

BUSA690 - Topic
Managing Talent in a Global World
Desautels Faculty of Management
Fall 2013

Dr. Lisa Cohen

Assistant Professor of Organizational Behavior

Office Hours: Monday and Wednesday: 10-11:30 am; Wednesday 4:30-5:30 pm;
and by appointment

Office: Bronfman 316 (temporary)

Phone: 514 398-5561; Email: lisa.cohen2@mcgill.ca

Description and Objectives

Business gurus repeatedly proclaim that 1) the exceptional management of talent is a key to business success; and 2) the world of business is becoming increasingly global. In this class, we will explore the intersection of these ideas: how to effectively manage talent in the context of increasing globalization. More specifically, how should you organize the processes and systems of hiring, rewarding, evaluating, developing, and motivating talent in today's global context?

The course is intended for anyone who will *be talent* and/or will *manage talent* in the global world. That may mean you are a client for talent management efforts. It may also mean you are responsible for managing talent in some capacity though not (necessarily) in a formal role as an HR or Talent Manager. There are three main learning themes for this course:

1. **Talent Management:** What can you as a manager (or as an HR person) do to make sure you are effective in motivating, developing and retaining the people in your organization in the interest of accomplishing larger organizational goals and strategies?
2. **Global Talent Management:** How should you think about talent management topics in the context of organizations that are doing business across borders? For instance, how do you compensate a person from Singapore who is doing work in India in a company based in London? What should careers look like in organizations that are trying to be borderless?
3. **Talent Management in non-North American Contexts:** How do some of these talent management issues play out in other countries? There is an assumption in much of the talent management and HR field that the North American (US) way is the right way. We'll look at some cases and situations that may challenge that assumption. For instance, think about a company like Infosys that for a period was recruiting 10,000 employees a year. It is likely that they will have developed sophisticated systems to handle this volume and have the ongoing opportunity to update systems.

Most sessions will touch on all of these though some will be more focused on one or another of them. At the end of this course, you will be able to:

- Convince even a hard core skeptic that Talent Management practices determine whether business thrive;
- Assess the efficacy of systems used to manage talent;
- Design and deliver Talent Management services regardless of your organizational role.
- Apply the principles of good Talent Management in a variety of global settings.

Course Format

The class is case-based and highly participative and experiential. It blends cases with readings, lectures, discussions, exercises and two projects to add to your understanding of the issues we discuss. What you learn and what others will learn in this class depends not only on your completing the readings and listening to lectures but also on spirited informed discussions of the materials.

Course Materials

- Course packet for cases and two readings.
- Additional required readings available online at links provided in the course schedule on the syllabus.
- I will use MyCourses as a way to communicate with you and as a repository of materials including this syllabus.

Assignments and Evaluation

Detailed descriptions for all written assignments will be posted to the MyCourses page for this class.

- 1. Active Learning: 30 points**
- 2. Job analysis 35 points**
- 3. Team Project: 35 points**

No late assignments accepted.

Questions about grading must be made in writing within a week of the assignment being returned to you. In such cases, I will reconsider the grade on the entire paper. For group projects, all members of the group must sign the request for a review.

1. Active Learning: 30 points

Spirited, informed discussion of the readings, cases and exercises is a critical component of the course and of everyone's learning. In evaluating class participation, I will attend to both the quantity and quality of comments, but quality is ultimately the most important. Because class time is limited, each time a student is called upon is a valuable opportunity to advance the discussion in a way that enhances everyone's learning. I will occasionally "cold call" students in class. The point of the "cold calls" is not to embarrass anyone, but to ensure that all students are invited to contribute, and to keep the discussion from becoming unbalanced, with a few students doing most of the talking.

What constitutes a quality comment? Here are some general guidelines.

- An "exceptional" comment provides some fundamental structure to the conversation either by distilling an underlying theme from disparate comments or by critiquing a set of comments. An exceptional comment will change the way people view some important part of the case.
- A "good" comment advances the conversation, by making an analytical point and referring to supporting data, by asking a good question, by offering a thoughtful critique

of previous comments, or by expanding on previous comments. Supporting data may come from readings, from other cases, or from personal experience.

