



**HRD 6388 – Talent Management and Development  
Fall 2024**

**Instructor:** Amy W. Baskin, Ph.D.  
**Email:** [abaskin@uttyler.edu](mailto:abaskin@uttyler.edu) or [amybaskin61@gmail.com](mailto:amybaskin61@gmail.com)  
**Mobile:** 903-330-5836  
**Time:** Saturday 1:00pm – 5:00pm  
**Location:** SCOB 214  
**Office Hours:** Appointment by request

**Course Description**

This course is an advanced doctoral seminar that introduces the foundations of talent management and development research. Emphasis is placed on research perspectives, methodology, and theoretical frameworks employed by HRD scholars on career development and firm performance through the discipline of talent management and development. Students will be exposed to research philosophies, theories, techniques, and applications through readings, reviews, in-class discussions, writing exercises, and other scholarly works.

**Supplementary Resources\***

**\*All required readings will be provided on Canvas**

- American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN-13: 978-1433832178 or ISBN-10: 1433832178
- Cascio, W. F. (2022). Managing Human Resources (12th ed.). McGraw-Hill Education. ISBN-10: 1264206453

**Learning Objectives**

At the conclusion of the course, students will have:

- Developed an understanding of talent management and development research.
- Developed a comprehensive talent development strategy that aligns with other HRD areas, such as training development and career development.
- Developed an understanding of the relationship between talent management and development and implications for HRD research.
- Gained a better understanding of methods to conceptualize emerging research on talent management and development.
- Increased overall research competency for potential scholarship opportunities in talent management and development.

## Course Structure

HRD 6388 Fall 2024 has 5 (five) class meetings. The classroom location is SCOB 214

Module	Class Date
#1	September 7, 2024
#2	September 28, 2024
#3	October 19, 2024
#4	November 9, 2024
#5	December 7, 2024

## Course Conditions and Constraints

As a Ph.D. student, you must be able to demonstrate the following conditions and constraints to be successful in this course.

- Use scholarly (academic) voice to express your research and define the intellectual boundaries of your work;
- Demonstrate a clear focus in your work on the research phenomenon under investigation—be prepared to articulate your work at any time;
- Write clearly and concisely using APA 7th formatting guidelines;
- Retrieve articles using the various research repositories including the UT Tyler online library system, ProQuest, Google Scholar, etc.;
- Cite sources, giving credit to where you obtain information—ALWAYS!
- Engage in academic discourse with others to understand their perspective and demonstrate scholarly professionalism when communicating;
- Make the commitment to spend the hours needed to successfully leave this course competent in the outlined learning objective.

## Course Requirements

This course focuses on both theoretical foundation and research implications of talent management and development. As this is a doctoral seminar, the level of quality must be consistent with Ph.D. scholarly expectations.

Students will be evaluated based on the quantity, quality and timeliness of the following efforts:

- Attendance and active participation in classes, including all online and classroom discussions and activities;
- Writing assignments;
- Clear and professional class presentations.

Letter grades will be assigned based on the scale provided. Grades will not be rounded beyond that stated below. Students are responsible for verifying that all electronic submissions are correctly uploaded. All scores will be based on what is submitted by the deadline.

## Grading Scale

Students will be evaluated based on the grading scale below.

A	90% - 100%
B	80% - 89.9%
C	70% - 79.9%
D	60% - 69.9%
F	≤ 59.9%

Note: Final grades will not be rounded or adjusted based on proximity to these cut-points.

## Course Deliverable Assignments

### 1. Case Study with Planning (30%)

*Due by 1:00pm October 19, 2024. (submitted to Canvas before class)*

- This is an individual written assignment that will require students to analyze a real-world case related to talent development and develop a strategic plan based on their findings. The goal is to identify best practices and apply them to their own organizational context, with careful consideration of the case's success factors, risks, and potential challenges. This assignment encourages critical thinking and practical application of course theories and models.

#### Instruction

- 1) Topic Selection:** Students will choose one module from the course and narrow it down to a specific topic within that module (e.g., Engagement from Module 3, High Performer Retention from Module 4). They may select the same topic for the Critical Review assignment if it aligns with their interests.
- 2) Case Analysis:** Students will identify and analyze a real-world case relevant to the chosen topic. This could be an organizational case study from academic literature, a documented business scenario, or an example from their own professional experience.  
In their analysis, students should consider the following aspects:
  - Contexts: What are the organizational, cultural, or industry-specific contexts of the case?
  - Practices: What practices were employed in the case? How do they align with talent management and development theories?
  - Success Factors: What made the case successful? Identify the key elements that contributed to the desired outcomes.
  - Risks: What risks were present, and how were they managed or mitigated?
- 3) Planning:** Students will design a plan to implement the best practices from their chosen case in their own organization or a hypothetical organization. The plan should address:
  - Objectives: Define clear goals and objectives for the implementation.
  - Strategies: Outline specific strategies for applying the practices.
  - Metrics: Identify key metrics to assess the success of the implementation.
  - Challenges: Consider any potential challenges or barriers and how to address them.

