2021-05-16

Grassroots Talent Development at La Maestra: Understanding the Perceptions of Leaders and Staff

Gorn Huvanandana
University of San Diego

GRASSROOTS TALENT DEVELOPMENT AT LA MAESTRA: UNDERSTANDING
THE PERCEPTIONS OF LEADERS AND STAFF

by

Gorn Huvanandana

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Philosophy

May 2021

Dissertation Committee

Hans Peter Schmitz, PhD
Marcus Lam, PhD
Laura J. Deitrick, PhD

University of San Diego

University of San Diego
School of Leadership and Education Sciences

CANDIDATE'S NAME: Gorn Huvanandana

TITLE OF DISSERTATION: Grassroots Talent Development at La Maestra: Understanding the Perceptions of Leaders and Staff

APPROVAL:

_____, Chair
Hans Peter Schmitz, PhD

_____, Member
Marcus Lam, PhD

_____, Member
Laura J. Deitrick, PhD

DATE: December 17, 2020

ABSTRACT

This dissertation explored the leadership and staff perceptions of talent management (TM) in the San Diego-based community health center La Maestra. The organization initiated a scheme called Grassroots Talent Development (GTD) that focuses on developing its internal talents from the ground up, including using mentorship, on-the-job training, problem-solving techniques, and mission attachment reinforcement. The distinctive use of a holistic wellness model, Circle of Care (CoC), stemming from its core mission to serve underserved populations, has not only driven how the organization functions but also how it attracts, develops, and retains a diverse pool of talents. La Maestra innovated programs for talent recruitment and retention, such as the cultural liaisons (CLs) model, the externship program, and the function-specific structured career path of medical assistants (MAs).

This qualitative study utilized pattern identification to better understand perspectives of both La Maestra leadership and talented employees. Findings revealed commonalities of mindsets amongst almost all talented employees. Such similarities include the mission alignment, shared values, and supportive culture that foster cultural diversity to facilitate CoC deployment. Following the Attraction-Selection-Attrition (ASA) and person-organization (P-O) fit frameworks, GTD practices play an essential role to enhance the fit between La Maestra and its staff. Since La Maestra emphasizes cultural competence and ethnic diversity in its employees serving different communities, GTD practices serve to establish common goals and practices. Developmental techniques are the central socialization mechanism creating alignment of values. Findings also

indicated low turnover, and high similarity amongst La Maestra's employees, which may not only be reflective of GTD practices, but also the intrinsic motivation of employees.

The dissertation research suggests a number of strategic recommendations focused on three critical aspects: process, innovation, and people. The organization should consider implementing a more comprehensive succession plan and diversify the talent pool through external talent acquisition. New knowledge creation and transfer emerged as an important strategic priority, which should play an important role complementing GTD practices. Future studies should explore further the role of those not identified as talents and the dynamics of co-existence in work settings.

Keywords: Talent management, Nonprofit management, HRM, Nonprofit human resource management

DEDICATION

To guardian angels, my grandparents, Dr. Malai and Khunying Ubol
Huvanandana. As pioneers in the fields of Thai Public Administration and Education
Administration, their contributions not only have created a long-lasting impact for
national development, but also count as meaningful sources of inspiration for me, to
embark on this enriching journey in grooming emerging 'talents' that create desirable
impact for the betterment of the Thai society and beyond.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

UNDERSTANDING PERCEPTIONS OF NONPROFIT TALENT MANAGEMENT

Human capital is a crucial resource for many nonprofit organizations. Talent is a crucial ingredient of organizational success and mission accomplishment (Kapila, 2014). Some nonprofits have begun to invest in talent by supporting professional development and other measures. At the same time, attracting talent faces various challenges, including low compensation. Thus, large numbers of nonprofits end up having, in relative terms, a smaller pool of quality workforce to tap into (Salamon & Sokolowski, 2018; Johnson & Ng, 2016; Ruhm & Borkowski, 2003). Many nonprofits also lack the capacity to establish a designated human resource (HR) function (Guo et al., 2011; Ban et al., 2003). Some other barriers include a lack of talent-related strategy and inadequate staffing needed to perform effective talent management practices (Carpenter, 2017). Given that many nonprofits have to manage multiple programs and deliver a wide range of services, it is difficult for them to really focus on the talent management agenda and overcome the barriers mentioned above.

The issue of talent shortage has also been the main challenge for nonprofit executives. A 2018 Nonprofit Talent Management Survey indicates that attracting diverse talents, improving organizational culture, and developing learning & development programs remain critical priorities for nonprofit leaders and HR practitioners (Nonprofit HR, 2019). Talent management, especially the aspect of building a talent pool, is considered proactive planning on organizational capacity at hand to ensure the sustainability and viability of nonprofits, which may entail training talents within the organization, hiring external talents, or both (Wolfred, 2008).

This research seeks to understand how a nonprofit organization builds and manages its pool of talents by learning the perceptions of the leaders who created and administers a talent management (TM) practice and those talented employees who are being managed. LA MAESTRA, an organization central to this inquiry, has emphasized building its pool of talents since its early years. The CEO and co-founder of the organization initiated a scheme called Grassroots Talent Development (GTD) that focuses on developing its internal talents from the ground up, in turn assuming the role of a talent incubator and mentor. The qualitative design explores the perceptions of two distinct groups of leadership and talented employees on talent management in a nonprofit organization, which utilized pattern identification to code and derive key thematic findings. The importance of juxtaposing dual perspectives lies in the reflections upon how the organization builds and manages its talent pool within its unique contextual environment, particularly with the CoC model being significantly embedded into its employees' norms and mindset. Given that most TM literature emphasized the context of private businesses, the projected outcomes of the study will contribute by filling the gap in the literature and enhancing understandings that potentially suggest future research directions of the field.

Furthermore, by comparing the two groups' perspectives, who manage and being managed, findings revealed commonalities of mindsets amongst almost all talented employees. They were developed through the process of GTD, created by its CEO. Such similarities include the mission alignment, shared values, supportive culture, and the CoC deployment that fosters cultural diversity. The exception rose out of an external talent who perceives talent management and the culture slightly differently than most talented

counterparts. Although the findings implied significant reliance upon the top leadership in managing talents, the existence of the CoC helps promote the favorable organizational climate that attracts people whose values align with the culture from the beginning. Then, they would be developed and retained through elements of the GTD practice that further enhances the person-organization fit.

Recommendations of this study offer forward-looking strategies to managing talents in the coming years, taking into account the radical transformations and ever-evolving challenges of the operating environments of the nonprofit sector. Therefore, to effectively build and manage talents to support the expansion plans amid entering into a more volatile operative environment, one of the proposed recommendations is that the organization considers implementing a more comprehensive succession plan and exploring external talent acquisition as an alternative to its heavy reliance of internal recruiting. These recommendations are in line with the TM literature that suggested employing a phased-based succession management model for managing talents (Rothwell, 2005). Effective succession management results in a more balanced pool of talents and enhances the diversity of ideas that foster innovation to thrive in the new era of technology-driven and disruptive transformations. This talent acquisition alternative thus helps the organization deals with possible 'group think' problems, known to be an eventual outcome of the ASA cycle (Schneider, 1987), the guiding model chosen to assist interpretation of the empirical evidence.

The Study: LA MAESTRA's Contextual Background

To better understand talent management practices in the nonprofit context, this study focuses on LA MAESTRA, a community health center (CHC) based in Southern California. Based on an exploratory study in talent management practices in Southern California nonprofits that the researcher conducted earlier in 2018, a preliminary finding from a key informant (who works at LA MAESTRA) points toward a *purposive convenience sampling* to locate this inquiry at this specific nonprofit organization. LA MAESTRA was an appropriate site since it had talent management schemes in place that focused on enhancing its holistic service delivery, thereby identified a group of individuals who have the potential to be at the management level (which for this study will be considered as 'internal talents'). The rationale for recruiting participants at LA MAESTRA was based upon information-oriented selection, which supports the utilization of small samples based on the expectations of the information content (Flyvbjerg, 2011). Therefore, the uniqueness of its organizational context, together with the innovative GTD approach, lends itself to support the research agenda on how healthcare nonprofits build and maintain their pool of talents to advance their missions.

The study utilized the perspectives acquired from both leadership and talented employees by identifying commonalities and differences concerning talent management (TM). Interpretivism, a paradigm chosen for the design, suitably facilitates meaning-making processes of the rich qualitative data that have risen from semi-structured interviews with key informants. Apart from illuminating leadership and staff perspectives, the research also developed recommendations offering a strategic roadmap

to take on the opportunities and challenges within the realms of nonprofit talent management.

LA MAESTRA is a large community health center that has operated in the Southern California region for over 30 years. Its mission is to provide quality healthcare and improve the overall well-being of those underserved in ethnically diverse communities. The "Circle of Care" (CoC) approach is integrated into the operations across all organization levels, from its leadership to front line staff, emphasizing a unique holistic approach to address social health determinants through its social services and welfare initiatives, strategic collaborations, and partnerships. For 30 years, the organization has grown steadily and expanded to serve over 45,000 vulnerable populations across vast arrays of holistic services including but not limited to medical, mental, and dental care, financial literacy, transitional and recovery housing, food pantry, job creation programs, etc. These services integrated the CoC integrative approach into the usual operations to achieve the desired health outcomes. LA MAESTRA manages an operating budget of over $25 million and uses over 600 staff across numerous locations to perform its services. The Human Resource (HR) function is centralized and comprises five staff directly report to the Chief of HR, who oversees the policies and practices of Human resource management (HRM).

LA MAESTRA has given a substantial emphasis to talent management. It is crucial to distinguish clearly for this research between the existing acquisitional routes, i.e., internal acquisition and external acquisition of talents. For internal acquisition, LA MAESTRA focuses on the internal development of their high potential employees. The organization identifies employees who have been with the organization for an extended

period to then develop them in-house for promotion to the management team. This concept of internal acquisition is referred to as a "Grassroots Talent Development" (GTD) practice within the organization. For external acquisition, LA MAESTRA has developed a strategic partnership program with educational institutions and collaborates with them to provide externship placements for selected candidates that could be considered its external talent pool. Then, some of those are identified as talents and integrated in the organization.

For the purpose of this research, the focus lies upon studying members of LA MAESTRA's management team, who, from the preliminary study, aligns much with the concept of "talent" in the literature. Following an exploratory talent management study conducted earlier with nonprofit professionals in 2018, LA MAESTRA stands out to be the site suited to conduct this qualitative study since its leadership has prioritized talent management through the approach that was explicitly coined "Grassroots Talent Development" (GTD). Initially, certain high potential "star employees" of LA MAESTRA were selected and trained to become internally referred to as the 'hot team.' Then, they collectively worked together as a team to replace the role of Chief Operations Officer (COO). Therefore, these high performing individuals align much with the concept of star employees of talent management literature.

The researcher consulted the CEO of LA MAESTRA, who developed the GTD model to select the management team members to be interviewed. Seven directors were interviewed on the themes covering their perceptions of career trajectories at LA MAESTRA, developmental opportunities, and its culture. Two leadership perspectives regarding talent management and GTD were solicited from the CEO and the Chief of

HR. The researcher then also conducted additional interviews with HR line staff, one with a focus on talent acquisition and recruitment processes and the other on the externship program to understand LA MAESTRA's HR processes in detail. The interviewees' topics and the characteristics of the interviewees are further elaborated in the methods chapter and the appendix section.

As a frontline healthcare nonprofit organization in Southern California, LA MAESTRA has received many accolades over the years on its operating efficiency and its innovation of the well-praised CoC model. To continue its excellence in operations and to strive for growth that supports future expansion in the pipeline, it still faces challenges in many dimensions, including those related to human capital management. The CEO and founder had laid out strong foundations for the organization and, in turn, placed strategic importance on human capital development, both in terms of LA MAESTRA's employees and its service recipients. The creation and continuous development of the CoC integrative wellness model expand products and services to address multifaceted social determinants that largely contributed to the overall social impact of those target populations in the community.

Besides, external forces such as those of digital disruptions and technological advancements have led most organizations in any sectors to prepare and adjust themselves to dynamics of change that occur in the so-called VUCA environment (volatility, uncertainty, complexity, ambiguity). Many of such pressures resulted in budget cuts and difficulties in funding acquisitions to support diversified streams of programs, in turn attaining its mission and strategic goals. Hence, these limitations on

resource reallocations and capacity building could hinder growth prospects in the long term.

Key Findings

At the organizational level, LA MAESTRA's top leadership is aware of such changes required to move the organization forward and have prepared talented human capital can grasp the big picture and be agile to operate in this high-risk environment. Talent management, therefore, becomes one of the key strategic drivers to achieve the desired outcomes. As a result of this, the CEO and the Chief of HR continue to explore efficient ways to build and manage its talent pool and develop its initiatives that potentially become best practices of the nonprofit healthcare subsector. Since nonprofit employees are neither solely motivated by their intrinsic values nor monetary rewards, LA MAESTRA is focused on creating the appropriate balance between motives of talented top performers.

As a result, LA MAESTRA has developed a unique variety of approaches in building a distinctive talent pool and managing them to support highly volatile operations and future expansions. Effective use of a holistic wellness model, CoC, stemming from its core mission to serve underserved and vulnerable populations, drives how the organization attracts, develops, and retains these diverse talents and reflects upon a caring, flexible, and close-knitted family-like work environment.

Diversity is of high value at all levels from top leadership to the grassroots, which is reflected in both the workforce and those who are served. Several distinctive models have been deployed and proved somewhat useful in various contexts of talent acquisition

and retention, including the Cultural Liaisons (CLs) model, the externship program, and the function-specific structured career path of medical assistants (MAs).

That said, as one of the critical success drivers that constitute LA MAESTRA's diversity best practice, CLs stands out as a practical intervention that addresses inefficiencies in service deliveries and builds values to enhance cultural-responsive programs. These cultural liaisons are staff hired withing the populations served by LA MAESTRA. In this context, culture refers to shared ethnicity, backgrounds, and life experiences. From the empirical evidence, the use of CLs places emphasis on tapping into the benefits of cultural competence (Hanley, 1999). Given that most CLs have similar characteristics to the populations that LA MAESTRA served, they offer culturally responsive services to meet service recipients' needs better.

According to Marselian's study (2020) on the impact of CoC integrated model on vulnerable populations at LA MAESTRA, CLs played a critical role to facilitate the deployment of the CoC model in that it enabled bonding amongst the patients and service deliveries, in turn, bridging and linking them to the social capital that allows them to enhance their health and well-being through the social determinants. As a front-row staff and usually the first entry point to interact with patients, CL's values lie upon their ability to build social connectedness through empathy and shared life experiences that resemble those of their own. Participants particularly cite that the culture at LA MAESTRA is inclusive and diverse and that they find values in their support. Once trust and social connectedness were achieved, the patients are typically referred by CLs to receive complimentary services within the CoC model, known as bridging strategy. They are then referred to external opportunities outside LA MAESTRA to advance and get ahead with

their lives, such as preparing them to pursue job opportunities, which is thought of as a linking strategy. Besides, the study claims that without these CLs, it may be difficult for FQHC's in other regions to implement the integrative model without having the staff's cultural diversity through the CL in the first place. As a result, CLs are a highly critical human capital to promote and facilitate service deliveries at LA MAESTRA. In fact, they are included in the focus group when launching new initiatives and regularly assume the role of advocates and promoters of culturally responsive program materials within the community.

Grassroots Talent Development (GTD) has been developed by the top executive, the CEO, who leverages different learning and development techniques with the more critical tools being mentorship, on-the-job training, problem-based solving, and mission attachment reinforcement. With LA MAESTRA's coherent cultural environment, these tools have proved to effectively groom human capital that contributed to aggressive growth and expansion over the years.

To date, LA MAESTRA executive members, considered as internal talents, have been developed and served the entity for a prolonged period. More recently, the organization aims to scale up its capacity to provide more extensive service coverages to the Southern California region's vulnerable population. It considered implementing strategic growth plans and understands human capital is a crucial resource to be leveraged in order to attain such goals. The organization has relied substantially upon its CEO in the matter related to developing talents and is now moving towards establishing broader developmental opportunities for its people. It also begins to explore and tap into

external talents from the outside. However, the right fit between the people and the

organization remains critical and of utmost importance as far as recruitment is concerned.

Another critical element worth mentioning is the aspect of organizational culture.

LA MAESTRA is highly unique in that it has its Circle of Care (CoC) philosophy that

stresses the importance of a holistic wellness approach. This CoC philosophy considers

all social health determinants resulting in providing complementary services atop the

health aspects. This approach is not only integrated into the practices across the entity at

every single level, but it also becomes a shared value embedded into its core mission,

which most staff believe in and upholds. Therefore, the culture revolved around this

overarching philosophy, reflecting in a highly supportive and culturally diverse

environment, aligning well with its mission to serve highly vulnerable and diverse

populations. Furthermore, outcomes yielded from the study's findings suggest that each

of TM processes (as witnessed in the form of GTD practice) is connected back to the

mission and the CoC philosophy, per se.

Besides, further integration of relevant frameworks with the findings suggested

that the GTD practice contributes to enhancing the fit between the organization and its

people. At LA MAESTRA, acquiring the person that fits well with the organization

remains of critical importance. Based on Schneider's ASA model, the results suggest that

LA MAESTRA has been considerably successful in the recruitment of employees who fit

the organizational culture, while low turnover rates also suggest successful socialization

strategies. This is reflected through the identification of talents who were self-identified

to be brought on board. They demonstrated fit in terms of mission attachment, life

purposes, and values that align with the overarching CoC philosophy. Socialization

mechanisms have been conducted to ensure the maintenance of fit between the employees and the organizational culture, as witnessed in the forms of developmental activities such as mentoring and coaching, training sessions, etc. Furthermore, LA MAESTRA extends the notion of P-O fit, from the mere value congruence, to incorporate distinctive competency, i.e., cultural competence required to excel at serving culturally responsive services of the CoC deployment. Through achieving and maintaining a high level of fit between its people and organization, findings support the proposition of the ASA model in that employees are retained with the organization for an extended period, although this may result in considerable 'group think' as an outcome of the cycle.

Qualitative findings further demonstrated the supplementary and complementary fit perspectives. Supplementary fit concerns the similarity of values between the employees of the organization. Given the high level of intrinsic motives of staff, LA MAESTRA enjoyed an exceptionally high level of value congruence between staff and the mission. Complementary fit concerns the compatibility of needs fulfillment between a person and the organization. For person-job fit, LA MAESTRA talents and employees bring with them certain distinct competencies and skills that the organization needs. A highly critical competency held by many staff is cultural competence that allows the organization to provide culturally responsive services to its patients and clients. For needs-supplies fit, LA MAESTRA provides a conducive climate, i.e., the right culture that facilitates the deployment of such cultural diversity initiatives such as the cultural liaison (CL) program.

Given LA MAESTRA's distinctive and innovative approach in acquiring, developing, and retaining talents, technological advancements and disruptions still force

many organizations to cope with complex changes, as well as talent shortages as outlined earlier. To address these challenges, the researcher proposes recommendations based on the findings. A brief overview of the recommendations is discussed in the next section.

Recommendations

Three recommendations focus on the current TM system, innovation processes, and diversity of talents. First, LA MAESTRA should more formally integrate TM processes and add succession planning into strategic initiatives. This implies a shift in its human capital approach to incorporate TM and succession planning elements from top-leadership and governance to actual implementations, including the leadership development and transition to support future organizational needs. The second recommendation is that LA MAESTRA leverages more the external talent pool to enhance innovation, and more explicitly use strategies of knowledge creation and transfer. The knowledge creation and transfer strategy can serve as an important socialization mechanism, by training employees to embrace the norms and values shared across the organization in order to promote and enhance the fit between person and organization. As aligned with Rothwell's generation 5 cycle of succession planning, the last recommendation emphasizes the external talent recruitment. It suggests LA MAESTRA looks externally for desired talents to complement the development of internal talents, as suited to future expansions. The implication of this recommendation is to ensure the organization embrace diverse ideas that promote innovation. It also addresses the possibility of 'group think,' a possible outcome of the ASA cycle (Turner & Pratkanis, 1998). As people with diverging viewpoints leave the organization, the homogeneity of those remaining increases and new ideas are less likely to emerge.

Overview of the Chapters

The next chapter presents conceptual frameworks related to the field of TM. The opening section focuses on defining talent and talent management while giving a brief historical background of the field. An operational definition is provided to aid the inquiry's conduct, drawing boundaries to casing the study. TM's five major processes are elaborated, namely, talent acquisition, talent deployment, talent development, talent retention, and succession planning. Relevant TM models proved useful in giving fundamental insights and understanding of the discipline's body of knowledge to conduct the inquiry. These processes also formed the basis of selecting the applicable site for the investigation. They also help inform interviews through the development of the interview guide and relevant questions. Furthermore, guiding conceptual models, such as Schneider's ASA cycle and interrelated person-organization fit, provided the basis for interpreting to gain an understanding of LA MAESTRA's TM practices. Since the field is relatively young, the researcher also offers a section discussing the field debates and offers some critiques through the literature synthesis.

Chapter 3 of this dissertation focuses on research methodology. It gives an overview of the selections of paradigm, research design, and associated research methods to conduct the inquiry. The literature on research methodology discussed throughout the chapter offers the rationale of the selections mentioned above. Specifically, the researcher discusses interpretivism as the overarching paradigm that guides the research inquiry. A qualitative inquiry was then discussed as the primary research design and the associated data collection method of a semi-structured interview. The chapter also contains the background of LA MAESTRA to acquaint readers with the contexts. Grassroots Talent

Development (GTD), the practice of interest, is accounted for with the integrated

organizational philosophy of the Circle of Care (CoC) health and well-being model. The

latter part of this chapter elaborates upon this study's coding schemes, from thematic and

content analyses to identify patterns that formed the basis of categorizing and thematizing

the empirical results.

Chapter 4 and chapter 5 present the empirical results of the study. Chapter 4

outlines the insights from a comparative analysis of TM's perceptions from the dual

perspectives. It uses frequency counts to organize the data and derive categories and

themes central to the study. Then, it provides detailed descriptions of LA MAESTRA's

current TM practices. The interview data and quotes are mobilized to reflect the paradigm

and qualitative nature to support the analysis of the findings.

Chapter 5 reports on the Leadership & organization theme, with emphasis given

to elaborations of the organizational culture and diversity. From the Leadership &

organization aspect, findings pointed toward the importance of promoting the

organizational culture that embraces the CoC philosophy. Cultural diversity is another

vital aspect as it facilitates service deliveries catered to the diverse populations at LA

MAESTRA.

The final chapter integrates key relevant frameworks to enhance understanding of

the study's findings. The first layer concerns the application of the TM processes

framework, which suggests that the CoC model supports the deployment of the GTD

practice, affecting how its human resources, including talented employees, are recruited,

developed, and retained. The next layer concerns the applications of relevant frameworks,

i.e., ASA/P-O fit models, to demonstrate how GTD practice, especially the talent

development dimension, acts as a major socialization process, functions to enhance the fit between the person and the organization. The next section outlines recommendations that revolve around three critical aspects: process, innovation, and people. Altogether, they were proposed to support the organization in building and maintaining the desired pool of talents to suit future organizational needs and growth projections. The latter part of the chapter offers the reflections and lessons learned throughout the research experiences as well as scope conditions.

This study concentrated on the perspectives of talented employees who have already reached the director position and are a member of LA MAESTRA's management team. The study did not include talented individuals at other organizational levels. In particular, front line staff carrying out the crucial tasks of serving vulnerable populations based on the CoC were not interviewed, although some of them may be considered high potential talents. As a result of the empirical focus of this study, a potential over-emphasis of intrinsic motivation may be present because the selected interviewees have proven to be highly dedicated to the mission. This selection bias also makes it more difficult to identify issues of 'group think' emerging from the ASA cycle. Its ambiguity in theoretical conceptualizations, its complex antecedents as preconditions, and numerous variables that are notoriously difficult to observe and measure resulted in a lack of empirical studies conducted in such area (Turner & Pratkanis, 1998).

CHAPTER TWO

CONCEPTUAL FRAMEWORKS

This chapter explores the conceptual frameworks that are relevant to the inquiry. A thoughtful literature review helps researchers to build a logical framework that locates the research in its tradition of inquiry and related contexts (Marshall & Rossman, 2016). It also demonstrates that the researcher possesses adequate knowledge and scholarly traditions to pursue the research, in the light of expanding the body of knowledge. Therefore, one could consider the review to be a conversation between the researcher and the literature, primarily since it guides the research by demonstrating the knowledge, presumptions, and values that the researcher brings into the conduct and analysis. Another importance of the review lies in its refinement of the research questions.

In many cases, critiques that arise from such reviews lead the researcher to continually revise the problem statement to be more relevant and precise. Therefore, the review has become an apparent resource to refer to during all the research cycle stages. Specifically, the researcher has utilized the literature to identify pivotal areas to locate the inquiry and to develop interview questions and analyze empirical evidence.

This chapter is organized into four sections. The first section elaborates on the definitions, roles, and scopes of TM. This part mainly focuses on the fundamentals of TM by offering rigid definitions of talent and talent management. The second section identifies and describes TM's five critical processes: talent acquisition, talent deployment, talent development, talent retention, and succession planning. The next section explores other relevant frameworks determined to be of use in the analysis of empirical findings. Key models were identified from the organizational behavior field Schneider's

Attraction-Selection-Attrition (ASA) and the interrelated Person-organization fit (P-O fit) framework. The final section proceeds onward to critique the literature before suggesting concluding remarks. Each subsection elaborates on findings and state-of-the-art debates of the literature to help locate arguments for further research inquiry in the field.

Definitions, Roles, and Scope of Talent Management

The concept of talent management rose to prominence toward the end of the 1990s, reflecting the need for various types of organizations to adapt their human resources practices to respond to the intense competition for the best human capital, which McKinsey (2001) framed as "the war for talent." Factors contributing to talent shortages include changes in global trends of economic and demographics, increased mobility of people, increased diversity in the workplace, and business transformations that resulted from innovations (Beechler & Woodward, 2009). Besides, increasing numbers of small and medium-sized organizations target and compete for the same talents as their larger counterparts (Chambers et al., 1998).

These factors urge organizations to actively search for talents to remain competitive in their respective fields. The above mentioned is a significant cause of concern for businesses and the public and nonprofit sectors since they typically have limited material resources to attract and retain top talents (Salamon & Sokolowski, 2018). Public and nonprofit sectors may face deteriorating quality of service provided by the sector's limited labor force.

To counter these challenges, the literature suggests adopting effective TM practices to enhance organizational effectiveness and outcomes, in other words leveraging through talents. For example, TM is one of the most impactful performance

drivers for firms in that it allows organizations to attract and retain the best people, which becomes an essential success factor (Hughes & Rog, 2008; Rowland, 2011). Scholars have also emphasized TM's potential benefits in enhancing employee engagement (Morton, 2005) and knowledge management (Whelan & Caracary, 2011), which contribute to the organization's success. Furthermore, researchers conducted studies claiming that TM contributes to increased profit, customer satisfaction, and organizations' goal achievement (Betheke-Langenegger, Mahler, & Staffelbach, 2011).

This literature review aims to understand better TM's critical aspects as a precondition of developing a dissertation project focused on how to recruit, develop, and retain talents in organizations effectively. Major academic databases were consulted to identify the most relevant literature and to gain access to the body of knowledge. Key search terms included *talent management, talent, talent in organizations, talent pool, talent management strategy, talent management practices,* and *strategic talent management* to explore available peer-reviewed articles on the concepts' overview. For example, on Google Scholar, the term talent management yielded 44,300 results, excluding patents and citations (16,200 since 2014).

Since the concept, hence the term itself, was recently proposed in the late 1990s, the seminal pieces that are highly cited tend to be articles published between 2005 to 2010 in journals such as *Human Resource Management Review* and the *Journal of World Business*. Unsurprisingly, many prominent scholars who study TM are from the business and management related disciplines, especially the human resources management area. In addition, the *Oxford Handbook of Talent Management* (Collings et al., 2017), which compiles major scholarly work around the topic, was also very resourceful in identifying

key pieces in various sub-areas of TM, as well as suggesting the state of current research and trends for further investigations.

Many researchers still argue over the definition and clarity of the concept of talent management (Hughes & Rog, 2008; Lewis & Hackman, 2006; Tansely, 2011). Santoshkumar and Rajasekar (2012) argued that TM means different things to different organizations. Besides, many scholars use similar labels to refer to talents. These include star performers, high performers, high potentials, stars, and star employees, among others. Recently, many scholars have studied the concept of *stars* or *star performers* who display disproportionately superior and prolonged performance, social capital, and visibility compared to other employees (Call et al., 2015; Kehoe et al., 2016; O'Boyle, 2017). It is worth noting that the concept of talent could also be viewed through key strategic roles or positions. The terminology used is also varied, including a pivotal role, key strategic position, and others. For instance, Stahl et al. (2007) emphasized that talents should be placed into such strategic positions, to be identified by the organization (Boudreau & Ramstad, 2005; Collings & Mellahi, 2009; Whelan, Collings, & Donnellan, 2010). Once these positions are identified, firms should invest in placing talented people into these positions to yield benefits. These positions are not necessarily leadership positions but carry substantive impact in executing corporate strategy (Becker et al., 2009). On the other hand, if the wrong people are selected to be in these positions, it may yield undesired outcomes such as incremental costs to the company. Below, Table 1 summarized the main academic arguments as related to overall TM roles, scope, and definitions.

