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Study of the performance of faculty members according to talent management approach in higher education

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Nowadays, the success of any organization depends on the shaping of policies tailored to the needs of human resources; otherwise, it will lose the ability to adapt to today's complex environment and the ability to use the effectiveness of human resources. For this reason, Talent Management can help to attract, nurture and develop the next generation of public leaders. This study was conducted with the aim of finding the relationship between each of the main dimensions of talent management and improves the performance of faculty members at the university. This study is an applied research. The total population included all regular universities in Iran. Data were collected by the study of literature, interviews with experts and questionnaires so that data were analyzed using correlation analysis and Analytical Network Process (ANP) by SPSS and Super Decisions software. The results show that the "talents development" dimension is in first place and the dimensions of "attracting the talent" and "talents maintenance", they are respectively ranked second and third the most relevant dimensions of talent management in improving the performance of faculty members in educational services. Thus, before considering the work processes and relying on modern technology, the role of "in-service training courses", "continuous learning" and "technical skills training" are crucial in improving the performance of faculty members.

Key words: Performance of faculty members, talent management, universities, ANP.

INTRODUCTION

The contemporary world is evolving at an amazing speed. Although the transformation has been all time, nowadays it is unprecedented in terms of content and speed. Organizations as one of the most striking characteristics of modern societies are also changing rapidly and the role of human resources is undeniable in these developments (Henry, 2003). Modern organizations need the forces of creative, flexible and responsiveness; identification, attraction and retention of the elites are

much more difficult in organizations than before. Dynamic organizations are trying to create opportunities to attract these talents to work in this competitive world and organizations that fail to manage their human resources with modern norms will fail (Taleghani et al., 2013).

According to many experts, nowadays companies compete on the basis of skills and talents of their employees and they know that the company can reach the highest market share and increase profits by

attracting and keeping the best and most talented employees. Indeed, the application of Talent Management is the most important competitive advantage in today's organizations, and talent identification is the main concerns of human resource management (Taleghani et al., 2013). In the current system, improving the individual and organizational performance is one of the major goals of any alive and active organization (Robbins, 2001). If human resources are an important part of improving the performance of organization, investigating the parameters affecting their performance is a guide for managers in improving the performance of organization (Robbins, 2001). Talent management ensures that staffs circulate property at jobs within the organization and place the right person for the right job and at the right time (Kessler, 2002).

Since talent management considers the talent and merit of elites in all organizational levels, and also processes and in fact it is suffused with the concept of talent therefore, achieving the proper functioning of human resources is highly desirable in the context of talent management. Since the faculty members are one of the main pillars at the university and how they function has a key role in the overall efficiency of the educational system, this study aims to investigate the relationship between each of the main dimensions of Talent Management strategy and the main variables of the performance of faculty members in universities.

LITERATURE RESEARCH

Staff performance evaluation

In management culture (descriptive), performance evaluation is to evaluate the effectiveness of the security guard in his career, in particular, it is a type of evaluation as part of a corporate style. The manner in which assessments are done continually, records are evaluated, and the results are kept and an act done to improve performance is sometimes called "evaluation" (Ardabili, 1997). Evaluating the performance of employees is the systematic and regular assessment of their work on how to perform their duties assigned and to determine their potential for growth and improvement (Mirsepassi, 2000). Therefore, staff evaluation or appraisal as accurate, complete and comprehensive includes the formal process for assessing and notifying employees about the job performance of duties and desired characteristics and to recognize their potential talents to flourish in different dimensions.

Evaluation process starts with the creation of performance standards consistent with organizational strategic objectives. Performance standards, it is derived from the strategic goals of the institution, characteristics of institute, job analysis and job descriptions. The six steps in the performance evaluation process include (Ghorbani et al, 2002):

1. Setting the performance standards for employees; so that it is necessary to talk with the staff about the expectations and standards.
2. Determination of the measurable and bilateral goals; so that the objectives determined through the relationship between supervisor and employee. In fact, at this stage, data transfer is done purely from supervisor to employee about expectations and demands on staff were not aware of them.
3. Measuring the actual performance, the need to obtain the necessary information about it.
4. Compare the actual performance with the standards; deviation between standard performance and actual performance, it is a point at this stage.
5. Staff assessment interview; at this stage, the results of comparison before and the possible deviations will be shared with the person and appropriate decisions are taken.
6. The final stage of evaluation includes the identification, diagnosis and starting the corrective activity as it is an essential issue.

