Identifying and Explaining the Dimensions of Teacher Talent Management Using the Grounded Theory

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Abstract

Background: Today, human resources are the most important factor in the success of organizations. In this regard, one of the factors that makes the organization's human resources superior to competitors is the factor of employee talents and abilities, and talent management in the organization is essential for the optimal use of human resources.

Objectives: The purpose of this study was to identify and explain the dimensions of talent management of elementary school teachers in Razavi Khorasan province. This research is exploratory in terms of orientation, and fundamental in terms of purpose.

Methods: The type of research is qualitative and applied strategy is the grounded theory. In this regard, semi-structured interviews with 7 professors in the field of educational management were conducted using a targeted approach and applying theoretical saturation criterion, and the acceptance criterion was used to validate the data.

Results: The results of data analysis in three stages called open coding, theoretical coding and selective coding, represent 12 general categories. In this study, the findings are analyzed in the framework of the paradigmatic model including: causative conditions (intellectual curiosity, strategic thinking, value creation), field conditions (major professional communication, perspective, risk-taking), interventionist conditions (coaching, self-motivation, flexibility), strategies (strategic leadership, delegation), and outcomes (increasing organizational productivity).

Conclusions: based on the study, it seems that Educational managers need to review and change the approach to talent management style, and five factors must be considered for successful management of talent in schools

Keywords: Grounded theory, Teachers, Talent management.

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1. Introduction

The field of management as a field of interdisciplinary knowledge, in comparison with other disciplines of the humanities, especially the disciplines of the sciences, requires a post- Positivist look in which, instead of just reflecting theories of the past, one needs to look at the organizational phenomena, in a structural way to analyze and reproduce the structures that can be useful in denotation of theories and concepts of management in different cultural contexts. One of the important structures in the present era is the concept of talent management. Talent management has been a stable scientific concept in businesses for over 60 years, but still the meaning of talent management is ambiguous (Anaraki Ardakani, 2017).

Talent management has attracted many scholars in recent years (Ingram & Glod, 2016). Grossman (2007) regards talent management strategy as part of the 21st Century essential changes and the complementary component of the evolution establishment of organizations. In fact, talent management has become a challenge for organizations that are considered important in the supply of the global economy (Tymon, Stumpf & Doh, 2010). A preliminary review in 2017 on Google's website showed that researchers have searched nearly 29,800,000 words related to talent (Veladat & Navehebrahim, 2011). Hence, talents have become of the most important issues of human resource management that directly affects the success of organizations (Aksakal & et al., 2013).

Talent Management is a process emerged in the 1990s and continues to evolve. In 1997, the term Talent War was first presented by Mckinsey company. In Mckinsey company study it was found that organizations that are more successful in development attracting and maintenance of talented executives, are more profitable This has led to a shift in the attitude toward talented individuals for organizations and to them as a source of competitive advantage (Guy et al., 2009). The main challenge here is to define talent according to the needs and requirements of the organization, and use valid methods to measure it (Falmer et al., 2011). In organizations, the term talent has three types: 1. Skill and ability of the person who can help the organization; 2. Special person: He has a talent and implies a special ability in some areas; 3. A group in the organization (Adwil & Siler, 2010: 13).

The talent management approach in the education sector is directly derived from the emerging approaches of strategic human capital management and talent management in the private sector, but educational systems also concern about supplying the most talented, empowered, and motivated teachers and managers to improve the student's academic achievement, which is not achieved but with talent management strategies (Bhatt & Brestack, 2010). Talent management in the education sector refers to identifying and employing effective teachers and managers for all schools and classrooms, and equipping them with the educational and leadership skills required to significantly improve the student's success (Keshvari & Navehebrahim, 2012).

Education system is one of the strongest determinants of human capital. Hence, education system one of the organizations whose success depends on the use of persistent and committed forces. Teachers are the most important and influential effective forces, for whom supportive plans and practices are implemented to maintain and motivate them (Ahmadi, 2017). In education, talent can be considered as an important factor in the success of the school, hence attracting talented individuals alone is not enough, but a planned strategy should be taken to use their ability and maintain the commitment of talented individuals in the school (Davies & Davies, 2011). To this end, recognizing talents can help to make it more effective.

