

## Psychology 357 Talent Management

Fall 2018

Claremont Graduate University

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**Time & Location:** Wednesday, 1:00 – 4:00 pm, Burkle 24  
Module 2 (Oct 29 – Dec 22)

**Professor:** Jeffrey Yip, Ph.D.  
Assistant Professor in Organizational Psychology  
Claremont Graduate University  
[Jeffrey.Yip@cgu.edu](mailto:Jeffrey.Yip@cgu.edu)

### Office Hours

Tuesday, 10:00 am – 1:00 pm

145 E. 12th Street, Claremont, CA 91711

Please use this link to schedule: <https://calendly.com/jeffyip>

**Teaching Assistant:** Greg Hennessy, MS, MBA  
PhD Program in Positive Organizational Psychology  
Office Hours: Thursday 12 to 2pm @ Org House  
Other meetings by appointment  
[Gregory.Hennessy@cgu.edu](mailto:Gregory.Hennessy@cgu.edu)

### **Course Description**

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How can organizations effectively assess, manage, and develop individual talent? In this course, we will examine the science and practice of talent management in organizations. Topics include research on talent recruitment and development, onboarding, performance management, talent assessments, strength-based interventions, coaching, and mentoring. For the final assignment, students will work in groups to conduct a talent management case study of an organization of their choice. The class will require active discussion and participation.

### **Course Objectives**

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1. Learn foundational knowledge in talent management
2. Understand the role of talent management in organizational effectiveness
3. Apply core concepts in talent management to assess an organization
4. Develop skills in talent management for employability and professional development

**Summary of Assignments, Due Dates, and Grade Weights**

	<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
1	Class Participation	-	10%
2	Insights and Application Brief	Weekly (from week 2)	20%
3	Informational Interview	Wednesday, Nov 21	20%
4	Final Presentation	Wednesday, Dec 12	20%
5	Talent Management Audit	Friday, Dec 21	30%
		Total	100%

**Assignments**

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**CLASS PARTICIPATION (10%)**

Class participation requires that you are prepared for class, having read and thought about the week’s readings in advance, and are prepared to discuss insights and applications from the material. Your class participation grade will be based on both the quality and quantity of your contribution to the class discussion.

A strong class participation grade is when your weekly contributions reflect exceptional preparation. The ideas you bring to the discussion are well-substantiated and provide insights to the class.

**INSIGHTS AND APPLICATION BRIEFS (20%)**

To prepare for class, you should write-up notes on the readings for the week. The notes will help you in three ways: (1) to develop and articulate a clear point of view on a specific interpersonal dynamic, (2) to generate new ideas for research and application, and (3) as a useful reference in your professional career.

You can receive full participation points for a class session if you upload at your notes prior to class (on CANVAS in the assignment tab). Your notes should be at least 2 pages, in bullet point format, and should contain the following:

- **Insights.** What did you learn from the readings?
- **Application.** How would you apply these findings in organizations?

**Psychology 357 Talent Management**

Know that at any time in class, I might call on you to discuss a particular reading for the week. Being well-prepared is a good habit for professional success.

**INFORMATIONAL INTERVIEW (20%)**

You will conduct an informational interview with a talent management practitioner or scholar of your choice and will write a 3-4 page (double-spaced) edited transcript of the interview, with a two paragraph description about what you learned from the interview. Your reflection paper will include your interview questions as the appendix.

**TALENT MANAGEMENT PRESENTATION (20%)**

You will present a presentation of your talent management audit (see below). Your presentation should be no longer than 10 minutes. You will be assessed on both your presentation and your presentation materials.

**TALENT MANAGEMENT AUDIT (30%)**

You will conduct a talent management audit of an organization of your choice. This audit will include background research on the organizations, an interview with the person responsible for talent management, and where possible, members of the organization. You will present: (1) a summary of the organization’s business and strategy, (2) how the talent management practices relates to the business strategy, and (3) your recommendations for improving the talent management practice of the organization. You will write a 4-5 page (double-spaced) report.

**Grading**

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Your grade will be calculated using the following scale. Grades will include plus or minuses, to reflect gradations in between.

