research showed that there was a significant relationship between five components of talent management and emotional intelligence.

The results of the study by Marjanie, Veraie and Arabie (1390) revealed that there was a significant positive relationship between organizational intelligence and knowledge management aspects of talent management. Troy Alexander et al (2010) in their study had concluded that emotional intelligence is an essential feature for managers since it shows them how to respond to the challenges they are facing. They also suggest that plans finally lead to failure without emotional intelligence. They believe that communications, effective leadership, conflict management, change management and personal suitability are the most critical emotional intelligence skills that managers employ to successfully design and implement management plans. Additionally, the results of the study by Nassiri et al. (2012) have shown that there is a significant relationship between cultural intelligence and its components with organizational effectiveness in the staff and organizational effectiveness in staff can be predicted through strategy and motivation (cultural intelligence components).

So the research questions of the study are as follows:

1. Is there any significant relationship between emotional intelligence and its components with talent management among *faculty members* of Islamic Azad Universities of Fars province?
2. Is there a significant relationship between organizational intelligence and its components with talent management among *faculty members* of Islamic Azad Universities of Fars province?
3. Is there a significant relationship between cultural intelligence and its components with talent management among *faculty members* of Islamic Azad Universities of Fars province?
4. What is the most appropriate talent management model based on emotional intelligence, organizational culture among *faculty members* of Islamic Azad Universities of Fars province?

3. Method

The study used the descriptive and survey method. The study population included all faculty members of Islamic Azad Universities, Fars province ($n = 2484$ faculty members) in the academic year of 2016-2017. They had master' degree and higher. This study used Cochran formula to determine the sample size and it was calculated 332 faculty members and used stratified random sampling. The data collection tools were talent *management questionnaire* (2007), *Albrecht organizational intelligence questionnaire* (2003), Goleman emotional intelligence *questionnaire* (2000) and Ang and Earley cultural intelligence (2004) and data were analyzed using the SPSS and Amos software. In this study, Cronbach's alpha was calculated 0.96% for talent management, 0.96% for emotional intelligence, 0.96% for organizational intelligence and 0.93% for cultural intelligence.

4. Findings

0.72% of respondents were male and 0.28% were female. 28.6% of respondents had master's degree and 71.4% were doctoral students and had Ph.D. degree. 65.4% of respondents had work experience less than 10 years, 28.3% between 10 and 20 years and 6.3% had work experience over 20 years.

The first question: Is there any significant relationship between emotional intelligence and its components with talent management among faculty members of Islamic Azad Universities of Fars province?

According to Table (1), we got the following results:

The correlation between self-awareness and talent management (363.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.363\%$). The correlation between self-management and talent management (374.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.374\%$). Also the correlation between social awareness and talent management (0.396%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.396\%$). The correlation between relationships management and talent management (0.366%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.366\%$). The correlation between emotional intelligence and talent management (389.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.389\%$). Therefore, the results of the study suggest that by increasing emotional, organizational and cultural intelligence among the faculty members of Azad Universities, talent management will be also improved.

Table 1. The correlation between emotional intelligence and its components with talent management

Variable	Talent management	
	Correlation coefficient (r)	Significance level (p)
Self-awareness	0.363%	0.000
Self-management	0.374%	0.000
Social Awareness	0.396%	0.000
Relationships Management	0.366%	0.000
Emotional Intelligence	0.389%	0.000

Source: findings of the study **: significant at 99% *: significant at the level of 95%, ns: not significant

The second question: Is there any significant relationship between organizational intelligence and its components with talent management among faculty members of Islamic Azad Universities of Fars province?

According to Table (2), we got the following results:

The correlation between strategic vision and talent management (326.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.326\%$). The correlation between common destiny and talent management (384.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.384\%$). The correlation between the desire to change and talent management (339.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.339\%$). The correlation between spirit and talent management (0.306%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.339\%$). The correlation between alliances and agreements with talent management (249.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.249\%$). The correlation between knowledge use and talent management (0.277%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.277\%$). The correlation between performance pressure and talent management (438.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.438\%$). The correlation between organizational intelligence and talent management (0.393%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.393\%$). Therefore, the results of the study suggest that by increasing emotional, organizational and

cultural intelligence among the faculty members of Azad Universities, talent management will be also improved (sig = 0.000, $r = 0.393\%$).