Table 1

Table Summary of Scholarly Arguments on TM Literature

Arguments	Authors
Causes of talent shortages and the need to recruit talents	Beechler & Woodward (2009); Chambers et al. (1998); Salamon & Sokolowski (2018)
Benefits of TM	Michaels et. al (2001); Hughes & Rog (2008); Rowland (2011); Morton (2005); Whelan & Caracary (2011); Betheke-Langenegger, Mahler, & Staffelbach (2011)
Clarity of TM concepts	Hughes & Rog (2008); Lewis & Hackman (2006); Tansely (2011); Santoshkumar & Rajasekar (2012);
"Talents" as stars and star performers	Call et al. (2015); Kehoe et al. (2016); O'Boyle (2017)
"Talents" as holders of key strategic positions	Stahl et al. (2007); Boudreau & Ramstad (2005); Collings & Mellahi (2009); Whelan, Collings, & Donnellan (2010); Becker et. al (2009)

Defining Talent

In addition to displaying high performances that most previous literature has emphasized, two other elements (social capital and visibility) also need to be achieved

and sustained for an extended period. In terms of visibility, this could be displayed within or outside the organization. Only a few top performers would gain clients and competitors' attention through their enhanced visibility, implying that their performances are observable publicly (Groysberg et al., 2008). Given the disproportionately high value that high performers contribute to organizational goals, stars are harder and more costly to replace and potentially affect the organization's image should they decide to move to another workplace. Also, they have more potential to attain leadership positions (Aguinis & O'Boyle, 2014). One of the interesting areas lies at the variance of the stars' portability, exploring how they perform once they move to other workplaces. Stars would likely maintain their prior performance levels when they move to a new organization that allows them to be engaged in similar work and work settings (Groysberg & Lee, 2009).

A more practical definition of talent is provided by the Chartered Institute of Personnel and Development ([CIPD]; 2007), the professional body of human resources and people development. Its working definition of talented people as employees capable of making a significant difference in the firm by representing their innate potential in organizations' current and future performances. The definition of talent varies from focusing on talented individuals themselves, on attributes or characteristics that could be observed, or even on the needs of the organization as described in certain statements (Yarnall, 2011), and some scholars believe that talent is not static in nature but could instead be developed (Tansley, 2011).

By integrating ideas presented across prevailing TM literature, I developed my operational definition of talents, who are the employees or members of the organization who have been recognized, either internally or externally, to produce disproportionately

high organizational outcomes over time. A talent is a person combining internal (performance), external (visibility), and relational qualities (social capital).

Figure 1

Operational Definition of a "Talent."
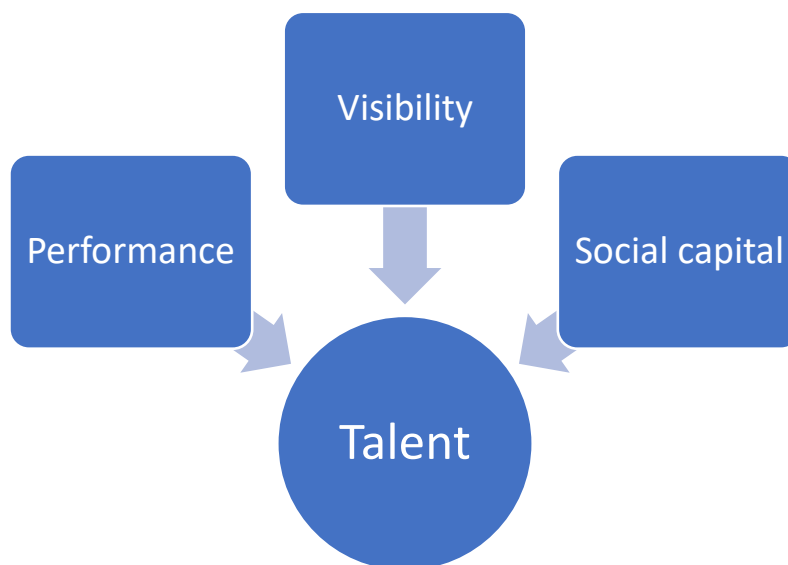
Defining Talent Management

As for TM itself, the CIPD (2009) defined it as the organized attraction, deployment, development, and retention of people with high potential who are of a specific value to the organization. It is also believed that TM processes should be incorporated into human resources management (HRM) strategy and practices (Hughes & Rog, 2008; Lewis & Heckman, 2006; Stewart & Harte, 2010; Wikstrom & Martin, 2012). This ideology aligns with Sunday's (2012) projection of five strategic perspectives from which companies choose to approach TM: process, cultural, competitive, HR planning, and change management. For these to work, the talent mindset needs to be embraced throughout the organization, and that mindset should also align with strategic goals. TM is also viewed as the intersection of succession planning, strategy, and HRM that

encompasses recruitment, development, and retention strategies (Sunday, 2012).

Therefore, TM and HRM have a strong correlation that has led some scholars to believe

that TM is just a relabeling of HRM. Even though TM could be viewed as a rebranding of

HRM, it emphasizes internal and external talents rather than emphasizing all organization

employees (Capelli, 2008).

The Five Processes of Talent Management

Some literature has presented TM processes with slight variations depending on the

focus and the terms used to portray the processes. In general, the key processes seem to

fall roughly into five main categories along the lines of talent acquisition, talent

deployment, talent development, talent retention, and succession planning. Talent

acquisition is the first stage that significantly involves the branding and reputation of the

company. Employer branding has a direct relationship with talent attraction since talents

seek to work with companies that offer growth and advancement and allow them to

enhance their potential and capabilities. Without decent branding, it would be more

difficult to attract external talents (Glen, 2007; Ana, 2009). However, evidence and

causal claims presented in the employer branding literature tend to rely predominantly, if

not exclusively, on studies conducted in the private sector.

Many well-known companies hire their personnel on a continuous basis or

whenever they find talents. They would then develop training programs to train and

groom the talents for future leadership roles (Chambers et al., 1998). On the other hand,

talents could also be recruited internally, and there are several benefits of doing so.

Internal recruitment could lift the morale of existing workforce members who are already

familiar with the organization's culture (Armstrong, 2006). Provided that external

recruitment tends to bring more innovation and change to the organization (Ballesteros & Inmaculada, 2010), some researchers still believe that exceptional human capital could pose problems if not appropriately managed (Coulson-Thomas, 2012).

The talent deployment phase involves firms' decision to link strategies with implementations, especially in the phases of entering, positioning, and leaving talented employees. Firms should match positions with competencies to suitably identify people with high performances. When key positions are matched with required competencies, firms can carry out their organizational objectives and derive expected outcomes (Guarino, 2007). Many researchers (Burkus & Osula, 2011; Groysberg, Sant, & Abrahams, 2008; Stuart-Kotze & Dunn, 2008) have believed that talent ought to be developed in-house since acquiring talent from other organizations may not yield the expected impact for the acquiring organization.

In talent retention, several factors should be considered to retain them, especially factors that affect careers such as benefits and compensations (Whelan & Carcary, 2011). Since people are driven by extrinsic and intrinsic values, a proper reward and compensation system is inevitably needed to attract talents and ensure long-term retention (Vaiman & Vance, 2008). The effects of failing to retain talents include lower productivity and high costs of talent replacement (Echols, 2007).

The last process of TM is succession planning, which is described as the strategy that allows firms to successfully grow and perform in the future by filling in the key leadership positions from in-house talents (Groothuis et al., 2009). Furthermore, it is vital to have succession planning to guarantee stability and competitiveness for the organization (Charan et al., 2011). Forecasting future needs is thus an essential aspect of

succession planning, and succession management is a source of competitive advantage and that competencies need to be developed for those employees who have the potential to be shortlisted for key leadership positions (Huang, 2001). Alternatively, Capelli (2008) advocated introducing external talent to mitigate risks of succession planning. This is since the business environment is constantly changing. Therefore, the rate of turnover of talents is too high to justify invested efforts.

TM's five key processes give an overview of how TM is practiced in organizations, even across sectors. It resembles many traditional HRM processes, though one could argue that TM processes deal exclusively with those who are identified or thought of as talents, rather than generic average employees. Figure 2 illustrates the five key processes of TM as per below.

Figure 2

Five Key Processes of TM
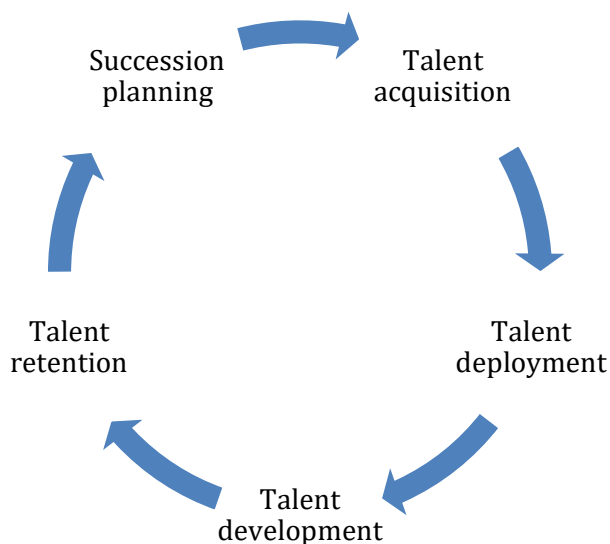
Talent Acquisition

As one of TM's critical processes, talent acquisition, and its interrelated concepts of talent intermediaries, internal and external talent markets, and technology in talent acquisition have interested many scholars. Major trends, such as the rise in hiring external talents compared to the grooming of talents in-house (Bidwell, 2013; Cappelli, 1999), present both opportunities and challenges to be managed. At the macro level, there are two main paths of managing talent flows—through internal and external labor markets. Workers flow across jobs and organizations over time, implying a high degree of mobility compared to the instead established idea of a lifetime career. Workers join the organization and continue to climb up the corporate ladder (Bidwell, 2013). In today's fast-changing environment, modern workers possess a high degree of mobility and freedom to work across different types of employment and industries that suit their preferences.

For internal labor mobility, one of the most influential concepts is the concept of career ladders, which is characterized as lower-level assignments that build specific skills required at the next level of the ladder (Osterman, 1987). Some scholars noted that internal careers rarely conform to a prescribed ladder, and the idea of a vacancy is thought of as a point on the ladder itself (Minet, 1987; Bidwell, 2017). Whenever workers move up the ladder to the next vacancy, their position becomes vacant. As a result, this allows another person to move into this vacancy. This implies competition among a pool of workers who would like to be promoted to the position that becomes vacant (Rosenbaum, 1979). Such promotions implied pay and status shifts among the people involved in that ladder (Spilerman & Lunde, 1991).

Internal promotion is also thought to yield benefits in enhancing motivation and retention, even though there are more cases when external hires are promoted faster than those who are internally promoted (Chan, 1996). Several scholars have stated that internal mobility sometimes occurs without vacancies available, for instance, through the creation of new positions or even when appropriate seniority is attained, such as the practice in academia (Minet, 1987; Pinfield, 1995).

One of the distinct advantages of hiring from within is the mutual learning that occurs between the firm and its personnel (Bidwell, 2017). This type of learning allows firms to learn about workers' skills and abilities, while workers learn to adapt to be effective in working at a firm. Thus, mutual learning is beneficial, especially when jobs are filled or rotated within the organization.

Another critical factor useful for internal mobility is the possession of firm-specific skills, which is described as the knowledge that workers gained by working in a particular organization (Becker, 1993). These firm-specific skills allow workers to be more effective within that firm than the new hires who would need considerable time to acquire such skills (Doeringer & Piore, 1971). Several scholars (Bayo-Moriones & Ortin-Angel, 2006; Pfeffer & Cohen, 1984) have suggested that higher levels of internal training, technological changes, and proportions of permanent contracts induce the internal labor market over external. Evidence from studies demonstrates that jobs requiring high firm-specific skills favor internal sourcing over hiring outsiders to enhance a firm's effectiveness.

Many workers tend to continually look for jobs that better fit their skills and preferences, and whenever the fit is achieved, mobility ceases (Logan, 1996). The

rationale behind such mobility also lies in the fact that many workers realize the possibility of leveraging their industry-specific skill sets to demand higher compensation when choosing to move, especially within the same industry (Bidwell, 2017). In research conducted by Bidwell and Mollick (2015), executives who moved to another firm were reported to secure substantial pay raises even though their responsibility levels remain similar to the previous post. This contrasts with those promoted internally, who experience a significant rise in their responsibility levels in the next-level role. Another factor that encourages external mobility is the emergence of social networks, which allow many workers to recognize opportunities through career tracks created by colleagues in their network (Dobrev, 2005).

External hiring produces some advantages, notably learning and knowledge transfer, and cost savings (Bidwell, 2017). By hiring the right people, knowledge could be transferred to generate a positive impact, as in the recruitment of inventors who develop patents. Less established firms are likely to benefit more from recruiting externally due to their lack of resources and connections (Rao & Drazin, 2002).

The distinct advantage of external hires lies in the cost savings of training and development by indirectly transferring these costs to competitors. However, organizations also need to factor in the indirect costs such as managerial time invested in on-the-job training and learning through experience gained from working in a particular function (Becker, 1962). Maintaining the strong ready-to-use pool of talents on hand also involves high costs. Thus, external recruitment aids the company to adapt to fluctuations in organizational demands (Cappelli, 2008).

Increasing numbers of firms have started to deploy poaching strategy in that whenever they spot specific skills required to perform well in a particular job function, they track down and try to acquire workers with such skills away from their current employers (Dokko & Jiang, 2017; Gardner, 2005). It has been observed that some organizations, particularly small ones with fewer resources, tend to poach talents rather than develop talents themselves. Such action also contributes to the increasing external flows of talent (Bidwell & Briscoe, 2010). However, deliberate poaching could also result in retaliation in the long run (Gardner, 2005).

Several modern trends in HR practices include (a) decentralization of HR systems that places power in the hands of line managers instead of HR specialists and (b) the gradual depletion of a career ladder within many organizations. More companies are moving away from the traditional lifetime employment models, such as long-term workforce planning, succession planning, and internal career development. As a result of these trends, there seems to be a convergence of internal and external movements. Examples include creating an internal job posting system that resembles external job board websites and networking to source the next available internal posts before they are officially advertised. However, these emerging practices could result in adverse outcomes. They place more emphasis on meeting short-term staffing needs than on long-term planning and management, including talent development and succession planning at higher levels (Cappelli & Keller, 2017).

Both internal and external hiring has unique advantages and disadvantages. One of the remaining questions would be how firms make an optimized decision in tapping

those talent markets to fill strategic positions, given that limited resources are to be allocated.

Changing business environments had led more firms to source more talents externally when, in the past, a high percentage of vacancies were filled internally (Cappelli, 2008). Thus, many third-party entities called labor market intermediaries have emerged. These entities mediate between the individual worker and the organizations to facilitate how both are matched with each other, how work is delivered, and how conflicts are managed (Autor, 2009). Talent intermediaries are recognized as a specific type of labor market intermediary that deals exclusively with supplying high-performing talents to fill strategic key positions in organizations (Bonet & Hamori, 2017). Executive search firms are one example. These entities form a triangular relationship that could add extra layers of complexity by shifting the dynamics of the previous two-party relationships between employees and employers (Bonet & Hamori, 2017).

As we have entered a technology-driven era, much of the literature on talent intermediaries also points toward the rise of online platforms such as social network websites and online job boards (Dineen & Allen, 2013). Technology placed a renewed emphasis on obtaining more diverse and qualified talent pools than earlier when the focus was more on legal screenings and checks (Chapman & Webster, 2003). Although some scholars believe that e-recruitment tools generate a larger pool of applicants (Breaugh & Starke, 2000; Cappelli, 2001), many are skeptical as to whether the pools generated are of higher quality and more diverse (Stone et al., 2013; Stone et al., 2015).

Furthermore, technological advancements and systems enhancements have continued to address concerns such as the impersonal and artificial distance experienced

by end-users. Upgraded features include the utilization of more interactive cookie-based and mobile compatibility to allow recruiters to identify passive candidates and further motivate them to move (Stone et al., 2015; Dineen & Allen, 2013).

Social media websites allow users to create and update their public profiles on their own, allowing relationships to be formed among the network of users (e.g., LinkedIn). The online networking sites help firms obtain information from a diverse pool of potential talents. Through search criteria and posting options, firms could access meaningful information such as comments and recommendations from other users who may be colleagues, bosses, or subordinates of the potential candidate (McGrath, 2012). In some cases, the built-in algorithms even rank candidates based on content appearing on the website, with a level of consistency close to having a human perform the same tasks (Faliagka et al., 2012). At the same time, these sites could also help employment agencies and search firms identify potential passive talent, even if those individuals are not actively looking to change jobs (Bonet & Hamori, 2017).

Moreover, social recruitment channels could act as corporate branding mechanisms to convey value propositions and messages that need to be delivered to attract potential job candidates. These channels can also locate talent in specific segmented groups or connect with the community (Cascio & Graham, 2016). Simulations such as online games and virtual portals have been developed to function as screening tools or job previews to aid effective assessment processes from the perspectives of both firms and candidates (Laumer et al., 2012; Peck, 2013).

Online job boards, where job vacancies are posted to match job seekers, are another tool that allows hiring firms to gain access to large numbers of job seekers and

their stored information (Marchal et al., 2007). Job boards allow companies to tap into broader pools of talent because of the large number of job openings, more expansive coverage of job functions and industries, and candidates' comparison based on data stored. These advantages enhance the efficiency of a hiring process through better use of information at a quicker speed (Parry & Wilson, 2009)

Several scholars have explored potential drawbacks and biases of using job boards to acquire talents. For example, Bagues and Labini (2009) indicated that job applicants tend to apply to more jobs when they have access to many online portals, making it harder to hire them into a job. Besides, job boards need to be navigated effectively because there may be over-reliance on the use of software in the matching process, which may not facilitate both parties' real interests (Marchal et al., 2007).

At the other end of the spectrum of talent intermediaries, offline platforms are still popular with companies, including search firms and temporary help service firms. Such agencies can be classified into retained search firms and contingency search firms (Bonet & Hamori, 2017). Each relies on the fees received from clients or hiring firms. Retained search firms are paid a standard fee regardless of the outcome, whereas contingency search firms only receive payment once hiring is completed. Under certain conditions, search firms' use is thought to be more effective than internal recruiters (Brooks, 2007; Shulman & Chiang, 2007). For instance, search firms can provide a benefit when firms want to poach talent from a competitor or when they need to replace some position where an incumbent may still be in the office so that internal HR function may avoid confronting organizational politics. These firms take an active approach in the selection process to filter, present, match, and mediate with the desired outcome of guaranteeing

quality placement for their clients (King et al., 2005). These firms are considered as active talent seekers who possess larger talent pools and constantly put forth efforts to track passive candidates who may consider moving if offered attractive employment packages They are also thought to possess more accurate information about candidates than hiring organizations have, with some claims pointed out that they are more effective in gathering and verifying such information (Finlay & Cavendill, 1999).

Besides, increased access to information depends on the nature of the relationship maintained. Search firms are more likely to obtain private information from candidates they have placed or worked with before, implying sustained relationships in place (Bidwell & Fernandez-Mateo, 2010). Scholars have also noted that search firms are thought to be more effective in assessing candidates and guaranteeing candidates' quality to minimize replacements at their own cost within an agreed time frame and because they have to uphold their reputations (Biglaiser, 1993; Cepin, 2012). On the contrary, many search firms tend to rely on lower validity selection tools such as reference checks and unstructured interviews in their assessment practices (Clark, 1992). The real advantage of using search firms is their expertise in mediating between clients and candidates (Khurana, 2002). Hence, it may be implied that the main concern is more with their competencies in managing triangular relationships rather than with their search processes.

Despite extant literature on talent acquisition, most studies still lack the rigor of theories that help advance research in the arena. Much of the literature merely focus on the actual practices, describing best practices in hiring and recruitment. There are no grand theories that stand out to explore relationships, the causality of factors, and variables to arrive at meaningful findings and implications.

Talent Deployment

Identification and designation of talent status often signal that the employees are recognized for their potential to advance within the organization. It is estimated that 20% or less of a company's employees are designated in a talent pool (Dries, 2003). In contrast to the expected positive outcomes from this, several researchers found associated adverse outcomes including increased stress levels (Dries & Pepermans, 2008; Tansley & Tietze, 2013), the pressure to adapt personality to fit expectations (Dubouloy, 2004), and more sense of insecurity (Thunnissen, 2015). Since identification and designation vary across organizations in actual practice, comparative research could prove problematic. For instance, there may be organizations in which members do not know who are considered as talents (or non-talents).

Talent Development

Nonprofits struggle with a talent development deficit (Carpenter, 2017) because they lack resources. The result is that people leave the organization in the light of finding better opportunities to develop their skills and competencies; in turn, yielding benefits on their long-term career growth prospects. The first step in developing talents lies upon talent gap analysis to assess the needs before developing their competencies (Lavelle, 2007). Competencies are defined as knowledge, skills, abilities, and characteristics that a position must include attaining strategic goals (Pynes, 2009). Once a set of competencies are identified for a given position, they will be embedded in the job descriptions. Figure 3 depicts the sets of core social change competencies that could well be applied to nonprofit leaders and employees. Such core competencies were developed by Carpenter & Qualls (2015) through an extensive review of the literature.

Figure 3

Ten Core Social Change Competencies (Adapted from Carpenter & Qualls, 2015)

As a result, training and development fill any developmental gap between the desired competencies reflected in the job description and the possessed competencies (Rothwell, 2012). Guo et al. (2011) stressed the importance of having a paid HR staff so that talent needs are assessed to identify competencies that need to be developed. Given that many nonprofits still do not have paid or designated HR function, this continues to be a barrier in deploying competencies to fulfill the talent development agenda.

Although there is no best way to develop talents for any given nonprofits, scholars have identified several talent development models, and many of these focus on aspects of leadership development (Kramer & Nayak, 2013; Bonner & Obergas, 2009). The focus

of these talent development tools relies upon preparing future leaders or successors to cope with anticipated organizational needs rather than developing all staff across the organization on an inclusive basis. Since the focus shifts toward developing internal talents, hiring external talents are proposed to be conducted on an as-needed basis.

Talent Retention

Organizational equilibrium (March & Simon, 1958) is a classic model that predicts why employees choose to quit their jobs. It looks at turnover antecedents in terms of the ease and desirability of movements. Higher levels of ease and desirability likely result in increased turnover. Hausknecht (2017) applied the model to star performers and found that they tend to possess high ease of movement due to their visible accomplishments. However, it is suggested that the desirability factor depends upon the level of reward tied to performance and that turnover risks would rise if star performances are not appropriately rewarded.

Furthermore, high performers might be more sensitive to the level of rewards that should reflect their input levels (Trevor et al., 1997). Other turnover theories discuss the job searching aspect as the primary cause of turnover intentions (Aguinis & O'Boyle, 2014). However, this might not be the case for talents since it would be unlikely for them to search for jobs by themselves. Instead, prospective employers and competing firms actively sought out talents across industries and made direct attempts to contact them.

Interestingly, scholars note that the departure of top talents may yield positive outcomes in certain circumstances. When talents move to cooperating firms, resulting in enhanced collaborations due to the deep level of social connections that talents bring to the new workplace (Somaya et al., 2008). The departure of such stars could create career

opportunities for remaining coworkers and reduce conflicts that may be in place (Call et al., 2015). Losing stars could sometimes promote cohesiveness within the team since many high performers tend to possess arrogance or are more narcissistic than average employees (Lucy et al., 2010). Objecting to the idea of TM, Pfeffer (2001) viewed it as promoting individualistic culture, limiting knowledge sharing and transfer, having the tendency to classify workforce into merely talents and non-talents, and placing a high value on external talents rather than internal ones. The potential negative characteristics of stars, including low collaboration and narcissism, which may offset their productivity and worsen team results (Pfeffer, 2001). More attention should be directed toward investigating non-stars and the team dynamics to gain a more nuanced understanding of the contexts in which talents operate.

Succession Planning

Recognized as one of the significant challenges in managing nonprofit organizations, succession planning is a much-discussed topic, especially as it concerns leadership transition that affects its sustainability and viability. Despite such fact, few nonprofits have implemented formal succession strategies to address this challenge (Tierney, 2006; Wolfred, 2008). The main obstacle lies in the fact that many leaders and board of directors do not address this as a priority and usually have neglected leadership development until the succession crisis becomes apparent (Kramer & Nayak, 2013). Adapting succession plans created for a for-profit to nonprofits proved ineffective due to many contextual differences amongst the sectors. Some of the key differences include the mission and goals, the complexity of stakeholders' relationships, distinctive revenue generation streams, and the workforce components, particularly those concerning

volunteers and their implications on HRM (Froelich et al., 2011). Therefore, succession planning strategies need to be developed to suit nonprofit organizations' context and require support and commitment from senior leadership and management (Rothwell, 2005). That said, some may take a form of hybrid model which blends effective strategies that work well in private businesses or public sector organizations.

Succession planning works the same way as workforce planning in that they focus on planning for the right amount and type of personnel to meet the organization's needs over an extended period (Rothwell, 2011). While workforce planning places more emphasis on staffing jobs to meet the forecast and budgeting, succession planning stands as a more forward-looking approach to ensure selected personnel is trained and developed for future key leadership positions (Selden, 2009). Given that many nonprofits are small and do not possess the capacity to invest in long term strategic planning, including leadership development and succession planning, it is argued that many nonprofits' succession planning approaches lend towards the search outside the organization to ensure sustainability (Kim, 2017).

One of the practical succession planning tools was developed by Rothwell (2005) to smooth out succession planning via a phased-approach. This method is useful in that it allows for gradual development through a lifecycle. He suggested five layers of generations of the implementation plan. An adapted version of the five generations of the succession planning and management lifecycle approach is illustrated in the figure below.

Figure 4

Succession Planning Lifecycle Model (Adapted from Rothwell (2005))
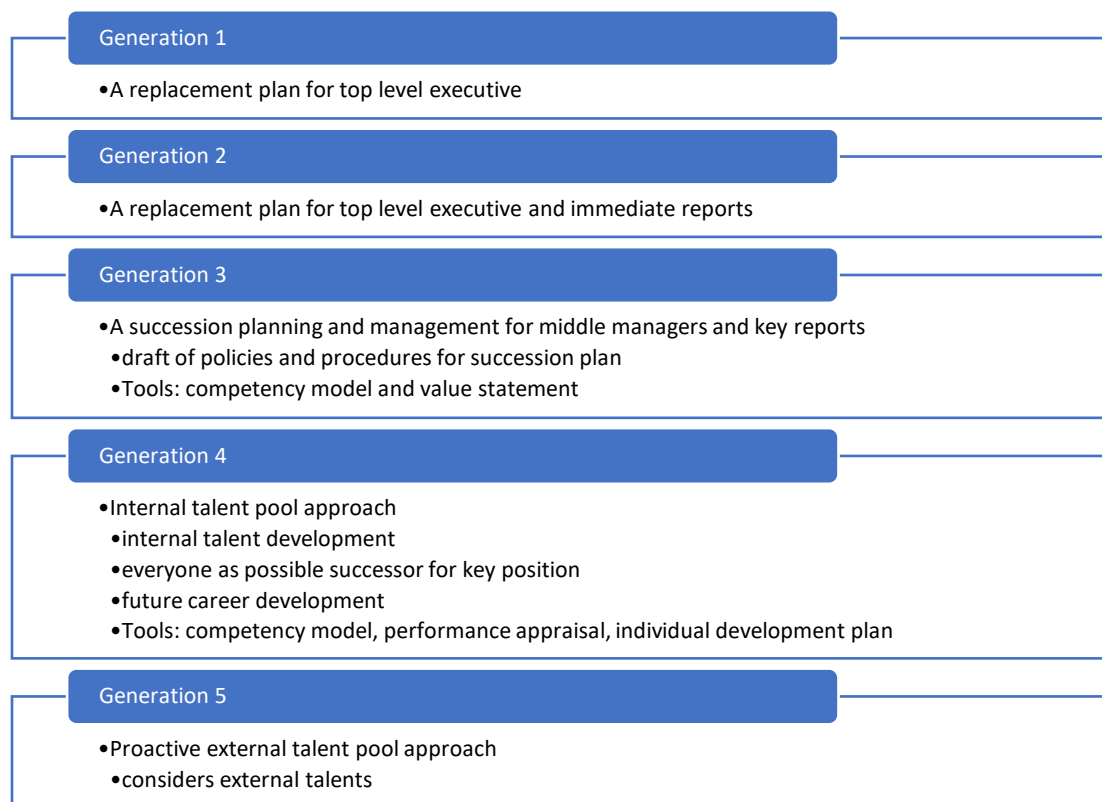
The model provides a highly adaptive approach to managing organizational successions if it could be selectively implemented in phases throughout the lifecycles. As for this study, this model has been highly relevant in understanding the key findings as well as in developing proposed practical recommendations that will be further elaborated in the concluding chapter.