**Submission Requirements:** Students will provide a concise summary of the case and its key elements in a maximum of 5 pages, written in an executive summary style, maintaining APA 7 formatting.

## 2. Team Key Theory Mini-Lecture (30%)

*Due by 1:00pm on the class day your team is assigned to present. (Presentation submitted to Canvas before class by ONE team member).*

- This is a group assignment. In teams of 3, students will deliver a mini lecture on their assigned key theory. The goal of the mini lecture is to lead an engaging and informative 30 minute presentation that highlights the central concepts, debates, and recent developments related to your chosen theory. Each team will be responsible for their chosen core topic covered in the course modules and presenting them to the class. You should integrate theoretical perspectives, practical applications, and any emerging trends. Presentations will be during class on class meeting days 2, 3 & 4 as designated below.

### Instruction

- Team formation and topic selection (5 groups)
  - Each team will have 3 students and will cover one of the possible theories below. Teams will be chosen during the first class meeting.
  - Select a core theory or model from the chart below. Make sure to incorporate at least 5 scholarly articles that support and elaborate on the theory.
  - Articles can include those from the suggested reading list for each module, but students are encouraged to find additional literature to deepen their analysis. You may include *one* trade article.
  - Team formation template:

	Theory Group (1)	Theory Group (2)
<b>Module 2</b>	Senge's Learning Organization Theory	
<b>Module 3</b>	Self-Determination Theory	The Job Demands-Resources Model
<b>Module 4</b>	Social Exchange Theory	Job Embeddedness Theory

- Presentation Structure
  - Introduction: Briefly introduce the topic, its importance, and relevance to talent development and management.
  - Key Theoretical Concepts: Explain the main theories or models, focusing on their key principles, contributions, and criticisms.
  - Scholarly Evidence: Present findings from at least 5 scholarly articles that support your topic in HRD and related areas. Summarize the key findings and discuss their implications for HRD.
  - Practical Applications: Provide examples of how the theory or model has been applied in real-world talent management or development practices.
  - Conclusion: Summarize the key takeaways from your presentation and offer questions for class discussion.

### Submission Requirements and Grade Composition:

- Presentation (20%)
- PowerPoint Slides (10%): Submit your presentation slides in advance on Canvas.

## 3. Final Project - Critical Review of Academic Articles in Talent Management and Development (40%)

*Paper is due by 11:59pm December 10, 2024 (submitted to Canvas)*

*Presentation is due December 7, 2024, (in class)*

- This is a semester long individual assignment that will require students to conduct an in-depth critical review of academic literature on a specific topic within the field of talent management and development. The purpose is to synthesize the main themes from scholarly articles and identify both current knowledge and potential research questions in the chosen area. This assignment will enhance students' understanding of the theories and practices that underpin talent management and development.

### **Instruction**

- 1) **Topic Selection:** Students will choose one module from the course and narrow it down to a specific topic within that module (e.g., Engagement from Module 3, High Performer Retention from Module 4).
- 2) **Literature Review:**
  - Students will identify at least 10 scholarly articles discussing the selected topic. Articles can include those from the suggested reading list for each module, but students are encouraged to find additional literature to deepen their analysis.
  - The review should synthesize the key themes, debates, and perspectives presented in the articles. Students should critically analyze how these articles contribute to the understanding of talent management and development and highlight any gaps or potential research questions.
- 3) **Discussion:** Based on the critical review, students should discuss what is currently known about the selected topic and identify areas for future research. The discussion should address the implications for HRD research and practice.

