The Reality Application of Academic Talent Management Strategies at King Faisal University

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ABSTRACT

This study aims to define the real application of academic talent management strategies at King Faisal University (KFU) from the perspective of a sample of academic staff. The sample included 134 staff chosen through the affordable method from 2012 members of the university staff during the academic year 2018/2019, representing 6.7%. The interview sample was composed of a total of five members of academic officials at KFU, from the rank of Dean and above, and three members from the administrative officials in the rank of General Manager. For collecting data, a Questionnaire was developed from three different fields representing the tasks and strategies of the talent management from the affiliated staff at KFU, where Cronbach's alpha (α) coefficient for the instrument's stability reached 0.91. The open-ended interviews were used to collect the qualitative data. The results of the study show that the means for the fields of the study reach a high level in terms of the sample estimates of academic talent management at KFU. The field of comprehensiveness and utilization of talents at all levels in the workplace ranked top in terms of the arithmetic averages. The real application of academic talent management at KFU includes several positive aspects resulting from the institutional system and following a specific strategy while finding some shortcomings. The study recommends the need for providing a clear and specific system in addition to providing regulation for a regulatory culture on the importance of human talent management.

Keywords: Education Talent Management, King Faisal University, Higher Education

Introduction

Undoubtedly, talent has become important to achieve distinction at any institution, including universities and academic institutions. This makes the process of selecting and managing talent effectively to be one of the most decisive factors in the success of a university and it increases its competitiveness. Accordingly, the high quality of academic staff members and officials is considered one of the greatest assets of a university. Additionally, providing a strategy for managing the comprehensive talents and utilizing development instruments, and developing human resources results in an increase in the value of the university as a whole and preserves its reputation among scientific institutions locally and internationally.

Higher education institutions invest substantially in attracting distinguished students. right students and distinguished teaching staff are attracted to the faculty However, finding distinguished officials requires the knowledge, skills, and making sure the potential candidates for filling a position will be fit for the role and add value to the university. In addition, the recruitment, retention, and development of the academic staff are considered an ongoing concern for the universities, especially about certain specialties.

The trend in managing talents is considered one of the most important trends in recent years in the field of human resource management, which arises due to the competitiveness among international companies. It forms a modern and effective way to enable the officials to achieve strategic targets for the institution through optimally using unlimited capabilities. Talent management forms the strategic priorities in the 21st century (Abu Aljada'el, 2013). It could be said that today, talent management has become one of the modern strategic instruments contributing to the continued flow of leadership talents within institutions. (Rowland, 2011). The results of the study (Saurombe et al, 2017) showed that the following issues should form the essence of the educational process for the employees of the academy, the organizational culture, identity, strategic vision, social responsibility, and the careful management of the talents.

Institutions are increasingly aware of the role played by strategic and innovative technologies in helping them to better develop their workforce and economic development. Moreover, academic institutions require advanced technological solutions that help to achieve university goals. Even with limited resources and budget, it is clear that the choice of a software system that manages employee succession and turnover, as well as improving polarization and recruitment processes, is critical to improving the quality of individuals needed by the institution. Therefore, we find that the Ellucian Talent Management Suite group is widely used in many universities, such as Idaho University (Ellucian, 2018).

The process of talent identification in higher education institutions is one of the most important stages of talents management which can be achieved through several methods, the most

prominent of which are: Outstanding and distinctive classroom practices, as well as the ability to influence colleagues; having a good work-life balance; seeking self-development opportunities; using external assessment centers and psychological tests, which can provide thoughtful and objective assessments about the individual's potential future performance; and reviewing common performance management standards (Tansley, 2011 ; (Lewis & Heckman, 2006).

Moreover, planning for handing over the baton of leadership and career substitution is an essential stage in talent management. The educational institutions' management must focus on how to identify and develop leaders through training and developing the efficiency of academics, as the academics' efficiency is the most influential factor in students' achievement. However, as employing staff with the appropriate competencies is not enough, the institution needs to develop these talents, which may be a little expensive. Talent management is critical in several institutions, as it reduces the cost of replacing talents, reduces the risk of the need to hire new employees, and increases the quality of customer service so that customers are satisfied with the presence of the talent within the organization (El-Hamidy and El-Tayeb, 2011). Talent within the organization can be classified into Leadership Talent, the most prominent and key talent; Key Talent, the basic talents that have the vision and perception of the organization; Core Talent, are those who do the core business; and Support Talent (Osinga, 2009). The management of human talent is part of the indispensable management process that refers to a particular group or combination of human resource practices in an organization (Frank & Taylor, 2004). The talent management strategies consist of several elements designed to achieve the organization's objectives (Fred & Gerald, 2007).

