



HRD 6388 Talent Management & Development Fall 2025

Department of Human Resource Development
Soules College of Business

Instructor (email):	Dr. Shinhee Jeong (sjeong@uttyler.edu), Associate Professor
Communication:	Email and/or by appointment via phone or Zoom
Class Dates/Time:	Friday 3-7 pm (Sep 5; Sep 26; Oct 17; Nov 7; Dec 5)
Class Location:	SOB 00212

COURSE DESCRIPTION

This course covers the foundations of research and applications of talent management and development. Emphasis is placed on the perspectives, methodology, and theoretical framework employed by HRD practitioners in developing HRD/M and career development strategies to improve firm performance.

COURSE OBJECTIVES/LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Analyze the theoretical foundations and evolving definitions of talent management and development, particularly through the lens of Human Resource Development (HRD).
2. Evaluate contemporary talent management strategies using academic literature and real-world organizational practices.
3. Apply HRD theories and frameworks to diagnose talent-related challenges and design evidence-based solutions that support organizational effectiveness and workforce development.
4. Synthesize current research through an integrative literature review to identify key themes, theoretical frameworks, gaps, and future research directions in the field of talent management.
5. Design a practical, strategic plan for addressing talent management issues in organizational settings through a collaborative case study project.
6. Critically reflect on insights from talent-related media (e.g., podcasts) and integrate them with scholarly literature to assess their implications for leadership and talent development practice.
7. Demonstrate scholarly communication skills through academic writing, peer discussion, and presentation, appropriate for doctoral-level professional and research settings.

TEXTBOOKS, MATERIALS, AND READINGS

Required:

BOOK 1.

Turner, Paul, and Danny Kalman. *Make Your People Before You Make Your Products : Using Talent Management to Achieve Competitive Advantage in Global Organizations*, John Wiley &

Sons, Incorporated, 2014. *ProQuest Ebook Central*,
<https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=1782542>.
<https://onlinelibrary.wiley.com/doi/book/10.1002/9781119208068>

BOOK 2.

Cascio, Wayne F. *Managing Human Resources : Productivity, Quality of Work Life, Profits*. 11th ed. NY: McGraw-Hill Higher Education, 2018. Print. eBooks on Demand.

Recommended:

Kimberly, McDonald, and Hite Linda. *Career Development: A Human Resource Development Perspective*. 1st ed. New York: Routledge, 2016. Print.

LEARNING OPPORTUNITIES

The following learning opportunities are designed to facilitate students' learning process..

Learning Opportunities	Total Points
<p>1. Scholarly Paper – Integrative Literature Review</p> <p>This assignment is designed to build your scholarly research and critical synthesis skills as a doctoral student. You will conduct an integrative literature review on a selected topic within the domain of talent management and development, with a focus on advancing Human Resource Development (HRD) theory and practice. You are expected to choose a focused and relevant topic situated within HRD and talent management.</p> <p>Write an integrative review paper (5,000-6,000 words in length) that synthesizes current knowledge on the selected topic. The paper should organize the literature thematically, highlight theoretical frameworks and empirical findings, identify gaps in the literature, and suggest directions for future research. You are encouraged to consult with the instructor before finalizing your topic.</p> <p>Your final paper must include:</p> <ol style="list-style-type: none"> 1. Cover Page: Working title, your name, course number 2. Introduction: Define the scope and relevance of the topic; State the purpose and guiding questions of the review 3. Methods: Describe how you selected and reviewed the literature (e.g., databases searched, inclusion/exclusion criteria, keywords, data analysis) 4. Findings: Organize the literature into coherent themes or categories; Discuss key findings across studies 5. Discussion: Critically evaluate what is known and unknown; Highlight contradictions, limitations, or biases in the current literature 6. Implications: Discuss theoretical implications for HRD as a field; Offer practical recommendations for HRD professionals or organizations 7. References: Include at least 20 peer-reviewed journal articles; Use APA 7 formatting <p>This assignment will be evaluated using the following criteria:</p> <ol style="list-style-type: none"> 1. Relevant and clarity of topic (5 pts): The paper presents a compelling rationale for the topic's importance and its connection/contribution to broader HRD research and practice 2. Depth and Quality of Literature Reviewed (10 pts): The review incorporates a sufficient number of peer-reviewed journal articles (minimum 20), primarily from high-quality academic sources; The 	<p>20</p>

