

GROWING HIGHER EDUCATION LEADERS THROUGH STRATEGIC TALENT
MANAGEMENT: AN ACTION RESEARCH CASE STUDY

by

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(Under the Direction of Wendy E. A. Ruona, Ph. D.)

ABSTRACT

Talent is a global issue on which higher education must increase its focus. The purpose of this study was to understand talent management in American public colleges and universities. The chief learning officer of Premier Education System (PES) led an action research (AR) team consisting of five chief human resources officers in a two-year study engaging thirteen incumbent chief business officers and eight of their key talent as research participants. The three questions that guided the research were: (a) What are the challenges and benefits of designing and beginning to implement a talent management strategy in Higher Education? (b) How do Chief Business Officers in public colleges and universities perceive their leadership role? and (c) What can be learned from the experience of CBOs and identified potential successors as they pilot the initial phases of a talent development process? The chief business officer, a critical position in higher education, was the focus of this study. Qualitative data were generated using seven methods: semi-structured interviews, casual conversations, incidental observations, email correspondence, meeting notes, personal journal notes, and organizational documents. The data were analyzed inductively using the Constant Comparative Method (Ruona, 2005). The AR team followed Coghlin and Brannick's (2010) AR cycle consisting of four basic steps for conducting

research: constructing, planning action, taking action, and evaluating action. In AR cycle one, the team designed and began to implement strategic talent management. In cycle two, the team developed a job performance model. Lastly, in cycle three, the team designed and piloted talent review methodology. The study shows that a strategic talent management approach using the Talent Stewardship Model (Avedon & Scholes, 2010) is effective, yet the model omits critical elements of effective talent management strategy. The Talent Growth Model extends the Talent Stewardship Model (Avedon & Scholes, 2010) to include establishing a talent management catalyst, securing executive commitment, obtaining adequate resources, designing a job performance model, and executing a communication strategy. The study further found that the collaborative and consultative nature of higher education mandated the need for a group talent review to involve other leaders in selecting key talent.

INDEX WORDS: talent management, job performance model, higher education, leadership, human performance technology, career dialogue, individual development plan, action research, HRD, human resource development

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DEDICATION

This doctoral dissertation is dedicated to my Lord and Savior, Jesus Christ.

He blessed me with a wonderful family to whom I also dedicate this dissertation.

Jonathan, my faithful, loving husband whose unwavering support made this endeavor possible;
Lauryn and ZeMyah, my BEAUTIFUL, sweet daughters who encouraged me and brightened my
days with their hugs and kisses;

Daddy and Mama, my dear parents and my first cheerleaders, who love me unconditionally, and
who inspired our family trip to San Francisco to experience the Redwoods;

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have shared many moments of hearty laughter;

Gene and Phyllis, my best friends whose love is enduring. Our God-ordained three-strand cord is
not easily broken;

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A host of other family and friends whom I love and with whom I missed spending time during
this journey.

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Let the wise hear and increase in learning, and the one who understands obtain guidance.

Proverbs 1:5

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CHAPTER 1

INTRODUCTION

WISDOM OF THE TREES

Life is full of unexpected lessons and hidden truths awaiting discovery. The focus of qualitative research is for meaning and understanding of how people interpret their experiences and how they make sense of their worlds (Merriam, 2009). During this qualitative research study, I analyzed data, linked ideas, and searched for meaning concerning effective talent management strategies for higher education. I simultaneously took a family trip in fulfillment of my father's dream of seeing the giant Redwood trees in California. My family and I enthusiastically explored Muir Woods National Monument gazing in awe at the statuesque majesty of the Coast Redwoods. To my surprise, my serendipitous encounter with the ancient trees revealed hidden truths and unexpected lessons for me that shed light on organization change and talent management, the practice of attracting, developing, and retaining high-quality talent.

The park tourist guide explained that the Redwood trees' ability to adapt to their environment is the key to their existence for over one hundred million years. Redwoods operate efficiently by retaining moisture from their daily engulfment of fog, then storing it for future internal use as well as to sustain life surrounding it by releasing droplets of water on nearby plants. Additionally, Redwood trees plan for the future and sustain their species by supporting and protecting their gene pool in burls elevated above the forest floor. This process enables Redwoods to sprout a new tree from the burl during environmental threats such as fire and

landslides. When a Redwood tree is knocked down, it continues growing. Often groups of trees sprout from the limbs of the stump of a fallen tree. I considered the innate wisdom of the Redwoods and how these unintended teachers unveiled clarity and meaning for this AR study. Their simple organic truths, which have sustained them for millions of years, may significantly benefit higher education and the body of knowledge of talent management.

Environmental Pressures in Higher Education

Higher education institutions have been challenged to operate more efficiently to increase capacity and serve more students; however, the capacity for colleges and universities to enhance productivity depends significantly upon the quality and engagement of its talent: faculty and staff (Morris, 2010). Bersin (2010) reported:

Enduring organizations – those that survive over many years and through many business cycles – have one thing in common: They realize that their ultimate organizational strength comes not from their technology, products, or patents, but from their people, culture, and strategy. These companies use talent management to grow, restructure, change, and adapt to their markets. They use it to select the right candidates, promote the right leaders, and reward the right high performers. (p. 25)

Human resources departments are expected to add value by delivering high quality talent in an efficient and effective manner (Ulrich & Brockbank, 2005). Strategic human resources management literature highlights the correlation between “human resources practices for organization performance such as turnover, productivity, and financial performance” (Richard & Johnson, 2001, p. 299). According to Lynch (2007), few higher education institutions have implemented comprehensive talent management practices that would attract, engage, and retain employees. Richard and Johnson (2001) assert, “Organizations need the ability to assemble,

integrate, and manage HR...because human resources are not inherently productive. Such practices are considered effective when they create a unique pool of human capital” (p. 299). In the absence of a talent management system, organizations experience a steady attrition in talent or the retention of people with out-dated skills (Cohn, Khurana, & Reeves, 2005). The wisdom of the Redwood trees reminds higher education to operate more efficiently by systematically planning for the future by developing and retaining those talented individuals who possess the core competencies to lead the institution to achieve its strategic objectives.

The talent within an organization’s workforce profoundly affects the success and sustainability of the enterprise, yet finding and retaining talented people has become a significant challenge for private and public organizations across all industries (Aguinis, Gottfredson, & Joo, 2012). This phenomenon is commonly referred to as the war for talent (Michaels, Handfield-Jones, & Axelrod, 2001). Since higher education institutions are not immune to the global war for talent, it is logical to assume that the same scarcity of talent and loss of top performing human capital would affect colleges and universities. In fact, education and health service sectors had high job-opening rates and low hiring rates in 2011 due to skill shortages (Kanter, 2011). So, it is imperative that higher education institutions address the talent shortages that threaten efficient operations, particularly when many American public colleges and universities expect a steady decline in funding (Douglass, 2010). Lumina Foundation (2009) suggested that colleges and universities reduce current spending and operate more efficiently. According to Kanter (2011), “a variety of institutions and systems—including Cornell University, the University of North Carolina-Chapel Hill, and the University of California system—are implementing innovative management and administrative efficiencies to reduce expenses and centralize, streamline, and share costs and functions” (p. 13). In September 2011, the client system of this

research study announced a 2% budget reduction in an effort to be responsible stewards of state resources and to operate more effectively and efficiently. This budget reduction plan was to be achieved by maintaining open positions and through workforce attrition.

Higher education has been slow to adopt management practices such as talent management that have proven effective and efficient in business settings (Lynch, 2007). Many companies are strategically planning the careers of their high-potential employees, administering assessments and providing advanced development for talent pools that align with the business strategy (Yarnall, 2008). Burke (2008) claimed:

...even in the domain of higher education, which includes some of the oldest, most traditional types of organizations in the world, the external environment is changing.

Unless colleges and universities adapt, their traditions may not last, at least not for the centuries they have in the past. (p. 17)

Bogarty (2013) reported a negative outlook for the entire sector of U.S. higher education due to increased pressures on every revenue source which require institution leaders to reduce costs and operate more efficiently than in the past. Although some colleges and universities have implemented incremental cost savings since the 2008 recession, they only recently began examining their cost prohibitive traditional business model (Bogarty, 2013). “The U.S. higher education sector had hit a critical juncture in the evolution of its business model. Most universities will have to lower their cost structures to achieve long-term financial sustainability and to fund future initiatives” (Kiley, 2013). The wisdom of the trees prompts higher education to remain nimble and flexible enough to adapt to external environmental challenges in ways that make its institutions and operations more efficient and sustainable.

Many administrative roles in higher education have become stressful resulting in high turnover and burnout rates (Bisbee, 2007). For example, Chief Business Officers (CBO) in higher education are experiencing job stress due to the lack of money needed to support their institutions and while they collectively are dedicated to the service of higher education, there is a great deal of movement between institutions and few who have completed more than ten years at one institution (NACUBO, 2010). In Premiere Education System (PES), the subject of this research, nearly 40% of incumbent CBOs are eligible to retire within the next three years. The impending retirements, coupled with the absence of a viable talent pool, is of great concern to PES leaders because finding talent with the right skills and cultural fit is not easy to do (Yarnall, 2011). Furthermore, research studies indicate that 40 percent of executive leaders who are hired externally fail within the first 18 months in the position because they do not meet the performance expectations (Corporate Leadership Council, 2003; Accenture, 2006). Hiring external talent is a risky practice because “a star in one context may not do so well in another” (Coulson-Thomas, 2012, p. 430). Clunies (2007) asserts that hiring processes in higher education are typically cumbersome and bureaucratic. Such hiring processes threaten business continuity when positions are vacant for an extended period of time.

Bisbee and Miller (2007) found human resource officers at nine Ivy League institutions felt much of the unfavorable hiring decisions could be linked to the lack of succession planning. A subsequent survey of 19 of PES’ aspirational peer institutions indicated that many colleges and universities have not instituted a systematic talent management strategy or they were in very early stages of designing such a strategy. On the contrary, contemporary public organizations increasingly need to “develop strategies to ensure the future leadership capacity of the agency, address changing worker beliefs and wavering workforce values, prepare top performers for

promotion and advancement, and ensure leadership continuity in key areas of the organization” (Jarrell & Pewitt, 2007, p. 297). As a result, more attention to attracting, developing, engaging, and retaining leaders of higher education institutions is warranted and is a challenge many institutions face (Coulson-Thomas, 2012; Lynch, 2007; Tarique & Schuler, 2009). This challenge must be addressed with more than the design of a program. An integrated and strategic approach is needed. Talent management activities are only worth pursuing if such activities add value (Ulrich & Brockbank, 2005). This research study seeks to understand how higher education can implement effective talent management practices to attract, develop, engage, and retain talent for critical positions.

Fortifying Talent Management Research

Unlike the Redwoods that have survived for millions of years, “the concept of talent management emerged in the late 1990’s” (Ruona, 2010, p. 2). As a burgeoning field, talent management’s theoretical roots have not grown very deeply. Collings and Mellahi (2009) reviewed talent management literature and indicated, “from a theoretical point of view, the area of talent management is in its infancy and a significant degree of theoretical advancement is required” (p. 311). Riccio (2010) asserted that very few scholarly studies on talent management in higher education have been conducted and existing studies focus primarily on community colleges and small private colleges. While human capital is considered to be essential to the success of organizations, very few institutions in higher education have established formal programming to support existing talent (Lynch, 2007; Riccio, 2010). Wolverton and Gmelch (2002) confirmed limited research on talent management in higher education in which they suggested that few institutions embrace formal developmental programs and leave the growth

opportunities to chance instead of relying on a systematic and focused process (Riccio, 2010).

The Redwood trees unveil a hidden truth to researchers in the field of talent management.

The placard displayed in front of a grove of Redwood trees described how the root systems are shallow and extend over 100 feet from the base of the tree to intertwine with the roots of other Redwoods. This intertwined state strengthens the stability of the trees enabling them to withstand harsh environmental conditions. The wisdom of the trees inspires researchers to expand talent management research to include more empirical studies and theoretical models, thereby strengthening talent management's shallow root system. By advancing talent management research in this manner, scholars will also fortify the theoretical foundations and increase the utility of talent management practices across sectors.

Purpose Statement and Research Questions

There are many approaches to talent management from company to company due to different strategies, philosophies and goals (Israelite, 2010). A growing body of literature suggests that even with the best strategies and programs, an organization will fail to achieve its objectives if it neglects to acquire, develop, engage, and retain its own talent pool (Ready & Conger, 2007). This AR study was designed to examine the leadership role of the Chief Business Officer (CBO) due to the position's increasing intensity and complexity in the current post-recession environment and because 76% of CBOs who responded to the 2010 National Association of College and University Business Officers survey indicated imminent retirement or career transition. Chief Human Resources Officers (CHRO) employed at PES' institutions who were affected directly by this problem comprised the AR team. The team collaboratively engaged in several cycles of planning, taking action, and evaluating action to determine effective talent management processes that aligned with the unique culture of higher education. The theory

and literature that helped to establish parameters for this research were strategic talent management, human performance technology, and higher education.

The purpose of this AR was to understand what talent management factors were effective in public colleges and universities for the purpose of influencing the appropriate allocation of scarce resources to attract, develop, and retain high-quality talent. The generative questions guiding this research were:

1. What are the issues, challenges, and benefits of designing and beginning to implement a strategic talent management system in higher education?
2. How do Chief Business Officers in public colleges and universities perceive their leadership role?
3. How do higher education Chief Business Officers and their potential successors experience a pilot implementation of the initial phases of a talent development process?

Significance

Talent management and its associated practices have become extremely important topics for organizations (Bersin, 2010). While important, these practices are also “general, expensive, time-consuming, and disruptive” (Coulson-Thomas, 2012, p. 430). Some practitioners who participated in a 2011 poll indicated talent management practices are not delivering results (Coulson-Thomas, 2012). The literature suggests that only a few institutions in higher education have established formal programming to support its talent (Ricchio, 2010). Faced with ubiquitous funding uncertainties, public colleges and universities are challenged to invest limited resources more effectively and efficiently (Kanter, 2011). This AR will assist human resources practitioners and CBOs in higher education to implement talent management strategies

consisting of the most effective practices for a unique academic setting in which traditional management theories may not apply; thereby enabling them to reduce recruiting costs, increase retention, and ensure leadership continuity. Theoretically, talent management is a relatively new field with a definition proposed in 2008 by a leading professional association, the American Society of Training and Development (Israelite, 2010). This AR will contribute to the body of talent management literature through empirical studies designed to develop talent management models.

CHAPTER 2
LITERATURE REVIEW
HIGHER EDUCATION ECOSYSTEM

Just as the trees dominate and are essential to the forest ecosystem, people comprise an organization's workforce and are essential to its mission. The higher education ecosystem is unique; therefore, organizational management practices that work well in other systems may not be effective in colleges and universities (Birnbaum, 1988). The purpose of this AR was to understand talent management in public colleges and universities for the purpose of influencing the appropriate allocation of scarce resources to attract, develop, and retain high-quality talent.

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This chapter provides a review of the literature in talent management including practices that have proven effective in industries other than higher education as noted by authors of peer-reviewed literature from various fields of study. In order to increase and sustain productivity to expand capacity and serve more students, higher education institutions must rigorously institute

talent management as a strategic priority (Morris, 2010, p. 2). Talent management must be comprised of best practices that enhance leaders as well as the institutions they serve.

This literature review includes literature found in over 30 peer-reviewed articles, books, book chapters, and dissertations from such databases of the UGA Libraries as EBSCO Complete, Business Source Complete, PsychInfo and ERIC. This literature review also includes the collective commentary from the 2010 Human Resources Advisory Council at the University of Michigan convened to discuss the future of higher education and the implications for human resources.

The first section of this chapter provides the conceptual framework and general discussion of issues facing higher education and human resources implications for instituting a rigorous strategic talent strategy. A discussion of the higher education environment including the future of higher education precedes a description of a generic adaptable model for strategic talent management, the Talent Stewardship Model (Avedon & Scholes, 2010). Lastly, this literature review discusses the criticality of the chief business officer position and human performance technology as a method of depicting the evolving role of CBOs.

Theoretical Framework

Embedded within this study are three areas of focus taken from both theoretical and empirical literature on effective talent management practices in public higher education institutions: (a) higher education, (b) strategic talent management, and (c) human performance technology (HPT) as indicated in Figure 1. Many organizations claim that their employees are their greatest assets, yet they under invest in recruiting, developing, and retaining talent (Ready & Conger, 2007). In 2006 McKinsey Quarterly published a study indicating that finding talented people will be the most important management focus this decade. Additionally, a study reported

in McKinsey Quarterly in 2007 revealed that organizational leaders expect the global competition for talent to have a significant impact on their operations, more than any other factor (Guthridge, Komm, & Lawson, 2008). Therefore, implementing effective talent management practices must become more of a priority for leaders at all levels of higher education.

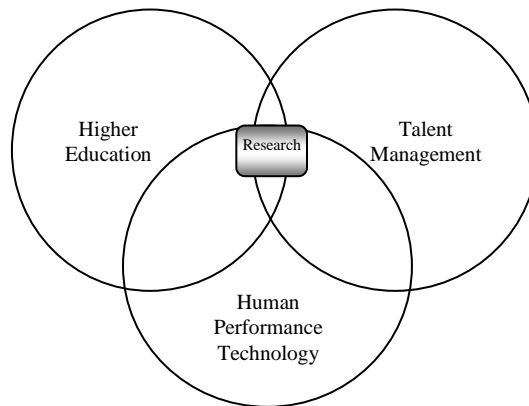


Figure 1. Literature review theoretical framework. Three areas of theoretical focus in which this AR study is situated.

Silzer and Church (2010) assert that the primary reason for the success or failure of an organization is its talent and how that talent makes decisions and takes action. Furthermore, Heinen and O’Neill (2004) claim that even with the best strategies and programs, an organization will fail to achieve its objectives if it neglects to acquire and develop its talent. The human resources function is expected to add value as a strategic business partner by “identifying and delivering the talented individuals who have the competencies required to achieve competitive advantage” (Silzer & Dowell, 2010, p. 10). Lawler (2008) asserted that:

Decisions about people should be made with the same rigor, logic, and precision that are applied to decisions about capital investment, products, technology, and physical assets.

To do anything less than this is to risk creating an organization that cannot perform effectively. (p. 97)

One of the strategies higher education may employ to meet this need is to invest more resources in people with high potential or positions that are critical to the achievement of the institution's strategy (McDonnell, 2011). Talent management must be comprised of best practices that enhance the leadership capacity of faculty and staff and subsequently the institutions they serve.

Unique Environment of Higher Education

Colleges and universities are different in many ways from other organizations (Birnbaum, 1988). According to Keller (1983), colleges and universities “constitute one of the largest industries in the nation, but are among the least businesslike and well managed of all organizations” (p. 5). Unlike business, “there is no center of authority analogous to the owners of the corporation, to the cabinet member, governor or mayor and the authority of various constituencies to participate in or make decisions is often unclear and frequently contested” (Birnbaum, 1988, p. 28). The mission, strategy, and objectives in higher education institutions cannot be properly assessed in quantifiable measurements that are common to business organizations (Birnbaum, 1998). Given the dual control system and highly professionalized workforce, there is a general expectation of collaboration and consultation in colleges and universities; therefore, traditional management theories do not unilaterally apply within the complex environment of higher education because of “conflicts between professional and administrative authority, unclear goals, and the other unique properties of professional, normative organizations” (Birnbaum, 1998, p. 22).

Colleges and universities are open systems that continuously interact with their environments (Birnbaum, 1988). Open systems follow a cyclical process of “input-throughput

(transformation) – output, a feedback loop that connects output to input” (Burke, 2008, p. 50).

Birnbaum (1988) claimed that faculty, academic administrators, and academic policies transform such inputs as students, money, reputation, constituency expectations, and textbooks into graduates, scholars, knowledge, and service, the outputs of the technical subsystem.

Additionally, Birnbaum (1988) asserted that the administrative subsystem of a university is comprised of budgets, deans, and regulations that guide the organization. These two systems are different, yet they have common elements that overlap (Birnbaum, 1988). The degree to which these subsystems “have common variables between them and the extent to which the shared variables are important to the subsystems” is the primary differentiator (Birnbaum, 1988, p. 39).

“A major change in any subsystem, or in the environment, can be expected to have a marked effect on any other subsystem to which it is a relatively tightly coupled and a weaker or less predictable effect if there is loose coupling” (Birnbaum, 1988, p. 41).

A vast array of environmental factors affects the higher education ecosystem. Higher education is faced with challenges that stem from increased globalization, rapid technological advancements, increasing diversity, and changing demographics (U.S. Department of Education, 2006). These environmental challenges may stimulate change in one part of the institution that may not directly affect other subsystems; therefore, higher education institutions are viewed as consisting of loosely coupled systems (Birnbaum, 1988). Weick (1976) posited that loose coupling occurs when elements of a system are responsive, yet they retain evidence of separateness and identity. Orton and Weick (1990) reported that Weick later wrote, “loose coupling is evident when elements affect each other suddenly (rather than continuously), occasionally (rather than constantly), negligibly (rather than significantly), indirectly (rather than

directly), and eventually (rather than immediately)” (p. 203). According to Orton and Weick (1990):

Loose coupling suggests that any location in an organization (top, middle, or bottom) contains interdependent elements that vary in the number and strength of their interdependencies. The fact that these elements are linked and preserve some degree of determinacy is captured by the word coupled in the phrase loosely coupled. The fact that these elements are also subject to spontaneous changes and preserve some degree of independence and indeterminacy is captured by the modifying word loosely. The resulting image is a system that is simultaneously open and closed, indeterminate and rational, spontaneous and deliberate. (p. 204)

Higher education is challenged to operate more efficiently and effectively than in the past (Morris, 2010). Historically, loosely coupled systems have been characterized as wasteful, inefficient, and slow to change (Birbaum, 1998). Lutz (1982) asserted that with tighter coupling, institutions would more easily communicate, stabilize and control processes, and achieve their strategic goals and objectives. Lumina Foundation (2009) identified three important areas to increase efficiency: (a) change the driver of fund allocation from student enrollment to student completion of high-quality degrees, (b) change traditional education delivery to a more innovative and affordable model, and (c) change spending practices to eliminate unnecessary spending and use the funds to graduate more students. Unfortunately, loose coupling challenges the proliferation of effective practices as well as the repair of inefficient subsystems (Birbaum, 1998). The capacity for higher education institutions to increase efficiency as suggested by Lumina Foundation depends significantly upon the quality and engagement of talent.

CBOs in higher education are experiencing job-related stress due to inadequate funding to support their institutions (NACUBO, 2010). While CBOs collectively are dedicated to the service of higher education, there is a great deal of movement between institutions and few who have completed more than ten years at one institution (National Association of College and University Business Officers, 2010). Therefore, colleges and universities should anticipate significant turnover in the CBO position and proactively institute strategies to fill these impending vacancies. Companies implementing talent management strategies focus investments on specific groups of people forming critical talent pools that can deliver the greatest value to the organization (Bersin, 2010). The traditional cumbersome and bureaucratic hiring processes commonly found in higher education must be replaced with processes that ensure the future leadership capacity of the institution, prepare exemplary employees for advancement, and ensure leadership continuity in critical positions. (Clunies, 2007; Jarrell & Pewit, 2007). Unfortunately, there is currently a dearth of empirical studies on talent management in higher education (Riccio, 2010). It is important to generate a larger body of knowledge of talent management practices in higher education to inform human resources practitioners who are similarly challenged and may be considering a talent management strategy to identify, retain and develop faculty and staff.

In general, the public sector is facing a new reality characterized by declining federal and state funding. In sharp contrast, “ninety percent of the fastest-growing jobs in the new knowledge-driven economy require some postsecondary education” (U.S. Department of Education, 2006, p. 1). J. J. Duderstadt, president emeritus and university professor of science and engineering at the University of Michigan, claimed at a national human resources advisory meeting that our current global, knowledge-driven economy requires a highly educated citizenry that will ultimately impact the strength and prosperity of the United States (personal

communication, November 18, 2010). According to Duderstadt, these current environmental conditions call for a collective investment in the skills and knowledge of the workforce to build capacity for innovation and knowledge creation. As we move further into an age of knowledge workers, a region's workforce will require even more sophisticated and sustained education and training to sustain its competitiveness (J. J. Duderstadt, personal communication, November 18, 2010). Likewise, higher education institutions need to invest in talent management to meet these knowledge-economy driven challenges (Lynch, 2007).

Higher education institutions must ultimately institute human resources practices that ensure leadership continuity. According to Rothwell (2005), organizations may ensure leadership continuity "by cultivating talent from within the organization through planned development activities" (p. 16). High potential leaders are members of the workforce who have a professional history of exceptional job performance. Burke (1997) describes a high-potential employee as someone who experiences substantial lateral movement through a variety of functions, whose career is closely managed, and who receives special developmental opportunities such as coaching and mentoring. According to Ready, Conger, and Hill (2010):

High potentials consistently and significantly outperform their peer groups in a variety of settings and circumstances. While achieving these superior levels of performance, they exhibit behaviors that reflect their companies' culture and values in an exemplary manner. Moreover, they show a strong capacity to grow and succeed throughout their careers within an organization--more quickly and effectively than their peer groups do. (p. 80)

Future of Higher Education

In February 2009, President Obama declared:

We must address ... the urgent need to expand the promise of education in America. In a

global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a pre-requisite. ... That is why it will be the goal of this Administration to ensure that every child has access to a complete and competitive education – from the day they are born to the day they begin a career. ... That is why we will provide the support necessary for [every student] to complete college and meet a new goal: by 2020, America will once again have the highest proportion of college graduates in the world. (Kanter, 2011)

According to Smith (2011), the Gates and Lumina Foundations are supporting President Obama's vision for higher education achievement; however, "we have a post-secondary system that is trapped between rising costs, falling appropriations, and stagnant effectiveness, seemingly unable to respond effectively to this challenge" (p. 6). The forces driving the knowledge economy and the changing demographics will also impact the demand for higher education (J. J. Duderstadt, personal communication, November 18, 2010). The population is aging and currently there are more adults than youth shifting societal influences from youth to adult-centric (Merriam, Caffarella, & Baumgartner, 2007). Consequently, the increasing life expectancy combined with increasing work expectancy and shrinking shelf life of knowledge results in life-long learning as an imperative (Butterfield & Smith, 2011). The global knowledge economy has stimulated an explosion in the demand for higher education, with the number of university students estimated to increase from 50 million in 2000 to over 150 million by 2025 (J. J. Duderstadt, personal communication, November 18, 2010).

During the industrial era, a high school diploma was essential for prosperity; however, in the current knowledge economy, a college education is a basic requirement for a progressive career and a graduate education is desired for most careers (J. J. Duderstadt, personal

communication, November 18, 2010). Consequently, “more adults and an increase in the number of older adults are two demographic factors influencing the provision of learning activities in our society” (Merriam, Caffarella, & Baumgartner, 2007, p. 9). Almost one-third of the nation’s 14 million adults are older than age 24 (U. S. Department of Education, 2006). The increasing number of older adult undergraduates is an evolving environmental factor that challenges higher education institutions to operate more innovatively (Giancola, Grawitch, & Borchert, 2009; Lumina Foundation, 2009). In spite of these demographic and environmental challenges, higher education institutions are expected to enhance productivity to operate more efficiently and effectively than in the past to meet the increased demand for education (Kanter, 2011; Morris, 2010). Furthermore, talent management and human resources management practices that are used might relate to improved financial performance (Lewis & Heckman, 2006; Silzer & Dowell, 2010).

Globalization, the flow of such capital as finances, people and information, has changed human resources practices of attracting and developing talent (Merriam, Caffarella, & Baumgartner, 2007). In its early stages of globalization, higher education is competing in a global marketplace for students, faculty, resources and international partnerships (J. J. Duderstadt, personal communication, November 18, 2010). HR practitioners in higher education should implement best practices for talent management to remain competitive and ensure they acquire the talent needed to meet impending workforce challenges. Tarique and Schuler (2009) reported that there is a shortage of talent despite millions of unemployed people and claimed globalization has changed the way businesses operate and the way organizations manage their workforce. Tarique and Schuler (2009) further claimed that:

Organizations face greater competition for talent worldwide and face challenging times in attracting, retaining, and developing people they need. So even though there is currently a global economic slowdown, there are major structural conditions in place to ensure that competition for talent worldwide will continue to be a significant challenge. (p. 123)

If talent management challenges are not properly addressed, they will become major obstacles to achieving the short and long-term global strategy (Tarique & Schuler, 2009).

Implications for Strategic Talent Management in Higher Education

The rapidly changing times in which we live present new challenges in attracting, developing, engaging, and retaining high quality talent in higher education. While the term talent management is widely used, there is not one agreed upon definition and it has been discussed in the literature and implemented in organizations in at least three distinct ways: (a) as succession planning, (b) as a focus on strategic talent pools, and (c) as rebranded HR (Lewis & Heckman, 2006; Ruona, 2010). As succession planning, talent management initiatives focus on developing the high potential leaders in the organization. This varies from focusing on strategic talent pools, which is a perspective that focuses on developing talent for critical positions in the organization. Lastly as rebranded HR, talent management includes general human resources activities that are explicitly linked to the business strategy and that encompass all aspects of HR (Ruona, 2010). Lewis and Heckman (2006) assert that authors of practitioner focused literature on talent management have merely replaced the term *Human Resources* with *Talent Management* and terms such as *talent management*, *talent strategy*, *succession management*, and *human resource planning* are used interchangeably quite frequently. In this literature review, the term talent management will be used synonymously with succession management.

According to Collings & Mellahi (2009), strategic talent management includes:

Activities and processes that involve the systematic identification of key positions which differentially contribute to the organization's sustainable competitive advantage, the development of a talent pool of high potential and high performing incumbents to fill these roles, and the development of a differentiated human resource architecture to facilitate filling these positions with competent incumbents and to ensure their continued commitment to the organization. (p. 304)

This characterization of talent management is similar to common definitions of succession planning. According to Jarrell and Pewitt (2007), succession planning is the process that organizations use to:

Fill its most critical leadership and professional positions. It is the ongoing, purposeful, and systematic identification of qualified and appropriate successors to leadership, with a commitment to assessing, developing, and investing in organizational leadership to enhance performance, development, and preparedness. (p. 298)

Bisbee and Miller (2007) found human resource officers at nine Ivy League institutions felt much of the unfavorable hiring decisions could be linked to the lack of succession planning. Succession planning enables institutions to identify and develop talent to ensure the right talent is placed in the right position. According to Conger and Fulmer (2008), organizations “build the strongest leadership bench when you practice succession management—combining succession planning and leadership development in a comprehensive process for finding and grooming future leaders at all levels of your organization” (p. 13).

One of the ways in which human resources is expected to add value as a strategic business partner is by “identifying and delivering the talented individuals who have the competencies required to achieve competitive advantage” (Silzer & Dowell, 2010, p10). Several

scholars have suggested individual abilities that higher education institutions need within their workforce to meet future challenges. Butterfield et al. (2010) suggested higher education institutions need talent with advanced analytical and critical thinking skills. Amey (2006) similarly stated, “Leaders are key to how organizations function, and there is little doubt that the leaders who are needed to guide postsecondary institutions in tomorrow's complex environments have to think about their work differently than did their predecessors” (p. 58). The need for innovation in higher education spurs the need to attract individuals who are creative and who engage in responsible risk taking. Higher education needs talent uniquely qualified and prepared to lead institutions through the challenges of the future.

Similar to businesses, higher education is facing rapid advancements in globalization, technology, demographics, and knowledge. These challenges have a significant impact on human resources specifically in the area of ensuring that high quality talent is in place to lead the institution and “create the imperative for companies to focus on talent in a strategic, systemic, and customized manner” (Avedon & Scholes, 2010, p. 74). It is imperative for higher education to take defined steps to help the organization adapt to become more transparent, agile, and resilient. HR practitioners may benefit their organizations by instituting a new definition of leadership and ensuring succession planning is occurring for top-level positions. “The continued success of higher education institutions depends on key positions at all levels being staffed with effective, competent leaders” (Bisbee, 2007, p. 1). Although institutions may change their strategy and services, they will always need to have high-quality talent in place to achieve their goals (Avedon & Scholes, 2010). Effective strategic talent management practices will help institutions answer questions about from where their future leaders will come.

Effective Talent Management Strategies Within Higher Education

According to Birnbaum (1988), “one of the models of college and university governance, organization and leadership is a collegial system in which there is an emphasis on consensus, shared power, common commitments and aspirations, and leadership that emphasizes consultation and collective responsibilities” (p. 86). Birnbaum (1998) asserts that if leaders in collegial settings want to be effective, then they must follow certain rules such as (a) conform to the norms of the group, (b) use established channels of communication, (c) only give orders that are perceived as fair and appropriate, (d) listen, (e) reduce status differences, and (f) encourage self-discipline and control. Higher education is a system characterized by low interdependence, less control over resources, greater specialization by expertise, and flatter hierarchy (Birnbaum, 1998). Consequently, higher education must adopt talent management strategies that meet the unique needs of colleges and universities.

Most successful businesses acknowledged years ago that the most effective talent management practices are directly linked to the organization’s strategy and culture (Heinen & O’Neill, 2004). Higher education institutions may maximize human capital by instituting talent management practices that are linked to the institution’s strategy and embedded within the specific culture of the institution. Talent management practices are not one size fits all; so customization of the talent strategy is imperative.

According to Clunies (2007), there are many talent management best practices that higher education could adopt from businesses. He claims that colleges and universities can develop a succession culture by (a) engaging senior leadership in succession planning, (b) exposing vice-presidents to the senior leaders, (c) linking the president’s compensation to the development of succession plans, (d) encouraging next generation presidents to gain exposure to outside

community, to the media and to the alumni membership, and (e) forming executive committees or operating committees to facilitate the development of several administrators who are aware of the challenges, business plans, and strategies across the entire institution.

Figure 2 illustrates a review of literature spanning twenty years by leading researchers and practitioners in human resources.

Strategy	Cohn, Khurana, & Reeves (2005)	Conger & Fulmer (2008)	Silzer (2010)	Karavli & Hall (2002)	Rothwell (2005)	Jackson & Schuler (1990)	Mihm (2003)
Senior management commitment	X		X		X		X
Integrated/linked to strategic plan	X		X			X	X
Job/Competency model	X				X		
Define key terms	X			X			X
Talent audit/Identify critical positions	X	X	X			X	X
Identification process	X		X	X		X	X
Shared ownership (HR and Line management)	X		X	X	X	X	
Develop large pools				X		X	X
In-depth assessment	X	X		X	X		
Individual development plan	X	X	X		X		X
Training & development	X	X	X			X	X
Action learning	X	X	X	X			X
Mentoring	X	X	X	X			X
Performance evaluation	X	X			X		
Transparency		X					
Metrics		X	X		X	X	
Group talent reviews	X	X	X	X	X	X	X
Succession planning matrix	X	X	X		X	X	X

Figure 2. Effective talent management strategies identified in empirical studies and peer-reviewed literature.

These best practices for effective talent management strategy may prove beneficial to higher education by (a) providing the board with a strong sense of the capability of the future leadership team and its ability to execute on strategy, (b) increasing high potential talent's awareness of potential leadership opportunities, (c) minimizing disruption to operations, and (d) reducing costs of external hiring for executive positions (Cohn, Khurana, & Reeves, 2005). The talent management strategies delineated in Figure 3 have proven effective in business environments and should be adapted and utilized in higher education institutions to attract, develop and retain talent at colleges and universities and ensure leadership continuity.

Talent Stewardship Model (Avedon & Scholes, 2010)

An integrated and strategic talent management model is a best practice that incorporates “business and human resources strategy, talent management processes, and organizational culture” (Avedon & Scholes, 2010, p. 80). This type strategy requires higher education leaders to advance beyond sole reliance on the human resources function for talent management and to adopt talent stewardship in which talent management is the responsibility of leaders throughout the organization. Avedon and Scholes (2010) suggested the Talent Stewardship Model (Avedon & Scholes, 2010), a generic model that organizations may adapt to meet their unique needs. This research-based model includes six general components common to any integrated talent management system: strategy, identification, assessment, development, retention and talent stewardship (Avedon & Scholes, 2010). Integration of all of these components is essential for talent management to add the highest value and impact to the organization. In the past, talent management processes were among different groups and managers; however, today “they are viewed as interrelated processes that must work together” (Bersin, 2010, p. 20). Higher education may use the Talent Stewardship Model (Avedon & Scholes, 2010) to begin

implementing strategic talent management processes that are comprehensive and effective.

Avendon and Scholes (2010) also claim that more research is needed to “determine the benefits of a more integrated or systemic approach to talent management” (p. 115).

Strategy. “Talent needs to be relevant to what an organization is seeking to do and critical success factors for excelling in key roles” (Coulson-Thomas, 2012, p. 434). The National Academy of Public Administration (NAPA) recommended that public organizations integrate succession planning into their strategic plans, making it as much a part of the human resources process as recruitment and evaluation (Jarrell & Pewitt, 2007). While much attention has been given to creating strategic plans in higher education, little attention has been given to implementing and evaluating the plan (Chance & Williams, 2009). A strategic plan must do more than occupy space on a shelf to positively impact the institution. After creating a comprehensive strategic plan, institution leaders should implement the plan and validate its accuracy and impact according to the success of the results (Kimbler, 2009). Only then will the strategic plan benefit the institution. Likewise, the extent to which a strategic plan is adopted and implemented depends on the quality of the existing workforce (talent) to develop relevant sub-goals then enact the resulting action plan to achieve the goals. “No successful business strategy can succeed without a related talent strategy” (Bersin, 2010, p. 28).

A strategic plan is critical to the success of a talent management plan. Jarrell & Pewitt (2007) assert:

Systemic succession planning reinforces the desired perceptions of the organization, fosters employee legitimacy, builds on the strategic plan to manage the organization through future challenges, meets the demands of the public, and addresses the strengths and weaknesses of the organization. (Jarrell & Pewitt, 2007, p. 298)

Businesses routinely engage in strategic planning and offer implementation lessons learned that could be applied to higher education (Fain, 2007). Leaders in private companies also acknowledge the significant impact talent has on the success of their strategic plans. Heinen and O'Neill (2004) suggested:

An organization can create the best business strategy, make the right acquisitions, and invest in the right programs; however, if the organization does not acquire and develop the necessary talent, those strategies will fail to be implemented, the synergies from business transactions will fail to materialize, and investments will not earn desired returns. (p.81)

Bersin (2010) claimed the first step in building a talent management strategy is to identify business challenges and goals for the next 12 – 24 months. This step should include a focus on the organization's expansion and restructure plans.

Identification. With the organization's strategy in view, leaders should consider what skills and capabilities are needed to achieve the organization's strategic goals (Bersin, 2010). A plethora of strategies exist for filling critical positions in an institution. For instance, institutions may hire external talent, or promote, demote, or transfer talent internally. Yarnall (2010) reported that organizations that rely primarily on hiring external talent find that practice counterproductive because "40 percent of external recruits at a senior level are deemed to fail in their first 18 months by not performing at the expected level" (p. 512). Although talent management practices have evolved over the years, recent trends indicate that more organizations are structuring career development including the assessment and development of smaller groups of employees also referred to as talent pools (Yarnall, 2010). According to Rothwell (2010), a talent pool is a "group of workers who are being prepared for vertical or

horizontal advancement” (p. 207). An acceleration pool is similar to a talent pool; however, it is usually used “in cases of emergency, when many members of a group are at or beyond retirement eligibility at the same time” (Rothwell, p. 39).

