

**Leadership Talent Management and Its
Relationship to Strategic Entrepreneurship:
A Mixed Study on a Sample of Academic
Leaders and Faculty Members
at Umm Al-Qura University**

BY:

Azala Mohammad Alghamdi

Associate Professor of Educational Leadership in Higher
Education Education College, Al-Baha University, KSA

إدارة المواهب القيادية وعلاقتها بالريادة الإستراتيجية - دراسة مزجية على عينة من القيادات الأكاديمية وأعضاء هيئة التدريس بجامعة أم القرى

عزلاء بنت محمد الغامدي.

أستاذ القيادة التربوية في التعليم العالي المشارك- كلية التربية- جامعة الباحة – المملكة العربية السعودية.

البريد الإلكتروني: amotlaq@bu.edu.sa

المستخلص:

هدفت الدراسة إلى الكشف عن العلاقة بين إدارة المواهب القيادية والريادة الإستراتيجية بجامعة أم القرى. استخدمت الدراسة المنهج المختلط بتصميم التفسيرى المتتابع The Mixed-method approach Sequential Explanatory Design. كما تم استخدام الاستبانة كأداة لجمع البيانات الكمية والتي وزعت على عينة عشوائية بلغت (327) من القيادات الأكاديمية وأعضاء هيئة التدريس، في حين تم جمع البيانات النوعية من خلال المقابلة التي تمت مع تسعة مشاركين من العينة الأساسية والذين أبدوا موافقتهم على المشاركة في المقابلة. كشفت نتائج الدراسة الكمية عن ممارسة إدارة المواهب القيادية بدرجة عالية من وجهة نظر القيادات الأكاديمية وأعضاء هيئة التدريس؛ حيث حصل بعد استقطاب المواهب وبعد تطوير المواهب على درجة عالية في حين جاء بعد الاحتفاظ بالمواهب بدرجة متوسطة. وبشكل عام فسر المشاركون في الدراسة النوعية الدرجة العالية لممارسة إدارة المواهب القيادية في جامعة أم القرى باهتمام الجامعة وتركيزها على استقطاب المواهب القيادية وتطويرها والاحتفاظ بها. وفيما يتعلق بنتائج الدراسة الكمية حول ممارسة الريادة الإستراتيجية، فقد حققت درجة ممارسة عالية بالنسبة للمتغير ككل ولجميع أبعاده. كما فسر المشاركون هذه النتيجة بانتشار الثقافة الريادية في الجامعة، وسعيها إلى تطبيق أسلوب القيادة الريادية في أغلب أنشطتها، إضافة إلى امتلاك الجامعة لعقليات ريادية. وكشفت نتائج الدراسة -أيضاً- عن وجود فروق ذات دلالة إحصائية حول درجة ممارسة إدارة المواهب القيادية تعزى لمتغير الجنس ولصالح العنصر النسائي، وبالمثل لمتغير طبيعة العمل ولصالح أعضاء هيئة التدريس الذين يشغلون منصباً قيادياً. وفي المقابل لم تظهر النتائج أية فروق ذات دلالة إحصائية يمكن أن تعزى لمتغير الرتبة الأكاديمية. وفيما يتعلق بممارسة الريادة الإستراتيجية لم تكشف النتائج عن أية فروق ذات دلالة إحصائية يمكن أن تعزى لجميع المتغيرات. كما أظهرت نتائج الدراسة وجود علاقة ارتباطية طردية قوية ودالة إحصائياً ($R = 0.731$) بين ممارسة إدارة المواهب القيادية والريادة الإستراتيجية. وفي ضوء هذه النتيجة توصي الدراسة بضرورة إدارة المواهب القيادية واتباع إستراتيجيات متقدمة للاحتفاظ بها وتنميتها وتطويرها كمدخل لتحقيق الريادة الإستراتيجية.

الكلمات المفتاحية: إدارة المواهب القيادية؛ الريادة الإستراتيجية؛ المنهج المختلط.



Leadership Talent Management and Its Relationship to Strategic Entrepreneurship: A Mixed Study on a Sample of Academic Leaders and Faculty Members at Umm Al-Qura University

Azala Mohammad Alghamdi.

Associate Professor of Educational Leadership in Higher Education Education College, Al-Baha University, KSA.

Email: amotlaq@bu.edu.sa

Abstract

The study investigated the relationship between leadership talent management (LTM) and strategic entrepreneurship (SE) at Umm Al-Qura University (UQU) using the mixed-method sequential explanatory design. To collect quantitative data, a questionnaire was utilized and distributed to a random sample of (327) academic leaders and faculty members, while qualitative data was collected through interviews conducted with nine participants selected from the survey takers who consented to participate in the interview. The quantitative results revealed high scores for attracting talent and developing talent, a moderate score for retaining talent, and a high degree of SE practice for the variable as a whole and all its dimensions. The participants in the qualitative study explained the overall high degree of LTM practice by referring to the university's emphasis on attracting, developing, and retaining leadership talent, while the results for SE practice were attributed to the spread of the entrepreneurial culture at the university and its endeavor to apply the entrepreneurial leadership style in addition to its entrepreneurial mentalities. The findings additionally revealed statistically significant differences in perceptions of the degree to which LTM is practiced in favor of female participants as well as faculty members who hold a leadership position, but there were no statistically significant differences in academic rank. Regarding the practice of SE, the results indicated no statistically significant differences that could be attributable to all variables, but they did indicate a strong and statistically significant positive correlation ($R = 0.731$) between the practice of LTM and SE. The study highlights the need to manage leadership talent and follow advanced strategies for developing and retaining leaders to achieve SE goals.

Key words: leadership talent management; strategic entrepreneurship; mixed-method.

Introduction:

In the past two decades, research into strategic entrepreneurship has grown in popularity owing to the increasing emphasis within organizations on attracting, recruiting, retaining, and developing workers so as to remain competitive (Pondi & Abel, 2023; Zeynoddini Bidmeshki et al., 2023). This emphasis is perhaps nowhere more apparent than within higher education institutions, most of which include the achievement of local and global entrepreneurship in their mission and orientation. According to the European Commission (2008), entrepreneurship is the ability to innovate and take risks, and it also requires strategic planning and management skills. Strategic entrepreneurship can thus be defined as an approach to management that combines the insights of strategy and entrepreneurship by examining an organization's capacity to uncover opportunities and build self-sources of support (Costa et al., 2023; Ireland et al., 2023; Zahra et al., 2008). It is an organizational more than an individual approach to entrepreneurship (Al-Qahtani, 2015), whose goal is to improve performance, achieve competitive advantage, and create wealth (Hitt et al., 2011; Ireland & Webb, 2009). Strategic entrepreneurship is a contemporary leadership approach to moving an organization/institution from a state of stagnation to one of growth and leading status (Al-Qahtani, 2015), and it requires an elite group of entrepreneurial and innovative leaders who can make decisions in ambiguous and doubtful circumstances (Ireland & Webb, 2009).

The importance of strategic entrepreneurship within higher education is indicated by the need to obtain a competitive advantage in the face of challenges that require innovative solutions (Hashem & Saad, 2018). Universities nowadays seek every possible role to assist them in achieving prestigious scientific status, and among the diversity of development methods that exist, strategic entrepreneurship has proven effective in many cases (Alshammari, 2020; Al-Qahtani, 2015; Costa et al., 2023; Ireland et al., 2023). In the Kingdom of Saudi Arabia, interest in strategic entrepreneurship among Saudi higher education institutions is rapidly expanding owing to the fact that achieving global entrepreneurship, especially in the fields of research, development, and innovation in all majors, is a key goal of the Saudi National Vision 2030. Since higher education institutions play a significant role in stimulating human talent and creating a competent, independent, and innovative generation capable of creating entrepreneurial opportunities, universities in Saudi Arabia have had to



increase their entrepreneurial awareness and skills.