Talent management refers to procedures and processes that translate the organization's strategy into a program to achieve excellence in the organization (Lance & Dorothy, 2010). As Ahmed (2011) indicated, the difficulty of defining the concept of talent management is due to the divergence of researchers' views on management, some of whom say it is static, others see it as a variable dynamic, another group sees it as strategic, while a fourth group considers it to be a component of the performance management system. Ahmed (2011) has concluded that the concept of talent management is a set of processes that seek to formulate a strategy focusing on planning the organization's current and future needs of talented people, working on attracting them from abroad, as well as diagnosing the level and quality of the organization's currently available talents within all organizational levels. Moreover, talent management is also defined as the university's ability to provide a systematic approach to sharpen, use, improve and develop the staff's skills, in addition to treating such employees as talents worthy of care and attention and pushing forward and striving to recruit the right person to achieve competitiveness (Pruis, 2011).

Several recent scientific studies have found positive results in the behavior and performance of staff and leaders who have been dealt with in their organization based on talent management

strategies. As Brandt and Kull's (2007) study found, the organization's policy to keep talents leads to a sense of belonging and pride for staff members towards their organization. Moreover, McDonnell et al.'s (2010) study found that there is a moral relationship between employees' perception of talent management and the number of years spent at work. A study conducted by Tymon et al. (2010) found that the greater the reward for a talented employee, the greater his satisfaction with the organization and its success. Another study conducted by Davies and Davies (2010) showed the importance of talent management in educational institutions. Several local studies have traced the reality of talent management in aspects of the educational system at KSA. Moreover, the study by Mahmoud and Awadallah (2013) recommended a flexible strategic plan for the application of institutional talent management in public education schools. Furthermore, the study by Al Ghamidi (2016) recommended adopting a model that works according to a specific objective mechanism in the selection of educational leaders. Finally, the study by Al Anqary (2013) found that the educational sector is more interested in talent planning than other government sectors covered by the study.

Problems with the study

Developed countries realized the issue of competitiveness in attracting talent and dealt with it in light of the philosophy and systems of talent management. Whereas, many Arab institutions generally ignored the management of opportunities that requires less effort and cost in the management of talented people (El Anzy et al., 2011). The reason for the interest in talented people is due, among other things, to the technological and cognitive revolution, which left all countries no choice but to keep up with it (Jarwnn, 2017). What is provided by talent management to the educational leaders in general, and leaders in higher education institutions is confidence in abilities, motivation to achieve, love of the profession, forward-thinking motivation, and increasing job satisfaction, based on the recommendations of many conferences, including the Sixth Arab Conference for Human Resource Management (2012), the Conference of Integrated Talent Management (2010), as well as the First International Conference for Talent Management (2010), concerning the need of planning for career talent and creating talent management that is consistent with overall enterprise strategies. In addition, the pursuit of Saudi higher education institutions to achieve quality standards and prove to be efficient in light of the changes taking place in the Kingdom that are part of the 2030 Vision, directly guarantees to pay attention to talented Saudi people and empowering them. Several studies have shown the importance of talent management in educational institutions Davies and Davies (2010). Moreover, several local studies have traced the reality of talent management in aspects of the educational system at KSA. Moreover, the study by Mahmoud and Awadallah (2013) recommended a flexible strategic plan for the application of institutional talent management in public education schools.

This study was conducted to identify the reality of applying an academic talent management system at King Faisal University from the point of view of the faculty members and educational leaders in the university faculties and different academic departments. Specifically, the study attempts to answer the following questions:

Questions of the study

1. What is the reality of implementing the academic talent management system at King Faisal University from the point of view of the faculty members?

2. Does the university have a clear and defined strategy for managing academic talent as the university's academic leaders see it?

Objectives of the study

The study aims to understand the reality of applying a management system for academic talent management by King Faisal University's administration in Saudi Arabia and determine the quality of the attention paid to the university's talented employees.

Importance of the study

This study aims to enrich the theme of human talent management and systems in higher educational institutions in Saudi Arabia. Moreover, it contributes to developing King Faisal University's systems in this field, to the point of applying systems that achieve competitive advantages.

