School of Management & Labor Relations

Developing Talent, 37:533:312:H1, Summer 2024, Online Asynchronous

Instructor Information

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Virtual Office Hours: By Appointment through Zoom

Welcome to Developing Talent!

In this course, you will get hands-on experience working with key concepts and models that companies and organizations of all sizes use to engage, motivate, retain, and develop their most important asset — their people!

Course Delivery Format

This course runs from July 8 through August 18. It is delivered *entirely* online through the Learning Management System, Canvas. There will be no Face-to-Face, in-person classroom sessions, except for an optional virtual "meet your professor and classmates" live Zoom session.

The course is delivered in *asynchronous* mode. This means the learning activities and communication takes place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, while there are no group assignments, you are encouraged to meet as groups on your own. In that case, you would need to set up a live session via the **Canvas Conferences**, **WebEx, or ZOOM.**

Note: Even though you don't need to log in at any specific time, **you are required to adhere to all course work due dates.**

Virtual Office Hour

The Virtual Office Hour will be conducted via Zoom based on scheduled appointments.

Course Description

The course is designed for you to build your own Talent Development portfolio – which is the course final project. The project consists of artifacts that you will create and submit each week showing your growing expertise of key aspects for talent development principles and processes. After completing this course, you should be ready to pursue projects and job opportunities in the talent development field. You are encouraged to schedule virtual calls with me throughout the course to review your progress and answer questions. I am looking forward to working with you!

A summary of the course project

Starting with Week 1, you will choose a company/organization that you admire, or maybe it's your current employer, or possibly one that you would like to work for in a talent development role. Once you've chosen your company/organization, you will become the *VP Talent Development* — congratulations!

As the VP Talent Development, you've been asked by the CEO to inform the company about five key topics within the talent development process. Those topics are:
   1. Strategic Training Plan,
   2. Training Needs Assessment,
   3. Learning & Transfer of Training Plan,
   4. Training Methods & Evaluation Plan, and
   5. Talent Development Plan

You will inform the company through a series of internal communications that take the form of either a 5-min podcast, a 5-min TED Talk style video, or a 400-word blog style article. The company's VP Communications will add your artifacts to the company's weekly online newsletter.

So, for the course project, think about it like you're creating a six-week podcast series (or video or blog series). You can also change media – one week is a podcast, the next week is a video, and the next week is a blog post. You will use the weekly course topic as the subject of your artifact. You should use a conversational tone in your artifacts, keeping in mind that the audience is the entire company. You will explain your views of each week's topic by answering these questions:
   1. What is the week's topic?
   2. Why is it important to the talent development process?
   3. How will different work groups, employees, and managers benefit?

There are five topics for five weeks of the course. You will receive feedback from me each week on your project component. Then in the sixth week, you will revise one of those weekly project components that include the feedback and a more in-depth demonstration of your understanding. For example, you could provide a detailed example of the topic as it relates to a specific work group and business goal. You will be provided with examples of the style for the podcast, video, and blog – along with rubrics that will guide you through the creation process.

Communication

The best way to reach me is through the Canvas Inbox feature (left navigation menu bar in the red section). I will reply to your emails within 24 hours. If there's an emergency, you can call or text me at 212.557.2700. I encourage you to connect with me early and often throughout the course. I'm very interested in seeing you succeed in this course. So, the more you let me know about what you're finding interesting and challenging, the better that I can help you enjoy your time in this course.

Weekly Announcements

I will send the class a weekly announcement with an overview of what you should expect in each module, along with any changes, updates, or current events that relate to the topics.

Meet Your Peers!

Especially since this course is delivered in a 100% asynchronous setting, it's important that we all get to know each other as quickly as possible. In the first week, you will have the opportunity to introduce yourself, share a few interesting facts about yourself in the "Welcome Introductions" Forum. I encourage you to reach out to me and your peers as you go through the course with questions or comments. For questions/comments that may not be related to the weekly discussion forum topics, a Q & A forum is available in the Module section of the Canvas course.

Course Objectives

By the end of this course, you should be able to:

1. Analyze components of a strategic training plan for a company or organization that are aligned with business objectives.
2. Develop criteria for conducting training needs assessments that take into account different roles and experience levels of employees and managers.
3. Create strategies for learning and transfer of training for both in-person and online settings.
4. Design a system for evaluating training methods and techniques that show an agile framework based on rapid development and an iterative process.
5. Assess the effectiveness of a talent development plan that can be revised to present to different audiences from senior executives to front-line managers.

SMLR Learning Objectives

The Developing Talent course is designed to meet sections of the following learning objectives for the School of Management and Labor Relations.

(I) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance:

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

(II) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations:

- Develop effective presentation skills appropriate for different settings and audiences.
- Develop career management skills to navigate one's career.
- Develop capabilities to work and lead in a multicultural and diverse environment.
- Work productively in teams, in social networks, and on an individual basis Develop cultural agility competencies.
- Demonstrate lifelong personal and professional development skills.

