

## **COURSE OUTLINE: BH3601 Talent Development & Management**

<b>Academic Year</b>	AY2022-23	<b>Semester</b>	1
<b>Course Coordinator</b>	Mr Tham Chien Ping (Prof Josephine Lang)		
<b>Course Code</b>	BH3601		
<b>Course Title</b>	Talent Development and Management		
<b>Pre-requisites</b>	None		
<b>No of AUs</b>	4		
<b>Contact Hours</b>	4Hr x 13 weeks = 52 hours		
<b>Proposal Date</b>	26 Jan 2022		

### **A) 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.

### **B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

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

### **C) 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

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal (Refer to Appendix 1 for list)	Weightage	Team/ Individual	Assessment Rubrics (attach rubrics in appendix)
1. On-line Collaborative Learning	ILO1 ILO3 ILO4 ILO9	Motivation & Development of Self & Others	25%	Individual	Motivation & Development of Self & Others
2. Individual Assignment	ILO2 ILO6 ILO8	Critical Thinking	20%	Individual	Critical Thinking Rubric
3. Class Participation	ILO9	Motivation & Development of Self & Others	10%	Individual	Motivation & Development of Self & Others
4. Group Project ELearning  A peer evaluation is mandatory - see pages 9 & 10 for details	ILO5 ILO7	Team Creative Thinking  Teamwork & Interpersonal Skills	35%	Group	Team Creative Thinking  Teamwork & Interpersonal Skills
5. Project Presentation (All members are required to present)	ILO7	Oral Communications	10%	Individual	Oral Communication
Total			100%		

**E) Formative feedback**

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

**F) 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.

**G) Reading and References****Primary Textbook**

- Noe, Raymond A.  
Employee Training & Development (Ninth Edition) (ISBN: 978-1-264-08092-2).  
2023 by 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 (9<sup>th</sup> edition)  
Thomas, G Cummings and Worley, Christopher G  
2009 by South-Western/Cengage Learning
- American Society of Training and Development (ATD) [www.astd.org](http://www.astd.org)
- Society of HR Management (SHRM) [www.shrm.org](http://www.shrm.org)
- The Chartered Institute of Personnel and Development (CIPD) [www.cipd.co.uk](http://www.cipd.co.uk)
- Society for Industrial and Organizational Psychology (SIOP) [www.siop.org](http://www.siop.org)

## H) Course Policies and Student Responsibilities

### (1) General

It 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 assignments by the due date and time and sit for the end of semester test scheduled.

### (2) Absenteeism

Absence 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.

### (3) Late Submission of Assignment

You 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 has been 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.

## I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**J) Course Instructors**

Instructor	Office Location	Phone	Email	Consultation Hours
Mr Tham Chien Ping	-	-	-	By prior appointment via email

**K) Planned Weekly Schedule**

Week	Topic	ILO	Readings/ Activities
<u>Wk 1</u> <u>Seminar 1</u>	<b>Course Briefing</b> <ul style="list-style-type: none"> <li>Course Requirements, Assessment &amp; Outline</li> </ul> <b>Context of Talent Development &amp; Management</b> <ul style="list-style-type: none"> <li>'Talent' Defined</li> <li>A "T"-Shape and agile workforce</li> <li>Talent Development &amp; Management Imperatives</li> <li>Business Case for Talent Management</li> <li>Forces Influencing Working &amp; Learning</li> <li>Careers in HRD and ATD Competency Model</li> <li>Strategic Human Resource Development</li> <li>Individual Assignment Briefing</li> </ul>	ILO1 ILO2 ILO7 ILO9	<a href="https://www.shrm.org/resource sandtools/hr-topics/talent-acquisition/pages/democratization-talent-management.aspx">https://www.shrm.org/resource sandtools/hr-topics/talent-acquisition/pages/democratization-talent-management.aspx</a>
<u>Wk 2</u> <u>Seminar 2</u>	<b>Talent Management I</b> <ul style="list-style-type: none"> <li>Why Talent Management?</li> <li>Who is 'Talent'?</li> <li>What is Talent Management?</li> <li>Twin Focus for Success</li> <li>A Talent Management Model</li> <li>Succession Planning &amp; Management</li> </ul>	ILO2 ILO7 ILO9	<a href="https://www.td.org/magazines/td-magazine/examining-integrated-talent-management">https://www.td.org/magazines/td-magazine/examining-integrated-talent-management</a>  <a href="https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet#gref">https://www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet#gref</a>
<u>Wk 3</u> <u>Seminar 3</u>	<b>Talent Management II</b> <ul style="list-style-type: none"> <li>Career Management &amp; Development</li> <li>Talent/Leadership Development Approaches</li> <li>Evaluative metrics</li> </ul>	ILO2 ILO7 ILO8 ILO9	<a href="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</a>
<u>Wk 4</u> <u>Seminar 4</u>	<b>Needs Assessment</b> <ul style="list-style-type: none"> <li>Needs Assessment Process</li> <li>Methods used in Needs Assessment</li> <li>Competency Model</li> </ul>	ILO4 ILO7 ILO9	Pg 112 – 144 Pg 145-146
<u>Wk 5</u> <u>Seminar 5</u>	<b>Learning &amp; Transfer of Learning</b> <ul style="list-style-type: none"> <li>What is learning?</li> <li>What is Learned?</li> <li>Learning Theories</li> <li>Transfer of Training Theory</li> </ul>	ILO4 ILO7 ILO9	Pg 152 – 184 Pg 187-189

