



## 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*

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<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 Oct 29, 2019	<b>Subject group:</b> PS1
<b>Valid From:</b> Spring 2020	<b>Specialised in:</b> GIF
<b>Version:</b> 2	<b>Main field of study:</b> Psychology

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## 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

Skills and abilities

- explain the different definitions of talent and giftedness as well as their background character and purpose

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 employees in different cultures and organisations

## 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 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 learning outcomes forms the basis for the structure of teaching, the composition of the course literature and the design of the examination. The examination is based on instruction and course literature.

The course is examined by one problem-solving individually written essay covering all learning objectives

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.

Registration of examination:

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

The instruction is followed up throughout the course. At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student representative/student representatives (course developer/s). The evaluation, which is published on the relevant e-learning platform and submitted to the administration, is to function as 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.

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.

*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

<http://pingpong.hj.se/public/courseId/10565/publicPage.do>

Also available in the course event on the e-learning platform PING PONG