In consideration of the organizational strategy, all managers and senior leaders “need to anticipate the types of leaders who will be needed to implement the future unspecified strategies” (Silzer & Church, 2010, p. 216). Ready, Conger, and Hill (2010) studied 45 organizations and found 98% of those organizations reported having a talent identification process. Enacting such a process initially involves conducting a talent audit to determine the quality of the existing talent in the organization. The talent audit is “an in-depth evaluation of your short-term and long-term leadership needs, and the quantity, current capability, and potential of your talent relative to the business landscape” (Smith, Wellins, & Paece, 2010, p. 18). The most widely used talent identification factors are leadership competencies, past performance, and career aspiration (Silzer & Church, 2010). The typical steps for identification of high-potentials are (a) agree on potential categories and definitions, (b) ask senior managers to nominate high-potential candidates, (c) receive nominations, (d) collect assessment data, (e) review and approve talent list, and (f) provide accelerated development opportunities (Silzer & Church, 2010).

There are numerous benefits associated with establishing talent pools. For example, organizations that establish talent pools create a pipeline of leaders for future roles, focus scarce development resources, increase employee retention and morale, and facilitate movement across the organization (Stadler, 2011; Yarnall, 2011). A talent review process engages organizational leaders in discussions about “performance, leadership, development plan progress, and career interests” (D’Alesandro & Crandell, 2009, p. 34) to identify high performing, high potential leaders who could potentially replace incumbents. Given that 40% of CBOs in the client system

are eligible to retire within the next five years, a talent review resulting in an acceleration pool may be an effective strategy to fill vacant CBO positions. While establishing a talent pool may be advantageous for an organization, there are also many critical issues to consider that may potentially undermine the positive intent of a talent pool that ultimately create significant consequences for the organization (Yarnall, 2011). Factors such as creating a diverse pool and developing guidelines to ensure the process is fair and equitable must be considered and enacted to ensure the talent review and subsequent acceleration pool are effective and benefit the organization (Yarnall, 2011).

An acceleration pool intervention provides a systematic process for examining individuals within a work unit to determine their individual readiness to advance within the organization. According to Yarnall (2011), this process is difficult, as it requires the simultaneous selection of the right talent with the right skills as well as ensuring the timing is right and commitment is high for the high-potential employee.

There is considerable debate among researchers concerning the transparency of the acceleration pool composition (Yarnall, 2011). While organizational culture is a primary determinant of whether acceleration pool members are notified, an open process that supports dialogue and two-way commitment is most effective and ideal (Yarnall, 2011). Burke (1997) suggests that while there are some advantages to maintaining a secret list of high potential employees such as allowing flexibility to remove someone from the pool based on performance, it is extremely difficult to maintain the privacy of the list. Other benefits of informing acceleration pool members of their status include increased retention, increased productivity, and enhanced relationship with the direct supervisor (Burke, 1997). In a transparent government

organization such as higher education, which is subject to open records, maintaining a secret list of acceleration pool members may be difficult and counterproductive.

Assessment. The integration of strategic talent management processes should include a focus on rigorous candidate assessment (Heinen & O'Neill, 2004). After identifying key talent, an objective assessment process including internal and external assessments should be used to improve the quality of decisions made about high-potential talent (Silzer & Church, 2010). There is a multitude of assessments available, so organizations should select assessments that are uniquely aligned with their culture. Although performance reviews and 360 (multi-rater feedback) assessments provide initial decision making data about the potential and readiness of an individual, these assessments are not highly predictive as they focus on current rather than future performance (Smith, Wellins, & Paece, 2010). Behavioral assessments (simulations), personality assessments, tests and interviews are recommended for identifying leadership potential. In fact, “assessment centers, when properly designed and administered, provide valid information for making hiring, promotion, and development planning decisions for leadership positions” (Gowing, Morris, Adler, & Gold, 2008, p. 438). Furthermore, less costly and more efficient innovative assessments that utilize technology have been proven in public and private organizations to be valid and reliable (Gowing, Morris, Adler, & Gold, 2008). Such assessments may prove beneficial to higher education.

The talent grid is a useful tool for assessing and differentiating employees (Tyler, 2011). It is adapted from a nine-box performance potential matrix, which allows for a “time-based snapshot of the relative distribution of talent across a given organizational level or target group” (Stadler, 2011, p. 267). It provides a cross-reference view of current performance versus future potential (Hatsum, 2010; Tyler, 2011). According to Tyler, talent grids are useful tools for large

organizations in which lower level high-potential, high-performing employees may be overlooked.

The process of developing a talent grid requires the leaders to organize individuals into groups based on their current performance and potential to perform at one or two levels beyond their current position. For example, (a) high performance and high potential, (b) high performance and low potential, (c) low performance and high potential, and (d) low performance and low potential (Rothwell, 2010). The individuals identified as high performance and high potential comprise the acceleration pool. According to Yarnall (2010), organizational leaders need guidelines on how to rate potential to ensure the selection process is fair and equitable.

Development. Upon attracting and hiring the right talent, organizations need to provide extensive support to help new hires learn the organization's people and process as quickly as possible. "The best talent management systems also provide employees with the kind of developmental experiences that build the organization's key capabilities and core competencies" (Lawler, 2008, p. 63). Adler and Stomski (2010) call for the completion of five categories of tasks: (a) mastering the position, (b) mapping the organization, (c) building relationships, (d) understanding the culture, and (e) handling the tools. These tasks can be used with external new hires as well as when individuals transfer from one department or unit to another within the same organization.

Leadership development is an important component of talent management strategy. In order to realize maximum return on investment, executive development must be linked to the institution's strategic objectives, supported by stakeholders, and aligned with other human resources practices (Ingerick, Dugan, & Caramagno, 2008). Bersin (2010) claims, "strategic leadership development programs dovetail with total talent management strategies – they

establish leadership values and competencies, they train leaders at all levels, and they establish the rules for succession management” (p. 21).

In corporations, emerging leaders are identified early in their careers and begin developmental activities that eventually lead to a leadership position (Bisbee, 2005). In higher education, academic leadership positions have been “filled by people whose training tends to be in research and teaching, without the leadership development found in business” (Bisbee, 2005, p. 17). A clear challenge for leadership in academia is to fund, identify, develop, and reward individuals who are effective and efficient leaders (Bisbee & Miller, 2007). Strong leadership is needed in both the faculty and staff rank with a particular focus on the department chair who “leads the fundamental academic unit of an institution” (Bisbee, 2005, p. 16). Such programs should offer a variety of developmentally rich experiences, enhance executives’ ability and motivation to learn, and systematically link to other developmental experiences (Ingerick, Dugan, & Caramagno, 2008).

Gmelch (2004) suggested three conditions were necessary to develop effective academic leaders. These conditions included the conceptual ability of the individual to understand the unique roles and responsibilities found in academic leadership, the skills necessary to achieve the results through working with faculty, staff, students and other administrators, the practice of reflection to learn from past experiences and to perfect the art of leadership (Gmelch, 2004). Ingerick, Dugan, and Caramagno (2008) claimed the major kinds of developmental experiences and interventions used by organizations to develop executives and senior leaders are:

- 360 Degree feedback
- Executive coaching
- Classroom based learning

- Action learning
- Mentoring
- Job assignments

Leadership development components such as individual planning, coaching, mentoring, and action learning are currently used in businesses as well as higher education (Riccio, 2010).

Organizations that value internal promotions may also decide to train and develop “internal talent to meet the needs of the business strategy” (Joyce, 2010, p. 127).

Career Dialogue (CD) occurs when incumbent leaders and their successors meet privately to co-create an individual development plan (IDP). According to Rothwell (2010),

To prepare individuals for promotion, the organization has an obligation to do more than merely identify present and future work requirements and performance. It must find some way to clarify – and to systematically close – the developmental gap between what possible successors can already do and what they must do to qualify for advancement. (p. 241)

A career dialogue provides a framework for incumbent leaders to meet with high-potential leaders to discuss their development needs as a result of comparing their performance in the current position to competencies needed for the future. Rothwell (2010) asserts that “preparing an individual development plan (IDP) is a process of planning activities that will narrow the gap between what individuals can already do and what they should do to meet future work or competency requirements in one or more key positions” (p. 249). The ultimate goal of the dialogue is the joint creation of an individual development plan to empower high-potential leaders and foster a sense of personal ownership for development. Learning and development

activities identified in the IDP facilitate the high-potential leader's development to prepare them for advancement into the next position.

Career dialogue ensures effectiveness of the talent development efforts. Organization leaders should convey to the high-potential leaders that neither the career dialogue nor the talent review guarantees a promotion, but it supports their development, which would increase the likelihood of their consideration for future positions. Organizational leaders should also manage the dialogue explicitly stating her or his perceptions about the individual's strengths and weaknesses and potential for career advancement (Rothwell, 2010). The dialogue should also include consideration of the appropriate allotment of time and the priority to complete the developmental activities. The career dialogues may focus on such questions as:

- What developmental activities are needed?
- What are the objectives of the developmental activity?
- What learning resources are required and available?
- How and with what frequency will progress be captured?

Retention. Retaining top performing talent is critical to the talent management strategy. According to Crook, Combs, Ketchen, Jr., Todd, and Woehr (2011), "to improve performance, firms not only should attract, invest in, and develop human capital but should also retain experienced managers and employees, because doing so pays off handsomely" (p. 451). Organizations frequently invest resources in high-quality talent, but fail to support, engage, and maximize their potential (Coulson-Thomas, 2012). Job satisfaction, extrinsic rewards, and constituent attachments are the most cited reasons why employees choose to continue employment with an employer:

In terms of the actual responses that were given regarding job satisfaction, employees mentioned enjoying the work involved in serving customers, liking what they do as an employee, and having fun while on the job. For extrinsic rewards, employees cited aspects of the company's compensation, such as competitive wages, health benefits, retirement contributions, and incentive plans, as primary reasons for staying. Concerning constituent attachments, employees mentioned having personal connections with coworkers, positive interactions with guests, and healthy supervisor relations.

(Hausknecht, Rodda, & Howard, 2009, p. 278)

Effective reward systems enable organizations to keep their existing talent. Additionally, special projects and developmental assignments are frequently utilized to engage and retain high-potential talent (Avedon & Scholes, 2010). Effective reward and support systems may not seem sufficient when top talent gets recruited by a competitor, resulting in another organization reaping the benefits of a selection, recruitment and development process (Coulson-Thomas, 2012).

Stewardship. The components of integrated strategic talent management should be supported by a foundation of talent stewardship. Talent stewardship is “a culture where every manager feels ownership and accountability for talent on behalf of the organization” (Avedon & Scholes, 2010, p. 110). While CEOs are the ultimate owners of talent management and should drive it as a business imperative, all organizational leaders should focus on talent management (Bersin, 2010; Heinen & O’Neill, 2004). Stakeholders such as line business managers, information technology, learning and development, and executive sponsor own talent management systems and processes (Bersin, 2010). Likewise, university presidents should engage staff and academic leaders in attracting, developing and retaining talent on a regular

basis. Avendon and Scholes (2010) claim exceptional managers are constantly “scouting for talent internally and externally, coaching and mentoring others, providing performance feedback, developing and teaching...as a part of the day-to-day accountabilities” (p. 110). Talent management is a part of the organization’s strategy, not another HR program. Instead, HR should be the steward, consultant, or change agent (Bersin, 2010).

Criticality of the Chief Business Officer Position

After securing senior management commitment to talent management, one of the initial strategies to implement effective succession planning is to identify critical positions and develop a model of the position (Cohn, Khurana, & Reeves, 2005; Conger & Fulmer, 2008; Jackson & Schuler, 1990; Silzer & Church, 2010). In competitive situations, “what often count...are the skills employed in a particular job, especially a job that has a disproportionate impact on the bottom line (Coulson-Thomas, 2012). One of the critical executive positions in higher education is the chief business officer (CBO). Even in corporations, the chief financial officer position has high turnover, more responsibilities, and less time for incumbents to learn the ropes (Reisenberg, 2005). The CBO position is “complex and requires a wide variety of skills” (National Association of College and University Business Officers, 2010, p. 36).

In addition to overseeing institutional financial operations, a majority of CBOs have responsibility for physical plant, auxiliaries, human resources, endowment, internal audit, and public safety. They not only report to their president but also have at least an informal reporting relationship to their board of trustees and manage a business office with at least four staff members. (National Association of College and University Business Officers, 2010, p. 7)

The 2010 Profile of Higher Education Chief Business and Financial Officers reports the

typical CBO is generally a male approximately 55 years old and married with children. He has typically been in his current position for about seven years, has spent most of his career in higher education, and has served under one campus president in his current position. He also usually perceives himself (and is perceived by his president and other institutional colleagues) to be the primary guardian of his institution's financial resources, enjoys a great deal of job satisfaction, values being appreciated by his campus president and other members of his educational community, and believes he will hold his current job until retirement (National Association of College and University Business Officers, 2010). Due to the typical CBO's age and plans to retire from the position, institutions need to have leaders in the pipeline who are prepared to succeed the CBO.

CBO Job Model

Morgeson and Campion (2000) assert that data from a systematic analysis of a job is the foundation of most programs and activities for an organization's talent. A job model may be developed from a job analysis which is a "systematic procedure by which one describes the way a job is performed, the tasks that constitute a job, and/or the skills and abilities necessary to perform a job" (Friedman & Harvey, 1986, p. 779). Few programs or activities concerning organizational personnel would be effective without information collected from a comprehensive job analysis that is the foundation of every human resource system (Morgeson & Campion, 2000; Singh, 2008). Bersin (2010) suggested, "An organization cannot develop strong recruitment, assessment, performance management, or leadership development programs without a series of competency and capability models" (p. 21). Although there is a vast array of job analysis methods, the Position Analysis Questionnaire (PAQ) is an instrument designed for almost any job and analysts typically complete it after interviews and observations of job

incumbents (DeNisi, Cornelius, & Blencoe, 1987; Dierdorff & Wilson, 2003).

Human Performance Based Job Model

The applied field of human performance technology (HPT) provides a useful framework human resources practitioners may use to develop a job model. Robinson and Robinson (1996) suggest as a definition, “HPT is a systematic approach to analyzing, improving, and managing performance in the workplace through the use of appropriate and varied interventions” (p. 14). According to Stolovich and Keeps (1999), “HPT evolved from instructional technologists’ realization that traditional training systems were ineffective or inappropriate if other organizational factors were not also attended to” (p. 12).

HPT uses the term performance analysis to describe the process of “collecting data and information that can lead to discovery of new knowledge and make tacit knowledge salient” (Doucette, 2000, p. 188). According to Robinson and Robinson (1996), a job model describes performance in behavioral terms as it *should* be for the organization to meet its current and future goals. It also includes such factors as performance results, competencies, criteria, and work environment (Robinson & Robinson, 1996).

The essential components required to appropriately support employee performance in the workplace include: (a) performance specifications, which are pre-established standards that comprise the goals of the job; (b) task support, which is the collection of resources available to employees to assist them in achieving optimal performance; (c) consequences, which are planned reinforcement contingencies dependent upon specified levels of performance; (d) feedback, which is information provided to employees on their individual or group performance used to guide future performance; (e) skills and knowledge, which consist of the aptitude required to produce services that meet the required specifications; and (f) individual capacity, which is a

person's physical, mental, or emotional capacity to perform at optimal levels (Rummler & Brache, 1995). Coulson-Thomas (2013) asserts that, "focusing on particular job tasks makes it easier to identify high performers. Support provided can incorporate critical success factors and the winning ways of peers with similar responsibilities" (p. 431).

HPT is an innovative way of approaching talent management strategy as it provides practitioners with a process to identify performance gaps and to characterize these gaps in measureable or observable ways (Stolovich & Keeps, 1999). HPT focuses on performance instead of behaviors; therefore, it focuses on bottom-line results for organizations as it analyzes all of the organizational elements that affect performance. According to Robinson and Robinson (1996), a job performance model includes such job factors as performance results, competencies, criteria, and work environment, supportive and inhibitive factors as depicted in Figure 3.

Performance Model Component	Component Description
Performance results	Outcome a performer must achieve on the job if the organization's business goals are to be attained.
Best practices and competencies	What the very best performers actually do on the job to achieve each of the performance results for a specific position identified through benchmarking or literature review or interviewing exemplary performers written in behavioral language. Competencies describe skills and knowledge required to produce results.
Quality criteria	Criteria that will be used to measure the quality with which the performance result or output is achieved.
Work environment factors	Forces within and outside of control of the organization that either support or inhibit the accomplishment of each performance result.

Figure 3. Job performance model components. Four components of a performance model (Robinson & Robinson, 1996).

According to Robinson and Robinson (1996), performance language can be effective for assessing a specific job because (a) it identifies best practices for employees who are new to a

position, (b) others can review best practices to see if the practices are what should be done or if the job needs to be redesigned, (c) performance language resonates with managers and provides clarity for what is being described, and (d) results provide a strong framework for designing relevant developmental learning experiences and activities. Organizations may also tap into the potential of average performers by providing performance support in the form of a job model that includes critical success factors and best practices of exemplary performers (Coulson-Thomas, 2012).

Robinson and Robinson (1996) further assert that a competency-based model is beneficial because competencies form a common language across positions within an organization. Similarly, Martin (2007) found 53 percent of best-in-class companies have clearly defined competency models, are 45 percent more likely to have models for key positions, and 64 percent more likely to have models for all levels of their organizations than other organizations.

Summary

Talent management has emerged as a priority as evidenced by the significant financial resources businesses have invested in attracting, onboarding, developing, and retaining an engaged workforce (Ready & Conger, 2007). Businesses responded to the shrinking and aging workforce and the significant number of impending retirees by growing their own leaders (Nalbantian & Guzzo, 2009). In contrast, higher education institutions do not model what they espouse as evidenced by how they undervalue talent management and lag severely behind the business industry in developing and retaining its talent (Lynch, 2007). Higher education needs strong leaders in its pipeline to increase productivity and to build capacity to serve more students. As a result, higher education should improve how its talent is managed to prepare administrators to effectively manage the most pressing issues of higher education (Lynch, 2007).

The CBO position in higher education is critical to institutional operations and should be an initial focus for managing talent. A job model of the CBO position will aid HR practitioners in selecting and implementing effective talent management practices to ensure leadership continuity for this critical position.

According to Jarrell and Pewitt (2007), “elected or appointed government officials and their leadership may have tenure limitations given political ties to a particular administration” (p. 297), which makes them less likely to institute succession plans which may extend beyond the scope of their work. Higher education is facing challenges that require public institutions to operate more efficiently to provide more students with a quality education. Investing more resources in attracting, developing and retaining quality faculty and staff will enable higher education to enhance productivity (Morris, 2010). This literature review presented current issues in higher education and relevant literature for talent management practices in higher education in public colleges and universities. The best practices for effective talent management will enhance the leadership capacity of faculty and staff and subsequently the institutions they serve.

CHAPTER 3
METHODOLOGY AND CONTEXT
MEANDERING THROUGH THE FOREST

The forest rarely has clearly marked linear paths on which travelers pass. Travelers who wish to enjoy the beauty of the woods must either search for pre-existing trails that faintly remain or navigate the forest floor in such a way as to create a new path. As federal and state funding for higher education decline, public colleges and universities have no clear path to gaining efficiencies or investing limited resources more effectively. This study will assist human resources practitioners and chief business officers in higher education in developing a talent management strategy consisting of the most effective practices; thereby enabling them to gain efficiencies by reducing talent acquisition costs and increasing retention of key talent. Additionally, this study is an empirical study that enhances the body of knowledge and creates a path to advance theory development of talent management within higher education.

The purpose of this AR case study was to understand what talent management strategies are most effective in public colleges and universities for the purpose of influencing the appropriate allocation of scarce resources to attract, develop, and retain talent. This case study focused on the client system's incumbent CBOs and individuals that are identified as key talent as the research participants. This chapter provides an overview of AR case study as the research method most appropriate for this particular study as well as a description of the methods used for data generation, analysis, and trustworthiness.

Epistemological Orientation

According to Ruona and Lynham (2004), it is important to situate the generation of knowledge in a philosophical framework because it ultimately affects the selection of research methodologies used to build theory. This study is oriented toward the interpretive/constructivist paradigm that assumes that “reality is socially constructed, that is there is no single, observable reality. Rather, there are multiple realities, or interpretations, of a single event. Researchers do not “find” knowledge, they construct it” (Merriam, 2009, p. 9). The purpose of interpretive/constructivist research is to “describe, understand, and interpret” (Merriam, 2009, p. 11). Qualitative researchers seek to understand “(a) how people interpret their experiences, (b) how they construct their worlds, and (c) what meaning they attribute to their experiences” (Merriam, 2009, p. 23). Such an understanding is sought with an awareness of personal subjectivity (Appendix A).

Ruona and Lynham (2004) further assert that “[research] methodology is defined as the system that influences the way things are done – that is, how we choose and use methods, conceptualize phenomena, analyze and collect data, and design interventions” (p. 157). Case studies are appropriate when researchers wish to understand complex social phenomena as they “allow investigators to retain the holistic and meaningful characteristics of real-life events” (Yin, 2009, p. 4). Case studies are also effective when the topic under investigation involves operational links that the researcher needs to trace over a given period of time (Yin, 2009). In this study, we intended to understand talent management practices that would ultimately prove effective within public higher education institutions, and then to test the practices in various institutional sectors. Therefore, AR case study was the most suitable research method for this study.

Action Research Methodology

AR is a problem-solving process used in case study research that engages with those who are affected by a problem so as to collaboratively design, implement, and evaluate solutions (Anderson, 2010; Marsick & Watkins, 1997). Coghlan and Brannick (2010) report Shani and Pasmore's (1985) restricted definition of AR as follows:

Action research may be defined as an emergent inquiry process in which applied behavioral science knowledge is integrated with existing organizational knowledge and applied to solve real organizational problems. It is simultaneously concerned with bringing about change in organizations, in developing self-help competencies in organizational members and adding to scientific knowledge. Finally, it is an evolving process that is undertaken in a spirit of collaboration and co-inquiry. (p. 4)

According to Stringer (2007), AR is a complex process in which “people find themselves working backward through the routines, repeating processes, revising procedures, rethinking interpretations, leapfrogging steps or stages, and sometimes making radical changes in direction” (p. 9). Likewise, a singular best procedure for conducting case study research is non-existent and researchers follow the process steps in a non-linear manner (Marsick & Watkins, 1997). The emergent and evolving nature of AR case study positions the researcher as an agent of change meandering through the forest with other change agents who are native to the organization and who collaborate over a period of time to advance beyond merely describing, understanding, and explaining their world to transforming it (Coghlan & Brannick, 2010).

The challenges and complexities organizations face today require robust solutions. Within a business, social, or government context, those who lead change or seek solutions to

complex issues must be willing to consider various perspectives and solutions. The collaborative problem solving approach of AR allows the researcher and the client organization to solve problems and generate new knowledge (Coghlan & Brannick, 2010). AR is a “systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives” (Stringer, 2007, p.1). AR has a dual purpose as it is concerned with fostering change in organizations as well as with adding to the body of scientific knowledge (Coghlan & Brannick, 2010).

One of the distinguishing aspects of AR is that it “focuses on research *in* action, rather than research *about* action” (Coghlan & Brannick, 2010). Viewed as a democratic approach, AR invites participation from members of the system being studied and involves them in the process of action and inquiry (Coghlan & Brannick, 2010). According to Burke (2008), the AR approach involves “conducting a study for the purpose of application and corrective action to some problem, rather than as research that serves the primary purpose of contributing to a body of literature and scholarship” (p. 41).

AR is a reflective process that involves gaining perspective on experience to question it, gain insights, and plan further action (Coghlan & Brannick, 2010). The success of AR depends on the ability of the researcher to examine relationships and how those relationships impact what emerges in the AR process. Such reflection occurs when in the middle of an action, organizational members pause to ask questions about actions taken and about what is happening in and around the group. The outcome from such reflection is immediate and leads to an on-the-spot adjustment of action (Coghlan & Brannick, 2010).

AR is a cyclical process that involves “gathering data, feeding them back to those concerned, jointly analyzing the data, jointly planning the action, taking joint action and

evaluating jointly, leading to further joint data gathering and so on” (Coghlan & Brannick, 2010, p.5). The process of AR involves establishing context and purpose, then carrying out four basic steps: constructing the problem, planning action, taking action, and evaluating action (Coghlan & Brannick, 2010).

The foci of AR are divided into four categories based on the commitment to self-study as described below: (a) traditional research, (b) classical AR, (c) individual reflective study, and (d) transformational change (Coghlan & Brannick, 2010). In traditional research, the researcher and the system under study focus on the problem or issue without an intention to self-study during the action (Coghlan & Brannick, 2010). Classical AR involves managing change within the organization with intended system self-study; however, the researcher does not self-reflect (Coghlan & Brannick, 2010). The focus of individual reflective study is on the researcher’s intended self-study, while the system does not engage in self-study (Coghlan & Brannick, 2010). Lastly, transformational change occurs when the focus is intended self-study for both the researcher and the system (Coghlan & Brannick, 2010). This AR study is an individual reflective study in which I engaged in self-reflection to challenge my ways of thinking and my own assumptions; however, the system under study, Premier Education System, did not engage in self-study.

AR is of great benefit to organizations because it promotes collaboration in solving complex issues while simultaneously developing skills of the stakeholders to solve their own organizational issues.

Quality AR must

- Be collaborative;
- Further knowledge of the issue under study;

- Generate a practical outcome;
- Include reflection; and,
- Engage sound methodology.

Coghlan and Brannick (2010) suggested three main elements of a good AR project when they stated, “a good story, rigorous reflection on that story, and an extrapolation of usable knowledge or theory from the reflection on the story” (p. 15). Stringer (2007) posited, “if AR does not make a difference for practitioners or clients, then it failed to achieve its objective”. AR facilitates inquiry into pressing problems and generates a practical solution for the organization while simultaneously enhancing relationships, communication, participation, and inclusion.

As an intervention-centric method of inquiry, AR produces knowledge that is beneficial to both research and practice (Lindgren, Henfridsson, & Schultze, 2004). Consequently, this AR study will benefit the client system under study by testing the efficacy of three talent management intervention activities. The findings from this study may also be transferred to higher education institutions beyond the client system under study.

Merriam (2009) defines case study as “an in-depth study of a bounded system” (p. 40). Yin (2009) offers a two-part definition of case study including the scope, data collection, and data analysis as follows:

A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the

prior development of theoretical propositions to guide data collection and analysis. (p. 18)

According to deMarrais and Lapan (2004), a case study design “involves the close examination of people, topics, issues, or programs” (p. 218). Case studies are preferred when the following occur: (a) when *how* or *why* questions are considered, (b) when the researcher has limited control over events, and (c) when the focus is on certain real-life phenomena (Tight, 2010). A case study is most appropriate for this AR because we desired to understand how a strategic talent management system would be effectively implemented within higher education, how CBOs perceive their leadership role, and how CBOs and their potential successors experienced a pilot implementation of the initial stages of a talent development process. The AR team proposed a talent management process, but had little control over how the process would be implemented in each institution sector. Lastly, this research focused on the real-life experience of CBOs and the issues and challenges they encountered while leading and developing key talent.

Organizational Context

The bounded system in this case study is an American system of public higher education comprised of 35 colleges and universities referred to as Premier Education System (PES), a pseudonym. As a public institution, PES is a complex, bureaucratic system governed by a board of directors composed mostly of businesspeople, as well as by the policies and regulations of its state government. The central office of PES exists to execute the strategies, policies, and initiatives of the board of directors and the state’s legislative body. Institution presidents report directly to the chancellor of the system. All other faculty, staff, and administrators report to institution leaders. Therefore, information flows vertically from the board to the chancellor and presidents, then to leaders of the institutions. The CBOs are members of the institution

presidents' cabinets reporting directly to the president and unofficially report to the Vice Chancellor for Fiscal Affairs at the central office.

PES, like many public higher education institutions, faced declining funding year after year and although student enrollment had been steadily increasing, most institutions have recently experienced declining student enrollment. Four institution sectors are represented within PES and each sector has a unique mission and approach to teaching, service, and research. Some institutions have adequate resources while others have scarce resources. Certain administrative processes are centralized; however, many processes are decentralized due to the differentiated cultures, environments, and goals.

Study Participants

The sole method used for sample selection was purposive sampling in which the researcher “selects a sample from which the most can be learned (Merriam, 2009, p. 77). There are three groups of participants in this study listed here and described in Figure 4: (a) chief human resources officers, (b) chief business officers, and (c) key talent. An AR team consisting of five CHROs from various institutional sectors with management experience and advanced knowledge and skills in human resources was formed to work collaboratively in addressing the problem. Research participants were asked and signed consent forms agreeing to participate in this AR case study while simultaneously executing their regular job responsibilities with no additional compensation.

Convenience and snowball sampling were combined to select the sample of CBOs for the study using recruitment materials (Appendix B). Due to a limited budget for this research, we selected incumbent CBOs who were geographically accessible, available, and representative of a

particular institution sector to participate in various cycles of the AR. CBOs identified key talent pool members who also participated in the final AR cycle of this case study.

Action Research Team (CHROs)			
	Institutional Sector	Profile	Years of HR Experience
TM1	Central Office	African-American female	14
TM2	Two Year College	Caucasian female	30
TM3	State University	Caucasian Male	20
TM4	Research University	Caucasian female	23
TM5	State University	Caucasian female	20
TM6	State University	Caucasian female	18
Chief Business Officers (Incumbent CBOs)			
	Institutional Sector	Profile	Years of CBO Experience
1	State College	Caucasian female	2
2	State University	Caucasian male	10
3	State University	Caucasian male	20
4	Research University	Caucasian male	27
5	State University	Caucasian male	25
6	State University	Caucasian male	18
7	State University	African-American male	22
8	Research University	Caucasian male	12
9	State University	Caucasian Male	20
10	State University	African-American female	14
11	State University	Caucasian male	20
12	State University	Caucasian female	18
13	State College	Caucasian male	5
Key Talent			
	Institutional Sector	Profile	Years in current position
1	State College	Caucasian female	3
2	State University	Caucasian male	5
3	State University	Caucasian male	2
4	State University	Caucasian male	5
5	State College	Caucasian male	4
6	State University	Caucasian female	10
7	State University	African-American female	2
8	State University	Caucasian female	15

Figure 4. Study participants. Description of three groups of research participants by institutional sector.

Data Generation and Analysis Methods

Qualitative studies collect data through interviews, observations, or document analysis (Merriam, 2009). Much of what is said, heard, and observed during a qualitative research study may be included as data generated if it elucidates the issue or problem under study (Maxwell, 2005). After obtaining IRB approval from the University of Georgia's Institutional Review Board, data were collected from seven distinct sources delineated in Figure 5: (a) interviews, (b) casual conversations, (c) incidental observations, (d) email correspondence, (e) meeting notes, (f) personal journal notes, and (g) organization documents.

Interviews

A qualitative interview is “a method in which researchers learn from participants through long, focused conversations...used when researchers want to gain in-depth knowledge from participants about particular phenomena, experiences, or sets of experiences” (deMarrais, 2004, p. 52). According to Merriam (2009), “in all forms of qualitative research, some and occasionally all of the data are collected through interviews” (p. 87). The interview method was frequently used throughout this AR study to generate data from the research study sponsor, Chief Business Officers, and Chief Human Resources Officers. Specifically, interviews were used during the contracting, job model development, and talent review processes as described below.

Contracting Interview. The initial interview of this study was a semi-structured contracting interview with the Vice Chancellor for Human Resources to explore some of the initial issues that prompted the research and to reach an agreement on the work the AR team would complete (Anderson, 2010). This interview was an essential component of the contracting process as it facilitated a shared understanding and agreement of expectations, needs, and milestones. I prepared an interview guide and used it loosely during the interview to guide

Collection Method	Source / Number of Participants	Analysis Method	Trustworthiness	Research Question
Interviews	Vice Chancellor for Human Resources (1)	Transcribed recorded interview. Reviewed and identified themes. Coded data and looked for patterns.	Member check, audit trail, and reflexivity.	1
	Chief Business Officers (13 for job model; 4 for talent review pilot study)	Constant-comparative method (Ruona, 2005)	Interviewed CBOs from various sectors; investigator triangulation; member check; document review; audit trail; peer review; adequate time spent collecting data; and reflexivity.	2 and 3
	Chief Human Resources Officers (4)	Recorded interview. Transcribed recording. Organized and formatted interview notes. Reviewed and identified themes. Coded data and looked for patterns.	Member check, audit trail, and reflexivity.	2
	Key Talent (8)	Constant-comparative method (Ruona, 2005)	Interviewed key talent from various sectors; member check; and reflexivity.	3
Casual Conversations	Sponsors and action research team	Constant-comparative method (Ruona, 2005)	Audit trail and reflexivity.	1
Incidental observations	All study participants	Constant-comparative method (Ruona, 2005)	Audit trail and reflexivity.	1 and 3
Email correspondence	All study participants	Constant-comparative method (Ruona, 2005)	Audit trail and reflexivity.	1 and 3
Meeting notes	Action research team	Constant-comparative method (Ruona, 2005)	Audit trail and reflexivity.	1, 2, and 3
Personal journal notes	Researcher's notebooks, laptop, voice memos on smartphone.	Constant-comparative method (Ruona, 2005)	Audit trail and reflexivity.	1, 2, and 3
Organization documents	Organization members	Verified the author(s) of reports and date of publication. Reviewed raw data of reports.	Verified authenticity, member check, and compared to similar documents.	1 and 2

Figure 5. Data generation and analysis methods. Includes sources of the data, methods of analysis and trustworthiness. Graphic also maps the research question to the data collection methods.

the conversation and to ensure all of the pertinent questions were addressed. At the beginning of our meeting, I explained the purpose of the interview and the need to record the interview to which he responded with approval.

After the interview, I transcribed the recording while simultaneously capturing notes, observations, and additional questions to pose in future conversations. Then, I reviewed the transcript repeatedly to identify words or phrases that conveyed his perception of the talent management issues plaguing the organization. According to Merriam (2009), these words or phrases should reveal information relevant to the study...and must be interpretable in the absence of any additional information...(p. 177)". During the next phase of data analysis, I reviewed my notes and comments from the transcript to identify categories of talent management issues. Then I assigned the words and phrases into the categories that ultimately represented the general themes of talent management issues within the organization's context.

In order to ensure internal validity, I used a triangulation strategy that suggests member checks ensure credibility of data collection (Merriam, 2009). Following my review of the transcript and coding of the data, I captured my conclusions and interpretations in a report that I shared with the Vice Chancellor for Human Resources to ensure accuracy and interpretation of meaning. He responded in agreement with the findings and conclusions in the report. Additionally, I maintained an awareness of my biases and assumptions as an insider researcher as described in the subjectivity statement (Appendix A).

Job Model Interviews. The AR team used interviews to understand the essence of the CBO position. Interviews are recommended for developing performance-oriented job models to identify performance as it should be instead of as it currently is (Robinson & Robinson, 1996). The AR team developed interview questions to identify the organization, performance, and work

environment needs (Robinson & Robinson, 1996). The questions focused on essential components required to appropriately support employee performance in the workplace such as: (a) performance specifications, (b) task support, (c) consequences, (d) feedback, (e) skills and knowledge, and (f) individual capacity (Rummler & Brache, 1995).

According to Imel, Kerka, and Wonacott (2002), qualitative researchers construct meaning from the participant's perspectives and experiences; therefore, they are the instruments of data collection and analysis. The CBOs in the client system share a common experience of strategically leading the fiscal affairs of a public higher education institution after a severe economic downturn (National Association of College and University Business Officers, 2010). Imel et al. (2002) posited that research questions about *how* and *what* are well-suited for qualitative research. Likewise, inquiry concerning *how* the CBOs experience the growing complexity of their role and responsibilities as well as about *what* developmental experiences are needed to prepare successors to transition into the CBO position are best addressed using a qualitative approach. The key activities for the interview method included recruiting participants, scheduling interviews, preparing for the interview, recording the interview, conducting the interview, and transcribing the interview (Roulston, 2010).

Job model sample recruiting. The AR team interviewed a purposive sample of CBOs from each of four institutional sectors to ensure each sector's perspective and key responsibilities were appropriately represented. In order to participate in the interview, the CBO must have work experience employed in PES. This criterion was necessary due to requests the AR team received from CBOs employed with other local agencies to participate in PES' talent management processes.

Of the thirty-five CBOs in the client system, up to five from each of the four institutional sectors were selected to be interviewed. Using the client system's CBO Retirement Eligibility Report, which indicates years of service in the client system, the AR team generated a list of CBOs who met the interview criteria. The AR team subdivided the list to interview CBOs who were in close proximity to their home institution or with whom they had already established good rapport. The AR team members called or emailed the eligible CBOs using the recruiting script to invite them to participate in the interview (Appendix B).

AR team members obtained informed consent using the CBO Consent Form (Appendix C). Upon agreeing to participate in the study, the CBOs received the consent form through email with instructions to review it and to be prepared to give a signed copy to the interviewer at the beginning of the interview.

Scheduling the interview. According to Roulston (2010), a "general guideline for practice is to find a place and time to conduct an interview in which both the interviewer and interviewee feel safe and comfortable, and that provides sufficient privacy to audio-record interviews without interruption" (p. 100). When scheduling the CBO interviews individually, the AR team members offered to schedule the interview at a time and in a location most convenient for the research participants. The vast majority of CBOs preferred to conduct the interview at their home institution, inside their offices.

Preparing for the interview. Prior to the interview, AR team members reviewed the institution's website and other publicly available information to learn as much about the campus and the CBO as possible. Some prior familiarity existed between AR team members and particular CBOs. Most of the AR team members report directly to their institution CBO with the

exception of one institution; therefore, the team members were familiar with CBO job responsibilities and common terminology associated with the position.

In order to prepare to conduct interviews, the AR team members participated in an interviewing skills session to learn the most effective interview techniques and to role-play the interview using the interview guide. I facilitated the interviewing skills session using class notes and textbooks from the qualitative research course of this Ed.D. program. The interviews were to be audio-recorded using a digital audio-recorder; therefore, the team discussed effective usage of recorders during the interview skills session.

Conducting the interview. The interview was formatted as a semi-structured interview. The interviewer used the interview guide, which provided an opening script and general guide for the interview. The AR team selected the style of the interview guide because of its orientation towards actual performance instead of job duties. The questions were open-ended and allowed the interviewer to follow up with probing questions to encourage the respondent to share more details about their experience.

Analyzing interview data. The AR team members interviewed a purposeful sample totaling 13 CBOs from three institution types: research university, state university, and state college. The CBOs who participated in the interviews averaged seven years of work experience in their current position and an average of 18 years of experience working in higher education. As recorded in my research notes, the CBOs seemed eager to talk about their jobs as indicated by the length of the interviews and their willingness to share supporting documents such as the institution's strategic plan. The longest interview lasted two hours. Shared ownership and senior management commitment are frequently cited in the literature as essential elements of an

effective talent management strategy. These conversations may ensure an initial degree of senior management commitment and shared ownership.

As the AR team members completed interviews, we forwarded the recordings to a graduate student assistant to be transcribed. The approach the AR team selected to use to analyze the interview data for themes was inductive analysis, which is based on the assumption that “inferences can be developed by examining empirical data for patterns” (Roulston, 2010, p. 150). Upon receiving the transcriptions, I sought a tool for qualitative data analysis by referring to eLC postings from the Qualitative Research course the previous semester. I found a posting from a colleague who recommended Dedoose, a qualitative data analysis application. I immediately signed up for a trial version of the software and began learning more about how to use it. I found the software to be less intuitive than described on the company’s website and sadly realized how time consuming it would be to learn to use the software and complete the data analysis than I originally anticipated. I expressed my concerns about analyzing the data using Dedoose to my major professor. She reminded me of a book chapter she authored and emailed me a few weeks earlier that explained a simple four-stage process using word processing software to analyze qualitative data as listed and described below: (a) Data preparation, (b) Familiarization, (c) Coding, and (d) Generating meaning (Ruona, 2005).

