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Talent Management in Higher Education: Developing Emerging Leaders Within the Administration at Private Colleges and Universities

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TALENT MANAGEMENT IN HIGHER EDUCATION: IDENTIFYING AND DEVELOPING EMERGING LEADERS WITHIN THE ADMINISTRATION AT PRIVATE COLLEGES AND UNIVERSITIES

by

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TALENT MANAGEMENT IN HIGHER EDUCATION: IDENTIFYING AND DEVELOPING EMERGING LEADERS WITHIN THE ADMINISTRATION AT PRIVATE COLLEGES AND UNIVERSITIES

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This research focused on identifying a series of successful practices relating to administrative talent management within the higher education setting. The field study included a thorough examination of seven small to mid-size private colleges and universities that have incorporated employee development strategies. These strategies were aimed at growing future leaders from within the organization in order to achieve continuity and support institutional priorities. Specifically, several focus areas were investigated including presidential vision, leadership commitment, talent management's place among institutional priorities, program characteristics, and program evaluation.

Among the commonalities that were gathered included support at the senior officer level who serve as advocates, mentors, and program facilitators, a strong connection between talent management and the institutions' strategic plans, and a holistic approach to developing talent at all levels of the organizations. In addition, both coaching and opportunities for growth in the work environment were evident within several of the institutions. Also, academic leadership development was considered to be a part of the talent management strategy within three of the colleges and universities.

The key differentiators included the incorporation of organizational and leadership competencies to provide focus toward the performance development process at

two institutions, the implementation of a succession planning model at another institution, and the location of human resource generalists in departments across two of the institutions to identify learning opportunities for both individuals and work teams.

Based on both the findings from the field study and the literature review, a comprehensive procedural model is introduced that serves to support human resource departments and higher education professionals, in general, who are looking to either begin or broaden their own talent management approach. However, despite the progress that has been made across several institutions noted throughout the research study, much more must be learned in terms of how the time and resources invested in talent management translates to institutional success.

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Chapter One

Introduction

Talent Management: An Introduction

Talent management focuses broadly on developing high potential employees for future leadership positions across an organization. Furthermore, talent management occurs at multiple levels of the organization and does not limit its scope to senior management positions, a common misperception made by many. In short, talent management looks to establish continuous leadership development which can position an organization to attract highly qualified, external resources while retaining current personnel with significant potential (Christie, 2005).

Gay and Sims (2006) defined talent management as "facilitating the development and career progress of highly talented and skilled individuals in the organization, using formalized procedures, resources, policies, and processes. The talent management process focuses on developing employees and leaders for the future of the organization." This definition will be used as a comparison to the models developed by the colleges and universities that are represented in this research study.

This study focused on the practice of talent management in private institutions of higher education. Specifically, an examination was made of seven colleges and universities that offer a variety of employee development programming to promote the growth of internal administrative talent to support institutional priorities. The institutions vary in size as well as their overall approach to talent development. This study addressed the various models from a holistic perspective by examining several key themes that were identified using a coding process in the data analysis phase. Major themes that emerged

included leadership commitment, individualized learning, and collaborative development. The intention of this study was to benefit human resource and other administrative professionals in higher education that currently or plan to implement their own talent management process.

The Absence of Developing Talent at Colleges and Universities

Human capital is considered by most to be the driver of successful organizations. While most may acknowledge this, few institutions in higher education have established formal programming to support existing talent (Lynch, 2007). "Higher education is historically an egalitarian culture resistant to formal identification of heirs apparent," Butterfield (2008). In fact, very few studies have been published addressing the talent management strategies within four-year colleges and universities.

Wolverton and Gmelch (2002) confirmed the limited amount of research related to 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. Lynch (2007) also suggested that colleges and universities fall short of business and industry in developing their own talent. "One would expect that, in a knowledge economy, the producers of knowledge would value 'talent management' and even have a competitive edge in that realm," Lynch (2007). Lynch (2007) also stated that most institutions perform well in developing their students, but fall short of assisting their managerial staff in their own skill development. Gaither (1998), in illustrating how presidents are often hesitant in providing formal leadership programming stated, "Except among rare individuals, presidents in American higher education tend to avoid management and leadership like a poison ivy petal."

Clunies (2007) suggested that higher education has historically been slow to adopt many corporate management processes. Finally, Heuer (2003) believed the concept of talent management in higher education is an area that continues to remain largely unexplored.

Such comments raise concerns about the lack of attention talent management has been given in our industry. Beyond leadership training, very few studies have been conducted on people development as a whole, particularly in administrative functions. In fact, some studies conducted confirmed the lack of attention placed in this area. In one example, Heuer (2003) conducted a study of seven Ivy-Plus institutions (which includes Ivy League schools consisting of Harvard, Yale, Brown, Columbia, Cornell, Dartmouth, Princeton, and Pennsylvania as well as the Massachusetts Institute of Technology, Duke University, Stanford University, and the California Institute of Technology), each rich with tradition and financial resources to support administrative needs. Interestingly enough, the respondents that were interviewed from each of the institutions stated that a formal talent management strategy was not in place within any of their administrations (Heuer, 2003). Very few scholarly studies have been conducted since Heuer's work. Studies that have been conducted focus primarily on the community college model including Mackey (2008), Carlson (2007), and Christie (2005).

While many institutions do not appear to be investing in their talent through formal methods, the business sector continues to comprehend the value that colleges and universities provide to their own workforces. In other words, institutions are doing well to serve outside organizations in their training and development needs while limiting such benefits to internal personnel. "There appears to be a mounting trend that has many companies advocating the worth of talent development within higher education

institutions, while the institutions themselves dismiss the notion" (Lynch, 2007). Individual cultures that exist within higher education can receive some of the blame for this lack of educational opportunity. Rosse and Levin (2003) pointed to bureaucratic and convoluted systems in the development and retention of staff compared to the business environment. Nevertheless, Lynch (2007), strongly advocated,

> If colleges want to be perceived as part of the solution rather than a major cause of the looming crisis, they must examine their culture and policies to better align them with what we collectively know to be true – that access to knowledge and talent is the key to a future society that is both just and wise.

The Application of Talent Management in Business and Industry

Several books, articles, and case studies have focused on people development strategies implemented in the business environment that has traditionally embraced the concept of talent management. For instance, several studies of the business sector including Charan (2008), Menkes (2005), and Fulmer and Conger (2004) referred to the visionary leadership qualities of Jack Welch, former CEO of General Electric who embraced the value of talent management in his role. Charan (2008) suggested that this passion for coaching and mentoring helped to create a culture that made General Electric one of the most respected organizations in the world.

In characterizing Welch's behaviors, Menkes (2005) stated that his primary responsibility was identifying and building talented executives through each of General Electric's businesses. In fact, he was known for spending approximately 60% of his time evaluating and nurturing the talent pool within the company (Menkes, 2005). In 1993, Welch selected 22 potential successors to his own position from a workforce of 225,000. He took the next seven years to reduce the pool of 22 down to three illustrating the importance he placed on this process as it related to the long-term successes of General

Electric (Charan, 2008). Welch's philosophy was to provide opportunities for each growing leader that allowed for learning to occur through a combination of formal education and practice (p. 39). Leaders then received feedback from their managers who served as mentors to their overall development process (p. 40). In addition, Welch placed an emphasis on the preparation or development component of the leadership equation more so than simply the short-term financial status (Fulmer & Conger, 2004).

Since Welch's tenure at General Electric, several other corporations have emerged as pioneers in the talent management field including Dell Computer Company, Colgate-Palmolive, and Dow Chemical Company. Below is a brief synopsis of each organization's emphasis toward building talent:

- *Dell Computer Company* – the division of Executive and Organization Development analyzes data from across the organization to identify both strengths and opportunities among its leadership ranks. As one of the primary performance metrics related to the human resource function, Executive and Organization Development also tracks progress among its talent pool to help generate successors in their existing leadership pipeline. In fact, each organizational unit must report the percentage of positions with either a current or identified successor (Fulmer & Conger, 2004).
- *Colgate-Palmolive* – A key to the company's ongoing success is its priority to identify the talents of potential leaders in the early stages of their careers. These individuals are informed of their status and are given a clear path to realize their leadership potential. With this attention comes a variety of development opportunities but also a high degree of scrutiny to determine if

they will progress and be part of the company's long term future. As part of their flagship initiative, the 20/20 Program, leadership development cohorts are presented with a significant business issue and asked to present recommendations at the conclusion of the program (Charan, 2008).

- *Dow Chemical Corporation* – In determining future leaders, individuals that are identified as "ready now" nominees must perform at a level above their current position on several key leadership competencies. These individuals progress through a career development process which includes getting significant exposure to international experiences. Interestingly enough, Dow views hiring from the outside as a failure with internal talent processes and has established a hit rate, whether the person placed in the open position was among the candidate pool, of up to 80%. In 2002, Dow's attrition rate for its future leaders was at 1.5% (Fulmer & Conger, 2004).

As part of Chapter Two, the accomplishments made by several organizations related to talent management including some higher education institutions will be addressed at length. In addition, examples in which the lack of talent management strategies has led to both leadership and financial crisis for several well-known companies will also be covered.

Why Talent Management is Essential in Higher Education

Administrations in higher education can truly benefit from achievements that talent management has had on organizations within other industries. Despite the notion of wanting to be different from "the business world," institutions must realize growing talent from within can be of considerable benefit, especially given the current economic

climate, increasingly competitive environment for human capital, and the ongoing need of being accountable to its constituents. Clunies (2007) acknowledged that "innovative" colleges and universities are examining the value of talent development as a cost effective process to the transitioning of power and authority.

Look at any institution's strategic plan or the mission statement of any human resource department in higher education. Most likely, employees will be viewed as important assets in order for the college or university to achieve lasting success. Despite this, why is the practice of talent management implemented so infrequently on the administrative side of the higher education environment? Clearly it is not due to a lack of planning skills. Every institution operates based on a strategic plan, its financial future is based on a comprehensive fundraising plan, and facilities are not created or renovated without the presence of a campus master plan (Christie, 2005). Therefore, might there be value to having a plan for selecting and preparing high potential talent?

Most institutions in the current economy can ill-afford to lose a senior officer or a high potential administrator without a suitable replacement given the tremendous costs related to hiring a candidate from outside the institution (Clunies, 2007). Colleges and universities, now more than ever, need to ensure the right person is serving in the appropriate position (Heuer, 2003). Collins (2001) stated, "first get the right people on the bus, the wrong people off the bus, and the right people in the right seats – then figure out where to drive it." (p. 41). Demonstrating this type of stability in talent provides confidence to both internal and external stakeholders (Marsh, 2008). Colleges and universities that accept the challenge to build talent from within to meet impending

leadership requirements will certainly gain an advantage on peer institutions in this competitive climate (Mackey, 2008).

Problem Statement

Despite evidence of human capital practices that will sustain leadership in business sectors, most administrations in higher education are not including a comprehensive talent management model as a strategic objective. Will the implementation of talent management strategies produce favorable results for higher education as it has in the business sector?

Purpose Statement

The purpose of this qualitative study was to analyze talent management programs among seven, small to mid-size private colleges and universities. The perspectives from various constituents were gathered in order to compare and contrast important program characteristics while determining, to what degree, talent management helps to support institutional priorities.

Grand Tour Question

What results are experienced when a small to mid-size private college or university implements a talent management initiative for supervisors and administrative staff?

Research Questions

1. How is talent management programming linked to individual and institutional growth among the college and universities?
2. What actions of the presidents and senior officers have demonstrated support for talent management programming among the institutions?
3. What program characteristics are similar among the institutions?

4. What program characteristics are unique among the institutions?
5. What internal and external factors can limit the potential of talent management programs at small to mid-size private colleges and universities?
6. How will each program evolve based on previous results and future talent requirements?

Significance of the Study

The importance of talent management to higher education is starting to attract more interest from human resource practitioners who are looking at the implications of high turnover rates and poor fit within current positions (Bisbee, 2005). However, while talent management is high on the list of priorities among human resource departments within corporations, this practice has yet to fully migrate into the higher education environment in determining future administrative leaders. Despite some proactive institutions that realize the importance associated with the number of impending retirements, the cost of external recruiting, and the importance of retaining high potential personnel, most are choosing to use the "wait and see" approach to talent management. That is, they identify a potential replacement only when an incumbent's departure is imminent. This replacement, in many cases, is evaluated based on the incumbent's leadership characteristics, not how an organization wishes to see the position evolve over time (Carroll, 2004).

Despite the countless studies on the impending retirements of baby boomers, only a small number of these studies have analyzed talent management strategies in the context of higher education. Only the work of Heuer (2003) addressed an environment similar to this particular study—that is, private four-year institutions. In contrast, the studies of Mackey (2008), Christie (2005), and Korb (2004) focused on the community

college setting. While the efforts from these scholars differ from this study to varying degrees, it is important to acknowledge and learn from their work. Since little attention has been given to talent management by higher education leaders, the intention for this study was to serve as a framework for colleges and universities to review practices from four-year, private institutions while determining whether to develop their own strategies that align with their institution's culture and organizational values.

Limitations of the Study

Data gathering and subsequent analysis associated with this research study was confined to seven small to mid-size private colleges and universities that have implemented talent management programs for administrative employees. Because of unique qualities among the colleges and universities of this study, generalizations cannot be made about all private institutions of higher education. Also, despite the similarity of developmental activities, no evidence can be presented that the practices that are successful in the business sector are transferable to the higher education environment. Recommendations for further research are explained in the concluding chapter which includes speculation on whether or not the findings from this research activity would also apply to public and larger institutions.

While this study mentioned a variety of areas in which talent management could potentially contribute to higher education institutions if implemented including improved strategic planning, better financial performance, increased employee retention, and greater student achievement, the study did not address how it would work outside the institutions studied. The aim of this study was to specifically identify talent management

practices which the research subjects believed to be successful in their environment while not determining the level of effectiveness of each of these approaches.

As will be discussed in length throughout the literature review, the concept of talent management could be applied to all levels of the organization from entry-level, hourly employees to senior leader positions. With the exception of a few instances in which non-supervisory employees were the focus of specific talent management initiatives, this study is limited to administrative personnel in leadership roles from entry-level supervisors to individuals directing one or more aspects of their institution's operation. Also, while academic leadership development is briefly introduced as a theme of this study, the intention was to establish a list of successful practices limited to the administrative function.

The goal of this study was to interview the presidents, chief human resource officers, program administrators, and program participants of each of the seven institutions. Access was granted by all potential respondents with the exception of three of the presidents and one chief human resource officer due to scheduling conflicts and declines to be a part of the study. Therefore, the data generated will reflect the responses of four presidents and six chief human resource officers.

Individuals who read and interpret this study may simply conclude that some practices presented by one or more of the schools involved in the research may not be feasible in their particular environment due to resource and/or cultural limitations. This certainly may be the case. In fact, the reader's philosophy on developing administrative leaders may be different than the seven institutions that are addressed in this particular study. Regardless, the intent of this study was to share these valuable experiences of the

institutions with future researchers and other higher education administrators interested in implementing or enhancing their own talent management model.

Definition of Terms

Below are commonly used terms that will appear throughout this study related to talent management:

360° Feedback – a leadership assessment tool used in many executive development programs to evaluate leadership skills of program participants based on an organization's core competencies. This is conducted by surveying supervisors, peers, subordinates, and outside colleagues in order to gather feedback to be used to narrow performance gaps (Thomas & Saslow, 2007).

Action Learning – a process in which potential leaders are given experiential learning assignments with the opportunity to study a particular topic area and present the findings to senior management (Fulmer & Conger, 2004).

Baby Boomers – a generation of individuals that were born between 1946 and 1960 which is now estimated at over 78 million (Leubsdorf, 2006; Thau & Heflin, 1997).

Bench Strength – an organization's ability to build talent from within to be prepared for new leadership roles. Organizations with a deep "bench" have a number of individuals that could potentially assume leadership positions (Gay & Sims, 2006; Rothwell, 2001).

Chief Human Resource Officer **–** this individual is responsible for the learning and development activities that take place among the administration within each respective institution. This would include working closely with senior officers to develop succession planning activities focused on leadership for the future (Ulrich & Brockbank, 2005).

Coaching – an intervention designed to improve the competencies of individual organization members through committed support, feedback, new views of work, new visions, and new ways of relating to people (Cummings & Worley, 2005).

Competency – any attitude, skill, behavior, motive or other personal characteristics that are essential to perform a job, or more importantly, differentiate superior performers from solid performers (Fulmer & Conger, 2004).

Individual Development Plan (IDP) – a focused, individualized approach in determining each employee's needs, thereby helping enhance job skills to achieve expanded roles within the organization (Atwood, 2007).

Leadership Development – a training and education intervention aimed at improving the competencies of managers and executives of an organization (Gay & Sims, 2006).

Performance Management – a human capital process that involves goal setting, performance appraisal, and reward systems that guide, develop, reinforce, and control member behavior toward desired organizational outcomes (Cummings & Worley, 2005).

Knowledge Management – a process that focuses on how knowledge can be organized and used to improve organization performance. Knowledge management tends to focus on the tools and techniques that enable organizations to collect, organize, and translate information into useful knowledge (Cummings & Worley, 2005).

Mentoring – pairs a skilled person with a less experienced person with a goal of developing or strengthening competencies of the less experienced person. It is best if the mentor is not a supervisor, so that mentoring discussions take place on a different level than daily activities and office procedures. Mentoring can be practiced formally with

structured and documented sessions or they can be informal, brief moments of discussion (Atwood, 2007).

Stretch Assignment – opportunities created by senior executives to challenge high potential talent beyond their regular job responsibilities. By doing so, individuals gain exposure to other areas of the organization and improve confidence which can promote further success (Fulmer & Conger, 2004).

Talent Management - facilitating the development and career progress of highly talented and skilled individuals in the organization, using formalized procedures, resources, policies, and processes. The Talent Management process focuses on developing employees and leaders for the future of the organization (Gay & Sims, 2006).

Transparency - implies openness, communication, and accountability across all units within an organization (Ulrich & Brockbank, 2005).

Preview

This report is organized into five chapters. Chapter Two provides a comprehensive review of a range of books, scholarly articles, and other major published sources that analyze talent management in the context of higher education and the corporate world. Because of the sheer volume of scholarship in the field of leadership studies, the review is limited to recent dissertations of those that analyzed the talent management programs of four-year institutions and community colleges. Chapter Three addresses the study's methodology including the research design. This chapter provides an overview of the data collection and analysis procedures as well as the methods undertaken to ensure the objectivity of the research process and the integrity of the researcher's procedures. Chapter Four discusses the major themes and findings that

emerged from the data collection. Finally, Chapter Five provides an analysis of the data as well as the similarities and differences among the seven institutions while providing a procedural model based on successful practices identified in both the literature review and field study. In addition, the final chapter discusses the implications to the higher education environment and future research efforts.

Chapter Two

Literature Review

Introduction

Overview

The purpose of this chapter is to review the literature written about the use of talent management strategies in various settings. Research specific to both the business and higher education environments is presented to establish a detailed framework of how talent management is viewed and implemented across a variety of environments. Gay and Sims (2006) defined the term "talent management" as "facilitating the development and career progress of highly talented and skilled individuals in the organization, using formalized procedures, resources, policies, and processes. The Talent Management process focuses on developing employees and leaders for the future of the organization."

The chapter will begin by examining how cultural factors of any organizational environment can impact how talent management is viewed among senior leaders and other institutional members. Specifically, this section will explore the impact of recent and pending retirements on an organization from a talent perspective and how generational differences are forcing organizations to reconsider how they develop their high potential resources.

Once the cultural factors have been introduced, the chapter will explore developmental techniques that are commonly used across organizations that have implemented talent management initiatives. These components include, but are not limited to, developmental planning, skills assessments, coaching, mentoring, and action learning. As will be discussed, referring back to the Gay and Sims (2006) definition of

"talent management," some organizations may offer learning opportunities which may not qualify as "managing talent" since the initiatives do not provide a systematic approach to learning and career development. In other words, their efforts are missing one or more key components of a successful program such as developing leadership competencies, helping employees articulate specific career advancement strategies, and providing opportunities for both individualized and group learning.

In this review of literature, several significant parameters pertaining to talent management are discussed at length using scholarly works, books from the business environment, articles from the human resource professional associations, and proceedings from conferences and symposia related to the topic. This review was completed by discussing the position of several scholars and practitioners while identifying case studies toward the end of the chapter in which talent management has advanced several organizations both in higher education and other industries.

Talent Management: A Need for Attention

Currently there is a lack of talent management activity in higher education. It is ironic that the higher education environment that prides itself on continuous learning and forward thinking spends very little time and effort identifying its future leaders. Clunies (2007) stated, "Higher education has historically been slow to adopt many corporate management processes." If shareholders are asking presidents and Chief Executive Officers (CEOs) of private corporations to implement formal talent development strategies to help ensure a prosperous future, why isn't the same being asked of the leaders in higher education from its trustees or regents?

Talent management is a widely-used strategy in business and industry and occurs in many forms from the highly structured to the informal. Regardless of the process that is implemented, the purpose for talent management in these environments is quite clear. Leadership must be sustained for private businesses to thrive and financially reward their shareholders (Estep, 1998).

Several authors share similar views on how talent management must be incorporated to establish and maintain a strong assembly of human resources across an organization. Fulmer and Conger (2004) suggested the main purpose for talent management is to provide a deep supply of valuable resources continuously throughout the organization. Moreover, Charan (2008) believed the ultimate competitive advantage for any organization is a deep talent pool with effective leaders at every level who are prepared for future challenges. Finally, Babcock (2006) stated the goal for an organization is to build continuous strength in the area of human capital that will ultimately tie talent in with the future direction of the institution.

Like any organization, institutions of higher education face challenges in managing their administrative talent. Increasing turnover in recent years due to burnout and retirements along with salaries and bonuses that are not aligned with businesses are requiring institutions to find solutions to remain competitive with their private sector counterparts for key talent (Rothwell, 2001). As will be demonstrated later in the chapter, a growing body of research underscores the vital role of comprehensive talent management programs in attracting and retaining high quality managers and leaders. In both corporate and educational settings, major institutional leaders, such as governing bodies, senior executive officers, and human resource professionals, must play a key role

in communicating the importance of formalized talent management programs in ensuring the overall prosperity of an institution. Educational leaders, however, are only slowly beginning to recognize these core principles of modern institutional development (Clunies, 2007).

Talent Management and the Organizational Culture

Introduction

The literature examined in this section focused specifically on the emergence of talent management as part of an existing cultural framework. As Edwards (2008) pointed out, "A talent management approach must be customized to meet the needs of the institution." Regardless of the best intentions of administrators of talent management programs, the culture must be receptive to the concept and how it will help to advance the mission of the institution. As will be addressed, individuals are more likely to embrace talent management when the programs are transparent and its administrators are receptive to ideas and concerns from throughout the internal community.

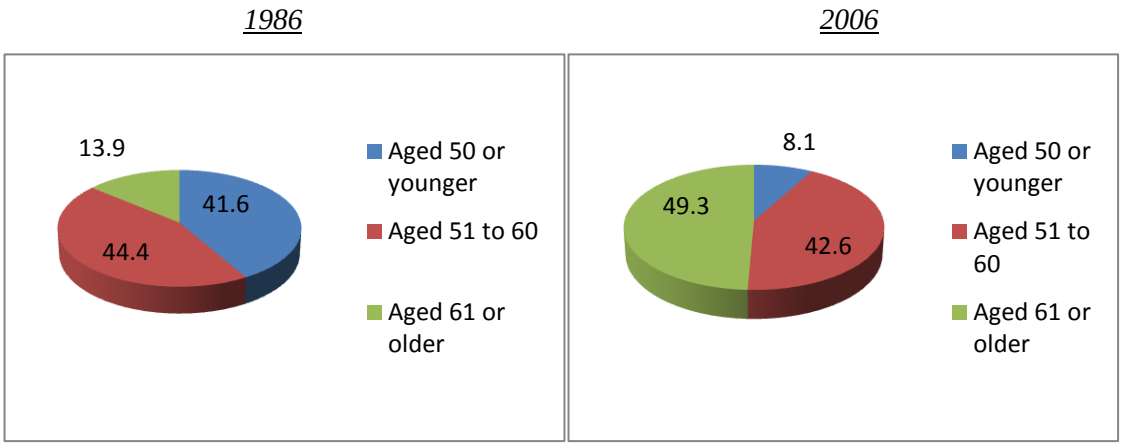
Given the unique nature of each college and university, an approach to talent management is required that best fits the institution's culture, values, and characteristics of the operating environment (Clunies, 2007; Heuer, 2003). This allows for greater acceptance among each of its constituents including board members, faculty, and administrative staff. Once a model has been customized to its environment, if the culture is not ready for talent management, then it is time to develop a supporting culture (Clunies, 2007).

Talent Management: An Institutional Imperative

Retirement. Higher education is no different than most industries in that it faces mounting challenges related to retirements that have already taken place and those that are pending despite current economic concerns. With nearly 80 million baby boomers eligible to retire and not enough skilled workers to fill the ranks, the Bureau of Labor Statistics estimates the workforce will be short several million employees by 2014 (DeCenzo & Robbins, 2007). Furthermore, Mackey (2008) acknowledged that an aging workforce and a lack of high potential employees are creating an increased competition for leadership talent among all sectors. Because of the importance of continuing effective leadership, talent management needs to be recognized as an organizational imperative (Heuer, 2003).

To illustrate the urgency to address talent management at colleges and universities, one prediction estimated at least a 50% turnover rate among senior higher education administrators within the next five to ten years (Leubsdorf, 2006). In one example, Montgomery College, a Maryland-based community college, anticipated a significant turnover rate since 55% of its administrators are 55 or older and 45% are currently eligible for retirement. In other examples, the University of Kansas has 61% of its administration that is 55 or older while the University of Arizona's annual retirement rate of 2% could potentially increase threefold in the next five to ten years (Leubsdorf, 2006).

Figure 1 illustrates the situation that higher education is currently facing. This example examines the contrast in the ages of college and university presidents from 1986



Source: Hassan (2007, para. 9)

Figure 1. The aging college president: 1986 and 2006.

to 2006. While nearly two out of every five (41.6%) of the presidents were 50 years old or younger in 1986, that number now has dropped significantly to less than one out of every ten in 2006 (8.1%). David Ward, American Council on Education (ACE) President, acknowledged that candidates with in depth experience are being chosen for senior executive roles in order to address the growing number of challenges. However, he stated, "we need to ensure that a new generation of individuals are in the pipeline and are prepared for the new challenges of leadership positions in higher education" (Hassan, 2007).

The significant rate of retirements that higher education has experienced and will be expecting in the next several years leads many questioning whether colleges and universities have adequate talent to replace administrative leaders. This institutional challenge has resulted in many human resource departments dealing with one of the most significant people management dilemmas in a number of years.

Decreasing interest in administrative careers. Beyond an aging workforce and a concern for limitations of future talent, administrative roles in higher education have become quite stressful which leads to an increased level of burnout and turnover due to a variety of internal and external pressures. In addition, many employees from the Generation X and Y eras are seeking to balance their careers and personal lives more so than the Baby Boomer generation. In fact, there are a growing number of employees who have witnessed firsthand the high levels of stress associated with upper management positions and are often reluctant to accept promotions (Rothwell, 2007; Thau & Heflin, 1997). Those developments, argued Rothwell (2007), have triggered a significant decrease in the proportion of employees who wish to assume greater leadership responsibilities at colleges and universities. Many members of senior management have yet to fully appreciate these generational shifts and assume that all their employees will welcome the new leadership challenges and increased compensation associated with a higher level positions (Clunies, 2007).

Recognizing Cultural Limitations

While a case can be made to increase the use of talent management in higher education, certain cultural limitations exist that must be addressed before embarking on such an enterprise-wide plan. In a recent survey of colleges and universities conducted by Bisbee (2005), over 60% of the respondents indicated their institution did not have an established leadership development program with only 3.6% stating their institution had a formal talent management program that included managing the career paths of high potential employees.

To explain the lack of programming that currently exists, Heuer (2003) conducted a study of several "ivy league plus" institutions in which the equivalent of the chief human resource officer was interviewed at each college or university. The analysis suggested that all of the participants felt that developing talent was important but was not currently taking place at their respective institutions. Several of the reasons the study's participants gave for the lack of talent management program focused on cultural barriers which existed. Among the reasons included:

- "The culture's resistance to change and the institution's organization structure and hierarchy which makes it difficult to implement."
- "The flatness of the organization and decentralized decision making process has established silos throughout the institution. Having such a structure makes it difficult to develop overarching programs and identify key talent."
- "It is easier to 'buy than build' suggesting that it would be more advantageous to hire outside of the organization."
- "Higher education administration is not used to developing talent. Instead their focus is on the 'day to day' tasks and crisis management" (Heuer, 2003).

So higher education must deal with ongoing retirement decisions while searching for the qualified and willing talent to take respective institutions in a positive direction. Those colleges and universities that embrace the importance to build talent from within to meet impending leadership requirements will certainly gain an advantage on peer institutions (Mackey, 2008). Lee (2007) supported this notion and suggested organizations that focus on achieving optimal performance through human capital initiatives will realize a competitive advantage in the current economy.