Also, universities as institutions responsible for the training of skilled manpower along with the production of knowledge are needed to evaluate the performance of their faculty members more than any other organization. Faculty performance evaluation reveals strengths and weaknesses and the introduction of scientific development and achieves the University's goals (Bazargan, 2005). Evaluation in the educational environment, it is essential information needs into two categories including educational success criteria or criteria and an indicator of the success in achieving the criteria. Evaluation criteria include the collection of relevant aspects emphasized to judge the desirability of the phenomenon under evaluation; and the selection criteria and consensus about it; it is one of the most important measures for evaluation. Therefore, a prerequisite for proper evaluation of teacher, it is desirable to identify the criteria and effective teaching because assessment forms are designed to measure and evaluate teachers using criteria and indicators. There are many questions in this field and this process is facing numerous challenges in all universities; for this reason, many attempts have been made to answer questions and ambiguities about teacher evaluation through study and research to help more adapting faculty evaluation results with actual results (Mo'ezzi et al., 2009).

Studies on the students of Kerman University of Medical Sciences showed that teaching method is the most important measure of their views and the ability to communicate, scholarship and moral characteristics, they are the next priorities. Study results on the students of Kerman University showed that information and knowledge of teachers, introducing the topic and new

content and updating, the ability to pass reading and motivate students to participate in the discussion, they have been the main characteristics of effective teaching (Gaeini, 1993). The findings of Bunt (2000) show that behavior and academic performance is the most important criterion in terms of students and their terms, personality traits and academic of teachers and the method of student evaluation have an moderate importance. Vakili et al. (2010) in a study entitled "Evaluation of Factors Influencing Teacher Evaluation from the perspective of Semnan University of Medical Science students" showed that mastering the knowledge of teachers is the most important indices for evaluating teachers from students' perspective.

Raoufi et al. (2010), in a study entitled, "Designing a new form of theoretical teaching quality evaluation of teachers based on the views of stakeholders and the six principles of scholarship Classic" are convinced that mastering the subject matter, classes attendance and the examples used during the lessons are the most appropriate criteria. The findings of Afshar et al. (2011) in a study entitled "Evaluation of faculty members by students with different educational development at Birjand University of Medical Sciences" showed that teaching methods, academic ability, compliance training and scholastic dimensions, they are most important. Research conducted by Minds et al (2009) showed that according to the students, the teacher mastered the content, expression and understanding of content, teacher mastery on training bug fixes, and advice, power management and direction of the educational environment, they are most important. Babar and Kashif (2010) performed a study titled "Satisfaction of Students in Higher Education" and they concluded that master's area of specialization, responding to the educational problems of students, having the learning environment and better educational facilities and having interaction between teachers and students, these are the main factors student satisfaction.

Talent management at the university

Talent management is defined as a system for identifying, hiring, training, promoting and maintaining of susceptible individuals, with the aim of improving the organizational capacity to achieve business results. According to the definition of talent management and considering the life cycle of employees as a model for integration, the most important processes of human resource development, can be found that talent management issues are to establish and extend in the all cycle processes: 1) Selection and Placement; 2) learning and training management; 3) performance management; 4) rewardable system; 5) Payment based on performance 6) succession planning (Bajgrany, 2011). Behatengar (2007) argues that talent management is a tool for improving the process of

hiring and training people to develop skills and abilities needed to meet the current needs of the organization. Talent management is a process of prospective and it identifies and nurtures the persons required for present and future, and it eliminates the gap between human capital in the organization and leadership talents systematically so that the organization needs to respond to future challenges (Wellins et al., 2006).

