



HRD 6388 Talent Management & Development Fall 2026

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 4, Sep 25, Oct 16, Nov 6, & Dec 4)
Class Location:	SOB 00214

COURSE DESCRIPTION

This course examines the foundations, research, and practice of talent management and development. Emphasis is placed on the theoretical perspectives, methodologies, and evidence-based practices used by HRD professionals to attract, develop, engage, and retain talent. Students will explore how talent management, employee development, and career development strategies can be designed and implemented to strengthen individual and organizational capabilities and enhance organizational performance.

COURSE OBJECTIVES/LEARNING OUTCOMES

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

1. **Analyze** the theoretical foundations, key concepts, and evolving perspectives of career development within the broader context of talent management and Human Resource Development (HRD).
2. **Evaluate** contemporary career development theories, strategies, and practices using scholarly literature and evidence from organizational settings.
3. **Apply** career development and HRD theories and frameworks to diagnose career-related challenges and develop evidence-based solutions that support individual development and organizational effectiveness.
4. **Synthesize** current career development research through an integrative literature review to identify major themes, theoretical frameworks, research gaps, and directions for future research.
5. **Design** strategic and practical approaches to addressing career development challenges in organizational settings through collaborative case analysis.
6. **Critically evaluate** career- and talent-related ideas presented in professional media (e.g., podcasts) by integrating them with scholarly literature and examining their implications for career development and HRD practice.
7. **Demonstrate** doctoral-level scholarly communication through academic writing, evidence-based discussion, collaborative inquiry, and professional presentation

TEXTBOOKS, MATERIALS, AND READINGS

Required:**BOOK 1.**

McDonald, K. S., & Hite, L. M. (2015). *Career development: A human resource development perspective*. Routledge.

BOOK 2.

Robertson, P. J., Hooley, T., & McCash, P. (Eds.). (2021). *The Oxford handbook of career development*. Oxford University Press.

Recommended:

Cascio, W. F. (2003). *Managing human resources*. Colorado: Mc Graw–Hill.

All required textbooks are available in full text through the UT Tyler Library:
<https://libguides.uttyler.edu/c.php?g=1066647&p=7764757>

LEARNING OPPORTUNITIES

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

Learning Opportunities	Total Points
1. Research Prospectus – Integrative Literature Review - Part 1. Paper (30 pts): This assignment is designed to develop your scholarly research, critical synthesis, and research design skills as a doctoral student. You will develop a research prospectus for a literature review study on a focused topic within the domain of career development, with particular attention to its relevance and potential contribution to Human Resource Development (HRD) research and practice. Your proposed study must employ a recognized literature review methodology, such as a systematic literature review, integrative literature review, or scoping review. You are expected to demonstrate that the proposed review addresses a meaningful problem or gap in the existing literature and that the selected review methodology is appropriate for addressing your research purpose and questions. Your prospectus (4,000-4,500 words in length) should include the following sections: 1. Cover Page Include a working title, your name, and course number. 2. Introduction - Introduce the career development topic or phenomenon to be examined. - Define the scope and significance of the topic. - Establish its relevance to HRD research and/or practice. - Identify major concepts, themes, theoretical perspectives, and empirical findings associated with the topic. - Discuss what is currently known about the phenomenon. 3. Research Problem & Gap Clearly articulate the gap or problem that the proposed literature review will address. - What is currently missing, fragmented, inconsistent, or insufficiently understood in literature? - Why does this gap matter? - What new understanding could emerge from systematically reviewing and synthesizing the literature? - How could the proposed review contribute to career development scholarship and the broader field of HRD?	40

4. Review Purpose and Research Questions Provide a clear purpose statement and develop research questions appropriate for a literature review study. The questions should logically emerge from the identified research problem and gap and should be answerable through analysis and synthesis of existing literature. 5. Proposed Contribution and Significance Clearly articulate how the proposed review will contribute to and extend the existing body of literature. Explain what new insights, perspectives, or understanding the review is expected to generate beyond what is already known. Discuss the significance of these contributions to career development and the broader field of HRD, including their potential implications for future research, theory, and/or practice. 6. Proposed Review Methodology Describe in sufficient detail how the literature review study will be conducted. - Type of review: Systematic, integrative, or scoping review - Methodological rationale: Why the selected review approach is appropriate for the purpose and research questions - Information sources: Proposed academic databases and other relevant sources - Search strategy: Proposed keywords, search terms, and combinations - Eligibility criteria: Inclusion and exclusion criteria - Screening and selection process: Procedures for identifying and selecting relevant studies - Data extraction: Information that will be extracted from included studies - Quality appraisal: Proposed approach to evaluating the quality of included studies, when appropriate for the selected review methodology - Data analysis and synthesis: Proposed procedures for coding, categorizing, analyzing, and synthesizing the literature - Reporting procedures: Appropriate reporting standards or guidelines associated with the selected review approach, when applicable The methodology should be sufficiently detailed so that another researcher could understand how the proposed review would be conducted. 7. Anticipated Findings and Organization Based on your preliminary examination of the literature, describe the types of findings, themes, categories, relationships, or patterns that the review may reveal. You are not expected to complete the full review or predetermine its findings. Instead, explain how the eventual findings might be organized and synthesized in relation to your research questions. 8. Potential Implications for HRD Research and Practice Discuss the potential significance of the proposed review. 9. References Include a minimum of 20 peer-reviewed journal articles relevant to the proposed review. Students should prioritize current, relevant, and high-quality scholarly sources and follow APA 7th edition guidelines. See appendix at the end of this syllabus to find the rubric for this assignment. - Part 2. Presentation (10 pts): Each student is expected to deliver an 8-10 min presentation in the last class based on their paper. The use of PowerPoint Slides is highly recommended.	
2. Group Case Study – Talent Development in Practice (groups of six people) - Part 1. Paper (15 pts): This assignment provides the opportunity to apply course concepts to real-world organizational contexts. Your group will investigate current or recent career development or talent development issues within an organization (either publicly available or through an interview with HR professionals). You will then design a comprehensive talent development	20

