

Rutgers University – Livingston Campus
Developing Talent
Fall 2022

Course: 37:533:312:01

Days: Tuesdays & Thursdays: 3:50 PM – 5:10 PM (ET)

Logistics: *Livingston Campus, Janice Levin Building (JLB), Room 003*

Professor: Dr. Kyra Leigh Sutton

Email: professorsorkyrasutton@gmail.com

Office: Virtual

Virtual Office Hours: Tuesdays & Thursdays, By Appointment.

NOTE: Scheduling Appointments: Professor Sutton requires AT LEAST 48 hours notice to schedule an appointment. Send an email with the subject line “**Office Appointment – Developing Talent Sec 01.**” Suggest a time slot that will work for you on Tuesday or Thursday. Professor Sutton will email you back with a confirmation and specific time. In addition, you can meet with my Teaching Assistant. Meetings will be held over Zoom.

GTA: Jahhad Price

Email: jkp110@scarletmail.rutgers.edu

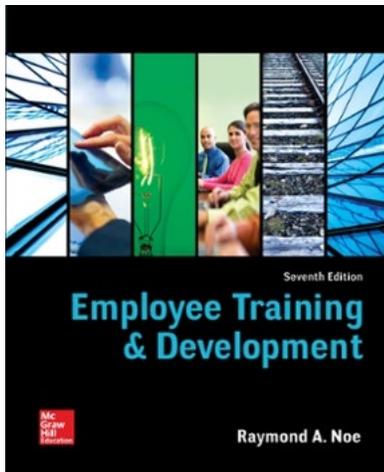
Website: <https://tlt.rutgers.edu/canvas>

Required Textbook

Employee Training & Development, 7th Edition, © 2017

Author: Raymond A Noe, Ph.D.

ISBN:0078112850 / 9780078112850



Course Description. The purpose of this course is to explore, understand, and implement best practices related to the training and development of the asset that gives companies of any size a distinct advantage: human capital. The course examines both individual and organizational strategies to stimulate learning and, by extension, improve performance. This course will be taught in an applied manner whereby we will rely on the textbook and other resources (e.g., articles, videos) to provide a foundation of the material. You will complete a class project and participate in class exercises/discussions in order to apply the theories to “real-world” training and development.

Topics covered include Employee Development, Needs Assessment, Program Design, Strategic Training, Traditional Training Methods, and Training and Program Evaluation.

SMLR Learning Objectives.

The **Training & Development** 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

Special Needs Accommodations. If you have a disability and require special accommodations for your learning activities please contact the Office of Disability Services. Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know.

Below is the full contact information for the office of disability services:

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/>

Student Affairs. The Office of the Dean of Students provides support to students who may be facing exceptional difficulties that could jeopardize their education. Visit their website to learn more about the type of support they offer and/or to schedule an appointment.

Student Health & Wellness Services.

http://shp.rutgers.edu/current_students/shrp_oss_mhc.html

Student Support Services. Rutgers offers various student support services to help you succeed in your learning. Visit the Student Support Services page for more information.

Technical Support. If you need technical assistance at any time during the course or to report a problem with Canvas, visit the Canvas Student Tutorial at:

<https://community.canvaslms.com/community/answers/guides/video-guide>

Contact Rutgers IT Help Desk site, (877-361-1134 accessible 24 hours a day, 7 days a week).

Visit the Rutgers Canvas Student orientation site (<https://onlinelearning.rutgers.edu/canvas>)

Student Code of Conduct. You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online (Discussion Forums, when applicable). Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated; and will result in dire consequences, including dismissal from the course. Your responses to discussion posts, or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Refer to Discussion Post Guidelines when communicating in your Canvas class.

Academic Integrity. Be sure to read and adhere to the Rutgers Academic Integrity Policy. Academic integrity goes directly to the question of are you an individual of character and honesty? It also affects the reputation of Rutgers University. So, academic dishonesty will not be tolerated.

Principles of academic integrity require that every Rutgers University student:

properly acknowledge and cite all use of the ideas, results, or words of others

properly acknowledge all contributors to a given piece of work

make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration

obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions

treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress

uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary to ensure that:

everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments

all student work is fairly evaluated and no student has an inappropriate advantage over others the academic and ethical development of all students is fostered

the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community, therefore, bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– The Rutgers University Academic Integrity Policy

Contract - Academic Integrity. We will review the Academic Integrity Contract in class on the first day. You will be required to sign the contract and submit it to Professor Sutton after it is reviewed in class.

