





Modeling the Recruitment of Knowledge Workers Based on Professional Competencies

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ABSTRACT

The purpose of the present study is to model the recruitment of knowledge workers based on professional competencies. In terms of its objective, this research is applied in nature, and methodologically, it is survey-based. The study adopts a qualitative approach. The statistical population consists of university professors and experts familiar with the recruitment of knowledge-based employees. In the qualitative section, their insights were utilized for the identification and coding of categories. Sampling continued until theoretical saturation was reached; thus, ten individuals were selected using the snowball sampling technique. The sampling method in this study is theoretical and purposive in nature. Data analysis was conducted using the grounded theory method. The research instrument was a semi-structured interview. The findings of the study indicate that, based on grounded data analysis, the causal conditions include the organization's need for professional expertise and recruitment policies based on competency. The core conditions include the competency evaluation system, a meritocratic culture, and a targeted recruitment structure. The contextual conditions involve a professional organizational environment and supportive legal and policy frameworks. The intervening conditions include budgetary constraints and competition with the private sector. The strategies entail designing a competency-based recruitment system and developing a professional employer brand. The consequences encompass enhanced organizational productivity, improved organizational innovation, and a strengthened competitive position of the organization.

Keywords: knowledge workers, employee recruitment, professional competency, recruitment policies.

1. Introduction

In the dynamic and competitive landscape of contemporary organizations, the recruitment and retention of knowledge workers equipped with robust professional competencies has emerged as a strategic imperative. The increasing complexity of organizational roles, coupled with the acceleration of technological change, has reshaped the criteria for successful employee performance. Organizations are no longer solely reliant on academic qualifications or years of experience; rather, they are turning to competency-based recruitment models to ensure that new hires can contribute meaningfully to organizational goals from the outset. Professional competency, in this context, encompasses a combination of knowledge, skills, attitudes, and behaviors that enable individuals to perform their roles effectively and adapt to evolving organizational needs (Ulrich et al., 2008).

Professional competency is particularly critical for knowledge workers, whose contributions often involve problem-solving, innovation, and the effective management of intangible assets such as information and expertise (Muzam, 2023). These workers are central to the intellectual capital of an organization and play a crucial role in maintaining competitive advantage (Rajabpour & Soheili Nik, 2020). Consequently, understanding how to model their recruitment based on professional competencies has become a key research and managerial concern. As Collings and Mellahi (2009) have suggested, strategic talent management must be grounded in identifying and developing the competencies that align with organizational priorities (Collings & Mellahi, 2009).

The effectiveness of competency-based recruitment practices has been validated across various domains. For instance, Dadwal and Arya (2024) found that competency-based selection procedures significantly improve employee retention, as individuals whose values and capacities align with organizational needs are more likely to remain committed and satisfied in their roles (Dadwal & Arya, 2024). Similarly, Doe and Smith (2023) used a grounded theory approach to develop a comprehensive framework for assessing the competencies of knowledge workers in human resource management, underscoring the need for systematic identification and mapping of core professional traits (Doe & Smith, 2023). These studies point to the dual benefit of professional competency frameworks: enhancing organizational performance while simultaneously fostering employee well-being.

Moreover, the link between professional competencies and job satisfaction has been consistently established in empirical research. Shamiya (2025) emphasized that in government institutions, higher levels of professional competency correlate with greater job satisfaction, suggesting that such competencies are essential not only for task performance but also for psychological engagement and morale (Shamiya, 2025). This conclusion is supported by the findings of Wang et al. (2022), who documented that job satisfaction, organizational commitment, and job performance are mutually reinforcing, particularly when supported by a culture that values competency and development (Wang et al., 2022).

The development of professional competencies, however, is not limited to recruitment but must be embedded within the organizational culture and supported by leadership. Attsaury et al. (2024) highlighted the strategic role of school principals in enhancing teachers' professional competencies through targeted development initiatives and a supportive environment (Attsaury et al., 2024). This view aligns with the idea that competency development is an ongoing process that involves structured learning, performance feedback, and organizational alignment. Bazaeva et al. (2024) similarly argued that professional competence formation among university students requires the integration of theoretical and practical components, ensuring readiness for professional practice upon graduation (Bazaeva et al., 2024).

