



DOANE  
UNIVERSITY

**BUS 626-ONL: Developing Talent (3 credit hours)**

Syllabus for 17WIN2

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This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and weekly topics, outcomes, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and ask questions if you would like anything clarified. Please print a copy of this syllabus for reference.

**Course Description:**

To acquire, develop and maintain an organization's human capital, effective outcomes-driven training and development must be a major activity of the organization. The goal of the course is for students to develop an understanding of the skills, abilities, and practical elements of employee development and performance improvement in organizations. Students will learn (1) theories of adult learning; (2) how to identify learning needs through assessments; (3) how to analyze jobs and tasks to determine training and development goals; (4) how to design effective training and development programs using different techniques or methods; (5) how to implement a variety of different training and development activities, and (6) how to evaluate the effectiveness and efficiency of training and development programs. Prerequisite(s): BUS 602

**Course Objectives:**

Learners who successfully complete this course will be able to:

- Determine talent management strategies to support an organization's objectives and goals
- Identify how to build a talent pipeline to meet an organization's human capital needs
- Define critical elements of a successful performance management system
- Develop and integrate a talent management system into organizations
- Create a personal development plan and engage in pursuits to accomplish professional goals
- Understand the critical issues facing organizations in creating a diverse talent pool.

**Required Resources:**

Berger, L.A., & Berger, D.R. (Eds.) (2010). *The talent management handbook: Creating a sustainable competitive advantage by selecting, developing, and promoting the best people*. New York: McGraw-Hill.

**Recommended Resources:**

Colvin, G. (2010). *Talent is overrated*. Portfolio Publishing.

Drotter, S. (2011). *The performance pipeline: Getting the right performance at every level of leadership*. Jossey-Bass.

Dan Pink Video on motivation <https://www.youtube.com/watch?v=rrkrvAUbU9Y>

The following articles are assigned for the course:

- Herzberg, F. (1987). One more time: How do you motivate employees? *Harvard Business Review*, 81(1), 87-96.
- Fernandez-Araoz, C. (2005). Getting the right people at the top. *MIT Sloan Management Review*, 46(4), 67-72.
- McCord, P. (2014). How Netflix reinvented HR. *Harvard Business Review*. 92(1/2), 70-76.

- Peck, D. (2013). They're watching you at work. *The Atlantic Monthly* 312(5).
- Lawler, E.E. (2005). From human resource management to organizational effectiveness. *Human Resource Management*, 44(2), 165-169.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Hacker, D., & Sommers, N. I. (2011). *A writer's reference* (7th ed.). Boston, MA: Bedford/St. Martins. Student membership to Society for Human Resources Management (shrm.org)

All postings must follow APA. Online resources may be used. (<https://owl.english.purdue.edu/owl/section/2/10/>)

Other course material may include articles, documentaries, movies, audio clips, etc., which will be available in Blackboard.

**Grading and Evaluation.** Your grades will reflect the way in which you present and support your topics and positions in the various learning activities used in this course. The grades will be based on the quality and quantity of your comments and responses in the various activities. Be sure to review the discussion and assignment rubrics in the course for specific grading criteria. The various graded activities are weighted as follows:

<i>Course Element</i>	<i>% of Final Grade</i>
Readings summaries	15%
Weekly journals/learning logs	10%
Discussion Forum	15%
Case studies (team)	30%
<u>Succession Planning Process Assignment</u>	<u>30%</u>
Total	100%

Students will be expected to meet all the deadlines of the class as indicated throughout the course and in the syllabus. This is primarily so we don't get behind in the course. In addition, discussions cannot overlap from one week to the next. This is to ensure that all discussions and submissions take place within the week they are scheduled in order to be of value to the entire class as well as to help you not get behind. If there are extenuating circumstances, you will need to communicate that to the instructor and make arrangements accordingly, if appropriate.

**Late Assignments:** Typically, late assignments will receive feedback and grades of zero. Extraordinary exceptions will be determined by the instructor on a case-by-case basis. Technology problems and scheduling issues (e.g., busy lives, etc.) are not considered extraordinary exceptions. There is no extra credit in this course.

### Course Grading Criteria

<i>Letter Grade</i>	<i>Grade %</i>	<i>Description</i>
A	94 – 100%	Very Good to Excellent. Comprehensive knowledge and understanding of the subject matter.
A-	90 – 93.9%	
B+	87 – 89.9%	Good. Moderately broad knowledge and understanding of the subject matter.
B	83 – 86.9%	Satisfactory. Reasonable knowledge and understanding of the subject matter.
B-	80 – 82.9%	
C+	77 – 79.9%	Marginal. Minimum knowledge and understanding of subject matter.
C	73 – 76.9%	
C-	70 – 72.9%	
F	Below 70%	Failing. Unacceptable level of knowledge and understanding of subject matter.

