

SYLLABUS – TALENT MANAGEMENT (LER 590)

Instructor: Prof. Kim Ramsey

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Location of Office Hours: Virtual via Zoom. Open room during office hours and available by appointment

Office hours: 2:00 pm – 3:00 p.m., Mondays or by appointment



MEETING TIME/MEETING PLACE:

When: Mondays, 11:00 a.m. – 1:50 pm (Excluding University recognized holidays)

Where: “Live” Online Offering

COURSE GOALS

This course will introduce you to the building blocks organizations use to manage the performance of individuals, teams, and total organizations. You will learn how to create a work environment that enables employees to thrive. We will explore the major facets of talent management from developing core competencies to the design and implementation of performance management systems to identifying, assessing, and developing talent, to delivering performance coaching for individuals and teams to driving employee engagement and retention. We will explore these practices through experiential learning. You will be expected to actively participate in team and individual-based projects, group discussion/ debate, assessments, presentations, and a variety of learning methodologies that will promote your professional growth.

LEARNING OUTCOMES:

Following this course, you will be able to:

- A. Identify various methodologies organizations can use to accelerate and improve individual, team, and organizational performance.
- B. Develop and promote leadership competencies that will frame the behaviors expected for organizational success.
- C. Pinpoint the components of the performance management system to maximize people’s potential and performance.
- D. Assess an organization’s bench strength and learn how to design and facilitate the succession planning process.
- E. Identify when and how to use assessment tools for both talent selection, talent development and team formation purposes.
- F. Orchestrate a 360-degree feedback process and deliver positive and constructive feedback to ultimate improve individual and team performance.

- G. Understand how to build a robust development plan that will accelerate professional development.
- H. Identify best practices for driving diversity and inclusion at the enterprise level. Pinpoint the various methodologies for creating an inclusive culture that enables all people to thrive and operate at their best.
- I. Use a variety of best practice methodologies to develop professionals up through senior leaders. Learn the development methodologies that deliver a return on investment and the ones that do not.
- J. Learn how to tie people/data analytics to talent management initiatives to ensure that as HR professionals – we are stepping up to the plate and measuring our true business impact.
- K. Develop strategies for developing teams and building a strong foundation to promote trust, collaboration, communication, accountability, and conflict resolution amongst team members.
- L. Use employee engagement surveys to understand the drivers of employee satisfaction and use their input to drive effective and impactful HR strategies and priorities.
- M. Identify concrete strategies for improving employee engagement at the team and enterprise level.
- N. Establish the link between employee engagement, customer value and financial performance.

TEXTBOOK AND COURSE MATERIALS

1. We will be using the textbook entitled **The Talent Management Handbook: Creating Organizational Excellence by Identifying, Developing and Promoting Your Best People** by Lance Berger and Dorothy Berger, McGraw-Hill. ISBN-978125983554. Publication date: 2017. This book can be purchased via Amazon.com
2. We will be using a strengths-based assessment in class. Please purchase the book entitled **Strengths Finder 2.0** with the assessment. Please make sure you purchase this book new so that you receive the assessment in the back of the book. If you purchase it used, there is a strong chance that the one-time access code will already be used.
3. You will participate in a second assessment which is the Forté Interpersonal and Communication Styles assessment. This online tool which is normally \$50 pp. We have negotiated a discounted rate for our class. Please call The Forté Institute at 910-452-5152 to pay with a credit or debit card. Please indicate that you are a student of Professor Kim Ramsey to obtain the student discount.
4. The *Top Hat* polling software will be used in-class (tophat.com). With this software you can use the TopHat app on your phone or use the TopHat website on your laptop to participate in class. Please sign up, pay the \$30 subscription fee, and join the class. All the classroom presentation materials, syllabus, homework assignments, handouts, team project specifications will be in TopHat.

GRADED COMPONENTS

Course grades will be based on cumulative points throughout the semester earned in lecture attendance, homework, reading questions, and exams. The available points in each are:

I. Participation in Class: 200 pts. (10%)

Active participation includes both questions asked during lecture and opinions/insights expressed. You will not be graded for correctness, but instead you will be graded simply for your individual level of participation. At most 2 unexcused absences are permitted to receive full participation credit at the end of the semester. The intent is to have you learn through experience and participating fully.

II. (2) Partner Assignments: 400 pts. (20%)

There will be 2 partner assignments throughout the semester, each worth 200 points. Grading will be driven by two major factors:

- a. Preparation/design of the deliverables
- b. Facilitation of the experience

III. (2) Team Projects: 1000 pts. (50%)

There will be two team projects. Each will count for 500 points and will be evaluated on both content and delivery. Assessment will be driven by:

- a. Preparation/Research/Design of the PowerPoint Presentation/Recommendation/Team Score (150 pts)
- b. Completion of the Project Specifications/Team Score (100 pts)
- c. Presentation of the Recommendations/Individual Score (150 pts.)
- d. Feedback from fellow team members/Individual score (100 pts.)