<p>literature is critically engaged, not merely summarized.</p> <p>3. Academic Writing and structure (5 pts): Writing is clear, coherent, and free of grammar or formatting errors.</p>	
<p>2. Group Case Study – Talent Management in Practice</p> <p>- Part 1. Paper (15 pts): This assignment provides the opportunity to apply course concepts to real-world organizational contexts. Your group will investigate a current or recent talent management issue within an organization (either publicly available or through an interview with HR professionals). You will then design a comprehensive talent management plan addressing the issue.</p> <p>Your paper (6-8 pages) should be structured as follows:</p> <ol style="list-style-type: none"> 1. Background of the Issue: Brief description of the organization and the talent-related challenge. 2. Objectives: Clear and specific goals of your proposed solution. 3. Strategies: Practical approaches and HR/talent practices that address the challenge. 4. Metrics: Indicators you will use to measure the effectiveness of the implementation. 5. Challenges and Mitigation: Anticipated obstacles and contingency plans to address them. <p>The final paper will be evaluated using the following criteria.</p> <ul style="list-style-type: none"> - Depth of Research (6 pts): Quality and variety of sources used. - Analytical Rigor (6 pts): Clarity and depth of the leadership analysis. - Connection to Theory: Effectiveness in linking practical examples to theoretical concepts. - Quality of Writing (3 pts): Coherence, structure, and adherence to APA style. <p>- Part 2. Presentation (5 pts): Students are expected to deliver a 15-min presentation in class based on their paper. The use of PowerPoint Slides is highly recommended. Please make your presentation to be engaging for the audience.</p>	20
<p>3. Podcast Analysis – Listen and Reflect</p> <p>- Part 1. Paper (15 pts):</p> <p>For this reflective writing assignment, you will choose a podcast episode related to leadership, talent, or organizational behavior and critically engage with its content through academic lenses. This exercise helps connect informal learning media with formal scholarly inquiry.</p> <p>Choose one episode (30+ minutes) from a podcast such as:</p> <ul style="list-style-type: none"> • HBR Ideacast (https://hbr.org/2018/01/podcast-ideacast) • Talent Development Leader Podcast (https://www.td.org/talent-development-leader-podcast) • McKinsey Talks Talent (https://podcasts.apple.com/us/podcast/mckinsey-talks-talent/id1491112396) • The Talent Angle (https://www.gartner.com/en/podcasts/talent-angle) • Another podcast of your choice (subject to instructor approval) <p>The paper (5-6 pages) should be structured including the following sections:</p> <ol style="list-style-type: none"> 1. Introduction: Introduce the podcast episode and explain its relevance to leadership and talent management. 2. Summary of Podcast: Summarize key arguments, insights, and points discussed. 3. Critical Reflection: Offer your personal insights, critiques, agreements, 	20

<p>and disagreements.</p> <p>4. Literature Review: Compare and contrast podcast content with at least 3 scholarly sources.</p> <p>5. Conclusion: Synthesize insights and suggest implications for leadership practice.</p> <p>6. Discussion Questions: Prepare 2–3 thoughtful questions to initiate discussion in class.</p> <p>7. References</p> <p>This assignment will be evaluated using the following criteria:</p> <ul style="list-style-type: none"> - Relevance and Clarity (3 pts): Provides a clear, compelling introduction that articulates the podcast's relevance to talent development. - Depth of Analysis (5 pts): Thoroughly summarizes key points and arguments, capturing the essence of the podcast; Provides deep insights, clearly articulating agreements and disagreements with the podcast content. - Discussion and Critical Evaluation (5 pts): Discussion is insightful and integrates a wide range of relevant scholarly sources that support or challenge the podcast's ideas. - Writing quality (2 pts): Clarity, logical organization, adherence in APA style <p>- Part 2. Presentation (5 pts): Students are expected to deliver a presentation in class based on their paper and lead a class discussion (15-20 mins). The use of PowerPoint Slides is highly recommended. Lastly, make sure to <u>bring one or two discussion questions or relevant activities to engage the class.</u></p>	
<p>4. Student-leading Discussions</p> <p>This assignment is designed to deepen your understanding of talent management through collaborative learning, critical inquiry, and peer engagement. Each student group will lead a class discussion on a selected topic aligned with the weekly instructional theme. Each group (3–4 students) will select one topic from the list below and prepare a 30-minute class session, which includes:</p> <ul style="list-style-type: none"> - A 15–20 minute scholarly presentation that synthesizes relevant research and theory - A 10–15 minute facilitated discussion using prepared questions and/or interactive activities - An individually written <u>1-page reflection note</u>, submitted after your presentation <p>You may sign up for your preferred topic in Week 1.</p> <p>Week 1:</p> <ul style="list-style-type: none"> - How talent is defined across disciplines (HR, education, psychology, HRD) - Talent management vs. human capital development vs. career development - Historical evolution of talent management in HRD literature - Globalization and talent migration: Challenges for HRD professionals - HR technology and talent analytics: Opportunities and risks <p>Week 2 (choose one):</p> <ul style="list-style-type: none"> - Inclusive talent management: Moving beyond “high-potential” models - Leadership’s role in shaping talent culture and strategic alignment - Designing global talent strategies in multinational organizations - Diversity, equity, and inclusion in talent identification and development - Ethics in exclusive vs. inclusive talent development practices <p>Week 3 (choose one):</p> <ul style="list-style-type: none"> - Competency modeling and its role in identifying and developing talent - AI and automation in recruitment and selection processes - Strategic workforce planning: Aligning talent pipeline with business needs 	<p>20</p>