From a managerial perspective, the implementation of competency models requires methodological rigor and contextual adaptation. Horváthová et al. (2019) proposed a structured methodology for building competency models using the Analytic Hierarchy Process (AHP) and weight determination methods, advocating for a systematic approach to identifying, prioritizing, and validating competencies for specific roles (Horváthová et al., 2019). The inclusion of decision-making tools such as AHP in competency modeling can enhance objectivity and strategic alignment. Similarly, the work of Kotzab et al. (2018) in the field of supply chain management demonstrated how lifelong learning and competency development are critical for professional success in complex environments (Kotzab et al., 2018).

Competency-based systems must also address contextual factors such as organizational culture, industry-specific requirements, and employee expectations. As Susanto et al. (2022) noted, family-supportive supervisory behavior can moderate the relationship between job demands and

performance, highlighting the need for a holistic view of competency implementation that includes interpersonal and contextual competencies (Susanto et al., 2022). In addition, Zhang et al. (2021) emphasized the importance of considering the emotional and psychological dimensions of healthcare workers' roles during high-stress periods, pointing to resilience and adaptability as critical professional competencies in crisis contexts (Zhang et al., 2021).

The integration of competency frameworks into recruitment practices also aligns with broader trends in sustainable and ethical business management. Osagie et al. (2016) outlined the individual competencies necessary for corporate social responsibility, including ethical reasoning, stakeholder awareness, and long-term orientation—competencies that are increasingly expected of knowledge workers in both public and private sectors (Osagie et al., 2016). Cob et al. (2024) further showed that in Malaysian public universities, job performance among academic staff is strongly influenced by competencies such as communication, adaptability, and leadership, underscoring the cross-cultural relevance of competency modeling (Cob et al., 2024).

While much of the literature focuses on the positive outcomes of competency-based recruitment and development, several challenges persist. Xu et al. (2023), for example, pointed out deficiencies in the safety management systems of university laboratories, attributing them in part to inadequate human factors competencies among staff and administrators (Xu et al., 2023). This illustrates the consequences of neglecting professional competencies in technical and high-risk environments. Ariqat and Abulaila (2023) added that in security institutions, the mediating role of self-efficacy is crucial in linking professional competencies to work engagement, suggesting that psychological constructs must be integrated into competency models (Ariqat & Abulaila, 2023).

In response to such challenges, scholars and practitioners advocate for a strategic and evidence-based approach to competency modeling. Ulrich et al. (2008) proposed a comprehensive framework linking HR competencies to both people management and business outcomes, emphasizing the need for HR professionals to act as strategic partners in competency development (Ulrich et al., 2008). This strategic alignment ensures that recruitment practices are not isolated

initiatives but are part of an integrated human capital strategy.

In conclusion, modeling the recruitment of knowledge workers based on professional competencies is a multi-dimensional process that requires theoretical grounding, methodological clarity, and practical adaptability. The convergence of findings across disciplines—from education to public administration to healthcare—indicates that competency-based recruitment is not merely a trend, but a foundational element of modern organizational success. As organizations strive to navigate uncertain environments, professional competencies provide a stable anchor, enabling employees to contribute, grow, and lead. This study, grounded in these scholarly contributions, seeks to develop a model that captures the causal, contextual, and strategic dimensions of competency-based recruitment, thereby advancing both academic understanding and managerial practice.

2. Methods and Materials

Given that the objective of this study is to model the recruitment of knowledge workers based on professional competencies, the research method is categorized as exploratory-applied in terms of purpose; cross-sectional in terms of data collection time frame; inductive–deductive in terms of philosophical orientation; and survey-based in terms of data collection and research nature.

To conduct the research, the grounded theory method was employed. Grounded theory involves the use of qualitative approaches aimed at identifying, classifying, and extracting concepts based on the perspectives of relevant experts and professionals.

The statistical population of the study consists of university professors and experts familiar with the recruitment of knowledge workers. In the qualitative phase, their opinions were utilized to identify and code categories. Sampling continued until theoretical saturation was reached. Accordingly, ten individuals were selected using the snowball sampling technique. The sampling method used in this study is theoretical and purposive, as individuals were selected based on their expertise and specialization in the subject area.

