Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview
The sections shown on this interface are based on the templates UG OBTL+ or PG OBTL+
If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to Data Transformation Status for more information.

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Adeline Tay
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Course Title	TALENT DEVELOPMENT & MANAGEMENT
Course Code	BH3601
Academic Units	0
Contact Hours	52
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

The key to organizational success is talent. Research by the Society for HR Management (SHRM) finds talent management and development to be among the three top priorities in supporting organizational growth and expansion. Thus, leaders building a winning organisation must attract and develop talented individuals with the requisite competencies to meet today's business challenges. That is, the ability to establish a T-shaped workforce with deep skillsets is critical. In this course, to help you acquire the knowledge and skills to train, develop, and manage talent, the focus will be on technology-based applications and best workplace practices.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Explain the context of talent development and management in organizations and within the HR profession.
ILO 2	Describe diagnostics, various approaches, and best practices for talent management
ILO 3	Apply Organization Development processes using theories of planned change, diagnosis, framing, and interventions.
ILO 4	Describe the strategic human resource development process from needs analysis, transfer of learning, program design, training methods to training evaluation
ILO 5	Design and develop creative technology-based training solutions which engage learners and enhance learning effectiveness
ILO 6	Build a business case for talent development and management and seek management buy-in effectively
ILO 7	Collaborate with team members to analyse and solve issues relating to talent development & management
ILO 8	Design evaluative metrics on the effectiveness of talent development and management programs and solutions
ILO 9	Contribute valuable knowledge and insights to class discussion.

Course Content

1.Context of talent development and management 2.'Talent' Defined 3.Strategic human resource development process –Needs assessment, program Design, raining methods and training evaluation 4.Competency models 5.Learning and transfer of learning 6.Design and development of technology-driven learning solutions 7.Organization Development –Theories of Planned Change, Diagnosis, Interventions and Managing and Leading Transitions During Change 8.Business case approach in eliciting management buy-in 9.Talent management model, diagnostics and building blocks 10.Metrics to measure and monitor the effectiveness of programmes and solutions 11.Succession planning and management 12.Career management and development approaches

Reading and References (if applicable)

Primary Textbook •Noe, Raymond A.Employee Training & Development (NinthEdition) (ISBN: 978-1-264-08092-2).2023by McGraw-Hill Education. New York •Selected readings will be assigned via handouts and weblinks etc. and will be posted on NTULearn Other Resources •HD58.8.C971 2009 Organization Development and Change (9thedition)Thomas, G Cummings and Worley, Christopher G2009 by South-Western/Cengage Learning •American Society of Training and Development (ATD)www.astd.org •Society of HR Management (SHRM)www.shrm.org •The Chartered Institute of Personnel and Development (CIPD)www.cipd.co.uk •Society for Industrial and Organizational Psychology (SIOP) www.siop.org

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Course Briefing • Course Requirements, Assessment & Outline Context of Talent Development & Management • 'Talent' Defined • A "T"-Shape and agile workforce • Talent Development & Management Imperatives • Business Case for Talent Management • Forces Influencing Working & Learning • Careers in HRD and ATD Competency Model • Strategic Human Resource Development • Individual Assignment Briefing	1,2,7,9	https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/democratization-talent-management.aspx		https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/democratization-talent-management.aspx

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
2	Talent Management I • Why Talent Management? • Who is 'Talent'? • What is Talent Management? • Twin Focus for Success • A Talent Management Model • Succession Planning & Management	2,7,9	https://www.td.org/magazines/td-magazine/examining-integrated-talent-management https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet#gref		https://www.td.org/magazines/td-magazine/examining-integrated-talent-management https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet#gref
3	Talent Management II • Career Management & Development • Talent/Leadership Development Approaches • Evaluative metrics	2,7,8,9	https://www.siop.org/Research-Publications/TIP/TIP-Back-Issues/2017/October/ArtMID/20295/ArticleID/869/Practitioner-Ponderings-Talent-Management		https://www.siop.org/Research-Publications/TIP/TIP-Back-Issues/2017/October/ArtMID/20295/ArticleID/869/Practitioner-Ponderings-Talent-Management
4	Needs Assessment • Needs Assessment Process • Methods used in Needs Assessment • Competency Model	4,7,9	Pg 112 – 144 Pg 145-146		Pg 112 – 144 Pg 145-146

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
5	Learning &Transfer of Learning • What is learning? • What is Learned? • Learning Theories • Transfer of Training Theory • The Learning Process	4,7,9	Pg 152 – 184 Pg 187-189		Pg 152 – 184 Pg 187-189
6	Program Design • Effective Program Design and Considerations • Competencies – In Practice	4,7,9	Pg 196 – 232 Pg 235-237		Pg 196 – 232 Pg 235-237
7	Technology-Based Training Methods I • Gagne's 9 Levels Model • Technology's Influence in Training & Learning • ELearning and Blended Learning • Social Media	5,7,9	Pg 325 – 357		Pg 325 – 357