Relevant Theoretical Frameworks: ASA / Person-Organization (P-O) Fit

One of the key frameworks to understand the study's empirical findings is Attraction-Selection-Attrition (ASA) and its interrelated Person-organization fit (P-O fit) model. P-O fit framework employed value convergence between people and the organization to frame the fit between them. Chatman (1989, p. 199) defined Person-

organization fit as "the congruence between the norms and values of organizations and the values of persons" and further suggested that strong values are those strongly held and widely shared or crystallized. P-O fit has been characterized in terms of supplementary and complementary fit (Muchinsky & Monahan, 1987). Supplementary fit is conceptualized to be when individuals possess similar characteristics to other individuals in an environment. It focused on perceptions of value congruence, which is rather subjective and constantly assessed through self-reflection and environment scanning (Grobler, 2016).

Complementary fit is rather more objective as it focuses on psychological needs fulfillment (Grobler, 2016). It occurs when a person's characteristics add to what is missing to make the whole of the environment. Kristoff (1996) elaborated that organizational characteristics include culture, climate, values, goals, and norms. On the person-level, characteristics include personalities, attitudes, goals, and values. The key components of the complementary fit are needs-supplies (sometimes referred to as direct-fit) and demands-abilities (or sometimes referred to as person-job fit) compatibilities (Cable & DeRue, 2002). Kristoff (1996) explained that needs-supplies fit happens when the organization satisfies an individual's needs and preferences. Demands-abilities, on the other hand, indicated that fit occurs when an individual's abilities satisfy organizational demands. These supplies and demands include various types of resources from knowledge, skills, abilities, time, effort, experience to various types of rewards (financial, physical, and psychological) and task-related and interpersonal opportunities. By integrating prevailing conceptualizations of fits outlined, she provided a widely accepted definition of P-O fit as the compatibility between people and organization which occur

when at least one entity provides what the other needs, they share similar fundamental characteristics or both of the above. This prevailing definition considers either or both supplementary and complementary conceptualizations of fit and thus provides a practical utility for interpretation and integration, which will be revisited and elaborated in the concluding chapter. The Table below provided an overview of the conceptualizations of P-O fit, i.e., supplementary and complementary fits (adapted from Kristof (1996)).

Table 2

Overview of P-O fit Conceptualizations (Adapted from Kristof (1996))

Types of P-O Fit	Organization	Individual
Supplementary fit characteristics	• Culture/climate • Values • Goals • Norms	• Personalities • Values • Goals • Attitudes
Complementary fit (Needs -supplies fit) • Achieved when organizational supplies meet employees' demands	**Supplies** Resources: • Financial / physical / psychological Opportunities: • Task-related /interpersonal	**Demands** Resources: • Financial / physical / psychological Opportunities: • Task-related /interpersonal
Complementary fit (Demands -abilities fit)	**Supplies** Resources:	**Demands** Resources:

• Achieved when employees' supplies meet the organization's demands	• Time / effort / commitment / experience KSAs (knowledge, skills, abilities): • Task /interpersonal	• Time / effort / commitment / experience KSAs (knowledge, skills, abilities): Task /interpersonal

Several research has been conducted in the Person-Organization (P-O) fit arena, with a seminal piece from Chatman (1989) that based the premise of P-O fit on value congruence, which has been accepted as defining operationalization of such fit (Kristoff, 1996; Dickson et al., 2008). To address the incommensurate measurements of P-O fit research that allowed for meaningful comparisons between organizational and individual values, Chatman et al. (1991) developed the value-based instrument called Organizational Culture Profile to examine the fit through value congruence between people and organization, in which high level of P-O fit would predict positive organizational outcomes including satisfaction, commitment, retention, and performance. P-O fit is found to be strongly correlated with job satisfaction and organizational commitment (Kristof-Brown et al., 2005). Cinar (2019) conducted research on P-O fit and found that it is one of the most important predictors of organizational identification, claiming that strong fit empowers organizational attractiveness that reinforces organizational identification. Research on organizational identification also indicated that it promotes positive behaviors, including self-development, a sense of belonging and positive perceptions toward the organization (Ashforth, 2016). On the other hand, a low level of

congruence or misfit results in negative organizational outcomes such as turnover (Chatman, 1989; Arbour et al., 2014; Cinar, 2019).

Socialization is another area that has gained attention from researchers in the field in that it may lend an understanding of the homogenization process (De Cooman et al., 2009; Dickson et al., 2008). It is a process that teaches employees the norms, values, abilities, behaviors, and social knowledge of the organization to allow them to assume a role and participate as a member of that organization. It could be done through a number of activities, i.e., formal training, social and recreational events, and mentoring (Louis, 1980). The concept is emphasized because it is claimed to be positively associated with P-O fit, especially once tenure increases, the effects of socialization in enhancing P-O fit outweigh those of selection processes (Chatman, 1989). Moreover, some empirical evidence supported the notion of alignment of values and enhanced fit after the socialization process (Bauer et al., 1998; Cable & Parsons, 2001). Cooper et al. (2004) referred to socialization as one of the mechanisms that could cause a change in the employee values after entering the organization. TM processes, especially those focusing on communicating organizational values and expectations such as talent development, are therefore considered to be a socialization process that facilitates greater P-O fit and congruence (Mensah & Bawole, 2018). Specifically, some empirical research found that certain socialization activities like social interactions with mentors and coworkers appear to have stronger relationships to increase P-O fit.

Schneider (1987) proposed the ASA (attraction-selection-attrition) model in the late 80s, which has become widespread and useful to predict and understand organizational behavior. Its main thesis posited that organizations are functions of the

type of the people it contains, which in turn resulted from the ASA cycle of attraction-selection-attrition. Its main thesis, "the people make the place," puts emphasis on people's attributes over situational and environmental factors as determinants of organizational behavior that reflected in the organization's structures, processes, and culture. The rationale behind these propositions was based on the fact that people are not randomly assigned to organizations. Rather they actively choose the settings they fit and opt-in and choose to stay or leave. The attraction aspect of the model suggests that the person is attracted to the organization they perceive to fit the place, which has been widely thought to be of high relevance to the P-O fit framework described earlier. Then, the selection cycle suggested that the organization also seeks to select the person who fits well with the organization. Through informal and formal selection practices, people in the setting choose to allow in those whom they think fit: the more restricted entry, the greater fit of the person to the setting. The final aspect of attrition suggests that over time, those who do not fit will leave the organization. Thus, the homogeneity hypothesis is based upon the premise that increased homogeneity that people who are still with the organization are those who are more similar to each other (than to people in other workplaces). The hypothesis implies that they likely have similar personalities, interests, and values. This could present either opportunities or challenges to the organization, depending on the strategic direction it is heading. Given that it is a three-cycle model, some concerns have been expressed on conducting empirical research to test the model. Dickson et al. (2008) reported that most studies had only focused on one or at most two aspects of the cycle, while most studies had also been cross-sectional rather than longitudinal, which would

allow for the homogeneity hypothesis, which ideally required investigation to be conducted over the course of time.

According to Schneider's (2008) revisit of his original ASA framework, homogeneity of staff likely yields more benefits during the earlier years of the organization than when it needs to adapt and cope with rapid changes and external forces such as the times of crisis. His main concern on the homogeneity lies upon the inability to change when the environment demands, which may lead to reduced organizational effectiveness in the long-term. He framed that the changes in people, i.e., diversifying the team members, will result in subsequent changes in the processes and structures, which is useful as coping strategies during the times needed, though, with the same people, things are less likely to change. He also viewed that when innovation is an expected outcome, homogeneity as in low variance and deviance in personalities may negatively affect group-level performance.

Furthermore, he pointed out the long-term effects of the founder and top management members on organizations (Schneider, 1995). He proposed that initially, organizational goals are either implicitly or explicitly articulated by the founders. Then, the structures, processes, and culture will soon emerge to facilitate the attainment of such goals. They are claimed to be reflections of the founder's characteristics, which also appeals to certain types of people (Dickson et al., 2008). Schein (1993) also supported the notion of the founder's influence on the organization, suggesting that founders tend to select colleagues who are people like themselves, sharing basic assumptions. The result is that much emphasis is directed towards recruiting and retaining those who fit with the assumptions and have the willingness to live in the environment, especially in the earlier

years of the organization's formation. Therefore, organizational goals become the key
component of the model in that they become operationalized by behavior that yield
structures and processes, in turn, determine the type of people attracted, selected, and
retained with the organization.

Another important implication is drawn that is different kinds of people are likely
to be effective in different kinds of organizations, depending on the goals of the
organization. That said, the same organizational conditions would be differentially
satisfying to people in different settings because people are attracted to the entity through
implicit judgments of value congruence or fit between their personalities and
organizational goals (together with structures, processes, and culture that manifest from
the goals). Such a notion aligns with the Public service motivation (PSM) literature,
which suggests that public and nonprofit sector employees focus more on intrinsic
motives, i.e., serving the mission and goals that align with their own values.
Perry & Wise (1990, p. 360) defined Public Service Motivation (PSM) as an individual's
predisposition to respond to motives grounded in public institutions and organizations.
The framework placed emphasis on integrity and desire to make an impact on public
affairs, and heavy reliance on intrinsic motives of which yield a sense of gratification
derived from the work itself over extrinsic motives such as recognition and rewards.
Intrinsic motivation is often associated with altruism, prosocial behavior, social
responsibility, and PSM (Word & Park, 2015), and research found that nonprofit
employees are motivated by intrinsic rewards to serve the communities (Leete, 2001;
Mann, 2006). Employees with high levels of PSM are found to be more satisfied with
work and are less likely to leave public organizations compared to those with lower levels

of PSM (Naff & Crum, 1999). With regard to the linkage, Bright (2007) suggested that there is a positive connection between PSM and P-O fit. To elaborate on that, PSM was argued to influence public employees' performance by enhancing the congruence between individuals and public organizations. As a result, public sector employees perform best in public services since it fulfills their needs. They are attracted to the setting because it offers satisfying work conditions that are also compatible with their characteristics.

Scholars have noted the similarity of the mission, value, and goals of nonprofit organizations to those of public organizations and even suggested that nonprofits are part of new public service through its pursuit of public value and public service provisions (Houston, 2006; Mann, 2006). Word & Carpenter (2013) attempted to apply the concept of PSM in the context of the nonprofit sector. Their findings suggested a modified version of PSM to suit the third sector context, reducing the original six constructs of PSM to three, namely: compassion, commitment to community service, and self-sacrifice. Findings suggested that nonprofit employees are attracted to the job much to the intrinsic reward factor and that the level of the so-called Nonprofit Service Motivation (NPSM, or nonprofit PSM) was affected by mission attachment, race, and depth of involvement in the sector. Park & Kim (2016, p. 778) also built upon that by concept offering a definition of NPSM as "intrinsically and voluntarily driven attitudes and dispositions that lead to more service delivery, fundraising, and volunteering activities in the non-profit agencies."

The research pointed towards the uniqueness of the sector in motivating its workers, including that the non-distributional constraints do not promote self-interest (Hansmann, 2006) or that workers placed the most critical value upon work that helps

others (Tschirhart et al., 2008). In a comparative analysis across sectors, it was found that nonprofit employees are significantly motivated due to the pride they take in and the values attached to the organizational mission (Light, 2002).

Synthesis of the Reviewed Literature

One main criticism of TM, apart from the lack of universal definition, is that it is challenging to derive best practices from TM. Each organization is context-specific and differs in many aspects of implementation in TM strategies and processes. McDonnell et. al (2010) advocated this line of thought in acknowledging the gap between the field's theory and practice. Another hurdle in carrying out TM initiatives is to overcome organizational cultural barriers. Cole-Gomulka (2007) raised the issue of knowledge holding, resulting from the rationale that people are competitive in nature and tend to keep knowledge with them rather than share it with colleagues across the organization. It is suggested that organizations adjust the compensation system to reward those who share such knowledge across the entity (Cole-Gomulka, 2007).

From my perspective, the TM literature has certain limitations resulting from the ambiguity and variety of its definitions. This, together with the lack of context-specific studies, led to difficulty linking the concepts to other established fields. For instance, how do researchers obtain a meaningful talent database that allows them to make a connection or integrate study designs and findings to another existing body of knowledge, such as diversity and inclusion? Not to mention that TM leans toward a more exclusionary approach that may be problematic considering equity, fairness, and inclusion principles. Furthermore, the lack of systematic data collection on talents in nonprofit organizations makes it hard to conduct a study since no literature, databases, or demographic records

have been collected. There are opportunities to study cross-sector comparisons since most research studies have been conducted in the private sector, with some in the public sector sphere and none in the third sector.

Another point to critique would be regarding the time span of the study. We have not yet witnessed longitudinal studies conducted over a long period or studies conducted across different generations of population life cycles (e.g., X/Y/Baby Boomers). The concepts of talents are thought to be generic and not area- or function-specific. That is, how would the definitions and concepts of talents be more specific and reflective of the applicable fields of interest. In other words, how do the definitions and concepts of talents differ when compared among professional sectors such as fine arts, accountancy, information technology (IT), advertising, and so on, given that each has its own desired set of competencies of qualified personnel?

The synthesis of TM literature shows ambiguity in drawing the scope and boundaries for this growing field because of unclear definitions proposed by scholars from various disciplines. Furthermore, the lack of empirical evidence to support proposed models and theories presented some concerns to academia and practitioners who prefer the field to be integrated more concretely to overcome the notion of TM being just another version of HRM. In a clear example explained previously, TM subfields such as talent acquisition still struggle in search of the significant theories that could help explain events and phenomena and build solid research design for further inquiry. It is therefore suggested that scholars and practitioners conduct further extensive research and empirical studies to evaluate the effectiveness of TM programs, and link existing frameworks to real-world application, and thus present the opportunity to consolidate the body of

knowledge by allowing scholars to seek ways to address exciting subareas to inquire and advance the field to the next level.

Overall, the literature review gave fundamental understandings of the relevant concepts and practices relevant to managing talents. Major takeaways include ideology and terminology associated with the area of Talent management, through the key stages, including talent acquisition, talent deployment, talent development, talent retention, and succession planning. Through these understandings, the first premise of such a review allowed the researcher to pull pivotal ideas to inform interviews, yielding the interview guide to conduct semi-structured interviews with the participants. Second, the researcher was able to identify preliminary codes to facilitate grouping and organization to create categories and themes associated with the findings. In turn, this helped the researcher interpret and make meanings of the codes while referring to the reviewed literature to remain relevant in the scope. The last premise lies upon creating practical recommendations that could shape the future direction of the research conducted in this field.

As mentioned earlier, the ASA model also presented challenges in testing all the model components across the three stages: attraction, selection, and attrition. Given the timespan required to conduct a longitudinal study within the organizational context, most studies had been conducted to explore only one or two aspects of the cycle. Regarding the P-O fit, scholars have always focused on addressing the measurement issue on the commensurability of values and characteristics of people and organization levels. Given that much research puts much emphasis on the perceived values, which in many cases are

based on self-report evidence, future research should aim to deploy useful methodology and techniques that help enhance the validity of the research in this area.

Worth noting is the principal utilities derived from Rothwell's succession planning lifecycle model (2005), which were two-fold. First, it helps the researcher to understand the current TM's approach through the generation 4 cycle, in that LA MAESTRA places robust emphasis on developing internal talents. Second, it assisted the researcher in developing practical recommendations that apply to advance its TM agenda further. Generation 3 cycle premise suggested that the organization must integrate succession planning policies and procedures into its organizational strategic plans. In contrast, the generation 5 cycle pointed toward actively searching for external talents to complement developing internal talents. The detailed recommendations will be further discussed in the final chapter of this dissertation. The upcoming section discusses the emergent conceptual framework that bridges the reviewed literature with the empirical evidence captured from the study.

CHAPTER THREE

QUALITATIVE INTERVIEW METHOD

This chapter presents the research design and methodology, data collection, as well as coding processes. The previous chapter explored and synthesized the key frameworks of talent management, which has been particularly useful in identifying crucial areas to be explored, yielding a set of relevant questions to be utilized from the interview guide, and offering useful analytical frameworks employed upon empirical findings. The chapter opens with the section explaining the rationale for selecting a paradigm of interpretivism. Its crucial feature promotes the meaning-making of human actions in its revolving contexts. The researcher then explores the primary research design, an exploratory qualitative study, as an appropriate design in gaining understandings of the perceptions of leadership and talented employees on talent management practices within a context of a health nonprofit organization. The researcher further elaborates on LA MAESTRA, an organization of interest, to provide background information to the contexts. Grassroots Talent Development (GTD), the focal phenomenon of interest, is briefly discussed together with an overview of LA MAESTRA's organizational context to acquaint the reader with a background introduction of its key philosophy called the Circle of Care (CoC) integrative health and wellbeing, an innovative model practiced across all levels of the entity. The researcher proceeds to the next section to review the data collection method, a semi-structured interview, and describes the logistics of carrying out the research, including participant selection and the interview guide's development. The researcher then discusses various coding techniques that were performed manually. Pattern identifications allow the

researcher to spot the most frequent and common codes that were later derived into categories, then, sub-themes and eventually into the key overarching themes. Finally, a brief closing section recaptures the research's essence leading to the next chapter that focuses on empirical evidence.

Figure 5

Research Process Overview

Pre-research data collection

- Problem statement and research questions
- Research design: Exploratory qualitative study
- Research proposal and IRB clearances

Research data collection

- Participant selection and informed consents
- Semi-structured interviews with participants with interview guide approach
- Transrciptions of interviews

Post- research data collection

- Manual coding: Thematic and content analyses
- Frequency counts/ Categorization of codes
- Thematization of findings
- Analysis and interpretation of findings
- Dissertation writeu-ups and revisions

Above, the research process was illustrated in the figure to depict what happened on the ground to capture the actual research experiences. It is also worth noting that though many qualitative studies usually face limited generalizability. The by-product knowledge of this qualitative inquiry helps address the issue by enhancing the applicability of the research since it invites the reader to apply their own experiences in interpreting the findings.

Research Design: A Qualitative Study

This study employs the interpretive social science paradigm (Neuman, 2009) to understand and describe meaningful definitions of human interaction, i.e., perceptions on talent management within the context of a nonprofit organization. The Interpretivism paradigm focuses on the importance of creating meanings and the social construction of reality (Baxter & Jack, 2008; Searle, 1995). Furthermore, based on the paradigm, the truth is relative and depends on a person's perspectives (Crabtree & Miller, 1999). For this instance, close contacts between the researcher and the participants allowed the reality to be described by the participants' lens, which enabled the researcher to understand and make meaning out of the stories and viewpoints captured.

To date, only few talent management studies were conducted within the context of a nonprofit organization. An exploratory research design was selected as the main approach to explore and yield findings that advance further understandings of this underexplored field. The qualitative study is also flexible in allowing the researcher to address research questions from various angles, including but not limited to the utilization of how and why questions (Yin, 2003). It allows clarification of the current concepts and provides opportunities to generate propositions from the inquiry. Given that the CoC model is of high value and yields many distinct outcomes on the organization's operations, this contextual condition is highly important to the inquiry of talent management under study. This innovative GTD program could be thought of as a phenomenon that occurs in a bounded context. In contrast, this boundedness implied that only a limited number of individuals could be interviewed.

This research aims to produce insights on nonprofit talent management by juxtaposing leadership and talented individuals' perceptions to yield understandings of how LA MAESTRA builds and manages its talent pool. Perspectives from the leadership would be further enhanced by those of selected talented individuals on their career trajectories and how they were being trained and developed at LA MAESTRA. The study could not be considered without the setting where there has been evidence of talent management-related aspects, in this instance, LA MAESTRA. In this instance, both perspectives are acquired to show how these talents are managed within the organization.

Given that the leadership of the organization has had the willingness to explore and deploy talent management schemes to enhance its growth and strategic expansion, LA MAESTRA is considered a feasible site to locate and carry out this research inquiry. For this instance, the unit of analysis lies at the individual levels. Although this may not yield generalizability as quantitative designs, its practicality allows the organization of similar nature to learn and apply critical takeaways in their practices and operations.

Specifically, for this applied research, the focus lies upon studying members of LA MAESTRA's management team, who, from the preliminary study, aligns much with the concept of "talent" in the literature. LA MAESTRA has given a substantial emphasis on talent management. It is crucial to distinguish clearly, between the existing acquisitional routes, i.e., internal acquisition and external acquisition of talents. For internal acquisition, LA MAESTRA focuses on the internal development of their high potential employees. In turn, it results in many of the employees who have been with the organization for an extended period being developed in-house into the management level. For external acquisition, LA MAESTRA has developed a strategic partnership program

with educational institutions and collaborates with them to provide residency/externship placements for selected candidates that could be considered its external talent pool. Then, some of those have joined and grown with the organization.

Given the above information on the organization and its contexts, as explained in prior sections, an exploratory inquiry is determined to be the type of research design that will generate insights to address identified research questions. It is particularly useful to gain insights to set up the stage for further investigations whereby few earlier studies were conducted on the topic. Furthermore, it is effective in refining research problems and its feasible research methods. In many cases, tentative propositions and hypotheses get developed as a result.

Patton (1990) also emphasized the importance of utilizing triangulation and multiple data sources to enhance data credibility. Utilizing the dual perspectives acquired from selected groups, the design served to juxtapose perceptions to triangulate and enhance the research's trustworthiness. For this research, the researcher aimed to integrate and converge data from perspectives of the leadership with those of talented employees themselves in order to deepen the understanding of the distinct perceptions on talent management practices, as occurred in the context of FQHC health nonprofit organization.

Due to the nature of this research being highly exploratory, together with the fact that the researcher has had limited relevant experience in this emerging field, propositions were not created to guide the research. This rationale aligned with what Cronbach (1975) referred to as "interpretation in context" because the researcher is more interested in discovering comprehensive understandings and unfolding meaningful insights on the rather underexplored area of research hypothesis testing. Although this

has become the strength of this research to let emergent themes be revealed without preconceptions that may constrain such findings. In turn, this allowed the inductive approach, one of the hallmark features of a qualitative study, to be utilized when coding and thematizing the data.

This study's knowledge is also deeply embedded in a context that allows readers and consumers of this study to bring in their own understanding and interpretation from their actual experiences, including the population they could juxtapose with. Moreover, the study's by-product knowledge would help enhance generalization by letting new incremental data be added to the already captured data. This is particularly true for LA MAESTRA's case with its highly distinctive CoC model embedded in its culture, a contextual environment otherwise challenging to have access to. The best practices will shed light on many similar types of nonprofit healthcare organizations on building and maintaining a pool of talents further to advance their organizational mission and human capital agenda. Besides, this research intends to take a step beyond merely being descriptive accounts of the phenomenon to analytical and interpretive levels that advance the TM field's knowledge base, leading to exciting future research directions.

Another aspect that should be discussed in this chapter lies in the researcher's identity. In terms of positionality, the researcher acknowledged the importance of aspects of one's own culture, which may reflect subjectivity, especially in the study's interpretative design nature. Specifically, the researcher has never had direct experiences working in any nonprofit organization. Most of the experiences were acquired in the private sector sphere, which ought to be distinctive and less relevant. On the other hand, this could also be thought of as a potential strength as it allows the researcher to notice

similarities and differences, which may add depths and nuances to the interpretation and analysis.

Another form of culture which may also be relevant is cross-cultural awareness and sensitivity, given that the researcher has deep roots in the Eastern culture. It has been considerably challenging for the researcher to thoroughly understand and interpret surrounding contexts of both organization and individual levels, given that LA MAESTRA has always been operating in only one sub-region of the US.

Site and Participant Selection

The chosen approach to recruiting participants was based upon information-oriented selection. This method supports the utilization of small samples based on the expectations of the information content (Flyvbjerg, 2011). In this instance, LA MAESTRA was chosen since it has been disclosed from the researcher's contact that the organization has developed a unique approach to developing their talents in house, i.e., the GTD approach, a phenomenon considered to be central to the research. Therefore, the uniqueness of its organizational context, together with the innovative GTD approach, lends itself to support the researcher in addressing the research agenda on how healthcare nonprofits build and maintain their pool of talents to advance their missions.

At the leadership level, the researcher established contact with the CEO and co-founder of the organization prior to carrying out this research. The CEO also introduced the Chief of HR as the focal point of contact for this research to help organize scheduling and time slot management for all selected participants (i.e., talented employees as operationalized in this study). The researcher carried out in-depth semi-structured interviews with the CEO twice and the Chief of HR once to understand the organizational

culture, human capital management strategies and policies, and the strategic

implementation of programs from the leadership standpoint. After interviewing both

gatekeepers to acquire a preliminary understanding of the lay of the land of the

organization and talent management practices, the researcher re-consulted with the CEO

who has developed and implemented the GTD technique to identify the participants who

would be suitable to conduct in-depth interviews in order to gain their perspectives from

the talented employee standpoint. This approach was considered to fall under the

snowball sampling technique as a sampling strategy with a purpose to identify cases of

interest from people who know which cases are potentially rich and informative (Miles &

Huberman,1994). Since this study focuses more on interpreting meanings, the researcher

was aware that sampling decisions have implications on finding transferability and

decided to utilize such a snowball technique. A total of 8 talented employees were

identified and approached for interviews by the Chief of HR. A table containing more

detailed characteristics of those selected participants is illustrated in the appendix.

It is suggested that a feasible, realistic site to locate the inquiry is where certain

conditions are present. These conditions include the availability of programs or process

of interest, possibility to gain entry, trust-building between the researcher and

participants, ethical practice of research, and assurance of credibility and quality of the

study (Marshall & Rossman, 2016). Given the rationale of choosing LA MAESTRA

outlined above, these conditions have been met before the actual research is proposed to

be carried out.

In addition to the permission received from LA MAESTRA, IRB (Institutional

Review Board, The University of San Diego) approval was granted before the data

collection with the participants on-site. At the data collection site, the participants were given the consent form (see appendix) to review and sign before actual audio recordings. These forms and the interview scripts are to be kept on file (with password protection) for a given period as required per guidelines that comply with the IRB standards. The ethical considerations are significantly critical to ensure that the research complies with the acceptable standards that protect participants' rights and privacy and safeguard the collected data. It is also acquired to ensure that the setting would not be disrupted and that no harms were to be made on any subjects involved.

Development of the Interview Protocol

A semi-structured interview was the dominant method used to conduct this research inquiry. The method allowed the researcher to explore perspectives from the leadership and the selected executive members of LA MAESTRA, operationalized as "talents" in this study. Different sets of interview protocols were conducted with three groups of individuals, as illustrated in the table below.

Table 3

Interviewees and Topics of Focus

Interviewee groups	Topics of focus
Leadership (CEO and Chief of HR) (2)	Talent management, GTD, Organizational culture, HRM strategy

Directors (Talented individuals) (7)	Perceptions of career path and growth, Developmental opportunities, Organizational culture, Talent management
HR staff (2) -Recruitment specialist -Externship coordinator	Talent acquisition processes, internship, and externship programs, HRM initiatives, Organizational culture

The topics on the leadership side focus on LA MAESTRA's talent-related strategy and the organization's culture. Especially, actual interview questions were selected from the interview guide focusing on realms of talent management, including talent acquisition, talent development, and talent retention, all of which are drawn from the relevance of literature reviewed in the previous chapter. Each of the five key processes became the main basis of crafting up relevant questions that guide the flow of the inquiry. For instance, certain questions focus on strategies that LA MAESTRA deploys upon acquisition (whether internal, external, or mixed approach) and retention of its talents. While some questions focus more on the current state of TM of the health subsector and beyond, to grasp the broader macro-level of managing talents through the leadership lens. Others explore the broader organizational culture of LA MAESTRA to gain understanding at the organization-level. Therefore, TM literature had been particularly useful for preparing the guide, drafting, revising the interview questions, keeping the researcher informed, and remaining relevant in the conversations' dynamics.

For the perspectives of talented employees, the questions focused on their perception in regard to a career path and developmental opportunities that they have at LA MAESTRA, as well as the culture of the organization while the interview conducted with HR staff complemented the perspectives as mentioned earlier on the current HR processes and practices on the ground.

Most participants have worked at LA MAESTRA for an extended period and familiarized themselves with the culture. Besides, most of them have gained substantial work experience grounded in the nonprofit sector. Only some directors bring their experiences from the private and public sectors, implying diversity on the working approach through their current managerial capacities. The interviewees' characteristics and the interview guide containing a list of actual interview questions for the respective groups are further elaborated in the appendix section.

Qualitative Interviewing: Semi-structured Interviews

A semi-structured interview was the major data gathering method used in this research inquiry. The method allowed the researcher to explore perspectives from the leadership as well as the selected executive members of LA MAESTRA, operationalized as "talents" in this study. Interviews are a purposeful conversation between two people, directed to get information (Bogdan & Biklen, 1982, p. 135). In doing so, the interviewer gains insights from the interviewee's perspectives. Therefore, the notion of understanding people's meanings supported the interpretive constructivist paradigm, as explained earlier. Patton (1990) also raised the importance of interview that it allowed researchers to extract information unobserved.

