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Improving Job Performance of University Department Managers based on Talent Management and Critical Thinking

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ABSTRACT: Job performance of department heads, as an important and influential human resources and capital in the university, is of particular importance for achieving the lofty goals of higher education. The aim of this study is to investigate talent management and critical thinking rate in improving job performance of department heads. The research method is correlational and an applied research. The statistical population of the present study is 49 managers of all departments of the Islamic Azad University of Kerman; through Cochran's formula, 44 people are selected as a statistical sample by simple random sampling. In order to collect data and measure the research variables, three standard questionnaires of talent management (Ohli 2007), the standard questionnaire of critical thinking of California Fashion (1990) and the job performance questionnaire (Patterson 1992) are used. Data are analyzed using multiple regression coefficient, Pearson correlation and SPSS software version 23. Findings show that talent management and critical thinking play a role in promoting the job performance of department heads of Islamic Azad University of Kerman and critical thinking has the most important role in comparison with talent management. Also, among the dimensions of critical thinking, the most important role is related to evaluation and then analysis, following by deductive reasoning, inference and inductive reasoning, respectively. Accordingly, the necessity of providing a suitable environment for training, growth and development of talent management and critical thinking of department heads with the aim of improving the level of their job performance as effective and valuable human resources in the university, is suggested.

Keywords: Talent Management, Critical Thinking, Job Performance, Department Managers

Introduction

In the age of globalization and technological advancement, "human capital" has been considered as the most important asset of organizations (Ready, Conger, & Hill, 2010), and this value-creating resource has changed work priorities, strategic perspectives and questioned the validity of traditional models (Shea) (Lane, 2018). Traditional paradigms have been severely weakened in all areas, especially in management, and that new paradigms emphasize the use of collaborative work teams, continuous learning, self-control, and transformation instead of the traditional command and control model (Farhangi, RashidPour, & Kavoosi, 2008). Concepts such as talent management strategy and critical thinking, which are the main variables of this research, have been proposed in order to move towards more flexible paradigms in recent years. Talent management strategy is a tool to develop the organization in the face of complex environmental changes through attracting, retaining and nurturing elite individuals (Rani & Joshi, 2012). Examining talent management as a new approach can make a difference in human capital management and eliminate the weaknesses and drawbacks of traditional approaches.

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Developing thinking power is one of the main goals of education. Thinking improves the thought process which is at the heart of critical thinking (Yousefi & Gordanshekan, 2012). Experts and theorists have generally considered critical thinking to include analysis, evaluation, and inference (Simpson & Courtney, 2002). Interpretation, explanation and self-regulation are considered as central components of critical thinking (Bittner & Tobin, 1998). Critical thinking is defined as the ability to explore an issue, problem or situation in order to integrate all available information about the subject under study and get a solution or hypothesis to justify the individual's orientation (Warnick & Inch, 1994). Critical thinking is also about examining hypotheses, understanding latent values, evaluating evidence, and weighing conclusions (Petress, 2004).

The most vital issue in a university is the job performance of its staff. Performance is defined by the general values expected of the organization that each person performs during a certain period of time or event (Stewart & Walsh, 1994). Job performance is a multidimensional structure that shows how employees perform in the job, the amount of initiative and problem-solving measures and methods of using available resources, as well as the use of time and energy in performing job tasks. In other words, job performance is a set of behavioral and performance patterns including knowledge, skills, managerial competence, conscience and perceptual abilities in work environment. The present study seeks to determine the role of talent management and critical thinking on the job performance of university departments.

Poor performance of employees should be corrected and the correct version increase their efficiency and effectiveness of the organization (Ahadi, fathi, & Abdolmohammadi, 2015). Today, organizations are well aware that in order to succeed in a complex global economy and sustainability in the business environment, need to have the best talents. While understanding the need to hire, develop and retain talent, organizations have found that talent is a critical resource that needs to be managed to achieve the best results (Saadat & Eskandari, 2016). CIPD considers talent as a complex combination of skills, knowledge, perceptual abilities and high potential, and defines talent management as recognizing and focusing on a part of the organization's human resources with high potential (Cannon & McGee, 2011). Talent management focuses on how people enter the organization and grow (Ulrich, Brockbank, & Johnson, 2009). Capacity building and talent management is an integral part of the strategy and vision of today's organizations (Ghosi, Mehrara, & ShakerNavayi, 2016). Human resource development management is no longer just a cost center, but in line with the organization's business, to increase profits and reduce costs by using talent management, staff diversity and training, and to create added value for their capital (Guerci & Solari, 2012). Awareness and recognition of organizations, along with talent management, has led the current leading organizations to make someone responsible for the first time (Cannon & McGee, 2011).