Promoting a Transparent Culture

Any strategic initiative requires a highly developed communication plan that will introduce key messages to various constituent groups. Just as important is the gathering of feedback to address concerns and improve future programming. For transparency to exist within a culture, a comprehensive communication strategy must be crafted providing details of how the employee populations will be informed of growth opportunities related to the long-term vision of the organization (Ulrich & Brockbank, 2005).

Transparency among high potentials. To foster internal communication and promote talent management initiatives, senior officers need to continuously be transparent towards high potential employees regarding their status within the institution. Therefore, expectations must be managed in which a candidate can be assured that he or she will prosper through valuable learning experiences although a position of greater responsibility is not guaranteed following completion. If not managed properly, organizations can lose their emerging leaders to other organizations (Criswell & Martin, 2007). If employees feel as if there is little to no upward mobility, they may decide to take their skills to another institution that appears to value them more (Rothwell, 2001). At the same time, employees who are recognized as high performing may exude what Rothwell (2001) described as the *crown prince phenomenon* in which the participant gains a sense of entitlement simply because he or she was selected for the leadership development program despite not being promised any future promotion.

Transparency across the institutional community. In many environments, introducing a comprehensive talent management program may be met with resistance,

particularly if other competing interests are not provided with the similar amount of support and resources (Heuer, 2003). In fact, it is imperative for colleges and universities that wish to engage in talent management do so with openness. The participation of all stakeholders is critical to limiting anxiety, uncertainty, and frustration within the community (Bisbee, 2005). Adapting to an environmental change such as talent management requires that the entire employee population understand the purpose of the program in order to provide the appropriate level of acceptance.

Talent programs with high degrees of transparency are much more likely to encourage motivation among employees and motivate them to recognize their potential role in filling performance gaps in the organization (DeCenzo & Robbins, 2007). However, for this to occur, human resource departments must work with senior staff in crafting a message to all levels of the institution of how such programming will help to provide sustainable leadership for the foreseeable future. Employees can then recognize the connection between talent management and the overall mission of the institution (Bisbee, 2005).

Effective talent management programs will have increased visibility throughout an organization based on internal communication, the resources allocated to the program for all divisions and units, and the involvement of senior leaders (Stevens, 2001). Further visibility can be achieved by presenting the program outcomes to board members through an annual report or an on-campus information session (Charan, 2008). Today's competitive culture requires human resource departments and organizations as a whole to look at talent management as a visible, integral, enterprise-wide part of their overall strategies and to be clear with how employees fit into this equation. Therefore, planning

for an institution's future leadership requires a high level of openness and transparency within the organization (Gilmore, 2007).

As stated earlier, the culture and organizational dynamics of institutions of higher education vary from their business counterparts. Despite efforts to create lasting transparency, adopting talent development strategies in a higher education environment can pose a significant challenge. For instance, faculty are focused specifically on their discipline and student development and less on the quality of their institution (Lynch, 2007). Because of the value that faculty place on autonomy and academic freedom, a minority express any concern on the institution's leadership capacity. Nevertheless, it is important and necessary for all institutional members to be aware of how potential leaders are being developed to assume greater responsibilities while providing input as needed (Clunies, 2007). Stevens (2001) believed a program that has an impact on the entire community must serve as a visible system that is communicated throughout the institution. Therefore, organizations must provide a "common framework and language" to communicate talent management initiatives (Fulmer & Conger, 2004).

Steps to Begin Building Talent

Despite the cultural barriers that appear to exist in higher education in relation to talent management, some scholars feel that comparisons can be made to the private sector and models used in the business arena can be adapted to academia (Clunies, 2007; Gaither, 1998). In a survey of over 120 administrators at colleges and universities in which talent management was not in place, 60% of the respondents felt that talent management could work on their campus regardless of the existing culture (Estep, 1998). However, Heuer (2003) cautioned institutions against looking to integrate a complete

talent management program right from the start. Instead, he recommended that colleges and universities begin by introducing one program to the community and allow for reaction while those involved experience its benefits to the institution (p. 69). Another alternative is to begin a pilot program within a particular unit or division. The measured results shared with large community from that experience can lead to a variety of developmental activities across all levels of the organization (p. 70).

Key Characteristics of Talent Management Programming

Introduction

The objective of this section is to guide the reader through a variety of talent management strategies that have been documented in previous literature. The literature contains a number of strategies implemented to develop high potential talent including mentoring, collaborative experiences, and networking, along with formal, on-the-job developmental opportunities. The literature includes material for both business and higher education environments while providing both general views and specific case studies.

Great Practices, Not Best Practices

An interesting three-year study by Hewitt Associates examined leadership development strategies of nearly 1,000 small-to-large organizations. Among the findings were a series of innovative practices that were implemented in an effort to continuously foster the development of their high potential personnel. Despite these creative methods to advance organizational leadership, the study indicated that most human resource professionals struggled in determining if the approach they were using was effective in advancing their companies (Effron, et al., 2005).

The researchers' analysis revealed that a series of best practices could not be identified. In their view, best practices would indicate that a specific set of talent management practices would be applicable to all organizations. Knowing the uniqueness of each culture, the authors labeled their findings as "great practices" that enhance institutional effectiveness by rewarding, motivating, and encouraging highly talented employees (Effron et al., 2005). More specifically, they introduced a model entitled "a framework for building leaders" that was applicable to practically all the organizations that took part in the study. In describing the framework, the researchers believed it "helps ensure a pipeline of great leaders and great profits" (Effron et al., 2005).

This framework, labeled "Three Fundamental Leadership Truths" is explained briefly below and includes details from the findings which reinforce a number of key elements listed earlier in this chapter:

- *Leadership Involvement*: CEOs in the researched companies have a true passion for developing talent and feel their legacy includes reestablishing a strong base of leadership prior to their departure. Even board members assumed a key role in creating a talent structure to support organizational goals for years to come. Examples of their involvement included mentoring high potential employees, understanding the depth of talent at each area of the organization, and participating in leadership development programs themselves (Effron et al., 2005).
- *A Maniacal Focus on High Potentials*: Companies studied see the value of focusing significant time and attention on aspiring leaders as they will be the ones in strategic positions within the next few years. Nearly 70% of the

companies in the study tracked the turnover rate of high potential employees. Also, 90% reinforced classroom learning with structured on-the-job assignments (Effron et al., 2005).

- *The Right Practices, Done Right*: Of the Top 20 companies that were identified from the survey, 80% of the companies made its leaders accountable for identifying and developing others along with themselves. The top companies used a series of leadership competencies in evaluating their existing talent and established developmental activities that were tailored to each of the competencies (Effron et al., 2005).

Developing Leadership Competencies: Focusing on the Future

Supervisory personnel at all administrative levels in higher education must possess several leadership competencies to be successful in their positions (Rothwell, 2001). To measure talent management effectively, organizations must be able to incorporate an enterprise-wide, competency model that identifies the knowledge, skills, attitudes, and additional attributes that result in a high level of performance (Marsh, 2008). Furthermore, Clunies (2007) believed a valuable talent management process was one that placed importance on well developed leadership competencies and an objective assessment of each of the high potential candidates while assessing how current skill levels aligned with those competencies. The dimensions of leadership competencies that were identified in similar higher education studies included planning, decision making, organization, communication, development of subordinates, internal and external environmental awareness, interpersonal relations, emotional intelligence, managing change, and program implementation (Mackey, 2008; Christie, 2005; Heuer, 2003).

Due to the ever evolving nature of higher education, human resources must partner with senior leaders from other divisions to identify competencies that go beyond current positions (Bisbee, 2005). Competency assessments can be developed by generating a list of key leadership characteristics for each role along with organizational specifics that will help to advance the institution. Instead of preserving the "status quo," today's competitive environment requires organizations to incorporate career pathing strategies into their human resource model and revise the position descriptions at all levels of leadership in order to narrow existing performance gaps (Ulrich & Brockbank, 2005). More specifically, these characteristics should estimate what the leadership position will look like in one, three, and five years (Clunies, 2007).

One critical error when identifying high potential talent is attempting to clone potential candidates to be similar to the incumbents whom they may potentially replace. Suggesting that future leaders maintain the roles and responsibilities of the existing executives would be a strategic mistake (Rothwell, 2001). Stevens (2001) believed focusing solely on replacing incumbents to serve in the same capacity fails to recognize the rate of change that naturally occurs in an organization given both the economic and social environments. Bisbee (2005) characterized this traditional practice of replacing leaders in organizations as "the haphazard selection process." Instead this should be viewed as an opportunity to redefine each of the positions (Heuer, 2003). In summary, decisions on high potential employees should be based upon well-defined requirements and competencies for the key administrative positions, both current and projected (Fox, 2008).

Talent Development Planning: Customizing an Individualized Approach

Introduction

A critical component to any talent management model is having the opportunity for candidates to participate in several activities that gauge their leadership behaviors in a variety of areas while identifying a strategy to improve in the future. When developing high potential talent, it is important for organizations to invest the time and resources toward incorporating an individualized approach to learning. High potential employees have unique characteristics and development needs that must be addressed through multiple techniques including personality and leadership skills assessments, coaching, mentoring, and on-the-job experiences (A. Cremo, March 2008, personal interview).

Assessment Examples

Table 1 is a comprehensive list that has been used by Dr. Annette Cremo, Ph.D., President of Performance Plus Consulting and Certified Executive Coach, in the development of high potential talent. These examples go beyond understanding basic personality traits to address an individual's preferred leadership style while providing opportunities to improve both team and organization performance by examining how the participants interrelate with their colleagues.

360˚ Degree Feedback. The 360° feedback evaluation, also known as a multi-rater feedback, is a leadership assessment tool used in many executive development programs to evaluate the skills of program participants based on an organization's leadership competencies. This evaluation is conducted by surveying supervisors, peers, subordinates, and outside colleagues in order to gather feedback to be used to narrow performance gaps between current and modeled behaviors (Thomas & Saslow, 2007).

Table 1

Personality and Leadership Assessments Used in Talent Management

Assessment	Description
Myers-Briggs Type Indicator (MBTI)	Identifies a person's four basic type preferences that combine into one of sixteen different personality types. The outcome assist individuals in the way they think, communicate, and interact (Myers & Myers, 2007).
FIRO-B® Instrument	Identifies how an individual tends to behave toward others and how the individual wants others to behave toward him or her. The results of the FIRO-B can help individuals increase their self-understanding in a number of important areas, which includes handling interpersonal relationships and your own social needs (CPP, Inc, 2003).
SDI® (Strength Deployment Inventory)	Intended to improve team effectiveness and reducing the costs of conflict while serving as a learning model for effectively and accurately understanding the motive behind behavior (Personal Strengths Publishing, 2007).
DiSC PPSS (Personal Profile System)	Provides individuals and teams with detailed, personalized information to help them apply the learning in a variety of applications. It offers a wide range of practical interpretive reports that help people improve their leadership effectiveness including: • Self-awareness and self-management • Peer relationships and teambuilding • Performance coaching and managing others • Client relationships (Inscape Publishing, 2004)

The 360˚ feedback evaluation method is one of the more popular, yet riskier, assessment tools used in leadership development programs. The assessment is popular because it is cost effective, fosters self development, and establishes action planning for the candidates based on feedback provided by employees at all levels of the organization (Heuer, 2003). On the other hand, the assessment is risky, particularly if the culture has not adopted this assessment in the past. Potential leaders could take offense to many of the responses while becoming quite fearful if the data will be reviewed by their supervisors (Thomas & Saslow, 2007).

Despite the risks, the feedback instrument is crucial for supervisors, coaches, and mentors as a prerequisite for designing individual development plans based on the assessment responses (A. Cremo, March 2008, personal interview). This tool also decreases the chance for bias given its anonymity while assessing the participants' readiness to move into the next position. In addition, this method helps participants expand their self-awareness and examine themselves from diverse perspectives (Thomas & Saslow, 2007).

Individual Development Planning

Identifying high potential leaders and providing them with increased exposure to the organizational environment is simply not enough (Fulmer & Conger, 2004). As the literature above stated, a critical component to any talent management model is having the opportunity for candidates to participate in several assessments, including the 360˚ feedback assessment, that gauge their leadership skills while identifying a developmental strategy to improve in particular areas. The results from a variety of assessment(s) help to establish an individual development plan (IDP) which provides structure to the educational process while fostering continued growth as a high potential employee (A. Cremo, March 2008, personal interview).

Many scholars support the inclusion of an IDP as a critical component to a talent management initiative. Lee (2007) defined an IDP as a process that helps employees assess both the skills required to support their career goals while aligning those skills with the organization's mission and goals. Rothwell (2001) explained that an IDP is a "hybrid" between a learning contract, a performance contract, and a career planning form. Gilmore (2007) believed development plans go beyond the typical performance

appraisal resulting in a comprehensive strategy guiding each individual with what they must accomplish to achieve advancement to the next level. As Thomas and Saslow (2007) pointed out, "Individual development plans should be at the forefront of any talent management program."

The purpose of an IDP is to document the activities that will help to narrow the performance gap between a candidate's current state and future work requirements for the position(s) at the next level (Clunies, 2007; Rothwell, 2007). Furthermore, IDPs should not be generic but should focus instead on each individual by placing resources in three specific areas: coaching/mentoring, work experiences and assignments, and educational opportunities (Clunies, 2007). Overall, the presence of IDPs is a developmental process that higher education organizations can use to demonstrate their commitment to employees and illustrate how they are valued (Heuer, 2003).

Coaching and Mentoring

Many organizational leaders cite coaching and mentoring as key to a program's overall success, since both components facilitate objective feedback and advice (Atwood, 2007). While coaching programs seek to increase the individual's job-related skills, mentoring looks to assist individuals in their overall development, both personally and professionally (Sims, 2002). Therefore, both are important to consider when constructing talent management initiatives.

While coaching can be conducted through ongoing conversations between a candidate and supervisor, the process may be even more advantageous to have an external coach who can implement a more objective approach (Bell, 2002). A study by the American Management Association (AMA) entitled *Coaching: A Global Study of*

Successful Practices in which over 1,000 executives and managers were surveyed, suggested the higher an employee rises in the organization, the more difficult it may be to receive unfiltered information regarding overall performance (Battley, 2008). In addition, Battley (2008) believed an external coach can analyze situations in an objective manner, particularly when a high potential employee is frustrated and is considering leaving the organization. External coaches must also be considered when talent management programs are implemented and internal resources are limited in their availability to provide such support.

Like coaching, the goal of mentoring is to enhance the performance, productivity, and effectiveness of employees. Moreover, the ability to connect high potential employees with individuals in key leadership roles will increase the participant's level of commitment and dedication (The Aberdeen Group, 2007). For mentoring to be valuable from both perspectives, the right relationship must be developed. For instance, a candidate must work with his or her immediate supervisor to identify a mentor who will assist to develop his or her skills as a leader. Also, a mentor must also be willing to challenge the candidate to develop in areas that have been identified as limitations before the relationship progresses. While important to have a relationship with mutual interests and styles, the unique outlook that each mentor brings to the relationship will allow the mentee to see other approaches to leadership (Bell, 2002).

Action Learning

Building talent "on-the-job." Organizations that measure the value of their talent management programs look to work-related experiences or action learning opportunities as sources for this measurement (Bisbee, 2005). Fulmer and Conger (2004) defined

action learning as "a process in which potential leaders are given experiential learning assignments with the opportunity to study a particular topic area and present the findings to senior management." Christie (2005) stated, "People who are concerned with sustaining leadership capacity in the wake of a declining skilled workforce will discover that significant knowledge, skills, and abilities are not learned through traditional classroom training alone." In addition, Hernez-Broome and Hughes (2005) suggested, "Classroom training should not be the only part of a leadership development initiative, and may be the least critical." Charan (2008) added that leadership cannot be learned in the classroom setting. His research underscores the role of group discussions, intensive reading, and extensive networking with current leaders and peers with high potential in accelerating personal growth (Charan, 2008).

Action learning can take place in several venues including participation on committees, special projects, and other campus initiatives (Clunies, 2007). Thomas and Saslow (2007) stated that while this is a different, more flexible experience than the other more structured components of the talent management model, the action learning events must still match the intended outcomes of the initiative while focusing on the organization's core competencies. Creating applicable on-the-job experiences helps to improve systems thinking among future leaders and helps them better understand the organization through these hands-on experiences (Fulmer & Conger, 2004).

To be effective, action learning does not have to be separate from "real work" experiences. In fact, such experiences should be designed to fit into the objectives of a particular department or division (Marsh, 2008). Doing so will help to increase acceptance among supervisors as they will recognize the connection between work

responsibilities and the learning process. However, regardless of the setting, the focus of any experiential learning setting needs to be on the growth of the individual and not the job title that he or she may eventually assume (Fulmer & Conger, 2004).

The value of action learning. Clunies (2007) underscored the importance of temporarily placing candidates in "stretch assignments", that is higher level positions, that challenge individuals to perform beyond their current skill level. Such opportunities can build confidence within potential leaders and help them establish new relationships. However, individuals need to be given a sufficient amount of time in the assignment for learning to occur appropriately (Clunies, 2007). Action learning is optimal when potential candidates involved in leadership experiences work collectively versus individually (Heuer, 2003). Gaither (1998) stated, "Academic leadership, in particular, involves interdependence more than individualism." As an example, the University of Arizona's senior leadership continues to provide opportunities for ambitious projects for younger administrators while increasing their exposure to institutional committees (Leubsdorf, 2006).

As will be discussed later, many key institutional positions are filled by external candidates. This may not be due to the lack of skills possessed by internal talent, but simply the lack of opportunity for these individuals to showcase their talent through a variety of experiences (Christie, 2005). Therefore, establishing learning assignments for all internal leaders will prove to be invaluable for any college and university, both in terms of financial savings and employee engagement (Fulmer & Conger, 2004).

Rothwell (2001) suggested as much as 90% of an individual's development occurs on the job. To highlight the significance of action learning, a survey of 264 higher

education administrators resulted in 89% of the participants finding job-related educational experiences more beneficial compared to mentoring, self-directed learning, and structured, classroom activities (Bisbee, 2005).

Talent Management Case Studies in Higher Education

While research related to talent management weighed heavily on the business sector, examples of colleges and universities of all sizes have been documented incorporating one or more of the strategies addressed throughout this section of the chapter including leadership competencies, coaching, mentoring, individual development planning, action learning and program evaluation.

University of Minnesota. The Office of Human Resources at the University of Minnesota formed a talent management team and advisory group which identified a series of leadership competencies that were considered to be necessary for institutional success and became a key component to their developmental and performance feedback processes. The level of readiness of each high potential employee is based on these leadership competencies. To measure their success, the Office of Human Resources examines retention rates among high potentials as well as the percentage of internal advancements as a technique to limit external hiring (Butterfield, 2008).

University of Pennsylvania. The institution offered a variety of opportunities to advance the careers of employees at all levels through formal development programming while offering an individualized approach through activities such as career coaching and mentoring. Programs have been tailored for levels just below the vice president and dean positions to administrative professional/support staff positions. This correlated with

Gilmore (2007) who contended that talent management is now being viewed holistically at all levels of an organization.

University of Pennsylvania's *Center for Learning and Education* placed accountability on the employees to be proactive in their own development. The challenge was presented by University President Amy Gutmann to transition from a place of "excellence to eminence." To support this strategy, the *Center for Learning and Education* provided opportunities for deep relationships to be built across the institution while allowing for the ability to be more effective in both current and future positions through self-reflection, group interaction, and collaborative assignments (Edwards, 2008).

Daytona State College. Carroll (2004) highlighted one of the few published examples of talent management at a two-year institution by describing the program that had been implemented at Daytona State College, formerly Daytona Beach Community College. The school had recognized over 50 critical positions within the administration and over 100 candidates who could eventually assume one or more of those roles.

The Leadership Development Institute at Daytona State included establishing an individual development plan for all high potential employees which focuses on having each participant become "position ready" in three to five years similar to the strategy implemented by Dow Chemical Company (Charan, 2008). The three year program established the following list of concentration areas:

- Year One: Self-Assessment and Institutional Knowledge
- Year Two: Teamwork and Leadership
- Year Three: Experiential and Self-Guided Activities

Also, each individual maintained a professional portfolio which included a series of assessment results identifying the level of readiness for a next level position and a detailed record of accomplishments (Carroll, 2004).

Emory University. Beginning in 2006, Emory began its *Excellence Through Leadership* program that provided opportunities to enhance leadership capabilities for up to 20 administrators each year (Selingo, 2009). The goal of the program was to build a "pipeline" for individuals who could potentially replace senior officers at the university (p. B3). The program offered learning modules focused on strategic planning, marketing, and finances specific to the higher education culture (p. B3). In addition, individualized attention was provided through executive coaching which is designed specifically for each participant based on their own leadership assessment results (p. B4).

Each year's cohort has the opportunity to collaborate in many ways including through a group project tied to the mission of the institution. This supported the theories of Charan (2008) and Hernez-Broome and Hughes (2005) that learning must extend beyond the classroom setting. The cohort was divided into two groups with each devising a plan to address a campus challenge and coming up with potential solutions for senior officer review. One example of a project was developing a university transportation plan. According to the university, nearly half of the solutions have been implemented by the institution (Selingo, 2009).

For the program to gain increased visibility, the human resources staff implemented quantifiable measurements to evaluate this initiative. For instance, since the start of the program, approximately 25% of the participants changed job titles while 16%

received promotions. Much to the institution's delight, no one who had participated in the program had left Emory (Selingo, 2009).

Indiana University Purdue University Indianapolis (IUPUI). The IUPUI model contrasted with other talent management models described above in that the program extended to the student population creating a program available to all within the campus community. The program, *Leadership in Dynamic Organizations (LDO)* used the institution as the model and offered weekly discussions along with assignments that took place in small group settings. In addition, presentations were developed and delivered that addressed workplace-related issues and problems and offered potential solutions. Also, all participants were responsible for writing a reflective paper at the conclusion of the program that summarized their experiences and provided a path towards future development (Griffith, Bedford, & Hundley, 2008).

As the program evolved the administrators looked specifically at the degree to which it had accelerated career advancement among the participants. This included the percentage of internal promotions that had taken place since its inception. In another way of evaluating the program, administrators were determining ways to enable even greater relationships between participants and senior leaders. They were also looking to find opportunities for ongoing contribution at the conclusion of the program to improve self-confidence and individual success (Griffith et al., 2008).

Northwest Missouri State University. Northwest Missouri State University established a systematic talent management approach entitled *The Leadership Development Pla*n that was implemented following a formal approval by its board of regents. *The Leadership Development Plan*, which was an effort comprised of both

faculty and administrative staff, included components such as classroom training, shadowing of senior officers, and mentoring throughout each academic year. The goal of the program was to establish a core group of qualified leaders who could assume greater responsibilities as key administrative positions became available.

Each year, the board was active in reviewing the performance of internal candidates when these executive positions became available. Since the program's inception, approximately half of the senior leaders were promoted from within the institution. In addition to the formal programs listed above, the university also provided release time and 100% tuition reimbursement for continuing education (Sorensen, Furst-Bowe, & Moen, 2004).

State System of South Carolina. Recently, the State System of South Carolina established a benefit in which employees could "pre retire." This creative incentive simply meant that any employee who chose this benefit remained on the job in a limited capacity for another five years while collecting retirement benefits. Such an approach helped the State System of South Carolina plan more effectively given that an employee's intentions were known. Lawrence Nichols II, chief human resource officer at Clemson University (one of the schools within the system), stated, "because you know who the people are, and you know the date they are leaving . . . you have some time to prepare" (Leubsdorf, 2006).

Talent Management Case Studies in the Business Sector

As the research has indicated, many more examples of talent management practices exist in the business sector despite instances occurring at colleges and universities (Clunies, 2007). Along with the examples that were provided in the

introductory chapter, additional case studies are provided below illustrating the importance of building "bench strength" at three unique organizations.

AXA Equitable. In an effort to create future lines of leadership, AXA Equitable, a New York-based financial protection company and provider of life insurance and annuity products, created *Ambition 2012* in which new leadership development opportunities were designed for executive personnel and a pool of high potential talent. To understand better the leadership gap that needed to be filled by 2012, a workforce needs analysis was implemented resulting in a requirement to prepare 600 high potentials in 270 executive roles along with approximately 1,000 employees who were classified as emerging talent (Fox, 2008).

In quantifying their approach, AXA Equitable looked to identify individuals who could be promoted at least twice in a five-to-seven year period. In order to achieve such a lofty goal, the Human Resources division met bi-annually with the senior executive team to identify talent and review the performance of each high potential candidate. Based on the results, leadership development plans were established to further the growth of each employee while stretching his or her current capabilities. A result from this program included a 42% rate of open positions filled by internal personnel in 2006, an estimated increase of 17% from the previous year (Fox, 2008).

Eli Lilly and Company. Eli Lilly and Company, a global research-based pharmaceutical company, developed an action learning program entitled *Leadership V* which brought together 18 potential executives from each of the organization's units. The program was designed on a business challenge that was introduced by the organization's CEO, Sidney Taurel (Fulmer & Conger, 2004). Individuals took part in interviewing their

customers and other firms, participated in workshops facilitated by subject matter experts, and discussed their interview findings in a group setting (p. 202). The end result was a presentation to Taurel and senior executives with a list of recommendations to solve the challenge that was introduced at the onset of the program (p. 202).

Aetna Corporation. Aetna Corporation, a health care, financial services, and insurance provider, established a talent management program under the direction of its CEO, Ronald Williams (Grossman, 2008). This process included a comprehensive review of its elite talent semi-annually. In fact, much of the organization's executive committee meetings were spent discussing the top-200 highest performers (p. 54). During this time, specific individuals according to the organization were rated being either "ready now," "ready within three to five years" while determining the types of developmental opportunities needed for future success (p. 54). In addition, it is also acknowledged during these sessions that the growth potential of some individuals is limited within the organization (p. 55). According to Williams, "it's paid substantial dividends as we have developed a very diverse and effective leadership team" (p. 63).

Talent Management as a Strategic Initiative

Linking Talent Management to the Organizational Mission

A critical element that facilitates an organization's adoption of a talent management strategy is the extent to which it is integrated into the organization's strategic planning framework versus being secluded in a single organizational unit (The Aberdeen Group, 2007). DeCenzo and Robbins (2007) advised that employment planning cannot exist in isolation but must be linked to the organization's overall mission. Clunies (2007) suggested any talent management program that is implemented within an

organization must be an evolving process that correlates to the institution's strategic plan and its future direction. As will be addressed, a continuous challenge for human resource entities in higher education is to elevate talent management to the status of "strategic." This section of Chapter Two provides a review of the existing scholarship revealing examples of talent management as a strategy priority among several organizations.

Human Resources – The Facilitator

Lee (2007) referred to human resource departments as "the makers of kings." In other words, human resource practitioners can play a major role in determining the overall direction of an organization by the way they facilitate the talent management process. Clunies (2007) stated the best talent management initiatives are those that are aligned with existing human resources systems such as performance appraisals, management development, other training and development functions, compensation, Equal Employment Opportunity (EEO) regulations, and career planning. In fact, a highly effective talent management system is one that is integrated into the overall human resource strategic plan that values both talent development and leadership advancement throughout an organization (Marsh, 2008).

To implement this holistic model, human resources can work with other administrative departments and divisions to identify high potential talent by reviewing skills and competencies outlined in individual performance assessments. According to Butterfield (2008), "HR's responsibility related to talent management is to identify investments, design development required to fully deliver on its role in talent management, and calculate the return on investment to the institution" (p. 34). By being

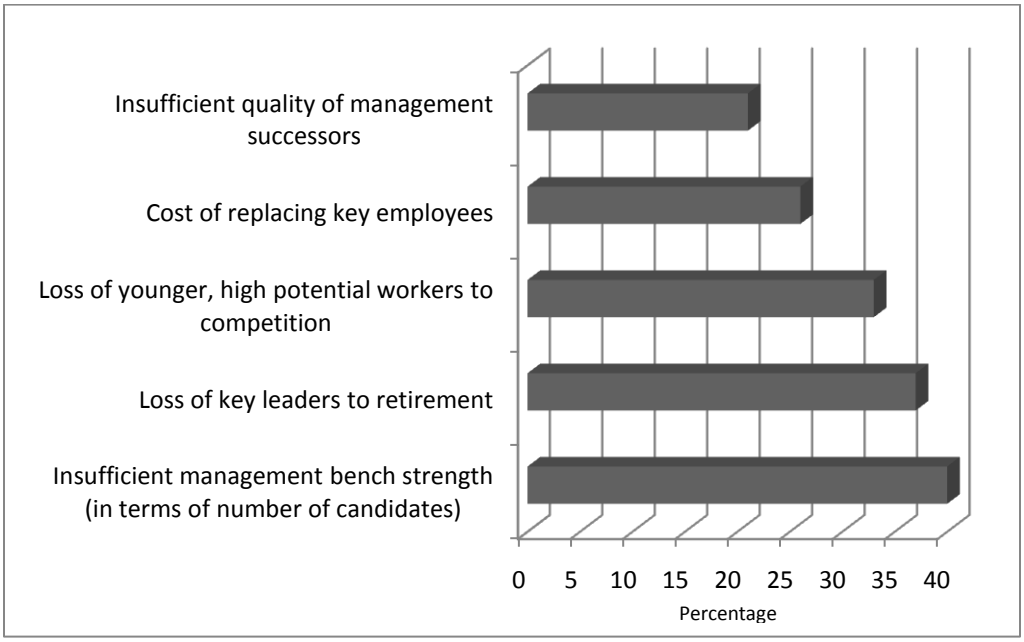
integrated into the existing human resource system, talent management is viewed as a critical tool for recruitment, retention, and motivation (Fulmer & Conger, 2004).