Terms of the study

- King Faisal University: An official governmental university in the Kingdom of Saudi Arabia was established in 1975 in the Kingdom of Saudi Arabia. The university offers its students' university education and graduate studies in various fields of science, specialized knowledge, and scientific research.
- Talented Management: Written and non-written regulations, instructions, and directions by the university administration regarding the recruitment, sponsorship, and motivation of talented faculty members and administrators.

Limitations of the study

This study is limited in the following:

- Limited to a sample of faculty members working at King Faisal University in Saudi Arabia during the academic year 2018/2019.
- The results of this study were determined using a questionnaire limited to the following areas: The compatibility with the university's strategies; the use of job competency models; talent comprehensiveness at all levels, in addition to investing in the work environment, as well as the talent management system at the university.

Theoretical framework

King Faisal University is a Saudi university established in 1975 in the city of Al-Hofuf in the Al-Ahsa Governorate. It has developed over the past years to reach more than 37,658 students in bachelor degree programs and around 2623 students in postgraduate studies for the academic year 2018/2019. The number of faculty members, lecturers, and teaching assistants has grown so that it reaches 2012 members in the same year. In addition, there has been quantitative and qualitative growth in the number of faculties and deanships, including the Deanship of Faculty Affairs (King Faisal University, 2018).

Due to the role played by the university in developing and providing the community with competencies to improve the performance of work in government agencies, and in pursuit of the goal of King Faisal University for the cognitive development in all fields, the university has been keen to develop work performance through working on attracting talent in various fields, as well as ensuring the recruitment of outstanding faculty members and qualified staff, while also attracting the outstanding students. The university has also established a specialized center for talent and creativity research called the National Center for Talent and Creativity Research whose objectives are to nurture talent at the higher education level. The university's strategic plan includes objectives for attracting and nurturing talent, as well as regulations and instructions that stimulate and encourage the university's talented staff (King Faisal University, 2018). These trends and programs come within the framework to integrate into the training of faculty members in cooperation with the supporting deanships, including the Deanship of Development and Quality Assurance and the Deanship of Faculty Affairs, which helps in the success of management programs and talent attraction.

Faculty members have a key role to play in the success of higher education institutions. Therefore, these institutions must be developed to become attractive to many of them(Saurombe et.al, 2017). Still finding highly qualified faculty members and a potential group of talented scientists represents a central management challenge for the time being. Schweier sees talent management in all its operations. It has three main areas: talent identification and incubation, and talent development (Schweyer, 2004). Moreover, what universities should do to develop academic work in them? University talent management involves the development of a group of highly qualified and effective people to fill these roles and develop their skills in working with qualified staff to ensure their commitment to the organization (Collings and Mellahi, 2009). Talent management is based on organizational development and the challenges and barriers to human relations in organizations that are classified as organizational elements (Awadallah (2013).

Universities have an important role in establishing a knowledge society by focusing on creativity, innovation, and growth in all areas of life. To achieve this must face the variables that

the most important is how to implement the strategy of human talent management to achieve excellent research. Talent Management helps faculty members stay motivated and constantly looking for what can be best for teaching students and helping them achieve their learning goals (El-Hamidy and El-Tayeb, 2011). This requires the refinement of talent through structured training strategies that promote personal and career growth and aim to develop the skills of the gifted and drive them to excellence and creativity. This also requires the existence of specific and clear strategies at the university aimed at supporting functional competencies (El Anzy et al., 2011).

Staff and university faculty want to develop a development plan that highlights their competence and allows for easy tracking of their progress (Roccio, 2010) .This requires the universality of talent for all levels and investment in the university working environment. Also, this requires a plan to develop the Talent Management System by setting clear criteria for measuring talent, creating a comprehensive database of information on all the talents and talents of employees that disappear behind their daily functions, as well as talent in competing universities (Okonkwo, 2015). The presence of talent in the organization allows it to compete with others, and improves performance, and Establish a fair system of rewards and incentives, through which functional specifications are unified. This requires the encouragement of those talents and motivates them to creative work (Musha, 2004).

The procedures and practices of the university through the talent management system are very important, as the provision of incentive measures in terms of allocating a special budget to attract and develop talents, involve talented decision-making, problem-solving by an institutional system, and follow a specific strategy in their internal systems (Davies and Davies, 2010). This requires universities to possess the best human talent to manage their functional, administrative, research, methodological and ethical tasks with high efficiency to achieve their strategic objectives (Syam, 2013 & Bassi and McMurrer, 2007).