<ul style="list-style-type: none"> - Employer branding and attracting talent in knowledge-based industries - Cross-generational talent attraction and onboarding strategies <p>Week 4 (choose one):</p> <ul style="list-style-type: none"> - Psychological contracts and employee retention - Learning cultures and continuous talent development in organizations - Managing transparency: Internal mobility, fairness, and communication - Talent retention in the post-pandemic workplace - Integrating well-being and mental health into talent development systems <p>Week 5 (choose one):</p> <ul style="list-style-type: none"> - Metrics for evaluating talent strategy effectiveness: ROI, engagement, etc. - HR scorecards and dashboards in talent management - Linking talent management to business performance: Evidence and challenges - Integrating performance management with development planning - Governance and stakeholder alignment in enterprise-wide talent systems <p>Each group will present four presentations over the semester. Each presentation is worth up to 5 pts. Total possible points across four sessions are 20 pts.</p>	
5. Class Attendance & Participation	10
Total	100

Class Participation Policy

Given the nature of the course structure and design (i.e., 5 meetings per semester, student-leading presentations and discussions), students are expected to attend all in-person classes for successfully completing this course. 10 pts will be deducted per missing a class. If you require an absence due to a medical reason, you must provide an official medical record in advance.

FINAL GRADES

Grade	A	B	C	D	F
Range	over 90%	80% - 90%	70% - 80%	60% - 70%	below 60%

COURSE POLICIES

Academic Dishonesty Statement

The faculty expects from 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 that 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 to the guidelines established by the University.

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 help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at UT 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.

ARTIFICIAL INTELLIGENCE

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

COURSE SCHEDULE

Class Dates	Topics	Main Questions/Readings
Sep 5	Foundations of Talent and HRD	<p>Q. What is talent? Why does it matter? How is it shaped by business, legal, and technological environments?</p> <p>Assigned Readings:</p> <p>Book 1:</p> <ul style="list-style-type: none"> - Ch. 1: The Case for Talent - Ch. 2: The World as an Open Market for Talented People - Ch. 3: Defining Talent <p>Book 2:</p> <ul style="list-style-type: none"> - Ch. 1: Human Resources in a Globally Competitive Business Environment - Ch. 2: HR Technology - Ch. 4: The Legal Context of Employment Decisions
Sep 26	Strategic Vision & Inclusive Design (From Elitism to Inclusion: Framing a Strategic Talent Vision)	<p>Q. How are inclusive and globally aligned talent strategies developed? Who leads them, and why?</p> <p>Assigned Readings:</p> <p>Book 1:</p> <ul style="list-style-type: none"> - Ch. 4: Removing the 'Exclusive' Tag - Ch. 5: Developing a Global Strategy for Talent - Ch. 6: The CEO as the 'Owner' of the Talent Strategy <p>Book 2:</p> <ul style="list-style-type: none"> - Ch. 5: Diversity at Work - Ch. 6: Planning for People
Oct 17	Operationalizing Talent System: Identification and Attraction	<p>Q. How do we translate strategy into action? What processes support talent identification, attraction, and planning?</p> <p>Assigned Readings:</p> <p>Book 1:</p> <ul style="list-style-type: none"> - Ch. 7: Coordination and Coherence in Implementation - Ch. 8: Identifying Talent - Ch. 9: Attracting Talent at All Levels <p>Book 2:</p> <ul style="list-style-type: none"> - Ch. 7: Recruiting

		- Ch. 8: Staffing
Nov 7	Development and Retention in Dynamic Contexts	Q. How do we grow, retain, and support talent? Book 1: - Ch. 10: Developing the Whole Workforce - Ch. 11: Managing Talent in an Age of Transparency - Ch. 12: Retaining Talent Book 2: - Ch. 9: Training and Onboarding - Ch. 10: Performance Management - Ch. 15: Safety, Health, and Employee Assistance Programs
Dec 5	Evaluating and Sustaining Talent Strategy	Q. How do we measure success in talent management? How do we ensure long-term alignment? Assigned Readings: Book 1: - Ch. 13: Measuring the Effectiveness of Talent Strategy - Ch. 14: Joining up the 'Ownership' of Talent Management Book 2: - Ch. 11: Pay and Incentive Systems - Ch. 12: Indirect Compensation: Employee Benefit Plans - Ch. 16: International Dimensions of HR

*The instructor reserves the right to revise the course schedule/contents as needed