Table 1

Expert Sample Members by Demographics

No.	Position	Age	Experience (Years)	Education Level	Field of Expertise
1	Director of a governmental organization	39	10	Ph.D.	Public Administration
2	Director of a governmental organization	41	11	M.A.	Public Administration
3	Director of a governmental organization – University Faculty Member	45	11	Ph.D.	Public Administration
4	Director of a governmental organization	38	9	M.A.	Public Administration
5	Director of a governmental organization	44	12	Ph.D.	Public Administration
6	Director of a governmental organization	48	13	Ph.D.	Public Administration
7	Director of a governmental organization	52	15	M.A.	Public Administration
8	Director of a governmental organization	55	17	M.A.	Public Administration
9	Director of a governmental organization	45	15	M.A.	Public Administration
10	Director of a governmental organization – University Faculty Member	42	10	Ph.D.	Public Administration

The data collection tool in the qualitative section consisted of semi-structured interviews. To ensure the validity and reliability of the findings, eight strategies proposed by Creswell were utilized to verify the credibility of the results.

3. Findings and Results

Axial coding constitutes the second phase of analysis in grounded theory. The objective of this stage is to establish connections among the categories generated during the open coding phase. This coding is referred to as "axial" because the coding process revolves around a central category. In this

stage, the researcher selects one category as the core category and investigates it as the central phenomenon of the process, identifying the relationships of other categories with it. In the axial coding phase, the categories extracted in the open coding phase are scientifically organized under causal conditions, central phenomenon, contextual conditions, strategies, and outcomes, with the interrelationships among the categories clarified. The originators of grounded theory refer to this ongoing comparison of concepts as the "constant comparative method." Table 2 presents the concepts extracted from axial coding.

Table 2

Concepts Extracted from Axial Coding

No.	Axial Codes	Open Codes
1	Organizational demand for specialized skills	Needs assessment for specialized skills, identification of strategic roles, alignment of skills with organizational goals, prioritization of key specialties, skills gap analysis, forecasting future skill needs
2	Shortage of professionally competent personnel	Lack of experts in key areas, limited supply of knowledge workers, insufficient professional training, brain drain to private sector, shortage of qualified applicants, mismatch of training with organizational needs
3	Competency-based criteria design	Defining professional competencies, developing competency assessment indicators, standardizing recruitment criteria, aligning criteria with organizational mission, updating competency standards, integrating criteria into recruitment process
4	Prioritizing expertise in recruitment	Identifying key organizational specialties, aligning expertise with strategic needs, ranking professional skills, focusing on specific job competencies, assigning weights to professional criteria, aligning expertise with organizational goals
5	Tools for assessing professional competencies	Designing specialized tests, using structured interviews, developing performance assessment tools, applying job simulations, using competency-based questionnaires, utilizing digital assessment technologies
6	Standard evaluation criteria	Developing professional competency indicators, standardizing selection processes, defining performance-based criteria, aligning with national standards, updating evaluation standards, integrating into recruitment systems
7	Valuing competency in the organization	Reinforcing meritocratic culture, competency-based rewards, promoting fairness in performance evaluations, motivating professional performance, identifying top talents, supporting competency development
8	Promoting a culture of professionalism	Institutionalizing professional values, training in professionalism, encouraging professional behaviors, reinforcing work ethics, developing professional behavior models, promoting collaboration through professionalism
9	Structured recruitment processes	Systematic design of recruitment process, standardizing selection stages, use of recruitment protocols, clarifying recruitment criteria, regular evaluation of hiring process, integrating technology into recruitment
10	Alignment of recruitment with organizational goals	Matching recruitment with organizational mission, identifying strategic needs, aligning competencies with long-term goals, designing goal-oriented criteria, prioritizing key organizational roles, evaluating recruitment impact on performance