According to Ruona (2005), the first stage of data analysis is to arrange the collected data by transcribing and editing it to facilitate subsequent work. Stage one is also when the researcher should remove identifiers to protect the confidentiality of the research participants. Then in stage two, the researcher reads and rereads the data to discern meaning and writes notes about the meaning she is making from the data (Ruona, 2005). Next, in stage three, the researcher groups sentences or phrases into categories identified by a relevant term (Ruona, 2005). Finally, in stage

four, the researcher engages in the creative work of exploring codes and categories to understand how certain themes link, what patterns emerge, or lessons learned (Ruona, 2005). I found the Ruona (2005) data analysis process to be accessible and quite feasible for this AR study; therefore, I immediately followed the steps to prepare the data by organizing it into tables, and then familiarized myself with the data by reviewing it repeatedly. I developed a coding scheme (Appendix D) to code the data, and then merged all of the data resulting in an 87-page table. Lastly, I sorted the data by various codes and looked for initial themes.

Trustworthiness. Several scholars have suggested numerous strategies that can be used to enhance the credibility and trustworthiness of qualitative studies such as triangulation, reflexivity, and the audit trail (Drayton, 2006; Merriam, 2009; Roulston, 2010). Merriam asserted, “there will be multiple constructions of how people have experienced a particular phenomenon, how they have made meaning of their lives, or how they have come to understand certain processes” (p. 214). Likewise, the AR team expected multiple constructions of how CBOs experience their critical role at their institution. Through the use of interviews, the AR team gained a clear understanding of the perspective of a CBO, revealed the complexity of the CBO’s experience and behavior, and then documented a comprehensive interpretation of the experience as theoretically recommended by Merriam (2009).

Triangulation is “probably the most well known strategy to shore up internal validity of a study” and involves the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings” (Merriam, 2009, p. 215). As Roulston (2010) suggested, the AR team adopted triangulation as a strategy to demonstrate quality in this study. The team interviewed multiple CBOs from each institutional sector in the client system to achieve data triangulation. With multiple interviewers from different institutional sectors on the

AR team, the study also achieved investigator triangulation because multiple researchers collected and analyzed the data (Merriam, 2009). For methodological triangulation, which is the use of multiple forms of data (Roulston, 2010), we conducted interviews and reviewed organizational documents to enhance portrayals of the CBOs' experience.

Merriam (2009) recommends that researchers explain the process used to obtain their findings and results in the form of a diary or daily log of actions to create an audit trail (Merriam, 2009). The AR team recorded team meetings and generated meeting notes to capture important discussions and decisions during the meeting. Additionally, I maintained a journal to capture decision-making processes regarding challenges, problems, and ethical dilemmas that arose during the research process (Roulston, 2010). Journaling also allowed me to capture my reflections, questions, and ideas in collecting data (Merriam, 2009). Lastly, I maintained an awareness of my subjectivity by reflecting critically on my biases, dispositions, experiences, and assumptions (Merriam, 2009). According to Merriam, such awareness enables the “researcher to understand how she might have arrived at a particular interpretation of the data” (p. 219). The rigor and internal validity of the research are enhanced when researchers maintain an awareness of their subjectivity.

The AR team conducted a member check to insure the internal validity of the job model. Upon completing the draft model, we emailed it to the 13 CBOs who participated in the interview, to their CHROs, and to their presidents. Four CHROs consented to an interview. During the interviews, we asked:

1. What do you think about the job model?
2. In what ways do the themes and competencies gleaned from the initial interview accurately capture the role, expectations, and responsibilities of a CBO?

3. If we developed emerging leaders according to these competencies, would we be developing effective leaders for the CBO role?
4. How or in what ways could you use the model?
5. What, if anything, would you do differently regarding how the Talent Management Team designed the job model?

Merriam (2009) suggested peer review as a strategy to insure internal validity of qualitative data from interviews. The AR team shared the model with two colleagues who have expertise in qualitative data analysis and two colleagues who are highly experienced in organizational development to provide an assessment of the quality of the model. The feedback from colleagues was constructive, yet the reviewers questioned the number of competencies represented in the model. Additionally, they suggested subtle wording changes to clarify meaning for novice readers of the model.

Pilot Study Interviews. The AR team conducted a pilot study to implement the talent review and development process. Upon concluding the pilot study, we interviewed the CBOs and their key talent to understand their experience and how they made meaning of the talent management system.

Pilot study sample recruiting. Seven CBOs participated in the pilot study; however, only four CBOs met the criteria for the sample. In order to be included in the sample, the CBOs needed to complete the talent review; confirm the talent pool with their institution president; notify key talent of their selection; and conduct a career dialogue with key talent to co-create an individual development plan. The CBOs were invited to participate in the study using the CBO Pilot Study Recruitment script. Upon agreeing to participate in this phase of the study, the CBOs signed and returned the CBO Pilot Study Consent form.

Pilot study interview guide. The pilot study interviews were semi-structured and included questions to obtain specific data about their experience in the talent management system. The

interview guide was divided into two sections, one for CBOs and one for key talent (Appendix G). The interview guide also included issues to be explored. For example, resistance to job mobility emerged as a concern during the talent review process. Therefore, I added it to the interview guide to explore it in greater depth during the interviews.

Conducting pilot study interviews. Prior to conducting the interview, I emailed the study participant an informed consent and requested that they review, sign, and return it if they desired to participate in the study. Upon receiving the signed consent, I emailed the participant potential dates and times that I was available to conduct the interview. The participants responded to schedule the interview for 30 – 60 minutes. At the designated time, I called the participant and asked if they were ready for the interview and if I may start the recording. In addition to audio recording the interview, I took notes in a research journal to record pertinent statements that led to a probing question or to capture my thoughts, ideas, and reactions real time.

Transcribing and analyzing pilot study interviews. “According to Merriam (2009), “verbatim transcription of recorded interviews provides the best database for analysis” (p. 110). I transcribed the interviews verbatim along with the assistance of a student worker. Upon completing each transcript, I read it, and then emailed it to the interviewee to ensure it was accurate. I also invited the interviewee to elaborate on their statements if they desired to do so. When I received the edited transcript or confirmation of the original transcript, I began formatting the transcript using the Constant Comparative Method (Ruona, 2005) for analyzing qualitative data. The Pilot Study CBO and Key Talent Coding Scheme (Appendix H and Appendix I) was used to code the data. Following the coding and sorting process, I jotted notes on how the themes linked to central ideas regarding the essence of the talent development experience. This exploration of the coded data led to the generation of findings delineated and

discussed in the Research Question Three section of Chapter 5. I ensured trustworthiness by conducting a member check, maintaining an audit trail, and maintaining an awareness of my subjectivity.

Casual Conversations

During the AR study, many casual conversations transpired between the AR team members. For example, after a meeting in which an AR team member participated, I casually asked her if she and her CBO had met with their institution president. She indicated that they had not met, but since I reminded her of this next step, she would follow up to schedule the meeting. A few weeks later upon a chance meeting in the organization's cafeteria during lunch, the AR team member approached me to inform me that the meeting was scheduled for the next day and her president also wanted to discuss expanding the implementation of the CBO talent management process to include other critical positions on her campus. Additionally, AR team members conversed with the sponsors, research participants, and other organization members. Notes from these conversations were captured and analyzed using the Constant Comparative method (Ruona, 2005). The coding scheme (Appendix D) was used to code the data and identify themes as described in the Research Question One section of Chapter 5. Trustworthiness was ensured by the use of an audit trail and awareness of my subjectivity.

Incidental Observations

As an insider researcher, I was afforded numerous opportunities to observe events, behaviors, and organization members. Merriam (2009) describes my *observer as participant* experience as occurring when the "researcher's observer activities are known to the group and participation in the group is secondary to the role of information gatherer" (p. 124). During the observations, I jotted notes to capture behaviors and statements of research participants that

ultimately influenced action. Immediately after the observation, I wrote a more detailed account of my observation. There were observations for which I maintained notes but did not consistently follow up in a timely manner to write the detailed narrative. The notes were analyzed using Ruona's (2005) Constant Comparative method for analyzing qualitative data. I developed a coding scheme (Appendix D) and identified themes as described in the Research Question One section of Chapter 5. Maintaining an audit trail and an awareness of my subjectivity ensured internal validity.

Emails

The AR team members were employed at different institutions throughout the state in which PES is located. Consequently, much of the team's correspondence occurred via email as did correspondence between the CBOs and other research participants. I saved and tagged 653 emails related to the AR study with the key words *CBO* and *talent*. During the data analysis phase, I formatted all of the emails in a table in chronological order. I reviewed the emails repeatedly noting which contained critical information such as decisions, rationale, opinions, and feedback. In an effort to reduce the voluminous amount of data, I extracted emails with critical information and analyzed the data using Ruona's (2005) Constant Comparative method for analyzing qualitative data. This analysis generated a coding scheme (Appendix D) and themes as described in the Research Question One section of Chapter 5. Trustworthiness of this data was ensured through the use of an audit trail and my awareness of my subjectivity.

Meeting Notes

The AR team participated in 30 team meetings during the AR study. At the beginning of each meeting, the team designated one member as the scribe who took notes and distributed the notes to the team members after the meeting. I saved these meeting notes and analyzed the data

using the Constant Comparative method (Ruona, 2005) generating a coding scheme (Appendix D) and themes as described in Research Question One section of Chapter 5. I maintained an audit trail and an awareness of my subjectivity to ensure trustworthiness of this data.

Personal Journal Notes

During the AR study, I frequently captured personal notes regarding my perceptions, assumptions, feelings, and other random thoughts about the progress of the study. I captured these notes on my personal laptop, desktop, and smartphone. The Constant Comparative method (Ruona, 2005) was used to analyze these notes near the end of the AR study generating a coding scheme (Appendix D) and themes as described in Research Question One section of Chapter 5. I ensured trustworthiness by maintaining an audit trail and an awareness of my subjectivity.

Organization Documents

The AR team reviewed the following organization documents during the study (a) retirement eligibility reports, (b) CBO Job Task Survey Report (c) aspirational peer benchmark report, (d) CBO job descriptions, (e) organization charts, and (f) learning needs assessment report. For each report, we verified the author of the reports and the date the report was generated and published. In cases where the raw data of reports was accessible, we reviewed the raw data. To ensure trustworthiness, we read the reports repeatedly throughout the AR study and captured important data related to the study in our notes. Additionally, we checked the authenticity of the report with organization members who were familiar with the data and we compared the report to similar organization documents.

Data Analysis Sample

The data from conversations, observations, email correspondence, meeting notes, personal journal, and organizational documents was analyzed using the Constant Comparative method (Ruona, 2005). A sample of the data tables is illustrated in Figure 6.

Str	TSC	Q#	Turn #	Data	Notes
JM	A10	EM	34.	Oct2010.Email from TM2: Re: CBO Succession Planning Job Analysis Tool. TM4 and TM6's suggestions are spot on. I was in a "get it done" mindset and didn't engage my brain. I accepted and made the changes and made others as well. Have a look now and see if there is anything else that needs changing before I try to get the spacing straighten out.	Team collegiality
JM	A10	JRN L	111.	Oct2011. Journal notes: Conducted a pilot interview with a CBO Advisor. It will be challenging to follow the interview script in each case. He prepared in answers in advance and referred frequently to his notes, almost reading them verbatim. It was less conversational. I did not take notes as I was recording it. He informed me of the Next Generation development program offered by the southern region of NaCUBO. He sends a staff member through the program each cycle. He forwarded the program announcement to me.	Leadership: took Ruona's advice to conduct a pilot interview and provide feedback to the team.

Figure 6. Sample coded data for research question one. Includes conversations, observations, emails, and meeting notes. Data generated findings discussed in Chapter 5.

Methodology Summary

AR is a democratic, equitable, and liberating inquiry process that helps organizations solve problems and contributes to the body of knowledge (Stringer, 2007). This AR study was combined with case study design to understand effective talent management strategies for critical positions in public colleges and universities. The study focuses on the implementation of the Talent Stewardship Model (Avedon & Scholes, 2010) for the chief business officer position. Research participants were chief human resources officers, chief business officers, and high-

potential successors from four institution sectors. There were seven sources of data in this study (a) interviews, (b) casual conversations (c) incidental observations, (d) email correspondence, (e) meeting notes, (f) personal journal notes, and (g) organization documents. The team used constant comparative method (Ruona, 2005) to analyze the qualitative data, as well as other appropriate methods as described above in this section.

The AR team engaged in an iterative inquiry process through the higher education ecosystem for over 18 months engaging in 30 team meetings and implementing three major interventions that included numerous sub-interventions. We engaged in numerous cycles of planning, acting, observing, and reflecting. Stringer (2007) reminds us that AR is “not a neat, orderly activity that allows participants to proceed step-by-step to the end of the process” (p. 9). AR is a more circuitous path than linear as it involves those individuals who live in the system and are native to the forest in creating a path that addresses the environmental factors that threaten leadership continuity, efficiency, and effectiveness in higher education.

CHAPTER 4
STORY AND OUTCOMES
INSIDE THE RINGS OF STRATEGIC TALENT MANAGEMENT

Scientists have referred to redwood trees as treasure troves of information that can lead them to answers (Fimrite, 2010). A tree adds rings every year. Everything the trees have experienced in their lifespan is contained in rings inside of the trees (Fimrite, 2010). Understanding what the trees' past has been, sheds light on their present, and helps make predictions about their future (Kemp, 2010). The rings of the redwoods are analogous to the multiple four-step cycles of AR. The steps in each AR cycle contain the history of everything the team experienced during the study. The team's experience led us to answers concerning strategic talent management in public higher education.

The purpose of this AR case study was to understand strategic talent management practices in public higher education. Specifically, we sought answers to the following research questions:

1. What are the challenges and benefits of designing and beginning to implement a strategic talent management system in higher education?
2. How do Chief Business Officers in public colleges and universities perceive their leadership role?
3. How do public higher education Chief Business Officers and their potential successors experience a pilot implementation of the initial phases of a talent development process?

This study follows Coghlin and Brannick's (2010) cycle for conducting AR in my organization which consists of "a pre-step (context and purpose) and four basic steps: constructing, planning action, taking action, and evaluating action" (p. 8). This AR was comprised of multiple cycles of constructing, planning action, taking action, and evaluating action. Several steps of each cycle occurred simultaneously. In this chapter, the entry into PES, three AR cycles, and their respective steps as they unfolded in real time are discussed. The chapter begins with a discussion of the pre-step, which is a description of PES and the forces driving the need for change in its talent management practices. The discussion of the pre-step also includes a description of the AR team, PES employees with whom I worked during this research. The Pre-Step is followed by a description of the entry into PES. In subsequent sections of this chapter, the following AR cycles are described:

- Cycle 1: Designed and began to implement a strategic talent management system;
- Cycle 2: Developed the job performance model; and
- Cycle 3: Designed and piloted talent review methodology.

Pre-Step: Context and Purpose

The subject of this AR study is Premier Education System (PES), an American system of public higher education comprised of 35 colleges and universities operating under the single management authority of an 18-member board appointed by the governor. Nearly 400 staff at a central office led by a chancellor and three executive vice chancellors that direct administration, academic affairs, and public affairs support the board administratively. Other chief leadership roles that report directly to the chancellor include legal, internal audit, and institution presidents. These chief leaders collaborate in the development, oversight, and execution of plans, programs, policies, as well as in business operations management and system wide communication and

outreach. The central office staff is primarily responsible for advising and supporting the PES workforce consisting of 41,680 faculty and staff who serve 318,000 students.

PES aims to enhance education in the state by preparing its citizens for global and technological challenges. Like many public institutions, PES is challenged with declining federal and state funding resulting in fewer available resources to meet its strategic objectives. The system's board members and chief executive officer plan to address these challenges by unleashing the collective intellectual power of its workforce. One of the strategic goals of the system is to increase its efficiency by building a leadership culture through developing its emerging faculty and staff leaders and by increasing efficiency of its business operations.

A new chancellor, the chief executive officer, transitioned into leading the system in 2006 with the intent of systematically investing in human capital. He immediately established a vice-chancellor position to lead the human resources function for the system and formed a presidential task force to assess professional development needs within the system. The task force identified a need for the system to invest in building a diverse and knowledgeable workforce committed to meeting the system's and institutions' missions, visions, values and goals. The task force further found that many of its institutions provided training and professional development for faculty and staff, but the breadth and depth of the programs varied significantly between campuses.

The task force recommended that the system create a chief learning officer position (CLO) with responsibility for designing, developing, deploying, and evaluating system-wide professional and leadership development programs. I was hired to fill the CLO position in August 2008 for the purpose of building and directing the system-level learning function as well

as to execute the recommendations of the task force. My position reported directly to the VCHR and was supported by a manager and administrative coordinator.

The task force also recommended that the system emphasize the importance of leadership development (the identification and development of high potential employees) as an organization-wide priority by conducting a more in-depth survey of leadership development programs offered by schools. The task force recommended implementing a system-wide leadership development program - inclusive of all system schools - that would be designed to build upon programs already in place, and provide a viable option for those schools that did not have an established program, but needed to have one in place. Lastly, the task force recommended segmenting the target audience for developmental programs into two or more tiers consisting of executives, mid-managers, front-line supervisors and aspiring high potential employees.

During this AR case study, PES experienced a transition to a new leadership team in the chancellor, executive vice chancellor, vice-chancellor, and institution president positions. This leadership transition ushered in numerous changes in organization structure, business operations, communication, and strategic priorities. The major events of this two-year AR case study involved multiple stakeholder groups who influenced and were engaged in many aspects of the study as delineated in Figure 7.

Major Stakeholders	Roles & Responsibilities
Chancellor	Drive communication top down. Set policy to drive behavior and support and advocate to build support. Requires frequent communication of milestone achievements.
Executive VC Administration	Drive communication top down. Fund project implementation. Emphasize as a priority to presidents. Set policy to drive behavior and support sustainable processes. Frequent communication of milestone achievements. Co-Chair CBO talent review team.
Executive VC Academic Affairs	Drive communication top down. Emphasize as a priority to presidents. Set policy to drive behavior and support sustainable processes. Frequent communication of milestone achievements.
VC Fiscal Affairs	Communicate expectations to System CBOs. Fund project implementation. Appoint CBO Advisory Board. Co-Chair CBO talent review team.
Presidents	Communicate expectations at institution. Build awareness and support from top down. Participate by using talent management process to fill open positions.
Chief Business Officers	Drive communication top down. Set policy to drive behavior and support and advocate building support, frequent communication of milestone achievements. Partner to augment policy to fit the institutions.
Chief Human Resources Officers	Communicate processes at institution. Partner to augment policy to fit the institutions. Participate on CBO talent review team.
Potential Successors	Provide information on career progression. Participate in learning and development activities. Take ownership in the process for their own career paths.

Figure 7. Stakeholder roles and responsibilities. Includes multiple stakeholder groups and their key roles and responsibilities.

Table 1 provides an overview of the key steps and outcomes in each of three AR cycles.

Table 1

AR Key Steps

AR Cycle	AR Step	Key Steps in Research	Outcomes
2 Jan. – Dec. 2011	Constructing	<ul style="list-style-type: none"> ▪ Shadowed three CBOs. ▪ Met with the new central office leaders ▪ Met with a job analysis consultant ▪ Drafted a job profile survey. ▪ Compiled data from the CBO Job Profile survey to develop an initial profile of the job. 	<ul style="list-style-type: none"> ▪ Stakeholder support. ▪ Team collaboration ▪ Team gained perspective of differences in institutional sectors. ▪ Adopted performance-based approach to job model.
	Planning Action	<ul style="list-style-type: none"> ▪ Researched Human Performance Technology. ▪ Developed the interview guide. ▪ Interview training. ▪ Developed interview schedule. ▪ Piloted the interview guide. ▪ Planned a validation process for the job model. 	<ul style="list-style-type: none"> ▪ Well-designed interview guide ▪ Team increased skills as interviewers ▪ Schedule ensured representation from all institution sectors in interviews
	Taking Action	<ul style="list-style-type: none"> ▪ Implemented interview plan: ▪ Drafted project update memo ▪ Scheduled interviews with CBOs. ▪ Interviewed 13 CBOs. ▪ Adopted Ruona's (2005) qualitative data analysis process 	<ul style="list-style-type: none"> ▪ Project communication ▪ Interview data from job incumbents ▪ Draft Job Performance Model ▪ Stakeholder engagement
	Evaluating Action	<ul style="list-style-type: none"> ▪ External job analysis is too costly; design internally. ▪ Redundant questions on interview guide. ▪ Member check ▪ Team fatigue 	<ul style="list-style-type: none"> ▪ Additional research required. ▪ Revised interview guide. ▪ Validated job model. ▪ Requests to develop model for

AR Cycle	AR Step	Key Steps in Research	Outcomes
			other positions.
3 Jan. – Dec. 2012 3	<p>Constructing (Aug. 2012)</p> <p>Planning Action (Apr. – June 2012)</p> <p>Taking Action (July – Dec. 2012)</p> <p>Evaluating Action (Jan. – Mar. 2013)</p>	<ul style="list-style-type: none"> ▪ Reviewed literature. ▪ Consulted with Critical Friends on effective talent review processes. Compared their recommendations to the literature. ▪ Developed a draft talent grid, talent review procedure, career dialogue plan, and individual development plan including a reference guide. ▪ Planned web-based seminar ▪ Drafted white paper update. ▪ Invited seven institutions to participate in a pilot implementation of the Talent Review process. ▪ Implemented pilot talent reviews. ▪ Interviewed CBOs. ▪ Interviewed Key Talent who participated in the Talent Review process. ▪ Transcribed and analyzed interview data. ▪ Summarized and disseminated findings. 	<ul style="list-style-type: none"> ▪ Good practices for talent identification and development. ▪ Alternative talent grid inclusive of assessment and development ideas. ▪ Talent identification process. ▪ Talent Review Guide. ▪ Face-to-face talent review meetings. ▪ Key talent pool report. ▪ IDPs ▪ Met with institution presidents. ▪ Cross-institutional CBO talent pool. ▪ CBOs experience documented ▪ Key talent’s experience documented. ▪ Evaluation report.

Entry

The entry phase of AR includes such actions as conducting initial conversations with the client to clarify the problem and gain agreement on the expectation of work to be accomplished (Anderson, 2010). As a full-time CLO for PES, I became aware of talent management challenges through conversations with human resources leaders. CHROs and organizational development staff from various institutions frequently commented on the need for systematic processes to develop leaders at every level of the organization. I positioned myself as an insider researcher who often inquired about the nonexistence of enterprise wide systems to support talent management. My ongoing intrigue and inquiry were the impetuses for using a rigorous approach to investigate and develop a solution for this complex organizational issue. Literature indicates that institutional researchers face challenges in defining actual problems and solving them because they are already working under the system as the member of the institution (Herr & Anderson, 2005). Herr and Anderson discussed the challenge of being an insider researcher and the use of AR as a way to conduct institutional research from within:

Many insider researchers come to their studies through puzzles in their own practices or sites, it is often difficult to discern the actual beginning of the research. It is not atypical to be informally problem-solving or trying out various interventions in one's work site; AR moves this problem solving process to a more formal level involving systematic data gathering and analysis. (p. 105)

When I met with the PES' Chief Operating Officer (COO) in the Fall of 2009, we discussed the top operational challenges facing the system. He conveyed that one of the most pressing issues is leadership continuity for a critical position, Chief Business Officer (CBO). He further explained that there were a significant number of CBOs in the system who were eligible

for or close to retirement; however, the system had no formal structure or process to develop and prepare leaders to assume the role in the future which presented a formidable risk. I subsequently searched for data to validate his concern and learned from the CBO Retirement Eligibility Report (2009) that 40% of the CBOs were eligible to retire within the next five years. Almost half of that population was currently eligible for retirement, but had not identified a target retirement date. Indeed, this was a grave concern for PES.

Although the COO identified CBO leadership continuity as a system wide issue of significant importance, it was equally important for me to obtain my direct manager's input and support as taking on a project of this magnitude would impact my workload and possibly compete with other departmental priorities. So, I scheduled a meeting with my manager, the Vice Chancellor of Human Resources (VCHR), to explain the AR process and my desire to research this issue due to its potential impact on the system. When experienced CBOs retire, they take a vast amount of subject matter and organizational expertise with them if an emerging leader has not been identified and developed to be a replacement. The time during which the position is vacant while recruiting efforts are in progress also hinders operational efficiency. This is an issue that not only affects the institutions within the client system, but also institutions nationally. According to Riccio (2010), few institutions of higher education utilize systematic processes for leadership development and continuity. I further explained how the talent management model that emerges from this research could serve the system and potentially become a model to assist other institutions in institutionalizing talent management practices. He concurred, and then we discussed next steps. I informed him that I would need to interview him to gather more information about the problem and the type of data needed to adequately frame the problem.

In March 2010, I talked to chief human resource officers (CHRO) and CBOs who were equally alarmed with the retirement statistics and even more concerned about the next steps we would take to address this challenge. In response, I convened a team of five CHROs in June 2010 to discuss this issue and its implications for PES. I also talked to the vice chancellor for fiscal affairs (VCFA), who is responsible for managing and providing guidance to all institution CBOs in the system. She subsequently appointed an advisory team comprised of three CBOs to support the CHRO team and pilot test talent management interventions. A few months later in October 2010, I conducted a literature review of talent management in higher education and learned how pervasive of an issue leadership continuity is in higher education and how institutions have made very little progress in addressing these types of challenges (Lynch, 2007). Additionally, in November 2010, I participated in a national think tank focused on the future of higher education to discuss talent management with human resources leaders from top ten institutions that were challenged with similar leadership continuity issues.

Contracting Process

The purpose of the contracting meeting with my manager, the VCHR, was to “explore some of the initial issues” that prompted the research and to reach an agreement on the work that the AR team would complete (Anderson, 2010, p. 106). One week prior to the interview, I drafted a set of 20 open-ended interview questions to inquire about my manager’s perspective of talent management issues in PES. The questions focused on the consequences and longevity of the issue as well as his perspective of support and resistance for the research. Two questions inquired about his expectations of the research project team and how I would apprise him of the team’s progress. I emailed the questions to him to review before the interview along with an executive summary and presentation slides of the AR process as a reminder of the process the

team would use to conduct the research. We scheduled one hour for the interview in the Spring of 2011.

In an effort to appropriately prepare for this meeting, I reviewed the interview guide and Anderson's (2010) tips for successful interviews which include (a) listening without interrupting, (b) avoiding indicating agreement or disagreement, and (c) taking notes sparingly. I also rehearsed the interview introduction and inquiry process. It was important that the interview was more conversational, and I did not want to be overly dependent on my notes. I thought it would be important to record the interview so I could refer to it when analyzing the contracting process. I called my manager to request his permission to record the interview. I explained the need to record the interview, that the recording would only be used for my paper and that only I would have access to the recording. He agreed and we confirmed that we would meet for the interview in two days. According to Anderson (2010), there are four categories of questions to have answered during the entry and contracting phases "(a) about the presenting problem, (b) about the consulting relationship, (c) about the consulting engagement, and (d) about the organization" (p. 108). I designed the interview guide to include the four categories of questions, as Anderson (2010) recommended.

The contracting process is also a time for the consultant and client to reach a shared understanding and agreement on expectations, timelines, needs, and expectations (Anderson, 2010). When asked about his expectations of me in working on this issue, my manager expressed how formal leadership continuity plans require culture change and that he expected the AR team to lead the change effort. He also expressed concern that the system did not have anything in place system wide to address the predicted mass exodus of employees when the economy improves. Additionally, he indicated that he expected the team to "produce data that will

highlight something we anecdotally know is a problem, the results of which will be a springboard to start other related initiatives.” We agreed that as the CLO for the system, I was uniquely positioned to lead this change initiative.

Although AR usually requires “considerable time and effort to establish rapport among participants” (Herr & Anderson, 2005, p. 92), I did not experience relationship building as a challenge because of my insider positionality. I had established rapport and credibility with my manager and other key influencers in the organization. During the first six months of my employment with the system, I initiated conversations and personally met with each executive leader to learn more about the system and specific issues within each department. I initiated frequent informal lunch meetings with my manager to establish rapport and learn more about the culture of the organization. Due to my status as an insider researcher, I also did not experience the challenges of the entry process that external OD consultants typically encounter such as “relationship and trust-building” (Anderson, 2010, p. 103). I was already deeply embedded in the social fabric of the organization, and my managers as well as the COO and my internal clients were familiar with my work ethic and the quality of my work. However, it was still important that I “listen carefully to the client, showing good faith in expressing care and concern for the client’s request” (Anderson, 2010, p. 103). My manager expressed his expectations regarding communication and collaboration on this project were the same as all other projects on which we had worked together which included constant collaboration and feedback.

While we did not discuss how progress would be evaluated along the way, my manager intimated that one of the success indicators is “people getting the value of what we are doing and investing the money to do it.” Nor did we discuss how we would know when the engagement should end (Anderson, 2010). Since I am a full time employee of PES, the work on this project

would likely extend beyond the AR timeframe. My insider positionality also eliminated the need for me to have a discussion with my manager about how the consulting relationship would work. He and I communicated as we normally did through monthly one-on-one update meetings. During these meetings, we agreed that I would provide an update on the talent management project as well. We discussed the need for confidentiality and agreed to comply with human subjects policies of the University of Georgia. Data collection and analyses was anonymous. We agreed to provide informed consent forms to the research participants, CBOs, and the change team, to specify the purpose, procedures, risks, benefits and level of confidentiality of the research.

According to Anderson (2010), the consulting engagement should address time pressures for completing the project, others who should be involved in the project, consultant-client feedback arrangements, and distribution of the final report. My manager and I discussed time sensitivity because the top leaders of the system were transitioning and the system was facing a nearly 10% budget reduction. He indicated, “people will feel we need to focus on other priorities like the budget and state scholarship reduction rather than talent management since talent management is more long-term.” We agreed that the right team members to be involved in the research would be CHROs and CBOs from diverse institutional sectors. He specifically mentioned that I should “involve institutional leaders who will be germane to this as well as faculty experts.” We agreed the final report would be widely published within the system and distributed for public use. We also discussed energy and resistance for addressing these challenges to better understand the client system’s commitment to change (Anderson, 2010). He stated, “There is energy around this initiative. The energy stems from the funding challenges. We have to be more innovative in meeting our talent needs as well as with what we do with our

talent.” We discussed how the funding challenges would also evoke resistance as some executives may elect to support other institutional priorities. Lastly, we discussed the type of data we needed to further understand and define the problem.

In February 2011, I met with my manager again to further explore talent management challenges within PES. My goal in this conversation was to describe talent management challenges within the system in as much detail as possible as Anderson (2010) suggested. We discussed discrete components of talent management challenges concerning attracting and retaining enough employees at all levels to meet increased demand for quality education. His perspective of talent management issues in the client system can be organized around three themes (a) perceived value and support of the human resources (HR) function at the executive level; (b) funding challenges; and (c) developing a leadership pipeline.

Perceived value and support of the human resources function. “For well over 15 years there have been increasing calls for HR to become a strategic partner in organizations paired with heightening critiques about HR’s inability to provide strategic value to organization” (Ruona, 2010, p. 4). Twice during the interview, the VCHR indicated that the client system does not have formal leadership continuity processes to meet the needs of the organization. The perceived limited value of the HR function and the limited executive level support are possible causes of the lack of system wide investment in talent management initiatives. When asked about existing challenges of implementing talent management practices, he stated, “Enlisting executives who don’t appreciate the challenges we face with talent management. The perception of the value of the HR function is uneven at executive levels.” He further indicated that HR in higher education is about ten years behind the private sector and stated, “On a good day in the private sector we have to sell the value of HR as a strategic business partner. We have a double

challenge with this in higher education.” He believed that documenting talent management issues within the system through AR would “highlight an issue that needs to be highlighted and help people understand the value of what we do so they will find the financial resources to do it.”

Funding challenges. Although state funding for PES has been declining for several years, my manager indicated that the next fiscal year, 2012, was expected to be particularly challenging because for the first time in 30 years, the state may not provide full formula funding to match increased student enrollment. According to the client system’s *FY10 Budget Talking Points*:

[During budget reductions, plans are] developed with the philosophy that those activities that affect the least number of customers and are furthest from the core academic/research mission are reduced first, while activities that affect the largest number of constituents and central to the core mission are reduced last. (2008, p.1)

Due to these funding challenges, faculty and staff are asked to “do more with less” he stated, “turnover is usually low in higher education, but those employees who feel disenfranchised will leave the client system when the economy improves.” He continued to explain how these funding challenges also present challenges for talent management initiatives that will ultimately compete for resources with other high priority initiatives. He stated, “If executives have a narrow perspective of the value of HR as a contributing function, then they are less likely to invest their limited resources into formal leadership continuity processes”. This dilemma reifies the need for HR to sell the value of its function so that executive leaders will understand and support HR initiatives and allocate funding for an effective talent management system.

Developing a leadership pipeline. The primary talent management challenge for PES is attracting and retaining enough talent at all levels to meet increased demand for quality education. The VCHR illustrated this challenge by referencing an institution in a remote location in the southern portion of the state and the recruiting challenges the human resources staff encountered in filling the CBO position when it was vacant. Additionally, my manager and I had observed several recent retirements that left institutions in a reactive mode of recruiting and interviewing candidates. According to the VCHR, HR within PES was reactive and viewed as a transactional, a view which effectively diminished the perceived value of HR among executive level leaders.

Three times during the interview, the VCHR mentioned talent management and leadership continuity. He indicated, “We don’t have anything in place right now. We are not ready. We need to be more innovative with what we do with our talent, but the state structure is so complex, we are not nimble enough to be innovative.” He reiterated his expectation that this study would highlight talent management issues and their potential long-term impact on PES.

Team Formation

The initial AR steps include the “establishment of collaborative relationships with those who have ownership or need to have ownership” of the problem (Coghlin & Brannick, 2005, p. 8). In higher education, it is common for a committee to be established at the onset of a new initiative due to the expectation for collaboration. In PES, the central office typically invites institution leaders to serve on a committee in an advisory role with a defined scope of authority. Typically, AR teams are democratic and engage stakeholders directly in formulating solutions to problems (Stringer, 2007, p. 34). My positionality as CLO somewhat impeded the AR team’s

maximum involvement in every phase of the research. Stringer also asserts that, effective AR occurs when it:

- Enables significant levels of active involvement;
- Enables people to perform significant tasks; and
- Provides support for people as they learn to act for themselves.

There was a general expectation that various aspects of talent management were rightly planted under my purview. The team struggled with this balance of power and individual responsibility throughout the duration of the study. The outcomes of the study were affected by the extent to which the team acted as advisors versus when they acted as ARers.

The VCHR recommended several CHROs who would possibly have an interest in serving on the team to address talent management issues. I invited five of the recommended CHROs to participate in the research, forming an experienced team as profiled earlier in the Methodology Chapter. I shared a White Paper on AR with the team. They reacted enthusiastically and expressed full commitment to the project. The AR team began meeting monthly to discuss various aspects of the study and to develop an initial work plan. The AR team conducted several face-to-face and teleconference meetings to outline and formally document how we would work together as well as to develop a deeper and more evidence-based understanding of the problem.

Cycle 1: Designed and Implemented Strategic Talent Management

The first AR cycle engaged the team in designing and beginning to implement strategic talent management in PES. The following sections describe the team's actions in constructing, planning action, taking action, and evaluating action to design and implement talent

management. Table 7 is an expanded view of Table 6 as it outlines specific actions that the team completed during Cycle 1.

Constructing

During Cycle 1, the AR team gathered, discussed, and analyzed data related to designing and beginning to implement strategic talent management as depicted in Table 2. Data gathering is a powerful intervention that expands the team’s knowledge of the problem and generates interest in change (Anderson, 2010). During the constructing stage, initial data emanating from myriad sources was gathered to more deeply explore the presenting problem. In this phase of AR, “researchers and practitioners jointly formulate a working hypothesis of the research phenomenon to be used in the subsequent phases of the AR cycle” (Lindgren, Henfridsson, & Schultze, 2004, p. 441).

Table 2

Cycle 1 Team Actions and Outcomes

AR Cycle	AR Step	Key Steps in Research	Outcomes
1	Constructing: <ul style="list-style-type: none"> ▪ Stakeholders engage in constructing the issues as an initial overarching theme that guides future action. 	<ul style="list-style-type: none"> ▪ Initial conversations with Chief Operating Officer and Vice Chancellor for Human Resources identified impending CBO retirements as a major organization priority ▪ Generated a retirement eligibility report verifying the COO’s assertion and concern. ▪ Met with Vice Chancellor for Fiscal Affairs to select an advisory team of Chief Business Officers. ▪ Convened a team of five CHROs to work on the issue as we understood it. ▪ Analyzed benchmark report, observation notes, job 	<ul style="list-style-type: none"> ▪ Increased general awareness of talent issues for critical positions. ▪ Highlighted the difficulty of obtaining system-wide workforce planning data. ▪ Engaged AR team committed to the project. ▪ Developed a data-based understanding of talent issues. ▪ Awareness of general effective elements of AR.

AR Cycle	AR Step	Key Steps in Research	Outcomes
	<p data-bbox="329 768 561 1129"> Planning Action ▪ Stakeholders collaborate to plan first step(s) based on understanding from the constructing step </p> <p data-bbox="375 1499 475 1566"> Taking Action: </p>	<p data-bbox="643 296 1016 394">descriptions, organization charts, and needs assessment data.</p> <ul style="list-style-type: none"> <li data-bbox="599 405 1008 472">▪ Consulted with NaCUBO to obtain CBO Profile <li data-bbox="599 478 1036 653">▪ Researched literature on talent management spanning 20 years. Found 18 elements of effective talent management strategy. <li data-bbox="599 659 943 726">▪ Collected and analyzed recruiting costs. <li data-bbox="599 768 1024 1129">▪ Began monthly meetings to develop a plan for team operations documented as a team charter consisting of the current and desired state of talent management, business case for system wide change, project communication strategy, and initial project timeline. <li data-bbox="599 1136 1029 1310">▪ Agreed to research best talent management practices in Higher Education focusing specifically on aspiration peer institutions. <li data-bbox="599 1316 1024 1383">▪ Developed action plan, goals, objectives, and logic model. <li data-bbox="599 1390 1036 1423">▪ Designed intervention strategy <li data-bbox="599 1499 1019 1533">▪ Ratified project team charter. <li data-bbox="599 1539 1013 1572">▪ Dialogued with PES leaders. <li data-bbox="599 1579 1000 1612">▪ Obtained PES Sponsorship. <li data-bbox="599 1619 1029 1677">▪ Presented the initiative at PES internal conferences. <li data-bbox="599 1684 974 1791">▪ Published White Paper to announce initiative to presidents. <li data-bbox="599 1797 1024 1856">▪ Completed Decision Briefing for AR. <li data-bbox="599 1862 1008 1896">▪ Administered a survey to 20 	<ul style="list-style-type: none"> <li data-bbox="1083 768 1386 884">▪ Documented formal process of team's operations. <li data-bbox="1083 890 1390 1008">▪ Understood how the team planned to proceed. <li data-bbox="1083 1014 1430 1178">▪ Increase awareness and understanding of institutions external to PES. <li data-bbox="1083 1478 1443 1619">▪ Charter became a conversation and commitment tool to indicate PES agreement. <li data-bbox="1083 1625 1430 1732">▪ Determined that a study within the PES system would be ideal. <li data-bbox="1083 1738 1430 1797">▪ Team members cleared to collect data. <li data-bbox="1083 1803 1446 1875">▪ System stakeholders' full awareness of project

AR Cycle	AR Step	Key Steps in Research	Outcomes
	Evaluating Action	<p>institutions that are aspirational peers of a PES research institution; received responses from 11 institutions yielding a 55% response rate.</p> <ul style="list-style-type: none"> ▪ Team members completed IRB Training. ▪ Applied for and obtained IRB Approval for research. ▪ Drafted project update; COO distributed the update to all PES leaders. ▪ The team determined the initial intervention strategy: (a) design a CBO job model, (b) implement process to establish an acceleration pool; and (c) implement process for career development dialogues. More interventions have been added since: (a) Talent Review Process Webinar; (b) Talent Review Guide; (c) Performance-Potential Assessment; (d) Talent Review Report; and (e) Talent Pool Calibration; and (f) Individual Development Plan. ▪ Recruitment costs reported of HR Officers was lower than anticipated and did not reflect average costs found in the literature. We experienced the challenges of obtaining HR data across the PES system due to a lack of enterprise wide systems. The team realized we didn't have enough data to establish a baseline metric. ▪ CBOs perceive inter-sector placement CBOs difficult due to the significant variation of 	<p>the initiative.</p> <ul style="list-style-type: none"> ▪ Complete intervention strategy. <ul style="list-style-type: none"> ▪ The team decided to request data from institutional research. ▪ The team decided to provide one job model that would include the need for adaptation depending on the institution type.