- A “fine” comment provides some information that adds to the discussion.
- A “poor” comment is one that seems to indicate a lack of preparation and/or a lack of attention to the “flow” of the conversation (for example, making a point that has already been covered earlier).

Much of our discussion will center on cases. By preparing and discussing cases, you will examine the complexities facing organizations and develop and practice crucial analytical skills.

Following is some guidance on how to prepare. I will assume that you know the descriptive facts of a case before coming to class and that you are prepared to answer the questions provided on MyCourses, discuss the key issues you have identified, relate course concepts to the case, and recommend a course of action.

To accomplish this, I recommend using the following process:

1. Read the case once through quickly and note the major issues and problems.
2. Re-read the case thoroughly. Look for factual evidence to support your analysis. Develop your own questions. Take notes and bring them to class.
3. Decide what you think is going on, why it is happening, and what should be done. Consider the basis for your opinion, and how you will support it, using concepts from course readings, personal experience, logic, lecture, or other sources.
4. Answer the case discussion questions provided in the syllabus.
5. When possible, discuss the case with other class members before class.

I will take notes throughout each class regarding student participation and assess the overall quality of your participation. To participate, of course, you need to be present. Emergencies and illnesses do happen. If you must miss class, email me before class. Missing one or two classes (with advance notice) is acceptable. Missing more than that will lower your active learning grade. If you fail to notify me in advance that you will miss class, the absence will count as two.

2. Job Analysis Paper: 35 points

Work is fundamental to organizations. Yet, surprisingly many managers have little understanding of what others do within their own organizations and departments. This leads to many inconsistencies in designing recruiting, selection, reward and career development systems, and jobs themselves. It also leads to missed opportunities. This assignment is designed to sharpen your skills at learning how work in your organization is done. To complete this assignment, you should select a job of interest and identify someone who holds that job who is willing to be your partner for this assignment. The job could be one in the organization you are studying for the project, one in an organization where you have worked; one that you would like to have, or just one about which you have always been curious. You will need to conduct detailed interviews and/or shadow your subject to gather data. Based on this data, you will make recommendations about how to improve on a talent management function in the organization.

A more detailed description of this assignment is provided on MyCourses. You will make a poster presentation of your findings on October 16. The final project is due on October 23.

3. Group Project: 35 points

For this class, as part of a team, you will be conducting a consulting project in an organization. You will need to identify a client organization and a problem in that organization that can be solved by the application of good talent management practice. There are several deliverables associated with this project: a final written consulting paper and faculty report, a presentation to other students; a critique of another group's presentation; a team contract and project plan.

A more detailed description of this assignment is provided on MyCourses. Some of the deadlines you should be aware of in the meantime are:

1. Team contract, Project Plan, and Client Name (in-class exercise): **9th October**
2. Presentation of Project Problems: **30th October**
3. Executive Summary: **6th November**
4. Presentation of your findings for team project: **27th November**
5. Critique of colleagues' project: **29th November**
6. Final paper: **8th December**

Right to submit in English or French written work that is to be graded

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This right applies to all written work that is to be graded, from one-word answers to dissertations.