11	Knowledge-based work environment	Creating a knowledge-oriented environment, promoting continuous learning culture, providing knowledge resources, fostering interdisciplinary collaboration, developing knowledge management systems, encouraging workplace innovation
12	Organizational professional infrastructure	Developing professional support technologies, creating flexible organizational structures, provisioning specialized equipment, designing professional training systems, improving management processes, implementing professional performance evaluation systems
13	Meritocracy-supporting regulations	Drafting merit-based regulations, reforming recruitment laws, monitoring implementation of meritocracy, increasing transparency in hiring policies, aligning laws with professional standards, periodic review of recruitment regulations
14	Incentive policies for professional recruitment	Offering compensation packages, designing motivational programs, granting professional benefits, promoting career development opportunities, providing financial and non-financial incentives, developing talent retention policies
15	Financial constraints on recruitment	Budget limitations for hiring, insufficient financial allocation, misprioritization of resources, lack of investment in recruitment, budget misalignment with organizational needs, reliance on limited financial sources
16	Inadequate recruitment budget allocation	Organizational financial constraints, limited budget for recruiting elites, inadequate recruitment resources, inappropriate budget prioritization, absence of targeted financial allocation, budget misalignment with recruitment needs
17	Greater attractiveness of the private sector	Competition with private-sector compensation packages, appealing work environments, job flexibility, faster growth opportunities, differing organizational cultures, financial incentives of the private sector
18	Differences in compensation packages	Inequities in financial rewards, lack of non-financial benefits in public sector, disparity in professional incentives, insufficient motivational packages, mismatch between salary and competency, limited competitive benefits
19	Defining required professional competencies	Identifying key job skills, developing competency standards, analyzing organizational technical needs, establishing competency-based criteria, aligning competencies with mission, updating required competency list
20	Matching competencies to organizational roles	Mapping competencies to job roles, aligning skills with tasks, developing competency profiles for each role, assessing fit between competencies and role needs, prioritizing competencies for key roles, reviewing role-competency alignment
21	Competency-based assessment	Designing competency assessment tools, administering competency-based tests, using structured interviews, evaluating performance based on competencies, standardizing evaluation processes, integrating assessment into recruitment systems
22	Transparency in selection process	Publishing recruitment criteria, informing candidates about selection stages, documenting recruitment process, public access to recruitment information, monitoring fairness in selection, providing applicant feedback
23	Targeting elite recruitment	Identifying top talents, designing elite recruitment programs, prioritizing key specialist recruitment, creating career paths for elites, partnering with talent development institutions, formulating targeted recruitment strategies
24	Focus on strategic expertise	Identifying critical organizational expertise, aligning expertise with goals, prioritizing strategic skills, analyzing future specialty needs, mapping expertise to key roles, periodic review of required specialties
25	Developing competency-based protocols	Designing competency-based recruitment guidelines, standardizing hiring processes, defining professional competency indicators, integrating protocols into recruitment, reviewing recruitment protocols, training recruitment personnel
26	Standardizing recruitment processes	Drafting recruitment guidelines, integrating selection criteria, designing systematic recruitment workflows, monitoring implementation of standards, periodic review of recruitment procedures, using standardized evaluation tools
27	Promoting the professional image of the organization	Strengthening employer brand, publishing professional achievements, promoting professional work environment, showcasing commitment to meritocracy, collaborating with professional media, promoting organizational professional values
28	Creating appeal for specialists	Offering professional development opportunities, designing competitive incentive packages, creating knowledge-oriented environments, ensuring job security, developing specialized training programs, fostering a culture of collaboration and innovation
29	Improving professional performance	Enhancing technical skills, strengthening job competencies, increasing individual efficiency, improving work processes, promoting professional collaboration, developing organizational performance
30	Enhancing service quality	Improving service standards, increasing customer satisfaction, optimizing service processes, strengthening organizational responsiveness, standardizing services, enhancing public trust
31	Generating creative ideas	Fostering employee creativity, encouraging innovative thinking, establishing a creativity-centered environment, developing new ideas, cultivating an innovation culture, utilizing specialized knowledge
32	Developing innovative solutions	Offering creative solutions, improving problem-solving processes, applying modern technologies, strengthening research and development, designing efficient strategies, integrating organizational knowledge
33	Competitive advantage through expertise	Strengthening the organization's expert position, increasing competitiveness, attracting key specialists, enhancing the professional image, strengthening employer brand, developing technical capacities
34	Sustainable recruitment of knowledge workers	Retaining specialized human resources, motivating retention, developing talent retention programs, reinforcing organizational commitment, offering professional growth opportunities, improving professional work environment

The phenomenon under investigation represents the central idea, thought, incident, or event toward which the flow of actions and reactions is directed, with the aim of managing, controlling, or responding to it. The central

phenomenon is accompanied by this key question: What do the data indicate? The core category refers to the idea (concept, notion) or phenomenon that serves as the foundation and focal point of the process. This category

represents the conceptual label or title assigned to the emerging framework or model. The selected core category must be sufficiently abstract to allow for the systematic connection of other main categories to it.