IV. (1) Final Team Project in Lieu of Final Exam: 400 pts. (20%)

There will be a final team project. This will account for 20% of your grade and will be in lieu of a final exam. Grading will be driven by:

- a. Preparation/Research/Design of the PowerPoint Presentation/Recommendation/Team Score (100 pts)
- b. Completion of the project specifications/Team Score (100 pts)
- c. Presentation of the recommendations/Individual Score (100 pts)
- d. Feedback from fellow team members/Individual Score (100 pts)

Grading Scale Based on 2,000 pts.

A+	1900-2000 points
A	1860-1899 points
A-	1800-1859 points
B+	1700-1799 points
B	1660-1699 points
B-	1600-1659 points
C+	1,500-1599 points
C	1460-1499 points
C-	1400-1459 points
D+	1300-1399 points
D	1260-1299 points
D-	1200-1259 points
F	< 1200 points

LER590 COURSE POLICIES

1) ATTENDANCE - You are expected to attend class virtually because:

- You must be present in class to deliver your presentations/projects this semester.
- You will serve as an audience member and give feedback to your colleagues.
- You will need to learn course material, participate fully in exercises, and learn what is expected of you for each project.
- You will benefit from the “live” debate and dialogue we will engage in to develop a deeper appreciation for the topics. The interaction will dramatically enhance your learning experience.
- The work habits you exhibit communicate your credibility to everyone in our classroom and will impact your success as an employee after you graduate.

I will take attendance at the beginning of every class. You can miss two classes without penalty. If you have more than two absences for any reason, the following penalties will be assessed: 3 absences= final course grade lowered by 1/3 letter (ex. A- to B+) 4 absences= final course grade lowered by full letter (ex. B to C) 5 absences= you will fail the class (F)

2) LATENESS - Arriving for work on time is a very important habit to cultivate for workplace success. Because of this, lateness will not be tolerated in this class. Plan to come to this virtual class early each day to avoid a late penalty. It can be a major distraction to the participants to have people coming in late during the Zoom classroom experience. In order to ensure we have the best possible classroom experience; three late arrivals will equal one absence and will be counted against your final course grade as unexcused absences. If you are concerned about the time that you have between classes (online or in person), you should talk to me outside of class to discuss your circumstances. You may need to change sections or drop the class. Additionally, if you arrive late to class 30 minutes or more, it will count as an absence. Every late arrival will be registered as a tardy – three tardy registers will equal one (1) absence.

3) MAKE UPS AND LATE WORK - Make-up presentations will be allowed only if you notify me in advance that you will not be in class and if you provide written, verifiable documentation for illness, injury or funeral that would prevent you from speaking on that day. Late assignments will result in an automatic 25%-point deduction and must still be submitted within 24 hours of the assignment due date otherwise you will take a zero for the assignment. In-class assignments and group presentations may NOT be made up.

ACADEMIC STANDARDS

You are encouraged to work with your peers on homework assignments and studying. However, submitted assignments with your name on them must be your own work. Any ideas or materials taken from other sources must be acknowledged. You are expected to adhere to the standards detailed in the Code of Student Rights, Responsibilities, and Conduct.

DISABILITY ACCOMMODATIONS

We will accommodate students with disabilities to the best of our abilities. Please establish your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential. Some services may take time to implement; for example, captions and alternate media for print materials may take a week or more to produce. Please contact your campus office as soon as possible if you require accommodations.

PROFESSIONALISM AND RESPECT

I expect the same professionalism from students that would be required of employees in the business world. This syllabus lays down some ground rules for respecting others, but I expect everyone to do his/her part to make this class a positive learning experience for all of us. If you choose not to conduct yourself in a professional manner, I will deduct points from your class grade. Team Assessment Scores will be increased or decreased based on student professional behavior (including communication with teammates and course instructor (electronic and in-person). Class professional behavior includes but is not limited to the following:

- Turn cell phones to silent mode during the classroom experience.
- Do not enter or leave the virtual room when a presentation is in progress.
- Remain quiet – and attentive – when another person is talking. This is especially important with an online format.
- Do not text, sleep, and/or work on other courses while in my class (YOU WILL BE ASKED TO LEAVE CLASS IMMEDIATELY FOR SUCH BEHAVIORS)
- Please mute your connection to ensure that there are no noises that may distract your colleagues during class. Simply unmute when you want to offer a point of view or ask a question.
- Please also feel free to use the chat feature within the Zoom forum.
- Show respect for divergent points of view.
- Be responsible for readings and homework assignments when assigned and ready to answer questions.
- Always address all members of the class with courtesy and respect.
- Be mindful of what should be dealt with in class and what should be dealt with outside of class, in an appointment.
- Email messages and deliverables should be professional in tone and use correct grammar, punctuation, and spelling.
- ***All emails should be sent to the professor no later than 7:00 p.m. (CST) or else you will need to assume it will not be seen and answered until the following day.***