**Success Guidelines**

These guidelines are provided to help you succeed in your coursework at Doane:

- Participate in the class introduction activity on the first day of class.
- Submit ALL assignments by the posted due dates and times.
- Check email daily.
- Put your first and last name and your course number (i.e., Casey Student, BUS 626), on each of the emails you send to your instructor.
- Participate fully in all on-line discussions.
- Contact the Help Desk for resolutions to your technology problems.
- Contact your instructor if you have questions about an assignment or need additional help completing your work successfully.
- Academic dishonesty is grounds for dismissal from the program.

**Academic Integrity:** Representing someone else's ideas or words as your own is academic dishonesty. Remember:

- their idea, their words – in-text citation should include author(s), year, and page number.
- their idea, your words – in-text citation should include author(s) and year.
- your idea, your words – no citation required.

Academic dishonesty has serious consequences. If you are found guilty of it, your academic career could be affected. The severity of the consequences is not worth taking the risk. I will never knowingly allow any student to plagiarize or cheat.

**Special Needs:** If you have a special problem or need special help, please notify me within the first week of the term so proper steps may be taken to aid you. In coordination with Doane Student Services, reasonable accommodations will be provided for qualified students with disabilities.

## Course Schedule

Week	WEEKLY TOPIC	PRIMARY LEARNING OBJECTIVE	ASSIGNMENTS (due as indicated on Blackboard)	INSTRUCTIONAL MATERIALS
1	Intro to Talent Management	-Identify how to build a talent pipeline to meet an organization's human capital needs	<ul style="list-style-type: none"> <li>Reflection Journal</li> <li>Discussion Forum</li> </ul>	Read (in library databases or online)  <i>Herzberg, F. (1987). One more time: How do you motivate employees? Harvard Business Review, 81(1), 87-96.</i>
2	Creating Programs	-Develop and integrate a talent management system into organizations -Define critical elements of a successful performance management system -Develop and integrate a talent management system into organizations	<ul style="list-style-type: none"> <li>Readings summary</li> <li>Discussion Forum</li> </ul>	Read Berger Part I: <ul style="list-style-type: none"> <li>1, 2, 4, 5, 6, 11</li> </ul>
3	Formulating Development	-Determine talent management strategies to support an organization's objectives and goals	<ul style="list-style-type: none"> <li>Readings summary</li> <li>Team case study (discussion board)</li> </ul>	Read Berger Part II: <ul style="list-style-type: none"> <li>18, 19, 21, 24</li> </ul>
4	Compensation and Talent	-Determine talent management strategies to support an organization's objectives and goals	<ul style="list-style-type: none"> <li>Reflection Journal</li> <li>Readings summary</li> <li>Discussion Forum</li> </ul>	Read Berger Part III: <ul style="list-style-type: none"> <li>All</li> </ul>
5	Talent and Cultures of Excellence	-Understand the critical issues facing organizations in creating a diverse talent pool.	<ul style="list-style-type: none"> <li>Readings summary</li> <li>Team case study (discussion board)</li> </ul>	Read Berger Part IV: <ul style="list-style-type: none"> <li>Theme 2</li> </ul>
6	Analysis and Planning for Talent Management	-Identify how to build a talent pipeline to meet an organization's human capital needs -Define critical elements of a successful performance management system -Develop and integrate a talent management system into organizations	<ul style="list-style-type: none"> <li>Reflection Journal</li> <li>Readings summary</li> <li>Discussion Forum</li> </ul>	Read Berger Part V: <ul style="list-style-type: none"> <li>42, 44, 46,</li> </ul>
7	Innovative Thinking	-Identify how to build a talent pipeline to meet an organization's human capital needs	<ul style="list-style-type: none"> <li>Readings summary</li> <li>Team case study (discussion board)</li> </ul>	Read Berger Part VI: <ul style="list-style-type: none"> <li>All</li> </ul>
8	Course Synthesis	-Create a personal development plan and engage in pursuits to accomplish professional goals	<ul style="list-style-type: none"> <li>Reflection Journal</li> <li>Discussion Forum</li> <li>Succession Planning Project Due</li> </ul>	Read Berger: <ul style="list-style-type: none"> <li>Part I: 12</li> </ul>