

Course Syllabus

Course: SBNM 5060; Talent Development & Retention, 12 S1
Academic Year: 2012/13 **Semester/Quad:** Fall / Quad A
Credit Hours: 2

Instructor: Kurt Peterson, Adjunct Professor

Phone: 773-244-6270 (SBNM Administrative Offices)

Email: kpeterson1@northpark.edu (preferred method of contact)

Availability:

I am most accessible via email. You may also post general course questions within the Moodle course shell to be answered by fellow classmates or myself. Lastly, I am available to meet in person at the SBNM Administrative Office if you schedule a meeting date and time in advance.

I will be most active within the course shell on Tuesdays and Thursdays, however, I routinely check-in most days during any given week.

Course Description:

Competence – and its role in achieving peak performance – remains one of the hot issues in business today. No organization can expect to be competitive or sustainable unless it has the best human capital and promotes people to pivotal positions. Yet it is not enough for individual leaders, managers, and employees to demonstrate personal competencies. Rather, an entire organization must be unified to create a culture of competence from a whole systems perspective. This course is based on a competence paradigm as detailed in the “Talent Management Handbook.” This model reveals how to connect organizational excellence to people management by identifying, keeping, developing, and promoting – in a systematic way – an organization’s best people.

The role of human resources will be seen as central to the building of the high-performance organization. Students who successfully complete this course will have an understanding that an organization’s competence is based on the inter-relatedness of talent planning, recruiting, training, developing, coaching, and retaining valuable human capital.

Course Materials:

Berger, L.A., & Berger, D.R. (2011). Talent management handbook: Creating a sustainable competitive advantage by selecting, developing, and promoting the best people. Second Edition. McGraw-Hill Higher Education. [ISBN 9780071739559] ** Be sure to purchase the SECOND EDITION of this text; the content has shifted significantly from the First Edition. **

Smart, Bradford D. (2005). Topgrading: How leading companies win by hiring, coaching and keeping the best people. Prentice Hall Press. [ISBN: 1-59184-081-3]

The Talent Management Magazine. Free online journal (www.talentmgt.com)

Essential IDEA Objectives:

At the end of this course, you will be given an opportunity to evaluate your learning via reflection on the following broad objectives (IDEA Evaluations):

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Gaining factual knowledge (terminology, classifications, methods, trends)

Course Methodology:

I view my role as a co-learner and class facilitator. While I will steer the trajectory of the course to various discussion topics and create a particular type of learning environment, I ultimately believe that the outcome of our learning is dependent upon our dialogue with each other, with the authors of the assigned readings, and through active engagement with the varying elements of the course. I desire that we think critically together and that our learning be practical and relevant.

Because this course is being taught in an intensive (7-weeks) and online format, the learning process will be heavily dependent upon the student’s willingness to become involved in the process of active learning. It is very important for students to keep up with the reading assignments and online discussion forums. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and active participation in the discussion board forums.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Schedule of Weekly Assignments:

Week	Topics	Assignment(s)
1	Introduction to Talent Management	Topgrading, Chapters 1 & 2 Handbook, Chapter 1 Talent Mgmt Magazine - as selected

Week	Topics	Assignment(s)
2	Competency Assessment & Performance Management	Handbook, Chapters 2-10
3	Succession & Career Planning	Topgrading, Chapters 4-6 Handbook, Chapters 11-15 Talent Mgmt Magazine – as selected
4	Coaching, Training, and Development	Topgrading, Part II, 189-272 (finish Part II by Week Six) Handbook, Chapters 18-25
5	Driving Cultures of Success	Topgrading, Part II (continued) Handbook, Chapters 26-31, 35&36, 40&41. Talent Mgmt Magazine – as selected
6	Talent Analysis & Planning Techniques	Topgrading, Part II (finish) Handbook, Chapters 42-47
7	The Concept of Topgrading	Topgrading, Part III, 309-421.

Grading:

Assignment #1 (Individual)	15%
Assignment #2 (Group)	15%
Assignment #3 (Group)	15%
Discussion Forums (Individual)	55%

Grade Mapping:

The following grading scale will be utilized when calculating the final course grade: 90-100% = A/A-; 80-89% = B+/B/B-; 70-79 = C+/C/C-; Below 70 = F

Assignment Grading Policies:

I will only accept late work for the Moodle discussion forums, but know that your grade will be reduced per the posted grading rubric. As a matter of professional integrity, I do not accept late submissions of any other assignments. Assignments will be considered late if they are submitted past the date and time noted (all due dates/times are based on Central Time (CT)). This policy will be strictly enforced.

I encourage you to complete assignments ahead of the due date so that sudden and/or unforeseen circumstances do not preclude you from completing and/or submitting assignments on time. If a personal situation arises that prevents you from completing work on time, please contact me via email or phone. I will consider such personal situations on a case-by-case basis.