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
8	Technology-Based Training Methods II • Learning Management System • Choosing New Technology Training Methods • Group Project Briefing	5,7,9	Pg 357 – 364 Pg 366 – 367		Pg 357 – 364 Pg 366 – 367
9	Traditional Training Methods • Presentation, hands-on and group building methods • Choosing a Training Method • Experiential Learning Cycle	4,7,9	Pg 290 – 316 Pg 317 – 320		Pg 290 – 316 Pg 317 – 320
10	Training Evaluation • Purpose of Training Evaluation • Models/Frameworks for Evaluation • Barriers to Training Evaluation in Organizations • Training Metrics Recent Developments	4,7,9	Pg 243 – 277 Pg 279 – 280		Pg 243 – 277 Pg 279 – 280

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
11	Organization Development I • Introduction to OD • Theories of Planned Change • Overview of the OD Process • Diagnosis • Framing	1,3,7,9	Pg 3 – 11 Pg 56 – 75		Pg 3 – 11 Pg 56 – 75
12	Organization Development II • OD Interventions - Interpersonal and Group Processes • Coaching for Performance with GROW model	3,7,9	Pg 149 – 167 Pg 168 - 189		Pg 149 – 167 Pg 168 - 189
13	Group Project Presentation	5,6			

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures / Seminars	During the seminars, lectures will be conducted to provide you with a firm grounding in theories, concepts, frameworks and approaches. The seminars are intended to be interactive. There will be ample opportunities for open discussion and sharing of industry practices. You will be frequently asked provoking questions. This will help you to think critically, express your thoughts and views. You are strongly encouraged to ask questions or seek clarifications thus ensuring the Instructor has explained theories and concepts clearly so that the targeted learning outcomes are being achieved.
Active Learning Activities - case study, group exercise, role play, video segment	These in-seminar activities will amplify application of the subject matter and enhance your learning through collaborative group discussion, exploring solutions and exchanging ideas
Assignment and Project	The Individual Assignment and Group Project provide you with developmental opportunities to hone important competencies in problem- solving and decision-making; creative thinking; effective presentation skills; teamwork and interpersonal skills.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Project(On-line Collaborative Learning)	1,3,4,9	Motivation & Development of Self & Others	25	Individual		
2	Continuous Assessment (CA): Assignment(Individual Assignment)	2,6,8	Critical Thinking	20	Individual		
3	Continuous Assessment (CA): Class Participation(Class Participation)	9	Motivation & Development of Self & Others	10	Individual		
4	Continuous Assessment (CA): Project(Group Project ELearning A peer evaluation is mandatory -see pages 9 & 10 for details)	5,7	Team Creative Thinking, Teamwork & Interpersonal Skills	35	Team		
5	Continuous Assessment (CA): Presentation(Project Presentation (all members are required to present))	7	Oral Communications	10	Individual		

Description of Assessment Components (if applicable)

Formative Feedback

You will receive qualitative feedback for your individual assignment and group project via the Eureka system.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Intermediate
Communication	Intermediate
Creative Thinking	Intermediate
Learning Agility	Intermediate
Problem Solving	Intermediate

Course Policy

Policy (Academic Integrity)

Policy (General)

(1) GeneralIt is your responsibility to regularly check your NTU email and NTULearn course sites to follow up on seminar notes, pre-seminar reading, work assigned and course related announcements.You are expected to attend all seminar classes punctually, submit all assignmentsby the due date and time and sit for the end of semester test scheduled.

Policy (Absenteeism)

(2) AbsenteeismAbsence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.
If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Policy (Others, if applicable)

(3) Late Submission of AssignmentYou will be given a grace period of 15 minutes for submission of an assignment/group project. Regrettably, a penalty has to be imposed for late submission after the grace period so as to be fair to the other students.
For every one-hour block that an assignment is submitted after the grace period, 2 marks will be deducted from the weighted score of the assignment. For example, if the student scores 78 marks (out of 100) for an assignment which is 20% of total grade, his/her weighted score is 15.6. If the assignment hasbeen submitted 20 minutes after the grace period, then 2 marks will be deducted from 15.6. If the assignment is 1.5 hours late after the grace period, then 4 marks will be deducted from 15.6.
You are therefore urged not to wait until the last minute to submit your assignment via Turnitin.
In the event that you encounter any computer or network problem in submitting your assignment via Turnitin, you should email your assignment to the Instructor immediately as proof of on-time submission. Submission via Turnitin at a later time is still mandatory to check against plagiarism.

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