

Investigating the Relationship Between Talent Management Implementation Categories in the Basra Province Education Organization

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ABSTRACT

Purpose: Talent management plays a crucial role in enhancing the quality of education and learning, especially within education organizations. Therefore, this study aimed to explore the relationship between the categories of talent management implementation in the education organization.

Methodology: This research was applied in its objective and descriptive-correlational in its execution. The study population consisted of managers and employees of the Basra province education organization, from which 385 individuals were selected as the sample using Cochran's formula and a convenience sampling method. The research tool was a researcher-made questionnaire on talent management implementation in the education organization, comprising 63 questions. The data obtained from its administration were analyzed using exploratory factor analysis and partial least squares regression in SPSS and Smart PLS software.

Findings: The findings indicated that the implementation of talent management in the education organization comprised six categories: causal conditions (with two components), contextual conditions (with three components), intervening conditions (with three components), the central phenomenon (with one component), strategies (with two components), and outcomes (with one component). The factor loading of all components was above 0.50 and significant, the content validity ratio above 0.70, and the Cronbach's alpha and composite reliability above 0.80. Moreover, the correlation coefficients of causal conditions, contextual conditions, intervening conditions, the central phenomenon, strategies, and outcomes were less than 0.45, indicating their distinctiveness. Additionally, considering the indices of communality and redundancy, the talent management implementation model in the education organization fitted well, and the effect of causal, contextual, and intervening conditions on the central phenomenon, the effect of the central phenomenon on strategies, and the effect of strategies on outcomes were significant ($P < 0.05$).

Conclusion: The designed model of talent management implementation in the education organization can assist managers, officials, and education planners in designing programs suitable for implementing talent management within the education organization.

Keywords: Talent Management, Organization, Education.

1. Introduction

One of the significant topics in talent identification is talent management, which emerged as a process in the 1990s and continues to evolve. This construct, as a managerial tool or solution, empowers managers and creates flexibility in response to the changing conditions of the organization. The importance of talent management lies in the fact that talented employees with strategic capabilities can enhance productivity, efficiency, and competitive advantage across all areas for the organization (Masoumi et al., 2022). Talent management is a powerful tool in any organization, and managers can develop the skills of talented employees correctly and in the right direction by utilizing it. Nowadays, merely attracting talented individuals is not enough; strategies for utilizing talents and abilities and maintaining and enhancing individuals' commitment must be employed. In fact, organizations are propelled by their employees, and it is the talent of these employees that determines the success or failure of the organization (Sahibzada & Bibi, 2022). Talent management is simply about an organization's forecast for meeting its human capital needs in the fast-paced world of today. Indeed, talent management is a crucial factor in the success of organizations, meaning the performance of a series of integrated activities to ensure the attraction, retention, motivation, and development of the talented employees needed now and in the future (Niu et al., 2021). Talent management is beneficial for the employees, managers, and organizations examined in this research because comprehensive and correct talent management criteria ensure that the employees and management of Basra's education sector are appointed to jobs that match their specific abilities and talents, and subsequently, their services are compensated fairly and adequately. Their development path will become clear, and more and better opportunities will be provided for them. Additionally, the results of this research can assure the examined organizations that they have competent individuals with appropriate skills in the right job positions. Talent management has a cycle that includes three main areas: identification and attraction of talents, retention of talents, and development of talents (Sahibzada & Bibi, 2022). Many organizations today face a talent management crisis due to a scarcity of available talents, low conditions, and facilities for retaining outstanding talents, weak human resource strategies such as compensation or benefits, and an increasing turnover rate (Saling & Do, 2020).

The Basra province education organization is not exempt from this rule. Indeed, the main problem leading to this research can be described as the issue of talent and competence of individuals and managing it in today's organizations, especially educational organizations like the Basra province education organization, which is increasingly moving towards elitism and maximizing the use of individuals' ideas, is a very important issue. In Iraq, as in many other countries, based on the country's comprehensive scientific map document, emphasis is placed on attracting, developing, retaining, and nurturing talented human capital. Talent management in response to the organizational challenges of the said body to gain competitive advantage in the modern world and to face today's complex and hazardous environment, which is characterized by increasing global competition, changing markets, and unpredictable events worldwide, needs more accurate updating and implementation. Educational organizations like the Basra province education organization are more involved in educating the younger generation than ever before, and a significant part of their usefulness depends on educating an enlightened and capable generation. The youth are in direct contact with employees, managers, teachers, and the educational system in general. Therefore, using skilled and capable employees is one of the most important activities of these organizations because today's educational organizations need creative, flexible, and responsive forces and employees and are looking for opportunities to attract and retain talented individuals. If they cannot do this and manage their human resources, they will face failure and dissolution (Abdoljabbar, 2022). This is because the mentioned organizations are no longer looking to hire forces but are in pursuit of attracting talents; a matter referred to as the talent battle or the war for talent acquisition. In addition to gaining the competitive advantage mentioned, employees will also benefit from the implementation of talent management (Maurya et al., 2021). Talent management is as important during prosperity as it is during recession and financial uncertainty, but poor economic conditions make talent management more difficult for organizations (Latukha et al., 2021).