However, many higher education institutions within Saudi Arabia still lack awareness of how to implement strategic entrepreneurship (Kosasih et al., 2020). Consequently, they are at risk of losing leadership-talented employees and failing to attract employees that can lead the institution forward to achieve national and international acclaim. Alshammari (2020) argued that when organizations fail to manage their human resources according to modern standards, they inevitably fail to achieve their goals. Leadership talent management is thus required to achieve their strategic vision (Almughairi et al., 2022; Al-Raqab, 2022; Al-Shammari et al., 2016, 2020; McDonnell et al., 2017; Othman, 2022; Ratten et al., 2016). Leadership talent management in higher education institutions is a primary source of employee innovation and social development (Mohammed et al., 2018; Odugbesan et al., 2023) that helps universities achieve their current and future goals by ensuring that decisions are made responsibly, flexibly, and rapidly (Al-Raqab, 2022), and it is required for institutions to survive and compete both locally and globally (Antony et al., 2023; Ratten et al., 2016). Thus, the purpose of the current study is to examine the relationship between leadership talent management and strategic entrepreneurship from the perspectives of academic leaders and faculty members at Umm Al-Qura University (UQU), a university in Saudi Arabia that has been chosen for its scientific and strategic status.

Research Problem, Questions, and Hypotheses

Although numerous studies have stressed the significance of managing leadership talent in higher education institutions to achieve entrepreneurship and excellence (Almughairi et al., 2022; Al-Raqab, 2022; Alshammari, 2020; Hashem & Saad, 2018; Ratten et al., 2016), studies that address this issue within the Saudi context are relatively few. One study that does address the relationship between leadership talent management and strategic entrepreneurship from the perspective of educational administration experts in Saudi, Gulf, and Arab universities found that the topic of talent management ranked first in the future orientation of research in education administration (Al-Tubaity, 2015). The study confirmed the significance of managing leadership talent in higher education institutions in order to attract, develop, and retain talent. Another study conducted by Almughairi et al. (2022) advised that Arab universities implement a talent

management plan, adopt strategic entrepreneurship as a modern approach to development, and allocate a portion of the budget to the resources and technologies needed to assist talented leaders.

Within the Saudi context, however, a study by Alshammari (2020) showed that talent management confronts numerous barriers to implementation, including extreme centralization within universities, a lack of funding allocations for talent management, and a lack of clear standards for measuring talent and accomplishment. He also stated that leadership abilities in Saudi colleges is not based on talents and abilities. Al-Ali (2017) concluded that talent management is practiced at Saudi government institutions only to a moderate degree, and he emphasized the need to attract, manage, develop, and retain leadership talent. This finding was corroborated by a study conducted at the University of Taibah, where the researcher investigated the perspectives of leaders and faculty members (Al-Skran, 2019). At UQU, Al-Zahrani (2019) pointed out that, according to academic leaders, the reality of attracting and managing leadership talent among faculty members and employees is less than optimal. Al-Daadi (2019) concurred, stating that academic leaders perceived the level of talent management for faculty members and employees at UQU as being low. Other studies conducted in Saudi universities have shown that the practice of leadership talent management ranges from low to medium levels (Al-Ali, 2017; Al-Daadi, 2019; Al-Jasser, 2022; Alshammari, 2020; Al-Skran, 2019; Al-Zahrani, 2019).

A study by Rudhumbu and Maphosa (2015) revealed that talent management strategies used in most higher education institutions do not have a tangible impact, and leaders lack the engagement and motivation to retain talent so as to enhance performance. Al-Jasser (2022) thus emphasized the need to adopt a talent management strategy for managing leadership talents in Saudi universities to facilitate the development of academic leaders who can help them achieve international standards. In 2015, the King Salman Program for Human Resources Development was established to improve the quality of human resource performance, build clear policies and procedures for its implementation, and develop a work environment in the Kingdom suitable to achieving global entrepreneurship. This initiative clearly demonstrates the government's recognition of human talent as critical to its 2030 Vision. Recently, the Ministry of Education (2023) launched the Talent Management Program, which includes managing leadership talents, for occupants of educational



positions. The goal is to achieve optimal investment in talented leaders and enhance their creativity and excellence.

UQU University is an established Saudi university that has received unlimited attention and support from the government. In addition to its strategic location and qualities that help it achieve entrepreneurship, UQU's keenness to invest in human capital and manage talented people from the university has prompted it to create many awards and incentives to support and retain them. For example, the UQU Excellence Award was launched to in 2022 to establish and localize a culture of excellence and entrepreneurship in higher education through ongoing research and recognition of its talented members. By creating a competitive environment that achieves the University's 2027 strategy, the University aims to raise its level of performance to achieve outstanding status (UQU, 2024). The current study aims to investigate the progress UQU has made to date by exploring five research questions. The fifth question is the main research question. The questions are listed below:

RQ1: To what degree does UQU practice leadership talent management?

RQ2: Are there statistically significant differences ($\alpha \leq 0.05$) between perceptions of the degree to which leadership talent management is practiced that can be attributed to the variables of gender, type of work, and academic rank?

RQ3: To what degree does UQU practice strategic entrepreneurship?

RQ4: Are there statistically significant differences ($\alpha \leq 0.05$) between perceptions of the degree to which strategic entrepreneurship is practiced that can be attributed to the variables of gender, type of work, and academic rank?

RQ5 (main research question): Is there a relationship between the degree of leadership talent management at UQU and its degree of strategic entrepreneurship?

In accordance with the above research questions, this study poses three hypotheses:

H1: There is a statistically significant difference ($\alpha \leq 0.05$) between perceptions of the degree to which leadership talent management is practiced that can be attributed to the variables of gender, type of work, and academic rank.

H2: There is a statistically significant difference ($\alpha \leq 0.05$) between perceptions of the degree to which strategic entrepreneurship is

practiced that can be attributed to the variables of gender, type of work, and academic rank.

H₃: There is a significant relationship between the degree of leadership talent management at UQU and its degree of strategic entrepreneurship.

Purpose and Significance of the Study

The study's principle goal is to examine the relationship between leadership talent management and strategic entrepreneurship by surveying a sample of academic leaders and faculty members at UQU. Its secondary objective is to explore how the study participants interpret this relationship.

The significance of the study relates to the role of leadership talent management in fostering strategic entrepreneurship so that universities can confront various challenges and maintain their competitive advantage. By providing evidence of the significance of leadership talent management, the current study addresses the need of Saudi universities to find best strategies for achieving entrepreneurial excellence and international recognition that align with the Kingdom's Vision 2030, which focuses on the wealth of human leadership talent in Saudi universities. This study also corresponds to the Ministry of Education's orientation and interest in developing leadership talent as indicated by newly launched initiatives such as the Future Leaders Platform and the Department of Development of Administrative Talents for Education Positions. Finally, it is expected that the findings of the current study and its recommendations will contribute to motivating universities to provide more initiatives aimed at fostering leadership talent management due to its crucial role in university rankings and progress.

Study Limitations

This study had three limitations. First, it was confined to revealing the relationship between leadership talent management and strategic entrepreneurship at UQU. Second, the participants were recruited from among the academic leaders and faculty members at UQU. Third, the study was conducted during the academic year 2023–2024.

Terminology Used in the Study

Leadership Talent Management

Briefly stated, leadership talent management is a process of attracting, retaining, developing, and deploying talent (Thunnissen, 2016). Bethke-Langenegger et al. (2011) defined talent management in



universities as a method of ensuring that universities hire the right person for the right job at the right time to meet their needs. In this study, the term “leadership talent management” refers to an organized administrative process undertaken by the university to attract, develop, and retain leadership talent.

Strategic Entrepreneurship

Strategic entrepreneurship, as defined by Kyrgidou and Hughes (2010), is a process of creating added value by identifying optimal opportunities through the application of the principles of entrepreneurship and investing in these opportunities through a strategic plan, taking into account the available resources. In universities, strategic entrepreneurship pursues opportunities and competitive advantages simultaneously in order to devise and implement entrepreneurial strategies that result in superior performance (Ireland et al., 2003). This study defines strategic entrepreneurship as a leadership orientation that assists universities in becoming more innovative and creative by taking advantage of opportunities through an entrepreneurial mentality and culture.