Table 2. The correlation between emotional intelligence and its components with talent management

Variable	Talent management	
	Correlation coefficient (r)	Significance level (p)
Strategic vision	0.326%	0.000
Common destiny	0.384%	0.000
Desire to change	0.339%	0.000
Spirit	0.306%	0.000
Alliance and agreements	0.249%	0.000
Knowledge use	0.277%	0.000
Performance pressure	0.438%	0.000
Organizational intelligence	0.393%	0.000

Source: findings of the study ** : significant at 99% * : significant at the level of 95%, ns: not significant

The second question: Is there any significant relationship between cultural intelligence and its components with talent management among faculty members of Islamic Azad Universities of Fars province?

According to Table (3), we got the following results:

The correlation between meta-cognitive component and talent management (343.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.343\%$). The correlation between cognitive component and talent management (0.506%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.506\%$). The correlation between motivational component and talent management (0.475%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.475\%$). The correlation between behavioral component and talent management (0.389%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.389\%$). The correlation between cultural intelligence and talent management (535.0%) is positive and significant at the 0.01 level (sig = 0.000, $r = 0.535\%$). Therefore, the results of the study suggest that by increasing cultural intelligence among the faculty members of Azad Universities, talent management will be also improved (sig = 0.000, $r = 0.535\%$).

Table 3. The correlation between emotional intelligence and its components with talent management

Variable	Talent management	
	Correlation coefficient (r)	Significance level (p)
Meta-cognitive component	0.343%	0.000
Cognitive component	0.506%	0.000
Motivational component	0.475%	0.000
Behavioral component	0.389%	0.000
Cultural Intelligence	0.535%	0.000

Source: findings of the study ** : significant at 99% * : significant at the level of 95%, ns: not significant

The fourth question: what is the most appropriate structural equation modeling of talent management based on emotional, organizational, cultural intelligence among *faculty members* of Islamic Azad Universities of Fars province?

Structural equation modeling with regression coefficients are presented in the following figure. In this section, we examine the construct validity of the test by measuring goodness of fit of structure using Amos software using data variables derived from hypotheses (Ghasemi, 2012: 73). (To draw the final model, we used a two-step approach to the appropriateness of factor loadings and did not attempt to draw up a final version after their acceptability). The following model tested the construct validity of talent management, emotional intelligence, organizational intelligence and cultural intelligence and goodness of fit of test structure. As the model shows, the majority of markers in latent variables are relatively well loaded on them. The structure of the model also suggests that emotional intelligence variables explain the greatest amount of cultural intelligence variance (0.24%). Cultural Intelligence (0.24%) accounted for the greatest amount of organizational intelligence variance. Moreover, cultural intelligence variable with the direct effect (0.451%) and indirect effect (0.057%) has accounted for the greatest amount of variance in talent management. Then, emotional intelligence with a direct effect (0.256%) and indirect effect (0.123%) as well as organizational intelligence with a direct effect (0.236%) have explained the highest variance in talent management.