plan addressing the issue. Your proposed study must employ a recognized literature review methodology, such as a systematic literature review, integrative literature review, or scoping review. You are expected to demonstrate that the proposed review addresses a meaningful problem or gap in the existing literature and that the selected review methodology is appropriate for addressing your research purpose and questions. The goal is not simply to demonstrate that literature exists on your selected topic. Rather, your prospectus should establish why a rigorous review of the existing knowledge is needed, what the review could contribute to, and how the review would be systematically conducted. Your paper (6-8 pages) should be structured as follows: 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. The final paper will be evaluated using the following criteria. - 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. - Part 2. Presentation (5 pts): Students are expected to deliver a 30 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.	
3. Podcast Analysis – Listen and Reflect (groups of two people) - Part 1. Paper (15 pts): 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. Choose one episode (30+ minutes) from a podcast such as: • 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) The paper (5-6 pages) should be structured including the following sections: 1. Introduction: Introduce the podcast episode and explain its relevance to leadership and talent management.	20

2. Summary of Podcast: Summarize key arguments, insights, and points discussed. 3. Critical Reflection: Offer your personal insights, critiques, agreements, and disagreements. 4. Literature Review: Compare and contrast podcast content with at least 3 scholarly sources. 5. Conclusion: Synthesize insights and suggest implications for leadership practice. 6. Discussion Questions: Prepare 2–3 thoughtful questions to initiate discussion in class. 7. References This assignment will be evaluated using the following criteria: - 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 - Part 2. Presentation (5 pts): Students are expected to deliver a presentation in class based on their paper and lead a class discussion (30 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>	
5. Class Attendance & Participation	20
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. 20 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

Class Attendance Policy

Attending all class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

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	Topics	Main Questions/Readings
1	Talent Development, Career Development, and HRD	Readings - Book1: Chapter 1; Book2: Chapter 1 In-class Activity- Case Study A
2	Backgrounds, Contexts, and Perspectives	Readings - Book 1: Chapters 5-7; Book 2: Chapters 2-8 Student Presentations: 3 groups for Podcast; 1 group for Case Study In-class Activity - Case Study C
3	Career Development Theories	Readings - Book 1: Chapter 2; Book 2: Chapters 9-17 Student Presentations: 3 groups for Podcast; 1 group for Case Study In-class Activity – Case Study C
4	Career Development Practice	Readings - Book 1: Chapters 3, 4, & 8; Book 2: Chapters 18-25 Student Presentations: 3 groups for Podcast; 1 group for Case Study In-Class Activity - Case Study F
5	Research Prospectus Presentations	Student Presentation on Scholarly Prospectus and Wrap-up

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

Appendix. Rubric for Research Prospectus

Evaluation Criteria	Points
1. Significance and Clarity of the Research Topic/Problem Presents a focused, relevant career development topic and establishes a compelling rationale for conducting the review within HRD.	5
2. Depth and Critical Synthesis of Preliminary Literature Engages relevant, high-quality scholarship and critically synthesizes the literature rather than merely summarizing individual studies.	5
3. Research Gap, Purpose, and Research Questions Clearly identifies a meaningful gap, establishes the purpose of the review, and develops well-aligned research questions.	5
4. Appropriateness and Rigor of Proposed Review Methodology Selects and justifies an appropriate review approach (systematic, integrative, or scoping) and provides rigorous and coherent procedures for searching, selecting, analyzing, and synthesizing the literature.	5
5. Proposed Contribution and Significance Clearly articulates how the proposed review will contribute to or extend the existing literature and explains its significance for career development and HRD research, theory, and/or practice.	5
6. Academic Writing, Organization, and APA Style Demonstrates clear, coherent, doctoral-level scholarly writing, logical organization, and appropriate use of APA 7th edition.	5
Total	30