RUTGERS
UNIVERSITY | CAMDEN
School of Business

Fundamentals of Talent Management
53:533:557 INDEX 02465
Term: Fall 2023

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Office Hours: Tuesdays 1:30-2:30PM (Teams)

or by appointement

COURSE SPECIFICS

Course Description - This course is designed to provide students with a foundation in managing talent in organizations, with a specific focus on aligning human resource policies and practices with business strategy to help organizations gain and sustain a competitive advantage. Topical coverage includes, but is not limited to, workforce planning, the analysis and design of work, sourcing and recruiting diverse talent, selecting and acquiring talent, training and developing talent, and retaining talent. A key focus of the course is applying concepts to real-world organizational examples and identifying the ethical impact of policies and practices on multiple stakeholders (e.g., employees, the organization, society, etc.).

Course Learning Objectives:
Upon successful completion of this course students should be able to:
1. Understand the general theories that inform the best practices within talent management systems.
2. Critically think about, analyze, and make suggestions within talent management case studies.
3. Apply the ideas taught within this course to one's own workplace.
4. Critique and build upon the suggestions of external talent management consultants.

Program Learning Goals:
- Communication effectiveness and impact,
- Technology fluency,
- Global awareness,
- Ethical consideration

Course Materials*:*
TEXTBOOK:
Phillips, J. M. (2020). Strategic Staffing (4th Ed.), Chicago Business Press. ISBN: 978-1-948426-86-2
- Affordable print and eBook copies available.
    - Purchased or rented via the Rutgers-Camden Barnes & Noble bookstore https://universitydistrict.bncollege.com/shop/university-district/page/find-textbooks
    - Directly from Chicago Business Press https://chicagobusinesspress.com/book/phillipsstaffing4e#purchase

CASE STUDIES:
- "Microsoft: Talent Attraction and Retention for the Metaverse" by Arpita Agnihotri and Saurabh Bhattacharya

- "Social Media Background Screening at Fama Technologies" by Joseph Pacelli, Jillian Grennan, and Alexis Lefort
- "Blinds To Go: Staffing a Retail Expansion" by Fernando Olivera, Ann C. Frost, and Ken Mark

NOTE: All three case studies can be found at a discounted rate using this course's Harvard Business Review coursepack:
- https://hbsp.harvard.edu/import/1088929

<u>OTHER:</u>
- Narrated lectures, readings, and other posted material is available on the class Canvas site.
- This course will use various periodicals and websites (Wall Street Journal, Financial Times, etc) as a supplement.

<u>Copyright of Course Materials:</u>

All original course materials posted on Canvas, including presentation slides, handouts, and assignments, are intellectual property belonging to the professor. These materials are provided to students for their own personal use only. Students are not permitted to buy, sell, or distribute any course materials without the express written permission of the professor. Such unauthorized behavior constitutes academic misconduct.

How to succeed in this course
- Read all text material assigned for each class
- Follow instructions in all assignments
- Start assignments early and get feedback from the instructor
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (Canvas) ensure that you can access and use it appropriately.

Diversity Statement:
This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

COMMUNICATION

Rutgers email (professor email: joseph.regina@camden.rutgers.edu)
> All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary.
> **Not checking your Rutgers email is not an excuse for missing any communications.**

Canvas
> Posted will be the syllabus, resources (articles and examples), Power Point slides, announcements, guides, etc. To access this system, go to http://canvas.rutgers.edu log in, and click on the course in the dashboard.

Class Materials
All class materials can be obtained via Canvas. Note that the PowerPoint class materials for a particular week will be posted by noon on Monday, usually one week ahead of schedule (except for the first week or two.) You are strongly encouraged to access this course via Canvas several times a week. You can imagine that the class seamlessly "runs" from day 1 (Monday) to day 7 (Sunday).

Class Communication
Since class attendance is not compulsory, a viable and reliable form of communication is vitally important. Note that all class communication will be via your Rutgers e-mail and discussion forums and other tools in Canvas. You are expected to check your Rutgers e-mail at least two or three times every week. All class announcements can also be accessed via the 'Announcement' page in Canvas.

Professor Communication
Note that during the week, from Monday until Friday, I will try reply to all e-mails within 24 hours. Please do not expect immediate response. In order to best ensure that I recognize that your email pertains to class, please start the subject line with the course name followed by a dash ("-") and then a brief summary of the content of your question. If you do not hear from me within 48 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.

Although, I check my e-mails a few times daily, I may not be able to completely answer all e-mails immediately upon receiving them. Note that I may also be travelling out of town on many weekends and may not be able respond to weekend e-mails until Monday.

