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# Recruitment Strategies for a Sustainable Pipeline of African American College Graduates as Civil Servants

Owen Wilbert Muldrow, Jr.  
*Walden University*

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# Walden University

College of Management and Technology

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Owen Wilbert Muldrow, Jr.

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Review Committee

Dr. Kenneth Sherman, Committee Chairperson, Management Faculty  
Dr. Keri Heitner, Committee Member, Management Faculty  
Dr. Karla Phlypo, University Reviewer, Management Faculty

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2019

Abstract

Recruitment Strategies for a Sustainable Pipeline of  
African American College Graduates as Civil Servants

by

Owen Wilbert Muldrow, Jr.

MA, Mid-America Christian University, 2015

BS, University of Arkansas at Fayetteville, 2000

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

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## Abstract

Government leaders have not been successful in their strategies for developing a pipeline of African American college students to address the absence of African American representation in civil service management positions. Increasing African American representation among civil service personnel may produce a government workforce that reflects American society, which may promote equitable and responsive solutions in serving public interests. The purpose of this qualitative modified Delphi study was to build consensus among a nationwide expert panel of government-affiliated talent managers as to strategies for creating a sustainable civil service pipeline of annual graduating classes of African American collegians. The research questions, grounded by Chamberlain's theory of strategy, focused on determining the desirability and feasibility of strategic tactics for recruitment. From 4 rounds of questionnaires, with Likert-type scales, median scores were calculated for each strategic tactic to reveal the level of consensus for each tactic. Consensus-based findings included 6 different types of tactics: (a) competitive and transparent compensation packages; (b) recruiting at African American workshops and conferences; (c) quality and affordable insurance; (d) career training and development opportunities; (e) internships to African American college students; and (f) recruiting from science, technology, engineering, and mathematics program organizations. This study contributes to positive social change by providing practitioners with consensus-based tactics to enable more African Americans to have the opportunity to have a career in the civil service, which may yield a more proportionate, socially responsible citizenry and a healthier, more economically competitive economy.

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## Dedication

I dedicate my dissertation to my mother and father, Thelma Muldrow and Owen Muldrow Sr., who have both passed; my sister Dr. Tiffani Williams; and my daughter, Raelenn Muldrow. To my mother, I thank you for always supporting my scholastic endeavors. You taught me the value of an education and stayed resilient in those teachings. To my father, you have been looking over me from the heavens since I was a child but left a legacy of high expectations to guide me. I know I have made you proud. To my big sister Tiffani, you set the standards in educational accomplishments for our family. You have always been my role model. To my daughter Raelenn, you inspire me in every way possible to be the best dad I can be for you. I love you very much!

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## Chapter 1: Introduction to the Study

The talent pipeline is an essential component for fulfilling the mission and long-term sustainability of an organization (Ross, Wells, & Clarke, 2014; Stewart, 2016). As more students earn college degrees, organizations are interested in graduates to achieve their organizational objectives and to fill roles vacated by turnover (Sabharwal & Geva-May, 2013). Not only should organizations have talent pipelines, but the pipelines must be diverse (Stewart, 2016). Diverse pipelines contribute to organizations' robust futures by helping develop creative workforces that reflect the communities being served from broad perspectives to adapt to an evolving society (Cauchon, 2017; U.S. Department of Justice and Equal Employment Opportunity Commission [U.S. DOJ & EEOC], 2016). Kerr (2015) found that organizations that enhance their workforces' racial diversity achieve a 35% increase in financial returns.

The U.S. civil service is a merit-based system for equal employment opportunities for all demographic groups and does not meet society's demand for a diverse workforce because the talent pipelines are lacking African American college graduates. The underrepresentation of African Americans in the civil service is a nationwide problem that must be addressed (Welsh, 2015). To correct the issue of diversity at the federal level, President Obama established Presidential Executive Order 13583 to promote developing and implementing a government-wide strategic plan to improve diversity and inclusion (Nelson, 2015).

This study is an invaluable resource in establishing the civil service's diverse workforce as college-educated African Americans have not been enticed by the civil



services' prevailing employment attributes, which are known as normative public service motivation values (Benditt, 2015). Recruitment and outreach need to be tailored to African Americans and to be observed as the first step in breaking the glass ceiling in the civil service (Wilson, 2014). Chapter 1 of this study includes the background of the study, problem statement, purpose of the study, research questions, conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, and summary and transition.

### **Background of the Study**

Building a civil service employment pipeline requires that organizations have attractive qualities for candidates. Attracting candidates is the first stage of talent management, followed by actually hiring employees, training them, maximizing their performance through development, and retaining them (Schiemann, 2014). A fundamental component of building an employment pipeline is recruitment, which consists of sourcing and attracting candidates (Ployhart, Schmitt, & Tippins, 2017). The talent management concept was originated by the management consultancy McKinsey & Company in the late 1990s (Festing & Schafer, 2014) and had an initial focus on recruitment, but since the 21st century, the priority has been for developing high-potential, high-performance employees (Al Ariss, Cascio, & Paauwe, 2014; Cappelli & Keller, 2014). That lost focus has led some civil service officials to ponder if the government can attract young professionals (Boynton, 2015).

Numerous workforce diversity solutions have been attempted in various employment sectors, including the civil service, but efforts to build an employment

pipeline of African American college graduates have not yielded desired results. Providing African American employees with mentors has been widely suggested among experts as a solution for building an African American employee pipeline (Emerson & Murphy, 2014; Gamble & Turner, 2015; Gothard & Austin, 2013; Harrington, 2009; Ross, Wells, & Clarke, 2014; Wilson, 2014). African American candidates enjoy knowing they will have mentors in their workplaces (Gardner, Barrett, & Pearson, 2014; Gothard & Austin, 2013). Mentors need to be knowledgeable in the career development of their African American mentees (Brown & Segrist, 2016; Wilson, 2014). The mentor solution is contentious as scholars deem that mentoring is not just simply providing African American employees with mentors but delineating if the mentors should be formal or informal (Lim, Clarke, Ross, & Wells, 2015; Stewart, 2016).

Developing networks for African American professionals has been an approach in building an employment pipeline (Emerson & Murphy, 2014; Gamble & Turner, 2015). Network development involves encouraging African American employees to attend workplace social events and conferences (Fernandes & Alsaeed, 2014; Stewart, 2016). These networking opportunities heighten the visibility of African American workers to create professional relationships among colleagues (Gothard & Austin, 2013; James, 2015). Networking has faced criticism in that data show that Caucasian managers who spend more time in the African American learner network negatively affect the performance of African American learners (Molina, 2016).

Targeted recruitment to African Americans has been implemented in attempts to build the employment pipeline (Hofhuis, van der Zee, & Otten, 2016; Nishishiba, 2012).

Wilson (2014) declared that recruitment of African Americans in the public sector has not progressed in that the preferred sources of talent produce few African American candidates. Emerson and Murphy (2014) affirmed that companies often recruit or hire candidates who have referrals from employees already in the organization. These prevailing recruitment tactics only reproduce organizations' current demographics of the Caucasian majority, lending to continued African American underrepresentation in organizations (Emerson & Murphy, 2014).

Obtaining top leadership commitment has been deemed the essential strategy in building an employment pipeline for African Americans (Hofhuis et al., 2016; Morrall & Ovbije, 2014; Nishishiba, 2012). Organizational leaders require more than the rhetoric of diversity (Grant, 2012), particularly when the rhetoric pertains to altering ingrained organizational practices (Delbridge, 2014). Supporters of the African American employment pipeline must highlight to executive staff members the business case for diversity (Kerr, 2015). When executives can recognize diversity as good for business, they are more inclined to commit to making diversity projects succeed (Kano & Verbeke, 2015).

Ivy League schools, such as Yale, Harvard, and Columbia, have provided grants for bright minority students to attend and expand the employment pipeline, but that approach has had limited impact in building the African American civil service employment pipeline (Sabharwal & Geva-May, 2013). Any strategies for expanding the pipeline have to be on a larger scale in order to make any significant impacts on the civil sector's growth (Sabharwal & Geva-May, 2013). Collaboration in scaling formal pipeline

strategies is difficult for government organizations to achieve because each organization has its own culture and practices (Willem & Lucidarme, 2014). The ability of government leaders to create desirable and feasible strategies for creating a sustainable pipeline of college graduates for entry-level jobs is questionable. Despite the pipeline-building efforts of organizations such as the U.S. DOJ, the EEOC, and the U.S. Office of Personnel Management (OPM), the percentage of African American college graduates selecting federal employment opportunities has not shown significant improvement (U.S. DOJ & EEOC, 2016; U.S. OPM, 2018), and the percentage is not expected to increase (Downs, 2016). This lack of progress is attributable to the perceptions of government leaders regarding cumbersome logistics for creating a pipeline, loss of organizational power in strategy execution, and time-consuming inefficiencies for maintaining a pipeline (Mitchell, O'Leary, & Gerard, 2015). Mitchell et al. (2015) explained that NGO (nongovernmental organization) leaders are practical about collaboration, whereas local and federal leaders are guided by values in their pursuit of collaboration.

The gap in knowledge this study addressed was that many strategies to build the civil service pipeline of African Americans have been unsuccessful (Hofhuis et al., 2016). The attempts were unsuccessful because they were not scaled across the sector and therefore were not impactful (Cunningham, Avner, & Justilien, 2014). This study was needed to develop solutions in building the pipeline through a collaborative effort so that an agreed-upon strategy could be applied for the broad government spectrum.

### **Problem Statement**

The aspirations of African American youth for careers in government are limited by the absence of role models (Gooden, 2015). African Americans are underrepresented in mid- to senior-level civil service positions, accounting for 18% in 2014, 19% in 2016 in the federal government, and decreasing from 13.4% in 2013 to 11.7% in 2015 in state and local government (EEOC, 2018; U.S. OPM, 2018). The talent pipeline of African American college graduates is insufficient to fill the demand for entry-level and replacement positions for civil service employees (Ross et al., 2014). A talent pipeline that is sustainable is one that can meet both current and future employment demands (Doane, 2005). Estimates vary of the African American collegians who intend to work in public administration, ranging from 2% (National Association of Colleges and Employers [NACE], 2014) to 17% (Downs, 2016).

The general management problem is the absence of African American representation in mid- to senior-level civil service positions due to a shortage in African American college graduates entering government organizations (DataUSA, 2016; Wilson & Maume, 2014). The lack of generational and racial diversity in the government workforce is a serious problem (Gooden, 2015). Increasing African American representation among civil service personnel may produce a government workforce that reflects American society, which may promote equitable and responsive solutions in serving public interests (U.S. OPM, 2017a).

Guidance and initiatives for African American representation in civil service positions have been designated a federal government leadership responsibility (Brooks,

Dougherty, & Price, 2015). However, government leaders have not produced the desired outcomes in their strategies to provide proactive employment opportunities for African Americans and other historically deprived groups (Brooks et al., 2015; EEOC, 2013). The specific management problem is government leaders' lack of success in building forward-looking strategies for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students (EEOC, 2013). Rather than developing shared recruitment solutions and costs, the approach to recruitment among government organizations is fragmented (Mitchell et al., 2015). Individual hiring managers compete just in time for a small available pool of African American college graduates (Gallicano, 2013).

Government leaders have not come together with desirable, feasible, forward-looking strategies to address the problem of low African American representation in civil service positions (Mitchell et al., 2015). Multiple resource-intensive solutions and ineffective collaboration practices between government organizations are responsible for not achieving desired goals (Cunningham et al., 2014; NACE, 2014).

### **Purpose of the Study**

Fewer than 20% of all government employees are African American, and the lack of racial diversity must be addressed (EEOC, 2018; U.S. OPM, 2018). Diversity in the government workforce may be promoted by a grand strategy for producing a perennial pipeline of annual college graduates for entry-level civil-service positions. The purpose of this qualitative modified Delphi study was to build consensus among a nationwide

expert panel of 20 government-affiliated talent managers as to the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service, targeted at annual graduating classes of African American college students.

### **Research Questions**

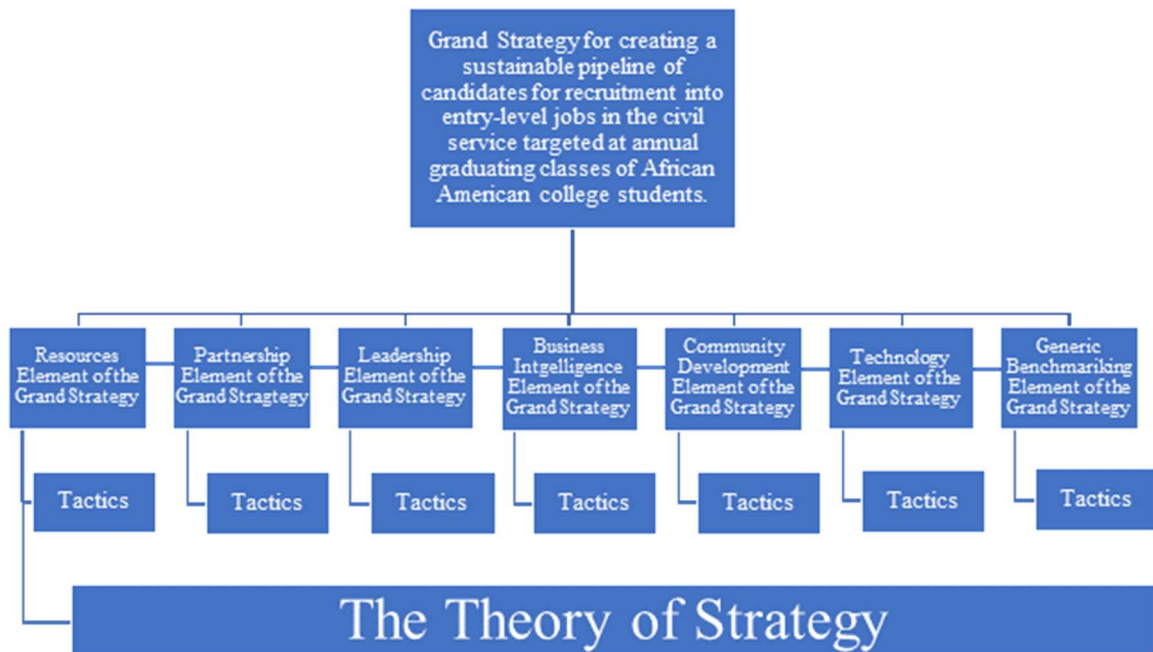
RQ: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

RQa: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the desirable elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

RQb: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

## Conceptual Framework

The conceptual framework of the study consisted of the grand strategy, theory of strategy, and concepts of resources, partnership, leadership, business intelligence, community development, technology, and generic benchmarking. The model of the conceptual framework is shown in Figure 1.



*Figure 1.* Conceptual framework for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students.

Strategy as a concept was the framework for the study. Strategy was first introduced in management literature by Peter Drucker (Drucker, 1954/1986; Lewa & Narikae, 2017). Although no central definition exists for strategy, many researchers acknowledge that strategy is analyzing and understanding how to accomplish an objective (Chamberlain, 2010). The three types of strategy are grand, major, and minor; this study was established on the grand strategy (Layton, 2012).



A grand strategy is the overarching strategy of elements or substrategies (Layton, 2012). The elements in a grand strategy are interdependent and provide a holistic perspective in understanding the unified actions needed for achieving long-term goals (Kornprobst, 2015; Layton, 2012). The priority of a grand strategy is to ensure that the collective entity involved addresses a national interest (Goddard & Krebs, 2015). Layton (2012) posited that the holistic perspective of a grand strategy makes it most appropriate for resolving crises that have existed indefinitely.

Chamberlain's (2010) theory of strategy, in which he deconstructed a strategy to its elements, was applied to this study. For a strategy to be successful, the elements or substrategies need to be articulated and described. The theory of strategy does not include the specific elements of a strategy; for this study, the elements addressed included resources, partnerships, leadership, business intelligence, community development, technology, and generic benchmarking. The concept of a grand strategy (Pearce & Robinson, 2008) reinforced the aggregation of Chamberlain's elements into an overarching strategy to create a sustainable pipeline for recruiting African American college graduates.

Resources are the people, material, opportunities, and amenities that current and potential civil service employees would like to have available to them. Resources are an important employee demand in the pursuit of fulfilling the needs of both the individual and the organization (Korten, 2006). Allocating resources among diverse work groups instills motivation and supports a cooperative workplace (Stoeger & Gruber, 2014). One

resource tactic was for civil service organizations to provide student loan assistance (Freifeld, 2013; NACE, 2014).

Partnerships are internal and external networks among organizations, groups, and individuals. Partners have shared interests in accomplishing shared visions (Baillie, 2010). Diversity of members in partnerships allows them to more appropriately address uncertainties that may not be recognizable when only a few are included. One partnership tactic was for civil service leaders to visit middle schools, high schools, and colleges to explain the civil service to students (Ployhart et al., 2017; Sabharwal & Geva-May, 2013).

Leadership is the authority and style of influence in building an employee pipeline. Leadership styles for a pipeline can be transformational, transactional, and transformational. The deciding force to build a sustainable pipeline is with leadership (Chamberlain, 2010). One leadership tactic was for civil service leaders to provide organizational incentives to employees for helping create the pipeline for African American employees (American College of Healthcare Executives [ACHE], 2013; Hofhuis et al., 2016).

Business intelligence in this study refers to the civil service having the aptitude to foster an African American employee pipeline. Building this pipeline will require both emotional and cultural intelligence (Daher, 2015). Government organizations need staff who are competent in these categories of intelligence to motivate African Americans to choose the civil service. One intelligence tactic was for civil service agencies to only use

recruiters who demonstrate proficiency and interest in cultural competence (Dwoskin, Squire, & Patullo, 2013; Hofhuis et al., 2016).

Community development is invaluable for ensuring that the thoughts and concerns of citizens are considered. The decisions regarding creating the pipeline affect community stakeholders, and these stakeholders expect to be part of the decision-making process (Oshry, 2007). The interaction of organizations with communities has a major role in organizations' achieving excellence (Stoeger & Gruber, 2014). One community development tactic was for civil service organizations to participate in community activities and stay involved in communities (Mitnick, 2017; "Recruiting Transit," 2015).

Technology is the usage of tools and devices in the civil service adapting to society's changing interests. Technology enables organizations to connect to the world (Fitzgerald, Kruschwitz, Bonnet, & Welch, 2014; Rogers & Marres, 2016). An organization that has limited use of technology appears antiquated and unattractive to society (Ibarra, 2014). One technology tactic was for civil service organizations to advertise through social media, such as company websites, Facebook, Twitter, live chat rooms, and LinkedIn (Sabharwal & Geva-May, 2013; U.S. DOJ & EEOC, 2016).

Generic benchmarking is comparing civil service products, services, and practices to those of the best organizations in other industries. Organizations can achieve competitive advantages with generic benchmarking. The benchmark process can be accomplished by internal staff or through consultants (Ou & Kleiner, 2015). One generic benchmarking tactic was for civil service organizations to recruit African Americans by

evaluating and implementing talent acquisition practices from private industry, nonprofits, and social enterprises (Kamel, 2014; Martin & Waymire, 2017).

This study entailed using a Delphi design with the objective of building consensus on the elements and corresponding tactics that would comprise a grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service. The recruitment efforts will be targeted at annual graduating classes of African American college students.

### **Nature of the Study**

A qualitative modified Delphi design was employed for the current study. The method was qualitative because the opinions of the expert panel of talent manager participants were subjective. Delphi design was appropriate for this study and its aim of building consensus (Heitner, Kahn, & Sherman, 2013; Linstone & Turoff, 2002) on a grand strategy for creating a sustainable civil service pipeline of African American college graduates. Other design options, such as grounded theory and phenomenology, were less appropriate for the study.

Grounded theory entails developing a theory or explaining a process (Corbin & Strauss, 1990). The use of grounded theory to explain a process would have been too early in this study to be effective. The focus of the study involved establishing a process-based strategy to build a civil service pipeline of African American college graduates. After establishing the strategy, grounded theory may be appropriate for explaining the behaviors and attitudes associated with strategic process formulation for building the pipeline.

The phenomenology approach is for understanding the meanings individuals attribute to a phenomenon who have common experiences of the phenomenon (Moustakas, 1994). This study aimed to seek solutions to a problem under investigation rather than understanding individuals' meanings from experiencing this problem or phenomenon. However, phenomenology may be appropriate for understanding the essence of experiencing the strategical and tactical implementation of potential recommendations based on the outcomes of this study.

I conducted four rounds of data collection and analysis to build consensus among the panel of experts. I predefined the guidelines for consensus before data collection and established a more stringent guideline during the study. To begin the data collection process, in Round 1 of this modified Delphi study, I provided the expert panel with a list of the elements and tactics that comprise the grand strategy for recruiting African American college graduates. The preconstructed list of elements is congruent with the elements of the conceptual framework (see Figure 1) and was confirmed by the initial review of the literature (Skulmoski, Hartman, & Krahn, 2007). I invited panelists to provide comments about the wording of the statements and to add to the list, at the element or tactic levels or both. This change in methodology is a substitution from the customary Delphi Round 1 data collection protocol of obtaining solutions through open-ended questions to experts (Linstone & Turoff, 2002; Skulmoski et al., 2007). This substitution constituted the modified Delphi.

All the surveys were electronic surveys located on the SurveyMonkey website, and I sent participants the link. For Round 2, I converted the final list of tactics for each

element into Likert-type items for panelists to rate their agreement with the tactics included in each element using scales for desirability and feasibility (Linstone & Turoff, 2002; von der Gracht, 2008). Panelists were given the option to enter brief comments to explain their decisions, particularly those for which there was a level of disagreement. Items from Round 2 that met the primary measure for consensus I flagged for inclusion in Round 3. In Round 3, panelists chose their top five tactics then ranked their preferred tactics in order of highest to lowest preference. Panelists were also given the option to enter brief comments. The top six preferred tactics among the panel were moved forward for inclusion in Round 4. For Round 4, panelists rated their confidence in the final list of tactics for building a sustainable civil service pipeline targeted at recruiting African American college graduates.

### **Definitions**

*Career in government:* Career in government is the pursuit of an employee's life work of occupations that are in government accompanied by the accrual of retirement benefits (Bryson, Crosby, & Bloomberg, 2014).

*Civil service:* Civil service is a merit-based system in the public sector pertaining to nonelected, nonmilitary civilian employees of the executive, judicial, and legislative branches for the impartial employment of an individual based on the individual's qualifications and ability to do the job (U.S. OPM, 2017b).

*Civil service career:* Civil service career refers to the pursuit of an employee's life work of civil service occupations accompanied by the accrual of retirement benefits (U.S. OPM, 2017b).

*Civil service leader:* Civil service leader is an employee who is a principal authority figure within the civil service, such as director of a local, state, or federal agency (U.S. OPM, 2017b).

*Civil service position:* Civil service position is an occupation within the civil service (U.S. OPM, 2017b).

*Elements of strategy:* Elements of strategy are the essential thrust of a strategy as each element represents a clear concept directly addressing the delivery of the strategy's general direction and wide path (Chamberlain, 2010).

*Government:* Government is the local, state, or federal governing body, including the military, that has executive, judicial, and legislative power for administering public policy through laws, institutions, and customs (USA Gov, n.d.).

*Government leader:* Government leader is an employee who is a principal authority figure in government, such as a civil service leader, elected official, or military official. Examples of government leaders include governor of a state, the U.S. president, and military generals (U.S. Department of Defense, 2017).

*Government organization:* Government organization is an organization that is steered by public benefit principles, owned by a local, state, or federal jurisdiction and its citizens and with revenue generated by taxes (Doherty, Haugh, & Lyon, 2014).

*Tactics:* Tactics are the specific actions of how an element supports the strategy and provides the details of an element (Chamberlain, 2010).

*Talent pipeline:* Talent pipeline is the qualified individuals who are interested in potentially applying to an organization (U.S. DOJ & EEOC, 2016).

### **Assumptions**

I made a number of assumptions in this modified Delphi study. The first was that the participants were truthful in their qualifications to be involved in the research. A second assumption was that the participants—talent management experts—provided thoughtful responses for quality research, and another is that they were willing to participate in the study because they were interested in resolving the problem. The solutions this study generated may be used by participants to build African American talent pipelines at their respective organizations.

A final assumption was that the study findings may lead to positive social change in the civil service. This assumption was necessary because the goal of the research was to address a social problem. The social problem of building a civil service pipeline with African American college graduates was evident in the literature. I assumed that this study's findings may provide scholars, practitioners, and government leaders with valuable knowledge for remedying the problem.

### **Scope and Delimitations**

The 20 study participants had government-affiliated talent management experience, and they met the expertise and tenure criteria to be included in the study. I chose government talent managers for a few reasons. Government participants had credible knowledge of the solutions that are desirable and feasible in the civil service. The participants were also experts in their field of talent management, contributing to their greater understanding of what might be desirable and feasible in attracting potential candidates to an organization. The reasons above justified the participants as appropriate



for addressing the problem of the study as the research questions involved recruiting African American college graduates into the civil service.

I developed the modified Delphi survey a priori from the review of the literature of the solutions that have been attempted to improve the representation of African Americans in the workforce. I focused on forward-looking solutions and not current best practices. The solutions gained from the study were based on expert opinions rather than pure scientific evidence. Participants were not able to communicate with each other. The participants did not have physical, visual, or vocal interaction in the Delphi study. Sometimes participants need these types of interactions with each other as influences to be flexible and generate rationale responses.

Round 1 was the only opportunity for participants to add to the preconstructed list of units for consensus. The survey was administered entirely online through four rounds of data collection. Other delimitations included measuring units of consensus based on scales for desirability and feasibility, the applying of frequencies and medians to measure convergence of agreement, and the use of a ranking scale.

### **Limitations**

This study had several limitations. One weakness, although the participants self-validated their ability to meet the expert criteria, is that I did not confirm the honesty of their responses. I did not conduct a background check to verify qualifications because I believed the participants were truthful in their qualifications for the study. I also did not have the resources available to do background checks on participants. The study

outcomes are transferable to organizations with similar social priorities to those of the government, such as nonprofit organizations and social purpose businesses.

The study outcomes may not be transferable to employment sectors that are dissimilar to the government, such as the private sector. Even though the participants could have experiences in the private sector, their opinions regarding the study problem might have been confined to government employment, reducing the applicability of the outcomes to the private sector. The study findings may transfer to those private sector organizations that have similar situations to the social problem in the study. While these thoughts of applicability are mine, transferability is still reserved to the interpretation of the user of the findings and is dependent on the perceived relevance and credibility of the panel backgrounds.

This study involved a qualitative method, which entailed potential respondent bias and four rounds of data collection. Bias could have been in the form of participants' satisfying personal agendas or having distorted ideas and subjective opinions. Due to the number of rounds, participants may have felt that the survey had become a burden in their life but continued with the survey because they wanted to follow through on their role as a participant. Participants who felt burdened may have been less methodical as usual in their survey opinions. The fourth round may have been a relief for the participants as this round was the only data collection round they completed within the scheduled period. This study was also limited to participants acquired through personal referrals.

## **Significance of the Study**

### **Significance to Practice**

The multitude of entities that have contributed to reconciling the government's African American pipeline problem represent government agencies, African American organizations, community-based initiatives, and task forces such as OPM, EEOC, U.S. DOJ, Blacks in Government, African American Federal Executives Association, Community Alliance for Diversity, and Task Force on 21st Century Policing (EEOC, 2013; Nishishiba, 2012; U.S. DOJ & EEOC, 2016; U.S. OPM, 2018). These entities should present the current study's recommendations (top six tactical solutions) to civil service leaders and endorse the authorization of the recommendations with these leaders. Civil service leaders should evaluate immediately and consider employing these recommendations, which were derived from the rich, diverse, and practical knowledge of experts who have been immersed in the phenomenon (Shorten & Moorley, 2014). Government leaders should use this study's pipeline recommendations to proactively balance civil service workforce demographics and avoid possible diversity infractions when greater numbers of baby boomers retire in 2020 (Alba & Barbosa, 2016). A sustainable pipeline of African American college graduates as candidates for recruitment into entry-level jobs in the civil service could uphold the civil service's mission of creating social equity and shared values for a diverse workforce (Durant & Rosenbloom, 2016).

This study's recommendations for building an African American pipeline may attribute to civil service personnel's eagerness in implementing a diversity strategy at

their organizations. These individuals have possibly experienced numerous unsuccessful attempts for workforce diversity and may be leery about trying more diversity solutions because humans remember the negative history of a venture and maintain those adverse feelings when the venture presents itself again (Stouten, Rousseau, & De Cremer, 2018). This study's pipeline recommendations are grounded in collaboration, which has been a difficult approach for government organizations to accomplish due to differences in their respective cultures and practices (Willem & Lucidarme, 2014). Civil service leaders should have confidence in the findings because this Delphi study potentially addressed the differences in concepts among civil service talent managers to develop practical agreement of the solutions that may be successfully scaled across the government spectrum (Bosun & Modrak, 2014).

### **Significance to Theory**

The problem of recruiting college graduates into civil service positions is not confined to African Americans. Federal agencies are ineffective in the annual recruitment of millennial college graduates into the workforce, despite college students expressing an interest in government service (NACE, 2014). To face this challenge, federal human resource talent managers have considered a variety of strategies to build a pipeline that can be sustained annually and that comprises African American college graduates (NACE, 2014).

This ordeal of recruitment is a revived priority as recruitment had not been a focus in nearly 2 decades (Al Ariss et al., 2014; Cappelli & Keller, 2014). Practitioners and scholars have both agreed that recruitment is a priority (Ryan & Derous, 2016), but

knowledge of recruitment solutions that can produce the desired results across the government sector have been still lacking. Recruitment involves the first stage of talent management (Schiemann, 2014), and solutions for this stage may enhance its effectiveness. The current study was used to identify recruitment solutions that may yield the desired results. This study contributes to an enhanced understanding of necessity and appreciation for recruitment and enables researchers to regard recruitment as an invaluable employment stage that must entail desirable, feasible, and important strategies. This Delphi study narrowed the gap in knowledge by providing scholars and practitioners with consensus-based elements and tactics of a grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students.

The findings of the current study reinforce the breakdown of a strategy into various elements (substrategies and tactics) as propositioned in the theory of strategy to effectively address a problem. The grand strategy represented the extent of the strategy breakdown, which entailed researching the body of literature to identify all the relevant elements and associated tactics as a conceptual framework for addressing the civil service African American pipeline. This study's findings substantiated the achievement of the conceptual framework for discovering all the relevant elements of the pipeline problem. This framework achievement implies that government agencies can thoroughly recognize the various elements of not only their respective pipeline problems but also any of their problems by employing a grand strategy. Another implication of the current study's findings is that the practitioner's knowledge is pertinent in supplementing the body of

literature because the panel of this study also suggested tactics that met the established levels of consensus.

### **Significance to Social Change**

The outcomes of the study may contribute to positive social change by increasing the number of African American mid- to senior-level managers employed in the civil service. This increase of African American college graduates in the civil service may be paramount for social change, as increasing the number of people in a group can contribute to that group obtaining beneficial outcomes and favorable bureaucratic actions (Ricucci & Van Ryzin, 2016). This study may generate reasoning for civil service leaders to create or modify organizational policies for suitable representation for all their organizations' members (Morabito & Shelley, 2015). More African Americans may have the opportunity to have a career in the civil service, which may yield a more proportionate socially responsible citizenry and a healthier, more economically competitive economy (Alexander & Arceneaux, 2015). Positive social change must be driven from the inside out to ensure a government for the people by the people.

### **Summary and Transition**

This chapter included an overview of the research involved in building consensus on a forward-looking strategy for creating a sustainable pipeline in the civil service targeted at annual graduating classes of African American college students. Mentoring, networking, and targeted recruitment are among the many previous approaches that did not meet expectations in terms of addressing the issue. To address the problem, this study applied the theory of strategy, which enabled me to recognize all elements of interest in

building the pipeline, which contributed to formulating a grand strategy. The elements were (a) resources, (b) partnership, (c) leadership, (d) business intelligence, (e) community development, (f) technology, and (g) generic benchmarking. Each element lent itself to multiple specific actionable tactics in building the pipeline. The Delphi design was appropriate for building consensus on the elements and tactics that comprise a grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service, recruitment that will target annual graduating classes of African American college students. The Delphi design of this study consisted of four rounds of consensus building. Chapter 2 includes a description of the research inquiry, detailed information of the conceptual framework, and a review of the Delphi methodology.

## Chapter 2: Literature Review

Government leaders have been unsuccessful in building forward-looking strategies for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service, specifically targeting annual graduating classes of African American college students. The purpose of this qualitative modified Delphi study was to build consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding a forward-looking grand strategy for creating the pipeline. A review of the current literature indicated that the civil service is exposed to a multitude of solutions that could support creating a sustainable African American civil service pipeline. The choice to use a Delphi study was appropriate relative to the divergent array of complementary and contradictory solutions found in the literature because a Delphi enables structured group communication of subject matter experts to build consensus on various solutions. In Chapter 2, I present the literature search strategy, conceptual framework, literature review of tactics, literature review of Delphi methodology, and summary and conclusions.

### **Literature Search Strategy**

The literature search for this study was necessary to identify the elements and tactics of a workforce diversity strategy for creating a sustainable pipeline of African American college graduates with long-term civil service career aspirations. The search for these elements and tactics continued until data saturation was met. The literature search also allowed me to explore the chosen methodology and constructs of interest.



The search process involved performing search queries of key terms and reviewing the references of the discovered documents. Assessing the documents' references was necessary for determining the usefulness of these references in terms of the evolving search process for the study.

I included words related to the key terms in the search for literature. For instance, *civil service*, *government*, and *public sector* were related, as were *design* and *study* and *recruitment* and *talent acquisition*. I also had to use appropriate search queries to ensure that relevant documents were not omitted because related words had been overlooked. The search processes in Google Scholar involved using quotation marks to separate words of the search query instead of the Boolean operator AND. For instance, I input the Boolean search query *African American AND recruitment AND public sector* as "African American" "recruitment" "public sector" without commas. Search queries in Google Scholar entailed appropriate processes for key related words.

Table 1 contains the search queries and the databases and search engines I used to search the literature. I conducted all queries for the elements and tactics in all databases and search engines shown in Table 1, except for SAGE Research Methods Online. I conducted the queries for the chosen methodology and constructs in Google, Google Scholar, the ProQuest Dissertations & Theses Global database, and Sage Research Methods Online.