Statement of Complaint (Group Work)

Group projects require the active engagement of all group members. I encourage you to briefly discuss group roles and expectations with your group members at the start of the course so as to proactively avoid any misunderstandings during subsequent weeks. If a situation arises where a

member of your group fails to meet important deadlines or otherwise underperforms in a significant manner, your group may submit a statement of complaint to the course instructor. The statement will be shared with the underperforming member for comment and a grade penalty may be assessed to the underperforming member. Regardless of the outcome, all members of the group will be awarded a grade based on the quality of the work submitted.

Student Responsibilities:

1. Students are expected to log in a minimum of 3-4 times per week (at any time during the week) and to fully engage in the discussion forums and related activities. Students cannot successfully complete this course without completing the weekly readings, discussion forums, and assignments.
2. Students are expected to use good “netiquette” (see A Guide to Netiquette in the Course Information folder on Moodle). While I am available for a telephone appointment, I strongly recommend that all issues, questions, and problems be dealt with online (unless they are of a personal matter) as a matter of good netiquette.
3. Students are expected to spend approximately 10-12 hours per week on course responsibilities (e.g. reading, assignment completion, discussion forums). Students are expected to read all peer and instructor posts in a timely fashion (e.g. during the assigned week).
4. Students are expected to adhere to the course schedule and to post to the discussion forums accordingly. The most predictable problem in an online course occurs when students are late in posting their initial and secondary forum responses and/or when submitting assignments. This is often the result of illness, business trips, overload, and/or computer glitches. Be aware that the learning of your peers will be disrupted by your lateness!
5. Students are expected to read the syllabus in its entirety and are responsible for its content.

Instructor Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course facilitator will not lead the online discussions, he will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts and/or to re-direct the dialogue. More often than not, however, students will be expected to engage in a robust discussion about the learning materials.
3. The course instructor will provide updated information on relevant resources for the various topics of interest.
4. The course facilitator will read and critically assess students’ written assignments and provide feedback within an appropriate timeframe (approximately 7-10 days).
5. The course facilitator will respond to all student e-mails within 24-48 hours of receipt.
6. The course facilitator will respond to all student phone calls within 24-48 hours.
7. The course facilitator will evaluate student progress in the class and provide a final evaluation for each student.

ASSIGNMENT SPECIFICATIONS

Weekly Discussion Forums

Each week of this course will start on Monday and finish on Saturday. I strongly recommend that you complete your assigned readings for each week as early as possible (by no later than

Tuesday evening), so that you have adequate time to reflect and write a meaningful and substantive post to the discussion forums. Your initial substantive posts to each forum should be posted no later than midnight (CST) on Wednesday evening. Your secondary posts, in dialogue with the initial postings of other students, must be made no later than midnight (CST) on Saturday evening. Tertiary posts, which are your responses to questions directed to you, are due by no later than the following Monday midnight. See the Discussion Board section below for detailed information.

The weekly discussion forums are a key component of an online course. Discussion forums have been created to stimulate discussion on the assigned reading and to provide a forum for interacting with your peers and the course instructor. The forums provide students the opportunity to demonstrate what they have learned and how course concepts are applicable to their professional and personal lives. Your posts should demonstrate a complex understanding of the course concepts by integrating perspectives gained from the assigned reading and by making appropriate connections, synthesizing material, and analyzing varying perspectives. As such, the discussion board forums should not be construed as a social meeting place but rather as an academic meeting place where ideas are offered, connections are made, and critiques are presented.

Even though I will not be responding to each and every post, rest assured that I will be reading your posts and making posts on a regular basis. I will jump into discussions when I feel that an important point needs to be emphasized, if the discussion needs to be redirected, and/or to comment on posted content. More often than not, however, I will rely upon you to share important learnings and observations. I expect in this regard that you will take active responsibility for your own learning throughout this course.

Initial Substantive Posts ** Due weekly by midnight CT on Wednesday evening **

For **each** of the discussion forums, you are expected to post **one meaningful and substantive initial post** of approximately 250-300 words in response to the forum prompt. **Please keep this word range in mind; be succinct yet thorough!**

Your initial substantive posts should: be responsive to the question(s) posed; incorporate ideas from the reading and/or other applicable sources; demonstrate a complex and comprehensive understanding of the week's topic(s). The initial substantive posts should be crafted carefully to succinctly express your thoughts. Please do not cite long passages from the reading and/or other sources. If you want to interact with a specific section of the reading, direct our attention to the passage by an author and page number reference (e.g. Gomez-Mejia, 55). Please write and submit your initial substantive posts before reading other peer posts to help ensure originality of thought.