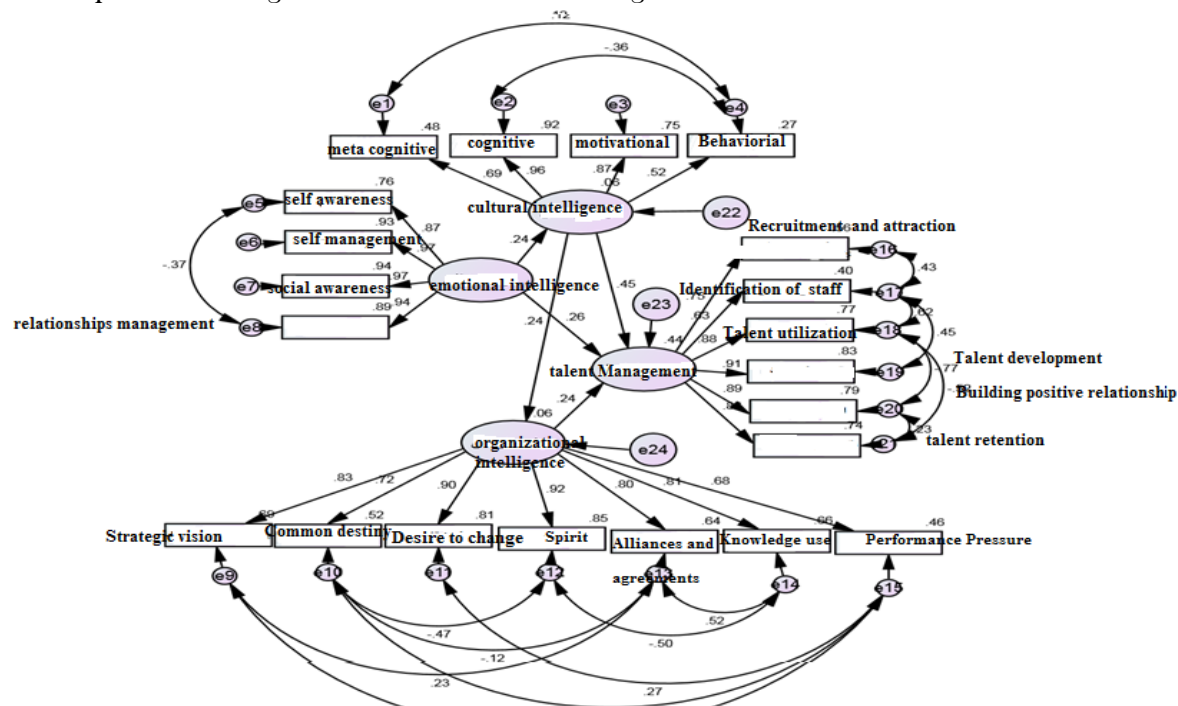


Table 4. Direct and indirect impact of independent variables on talent management

Variables	Kind of Effect		Total effect
	Direct	Indirect	
Emotional Intelligence	0.256%	0.123%	0.382%
Cultural Intelligence	0.451%	0.057%	0.508%
organizational intelligence	0.236%	*	0.236%

In the following table, the most important parameters of a given model were displayed. Most indexes including GFI, PNFI, and PCFI are within acceptable limits. It should be noted that it is not necessary that all model parameters are within acceptable limits and some of the indicators may be within acceptable limit and others may not.

Table 5. Indicators of goodness of fit test model for theoretical structure index

Model	CMIN	DF	P	CMIN/DF	GFI	AGFI	PGFI	RMS EA	CFI	PNFI	PCFI
Default model	362.96	167	0.001	2.173	0.90 7%	0.872%	0.656 %	0.060	0.971	0.753%	0.722%
Saturated model	0.001	0	0.001						1.000	0.001	0.001
Independence model	6853.53	210	0.001	32.636	0.23 1%	0.154%	0.210 %	0.309	0.001	0.001	0.001

The results of the information provided in the table (8) are as follows: chi-square indicator is a measure of absolute fit. The smaller chi-square value (CMIN) in the fitted model developed by the researchers is more satisfying and better. If the P value is greater than 0.05%, chi-square value is acceptable for the model and it can be concluded that there was no significant difference between the variance matrix and covariance observed with variance matrix and reproduced covariance. Since the P value for the model is smaller than 0.05%, it can be concluded that the value of chi-square was not acceptable for the model. The normal or relative chi-square indicator (CMIN / DF) is one of the general indices, which is calculated simply by dividing the chi-square value into the degrees of freedom and often index values between 1 to 5 are considered acceptable. As can be seen in the table, this amount is 2.173% for the model that is appropriate and acceptable. GFI index is one of the comparative indices which are more than 0.90% showing that the model fits the data. GFI for the model is 0.907%, which shows that there is no significant difference between the variance matrix and reproduced covariance and variance matrix and observed covariance indicating the model fitness. The comparative fitness index or CFI assumes that the values between 0.90% to 0.95% are at acceptable limit and higher levels of 0.95 are interpreted as a very good fit to the data model. CFI value for the model is 0.971 and the result was acceptable and it can be concluded that the pattern is getting distance from one independence model and they achieved to saturation. Like RMR index, root mean square error of the estimate or RMSEA is based on the analysis of the remaining matrix.

