Developing a Model for Organizational Maturity Based on Talent Management and Organizational Intelligence in Islamic Azad University, Tehran Province

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Abstract

The primary objective of the present study was to develop a model for organizational maturity based on talent management and organizational intelligence in Islamic Azad University, Tehran Province. This study follows a mixed-methods (quantitative-qualitative) approach based on its purpose. The qualitative section of the study included experts and specialists in educational management, as well as full-time and adjunct faculty members of Islamic Azad University, totaling approximately 130 individuals. The sample size in the first phase continued until theoretical saturation was reached, which was achieved with approximately 18 participants, using a non-probability snowball sampling method. The quantitative section of the study also involved experts and specialists in educational management, as well as full-time and adjunct faculty members of Islamic Azad University, with a total population of approximately 130 individuals. The sample size for the second phase, determined based on Morgan's table, was 97, and a stratified random sampling method was employed. The data collection instruments were as follows: in the first phase, semi-structured interviews were conducted to gather qualitative data. In the second phase, a researcher-developed questionnaire was utilized. For qualitative data analysis, the grounded theory method was employed, emphasizing steps of data analysis, including open, axial, and selective coding, along with developing a logical design or a visual representation of the generated theory, which was applied in this research. In the quantitative phase, the one-sample t-test was used to validate the proposed model. According to the findings of this study, the selective code (core category) included the dimensions and components of organizational maturity in Islamic Azad University, with the axial codes (subcategories) being organizational openness and transparency, mutual trust, inclusion and engagement, internal and external feedback, development and empowerment, and a low-layered organizational structure. The selective code also encompassed the dimensions and components of organizational maturity based on organizational intelligence in Islamic Azad University, with the axial codes including strategic vision, shared destiny, willingness to change, courage and boldness, unity and consensus, knowledge application, and performance pressure. Furthermore, the selective code included the dimensions and components of organizational maturity based on talent management in Islamic Azad University, which comprised talent acquisition systems, talent assessment and identification, talent development and training systems, and talent retention and maintenance.

Keywords: Organizational Maturity, Talent Management, Organizational Intelligence, Islamic Azad University, Tehran Province

1. Introduction

The contemporary world is undergoing unprecedented changes in human history. Perhaps the most critical and challenging process in any organization is the initiation of organizational change and transformation. In today's dynamic environment, organizations must evolve and respond to external changes; otherwise, they risk extinction. Organizational maturity is considered a crucial dimension of organizations in the modern world (Nazarian-Jashnabadi et al., 2023; Rotem & Fisher, 2022; Yazdi, 2022). Therefore, organizational maturity has emerged as a strategic process aimed at optimizing workforce performance at the organizational level. The maturity of any organization requires continuous improvement in activities and the voluntary participation of employees. Given that organizational maturity is a comprehensive and multidimensional concept that cannot be defined by a single, definitive explanation, researchers and scholars have examined it from various perspectives and proposed multiple definitions (Jukić et al., 2022; Kim et al., 2022).

Organizational maturity activities exhibit five distinctive characteristics that differentiate them from other management techniques. First, organizational maturity focuses on changing the strategy, structure, and processes of a system. Second, organizational maturity techniques and applied programs rely on behavioral science methods and information. These techniques and applications may include leadership, group dynamics, and job design at the micro-level, as well as strategy, organizational design, and international relations at the macro level. Third, organizational maturity is the management of planned change, which entails planning to identify and solve organizational problems. Fourth, organizational maturity involves the design, implementation, and reinforcement of change. Finally, organizational maturity emphasizes enhancing organizational performance and improving the quality of organizational operations (Modrák & Šoltysová, 2020; Odważny et al., 2019).