Student Resources

<u>Resource</u>	<u>Contact</u>
SMLR Scholarships	https://smlr.rutgers.edu/academic-programs/scholarships
SMLR Student Services (e.g., Victim and Mental Health Support, Academic Support, Financial Emergency Support)	https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students
Office of the Dean of Students (contact: Jeff Broggi)	http://deanofstudents.rutgers.edu/
Felicia McGinty Vice Chancellor of Student Affairs	felicia.mcginty@rutgers.edu
Student Health (CAPS, HOPE, Medical Services, Pharmacy Services)	http://health.rutgers.edu/search/
CAPS “Let’s Talk” Service offering drop-in hours	http://health.rutgers.edu/medical-counseling-services/counseling/therapy/community-based-counseling/
Residence Life Staff	http://ruoncampus.rutgers.edu/about-us/photo-directory/student-support-and-accommodations-staff/
Rutgers Student Food Pantry	http://ruoffcampus.rutgers.edu/food/
Anonymous concerns can be addressed to: “Do Something	http://health.rutgers.edu/do-something-to-help/
Office of Student Legal Services (SLS)	http://rusls.rutgers.edu/
Office for Violence Prevention and Victim Assistance	http://vpva.rutgers.edu/

Student Expectations

The success of the class depends upon creating and maintaining a class environment that optimizes the learning experience.

To participate in the Training course, it is expected that you will do the following:

- **Course Materials.** You should have the required textbook by the **2nd week of class.**
- **Patience (and flexibility).** As we continue operating in a COVID environment– we’ll need to exercise patience with each other. Also, should we need to make any changes to the course – we’ll ask for your understanding and flexibility. Similarly, if you need flexibility or extensions, please reach out to us **before** the due date, and we’ll develop a plan to ensure your work is submitted.
- **Electronic Device.** We’ll have few if any, handouts, and there will be a paper-free classroom. Also, we will be using Canvas and other online tools during **each** class. Therefore, you’ll need

an electronic device in each class. Instead of cell phones, laptops, tablets, or Ipads are preferred.

- **Be engaged.** The goal of our class is to interact with and learn from your professor and classmates. To the extent you can share examples and/or insights about the readings and think critically, you add value to the class. Being engaged is not merely attending the course; instead, it is genuinely “showing up” and taking an active part in your learning. You will be encouraged to use Canvas or other online tools during lectures to share examples, ideas and ask questions. Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This impacts not only the individual but their peers who count on them, as well.
- **Weekly Email.** You will receive an email each week that will describe what will be covered in class. It is your responsibility to read the email! **Weekly emails will begin during Week 3 (i.e., after the drop/add period).**
- **Communicate effectively with each other.** Participate during the class discussions and activities, but don’t interrupt other students or attempt to dominate the conversation.
- **Demonstrate respect towards Professor Sutton & your classmates.** Show respect for the instructor and your classmates. Keep in mind others may have different ideas and opinions from yours, but they deserve the same level of respect from you as you wish from them. Further, if you take issue with Professor Sutton’s information or instructional methods, make sure that your comments are made without confrontation or antagonism. You have the option and are encouraged to discuss concerns privately in Professor Sutton’s office.
- **Partnerships.** You will be required to work with a partner this semester. We will identify your partner during the 3rd week of class and share your partner's name. You will work in partnerships to complete selected Canvas assignments and the course project. However - all discussion posts, and quizzes, should be completed independently.

Classroom Policies

[RUTGERS UNIVERSITY COMMUNITY SAFETY PRACTICES](#)

Effective Monday, April 4, 2022, use of face coverings in offices, conference rooms, research labs, housing, and public spaces in buildings will be optional. **Face coverings will still be required in all teaching spaces (classrooms, lecture halls, seminar rooms, etc.), teaching labs, computer labs, buses, libraries, and clinical facilities.** Additionally, face coverings will continue to be required in student-staff and student-faculty meeting spaces. For faculty, staff, and students who have received an exemption from the university’s COVID-19 vaccination requirements, the use of face coverings is still required in all public spaces, including offices, research labs, housing, and conference rooms.

All members of the community should have a face covering in their possession at all times on campus.