Given that not all thoughts, feelings, and intentions could be easily observed. Also, certain behaviors and situations were unobservable at some point in time without the researcher's presence. Therefore, Interviewing allows the researcher to find out what is in someone else's mind and derive meanings out of their perspectives to address observation's limitations.

The face-to-face interviews were carried out on-site in the HR office for about 45-60 minutes per session. The small meeting room was allocated for the sole use of these interviews to provide a comfortable environment with minimized distractions. All scheduling efforts were facilitated by the HR team to suit both parties' time preferences. Face-to-face interviews allowed some degree of control over the surroundings and allowed the researcher to observe first-hand the feels and interactions amongst employees across the organization. At the outset of each conducted interview, both parties introduced themselves. The researcher started briefings to explain the study's purpose and address the confidentiality terms for informed consent. The format of the interview and the proposed time were also discussed. During the interview, the researcher also observed and took notes of the key informants' behavioral characters and body language in addition to recording. Audiotaping was the actual way of recording the interview data, which added nuances of the voices, sounds, and tones compared to the printed words. Furthermore, it allowed the researcher to focus and give full attention to what is being said, instead of taking notes and capturing all the information during the ongoing conversation. It also allowed the researcher to recall details of the actual moments through repeated listening during transcriptions.

The researcher opted for individual interviews with these key informants over group interviews because it served the purpose of interpretivism. This chosen paradigm guided the overarching design and methodology of the study. That being said, the technique provided the privacy needed to elicit insights that may not be captured easily amid group dynamics. As a result, this supported revelations of personal stories and unique contextual elements that potentially add more depth to understanding experiences to make meaning out of by letting them express their own views using their own terms (McDonald & Rogers, 2014; Patton, 1990). Decent interviews establish a connection in ways that allow interchangeable communications to flow amongst both parties, in turn being both active speaker and attentive listener.

One clear advantage of selecting interviewing as a data collection method is that it emphasized the identification of lessons learned and the synthesis of evidence from various sources (McDonald & Rogers, 2014). This is particularly true for this study aiming to yield best practices and lessons learned from the GTD phenomenon while utilizing multiple sources from the leadership who developed the scheme as well as the talents who have been central to this practice. The outcome of this helps the organization identify emerging impacts, evaluate the progress, and lead to improvement and adaptation of relevant practices.

Different sets of interview guides were prepared according to the respective groups interviewed to ensure that lines of inquiry are acquired with each interviewee. The guide contained topics and issues to be explored the subject of interest. Probing is also a technique used further to enhance the depth and richness of the response and could be in the forms of verbal or non-verbal (Patton, 1990). The interview guide approach helped

the researcher remain focused while allowing some degree of flexibility and spontaneity

considering emerging ideas that were not anticipated, combining, and balancing the

distinctive strengths of both standardized open-ended and informal conversational

interview genres. The researcher benefited from having a semi-structured roadmap of

topics on hand and yet still possesses the ability to adapt and make decisions on how the

actual interview questions would be. That said, emergent design's adaptability posed a

key strength in allowing for a more personal approach to each interviewee based upon

their prior responses (Creswell, 2007). Moreover, follow-up questions and prompts were

used to ease further investigations, whereas sub-divided topic areas promoted smooth

transitions during the conduct of the actual interview (Turner, 2010).

Most questions were developed open-ended to allow a high degree of freedom

and engagement with the interviewees. Value and opinion questions were developed to

support the interpretive process: they ask about judgments, opinions, and values to glean

what people think, perceive, and intend on particular experiences and issues (Patton,

1990). In addition, the researcher tried to ensure that the questions were phrased

neutrally and unpresumed so that the participants were encouraged to share experiences

that mean most to them. The researcher was aware that the wording's choice carries much

weight to the quality and clarity of the elicited responses. Following the flexibility of

semi-structured interviews, the actual wording and sequence were at the researcher's

discretion streamlining with the actual course of the conversation. This also allows

probes and follow-up investigations to be conducted in the unanticipated areas during the

interview process, per se (Kvale & Brinkmann, 2009).

Additional interviews were conducted with two HR personnel, the recruitment specialist, and the externship coordinator, in order to explore the detailed processes of recruitment and the externship program to understand relevant HR practices. In this latter case, knowledge questions were mostly used to compile information to help establish the relevant HR programs, procedures, and initiatives.

Meaning-making through Coding

In qualitative inquiry, a code is defined to be a word or short phrase with an intent to assign a salient attribute for a portion of data, which could be visual or language-based (Saldana, 2008). Codes are consistent phrases, expressions, or ideas common among the research participants (Kvale, 2007). This is in line with what Creswell (2007) described coding to be the compilations of data into sections or groups in the researcher's process of making sense of data in order to unfold the meanings of the phenomenon of interest. Coding could be thought of as a transitioning process between data collection and data analysis (Saldana, 2008). Furthermore, coding is heuristic in that it is not merely labeling, but rather linking data to the idea, and subsequently led from the discovered idea to data pertaining to that idea. Thus, it is rather a craft than a precise act due to its highly interpretive nature, and there is no universal or optimal way to code, per se (Richard & Morse, 2007).

Nevertheless, coding is typically influenced by the coder's academic discipline and the conceptual framework employed in the research so that different coders may generate unique codes (Saldana, 2008). Several scholars seem to agree with this notion of coding as very reflective and highly judgmental, where the researcher brings subjectivities and personalities into the process (Merriam, 1998; Sipe & Giso, 2004).

While the actual coding process integrates all the pieces to pull coherent themes altogether, the use of a well-constructed storyline served to communicate the overall picture and illuminate the essence of what shall be revealed.

During the coding process, the researcher utilized both pre-set codes derived from reviewing relevant literature and assigned new labels for those codes that emerged inductively. For instance, pre-set codes may include those predetermined categories of rewards and compensation, talent development, as such appeared in the literature. In contrast, emergent codes contain new ideas and concepts that had not been revealed in the review of talent management literature. These emergent codes may include but are not limited to CoC (Circle of Care), CL (Cultural liaison), of which are examples of codes that serve to demonstrate the innovative models unique to the context of this particular organization.

The researcher placed a strong emphasis on coding for a pattern (Saldana, 2008) as a technique to derive repetitive patterns as documented in data. Pattern building may include spotted for things in common (or in variations), be its values, beliefs, attitudes, and perceptions, among others. Frequency counting also helped build a pattern in that things may often occur or not as often, all of which may yield implications in analyzing findings. Utilizing the approach mentioned above, consistencies of human actions are reaffirmed, which led to the logical categorization of relevant groups of codes.

Figure 6

Coding for the Pattern through Frequency Counts

Frequency counts for pattern building
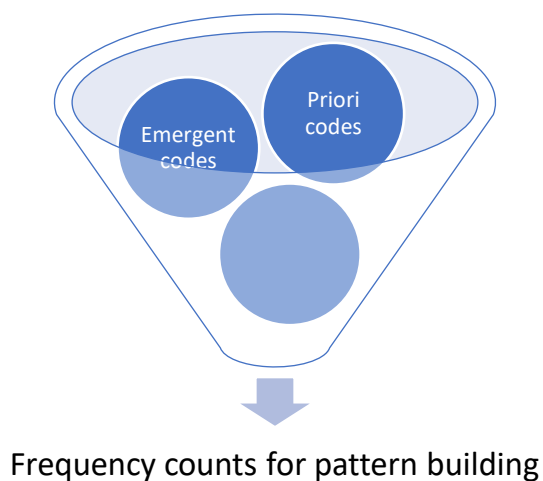
Through constant reviews of the interview transcripts, the first cycle coding allowed the researcher to filter through the texts to familiarize themselves with the data. The first cycle coding yielded strong engagement in reading and rereading, coloring, underlining, bolding, taking notes on interesting ideas, and highlighting relevant and meaningful terminology. Then, subsequent cycles of recoding allowed the researcher to deeply immerse in the data, especially when moving back and forth between one dataset to another, provided that particular perspectives from the current coding of a dataset may alter how the researcher interpreted and took on the data of the previously coded dataset as well as the next one that will come up. Colored post-its proved to be a useful material that helped the researcher rearrange and reorganize thoughts and ideas due to its flex-mobility application. With a relatively small sample size, the clear advantage of selecting manual coding was that it gave the researcher more control. The researcher was not distanced from the data as proved to be somewhat problematic in CAQDAS software

coding. As a result, the researcher had continually refined the process by expanding and collapsing until eventual codes, categories, and themes had been determined.

Figure 7

Cycles of the Manual Coding Process

First cycle coding
•Engagement with the data
•Reading and re-reading
•Coloring, underlining and bolding meaningful texts
•Note-taking

Subsequent cycle coding
•Deeper engagement with the data
•Rearranging and re-organization of ideas
•Mobile colored-coding tabs

As for theming up from codes and categories, a theme is thought of as an outcome of coding, categorization, and analytical reflection, though it may not be coded itself. It usually takes a form of a phrase or even sentence beyond a word, which is more of an outcome of a tacit process (Saldana, 2008). To report the analysis coherently, the researcher intended to follow qualitative research scholars' guidelines not to go over five to six themes (Saldana, 2008). The actual coding tables and thematized findings are further elaborated in Chapter 4 of this manuscript.

Figure 8

Evolving from codes, categories into themes
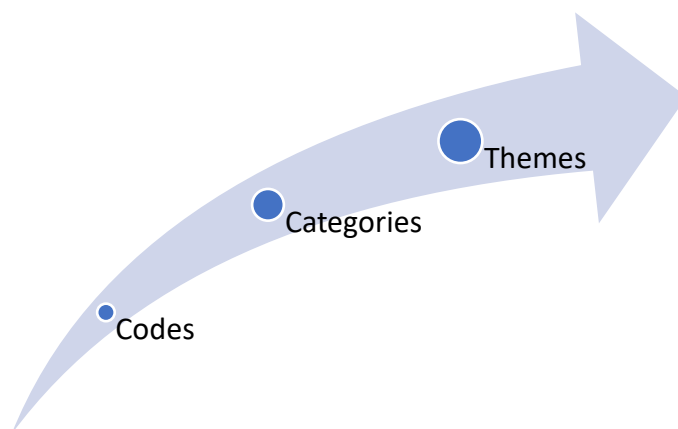
Limitations of the Study: Challenges that arise from the Research Design

Some of the problems arising from the actual research design concern the sampling participants. The ambiguity of the talent management field's concepts creates some challenges in the selection of participants. The researcher attempted to select the participants that resemble as close to what the literature suggested. The connection that the researcher established with the nonprofit leader in the sector of interest yielded access and convenience to support the study. However, this may present some validity and possible bias issue. With snowballing and convenience sampling, all talents considered for this study directly work under the CEO's leadership. With a direct referral from the leadership, there may be a tendency that the participants expressed what the researcher anticipated to hear, presumably leaning towards optimistic perspectives. Furthermore, all talents had been extensively developed, either one-on-one or in a team, by the CEO over a considerable time. The implication of this may be that most participants hold similar beliefs and values, as influenced by the environment that has engaged in. As a result,

there were hardly any counter or disconfirming pieces of evidence that emerge from the data collected since most participants seem to perceive things similarly.

Another group of potential that was neglected in the research design was amongst non-talents. The researcher could have explored perceptions and thoughts from another group of employees who are not identified as top talents. Data generated from non-stars may help complete the understanding of how they perceive TM within their organization from their standing point on the other side of the coin.

During coding processes, the researcher also faces certain limitations regarding the design, individually, upon the sampling strategy. Since the sample size was considerably small, the frequency counts generated may offer fewer insights and relevance to build patterns and themes. The researcher attempted to use frequency counts and rank them to build the most common patterns and categories. In the end, the relatively small counts ended up that all categories are to be used in serving the sub-themes and themes. The top rankings did not indicate any preferences or meanings when it comes to thematizing, as was earlier planned. Another issue that may be worth discussing is the actual quality of the counts itself. Since the researcher could not assign values associated with any given codes, all codes represent equal value and relevance, regardless of who was voicing the claims, or the actual content claimed. The voice of the CEO or HR may carry much weight when speaking of the areas of their direct expertise, i.e., GTD approach, CoC, or CL diversity. The implication of this may be that when such coding schemes emphasize the counts and not on evaluations of actual codes counted, it may be of note when it comes to meaning-making.

Another matter on frequency counts that should be reconsidered is upon using this technique on a small sample size. The nature of how the questions were phrased may relate to the numerous mentions of the same codes over and over, and the counts could thus be misleading during the interpretation phase. With a small sample, it may be hard to avoid double counting by limiting the code count to just once per participant. In doing that, drawing inferences from percentage analysis would also carry less weight. In looking forward to addressing this problem, the researcher may need to reconsider revising the process of crafting interview questions, i.e., using more neutral open-ended questions such as " Please tell us about your experiences of working at LA MAESTRA" to set the stage and allow participants to express more in their own words. This tactic works to eliminate any hinting or suggesting of any prior codes or topics and perhaps lead to more potential codes that emerge. It may not cover all aspects intended to capture at the interview session. With the scheduled time allocations from LA MAESTRA and the project timeline itself, the interview guide's use proved to be useful in covering the topics without placing too much burden on participants' time slots or additional visits required on site.

Although one of the much-discussed criticisms of a qualitative study lies upon a rather small sample size and limited generalizability, the researcher instead believes that exploratory qualitative research was appropriately chosen for this inquiry, for that it proposes to create an original body of knowledge in a somewhat underexplored contextual area. Simultaneously, interpretive-in-context's practical utility lets research consumers bring in their experiences to apply findings to suit the appropriate context.

In this chapter, the researcher presented an overview of the design and methodology of research used to conduct the inquiry. Stages of the research were elaborated from the selection of the site and its participants, the IRB and consent approvals, the creation of interview guides, the processes of coding the results, and the limitations associated with the chosen design. Moreover, the researcher highlights the deployment of the concepts reviewed in the previous chapter to develop the interview guide and keeping the researcher informed and relevant throughout the journey.

The next chapter presents empirical results and further elaborates on the analysis of themes, notably how frequency counts, together with content and thematic analyses, facilitated coding to identify patterns that were later derived into categories, then, sub-themes and eventually into the key overarching themes.

CHAPTER FOUR

COMPARATIVE PERCEPTIONS OF TALENT MANAGEMENT

This chapter presents insights derived from the frequency counts of codes on perceptions of talent management. Through a comparative review of the multi-level perspectives of leadership and talented employees, two significant themes emerged: Talent management and Leadership & organization. Following the logic of inquiry of this study, the researcher employed a comparative lens to understand and make meaning of the dual perspectives derived from leadership and the identified talented employees. As a result, codes are generated from both groups in order to allow comparisons of commonalities and differences. The rationale for this is thus having perceptions on TM from those who created and administered TM initiative, so-called the GTD approach, as well as those who are being managed. Given that all talented individuals identified for this study hold executive-level positions, the researcher also acquires their leadership perspectives through the use of the same lines of questions alongside the questions seeking to understand how they were developed by top leadership. This technique allows the researcher to capture dual perspectives from the same group, the talented employees, in order to explore evidence regarding TM practices at both levels of the organization.

The latter part of the chapter accounts for thick holistic descriptions of LA MAESTRA's unique talent management scheme, the Grassroots Talent Development (GTD) practice. It focuses on the interpretive approach in order to make sense of the data in addressing how LA MAESTRA builds and manages its talent pool. In the dimension of talent management, LA MAESTRA strategized mainly upon internal talent acquisition and talent development through the deployment of the GTD approach. There has been a

strong emphasis on promoting internal talents for emerging vacancies, in turn, establishing a career path and growth prospects for their talents. External acquisition of talents rarely results only under circumstances that required expertise could not be acquired internally. Thus, some initiatives were created to recruit talents, such as the use of externship programs where LA MAESTRA partners with strategic alliances to send students to complete residency on-site, spot talented employees early on, and offer job opportunities.

The talent development dimension is uniquely deployed, mainly through the top leadership's direction, the CEO of the organization. The so-called Grassroots Talent Development (GTD) scheme emphasizes building a talent pool by developing these high potentials up from the ground. Activities used include mentoring and coaching, informal training, and job learning, emphasizing problem-solving, and understanding the CoC model and its applications to serve the vulnerable populations. The CEO is mostly involved in conducting regular training and workshops at entry levels up to the managerial levels. Also, goal settings and performance reviews are critical elements that the CEO utilizes in developing talents.

The upcoming section illustrates the ranking comparisons of categories from both leadership and talented employees' perspectives and the aggregates from both to depict categories and themes that have arisen from this qualitative inquiry.

Comparisons of Leadership and Talented Employees' Perspectives on TM Aggregates of Both Perspectives

When the results of the frequency counts were combined, aggregated results suggested the same top two categories; Leadership, management & culture, followed by

Learning & development. External talent acquisition emerged as the third-ranked category. The key takeaway from these aggregates is that these strategic areas are considered LA MAESTRA's organizational priorities. Below, figure 9 depicts the aggregated counts of the categories from coding.

Figure 9

Graphical Illustrations of Aggregated Counts of Categories
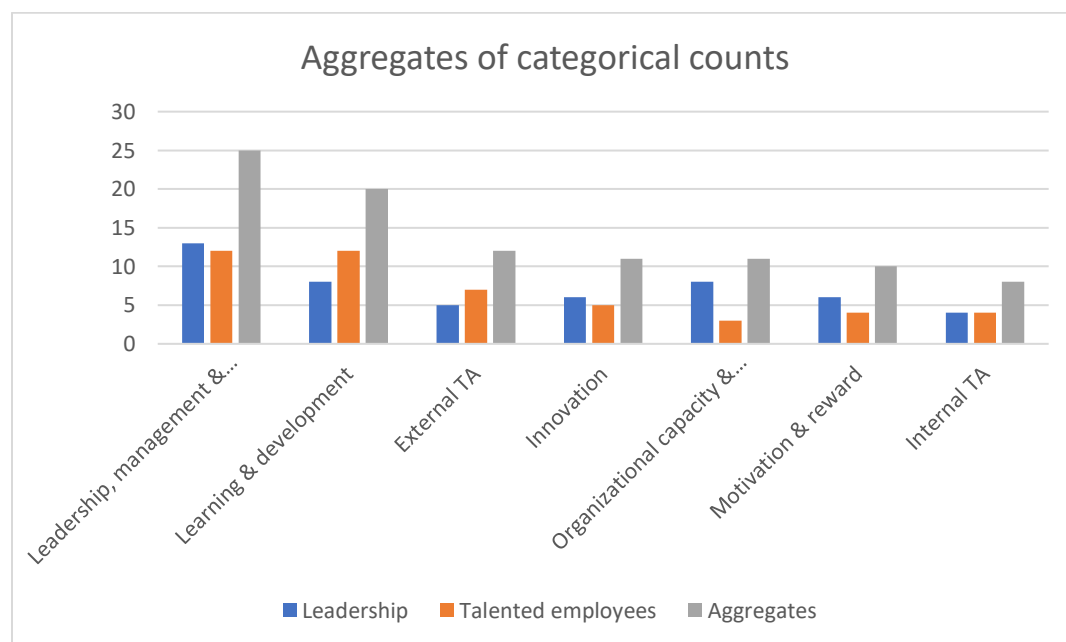
Furthermore, these results form the basis of interpretation and meaning-making, which are analyzed below. The leadership, management & culture category still dominates since, for LA MAESTRA, the CoC model continues to play a significant role since it is integrated into most of the key organizational practices at all levels. The next theme of Learning & development also gets stressed much due to the fact that LA MAESTRA still lacks formal and systemic learning & development platforms. It is witnessed from the interviews that the organization still undergoes a plan to consolidate in house training and develop more concrete training and development programs. This

reconsolidation of internal learning opportunities would facilitate talent development of the upcoming next-gen leaders, to be discussed as a prime recommendation in the conclusion chapter. The third-ranked category of external talent acquisition reflects the organizational moves toward bringing in external talents. One key example is from its externship programs and to tap into the pool of external talents early on. External talent acquisition is also reflected in various ways that the organization is considering acquiring staff from outside, including social networks, word of mouth, referrals, and third-party recruitment agencies.

Ranking Comparisons of Derived Categories: Leadership and Talented Employees' Perspectives

The first-level categories included Leadership, management & culture, Learning & development, Organizational capacity & other, Innovation, Motivation & reward, External talent acquisition, and Internal talent acquisition. The extensive tables of codes with their proposed first-level categories, from both Leadership and talented employees' perspectives, are elaborated in the appendix. Below, Figure 10 captured the comparative rankings of the categorization of codes.

Figure 10

Graphical Illustration of a Comparison of Categorical Ranks: Leadership and Talented

Employees' Perspectives
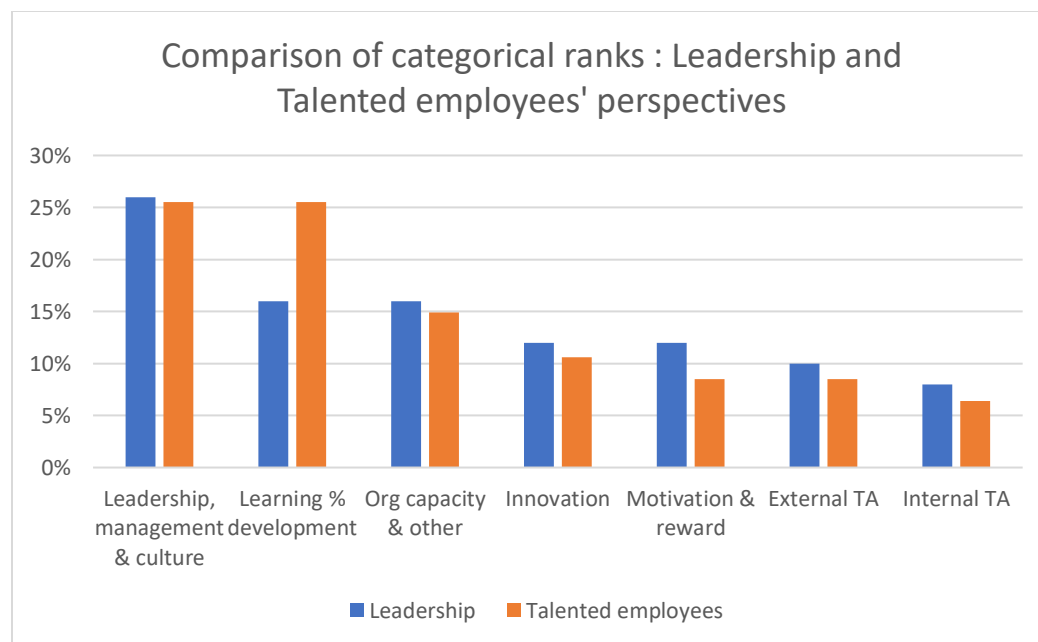
From the results, the main takeaway could be inferred along the same lines as

those of aggregates. That said, the perspectives from both groups call for similar strategic

priorities on Leadership, management & culture as well as Learning & development.

Given the fact that CoC is embedded and integrated into almost every service delivery

and programs at all levels of the organization. This category continues to dominate both

perspectives. Besides, Learning & development is another apparent strategic priority. As

mentioned earlier, LA MAESTRA continues to develop and consolidate its own training

and developmental opportunities for its staff.

Thematization of the Categories

Following the categorization of codes, a second-level categorization was

conducted to give rise to the sub-themes that were later grouped into the final overarching

themes reflecting the coding scheme of content and thematic analyses. First, five key sub-themes were determined from reviewing each of the seven derived categories. Then, these sub-themes were fused back to break down each category into possible sub-themes. For instance, under the category of Leadership, management & culture, three sub-themes were fused back into the category: being Leadership, Strategy & management, and Organizational Culture. All sub-themes were then integrated into the grouping of key overarching themes of either Leadership & organization or Talent management. The sub-themes and overarching themes were presented in table 4, as shown below.

Table 4

Illustration of Thematization of Emergent Categories

Categories (7)	Sub-themes (5)	Overarching Themes (2)
Leadership, management & culture	Leadership Strategy & management Organizational culture	Leadership & organization
Learning & development	Talent development	Talent management
External talent acquisition	Talent acquisition	Talent management
Innovation	Strategy & management Organizational culture Talent acquisition	Leadership & organization/ Talent management

Organizational capacity & other	Strategy & management Organizational culture	Leadership & organization
Motivation & reward	Organizational culture Talent acquisition	Leadership & organization/ Talent management
Internal talent acquisition	Talent acquisition	Talent management

Figure 11

Venn Diagram Depicting Thematization of Key Emergent Categories
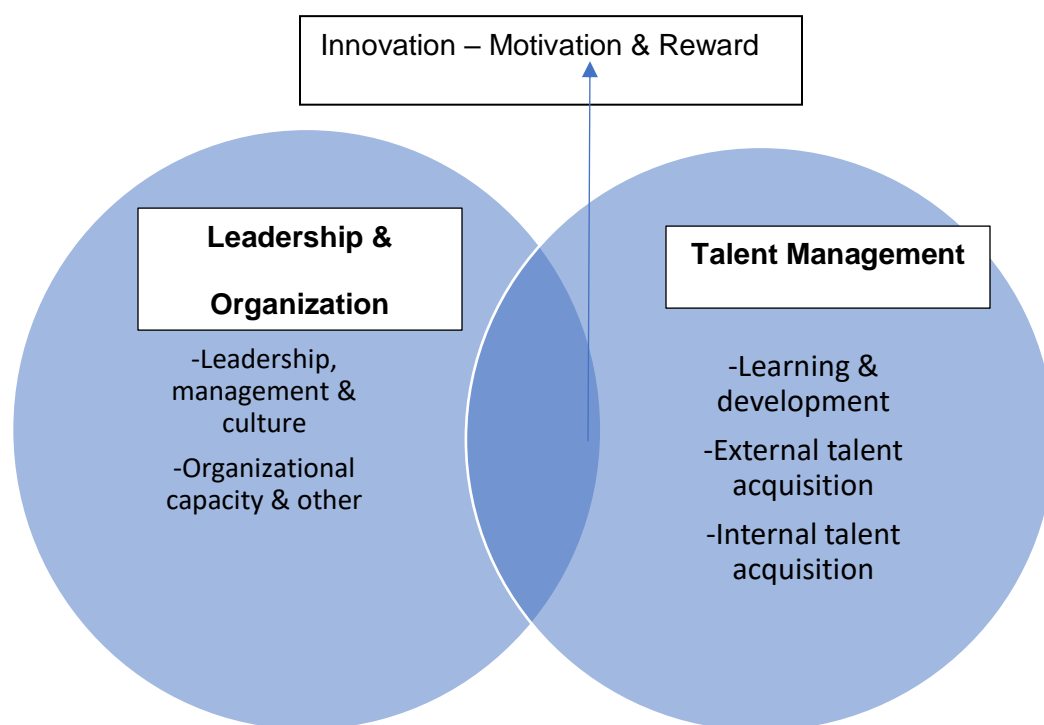
Furthermore, the above figure presented the themes that emerged from this study's

findings, which two major themes being Leadership & organization and Talent

management. With respect to the Talent management theme, it is comprised of talent

acquisition and talent development sub-themes. For Leadership & organization theme, it comprised leadership, management & culture, organizational capacity & other sub-themes. Two sub-themes of innovation and motivation & reward have both two common overarching themes, suggesting the union and integration between talent management and leadership & organization paradigms.

Grassroots Talent Development (GTD) Practice

The following section describes the current talent management practices that occur within the boundary of LA MAESTRA. Specifically, the section aims to show how the organization builds and manages its pool of talents using the uniquely developed approach called "Grassroots Talent Development" (GTD).

Talent Acquisition

Talent acquisition has long been discussed in human resource literature, though less emphasis has been placed on nonprofit organizations than the private sector. This section explores findings on LA MAESTRA acquisitional practices and strategies to build its talent pool, in response to the growing concerns of attracting and retaining its human capital who fit well with the organization. Recruitment processes are elaborated following by external talent acquisition strategies such as the use of third-party agencies, referrals, and social media. The use of externship is also discussed as a proactive tool to build a pool of talents and by securing first jobbers who are about to embark on their career. Moreover, strategies such as internal promotion and career path development, i.e., specialized track initiated for the medical assistants (MAs), are discussed to depict its leverage of internal acquisitional strategies. This part concludes by discussing the element of compensation as a measure to retain talents with the organization.

The process of recruitment starts when a need for either a new position or a replacement arises. A recruitment coordinator will follow up with the line supervisor to ensure that the 'person requisition form' is filled and submitted to the HR department for review. Once the form is filled with required details and reviewed, the recruitment coordinator is thus allowed to announce the vacancy through various methods, including online job boards, internal job posts, and fliers. These posts have brief details on job descriptions and requirements per required job specifications and instructions on how to apply.

After prospective candidates make their applications, HR would pre-screen all applications and may conduct initial phone interviews to verify before forwarding them to the hiring manager (the line manager who has direct supervision) for reviews. HR will facilitate the arrangement of a formal interview with the shortlisted candidates. At the interviews, the hiring manager would be invited to conduct the interview together with HR and to discuss and share thoughts on the candidate before proceeding with the decision to hire or not to hire. Sometimes a group interview would be conducted at the preference of the line supervisor. In this case, all applicants are invited to participate in the group assessments without initial phone screening interviews with HR. Given that LA MAESTRA has multiple locations across the region, the recruitment process is centralized for all locations by the recruitment coordinator or talent acquisition specialist who oversees employee acquisition and onboarding.