Talent management is a conscious attitude to the use of elite talent and merit in order to providing the needs and major and minor goals the organization (Allameh and Ghasem, 2008). Talent management is a macro-oriented approach, as it has developed the company's objectives in the field of workforce needs as well as improves organizational performance (Farley, 2005). Talent management ensures that staffs circulate property at jobs within the organization and placed the right person for the right job and at the right time (Kessler, 2002). Talent management system includes three elements (Attracting talents, talents maintenance and talents development) (Armstrong, 2006; Annunzio, 2008).

1. Attracting talent: Talent Jedi chase, it should be one of the main strategies of management. All organizations need to create a flexible work environment so that those prone to produce knowledge to meet the needs of the organization.
2. Talents maintenance: Among the organizations of the 21st century, have been successful, those who were not granted the loyalty of talented people. These organizations always try to attract and retain the holder of the intellectual resources at each level. One of the things that is very important for organizations in the 21st century, it is the reciprocal obligations of the employer and the employee. There is nothing more important than hiring talent and mature forces.
3. Talents development: It includes holding of training courses, continuous learning on the job, set career path and promotion of talented individuals with regard to educational considerations according to educational considerations.

Given the above, it can be concluded that management styles and considering the talent and ability of faculty members can have a huge impact in improving their performance at university and thus can be identified and understood the importance of talent management. If university managers are looking to earn more points and improve the quality of educational performance, they must constantly assess their educational performance. Concurrent with these challenges in the world of Directors and management talents, legacy systems management are also being constructed and transformation. Pay attention to attracting the talent on the one hand and develop their capabilities and competencies on the other hand simultaneously, they have led to the redesign of the old system of human resource management and here,

requires identification of job positions, talent finding the human resource and creating reserves of talent should be a priority for organizations. According to studies in two areas of employee performance and talent management and also utilizes the expert opinions in these two fields, their dimensions are categorized as Table 1.

Analytical Network Process (ANP)

ANP technique introduced by Saaty (1996) is generalized Analytical Hierarchical Process (AHP). The AHP provides a framework with one-way communication hierarchy but the ANP considers more complex interconnections between decision levels and ratios. It has four main steps:

Step 1: Modeling and structuring.
Step 2: Forming the Pair-wise comparisons matrices and priority vectors; in the ANP and AHP, elements of a decision in any combination are compared the relative importance of the criteria controls as a couple and also with pair-wise relative to their participation in access to the cause.

Pair-wise comparisons in ANP, is done in the context of a matrix like AHP and local priority vector can be solved by estimating the relative importance of each element (or component) by Equation (1) where A is a matrix of Pair-wise comparisons, w eigenvector and λ_{max} is the largest eigenvalue A;

$$A.w = \lambda_{max}.w \tag{1}$$

Step 3: Forming the Super Matrix: To obtain the Global priority in a system of interdependence affected, local priority vectors are entered in the ANP in the columns of the matrix to fit with the title "Super Matrix". The standard image of a super matrix shown in Equation (2):

$$\tag{2}$$

In order to achieve the convergence of the relative weights, the super matrix will be converted to power of 2k + 1 where k is a great choice and this new matrix is called the Limit Super Matrixes. The form of Limit Super Matrixes is like the Weighted Super Matrixes but all the columns in the Limit Super Matrixes are equal. With

normalization of each block in the super matrixes can calculate all final priority of matrix elements.

Step 4: Choosing the best option: if super matrixes formed in step 3 will cover the entire network, can be find the weights priority in columns option in super matrixes normalized. On the other hand, if a super matrix includes only the components with internal communications, additional calculations must be performed in order to obtain all the priority. Options holds a low priority, it should be first choice.

Fundamental questions

In the present study, the following questions arise to determine the relationship between the concept of employee performance and talent management in universities:

1. Is there a significant relationship between Talent Management and the performance of faculty members?
2. Which of the dimensions of Talent Management is linked increasingly to improve the performance of faculty members?
3. What is the prioritization of quality programs to accelerate achieving improved the performance of faculty members?