One of the most important needs of the present age in the field of training people who can have an active and rational presence in various areas of society, is to pay attention and achieve critical thinking skills. Critical thinking is recognized as an essential skill for rational participation in democratic societies and is supported as an essential skill in today's modern world (Andolina, 2001). Acquiring critical thinking

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skills is rooted in the perspective of critical education. One of the ultimate goals of critical education is to prepare informed and critical citizens for active participation in society; accordingly, the development of critical thinking skills is considered as one of the fundamental goals of the educational system, including schools and universities (AliPour, Seyf Naraghi, Naderi, & Shariatmadari, 2013; Dinarvand & Imani, 2008; Rambod, Raieskarimian, & Moattari, 2013). In today's world, more than ever, the acquisition of critical thinking skills has become an undeniable necessity in the job market, confronting material or spiritual questions, evaluating the views, policies of individuals, institutions, and, finally, facing social problems. Critical thinking skills, like other thinking skills, can be developed. Critical thinking training is the only training that facilitates the transition from simplification and unequivocal acceptance of problems to deep thinking and free choice and increases human ability to understand problems (Zeniali Khorchani, Rezaei, Saadatmand, & Farashbandi, 2019).

Today's organizational world is the world of talents, but talent identification and training of future managers of organizations is also one of the most important challenges in the field of human resource development (Annakis, Dass, & Isa, 2014). Due to the management of succession and the lack of employees with high abilities and skills, finding and retaining talented employees is one of the main priorities of today's organizations. Talent management is important for two reasons: first, the implementation of talent management leads to successful acquisition and retention of talent, and second, these employees are selected for key positions in the future (Narimani, Noroozi, & Makkarian, 2013).

In today's organizations that include achieving a learning organization in their goals, human resources as one of the vital and strategic factors in the survival and growth of the organization play a key role. Today's organizations need creative, flexible and responsive human resources and talented human resources which ensures the superiority of organizations over each other (Ahmadi, Farahani, Bahmanichobasti, & Shahbazi, 2012). The success of 21st century organizations depends on the effective use of talented people. Talent-oriented organizations are constantly looking for new talent. By satisfying their needs, it preserves them and creates a challenging environment for them to work (Schroevers & Hendriks, 2012).

Critical thinking is one of the most important principles of education in any country, and every country needs people with high critical thinking to achieve growth and prosperity. Critical thinking is considered as a basic cognitive process for the growth and use of knowledge and this type of thinking can be used to progress and solve problems. Critical thinking is defined as the ability to achieve logical results based on information observation (Qing, Jing, & Yan, 2010). The relationship between critical thinking and students' academic performance has also been confirmed (Bakhtiarpoor, 2012). In successful university education and effective learning, critical thinking has an important role (Hasanpour, Oskouie, & Salsalei, 2005). Bashir Banaem (2014) considers critical thinking to be effective with thought excellence. Halpern (2013) defines critical thinking in such a way that people review all their previous knowledge on a particular subject and evaluate their own thinking skills and change behavior. People with critical thinking have the characteristics of receptivity to new ideas, flexibility, willingness to change, creativity, analysis, energy, risk-taking, knowledge and observation (Popil, 2011).

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Job performance is one of the variables that has received a lot of attention in many developed countries. Psychologists consider job performance as a product of human behaviors and believe that motivations and needs affect the performance of individuals and ultimately economic growth and development (Sonnentag, Volmer, & Spychala, 2008). It is also believed that job performance is a composite structure based on which successful employees can be identified from unsuccessful employees through a set of specific criteria (Sonnentag et al., 2008).

