

University of North Texas

G. Brint Ryan College of Business

MGMT 5410: Talent Management in the Sport Entertainment Industry

I. General Course Information.

Credit Hours.	Three (3)
Semester.	Fall 2020 [16-weeks]
Instructor.	Matthew Walker, PhD
Contact.	matthew.walker@unt.edu
Office Hours.	T/TH: 9a-11a (<i>virtual only</i>)
Office Location.	286 Inspire Park
Course Location.	Hall Park 137 Remote Instruction
Zoom Meeting ID:	[<i>Via Canvas</i>] 495-795-6909
Meeting Time.	Th 6-7:20p Zoom
Course Website.	www.canvas.unt.edu

Students are encouraged to check the website daily for communications, postings, deadlines, and updates.

II. Course Overview.

Most corporate leaders will describe people as their most critical asset. These same leaders see talent as a competitive advantage where recruitment, development, and retention are key drivers of corporate success. Accordingly, this course explores the concepts and managerial issues associated with talent management in the sport entertainment industry. Emphasis is on the application of materials and proposing solutions to problems in recruiting, developing, and retaining talent. Course topics align with the issues and challenges faced by Talent Managers in the Sport Entertainment Management workplace. The level of analysis for this course is at the human resource level and not necessarily C-suite level.

In this course, you will not learn all of the answers. You will, however, you learn to ask intelligent managerial questions.

III. Course Goals | Expectations.

This course provides a runway for creating a bespoke training program that seeks to address a critical talent management topic. The training program should be developed from relevant industry and academic insights should reflect careful research, thoughtful analyses, succinct and impactful writing, and should take a great deal of your time. The assignment is rigorous and robust and it begins with the assumption that you have chosen to make this journey and are willing to work collaboratively with a group. Accordingly, high involvement and input with group members to meet the deadlines is expected. The work on several deliverables throughout the course should be meaningful and *insightful* if you place yourself in the position of a Sport Entertainment talent manager.

IV. Course Learning Objectives.

Upon successful completion of this course, the student will be able to:

1. Identify aspects of and offer written perspectives on the talent management process of: (1) attraction, (2) development, and (3) retention.
2. Evaluate the methods for onboarding and managing employee fit based on an understanding of talent management theory and practice.
3. Synthesize source material and offer written perspectives on interpersonal skills and interpersonal workplace dynamics.
4. Interpret the managerial role in building a leadership pipeline, developing succession plans, and utilizing various HRM functions to strengthen and maximize organizational performance.

V. Required Readings.

- No required textbook.
- Supplemental readings available on the course website.

VI. Course Format.

- This is a hybrid course, which means the lecture content will be viewed asynchronously (*i.e., during non-class time*) and unpacked synchronously during weekly F2F and Zoom class meetings. Due to the uncertainty surrounding COVID-19, the class will be a mix of F2F and Zoom meetings. This modification is largely due to the group-based composition of this course, whereby UNT guidelines stipulate that in-class groups are prohibited. Accordingly, the hybrid course structure consists of online video lectures, synchronous group work, assigned and supplemental readings, weekly assignments and activities, group discussions, and knowledge checks.

VII. General Course Policies.

1. **Assignments.** All assignments and Knowledge Checks are due on time. No late assignments accepted, unless prior arrangements made with the instructor.

1a. All written assignments are to be error-free (*i.e., grammar, punctuation, spelling, flow, and general composition*) and are expected to follow light APA (6th) format. See assignment guidelines for formatting and submissions instructions.

2. **Participation.** Active participation for each weekly module is expected. There is an expectation that each student will read the assigned articles and book chapters, respond to the review questions, view the online lecture/video content, take the knowledge checks, complete assignments on time, and work daily with their group members. When connecting via Zoom, your webcam must be turned on and remain on for the duration of the 1.5-hour session.

VIII. Course Evaluation.

Assignments.	Learning Outcome.	Points.
Employee Training & Development Plan (6 parts: written, presented)	1, 2, 3, 4	60
Summative Knowledge Checks (3: online, open- response format)	1, 2, 3, 4	15
Peer Evaluation (2: online, written)	4	10
Weekly Review Questions (8: online, written, discussed)	1, 2, 3, 4	16
Total Points Possible		101*

IX. Grading.

- A 90–100
- B 80–89
- C 70–79
- D 60–69
- F ≤59

X. **Disabilities | Emergency Notifications | Safety Measures.**

Accommodating Students with Disabilities. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at: disability.unt.edu.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

COVID-19 Impact on Attendance. While attendance for the online sessions is expected, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. If you are experiencing any [symptoms of COVID-19](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction. The UNT fall schedule requires this course to have fully remote instruction beginning November 28. Additional remote instruction for this course may be necessary given the group-based format of the course. If community health conditions change due to a reduced threat of COVID-19, the course format will be reevaluated. To participate in fully remote portions of the class, students will need access to a webcam and microphone to facilitate this portion of the course. Information on how to be successful in a remote learning environment can be found [here](#).

Policy on Face Coverings. Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an

accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Connectivity Requirements. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. Textbook, software, technology. Microsoft Office Suite[®] and Adobe PDF Reader are the official software packages for this class. You are enrolled in a College of Business class therefore, you may obtain a free-of-charge copy at [Licensing Agreement](#). Do not send me assignments in Pages[®], Word Perfect[®], or linked to Google Docs[®]. You will also need access to a Windows or Apple compatible PC/ Tablet/ Smartphone connected to an electrical source and the Internet. Additional requirements include a screen, web cam, microphone, keyboard, mouse, speakers, printer, and video codec software. Most computers less than five years old have the necessary codec software. Campus access labs are also fully equipped.

