Course Syllabus for HRD 6388
Talent Management and Development

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Virtual Office Hours: See Course Shell for Dates and Times

Course Overview

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.

Learning Outcomes:
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.

Instructional Mode:
This course is a 3-credit asynchronous online class where students are expected to spend 9 hours on average/week on learning activities such as reading, writing, problem sets, and studying, depending on their individual learning styles and unit assignments.

Required Course Materials:
* American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
* Burke, W. W. (2024). *Organizational change: Theory and practice* (6th ed.). Sage Publications. ISBN 978-1071869918
* Swanson, R. A. (2022). *Foundations of human resource development* (3rd ed.). Berrett-Koehler Publishers, Inc. ISBN 9781523092093
* Other assigned electronic resources are listed in Canvas

Course Schedule:
This is the preliminary course schedule. If an unexpected reason arises that requires a schedule change. Students will be informed of the necessary change through a Canvas Course announcement.

Module #. Module Name (Beginning of Week)	Module Work	Section Quiz	Assignment	
Section 1: Foundations of HRD & Performance				
1. Introduction to HRD (8/25)	10 pts			
2. Foundational Concepts of HRD (9/1)	10 pts		**Annotated Bibliography**: Definitions & Views of HRD	100 pts
3. Purpose of HRD (9/8)	10 pts		**Group Proposal,** Step 1: Project & Identification	60 pts
4. Organizational Strategy (9/15)	10 pts			
5. Planning and Ethics in HRD (9/22)	10 pts		**Group Proposal**, Step 2: Diagnostic & Analysis	80 pts
Section 2: Performance Improvement through Training and Development				
6. Training & Development (9/29)	10 pts	50 pts		
7. Learning Theories (10/6)	10 pts		**Critical Analysis Paper**: A Scholarly Critique of HRD Models	100 pts
8. Designing and Delivering T&D Interventions (10/13)	10 pts		**Group Proposal**, Step 3: Intervention Development	80 pts
9. Coaching, Mentoring, and Leadership Development (10/20)	10 pts			
10. HRD Evaluation and ROI (10/27)	10 pts		**Group Proposal**, Step 4: Evaluation and Communication	80 pts
Section 3: Performance Improvement through Orgnaizational Development				
11. Organizational Development (11/3)	10 pts	50 pts		
12. Organizational Change and Talent Resilience (11/10)	10 pts			
13. Global Talent and Future Challenges (11/17)	10 pts			
Thanksgiving Break (11/24)				
Section 4: Course Reflection				
14. HRD Intervention Proposals (12/1)	10 pts		**Group Proposal**, Step 5: Intervention Proposal	80 pts
15. Peer Review Response & Course Reflection (12/8)		50 pts	**Critical Reflection Paper** **Group Proposal**, Step 6: Peer Review Response	50 pts 20 pts

Note. Schedule and syllabus are subject to change. The current syllabus and assigned readings are available in Canvas. Specific due dates in Canvas.

Course Assignment Procedures
- Assignments must be submitted by 11:59 p.m. Central time, unless otherwise noted in Canvas.
- Written assignments should be typed and adhere to the current APA style guidelines.
- Please upload your assignments to Canvas; email submissions will not be accepted.
- Files should be in Microsoft Word format (doc or docx), unless specified differently.
- This syllabus and assignment due dates may change, with any updates communicated by the instructor through Canvas or University email.
- See Canvas for additional details.

