Talent Management
Course: MGMT 5680 (3 credits)
Semester: Fall 2014

Instructor: Lenny Shine

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Materials and Resources
Reading Assignments and Video Resources
These texts are assigned for the course:

- For Your Improvement by Michael Lombardo and Robert Eichinger

The following video is assigned for the course:
- Dan Pink Video on motivation
  https://www.youtube.com/watch?v=rrkrvAUbU9Y

The following articles are assigned for the course:
- HBR article: “One More Time: How Do You Motivate Employees?” by Frederick Herzberg (1987)
- HBR article: “How Netflix Reinvented HR” by Patty McCord (2014)
- From Human Resource Management to Organizational Effectiveness. Edward E. Lawler III, SHRM

Students will be expected to retrieve other assigned materials online as announced by the instructor at various times during the course.
Course Objective

Talent Management may be defined as the management of any and all employees throughout their lifecycle in a given organization. This would include initial attraction, recruitment, hiring, on-boarding, and training of employees before they become “performers” in a given organization. Later in the lifecycle, retention, compensation, and ultimately, termination, complete the lifecycle. In between these early and late stages of “talent management,” organizations deploy a range of tools, techniques, and procedures to manage the talent in their organizations. In so doing, they reveal (intentionally or not) their answers to the question, “How is “talent” defined?”

Does the organization see talent as a scarce resource that must be rigorously and systematically searched for, applying “A, B, and C” criteria (e.g. test scores, preferred schools from which they graduated, “ideal” leadership profiles, etc.)? In this view, very few people in a given population rise to the level of a "special" or "high potential" talent.

OR

Does the organization see talent as a widely available resource that must be identified jointly by the “evaluator(s)” and the “talent” being evaluated for purposes of identifying the right mix of job experience, stretch assignments, and development activities to maximize both the performance and satisfaction of the individual? In this view, many, if not most, people in a given population merit the “management” of their talent by the organization, as demonstrated by the ways in which the organization invests in its people through assignments, promotions, cross-functional or lateral moves, training, development opportunities, etc.

In this course, we will closely examine this middle phase of the employee lifecycle. We are less concerned with selection, recruitment, and other elements of the “entry” phase of the talent management process. We are less concerned with retention, compensation, and other elements of the “departure” phase of the talent management process. We are most avidly concerned with the whys and wherefores of the middle phase -- the one that takes up the bulk of the employee lifecycle.

In addition to the way in which the organization defines talent, we will explore and challenge each other to take positions on core questions such as:

The Leadership Pipeline -- does the organization exhibit use of the tools and concepts known as “The Leadership Pipeline?”
What are the components of a typical Talent Management System? How are they exhibited (or not exhibited) in your organization? How have you experienced the Talent Management process in your organization? Based on
what you learn from the readings and discussion forums in the class, what do you see as essential elements of a successful TM system?

What Talent Assessment Methodologies are utilized in the area of Instrumentation (forms, questionnaires, "tests," assessment surveys, etc.) in the typical TM system and which ones are deployed in your organization? What has been your experience with being "assessed for talent" via the instrumentation utilized in your organization?

What Talent Assessment Methodologies are utilized in the area of Behavioral assessment, evaluation, and ranking processes in the typical TM system and which ones are deployed in your organization? What does it feel like to be a behavioral evaluator of talent? What does it feel like to be "assessed" behaviorally by another person who is acting as a behavioral evaluator of talent?

What are Talent Management System Outcomes in a typical TM process and how are these outcomes demonstrated (or not demonstrated) in your organization? What weight does the Human Resource function carry in the typical TM process and in your organization? What about the weight carried by managers up and down the hierarchy in functions other than HR -- what is typical, what is ideal in your opinion, and what is the reality in your organization?

Through the exploration of these and related questions in the big middle phase of the employee lifecycle, we will examine the TM process, be able to construct a theoretically "good" TM process, critique the TM process and its elements in your organization and in your professional experience, and enable you to see how talent is evaluated in the real world. In addition, you will build various skills pertaining to Talent Management as an evaluator, such as an HR consultant or a manager, and you will experience "being evaluated" as such by another member of the class.

**Course Outcomes**

By the completion of this course, you should be able to answer these questions:

- What are the essential elements of a typical Talent Management System (TMS)?
- How can we recognize better (or worse) TMSs in any given organization?
- What is your view of the effectiveness, efficiency, fairness, and success of different Talent Management Systems and their components?

By the completion of this course, you should be able to:

- Make inferences, draw conclusions, and evaluate how people are managed based on understanding of talent, motivational theories,
assessment methods, and application of the student’s own real-world experience in organizations.

