

Acquiring, Developing, and Retaining Project Talent: How the Right Talent Improves Project and Business Success.

By Stacy Goff

Introduction

This article builds upon an article I wrote in 2008. It sets the stage with our “Talent Scout” story, and then explores Talent *acquisition*, the steps needed to *develop* Talent, and the challenges of *retaining* Project Talent. Finding, developing, and managing project talent is both a serious challenge and a great opportunity. Talent is essential in two project dimensions: Application Area talent in the disciplines needed to deliver the project’s product, and in the Project Management competences needed by all parties to leverage that talented team.



Years ago, I worked with a Human Resources group from a major Defense Contractor. They wished to apply more-effective Project Management methods to their daily project activities.

One of this group’s primary responsibilities was to search for qualified program and project managers. Early in our sessions, I observed that they are **Talent Scouts**, and the phrase struck a chord with them.

The most-savvy Talent Scouts not only discover and recognize talent; they also amplify it, nurture it, and reward it. They use the entire progression of learning, beyond Knowledge, beyond Skills, beyond Attitudes, and beyond Competence, to attain Project Performance.

Talent From Then To Now

In ancient Egyptian, Greek and Roman times, Talent was a term for measure, often related to value. You may recall historic mentions of Forty Talents of Silver, either in Akhenaten’s Tomb (on a translated copper scroll) or other sources. As often used, a talent was the weight of the water or wine contents of an amphora; about 60 pounds (a significant amount!). Even then, a broader definition was forming. Dictionary.com notes: “a power of mind or body considered as given to a person for use and improvement.” citing the Bible’s New Testament.

Today, regardless of the venue, talent is a term that describes either a person's natural abilities, or their competence, or both, whether that person is an actor, a politician, a parent, or a project engineer. In fact, the new 4th edition of the IPMA¹ Individual Competence Baseline lists the Talents of Project and Program Managers, *even more valuable* than the silver of old. Well, it calls them the Competence Elements, but we all know they are Talents!

In the new Millennium, enterprises appear to be obsessed with Talent, an increasingly popular attribute; Talent Management, has spread across multiple sectors and industries. I see interest in the topic in general management, academia, human resources, line managers, and project executives. Typically, Talent Management includes Talent Acquisition, Talent Development, and Talent Retention, as shown in the diagram at the right.



What Is Talent?

I see the word **talent** often in the business-related press. Over the last 15 years books, magazines, websites and articles have used it frequently. Increasingly, *talent* appears in everything from Human Resources to strategic planning. For projects, “talent” is a nicer label for the quality and experience of people we seek to help our projects succeed. The term is preferable, compared to staff, resources, or even team members.

Talent, from our perspective, is the right combination of innate abilities, plus the knowledge, skills, attitudes, experience and competence **needed to deliver performance** for a specific situation. In the workplace, talent ranges from multiple intelligences and interpersonal skills, to “street-smarts,” savvy, and other factors. In today's most successful enterprises, talent directly relates to Competence, a topic about which I frequently publish². Of course, competence is a crucial step on the path to Performance, the goal we all seek to achieve.

And where do you find this talent? Context considerations, such as the nature of your industry or your enterprise culture can make it difficult to transfer talent from other environments. The search can be difficult indeed. And so the first secret we share: Seek Talent within your organization first.

¹ IPMA® is the International Project Management Association, the world's first professional Project Management association. Learn more about IPMA at www.ipma.world.

² See our 2006 IPMA China World Congress paper, *Distinguishing PM Competence in Training and Development*, in the Articles section of the ProjectExperts.com website

Those individuals who have untapped talents are plentiful, and easier to develop further, than people who do not yet understand your culture.

Talent Management Area 1: Talent Acquisition

That Human Resources group I worked with is not the only one searching for Project Talent. The competition is fierce for dearly needed talent. And the Talent targets move. In the 1990's experienced Internet developers were among the most sought-after talent. Today an emerging talent target is **Competent Project Managers**. Moreover, projects need more than talented project managers; the entire team is only as strong as its weakest link.