While human resource departments certainly have a role in providing a structure for supporting talent management and facilitating the overall process, other divisions including the senior officers and individual managers must own the development of their high potential employees (Bisbee, 2005; DeCenzo & Robbins, 2007). As will be addressed at length later in the chapter, progress cannot be made regardless of the strategies implemented by human resources without senior leadership support (Clunies, 2007). Once this is achieved, the human resource function must act as the catalyst for creating and sustaining momentum while serving as the liaison between the executive staff and the remainder of the community (Bisbee, 2005).

Beyond the Executive: Developing Talent at All Levels

Overview. Traditionally reserved solely for those rising to the senior executive ranks, talent management is now being viewed holistically at all levels of management (Gilmore, 2007). In a recent study conducted by The Aberdeen Group (2007), organizations listed "insufficient management bench strength" as the primary reason for embracing talent management. Figure 2 below illustrates how this factor compares to other reasons that were provided by survey respondents.

Christie (2005) suggested, "With the pending loss of leadership at all levels within the organizations, filling this projected leadership gap is of great concern." If institutions of higher education wish to create a successful, lasting talent management



Source: The Aberdeen Group (2007)

Figure 2. Reasons for implementing talent management practices.

model, they need to look beyond the president/CEO and senior executive levels and build their benches by extending developmental efforts across all units of the institution (Fulmer & Conger, 2004).

Making promotion the priority. A 2007 study conducted by the American Council on Education (ACE) addressing the characteristics of senior officers in higher education found that less than half (49.0%) of the senior administrators were promoted to their current positions internally. This study illustrated the need to improve talent management within colleges and universities in order to increase the level of readiness among high potential employees (King & Gomez, 2007). While there are a number of advantages to conducting an external search for leadership roles, including the ability to gain a fresh perspective and reducing the need to provide internal developmental

opportunities, overlooking current employees can easily produce resentment, disengagement, and potential turnover (Fulmer & Conger, 2004).

Gilmore (2007) suggested organizations which focus solely on external resources because of the time and effort to align the individuals to the culture is operating in a suboptimal manner. Recruiting talent externally can be one of the most costly and unwieldy side effects of not having an enterprise-wide talent management program (Gilmore, 2007). In fact, hiring externally can lead to a break in continuity that most organizations cannot afford (Society for Human Resource Management, 2008). Shorter employment terms, less stable company culture, morale, and compensation-related costs are all associated with external hiring, as organizations often have to increase pay to attract outside candidates (Gilmore, 2007).

Despite the benefits, internal promotions are not without a set of unique challenges. For instance, a senior leader may inject bias in the assessment of an internal candidate due to loyalty or simply the fact that he or she does not want to lose that person to a competing organization (Heuer, 2003). On the other hand, some may view the internal candidate with much more criticism since they are familiar with the individual's limitations and past performance record. Also, senior officers may be reluctant to have certain individuals rise in the organization because they are perceived as being too valuable from an operational perspective (King & Gomez, 2007).

Nevertheless, promoting from within allows for a continuity in relationships and increased employee engagement, and increases the likelihood that new employees will possess the cultural expertise and knowledge necessary for success (Society for Human Resource Management, 2008). Bisbee (2005) believed that the continued success of

higher education institutions depends on key positions at all levels being staffed with effective, competent leaders in order to achieve their strategic objectives. Performance can and will improve when organizational gaps are filled quickly with qualified and motivated workers who wish to enhance their career progression (The Aberdeen Group, 2007).

Summary

Instrumental to the success of any employee learning initiative is the role that human resource departments play as facilitators in the employee development process. Clint Davidson, former chief human resource officer at Duke University, stated, "Talent management is going to require our investment and relentless action" (Butterfield, 2008). Critical in this is gathering program support at the senior officer level which must serve as the owner of talent management. As the research suggested, visible and continued endorsement of the program as a strategic initiative is vital to seeing tangible organizational results. However, just as vital is the need for human resources to create a meaningful framework for assessing the current skill levels of high potential employees and transferring those findings into workplace results.

Future Considerations

Many human resource practitioners believe they are moving beyond the traditional tactical role in their respective organizations. In a study of human resource departments across several large corporations, 62% surveyed indicated moving toward establishing strategic partnerships with other areas of the organization. Specific to talent management, 75% of the respondents indicated playing a stronger role, while 7%

suggested a reduced role in this capacity, and 18% believed there was no change in this particular role (Kramer, 2003).

Despite the progress that appears to be made, Human Resources departments in higher education must still continue to build relationships across their institutions to identify and deliver strategies that help to close the administrative talent gaps (Butterfield, 2008). Marsh (2008) suggested that human resources use the following four key components when working with operational management to help identify talent within an organization:

1. *Performance* – indicates the level in which employees are performing in their current role along with the results that have been achieved within that position.
2. *Potential* – determines if employees have the capacity to perform at a level(s) higher than their current position (e.g., decision making, emotional intelligence).
3. *Readiness* – measures employees' ability to take on new roles.
4. *Fit* – assess if employees' strengths are appropriate for the institutional challenges that lie ahead and whether or not their leadership traits are aligned to the organization's culture.

As facilitators of the talent management process, human resources personnel must focus their energy on identifying talent at all levels of the institution while providing both individualized and group-based activities to foster continued growth. Research provided in the following section supports the notion that success towards large-scale talent management initiatives relies significantly on the ownership of the senior leaders within

the organization (Blazey, 2002; Charan, 2008; Fulmer & Conger, 2004; Heuer, 2003; Lorsch & Khurana, 1999; Rothwell, 2007).

Leadership Commitment: Gaining Support for Growing Talent

Introduction

As was just addressed, most organizations look almost exclusively to their human resource departments to champion their talent management efforts. According to Rothwell (2007), this is a fundamental mistake that overlooks the vital role of the president/CEO who ultimately determines if this initiative will be successful or not. Without trust and empowerment from the very top executive of any organization, talent management initiatives will not be realized (Fulmer & Conger, 2004). Blazey (2002) stated, "There is not one example of an organization that achieves superior levels of performance without the personal and active involvement of its top leadership."

Leaders in an Active Role

Despite the reluctance on the part of colleges and universities to engage in talent management related activities, environmental constraints are forcing presidents and other senior officers to shift their attention towards increased leadership for the foreseeable future (Heuer, 2003). For this to take place, top executives must work collectively with human resource professionals to constantly evaluate the depth of the organization's leadership capacity (Clunies, 2007).

Beyond both trust and empowerment, senior leaders must continually have talent development be part of their ongoing conversations. In fact, senior officers need to collaborate in developing their high potential resources by having the opportunity to speak freely about various candidates and their potential to serve in a leadership function

(Sherwood, 2008). As an example, Clunies (2007) referred to “review meetings” in which human resource departments facilitate discussions with senior staff to help identify the strengths and opportunities of various individuals who can potentially assume a leadership role. Similarly Gay and Sims (2006) point to talent review meetings which assist senior leaders in discussing emerging talent within all units of the organization helping to support the achievement of long-term strategic goals.

Leadership commitment must not simply consist of a “nod of approval” or “vote of confidence” from senior officers, but a course of actions that truly signifies the dedication that talent management requires. To overcome the potential bottlenecks and to ensure the delivery of program goals and measurement, the overall performance of potential leaders must be managed at the most senior level (Heuer, 2003). Regardless of the strategies being implemented, talent management requires a high level of energy at the senior leadership level in order to attain the necessary level of success and achieve sustained institutional growth (Korb, 2004).

Accountability Across the Institution

Paramount to the success of talent management is the active involvement of executive and senior administrators in developing high potentials. Clunies (2007) argued that growing talent should be a performance expectation established at all supervisory levels. According to Charan (2008), every leader in the organization must be held responsible for the identification and growth of its talent and a key component of their evaluation is how well they execute in this area. Furthermore, Charan (2008) added each supervisor of a high potential employee should commit 20 to 25% of his or her time to observing performance, providing feedback, and coaching.

For instance, at Bank of America, a core responsibility of every executive is to grow and develop the corporation's emerging leaders. The company has "enthusiastic support" from its senior leaders and its board of directors who serve as stewards to the talent model (Fulmer & Conger, 2004). In another example, Tyson Foods has made leadership planning a priority for each of its managers in which periodic reports must be provided on their leading talent (Atwood, 2007). Throughout this process, managers are asked to rotate individuals throughout various job responsibilities as part of their internal *Emerging Leaders Program* (p. 9).

Leaving a Legacy

Some have made a strong argument that finding a potential successor(s) is one of the most significant tasks of any leader (Charan, 2008; Atwood, 2007). "Not only does a chief executive have an enormous impact on the fortunes of a company, but the very process by which the executive is picked influences the way employees, investors and other constituencies view the company and its leadership" (Lorsch & Khurana, 1999). To some extent, this would help to preserve the legacy of the leader and help ensure the future prosperity of the institution (Lorsch & Khurana, 1999).

A characteristic of a great leader is one who sets up the organization for success at all levels following his or her departure (Collins, 2001). In 1991, Jack Welch, then-CEO of General Electric who spent up to 60% of his time fostering talent management, stated, "From now on, choosing my successor, is the most important decision I'll make. It occupies a considerable amount of thought almost every day" (Atwood, 2007). As discussed earlier, Welch was meticulous in identifying future leaders taking seven years to identify the top three potential successors to his position.

The failure of top management to ensure orderly leadership succession has repeatedly had disastrous results (Atwood, 2007). For example, Michael Eisner, former CEO of the Walt Disney Corporation, mistakenly chose a successor who left the position a little more than a year later resulting in a $140 million severance package (p. 9). Also, Mattel, a leading toy manufacturer, went four months without a CEO in place which noticeably impacted both earnings and employee/investor morale (p. 9). Nike went outside its organization to finds its new CEO who was eventually replaced after 15 months with someone from the internal ranks (p. 9).

A related study in the higher education setting addressed specific steps being taken to build internal talent to sustain leadership among a group of institutions. Korb (2004) interviewed fourteen community college presidents to gauge their perception of the potential leadership crisis due to the large the number of impending retirements in administrative ranks. The results from the study concluded that the presidents characterized their current climates as a "challenge" instead of a "crisis" (p. i).

Despite this perception, the interviews determined that several retirements of senior leaders were expected across those particular institutions (Korb, 2004). Also, the quality of internal candidates was perceived as weak due to the lack of related experience (p. ii). Furthermore, the presidents believed that the new group of administrators needs to become proficient in fiscal-related issues and have excellent human relations skills (p. ii). In addition to the increased complexity in competencies that were required at that level, one of the most interesting findings revealed a diminished appeal of senior level positions among potential candidates (p. ii). The initiatives that have been implemented within

these institutions to support talent development include active mentoring, on-the-job development, and leadership development programming (p. ii).

Program Evaluation: Designing a Results-Based Talent Management Program

Introduction

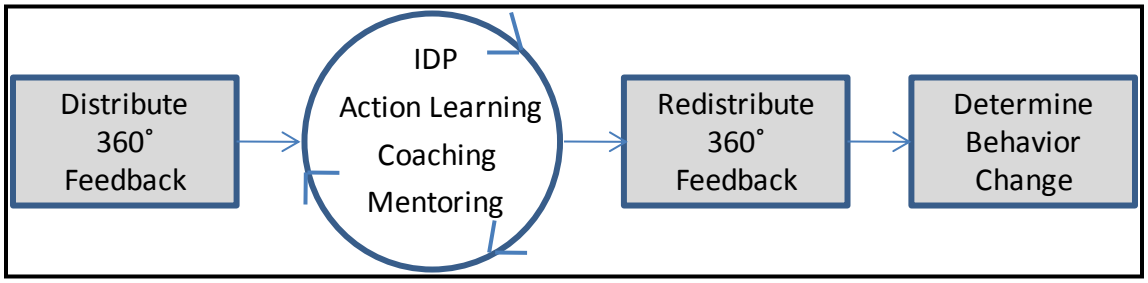
As addressed earlier, designing a comprehensive development strategy for emerging talent that meets the needs of the institution is critical to the success of any talent management initiative. The long-term viability of a talent management program relies on a focused effort to continuously measure the overall results, both individually and institutionally (Christie, 2005). This provides senior leaders, board members, and other constituents with actual data that will justify the return on investment for supporting this strategic initiative. Failure to illustrate the benefits of the program could easily lead to a lack of funding or support in subsequent years by senior leadership (Atwood, 2007). This final section of this chapter addresses the final research question "How do the program experiences correlate to professional growth and advancement for participants?"

Successful talent management programs are those that evolve over time by soliciting feedback from senior leaders, past participants, and others while adapting to the overall needs of the institution. Fulmer and Conger (2004) characterized talent management as "a journey, not a destination" (p. 14). In other words, organizations should recognize progress but not be content regardless of past achievements. Therefore, the objective for any organization is to refine and adjust their planning system by implementing a comprehensive evaluation system that incorporates a series of performance metrics that will lead to prolonged success (A. Cremo, March 2008, personal interview).

Measuring Success

The ability to measure the results of a talent management program is considered to be one of the most difficult tasks of any program administrator (Wiessner & Sullivan, 2007). In fact, many colleges and universities are hesitant to begin any talent management program simply because it is difficult to measure the results of such programs. Senior leaders are reluctant to place scarce funds into new programming, particularly programming that cannot demonstrate positive results for the organization's future in a troubled economy.

Regardless of the obstacles that are in place, the use of the assessment tools discussed above (p. 31) can have a significant impact on the direction of the talent development program (A. Cremo, March 2008, personal interview). For instance, implementing a 360˚ feedback assessment as a one-time developmental activity may not provide useful data that will support the program's value. However, if organizations use this particular tool on multiple occasions throughout the program (pre-test/post-test), data can be tracked to determine the degree to which each candidate improved his/her skills as a leader while progressing through coaching, mentoring, and action learning activities (A. Cremo, March 2008, personal interview). This process is illustrated below in Figure 3.



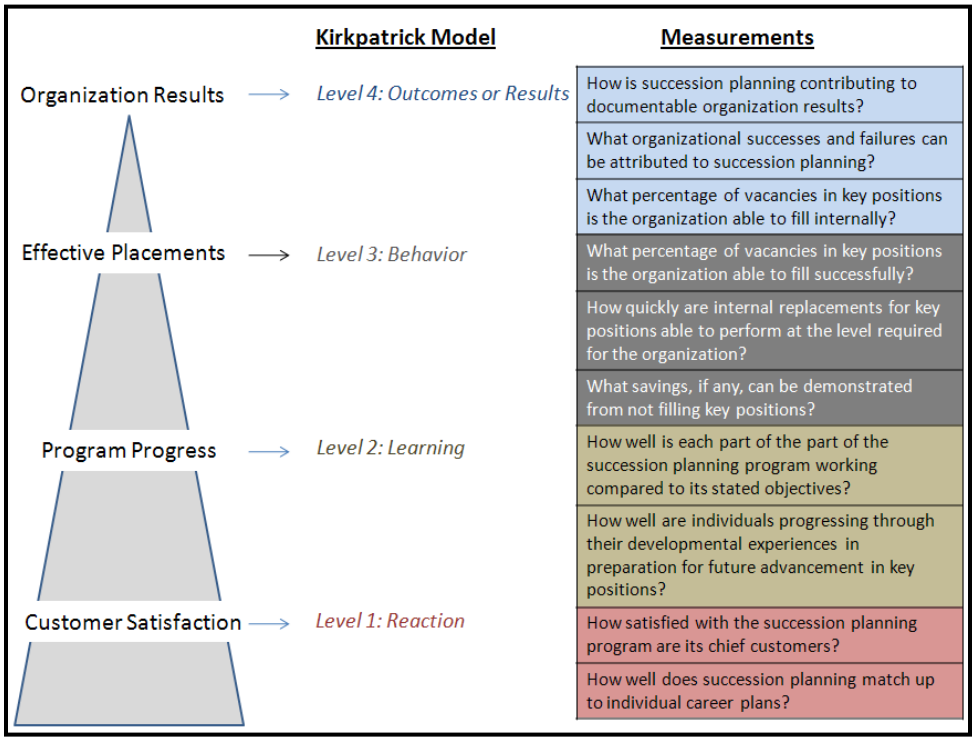
Source: A. Cremo, March 2008, personal interview

Figure 3. Determining behavioral changes through a 360˚ feedback assessment.

Many organizations employ some form of evaluation, ranging from the traditional survey following each classroom training program to more advanced methods that addressed workplace behavior changes. In 1959, Donald Kirkpatrick introduced *The Kirkpatrick Model for Summative Evaluation* which was intended to evaluate the effectiveness of training programs using four specific levels: Reaction, Learning, Behavior, and Outcomes or Results. The model suggested that the higher the level of evaluation that was pursued and achieved, the better the results that were achieved for the organization (Wiessner & Sullivan, 2007).

Rothwell (2001) adapted Kirkpatrick's framework in the context of talent management ranging from a basic level of satisfaction among the participants and other constituents (Level 1) to realizing tangible results in an organization based on efforts to advance leaders throughout the organization (Level 4). According to Rothwell (2001), organizations that want to truly determine if investments in emerging talent had an impact on organizational results would conduct return on investment (ROI) studies to compare the costs of the program to the financial gains created by the additional skill sets that were established. In Figure 4, Rothwell (2001) adapted Kirkpatrick's framework in the context of talent management to create metrics that measured a range of results—beginning with the level of satisfaction among the participants and other constituents (Level 1) culminating in the tangible results realized by the organization in advancing leaders throughout the organization (Level 4).

Evaluation periods must be incorporated into every professional development initiative (Wiessner & Sullivan, 2007). Talent management is no exception particularly



Adapted from Rothwell (2001)

Figure 4. Adapting the Kirkpatrick model to talent management.

when the program can come across a certain level of scrutiny given its visibility throughout an organization. In developing an annual review of the talent management process, feedback must be received from all individuals including the program participants, senior officers, mentors, coaches, 360˚ respondents, and others who were involved. Having this level of detail from a number of constituents will help drive improvement in subsequent years (Heuer, 2003). Metrics, such as the specific examples cited above, and other tangible benefits to the college or university including an increase in employee engagement and morale will help human resources gain acceptance for talent management as a key strategic initiative for years to come (Ulrich & Brockbank, 2005).

Summary

Several themes can be extracted from the findings from previous researchers and scholars. Below is a list as a means of summarizing the information provided throughout this chapter:

- Higher education is not immune from the number of impending retirements impacting all industries. A significant percentage of senior administrative leaders within colleges and universities are at or near retirement age. In addition, presidents and CEOs are not confident of the current skills of potential replacements.
- Edwards (2008) stated that each talent management approach must be developed to meet the specific needs of each college and university. Creating a "culture of learning" across an employee community when other institutional programs are competing for the same funding. When supported by sufficient resources, establishing a transparent environment is still necessary to gain acceptance and ownership among a college or university's internal constituents.
- Classroom training should only be one of several developmental opportunities for participants of talent management programs. Other initiatives found to be successful by some are assessment tools including the 360° feedback process which can help establish individual development plans for high potential employees. These plans can then include coaching, mentoring, and action learning.

- Leadership commitment towards talent management must go beyond fiscal support. Presidents and senior officers must sponsor talent management initiatives while human resources departments serve to facilitate the process by implementing program components and communicating the importance to all constituents. Senior leaders must also look to find opportunities for high potential employees to stretch their current abilities and gain comfort in their leadership capacity.
- Talent management is not reserved solely for the senior officer level. For an institution to prosper fully it must hold supervisors accountable for identifying and building talent at all levels of the organization.
- Human resource administrators are responsible for elevating talent management to a strategic initiative within the organization. This requires ongoing dialogue with senior leaders on the value of such programming in advancing the overall mission. This cannot be sustained, however, without prioritizing the importance of program evaluation and identifying developmental techniques that will narrow the performance gap of the current and desired behaviors of emerging talent.

Review of Successful Practices

Talent Management and the Institutional Culture

- Determine cultural limitations before embarking on a comprehensive talent management program (Bisbee, 2005, p. 14).
- Identify previous talent management initiatives and the results of such efforts (Mackey, 2008, p. 28).

Institutional Transparency

- Establish a community-wide communication plan that addresses the purpose and goals of the employee development program (Ulrich & Brockbank, 2005, p. 123).
- Conduct open dialogue with high potentials about the opportunity for upward mobility without making an guarantees about promotions (Criswell & Martin, 2007; Rothwell, 2001).
- Seek feedback to programming from a variety of constituents (Bisbee, 2005, p. 14).

Leadership Commitment

- Evaluate the depth of their organization's leadership capacity (Clunies, 2007, para. 16).
- Review talent that helps support the achievement of long-term strategic goals (Gay & Sims, 2006, p. 8).
- Set expectations of supervisors to commit between 20–25% of their time observing performance, providing constructive feedback, and coaching to high potential employees (Charan, 2008, p. 79).

Organizational and Leadership Competencies

- Incorporate an enterprise-wide competency model that lists the knowledge, skills, and abilities that are required to achieve a high-level of performance (Marsh, 2008, p. 44).
- Implement competencies into assessment measures that identify both strengths and areas for improvement for high potentials (Clunies, 2007, para. 17).

- Reflect leadership characteristics which high potentials should possess into the foreseeable future (Bisbee, 2005; Stevens, 2001).

Assessment

- Invest the time and resources toward incorporating an individualized approach to learning (A. Cremo, March 2008, personal interview).
- Adopt a 360˚ feedback process as part of the overall assessment strategy that can result in significant changes in leadership behavior (Thomas & Saslow, 2007, p. 53).
- Implement assessment measures which are crucial for supervisors, coaches, and mentors as a prerequisite for designing individual development plans based on the assessment responses (A. Cremo, March 2008, personal interview).

Individual Development Planning

- Incorporate the results from a variety of assessment(s) that help to establish an individual development plan. This provides structure to the educational process while fostering continued growth as a high potential employee (A. Cremo, March 2008, personal interview).
- Provide direction for high potentials to achieve advancement to the next level (Gilmore, 2007, p. 47).
- Formalize plans that are individually-focused by placing resources in three specific areas: coaching/mentoring, work experiences and assignments, and educational opportunities (Clunies, 2007, para. 22).

Coaching and Mentoring

- Value coaching and mentoring as key to a program's overall success, since both components facilitate objective feedback and advice (Atwood, 2007, p. 63).
- Seek to increase the individual's job-related skills during coaching relationships. Design mentoring to assist individuals in their overall development, both personally and professionally (Sims, 2002, p. 49).
- Implement an approach which includes ongoing conversations between a candidate and internal resources. Consider the services of an external coach and mentor who can implement a more objective approach (Bell, 2002, p. 5).

Action Learning

- Emphasize the role of group discussions, intensive reading, collaborative activities and extensive networking with current leaders to accelerate personal growth (Charan, 2008, p. 12).
- Implement in several venues including participation on committees, special projects, and other campus initiatives (Clunies, 2007, p. 26).
- Regard job-related educational experiences more beneficial compared to other activities including self-directed learning, and structured, classroom activities (Bisbee, 2005, p. 14).

Program Evaluation

- Rely on continuously measuring the overall results, both individually and institutionally, to support the long-term viability of the talent management program (Christie, 2005, p. 22).

- Value implementing assessment tools on multiple occasions throughout a program (pre-test/post-test). Track data to determine the degree to which each candidate improved his/her skills as a leader while progressing through coaching, mentoring, and action learning activities (A. Cremo, March 2008, personal interview).
- Elevate talent management to a strategic initiative within the organization by providing measurable results that are linked to the overall mission and objectives (Ulrich & Brockbank, 2005, p. 226).

Limitations in Data

Despite the valuable studies that have been completed to date, more information is needed to support higher education administrators and human resources divisions in determining the possible value of talent management within the academic environment. Most of the studies that have been reviewed addressed the strategic significance of talent management. However, very few provided tangible, real-world examples of how such models have been established, won the support of senior leaders, and achieved recognition as vital instruments in aligning the career goals of individuals with the long-term goals of institutions of high education. Thus the current study will play an important role in providing additional information about how talent management works in higher education settings.

In reviewing the definition of talent management from Gay and Sims (2006), the literature from the business examples clearly addressed each of the four key areas of the definition including:

- facilitating development;

- facilitating career progress;
- using formalized procedures, resources, policies, and processes; and
- focusing on developing employees and leaders for the future.

The literature from the higher education environment does indeed stress a "focus on developing employees and leaders for the future." However, research on the specific ways in which this is achieved in higher education is quite limited in comparison to corporations. This is the main reason for conducting the field study. Examining the environments of seven colleges and universities promised deeper insight into many of the previous research that was conducted. Doing so was an attempt to gather a series of successful techniques that could be emulated across other institutional environments.

Conclusion - Revisiting the Value

As a recruiting and retention tool, talent management could save both human and financial resources as well as create a better work environment through increased opportunities for the high potential, talented employee (Society for Human Resource Management, 2008; Gilmore, 2007; Heuer, 2003). Talent management also has the ability to develop personal capabilities among high potential leaders and help them acquire senior level skills in the areas of communication, decision-making, and financial management. In addition, this process can promote a deep understanding and appreciation of an organization's vision, culture, roles, and responsibilities (Bisbee, 2005). Marsh (2008) stated it is critical for colleges and universities to develop and devise a comprehensive talent management system to help avoid significant disruptions to the overall mission during any leadership transition. Finally, Andy Brantley, chief executive of the College and University Professional Association for Human Resources

(CUPA-HR) made a compelling argument that institutions involved in talent management quickly acquire a competitive advantage. In his words, “institutions that are being intentional about identifying those emerging leaders are going to come out ahead of the curve” (Leubsdorf, 2006).

Chapter Three

Methodology

Overview

Chapter Three provides an in-depth synopsis of how this research study was designed and implemented. The research included subjects from small to mid-size private colleges and universities that have stated that they have established a talent management model for administrative employees. The purpose of the research was to compare and contrast important program characteristics while determining, to what degree, talent management helps to support institutional priorities.

The subjects for this study included presidents, Chief Human Resource Officers (CHROs), talent management program administrators, and program participants from seven private colleges and universities from the Middle States Association of Colleges and Schools of the Commission on Higher Education and the New England Association of Schools and Colleges accreditation regions. The selected institutions were identified as having a variety of human capital strategies to develop their high potential employees to achieve leadership continuity while supporting institutional priorities in the process.

The research involved a qualitative design which included interviewing each of the subjects while gathering data related to each respective institution's talent management program. The interview questions that were developed are specific to the role of the president, CHRO, program administrator, and program participant. Interviews took place in person at each of the participating institutions. However, scheduling conflicts prevented meeting in person with two participants at the president level and one

program administrator which required telephone conversations in each of the three instances.

Following the interview process, data analysis was conducted in which specific themes related to talent management were determined by reviewing each discussion among all of the subjects (Creswell, 2009). The list of themes is located in Appendix B. The case study qualitative strategy was conducted during the study. In implementing this particular strategy, the primary researcher explored the talent management program at each institution in great detail addressing key areas including leadership support, how talent management aligns with the human resource strategy of the institution, and how the organizational culture supports such programming (Creswell, 2009).

The research was aimed at analyzing the process of identifying and developing high potential administrative talent within each institution while examining how administrators evaluate program success. In addition, determining the role of each human resource department/division was important as well as the level of ownership among the senior officers within each institution. The intent of the data collection and analysis stages was to build upon the literature review and to determine if practices, both common to the institutions studied and unique to one or more of them, resulted in successful outcomes.

Review of the Study's Purpose

The preparation and selection of leaders is critical to any organization and certainly to higher education institutions (Clunies, 2007). Colleges and universities are facing many retirements at all leadership levels and it would seem that using talent management strategies to prepare for these retirements might be given strong

consideration. Therefore, the purpose of this qualitative study was to analyze talent management programs among seven, small to mid-size, private colleges and universities identified as having such programs. The perspectives from various constituents were gathered in order to compare and contrast important program characteristics while determining, to what degree, talent management helps to support institutional priorities.

The intention was for this study to determine if strategies for talent management that fit the higher education setting could be identified that might then be useful for institutions wanting to initiate such programs. Clearly, the scope of this study is limited to a specific population in higher education and thus additional studies of other types of higher education institutions are needed to determine the applicability of talent management approaches to higher education in general.