- Interpret the manager’s role in building a leadership pipeline, developing succession plans, and utilizing the Human Resource function to maximize organizational performance.
- Debate the utility and efficacy of “standard” Talent Management policies, practices, and processes (both formal and informal), drawing from reading, assignments, and your own real-world experience in organizations.
- Conduct a base-level assessment interview and write a report about it.
- Experience what it is like to be the subject of an assessment interview and read a report about yourself, written by an interviewer.
- Report on, assess, and take a stand on the TM process in your organization and state how you would change it.

**Husky/CT Site**

A HCT site is set up for this course. Students are expected to check the site throughout the semester, as it will be the primary venue for communication between the instructor and students. All course materials are located on the HuskyCT site.

The course is structured into six learning modules. Each learning module has a separate location with tailored guidance and support for the session’s assignments. For student help, contact: Instructional Resource Center at 860-486-5052 or check their website for FAQs and answers, [http://irc.uconn.edu](http://irc.uconn.edu)
Student Integrity Policy

Quizzes and the Final Exams are individual assignments and collaboration of any type is not permitted. As a member of the University community, you are required to obey the rules and regulations outlined in the Student Code. Academic Integrity is particularly relevant to your work as an MBA student. "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others."

**Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one’s own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved."

**Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned.**

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code."

The entire code can be found here: [http://www.dosa.uconn.edu/student_code.html](http://www.dosa.uconn.edu/student_code.html)

**Grading**

The table below summarizes the percent of your grade allocated by type of activity, including both individual and team assignments. Specific grading and policy information can be found in the applicable sections below.
<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Quizzes based on readings, videos, assignments</td>
<td>20</td>
</tr>
<tr>
<td>Written Assignment: Talent &amp; Motivation, Module 1</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Pipeline Drawing Assignment, Module 2</td>
<td>10</td>
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<tr>
<td>Succession Planning Process Assignment, Module 3</td>
<td>10</td>
</tr>
<tr>
<td>Assessment Instrument (Profilor) Report Assignment, Module 4</td>
<td>15</td>
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<tr>
<td>Assessment Interview Report, Module 5</td>
<td>20</td>
</tr>
<tr>
<td>Participation in Discussion Boards</td>
<td>15</td>
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</tbody>
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Late assignments will be reduced by 10% for each period of lateness up to 24 hours except in the case of documented medical or family emergency or illness. After three 24-hour periods have passed, assignments will no longer be accepted and grade for that assignment will be zero.

**Readings/Videos**

Students are expected to read and have command of the key concepts put forth by authors. Quizzes will test your knowledge of the key concepts in assigned homework reading and viewings. Knowledge of the concepts is just the beginning. In class activities, such as the negotiation case, the debate, and group discussions will challenge you to apply that knowledge. Critical thinking, clear and concise communication, and delivery of insights based on real-world experiences matched to the knowledge of key concepts in the readings and viewing are expected.

**Quizzes**

Answers may be in “short answer” word, multiple-choice, or true-false format.

A – the student is able to answer questions about the key concepts correctly 93% of the time or higher.
A- -- the student is able to answer questions about the key concepts correctly 90-92% of the time.
B+ -- the student is able to answer questions about the key concepts correctly 87-89% of the time.
B -- the student is able to answer questions about the key concepts correctly 83-86% of the time.
B- -- the student is able to answer questions about the key concepts correctly 80-82% of the time.
C -- the student is able to answer questions about the key concepts correctly less than 80% of the time

**Written Assignment: Talent & Motivation**

**Leadership Pipeline Drawing Assignment**
Succession Planning Process Assignment

Assessment Instrument (Profilor) Report Assignment

Assessment Interview Report Assignment

Participation
Obviously, structured activities like the negotiation case and the debate will require your participation. This portion of your grade will be judged from the “other” participation in the class, primarily in-class discussions and on-line discussion boards if we decide to use them. Participation does not mean “talk a lot” to get a good grade. But you do have to talk some to show what you know, what you challenge, what you wonder about, etc.

Outstanding performance – the student contributes with relevant, serious, and insightful comments that elevate the understanding and performance of the class as a whole; the student draws evidence-based conclusions (makes statements that aid learning), challenges “conventional wisdom” in a constructive, curiosity-based manner (asks questions that shift the level of depth or the avenue of inquiry), listens carefully to others (is quiet and considers what others have said), and contributes accordingly.

Good performance – the student contributes with comments and questions that demonstrate interest in the topics at hand and is able to formulate and articulate conclusions drawn from course materials and discussions.

Unsatisfactory performance -- the student’s contributions lack power, clarity, or insight compared to where the discussions are moving based on others’ contributions.

Feedback and Grades
I will make every effort to provide feedback on a regular basis via comment on discussion board posts. I will submit grades for written assignments and quizzes within one week after their completion/due date, if not sooner. To keep track of your performance in the course, refer to My Grades in HuskyCT.