To find project talent, you must know what you are looking for. This is not easy, because while resume keywords and searchable online databases can help with screening, finding project talent comes down to two key steps:

1. Analyze and communicate what you are looking for, including the roles these persons must fill, and the qualifications (knowledge, skills, attitudes and competences) needed to fill those roles.
2. Observe and recognize those needed talents in the candidates you interview. Note that most hiring managers rely on interpersonal interaction to verify their judgment that the candidate demonstrates the needed talent.

Talent Acquisition for projects goes beyond filling project manager positions; each project is only as successful as the Role-Competences of your weakest links. Every stakeholder in a project, from Sponsor to Resource Manager, from internal Customer to Team Member, must demonstrate his or her needed Role-Competences. Those who are best at Talent Acquisition use a proper Competence Model that lists all the right criteria and appropriate performance levels for each of your roles.

Desperately Seeking Project Talent

Does talent matter more in Projects, compared to general operations? In our opinion, yes! For several reasons:

- Operations maintain the status quo; projects *change* the status quo. Projects thus need much more power;
- Operations tends to de-skill the roles, to homogenize processes and results; projects must high-skill the roles.
- Operations are repetitive, with time for adjustments; with projects, you have only one chance to get it right;

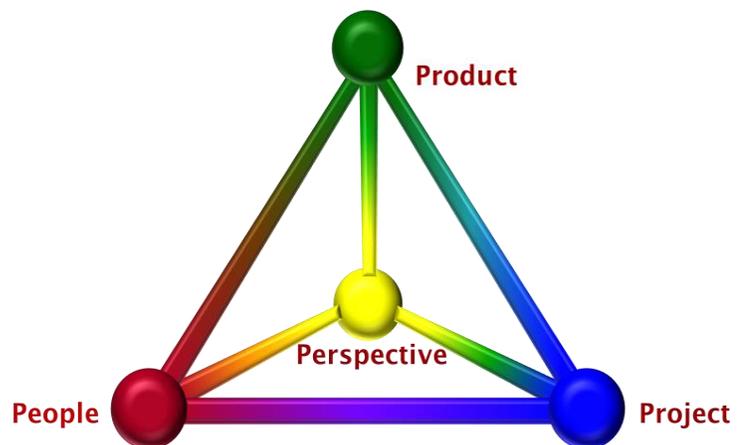
- Projects require very high levels of communication, engagement, emotional support, and knowledge transfer.

Project Talent is not one “bucket;” it has multiple aspects. In addition, each aspect has 20-40 elements of specialization. Note that one project manager cannot possibly demonstrate all these talent areas and elements. Still, the successful team must include high-performing members who demonstrate each Talent and element, when needed. Thus, project success requires a fully talented team of Sponsors, Resource Managers, Internal Customers, PMO Consultants, Project Managers and Team members to deliver the needed results. Any shortfall is a significant project risk.

The Talent Areas of Greatest Importance

Let us understand our needed Project Talent areas, with some of their elements, so we can better apply them in projects. Some organizations, until recently, held tightly to the opinion that technical project processes were all they need for success. IPMA’s long-held position (since the mid-1990s) is that project management processes are important, **and** two other factors have more impact on project and business success. Those factors are leadership and interpersonal skills in the team, and strategic linkage with the business context. And recently, PMI³ has added the “Talent Triangle” to reflect their new thinking about the prerequisites to project success.

But wait, there’s more! Now that the professional associations are all on the same page, consider this: the three Talent Areas (based on IPMA’s naming) Project, People, and Perspective are great; but there is one missing. I recognized that omission and added it to our training and PM methodologies in the 1980s. Now I add it to your Talent quest.



The omission is logical. You see, professional organizations are involved in training, guiding, and certifying project managers in project management. That is their focus. In our project and program consulting, I was working with the entire enterprise, seeking ways to improve success rates I recognized that we needed greater representation from the Product area, to truly help our customers achieve business success through projects and programs. Thus, I present the Talent Tetrahedron above.

³ PMI® is a US-based, global professional association for project managers. Learn more about PMI at www.pmi.org.

Product Talent, Specific to the Application Area

Product Talent added roles and responsibilities—and needed Role-Competences—for project Sponsors, Customer Managers; and key businesspeople serving as Business Analysts—with the right training and coaching. The solution developers on the team needed project management skills, but even more important were their skills in the product area, and their solution delivery expertise. I was happy, 20 years later, when IIBA⁴ emerged, and then again later, when more organizations realized the importance of Product Talent, and the Business Analysts who help contribute it.

