

# MSOM 605: Talent Management

Prerequisite(s): None

Credits: 3

---



## I. Course Description

Talent is often overlooked when determining who can or cannot perform a job. This course examines how to assess and measure talent and then manage that talent to the fullest. A comprehensive review of talent assessment will be provided throughout the course. Developing measurements for assessment, implementing a talent-based organization and creating a talent centered organization are essential constructs of this course. Students will learn how to put a strong group of individuals together to ensure a positive business outcome. This course will be based on both group activities and individual assessment and will utilize case studies and application scenarios as part of the critical thinking and implementation process.

## II. Course Objectives

1. Develop an understanding about trends in the workforce creating increasing complexity for organizations engaged in talent management. Converging trends include technology, globalization, economic, and the labor force.
2. Examine the characteristics of the 21<sup>st</sup> century workforce, including multigenerational workforce, diversity, and educational disparities.
3. Examine challenges of talent management such as the evolving social contract, changing needs and values of workers, managing a diverse and global workforce, and increasing corporate social responsibility.
4. Developing an understanding about employee engagement, including trust and integrity, engagement metrics, and affective commitment.
5. Create an employee engagement framework that exhibits the impact of the human resource system.
6. Develop an understanding of practices such as training and development, performance management and rewards, and career management, and how these practices effect talent management.
7. Examining the impact of strategic planning, leadership competencies, organizational culture, and employee surveys on talent management.

## III. Course Textbooks and Readings

*\*Students must purchase in advance texts and/or materials for this course.*

**Practices for Engaging the 21st Century Workforce: Challenges of Talent management in a Changing Workplace**

Castellano, William G.

#### **IV. Weekly Information**

##### **Module One – Week 1**

##### **Welcome to the New Normal**

#### **Objectives**

At the end of this Module, you should be able to:

- 1.1 Discuss why the workforce of the 21<sup>st</sup> Century is increasingly complex.
- 1.2 Describe the technological trends affecting the workforce.
- 1.3 Describe how globalization impacts organizations.
- 1.4 Examine U. S. labor force trends
- 1.5 Describe the economic trends, including the new global economy and the evolving knowledge economy.
- 1.6 Examine the structural shifts impacting the growing skills gap and slower economic growth.

#### **Reading**

Chapter 1: Welcome to the New Normal

#### **Lecture**

Talent management model video: <https://www.youtube.com/watch?v=oobsCZS5okY&feature=youtu.be>

#### **Deliverables**

Discussion: Introductions

Discussion: Technology

Written Assignment: Structural Shifts

##### **Module Two – Week 2**

##### **The 21st Century Workforce**

#### **Objectives**

At the end of this Module, you should be able to:

- 2.1 Discuss the impact of the multigenerational workforce.
- 2.2 Discuss diversity in today's workforce.
- 2.3 Develop an understanding of the U. S. population becoming more diverse.
- 2.4 Develop an understanding of educational disparities in the U. S. workforce.
- 2.5 Describe issues related to the rise of contract human capital.

#### **Reading**

## Chapter 2: The 21<sup>st</sup> Century Workforce

### **Deliverables**

Discussion: Multigenerational

Discussion: Greater Diversity

Written Assignment: Contract Human Capital

### **Module Three - Week 3**

#### **Challenges of Talent Management in the New Normal**

### **Objectives**

At the end of this Module, you should be able to:

- 3.1 Describe the eight characteristics of talent management
- 3.2 Explain the organizational challenges related to new competencies, sustainable resources, and flatter organizational structures.
- 3.3 Discuss the changing needs and values of workers
- 3.4 Develop an understanding of the evolving social contract.
- 3.5 Discuss the challenges of managing multiple sources of talent.
- 3.6 Develop an understanding of methods to grow globally.

### **Reading**

Chapter 3: Challenges of Talent Management in the New Normal

### **Deliverables**

Discussion: Knowing Your Workforce

Discussion: Managing Multiple Talent Sources

Written Assignment: Organizational Challenges

### **Module Four – Week 4**

#### **The Imperative of Employee Engagement for Competitive Success in the 21<sup>st</sup> Century**

### **Objectives**

At the end of this Module, you should be able to:

- 4.1 Examine the concept of engagement and the impact on business outcomes.
- 4.2 Explain several causes of burnout.
- 4.3 Develop an engagement survey (individual and collective)
- 4.4 Explain why employee engagement measurement is important for business outcomes.

### **Reading**

Chapter 4: The Imperative of Employee Engagement for Competitive Success in the 21<sup>st</sup> Century

## **Deliverables**

Discussion: Engagement

Discussion: Employee Engagement Drivers

Written Assignment: Employee Engagement Measurement

## **Module Five – Week 5**

### **Leveraging What We Know: An Employee Engagement Framework**

## **Objectives**

At the end of this Module, you should be able to:

- 5.1 Discuss the human resource architecture related to traditional and non-traditional sources of human capital.
- 5.2 Develop an understanding of organizational fairness perceptions
- 5.3 Develop an understanding of the five psychological conditions of engagement

## **Reading**

Chapter 5: Leveraging What We Know: An Employee Engagement Framework

## **Deliverables**

Discussion: HR Systems Influence

Discussion: Perceptions of Fairness (drivers of engagement)

Written Assignment: Psychological Conditions of Engagement

## **Module Six – Week 6**

### **Organizational Adaptability and Employee Engagement**

## **Objectives**

At the end of this Module, you should be able to:

- 6.1 Develop an understanding of organizational adaptability
- 6.2 Discuss the strategic mindset
- 6.3 Discuss managing and engaging a global workforce
- 6.4 Examine globalization and employee development by taking the Big Five Personality assessment.

