

## Master of Science: Talent Development

CGS Agenda Item: 16-45  
Effective Fall 2017

### New Program Rationale:

Talent Development is a key occupation within organizations. These professionals help others achieve their full potential by improving their knowledge, skills, and abilities. According to Blanchard and Thacker (2013), U.S. businesses spent about \$171.5 billion in talent development activities. Fortune magazine reported that the best 100 companies more than double the amount of talent development and learning activities for employees when compared to the typical company. Talent development is used to improve workplace performance, to develop employees, and in change management. In 2010, the average expenditure per employee for development increased from \$1,081 to \$1,228 per employee (Blanchard & Thacker, 2013). Given the increasing commitment by organizations to develop talent, it is reasonable to expect that careers associated with planning and developing these activities would be increasing. The Bureau of Labor Statistics indicates that careers within the talent development field (typical titles ranging from Human Resource Specialist, to Training and Development Manager, to Instructional Design Coordinators), are growing faster than average (a range of 13% to 20% over the next 10 years). This program was designed to meet the growing need for talent developers and managers.

Given the overall need for professionals within the field of talent development, it fell upon the creators of this new degree to design curriculum to meet the needs of the employers. In particular this degree aimed to meet the needs of employers within the Chicagoland area, which is one of the largest Talent Development areas in the U.S. The largest chapter of the Association of Talent Development (ATD) is the Chicago chapter. In an effort to design a program that not only provides the knowledge and skills needed to successfully perform within the occupation, but also have buy-in from potential employers, the DACUM (Develop A CURriculum) approach was used to determine the program curriculum. The DACUM approach uses an occupational analysis of expert workers in order to determine the competencies and skills needed to perform on the job. Working with the Chicago chapter of ATD (ATDChi), a list of expert talent development professionals was identified from organizations within the Chicagoland area. These experts represented such areas of talent development including training, instructional design, change management, e-learning, consulting, performance improvement, and talent management. Expertise was defined by work experience represented in a potential participant's resume. Resumes were critiqued by peer professionals within the field of talent development, and an initial list of 10 potential participants was determined. Due to an overwhelming response from employers within the Chicagoland area, the list of experts was expanded to 17. Two participants had to drop out before the analysis due to unforeseen circumstances, and a final group of 15 experts participated in an occupational analysis of the Talent Development profession.

Through the occupational analysis phase, the panel of experts identified the competencies and skills they need to successfully perform within the occupation. These General Areas of Competence (GACs) and skills are reflected on the DACUM chart (see attached). The specific general areas of competence identified included: Analysis of Talent Development, Designing Talent Development, Delivering Talent Development,

Managing the Talent Development System, Evaluation of Talent Development, Developing Employees, Consulting for Talent Development, Facilitating Talent Development, Improving Human Performance, and Professional Development. In developing the curriculum for this master's degree program, courses selected and created were designed/redesigned to reflect the GACs identified by experts in the field.

Each of these individual GACs includes the skills needed to perform. Skills are sequenced from the left to the right on the DACUM chart. Skills to the left of the chart are those that are expected of someone early in the occupation, while those to the right are expected of more senior or experienced professionals. In designing/revising the curriculum for this master's degree, these skills were used to drive the content of each course. Courses are specifically designed to address the skills closer to the right hand side of the chart, therefore representing higher level skills expected in a graduate level program.

The level of skill was determined for each skill. Using the DACUM rating scale, experts were able to determine the minimum level of performance needed for each skill on the chart. The level of each skill has been used to direct the focus of each course and aid in the development of specific course objectives to be met. Additionally, the level of skill needed to successfully perform was instrumental in developing a capstone experience that allows graduates to demonstrate to employers that they can perform on the job.

This proposed program is unique in several ways. First, this program was developed with the buy in of professional organizations and employers. By working with ATDChi and major employers within the Chicagoland area, this program has generated excitement and support for the program. Several employers have expressed that this program will be the model for which they look to hire all new talent development professionals. Second, too often programs within higher education focus on knowledge or theories that are out of date or not needed on the job. By focusing on the skills needed to perform within the occupation as determined by expert practitioners, this program is assured to meet the needs of employers. Third, building a program based on an occupational analysis not only demonstrates to the talent development community that program has been created the right way, but allows for easy opportunities for continuous improvement. As the program is offered, additional occupational analysis workshops can be conducted in order to update skills and competencies to improve course offerings. Finally, while being offered online does not make this program unique, it will provide the opportunity for busy talent development professionals to earn an advanced degree. Many talent development professionals endure a great deal of travel and time away from their home offices. Offering an online degree program will allow these individuals the opportunity to further their skills, while still working full-time.