Table 1

*Key Search Queries, Databases and Search Engines*

Queries for the tactics	Queries for the chosen methodology and constructs of interest	Library databases and search engines
African American pipeline in government; recruitment of millennials in government; recruitment of minorities in government; African American AND public sector; government AND recruitment; African American AND public sector AND diversity AND leadership; African American AND recruitment AND organization; African American AND recruitment AND public sector; African American AND strategy AND public sector; African American AND public sector AND diversity; civil service recruitment AND diversity	Delphi design; history of Delphi design; modified Delphi design, types of Delphi designs; Delphi design critique; critical analysis of Delphi methodology; evaluation of Delphi methodology; limitations of Delphi; critical review of Delphi; Delphi study AND recruiting AND talent; Delphi study AND employee recruitment; Delphi study AND finding employees; African American AND recruitment AND public sector AND Delphi design; African American pipeline in government AND modified Delphi design; government AND recruitment AND Delphi design	ABI/ INFORM Collection; Academic Search Complete; Business Source Complete; ProQuest Dissertations & Theses Global; SAGE Journals; SAGE Research Methods Online; Thoreau Multi-Database Search; Google Scholar; Google

Table 2 comprises the types, numbers, and ages of sources reviewed to achieve saturation in identifying the tactics, along with the methodology sources, and all the sources in the study.

Table 2

*Type, Number, and Age of References in the Review of the Literature*

Source type	2014 to 2019	2008 to 2013	1954 to 2007	Total
Scholarly articles	42, (14), [123]	3, (5), [24]	4, (6), [17]	49, (25), [164]
Trade publications	13, (0), [20]	4, (0), [4]	1, (0), [2]	18, (0), [26]
Professional associations and institutions	3, (0), [6]	0, (0), [0]	0, (0), [0]	3, (0), [6]
Government documents	1, (0), [9]	1, (0), [1]	0, (0), [0]	2, (0), [10]
Dissertations	0, (3), [4]	0, (0), [1]	0, (0), [0]	0, (3), [5]
Books	0, (0), [3]	0, (0), [3]	0, (3), [7]	0, (3), [13]
Total	59, (17), [165]	8, (5), [33]	5, (9), [26]	72, (31), [224]

*Note.* Numbers without parentheses or brackets are sources for obtaining saturation of elements and tactics. Numbers in parentheses () are methodology sources. Numbers in brackets [] are all the sources.

Table 2 is my demonstration of data saturation in the literature search. The table contains the aggregated details of the multiple citations involved in distilling all the published solutions that were relevant to the study. The multiple citations and their associated solutions (elements and tactics) are in Appendix A. Seventy-four percent of the study's references were published post-2013 with 82% of the tactics' references

published post-2013 and are current. Older references consist predominantly of seminal work for the review of the conceptual framework and methodology appropriateness and functionality.

### **Conceptual Framework**

The model of the framework was shown in Figure 1. The items discussed in this section are the grand strategy, theory of strategy, and the elements of the strategy (resources, partnership, leadership, business intelligence, community development, technology, generic benchmarking). The discussion of strategic tactics appears in the next section, Literature Review.

#### **Grand Strategy**

Grand strategy was the foundational concept for the study. The grand strategy is required for creating the pipeline in the civil service for African American graduates because a grand strategy entails the most thorough approach in realizing the pipeline (Layton, 2012). Grand strategy involves the broadest perspective of the three types of strategy—grand, major, and minor—in a strategy’s role of providing basic direction to achieve a purpose or objective (Layton, 2012). Strategists adjust their level of perspective for creating the type of strategy necessary (Mintzberg, 1987), thus allowing them to determine the strategy’s appropriate elements as propositioned in the theory of strategy (Chamberlain, 2010). Grand strategy represents a social contract between dependencies, such as shareholders, customers, employees, and society, for achieving a unified objective (Bartlett & Ghoshal, 1994; Chaffee, 1985). Goddard and Krebs (2015) posited that grand strategy entails a national interest in a collective entity aligning national ends

with national means. Layton (2012) contended that grand strategy should be viewed as a set of interdependent elements that requires a holistic perspective and enables greater understanding of an objective than the perspective of disaggregated elements (Layton, 2012). Layton expressed that developing and applying these diverse elements require considerable time but make the grand strategy appropriate for crises that have existed indefinitely when prior approaches to the crisis did not have a holistic perspective.

Goddard and Krebs (2015) opined that in a grand strategy, its creators recognize all the relevant elements for addressing both the threats and opportunities in pursuit of the national agenda. The thorough recognition of the elements and tactics in creating a civil service employment pipeline for African American graduates constitutes a grand strategy with transparency and legitimacy for government and society (Goddard & Krebs, 2015).

### **Theory of Strategy**

The theory of strategy for this study was the underlying philosophy regarding the specific management problem of government leaders' lack of success in developing strategies for recruiting African American college graduates throughout a sustainable employment pipeline. Chamberlain (2010) explained that for a strategy to be successful it needs a clear construction and four factors: (a) the strategy itself, (b) the forces that shape the strategy, (c) the processes that form the strategy, and (d) the mechanisms by which the strategy can take effect. Chamberlain's theory of strategy delineates the nature of a strategy according to seven propositions:

1. A strategy operates in a bounded domain.
2. A strategy has a single, clear focus.

3. A strategy consists of a general direction and a wide path.
4. A strategy can be deconstructed into elements.
5. Each element is an essential thrust with a clear concept directly addressing the delivery of the strategy's general direction and wide path.
6. Each essential thrust implies a specific channel of influence.
7. Each of the elements is formed either deliberately or emergently.

Chamberlain noted in Proposition 4 that a strategy can be deconstructed to its fundamental elements. Proposition 4 in the theory of strategy was the basis for how to address the problem of the study. Determining and understanding the strategy from its elemental features is essential for achieving the strategy's purpose.

Schiemann (2014) opined that a framework of items is required to pinpoint how to recruit African Americans. The theory of strategy does not designate what elements should constitute a given strategy. Strategists are required to assess their respective situations to determine which elements of a strategy are best suited for addressing those situations. The elements that composed the strategy in the study were (a) partnerships, (b) business intelligence, (c) resources, (d) community development, (e) leadership, (f) technology, and (g) generic benchmarking. I have described each of these elements and the grand strategy for their relevance in creating the sustainable pipeline of African Americans in the civil service.

### **Partnership**

Partnerships are necessary for the sustainable civil service pipeline of African American graduates because in partnerships, many groups and organizations would share

the effort in this goal with mutual responsibility. The dominator and egalitarian models are contrasting models of possible partnerships. The organizations in a partnership have privileged decision rights in determining how narrow or broad to set the boundaries of their activities in pursuit of the goal (Albert, Kreutzer, & Lechner, 2015).

Some organizations cannot share their goals with others because of barriers to alliances. The dominator model is one such barrier in that some of the organizations in the model could be perceived as rulers over others (Korten, 2006). Alliances can consist of dominant, midlevel, and less powerful organizations. Some partnerships of equality cannot evolve because individuals mistakenly believe there must be dominance in every relationship (Korten, 2006). Participants in alliances experience the first dimension of power, a zero-sum approach, which causes resentment between the parties and hinders their ability to develop the alliance (Gallicano, 2013). In the dominator model for organizational relationships, the human potential for creative self-direction, cooperation, and voluntary service is subsumed for the health of the whole partnership (Korten, 2006).

Partners in the goal of creating a sustainable African American civil service pipeline need to be able to form alliances that are egalitarian, so the alliance can provide the most effective social benefits to society. The egalitarian model could enable the partners to contribute a novel perspective and develop a niche for the alliance in the pursuit of creating a sustainable pipeline (Cooney, 2011). Alliances are supported by a process of consultation to obtain corrective feedback from the other organizations irrespective of their perceived status or power (Raza & Murad, 2014). Some alliances can form a new culture that characterizes all the partners resulting from consultative

negotiations, cultural experiences, attitudes, and values (Rodriguez, 2005). The new culture can create a context that enhances compatibility among the partners, allowing them and their partnership to adapt with the environment in achieving their goal (Raza & Murad, 2014; Rodriguez, 2005).

### **Business Intelligence**

Intelligence in civil service organizations would enable them to understand the cultures and emotions in diverse workgroups, which in the case of this study would support creating a pipeline for annually recruiting African American college graduates for civil service employment. Cultural and emotional intelligence are the types that developing such a sustainable pipeline would require.

Cultural intelligence is the ability to navigate understanding between cultures, in areas such as nationality and race, along with the ability to learn different patterns of social interaction and to determine the appropriate behaviors for the interactions (Daher, 2015). Culture is shared assumptions that groups of individuals have adapted and integrated because the assumptions have worked in solving problems and thus are valid to be taught as the correct way to perceive and think (Bolman & Deal, 2013). Cultural intelligence is a component of diversity management that enables individuals from a culture to understand the behaviors of other cultures (Christiansen & Sezerel, 2013). Sabharwal (2014) mentioned that a workforce of various cultures could be counterproductive to the organization if the cultures are not part of organizational inclusion. Olsen and Martins (2012) contended that companies that practice diversity integrate their cultures rather than assimilate them. Integration allows individuals to



maintain their identities, whereas assimilation pressures individuals to lose their minority-culture identities and conform to the dominant culture (Olsen & Martins, 2012). Cultural intelligence in civil service organizations might allow staff members to better adapt to the African American culture, which can enhance creating the sustainable pipeline.

Emotional intelligence is accurately reading the emotions of the self and others to act and respond to those emotions effectively (Caruso, Bhalerao, & Karve, 2016). Harms and Crede (2010) added that emotional intelligence is the set of verbal or nonverbal abilities that enable people to express, recognize, generate, understand, and evaluate their own and others' emotions, which allows for thinking and acting to cope with environmental pressures and demands. Some experts have perceived emotional intelligence as overrated because the different ways of measuring it suggest that scales are assessing different constructs (Harms & Crede, 2010).

The emotional quotient is twice as important as the intelligence quotient in a multicultural workforce (Caruso et al., 2016). Kumar (2014) expressed that the emotional quotient contributes to 80% of an individual's success and the intelligence quotient contributes to 20%. Employees with low control of their emotions respond adversely to proposed organizational changes because they are not equipped to effectively mediate the demands of stressful and emotionally expensive organizational change dynamics (Kumar, 2014). Civil service organizations immersed with emotional intelligence would be more capable of accepting organizational changes and maintaining workplace harmony in the interest of creating an African American talent pipeline.

## **Resources**

Resources that civil service organizations offer in support of the pipeline would promote African American graduates as employment candidates because the recruits would perceive that the agencies can meet their employee needs. The most common resources are people and materials, but resources also include the opportunities and amenities that employees would like to receive. In the government sector, resources are a reduced priority whereas the main concerns are issues such as pollution and depletion of the natural environment (Lovins, Lovins, & Hawken, 2007). Resources are one of the more important demands for employees along with employee rights and dignity (Korten, 2006). Resources are not always available to all groups because of the zero-sum nature of stakeholder relationships; that is, resources allocated to one group are taken from another group (Parmar et al., 2010). Parmar et al. (2010) opined that decisions should be made to allocate resources to diverse groups because different groups have different perceptions that could lead to creating new opportunities and value. Stoeger and Gruber (2014) posited that accessing necessary resources contributes to practicing a trade. This access to resources might also contribute to the excellence of individuals converging in cooperative efforts (Stoeger & Gruber, 2014). An industry is excellent when its resources are accessible to its groups and inferior when they are not (Stoeger & Gruber, 2014). Civil service organizations that provide fair and applicable resources to all their demographic workgroups would motivate African American graduates to be potential civil service employees—that is, support the sustainable employee talent pipeline.

## **Community Development**

Community development would benefit creating this African American talent pipeline because organizational excellence reflects the achievements of both organizations and their communities (Stoeger & Gruber, 2014). Communities are major parts of organizations, and understanding how organizations affect communities is the fundamental objective of corporate social responsibility (Doane, 2005). Organizations have been the controlling structure of capitalism, with little concern for or cooperation with communities (Parmar et al., 2010). Doane (2005) expressed that many organizations fail in their objectives because their leaders did not engage their communities and neglected valuable community resources, information, and perspectives. This controlling nature of organizations likely stems from the conventional wisdom of business, which maintains that businesses resolve their business problems (Porter, 2013). Porter (2013) asserted that organizations and communities have shared value in pursuing objectives. Adler, Forbes, and Willmott (2007) opined that organizations are selfishly guided by narrow goals such as profit instead of connecting with the broader interests of the society such as communities, social justice, human development, and ecological balance. A key factor in the interrelationships between organizations and communities is critical management studies, which support questioning the accepted or taken-for-granted behaviors and challenging the structures of domination (Delbridge, 2014).

Engaging and including communities in common visions and goals to solve organizational problems and objectives are ethical practices (Resick, Hanges, Dickson, & Mitchelson, 2006). Resick et al. (2006) found that all 10 cluster regions in a Project

Globe study supported including the community to solve business and societal problems. Vaidya and Mayer (2014) found that communities with a positive sense of ownership help organizations' leaders make decisions effectively. Gaynor (2014) posited that organizations that are community based are fulfilling one of the four components of cultural competence. The interrelationship between civil service organizations and the African American community would allow for realizing the common vision and goal of creating a sustainable employment pipeline of African American college graduates (Bird, Mendenhall, Stevens, & Oddou, 2010; Lakshmi, 2014).

### **Leadership**

Leadership will be the driving force in creating this pipeline because without effective leadership, organizational objectives are unlikely to succeed (Chamberlain, 2010). Civil service leaders need to be capable of exhibiting a variety of leadership styles for empowering the civil service workforce in support of the impending changes related to the African American employee talent pipeline (Raisio & Lundstrom, 2015). African American graduates might be more content to work in the civil service knowing that agency leaders show versatile styles.

Among the different leadership styles are transactional, transformational, and transpersonal leadership. Transactional leadership is management oriented and has different forms. Leaders might base their approaches on contingent reward, which entails rewarding followers economically or emotionally for working towards the leaders' established goals (Harms & Crede, 2010). Leaders might also manage by exception, actively monitoring for employee mistakes and intervening or passively waiting for

mistakes to happen first (Harms & Crede, 2010). Popli and Rizvi (2016) found that the transactional leadership style had a positive relationship with employee engagement and the strongest positive association with the age group of 25-30. Transactional leaders support creating the pipeline because they might be more relatable to the potential candidates who are older millennials and to those who require less personal interaction.

The transformational leadership style is also known as charismatic leadership or transformational visionary and is one of the few organizational behavior theories that has received universal adoption across cultures (Gibson & McDaniel, 2010).

Transformational leadership is recognized as leaders' acting as mentors to their followers through encouragement, learning, achievement, and followers' individual development (Harms & Crede, 2010). Transformational leaders demonstrate five dimensions: idealized influence, attributed; idealized influence, behavioral; individual consideration; inspirational motivation; and intellectual stimulation (Harms & Crede, 2010; Peng & Weichun, 2011). Popli and Rizvi (2016) found that transformational leadership had a positive relationship with employee engagement, and the strongest positive relationship with the age group under 25. Transformational leaders are necessary for the sustainable pipeline because some of the potential candidates might need and expect the particular guidance that transformational leaders naturally provide.

Transpersonal leadership is assumed to be the management domain for the future success of organizations (Porter, 2013). Transpersonal leaders have clear purposes described by their existential and moral intelligence (Dunn, Lafferty, & Alford, 2012). Dunn et al. (2012) asserted that transpersonal leaders understand a bigger purpose and are

forthright in questioning certain practices. These leaders ask *why* to determine relevance based on purpose. Kapoor (2014) added that transpersonal leaders have morals that allow them to dissolve their personal egos to confront the disadvantages of societal norms. Transpersonal leaders have a morality that gives them the propensity to minimize the disadvantages that African Americans and other minorities often face in work settings, allowing the civil service pipeline to be more enticing to potential candidates (Dunn et al., 2012).

### **Technology**

Technology will be useful in creating the civil service pipeline of African American graduates because appropriate tools and devices would be implemented for adapting these organizations to the changing interests of society. Most stakeholders of an organization want to have some type of access to the organization, which technology allows. Technology permits connecting the organization to the world (Fitzgerald et al., 2014; Rogers & Marres, 2016).

Technology can transform organizations (Fitzgerald et al., 2014), which become vulnerable to new ways of doing business because of technology (Cajaiba-Santana, 2014; Fitzgerald et al., 2014). Scott (2013) acknowledged that because technology is readily available, companies can adjust their business models to be more versatile. Fitzgerald et al. (2014) supplemented these thoughts in their position that organizations will cease to exist if they do not compete for success with business models concentrated on technology.

Technology is a categorical factor among organizations. According to Scott (2013), technology is ubiquitous, but organizations range in their technological proficiency levels. Fitzgerald et al. (2014) classified organizations into four categories: digirati, fashionistas, conservatives, and beginners. Digirati companies are mature in both technology adoption and management, and fashionistas are early adopters to technology but do not have effective technology management skills (Fitzgerald et al., 2014). Conservatives are slow to adopt technologies and are effective at managing them, whereas beginners possess neither advanced technology nor the skills to manage it (Fitzgerald et al., 2014). Fitzgerald et al. found that digirati organizations have the best financial results of all the categories in terms of revenue creation, profitability, and market valuation. Civil service organizations that are multifaceted in their technology would entice younger demographic groups, supporting the creation of the African American pipeline.

### **Generic Benchmarking**

Generic benchmarking for civil service organizations could allow these organizations to have the competitive advantage in creating a talent pipeline of African American graduates. Generic benchmarking is comparing one organization's products, services, and practices against the same items at better organizations regardless of industry (Kamel, 2014). Henry Ford began generic benchmarking in 1912 as he initially observed Chicago slaughterhouses' practices for cutting, hanging, and transporting meat on a monorail from one worker to the next. Ford implemented these practices at his Ford Highland Park Plant to produce magnetos (Attiany, 2014). Other benchmarking types,

such as internal, competitive, and functional, have respective benefits and relevance.

Generic benchmarking is the premiere, however, because it provides the most relevance and value (Andersen, 1999).

Generic benchmarking is performed by deciding the area of interest that requires comparison (Tee, 2015). Staff members in charge of the process find the benchmark companies and then collect and analyze the data based on the areas that need improvement according to the comparisons (Ou & Kleiner, 2015). Generic benchmarking can vary from simple to sophisticated (witness Motorola and Xerox, respectively; Ou & Kleiner, 2015). Most subject areas in generic benchmarking can be compared, which enables organizations to adjust to their environments (Kamel, 2014). Generic benchmarking would enable civil service organizations to be proactive in incorporating socially acceptable programs and practices, which would support creating the African American college graduate civil service employee pipeline.

### **Literature Review**

Tactics reside at the lowest level in the hierarchy of a strategy and provide the details of an element. Tactics are the specific actions of how an element supports the strategy. The tactics in this study apply to actions of recruitment for creating a sustainable pipeline of annual graduating African American college students into entry-level civil service jobs. In this section, I review the tactics found in the literature for achieving this purpose. Appendix A contains the composite list of the 57 tactics that I identified in the review.



### **Tactics of Partnership**

Leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to students (Ployhart et al., 2017; Sabharwal & Geva-May, 2013). Some African American students may not have a fair understanding of what the civil service is, and a most opportune time for these students to learn about the civil service is in the education system (EEOC, 2013; Sabharwal & Geva-May, 2013). School districts are a valuable asset because they are sources for many potential African American civil service candidates and could provide students with their introduction to the civil service (Mitnick, 2017). Ployhart et al. (2017) asserted that organizations must capitalize on sources such as schools that promote earlier recruitment by identifying and creating talent pools. Ross et al. (2014) shared these opinions when they contended that civil service officials must increase this awareness of the civil service by visiting schools to explain its purpose and goals to students. Schools are the best hope for increasing African American representation in the civil service, and visiting schools to clarify the roles of the civil service might entice more members of underrepresented groups to apply for civil service employment (Welsh, 2015).

Not only should officials visit schools and explain the purpose of the civil service, but civil service organizations should provide site visits for students (Mitnick, 2017). Civil service officials should expect that some educational institutions will not have the means of transporting students to such site visits and that many African American students will have the means for only limited traveling. Site visits provided by the civil

service would moderate these limitations and enable maximizing the student interest, which is necessary if the civil service is to become more diverse (Mitnick, 2017).

Civil service agents should tutor middle and high school students on issues in public service (Mitnick, 2017; Ross et al., 2014). Researchers have contended that civil service employees should also serve as mentors in all aspects of life to students through college (Ross et al., 2014; Tighe, Needle, & Hawkins, 2015). These relationships would allow students to establish necessary connections to the civil service, which will ultimately contribute to building the civil service employment pipeline for African Americans (EEOC, 2013; Mitnick, 2017). The civil service is host to many different professional fields, and students would have the benefit of guidance from civil service agents. The science, technology, engineering, math (STEM) professional fields since 2007 have not only grown the fastest of occupations for all sectors (Noonan, 2017) but are a critical need in the civil service (Mitchell, 2014). Bates (2016) suggested that because the civil service has STEM opportunities, civil service agents should give presentations at student math camps. Abel (2017) added that grooming students for careers in STEM fields should begin by emphasizing STEM education as early as kindergarten and throughout primary education. Civil service organizations should also recruit from the STEM program organizations (Abel, 2017; Brown et al., 2016).

Civil service agents should recruit from colleges and universities that include predominately White institutions and historically Black colleges and universities (HBCUs; Ahmad & Boser, 2014; Wingfield, 2014). HBCUs are mostly composed of African Americans and would supply a boost in building the African American pipeline

in the civil service (Gamble & Turner, 2015; “Recruiting Transit,” 2015). Advocates of building the pipeline for African Americans expressed that for organizations to have African American representation, their leaders must recruit from HBCUs (Gardner et al., 2014). Wilson (2014) declared that recruiting African Americans into the public sector has not progressed because the preferred sources of talent produce few African American candidates. Emerson and Murphy (2014) acknowledged that companies often recruit or hire based on referrals from internal employees, and 71.5% of referrals are for applicants of the same race and gender as the employee giving the referral, which maintains organizations’ Caucasian majorities and underrepresentation of African Americans (Emerson & Murphy, 2014). The civil service industry’s strategy does not include targeted, aggressive recruitment from HBCUs, which would increase the talent acquisition of African Americans (Ahmad & Boser, 2014; Charleston, Gilbert, Escobar, & Jackson, 2014).

The possibility of HBCUs producing large numbers of candidates is not without concern. Ployhart et al. (2017) declared that recruiting large numbers of minority candidates who are less qualified than majority candidates or perhaps not qualified at all only exacerbates the adversities. Civil service officials might need to consider that society could perceive recruiting African Americans from large sources such as HBCUs as preferential rather than just targeted recruitment for the selection (Pierre, Mahr, Carter, & Madaan, 2016). Riccucci and Riccardelli (2015) recognized an instance of preferential treatment for minorities in the 2009 U.S. Supreme Court decision *Ricci v. DeStefano*. In the decision, the U.S. Supreme Court ruled against the city of New Haven, Connecticut,

when the city attempted to promote diversity by discarding examinations because many African Americans and Latinos were failing the examinations (Ricucci & Riccardelli, 2015).

The partnership between the civil service and colleges could be strengthened for building the African American talent pipeline if personnel helped alleviate the demand for teaching and educating college students. For instance, Freifeld (2013) theorized that civil service personnel should instruct college courses, and EEOC officials (2013) maintained that civil service and college leaders should agree to integrate uses of the civil service into general college curricula. Introducing government work into college curricula could have a positive influence on college students' perceptions of the civil service (EEOC, 2013). Martin and Waymire (2017) found that college accounting students were more favorable of government in terms of both monetary and nonmonetary benefits and in terms of offering creative and dynamic professional opportunities after completing a government nonprofit semester elective. The students still perceived public and corporate accounting careers as offering better financial benefits than careers in government (Martin & Waymire, 2017).

The civil service also has partners outside the school system in building a sustainable pipeline of talented African Americans in the civil service. Civil service organizations should recruit from African American churches (U.S. DOJ & EEOC, 2016; Wilson, Wilson, & Gwann, 2016), career institutes for African Americans (Charleston et al., 2014; Ghee, Collins, Wilson, & Pearson, 2014) and from African American affinity groups that include entities such as the National Urban League, NAACP, and African

American Greek letter organizations (EEOC, 2013; Wilson et al., 2016). Professional conferences of African Americans should also be a source for civil service recruitment of African Americans (EEOC, 2013; Ghee et al., 2014), as should the private sector (EEOC, 2013).

This partnership element comprised 14 tactics for creating the sustainable civil service pipeline of African American college graduates. Most of the tactics typified convergence among the thought leaders and one tactic typified divergence. This tactic of debate pertained to recruiting African Americans from large sources such as HBCUs, which would boost the supply of African American candidates. The tactic is problematic as it could involve recruiting large numbers of minorities who are less qualified than majority candidates or not qualified at all. Civil service leaders must be aware that although they may have good intentions for enhancing diversity, this tactic and any other tactic that might involve preferential treatment is unconstitutional.

### **Tactics of Business Intelligence**

African Americans are attracted to workplaces that are staffed with culturally and emotionally intelligent personnel. These traits enable civil service agencies to foster environments that welcome African American candidates by accepting them based on their different cultural backgrounds (Brown et al., 2016). Civil service organizations should require employees to complete cultural competence programs (Gaynor, 2014; Nghah, 2016). Fernandes and Alsaeed (2014) acknowledged that African Americans must be evaluated on their unique personal and individual realities as humans but instead have been evaluated against Caucasian male behavior. Brown et al. (2016) shared these

sentiments when they declared that employees need to perceive African Americans as individuals within their own groups rather than all representing one African American community. A lack of cultural intelligence in an organization might contribute to how staff members at these organizations can view young African American recruits as gang members and thugs (Sato & Hodge, 2017). Organizations need to be culturally competent to understand and accept employees of different cultures (Gaynor, 2014). Cook and Glass (2014b) opined that African Americans in the workplace should be encouraged to be themselves and not worry about assimilating. Gaynor (2014) posited that a culturally competent organization requires culturally competent workforces that comprise members who understand culture and represent different cultures.

Civil service organizations should require emotional intelligence programs to moderate harmful assumptions about African Americans (Daher, 2015; Schiemann, 2014). Ahmad and Boser (2014) assessed that African American employees are stereotyped in that staff expect them not to do well, and these negative assumptions might contribute to African American employees' beliefs that personnel treat them unfairly or unjustly (Griffith & Combs, 2015). Sloan and Unnever (2016) disclosed that African American employees are distraught emotionally about these negative assumptions but do not report these feelings to organizational leaders to avoid reprisal. Instead the emotions remain buried, which causes African Americans further psychological damage because they believe conveying these authentic emotions is unacceptable (Sloan & Unnever, 2016).

Cook and Glass (2014a) advised that the negative beliefs about African Americans be moderated because they promote likely fears of failure among African American employees. Civil service organizations need work environments in which making mistakes is acceptable (Lunney, 2014). African Americans need to be ensured that they will receive fair and moral treatment at work (Boshoff, Kotze, & Nel, 2014). Gothard and Austin (2013) asserted that civil service workplaces require supportive organizational cultures if they are to attract African Americans. Alfred (2001) shared these sentiments with the position that African Americans need cultures in which staff view them positively and not based on stereotypes.

Cultural intelligence and emotional intelligence enable a harmonious and respectful work environment that elevates employee morale and employee engagement (Keller, Franzel, Snowden, & Becker, 2015) which attracts the top candidates including African Americans (Al Ariss et al., 2014; "Recruiting Transit," 2015). Lavigna (2015) asserted that candidates are attracted to high-engagement government agencies because they offer more collaborative and innovative work environments. An organization with inferior cultural intelligence could be affected by cultural dissonance, which would discourage top candidates. Cultural dissonance occurs when an employee behaves according to his or her cultural norms, but a supervisor of a different culture or ethnic background regards the employee's behavior as inappropriate (Sato & Hodge, 2017).

Gardner et al. (2014) posited that the culture of an organization is paramount for recruiting African Americans, and civil service organizations should use recruiters who demonstrate cultural competence (Dwoskin et al., 2013; Hofhuis et al., 2016) because

recruiters reflect organizational cultures. African Americans are likely to reject recruiters who express a race bias or lack of understanding of African Americans (EEOC, 2013; Wilsher, 2015).

The tension among the experts regarding this concept's three (3) tactics is evident. These thought leaders illustrated the workplace conditions inflicted upon African Americans that include negative stereotypes, unfair assessments, and lack of understanding, which all pertain to a non-supportive environment. The sentiments of these experts are an indication to the necessity of both emotional intelligence and cultural intelligence for the pipeline.

### **Tactics of Resources**

African Americans want to be employed by organizations that can fill their needs just as they meet organizations' needs. Griffith and Combs (2015) found in their study that African Americans desired more from their jobs than did Caucasian students: African American participants scored 19 of the 21 job attribute preferences higher than did Caucasian participants. Similarly, Benditt (2015) found that college-educated African Americans are not attracted to the public sector's or the civil service's customary employment aspects, aspects which are known as normative public service motivation values.

African Americans desire organizations with the resources to develop and support them rather than those organizations with environments of prejudice, discrimination, and lack of opportunity (Griffith & Combs, 2015; Wilson & Maume, 2014). Researchers at the EEOC (2013) asserted that government organizations should provide employment



growth for African Americans through career training and development opportunities. Charleston et al. (2014) suggested that writing workshops should be included in the organizations' training and development. The authors added that leaders should incorporate technology webinars as well. Civil service organizations should also provide leadership programs (Morrall & Ovbije, 2014; Stewart, 2016). These development opportunities should include nonpermanent opportunities such as internships for African American college students (Mitnick, 2017; "Recruiting Transit," 2015). The Presidential Management Fellows Program is one internship that government agencies should participate in (EEOC, 2013; Taylor, 2014).

Civil service organizations should provide good insurance and fringe benefits (Freifeld, 2013; NACE, 2014). These benefits include assistance to pay off student debt and flexible work schedules and leave time (Boynton, 2015; "Recruiting Transit," 2015). Bates (2016) added that civil service organizations should provide workplace gyms for employees to use three hours a week during standard work hours.

Civil service organizations should provide compensation packages that are competitive and transparent (Ahmad & Boser, 2014; "Recruiting Transit," 2015). Sammer (2015) determined that particularly for millennials, all salaries need to be transparent. Millennials perceive transparency as power because they are accustomed to having access to any information they want ("Recruiting Transit," 2015; Sammer, 2015). Taylor (2014) observed that there are still major gaps in pay between employees of color and Caucasians. Ahmad and Boser (2014) asserted that compensation packages should be comparable for individuals within the organization with the same knowledge, education,

skills, and responsibilities regardless of race. Wilson and Roscigno (2015) shared these sentiments when they acknowledged that African Americans want to be protected from discriminatory practices such as lower pay and lack of access to managerial promotions.

Civil service organizations should attract African American candidates by providing mentoring, coaching, or sponsorship programs (Gamble & Turner, 2015; Lim et al., 2015). Talent acquisition experts have suggested that role models are comparable with mentors, coaches, and sponsors (Abel, 2017; Emerson & Murphy, 2014).

Researchers have proposed multicultural career counselors for recruiting African Americans because they will assess the external and internal barriers to employees' career development (Brown & Segrist, 2016). Any of these advisory resources would attract African Americans provided that the aims are to develop African American employees' careers (Gothard & Austin, 2013; Stewart, 2016). Wilson (2014) posited that minority employees need mentors and that mentors must be fully connected in a variety of developmental roles and be aware of the challenges that race contributes to their mentees' career development and advancement. Harrington (2009) similarly assessed that African Americans require mentors if they are to have clear opportunities for executive leadership positions.

EEOC (2013) officials stated that each African American employee should have a mentor, although these mentors can be informal or formal. Lim et al. (2015) discovered in a study of African American women that informal mentors have more positive effects on promotions and job status than do formal mentors and that more mentors contribute to a higher likelihood of upward mobility. Gardner et al. (2014) recommended that

recruiters always mention to candidates that they will have assigned mentors. Employees are likely to learn their professional cultures, roles, and expectations through mentors or significant colleagues (Alfred, 2001). Wilson (2014) opined that minorities learn what the obstacles are and the issues they might confront when they have mentors. Mentors are also important as they could acknowledge African American employees' abilities and credentials, which contribute to developing African American employee networks (Stewart, 2016; Wingfield, 2014).

Civil service organizations should provide networking and social opportunities to meet other employees (Fernandes & Alsaed, 2014; Pierre et al., 2016) and board members (Cook & Glass, 2014b; Gothard & Austin, 2013). Wingfield (2014) acknowledged that African American students at universities and vocational institutions have few networking opportunities for employment because these networks, connections, opportunities, and referrals are reserved for Caucasian students. James (2015) concluded that although African Americans' credentials are strong foundations for career ascension, networks are still the most salient component for their achieving career aspirations. Networking makes African American employees visible to organizations' internal and external stakeholders. Networking includes encouraging African Americans to attend events such as conferences and social functions and introducing them at these events (Alfred, 2001; Fernandes & Alsaed, 2014). Networks are a necessity for African Americans to receive opportunities and promotions at work (Emerson & Murphy, 2014; Gamble & Turner, 2015).

Networking and race might have implications for civil service organizations. In a study of public school students, Molina (2016) discovered that the presence of Caucasian managers in African American student networks negatively affected African American students' performance. The EEOC (2013) recommended that civil service organizations provide African American affinity groups within the organizations. These groups are attractive to African Americans as they share common cultures and backgrounds and help employees transition into workplaces for better connections with organizations (Cauchon, 2017; EEOC, 2013).

The 16 tactics posed in this section were of a broad array but experts acknowledged the mentoring tactic and the networking tactic with more emphasis compared to the other resource tactics. Workplace mentors not only support African Americans to discern and overcome workplace barriers but also support them by the willingness to speak on their behalf. Networking allows African Americans to be visible and recognized thus is the most important factor for their potential future advancement.

### **Tactics of Community Development**

African Americans are attracted to organizations that visit African American communities and support the values and traditions within these communities. Recruiting in communities demonstrates broad-based, concerted commitment (Pierre et al., 2016) as Wilson (2016) noted African Americans will not have an interest in government if they do not know that government opportunities exist. Companies' reputations could be tainted if they have minority representation issues and are not recruiting from within communities (Hofhuis et al., 2016).