In conclusion, the strategic elements of talent management at universities are integrated and interacting together. To produce positive results, they must include a talent-based reward system, job descriptions, appropriate plans for university talent, talent distribution among all departments, and an effective management system Pressures, And develop an effective stress management system, and a system of communication processes.

Talent management processes

There are several global models in talent management, most of which adopt the strategies of planning, polarization, talent selection, performance evaluation, training and development, retention of talent, loss of talent, gap analysis, and talent compensation. Abu Aljada'el (2013) refers to the consensus of researchers to limit these strategies to the following five strategies:

Planning for leading talent; attracting leading talent; managing leading talent performance; training and developing leading talents; and retaining leading talents. A challenge that higher education institutions face, in particular, is how to attract and retain top talent (Erasmus, et al, 2017). According to Knight, & Morshidi, (2011) higher education institutions worldwide are facing strong competition for funding and students.

Moreover, several models are dealing with talent management processes, such as Silzer and Dowell (2009) who referred to a four-step model: Identifying the strategies of talent requirements; evaluating individuals through the required competencies; improving and developing individual capabilities, and retaining talented people. While Wilson (2012) added other dimensions such as defining the skills gap and identifying reward and compensation strategies. By reviewing several talent management models, Campbell and Hirsh (2013), found a four-step model that has been adopted by 23 specialized organizations. This model is based on the following steps: The first step is to identify the concept of talent management. The second step is to identify where we need this model (business risk). The third step is to identify processes in terms of readiness and applicability, and the fourth step includes procedures for determining the outcomes of the talent management process and its measurement mechanism.

By reviewing some studies on the subject of talent management, it can be noted that a part of it has discussed the subject from different perspectives, whether it is the components of this department, how it is applied, its strategy, the basis of its promotion, or various models and systems for talent management, most of them aimed to understand the extent to which this management is applied, both from the point of view of the managers and the employees themselves and to see how well talent management affects performance (Kehinde, 2010; Fred & Gerald, 2007; Ntonga, 2007). While some studies were interested in applying the scientific aspect of talent management to companies or factories or at the state level (Berger & Berger, 2011), this differs from the current study's applied framework that dealt with King Faisal University as a case study. Regarding Riccio's study (2010), the system has been applied at private faculties and universities. Some studies focused on talent management strategy instruments, the career path that is a competitive instrument to attract and retain talented human resources (Bolema, 2007). The studies by Langenegger et al. (2010), Jyotsna (2007) Collings, and Mellahi (2009) discussed some of the talent management strategies. While other studies discussed talent management within multinational companies, such as Dodyk et al. (2012), Pruis (2011), and Marjan et al. (2017).

The study by Syam (2013) aimed to identify the reality of human resource management system (HRMS) implementation. The descriptive-analytical approach was employed. The questionnaire was used for this purpose. The results found that there is ambiguity in the concept of human resources management among employees in the senior and middle management especially

concerning the operations of the system. The study by Rudhumbu & Maphosa (2015) aimed to investigate the talent management strategies in government and private higher education institutions. In addition, uses these strategies to attract and retain talent. The findings revealed that the talent management strategies work hard and progressively, but there is a lack of knowledge and ability to implement talent management strategies. The study by Thunnissen (2016) aimed to determine the details in the practice of talent management to build a balanced theoretical framework for talent management that takes into account the influence of the organizational context. Talent management has been effective from an organizational perspective because the organization has applied a talent management system that meets its needs. As for talented staff in the practices of talent management were not met adequately. This indicates that talent management has low value in their opinion. Saurombe et al. (2017) conducted a study aimed to discover management believes of higher education foundations for the attraction of talented faculty members. The results showed that six important topics to form the brand of higher education for faculty members. These topics are organizational culture and identity, reputation, strategic vision, work and surrounding environment, corporate social responsibility. Tyagi et al. (2017) conducted a study aimed to offers a number of the best strategies to help institutions to attract and retain talent. The results showed that talent management would lead to the development and growth of the organization. The strategies will identify the required core competencies, this leads to the appointment and selection of the most effective staff based on appropriate competencies.