Literature Review

Leadership Talent Management: Definitions and Importance

All higher education institutions worldwide strive to leverage human resources to attain their desired goals and objectives. This is also true of other organizations. As Jayaraman et al. (2018) emphasized, within any organization, talent management is crucial to managing human resources systems. However, the dynamic character of markets due to globalization requires a rapid transformation of human resource capital to establish competitive advantages (Kyove et al., 2021), and the “talent deficit” created by the workforce’s inability to respond to demographic changes (Erdoğan, 2019) makes leadership talent development and management critical challenges. In the current market environment, organizations must make consolidated efforts to identify their talented leaders, make full benefit of them, and continually adjust their talent management strategy so that it suits the surrounding conditions (Piip & Harris, 2013).

Various scholars have provided different but closely related definitions of talent management. Jayaraman et al. (2018) defined it as a systematic process of identifying basic factors that contribute to the organization’s sustainable competitive advantage, developing a pool of talented and high-performance individuals, and creating a

differentiated human resource structure to facilitate organizational transition in order to ensure organizational commitment. Erdoğan (2019) maintained that talent management is the implementation of integrated systems that facilitate the attraction, development, retention, and utilization of people with special abilities and aptitudes to satisfy the organization's current and future needs. Both definitions understand talent management as an integrated and holistic system that considers the employee's life cycle from recruitment to job placement to ensure the organization fully utilizes its leadership talent to achieve a competitive edge.

Other definitions of talent management have focused on the relationships between various organizational systems. For instance, Yener et al. (2017) viewed it as a component of the HR function that involves the selection, recruitment, development, and management of talents acquired by the organization to achieve strategic objectives. However, ongoing talent management is a process of strategic partnership between HR and organizational development to ensure a flow of resources as well as individual management of talent that benefits the organization (Pandey & Risal, 2022). Farooq et al. (2017) concurred that talent management involves various organizational subsystems working in tandem to create and sustain required talent. However, they maintained that talent management begins by identifying gaps in influential positions within the institution before embarking on talent selection, recruitment, and development. Thus, their definition includes the need for the organization to assess the skills that it requires and scan their availability in the labor market. Tbila (2020) defined leadership talent management as assigning a particular group of employees who possess administrative and leadership skills to work on the organization's development and prosperity and then developing the group in this direction. Al-Raqab (2022) added that managing leadership talent at universities involves identifying and attracting leadership talent and competencies and then investing in them to achieve the university's goals and achieve a competitive advantage. Succinctly stated, it is a process of attracting, retaining, developing, and deploying talent (Thunnissen, 2016). In universities, it is a method of ensuring that universities hire the right person for the right job at the right time to meet their needs (Bethke-Langenegger et al., 2011). In this study, the term "leadership talent management" refers to an organized administrative process undertaken by the university to attract, develop, and retain leadership talent.



The Dimensions of Leadership Talent Management

A systematic assessment of talent management requires subdividing the concept into discrete but interdependent components, each of which contributes to the effective utilization of talents within the organization. Yener et al. (2017) conducted a meta-synthesis of various studies to provide an incremental approach to talent management that traces its steps from infancy to maturity. The first step is workforce planning, which involves determining the organization's workforce needs. This step also coincides with the approach of Farooq et al. (2017), who stated that the process begins by identifying organizational leadership gaps to determine the talents that the organization requires and assessing whether the market supply of talents can meet these needs.

Talent attraction is the next step. It involves engaging prospective talents to motivate them to apply for roles in the organization. Erdoğan (2019) revealed that strong employee brand, competitive remuneration packages, and a strong value employee proposition are the most effective strategies for encouraging prospective employees to join the organization. By contrast, weak organizational offers are likely to have a negative impact on talent attraction since they create a weak organizational brand and corporate image. Jayaraman et al. (2018) concurred that employee attraction is a function of the organization's reward system. Thus, talent attraction is an active process that reflects the image that the organization has created over its lifetime.

The third step in talent management involves the twin functions of selection and recruitment, which are the active processes of employing the required talent. This phase is critical to the organization since it involves choosing the right person for the right job at the right time (Jayaraman et al., 2018). Talent may be recruited from within the organization, for example, when existing employees show an interest in an open position; it may also be recruited from external sources when the organization is seeking fresh talent from the labor market.

External sourcing generates a list of candidates who may have skills and aptitudes but lack the necessary experience. Thus, talent development may be needed. This is the fourth step in talent management, and it involves providing the required training to transform skills and aptitudes into refined talent that aligns with the

organization's mission and objectives (Kaliannan et al., 2023). According to Farooq et al. (2017), training new employees and retraining existing staff is vital to ensure that educational institutions achieve proper functioning as well as a competitive edge in the market.

This training is followed by talent deployment, the fifth step in talent management, which refers to the process of leveraging talent by placing employees in the most appropriate positions (Nurfadilah et al., 2022). The sixth and final step is talent retention, which refers to the creation of conducive environments to minimize talent turnover (Emerald Publishing, 2022). Talent retention is similar to talent attraction in that both are functions of the reward system, whose design motivates employees to remain with the organization in the long run.

Through a review of the above process of talent management, the current study has chosen to focus on talent attraction, development, and retention since they are the components most agreed upon by previous researchers, including Al-Raqab (2022), Audish (2022), Erdoğan (2019), Jayaraman et al. (2018), Miiro et al. (2016), Tbila (2020), Tubaileh (2020), and Yener et al. (2017). Knowing how to attract, develop, and retain talent is crucial for universities in order to support institutional strengths and eliminate weaknesses.

Strategic Entrepreneurship: Definitions and Importance

The dynamic nature of market settings necessitates constant ongoing adaptations to ensure survival and sustainability. Strategic entrepreneurship, as the integration of entrepreneurial and strategic thinking (Hitt et al., 2001), explores how these adaptations create sustainable value. Ireland et al. (2003) defined it as a process of managing resources more efficiently so as to facilitate the dual goals of opportunity seeking and advantage seeking, which create superior organization performance. While entrepreneurship identifies opportunities, strategic entrepreneurship exploits these opportunities by considering organizational resources.

This dual process requires an internal and external assessment to identify opportunities that strengthen the organization's strategic performance (Hughes et al., 2020). In a university, strategic entrepreneurship requires strategic thinking in the decision-making process to exploit opportunities in a manner consistent with the university's strategic objectives. Strategic entrepreneurship is both a present and continuing procedure in which an entity evolves into a learning organization by capitalizing on current opportunities while

continuing to search for new opportunities.

The Dimensions of Strategic Entrepreneurship

Whether in a university or other setting, strategic entrepreneurship requires an entrepreneurial mindset. Ireland et al. (2003) defined an entrepreneurial mindset as an individual and collective phenomenon of combining older models while also sensing environmental changes, acting accordingly, and mobilizing resources for better decision-making, even in highly uncertain conditions. An entrepreneurial mindset is needed to achieve organizational immunity whereby an organization is protected from environmental threats (Rego et al., 2022). In educational institutions, this mindset can sustain the institution in volatile environments by enabling it to quickly adjust to environmental threats (Abu Borhom, 2022). By adopting an entrepreneurial mindset, a university gains resilience while still maintaining its strategic goal, even in high-pressure situations.

An entrepreneurial culture is another dimension of strategic entrepreneurship since organizations are social structures and perhaps especially universities. As Ireland et al. (2003) stated, an entrepreneurial culture is one that consists of shared assumptions, values, and beliefs, all of which produce behavioral norms that support entrepreneurship. Groups utilize these shared conceptual resources as they learn to cope with the challenges of external adaptation and internal integration. Universities are dynamic and continually interacting with unique challenges that introduce new behavioral norms. Therefore, an entrepreneurial culture is critical in universities since it assists them in facing challenges with an opportunity-seeking attitude.