The chart at the right shows some of the competences needed in each Talent Area. Each competence in each Talent Area requires 2-6 or so Learning Outcomes. Today, most of the professional associations agree on the Project, People and Perspective areas, and that is a very important improvement.

And yet, how successful will your next project be if the Product competences are missing? This Product Talent gap remains in many projects today. Clearly, someone is performing many of those actions; but who is taking responsibility for finding the talent needed to work most-effectively in those areas? Who is prioritizing the most-skilled talent for the high-est-strategic value projects? Who even understands the need to do so?

<p>Project</p> <ul style="list-style-type: none"> Scope & talent management Quality assurance & control Risk & issue management Contracting & procurement Resource planning Estimates, Delegation Scheduling, Cost control Reviews, Change control Status tracking & reporting 	<p>Product</p> <ul style="list-style-type: none"> Objectives Business need Current situation Problems & opportunities Business requirements Organizational changes Validation & verification Documentation & training Business benefits & results
<p>People</p> <ul style="list-style-type: none"> Leadership & Influence Sustaining the vision Relationship-building Personal communication Conflict, crisis management Results orientation Engagement & Teamwork Emotional intelligence Ethics 	<p>Perspective (Context)</p> <ul style="list-style-type: none"> Strategic alignment Formal/informal organization Power navigation Prioritization & resourcing Benefit realization Cultural, values appreciation Alliance-building Suppliers and contractors Political savvy

Summarizing Talent Acquisition

To acquire Talent, you must clearly understand what you are seeking. Acquiring Project Talent is much more challenging than other types of talent, because of the unique nature of projects. You seek more than a checkbox that says “project manager,” and a bunch of buzzwords. Instead, you are seeking a range of roles, perhaps from inside your organization, fresh from Universities, or from your competitors. Moreover, you are seeking dozens and dozens of competences. The right role definitions, together with clear understanding of the specific competences you seek will help you find new talent—and can also help you to recognize the talent you already have.

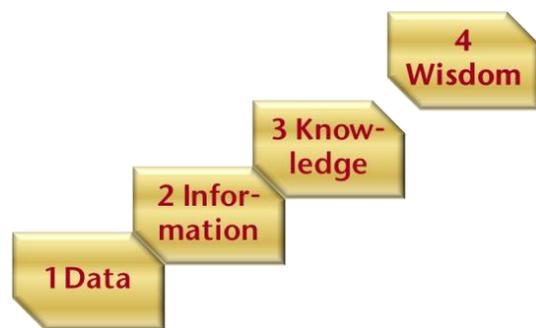
⁴ IIBA[®] is International Institute of Business Analysis, “the Voice of the Business Analysis Profession.” See them at www.iiba.org.

Talent Management Area 2: Talent Development

Can people develop talent in others? Yes, as long as your people already fulfill some of those innate aspects of Talent I mentioned earlier. But Talent is not enough, Charles Koch, a billionaire investor, says that Values are even more important than Talent—such that he judges Values higher than Talent in job-seekers. So yes, given the right potential, you can develop talent. Whose job is this? I believe that the answer depends on each situation, but it is usually some combination of Resource Managers, Project Managers, and Human Resources Managers.

Our First Insights into the Stairway to Talent

In the late 1970s, I sought to improve decision-making through use of management information. I applied a concept from an article I had read, *The Taxonomy of Data*, shown at the right. I presented it to managers, to associations, and other audiences, in the late 1970s. I had one problem: Note the gap between Knowledge and Wisdom (in that era, our ultimate objective). I post a bit more about this Taxonomy of Data in a Knowledge Management article at our website: [does-knowledge-want-to-be-managed/](http://www.pmworldjournal.net/does-knowledge-want-to-be-managed/).



For a dozen years, I failed to find ways to close that gap between Knowledge and Wisdom. Then, in the 1990s, when Knowledge Management (KM) emerged, I had an insight. The KM movement defined two types of knowledge:



Explicit and Tacit, as shown in the diagram at left. I had focused on Explicit Knowledge. Takeuchi and Nonaka, in a great book⁵, showed how transfer of Tacit Knowledge **held the secret to closing that gap**. Their insight verified everything I knew to be true about learning, especially for adults.

