

MHR 7304—Talent Management
Gerlach 355, Wednesday 6:15-9:30 pm
Fisher College of Business
The Ohio State University
Fall Semester 2017, Term 1

Professor

Dr. Larry Inks
Department of Management and Human Resources
Office: 758 Fisher Hall
Phone: 292-4591
Email: inks.3@osu.edu

Office Hours: Term 1: Monday 3:00-5:00 pm, Tuesday 1:00-2:00 pm *or by appointment*
Term 2: Tuesday 1:00-2:00 pm, Wednesday 3:00-5:00 pm *or by appointment*

Course Description

The management of talent within an organization is certainly one of the most pressing and critical issues in business today. Numerous articles, books, conferences and programs have been designed to address this specific but broad issue, and it is seen as central to organizational success. Managers and leaders at all levels of the organization are increasingly expected to be comfortable and capable with talent management concepts and practice, and it is a key skill required for success as an organizational leader.

The purpose of this course is to provide an overview of the Talent Management process organizations typically follow in selecting, developing, motivating and retaining their human resource talent. The class will actively discuss and review key concepts, issues and current business practices related to effectively managing talent to develop organizational capability and meet strategic business objectives. We'll also be addressing (as this is a required course for MHRM students) the HR-specific aspects related to each of these topics.

Some of the topics we'll be covering in this course include the following:

- The context for effective behavior and success (culture, competencies, etc.)
- Talent Acquisition (recruiting, selection/staffing, onboarding, etc.)
- Performance assessment and management
- Development and development planning
- Talent review and human resource planning/succession planning

In particular, we'll be considering these topics in the context of the following basic questions:

- What's been your experience with these in your own organization(s)? Good and/or bad?
- What is some potential best practice in these areas?
- How can organizations become more effective in these areas?
- What can you/will you do within each of these areas to maximize your success?

Course Texts/Books

Berger, Lance A. & Berger, Dorothy R. (Eds.) (2004). *The Talent Management Handbook: Creating Organizational Excellence by Identifying, Developing and Promoting Your Best People* (2nd Edition). New York, NY: McGraw-Hill.

Effron, Marc & Ort, Miriam (2010). *One Page Talent Management*. Boston, MA: Harvard Business Press.

Optional/Recommended Reading Materials

Silzer, Rob & Dowell, Ben (Eds.) (2009). *Strategy-Driven Talent Management*. San Francisco, CA: Jossey-Bass.

Zenger, John H. & Folkman, Joseph (2002). *The Extraordinary Leader: Turning Good Managers Into Great Leaders*. New York, NY: McGraw-Hill.

Carmen

Course information, PowerPoint presentations, etc. will be available on the Carmen site for this course. Carmen's address is: <http://carmen.osu.edu>. Let me know if you have any problems accessing the page for this course.

Course Requirements

Grading for this course will be based on your performance on a team project and short presentation, a summary examination, a number of "takeaway" assignments (mentioned below) and class participation.

Team Project

In teams, you will work on an assignment to be completed at the end of the term. This assignment will be worth 100 points, with 80 points allocated to a short paper detailing your findings and 20 points allocated to a peer evaluation score on contribution to the project. Detailed information about the assignment will be presented in class.

Summary Examination

In addition to the team project, you will have a summary examination at the end of the term that will cover the course material. The format for the exam will be short answer, and it will be worth 100 points. The date for the exam will be discussed in class.

In-Class "Takeaways"

There will be 3 "takeaway" assignments designed to be completed during or outside class (they will take approximately 10-15 minutes each). These will not be announced prior to the class period, and will be worth 10 points each. The primary purpose of these assignments will be to give you a chance to apply the information we're discussing in a manner relevant to you personally. Depending on the quality and thoughtfulness of your responses, you will receive 10, 5 or 0 points for each takeaway. You must be in class to do the takeaway, and only excused absences approved by me will be grounds for making up one that was missed. If you need to miss class, please contact me beforehand.

Class Participation

At the end of the quarter, I will be assigning each student a "Participation and Professionalism" score based on their in-class performance and behavior. The total possible for this "P and P" score will be 25 points, but the norm (or put another way, the high standard that is expected of Fisher graduate students) will be set as a 22 (88%). Relatively stronger performance can lead to a higher score, relatively weaker performance and professionalism (e.g., texting, not participating, etc.) will lead to a lower score (and of course, if you're not in class you cannot participate either). We'll discuss this in more detail (including some behavioral examples of different levels) during our first class.

Overall Course Grade

Your overall course grade will be a function of your total points earned, with a grading scale established at the end of the quarter based on overall class performance. There are 255 points possible in this course.

My Expectations

I have several expectations for students taking this course. First, I expect you to exhibit an interest in the topic material and demonstrate this interest by consistent attendance in class and regular introspection and application to your own experience. Second, I expect you to keep up on the course reading and actively participate in class. Third, I expect you to work enthusiastically on your assignments and in particular “pull your weight” on your team assignment. I also fully expect courtesy and professionalism in the classroom setting; this means minimal talking, turn off cell phones and PDAs, no IMing or text messaging, no web surfing or doing email, etc. **When you’re here, be here.**

Perhaps most importantly, my expectation is that you will actively participate in, and bring your own experience to, our class discussions. The breadth of perspective and experiences within the class helps provide a great learning environment.

Finally, I have an expectation that upon completion of this course you will have a much greater understanding of, and appreciation for, the complexities of talent management within organizations. I hope you will try to apply this material to your own work situation, either now and/or in the future. This course is for your benefit and development, and you will get the most out of the course (and ultimately be most successful in what you do) by making it relevant to your own life situation.

General Comments

Any issues concerning grading (e.g., exam scoring) need to be formally called to my attention via email within one week of receipt of the grading incident. In-class takeaways will not be able to be made up unless you have notified me prior to the class in question that you will not be present and you have a legitimate reason for missing class. In other words, you need to let me know if you are not going to be able to attend class on a given day.

OSU Disability Policy: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct: The Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a

failing grade in this course and suspension or dismissal from the University. For more information, please reference: <http://oaa.osu.edu/coamfags.html#academicmisconductstatement>

Stress: A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Grades assigned at the end of the term are not negotiable. Because of the grading system that OSU uses, there will likely be a number of times when a student is just a few points away from the next grade. I do not round up, nor do I provide any opportunity for extra credit; the time to accumulate points is during the quarter, not at the end of it.

Finally, I want you to keep in mind that your larger mission here at OSU is to learn so that five years (and later) from now, you are as effective and successful as possible. Your ability to apply and retain this information in a meaningful way will help enhance your later success. While I adhere strictly to my grading policies above, I am also available to help you with any difficulties or questions you have during the term. I have office hours on several days and am in my office a good portion of each day regardless. See me when you have questions about the course (or related) material.

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Book Reading</u>
8/28	Course Overview The Strategic Context for Talent Management	TMH: 2-4 OPTM: 1
9/4	No Class—Labor Day	
9/11	The Strategic Context for Talent Management (cont.)	TMH: 31-32, 35 OPTM: 6
9/18	Talent Acquisition: Recruiting, Selection and Staffing	TMH: 33, 47, 48
9/25	Talent Engagement and Retention Performance Management	TMH: 10, 27-29, 34, 36 OPTM: 5 TMH: 5-7, 9 OPTM: 2
10/2	Talent Assessment and Development	TMH: 15, 21-23 OPTM: 3
10/9	Talent Review and Human Resource Planning Team Assignments Due/Debrief Discussion	TMH: 11-14, 44, 52 OPTM: 4
10/10-11	Summary Examination (TBD)	