



Standard Course Outline

HRM 658: Diverse Talent Management

I. General Information

Course Number:	HRM 658
Title:	Diverse Talent Management
Units:	3
Prerequisites:	HRM 652; Graduate standing
Course Coordinator:	Dana Sumpter
SCO prepared by:	Dana Sumpter
Date prepared/revised:	Sept 1, 2017

II. Catalog Description (40 words)

Principles of managing a diverse workforce, talent management, and multiculturalism are explored through individual, relationship, and team-level approaches. Actionable human resources and organizational behavior topics are studied via feedback exercises, presentations, case discussions, experiential learning, and oral exams. Letter grade only (A-F).

III. Curriculum Justifications

This course in Diverse Talent Management will study a collection of the complex people-related processes that delivers fundamental benefits to organizations, through increasingly diverse workforces. Talent is an important enabler of any organization in achieving its goals. Yet increasingly, talent is sourced from and work occurs across organizational, demographic, or national boundaries, often in teams and other forms of collaborations. Such work requires skills in cross-cultural communication, understanding of diverse others, interpersonal skills, and dynamic planning and design of people-related organizational processes. Managing diverse individuals entails knowing the legal, ethical, and behavioral implications of employment decisions. The course will focus on harnessing mechanisms of diverse talent management, employing various approaches to managing diversity, and applying talent management principles to real careers and common people-management situations. These topics will be explored from the perspectives of three levels: individual (the self), interpersonal (work relationships), and collective (diverse teams), while also considering organizational implications. The following learning goals will be addressed:

(General) Critical Thinking: *Students will demonstrate conceptual learning, critical thinking, and problem solving skills.*

(General) Interpersonal, Team, and Leadership Skills: *Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.*

(Management specific) Domestic & Global Environment: *Students will be able to demonstrate knowledge of today's domestic and global business environment (e.g., legal,*



regulatory, political, cultural, and economic).

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

Objective: *Students will demonstrate conceptual learning, critical thinking, and problem solving skills related to common issues and opportunities related to a diverse workforce.*

- A. Student learning outcomes: (1) Make logical and defensible recommendations that are consistent with relevant facts. (2) Effectively communicate recommendations both orally (e.g., presentations, class discussion) and in writing. (3) Construct persuasive arguments that address relevant issues.
- B. Evaluation instruments may include participation evaluation; written papers; team exercises/projects; presentations; oral exams
- C. Instructional strategies: Systematically discuss diverse talent management issues and opportunities. Critically evaluate solutions to issues related to organizational diversity and managing across difference, and their implications. Assign individual and team exercises and presentations, with clear rubrics for evaluation.

Objective: *Students will be able to demonstrate interpersonal and managerial skills for working in a dynamic and diverse world, both independently and in a team environment.*

- A. Student learning outcomes: (1) Effectively manage, participate in, and contribute to diverse teams through building good interpersonal relationships. (2) Apply knowledge of work relationships to maximize positive and repair negative relationships. (3) Adapt managerial and communication styles based on culturally-based preferences.
- B. Evaluation instruments may include team member peer evaluation; employing self-assessment or feedback results in written assignment; written papers; diverse virtual team project; presentations
- C. Instructional strategies: Assign readings and run exercises to practice interpersonal, communication, and management skills. Assign individual and team exercises and presentations on related topics, with clear rubrics for evaluation.

Objective: *Students will demonstrate knowledge of today's domestic and global business environment, considering legal, regulatory, political, cultural, and economic forces that impact managerial and employment choices.*

- A. Student learning outcomes: (1) Discern between helpful and unhelpful managerial decisions considering the impact of the regulatory, political, social, and cultural environments. (2) Identify the importance of diversity and the business case for inclusive and fair managerial practices. (3) Craft logical and legal employer policies and practices to foster and effectuate diverse talent.
- B. Evaluation instruments may include participation in class; written papers; diverse virtual team exercises and projects; presentations; oral exams
- C. Instructional strategies: Systematically discuss diverse talent management issues and opportunities, from both within-U.S. and global perspectives. Critically evaluate solutions to issues related to organizational diversity and managing across difference, and their implications. Assign a virtual global team project for action learning, with feedback.



V. Outline of Subject Matter

A. SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED

A suggested topic outline for the course is listed below. This is only an indication of possible subjects to be worked on the course of the semester. Subject matter and sequence of topics may vary by instructor.