Civil service organizations should participate in community activities and be involved in communities (Mitnick, 2017; “Recruiting Transit,” 2015). Doherty et al. (2014) affirmed that organizations create positive relationships with stakeholder groups and leverage these relationships to devise mechanisms to overcome barriers. Civil service organizations should provide information booths at community festivals and job fairs (EEOC, 2013; Russell & Brannan, 2016) as well as conduct workshops in the community about their organization (EEOC, 2013; Freifeld, 2013). The EEOC (2013) recommended that government agencies recruit in locations that are popular among African Americans, such as shopping malls (Wilson et al., 2016), professional sporting events (Welsh, 2015), and African American hair salons (Dwoskin et al., 2013).

African Americans need to see that organizations value diverse cultures and social performance (Wilson et al., 2016). Companies that assert what they stand for usually attract and retain employees who identify with them and are more committed to them (Bartlett & Ghoshal, 1994). Al Ariss et al. (2014) shared these thoughts in reporting that minorities are attracted to organizations that emphasize the importance of diversity management. Mazutis and Slawinski (2015) expressed that prospective employees might not perceive organizations’ efforts as genuine if recruitment activities are not linked to the organizations’ core values. Other researchers determined that civil service organizations should include the phrases EEO organization and diversity management in their job announcements (Al Ariss et al., 2014; Dwoskin et al., 2013). Civil service organizations should brand or market their missions as supporting social goals and

emphasize how their efforts have helped the social value of the community (Bates, 2016; Boshoff et al., 2014).

This concept encompassed eight (8) tactics, each divergent that require consensus. These tactics included recruiting at African American hair salons, recruiting at professional sporting events, and participating in community activities and staying involved with the community.

### **Tactics of Leadership**

The civil service needs leaders who accept that the absence of a civil service employment pipeline for African Americans is an issue. Ryan and Derous (2016) explained that recruitment is a priority for both researchers and practitioners, but the recruitment concern resides more with practitioners. Caldwell (Welsh, 2015) asserted that recruiting talented minorities to the civil service is a nationwide problem. Some civil service leaders claimed they have a problem recruiting particular demographics rather than an overall recruiting problem (Welsh, 2015). Leadership commitment to building an employment pipeline for African Americans is necessary (Nishishiba, 2012) and essential (Hofhuis et al., 2016; Morrall & Ovbije, 2014) because executives are well-known for going above and beyond to make projects a success (Kano & Verbeke, 2015).

African Americans are attracted to leaders who will support hiring them. Leaders of civil service organizations should accept the responsibility to create diversity through building the African American employment pipeline (Gothard & Austin, 2013; Wilson, 2014) because the existence of such a pipeline will rely on civil service leaders' recognizing a need for diversity in the industry (Mitnick, 2017; Sabharwal, 2014). Kerr

(2015) posited that the business case for diversity is that organizations with racially diverse teams achieve a 35% increase in their financial returns. Some civil service executives contend that public service organizations cannot reflect the diversity of their stakeholders when they lack diverse thinkers (Mitnick, 2017). The African American civil service employment pipeline would be a first step in leaders' showing a prudent effort to address society's demand for reflecting diversity in executive positions (Morrall & Ovbije, 2014).

Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline (Hofhuis et al., 2016; Mitnick, 2017). Mor Barak (2015) contended that diversity pertains to demographic differences in observable (age, race, and gender) and nonobservable (education, culture, and cognition) attributes. Leaders who promote positive perceptions of diversity attract African Americans by lessening their concerns that there will be few or no other African Americans in the workplace (Hofhuis et al., 2016). Inclusion refers to employees' perceptions that they are appreciated for their unique contributions and they are encouraged to fully participate (Mor Barak, 2015). Sabharwal (2014) posited that inclusion attracts candidates because organizational leaders are committed to valuing and utilizing employees' ideas, connecting employees to each other and the organization, and promoting equitable policies. African Americans are attracted to organizations where they perceive that leaders respect diversity in demographics and respect inclusion.

Civil service leaders should provide organizational incentives to employees for helping create the employment pipeline for African Americans (ACHE, 2013; Hofhuis et

al., 2016). These incentives would include both awards and rewards for employees that contribute to attracting African Americans to the civil service. Leaders who summon insight from all levels of staff might be better prepared to address the issue of building the pipeline (Stewart, 2016), which is more likely to succeed when everyone in the organization is providing feedback.

This concept included three (3) tactics, which were divergent and require consensus. These tactics pertained to leaders accepting responsibility for the pipeline, respecting both diversity and inclusion, and providing incentives to staff who help create the pipeline.

### **Tactics of Technology**

Potential African American candidates for the civil service employment pipeline are attracted to organizations that recruit with technology. Doval (2015) posited that technology is an important driver of organizational change in addition to macroeconomic and social factors and competition. Fitzgerald et al. (2014) acknowledged that technology has become more strategic to how consumers engage with organizations. McNally (2013) contended that government has an active role in technology in addition to its other roles in industry, policy, and regulation. Ibarra (2014) did not share this opinion of technology in recruitment, asserting that the civil service's way of attracting and retaining talent is often ineffective and that younger potential employees consider it antiquated. Fitzgerald et al. (2014) found that money, desire, and tools are the top reasons organizations' business models do not incorporate technology.



Technology allow leaders to present organizations' brands to the public. Branding is attractive to employees and candidates because it presents organizations' identities and reputations (Ployhart et al., 2017). Branding is important for African American candidates because they perceive branding as representing the type of employment experience they can expect (Ibarra, 2014).

Civil service organizations should advertise through social media including company websites, Facebook, Twitter, live chat rooms, and LinkedIn (Sabharwal & Geva-May, 2013; U.S. DOJ & EEOC, 2016). Social media benefit the civil service (Welsh, 2015). Ibarra (2013) contended that agencies cannot recruit competitively without Facebook pages. Schewe ("Recruiting Transit," 2015) asserted that LinkedIn in particular has been an excellent source of experienced high-level talent. Civil service organizations should include video and written testimonials on their websites of current employees admiring their internal cultures and the connections between their work duties and social goals (Bates, 2016; Ibarra, 2014). Broadcasting appreciation of an organization's corporate social responsibility is particularly important to millennials because they want to be employed where their work tasks will have an effect on society (Bates, 2016; Lunney, 2014). Ibarra (2013) opined that professional marketing firms would be appropriate investments for employee recruitment with Facebook, Twitter, and other digital tools.

Civil service organizations should advertise job announcements in magazines popular to African Americans (Gardner et al., 2014; Russell & Brannan, 2016), with Gardner et al. (2014) contending that organizations need to advertise in a number of

magazines rather than just one or two. Recruitment from these magazines is necessary for African Americans who might not subscribe to recruitment magazines that have no specific target group (Gardner et al., 2014; Russell & Brannan, 2016). Civil service organizations should use job announcements that are colorful and artistic and that have powerful messages (Keller et al., 2015; Ibarra, 2014) that inspire African Americans to work for the civil service (Dwoskin et al., 2013). Ibarra (2014) proposed that one inspirational recruitment message could be “join our organization and be a part of something truly special as you make your mark” (p.59).

Civil service organizations should have web-based application processes (Keller et al., 2015; Ibarra, 2013). Handwritten job applications could discourage millennials because they are familiar with completing tasks in digital formats. The civil service should upgrade the federal portal website usajobs.gov (Bates, 2016; NACE, 2014); NACE (2014) found that only 8.8% of college students utilized USAJOBS compared with 17.3% for LinkedIn, 15.5% for Career Builder, and 14.5 % for Monster. NACE suggested that the low usage of USAJOBS might indicate that students do not understand the federal job application, which supports the need for recruiters to actively help students navigate the application process.

Technology is important but there is divergence of thought in this concept’s six (6) tactics as to how technology may assist in addressing the problem. The variety of experts that contributed these tactics all indicated a need for civil service modernization, but the specific action to accomplish modernization was not consistent among their ideas thus requiring consensus building.

### **Tactics of Generic Benchmarking**

Civil service organizations should conduct generic benchmarking to recruit African Americans by evaluating and implementing talent acquisition practices of the private industry, nonprofit industry, and social enterprises (Kamel, 2014; Martin & Waymire, 2017). Piatak (2014) contended that the for-profit and nonprofit sectors have less difficulty recruiting younger candidates because these individuals recognize that they can accomplish public service without working for the government. Thom and Reilly (2015) affirmed that the majority of government agencies only evaluate other government agencies, whereas civil service agents need to compare their organizational processes, products, and functions against the same items of organizations outside their industry to enhance the government industry. Generic benchmarking would enable civil service agents to discover other processes, products, and functions that their organizations might need. Andersen (1999) opined that most things can be benchmarked as long as the metrics are adjusted accordingly for different conditions.

Generic benchmarking for recruiting African Americans into the civil service would include these activities: (a) identify what is to be benchmarked, (b) form a benchmark team, (c) identify comparative organizations, (d) collect and analyze benchmarking information, (e) and take action (Alosani, Al-Dhaafri, & Yusoff, 2016; Ou & Kleiner, 2015). Relevant personnel could conduct benchmarking internally within organizations or outside consultants could perform the benchmarking studies (Thom & Reilly, 2015).

Generic benchmarking should have mandates in the charters of civil service organizations (Gunasekaran, 2001; Thom & Reilly, 2015). The benchmarking objectives need to be required for all the divisions and departments of the organization (Gunasekaran, 2001). Applying the benchmark objectives across the workforce units might enhance the perception that the organization is consistent.

Civil service organizations should conduct generic benchmarking every three years to develop the African American employment pipeline (Camp, 1993; Thom & Reilly, 2015), although it might be necessary every year in the manufacturing domain and every three years in business or marketing (Camp, 1993). Thom and Reilly (2015) expressed the similar thought that generic benchmarking is necessary every two to five years. Calibrating generic benchmarking could ensure that civil service organizations remain relevant in how they recruit African Americans and other minority candidates (Thom & Reilly, 2015).

Various forms of compensation should have generic benchmarking studies including salaries, paid leave time, and all other benefits offered to employees (Thom & Reilly, 2015; Xavier, 2014). Thom and Reilly (2015) posited that the public sector has ignored benchmarking compensation, but this generic benchmarking could allow all employees to benefit from the competitive wages that the comparisons produce.

The numbers of African Americans in executive positions in civil service organizations should also have a generic benchmark study (Gothard & Austin, 2013; Pierre et al., 2016). For instance, Ewoh (2013) found that the city of St. Petersburg, Florida, has a “one for one” policy to address underrepresentation of members of a

protected class. The policy entails hiring or promoting one member from the protected class for every one member from the majority (Ewosh, 2013).

Generic benchmarking is a concern for government leaders. Thom and Reilly (2015) identified that government officials are concerned about benchmarking because they might lack control over the use of benchmarking information or over government safety. Ou and Kleiner (2015) acknowledged that organizations for benchmarking comparisons might not want to participate for fear of revealing organizational secrets. Ou and Kleiner added that some perceive benchmarking in the public sector as a waste of taxpayer dollars. Attiany (2014) supported these thoughts with study findings from investigating different types of benchmarking to achieve competitive advantage and found that generic benchmarking had no significant influence in achieving quick response and low-cost leadership. Government leaders are likely not to approve benchmarking when they cannot clearly foresee meeting the main objective of adding value to an organization (Alosani et al., 2016).

Civil service organizations should benchmark as many private, nonprofit, and social enterprise organizations as possible (Attiany, 2014; Ou & Kleiner, 2015). The typical range is three to five benchmark organizations (Andersen, 1999). Multiple organizations for benchmarking contribute more ideas (Kamel, 2014). Fitzgerald et al. (2014) claimed that high-profile companies are the companies to benchmark, and civil service recruitment personnel could use trade and business journals, databases, focus groups, professional conferences, and associations to find companies that are cited for excellence (Camp, 1993). Businesses' internal staff and customers might be able to help,

and members of the benchmarking team could also ask their company software providers to list all their customers to identify benchmark candidates (Camp, 1993). Benchmarking teams should also use the same sources for finding benchmark companies as sources of actual benchmarking information because these sources usually have the metrics needed for comparisons. Benchmark team members might also ask the officials of the desired benchmark organizations for their benchmark metrics (Camp, 1993; Kamel, 2014).

The results obtained from generic benchmarking should be available to the public (Spendolini, 1992; Thom & Reilly, 2015). Disclosing benchmark results would give other civil service organizations more knowledge in the elements and tactics of recruitment and desensitize the concern of sharing information. Publicizing the results would also be important for civil service agencies that may not have the budgets to conduct benchmarking because they could get the metrics they need from agencies with more capacity. The number of tactics presented in this benchmark section was seven (7).

### **Review of Delphi and Delphi Studies on Talent Acquisition**

In this section of the literature review, I am specifically discussing the Delphi methodology. RAND Corporation developed the Delphi design in the early 1950s under a U.S. government contract to forecast the possible effects of wartime nuclear weapons usage (Avella, 2016; Linstone & Turoff, 2002). The RAND researchers who pioneered the design were Norman Dalkey, Olaf Helmer, and Nicholas Rescher (Linstone & Turoff, 2002). The team used the term Delphi for the methodology in recognition of the mythological Greek city of Delphi where Pythia the Oracle of Delphi answered questions about the future (Avella, 2016). The remainder of this section contains discussion of the

Delphi design and its application in talent acquisition studies from no earlier than the year 2013.

Researchers have referred to the Delphi design as Classical Delphi or Original Delphi in reference to the original RAND Delphi study. The Classical Delphi design entails that the first-round survey is an open-ended questionnaire to obtain solutions from an expert panel (Fletcher & Marchildon, 2014). According to Trevelyan and Robinson (2015), Round 2 and any subsequent rounds of a Classical Delphi comprise surveys that incorporate the lists of solutions that the expert panels determined in earlier rounds. Green (2014) added that the Classical Delphi also maintains the anonymity of the expert participants. Researchers have identified other Delphi design types such as e-Delphi (electronic survey), policy, decision, real time, technological, online, argument, and disaggregative (Skinner, Nelson, Chin, & Land, 2015). The e-Delphi has become the default in that electronic surveys for Delphi studies are now the norm rather than the traditional mail surveys (McMillan, King, & Tully, 2016). Fletcher and Marchildon (2014), meanwhile, proposed referring to any Delphi study design that alters from the Classical as a modified Delphi design.

The rationale for employing a Delphi design is consistent in the literature. Linstone and Turoff (2002) affirmed that the purpose of a Delphi design is for structured group communication to address a complex problem. The group involved will comprise experts who have informed opinions and perspectives on the problem (Linstone & Turoff, 2002). Delphi studies are logical when the intent of the study is to describe and explore current issues or to forecast trends (Green, 2014). Delphi studies are also useful

in developing solutions to complex problems for which empirical data and theories are unavailable to generate a forecast (Neale et al., 2014; Rayens & Hahn, 2000).

The objective of a Delphi design is to build consensus among the expert participants on Likert-type survey items, although definitions of consensus vary. Neuer Colburn, Grothaus, Hays, and Milliken (2016) defined consensus as when a survey item has a mean of at least a 4 on a scale of 1 to 6 and a standard deviation less than or equal to 0.85. Eubank et al. (2016) defined consensus as when 80% of the participants agree on a survey item. Gevers, Kremers, De Vries, and Van Assema (2014) defined consensus as 70% agreement on an item with an inter-quartile range no greater than 1.0. Other researchers have defined consensus as a median score of 5-6 for an item on a 6-point Likert-type scale with an inter-quartile range of less than or equal to 1.75 (Trevelyan & Robinson, 2015); and a median score of at least 7 on a RAND 9-point scale (McMillan et al., 2016). Heitner et al. (2013) established consensus with these constraints: (a) a minimum of 80% frequency of a score of 4 or 5 for an item on a 5-point Likert-type scale or (b) a median of at least 4 on the same Likert-type scale. Meskell, Murphy, Shaw, and Casey (2014) referred to consensus as a hierarchy of levels consisting of high, medium, low, and no consensus based on a matrix that contained 18 different consensus definitions.

The Delphi design was an approach in four talent acquisition studies published no earlier than 2013. The studies are discussed below. Latimore (2014) conducted a Delphi study to better understand U.S. Army acquisition professionals' recruitment, development, and retention efforts and how those efforts offset personnel shortages in the



Department of Defense. The study had three rounds of surveys, and Latimore considered it a modified Delphi study. The main recruitment approach to balancing the workforce shortage was hiring interns, although the expert Delphi panel also recommended filling mid-level positions and placing job advertisements on the USAJOBS website (Latimore, 2014). On-the-job training and continuous learning were the training and development tactics suggested to reduce the workforce shortage, but 75% of the experts reported that due to the hiring freeze they had no strategies for retaining the workforce (Latimore, 2014).

Finlayson (2016) employed the Delphi design in a study on diversifying senior management positions in corporate America. The panel determined components for effective diversity management among senior management: senior leader advocacy, recruiting qualified minority applicants, supportive organizational culture, proactive policy statements in diversity, and mentoring. Mentoring had the highest rating for achieving diversity at the senior management level. Finlayson discovered that the expert panel achieved consensus in their opinion that companies must create employment pipelines for women and minorities. Finlayson also found that organizational cultures could negatively affect the perceptions of females and minority employees in the first 6 to 12 months. Corporate cultures and brands must reflect diversity and inclusion to attract talented candidates (Finlayson, 2016).

Gluchman (2014) performed a Delphi study to explore the underrepresentation of women in the IT industry in the United States. The author conducted the study through a theoretical frame of gender theory, career change, and voluntary employee turnover.

Work-life balance was a key concern for women in how they assessed IT careers (Gluchman, 2014). Gluchman observed that women avoid workplaces that do not offer flexible work hours because they want to manage both a family and a career. Women assess their career options more subjectively than objectively (Gluchman, 2014). Gluchman also found that stereotypes are barriers for women in IT workplaces.

Bondarouk, Ruel, Axinia, and Arama (2013) conducted a Delphi study to explore the future of employer branding through social media, and HR and academic professionals provided the forecasts. Both the academic professionals and the HR professionals identified employer image as effects of social media. The academic professionals also identified HR competencies and targeted recruitment; whereas, the HR professionals identified company visibility and organization responsiveness (Bondarouk et al., 2013). HR professionals acknowledged that regular adjustments to recruitment activities are necessary to be in accordance with the recruitment expectations outlined in social media (Bondarouk et al., 2013).

Reviews of the previous Delphi talent acquisition studies were pertinent for recognizing how this Delphi study relates to those studies in addressing a talent acquisition issue. Latimore (2014), Finlayson (2016), Gluchman (2014) and Bondarouk et al. (2013) each used a single scale for each of the Delphi rounds. All of these authors in their Round 2 used the scale of strongly disagree to strongly agree, which is similar to desirability, but there was no simultaneous measurement for feasibility. Both Latimore and Gluchman employed the Round 2 scale again for their Round 3; whereas, Finlayson and Bondarouk et al. employed the scale of least to highest importance in their Round 3.

Only Latimore's study was specific to government employees as the subject matter experts. Each of these studies was limited to three rounds of data collection and did not apply the confidence scale or a strategy framework. In comparison to these other Delphi studies, this study was consistent in maintaining the desirability scale and enlisting of government experts. This study also built upon those prior studies in addressing a talent acquisition issue. The study applied four rounds of data collection, a feasibility scale which coincided with the desirability scale, an importance ranking, a confidence scale, and a study framework based on strategy.

### **Summary and Conclusions**

This chapter included discussion of the grand strategy that consisted of seven elements and 57 tactics to create a sustainable employment pipeline in the civil service for African American college graduates. The elements and tactics emerged from the literature review of the study. The seven elements were resources, partnership, leadership, intelligence, community development, technology, and generic benchmarking. The 57 tactics were the specific actions respective to each element. Appendix A includes all tactics, elements and corresponding references that I discovered in the review in an organized format that framed the Round 1 of the data collection protocols.

From the review of the literature, thought leaders supported most of the solutions to create the pipeline, but they expressed caution relating to the elements of generic benchmarking (Thom & Reilly, 2015) and partnership (Ployhart et al., 2017). These two elements consisted of tactics that might be risky for civil service implementation in

creating the pipeline (Ou & Kleiner, 2015; Pierre, et al., 2016). Ou and Kleiner informed that the issue with generic benchmarking was possible loss of government organization secrets. Attiany (2014) revealed that generic benchmarking studies had no significant impacts in achieving low cost leadership and quick response which contributes to government leaders not clearly envisioning the value in generic benchmarking (Alosani et al., 2016).

The partnership concern involved using HBCUs to over-recruit minorities (Ployhart et al., 2017). Ployhart et al. (2017) asserted that producing large numbers of candidates who might be less qualified than majority candidates or not qualified at all only complicates the problem with building the pipeline as the recruitment approach might be preferential treatment. In relation to this partnership concern, another concern was that recruiting African Americans from HBCUs might be representative of preferential recruitment instead of targeted recruitment (Pierre et al., 2016). Riccucci and Riccardelli (2015) presented a case of preferential treatment of minorities regarding the city of New Haven, Connecticut as the Supreme Court ruled the city of unlawful discrimination in its approach to promote diversity.

The gap in the literature on the topic of a civil service employment pipeline for annual graduating classes of African American college graduates is that consensus as to the desirability and feasibility of the identified elements and tactics is lacking. This study narrowed that gap and contributed to knowledge by providing consensus regarding the desirability and feasibility of these elements and tactics.

This chapter included a review of four studies conducted using Delphi methodology to investigate talent acquisition. This study is distinctive by combining the constructs of Delphi methodology and talent acquisition with the construct of strategy for developing the African American civil service pipeline as other studies did not have all three constructs. Chapter 3 contains the rationale for selecting a modified Delphi design to address the research questions for this study. The chapter provides the details on conducting the study including an assessment of the trustworthiness of the methodology.

### Chapter 3: Research Method

Fewer than 20% of all government employees are African American, making racial diversity necessary to address (EEOC, 2018; U.S. OPM, 2018). Government leaders may be able to promote diversity among its workforces through a grand strategy for producing a sustainable pipeline of annual African American college graduates for entry-level civil service positions. The purpose of this qualitative modified Delphi study was to build consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding how to develop this forward-looking grand strategy for creating a pipeline of African American college graduate candidates. Chapter 3 includes the research design and rationale, the role of the researcher, methodology, issues of trustworthiness, and a chapter summary.

#### **Research Design and Rationale**

The research question for this study was as follows:

RQ: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding the desirable and feasible elements of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level civil service jobs targeted at annual graduating classes of African American college students?

The method for this study was qualitative with a modified Delphi design. The study was qualitative because it is grounded in two elements that distinguish qualitative research. The Delphi design involves the subjective opinions and perceptions of participants and the creation of a list of statements to be assessed for agreement or

disagreement, derived from the opinions of expert participants (Brady, 2015). Delphi methodology was congruent with the study intentions, which was to build consensus regarding the elements and tactics of creating a sustainable civil service employment pipeline of African American college graduates (Heitner et al., 2013).

Skulmoski et al. (2007) opined that the Delphi design is particularly useful when the research goal is to better understand problems, gather solutions, and develop forecasts. The Delphi design was appropriate for this study because the objective was to seek solutions (Heitner et al., 2013), and the Delphi is flexible and can be modified to meet the specific study needs (Skulmoski et al., 2007). The Delphi is a particular approach for addressing the challenges, multiple dimensions, and practical terms of the public sector (Durant & Rosenbloom, 2016). This study's design deviated from the Classical Delphi by replacing the traditional open-ended Round 1 brainstorming questionnaire with a precoded list of elements and tactics for the expert panel to assess (Fletcher & Marchildon, 2014).

The study's modified Delphi design was appropriate because the precoded list of workforce diversity solutions to solve the problem was derived from the conceptual framework, the research questions, and the scholarly literature (Miles, Huberman, & Saldana, 2014). The provisional start list was based on the published concepts, findings, and interpretations of researchers and practitioners (Patton, 2015). The provisional list was expected to be similar to, if not more exhaustive than, the outcomes from a customary open-ended list because the provisional list would already contain those workforce diversity solutions shared by thought leaders in the literature (Miles et al.,

2014). Because of the use of the modified Delphi design and its preconstructed list, the study required less time from the panel members to produce a cogent list of workforce diversity solutions without sacrifice to quality of thought.

Grounded theory and phenomenology were other design alternatives but were less appropriate for the study. The grounded theory approach would have been useful if the study were focusing on attempting to explain a process or develop a theory (Corbin & Strauss, 1990). With the current study, I sought the elements and tactics of a process-based strategy to develop a civil service employment pipeline for annual African American college graduates. Using the grounded theory at this stage of discovery would have been premature because a theory was not necessary for the development of items for consensus related to the phenomenon studied (Helfat & Karim, 2014; Morgan, 2006). The grounded theory approach may be a suitable design if there is a need to provide a theoretical explanation for the efficacy of those elements and tactics this study produced in building the pipeline.

A phenomenological study is best suited for research that involves understanding the meanings individuals who experience a phenomenon in common attribute to that phenomenon (Moustakas, 1994). Moustakas (1994) noted that understanding these individuals' shared experiences is important for properly addressing their experiences in the form of developing practices and policies. Phenomenological research is also suitable for further understanding the meanings of experiencing a phenomenon (Giorgi, 2000). A phenomenological design, which is inwardly focused to the participant and descriptive in nature, would not have entailed enacting a strategy for resolving this study's workplace



diversity problem but exploring such a phenomenon without focusing on its actionable solutions (Valdez, 2015).

The Delphi design was more appropriate for this study than other qualitative designs because its objective was to build a consensus of expert opinions as to forward-looking solutions to complex problems (Heitner et al., 2013). With the Delphi design, researchers can address complex phenomena for which there are few proven evidence-based solutions or little to no evidence for optimal solutions (Heitner et al., 2013). With this study, I used a modified Delphi design, a Likert-type questionnaire, and a ranking questionnaire to facilitate the building of consensus as to the desirability and feasibility of the solutions for creating a sustainable civil service pipeline of African American college graduates.

### **Role of the Researcher**

The role of researchers is to ensure that their interpretations are as close as possible to the data sources' intended meanings. I conducted an objective review of the literature and distilled an accurate list of potentially effective elements and tactics for developing the African American civil service employment pipeline. To mitigate any personal biases, I maintained integrity with the literature and ensured that multiple resources supported the development of the conceptual elements and corresponding tactics. I was not aware of the comments or survey ratings attributable to each participant.

## Methodology

### Participant Selection Logic

The term *study population* is not germane to Delphi studies because the responses produced in a Delphi study apply to the specific group in the study but not to the population at large (Brady, 2015). Delphi designs are not relevant for generalized samples. The consensus-based outcomes of a Delphi study are derived from the expertise of individuals, who through anonymous, iterative, data collection protocols produce responsive solutions for the issues under consideration (Brady, 2015; Meskell et al., 2014). Researchers gather these experts through the purposeful sampling strategy of using key informants (Brady, 2015; Ravitch & Carl, 2016), which entails identifying individuals with valuable knowledge to explain an issue (Ravitch & Carl, 2016). Using key informants also allows participants to be recognized specifically for their credentials in having experienced a phenomenon (Ravitch & Carl, 2016). For this study, individuals qualified to participate in one of the following three ways:

- Any government work experience of at least 10 years in talent acquisition, or
- Any experience of at least 10 years as an internal or contracted human resource or diversity officer with a government organization for at least 10 years, or
- Any experience of at least 10 years as a leader of a talent acquisition company that assists with talent acquisition for a government organization.

The planned minimum sample size for each round was 20 experts to ensure the study included a variety of expertise among the panelists to contribute a broad range of

opinions in properly addressing the problem under investigation (McMillan et al., 2016; Meskell et al., 2014). Panel size varies from 10 members into the thousands. There are no firm rules as to panel size for a Delphi study. Homogeneity of the expert criteria should be a consideration. Trevelyan and Robinson (2015) affirmed that homogenous samples in Delphi studies range from eight to 15 participants. Skulmoski et al. (2007) indicated that participant totals from 10 to 15 may be sufficient. Larger samples may become more cumbersome for marginal benefits. Because dropouts occur in the 20%–30% range (Bardecki, 1984), the planned panel size of 20 for a homogeneous panel was practical for data management purposes.

### **Instrumentation**

The data collection instruments for the study were surveys. The solution matrix (Appendix A) was the source for creating the surveys. I developed the solution matrix by precoding the literature for themes (elements) and their associated tactics; then I used the solution matrix to establish the content of the study's Round 1 survey. This study's literature review was the basis for the construction of the solution matrix and the survey's content. In Round 1, participants were provided the opportunity to add to the list of solutions. In subsequent rounds of data collection, panelists were asked to rate the relative merits of the items for consensus.

In Round 2, participants rated the desirability and feasibility of each tactic. Desirability refers to the effectiveness of a tactic for addressing a phenomenon (Linstone & Turoff, 2002). Ewoh (2013) contended that civil service leaders must perceive all of the solutions to be desirable. Feasibility refers to how practical the tactics will be to

implement (Linstone & Turoff, 2002). Participants rated survey items on 5-point Likert-type scales, with higher ratings corresponding to higher utility (i.e., desirability or feasibility of the tactics): (a) 1 = very undesirable (very unfeasible), (b) 2 = undesirable (unfeasible), (c) 3 = neutral or no opinion, (d) 4 = desirable (feasible), and (e) 5 = very desirable (very feasible; Linstone & Turoff, 2002; Meskell et al., 2014). The neutral rating was for participants who had insufficient expertise or did not hold a particular opinion for the item statement. This rating allowed for enhanced quality in the responses because participants were not forced to fabricate answers when they had no judgment of the statement (Decieux, Mergener, Sischka, & Neufang, 2015). Panelists were given the option to enter brief comments to explain their decisions, particularly those for which there was a level of disagreement.

In Round 3, participants chose their top five preferred items. Participants then ranked their preferred items in order of highest to lowest preference. The ranking ranged from one for highest ranking to five for lowest ranking, with higher ranking numbers indicating greater importance (McMillan et al., 2016).

In Round 4, participants rated their confidence in the final list of items on a 5-point Likert-type scale. The confidence scale employed (Linstone & Turoff, 1975) was a self-reported measure of certainty of how sure the panelist was in the cumulative panel prediction being correct about the items for building the pipeline (Linstone & Turoff, 2002). The voting dimensions of the confidence scale (Linstone & Turoff, 1975) were: (a) 5 = certain (low risk of being wrong), (b) 4 = reliable (some risk of being wrong), (c) 3 = neither reliable or unreliable, (d) 2 = risky (substantial risk of being wrong), and (e) 1

= unreliable (great risk of being wrong). A neutral rating was added to this scale for the reasons previously stated.

Likert-type scales for ratings are most common in Delphi studies (Meskell et al., 2014; Rayens & Hahn, 2000). Ratings offer a broader array of ideas for final recommendations and conclusions related to consensus (Meskell et al., 2014; Rayens & Hahn, 2000).

### **Field Test**

The purpose of conducting a field test was to ensure that the study's Round 1 questionnaire was appropriately written and absent of any problems before distributing the questionnaire to the participants. I also provided the field test participants with hypothetical scenarios of the Round 2, 3, and 4 questionnaires to obtain feedback on the format and structure of those questionnaires with the rating scales. The field test permits 3–5 individuals who have expert knowledge about the population and research topic to provide pertinent questionnaire feedback. This study's field test participants were asked to provide their feedback according to these three statements which are established in the three objectives of a field test:

1. Based upon the purpose of the study and research questions, are the questions on the questionnaire likely to generate information to answer the research question?
2. Are the participants likely to find any of the questions on the questionnaire (the nature of the question or specific wording) objectionable? If so, why? What changes would you recommend?

3. Were any of the questions on the questionnaire difficult to comprehend? If so, why? What changes would you recommend?

The field test does not require IRB approval because these experts do not provide data and only provide feedback on the quality of the questionnaire content.

I e-mailed three professionals with a background in Delphi research and knowledge of employee recruitment strategies in government workplaces. The field test request is represented in Appendix B. I then revised the Round 1 questionnaire based on the feedback received from the field test. The field test and the revisions occurred before submitting the study's proposal to IRB.

### **Procedures for Recruitment, Participation, and Data Collection and Analyses**

**Recruitment.** I had planned to recruit participants for this study by conducting a search for talent acquisition experts through the website LinkedIn following Walden University IRB approval of the study's proposal. I had conducted a search of two LinkedIn professional groups (whose identities are confidential) to identify potential experts. I used a conservative assumption, of 0.01%-member recruitment to verify that these groups would be adequate for providing the sample size of 20 participants and affording participant anonymity. This reasoning resulted in an assumption of 26 potential participants, which exceeded the sample size of 20 participants and affirmed that these two groups would have been sufficient for the study. The recruitment strategy for these two groups would have been viable in protecting the anonymity of the participants among other participants and potential readers of the findings of the study.

I e-mailed the owners to obtain permissions in utilizing their groups for the study (see Appendix C). The permissions would have entailed group owners to post my study announcement in their group and to notify their members of the available survey. I did not obtain cooperation from any LinkedIn groups thus this approach for recruiting participants was not successful. I acquired participants of this study through personal referrals. The personal referral entailed snowball sampling where interested individuals who could either be qualified or not qualified as a participant would inform me about other individuals who could also be interested (Ravitch & Carl, 2016). The Walden IRB did not require a change in procedures for the personal referrals approach.

**Participation.** As previously mentioned, I had planned to obtain potential participants from the LinkedIn professional groups. LinkedIn members would have then verified their eligibility for the study by self-selecting in accordance with the criteria for participation detailed in the study announcement (see Appendix D). Walden IRB confirmed that no change in procedures was required for the acquisition of interested individuals as participants through personal referrals. I e-mailed the study announcement to the interested individuals of the study. The study announcement contained the survey purpose, my contact information, participant criteria, the survey starting date, the need to provide me their e-mail, the eight-week study activity, an overview of the data collection protocols, and information on privacy. The announcement also contained information for potential participants of the commitment they would need to demonstrate to participate in the study. Potential participants were informed in the announcement that they could withdraw from the study at any time without penalty. Participants were asked to create

and store a unique identifier code to utilize when completing each round of the four rounds of electronic survey data collection.