Lastly, university success is a function of strategic entrepreneurship, since the latter involves influencing thoughts and actions toward particular behaviors that yield specific outcomes. Entrepreneurial leadership is needed in universities as in other organizations to ensure that the organization creates an entrepreneurial culture that allows it to thrive. This success requires dismantling ways of thinking that no longer serve a purpose. Thus, Ireland et al. (2003) held that the foundations of entrepreneurial leadership can be traced to Schumpeter's theory, which emphasizes the importance of the entrepreneur in championing organizational change through a process of creative destruction. According to this theory, an entrepreneur is essentially an individual who establishes new behaviors, thus

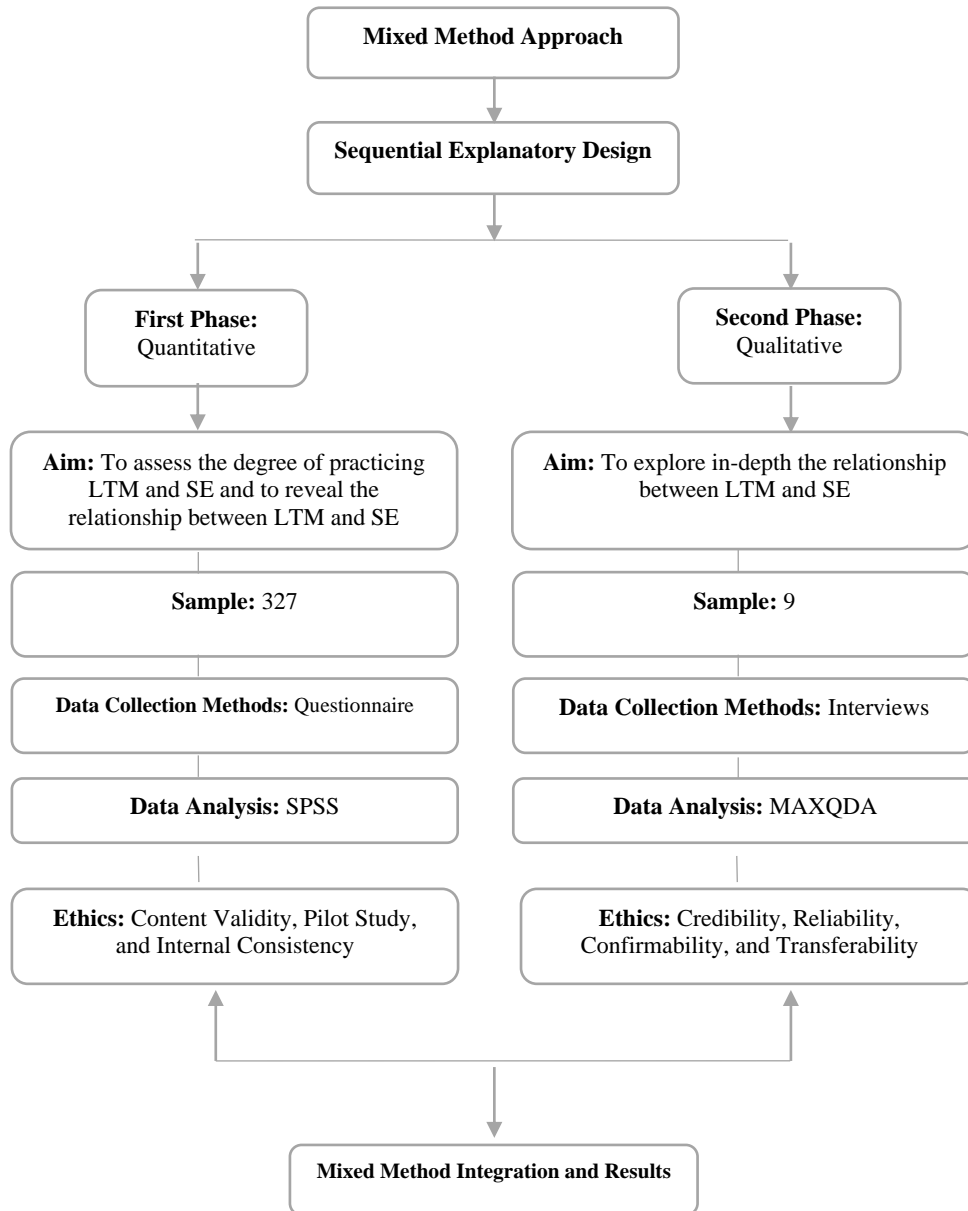
eliminating old models of thinking and creating new organizational approaches. Entrepreneurial leadership is an essential factor in this process since it recognizes and exploits opportunities, thereby allowing new forms of behavior to be institutionalized.

Methodology

This research aims to reveal the relationship between leadership talent management and strategic entrepreneurship by examining their various dimensions and the degree to which these dimensions are practiced according to the perceptions of academic leaders and faculty members at UQU. To achieve this goal, the study used a mixed method approach with an explanatory sequential design. A two-phased strategy was applied that involved collecting and analyzing quantitative data first and then qualitative data to examine the results in more depth (Creswell & Creswell, 2018). The strength of the mixed-method sequential explanatory design lies in the integration of quantitative and qualitative approaches, allowing for a fuller understanding of practices and relationships. Morgan (2019) and Fetters et al. (2013) highlighted that integrating the results of quantitative and qualitative approaches strengthens research findings when the two methods confirm the results of each other and the results are obtained from two different sources; it can also allow the researcher to detect inconsistencies and potential contradictions in the findings.

The aim of the first step of quantitative data collection was to determine both the degree to which leadership talent management and strategic entrepreneurship are practiced and the relationship between them. The sample data was examined using descriptive statistics, an independent samples t-test, one-way ANOVA, and Pearson's correlation. The second phase of qualitative data collection, which was conducted through individual interviews that were analyzed using the MAXQDA program, was used to assist interpret and explain the quantitative findings. Figure 1 illustrates the two phases of the mixed method approach that constitute the conceptual framework of this study (Creswell & Creswell, 2018).

Figure 1
The Conceptual Framework of the Study



Note. LTM stands for “leadership talent management” and SE for “strategic entrepreneurship.”

Study Sample

According to the statistics of Human Resources Management at UQU, the study population comprised 2038 academic leaders and faculty members. The study participants were chosen through a stratified random selection process. The appropriate sample size was calculated as 323, using Arkin's (1984) formula. The study had 327 participants, all of whom were full, associate, or assistant professors. After official approvals from Al-Baha University and UQU were granted, the first phase of the study was conducted utilizing an electronic questionnaire distributed through official emails.

Table 1

Demographic Statistics

Variable	Category	Frequency (n)	Percent
Gender	Male	193	59%
	Female	134	41%
Type of work	Faculty member	218	66.7%
	Faculty member assigned with leadership work	109	33.3%
Academic rank	Full Professor	44	13.4%
	Associate Professor	82	25.1%
	Assistant Professor	201	61.5%

Table 1 above shows the demographics captured in the study. The demographic statistics indicate that the majority of the respondents were males (59%, n = 193) and faculty members without leadership roles (66.7%, n = 218). They also show that most of the respondents were assistant professors (61.5%, n = 201).

As mentioned previously, the qualitative data was collected from the same quantitative study sample. The last question in the questionnaire was the following: "Would you like to participate in an interview that further examines the relationship between leadership talent management and strategic entrepreneurship?" A total of 9 participants who consented to participate were selected for interviews. Individual interviews were conducted with each of these 9 participants, taking into account gender, type of work, and academic rank, as shown in Table 2.