The Role of Training in Talent Development

Training (or Learning, as I call it) has a clear role in developing talent. It helps develop the Knowledge foundation to Talent Development, but it does not instill talent. Why not? Different roles have different learning needs, different levels of current grasp, and different expectations from their learning. I have found a proper competence assessment to be the smartest way to assure that improved business results come from any training. A smart follow-on is to understand the Learning Objectives (learner outcomes) for each

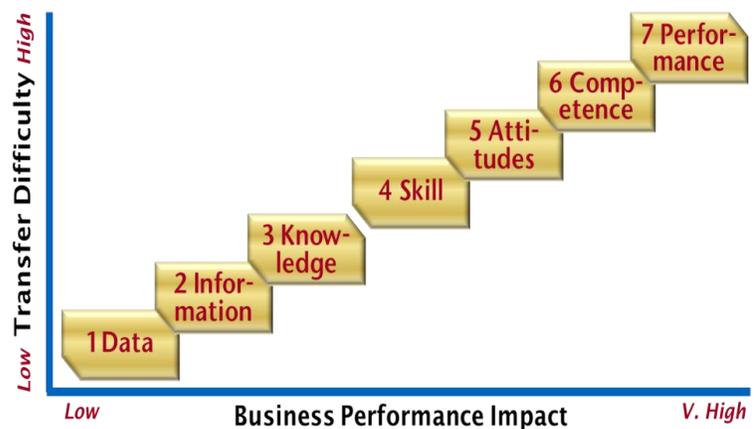
⁵ The Knowledge Creating Company, by Takeuchi and Nonaka, goes a long ways in helping to understand the leap from explicit to tacit knowledge, and the methods for transferring between them.

competence, and identify the level of outcome you require. Bloom's Taxonomy, as revised in 2001⁶ is very useful in this targeting.

The actual training must be well-structured to maximize its potential. It must move beyond "the talking head, pedagogical lecturer," to include learner-centered in-session and post-session application. For example, in the classroom there must be exercises, or even better, case studies, scenarios and simulations. Post-class, **there must be on-the-job application**, ideally with coaching and guidance, on real-world problems. Yet, while it is an essential starting point, training does not deliver Talent. There is another challenge to the knowledge-without-application trap, that too few people understand: New Knowledge, consistently and properly applied, moves to Skill. Knowledge that is **not applied** has a **half-life of two weeks**.

Talent Transfer versus Business Impact

So yes, the right training can indeed help build the foundation for learning. The challenge, as shown in the model at right, is moving beyond short-term acquisition of facts and knowledge; **minding the gap**, as it were. This is an important thing to understand, because the greatest benefits come from the *application* items on the model, Skill: Attitudes, Competence, and Performance.



Note that I have added two axes to the model introduced earlier. The vertical axis, *Transfer Difficulty*, reflects how hard the Talent level is to transfer. On the horizontal axis, the items below and to the right of the gap have very little *Business Performance Impact*.

Readers who are involved with Learning will recognize some of the new levels on the chart. For example, levels 5, 4 and 3 reflect the familiar ASK items. These are the Attitudes, Skills, and Knowledge, the focus of effective learning. For those who are familiar with Bloom's Taxonomy (the 2001 version is more relevant for Adult learners), it builds upon the ASK items, adds measures, and moves into beginning aspects of Competence, covering levels 3-6 on the chart. Finally, the model evokes Kirkpatrick's Class Evaluation method, which progresses from classroom "smile sheets, through on-the-job

⁶ Bloom 2001 refers to *A Taxonomy for Learning, Teaching and Assessing*, by Lorin W. Anderson & David R. Krathwohl, an intern forty-five years earlier for the original 1956 Bloom's Taxonomy edition. Published by Longman, 2001.

application, to Performance; reflecting levels 3-7. The resulting model spans from raw data to business performance, and provides a roadmap for talent development.