The rapid environmental changes affecting modern organizations make the improvement and development of organizational maturity inevitable across various contexts. Organizational maturity is a process through which an organization develops its internal capacity to maximize its effectiveness as defined by its mission and sustain this effectiveness over time. Organizational maturity fundamentally acknowledges the value of human capital in large-scale organizational efforts. It involves fostering the growth and development of organizations by nurturing the individuals who serve as their most valuable assets (Arriola et al., 2017; Gómez et al., 2017; Hilliard, 2015). Organizational maturity is a comprehensive and multidimensional concept that encompasses numerous methods and approaches for driving change within organizations. Although various definitions of organizational maturity exist, no single, precise definition comprehensively captures all aspects of the concept. The diversity of approaches and techniques in this field has led researchers to define the concept according to their specific perspectives and interests (De Boeck et al., 2018; Modrák & Šoltysová, 2020).

The initial step in adapting to these changes involves having the best individuals within the organization, making talent identification and retention a primary concern for human resource management (Collings, 2015). Talent management, by focusing on selecting the most suitable individuals for key positions, plays a crucial role in enhancing an organization's competitive advantage and fostering innovation (Masoumi et al., 2022; Sakhaeipour et al., 2023; Salman Al-Oda et al., 2024; Seifi et al., 2024). Sustainable competitive advantage, as one of the components of organizational maturity, highlights the importance of attracting, developing, retaining, motivating, and rewarding talented individuals to ensure that organizations remain competitive (Lyria et al., 2013; Rabbi et al., 2015). According to De Boeck et al. (2018), talent management is the strategic management of talent flow within an organization, aiming to ensure the availability of suitable individuals for the right positions at the right time, based on business strategic objectives. This approach takes a strategic perspective on talent management (De Boeck et al., 2018). Talent management systematically bridges the gap between an organization's current talent pool and the talent required to meet ongoing and future business challenges. This process, which emerged in the 1990s and continues to evolve, encompasses a set of coordinated activities designed to ensure organizational recruitment, motivation, and development of the talented individuals needed in both the present and future (Asghari & Sadeghi, 2024; Khan, 2024; Mohammad Nejad & Pahlavan Sharif, 2024). Talent management in universities focuses on developing human capital and enhancing youth skills (Rao, 2017). This management process involves a set of organizational activities aimed at acquiring, developing, motivating, and retaining talented personnel to achieve current and future organizational goals. In the talent management process, a talent pool is not merely created for vacant positions but rather to generate new opportunities—an

approach that has undergone significant transformation. It is noteworthy that both individual personality (talent) and the surrounding environment play a crucial role in shaping youth engagement and participation (Sobhani et al., 2018; Sobhani et al., 2016).

Extracurricular activities and collaborative initiatives in universities stimulate students to develop various talent-based skills through classroom learning, competitions, events, and networking programs. As a result, classroom and extracurricular teachings rapidly gain unique significance for students, leading to greater enthusiasm and commitment to learning at universities (Bayarystanova et al., 2013). Another factor closely related to organizational maturity is organizational intelligence. Albrecht (2003, 2002) defines organizational intelligence as a continuous cycle of activities, including environmental assessment, perception development, and meaning generation through interpretation, leveraging past experiences to enhance awareness. The theory of organizational intelligence seeks to identify organizational strengths and weaknesses, providing strategies for improving organizational performance through the assessment of informational conditions (Bahrami et al., 2016). Actions leading to organizational success or failure are fundamentally based on the effective use of knowledge, information, and data. The operations of any organization are highly dependent on acquired knowledge and timely, informed decision-making (Tucker et al., 2017). The sources of organizational intelligence may include access to information, the degree of an organization's internal and external connectivity, and the level of environmental rationality within the organization (Veryard, 2013).

Given the breadth of the topics discussed, the existence of a model that can explain the organizational maturity of the university system under study—and provide a structured approach to fostering organizational maturity—would facilitate progress toward a more prosperous future for Islamic Azad University. The research problem begins with exploring the concept of organizational maturity, as well as understanding its attributes and components. Another key research question is identifying the specific indicators and elements of an organizational maturity model based on talent management and organizational intelligence within Islamic Azad University. The study of organizational maturity and development is particularly important due to the continuous transformations occurring within society and organizations. Factors such as the introduction of new technologies, knowledge growth, financial constraints, and organizational competition necessitate increased attention to organizational maturity. The issue of organizational maturity arises from the fact that, without adequate employee growth and development, organizations cannot effectively utilize other resources, nor can they achieve continuous improvements in quality across various activities and missions. Furthermore, no prior study has proposed an organizational maturity model based on talent management and organizational intelligence in Islamic Azad University, Tehran Province, highlighting the significance of this research.