Talent management is of particular importance in education and schools, since schools, as human

capital-based organizations, should, in addition to managing talent for teachers and educators, identify and develop students' talents. Therefore, due to the valuable and genuine achievements that this strategic theory brings to schools and the community, the best practices for its effective implementation and also the scope for further research in this field should be provided. Obviously talent management is a win-win strategy. In this sense, all the beneficiaries of the educational system will benefit from its implementation and application without exaggeration (Keshvari & Navehebrahim, 2012). Therefore, considering the importance and position of talent management in education, it is necessary to identify and examine its thematic model. With this approach, the main issue of the present research is to identify and explain the dimensions of teacher talent management using the grounded theory in order to provide a conceptual template appropriate to it.

2. Theoretical Foundations of the Research

A glimpse into talent management literature reveals a significant amount of controversy and conflict in relation to the conceptual boundaries of this category. In fact, the

Table 1. Definition of Talent Management (Slice & Dawille, 2010: 16)

Avedon	Talent Management is an integrated set of processes and methods used by an organization to attract, maintain, develop, and achieve the strategic goals of the organization.
Graddick	The organization's ability to attract, develop and retain key talents in the light of future strategic business needs.
Cerrone	Attracting the maintenance and development of individual's talent with regard to the job they have in the organization
Kapli	A process that the employer anticipates the human recourses required, to meet the overall goals of the organization.
Jackson & Schuler	Human resource planning that ensures that the right person is at the right time at the right position.
American Productivity and Quality Center	The ongoing process of attracting development and retaining employees in an organization
Sloan et al.	Strategic talent management is to put the right person at the right position and at the right time
Velins et.al,	Planning for the recruitment, development, promotion and maintenance of individuals in accordance with the goals of the organization in the present and future
Morton	Talent management refers to individual innovation and how it develops, and knows talent as individuals who significantly affect the performance of the organization both in the present and future.
Lawler	The talent management system is helping the prominent individuals of the organization to understand the expectations of the organization and to increase their experience. It also provides the conditions for employee development according to their competency

literature review in this area confirms that there is no "unified definition" of talent management (Paul, Xin & Preece, 2010). But the problem is not just the approach to talent, but also the system that transforms the talent into the intended consequences is also important. Indeed, if we look at the process, the organization concept of talent and socio-cultural approach to talent encompass inputs of the talent management process; the talent management model itself plays the role of the process and its consequences in fact

forms the outputs of the talent management process. The consequences that researchers and various consulting firms call the acquisition of competitive advantage, company success, world class activity and ultimately survival (Gholipour & Eftekhar, 2016). For this purpose, various talent management models have been designed. In Table 2, some of the models presented in the field of talent management are provided.

Table 2. Talent management models

Model title	year	Dimension number	Model dimension
Comprehensive Talent Management Model (Smith & Rogers)	2006	5	Identifying existing potentials, assessing their readiness, developing talents, selecting and employing talents, eventually emphasizing their performance.
Talent Management Hierarchy Model (Louise & Heckman)	2006	4	Selection, Recruitment, Performance management, Service Compensation
Armstrong model	2006	3	Absorbing, maintaining, managing the path of job development
Ohly model	2007	4	Recruitment, development, maintenance
Phlips and Rapper model	2009	5	Absorbing, selecting, engaging, upgrading, keeping employees
Collins & Melahi Model	2009	5	Identifying key positions, measuring needs and evaluating resources, creating a resource for talent, developing and retaining talent
Blanchard model	2007	5	Absorbing, selecting, engaging, developing, maintaining
Carter Wright Model	2008	4	Attracting talents, evaluating and discovering talents, developing, maintaining talents
Rezaeiyan model	2009	5	Attraction, selection, deployment, development, maintenance

Examining these models shows some common points among them:

Clear processes and universality are considered in all models; these processes often fall into these categories:

o   Talent Detection

o   Talent Making

o   Talent Programming

Most of the models provided, represent a desirable state of a talent management system; in other words, models, without regard to the actual conditions governing organizations, are only an image of the utopia of talent management. Literature studies have shown that most studies do not consider the actual conditions governing organizations. What is being discussed about the actual situation of organizations in the research, is often in the form of phrases such as that if talent management is not addressed, if the appropriate ways to attract, maintain, and keep the talent are not used, the organization will lose its talents and won't succeed (Trost, 2014). And then emphasis is placed on the desirable talent management practices. While, if the organization does not know where it is now, will not only not be able to capture its ideal image, but also it will not be possible to estimate the effort, capital, and the time it takes to achieve this desirable image.