A “Driving” Example of Talent Progression

Do you remember learning how to drive? The graphic at right shows how our model applies to that experience. It begins with getting a Driver’s Manual, and studying it thoroughly. Then you take an exam, to show that you understand the basics. This step is much like an exam-based certification in any discipline.



Next, I have the *application* gap between steps 3 and 4, Knowledge and Skill. You use the **Learner Permit** to practice the key actions that you must demonstrate to a driving test examiner. Of course, the examiner does not verify that you are a competent driver—only that you demonstrate enough of the key driving skills that you will not hurt yourself, or other drivers. This driving test demonstrates that you are now “in the game” to drive.

You then gain a range of experiences in your daily driving, including establishing attitudes that make you a safe and courteous driver: No texting while driving is a smart attitude, that will help you avoid tickets in most states.

Are we there yet? No, you are not yet a competent driver. If you learned to drive with an automatic transmission, can you drive a “stick shift” and clutch? Can you drive large *and* small cars? Can you drive in heavy traffic? In ice and snow? Can you drive an 18-wheeler semi-truck and trailer? It is the application of your knowledge, skills and attitudes in a wide range of different situations that begins to develop your competence as a driver. You have probably guessed that, at each next level of our model, there are fewer who qualify: Skills, Attitudes and Competence. So what about Performance; how do we achieve that ultimate level?

Achieving Performance

You will note that everything I have talked about so far, in the progression from the gap into levels 4-6 involved action. Our learning is kinetic (active; application). There are measurable indicators along the way that you can use to track your progress. They are all moving you toward the top-right end of the model, which may offer different **results** for different people. For myself, in this driving example, I went through the progression,

and at Competence, I was driving everything from motorcycles to off-road rally cars, to racecars. Performance in this progression meant **winning races**. Yep, that is me at right, on a Victory Lap at Seattle International Raceway, in 1978.

This was amateur sports car racing, on the West Coast, setting lap records on every track I raced, and winning every race in my last three years. You can see why I focus on performance, and why I understand the ingredients and actions needed to achieve it—in racecars, and in projects. While few everyday drivers achieve full Competence, even fewer achieve winning levels of performance—and the same is true with projects.

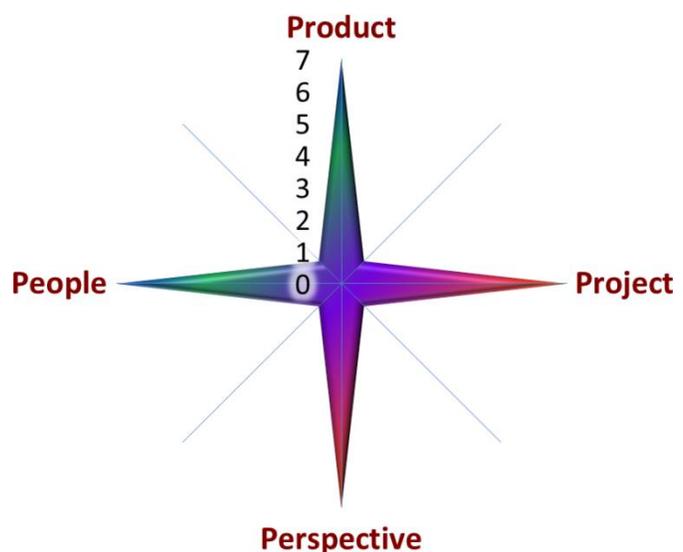


Beyond the driving analogy, my experience in business is that, for projects, the progression from Skills to Attitudes mastery offers a 2x-4x increase in results; another 2x-4x when you move from Attitudes to Competence mastery; and again, another 2x-4x when you move from Competence to winning levels of Performance. Recall that I cited the driver's manual exam and learners permit as a Knowledge-based achievement. Would you rather have a Knowledge talent level 3 for all your project and program managers, or a full assessment of Competence, level 6? Of course, winning levels of project and program performance would be even better!

Talent Management and Competitive Advantage

The reader can clearly see the benefits of the closely held competitive advantage of those enterprises that applied these insights. And, as professional associations poll executives about what is needed to improve delivery of business success through projects, the rest of the world is now catching on to those secrets. That's great! Let us look at several aspects of implementing this scoring of the levels of Talent Management.