Eastern Illinois University has projected that enrollment in the proposed Master of Science in Talent Development will consist of 30-40 students per year during the first five years. It is expected approximately 20 degrees will be awarded in the program every year in the first five years. Due to the online nature of the program, it is expected that 50% of the students would be enrolled in the program part-time (enrolled in fewer than 9 credits per semester).

**Program Mission:** The goal of the online Master of Science in Talent Development is for graduates to be able to successfully apply the skills needed to perform within the talent development occupation. This goal requires understanding of complex talent development concepts and ideas – for the ability to successfully analyze, design, facilitate, manage, and evaluate various talent development enterprises. To meet this overarching goal, students will be prepared to achieve the following performance objectives, each of which is supported by one or more key courses:

- Analyze the talent development needs from organizational to performance to learning perspectives;
- Design and develop effective talent development initiatives that meet performance goals and objectives and are data driven;
- Implement and facilitate talent development initiatives utilizing proper organization and methods;
- Manage talent development initiatives, projects, and systems;
- Analyze, evaluate and measure the overall success of talent development initiatives;
- Consult with various talent development stakeholders.

**Admission Requirements:** To be admitted to this program, an applicant must meet the general admission requirements for admission to the Graduate School. In addition, applicants should have a cumulative GPA of 3.00 or higher. All applicants must submit a statement of personal goals and two recommendation forms from persons familiar with the applicant's academic training and potential for success in graduate school to the Talent Development program coordinator. Applicants who have not completed a baccalaureate degree program related to Talent Development will be expected to satisfy undergraduate deficiency course requirements in addition to their graduate course requirements. The program coordinator will identify any undergraduate deficits at the time the admission decision is made.

**Degree Audit:** The graduate plan of study is the EIU Degree Audit, which is generated automatically in the Degree Audit Reporting System (DARS) at the time of degree or certificate candidacy. Modifications of the standard EIU Degree Audit are submitted by the graduate coordinator to the certification officer in the Graduate School at the time modifications are approved. The Degree Audit serves as an unofficial summary of requirements for the program. Degree and certificate candidates are advised to review the comprehensive summary of the Degree Audit process specified on the "Requirements for All Degree and Certificate Candidates" section of the Graduate Catalog. Individual programs may require candidates to submit plans of study in addition to the Degree Audit, candidates should consult with the program coordinator.

**Degree Requirements:** Degree requirements include those outlined for a master's degree by the Graduate School (see "Requirements for a Master's Degree").

To earn a Master of Science in Talent Development, the student must:

- Successfully complete all MSTD core courses (27 hrs) and approved electives (6 hrs) for a total of 33 hrs, while maintaining a 3.00 GPA;

- Obtain approval of a Project Supervisor for the Capstone Project;
- Present the Final Capstone Project to an approved audience.

### **Core Coursework (27-30 hrs)**

• <u>TEC 5203 - Analysis of Talent Development</u>	3 hrs
• <u>TEC 5293 - Strategic Employee Development</u>	3 hrs
• <u>TEC 5283 - Instructional Systems Design</u>	3 hrs
• <u>TEC 5443 - Assessment and Evaluation of Talent</u>	3 hrs
• <u>TEC 5213 - Work Performance Improvement</u>	3 hrs
• <u>TEC 5253 - Consulting for Performance Improvement</u>	3 hrs
• <u>MSTD 5255 – Facilitating Talent Development</u>	3 hrs
• <u>MSTD 5230 – Talent Development Administration</u>	3 hrs
• <u>MSTD 5900 – Capstone in Talent Development</u>	3 hrs
• <u>OPD 4840 - Training Program Development</u>	3 hrs

### ***Electives (3-6 hrs)***

- OPD 4840 - Training Program Development (**Required in 1<sup>st</sup> semester if no equivalent**). A request for an equivalent course must be approved prior to enrollment in the 1<sup>st</sup> semester.
- OPD 4820: Change Strategies in Organizations
- OPD 4855 - Web-Based Training and Instruction
- OPD 4845 - Improvement in Organizations
- **Other elective courses will be permitted but must be approved by the program coordinator in advance.**

### ***Total Degree Credit Hours: 33***

**Capstone:** MSTD students must complete a final Capstone Project before graduation. The final capstone project will enable the student to demonstrate their overall level of knowledge and skills in the field of talent development. Because this program is geared towards working professionals, a capstone project focuses on the application of the concepts learned in the program. The intent of the capstone project is for students to apply in detail all of the concepts learned in their program in order to fully develop and implement talent development initiatives. The final Capstone Project must focus on a researchable problem, new creative work, or innovative area of application (i.e. strategic employee development, performance improvement).