JÖNKÖPING UNIVERSITY
School of Education and Communication

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

Course Code:	LGTN16	**Education Cycle:**	First-cycle level
Confirmed by:	Director of Education Dec 15, 2015	**Disciplinary domain:**	Social sciences
Revised by:	Director of Education Jan 4, 2017		
Valid From:	Spring 2017	**Subject group:**	PS1
Version:	2	**Specialised in:**	G2F
Reg number:	HLK 2017/123-313	**Main field of study:**	Psychology

Intended Learning Outcomes (ILO)

Having completed the course students are expected 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
- have acquired the ability to list the different meanings of talent as well as account for different definitions and their background
- be able to differentiate between talent management in a more traditional sense and talent management for intellectually and creatively gifted employees

Skills and abilities
- ably describe traditional models of talent management and classify them in the light of societal economic-historic development
- insightfully explain why talent management systems differ from one country and to another
- discerningly recognise different expressions for and concepts of talent, and also be able to conclude on what conception of talent a management system is based on
- astutely choose, adapt or construe and apply a talent management system sensitive to individual or to a group of employees as based on either a normal or a high level of intellectual and creative functioning

Judgement and approach
- have acquired skills to evaluate and assess different traditional models for talent management
- ably evaluate the advantages and disadvantages using varying talent management systems in different countries and in different types of organisations
- to intelligently assess whether a talent management system is considerate of individuals and/or

groups in light of their intellectual and creative capacity

Contents

- The economic and historic background of talent management
- "War for Talent/Brain Drain": The need for talent, high achievement, creativity and innovation in the emerging global knowledge economy
- Theoretical and practical definitions of talent, giftedness and high achievement
- An overview of traditional talent management models
- An overview of modern and specific models of talent management focussing on extreme talent at recruitment and as employees
- Cultural differences of importance to talent management
- Psychological bases for talent management, especially motivation with the prospect of keeping key people in the organisation
- Principles for constructing your own talent management system according to need and specificity

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 45 credits in psychology and accomplished Work Placement - Psychology, 15 credits or 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 instruction and course literature.

The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion.

If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. The decision to accept or reject such a request is made by the vice dean of education.

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

Assessment will be done by means of a written exam paper with a problem-solving content.

Registration of examination:

Name of the Test	Value	Grading
Written exam paper	7.5 credits	A/B/C/D/E/FX/F

Course evaluation

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s). The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

Course literature

Berger, Lance, A.., & Berger, Dorothy, R. (2004). *The talent management handbook. Creating organizational excellence by identifying , developing and promoting your best people.* New York: McGraw-Hill (448 pp).

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

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

Persson, Roland, S. (2009). Intellectually gifted individuals' career choices and work satisfaction. A descriptive study. *Gifted and Talented International*, 24(1), 11-24. (13 pp) *)

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). Zürich, CH:LIT Verlag. 39 p. (distributed by teacher)

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

pp).

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

*) Made available during the course

Reference literature
Dauten, Dale. (1999). *The gifted boss. How to find, create and keep great employees.* New York: William Morrow.

Harvey, David. (2009). *A brief history of Neoliberalism.* Oxford, UK: Oxford University Press.

Kahl, Martina. (2011). *Modernes Talent-Management. Wegweiser zum Aufbau eines Talent-Management-Systems* [Talent Management. A guide how to build a Talent Management System]. Hamburg: Diplomica Verlag.

Lackner, Maximilian. (2012). *Talent-Management spezial: Hochbegabter, Forscher, Künstler ... erfolgreich führen* (Special talent-management: To successfully manage the gifted, scientists, artists ...). Wiesbaden, Germany: Gabler Verlag.

Citing Sources – How to Create Literature References. http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University.* http://pingpong.hj.se/public/courseId/10565/publicPage.do