	<ul style="list-style-type: none"> <li>• The Learning Process</li> </ul>		
<u>Wk 6</u> <u>Seminar 6</u>	<b>Program Design</b> <ul style="list-style-type: none"> <li>• Effective Program Design and Considerations</li> <li>• Competencies – In Practice</li> </ul>	ILO4 ILO7 ILO9	Pg 196 – 232 Pg 235-237
<u>Wk 7</u> <u>Seminar 7</u>	<b>Technology-Based Training Methods I</b> <ul style="list-style-type: none"> <li>• Gagne’s 9 Levels Model</li> <li>• Technology’s Influence in Training &amp; Learning</li> <li>• ELearning and Blended Learning</li> <li>• Social Media</li> </ul>	ILO5 ILO7 ILO9	Pg 325 – 357
Sep 27 – Oct 1	Recess Week		
<u>Wk 8</u> <u>Seminar 8</u>	<b>Technology-Based Training Methods II</b> <ul style="list-style-type: none"> <li>• Learning Management System</li> <li>• Choosing New Technology Training Methods</li> <li>• Group Project Briefing</li> </ul>	ILO5 ILO7 ILO9	Pg 357 – 364 Pg 366 – 367
<u>Wk 9</u> <u>Seminar 9</u>	<b>Traditional Training Methods</b> <ul style="list-style-type: none"> <li>• Presentation, hands-on and group building methods</li> <li>• Choosing a Training Method</li> <li>• Experiential Learning Cycle</li> </ul>	ILO4 ILO7 ILO9	Pg 290 – 316 Pg 317 – 320
<u>Wk 10</u> <u>Seminar 10</u>	<b>Training Evaluation</b> <ul style="list-style-type: none"> <li>• Purpose of Training Evaluation</li> <li>• Models/Frameworks for Evaluation</li> <li>• Barriers to Training Evaluation in Organizations</li> <li>• Training Metrics Recent Developments</li> </ul>	ILO4 ILO7 ILO9	Pg 243 – 277 Pg 279 – 280
<u>Wk 11</u> <u>Seminar 11</u>	<b>Organization Development I</b> <ul style="list-style-type: none"> <li>• Introduction to OD</li> <li>• Theories of Planned Change</li> <li>• Overview of the OD Process</li> <li>• Diagnosis</li> <li>• Framing</li> </ul>	ILO1 ILO3 ILO7 ILO9	Pg 3 – 11 Pg 56 – 75
<u>Wk 12</u> <u>Seminar 12</u>	<b>Organization Development II</b> <ul style="list-style-type: none"> <li>• OD Interventions - Interpersonal and Group Processes</li> <li>• Coaching for Performance with GROW model</li> </ul>	ILO3 ILO7 ILO9	Pg 149 – 167 Pg 168 - 189
<u>Wk 13</u> <u>Seminar 13</u>	<b>Group Project Presentation</b>	ILO5 ILO6	

**ANNEX A: ASSESSMENT CRITERIA****Critical Thinking Marking Rubric (for Individual Assignment)**

**Learning Objective:** The ability comprehensively exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Traits	Performance	
	1 2 3 4 5 6	Substantially Developed
	<b>Not Yet</b>	<b>Substantially Developed</b>
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b> (Selecting and using information to investigate a point of view or conclusion)	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
<b>Influence of context and assumptions</b>	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