LA MAESTRA has formal ways to build a talent pool on hands. One of the techniques is the use of an open application, whereas the posted position accepts ongoing applications without specifying the deadline. In this case, the recruitment coordinator

maintains a robust pool of candidates whose resumes and applications are kept on file to support future recruitment needs. The recruitment coordinator periodically reviews the files to see if certain positions could be filled through the profiles kept on file, even if they initially applied for other positions.   Candidates will be notified of opportunities that may fit well with their qualifications and experience emerge so that they may consider resuming the application process.

One example of the function that benefits most from the open application is LA MAESTRA's mobile unit. This unit has long faced challenges of recruiting and retaining staff due to the demanding and distinctive nature of work. The unit requires staff to be highly flexible in terms of scheduling as well as to deal excessively with highly vulnerable populations such as those homeless or those incarcerated. By maintaining excess profiles of potential candidates on hand, the unit can utilize many profiles that may be approached when such opportunities arise. This approach also filters out those who are uncomfortable coping with the demands of such work.

Another effective strategy to build a talent pool is the development of an externship/internship program with strategic partners. In this case, it allows LA MAESTRA to be proactive in tapping into external talents even when pursuing their professional degrees in higher educational institutions. The evidence points toward the selection of talents who scored great performances as well as fit well with the organizational culture. These top externs would be invited to either apply to the full-time position of their unit or be referred to apply to another unit depending on the vacancy that may become available at the end of their externship period. Thus, one clear advantage of this approach is that it allows LA MAESTRA to pre-select for the top candidates even

before any other competitors may be aware of these talents' potentials. Moreover, LA

MAESTRA is assured of the competencies of the candidates since they are already

familiarized with the tasks by working with supervisors in real settings.

LA MAESTRA's approach does not favor outsourcing and subcontracts when it

comes to staffing. One of the main concerns for such an approach lies in its inability to

filter candidates that fit with the organizational culture. Subcontracting and outsourcing

have proved to be inefficient, specifically in terms of cost. For instance, a highly

demanding professional job like a registered nurse (RN) would cost too much as the

agency would charge based on the number of hours and a much higher rate than the usual

standards. Another caveat of this outsourcing approach is the lack of engagement, which

is a critical aspect of inpatient care since many of these nurses only come to work at LA

MAESTRA for a week or even a few days and are not considered full-time staff. This

implied that short-term hiring does not work well, especially for roles that require high

levels of attachment to the mission and LA MAESTRA's unique CoC integrative

approach. Thus, LA MAESTRA prefers to build its talent pool and groom them up from

the ground, believing that the people with the right fit should be developed into high

potentials that are more sustained in the long run. This is supported by a study conducted

on the CoC model at LA MAESTRA by Marselian (2020). It found that cultural diversity

promoted the feeling of connectedness amongst the study's participants holding director

positions. Such a sense of belonging and social connectedness cultivates the family

environment, amongst themselves, and with patients, through shared backgrounds. They

further emphasized that empowerment was achieved since their values aligned to the

purpose and mission of the organization, implying a fit between the people and the mission of the organization.

The recruitment process becomes slightly different at the higher-level executive positions. At LA MAESTRA, most of its executives have joined and stayed with the organization and were then developed and promoted to the managerial level. However, when there is a need to recruit at the executive level, the recruitment coordinator would consult the Chief of HR to identify the channels to acquire and work together throughout the process.

Constrained by its size and organizational capacity, LA MAESTRA does not use headhunters or third-party agencies to recruit for executives. It charges substantial fees that put tension on its budget. Many of these third-party agencies charge premiums based upon annual percentage on the actual offered salary, which puts concerns on the organization's cost. Instead, LA MAESTRA tends to source professional community websites where they could post listings that catered explicitly for various specialized functions. LA MAESTRA would target these segmented platforms, which may charge a fixed price for posting job posts for a specified period. For instance, LA MAESTRA would use a particular website to hire immigration lawyers that exclusively target these specialist attorneys' professional networks. They had also utilized specific web platforms for medical-related professions such as optometrist, which also charged per posting. However, LA MAESTRA believes that these specialized web portals are particularly effective in attracting the pool of qualified candidates in highly sought-after categories and hence justified the premiums charged.

Given that LA MAESTRA is relatively small in terms of the organization size and has only five human resources staff, it becomes more reliant on networking and professional web portals. The use of such third-party profession-related networks allows LA MAESTRA to gain access to a larger, relevant, and well-qualified pool of candidates in the field in need, such as immigration lawyers and medical-related areas. Still, this strategy saves considerable costs if compared to contracting third-party recruitment agencies for full hiring and outsourcing services. Most of the candidates recruited from outside La Maestra are referred by collaborating partners in La Maestra's network.

Although the centralized recruitment process at LA MAESTRA considers the potential benefits of an alternative tool like social media in recruitment, it has not been utilized. Only one department of LA MAESTRA has experimented with social media recruitment, i.e., the mobile unit that deals exclusively with a particular segment of populations utilized social media channels to help them with outreach. It has its own webpage that publishes not only upcoming events for public awareness but also recruitment purposes. On this same portal, jobs are posted, so to tap into those who tend to be interested in the type of work since they are already following or liking the page. Since many renowned job posting websites such as LINKEDIN seem to focus more on the private sector than for nonprofits, LA MAESTRA has contracted with nonprofit-based career websites to source other general positions and post on their website. However, since LA MAESTRA focuses more on internal acquisition to fill vacant positions, a lot of that has been conducted through word-of-mouth referrals, internal promotions, and rotations across functions much more than the use of social media channels. It remains to be seen whether the potential impact of extensive reach and

exposure of the social media platforms could enhance LA MAESTRA's recruitment practices given the plan to expand the organization and to increase headcounts in the future.

So far, word of mouth and referrals have proved to attract workers who may have acquired relevant experiences from similar settings. Recently, four to five registered nurses (RN) had been acquired through referrals, particularly these RNs attending the same professional degree. Notably, there was evidence of the same family members who are referred to apply for available positions. Other referrals include those who had received services at the clinic and recommended their family members to join the organization since they feel connected to the mission and services of LA MAESTRA. This method utilizes personal connections and relationships, allowing LA MAESTRA to build social capital and bonding amongst them to attain organizational mission and goals since they are already familiar with the mission and services through CoC. The other distinct advantage of using referral is the insights and information gained from the referee since they are likely to refer those they know well and could, at least to a certain degree, guarantee their qualities and qualifications. On the other hand, referrals could pose risks if the referee tries to bring in individuals to support a particular agenda, i.e., personal interests over those of the organization's.

At LA MAESTRA, the emphasis of recruiting the right people that fit the organizational culture also applies at the entry-level, i.e., graduates. They apply to the government's loan repayment program that LA MAESTRA participated in. If the participants work for the organization for a certain period, the host organization helps pay part of the loan. The objective of the program is to bring talents and skills into vulnerable

communities most in need. The CEO explained the critical role of selecting the participants who bring in values that align with the mission and culture rather than those who focus on the benefits of their loan reimbursements.

> *"... the employee - organization fit is crucial at any level within the organization. Sometimes I get calls from these residents and graduates from medical, dental schools because La Maestra participates in federal and state-sponsored loan repayment programs. I receive inquiries from applicants who say, 'I saw you on the loan repayment approved site list, and that's why I'm calling to ask if you have any openings.' When I receive job inquiries with that approach, I reply that we do not have openings. La Maestra welcomes providers and supports their process through the loan repayment programs if they are a good fit and have a passion for serving vulnerable populations. That's critical and why we spend so much time on orientation to ensure that we achieve an employee-organization fit..."*

Therefore, for LA MAESTRA to select the right candidates for this program, it utilizes several techniques to determine the fit between a person and the organizational culture, including series of interviews, reference checks, background, and experiences with a focus on volunteerism and extracurricular activities, etc. As mentioned by the CEO, onboarding, and orientation activities also help reinforce these values and, in some cases, spot those who may not fit with the organizational culture. To LA MAESTRA, the employee loan repayment aspect becomes less important than the fit between the person and the organization. This is because LA MAESTRA sees human capital as long-term assets that would be groomed and invested in being sustained in the long run. However,

the loan repayment is still opportunistic to many nonprofits since it induces students to embark on a career in the public service and nonprofit sectors early on. Without the program, many students may choose to kick off their careers in the private sector, given that monetary incentives tend to be more appealing.

At LA MAESTRA, there are various opportunities for students to partake, internships, externships, and volunteering. Internship differs from externship in that students collect hours before returning to resume their degree requirements at their respective institutions. On the other hand, externships are completed by those who only need certain hours to complete as final requirements to graduate. Volunteers involve other students who are voluntary to partake in work, are not receiving any remunerations, and do not receive hours toward any degrees. Although volunteering does not bring direct benefits to potential hires, as in externship and internship, it allows the organization to raise its awareness on the services and programs within the community as well as to help save costs in some of the programs.

In general, some partnerships were established and maintained with numerous universities to send students to complete internships and externships at LA MAESTRA. These programs send interns and externs to various departments and functions, including medical, dental, pharmacy, nurse practitioner, counseling, etc. However, the exact numbers vary from time to time, depending on the host unit's current capacity. The coordinator maintains contact with the university's focal point to manage day-to-day aspects of the program and to issue the report upon performance evaluations. The internship coordinator oversees the process to ensure that all hiring aspects streamline with the sector's regulatory compliances. A formal affiliation agreement has to be on

record to cover any liability issues while on clinical posts. The detailed process is further elaborated in the Appendix section.

Compared to regular full-time employment, these routes proved to be less selective as LA MAESTRA would accept externship applicants on a first-come-first-serve basis, given that providers are willing to take them for requested hours. During a busier time like summer, some externship programs may not accept more applicants. LA MAESTRA tries not to overwhelm their providers with too many externs unless it is a direct referral from a provider.

A clear benefit of this initiative is the ability to tap into talent pools outside the organization earlier than other competitors. This results in LA MAESTRA acquiring individuals who prove that their skillsets, as well as personal values, match what is expected from the organization. As for LA MAESTRA, much emphasis has been placed on finding a good fit between the person and the organization. Thus, transitions are expected to be smooth since they are familiar with both the requirements of the job as well as the revolving cultures within both their host unit and the whole organization. Being able to spot qualities of these interns and externs first-hand and to offer employment before they even graduate seems to be a proactive strategy to source desired talents at an early stage while potentially minimizing costs of replacements and retention.

There are many cases where the preceptor who directly supervises the extern would request HR, suggesting the formal offer of employment should be extended to a specific individual who has proved to perform well during the externship. Then, HR would proceed with the usual application processes. However, a lot of required paperwork, such as background check and Tuberculosis clearance, has already been

conducted, hence, saving time and efforts placed upon administrative sourcing. In some instances, if the preceptor notices that the extern has displayed high potentials and a good fit with the organization, he/she may choose to refer the extern to a vacancy in another department for a job offer.

Internal promotion is one of the significant techniques of LA MAESTRA to source desired personnel. The value of having already the right person who understands the mission and appreciates the culture of the organization is critical in promoting an internal candidate over sourcing a candidate from outside (Bidwell, 2017; Becker, 1993). At the same time, this approach allows employees to establish their career path and growth opportunities, which, in turn, also helps with the retention aspect. However, HR mentioned that there are certain instances where internal promotion would not be the appropriate choice, including the event where they could not find any required expertise in-house such as CFO or when it is believed that an internal candidate may not possess enough skills or competencies to pass the probationary period. Internal promotion is a common practice amongst departments within the organization. Several directors mentioned that they share job posts internally before posting anywhere else and that communication across the directors is frequent, so letting others know of their subordinates may apply for positions in other units.

Internal promotions and rotations within the organization allow LA MAESTRA to spot talents and unleash their potentials. For those selected to receive promotions, this approach gives them opportunities to acquire new skills and more responsibilities that help them gain opportunities to advance their careers. As employees shift to new roles, this promotes learning and knowledge transfer cross-functions. Promoting from within

also yields a certain degree of risk to LA MAESTRA since those who got promoted may not possess enough skills and competencies to perform tasks at a higher level. In this instance, employee morale may shrink, and unnecessary gossips and communications may form because most employees know each other, and the working environment is more family-oriented.

LA MAESTRA has conducted a specific system to develop a career path for a particular function. Currently, there is a track for Medical assistants (MAs). In general, MAs are recruited into the entry-level - MA-I, whereas they can be promoted to MA-II and MA-III, contingent upon performances from periodic evaluations and reviews. Some MAs with experiences may thus be recruited into MA-II, given that they possess adequate experiences from outside. Once they get promoted, compensation and benefits are adjusted to reflect the additional responsibilities. HR rarely hires anyone above the MA-II level since they believe that hiring into MA-III level directly may limit the potential for growth opportunities. Professionals like medical positions do not believe that this approach may work as they believe that doctors are already considered to be at the top level.

This initiative provides opportunities for HR to reconsider the areas where it wishes to establish a concrete career path to attract, motivate, and retain talents in various functions. The pilot system focuses on the medical assistant position in which is critical to support patient services. Given that the program is rolled out by the HR team and tends to work well to establish a career path for this function, this can be extended into other functional areas such as Registered nurses (RNs) and others. The approach also allows those who are on track to match their skills and experiences to the designated levels and

to be able to determine opportunities for progression in terms of career planning. In terms of rewards, the system allows HR to identify talents who should be offered compensation that reflects their skills, experiences, and responsibilities better.

Compensation is another crucial element in attracting and retaining talents. Several informants acknowledged that this aspect is highly critical in retaining employees within the organization. Since LA MAESTRA had been affected by the economic recessions and was dependent upon grants from external sources, there had been compensation freezes for several years. It is only lately that raises had been approved for many employees, resulting in improved retention efforts. In recent years, the CEO and Chief of HR have worked together to develop compensation schemes that benchmark with its competitors, especially hospitals, to prevent leakages in human capital. The leakage proved to be of concern that may undermine organizational success in expansion in the future. Before the compensation adjustments, many nurses received offers to work at some competitors. Chief of HR revealed that many have chosen to return to LA MAESTRA after the raise stating that the environment and work conditions are much more favorable than many other clinics.

Compensation becomes even more critical in specific functional areas that have clear industry expectations and benchmarks. For instance, the chief of IT expressed concerns in acquiring talents in this area since many graduates hold the perception that nonprofits' pay does not match those tech firms in the private sector. Furthermore, they tend to be drawn towards the relaxed tech startup culture and attractive perks such as flexibility in hours, game rooms, updated facilities, and workspaces, and other more progressive benefit schemes. Fortunately, recent raises and adjustments have proved to be

an effective measure in retaining highly qualified staff so that the IT chief does not have to recruit many new employees.

However, the CEO expressed concerns that the perception that nonprofits do not offer as competitive compensation compared to its counterparts is misleading, and that was instilled from the educational system and suggested the curriculum itself should be reformed to elevate career in nonprofits, emphasizing career opportunities and growth prospects. The CEO believes that to be the case in the past. In contrast, now that the nonprofit sector and organizations have grown and developed, they can offer competitive packages that attract more highly qualified individuals into the sector. The following section discussed findings as related to the talent development dimension. Below, Table 5 presents the support quotes from the talented employees' perspectives to demonstrate the main talent acquisitional practices as apparent within LA MAESTRA.

Table 5

Excerpts from Talented Employees' Perspectives on Talent Acquisition

Talent Acquisition aspects	Excerpts from the interviews
Career planning and growth	".. it's not really an issue when someone has been doing something for too long. They want to explore and learn other areas.." "..for example, she started as an assistant, to a generalist to a manager, director, and now our chief.."

	"..that's the culture of you know like promotion time and growth within the organization, we have them a lot and people are aware of .." "..like our billing department, they all do different things you know within the billing aspects, but they will rotate every so often to learn different things, so they know the whole.." "..They get more responsibilities.. a higher salary for being an MA with a certain amount of years and experiences, like MA-IIIs can inscribe, vaccine a bit of everything in the department.."
Internal career mobility	"..when I see someone that has been with the organization and being faithful.. I usually promote internally.." "..there might be a position in another department, and if they transfer over, it would be a promotion with another department or within, so it just depends.."
Open communication	"…I posted initially internally and reach out to the director to let them know if I

	have someone from their department applying to the position.."
External recruitment	"…when I know that we don't have that particular skills internally, at that point, we decided to open it out externally.." "..for certain positions, we can't identify someone within the department, the organization for certain positions that are more professional, sometimes difficult to recruit.." "..the positions we have trouble filling in house, sometimes the supervisor has to make a choice and compromise.. like for the liver clinic they want them to have FQHC experience but if they only have hospital experience and still willing to learn.."

Table 5 Excerpts from talented employees' perspectives on Talent acquisition

Talent Development

Human capital is a crucial resource to many health nonprofits in delivering

services, especially at LA MAESTRA, to support the integration of CoC via product and

service diversifications. At LA MAESTRA, talent identification and development

become a key driver in achieving organizational outcomes. The following section

demonstrates the perceptions of both talents who were identified and groomed as well as those of the top leadership, i.e., CEO who assumes the critical role of creating talent development scheme, so-called Grassroots Talent Development (GTD). As GTD places more emphasis on the development of LA MAESTRA's talents, the argument remains whether LA MAESTRA would benefit from an almost exclusive reliance on internal human resources. Dynamic changes in the operating terrain may require adjustments to the strategies on talent composition in order to move forward.

Perspectives of Talents Who Have Been Developed

Most of the participants view their CEO as their inspirations on the success of founding the organization as well as inventing the CoC model that led the organization to grow over the years. They believe in the vision of the CEO that cascades down to their levels and beyond. Many also praised the open-door policy for giving them attention and availability for mentoring and development. Most discussed the constant communication from the CEO to check on progress, review plans and goals, and align departmental and personal goals with those of organizations. As one respondent stresses the way, this works in a variety of communication channels.

> " ..our CEO meets with us, you know at least once a quarter, shares whatever what is the vision, and she brings this on giving her ideas, like, give me the goals of your department how you want to accomplish it and let's see how we can fit those goals within the action plan that we're going to have for the next five years for the organization, so there's a lot of communication and getting the feedback, phone calls, emails, meetings…"

In addition to regular check-ins to review performance and goals attainment of talents, the CEO and chief of HR work on a person-to-person basis to identify training needs for each of the talents, especially when one has transitioned into a higher position or new area within the organization. However, this has yet to become a formal systematic training & development system. One respondent mentioned that when transitioning into a new area of HR, she had been suggested by the department's chief to attend introductory classes 'Human Resources 101' provided by the external institution to grasp fundamental concepts, complement her routine on the job learning. Given the supportive and flexible culture of LA MAESTRA, there are instances where training needs are identified from the ground up to the supervisor, and then HR, who finally determines whether that particular training would be suitable to enhance skills and competencies needed.

Perspectives of Leadership

LA MAESTRA's dominant approach of talent development has been coined "Grassroots Talent Development" (GTD) by the CEO. It started with talent identification, which the CEO described it to stem from the individuals themselves rather than being based on the position one held. To the CEO, these individuals display several characteristics in what the CEO thinks self-identify them to become the organization's talents, including the passion for the mission, the appreciation of cultural diversity, and the ability to grasp the big picture in order to integrate the CoC model effectively. Teamwork and collaboration also come up as the critical competencies, which resulted in regular training sessions by the CEO to develop and enhance these skill sets.

"it's important to have somebody able like a director, director level to see

how that department fits in with all of the other services and how does that all

integrate, and then what is the value for from that for the patients and the clients,

and that's kind of through that self-identification, and then the executive team is

looking to see how they've managed to, to accomplish all of this, and that's how

people rise and become identified…"

To successfully self-identified as talents and get promoted, these talented

individuals understand the integrative approach of CoC, embrace diversity, and display

an eagerness to learn how to solve issues and collaborate well in teams. These high

performers have thus attained the positions of chiefs and directors in various units of the

organization. Most of them have worked their entire career exclusively in the nonprofit

sector, with only a few exceptions who bring in public and private sectoral experiences.

They had been groomed and developed in house by the CEO for an extended period, and

the relatively new-joined executives have nonetheless worked at LA MAESTRA for

around 6-7 years, the tenure which may be considered substantial in many competitive

job markets. Most of the developmental activities are conducted in-house by the top

leadership as the CEO shares how GTD is conducted like in practice.

"We have allocated a good amount of time with the management team at

La Maestra, conducting training, role-playing exercises, talking, and a lot of

counseling and mentoring. Some of the directors had a strong voice in the

meetings, and some were quieter but might feel resentful later because other

directors were more vocal. Dominant personalities tended to take over meetings

and conversations, leaving other directors with a lower key personality out of the

conversation. At various points in the management team's growth, negative

interactions between the units arose, signaling to executive leadership that efforts

had to be made to analyze the group dynamics, collectively and individually, and

work with the directors to achieve a smoother and more rewarding

communication and interactions. This was essential to ensure that the objectives

of the organization were achieved...."

One of the interesting developmental aspects was cross-training. At times, the

CEO spotted friction between staff across units and identified 'cross-training strategy' as a

way of coping with the issues by smoothing collaborations. This stemmed from the

notion that it would not be possible for each of the units to understand the overall picture

of workflows and their interconnectedness, not realizing each other's work processes. The

implications of this lie in the opportunity to understand the bigger concepts as a whole, as

well as the possibility of knowledge transfers between units in the organization.

" ....so, then you get this dynamic going between front-office and back-

office. And they are always thinking that each one does more work than the other

one and that this one is the group that is making a mistake. I employed a reversal

of their job roles as a strategy to build understanding and appreciation for other

team members. So, one day, when they came to work, I ask the front office staff to

take over the back office and vice versa. The job reversal strategy was successful.

Everyone involved was amazed and how much understanding, cross-training they

gained, and appreciation for the other unit's work. The process required each of

the two units who had reversed their job duties to seek answers and guidance

from the other unit. The experience provided awareness and newfound empathy

for how other units work. Another benefit derived from this exercise was that the

staff involved acquired new skill sets as they were now cross-trained and could

now perceive the importance of both the front and back units working together."

Below, Table 6 presents the support quotes from the talented employees'

perspectives to demonstrate the main talent acquisitional practices as apparent within LA

MAESTRA.

Table 6

Excerpts from Talented Employees' Perspectives on Talent Development

Talent development aspects	**Excerpts from the interviews**
Training and development	"..we also get encouraged to attend training, our CEO always support me (take care of the clinic) whenever I need to go to training.." "..like (if they say) what else can I do, then you start giving them little by little, mentor and train them, give them a bit more responsibility and see how that goes, some receive it well, and some don't and that's ok., then you provide additional support, training and mentoring, bring them to meetings with you and see what kind of conversations.."

	"..we go through different trainings like customer service and basic training that the organization needs to do annually but not like formal management like that.." "..some (management) classes we assign people to, based on their willingness and if they want to learn and succeed, but it's decided by their direct supervisor.."
On the job learning	"..she just deals with one thing (at another place), she has been there for so long and has not really learned anything else..here we're gonna teach you, and you're gonna learn different things within the billing department.." "..if they just want to do denials, that's fine, but if that person wants to learn other things, that opportunity is there.." "..through those (On-the-job training) experiences, I was able to obtain the technical skills and insights within the system to see what are the needs of our community.."

	"..more oversight with the operations of the clinic has been great opportunities for development, working with case managers and other departments to see how we best serve our patients.."
Mentorship and coaching	"..honor and pleasure being mentored by our CEO whom I look up and admire as a strong leader with great vision, care, and compassion, not just for the patients and the community we serve but also the staff, you know to understand their needs.." "..still learning from her like in HR you know, problematic employee relations.. trying to be a mitigator, how to communicate with people to listen and understand.." "..combination of both (formal and informal mentorship), we have an annual review, we have our periodic meetings, texting on the phone and she's (CEO) always available, always in constant communications.."

	"..everything I've learned and experienced, I also share with our directors.. transfer that knowledge, experience that know how to another, especially underneath me... you're propagating that coaching and mentoring yeah, some training like conferences if you want to go with me let's go together.." ".. I have received mentors from different levels, I communicated with different executives, and they've given me insights on how to approach situations and scenarios.."

In sum, talent development at LA MAESTRA places a strong emphasis on grooming up talents who self -identify themselves by displaying a passion for the organization's mission and collaborating effectively across functions to integrate the deployment of the CoC model. Most of the developmental opportunities are still conducted by the top leadership in-house, with some limited training and professional development by external parties. The CEO deploys both one-on-one coaching and mentoring as well as conducting team building and leadership development activities at regular executive meetings. Also, opportunities for new joiners focus on mandatory and regulatory training such as HIPPA and OSHA, as well as on understanding the meaning

of the CoC model and its applications held by the CEO during the onboarding sessions.

From the above TM-related themes, the researcher posited that LA MAESTRA had

utilized talent management to drive its strategic human resource management,

specifically, talent acquisition and talent development.

CHAPTER FIVE

THE FIT BETWEEN PERSON-ORGANIZATION

This chapter presents the empirical evidence organized and reported around Leadership & organization, one of the themes that emerged from this qualitative study. From this Leadership & organization aspect, findings pointed toward the importance of building the organizational culture that promotes the deployment of the CoC holistic well-being model. With its relatively compact size, the flexibility and family-oriented environment allow communication and attention to be directed towards identifying and developing talents from within. Cultural diversity is also another critical component as it directly relates to serving vast arrays of vulnerable populations who receive LA MAESTRA's integrative services.

Organizational culture is one of the main intangible assets unique to any given organization. LA MAESTRA's organization culture is deeply rooted in its mission to provide various services to those vulnerable populations. The mission revolves around the CoC integrative wellness model, created by its CEO and founder. Drawing upon literature on public service motivation (PSM) and relevant conceptual frameworks, the following section explores empirical evidence as relevant to the organizational culture, its mission and the CoC model as well as the creation of the "Cultural Liaison" model, an initiative to address issues around diversity, a highly valued and essential element of LA MAESTRA's organizational culture.

The following section discusses the Leadership & organization emergent theme to demonstrate how it benefited from fostering an organizational culture that supports diversity and its deployment of a unique CoC model as a holistic approach to wellness.

Leadership & Organization Theme "Supportive and Diverse Organizational Culture through the CoC Model"

CoC and the Organizational Mission

Most of the respondents affirmed the importance of CoC as an integrative holistic approach that acts as guiding principles for all the mission and values of the organization and employees. The model encapsulates the totality of those who are served, hence, being more than merely a community clinic but rather a comprehensive wellness service provider for the grassroots population. The distinctive model has been developed primarily due to the vision and wisdom of the organization's co-founder and current CEO. Initially, the clinic was founded as an ESL class provider that caters specifically towards refugees and migrants, who share similar backgrounds and patterns of needs within the community. The organization has then grown to offer health services that expand over the past 30 years or so. More services have been continually added to fulfill the so-called CoC approach. Such services revolve around building each person's total wellness that goes beyond mere health indicators. These social determinants include housing, education, job creation through various small businesses, mental health, immigration, and so on. As the organization expands to offer wheels of services that feedback onto the CoC itself, it has transformed itself from offering English language classes and immigration help into a locally and nationally renowned community health center that have longed to provide high-quality health and non-health services in various locations in the Southern California region.

In regard to the culture of the organization per se, most informants mentioned it being caring and supportive, almost family-like, as well as offering high flexibility compared to other similar types of organizations, i.e., other Federally qualified health centers (FQHC's), private hospitals, and public health institutions. As CoC is the centerpiece of all organization activities, the vision, mission, and approach itself are instilled continuously throughout the organization, from onboarding to day-to-day operations. The CEO, as the developer of the concept, conducts frequent training and workshops on CoC to reinforce the importance of the organization's mission and practically on how CoC would act as a strategic driver to attain that mission. Based on the CEO's perspective, LA MAESTRA's culture is described below.

> *"...I believe the organizational culture at La Maestra is a 'Grassroots Dynamic Model, ' which has evolved from the ground up. The culture is holistic and overarching throughout all the units in the Circle of Care. The value of the organizational culture is derived from the interactions between all units, not just the cumulative value of each of the units. The overall effect of integrating healthcare services and other social determinants is the actual benefit to the staff and the patients/ clients served. The integrated model was created and continues to evolve from the staff who come from different backgrounds, bringing diverse ethnicities, cultures, and, more importantly, their prior experience in their lives and the challenges they have been through. The staff brings empathy to their work because they have a first-hand understanding of their patients and clients. For the most part, the staffs' individual purpose in life aligns with the organization's purpose and mission, and that is the magic I believe that forms this*

organizational culture, and that is what many staff will identify as the reason why

they embrace the organizational culture and stay working at La Maestra…"

The essence of LA MAESTRA's culture, according to the CEO, lies upon its unique social capital that connects its people with the organization. That fit stands as the key ingredient to creating bonds amongst themselves and the people they serve. Working at LA MAESTRA allows employees to have a place they could identify with, not to mention great support and empathy as they work for populations who share similar contextual needs and experiences. Thus, this creates special bonding and empathy that rises upon serving the vulnerable population they genuinely care about, many of those who are their community members. These values align strongly with LA MAESTRA's mission and also enhance employee engagement.