Kravariti et al. (2023) explored the model of talent management and performance in Bahrain's public sector, considering the role of organizational and line management support. This exploratory study, based on organizational support theory and strategic human resource management literature, examined the role of line management support for development and organizational support in talent

management as mechanisms through which talent management practices impact individual talent performance. The research findings indicated that line support fully mediated the relationship between talent management practices and each of the individual talent performance indicators, separate from task performance. Also, the indirect relationship between talent management and individual talent performance was significant at low levels of organizational support (Kravariti et al., 2023).

Abdoljabbar (2022) addressed the application of talent management strategies in the physical education and sports science departments of private colleges in Iraq from the faculty's perspective. The research results showed that, aside from positive actions taken by some faculty members towards nurturing and encouraging talents, private physical education colleges had no specific strategy for talent management, which could be due to the lack of a model, pattern, and necessary strategy for implementing talent management in these centers (Abdoljabbar, 2022).

Alsulami (2022) examined the role of talent management in promoting leadership excellence at King Abdulaziz University in Jeddah, Iraq. In this study, the researcher used a descriptive analytical approach appropriate to the research topic, and the data collection tool was a questionnaire. The research findings showed that the level of human talent management application with its dimensions (attraction, development, retention of talent) at King Abdulaziz University was evaluated at a high level. The research results indicated that special and continuous attention to human talents in universities is carried out by creating a human talent unit or department that cares for talented human resources and is eager to attract human talents with expertise in leadership (ALSULAMI, 2022).

Al-Mashdiny (2021) investigated the impact of talent management strategies on achieving job adaptability in the Salahuddin branch of the Iraqi Petroleum Products Distribution Organization. The study aimed to identify talent management strategies and their impact on achieving job adaptability. The research results showed that the implementation of talent management and work adaptability is related to the average work capacity of the organization's employees. The recommendations provided for implementing talent management in this article include the need for higher management attention to improve the state of talent management, achieving employees' job adaptability, adopting an effective strategy in the field of talent management, setting policies and goals with the promotion of the principle of sharing, paying attention to

creative and talented employees, attracting talented employees, selecting talented human resources (Al-Mashdiny, 2021).

Tohi (2020) researched the contribution of organizational dynamic capabilities to human talent management at Mosul University in Iraq. In this descriptive survey research, a questionnaire was distributed among 42 university managers, and questionnaire data were analyzed using correlation coefficient and linear regression. The research findings showed degrees of actual contribution of dynamic organizational human resources management capabilities in the investigated organization, confirming a significant relationship between the research variables. Accordingly, senior managers are advised to stimulate their supportive capabilities towards effectively implementing human talent management by enhancing the level of dynamic organizational capabilities (Tohi, 2020).

Shahi, Farrokhsersht, Taghipourian, and Aghajani (2020) conducted a study titled "Behavioral factors affecting talent management: A meta-synthesis technique." Talent management has been on the agenda of many organizations in recent years due to the belief in the importance of talent in achieving organizational superiority. Their research aimed to infer a conceptual model of behavioral factors affecting talent management. For this purpose, researchers used the meta-synthesis technique to systematically review findings from articles in reputable databases using Sandelowski and Barroso's seven-step method. After several screenings, 36 suitable articles were selected for deeper study. The results and design of this model are expected to enhance the understanding of behavioral concepts affecting talented human resources, moving talent management towards an optimal state and providing a suitable tool for achieving organizational goals (Shahi et al., 2020).

Khalil and Hasan (2019) examined the role of talent management implementation processes in becoming a smart organization in the Ministry of Electricity's educational and development deputy. This exploratory research assessed the relationship between research variables by surveying opinions of 30 managers of this ministry and distributing questionnaires among them. Data from the questionnaires were analyzed using correlation and regression tests. The results showed a significant correlation between talent management implementation processes and the transition to a smart organization (Khalil & Hassan, 2019).