The ideal project team scores at the maximum in each Talent Area, as shown at right. It does so with members who are at the needed Competent or Performing levels *for each element* in each Talent Area—I showed examples of those elements in the Talent Acquisition section. You can see how difficult



this can be in a small project team, which is another reason why “lean teams,” a scourge and management malpractice for decades, is such a poor idea.

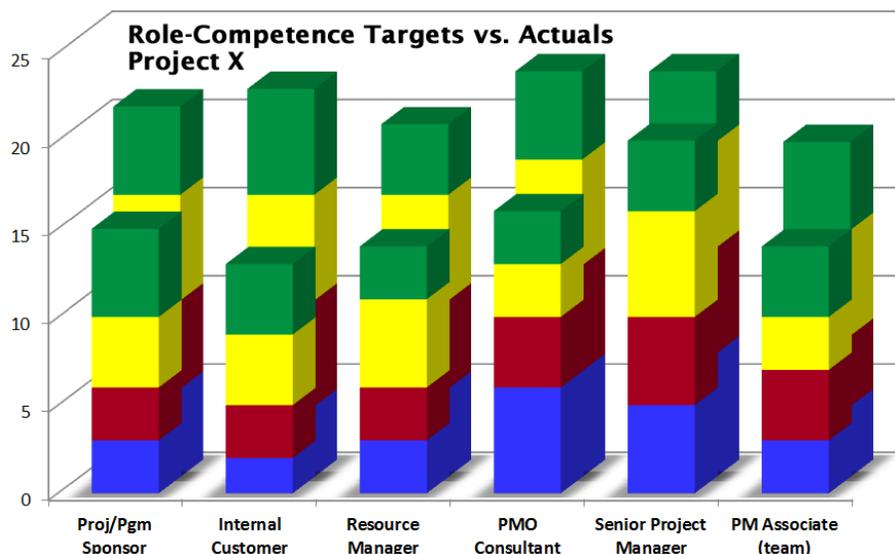
Team members with the appropriate talent in their disciplines are the “secret sauce” to successfully delivering the project. Yet each project is as successful as its lowest Talent Area Score. If, for example, your Product Talent score is only 4 Skill, who wins? No one! So we continue to hear that X% for each billion dollars spent on projects is wasted.

Role-Competences: Another Dimension for Talent Development

Whose job is it to assure that every project and program has the right talent, at the right level? I assert that Sponsors and Resource Managers are responsible for maximizing that Project Talent score. By now it should be clear that it is not just project manager talent we seek; all team members, and those who manage them, must demonstrate the appropriate talent for their roles. Sponsors and Managers thus have two areas of responsibility:

- a. To assure that the project gets needed talent, at the right times, and in the right level of engagement;
- b. To contribute their own strengths and time where their Role-Competences are required.

Review the chart at the right. It reflects the seven-point scale for each Talent Area, with the average scores of each key role stacked in a bar chart. With four talent areas, and seven maximum points per area, the maximum possible score is 28. A minimum desirable score would be 24.



The colors, starting from the bottom, reflect Project, People, Perspective and Product Talents. Based on your review, answer these questions:

- a. Can a strong senior project manager “save” this project?
- b. Which role requires the most development to “carry their weight” on this project?
- c. Which role is the greatest source of Perspective Talent, and which one should be?
- d. Why are the Project Managers the greatest source of the People Talents?
- e. What would you do if this were **your** project?

This sample of a role-competence assessment is not from a real project; many are far worse. Few organizations can even provide the accurate assessment data needed to produce this chart. A typical report from an effective competence assessment shows a list of gaps and strengths of each stakeholder. This roadmap for Talent Acquisition is valuable both for project risk management, and for longer-term talent development.

Summarizing Talent Management Step 2, Talent Development

You will note that I have not discussed the steps of *actually developing Talent*: The teaming, coaching, pairing, recognizing, and sharing. Many authors have covered that topic in detail, with excellent insights into the actions beyond the classroom—where the true business impacts develop. Instead of exploring talent development detailed actions, I have explored and explained a framework for understanding and tracking the precious nature of Project Talent. I did so because most current project and program-oriented Talent Development approaches fall far short of the business need. To some extent, this is because of too-frequent cases of spending the majority of project learning funds on short-term memory, knowledge-retention courses, rather than launching participants on the talent trajectory to the higher performances that I have discussed.