Research Design

A case study qualitative research method was chosen as the design for this study. This method was primarily selected because of the expected value that asking open-ended questions has in terms of gaining a thorough comprehension of the subject matter (Krathwohl & Smith, 2005). In addition, since there has been a limited amount of research related to this topic in the higher education environment, Creswell (2009) believes that this alone warrants a qualitative study. The primary advantage of the case study method was its applicability to contemporary, interpersonal experiences while attempting to facilitate an understanding of complex environments (Yin, 1984).

Research Population

Characteristics of the Institutions

The population selected for this study included seven private institutions that are located within the Middle States Association of Colleges and Schools of the Commission on Higher Education and the New England Association of Schools and Colleges. With the exception of Dickinson College, the institution associated with the primary researcher, all colleges and universities that took part in this study will remain anonymous. However, the following sections provide context in characterizing the environments specific to institutional background, size of each of the institutions, programs offered, and duration of the talent management programming.

Institution #1. A private research university with a history of over 250 years focused originally in the medicine and technology fields. Among the programs that are offered include Science, Business, Nursing, and Engineering. Both the undergraduate and graduate programs have a combined enrollment of roughly 10,000 students. The university implemented its talent management program nearly 20 years ago and employs a human resource staff of approximately seventy practitioners.

Institution #2. A private coeducational institution with a 75 year history. The university has shifted from an earlier focus of preparing students for administrative careers to one that now has expanded to four schools: Business, Economic Development, Education, and Liberal Arts. The undergraduate enrollment of approximately 2,600 consists of both traditional and continuing education students. Also, the graduate and doctoral programs contain 1,200 additional students increasing the total enrollment to

3800 students. The talent management program became an administrative offering more than four years ago. The human resource department employs thirteen professionals.

Institution #3. A private research institution with a history of more than 150 years. Beginning with an emphasis on the languages and liberal arts, this institution, which started from the Universalist Church, now offers programs in two undergraduate schools (Arts & Sciences and Engineering) and eight graduate schools offering both Master's and Doctoral programs. The undergraduate enrollment is slightly larger than the graduate enrollment at approximately 5,000 to 4,100 respectively. This diverse institution possesses a global presence by having one campus located outside of the United States. With 31 human resource professionals, the talent management program has been in existence for more than twelve years.

Institution #4: A leading private liberal arts institution with a history of more than 200 years. The college focuses purely on undergraduate studies with an enrollment of approximately 2,300 students. Among the academic programs included in the six schools are Arts, Humanities, Foreign Languages, Social Sciences, Literature, and Natural Sciences. However, the focus of the institution is in its International Studies program and it offers ten foreign language degrees. The talent management initiative is relatively new starting in 2004, and the human resource department consists of 23 practitioners.

Institution #5. A private research institution which began about one hundred years ago as a small, technical school and now has expanded across the global in both its undergraduate and graduate programs. There are seven schools including Technology, Fine Arts, Humanities/Social Sciences, Science, Computer Science, Business, Public and

Policy Management. Both the undergraduate and graduate/doctoral programs have a total enrollment of more than 5,000 students. The human resource department, which includes nearly 30 professionals, began the institution's talent management program more than ten years ago.

Institution #6. A privately endowed coeducational institution with a history of close to two hundred years. The emphasis of the university transitioned from a focus on literature, science, and arts to career education and experiential learning. There are nine colleges which include Applied Science/Technology, Business, Computer and Information Sciences, Engineering, Language Arts and Sciences, and Liberal Arts. There is a undergraduate/graduate enrollment ratio of nearly 7:1. The talent management offering for employees began in 2001 and the human resource department contains 28 professionals. This institution has a total enrollment of 2,300 students.

Dickinson College. Dickinson College is a private residential liberal arts college in Carlisle, Pennsylvania. With approximately 750 full-time employees (faculty and administrative staff) and an enrollment of nearly 2,400 students, Dickinson is known for its curriculum and international education programs (Dickinson College, 2009). The areas of study include Arts & Humanities, Social Sciences, Natural Sciences, and Minors & Certificates. Being added as a new administrative division at the college in 2005, Human Resource Services embarked on a comprehensive talent management program in 2006. Since that time, the President's Leadership Institute was introduced to the community offering three distinct tracks: Personal Enrichment Program, Management Development Program, and the Leadership Development Program.

Participant Roles

Four specific roles at each of the institutions were selected for analysis in the research study. The decision to interview individuals who serve in different capacities was to gain a perspective toward talent management at multiple levels of each college and university. From a presidential standpoint, the focus was on understanding if and how talent management was among each institution's priorities. In interviewing the CHROs, the emphasis was aimed at presidential vision and support from other senior officers. Program administrators were vitally important as the director of the respective employee development initiative. Finally, program participants from recent educational initiatives were selected because of the views they could offer on how the institutions support the growth and development of its talent.

Below is a short description of each role. In parentheses is the number of participants that were interviewed as part of the study:

- *President* (4) – Individuals in this role serve as the chief executive officer of the college or university.
- *Chief Human Resource Officer* (6) – Individuals in this role serve as either the vice president or associate vice president of human resources.
- *Program Administrator* (7) – Individuals in this role serve as the manager of the talent management program and possesses the title of associate vice president, director, manager, or coordinator.
- *Program Participant* (7) – Individuals in this role serve as an administrative employee of the college or university who participated in a talent management program.

Selection Procedures

A primary goal in selecting the subjects for this study was to first identify private colleges and universities that were diverse in terms of the size of the student enrollment, employee population, and number of employees that support the human resources' function. In addition, it was important to recognize colleges and universities that have diverse approaches to talent management in terms of the types of development activities that are used to grow the talent of their high potential employees. Once this was accomplished, the process of selecting the various colleges and universities began.

The pool of prospective institutions was limited to participants from private colleges and universities from the Middle States Association of Colleges and Schools of the Commission on Higher Education and the New England Association of Schools and Colleges accreditation regions. While the original intention was to limit the study participants to the Middle States Association of Colleges and Schools of the Commission on Higher Education region, the lack of institutions that implemented talent management programming in the region required the inclusion of the New England Association of Schools and Colleges region.

The institutions that were chosen were "purposefully selected sites", that is colleges or universities that would assist the primary researcher in addressing the problem statement and purpose of the study (Creswell, 2009). Each institution selected for the study was first identified by examining the organizational development and employee training practices within their respective human resource division/department through individual research by the primary researcher. This took place by reviewing institutional websites, conference papers and presentations, and higher education publications.

Subsequent telephone conversations or email correspondence took place with the program administrators of each institution's organizational development and/or training function.

During the selection process, the primary researcher did not have a professional relationship with any of the primary contacts before making the initial request for participation. Each program administrator was then provided with the study's purpose and was asked to confirm the inclusion of a talent management model as part of their overall human resource strategy. This was ascertained by asking the following questions:

- Do your current organization development and employee training programs help to support career progression among your administrative employees?
- Do your president and senior officers within your college or university support the employee development programming being offered?
- Do your president and senior officers acknowledge the program as contributing to the professional growth among their staff?

If the respondents answered positively to all three questions, then it was determined that a talent management program existed within their institution referring back to the Gay and Sims (2006) definition of "facilitating the development and career progress of highly talented and skilled individuals in the organization, using formalized procedures, resources, policies, and processes" and the importance of leadership involvement. It is important to note that five program administrators that were contacted answered "no" to at least one of the questions presented above which prevented their respective institutions from taking part in the research study.

Once confirmation was provided from the respondents, they were then asked to participate in the qualitative interview that would take place preferably in person at the respective campus locations. In addition, they were asked for access to both the president and the CHRO to illustrate his or her vision of the program as well as how it aligns with the overall institutional and human resource priorities. Finally, access was requested to one employee per institution who has benefitted professionally from a recent developmental experience.

Data Collection

Institutional Review Board (IRB) and Ethical Considerations

Approval from the University of Nebraska-Lincoln Institutional Review Board approval was obtained prior to the beginning of the study. Also, an Informed Consent Form was developed to help guarantee the protection of participants. Written consent was provided by all research participants to the primary researcher prior to the interviews. In addition, the list of interview questions for the appropriate interview subject was distributed in preparation for the discussion.

Interviews were recorded via a digital audio recorder. The files from that device will be erased two years after the conclusion of the study. The primary researcher transcribed each of the interviews with the intention of gaining a clearer understanding of the content and general themes. Steps were taken to insure that no one had access to the raw data beyond the supervisory committee of the primary investigator within the Educational Administration department of the University of Nebraska-Lincoln and the individual participants who had the ability to review their own transcripts, if requested by the primary researcher.

Interview Protocol

Creswell (2009) recommended implementing an interview protocol during the data collection phase that addresses questions and records responses that includes providing specific instructions in order to follow a standardized format for each of the interviews. At the beginning of each interview, participants were provided an overview of the study and their specific role in the research process. Also, participants were asked if they had any questions about their involvement while being informed that they can remove themselves from the interview process without any associated risk.

Following a detailed description of the study's objective, each participant was assured of confidentiality stating that specific individuals would not be identified in the study and comments would be presented in a format that would not reveal any of the institutions participating in the study. The interviews included ten questions for the president, eleven questions for the Chief Human Resource Officer, fourteen questions for the program administrator, and eight questions for the program participant.

Bryant (2004) believed having research questions that are very direct will help organize a dissertation from beginning to end with a clear focus. The research questions served as a framework to develop the interview questions and support in achieving the overall purpose of the study. Interview questions for each of the four roles were developed to provide sufficient data to answer each of the six research questions. Creswell (2009) suggested beginning qualitative interview questions, whenever possible, with the words "what" or "how" to express an "open and emerging design." Table 2 is an illustration of how each interview question was aligned to the main research questions from the study.

Table 2

Interview Questions

Research Questions	Interview Questions
How is talent management programming linked to individual and institutional growth among the college and universities?	<u>President</u> • Does your institution, with your encouragement, have a systematic approach to developing talent within the administration? • Is developing administrative talent included in the institution's long-term vision of the institution? If so, when did the institution formally begin the talent management program? <u>CHRO</u> • Who participated in developing the vision for your administrative talent management program? What was the vision? • Do the president and other leaders of the institution consider the development of future administrative leaders from the current administrative staff as an important program? In what ways? • How does this initiative support other institutional priorities? • Does talent management program target only administrative personnel? <u>Program Administrator</u> • Describe your department's role at the institution. • How does your department manage the administrative talent management program for the institution? • How does the institution determine that a high potential individual is prepared and ready to assume a higher position in the organization? • From your perspective, is the administrative talent management program viewed as an institutional priority by the campus leadership? The rest of the community? In what ways is this demonstrated? <u>Program Participant</u> • How were you selected for the program? • How did you benefit professionally from the program? • What opportunities have you had to incorporate skills learned in the work setting? • From your perspective, how does this program help to advance the institution?
What actions of the presidents and senior officers have demonstrated support for talent management programming among the institutions?	<u>CHRO</u> • What role did the institution's president play regarding administrative talent management? <u>Program Administrator</u> • From your perspective, how involved in the program are the president and the other leaders of the campus?
What program characteristics are	<u>Program Administrator</u> • What program components exist on your campus for administrative talent

similar among the institutions?	management? • What administrative staff members are included in the program? • How are high potential individuals identified for the program?
What program characteristics are unique among the institutions?	Program Administrator • What program components exist on your campus for administrative talent management? • What administrative staff members are included in the program? • How are high potential individuals identified for the program?
What internal and external factors can limit the potential of talent management programs at small to mid-size private colleges and universities?	President • Do you believe the institution's approach to talent management should change due to current economic conditions? In what ways? • From your perspective, what institutional barriers that could prevent administrative talent management from realizing success? • What successes have you witnessed in your institution's administrative talent management program? • What failures have you witnessed? Why do you believe they were failures? CHRO • What institutional barriers could prevent or delay the talent management program from realizing success? • Describe the successes realized by the talent management program to date. • Describe any failures experienced by the talent management program to date. Program Administrator • What, if any institutional barriers exist that could prevent the program from being successful? • How are administrative talent management practices communicated to the institutional community to help foster support for the program? • Describe some successes that the administrative talent management program has had at your institution. • Describe any failures realized by the program.
How will each program evolve based on previous results and future talent requirements?	President • If your institution does encourage administrative talent management, what administrative unit should take the lead for this program? Why? • Would you recommend revising the institution's current approach to administrative talent management? If so, in what ways? CHRO • Do you envision the program evolving to include additional components? If so, explain. Program Administrator • What methods are used by the institution to evaluate the program each year? • What lessons have you learned in administering the program to date that can assist in future initiatives? Program Participant • What additional (if any) developmental opportunities would be valuable to you as a professional? • What are (were) some of the best qualities of the program? • What components of the program need to be improved?

At the conclusion of each interview, a debriefing session took place to summarize key points made during the dialogue to ensure accuracy. While the intention was to complete the interview process within the scheduled time period (a maximum of 15 minutes for presidents, 45 minutes for CHROs, 90 minutes for program administrators, and 60 minutes for program participants), discussions with the supervisory committee determined that additional questions needed to be asked of the presidents, CHROs, and program administrators.

Interview Format

A semi-structured interview format was implemented in which some of the responses to the primary interview questions resulted in follow-up questions during the interview to confirm understanding while enhancing the learning of the talent management services being provided at each respective institution (Rubin & Rubin, 1995). To avoid biasing the process, the primary researcher did not interject comments or opinions into the interviews. Each subject also had the opportunity to ask any questions or make additional comments at the conclusion of the interview.

All but three of the interviews took place at the work location of the interview subjects. Three interviews took place by conference call due to scheduling conflicts. There are many advantages to using the face-to-face format including the ability to capture non-verbal communication between the interviewer and interviewee (in addition to verbal communication), observing the participant in his or her own environment, and meeting others involved in the administration of the talent management process (although not actually serving as a participant in the research study). Patton (1987) stated that a

face-to-face interview format has advantages compared to other forms of communication because it allows the researcher to conduct an "observation." When conducting this form of interviewing, the research must be sensitive to non-verbal messages and how this adds to the overall data collection experience. While some would consider this a threat to the validity of the study, others see this as an advantage in experiencing an in-depth comprehension of the participant's working environment (Patton, 1987).

Second interviews were conducted with respondents via conference call but followed the same interview protocol as discussed above. These questions helped to provide a broader understanding of the perceptions about their institutions' efforts to carry out a talent management program, including both current and future challenges. More specifically, one of the major goals of the follow-up interviews was for each of the three response groups to identify any barriers that could inhibit talent management programming from realizing long-term success.

Pilot Study

To test the precision of the interview questions, a pilot study was conducted at Dickinson College, a small private liberal arts college that was described earlier in this chapter. Dickinson College was selected since the institution is the employer of the primary researcher. In this instance, gaining access of the president, CHRO, and a program participant was not going to be a concern because of the researcher's existing relationship with each individual. Also, since geographical constraints were not an issue, Dickinson became the logical choice to test each series of questions. The main objective of the pilot study was to gain immediate feedback on each interview question that was asked of the president, CHRO, program administrator, and program participant.

Since the primary researcher serves in the program administrator capacity, a member of the President's Office was selected to assume this role for the purpose of the interview. This individual has assisted the Human Resource Services division in piloting the college's leadership development program and has served as a faculty member for the college's management development program. Because of these reasons, the primary researcher was confident to include this individual in the interview process.

An important aspect to this process was to ensure that the questions framed for the pilot study were general enough in nature and not focused specifically on the talent management program at Dickinson College. This was essential in knowing that the respondents from other institutions would have the same level of comfort in answering questions within the interview protocol. To help ensure the quality of future interviews, each pilot interviewee was asked to critique the questions that were presented and offer any feedback to the interview protocol before embarking on the full study.

One change to the interview questions resulted from the discussion with the program participant. Initially, five interview questions were listed as part of the protocol. Following the interview, two questions were added:

- What components of the program need to be improved?
- How did you benefit professionally from the program?

The first question that was added was necessary because while any talent management program is focused on providing the best quality service to program participants, limitations will be perceived by those taking part in the development process. Not only was this question helpful personally as the administrator of the college's talent management program, but also useful in the final analysis in which

themes emerged which may be beneficial to other colleges and universities. The second question added was also necessary in providing the respondent to reflect on personal experiences with a third party individual not connected to their own career development. This provides meaningful data to gather and share with higher education administrators who are attempting to understand the "value" of such an investment.

While this question served as an opportunity for reflection, the following question, "What opportunities have you had to incorporate skills learned in the work setting?", attempted to gather specific instances in which the learning from the program was able to be reinforced in on-the-job scenarios. Finally, a necessary addition at the beginning of each interview was for the participants to explain their duties to provide the reader with a context of how the talent management initiative fits into his or her overall scope of work.

In addition to being the institution involved in the pilot study, the primary researcher also decided to include Dickinson College among the seven institutions that would be included in the study. There were two specific reasons for this decision. First, Dickinson fits the criteria of being a small to mid-size private, liberal arts institution. Second, Dickinson's philosophy toward talent management corresponds to the criteria addressed earlier in the chapter including:

- Do your current organization development and employee training programs help to support career progression among your administrative employees?
- Do your president and senior officers within your college or university support the employee development programming being offered?

- Do your president and senior officers acknowledge the program as contributing to the professional growth among their staff?

Data Analysis

Overview

Creswell (2009) informed researchers that "data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants." Bryant (2004) suggested, "You have to find themes or recurrent ideas of sufficient importance to help you answer your research question." Merriam (1998) provided four characteristics which serve as the framework for qualitative research efforts:

- *Researchers strive to understand the meaning people have constructed about their world and their experiences*: The primary researcher sees the interview experiences as a way of interpreting how each subject views their particular environment. The uniqueness of each setting then allows the researcher to gain a deep understanding of the topic being investigated (p. 7).
- *The researcher is the primary instrument for data collection and data analysis*: By participating in the interview process and analyzing the data which was collected, the primary researcher can enhance the study through both verbal and non-verbal communication that includes the question and answer dialogue, clarification of the key themes that were presented, and accuracy will follow a thorough interpretation of the data (p. 7). However, as Bryant (2004) points out, the researcher must continuously strive for

objectivity in which research findings are based on the data collected and not simply through personal opinions or past personal experiences.

- *The process is inductive*: The gathering of data led to the establishment of concepts, categories, and themes. The intent for the research process was to be inductive in each interview to address specific experiences from the participant's perspective. From these experiences themes and generalizations emerged for the benefit of both higher education as a whole and future researchers (p. 7).
- *The product of a qualitative inquiry is richly descriptive*: In qualitative research, the investigator relies on the narrative instead of numbers to produce findings. This took place in many forms including participant interview notes, transcripts, and electronic communication (p. 7).

Process

The qualitative data analysis used in this study was an adaptation of the five-step process of the data analysis approach defined by Creswell (2009):

- *Step #1: Organize and prepare the data for analysis*: Once the interviews were conducted with the higher education subjects, the process of transcribing the notes took place to assist in the subsequent steps of the data analysis process. Although each interview was digitally recorded, the primary researcher took notes as a contingency to any technology issues related to the recorder. Also, Marshall and Rossman (1999) suggested that researchers familiarize themselves with the purpose of the overall study at this stage. This was conducted by reviewing the grand tour question, purpose and problem

statements as well as the study's research questions. Doing so provided a clear focus for the primary researcher before reading and analyzing the data that was collected from the respondents.

- *Step #2: Read through all the data*: Following the transcription of the interviews, the next stage was to "obtain a general sense" of the data collected and to "reflect on its overall meaning" (Creswell, 2009). This required a thorough review of the data and identifying words and phrases that are common throughout each of the interviews. This approach was conducted by searching for the most common words that were found within each of the individual transcriptions.
- *Step #3: Begin detailed analysis with a coding process*: Merriam (1998) referred to "coding" as patterns that are established by comparing units of data while looking for common themes. Creswell (2009) stated, "The traditional approach in the social sciences is to allow the codes to emerge during the data analysis." (p. 186). Specifically, once each of the interviews was transcribed and common words and phrases were identified, the primary researcher examined the data for key themes to emerge. Each of the themes contained within the transcription was provided with a unique color code to associate the data to one of the six research questions. In addition, an outline was constructed providing examples of the themes from each of the institutions. For instance, as the transcribed data was reviewed, key themes related to the first research question, "How is talent management programming linked to individual and institutional growth among the college and universities?" were

identified. This included strategic planning and presidential vision. This allowed for the comparison and contrast of the data collected.

- *Step #4: Represent themes in the narrative*: A format was incorporated illustrating major themes and sub-themes that emerged from the interview and transcription processes. Also, a table was constructed in Appendix B to summarize the main themes among each of the subjects.
- *Step #5: Interpreting the data*: Following the inclusion of themes and sub-themes, a detailed interpretation of the data was conducted by the primary researcher to include both the findings from the qualitative research and the Literature Review. As Creswell (2009) suggested, this either "confirms past information or diverges from it." From this, new questions emerged that will be recommended for future research in Chapter Five.

Once the major themes were identified, an examination occurred to ensure that the categories that emerged were aligned with purpose for the study. In addition to providing identified themes, special emphasis was placed on how these themes were related to previous studies, scholarly articles, and other publications addressed in the literature review.

Presentation of Data

The sections of Chapter Four address several key themes that were identified as part of the field study. This included commonalities in the areas of institutional culture, leadership commitment, program implementation, and program evaluation. Following the presentation of the key themes, a series of differentiators will be addressed in which unique strategies were employed at a number of the institutions. Incorporating this

method provided a cross-case analysis which helped to compare and contrast the models that were implemented by the seven institutions (Glaser & Strauss, 1967).

Verification of Data

Member Checking

Each of the interviews was transcribed by the primary researcher through the use of a digital recorder and word processing software. Following this stage, transcriptions were provided to the appropriate subject via electronic communication for review and acceptance. Creswell (2009) referred to this as "member checking" in which the transcription is presented to the respondent to determine the level of accuracy. Although requiring more time from the respondents, the primary researcher believed that providing the complete transcription instead of a summary report would offer assurance to the participants that details from the conversation would not be omitted or altered. Follow up conversations were offered if respondents wanted to provide commentary on the notes or if information gleaned from other interviews required further discussion (Creswell, 2009).

Peer Debriefing

The primary researcher used the strategy of "peer debriefing" to enhance the validity of the qualitative process. This step was conducted by a colleague at Dickinson College who is a doctoral student in the Workforce Education and Development program at Pennsylvania State University (Creswell, 2009). Krathwohl and Smith (2005) also referred to this process as "providing an audit trail." This resource helped to ensure the validity of the study by inquiring about the research design, findings, the accuracy

between the research questions and the data, and the significance to the field of higher education (Creswell, 2009).

The peer debriefer provided feedback and asked for verification pertaining to two main areas. The first was a recommendation on how to organize the data based on the results that were collected. His recommendation was to organize the Findings and Data Analysis chapters specific to each of the research questions. The second comment made focused on the significance to the higher education field. More specifically, he wondered how the findings from the study were going to be interpreted. In other words, could generalizations about the findings be made of the entire higher education environment or would distinct language be provided that addressed the relationship only to small to mid-size private, liberal arts colleges and universities? Regardless of the outcome, he recommended that this point be clearly stated throughout the paper.

Additional Support

In addition to the peer debriefer, an "external auditor" was also secured for this study. This individual holds a Ph.D. and serves as a Professor in the History & Philosophy department at a local university in which he teaches a research methods course. Among the tasks included was being sure that the research findings addressed the research questions proposed in the study (Creswell, 2009). The external auditor was also instrumental in providing advice on how to frame the methodology process for this study. Also, an undergraduate student in the English curriculum at Dickinson College proofread the final draft before it was submitted to the supervisory committee. Particular focus was placed on helping to ensure appropriate flow throughout the dissertation while addressing any grammatical errors.

Role of the Researcher

Merriam (1998), in describing qualitative research, wrote "the researcher is the primary instrument for data collection and analysis." A researcher has an opportunity to maximize the experiences of the qualitative study by collecting and interpreting the data as it is presented. On the other hand, misinterpretations can take place because the researcher interjects his or her personal bias into the process (whether intentionally or not) (Merriam, 1998). Below, the researcher outlines his professional experience which illustrates his passion for employee development and for institutions to incorporate a holistic talent management initiative for individuals at all levels of the organization. To conclude, the researcher outlines specific methods that were incorporated to reduce personal bias into the study.

The researcher serves as the Director of Staff Development in the Human Resource Services division at Dickinson College. His primary role is directing all professional development activities for administrative personnel at the institution. The researcher also addresses employee relations issues when they are presented and also manages the college's administrative performance management process and employee wellness initiative. The researcher also serves as an adjunct faculty member in the International Business and Management curriculum in which he teaches a course in human resource management.

The researcher's philosophy towards employee development is that regardless of the level that an individual occupies within an organization, he or she should have the opportunity for professional growth and advancement. As Gilmore (2007) stated, training and development opportunities cannot be reserved solely for those in formal leadership

positions. Organizations that are focused strategically must look at finding and developing high potential employees that can lead them into the future (Charan, 2008).

The researcher acknowledges bringing his own beliefs and perceptions of talent management into this study. However, the validity of this study depended on limiting bias by providing open-ended, non-leading questions in a structured format to all research participants to avoid influencing the responses of the participants (Maxwell, 1996, p. 91). Once the data was collected, it was the researcher's primary responsibility to report the data presented during the interview and not interpret the field notes based on personal biases (Maxwell, 1996, p. 91).

Chapter Four

Findings

Overview

The purpose of this chapter is to address the major themes that emerged from the field research following the interviews with the presidents, chief human resource officers (CHROs), talent development program administrators, and talent development program participants from the seven college and university environments involved in the study. The data are categorized by each of the study's main research questions presented in the introductory chapter. Aligning the major themes to the research questions allows for the reader to address the commonalities that were identified among the schools. This will then be followed by presenting several notable differentiators that were recognized following the field research.

A Review of the Problem and Purpose Statements

As was addressed earlier, very few colleges and universities have incorporated a comprehensive talent management program as part of their human resources strategy compared to business counterparts (Clunies, 2007). However, a number of examples in higher education were presented in the literature review that contributed to fostering growth among high potential employees. Yet, despite the noted success of those institutions, very few research studies went in-depth to examine the contributing factors to developing internal talent. Therefore, the purpose of this qualitative study was to analyze talent management programs among seven, small to mid-size, private colleges and universities. Through this process, the perspectives from various constituents were

gathered in order to compare and contrast important program characteristics while determining, to what degree, talent management helps to support institutional priorities.

Research Question #1: Talent Management: An Institutional Priority?

Overview

In the literature review, Lee (2007) referred to the importance of human resources in developing talent by describing the organizational unit as "the makers of kings." In supporting this notion, one CHRO within the study described talent management as, "the most critical area of human resources in terms of having an impact on the workforce." This section will briefly examine two key areas that provide visibility to talent management across the institution: strategic planning and talent review meetings, and the role human resources assumes to facilitating this process. In doing so, the section will address the first research question, "How is talent management programming linked to individual and institutional growth among the college and universities?"

Supporting the Vision

The presidents interviewed were asked if developing talent was included in their respective long-term vision. While each vision varied to some degree, the focus was primarily on providing an environment that advances the lives and careers of the students. In the view of one president, "If we want our students to achieve success, we as faculty, administrators, and professional staff need to emulate that behavior through our own actions." Another president stressed the importance of communicating future possibilities to prevent limiting the potential of high performing employees. In his view, the ability to remain competitive to attract and retain students rests on having talented employees in each position throughout the institution.

Connecting to the Strategic Plan

According to Clunies (2007), any talent management program that is implemented within an organization must be an evolving process that is linked to the institution's strategic plan and its future direction. Of all the themes that were gathered in the *Data Analysis* phase, having a connection to the institution's strategic plan was one of the most prominent features obtained from the field study. This was identified when CHROs were asked to describe the vision they set forth for their talent management program. In fact, six of the seven CHROs mentioned their institution's strategic plan as the premise for offering talent management programming among the list of employee benefits. Moreover, four of the seven program administrator positions were created because of an initiative pertaining to promoting talent and developing educational opportunities for both faculty and administrative staff. The strategic plan of one particular institution specifically addressed this employee initiative by providing the vision and focus for a talent management program within the Human Resources division.

Talent Review Meetings

One of the more surprising findings from the study was that each of the institutions had a process in place that reviewed the progress of employees assuming key administrative positions referred to by Gay and Sims (2006) as "talent review meetings." In most instances, this did not occur using the format of Gay and Sims (2006) in which human resource departments scheduled regular meetings with executive staff members to discuss emerging talent within all units of the organization helping to support the achievement of long-term strategic goals.

Although this strategy was used at one institution, most conducted reviews on an individual, less formal basis. For example, one of the program administrators was contacted by a senior officer to gain a perspective of how a particular employee was performing in the institution's management development program. According to the program administrator, the senior officer was looking to promote the individual to a director-level position due to an impending retirement and wanted to gain insight on his progress and motivation toward an increased leadership role.

In the setting in which actual meetings were periodically scheduled with each divisional senior officer, an organization chart was used to help support the conversation with all academic and administrative senior officers. Facilitated by the vice president of human resources, each senior officer was asked to identify pending retirements, high potential candidates, and individuals that required performance improvement. Following the conversation, a developmental plan for each division was created by the program administrator and shared with each senior officer for approval. The talent review meetings occur within this institution approximately every six to nine months to present progress updates while discussing opportunities in which human resources can support each division.