In light of the aforementioned considerations, this study aims to develop a model for organizational maturity based on talent management and organizational intelligence in Islamic Azad University, Tehran Province. Additionally, the research seeks to address the question: To what extent do talent management and organizational intelligence contribute to the development of organizational maturity in Islamic Azad University, Tehran Province?

2. Methods and Materials

The present study follows a mixed-methods (quantitative-qualitative) approach based on its objectives. Generally, this research is applied in nature, as applied research aims to utilize knowledge in practice and apply its findings to decision-making processes. In terms of data type, this study employs an integrated approach using a mixed-methods (qualitative-quantitative) design.

The qualitative section of the study involved experts and specialists in educational management, as well as full-time and adjunct faculty members of Islamic Azad University, totaling approximately 1000 individuals. The sample size in the first phase continued until theoretical saturation was reached, which was achieved with approximately 18 participants, using a non-probability snowball sampling method. The quantitative section of the study also included experts and specialists in educational management, as well as full-time and adjunct faculty members of Islamic Azad University, with a total population of approximately 130 individuals. The sample size for the second phase, determined using Morgan's table, was 97, and a stratified random sampling method was employed.

The data collection instruments included the following: in the first phase, note-taking and semi-structured interviews were used to gather data. The interview questions were developed based on the research questions. Experts consider interviews the most effective method for obtaining data, as they function similarly to questionnaires, where respondents provide verbal responses to the questions. Guba and Lincoln (1994) argue that efforts to develop and expand alternative validity evaluation methods for qualitative research are essential. To enhance these tools, they introduced the following concepts as substitutes for traditional validity measures in qualitative research:

Credibility (Validity): Similar to internal validity in quantitative research, credibility refers to the authenticity of research descriptions and findings. It indicates the degree of confidence in the authenticity of findings for research participants and the context in which the study was conducted (Hariri, 2011). In this study, all interview outputs were used only after obtaining approval from participants regarding the accuracy of interpretations and findings.

Transferability (Generalizability): Transferability, which serves as a substitute for external validity in quantitative research, refers to the extent to which findings can be generalized to other contexts and settings. Given that qualitative research is often conducted on small groups using qualitative methods, generalizing findings in this field may be challenging. Most researchers believe that the applicability of qualitative data and results to other contexts depends on the researcher's judgment.

Confirmability (Reliability): Confirmability refers to efforts to ensure objectivity in research. While in quantitative research, objectivity means avoiding researcher bias and subjective judgments, in qualitative research, it emphasizes analytical rigor, data accuracy, and verification of findings (Hariri, 2017). Although reliability is a key concept for evaluating quantitative research, it is relevant to all types of research. If reliability is considered as a means of evaluating inference methods, then it becomes an essential concept for assessing quality in qualitative studies. When conceptual reliability is used to evaluate quality in explanatory quantitative studies, qualitative research focuses on developing understanding.

In this study, various methodological approaches, particularly the Delphi technique, were employed according to the research context and objectives.

In the second phase, a researcher-developed questionnaire was used to collect data and validate the conceptual model. This questionnaire, designed using a five-point Likert scale, assessed the practical validity of the developed model. The content and face validity of the questionnaire were evaluated using the opinions of relevant experts and specialists, while its reliability was tested using Cronbach's alpha coefficient.

For qualitative data analysis, the grounded theory method was used, emphasizing steps of data analysis, including open, axial, and selective coding, as well as the development of a logical design or a visual representation of the generated theory, which was applied in this research. In the quantitative phase, the one-sample t-test was used to validate the proposed model.