Perhaps the first concept that has been considered and received from the beginning of organizations until today is the concept of organizational performance. Organizational performance is a concept that alone can justify the existence, survival and even dissolution of organizations, and basically the philosophy of organizations is their performance. Performance should be defined as work results "because these results establish the strongest relationship with the strategic goals of the organization, customer satisfaction and economic participation" (Arizi, Golparvar, & Janatian, 2014). Noopasand Asil, Malekakhlagh, and Asheghhosainy (2014) study the relationship between talent management and organizational performance. The results show that there is a significant relationship between activities related to talent management, service quality and innovation in service delivery; the necessary measures to retain talent in the organization have the most positive effect on service quality and attract top talent to the organization. It has a positive effect on increasing the ability to innovate in the organization. Nafei (2015) show that there is a significant relationship between activities related to talent management and service quality and innovation in service delivery; the necessary measures in retaining talents in the organization have the most positive effect on the quality of services provided and attract top talent to the organization with a positive effect on increasing the ability to innovate in the organization. Rambod et al. (2013) study critical thinking in teaching and learning students. The results show that critical thinking is presented in different ways. Dimensions of critical thinking include cognitive skills and emotional inclinations. Factors such as personality, culture, spiritual and mental development, communication and interpersonal skills, growth, self-confidence, etc. affect critical thinking. Some strategies such as written and oral assignments, multiple choice questions, case study, clinical record, role-playing by faculty members and simulation facilitate and promote active learning and encourage the development of critical thinking skills. (Tahmasbi, Gholipour, & Javaherizadeh, 2013) conduct a study entitled "Talent Management: Identifying and ranking the factors affecting the acquisition and retention of scientific talent." The results show that the research climate factor has the greatest impact on attracting talent in the University of Tehran. Other factors such as working conditions and brand and reputation of the university have also gained the second and third ranks among the factors affecting the attraction and retention of scientific talents. Jokar Dehuyi (2013) analyzes the relationship between talent management and performance assessment of elite employees using DEA data envelopment analysis technique (Case Study: National Iranian Petroleum Products Distribution Company). Findings confirm the relationship between talent management and performance assessment, but despite this relationship, the results of t-test show that the status of indicators of knowledge performance, recruitment and identification of elite staff, development, maintenance and employment of elite staff are

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not favorable and the organization should strengthen these dimensions. Haji-Karimi and Hoseini (2010) study the effect of strategic underlying factors on talent management. The results show that each of the above factors has a significant effect on talent management. Among these factors, organizational culture, strategic human resource management, government laws and regulations, and organizational strategy have had the greatest impact compared to other factors, respectively. Sahai and Srivastava (2012) in a study entitled "Performance Targeting and Evaluation, a tool for talent management" emphasizes on developing and combining goal setting with performance assessment of talents for promotion. In this regard, designing a more specific career path is recommended for the organization's talents, in which being up-to-date and better performance leads to the growth of talents and, consequently, their survival in the organization.

Students demonstrate critical thinking skills in the field of technology and learning in the future. The results show that talent management improves the quality of services in universities while it has good results for the success of the organization's strategic plans; senior managers need to focus on continuous development and improvement, prepare to meet current and future challenges, emphasize the preservation of people's talents with high abilities, as well as the support of talent management executives. Finally, consistency in supporting talent management programs, identifying people's needs, facilitating talent development programs, receiving quality feedback, and localizing talent management system are important factors. Smith and Paese (2002) in a study entitled "Increase Self-Leadership: How to Identify, Develop, and Maintain Leadership" in DDI Company emphasizes the role of technology leverage in empowering the organization and providing capabilities such as communication, fast and timely response; they emphasize the stability of the talent management system in the organization. They believe that the talent strategy does not in itself align with the business strategy, but identifying the strategic priorities of the organization, cultural priorities and business factors in the organization, determine the main direction of the talent strategy.

Wallis, Underhill, and McNamara (2010), in a study at Microsoft, conclude that Microsoft's experience in talent management also reflects the company's efforts in talent development. Creating continuous learning and development is Microsoft's commitment to all of its employees. In addition to general programs for all employees, Microsoft provides programs such as assessment activities, coaching, apprenticeships, learning cycles, active learning, and business lectures on smaller groups of employees who have the potential to reach senior and critical roles. From the dozens of tasks of department heads, they selectively select some and set others aside. Because the performance of such tasks is influenced by the perception of group managers of the role expectations, the closer this perception is to the initial expectations of the job plan, the more the individual's performance will be in line with his / her written tasks. Managers rely on certain tasks based on role perception and in contrast emphasize some tasks less. Because managers' focus on certain tasks may be due to organizational emphasis rather than individual selection or their perception of role expectations, group managers, in addition to determining their focus on current tasks, also have their own views on a group manager's tasks in the desired situation. Perhaps university professors better than any other group can promote the accepted beliefs and values

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of the society among the students and play a more effective role in strengthening the positive view of the society towards university and academies; therefore, paying attention to the cultural and educational mission of the master becomes very important.