Methodology and procedures of the study

Methodology of the study

The study followed an analytically descriptive method based on the collection, classification, organization, and expression of information and quantitative and qualitative data, insights into how talent management is implemented at the university. In addition, this study aimed to obtain the views of the academic leaders (head of the department chair and dean) through an open interview that includes an opportunity for the sample member to give his vision of talent management in the university.

Study sample and participants

The study's sample was a combination of all faculty members at King Faisal University in the Kingdom of Saudi Arabia representing a total number of 2012 members during the academic year 2018/2019. The study sample was chosen simply, as appropriate for its objectives, from 134-faculty member's equivalent to 6.7% of the study's sample. The interview sample was composed of a number of the university's academic officials totaling about 5, all of whom were of the rank of Dean and above, and administrative officials totaling about 3, all of whom were of the rank of Director-General. Table 1 shows the distribution of the study sample according to the individuals' characteristics.

Table 1: The distribution of the study sample according to the individuals' characteristics

The Variable		The number	%	Total
Academic Rank	Associate professor	16	12	134
	Assistant Professor	83	62	
	Lecturer	35	26	
Years of Experience at the university	Less than 5 years	47	35	
	5 to 10 years	50	37	
	more than 10 years	37	28	
Current Job	Faculty member	119	88	
	Head of the department	9	7	
	Dean	6	5	

Instrument of the study

The study instrument was designed by examining the literature, studies, references, and works related to talent management in institutions of higher education, in particular, Riccio (2010), Langenegger et al. (2010); Jyotsna (2007); Jack (2014), and El Anzy et al. (2011) as well as the regulations and instructions at King Faisal University within this framework. This instrument consisted of 33 phrases including three main dimensions as follows:

- First dimension: Compatibility with the university's strategies and supporting job competencies which included 15 phrases;

- Second dimension: The comprehensiveness of talents at all levels as well as investing in the work environment which included 14 phrases;

- Third dimension: Processes and procedures, including 15 phrases.

The response to the instrument's phrases came in a five-step scale of approval as follows: Very high; high; medium; low; very low. These estimates were given numerical weights: 5; 4; 3; 2; 1, respectively. To judge the study tool uses the following equation: (the highest value of the alternative-minimum alternative)/number of levels; (5-1)/3 = 1.33, so the levels are as follows:

Limits	Degree
Less than 2.33	Low
2.34 - 3.66	Medium
More than 3.67	High

The instrument of this study was developed according to determine three dimensions of (Talent Management) by reviewing the past studies that dealt (Talent Management in Higher Education Institutions). Roccio (2004) conducted a study to determine a set of successful practices for administrative talent management in higher education. The study also dealt with staff development strategies for the development of future leaders to achieve continuity. In addition, both training and growth opportunities in the work environment were clear in most institutions. The study by Farooq et al. (2016) examined the talent management practices at all levels to show

excellent and effective performance. The model also mentioned that the effect of talent management practices on staff performance and efficiency at work, and emphasize a better understanding of staff needs as support professional development. The study by Okonkwo (2015) aimed to examine the nature of talent management in the Higher Education Institutions in the United Kingdom. In addition to assessing the importance of talent management as a source of competitive advantage for higher education institutions. The finding revealed that there is a strong relationship for talent management in the Higher Education Institutions in the UK. This has been evident during increased competition in the Institution and the increasing need for high-quality employees.

Instrument reliability

To verify the instrument's reliability, the researcher selected a group of arbitrators (17) with experience and specialization in the field of educational administration, from Saudi universities to benefit from their opinions, ideas, and observations. In terms of the relevance of the items and their formulation, accuracy, and integrity of their linguistic construction as well as the degree of affiliation of each item to the dimensions in which it is categorized. In light of the arbitrators' observations, some elements have been rewritten, merged, or deleted, and other elements added. The researchers modified 46 items in the primary tool. There were a total of 43 items in which arbitrators unanimously agreed on their reliability and affiliation according to their dimensions and were distributed on four dimensions, 85% of the arbitrators' opinions were considered as a criterion for judging the reliability of the phrase or not.

The stability of the instrument

Table 2: The Cronbach alpha consistency stability coefficient and the Pearson correlation coefficient.