AR Cycle	AR Step	Key Steps in Research	Outcomes
		<p>scope and duties in each sector. The team discussed whether the final job profile should reflect this espoused difference.</p> <ul style="list-style-type: none"> ▪ The team was concerned that implementing 18 talent management strategy elements as an initial approach to talent management would be overwhelming and not well-received by stakeholders. We decided to research a talent management model that was accessible and flexible enough to tailor it to Higher Education culture. We found the Talent Stewardship Model (Avedon & Scholes, 2010), an integrated and strategic model, fits within the project scope as described in Critical Milestone One. ▪ The team demonstrated enthusiasm and expressed satisfaction with meeting management. 	<ul style="list-style-type: none"> ▪ The team decided to implement a strategy with fewer than 18 elements.

Each PES institution has a unique mission and strategy. System-wide standardization of human resources systems is elusive due to varying needs and available resources of each institution. In order to effectively frame talent management challenges for PES, the AR team collected data to document the scope of the problem and how it differs at each institution. A review of existing data from each institution or institutional sector was essential to creating a common understanding of talent management issues. After obtaining the approval of the COO, the AR team collected and analyzed the following existing data: benchmarking aspiration peers,

informal interview/observation notes, job descriptions, organization charts, and needs assessment.

The AR team conducted an abbreviated workforce analysis specific to the CBO position examining

- Demographics (including age distribution and tenure)
- Industry trends
- Projections (retirements, separations, etc.)
- Workforce diversity

The AR team consulted the National Association of College and University Business Officers (NACUBO) to seek national trends and issues for CBOs and learned that nearly 70% of incumbent CBOs planned a near-term career transition to retirement, a presidency, or other move, confirming that the impending CBO talent shortage is a national concern. As the AR team's inquiry continued, the team sought to learn about talent issues among national peer institutions. The AR team subsequently reviewed the report from a benchmarking survey administered to 20 institutions that are aspirational peers of a PES research institution. Eleven institutions responded to the survey yielding a 55% response rate. From this survey, the team learned that many of the most advanced universities did not have a talent strategy for CBOs.

The AR team reviewed and discussed the talent management literature review, which identified best talent management practices spanning twenty years of literature, and yielded 18 elements of effective talent management strategy. Additionally, the AR team collected recruitment costs from eight CHROs, two in each institution sector, on hard and soft costs for search firms, advertising, assessments, travel, reference checks, background checks, relocation, lost time, interim salary, and training time. Only five institutions responded with the requested

data. The reported average recruiting costs were lower than anticipated and did not reflect the average costs found in the literature. We learned the challenges of obtaining quality HR data across the PES system due to a lack of enterprise wide systems. The team realized that we lacked sufficient data to appropriately establish a baseline metric.

Benchmarking aspiration peers. A benchmarking study was conducted to gauge the types of talent development activities the PES' aspiration peers utilize to develop leaders for the CBO role. In January, 2011, the client system administered a survey to 22 institutions and achieved a 50% survey response rate. Only one institution (4%) reported that it had an existing formal succession plan. One other institution reported that its succession-planning program for the CBO role was under development. All other institutions (41%) reported that they do not have a succession plan for the CBO position. Twenty-seven percent of the respondents reported that they typically fill the CBO position with external talent and 9% reported that they hire both internal and external candidates equally. The results of this study confirmed literature review findings that many institutions in higher education do not have structured leadership development and continuity plans in place and that our study may benefit PES as well as institutions across the nation.

Job descriptions and organization charts. Each PES institution is responsible for and has the autonomy to develop organizational structure and job descriptions that align with their institution's culture and needs. The scope of the CBO role varies significantly depending on the institutional sector. A review of the organization chart and job descriptions expanded the team's knowledge of the job responsibilities of the CBO and how the roles vary per institutional sector. In March 2011, the client system requested CHROs to submit job descriptions and organizational charts for the CBO position. Upon reviewing the descriptions, the AR team learned that some of

the institutions did not have a CBO job description, so they needed time to develop it. “Just raising the research question and designing a way to study it is often already an intervention into the setting” (Herr & Anderson, 2005, p. 108). The PES’ request for data was an unintentional intervention into the system as Herr and Anderson (2005) suggested.

Needs assessment. A work group consisting of training and development professionals from various institutions conducted a system wide needs assessment in 2007 to develop a comprehensive and sustainable training strategy for the client system. This study recommended, among other things, a need to develop methods for conducting needs assessments that include the identification of skill gaps related to succession and workforce planning.

The needs assessment data reflected current issues related specifically to the CBO position and established talent management as a challenge (Fitzpatrick, Sanders, & Worthen, 2011). This summative needs assessment evaluation data served as a strategy-level intervention and answers questions such as “Should we begin a program? Is there sufficient need?” (Fitzpatrick et al., 2011, p. 27). Additionally, this needs assessment data met the expectations of the VCHR because it systematically highlighted talent management as an issue in the client system.

Planning Action

Preparing for change is essential as the team must “move from the present to the future and manage the intervening period of transition” (Coghlan & Brannick, 2010, p. 68). With a clear understanding of the forces driving the need for PES to change its talent management practices, the team began to plan actions that would move the enterprise toward its desired state. Coghlan & Brannick suggest having a “strategic and operational plan that defines the goals, activities, structures, projects, and experiments that will help achieve the desired state” (p. 68).

The team had several face-to-face meetings and telephone conferences to begin developing the action plan. We used a template to co-construct a project charter. The charter included the initial project description, goals, objectives, milestones, deliverables, success criteria, project scope, resources, assumptions, risks, stakeholders, team members, advisors, and team member expectations. The team developed the following goals and objectives:

- Create a culture of leadership excellence throughout the system;
- Develop a program that drives the development of a pool of leaders who are prepared to transition into the role of a Chief Business Officer;
- Design a process and tools that facilitate communication and integration of internal candidates into the selection process;
- Engage incumbent CBOs in selecting and developing high potential successors; and
- Achieve ROI and decrease external recruitment costs per institution by 33%.

We identified our project vision, team values, and norms. We also conducted a stakeholders' assessment to identify the roles and responsibilities of major stakeholders. Next, we identified possible resistors and ways to manage resistance. Lastly, we developed a series of first actions to take and an initial communications plan. The following actions were planned:

- Complete and ratify the project charter;
- Develop a communication plan;
- Conduct job analysis and develop job profile;
- Benchmark aspiration peers to identify best practices in CBO development;
- Design a process for succession candidate assessment and selection;
- Assess potential candidates;
- Establish baseline measures (retirement eligibility, recruitment costs by institution);

- Implement and evaluate a skills based and leadership development program;
- Communicate potential candidates to institutions;
- Establish agreement and process with institutions to interview candidates when a CBO position becomes available; and
- Establish a system to track and measure goal achievement;

Using a logic model template, the team identified inputs, activities, and participants as well as short, medium and long-term outcomes. We determined the collective assumptions and external factors, which could potentially impact the research. The process of developing the activities portion of the logic model enabled the team to consider various options for the design of the talent management system within the given research parameters.

During this cycle, I authored a literature review on effective talent management in higher education and presented it to the AR team. The literature review highlighted 18 strategies for effective talent management and the Talent Stewardship Model (Avedon & Scholes, 2010) as described in the previous literature review chapter. The team expressed concern that attempting to implement 18 talent management strategy elements as an initial approach to talent management within PES would be overwhelming and would not be well received by stakeholders. The AR team reached consensus on implementing the Talent Stewardship Model (Avedon & Scholes, 2010) due to its generic structure that can be adapted to any organization. We used the Talent Stewardship Model (Avedon & Scholes, 2010) to develop an intervention strategy.

Interventions may include “planned strategies, structured processes, or on-the-spot efforts to meet specific group needs” (de Lichtenberg & London, 2008, p. 38). The intervention strategy consisted of three activities that would facilitate the implementation of an integrated and strategic talent management system (Stadler, 2011):

- Intervention One: Develop a job model to provide an accurate depiction of the CBO role and responsibilities across the 35 PES institutions.
- Intervention Two: Develop a talent review process that will generate an acceleration pool consisting of high-potential leaders who desire a CBO career path.
- Intervention Three: Establish career dialogues between the incumbent CBO and members of the CBO Acceleration Pool.

The AR team selected these interventions due to perceived organizational readiness to take a systematic approach to managing high-potential talent. According to Anderson (2010), intervention strategies are more effective when the client system has the time, energy, and motivation to implement the change. PES' current strategic plan includes a goal to increase efficiency and build a leadership culture, which suggests organizational commitment and willingness to engage and invest resources in talent management interventions.

Taking Action

The action plan represented a degree of linearity in the implementation process; however, AR is messy and unpredictable process in which “unforeseen events are likely to occur” (Coghlan & Brannick, 2010, p. 69). The first step of the action plan was to complete and ratify the team charter. Upon completing the charter, the team shared the charter with the VCHR and COO. The VCHR responded with approval of the charter and signed the sponsorship letter to indicate the organization's knowledge and support of the research study.

As outlined in the communications plan section of the project team charter, the AR team engaged in a series of dialogues with PES stakeholders such as CHROs, institution presidents, and CBOs about the CBO retirement eligibility issue. Stakeholders invited AR team members to

facilitate dialogue about the problem at system-wide meetings and conferences during which participants asked questions and suggested ideas to address the problem.

The team simultaneously drafted a white paper to announce the initiative to all stakeholder groups. One of the AR team members created the initial draft of the white paper using the verbiage from the team's project charter. She emailed the draft to the team and we began to make and track suggested changes to the paper. The team member incorporated all of the feedback into a final version of the paper and emailed it to me. I forwarded the white paper to the VCHR and asked him for ideas on the best way to disseminate the paper. He suggested that we include the initiative on the upcoming President's Meeting agenda and forward the white paper to the presidents in advance of the meeting. Therefore, the presidents would have already reviewed the paper prior to the meeting and would be able to use the meeting time to address any questions or concerns they may have. The talent management initiative was subsequently added to the agenda as suggested and the VCHR emailed the white paper to the presidents two days prior to their quarterly meeting. During the president's quarterly system-wide meeting, no one posed questions about the talent management initiative for CBOs.

Evaluating Action

The AR team met to discuss the progress to date on the initiative. The team expressed enthusiasm concerning stakeholders' support and the progress the team made to increase awareness of the talent management initiative throughout the system within a brief period of time. We acknowledged the importance of sustaining communication with stakeholders during the transition period and agreed to post the project charter, white paper, and project timeline on the PES website.

The team inquired about the 18 elements of effective strategic talent management. They were concerned about the effort required to implement all 18 elements and how well PES stakeholders would receive such an initial approach. Additional inquiry concerned the stated differences in institutional sectors in PES. We recognized that unfortunately we lacked adequate human and financial resources to expand the scope of our inquiry to include a pilot test for this exploration.

Regarding the team's process, members shared their satisfaction with the way in which meetings were managed. They expressed a desire to change the location of the face-to-face meetings to an institution in closer proximity to the majority of the team. The institution's CHRO was also a member of the team, so he offered to host future meetings at his office.

Cycle 1 Reflection

Reflection is the "process of stepping back from experience to question it and to have insights and understanding with a view to planning further action" (Coghlan & Brannick, 2010, p. 25). In this section, reflection on learning at the individual, team, and organizational levels is discussed.

Individual Level Reflection. In higher education, it is common to establish committees to assist with system-wide initiatives. As an experienced manager in various sectors, I was accustomed to forming and leading committees and teams in the workplace. As project team leader, I had previously created meeting agendas, scheduled meetings, facilitated meetings, generated meeting minutes, managed project timelines, and followed up with team members on the completion of their tasks. My prior experience leading teams proved beneficial as I embarked on this AR. The team designated me as the project team leader because of my position in the organization. As the CLO for the system, it was logical that I would lead the team, as this

initiative would most likely have been one of my job responsibilities under any other circumstance. Also, I was the only team member who worked at the central office and consequently had a system level view of the organization and its talent management challenges. Therefore, I approached this project management role with a significant degree of confidence. Yet, I still felt a degree of uneasiness.

This AR study was the first time in my higher education career that I would facilitate a team of CHROs. It was also the first time I would facilitate AR. I needed to balance the role of project manager with that of an insider researcher, while maintaining credibility as the CLO for PES. During this stage, it was essential for me to clearly delineate my dual role as the project leader and the group facilitator. According to Bens (2005), facilitators need to be able to provide leadership without assuming complete control of the group, but to mobilize group members to assume responsibility and take a lead role.

I presumed that the team surmised that I knew more about the AR process than I really did. I also believed that the team expected me to advise them expertly in talent management because it was my research topic. The vulnerability of this experience caused a high level of anxiety for me. I felt that my job performance would be judged based on my facilitation of this team and the AR process; therefore, I wanted every interaction with this team to be executed with a high level of quality. As a result of my assumptions, I was more meticulous about leading this team than I usually was when leading teams. I carefully outlined and distributed meeting agendas in advance. I was also more attentive to group processes and team dynamics during the meetings.

The collaborative and reflective nature of AR invites testing and critiquing of my opinion and viewpoint. This was a challenge for me because I always desired to present myself as

professional, credible, and knowledgeable in my field. Inviting others to critique my practice was an unsettling experience for me. I looked forward to the experience because I knew it would prepare me to lead future AR teams and make a significant contribution to talent management in higher education. Additionally, I assumed the experience would create more visibility for my work in the system and would eventually lead to greater career opportunities in PES.

Team Level Reflection. During the initial stage of AR, researchers seek to understand the context of the project and who will be working on the project (Coghlan and Brannick, 2010). The CHROs on the team had previously established relationships from working together on other HR initiatives. They were less familiar with me because until this point because I primarily worked with their organizational development staff. I invested time near the beginning of each meeting listening and empathizing with the team to build a trusting relationship and see the system and institutional challenges from their point of view.

At the first meeting, the team inquired into the derivation, scope, and sponsorship of the project. The team members did not hesitate to express their opinions or volunteer to take responsibility for certain tasks. They also expressed their personal frustration with recruiting practices within PES, particularly in the most remote areas of the state and how this project would alleviate some of the challenges and concerns about leadership bench strength. They seemed confident in the team's ability to develop and implement strategic talent management and even suggested other CHROs who would add more experience and expertise to the team. The initial team meetings were highly structured and documented by meeting notes.

Organization Level Reflection. PES seemed ready for change. The talent management issue was red hot due to the threat of loss of up to 40% of the incumbent CBOs. The COO raised the issue as a priority for the system. The vice chancellors at the central office were engaged in

and supportive of the study. The CBOs were cooperative and enthusiastic about the research study. The CHROs viewed the study as timely and needed due to their challenges in recruiting high quality talent during the economic downturn.

Cycle 2: Developed the Job Performance Model

In Coghlan and Brannick's (2010) model, there are four steps in each AR cycle, preceded by the Pre-Step:

- Cycle 1: Designed and implemented a strategic talent management system;
- Cycle 2: Developed the job performance model; and
- Cycle 3: Designed and piloted talent review methodology.

Moving out of Cycle 1, the team began the next AR cycle to develop the CBO job performance model as discussed in this section. Table 3 contains details of major actions identified in Table 1.

Table 3

Cycle 2 Job Model Development Actions and Outcomes

AR Cycle	AR Step	Key Steps in Research	Outcomes
2	Constructing	<ul style="list-style-type: none"> ▪ Shadowed three CBOs for one full workday each to observe the enactment of key responsibilities and to learn more about the position. ▪ Met with the new Vice Chancellor for Fiscal Affairs to discuss the CBO role and obtain feedback on the project plan. ▪ Met with a professional job analyst to explore the types of job analysis and learn more about the process, requirements, and development 	<ul style="list-style-type: none"> ▪ Team understood fundamental responsibilities of all PES CBOs. ▪ Obtained additional stakeholder support. ▪ Team collaboration ▪ Increased the team's knowledge of job analysis requirements. ▪ Team gained perspective of differences in institutional sectors. ▪ Adopted performance-

AR Cycle	AR Step	Key Steps in Research	Outcomes
	<p data-bbox="375 915 493 947">Planning</p> <p data-bbox="342 1864 534 1896">Taking Action</p>	<p data-bbox="643 296 834 327">of job profiles.</p> <ul style="list-style-type: none"> <li data-bbox="599 331 1053 401">▪ Considered retaining consultant to analyze job survey results. <li data-bbox="599 405 1040 548">▪ Drafted a job profile survey making numerous revisions prior to finalizing. Forwarded to CBO Advisors for feedback. <li data-bbox="599 552 1019 621">▪ Drafted initial benchmarking survey questions <li data-bbox="599 625 1036 873">▪ Compiled data from the CBO Job Profile survey to develop an initial profile of the job. Talked to key stakeholders about the accuracy of the model and plans to expand the model with interview data. <li data-bbox="599 919 1013 1094">▪ Team researched Human Performance Technology to learn more about the advantages of a performance approach to job profiling. <li data-bbox="599 1098 1045 1129">▪ Developed the interview guide. <li data-bbox="599 1134 1003 1241">▪ Participated in face-to-face interview training including role-play. <li data-bbox="599 1245 1045 1457">▪ Developed interview schedule to outline which institutions would participate in the interview and which team members would interview each CBO. <li data-bbox="599 1461 1036 1640">▪ Piloted the interview guide with one CBO and revised it based on the pilot experience. Confirmed final version of the interview guide. <li data-bbox="599 1644 1008 1713">▪ Planned a validation process for the job model. <p data-bbox="599 1864 992 1896">Implemented interview plan:</p>	<p data-bbox="1127 296 1409 365">based approach to job model.</p> <ul style="list-style-type: none"> <li data-bbox="1083 842 1443 911">▪ Well-designed interview guide <li data-bbox="1083 915 1443 984">▪ Team increased skills as interviewers <li data-bbox="1083 989 1422 1131">▪ Schedule ensured representation from all institution sectors in interviews <p data-bbox="1083 1793 1443 1896">▪ Increased leaders' awareness of the project status and next steps.</p>

AR Cycle	AR Step	Key Steps in Research	Outcomes
	Evaluating Action	<ul style="list-style-type: none"> ▪ Drafted project update memo on behalf of the Chief Operating Officer who distributed the memo to CBOs and Presidents. ▪ Team members scheduled interviews with CBOs. ▪ Interviewed 13 CBOs and delivered the recordings to a graduate student assistant to begin the transcribing process. ▪ Adopted Ruona's (2005) qualitative data analysis process. ▪ Developed a coding scheme and coded interview data; analyzed data; identified themes. ▪ The team had four meetings that included long discussions to review the coded data, identify themes, and draft the initial job performance model. ▪ The team learned that job analysis is costly and time consuming. Due to the limited project budget the team decided to conduct the analysis internally, then ask the consultant to validate the profile. We scanned the team and discovered that collectively we knew very little about conducting a job analysis and grew quite concerned that this revelation could stall the project. We reviewed the literature to learn more about job analysis process. The literature presented eight job analysis methods. The team had numerous discussions 	<ul style="list-style-type: none"> ▪ Interview data from job incumbents ▪ Draft Job Performance Model ▪ Stakeholder engagement ▪ Positive feedback from stakeholders. ▪ Lessons learned for future action. ▪ Comprehensive validation of the job model. ▪ Stakeholders interested in developing job models for other positions (president and chief information officer). ▪ Peers requested job model framework to pilot at their institution. ▪ Stakeholders plan to use the model in multiple ways for myriad purposes

AR Cycle	AR Step	Key Steps in Research	Outcomes
		<p>about the required steps and feasibility of each method to determine the best approach for the team.</p> <ul style="list-style-type: none"> ▪ The team made numerous changes to the interview questions after two of the members conducted a pilot interview. We found some of the questions on the original interview guide to be redundant and that the sequencing of questions needed to be revised. ▪ The team conducted a member check to evaluate the draft job model. We interviewed 6 CBOs, 3 CHROs, and 3 Presidents and incorporated their feedback into the job performance model. ▪ Team debrief: the team expressed fatigue and exasperation with the overwhelming amount of data and steps required to ensure a rigorous data analysis process. 	

Constructing

The initial team meetings were highly exploratory consisting of idea sharing and brainstorming. The team inquired into and discussed the best approach for the second component of the Talent Stewardship Model (Avedon & Scholes, 2010), identifying talent. The AR team's inquiry centered around the possibility of using job descriptions as a reference to identify talent; however, we acknowledged that some of PES's institutions did not have a job description for the CBO position and many of the existing descriptions were outdated. The team identified a lack of

current job descriptions as an issue for the system, but decided against pursuing a solution to this issue as we expected it would take the team beyond the intended scope of our inquiry. Additional team inquiry focused on the limitations of job descriptions that are primarily focused on present responsibilities instead of on future organizational needs.

Environmental scan data generated in Cycle 1 informed the team that the CBO role was growing increasingly more complex and that future complexity should be factored into the assessment of future leadership for the position. We also discussed how the role of a CBO varies in each institutional sector, which presented selection and development challenges.

TM2 suggested a job profile based on a job analysis as a possible solution. She described the job analysis process that her institution was conducting in partnership with an external consultant for the purpose of establishing a compensation structure. The AR team agreed that in order to develop an effective talent management strategy for the CBO position, we needed to develop a job profile and that it would create a standard profile of the position across the organization.

We informally polled the team and discovered that collectively we lacked subject matter expertise in conducting a job analysis and grew quite concerned that this revelation, coupled with a limited budget, could stall the project. TM2 volunteered to arrange a meeting with the consultant to learn more about the job analysis process for the CBO position.

During the next several weeks, two AR team members had three meetings with the consultant to learn more about the job analysis process. The team members also reviewed job analysis literature and learned that there were at least eight different job analysis methods. The next four AR team meetings included a presentation of job analysis information based on what the two team members learned from the literature and from the consultant. The team found that a

legally defensible job analysis was costly, time and labor intensive, and required a certain level of subject matter expertise and education. Due to the limited project budget, the AR team decided to conduct the job analysis internally, then contract with the consultant to validate the job profile.

The team's decision to conduct the job analysis internally precipitated more data gathering for job analysis methods and collaborative analysis of the data. We analyzed the required steps and feasibility of each job analysis method to determine the best approach to conduct an internal job analysis. We simultaneously learned from my major professor and from a review of relevant literature that a performance-oriented job analysis may be more appropriate for this AR study due to its greater emphasis on what individuals must do on the job versus what they must learn in order to change performance in the desired direction (Robinson & Robinson, 1996). Consequently, the AR team agreed to use a job model design method that is undergirded by the applied field of human performance technology (HPT), which aims to address human performance problems in the workplace (Doucette, 2000). According to Stolovich and Keeps (1999), "HPT evolved from instructional technologists' realization that traditional training systems were ineffective or inappropriate if other organizational factors were not also attended to" (p. 12). After inquiry and reflection, the AR team presumed that a departure from the traditional task-oriented job analysis to a performance-oriented job analysis would yield a high quality job model that would describe performance in behavioral terms as it *should* be for PES to meet its current and future goals. The team learned that a performance-oriented model would also characterize essential job factors as performance results, competencies, criteria, and optimal work environment (Robinson & Robinson, 1996).

Interview Guide Development

Developing the CBO Job Model required collecting data from CBOs and other key stakeholders knowledgeable about the role. The team talked about who should be interviewed and decided to interview incumbent CBOs to gather data on the pertinent aspects of their position. The interview guide and process were modeled after Robinson and Robinson's (1996) case example for developing a model of performance. The AR team developed an interview guide to elicit information about the performance results that CBOs are expected to deliver in order to achieve the most important institutional goals. We also inquired into critical competencies, potential performance derailers, and environmental factors that support and inhibit the accomplishment of the results. Upon finalizing the interview guide, we shared it with my Major Advisor. She provided feedback to enhance the interview guide and recommended that we pilot the interview guide to "try it and see how it works in the real world". As a result, we invited a CBO to participate in the interview process. I conducted the interview and captured the following observations from the pilot interview in my journal:

I conducted a pilot interview with a CBO Advisor over the telephone due to his location (5- hour drive). It will be challenging to follow the interview script in each case. He prepared answers in advance and referred frequently to his notes, almost reading them verbatim. Our exchange was less conversational because he was reading his notes and I felt awkward asking repetitive questions tried to follow the interview guide. I did not take notes as I was recording the interview. I skipped certain questions that seemed redundant. The guide needs to be modified to eliminate some questions. He informed me of the Next Generation development program offered by the southern region of NaCUBO.

He explained that he sends a staff member through the program each cycle. He offered to forward the program announcement and description information to me.

At the next team meeting, I shared my observations and reflections with the team. The team engaged in inquiry concerning the sequence of questions and sections that seemed redundant. We collaborated to change the interview guide during our meeting. Then, we developed an interview schedule based on institutional sectors and geographic location of the interviewers. The team members vocalized the CBO whom they wanted to interview, which yielded 3-4 interviewees per team member.

During this meeting we also engaged in inquiry concerning the communication plan. We determined that an official update to key stakeholders on the progress to date and next steps of the initiative was in order. We outlined a plan to draft and distribute a memo to all stakeholders.

Taking Action

The team drafted the project update memo. The COO forwarded the memo, which included a description of the interview phase to the CBOs in October 2011. Prior to conducting interviews, the AR team members completed UGA's IRB training and subsequent interview skills training that I facilitated during a face-to-face meeting. Following the COO's project update email, I forwarded his memo and an invitation to participate in interviews to five CBOs. Each CBO responded to the invitation the same day with dates and times they were available to interview. I shared my interview scheduling approach with the AR team as follows:

Great news! I just scheduled all but one of my interviews in less than an hour! See the below message that I sent. Perhaps this approach will work for you in scheduling your interviews as well.

Two of the AR team members used a similar approach to schedule their interviews. Although the AR team seemed enthusiastic about conducting interviews, I observed the reluctance of certain team members. So, I began sharing my success with the CBO recruitment process with the team members as a best practice. Shortly thereafter, I noticed some of the team members using a similar recruitment approach with success as they began sharing their interview scheduling experiences with the remaining team members. I also suggested to team members that they begin by interviewing their own CBOs since a certain degree of comfort already existed with their institution CBO. The team members agreed and proceeded as suggested.

During the next team meetings, I shared an update on the progress of my interviews as well as some of my initial observations in an effort to encourage the team members to remain diligent in completing their respective interviews. One of the team members was consistent and timely in scheduling and completing the interviews as planned. The team invited her to share her process and observations with the AR team. The team reported that hearing the first hand experience of another CHRO colleague allayed their inhibitions and motivated them to proceed with their interviews. The team continued to interview CBOs over the next three months. Ultimately, 13 CBOs were interviewed with data analysis occurring in parallel to data collection as encouraged in good qualitative research.

Data Analysis. The team emailed their interview data to me before December 30, 2011. Upon receiving all interview data, I compiled it into one document, printed a hard copy, and began reading it repetitively to become familiar with the data. While reading the data, I noticed common terms related to goals and action taken to execute the goal. So, I jotted notes, highlighted terms, and tracked frequency of certain terms. Then, I constructed a bar chart to visually illustrate the major goals and performance requirements. At the next team meeting, the

team reviewed and discussed the bar chart and the transcripts. The focus of the team's inquiry and dialogue was on our perception of the low priority of HR in the scope of the CBO's responsibilities based on the data. Further inquiry concerning the role HR should have relevant to the president's cabinet and changes we deemed necessary for HR to have increased visibility, authority, and engagement in shaping institution strategy. I suggested that I would make the first attempt to further analyze the data and share my observations with the team.

The next step in the data analysis process was to analyze the data more rigorously and I grew concerned because I did not know the most appropriate method for qualitative data analysis. Consequently, I procrastinated and did not follow up with the AR team from December until February. I did not begin immediately coding the data and sent my team a follow up message in February 2012 as follows:

I apologize for neglecting to send an update before now. I have been focused on designing, developing, and facilitating a new 2-day session for ELI that we hosted just last week. Meanwhile, I have been pouring through the interview data (there's a TON of data there!). I began seeking a data management tool to assist with managing the volume of interview data because the manual process was too labor intense. I found a tool that we are testing now called Dedoose. I should be able to import the interview data this week and give you access to it by next week. I hope to have this part of the data analysis complete with a draft job model ready to distribute to CBOs before the end of the month. This delay in data analysis puts us a little behind our original timeline; however, I think we can make up some time later in the process.

Coding Job Model Interview Data. As I began using Dedoose, I grew increasingly dissatisfied with the application. I found Dedoose to be much less intuitive than I anticipated;

therefore, I decided to seek another qualitative data analysis method. I reviewed the constant comparative method (Ruona, 2010) for analyzing qualitative data and followed it precisely to code the data. I developed the coding scheme by following the sample-coding scheme in her chapter. After coding the data, I sorted the data by institution goal to determine the most frequently cited goal, and then I sorted the data by performance results, noting the most frequently reported performance results. I proceeded by sorting the data similarly, making notes concerning personal insights and observations in the designated column.

After coding and sorting the data from the first interview, I met with the team to share and discuss the initial coding. The team also discussed our progress on interviewing the CBOs. The team members were enthusiastic about the product of our collective work and suggested that we attempt to obtain more interviews. Three team members volunteered to conduct additional interviews and requested another copy of the email that the team used to invite CBOs to participate in the interviews. Over the next several weeks, the team members conducted three more interviews and forwarded the transcripts to me. I compiled all of the interview data into one file and continued to format and code the data. Upon sorting the data, themes began to emerge. In my research notes, I recorded:

The CBOs perceive the major focus of their role includes communicating and collaborating with various internal and external constituency groups such as faculty administrators, President's Cabinet, and the board (PES and foundation) to forecast the institution's needs. They use the forecast information to develop plans to align the institution's resources (financial, physical, and human) with goals and initiatives. They spend a significant amount of their time advocating (internally and externally) for institutional resources, navigating the political landscape including increased faculty

governance, and ensuring compliance with state regulations and guidelines. They ensure expectations are met for audit performance, rankings, budgets, and certifications.

During the next AR meeting, the team collaboratively analyzed one of the data tables and dialogued to understand the constant comparative data analysis process. The team accessed the remaining data and we began the creative process of reading, organizing, thinking, and talking about the data. The AR team members developed inferences from reading the interview transcripts and research notes. We also examined CBO job descriptions and discussed anecdotal observations to construct the various sections of the job performance model. Examining the data in this manner provided insight into the various nuances of the CBO position from the perspective of all institutional sectors.

The AR team continued convening face-to-face and via conference calls to discuss the interview data themes and appropriate wording for the job model. For example, findings concerning the major focus of the CBO position are summarized in the Job Summary section of the job performance model. My journal notes recount a three-hour meeting during which we discussed the functions to include in the Job Summary Section (Appendix F), particularly since each institution type has a slightly different organization structure. During the next two team meetings, we had more conversations about the content of the job summary. One team member revealed her concern stating, *“This is the first page of the job model and if the CBOs don’t agree with the summary, then they may not perceive the model as relevant for their institution”*. After numerous conversations, the team finally agreed to the job summary.

Upon sorting the data by question, the team observed the frequency of responses concerning what CBOs must accomplish. The frequency counts indicated five areas of emerging themes of critical performance results. These themes were consistent across institution sector and

with the literature. The critical performance results listed in order of frequency reported in the data, along with supporting data from the interview transcripts are outlined in the job model. The team's data analysis notes captured additional observations regarding the critical performance results:

- Much discussion focused on enrollment growth as a part of the strategic plan and the breadth of resources required to meet the growth. This theme is related to the most cited inhibitive environmental factor – inadequate resources to meet the demand.
- Enrollment growth and increased number of graduates were consistently cited as a part of the strategic plan.
- CBOs from research-intensive universities mentioned and are perceived as having much more job responsibility for high-level strategic planning and thinking; CBOs from other types of schools see their responsibility as more tactical.
- Emphasis on developing people; but there is a disparity in perspectives of human capital management and the role of human resources in the system.
- Collaboration is essential for success in this role. Research institutions have greater responsibility and spend a greater percentage of time working with external constituents.
- CBOs' performance results are linked to effective management of extreme fluctuations in student enrollment.

When the AR team met in April 2012, we discussed the final coding scheme and the coded interview data. The team's inquiry concerned the coding scheme and the process we used to code the interview data. The team decided to analyze the data further, so we agreed to subdivide the data and analyze it prior to our next meeting in May 2012. We developed a procedure outlining the sections of data assigned to each team member and assigned a target due

date to complete the analysis. I was concerned about the feasibility of the team's decision to engage in additional data analysis given their schedules and recent challenges with participating in team meetings. My suspicions were confirmed when one week prior to the next meeting, no one had completed their section's data analysis and three of the team members requested to postpone the meeting due to overwhelming work challenges and responsibilities. Therefore, we cancelled the meeting.

I subsequently shared my frustration and concern with a colleague who periodically informally advised me during the study. He suggested that I finalize the data analysis and provide the team with a draft version of the job model and a two or three week time period to review it and recommend any changes. Upon deciding to take my colleague's advice, I completed the data analysis and draft job model within the next two weeks. Then, I forwarded the model to the team with a deadline to review it and to suggest revisions. At the next team meeting, the team reviewed the model and agreed to the final changes. The analysis phase was an iterative, creative, and laborious process that spanned a period of three to four months and ultimately resulted in the CBO Job Performance Model, (Appendix F). The team agreed that the final draft was ready to forward to stakeholders for a member check.

Evaluating Action

The team reviewed the job model and decided that it was fully developed based on the interview data. The next step was to evaluate the model by engaging in member check.

Member Check. The AR team conducted a member check to insure the internal validity of the job model. The team invited CBOs, CHROs, and PES Presidents to provide feedback on the draft job model using the following script:

I hope you are well and enjoying summer so far. The Talent Management Team has completed the initial draft of the CBO Job Model and would like your feedback on the content since your institution's CBO/VP Finance participated in the interview. We need to ensure the model captures the essence of the position, in general, and if there are other general metrics appropriate for the role. Will you please review the model and participate in a 15-minute telephone feedback conversation in early July?

We emailed the final draft of the job performance model to the 13 CBOs who participated in the interview, to their CHROs, and to their Presidents. We conducted interviews and asked the following questions:

1. What do you think about the job model?
2. In what ways do the themes and competencies gleaned from the initial interview accurately capture the role, expectations, and responsibilities of a CBO?
3. If we developed emerging leaders according to these competencies, would we be developing effective leaders for the CBO role?
4. How or in what ways could you use the model?
5. What, if anything, would you do differently regarding how the Talent Management Team designed the job model?

Data generated from the member check interviews revealed the following perspectives of the CBO job performance model:

- “It’s very thorough and very well thought out. It seems to cover everything that I think is important to include”.
- “This is a first rate piece of work, absolutely. I have very few criticisms/additions to it. I think you really captured how big the job is. I really applaud your effort”.
- “I think the draft overall is very good. It covers the spectrum well and covers broad issues”.

- “I think it gives a reasonably accurate description of the responsibilities of a CBO”.
- “Overall, you captured the essence in this document. I think it was well done and I appreciate it. When you are finished with this to have this information out there for all of the CBO’s and their presidents and really the other vice presidents to understand what CBO’s do. Most of the other individuals (presidents & other vice presidents) don’t have experience in the fiscal area and many of them have very limited knowledge in the facilities area. So this is good information to share with all of the senior leadership so that they do understand that this is a very complex and interesting position”.

In addition to general approval of the CBO Job Performance Model, the CHROs and CBOs expressed myriad ways in which they envision utilizing the model. CHROs stated:

- *“...use the model to enhance the job search process and for performance reviews and developmental plans”.*
- *“...use it in performance reviews and development plans for people who are currently in fiscal affairs to lay out a plan to develop them to at least be in a pool of potential candidates”.*
- *“...modeling the search process using the job model”.*

CBOs stated:

- *“...good document for presidents to develop a feel for what a CBO does, and good for use of a CBO to develop talent within the institution”.*
- *“...individual review and staff development”.*
- *“...going to use the model to develop a new job description for new assistant, as well as for mentoring direct reports and for professional development”.*

- *“...model would be a good road map for people to use to build their repertoire, also to assess staff members”.*
- *“...definitely give it to people who are identified at an organization at any of the institutions and say here’s a good collection of all the things a CBO might or need to have in their repertoire. It would be a good road map for people to see what they have experience in and self assess them. I can also use it with other staff members to assess them to make sure they’re ready when the opportunity comes up.”*

In journal notes, I recorded two experiences of stakeholder approval of the model. On two separate occasions during meetings with external consultants, the VCHR recommended the CBO Job Performance Model to the external consultants as an effective framework for developing a job profile and suggested that they talk to the AR team to learn more about the process undertaken to develop the model.

The CBOs also expressed approval of the approach the AR team adopted to develop the job performance model. Upon explaining the steps of the development of the job performance model and asking if the AR team should have done anything differently, one of the CBOs stated:

No, I am an absolute believer in AR. I think this was exactly the right approach to develop this. You have to get down to where the fight is being fought in terms of CBO’s, so to speak, to really get their input. I think you guys have done an extraordinary job.

Only one CBO expressed the desire to add steps to the job performance model development process. The CBO indicated that the team should seek feedback from CBOs from other states and from PES leaders outside of fiscal affairs, such as academic affairs. In journal notes, I noted in data analysis memos that the CBO’s feedback was consistent with the AR team’s original plan to seek feedback from PES central office functional leaders in legal affairs,

faculty affairs, and internal audit. Unfortunately, the team did not have the budget and other resources to seek feedback from CBOs in other states.

As a final validation step, we requested feedback from CBOs who did not participate in the interviews and from central office leaders. A leader from internal audit suggested that we emphasize the student focus and declining student enrollment. He also asked clarifying questions about inhibitive factors that stemmed from procedures of the central office, issues in which he was in process of addressing. The CBO who reviewed the model indicated emphatically that the model captured everything a CBO should be able to do and posited that we could post it on any listserv and get the same feedback.

Lastly, I presented the model at the PES CBO Semi-Annual Meeting. I began the presentation by acknowledging the collaborative work of the AR team and I announced the team members' names, job titles, and institutions. Many of the CBOs approached me after the presentation with complimentary remarks about the model and the exemplary work of the AR team. I shared the CBOs' remarks with the AR team and congratulated our team for our efforts.

Cycle 2 Reflection

Reflections on Cycle 2 activities and outcomes were useful inputs as the AR team progressed to the next AR Cycle. Individual, team, and organizational reflections are discussed in this section.

Individual Level Reflection. This was one of the most precarious cycles for my personal learning, growth, and development as a leader. Resistance to the research manifested in many forms from the highest levels of management. Some of my assumptions regarding organizational support were proven inaccurate. I learned about the politics of engaging in insider AR. AR may be perceived as engaging others to do your research for your dissertation instead of collaborative

inquiry and action. As a result, I began to share more information about AR with the team and other organizational leaders as the opportunities were available.