## **Reading**

Chapter 6: The Increasing need for Organizational Adaptability

Chapter 7: Engaging the 21<sup>st</sup> Century Worker

The Big Five Personality Test: <https://www.truity.com/view/tests/big-five-personality>

## **Deliverables**

Discussion: Strategic Mindset

Discussion: Globalization

Written Assignment: Organizational Adaptability

## **Module Seven – Week 7**

### **Achieving Success in the New Normal**

#### **Objectives**

At the end of this Module, you should be able to:

- 7.1 Describe the steps in the scenario planning process.
- 7.2 Develop an understanding of organizational culture assessment.
- 7.3 Describe the primary characteristics of transformational leadership.
- 7.4 Identify problems analyzing employee engagement results
- 7.5 Develop an evaluation system for assessing the effectiveness of recruiting and selection

#### **Reading**

Chapter 8: Conclusion: Achieving Success in the New Normal

#### **Deliverables**

Discussion: Scenario Planning

Discussion: Organizational Culture and Leadership

Written Assignment: Analyzing Employee Engagement Results

## **V. Course Information and Grading**

### **Course Requirements (Weekly)**

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards/ Assignments/ Quizzes.

#### **Class Discussions**

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
  - a. Undergraduate Word Count Requirements:
    - i. Initial post must be >200 words
    - ii. Responses must be >150 words
  - b. Graduate Word Count Requirements:
    - i. Initial post must be >250 words

- ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

### **Late and Make-up Assignments**

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

### **Written Work**

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7<sup>th</sup> edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

### **Grading Scale and Assigned Letter Grades**

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 93-100

B+=90-92

B = 83-89

C = 75-82

F = Below 75

**Discussion Board Rubric – Introduction (First week only)**

Criteria	Minimal	Effective
Percent Possible: 0 or 50  Initial Post  Introduction.	Percent Possible: 0  No post or did not follow instructions at all.	Percent Possible: 50  Posted following instructions.
Percent Possible: 0 or 50  <b>Response Posts</b>  Welcome.	Percent Possible: 0  No post or did not follow instructions at all.	Percent Possible: 50  Posted following instructions.

**Discussion Board Rubric - Initial Post**

Initial Post Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"><li>• Provides weak contribution to the discussion board</li><li>• Does not convey concept understanding</li><li>• Shows evidence of critical thought but is not concise or complete</li></ul>	<ul style="list-style-type: none"><li>• Makes mostly complete response to the questions</li><li>• Mostly restatement of materials</li><li>• Conveys thoughts adequately; however, need to further develop critical aspects</li></ul>	<ul style="list-style-type: none"><li>• Advances the discussion and body of knowledge providing relevant, original thoughts to the question</li><li>• Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts</li></ul>	<ul style="list-style-type: none"><li>• Relevant and thought-provoking viewpoints</li><li>• Innovative and indicates a high level of thought</li><li>• High level of critical thought, analysis, and application of concepts and ideas</li></ul>
Support & References	<ul style="list-style-type: none"><li>• Does not cite any peer-reviewed sources</li></ul>	<ul style="list-style-type: none"><li>• Student cites 1 peer-reviewed source</li></ul>	<ul style="list-style-type: none"><li>• Student cites 2 peer-reviewed sources in the body of the post</li></ul>	<ul style="list-style-type: none"><li>• Student cites 2 peer-reviewed sources in the body of the posts</li></ul>

	<ul style="list-style-type: none"> <li>• Addresses questions in a manner that is unclear</li> <li>• Not appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Proper APA format</li> </ul>
Mechanics/ Length	<ul style="list-style-type: none"> <li>• Post is less than 196</li> <li>• Poorly written</li> <li>• 0 points for posts submitted after 11:59 PM EST on Thursday</li> </ul>	<ul style="list-style-type: none"> <li>• Post is 197-221 words</li> <li>• A few writing errors</li> </ul>	<ul style="list-style-type: none"> <li>• Post 222-250 words</li> <li>• Well written</li> </ul>	<ul style="list-style-type: none"> <li>• Post exceeds 250 words</li> <li>• Very well written</li> </ul>