3. Findings and Results

Regarding demographic characteristics, 27.77% of the sample was aged 31 to 35 years, 22.22% was aged 36 to 40 years, and 33.33% was aged 41 to 45 years. Additionally, 50% of the sample consisted of women, and 50% were men. Furthermore, 33.33% of the participants held a master's degree, while 66.66% had a doctoral degree. In terms of work experience in their specialized field, 27.77% had between 1 to 5 years, 38.88% had between 6 to 10 years, and 33.33% had between 11 to 15 years of experience.

One of the key methodological stages of this study involved coding and identifying all codes mentioned in the textual data (interviews). In the initial coding phase, 98 codes were identified, with the focus being on data accumulation and comprehensive review, rather than categorization or factorization.

To analyze the collected data, three stages of coding were used: open coding, axial coding, and selective coding. At this stage, based on prior steps, the researcher refined the concepts and components, identifying commonalities among the most significant elements. These commonalities were then organized into broader, more concise categories based on their shared characteristics.

Table 1. Data Coding

No.	Concepts (Open Codes)	Subcategories (Axial Codes)
1	Islamic Azad University must rapidly implement changes in its processes.	Organizational openness and transparency
2	Islamic Azad University must quickly implement changes in its technological structure.	
3	Islamic Azad University must swiftly execute minor changes.	
4	Islamic Azad University must promptly introduce major changes.	
5	Islamic Azad University must rapidly train, reorganize, and structure its personnel.	
6	Fundamental changes must be easily implemented in Islamic Azad University.	Mutual trust
7	Minor changes at Islamic Azad University must be easily executed.	
8	Islamic Azad University must have the capability to adapt effortlessly to changes.	
9	High levels of collaboration must exist across all boundaries within Islamic Azad University.	
10	Islamic Azad University must be highly flexible compared to its competitors.	
11	Islamic Azad University must be highly capable in knowledge acquisition.	Inclusion and engagement
12	Islamic Azad University must encourage learning from experience.	
13	The tolerance for error acceptance must be significantly high at Islamic Azad University.	
14	Islamic Azad University must have the ability to break barriers and establish an organization where collaboration is evident at all levels.	
15	Islamic Azad University must be bureaucratic.	
16	Scenarios and guidelines must be more frequently used than rigid rules in Islamic Azad University.	Internal and external feedback
17	Tasks at Islamic Azad University must be designed to allow individuals to gain experience.	
18	Problems at Islamic Azad University must be resolved quickly and effectively.	
19	Decisions at Islamic Azad University must be made and executed rapidly.	
20	Multidimensional training must be significantly implemented at Islamic Azad University.	
21	Organizational processes at Islamic Azad University must be designed to facilitate changes.	Development and empowerment
22	The ability to predict change must be considered a core competency at Islamic Azad University.	
23	Rapid feedback must be provided at Islamic Azad University.	
24	Unpredictability, flexibility, and risk management must be valued more than predictability, stability, assurance, and guarantees of future events at Islamic Azad University.	
25	Organizational processes at Islamic Azad University must be lean, simple, and flexible.	
26	Islamic Azad University must be structured more around processes rather than functions.	Low-layered organizational structure
27	Islamic Azad University must transition from stable jobs to more flexible roles.	
28	Islamic Azad University must not oppose or be sensitive to outsourcing activities that are not considered core organizational competencies.	
29	Islamic Azad University must respond quickly to external opportunities and threats.	
30	Individuals at Islamic Azad University must be trained to adapt to changing conditions and situations.	
31	Islamic Azad University's strategies must be reviewed annually.	Strategic vision
32	Islamic Azad University's mission statement must be clear and transparent.	
33	Colleagues must discuss the strategies of Islamic Azad University.	
34	Islamic Azad University must be guided by a set of core values.	
35	Environmental changes must be carefully considered at Islamic Azad University.	
36	Mission statements at Islamic Azad University must be utilized for operational purposes.	
37	Islamic Azad University must actively identify future leaders.	
38	Employees must have continuous and stable relationships with one another.	Shared destiny
39	All employees must be involved in the programs and achievements of Islamic Azad University.	
40	Employees must believe in success.	
41	Groups must facilitate organizational processes at Islamic Azad University.	
42	Employees must have a sense of organizational belonging at Islamic Azad University.	
43	Employees must understand new and creative ideas.	
44	Employees must exhibit high levels of participation.	
45	Work processes must be evolutionary.	Willingness to change
46	The environment at Islamic Azad University must be receptive to change.	
47	Fair criticism of Islamic Azad University must be possible.	
48	Career advancement must be encouraged.	
49	Leaders must acknowledge mistakes.	
50	Innovation at Islamic Azad University must be encouraged.	
51	Bureaucracy at Islamic Azad University must be minimized.	
52	Employees must demonstrate extra effort.	Courage and boldness
53	Employees must take pride in their workplace (Islamic Azad University).	
54	Managers must be work-oriented.	