Team Level Reflection. The team's commitment was challenged during this cycle. One team member took a leave of absence from the team, but he returned shortly after the new VCHR transitioned into the position and expressed support of the initiative. The team's participation in various aspects of the study began to decline at certain times. The frequency of our team meetings progressively declined; however, certain team members occasionally verbally expressed their commitment to the initiative. At the beginning of a team meeting, the team inquired into group motivation and commitment. The team expressed sustained commitment to the initiative, but did not explicitly state disenchantment with the team's dynamics.

The team members began to organize action on their campus as well. One team member met with her president to discuss and plan a similar approach for talent management on their campus. There were several opportunities during this cycle of the research to present our work at system-wide conferences. At least one other team member consistently partnered with me to co-present at many of these conferences.

Organization Level Reflection. Lack of visible executive level support diminished the priority of the initiative. The new VCHR was supportive of the study, but acknowledged certain politics associated with the study that inhibited whole scale change. A few central office leaders did not respond to the team's requests for their feedback on the job model. The CHROs asked me to present an update on the talent management initiative at their semi-annual meeting. The response from some in the audience was favorable and they desired more information to implement similar processes on their campus. Meanwhile, presidents and CBOs continued to ask

for updates on the initiative and made statements that suggested their belief that the initiative was fully implemented.

Cycle 3: Designed and Piloted Talent Review Methodology

This AR study consists of the Pre-Step and three AR cycles:

- Cycle 1: Designed and implemented a strategic talent management system;
- Cycle 2: Developed the job performance model; and
- Cycle 3: Designed and piloted talent review methodology.

Upon designing the CBO Job Performance Model, Cycle 2, the team began designing and piloting the talent review methodology, the third AR cycle. Critical actions in which the team engaged during the talent review design and development are summarized in Table 4.

Table 4

Cycle 3 Talent Review Actions and Outcomes

AR Cycle	AR Step	Key Steps in Research	Outcomes
3	Constructing	<ul style="list-style-type: none"> ▪ Reviewed literature on talent grids, job performance evaluation, rating scales, multifactor models, reinforcement theory, career planning, learning potential test for selection and training, emotional intelligence, early identifiers of executive ability, learning agility test, leaderplex model of executive leadership, succession planning, talent identification, assessments, individual development plans, effective executive level developmental experiences and activities. ▪ Consulted with Critical Friends 	<ul style="list-style-type: none"> ▪ Informed decisions about best approach for talent identification and development in PES. ▪ Alternative talent grid inclusive of assessment and development ideas.

AR Cycle	AR Step	Key Steps in Research	Outcomes
3	<p data-bbox="375 478 493 541">Planning Action</p> <p data-bbox="345 1098 532 1129">Taking Action</p>	<p data-bbox="646 300 987 436">on effective talent review processes. Compared their recommendations to the literature.</p> <ul style="list-style-type: none"> <li data-bbox="599 478 1040 657">▪ Developed a draft talent grid, talent review procedure, career dialogue plan, and individual development plan including a reference guide. <li data-bbox="599 663 1036 762">▪ Planned web-based seminar to train the CBOs on the talent review process. <li data-bbox="599 768 1052 989">▪ Planned to request the stakeholders distribute a project update memo to introduce pilot implementation of the Talent Review process. <ul style="list-style-type: none"> <li data-bbox="695 951 1019 982">○ Drafted a white paper <li data-bbox="599 1024 1052 1896">▪ Invited seven institutions to participate in a pilot implementation of the Talent Review process. Key steps that institution CBOs took during the pilot: <ul style="list-style-type: none"> <li data-bbox="695 1245 1040 1308">○ Participated in the Talent Review webinar <li data-bbox="695 1314 1040 1377">○ Reviewed the job model <li data-bbox="695 1383 1040 1530">○ Assessed performance-potential of direct reports and non-direct reports who demonstrate potential <li data-bbox="695 1537 1040 1600">○ Completed Talent Review Report <li data-bbox="695 1606 1040 1785">○ Participated in Talent Review Calibration Meeting with the President and Chief HR Officer <li data-bbox="695 1791 1040 1822">○ Notified key talent. <li data-bbox="695 1829 1040 1892">○ Engaged in a Career Development Dialogue 	<ul style="list-style-type: none"> <li data-bbox="1081 478 1393 541">▪ Standard process for identifying talent. <li data-bbox="1081 548 1446 653">▪ Talent Review Guide for CBOs to use as a job aid. <li data-bbox="1081 659 1442 806">▪ Change in original plan from webinar to face-to-face talent review meetings. <li data-bbox="1081 1171 1393 1329">▪ Met with institution presidents while on campus; gained their support. <li data-bbox="1081 1367 1435 1545">▪ Facilitated talent review real time. Answered questions/concerns about the process and materials. <li data-bbox="1081 1551 1435 1614">▪ Cross-institutional CBO talent pool. <li data-bbox="1081 1621 1435 1768">▪ Gained awareness of the inhibitions of some CBOs to identify and develop key talent. <li data-bbox="1081 1774 1386 1879">▪ Three of seven pilot institutions met challenges that

AR Cycle	AR Step	Key Steps in Research	Outcomes
3	Evaluating Action	<ul style="list-style-type: none"> ▪ Key steps the team took during the pilot: <ul style="list-style-type: none"> ○ Distributed Talent Review Guide to pilot institution CBOs. ○ Conducted talent review meetings. ○ Followed up to ensure CBOs completed talent calibration with their presidents. ○ Administered leadership potential assessments to key talent. ○ Coached key talent on assessment results, job performance model, and IDP. ○ Collected and reviewed IDPs. ▪ Interviewed CBOs. ▪ Interviewed Key Talent who participated in the Talent Review process. ▪ Transcribed and analyzed interview data. ▪ Summarized and disseminated findings. 	<p>prevented completion of the talent review.</p> <ul style="list-style-type: none"> ▪ Feedback from a validated instrument added credibility to the development process. ▪ Gained awareness of employees' career aspirations and morale. <ul style="list-style-type: none"> ▪ CBOs' perspective of the talent review ▪ Key talent perspective of the talent review and of the organization ▪ Interview data generated multiple findings that inform broader talent review implementation.

Constructing

As the AR team began the evaluation phase of the job model, we simultaneously began the third AR cycle to develop a talent review process that would generate a talent pool consisting

of high-potential leaders who desire a CBO career path. A literature review of talent identification methods and talent grids was the first step of this phase of the research as delineated in the literature review chapter.

Talent review is a process to “identify potential successors and high potentials through discussions about performance, leadership, development plan progress, and career interests” (D’Alessandro & Crandell, 2009, p. 34). In the next team meeting, we discussed the typical steps for identification of key talent, a term used interchangeably with potential successors, are (a) agreeing on potential categories and definitions, (b) asking senior managers to nominate high-potential candidates, (c) receiving nominations, (d) collecting assessment data, (e) reviewing and approve talent list, and (f) providing accelerated development opportunities (Silzer & Church, 2010).

Then, the team reviewed the intervention plan with the team in which we described a four-box talent grid. The team inquired into strengths and limitations of a four-box grid. TM2 advocated the use of a nine-box grid based on her success using it with previous employers in the business sector and the additional options it would provide managers in which to categorize talent. The team recalled that the literature for talent grids indicated that for large organizations in the initial stage of using talent grids, a four-box grid was recommended. After lively dialogue, the team concluded that we would gather more data on the nine-box grid and share it with the team prior to our next team meeting. Meanwhile, we began crafting definitions for the four talent pools on the four-box grid.

The team inquired about the meaning of performance and potential and how the constructs should be measured for executives. We also inquired into past performance evaluations as an option for measuring performance; however, we acknowledged that many

institutions do not complete performance evaluations in a timely nor objective manner; therefore, it would be an unreliable process. So, we developed a brief performance assessment.

The team also discussed rating scales and questioned the ideal number of rating categories to include in an assessment. One team member strongly advocated for a rating scale with fewer categories, such as three to five categories. A different team member advocated for rating scales with five to seven categories because they are common and they provide more choices to place mid-level performers. A third team member suggested the use of a worksheet from a manager's toolkit published by Harvard ManageMentor that assesses performance and potential, provides a nine-box talent pool grid based on the assessments, and offers management strategies for each talent pool. Consequently, we reached another impasse. As we had practiced in the past when facing ubiquitous uncertainties, the team decided to review the popular and scholarly literature to understand best practices for assessing performance and potential.

The team members reviewed literature using such search terms as talent grids, talent assessment, job performance evaluation, rating scales, multifactor models, learning potential test for selection and training, emotional intelligence, early identifiers of executive ability, learning agility, job selection, workplace performance test, succession planning, talent identification, and assessments. We emailed data gathered to the team and engaged in dialogue via email until our next team meeting. At the next team meeting, we collaboratively analyzed the data and reached consensus to consider the Harvard ManageMentor performance-potential assessment. Upon collaboratively reviewing the assessment, we concluded that it included relevant assessment items and aligned well with the talent review process. This decision led us to seek approval to use the form, so we contacted the publisher and obtained approval to use the form for a royalty fee of \$1 per use.

The team inquired about the validity of the assessment as well as concerns about using an invalid instrument to assess employee potential. We agreed to seek validation information from the publisher. One of the team members contacted Harvard Publishing on several occasions to inquire about the validity of the worksheet. After several phone calls and emails, the publisher responded as follows:

This tool was created based on [the author's] years of practice and experience in the field. To the best of my knowledge it was not validated for reliability by psychologists or academics, as the customer below asks. HMM is a corporate learning tool, therefore the standards required for academic research are not mandated.

The AR team concluded that given the accessibility of the Harvard ManageMentor assessment, it would be beneficial as an initial assessment that CBOs would use to identify key talent, and then report their talent pools to central office HR. Human resources would subsequently administer more rigorous validated assessments to validate the talent pool selections and identify developmental needs of key talent.

The team's decision to administer an assessment to key talent was the impetus for the following inquiry into talent assessment instruments. The team discussed a learning agility assessment found in an empirical research study that used Korn Ferry's Choices instrument, which is a research-based, valid and reliable instrument, to assess potential as measured by learning agility. Eichinger and Lombardo (2004) report that learning agility is more effective than job performance as a predictor of high-potential. The team agreed that we would use the Choices instrument or one similar to it. As the CLO, I had recently completed certification for the Hogan assessment, which measures leadership potential. I advocated for the use of the Hogan assessment, as it would eliminate the need for an external consultant to administer and deliver

feedback to the key talent. The team concluded that the Hogan assessment would be a viable option to assess key talent and simultaneously minimize costs as encouraged by the PES strategic goal of operating more efficiently.

Planning Action

Upon deciding to use the Harvard ManageMentor performance-potential assessment, the team began to develop the talent review process and supporting materials that could be used as job aids. Collaborative discussions enabled the team to design a five-step talent review process outlining the steps incumbent CBOs should complete as follows:

1. Review the CBO Job Performance Model.
2. Assess potential and performance of direct reports and other key talent.
3. Calibrate talent pool with institution leaders.
4. Notify employees in the key talent pool.
5. Conduct a career dialogue with key talent.

After designing the talent review process, the team discussed the importance of including a description of responsibilities for each PES leader involved in the talent review. During the next team meeting, the team discussed the various roles of each stakeholder in the talent review process as follows (a) president as executive champion, (b) CBO as talent steward, and (c) CHRO as consultant. We outlined the responsibilities of each stakeholder as we envisioned tasks each stakeholder needed to accomplish to ensure an effective talent review process. We also discussed the role of the employee identified as key talent and the need to explicate their personal responsibility in the developmental activities as follows:

It is important for employees to own their own careers by taking the initiative to seek feedback, guidance, development, and employment/promotional opportunities.

Employees should review the job performance model and actively engage in self-assessment and co-creating an individual development plan. Additionally, employees should ensure that their development plans align with their values and career aspirations, yet understand that development activities should not be considered an expressed or implied commitment of promotion or continued development.

Over the course of the next three weeks, the AR team exchanged emails and conversed via conference calls to finalize the talent review forms and the various sections of the talent review guide. Upon completing the draft of the guide, we emailed it to the VCHR to solicit her feedback. The guide was finalized and distributed to the seven CBOs who participated in the pilot talent review process. The final Talent Review Guide included the following sections:

- Role of PES Leaders in the Talent Review Process (includes the institution president, CHRO, and CBO)
- Employees' Responsibilities
- Review the Job Performance Model
- Assess Potential and Performance of Direct Reports and Other Key Talent
- Conduct Career Development Dialogue with Employees
- Draft an Individual Development Plan
- Guidelines for Experiential Developmental Experiences/Activities
- Sample Questions to Encourage Introspection

During the next meeting, the team inquired about the feasibility of and resources required to implement the talent review at all 35 PES institutions. We recalled that some CBOs expressed concerns about the usage of a single job performance model for each institution sector given the perceived vast differences in skills for each institution type. The team expressed uneasiness with

the whole system approach to talent review. We subsequently conferred with my Major Professor who advised us to trust our collective apprehension and to consider testing the talent review with a smaller group of institutions. After dialoguing and inquiring into the plausibility of a test, the team concluded that a pilot study would be the best plan of action. Therefore, we began outlining the steps necessary to conduct a pilot.

The team planned to host a 45-minute webinar as a training session to help CBOs understand the talent review process. We planned to provide the talent review guide in advance of the webinar and to offer two webinars to provide CBOs with multiple options for participating in the review. We planned the dates, times, and facilitators for both webinars. The webinars would be hosted one week apart, one in the morning and the other in the afternoon. The AR team members planned to facilitate the webinar. The team also decided to record the webinar and make it available for those CBOs who could not attend the live webinar. Prior to announcing the webinar to the CBOs, a stakeholder feedback meeting changed our planned course of action.

Within the next two weeks, the COO and VCHR requested an update on the various initiatives within the organizational development unit. I brought the PES Talent Review Guide to the meeting and gave it to the COO. He expressed concerns about the length of the guide relative to his knowledge of the CBOs' schedule and inquired about their availability to read the guide and participate in a webinar. The VCHR echoed the COO's concerns and suggested that the team adopt a face-to-face talent review approach. She illustrated her suggestion by sharing a similar scenario from her work experience in a corporation. I expressed appreciation for their feedback and brought their suggestions back to the team in a special called meeting via conference call. The team was receptive to the suggestions and began adjusting the implementation plan.

As the team began to revise the talent review implementation plan, our inquiry centered on who should be involved in the talent review meetings with the CBOs. The team concluded that as the CLO, I was the most appropriate team member to lead the talent review meetings, as I was neutral because I did not report to the CBOs as the remaining team members did as CHROs. Next, we began planning the schedule for the face-to-face talent review meetings. During this planning, the team realized that an additional adjustment was needed due to the requirement in the talent review process to assess the CBO's direct reports. The team expressed concern about including the CHROs in the talent review meetings because the CHROs reported directly to the CBOs which, could have potentially presented an awkward and conflicting situation in which the CBO and I would discuss the performance and potential of the CHRO in the presence of the CHRO. Two team members advocated for the inclusion of the CHRO based on their knowledge that in general CHROs are not on a CBO career path and typically would not be interested in the position. Two of the pilot institutions' CHROs were on the AR team. Therefore, we decided to pilot test the CHROs participation in the talent review meetings since those CHROs stated that they were not interested in a promotion to the CBO position.

The AR team requested the assistance of one of PES' graduate organizational development student interns to research and to develop an initial template for an individual development plan (IDP) along with a reference guide. Upon receiving the draft IDP, the AR team revised it based on findings from IDPs at other private and public institutions. Then, the team asked a PES administrative assistant to format the IDP into a fillable form. It occurred to the AR team that many of the required forms for the Talent Review should be available on the organization's website to be downloaded, so the team submitted a request to the organization's Information Technology (IT) help desk.

Taking Action

There were many steps taken during the pilot phase of this AR study. We conducted talent review meetings, assessed and coached key talent, and followed up on the completion of their IDPs as described in the following sections.

Talent Review Meetings. The team's talent review plan called for the talent review meetings to be completed within one month. As the lead team member conducting the talent review meetings, I called the CBOs at pilot institutions to schedule the talent review meetings. All of the talent review meetings were scheduled at the CBOs' offices for approximately 1.5 hours and were scheduled to occur within the next three weeks.

From September to October 30, 2012, I met with each of the seven CBOs who agreed to participate in the pilot talent review process. I emailed the CBOs to request the talent review meeting as well as to provide the talent review guide and to request their department organization chart. Each meeting was held at the CBO's office ranging from 1.5 hours to 3 hours. At two of the meetings, the institution's CHRO joined the meeting and contributed to the assessment of key talent. During the talent review meetings, the CBOs and I discussed the progression of the talent management initiative and the five steps of the talent review process. I provided assessment forms pre-populated with the names of each direct report and paused while the CBOs completed the assessment forms. Additionally, I answered clarifying questions to assist their understanding and completion of the assessments. Although I consistently used a mental meeting agenda, the meetings fluctuated from highly reserved and structured to highly conversational and emergent. At two of the meetings, the institution president (upon learning of my presence on their campus) met with me separately and provided informal feedback on their

desired outcomes for the talent review process. I recorded the following observations in my personal notes:

Oct 1 - CBO9, (has been in this role for 5 years) TM2 was present. CBO9 emphasized the challenges of attracting and retaining talent with current salary ranges. He plans to use the job model to develop his skills in preparation for a CBO role at two other state universities. He requested that we develop a mentoring program among CBOs so newer CBOs would obtain appropriate information from experienced CBOs. Many of his function leaders do not have a successor.

Oct. 2 - CBO7, (he also serves as the CIO) CBO7's long-term successor recently accepted a position at a state university. He is interviewing for her replacement now. He stated this meeting was significantly more productive than he thought it would be. He read the talent review guide and stated, "It is first-rate piece of work", the best instructional manual he has ever seen.

Oct. 8 - CBO6 will retire within the next five years. TM6 joined the meeting. CBO6 was hesitant about identifying the Associate Vice President for the CBO position and about identifying successors for his direct reports. He suggested a potential successor who currently works in a different department, Fiscal Affairs.

Each talent review meeting concluded with a discussion of next steps in the talent review process. Prior to ending the meeting, I collected all of the talent review forms and notified the CBO that I would return the forms electronically. Then, I returned to my office to review the hand-written reports and transferred the data to electronic files. When the electronic version of the form was complete, I emailed a talent review summary report with a reminder for the CBO to meet with their institution president and CHRO where applicable to confirm the talent pool.

Following the final talent review meeting, the AR team met to discuss the outcome of the meetings as well as to inquire about following up next steps with the CBOs. The team concluded that we would follow up with the CBOs via telephone and email. I began calling and emailing the seven pilot institution CBOs to understand their plan to have a talent pool calibration meeting with their presidents. Over the next 1.5 months, which extended through Christmas and New Year holidays, four CBOs responded indicating that they met with their presidents and either confirmed their original talent pool or adjusted the pool by adding or eliminating scholars as follows:

The CBOs' responses also indicated that they were either preparing to notify the key talent, or had already notified the key talent as described below using pseudonyms:

CBO11: I have had my meeting with [my president] and confirmed both Ronald and Bobby, but we also added Michael. Due to the short turnaround on the budget submission, I am not sure how quickly we can get to the individual development plans. I will continue to move things forward, but it is a little overcrowded on the schedule right now.

TM1: Have you notified them yet?

CBO11: Yes and they are very excited.

CBO9: I have met with TM2 and [my president] to review the key talent pool. We are all in agreement that Tom and Mary make good candidates to develop further. I have begun the in-person communication with both employees and will follow up our verbal communications with a more formal written document. We have also started to develop the plan for adding responsibilities and exposure to new areas. We are well on our way. Have a great holiday break.

Two CBOs responded to report that they were consumed with other priorities and had not met with their president at the current time, but planned to do so soon. One of the CBOs never responded to voicemail or email reminders. I proceeded to the next step of the talent review process only with the four institutions that met with their presidents to confirm their talent pools and notified their key talent.

Assessments. The next phase of the talent review included the administration of a more rigorous, validated assessment. I subsequently emailed the four CBOs to seek their approval for their key talent to participate in the leadership potential assessment. All four of the leaders responded affirmatively. A congratulatory letter and the Hogan Assessment link were emailed to the key talent along with instructions for scheduling their individual coaching session. Most key talent pool members scheduled their coaching session immediately upon receiving the invitation email. They expressed excitement and enthusiasm concerning the initiative as described in the next chapter, Chapter 5. The key talent pool members were given one week to access three assessments: leadership potential, derailers, and motivation. Upon receiving the Hogan Assessment Results, we forwarded a copy to the key talent and requested that they review it prior to their coaching session.

Coaching. Over the next two weeks, I coached 12 leaders in the key talent pool on their assessment results as well as the CBO job performance model and the IDP. Each coaching session occurred via telephone and lasted approximately 1.5 hours. The key talent pool members asked questions to understand the initiative, the content of their assessments, and additional resources for their development. At the conclusion of their coaching session, we discussed the career dialogue and their responsibility for scheduling the career dialogue with their CBO. I requested that they email a copy of their IDP to me after the career dialogue. Lastly, I asked the

key talent to participate in a subsequent interview to evaluate the talent review process. When I received the IDP, I emailed a consent form to the key talent and scheduled their interviews.

Evaluating Action

The AR Team engaged in activities to evaluate Cycle 3 as discussed in the following section.

Talent Review Guide. The team decided to seek feedback on the talent review guide from other leaders internal and external to PES. The team invited three individuals who are educated and experienced in HR to review the guide and offer feedback. As the critical reviewers' feedback was returned, we discussed their feedback and reached consensus on recommendations to adopt in the final document. For example, one critical friend who teaches in Applied Psychology, suggested that we add an introduction inclusive of the purpose.

Key Talent Interviews. The AR team collaboratively developed the interview guide for the talent review. We discussed the interview protocol and concluded that my previously established coaching relationship with the key talent would facilitate a more transparent interview, so I agreed to interview key talent. The team also inquired about the CHROs participation in the evaluation interviews with CBOs. We concluded that their direct reporting relationship would potentially inhibit transparent conversation, so I agreed to interview the four CBOs as well. The team finalized the interview guide.

The interviews were scheduled to occur via telephone within the next two weeks. At the beginning of each interview, I reminded the interviewee of their consent to a recorded interview. I recorded the interviews, each lasting approximately 30 – 45 minutes. I also jotted notes of key points during the interviews. After the first interview with key talent, I reviewed my notes with the team and we adjusted to interview guide to include probing questions about factors that

would support or inhibit their progress on the IDP. Then, I proceeded with the remaining interviews.

The interview recordings were transcribed verbatim. After removing identifiers from the transcripts, I emailed each transcript to the respective interviewee requesting that they verify the content accurately captured their meaning during the interview. Two CBOs and one key talent pool member returned a revised version of the transcript to the team within two days. Other interviewees emailed me to confirm the original transcript was accurate. I began coding the interview data, identifying themes, and generating meaning as described in the following chapter, Chapter 5.

The team met to discuss the initial findings from the CBO and key talent interviews. The team concluded that we would draft an executive summary of the evaluation findings to PES stakeholders. We planned to combine the executive summary with the final job performance model in a complete package to the COO and VCHR prior to implementing the talent review process to the remaining PES institutions. Lastly, the team decided to invite two research institutions to implement the talent review to test the process in research institution. We also decided to begin planning group developmental experiences for key talent. Additional recommendations for PES and described in the following chapters, Chapters 5 and 6.

Cycle 3 Reflection

Reflections on activities and outcomes of Cycle 3 are discussed on an individual, team, and organizational level in the following section.

Individual Level Reflection. In Cycle 3, I noticed how I grew to rely on scholarly literature to inform and guide decisions. This approach to decision making was a change and represented personal growth. I conducted extensive research, perhaps too extensively at times.

This practice of excessive data gathering and referencing the literature was most likely related to my need to project a high degree of professionalism and job knowledge in my organization due to my inexperience in higher education. Learning and development had always been a priority for me and referencing the literature was the manner in which I grew most comfortable enacting that priority. Additionally, I began to seek feedback from critical friends in a more structured and official manner. The practice of learning from those subject matter experts around me increased as a part of my experience in the AR study.

The review meeting with the COO and VCHR was both confirming and concerning. I found it confirming that these stakeholders were still significantly engaged in the initiative. There had been internal chatter regarding the project that caused some distress; however, this meeting allayed some of the tension. I grew concerned about communication with my supervisor when she neglected to provide feedback on the talent review guide. Although she had been copied on numerous revisions of the guide, she did not provide feedback. A couple of weeks later, during the meeting with the COO, she provided critical feedback that aligned with the COO's concerns. Earlier feedback would have been most beneficial for the team. This experience prompted personal reflection particularly regarding our relationship and my role in the miscommunication. I inquired about anything I could have done differently to ensure full communication prior to the meetings. This response represented a departure from my usual reaction of personalizing and assuming the individual intended to do harm to my professional credibility and reputation. I proceeded with a positive outlook and determination to improve communications with my boss.

I had mixed reactions to the face-to-face talent review meetings. The act of meeting with the CBOs to review their talent inadvertently provided me with a much larger role in the process.

Feelings of anxiety surfaced related to my appearing confident and competent, maintaining my composure when questions or challenges arose, and understanding how to address their concerns as well as meeting their objectives. Given my limited previous one to one interaction with the CBOs and little experience working on a campus, I did not fully understand how the CBOs think and work. I wanted to ensure the talent review process was perceived as appropriate, rigorous, and beneficial. I found that I was able to maintain my composure and keep the meetings as efficient as I perceived the CBOs desired. Furthermore, the team anticipated most of the CBO's questions and concerns; therefore, I was able to respond confidently with sound and relevant answers. Ultimately, I was encouraged during the meetings because the CBOs expressed their satisfaction with the initiative and were generally quite complimentary of the team's work.

Team Level Reflection. During Cycle 3, the team experienced fluctuations in collective commitment and participation. There were leadership changes in many president positions and the central office VCHR position. Consequently, there was uncertainty about the sponsorship of the talent management initiative. The feedback from the COO and VCHR regarding the talent review process re-energized the team and indicated that system office leadership continued to support the initiative.

Regular meetings transitioned into periodic conference calls, emails, and impromptu discussions when we occasionally ran into each other. During Cycle 3, three team members were selected to participate on another system-wide high-priority project. I was the project team facilitator; therefore, we continued to work together although on a different organizational issue. At the conclusion of these team meetings, we occasionally gathered to discuss any updates and progress on the CBO talent management initiative.

The team also submitted a proposal to present the research at a regional higher education HR conference. Three of the team members collaboratively designed the proposal. A few weeks later, we received a generic rejection letter. The team was disappointed and confused by the rejection, especially given the dearth of empirical studies on talent management in higher education. The team inquired about the perception of lack of urgency regarding retaining and developing talent and building a leadership pipeline in higher education.

Organization Level Reflection. The CBOs seemed eager to share their progress in the talent review process and their key talent's reaction to the experience of being identified as key talent. For a few institutions, the talent review system seemed to align well with the culture of PES. Other institutions that did not participate in the pilot continued to inquire about the availability of the system for their institution. The demand for the talent management system suggested that the leaders embraced the process and valued the intended outcomes.

Executive coaching previously had not been a major component of management development. PES leaders seemed to gain significant insight into their leadership developmental needs through coaching. The reception to coaching was so positive that we incorporated it into other leadership development programs as well.

The concept of developing the talent within the organization became a part of the expectation and culture of the organization. Other functional units expressed an interest in executing a similar process for their leaders. One campus president began working with her cabinet to implement a similar talent management system for their critical positions.

The team established a cross-functional, cross-institutional committee to review a cloud-based succession and career management application. The response to the application was overwhelmingly positive. The software corporation agreed to sponsor the key talent's use of the

product, waiving all licensing fees. The team was immensely enthusiastic about the possibility of streamlining the document management of the talent review. The presidents and their cabinet members would also have access to the key talent profiles, which represents a culture shift and potential enhanced communication.

Summary

There are three AR cycles in this study designed to understand strategic talent management in public higher education. Four steps in the AR cycle are constructing, planning action, taking action, and evaluating action (Cohglan & Brannick, 2010). In this study, the three AR cycles were:

- Cycle 1: Designed and implemented a strategic talent management system;
- Cycle 2: Developed the job performance model; and
- Cycle 3: Designed and piloted talent review methodology.

Just as the trees add a ring each year that scientists study to understand the history, present, and future of the trees, AR contains multiple cycles with four-steps in each cycle. The rings inside the trees contain information about everything the tree has been through during its life span. Each step in the AR cycle contains the history of everything the team experienced during the span of the study. Understanding how the events of the AR unfolded in each cycle facilitated the team's understanding of the direction in which the team needed to proceed to implement talent management in PES. Potential next steps for PES are discussed in Chapter 6.

CHAPTER 5
FINDINGS AND CONCLUSIONS
SEEING THE FOREST AND THE TREES

There are increasing calls for higher education institutions to increase capacity and serve more students; however, the capacity for higher education institutions to enhance productivity depends significantly upon the quality and engagement of its talent (Kanter, 2011; Morris, 2010). The purpose of this Action Research (AR) was to understand talent management in public colleges and universities for the purpose of influencing the appropriate allocation of scarce resources to attract, develop, and retain high-quality talent. Consequently, there were three research questions under investigation in this AR study:

1. What are the challenges and benefits of designing and beginning to implement a talent management strategy in Higher Education?
2. How do Chief Business Officers in public colleges and universities perceive their leadership role?
3. How do higher education Chief Business Officers and their potential successors experience a pilot implementation of the initial phases of a talent development process?

This chapter includes a discussion of the key findings from the analysis of data resulting from interventions that were implemented during this AR study. This chapter contains three sections in which I address the findings and conclusions for each research question.

Research Question One: What are the challenges and benefits of designing and beginning to implement a talent management strategy in Higher Education?

The Talent Stewardship Model (Avedon & Scholes, 2010) (See Chapter 2) was the selected strategy which served as our initial guide to designing and implementing an effective talent management system (Avedon & Scholes, 2010). The AR team generated data from team meetings, journal notes, emails, casual conversations, incidental observations, and organization documents. The data were coded and analyzed using the Constant Comparative method (Ruona, 2005) to identify challenges and benefits of designing and beginning to implement strategic talent management in PES. The key themes that emerged from the data are illustrated in Figure 8 (and Appendix D).

Challenges (10000)	Corresponding Theme in Coding Scheme
1. Need for a Talent Management Catalyst	10100 TMC
2. Significance of Executive Management Commitment	10200 SMC
3. Need for adequate resources (human, financial, and technological)	10300 RES
4. Need for a Job Performance Model	10400 JM
5. Importance of Communication Plan	10500
6. Need for Rigorous Talent Identification Process	10600 TALID
Benefits (11000)	
1. Linking Talent Management to Strategy Elevates Priority	11100
2. AR Team Engagement	11200
3. AR Team Collegiality	11300
4. Experiential Development	11400
5. Executive Leaders Assumed Ownership	11500
6. Increased demand for Talent Management	11600

Figure 8. Major themes research question one. Themes that emerged from Research Question One data analysis. Includes the corresponding code from the coding scheme.

Challenges

The AR team encountered six challenges in designing and beginning to implement TM in PES. Three of the challenges were in the team's scope of authority to resolve; however, the remaining three challenges required approval beyond the scope of the team. Consequently, these three challenges were clearly annotated so the team could comprehensively resolve it as TM was further implemented in PES.

Challenge 1: Need for a talent management catalyst. A challenge that permeated this action research was the need for a talent management catalyst. Although ownership for talent management should be shared among HR and line management, someone must lead the initial effort to institute a talent management system. This can be an individual or team charged with implementing talent management within the organization. Ultimately, the talent management catalyst must coach line managers in “assuming responsibility for approving and executing HR” (Ulrich & Brockbank, 2005, p. 72).

As an insider researcher, I led the AR team, which served as the talent management catalyst for PES. As the catalyst, the team needed the ability to “translate human resources theory into tangible applications, illustrate for CBOs the partnership we could provide, discuss the connection between people issues and organizational issues, use tools and approaches to make the theory real, confidently integrate human resources systems (Christensen, 2006, p. 25). The AR team was responsible for communicating the purpose and necessity of the initiative, influencing leaders to make talent management a priority, designing and implementing the talent management process, and updating the stakeholders on the progress of the talent initiative.

The team was committed to working collaboratively over an extended period of time beyond our normal job responsibilities. There were six original team members. A highly engaged

team member from a research institution retired within the first six months of the study. The sole male team member took a leave of absence from the team for approximately six months; then subsequently separated from PES. TM2 was consistently engaged in the study throughout the duration of the two-year study. On several occasions, she initiated meetings, conducted research, compiled and distributed meeting notes as illustrated in the following email to TM1:

I talked to Harvard ManageMentor Representative this morning and he said it is fine for us to use this questionnaire for our CBO Project. Have a look at it and if you are okay with the content that it will gather, I'll get it modified to be a fillable form and change the logo etc. to be for the CBO Project. Just let me know.

The team collaborated throughout the duration of the study to lead the initiative. In the absence of a talent management catalyst, urgent business needs overshadowed the important talent management work that needed to be accomplished. Although the CBOs and CHROs were engaged in various aspects of implementing talent management within PES, they often needed to be reminded and encouraged to execute key steps of the process.

Challenge 2: Need for executive management commitment. One of the big findings of this study was the need for executive management commitment. When an organization implements large-scale change requiring change in its mission, strategy, and culture, then it is essential for leadership to come from executive level leaders (Burke, 2008). The AR team would not have been able to proceed with the study if executive leaders at the central office had not demonstrated commitment to TM. Management commitment is essential as suggested in the literature, “Even if a company’s practices and supporting technical systems are robust and up to date, talent management will fail without deep-seated commitment from senior executives” (Ready & Conger, 2007, p. 70). Although the team secured the support and sponsorship of senior

management initially, the entire executive leadership team changed one year after the study began. I initiated meetings with the new leaders to describe the purpose and progress of the study. Their initial response was one of approval and support; however, as the study progressed, visible demonstrations of senior management commitment slowly dissipated. The team learned the criticality of executive management commitment and to frequently engage those leaders who expressed support of the initiative. Additionally, we learned to work within the given parameters that senior leaders may establish, even if those parameters are not ideal.

Coghlin and Brannick (2010) claimed, “any form of research in any organization has political dynamics” (p. 127). The AR team’s commitment and engagement in the initiative depended to some extent upon the perception of senior management commitment. In order to re-energize and focus the AR team, I obtained project support from the new key stakeholders at the central office. In February 2011, after initial announcements of executive leadership changes at the central office stalled the project’s progress, I announced to the team, “After a brief pause to announce our project to presidents, we may now proceed with our project as planned. We received all the necessary approvals to administer the questionnaire to CBOs” indicating that the study would continue as planned.

One of the benefits of implementing a performance oriented job model was the recognition of its value by executive level leaders. During a meeting with a prominent organizational development consulting firm, an executive leader of PES who was familiar with the AR in PES suggested to the firm that they should use the AR team’s framework for developing a job model and talent review process. A different executive leader at PES’ central office, upon learning about the pilot talent management system during a meeting, requested that the AR team establish a similar system for critical positions in his division. The leaders’

suggestions and requests were not only a demonstration of commitment, but also a significant testament to the knowledge and skills that the AR team members acquired in the AR process.

Challenge 3: Resource constraints inhibit TM implementation. Another finding in this study was the inhibitive effect of limited resources. Resource constraints were prevalent (human, technological, and financial) throughout the duration of the study. Many colleges and universities in the United States are operating with fewer resources than in the past. The CHROS within PES typically serve on numerous enterprise level project teams and/or task forces while simultaneously executing their regular job responsibilities at their institution. For example, each of the AR team members also simultaneously served on two or more additional system wide committees. Therefore, they were challenged to attend meetings and complete certain tasks related to this study as illustrated in the following samples of team correspondence:

- *I am writing to ask if you possibly have a resource that could post the CBO job doc responses that I received from the HR list request that I sent to Google docs for me. I am so covered up with absolutely no admin support that it will be awhile before I can get to it. It would be most helpful if I could forward the responses to someone.*
- *I also wanted to let you know I will be unable to participate in the phone conference tomorrow. I have to participate in a University open forum during that time*
- *I too have been out of the loop on this ...so look forward to assisting as you move forward. I apologize to you for my lack of involvement lately.*
- *I am so sorry but I may not be able to make it all - I've got consultants for a salary study on campus and this was the only day those involved could meet. I honestly thought I could break away to call but likely will not be able to. TM5 also mentioned she has meetings all day as well. Please know, once we get through Fall semester, and really for*

me, this week, things will get much better and I'll be able to focus on this project.

- *TM4 asked me about having an admin from the central office post the job descriptions and organization charts to Google Docs.*
- *I'm sorry I've had to drop out lately, we are in major prep mode for Open Enrollment as well as various projects. Glad this is moving forward!!*
- *While I'm not trying to speak for everyone, I think it's safe to say it's incredibly hectic this time of year, and throw in a crisis or two and that's it :-), but we are supportive of this project and will work to get the interviews done.*
- *I can maintain it after it's developed; I just don't have time to create the document.*

Another limited resource included financial resources, as the team was not provided an initial budget for this study. We adjusted the scope of the project and the deployment strategy to mitigate related expenses. Also noted was a lack of technological resources. PES does not have talent management software; therefore, the team managed talent management forms using word processing and spreadsheet software. Another technology constraint was related to the lack of a central database. Without the database, it was extremely difficult to access human resources data such as recruiting costs and time to fill positions. Recruitment costs reported by CHROs were lower than anticipated and did not reflect average costs found in the literature. The team experienced the challenges of obtaining HR data across PES due to a lack of enterprise wide systems. We adjusted by personally contacting colleagues in the Institutional Research division who were known to have access to relevant data.

Challenge 4: Need for a job performance model. Challenge Four, the need for a job performance model, ultimately became a significant finding in this study. Organizations need to identify and define core competencies of critical positions in the organization and ensure

strategic alignment with organization needs. (Cohn, Khurana, & Reeves, 2005; Christensen, 2006; Conger & Fulmer, 2008). As the AR team began to consider the talent identification process for PES, the question emerged concerning guidance CBOs would receive to objectively assess their emerging leaders for the CBO position. This inquiry was the impetus for a series of discussions that occurred over several meetings and email exchanges that eventually led the AR team to research question two: how do Chief Business Officers in public colleges and universities perceive their leadership role? The findings from this inquiry are reported in the research question two section of this chapter.

In consideration of the Talent Stewardship Model (Avedon & Scholes, 2010), the experience of the team *getting stuck* between step one, aligning the organization's strategy with the talent strategy, and step two, identifying high potential and high performing talent, yielded a major finding regarding the efficacy of the components of the model. The AR team learned that the Talent Stewardship Model (Avedon & Scholes, 2010) neglected a critical step, establishing a description of the job as it should be for the future to enable more objective assessment of performance and potential. The AR team added this step, which effectively delayed further progress of the research for approximately nine months until the team conducted a comprehensive literature review on job analysis and human performance technology, consulted with subject matter experts, collected interview data, developed and validated the model.

Challenge 5: Importance of a communication plan. Another major finding in this study was the importance of a communication plan. Throughout the duration of the study, communication of the project status and milestones was essential. There were limited occurrences of organization-wide communication. Burke (1997) claimed that communication plans are essential and should include to whom the message must be communicated and key

elements of the message. Burke (1997) further asserted the benefits of a talent development communication plan are that it portrays the process for selecting high potential seems fair and it eliminates confusion and frustration. Institution presidents and key talent were two stakeholder groups that received the least communication concerning the project and who were inadvertently omitted from regular communication. The institution presidents should have received communication at least quarterly. Such frequent communication could have encouraged more buy-in. Also, it would have elevated talent management as a priority for each institution. A state college president followed up with me directly to inquire about the status of the project. Additionally, CBOs frequently inquired about the project when I saw them at other meetings.