One of the fundamental problems in the education systems of countries is the lack of a coherent talent management process, which has created significant

challenges in the education system (Hosseinpour Dallali Niya et al., 2020). This study was about talent management in the Basra province education organization, considering the role and importance of talent management in improving the situation of various organizations, especially educational organizations. Researchers of the current study sought to explore the relationship between talent management categories in the education organization. Researchers' reviews showed that no research had been found on talent management in the Basra province education organization, and conducting this study could help managers and planners of the Basra education organization in understanding the current situation and designing programs to improve it. Therefore, talent management, especially in the education organization, plays an important role in improving the quality of education and learning. Thus, this study aimed to explore the relationship between the categories of talent management implementation in the education organization.

The study was conducted by first designing the questionnaire on the implementation of talent management in the education organization, based on relevant documents, especially within the education organization, with the help of several experts and specialists. Subsequent coordination was made for the administration of the questionnaire among managers and employees of the education organization in Basra province. Individuals selected through convenience sampling were briefed on the importance and necessity of the research, and reassurances were given regarding the observance of ethical considerations. They were then asked to respond to the researcher-made questionnaire on the implementation of talent management in the education organization with utmost care and completeness. Upon completion of the questionnaire, they were thanked for their time and participation in the research.

2. Methods and Materials

2.1. Study Design and Participants

This study was applied in its objective and descriptive-correlational in its execution. The research population consisted of managers and employees of the Basra province education organization, from which 385 individuals were selected as the sample using Cochran's formula and were chosen through convenience sampling. In convenience sampling, individuals from the population who the researchers have access to are selected as the sample. The Cochran formula for an unlimited population was used to determine the sample size. Therefore, the sample size for the

research was calculated using Cochran's formula for an unlimited population as follows, based on which the research sample size was considered to include 385 managers and employees of the education organization in Basra province.

2.2. Measures

2.2.1. Researcher-Made Questionnaire

The tool used in this research was a researcher-made questionnaire on the implementation of talent management in the education organization, consisting of 63 questions. These 63 questions were divided into five categories: causal conditions (with two components), contextual conditions (with three components), intervening conditions (with three components), strategies (with two components), and outcomes (with one component). The questionnaire was developed based on theoretical foundations with the assistance of several experts and specialists. A five-point Likert scale was used for responses to each question, ranging from one for "very low" to five for "very high". The score for each category was calculated by summing the scores of the questions within that category, with higher scores indicating a greater presence of that characteristic or category. Experts and specialists confirmed the face validity of the researcher-made questionnaire on the implementation of talent management in the education organization, and the results of content validity and reliability are visible in the findings section.

2.3. Data Analysis

In this research, the data obtained from the administration of the researcher-made questionnaire on the implementation of talent management in the education organization were analyzed using exploratory factor analysis and partial least squares regression in SPSS and Smart PLS software.

3. Findings and Results

The findings showed that the implementation of talent management in the education organization comprised six categories: causal conditions (with two components), contextual conditions (with three components), intervening conditions (with three components), the central phenomenon (with one component), strategies (with two components), and outcomes (with one component), all of which had a factor loading above 0.50 and significant, content validity ratio above 0.70, and Cronbach's alpha and composite reliability above 0.80 (Table 1).

Table 1

Results of Factor Loadings, Content Validity Ratio, and Reliability of the Researcher-Made Questionnaire on Talent Management Implementation in the Education Organization

Category	Question	Factor Loading	T-Statistic	Result	Content Validity Ratio	Cronbach's Alpha	Composite Reliability
Causal Conditions	Reasons related to employees	0.893	21.012	Significant	0.638	0.834	0.864
	Reasons related to the organization	0.704	8.246	Significant	0.715	0.768	0.799
Contextual Conditions	Talent attraction assessment	0.854	9.388	Significant	0.648	0.924	0.935
	Talent retention	0.659	7.512	Significant	0.516	0.855	0.870
	Role of managers in talent management	0.937	13.625	Significant	0.538	0.746	0.777
Intervening Conditions	Management and organizational climate interventions	0.905	8.417	Significant	0.671	0.723	0.749
	Employee-related interventions	0.649	7.635	Significant	0.710	0.779	0.800
	Senior management interventions	0.796	11.768	Significant	0.689	0.846	0.866
Central Phenomenon Strategies	Talent management	0.820	8.671	Significant	0.734	0.810	0.834
	Educational and awareness strategies	0.510	7.239	Significant	0.624	0.905	0.926
	Management and organizational strategies	0.634	5.487	Significant	0.680	0.769	0.793
Outcomes	Achievement of talent management	0.855	6.631	Significant	0.588	0.711	0.755

Other findings indicated that the correlation coefficients for the categories of causal conditions, contextual conditions, intervening conditions, the central phenomenon,

strategies, and outcomes were less than 0.45, suggesting their distinctiveness (Table 2).