Course Assignment Description
- **Module Work:** Each unit features a particular learning activity aligned with its objectives. The specific project varies between units. These are regular, smaller assignments designed to promote a consistent and interactive learning experience. The intent is to not only evaluate understanding but also to provide an environment for active student participation, critical reflection, and applying concepts within your research and professional settings.
- **Annotated Bibliography: Definitions and Views of HRD:** This project helps to immerse doctoral students in the core academic discourse of Human Resource Development (HRD). By carefully analyzing its various definitions, concepts, and dominant perspectives from scholarly sources, students will enhance their understanding of HRD and develop vital skills in critical evaluation and synthesis. This assignment supports the student's ability to review scholarly literature, critically assess key ideas, and integrate information, thereby deepening their theoretical knowledge of HRD. Through this activity, the student will recognize different scholarly perspectives on the nature and function of HRD.
- **A Scholarly Critique of HRD Models:** This project goes beyond simple descriptions of HRD models by actively combining theory with practice. As scholars, students will analyze the assumptions, theoretical foundations, and clarity of the models they select. As practitioners, they will evaluate how practical, relevant, and applicable these models are within real organizational constraints and varied contexts. The goal of this assignment is to enhance the ability to critically read scholarly work and to effectively apply theoretical frameworks to complex practical issues in HRD.
- **Section Quizzes:** This course features section exams to evaluate students' ability to apply, analyze, and evaluate the key concepts, theories, and models from each section.
- **Strategic Training Program Proposal:** This semester long group project requires designing a research based training program customized to a particular performance need. As an HRD consultant, you'll engage in a structured process that includes analysis, design, implementation planning, and evaluation. Instead of a standard literature review and research proposal, students will create an applied intervention. The proposal should be grounded in theoretical frameworks covered in the course and backed by peer-reviewed academic sources.
- **Critical Reflection Activity:** This course reflection activity gives students an opportunity to critically examine the course learning outcomes and evaluate their intellectual and professional growth. It aims to go beyond simply summarizing course content, instead offering a comprehensive and meaningful analysis of their own learning journey.

Course Evaluation

Component	Individual or Group	Points
Module Activities	Individual	140
Annotated Bibliography	Individual	100
Critical Analysis Paper	Individual	100
Section Quizzes	Individual	150
Critical Reflection Paper	Individual	50
Performance Improvement Intervention Proposal	Group	400
Total		940

A = 90% – 100% B = 80% – 89% C = 70% – 79% D = 60% – 69% F = < 60%

Course Policies

Students are responsible for knowing and adhering to all university-wide and school-specific policies and procedures. These include, but are not limited to, policies on academic integrity, student conduct, attendance, disability services, and grievance procedures. It is your responsibility to familiarize yourself with these regulations, which are detailed in official university and school publications and websites. Additional course-specific policies are outlined in this syllabus.

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.

APA
All required course activities should follow the current APA guidelines.

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._ This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

Classroom Climate
An open exchange of ideas is vital for learning. Be mindful of your contributions in class, refrain from dominating discussions, and interact with your classmates. I aim to cultivate an environment where every student can engage fully, in a respectful and sensitive manner. Please communicate any concerns you may have promptly.

Copyright Policy and Intellectual Property
This course, along with its materials such as lectures, assignments, quizzes, exams, and multimedia content, belongs to the instructor and/or the University. These resources are intended solely for your personal use within this course. Students are strictly forbidden from:
- Distributing, publishing, or uploading any course materials to public or commercial websites or other unauthorized platforms.
- Selling or reproducing course materials for commercial purposes.
- Sharing course materials with individuals not enrolled in this course.
Any unauthorized distribution or reproduction of copyrighted course materials violates federal copyright law and university policy. Such conduct may also breach the university's academic integrity policies, potentially resulting in disciplinary or university sanctions.

Course Communication
Course related communication happens through the following channels:
Class Announcements: Available on our Canvas home page. Subscribe to get them through your University email. Remember to check the "Announcements" section on Canvas often.
Email: Please check your email regularly. Feel free to email me with any questions, concerns, or feedback, including your section number and team if relevant. Use your university email to prevent messages from going to spam. The professor will generally respond to emails within 24-48 business hours.

Extra Credit
No extra credit work will be accepted or offered in this course. To achieve a good grade in the course, it is essential to read all assigned materials, allocate ample time for studying and preparing assignments, and submit all tasks on time_._

Grading Feedback and Scores (Assignments)
Your instructor is committed to providing timely feedback on coursework, with a typical turnaround time of 48 to 72 business hours from the assignment's due date. Should you require additional feedback or clarification, please do not hesitate to contact your professor via email.

If you believe there is an error in a graded assignment, you must contact your professor within three business days of the grade's publication to initiate a dispute. Be aware that a grade dispute entails a comprehensive reassessment of the entire assignment, which may result in the original score being raised, lowered, or remaining the same.

Late Work
Late submissions incur a deduction of one grade per week past the deadline.

Recordings and Photos
Videos, audio recordings, or photographs of any class activities, including during office hours, are not allowed unless the instructor gives permission.

Soules 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.

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.

Technical Issues
Make sure to submit assignments ahead of the deadline to prepare for possible technical difficulties.

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

Writing Assistance
Even skilled writers can always enhance their abilities. Utilize the university resources offered to students. The Writing Center provides support for writing and editing.