Topics:

- Current perspectives of talent management in organizations
- Leveraging individual strengths at work
- Managerial skills for managing diverse others (for example, coaching, listening, and/or giving feedback)
- Managing organizational processes of a diverse workforce (for example, talent review, high potentials, and/or organizational design)
- Within-U.S. diversity
- Diversity principles (including attribution, stereotype, prejudice, discrimination, bias, inclusivity)
- Within-U.S. employment law as related to diversity
- Global diversity
- Work relationships – how to build positive relationships with diverse others
- Work relationships – how to repair or handle toxic relationships
- Cross-cultural management, communication, and conflict
- Diverse teams

B. PERCENTAGE OF CLASS TIME TO BE SPENT

Percentage of time spent on each course topic will vary based on instructor. Generally, it is recommended to spend sufficient time on the topic of talent management, and sufficient time on the fundamentals of diversity and cross-cultural management.

VI. Methods of Instruction

- Traditional Hybrid Local Online Distance Education

A. INSTRUCTION MODE. Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II, appropriate for the graduate level, and serve the course objectives listed in Section IV of this SCO.

May refer to University policies [Academic Technology and the Mode of Instruction \(PS 03-11\)](#) and [Course Syllabi and Standard Course Outlines \(PS 11-07\)](#), for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction.¹

¹ The university policies listed are active as of 2015-2016 but may be subject to change in the future. For the most up-to-date policies, refer to the Academic Senate website's [Policy Statements](#).



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Examples of instruction methods for the course include:

- Class seminar and discussion, with examples and applications elicited from both the instructor and the students
- Postings to online discussion boards, where students create original posts and also respond to the posts of others
- Case analyses, including both breakout small group discussions and class debrief
- Individual and team written assignments, and in-class exercises
- Live exercises to simulate related topics and real organizational situations
- Projects related to building skills working on global, virtual teams
- Individual and team written presentations to demonstrate knowledge and application of course topics

B. CLASSROOM ACTIVITIES

Because this is a graduate critical thinking course, it is expected that formal lectures will be minimized and that students will be regularly and actively engaged in practicing their thinking skills through exercises and discussions. Individual instructors will decide on the specific methods used in this course, but it is suggested that students will participated extensively in different formats for learning, including demonstrations, discussions, small-group activities, and oral presentations.

C. EXTENT AND NATURE OF TECHNOLOGY USE

The use of technology will depend on individual instructors, but should likely include (i) BeachBoard, (ii) the development of familiarity with web resources specific to the course, and (iii) assignments that involve the evaluation of web materials on the subjects. Film and video may be used. Due to the interactive nature of this course, it is recommended that technology not be used in the face-to-face class sessions, except for specific designated activities. This is to prevent distraction and facilitate listening and engagement with other students.

VII. Information about Textbooks/Readings

Instructors should use appropriate textbooks that are consistent with the course description stated in Section II, appropriate for the graduate level, and serve the course objectives listed in Section IV of this SCO.

- A recommended textbook: *Managing Diversity: Toward a Globally Inclusive Workplace*; Author: Michalle E. Mor Barak; 4th Edition (2016); SAGE Publications, Inc; ISBN: 1483386120 / 9781483386126
- This or the most recent edition can be used.
- Additional readings and cases should be selected (bibliography below has suggestions)

VIII. Instructional Policies Requirements

- a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b) It will be assumed that the students will adhere to the tenets of *academic integrity*



as articulated in [Dean's Letter on Academic Integrity](#) throughout this course. Instructors should enforce policies regarding plagiarism, withdrawal, absences, etc., per University policies published in the CSULB Catalog, and those on [Attendance](#), [Course Syllabi](#), [Final Course Grades](#), [Grading Procedures](#), [Final Assessments](#), and [Withdrawals](#).

- c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d) It is expected that all students attend face-to-face classes regularly and are responsible for all materials covered in class, regardless of their attendance. The students are expected to comply with the universally accepted norms of considerate and courteous behavior. Make-up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of documentation. The student should give earliest possible notification of an anticipated excused absence, and can refer to [the specific university policy](#) on these issues.
- e) Occasionally adjustments in the course assignments become necessary. The students should be notified in advance about changes. Whenever possible, they should be consulted in advance about any changes.
- f) Students with Disabilities: Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.

