

# SYLLABUS – TALENT MANAGEMENT (LER 590)

Instructor: Prof. Kim Ramsey

Email: [kim.ramsey@theexecutiveedge.net](mailto:kim.ramsey@theexecutiveedge.net) or [kjanisch@illinois.edu](mailto:kjanisch@illinois.edu)

Office Hours: LER 115

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 and spring break)

Where: Armory 331

## COURSE GOALS

This course will introduce you to the building blocks organizations use to manage the performance of individuals, teams and total organizations. You'll 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:

- Identify various methodologies organizations can use to accelerate and improve individual, team and organizational performance.
- Develop and promote leadership competencies that will frame the behaviors expected for organizational success.
- Pinpoint the components of the performance management system to maximize people's potential and performance.
- Understand how to assess the organization's bench strength and how you can design and facilitate the succession planning process.
- Learn when it is appropriate to use assessment tools to enhance self-awareness and team performance.
- Orchestrate a 360-degree feedback process and deliver positive and constructive feedback to ultimately improve individual and team performance.



## LEARNING OUTCOMES (Continued)

- Understand how to build a robust development plan that will accelerate professional development.
- Identify a variety of best practice methodologies to develop professionals. Learn the development methodologies that deliver a return on investment and the ones that do not.
- Acquire techniques for building trust as the foundation of any team.
- Develop and facilitate team building activities that promote trust, collaboration, communication and conflict resolution.
- Learn how organizations are using employee engagement surveys to understand the drivers of their employees' satisfiers and dissatisfiers.
- Identify concrete strategies for improving employee engagement at the team and enterprise level.
- 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. This book can be purchased via Amazon.com
2. You will participate in an Interpersonal and Communication Styles assessment. It is an online tool which is normally \$50 pp. We have negotiated a rate of \$25 for our class. Please call The Forte Institute at 910-452-5152 to pay with a credit card. Please indicate that you are a student of Professor Kim Ramsey to obtain the student discount.
3. 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 subscription fee, and join the class.

## 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.

### ***II. (3) Partner Assignments: 300 pts. (15%)***

There will be 3 partner assignments throughout the semester, each worth 100 points. Grading will be driven by:

- a. Preparation/design of the deliverables (35 pts)
- b. Facilitation of the experience (35 pts)
- c. Feedback from fellow team member/individual score. (30 pts)

### ***III. (3) Team Projects: 750 pts. (37.5%)***

There will be three team projects. Each will count for 250 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 (50 pts)
- b. Completion of the Project Specifications/Team Score (50 pts)
- c. Presentation of the Recommendations/Individual Score (50 pts.)
- d. Feedback from fellow team members/individual score (100 pts.)

### ***IV. Mid-Term: 300 pts. (15%)***

The mid-term will cover both the readings from the text reading and lectures.

- 95%-100% A+
- 93%-94.95% A
- 90%-92.95% A=
- 85% - 89.95% B+
- 83% - 84.95 B
- 80% - 82.95% B-
- 75% - 79.95% C+
- 73% - 74.95% C
- 70% - 72.95% C-
- 65% - 69.95% D+
- 63% - 64.95% D
- 60% - 62.95% D-

**V. (1) Final Team Project in Lieu of Final Exam: 450 pts. (22.5%)**

There will be a final team project. This will account for 22.5% 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 (125 pts)
- b. Completion of the project specifications/Team Score (100 pts)
- c. Presentation of the recommendations/Individual Score (125 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

## **COURSE POLICIES**

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

- You must be present in class to deliver your many presentations this semester.
- You will serve as an audience member and give feedback to your colleagues.
- You will need to be present in class to learn course material, to participate in exercises, and to learn what is expected of you for each project.
- 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 class early each day to avoid a late penalty. 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, you should see 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 or injury that would prevent you from speaking on that day. Late assignments will result in a 30%point deduction and must be submitted within 24 hours of the assignment due date. 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 good 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 when entering the classroom.
- Do not enter or leave the room when a presentation is in progress.
- Remain quiet – and attentive – when another person is talking.
- Do not text, sleep, and/or work on other courses while in my class (YOU WILL BE REMOVED FROM CLASS IMMEDIATELY FOR SUCH BEHAVIORS)
- Show respect for divergent points of view.
- Be responsible for readings and homework assignments when assigned and ready to answer questions.
- Do not pack up until class is dismissed by the instructor.
- 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 (all paperwork and assignments submitted on Compass) should be professional in tone and use correct grammar, punctuation and spelling.
- All emails should be sent no later than 6:00 p.m. or else you will need to assume it will not be seen until the following day.

