



BA SCHOOL OF
BUSINESS AND FINANCE

Prof. Bachelor Study Programme ``Business process management``

DESCRIPTION OF A STUDY COURSE

Course unit title	Talent Management			
Programme	Business process management			
Year of study	3			
Academic year	2022./2023.			
Level of course unit	Bachelor			
Course unit code	BP054			
Name of lecturer(s)	Līga Peiseniece / Liēna Grošteina			
Credit points	4			
Number of ECTS credits allocated	6			
Language of instruction	English			
Type of course unit (compulsory, optional)	Compulsory			
Semester when the course unit is delivered	6			
Mode of delivery	Full-time education			
Aim of Course	The aim of the course is to introduce students to the creation of a work environment that enables employees to thrive and to explore the major facets of talent management from developing core competencies to the design and implementation of performance management systems to identifying, assessing and developing talent, to delivering performance coaching to individuals and teams to driving employee engagement and retention.			
Preliminary knowledge	HRM processes	Business and Organization Management	Business English	Digit Transform Bas Programmi Analysis/E

Course contents	No	Tittle	
	1	Using Talent Management to build a High Performance Workplace	
	2	Talent Management building blocks	
	3	Talent Management Programs	
	4	Big data analysis used in the Talenm Management	
	5	Global Talent Management	
	6	Talent Management Competencies for Leaders and Professionals	
	7	Significant Trends Affecting Talent Management Practices	
The study course calendar	No	Topic	Type of assessme
	1	Basic principles and applications for talent management to increase the capacity of staff in the organisations	Literature discussion
	2	Division, methods and use of talent management	Test
	3	Talent management programmes and their use defining talent performances	Test
	4	Opportunities for using big data analysis and it role in the talent management process	Test
	5	Global talent management practices	Group work and the presentation
	6	Required talent management expertise for managers and personell professionals	Group work and the presentation
	7	Significant global and local trends affecting talent management practices in organizations	Essey

Planned learning activities and teaching methods	Assessment of learning outcomes		Distribution (%)		
	Test		30%		
	Essey		10%		
	Group work and the presentation		20%		
	Active participation in the class		20%		
	Test		10%		
	Literature discussion		10%		
	Total (%):		100%		
	Teaching methods		Student workload		
	Classes in the auditorium		64		
	Work in the library		10		
	Lecturer-led class discussion		18		
	Modelling		8		
	Case study		18		
	Industry representative-lead discussion panel		20		
	Lecturer-lead group assignments		22		
Total (h):		160			
Planned learning outcomes	No	Learning outcomes			
	1	The student is able to apply the theoretical knowledge and to create the system on how to attract, employ, and retain talent in organization.			
	2	The student is able to develop alignment of the talent management process with business strategy, with culture, and with employees.			
	3	The student is able to develop talent development programs in organization.			
	4	The student is able to analyse the big data in talent management.			
Assessment methods and criteria	Learning outcomes		1	2	3
	Assessment methods		1	2	3
	Test		•		•
	Essey			•	
	Group work and the presentation				•
	Active participation in the class		•		
Test		•			
Mandatory literature					
1. Minocha, S., Hristov, D., Global Talent Management An Integrated Approach, SAGE Publi Ltd; 1 edition, 2018, p. 352					

Mandatory and supplementary literature	2. Berger L.A., Berger D., The Talent Management Handbook, Third Edition: Making Culture Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People
	Supplementary literature
	3. Bickham T., ATD Talent Management Handbook, Association for Talent Development, 201
Evaluation criteria of learning outcomes.	
Grade	Explanation
10 (<i>outstanding</i>)	Knowledge, exceeding curriculum requirements, attests independent research and deep understanding of a problem
9 (<i>excellent</i>)	Complete acquaintance with curriculum requirements, ability to apply gained knowledge independently
8 (<i>very good</i>)	Complete acquaintance with curriculum requirements, though at times lacks deeper understanding and ability to affiliate gained knowledge with more complicated issues.
7 (<i>good</i>)	Curriculum requirements mastered, although less important knowledge gaps can be detected
6 (<i>above average</i>)	Acquaintance with curriculum requirements, though lack of problem understanding in details sometimes be detected
5 (<i>average</i>)	General knowledge of curriculum requirements although lacks understanding of several professional issues
4 (<i>below average</i>)	General knowledge of curriculum requirements, competence corresponds to minimum of curriculum requirements, problematic application of gained knowledge in practice
3 (<i>weak</i>)	General knowledge of a curriculum gained, though a complete lack of orientation in other professional issues is detected. Additional studies required to get an assessment.
2 (<i>very weak</i>)	General knowledge on certain relevant issues in a curriculum gained, curriculum requirements completed on average
1 (<i>extremely weak</i>)	A complete lack of basic curriculum requirements is detected, almost no knowledge on a basic curriculum

a
: 3rd

.5, p. 336



tanding of

pendently

ding and

cted

oil can

blems in

riculum

levant

: are not

urriculum