Table 2
Summary of Participants in Qualitative Data Collection

Participants No.	Gender		Type of Work		Academic Rank	
	Labels	Code	Labels	Code	Labels	Code
1	Male	M	Faculty member	FM	Full Professor	FP
2	Male	M	Faculty member assigned with leadership work	FML	Associate Professor	ACP
3	Female	F	Faculty member	FM	Assistant Professor	ASP
4	Female	F	Faculty member assigned with leadership work	FML	Full Professor	FP
5	Male	M	Faculty member	FM	Associate Professor	ACP
6	Male	M	Faculty member assigned with leadership work	FML	Assistant Professor	ASP
7	Female	F	Faculty member	FM	Full Professor	FP
8	Female	F	Faculty member assigned with leadership work	FML	Associate Professor	ACP
9	Male	M	Faculty member assigned with leadership work	FML	Associate Professor	ACP

Table 2 lists the participants' data that was collected at the outset of the qualitative phase of the study. The variables included gender, type of work, and academic rank. The study used codes to indicate these variables. For example, the sequence "F, FML, FP" refers to a female faculty member (in this case, Participant 4) assigned with leadership work, who is a full professor.

The Study Instruments

The mixed-method sequential explanatory design of this study utilized two techniques: a questionnaire to collect quantitative data and an interview to collect qualitative data.

The Questionnaire

The questionnaire was designed to answer the study's research questions. It included two scales: leadership talent management and strategic entrepreneurship. The questions pertaining to leadership talent management were designed on the basis of previous studies (Audish, 2022; Erdoğan, 2019; Jayaraman et al., 2018; Miirio et al., 2016; Tbilal, 2020; Yener et al., 2017) and encompassed three dimensions: attraction leadership talent (5 items), developing leadership talent (6 items), and retaining leadership talent (7 items). The questions pertaining to strategic entrepreneurship were also designed utilizing previous studies (Abu Borhom, 2022; Hitt et al., 2001; Hitt et al., 2011; Ireland et al., 2003; Shabat & Almasri, 2019) and covered three dimensions: entrepreneurial mindset (6 items), entrepreneurial culture (7 items), and entrepreneurial leadership (7 items). The validity and reliability of the instrument were confirmed through the following measures:

Content Validity. The study instrument was presented to eight educational leadership, administration, and planning specialists at Saudi universities to measure the content validity, and their suggestions were taken.

Pilot Study. The psychometric properties were also verified by conducting a pilot study of 30 participants from the study population who were confirmed to be outside the actual study sample. Table 3 demonstrates the psychometric properties of the study's scales. As it shows, the Pearson correlation coefficient was calculated to measure the consistency of each item and the total score of each dimension.

Internal Consistency. Cronbach's alpha was utilized to measure the internal consistency of the study instrument, as shown in Table 3. The instrument had a large Cronbach's alpha for leadership talent management (0.910) and each of its three dimensions (0.883, 0.956, and 0.928, respectively). Strategic entrepreneurship also had a large Cronbach's alpha (0.905), as did each of its three dimensions (0.913, 0.893, and 0.887, respectively). The total Cronbach's alpha of the instrument was 0.923, which indicates that the instrument was highly reliable and suitable for this study.



Table 3

Pearson Correlation Coefficients to Measure the Internal Consistency and Reliability Coefficients of the Instrument (n=30)

Variable Dimension	No. of Items	Pearson Correlation Coefficients	Cronbach's Alpha	Variable Dimension	No. of Items	Pearson Correlation Coefficients	Cronbach's Alpha
V1: LTM	18	0.885**	0.910	V2: SE	20	0.912**	0.905
D1	5	0.836**	0.883	D1	6	0.895**	0.913
D2	6	0.902**	0.956	D2	7	0.924**	0.893
D3	7	0.935**	0.928	D3	7	0.942**	0.887
Total Cronbach's Alpha of the instrument							0.923

Note. LTM stands for “leadership talent management” and SE for “strategic entrepreneurship.”

Semi-Structured Interviews

The second study instrument consisted of semi-structured interviews. While semi-structured interviews are frequently used for collecting qualitative data, their reliability and trustworthiness must be ensured. This study evaluated their credibility, dependability, confirmability, and transferability (Amankwaa, 2016; Creswell & Creswell, 2018; Korstjens & Moser, 2018; Noble & Smith, 2015) as follows:

Credibility. An interview card with instructions was designed to ensure the credibility of the interview. It included an explanation of the interview's purpose, time allotment, and tools. The interview card was presented to qualitative research, leadership, and measurement experts. It was then given to the 9 participants listed in Table 2, all of whom consented to be interviewed and audio-recorded. Semi-structured interviews were conducted through direct contact and audio recordings on the Zoom program and phone voice recorder app. The main interview questions are listed below:

RQ1: Do you agree with the result of the quantitative study on the degree to which

leadership talent management is practiced, and, if so, how would you interpret this result?

If you disagree with the result, could you state why?

RQ2: Do you agree with the results of the quantitative study on the differences that gender, type of work, and academic rank have on perceptions of the degree to which leadership talent management is practiced, and, if so, how would you interpret these results? If you disagree with the results, could you state why?

RQ3: Do you agree with the result of the quantitative study on the degree to which strategic entrepreneurship is practiced, and, if so, how would you interpret this result? If you disagree with the result, could you state why?

RQ4: Do you agree with the results of the quantitative study on the differences that gender, type of work, and academic rank have on perceptions of the degree to which strategic entrepreneurship is practiced, and, if so, how would you interpret these results? If you disagree with the results, could you state why?

RQ5: How would you interpret the results of the quantitative study on the relationship between leadership talent management and strategic entrepreneurship? If you disagree with the results, could you state why?

The interviews ranged between 20 and 50 minutes in length and were conducted for two weeks. A written transcription of each interview was shared with the corresponding interviewee to enhance the credibility of the results. Data triangulation was also ensured by recruiting participants from a sample of faculty members and academic leaders with diverse leadership experience in higher education. The diversity of participants assisted in achieving credible and comprehensive data.

Reliability. Reliability was achieved by conducting the pilot interviews with three participants who were excluded from the study sample to ensure the questions' comprehensibility, validity, accuracy, comprehensiveness, and clarity.

Dependability and Confirmability. Dependability and confirmability were achieved by providing an audit trail that contained the all the raw data of the questionnaire and interviews, including oppositional responses to ensure the avoidance of personal bias, and described the steps of the study implementation.

Transferability. Transferability was achieved by reviewing and evaluating the information provided by the participants to determine whether it was consistent with their experiences and



practices and reached saturation. Additionally, in-depth descriptions of the sample of participants (their characteristics, perspectives, and experiences) together with quotations were included, and the data collection and analysis procedures were fully explained. Lastly, a discussion and interpretation of the results and recommendations for future research were provided.

Data Collection and Analysis Procedures

The research utilized quantitative and qualitative methodologies for data analysis. In the quantitative stage, a questionnaire was distributed to the study sample via official emails. The study used SPSS to calculate means and standard deviations to measure the degree to which leadership talent management and strategic entrepreneurship are practiced. The Pearson correlation coefficient was also utilized to determine the relationship between these two variables. Participant responses were estimated using the five-point Likert scale, as shown in Table 4.

Table 4

Likert Five-Point Scale Ratings

Degree of Application	Degree	Mean Score Category	Degree (High, Moderate, Low)
Strongly agree	5	4.21-5	Very high
Agree	4	3.41-4.20	High
Neutral	3	2.61-3.40	Medium
Disagree	2	1.81-2.60	Low
Strongly disagree	1	1-1.80	Very low

Regarding the qualitative stage, thematic analysis was utilized to analyze the qualitative data. This type of analysis involves organizing the data and classifying it into groups or topics that assist in understanding the data and making it usable. The MAXQDA program was employed, following the steps recommended by Braun & Clarke (2021), Guetterman et al. (2015), Hennink, et al. (2020), and Johnson & Christensen (2019). These steps are listed below:

- Listening to the interviews recorded and writing down these interviews with all the participants' words, taking care not to omit any word or comment mentioned by any participants, while providing all comments with the same importance.
- Entering the transcribed and collected data from the interviews into the qualitative research analysis program MAXQDA.