# COURSE SUMMARY:

Date	Details	Timing
Monday, January 14, 2019	<p><b>Class #1: Talent Management: An Overview</b></p>	11:00 a.m. – 1:50 p.m.
	<p><b>Introductions and Team Selection. Class participants must be prepared to give a 3-minute introduction of themselves and the 3 unique strengths they bring to the group. Team leaders will be selected today.</b></p> <p>Team Leaders will need to meet the following day via Zoom Conferencing. January 15 from 7:00 p.m. – 8:00 p.m.</p> <p>Homework: Your team must prepare a team building exercise and come prepared to facilitate the team building on January 28 with the entire class. Areas of focus are:            a) Building trust or b) Improving collaboration or c) enhancing communication or d) goal setting.</p>	<p>First team meeting between January 14-January 28</p>
Monday, January 28, 2019	<p><b>Class #2: Building High Performance Teams</b>  <b>Team Project #1: Prepare a Team Building Guide and Facilitate a Team Building Activity</b></p> <p>Homework: Read Chapter 2 pages 22-33 and Chapter 5 pages 53-63 the Talent Management Handbook.</p>	11:00 a.m. – 1:50 p.m.
Monday, February 4, 2019	<p><b>Class #3: Developing Core Competencies Part 1</b></p>	11:00 a.m. – 1:50 p.m.
	<p>Homework for February 11: Prepare team presentation/recommendations on the 5-8 core competencies and their definitions for a chosen business. Prepare a PowerPoint presentation that captures your recommendations and definitions.</p>	Due by noon on 2/8/19

Monday, February 11, 2019	<p><b>Class #4: Developing Core Competencies Part 2</b>  <b>Team Project #2: Present your team's recommendations on the 5-8 core competencies of your chosen business</b></p>	11:00 a.m.– 1:50 .pm
	<p>Homework for February 18: Prepare your team's position for debate on performance ratings or no ratings</p> <p>Reading for February 18: Read Chapter 8 pages 104-118 of the Talent Management Handbook.</p>	
Monday, February 18, 2019	<p><b>Class #5: Performance Management Systems</b>  <b>Team Debate on Performance Ratings vs. No Ratings</b></p>	11:00 a.m. to 1:50 pm
	<p>Reading for February 25: Read pages 129-198 of the Talent Management Handbook.</p>	
Monday, February 25, 2019	<p><b>Class #6: Succession Planning/Talent Management Review</b></p>	11:00 a.m. to 1:50 pm
	<p>Reading for March 4. Read pages 271-290 of the Talent Management Handbook</p>	
Monday, March 4 2019	<p><b>Class #7: Diversity and Inclusion</b></p>	11:00 a.m. to 1:50 pm
	<p>Homework for March 11: Complete Forté Assessment Via link sent to you from The Forte Institute</p> <p>Reading for March 11: Read pages 119-129 of the Talent Management Handbook</p>	Due by 12:00 p.m. on 3/8/19
Monday, March 11, 2019	<p><b>Class #8: Assessing Talent Part 1</b>  <b>Partner Assignment #1</b></p>	11:00 a.m. to 1:50 pm
	<p>Homework: Complete (5) 360 qualitative telephone interviews and prepare summary report.</p>	360 Feedback Summary Report due by 12:00 p.m. on 3/23/19



Monday, March 25, 2019	<b>Class #9: Mid-Term Exam</b>	11:00 am to 1:50 p.m.
	Homework for April 1: Come prepared to debrief the 360-degree feedback report with your partner.	
Monday, April 1, 2019	<b>Class #10: Assessing Talent Part 2 Partner Assignment #2: Deliver 360 Degree Feedback</b>	11:00 a.m. to 1:50 p.m.
	Homework for April 8: Prepare a first draft of your Individual Development Plan (IDP)	Submit draft of your own development plan by 4/5/18 noon
Monday, April 8, 2019	<b>Class #11: Delivering Performance Coaching</b>	11:00 a.m. to 1:50 pm
	Reading for April 15: Read pages 291-307 in the Talent Management Handbook	
Monday, April 15, 2019	<b>Class #12: Best Practices in Leadership Development</b>	11:00 a.m. to 1:50 pm
	Homework for April 22: Work with your partner to prepare recommendations for your partner's development plan.	First draft of your development recommendations for your partner's development plan due 4/19/19 at noon
Monday, April 22, 2019	<b>Class #13: Developing Talent Partner Assignment 3: Development Planning Discussion</b>	11:00 a.m. to 1:50 p.m.
	Homework: Finalize Your Development Plan	Due by 4/26/19

**Class #14: Driving Employee Engagement and Retention Part 1**

11:00 a.m. to 1:50 pm

Monday, April 29, 2019

Homework: Prepare your Final Team Project. Design a Team PowerPoint presentation outlining your team's recommendations and Implementation plan for Improving employee engagement during class on 5/13/19

PowerPoint presentations due by noon on 5/3/19

**Class #15: Driving Employee Engagement and Retention Part 2**

11:00 a.m. to 3:50 p.m.

Monday, May 6, 2018

Final Team Project: Teams present their recommendations and implementation plan for improving employee engagement based on survey results. Each team is expected to present to the rest of the class.