Number	Field	Number of items	The consistency stability coefficient (Cronbach alpha)	The stability reliability coefficient (Pearson coefficient)
1	Conformity with the university's strategies and supporting the functional competencies	14	0.88	0.87
2	The comprehensiveness of talents at all levels as well as investing in the work environment	14	0.87	0.71
3	Talent management strategies at the university	15	0.86	0.78

To ensure the stability of the instrument, the researcher applied the instrument to a survey sample of 57 faculty members from the cooperators who are not included in the study sample - twice and at two weeks intervals between the first and second application. Then the stability of the instrument was calculated applying Cronbach Alpha, as well as the correlation coefficient in which the consistency stability coefficients inside the dimensions ranged between 0.88 and 0.86

and as a whole for the instrument-rated at (0.91). Also, the correlation coefficient of Pearson was calculated between the results of the two applications, in which the correlation values ranged between the dimensions 0.87 and 0.71 and as a whole for the instrument (0.88), ensuring that this value was sufficient for the stability of the instrument and the consistency of its items as shown in Table 2

The study results and discussion

The results relating to the first question: what is the reality of implementing the academic talents management system at King Faisal University from the point of view of the faculty members? To answer that question, the means and standard deviation for this study dimensions were calculated. Table 3 below shows these results.

Table 3: The means and standard deviation for the study dimensions in descending order

Number	Field	Means	Standard deviation	Rank
1	The comprehensiveness of talents at all levels as well as investing in the work environment	4.34	0.51504	1
2	Processes and procedures	4.30	.49112	2
3	Conformity with the university's strategies and supporting the functional competencies	4.23	0.57831	3

It can be noted from Table 3 that all the means for the areas of the study reach a high level concerning the assessment of study sample for managing talent at King Faisal University, in which the field of comprehensiveness of the talent at all levels and working on investing in the work environment was the highest in terms of the means totaling 4.34. Following this, the field of processes and procedures at a means totaling 4.30, and in the final rank, the field of conformity with the university's strategies and supporting functional competencies at a means totaling 4.23. Additionally, it has been noted that the differences were little between the different fields relating to the management of talent as seen by the faculty members. These results point to a positive assessment for the application reality of the concept and strategies for managing talent by the study's participants, which supports many of the declared indicators from the university management regarding the importance of talent, attracting it, and materially and morally enhancing its existence within the university, and the existence of an actual strategy supporting this trends. These results align with some aspects of the study undertaken by Jack (2014). For determining the details of these indicators within the fields of study, the means and standard deviations have been calculated for each area separately. Table 4 below shows the means of the consistency dimension items with the university's strategies and supports the functional competencies in descending order.

Table 4: The means of the consistency dimensions items with the university's strategies and supports the functional competencies in descending order

Rank	items	Means	Standard deviation
1	The university's vision is based on the values of its personnel and how much talent they have	4.47	0.733
2	The university's goals support the talents and capabilities of the employees in the long and short term.	4.40	0.737
3	The university's goals support the talents and capabilities of the employees in the long and short term.	4.40	0.756
4	The strategies and policies of the university take into account the existence of talented people at all organizational levels.	4.34	0.858
5	The university places talented personnel and their management strategy in the list of priorities.	4.31	0.806
6	The university makes clear plans for encouraging innovations, initiatives, and new ideas	4.25	0.862
7	There are rules and data for those who are talented that are available to the university management (preparing the talented individual and their talent field).	4.24	1.013
8	The university is allowing the participation of talented personnel in building the strategic plan and developing the strategies of the university	4.22	0.853
9	The university sets a clear and popular functional description of personnel at every organizational level.	4.22	0.896
10	The university determines the know-how, skills, and behaviors that form the success factors for any job.	4.22	0.915
11	The university establishes a performance assessment system based on competencies and talents.	4.16	0.866
12	The university management delegates the authority to the talented personnel and determines their responsibilities.	4.07	0.919
13	The university establishes criteria for excellence between personnel.	3.98	1.086
14	The university has a specialization in managing human talents.	3.96	1.103
Total		4.23	0.57831

Table 4 shows that the items, "The university's vision are based on the values of its personnel and how much talent they have", gets the highest means of 4.47 and indicates the reality of managing academic talent at the university concerning the compatibility with the university's strategies, as well as the item, "The university's goals support the talents and capabilities of the employees in the long and short term", at an average rate of 4.40, indicating support for the functional competencies at the university. Additionally, they are positive indicators supporting