Secondary Posts ** Due weekly by midnight CT on Saturday evening **

After Wednesday evening of each week, you are expected to read all initial substantive posts of your peers. You are then expected to **interact with at least two peer posts** in each of the forums by posting a thoughtful response, comment, and/or question **in response to the initial substantive post made by another student**. Simply stating "I agree/disagree" or "good perspectives" is not considered a thoughtful response. Your responses to peer posts must further the conversation, challenge peer assumptions, and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. You are welcome to respond to more than two peer posts if you choose, but please ensure that all secondary responses are

thoughtful and of high quality as described above. I do not give “extra credit” for additional posts.

Tertiary Posts **** Due weekly by midnight CT on the following Monday evening ****

Tertiary posts are your responses to peer questions about one of your posts. These could be questions about your initial substantive post or one of your secondary posts. It is expected that you will **respond to all peer questions about your initial and/or secondary posts** in a timely fashion so as to maintain a robust and meaningful dialogue. Make sure that your tertiary responses are thorough and that they address the question(s) being asked; if you disagree with a peer's line of questioning, that is fine as long as you appropriately support your position.

Assignment #1: Competency Model & Performance Measurement (Individual Assignment)

Instructions

Develop a preliminary competency model for your current position (if you are currently unemployed, please use your most recent position). I am asking for a preliminary model as a complete and valid model would require a substantial amount of data collection and statistical analysis (do not interrupt 'preliminary' as only minimally developed). You should submit a detailed competency model less the statistical analysis.

The model for your position must include the following components (although you can add more, if you choose):

- a. Provide a brief description of your organization; it's mission, purpose, and significant work areas.
- b. Provide an overview of the organizational structure; leadership functions; hierarchy; and where your position falls.
- c. Provide a detailed description of your job duties/key responsibilities. Highlight leadership functions that impact your position (regardless of whether you are a leader and/or follower; most will be both!).
- d. Develop and define a list of 6-8 core competencies needed for your current position (see table on pages 7&8 in the the *Handbook* for an example). Write competency definitions/attributes as they would be stated on an external document; be sure to provide sufficient depth so that competencies can be measured. Develop a corresponding competency mapping matrix (see example in Figure 3-2 on pages 27&28 in the *Handbook* for an example).
- e. Lastly discuss a personal development strategy that states what competencies you would need to obtain and/or master if you were to assume your manager's role (presumably the next level of management; you could also jump up to the next level if you are so motivated). Explain why each competency is required.

Assignment Specifications

This is not a research paper or essay, but rather a report. Consult the textbooks as resources, but do not quote passages from the text or any other external sources. The report, including any

charts or tables, should be no more than five pages in length. Single-spacing, 1" margins on all sides, and a 12-point business appropriate font are required. The paper should be succinct, logical, and professionally written. Graduate level work is expected; as such, misspellings, poor grammar, and/or bad syntax will lower your grade. APA formatting is not required for this report.

Due Date

The completed assignment is due **on or before Saturday, midnight (Central Time) at the end of Week 3 (September 15)**. Submit via the assignment link below. Be sure to review the grading rubric carefully before submitting your report (accessible via the below link).

Assignment #2: Coaching, Training & Development Case Study (Group Assignment)

This is a group assignment (all members will receive the same grade for this assignment). A group discussion board has been established as an academic meeting place for working on this assignment with your teammates; it is expected that you will utilize this forum as your meeting place. See below for instructions, assignment specifications, and due date.

Assignment Specifications:

This is not a research paper or essay, but rather a case study report. Consult the textbook as a resource, but do not quote passages from the text or other external sources. The case study report, including any charts or tables, should be no more than five pages in length. Single-spacing, 1" margins on all sides, and a 12-point business appropriate font are required. The report should be succinct, logical, and professionally written. Graduate level work is expected; as such, misspellings, poor grammar, and/or bad syntax will lower your grade. APA formatting is not required for this assignment.

Due Date:

The completed assignment is due **on or before Saturday, midnight (Central Time) at the end of Week 6, September 29**. Submit via the assignment link in Week 4 (only one team member needs to upload the assignment file).

CASE STUDY

Background

Arise Talent Management Services, LLC (ATMS) is a consulting firm based in Chicago, IL that specializes in helping organizations with human resources issues including talent management, training and development, career coaching, and succession planning. The Vice President of the organization has assigned your team to the below client request.

Client Request

A global Fortune 500 firm calls ATMS seeking recommendations related to coaching, training, and development for an associate, Lisa, who has been with the company for over 20 years and has become increasingly frustrated that she has been overlooked for other positions within the company. Given the size of this organization there are several advancement tracks yet the high caliber of talent makes competition for promotion intense. The organization values Lisa's contribution as a solid citizen, but does not consider her to be a superkeeper (at least not yet!).