- **Face coverings are not required when outdoors on Rutgers property. Nor are they required indoors when seated in a private office occupied by one person or at a workstation, provided that there is six-foot separation from other seated people.**
- **Face coverings must be worn:**
 - indoors in teaching spaces: classrooms, seminar rooms, lecture halls, teaching labs, meeting rooms, etc.
 - indoors in student-staff and student-faculty meeting spaces
 - in buses
 - in libraries
 - in computer labs
 - in clinical facilities

- in all public spaces by individuals who have an approved exemption to the university's COVID-19 vaccine requirement
- Face coverings/masks must be selected, worn, and cleaned in accordance with [Centers for Disease Control and Prevention \(CDC\) guidelines](#)

PERFORMANCE OPPORTUNITIES: Each student will be formally evaluated on her/his performance on the assignments/activities identified in the next section. Please note, while "effort" is an important precursor to learning, true learning is manifested by behavior. Therefore, I will not be grading your effort so much as your behavior. In this class, based on the criteria for each assignment, your grade reflects how you performed on the assignments.

The final grade in this course will be determined by the following components:

Performance Opportunities	Max Points	Percentage (Approx.)
Canvas Assignments	410 pts	65%
Quizzes	140 pts	22%
Class Engagement - In-person	40 pts	13%
Class Engagement - Virtual Discussion Posts	40 pts	
Total	630 pts	

Final grades will be determined by the scales shown below:

Grade	Total Points	Range (%)
A	564 – 630	90-100
B+	533 – 563	85-89
B	501 – 532	80-84
C+	470 – 500	75-79
C	438 – 469	70-74
D	375 – 437	60-69
F	374 or below	59 and below

Description of Performance Opportunities

Assignments (Worth up to 410 points): Throughout the semester, you will be asked to complete assignments related to the topics we discuss in class. The assignments will be posted and submitted on Canvas. The assignments will be a combination of case studies and exercises. Late assignments will not be accepted, and you will receive a zero for any assignment that is not submitted. Details about the assignment, including due dates, will be posted on Canvas. Also, you will be reminded about the assignment due dates in the weekly email.

Quizzes (Worth up to 140 points): You will complete a timed quiz for each chapter that we discuss in class on Canvas. The quizzes will be a combination of multiple choice and true/false answers. Also, Professor Sutton reserves the right to include essay questions on the quizzes.

Class Engagement – In Person (Worth up to 40 points): Class attendance and full, ACTIVE participation is expected of ALL students during class meetings. Class participation will be essential, as this class will operate in a peer-learning environment. This means that all students are expected to come to class and be prepared to participate during each class session. Prior to class, it is required that you read all material assigned.

Class Engagement – Virtual Discussion Posts (Worth up to 40 points): Throughout the semester, you will have a chance to participate in virtual class discussions. The topics will vary, and they will be related to training and at times, trends happening in workplaces. On the weeks when discussions are posted, you will be responsible for responding to the discussion prompt and responding to at least one classmate's discussion posts. The class schedule can be used to determine when discussion posts are due. In addition, it will be posted on Canvas and included in the weekly emails.

Extra Credit Points – Class Engagement: I recognize some students may want an opportunity to earn extra participation points. **Maximum Points: You can earn up to 9 points in extra credit, by attending career-related SMLR (virtual) events or submitting article summaries.**

Opportunity 1- Career-related SMLR Events: You will have opportunities to attend virtual events such as RUSHRM meetings, Virtual Career Fairs and other events sponsored by SMLR's Office of Career Management. **You will receive up to 3 points for each event you attend. Of note, announcements about events will be made in class.**

How do you prove you attended the RUSHRM meetings and other extra credit events sponsored by SMLR's Office of Career Management? We will receive a list of people that have attended the events from the Office of Career Management. In addition, you are encouraged to send the TA a screen shot from the virtual event you attended. **You can participate in up to THREE virtual events and each event is worth 3 points.** Therefore, you can earn up to a total of 9 extra credit points if you participate in three virtual events.

Extra Credit - Articles.

Opportunity 2 – Article Summaries: You can find an article related to one of the broader themes we discussed in class and prepare a summary of the article.

How do I approach this assignment?

- Find an article related to one of the broader themes discussed in class and prepare a summary of the article.
- Each article summary should include two paragraphs:
 - ✓ Paragraph One – Summary of the article
 - ✓ Paragraph Two – 3 Lessons Learned (this can be in bullet points or a paragraph). Please number the three key lessons.

How do you submit the extra credit article assignments?