RESEARCH METHODS

This study is an applied research and methodology is survey. Data were collected by the study of literature, interviews with experts and the standard questionnaire of Arabpoor and Nikpoor (2014). The total population included all regular universities in Iran. The sample size was determined using limited sampling relationship (Equation 3) based on various levels of reliability and error from 12.3 to 17.5. Considering the rate of return on 0.94, a random sample is obtained equivalent to 12 cases so that it is acceptable due to the sample size required in different sampling strategies.

$$n = \frac{N.Z_{\alpha/2}^2.\delta^2}{\varepsilon^2(N-1) + Z_{\alpha/2}^2.\delta^2}$$

$$\tag{3}$$

After studying literature and extract dimensions and components of talent management and performance of faculty members, due to the focus of research in this area on the education sector, some components obtained in this stage, they were localized and were moderated by experts focusing on the education sector. Experts include two of leaders and three university professors authority so that in the first phase, we received polling form from them in order to check the quality and suitability of the extracted index and significant of questions designed to investigate the matter in the research. The next step was asked of them to express things that are considered relevant to the evaluation of talent management or performance of faculty members as needed. In this section, the change was not result about the measures taken. But according to comments obtained, some questions have changed due to the nature of the combination and multi-dimensional and in one case it was introduced in the form of two separate questions also.

Table 1. Classification dimensions and components of talent management and performance of faculty members at university.

Research structures					
Performance evaluation	Scientific Abilities	Scientific degree of teacher's proficiency on lessons subjects	Talent management dimensions	Attracting talent	Doing the long-term planning of faculty
		Rate of correct and reasonable response of Master to students' scientific questions			Doing the Medium-term planning of faculty
		Master skills in presenting and explaining texts			Doing the short-term planning of faculty
		Translating and writing of book			Search for teacher from sources outside the university
		Research and educational workshop			Search for teacher from campus resources
		Doing the scientific speech			Providing the faculty required regularly
		Academic Level			Employment through test
		University education level of teacher			Employment through interviews
					Employment through assessment centers
	Managerial ability	Ability of master to classroom management		Talents Maintenance	Doing the Performance evaluation Periodically
		Executive responsibility			Doing the 360-degree feedback
		Amount of attentiveness and responsiveness of teacher to Students logical advices			Valuing the merits of the faculty
		Equal treatment of teacher to students			Identification of potential talents
	Discipline	Rate of regularity and continuity of material provided by teacher			Payment based on the knowledge, skills and experience
		Efficient use of class time			Payments based on the achievement of objectives
		Rate of regular attendance and on-time of teacher		Talents Development	A needs assessment for holding training courses
		Access to teacher for guidance lessons on campus			Planning to hold training courses
		Compliance with educational laws and regulations			Hold in-service training courses regularly
		Accuracy in writing scores list			Perceptual skills training needed to faculty
		Announcement of on time about no classes			Human skills training needed to faculty
		Educational and organizational behavior			Technical skills training needed to faculty
		Mutual respect and observance of academic culture			Continuous learning within the organization
		Rate of regularity and continuity of material provided by teacher			Encourage continuous learning on the job
	teaching method	Useful and valuable of contents presented			Set career path according to mutual need units to capable forces
		Compliance and cover the outline approved			Promotion of talented individuals within the organization considerations the needs of education
		Use of appropriate teaching methods			
		Use of appropriate teaching resources			
		Appropriate examination questions in terms of quality			
	Evaluation of progress	Encourage students to participate in academic discussions for the development of creativity			
		To motivate the students to study			
		Success rate of students			

In the next step, these components are set in form of the first research questionnaire and content validity was examined and necessary amendments were carried out on it. The questionnaire examines the dimensions of talent management and performance of faculty members in two parts in the form of 50 questions on the basis of the five-item Likert (Table 1). The questionnaire was distributed between 35 executives, professionals and students from 12 universities by visiting the research group so that all questionnaires were returned. Also in the second questionnaire, performance of faculty members was evaluated in form of the

Table 2. Rates on talent management and performance of faculty members in the selected universities.