Summary

Following the interviews with the presidents, CHROs, and program administrators, one could suggest that talent management is considered an institutional priority at each of the colleges and universities in the study. While the presidents addressed how strong performers will increase the competitiveness of their respective institutions, the CHROs and program administrators pointed to the strategic plan as

evidence for being a major focus area. Support was demonstrated through the hiring of program administrators to manage the training and development functions of administrative staff in four institutions. Despite these instances, only one of the institutions have a formalized procedure to review talent that is engrained in the existing culture. In most cases, CHROs or program administrators are contacted as needed by senior officers or department heads who wish to discuss the performance or potential of an individual(s).

Research Question #2: Actions of the President and Senior Officers in Supporting Talent Management

Presidential Support of Talent Management

Developing talent: Now more than ever. In meeting with the presidents from the selected institutions, a primary area of interest was determining why human and financial resources were invested toward talent management programming. This comes into question more than ever in higher education during difficult economic times that are impacting the budgets of most institutions. In their responses, the presidents believed that leadership at all levels within their respective colleges and universities needed to strengthen to endure such challenging circumstances. One president responding by asking, "Wasn't it a lack of leadership that got us into our current state?" referring to the state of the nation's economy.

Each president's perspective suggested viewing both time and effort toward talent management as an investment by the institution instead of an expense that does not add value toward future growth. In addition, three of the presidents indicated a significant performance gap taking place between key leaders and developing talent which required an ongoing investment in high-potential employees. In particular, one president suggested

the strategic decision making among many individuals reporting to current senior officers was not at an appropriate standard in order to take the institution to the next level.

At the same time impending retirements are requiring increased attention from human resources to offer employee developmental programming. This section and the subsequent section entitled, "Talent Management and the Critical Role of Senior Staff" address the research question, "What actions of the presidents and senior officers have demonstrated support for talent management programming among the institutions?"

Retaining talent. In addition to conversations that focused on looming retirements, an underlying theme that emerged from the discussions was the importance of retaining effective faculty, administrators, and staff in order to move their respective institutions forward. In accordance with much of the research including Gilmore (2007), Christie (2005), and Fulmer and Conger (2004), each president acknowledged the value of fostering talent from within their environmental settings. From their perspective, not only was this intelligent from a financial perspective, but also in terms of continuity by being able to overcome current and future challenges related to higher education. While most understood the benefit of including new employees with fresh perspectives at key positions, each believed that the success of their institutions relied heavily on knowledge that already existed within their culture.

Criswell and Martin (2007) suggested that organizational systems that provide career paths will benefit by having a highly motivated workforce that does not see their potential being limited. During the study, two presidents pointed to examples of not only promoting within a division or unit but also throughout the institution. For instance, one president explained how an individual who worked in the Student Life division for

several years was able to transition to a director role in the Information Technology division because of previous experience in a related area and the desire to manage technical projects. According to the president, had the opportunity to transition to another division not been offered, retaining this individual could have become a significant issue.

"Institutional memory is very important to us" was the comment made by a president during one of the interviews. By this, he was referring to the critical value of providing opportunities for highly talented personnel. In a small to mid-size higher education environment, it is not very common for promotions to occur on a regular basis. However, the president spoke of several individuals among his staff that have been provided opportunities throughout their career to get to the executive level of the organization.

Within this same environment, the institution has an off-site graduate school which is commonly used as a site for high-potential employees to get valuable experience that would not be provided at the main campus location. The president referred to this location as "the testing ground" in which employees spend between six months to two years gaining experience in high profile administrative positions. Although an opportunity may not be available when they return to the main campus, the applicable experience appears to help position individuals once internal openings do arise.

Value of mentoring. Three of the presidents addressed the value of mentoring in a talent management program. Going beyond skills learned in a formal learning setting, they believed mentoring allows more seasoned individuals, who have gained valuable experiences while overcoming various challenges in their professional lives, to impart their knowledge to employees with less experience. In many cases, the mentee may be

embarking on a similar career path which can provide even more value to the individual and the institution. Therefore, the presidents believed having the opportunity to learn about the successes and lessons learned will provide dividends to the overall culture in terms of effective decision making.

Two presidents from the study shared personal examples related to the benefits of mentoring. One president identified mentoring as a key ingredient to his own personal and professional success. He acknowledged that mentoring "provided guidance and direction in my life which helped me to achieve my long-term goals." In addition, another president shared the belief that mentoring should be considered an obligation among all supervisors which supported the findings of Fulmer and Conger (2004). In describing his view, he stated, "while my job is to oversee the operation of this institution, I cannot overlook the importance of mentoring those that report to me and our up and coming leaders."

Finally, another institution recently hired or promoted several vice presidents during the last three years. Although a formal development program was not established to support their transition to a senior role, the president has worked with the CHRO to develop an informal mentoring relationship with each individual. Each month, the president met with each of the new senior officers to address questions while discussing goals as well as current and future challenges. Action items from the meetings that are directly related to people development are discussed with the CHRO who collaborated with the senior officer to determine specific strategies. While the needs varied, one example that the CHRO provided was need for Human Resources to support a senior officer and his division in developing a more team-oriented leadership group. This

resulted in a series of workshops focused on mission development, goal setting, and individual assessments.

Confirming presidential support. In addition to the information collected from the presidents, the Chief Human Resource Officers (CHROs) and program administrators that were interviewed also expressed specific instances of strong support at the president level. In fact, many discussed how their talent management programs were developed because of the vision set forth by their chief executives. For example, one CHRO stated that the president came to see her following on-campus discussions with mid-level managers early in his tenure. At the conclusion of the meeting, they were both in agreement that the division needed to place resources in the area of talent development which included the hiring of a training manager. The role of this individual was to design, develop, and implement professional development programs across the campus primarily for administrative and support staff personnel.

At another institution, the program administrator pointed to the actions of the university's president for their success in establishing and maintaining an effective performance management system. During the interview, the program administrator recalled the formal introduction to this initiative in which the president spoke to a group of administrative directors. In his comments, the president said that he receives a formal evaluation every year from the board of trustees and that it is important that each employee at the institution receives the same degree of feedback and support to be successful.

Although every institution in the study could not illustrate such an example as those mentioned above, five of the CHROs and program administrators provided

instances which illustrated evidence of support for the talent management initiatives by the presidents. Some of the supportive comments that were collected are listed below:

- "When I was hired as vice president, I think we both were in agreement that our vision was to develop a comprehensive training program that was unique to our culture and was available to everyone."
- "The president recognizes the importance of offering in-house development opportunities that not only leads to increased retention but also helps to motivate employees."
- "Although I do not have much interaction with the president, I was very impressed when he stopped me on the street to acknowledge and provide support for the creation of a orientation program for faculty department chairs."
- "The president has discussed the importance of our performance management process in a number of previous employee functions. During such times, he lets everyone know that he is also evaluated (by the Chair of the Board of Trustees)."
- "The president is supportive of anything that helps people translate their own talents and competencies into usefulness for the organization's needs."
- "I am personally touched by how committed the president is to our program. What is so amazing is the candor that she provides to the program when meeting with the participants."
- "The president embraces it (the program) which helps because he will talk about the variety of opportunities at several of his meetings. He has a passion

> for people, particularly young people and seeing them grow. He had some mentors in his life that were helpful and inspirational."

Talent Management and the Critical Role of Senior Staff

Senior staff as advocates. Beyond the president level, each of the CHROs and program administrators within the study conveyed instances of support from their senior officers. In fact, every CHRO and program administrator acknowledged that the senior leaders within their institution served as advocates towards developing talent. In many instances, senior officers approached Human Resources to discuss individuals that were considered to have potential seeking additional development opportunities to advance their skill sets.

Evidence of advocacy was apparent as senior officers across most of the institutions provided support for individuals to take part in a leadership development program. This occurred in a variety of ways from approaching a staff member about his or her interest in participating to writing a letter of recommendation for an employee as part of the program's application process. At one institution, senior officers have served on the advisory committee that identifies learning opportunities for both faculty and administrative staff. This, according to one CHRO, provided the division's program with integrity.

To illustrate a specific example of executive support at one institution, a member of the senior staff approached the program administrator to discuss a well-known personal enrichment program that he recently attended. He was inspired to be a more effective leader following his participation and wanted to see if human resources could tailor this program to address the needs of his particular department. Knowing that not

everyone could attend the program at the same time given the size of the department, the senior officer identified individuals who he considered as high potential employees from the group. During this experience, he wanted to see how they would react to this opportunity and engage in the process once they became involved. While the formal program took place over a period of several weeks, follow up group sessions occurred discussing how the related principles could be integrated in both personal and professional settings. According to the program administrator, the workshop was a success given each senior officer's role in championing the program.

Senior staff as mentors. As discussed earlier, most presidents interviewed expressed the value of a mentoring program to support developing talent. Three of the seven program administrators discussed having a mentor initiative as part of their talent management program. Both the CHROs and program administrators believed that this form of development provides an opportunity for participants to gain valuable insight from those currently serving in a senior leadership role.

While some examples of mentors included internal resources that were not at a senior level position or external resources, each of the three institutions had one or more senior officers serving in a mentoring capacity. In each case, in which mentoring was implemented, informal guidelines were established by program administrators allowing both the mentor and mentee to determine the content and outcome of the discussions. However, it was expected that the mentee initiate the process by contacting the mentor and create session agendas to help guide the discussions.

According to the program administrators, the purpose of the mentor is to offer the mentee advice and guidance that is likely to improve the potential for professional

growth. In addition, mentors at these institutions offered insight into critical success factors relating to personal enrichment. Many of the mentors structured the conversations to make the program participants accountable to achieve their goals and/or change behaviors. Most CHROs and program administrators pointed to a high degree of openness from both roles in order for a successful relationship to develop.

CHROs and program administrators acknowledged that an important part of the mentoring process was providing support and guidance to mentees on handling multiple priorities. Also, one program participant recognized the value of the mentoring component by stating, "The relationship with my senior staff mentor has been a very positive experience seeing that we struggle with the same experiences of being a wife, a mother, and a professional." She continued, "Being able to discuss the importance of work/life balance with somebody that has been there before is a good match for me."

Senior staff as facilitators. CHROs and program administrators at five of the institutions leveraged the skills of senior officers to serve in a facilitator capacity. This included conducting workshops as part of a leadership or management development program on a series of topics including change management, project management, systems thinking, conflict and negotiation, coaching, and legal issues in higher education. Program administrators expressed several advantages to securing senior leadership in this capacity including:

- Participants gained insight and knowledge from individuals who have years of experience and a broad perspective of the institutional culture.

- Senior leadership participation helped to serve as a marketing and communication mechanisms for human resources. As one respondent indicated, "this gave our program instant credibility."
- Senior officers, through their participation, noticed that human resources is developing opportunities to foster growth opportunities for employees.

While most senior officers were approached by either the CHRO or program administrator, one program administrator recalled a conversation with a senior officer who expressed an interest to be a facilitator for a management development program. For the senior officer, it was an opportunity to lead a discussion on a topic of interest. For the human resource division, it was a high point in establishing its pilot program.

Confirming senior staff support. Below is a series of comments that were provided by either the CHRO or a program administrator reinforcing senior staff support:

- "There are so many visible examples of how our president and senior leaders support our program. Also, they are quite approachable following the training sessions. Quite frankly, practically everything that we, as an HR department, have asked for in term of writing letters and providing support has been given to us. It was been quite remarkable."
- "I have been somewhat amazed and very pleased (by the support) because some of these programs in other organizations have met with some resistance from time to time. Especially when they absorb some budget dollars, there is usually some skepticism. Here I think the senior officers embrace these programs, have been very supportive of them, and have encouraged various

levels of supervision to support release time for people to attend these programs."

- "We are really seen as a key resource among the senior staff of the university."
- "We use senior leaders as mentors in our program. We weren't sure how committed they would be in the program, but they love it. It makes them feel valued in a different arena, and they enjoyed finding out about employees in different areas and what they are challenged with."

Summary

CHROs and program administrators provided several instances in which the presidents and senior officers supported talent management initiatives through their actions. While the support from presidents focused more on communicating a philosophy toward the value of mentoring, retaining quality personnel, and providing future opportunities for high-potential employees, senior officer support was more directly related. This occurred through more visible methods such as serving as mentors and facilitators within talent management programming. The data gathered supported the notion that program success requires continued involvement by the executive team as addressed in the literature review.

Research Question #3 - Similar Program Characteristics

Overview

In analyzing the data from the interviews with the CHROs, program administrators, and program participants, several educational components emerged that were similar among the seven colleges and universities. Although the presidents provided

their viewpoints, the majority of insight was collected from within the Human Resources unit at each of the institutions. Many techniques that were identified in the literature review were also prevalent among the colleges and universities that took part in the study. These included incorporating a holistic talent management model, designing individual development plans, and implementing coaching and action learning strategies. This section will discuss the various formats that are incorporated into the talent management programs and address the research question, "What program characteristics are similar among the institutions?"

A Holistic Approach to Talent Management

Four of the seven program administrators believed they have a comprehensive development program that looks to identify and grow talent from all levels of the organization while each of the other colleges and universities discussed this as a future initiative of their human resource strategy. Those that believed a program was already in place offered their view of why developmental offerings are necessary among all employee levels. According to one program administrator, "I think there are high potential employees across every grade level including administrative support staff. We need to provide support to help each of them be successful." During one interview, another program administrator recalled beginning their talent development offerings at the middle to lower levels of the administrative levels since this is where the "critical mass" is located. In this person's view, focusing exclusively at the senior leadership level positions only addressed a few individuals and would not have as immediate an impact toward workplace behavior from a broader perspective.

A positive outcome which all of the program administrators addressed was the value of relationship building. A program administrator acknowledged that while building relationships was not a key objective of the program, it was an indirect benefit that participants focused on following their experience. They believed that by establishing a holistic talent management model, not only are institutions identifying and growing employees for future roles, but also promoting an internal network that will help build communication, trust, and understanding at all employee levels. One program participant who was a member of the initial cohort in her institution's leadership development program stated, "The group connected immediately and became a great network for each other. We were able to bring in different ideas and different views from the environments we were working in which really helped us get the broader perspective."

Succession Planning

Succession planning is a specific talent management strategy that planned for the potential replacements of current leadership positions (Gay & Sims, 2006). Conversely, talent management focuses on building a deeper pool of high potential employees at all levels of the organization. Although the focus of this study was on the broader concept of talent management, there were three human resource departments that were currently piloting succession planning at one area of the institution.

In the first example, human resources was working with an organizational unit to integrate a succession plan in terms of what were the specific competencies that were required at each management-level position and assessing the current skill level of each incumbent. The initiative was in the early stages and performance results could not be

reported. In the second example, the CHRO worked with the president and other senior officers to begin a succession planning program because of the increasing number of retirement eligible employees. The CHRO stated, "While the economy has postponed some retirements, myself and other senior officers are beginning to identify a number of holes at key positions within the next two to three years." Despite only a limited number of institutions have taken part in succession planning, CHROs and program administrators at four other colleges and universities acknowledged the worth and identified this as a future initiative.

Also, at another institution, the succession planning process was being managed by the President's Office. As part of the model, the chief of staff of the president managed and maintained a succession planning document that identified the Top 20 positions throughout the institution. The president referred to this document as the "institutional safety net." In addition to describing the skills of the incumbent at each of the positions, individuals were identified who have the potential to currently assume the role or may require some development to eventually be the successor. In other cases, the president realized that the performance gap was too large which required an external search if the position becomes vacated.

Application and Selection Process

Program administrators from four of the colleges and universities used the term "intense" or "rigorous" when describing their application and selection process for their talent management program. Each of the procedures included having applicants complete tasks such as preparing a resume, obtaining letters of recommendation, providing reflection statements on their goals for the experience, and interviewing with the human

resource staff. From one of the program administrator's perspective, this helped to determine the level of commitment from each applicant while identifying employees who would benefit the most from each of the offerings. Although a number of the programs allowed for participants to "self-select," most of the program administrators asked higher-level administrators to nominate individuals who they believed would benefit professionally as an active member of the program. This, in the opinion of many, was a common way to identify the high potential talent across the institution.

When discussing the selection process, many of the program administrators were looking for a diversified group of high potential employees to form the cohort. Methods included having a variety of representation in terms of gender, age, campus location, and employee level. Creating this dynamic allowed for an environment that enabled different perspectives that promoted increased learning and awareness of the organizational climate while advocating the value of diversity in such programming.

Assessments and Individual Development Plans (IDPs)

The research presented in Chapter Two provided at length the benefits of incorporating Individual Development Plans (IDPs) into a talent management program (A. Cremo, March 2008, personal interview; Clunies, 2007; Heuer, 2003; Lee, 2007; Thomas & Saslow, 2007; Rothwell, 2001). Five of the seven program administrators acknowledged having some form of individual development planning in place as part of their internal program in order to set goals, address progress, and evaluate at the end of the program. In most instances, program administrators believed the IDPs were integrated into a participant's performance management discussion with his or her supervisor and not viewed as a disconnected process to the employee's development.

Cremo (March 2008, personal interview), as was addressed in the literature review, recommended that organizations implement assessments that address both personality and leadership capabilities using instruments such as the Myers-Briggs Type Indicator (MBTI), FIRO-B, or a 360˚ or multi-rater feedback assessment. Five of the seven institutions conducted 360˚ assessments as part of their leadership development program which helped in tailoring the IDP for each of the high potential employees. In fact, one institution used the instrument in a pre-test/post-test setting. This allowed the individual to view the initial results, change behaviors as necessary, before being assessed again. According to the program administrator, this not only provided a strong indication of self-improvement, but also illustrated to senior leaders how the talent development program helped in guiding more positive leadership behaviors.

Coaching

Six of the seven program administrators valued the benefit of employee coaching and offered that service as part of their talent management initiative. While this was a prominent theme, most of the institutions in which the coaching model was applied described unique approaches. Although both Battley (2008) and Bell (2002) believed that having an external coach helped to eliminate bias while promoting objectivity into the process, a number of the programs in the study provided internal coaching exclusively. A major reason for many was due to budgetary constraints in which most of the developmental activities were conducted by in-house personnel. However, another differentiating factor appeared to be the size of the institution. The larger colleges and universities in the field study were able to contract their coaching services to external firms while smaller institutions relied mainly on internal resources. While still impacted

by the economic crisis, larger institutions still have more of a capacity to provide such services.

In a measure to be fiscally responsible, three of the program administrators utilized internal resources by partnering with the school's career services department. Employees from the department are certified in assessment tools such as the Myers-Briggs Type Indicator (MBTI) and DiSC which helps individuals and teams to better understand their personality styles while assisting them to find opportunities that are best aligned with their skills and abilities. One program administrator stated,

> We have a very reciprocal relationship with our career center. There is one individual who realized she was not the right fit for the position she acquired. They have worked with her in terms of analyzing her resume, conducting personality assessments, and even building contacts within the local community.

Within one particular institution, internal career coaching was available in addition to offering services externally. In this instance, a career coach was staffed as a full-time employee in human resources and was available to teach group workshops as well as provide one-on-one consultations. Consultations usually occurred when individuals were looking to establish a career path either internal or external to the school. In addition, the career coach helped to facilitate talent management programs at all levels of the institution.

The other institutions that offered internal coaching did so either formally or informally typically through the expertise of the program administrators. Formal means the activity is part of a cohort developmental program while informal can be described as being on an "as needed basis." Very few of the internal personnel resources had credentials that were linked to being a certified coach. However, their goal in offering

this service was to help employees establish goals as part of the individual development planning process with specific timelines to achieve professional milestones.

A CHRO acknowledged coaching being a highly demanded service within the division over the last few years, primarily for new employees at the director level. In this instance, the program administrator worked closely with the employees to provide continued support in a variety of areas from working to create an individual development plan to implementing team building activities. In describing this role, the CHRO believed that successful relationships in the past between the program administrator and new directors have made this developmental experience quite valuable as the individuals transitioned into their new roles.

Executive coaching is the cornerstone offering at one institution's leadership development program. According to the president, the value in the program is being able to offer a more individualized, more tailored approach. He stated, "When participants get to this level, we prefer that the program to address specific needs which we could not get to in a formal classroom arrangement."

Finally, at another institution, the president spoke highly of the internal executive coaching program. He suggested, "This program is not just about developing talent, but the ability to identify if there will be a proper fit before the person assumes the role." He continued that organizations get themselves in trouble when employees are promoted to a position and eventually fail because of the lack of effort in preparing the individual. Coaching, in his view, helps to avoid such devastating scenarios.

Action Learning

The interviews with the program administrators confirmed the value of action learning as part of their talent management program. In fact, all leadership development programming in place within the studied organizations had some form of action learning as a key component to the initiative. Typically, this involved program administrators working with their CHROs and other senior officers to identify special projects or assignments that helped to reinforce program learning objectives in an on-the-job setting (Fulmer & Conger, 2004).

Specific projects that were discussed in the interviews were not identified to protect the anonymity of the studied organizations. However, according to most of the program administrators, involving senior officers provided both direction and meaningful experiences that helped to advance the institution. In most instances, the projects or assignments were group-based which allowed individuals to work through challenges in a collaborative setting as opposed to individually which can provide obvious limitations. Not only did participants learn group development techniques but also increased their knowledge of the institution through such efforts.

In most instances, project participants gained increased visibility among senior officers by presenting either a completed project or a list of recommendations for consideration. In one program administrator's view, this allowed for tremendous insight into the larger university perspective. Furthermore, a program participant commented about the importance of meeting with senior officers. She stated,

> Having this opportunity provided increased exposure. While this program may not have lead to a promotion for everyone, being exposed to senior management felt like a promotion. Your name is now out there, and you are now visible to people that you weren't before the program began.

Customized Training and Development

A discussion topic of significance in all but one of the interviews with program administrators focused on the need to provide customized training and development specific to the institution and division, department, and individual levels. In fact, one CHRO commented on meeting with the president before embarking on the institution's talent management initiative on the importance of avoiding an "off-the-shelf" curriculum that is not tailored to the internal needs. Similarly, one program administrator, in which his department recently implemented Dr. Stephen Covey's *7 Habits of Highly Effective People*™ program, discussed how this could not be rolled out to their employees without placing it in the context of the organization.

Career Pathing

In identifying program characteristics, three of the institutions studied had implemented a career pathing model among their administrative employees. This was somewhat surprising since this strategy was identified more in the business sector (Smart, 2005). Career pathing, also referred to as talent tracks by Charan (2008), was described as providing one or more pathways for individuals to advance their careers within a particular organization.

Among the three institutions, the career pathing models that were in place could be characterized from general to highly-specialized. The highly-specialized example involved describing the experience level and education required to achieve more advanced positions within the institution. At one university, human resource administrators incorporated their talent management offerings into their career pathing

model requiring training and development to take place in order for individuals to be considered for more advanced roles.

Establishing career paths at all employee levels of the institution became a strategic human resource initiative at one institution within the study. To facilitate this process, the program administrator implemented a multi-tiered training program designed to increase the number of critical conversations that take place between supervisors and employees. According to the program administrator, supervisors were only meeting with their employees annually on a formal basis to discuss their performance review. However, in their view, supervisors must serve as coaches in being available to employees as needed, identify individual goals, and support them in pursuing those goals. By using this approach, each division had a better understanding of the career intentions of each employee and could proceed in a more proactive nature.

Academic Leadership Development

Although research was focused on administrative talent management, the majority (four out of the seven) of the institutions that were studied acknowledged supporting faculty development in a variety of ways. Many of the presidents, CHROs, and program administrators recognized that academic deans and academic department chairs faced similar managerial challenges as their administrative colleagues. Therefore, the following list includes commentary from CHROs which illustrate instances in which administrative and academic functions collaborated for the best interest of their institutions:

- “We were a little nervous about HR intervening in the academic world. However, we were amazed by the results. It was an overwhelming response by the faculty. It certainly was a win for us to know that we can help in this

capacity. We are now assisting with the establishment of a faculty development center."

- "For quite some time, we were listening to needs from deans and department heads to provide programming to address challenges as supervisors. We first began to facilitate programs on basic supervision which has now grown to include topics such as coaching, mediation, and strategic planning."
- "The vice president and provost met to discuss what they saw as a critical need in providing supervisory skills to individuals who have been formally prepared to take on managerial responsibilities. Since then our office partnered with the Provost's office to create a leadership development program for department chairs."

The examples above indicated that both academic and administrative departments can find instances in which resources can be combined to provide a useful service to their respective college or university. Despite these collaborative examples, frustration was gleaned from several of the conversations with CHROs and program administrators in which they felt more could be done to support faculty in their roles as deans, department chairs, or other similar positions. A president also addressed the need for faculty to understand the importance of their roles as supervisors. Detailed information will be discussed later in this chapter.

Those that have realized success in developing programs specific to the benefit of faculty have acknowledged being contacted by the academic administrators to partner in an event to address a specific need. In one instance, the academic dean approached the CHRO and program administrator after receiving several requests from department chairs

to have similar supervisory workshops to support their role as managers of fellow faculty and support staff. In recalling the conversation, the program administrator said the dean inquired by asking, “How can we get some of this?” In the other scenario, a high degree of turnover in the academic side required the interim dean to utilize the services of human resources in coordinating the instructional methods workshop.

Summary

This section indicated several commonalities to the talent management programs among each of the colleges and universities in the study. Commonalities in this instance refer to common themes that occurred at a majority (four) of the institutions. The most common themes included the role of senior officers as program advocates, talent review meetings, the presence of advisory committees, and the inclusion of talent management in within the strategic plan of all but one of the institutions. A complete list of field study themes is located in Appendix B.

Among the institutions that had a formal leadership development program, similar components including the application/selection process, assessments, individual development plans (IDPs), coaching, and action learning were evident. While cohort-based programming was identified at a majority of the institutions, a recent trend noted by several program administrators was a shift toward more customized development for individual employees through career pathing as well as departments and divisions.

Research Question #4: Unique Program Characteristics

Overview

Although limited compared to the similarities, there were four key differentiators that were unique to either one or two of the institutions within the study. While some may

suggest these as outlying factors, the importance of each characteristic to organizational success cannot be understated. This section focuses on answering the research question, "What program characteristics are unique among the institutions?"

Linking to Organizational and Leadership Competencies

Following the interviews of all seven program administrators, only two human resource department articulated how its talent management programming was based on a series of organizational and leadership competencies. In fact, the entire performance management model at one institution was positioned on the level of achievement toward each competency. Both the senior officers and human resource division viewed these competencies as indicators for both individual and institutional success. Because of this framework, supervisors and employees were able to establish goals and developmental opportunities that aligned in achieving one or more of the competencies.

Though the idea of competencies was generated from the human resources division, the development of both the organizational and leadership versions were a product of a campus-wide committee. The program administrator of this particular institution stated, "Both the organizational and leadership competencies were put in place to allow all employees to understand what you need to know in order to be successful in your work." She continued, "It provides a focus to our work as training and development specialists."

Decentralized Human Resource Model

Two institutions, which vary significantly in size, had one attribute not found at any of the other environments. Both incorporated a decentralized human resource model that contained multiple human resource specialists throughout the division or unit levels

of the institution. According to the CHRO and program administrators at both institutions, this provided a distinct advantage in terms of identifying development opportunities for both employees and teams by having human resource professionals in the work environments. One program administrator referred to this model as the "eyes and ears of the human resource department."

In both scenarios, the human resource specialists worked closely with institutional units (divisions) and departments in providing services in all areas related to employee benefits, employee services, and institutional policies. From a training and development perspective, the specialists communicated regularly with the program administrator to address potential needs that helped to achieve the goals of their constituents. As an example, a human resource generalist, after consulting with a divisional head, worked with the program administrator to implement a climate survey for the entire division followed by group training and techniques to incorporate into the workplace. One year following the training, the survey was implemented for a second time indicating significant improvements in several key areas such as employee engagement and workplace communication. According to the program administrator, "This is where the majority of our work comes from. We would not be as successful without this process in place."

Advisory Committee

Similar to the generalist model, an advisory framework was presented which identified developmental opportunities by seeking input from others outside of the centralized human resource function. Two of the institutions had formalized such a committee to include not only the identification of developmental needs but also revamp

the entire performance management cycle including the performance appraisal process, employee coaching, and compensation. In each instance, the groups served as internal advisory committees to the human resource unit. At both institutions, members of the advisory committee consisted of a combination of academic and administrative personnel throughout most units.

CHROs and program administrators viewed this as a chance to evaluate the current employee developmental process while looking to establish ongoing improvements. In fact, one CHRO elaborated by stating, "Having representation throughout the university creates buy-in for our programming. We don't want to run a program that pushes out training and change. If we did, the level of acceptance would not be there."

Program Evaluation

Although examples of financial benefit were not identified, two instances were worth noting since both went beyond the Level One area. This is normally when participants evaluated their training and development experience shortly after the event. In the first example, two departments examined the employee profiles of past participants of their management and leadership development programs. They specifically reviewed the employee's job title during the program and again once the employee completed the program. In both instances, the program administrators observed significant progress two years following participation. For instance, one university determined that 28% of participants either received a promotion or moved laterally within their department or institution. However, as the administrators indicated, this could simply be coincidence

and the promotions documented could have been based on the normal career progression of the participants.