As the number of employees is currently at around 600, there is still a considerably strong sense of cohesiveness amongst employees, which retains the family feels to the culture explained prior. Most informants are familiar with co-workers and have close relationships with colleagues in their unit and across departments. The CEO also conducts regular team building activities to ensure healthy working relationships as there were some instances where improving collaboration was necessary to achieve effective outcomes. Specific examples from informants depict support and flexibility in the work environment, particularly in scheduling and workload distribution. For instance, several informants mentioned the flexibility of scheduling to attend various events of an individual's needs, such as taking family members to hospitals or schools, leaving slightly earlier to attend courses outside work, etc. Besides, when there arise needs to complete extra work, they helped each other spread out the workload. For example, HR staff have

split additional duties into training aspects as they extend the training programs to support future organizational growth and expansion.

The CEO mentioned that it is sometimes difficult to select the right people. However, these people are usually sought from personal connections. Many of its employees have some connections to having been served as patients themselves, or their family or community members have received some services at the clinic. Given their experiences, they tend to understand the services offered, the mission, and its impacts, which implies a better fit than those recruited from the private sector.

The Chief of HR expressed several concerns with people hired from the for-profit sector that they may not be fully engaged with the mission of the organization and its cultures, such as the pace, the degree of flexibility, and the structure itself. Chief of HR perceived that the for-profit organizational culture tends to be more structured than in LA MAESTRA's culture. As a result, many private-sector recruits need considerable adjustments to adapt to the organizational culture.

Therefore, LA MAESTRA's personnel recruitment strategies focus more on filling in vacant positions from within before looking into the external workforce. This means that internal promotions and job rotations become the norms of hiring. The downside of this approach may be that if the person could not handle his/her new assignment and thus not pass the probationary period, he/she may not be able to return to the old post, and there may be issues of gossips as a result.

Different perceptions of nonprofit and for-profit cultures may result in LA MAESTRA's preference to focus on the internal acquisition of talents, grooming talents, and promoting in-house talents. Only in exceptional circumstances where there may be a

lack of expertise can external hires be considered. Even with the case of one of the department head, the incumbent had already familiarized with the nature of the organization since this employee was a contractor who provided contractual assignment before being approached to join the organization as a full-time employee. However, this tendency to acquire talents from within may limit knowledge transfer and organizational learning capacities that may be brought in from external talents who bring their expertise and experiences from other sectors or organizations that could contribute creative ideas that could promote innovation (Bidwell, 2017).

Mission Attachment

Drawing upon Public Service Motivation (PSM) literature, mission attachment is a critical success factor in attracting and retaining motivated staff for the public and nonprofit sectors. Contrasting to the private sector employees, public and nonprofit employees place higher values toward the intersection between their morale and the organizational mission than on extrinsic motives such as monetary rewards (Abzug, 2017). This is because, to them, the focus on intrinsic values yields higher levels of satisfaction. Thus, many nonprofit workers self-select themselves into the sector, believing that careers in the sector would allow them to do good and embark on a meaningful career path. Therefore, one of the critical tools in the third sector recruitment is a strong, compelling organizational mission that attracts the right people to solve complex challenges to deliver the desired societal impact (Watson & Abzug, 2016; Brown & Yoshioka, 2003).

At LA MAESTRA, many emphases have been placed upon its CoC to deliver programs and services to support mission attainment. Therefore, employees are continuously instilled in the mission through formal and informal activities that reinforce the mission through CoC. HR designs the orientation to incorporate sessions related to CoC, which are usually delivered by the CEO to let new joiners appreciate and understand the importance of the mission attainment through the deployment of the CoC model. The CEO mentioned that such reinforcement of values is a way to help distinguish those employees who embrace the mission and those who may not fit well with the organizational culture. Since most staff are recruited through referrals, and many are from the community themselves (or their family members have had ongoing or prior relationships with LA MAESTRA), there is a high tendency that LA MAESTRA draws more of those who appreciate the CoC philosophy and the mission to support underserved members of the community.

One of the counterevidence to our findings deals with areas concerning function-specific. IT is an example of the expertise where it faces pressures and struggles to tap into desirable talents when it comes to external recruitment. Chief of IT expressed that it is somewhat challenging to recruit desired talents since compensation and benefits seem to not catch up with the IT industry standards and expectations. The recent compensatory adjustments helped resolve the recruitment issue to some degree. However, it is still challenging to match high paying jobs and perks of the sector, such as those of the likes of Silicon valleys. Though this has proved to be less problematic since most staff tend to stay with LA MAESTRA for a prolonged period (presuming that they are more likely to be attached to the mission and self-select themselves into the sector early on in their

career), and that internal promotions and rotations assured there are only a few instances where external recruitment is required. However, this evidence may imply that mission attachment may be of less importance in certain functions where there are established standards regarding compensation and rewards expectations.

The empirical evidence confirmed the notion from scholars in the field, which suggested that mission attachment alone may not be sufficient to retain public service-inclined individuals within the sectors unless the organization has sufficient capacity to offer satisfactory levels of rewards, career opportunities, training, and professional development as well as effective human resource management practices to keep these talents within the organization, hence the sector (Word & Carpenter, 2013).

Diversity and the Cultural Liaison (CL) Approach

Weisinger (2017) pointed out that there are two main frameworks for handling diversity in nonprofits, business cases and social justice causes. The business case focuses the efforts on diversity, aiming to enhance the organization's performance and effectiveness. Initially, this has proved to be working for the private entities in that it promotes growth on the financial bottom lines, revenues, and profits. Furthermore, competitive advantage may be achieved through the diversity of thoughts and ideas, which promote creativity and innovation within the entity.

For nonprofits, this approach translates into recruitment and retention of staff that mirrors the demographics of those served to facilitate mission attainment. Other subsequent outcomes may include increased outreach to underrepresented beneficiaries and potentially increased funding acquired.

The other framing idea on social justice has its core argument on the moral aspects of eliminating oppression, redistributing power, and reducing marginalized populations' exclusion. Supporters of this approach place more value on power differentials and resource redistributions to acquire justice and equity than to focus on cost and benefit imperatives, claiming that too much emphasis on the business case rationale could undermine social justice (Noon, 2007).

As for LA MAESTRA, given both its geographic locations and types of populations served, it extends services to a highly diverse population. As the organization's primary mission is to serve vulnerable populations, the organization expanded services to the low-income neighborhoods where its targets are based. On the other hand, LA MAESTRA deploys the strategy to enhance its staff's diversity to reflect the needs to understand those who are served. To do that, it established a uniquely innovative approach called the "Cultural Liaison" model.

Cultural liaisons are those who have matching linguistic ability as well as cultural sensitivity to the patients and service recipients. For instance, a female Sudanese refugee patient would benefit from having a liaison who is of similar culture and speaks the language to accompany them to receive services. The adoption of this approach resulted in many languages spoken in the clinic since a staff member could speak at least two languages. These cultural liaisons proved to deliver more effective services at the clinics and referrals since they could translate the needs between medical providers and patients and understand cultural-related issues that may be of concern. For instance, females from certain cultures may have concerns dealing with white male doctors. They would not feel comfortable addressing specific gender-specific issues with those who do not share

similar values. Also, communication problems may persist, especially since healthcare terms are more complicated to be understood. Utilizing the cultural liaison approach, these pain points are removed to address ongoing culture-sensitivity matters in health care. On the other side of the coin, LA MAESTRA has to face additional costs of operation. Even if cultural liaison seems to ease the communication process and reduce potential issues, their services as cultural liaisons are not reimbursed by current payor sources. The organization's operating budget supports their positions. Most cultural liaisons provide numerous support services for the units and are an essential conduit of cross-cultural competence building between staff and patients. The CEO can allocate budgets to support these costs; however, it remains to be seen if this would still be viable in the longer term for this model to be sustained.

Another benefit of this cultural liaison approach lies upon recruitment validation. In many cases, the CEO mentioned that the cultural liaison also acts as an interview panelist when the organization tries to recruit personnel from specific groups such as those who were incarcerated. In such an instance, a formerly incarcerated staff would be invited to be on an interview panel since that person would have similar experiences and understanding so they could ask more in-depth questions to assess the levels of risks before offering employment. This implies that LA MAESTRA's practice focuses not only on hiring based on the social justice case but also on determining the appropriate balance to assess the levels of risks associated with the recruitment of specific subgroups.

Diversity has become a vital component because LA MAESTRA needs a highly diverse pool of talents that reflect the diversity of those whom they serve. Without such diversity and the cultural liaison approach, the organization may not be able to effectively

deploy its strategies. Building a diverse pool of talents from its community members and training them with the appropriate certifications allows LA MAESTRA to attain its mission when it tries to expand the spans of care and service to serve more beneficiaries. Therefore, diversity has played a significant role in achieving the organizational mission through CoC, which initially tends to emphasize the social justice case. However, the impact of such diversity strategy seems to eventually fall upon the business case because it yielded better operational effectiveness by undertaking the cultural liaison initiative, as discussed prior.

Utilizing the CoC Philosophy to Create a Culture that Facilitates the GTD Practice

This chapter discussed the results presented under the broad themes of Talent management's *"GTD approach"* and Leadership & organization's *"Supportive and diverse organizational culture through the CoC model*," which were derived through thematic and content analyses. In terms of analysis, empirical evidence was used to demonstrate the applications of relevant conceptual frameworks to address the central research question, specifically, on how LA MAESTRA builds and manages its talent pool.

In addition, this section strives to portray the most critical takeaway of the inquiry as derived by integrating both thematic results. That said, it stresses how LA MAESTRA uses the CoC model to create a culture that supports the GTD approach's deployment. Empirical evidence suggested that LA MAESTRA has created and maintained a highly favorable culture to roll out several TM-related initiatives under the GTD approach. For instance, the leverage upon internal talents suggested that the organization places high emphasis on the right fit between people and its culture. It also stresses the importance of

cultural diversity to support the carry out of the CoC model, which is also linked to the

organization's mission in serving the most vulnerable and ethnically diverse population.

Since the CoC philosophy is practiced and embodied in all services at all levels, it is

embedded in the organization's culture and linked to the deployment of the GTD

approach. The concluding section of Chapter 2 elaborated on how CoC is interconnected

to each of the main TM processes, talent acquisition, talent deployment, talent

development, talent retention, and succession planning.

Practical implications and takeaways suggested significant utilization of its

human capital-related initiatives to build its pool of talents. These people fit with the

organization and maintain the culture that allows these practices to thrive and yield the

desired impacts. Findings point toward several unique aspects of the organization culture

and developmental resources that allow talents to be acquired, developed, and retained

within LA MAESTRA. Given the extensive CoC model, the challenges of securing

grants and maintaining optimal capacity, together with the dynamics and volatility of the

health and social services subsector, seeking and keeping the right human capital are of

high strategic importance to LA MAESTRA. Therefore, Talent management is

championed by the top leadership, particularly the CEO and Chief of HR, and is

considered one of its strategic drivers to promote its growth and support operational

practices.

Built upon these findings and analysis, the upcoming chapter further discusses the

insights generated by integrating conceptual frameworks, i.e., TM processes framework

and ASA/ P-O fit models, to make meaning of the empirical findings. Strategic

recommendations are proposed as well as reflections, including the contributions and

future direction of the study.

CHAPTER SIX

DISCUSSION AND IMPLICATIONS

The previous empirical chapters presented evidence organized around LA

MAESTRA's current TM practice, the Grassroots Talent Development (GTD), and the

value congruence between the employees and the organization. This chapter first focuses

on the insights generated from findings through integration of relevant frameworks that

further enhance the meaning-making processes. The latter part of the chapter proceeds to

outline practical recommendations that were developed to support strategic

implementations regarding talent management. It is worth reminding that with the

'interpretive-in-context' premise of a qualitative inquiry, readers and research consumers

are invited to apply their conceptual frameworks and practical experiences to interpret the

applied research to suit their contexts. The major recommendations are presented in three

distinct parts: system, innovation, and people. The chapter concludes with an

autobiographical section that encapsulates the researcher's personal reflections on

pursuing the qualitative research journey.

Conceptual Frameworks Integration

Understanding the GTD Approach through TM Processes

The conceptual framework emerged from integrating TM literature with empirical

evidence generated by this study. The conceptual framework was built by illustrating

TM's five key processes with relevant empirical findings. Figure 12 illustrates the

emergent TM framework.

Figure 12

Emergent TM Framework
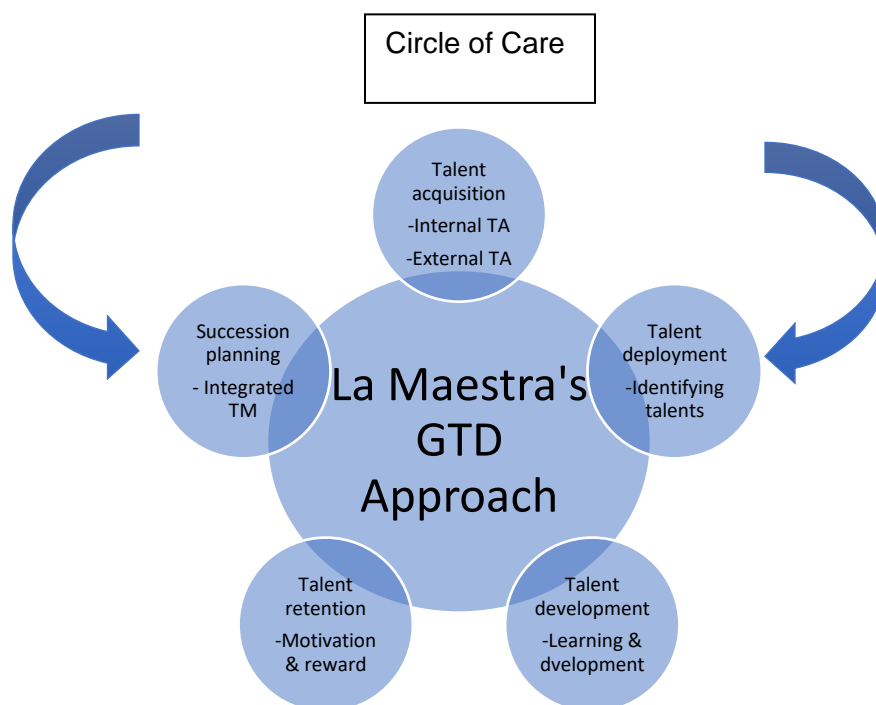
The emergent framework reinforces the importance of LA MAESTRA's own organizational culture, particularly its core philosophy of the Circle of Care (CoC) integrated, holistic approach to TM's five critical processes identified in the literature. The deployment of the GTD approach in managing talents serves as the connection between the CoC philosophy and each of the processes of TM. Specifically, the GTD approach matters when recruiting and identifying a person with mission fit, developing them and keeping them with the organization, and looking to groom emerging leaders for future transitions. This framework answers the research query on how LA MAESTRA builds and manages its talent pool through the complete cycles of TM processes. The CoC model is deeply embedded within LA MAESTRA's organizational culture, affecting

human resource practices, including how talented employees are recruited, developed, and retained. HRM and TM practices revolve around its unique CoC approach.

Understanding the Fit between the Person and Organizational Culture

It is worth noting that the conceptual frameworks of the TM field still lack theoretical development that support scholars' interpretations of findings. In the absence of such established theories, this study employed frameworks from the organizational behavior field; namely, the ASA/ P-O fit as guiding theories to illuminate the empirical evidence further.

The ASA cycle is used to predict organizational behavior. Its premise is based on recruiting the right person in the organization. People are attracted to the organization they think they will fit in, and the organization seeks people who likely fit its culture and climate. As time goes by, people who do not fit in will leave the organization. For LA MAESTRA, such recruitment has placed much emphasis on internal talent acquisition, which emphasizes understanding the CoC integration in delivering services to attain the organizational mission. Evidence suggested that specific strategies enhance such fit between the people and organization including word of mouth referrals through the network of LA MAESTRA, externships, internal placements, and rotations. LA MAESTRA employees notoriously have low turnover rates (approximately 6%) and considerable lengths of tenure (with most of the talented employees working at LA MAESTRA for more than ten years).

Based on Schneider's ASA model, the results suggest that LA MAESTRA has been considerably successful in the recruitment of employees who fit the organizational culture, while low turnover rates also suggest successful socialization strategies. With

regard to managing talents, only one of the talented participants left after the conduct of this inquiry. This talented individual came from the private sector and was perceived to have lower congruence with the organizational values and culture than other talents who have had professional work experiences grounded in the nonprofit sector.

Study findings suggest that the strong fit between organization and individuals is driven intrinsic motivation, particularly PSM/NPSM, that the staff brings with them. Most talented individuals display high engagement with public service values through the work they perform. They show high levels of identification with the mission to serve vulnerable populations. Such alignment yields high-value congruence, given that the CoC philosophy is embedded and is deeply rooted in the organizational culture and is reflective of the organizational mission. It is imperative that CoC is one of the critical components to reinforce the fit between person and organization, which in turn, facilitates the TM processes to allow LA MAESTRA to select, develop and retain the talented employees who display passion and eagerness to attain the mission to serve.

Qualitative data further illustrated how supplementary and complementary fit perspectives are relevant to the organizational context. Supplementary fit concerns the similarity of values between the employees of the organization. I argue that given the high level of PSM/NPSM and intrinsic motives of staff, LA MAESTRA enjoyed an exceptionally high level of value congruence between staff and the mission. Such similarity in goals facilitates strategic planning and offers important levels of internal cohesion to the organization.

Just as important as supplementary fit is the level of complementary fit between person and organization. On the basis of demands-abilities fit, I argue that LA

MAESTRA talents and employees bring with them certain distinct competencies and skills that the organization needs. A highly critical competency held by many staff is cultural competence that allows the organization to provide culturally responsive services to its patients and clients. Human capital with high PSM/NPSM to serve the public, or in other words, the right attitude and motive alone, would not be sufficient to effectively carry out the culturally responsive programs under the holistic CoC.

To match the complementary strengths of staff, LA MAESTRA provides a conducive climate, i.e., the right culture that facilitates the deployment of such cultural diversity initiatives such as the cultural liaison (CL) program. Without the climate of CoC that embraced cultural diversity, there would not be enough support and infrastructure required to deliver such services effectively. According to the conceptualization of complementary fit, when either side of the party provides what the other needs, the optional fit can be achieved. Below, figure 13 depicts the contextual P-O fit as analyzed from the findings.

Figure 13

Contextual P-O fit in the Case of LA MAESTRA

Needs-supplies fit: LA MAESTRA provides the mission and culture/climate (CoC) that embraces cultural diversity and satisfies the staff's values and life purposes.	**P-O fit through the GTD**	**Demands-abilities** (person-job) fit: Distinct KSAs, especially the required cultural competence, are provided by employees to attain the mission and excel at delivery of culturally responsive initiatives.

GTD's talent development serves as a key socialization mechanism that supports the ASA cycle. Socialization can increase homogenization as an outcome of the ASA model through an enhanced fit. GTD practice aims at familiarizing employees with the organizational culture and values. Specifically, socialization mechanisms at LA MAESTRA included onboarding activities to assess the P-O fit right from the entry phase. Later on, several talent development mechanisms such as mentoring, training, mission reinforcements (learning and development sessions focusing on CoC appreciations and integrations), further contribute to the socialization process that enhances P-O fit and, in turn, increasing homogeneity and retention. Figure 14 captures the essence derived from the integration of ASA/P-O fit frameworks to make meaning of the GTD practice.

Figure 14

GTD Practices Enhancing P-O fit/Value Congruence
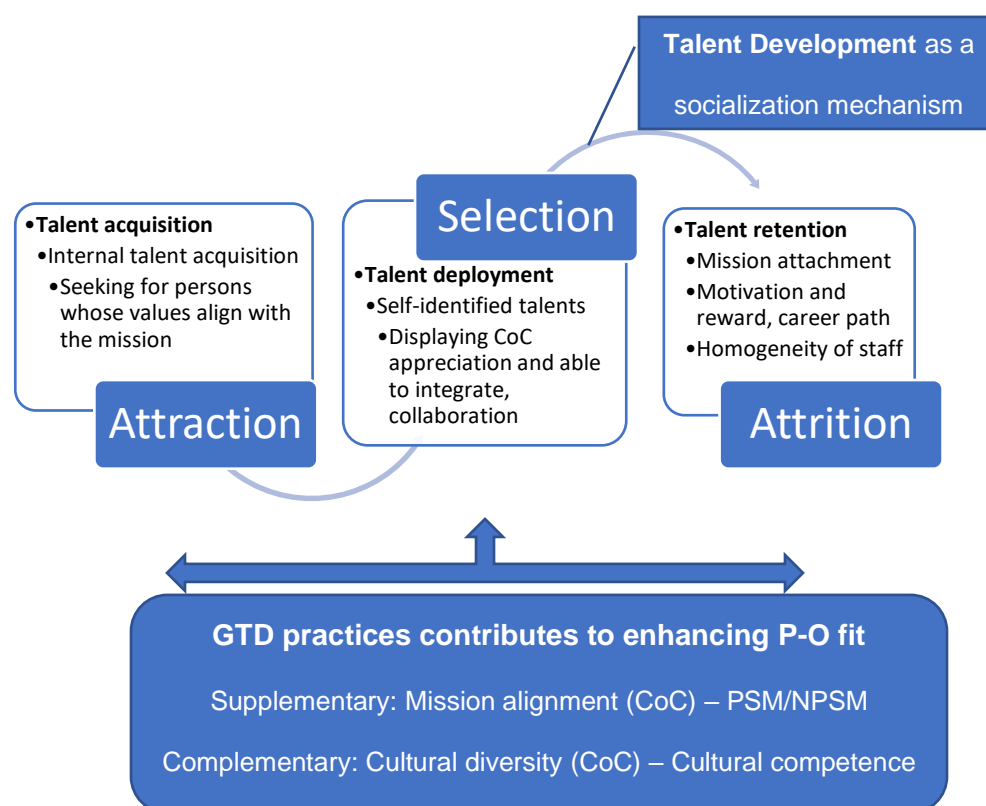
The above integration of relevant frameworks with the findings suggested that LA MAESTRA's GTD practice relies on the fit between the organization and its people. The notion of seeking and bringing in the right person that fits well with the organization remains of utmost importance. This is reflected in the top leadership perspective to identify the right talents to bring on board, preferring internal acquisition of talents who demonstrated fit in terms of mission attachment, life purposes, and values. Once talents are identified, constant mission reinforcements and socialization mechanisms (in the forms of talent development activities, i.e., mentoring, coaching, training, etc.) are conducted to ensure the maintenance of fit between the employees and the organizational culture. Furthermore, LA MAESTRA extends the concept of P-O fit from merely focusing on value congruence also to incorporate distinctive competency required to perform tasks that facilitate the deployment of the CoC model. Specifically, cultural and linguistic competence is identified as a critical resource that allows staff to excel in serving the culturally diverse populations in various initiatives and programs. Through achieving and maintaining a high level of fit between its people and organization, findings confirm the ASA cycle framework as most employees stay with the organization for an extended period with considerable low turnover rates (when compared to similar nonprofits).

From the discussions above, the most critical challenge identified is the right balance of internal and external talent composition to navigate the rapidly changing operating environment. Over-homogeneity of staff may undermine innovation, while diversifying staff, especially through external recruitments, may result in the lessening of

P-O fit. The next section will present practical recommendations that suggest human capital management strategies to navigate a rapidly changing environment.

<div align="center">**Recommendations**</div>

Two significant themes constituted the basis for suggesting professional recommendations and directing future research areas that need further examination. Regarding the talent management theme, results showed a highly unique strategic deployment of the GTD approach to acquire and develop talents. Top leadership is highly dedicated and devoted to mentorship of staff. The second set of findings emphasizes the leveraging of the organizational culture and integrative holistic wellness model to foster a diverse and inclusive culture. The deployment of the GTD approach supports internal talent acquisition to build its pool of talents amid limited organizational resources and capacity.

In moving forward, the organization may consider the alternative of external talent acquisition to fulfill its talent needs. In addition, the responsibility for talent development should devolve from the top leadership to lower levels in the organization. Three practical recommendations are aligned with the TM shifts suggested. First, the system-related recommendation suggested that talent management be integrated into a broader strategic HRM roadmap and action plans to allow more comprehensive implementations and deployments across all levels and functions. This would include succession management as one of the critical forward-thinking tools for LA MAESTRA to thrive and sustain in the long term.

The second recommendation focused on innovation, particularly on producing and sharing knowledge of expertise. Such knowledge transfer would allow the

organization to strengthen its partnership, to build allies and supporters, as well as to raise awareness and engagement amongst its key stakeholders. In addition, the knowledge creation aspect could be further developed to be systematic and formalized. As discussed earlier in this chapter, this could be a key driver of socialization in order to enhance the fit between people and the organization, and potentially enhance the fit of the external new recruits. Third, a people-focused recommendation, highlights ways to enhance diversity, and suggests a more balanced internal and external talent ratio, including identifying and grooming mid-level emerging talents that support long-term sustainability agenda. Figure 15 depicts the recommendations through the dimensions of the system of TM, process through innovation, and people through diversity and organizational culture, as explained prior.

Figure 15

System-Innovation-People: Recommendations for Enhanced TM Strategies
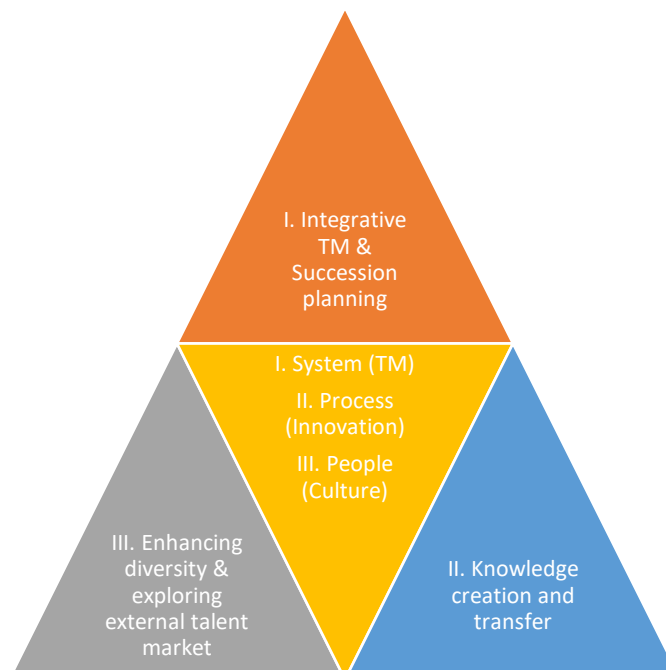
I. Integrative Talent Management and Succession Planning

LA MAESTRA has realized the potential benefits of talented employees who have been mostly developed in-house. However, empirical evidence suggests that LA MAESTRA leadership will likely have to further develop TM practices to support the expansion and future success of the organization. Therefore, current initiatives related to talents should be integrated into broader strategic HRM plans. Currently, evidence suggests that TM initiatives are spread throughout the organization, with one being the CEO's mentorship and coaching to some selected executives, the other being the Medical assistant (MA) track designed to be function specific. All of these initiatives are important but not yet integrated and managed under the same overarching strategic HRM masterplan. Talent management schemes should be emphasized and implemented through systematic and formal strategic plans. These programs should also be highlighted and communicated clearly throughout the organization at all levels.

At the governance level, board members should be briefed to gain initial approval, especially in terms of budget allocations and investments in TM programs and initiatives. Solid program rationale and impact projections need to be presented to win over support from the board members. As a result, periodic reviews and evaluations on TM programs need to be conducted to demonstrate potential impact through tangible results. Constant program assessments would allow leadership to spot what works and what does not work as time goes. Gradual adjustments to elements of the programs could be implemented as appropriate.

At the operational level, staff members should be informed about TM programs, its implications to their career development as well as their applicable pathways to be

considered a talent in their unit or department. Furthermore, the CEO and Chief of HR may delegate some aspects of their tasks related to talent management to others, who may be considered a program champion. This would allow all staff members and stakeholders to be aware of such initiatives and recognize their potential impacts, especially as they relate to their own developmental pathways and career growth prospects. This does not merely mean raising awareness of such programs, but also mainstreaming it in day-to-day operations. Such integration would allow each employee to have the chance to plan and to deploy TM elements with their individualized developmental plans (tied with systemic performance assessments), at their own will. Chief of HR should make sure that staff members at all levels can acquire proper developmental opportunities that help them enhance their competencies to be recognized as high potential, high-performance talents. For example, HR could build upon the MA career track by adapting the program to suit other functional areas such as tracks for Finance & Accounting, IT, Operations, etc., so these employees also understand aspects of career development within their profession.

Another key aspect of TM's framework is succession management. TM conceptual framework suggested succession management as a key driver that helps the organization to plan and forecast its workforce planning to continue its operations effectively. At LA MAESTRA, the CEO has developed successors over an extended period, specifically those talented employees who understand LA MAESTRA's diverse culture and work well in teams to deploy CoC integration. These talent successors should be further utilized by developing cross-functional expertise through rotations and stretch assignments. They should learn about their additional developmental opportunities, especially external ones, and plan their career path and growth opportunities, whether

short, medium, to longer term. In this case, talents are viewed as potential leader

successors at LA MAESTRA who could anticipate trends and counter changes and

disruptive forces.