Academic Integrity statement

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

COURSE SCHEDULE

Date Topic	Reading (pre-class)	Case /Other	Deliverable Due
1. September 4 Introduction	<ul style="list-style-type: none"> • Rosenzweig, P. (2007). Misunderstanding the Nature of Company Performance: The Halo Effect and Other Business Delusions. <i>California Management Review</i> 49(4), 6-20. • Pfeffer, J. and R.I. Sutton. 2006. Evidence-Based Management. <i>Harvard Business Review</i>, January: 1-11. 	MoneyBall (to be viewed in class)	Background Information
2. September 11 Building Blocks: People, Jobs, and Organizational Culture	<ul style="list-style-type: none"> • Cappelli, P. (2008). Talent Management for the Twenty First Century. <i>Harvard Business Review</i>. 86(3), 74-83. • Chatman, J.A. and S. Cha. (2003). Leading by Leveraging Culture, <i>California Management Review</i>, 45(4), 20-34. <p>Post-Class Readings:</p> <ul style="list-style-type: none"> • Rao, H. (2010). What 17th-Century Pirates Can Teach Us About Job Design. <i>Harvard Business Review</i>, 88(10), 44-44. 	Four Seasons	
3. September 18 Getting Talent	<ul style="list-style-type: none"> • Gladwell, M. (2000). The New-Boy Network: What Do Job Interviews Really Tell Us. <i>The New Yorker</i>, 68-86. • Bowen, D. E., Ledford, G. E., & Nathan, B. R. 1991. Hiring for the Organization, Not the Job. <i>Academy of Management Executive</i>, 5(4), 35-51. 	Cirque du Soleil	
4. September 25 Managing Performance	<ul style="list-style-type: none"> • Peiperl, M. A. (2001). Getting 360 degree feedback right. <i>Harvard Business Review</i>, 79(1), 142-147. • Mauboussin, Michael J. "The True Measures of Success." <i>Harvard Business Review</i> 90.10 (2012): 46-. 	Managing Performance at Haier	
5. October 2 Total Rewards	<ul style="list-style-type: none"> • Kohn, A. (1993). Why Incentive Plans Cannot Work. <i>Harvard Business Review</i>, 71(5), 54-63. • Zhu, Y. (2007). What Drives Differences in Reward Allocation Principles Across Countries and Organizations? <i>Academy of Management Perspectives</i>, 21(3), 90-92. • Fryer, B. et al. (2003). In a world of Pay. <i>Harvard Business Review</i>, 81(11), 31-40. 	Shanghai Dilligence	

Date Topic	Reading (pre-class)	Case /Other	Deliverable Due
6. October 9 Career Development	<ul style="list-style-type: none"> • Javidan, M. M. Teagarden, D. Bowen. (2010). Making it Overseas. <i>Harvard Business Review</i>, 88(4), 109-113. • Ready, D.A., L.A. Hill, J.A. Conger. (2008). Winning the Race for Talent in Emerging Markets. <i>Harvard Business Review</i>, 86(11), 62-70. 	Solvay Group International Mobility and Managing Expatriates	Team Contract
7. October 16 Unions Job Analysis Presentations	<ul style="list-style-type: none"> • Pfeffer, J. (2007). In Praise of Organized Labor: What Unions Really Do? (in coursepack) 	HMSI Speaker: TBA	Job Analysis Poster Presentations
8. October 23 Talent Management in Bad Times	<ul style="list-style-type: none"> • Zatzick, C.D., M.L. Marks, and R.D. Iverson. 2009. Which Way Should You Downsize in a Crisis. <i>Sloan Management Review</i>, 51 (1): 79-86. • Fryer, B. 2009. The Layoff. <i>Harvard Business Review</i>. 	Paris Subway	Job Analysis
9. October 30 Talent in Entrepreneurial Organizations	<ul style="list-style-type: none"> • Baron, J.N., and D.M. Kreps. 1999. Chapter 19: HRM in Emerging Companies. (In course pack) • 	Empleados Ya	
10. November 6 Transferability	<ul style="list-style-type: none"> • Cappelli, P., H. Singh, J.Singh, and M. (2010). The India Way: Lessons for the U.S. <i>The Academy of Management Perspectives</i>, 24(2), 6-24. 	Tanzania Banks	
11. November 13 Global Legal & Social Environment Project Work Session		Nike Speaker: TBA	Presentation of Project Problems
12. November 20 Fitting it all together	<ul style="list-style-type: none"> • Baron, J.N., and D.M. Kreps. 1999. Consistent Human Resource Practices. <i>California Management Review</i>, 41 (3): 29-43. 	Infosys	Executive Summary
13. November 27 Presentations and Wrap Up	<ul style="list-style-type: none"> • Group Presentations 		Critiques: 29 th November Projects: 7 th December