In another instance, one of the institutions implemented a similar process as was described by Cremo (March 2008, personal interview). To measure the impact of their leadership development program, the program administrator introduced a 360˚ feedback assessment at the beginning of the program and conducted a post-test using the same measurement eighteen months after the beginning of the program. The average score for each leadership competency was calculated each time the assessment was completed. At the end of the program, the executive coach provided the program administrator with the percentage change per competency as well as percentage change for the overall assessment.

Summary

Despite the number of commonalities among the institutions, several distinct characteristics highlighted some of the talent management programs. Although most of these features would provide a certain degree of success across all of the institutions, others such as the decentralized human resource model may not be ideal in certain instances. Among the most surprising findings was discovering a lack of formal evaluation methods that occurred within even the most structured talent management programs in larger institutions since research suggests how providing measurable evidence to senior executives is linked to long-term effectiveness (Hernez-Broome & Hughes, 2005).

Research Question #5: Factors Limiting the Potential of Program Success

Overview

The presidents, CHROs, program administrators, and program participants within each of the seven colleges and universities indicated a number of challenges which require alterations in the program structure in order to achieve better results in the future. Many of these outcomes were realized by human resource departments during the early stages of their talent management initiatives. Others were identified through feedback mechanisms which were employed during and at the conclusion of each program.

While some institutions had overcome such obstacles as the programs evolved, others continued to face similar challenges limiting the effectiveness of their programming in supporting employee development. Factors included the absence of executive and supervisory support for certain initiatives, cultural resistance and dissatisfaction, and resource constraints. The discussion of these challenges relates to the research question, "What internal and external factors can limit the potential of talent management programs at small to mid-size, private colleges and universities?"

Absence of Executive Support

As addressed earlier, a theme identified from the field research data was the presence of leadership commitment across many of the institutions. In fact, many of the respondents suggested this was the primary factor in attaining a high degree of program success. However, according to others who were interviewed, there were also instances in which this critical component was missing, or at least limited, during key program initiatives. As Clunies (2007) suggests, institutions that do not have a supporting culture for talent management will have difficulties in realizing long-term benefits.

One program administrator acknowledged gaining senior level acceptance before embarking on a campus-wide leadership program. However, as the program was implemented, the support of identifying a special assignment that would provide a meaningful learning experience (commonly referred to as action learning) for the participants was not realized. This, in the view of the program administrator, placed the leadership program at risk as the cohort did not believe a deep level of commitment existed from the senior leaders.

An interview with a program participant at the same institution also indicated a lack of leadership support during a recent initiative. During the conversation, the respondent noted the communication barrier that was perceived between the senior officers and those in middle level management positions. In referring to the communication, the respondent stated, "I don't know if there is a true dedication from senior staff to work those gaps out." It was acknowledged by the program participant that this challenge led to limitations in the overall success of the development program. She continued,

> Maybe it is not intentional; maybe they just don't know how to connect those things. They are used to working together with one another moving forward with information and ideas. However, it would be useful for the college to integrate the leadership development group into some of the critical decision making.

Absence of Supervisory Support

Respondents who expressed difficulty in securing sustained senior leadership commitment also admitted to having difficulty gaining support at the department levels. Within three of the institutions, the program administrators mentioned the difficult of gaining supervisory support as one of the primary challenges to incorporating a talent management initiative. Respondents pointed to the lack of clear expectations on the part

of senior leaders to those in supervisory roles throughout the respective institutions. In these instances, once program administrators received the initial support from senior leaders, they anticipated that all managers and supervisors would also demonstrate support for the employee development offerings. However, program administrators described continuous struggles to have employees released for professional development programming in which the day-to-day operations of higher education took precedence in many instances.

The lack of support extended beyond attendance at workshops sponsored by human resource departments. In two interviews, program administrators admitted to the ongoing struggle of having supervisors conduct performance conversations with their employees and completing performance reviews in a timely manner. In their view, when these critical conversations do not occur, goals are not set, good performance is not recognized, poor performance is not altered, and future development opportunities are overlooked.

Program administrators that successfully implemented action learning opportunities still expressed concern about being able to sustain the momentum gained through these special projects and assignments. While there were certain instances in which high potential employees were identified to serve on a committee or task force during their participation in a developmental program, most believed that the action learning did not continue systematically once the program concluded.

Credibility Challenged

Five of the program administrators acknowledged offering workshops on a variety of topics when professional development first became an employee benefit within the

human resource department. However, the appreciation of such programs being offered was short lived in some instances. Within two of the institutions, employees became critical of the generalization of the training lacking specificity to address the overall challenges faced by participating departments.

A lesson learned from one program administrator occurred when a highly reputable consulting firm was hired to conduct their first management development program. While the presenters obtained background knowledge and were committed to move the department in a positive direction, participant feedback expressed a limited amount of new knowledge learned from the workshop. In addition, the presenter from the consulting firm continued to use terms frequently found in the business context such as customer service. According to the program administrator, such an occurrence not only hurt the credibility of the firm but also the human resource department for recommending their service. In subsequent years, the program administrator has used a combination of internal and external resources to facilitate the program. Also, each of the external resources has had some background in the higher education environment.

Whether it was a professional within the human resource department or an outside consultant facilitating an employee development workshop, there were instances in which the participants questioned the substance of the material and along with the credibility of the presenters. While the human resource staff members understood higher education, in most instances they did not understand the specific issues that were facing the participants. Also, having a consultant can be an advantage given the external perspective which can add value to the programming as well as save time and effort on the part of the internal staff. However, because of poor feedback and a perceived lack of behavior

change following a series of workshops, one program administrator was conducting a thorough review of external contractors to avoid similar occurrences from happening in the future. While discussing, the program administrator stated:

> When we use off-campus vendors, we must have a conversation prior to the training session related to higher education and how the world of academia is not the corporate world. It is very important that you cannot teach people from Company X the same way you are going to teach people here. We have our own culture here which I'm sure is like every other institution, but you have to know the culture in order to be accepted.

Faculty Resistance to Supervisory Training

An earlier section of the chapter noted a limited number of successes when human resource administrators collaborated with faculty to design faculty development programming. These initiatives occurred through both supervisory sessions as department chairs or co-facilitating with the academic departments to help enhance instructional methods. Despite the noted achievements, there were also instances at each of the seven institutions in which resistance to engage in such activities took place. Below is an excerpt from an interview with one program administrator who acknowledged the lack of commitment among faculty to attend campus development sessions:

> We don't get a critical mass in our regular training. In fact, what happens is we will get one or two faculty members who will invariably tell us how much they appreciate the training, but they won't necessarily see other faculty there. So then they start to question, "Should I be coming to this? Is this for me?" and then drop off. So we get less than five percent of our general curriculum attendees from our faculty.

From the institutions that were studied, there appears to be a very different approach to faculty development compared to the development of administrators and staff. Very rarely is it feasible to have a large collection of faculty assembled for any length of time. On the rare occasion that this does occur, time is typically spent on

academic updates, curriculum review, and other pressing matters. Therefore, faculty development is more likely to occur individually with the support of department chairs and provosts by means of release time and funding for opportunities to perform research, attend conferences, etc.

Each of the CHROs and program administrators in the study admitted to having a desire to support the faculty within their respective institutions. While the focus of this study is specific to administrative personnel, three of the respondents have acknowledged a certain level of success in assisting faculty through a variety of efforts while others continue to search for similar opportunities. One CHRO believed the management responsibilities of administrators and faculty were very similar, yet acknowledged the uniqueness and challenge of the academic environment to train professors to perform such duties.

Two of the program administrators suggested that faculty don't realize their important role as supervisors to their administrative staff. This, according to both individuals, presented problems from an employee motivation perspective while placing the institution at risk by not acknowledging their professional obligations. One of the CHROs responded,

> In universities, it is quite possible on the academic side to find yourself the chair of a large department and your most recent experience was having one staff assistant and now you are expected to have the financial acumen and this ability to use technology that you just never had to do before.

Despite the desire, many acknowledge that faculty are much more motivated to seek development opportunities that will enhance their subject matter expertise or instructional methods than increasing their competency level as a supervisor.

Program Evaluation

In the literature review, Charan (2008) and Clunies (2007) provided evidence which suggested business organizations have more resources and are more accountable for measuring the return on investment for talent management strategies than the higher education counterparts. The results of this study supported the literature. In other words, it is apparent that small to mid-size colleges and universities struggle with measuring the success of their talent management program.

Referring back to the Kirkpatrick Model that was introduced in Chapter Two, organizations can measure the effectiveness of their development programming by using evaluation methods ranging from Level One to Level Four. While Level One measured the immediate satisfaction of participants following a specific training event, Level Four measured behavior changes that improve workplace performance (Wiessner & Sullivan, 2007). Larger, business organizations that traditionally have dedicated resources to evaluating talent development programs tended to provide specific data to measure the return on investment for an organization.

In the field study, three mid-size institutions with undergraduate enrollment populations of 10,000 or more were studied. Also, three of the institutions that were studied had a human resources staff of 50 or more employees with the largest being 73 employees. Despite the size, none of the colleges and universities measured how their talent management programs directly impacted their respective institutions from a financial standpoint. While some human resource departments attempted to quantify their achievements, seldom were their findings shared at the executive level.

An observation was made throughout the field study that most of the program administrators relied solely on qualitative data in identifying the outcomes of their talent management efforts. In other words, they spoke of "stories" in which participants were able to build relationships with other employees that were a part of the cohort or how certain individuals gained a "thirst for knowledge" following their participation in one of the leadership programs. While such anecdotal information was valuable when addressing factors such as employee morale and engagement, such information did not translate into measurable success for an institution.

This certainly paralleled the literature that suggested that program evaluation was one of the most difficult components to include within a talent management program (Wiessner & Sullivan, 2007). That being said, the program administrators who provided qualitative reflections were asked what they would provide their board as evidence of their program success. Five of the program administrators did not know how to respond while one respondent said she would have to rely on the personal stories. As the trends continue to lean toward senior executives requiring more evidence of a return on investment with employee development programming, human resource professionals in higher education must prioritize program evaluation as a major component when designing such initiatives (Hernez-Broome & Hughes, 2005).

Resource Constraints

Identifying factors that can limit the success of talent management programs would not be complete without a discussion on resource limitations realized by human resource departments. While the current economy has placed stress on administrators of talent management programs, one positive effect has been the need to establish a greater

focus in achieving outcomes within each developmental initiative. One program administrator repeated that professional development offerings that are available to all employees had been reduced by approximately 50% over the last year. The reduced activity is mainly due to significantly limiting the amount of contracts to outside vendors to facilitate workshops. The end result was conducting more activities with internal resources for individual departments and divisions through facilitating group discussions, coaching, or offering training programs tailored to the goals of a particular campus group. Despite this approach being more demanding on the staff, the program administrators have been pleased by the positive reaction of their colleagues at their institutions.

Summary

Each program administrator, to some degree, has experienced some adversity that has led to undesirable results at some point in their respective programs. Of all the factors that were addressed, the limitations of both executive and supervisory support were the most significant according to those who were interviewed. The reoccurrence of limited support can place a substantial impact on a talent management initiative. Despite the lack of evidence from formal program evaluation, many program administrators relied on other more informal feedback mechanisms to improve future programming.

Research Question #6: Future Programming Based on Past Results and Future Requirements

Overview

At the conclusion of each interview, each of the presidents, CHROs and program administrators were asked if they wanted to share any additional comments that would be helpful in learning more about their specific talent management programs. The purpose of this open-ended question was to provide an opportunity for each individual to address

any important insight or additional components about the program that may not have been captured throughout the course of the interview. When asked this question, most responded in a way that outlined future plans for their talent management initiative. This section of the chapter addresses the question, "How will each program evolve based on previous results and future talent requirements?" Although just five of the seven institutions represented provided a response to this question, three important themes were collected from those who chose to add further information.

Greater Response to Institutional Need

Each of the respondents believed the developmental programming being offered to administrative employees was providing some degree of value to their respective institutions. However, five of the seven program administrators indicated that their initiatives were centralized to the human resource function. In other words, training opportunities were being identified solely by human resources and, as a result, offered to a wider-range audience. Although beneficial in many ways, it was difficult to address workplace challenges at a more local level. Despite instances of customized development sessions which were addressed earlier, a desire for a number of CHROs and program administrators was to take part in similar initiatives in the future that could address the specific needs of individual divisions and departments including faculty.

In discussing this transition to a more focused approach to talent management, one CHRO expressed her strong support. However, she acknowledged an increased workload of the internal staff by stating, "I think we need to lead discussions related to staffing by going around and interviewing on campus to determine what the requirements are for each area. Right now, we are trying to do too much as a lean staff." Another

CHRO believed the staff had a good understanding of the needs across the institution, but could never be content as the needs were constantly evolving. “What it means for our department is that we must continue to learn because there are always going to be additional demands. We must always see how we can be helpful and continue to build on those relationships,” stated the CHRO.

From the executive perspective, two presidents felt it was necessary for human resources to continue to “stay connected to the mission” in their professional development offerings. In other words, while there is a direct benefit to faculty and administrative employees, there is a need to also identify how the programming ultimately supports the student population.

Greater Emphasis on the Strategic Side of Talent Management

During one of the interviews with a CHRO, the respondent acknowledged that competing priorities were limiting the effectiveness of their talent management program. In the response, the CHRO stated, “My plan is for our developmental programming to be tied into our institutional strategic planning.” While the CHRO expressed this approach to the executive team regarding the future talent of the institution, there was a concern that this group was only viewing this challenge among their individual divisions without adopting an institutional approach with the human resource department leading in this effort.

Similar to the concern of not being aligned to the institution’s strategy, the goal of two of the program administrators was to establish both organizational and leadership competencies as was adopted by one institution within the study. According to both program administrators, that would help provide more focus toward professional

development programming while communicating to employees the essential skills to be successful in the work environment. One of the program administrators expressed,

> We need to set up some time with senior officers and conduct some interviews across campus to determine what is required of a leader. Then for every program that is developed, we will be able to connect back to the competencies that were established.

As has been realized from the earlier example, implementing such competencies with support from the president and senior officers can provide the focus needed to lead a successful talent management initiative.

In discussing the value that human resources provides to the institution, one of the program administrators suggested significant progress had been made over the last two years in their division in being considered a strategic partner with the other divisions. The individual indicated the division's level of expertise in facilitating organizational development initiatives to be the primary reason for this recognition. For instance, the CHRO and program administrator were recently contacted by a senior officer to conduct a staffing analysis to inventory existing skill sets and identifying competencies that were limited within the division. In another example, the program administrator was approached by a department director to facilitate a strategic planning session that outlined a series of goals and objectives over a five year span.

Developing Talent at All Levels

At the conclusion of interviews with three CHROs, each respondent mentioned the importance of extending their current level of programming to non-supervisory levels of their respective institutions. One CHROs points out, "We have strong leadership and management development programs that support our supervisory personnel, but I think we need to offer opportunities at all levels." Similarly, another CHRO commented, "I

would like to see us extend these (professional development) opportunities to the service areas of the college. Some of the people in these areas have never really had the opportunity to interact with their peers in situations that require them to be problem solvers or present in public." In their statements, both felt that increasing the skill levels of those with particular technical proficiencies was just as critical to the organization as those serving in management roles.

The other CHRO who supported the goal of developing talent at all levels indicated a vision of going beyond offering workshops to identify and reward talent at the non-supervisory level. In fact, the goal in this instance is to develop career paths that would allow such individuals to work their way to increased responsibilities and higher level positions. As part of the compensation program, individuals would work directly with their immediate supervisors to discuss goals and create a development plan that would provide promotion opportunities as they became available. According to the CHRO, this would increase the level of employee engagement while identifying and rewarding the high performers.

Each of the presidents interviewed acknowledged that they would like to see more talent management activities be incorporated into the overall human resource and institutional priorities. The focus was to have consistent, ongoing relationships being built across their respective institutions through coaching, mentoring, and cohort-based programs. Two presidents also suggested that career pathing is a necessary step toward advancing the people aspect of the college. One president stated, "We need to be able to identify future opportunities at all levels of the institution for those who are interested." In supporting the findings of Christie (2005) and Menkes (2005), one president, whose

institution is embarking on a succession planning initiative, expressed the need for all supervisors to continue to identify talent in all areas and levels of the university.

Continuing Education

While each of the program administrators valued the importance of continuing learning following a participant's completion of a formal program, only four of the seven programs engaged employees in ongoing events to provide additional opportunities for talent to take part in meaningful conversation as it related to their specific work environments. In one instance, a program administrator recognized a limitation in which high potential employees that completed a development initiative did not have additional internal opportunities to foster their growth. To address this concern, a series of roundtable discussions was established that brought the program "graduates" together to discuss an issue that was specific to the institution or their roles as administrative supervisors. From the perspective of one program participant,

> You see the audience representing multiple areas of the institution, so you get a sense that there is a common language and they share the same values in terms of professional growth and development. This is helpful because it reinforces your work around management.

Despite the creative opportunities that were provided by program administrators of talent management programs, they understood that not everyone who was considered a high potential employee received a promotion, pay increase, or additional exposure simply due to limited opportunities for advancement within the departments. This particular realization was addressed by CHROs and program administrators with senior officers. The challenge facing supervisors now is being able to continually challenge employees and find projects or other work assignments that maintain or even enhance motivation. However, going back to the research, supervisors need to be transparent with

their high potential employees informing them of both career opportunities and limitations that exist within their environment (Criswell & Martin, 2007; Gilmore, 2007; Ulrich & Brockbank, 2005).

Summary

While every CHRO and program administrator that was interviewed described several successes that have occurred through their various programming, they also were as eager to discuss future initiatives that they believe will strengthen their offerings. The comments indicated a more strategic approach to talent management which included incorporating tactics to address specific developmental needs among various organizational units. Also, similar to what Gilmore (2007) suggested, talent management is now being identified by a majority of the human resource units as a necessity among all employee levels of the institution. Respondents believed that offering ongoing opportunities to all employees will lead to a stronger, more engaged workforce to support future institutional goals.

Chapter Five

Summary, Reflections, and Future Research Suggestions

Overview

The previous chapter addressed both successes and limitations along with similarities and differentiators within the seven talent management programs. The objective of this chapter is to discuss how the results of the literature review and field study addressed the purpose of this study which was to compare and contrast important program characteristics while determining, to what degree, talent management helps to support institutional priorities. A detailed analysis is provided including a chart to summarize the findings between the literature review and field study. To illustrate the successful characteristics that were identified, a procedural model is outlined that provides a linear structure to establish and enhance talent management programming for high potential employees. Finally, a series of potential future research is suggested to conclude the chapter. Before beginning, Table 3 below provides a detailed summary of the key findings identified in Chapter Four. The findings are categorized by each of the six researched questions developed for the study.

Table 3

Summary of Findings

Research Question	Summary
Is talent management programming considered an individual and institutional priority among the colleges and universities?	• Presidents support talent management with an emphasis toward maintaining the institution's competitive status while advancing the lives of students. • Six of the seven CHROs believed talent management programming was established as an outcome to the strategic planning process. • Administrator positions among four of the institutions were created due to recommendations by senior executives to provide educational opportunities for all employees.

	• Unlike the business sector, talent review discussions occurred on a less formal basis. While in some instances an entire divisional unit was addressed, most scenarios involved discussing high-potential employees on a more individual basis.
What actions of the presidents and senior officers have demonstrated support for talent management programming among the institutions?	• Presidents believed leadership at all levels of the institution required continual development in order to be prepared for current and future challenges. • Presidents stressed the importance toward retaining high-potentials. In order to maintain a high degree of motivation, presidents supported implementing creative approaches such as finding opportunities within a different unit. • Presidential support toward mentoring was evident. At one institution in particular, the president serves as a mentor to new senior executives. • One president suggested to a CHRO to create a training manager position following discussions with various employee groups. • Each CHRO and program administrator acknowledged strong support from senior leaders who served as advocates toward developing talent. Advocacy examples included approaching high-potentials about interest in a formal program, serving as members on an advisory committee, and working with Human Resources to design a training program for staff personnel.
What actions of the presidents and senior officers have demonstrated support for talent management programming among the institutions? (continued)	• Three institutions involved senior officers in a mentoring capacity to help develop talent while addressing personal and professional challenges. • Five institutions utilized senior officers as program facilitators in topics including change management, systems thinking, conflict skills, and legal issues in higher education.
What program characteristics are similar among the institutions?	• Four program administrators believed their institutions have a holistic talent management program in place to address developmental needs at all levels. • Succession planning, a specific talent management strategy, was introduced within three divisions among the colleges and universities. Examples included identifying competencies and skill levels of all high potential employees and creating and maintaining a report that identified the top 20 positions of the college, potential replacements, and additional skills that are required. • A formal application and selection process for formal talent management initiatives occurred at four institutions. Among the requirements included preparing a resume, obtaining letters of recommendations, providing reflection statements, and taking part in an interview process with Human Resources. • In most instances, senior officers or directors were asked to nominate an individual for program consideration. Establishing a diverse cohort was a main objective of program administrators during any developmental event.

- Individual Development Plans (IDPs) were implemented among five colleges and universities which were designed based on feedback from one or more leadership assessments.
- Coaching was a key component within six institutions. Coaches included both internal human resource professionals as well as certified external coaches.
- Each leadership development program had a form of action learning as a key component which involved a project or initiative sponsored by senior officers.
- Career pathing was a talent management initiative at three institutions which involved supervisors and employees identifying potential opportunities in the future that were align to the goals of both the organization and individual.
- Despite some examples of resistance, four institutions supported faculty development mainly in the form of supervisory training. Human Resources and academic divisions identified potential liability issues if managerial principles were not conveyed and practiced to this audience.

What program characteristics are unique among the institutions?

- Only one institution developed a series of organizational and leadership competencies that were aligned to the performance goals.
- A decentralized human resource model was adopted by two institutions in which generalists are located within divisional units to provide direct support and identify developmental opportunities for both the entire staff and individual employees.
- Human resource units at two institutions identified a need to establish advisory committees which identify learning opportunities while providing feedback on existing programming.
- Only two institutions evaluated developmental initiatives beyond participant feedback (Level 1 – Kirkpatrick Model).

What internal and external factors can limit the potential of talent management programs at small to mid-size private colleges and universities?

- Despite indications of support from senior leaders, some human resource professionals expressed concerns that such support was not sustained throughout the duration of specific learning initiatives.
- Program administrators were critical of supervisory personnel who have not supported their staffs' participation in training programs in lieu of necessities related to operational needs. Some noted an increase in this behavior whit the economic downturn.
- Program administrators discussed concern from division units when either Human Resources or an external consultant facilitates a developmental program.
- While most CHROs and program administrators would like an increased role to support faculty development, they also acknowledged the difficulty as most faculty focus on individual needs and interests rather than assembling as a group for educational purposes.
- Most program administrators relied solely on qualitative feedback from participants rather than measurable evidence to support programming.
- A shift to a more in-house, customized developmental approach has occurred

	due to economic constraints and organizational needs placing a resource strain on human resource units.
How will each program evolve based on previous results and future talent requirements?	• CHROs and program administrators acknowledged having to continue responding to institutional needs and become more of a strategic partner to each division. • CHROs and program administrators discussed aligning developmental programming within the institution's strategic plan to a larger degree. • Three CHROs believed the process of developing talent should not be reserved for positions at the top of the organizational hierarchy. • Each program administrator was interested in designing a learning path that would extend beyond the formal talent management offerings (including leadership development) to provide continual education opportunities as each individual's career evolved.

A Comparison between Study Findings and Literature

A summary of the successful practices identified from the literature was presented at the conclusion of Chapter Two. Below is an abbreviated listing of several main themes that were gathered:

- Higher education is not immune from the number of impending retirements impacting all industries. A significant percentage of senior administrative leaders within colleges and universities are at or near retirement age. In addition, presidents and CEOs are not confident of the current skills of potential replacements.
- Edwards (2008) stated that each talent management approach must be developed to meet the specific needs of each college and university. Creating a "culture of learning" across an employee community when other institutional programs are competing for the same funding. When supported by sufficient resources, establishing a transparent environment is still

necessary to gain acceptance and ownership among a college or university's internal constituents.

- Classroom training should only be one of several developmental opportunities for participants of talent management programs. Other initiatives found to be successful by some are assessment tools including the 360˚ feedback process which can help establish individual development plans for high potential employees. These plans can then include coaching, mentoring, and action learning.
- Leadership commitment towards talent management must go beyond fiscal support. Presidents and senior officers must sponsor talent management initiatives while human resources departments serve to facilitate the process by implementing program components and communicating the importance to all constituents. Senior leaders must also look to find opportunities for high potential employees to stretch their current abilities and gain comfort in their leadership capacity.
- Talent management is not reserved solely for the senior officer level. For an institution to prosper fully it must hold supervisors accountable for identifying and building talent at all levels of the organization.
- Human resource administrators are responsible for elevating talent management to a strategic initiative within the organization. This requires ongoing dialogue with senior leaders on the value of such programming in advancing the overall mission. This cannot be sustained, however, without prioritizing the importance of program evaluation and identifying

developmental techniques that will narrow the performance gap of the current and desired behaviors of emerging talent.

The intent of this section is to compare those findings to the data that were collected from the field study. In some instances, the field study findings compared well to the literature while in other instances the same outcomes were not realized. Each of the sections will begin by defining the concept, reviewing the literature which was presented in Chapter Two, and presenting the findings from the field study.

Cultural Assessment

In the context of talent management, conducting a cultural assessment means examining an organization's internal environment to determine the best approach to employee development based on overall culture, values, and characteristics which exist (Clunies, 2007; Edwards, 2008; Heuer, 2003). The research study suggested that talent management would appear to be a viable strategy for colleges and universities based on projected retirements, the current generation's lack of interest in administrative careers, and other critical factors. However, program administrators should identify and address any cultural resistance that may impact the intended outcome of advancing the skill set of high potential talent. To illustrate resistance among some institutions, Heuer (2003) conducted a study of several "ivy league plus" schools in which each Chief Human Resource Officer (CHRO) stated that a formal talent management program was not in place. One respondent from the study noted, "the culture's resistance to change and the institution's organization structure and hierarchy makes it difficult to implement."

While not evident across each of the institutions, five of the program administrators from the field research conducted both formal and informal assessments of their respective cultures before introducing their talent management program to the community as was suggested by Mackey (2008). The creation of advisory committees, focus groups, and employee surveys were some of the more effective approaches that were identified to get a firm understanding of both the desires and needs of the populations. The other two locations began offering individual seminars on a variety of topics for both administrative and support staff personnel. Instead of gathering feedback prior to the start of the initiative, the program administrators implemented a program evaluation at the conclusion to assess the offering while collecting ideas for future sessions.

Institutional Transparency

Institutional transparency, for the purpose of this study, is the degree to which senior leaders and human resource professionals communicate the value of talent management throughout the community. Moreover, important to the overall acceptance of talent management as an institutional priority is establishing a level of openness with constituents that can provide useful feedback which can lead to ongoing program effectiveness (Ulrich & Brockbank, 2005). To help promote transparency, Ulrich and Brockbank (2005) recommended devising a comprehensive communication plan that ensures two-way communication between senior leaders, human resource professionals, and the employee community. If communication is not prioritized, organizations risk alienating employees and losing emerging leaders (Criswell & Martin, 2007). On the other hand, organizations that value openness are more likely to motivate employees to

embrace their own professional development creating institutional stability over the long-term (DeCenzo & Robbins, 2007; Stevens, 2001).

Talent management programs from the field study that achieved a significant level of success and visibility were also programs that noted a high degree of transparency across the institution. Program administrators discussed the importance of communicating the value of each initiative before, during, and after the programs. Prior to talent management offerings, program administrators focused on written communication through newsletters, web announcements, and campus-wide emails. During the program, institutions were provided a progress update and supervisors were contacted regularly to address learning objectives from specific seminars. Following the program, three of the institutions discussed incorporating testimonials through written or verbal communication. In one instance, members from a three-tiered, cohort-based program presented how each benefitted from the programs to the institution's board of trustees. Conversely, those programs that were not considered strategic initiatives did not place a great detail of emphasis toward a broad level of communication as noted in the previous paragraph.

In terms of transparency toward high potential employees, programs that had been in place for an extended period of time appeared to convey the intended expectations addressed in the literature review. That is, they recognized employees for the value that they had toward the institution but did not set false anticipation about impending promotions as Rothwell (2007) addressed. Also, CHROs and program administrators from each of the institutions believed that limitations of high-potential employees were addressed through a variety of assessments, coaching, and mentoring.

Leadership Commitment

Without a strong presence of support from senior leadership, any talent management initiative has been demonstrated through research to be, at best, ineffective (Fulmer & Conger, 2004). Leadership commitment in the realm of talent management includes empowering human resource professionals to implement a comprehensive strategy, communicating the importance of employee development as an institutional priority, and setting expectations of supervisors and all employees to include development as a key component of the organization's performance management model. In fact, Charan (2008) believed between a 20-25% time commitment is necessary for supervisors to spend developing talent by observing performance, providing constructive feedback, and coaching high potential employees.