To achieve this, master succession planning should be developed by the CEO and

applicable stakeholders. Succession planning could also be incorporated into a strategic

HRM plan so that reviews and evaluations are conducted and revisited per appropriate

time windows. This does not mean that succession planning should only be conducted for

particular talents at certain levels. Middle and emerging leaders of a unit may be their

departmental successors, given that they possess competencies and skills that

demonstrate the potentials to be further developed. This recommendation is in line with

Rothwell's succession planning lifecycle model generation 3, explained in Chapter 2,

which looks at the middle manager and key reports. To implement Generation 3 of the

model, it relies upon drafting up policies and procedures relevant to succession planning

and leverages upon competency and skills that these leaders shall possess to take up

higher responsibilities.

Another potential benefit of succession management is that it focuses on the

system rather than an individual person. Findings of this study show a substantial reliance

on the CEO and founder in managing and developing talents. Given that the CEO has

always been considered almost a sole champion in identifying and developing talents, the

challenge lies upon delegating and splitting such high-importance responsibility to groom

next-gen or upcoming talents in the foreseeable future. Therefore, proactive succession

plans, to be embedded in the long-term strategic HRM plan, could perhaps address the

issue.

The above-mentioned TM initiatives should be explored with a focus on IT and technology deployment. Tech-related investments are crucial for modern organizations to navigate changes and disruptive forces. Therefore, LA MAESTRA needs to project and anticipate changes that may affect its human capital, including talents. Findings pointed out that much of TM schemes are still deployed through the CEO and Chief of HR and that the use of technology in HRM-related areas has not been realized yet. Most IT-related investments are on infrastructure upgrades, namely the development of the next-gen platform that integrates data across numerous units to support patient case management. Similar platforms also need to be developed for HRM and TM matters. For instance, the digital workforce management platform allows HR to pull data in workforce planning and management. This centralized platform may include an employee database containing the necessary information, relevant records, and assessments, allowing easy usage from authorized users instead of keeping them on file. This also allows simple data utilization to manage talents.

The platform should also be accessible to the employees with respect to their own data and developmental opportunities. Developmental-wise, this platform could be partnered with an external content provider, e.g., Lynda, so that employees may subscribe to appropriate online courses through LA MAESTRA's sponsored subscription. LA MAESTRA currently has limited capacity to conduct in-house training and most of such training is conducted to satisfy FQHC's regulatory and compliance requirements.

Building their own HRM e-platform could broaden professional developmental opportunities for employees by letting them explore more online learning options and propose ones that would enhance skills and competencies they need to serve the unit and

the organization. Some of the many discussed forward-looking competencies for modern nonprofits may include design thinking, fundraising, social entrepreneurship, big data analytics, diversity & inclusion, digital literacy skills including tech-driven artificial intelligence (AI), work from home (WFH) and managing virtual teams, to name a few. The agility of leadership and HR becomes an apparent factor in ensuring that current and next-gen employees are equipped with skills and sets of competencies needed to thrive in such a highly volatile work environment. To do so, employees' reskilling and upskilling may be incorporated into appropriate HRM strategic plans, which will cascade down to individualized development plans. When employees are continually developed, this will contribute towards the organization's continuity and sustainability in the long run.

II. Knowledge Creation and Sharing

One of the areas that LA MAESTRA has done well in is tapping into the pool of talented students about to complete their degrees. This could be considered a proactive strategy to explore the pool of talents to source desired individuals when they are not yet employed. Such proactive talent acquisition gives LA MAESTRA an advantage in the competition for talent. Given that budgeting on staffing is tight, especially with financial cuts in recent years, LA MAESTRA has identified the pathway to pre-select top talents through externship programs available in several functions. What LA MAESTRA could do to elevate this strategy further is to more formally collaborate with partner institutions (e.g., universities) to identify the strengths and weaknesses of graduates who had joined after externship. Data-driven strategies could be crafted to facilitate the development of these externs while at LA MAESTRA and even before that.

Training could be directed while they are in practice by allocating some extra hours to achieve certification or accreditation from LA MAESTRA or other providers. For instance, LA MAESTRA may enroll these externs in customer service or case management courses, either online or on-site. If they choose to join the organization (and stay for a certain number of years), contingent upon performances, the training costs may be reimbursed similar to student loan repayment programs. At the same time, directed training may even be provided before they extern at LA MAESTRA. This strategy will allow LA MAESTRA to identify skills and competencies that they would like to see in graduates. As a bridge between educational and health nonprofit subsectors, LA MAESTRA may approach educational institutions to co-create workshops or course training with them.

For example, the organization may choose to develop a 'health nonprofit management 101' spin-off certificate for students in selected programs because the area is what the organization specializes in for many years. Similar to a health care focused MBA, aspects of nonprofit management may be covered over the course of the program. This would allow LA MAESTRA staff to cover areas within their expertise or specialization, e.g., CEO on the importance of mission attachment and holistic wellness CoC approach, Chief of IT on digitalization of nonprofits, or the CFO on nonprofit financial accounting and fundraising management.

Furthermore, these students may be invited to see the day-to-day operations of a health nonprofit. For instance, LA MAESTRA could develop 'A day in the life of … series' for medical, nurses, and medical assistant functions to let participants understand what happens on the ground as related to their functional areas. The actual experience

would let them decide to appreciate the real work settings to see whether the job would

be right for them. This also helps LA MAESTRA determine the fit between a person and

the organization because it tends to screen out those who may have not fit well and quit

early. By deliberately sharing LA MAESTRA's own knowledge base and integrate them

with the existing educational curriculum, the skillsets of externs who will potentially

become part of the organization would be enhanced. The whole sector and society also

benefit since they bring practically relevant skills to serve other nonprofit organizations.

The strategy would save the organization indirect opportunity costs in terms of time and

training budget.

Another potential source of talents is represented by the pool of volunteers as

well as the organization's allies. These supportive groups of people may be considered for

developmental opportunities as well. Considering limited resources, nonprofits must rely

on support from volunteers and advocates in terms of time and effort to run advocacy

campaigns as well as financial contributions through fundraising activities. Part of a

certificate program could also be offered to these groups just as they were available to

externs and interested students.

Technological advances allow organizations to raise awareness among wider

audiences at lower costs than before. LA MAESTRA could leverage technology to create

and share knowledge in more effective and efficient forms, including using widely used

platforms such as ZOOM or Google classrooms. Such recorded media files may be

copyrighted to generate new sources of revenue. At the same time, strategically focus on

what the organization does best, i.e., CoC innovative model of care, D&I strategy through

cultural liaisons (CL), LA MAESTRA may be able to enhance its brand and mission using such new technological outreach.

III. Enhancing Diversity and Exploring External Talents

LA MAESTRA has embraced diversity when considering relevant initiatives such as its flagship cultural liaisons (CL) model. However, the program seems to place a high emphasis on the linguistic and ethnic aspects of diversity over others. Currently, most of the discussed elements are languages spoken and the number of nationalities of employees to serve a diverse population. One of the areas that are left underexplored at LA MAESTRA is the diversity of ideas and experiences that are brought with the talents acquired. Most of the talents who participated in this study have their work experiences within the nonprofit sector. Only two of the participants have gained expertise in the private and public sectors. The implication is that LA MAESTRA leaders with similar sectoral experiences may not have very diverse perspectives regarding organizational management. Thus, one of the recommendations is to explore the external talent market to tap into pools of the workforce that may generate different viewpoints and perspectives. According to the ASA framework, it is likely that over time people who remain with the organization will become more similar to each other, compared to those outside the organization. Therefore, diversifying talents and having more external talents on board might be a sensible solution to address the potential risks of 'group think'.

The TM literature suggests 'poaching' as one of the available talent acquisition strategies that could well be applied to address this issue. Poaching allows the organization to tap into competitors' top stars who are highly visible across the industry and approach them by offering attractive remuneration to join (Dokko & Jiang, 2017;

Gardner, 2005). Many third-party recruitment agencies have performed a lot of poaching in the private sector.

This recommendation is based upon applying Rothwell's succession planning lifecycle model, particularly on Generations 4 and 5 implementation premises. The Generation 4 premise suggests grooming internal talents through developmental approaches, including the use of the competency model, performance appraisals individual development plans. This method is what the organization is deploying through the use of GTD practice.

The premise of the model's Generation 5 suggests that the organization considers acquiring talents from external sources. By extending the recommendation to further enhance the pool of talents by blending more external talents into the organization, this recommendation foresees more balanced ratios of the talent pool, comprising of internal and external talents who shall become leaders that thrive in a future volatile and agile environment. LA MAESTRA should, therefore, explore hiring top external talents from the job market with a proven track record. This may begin with filling or replacing key strategic positions that are identified by leadership. One of the areas that maybe the pilot area is, for instance, Information Technology (IT). IT is considered the area that could be highly affected by external disruptions.

The main initial challenge of hiring external talent is associated with expected remuneration packages that comply with the industry standards and expectations. Once this issue is addressed, a key goal is to properly integrate external talent. When they work together, ideas and viewpoints are constantly exchanged, and this promotes knowledge sharing and learning across the organization. The CEO's technique to cross-train staff

may alleviate the issue and build empathy, understanding, and respect amongst employees.

An alternative to permanent hiring may be hiring external talents on demand. For instance, LA MAESTRA could outsource some of its tasks to professional consultants such as fundraising professionals. Given that fundraising may be seasonally based on major campaigns or fixed-calendar activities, LA MAESTRA may hire top fundraising to work on a project-by-project basis. Results-wise, this method may well bring more benefits than not being able to hire a talented fundraiser fulltime because of budget constraints.

Outsourcing may also be a solution to the need for increased training and staff development. So far, LA MAESTRA has split up aspects of training amongst recruitment staff, HR general staff, externship coordinator, and the Chief of HR herself. Given that learning and development (L&D) is a crucial aspect to any organization to develop its people, LA MAESTRA should consider hiring external L&D specialists or consultants to work alongside its HR staff to develop more professional development sessions that serve the needs of its employees. This will enable the next layers of talents to emerge that also support succession management. The manager-levels could be identified as 'emerging leaders that they may be further groomed and developed in the same way that the CEO had done with the current group.

Scope Conditions/Limitations

The results of this study have purposefully downplayed issues of possible 'group think' and more extrinsic motives (e.g., financial remuneration) because it primarily relied on PSM and P-O fit as theoretical lenses. By outlining these concepts' relevance,

the researcher acknowledges the importance of integrating the potential areas that the research could have undertaken to support interpretations and sensemaking of the inquiry.

Other established motivational factors, particularly those with an emphasis on extrinsic motives such as compensation and rewards may play important roles alongside intrinsic motives. The emphasis of this study was on the fit between the person and the organization since this is also LA MAESTRA's primarily focus. Scholars have begun to challenge the perception that nonprofit employees are primarily motivated by mission and have argued that both intrinsic and extrinsic motives matter (Ryan & Deci, 2000; Theuvsen, 2004). Specifically, an overemphasis of intrinsic values may lead to employee burnout and decrease in work morale (Gazley, 2016).

One particular risk of LA MAESTRA's present talent strategy is the emergence of 'group think,' or a lack of diversity of perspective due to the homogenization of the leadership as an outcome of the ASA cycle. This study did not explicitly explore this topic because it would have required a different research design, observations and measurements. Since the concept of 'group think' remains difficult to define and operationalize, only limited empirical studies have been conducted (Turner & Pratkanis, 1998).

Finally, I should stress that the research has been primarily conducted on a selected group of top-level talented individuals, all of whom holding titles of directors and members of the current management team. This implies that the study defined talent as primarily positional and included those who have managed to reach key strategic positions (Boudreau & Ramstad, 2005; Collings & Mellahi, 2009; Whelan, Collings, &

Donnellan, 2010). However, this should not be taken as meaning that there are no other talents across the organization. Some of the TM literature supports the notion of talent defined by displays of high performance, visibility, and social capital. Therefore, some talented employees may hold middle-level positions or be front line staff who display high potential and deliver exemplary performances in attaining organizational mission. Consistent with the discussed Generation 3 of Rothwell's succession planning lifecycle model that urges the organization to prepare for its sustainability and consider implementing succession planning and TM, middle managers are a key pool of new leadership. A more inclusive perspective reminds scholars and practitioners in the field to note the importance of high potential talents who may assume roles in various capacities across the organizational levels.

Future Research Directions

This qualitative study contributes to the body of knowledge in nonprofit human resource management and talent management. Since there has been limited knowledge of talent management in a nonprofit organization, findings generated from the study contribute to the understanding of how a nonprofit organization builds and manages its talent pool. This study also explored the perspectives of two groups at different levels, making it one of the pioneering studies to focus on comparing perceptions on TM between two subgroups within the same entity. Thus, given that the lessons learned through the results are highly context-specific, future research could explore a number of additional avenues.

First, the practice of the GTD approach could be further explored by comparing LA MAESTRA to similar health nonprofits, i.e., FQHCs, either in similar size or

capacity. Since other FQHCs will have their own organizational cultures, this may help validate the significance of LA MAESTRA's culture and the GTD approach deployment. Second, the same logic of inquiry may be applied to different types of organizations such as other public and private hospitals. Third, this study did not investigate the role of non-talents and their role in work settings. The TM literature has considered the role of non-talents or non-star employees, especially how they shape the overall work context. Such a focus would add more nuance and depth in understanding TM practices within an organization. Finally, global researchers may find this study useful as a starting point to further explore TM in nonprofits across regions. The comparative lens may be utilized to generate findings across geographical locations, whether US health nonprofits on the East coast or other similar organizations outside of the United States. The researcher intends further to examine TM in the context of Southeast Asian nonprofits to build relevant theories in the coming years.

Autobiographical Reflection

By undertaking this research, several aspects are worth noting to reflect upon my learning journey throughout the process. First, I have gained thorough understandings of how to design and apply research methods in a real setting. Throughout the design process, several aspects had to be deliberately determined to select the representative site that could address my logic of inquiry in understanding how a health nonprofit builds and manages its talents. Given that TM is relatively a young field, and even less research has been conducted within the context of the nonprofit sector, my networks of scholar community have supported me in establishing and maintain invaluable connections to identify LA MAESTRA as the potential site to conduct the study. I also consider this a

learning process in bringing a proposed plan to life and believe the skills to make scholarly connections will bring about collaborative efforts in my future career in academia, either regionally or globally.

By immersing in the data, I have witnessed the complexity of codes generated while realizing the power of coding techniques in formulating them into appropriate categorical and thematic places. Then, the analysis of data reflects how I utilize TM and relevant conceptual frameworks to make meaning for interpretation and realize how things are pieced together. The described learning process was literally not achieved in weeks but through months of constant reformulations on coding and analysis. Though the further acquisition of HRM-related documents may allow interpretation and analysis to be more thorough, I viewed adaptability as one of the emerged skills to utilize resources and leverage upon the available data. Second, I realize that the qualitative journey is about embracing people's perception and how they view the world from their standpoints, contrary to some quantitative methods which allowed for pre-set responses to a certain degree. I have to remind myself to be neutral and non-judgmental even though what they express may not conform to my predispositions, values, and beliefs.

The research also highlighted interesting areas that I could further examine the realms of HRM and TM. As discussed above, research findings and recommendations point toward further exploration of TM in the context of nonprofit across many other regions. I hope to bring the experiences gained from this initial study to conduct subsequent research that further enhances TM conceptual understandings.

REFERENCES

Aguinis, H. & O'Boyle, E., Jr. (2014). Star Performers in Twenty-First Century
 Organizations. *Personnel Psychology, 67*, 313-350.

Ana, H. (2009). *War of talent*. Tilburg University.

Arbour, S., Kwantes, C. T., Kraft, J. M., & Boglarsky, C. A. (2014). Person-organization
 fit: Using normative behaviors to predict workplace satisfaction, stress and
 intentions to stay. *Journal of Organizational Culture, Communications and
 Conflict*, *18*(1), 41.

Armstrong, M. (2006). *A handbook of human resource management practices.* (10th ed.).
 Kogan.

Ashforth, B. E. (2016). Organizational, subunit, and individual identities. In M. G. Pratt,
 M. Schultz, B. E. Ashforth, & D. Ravasi (Eds.), *The Oxford handbook of
 organizational identity* (pp. 79-92). Oxford University Press.

Autor, D. (2009). Studies of labor market intermediation: Introduction. In D. Autor (Ed.),
 Studies of labor market intermediation (pp. 1-26). University of Chicago Press.

Axelrod, E. L., Handfield-Jones, H., & Welsh, T. A. (2001). War for talent: Part two.
 McKinsey Quarterly, *2*, 9-12.

Bagues, M., & Sylos Labini, M. (2009). Do online talent intermediaries matter? The
 impact of Alma Laurea on the university-to-work transition. In D. Autor (Ed.),
 Studies of labor market intermediation (pp. 127-154). University of Chicago
 Press.

Ballesteros, S. R., & Inmaculada, D. F. (2010). *Talents the key for successful*

organization. Unpublished thesis, Linnaeus School of Business & Economics, Linnaeus University.

Ban, C., Drahnak-Faller, A., & Towers, M. (2003). Human resource challenges in human service and community development organizations: Recruitment and retention of professional staff. *Review of Public Personnel Administration. 23*(2), 133–153.

Bauer, T. N., Maertz Jr, C. P., Dolen, M. R., & Campion, M. A. (1998). Longitudinal assessment of applicant reactions to employment testing and test outcome feedback. *Journal of applied Psychology*, *83*(6), 892-903.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Bayo-Moriones, A., & Ortin-Angel, P. (2006). Internal promotions versus external recruitment in industrial plants in Spain. *Industrial and Labor Relations Review, 59*, 451-470.

Becker, B. E., Huselid, M. A., & Beatty, R. W. (2009). *The differentiated workforce*. Harvard Business Press.

Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy, 70*(5), 9-49.

Becker, G. S. (1993). *Human capital; a theoretical and empirical analysis with special reference to education*. University of Chicago Press.

Beechler, S., & Woodward, I. C. (2009). The global "war for talent." *Journal of International Management, 15*, 273-285.

Bethke-Langenegger, P., Mahler, P., & Staffelbach, B. (2011). Effectiveness of talent

management strategies. *European Journal of International Management*, *5*, 524-539.

Bidwell, M. (2013). What happened to long term employment? The role of worker power and environmental turbulence in explaining declines in worker tenure. *Organization Science, 24*, 1061-1082.

Bidwell, M. (2017). Managing talent flows through internal and external labor markets. In D. G. Collings, K. Mellahi, & W. F. Cascio (Eds.), *The Oxford handbook of talent management* (pp. 281-298). Oxford University Press.

Bidwell, M., & Briscoe, F. (2010). The dynamics of interorganizational careers. *Organization Science, 21*, 1034-1053.

Bidwell, M., & Fernandez-Matteo, I. (2010). Relationship duration and returns to brokerage in the staffing sector. *Organization Science, 21*, 1141-1158.

Bidwell, M., & Mollick, E. (2015). Shifts and ladders: comparing the role of internal and external mobility in managerial careers. *Organization Science, 26*, 1629-1645.

Biglaiser, G. (1993). Middlemen as experts. *RAND Journal of Economics, 24*, 212-223.

Blass, E. (2009). *Talent management: Cases and commentary*. Palgrave MacMillan.

Bogdan, R., & Biklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Allyn and Bacon.

Bonet, R., & Hamori, M. (2017). Talent intermediaries in talent acquisition. In D. G. Collings, K. Mellahi, & W. F. Cascio (Eds.), *The Oxford handbook of talent management* (pp. 249-267). Oxford University Press.

Bonner, L. & Obergas, J. (2009). Nonprofit leadership development: A model for

identifying and growing leaders within nonprofit organizations. Looking Glass
Institute.

Boudreau, J. W., & Ramstad, P. M. (2005). Talentship, talent segmentation, and
sustainability: A new HR decision science paradigm for a new strategy definition.
Human Resource Management, *44*, 129-136.

Breaugh, J., & Starke, M. (2000). Research on employee recruitment: So many studies,
so many remaining questions. *Journal of Management, 26*, 405-434.

Bright, L. (2007). Does person-organization fit mediate the relationship between public
service motivation and the job performance of public employees?. *Review of
Public Personnel Administration*, *27*(4), 361-379.

Brooks, S. (2007). Getting a hand hiring top talent. *Restaurant Business, 106*(10), 22-26.

Brown, W. A., & Yoshioka, C. F. (2003). Mission attachment and satisfaction as factors
in employee retention. *Nonprofit Management Leaders. 14*, 5–18.

Burkus, D. & Osula, B. (2011). Faulty intel in the war for talent: Replacing the
assumptions of talent management with evidence-based strategies. *Journal of
Business Studies Quarterly, 3*(2), 1-9.

Cable, D. M., & Parsons, C. K. (2001). Socialization tactics and person-organization fit.
Personnel Psychology, *54*(1), 1-23.

Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of
subjective fit perceptions. *Journal of Applied Psychology*, *87*(5), 875-884.

Call, M. L., Nyberg, A. J., & Thatcher, S. M. (2015). Stargazing: An integrative
conceptual review, theoretical reconciliation, and extension for star employee
research. *Journal of Applied Psychology,100*(3), 623-640.

Cappelli, P. (1999). *The new deal at work: Managing the market-driven workforce*. Harvard Business School Press.

Cappelli, P. (2001). Making the Most of On-Line Recruiting. *Harvard Business Review*, 79, 139-146.

Cappelli, P. (2008). Talent management for the twenty-first century. *Harvard Business Review, 86*(3), 74-81.

Cappelli, P. (2009). A supply chain model for talent management. *People and Strategy, 32*(3), 4-7.

Cappelli, P., & Keller, J. R. (2017). The historical context of talent management markets. In D. G. Collings, K. Mellahi, & W. F. Cascio (Eds.), *The Oxford handbook of talent management* (pp. 23-41). Oxford University Press.

Carpenter, H. (2017). Talent management. In J. K. Word & J. E. Sowa (Eds.), *The Nonprofit Human Resource Management Handbook: From Theory to Practice.* (pp. 122-141). Routledge.

Carpenter, H. & Qualls, T. (2015). The talent development platform: Putting people first in social change organizations. Jossey-Bass.

Cascio, W., & Graham, B. (2016). New strategic role for HR: Leading the employer branding process. *Organization Management Journal, 13*, 182-192.

Cepin, G. (2012). Choose wisely when hiring a search firm to recruit for key positions. *CPA Practice Management Forum, 8(*10), 8-11.

Chambers, E. G., Foulon, M., Handfield-Jones, H., Hankin, S. M., & Michaels, E. G., III. (1998). The war for talent. *The McKinsey Quarterly, 3*, 44-57.

Chan, W. (1996). External recruitment versus internal promotion. *Journal of Labor*

Economics, 14, 555-570.

Chan, W. (2006). External recruitment and intrafirm mobility. *Economic Inquiry, 44*, 169-184.

Chapman, D., & Webster, J. (2003). The use of technologies in the recruiting, screening, and selection processes for job candidates. *International Journal of Selection and Assessment, 11*, 113-120.

Charan, R., Drotter, S. J., & Noel, J. L. (2001). *The leadership pipeline: How to build the leadership-powered company*. Jossey-Bass.

Chatman, J. A. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review, 14(*3), 333-349.

Cinar, E. (2019). The effect of person-organization fit on the organizational identification: The mediating role of organizational attractiveness. *Eurasian Journal of Business and Management*, *7*(1), 74-84.

CIPD (2007). *Talent management: Strategy, policy, practice*. Chartered Institute of Personnel and Development.

CIPD (2009). *Talent management factsheet*. Chartered Institute of Personnel and Development.

Clark, T. (1992). Management selection by executive recruitment consultancies: A survey and explanation of selection methods. *Journal of Managerial Psychology, 7*(6), 3-10.

Cole-Gomulka, G. A. (2007). *Management theory and practice* (6th ed), Thomson Learning.

Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and

research agenda. *Human Resource Management Review, 19*(4), 304-313.

Collings, D.G., Cascio, W. & Mellahi, K. (2017). *The Oxford Handbook of Talent Management*. Oxford University Press.

Cooper-Thomas, H. D., Van Vianen, A., & Anderson, N. (2004). Changes in person–organization fit: The impact of socialization tactics on perceived and actual P–O fit. *European Journal of Work and Organizational Psychology*, *13*(1), 52-78.

Coulson-Thomas, C. (2012). Talent management and building high performance organisations. *Management Services, 56*, 36-41.

Crabtree, B. F., & Miller, W. L. (Eds.). (1999). *Doing qualitative research* (2nd ed.). Sage.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Cronbach, L. J. (1975). Beyond the two disciplines of scientific psychology. *American Psychologist, 30*(2), 116-127.

De Cooman, R., De Gieter, S., Pepermans, R., Hermans, S., Du Bois, C., Caers, R., & Jegers, M. (2009). Person–organization fit: Testing socialization and attraction–selection–attrition hypotheses. *Journal of Vocational Behavior*, *74*(1), 102-107.

Dickson, M. W., Resick, C. J., & Goldstein, H. W. (2008). Seeking explanations in people, not in the results of their behavior: Twenty-plus years of the attraction-selection-attrition model. In D. B. Smith (Ed.), *LEA's organization and management series. The people make the place: Dynamic linkages between individuals and organizations* (pp. 5–36). Taylor & Francis.

Dineen, B., & Allen, D. (2013). Internet recruiting 2.0: Shifting paradigms. In K. Yu &

D. M. Cable (Eds.), *The Oxford handbook of recruitment* (pp. 382-401). Oxford University Press.

Dobrev, S. (2005). Career mobility and job flocking. *Social Sciences Research, 34*(4), 800-820.

Doeringer, P., & Piore, M. (1971). *Internal labor markets and manpower analysis*. Heath.

Dokko, G., & Jiang, W. (2017). Managing talent across organizations: The portability of individual performance. In D. G. Collings, K. Mellahi, & W. F. Cascio (Eds.), *The Oxford handbook of talent management* (pp. 115-133). Oxford University Press.

Dries, N. (2013). The psychology of talent management: A review and research agenda. *Human Resource Management Review, 23*(4), 272-285.

Dries, N., & Pepermans, R. (2008). "Real" high-potential careers. *Personnel Review, 37*(1), 85-108.

Dubouloy, M. (2004). The transitional space and self-recovery: A psychoanalytical approach to high-potential managers' training. *Human Relations, 57*(4), 467-496.

Echols, M. E. (2007). Learning's role in talent management. *Chief Learning Officer, 6(*10), 36–40.

Faliagka, E., Tsakalidis, A., & Tzimas, G. (2012). An integrated e-recruitment system for automated personality mining and applicant ranking. *Internet Research, 22*, 551-568.

Finlay, W., & Coverdill, J. (1999). The search game: Organizational conflicts and the use of headhunters. *Sociological Quarterly, 40*, 11-30.

Flyvbjerg, B. (2011). Case study. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage

handbook of qualitative research (pp. 301-316). Sage.

Froelich, K., McKee, G., & Rathge, R. (2011). Succession planning in nonprofit organizations. *Nonprofit Management & Leadership, 22*(1), 3-20.

Garner, T. (2005). Interfirm competition for human resources: Evidence from the software industry. *Academy of Management Journal, 48*, 237-256.

Gazley, B. (2016). The nonprofit sector labor force. *Public human resource management: Problems and prospects*, 90-103.

Gazley, B. (2017). Theories of the nonprofit sector. In J. K. Word & J. E. Sowa (Eds.), *The Nonprofit Human Resource Management Handbook: From Theory to Practice.* (pp. 15-28). Routledge.

Glen, C. (2007). Fostering talent opportunity: Getting past first-base. *Strategic Direction, 23(*10), 3-5.

Grobler, A. (2016). Person-organisational fit: A revised structural configuration. *Journal of Applied Business Research*, *32*(5), 1419-1434.

Groothuis, P. A., Hill, J. R., & Perri, T. (2009). The dilemma of choosing talent: Michael Jordans are hard to find. *Applied Economics*, *41*(25), 3193-3198.

Groysberg, B., & Lee, L. (2009). Hiring stars and their colleagues: Exploration and exploitation in professional service firms. *Organization Science, 20*(4), 740-758.

Groysberg, B., Lee, L., & Nanda, A. (2008). Can they take it with them? The portability of star knowledge workers performance. *Management Science, 54*(7), 1213-1230.

Groysberg, B., Sant, L. & Abrahams, R. (2008) "When 'Stars' Migrate, Do They Still Perform Like Stars?" *MIT Sloan Management Review 50(*1), 41-46.

Guarino, A. C. (2007). *Smart is not enough!: The South Pole strategy and other powerful*

talent management secrets. John Wiley & Sons.

Guo, C., Brown, W. A., Ashcraft, R. F., Yoshioka, C. F., & Dong, H. K. D. (2011). Strategic human resource management in nonprofit organizations. *Review of Public Personnel Administration, 31*, 248-269.

Hanley, J. (1999). Beyond the tip of the iceberg. *The Community Circle of Caring Journal*, *3*(2), 9-12

Hansmann, H. (2006). Two systems of Law for Corporate Governance: Nonprofit versus For Profit. *Yale Law School,* 5.