an attractive work environment at the university as seen by the participants in the study sample, in which these items correspond to a high degree of the assessments of the study sample. In addition, this leads, to what extent is there coherence and alignment between policy implementation in the university. Participants believe that it is important for faculty members to express what is important to them so that the administration can create the environment and conditions necessary to progress in their work. As for the smallest items refers to the means, they have acquired an average at 3.96 and corresponded to a high degree and they are as follows: "the university has a specialized management concerning the human talents" that is linked to the compatibility with the university strategies, as well as the items "the university establishes measures for excellence among the employees". In addition, corresponds to a means estimated at (3.98) and indicates the functional competencies through a further positive signal to the reality of talent management strategies at King Faisal University. This is borne out by the fact that the means for all items ranged between 4.47 and 3.96 and it meets a high degree of assessment. In terms of the existence of remunerations that are offered to the most excellent and distinguished members of the university staff, and financial and moral rewards are offered to them annually, meaning that anyone who is published in international journals is granted a remunerative financial reward, along with the moral management for the university's talent. In the conclusion, these practices indicate the consensus of faculty members and their satisfaction with the University's actions in this vital area of the University's strategy for talent management. Concerning the field of comprehensiveness of the talent at all levels and working on investing in the work environment. Table 5 below shows the means of the items of this field in descending order.

Table 5 shows that the means for all items ranged between 4.67 and 4.34 and it meets a high degree of the assessments of the individuals in the study sample for the reality of talent management at the academic university in the field of comprehensiveness of the talent at all levels and working on investing in the work environment. These results are considered to be a positive indicator of this field and illustrate a positive impression on the individuals in the sample concerning the policies of the university and its different procedures in this important field concerning the item citing that "The University categorizes the required talent quality at every organizational level", receiving an average of 4.67. Other practices enhance this framework by developing an incentives system and require the existence of all talents at all the organizational levels. Accessing the item, "The University categorizes the required talent quality at every organizational level" which received the lowest means of the items at 4.04. Thus confirming that the members of the university staff feel significantly good the level of the academic talent management strategy at the university; This is illustrated by several practices, including the involvement of talented individuals in decision-making and problem solving, and the opportunity to manage new projects and develop new services themselves. Moreover, by providing a climate conducive to working with talented individuals. It noted that many practices have obtained a great degree according to the members of the study in the dimension

"comprehensiveness of the talent at all levels and working on investing in the work environment" including the quality of talent required for each organizational level, the presence of talented at the middle administrative levels, attracting talented people to occupy critical jobs, allocate a special budget to polarize And the development of talented people, and the University provides the appropriate climate for the work of talented. These results express a positive impression among the respondents on the University's policies and procedures in this area.

Table 5: The means for the items of the dimensions of comprehensiveness of the talent at all levels and working on investing in the work environment in descending order

Rank	Items	Means	Standard deviation
1	The university categorizes the required quality of talent for every organizational level.	4.67	0.598
2	The university categorizes the required quality of talent for every organizational level.	4.56	0.688
3	The university requires the existence of talented individuals at middle administrative levels.	4.52	0.668
4	The university requires the existence of talented individuals at lower administrative levels.	4.48	0.680
5	The university concentrates on attracting talent to fill critical functional positions.	4.46	0.732
6	The university determines the talented individuals to immediately serve as replacements for critical positions when leaving work.	4.40	0.747
7	The university works to attract skilled and technical workers who are talented.	4.37	0.710
8	The university allocates a special budget for attracting and developing talented individuals.	4.34	0.902
9	The university prepares a propitious climate for working with talented individuals.	4.33	0.723
10	The university benefits from the initiatives of talented individuals and works on applying and supporting them.	4.20	0.908
11	The university gives talented individuals the opportunity to manage new projects and develop new services by themselves.	4.16	0.925
12	The university seeks to exploit talented individuals' chances more than through training programs.	4.12	1.041
13	The university involves talented individuals in decision-making and problem-solving.	4.10	0.903
14	The university categorizes the required quality of talent for every organizational level.	4.04	1.014
	Total	4.34	0.51504

Additionally, Table 6 below shows the means of the item on the dimensions of processes and procedures in descending order.

Table 6: The means on the dimensions of processes and procedures in descending order.