55	Quality of work life must be prioritized.	
56	Managerial behavior must reflect organizational commitment.	
57	Employees must have a deep-rooted passion for Islamic Azad University.	
58	Career advancement opportunities must be available at Islamic Azad University.	
59	The structure of Islamic Azad University must align with work processes.	Unity and consensus
60	Operational policies must support the mission of Islamic Azad University.	
61	Information systems must be robust and efficient.	
62	Valuing customers must be a fundamental principle at Islamic Azad University.	
63	Organizational procedures must facilitate processes.	
64	The mission of Islamic Azad University must be structured and transparent.	
65	Delegation of authority must be implemented at Islamic Azad University.	
66	Managers at Islamic Azad University must appreciate knowledge.	Knowledge application
67	Employee learning and professional growth must be prioritized at Islamic Azad University.	
68	Managers must recognize employees' skills.	
69	Managers must implement the latest scientific methods in managing Islamic Azad University.	
70	A culture of knowledge-sharing must exist.	
71	There must be no restrictions on idea generation.	
72	Information regarding Islamic Azad University's performance must be easily accessible.	
73	Employees at Islamic Azad University must support one another.	Performance pressure
74	Feedback must be communicated to employees.	
75	Employees must understand the expectations of Islamic Azad University.	
76	Managers must communicate the goals of Islamic Azad University to employees.	
77	Employee promotions must be competency-based.	
78	Managers at Islamic Azad University must resolve performance-related issues.	
79	Islamic Azad University must not tolerate inefficient managers.	
80	The timeframe provided by Islamic Azad University for talent recruitment must be appropriate.	Talent acquisition system
81	Islamic Azad University must actively seek top graduates.	
82	Specialized interviews must be highly effective for attracting talented individuals.	
83	Reviewing applicants' backgrounds must be essential for assessing their suitability at Islamic Azad University.	
84	Islamic Azad University must prioritize job compatibility with candidates' conditions and qualifications during recruitment.	
85	Competencies and abilities of employees must be valued at Islamic Azad University.	Talent assessment and discovery
86	Suitable evaluation criteria must exist at Islamic Azad University for identifying talented individuals.	
87	There must be a strong drive at Islamic Azad University for discovering potential talents.	
88	The performance of individuals at Islamic Azad University must be assessed to identify talented individuals.	
89	Strengths and weaknesses of candidates must be evaluated to identify talented individuals at Islamic Azad University.	
90	There must be a high level of job rotation at Islamic Azad University.	Talent development and training system
91	Islamic Azad University must provide career, individual, and professional counseling services.	
92	Islamic Azad University must utilize internal and external training programs to enhance employees' capabilities.	
93	A mentor-mentee relationship must exist between managers and employees at Islamic Azad University, fostering continuous learning.	
94	Islamic Azad University must have a structured and effective succession planning program for workforce replacement upon retirement.	
95	Managers at Islamic Azad University must share their professional experiences with subordinates.	
96	Islamic Azad University must involve talented employees in decision-making processes.	Talent retention and maintenance
97	Islamic Azad University must actively work on correcting undesirable employee behaviors.	
98	Islamic Azad University must make efforts to retain qualified and talented individuals.	