References:

- *Critical Thinking Value Rubric - Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/value/rubrics/pdf/CriticalThinking.pdf>

**Team Creative Thinking Rubric (for Group Project)**

**Learning Objective:** The ability to generate original and varied possibilities and make meaningful connections.

Traits	Performance	
	Evaluation: Not Yet	1 2 3 4 5 6 Substantially Developed
	<b>Not Yet</b>	<b>Substantially Developed</b>
<b>Fluency</b> The ability to brainstorm and generate ideas.	Lists and brainstorms limited number of ideas or responses.	Lists and brainstorms numerous ideas and points of views.
<b>Originality</b> The ability to produce novel, original and unique ideas.	Ideas are not developed in original and unique ways. Reformulates a collection of available ideas.	Ideas developed are original. Able to extend a novel idea to create new knowledge that crosses boundaries.
<b>Elaboration</b> The ability to develop and expand ideas with sufficient details.	Unable to develop ideas by providing details.	Able to expand and develop ideas by adding details and making changes.
<b>Flexibility</b> The ability to embrace contradictions /alternative perspectives and demonstrate adaptability in thought.	Does not acknowledge alternate, divergent or contradictory perspectives or ideas. Lacks flexibility, maintains positions and points of view in spite of new changing conditions.	Utilizes alternative, divergent or contradictory perspectives or ideas fully. Able to perceive multiple ways in reacting to change and respond accordingly.
<b>Synthesis</b> The ability to connect, synthesize and transform ideas in appropriate and novel way.	Recognizes connections among ideas or solutions but not able to connect ideas or solutions in novel ways.	Able to transform ideas or solutions into entirely new forms.

References:

- Torrance,E.P. (1998) *The Torrance Tests of Creative Thinking Norms- Technical Manual Figural (streamlined) Forms A & B*. Bensenville,IL: Scholastic Testing Services.
- *Creative Thinking Value Rubric - Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/value/rubrics/pdf/CreativeThinking.pdf>
- *Quinnipiac University Creative Thinking Essential Learning Outcome Rubrics*. Retrieved from [http://learn.quinnipiac.edu/eportfolioinfo/rubrics/Creative\\_Thinking\\_Rubric.pdf](http://learn.quinnipiac.edu/eportfolioinfo/rubrics/Creative_Thinking_Rubric.pdf)

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**Teamwork & Interpersonal Skills Rubric – Peer Evaluation for Group Project**

**Learning Objective:** The ability to work effectively with others in a group setting.

**Your ratings will not be revealed to your team members.**

**To be completed via eUreka**

Traits	Performance		For each team member, rate on a scale of "1" to "7" for each trait				
<p><b><u>Roles and Responsibility</u></b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p><b>Scant</b> Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p><b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>					
<p><b>Evaluation:</b> Scant <u>1 2 3 4 5 6 7</u> <b>Substantially Developed</b></p>							
<p><b><u>Communication</u></b> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p><b>Scant</b> Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p><b>Substantially Developed</b> Modes of communication are appropriate, and maintains timely communication and correspondence with team members.</p>					
<p><b>Evaluation:</b> Scant <u>1 2 3 4 5 6 7</u> <b>Substantially Developed</b></p>							
<p><b><u>Conflict Resolution</u></b> Resolves conflicts using a variety of approaches.</p>	<p><b>Scant</b> Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p><b>Substantially Developed</b> Consistently resolves conflicts through facilitating open discussion and compromise.</p>					
<p><b>Evaluation:</b> Scant <u>1 2 3 4 5 6 7</u> <b>Substantially Developed</b></p>							
<p><b><u>Contributions</u></b> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p><b>Scant</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p><b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>					
<p><b>Evaluation:</b> Scant <u>1 2 3 4 5 6 7</u> <b>Substantially Developed</b></p>							
<p><b><u>Relationship</u></b> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p><b>Scant</b> Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p><b>Substantially Developed</b> Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>					
<p><b>Evaluation:</b> Scant <u>1 2 3 4 5 6 7</u> <b>Substantially Developed</b></p>							

**References:**

Teamwork Value Rubric – Association of American Colleges and Universities.