Despite the necessity of paying attention to the proper education of students, as the future of the country, it has not yet been addressed as it should be and perhaps. Numerous series of lectures, meetings, congresses and circulars that have been presented and held in this field show that the cultural and educational policies adopted in the university have not been successful in achieving the country's goals. It is obvious the only action that has been taken in this direction so far is the development of a new regulation for the promotion of faculty members, one of the clauses of which is dedicated to cultural, educational and social activities of professors and considered as one of the new criteria for promotion of faculty members (Fathabadi, 2014). Therefore, considering the need for talent management and critical thinking in universities and the effort to achieve superior educational and cultural performance, this question arises. What is the relationship between talent management and critical thinking with the job performance of department heads? In other words, what is the role of talent management and critical thinking in predicting the job performance of department heads? Accordingly, in the present study, the following objectives have been examined:

General purpose: Understanding the role of talent management and critical thinking in predicting job performance of department heads.

Specific objectives: Understanding the role of talent management and its components in predicting job performance of department heads.

Understanding the role of critical thinking and its components in predicting job performance of department heads.

Understanding the role of recruiting and hiring talented people in predicting job performance of department heads.

Recognizing the role of identifying and differentiating talented employees in predicting job performance of department heads.

Recognizing the role of talent utilization in predicting job performance of department heads.

Recognizing the role of establishing positive relationships with professors in predicting job performance of department heads.

. Understanding the role of evaluation in predicting job performance of department heads.

. Understanding the role of inference in predicting job performance of department heads.

. Understanding the role of analysis in predicting job performance of department heads.

. Understanding the role of deductive reasoning in predicting job performance of department heads.

. Understanding the role of inductive reasoning in predicting job performance of department heads.

Material and Methods

The present study describes, examines and evaluates the role of talent management and critical thinking in job performance of department heads of Islamic Azad University of Kerman. Considering this issue

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and the fact that in the present study, the relationship between talent management and critical thinking in job performance of managers has been examined, and the method of the present study is correlation. The statistical population includes all managers of departments of Islamic Azad University, Kerman Branch, whose number is 49. The sampling method in this study is simple random and 44 people are selected to determine the sample size according to Cochran's formula. Three questionnaires are used.

1. OHLI Talent Management Questionnaire (2007)
2. California Critical Thinking Skills Test (CCTST) (1990).
3. Patterson's Job Performance Questionnaire (1992)

In order to assess talent management, the Talent Management Questionnaire (OHLI) was used. This questionnaire includes the components of recruiting and hiring talented people, identifying and segregating talented employees, using talent, developing talent, creating and maintaining positive relationships, and maintaining talent. The questionnaire is set in 36 questions with a seven-point Likert scale that the respondent, after studying each item, must express his opinion in the form of a range from completely opposite to completely agree.

In order to assess critical thinking, California Critical Thinking Questionnaire was used. This questionnaire has 34 questions and its purpose is to assess individual's critical thinking skills (analysis, evaluation, inference, inductive reasoning and deductive reasoning). In this questionnaire, each item has four or five options, 18 of which are 4 options and the other 16 questions are 5 options, and since there is only one correct answer, the subject gets a score of 0 or 1 in each item. A person's overall score is between 0 and 34. This questionnaire measures the following skills:

- Interpretive skills include: classifying, decoding sentences, semantic clarifying, reviewing ideas, and analyzing data
- Inferential skills include: searching for evidence, speculating on alternatives, and extracting results
- Evaluation skills include: evaluating claims, evaluating arguments, articulating results, justifying procedures, and presenting arguments.
- Deductive reasoning includes: logical reasoning in mathematics
- Inductive reasoning includes: Conclusion following the confrontation with facts related to assumptions.

Patterson (1992) questionnaire was used to measure job performance. The Job Performance Questionnaire consists of 15 items that are used to assess employees' job performance (job mastery and skill, effort, discipline, team performance, supervision / leadership).

Cronbach's alpha is used to assess the reliability of the Talent Management, Critical Thinking and Job Performance Questionnaire. Accordingly, the reliability of the Talent Management Questionnaire (.901), the reliability of the Critical Thinking Questionnaire (.923) and the reliability of the Job Performance Questionnaire (.860) are obtained. Data are analyzed by multiple regression and Pearson's correlation coefficient using SPSS 23 software.