This stage involves the process of selecting the principal category, systematically relating it to other categories,

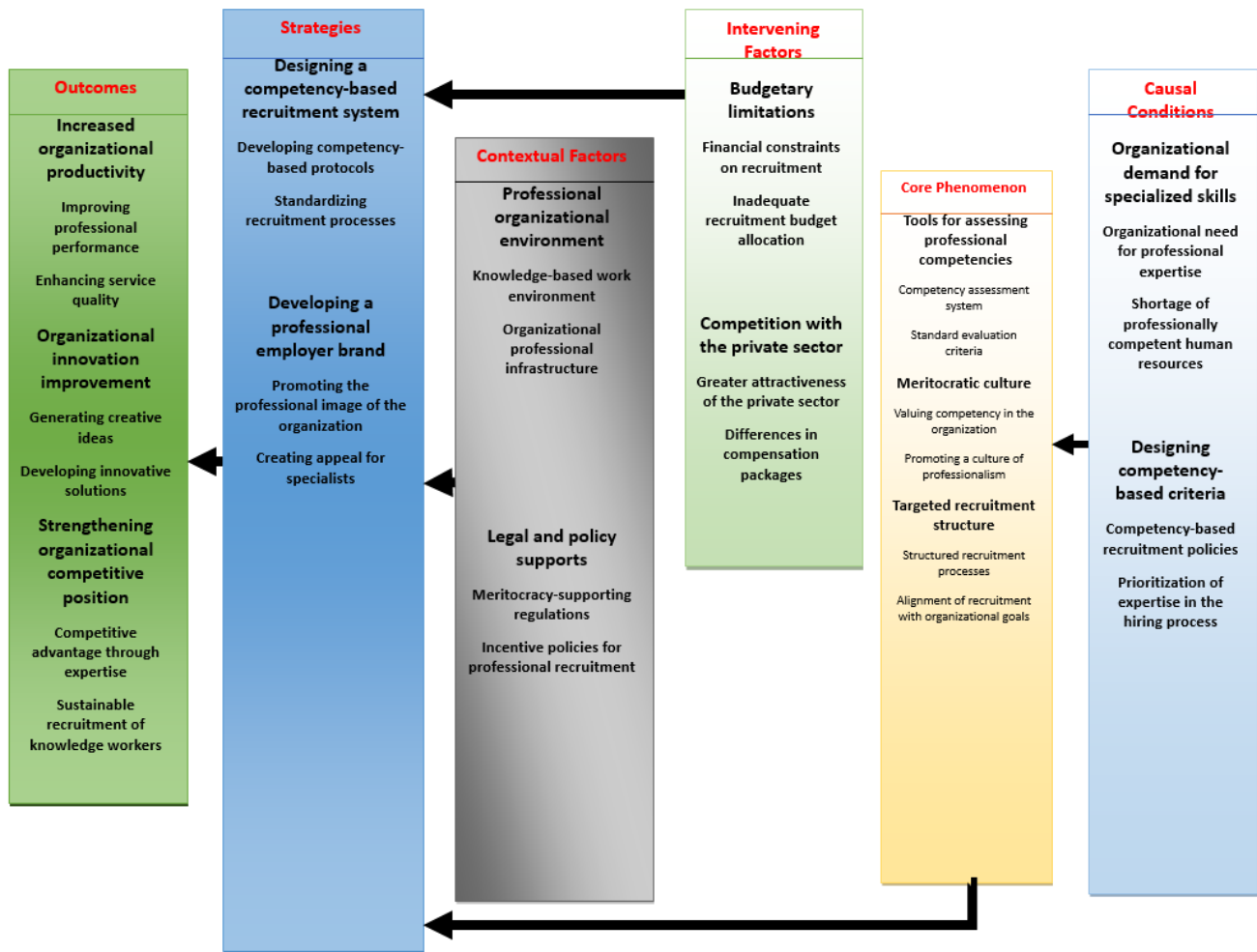
validating these relationships, and completing the categories that require further refinement and development. Table 3 presents the categories and concepts extracted during the selective coding phase.