Human resources must serve as the conduit in the talent management model, but cannot be viewed as having primary ownership. Rothwell (2007) believed that organizations in which human resources champion talent management are making "a fundamental mistake." According to Blazey (2002), "There is not one example of an organization that achieves superior levels of performance without the personal and active involvement of its top leadership." Clunies (2007) suggested this requires senior leaders to work collectively with human resource professionals to address the organization's leadership capacity for several years to come. A number of collaborative strategies should be considered including talent review meetings in which the performance of high potential employees from each division or unit is discussed to determine their future role with the institution (Gay & Sims, 2006).

As was discussed at length in the previous chapter, leaders among the researched institutions including presidents and senior officers that had expressed support for talent management programs through participation in events, speaking on behalf of the program, or serving in a more formal role including facilitating or mentoring yielded a higher degree of success. This could be measured in terms of the number of applications received and the overall satisfaction with the program outcomes. On the other hand, the programs that had struggled with achieving program goals acknowledged less public support from their President and senior officers. This did not mean that the employee community did not value the offerings. However, not having the support that the program administrators would desire limited the potential of attaining a successful outcome.

In most instances, the existence of talent management did not alter how supervisors managed employees or changed how senior leaders assessed existing talent pools. For instance, in terms of supervisory accountability, only two institutions within the study set an expectation for supervisors of high potential employees in terms of observing performance, providing feedback, or coaching as was recommended by Charan (2008). Finally, talent review meetings recommended by Gay and Sims (2006) only occurred formally at one institution but more frequently on an informal basis at the remaining institutions.

Organizational and Leadership Competencies

Organizational and leadership competencies are a series of performance expectations for employees to meet in order to be successful members of an organization (Marsh, 2008). Marsh (2008) suggested incorporating an enterprise-wide competency model that lists the knowledge, skills, and abilities that are required to achieve a high-

level of performance. To increase individual effectiveness, Clunies (2007) outlined an approach that aligned performance measures with the competencies that identify both strengths and areas of improvement for high potential employees.

Although the literature supported the implementation of both organizational and leadership competencies, only two of the institutions from the field study were noted having such a model in place. One university had established an enterprise-wide competency model as described by Marsh (2008) which helped to communicate expectations relating to workplace performance. Also, both program administrators incorporated the leadership competencies into their 360˚ feedback assessment process as was recommended by Clunies (2007).

Talent Assessment

Talent assessment involves incorporating one or more evaluative tools to help participants and supervisors determine current strengths and the potential to be successful in future roles (A. Cremo, March 2008, personal interview). Cremo (2008, personal interview) believed that the results from assessments help to deter the "one-size fits all" approach to developing talent. Thomas and Saslow (2007) strongly recommended adopting a 360˚ feedback process as part of the overall assessment strategy that can result in significant changes in leadership behavior.

Five of the institutions from the study that had incorporated either a management development or leadership development program had also established an individualized component which included assessing various traits and behaviors including a 360˚ feedback mechanism (A. Cremo, March 2008, personal interview). The program administrators from these institutions had implemented this specific method to their high

potential population. In addition, one institution was looking to implement a strengths inventory assessment to non-supervisory employees as part of an ongoing career management model.

Individual Development Planning

Individual development planning (IDP), when used effectively, is an ongoing process between an employee and supervisor that identifies both performance goals and developmental initiatives to help achieve those goals (A. Cremo, March 2008, personal interview). Gilmore (2007) stated that such a process is necessary to provide direction for high potentials to achieve advancement to the next level. Cremo (2008, personal interview) designed an approach which incorporated the results from a variety of assessments that help to establish an individual development plan providing structure to the educational process while fostering continued growth. Clunies (2007) recommended a focus in three specific areas of the planning process: coaching/mentoring, work experiences and assignments, and educational opportunities.

Five program administrators had implemented some form of developmental planning as part of the talent management model. This supported the individualized approach that most the colleges and universities favored as an important component to their programming. Similar to the approach Clunies (2007) recommended, the plans resulted in developmental initiatives including coaching, mentoring, and special assignments. Also, the planning process was facilitated either by the program administrator or an internal or external coach that was associated with the program. Also, ongoing dialogue between supervisors and employees were supported by the coaching discussions.

Coaching and Mentoring

Coaching and mentoring, in many cases, extends beyond the supervisor and employee relationship and includes external resources that serve to provide additional guidance and insights to benefit both the participant and the organization (Atwood, 2007). While coaching sessions sought to increase the individual's job-related skills, mentoring is designed to assist individuals in their overall development, both personally and professionally (Sims, 2002). In both instances, the value of these additional relationships is the ability to gain objective feedback and advice (Atwood, 2007; Bell, 2002).

Comparable to the approach of Sims (2002), coaching within the researched institutions was focused on job-related skills while mentoring assisted in both the personal and professional aspects of the individual. Three of the institutions used the approach Bell (2002) suggested by having coaches and mentors from outside the environment to provide a more objective view. Conversely, either because of limited financial resources or having a preference towards internal resources, a majority of the institutions had coaches and mentors within the organization.

Action Learning

Action learning, as defined by Fulmer and Conger (2004), is a process in which potential leaders are given experiential learning assignments with the opportunity to lead or be part of an organizational initiative and present the findings to senior management. Clunies (2007) believed experiential opportunities including participation on committees, special projects, and other campus initiatives add to an individual's development. Action learning also involves placing emphasis on group discussions among high potentials,

providing intensive reading assignments relevant to higher education, and creating extensive networking opportunities with current leaders to accelerate personal growth (Charan, 2008). Despite the wide range of experiences that are available, Bisbee (2005) argued that structured developmental exercises cannot replace job-related educational opportunities.

Three of the institutions had programs that incorporated action learning as part of their talent management approach. Those institutions supported the notion of Charan (2008) and Bisbee (2005) that learning, particularly at the leadership level, must go beyond the classroom and be integrated into the work setting. Program administrators that incorporated action learning also valued the outcomes that collaborative assignments provided to the individual and organization. Many of the action learning initiatives included creating special assignments sponsored by senior officers or serving on institutional committees as noted by Clunies (2007).

Program Evaluation

Program evaluation is a key component to any talent management offering that measures the impact of a specific event or long-term initiative had toward an organization's performance (A. Cremo, March 2008, personal interview). According to Christie (2005), human resource professionals that focus on continuously measuring the overall results, both individually and institutionally, help to support the long-term viability of the talent management program. Cremo (2008, personal interview) argued for the implementation of a pre-test, post-test model to determine the degree to which each candidate improved his or her skills while progressing through coaching, mentoring, and

action learning activities. Ulrich and Brockbank (2005) believed that such results can elevate talent management to a strategic initiative within the organization.

Regardless of the institution's size or financial resources dedicated to talent management, none of the colleges and universities from the study had implemented measures that evaluated the changes in workplace performance. The closest example was one institution that emulated the approach of Cremo (March 2008, personal interview) in which a pre-test and post-test were implemented as part of a 360° assessment process within their leadership development program. Program administrators pointed to reasons such as the lack of resources or difficulty in measuring behavioral change as reasons for not implementing formal measures.

Conclusion

In a number of instances, the nine successful practices that were identified in the literature were implemented among the group of institutions. Nevertheless, a number of limitations can be identified which contrasts the application between the seven colleges and universities and the business sector. Inconsistencies related to leadership commitment and institutional transparency coupled by the limited examples of competency development and program evaluation suggested that schools of this size have opportunities to achieve greater success in this area.

Table 4

Relationship between Literature and Study Findings

Successful Practice	Relationship Level	Description
Cultural Assessment	Low	• Only three institutions conducted assessments through written surveys and focus groups prior to implementing a talent management initiative. • The literature within higher education and study findings address resistance among populations due to factors from an unwillingness to change current processes to a lack of understanding of how talent management relates to the institutional mission.
Institutional Transparency	Medium	• The literature addresses examples of a detailed communication strategy to support talent management, particularly in the business sector. • The colleges and universities in the study that have implemented several talent management initiatives placed an emphasis on transparency through both written and verbal communication.
Leadership Commitment	Medium	• Many CHROs and program administrators addressed the value of leadership's involvement in their talent management programs. However, some discussed the inconsistency of such support throughout the duration of specific program events. • Managing talent regularly does not appear to be a common practice by the researched institutions. This method was identified as a key component to successful talent management programs (Charan, 2008).
Organizational and Leadership Competencies	Low	• Successful programs link development events to the competencies. However, this was only evident at two institutions involved in the research study.
Talent Assessment	Medium	• Five of the colleges and universities included individual assessments such as the 360˚ assessment and MBTI as part of their leadership or management development programs.
Individual Development Planning	Medium	• Five program administrators incorporated this component which aligned with the individualized structure that the literature supports (Clunies, 2007). • Similar to the literature, the completion of such plans lead to opportunities for participants including coaching, mentoring, and special assignments (action learning).
Coaching and Mentoring	High	• Both areas were less formalized among the institutions in the study compared to the literature.

Successful Practice	Relationship Level	Description
Action Learning	Medium	• Three institutions incorporated action learning as part of their talent management process. • While scholars such as Charan (2008) Hernez-Broome and Hughes (2005), and Bisbee (2005) suggested learning occur beyond the classroom, some programs addressed in the study had difficulties reinforcing the program objectives through on-the-job activities.
Program Evaluation	Low	• Two institutions measured program success beyond evaluating specific developmental offerings (Level 1 – Kirkpatrick Model). • The literature suggests how providing measurable evidence to senior executives is linked to long-term effectiveness (Hernez-Broome & Hughes, 2005).

The Procedural Model

Overview

The intention of this study was to provide readers with a practical approach to implementing a talent management philosophy within their work environment. The aim was to combine the supporting literature and field study findings into a talent management methodology. The expectation was for this methodology to serve as a basis for human resource professionals who are interested in establishing a framework for identifying and developing internal talent. Those that already have a talent development initiative could potentially gain value from the approach in helping to identify one or more missing components to their existing strategy.

This methodology addresses a linear approach in which one component or phase of the model should be completed before addressing future components. For instance, selecting high potential employees to be part of a learning initiative could occur first, but what will be the focus for their development if leadership competencies aren't in place? As another example, action learning can occur before assessing leadership behaviors and creating an individual development plan. However, it would be difficult to identify specific assignments that would help in the employee's overall development.

This proposed methodology is just one example of many that could potentially exist. In fact, each college and university may have a model unique to its specific environment. There are a number of factors that must be examined which have been discussed including leadership commitment, institutional culture, and the availability of human and financial resources. However, the process that will be introduced below was determined by the identification of successful practices from both previous researchers

and the field study that was the basis for this particular research. The goal of this section, as with the entire study, was to provide a useful example for human resource and other higher education professionals who are looking to create a new or improve an existing talent management program.

The methodology described in Figure 5 is based on the duration of a particular learning initiative such as leadership development. The methodology does not, however, represent the lifecycle of a talent management program. For example, part of the purpose of the evaluation phase is to seek feedback from constituents on the impact the program has made on an individual, department, and organization. This information would then be used to improve future iterations of the program.

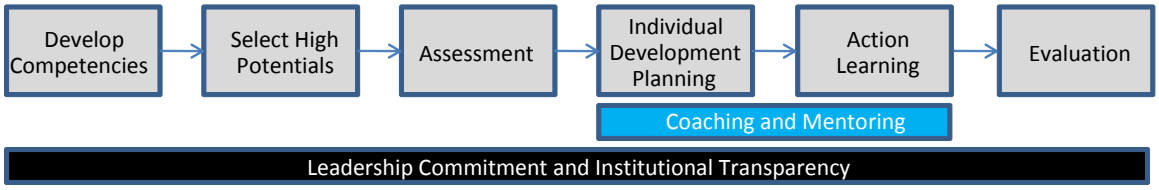


Figure 5. Talent management procedural model.

Leadership Commitment

As had been presented in both the literature review and findings, a presence of leadership support served as the predecessor to program success. Along with institutional transparency, leadership commitment is not being placed at a particular phase of a program. In actuality, both are critical throughout the entire duration of the methodology and therefore are both listed as a constant in the model.

Fulmer and Conger (2004) acknowledged that without trust and empowerment from organizational leaders, talent management will not be realized. Furthermore, Blazey (2002) believed a high level of performance cannot be achieved without personal and active involvement from its leaders. Despite the limited instances of talent management in higher education, challenges both within the internal and external environments are forcing presidents and senior officers to focus their attention towards a continuity in leadership (Heuer, 2003).

The field study supported the literature review in which the talent management programs that have the highest level of support from the president, senior officers, and CHRO were also the most successful in terms of being viewed as an institutional priority. For instance, the program administrator that indicated presidential support at various campus venues and senior officer assistance through both mentoring and facilitation has realized a significant level of success in terms of program identity across the institution. Conversely, program administrators that were struggling to make their activities more visible admitted difficulty in getting executive advocacy.

Institutional Transparency

The identification and development of talent must be highly visible throughout the institutional community like any other strategic priority. Criswell and Martin (2007) indicated the significance of open and honest communication with those deemed high potential employees. Rothwell (2001) addressed the challenge in managing high potential employees in organizations that provide challenging opportunities when promotions are not feasible. Conversely, organizations must also avoid setting a false expectation in

which the high potential employee believes that he or she is the eventual successor (Rothwell, 2001).

Beyond high potential employees, the literature also indicated a need to communicate the importance of talent management programming to the greater community. The literature pointed to talent management as a competing interest among several others for valuable resources. In addition, a hesitancy to support could occur because such programming does not have a direct connection to the student population. Therefore, promoting an open and engaged venue to constituents to understand the program's purpose of advancing the institution is a critical success factor (Bisbee, 2005; Heuer, 2003).

One particular program in the field study demonstrated the value of transparency among the high potentials. For instance, the leadership development program began each year with a formal "kick off" that included remarks and a discussion with the president, vice president of human resources, and program participants. During this event, the purpose of the program was reinforced to the selected high potential employees as an opportunity to further their development but did not guarantee an eventual senior officer position within the institution. In fact, the president that attended this "kick off" session discussed in the interview how critical it was to set reasonable expectations for all high potential employees.

In terms of transparency within the larger community, the program administrator from one of the studied institutions implemented a variety of communication methods across the university. This strategy was a combination of face-to-face, electronic, and print communications which helped to address the value of their programming.

Furthermore, the program administrator was very clear that opportunities to advance skill levels were available to all employees regardless of their position in the organization. However, while offering a variety of professional development opportunities for individuals within all levels of the institution, the administrator also informed the community that each employee was responsible for his or her own career.

Developing Competencies

Fulmer and Conger (2004) define a competency as "any attitude, skill, behavior, motive or other personal characteristics that are essential to perform a job, or more importantly, differentiate superior performers from solid performers" (p. 49). Decisions on high potential employees should be based upon well-defined requirements and competencies for all key administrative positions (Fulmer & Conger, 2004). The literature also stressed this component as essential to the viability of a talent management program.

Several arguments have emerged from the literature supporting the development of competencies, which included those specific to leadership, to help guide in the overall development of talent. Bisbee (2005) suggested organizational competencies helps to provide an understanding why such programming existed for its participants, their supervisors, and others within the institutional community. Both Fox (2008) and Clunies (2007) argued that senior leadership should ensure a series of leadership competencies is established to help provide focus toward employee development initiatives. Clunies (2007) and Rothwell (2001) believed organizational competencies provided direction for both human resources and supervisors to help establish and maintain optimal performance. Also, Marsh (2008) urged training and development specialists to align

programming to the competencies to provide a systematic approach and increase the likelihood of executive support.

Two programs in the field study epitomized the philosophy shared by Marsh (2008), Clunies (2007), Bisbee (2005), Fulmer and Conger (2004), and Rothwell (2001). In both instances, the human resource offices realized the value of identifying core competencies at the organizational and leadership levels within their respective environments in terms of providing a direction of their programs and services. One program administrator commented that both the organizational and leadership competencies were tied directly to the institutional mission and strategic goals which gave them "a laser focus approach" to design and develop both current and future programming. Also, at both institutions, the leadership competencies that had been established mirrored the 360° feedback assessment that was implemented for leadership development participants. This allowed participants to have a firm understanding of how their own behavior compared to the expectations of the institution.

The measurement of competencies was an outcomes captured by one of the institutions in which participants were rated by their immediate supervisors, superiors, peers, direct reports, and other individuals outside of the organization. The value of this model was that participants took part in the 360° feedback assessment process twice in an eighteen month period and results were measured using a pre-test/post-test format. Following the post-test assessment, participants were encouraged to share the results with their immediate supervisor and mentor although the results from both instruments were confidential.

Selecting High Potential Employees

Some of the program administrators in the field study acknowledged that many of the participants were self-selected to take part in specific developmental initiatives. While each program administrator acknowledged his or her willingness to provide opportunities for those looking to better themselves professionally, they also wanted to provide specific assistance to those who senior officers deemed as "high potential." There were instances in which senior officers were contacted to identify and recommend individuals that would benefit from participating in such offerings but that was not commonplace. Even when individuals were nominated, the decisions were subjective and not based on a thorough assessment of past performance and future potential.

This was one example in which the field study results did not emulate the data collected in the literature review. Senior officers needed to place an emphasis on distinguishing a group of high potential employees and not rely solely on intuition (Clunies, 2007). More specifically, senior officers needed to determine how their current behaviors and/or future capabilities classified them as being "high potential" in lieu of a subjective form of assessment.

In contrast of simply selecting an employee based on intuition, senior officers must employ a variety of methods to have a greater chance in realizing future success for the individual and the organization. For instance, a comprehensive review of past performance should be considered that would include the level of success in leading teams and specific initiatives. Also, conversations with colleagues internal and external to the department would offer additional data to support the decision.

However, maybe most important is the willingness of the individual to potentially assume a greater role. As Rothwell (2007) and Thau and Heflin (1997) suggest, a large percentage of individuals from Generation X are not interested or at least hesitant to pursue a senior level position within the organization. This is due to a variety of factors including the potential of a poor work/life balance and health concerns connected to increased stress.

Assessment

Once individuals are identified and selected to be a part of a talent management program, an initial activity is to provide the high-potential employee the opportunity to take part in a series of leadership assessments. Cremo (March 2008, personal interview) and Thomas and Saslow (2007) encouraged the implementation of formal assessment measures such as the Myers-Briggs Type Indicator (MBTI), 360° feedback assessment, Firo-B®, Strength Deployment Inventory (SDI), and the DiSC PPSS (Personal Profile System) into any talent development initiative. By incorporating a variety of assessments, individuals would be able to identify an inventory of both strengths and areas for development related a variety of categories including creativity, assertiveness, communication, and diversity.

The use of these and other assessments were identified through the discussion with the program administrators from the field study. The assessment instruments that were actually incorporated into the program depended primarily on the preference of CHROs and program administrators. Regardless of the tools that were utilized, scholars and practitioners stressed the value of implementing one or more methods to identify current behavioral tendencies. In fact, assessment tools need to serve as the basis for

establishing a developmental plan for each high potential employee (A. Cremo, March 2008, personal interview).

Within one leadership development program, new participants completed a MBTI, Firo-B®, and 360˚ feedback assessment at the beginning of their program. While not required, most participants preferred to share the results from each of the assessments with both the senior officers and mentors. The data from each of the assessments and the subsequent conversations with both senior officers and mentors helped in establishing and completing a high potential employee's individual development plan.

Individual Development Planning

Individual development planning was a vital next step to gauging talent as the process established goals along with the specific training and development objectives that are to be achieved within the particular time frame of the program. Without such a plan in place, participants take part in the program not knowing their level of expectation. Scholars including Cremo (March 2008, personal interview), Clunies (2007), and Gilmore (2007) suggested that individual development planning was best facilitated by an executive coach who was responsible for guiding the high potential employee to achieve his or her goals using an objective and unbiased approach.

Similar to the literature review, individual development plans (IDPs) served as a contract between the supervisor and employee within the institutions that were examined. Program administrators who implemented IDPs within their talent development program found value in terms of holding several constituents accountable to achieve the results for high potential employees. For instance, there were expectations of not only the program

participants but also human resources, the executive coach, and senior officers to support participants to achieve their developmental goals.

Action Learning

Action learning is a component of talent development that allows high potential employees the opportunity to grow professionally through on-the-job experiences. Charan (2008) stated that organizations must go beyond the traditional classroom-based structure witnessed in most workplace learning initiatives to educate its future leaders. Scholars and researchers including Charan (2008), Hernez-Broome and Hughes (2005), and Bisbee (2005), and Ohlott (2004) all provided persuasive data on how frequent action learning is incorporated into results-oriented talent management programs as well as evidence of how this initiative ultimately benefits organizations. Ohlott (2004) argued, "Using job assignments for developmental purposes provides benefits that go beyond getting the job done and may even result in competitive advantages for the organization." Nevertheless, the challenge for human resource administrators was to work with senior officers to identify such collaborative opportunities that will again "stretch" current capabilities and reduce the performance gap that exists between high potentials and their incumbents.

As the literature suggested, action learning is a valuable organizational strategy when implemented corrected and supported by senior executives (Bisbee, 2005; Charan, 2008; Hernez-Broome & Hughes, 2005; Ohlott, 2004). Program administrators from the study that achieved such support from their senior leaders to offer working assignments identified strong results from their efforts. The collaborative experiences that were generated through the respective programs resulted in a variety of institutional successes.

These experiences were driven by specific institutional initiatives and ongoing direction from the presidents and senior officers from the colleges and universities. From the participant's perspective, they received significant on-the-job experience as well as recognition from top leaders of the organization. In fact, in most cases, the participants were identified as knowledgeable resources even after the formal program concluded.

Coaching and Mentoring

Coaching is considered by many, including Battley (2008) and Bell (2002), to be a vital part to anyone's development regardless of his or her position within the organization. Research of successful business organizations suggested coaching to be a continuous expectation of all supervisors (Charan, 2008; Fulmer & Conger, 2004). The research also argued that instituting coaching into a talent management program allows individuals to continuously assess their personal and professional goals while tracking process towards such achievement (A. Cremo, March 2008, personal interview).

Similarly, mentoring is just as critical as coaching toward the overall growth of an individual although most likely not as structured (Bell, 2002). As the literature suggested, being able to confide in someone with considerable leadership experience is valuable for both the high potential employee and the institution (Battley, 2008; Bell, 2002). In fact, a study by The Aberdeen Group (2007) indicated the ability to connect high potential employees with individuals in key leadership roles increased the participant's level of commitment and dedication to the organization.

Institutions that adopted both coaching and mentoring into their talent management model allowed individuals the opportunity to grow personally as leaders, which complemented the group developmental sessions. Program participants described

the benefits received from both coaching and mentoring during the field interviews. For instance, many believed the coaching process provided a sense of accountability to achieve individual goals while requiring employees to continually reflect on their experiences as a leader. One such leadership development program from the study demonstrated this form of ownership by having bi-weekly meetings between the participants and the executive coach. In addition, the executive coach met with each senior officer twice each year to address individual strengths while also identifying additional areas for improvement.

Several program participants pointed to mentoring as one of the most valuable aspects of the entire program. Such relationships allowed individuals to gain tremendous insight from those who have been respected in the higher education community for several years. Through such discussions, participants were able to articulate their background and aspirations. While program administrators were cautious in implementing strict guidelines, they also believed that some guidance was warranted in order for a successful outcome to occur. Regardless of the outcome, CHROs and program administrators from the study recommended providing some guidelines to both the mentor and mentee in order for the relationships to achieve the intended goals.

Evaluation

The talent management methodology concluded with an evaluation process to identify the overall value the program had for the institution. Christie (2005) indicated that the long-term viability of such programming relied on a focused effort of program administrators to continuously measure the overall results from an individual and organizational perspective. Despite the concern of Wiessner and Sullivan (2007) that

measuring results can be the most difficult aspect of talent management, examples in the literature existed to identify success through pre-test/post-test instruments, measures of improvement in workplace performance, and other methods which higher education must seize to support future endeavors.

Only two institutions evaluated developmental initiatives beyond participant feedback, Level One of the Kirkpatrick Model, following each program. In one example, a college implemented a pre-test, post-test of a 360° assessment used in a leadership development program. In another instance, a university tracked the percentage of promotions or lateral position moves of participants that took part in the management development program.

Despite these two cases, there were no scenarios identified to determine how performance in the work setting was improved following a developmental initiative. The literature suggests that, in order to be successful and establish lasting credibility, talent management initiatives much measure program success at the organizational level, not just at the individual level. Rothwell (2001) explained that organizations must determine if resources placed in emerging talent have an impact on organizational results by conducting return on investment (ROI) studies to compare the costs of the program to the financial gains provided. Ulrich and Brockbank (2005) suggested that the continuous tracking of performance metrics related to talent management will help human resources gain acceptance as a key strategic initiative for years to come.

What are potential performance metrics that can be tracked by talent management administrators in the higher education environment? The list can be quite extensive and would really depend on the institution and the challenges that are presented. For example,

a college may wish to improve the retention rate of first-year students. Can a talent management program improve the results of this common institutional metric? While positive outcomes will not exclusively be attributed to such a program, this initiative can be credited in collaboration with other organizational strategies. Key to producing such success would be to articulate the program outcome of improved student retention while designing the curriculum based on successful practices that have worked in external settings. Participants can discuss such strategies in classroom settings and potentially implement new solutions through an action learning initiative that can be measured at the conclusion of the development program.

There is no question that any fiscally-responsible institution requires its organizational units to justify their expenses. As was noted by program administrators, talent development can definitely be expensive. While there were no known studies identified that presented a scenario in which human resources had to validate the value of their programming to senior leadership, there was an expectation that such measurements were occurring within numerous organizations including colleges and universities (Hernez-Broome & Hughes, 2005). In fact, human resources should not wait for such a request for evaluative data. Instead administrators of talent management programs should work with CHROs to be proactive and identify a series of metrics that demonstrate measurable benefits to the institution.

Summary of Findings

Research Question #1 –Talent Management as an Institutional Priority

When asked if administrative talent management is considered an institutional priority, both CHROs and program administrators referred to having a strong connection to support the overall strategic plan. This, in their view, provided a focus and direction for their various offerings. To illustrate this "connection," four of the seven program administrator positions were established because of the need for providing development opportunities for employees became a recommendation during a strategic planning process.

Evidence that talent management was an institutional priority became clear as a number of senior officers took part in either formal or informal discussions with one or more human resource professionals. The purpose of these conversations included identifying high potential employees, having dialogue on future possible job opportunities, and addressing professional development offerings that supported the overall growth of developing talent. The conversations also identified individuals who were struggling in their current position requiring performance improvement. Also, with retirement becoming a concern to most populations despite a troubling economy, the discussions were a chance to identify employees who may be leaving the college or university within the next several years.

Research Question #2 – Presidential and Senior Officer Commitment

Interviews with the CHROs and program administrators acknowledged presidential support at each of the institutions while some credited their presidents for providing the vision for their talent management initiative. In fact, many of the interview

subjects cited examples in which the president either provided support for a specific initiative such as department chair training or an institution-wide performance management model. Furthermore, many presidents were willing to offer assistance by serving as guest speakers to provide insight on the direction of the organization or helpful suggestions for leaders to be successful in their current and future roles.

Along with presidential support, there were several examples of support from senior officers among each of the seven institutions. This included being advocates for talent management programming in terms of identifying and sponsoring high potential employee for developmental opportunities. A number of the CHROs and program administrators indicated that their senior officers served in a formal mentoring role by offering insight to enhance the growth and development of each mentee. A major theme among the discussions that was collected from program participant interviews was how the senior officers supported employees in managing work/life balance. This was conducted by openly addressing challenges that were particularly evident by higher level administrators with school-age children.

In five of the institutions senior officers served as facilitators in addition to serving as both advocates and mentors for their various talent management programs. Topics which were addressed by senior staff included change management, project management, systems thinking, conflict and negotiation, coaching, and legal issues in higher education. Beyond providing credibility to their programs, CHROs and program administrators realized this as an opportunity to provide both leadership knowledge along with a firm understanding of the institutional culture to the organization’s high potential employees.

Research Question #3 – Similar Program Characteristics

Several program characteristics that were identified in the literature were also present in the seven institutions. Major themes that were identified included a holistic approach to talent management, a comprehensive application and selection process, individual development planning, coaching, mentoring, and action learning strategies. Below is a brief synopsis of the key components:

- *Holistic Approach to Talent Management*: This approach referred to identifying learning opportunities at all employee levels of the organization and not just for the select few in leadership roles. In fact, one institution established its talent management program at the entry-level supervisor level since it was viewed as the "critical mass" of management personnel.
- *Succession Planning*: Realizing a high number of pending retirements, two institutions launched succession planning pilot programs divisions at each respective environment. Although too premature to discuss the benefits of either program, administrators anticipated positive results and a series of new developmental offerings based on the results. Another succession planning model was developed and maintained in the President's Office. This process involved identifying the top 20 positions of the institution and plans to fill vacancies as they occurred. While succession planning was limited to the three institutions, several respondents from the other colleges and universities recognized the benefits of succession planning and discussed this as a future initiative to the broader talent management program.