Your team met with client's human resources department and Lisa's immediate supervisor, these are your notes:

- * Lisa is a solid performer in current role but does not go above and beyond in helping her team or learning about other aspects of the business
- * Often Lisa seems disengaged in meetings and is not an active participant
- * Others don't like to work with Lisa because it seems like she struggles to keep up with the ideas and conversation
- * Once when considered for a promotion the Hiring Manager called her current Supervisor to verify her resume had not been falsified because they found it hard to believe Lisa had an advanced degree and had the outside work achievements that she did
- * Management is at a loss because they know she is frustrated by her lack of advancement but they don't know how to get her to understand the performance and skill gaps relative to her peers
- * Lisa's annual reviews indicate that she lacks strategic thinking, creative problem solving and effective communication skills

Your team met with Lisa, these are your notes:

- * Lisa feels like she has been unfairly treated throughout her 20-year tenure and resents being overlooked for promotions
- * Lisa graded herself in her current role as follows: Attitude: C, Expertise: B, Execution: A
- * Lisa cites her many certifications and academic achievements (recently obtained her MBA which was paid for by the company) as why she is qualified for advancement
- * When asked what top 3 roles she is most interested in pursuing throughout the company she struggles to answer
- * Lisa knows few people in other departments/functions or levels in the company
- * Lisa uses "they" when referring to management
- * Lisa believes people find her pleasant and that she hides her true feelings/frustrations when she comes to work

As the team assigned to this case, you need to provide the client with a detailed report outlining your recommendations as to how the client should proceed forward. Be sure to integrate and apply concepts studied throughout the course to date as they are applicable.

Assignment #3: Recruiting Case Study (Group Assignment)

This is a group assignment (all members will receive the same grade for this assignment); you will be working on this case study with the same group members as you did for Assignment #2. A group discussion board has been established as an academic meeting place for working on this assignment with your teammates. You are also welcome to utilize email, phone, a wiki (if you desire that a group wiki be established, please email me with the request), and/or any other format desired for discussion. See below for instructions, assignment specifications, and due date.

Assignment Specifications:

This is not a research paper or essay, but rather a case study report. Consult the textbook and/or relevant websites as a resource, but do not quote passages from the text or other external sources. The case study report, including and charts or tables, should be no more than five pages in length. Single-spacing, 1" margins on all sides, and a 12-point business appropriate font are required. The report should be succinct, logical, and professionally written. Graduate level work is expected; as such, misspellings, poor grammar, and/or bad syntax will lower your grade. APA formatting is not required for this assignment.

Due Date:

The completed assignment is due **on or before Saturday, midnight (Central Time) the end of Week 7, October 13**. Submit via the assignment link below (only one team member needs to upload the assignment file).

CASE STUDY*

Fort Worth, Texas-based BNSF Railway requires a variety of skilled workers (Trades-Union). Rail traffic is at record levels, with the company moving cargo ranging from coal and agricultural products to consumer goods. BNSF is growing to meet the demand for its services, and now boasts a workforce of more than 40,000. The company usually posts openings for its specialty positions on Web sites such as HotJobs or CareerBuilder, and partners with the National Academy of Railroad Sciences at Johnson County Community College to identify applicants. The firm's recruiters also attend high school and college job fairs and place advertisements in newspapers and local theaters prior to job fairs.

Barbara Cook, BNSF's assistant vice president for human resources, states, "Rail doesn't sell itself as a career. Unless there's a family history of working in the industry, it can be tough to convey the 'romance of the rails.'" However, starting salaries are high, and there is a lot of career growth potential with the company.

BNSF has hired your consulting firm to garner new insights into its talent management operations, specifically with the goal of increasing both the quality of applicants and retention of these new employees. They have also asked that your team develop new employer brand-oriented advertisement language for BNSF that would attract applicants that understand the "romance of the rails" accurately. After all, if the marketing message is misleading it only increases turnover and complicates the talent management operation.

Below are some questions that BNSF has inquired about, but there certainly could be others that they should be asking:

1. How can BNSF increase the number of qualified applicants that apply with the company?
2. What strategies or practices might BNSF consider employing to ensure that future employees accurately understand the "romance of the rails" and the culture at BNSF?
3. Why might potential applicants not be enthusiastic about the idea of applying for jobs with BNSF? What strategies can we employ to change these perceptions?
4. What methods should we employ to screen and select qualified candidates?

You should consult the BNSF Railroad website (careers section) and the National Academy of Railroad Sciences at Johnson County Community College website to learn more about the industry, relevant educational services, and the employer (BNSF). Your report should be informed by these sites. Utilize and apply the information studied in the course to-date about talent management as you deem appropriate.

*This case study is reprinted (with permission) from *Strategic Staffing* by Jean M. Phillips and Stanley M. Gully published by Pearson Prentice Hall (2009). Sections modified by instructor.

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the Publication Manual of the American Psychological Association (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the APA Manual is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the APA Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. **It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.**

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>