The value for acceptable models is 0.08. or is smaller. Fitted models with values higher than 0.1 are estimated to be weak. As can be seen in Table 8, the value of this model is 0.060% showing the model fitness by the data. Based on the above it can be concluded that the general indicators show *the model* fits the *data* and or in other words, we can say that the data collected are well supported.

5. Discussion

The aim of this paper was to provide talent management model based on emotional, organizational and cultural intelligence in Islamic Azad Universities, Fars Province. The study population included all faculty members of Islamic Azad Universities, Fars province (n = 2484 faculty members). The sample size was calculated 332 faculty members using Cochran formula. Data were analyzed using SPSS and Amos software and got the following results:

By increasing emotional, organizational and cultural intelligence among the faculty members of Azad University, talent management will be also improved.

Emotional intelligence as a mediator and organizer can improve the performance of the group, because they provide a wider and more effective coordination among groups. The emotional ability becomes very important while hiring skilled and well-trained forces with good performance is considered very crucial. Lack of human relations is detrimental and has a negative impact on the performance and such a situation would be a waste of time, creates an unfavorable sense, destroys the motivation and commitment of people and creates a hostile feeling in any organization. Choosing people with high emotional intelligence can create a cooperative environment, competition, perseverance and positive motivation and helps managers implement talent management programs.

By increasing organizational intelligence and its components among the members of Azad University, talent management will also be increased. In the turbulent life of human, people who have a high IQ will enjoy more *success* in every area of *life*. There is no doubt that by utilizing their God-given intelligence, human can overcome their life problems. Conditions will be definitely the same in the corporate world especially in the current era as time goes forward; organizations become inevitably more complex and more difficult to manage because of the progress of science and technology and the emergence of new needs and challenges. This will be important when it is recognized that in addition to the vast reservoir of creative and intelligent man in the organization of the third millennium, and intelligent man, intelligent machines also play an important role in the process of organizational performance (Silber et al., 2009). Pearson correlation results showed that there was a significant positive relationship between cultural intelligence and its components with talent management *at the 99 percent confidence level*. Thus, with increasing cultural intelligence and its components among the faculty members of Azad University, talent management will also increase. The final years of the twentieth century and the early years of the third millennium have been accompanied by heated and controversial debates regarding the globalization. Globalization is not a one-dimensional phenomenon, but it is an economic, political and cultural process.

And as the world moves towards cohesion, the importance of understanding cultural differences will be increased. Paying attention to the understanding of different cultures as well as to recommend to the recognition of cultural and conceptual frameworks in these cultures are of particular importance (Diane von Ang, 2008). Structural equation modeling results showed that emotional intelligence variable (0.24%) explained the highest cultural intelligence variance. Cultural intelligence variable (0.24%) explained the highest organizational intelligence variance as well. Moreover, cultural intelligence variable with the direct effect (0.451%) and indirect effect (0.057%) has accounted for the greatest amount of variance in talent management. Then, emotional intelligence with a direct effect (0.256%) and indirect effect (0.123%) as well as organizational intelligence with a direct effect (0.236%) has explained the highest variance in talent management. Thus, according to the general model of research and significant components, it can be concluded that organizations can help develop talent management by accurate absorption and acceptance of human resources as human intelligence and maintaining and updating the knowledge of these forces, strengthen their memory and then using educational tools and teaching aids with high quality and required quantity.

In addition, they can build a talent pool in the organization in order to achieve organizational goals and how we operate more intelligently. Due to their sensitive and important role, the higher education organization received more attention among organizations. Therefore, educational leaders have a huge responsibility with the correct orientation. Since in this study, all components of cultural, organizational and emotional intelligences are significantly associated with talent management, so managers need to transfer this knowledge to other staff and faculty members. At the time of recruitment, training components of the original intelligence (cultural, organizational and emotional) must be given to managers and staff to achieve the talent management optimum performance and a special attention should be given to the internal components of the intelligence and talent management at all levels of higher education.

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