To determine the degree of alignment of the proposed model for the final framework, experts in this field were consulted using a model evaluation questionnaire. Given that the questionnaire was based on a five-point Likert scale, the decision-making threshold was set according to the number of items for each component. As shown in Table 6, all components and dimensions of the proposed model were validated by experts and were found to be statistically significant at the 0.01 level. The experts confirmed that these components had high validity and were approved with 99% confidence.

4. Discussion and Conclusion

Based on the findings of this study, the selective code includes the dimensions and components of organizational maturity in Islamic Azad University, with its axial codes comprising organizational openness and transparency, mutual trust, inclusion and engagement, internal and external feedback, development and empowerment, and a low-layered organizational structure. The selective code also encompasses the dimensions and components of organizational maturity based on organizational intelligence in Islamic Azad University, with the axial codes including strategic vision, shared destiny, willingness to change, courage and boldness, unity and consensus, knowledge application, and performance pressure. Additionally, the selective code includes the dimensions and components of organizational maturity based on talent management in Islamic Azad University, covering talent acquisition systems, talent assessment and discovery, talent development and training systems, and talent retention and maintenance. These results are consistent with prior studies (Sakhaeipour et al., 2023; Salman Al-Oda et al., 2024; Seifi et al., 2024).

In this regard, Odwazny et al. (2019) developed their maturity model based on existing maturity models and international standards. They defined five maturity levels, each characterized by several attributes (Odważny et al., 2019). The level of organizational maturity can be assessed, and subsequent development phases can be incorporated into organizational strategy.

From the perspective of interviewees in this study, one of the key characteristics of the proposed model is that Islamic Azad University must rapidly implement changes in its processes and swiftly integrate these changes into its technological infrastructure. Additionally, the university must implement both minor and major changes promptly to advance along the path of organizational maturity. Furthermore, respondents emphasized that Islamic Azad University must train its personnel, reorganize them, and maintain order while ensuring that the organization can easily adapt to changes. The university must also be flexible in acquiring knowledge compared to its competitors, encourage learning from experience, tolerate error acceptance, and possess the ability to break barriers and foster a collaborative environment across all sectors of the organization.

Hillard (2015) designed and assessed leadership development programs for managers. By analyzing both quantitative and qualitative data obtained through questionnaires and interviews, Hillard concluded that the opportunity to enhance education, learning, research, and leadership skills had the greatest impact on administrators' maturity (Hilliard, 2015). Similarly, Hussin and Al Abri (2015) conducted a study on the professional maturity needs of school administrators. Their findings indicated that school administrators in Muscat, Oman, urgently needed professional development to enhance their transformational and educational leadership capacities. According to the study, administrators unanimously agreed that the government, particularly the Omani Ministry of Education, should implement a comprehensive training program for school administrators nationwide to enhance their leadership maturity. The study also identified fifteen key factors, including educational leadership needs, transformational leadership needs, and the design of appropriate professional development models to meet educational and organizational changes (Hussin & Al Abri, 2015).

At Islamic Azad University, scenarios and guidelines should take precedence over rigid regulations, and tasks should be designed to provide individuals with the opportunity to gain experience. Problems should be resolved quickly and effectively, decisions should be made and executed rapidly, and the university's organizational processes should be structured to facilitate change. The ability to predict change must be considered a core competency at Islamic Azad University, and rapid feedback must be a fundamental practice.