### Discussion Board Rubric - Peer Response

Peer Response Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> <li>• Shows minor comprehension of concepts and viewpoints from peers</li> <li>• Responses are vague and do not show understanding or comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Shows adequate understanding of the knowledge and concepts posted by peers</li> <li>• Responses are mostly, "I agree..."</li> <li>• Source is somewhat relevant and published in last 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Advances discussion providing additional commentary and critique</li> <li>• Responses are correct but mostly restate the peers' viewpoints without development of critical thought</li> <li>• Source is relevant and published in last 3 years</li> </ul>	<ul style="list-style-type: none"> <li>• Advances discussion providing additional commentary that is relevant or offers an alternative</li> <li>• Critical thought development is evidenced by thoughtful and meaningful responses</li> <li>• Source is relevant and published in last 3 years</li> </ul>
Support & References	<ul style="list-style-type: none"> <li>• Does not cite any peer-reviewed sources</li> <li>• Not appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites 1 peer-reviewed source</li> <li>• Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites 2 peer-reviewed sources</li> <li>• Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites 2 peer-reviewed sources in the body of the posts</li> <li>• Proper APA format</li> </ul>
Mechanics/ Length	<ul style="list-style-type: none"> <li>• Post is less than 158 words</li> <li>• Poorly written</li> <li>• 0 points for posts submitted after</li> </ul>	<ul style="list-style-type: none"> <li>• Post is 158-178 words</li> <li>• A few writing errors</li> </ul>	<ul style="list-style-type: none"> <li>• Post 178-200 words</li> <li>• Well written</li> </ul>	<ul style="list-style-type: none"> <li>• Post exceeds 200 words.</li> <li>• Very well written</li> </ul>

	11:59 PM EST on Sunday			
--	------------------------	--	--	--

**Assignment/Case Study/Course Project Rubric**

<b>Assignment Rubric</b>	<b>Minimal</b>	<b>Competent</b>	<b>Effective</b>	<b>Mastery</b>
<b>Grade</b>	<b>0-74%</b>	<b>75-82%</b>	<b>83-92%</b>	<b>93-100%</b>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Consistently below expectations</li> <li>• Lacks significant details of the assignment</li> <li>• Lacks critical thought, analysis, and application</li> <li>• Partially addresses the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent comprehension</li> <li>• Marginal responses</li> <li>• Content, concepts, ideas/responses are not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates satisfactory understanding</li> <li>• Lacks answer to all questions/full scenario</li> <li>• Demonstrates some knowledge of content and professional vocabulary</li> <li>• Content needs additional focus for innovative responses other than restatement of text</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant use of vocabulary throughout</li> <li>• Demonstrates superior knowledge of concepts and theories</li> <li>• Addresses problem/issue directly</li> <li>• Demonstrates active critical thinking relevant to problem identification and effective solutions</li> </ul>
<b>References &amp; Organization</b>	<ul style="list-style-type: none"> <li>• Does not cite any peer-reviewed sources</li> <li>• Not appropriate APA format</li> <li>• 0-799 words</li> <li>• Poorly written</li> <li>• 0 points for late assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Sources are outdated or ineffective</li> <li>• Lacks focus on content</li> <li>• Unorganized</li> <li>• Some writing errors</li> <li>• Not in appropriate APA format</li> <li>• 800-899 words</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites some relevant, current peer-reviewed sources</li> <li>• Follows directions</li> <li>• APA formatting demonstrated but not extensive</li> <li>• 900-1000 words</li> </ul>	<ul style="list-style-type: none"> <li>• Professional writing structure</li> <li>• Well-organized response</li> <li>• Student cites appropriate, current peer-reviewed sources</li> <li>• Proper APA format</li> <li>• Exceeds 1000 words</li> </ul>

### Short Answer Rubric

Short Answer Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Clarity	<ul style="list-style-type: none"> <li>• Consistently below expectations</li> <li>• Lacks significant details of the assignment</li> <li>• Lacks critical thought, analysis, and application</li> <li>• Partially addresses the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent comprehension</li> <li>• Marginal responses</li> <li>• Content, concepts, ideas/responses are not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates satisfactory understanding</li> <li>• Lacks answer to all questions/full scenario</li> <li>• Demonstrates some knowledge of content and professional vocabulary</li> <li>• Content needs additional focus for innovative responses other than restatement of text</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant use of vocabulary throughout</li> <li>• Demonstrates superior knowledge of concepts and theories</li> <li>• Addresses problem/issue directly</li> <li>• Demonstrates active critical thinking relevant to problem identification and effective solutions</li> </ul>
Depth	<ul style="list-style-type: none"> <li>• Lacked detail that demonstrates active thought</li> <li>• One-sentence answer</li> </ul>	<ul style="list-style-type: none"> <li>• Provided enough detail for marginal requirement</li> <li>• “Textbook” in nature (restatement of what was in textbook)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated some form of outside material used</li> <li>• Shows some critical thinking and active thought</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates critical thoughts &amp; analysis throughout the answer</li> <li>• Obvious use of outside resources to supplement resources</li> </ul>
Quality	<ul style="list-style-type: none"> <li>• Unorganized</li> <li>• Poorly written</li> <li>• 0 points for late assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks focus on content</li> <li>• Some writing errors</li> </ul>	<ul style="list-style-type: none"> <li>• Follows assignment instructions</li> <li>• Well-written</li> <li>• Few writing errors</li> </ul>	<ul style="list-style-type: none"> <li>• Professional writing structure</li> <li>• Well-organized response</li> <li>• Free of grammatical, spelling, &amp; formatting errors</li> </ul>