TALENT MANAGEMENT COURSE SUMMARY:

Date	Details	Timing
Monday, January 25, 2021	Class #1: Talent Management: An Overview:	11:00 p.m. – 1:50 p.m.
	Introductions and Team Selection. Class participants must be prepared to give a 3-minute introduction of themselves and the three unique strengths they bring to the group. Team leaders will be selected today.	
	*Team leaders will need to meet the following day via Zoom Conferencing on January 26 from 7:30 p.m. – 8:30 p.m.	
	<hr/> <i>Homework for February 1</i> <ol style="list-style-type: none"> a. Read Chapter 3, pages 34-44 of the Talent Management Handbook b. Please complete the Forté online assessment and bring your individual report to the next class. We will use this information as the basis for discussion with your new team during the class on February 1st. 	
Monday, February 1, 2021	Class #2: Building High Performance Teams: New Team Start Up Experience	11:00 a.m. – 1:50 p.m.
	<hr/> <i>Homework for February 8 class:</i> <ol style="list-style-type: none"> a. Read Chapter 1 pages 1-11, Chapter 2 pages 22-33 and Chapter 5 pages 53-63 the Talent Management Handbook. b. Work with your team to brainstorm potential business leaders who are in a small or mid-size business – preferably in a senior leadership role. Identify who may be the best leader your team can interview and partner with to develop a set of leadership competencies critical for success of all their managers/leaders in the business. Secure their agreement to participate in a one hour virtual qualitative interview. 	

Date	Details	Timing
Monday, February 8, 2021	<p>Class #3: Developing Core Competencies Part 1 Learn the importance of organizational, functional and leadership competencies. Understand how to partner with senior leaders to build these competencies and tie to the most fundamental HR programs and processes to drive the desired culture.</p> <hr/> <p><i>Homework for February 15</i></p> <ol style="list-style-type: none"> As a team, conduct a virtual interview with the business leader you have chosen from a small to mid-size business. Partner with them to develop a set of leadership competencies critical for success of all their managers/leaders. Prepare team presentation/recommendations on the 5-8 core competencies and their definitions for a chosen business. Prepare a PowerPoint presentation that captures your team's recommendations and definitions of each competency. Present your team recommendations during class on 2/15/21. 	<p>11:00 a.m. – 1:50 p.m.</p> <p>PowerPoint presentation due by 5:00 p.m. on 2/12/21</p>
Monday, February 15, 2021	<p>Class #4: Developing Core Competencies Part 2 Team Project #1: Present your team's recommendations on the 5-8 core competencies or your chosen business. Present as if you are presenting to the client.</p> <hr/> <p><i>Homework for February 22nd</i> Complete the Harvard Implicit Bias Assessment https://www.google.com/search?client=firefox-b-1-d&q=harvard+implicit+bias+test for race, gender and one additional dimension of your choosing. Bring your report with you to the next class.</p>	<p>11:00 a.m. to 1:50 pm</p>
Monday, February 22, 2021	<p>Class #5: Valuing Diversity and Inclusion with Guest Speaker Aisha Ghori-Ozaki, Inclusive Diversity, Allstate Insurance</p> <hr/> <p><i>Homework for March 1</i> Prepare for Team Project #2 – Performance Management Debates</p> <ol style="list-style-type: none"> Your team will be assigned a topic and will be asked to prepare Your team's position for a team debate. Assigned teams prepare for Debate 1 and 2 on Monday, March 1, 2021 See Project Specifications for more detail. 	<p>11:00 a.m. to 1:50 pm</p>

Date	Details	Timing
Monday, March 1, 2021	d. Read Chapter 8, pages 104-118 of the Talent Management Handbook.	
	<p>Class #6: Performance Management Part 1 with Guest Speaker Panel Team Project #2: Each team will participate in an invigorating debate on performance management issues facing Corporate America leaders today. Develop your point of view and be able to support it with compelling arguments and evidence. Feedback will be given by a panel of external judges. Team Debate #1 Team Debate #2</p>	11:00 a.m. to 1:50 pm
	<hr/> <p><i>Homework for March 8</i> a. Assigned teams prepare for Debate #3 on March 8</p> <hr/>	
Monday, March 8, 2021	<p>Class #7: Performance Management Part 2 with Guest Speaker Team Project #2 Continued: The last two teams will debate on Relevant Performance management issues being discussed in board rooms today. Feedback will be given by a panel of external judges. Panel Team Debate #3</p>	11:00 a.m. to 1:50 pm
	<hr/> <p><i>Homework for March 15</i> None</p>	
Monday, March 15, 2021	<p>Class #8: Big Data, Predictive Analytics and Talent Management Learn how HR must use data analytics to analyze business impact and predictive analytics to forecast future talent requirements. Three guest speakers from Takeda Pharmaceuticals, Allstate, and McDonalds will share what their progressive organizations are doing to earn their seat at the strategic table.</p>	11:00 a.m. – 1:50 p.m.
	<hr/> <p>Homework for March 22 Prepare for Partner Project #1:</p> <ol style="list-style-type: none"> Select a partner you will work with for two different assignments. Provide your partner with a list of 7 names of people to be interviewed to obtain 360-degree feedback. (3 Peers, 1 Boss and 3 Superiors) Obtain the 7 names of people to be interviewed on behalf of your partner. Schedule a telephone interview with each of the 7 people identified by your partner. 	