Results

Before examining the research hypotheses, the normality of the study variables is examined. Kolmogorov-Smirnov test was used to test the hypothesis of normality of variables. The results of this

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test are given in the table below. The results show that the assumption of normality is valid for all research variables (p-value <0.05).

Table 1. Investigating the normality of research variables

Variable	Kolmogorov-Smirnov	*p*
Talent management	.03	>.05
Critical thinking	.04	>.05
Job performance	.05	>.05

Multiple regression is used to test the main hypothesis. For this purpose, regression assumptions are first examined. The results show that all the hypotheses are confirmed. Simultaneous method is used for regression.

Table 2. Summary of the talent management regression model and critical thinking on job performance

R	R^2	Adjusted R^2	Durbin Watson Statistics
.68	.46	.43	1.70

Table 3. Analysis table of variance of the talent management regression model and critical thinking on job performance

Source of changes	SS	DF	MS	F value	*p*
Regression	8.11	2	4.05	17.60	.001
residual	9.45	41	.23		
Sum	17.57	43	-		

Considering that in the analysis of variance p-test, the value of the test is equal to (0.001) and less than the significance level (.05), therefore the null hypothesis that the regression model is not significant is rejected; therefore, it can be said that the proposed model is a suitable model. The obtained coefficient of determination shows that approximately 46% of job performance changes can be explained based on talent management and critical thinking. The Durbin-Watson test is used to check the independence of errors. If this statistic is between 1.5 and 2.5, it means that there is no autocorrelation among the residues. According to the statistic value of Watson (1.70) in the forthcoming model, it can be said that the errors are uncorrelated.

Table 4. Table of regression coefficients of talent management impact and critical thinking on job performance

Variable	B	Beta	T value
intercept	-.65	-	-1.06
Talent management	.17	.16	.1.93*
Critical thinking	.66	.60	5.01**

** p <0.01, *p <0.1

In the proposed model, according to the values of the table, there is no multiple alignment between the predictor variables. The results obtained from the table of regression coefficients show that since the p-value for the variables of talent management and critical thinking is less than the significance level (.05), these variables are included in the model; therefore, the regression equation can be written as follows:
(Critical thinking) + 609 + (Talent management) 0.163 = Job performance
The criterion of partial correlation coefficient indicates the degree of correlation between the predictor variable and the criterion variable by eliminating the linear effects of other predictor variables; therefore,

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based on this criterion, it can be said that the critical thinking component has the most relationship with job performance compared to talent management. The results of statistical analysis of the main hypothesis and sub-hypotheses of research are presented in Table 5.

Table 5. Investigating the relationship between talent management and critical thinking with job performance

Variable	Job performance			
Statistic	correlation coefficient	*p*	N	Type of relation
Talent management	.37	.001	44	Direct
Critical thinking	.64	.001	44	Direct
Recruitment and employment of talented people	.22	.12	44	Not sig.
Identification and segregation of talented employees	.39	.001	44	Direct
Talent utilization	.24	.09	44	Not sig.
Talent development	.16	.25	44	Not sig.
Creating and maintaining positive relationships	.41	.001	44	Direct
Assessment	.63	.001	44	Direct
Inference	.57	.001	44	Direct
Analysis	.62	.001	44	Direct
Deductive reasoning	.59	.001	44	Direct
Inductive reasoning	.43	.002	44	Direct

A summary of the status of confirmation or rejection of research hypotheses is provided in Table 6.

Table 6. Summary of the status of confirmation or rejection of research hypotheses

Type of hypothesis	Hypothesis	Confirmation	Rejection
Main *hypothesis*	Talent management and critical thinking predicts job performance of department heads of Islamic Azad University, Kerman branch.	*	
The first sub-hypothesis	Talent management predicts job performance of department heads.	*	
The second sub-hypothesis	Critical thinking predicts job performance of department heads.	*	
The third sub-hypothesis	Recruitment and employment of talented people predicts job performance of department heads.		*
The forth sub-hypothesis	Identification and segregation of talented employees predicts job performance of department heads.	*	
The fifth sub-hypothesis	Talent utilization predicts job performance of department heads.		*
The sixth sub-hypothesis	Talent development predicts job performance of department heads.		*
The seventh sub-hypothesis	Creating and maintaining positive relationships predicts job performance of department heads.	*	
The eighth sub-hypothesis	Evaluation predicts the job performance of department heads.	*	
The ninth sub-hypothesis	Inference predicts job performance of department heads.	*	
The tenth sub-hypothesis	Analysis predicts job performance of department heads.	*	
The eleventh sub-hypothesis	Deductive reasoning predicts the job performance of department heads.	*	
The twelfth sub-hypothesis	Inductive reasoning predicts the job performance of department heads.	*	