The potential key talent within the CBOs' department should have been notified of the initiative at its inception. Some leaders in the key talent pool reported that they only learned of the initiative when the CBOs notified them of their key talent status. Many of the key talent pool members had no knowledge of the CBO Job Performance Model when I inquired about it during the coaching session during the pilot talent review. PES could have begun realizing the benefits of the talent management system earlier if key talent had been notified earlier in the lifespan of the initiative.

As the primary stakeholder, the incumbent CBOs also should have received system wide updates more regularly. The CBOs who participated in the job model interviews and the pilot received frequent updates; however, the remaining CBOs did not receive such communication. The AR team planned to include project updates on the PES website. We submitted frequently used forms to the web services group at the central office. They added the files to the website the following week. Unfortunately, the team did not submit regular project updates to the web services group.

Challenge 6: Deficiency of rigorous talent identification. The absence of a rigorous and objective talent identification process was a key finding in this study. There are many challenges, risks, and benefits associated with identifying key talent pools (Khoo, 2011; Yarnall, 2011). Rigid replacement and succession strategies must be replaced with the creation of talent pipelines for future roles (Byham, Smith, & Paese, 2002). The AR team struggled with the definition of key talent, specifically which constructs should be included. After numerous discussions, we adopted a performance and potential orientation using the following definition:

High potentials consistently and significantly outperform their peer groups in a variety of settings and circumstances. While achieving these superior levels of performance, they exhibit behaviors that reflect their institutions' culture and values in an exemplary manner. Moreover, they show a strong capacity to grow and succeed throughout their careers within the organization—more quickly and effectively than their peer groups do (Ready, Conger, & Hill, 2010, p. 80).

The instructions included in the Talent Review Guide for identifying key talent prompted incumbents to view *performance* as “a look back at what has been done and what has been contributed” and *potential* as “a look forward to predict what impact an employee will contribute in the future”. Just as private corporations are grappling with how to define and measure potential, the AR team found that while it was relatively easier to measure an employee's performance, it was more difficult to measure potential (CIPD, 2006). Although an employee's career aspirations and motivation may change over time, these factors must also be considered when assessing potential (Khoo, 2011; Yarnall, 2011).

A common consideration of the AR team when developing a process to identify talent was “for what purpose?”. Although the initiative focused on the critical CBO position, not every

member of the talent pool would realistically be chosen for such a role, but they could serve the institution equally well in another capacity. Yarnall (2008) found that “some organizations have taken deliberate steps to establish specialist career paths in addition to those leading to more general management” (p. 515). In addition to the purpose of identification, the incumbent CBOs reminded the AR team to consider variations of performance and potential expectations by institution sector. A key theme from the interview data concerned how the role of a CBO at a research university is broader and more strategic than in other institution sectors. Therefore, the talent identification process included a consideration of the level of management and institution sector for which the candidate was being considered.

The AR team found that the typical talent identification process suggested by Silzer and Church (2010) did not align with PES because it lacked certain essential steps such as creating a job model, engaging in talent pool calibration with organizational leaders, and following up on the progress of development plans. Therefore, the team modified the typical talent identification process. Figure 9 outlines the changes to the talent process that the team adopted for PES leaders to execute the talent review process and the rationale for each step.

The AR team encountered numerous challenges in determining the most effective process for assessing performance and potential. Due to the size and enormous complexity of PES’ organizational structure, the team concluded that a two-part assessment process would be the most appropriate assessment approach. The process included an initial assessment conducted at the institution, and then the central office would conduct a second assessment using a valid and reliable assessment instrument. Chapter Four included a discussion of how the team eventually concluded that a nine-box grid to initially assess performance and potential was the best approach for assessing talent in PES.

Typical Talent Identification Process (Silzer & Church, 2010)	PES Talent Review Process	AR Team's Learning and Conclusions
-----	Review the job model.	This step is missing in the Silzer and Church (2010) model; however, it is necessary as it provides context and future orientation of the position.
Agree on potential categories and definitions.	The Talent Review Guide provides such definitions.	TMI explicated definitions during Talent Review Meetings with the CBOs.
Ask senior managers to nominate high-potential candidates.	CBOs assess potential and performance of direct reports and other key talent using the Harvard ManageMentor worksheet for each candidate.	Nomination process should be objective. The performance-potential worksheet provides an objective approach for assigning employees to appropriate talent pools. The Talent Review Report prompts the CBO to consider talent beyond her/his frontline. They must also consider the pipeline of talent of their direct reports.
-----	Engage in talent pool calibration with PES leaders.	This step is missing at this point in the Silzer and Church (2010) model. It is essential within the culture of PES to review talent pools with institution leaders before proceeding in the process due to the collaborative culture of higher education.
Receive nominations.	Send Talent Review Report (nominations) to Human Resources (at institution and PES central office).	This step provides accountability as well as identifies the Key Talent to include in subsequent assessments.
Collect assessment data	Notify employees in the Key Talent pool.	CBOs notify employees in the Key Talent Pool due to the culture of transparency in higher education.
Review and approve talent list.	Talent pools will be evaluated at least annually.	Employees' career ambitions may change over time.
Provide accelerated development opportunities.	Conduct a career development dialogue.	Key Talent and CBO co-create the Individual Development Plan to ensure joint buy-in and support of the plan.
-----	Follow up on IDP progress.	Regular checks to insure key talent have the support and resources required to obtain the necessary learning experiences.

Figure 9. Changes to talent identification process. Changes the AR team made to adapt the talent identification process.

Ultimately, the team agreed to use the Harvard ManageMentor worksheet as an initial assessment that incumbent CBOs used to identify key talent. This worksheet included a nine-box grid and recommended management actions for each talent pool. Those findings are described in the research question three section of this chapter.

The second assessment included the administration of three Hogan psychometric evaluation instruments: (a) Hogan Personality Inventory, which measures “personality characteristics necessary for success in careers, relationships, education, and life” (Hogan

Assessment Systems, 2011); (b) Hogan Development Survey, which “identifies personality-based performance risks and derailers of interpersonal behavior” (Hogan Assessment Systems, 2011); and (c) Motives, Values, Preferences Inventory, which “reveals a person’s core values, goals, and interests” (Hogan Assessment Systems, 2011).

As a certified administrator of the Hogan, I administered the assessments to the key talent, and then I provided a one-hour coaching session to aid their understanding of their reports. Findings from the experience of key talent who participated in the assessments and coaching are discussed in the research questions three findings section of this chapter.

Benefits

There were six benefits of designing and beginning to implement TM in PES. Two of the benefits were specifically related to the dynamics of the AR team. The remaining four benefits occurred within the organization among PES stakeholders. The six benefits emerged from the data collected as reported in Chapter Three.

Benefit 1: Linking TM to strategy elevated it as a priority. One of the initial findings in this study was the benefit of linking talent management to the organizational strategy, which resulted in elevating it as a priority. HR strategy should align with the organization’s strategy and focus on adding value to the organization (Ulrich, Allen, Brockbank, Younger, & Nyman, 2009). One of PES’ six strategic goals is to increase efficiency working as a system. Two of the objectives of this goal are to increase efficiency of business operations and to build a leadership culture. Given the economic realities and competing demands for resources in higher education, the AR team linked talent management strategy to the system’s operations strategy and emphasized this linkage in conversations with stakeholders.

In addition to the organization's strategy, stakeholder expectations should be clearly identified (Ulrich, et al., 2009). The AR team engaged in conversations with the Chief Operating Officer, Vice Chancellor for Human Resources, and the Vice Chancellor for Fiscal Affairs to frame the talent management issue and to engage a partnership and support to work on resolving talent issues within the organization. The AR team incorporated the business case in its written and verbal communication to stakeholders about the project. We found that linking the strategic goal to the talent management strategy helped to establish the AR as an organizational priority and essential investment of organizational resources.

Benefit 2: Engagement of AR team enhanced the TM system. Another finding in this study was the benefit of the high level of AR team engagement, which enhanced the quality of the TM system. The AR team members were highly engaged to the extent that their regular job responsibilities and special projects would allow. Their collective engagement added significant value to the research activities and outcomes because of their institution perspective that they anecdotally report is often overlooked by central office staff. One team member influenced the approach the team took to request feedback from presidents on the draft job model. She stated:

Only question we might want to ask ourselves is if we need the supervisor to complete the form at this time. Since so many (if not all) of the CBO's report to the President would be better off to wait until we have the 'composite' profile of the CBO built and then ask all Presidents to react to that?

The AR team also added valuable insight to the job performance model because of their direct observation of the CBO due to the organizational structure in which most CHROs report directly to the CBO. The team elaborated on certain aspects of the CBO position that were unclear initially upon reviewing job descriptions and organizational charts. Additionally, the AR

team acted as TM advocates among the HR colleagues and on their campuses. They participated as facilitators of presentations at PES conferences and advisory group meetings. The overall success of TM in PES was due to the high level engagement of the AR team.

Benefit 3: AR team collegiality. Collegiality among the AR team was a benefit and finding in this study. One of the benefits of engaging a team to champion the talent management system is the potential for team members to work together more closely as they jointly explore organizational issues. The result of such collaboration for this AR team was collegiality and mutual learning. The AR team began its operations in a structured and organized manner investing most of its initial team meetings in establishing the group structure, process, and context (Bens, 2005). Group cohesion, information sharing, openness, milestone achievement, confidence, and energy illustrate the overall effectiveness and commitment of the AR team, as asserted in Mink's (1992) model of group effectiveness.

Although the team encountered sporadic disagreement, overall the team was quite congenial and supportive of each others' efforts related to the project. Project communication was routinely framed in such a way as to invite commentary and shared decision-making. One team member emailed the team members stating:

If I am wrong, then please feel free to disregard my comments which mainly center around making the document more of an 'executive' level communication. Thanks much for the opportunity to provide input. This is day one on the project for me, so forgive me if I've jumped in too quickly and don't have all the info :-)

Team members were also collaborative and collegial when assigning tasks and holding each other accountable as demonstrated by an email from TM2 to a team member, "When we get their input back, we were hoping that you, TM3, would have it made into an electronic survey tool.

Would you be willing to have that done?” On a separate correspondence, a team member thanked the team for providing an opportunity to offer feedback, suggested revisions to a process, then stated, *“I will, of course, defer to our team’s input / reaction”*.

Benefit 4: Experiential development. One major finding in this study was the recommendation of experiential developmental activities for future CBOs, which was feasible due to the minimal costs associated with this type development. After identification and assessment, the Talent Stewardship Model (Avedon & Scholes, 2010) suggests developing talent to prepare them for future roles within the organization. Education and training play a valuable role in the empowerment of employees (Kotter, 1996). The AR team inquired about the most effective development activities for key talent; therefore, we decided to review the literature to learn the most effective development strategies by conducting a search on such terms as reinforcement theory, career planning, executive leadership, individual development plans, executive development, and talent development. The team also decided to ask the incumbent CBOs what personal developmental experiences prepared them for the position the most and which activities they recommended to emerging leaders who aspire to the CBO position.

The interview guide for the CBO interviews included a question about the most appropriate development activities in which to participate to prepare for the CBO position. The findings from the interview data suggested development activities such as job shadowing; mentoring; hands-on experience in and across functions in which key talent would manage operations in various business functions; exposure opportunities such as working on enterprise level committees; attending meetings on behalf of CBO; the formal internal executive development program; self-directed learning to acquire technical skills; support in developing a network of peers; participation in professional associations relevant to the field; career path

support; individual development planning; and observing internal audits at PES aspirational institutions.

The developmental activities that CBOs recommended were consistent with McCall's (1998) assertion that the most powerful and challenges experiences do not occur in a classroom, but in experiences that challenge leaders to navigate organizational dynamics that they previously had not encountered. Developmental experiences that offer the most potential for development fall into four categories: job assignments; other people especially hierarchical superiors; hardships and setbacks; and others like formal programs and non-work experiences (McCall, 1998). Similarly, Velsor and McCauley (2004) suggests that the most significant developmental experiences are formal learning experiences that include assessment, challenge, and support, as well as coaching relationships, job assignments, development relationships, and hardships. Riccio (2010) reported that leadership development components such as individual planning, coaching, mentoring, and action learning are currently used in businesses as well as in higher education (Riccio, 2010).

Additionally, organizations should:

...keep a full pipeline for those linchpin jobs by regularly identifying high-potential candidates. Then increase their leadership skills by giving them linchpin assignments coupled with team support, training, and/or mentoring. Also, leaders should regularly evaluate performance of linchpin incumbents to determine their potential for even more challenging assignments. (Conger & Ready, 2003, p. 15)

The team found that IDPs are common tools used in both public and private industry to focus development efforts of the workforce. Development activities such as executive coaching,

action learning, team learning, and work-situated learning in general may be of greater benefit to executives than to other management cohorts (McCall, 1998).

Benefit 5: Executive leaders assumed ownership of TM. An important finding in this study was the benefit of executive leaders who assumed ownership of TM at their institution. It is essential for all organizational leaders to focus on talent management, which is the overarching purpose of the Talent Stewardship Model (Avedon & Scholes, 2010) (Silzer & Dowell, 2010). Organizations invest in HR because they need technical assistance in managing the work that deals with people and organizations, not so that HR “can do all of the people aspects of their work” (Christensen, 2006, p. 8). Therefore, the team carefully delineated responsibilities of the CBO, institution President, and CHRO for implementing the talent strategy.

We learned that the initial plan for talent review meetings to include the CHRO was not feasible for each institution due to the reporting structure of CHROs reporting directly to CBOs. In such cases, the CHROs were excluded from the talent review meeting because as direct reports, they would be included in the CBOs’ assessment of their direct reports’ performance and potential. Consequently, I was primarily responsible for scheduling and conducting the talent reviews working directly with the CBOs. The talent reviews were facilitated in a way that enabled the CBOs to better fulfill their responsibilities in managing people (Christensen, 2006). I had the difficult task of pushing CBOs out of their comfort zone to deal with highly charged questions, but not push so hard that they systematically reject the talent management process (Christensen, 2006). I had to balance the need to expedite the process with the CBOs’ need for time to incorporate a new process into their work.

In order to play a strategic role in the organization, CHROs need to report to the CEO as a member of the executive team and be responsible for contributing to the direction and

operations of the organization (Christensen, 2006). HR within PES is viewed as primarily administrative instead of strategic, which is typical of organizational structures that separate the CHRO from the business conversation (Christensen, 2006). Due to my positionality at the central office, I had a broad view of organizational needs that enabled me to act more strategically, than tactically. I found that I was able to expedite the talent reviews by working directly with the CBOs as a strategic partner as opposed to working through the CHROs. Consequently, I was able to help CBOs make the connection between their institution's needs and the potential impact of impending retirements across the system.

The CBOs met with institution presidents to confirm the key talent pool. Two CBOs participating in the pilot experienced a challenge when attempting to meet with the president during the given time frame. Four of the seven CBOs in the pilot study had productive meetings with their presidents resulting in modifications to the talent pools. We found that some of the CBOs and presidents took more ownership of the talent review process than others.

Benefit 6: Increased demand for more TM. One of the major findings of this study was the benefit of increased demand for more TM in PES. When change is launched in an organization, "equilibrium is disturbed, and seeming chaos occurs; that is, many and different reactions to the disturbance happen simultaneously" (Burke, 2008, p. 265). One of the reactions in the system was the demand for the talent management process to be implemented for other functions, such as Chief Information Officers. Institution presidents recommended a similar study for Chief Academic Officers. One key stakeholder even suggested that the team focus on developing a similar process for institution presidents.

Strategic human resources focuses on building organizational capabilities and leveraging talent to deliver organizational results (Christensen, 2006). The team learned that earning the

privilege to engage in strategic HR with organization leaders typically begins by taking a huge risk to test human resources theory, learn from the experimentation, and use lessons learned to improve the process (Christensen, 2006). The team's challenge was to design and pilot test the talent system, and then share the lessons learned to assist in a broader implementation of an effective talent management system. The success of the pilot implementation became the standard for implementation to a broader segment of the organization. The team observed how the CBOs not only supported the talent initiative; they took ownership of talent management.

Research Question One Conclusion

There were challenges as well as benefits when designing and beginning to implement TM in public colleges and universities. When TM was linked to organizational strategy, leaders perceived it as a priority and demonstrated their commitment by taking ownership and suggesting developmental opportunities for key talent. A TM catalyst was needed to manage political relationships to keep leaders apprised of and engaged in the initiative. Once critical positions were identified, a TM catalyst developed a job performance model, which became an effective tool for establishing common performance factors, competencies, and results. The overall success of the TM system was enhanced by the high-level of engagement, mutual learning, and collegiality of the TM catalyst, the AR team.

Research Question Two: How do Chief Business Officers in public colleges and universities perceive their leadership role?

The AR team worked collaboratively with CBOs for approximately nine months to develop the CBO Job Performance Model to depict the essence of the CBO position. The team analyzed CBO job descriptions and organization charts to develop an initial model of the position. Next, the AR team analyzed the results of a position questionnaire and used the

findings to enhance the initial job model. Then, the team interviewed 13 incumbent CBOs resulting in approximately 90 pages of interview data. The team collaboratively analyzed the data to identify themes related to CBOs' responsibilities, competencies, critical performance areas, and other position factors as illustrated in the CBO Job Performance Model Coding Scheme (Appendix E). The Performance Consulting (Robinson & Robinson, 1996) model was the basis for the performance and competency categories in the coding scheme that prompted the subsequent data analysis. The AR team selected the Performance Consulting (Robinson & Robinson, 1996) model after approximately six months of collaborative inquiry into job analysis literature to determine the best approach for developing a job model.

The result was a comprehensive job performance model that was distributed to the 13 CBOs who participated in the interviews, their presidents, their CHROs, and central office leaders for validation. After incorporating feedback from the validation, the team distributed the final product, the CBO Job Performance Model (Appendix F). This job performance model became the tool that CBOs used to identify key talent and that key talent used to learn more about the position and to identify their leadership developmental needs.

CBO Job Performance Model Introductory Section

The CBO Job Performance Model consisted of the findings for how CBOs perceive their leadership role specifically concerning their goals, environmental factors, derailers, performance activities, competencies, developmental activities, and metrics. PES stakeholders expressed ubiquitous concern about attempting to synthesize the CBO position into one job model across four institution sectors. An experienced CBO at a research university stated,

It would be different for the position like this than in a smaller place; for this [research institution] it's really a lot of strategic in addition to the day-to-day functions, which I have listed here, you have to make sure it gets done and taken care of.

In consideration of the CBOs' concern about variances between institutional sectors, we included a statement in the first section of the model regarding the need to adapt the model to increase alignment with the users' institutional sector:

This model was designed to be a comprehensive job model; therefore, not every component will be found within each CBO position. Users of this document should adapt it as appropriate to best fit the needs and strategic plan of their institution.

Job Summary Section

The next section of the model reveals how CBOs perceive their leadership role. Northouse (2007, p. 3) reported that there are nearly 65 different classification systems that have been designed to define the dimensions of leadership, yet he contends there are four components that are central to leadership:

- Leadership is a process.
- Leadership involves influence.
- Leadership occurs in a group context.
- Leadership involves goal attainment.

These four components align with the essence of the CBO position as depicted in the Job Performance Model and extracted from the Job Summary section of the Job Performance Model Coding Scheme (Appendix E). Concerning the CBO role, an incumbent CBO at a state university with ten years of experience stated:

This job has responsibilities for facilities and HR and police, safety, auxiliary, procurement, and on and on so to me it's more about the operations and the business functions of the university as opposed to being just the CFO and treasurer of the university.

Another incumbent CBO with 15 years of experience stated regarding the position:

The focus of the CBO role is much more outwardly focused than it has been in the past. The CBO has become an active advocate for resources for the institution. Meeting with legislators, pursuing philanthropic relationships with potential donors, going to Washington, pursuing public partners... CBO serves on the development authority as an active Rotarian. The CBO has to be active in the campus itself and in the community it supports.

Summarizing the position quite succinctly, a CBO with 12 years of experience stated, “*While responsibilities of this position are varied, the underlying responsibility of the CBO is the financial well being of the institution*”. Another CBO with 10 years of experience stated:

A CBO's organization is really the only one on campus that its sole purpose is to serve all faculty, staff, students, visitors, everybody- no other group on campus outside of IT- whether it's the grounds people, HR, payroll, police, on and on, everyone of our jobs is nothing but customer service so that's how I view this. So again, the budget is an important thing and we got to make sure we have enough money to do what we need to do, but at the end of the day...if we don't have the money, we have to figure out a way to do it.

Lastly, a CBO with 12 years of experience elaborated on the essence of the CBO position stating, “*Maximizing limited resources and managing expectations in a positive but realistic*

manner. While responsibilities of this position are varied, the underlying responsibility of the CBO is the financial well-being of the institution.”

Critical Performance Results Section

The incumbent CBOs who were interviewed reported an array of critical activities that must be accomplished in order for the institution to achieve its strategic objectives. As mentioned above, over 90 pages of data were analyzed to derive five general critical performance results and their associated competencies, best practices, and quality criteria (Robinson & Robinson, 1996) in the CBO Job Performance Model (Appendix F, section II), as illustrated in the Job Performance Model Coding Scheme (Appendix E). A few demonstrative quotes are provided for each critical performance result in the last column of section II of the job model; and these are repeated in Table 5 to provide a brief overview of these critical performance results, which really are the heart of this performance-focused job model.

Essential Duties

The Essential Duties in the CBO Job Performance Model are a synthesis of findings from the CBO Job Descriptions, interview data, and feedback from the member check process. The Job Performance Model Coding Scheme (Appendix E) includes the Essential Duties section in which codes for duties from the interview data are identified. Regarding the initial step a CBO would take to accomplish the institution’s goals, a CBO at a research institution explained, “*I have to find the money, I have to find the space. Then they will go out for it and hire the people.*” Another CBO who described a critical performance result stated, “*I have to make sure that the business and finance functions are not obstacles to the goals the institution is trying to accomplish*”.

Table 5

CBO Job Performance Model Quotes for Critical Performance Results

Performance Result	Demonstrative Quotes from Data Related to this Theme
<p>Manage institution resources (financial, physical, and human resources) to meet the strategic goals of the institution.</p>	<p><i>“I have to find the money, I have to find the space. Then they will go out for it and hire the people”.</i></p> <p><i>“It is so important to have a good working relationship with all the other Vice Presidents”.</i></p> <p><i>“Ensuring a collaborative process throughout the university community really has my attention.”</i></p> <p><i>“These are very difficult positions that require significant energy and significant levels of creative thinking...”</i></p> <p><i>“...[You] may not be the budget manager, but you are, you’ve got to</i></p> <p><i>“...manage the money you got in and be able to operate the institution with the money you’ve got, and make sure we have a good reputation”.</i></p> <p><i>“... you have to know state money, foundation money, fee money all the different types and strings. You’re putting all the resources in the right place”.</i></p> <p><i>“...so saying no to some people, but have to say no a lot of times to insure that we have sufficient funds for our strategic goals.”</i></p>
<p>Collaborate with President’s Cabinet to drive the development and execution of strategic plans.</p>	<p><i>“...Be able to sit and say, this is who we are, this is where we are going, and this is how we are going to get there”.</i></p> <p><i>“You have to be able to look out into the future 3-4 years and anticipate what is going to be needed, and get things rolling and ready so that when it gets there, it’s already there, what they need”.</i></p> <p><i>“I have to make sure [the growth] doesn’t get to the point where it starts choking on itself”.</i></p> <p><i>“...you have to worry about what is your plan as we grow and how you’re going to handle that.”</i></p>

<p>Acquire, develop, support, and retain high-performing talent.</p>	<p><i>“It is incumbent upon the CBOs to develop [human] resources within the system”.</i></p> <p><i>“Part of what retains people is having the time and sharing what you do well. It is keeping people from being burned on things that you’ve learned from already”.</i></p> <p><i>“Business office staff should be creative thinkers who add different perspective to the function. Our institution is too large an enterprise to rely on one mindset”.</i></p> <p><i>“My job is not to do your job, my job is to get you the resources, remove any of the roadblocks and get out of the way so that you can do your job”.</i></p> <p><i>“My job is to provide the tools, the environment and the support activities for them [staff] to be successful. As I see struggles to reach out and give them a hand”</i></p>
<p>Establish and maintain communication for mutual understanding and cooperation with various constituencies.</p>	<p><i>“Liaison to Chamber, Legislators, and BOR. Interface with schools K-12 throughout the state, community and globally.”</i></p> <p><i>“Meeting with legislators, pursuing philanthropic relationships with potential donors, going to Washington, pursuing public partners... CBO serves on the development authority as an active Rotarian. The CBO has to be active in the campus itself and in the community it supports.”</i></p> <p><i>“...have to be just as much in the political arena as the President is...”</i></p> <p><i>“... have to show the vision to the people in the faculty, and committees and the senate”.</i></p>
<p>Promote initiatives to raise the awareness of the institution locally and throughout the state.</p>	<p><i>“We invest resources in coming up with the actual brand. Finding a consultant to help develop the actual brand itself. Forming various advertising committees to take on different responsibilities.”</i></p>

When explaining the details of how duties are executed, one CBO stated:

...Finance administration comes up with the idea, I go out to the faculty and I lay out the idea and plan. Here is how we are going to do it and here are the benefits and they all

look at it and they will talk about it and tweak it of course, then they will come back and say let's do it and we go to the President and he will say do it...

Another CBO stated one of her essential duties:

...The other piece of that is looking for cost savings, so each one of my groups has been tagged with looking for ways to become more efficient and reduce cost, again in the auxiliary side, they are doing things like, trying to change out the card systems and programming things to where we can control all the locks on all the dorm rooms from a computer instead of having to make keys because keys get lost, little things like that. On the facilities side, putting in energy savings kind of things to the bigger thing on that side starting to work with... a group to do energy performance contracts...that would be a significant way to reduce some operating costs and be able to achieve a lot more efficiencies.

Essential Knowledge, Skills, and Competencies Section

Findings from the Essential Competencies section of the CBO Job Performance Coding Scheme were combined with knowledge, skills, and experience suggested in the CBO Job Descriptions, position questionnaire, and member check process. The AR Team subdivided the categories in the CBO Job Performance Model to include general to comprehensive knowledge as well as essential to desired skills and experience. Other essential competencies were extrapolated from interview data and listed in the CBO Job Performance Model.

Concerning competencies, one CBO emphasized the importance of customer orientation when he stated, *“I'm just trying to get in front of it and talk to everyone and focus on that customer service aspect, and the key to customer service comes back to communications and making sure that you are closing that loop”*. Another CBO described someone successful in the

position declared, “*successful CBOs that I’ve been around are the ones who are able to do that on the fly dynamic*”. One other CBO stated an important competency is the “*ability to be flexible in order to address a variety of challenges and opportunities*”. Other essential competencies are delineated in the CBO Job Performance Model (Appendix F).

Environmental Factors Section

CBOs described the supportive and inhibitive factors that they encounter in the course of executing their duties. The AR team identified themes of environmental factors in the interview data as indicated in the CBO Job Performance Model Coding Scheme (Appendix E). Concerning environmental factors, an incumbent CBO with 15 years of experience stated, “*The obvious one is resources. Money talks, but having the personal one on one time to spend the time to develop the staff is critical*”. Another CBO who described an environmental factor asserted:

Those external forces, another thing that’s difficult because we need them so badly, are parking decks or parking lots. They have to be externally funded. No state money to be used. And if I decide to add a parking deck then I have to do what I don’t want to do and that’s to bump up the fees to the students and we have been doing that continually and I take that very personal, I understand where they come from about the fees, they just seem to keep going up and up and up...

One CBO lamented as he described his frustration concerning an inhibitive environmental factor:

Things move too slowly to get those things done with the approval process etc. Many times we sit around and say I wish I were in a private university because I wouldn’t have to go through all that stuff. I could sit down and say, “Do it” and you got the money or you didn’t get the money. I don’t have to go through all these approvals and

justifications. I think that's the single source of frustration around here because we are trying to move quickly and the bureaucracy is beating us to death.

CBOs also stated supportive environmental factors that enable them to execute their essential duties, such as one CBO who reported:

Good Central Office staff, we are getting that right now from the finance perspective, and the way we are set up...with me having final authority on what we, on what gets approved for funding and that type of thing that certainly helps me control positions and expenditures, it's a big help.

Another CBO declared that “*having bright and intelligent employees*” is a supportive environmental factor.

Career Dimensions: Derailers Section

The interview data emphasized collaboration according to the CBO Job Model Coding Scheme (Appendix E) suggesting that the manner in which CBOs interact with their peers, direct reports, president, and various external constituents ultimately determines their effectiveness in the role. For example, potential derailers reported in the data related to collaboration are lack of interpersonal skills/relationship building and the inability to gain trust from peers and constituents. CBOs reported:

- *“[A CBO’s] long-term viability is contingent upon relationships. You tick off a 20 million dollar donor, it would not be good.”*
- *“It is so important to have a good working relationship with all the other VPs.”*
- *“I have to have a good working relationship whether I like the person or not, I have got to have a good relationship with everyone on this campus.”*

- *“If you can’t explain your idea to them, get their support and get it moving, then it’s just not going to happen, so they have to be able to communicate and work really well with committees and groups.”*

The CBOs’ collective perspective of the need for incumbents to build trusting relationships with various constituencies is consistent with the literature that claims, “Competence is the baseline quality for high performance. But you also need to prove your credibility. That means building trust and confidence among your colleagues and, thereby, influencing a wide array of stakeholders” (Ready, Conger, & Hill, 2010, p. 80).

Career Dimensions: Suggested Developmental Activities

The incumbent CBOs who were interviewed shared their perspective of developmental activities in which key talent should engage to prepare for a future CBO role in PES. The Development Activities section of the CBO Job Performance Model Coding Scheme (Appendix E) identifies the themes that emerged from the interview data. Five of the eight suggested developmental activities were experiential. For example, one CBO stated, *“Networking with other financial officers in the system, participating in national level finance organizations outside of higher education”* were essential to a future CBO’s professional development. A CBO with 15 years of experience indicated that he was willing to assist in developing future CBOs when he stated, *“I would be flattered if I were asked to be a mentor. That comes with the job, it’s what we are supposed to be doing and I would have no problem doing that”*.

The CBO position is a broad role managing various institutional functions. One CBO who emphasized the importance of future CBOs obtaining broad exposure as a part of their developmental experience stated:

Most of the people that go into the CBO role have come up through budget, controller, they have been an auditor, primarily all financial people. But again this is a broad job with a lot of different responsibilities and just having exposure to all those different things is important. A CBO needs a lot of exposure areas in order for them to function.

Job Model Appendix

The AR team included an appendix in the CBO Job Performance Model to elaborate on critical performance results. For each critical performance result, the appendix included a column for the competencies associated with executing the performance result, examples of best practices for the competencies extracted from the interview data, quality criteria, and related quotes from the incumbent CBOs who were interviewed. Lastly, the appendix included a Potential Utility of the CBO Job Performance Model, which consisted of quotes from CBOs and CHROs concerning the various ways in which they envision using the model.

Research Question Two Conclusion

The CBOs viewed the job performance model as a comprehensive, high-quality model that clarified the role of a CBO within Higher Education—grounded in rigorous qualitative data that sought to deeply understand the role, responsibilities, and performance required of excellent CBOs in the PES system. The CBO who led the CBO Advisory Group stated, *“I bet if you sent this document out on a national listserv that folks would indicate that this covers our job. I can't imagine anyone needing to add another point about what a CBO does, what essential traits a CBO needs, best practices, etc. You've got that covered”*. Furthermore, CBOs unanimously agreed that if future leaders were developed in accordance with the job performance model, they would be sufficiently prepared to lead effectively in the position.

There is considerable discussion in the literature about the difference in leadership and management. Leadership functions to affect change and facilitate progress and management functions to provide order and stable operations (Kotter, 1990). It is essential for CBOs to function in a management capacity to plan, monitor, budget, control and staff operations; however, they also need leadership competencies to communicate the institution's vision, communicate the strategy and goals, as well as to inspire teams to achieve the mission. Kotter (1990) argues that management and leadership are both important to assist the institution in meeting its goals.

According to findings from the member check completed for this project for the CBO Job Performance Model, a performance-oriented approach to job modeling is effective and aligns with the unique culture of higher education. Competencies help provide a common language and help leaders identify skills needed for a particular position (Bock & Ruyak, 2007). As a result, the AR team deemed human performance technology (HPT) as a superior method of describing the increasingly complex role of the CBO in Higher Education. HPT is useful for specifying results and identifying performance factors required to produce those results (Robinson & Robinson, 1996).

The CBOs and CHROs envisioned multiple uses of the job performance model. The CHROs indicated that they could use it to enhance the search process and performance management system. However, prior to using the model in this manner, the model would need to be even more rigorously validated and would also need to be integrated with other HR systems to ensure it is legally defensible. As discussed in Chapter 4, there are numerous types of job analyses, some of which are legally defensible, yet they are too cumbersome and require

extensive time and resources to use for development purposes. CBOs expressed they could use the model to assess and develop talent and in like manner develop themselves as needed.

Research Question Three: What can be learned from the experience of CBOs and identified potential successors as they pilot the initial phases of a talent review process?

Research question three seeks to understand the experience of implementing a talent review process from the perspective of both the incumbent CBOs and their potential successors, those employees in the key talent pool. In the pilot study of the initial phases of the talent review process, the terms “key talent” and “potential successors” are used interchangeably to refer to high potential employees. Ready, Conger, and Hill (2010) assert that high potentials “consistently and significantly outperform their peers in a variety of settings and circumstances” (p. 80). The steps the AR team undertook to develop the talent review are described in Chapter Four. The findings culminated into a comprehensive process documented in the Talent Review Guide as described in Cycle 3 of Chapter Four.

Seven institutions participated in the pilot talent review process. Four of the seven pilot institutions proceeded to complete the process by engaging in subsequent actions such as confirming the talent pool with their institution president, notifying their key talent of their selection into the key talent pool, co-creating the individual development plan with the key talent, and evaluating the talent development process. Four CBOs and eight key talent pool members were interviewed using the Pilot Study Talent Review Interview Guide (Appendix G) after the pilot implementation of the talent review resulting in a total of 31 pages of coded data tables using the Constant Comparative Data Analysis Method (Ruona, 2005) as discussed in Chapter 3.

The data were analyzed inductively to identify themes that emerged from the data.

The themes from the CBO and key talent interviews are represented in the Pilot Study CBO Coding Scheme (Appendix H) and the Pilot Study Identified Potential Successors (Key Talent) Coding Scheme (Appendix I) respectively. During the data interpretation stage, themes were linked together in numerous ways to discover patterns across the themes and link those to relevant literature. For example, the theme *broad range of positive emotions expressed* was combined with the theme *improved view of the employer* to connect to literature which suggests that employee morale increases when talent pools are established (Stadler, 2011; Yarnall, 2011).

Findings From CBOs' Talent Review Experience

Four key findings emerged from the data related to the CBOs' experience. Figure 10 illustrates the links between the four findings and the coding scheme.

Finding	Corresponding Theme From Coded Data
Effective Talent Review	10000 Effective talent review process 10100 Readiness/openness 10200 Excitement 10300 Career path
Balanced Approach	11000 Balanced approach 11100 Structure 11200 Flexibility
Sustainability Plan	12000 Sustainability 12100 Frequency 12200 Extent of integration 12300 Communication
Workforce Planning	14000 Workforce planning 14100 Protective 14200 Open

Figure 10. Findings from the CBOs' talent review experience. Findings are linked to themes from the coded data.

The findings were related to the initial readiness of the incumbent CBOs to engage in talent review and subsequent developmental activities with key talent. The CBOs generally had a positive view of the talent review process and observed a high-level of excitement in their key talent. CBOs expressed that the process generated a high-degree of excitement among key talent

and identified a career path for those employees who desire to move forward. The CBOs' desire for a more structured sustainability plan and their concerns about the mobility of key talent were also a part of the findings for the CBOs' experience with the talent review process as discussed in the next sections.

Effective Talent Review Process. The CBOs perceived the talent development process as a productive process for both the CBO and her/his key talent. One CBO stated, "*The thing it has done for me is made me think about my staff's career in a fashion that I have to provide them opportunity to learn more than the task that they are charged with everyday*". They also observed that the CBO's readiness to engage in candid conversations with key talent significantly influences the effectiveness of the talent development process. The relationship between a staff member and her manager is a major talent retention factor (Croteau & Wolk, 2010). Given that higher education is challenged to invest resources more effectively and efficiently, the CBOs should develop good relationships with their staff and should be prepared to implement the talent development process (Kanter, 2011). Three of the seven pilot institutions did not complete the talent development process. Consequently, portions of system wide talent management investments were not realized. Additional research should examine the obstacles CBOs encountered that prevented timely completion of the talent development process.

Institutions will always need high-quality talent in key positions to achieve their goals (Avedon & Scholes, 2010). The talent development process was also deemed effective because it facilitated the identification of high-quality talent who desire to move forward and it supported the development of a career path. Regarding his perspective on the talent development process, a CBO from a state university reported:

I think it's very helpful from a variety of perspectives. It certainly moves it in a very formal and organized way with things that should be done regardless, which is trying to mentor and bring along those people who are particularly well suited for promotion and for more responsibility and authority. I think it's really good for the system, university, and individuals in terms of their morale and being considered the up and coming leadership.

Career pathing, the process of “developing milestones of opportunities within the same organization for workers to attain” (Croteau & Wolk, 2010, p. 61), is a critical retention strategy as it causes talent to feel challenged and valued. A CBO from a state college asserted, “*It's been good for me to counsel with my folks who have potential to move up within the organization*”. He further explained “*it's encouraging and shows pathways to people. It's a good thing for employees*”.

The CBOs observed a high-degree of excitement among key talent as a result of their participation in the talent development process. This finding is consistent with the benefits of implementing an effective talent management strategy, which include the following: creates a pipeline of leaders for future roles, focuses scarce development resources, increases employee retention and morale, and facilitates movement across the organization (Stadler, 2011; Yarnall, 2011).

Effective Talent Processes Include a Balance of Structure and Flexibility. Talent development processes are most effective when they support a balance of structure to guide the process and flexibility to plan career paths (Croteau & Wolk, 2010). The pilot talent development process included a structured talent review process and general guidance for the career dialogue in the Talent Review Guide. CBOs in this pilot study reported multiple

approaches to conducting career dialogues and to developing IDPs. They used a combination of employee-created and jointly-created IDPs. For example, one CBO encouraged key talent to develop a draft of her IDP prior to the career dialogue, and then they reviewed and modified the IDP during the career dialogue. The CBO who used this hybrid approach stated, *“I gave them the assignment to do it themselves, and I would do it also and we would share our results and make a combined development plan”*. PES institutional leaders are accustomed to autonomy at the institutional level for implementing certain processes; as a result, they embraced the flexibility of the talent identification and development processes.

CBOs Need to Regularly Follow Up on Key Talents’ Progress. Individuals who are highly enmeshed in their current jobs invest less time and effort in developmental activities because such activities may require longer working hours and create more work-related stress (Ng & Feldman, 2010). Consequently, it is imperative that CBOs follow up with key talent regarding their progress on achieving goals outlined in the IDP. The CBOs loosely established follow-up plans with their key talent during the career dialogues. A CBO who had not considered how he would follow up with key talent revealed, *“Now that is probably a piece that I should start documenting a little bit better. Obviously, we will create more regular conversation. With some things, we will just be deliberate about setting up sessions to sit down and talk”*. Another CBO suggested the follow up activities should be integrated with the annual performance evaluation, stating, *“...If we could find a way to link that [follow up] into the annual employee evaluation...I plan to integrate those into their annual evaluation”*. More guidance to CBOs on appropriate intervals for follow up would be beneficial. Additional research on the most effective way to integrate the follow up with performance evaluation in higher education is recommended.

