



## COURSE SYLLABUS

# Global Talent and Giftedness Management: To Understand and Keep Competence, 7.5 credits

*Global Talent and Giftedness Management: To Understand and Keep Competence, 7,5 högskolepoäng*

---

<b>Course Code:</b> LGTK18	<b>Education Cycle:</b> First-cycle level
<b>Confirmed by:</b> Director of Education Dec 20, 2017	<b>Disciplinary domain:</b> Social sciences
<b>Revised by:</b> Director of Education Nov 29, 2021	<b>Subject group:</b> PS1
<b>Valid From:</b> Spring 2022	<b>Specialised in:</b> GIF
<b>Version:</b> 5	<b>Main field of study:</b> Psychology

---

## Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

### Knowledge and understanding

- account for the notion of talent management and explain its development in an economic and political context
- identify varying cultural attributes by which talent management has developed in different parts of the world
- understand the need for a balance between objective transactional targets of employers and the subjective psychosocial needs of employees

### Skills and abilities

- explain the different definitions of talent and giftedness as well as their background character and purpose
- consider talent management in a socially sustainable way as based on available research evidence

### Judgement and approach

- describe traditional models of talent management and classify them in the light of economic and historic development
- adapt talent management systems for gender, cultural and lifestyle diversity, equality, and social sustainability

## Contents

- The economic and historic background of talent management
- Theoretical and practical definitions of talent, giftedness and high achievement
- Traditional talent management models
- Specific talent management models
- Cultural differences

- Psychological foundations of talent management
- Principles for constructing talent management structures

### **Type of instruction**

The teaching consists of lectures, seminars and exercises performed individually or in groups.

A digital learning platform is used.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

### **Prerequisites**

General entry requirements and completed 30 credits in Psychology, or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish.

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on the intended learning outcomes.

The course is examined through one individual written examination.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written examination	7.5 credits	A/B/C/D/E/FX/F

### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

### Course literature

Deters, Juergen (2017). *Global leadership talent management. Successful selection of global leadership talents as an integrated process*. Bingley, UK: Emerald Publishing. 243 pages.

McDonnell, Anthony (2011). Still fighting "The War for Talent"? Bridging the science versus the practice gap. *Journal of Business Psychology*, 26, 169-173. 4 pages.

Nauta, Noks, & Ronner, Sieuwke. (2013). Gifted Workers hitting the target. Maastricht, NL: Shaker Media. 142 pages.

Persson, Roland, S. (2009). Intellectually gifted individuals' career choices and work satisfaction: a descriptive study. *Gifted and Talented International*, 24(1), 11-24. 13 pages (Provided by HLK)

Persson, Roland. S. (2015). Through the looking-glass: understanding the social dynamics of human nature and gifted identity. In R. Klingner (Ed.), *Make them shine. Identification and understanding of gifted children and consideration of their social and emotional needs* (pp. 37-76). Zuerich, CH: LIT Verlag. 39 pages (Provided by HLK).

Schmidt, Eric & Rosenberg, Jonathan (2014). *How Google works*. London: John Murray. 284 pages.

Scullion, Hugh & Collings, David G. (Eds.). (2011). *Global talent management*. London: Routledge. 200 pages.

Tirri, K., & Koro-Ljungberg, M. (2002). Critical incidents in the lives of gifted female Finnish scientists. *The Journal of Secondary Gifted Education*, 4, 151-163.

White, L. (2000). Underachievement of gifted girls: causes and solutions. *Gifted Education International*, 14, 125-132.

In addition to the specified course literature, articles, book chapters etc. may be added according to the course instructor's instructions.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

**Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources--how-to-create-literature-references.html>

**The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

Available in the learning management system