Al Ariss et al. (2014) have asked researchers to consider the relations of the individual, organizational, institutional, national, and international environments in talks on talent management. The personal environment involves the individual's mental experience. For example, it can include understanding of managers and staff about how talent management in their organization works. The second aspect is the

intermediate role of organizations where talent management policies and activities occur. The institutional environment of the country, as a third aspect, advances or prevents talent management: matters such as norms, values, laws and regulations that both consciously and unknowingly affect talent management policies and activities. Finally, there are also national / international and even sectorial environments that can demonstrate the ability to transfer talent management processes across different business segments and national boundaries.

3. Method

The present study is exploratory in terms of orientation, and fundamental in terms of purpose. The type of research is qualitative and the applied strategy is the grounded theorizing. The principles of the non-gifted approach to the talent management process of teachers come from the philosophical preconditions governing the fundamental subjectivist paradigm. In the qualitative phase, based on the analysis of qualitative data obtained from the semi-structured interview with the educational management experts, the university professors and the analysis of the interviews, using the thematic method and at the same time, according to the theoretical basis, based on the opinion of contributors, teacher talent management components have been identified.

The statistical population of the study includes professors and experts familiar with talent management and the theoretical sampling method has been used. With the criterion of availability and willingness to cooperate and familiarity with the research topic, 7 professors of educational management were selected as the statistical sample. The criterion of acceptability was used to validate the data (Corbin and Strauss, 2008). There are ten indexes for the acceptability criteria that are as follows:

1. Appropriateness, 2. The applicability or usefulness of findings, 3. Concepts, 4. Context of Concepts, 5. Logic, 6. Deep, 7. Deviations, 8. Recency, 9. Sensitivity, 10. Citation to Memoirs. The method of the participants' feedback was also used in the research accreditation section.

Analysis of the data of this study is based on Strauss and Corbin (2008) instructions. This method consists of three main phases of open coding, axial coding and selective coding. In the first phase, using open coding, by referring to the primary codes extracted from Interviews (coding of key points), codes referring to a common topic have been grouped. After the extraction of concepts, by comparing and classifying them, categories were determined. In the second phase of coding, in order to link the main categories to the sub categories, a paradigm pattern is used to identify the causal conditions, the phenomenal axis, the underlying factors, the interventionist variables, the strategies and the consequences that are the axial components of coding. Then, through a selective coding and based on the identified communication pattern between categories and subcategories in open and axial coding, the categories were linked and the related theoretical system was presented. Finally, the theory (qualitative research model) is expressed.

4. Findings

To answer the main question of the research, data from interviews with 7 experts familiar with the subject has been analyzed. The data from interviews with experts familiar with the subject of the research were first coded as paragraph to paragraph. In thematic analysis, then in two stages, actions were taken toward primary concept production that in the first phase, 53 concepts were extracted from interviews with experts. These concepts were encoded in the second phase for more coherence and better analysis and interpretation in the form of 12 more abstract concepts. In the next step, the 12 concepts generated in secondary coding processes were classified in the form of 1 major category or theme. The main themes (major categories),

concepts, and finite concepts can be summarized in Table 3. This table summarizes all the stages above.

Table 3. Summary of majors and categories produced

Major category	Initial concepts	Secondary concepts
Teachers' talent management	1. Trusting in manager behavior and making effort to improve school	Creating value
	2. Confess to mistakes and share success	
	3. having and action in a single direction	
	4. Respecting individual differences and talent development	
	1. being tireless and making an effort for continuous improvement	Flexibility
	2. Understanding personal emotions and feelings	
	3. Understanding and accepting different believes and views	
	4. no bias	
	5. Having a sense of aesthetics	
	1. Using opportunities and dealing with challenges	Risk taking
	2. Independence in action	
	3. Having the power of opposition and criticizing	
	4. Lack of compromising for personal reasons	
	5. Expressing opinions with dare and no doubt	
	6. having the ability to start and finish tasks with difficulty and hardships	
	1. Regular feedback	Self-motivation
	2. The desire for professional growth	
	3. Having a written program for structured learning	
	4. Identifying new skills for job training	
	1. Have the power of being questioner when needing more information	Mental curiosity
	2. Having innovation and creativity in the job	
	3. Intervening in the planning process	
	4. Paying attention to personal growth	
	5. being interested in making a difference	
	1. Building and maintaining commitment	Professional communication
	2. Listening actively and paying attention to what others are saying	
	3. Creating Empathy for Teachers	
	1. Creating enthusiasm for learning and developing talents of teachers	Coaching
	2. Encouraging staff to share new ideas	
	3. Accepting views of others to enable leadership	
	4. Introducing new thoughts	
	5. Creating the appropriate space and ground	
	1. Using strategic decision making within a four or five-year framework for talent development	Strategic thinking
	2. The ability to think beyond time	
	3. School's future predicting based on school information and capacity	