Table 2

Correlation Coefficients Results of the Categories of the Researcher-Made Questionnaire on Talent Management Implementation in the Education Organization

Category	1	2	3	4	5	6
1. Causal Conditions	1					
2. Contextual Conditions	0.279	1				
3. Intervening Conditions	0.158	0.126	1			
4. Central Phenomenon	0.150	0.256	0.157	1		
5. Strategies	0.230	0.357	0.275	0.409	1	
6. Outcomes	0.378	0.219	0.446	0.102	0.376	1

P<0.05

Further findings demonstrated that the indices of communality and redundancy indicated an appropriate fit of

the talent management model in the education organization (Table 3).

Table 3

Results of Communality and Redundancy Indices for the Categories of the Researcher-Made Questionnaire on Talent Management Implementation in the Education Organization

Category	Communality Index	Redundancy Index
Causal Conditions	0.327	0.327
Contextual Conditions	0.395	0.395
Intervening Conditions	0.127	0.127
Central Phenomenon	0.312	0.312
Strategies	0.236	0.236
Outcomes	0.109	0.109

Additionally, the findings showed that the effect of causal conditions, contextual conditions, and intervening conditions on the central phenomenon, the effect of the

central phenomenon on strategies, and the effect of strategies on outcomes were significant (**Error! Reference source not found.** and Table 4) ($P < 0.05$).

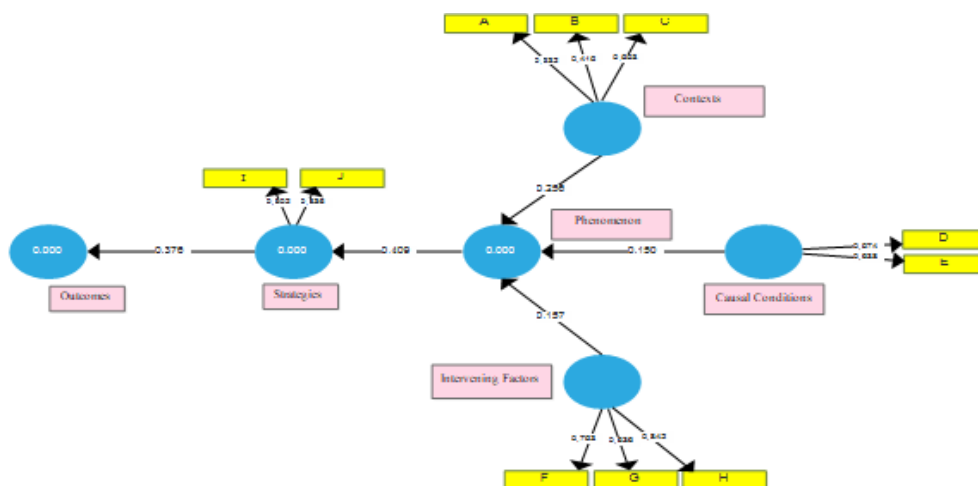
Table 4

Effects in the Talent Management Implementation Model in the Education Organization

Path	Path Coefficient	T-Statistic	Result
Causal Conditions on Central Phenomenon	0.150	2.138	Significant
Contextual Conditions on Central Phenomenon	0.256	4.697	Significant
Intervening Conditions on Central Phenomenon	0.157	2.345	Significant
Central Phenomenon on Strategies	0.409	9.466	Significant
Strategies on Outcomes	0.376	7.230	Significant

Figure 1

Final Model with Standard Coefficients



4. Discussion and Conclusion

Talent management plays a crucial role in retaining talents and striving for a competitive advantage for various organizations, especially educational institutions. Thus, this study aimed to examine the relationship between the

categories of talent management implementation in the education organization.

