



## Extended Abstract

# The Role of Talent Management in Job Performance Mediated by Social Capital

*Mohammad Reza Ardalan*

*Associate Professor, Department of Educational Sciences, Faculty of Humanities Sciences, Bu-Ali Sina University, Hamedan, Iran.*

*Email: [mr.ardalan@basu.ac.ir](mailto:mr.ardalan@basu.ac.ir)*

*Hosein Majooni*

*Ph.D. student in Educational Management, Department of Educational Sciences, Faculty of Humanities, Bu-Ali Sina University, Hamedan, Iran.*

*Email: [hosinmajooni@gmail.com](mailto:hosinmajooni@gmail.com)*

**doi: 10.22080/jem.2021.19002.3235**

## Introduction

Financial and technological resources are not only the benefits of an organization, but also having talented and capable individuals, in addition to the competitive advantage of the organization, can compensate for a lack of other resources. Organizations, in fact, look for employees who can perform skillfully in their jobs, because optimal performance improves organizational productivity, leading to the promotion of organizations. Teachers' job performance plays a crucial role in the effectiveness of educational organizations (e.g., education). Accordingly, since educational organizations, especially education, help identify, attract, and retain talented teachers through improving their social capital, it is important to examine the role of talent management in enhancing the professional performance of teachers by considering their social capital.

## Materials and methods

The present study employs a structural equation modelling (SEM) approach to investigating talent management in job performance. The population of the study included all primary school

teachers in District 1 of Shiraz, Fars Province, numbering 3000 teachers. Using Morgan Table, the study's sample included 341 teachers. For data collection purposes, three standard questionnaires were used: 1) Oehley's (2007) Talent Management Questionnaire (five-point Likert scale including six dimensions, a) attracting and recruiting employees, b) identifying and differentiating talented employees, c) sourcing applicants, d) development of employees, e) creating and maintaining positive relationships, and f) retention of employees, 2) Nahapiet and Ghoshal's (1998) Social Capital Questionnaire (five-point Likert scale including three dimensions, relational, cognitive, and structural), and 3) Paterson's (2005) Job Performance Questionnaire (four-point Likert scale without any dimension).

### **Discussion and conclusion**

The results indicated that talent management has a direct positive (0.36), indirect positive (0.157) and significant positive (0.517) impact on teachers' job performance at the 0.05 level. Social capital was found to have a direct positive, but significant effect (0.021) on teachers' job performance at the 0.05 level. Talent management mediated by social capital (0.157) and the *t*-value (4.63) exercised an indirect, significant positive effect on teachers' job performance at the 0.05 level.

It seems that the major challenge in business is no longer the issue of technology. Indeed, having smart workforce and talented human capital are important factors in meeting business challenges. Talented and strategically capable employees can increase the productivity, efficiency and competitive advantage of organizations in all areas. To achieve these goals, schools need to be moved from a highly centralized state to semi-centralized and somewhat independent state. In this respect, the Ministry of Education can make more well-informed decisions, selecting school principals and teachers based on their professional qualification and talents. In order to develop and retain talented employees, the Ministry of Education should involve principals and teachers in the decision-making process by fostering a culture of teamwork and collaboration at the school level. This collaborative negotiation (e.g., listening to the advice of teachers) contributes to the success of education in general and school in particular. On the one hand, school principals should practically rely on teachers' participation. Consequently, when principals and teachers realize that their opinions are valued and their abilities are taken into consideration, they perform their responsibilities more seriously. This

leads to improved performance of principals, teachers, the school, and the education organization.

On the other hand, organizations can retain talented managers and teachers through diverse methods, including increasing salaries, benefits and appropriate rewards, welfare facilities, delegating authority, and concluding employment contracts.

By identifying, attracting, developing and retaining talented employees, organizations can strengthen teamwork spirit and cooperation, making employees empathize with each other, sharing information and other resources, etc. In fact, appropriate and competent talent management in the organization results in the improvement of social capital. It can be concluded that when education authorities and school principals provide the means of empathy, support, sympathy and synergy among teachers, social capital, as one of the greatest assets, is constructed throughout the organization. Given that teachers are key players in the field of education, their social capital plays a fundamental role in the efficiency of educational systems, leading to growth new generations. Actually, the social capital of teachers plays a very important role in organizations and society and constitutes a strong basis for improving the performance of schools and education. Therefore, managers can improve the professional performance of teachers and the organization by adopting proper management methods and strengthening the social capital of teachers.

## References

- Aghaei, A. A., Bahrololoum, H., & Andam, R. (2020). Designing and Explaining the Talent Management Process Model of Physical Education Teachers. *Journal of Exercise and Health Science*, 12(59), 177-206. (In Persian)
- Anlesinya, A., Amponsah-Tawiah, K., & Dartey-Baah, K. (2019). Talent management research in Africa: towards multilevel model and research agenda. *African Journal of Economic and Management Studies*.
- Gelens, J., Hofmans, J., Dries, N., & Pepermans, R. (2014). Talent management and organisational justice: Employee reactions to high potential identification. *Human Resource Management Journal*, 24(2), 159-175.
- Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of management review*, 23(2), 242-266.
- Oehley, A. M. (2007). *The development and evaluation of a partial talent management competency model* (Doctoral dissertation, Stellenbosch: University of Stellenbosch).
- Pandita, D., & Ray, S. (2018). Talent management and employee engagement—a meta-analysis of their impact on talent retention. *Industrial and Commercial Training*.

Yaghoubi, M., Piri YousefAbadi, A. (2018). Improving Talent Management System Processes by Social Capital. *Management Researches*, 11(41), 191-21. (In Persian)