1. The correct perspective of creating a superior standard	Creating perspective
2. The correct perspective of the relationship between the present and the future	
3. The perspective of creating meaning in employee life	
1. Using resources to achieve organizational goals by focusing on the development of individuals	Strategic leadership
2. Having a clear idea of accepting people who are talented to achieve strategic goals	
3. being interested in collaborating to learn and discover a new way to work	
4. Making new ways to reach future goals in a sensible way for employees	
5. Improving communication between short term and medium term programs	
6. Think carefully before doing things	
1. Using resources to achieve organizational goals by focusing on the development of individuals	Delegation
2. Having a clear idea of accepting people who are talented to achieve strategic goals	
3. being interested in collaborating to learn and discover a new way to work	
1. Establishing a comprehensive job evaluation system	Organizational productivity increase
2. having a great focus on research and innovation	
3. Conducting new experiences and practices	
4. Transferring new knowledge and information	
5. Continuous identification of strengths and weaknesses	
6. Attempting to change schools in line with society	

1. The causal conditions

The causal condition is a condition when the main driver is the studied phenomenon (teachers' talent Management) (Estrous & Corbin, 2008). In this research, intellectual curiosity, strategic thinking, value creation as the category of causal conditions that triggered talent management and the need to design a talent management model have been considered as causal conditions.

Table 4. Open codes and categories related to causal conditions

Categories	Open codes
Mental curiosity	1. being able to be questioner when needing more information
	2. Having innovation and creativity in the job
	3. Intervening in the planning process
	4. Paying attention to personal growth
	5. being Interested in making a difference
Creating value	1. Trusting in manager behavior and making effort to improve school
	2. Confessing to mistakes and sharing success
	3. having words and action in a single direction
	4. Respecting individual differences and talent development
Strategic thinking	1. Using strategic decision making within a four or five-year framework for talent development
	2. having the ability to think beyond time
	3. School's future predicting based on school information and capacity

Causative conditions

2. Field conditions

The field conditions or domains are a series of specific conditions in which processes and interactions take place to govern, control and respond to phenomena. In this research, the major categories of professional communication, perspective creation, and risk taking are considered as field conditions that processes and interactions of networking take place in their context for creating teacher talent management. The mentioned conditions are described in Table 5.

Table 5. Open codes and categories related to the field conditions

Categories	Open codes
Professional commu-nication	1. Building and maintaining commitment
	2. Listening actively and paying attention to what others are saying
	3. Creating Empathy for Teachers
Risk taking	1. Using opportunities and dealing with challenges
	2. being independent in action
	3. Having the power of opposition and criticizing
	4. Lack of compromise for personal reasons
	5. Expressing opinions with dare and no doubt
	6. having the ability to start and finish tasks with difficulty
Creating perspective	1. The correct perspective of creating a superior standard
	2. The correct perspective of the relationship between the present and the future
	3. The perspective of creating meaning in employee life

Field conditions

3. Interventionist conditions

The interventionist conditions act as an adjunct to the relief or aggravation of the phenomena. In this research, the categories of coaching, self-motivation, and flexibility act as interventionist conditions that, if any, can be used to improve the phenomenon examined, which is creating teachers' talent management.

The mentioned conditions are in Table 6.