<b>Letter Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Learning Outcome</b>
<i>A</i>	<i>4.0</i>	<i>Complete mastery of course material and additional insight beyond course material</i>	<i>Insightful</i>
<i>B</i>	<i>3.0</i>	<i>Complete mastery of course material</i>	<i>Proficient</i>
<i>C</i>	<i>2.0</i>	<i>Gaps in mastery of course material; not at level expected by the program</i>	<i>Developing</i>
<i>U</i>	<i>0</i>	<i>Unsatisfactory</i>	<i>Ineffective</i>

**Schedule in Brief**

Topic	Date
1. Foundations in Talent Management	Wednesday, Oct 31
2. Strategy: The Business Case for Talent	Wednesday, Nov 7
3. Engagement and Attraction: Create a living brand	Wednesday, Nov 14
Thanksgiving Break	
4. Differentiation: Right people, right positions	Wednesday, Nov 28
5. Development: Help them grow or watch them go	Wednesday, Dec 5
6. FINAL PRESENTATIONS	Wednesday, Dec 12

**Detailed Schedule, with Readings**

**Course Pack:**

You will need to purchase a PDF course pack of 3 case studies (Microsoft, Amazon, Ritz Carlton, and Morgan Stanley) from Harvard Business School Publishing. The course pack costs \$17.00 and can be purchased from the link below. Please register as student to receive the discounted price.

Link to purchase course pack: <https://hbsp.harvard.edu/import/378117>

All other course readings will be available on the PSYCH 357 Canvas site.

**1. FOUNDATIONS IN TALENT MANAGEMENT**

Chambers, E. G., Foulon, M., Handfield-Jones, H., Hankin, S. M., & Michaels, E. G. (1998). The war for talent. *McKinsey Quarterly*, 44-57.

Horney, N. (2016). The gig economy: A disruptor requiring HR agility. *People and Strategy*, 39(3), 20.

Hammonds, K. H. "Why We Hate HR." *Fast Company*, 97 (2005), pp. 40-48.

McCord, P. (2014). How netflix reinvented HR. *Harvard Business Review*, 92(1), 71-76.

**2. TALENT STRATEGY: THE BUSINESS CASE FOR TALENT**

Sparrow, P. R., & Makram, H. (2015). What is the value of talent management? Building value-driven processes within a talent management architecture. *Human resource management review*, 25(3), 249-263.

Gubman, E. L. (1995). Aligning people strategies with customer value. *Compensation & Benefits Review*, 27(1), 15-22.

Ready, D. A., Hill, L. A., & Thomas, R. J. (2014). Building a Game-Changing Talent Strategy. *Harvard Business Review*, 92(1-2), 62-68.

**CASE: Microsoft: Competing on Talent (A) (Course Packet)**

**3. TALENT ENGAGEMENT AND ATTRACTION**

Ryan, A. M., & Tippins, N. T. (2004). Attracting and selecting: What psychological research tells us. *Human Resource Management*, 43(4), 305-318.

Dabirian, A., Kietzmann, J., & Diba, H. (2017). A great place to work!? Understanding crowdsourced employer branding. *Business Horizons*, 60(2), 197-205.

Birkinshaw, J., Foss, N. J., & Lindenberg, S. (2014). Combining purpose with profits. *MIT Sloan Management Review*, 55(3), 49.

Deal, J. J., Altman, D. G., & Rogelberg, S. G. (2010). Millennials at work: What we know and what we need to do (if anything). *Journal of Business and Psychology*, 25(2), 191-199.

**CASE: Trader Joe's. (Course Packet)**

**4. TALENT DIFFERENTIATION**

Buckingham, M., & Goodall, A. (2015). Reinventing performance management. *Harvard Business Review*, 93(4), 40-50.

Huselid, M. A., Beatty, R. W., & Becker, B. E. (2005) 'A players' or 'A positions'?. *Harvard Business Review*, 83(12), 110-117.

Delong, T. J., & Vijayaraghavan, V. (2003). Let's hear it for B players. *Harvard Business Review*, 81(6), 96-102.

Axelrod, B., Handfield-Jones, H., & Michaels, E. (2002). A new game plan for C players. *Harvard Business Review*, 80(1), 80-90.

**CASE: MORGAN STANLEY. (Course Packet)**

**5. TALENT DEVELOPMENT**

DeOrtentiis, P. S., Van Iddekinge, C. H., Ployhart, R. E., & Heetderks, T. D. (2018). Build or buy? The individual and unit-level performance of internally versus externally selected managers over time. *Journal of Applied Psychology*.