Course Learning Materials

Textbook

- ***Employee Training & Development***. Noe, Hollenbeck, Gerhart, and Wright – **9th edition**. ISBN10: 1264080921. ISBN13: 9781264080922.

Other

- Lecture videos, multimedia, and any supplemental materials are provided in the Modules section under the respective weeks.

Canvas Tutorials & Technical Support

If you are new to Canvas or need a refresher tutorial, visit:

- [Getting Started In Canvas for Students](#)
- [Canvas](#) is Web Accessibility Guidelines compliant.
- More on [Canvas accessibility Standards](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Rutgers IT Help Desk](), 833-648-4357, email [help@oit.rutgers.edu,](), accessible 24 hours a day, 7 days a week.
- Refer to the [Canvas Student Tutorial]()
- Canvas [Student Guide PDF Version]()
- Access Rutgers Canvas via the [MyRutgers Portal](), [rutgers.instructure.com](), mobile app and [https://canvas.rutgers.edu]()
- For Canvas assistance, Passwords, or any other computer-related technical support contact the [Rutgers Canvas Help Desk](), [help@canvas.rutgers.edu]()

Course (Module) Structure & Schedules

This course is structured in a weekly module format. A module is a chunk of the course content broken out by topic. Each module equates to a week. Each week starts on Monday and ends on Sunday.

The weekly/module activities are noted in the Modules section under the corresponding **Module # Tasks & Goals** pages. Each Tasks & Goals page includes:

- Topic introduction of the week
- Learning Materials
    - Readings
    - Multimedia (Audio, and/or Videos, Lecture recordings)
- Learning Activities - what activities you will be doing, such as
    - Discussion
    - Project work
    - Assignments
- Assessment - the activities that will be assessed (graded)

Each week will entail the following pattern of learning activities:

- Topic Overview
- Brief Pre-Test of Topic (non-graded)
- Textbook reading with guiding questions
- Video/Current Event Article
- Knowledge Check (non-graded)
- Discussion Forum participation
- Weekly project component initial submission. I will provide you feedback on your submission of the project component.

The course is divided into 6 Weekly topics as follows:

- **Week 1 (July 8 - 14): Strategic Training Plan**
    - The Strategic Training and Development Process
    - Organizational Characteristics that Influence Training

- o   Models of Organizing the Training Department
- o   Marketing Training and Creating a Brand
- **Week 2 (July 15 - 21): Training Needs Assessment**
  - o   Methods Used in Needs Assessment
  - o   The Needs Assessment Process
  - o   Competency Models
  - o   Scope of Needs Assessment
- **Week 3 (July 22 - 28): Learning & Transfer of Training + Mid Term**
  - o   Learning Defined
  - o   Learning Theories
  - o   Transfer of Training
  - o   The Learning Process
- **Week 4 (July 29 - August 4): Training Methods & Evaluation**
  - o   Curriculum, Course, and Lesson Design
  - o   Program Design Implications of Training
  - o   Outcomes Used in the Evaluation of Training
  - o   Evaluation Practices, Designs, and ROI
- **Week 5 (August 5 - 11): Talent Development Plan + Final Exam**
  - o   Development Planning Systems
  - o   Approaches to Employee Development
  - o   Greater Need for Digital Literacy and Closing the Skills Gap
  - o   Increased Use of New Technologies for Training Deliver and Instruction
- **Week 6 (August 12 - 18): Final Course Project**
  - o   Final Course Project

Assessments

Project: By the end of WK 5, you will have completed almost half of the final project. The rest of the final project consists of a revision of ONE of the project components *and* a 200-word "Lessons Learned" discussion.

Mid Term Exam: The topics will come from Weeks 1-3. The mid-term and final exam carry the same weight. The mid-term exam will open on July 27 and close on July 28. Once you start the exam, you have 1 hour to complete within the open window. The purpose in creating both of these exams is to provide you with an opportunity to demonstrate your expanding knowledge of the topics.

Final Exam: (non-cumulative) – The topics will come from Weeks 4-5. The final exam will open on August 10 and close on August 11. Once you start the exam, you have 1 hour to complete within the open window.

Extra Credit: You can earn up to an additional 50 points on either your mid-term or final exam if you submit two of the five project components for your Final Project. However, the addition of up to 50 points cannot exceed the maximum point total for the mid-term or the final exam. In order to be eligible to receive up to 50 points, you would have to submit all project components, discussion posts, and knowledge checks.

Discussion Forum Participation: Each week, you will be provided with a topic and a question to discuss. The purpose of the discussion forum is for you to convey the connections that you've made with the concepts covered in the course to your own ideas. It is also a space where you will engage in online discussions with your classmates to learn from each other.

Knowledge Checks (weeks 1 to 5): These are non-graded and meant to be low-risk opportunities for you to test your knowledge on the concepts. These weekly quizzes will serve as reviews for the types of questions that could be presented in the mid-term and final exam.