Interested individuals confirmed their eligibility, and for those who deemed themselves eligible for participation, were asked to complete an informed consent form prior to participating in the first round of data collection. I assumed that all participants who took the survey were in good faith as both eligible and interested and did not conduct any cross-referencing or separate background checks to justify eligibility. Once the requisite panel size was met, indicated by the number of provided e-mail addresses, the study survey commenced. After each survey round for measuring (Rounds 2–4), participants were withdrawn if they did not complete the respective survey.

**Data collection and analyses.** The study link provided to the participants connected the participants to the IRB approved informed consent form prior to the start of the Round 1 survey. The IRB approval number for this study is 10-11-18-0603808 and it expires on October 10, 2019. The consent form included details of the study, procedures to withdraw, and criteria to be a panel member. Participants agreed to the informed consent form to proceed with the Delphi study. I conducted four rounds of data collection and analysis over a 13-week period. The successive rounds in a Delphi design are essential to building consensus in a study.

**Round 1.** I sent the first-round survey of 57 statements using my Walden e-mail and the subsequent surveys using the SurveyMonkey e-mail client through its e-mail invitation feature. Upon commencement of the data collection period, participants were sent a link to view the informed consent, introduction, and survey for Round 1. Appendix



E contains the Round 1 survey with the elements and corresponding tactics and the revisions based on the field test. The introduction contained the purpose of acquiring the survey responses, a description of the survey content, and the response procedures for the items. A disclosure was included that participants had one week to complete the Round 1 survey with a reminder that three additional rounds were scheduled. Introductions were provided in all the survey rounds.

Participants reviewed the preconstructed list of solutions for building a civil service employment pipeline for African American graduates. Participants were asked to enter the unique identifier code they prepared and at their discretion, add to the overall elements or particular tactics, or indicate they had no changes to make to the list. From the responses, a list of statements comprised of elements and tactics for agreement and disagreement was prepared. The list of items became the statements for agreement presented in the Round 2 questionnaire.

The list of tactics and elements from Round 1 were included in a survey for Round 2. A 5-point Likert-type survey was the response format for Rounds 2, 3, and 4. The survey was organized by the elements and corresponding tactics for building a sustainable civil service pipeline targeted at recruiting African American college graduates.

**Round 2.** A link was sent to panelists via the SurveyMonkey platform, granting access to the second-round survey consisting of 63 statements representing tactics for pipeline building. Appendix F contains the Round 2 survey. During Round 2, participants rated the items appearing in the Round 2 survey for desirability and feasibility followed

by the analyses of consensus. Consensus was predefined by the following levels of agreement among participants: (a) the primary measure was a minimum of 70% frequency for items scoring a 4 or 5 rating on both the desirability and feasibility 5-point Likert-type scales or (b) a secondary measure, wherein the rating of item had a median score of at least 3.5 on both the desirability and feasibility Likert-type scales. The secondary measure served to mitigate a no opinion/neutral rating and allow for establishing consensus for instances where there may be items with multiple neutral ratings, which may lower the frequency (Heitner et al., 2013). Using both measures resulted in 49 items representing consensus, which was minimal data reduction, so I resorted to the primary measure only eliminating another 26 items. These 26 items did not initially meet frequency hurdles for either desirability, feasibility, or both, but did meet median hurdles for both. In total with the more stringent filter, I reduced the Round 2 items from 63 to 23 items representing consensus, which was an elimination of 63% of the Round 2 items. Items that met the primary measure of consensus were moved forward for inclusion in the Round 3 data collection process for further consensus building.

**Round 3.** The 23 items from Round 2, which exhibited a tendency towards consensus based upon the established measures for agreement, were the statements for the Round 3 survey. Appendix G contains the Round 3 survey. For Round 3, I had planned to provide panelists with feedback of the Round 2 results, and panelists would have had the opportunity, if desired, to revise their voting opinions from Round 2. To ensure distilling the items further down, I instead employed the ranking survey for Round 3. Panelists chose their top five items then ranked their preferred items in order of highest

to lowest preference. The option to enter brief comments was offered. The top six (not top five as some items tied in ranking) preferred items among the panel were moved forward for inclusion in Round 4.

**Round 4.** Appendix H contains the Round 4 survey. In Round 4 participants rated their confidence in the overall results of the study including the top-ranked desirable and feasible items for building a sustainable civil service employment pipeline for African American college graduates. The established measure for confidence, as at the end of Round 4, served as a self-reported measure of credibility among panelists.

### **Issues of Trustworthiness**

#### **Credibility**

Credibility is the confidence in the *truth* of the findings of a particular investigation (Lincoln & Guba, 1985). To demonstrate truth value, studies must contain adequate representation of the respondents' multiple mental constructions of a reality (Lincoln & Guba, 1985). Credibility approaches in Delphi studies include (a) participants and research team members provide feedback of the a priori and a posteriori list of themes, and (b) participants confirm or modify their responses after viewing the group feedback (Neale et al., 2014; Neuer Colburn et al., 2016). Credibility for Delphi studies is also demonstrated by participants reporting their confidence in the overall results of the study, which is a self-reported measure of credibility (Linstone & Turoff, 2002).

These strategies for ensuring credibility were applied in this study. The study procedures enabled participants to report feedback of the Round 1 preconstructed list of items. The inclusion of the Round 3 ranking survey allowed participants to share another

measure of the importance of the items. The study procedures also enabled participants to report their confidence in the final list of solutions.

### **Transferability**

Transferability is the extent to which the findings of a particular investigation have applicability in other contexts or with other respondents (Lincoln & Guba, 1985). Researchers demonstrate transferability by providing sufficient descriptive data that enables transferability judgments possible for those potential appliers (Lincoln & Guba, 1985). Delphi studies entail a purposeful sampling strategy, which allows consumers of Delphi research to self-assess the methodology for transferability based on the context of the participants in addition to the description of the phenomenon (Brady, 2015; Meskell et al., 2014).

### **Dependability**

Dependability is whether the findings of an investigation would be consistent if the investigation were replicated with the same respondents in the same or similar context (Lincoln & Guba, 1985). Researchers demonstrate dependability by accounting for factors of stability and design induced change (Lincoln & Guba, 1985). Delphi researchers ensure dependability by maintaining an inquiry audit or audit trail (Latimore, 2014), which is a detailed description of the processes and records involved in the study for an external auditor to authenticate (Lincoln & Guba, 1985). The audit trail for Delphi researchers includes questionnaire data, safekeeping of raw data, explanation of the data collection, analysis and usage of analysis software, and presentation of iterative rounds of

reports containing statistical responses from panelists (Fletcher & Marchildon, 2014; Latimore, 2014).

### **Confirmability**

Confirmability is the degree to which the findings are established by the respondents and conditions of the investigation and not by the researcher's biases, perspectives, interests, or motivations (Lincoln & Guba, 1985). Lincoln and Guba (1985) asserted that a formal decision as to the confirmability of the study is part of an audit trail based upon the documentation of participant recruitment and data collection and analysis protocols.

### **Ethical Procedures**

Although my intended source of participants (LinkedIn) was unsuccessful, my procedures for LinkedIn were ethical. I e-mailed the LinkedIn group owners to request permissions in utilizing their groups for the study. The requests were for group owners to post my study announcement in their group and to notify their members of the available survey.

I did acquire participants through personal referrals as interested individuals of my study were allowed to recruit other eligible individuals, which was noted on the study announcement. IRB confirmed this acquisition of participants through personal referrals did not require a change in procedures.

There were no ethical concerns related to recruitment materials and processes for this study. I presented the announcements and permission request e-mail to the Walden University IRB for vetting to ensure that there was no harm to the participants or the

university. There were also no ethical concerns related to data collection. Study participants had the right to withdraw from the study at any time without penalty. The informed consent acknowledged that declining or discontinuing would not negatively impact the participant's relationship with the researcher.

Survey Monkey enables participants to submit responses anonymously. I maintained the anonymity of the participants' responses while using the SurveyMonkey e-mail invitation feature. The data for this study was also reported on an anonymous basis and kept secure. Participants completed the surveys with the option of entering a unique identifier. A survey entailing anonymous responses can promote the participants' well-being in that they will be able to be truthful in their responses without the fear of retribution. Unique identifiers were also presented when detailing participant responses in the published findings for the study.

Data were kept in these password-protected storage locations: laptop, flash drive, and OneDrive. During the survey, I shared the analysis reports consisting of frequencies, medians, participant comments, and rankings with my committee supervisor. Only two members of the study's supervising committee and I had access to the data, which will be destroyed five years after the university fully approves the document.

### **Summary**

This chapter contained a detailed description of the research protocols involved in this study. The modified Delphi design was the appropriate design choice for the study because the study's objective was to build consensus in solutions for creating the pipeline, and the Delphi met these specific study needs.

The study participants were affiliated with the government and were eligible to participate if they met at least one of three criteria encompassing 10 years of talent management experience with the government. The participants were acquired through personal referrals and not through the intended plan of recruitment from LinkedIn professional groups. Participants were sought for their expert opinions in addressing the study problem whose responses remained anonymous throughout the data collection period. The study announcement was the recruitment material employed for participants. Developing the research survey began with creating a matrix to organize the solutions to the problem that I found in the literature. The Round 1 survey was the outcome of the solution matrix and the field test. I administered the survey over a 13-week period, with four weeks between each round. The research practices for the study complied with all ethical procedures governed by the Walden University Institutional Review Board.

In Chapter 4, I report the results of the study. The chapter contains the actual research procedures involved in collecting and analyzing the data for each round of data collection and analysis. Levels of agreement for desirability, feasibility are reported for each solution statement related to elements and corresponding tactics of a grand strategy for building a sustainable civil service pipeline targeted at recruiting African American college graduates. Self-reported levels of confidence, among members of the expert panel, for the final results of the study are also reported. Any data collection or analysis procedures that were different from the plan are identified.

## Chapter 4: Results

The purpose of this qualitative modified Delphi study was to build consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students. The purpose of the study was to answer the main research question and two subquestions:

RQ: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

RQa: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the desirable elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

RQb: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?



Chapter 4 includes the field test, research setting, demographics, data collection and analyses, evidence of trustworthiness, study results, and summary.

### **Field Test**

I conducted a field test prior to IRB submission and Round 1 data collection to ensure that the study's Round 1 questionnaire was appropriately written and absent of any problems before distributing the questionnaire to the participants. I also provided the field test participants with hypothetical scenarios of the Rounds 2, 3, and 4 questionnaires to obtain feedback on the format and structure of those questionnaires, which included the rating scales. I e-mailed three professionals, each of whom possessed a PhD, knowledge of employee recruitment strategies in government organizations, and experience with Delphi studies to serve as field test participants. Each of the three professionals agreed to participate. The field test permitted these three individuals to provide pertinent questionnaire feedback. This study's field test participants were asked to provide their feedback according to these three statements, which are established in the three objectives of a field test:

1. Based on the purpose of the study and research questions, are the questions on the questionnaire likely to generate information to answer the research question?
2. Are the participants likely to find any of the questions on the questionnaire (the nature of the question or specific wording) objectionable? If so, why? What changes would you recommend?

3. Were any of the questions on the questionnaire difficult to comprehend? If so, why? What changes would you recommend?

The field test did not require IRB approval because these experts did not provide data and only provided feedback on the quality of the questionnaire content. For Objective 1, the feedback indicated that the survey questions will be able to generate the information needed to align with and answer the research questions. Participants did not provide feedback for Objective 2. Based on the field test feedback for Objective 3, I revised seven statements to finalize the Round 1 questionnaire. The field test and the revisions occurred before I submitted the study's proposal to IRB. The revised statements are contained in the following list:

- Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, and life coverages.
- Civil service organizations should participate in the Presidential Management Fellows Program, which is a program for developing potential government leaders.
- Civil service organizations should provide African American affinity groups, which includes entities such as African American Greek letter organizations, NAACP, and the National Urban League, within the organization.
- Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.

- Qualified personnel on behalf of the civil service should instruct college classes.
- Civil service leaders should serve as mentors in all aspects of life to African American students ranging from grade school through college of any career interests.
- Civil service organizations should require emotional intelligence programs for each staff member during employment.

### **Research Setting**

This study entailed electronic surveys for participants to complete in their respective settings with no demographic details collected. I was not able to observe any personal or organizational conditions that may have influenced participants' opinions or their experience at the time of study. Due to that absence of observation, I had no knowledge of any instances or conditions that may influence my interpretation of the study results.

### **Demographics**

Participants possessed at least one of the following characteristics, which represented the eligibility criteria:

- Any government work experience of at least 10 years in talent acquisition, or
- Any experience of at least 10 years as an internal or contracted human resource or diversity officer with a government organization for at least 10 years, or

- Any experience of at least 10 years as a leader of a talent acquisition company that assists with talent acquisition for a government organization.

This study did not involve the recognition or collection of any other demographic information.

### **Recruitment**

The intended approach to recruiting participants was to obtain LinkedIn group owners' cooperation with the study. Obtaining this cooperation consisted of sending e-mails to LinkedIn group owners requesting them to post my study announcement in their group and requesting them to notify their members of the available survey. I used the LinkedIn e-mail feature for the communication. My aim was to obtain cooperation from two LinkedIn groups I initially sought and if not successful continue the search for cooperative groups. I sent cooperation requests to 17 LinkedIn groups and was not successful in obtaining their cooperation.

Despite the failure of the intended approach, I was successful with the other approach of using personal referrals, which entailed snowball sampling, as the study announcement indicated that interested individuals may recruit other eligible individuals and share the survey link. Walden IRB confirmed that this approach for acquiring participants did not require a change in procedures. I acquired 39 interested participants through referrals, which included my own personal contacts. These 39 participants represented 13 referral chains. The maximum number of participants in any given referral chain was four, with an average of two participants per referral. Managing the size of a referral chain is important for ensuring that there is not inherent bias through the

introduction of like-minded participant referrals. For all these individuals, I e-mailed the study announcement through a welcome message that also indicated for them to respond to confirm e-mail delivery. Of the 39 interested participants, 28 acknowledged receipt of my welcome message and proceeded to the survey to acknowledge informed consent, which included self-validation against the expert inclusion criteria. Of the 28, 25 acknowledged the informed consent form and proceeded to the Round 1 survey.

## **Data Collection and Analyses**

### **Participation Overview**

This modified Delphi study consisted of four rounds, with each round consisting of data collection, analysis, and results. This section includes the details of the data collection and analyses. Table 3 contains the number of surveys distributed and completed for each round with the response rate.

Table 3

#### *Survey Response Rate*

Round	Surveys distributed	Surveys completed	Response rate %
1	39	25	64.1
2	25	19	76.0
3	19	15	78.9
4	15	15	100

Throughout the four rounds, there was panelist attrition of 40% based on the original informed consent acceptance count of 25 participants. Sixty percent of the attrition occurred between Round 1 and Round 2. While there was no direct communication to explain the drop-off rate, an assumption is that the length of participation may have been a barrier.

Table 4 comprises the data collection and analyses timelines for each round. The discussion of the results appears in the Study Results section.

Table 4

*Data Collection and Analyses Timeline*

Round	Survey dates		Analysis dates	
	Started	Ended	Started	Ended
1	12/10/18	12/20/18	12/20/18	12/23/18
2	1/7/19	1/18/19	1/18/19	1/20/19
3	2/4/2019	2/14/2019	2/19/2019	2/20/2019
4	3/4/2019	3/10/2019	3/10/2019	3/10/2019

**Round 1**

**Data collection.** All the surveys were electronic surveys located on the SurveyMonkey website. For all survey rounds, start dates were the dates I sent the survey link to the participants. The Round 1 survey site displayed the informed consent form followed by the survey of 57 statements. The informed consent required a yes acknowledgement to proceed with the study, as the survey would only appear for the yes answer. The survey required the participants to create, enter, and retain their unique code. The statements would not appear without the unique code provided. The survey was for participants at their discretion to suggest comments about the wording of the statements and suggest new tactics.

Round 1 started on December 10, 2018. Using my Walden e-mail account, I sent a blind carbon copy e-mail with the survey link to all 39 interested individuals to

participate in the study. The e-mail indicated the survey would close on December 16, 2018. On December 14, I sent an e-mail or phone call reminder to all 39 because I did not know who had completed the survey and who had not. I did not ask these individuals in any of my communications if they had completed the survey. On December 16, I closed the survey but re-opened it because individuals contacted me indicating they needed more time; I closed Round 1 again on December 20, 2018. Round 1 had 25 survey completions.

**Data analysis.** I began data analysis on December 20, 2018. I exported an XLS download of the data from SurveyMonkey to my laptop and created sheets in an Excel workgroup for analyzing the data. The first sheet contained the data in its original arrangement. The second sheet contained a transposed version of the data for a more suitable display for analysis, which was the master sheet. I applied abbreviations (P1, P2, etc.) as identifiers for the participants' unique codes to maintain their privacy in the document. I copied this information to a table created in Word to display the statements, their responses, and corresponding identifiers. With this process, I could efficiently evaluate the data for statements that needed revisions and the addition of new statements (i.e., of the tactics).

I evaluated the responses for suggestions on wording and evaluated for suggestions on new tactics. I recognized responses such as yes, no, agree, or disagree to be opinions on relevance of the solution and did not make changes due to these comments. Each original tactical statement was based on the published interpretations of thought leaders. Due to participant comments, I revised statements and created new

statements. Revised statements were those statements that sustained their original interpretation when rephrased according to the participants' suggestions on wording. New statements were those statements based on suggestions of new tactics. New statements were also those statements where the suggestions on wording did not sustain the statement's original interpretation with the published literature, thus creating a new tactic for accommodating the suggestions and keeping the original tactic. A single-word suggestion that was not congruent with the published literature, as indicated in the solution matrix, constituted the creation of a new statement. The technology element had such an instance. The original statement was "civil service organizations should advertise job announcements in magazines popular among African Americans." A participant suggested adding radio stations to the statement but because radio stations were not in the solution matrix and are different to magazines, I created a new statement. The new statement was "civil service organizations should advertise job announcements on radio stations popular among African Americans." I followed this decision process for revising or creating a new statement to assure the integrity of the solutions found in the literature. Round 1 consisted of 13 revised statements and 6 new statements. Round 1 data analysis ended on December 23, 2018.

## **Round 2**

**Data collection.** The Round 2 survey included 63 statements for participant evaluation. Participants rated the desirability and feasibility of each statement on 5-point Likert-type scales, with higher ratings corresponding to higher utility of the tactic (i.e., desirability or feasibility of the tactics). The scales consisted of this order: (a) 1 = very



undesirable (very unfeasible), (b) 2 = undesirable (unfeasible), (c) 3 = neutral or no opinion, (d) 4 = desirable (feasible), and (e) 5 = very desirable (very feasible). The survey included the definitions of desirability and feasibility on the introduction page and included the scales throughout the survey to remind panelists the proper order of the ratings. Participants had the option to provide a brief explanation to those statements for which there was a level of disagreement.

The Round 2 started on January 7, 2019. I used the SurveyMonkey e-mail invitation tool to send the survey link to all 25 participants who completed the Round 1 survey. The e-mail indicated the survey would close on January 13, 2019. On January 10, 2019, I began sending phone or e-mail reminders to these 25 individuals as I did in Round 1. I closed the Round 2 survey on January 18, 2019. Round 2 had 19 survey completions.

**Data analysis.** Data analysis started on January 18, 2019. In Workbook 1, I created a new sheet for each statement to analyze the data for Round 2. The original and master sheet of this Workbook (Workbook 1) contained the data formats as similar to Round 1. I exported the XLS format of the data to my laptop and created sheets in an Excel workgroup for analyzing the data. I used the Excel formulas for quantifying the median and the frequencies of each of the five scales for desirability and feasibility and created the formula for determining consensus. From the master sheet, I copied the participants' ratings of desirability and feasibility and displayed the responses in three rows (row for desirability, feasibility, and participants).

The tendency towards consensus was measured by the following prestudy levels of agreement among participants: (a) the primary measure was a minimum of 70% frequency for items scoring a 4 or 5 on both the desirability and feasibility 5-point Likert-type scales or (b) a secondary measure, wherein the item had a median score of at least 3.5 on both the desirability and feasibility Likert-type scales. During the study, the primary measure was established as the tendency towards consensus due to being more stringent among the consensus measures. This primary measure was to ensure that the tactical solutions of agreement produced from the study may be effective in a variety of civil service situations. Of the 63 statements included in the Round 2 survey, 23 of these statements met the primary measure for consensus. When the secondary measure was applied, an additional 26 items met the criteria. Using both measures resulted in 49 items representing a tendency towards consensus, which was minimal data reduction, so I resorted to the primary measure only, eliminating another 26 items. These 26 items did not initially meet frequency hurdles for either desirability, feasibility, or both, but did meet median hurdles for both. In total with the more stringent filter, I reduced the Round 2 items from 63 to 23 items representing a tendency towards consensus, which was an elimination of 63% of the Round 2 items. Items that met the primary measure of a tendency towards consensus were moved forward for inclusion in the Round 3 data collection process for further consensus building.

I also used the master sheet for analyzing the comments and explanations of disagreement. I copied this information to a table created in Word for display of the statements, corresponding desirability and feasibility responses, and corresponding

participants. I regarded comments and explanations of disagreement as two different types of feedback. Comments pertained to feedback where the participant responded with a 3, 4 or 5 rating. Explanations of disagreement pertained to feedback where the participant responded with a 1 or 2 rating. I copied the feedback to tables created in Word.

Round 2 data analysis ended on January 20, 2019. From the master sheet of Workbook 1, I copied each statement and participants' ratings to sheets in Workbook 2. I copied this information to tables created in Word to prepare for the Round 3 survey.

### **Round 3**

**Data collection.** The Round 3 survey included the 23 tactical statements from Round 2 representing a tendency towards consensus based upon the frequency measure. These 23 statements represented the tactical solutions that satisfied the primary consensus criteria for both desirability and feasibility among the panel. In this round, participants ranked their preferences of the importance of the statements as the method for data reduction towards consensus. I employed the use of ranking protocols for Round 3 to mitigate against the event of participants voting the same in Round 3 as they did in Round 2, and thereby not advancing further discrimination among the statements.

In a two-step process, participants chose their solutions of preference then ranked their preferred solutions. The term preference in comparison to the term importance by Linstone and Turoff (2002) denoted the same meaning as McMillan et al. (2016) explained that the higher-ranking preferences represent greater importance. First, participants used checkboxes to choose their top 5 preferred solutions of the 23 solutions.

Each participant's top five solutions were then automatically included as the items for the next step, where the participant then ranked those solutions using the numbers 1 to 5. The rankings consisted of this order: 1 = highest preference to 5 = lowest preference.

Participants had the option to provide comments about the Round 3 survey.

The Round 3 started on February 4, 2019. I sent the survey to the 19 participants that completed the Round 2 survey. The e-mail indicated the survey would close on February 10, 2019. On February 7, 2019, I began sending phone or e-mail reminders to the 19 participants as I did in the previous rounds. I closed the Round 3 survey on February 14, 2019. Round 3 had 15 survey completions.

**Data analysis.** Data analysis started on February 19, 2019. From SurveyMonkey I exported an XLS-formatted spreadsheet containing the data. In this master XLS spreadsheet I created a new sheet to compile and analyze the data. I created the formulas in Excel for quantifying the average rankings of the solutions then copied this information to a table created in Word. Each ranking position pertained to a weight, with higher weights corresponding to higher preference of the solution: (a) ranking 1 = weight of 5, (b) ranking 2 = weight of 4, (c) ranking 3 = weight of 3, (d) ranking 4 = weight of 2, and (e) ranking 5 = weight of 1. The solution with the greatest average ranking was the most preferred solution.

I copied this information to a table created in Word for display of the participants and corresponding five solutions and ranking orders. This word document was created to facilitate the preparation of the final Round 4 survey. There was only one comment

provided in Round 3 thus analysis of comments was limited. Round 3 data analysis ended on February 20, 2019.

#### **Round 4**

**Data collection.** The Round 4 survey consisted of the Round 3 rankings and one statement. Participants were asked to review the rankings of the top-rated statements from Round 3 and were also provided a list of the full 23 statements. Participants were then asked to rate their confidence in the overall findings of the study on a 5-point Likert-type scale. The voting dimensions of the confidence scale were (a) 5 = certain (low risk of being wrong), (b) 4 = reliable (some risk of being wrong), (c) 3 = neither reliable or unreliable, (d) 2 = risky (substantial risk of being wrong), and (e) 1 = unreliable (great risk of being wrong). The survey included the definition of confidence on the introduction page and included the scale on the voting page to remind panelists the proper order of the ratings. Participants had the option to provide comments about the Round 4 survey.

Round 4 started on March 4, 2019. I sent the survey to the 15 participants that completed the Round 3 survey. The e-mail indicated the survey would close on March 10, 2019. On March 7, 2019, I began sending phone or e-mail reminders to the 19 participants as I did in the previous rounds. I closed the Round 4 survey on March 10, 2019. Round 4 had 15 survey completions.

**Data analysis.** Data analysis started on March 10, 2019. I exported the XLS format of the data to my laptop and created a sheet in the Excel workbook for analyzing

the data by quantifying the Likert-type scale frequencies for the one statement. Round 4 data analysis ended on March 10, 2019.

### **Evidence of Trustworthiness**

#### **Credibility**

Credibility is the confidence in the truth of the findings of a particular investigation (Lincoln & Guba, 1985). To demonstrate truth value, studies must contain adequate representation of the respondents' multiple mental constructions of a reality (Lincoln & Guba, 1985). Credibility approaches in Delphi studies include (a) participants and research team members provide feedback of the a priori and a posteriori list of themes, and (b) participants confirm or modify their responses after viewing the group feedback (Neale et al., 2014; Neuer Colburn et al., 2016). Credibility for Delphi studies is also demonstrated by participants reporting their confidence in the overall results of the study, which is a self-reported measure of credibility (Linstone & Turoff, 2002).

These strategies for ensuring credibility were applied in this study. The study procedures enabled participants to report feedback of the Round 1 preconstructed list of items. I revised the items and added new items according to the participants' Round 1 feedback. The inclusion of the Round 3 ranking survey allowed participants to share another measure of the importance of the items.

The study procedures also enabled participants to report their confidence in the final list of solutions. The sum of the top two confidence scale frequencies (reliable and certain) was 80%. For the final list of solutions, 80% of the panelists indicated they had confidence in the truth of the findings.

**Transferability**

Transferability is the extent to which the findings of a particular investigation have applicability in other contexts or with other respondents (Lincoln & Guba, 1985). Researchers demonstrate transferability by providing sufficient descriptive data that enables transferability judgments possible for those potential appliers (Lincoln & Guba, 1985). Delphi studies entail a purposeful sampling strategy, which allows consumers of Delphi research to self-assess the methodology for transferability based on the context of the participants in addition to the description of the phenomenon (Brady, 2015; Meskell et al., 2014).

I provided a rich depiction of the phenomenon in the study and provided a thorough description of the fieldwork involved. The thoroughness of the current study provides readers with a proper understanding of the study, allowing them to compare the situation under investigation with their situation of interest as they determine inferences of transferability (Lincoln & Guba, 1985). I performed an exhaustive review of the solutions published in the literature on the study phenomenon, and the identified solutions permit comparing the Delphi panel's findings with the published research to gauge transferability of the findings (Hasson & Keeney, 2011). This study's Delphi panel could have had other affiliations in addition to government, which may give the findings applicability to sectors that are situationally similar to the civil service.

**Dependability**

Dependability is whether the findings of an investigation would be consistent if the investigation were replicated with the same respondents in the same or similar

context (Lincoln & Guba, 1985). Researchers demonstrate dependability by accounting for factors of stability and design induced change (Lincoln & Guba, 1985). Delphi researchers ensure dependability by maintaining an inquiry audit or audit trail (Latimore, 2014), which is a detailed description of the processes and records involved in the study for an external auditor to authenticate (Lincoln & Guba, 1985). The audit trail for Delphi researchers includes questionnaire data, safekeeping of raw data, explanation of the data collection, analysis and usage of analysis software, and presentation of iterative rounds of reports containing statistical responses from panelists (Fletcher & Marchildon, 2014; Latimore, 2014). I performed the following tasks in this study: (a) stored the raw data, (b) explained the data collection procedures, analysis, software, and programs, and (c) sequentially presented each survey round's findings.

### **Confirmability**

Confirmability is the degree to which the findings are established by the respondents and conditions of the investigation and not by the researcher's biases, perspectives, interests, or motivations (Lincoln & Guba, 1985). Lincoln and Guba (1985) asserted that a formal decision as to the confirmability of the study is part of an audit trail based upon the documentation of participant recruitment and data collection and analysis protocols. My audit trail attributes to the confirmability of the findings in this study.

### **Study Results**

This modified Delphi study entailed four rounds of data collection, analyses, and results. This section contains the results of each round in facilitating the building of consensus as to the desirability and feasibility of each of the solutions for creating a



sustainable civil service pipeline of African American college graduates. The data reduction results of the conceptual elements for each round are shown in Figure 2.

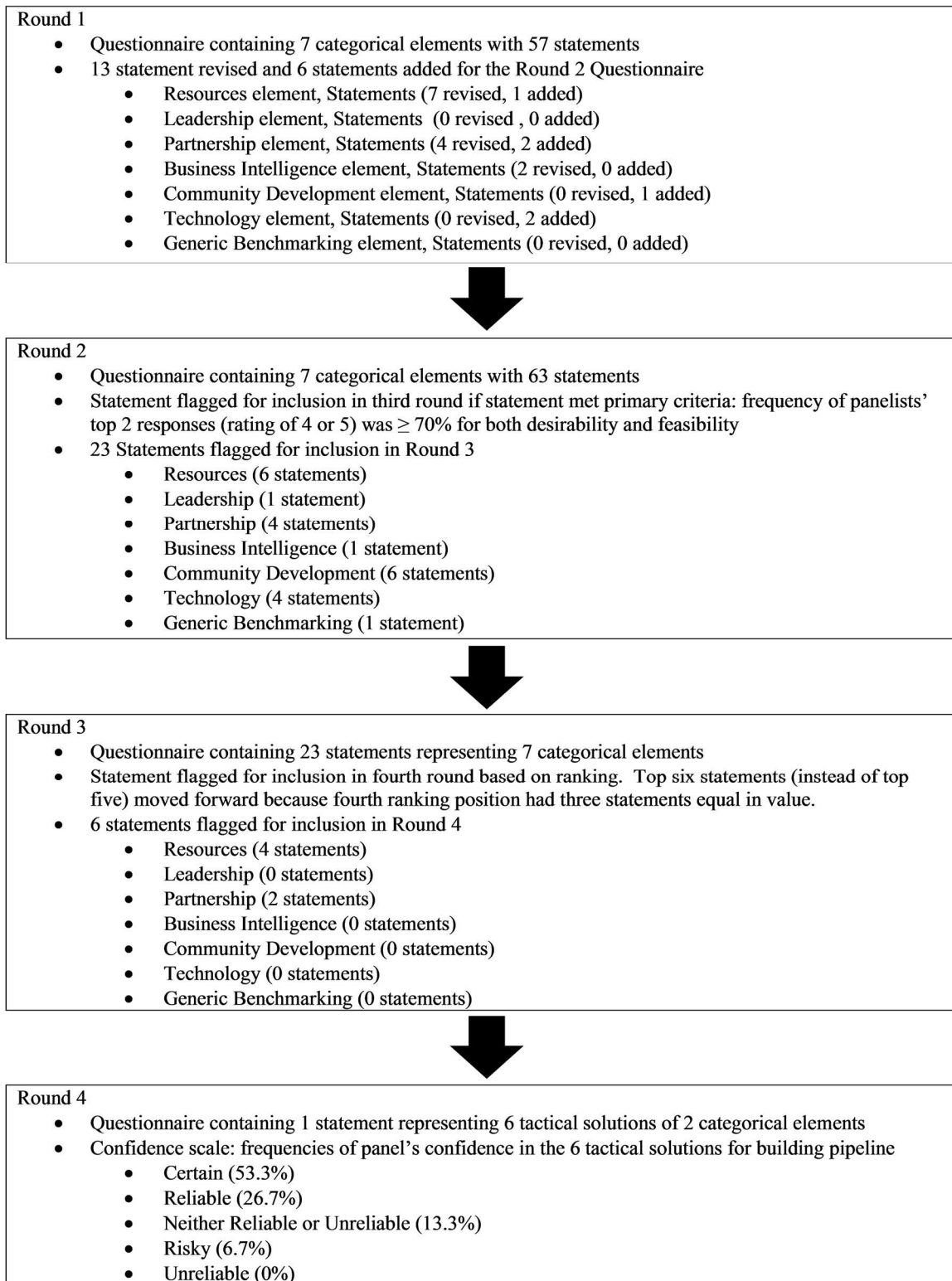


Figure 2. Data reduction results.

**Round 1**

The panel generated 13 revised statements and 6 new statements in their comments to the Round 1 survey. Appendix I contains the Round 1 data of the comments provided by the participants. Many of the participants provided responses to the statements as to their preference of the solution such as yes, no, agree, or disagree although such opinions were not pertinent for Round 1. Participants were supposed to constrain their responses to wording suggestions or new tactics suggestions, but responses seemed to be present as to the relevance of solutions. One participant, P1, wrote, “Delete this question” in response to the statement: Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements. These opinions on preference or relevance did not result in any changes to the statements.

Of the seven conceptual elements, participants generated revised statements in these three elements: resources, partnership, and business intelligence. The four elements that participants generated the creation of new statements were resources, partnership, community development, and technology. The resources and partnership elements were the common elements of revised statements and new statements. Tables 5 and 6 include the 13 revised statements and the 6 new statements of Round 1, respectively.