Cable, D. M., Gino, F., & Staats, B. R. (2013). Reinventing employee onboarding. *MIT Sloan Management Review*, 54(3), 23.

Yip, J. & Wilson, M. (2010). Learning from Experience. In C. M. McCauley, and E. Van Velsor and M. Ruderman (Eds.) *Handbook of Leadership Development*, 3rd edition, San Francisco: Jossey Bass.

Ready, D. A., & Conger, J. A. (2007). Make your company a talent factory. *Harvard business review*, 85(6), 68.

**CASE: RITZ CARLTON. (Course Packet)**

**6. FINAL PRESENTATIONS**

**Additional References**

*The following are books that can be helpful additional reference for you. You are **not required** to purchase them:*

Cappelli, P. (2008) *Talent on Demand*, Boston, MA, Harvard Business School Press.

Conaty, B., & Charan, R. (2010). *The talent masters: Why smart leaders put people before numbers*. Crown Business.

Effron, M., & Ort, M. (2013). *One page talent management: Eliminating complexity, adding value*. Harvard Business Press.

Fernandez-Araoz, C. (2007). *Great people decisions*. John Wiley & Sons.

Lawler III, E. E. (2010). *Talent: Making people your competitive advantage*. John Wiley & Sons.

Smart, G., & Street, R. (2008). *Who: the A method for hiring*. Ballantine Books.

## Instructor Bio

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**Dr. Jeffrey Yip** is an Assistant Professor in the School of Behavioral and Organizational Sciences at Claremont Graduate University (CGU). At CGU, he directs the Talent Science Lab, an applied research group focused on talent management and organizational psychology. Jeffrey's research is in the areas of leadership, mentoring, and career development. His professional experience includes work in leadership development with the Center for Creative Leadership, as a social entrepreneur and co-founder of the Halogen Foundation in Singapore, and as a section commander in military service. A Fulbright scholar, Jeffrey received his Ph.D. in Organizational Behavior from Boston University and a Masters in Human Development and Psychology from Harvard University.

**Gregory Hennessy** is a management consultant with more than 20 years of experience in strategy and organizational development. He integrates behavioral and organizational science, complexity and systems thinking, and quantitative analysis to help clients solve their most difficult problems. Greg has been an Engagement Manager and Manager of Professional Development at McKinsey & Co. He holds a Master's degree in Social Science from the California Institute of Technology and an MBA from MIT's Sloan School of Management. Greg is a third year doctoral student in Positive Organizational Psychology, focusing on strategic leadership and the impact of leader character on organizational performance.

## Web Resources

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Academy of Management <http://www.aom.org/>

Association for Talent Development <https://www.td.org/>

New Talent Management Network <http://www.newtmn.com/>

Harvard Business Review on Talent Management <https://hbr.org/topic/talent-management>

## CGU Resources and Policies

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### Course Policies:

The CGU institutional policies apply to each course offered at CGU. A few are detailed in the space below. Students are encouraged to review the student handbook for the program as well as the policy documentation within the bulletin and on the Registrar's pages (<http://bulletin.cgu.edu/> <http://www.cgu.edu/pages/179.asp>).

### Attendance

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course director or teaching assistant. Unapproved absences or late attendance for three or more classes may result in a lower grade or an "incomplete" for the course. If a student has to miss a class, he or she should arrange to get notes from a fellow student and is strongly encouraged to meet with the teaching assistant to

obtain the missed material. Missed extra-credit quizzes and papers will not be available for re-taking.

### **Scientific and Professional Ethics**

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program. Additional information on CGU academic honesty is available on the Student Services webpage (<http://www.cgu.edu/pages/1132.asp>).

### **Accommodations for Students with Disabilities**

CGU is committed to offering auxiliary aids and services to students with verifiable disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. If you are seeking academic accommodations as a student with a disability or suspect that you have a disability, please contact CGU's Office of Disability Services as early as possible. Students need to register with this office before academic accommodations can be prescribed through an Accommodation(s) Letter and implemented in the classroom. Additional information and resources can be found on the linked page: (<http://www.cgu.edu/pages/1154.asp>).

### **Mental Health Resources:**

Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If you wish to seek out campus resources, here is some basic information about Monsour (<http://www.cuc.claremont.edu/monsour/>):

“Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone 909-621-8202

Fax 909-621-8482

After hours emergency 909-607-2000

Address

Tranquada Student Services Center, 1st floor  
757 College Way, Claremont, CA 91711