-
- Rereading the interviews from the program carefully to extract the initial concepts that represent the study participants' responses to the phenomenon under study. This process is called coding. The coding process involves developing a system for indexing data by creating a set of categories or codes and then indexing segments of data according to the codes created. Categories were created inductively by delving deeper into the data's specifics to identify interesting patterns, themes, and interrelationships.
 - Retrieving clips indexed according to the study topics, then transferring these clips from the MAXQDA program to Microsoft Word to analyze them and display the results.

Results and Discussion

The purpose of this study was to examine the relationship between leadership talent management and strategic entrepreneurship by surveying a sample of academic leaders and faculty members at UQU. The study also aimed to reveal how the study participants interpreted this relationship. A mixed-method approach was utilized to answer the research questions. The results of the quantitative study were presented first, after which the research questions were discussed in qualitative interviews with 9 of the participants. Their interpretations of the quantitative results assisted in developing comprehensive and in-depth answers to the study questions. The findings of both the quantitative and qualitative data are here discussed.

Results for Q1 and Q3

Questions 1 and 3 asked about the degree to which leadership talent management (Q1) and strategic entrepreneurship (Q3) are practiced at UQU from the perspectives of academic leaders and faculty members. Overall, the quantitative study results indicate that they are highly practiced. The following subsections provide detailed results.

Leadership Talent Management

As Table 5 shows, the overall mean of leadership talent management was 3.66 ($SD = 0.92$), which is high. Notably, the degree to which talent attraction ($M = 3.97$, $SD = 0.74$) and development ($M = 3.59$, $SD = 0.95$) are practiced was high, while the result for talent retention was medium ($M = 3.38$, $SD = 1.11$). This high degree of leadership talent management might be attributed to UQU's contemporary leadership strategy that includes programs, units, and



departments dedicated to attracting, developing, and retaining leaders and then assigning them to appropriate leadership positions. For instance, to fulfill its vision and the Kingdom's Vision 2030, UQU has developed a special department and unit for attracting distinguished and gifted scholars to the university by providing them with a supportive environment for creativity and innovation. The overall high degree of leadership training management at UQU is consistent with the findings of several previous studies in higher education, such as those by Al-Raqab (2022), Alsulami (2020), and Tubaileh (2020). The moderate results for leadership talent retention are consistent with the study of Al-Qahtani (2018), who found that in women's education departments in Riyadh, the practice of talent management is average with respect to talent retention. This result might be attributed to the fact that some of the study participants did not have access to university reports and statistics regarding the number of transfer requests from faculty members to work outside the university, but also to the reluctance of those talented in leadership to work in leadership positions. The results of the current study differ from a number of previous studies conducted in higher education, which indicated that talent management in general is moderate to low (Al-Ali, 2017; Al-Daadi, 2019; Al-Skran, 2019; Al-Zahrani, 2019; Atta, 2021; Raza, 2022). Notable among these are the studies of Al-Daadi (2019) and Al-Zahrani (2019), both of which were conducted at UQU with findings that indicated talent management practices were inadequate.

Table 5

The Arithmetic Means and Standard Deviations of Responses to the Study Variables Arranged in Descending Order According to the Arithmetic Mean (n = 327)

Variable	Dimension	The Number of Items	Mean	Standard Deviations	Degree (High, Moderate, Low)
Leadership Talent Management (LTM)	Leadership	5	3.97	0.74	High
	Talent				
	Attraction				
	Leadership	6	3.59	0.95	High
	Talent				
	Development				
Leadership	7	3.38	1.11	Medium	

Variable	Dimension	The Number of Items	Mean	Standard Deviations	Degree (High, Moderate, Low)
Strategic Entrepreneurship (SE)	Talent Retention				
	Total	18	3.66	0.92	High
	Entrepreneurial Mindset	6	3.91	0.59	High
	Entrepreneurial Culture	7	3.83	0.59	High
	Entrepreneurial Leadership	7	3.80	0.67	High
	Total	20	3.76	0.72	High

Participants in the interviews were asked about their perceptions of the degree to which leadership management talent was practiced at UQU; most responded that the university practices it to a high degree. The participants' responses were analyzed using the MAXQDA program. The analysis results highlighted three factors responsible for the high level of leadership training management. Table 6 lists these factors along with their justifications.

Table 6

Factors Responsible for the High Degree of Leadership Talent Management at UQU (n=9)

Factors	Justifications	Frequency
Attracting talented leaders (5*)	- The university has many talented leaders who are prepared to fill future leadership positions.	9
	- A transparent system and clear standards are in place for attracting talented leaders.	5
	- Young, talented leaders who have leadership experience are sought to fill leadership positions.	4
	- Leadership positions can be filled immediately if any leader leaves.	2
	- The university does not rely on seniority when appointing to leadership	1



Factors	Justifications	Frequency
	positions and empowers talented young leaders to take on leadership work.	
Developing talented leaders (6*)	- A strategic plan is in place for the development of talented leaders.	9
	- The university has a department for talent management.	9
	- The university provides a scholarship for talented leaders to attend the best international universities.	9
	- Annual programs are held that focus on qualifying and training talented leaders.	6
	- The university has qualified second-level leaders and empowers young leaders and female leaders to enhance efficiency.	4
	- Budgets are in place to qualify and develop talented leaders.	4
Retaining talented leaders (5*)	- The achievements of talented leaders are honored and appreciated.	8
	- Respect and appreciation generally prevail in working relationships within the university.	8
	- Talented leaders are empowered to participate in decision-making.	6
	- The university provides a suitable work environment for talented leaders.	5
	- Work behaviors of talented leaders, such as job satisfaction and organizational loyalty, are frequently monitored.	1

* Total factors

Attraction of Talented Leaders. Participants indicated that UQU attracts leadership talent through procedures and processes in which roles and talented leaders are identified and selected to achieve the university's strategic plans. Participant 4 (F, FML, FP) explained the high degree of leadership training management at UQU by stating,

“Umm Al-Qura University is one of the ancient universities that has graduated many talented leaders and creative people who hold crucial leadership positions, whether inside or outside the university.” Participant 1 (M, FM, FP) stated that Umm Al-Qura University has “a transparent system for attracting human talents. For example, jobs are clearly announced through the university’s official website, and clear criteria are set for selecting the most suitable candidate.” Participant 8 (F, FML, ACP) confirmed that the university has a large number of talented leaders, and the evidence of this is that the university fills any leadership position immediately if one leader leaves. As to how the university can improve its procedures in the future, participants suggested having a database of talented leaders that can be used when nominating for leadership positions.

From the above, it is evident that UQU’s approach to leadership training management is consistent with the Kingdom’s Vision 2030. Summarily stated, UQU is keen to attract, select, and assign talented young leaders. As Participant 7 (F, FM, FP) indicated, UQU no longer relies on seniority but has instead moved towards empowering talented young leaders, taking into account their leadership experience, competence, and merits.

Development of Talented Leaders. Most participants affirmed that UQU has many activities and training programs geared toward qualifying talented leaders in a variety of fields and that its strategic plan prioritizes talent management. For instance, Participant 9 (M, FML, ACP) mentioned that UQU holds an annual program for preparing leaders called “The Effective Leader,” which is presented by academic experts and includes more than 100 participants. As Participant 3 (F, FM, ASP) stated, “At our university, when you look at the strategic plan, you can notice that one of its main goals is to develop talents and maintain them.” The participants also mentioned the existence of a department for talent management at the university, as well as scholarship and training opportunities to qualify talented leaders to work within the university. For instance, Participant 1 (M, FM, FP) said, “The good thing is that our university has a special department for talent management talented leaders can benefit from many training and scholarship opportunities, and I believe this may be one of the factors that helps retain them.” Participant 5 (M, FM, ACP) noted that the university is interested in talented leaders, and recently, interest has been shown in qualifying and training young, second-line leaders. Participant 6 (M, FML, ASP) mentioned that the



interest in talented young women leaders [as UQUQ is] enabling them to perform leadership work at the university level. Finally, Participant 8 (F, FML, ACP) confirmed that the university has a special annual budget to qualify and train leadership talent.