University	Talent management	performance of faculty members
1	2.23	2.28
2	3.4	3.33
3	2.26	2.11
4	2.46	2.34
5	3.51	3.46
6	2.1	2.26
7	3.34	3.92
8	2.37	2.61
9	3.12	2.97
10	2.69	2.64
11	2.44	2.68
12	3.64	3.55

pair-wise comparisons and by ANP technique. The questionnaire distributed among 10 students of by visiting, it evaluated the performance of faculty members in five departments. Data were analyzed using SPSS and Super Decisions software. Cronbach's alpha coefficient was used to test reliability. In total, this coefficient is equal to 0.756 in Talent Management and in the performance of faculty members sector is 0.783. As can be seen, questionnaire in two parts as talent management and performance of faculty members, they are stable at an acceptable level. To investigate the relationship between talent management and performance of faculty members, two approaches can be used as correlation and regression.

Since variables were obtained through interviews and complete study, are not supposed to remove them in the regression; so first we analyze the relationship between talent management and performance of faculty members using correlation test and then check the level of significance. After determining the impact on the performance of faculty members and achieve correlation coefficients of each factor, numbers made of counting the weigh by experts using the ANP questionnaire to improve the performance of faculty members, it is multiplied by the coefficients of each factor and characterized the relationship between talent management dimensions and each of these factors improve the performance of faculty members. Data were analyzed using correlation analysis and Analytical Network Process (ANP) by SPSS and Super Decisions software.

FINDINGS

According to data from the first questionnaire, scores was evaluated in 12 universities in dimensions of the talent management and the performance of faculty members. Due to the commitment of researchers to use the information obtained, the questionnaires were collected by coding only for research and non-responsive or university name (Table 2).

Then, in order to achieve weight of each dimension of performance of faculty members, ANP techniques were used. For this purpose, first pair-wise comparisons were performed between each dimension of performance with the aim of improving the performance of faculty members

in education (Table 3). Then pair-wise comparisons were made between the dimensions of performance of faculty members and based on Table 4. It should be noted, the direction of the arrow indicates superior performance in the each of the table cells.

After evaluating ANP Super Matrix by software, the weight of each performance dimension of faculty members was calculated on the basis of pair-wise comparisons. Accordingly, the "managerial ability" is in first place with 0.285 weight, "scientific capabilities in second place with a weight of 0.284, "Discipline" in third place with a weight of 0.227, and "teaching method" and "educational evaluation" in fourth and fifth place with weights of 0.205 and 0.198 respectively. Table 5 shows the ratings and the weight of each performance dimension of faculty members.

The results obtained in this section confirm the results of other research universities there are two main objectives for performance evaluation of faculty at all campuses. First, its developmental goals the continuous improvement of quality and productivity performance and personal and professional development then, late that means management decisions (Pazargadi and Khatibian, 2007). In the next step after reaching importance of the performance of faculty members, should be investigated correlation between the dimensions of performance of faculty members and talent management. Given that research data are entity ratings with respect to the dimensions of performance of faculty members and talent management; in order to evaluate the correlation between the dimensions of talent management and performance of faculty members, Spearman correlation test was used, as it is a non-parametric test.

As can be seen in Table 6, "talents development" dimension has a significant correlation with all dimensions of performance of faculty members, "Attracting the Talents" dimension and scientific capabilities, managerial ability, discipline and development evaluation, and finally,

Table 3. Pair-wise comparisons between the performances of faculty members to improve performance in the selected universities.

Objective: Improving the performance	Scientific capabilities	Managerial ability	Discipline	Teaching Method
Assessing progress	1.1620	3.5173	3.1652	3.3120
Scientific capabilities	-	3.4162	3.2111	3.1123
Managerial ability	-	-	3.3365	3.1245
Discipline	-	-	-	4.2352

Table 4. Pair-wise comparisons between the dimensions of performance of faculty members.