Table 5

*Statements Revised Due to Round 1 Comments*

Element	Original statement	Revised statement
Resources	Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision and life coverages.	Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.
	Civil service organizations should provide flexible schedules.	Civil service organizations should provide flexible work schedules.
	Civil service organizations should provide leave time.	Civil service organizations should provide paid leave time.
	Civil service organizations should provide worksite gym.	Civil service organizations should provide a worksite health/fitness facility gym.
	Civil service organizations should provide leadership programs.	Civil service organizations should provide leadership programs and access to these programs.
	Civil service organizations should provide technical web-based webinars.	Civil service organizations should provide technical web-based webinars as a form of continuing education.
	Civil service organizations should provide mentoring/ coaching or sponsorship programs for African American employees.	Civil service organizations should provide mentoring/ coaching or sponsorship programs for all employees.
	Partnership	Employees of civil service organizations should do presentations of civil service work at math camps.
Qualified personnel on behalf of the civil service should instruct college classes.		Qualified civil service personnel should instruct college classes.
Civil service organizations should recruit from African American churches.		Civil service organizations should recruit from African American faith-based organizations.
Civil service organizations should recruit at professional conferences of African Americans.		Civil service organizations should recruit at professional workshops and conferences of African Americans.
Business intelligence	Civil service organizations should require civil service employees to complete cultural competency/ cultural intelligence programs.	Civil service organizations should require all civil service employees to complete cultural competency/ cultural intelligence programs.
	Civil service organizations should only use recruiters that demonstrate proficiency in cultural competency/ cultural intelligence.	Civil service organizations should only use recruiters that demonstrate proficiency and interest in cultural competency/ cultural intelligence.

Table 6

*New Tactics Due to Round 1 Comments*

Element	New tactic
Resources	Civil service organizations should provide affinity groups based on area of work to provide mentor ships.
Partnership	<p>Employees of civil service organizations should do presentations of civil service work at any type camp that has potential employees.</p> <p>Civil service organizations should ask minority faith-based organizations to list civil service job openings and testing dates in their announcements or on the bulletin boards.</p>
Community development	Civil service organizations should attend various cultural festivals.
Technology	<p>Civil service organizations should design their websites to include video and written testimonials from former employees to promote the connection of the work duties with social goals.</p> <p>Civil service organizations should advertise job announcements on radio stations popular among African Americans.</p>

**Round 2**

The panel achieved the established levels for consensus on 49 of the 63 statements to the Round 2 survey. Appendix J contains the statements satisfying consensus according to the primary and secondary filters for consensus. Appendix K contains the Round 2 data of the ratings provided by the participants. The frequencies and medians of all the statements are contained in Appendix L. With respect to the minimum

70% frequency of the top two scores for tendency towards consensus, four of the consensus-statements met 100% frequency in the desirability rating. None of the statements met a 100% frequency in the feasibility rating. The four statements that met 100% frequency in desirability were the following:

- Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.
- Civil service organizations should provide paid leave time.
- Civil service organizations should provide career training and development opportunities.
- Civil service organizations should have web-based application processes.

The frequencies and medians of all the statements represented various depictions of the established levels for consensus. The 49 statements that satisfied the primary or secondary consensus measures for tendency towards consensus included:

- Twenty-three statements satisfied consensus through only needing the primary measure.
- Eleven statements satisfied consensus by only the secondary measure because the primary measure was not satisfied.
- Fifteen statements satisfied consensus by either the primary or the secondary measure.

Table 7 contains the summary of the 63 statements across the various depictions of the established levels for consensus.

Table 7

*Summary of Depictions on Established Levels for Consensus*

Depictions	D+	D+	D-	D-	D+	D-	D-	D-	D-
according to	Dm+	Dm+	Dm+	Dm+	Dm+	Dm-	Dm+	Dm-	Dm-
established levels of	F+	F-	F+	F-	F-	F+	F-	F-	F-
consensus	Fm+	Fm+	Fm+	Fm+	Fm-	Fm+	Fm-	Fm+	Fm-
Total	23	14	1	11	3	0	6	0	5

*Note.* The abbreviations in the table are D=Desirability, Dm=Median of Desirability, F=Feasibility, and Fm=Median of Desirability. The plus (+) and minus (-) indicate if the criterion for each measure (D, Dm, F, and Fm) was met or not met, respectively.

During the study, the primary filter of meeting both the established tendencies towards consensus for both desirability and feasibility was the most stringent among the filters for consensus. This primary measure was to ensure that the tactical solutions of agreement produced from the study may be deemed both desirable and feasible in a variety of civil service situations. Table 8 contains the 23 statements satisfying consensus according to this primary filter.

Table 8

*Consensus Statements Satisfying Frequency Measure*

Element	Statement from Round 2 survey
Resources	S1, S4, S6, S7, S8, S12
Leadership	S19
Partnership	S25, S34, S35, S36
Business intelligence	S37
Community development	S40, S41, S44, S45, S46, S47,
Technology	S49, S53, S54, S56
Generic benchmarking	S60

Two of the 23 statements that satisfied the primary measure in consensus derived from participant comments in Round 1 as additional tactics to be included in the Round 2 survey. These two statements were: (a) civil service organizations should attend various

cultural festivals and (b) civil service organizations should advertise job announcements on radio stations popular among African Americans. For Round 2, the participants' comments to each statement are shown in Appendix M. Comments pertain to feedback where the participant still rated the statement at least a 3 (desirable/feasible or no opinion). The statements that indicated divergence among the participants' comments were (a) "civil service organizations should include the phrases 'EEO organization' and 'diversity management' on job announcements" and (b) "civil service leaders should integrate uses of the civil service in the general college curriculum." The participants' explanations to their responses of disagreement are included in Appendix N. The 23 statements that satisfied the primary filter for tendency towards consensus were moved forward to the Round 3.

### **Round 3**

Of the 23 solution statements ranked for preference or importance, 22 of them were listed among the top five preferences of the full panel of participants and one solution statement was not. That non top five solution was "civil service organizations should advertise job announcements on radio stations popular among African Americans." Appendix O contains the Round 3 data of each participant's top five preferred solutions with the ranking order of those five solutions. Appendix P contains the ranking order of the 23 solutions of Round 3. Two solutions had the highest ranked average with an average of 4.00. These two solutions were "Civil service organizations should provide compensation packages that are competitive and transparent" and "Civil service organizations should recruit at professional workshops and conferences of



African Americans.” Participant, C3, provided the only comment for Round 3: “Leaders of organizations set the tone, direction, and goals of the organization. Without their support and leadership, Human Resources struggles to drive change to create a diverse and inclusive workplace. It starts with the Chief Executive Officer.” Due to the fourth ranked position consisting of three statements, equal in average, the top six statements were moved forward (instead of top five) to Round 4. Table 9 contains the six statements of top preference. The resources element and partnership element comprised the panel’s top six preferred tactical statements.

Table 9

*The Six Statements of Top Preference*

Element	Statement from Round 3 survey
Resources	S3, S1, S4, S5
Leadership	None
Partnership	S10, S11
Business intelligence	None
Community development	None
Technology	None
Generic benchmarking	None

#### **Round 4**

Appendix Q contains the Round 4 data. The voting dimensions of the confidence scale were (a) 5 = certain (low risk of being wrong), (b) 4 = reliable (some risk of being wrong), (c) 3 = neither reliable or unreliable, (d) 2 = risky (substantial risk of being wrong), and (e) 1 = unreliable (great risk of being wrong). The frequencies (in percent) of the panel’s votes on this confidence scale were the following: (5) 53.3%, (4) 26.7%, (3) 13.3%, (2) 6.7%, and (1) 0 %. The median rating was 5. Participant, P6, provided the only comment for Round 4: “These are all needed to build pipeline.”

## Summary

This chapter contained the results of a four round qualitative modified Delphi study to answer this main research question: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

The main research question involved these two subquestions:

RQa. What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the desirable elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

RQb. What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

The Round 1 questionnaire began with 57 tactical statements categorized by seven conceptual elements. Of the 25 participants in Round 1, their comments generated 13 revised statements and 6 additional statements.

The Round 2 questionnaire involved 63 statements comprised of seven conceptual elements. Twenty-three statements displayed a tendency towards consensus among the 19 participants in accordance with the established frequency filter. The elements and their number of statements satisfying consensus were the following: resources (6); leadership (1); partnership (4); business intelligence (1); community development (6); technology (4); and generic benchmarking (1).

The Round 3 questionnaire consisted of 23 statements, comprised of seven conceptual elements. Six statements were evaluated for inclusion in Round 4 as these statements were the panel's top ranked choices for preferred tactics. The resources element and partnership element had four statements and two statements respectively and were the only elements with statements flagged for Round 4 inclusion.

The Round 4 questionnaire involved one statement in which panelists were asked to rate their confidence in the list of the six most highly ranked tactics. Of the 15 participants, 80% of them indicated their confidence level was certain or reliable in the six tactical solutions building the civil service pipeline, targeted at annual graduating classes of African American college students. Chapter 5 contains the interpretation of the findings and their association with the literature, limitations of the study, recommendations for further research, implications of the study, and conclusions.

## Chapter 5: Discussion, Recommendations, and Conclusions

The purpose of this qualitative modified Delphi study was to build consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students. This study was conducted to diminish government leaders' lack of success in building forward-looking strategies for this pipeline. The qualitative method was most appropriate because this grand strategy represented the subjective opinions of government-affiliated talent managers for deriving and assessing a cogent list of solutions for the pipeline. The rationale for employing a Delphi design was to identify solutions from this expert panel and identify what, if any, consensus existed among the panelists as to the desirability and feasibility of the solutions. The Delphi was also modified to meet the study's needs and was a suitable approach for addressing the challenges, multiple dimensions, and practical terms of the civil service.

The results of this study entailed seven elements—resources, leadership, partnership, business intelligence, community development, technology, and generic benchmarking—comprising 23 tactical statements that satisfied the frequency measure of consensus. The resource element and partnership element comprised six tactical statements that ranked the highest of the panel's preferred tactical statements for the development of a grand strategy for building a sustainable pipeline of African American graduates as civil servants. The six tactical statements were (a) civil service organizations

should provide compensation packages that are competitive and transparent; (b) civil service organizations should recruit at professional workshops and conferences of African Americans; (c) civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability, and life coverages; (d) civil service organizations should provide career training and development opportunities; (e) civil service organizations should provide internships to African American college students; and (f) civil service organizations should recruit from STEM program organizations.

The results also included 80% of the panelists indicating their confidence level was certain or reliable in the six tactical solutions building the pipeline. In Chapter 5, I present the interpretation of findings, limitations of the study, recommendations for further research, implications of the study, and conclusions.

### **Interpretation of Findings**

In this section I focus on the final results, which are those top six preferred (important) tactical statements of Round 3 to answer the research question. The main research question was as follows:

RQ: What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding the desirable and feasible elements of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level civil service jobs targeted at annual graduating classes of African American college students?

The resource and partnership elements for a grand strategy comprised the top six tactical solutions. This group of top six tactics consisted only of those solutions distilled from the published literature and no tactics generated by the participants. The resource and partnership tactics of (a) competitive and transparent compensation packages and (b) recruiting at African American workshops and conferences, respectively, were equal as the panel's top preferred tactics for creating the pipeline. In Round 2, two resource tactics of this top six group achieved the highest desirability rating: (a) quality and affordable insurance, and (b) career training and development opportunities. The remainder of this section contains discussion of the final results, the top six tactics that comprise the grand strategy in building the civil service pipeline of African American college graduates.

### **Competitive and Transparent Compensation Packages**

The findings of the current study align with the peer-reviewed literature for this resource element tactic: Civil service organizations should provide compensation packages that are competitive and transparent. Young professionals expect an employer to provide this tactic. Millennials want access to information (Hwang & Griffiths, 2017; Stevens & Nies, 2018) and may feel organizational leaders are being dishonest about the salaries and pay gaps when such salaries are not transparent. Transparency is also a desire for African Americans because they have experienced many incidents involving unequal pay, thus is an important issue to this workgroup (Buttner & Lowe, 2017; Ren, 2019). The transparency component of this tactic attributes to an organization's attractiveness for both millennials and African Americans.

Funding may be problematic for this tactic as one participant indicated that some civil service agencies might lack the funding to afford comparable wages. Government leaders, despite lack of funding, still need to be attentive of appropriately balancing the pay scales throughout their organizations for employees of same attributes, credentials, and responsibilities regardless of gender and race (Laird, 2017). An improved pay balance in the civil service organization may contribute to more of the organization's positions being attractive to not only African American college graduate candidates but also current employees. African Americans have regard for those jobs that provide opportunities to earn a high income (Hernandez, Avery, Volpone, & Kaiser, 2019). Civil service organizations that offer this tactic may have an increase of jobs with enticing compensation packages, enabling more positions to be of interest to African American college graduates.

### **Recruiting at African American Workshops and Conferences**

The findings of the current study converge with the body of literature for this partnership element tactic: Civil service organizations should recruit at professional workshops and conferences of African Americans. Professional conferences and workshops of African Americans are ideal sources for the pipeline's candidates because individuals who attend these events are there for training, education, and to benefit their personal lives (West, 2017). Attendees of these events may learn general knowledge about being a professional or specific knowledge about a particular career (Ki & Wang, 2016). These conferences and workshops are a venue for members to have the potential opportunity to learn and rehearse a particular job skill with someone already in that field.

This type of opportunity can help validate the knowledge of the member who is seeking skills enhancement (Ki & Wang, 2016). These events have formats to meet and cater to the members' needs (West, 2017), which is beneficial for a partnership with civil service organizations. A partnership between the leaders of civil service organizations and African American conferences and workshops can ensure that attendees of these conferences are educated with the pertinent information in being a successful civil service employee.

Group-specific events, such as African American conferences and workshops, enable their members to properly deal with the possible disadvantages minorities face in the workplace. Attendees at these events share their workplace experiences and share critical feedback to learn the respectful and proper ways of conducting themselves in pleasant and unpleasant workplace situations (West, 2017). At these group-specific events, African Americans who are senior executives of their respective companies provide advice and serve as mentors to attendees (Ki & Wang, 2016). These mentoring relationships allow the members to have fruitful interactions through informal and formal dialogue where the mentors can appropriately groom the mentees in becoming a worthy employee in the workforce (West, 2017). The expert panel's high regard for recruiting from African American conferences and workshops is evidence they recognize the potential success of this tactic in building the civil service pipeline.

### **Quality and Affordable Insurance**

This tactical solution pertains to the following resource element tactic: Civil service organizations should provide employees and their families quality and affordable



insurance that includes health, dental, vision, disability, and life coverages. Kuehner-Hebert (2019) posited that college students rank insurance benefits as a high priority in choosing their first job. This tactic also provides coverage for the employees' family, which enables employees to have a sense of comfort knowing their family members will be covered in the event of the employees' injury or death (Held, 2018). Insurance packages that candidates and employees appreciate enable the organization to recruit future talent and retain employees (Barbour, 2018). African American college graduates may favor a civil service career because the government usually has an advantage over the private sector in providing better insurance packages (Kersting & Kuhn, 2018).

For the civil service, the government budget influences many decisions of a civil service leader (Pynes & Rissler, 2017). The current study's expert panel acknowledged that this tactic was not only constrained by employer funds and rising healthcare costs but also political decisions. Civil service organizations should not allow funding issues to impair this recruitment tactic. Civil service leaders must continue to offer quality and affordable insurance, thus sustaining the civil service's edge over other sectors in this tactic. This study's findings of the quality and affordable insurance tactic confirm the body of literature.

### **Career Training and Development Opportunities**

This solution pertains to the following tactic: Civil service organizations should provide career training and development opportunities. Training and development programs allow an organization to build the competencies of the employee and enhance the innovative perspectives that derive from the organization's diverse talent (Watson,

Rogers, Watson, & Liao-Hing Yep, 2019). This tactic enables employees to be prepared for broader work positions and management positions and to have a better sense of the organization's current and future needs and goals (Schroth, 2019). Career training and development can ensure that the civil service has a fruitful pool of African American candidates and an employee base of African American leadership successors (Chanland & Murphy, 2018).

Burkett and Holliday (2018) posited that a key component for the government sector to attract young and diverse talent requires this sector to offer continuous training and development as an employment attribute. The African American workgroup is highly interested in this tactical solution. African American students not only appreciate those organizations that offer career training and development opportunities but also have a higher value in those organizations than Caucasian students (Stark & Poppler, 2018). African Americans value training and development opportunities because this tactic prevents the perpetuation of inequalities in skills accustomed to African American employees (Ying Liao, Soltani, Wang, & Iqbal, 2017).

Training and development opportunities include those vital instances such that organizational leaders offer African Americans to act in a supervisory position, which increases the African American's chance of being promoted in government (Frenkel & Bednall, 2016). Training and development in the civil service must be objective and standardized such that all employees have equal opportunities for training; African Americans are not usually provided as many training and development opportunities as their Caucasian counterparts (King, 2017). With this tactic, civil service leaders can

identify and use the contributions of those high-potential African American employees who might have been overlooked (Schaffer, 2019). When funding is scarce for this tactic, civil service leaders can also implement a lottery selection to determine which employees receive training (van Gerwen, Buskens, & van der Lippe, 2018). The findings of the career training and development tactic align with the body of literature.

### **Internships to African American College Students**

The next solution for building the pipeline involves this tactic: Civil service organizations should provide internships to African American college students. Internships provide real-life work experience that allows interns to align their academic backgrounds with practical applications (Montague & Violette, 2017). Organizations with internship programs allow organizational leaders to find those employees with original perspectives and a passion for that career field (Snellenberger-Holm, 2018). Long-term organizational cost savings may also be associated with an internship because hiring the intern may reduce some of the supplemental training that is normative for new hires (Snellenberger-Holm, 2018). Through an internship, the intern and employer can gauge each other as to how the employee-employer relationship may exist (Deschaine & Jankens, 2017). Internships are also helpful to a student's college experience. Interns, in their return to college, may have an increased motivation to intensify their studies so that they can prepare themselves to be legitimate candidates in the workforce after graduation (Crowell, 2018).

Internships may allow students to validate their opinions of a career field. This validating experience is useful for civil service leaders because these leaders can use

internships to change the negative preconceived thoughts students may have for government employment (Bates, 2016). While those students may only be an intern for the cash, civil service leaders need to embrace such an opportunity to show these students that government work is satisfying and rewarding (Bates, 2016). Government internships should include in-depth organizational projects that instill the interns with satisfaction and worthiness upon completion of the projects (Bates, 2016). The propaganda of the civil service internship must be that of a wonderful experience, not that of a miserable experience.

Civil service internships that include a diversity of interns must be a priority for government leaders. Diversity among interns was a concern of the current study's expert panel; they acknowledged that internship programs need to include students from minority campuses. African American college students who are included in civil service internship experiences may be able to bestow the benefits of such an experience. Those African American students who complete civil service internship programs may have an increased chance of government employment because internships are a potent tool for an organization's permanent hiring (Snellenberger-Holm, 2018). These African American interns may also start their civil service career in a position higher than entry-level due to having the internship experience (Mitnick, 2017). The findings of this tactic confirm the body of literature.

### **Recruiting from STEM Program Organizations**

The last solution for composing a grand strategy for building the civil service African American college graduate pipeline is this partnership tactic: Civil service

organizations should recruit from STEM programs. STEM program organizations foster an environment that enables students to adjust and feel welcomed to the STEM community, as the STEM community is a culture of its own (Brown et al., 2016). For African American collegians, this STEM experience may enhance their capacity to adapt to the various cultures within the civil service.

College graduates recognize the existence of high-profile projects in government, and these students are interested in these challenging projects (Center for New American Security, 2019). STEM program organizations provide the training that enhances both the critical thinking and technical skills of the learners (Noonan, 2017) thus enables these learners to accomplish difficult tasks. These students' elevated thinking ability blends well with their intrigue for enigmas as STEM students enjoy solving puzzles and problems (Abel, 2017). The civil service can nurture the STEM students' affinity of understanding conundrums for solving the problems in government.

STEM program students have both a high regard for education, thus a high potential to be life-long learners (Noonan, 2017). Once these students become full-time civil service employees, they may contribute new knowledge to their workplace. Through the tactic of recruiting from STEM program organizations, civil service leaders may be able to close the critical skills gap in the government sector's STEM-educated workforce (OPM, 2019). The findings of this tactical solution converge with the body of literature.

### **Limitations of the Study**

This study had several limitations. One weakness, although the participants self-validated their ability to meet the expert criteria, is that I did not confirm the honesty of

their responses. Conducting a background check to verify qualifications was not performed as I believed the participants were truthful in their qualifications for the study. I also did not have the resources available to do background checks on participants. The study outcomes are transferable to organizations with similar social priorities to those of the government, such as nonprofit organizations and social purpose businesses.

The study outcomes may not be transferable to employment sectors that are dissimilar to the government, such as the private sector. Even though the participants could have experiences in the private sector, their opinions regarding the study problem might have been confined to government employment, reducing the applicability of the outcomes for the private sector. The study findings may transfer to those private sector organizations that have similar situations to the social problem in the study. While these thoughts of applicability are mine, transferability is still reserved for the interpretation of the user of the findings and is dependent upon the perceived relevance and credibility of the panel backgrounds.

This study involved a qualitative method, which entailed potential respondent bias and four rounds of data collection. Bias could have been in the form of participants' satisfying personal agendas or having distorted ideas and subjective opinions. Due to the number of rounds, participants may have felt that the survey had become a burden in their life but continued with the survey because they wanted to follow through on their role as a participant. Participants that felt burdened may have been less methodical as usual in their survey opinions. The fourth round may have been a relief for the participants as this

round was the only data collection round they completed within the scheduled period.

This study was also limited to participants acquired through personal referrals.

## **Recommendations**

### **Alternative Methodological Approaches**

This study entailed the perceptions of individuals with civil service employment experience but not limited to any specific field of government. Further research may be necessary to understand the tactics that are most appropriate for a specific civil service career field. Such a change in focus has the benefit of customizing the tactical solutions with the culture of the organization. For instance, the panel noted that law enforcement was a civil service career field not attractive to African Americans. A study design that includes only participants with law enforcement experience may produce a multitude of relevant tactics to attract African Americans to civil service law enforcement. Additional Delphi research consisting of only participants associated with the specific government field of interest may be a necessary contribution to the literature and practice.

A follow-up Delphi study similar to the current study is an option for further research. The similar Delphi study can consist of experts from HBCUs and African American professional associations. Researchers can conduct that study to compare both studies' findings for building the civil service African American college graduate pipeline, which may also deepen the pipeline recommendations.

A generic qualitative study is another option for additional research. This study population can consist of African American college graduates. Researchers can conduct the generic study to gather descriptions of perceived effectiveness of various recruitment

strategies and to determine how the descriptions may or may not align with the findings of the current study.

### **Partially-Favored Tactical Solutions**

The discussion in this section is for those tactical solutions that only satisfied one of the two measures (desirability and feasibility) of consensus from Round 2. I identified those tactics deemed desirable but not feasible and feasible but not desirable. Suggestions are included as to what types of research might be of value to determine how the tactic can become both desirable and feasible.

**Technical web-based webinars for continuing education.** This tactic is civil service organizations should provide technical web-based webinars as a form of continuing education. The expert panel deemed the tactic feasible but not desirable. Employee-learning styles may be the issue for this tactic's lack of desirability as one participant commented that training might not be effective for some learners due to learning styles. Some employees may not want to participate in web-based webinars or may not suitably learn from web-based learning tools. A case study may be of value to the technical web-based tactic. Researchers can conduct a case study for the intensive exploration of this tactic from various stakeholders and datasets.

**Mentoring/coaching or sponsorship programs.** This tactic is civil service organizations should provide mentoring/ coaching or sponsorship programs for all employees. The expert panel deemed the tactic desirable but not feasible. The body of literature contained substantial indications of this tactic's importance for building the pipeline (Mitnick, 2017; Wilson, 2014). Workplace mentors are a necessity in the



respects of the African American employee having career ascension (Lim et al., 2015). Organizations that offer mentors are likely to attract aspiring African American college graduates (Stewart, 2016). Employees of all demographics need someone who will help them understand the organization's systems, structures, and culture and take an interest in their professional well-being (Brown & Segrist, 2016). A mentor may also help engender African American employees to trust sharing their employment issues with the organizational leaders, contributing to a culturally competent workplace (Gamble & Turner, 2015). Feasibility of this tactic, however, is an issue as one participant commented that delivery of this tactic is a challenge. A case study is an appropriate research option to unravel the barriers of employee mentor/ coaching or sponsorship programs for effective implementation of the tactic.

**Civil service leaders visiting educational institutions.** This tactic is leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to the students. The expert panel deemed the tactic desirable but not feasible. The expert panel explained that civil service leaders should perform this tactic, but the tactic is not possible due to leaders' work schedule, strained availability and time demands. The sentiments of these experts extend knowledge in the discipline, as these feasibility issues were not evident in the body of literature. Civil service leaders must make the necessary sacrifices in their time to visit these schools for not only increasing student awareness of the civil service but also ensuring that students have the proper understanding of the civil service. Researchers can conduct a case study or a

cross-sectional descriptive quantitative to explore how leaders can negotiate their work schedules to visit educational institutions.

**Tutor middle to high school students on public service issues.** This tactic is employees of civil service organizations should tutor middle to high school students on issues in public service. The expert panel deemed the tactic desirable but not feasible. The body of literature was evident in the benefits of this tactic to entice students into the civil service but not indicative of the tactic's impracticality for civil service employees (Mitnick, 2017; Ross et al., 2014). Lack of resources may be the contributing factor for the tactic's low feasibility as one participant commented that the civil service should perform this tactic, but resources are limited to provide such a tactic. This tactic may have an increased likelihood of occurring if civil service organizations offer employees paid leave for tutoring students at the schools. A quantitative causal comparative study is appropriate for testing hypotheses that paid leave for tutoring increases employee participation in tutoring programs. This type of study may justify budget allocations for employee pay for tutoring, thus improving the feasibility of the tactic.

**Mentoring in all aspects of life to African American students.** This tactic is civil service leaders should serve as mentors in all aspects of life to African American students ranging from grade school through college of any career interests. The experts deemed the tactic desirable but not feasible. The panel's disconfirmation of this tactic is indicative of the sensitive nature of the relationship between a child and an adult. Some panelists explained that the tactic is neither desirable nor feasible because the civil service employee may not be suitable to serve as this kind of mentor or not be suitable to

be a mentor, which limits the number of mentors. This delicate aspect of mentoring adolescents establishes a reason for disregard of this tactic unless careful efforts are involved to ensure that the civil service agent is capable to mentor. One such effort to evaluate the tactic's feasibility is a one-group post-test only quantitative study. Civil service organizations may conduct the study after they have identified and provided mentorship training to those potential employees who desire to be mentors. Civil service organizations can use the quantitative study to measure the effects of mentor training on the employees before allowing the employees to become mentors for this tactic.

**Recruiting from African American faith-based organizations.** This tactic is civil service organizations should recruit from African American faith-based institutions. The experts deemed the tactic desirable but not feasible. Obscure value of working for the government may be the reason for this tactic's low feasibility as one participant commented that the civil service and faith-based organization partnership must have a design for potential candidates to recognize and understand the value of being a civil servant. Churches or faith-based organizations are important to their members and have a significant influence on the development and roles those members have in their lives, which involves the type of career the members choose (U.S. DOJ & EEOC, 2016; Wilson et al., 2016). Civil service organizations have a valuable opportunity to recruit from faith-based organizations, but the opportunity would be lost if the civil service were not able to build the necessary partnership that engenders the faith-based organizations' endorsement. A phenomenology study may be of value to understand the meanings that African American civil service employees attach to their careers. Faith-based leaders may

be able to share those meanings of experiencing employment in the study with the church members to contribute to building the civil service pipeline.

**Recruiting from African American affinity groups.** This tactic is civil service organizations should recruit from African American affinity groups (urban league, NAACP, Greek organizations). The panel deemed the tactic desirable but not feasible. Scarce recruitment resources may be a potential reason for this tactic's unfavorable feasibility as one panel member commented that this tactic's limitation is recruitment resources. Although this drawback is not evident in the body of literature, the civil service should ensure that it does have the resources to recruit from these multitudes of affinity groups as these groups may contain the most likely African American candidates (Wilson et al., 2016). African Americans regard these affinity groups important to them following the institution of family and the African American church (Wilson et al., 2016). A potential study that may improve the feasibility of this tactic is a Delphi study. Researchers can conduct a Delphi study consisting of civil service employees to discover solutions on how civil service agencies with constrained resources and budgets can appropriately recruit from African American affinity groups.

### **Research Supplementing the Grand Strategy**

Civil service organizations should implement the recommendations (expert's top six solutions) of the grand strategy through action research, which may be invaluable to those organizations in critical situations of building the African American pipeline. The Los Angeles Fire Department is one such government organization that has experienced a dire problem in building the pipeline (Welsh, 2015). For the Los Angeles Fire

Department and other government organizations having difficulties with the pipeline, I recommend emancipatory action research to test this study's top six solutions for building the pipeline. Emancipatory action research is the most thorough form of action research that entails all relevant individuals to be part of the study. A strength of this emancipatory action research study is that the assessment of the recommendations for building the pipeline can represent the broad spectrum of all stakeholders that include African American collegians and graduates and civil service employees and leaders. The limitation of this emancipatory action research study is that the ideas of higher status individuals may inappropriately overshadow the ideas of lower status individuals.

An exploratory case study may also be of benefit to civil service organizations regarding the recommendations. Researchers can conduct an exploratory case study at a government organization to better understand the challenges of recruitment and see if the recommendations of the current study align with actual challenges experienced at the organization. An exploratory case study at the government organization can also be to conduct a deeper review of what, if any, experiences exist already with the implementation of these recommendations. The limitations of such study include (a) researcher bias that may influence the findings and (b) difficulty in the replication.

### **Implications**

#### **Positive Social Change**

The outcomes of the study may contribute to positive social change by increasing the number of African American mid- to senior-level managers employed in the civil service. This increase of African American college graduates in the civil service may be

paramount for social change as increasing the number of people in a group can contribute to that group obtaining beneficial outcomes and favorable bureaucratic actions (Ricucci & Van Ryzin, 2016). This study may generate reasoning for civil service leaders to create or modify organizational policies for suitable representation for all their organizations' members (Morabito & Shelley, 2015). More African Americans may have the opportunity to have a career in the civil service, which may yield a more proportionate socially responsible citizenry and a healthier, more economically competitive economy (Alexander & Arceneaux, 2015). Positive social change must be driven from the inside out to ensure a government for the people by the people.

### **Methodological and Theoretical Implications**

The problem of recruiting college graduates into civil service positions is not confined to African Americans. Federal agencies are ineffective in the annual recruitment of millennial college graduates into the workforce, despite college students' expressing an interest in government service (NACE, 2014). To face this challenge, federal human resource talent managers have considered a variety of strategies to build a pipeline that can be sustained annually and that comprises African American college graduates (NACE, 2014).

This ordeal of recruitment is a revived priority as recruitment had not been a focus in nearly 2 decades (Al Ariss et al., 2014; Cappelli & Keller, 2014). Practitioners and scholars have both agreed that recruitment is a priority (Ryan & Derous, 2016) but knowledge of recruitment solutions that can produce the desired results across the government sector have been still lacking. Recruitment involves the first stage of talent

management (Schiemann, 2014), and solutions for this stage may enhance its effectiveness. The current study was used to identify recruitment solutions that may yield the desired results. This study contributes to an enhanced understanding of necessity and appreciation for recruitment and enables researchers to regard recruitment as an invaluable employment stage that must entail desirable, feasible, and important strategies. This Delphi study narrowed the gap in knowledge by providing scholars and practitioners with consensus-based elements and tactics of a grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students.

The findings of the current study reinforce the breakdown of a strategy into various elements (substrategies and tactics) as propositioned in the theory of strategy to effectively address a problem. The grand strategy represented the extent of the strategy breakdown, which entailed researching the body of literature to identify all the relevant elements and associated tactics as a conceptual framework for addressing the civil service African American pipeline. This study's findings substantiated the achievement of the conceptual framework for discovering all the relevant elements of the pipeline problem. This framework achievement implies that government agencies can thoroughly recognize the various elements of not only their respective pipeline problems but also any of their problems by employing a grand strategy. Another implication of the current study's findings is that the practitioner's knowledge is pertinent in supplementing the body of literature because the panel of this study also suggested tactics that met the established levels of consensus.

## **Recommendations for Implementing the Grand Strategy**

The multitude of entities that have contributed to reconciling government's African American pipeline problem represent government agencies, African American organizations, community-based initiatives, and task forces such as OPM, EEOC, U.S. DOJ, Blacks in Government, African American Federal Executives Association, Community Alliance for Diversity, and Task Force on 21st Century Policing (EEOC, 2013; Nishishiba, 2012; U.S. DOJ & EEOC, 2016; U.S. OPM, 2018). These entities should present the current study's grand strategy for building the pipeline to civil service leaders and endorse the authorization of the grand strategy with these leaders. Civil service leaders should evaluate immediately and consider implementing the grand strategy in their organizations by employing the top six tactical solutions that represent the grand strategy.

I recommend that civil service leaders implement this study's top six tactical solutions all at once, as the solutions were derived from the rich, diverse, and practical knowledge of this study's experts who have been immersed in the phenomenon (Shorten & Moorley, 2014). The experts deemed the solutions desirable, feasible, and important, and 80% of the experts were certain or reliable in the effectiveness of the solutions to build the pipeline. I also recommend that civil service leaders follow this order of implementing the solutions if implementing all at once is not possible.

1. Civil service organizations should provide compensation packages that are competitive and transparent.



2. Civil service organizations should recruit at professional workshops and conferences of African Americans.
3. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.
4. Civil service organizations should provide career training and development opportunities.
5. Civil service organizations should provide internships to African American college students.
6. Civil service organizations should recruit from STEM program organizations.

I prescribed this order of implementation with consideration to the measure of importance of the solution as the first precedence and the desirability of the solution as the secondary precedence due to equal importance among some of the solutions. Solutions 1 and 2 were equally important, and Solutions 4, 5, and 6 were equally important.

Government leaders should use this study's top six pipeline solutions to proactively balance civil service workforce demographics and avoid possible diversity infractions when greater numbers of baby boomers retire in 2020 (Alba & Barbosa, 2016). A sustainable pipeline of African American college graduates as candidates for recruitment into entry-level jobs in the civil service could uphold the civil service's mission of creating social equity and shared values for a diverse workforce (Durant & Rosenbloom, 2016).

This study's recommendations for building the African American pipeline may attribute to civil service personnel's eagerness in implementing a diversity strategy at their organizations. These individuals have possibly experienced numerous unsuccessful attempts for workforce diversity and may be leery about trying more diversity solutions because humans remember the negative history of a venture and maintain those adverse feelings when the venture presents itself again (Stouten et al., 2018). This study's pipeline recommendations are grounded in collaboration, which has been a difficult approach for government organizations to accomplish due to differences in their respective cultures and practices (Willem & Lucidarme, 2014). Civil service leaders should have confidence in the findings because this Delphi study potentially addressed the differences in concepts among civil service talent managers to develop practical agreement of the solutions that may be successfully scaled across the government spectrum (Bosun & Modrak, 2014).