Valid Concerns About Workforce Planning. One of the benefits of talent management is that it facilitates movement across the organization (Stadler, 2011; Yarnall, 2011). Talent mobility is “the movement of workers within or across organizations, industries or countries, as well as across occupations or skill sets” (Milligan & Nalbantian, 2012, p. 33). Unfortunately, senior leaders have a tendency to hoard talent (Ruppe, 2006), which could impede talent mobility. “Business, government, and academia face the most complex human capital environment ever” (Milligan & Nalbantian, 2012, p. 34); therefore, talent mobility is essential.

Although talent mobility is essential, some incumbent CBOs within PES were protective of their turf as indicated by their interest in maintaining their positions and their key people. One CBO disclosed his concern when I asked whom among his staff had the potential to be promoted at least one level higher than their current position. He responded, “*You need to ask these individuals if they are willing to relocate to another part of the state because the next highest position for them is my position and I’m not going anywhere anytime soon*”. While other CBOs were not as direct in stating their concern, most of the CBOs who piloted the talent review indicated similar perspectives. Another CBO questioned, “*You’re not getting ready to get rid of me, are you?*” According to Croteau and Wolk (2010):

Some managers feel threatened by emerging talent. They feel that they are nurturing a usurper, someone who wants their job. Recognize the feeling, then get beyond it. The real danger to you and your organization is failure to foster the next generation of leaders. (p. 69)

CBOs were also concerned about identifying key talent whose names would be shared with CBOs and presidents at other PES institutions and possibly recruited away from their current institution. During the talent review meeting, a CBO paused, looked at me quite sincerely

and stated, *“What are you going to do with these names? I don’t want other CBOs to go cherry picking away my best people”*. Shortly after beginning the talent review with another CBO, he explained how his top replacement for CBO had recently accepted a position as CBO at another institution within the PES system, and the impact of the leadership gap that her absence left in his talent pool.

CBOs who participated in the pilot talent review did not appear to share those concerns. One CBO stated, *“I’m not fearful of my position and I would be doing a disservice to everyone who works for me if I didn’t encourage and help them achieve whatever it is they want to achieve”*. Another CBO who appeared to be supportive of job mobility stated:

I will say that is never ever a worry for me. I believe you should provide the best opportunities for the people who work for you. If they are able to improve their working position in the world, I am 100% supportive.

PES is one system; however, its institutions operate somewhat independently. Therefore, PES leaders may fail to view developing their institution’s talent for positions at other PES institutions favorably. It will require extensive culture change to promote systems thinking among PES leaders to the extent that they willingly share talent with other PES institutions. Senior management must communicate such culture change and talent mobility expectations. CBOs may “get beyond” feeling threatened by emerging talent as Croteau and Wolk (2010) suggest by embracing collaboration. “Collaboration among multiple stakeholders is central to successful efforts to surmount impediments to talent mobility” (Milligan & Nalbantian, 2012, p. 33). If PES institution presidents and incumbent CBOs work together to pool resources and developmental opportunities, a greater fraction of effective future leaders may emerge. Executive commitment to system wide talent mobility involving multiple functions, colleges, and

geographies may ultimately “develop staff, close information gaps, and better balance internal supply and demand” (Milligan & Nalbantian, 2012, p. 34). For example, PES could implement consistent talent exchange guidelines so that if a Controller at a state university desires to eventually lead a function at a research institution, the CBO at the research institution may bring the Controller into her department to work an assignment as a part of a job rotation program.

Findings From the Experience of Identified Potential Successors (or “Key Talent”)

Talent development processes have been used in the business sector to keep employees “engaged, satisfied, developed, and effective” (Croteau & Wolk, 2010, p. 61). Themes that emerged from the interview data were coded in the Pilot Study Identified Potential Successor (Key Talent) Coding Scheme (Appendix I). There are five findings from the experience of key talent, individuals identified as potential successors who participated in the pilot talent development process. These findings are linked to themes from the coded data in Figure 11.

Finding	Corresponding Theme From Coded Data
Positive emotions and view of PES.	10000 Positive emotions and perspective
Useful components in Talent Review Process	11000 Useful components
Career dialogue was rare and helpful.	12000 Career dialogue rare and helpful
Development plan implementation concerns.	13000 Development plan concerns
Job mobility within PES is welcomed.	14000 Open to job mobility

Figure 11. Findings from key talents’ talent review experience. Findings are linked to the themes from the coded data.

This evaluation was completed after only a few months into the pilot implementation; consequently, a longer-term evaluation would be beneficial and informative. Early findings suggested that enhanced employee engagement, satisfaction, development, and effectiveness may be achieved in higher education in a similar manner as in the business sector.

The pilot talent development experience elicited a broad range of positive emotions and improved the employee's view of PES as an employer. Consequently, their commitment to PES increase as did their confidence in attainment of their career goals. Each tool used in the talent review, job performance model, assessments, individual development plan (IDP), career dialogue was described as immensely relevant and helpful in this process. Key talent pool members expressed a desire for more information about the talent management and system level plans for following up on their developmental progress. Additionally, concerns were expressed about how their workload may impede progress on their individual development plans.

Positive Emotions and View of the Employer. Key talent expressed a broad range of positive emotions upon receiving notification of their selection for the talent development process. They used terms such as pleased, happy, honored, excited, reassured, flattered, and humbled to describe their feelings. One male member of the key talent pool stated, "*I was pretty happy. I felt it was kind of an honor to be selected*". Another key talent pool member reported, "*It was very complimentary. It's something that I did want to do. It's certainly nice to be identified as that [key talent]*". Employee motivation was reported to have declined worldwide in the business sector (Dewhurst, Guthridge, & Mohr, 2010). Positive feelings of key talent due to participation in the talent development process may increase employee engagement, full involvement in and enthusiasm about her or his work (Medlin & Green, Jr., (2008). Therefore, it is important to acknowledge the extent to which the talent development process may motivate and engage employees within higher education.

Key talent also indicated an improved view of the organization resulting in increased commitment to the institution and to the System. PES desires to retain key talent and "organizational commitment and job satisfaction are two of the most important turnover drivers"

(Allen, Bryant, & Vardaman, 2010, p. 53). Consequently, the key talents' reported increased commitment to the institution and to the System might support PES's efforts to retain its key talent. When discussing the effect of the talent development process on his commitment to the institution, a member of the key talent pool, reported:

It's extremely reassuring. It sort of renews my commitment to the institution to know that I am thought of in this context. This is a significant development opportunity. It took a fair amount of time for my CBO to sit down and work through this with me and I'm honored at that and that on redoubles my commitment to meet our goals here.

Another key talent pool member asserted:

It really demonstrated that [CBO] and the institution are confident in my ability, and that they foresee a future for me in the system. It was really encouraging and that really impacts my decision in the future, whether I want to continue to stay in the system or look to other options.

Useful Components of Talent Development Process. The key talent pool members reported that each component of the talent development process was beneficial. The job performance model was viewed as an effective tool that communicated the role and expectations of a CBO. The assessments and coaching provided insights and increased self-awareness concerning how others perceive their leadership behaviors. The IDP enabled them to reflect on their strengths and developmental areas. These process steps yielded a completed IDP containing realistic mutually agreed upon goals with their CBO. One key talent pool member stated:

The assessment provided a great deal of insights into my personality traits, specifically how they mapped to requirements for the position. Perhaps the most valuable single piece of information was the really extensive CBO job description that delineated specific

skills and that really facilitated thinking and conversation about how my own particular personality and skill set map to the requirements for the role.

One other key talent pool member stated:

We made extensive use of that job model. As I drafted a starting point for the IDP I took specific characteristics called out in the job model and categorized them as strengths, development needs and I added a third neutral category where I felt like competency was demonstrated but didn't really lend themselves to being identified as a particular strength or weakness, then based on really thinking through that and having extensive conversations with the CBO we looked at trying to define development goals, activities, tasks, strategic plans to map back to characteristics called out in the job model.

Lastly, concerning the career dialogue with her CBO, a key talent pool member stated:

Going through this, the biggest thing was being able to grab some of his time and sit down where we were focused on one thing and one thing only. By doing this, I think the greatest thing was being able to sit down and focus on the development plan, because it forced you to set aside that time to talk about it.

Career Dialogue was Perceived as Rare and Helpful. Key talent pool members valued the opportunity to discuss their career and developmental goals with their CBO. They described the career dialogue as a conversation they rarely have with their CBOs. Concerning this rare opportunity, one key talent pool member stated, *“That was a good opportunity to take the time to talk about things that we have never really spoken about before”*. Another key talent pool member indicated that although she has reported to the CBO for many years, the career dialogue was the first time she ever engaged in such a dialogue.

Leadership attention such as one on one conversation with superiors is one of three

nonfinancial motivators that are “more effective than extra cash in building long-term employee engagement” (Dewhurst, Guthridge, & Mohr, 2010, p. 12). Given that most PES employees have not received a merit increase in several years, leaders should adopt other strategies to motivate their employees. Dewhurst, Guthridge, and Mohr (2010) also suggested praise from the immediate manager and providing employees with opportunities to lead projects are two additional nonfinancial motivators that inspire talent. The career dialogue prompted the CBO to discuss the key talent’s strengths. Key talent pool members reported their experiences as follows:

- *That gave him a chance to let me know what he appreciates about me, the areas I can grow, how he can help me in those areas as well as vice versa with what I appreciate about him. It helped us get on the same page and direction”.*
- *[We discussed] “what are my strengths and developmental needs. That is a very healthy and valuable process”.*

The career dialogue also included the co-creation of the key talent pool member’s IDP that outlined realistic developmental activities such as leading projects. According to Allen et. al, (2010), providing challenging goals as well as training and development opportunities are evidence-based strategies to retain key talent.

Development Plan Implementation Concerns. Although the key talent viewed the talent development process favorably, they expressed concerns about the time required to implement their IDP given their current workload. One of the pilot institutions was in the midst of a major institution-wide change initiative that a key talent suspected would delay her ability to begin working on her development plan by at least six months. Another enthusiastic key talent pool member described her current workload as equivalent to working ten jobs; therefore, she was doubtful she would be given an appropriate amount of time to complete developmental

activities. Concerning obstacles to completing his IDP, a male member of the key talent pool stated, *“Bandwidth. That’s the whole story. It will be a matter of making development a priority, actually scheduling the time to make a commitment to development amongst day-to-day tasks”*.

Follow up and sustainability were two related concerns that key talent expressed. They inquired about the institution’s and the System’s plan to follow up with the CBOs and their key talent periodically. Additionally, they expressed the need for support from executive level leaders at PES’ central office. According to Anderson (2010), organizations need “methods for sustaining and stabilizing the gains that have been achieved, for working through the barriers to maintaining the change, and for pushing through the difficult initial stages of change so that it lasts” (p. 305). Suggested mechanisms to sustain change include: periodic team meetings, integration with performance evaluations, and return visits from the change agent (Anderson, 2010).

Talent management software was viewed favorably and key talent expressed approval for presidents and their cabinet members to view certain portions of the talent profile. They indicated an interest in ensuring those stakeholders were properly briefed on the expected uses of the profile information to avoid any potential uses that could be detrimental to key talent.

Key Talent Welcome Job Mobility Opportunities Within the System. All of the key talent pool members who participated in the talent development evaluation were in favor of relocating to a different institution within PES to achieve their career goals. While this phenomenon may disturb CBOs who expressed concern about their key talent leaving their institutions, it’s advantageous for the system because “organizations are better able to adapt to changing environments if their employees are flexible and employable in a broader range of jobs and work teams” (Van Vianen, Feij, Krausz, & Taris, 2003). One key talent pool member

expressed her concerns about opportunities for upward mobility:

The fact that I came from the corporate world and now I've worked in the university system for four years and have been very stagnant in my position. So it gets discouraging to not be able to learn something new and sit in the same position for years and years. I feel like we're on that track now, so maybe if there was a clearer plan on how this will help you move up or gain knowledge to move up.

Another key talent pool member described her increased commitment to the system, *"I am more highly motivated...for vacancies across the system, I can take what I have learned somewhere else in the system"*.

Research Question Three Conclusion

The CBO's attitude affects the success of the talent management process. Those who are fearful of losing their position or their key talent may not engage in system wide talent management activities. CBO valued the flexibility to co-create development plans with their key talent and plan to integrate follow up activities with the annual performance evaluation. Sustainability of the initiative is essential so initial investments in development are maximized. More information on sustainability plans would alleviate their concerns.

Key talent pool members are more excited, committed, and confident upon engaging in the talent management process. The job model is useful for individual development planning. Background information on the purpose and process of the initiative was limited; therefore, more information should be shared with key talent earlier in the talent development process. Key talent pool members are committed to continuing their careers in the system given the opportunity to transfer to another institution within the system. Clearly, being identified as high-potential talent heightened the expectations of key talent, which is risky for PES. Key talent may become

disenchanted and disengaged if career opportunities are perceived as limited and if external hiring is perceived to be the desired approach to filling vacancies.

Afterward: Self-Reflection and Lessons Learned

As an action researcher conducting research in my own organization for this study, there were many personal lessons learned. The most pertinent of the many lessons I learned concerned the paradox of program planning. I found myself deeply engaged in the emergent AR process with my team, yet simultaneously engaging in planning and implementing a highly linear rational talent identification process. Burke (2008) asserted that the change process itself is nonlinear as it disturbs equilibrium and invokes chaos in the form of numerous simultaneous reactions. There is no one best approach to program planning and programs are rarely implemented exactly as planned (Netting, O'Connor, & Fauri, 2008). Insights that I gained from this experience gave emphasis to the importance of managing personal assumptions, unanticipated outcomes, organizational politics, and personal leadership.

Managing Personal Assumptions

PES is comprised of four institution sectors. Although I had a general awareness of the varied purposes and objectives of institution sectors, I lacked a deep understanding of the vast differences in scope and magnitude of leadership responsibilities within each sector. Nor was I aware of the perceptions of faculty and staff and challenges associated with career mobility across sectors. Assumptions that I made regarding homogeneity of the scope of leadership positions were incorrect. Forester (1999) posited, "Ignoring the opportunities and dangers of an organizational setting is like walking across a busy intersection with one's eyes closed" (p. 7).

Conversations with the CHROs and CBOs significantly enhanced my perception and understanding of leadership development needs in each sector. According to Birnbaum (1998),

there are significant differences in purpose, size, sponsorship, tradition, and values for each type of institution that may render some policies and programs helpful for some institutions while simultaneously harmful for others. Bierema (2011) defined and suggested consideration of the organizational setting as follows:

Place is a multifaceted physical and psychological space in which social action is situated. It may incorporate physical conditions, political conditions, economic conditions, power dynamics, and other influences that impact the people occupying that space. Place may also require its inhabitants to modify their thinking and action when they are occupying the space. (p. 7)

I learned the significance of attending to institutional nuances not only within sectors, but also for each campus. It is important for planners to give attention and voice to each institution and to what makes it unique including location, culture, mission, facilities, administration, faculty, staff, and students.

Another lesson that I learned was to maintain an awareness of assumptions that I made regarding myself and others. I assumed that given the tremendous impact that talent management would have on the organization, such as increasing efficiency, providing leadership continuity, and developing future leaders, there would be unanimous support and engagement for this initiative. Concerning the change implementation process, Burke (2008) asserted, “some people resist or even sabotage the process and some people who would be predicted to support or resist the plan actually behave in just the opposite way” (p. 12). I assumed that I was prepared to deal effectively with disagreement and resistance in a productive manner; however, I learned that my typical reaction was to internalize such resistance and negativity, which was counterproductive.

So, I began reflecting on how I could respond more effectively in such situations by maintaining a positive attitude and expecting a favorable outcome for the stakeholders and for the system.

Unanticipated Outcomes

The *typical* CBO is generally a male approximately 55 years old who is married with children (NACUBO, 2010). According to Bierema (2010), “Social disparities are reflected in OD practices when only certain people get training and promotions (often white males receive such OD perks disproportionately to women and people of color)” (p. 96). During this study, 20% of PES’ CBOs were female. I was concerned during the face-to-face talent review meetings when incumbent male CBOs casually dismissed females from consideration as a successor due to their perception of the woman’s career interests, relocation preferences, and or life priorities. It was challenging for me to remain in the role of an objective process facilitator, yet advocate for equal treatment and consideration of female colleagues. Cervero and Wilson (2006) argued consideration should be given to the amount of power the planner has and how the power can be used to negotiate interests responsibly.

At my urging, one of the pilot institution CBOs reconsidered a high-potential, high-performing female direct report for the key talent pool whom he had earlier described as disinterested in career progression. Subsequent conversations he had with her confirmed her interest in a CBO career path. Thereafter, he included her in the key talent pool. He reported her delight and enthusiasm to be included in this talent development initiative. I reflected on how my appropriate use of power and influence may have ultimately altered the woman’s career path.

According to Bierema (2010), planners demonstrate power when they decide goals, who will be invited to a committee, deciding what information to share and what to conceal, and when influencing committee members toward their way of acting and thinking. Near the end of

this study, I created an event listing, which clearly indicated that key talent pool members were excluded from the entire study representing a critical design flaw. The AR team unintentionally omitted a key stakeholder group in early stages of this study. We should have engaged potential successors earlier in the study to give voice to those who are affected the most by the interventions. The planner has an ethical commitment to ensure all people who are affected by a program are involved in the deliberation of what is important (Cervero & Wilson, 2006).

Organizational Politics

One of my doctoral committee members has stated, “Wherever there are people there are politics.” During this study I was not exempt from navigating politics within my organization. I used the organization’s strategic plan as the basis and explicit justification for action on this project. I learned to meet with stakeholders personally to build alliances and to communicate the project needs and progress. I communicated the project purpose and plan at the highest levels of the organization and took initiative to invite others to help shape the initiative. With an exception of a brief pause during the leadership transition, the project seemed to progress according to the original plan. Near the end of the two-year project, I learned of covert resistance of the project to the extent that certain colleagues refused to participate at all. Upon learning of this resistance, I consulted the literature, my major advisor and colleagues within my reading circle and taking their advice, I proceeded with the research focused primarily on those who were supportive and dialogued with the AR team. According to Coghlan and Brannick (2010), inside action researchers must be aware of the political dynamics of the organization and constantly test support and assumptions.

Personal Leadership

My Major Advisor encouraged me to consider how my leadership of the AR team and this initiative affected the overall success of the study. While there is empirical evidence that leaders make a difference in organizations, the impact of leadership on organization change is missing in the literature (Burke, 2010). Kotter and Heskett (1992) claim that, “The single most visible factor that distinguishes major cultural changes that succeed from those that fail is competent leadership” (p. 84).

There is a general expectation of collaboration and consultation in Higher Education (Birnbaum, 1998). Furthermore, “an emerging trend in the field of leadership is to view leadership as a shared or distributed process, with team members collectively leading one another” (Khoo, 2011, p. 1). Consequently, change leaders who have a strong need for control may not thrive in leading change within higher education. The evolution of my adaptation to the collaborative nature of higher education was prominent during this AR study. The dominant themes of my leadership are communication, taking initiative without dominating, collaboration, and knowledge sharing. During the AR study, there were numerous occasions in which I shared lessons learned from fieldwork, theoretical information, documents, and feedback from key stakeholders. Social exchange theory suggests that there is a “reciprocal relationship whereby leaders provide needed services to a group in exchange for the group’s approval and compliance with the leader’s demands (Birnbaum, 1998, p. 23). This theory fits well within a higher education institution due to the shared governance structure in which conflicts between professional and administrative authority abound (Birnbaum, 1998).

Burke (2010) asserted that change leaders are often the target of the blame from organizational leaders who are not supportive of the change. I experienced first hand how

“political forces can undermine research endeavors and block planned change” (Coghlan & Brannick, 2010, p. 127). During these times, change leaders must demonstrate self-control by listening, avoiding the urge to become defensive, and displaying patience (Burke, 2010). There were several occasions during this study in which I experienced such resistance from people in key decision-making positions. Although these experiences were hurtful, I learned to ignore false accusations and disparaging comments while maintaining enthusiasm for the work in pursuit of valuable outcomes for the organization and for my practice. This response represented first person practice. Additionally, I engaged in actions that represented second person practice such as (a) requested and conducted meetings with CBOs to review talent, (b) delivered presentations at stakeholder conferences to provide an update on the progress of the initiative, and (c) influenced participation by negotiating the implementation process. Concerning third person practice, I captured the experience and linked it with theory contributing to the body of knowledge of the politics of insider AR (Coghlin & Brannick, 2010).

Other ways in which I exerted leadership are delineated below:

- Consistently sought input from the team
- Acknowledged and expressed appreciation and support
- Articulated next steps to keep the effort moving forward
- Enlisted others external to the team to support the project
- Clarified expectations
- Planned and organized meetings
- Facilitated meetings both in-person and virtually

Figure 12 illustrates my leadership in directing the team.

Leadership in Action

When the AR team reached an impasse concerning the use of rating scales in the talent identification process, I conducted independent research and emailed the team to provide a summary of my findings and to suggest the following: Consider removing the performance rating scale from the Talent Review guidelines, given that most institutions already have a performance evaluation instrument. Refer CBOs to the last two performance evaluations for the individuals they are rating. Only define the areas relevant to the grid: high performance and low performance (see attached revised guidelines). I adapted these definitions from UC-Berkeley. I also have concerns about using an instrument to assess potential that has not been validated (TM2, since you have access to the original version, could you provide validity information) Perhaps we can use the assessment items to construct a definition for high potential instead of using the "yes-no" portion of the form. I found an empirical research study that used Korn Ferry's Choices instrument, which is a research-based, valid and reliable instrument, to assess potential as measured by learning agility. The literature suggests that learning agility is more effective than job performance as a predictor of high-potential. After CBOs submit the talent grid, we could further assess potential using this instrument. Please think about these suggestions and review the attachments before our conference call meeting Tuesday morning at 9:00 a.m.

Figure 12. Illustration of the researcher's leadership style. Effective interactions with the AR Team.

CHAPTER 6
IMPLICATIONS AND RECOMMENDATIONS
CLEARING A VIABLE PATH FORWARD

In *The Road Not Taken*, Robert Frost implied there are two paths diverged in the woods and as one traveler, one cannot take both. There are ubiquitous calls for higher education to change its operating model (Bogarty, 2013; Burke, 2008; Kanter, 2011; Lumina Foundation, 2009). Higher education must look as far down the two diverging paths as possible and choose a viable path forward that will yield a more effective and efficient business model. In the most commonly considered model for organizational effectiveness in higher education, two of the nine dimensions are faculty and administrator employment satisfaction and professional development and quality of faculty (Ashraf & Abd Kadir, 2012). These dimensions underscore the importance of higher education making a prudent investment in talent management. Taking a different path to strategic talent management may ultimately make a significant difference in the effectiveness of colleges and universities and their ability to achieve their intended goals.

The purpose of this study was to understand talent management in American public colleges and universities. The questions that guided the research were: (a) What are the issues, challenges, and benefits of designing and beginning to implement a talent management strategy in Higher Education?, (b) How do Chief Business Officers in public colleges and universities perceive their leadership role?, and (c) What can be learned from the experience of CBOs and identified potential successors as they pilot the initial phases of a talent development process?

A five-member team consisting of the chief learning officer and four chief human resources officers in a higher education system with 35 colleges and universities engaged in a two-year AR study. The study generated qualitative data using semi-structured interviews focusing on chief business officer, a critical position within a public higher education system in the United States. The team used the constant comparative method (Ruona, 2010) to analyze the data, identify themes, and then draw conclusions. Findings on individual, team, and organizational levels were discussed in Chapter Five.

In this chapter, reflections on the findings are presented to offer some meaning-making and synthesis. The Talent Growth Model is discussed as a major recommendation for TM in higher education. Additionally, there are several major implications resulting from this study that are of practical and theoretical importance for PES, HR practitioners at public colleges and universities, and talent management scholars. Numerous implications for insider action researchers are also discussed in this chapter.

Talent Growth Model

The findings suggested that a strategic talent management approach using the Talent Stewardship Model (Avedon & Scholes, 2010) is effective, yet the model omits critical elements of effective talent management strategy such as establishing a talent management catalyst, securing executive level commitment, obtaining adequate resources, designing a job performance model, and executing a communications strategy. The Talent Growth Model extends the Talent Stewardship Model (Avedon & Scholes, 2010) to include critical elements of talent management. The Talent Growth Model is comprehensive and is recommended for public colleges and universities as well as for other organizations to implement a strategic talent management system.

Conger and Fulmer (2003) assert that succession planning and leadership development should be integrated following four guidelines (a) Focus on development, (b) Identify linchpin positions, (c) Make it transparent, and (d) Measure progress regularly. This AR focused on the effective implementation of the Talent Stewardship Model (Avedon & Scholes, 2010) in the unique higher education environment. We found missing elements of the Talent Stewardship Model (Avedon & Scholes, 2010) that are essential for strategic talent management such as Conger and Fulmer's (2003) advice to identify linchpin positions in a transparent manner while measuring the progress of developmental activities and strategy achievement. Consequently, the AR team adapted the Talent Stewardship Model (Avedon & Scholes, 2010) to meet the needs of higher education institutions. This adapted model, the Talent Growth Model is presented in Figure 13. The Talent Growth Model emerged from findings of this AR study as well from the comprehensive literature review of effective talent management strategies as presented in Table 1.

According to Ulrich and Brockbank (2005), "since value is defined by the receiver, not the giver, any value proposition begins with a focus on receivers, not givers" (p. 4). Ulrich and Brockbank further assert that HR professionals often focus more on their desired results instead of on the perspectives, needs, and beliefs of others. The Talent Stewardship Model (Avedon & Scholes, 2010) focuses on the givers – the line managers who would give resources and support to talent in support of their development. In contrast, the Talent *Growth* Model focuses on receivers – the faculty, staff, and administrators who would receive feedback, resources, and developmental experiences to accelerate their growth, as the ultimate stakeholders are the talent within the institutions.

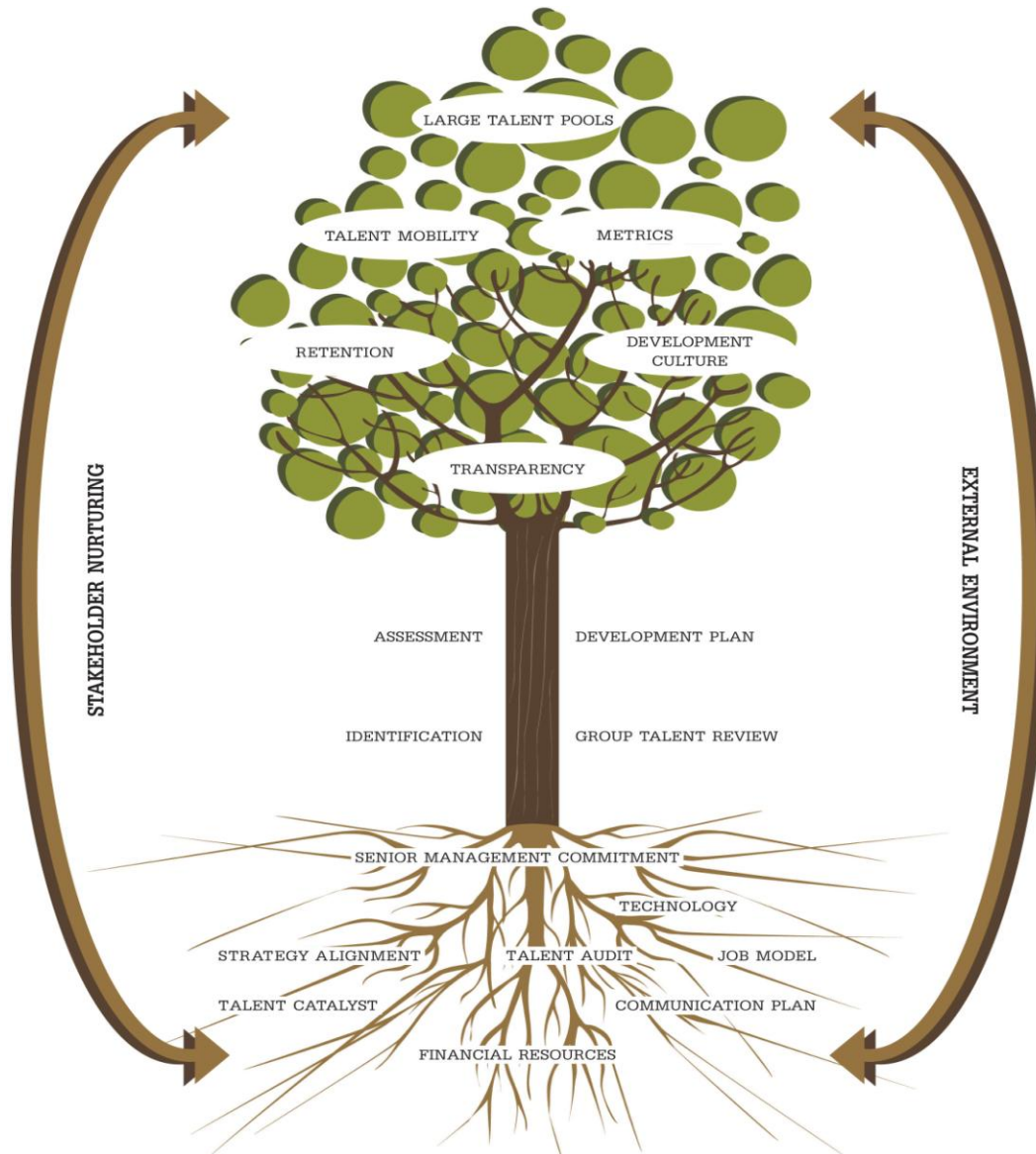


Figure 13. Talent Growth Model. Model illustrates the anchors, processes, and outcomes of a comprehensive talent management strategy for higher education.

Growth is:

The increases in cognitive, emotional, interpersonal (person to person), and intrapersonal (self-to-self) capacities that enable a person to manage better the complexities of work (e.g., leadership, teaching, learning, adaptive challenges) and life. With the experience of growth... a qualitative shift occurs in how a

person actively interprets, organizes, understands, and makes sense of his or her experience. (Drago-Severson, 2009, p. 310)

The Talent Growth Model is an open system. Just as trees have three main sections, the Talent Growth Model is comprised of three sections beginning at the bottom of the tree: the root system, the trunk, and the branches (Forestry Insights, 2005). The roots of a tree anchor the tree to the ground and absorb water, minerals, and oxygen that the tree needs for growth (Forestry Insights, 2005). Similarly, there are elements of strategic talent management that anchor talent management to the organization and that need to exist prior to executing talent processes. These root system elements are strategy alignment, senior management commitment, talent catalyst, communication plan, talent audit, job performance model, financial resources, and technology.

Following the root system, moving vertically up the tree, is the tree trunk. The trunk not only connects the roots to the branches and leaves, it houses essential processes such as those that transport nutrients from the roots to the crown of the tree (Forestry Outreach Services, 2013). In the trunk, key talent growth processes such as identification of key talent, assessment, group talent review, and individual development planning occur. “Trees grow by producing new cells in a very limited number of places. These places of cell division are called meristems. Meristems are zones of intense activity. They are where all new cells are formed and where they expand” (Forestry Outreach Services, 2013). Similarly, talent within higher education must be developed strategically in the most critical positions of the institution. Talent assessment and reviews divide high-potential, high-performing talent from other organizational contributors and position them for advanced developmental activities.

The third section of the tree, the branches, positions the leaves up in the sunlight enabling them to get energy needed for the tree to grow (Forestry Outreach Services, 2013). The leaves of

the tree are synonymous to people working within the institution and the branches of the tree hold talent growth elements such as transparency, development experiences, retention activities, talent reports, metrics, and large talent pools. These are the supportive talent growth elements that cause the institution to grow stronger.

Encircling the tree are two elements: the external environment and stakeholder nurturing. Open systems continually interact with the external environment; therefore, higher education leaders must continually scan, interpret, and adjust to the external environment to ensure talent growth strategies and processes are effective. Additionally, stakeholders should continually engage in nurturing talent by supporting, encouraging, and providing developmental experiences for key talent. The key talent pool members are also stakeholders in the talent growth process who must take ownership of and nurture their career paths. The Talent Growth Model extends the Talent Stewardship Model (Avedon & Scholes, 2010) to include and integrate talent strategies that align with higher education; although organizations other than colleges and universities may find the Talent Growth Model useful.

Implications and Recommended Next Steps for PES

CBOs in PES seemed eager to implement the talent management system. Appropriate next steps for PES as related to this talent management system for the CBO position include:

- Share the evaluation results of the pilot implementation with all key stakeholders involved in the process thus far. It is important for stakeholders to understand the challenges and benefits of implementing the talent management system so they may mitigate resistance and implementation barriers. Concerning organizational change post launch, Burke (2008) asserted that, “Repetition, as well as a captivating story, made the

message stick” (p. 273); therefore, stakeholders should tell the stories of success repeatedly and widely.

- Identify another group of institutions to implement this talent management system focused on the CBO position. The next group of institutions should include at least one of PES’ four research universities.
- Follow up with initial pilot institutions regularly. Check the progress of key talent to determine supportive and inhibitive factors influencing progress on their IDP.
- Invest in talent management software. There were many forms and reports within this talent management system. Talent management software could potentially make the processes more efficient, especially if this talent management intervention is rolled out more widely within PES for the CBO roles and/or other key talent pools in the future.
- Create a learning community among CBOs and key talent. Convene the groups regularly and institutionalize systems that promote networking, shared resources and shared developmental opportunities.
- Outline and communicate comprehensive sustainability plans. Link the talent management system to the new PES Strategic Plan. Support the dissemination of messages from executive leaders at the central office.
- Initiate system wide workforce planning. Communicate talent acquisition strategies and expectations for leaders to be better able to move among PES institutions should they wish.

Implications for HR Practitioners at Public Colleges and Universities

The findings generated in this study can be valuable to practitioners who wish to practice HR more effectively and achieve results for their institution. In general, organizational leaders

expect HR activities to deliver results and improve organizational performance. There are four types of practitioners: atheoretical practitioners, practitioners, reflective practitioners, and scholar-practitioners (Ruona & Gilley, 2009). These types of practitioners exist on a continuum that ranges from little use of theory, limited relevant education and skills to high usage of theory and research, critical reflection, and generation of knowledge contributed to the field (Ruona & Gilley, 2009). Further, Ruona and Gilley (2009) assert that, “a practitioner who does not use theory and evidence-based practices of the profession would be far less effective than one who does (p. 441).

In order to effectively implement talent management in public higher education, HR practitioners must decide the extent to which they wish their practice to mirror the practice of the HR profession and contribute to scholarship in HR. Ruona and Gilley (2009) suggested that the scholar-practitioner “has an integrated practice-theory approach. That is, they have created a space where practice and scholarship not only inform each other but are truly integrated in a continuous, reinforcing cycle” (p. 446). Scholar-practitioners also drive for results in solving organizational problems; gather, analyze, and synthesize data; and set and maintain high-quality standards (Ruona & Gilley, 2009). Lastly Stolovitch et al. (1999) claimed that scholar-practitioners:

Use proven learning and performance theories to adapt to new contexts and shifting priorities, deal with sudden constraints or increased scope, apply processes, and stay with what is best for the organization and for the ultimate success of the intervention. (p. 158)

The Talent Stewardship Model is a theoretical approach to strategic talent management that this study found to be incomplete in its entirety. The Talent Growth Model is a more comprehensive three-part model that prompts practitioners to attend to the numerous essential

elements of effective talent management strategy. Practitioners in colleges and universities, as well as organizations in other sectors, can use the Talent Growth Model to implement strategic talent management. This study recommends the Talent Growth Model as it contains essential elements of effective talent management. Therefore, the model can be used to attract, develop, engage, and retain key talent.

The findings in this study also indicate that HR practitioners can avoid the activities driven approach common in tactical HR in higher education and evolve to achieving improved results. Human Performance Technology is a theoretical approach that focuses HR practitioners on “identifying opportunities for improvement and on taking proactive steps for continuous improvement” (Rothwell, Hohne, & King, 2000, p. xv). The Human Performance Technology based job performance model is feasible for Higher Education; therefore, it would be advantageous if more HR professionals were knowledgeable and skilled in developing job performance models. Additionally, HR practitioners can become more familiar with and astute at implementing performance improvement interventions in their workplaces.

Since higher education has been slow to adopt talent management strategies in the past, strategic talent management represents culture change for colleges and universities. Therefore, HR practitioners who wish to implement strategic talent management may also choose to build their competence in leading change initiatives. Hill & Bierema (2010) described change agents as “tempered radicals who operate on a fault line and as organizational insiders with career success who mitigate desire to advance their change agenda with simultaneously fitting into the dominant corporate culture”. AR is an appropriate theoretical approach when members of an organization “wish to study their own action in order to change or improve the working of some aspect of the system...”(Coghlin & Brannick, 2010, p. x). As described in a subsequent section

of this chapter, there are many learning and growth opportunities for change agents who conduct AR inside of their own organizations.

HR practitioners as change agents must be able to “facilitate, orchestrate, guide, and gently nudge along performance improvement interventions...”(Rothwell, Hohne, & King, 2000, p. xv). The interventions that were implemented in this study were effective partially because the AR team, acting collectively as the change agent, managed the four phases of change effectively. Those four phases of change are: prelaunch, launch, post launch, and sustaining the change (Burke, 2008). Within these phases, HR practitioners should master the competencies required to reflect internally, gather information, establish and communicate the need for change, deal with resistance, persevere, repeat the message, deal with unanticipated consequences, manage momentum, and launch new initiatives (Burke, 2008).

Given the voluminous data generated in the talent review process and the need to share talent pool data across institutions and functions, colleges and universities need to identify and institute appropriate software to facilitate data management. Additionally, key talent as well as incumbent leaders must be willing to maintain their profiles within the database to ensure the information is current. Care must be taken to determine how hiring leaders would have access to the key talent profiles and how internal job candidates may be considered for key positions.

The progress of key talent engaging in advanced development should be tracked and results published to stakeholders. Additionally, as executive positions become available, key talent who are promoted into those positions should be evaluated to determine the extent to which advanced development had on the leader’s transition into the role. Such an evaluation may surface other developmental activities appropriate for key talent.

Implementing the talent review process in stages with a pilot group of institutions proved to be an effective approach as it provided the AR team with opportunities to reflect in action. Upon completing the pilot talent review process, the participating institutions should be able to use lessons learned from the pilot talent development implementation to improve the talent review process prior to expanding implementation to the remaining CBOs and to other critical positions. Strategic talent management in higher education can be risky as it involves pushing multiple stakeholders beyond their comfort zones into new people management terrain. However, if executed effectively with a balance of structure and flexibility, the realities of the positive impact and outcomes will proliferate throughout the organization. Subsequently, other senior leaders may request expanding talent management to their departments.

In this study, key talent pool members, upon learning of their high-potential high-performing status, were already viewing the organization more favorably. They also were beginning to see a clear path to their career aspirations. As their engagement increases and they make progress on their IDP, they may expect promotional opportunities, which may not be available at their home institution. Consequently, job mobility is an essential component of the talent management system to assist in sustaining their morale and retaining key talent in the system.

Future Growth for the Talent Management Field

Despite the challenges encountered with insider AR, the results of this study indicate that involving those individuals who are directly affected by the issue is an effective strategy, especially during initial stages of implementation. Future research may expand the literature by stratifying the talent management process and results by institutional sector to examine and understand the variations of the strategy due to size and resources of the institution.

Additionally, a study of the subsequent success of key talent transitioning into the CBO role would be of great value to the field.