However, a few participants, mainly those who taught off-campus, including Participants 3 (F, FM, ASP) and 4 (M, FM, ACP), stated that opportunities for external leadership training are rare, and most of the training programs are held on the university campus, not in its affiliated branches. This was corroborated by Participant 2 (M, FML, ACP), who maintained that current external training is almost non-existent, although there is a scholarship program for acquiring leadership qualification in various areas of specialization.

Retention of Talented Leaders. The majority of interviewees agreed that UQU makes a considerable effort to retain talented leaders. Participant 4 (F, FML, FP) highlighted “an annual celebration held to honor talented leaders.” This participant went on to say that “the university encourages leaders to participate in formulating its plans and decision-making.” Participant 7 (F, FM, FP) added, “I feel that there is a prevailing atmosphere of respect and appreciation in the work environment ... this means a lot to me as a faculty member and encourages me to stay in this encouraging environment.” Participant 6 (M, FML, ASP) stated, “We usually receive questionnaires that measure the extent of satisfaction and loyalty among university employees.” The latter is a critical aspect of leadership retention, and one employed by most organizations that desire to meet the expectations of their employees.

On the other hand, when asked to explain the average results for leadership talent retention in the quantitative analysis, Participant 7 (F, FM, FP) responded by saying that there is no dedicated unit for determining why professors request to transfer outside the university or why talented faculty avoid leadership work. Participant 4 (F, FML, FP) provided another reason for the lower than expected results. In this participant’s opinion, the university has conducted insufficient studies and surveys on the intention to leave that target its talented leaders, including those who have already left the university.

Strategic Entrepreneurship

Regarding strategic entrepreneurship, the results in Table 5 show high values ($M = 3.76$, $SD = 0.72$). The result for entrepreneurial mindset ($M = 3.91$, $SD = 0.59$) was the highest, followed by

entrepreneurial culture ($M = 3.83$, $SD = 0.59$) and then entrepreneurial leadership ($M = 3.80$, $SD = 0.67$). This high degree of strategic entrepreneurship in all its three dimensions can be attributed to the fact that UQU has an entrepreneurial orientation and possesses many entrepreneurial faculty members who are capable of making decisions and taking calculated risks—an asset that reflects UQU’s high level of leadership talent management. UQU and its employees make a conscious effort to adopt a strategic entrepreneurship approach in most of their activities and development work so as to consolidate the university’s position locally and regionally. For example, UQU seeks to find and create opportunities in the surrounding environment and adopt innovative ideas wherever possible. Its entrepreneurial focus is enhanced by its location in Makkah, the Qibla of Muslims, and required by its academic and religious functions, including service provision for Hajj and Umrah. The high score for strategic entrepreneurship aligns with the findings of previous studies by Abu Borhom (2022), Thabet (2021), and Al-Zabt (2019), while differing from the findings of Al-Ghamdi (2021) and Atta (2021).

When asked in the interviews about the degree to which UQU practices strategic entrepreneurship, most participants confirmed that the university practices it to a high degree. The MAXQDA program was utilized to analyze the participants’ interview responses. The analysis results pointed to three factors responsible for the high level of strategic entrepreneurship at UQU. Table 7 lists these factors along with their justifications.

Table 7

Factors Responsible for the High Degree of Strategic Entrepreneurship at UQU (n=9)

Factors	Justifications	Frequency
Possession of an entrepreneurial mindset (4*)	- An obvious and declared entrepreneurial vision is in place.	9
	- Employees, students, and the community are encouraged to develop creative ideas.	7
	- External entrepreneurial opportunities are captured.	6
	- An entrepreneurial mindset is evident with respect to leadership development.	6
Awareness of	- Entrepreneurial ideas are	9



an entrepreneurial culture (4*)	supported. - Incentives are provided for creative and distinguished people. - The university is working to improve the services provided to beneficiaries. - The university culture encourages new ideas, creativity, and experimentation.	8 6 5
Application of entrepreneurial leadership (4*)	- A risk management plan is in place. - Strategic alliances and partnerships are made with external parties. - Leaders are keen to consolidate the university's entrepreneurial vision. - The university has entrepreneurial leaders who have the ability to make critical decisions in innovative ways.	9 8 7 7

* *Total factors*

Possession of an Entrepreneurial Mindset. The participants unanimously agreed that the university has a declared entrepreneurial vision. Participant 4 (F, FML, FP) stated, "If you read the university's Vision and Strategic Plan 2027, it emphasizes the significance of being entrepreneurial in most fields." Moreover, the participants all confirmed that the university continuously encourages students, employees, and community members to present their ideas to the university and create opportunities. Participant 6 (M, FML, ASP) provided further detail as she mentioned that UQU has an institute for entrepreneurship, and it has many activities throughout the year it has Wadi Makkah Company for Technology, which is an investment company, also, it owns it and aims to invest in human capital, develop the knowledge economy, and transform entrepreneurial ideas into reality products. From the above responses, it is apparent that UQU has an entrepreneurial mentality that enables it to obtain external opportunities and create opportunities.

Awareness of an Entrepreneurial Culture. The interviews indicated that entrepreneurship is expanding. The university culture facilitates the development of new ideas, creativity, and experience and then provides incentives to those who excel in these areas. As Participant 6 (M, FML, ASP) mentioned, this entrepreneurial culture may be due to the presence of the Entrepreneurship Institute and the Wadi Makkah Technology Company, which have encouraged new ideas on how to improve existing practices. Participant 3 (F, FM, ASP) added, “Since the Corona pandemic, I have noticed that many of the services provided to beneficiaries from inside and outside the university have improved and have become smoother and more flexible than before.”

Application of Entrepreneurial Leadership. Several participants noted that the leaders within the university work to instill the entrepreneurial vision in others. In the words of Participant 1 (M, FM, FP), “Every day, I feel that more brave leaders who can make decisive and strategic decisions in innovative, pioneering ways are emerging at the university.” The participants also agreed that the university has a risk management plan and a significant number of partnerships with entities outside the university that support its entrepreneurial vision. However, a few indicated that some leaders are afraid of taking risks, which may cause the university to lose opportunities. For example, Participant 7 (F, FM, FP) stated, “We know that one of the most expected characteristics of an entrepreneurial leader is risk-taking, and when we talk about risk, it must be calculated, but in general, I feel that emerging leaders at the university are afraid of taking risks and presenting something new that does not exist on the scene ... some universities are duplicates of others, so [taking a] calculated risk [would] give the university a competitive advantage.” According to this statement, entrepreneurial leadership is an integrated management process that proceeds through several phases, one of which includes risk-taking.

Results for Q2 and Q4

Questions 2 and 4 asked whether there are statistically significant differences in perceptions of the degree to which leadership talent management (Q2) and strategic entrepreneurship (Q4) are practiced that can be attributed to the variables of gender, type of work, and academic rank. To answer these questions, this study tested hypotheses H_1 and H_2 . The most significant results are presented below.



The differences that can be attributed to gender and type of work were analyzed using an independent samples t-test. As Table 8 shows, the results for both variables are statistically significant: There is a significant difference ($\alpha = 0.05$) in perceptions of the degree to which leadership talent management is practiced that can be attributed to gender ($t [325] = - 2.39, p = 0.018$) and type of work ($t [325] = - 2.75, p = 0.006$). Regarding gender, the results indicate that women's ($M = 3.80, SD = 0.89$) perceptions of leadership talent management are significantly higher than men's ($M = 3.55, SD = 0.93$) perceptions. This difference can be attributed to the university's current efforts to empower women, which are in line with Saudi Vision 2030. Regarding type of work, the results show that faculty members assigned with leadership work ($M = 3.85, SD = 0.89$) had significantly higher perceptions of the degree to which leadership training management is practiced than ordinary faculty members ($M = 3.56, SD = 0.92$). This difference can be attributed to the proximity of faculty members who are charged with leadership work to decision-makers within the university. These results differ from those of Al-Raqab (2022), Al-Skran (2019), and Tubaileh (2020), who indicated that there are no statistically significant differences for talent management that can be attributed to gender or type of work.