### **Conclusions**

The lack of effective strategies to build the African American college graduate pipeline in the civil service is not allowing this sector to fulfill its merit of equal employment for all demographic groups or society's demand for a diverse workforce. Not only are African American millennials disinterested in government work but other millennial demographic groups as well. Diversity in the talent pipelines lends to creative workforces of broad perspectives allowing their organizations to be resilient, thus evolving with society. Although the low interest of young professionals for the civil

service may be shared across the demographic groups, the underrepresentation of African Americans in the civil service is a nationwide problem.

The purpose of this study was to build consensus for the development of a Grand Strategy for building a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students. I employed a qualitative modified Delphi design consisting of four rounds of surveys involving government-affiliated talent managers as panel participants. The panel developed a grand strategy where 80% of the panelists were certain or reliable in the effectiveness of this grand strategy to build the pipeline. The grand strategy, which encompasses elements (substrategies) and associated tactics, comprised the resource element and the partnership element. The resource element consisted of these four tactics: (a) civil service organizations should provide compensation packages that are competitive and transparent, (b) civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages, (c) civil service organizations should provide career training and development opportunities, and (d) civil service organizations should provide internships to African American college students. The partnership element consisted of these two tactics: (a) civil service organizations should recruit at professional workshops and conferences of African Americans and (b) civil service organizations should recruit from STEM program organizations. Society is demanding the civil service to address the low representation of African Americans in its workforce, and this study's grand strategy and

findings must be considered by government leaders to provide society with the social response it deserves.

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## Appendix A: Solution Matrix Distilled from the Review of the Literature

Source	Element	Tactic
Nace (2014); Freifeld, (2013); “Recruiting Transit” (2015); Boynton (2015); Lunney (2014); Bates (2016)	Resources	Civil service organizations should provide good insurance
Nace (2014); Freifeld, (2013); “Recruiting Transit” (2015); Boynton (2015); Lunney (2014); Bates (2016)	Resources	Civil service organizations should provide student loan assistance
Nace (2014); Freifeld, (2013); “Recruiting Transit” (2015); Boynton (2015); Lunney (2014); Bates (2016)	Resources	Civil service organizations should provide flexible schedules
Nace (2014); Freifeld, (2013); “Recruiting Transit” (2015); Boynton (2015); Lunney (2014); Bates (2016)	Resources	Civil service organizations should provide leave time
Nace (2014); Freifeld, (2013); “Recruiting Transit” (2015); Boynton (2015); Lunney (2014); Bates (2016)	Resources	Civil service organizations should provide work site gym
Ahmad & Boser (2014); Griffith & Combs (2015); “Recruiting Transit” (2015); Sammer (2015); Taylor (2014)	Resources	Civil service organizations should provide compensation packages that are competitive and transparent
EEOC (2013); Charleston, Gilbert, Escobar, & Jackson (2014); Gothard & Austin (2013); Griffith & Combs (2015); Boynton (2015)	Resources	Civil service organizations should provide career training and development opportunities
Freifeld (2013); Mitnick (2017); “Recruiting Transit” (2015); Bates (2016)	Resources	Civil service organizations should provide internships to African American college students

Morrall & Ovbije (2014); Stewart (2016);	Resources	Civil service organizations should provide leadership programs
EEOC (2013); Taylor (2014)	Resources	Civil service organizations should provide the Presidential Management Fellows Program
Charleston et al. (2014)	Resources	Civil service organizations should provide technical web-based webinars
Charleston et al. (2014)	Resources	Civil service organizations should provide writing workshops
Stewart (2016); EEOC (2013); Emerson & Murphy (2014); Harrington (2009); Lim, Clarke, Ross, & Wells (2015); Gamble & Turner (2015); Brown & Segrist (2016); Wilson (2014); Alfred (2001); Ahmad & Boser (2014); Ghee, Collins, Wilson, & Pearson (2014); Gothard & Austin (2013); Gardner, Barrett, & Pearson (2014); Abel (2017); Mitnick (2017)	Resources	Civil service organizations should provide mentoring/ coaching or sponsorship programs for African American employees
Stewart (2016); James (2015); Emerson & Murphy (2014); Molina (2016); Fernandes & Alsaeed (2014); Gamble & Turner (2015); Alfred (2001); Gothard & Austin (2013); Pierre, Mahr, Carter, & Madaan (2016)	Resources	Civil service organizations should provide networking/ social opportunities to meet other staff
Gothard & Austin (2013); Cook & Glass (2014b)	Resources	Civil service organizations should provide networking/ social opportunities to meet board members

EEOC (2013); Cauchon (2017)	Resources	Civil service organizations should provide African American affinity group within the organization
Hofhuis, van der Zee & Otten (2016); ACHE (2013)	Leadership	Leaders of civil service organizations should provide organizational incentives for a sustainable pipeline (an example of an incentive is an award for both recruiters and any employee that finds a candidate)
Hofhuis et al. (2016)	Leadership	Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline
Wilson (2014); Gothard & Austin (2013); Sabharwal (2014); Mitnick (2017); Cauchon (2017)	Leadership	Leaders of civil service organizations should accept responsibility to create diversity through building African American pipeline
EEOC (2013); Ross, Wells, & Clarke (2014); Ployhart, Schmitt, & Tippins (2017); Sabharwal & Geva-May (2013); Pierre, Mahr, Carter, & Madaan (2016); Welsh (2015)	Partnership	Leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to the students
Bates (2016)	Partnership	Employees of civil service organizations should do presentations of civil service work at math camps
Ross et al. (2014); Mitnick (2017)	Partnership	Employees of civil service organizations should tutor middle to high school students on issues in public service
EEOC (2013); Gamble & Turner (2015); Charleston et al. (2014); Ahmad & Boser (2014); Ross et al. (2014); U.S. DOJ &	Partnership	Civil service organizations should recruit from both PWIs and HBCUs

EEOC (2016); Wingfield (2014); Tighe, Needle, & Hawkins (2015); Freifeld (2013); “Recruiting Transit” (2015)		
EEOC (2013); Freifeld (2013)	Partnership	Personnel on behalf of the civil service should instruct college classes
Mitnick (2017)	Partnership	Civil service organizations should provide site visits of middle school, high school, and college students to the organization
EEOC (2013); Abel (2017)	Partnership	Civil service leaders should integrate uses of the civil service in the general college curriculum
Ross et al. (2014); Tighe et al. (2015)	Partnership	Civil service employees should serve as mentors in all aspects of life to students through college
U.S. DOJ & EEOC (2016)	Partnership	Civil service organizations should recruit from African American churches
EEOC (2013); Wilson, Wilson, & Gwann (2016); “Recruiting Transit” (2015)	Partnership	Civil service organizations should recruit from African American affinity groups (urban league, NAACP, Greek organizations)
EEOC (2013)	Partnership	Civil service organizations should recruit at events of private sector companies
Charleston et al. (2014); Ghee, Collins, Wilson, & Pearson (2014); Sabharwal & Geva-May (2013)	Partnership	Civil service organizations should recruit from career institutes for African Americans

EEOC (2013)	Partnership	Civil service organizations should recruit at professional conferences of African Americans
Brown et al. (2016); Abel (2017)	Partnership	Civil service organizations should recruit from STEM program organizations
EEOC (2013); Gamble & Turner (2015); Cook & Glass (2014a, 2014b); Alfred (2001); Ahmad & Boser (2014); Gaynor (2014); Gothard & Austin (2013); Brown et al. (2016); Fernandes & Alsaeed (2014); Ngah (2016); Doherty, Haugh, & Lyon (2014); Sabharwal (2014); Griffith & Combs (2015); Sato & Hodge (2017); "Recruiting Transit" (2015); Lunney (2014); Lavigna (2015)	Business Intelligence	Civil service organizations should require civil service employees to complete cultural competency/ cultural intelligence programs
Daher (2015); Schiemann (2014); Sloan & Unnever (2016)	Business Intelligence	Civil service organizations should require emotional intelligence programs
EEOC (2013); Hofhuis, van der Zee & Otten (2016); Wilsher (2015); Dwoskin, Squire, & Patullo (2013)	Business Intelligence	Civil service organizations should only use recruiters that demonstrate proficiency in cultural competency/ cultural intelligence
Al Ariss, Cascio, & Paauwe (2014); Dwoskin et al. (2013)	Community Development	Civil service organizations should include the phrases "EEO organization" and "diversity management" on job announcements
Gothard & Austin (2013); Boshoff, Kotze, & Nel (2014); Doherty et al. (2014); Wilson et	Community Development	Civil service organizations should market/Brand the organizational mission to support social goals and how the organization's efforts have



al. (2016); Pierre, Mahr, Carter, & Madaan (2016); Bates (2016)		helped the social value of the community
Wilson et al. (2016); Dwoskin et al. (2013)	Community Development	Civil service organizations should recruit at African American hair salons
Welsh (2015)	Community Development	Civil service organizations should recruit at professional sporting events
Mitnick (2017); "Recruiting Transit" (2015)	Community Development	Civil service organizations should participate in community activities and stay involved in the community
EEOC (2013); Russell & Brannan (2016); "Recruiting Transit" (2015)	Community Development	Civil service organizations should provide information booth at job fairs and festivals
EEOC (2013); Freifeld (2013)	Community Development	Civil service personnel should conduct workshops in the community about their organization
Wilson et al. (2016)	Community Development	Civil service organizations should recruit at shopping malls
Bates (2016); Ibarra (2013, 2014)	Technology	Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals
Keller, Franzel, Snowden, & Becker (2015); Ibarra (2014)	Technology	Civil service organizations should use job announcements that are colorful, artistic and with powerful messages
Russell & Brannan (2016); Gardner et al. (2014)	Technology	Civil service organizations should advertise job announcements in

		magazines popular among African Americans
Keller et al. (2015); Ibarra (2013)	Technology	Civil service organizations should have web-based application processes
Bates (2016); NACE (2014)	Technology	The civil service should upgrade the federal job portal website usajobs.gov
U.S. DOJ & EEOC (2016); Sabharwal & Geva-May (2013); Freifeld (2013); Welsh (2015); Dwoskin et al. (2013); Recruiting Transit (2015); Boynton (2015); Ibarra (2013, 2014)	Technology	Civil service organizations should advertise their organizations through social media such as the organization's website, Facebook, Twitter, Live Chat rooms, LinkedIn
Martin & Waymire (2017); Kamel (2014); Alosani, Al-Dhaafri, & Yusoff (2016)	Generic Benchmarking	Civil service organizations should conduct generic benchmarking to recruit African Americans in the civil service by evaluating and implementing talent acquisition practices of the private industry, nonprofit industry, and social enterprises
Gunasekaran (2001); Thom & Reilly (2015)	Generic Benchmarking	Generic benchmarking should be mandated by including provisions in the charters of civil service organizations
Camp (1993); Thom & Reilly (2015)	Generic Benchmarking	Civil service organizations should conduct generic benchmarking every three years to develop the African American pipeline
Thom & Reilly (2015); Xavier (2014)	Generic Benchmarking	Various forms of compensation should be generic benchmarked in the civil service including salaries,

		benefits, paid leave time and all other benefits offered to employees
Gothard & Austin (2013); Pierre et al. (2016)	Generic Benchmarking	The numbers of African Americans in the executive positions of civil service organizations should be generic benchmarked
Attiany (2014); Ou & Kleiner (2015); Andersen (1999)	Generic Benchmarking	Civil service organizations should generic benchmark as many private, nonprofit, and social enterprise organizations permissible
Spendolini (1992); Thom & Reilly (2015)	Generic Benchmarking	The results obtained from generic benchmarking should be disclosed to the public

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## Appendix B: Field Test Request

Hello,

I am Owen Muldrow Jr., a doctoral student pursuing a PhD in Management at Walden University. For my doctoral dissertation, I am employing a modified Delphi research design. The purpose of my study is to build consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students.

The sample frame for my study is 20 talent managers each with a minimum of 10 years of government-affiliated experience serving in that capacity. I am seeking your support for providing feedback as to the appropriateness of the questions being asked of the study participants, and how the questions are being asked in relation to the purpose of the study.

Below are the research questions (noted as RQ, RQa, and RQb) for my study.

RQ. What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers regarding the desirable and feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

RQa. What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the desirable elements and tactics of a forward-looking

grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

RQb. What is the level of consensus among a nationwide expert panel of 20 government-affiliated talent managers as to the feasible elements and tactics of a forward-looking grand strategy for creating a sustainable pipeline of candidates for recruitment into entry-level jobs in the civil service targeted at annual graduating classes of African American college students?

For your review, the primary research questions and the corresponding statements on the questionnaire are attached to this letter. After reviewing the research questions, and the statements for the questionnaire, please respond to these four field test questions:

1. Based upon the purpose of the study and research questions, are the questions on the questionnaire likely to generate information to answer the research question?
2. Are the participants likely to find any of the questions on the questionnaire (the nature of the question or specific wording) objectionable? If so, why? What changes would you recommend?
3. Were any of the questions on the questionnaire difficult to comprehend? If so, why? What changes would you recommend?
4. Feel free to provide any additional thoughts about the questionnaire, which were not covered in questions 1 through 3, above.

Should you choose to participate in this field test, please do not answer the list of statements intended for the study participants.

Thank you in advance for your time.

Respectfully,

Owen Muldrow Jr.

Appendix C: Request E-mail to LinkedIn Group Owners for Access to Group

Dear Group Owner of (name of LinkedIn Group):

I, Owen Muldrow Jr., a doctoral student at Walden University am requesting your assistance in hopes of recruiting talent manager experts to participate in my dissertation study. The purpose of my study is to build consensus among a nationwide expert panel of government-affiliated talent managers in the grand strategy of creating a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students. I selected your group because the expert opinions available in your group may provide the civil service with recruitment strategies in the talent acquisition of African American college graduates. Please accept my request to support the study in the following ways:

1. Post the study announcement (attachment) within your LinkedIn group.
2. Send a group e-mail notifying your members of an available survey and its link.

The online survey is four rounds with each survey round taking less than 15 minutes to complete. The four survey rounds will take place over an estimated 10 weeks.

I will be happy to answer any questions you may have about this study. Thank you for your time and consideration in reading this letter and helping, if you are able.

Sincerely,

Owen Muldrow Jr.

## Appendix D: Study Announcement

**RECRUITMENT STRATEGIES FOR A SUSTAINABLE PIPELINE OF  
AFRICAN AMERICAN COLLEGE GRADUATES AS CIVIL SERVANTS**

I, Owen Muldrow Jr., am a PhD candidate in the School of Management at Walden University and invite you to participate in my research study. The purpose of my study is to build consensus among a nationwide expert panel of government-affiliated talent managers in the grand strategy of creating a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students. You are being invited to join the expert panel based upon your insights as to the future of the industry and not to address specific practices of your employer.

**Criteria to be a Participant:**

You can be a participant if you meet any of the following three criteria:

- Any government work experience of at least 10 years in talent acquisition OR
- Any experience as an internal or contracted human resource or diversity officer with government organization OR
- Any experience as a leader of a talent acquisition company that assists with the talent acquisition of a government organization.

**Online Survey Format and Time Commitment:**

Should you choose to participate you will be asked to complete four rounds of online survey in the SurveyMonkey over an estimated 10 weeks. At four intervals over this 10-week period, you will be asked to complete the survey. Each survey takes less than 15 minutes. You may withdraw from the study at any time without penalty.



**Benefit of Study:**

The expected benefits of the study include an understanding of a grand strategy in its tactics and elements agreed upon by experts for the recruiting of African American college graduates to the civil service. A brief executive summary of the findings will be provided to the participants.

**How to Participate and Start Date:**

Please e-mail me with your preferred e-mail address if you are interested in being a participant in this study for notifying you the start date of the first round and each of the subsequent rounds. Your e-mail might indicate your identity; however, your e-mail will not be shared with any other participants. Participants will self-select into the survey as the researcher has accepted in good faith your eligibility, interest, and commitment for being a participant. In the survey, participants will need to create a unique identification code to use across the survey rounds. The identifier will hide your identity so that I can follow responses without knowing your identity. The unique identifier will neither be matched nor be possible to be matched with e-mail addresses.

You may recruit and share the survey link to other eligible individuals to participate in the study. Please use the following SurveyMonkey link to take the survey:

\*\*\*#####

I thank you for taking the time to assist in this important research. Please contact me at

\*\*\*##### if you have any questions.

Sincerely,

Owen Muldrow Jr.

## Appendix E: Round 1 Survey

Welcome to the Round 1 Research Survey for Recruitment Strategies for a Sustainable Pipeline of African American College Graduates as Civil Servants

The following survey will be used to develop a Grand Strategy for building a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students. You are provided with a list of 7 elements and 57 tactics that might develop the grand strategy. The list was based on the published concepts, findings, and interpretations of researchers and practitioners from 72 studies since 1992.

The 57 tactics in the survey are categorized by the 7 overarching elements. Each categorizing element has a brief description. An entry cell is available with each tactic for your suggestions about the tactic's wording. An entry cell is at the end of each category-element for you to add tactics. An entry cell is also available at the bottom of the survey list for you to add elements.

The survey will take about 15 minutes. You may leave the SurveyMonkey and come back to finish the survey. The survey will expire on Sunday, December 16, 2018 at 11 PM CST. Please click submit after you have reviewed the Round 1 list.

I thank you for allowing my study to benefit from your valuable feedback. Thank you for your time and enjoy the survey.

Reminder of Next Round: Round 2 of 4 will begin in an estimated 3 weeks which participants will be notified by e-mail.

Create a unique identifier code to hide your identity so that I can follow responses without knowing your identity. Please keep your identifier code for the entirety of the survey because the identifier will be needed in each of the subsequent rounds. Enter your code in the space provided.

Unique Identifier Code
------------------------

**Element: Resources of the Grand Strategy**

**Resources are the people, material, opportunities, and amenities that employees/ potential employees of the civil service would like to have available to them.**

1. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision and life coverages.

Wording Suggestion
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2. Civil service organizations should provide student loan assistance.

Wording Suggestion
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3. Civil service organizations should provide flexible schedules.

Wording Suggestion
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4. Civil service organizations should provide leave time.

Wording Suggestion

5. Civil service organizations should provide worksite gym.

Wording Suggestion

6. Civil service organizations should provide compensation packages that are competitive and transparent.

Wording Suggestion

7. Civil service organizations should provide career training and development opportunities.

Wording Suggestion

8. Civil service organizations should provide internships to African American college students.

Wording Suggestion

9. Civil service organizations should provide leadership programs.

Wording Suggestion

10. Civil service organizations should participate in the Presidential Management Fellows Program, which is a program for developing potential government leaders.

Wording Suggestion

11. Civil service organizations should provide technical web-based webinars.

Wording Suggestion

12. Civil service organizations should provide writing workshops.

Wording Suggestion

13. Civil service organizations should provide mentoring/ coaching or sponsorship programs for African American employees.

Wording Suggestion

14. Civil service organizations should provide networking/ social opportunities to meet other staff.

Wording Suggestion

15. Civil service organizations should provide networking/ social opportunities to meet board members.

Wording Suggestion

16. Civil service organizations should provide African American affinity groups, which includes entities such as African American Greek letter organizations, NAACP, and the National Urban League, within the organization.

Wording Suggestion

Additional Tactics Suggestions (Use period to separate tactics)

**Element: Leadership of the Grand Strategy**

**Leadership is the behaviors, values and beliefs of civil service leaders to motivate or empower other individuals in the accomplishment of the objective.**

17. Leaders of civil service organizations should provide organizational incentives for a sustainable pipeline (an example of an incentive is an award for both recruiters and any employee that finds a candidate).

Wording Suggestion

18. Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline.

Wording Suggestion

19. Leaders of civil service organizations should accept responsibility to create diversity through building African American pipeline.

Wording Suggestion

Additional Tactics Suggestions (Use period to separate tactics)

**Element: Partnership of the Grand Strategy**

**Partnerships are the alliances civil service organizations form with different groups or organizations to share the responsibility in the accomplishment of the mutual goal.**

20. Leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to the students.

Wording Suggestion

21. Employees of civil service organizations should do presentations of civil service work at math camps.

Wording Suggestion

22. Employees of civil service organizations should tutor middle to high school students on issues in public service.

Wording Suggestion

23. Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.

Wording Suggestion

24. Qualified personnel on behalf of the civil service should instruct college classes.

Wording Suggestion

25. Civil service organizations should provide site visits of middle school, high school, and college students to the organization.

Wording Suggestion

26. Civil service leaders should integrate uses of the civil service in the general college curriculum.

Wording Suggestion

27. Civil service leaders should serve as mentors in all aspects of life to African American students ranging from grade school through college of any career interests.

Wording Suggestion

28. Civil service organizations should recruit from African American churches.

Wording Suggestion

29. Civil service organizations should recruit from African American affinity groups (urban league, NAACP, Greek organizations).

Wording Suggestion

30. Civil service organizations should recruit at events of private sector companies.

Wording Suggestion

31. Civil service organizations should recruit from career institutes for African Americans.

Wording Suggestion

32. Civil service organizations should recruit at professional conferences of African Americans.

Wording Suggestion

33. Civil service organizations should recruit from STEM program organizations.

Wording Suggestion

Additional Tactics Suggestions (Use period to separate tactics)

**Element: Business Intelligence of the Grand Strategy**

**Business Intelligence is the capacity of a civil service organization to understand culture and emotions in a diverse workgroup.**

34. Civil service organizations should require civil service employees to complete cultural competency/ cultural intelligence programs.

Wording Suggestion

35. Civil service organizations should require emotional intelligence programs for each staff member during employment.

Wording Suggestion

36. Civil service organizations should only use recruiters that demonstrate proficiency in cultural competency/ cultural intelligence.

Wording Suggestion

Additional Tactics Suggestions (Use period to separate tactics)

**Element: Community Development of the Grand Strategy**

**Community Development is the civil service proactively involving the community as an asset in the accomplishment of the objective.**

37. Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements.

Wording Suggestion



38. Civil service organizations should market/Brand the organizational mission to support social goals and how the organization's efforts have helped the social value of the community.

Wording Suggestion

39. Civil service organizations should recruit at African American hair salons.

Wording Suggestion

40. Civil service organizations should recruit at professional sporting events.

Wording Suggestion

41. Civil service organizations should participate in community activities and stay involved in the community.

Wording Suggestion

42. Civil service organizations should provide information booth at job fairs and festivals.

Wording Suggestion

43. Civil service personnel should conduct workshops in the community about their organization.

Wording Suggestion

44. Civil service organizations should recruit at shopping malls.

Wording Suggestion

Additional Tactics Suggestions (Use period to separate tactics)

**Element: Technology of the Grand Strategy**

**Technology is the usage of tools and devices in the adaptation of the civil service to the changing interest of society.**

45. Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals.

Wording Suggestion

46. Civil service organizations should use job announcements that are colorful, artistic and with powerful messages.

Wording Suggestion

47. Civil service organizations should advertise job announcements in magazines popular among African Americans.

Wording Suggestion

48. Civil service organizations should have web-based application processes.

Wording Suggestion

49. The civil service should upgrade the federal job portal website [usa.jobs.gov](http://usa.jobs.gov).

Wording Suggestion

50. Civil service organizations should advertise their organizations through social media such as the organization's website, Facebook, Twitter, Live Chat rooms, LinkedIn.

Wording Suggestion

Additional Tactics Suggestions (Use period to separate tactics)

**Element: Generic Benchmarking of the Grand Strategy**

**Generic Benchmarking is the comparing of products, services, and practices in the civil service against the same items of the best organizations in other industries.**

51. Civil service organizations should conduct generic benchmarking to recruit African Americans in the civil service by evaluating and implementing talent acquisition practices of the private industry, nonprofit industry, and social enterprises.

Wording Suggestion

52. Generic benchmarking should be mandated by including provisions in the charters of civil service organizations.

Wording Suggestion

53. Civil service organizations should conduct generic benchmarking every three years to develop the African American pipeline.

Wording Suggestion

54. Various forms of compensation should be generic benchmarked in the civil service including salaries, benefits, paid leave time and all other benefits offered to employees.

Wording Suggestion

55. The numbers of African Americans in the executive positions of civil service organizations should be generic benchmarked.

Wording Suggestion

56. Civil service organizations should generic benchmark as many private, nonprofit, and social enterprise organizations permissible.

Wording Suggestion

57. The results obtained from generic benchmarking should be disclosed to the public.

Wording Suggestion

Additional Tactics Suggestions (Use period to separate tactics)

Additional Elements Suggestions (Use period to separate elements)

Please click submit after you have reviewed the Round 1 list.

## Appendix F: Round 2 Survey

Welcome to the Round 2 Research Survey for Recruitment Strategies for a Sustainable Pipeline of African American College Graduates as Civil Servants

You are presented with the list of solutions from Round 1 with the categorizing elements.

If you clicked yes to the informed consent in Round 1, you should complete Round 2.

Please rate the solutions in building a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students.

Round 2 has 63 solution statements. Each solution has a scale for desirability and another scale for feasibility. Desirability is the effectiveness or benefit of the solution. Feasibility is the practicality in the implementation of the solution.

Use the numbers 1–5 for both scales. The desirability scale is: 1 = very undesirable, 2 = undesirable, 3 = neutral or no opinion, 4 = desirable, and 5 = very desirable. The feasibility scale is: 1 = very unfeasible, 2 = unfeasible, 3 = neutral or no opinion, 4 = feasible, and 5 = very feasible. OPTIONAL—Please enter comments to explain your decisions, particularly for those items of which there is a level of disagreement—  
OPTIONAL.

The survey will take about 20 minutes. You may leave the SurveyMonkey and come back to finish the survey. The survey will expire on Sunday, January 13, 2019 at 11 PM CST. Please click submit after you have finished Round 2 survey.

I thank you for allowing my study to benefit from your valuable feedback. Thank you for your time and enjoy the survey.

Reminder of Next Round: Round 3 of 4 will begin in an estimated 3 weeks which participants will be notified by e-mail.

Enter your unique identifier code in the space provided. If you forgot your user ID, leave the space blank.

Unique Identifier Code

**Element: Resources of the Grand Strategy**

**Resources are the people, material, opportunities, and amenities that employees/ potential employees of the civil service would like to have available to them.**

1. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement

2. Civil service organizations should provide student loan assistance.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

3. Civil service organizations should provide flexible work schedules.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

4. Civil service organizations should provide paid leave time.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

5. Civil service organizations should provide a worksite health/fitness facility gym.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

6. Civil service organizations should provide compensation packages that are competitive and transparent.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

7. Civil service organizations should provide career training and development opportunities.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

8. Civil service organizations should provide internships to African American college students.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

9. Civil service organizations should provide leadership programs and access to these programs.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					



10. Civil service organizations should participate in the Presidential Management Fellows Program, which is a program for developing potential government leaders.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement

11. Civil service organizations should provide technical web-based webinars as a form of continuing education.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement

12. Civil service organizations should provide writing workshops.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement

13. Civil service organizations should provide mentoring/ coaching or sponsorship programs for all employees.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement					
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement					
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14. Civil service organizations should provide networking/ social opportunities to meet other staff.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement					
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement					
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15. Civil service organizations should provide networking/ social opportunities to meet board members.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement					
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement					
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16. Civil service organizations should provide African American affinity groups, which includes entities such as African American Greek letter organizations, NAACP, and the National Urban League, within the organization.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement					
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement					
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17. Civil service organizations should provide affinity groups based on area of work to provide mentor ships.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement

**Element: Leadership of the Grand Strategy**

**Leadership is the behaviors, values and beliefs of civil service leaders to motivate or empower other individuals in the accomplishment of the objective.**

18. Leaders of civil service organizations should provide organizational incentives for a sustainable pipeline (an example of an incentive is an award for both recruiters and any employee that finds a candidate).

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement

19. Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement

20. Leaders of civil service organizations should accept responsibility to create diversity through building African American pipeline.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement
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**Element: Partnership of the Grand Strategy**

**Partnerships are the alliances civil service organizations form with different groups or organizations to share the responsibility in the accomplishment of the mutual goal.**

21. Leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to the students.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement
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22. Employees of civil service organizations should do presentations of civil service work at STEM (science, technology, engineering, and math) camps.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement
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23. Employees of civil service organizations should do presentations of civil service work at any type camp that has potential employees.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement
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24. Employees of civil service organizations should tutor middle to high school students on issues in public service.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement
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25. Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement
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26. Qualified civil service personnel should instruct college classes.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
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Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments to explain disagreement
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27. Civil service organizations should provide site visits of middle school, high school, and college students to the organization.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
----------------------------------

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement
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28. Civil service leaders should integrate uses of the civil service in the general college curriculum.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
----------------------------------

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement
----------------------------------

29. Civil service leaders should serve as mentors in all aspects of life to African American students ranging from grade school through college of any career interests.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement
----------------------------------

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement
----------------------------------

30. Civil service organizations should recruit from African American faith-based organizations.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

31. Civil service organizations should ask minority faith-based organizations to list civil service job openings and testing dates in their announcements or on the bulletin boards.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

32. Civil service organizations should recruit from African American affinity groups (urban league, NAACP, Greek organizations).

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

33. Civil service organizations should recruit at events of private sector companies.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

34. Civil service organizations should recruit from career institutes for African Americans.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

35. Civil service organizations should recruit at professional workshops and conferences of African Americans.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

36. Civil service organizations should recruit from STEM program organizations.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

**Element: Business Intelligence of the Grand Strategy**

**Business Intelligence is the capacity of a civil service organization to understand culture and emotions in a diverse workgroup.**

37. Civil service organizations should require all civil service employees to complete cultural competency/ cultural intelligence programs.



	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

38. Civil service organizations should require emotional intelligence programs for each staff member during employment.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

39. Civil service organizations should only use recruiters that demonstrate proficiency and interest in cultural competency/ cultural intelligence.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

**Element: Community Development of the Grand Strategy**

**Community Development is the civil service proactively involving the community as an asset in the accomplishment of the objective.**

40. Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

41. Civil service organizations should market/Brand the organizational mission to support social goals and how the organization’s efforts have helped the social value of the community.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

42. Civil service organizations should recruit at African American hair salons.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

43. Civil service organizations should recruit at professional sporting events.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

44. Civil service organizations should participate in community activities and stay involved in the community.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

45. Civil service organizations should attend various cultural festivals.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

46. Civil service organizations should provide information booth at job fairs and festivals.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

47. Civil service personnel should conduct workshops in the community about their organization.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

48. Civil service organizations should recruit at shopping malls.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement

**Element: Technology of the Grand Strategy**

**Technology is the usage of tools and devices in the adaptation of the civil service to the changing interests of society.**

49. Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement

50. Civil service organizations should design their websites to include video and written testimonials from former employees to promote the connection of the work duties with social goals.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement

51. Civil service organizations should use job announcements that are colorful, artistic and with powerful messages.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement

52. Civil service organizations should advertise job announcements in magazines popular among African Americans.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement

53. Civil service organizations should advertise job announcements on radio stations popular among African Americans.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments to explain disagreement

54. Civil service organizations should have web-based application processes.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                                                                   

Comments to explain disagreement

55. The civil service should upgrade the federal job portal website usa.jobs.gov.

                                         1                    2                    3                    4                    5

Desirability                                                                                                   

Comments to explain disagreement

Feasibility                                                                                                   

Comments to explain disagreement

56. Civil service organizations should advertise their organizations through social media such as the organization’s website, Facebook, Twitter, Live Chat rooms, and LinkedIn.

                                         1                    2                    3                    4                    5

Desirability                                                                                                   

Comments to explain disagreement

Feasibility                                                                                                   

Comments to explain disagreement

**Element: Generic Benchmarking of the Grand Strategy**

**Generic Benchmarking is the comparing of products, services, and practices in the civil service against the same items of the best organizations in other industries.**

57. Civil service organizations should conduct generic benchmarking to recruit African Americans in the civil service by evaluating and implementing talent acquisition practices of the private industry, nonprofit industry, and social enterprises.

                                         1                    2                    3                    4                    5

Desirability

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

58. Generic benchmarking should be mandated by including provisions in the charters of civil service organizations.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

59. Civil service organizations should conduct generic benchmarking every three years to develop the African American pipeline.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

60. Various forms of compensation should be generic benchmarked in the civil service including salaries, benefits, paid leave time and all other benefits offered to employees.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments to explain disagreement

Feasibility                                                           

Comments to explain disagreement

61. The numbers of African Americans in the executive positions of civil service organizations should be generic benchmarked.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

62. Civil service organizations should generic benchmark as many private, nonprofit, and social enterprise organizations permissible.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					

63. The results obtained from generic benchmarking should be disclosed to the public.

	1	2	3	4	5
Desirability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					
Feasibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments to explain disagreement					



## Appendix G: Round 3 Survey

Welcome to the Round 3 Research Survey for Recruitment Strategies for a Sustainable Pipeline of African American College Graduates as Civil Servants

You are presented with the Round 3 survey containing the 23 solutions of Round 2 that met panel agreement in both desirability and feasibility.

Please choose and then rank your preferred solutions in building a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students. Round 3 has two (2) solution questions. For the first solution question, use the checkboxes to choose your top 5 preferred solutions. For the second solution question, please rank those 5 solutions. Use the number 1 for highest ranking to the number 5 for lowest ranking. To do the ranking, you may use the dropdown next to each solution. You can also left click on the solution and while the left click button is held down move the solutions to your preferred ranking order (highest ranked solution at the top of the list and lowest ranked at the bottom). An entry cell is available at the end of the survey for your optional comments.

The survey will take about 10 minutes. You may leave the SurveyMonkey and come back to finish the survey. The survey will expire on Sunday, February 17, 2019 at 11 PM CST. Please click DONE after you have finished the Round 3 survey.

I thank you for allowing my study to benefit from your valuable feedback. Thank you for your time and enjoy the survey.

Reminder of Next Round: Round 4 of 4 will begin in an estimated 3 weeks which participants will be notified by e-mail.

Enter your unique identifier code in the space provided. If you forgot your user ID, leave it blank.