- *Application and Selection Process*: The terms “intense” and “rigorous” were commonly used when describing the process of selecting individuals to participate in talent management programs. Key characteristics included preparing a resume, obtaining letters of recommendation, providing goal statements, and participating in interviews. In most instances, support was required from either an immediate supervisor or senior officer. Also, program administrators focused on establishing a diverse group in terms of gender, age, campus location, and employee level.
- *Individual Development Planning (IDP)*: Five of the seven institutions acknowledged having such a process in place to set goals, track progress, and evaluate improvement at the end of the cycle. Five program administrators had implemented a 360˚ feedback assessment that identified performance gaps and helped in establishing an IDP for high potential talent.
- *Coaching and Mentoring*: All except one of the seven institutions had adopted a coaching and/or mentoring model as a key component of their talent development initiative. In these environments, coaching was performed either informally by an internal human resource staff member or formally by an external certified executive coach. Mentoring was mainly conducted by senior officers of the institutions with some instances in which leaders from other industries were contacted to perform such services.
- *Action Learning*: Program administrators among the institutions worked closely with their CHROs and senior officers to identify special projects or assignments that helped build confidence and experience among high

potential employees. In many instances, program participants gained exposure to senior officers by either presenting a solution or a series of recommendations related to the project. Despite these valuable experiences, many program administrators addressed the inability to sustain momentum from such assignments following the formal programming.

- *Customized Training and Development*: Nearly every program administrator acknowledged the benefit of customizing talent management programs to serve the specific needs of the department, division, and institution. By offering this approach, colleagues from other areas of the institution area were able to witness the value that human resources provided. Although customization required a significant amount of time in terms of program development, everyone in the study agreed that it was vital in order to attain long-term success while not using "off the shelf" materials which are not tailored to the higher education environment.
- *Faculty Development*: Although the focus of this study was on administrative talent in higher education, four of the seven institutions involved working with faculty as an important element to their talent management initiatives. In these examples, human resources worked collaboratively with academic administration to create programs for both department chairs and the faculty at large. Program administrators realized that department chairs face similar managerial challenges as administrative supervisors and therefore must support their work by providing resources to be successful in the position. Also, at three institutions, regular faculty development programs were

co-coordinated by the human resources units and focused on areas including instructional methods, work/life balance, and conflict resolution.

Research Question #4 – Unique Program Characteristics

In addition to several similarities in the approaches implemented by human resource divisions/departments to administer talent management programs, a number of unique characteristics were also identified. Unique characteristics can be described as initiatives in which no more than two institutions within the study incorporated as part of their program. Below is a summary of the key findings:

- *Organizational and Leadership Competencies*: Two of the institutions developed a series of competencies that were linked to the overall strategic plan. Because of this, full support was provided by the presidents and senior staff and the competencies were recognized as indicators for both individual and institutional success. The CHROs and program administrators in both instances indicated that the competencies provided a greater focus to the developmental programming being offered.
- *Decentralized Human Resource Model*: Two institutions have incorporated a model in which several human resource generalists are located within each of the divisions. CHROs from the study addressed this as a strategic benefit to the college for several reasons. From a talent management perspective, the generalists worked closely with the CHRO and program administrator to identify learning and development opportunities at a more local level.
- *Advisory Committee*: Identifying developmental opportunities by individuals not internal to the human resource division was considered critical by two

CHROs who took part in the study. Individuals that were members of the advisory committees included academic deans, senior officers, and administrative staff at all levels. According to the CHROs, this format not only provided good feedback and insight but also helped to build commitment throughout the campus community.

- *Program Evaluation*: None of the institutions in the study measured the financial benefit of their talent management program. Using the Kirkpatrick Model to analyze evaluation methods, two institutions went beyond the Level One introductory stage to identify program benefits provided to the participants. This was conducted at the Level Two stage by determining the percentage of promotions or lateral transfers which took place following an employee's participation in a management development program as well as comparing the results of a pre-test/post-test process involving a 360° feedback assessment.

Research Question #5 – Factors Limiting the Potential of Program Success

While a significant number of successes were identified, interview participants from the presidents to program participants discussed internal and external factors that were considered constraints to program success. Even though some of these factors have been overcome and are now considered lessons learned by the respondents, there existed some constraints which were still in place presenting ongoing challenges.

Most of the CHROs and program administrators acknowledged a high degree of support from the executive level for most initiatives. However, in three specific instances, the program administrators believed that presidents and senior officers could have created

more opportunities to assist in the growth and development process of high potential talent. For example, one program administrator admitted a sense of frustration when participants of a leadership development program were not being asked to serve on key campus committees or attend sessions with the board of trustees.

Support at the supervisory level was also a challenge for many program administrators. Among the difficulties included resistance in allowing employees to attend professional development programs, the completion of performance reviews, and being available to coach staff members. To overcome such obstacles, five of the seven program administrators believed that more assistance was needed at the executive level to communicate the value and expectation of ongoing learning and development.

Another challenge that program administrators addressed was the issue of credibility related to outside vendors and their own role as facilitators during learning initiatives. As discussed earlier, human resources wanted to provide value-added developmental experiences to all areas of the institution. However, many questioned whether human resources or an external consultant had the subject matter expertise to be leading workshops or similar initiatives that address the needs of specific divisions.

Resistance was also addressed at the faculty level. Although the focus of this study was directed at administrative talent management, many CHROs and program administrators had designed and developed programming for faculty, particularly department chairs. However, program administrators indicated that attendance at such sessions was very limited. Many CHROs and program administrators believed that department chairs did not realize the importance of their supervisory role from both a legal and employee relations perspective.

Earlier in the chapter, program evaluation was identified as a unique characteristic within the study because it was only practiced by two colleges and universities. Despite an indication that evaluation methods took place, no evidence was presented in which institutions measured the financial benefit of their talent management programming. In most instances, program administrators collected qualitative data from participants following the training session as their primary form of feedback.

Restrictions in financial and human resources are the final factor which had limited the amount of success of talent management programming. The key ingredient to this challenge has been the current economy. Nevertheless, despite the issues associated with having to "do more with less", CHROs and program administrators realized a greater focus more toward divisional and departmental program while placing less emphasize on programming offered to the larger community.

Research Question #6 – Assessing Previous Results and Future Requirements

None of the program administrators in the field study confirmed taking part in evaluation strategies that measured how their programs directly impacted the institution from an economic perspective. While some of the program administrators evaluated the success of specific initiatives using a variety of methods, seldom were these results shared at the executive or board level. Most relied on qualitative data including employee testimonials of how programs impacted them both personally and professionally. However, two institutions performed quantitative measures which included tracking the career progression of individuals following their program participation and measuring leadership behavior changes in a pre-test/post-test exercise involving the 360˚ feedback assessment.

Providing ongoing development for high potential employees was a concern of most program administrators since a very limited number of participants received a promotion immediately following their participation in a formal program. In order to provide ongoing, useful opportunities to continue their growth, program administrators had attempted to develop follow-up sessions to keep high potential employees engaged and motivated. Three of the institutions in the study acknowledged having continuing education sessions which were opportunities for past participants to take part in a series of discussions and learning opportunities to address leadership issues specific to the institutional environment.

Three of the institutions discussed their involvement of career pathing for a variety of employee positions on campus. The purpose of career pathing was to provide ongoing career opportunities within their individual organizations for those who were interested. According to the institutions that offered such a model, the process helped to enhance employee motivation while retaining quality personnel who wished to advance in their professions.

Study Reflections

A Framework for Building Leaders

In recalling the work of Effron et al. (2005) and their study of nearly 1,000 small and large organizations first introduced in the literature review, their work concluded that a series of "best practices" related to talent development could not be established. From their perspective, there were a number of successful methods used across a variety of environments. Despite this, the researchers created what they referred to as "a framework for building leaders" that provided organizations with a broader direction for

administering their talent management programs. In summary, the framework included the following three components:

- *Leadership Involvement:* This involved having a true passion for developing talent, leaving a legacy for future generations, and having direct involvement in fostering employee growth through the mentoring of high potentials and facilitating leadership programming.
- *A Maniacal Focus on High Potentials*: Successful organizations spend a significant amount of both human and financial resources toward developing talent. Nearly 70% of the organizations studied track the turnover of high potentials while 90% provided on-the-job (action learning) assignments.
- *The Right Practices, Done Right*: The most successful organizations from the research made leaders at all levels accountable for developing employees and implemented leadership competencies that were used to evaluate overall effectiveness (Effron et al., 2005, p. 22).

In reflecting on how the study of Effron et al. (2005) compared to this particular research project, four of the seven colleges and universities incorporated at least one component of the "framework" as part of their talent management programming. However, it was the perception of this researcher that none of the researched organizations had accomplished all three of the components. The following section addresses some of the limitations that were observed from each of the three elements of the "framework."

Leadership Involvement. Although five examples were noted that demonstrated a strong interest for developing talent, there were other instances in which talent

management was not among the strategic priorities of the institution. In fact, one CHRO admitted during the interview that a disconnect existed between the priorities of human resources and the priorities of the institution as a whole. Institutions that had direct involvement from their presidents and senior officers in terms of promoting talent management and serving as mentors and/or facilitators illustrated a higher degree of success in terms of visibility across the institution and connection to strategic initiatives than those that identified such limitations.

Having the opportunity to interview college and university presidents and CHROs provided a deep perspective of how a focus toward talent management strategies was connected to achieving institutional goals. The researcher found that subjects in leadership positions that illustrated specific examples of how the developmental initiatives advanced their institutions were those that also acknowledged a higher degree of success. However, based on the numerous discussions, the leaders in these instances appeared to be somewhat disconnected of how such activities supported the overall institutional initiatives.

A Maniacal Focus on High Potentials. While some examples of program evaluation were identified, none of the institutions tracked the progress of high potential employees at the institutional level. Two administrators noted changes in position status of participants since being involved in a talent management program. However, this was not shared beyond the human resources unit. Also, the institutions that identified high potential employees did so in an informal way. In most cases, there was a conversation between human resources and individual senior officers. There were no instances, in which a group of high potentials were identified and reviewed periodically by senior staff

as was discussed extensively in the literature. This in many ways limited opportunities for cross-functional improvements when top leaders did not know the capabilities and limitations of emerging talent.

The Right Practices, Done Right. As was stated in the findings, two of the institutions in the study acknowledged having leadership competencies that were used to guide the development of managers and supervisors. In other instances, institutions incorporated leadership development programming based on recommendations made by an advisory committee or simply based on previous experiences from the program administrator and other human resource personnel. In those instances, there was little evidence that indicated a methodology to evaluate the long-term benefit of the program offerings.

Despite the inclusion of leadership competencies at two of the institutions, none of the colleges and universities that were studied appeared to make their leaders accountable for identifying and developing talent. Not only did Effron et al. (2005) suggest this as a vital aspect to talent management, others in the Literature Review believed this to be a successful practice (Atwood, 2007; Charan, 2008; Clunies, 2007; Fulmer & Conger 2004). Instead of placing accountability on supervisors using performance and compensation methods, their responsibilities were viewed more as an "expectation," but there were no processes in place to determine, to what degree, this "expectation" was being met across the individual institutions.

"Give Them What They Want Along with What They Need"

Throughout this study, the researcher was reminded during interviews of how vital the feedback mechanism is to the higher education setting. Although one may

develop and deliver a program that is believed to make a lasting impact on the organization, collecting the specific needs from the population prior to the design and development phase was paramount. One program administrator summarized her approach by stating, "You need to give them what they want along with what they need." In other words, talent management professionals may have the knowledge and skill to assess both individual and organizational needs while developing and delivering quality programming, yet also critical was providing what employees perceive as meaningful to their own personal and professional growth.

Evidence of Individual Results

Although there was not clear evidence of positive results from a broader, institutional perspective, individual success was identified throughout the program participant interviews. Some of the comments included:

- It helped me with the management of my own staff in terms of providing more thoughtfulness and consistency about performance in an ongoing manner instead of just thinking about doing reviews once a year.

- As I was going through the program, it encouraged me to want to do more. Personally, it gave me more confidence in myself which was one of the big benefits from the program. You say to yourself, 'I can do this. You will be fine'. Along with the confidence, this program made me reflect upon my own goals and has made me consider going for a Master's degree.

- Being in this program got me back into having a thirst for knowledge. I got a little stale for a while. I tended to stick to my daily routine. This kick started my mind again. I went back into a Master's program, and I credit the leadership program for reminding me about continuous learning. It also made me think about where I want to go and what do I want to do next. Where else can I go? These are questions I never asked myself.

In this era of uncertainty, forward thinking colleges and universities are placing a significant amount of evidence on "telling the story" to their outside constituents (Sevier, 2005). Typically this is tailored to prospective students and rightfully so. However, "the

people story" must also be told of how institutions are creating momentum by valuing and investing in the growth and development of their human resources. Regardless, anecdotal evidence through personal stories must be balanced with measurable results of how talent development efforts advanced the mission of colleges and universities.

Faculty's Openness toward Development from Human Resources

The focus of this study was on identifying and creating opportunities for growing administrative talent in higher education. Three of the seven institutions addressed working very closely with the academic function in designing and delivering programs for department chairs and faculty. The program administrators believed their institution's faculty, as with all employees, were a valuable resource that must be given opportunities to grow within their current role. Vital to the success was the ongoing support from academic administration (e.g., vice president, dean, provost) in which the participation in development programming was considered an expectation.

Most of the examples that were gathered addressed the developmental needs of department chairs. One of the program administrators, in collaborating with academic affairs division, identified the importance to deliver a leadership program specific for faculty in academic leadership roles to serve the best interest of both the institution and the individual. In characterizing this development initiative, the program administrator commented:

> We put good mathematicians and good philosophers and good political scientists in management roles as chairs and department heads, we have got to provide them with some support and resources. It is a group (faculty) that does not come from a management background. So the outcomes include better appreciation of your role as manager and leader, better understanding of your role as an agent to the institution, and once you move from a faculty member to a chair, by definition, you now represent the institution in a different way.

One unique example came from an institution that had been struggling with turnover from within their academic administration. To the credit of all that were involved, the human resource division partnered with the academic affairs division to create and implement a program for the benefit of all teaching faculty as it focused on alternative classroom instructional practices in a week-long seminar. The CHRO stated, "The associate provost was quite open to suggestions and assistance. So we helped as a resource in facilitating the planning related to the event." Due to the success of this program, similar events focused on improving teaching strategies were planned for future years.

No Proof of Return on Investment

Very limited information was gathered from the study that could provide additional insight into program evaluation and how talent management initiatives provided the return on investment (ROI) for the colleges and universities. Most workplace trainers incorporated an instructional systems design (ISD) entitled the ADDIE model referring to the five phases of the design: analysis, design, development, implementation, and evaluation (Kruse & Keil, 2000). The institutions that were studied were able to illustrate an approach for each of these elements with the exception of the *Evaluation* phase. Some efforts addressed behavioral changes among talent, but one may suggest that more focus must be placed on program review and connection to the institutional mission to sustain the long term viability of their talent offerings.

For the last several years, the inability to demonstrate organizational value has been a significant concern both inside and outside of the human resource profession. Dave Ulrich, professor of business at the Ross School of Business, University of

Michigan, and co-founder of The RBL Group, has worked with thousands of human resource executives to enhance their departments' strategic value toward the organization. According to Ulrich, "You're only effective if you add value. That means you're not measured by what you do but by what you deliver." A vice president at a worldwide manufacturer of architectural products shares Ulrich's view. "You can't just sit in the corner and look at benefits. We have to know what the issues in our business are. HR has to step up and assume responsibility, not wait for management to knock on our door" (Hammonds, 2005).

In relating these opinions to this particular study, CHROs and program administrators who find themselves struggling to connect talent management programming to the strategic goals of the institution should focus on providing evidence in quantifiable terms to senior leadership teams. Anecdotal information may be useful in terms of individual benefits and employee recruitment strategies, but collecting data that demonstrates measurable value is the aspect of talent management that was missing.

Lack of Supervisory Accountability

As was mentioned in the Literature Review, several business organizations (including Dow Chemical Corporation and Dell Computer Company) have achieved success in their talent management initiatives by placing a high degree of ownership on all levels of supervisory personnel (Charan, 2008; Fulmer & Conger, 2004). Because of the different cultures, higher education does not share that same level of accountability. In fact, none of the seven institutions that were involved in the study expressed the identification of developing talent as a key responsibility for their institutional leaders. Like at most institutions, job responsibilities of managers and supervisors focused solely

on the "operational" aspects of the position and less on the "strategic" including the developing and growth of their staff members.

Finally, while both environments embrace a "culture of learning" to varying degrees, higher education does so with a main focus on the current and prospective student. However, the lack of support from supervisors in allowing release time for professional development opportunities was discussed among several of the respondents. Many from the study suggested that institutions as a whole were too operationally focused on the day-to-day responsibilities of serving student needs while not finding the connection of how developing talent can continue to support the overall mission.

A Comparison between the Private Sector and Higher Education

During the first year in which Dickinson College launched its leadership development program, an interesting response was received from an employee who was asked to complete a 360° review for one of the program participants. The employee stated, "I'm concerned by this assessment. This is something that you would see in the corporate world." This trepidation among many in the higher education community is all too familiar. Colleges and universities should not operate like a business. Or should they?

The introductory chapter pointed to the challenging times that higher education currently faces and will continue to face throughout the next several years in order to remain competitive. In addressing this topic, one president among the seven researched institutions believed that non-profit organizations were not businesses, but would be sadly mistaken if it did not at least consider common business practices in addressing

both current and future challenges. According to this president, the same would hold true for designing strategies related to the people of the institution.

When comparing the characteristics between the private sector and higher education, a number of similarities appear to exist. Before examining specific program features, it is important to note that both environments are dealing with the same weakened economy while identifying strategies to become more viable in the future. Specific to the people component, both the private sector and higher education are faced with a number of impending retirements at all levels of the organizations and must identify a succession strategy to help ensure continuity (Hassan, 2007; Leubsdorf, 2006). This is coupled by studies which suggested that both Generation X and Y employees prefer a stronger work/life balance than their predecessors (Rothwell, 2007; Thau & Heflin, 1997).

The literature review addressed several corporations and higher education institutions that have implemented similar components within their talent management initiatives. Some of the same components were also identified in the research study. This included traditional classroom training to increase a particular technical skill set or enhance managerial capabilities. This also included specific strategies such as formal and informal coaching, formal and informal mentoring, action learning, and the use of individual assessment tools to create individual development plans (Cremo, 2008, personal interview; Charan, 2008; Clunies, 2007, Fulmer & Conger, 2004). The intended outcomes in both environments was to offer comprehensive programming that would support the recruitment, retention, and motivation of high potential employees (DeCenzo & Robbins, 2007).

Despite higher education's shared interest in building and maintaining a strong talent pool, the results from this study indicated a wide disparity between the business sector and higher education in several key areas. For instance, while not universal, several large corporations provide a substantial investment toward the training and development function of their operation. Such an investment allowed for significant number of resources to provide a wide-ranging talent management program that included dedicated effort toward career pathing at all levels of the organization. This is not to suggest that human resource professionals in higher education do not support developing career paths for employees. In fact, there were two instances in which this was occurring. However, most of the colleges and universities studied that have addressed talent management have done so using more informal methods than their business counterparts in which career management has become part of their human resource information system (HRIS) (DeCenzo & Robbins, 2007).

Each of the institutions within the study have implemented programs geared toward high potential employees but admitted to identifying program participants informally. For instance, an institution had each division select one individual in which the senior officer deemed as a "high potential candidate." Just as subjective, three other institutions devised an application process to identify participants which excluded a high performer from either applying or being selected. Conversely, larger private sector organizations such as General Electric and the Dell Corporation made talent management a priority by setting expectations at all supervisory levels to complete performance reviews, conducting ongoing coaching, and setting performance goals for organizational

talent (Charan, 2008). In many cases, high potential employees were identified as soon as they embark on their careers (Fulmer & Conger, 2004).

Significance of the Findings

Through an extended literature review and comprehensive field study, the objective of this inquiry was to determine if a framework could be provided that would assist colleges and universities to develop or refine their own talent management strategy that aligns with both the institutional culture and organizational values. Among the hoped for contributions was for senior officers and human resource professionals to examine the talent management methodology that was illustrated in Chapter Four which was based on the common practices among both business and non-profit organizations that have implemented similar initiatives. Beyond identifying several key components that could potentially support the development of internal talent, examples were provided of how each of these components were used in various environmental settings which could benefit human resource units and colleges and universities as a whole.

Suggestions for Future Research

Despite the identification of several successful practices that have occurred in all sectors including higher education, there are several opportunities for future researchers to advance the work of this researcher and others which have preceded this study. Among the opportunities include:

- *Talent Management and Key Performance Indicators*: Having a study that is focused specifically on colleges and universities that have adopted results-driven program evaluation techniques for their talent management programs. More specifically, are there institutions that have identified a series of key

performance indicators (KPIs) that are then shared with the executive and board levels? Also, do programs exist that provide quantifiable results from their efforts in growing their internal talent?

- *Talent Management and Retention*: The effort of this study was focused primarily on providing the knowledge and skills in developing internal talent. While it was mentioned, minimal emphasis was placed on the degree to which employee development is directly correlated to employee retention. Future research that emphasizes this factor will help human resources in quantifying results of their offerings. Another interesting study that would be helpful to higher education would be to determine the turnover rate of individuals promoted to higher level positions and individuals hired from outside the institution.
- *Talent Management and Diversity*: The direction of this study provided a broad context of internal talent but did not examine the demographics of talent in terms of age, gender, race, and ethnicity. As several presidents, CHROs, and program administrators had mentioned, identifying a diverse pool of high potential employees will benefit institutions in the long run. In fact, one president believed it was vital to place increased efforts towards the recruitment and retention of women and minorities in leadership roles. A study that identifies one or more institutions that share this vision would be very useful to the profession.
- *Talent Management and Supervisory Accountability*: As was discussed earlier, a key contrast between business and higher education organizations in relation

to talent development is how determining and developing talent is more of a performance expectation of the former than the latter. Are there examples which exist at colleges and universities in which supervisory accountability related to identifying and developing talent is a cultural norm? If so, what factors play a role in this taking place? Also, what are the specific accountability measures and the ramifications for adhering to as well as overlooking this responsibility?

- *Talent Management and Institutional Size/Type:* This study compared the talent management practices of small to medium-sized private higher education institutions. However, if this study were extended to larger institutions, would this result in a greater number of resources which could potentially result in a greater number of program offerings? Also, a study that compares such programs through a variety of environments including the private, public, and community college setting could be potentially useful to the field.
- *Talent Management Among Multiple Sectors:* This study examined a number of talent management practices in the business sector and higher education throughout Chapter Two before discussing the specific programs among the seven colleges and universities that took part in the research. A researcher investigating this topic in the future may wish to determine the specific features which distinguish successful talent management programs in the business sector as compared to those within higher education.

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Appendix A

Interview Protocol

Interview Protocol

President – interviewing the chief executive of the college or university to provide his or her vision for talent management as it relates to advancing the institutional mission.

1. Does your institution, with your encouragement, have a systematic approach to developing talent within the administration?

2. Is developing administrative talent included in the institution's long-term vision of the institution?

3. If so, when did the institution formally begin the talent management program?

4. Do you believe the institution's approach to talent management should change due to current economic conditions? In what ways?

5. If your institution does encourage administrative talent management, what administrative unit should take the lead for this program? Why?

6. From your perspective, what institutional barriers could prevent administrative talent management from realizing success?

7. What successes have you witnessed in your institution's administrative talent management program?

8. What failures have you witnessed? Why do you believe they were failures?

9. Would you recommend revising the institution's current approach to administrative talent management? If so, in what ways?

10. Do you have other thoughts about administrative talent management that you might like to share?

Chief Human Resource Officer – interviewing either the Vice President or Associate Vice President for the human resources department or division as the sponsor of the talent management program.

1. What role did your institution's president play regarding the administrative talent management program?

2. Who participated in developing the vision for your administrative talent management program?

3. What was the vision?

4. Do the president and the other leaders of the institution consider the development of future administrative leaders from the current administrative staff as an important program? In what ways?

5. Do you envision the program evolving to include additional components? If so, please explain.

6. How does this initiative support other institutional priorities?

7. Does the talent management program target only administrative personnel?

8. What institutional barriers could prevent or delay the talent management program from realizing success?

9. Describe the successes realized by the talent management program to date.

10. Describe any failures experienced by the talent management program to date.

11. Do you have any additional information about the talent management program that you would like to share?

Program Administrator – interviewing the individual within the human resources department that manages or facilitates the talent management program.

1. Describe your department's role at the institution.

2. How does your department manage the administrative talent management program for the institution?

3. What program components exist on your campus for administrative talent management?

4. What administrative staff members are included in the program?

5. How are high potential individuals found for the program?

6. From your perspective, how involved are the President and the other leaders of the campus involved in the program?

7. How does the institution determine that a high potential individual is prepared and ready to assume a higher position in the organization?

8. What methods are used by the institution to evaluate the program each year?

9. How are administrative talent management practices communicated to the institutional community to help foster support for the program?

10. From your perspective, is the administrative talent management program viewed as an institutional priority by the campus leadership? The rest of the community? In what ways is this demonstrated?

11. What, if any, institutional barriers exist that could prevent the program from being successful?

12. Describe some successes that the administrative talent management program has had at your institution.

13. Describe any failures realized by the program.

14. Do you have any additional components you wish to make about the administrative talent management program?

Program Participant – interviewing a current or past member of a talent management program.

1. How were you selected for the program?

2. What are (were) some of the best qualities of the program?

3. What components of the program need to be improved?

4. How did you benefit professionally from the program?

5. What opportunities have you had to incorporate skills learned in the work setting?

6. From your perspective, how does this program help to advance the institution?

7. What additional (if any) developmental opportunities would be valuable to you as a professional?

8. Is there any additional information that you wish to share?

Appendix B

Field Study Themes

Field Study Themes

	Institutions						
Themes	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Separate function from rest of HR			X				
President's Vision	X		X			X	
HR's Role in Strategic Plan	X	X	X	X	X	X	
Works closely with Employee Relations	X		X			X	X
Holistic Approach to TM	X			X	X	X	
Online Opportunities			X		X		X
Senior Officers - Mentors	X		X			X	
Senior Officers - Facilitators	X		X	X		X	
Senior Officers - Advocates	X	X	X	X	X	X	X
Senior Officers - Selection/Advisory	X				X		
HR Serves in OD Capacity		X	X		X	X	
Intense TM Application Process			X		X	X	
Intense TM Selection Process			X		X	X	
Provides Internal Coaching		X	X	X	X	X	
Provides External Coaching	X			X		X	
Peer Mentoring				X		X	
Offers Tuition Benefit	X	X	X		X		
Incorporates 360 in TM Program	X		X	X	X	X	
Talent Review Meetings	X	X	X	X	X	X	X
Level 1 Evaluations	X	X	X				X
Beyond Level 1 Evaluations	X		X				
Faculty Development			X		X	X	
Tied to Performance Management	X		X			X	
HR Generalist Model at Division Level		X			X		
Training Used to Identify Hi-Potentials	X	X	X				
Leadership Competencies	X				X	X	
Organizational Competencies	X					X	
Career Pathing		X		X			X
Leadership Development Program	X			X			
Projects	X		X	X	X		
Supervisory Series	X				X	X	X
Follow Up Training	X			X	X	X	
Customized Training	X	X	X	X	X		
Open Enrollment - Main Focus							X
Focus on Building Relationships	X	X	X	X	X	X	X
Economy - Need to Focus Internally	X	X			X	X	X
Succession Planning	X		X			X	
Individual Development Plans	X			X	X	X	X
Action Learning	X			X		X	
Tailored to the Institution / Individual	X		X	X		X	
Career Management			X	X	X		
Advisory Committee	X	X	X	X	X		X

Appendix C

IRB: Official Approval Letter

University of Nebraska Lincoln

May 27, 2009

Steven Riccio
Department of Educational Administration
3 Robert Ln Carlisle, PA 17013-1073

James O'Hanlon
Department of Educational Administration
123 TEAC UNL 68588-0360

IRB Number: 2009059902 EX
Project ID: 9902
Project Title: Talent Management in Higher Education: Identifying and Developing Future Leaders Within the Administration at Private Colleges and Universities

Dear Steven:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and has been classified as exempt.

You are authorized to implement this study as of the Date of Final Approval: 05/27/2009. This approval is Valid Until: 05/26/2010.

1. The approved informed consent forms have been uploaded to NUgrant (files with -Approved.pdf in the file name). Please use these forms to distribute to participants. If you need to make changes to the informed consent forms, please submit the revised form to the IRB for review and approval prior to using them.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
• Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
• Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
• Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;

• Any breach in confidentiality or compromise in data privacy related to the subject or others; or
• Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board. For projects which continue beyond one year from the starting date, the IRB will request continuing review and update of the research project. Your study will be due for continuing review as indicated above. The investigator must also advise the Board when this study is finished or discontinued by completing the enclosed Protocol Final Report form and returning it to the Institutional Review Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,

Mario Scalora, Ph.D.
Chair for the IRB