- Extra credit article summaries should be submitted on Canvas.

When are the extra credit assignments due?

- Extra credit assignments will be due on the last day of class.

Where should extra credit assignments be submitted?

- They should be submitted on Canvas on the last day of class.

How many articles can I complete?

- You can complete up to THREE extra credit article assignments.

How many points can I earn?

- You can complete up to **THREE** extra credit article assignments and each assignment is worth **3 points**. Therefore, you can earn up to a total of 9 extra credit points if you submit all three articles.

Article Summary Topics (Fall 2022)

Topics	
Introduction to Training & Development	Find an article & prepare a summary of a current trend in the Training world
Needs Assessments	Find an article & prepare a summary of the most common mistakes made during a needs assessment
Program Design	Find an article & prepare a summary about designing training programs for <u>Gen Zers or Millennials</u> (e.g., skills that should be taught, design techniques)
Traditional Training	Find an article & prepare a summary of the pros/cons of ONE <u>hands-on</u> training method discussed in the book (e.g., role plays, case study)
Training Evaluation	Find an article & prepare a summary about how organizations evaluate the effectiveness of a training program/class
Performance Management	Find an article & prepare a summary of performance management tools companies are using in place of annual reviews
Employment Development	Find an article & prepare a summary about one of the employee development programs discussed in the textbook (e.g., Mentoring, 360 Assessments)

Class Calendar – Fall 2022

Week	Dates	Topic	In-class Activities	Canvas Learning Activities
				Assignments will open on Sundays at Midnight (EST)
1	Tues 9/6	Course Overview	Lecture & Discussion	<i>Week One Canvas Activities</i> <ul style="list-style-type: none"> • Assignment – Academic Integrity Contract
1	Thurs 9/8	Learning & Development Trends	Lecture & Discussion	
2	Tues 9/13	Chapter 1: Introduction to Training	Lecture & Discussion	<i>Week Two Canvas Activities</i> <ul style="list-style-type: none"> • Discussion Post • Quiz – Chapter 1 • Quiz – Chapter 2 • Assignment – Aldi Case Study
2	Thurs 9/15	Chapter 2: Strategic Training	Lecture & Discussion	
3	Tues 9/20	Chapter 3: Needs Assessment	Lecture & Discussion	<i>Week Three Canvas Activities</i> <ul style="list-style-type: none"> • Quiz – Chapter 3
3	Thurs 9/22	Chapter 3: Needs Assessment – cont.	Lecture & Discussion	
4	Tues 9/27	Chapter 3: Needs Assessment – cont.	Lecture & Discussion	<i>Week Four Canvas Activities</i> <ul style="list-style-type: none"> • Discussion Post • Assignment – Is this a training issue?
4	Thurs 9/29	Chapter 3: Needs Assessment – cont.	Lecture & Discussion	
5	Tues 10/4	Chapter 5: Program Design	Lecture & Discussion	<i>Week Five Canvas Activities</i> <ul style="list-style-type: none"> • Quiz – Chapter 5 • Assignment – Designing a Training Program, Part One, Step One (Needs Assessment Interview)
5	Thurs 10/6	Chapter 5: Program Design – cont.	Lecture & Course Project	
6	Tues 10/11	Chapter 5: Program Design – cont.	Lecture & Discussion	<i>Week Six Canvas Activities</i> <ul style="list-style-type: none"> • N/A
6	Thurs 10/13	Chapter 5: Program Design – cont.	Lecture & Discussion	
7	Tues 10/18	Chapter 5: Program Design – cont.	Lecture & Discussion	<i>Week Seven Canvas Activities</i> <ul style="list-style-type: none"> • Assignment – Designing a Training Program, Part One, Step Two (What did you learn?)
7	Thurs 10/20	Chapter 5: Program Design – cont.	Lecture & Course Project	