Table 6. Open codes and categories of interventionist conditions

Categories	Open codes
Flexibility	1. being tireless and making an effort for continuous improvement
	2. Understanding personal emotions and feelings
	3. Understanding and accepting different believes and views
	4. no bias
	5. Having a sense of aesthetics
Self-motivation	1. Regular feedback
	2. The desire for professional growth
	3. Having a written program for structured learning
	4. Identifying new skills for job training
coaching	1. Creating enthusiasm for learning and developing talents of teachers
	2. Encouraging staff to share new ideas
	3. Accepting views of others to enable leadership
	4. Introducing new thoughts
	5. Creating the appropriate space and ground

Interventionist conditions

4. Processes / Interactions:

These represent behavioral, realities, and purposeful interactions that come from interventionist and field condition. Strategies designed to control, manage and deal with any phenomenon are under certain observational conditions. In this research, strategic leadership is also considered as the delegation as a strategy for controlling, managing and responding to the phenomenon under examination.

Table 7. Open Codes and categories related to the processes / Interactions

Open codes	Categories
Strategic leadership	1. Using resources to achieve organizational goals by focusing on the development of individuals
	2. Having a clear idea of accepting people who are talented to achieve strategic goals
	3. being interested in collaborating to learn and discover a new way to work
	4. Making new ways to reach future goals in a sensible way for employees
	5. Improving communication between short term and medium term programs
	6. Think carefully before doing things
delegation	1. Using resources to achieve organizational goals by focusing on the development of individuals
	2. Having a clear idea of accepting people who are talented to achieve strategic goals
	3. being interested in collaborating to learn and discover a new way to work

Processes/ interactions

5) Consequences

The consequences are the result of the processes and interactions. In this theory, the categories of organizational productivity increase, is considered as the result of this model.

Table 8. Open codes and categories related to the consequences

categories	Open codes	
Organizational productivity increase	1. Establishing a comprehensive job evaluation system	consequences
	2. having a great focus on research and innovation	
	3. Conducting new experiences and practices	
	4. Transferring new knowledge and information	
	5. Continuous identification of strengths and weaknesses	
	6. Attempting to change schools in line with society	

B. Axial coding:

Axial coding is a series of procedures that connect the data through a link between categories and subcategories. As such, axial coding refers to the process of shaping categories (primary and secondary). This is done using a paradigm (template model or pattern) to illustrate the relationships between the causal conditions, the axial phenomenon, the field conditions, the mediator conditions, strategies and consequences, as presented in Figure 1.
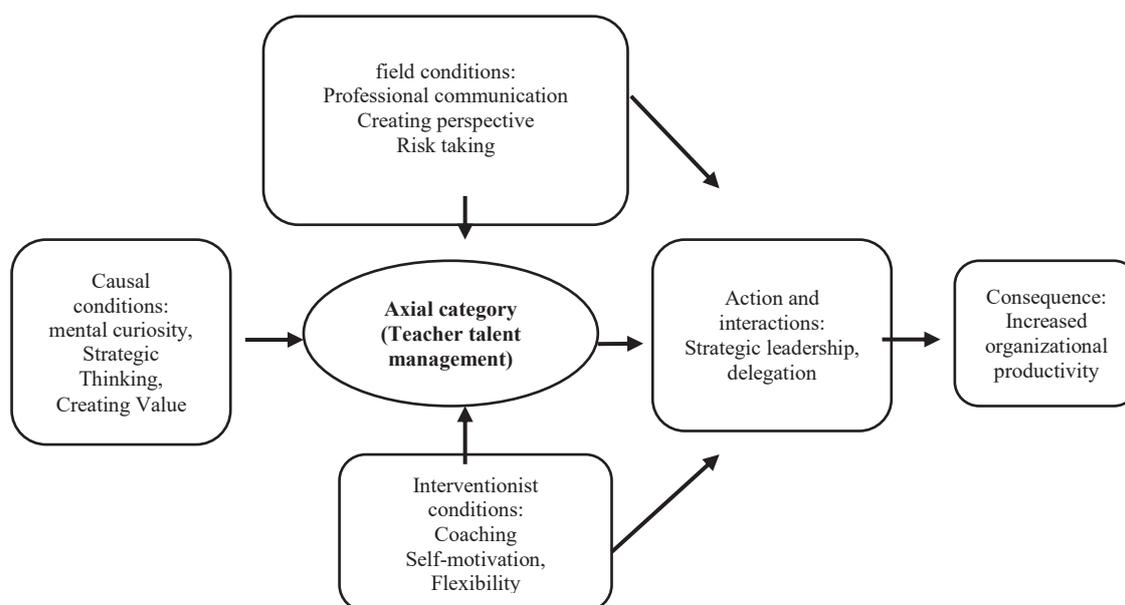