Teaching method	Scientific capabilities	Managerial ability	Discipline
Assessing progress	3.4411	1.3249	4.1545
Scientific capabilities	-	3.2233	2.2651
Managerial ability	-	-	3.223

Assessing progress	Teaching Method	Discipline	Managerial ability
Scientific capabilities	2.2354	2.1322	1.3012
Teaching method	-	3.1316	1.2221
Discipline	-	-	2.1704

Managerial ability	Scientific capabilities	Discipline	Teaching method
Assessing Progress	1.9723	4.4323	3.4123
Scientific capabilities	-	2.5681	4.2583
Discipline	-	-	2.1177

Discipline	Scientific capabilities	Managerial ability	Teaching method
Assessing Progress	3.2261	4.1114	2.2975
Scientific capabilities	-	2.2672	3.3645
Managerial ability	-	-	3.2267

Scientific capabilities	Managerial ability	Teaching method	Assessing progress
Discipline	3.1146	1.5124	2.5322
Managerial ability	-	3.4414	1.7121
Teaching method	-	-	2.4235

Table 5. Ranking and weighing each performance dimension of faculty members.

Rank	Performance dimensions of faculty members	Weight
1	Managerial ability	0.285
2	Scientific capabilities	0.284
3	Discipline	0.227
4	Teaching Method	0.205
5	Assessing Progress	0.198

"Talents Maintenance" dimension with managerial ability, discipline and teaching methods

Figure 1 shows the relationship between the dimensions of talent management and improving the performance of faculty members and correlation coefficients for each factor. Now, with regard to the correlation between each of the dimensions of talent management and improve the performance of faculty members as well as determine the weight of each dimension of performance of faculty members (Table 5), the power rate of each dimensions of talent management can be achieved Using the equation (4) in order to achieve collection of improving the

Table 6. Correlation matrix the dimensions of talent management and performance of faculty members.

			The dimensions of Performance of faculty members				
			Scientific capabilities	Managerial ability	Discipline	Teaching method	Assessing progress
Talent Management dimension	Attracting talents	Correlation coefficient	0.466(*)	0.452(*)	0.423(*)	0.401	0.406(*)
		Sig.	0.022	0.003	0.023	0.084	0.034
		N	32	32	32	32	32
	Talents development	Correlation coefficient	0.561(*)	0.511(**)	0.521(**)	0.497(**)	0.468(*)
		Sig.	0.031	0.004	0.002	0.034	0.026
		N	32	32	32	32	32
	Talents maintenance	Correlation coefficient	0.384	0.395(*)	0.354(*)	0.332(*)	0.348
		Sig.	0.087	0.014	0.025	0.037	0.094
		N	32	32	32	32	32

*Significant correlation in the 5% level; **Significant correlation in the 0% level.
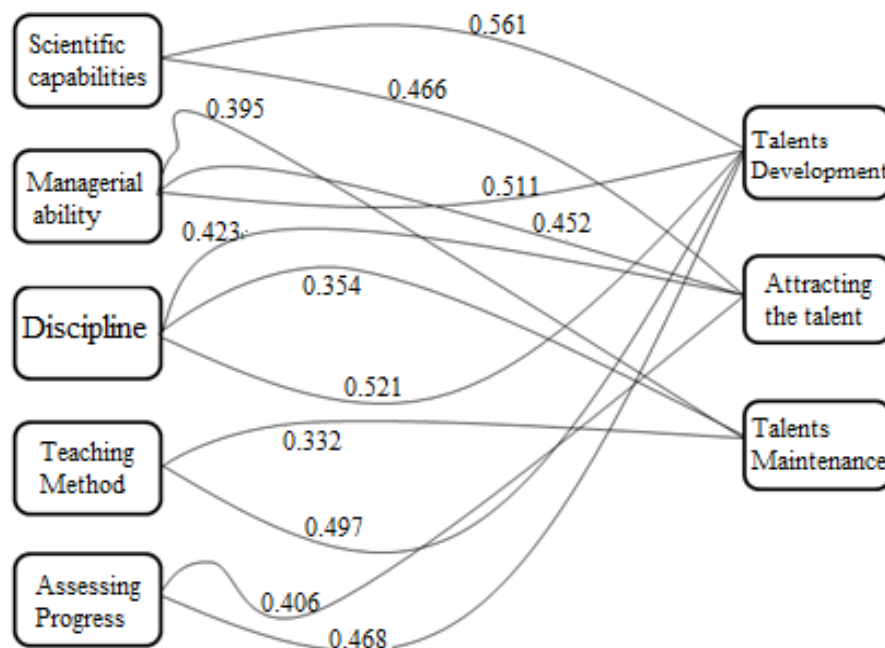