Some of our classes will be virtual – you will be given 24 hours advanced notice

Week	Dates	Topic	In-class Activities	Canvas Learning Activities (Due Dates – will be published on Canvas) Assignments will open on Sundays at Midnight (EST)
8	Tues 10/25	Chapter 7: Traditional Training Methods	Lecture & Discussion	<i>Week Eight Canvas Activities</i> <ul style="list-style-type: none"> • Discussion Post • Quiz – Chapter 7 • Assignment – Designing a Training Program, Part Two (Program Design)
8	Thurs 10/27	Chapter 7: Traditional Training Methods – cont.	Lecture & Course Project	
9	Tues 11/1	Chapter 7: Traditional Training Methods – cont.	Lecture & Discussion	<i>Week Nine Canvas Activities</i> <ul style="list-style-type: none"> • N/A
9	Thurs 11/3	Chapter 7: Traditional Training Methods – cont.	Lecture & Discussion	
10	Tues 11/8	Chapter 6: Training Evaluation	Lecture & Discussion	<i>Week Ten Canvas Activities</i> <ul style="list-style-type: none"> • Quiz – Chapter 6 • Assignment – Designing a Training Program, Part Three (Training Evaluation)
10	Thurs 11/10	Chapter 6: Training Evaluation – cont.	Lecture & Course Project	
11	Tues 11/15	Chapter 9: Employee Development & Performance Management	Lecture & Discussion	<i>Week Eleven Canvas Activities</i> <ul style="list-style-type: none"> • Discussion Post • Assignment – Career Experiences Inventory
11	Thurs 11/17	Chapter 9: Employee Development – cont.	Lecture & Course Project	
12	Tues 11/22	Special Topic – TBD		<i>Week Twelve Activities</i> <ul style="list-style-type: none"> • N/A
12	Thurs 11/24	<i>Thanksgiving Break</i>		
13	Tues 11/29	Chapter 9: Performance Management & Employee Development	Lecture & Discussion	<i>Week Thirteen Canvas Activities</i> <ul style="list-style-type: none"> • Quiz – Chapter 9 • Assignment – Organization Reflection
13	Thurs 12/1	Chapter 9: Employee Development – cont.	Lecture & Discussion	
14	Tues 12/6	Chapter 9: Employee Development – cont.	Lecture & Discussion	<i>Week Fourteen Canvas Activities</i> <ul style="list-style-type: none"> • Assignment – Management Insights
14	Thurs 12/8	Chapter 9: Employee Development – cont.	Lecture & Discussion	
15	Tues 12/13	Special Topic – Competency Modeling	Lecture & Discussion	<i>Week Fifteen Canvas Activities</i> <ul style="list-style-type: none"> • Discussion Post • Optional Assignment – Extra Credit Articles

Some of our classes will be virtual – you will be given 24 hours advance notice

CLASS SCHEDULE NOTES & KEY DATES

Key Dates.

Classes Begin: Tuesday, September 6, 2022

Last day to add a course: Thursday, September 15, 2022

Weekly emails begin: Sunday, September 18, 2022

Classes End: Wednesday, December 14, 2022

Reading Period: Thursday, December 15, 2022

Final Exams: Friday, December 16, 2022 – Thursday, December 22, 2022

Special Topics - Active Training

During the semester, we will try to incorporate activities & examples from the book, **Active Training by Mel Silberman & Elaine Biech.**

As described in the book:

“The active approach to training involves a commitment to learning by doing. Everything we know about adult learning suggests that participants must be actively engaged during a training program for results to occur. You can tell you are in an “active” classroom because participants are out of their seats, moving about, sharing ideas and totally involved – both mentally and physically.”

Which Face Covering is Best?

Choose your mask depending upon where and why it will be needed, as suggested below.

Mask Type	Appropriate Setting		
	Students and Employees in a Health Care Environment	Students and Employees in a Non-Health Care Environment	Hospital/Clinic Patients and Visitors
<p>Cloth Face Covering</p>  <p>A commercially made or homemade two-ply cotton face covering can help people—particularly those unaware they have the virus—from transmitting it to others.</p>	✓	✓	✓
<p>Surgical or Procedure Mask</p>  <p>A loose-fitting, disposable mask that covers the nose and mouth prevents droplets, splashes, sprays, or splatter from being spread by the person wearing one.</p>	✓	✓	✓
<p>Dust Mask</p>  <p>This loose-fitting, disposable mask covers the nose and mouth, preventing droplets from being spread by the person wearing one. Note: A dust mask is not an N95 (below).</p>	✓	✓	✓
<p>Respirators (N95)</p>  <p>These tight-fitting, NIOSH-approved respirators are in limited supply and should be reserved for health care staff. Medical clearance, fit-testing, and training are required, per OSHA regulations.</p>	✓ As clinically indicated		
<p>Valved Mask</p>  <p>DO NOT USE. Valved masks allow air to pass out of the mask unfiltered. They can spread virus from the person wearing the mask to others.</p>	✗	✗	✗