XI. Assignments.

- 1. Employee Training & Development Plan (6 Parts @ 10 points each | Learning Outcomes 1-4).** Employee training and development is a strategic tool for organizational growth, productivity, and talent retention via engagement, satisfaction, and commitment. Training and development activities should focus not only on the job an employee currently holds but also on aspirant jobs that may be of interest. In many cases, training and development activities focus only on short-term issues and challenges, instead of longer-term employee matriculation outcomes (*i.e., the squeakiest wheels gets the grease*). We approach development in this course from an alternative perspective. Accordingly, this project will be informed through the implementation, delivery, and reporting of the *Conflict Management Profile*. This immersion will shape student perspectives on developing and applying their own insights, training tools, learning theory, and training protocols for employee development. The instructor will unpack the process for building a training course, starting with environmental, organizational, and industry challenges, while considering ROI and developmental employee outcomes.

Each assignment part will consist of robust academic and industry insights to inform and ground their chosen topic. Insights decks should be a revelation between an object and action that helps solve, or provides a clearer picture for how to solve, an organizational dilemma or workplace challenge. Oftentimes, the problem at the heart of the insight is about an obvious but undiscussed observation in the workplace. For example, typical insights starter questions might be:

- a. **Insight question example.** What are the costs of workplace conflict? How much money can companies in the Sport Entertainment Industry save by reducing and better managing workplace conflict? How can managers reduce and better manage workplace conflict to save time and money?

Responding to these questions is the start of an insight. The insight is created by identifying a dilemma in a data-informed way, considering the research that supports this dilemma, identifying and vetting solutions to the dilemma, and delivering a theoretically- and educationally-backed way to overcome this dilemma. The insight and solution should challenge the status quo for talent managers so they not only better understand the dilemma, but also see the dilemma from a fresh perspective.

***Canvas Appendix.** *Employee Training & Development Rubric and Outline*

1. **Weekly Participation | Review Questions (8 @ 16 points total | Learning Outcome 1-4).** Weekly synchronous meetings will serve three purposes: (1) provide a forum to clarify ideas and concepts for the week, (2) discuss the review questions in preparation for the Knowledge Checks, and (3) provide a forum for the group work, which is the cornerstone for the course. Students will submit their review question responses as a group on bi-weekly Wednesday's and engage in the online discussion the day after (Thursday).

***Canvas Appendix.** *Review Question Grading Rubric*

2. **Knowledge Checks (3 @ 15 points total | Learning Outcome 1-4).** For these assessments, students will respond to questions that correspond to the lectures, readings, and activities in the course. All knowledge checks will be online and include multiple response formats but will primarily be essay-based. All assessments are summative, which means they cover all materials delivered up to and including the knowledge checkpoint. The summative knowledge checks are available for 72 hours on the date noted in the course timeline.
3. **Peer Evaluation (2 @ 10 points total | Learning Outcome 5).** Since this course is online, students are required to show high involvement and input as you would in a traditional classroom. The expectation is that students communicate actively and regularly with group members to meet the accelerated deadlines for the 16-week offering. You will have the opportunity to evaluate the 'task' and 'maintenance' contributions of your group members through two (2) peer evaluations across the 16-weeks. Unfavorable ratings may lead to your removal from the group and a reduced grade in the course.

***Canvas Appendix.** *Peer Evaluation Rubric.*

Talent Management | Course Timeline

Notes about the schedule. Module weeks run from Monday to Sunday with peer evaluation and Training Deck deliverables due by Sunday 11:59pm of the week noted. Review questions

are due each Monday with synchronous sessions held each Thursday. Knowledge checks will be available Friday-Sunday of the week noted and will remain live for 72 hours.

Date.	Topic.	Readings.	Due.
Module 1, W1. Aug 24-30	Perspectives on Talent	<i>See Canvas</i>	Review Q's
Module 1, W2. Aug 31- Sept 6	<i>Group Work</i>		Training Deliverable #1
Module 2, W1. Sept 7-13	Onboarding & Fit	<i>See Canvas</i>	Review Q's
Module 2, W2. Sept 14-20	<i>Group Work</i>		Training Deliverable #2
Module 3, W1. Sept 21-27	Managing Workplace Conflict	<i>See Canvas</i>	Review Q's
Module 3, W2. Sept 28-Oct 4	<i>Group Work</i>		Knowledge Check #1
Module 4, W1. Oct 5-11	Workplace Communication	<i>See Canvas</i>	Training Deliverable #3 Review Q's
Module 4, W2. Oct 12-18	<i>Group Work</i>		Peer Evaluation #1
Module 5, W1. Oct 19-25	Managing Workforce Diversity	<i>See Canvas</i>	Training Deliverable #4 Review Q's
Module 5, W2. Oct 26-Nov 1	<i>Group Work</i>		Knowledge Check #2
Module 6, W1. Nov 2-8	Performance Management	<i>See Canvas</i>	Review Q's
Module 6, W2. Nov 9-15	<i>Group Work</i>		Training Deliverable #5
Module 7, W1. Nov 16-22	Leadership Development	<i>See Canvas</i>	Review Q's
Module 7, W1. Nov 23-29	<i>Group Work</i>		Knowledge Check #3
Module 8, W1. Nov 30-Dec 6	Change Planning & Succession Management	<i>See Canvas</i>	Training Deliverable #6 Review Q's

Module 8, W2. Dec 7-13	<i>Final Presentations</i>		<i>Final Presentations</i> Peer Evaluation #2
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