Talent Management Area 3: Managing and Retaining Talent

Clearly, recognizing and rewarding talent is one of the keys to growing it. It is also one of the keys to retaining it. In an era when every Enterprise has Talent Scouts on the search for *your* project talent, savvy Enterprises apply consistent strategies for retaining it—protecting your investment. This is especially important if your enterprise is one that is experiencing the outflow of talent resulting from retiring baby boomers. Consistent, enterprise-wide Talent Management strategies are also important if your Project Culture includes conflicting priorities, unrealistically tight deadlines, limited resources, and unavailable talent—with project progress based more on pressure and heroics, than on competent PM practices.

Difficulties in Managing Project Talent

It is not easy to manage top talent. Talent is finicky, temperamental, and sometimes prima donnas. Just look at young celebrity talent to see how difficult it can be. This view may provide clues for managing your Enterprise's talent. One key to managing talent is to continue to provide new challenges. **Those who are “topped out” may cop out.** So keep those challenges, and the resulting learning (and rewards and recognition), coming.

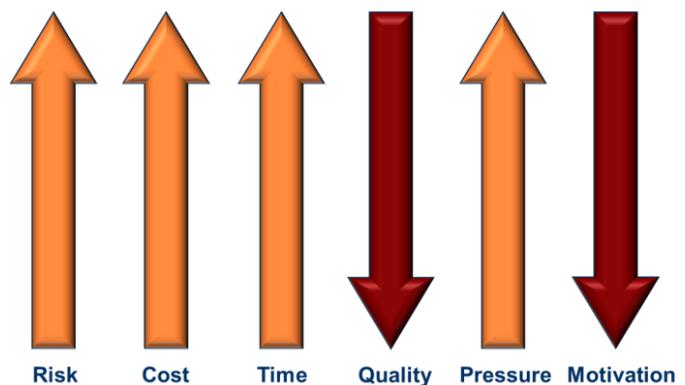
A distinguishing characteristic between potentially great talent and others is *eagerness to learn*. Some Social Styles assessment tools call this Flexibility. This eagerness to learn also relates to a trait that helps some people thrive during organizational change, while others struggle with it. If you think you are providing all the needed challenges and learning opportunities, are you sure you are still getting maximum results?

Retaining Project Talent begins with institutionalizing four simple actions:

- Responding to needs quickly and correctly
- Maintaining team motivation and morale
- When losing Talent, act decisively and wisely
- Apply proper PM practices in Talent Management (“Eating our own dog food”)

Responding to needs quickly and correctly

The diagram at the right shows the typical sequence of events when a project loses talent. Risk, Cost and Time go up. Quality always goes down. Well-meaning, but not yet-competent Managers put pressure on the team to “catch up.” Why not? It worked last time! Team motivation goes down. Risk, Time and Cost continue to go up, and Quality continues to go down. There are far smarter ways to manage a situation like this, yet the actions most often taken do more damage than doing nothing at all.



Of course, a high-performing project team will tell their managers exactly what support they need, and the project and business consequences of receiving it, versus not receiving it. Even then, some not-yet-competent managers will ignore the team’s advice.

Maintaining Team Motivation and Morale

Herzberg’s Hygiene and Motivation factors still apply today. Make sure you are applying them! I have already mentioned recognition and rewards; the rewards need not be monetary. Teams need rapid response to project needs, with 360° communication, your visible presence, plus personal “Thank You!” A barriers-buster mentality consistently demonstrated. Your service as an “Umbrella” for unbearable pressures from above. Open-ended commitment: “How else can we help?” These are the messages that great leaders send their teams.