GENERAL /ADMINISTRATIVE
Pronouns
This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Chosen Name (Preferred Name)
If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know. If you would like to have your name changed within the rosters officially, go to: https://deanofstudents.camden.rutgers.edu/chosen-name-application

Key Fall 2023 Dates :

Fall 2023 classes begin	Tuesday, September 5th
Last day to drop classes w/o "W"	Tuesday, September 14th
Last day to add classes	Tuesday, January 14th
Last day to withdraw from an individual class with a "W"	Monday, November 13th
Change in designation of class day	Tuesday, November 21 (observe Thursday schedule)
Change in designation of class day	Wednesday, November 22 (observe Friday schedule)
Thanksgiving recess	Thursday, Nov. 23rd – Sunday, Nov. 26th
Regular classes end	Wednesday, December 13th
Reading day	Thursday, December 14th
Final exam period	Friday, December 15th – Thursday, December 21st

POLICY STATEMENTS

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at https://studentconduct.rutgers.edu/processes/university-code-student-conduct http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:
   •properly acknowledge and cite all use of the ideas, results, or words of others,
   •properly acknowledge all contributors to a given piece of work,
   •make sure that all work submitted as your own in a course activity is your own and not from someone else
   •obtain all data or results by ethical means and report them accurately
   • treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:
   •everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
   •all student work is fairly evaluated and no student has an inappropriate advantage over others
   •the academic and ethical development of all students is fostered
   •the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

Artificial Intelligence Use

You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal(s) [insert the course learning goal use of AI aligns with]. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.
To review the code, go to the Office of Community Standards:
 https://deanofstudents.camden.rutgers.edu/student-conduct

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Expectations of Classroom Civility (online or in-person)
(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (***In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor***.)

- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in punished by a zero grade, a failing grade for the course, and/or referral to your dean.
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to show respect for individual differences and viewpoints at all times.

CLASSROOM POLICIES

Assessment Make-up Policy/Late Policy
If, for a university approved reason, you cannot complete an assessment by the scheduled time you must give the professor written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after a missed assessment. Make-up assessment for non-university approved reasons are not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Assessments

Participation and Late Work: Lack of participation will be reflected in the final grade. All assignments must be handed in on time; unexcused late work will receive 20% of the total assignment grade off per day late (ex: an assignment worth 100 points would lose 20 points per day). No makeup exams will be scheduled without prior notification and a physician's excuse.

Incompletes and Problems: If you find that you are having trouble completing course work or need further explanation of class topics, please schedule an appointment with me immediately. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. I'm available to meet throughout the entire semester if you need help. "Incompletes" will only be given through prior consultation, under extreme circumstances.

Weekly article report – The topics covered in this course are applicable to any workplace that has employees. In order to demonstrate the relevance of the course material within the larger workforce, students will identify a news article within the last five years with content related to the given week's content. Included with the identifying information for the article (title, author, date, link, etc.) will be a 50+ word writeup that includes a brief summary of the article as well as your thoughts on the potential impact and relevance of the article's content for talent management systems. A sample writeup can be found in Canvas.

Following the first week, a writeup can be submitted for each content week of the course, which allows for 12 submissions. Each writeup submitted will be worth 1% point of the final grade.

As noted in the grading section of the syllabus, the weekly article reports are only worth 9% of the final grade. *This means that you can submit up-to-twelve weekly reports and receive 3% points worth of extra credit towards your final grade, and that submitting nine weekly reports is sufficient to receive the full 9% worth of points allocated to this assignment.*

Case study 1: Forward planning – You will provide suggestions based on course material using a case study of a technology company, Microsoft, and their attempt to create a sustainable "metaverse" business unit. Specifically, you will view the case from the lens of Microsoft's CEO and make decisions on how the company should deal with its issues with understaffing in this business unit. A brief recorded presentation (< 10 minutes) will be the deliverable for this project.

Case study 2: Selection – You will provide suggestions based on course material using a case study of a social media background screening company, Fama Technologies. Specifically, you will view the case from the lens of a venture capital investor as you consider whether you think companies would or would not be interested in the technology provided by Fama Technologies. A brief recorded presentation (< 10 minutes) will be the deliverable for this project.

Case study 3: Workforce and system evaluation – You will provide suggestions based on course material using a case study of an interior design company, Blinds to Go. Specifically, you will view the case from the lens of the CEO and determine how the expanding company should direct resources to meet its staffing needs. A brief recorded presentation (< 10 minutes) will be the deliverable for this project.

Final project – The final project will require you to create your own case study and provide suggestions to address your stated issue. This assignment is intended to operate as a mock talent management consulting exercise. This will be done in four parts:

Part 1: Selection of final project idea – Using either your workplace or reports of talent management issues at a publicly traded company, you will identify a talent management issue. In part one of the final project, you will submit a written report (two-to-three double-spaced pages) that summarizes the issue; in later parts of the provide you will provide empirically-based suggestions about how to address this issue.

Part 2: Empirically-based suggestions – In part two of the final project, you will submit a written report (two-to-three double-spaced pages) that provides suggestions based on course content on how to resolve your selected organization's stated issue.

Part 3: Peer critiques – While consultants make suggestions, they should not be treated as deities who are above reproach. To practice critical thinking around consultant suggestions, you will read the reports of three of your peers and write a report (two-to-three-page double-spaced) that provide concerns, critiques, suggestions, and general thoughts about their current plan to address their stated talent management issue.