Table 3

Categories and Concepts Extracted from Selective Coding

No.	Type of Factor	Concepts	Secondary Codes
1	Causal Conditions	Organizational need for professional expertise	Organizational demand for specialized skills
2			Shortage of professionally competent human resources
3		Designing competency-based criteria	Competency-based recruitment policies
4			Prioritization of expertise in the hiring process
5	Core Conditions	Competency assessment system	Tools for assessing professional competencies
6		Standard evaluation criteria	
7		Meritocratic culture	Valuing competency in the organization
8			Promoting a culture of professionalism
9		Targeted recruitment structure	Structured recruitment processes
10			Alignment of recruitment with organizational goals
11	Contextual Conditions	Professional organizational environment	Knowledge-based work environment
12			Organizational professional infrastructure
13		Legal and policy supports	Meritocracy-supporting regulations
14			Incentive policies for professional recruitment
15	Intervening Conditions	Budgetary limitations	Financial constraints on recruitment
16			Inadequate recruitment budget allocation
17		Competition with the private sector	Greater attractiveness of the private sector
18			Differences in compensation packages
19	Strategies	Designing a competency-based recruitment system	Developing competency-based protocols
20			Standardizing recruitment processes
21		Developing a professional employer brand	Promoting the professional image of the organization
22			Creating appeal for specialists
23	Outcomes	Increased organizational productivity	Improving professional performance
24			Enhancing service quality
25		Organizational innovation improvement	Generating creative ideas
26			Developing innovative solutions
27		Strengthening organizational competitive position	Competitive advantage through expertise
28			Sustainable recruitment of knowledge workers

Finally, Figure 1 illustrates the conceptual model derived from the present study.

Figure 1
Final Model of the Study


4. Discussion and Conclusion

The results of the present study aimed at modeling the recruitment of knowledge workers based on professional competencies, using grounded theory, reveal a multilayered structure encompassing causal conditions, core phenomena, contextual and intervening conditions, strategies, and outcomes. The central phenomenon identified in the study was the "design of a competency-based recruitment system," around which the various categories were structured. These findings underscore that knowledge-based organizations need a comprehensive and integrated model that links recruitment policies with professional competency frameworks to remain competitive and effective in dynamic environments.

The first set of findings pertains to causal conditions, including the organizational need for professional expertise and the shortage of professionally competent human

resources. This aligns with previous research by Muzam (2023), who emphasized that the complexities of modern economies demand that organizations actively seek and retain knowledge workers with adaptive and innovative capabilities (Muzam, 2023). The increasing mismatch between educational outputs and organizational demands, as well as the migration of skilled professionals to the private sector, has led to a pronounced talent deficit. This is consistent with the observations of Dadwal and Arya (2024), who found that the use of competency-based recruitment not only bridges this gap but also enhances retention by ensuring that recruits fit the strategic goals and culture of the organization (Dadwal & Arya, 2024).

In terms of core conditions, the study identified three critical elements: a structured competency assessment system, a culture of meritocracy, and a targeted recruitment framework. Tools such as structured interviews, job simulations, and digital evaluation platforms were

emphasized as effective methods of evaluating competencies. This supports the framework proposed by Horváthová et al. (2019), who advocated for a rigorous and systematic methodology in competency model construction using decision-support tools such as the AHP method to ensure reliability and objectivity (Horváthová et al., 2019). Moreover, the emphasis on meritocracy echoes the findings of Osagie et al. (2016), who emphasized that fostering competency-based cultures is central to promoting ethical standards and organizational responsibility (Osagie et al., 2016).

The contextual conditions identified in the study—such as a knowledge-driven work environment, supportive infrastructure, and competency-aligned policies—highlight the importance of aligning internal systems and environments with competency development. This is in line with the work of Kotzab et al. (2018), who emphasized that lifelong learning and professional development infrastructures are essential for building and sustaining competencies in complex fields such as logistics and supply chain management (Kotzab et al., 2018). Furthermore, the integration of legal and policy supports into the competency model finds resonance with Bazaeva et al. (2024), who emphasized that institutional readiness, including clear policies and supportive governance, is key to embedding professional competency development in higher education institutions (Bazaeva et al., 2024).