Figure 1. The correlation coefficient between the dimensions of talent management and performance of faculty members.

performance:

$$P_{xi} = \sum_{i=1}^{5}(C_{xi} \times W_i)$$

(4)

In this regard, P_{xi} is an expression of power in each of the dimensions of talent management in order to achieve improved performance of faculty members at the University, C_{xi} correlation coefficient between each of the dimensions of talent management and performance improvement and W_i the weight of improve performance dimensions. Table 7 shows the amount of power in each of the dimensions of talent management in order to achieve collection of improving the performance.

As can be seen in Table 7, "talents development" dimension is in first place with a coefficient of 0.499, "Attracting the Talents" dimension is in second place with a coefficient of 0.384, and "Talents Maintenance" in second place with a coefficient of 0.211.

Table 7. The power of the dimensions of talent management to achieve collection of improving the performance.

Weight of dimensions of improving performance (W_i)	0.284	0.285	0.227	0.205	0.198	Power in each of the dimensions of talent management to improve performance (P_{xi})
Dimension of improving performance / Dimensions of talent management	Scientific capabilities	Managerial ability	Discipline	Teaching method	Assessing progress	
Attracting the Talents	0.466	0.452	0.423	-	0.406	0.384
Talents development	0.561	0.511	0.521	0.497	0.468	0.499
Talents Maintenance	-	0.395	0.354	0.332	-	0.211

Conclusion

According to many experts, nowadays companies compete on the basis of skills and talents of their employees and they know that the company can reach the highest market share and increase profits by attracting and keeping the best and most talented employees. Indeed, talent management practices, its most important competitive advantage in today's organizations and identification of talent is the most important concerns of human resource management (Taleghani et al., 2013). This research determines the power of each dimension of Talent Management to achieve improving the performance of faculty member in field of education at the university. It must be understood that investigation of improving the performance in these universities, it is not meant to identify changes in the world and cooperate with them; but in order to coordinate with changes in their specific environments within the framework of existing laws and regulations and also moving toward written job description for them.

It is obviously before considering the impact of work processes and rely on modern technology in education, the role of "talents development" in training needs assessment, training, encouragement and promotion of talented individuals and then the dimension of "Attracting the Talents" (including long-term planning, medium-term and short-term staffing, looking the teacher from resources inside and outside the university, supply of skilled manpower needed as a regular, employment through tests, interviews and assessment centers), they are obvious and determinant as pre songs offered educational services contacted with students directly. As Mo'ezzi et al. (2007) believe that according to the students, teacher mastery on the content, the power to express and understand the contents, teacher mastery on the lesson bug fixes and consulting, power of management and guide the learning environment are very important. The results of the first phase of this study by correlation analysis showed that the dimensions of

"talents development" and "Attracting the Talents" are most relevant to improving the performance of faculty members.

These two dimensions of talent management suite, they have links with the vast majority of faculty performance and this shows that these two elements are more important in improving the performance of faculty members. These results have been confirmed by investigating the functions intended for faculty members and it is clear to more influence the performance by dimensions of "talents development" and "Attracting the Talents" as logical. In the second stage, the weight of each dimension of performance was determined by ANP technique then calculated the effectiveness and power of each of the dimensions of talent management in improving the performance of members by total product of correlation between each dimension of talent management and improve the performance of faculty members corresponding in the weight of the performance. The results derived from the first stage, suggests that now and with regard to the situation at the University, "talents development" and "Attracting the Talents" with the greatest potential to improve the performance of faculty members they should take into consideration the local dimensions of talent management for direction and guidance the path of excellence the performance of faculty members in the context of talent management.

Conflict of Interests

The authors have not declared any conflicts of interest.

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