Grading Structure

Grading Components	Number of Points	% of Final Course Grade
5 Discussion Forums Participation (40 each)	200	20%
Course Project Components (200 Total) • Course Project (Part 1): Strategic Training Plan (40 points) • Course Project (Part 2): Training Needs Assessment (40 points) • Course Project (Part 3): Learning and Knowledge Transfer Plan (40 points) • Course Project (Part 4): Training Methods and Evaluation Plan (40 points) • Course Project (Part 5): Talent and Development Plan (40 points)	200	20%
Course Project – Revised Component (150)	150	15%

Note: you will choose one of the components of the project to revise.		
Course Project – Lessons Learned summary	150	15%
Mid-Term Exam	150	15%
Final Exam (non-cumulative)	150	15%
Total	**1000**	**100%**

Grading Scale

Percentage (%)	Points Range	Grade
90-100	900-1000	A
87-89.9	870-899	B+
80-86.9	800-869	B
77-79.9	770-799	C+
70-76.9	700-769	C
60-69.9	600-699	D
59.9 and below	599 and below	F

Accommodations

Everyone will need some type of accommodation at some point throughout the semester. My goal is to normalize the need for accommodation requests to the extent the university policy allows me to. There are various types of accommodation requests. I can help with some accommodation requests, but there are also accommodation requests that you will need to go through the university's ODS. I can help with the following (**without you going to the ODS**):

- Extended time for exam and/or assignment submissions (already built in for all but let me know if you require something different).
- Make up exams, assignments, due to work travel, illness, family responsibilities. No need to ask, just tell me. I just need a heads up so I know you're ok and that you don't fall behind on your course work.

Rutgers' Official Accommodation Statement

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the

campus where you are officially enrolled, participate in an intake interview, and provide documentation ([See Documentation Guidelines](#)). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the [registration form](#). I am happy to facilitate the process if you need me to. Just let me know.

Office of Disability Services contact and address

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- https://ods.rutgers.edu/

Rutgers Diversity Statement

The Division of Student Affairs works to create an environment of **inclusion** which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our **responsibility** to promote and maintain a community of compassion, embracing the rich dimensions of **diversity**, and facilitating opportunities for understanding and the expression of both individual and shared truths.

Computer and other Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - recommended
- Webcam - optional
- Microsoft Word
- [Basic Computer Specifications for Canvas](#)

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android](#)
- [Canvas Student App for iOS](#)

Rutgers Support Resources for Your Well-Being

Rutgers Student Health Services:

- Rutgers Student Affairs is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. [Health, Counseling, and Wellness services](#) are available at several locations throughout Rutgers University.

Crisis Intervention - Student Health

- [**Crisis Situations**](#)
- [**In the Wake of Trauma**](#)

Academic Services:

- For academic support including tutoring, visit the [Rutgers - New Brunswick Learning Centers](#).
- For coaching help with writing skills and assignments visit the [Rutgers - New Brunswick Writing Tutors in the Learning Center](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).

Veteran Services:

- Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services website](#) for more information.

Late Policy on Course Work

For any graded work, which includes (1) Weekly Assignments and (2) Discussion Posts, you will have one week to complete them for up to 90% credit. Any work submitted after the next week will not be accepted.

Exam Make Up Policy

The two exam dates are listed on this syllabus and in the course module section. Please let me know in advance if you will not have internet access on the scheduled exam dates. Otherwise, if you do not complete the exams within the specified dates, you will unfortunately receive a 0 for any missed exam. However, if you contact me in advance for an exam date in which you will not have internet access, you can take the exam on the date we agree on and you will receive full credit.

Academic Integrity

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Be sure to review and abide by the [Rutgers Academic Integrity](#). Note: In week 1 of the semester, you will submit an Academic Integrity contract via a Canvas assignment submission portal.

Use of Generative AI

You may use generative AI tools such as ChatGPT, Google Gemini, etc in this course. To align with academic integrity standards, you must cite any AI-generated content in your work. You should follow these [APA Style Guidelines for using generative AI](#). In addition, you will need to briefly describe how the AI tool was used in the research and content creation process. Further guidance will be provided in assignment instructions.

TurnItIn Statement

Students (You) agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** (via Canvas Assignments Portal) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the [Usage Policy](#) posted on the Turnitin.com site.

If you do not agree please contact me immediately.

Staying on Track

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anyplace, anytime, *you are still expected to* **adhere to the all due dates**.

To help you stay on track:

- Have access to a reliable computer, and access to the Internet
- Log in to Canvas for your course **on a daily basis**
- Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly
- Actively participate in the Discussion Forum
- Complete the assigned readings and/or media
- Complete the assigned exercises and projects
- Adhere to all due dates

In case of computer failure

Make sure you have an alternative plan of access to your Canvas course in case your computer crashes (it happens). Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.