Unique Identifier Code
------------------------

1. Of the 23 solutions below, please choose your top 5 preferred solutions in building a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students.

- S1.  Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.
- S2.  Civil service organizations should provide paid leave time.
- S3.  Civil service organizations should provide compensation packages that are competitive and transparent.
- S4.  Civil service organizations should provide career training and development opportunities.
- S5.  Civil service organizations should provide internships to African American college students.
- S6.  Civil service organizations should provide writing workshops.
- S7.  Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline.
- S8.  Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.

- S9.  Civil service organizations should recruit from career institutes for African Americans.
- S10.  Civil service organizations should recruit at professional workshops and conferences of African Americans.
- S11.  Civil service organizations should recruit from STEM program organizations.
- S12.  Civil service organizations should require all civil service employees to complete cultural competency/ cultural intelligence programs.
- S13.  Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements.
- S14.  Civil service organizations should market/Brand the organizational mission to support social goals and how the organization’s efforts have helped the social value of the community.
- S15.  Civil service organizations should participate in community activities and stay involved in the community.
- S16.  Civil service organizations should attend various cultural festivals.
- S17.  Civil service organizations should provide information booth at job fairs and festivals.
- S18.  Civil service personnel should conduct workshops in the community about their organization.
- S19.  Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals.
- S20.  Civil service organizations should advertise job announcements on radio stations popular among African Americans.
- S21.  Civil service organizations should have web-based application processes.
- S22.  Civil service organizations should advertise their organizations through social media such as the organization’s website, Facebook, Twitter, Live Chat rooms, and LinkedIn.

- S23.  Various forms of compensation should be generic benchmarked in the civil service including salaries, benefits, paid leave time and all other benefits offered to employees.

2. Your top 5 preferred solutions are carried forward for ranking. Please rank the solutions using the numbers 1 to 5 for highest preference to lowest preference, respectively.

1, 2, 3, 4, or 5      Participant's preferred solution

1, 2, 3, 4, or 5      Participant's preferred solution

1, 2, 3, 4, or 5      Participant's preferred solution

1, 2, 3, 4, or 5      Participant's preferred solution

1, 2, 3, 4, or 5      Participant's preferred solution

3. Enter optional comments.

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## Appendix H: Round 4 Survey

Welcome to the Round 4 Research Survey for Recruitment Strategies for a Sustainable Pipeline of African American College Graduates as Civil Servants

You are presented with the Round 4 survey containing the top six ranked solutions based upon the voting preferences of the panel.

Please rate your confidence in the final list of solutions for the development of a Grand Strategy for building a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students. Confidence is the extent of certainty you have in the cumulative panel prediction being correct about these solutions.

Use the numbers 1-5 for the scale. The confidence scale is: 1 = unreliable (great risk of being wrong); 2 = risky (substantial risk of being wrong); 3 = neither reliable or unreliable; 4 = reliable (some risk of being wrong), and 5 = certain (low risk of being wrong).

The survey will take about 5 minutes. You may leave the SurveyMonkey and come back to finish the survey. The survey will expire on Sunday, March 10, 2019 at 11 PM CST. Please click DONE after you have finished the Round 4 survey.

After you have submitted the survey, you will have completed your valuable role as a participant and are released from the research survey. I very much appreciate the valuable time and effort you gave to this research. Thank you sincerely for your involvement and allowing my study to benefit from your expert opinions.

Enter your unique identifier code in the space provided. If you forgot your user ID, leave it blank.

Unique Identifier Code
------------------------

1. Of the six solutions below, ranked in order of preference, please rate your overall confidence in this group of solutions for building a sustainable pipeline of candidates in the civil service targeted at annual graduating classes of African American college students.

1. Civil service organizations should provide compensation packages that are competitive and transparent.
2. Civil service organizations should recruit at professional workshops and conferences of African Americans.
3. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.
4. Civil service organizations should provide career training and development opportunities.
5. Civil service organizations should provide internships to African American college students.
6. Civil service organizations should recruit from STEM program organizations.

	1	2	3	4	5
Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am also listing the 22 solutions from Round 3 as a reminder of the full list of solutions from which the top six ranked solutions were generated.

- Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.
- Civil service organizations should provide paid leave time.
- Civil service organizations should provide compensation packages that are competitive and transparent.
- Civil service organizations should provide career training and development opportunities.
- Civil service organizations should provide internships to African American college students.
- Civil service organizations should provide writing workshops.
- Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline.
- Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.
- Civil service organizations should recruit from career institutes for African Americans.
- Civil service organizations should recruit at professional workshops and conferences of African Americans.
- Civil service organizations should recruit from STEM program organizations.

- Civil service organizations should require all civil service employees to complete cultural competency/ cultural intelligence programs.
- Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements.
- Civil service organizations should market/Brand the organizational mission to support social goals and how the organization’s efforts have helped the social value of the community.
- Civil service organizations should participate in community activities and stay involved in the community.
- Civil service organizations should attend various cultural festivals.
- Civil service organizations should provide information booth at job fairs and festivals.
- Civil service personnel should conduct workshops in the community about their organization.
- Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals.
- Civil service organizations should have web-based application processes.
- Civil service organizations should advertise their organizations through social media such as the organization’s website, Facebook, Twitter, Live Chat rooms, and LinkedIn.



- Various forms of compensation should be generic benchmarked in the civil service including salaries, benefits, paid leave time and all other benefits offered to employees.

2. Enter optional comments.

## Appendix I: Round 1 Data

Resource statements	Comments	Participants
1. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision and life coverages.	With quality and affordable insurance.	P4
	Agree	P5
	Affordable health insurance (i.e., medical, dental, vision, etc.) is provided by all Civil Service Organizations to employees and eligible family members.	P7
	...vision, life, and disability coverage	P8
	yes as benefit.	P12
	Civil servant family benefits plan	P14
	True	P15
	All civil service personnel should be entitled to affordable quality healthcare, to include health, dental, vision and life coverages.	P18
	Agree	P20
	Civil service organizations should provide employees and their families quality and affordable health care and catastrophic care benefits to meet their needs. These benefits include health, dental, vision as well as life and disability insurance coverages.	P21
Civil service organizations should provide affordable health, dental, vision and live insurance to employees and their families.	P22	
Yes	P23	

2. Civil service organizations should provide student loan assistance.	Civil service organizations should include loan assistance and loan forgiveness programs in the employment benefit services.	P1
	Civil service organization may provide student loan assistance.	P2
	Yes	P4
	Agree	P5
	Civil Service Organizations may offer assistance with student loans if deemed eligible	P7
	Civil service organizations should provide educational assistance.	P8
	Yes, if they serve 3 to 5 years.	P12
	Student Loan Repayment Assistance Program	P14
	True	P15
	Would this work posed as a question instead?	P19
	Agree	P20
	Civil service organizations should provide student loan assistance as a benefit to assist in recruiting and retaining qualified candidates.	P21
	Civil service organizations should provide student loan repayment assistance to their employees.	P22
	I would suggest in the form of forgiveness for service.	P23
	3. Civil service organizations should provide flexible schedules.	Civil service organization should provide flexible work schedules
Yes		P4
Depends on service needs		P5
Civil Service Organizations can offer flexible work schedules.		P7

	Yes	P12
	Flextime Scheduling Work Week Policy	P14
	True	P15
	Agree	P20
	Civil service organizations should support an employee's work/life balance by providing flexible work schedules	P21
	This could be too costly.	P23
4. Civil service organizations should provide leave time.	Civil service organizations should provide vacation and sick leave time	P3
	They should allow leave time.	P4
	Agree	P5
	Civil Service Organizations may approve reasonable leave time requests with acceptable medical documentation	P7
	Civil service organizations should provide paid leave programs	P8
	should provide paid time off	P9
	Yes	P12
	Annual and Sick Leave Program	P14
	True	P15
	Should provide adequate leave time? But then who is to say what's adequate	P19
	Agree	P20
	Civil service organizations should provide leave benefits that allow employees to take time off from work for various reasons.	P21

	Leave of Absence options should be provided to employees within a Civil Service organization	P22
	Yes	P23
5. Civil service organizations should provide worksite gym.	"should" - "may"	P2
	Why should this be required?	P4
	Disagree	P5
	Civil Service organizations should provide a worksite health/fitness facility.	P6
	a workplace fitness facility.	P9
	yes when feasible	P12
	Employee Health and Wellness Assistance	P14
	True	P15
	Civil service on should provide wellness programs.	P17
	No suggestion	P19
	No	P20
	Civil service organizations should promote employee health and well-being by providing a worksite gym	P21
	An onsite work out facility/gym, would be a beneficial amenity at a civil service organization	P22
	Yes, especially if the job requires certain amount of physical activities.	P23
6. Civil service organizations should provide compensation packages that are competitive and transparent.	Yes	P4
	Agree	P5
	Civil Service Organizations should provide competitive compensation packages	P7

	yes to be competitive.	P12
	Employee Severance Agreement	P14
	True	P15
	No suggest	P19
	Agree	P20
	Competitive with other Civil Service organizations.	P23
7. Civil service organizations should provide career training and development opportunities.	Yes	P4
	Agree	P5
	Civil Service Organizations will provide training and development opportunities for all employees	P7
	yes, Consistent and mandatory	P12
	Civil Service Training and Career Advancement Opportunities	P14
	Agree	P15
	Agree	P20
	Career Training and development opportunities are important to be provided at civil service organizations.	P22
	Continuing education has to be in place.	P23
	8. Civil service organizations should provide internships to African American college students.	should provide expanded internships at minority campuses for underprivileged students.
Yes		P4
Agree		P5

	Internships can be provided to African American College students within all Civil Service Organizations	P7
	should provide internships.	P9
	yes, it helps get in the doors not normally open.	P12
	African-American Undergraduate Student Internship Assistance	P14
	True	P15
	...provide internships to college students, ensuring diversity in intern selection	P16
	Agree	P20
	Yes	P23
9. Civil service organizations should provide leadership programs.	Yes	P4
	Agree	P5
	Leadership program are available to eligible employees by all Civil Service Organizations	P7
	No	P12
	Executive Leadership Mentorship Program	P14
	True	P15
	Agree	P20
	Leadership programs are impactful and should be provided at civil service organizations.	P22
	Agreed!	P23
10. Civil service organizations should participate in the Presidential Management Fellows	Yes	P4
	Agree	P5

Program, which is a program for developing potential government leaders.	Civil Service Organizations should participate in the Presidential Management Fellows Program which develops potential government leaders for the future.	P7
	no	P12
	Executive Management Fellowship Program	P14
	Agree	P15
	Agree	P20
	N/A	P22
11. Civil service organizations should provide technical web-based webinars.	Municipal agencies would not be able to finance such a program due to the overwhelming amount of time it requires.	P23
	provide technical web-based webinar about the type of work found in civil organizations.	P1
	Yes	P4
	Agree	P5
	Civil Service Organizations may want to consider providing web-based technical webinars.	P7
	yes as an option to classroom Training.	P12
	Employee Webinar Training Opportunity	P14
	Not sure	P15
	Agree	P20
	Technical web-based webinars are a great training resource that can be used at civil service organizations.	P22
	When available as a form of continuing education.	P23



12. Civil service organizations should provide writing workshops.	Yes	P4
	Agree	P5
	Civil service organizations should offer writing workshops.	P6
	Civil Service Organization should offer writing workshops for their employees.	P7
	as an in-service Training	P12
	Employee Technical Writing and Publishing Seminar	P14
	Agree	P15
	Agree	P20
	yes	P23
13. Civil service organizations should provide mentoring/ coaching or sponsorship programs for African American employees.	Yes	P4
	Agree	P5
	for all employees	P6
	Civil Service Organizations should offer mentoring/coaching and/or sponsorship programs for all eligible employees.	P7
	it would be helpful	P12
	African-American Instruction and Mentorship Program	P14
	True	P15
	...for all its employees	P16
	Agree	P20
	N/A	P22
	This should be agency based. Some government jobs would not allow for	P23

	this type of mentoring due to the confidential matters.	
14. Civil service organizations should provide networking/ social opportunities to meet other staff.	Yes	P4
	Agree	P5
	during the Employee Appreciation Week.	P6
	Civil Service Organizations should offer opportunities to network and build strong partnerships with other employees within the Organization.	P7
	no	P12
	Employee Networking Opportunities for Civil Servants	P14
	True	P15
	Agree	P20
	Civil service organizations should schedule and encourage networking/social opportunities to meet other staff.	P21
	Providing networking and other social activity opportunities is a great way to engage your staff.	P22
	Yes	P23
	15. Civil service organizations should provide networking/ social opportunities to meet board members.	Yes
Agree		P5
Civil Service Organizations should offer opportunities to network and learn more about the Senior Leaders.		P7
yes		P12
Executive Networking Opportunities for Employees		P14
Agree		P15

	Agree	P20
	Providing the opportunity for employees to meet board members of civil service organizations is valuable.	P22
	Yes	P23
16. Civil service organizations should provide African American affinity groups, which includes entities such as African American Greek letter organizations, NAACP, and the National Urban League, within the organization.	"provide" - "support"	P2
	Yes	P4
	Agree	P5
	Civil Service Organizations should continue to build strong partnerships with culturally diverse organizations (i.e. NAACP & National Urban League).	P7
	no	P12
	African-American Civil Servant Organizational Networking Opportunities	P14
	Agree	P15
	Agree	P20
	African American affinity groups, such as Greek letter organizations, NAACP, and the National Urban League, should be encouraged within civil service organizations.	P22
	Yes	P23
Additional tactics or suggestions for resources element	should provide access to executive leadership training programs	P8
	Affinity groups based on area of work to provide mentor ships	P20
	Civil Service can also ask minority churches to list job opening and testing dates in their announcements or on their bulletin boards. Also	P23

attend various cultural festivals and community events.		
Leadership statements	Comments	Participants
17. Leaders of civil service organizations should provide organizational incentives for a sustainable pipeline (an example of an incentive is an award for both recruiters and any employee that finds a candidate).	Yes	P4
	should offer	P6
	Senior leaders within Civil Service Organizations should provide recruiting incentives appropriately to maintain a inclusive workforce	P7
	No	P12
	Employee Retention Incentive Program	P14
	Agree	P15
	Incentives such as referral bonuses and other recognition through compensation can be effective offerings to attract potential employees of civil service organizations.	P22
	No. There can be issues with this as it relates to tax payers money.	P23
18. Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline.	Yes	P4
	Senior Leaders within Civil Service Organizations must embrace diversity and inclusion to create a more balanced workforce.	P7
	Yes	P12
	Ways to embrace and encourage the diversity and inclusion of African-Americans	P14
	Agree	P15
	Inclusion and diversity are important factors that must be wholly embraced by Leaders of civil service organizations to support the	P22

	recruitment of African American talent.	
	Yes	P23
19. Leaders of civil service organizations should accept responsibility to create diversity through building African American pipeline.	"accept responsibility" - "support efforts"	P2
	Yes	P4
	Senior Leaders within Civil Service Organizations must be responsible for create a culture that is inclusive.	P7
	yes	P12
	The role of civil service organizations in establishing diverse environments for African-Americans	P14
	Agree	P15
	The responsibility of building a strong pipeline of African American employees, rests on the Leaders within civil service organizations.	P22
	yes	P23
Additional tactics or suggestions for resources element	No comments	None
Partnership statements	Comments	Participants
20. Leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to the students.	Yes	P4
	Leaders of civil service organizations should have the opportunity to visit .....	P6
	Leaders of Civil Service Organization can partner with the local school to educate the students on the career path of a public servant.	P7
	would be helpful	P12
	High school and college mentorship and enrichment executive exchange	P14

	Agree	P15
	Leaders of civil service organizations should visit schools to share how civil service aids the community; therefore, benefits everyone.	P17
	Leaders of civil service organizations should regularly visit middle schools, high schools, and colleges to explain the civil service to the students.	P21
	Yes, Always	P23
	Agree	P25
21. Employees of civil service organizations should do presentations of civil service work at math camps.	"math" -STEM"	P2
	Yes	P4
	should have the opportunity .....	P6
	Employees of civil service organizations should conduct presentations at math camps.	P8
	it would show the diversity in training and development	P12
	The benefit of presentations at math camps	P14
	Not sure	P15
	Employees of civil service organizations should do presentations of civil service work at community events.	P17
	Not just math camps. Any camp that has potential employees.	P23
	Agree	P25
22. Employees of civil service organizations should tutor middle to high school students on issues in public service.	Yes	P4
	should have the opportunity	P6
	no	P12

	Public service group enrichment opportunities for employees	P14
	Agree	P15
	I don't know that tutoring would be ideal. This is an individual skill set.	P23
23. Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.	should recruit from a myriad of educational institutions in order to attract a good cross section of the national population.	P1
	Yes	P4
	should be able .....	P6
	Civil Service Organizations should recruit from any various sourcing resources that will yield them an abundance of qualified candidates	P7
	yes	P12
	Civil service collegiate recruitment strategies	P14
	Agree	P15
	Civil service organizations should recruit from diverse institutions to foster an inclusive and diverse organization.	P17
	All high education institutions.	P23
24. Qualified personnel on behalf of the civil service should instruct college classes.	should augment the faculty at institutes of higher learning in order to combine education with employment.	P1
	Yes	P4
	should be offered the opportunity to instruct college classes.	P6
	yes	P12
	The benefits of qualified personnel as college instructors	P14

	Agree	P15
	Qualified civil service personnel should instruct college classes.	P17
	This can sometime be a conflict but should always be willing to be a guest speaker.	P23
25. Civil service organizations should provide site visits of middle school, high school, and college students to the organization.	"of" - "for"	P2
	Yes	P4
	should be able to provide.....	P6
	yes, early exposure.	P12
	Benefits of site tours to high school and college students	P14
	Agree	P15
	Yes when requested.	P23
26. Civil service leaders should integrate uses of the civil service in the general college curriculum.	Yes	P4
	should be able to integrate.....	P6
	yes	P12
	Integration of civil service use in college curriculum	P14
	Not sure	P15
	When possible.	P23
27. Civil service leaders should serve as mentors in all aspects of life to African American students ranging from grade school through college of any career interests.	Yes	P4
	should have the opportunity to serve.....	P6
	college	P12
	The advantages of civil service leaders as mentors for black students	P14
	Agree	P15



	When possible	P23
28. Civil service organizations should recruit from African American churches.	Civil service organization should recruit from predominate African American congregations	P3
	Yes	P4
	should be able	P6
	Civil service organizations should recruit from African American faith based organizations	P8
	yes	P12
	Civil service recruitment and the black church	P14
	Agree	P15
	Yes	P23
29. Civil service organizations should recruit from African American affinity groups (urban league, NAACP, Greek organizations).	Yes	P4
	should be able	P6
	yes	P12
	Civil serviced recruitment and African American civic organizations	P14
	Agree	P15
	Good question	P19
	Yes	P23
30. Civil service organizations should recruit at events of private sector companies.	Yes	P4
	should be able	P6
	yes	P12
	Recruitment opportunities at private sector events	P14

	Agree	P15
	Yes	P23
31. Civil service organizations should recruit from career institutes for African Americans.	Yes	P4
	should be able	P6
	yes	P12
	Civil service recruitment at black institutes	P14
	Agree	P15
	Yes	P23
32. Civil service organizations should recruit at professional conferences of African Americans.	Yes	P4
	should have the opportunity	P6
	yes	P12
	Civil service recruitment at black professional workshops and conferences	P14
	Agree	P15
	Yes	P23
33. Civil service organizations should recruit from STEM program organizations.	Yes	P4
	should be able	P6
	yes	P12
	The recruitment of STEM program students for civil service organizations	P14
	Agree	P15
	Yes	P23

Additional tactics or suggestions for partnership element	No comments	None
<b>Business intelligence statements</b>	<b>Comments</b>	<b>Participants</b>
34. Civil service organizations should require civil service employees to complete cultural competency/ cultural intelligence programs.	Yes	P4
	should require all	P6
	yes, on going Training	P12
	Cultural sensitivity programs for civil service employees	P14
	Agree	P15
	Yes as part of continuing education	P23
35. Civil service organizations should require emotional intelligence programs for each staff member during employment.	Yes	P4
	should offer	P6
	yes	P12
	Civil service emotional support workshop	P14
	Agree	P15
	Yes	P23
36. Civil service organizations should only use recruiters that demonstrate proficiency in cultural competency/ cultural intelligence.	should maximize the utilization of recruiters who demonstrate proficiency.....	P1
	Civil service organization's recruiters should be proficient in cultural competency/ cultural intelligence.	P2
	Yes	P4
	should look for recruiters that	P6
	Civil service organizations should train recruiters in cultural competencies/ cultural intelligence.	P8

	yes	P12
	The advantage of culturally astute recruiters	P14
	Not sure	P15
	Civil service organizations should only use recruiters that demonstrate proficiency and interest in cultural competency/cultural intelligence,	P18
	Yes	P23
Additional tactics or suggestions for business intelligence element	No comments	None
<b>Community development statements</b>	<b>Comments</b>	<b>Participants</b>
37. Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements.	Delete this question.	P1
	Yes	P4
	only if enforced	P12
	Key phrases for job announcements	P14
	Agree	P15
	Unsure on this one.	P23
	Agree	P25
38. Civil service organizations should market/Brand the organizational mission to support social goals and how the organization’s efforts have helped the social value of the community.	Yes	P4
	yes	P12
	The marketing of civil service orgs to support community values	P14
	Agree	P15
	yes	P23

39. Civil service organizations should recruit at African American hair salons.	Delete this question.	P1
	Yes	P4
	should also	P6
	WTF???	P9
	won't hurt	P12
	Benefit of civil service recruitment at African American hair salons	P14
	Not sure	P15
	Nooo!!! No suggestion bc I don't agree.	P17
	Unsure	P23
	African Americans owned hair salons	P25
40. Civil service organizations should recruit at professional sporting events.	Yes	P4
	should be able ....	P6
	yes, meet people where they are.	P12
	Civil service recruitment at professional sporting events	P14
	Not sure	P15
	yes	P23
41. Civil service organizations should participate in community activities and stay involved in the community.	Yes	P4
	should be able	P6
	Civil Service Organizations must participate in community activities which keeps them involved in the local community	P7
	yes	P12

	Community involvement amongst civil service organizations	P14
	Agree	P15
	yes	P23
42. Civil service organizations should provide information booth at job fairs and festivals.	Yes	P4
	should be able to.....	P6
	Civil Service Organizations must provide relevant information when participating in job fairs and local networking events.	P7
	Civil service organizations should provide an information booth at job fairs and festivals	P8
	yes	P12
	Benefits of civil service booths at job fairs and festivals	P14
	Agree	P15
	yes	P23
43. Civil service personnel should conduct workshops in the community about their organization.	Yes	P4
	should offer	P6
	yes	P12
	civil service community workshop informational	P14
	Agree	P15
	yes	P23
44. Civil service organizations should recruit at shopping malls.	Delete this question..	P1
	Yes	P4
	should recruit in public places.	P6

	yes, people traffic .	P12
	Benefit of civil service organization recruitment at shopping malls	P14
	Not sure	P15
	yes	P23
Additional tactics or suggestions for community development element	No comments	None
Technology statements	Comments	Participants
45. Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals.	Yes	P4
	from current employees and former employees	P6
	yes	P12
	The promotion of civil service organization through improved website design	P14
	Agree	P15
	yes	P23
46. Civil service organizations should use job announcements that are colorful, artistic and with powerful messages.	Yes	P4
	should create	P6
	and demonstrates inclusion and diversity	P7
	no	P12
	Improved civil service job announcements	P14
	Agree	P15
yes	P23	
47. Civil service organizations should advertise job	Yes	P4

announcements in magazines popular among African Americans.	should advertise job announcements on civil services social media groups.	P6
	and radio	P7
	yes	P12
	Job announcements targeting African Americans in magazines	P14
	Not sure	P15
	yes	P23
	<hr/>	
48. Civil service organizations should have web-based application processes.	Yes	P4
	should also	P6
	a must	P7
	yes	P12
	Web-based applications for civil service organizations	P14
	Agree	P15
	Not solely	P23
<hr/>		
49. The civil service should upgrade the federal job portal website usa.jobs.gov.	Specify which features require upgrading.	P1
	Yes	P4
	agreed	P7
	yes	P12
	The advantage of upgrading USA Jobs web portal	P14
	Not sure	P15
	yes	P23
<hr/>		
50. Civil service organizations should advertise their	Yes	P4



organizations through social media such as the organization's website, Facebook, Twitter, Live Chat rooms, LinkedIn.	and etc.	P6
	absolutely	P7
	yes	P12
	Civil service and social media sites	P14
	Maybe	P15
	Yes	P23
Additional tactics or suggestions for technology element	No comments	None
<b>Generic benchmarking statements</b>	<b>Comments</b>	<b>Participants</b>
51. Civil service organizations should conduct generic benchmarking to recruit African Americans in the civil service by evaluating and implementing talent acquisition practices of the private industry, nonprofit industry, and social enterprises.	Yes	P4
	maybe	P7
	it can be helpful	P12
	Implementing private industry talent acquisition of African Americans to the civil service	P14
	Not sure	P15
	yes	P23
52. Generic benchmarking should be mandated by including provisions in the charters of civil service organizations.	Yes	P4
	yes	P12
	Civil service charter provisions for generic benchmarks	P14
	Not sure	P15
	yes	P23
53. Civil service organizations should conduct generic	Yes	P4

benchmarking every three years to develop the African American pipeline.	yes	P7
	yes	P12
	Generic benchmarks for African American recruitment	P14
	Not sure	P15
	yes	P23
54. Various forms of compensation should be generic benchmarked in the civil service including salaries, benefits, paid leave time and all other benefits offered to employees.	"generic benchmarked" = "generic benchmarked annually"	P2
	Yes	P4
	agreed	P7
	yes	P12
	Benchmark compensation strategies for employees	P14
	Not sure	P15
	yes	P23
55. The numbers of African Americans in the executive positions of civil service organizations should be generic benchmarked.	Yes	P4
	to use for future comparisons.	P6
	not sure	P12
	Benchmarking of executive positions for qualified African Americans	P14
	Not sure	P15
yes	P23	
56. Civil service organizations should generic benchmark as many private, nonprofit, and social enterprise organizations permissible.	Yes	P4
	yes	P7
	no	P12

	The benchmarking of private organizations by civil service	P14
	Not sure	P15
	yes	P23
57. The results obtained from generic benchmarking should be disclosed to the public.	Yes	P4
	to the public as needed.	P6
	maybe, if it does create an adverse negative impact	P7
	yes	P12
	Disclosure of generic benchmark strategies to the public	P14
	Not sure	P15
	yes	P23
Additional tactics or suggestions for generic benchmarking element	transparency	P12
Additional elements or suggestions	No comments	None

## Appendix J: Round 2 Statements Satisfying Established Levels for Consensus

Statements (satisfying consensus in both desirability and feasibility)	Desirability		Feasibility	
	Frequency of 4 and 5 %	Median	Frequency of 4 and 5 %	Median
1. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.	100.0	5	89.5	5
3. Civil service organizations should provide flexible work schedules.	73.7	4	68.4	4
4. Civil service organizations should provide paid leave time.	100.0	5	89.5	5
6. Civil service organizations should provide compensation packages that are competitive and transparent.	94.7	5	73.7	4
7. Civil service organizations should provide career training and development opportunities.	100.0	5	84.2	5
8. Civil service organizations should provide internships to African American college students.	89.5	5	73.7	4
9. Civil service organizations should provide leadership programs and access to these programs.	89.5	5	68.4	4
10. Civil service organizations should participate in the Presidential Management Fellows Program, which is a program for developing potential government leaders.	63.2	4	52.6	4
11. Civil service organizations should provide technical web-based webinars as a form of continuing education.	68.4	4	73.7	4
12. Civil service organizations should provide writing workshops.	84.2	5	73.7	4
13. Civil service organizations should provide mentoring/ coaching or sponsorship programs for all employees.	89.5	4	57.9	4

14. Civil service organizations should provide networking/ social opportunities to meet other staff.	63.2	4	68.4	4
18. Leaders of civil service organizations should provide organizational incentives for a sustainable pipeline (an example of an incentive is an award for both recruiters and any employee that finds a candidate).	78.9	4	52.6	4
19. Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline.	94.7	5	84.2	4
20. Leaders of civil service organizations should accept responsibility to create diversity through building African American pipeline.	94.7	5	63.2	4
21. Leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to the students.	78.9	5	63.2	4
22. Employees of civil service organizations should do presentations of civil service work at STEM (science, technology, engineering, and math) camps.	89.5	5	68.4	4
23. Employees of civil service organizations should do presentations of civil service work at any type camp that has potential employees.	78.9	5	68.4	4
25. Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.	89.5	5	84.2	5
27. Civil service organizations should provide site visits of middle school, high school, and college students to the organization.	68.4	4	68.4	4
28. Civil service leaders should integrate uses of the civil service in the general college curriculum.	68.4	4	52.6	4

30. Civil service organizations should recruit from African American faith-based organizations.	73.7	4	57.9	4
31. Civil service organizations should ask minority faith-based organizations to list civil service job openings and testing dates in their announcements or on the bulletin boards.	68.4	4	57.9	4
32. Civil service organizations should recruit from African American affinity groups (urban league, NAACP, Greek organizations).	78.9	4	63.2	4
33. Civil service organizations should recruit at events of private sector companies.	73.7	5	63.2	4
34. Civil service organizations should recruit from career institutes for African Americans.	84.2	5	73.7	4
35. Civil service organizations should recruit at professional workshops and conferences of African Americans.	89.5	5	78.9	4
36. Civil service organizations should recruit from STEM program organizations.	84.2	5	78.9	4
37. Civil service organizations should require all civil service employees to complete cultural competency/ cultural intelligence programs.	78.9	5	73.7	5
38. Civil service organizations should require emotional intelligence programs for each staff member during employment.	68.4	4	52.6	4
40. Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements.	78.9	5	78.9	5
41. Civil service organizations should market/Brand the organizational mission to support social goals and how the organization’s efforts have helped the social value of the community.	73.7	4	73.7	4
44. Civil service organizations should participate in community activities and stay involved in the community.	94.7	5	84.2	5

45. Civil service organizations should attend various cultural festivals.	84.2	5	73.7	4
46. Civil service organizations should provide information booth at job fairs and festivals.	89.5	5	84.2	5
47. Civil service personnel should conduct workshops in the community about their organization.	89.5	5	73.7	5
49. Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals.	89.5	5	84.2	5
50. Civil service organizations should design their websites to include video and written testimonials from former employees to promote the connection of the work duties with social goals.	63.2	4	57.9	4
51. Civil service organizations should use job announcements that are colorful, artistic and with powerful messages.	73.7	5	68.4	4
52. Civil service organizations should advertise job announcements in magazines popular among African Americans.	78.9	5	68.4	4
53. Civil service organizations should advertise job announcements on radio stations popular among African Americans.	84.2	5	78.9	4
54. Civil service organizations should have web-based application processes.	100.0	5	94.7	5
55. The civil service should upgrade the federal job portal website usa.jobs.gov.	68.4	5	57.9	4
56. Civil service organizations should advertise their organizations through social media such as the organization's website, Facebook, Twitter, Live Chat rooms, and LinkedIn.	84.2	5	78.9	5
57. Civil service organizations should conduct generic benchmarking to recruit African Americans in the civil service by evaluating and implementing talent acquisition practices of the private	68.4	4	63.2	4

industry, nonprofit industry, and social enterprises.				
59. Civil service organizations should conduct generic benchmarking every three years to develop the African American pipeline.	63.2	4	52.6	4
60. Various forms of compensation should be generic benchmarked in the civil service including salaries, benefits, paid leave time and all other benefits offered to employees.	89.5	4	84.2	4
61. The numbers of African Americans in the executive positions of civil service organizations should be generic benchmarked.	73.7	4	68.4	4
62. Civil service organizations should generic benchmark as many private, nonprofit, and social enterprise organizations permissible.	57.9	4	52.6	4



## Appendix K: Round 2 Data

Participants											
Statement No.	B1	B2	B3	B4	P6	B5	B6	B7	B8	P7	B9
S1											
Desirability	5	5	5	5	5	5	5	5	5	5	5
Feasibility	3	5	4	5	4	4	5	5	5	5	5
S2											
Desirability	4	5	4	3	5	4	5	5	4	5	5
Feasibility	3	3	3	3	3	4	5	5	4	5	5
S3											
Desirability	3	5	5	4	3	4	3	5	3	5	5
Feasibility	3	5	4	5	4	4	3	5	3	5	5
S4											
Desirability	5	5	5	5	4	5	4	5	5	5	5
Feasibility	5	5	5	5	3	5	2	5	5	5	5
S5											
Desirability	4	4	4	4	5	3	3	3	3	5	5
Feasibility	3	3	4	2	4	3	3	3	3	5	5
S6											
Desirability	5	5	5	5	3	5	4	5	4	5	5
Feasibility	3	4	2	5	4	5	4	5	4	5	5

S7											
Desirability	5	5	5	5	5	5	5	4	5	5	5
Feasibility	4	3	4	5	4	5	5	4	5	5	5
S8											
Desirability	5	5	5	5	5	4	4	5	5	5	5
Feasibility	3	2	3	3	4	5	4	5	5	5	5
S9											
Desirability	5	5	4	5	3	5	4	5	5	5	5
Feasibility	3	3	4	4	5	5	3	5	5	5	5
S10											
Desirability	1	5	3	5	5	4	5	3	2	5	5
Feasibility	3	3	3	5	4	4	5	3	2	5	5
S11											
Desirability	5	5	4	3	5	5	3	3	4	3	5
Feasibility	3	5	4	3	5	5	3	3	4	5	5
S12											
Desirability	2	5	5	5	5	5	5	2	4	5	5
Feasibility	3	3	5	5	4	5	5	2	4	5	5
S13											
Desirability	5	5	4	5	5	4	4	4	4	5	5
Feasibility	3	5	3	5	4	4	4	4	4	5	5