When Losing Talent, Act Decisively And Wisely

I position the issue of Talent Loss as **basic risk management**. We need to plan for, and act, just as we would with any other project risk. Given that intent, I believe in Prevent actions: **Hedge** for Talent Capture. In Intervene actions: **Act** for Talent Transfer; and **Recover** actions: Scavenge to mitigate. In all cases, we rely on Talent Collateral: The verbal and written doc-

Talent Collateral

- a. Interviews, Meetings
- b. Partnering (Shadowing)
- c. Plan vs. Actuals
- d. Inventorying Collateral
- e. Project Documents
- f. Product Documents
- g. Emails, Correspondence
- h. Change Orders/Requests
- i. Assumptions, Risks, Issues, Lessons Learned

umentation (see the starting-point list at right) that reflects escaping Explicit Knowledge, in the case of losing or lost Talent. Note that this list suggests that we need to assure adequate and appropriate governance; some teams disdain documentation that does not help them deliver their results.

A question I addressed in a web conference on this topic was this: When we lose team members, how do we: a) Transfer knowledge; b) Maintain motivation; c) Keep momentum? I listed examples of typical Talent Losses:

- a. Internal Customer on team re-assigned elsewhere
- b. Project Manager of strategic project leaves company
- c. One-third of team moved to a “higher-priority” project
- d. A key developer in a Scrum-based Agile team leaves
- e. Project Sponsor promoted; she/he leaves your division

What would these examples do to your project? How would you respond? Would the project survive? I supplied a series of suggested actions for each situation. Taking the *Internal Customer* issue, here was the impact, and my suggestions:

Talent areas lost: Product, Perspective, and People

Actions to consider

- Replace with another savvy customer; assign the new member’s other job responsibilities to another qualified person from their workgroup;
- Manage several weeks’ overlap (not always possible, but smart);
- Establish rapport, and perform teambuilding for fast onboarding;
- **Review & Discuss:** Business Requirements, Validation Plan, Organizational Change Management status, Benefits Realization, Stakeholder Management Plan.

Each of the scenarios and recommended responses evoked great interest and questions from our participants.

A Talented, Appropriate, Recovery Action

My wife Rose suggested a very common sense response to project Talent loss. She is also a project manager. In a review of one of our methodologies many years ago, she pointed out that most organizations use Project Change Control whenever Scope changes. She asked, why don’t they use it **any time** any of the project vital signs change? Brilliant! I had presumed that this was already happening; but even with my clients, I found that, because so much emphasis was on scope control, that is mostly



what they focused upon. So I established fresh guidelines to reinforce this insight; use change control to manage talent, and all other changes. **Bravo!**

- Treat talent changes like any other project change;
- Manage them with your Change Control processes;
- Evaluate the impact; and where needed, reverse changes;
- Use our own tools to manage the risk of changes;
- Help us practice what we preach!
- Imagine what this can do for team motivation!

Conclusions

Begin your Talent search internally in your Enterprise, based on Role-Competence requirements. Continue the search into the open market, other organizations, other locales and then other countries. An irony: Some Enterprises appear to use exactly the opposite sequence. They fail to recognize the Talent within.

Once you seek, find, and acquire your Project Talent, continue developing *all* your project teams. They are the target for the most powerful project improvement you can achieve, Focus especially on improving Middle Manager Talent: the impact they have on project success is massive, whether beneficial or detrimental. Manage all talent effectively to maximize your yield. Your Talent Scouting improvement adventure begins here, and now, using any insights you have gleaned from this article. Your continued project success depends upon it.

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Related Content

Our original 2008 article on Talent Management remains available at our ProjectExperts website. I presented parts of this article in a PMI 2015 Talent Management Virtual Conference. A recording of that presentation is available to conference participants, and will be available through ProjectManagement.com for others in early 2016. In that session, I focused on Talent Retention, with some coverage of Acquisition and Development. I also included our Talent Area and Talent Level models. Custom versions of these presentations are available for you onsite.

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In addition to years of service to PMI®, he is also co-founder and 2009-2015 President of asapm®, the American Society for the Advancement of Project Management, and was Vice President of Marketing & Events for IPMA®, the International Project Management Association, 2011-2014. In 2015, he was named an IPMA Honorary Fellow.

An insightful consultant and dynamic speaker, Mr. Goff provides program and project consulting, training and coaching services. He presents at major industry conferences, and offers workshops of interest to Executives, Managers, Program and Project Managers and leaders, technical staff, and individual contributors. By 2000, he had exposed over 45,000 people to Project Management. Today, his tools and methods are used by government agencies, Enterprises, consultancies and individuals on six continents.

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