Hausknecht, J. (2017). Talent and turnover. In D. G. Collings, K. Mellahi, & W. F. Cascio (Eds.), *The Oxford handbook of talent management* (pp. 361-374). Oxford University Press.

Houston, D. J. (2006). "Walking the walk" of public service motivation: Public employees and charitable gifts of time, blood, and money. *Journal of Public Administration Research and Theory*, *16*(1), 67-86.

Huang, J. (2001). Succession management systems and human resource outcomes. *International Journal of Manpower, 22*, 736-747.

Hughes, J. C., & Rog, E. (2008). Talent management: A strategy for improving employee recruitment, retention and engagement within hospitality organizations. *International Journal of Contemporary Hospitality Management*, *20*(7), 743-757.

Johnson, J. M. & Ng, E. S. (2016). Money talks or Millennials walk: The effect of compensation on nonprofit Millennial workers sector-switching intentions. *Review of Public Personnel Administration, 36(*3), 283-305.

Kapila, M. (2014) *The Business Case for Investing in Talent*. Stanford Social Innovation

Review, https://ssir.org/articles/entry/the_business_case_for_investing_in_talent

Kehoe, R. R., Lepak, D. P., & Bentley, F. S. (2016). Let's call a star a star: Task performance, external status, and exceptional contributors in organizations. *Journal of Management, 44*(5), 1848-1872.

Kim, Y. (2017). Succession Planning and Management in Nonprofit Organizations. In J. K. Word & J. E. Sowa (Eds.), *The Nonprofit Human Resource Management Handbook: From Theory to Practice.* (pp.101-121). Routledge.

King, Z., Burke, S., & Pemberton, J. (2005). The "bounded" career: An empirical study of human capital, career mobility, and employment outcomes in a mediated labor market. *Human Relations, 58*, 981-1007.

Khurana, R. (2002). *Searching for a corporate savior: The irrational quest for charismatic CEOs*. Princeton University Press.

Kramer, K. & Nayak, P. (2013). *Nonprofit leadership development: What's your "plan A" for growing future leaders?.* The Bridgespan Group.

Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology, 49(*1), 1-49.

Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individual's fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel Psychology, 58(*2), 281-342.

Kvale, S. (2007). *Doing Interviews*. Sage.

Kvale, S. & Brinkmann, S. (2009). Interviews: Learning the craft of qualitative research interviewing. Sage.

Laumer, S., Eckhardt, A. & Weitzel, T. (2012). Online gaming to find a new job:

    Examining job seekers' intention to use serious games as a self-assessment tool.

    German Journal of Research in Human Resource Management, 26, 218-240.

Lavelle, J. (2007). On workforce architecture, employment relationships and lifecycles:

    Expanding the purview of workforce planning & management. *Public Personnel*

    Management, 36(4), 371-385.

Leete, L. (2001). Whither the nonprofit wage differential? Estimates from the 1990

    census. *Journal of Labor Economics*, *19*(1), 136-170.

Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human*

    Resource Management Review, 16, 139-154.

Logan, J. (1996). Opportunity and choice in socially structured markets. *American*

    Journal of Sociology, 102, 114-160.

Louis, M. R. (1980). Surprise and sense making: What newcomers experience in entering

    unfamiliar organizational settings. *Administrative Science Quarterly, 25*, 226-251.

Lucy, C. R., Sedmak, D., Notestine, M., & Souba, W. (2010). Rock stars in academic

    medicine. *Academic Medicine ,85*(8), 1269-1275.

Mann, G. A. (2006). A motive to serve: Public service motivation in human resource

    management and the role of PSM in the nonprofit sector. *Public Personnel*

    Management, *35*(1), 33-48.

March, J. G. & Simon, H. A. (1958). *Organizations*. John Wiley& Sons.

Marchal, E., Mellet, K., & Rieucau, G. (2007). Job board toolkits: Internet matchmaking

    and changes in job advertisements. *Human Relations, 60*, 1091-1113.

Marselian, Z. (2020). La Maestra's Circle of Care: Studying the impact of an integrated

service model on the health and well-being of vulnerable populations [Doctoral dissertation, The University of San Diego]. Digital USD.

Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research* (6th ed.). Sage.

McDonald, B. & P. Rogers, (2014). *Interviewing, methodological briefs: Impact Evaluation*. UNICEF Office of Research.

McDonnell, A. (2011). Still fighting the "war for talent"? Bridging the science versus practice gap. *Journal of Business Psychology, 26*, 169-173.

McDonnell, A., Lamare, R., Gunnigle, P., & Lavelle, J. (2010). Developing tomorrow's Leaders - Evidence of global talent management in multinational enterprises. *Journal of World Business, 45*, 150–160.

McGrath, L. (2012). Social media and employment: Is there a limit?. *Interdisciplinary Journal of Contemporary Research in Business, 4*(1), 17-24.

Mensah, J. K., & Bawole, J. N. (2018). Testing the mediation effect of person-organization fit on the relationship between talent management and talented employees' attitudes. *International Journal of Manpower, 39*(2), 319-333.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Jossey-Bass.

Michaels, E., Axelrod, B., & Handfield-Jones, H. (2001). *The war for talent*. Harvard Business School Press.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Morton, L. (2005). *Talent management value imperatives: Strategies for execution*. The Conference Board.

Naff, K. C., & Crum, J. (1999). Working for America: Does public service motivation make a difference?. *Review of Public Personnel Administration*, *19*(4), 5-16.

Neumann, W. L. (2009). *Basics of social research: Qualitative and quantitative approaches* (2nd ed.). Pearson.

Nonprofit HR. (2019). *2018 Nonprofit Talent Management Priorities Survey.* Nonprofit HR. https://www.nonprofithr.com/2018-talent-management-priorities-survey/

Noon, M. (2007). The fatal flaws of diversity and the business case for ethnic minorities. *Work, Employment & Society, 21*(4), 773-784.

O'Boyle, E., & Kroska, S. (2017). Star performers. In D. G. Collings, K. Mellahi, & W. F. Cascio (Eds.), *The Oxford handbook of talent management* (pp. 43-65). Oxford University Press.

O'Reilly III, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, *34*(3), 487-516.

Osterman, P. (1987). Choice of employment systems in internal labor markets. *Industrial Relations, 26*, 46-67.

Parry, E., & Wilson, H. (2009). Factors influencing the adoption of online recruitment. *Personnel Review, 38*, 655-673.

Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Sage.

Peck, D. (2013). *They're watching you at work.* The Atlantic. http://www.theatlantic.com/magazine/archive/2013/12/theryre-watching-you-at-work/

Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. *Public*

Administration Review, *50*, 367-373.

Pfeffer, J. (2001). Fighting the war for talent is hazardous to your organization's health. *Organizational Dynamics,29*(4), 248-259.

Pfeffer, J., & Cohen, Y. (1984). Determinants of internal labor markets in organizations. *Administrative Science Quarterly, 29*, 550-572.

Pinfield, L. (1995). *The operation of internal labor markets: Staffing practices and vacancy chains.* Springer.

Pynes, J. E. (2009). *Human resources management for public and nonprofit organizations: A strategic approach* (3rd ed.). Jossey-Bass.

Rao, H., & Drazin, R. (2002). Overcoming resource constraints on product innovation by recruiting talent from rivals: A study of the mutual fund industry, 1986-94. *Academy of Management Journal, 45*, 491-507.

Richards, L., & Morse, J. M. (2007). *Readme first for user's guide to qualitative methods.* Sage.

Rosenbaum, J. (1979). Tournament mobility: Career patterns in a corporation. *Administrative Science Quarterly, 24*, 220-241.

Rothwell, W. J. (2005). *Effective succession planning: Ensuring leadership continuity and building talent from within* (3rd ed.). Amacom.

Rothwell, W. J. (2011). Replacement planning: A starting point for succession planning and talent management. *International Journal of Training and Development, 15*, 87-99.

Rothwell, W. J. (2012). Talent management: Aligning your organization with best

practices in strategic and tactical talent management. *Training & Development, 39*(2), 12-14.

Rowland, M. (2011). How to cement a diversity policy: The key role of talent development. *Human Resource Management International Digest, 19(*5), 36-38.

Ruhm, C. J. & Borkowski, C. (2003). Compensation in the nonprofit sector. *Journal of Human Resources, 38*(4), 992-1021.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, *25*(1), 54-67.

Salamon, L. M., & Sokolowski, W. (2018). Beyond nonprofits: In search of the third sector. In *The third sector as a renewable resource for Europe* (pp. 7-48). Palgrave Macmillan.

Saldana, J. (2008). *Coding manual for qualitative researchers*. Sage.

Santhoshkumar, R., & Rajasekar, N. (2012). Talent measure sculpt for effective talent management: A practical review. *IUP Journal of Management Research, 11*, 38-47.

Schein, E. H. (1993). On dialogue, culture, and organizational learning. *Organizational Dynamics*, *22*(2), 40-51.

Schneider, B. (1987). The people make the place. *Personnel Psychology*, *40*(3), 437-453.

Schneider, B., Goldstein, H. W., & Smith, D. B. (1995). The ASA framework: An update. *Personnel Psychology*, *48*(4), 747-773.

Searle, J. R. (1995). *The construction of social reality*. Allen Lane.

Selden, S. (2009). *Human capital*. CQ Press.

Shulman, B., & Chiang, G. (2007). When to use an executive search firm and how to get

the most out of the relationship. *Employment Relations Today, 34*, 13-19.

Sipe, L. & Ghiso, M. (2004). Reflections from the field: Developing conceptual

categories in classroom descriptive research – some problems and possibilities.

Anthropology and Education Quarterly, *35(*4): 472–485.

Somaya, D., Williamson, I. O., & Lorinkova, N. (2008). Gone but not lost: The different

performance impacts of employee mobility between cooperators versus

competitors. *Academy of Management Journal, 51*(5), 936-953.

Spilderman, S., & Lunde, T. (1991). Features of educational attainment and job

promotion prospects. *American Journal of Psychology, 97*, 689-720.

Stahl, G., Björkman, I., & Vaara, E. (2007). Cultural differences and capability transfer in

cross-border acquisitions: The mediating roles of capability complementarity,

absorptive capacity, and social integration. *Journal of International Business*

Studies, 38, 658–672.

Stewart, J. & Harte, V. (2010). The implications of talent management for diversity

training: An exploratory study. *Journal of European Industrial Training*, *34(*6),

506-518.

Stone, D., Lukaszewski, K., Stone-Romero, E., & Johnson, T. (2013). Factors affecting

the effectiveness and acceptance of electronic selection systems. *Human*

Resources Management Review, 23, 50-70.

Stone, D., Deadrick, D., Lukaszewski, K., & Johnson, R. (2015). The influence of

technology on the future of human resource management. *Human Resource*

Management Review, 25, 216-231.

Stuart-Kotze, R., & Dunn, C. (2008). *Who are your best people? How to find, measure*

and manage your top talent. Pearson Education.

Sunday, J. (2012). Talent management: Effect on organisational performance. *Journal of Management Research, 4*, 178-186.

Tansley, C. (2011). What do we mean by the term "talent" in talent management?. *Industrial and Commercial Training, 43*, 266-274.

Tansley, C., & Tietze, S. (2013). Rites of passage through talent management progression stages: An identity work perspective. *The International Journal of Human Resource Management, 24*(9), 1799-1815.

Theuvsen, L. (2004). Doing better while doing good: Motivational aspects of pay-for-performance effectiveness in nonprofit organizations. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, *15*(2), 117-136.

Thunnissen, M. (2015). *Talent management in academia: An exploratory study in Dutch universities using a multi-dimensional approach*. University of Utrecht.

Tierney, T. J.. (2006). The leadership deficit. *Stanford Social Innovation Review, Summer*, 26-35.

Trevor, C. O., Gerhart, B., & Boudreau, J. W. (1997). Voluntary turnover and job performance: Curvilinearity and the moderating influences of salary growth and promotions. *Journal of Applied Psychology, 82*(1), 44-61.

Tschirhart, M., Reed, K. K., Freeman, S. J., & Anker, A. L. (2008). Is the grass greener? Sector shifting and choice of sector by MPA and MBA graduates. *Nonprofit and Voluntary Sector Quarterly*, *37*(4), 668-688.

Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report, 15*(3), 754-760.

Turner, M. E., & Pratkanis, A. R. (1998). Twenty-five years of groupthink theory and

    research: Lessons from the evaluation of a theory. *Organizational behavior and*

    human decision processes, *73*(2-3), 105-115.

Vaiman, V., & Vance, C. M. (2008). *Smart talent management*. Edward Elgar.

Watson, M. R. & Abzug, R. (2016). Effective human resource management. In D.O.

    Renz & Associates (Eds.), *The Jossey-Bass handbook of nonprofit leadership &*

    management (pp. 597-638). Jossey- Bass.

Weisinger, J. (2017). Diversity and diversity management in nonprofit organizations. In

    J. K. Word & J. E. Sowa (Eds.), *The nonprofit human resource management*

    handbook: From theory to practice (pp. 323–338). Routledge.

Wikström, C., & Martin, H. (2012). *Talent management*. Praktiken Ekerlids Förlag.

Whelan, E., & Caracary, M. (2011). Integrating talent and knowledge management:

    Where are the benefits?. *Journal of Knowledge Management, 15(*4), 675-687.

Whelan, E., Collings, D. G. & Donnnellan, B. (2010). Managing talent in knowledge-

    intensive settings. *Journal of Knowledge Management, 14(*3), 486-504.

Wolfred, T. (2008). *Building leaderful organization: Succession planning for nonprofit.*

    Johns Hopkins University Press.

Word, J. & Carpenter, H. (2013). The new public service? Applying the public service

    motivation model to nonprofit employees. *Public Personnel Management, 42*(3),

    315 – 336.

Word, J., & Park, S. M. (2015). The new public service? Empirical research on job

    choice motivation in the nonprofit sector. *Personnel Review, 44*(1), 91-118.

Yarnall, J. (2011). Maximising the effectiveness of talent pools: A review of case study

literature. *Leadership & Organization Development Journal, 32(*5), 510-526.

Yin, R. K. (2003). *Case study research: Design and methods*. Sage.

Young, E., Deitrick, L., Strawser, C., & Durnford, J. (2018). *Annual report: State of nonprofits in San Diego*. The Nonprofit Institute, University of San Diego.

APPENDIX A

Interview Guide

This study brought about a better understanding of talent management practices in the context of a health nonprofit. The study explored talent management practices of a health nonprofit that yield invaluable best practices. As a result, other nonprofits could apply the key takeaways in the health subsector and even beyond to manage its high potential pool of employees effectively. To achieve the research objectives, the primary research question and supporting sub-questions are below.

"How does LA MAESTRA build and manages its talent pool?"

- How does the *Grassroots Talent Development (GTD)* model function and benefit LA MAESTRA?
- How does LA MAESTRA make a strategic decision between internal talent acquisition and external talent acquisition?
- What are talented individuals' perceptions of developmental opportunities and career path?
- What strategies are used to attract and retain talented individuals?

In addition, the characteristics of the participants and actual interview questions are listed as follows.

Table A1

Characteristics of Interviewees

Participants	Group	Gender/Ethnicity	Tenure at LA MAESTRA	Function	Sectors of experience
Interviewee 1	Leadership	F/White	>10 years	CEO	nonprofit
Interviewee 2	Leadership	F/Hispanic	5-10 years	Chief of HR	nonprofit
Interviewee 3	Talent	M/Hispanic	>10 years	Director	nonprofit
Interviewee 4	Talent	M/White	>10 years	Executive Director	public/ nonprofit
Interviewee 5	Talent	M/White	>10 years	Director	nonprofit
Interviewee 6	Talent	F/White	> 10 years	Director	public/ nonprofit

Interviewee 7	Talent	M/White	5-10 years	Director	private/ nonprofit
Interviewee 8	Talent	F/Hispanic	5-10 years	Director	nonprofit
Interviewee 9	Talent	F/Hispanic	> 10 years	Director	nonprofit
Interviewee 10	HR staff	F/Hispanic	>10 years	HR specialist	nonprofit
Interviewee 11	HR staff	F/Hispanic	<1 year	HR specialist	nonprofit

For the leadership lens, interviews were conducted with the CEO and co-founder of the organization, the Chief of Human Resources (HR) pooling the questions from the following interview guide that reflects HRM and talent management's key themes.

- Who are the talents in your organization?
- How are talents identified or selected?
    - What are the qualities you look for in talent?
- How do you identify candidates who fit well with LA MAESTRA's culture?
    - Follow up: What is LA MAESTRA's organizational culture like?
    - Follow up: How does diversity matter in building a talent pool?

- Please describe LA MAESTRA's *Grassroot Talent Development* approach.

- How do you assess a staff who has the potential to be developed into a management position?

- What are the developmental opportunities for talented individuals?

    ○ How does the organization invest in talented individuals?

- How do you decide between recruiting externally and promoting an internal candidate to fill a vacancy at a management position?

    ○ What are the pros and cons of promoting candidates from inside?

    ○ What are the pros and cons of hiring external candidates from outside?

- What are the strategies that LA MAESTRA uses to attract outside candidates?

- In your view, how are TM practices differ from usual human resource management (HRM) practices?

- What is the scope of TM practices in your organization?

- Please describe how your organization retains talents.

- What are the key challenges in TM?

- What factors support (and challenge?) effective TM practices in nonprofits?

- How do nonprofits assess and evaluate their TM practices?

- What is your impression of the current Talent management (TM) practices in the nonprofit sector?

- Are you aware of any differences in terms of TM practices between nonprofit, public sector, and private sectors? How?

- Are you aware of any differences, in terms of TM, amongst sub-sectors of nonprofits? i.e., between human services, arts and culture, education and so on

- Are there any similarities or differences in terms of carrying out TM practices on different generations' talents, i.e., Gen Y, X, and baby boomers?

- Are there any further comments you would like to share regarding TM?

Furthermore, selected employees were interviewed to understand the perceptions of their career trajectories and developmental opportunities at LA MAESTRA. These talented individuals were selected from consultation with the organization's leadership, i.e., CEO and the Chief of HR, to identify high potential employees that were considered to align with the notion of 'talent' for this particular study. The following questions were used.

- What do you think is the organizational culture of LA MAESTRA?

  - Do you think that your values align well with LA MAESTRA's culture? Explain.

- What keeps you engaged with work?

- What do you think about your career path at LA MAESTRA?

- What do you think of professional opportunities within health-sector nonprofits?

- Please describe developmental opportunities that are available to you.

- Where do you want to be in your career in five years?

- What would be useful additions to the opportunities you currently have?

APPENDIX B

Coding Elaborations

Leadership's Perspective Codes

The table of codes from the leadership perspective (ordering according to the

number of counts) is shown below.

Table B1

Illustration of Codes Generated through the Coding Process - Leadership's Perspectives

Codes	Frequency counts	Proposed Category
Mission/purpose/value	16	Motivation & reward/ Leadership, management & culture
Training	15	Learning & development
Compensation/reward	14	Motivation & reward
Communication/open-door policy	12	Leadership, management & culture
Cultural Liaison (CL) model	12	Innovation/ Organizational capacity & other/ Leadership, management & culture
Mentoring/coaching	11	Learning & development

|		
Career path and growth	10	Motivation & reward/ Innovation
CoC/case management	10	Leadership, management & culture/ Innovation
Fit between organization and people	9	Leadership, management & culture
Evaluation/performance assessment	8	Leadership, management & culture
Diversity/cultural responsiveness	8	Leadership, management & culture
On the job training (OJT)	8	Learning & development
Grants	6	Organizational capacity & other
Collectivism and family-oriented	6	Leadership, management & culture
Internal promotion	6	Motivation & reward/ Internal talent acquisition
Diverse interview panel	6	Innovation/ External talent acquisition

Needs assessments (clients)	5	Leadership, management & culture
Rotation and job transition	5	Learning & development/ Internal talent acquisition
Change management	4	Organizational capacity & other
Teamwork and collaboration	4	Leadership, management & culture
Loan repayment program	3	Motivation & reward/ External talent acquisition
Self-identification (of talent)	3	Leadership, management & culture/ Internal talent acquisition
Word of mouth, networking, referral	3	Leadership, management & culture/ Internal talent acquisition/ External talent acquisition
Retentional challenges	3	Organizational capacity & other

New skills acquisition	2	Learning & development
Cross-training	2	Learning & development
Problem-based learning	2	Learning & development
Social network recruitment	2	Innovation/ External talent acquisition
Organizational resources	2	Organizational capacity & other
Flexibility	1	Leadership, management & culture
Sustainability	1	Organizational capacity & other
Risk management	1	Organizational capacity & other
Meaningful career	1	Motivation & reward
Externship	1	Innovation/ External talent acquisition
Work redesign	1	Organizational capacity & other

Knowledge transfer	1	Learning & development
Total (36)	206	

A total of 36 codes were generated from 2 interviews conducted with the leadership of LA MAESTRA. Frequency counts ranged from 16 to 1 for a total of 206 counts. The proposed categories were derived after reviewing and categorizing the codes as follows.
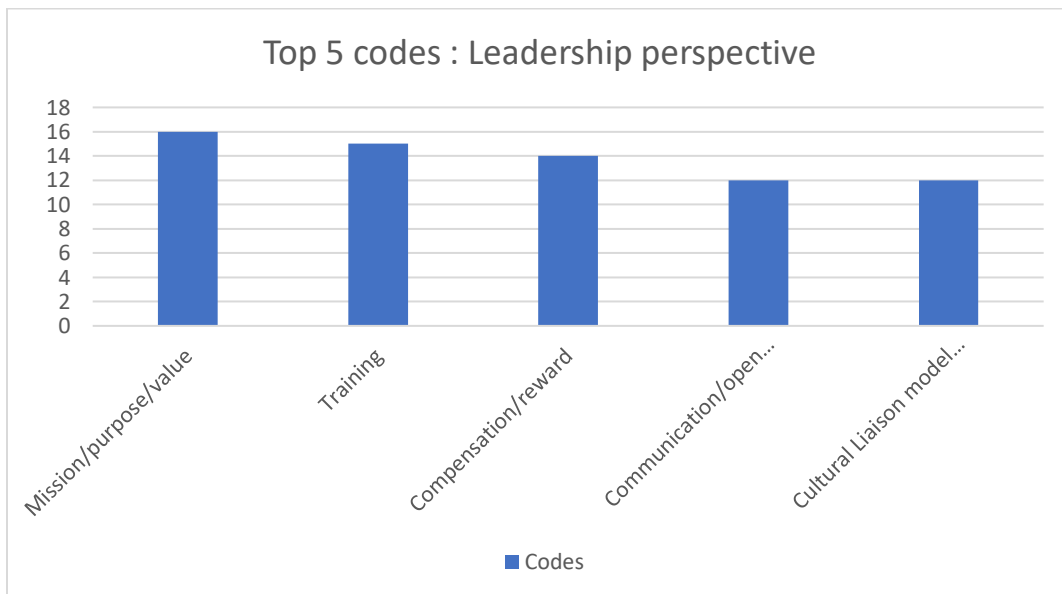
Table B2

Illustration of Categories and Counts from Emergent Codes - Leadership's Perspectives

Categories	**Counts**
Motivation & reward	6
Leadership, management & culture	13

Learning & development	8
Innovation	6
Internal talent acquisition	4
External talent acquisition	5
Organizational capacity & other	8
Total	50

As from the above illustrations, the top three codes emerged from the leadership perspectives are Mission/purpose/value, Training and Compensation/reward, while the top three categories revealed Leadership, management & culture, Learning & development (tied), and Organizational capacity & other (tied).

<u>Talented employees' codes</u>

Tables of codes from the talented employees' perspective (ordering according to the number of frequency counts) are shown below.

Table B3

*Illustration of Codes Generated through the Coding Process - Talented Employees'*

Perspectives

Codes	Frequency counts	Proposed category
Mission/purpose/value	30	Motivation & reward/ Leadership, management & culture
Career path and growth	20	Motivation & reward/ Innovation
Collectivism and family-oriented	14	Leadership, management & culture
On the job training (OJT)	13	Learning & development
CoC/ case management	12	Leadership, management & culture/ Innovation
Internal promotion	13	Motivation & reward/ Internal talent acquisition
Diversity/ cultural responsiveness	11	Leadership, management & culture

Rotation and job transition	10	Learning & development/ Internal talent acquisition
Word of mouth, networking, referral	9	Leadership, management & culture/ Internal talent acquisition/ External talent acquisition
Mentoring/coaching	9	Learning & development
Communication and an open-door policy	8	Leadership, management & culture
Compensation/reward	7	Motivation & reward
Inspirational leadership	7	Leadership, management & culture
Scaling and expansion	6	Organizational capacity & other
Knowledge transfer	6	Learning & development
Evaluation/ performance assessment	6	Leadership, management & culture
Internal training	9	Learning & development

Perceived developmental opportunities	5	Learning & development
Retentional challenges	4	Organizational capacity & other
Externship	4	Innovation/ External talent acquisition
External recruitment	3	External talent acquisition
Diverse interview panel	3	Innovation/ External talent acquisition
Sectoral work experiences	3	External talent acquisition
Self-identification (of talent)	3	Leadership, management & culture/ Internal talent acquisition
Cultural liaison model (CL)	3	Innovation/ Organizational capacity/ Leadership, management & culture
External training	3	Learning & development
Client diversity	2	Leadership, management & culture

Professional affiliations, networking, and websites	2	External talent acquisition
Problem-based learning	2	Learning & development
Compliance/Regulatory training	2	Learning & development
Teamwork, collaboration	2	Learning & development/ Leadership, management & culture
Generational differences	1	Leadership, management & culture
Social media recruitment	1	External talent acquisition
Stretch assignment	1	Learning & development
Cross-training	1	Learning & development
Total (35)	235	

A total of 35 codes were generated from 7 interviews conducted with the

identified talents of LA MAESTRA. Frequency counts ranged from 30 to 1 for a total of

235 counts. The proposed categories were derived after reviewing the codes as follows.

Top 5 codes: Talented employees
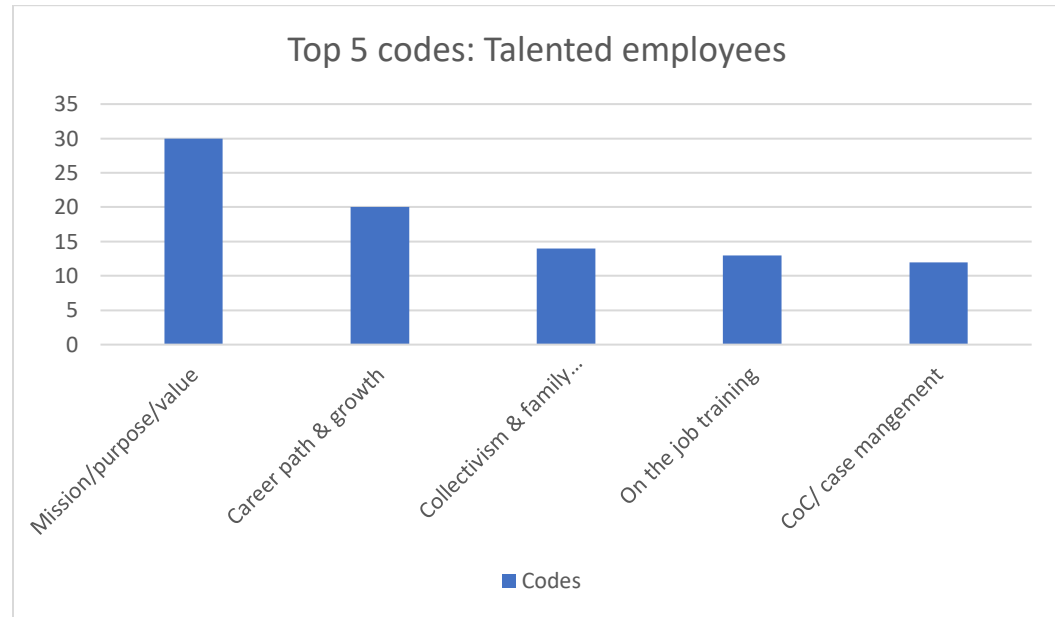
Table B4

Illustration of Categories and Counts as Derived from Emergent Codes - Talented

Employees' Perspectives

Categories	**Counts**
Motivation & reward	4
Leadership, management & culture	12
Learning & development	12
Innovation	5
Internal talent acquisition	4
External talent acquisition	7
Organizational capacity & other	3

Total	47

As from the above illustrations, the top three codes emerged from the talented employees' perspectives are Mission/purpose/value, Career path, and growth, and Collectivism and family-oriented, while the top three categories revealed Leadership, management & culture (tied), Learning & development (tied) and External talent acquisition.

Institutional Review Board Clearance

IRB #: IRB-2019-484
Title: Talent Acquisition in a Nonprofit organization
Creation Date: 7-3-2019
End Date: 8-8-2020
Status: Approved
Principal Investigator: Gorn Huvanandana
Review Board: USD IRB
Sponsor:

Study History

Submission Type	Initial	Review Type	Expedited	Decision	Approved

Key Study Contacts

Member	Gorn Huvanandana	Role	Principal Investigator	Contact	ghuvanandana@sandiego.edu
Member	Hans Schmitz	Role	Primary Contact	Contact	schmitz@sandiego.edu