Date	Details	Timing
Monday, March 22, 2021	<p>e. Read chapter 9, pages 119 – 128 of the Talent Management Handbook.</p> <p>Class #8: Assessing Talent Part 1 360 Degree Feedback and Strengths Finder 2.0 Learn the value of using different types of assessments in both the selection and development process. Experience the value of a good assessment as you gain greater self-awareness and evaluate your own strengths and development needs. Learn how to conduct an effective 360-degree feedback process and deliver feedback in a meaningful way that can be accepted by the recipient.</p>	11:00 a.m. to 1:50 pm
	<p><i>Homework for March 29</i> Prepare for Partner Project #1</p> <ol style="list-style-type: none"> Finalize the 360 Degree Feedback Summary Report for your partner by March 29. Prepare to debrief the report with your partner on March 29 360 Feedback Summary Report due to Prof. Ramsey by 5:00 p.m. on 3/27/21 	
Monday, March 29, 2021	<p>Class #9: Assessing Talent Part 2 Delivering 360 Degree Feedback & Coaching Partner Project #1</p>	11:00 a.m. – 1:50 p.m.
	<p><i>Homework for April 5:</i></p> <ol style="list-style-type: none"> Read Chapter 27, pages 293-306 of the Talent Management Handbook. 	
Monday, April 5, 2021	<p>Class #10: Best Practices in Developing People Gain a deep understanding of what organizations can do and are doing to develop talent. Be able to identify the development Programs that make a meaningful difference in driving skill development. Examine current research that pinpoints the differences in how high potentials and high performers develop themselves for positions of greater responsibility</p>	11:00 a.m. – 1:50 p.m.
	<p><i>Homework for April 12</i></p> <ol style="list-style-type: none"> Prepare a first draft of your own Individual Development Plan (IDP) and send to Professor Ramsey and your partner by 4/8. 	

Date	Details	Timing
Monday, April 12, 2021	<ul style="list-style-type: none"> b. Prepare recommendations for your partner’s development by 4/12. 	11:00 a.m. – 1:50 p.m.
	<p>Class #11: Development Planning Partner Project #2: Conducting a Development Plan Discussion Learn the art of coaching others in the preparation of a robust and Well-crafted development plan. Gain practical experience in conducting a development plan discussion.</p>	
	<hr/> <p><i>Homework for April 19</i></p> <ul style="list-style-type: none"> a. Finalize your own Development Plan b. <i>Read Chapters 10-13, pages 129-160 in The Talent Management Handbook.</i> 	Submit your final Development Plan to Prof. Ramsey by 4/15 by 5:00 p.m.
Monday, April 19, 2021	<p>Class #12: Succession Planning</p> <p>Learn the mechanics behind building and utilizing a nine-box Succession planning model to guide your organization in identifying high potentials and deliberately developing them to successfully prepare them for positions of greater responsibility.</p>	11:00 p.m. to 1:50 p.m.
	<hr/> <p><i>Homework for April 26</i> None</p>	
Monday, April 26, 2021	<p>Class #13: Driving Employee Engagement and Retention – Final Team Project</p> <p>Examine current research and learn the factors that contribute to higher levels of employee satisfaction. Pinpoint various strategic initiatives that corporations can employ to drive a positive culture where employees want to give their best.</p>	11:00 a.m. – 1:50 p.m.
	<hr/> <p><i>Homework: Final Team Project Presentations</i></p> <ul style="list-style-type: none"> a. Work with your team to analyze the data from an Employee Engagement Survey Case Study and identify core themes surfaced. b. Identify a set of concrete recommendations your team will recommend to this client. 	

Date	Details	Timing
	c. Prepare a final Powerpoint presentation that will be delivered to the class on Monday, May 3 rd	
Monday, May 3, 2021	Class #14: Driving Employee Engagement and Retention Final Team Presentation in Lieu of a Final Exam	11:00 a.m. – 1:50 p.m.