When participants were asked about their interpretation of the differences with respect to gender, they unanimously pointed to the increase of women's empowerment at the university, especially in recent years. Participant 7 (F, FM, FP) reported that women at the university are now treated the same as men, so much so that female leaders have been empowered to work in senior positions at the university and currently hold the positions of dean and vice-rector. Regarding the results that show differences with respect to type of work, the participants mentioned two factors that influenced the results in favor of faculty leaders' perceptions: first, their experience in leadership work, and second, their closeness to decision-makers at the university. As the participants explained, these two factors made faculty leaders more aware of the dimensions of leadership talent management.

Table 8

T-test for the Differences Between the Study Sample Averages Regarding the Degree of Talent Leadership Management According to Gender and Type of Work (n = 327)

Variable	Category	Total	Means	Standard Deviations	T	Sig
Gender	Male	193	3.55	0.93	-2.39	.018
	Female	134	3.80	0.89		
Type of work	Faculty member	218	3.56	0.92	-2.75	.006
	Faculty member assigned with leadership work	109	3.85	0.89		

Meanwhile, the differences in results for leadership management talent that can be attributed to academic rank were analyzed using one-way ANOVA. As Table 9 shows, the results were not statistically significant ($F [2, 324] = 0.37, p = 0.694$). Stated otherwise, the results for full professors ($M = 3.50, SD = 1.03$), associate professors ($M = 3.63, SD = 0.81$), and assistant professors ($M = 3.68, SD = 0.95$) did not differ significantly, a result that might be attributed to the fact that all the participants in this study have doctoral degrees or higher and, therefore, hold similar views on leadership talent management. These results align with those of Al-Raqab (2022), Al-Skran (2019), and Tubaileh (2020), who indicated that there are no statistically significant differences for talent management that can be attributed to job rank.

Table 9

One-Way ANOVA on the Differences Between the Study Sample Averages Regarding the Degree of Talent Leadership Management According to Academic Rank (n = 327)

Variable		Sum of Squares	df	Mean Square	F	Sig
Talent Leadership Management	Between Groups	0.622	2	0.311	0.37	0.694
	Within Groups	275.52	324	0.850		
	Total	276.14	326			

The study also utilized the independent samples t-test to examine the differences between the averages of the study sample responses on the degree of strategic entrepreneurship according to



gender and type of work. The results in Table 10 show that there is no statistically significant difference that can be attributed to gender ($t(304) = -1.60, p = 0.111$) or faculty position ($t(325) = -1.14, p = 0.257$).

Table 10

T-test for the Differences Between the Study Sample Averages Regarding the Degree of Strategic Entrepreneurship According to Gender and Type of Work (n = 327)

Variable	Category	Total	Means	Standard Deviations	T	Sig
Gender	Male	193	3.70	0.75	-1.60	0.111
	Female	134	3.83	0.68		
Type of work	Faculty member	218	3.72	0.71	-1.14	0.257
	Faculty member assigned with leadership work	109	3.82	0.75		

In Table 11, the ANOVA results show that the differences for strategic entrepreneurship that can be attributed academic rank are not statistically significant ($F[2, 324] = 1.75, p = 0.176$). Stated otherwise, the perceptions of full professors ($M = 3.95, SD = 0.71$), associate professors ($M = 3.65, SD = 0.66$), and assistant professors ($M = 3.78, SD = 0.74$) did not differ significantly. These results align with those of Shabat and Al-Masry (2019) and can be attributed to the fact that UQU has reached a position on strategic entrepreneurship that involves all faculty members, regardless of academic rank.

Table 11

One-way ANOVA on the Differences Between the Study Sample Averages Regarding the Degree of Strategic Entrepreneurship According to Academic Rank (n = 327)

Variable		Sum of Squares	df	Mean Square	F	Sig
Strategic Entrepreneurs hip	Between Groups	1.823	2	0.911	1.75	0.176
	Within Groups	169.10	324	0.522		
	Total	170.92	326			

When asked how they would explain the lack of difference between perceptions, the participants stated that this result is due to certain steps the university has taken toward becoming an

entrepreneurial institution—steps that are obvious to everyone on account of the university’s emphasis on leadership talent and innovation.

Results for Q5

To answer Q5, the main research question, this study tested hypothesis H3. The most significant results are presented below:

According to Table 12, all correlation coefficients are strong and positive between leadership talent management and strategic entrepreneurship, whether between the total score of the two variables or between their dimensions. The total correlation was high ($r = 0.731$, $p \leq 0.05$), which suggests that the greater the degree of leadership talent management at UQU, the greater its degree of strategic management. Notably, there is a strong positive relationship between leadership talent development and entrepreneurial leadership ($r = 0.792$, $p \leq 0.05$). This finding can be attributed to the fact that UQU has a strong strategic entrepreneurial orientation through its vision and strategic plan. It focuses on developing and attracting talented entrepreneurial leaders, who can contribute to its achievement of strategic entrepreneurship. This result is consistent with previous research that found a strong relationship between leadership talent management and strategic entrepreneurship (Almughairi et al., 2022; Al-Raqab, 2022; Othman, 2022).

Table 12

Pearson Correlation Coefficient for the Relationship Between Leadership Talent Management and Strategic Entrepreneurship (n = 327)

N	Talent Leadership Management (TLM)	Strategic Entrepreneurship (SE)			Total for SE
		Entrepreneurial Mindset	Entrepreneurial Culture	Entrepreneurial Leadership	
1	Leadership Talent Attraction	0.657**	0.567**	0.625**	0.748**
2	Leadership Talent Development	0.475**	0.663**	0.792**	0.797**
3	Leadership Talent Retention	0.513**	0.558**	0.671**	0.675**
	Total for TLM	0.605**	0.648**	0.637**	0.731**

When asked how they would interpret the quantitative results regarding the relationship between leadership training management and strategic entrepreneurship, the participants confirmed that the relation is causal, with leadership talent management facilitating



strategic entrepreneurship. As Participant 4 (FML, FP) stated, “From my perspective, the more the university is concerned about managing its leadership talents through recruitment, development, and retention, the more its strategic entrepreneurship will dramatically increase.” Participant 6 (M, FML, ASP) added, “Human resources, especially talented ones, are the real capital of the university, and they, in turn, contribute to the university’s sustainability and achievement of its entrepreneurial vision and the Kingdom’s Vision 2030.” Regarding research entrepreneurship, Participant 9 (M, FML, ACP) confirmed that managing leadership talent undoubtedly assists the university in achieving entrepreneurial research status as there are many talents that must be developed to achieve a high ranking. Moreover, Participant 7 (F, FM, FP) stated: “We believe that if the university concentrates on its talented leaders and maintains them, it will be the envy of others ... thus, the university will have achieved a better strategic position and a competitive advantage over other competing universities.”

Conclusion and Recommendations

In summary, a review of the quantitative and qualitative results concerning the relationship between leadership talent management and strategic entrepreneurship at UQU clearly indicates that these two variables are strongly correlated, and, moreover, that leadership talent management facilitates strategic entrepreneurship. This finding might be attributed to the extent of leadership talent management at UQU. The university’s keenness on attracting, developing, and retaining leadership in all fields has led to a strategic entrepreneurial culture, as stipulated in its vision, “local and regional excellence in education, scientific research, community service, and entrepreneurship,” a statement compatible with Saudi Vision 2030.

Based on the findings, the study recommends the following: First, enhance the retention of talented leaders through formally adopted strategic plans that address the factors which lead to an increase in intentions to leave. Second, increase the attraction of leadership talent by creating a university environment that supports innovation. Third, establish transparent standards and measurement indicators so that talented leaders within the university can be discovered, and then nurture these leaders to develop and retain them. Fourth, raise interest within the university in viewing leadership talent management as a strategy for achieving strategic entrepreneurship.

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