Zirak (2018) conducted a study titled *Designing and Evaluating a Maturity Model for High School Teachers in Ardabil*. The findings indicated that teacher maturity was contingent upon the implementation of various studied factors and components (Zirak, 2018). Therefore, providing necessary material and non-material incentives for training teachers and school administrators to improve organizational culture, enhance motivation and attitudes, increase salaries and benefits, and provide welfare services is essential. Soltani Parshokafti et al. (2019) revealed that organizational maturity, as influenced by informal learning, consists of two categories: implicit learning domains (including educational, ethical, and organizational factors) and explicit learning domains (including individual, academic, and supra-academic factors). Causal conditions were identified as enthusiasm, a spirit of challenge, and communication ability, while macro conditions included faculty promotion policies and broader educational policies. Intervening conditions involved student academic levels, institutional policies, technology infrastructure, and economic conditions. Contextual conditions were identified as social capital, organizational communication, and workload. The study suggested that interactive and cooperative learning strategies, along with technology-based and reflective learning approaches, played a crucial role in faculty development. The long-term outcomes of these strategies

included enhanced lifelong learning, higher self-efficacy, and improved individual competencies, with broader impacts such as the creation of learning communities and increased social trust (Soltani Porshokafti et al., 2019).

Moreover, unpredictability, flexibility, and risk management should be prioritized over predictability, stability, assurance, and guarantees of future events at Islamic Azad University. The university's organizational processes should be designed to be lean, simple, and flexible, with a focus on processes rather than rigid functions. Islamic Azad University is shifting from stable job roles to more flexible positions. It must not oppose outsourcing activities that are not considered core organizational competencies and must respond rapidly to external opportunities and threats. Additionally, personnel at Islamic Azad University must be trained to adapt to changing conditions and situations. The university's strategies must be reviewed annually, and its mission statements must be clear and transparent. The university must establish fundamental value principles, carefully consider environmental changes, and ensure that organizational groups play a facilitative role in institutional processes. Employees must develop a sense of belonging, understand new and creative ideas, and actively participate in organizational matters.

Islamic Azad University must create an environment that fosters openness to change, allows for fair criticism, and encourages innovation while minimizing bureaucracy. Employees must exert extra effort and take pride in working for Islamic Azad University. Operational policies should support the university's mission, and the information systems must be robust and efficient. Valuing customer satisfaction should be a fundamental principle at Islamic Azad University, and operational procedures must facilitate efficiency. The university's mission statements must be structured and transparent, delegation of authority must be implemented, and managers must value knowledge. Employee learning and professional growth should be prioritized, and managers must appreciate the skills of their employees.

Managers should adopt the latest scientific management practices, foster a culture of knowledge-sharing, and ensure that creativity is not restricted. Information about Islamic Azad University's performance should be easily accessible. Employees must support each other, feedback should be effectively communicated, and employees must clearly understand the university's expectations. Managers should convey the university's goals to employees, resolve performance-related issues, and not tolerate inefficiency in leadership.

McKinsey (2020) also explored talent management and its key indicators (McKinsey, 2020). Sobhani et al. (2016) developed a localized talent management model for Iran's higher education system, identifying the key steps of talent identification, recruitment, development, and enhancement of faculty members. Their findings indicated that talent management significantly improved workforce performance and organizational effectiveness in higher education (Sobhani et al., 2016). Sobhani et al. (2018) also conducted a study on the impact of talent management components on organizational maturity in Iran's agricultural higher education system. Their model demonstrated that talent identification, utilization, retention, and enhancement had a significant impact on organizational maturity, collectively explaining 68% of the variance in organizational maturity (Sobhani et al., 2018).

Islamic Azad University must proactively seek top graduates and conduct specialized interviews tailored to job roles to attract talented personnel. During the recruitment process, job compatibility with candidates' conditions and characteristics must be prioritized. To identify talented individuals, appropriate evaluation criteria must be established at Islamic Azad University. Furthermore, employees' performance should be assessed, their strengths and weaknesses analyzed, and frequent job rotations should be implemented. Career counseling services must be available, and both internal and external training programs should be utilized to enhance employee capabilities. Additionally, mentorship programs should be developed between managers and employees, and effective succession planning should be in place for workforce transitions. Ultimately, Islamic Azad University must actively involve talented employees in decision-making processes and make concerted efforts to retain qualified and skilled individuals.

Ethical Considerations

All procedures performed in this study were under the ethical standards.

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Conflict of Interest

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