

Spring 2020

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Course Syllabus

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RUTGERS UNIVERSITY

School of Management and Labor Relations

Professor Kyra Sutton ~professorkyrasutton@gmail.com

Course Overview

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.

Graduate Teaching Assistants

[Meet Your TAs Joe & Ashley!](#)

- Joe will partner with students whose last name begins with A - I
- Ashley will partner with students whose last name begins with J - Z

Course Launch Date

The course officially starts on **Tuesday, January 21, 2020**, but you will have access to the course site starting on **Saturday, January 18, 2020**. During this time, please go through the [Learning Support Resources](#)

SMLR Learning Objectives

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.

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)

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
- Understand cultural differences and how to work in a multicultural environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal & professional development skills

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Course Learning Objectives

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 Strategic Training, Employee Development, Performance Management, Needs Assessment, Program Design, Traditional Training Methods, and Program Evaluation.

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Method of Instruction

This course is delivered **entirely** online through the Learning Management System, Canvas. There will be no Face-to-Face classroom sessions. 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, there may also be times when the instructor conducts a live chat session or a virtual office hour to address questions. In that case, you will be notified in advance so you can schedule the time.

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Course Structure

The course is structured by weekly modules. **Each week runs from Monday to Sunday (except for the first week and the last week of the semester).** All activities in a given week must be finished by Sunday of that week unless stated otherwise. Each week is comprised of:

- Introduction of the topic for that week
- Readings (textbook, links to website articles, other)
- Multimedia (videos, interviews, podcasts, or other)
- Discussion
- Assignments (exercises, case studies)
- Quiz (for most, but not every week)

The course is divided into 16 weeks:

- [Week 1 \(January 21 - January 26\): Training Trends](#)
- [Week 2 \(January 27 - February 2\): Introduction to Training \(Chapter One\)](#)
- [Week 3 \(February 3 - February 9\): Performance Management](#)
- [Week 4 \(February 10 - February 16\): Strategic Training \(Chapter Two\)](#)
- [Week 5 \(February 17 - February 23\): Needs Assessment - Part One \(Chapter Three\)](#)
- [Week 6 \(February 24 - March 1\): Needs Assessment - Part Two \(Chapter Three\)](#)
- [Week 7 \(March 2 - March 8\): Program Design \(Chapter Five\) - Part One](#)
- [Week 8 \(March 9 - March 13\): Program Design - Part Two \(Chapter Five\)](#)
- [Week 9 - Spring Break - Saturday, March, 14 to Sunday, March 22](#)
- [Week 10 \(March 23 - March 29\): Traditional Training Methods - Part One \(Chapter Seven\)](#)
- [Week 11 \(March 30 - April 5\): Traditional Training Methods - Part Two \(Chapter Seven\)](#)
- [Week 12 \(April 6 - April 12\): Training Evaluation \(Chapter Six\)](#)
- [Week 13 \(April 13 - April 19\): Employee Development Part One \(Chapter Nine\)](#)
- [Week 14 \(April 20 - April 26\): Employee Development Part Two \(Chapter Nine\)](#)
- [Week 15 \(April 27 - May 3\): Employee Development Summary](#)
- [Week 16 \(May 4 - 13\): Course Wrap Up and Final Exam](#)

Overview of all course work

Description of Weekly Modules

The course is divided into 16 weeks and includes:

- **Readings.** Most of the readings are from Employee Training & Development, 7th Edition, textbook. The reading for Performance Management is outside of the textbook and a PDF file is provided.
- **Multimedia.** This course will use several videos from LinkedIn Learning (formerly Lynda.com). Instructions for accessing the videos are included in each module.
- **Discussions.** Discussions will be completed on a weekly basis. Some of the discussions will require an information search. Students are encouraged to read and respond to comments posted by others in the class. Professor Sutton will share a weekly discussion Wrap Up post on Sundays.
- **Assignments.** There will be 14 assignments completed this semester, 13 of which will be graded. More details about the assignments appear in the Assignments portion of the syllabus.
- **Quizzes.** There will be a total of **nine** quizzes completed during this semester, 8 of which will be graded. The quizzes will help you prepare for the final exam. Each quiz includes ten questions and they are a combination of multiple-choice and true/false. **IMPORTANT: The quizzes will be timed and you will have 30 mins. to complete it. Quizzes will open on Friday (12:01 AM, ET) of each week and close on Sunday (11:59 PM, ET).**

The quizzes will be on the following topics:

- Syllabus Quiz (NOT GRADED!)
- Week 2 – Introduction to Training
- Week 3 – Performance Management
- Week 4 – Strategic Training
- Week 5 – Needs Assessment
- Week 7 – Program Design
- Week 10 – Traditional Training Methods
- Week 12 – Training Evaluations
- Week 13 – Employee Development

Assignments. Each week, students will complete an assignment. The assignments will be completed individually, and students are NOT permitted to work with others.

In total, there are **14 assignments**, including case studies, exercises, and information searches. The purpose of the assignments is to enable students to apply what they have learned about the topic. The detailed instructions for each assignment are included in the weekly module under Assignment. Below, a high-level overview of each assignment is provided.

Overview of Weekly Assignments

Week 1 (January 21 - January 26) Microlearning Infographic – An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. Infographics use striking, engaging visuals to communicate information quickly and clearly. Each student will create an infographic that reflects 3-5 facts they believe all RU freshman should know about the university.

Week 2 (January 27 - February 2) Top Companies - Training & Development – Each year T&D magazine recognizes 125 organizations that excelled at employee training and development in the last year. Each student is responsible for researching one of the companies included on the list. Students will look for specific examples that further describe the company's training & development initiatives. The research about the company's training and development initiatives will be summarized and discussed in a two-paragraph report.