Rank	items	Means	Standard deviation
1	The talent management strategy at the university provides new plans and strategies aiming for innovation and creation.	4.75	0.501
2	The talent management strategy at the university is used to attract, test, appoint and develop employees.	4.65	0.652
3	The university studies the type of talent each individual has before his appointment.	4.65	0.616
4	The university is planning to choose the talent that meets its goals at any educational level.	4.63	0.632
5	The university benefits from the initiatives of talented individuals and works to apply and support them.	4.50	0.783
6	Talent management strategies enhance the functional competency modules at the university.	4.49	0.753
7	Talent management strategies include all the organizational levels at the university.	4.47	0.753
8	Talent management strategies linked to success at the university.	4.42	0.759
9	Talent management strategies create the existence of new leadership at the university.	4.40	0.767
10	Talent management strategies support the assessment process of the employees.	4.37	0.854
11	The application of talent management strategies is one of the goals of the university in the long and short term.	4.35	0.797
12	The university seeks to exploit talented individual's chances more than through training programs.	4.35	0.807
13	Talent management strategies enhance the right talent in the right place at the university.	4.16	0.935
14	Organizing talent management expands the investment in the placement of talent.	4.15	0.854
15	The university involves talented individuals in decision-making and problem-solving.	3.70	1.233
	Total	4.30	.49112

Table 6 shows that all the items in the field demonstrated a high degree of responses for the individuals in the study sample concerning the reality of the concept and strategies of talent management at the university and that these averages ranged between 4.75 for the items, "The

talent management strategy at the university provides new plans and strategies aiming for innovation and creation", and 3.7 for the items, "The university involves talented individuals in decision making and problem-solving". It demonstrates that the individuals in the study sample confirm that talent management strategies follow an acceptable strategy and systematic procedures. The results show that many practices have been largely attributed to the study dimension "processes and procedures" such as Providing plans and strategies in support of creativity and innovation, selecting suitable talent for university employment, and linking the talent management system to the availability of university success. It also shows that The University seeks to harness the opportunities of the talented individual through training programs, enhance talent management strategies, and put them in the right place. These practices point to positive aspects of the University's actions and processes regarding talent management, based on the views of faculty members. The application of Talent Management strategies is one of the University's long and short-term goals.

The results related to the second question: Does the university have a clear and defined strategy for managing academic talent as the university's academic leaders see it?

To answer this question, an interview was conducted with 5 responsible academics at the university all from the rank of General Director and above. The duration of the interview was approximately 30 minutes and the interview focused on the university's talent management procedures and parameters in the field of academic and administrative talent care, attracting talent, and measures that followed by the university within this framework. The topic was discussed and the individuals in the study sample were allowed to freely express their views on it and the researcher did not intervene except on raising the sub-questions about the topic.

The interview showed that the majority of the responses from the individuals in the survey sample who interviewed, totaling fifty (50), differed in their responses including some of the positive aspects regarding the talent management system. These responses demonstrated that 16% of participants showed concern in the university not to let the individuals leave, and this percentage refers to the dispatch of young leaders in the context of replacing current talents. 14% of responses indicated that the university made efforts to attract competent and efficient staff, and 12% of these responses pointed out that the university has already established several internal systems to distinguish talented employees from other individuals. These responses carried a positive aspect reflecting the importance of talent management at the university and the philosophy adopted by the university therein.

On the other hand, the interviews demonstrated some of the negative aspects about the reality of the concept of academic talent management at the university in which the scores of 10% of responses indicated existence of some talented individuals leaving the university due to external performances. Additionally, 14% pointed out the differing perspective of the successive

managements of the university towards talent management. In addition, 10% of responses outlined that the higher education system sometimes limits the attraction of distinguished individuals since there are limitations on the financial and moral advantages. 8% of responses stressed the need for a clear and determined system for talent management of individuals who are attributed to the university, and these results align with what was demonstrated in the study undertaken by Erasmus et al. (2017).

In conclusion, the reality and strategy of talent management at King Faisal University includes several positive aspects that are adopted following an institutional system and the pursuit of a particular strategy. However, this reality follows the mood of the application according to successive leaders and is defined by the regulations and instructions of the Ministry of Education, which is the main umbrella of university systems.

Recommendations of the study and its proposals

Depending on the results achieved and produced, the study recommends:

- Knowledge of the factors that influence the process of managing the talents of King Faisal University from strategy to results can help practitioners build a more effective approach to their management at the university level.
- The need to develop a clear strategic plan for talent management, including the provision of regulations that manage the university's human academic talent and that these strategies are in line with the strategies and instructions of the Ministry of Education. As well, as focus on stimulating and encouraging gifted individuals.

The study suggests conducting a study in alignment with the 2030 vision of the KSA that includes developing a proposed view to retaining talented individuals within the university in the areas of identifying and engaging talent.

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