IX. Course Assessment and Grading

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of final grade. Key assessments that can measure student performance may include:

- Self-assessments or feedback-providing instruments (e.g., 360 degree tool, Reflected Best-Self Exercise)
- Oral presentations (individual or team)
- Exams (oral, or written essay or short-answer responses)
- Multiple choice questions may be used for quizzes to motivate readings
- Written assignments (i.e., reaction papers, responses to case discussion questions)
- Final project to integrate course components

X. Disabilities

Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.

XI. Assistive Technology

In compliance with [Accessibility and Faculty Responsibility for the Selection of Instructional](#)



[Materials \(PS 08-11\)](#), instructors are responsible for ensuring that their syllabi and instructional

materials are accessible to all students.

XII. Bibliography

This is a selective bibliography to provide instructors with a primary set of resource materials. The list is intended to show the range of materials available to our students.

- Adams, M., & Bell, L. A. (Eds.). (2016). *Teaching for diversity and social justice*. Routledge.
- Ashton, C., & Morton, L. (2005). Managing talent for competitive advantage: Taking a systemic approach to talent management. *Strategic HR Review*, 4(5), 28-31.
- Brett, J., Behfar, K., & Kern, M. C. (2006). Managing multicultural teams. *Harvard Business Review*, 84(11), 84-91.
- Bell, M. P. (2017 or most recent edition). *Diversity in organizations*. Cengage Learning.
- Bozionelos, N., & Hoyland, T. (2014). Cultural diversity at the top: Does it increase innovation and firm performance?. *Academy of Management Perspectives*, 28(2).
- Cappelli, P. (2008). Talent management for the twenty-first century. *Harvard Business Review*, 86(3), 74.
- Cappelli, P., & Keller, J. R. (2014). Talent management: Conceptual approaches and practical challenges. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 1(1), 305-331.
- DiStefano, J. J., & Maznevski, M. L. (2000). Creating value with diverse teams in global management. *Organizational Dynamics*, 29(1), 45-63.
- Dutton, J. E., & Glynn, M. A. (2008). Positive organizational scholarship. *The SAGE handbook of organizational behavior*, 1, 693-712.
- Gittell, J. H. (2003). *The Southwest Airlines way: Using the power of relationships to achieve high performance*. New York: McGraw-Hill.
- Guthridge, M., Komm, A. B., & Lawson, E. (2008). Making talent a strategic priority. *McKinsey Quarterly*, 1, 48.
- Harvey, C. P., & Allard, M. (2015 or most recent edition). *Understanding and managing diversity: Readings, cases, and exercises*. Pearson.
- Hamori, M., Koyuncu, B., Cao, J., & Graf, T. (2015). What high-potential young managers want. *MIT Sloan Management Review*, 57(1), 61.
- Kirkman, Rosen, Gibson, Tesluk, & McPherson. (2002). Five challenges to virtual team success: Lessons from Sabre, Inc. *Academy of Management Executive*, 16(3), 67-79.
- Luthans, F., & Youssef, C. (2004). Human, social, and now positive psychological capital management: Investing in people for competitive advantage. *Organizational Dynamics*, 33(2), 143-160.
- Marques, J. F. (2010). Colorful window dressing: A critical review on workplace diversity in three major American corporations. *Human Resource Development Quarterly*, 21(4), 435-446.
- Stahl, G., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., ... & Wright, P. (2012). Six principles of effective global talent management. *Sloan Management Review*, 53(2), 25-42.
- Stahl, G. K., Maznevski, M. L., Voigt, A., & Jonsen, K. (2010). Unraveling the effects of cultural diversity in teams: A meta-analysis of research on multicultural work groups. *Journal of International Business Studies*, 41(4), 690-709.
- Stahl, G. K., Mäkelä, K., Zander, L., & Maznevski, M. L. (2010). A look at the bright side of multicultural team diversity. *Scandinavian Journal of Management*, 26(4), 439-447.

XIII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.



California State University, Long Beach
College of Business Administration

XIV. Additional Resources for Development of Syllabi

University policy [Course Syllabi and Standard Course Outlines \(PS 11-07\)](#)

Academic Technology (ATS) [Accessible Syllabus Template](#)

Faculty Center for Professional Development (FCPD) [Sample Syllabus Template](#)