Figure 1. The research model

Discussion and conclusion

The need to learn knowledge, skills and new technologies worldwide has expanded the boundaries of education and has directly and indirectly addressed organizations in terms of its effective and efficient education and management. In this regard, educational management is an area that the social sciences seeking to create the appropriate conditions for the realization of educational-cultural goals, and increase the productivity of educational organizations, and the educational managers and leaders who are the main elements of the improvement of the teaching and learning process have an important and irrefutable role in the realization of the objectives of education (Nasiri, Ghanbari & Sarchehani, 2016). The organization of education is one of the most important and most sensitive organizations in the community. This organization has a significant contribution to the success of the community, with its large share of teachers, trainers, advisors and students. As stated in the research background, talent management has

an unmatched impact on organizational success. One can be mentioned, for example, that Bob Light (2010) states that having a long-term talent management plan helps managers in predicting employment, training, protection needs and successful design. Talent management not only helps firms in difficult situations, but also drives them forward during economic stability.

The purpose of this research was to identify and explain the dimensions of teacher talent management using the grounded theorizing. The research data on the conceptual scope, the study of the dimensions and components of teacher talent management, the related phenomena, and the implications of teacher talent management in this section have been examined and analyzed. Also, the results for teacher talent management in Razavi Khorasan province has been compared with the results of studies conducted in the past. Although numerous studies and researches have focused on talent management, especially in education, but there is still no comprehensive definition or approach to this phenomenon in education, and, as stated in the theoretical basis, none of the patterns presented have focused on the dimensions, skills and activities required for talent management comprehensively and completely. studies have been naturally inductive and, in most cases, merely focused on identifying the dimensions of this phenomenon by explaining some of the components and factors influencing the teachers' talent management process and in some cases the attitude of managers or experts.

The findings of this study indicate 12 general issues that after analyzing the findings, during the processes of open and axis coding in the framework of a paradigm model, reflect various aspects of the process of talent management, in this regard, the findings of the research showed that the main topic in this research, is known as teacher talent management, and the results of axial coding contain three categories of mental curiosity, strategic thinking, creating value called causative conditions, professional communication, creating perspective, risk taking for creating field conditions, strategic coaching, self-determination, flexibility called "interventionist" condition, strategic leadership, delegation called strategies and processes, and increasing organizational productivity called the consequence of teacher talent management.

In explaining the results, Davis.b and Davis (2011) have argued that creating values is known as the heart of all things carried out by the manager and accepting values such as honesty, respect and trust can validate the activity of the manager and influence positively on the talent management process in school. Inghaam (2006) states that the provision of value to employees forms the shape of a psychological contract between an individual and an organization. People identified as talents need more support. This support can be through guidance, leading, and indirect management, and in a space full of honesty and respect. Harris and Foster (2010) also state that the formal appreciation of talented forces due to their special role in organizational success is one of the key factors in strengthening talent management in the organization.

School managers should have the ability to influence teachers using personal characteristics such as flexibility, risk taking and mental curiosity to encourage teachers to work to make changes. Managers should be flexible in doing school-related work and working with others, and indirectly influencing teachers by relying on their abilities and knowing exactly what to do and how it's going to be done. A manager is risk taker and easily welcomes the presence of more experienced teachers and welcomes their feedback to improve the school. He uses the environmental challenges that comes in, and prompts innovative teacher ideas and tries to make the best use of them for school change. A manager follows the level of performance of his teachers and encourages them to improve their level of performance.

Frank and Eric (1997) also refer to good behavior patterns for managers in the organization, and argue that these patterns and personal characteristics create strong morale and motivation in the staff and increase their satisfaction from their career and profession. Erekat (2010) also points out that in order to strengthen talent management in the organization, the manager should have some of personal characteristics, including the ability to make his talented forces enough freedom and independence to create the ground for creativity. He also points out that he must be able to draw up the contribution of the talented force by creating an appropriate level of job challenge in order to motivate the work. Laufts (2007) also states that identifying and analyzing the needs and levels of motivation of the talented forces is one of the main characteristics of the manager.