### **Submission Requirements:**

- **Written paper:** 7-10 pages (APA 7 style, double-spaced, 12-point Times New Roman, 1-inch margins) including references. **(30%)**
- **Summary poster presentation** (poster session in the final module). **(10%)**

### **Final Grade Composition:**

1. Final Project Critical Review (40%)	
• Written Paper	30%
• Summary Poster Presentation	10%
2. Case Study	30%
3. Team Mini-Lecture	30%
<b>Course Total</b>	<b>100%</b>

**Module Outline:**

<b>Module</b>	<b>Key Questions and Main Contents</b> <i>*The reading list for each module will be posted in Canvas.</i>
M1: Foundations and Theories of Talent Development	<p>1) <i>Why do organizations invest in talent development?</i> 2) <i>How does talent development contribute to organizations?</i></p> <ul style="list-style-type: none"> <li>- Basic theories related to Talent Development. <ul style="list-style-type: none"> <li>Resource-Based View <ul style="list-style-type: none"> <li>○ Human Capital Theory</li> </ul> </li> </ul> </li> <li>- Fundamental concepts of talent management and development.</li> <li>- The strategic importance of talent development in organizations. <ul style="list-style-type: none"> <li>○ Linking Talent Development with Organizational Strategy</li> <li>○ Strategic Talent Planning</li> </ul> </li> </ul>
M2: Training and Development and Workplace Learning	<p>1) <i>How can talent be effectively developed in the workplace?</i> 2) <i>How can we cultivate a culture of continuous learning and development in the workplace?</i></p> <ul style="list-style-type: none"> <li>- Basic theories and models in training and development (T&amp;D) and workplace learning <ul style="list-style-type: none"> <li>○ Adult Learning Theory (Andragogy)</li> <li>○ Senge’s Learning Organization Theory</li> <li>○ ADDIE</li> <li>○ Kirkpatrick Model and ROI Model</li> </ul> </li> <li>- Designing training and development programs and evaluating them.</li> <li>- Learning in the workplace – types of learning in the workplace</li> <li>- Creating a culture of continuous learning and development</li> </ul>
M3: Career Development (in the workplace) and Engagement	<p>1) <i>How can talent develop their careers in alignment with organizational goals?</i> 2) <i>How can we effectively engage talent in their work?</i></p> <ul style="list-style-type: none"> <li>- Basic theories and models related to career development and engagement <ul style="list-style-type: none"> <li>○ Super’s Life-Span, Life-Space Theory</li> <li>○ Person-Environment Fit Theory</li> <li>○ Self-Determination Theory</li> <li>○ The Job Demands-Resources Model</li> </ul> </li> <li>- Key ideas about career development and succession planning in the context of talent development</li> <li>- The methods and tools for developing talent within the organization.</li> <li>- Employee engagement strategies and their impact on development.</li> </ul>

<p>M4: Talent Assessment and Retention</p>	<p>1) <i>How can we assess talent and identify key players in the workplace?</i>  2) <i>How can we retain talent in the workplace?</i></p> <ul style="list-style-type: none"> <li>- Basic theories and models related to talent assessment and retention <ul style="list-style-type: none"> <li>o Human Performance Technology</li> <li>o Social Exchange Theory</li> <li>o Goal-setting theory</li> <li>o Job Embeddedness Theory</li> </ul> </li> <li>- The role of performance management in talent development.</li> <li>- Effective techniques for managing and evaluating employee performance. <ul style="list-style-type: none"> <li>o Key talent metrics and KPIs</li> </ul> </li> <li>- Strategies for retaining top talent within the organization.</li> <li>- Talent retention strategies and practices, and the role of leadership in performance management and retention.</li> </ul>
<p>M5: Future Trends and Innovations in TD  + Poster Presentation</p>	<p>1) <i>What are the key trends in talent development?</i>  2) <i>How can we prepare for the future trends and the future workforce?</i></p> <ul style="list-style-type: none"> <li>- Emerging trends and innovations in talent development.</li> <li>- The impact of technology (e.g., AI) on talent development.</li> <li>- The role of data analytics in talent decision-making.</li> <li>- Adapting talent development strategies to future organizational needs.</li> <li>- The Prediction of Future workforce.</li> </ul>

**Disclaimer:** The module outline is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

**Course Policies:**

**Late Work**

No credit will be given for late assignments unless the learner’s provider and/or UT Tyler’s system prevents the student from submitting a discussion post, assignment, quiz, or exam. The student is responsible for contacting the instructor, providing evidence of the outage and submitting any missed work within 24 hours of resolution of any system outage.

**Academic Dishonesty Statement**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of

academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by Plagiarism detection software. Violations of academic integrity will be reported and processed according the guidelines established by the University.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work



offered for credit.

- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **College of Business Statement of Ethics:**

The ethical problems facing local, national, and global business communities are an ever-increasing challenge. It is essential the Soules College of Business helps students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age, or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

### **University Policies and Information**

For University policies and information, please see the UT Tyler Syllabus Module in Canvas.