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Discussion

Findings show that talent management and critical thinking are related to job performance of faculty members, and critical thinking is most related to job performance compared to talent management. This finding is consistent with the results of the researches of Noopasand Asil et al. (2014), and (2013), Haji-Karimi and Hoseini (2010).

Explaining this finding, it can be said that today, human resources are considered the capital of the organization, and it has been identified that human beings are the main factor in the survival of organizations in competition, especially since the university is an educational organization that must be up-to-date and in line with global and scientific changes. With the complexity of the environment and the diversity of different cultures and occupations in organizations, the role of human resources has gradually changed. Today's educational institutions need creative, flexible and responsive forces, and on the other hand, identifying, attracting and retaining these elites in the university has become much more difficult than before (Taleghani, Amini, Ghafary, & Adousi, 2013).

Applying talent management is the most important competitive advantage in today's organizations and identifying talents is one of the most important concerns of human resource management. It should be noted here that the heads of departments as the leaders of the department have an important mission to lead the group scientifically. In fact, talent management states that all people have talents that need to be recognized and released. By using talent management, it can be ensured that each employee with their own special talents and abilities will be employed in the right job. Talent management is a management tool that contributes to the ability of managers and creates a kind of flexibility in accordance with the changing conditions of the scientific environment. Talent management is important for two general reasons: effective talent management implements successful discovery and retention of talent, and it has attracted the attention of many organizations. Talent management is a new approach that can revolutionize human capital management and eliminate the weaknesses and problems of traditional approaches, so it can be proposed as a suitable tool, along with traditional human resource management in educational centers. Of course, implementing talent management in universities requires planning; otherwise, training centers will soon forget this very important approach.

Also, based on the results of sub-hypotheses, changes in recruitment and employment of talented people do not change the level of job performance of managers of departments of Islamic Azad University, Kerman Branch, which means the orientation is not towards recruitment and employment of talented people. In fact, it is worth considering why the recruitment of talented people has not been able to improve and explain job performance of this group, and this issue needs more research. The challenge concerns the reasons for the lack of proper job performance despite the appropriate characteristics in the selected individuals and what role organization and environment has played. The responsibility of hiring the highest talent is not only time consuming, but also requires financial investment, especially if it is related to the executive positions of the organization. Universities should be creative in developing employment strategies and avoid using the traditional method of employment to attract new one. In order to effectively attract elite and talented people in various jobs, the organization can consider

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measures such as creating a credible brand and shaping the desired mentality in the community, especially genius and talented people, using the system of recruitment and promotion from within the organization, applying appropriate working hours, high salaries and benefits, providing employment contracts with high security and creating welfare and recreational facilities on its agenda. This finding is not consistent with the results of the Noopasand Asil et al. (2014) research.

The second sub-hypothesis of the study is confirmed, in a way of identification and segregation of talented employees which change the level of job performance of department heads of Islamic Azad University, Kerman Branch and move in a positive (incremental) direction, meaning that the orientation is towards improving the situation of identification and segregation of talented managers, it is associated with increasing the level of job performance of managers of departments of Islamic Azad University, Kerman Branch. Talent in the organization refers to the leaders and employees who drive the business forward. In fact, high achievement and the people who inspire high performance are proficient, and talented who make up a small percentage of the staff. Identifying these individuals helps the university to establish a dynamic interaction between many processes and tasks. They are for success within the organization (Lewis & Heckman, 2006). Identifying these people helps the university to establish a dynamic interaction between many processes and tasks. Talent management is the implementation of approved activities and appropriate information related to attracting, identifying, hiring, developing, motivating, promoting and retaining people who have a strong potential for success within the organization (Lewis & Heckman, 2006).This finding is consistent with the results of research by Taleghani et al. (2013) and Noopasand Asil et al. (2014).