S14											
Desirability	2	5	5	3	3	4	4	3	4	5	4
Feasibility	3	4	4	4	5	4	4	3	4	5	4
S15											
Desirability	2	5	5	3	5	3	3	3	4	5	4
Feasibility	3	4	5	3	3	3	3	3	4	5	4
S16											
Desirability	5	3	3	2	5	4	4	3	4	4	3
Feasibility	3	2	3	4	4	4	4	3	4	3	3
S17											
Desirability	3	5	3	4	5	4	3	3	4	2	5
Feasibility	4	5	3	4	4	4	3	3	4	1	5
S18											
Desirability	4	3	5	4	4	5	4	3	4	5	3
Feasibility	3	3	5	1	3	5	4	3	4	5	3
S19											
Desirability	5	5	5	5	5	5	5	4	5	5	5
Feasibility	3	2	5	5	4	4	5	4	5	5	5
S20											
Desirability	5	4	4	4	5	5	5	4	5	5	5
Feasibility	3	3	4	3	3	4	5	4	5	5	5

S21											
Desirability	5	5	4	3	5	4	4	3	5	5	5
Feasibility	3	4	2	3	4	2	4	3	5	5	5
S22											
Desirability	5	5	5	5	5	4	4	3	5	5	5
Feasibility	3	3	5	4	4	4	4	3	5	5	5
S23											
Desirability	5	5	3	5	5	4	4	3	5	5	5
Feasibility	3	4	3	5	4	4	4	3	5	5	5
S24											
Desirability	5	4	3	5	5	5	2	2	5	5	5
Feasibility	3	4	3	2	3	4	2	2	5	4	5
S25											
Desirability	5	5	4	3	5	5	4	5	5	5	5
Feasibility	3	5	4	3	4	5	4	5	5	5	5
S26											
Desirability	5	4	4	4	5	4	4	2	3	5	5
Feasibility	3	3	1	2	4	3	4	2	3	3	5
S27											
Desirability	3	4	5	1	5	4	3	3	4	5	5
Feasibility	4	4	5	1	4	4	3	3	4	5	5

S28											
Desirability	5	5	3	4	5	3	4	1	4	5	5
Feasibility	3	4	3	2	4	4	4	2	4	3	5
S29											
Desirability	5	5	4	4	5	5	5	2	5	5	5
Feasibility	3	4	4	1	3	5	5	2	5	3	5
S30											
Desirability	3	3	5	5	4	4	4	3	4	5	5
Feasibility	3	3	5	1	3	5	4	3	4	5	5
S31											
Desirability	5	4	3	1	4	5	3	3	5	5	5
Feasibility	4	2	3	1	5	5	3	3	5	5	5
S32											
Desirability	4	5	4	4	4	5	3	3	4	5	5
Feasibility	3	4	4	2	3	5	3	3	4	5	5
S33											
Desirability	5	5	3	4	5	5	2	5	3	5	5
Feasibility	3	4	3	4	4	5	2	3	3	5	5
S34											
Desirability	5	4	4	4	5	5	4	3	5	5	5
Feasibility	4	3	4	3	5	5	4	3	5	5	5

S35											
Desirability	5	5	4	4	5	5	5	3	4	5	5
Feasibility	4	5	4	3	4	5	5	3	4	5	5
S36											
Desirability	5	5	5	5	5	5	3	3	5	5	5
Feasibility	4	4	5	3	4	5	3	3	5	5	5
S37											
Desirability	5	5	5	5	5	4	3	5	3	3	5
Feasibility	5	5	5	5	5	4	3	5	3	3	5
S38											
Desirability	5	5	4	5	4	5	4	3	3	5	4
Feasibility	5	5	4	2	4	5	4	3	3	3	4
S39											
Desirability	3	5	4	1	4	4	3	3	3	5	3
Feasibility	3	4	4	1	5	2	3	3	3	1	3
S40											
Desirability	5	5	3	1	5	5	4	5	3	5	5
Feasibility	5	5	3	1	5	4	4	5	3	5	5
S41											
Desirability	5	5	3	4	3	4	5	3	4	5	4
Feasibility	5	5	3	2	4	4	5	3	4	5	4

S42											
Desirability	2	1	1	1	4	3	3	3	3	1	3
Feasibility	1	1	1	1	5	3	3	3	3	3	3
S43											
Desirability	5	4	1	1	5	4	3	3	1	1	3
Feasibility	4	3	1	1	3	4	3	3	1	3	3
S44											
Desirability	5	5	5	4	5	5	4	4	5	5	5
Feasibility	5	3	5	3	4	5	4	4	5	5	5
S45											
Desirability	5	5	5	4	5	4	4	3	3	5	5
Feasibility	5	3	5	3	4	4	4	3	3	5	5
S46											
Desirability	5	5	5	5	5	5	5	3	4	5	5
Feasibility	5	5	5	3	5	5	5	3	4	5	5
S47											
Desirability	5	4	5	5	5	5	3	4	4	5	5
Feasibility	5	3	5	3	5	5	3	4	4	5	5
S48											
Desirability	5	2	1	5	3	4	1	3	3	1	5
Feasibility	5	2	1	3	3	4	1	3	3	3	5

S49											
Desirability	5	5	5	5	5	5	4	3	4	5	5
Feasibility	5	5	2	5	4	5	4	3	4	5	5
S50											
Desirability	5	5	5	5	5	5	3	3	4	1	3
Feasibility	5	3	2	5	5	5	3	3	4	1	3
S51											
Desirability	5	5	5	4	5	4	3	4	4	5	3
Feasibility	5	5	5	3	4	4	3	4	4	5	3
S52											
Desirability	5	5	2	5	5	4	2	3	4	5	5
Feasibility	4	4	2	5	4	3	2	3	4	5	5
S53											
Desirability	5	5	2	5	5	5	4	3	4	5	5
Feasibility	5	4	2	5	4	5	4	3	4	5	5
S54											
Desirability	5	5	5	5	5	5	4	5	5	5	5
Feasibility	5	5	5	5	3	5	4	5	5	5	5
S55											
Desirability	5	5	3	4	5	5	4	3	3	5	5
Feasibility	5	2	3	4	4	5	4	3	3	5	5



S56											
Desirability	5	5	5	1	5	4	3	5	4	5	5
Feasibility	5	3	5	1	5	4	3	5	4	5	5
S57											
Desirability	3	5	3	5	5	5	4	3	3	5	5
Feasibility	3	4	3	5	3	5	4	3	3	5	5
S58											
Desirability	3	4	3	3	5	3	4	3	4	3	3
Feasibility	3	3	3	3	5	3	4	3	4	3	3
S59											
Desirability	3	4	3	3	5	4	3	3	4	5	4
Feasibility	3	2	3	1	4	4	3	3	4	5	4
S60											
Desirability	3	5	5	5	5	4	4	3	4	5	4
Feasibility	3	5	5	5	5	4	4	3	4	5	4
S61											
Desirability	3	5	4	3	5	2	4	3	4	5	5
Feasibility	3	4	4	3	5	2	4	3	4	5	5
S62											
Desirability	3	5	4	3	5	4	4	3	3	5	3
Feasibility	3	3	4	3	4	4	4	3	3	5	3

S63											
Desirability	3	5	5	3	5	3	3	3	4	3	4
Feasibility	3	2	5	3	4	3	3	3	4	3	4
Participants											
Statement No.	P21	B10	B11	B12	B13	B14	B15	P23			
S1											
Desirability	5	4	5	5	5	5	5	5			
Feasibility	5	4	5	4	5	5	5	3			
S2											
Desirability	4	3	3	4	4	1	4	5			
Feasibility	2	2	5	4	3	1	4	3			
S3											
Desirability	4	4	1	4	5	4	5	4			
Feasibility	4	2	1	4	4	5	5	3			
S4											
Desirability	5	5	5	4	5	5	5	5			
Feasibility	4	4	5	4	4	5	5	5			
S5											
Desirability	3	3	5	4	4	3	4	5			
Feasibility	1	4	5	4	3	2	4	5			
S6											

Desirability	5	5	5	4	4	4	5	5
Feasibility	3	4	3	4	4	5	5	3
S7								
Desirability	4	4	5	5	4	5	5	5
Feasibility	2	4	5	5	3	5	5	5
S8								
Desirability	5	3	5	5	4	3	4	5
Feasibility	3	5	5	4	4	5	4	4
S9								
Desirability	5	4	5	5	4	3	5	5
Feasibility	3	3	4	5	4	5	5	3
S10								
Desirability	4	2	2	5	4	2	4	5
Feasibility	3	2	2	5	4	4	4	2
S11								
Desirability	3	3	5	5	4	5	4	4
Feasibility	3	5	4	5	4	5	4	4
S12								
Desirability	3	4	5	4	4	4	4	5
Feasibility	1	5	3	4	4	5	4	5
S13								

Desirability	4	4	3	5	4	2	4	5
Feasibility	2	3	3	5	3	2	4	2
S14								
Desirability	4	3	5	5	3	2	4	5
Feasibility	2	2	5	5	3	2	4	4
S15								
Desirability	3	3	3	5	4	1	4	5
Feasibility	1	4	3	5	3	3	4	5
S16								
Desirability	5	3	5	5	4	1	3	4
Feasibility	3	1	5	4	3	2	3	4
S17								
Desirability	5	2	5	5	3	1	3	3
Feasibility	3	2	3	4	3	1	3	3
S18								
Desirability	5	5	5	5	4	2	4	5
Feasibility	2	4	5	4	3	2	4	5
S19								
Desirability	5	5	5	5	4	2	4	5
Feasibility	4	5	5	5	4	2	4	4
S20								

Desirability	5	5	5	5	4	1	4	5
Feasibility	3	5	5	4	4	1	4	3
S21								
Desirability	5	3	5	5	4	2	5	5
Feasibility	2	5	5	5	4	3	5	5
S22								
Desirability	5	4	5	5	4	2	4	4
Feasibility	4	3	5	5	3	3	4	4
S23								
Desirability	5	3	5	5	4	2	5	5
Feasibility	4	3	5	5	3	3	5	4
S24								
Desirability	5	4	5	5	4	1	5	4
Feasibility	2	4	2	5	3	2	5	3
S25								
Desirability	5	4	5	5	5	1	5	5
Feasibility	5	5	5	5	5	3	5	5
S26								
Desirability	2	5	5	4	4	1	3	3
Feasibility	2	4	4	4	4	1	3	3
S27								

Desirability	5	5	5	5	4	3	3	5
Feasibility	3	5	5	5	4	3	3	5
S28								
Desirability	3	4	5	5	3	1	4	4
Feasibility	3	2	4	5	3	1	4	4
S29								
Desirability	4	3	5	5	2	1	3	4
Feasibility	2	2	5	4	2	1	3	3
S30								
Desirability	4	4	5	5	4	1	3	5
Feasibility	3	4	5	4	4	1	3	5
S31								
Desirability	3	4	5	5	4	1	4	5
Feasibility	3	5	3	5	4	1	4	5
S32								
Desirability	5	4	5	5	4	1	3	5
Feasibility	5	5	5	5	4	1	3	5
S33								
Desirability	2	4	5	5	4	3	4	5
Feasibility	2	4	5	5	4	3	4	5
S34								

Desirability	5	4	5	5	4	1	3	5
Feasibility	5	5	4	5	4	1	3	5
S35								
Desirability	5	4	5	5	4	1	4	5
Feasibility	5	3	5	5	4	1	4	5
S36								
Desirability	5	4	5	5	4	3	4	5
Feasibility	5	4	5	5	4	3	4	4
S37								
Desirability	4	5	5	5	5	1	5	5
Feasibility	3	5	5	5	5	3	5	5
S38								
Desirability	3	4	3	5	3	1	4	5
Feasibility	3	3	3	4	3	3	4	5
S39								
Desirability	5	3	1	5	4	1	5	4
Feasibility	4	3	5	4	3	1	5	5
S40								
Desirability	5	5	5	5	5	3	5	5
Feasibility	3	5	5	5	5	5	5	5
S41								

Desirability	4	5	5	5	3	1	5	5
Feasibility	4	5	5	5	3	3	5	5
S42								
Desirability	3	2	5	5	3	1	3	3
Feasibility	3	3	5	5	3	1	3	3
S43								
Desirability	2	1	5	5	3	1	3	5
Feasibility	2	3	5	5	3	1	3	5
S44								
Desirability	5	5	5	5	5	3	5	5
Feasibility	5	5	5	4	5	3	5	5
S45								
Desirability	5	5	5	5	4	1	5	5
Feasibility	4	5	5	4	4	2	5	5
S46								
Desirability	5	4	5	5	5	3	5	5
Feasibility	5	5	5	5	5	3	5	5
S47								
Desirability	5	4	5	5	4	2	5	5
Feasibility	3	5	5	5	4	2	5	5
S48								



Desirability	2	3	5	5	3	1	4	5
Feasibility	2	5	5	5	3	1	4	5
S49								
Desirability	5	5	5	5	4	1	5	4
Feasibility	5	5	5	5	4	1	5	4
S50								
Desirability	2	4	3	5	4	1	5	5
Feasibility	2	5	5	5	4	1	5	5
S51								
Desirability	2	5	5	5	3	1	5	5
Feasibility	2	5	5	5	3	1	5	5
S52								
Desirability	5	5	5	5	4	1	4	5
Feasibility	4	5	2	5	4	1	4	5
S53								
Desirability	4	5	5	5	4	1	4	5
Feasibility	2	4	4	5	4	1	4	5
S54								
Desirability	5	5	5	5	4	5	5	4
Feasibility	5	5	4	4	4	5	5	5
S55								

Desirability	5	5	3	5	3	1	5	5
Feasibility	2	5	1	5	3	3	5	4
S56								
Desirability	5	4	5	5	4	3	5	5
Feasibility	4	5	5	5	4	3	5	5
S57								
Desirability	5	4	3	4	4	1	4	4
Feasibility	4	4	4	4	4	3	4	3
S58								
Desirability	1	5	4	4	2	1	5	4
Feasibility	1	5	3	4	2	3	5	4
S59								
Desirability	3	5	5	4	4	1	5	4
Feasibility	3	4	5	3	4	1	5	4
S60								
Desirability	5	5	5	4	5	4	4	4
Feasibility	3	5	5	4	5	4	4	4
S61								
Desirability	5	4	4	4	4	1	5	4
Feasibility	3	5	5	4	4	3	5	4
S62								

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Desirability	3	4	3	4	4	3	4	5
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Feasibility	3	5	5	4	3	3	4	4
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S63

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Desirability	4	5	5	4	3	2	5	4
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Feasibility	3	5	5	4	3	3	5	4
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## Appendix L: Round 2 Frequencies (in Percent) and Medians of Statements

Statement (S)	Desirability						Feasibility					
	Frequencies (%)					Median (M)	Frequencies (%)					Median (M)
	Likert-type scale						Likert-type scale					
S	1	2	3	4	5	M	1	2	3	4	5	M
1	0.0	0.0	0.0	5.3	94.7	5	0.0	0.0	10.5	26.3	63.2	5
2	5.3	0.0	15.8	42.1	36.8	4	5.3	10.5	36.8	21.1	26.3	3
3	5.3	0.0	21.1	36.8	36.8	4	5.3	5.3	21.1	31.6	36.8	4
4	0.0	0.0	0.0	15.8	84.2	5	0.0	5.3	5.3	21.1	68.4	5
5	0.0	0.0	36.8	36.8	26.3	4	5.3	10.5	36.8	26.3	21.1	3
6	0.0	0.0	5.3	26.3	68.4	5	0.0	5.3	21.1	36.8	36.8	4
7	0.0	0.0	0.0	21.1	78.9	5	0.0	5.3	10.5	26.3	57.9	5
8	0.0	0.0	10.5	21.1	68.4	5	0.0	5.3	21.1	31.6	42.1	4
9	0.0	0.0	10.5	21.1	68.4	5	0.0	0.0	31.6	21.1	47.4	4
10	5.3	21.1	10.5	21.1	42.1	4	0.0	21.1	26.3	26.3	26.3	4
11	0.0	0.0	31.6	26.3	42.1	4	0.0	0.0	26.3	31.6	42.1	4
12	0.0	10.5	5.3	31.6	52.6	5	5.3	5.3	15.8	26.3	47.4	4
13	0.0	5.3	5.3	47.4	42.1	4	0.0	15.8	26.3	31.6	26.3	4
14	0.0	10.5	26.3	31.6	31.6	4	0.0	15.8	15.8	47.4	21.1	4
15	5.3	5.3	36.8	21.1	31.6	4	5.3	0.0	47.4	26.3	21.1	3
16	5.3	5.3	31.6	31.6	26.3	4	5.3	10.5	42.1	36.8	5.3	3
17	5.3	10.5	36.8	15.8	31.6	3	10.5	5.3	42.1	31.6	10.5	3
18	0.0	5.3	15.8	36.8	42.1	4	5.3	10.5	31.6	26.3	26.3	4

19	0.0	5.3	0.0	15.8	78.9	5	0.0	10.5	5.3	36.8	47.4	4
20	5.3	0.0	0.0	31.6	63.2	5	5.3	0.0	31.6	31.6	31.6	4
21	0.0	5.3	15.8	21.1	57.9	5	0.0	15.8	21.1	21.1	42.1	4
22	0.0	5.3	5.3	31.6	57.9	5	0.0	0.0	31.6	36.8	31.6	4
23	0.0	5.3	15.8	15.8	63.2	5	0.0	0.0	31.6	31.6	36.8	4
24	5.3	10.5	5.3	21.1	57.9	5	0.0	31.6	26.3	21.1	21.1	3
25	5.3	0.0	5.3	15.8	73.7	5	0.0	0.0	15.8	15.8	68.4	5
26	5.3	10.5	15.8	36.8	31.6	4	10.5	15.8	36.8	31.6	5.3	3
27	5.3	0.0	26.3	21.1	47.4	4	5.3	0.0	26.3	31.6	36.8	4
28	10.5	0.0	21.1	31.6	36.8	4	5.3	15.8	26.3	42.1	10.5	4
29	5.3	10.5	10.5	21.1	52.6	5	10.5	21.1	26.3	15.8	26.3	3
30	5.3	0.0	21.1	36.8	36.8	4	10.5	0.0	31.6	26.3	31.6	4
31	10.5	0.0	21.1	26.3	42.1	4	10.5	5.3	26.3	15.8	42.1	4
32	5.3	0.0	15.8	36.8	42.1	4	5.3	5.3	26.3	21.1	42.1	4
33	0.0	10.5	15.8	21.1	52.6	5	0.0	10.5	26.3	31.6	31.6	4
34	5.3	0.0	10.5	31.6	52.6	5	5.3	0.0	21.1	26.3	47.4	4
35	5.3	0.0	5.3	31.6	57.9	5	5.3	0.0	15.8	31.6	47.4	4
36	0.0	0.0	15.8	15.8	68.4	5	0.0	0.0	21.1	36.8	42.1	4
37	5.3	0.0	15.8	10.5	68.4	5	0.0	0.0	26.3	5.3	68.4	5
38	5.3	0.0	26.3	31.6	36.8	4	0.0	5.3	42.1	31.6	21.1	4
39	15.8	0.0	31.6	26.3	26.3	4	15.8	5.3	36.8	21.1	21.1	3

40	5.3	0.0	15.8	5.3	73.7	5	5.3	0.0	15.8	10.5	68.4	5
41	5.3	0.0	21.1	26.3	47.4	4	0.0	5.3	21.1	26.3	47.4	4
42	26.3	10.5	47.4	5.3	10.5	3	26.3	0.0	57.9	0.0	15.8	3
43	31.6	5.3	26.3	10.5	26.3	3	21.1	5.3	47.4	10.5	15.8	3
44	0.0	0.0	5.3	15.8	78.9	5	0.0	0.0	15.8	21.1	63.2	5
45	5.3	0.0	10.5	21.1	63.2	5	0.0	5.3	21.1	31.6	42.1	4
46	0.0	0.0	10.5	10.5	78.9	5	0.0	0.0	15.8	5.3	78.9	5
47	0.0	5.3	5.3	26.3	63.2	5	0.0	5.3	21.1	15.8	57.9	5
48	21.1	10.5	26.3	10.5	31.6	3	15.8	10.5	31.6	10.5	31.6	3
49	5.3	0.0	5.3	21.1	68.4	5	5.3	5.3	5.3	26.3	57.9	5
50	10.5	5.3	21.1	15.8	47.4	4	10.5	10.5	21.1	10.5	47.4	4
51	5.3	5.3	15.8	21.1	52.6	5	5.3	5.3	21.1	21.1	47.4	4
52	5.3	10.5	5.3	21.1	57.9	5	5.3	15.8	10.5	36.8	31.6	4
53	5.3	5.3	5.3	26.3	57.9	5	5.3	10.5	5.3	42.1	36.8	4
54	0.0	0.0	0.0	15.8	84.2	5	0.0	0.0	5.3	21.1	73.7	5
55	5.3	0.0	26.3	10.5	57.9	5	5.3	10.5	26.3	21.1	36.8	4
56	5.3	0.0	10.5	21.1	63.2	5	5.3	0.0	15.8	21.1	57.9	5
57	5.3	0.0	26.3	31.6	36.8	4	0.0	0.0	36.8	42.1	21.1	4
58	10.5	5.3	36.8	31.6	15.8	3	5.3	5.3	52.6	21.1	15.8	3
59	5.3	0.0	31.6	36.8	26.3	4	10.5	5.3	31.6	36.8	15.8	4
60	0.0	0.0	10.5	42.1	47.4	4	0.0	0.0	15.8	42.1	42.1	4

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61	5.3	5.3	15.8	42.1	31.6	4	0.0	5.3	26.3	36.8	31.6	4
62	0.0	0.0	42.1	36.8	21.1	4	0.0	0.0	47.4	36.8	15.8	4
63	0.0	5.3	36.8	26.3	31.6	4	0.0	5.3	47.4	26.3	21.1	3

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## Appendix M: Round 2 Comments to Statements

Statement	Comments	Desirable or feasible comment (D) or (F)	Participants
1. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.	Constrained by employer funds and rising costs of healthcare. Also impacted by political decisions.	F	B3
2. Civil service organizations should provide student loan assistance.	There should be a contractual relationship established to require service for assistance	D	B3
	Limited by available funds, needs of the organization, available skilled talent in the marketplace	F	B3
3. Civil service organizations should provide flexible work schedules.	Can be constrained by type of employer operation i.e. 24-hour operation, service delivery needs.	F	B3
5. Civil service organizations should provide a worksite health/fitness facility gym.	Not all employees value this benefit	D	B3
	If it's not possible to provide the facility, some sort of assistance in encouraging fitness.	D	P21
	Limited by funds, space, political perception, public perception	F	B3
7. Civil service organizations should provide career training and development opportunities.	Some training is so specialized that employees must rely on professional organizations.	F	B3
8. Civil service organizations should provide internships to	Law Enforcement is not a desirable profession by African American students.	D	B10



African American college students.	Competing needs of multiple groups may impact delivery to African American students	F	B3
10. Civil service organizations should participate in the Presidential Management Fellows Program, which is a program for developing potential government leaders.	Limited to Federal sector	D	B3
11. Civil service organizations should provide technical web-based webinars as a form of continuing education.	Training for some learners may not be effective due to learning style.	D	B3
	A fair salary and tuition reimbursement program under employee benefits should be made available to the employees	D	P7
	Limited by organizational resources, subject matter experts	F	B3
	A fair salary and tuition reimbursement program under employee benefits should be made available to the employees	F	P7
12. Civil service organizations should provide writing workshops.	if necessary for job performance	D	B9
13. Civil service organizations should provide mentoring/ coaching or sponsorship programs for all employees.	Not all employees want mentoring or coaching	D	B3
	voluntary, at the employee's request	D	B9
	Delivery is a challenge	F	B3
14. Civil service organizations should provide networking/ social opportunities to meet other staff.	voluntary participation, both on duty and non-duty time	D	B9
	Limited by employees' willingness to socialize	F	B3
15. Civil service organizations should provide networking/ social opportunities to meet board members.	Note: this offering can be done in a live townhall meeting	D	P7
	voluntary participation, both on duty and non-duty time	D	B9

16. Civil service organizations should provide African American affinity groups, which includes entities such as African American Greek letter organizations, NAACP, and the National Urban League, within the organization.	HR offices strive to promote culturally diverse programs for all groups.	D	B3
	Only if the same accessibility is being made to the ethnic groups or organizations	D	P7
	Only if the same allowance are being made to the non-ethnic groups or organizations	F	P7
17. Civil service organizations should provide affinity groups based on area of work to provide mentor ships.	Mentor programs are difficult to operate and manage.	F	B3
18. Leaders of civil service organizations should provide organizational incentives for a sustainable pipeline (an example of an incentive is an award for both recruiters and any employee that finds a candidate).	for recruits of qualified employees who become employed	D	B9
20. Leaders of civil service organizations should accept responsibility to create diversity through building African American pipeline.	Competing pipelines and needs can be a barrier.	F	B3
24. Employees of civil service organizations should tutor middle to high school students on issues in public service.	This should be done but may not be offered due to the limited resources	F	P7
25. Civil service organizations should recruit from both predominately White institutions and historically Black colleges and universities.	May be limited by degree pipeline the organization is seeking	D	B3
26. Qualified civil service personnel should instruct college classes.	As long as the civil servant is certified and qualified, in most cases the may not be qualified to instruct a class	F	P7

	but an alternative may be to have a partnership and participate in their open houses, career fairs etc.		
28. Civil service leaders should integrate uses of the civil service in the general college curriculum.	If realistic and consistent opportunities are available for work for these students then I would say yes. If this can not be the case, I would say it should not hold more precedence than any other option that is discussed.	D	B13
	Not sure how civil service leaders can influence college curriculum	F	B3
	It should be offered and crafted so that it is a popular choice	F	P7
29. Civil service leaders should serve as mentors in all aspects of life to African American students ranging from grade school through college of any career interests.	Limited by the number of volunteers and available hours to mentor others	F	B3
	May not be equipped to serve as a mentor	F	P7
30. Civil service organizations should recruit from African American faith-based organizations.	The offerings must be designed so they see and understand the value of being a civil servant employee	F	P7
32. Civil service organizations should recruit from African American affinity groups (urban league, NAACP, Greek organizations).	Limited by recruiting resources	F	B3
37. Civil service organizations should require all civil service employees to complete cultural competency/ cultural intelligence programs.	diversity focused	D	B9
38. Civil service organizations should require	particularly for those in leadership positions	D	B9

emotional intelligence programs for each staff member during employment.				
39. Civil service organizations should only use recruiters that demonstrate proficiency and interest in cultural competency/ cultural intelligence.	should strive to use rather than only use	D		B9
40. Civil service organizations should include the phrases “EEO organization” and “diversity management” on job announcements.	I question the effectiveness of putting a phrase on a posting. Saying and doing are two different things. I also question if there is statistical data that applicants respond at a higher rate because of these phrases.	D		B3
	EEO yes, may not diversity management	F		P21
41. Civil service organizations should market/Brand the organizational mission to support social goals and how the organization’s efforts have helped the social value of the community.	Supporting social goals can be tricky if the political leadership opposes those goals.	D		B3
	mindful that civil service organizations have a global community	D		B9
45. Civil service organizations should attend various cultural festivals.	Employment compensation and travel and per diem should be included	D		B9
47. Civil service personnel should conduct workshops in the community about their organization.	When the service is something that the community uses, yes a strong partnership must be developed and maintained	F		P7
51. Civil service organizations should use job announcements that are colorful, artistic and with powerful messages.	Many organizations lack the funds, staff, or technology to create content.	F		B3
57. Civil service organizations should conduct	if conducive to the civil service environment	D		B9

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generic benchmarking to recruit African Americans in the civil service by evaluating and implementing talent acquisition practices of the private industry, nonprofit industry, and social enterprises.	Bench marking and validation needs to occur to ensure the results are reliable and accurate.	F	B3
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## Appendix N: Round 2 Explanations of Disagreement to Statements

Statement	Participants' explanation of disagreement	Desirable or feasible comment (D) or (F)	Participants
6. Civil service organizations should provide compensation packages that are competitive and transparent.	Agencies may lack funding. Lack of consistency among state agencies to pay comparable wages for the same job. There are agency "haves" and "have nots"	F	B3
17. Civil service organizations should provide affinity groups based on area of work to provide mentorships.	Mentorship programs should be made available to all employees and in all areas of interest	D	P7
	This can be deemed a discriminatory practice	F	P7
21. Leaders of civil service organizations should visit middle schools, high schools, and colleges to explain the civil service to the students.	Strained availability and time demands on leaders prevent this from occurring. Its more effective to send recruiters.	F	B3
	Leaders should do this but because of work schedule it may not be feasible	F	B5
26. Qualified civil service personnel should instruct college classes.	It's very difficult to land an adjunct position without a doctoral degree. Higher ED is a very closed group to anyone with a master's degree or lower.	F	B3
29. Civil service leaders should serve as mentors in all aspects of life to African American students ranging from grade school through college of any career interests.	Some may not be suitable mentors for all aspects of life just based on the fact that they are civil service leaders	D	B13
39. Civil service organizations should only use recruiters that demonstrate	Orgs should do this but it's not always possible or possibly desirable for them	F	B5

proficiency and interest in cultural competency/ cultural intelligence.	Recruiters can understand the mission of the organization and execute accordingly by forming partnerships with appropriate organizations that will yield the desired candidate pool results that the organization desires.	F	P7
42. Civil service organizations should recruit at African American hair salons.	Actively recruiting at this level will drive traffic for the amount of people learning about the government sector but it may not yield a large amount of qualified candidates	D	P7
	A community wide approach would be preferred. Schools, business, events, etc.	F	B3
43. Civil service organizations should recruit at professional sporting events.	These sports enthusiasts may not retain the information as their focus is on enjoyment at this moment	D	P7
	Focus of participants is on entertainment.	F	B3
48. Civil service organizations should recruit at shopping malls.	Again this practice may not yield the organization the candidate pool the desire	D	P7
	Malls are declining in many areas. The focus of shoppers is finding an item.	F	B3
49. Civil service organizations should design their websites to include video and written testimonials from current employees to promote the connection of the work duties with social goals.	Many organizations lack the funds, staff, or technology to create content.	F	B3
50. Civil service organizations should design	This testimony may not be favorable especially if	D	P7

their websites to include video and written testimonials from former employees to promote the connection of the work duties with social goals.	former employee was let go for cause		
	Many organizations lack the funds, staff, or technology to create content.	F	B3
52. Civil service organizations should advertise job announcements in magazines popular among African Americans.	Print media is dying.	D	B3
53. Civil service organizations should advertise job announcements on radio stations popular among African Americans.	Employers can be overwhelmed with a large volume of applications for just a few jobs. Needs to be balanced.	D	B3
61. The numbers of African Americans in the executive positions of civil service organizations should be generic benchmarked.	I don't know if they should be benchmarked by highly qualified AAs should be under consideration	F	B5



## Appendix O: Round 3 Data of Preferred Solutions and Ranking Order

Participants	Top five preferred solutions					<u>Ranking order</u>				
						1	2	3	4	5
C1	S1	S2	S4	S12	S23	S1	S4	S2	S12	S23
C2	S3	S4	S5	S6	S8	S3	S8	S4	S5	S6
P21	S5	S8	S14	S15	S19	S5	S8	S14	S19	S15
B4	S3	S4	S7	S11	S13	S3	S4	S11	S13	S7
C3	S5	S7	S9	S10	S17	S7	S5	S10	S9	S17
C4	S1	S4	S5	S6	S7	S5	S4	S1	S6	S7
C5	S7	S11	S15	S16	S17	S7	S11	S15	S16	S17
C6	S1	S2	S3	S8	S23	S23	S3	S2	S1	S8
C7	S1	S3	S5	S7	S11	S1	S5	S3	S11	S7
P7	S1	S3	S4	S7	S22	S3	S1	S7	S4	S22
C8	S1	S3	S5	S8	S11	S11	S1	S3	S8	S5
C9	S3	S5	S14	S17	S21	S17	S21	S3	S5	S14
P23	S10	S12	S14	S15	S22	S10	S12	S14	S22	S15
B10	S7	S12	S17	S21	S23	S7	S23	S12	S21	S17
C10	S1	S4	S5	S17	S18	S5	S4	S1	S17	S18

## Appendix P: Round 3 Ranking Order of 23 Solutions

Solution	Average rankings (highest to lowest)
S3. Civil service organizations should provide compensation packages that are competitive and transparent.	4.00
S10. Civil service organizations should recruit at professional workshops and conferences of African Americans.	4.00
S1. Civil service organizations should provide employees and their families quality and affordable insurance that includes health, dental, vision, disability and life coverages.	3.71
S4. Civil service organizations should provide career training and development opportunities.	3.50
S5. Civil service organizations should provide internships to African American college students.	3.50

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S11. Civil service organizations should recruit from STEM program organizations.	3.50
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S23. Various forms of compensation should be generic benchmarked in the civil service including salaries, benefits, paid leave time and all other benefits offered to employees.	3.33
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S2. Civil service organizations should provide paid leave time.	3.00
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S7. Leaders of civil service organizations should embrace both diversity and inclusion to support the African American pipeline.	3.00
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S12. Civil service organizations should require all civil service employees to complete cultural competency/ cultural intelligence programs.	3.00
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S21. Civil service organizations should have web-based application processes.	3.00
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S8. Civil service organizations should recruit from both predominately White	2.75
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institutions and historically Black

colleges and universities.

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S14. Civil service organizations should 2.33

market/Brand the organizational mission

to support social goals and how the

organization's efforts have helped the

social value of the community.

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S9. Civil service organizations should 2.00

recruit from career institutes for African

Americans.

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S13. Civil service organizations should 2.00

include the phrases "EEO organization"

and "diversity management" on job

announcements.

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S16. Civil service organizations should 2.00

attend various cultural festivals.

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S17. Civil service organizations should 2.00

provide information booth at job fairs

and festivals.

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S19. Civil service organizations should 2.00

design their websites to include video

and written testimonials from current

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employees to promote the connection of the work duties with social goals.	
S15. Civil service organizations should participate in community activities and stay involved in the community.	1.67
S6. Civil service organizations should provide writing workshops.	1.50
S22. Civil service organizations should advertise their organizations through social media such as the organization's website, Facebook, Twitter, Live Chat rooms, and LinkedIn.	1.50
S18. Civil service personnel should conduct workshops in the community about their organization.	1.00
S20. Civil service organizations should advertise job announcements on radio stations popular among African Americans.	0.00

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## Appendix Q: Round 4 Data

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<u>Participants</u>														
D1	D2	D3	D4	D5	D6	D7	D8	P7	B10	B4	P6	P23	P21	D9
5	4	5	3	5	4	5	5	5	4	4	5	2	5	3

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