The findings indicated that the implementation of talent management in the education organization comprises six categories: causal conditions (with two components), contextual conditions (with three components), intervening conditions (with three components), the central phenomenon (with one component), strategies (with two components),

and outcomes (with one component), all of which had factor loadings above 0.50 and were significant, content validity ratios above 0.70, and Cronbach's alpha and composite reliabilities above 0.80. Additionally, the correlation coefficients for the categories of causal conditions, contextual conditions, intervening conditions, the central phenomenon, strategies, and outcomes were less than 0.45, indicating their distinctiveness. Furthermore, considering the indices of communality and redundancy, the talent management implementation model in the education organization had an appropriate fit, and the effects of causal conditions, contextual conditions, and intervening conditions on the central phenomenon, the effect of the central phenomenon on strategies, and the effect of strategies on outcomes were significant. These findings align with the results of both domestic and international studies (Abdoljabbar, 2022; Al-Mashdiny, 2021; ALSULAMI, 2022; Khalil & Hassan, 2019; Kravariti et al., 2023; Tohi, 2020).

With the advent of the third millennium and the emergence of a knowledge-based economy, human resources were recognized as a competitive and strategic element in organizational survival and productivity enhancement. The increasing demand by employers for skilled workers and the desire of capable employees to secure valuable positions have led organizations to compete for the best talents. Successful organizations aim to enhance their strategies, policies, and procedures to attract, develop, and retain the talents essential for organizational sustainability. Talent management strategy is a tool that assists organizations in achieving this goal, seeking to create conditions where the skills of talented employees are identified and utilized in suitable areas. The competition for attracting talented employees, talent shortages, and demographic changes have prompted organizations to adopt strategic approaches to talent management. Modern organizations face social development, globalization, technological advancements, demographic changes, and increasing global competition. This evolutionary process not only leads to a workforce shortage but also risks losing knowledge and experience.

Undoubtedly, possessing talented, capable, efficient, and effective individuals is not only a competitive advantage for an organization but can also compensate for the absence or deficiency of other resources. In the current competitive environment, characterized by continuous changes and innovations, only those organizations that understand the strategic role of their human resources and possess skilled,

knowledge-based, competent, elite, and capable human resources will achieve excellence. Just as systematic actions are taken to attract customers, systematic efforts are required to attract organizational talents. The best strategy for success in the competition for attracting talents is not to gather all talented individuals but to attract the most suitable ones. In other words, it involves discovering, attracting, managing, and engaging individuals who can be motivated, committed, efficient, and effective in the company's work environment.

Every research faces limitations, and the limitations of this study include the restriction of the research population to managers and employees of the education department in Basra province and the use of convenience sampling. Therefore, future researchers are suggested to examine the talent management implementation model in other educational organizations, including higher education, and compare their results with this study. Another research suggestion is to use the standard questionnaire of the current study to measure talent management in the education organization, identify the current state of talent management in this organization, and utilize suitable solutions for improvement. The last practical suggestion is to design talent management for non-educational organizations. The results of this study have highlighted some aspects of talent management in the education organization, which has many practical implications, and managers, officials, and planners in the education sector can benefit from them. Consequently, the model designed for the implementation of talent management in the education organization can assist managers, officials, and planners in the education sector in designing programs for the appropriate implementation of talent management in the education organization.

Based on the results of this study, the following strategies and solutions can be utilized to improve and implement talent management in the education organization:

Educational and Awareness Strategies

1. Providing in-service training aimed at enhancing employees' talents
2. Offering in-service training aligned with the organization's strategic planning
3. Delivering necessary training tailored to the needs of talented employees
4. Explaining job realities to employees at the time of hiring
5. Discussing the opportunities for talent development with employees at the time of hiring

Management and Organizational Strategies

1. Appointing talented employees and managers to key positions within the organization
2. Creating opportunities for the flourishing of hidden talents within the organization
3. Addressing employees' professional and technical issues with managerial consultations
4. Allowing employees to use their talents in organizational decision-making
5. Introducing job diversity for employees
6. Maximizing the performance of the organization's talented employees
7. Establishing a talent pool within the organization
8. Providing sufficient facilities for talented employees
9. Designing and equipping an assessment center for applicants, current employees, and managers in organizational recruitment
10. Utilizing talented teachers or planners to identify and nurture talents among students
11. Creating necessary conditions for employees to demonstrate their capabilities
12. Increasing job satisfaction among employees

Authors' Contributions

All activities in this study were conducted collaboratively.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

There were no conflicts of interest.

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Ethical Considerations

Necessary ethical principles such as confidentiality, privacy, etc., were observed in the research.

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