Part 4: Response to peer critiques – Even when making evidence-based suggestions, a consultant should expect to receive pushback, suggestions, or critiques from stakeholders. Using the thoughts that emerge within the peer critiques of your initial writeup, write a response (five double-spaced pages or less) to those issues that integrate their suggestions and thoughts into your plan on how to address your chosen organization's issue. You can feel free to reject the suggestions made by your peers, but you should do in a professional manor and defend this decision accordingly.

GRADING

The assignment of final grades, the course requirements will be weighted approximately as follows:

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Video introduction..................................1%          10 points
Weekly article report.............................9%          90 points
Case study 1......................................15%         150 points
Case study 2......................................15%         150 points
Case study 3......................................15%         150 points
Final project.....................................45%         450 points
        Selection of final project idea.............10%          100 points
        Empirical based-suggestions..............10%          100 points
        Three peer critiques...........................15%          150 points
        Response to peer critiques.................10%          100 points
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Grade Ranges

<u>Letter Grade Description</u>
A Highest grade (90% and above)
B+ Work of distinction (84.5% to 89.4%)
B Work of distinction (79.5% to 84.4%)

C+ Average work (74.5% to 79.4%)
C Average work (69.5% to 74.4%)
D Passing, but unsatisfactory (60% to 69.4%)
F Failure without credit (Below 60%)

COURSE OUTLINE AND ASSIGNMENTS
Syllabus Basics

Class 1 Week of Wednesday, September 6th
        Topics: Course organization and introduction. Overview of syllabus and strategic management
        Text: Chapter 1
        Introduction video due September 10th by 11:59 PM EST
        No *weekly article report due this week*

Class 2 Week of Wednesday, September 13th
        Topics: Business and staffing issues
        Text: Chapter 2
        Weekly article report (#1) due September 17th by 11:59PM EST

Class 3 Week of Wednesday, September 20th
        Topic: Legal context
        Text: Chapter 3
        Weekly article report (#2) due September 24th by 11:59PM EST

Class 4 Week of Wednesday, September 27th
        Topic: Strategic job analysis and competency modeling
        Text: Chapter 4
        Weekly article report (#3) due October 1st by 11:59PM EST

FINAL PROJECT PART 1: SELECTION OF FINAL PROJECT IDEA
(Due Sunday, October 1st by 11:59PM EST)

Class 5 Week of Wednesday, October 4th
        Topic: Forecasting and planning
        Text: Chapter 5
        Weekly article report (#4) due October 8th by 11:59PM EST

CASE STUDY 1: FORWARD PLANNING
(Due Sunday, October 8th by 11:59PM EST)

Class 6 Week of Wednesday, October 11th
        Topic: Sourcing candidates and recruiting
        Text: Chapters 6 ***and*** 7
        Weekly article report (#5) due October 15th by 11:59PM EST

Class 7 Week of Wednesday, October 18th
        Topic: Candidate measurement
        Text: Chapter 8
        Weekly article report (#6) due October 22nd by 11:59PM EST

Class 8 Week of Wednesday, October 25th
    Topic: Assessing external candidates
    Text: Chapter 9
    Weekly article report (#7) due October 29th by 11:59PM EST

Class 9 Week of Wednesday, November 1st
    Topic: Assessing internal candidates
    Text: Chapter 10
    Weekly article report (#8) due November 5th by 11:59PM EST

FINAL PROJECT PART 2: EMPIRICALLY-BASED SUGGESTIONS
(Due Sunday, November 5th by 11:59PM EST)

Class 10 Week of Wednesday, November 8th
    Topic: Choosing and hiring candidates
    Text: Chapter 11
    Weekly article report (#9) due November 12th by 11:59PM EST

CASE STUDY 2: SELECTION
(Due Sunday, November 12th by 11:59PM EST)

Class 11 Week of Wednesday, November 15th
    Topic: Managing workforce flow
    Text: Chapter 12
    Weekly article report (#10) due November 19th by 11:59PM EST

Class 12 Week of Wednesday, November 22nd
    Topic: None (Happy Thanksgiving to all who celebrate)
    Text: None

FINAL PROJECT PART 3: PEER CRITIQUES
(Due Sunday, November 26th by 11:59PM EST)

Class 13 Week of Wednesday, November 29th
    Topic: Staffing system evaluation and technology
    Text: Chapter 13
    Weekly article report (#11) due December 3rd by 11:59PM EST

CASE STUDY 3: WORKFORCE AND SYSTEM EVALUATION
(Due Sunday, December 3rd by 11:59PM EST)

Class 14 Week of Wednesday, December 6th
    Topic: Emerging issues in talent management
    Text: None
    Weekly article report (#12) due December 10th by 11:59PM EST

Class 15 Week of Wednesday, December 12th
    Topic: None (additional time for final project)
    Text: None

FINAL PROJECT PART 4: RESPONSE TO PEER CRITIQUES
(Due Sunday, December 17th by 11:59PM EST)