Intervening conditions, such as budgetary constraints and competition with the private sector, emerged as significant challenges in implementing a competency-based recruitment model. These findings are aligned with the analysis of Xu et al. (2023), who showed how deficiencies in human factors competencies and institutional resources affect safety performance in university laboratories, emphasizing the material and systemic limitations organizations must navigate when implementing new competency frameworks (Xu et al., 2023). Similarly, Ariqat and Abulaila (2023) found that in Palestinian security institutions, internal challenges such as resource constraints and competition for skilled professionals impact the effective deployment of competency-based frameworks (Ariqat & Abulaila, 2023).

The strategies derived from the study—namely, designing competency-based protocols and developing a strong professional employer brand—reinforce the idea that talent acquisition must be seen as a strategic activity. Ulrich et al. (2008) emphasized that the development of HR competencies must occur at the intersection of business goals and people management systems (Ulrich et al., 2008).

The findings also demonstrate that standardizing recruitment processes and aligning them with organizational missions enhances transparency and efficacy, as also emphasized by Choi (2020) in the context of developing competencies for infection control nurses in Korea (Choi, 2020). Furthermore, the importance of promoting the employer's professional image and creating appealing work conditions for specialists was noted, a point strongly echoed by Cob et al. (2024), who highlighted the influence of a supportive work environment and brand reputation on academic job performance (Cob et al., 2024).

Finally, the outcomes of applying a competency-based recruitment model—such as enhanced organizational productivity, increased service quality, strengthened innovation, and improved competitive positioning—are consistent with prior research findings. Shamiya (2025) noted that government employees with higher competency levels exhibit significantly greater job satisfaction, which in turn contributes to productivity and engagement (Shamiya, 2025). Similarly, Wang et al. (2022) established a positive link between job satisfaction, organizational commitment, and job performance, underlining that competencies are not just functional tools but also enablers of psychological and organizational harmony (Wang et al., 2022). The promotion of innovation through idea generation and solution development, as observed in this study, supports the findings of Doe and Smith (2023), who argued that fostering competency-based environments accelerates creative performance among knowledge workers (Doe & Smith, 2023).

These findings also carry implications for competency development at the individual level. The emphasis on mapping competencies to roles and creating dynamic profiles for recruitment resonates with the recommendations of Attsaury et al. (2024), who highlighted the importance of strategic leadership in developing and utilizing professional competencies among educators (Attsaury et al., 2024). Moreover, the integration of psychological constructs such as self-efficacy into the competency framework, as noted in this study, is aligned with research by Ariqat and Abulaila (2023), who found that self-efficacy mediates the relationship between competencies and work engagement (Ariqat & Abulaila, 2023). Therefore, a holistic competency model must address both technical proficiency and psychological resilience to be effective in real-world settings.

Despite its comprehensive design, this study is subject to several limitations. First, the qualitative nature and reliance

on grounded theory, while suitable for exploratory modeling, limit the generalizability of the findings to other organizational contexts or industries. The sample, although composed of knowledgeable experts, was limited in size and geography, which may influence the scope of the extracted categories. Additionally, the study did not include quantitative validation or performance metrics to empirically test the proposed model's effectiveness. The absence of longitudinal data also restricts the ability to examine the model's sustainability and evolution over time.

Future research should expand upon this model through empirical testing across different sectors and cultural contexts. A mixed-methods approach involving both qualitative interviews and quantitative surveys could enhance the robustness and generalizability of findings. Longitudinal studies tracking the implementation of competency-based recruitment systems over time would provide insight into their long-term impact on organizational performance. Moreover, integrating digital tools, such as AI-based recruitment algorithms and data analytics, into future models could reflect evolving practices in human resource management. Finally, future investigations should consider the influence of generational shifts and remote work trends on the development and prioritization of specific professional competencies.

Organizations aiming to adopt a competency-based recruitment model should begin by conducting a comprehensive competency needs assessment aligned with strategic goals. Developing standardized competency profiles and integrating them into recruitment and onboarding processes can enhance selection precision. Managers and HR professionals must also cultivate a culture that values continuous competency development through training, mentorship, and performance feedback. Furthermore, building a strong employer brand that reflects professional values will attract top talent in competitive labor markets. Lastly, recruitment strategies should be supported by appropriate policies, resources, and leadership commitment to ensure long-term effectiveness and alignment with organizational objectives.

Authors' Contributions

Authors contributed equally to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethics Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were considered.

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