A more in-depth study on return on investment (ROI) would enhance the understanding of how efficiencies may be gained through strategic talent management within a higher education context. Researchers may identify key organization performance indicators to establish a baseline measurement. Future research may also include measuring the effectiveness of high potential programs in generating future leaders for the organization (Khoo, 2011). Yarnall (2011) studied talent identification practices of 54 public and private sector organizations and found none of the organizations focused on measuring the impact of success to any great extent. Lastly, more empirical studies concerning talent pool diversity would enrich the talent management literature immensely. Given the profile of the current CBOs at PES (white male in his mid-50s), future research could focus on the extent to which women and people of color are included in the talent pool and are ultimately selected for the CBO position.

Growing as an Inside Action Researcher

Insider AR, doing AR in your own organization, is replete with growth opportunities. “Success of an intervention depends on the interior condition of the intervener” (Scharmer, 2009, p. 7). As an inside action researcher, I learned the importance of questioning and testing my assumptions to consider multiple truths. This practice requires a deeper level of listening, instead of downloading “established mental modes to both define the problem and come up with solutions” (Scharmer, 2009, p. xiv). Downloading is a type of “listening by reconfirming habitual judgments” (Scharmer, 2009, p. 11).

Inside action researchers must also master the skills of observation, paying attention to “subtle forces shaping what happens...” (Scharmer, 2009, p. xiv). I began to notice more than I

had in the past and reflected on the meaning of that which I had observed. Immense learning occurs when researchers develop a deep understanding of organizational context by consistently embedding themselves into the micro-levels of the organization to see more clearly. With an understanding of organizational context, insider Action Researchers may then balance their use of power to advance the talent agenda with the need to advocate for potentially overlooked talent. In large complex organizations, high-potential talent in lower levels of the organization may easily go unnoticed.

Organizational politics are ubiquitous and may peak during change. It is important for insider action researchers to build and sustain relationships and alliances with key stakeholders (Coghlan & Brannick, 2010). Expect resistance, and make plans to manage it appropriately when it surfaces. I learned to depersonalize resistance to avoid counterproductive behaviors that obscured the intended outcome of the initiative. I chose instead to “go where I’m celebrated, not where I’m tolerated”(Anonymous). For example, I worked where there was demand for talent management instead of forcing the innovation onto unwilling leaders.

Effective leadership is required for system wide organizational change. Insider action researchers should use their existing leadership skills to support talent management implementation. Additionally, insider action researchers should remain open to learning more leadership skills as they progress through the AR cycles.

Conclusion

Talent management has been cited as a contributor to increased organizational efficiency and profitability (Yarnall, 2008); however, higher education has been slow to adopt talent management practices (Lynch, 2007). Colleges and universities can use the findings of this study to begin taking a more strategic path to attracting, developing, and retaining talent. Critical

positions such the Chief Business Officer may be the initial focus for building a pipeline of leaders to ensure future leadership continuity. Strategic talent management is a long-term strategy that can help higher education avoid the high cost of turnover and external searches for leaders and ultimately realize greater efficiency.

The Importance of Potential

If you want one year of prosperity, grow grain.

If you want ten years of prosperity, grow trees,

If you want a hundred years of prosperity, grow people.

- Old Chinese proverb

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Appendix A

Subjectivity Statement

Reflexivity is “the process of reflecting critically on the self as researcher, the human as instrument...Investigators need to explain their biases, dispositions, and assumptions regarding the research to be undertaken” (Merriam, 2009, p. 219). As an employee at the central office of the client system, I have both insider and outsider positionality. I am an insider because I am a member of the organization subject to and governed by the same policies and regulations as all others in the organization. This insider status benefits the research because I have immediate access to organizational human and financial resources as well as to data that an outsider would be challenged to access. The research that I propose to conduct also coincides with typical job responsibilities for my position as chief learning officer; therefore, I encounter very little resistance from other colleagues who could potentially perceive this research as encroaching on areas for which they are responsible. One of the benefits of my insider positionality is cooperation from institution employees who typically respond to requests from the central office in a timely manner. This research will be perceived by many as credible and as a priority because it is a system wide project initiated at the highest level of the organization. I anticipate a high rate of participation from colleagues due to the potential positive impact on system operations and because it is directly aligned with the board's strategic plan.

There are some disadvantages of being an insider. Executive leaders may perceive this research as another unfunded mandate from the central office and delay or avoid participating. I need to manage cases such as this carefully to avoid a conflict of interest.

I am also an outsider because I am a newcomer to the field of higher education, and senior leaders are perceived as detached from daily institution operations. Institutions have a

unique campus culture that may seem impervious to outsiders and present a challenge to researchers attempting to understand the nuances of executive leadership on the campus. Institutions protect their reputation and typically want to portray the best institutional image to central office staff. Consequently, research participants may not provide a completely candid response to interview questions, which would jeopardize the validity of the data collected. While I have had professional interactions with the research participants, I am not affiliated with a specific institution. Therefore, there is no preexisting level of trust established with the research participants. In the absence of trust, interviewees may not fully disclose certain aspects of their job.

There are some advantages to being an outsider in this research. I approach the inquiry with limited presuppositions about the role of executive leaders at the institution. Since I am not affiliated with one institution, I can remain objective and open to discover more about the CBOs' perception of the position. My outsider positionality may also prove beneficial in circumstances in which people are more open to talking to an objective third person rather than their own institution staff.

My perspective is influenced by my experience as an African-American female working in the South in an environment dominated by Caucasian males in leadership positions. I am particularly motivated to implement an objective talent management system due to its potential to influence a more diverse leadership team. Based on my experience, high-performing people of color are often overlooked for developmental opportunities and promotions while their White counterparts are afforded such opportunities, although they may not possess superior skills, credentials, or work performance history. The research participants are predominately late career

Caucasian males who may not be receptive to candid dialogue with a highly-educated African-American female.

The manner in which I approach this research is influenced by my former education, training and experience in industrial engineering. As an engineer, I was trained to identify and eliminate mistakes, rework, bottlenecks, inefficiencies and variance in systems and processes. I am intrigued and perplexed by the inefficiencies that I observe in government and higher education. I would like to understand how CBOs experience their critical leadership role and their perception of how others may best be prepared to transition into the role. I would also like to understand how successors experience talent development practices and how such practices help them transition into the CBO position. Therefore, my epistemological perspective is aligned with interpretive/constructivism. Consequently, I am well-prepared to assist in the design, development and implementation of an effective talent management system in higher education.

*Appendix B***CBO Recruitment Script****Email Template****CBOs****TO:** (CBO Name)**FROM:** Tina Woodard**DATE:** (Current Date)**SUBJECT:** Exploring Talent Management for Higher Education Executive Positions through AR

The University System Office has approved a research study titled " Exploring Talent Management for Higher Education Executive Positions Through AR" to gain a better understanding of how higher education institutions benefit from developing leaders for critical positions through the use of effective talent management practices focusing specifically on the Chief Business Officer/VP Fiscal Affairs (CBO/VPFA) position.

The purpose of this correspondence is to request your participation in this study as an incumbent CBO/VPFA. Please take a moment to review the attached consent form for more information on the procedures, risks, benefits, and confidentiality parameters related to this study. If you agree to participate in this research, please complete the consent form and return to the address below before _____(date).

Tina Woodard

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

Regards,

Tina Woodard

Telephone Script**CBOs**

Researcher:

Hello, This is Tina Woodard. May I please speak to _____(CBO Name)?

Hello _____ (CBO Name). How are you today? The purpose for my call is to inform you that the University System Office has approved a research study titled " Exploring Talent Management for Higher Education Executive Positions Through AR" to gain a better understanding of how higher education institutions benefit from developing leaders for critical positions through the use of effective talent management practices focusing specifically on the Chief Business Officer/VP Fiscal Affairs (CBO/VPFA) position.

I am calling to request your participation in this study as an incumbent CBO/VPFA. I will email you a consent form to provide you with more information on the procedures, risks, benefits, and confidentiality parameters related to this study. Will you please take a moment to review the consent

form and determine if you would be willing to participate in this study? If you agree to participate in this research, please complete the consent form and return to it to me at the address on the email? Please feel free to call me if you have any questions upon reviewing the information in the consent form.

Thank you very much for your time.

Email Template

CBO Successors

TO: (CBO Successor's Name)

FROM: Tina Woodard

DATE: (Current Date)

SUBJECT: Exploring Talent Management for Higher Education Executive Positions through AR
The University System Office has approved a research study titled " Exploring Talent Management for Higher Education Executive Positions Through AR" to gain a better understanding of how higher education institutions benefit from developing leaders for critical positions through the use of effective talent management practices focusing specifically on the Chief Business Officer/VP Fiscal Affairs (CBO/VPFA) position.

The purpose of this correspondence is to request your participation in this study. Please take a moment to review the attached consent form for more information on the procedures, risks, benefits, and confidentiality parameters related to this study. If you agree to participate in this research, please complete the consent form and return to the address below before _____(date).

Tina Woodard

Office of Human Resources

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

Regards,

Tina Woodard

Telephone Script

CBO Successors

Researcher:

Hello, This is Tina Woodard at the central office of Human Resources. May I please speak to _____(CBO Successor's Name)?

Hello _____(CBO Successor's Name). How are you today? The purpose for my call is to inform you that the University System Office has approved a research study titled " Exploring Talent Management for Higher Education Executive Positions Through AR" to gain a better understanding of how higher education institutions benefit from developing leaders for critical positions through the use of effective talent management practices focusing specifically on the Chief Business Officer/VP Fiscal Affairs (CBO/VPFA) position.

I am calling to request your participation in this study. I will email you a consent form to provide you with more information on the procedures, risks, benefits, and confidentiality parameters related to this study. Will you please take a moment to review the consent form and determine if you would be willing to participate in this study? If you agree to participate in this research, please complete the consent form and return to it to me at the address on the email?

Please feel free to call me if you have any questions upon reviewing the information in the consent form.

Appendix C

CBO CONSENT FORM

Exploring Talent Management for Higher Education Executive Positions through AR

I, _____, agree to participate in a research study titled "Exploring Talent Management for Higher Education Executive Positions Through AR" conducted by Tina Woodard from the Department of Adult Education at the University of Georgia under the direction of Dr. Wendy Ruona, Department of Adult Education, University of Georgia (706) 542-4472. I understand that my participation is voluntary. I can refuse to participate or stop taking part at anytime without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

Purpose of the Study: The reason for this study is to gain a better understanding of how higher education institutions benefit from developing leaders for critical positions through the use of effective talent management practices.

Procedures: If I volunteer to take part in this study, I will be asked to do the following things:

- 1) Complete a pre-interview worksheet.
- 2) Meet with interviewers to answer questions about the duties and tasks of the chief business officer position. This interview or focus group will take approximately 1-2 hours of my time and will most likely be completed September 15 – December 30, 2011. This will be in-person with one or more of the researchers.
- 3) Review a summary of the interview to verify that the researchers understood my intended meaning. This interview will take approximately 1-2 hours of my time during October 2011 – December 2011.

Discomfort/Stresses: I understand the duration of the interview may cause a temporary disruption to my work routine and may be perceived as an inconvenience by the participant. I also understand that I could experience some potential psychological discomfort as the questions probe into the work environment and specific duties and tasks associated with critical positions. This discomfort will be minimized by a guarantee of confidentiality and a safe interview environment.

Risks: No risk is expected.

Benefits: As a participant, I will benefit by gaining a better understanding of the specific duties and tasks associated with the chief business officer position. This data could help the University System to understand what development opportunities to offer employees. Additionally, this study could ultimately ensure higher education staff members are ready to transition into critical leadership positions, which would increase the efficiency of operations when an incumbent vacates the position.

Confidentiality: I understand that participant's name and the name of their institution will not be used on documents related to the research. It will not be made clear who participated in the study and who did not.

I agree for my interview(s) to be audio-recorded. Tapes will be transcribed by the researcher or a designee, and the recording destroyed at the completion of the study. Only the researchers and the doctoral supervisor will have access to the recording.

A code number will identify each piece of data resulting from the interviews. Names or specific affiliations will not be included in any report or publication of the study findings. Quotes used in any report of the findings will not be attributed to me or other participants of this research study by name or in any other way that would lead to identification of the participant or the organization. No individually-identifiable information about me, or provided during the research, will be shared with others without my written permission.

The investigator will answer any further questions about the research, now or during the course of the project.

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Researcher _____ Signature _____ Date _____

Telephone: _____ Email: _____

Name of Participant _____ Signature _____ Date _____

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

Appendix D

Research Question One: Challenges and Benefits Coding Scheme

<u>10000</u>	<u>Challenges</u>	
	10100	Need for TM Catalyst
	10200	Significance of Executive Management Commitment
	10300	Need for Adequate Resources
	10310	Human
	10410	Financial
	10510	Technological
	10400	Need for a Job Performance Model
	10500	Importance of a Communication Plan
	10600	Need for a Rigorous Talent Identification
<u>11000</u>	<u>Benefits</u>	
	10100	Linking TM to Strategy Elevates the Priority
	10200	AR Team Engagement
	10300	AR Team Collegiality
	10400	Experiential Development
	10500	Executive Leaders Assumed Ownership
	10600	Increased Demand for More TM

Appendix E

Research Question Two: Job Performance Model Coding Scheme

10000 Critical Performance Results

- 10100 Manage various resources in alignment with strategic plan
- 10200 Collaborate across functions to execute strategic plan
- 10300 Identify, develop, and retain staff
- 10400 Community/campus relations
- 10500 Marketing the institution

11000 Environment Factors

- 11100 Inadequate funding of critical resources
- 11200 Organizational policies slows decision making
- 11300 Limited developmental opportunities
- 11400 Organization structure/autonomy
- 11500 Leader – work climate; talented employees
- 11600 Operating in silos/fragmentation
- 11700 Stakeholder expectations
- 11800 Outdated traditional business model
- 11900 Low employee morale

12000 Derailers

- 12100 Inability to gain trust
- 12200 Interpersonal skills/relationships
- 12300 Lack of system knowledge/experience
- 12400 Lack of technical/intellectual skills
- 12500 Lack of talent to help meet objectives
- 12600 Inflexible; discomfort with ambiguity; controlling
- 12700 Tunnel vision
- 12800 Autocratic Style
- 12900 Inability to communicate effectively

13000 Essential Duties

- 13100 Process improvement/innovation
 - 13110 Change organizational structure
- 13200 Strategic leadership: align/execute plan goals
- 13300 Delegate daily operations
 - 13310 P-card audits
 - 13320 USO procedures
- 13400 Hire, develop, support team/staff
- 13500 Liaison activities
 - 13510 BOR
 - 13530 Campus
 - 13540 Government agencies/officials

- 13550 Foundation
- 13600 Prioritize/manage funds/expenditures
- 13700 Ensure/allocate funds
 - 13710 Advise leadership team on budgetary concerns
- 13800 New facilities/Capital management
- 13900 Negotiating and communicating with various constituents

14000 Essential Competencies

- 14100 Customer-oriented
- 14200 Flexible
- 14300 Leader (people oriented)
- 14400 Develop high-performing teams
- 14500 Visioning/forecasting
- 14600 Political savvy
- 14700 Analytical
- 14800 Good audits – reputation
- 14900 Relationships; communication
 - 14901 Transparency; openness
 - 14902 Develop, interpret, and communicate policy
 - 14903 Understanding of Higher Ed
 - 14904 Technical/CPA
 - 14905 Risk Mgt

15000 Developmental activities

- 15100 Networking with peers (internal and external)
- 15200 Executive Leadership Program
- 15300 NACUBO
- 15400 Shadowing/mentoring
- 15500 Exposure opportunities
- 15600 Proactive/self-directed learning for technical skills
- 15700 Hands-on experience
- 15800 Auditing experience

16000 Quality Criteria

- 16100 Audit Results
- 16200 Available resources when needed
- 16300 Occupancy
- 16400 Quality of student experience
- 16500 Internal monitoring
- 16600 Enrollment Trend
- 16700 Financial Results
- 16800 M&O, MR&R funds

17000 Job Summary

- 17000 Campus operations
- 17100 Manage various functional areas

- 17200 Advise President on all financial matters
- 17300 Prepares annual budget
- 17400 Communicate and collaborate with constituents
- 17500 Align resources with strategic plan
- 17600 Deliver quality audit results

Appendix F

CBO Job Performance Model

Job Performance Model Purpose	<ul style="list-style-type: none"> • Accurately depicts the current and future role, experience, and responsibilities of a Chief Business Officer (CBO)/Vice President of Fiscal Affairs (VPFA); • Identifies the core competencies required of any emerging leader across the University System identified as a potential successor for the CBO/VPFA position; and • Forms an integrated talent development system in which institution leaders use competencies to select emerging leaders, establish performance goals, develop potential successors, and assess performance.
Job Title	Chief Business Officer/ Vice President of Business & Fiscal Affairs
Reports to	Institution President
Department	Administration/Fiscal Affairs
Model Prepared by	Talent Management Team:
<p>Job Summary (This model was designed to be a comprehensive job model; therefore, not every component will be found within each CBO position. Users of this document should adapt it as appropriate to best fit the needs and strategic plan of their institution.)</p> <p>The Vice President for Business & Finance serves as the institution’s Chief Business Officer (CBO) and reports to the President. The CBO is responsible for supporting campus operations and the overall management of functions, which may include Accounting, Physical Plant, Human Resources, Student Accounts, Purchasing, Materials Management, Public Safety, Information Technology, Library Services, and Auxiliary Services, and Budget. This position is the primary advisor to the President on all fiscal matters relating to the institution and assists the President in the preparation of the annual institution budget.</p> <p>Major focus areas include communicating and collaborating with multiple diverse internal and external constituency groups to forecast the institution’s needs, then developing multi-year plans to align the institution’s resources (human, facilities, and financial) with goals and initiatives; actively advocating for institutional resources; navigating the political landscape including increased shared governance; and ensuring excellence in audit performance, rankings, budgets, and certifications.</p>	

Critical Performance Results *(See Section II for best practices, competency definitions, and supporting information)*

1. Manage institution resources (financial, physical, and human resources) to meet the strategic goals of the institution.
2. Work collaboratively with the President's Cabinet to drive the development and execution of the strategic plan.
3. Attract, develop, support, and retain high-performing talent.
4. Establish and maintain communication for mutual understanding and cooperation with various constituencies.
5. Collaborate with President's Cabinet to promote initiatives that raise the awareness of the institution locally and throughout the state.

Essential Duties

- Participates as a member of the President's senior executive team in shaping institutional vision and executing the overall strategic direction.
- Provides strategic and tactical leadership for the fiscal affairs division.
- Implements and monitors fiscal policies and procedures. Guides changes to division's organizational structure to ensure maximum productivity.
- Acts as the primary financial and budgetary advisor to the President and senior management team.
- Acts as institution liaison to various Board entities regarding fiscal and administrative affairs.
- Maintains current knowledge of and ensures institutional compliance with laws, rules and regulations related to assigned responsibilities.
- Maintains custody and control of institution funds and securities.
- Provides guidance and oversight to operational units potentially including fiscal affairs, budget, public safety, plant operations, auxiliary services, purchasing and human resources.
- Oversees capital planning efforts. Exercises varying degrees of leadership of new construction and renovation project funding, design and construction.
- Represents the institution and president in communicating and negotiating with local governmental agencies, elected officials and civic organizations.
- Oversees compliance with state and federal requirements including supervising relations with state auditors, coordinating state appropriation requests and developing information required by staffs of state agencies and legislature.

<ul style="list-style-type: none"> • Develops and leads well-qualified and trained teams to deliver customer focused services and operations. • Negotiates or approves contracts and agreements with vendors, federal and state agencies, or other organizational entities. 		
<p>Essential Education: Masters degree in public/business administration or related field</p>		
Knowledge	General Knowledge	Comprehensive Knowledge
	Board policies and procedures Environmental Facilities management Financial and Human Resources Management System Political environment Public safety requirements Records retention Risk management State purchasing guidelines	Finance, accounting, and budgeting principles Institution financial operations, regulations, and associated laws Forecasting Investment strategy Management and Leading people
Skills/Experience	Essential	Desired
	Government operations Communicating effectively with multiple diverse constituencies 8-10 years of progressively responsible management/supervision of business operations Project management Negotiating Conflict management Auditing Analyses (assess needs and requirements for mission) Decision making Process improvement	Higher education State operations

Essential Competencies				
Accountability	Decisive	Manage multiple priorities	Approachability	Learning agility
Collaborative	Ethical	Managerial courage	Caring about direct reports	Manage change
Communication	Flexible	Political savvy	Coaching employees	Systems thinking
Confident	Honest	Strategic thinking	Delegation	Empowerment
Creative	Innovative	Transparent	Develop a high-performance team	
Credible	Interpersonal savvy	Trust	Commitment to diversity	
Customer oriented	Intuitive	Vision	Informing	
Environmental Factors	Supportive		Inhibitive	
	<ul style="list-style-type: none"> • High-quality staff within the department • Support from the institution president • Organization structure - Autonomy and authority • Persona ability to adapt to the managerial environment 		<ul style="list-style-type: none"> • Inadequate funding of critical resources • Low employee morale: work climate necessitates long staff work hours • Limited time and funding for professional development • Expected to adapt systems and processes to the preferences of key stakeholders. • Political pressures • Non-support and slow approval processes at the central office • Loyalty to an outdated traditional model • Slow internal decision-making • Fragmentation/operating in silos • Morale 	
Career Dimensions	Derailers		Suggested Developmental Activities	
	<ul style="list-style-type: none"> • Lack of interpersonal skills/relationship building • Tunnel vision • Inability to gain trust from peers and constituents internal and external to the System. • Lack of understanding of the system 		<ul style="list-style-type: none"> • Shadowing and mentoring • Hands-on experience in and across functions (manage operations in various business functions) • Exposure opportunities (serve on System level committees, attend meetings on behalf of CBO) • Executive Leadership Institute (ELI) • Self-directed learning to acquire technical skills 	

	<p>and how it works politically</p> <ul style="list-style-type: none"> • Lack of business acumen – lack intellectual capacity; not a quick study • Controlling and inflexible • Inability to deal with complexity and ambiguity • Lack of building a talented business office staff • Autocratic style • Inability to present/communicate information in a way that influences decisions. • Ignoring details of accounting and business 	<ul style="list-style-type: none"> • Develop a network of peers; participate in professional associations relevant to the field • Career path; individual development plan • Observing internal audits at aspirational institutions
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Job Performance Model Section II				
Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
<p>Manage institution resources (financial, physical, and human resources) to meet the strategic goals of the institution.</p>	<p>Communication: liaison effectively with various constituencies (BOR, community, campus, government officials, foundation); transparency and openness</p> <p>Collaboration: work congenially across functions; develop</p>	<ul style="list-style-type: none"> • Understand Board policies and procedures • Listen • Look and plan ahead • Customer-orientation 	<ul style="list-style-type: none"> • Resources are available when needed • Audit results/rankings (no findings) • Financial results 	<p><i>“I have to find the money, I have to find the space. Then they will go out for it and hire the people”.</i></p> <p><i>“It is so important to have a good working</i></p>

<p><i>Managing institution resources... continued</i></p>	<p>relationships. Move through the different environments—faculty, staff, administrator, student—building effective relational capital along the way.</p> <p>Creativity/innovation: challenge and improve existing processes. Implement and support experimental approaches and solutions, while willing to learn from intelligent risk taking—and to fail and try again.</p> <p>Flexible – can adapt quickly to address a variety of challenges and opportunities</p> <p>Decision making – think critically, analyze alternatives, set priorities, yield high-quality decisions</p> <p>Project management – manage multiple priorities and work of external project managers</p> <p>Negotiating – can negotiate skillfully in tough situations with both internal and external groups without damaging relationships;</p>	<ul style="list-style-type: none"> • Monitor the budget by strategically managing all the positions and expenditures • Assertively articulate perspective during planning meetings. • Provide affordable housing and dining options to support institution strategies for a larger number of students • Remain open to new ideas. • Identify ways to operate more efficiently and reduce costs. • Maintain efficient and effective administrative services and facilities to support all 	<ul style="list-style-type: none"> • Quality of construction • Making sure M&O and MR&R funds are 100% met 	<p><i>relationship with all the other Vice Presidents”.</i></p> <p><i>“Ensuring a collaborative process throughout the university community really has my attention.”</i></p> <p><i>“These are very difficult positions that require significant energy and significant levels of creative thinking...”</i></p> <p><i>“...[You] may not be the budget manager, but you are, you’ve got to</i></p> <p><i>manage the money you got in and be able to operate the institution with the money you’ve got, and make sure we have a good reputation”.</i></p> <p><i>“... you have to know state money,</i></p>
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<p><i>Managing institution resources... continued</i></p>	<p>good sense of timing</p> <p>and can be direct, forceful and diplomatic while also gaining trust</p> <p>Customer oriented – gets first-hand customer information and uses it for improvements in services. Meets expectations of internal and external customers.</p> <p>Manage multiple priorities- quickly zeros in on the critical few and puts the trivial many aside and can quickly sense what will help or hinder accomplishing a goal</p> <p>Approachability- easy to approach and talk to; builds rapport well; good listener and early knower getting informal and incomplete information in time to do something about it</p> <p>Learning agility- learns quickly when facing new problems and open to change. A relentless</p>	<p>programs of the institution</p> <ul style="list-style-type: none"> • Lead institution wide process reengineering to gain efficiency 	<p><i>foundation money, fee money all the different types and strings. You're putting all the resources in the right place".</i></p> <p><i>"...so saying no to some people, but have to say no a lot of times to insure that we have sufficient funds for our strategic goals."</i></p>
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<p><i>Managing institution resources... continued</i></p>	<p>and versatile learner who analyzes both successes and failures for clues to improvement.</p> <p>Managerial courage- provides current, direct, complete and “actionable” positive and corrective feedback to others. Faces up to people problems on any person or situation, and is not afraid to take negative action when necessary.</p> <p>Honesty and integrity- honest, fair, impartial and unbiased in dealings both with and on behalf of the USG</p> <p>Accountability- Trustworthy; safeguards resources; acts a good steward of the human, intellectual, physical and fiscal resources</p>			
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Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
<p>Collaborate with President's Cabinet to drive the development and execution of strategic plans</p> <p>Definition: See ahead and anticipate future consequences and trends accurately; formulate effective strategies consistent with the institution's and the System's strategy</p>	<p>Visioning: Build a shared and realistic long-term view for the future of the institution.</p> <p>Leadership: provide direction to team; exercise influence effectively to execute the institution's strategy.</p> <p>Systems thinking: recognize the various parts of the institution and the interrelations of its subsystems. Develop a systemic view of the institution and recognize how decisions and actions affect plans and people throughout the campus¹.</p>	<ul style="list-style-type: none"> • Understand higher education and all the functions of the institution • Collaborate with executive team to assure strategic plans, as well as associated actions, are functional and pragmatic. • Ensure that financial resources are aligned with the strategic plan. • Work with direct reports to co-create action steps related to goal achievement • Collaboration with executive team to strategically oversee work force funding to maximize budget 	<ul style="list-style-type: none"> • Internal monitoring of progress against the plan • Quality of student experience 	<p><i>"...Be able to sit and say, this is who we are, this is where we are going, and this is how we are going to get there".</i></p> <p><i>"You have to be able to look out into the future 3-4 years and anticipate what is going to be needed, and get things rolling and ready so that when it gets there, it's already there, what they need".</i></p> <p><i>"I have to make sure [the growth] doesn't get to the point where it starts choking on itself".</i></p>

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Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
<p><i>Collaborate with President's Cabinet to drive the development and execution of strategic plans (continued)</i></p>	<p>Intuitive- knows personal strengths, weaknesses and opportunities. Gains insight from mistakes; seeks feedback, open to criticism. Receptive to talking about shortcomings</p> <p>Manage change-coaching, communicating, and facilitating processes that support individual behavioral and workflow changes.</p>	<p>utilization</p> <ul style="list-style-type: none"> • Consolidate all sub-plans for the entire division/department • Manage demands due to increased enrollment • Develop multi-year <p>space, funding, and human resource plans.</p>		<p><i>"...you have to worry about what is your plan as we grow and how you're going to handle that."</i></p>
<p>Acquire, develop, support, and retain high-performing talent.</p>	<p>Coaching- guide and systematically develop staff individually and collectively Leadership: Effective leadership styles/techniques of self and others</p>	<ul style="list-style-type: none"> • Encourage and mentor talent to prepare emerging leaders for succession opportunities at their institution or 	<ul style="list-style-type: none"> • Retention • Employee satisfaction/Climate • Increased diversity among faculty, staff, and students. 	<p><i>"It is incumbent upon the CBOs to develop [human] resources within the system".</i></p> <p><i>"Part of what</i></p>

Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
	<p>Develop a high-performance team/work group; develops and sustains cooperative working relationships. Delegation and empowerment- clearly and comfortably delegates both routine and important tasks and decisions; trusts people to perform. Caring about direct reports- monitors workloads and appreciates extra effort. Is interested in the work and non-work lives of direct reports.</p> <p>Informing- timely with information; provides the information people need to know to do their jobs</p>	<p>others and for promotions</p> <ul style="list-style-type: none"> • Appropriately compensate individuals; adjust salary structure to align with the market regularly • Cultivate a diverse environment. • Trust and respect staff. • Provide adequate training and resources for staff to achieve objectives. • Develop well-written procedures. • Empower staff to do their job. 		<p><i>retains people is having the time and sharing what you do well. It is keeping people from being burned on things that you've learned from already".</i></p> <p><i>"Business office staff should be creative thinkers who add different perspective to the function. Our institution is too large an enterprise to rely on one mindset".</i></p> <p><i>"My job is not to do your job, my job is to get you the resources, remove any of the roadblocks and get out of the way so that you can do your job".</i></p> <p><i>"My job is to provide the tools, the</i></p>

Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
				<p><i>environment and the support activities for them [staff] to be successful. As I see struggles to reach out and give them a hand”</i></p>
<p>Establish and maintain communication for mutual understanding and cooperation with various constituencies</p>	<p>Political acumen- ability to lobby for resources; navigate the political environment</p> <p>Collaboration- is a team player, cooperative and candid; gains trust, supports and encourages. Can find a common ground and can represent own interests to add to groups.</p> <p>Negotiation- can negotiate skillfully in tough situations with both internal and external groups without damaging relationships; good</p>	<ul style="list-style-type: none"> • Advanced understanding of how to work with the BOR and its associated policies and procedures. • Develop strong relationships with internal and external constituents 	<ul style="list-style-type: none"> • Institution reputation • Support from internal and external constituents 	<p><i>“Liaison to Chamber, Legislators, and BOR. Interface with schools K-12 throughout the state, community and globally.”</i></p> <p><i>“Meeting with legislators, pursuing philanthropic relationships with potential donors, going to Washington, pursuing public partners... CBO serves on the development authority as an active Rotarian. The CBO has to be active in the campus itself and in the</i></p>

Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
<p><i>Establish and maintain communication for mutual understanding and cooperation with various constituencies (continued)</i></p>	<p>sense of timing and can be direct, forceful and diplomatic while also gaining trust.</p> <p>Listening- practices attentive and active listening and patience. Can accurately restate opinions of others even when he/she disagrees.</p> <p>Motivating others- creates a climate where people want to do their best. Can motivate a diverse range of direct reports and team or project members. Empowers others and makes others work an important value.</p> <p>Interpersonal acumen- relates well to a diverse population inside and outside the</p>			<p><i>community it supports.”</i></p> <p><i>“...have to be just as much in the political arena as the President is...”</i></p> <p><i>“... have to show the vision to the people in the faculty, and committees and the senate”.</i></p>

Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
	<p>organization; builds appropriate rapport and constructive/effective relationships; uses diplomacy and tact and can diffuse high-tension situations.</p>			
<p>Promote initiatives to raise the awareness of the institution locally and throughout the state</p>	<p>Creativity/innovation: challenge and improve existing processes. Implement and support experimental approaches and solutions, while willing to learn from intelligent risk taking—and to fail and try again</p> <p>Strategic thinking—can articulate future consequences and trends accurately. Has a broad knowledge and perspective and future oriented. Can create competitive and breakthrough strategies and</p>	<ul style="list-style-type: none"> • Sufficient knowledge of departmental needs to ensure appropriate funding • Support long term branding initiatives • The development of a compelling and attractive brand that appeals to various populations (Traditional and Non-traditional Students, transfers and graduates). 	<ul style="list-style-type: none"> • Enrollment trend 	<p><i>“We invest resources in coming up with the actual brand. Finding a consultant to help develop the actual brand itself. Forming various advertising committees to take on different responsibilities.”</i></p>

Performance Result (what must be accomplished)	Required Competencies and Definition	Best Practices for Competencies	Quality Criteria (how to know the result has been accomplished in an excellent manner)	Supporting Data (quotes from incumbents)
	plans.			

Work Environment Factors	
Supporting Factors	Supporting Data (quotes from incumbents)
<ul style="list-style-type: none"> • High-quality staff within Fiscal Affairs • Support from the institution president • Organization structure - Autonomy and authority 	

Inhibitive Factors	Supporting Data
<ul style="list-style-type: none"> • Inadequate funding of critical resources • Low employee morale: work climate necessitates long staff work hours • Limited time and funding for professional development • Have to adapt systems and processes to the preferences of key stakeholders. • Political pressures • Non-support and slow approval processes at the central office • Loyalty to an outdated traditional model • Slow internal decision-making • Fragmentation/operating in silos 	<p><i>“I think that’s the single source of frustration around here because we are trying to move quickly and the bureaucracy is beating us to death”.</i></p> <p><i>“It’s (Central Office) the most difficult area to deal with because of the overwhelming amount of paperwork involved and the sense that we are not being trusted that we know what we are doing out here. It’s the number one issue that everyone in leadership agrees with, the process is bogged down. It’s not moving at lightning speed”.</i></p> <p><i>“So if there was an issue with facilities that happened 15 years ago, people will still bring up that example, or if someone didn’t get served properly in the business office 5 years ago, people will still bring that up that the business office is terrible.”</i></p>

Derailers	Supporting data
<ul style="list-style-type: none"> • Lack of interpersonal skills/relationship building • Inability to gain trust from peers and constituents internal and external to the System. • Lack of understanding of the system and how it works politically • Lack of business acumen – lack intellectual capacity; not a quick study • Controlling and inflexible • Inability to deal with complexity and ambiguity • Lack of talented business office staff • Autocratic style • Inability to present/communicate information in a way that influences decisions. • Ignoring details of accounting and business • Showing favoritism with executive leadership and staff 	<p><i>“[A CBO’s] long term viability is contingent upon relationships. You tick off a 20 million dollar donor it would not be good.”</i></p> <p><i>“It is so important to have a good working relationship with all the other VPs.”</i></p> <p><i>“I have to have a good working relationship whether I like the person or not, I have got to have a good relationship with everyone on this campus.”</i></p> <p><i>“If you can’t explain your idea to them, get their support and get it moving, then it’s just not going to happen, so they have to be able to communicate and work really well with committees and groups”.</i></p> <p><i>“If someone came in and couldn’t deal with the dynamics and how fast things move and doesn’t get it very fast and say that one fits the critical path of the organization, this one doesn’t, the whole org will suffer because of that.”</i></p> <p><i>“I think if I started looking at this job as an 8-5 I think it would get me fired, its bigger than that and I have some senior level employees work for me who are clock watcher 8-5 and I seriously talked about removing them from those positions.”</i></p> <p><i>“You must surround yourself with people better than you. Share all the information possible – give everyone as much as possible.”</i></p>

Developmental Activities	Supporting Data
<p>Shadowing and mentoring</p> <p>Hands-on experience in and across functions (manage operations in various business functions)</p> <p>Exposure opportunities (serve on System level committees, attend meetings on behalf of CBO)</p>	<p><i>“...the larger institution CBO becomes much more of a political function; CBO needs a lot of exposure areas in order for them to function”.</i></p> <p><i>“...she needs some time to hang out with some of the experts”.</i></p> <p><i>“...have lengthy mentorship at least a year coming in and at least once a week meetings”.</i></p>

<p>Executive Leadership Institute (ELI)</p> <p>Self-directed learning for technical skills</p> <p>Develop a network of peers; participate in professional associations relevant to the field</p> <p>Career path; individual development plan</p>	<p><i>“...working on a USG level committee or group is good for a person”.</i></p> <p><i>“I learned this the good old fashioned way by talking to people, reading a lot, and observing.”</i></p> <p><i>“I was self-taught – no one is going to sit down and show you these things; there has to be a drive on the individual’s part”.</i></p> <p><i>“Having the skill and hands-on experience as an add education requirement is a key ingredient of becoming successful as a Chief Business Officer of an institution”.</i></p>
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Potential Utility of the CBO Job Performance Model

(Quotes from CBOs and Chief HR Officers)

CHRO: *“...can use the model to enhance the job search process and for performance reviews and developmental plans”.*

CHRO: *“...use it in performance reviews and development plans for people who are currently in fiscal affairs to lay out a plan to develop them to at least be in a pool of potential candidates”.*

CHRO: *“...modeling the search process using the job model”.*

CBO: *“...good document for presidents to develop a feel for what a CBO does, and good for use of a CBO to develop talent within the institution”.*

CBO: *“...individual review and staff development”.*

CBO: *“...going to use the model to develop a new job description for new assistant, as well as for mentoring direct reports and for professional development”.*

CBO: *“...model would be a good road map for people to use to build their repertoire, also to assess staff members”.*

CBO: *“...definitely give it to people who are identified at an organization at any of the institutions and say here’s a good collection of all the things a CBO might or need to have in their repertoire. It would be a good road map for people to see what they have experience in and self assess them. I can also use it with other staff members to assess them to make sure they’re ready when the opportunity comes up.”*

Appendix G

Pilot Study Talent Review Interview Guide For CBOs and Key Talent

Interviewer to CBOs

Questions:

1. What do you think about the talent management process (Receiving the CBO Job Performance model, talent review meeting, talent calibration meeting, talent notification, career dialogue)?
2. What did you find useful about the talent review guide?
3. What went well in the career dialogue with your key talent?
4. What would have made the career dialogue a more useful experience?
5. Did you and your employee co-create an individual development plan?
6. How will you follow up on their progress? How often?
7. How can we improve the talent management process?
8. Would this be helpful for other USG institutions?

Interviewer to Key Talent

Thank you for taking the time to share your reflections on the career development activities in which you recently participated.

Questions:

1. How did you experience being identified as a high-potential leader for a CBO role?
2. What did you find useful about the assessment(s) and coaching?
3. What went well in the career dialogue with your CBO?
4. What would have made the career dialogue a more useful experience?
5. Did you and your CBO co-create an individual development plan?
6. What progress have you made in completing the individual development plan?
7. What do you think about your completed plan?
8. What factors do you believe will support your completion of the plan?
9. What factors do you believe will inhibit your completion of the plan?
10. How does this process affect your commitment to the institution?
11. How does this process affect your commitment to the USG?
12. How does this process affect your confidence in securing a CBO role in the future?
13. Are you open to changing institutions within the USG to obtain a promotion?
14. How often would it be helpful for your CBO to follow up with you on the progress of your IDP?
15. Would you take the initiative to follow up with your CBO on your plan to discuss supportive or inhibitive factors? Why or why not?
16. If the BOR purchased TM software, are you willing to add and maintain your profile?
17. Would you approve for your profile to be shared with presidents and their cabinet members across the system?

*Appendix H***Pilot Study CBO Coding Scheme**

10000	Effective talent development process
10100	Readiness/openness
10200	Excitement
10300	Identifies career path
11000	Balanced approach
11100	Structure
11200	Flexibility
12000	Sustainability
12100	Frequency
12200	Extent of integration
12300	Communication
14000	Workforce planning
14100	Protective
14200	Open

*Appendix I***Pilot Study Identified Potential Successors (Key Talent) Coding Scheme**

10000	Positive emotions and perspective
11000	Useful Components 11100 Job model 11200 Assessments 11300 IDP 11400 Career Dialogue
12000	Career Dialogue Rare and Helpful
14000	Development Plan Concerns 12100 Time 12200 Budget 12300 Self
15000	Open to Job Mobility Opportunities