Based on the third sub-hypothesis, it should be said that changes in the rate of talent utilization do not change the job performance of managers of departments of Islamic Azad University, Kerman Branch, which means that the orientation towards talent utilization, by increasing or decreasing the job performance of managers of departments of Islamic Azad University in Kerman unit not present. This point needs to be investigated and rooted in future research. Applying and engaging talents for the organization is considered as an opportunity and has a direct impact on organizational performance. Properly employed, elite employees will be at a higher level of productivity, profitability, safety and presence in the workplace, and their chances of staying in the training environment will be increased. Organizations that fully engage employees in effective talent management strategies create a competitive advantage for themselves and thus improve their performance.

According to the findings, changes in talent development do not change the status of job performance (sub-hypothesis 4) to a positive or negative direction, and the orientation towards increasing talent development, with increasing or decreasing job performance of university departments Islamic Azad is not associated with Kerman branch. The reasons for the future background research show that largest organizations complain about the lack of talented people, and managers are unaware of some of the most important facts about their company's talents. Companies regularly ignore the tasks related to talent development. In the above explanation, it should be noted that although the results indicate that there is no relationship between talent development and job performance, but based on theoretical foundations

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and using talent management tools in the university, a positive step can be taken to develop talents and pave the way for a meaningful relationship between talent development and providing job performance. Development is a long-term process that must be evaluated regularly to determine the number of candidates developed and to create attractive and appropriate proportions between these individuals and positions at the right time.

Findings show that changes in the status of creating and maintaining positive relationships also change the status of job performance and move in a positive (incremental) direction (the fifth sub-hypothesis), meaning that the orientation towards creating and maintaining more positive relationships, with increasing the level of job performance. Also, changes in the status of evaluation, inference, analysis, deductive reasoning, cause a change in the status of job performance and move in a positive (incremental) direction.

According to the present materials, it can be concluded that the measure of success of any university is the degree of desirability of the performance of department heads as part of the most influential employees of that organization; therefore, to measure the success of educational centers, there is a necessity for progressive human resource systems that can increase the productivity of the whole system by providing appropriate solutions and creating the necessary coordination between higher education goals and staff goals, which help the university achieve its goals (Zeinaddiny Meymand, 2012). One point should not be overlooked , meaning, that training students today in order to improve the level of critical thinking (Rastjoo, Sepehr, & Zandvanian, 2016), is a step towards training tomorrow's university managers. Meanwhile, universities can take more effective steps to improve the performance of managers and heads of education by applying managerial thinking and implementing the talent management system.

Critical thinking in various organizations, especially high-performing universities, is a strategic thinking and facilitates talent management and the development of the career path of highly talented and skilled people in the university, by using guidelines, resources, policies and processes. Based on the research findings, the existence of talent management and critical thinking in the Islamic Azad University of Kerman Branch increases job performance of managers of departments. The suggestions of this research according to the research hypotheses are expressed as follows. According to the obtained results based on predicting and improving the job performance of the managers of the university departments based on the management of talent and critical thinking, the following items are suggested:

- Using the performance management system of department heads;
- Utilizing strategic human resource planning in order to improve the status of talents;
- Directing outstanding talents to the goals of the organization by identifying talents within the organization
- Selection and appointment of managers with high skills and ability, experience and knowledge
- Paying attention to identifying faculty members with appropriate interest and motivation to address the concerns of the department and improve its quality

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- Teaching the topics of change readiness, creativity and initiative in the field of executive activities of educational groups and the desire to work in groups through seminars and workshops
- Paying attention to the intellectual ability, expressiveness and speed of action of the candidates for the post of group management
- Paying attention to psychological characteristics and high level work ethic as personality traits of training group management candidates
- Emphasis on individual characteristics such as truth-seeking, self-control, attention to the importance of the evaluation element in critical thinking.
- Emphasis on the level of inference in the critical thinking of volunteers for group management positions
- Emphasis on the ability to analyze issues and organize affairs and thus increase effectiveness on applying deductive reasoning, striving for organizational growth and development
- Using inductive reasoning to share knowledge and improve communication

In addition to the findings, the present study has been associated with limitations that the use of self-report questionnaires and conducting research in the Islamic Azad University of Kerman has been one of the most important of these limitations. In generalizing the results, these limitations should be considered. Accordingly, interested researchers are encouraged to consider the subject of research in other examples in future research.

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