Retrieved from <http://www.aacu.org/value/rubrics/pdf/teamwork.pdf>

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## Teamwork Peer Evaluation

A peer evaluation is mandatory upon completion of the group project (Elearning video) and will be used to moderate individual mark for the team project. It is important that you evaluate your team members truthfully and objectively. Identity of appraisers will be kept confidential and will not be revealed to other team members.

A rating scale ranging from 1 to 7 is used. An average rating for each member is computed based on the rating received from other members in team. A member's mark for the group project will be awarded as follows:

1. If a member's average rating is  $\geq 4$ , the member will receive 100% of the overall mark awarded to the team project.
2. If a member's average rating is  $< 4$  but  $\geq 3$ , the member will receive 80% of the overall mark awarded to the team project.
3. If a member's average rating is  $< 3$  but  $\geq 2$ , the member will receive 50% of the overall mark awarded to the team project.
4. If a member's average rating is  $< 2$ , the member will receive 30% of the overall mark awarded to the team project.

**Communication Rubric (Project Presentation – Individual presentation)**

**Learning Objective:** The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.

Traits		Performance						
		Not Yet	1	2	3	4	5	6
		<b>Not Yet</b>						<b>Substantially Developed</b>
<b>Communication Outcome</b>	<ul style="list-style-type: none"> <li>Has a clear message for audience</li> <li>Maximizes likelihood of audience accepting the message</li> </ul>	Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.						Central message is precisely stated; main points are clearly identified.
<b>Situational Factors</b>	<ul style="list-style-type: none"> <li>Addresses audience needs</li> <li>Builds rapport with audience</li> </ul>	Topic is irrelevant to audience needs and interest. No attempt made to connect topic to audience.						Connection of topic to audience needs and interest is stated with sophistication. Identifies and expresses a deep understanding of the target audience.
<b>Design Factors</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Presents relevant information</li> <li>Supports main points with strong evidence</li> </ul>	Content is erroneous or irrelevant; references and supporting materials are absent. Lacks of depth in content and little insights are exhibited. Presentation falls outside set time parameters.						Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters.
	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Organises content coherently</li> <li>Signals transitions between points</li> </ul>	Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.						Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.
	<p><b>Verbal</b></p> <ul style="list-style-type: none"> <li>Speaks at appropriate speed and volume</li> <li>Uses correct grammar and pronunciation</li> </ul>	Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.						Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.
	<p><b>Non-Verbal</b></p> <ul style="list-style-type: none"> <li>Establishes eye contact</li> <li>Uses gestures and movement to convey energy and confidence</li> </ul>	Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.						Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.

**Motivation & Development of Self & Others Rubric – for Class Participation and Online Collaborative Learning**

Traits	Performance	
<p>Motivate Self</p> <p><b>Knowledge Acquisition</b></p>	<p><b>Not Yet</b></p> <p>Illustrates a limited understanding of the issue of interest.</p>	<p><b>Substantially Developed</b></p> <p>Illustrates a comprehensive understanding of key concepts, frameworks and ideas related to the issue of interest.</p> <p><b>Evaluation:</b></p> <p><b>Not Yet</b> <u>1 2 3 4 5 6 7 8 9 10</u> <b>Substantially Developed</b></p>
<p>Motivate Others</p> <p><b>Knowledge Sharing</b></p>	<p><b>Not Yet</b></p> <ul style="list-style-type: none"> <li>• Encourages others by sharing superficial knowledge with others.</li> <li>• Pays little attention to the viewpoints of others and interacts superficially with others.</li> </ul>	<p><b>Substantially Developed</b></p> <ul style="list-style-type: none"> <li>• Encourages others by sharing deep knowledge and enriching insights with others.</li> <li>• Pays close attention to the viewpoints of others and engages meaningfully with others by providing well thought through feedback and insights.</li> </ul> <p><b>Evaluation:</b></p> <p><b>Not Yet</b> <u>1 2 3 4 5 6 7 8 9 10</u> <b>Substantially Developed</b></p>

**References**

- Merkle, L.A., Jackson, A.S., Zhang, J.J., and Dishman, R. K. 2002. Re-examining the construct validity of the self-motivation Inventory. *International Sports Journal*, Summer: 48-59
- Latham, G.P., Ernst, C.T., 2006. Keys to motivating tomorrow's workforce, *Human Resource Management Review* 16: 181-1