A manager must have the ability to communicate positively and professionally with his teachers and to play the role of supervising and supporting his teachers. Being manager's behavior and actions in a single direction, gives credit to his work along with teachers and encourages them to participate in school activities and make positive changes. Also, the school's goals are credible to the teachers. The manager should also strive to use synergies between teachers and help to have the goals of the school in progress by creating mutual relationship between teachers. He should actively encourage teacher feedback and, by connecting with other teachers, he should try to make positive use of these feedbacks. He should be interested in learning from teachers and teaching them, and create a sense of enthusiasm and sense of cooperation in them. He should also plan to develop teachers' capabilities and their future progress. Fong (2000) states that the key to the success of talent management in the organization is that all managers at each level play an effective role in this regard; the manager, as the official representative of the organization, is responsible for creating coordination and productivity at the top of the organization. Is. Harris and Foster (2010) assess the contribution of talented forces to the success of the organization, pointing out that the manager should curiously evaluate and give feedback to the performance of talent management forces. Inghaam (2006) also points out that the manager can create the ground for creativity and innovation by communicating with their talented employees, as well as providing them with positive feedback and making positive relation with them.

In order to create schools in the future way, having an appropriate strategy, the ability to make decisions and create strategic goals and the ability to think strategically are the influencing factors. Davis says that one of the strategic goals is to develop teachers' talent at school, so there should be a program in schools to do this. Managers should also take advantage of teachers' knowledge and information in setting strategic goals. He also said that one of the key abilities for managers is having a clear idea of the school's future goals and involving teachers in setting these goals. He should also have the power of decision making in different situations. Regarding the school perspective, he should be able to regulate the activities of teachers. Hartley (2004) identifies the first step in talent success based on the organization's strategy and vision, emphasizing the alignment of talent management and the organization's perspective, pointing out that a manager should have the ability to set strategic goals.

Erekat et al. (2010) imply the successful implementation of talent management by understanding the goal of talent managing and supporting it by managers, matching talent strategy with the organization's grand strategy, providing an opportunity to take on an active role in the organization's progress for talented forces, creating an appropriate level of job challenges and a special look at their career progress path. Lafts (2007) also considers the special contribution of talented forces susceptible to organizational

decision making, of effective factors in leadership.

Any program that is designed and implemented, along with its initial goals, will have consequences. The study showed that increasing organizational productivity is one of the consequences of teacher talent management. The mission of management and the main goal of managers of each organization is the efficient and optimal use of various resources and facilities of the organization such as labor, capital, materials, energy and information. In this mission, the optimal use of human recourse, or human resource productivity, is of particular importance, as human resource is not only an organizational source but also the sole factor in employing other factors. In fact, if human resources are productive, they can use other resources efficiently and desirably and realize the various types of productivity and thus benefit the organization, but how the HR is exploited or the productivity is increased, is a problem that has long been considered by specialists in management and organization (Fanghazi, 2013). Gichey et al. (2013), Altinouz et al. (2013), and Tajeddin and Maali (2008) also referred to this issue in their research. Optimal use of human resources and the proper planning of human resources, paying attention to employee competencies and trying to identify the talents and keeping them in the organization, and providing conditions for growth and promotion, can increase productivity in the organization.

This model helps education officials to first codify a written copy of the competencies required for successful operation in the management position as the most important position in schools, and then take a new approach to human resources, in terms of identifying and explaining talent needs, discovering, attracting, developing, evaluating and maintaining valuable human capital, and thus be responsive to emerging challenges and needs.

However, as with any other research, this research has limitations, but these limitations can open new doors to future research. Therefore, given the limitedness of the research and the novelty of talent management talks in Iran, it is expected that in future research people consider an increasing localization of the applied models of talent management process. Also, following up the flow and evaluating the performance of designed models is one of the things that we hope will be considered in the following research.

Based on the results of the hypothesis, the following suggestions are provided to the managers of the education organization:

1. More teachers' participation in affairs to identify staff talents.
2. Planning to identify teachers' abilities and the use of teachers based on their talents
3. Supporting senior managers, professors and all-round leadership
4. Clear expression of strategies and having a deep belief in the strategic value of talent, which manifests as a talent-driven approach and culture.

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