Week 3 (February 3 - February 9) Adobe Case Study – You are responsible for reading the Adobe case study and answering the questions.

Week 4 (February 10 - February 16) Dow Chemical Case Study – You are responsible for reading the Dow Chemical case study and answering the questions.

Week 5 (February 17 - February 23) Bloomingdale's Case Study – You are responsible for reading the Bloomingdale's case study and answering the questions.

Week 6 (February 24 - March 1) Summit Credit Union Case Study – You are responsible for reading the Summit Credit Union case study and answering the questions.

Week 7 (March 2 - March 8) A Tale of Two Rooms – You are responsible for describing two rooms in which you've completed a training session and/or class. The purpose of this assignment is to describe one room that supported learning and the other room that made it tough to learn. You are encouraged to take pictures of the rooms.

Week 8 (March 9 - March 13) Noe Suites Case Study – You are responsible for reading the Noe Suites' case study and answering the questions.

Week 10 (March 23 - March 29) Presentation Techniques – You are responsible for identifying presentation techniques that can be used during a live facilitated training session. You will find a TED talk of your choice and describe the presentation techniques that made the talk engaging and enjoyable.

Week 11 (March 30 - April 5) Teaching Interpersonal Skills – You are responsible for finding a clip from a movie or TV show that can be used to teach interpersonal skills during a live, facilitated training session. You will describe the clip and explain how you would use it during a training session about interpersonal-skills.

Week 12 (April 6 - April 12) Wells Fargo Case Study – You are responsible for reading the Wells Fargo case study and answering the questions.

Week 13 (April 13 - April 19) MGM Resorts Case Study – You are responsible for reading the MGM Resorts case study and answering the questions.

Week 14 (April 20 - April 26) Skills Exploration – This assignment is NOT graded. You are responsible for watching the video, Find Career Success and Perform at Your Best. During the video, you will complete 4 worksheets that will help you identify your career-related gifts, loves, skills, and strengths. Notably, you will need another person that has known you at least 5+ years. You will ask them to provide feedback on your career-related gifts, loves, skills, and strengths. Although the worksheets will not be graded, they have to be completed prior to completing the assignment in Week 15.

Week 15 (April 27 - May 3) Employee Development Summary – You are responsible for writing a 500 word-paper that summarizes what you've learned about your career-related gifts, loves, skills, and strengths.

Week 16 (May 4 - 13): Course Wrap Up and Final Exam

Final Exam – You are responsible for taking a comprehensive final exam that will include questions from the following readings:

- Performance Management Reading
- Chapter One – Introduction to Employee Training & Development
- Chapter Two – Strategic Training
- Chapter Three – Needs Assessment
- Chapter Five – Program Design
- Chapter Six – Training Evaluation
- Chapter Seven – Traditional Training Methods
- Chapter Nine – Employee Development and Career Management

Student Responsibilities

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 all due dates.*

You are expected to:

- 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
- Read the textbook and other assigned chapter(s)
- Watch the videos
- Complete weekly assignments and adhere to all due dates
- Complete quizzes and the final exam
- Refer to [Study Guides and Strategies](#) [↗] for effective learning practices.

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). An extra computer at home, your employer's computer, or computer at your local library can be some alternatives. Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

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Computer/Software/Apps/Accessories Requirement

- [Adobe Flash – latest version \(you will need it to view videos\)](#) [↗]
- Access to the internet
- Microsoft Word
- Webcam (recommended)
- Headphones (highly recommended)
- Reliable computer
- [Basic Computer Specifications for Canvas](#) [↗]

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Course Materials

Textbook (you will need to purchase)

- [Employee Training and Development. Raymond A. Noe](#) [↗] . 7th Edition. 2017. ISBN 0078112850 / 9780078112850

Note: the link to the textbook is the PDF version. It is much cheaper than the hardcover version.

Additional course materials posted in Canvas

- Videos from YouTube, TEDTalk
- Videos from LinkedIn Learning
- Articles
- Instructor created texts in Canvas pages

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Methods of Evaluation/Grading Policy

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	% of Final Course Grade
Weekly Assignments <ul style="list-style-type: none">• 14 Total Assignments; 13 will be graded• Each assignment is worth 30 points	390	62%
Final Exam	100	16%
Quizzes <ul style="list-style-type: none">• 9 quizzes; 8 will be graded• Each quiz is worth 10 points	80	12%
Discussion	60	10%
Total	630	100%

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

Late Assignments

You are expected to submit your assignments on the specified due dates. Refer to your Canvas classroom for the weekly assignment due dates.

Late assignments grading policy is as follows:

- 1 day late – 10% will be deducted from your total grade
- 2 days late – 20% will be deducted from your total grade
- 3 days late – 30% will be deducted from your total grade

Assignments more than 3 days late will **NOT** be accepted, and your grade for that specific assignment will be **zero**. (also an example. modify as needed)

If you know you will be late with your assignments ahead of time, please contact me to discuss alternative dates.

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Questions, Contacting Your Instructor, Virtual Office Hour

Questions

If you have questions related to the course content (assignments, projects, discussions), post your questions to the **discussion forum**. *The TA will respond within 24 hours.* However, your classmates may also be able to answer your question sooner than the instructor could. Alternatively, please contact the TAs via the **Canvas Inbox** feature (left side navigation bar, red area).

Contacting Professor Sutton

If your inquiry is of a personal/private nature, including scheduling a one-on-one session, please contact Professor Sutton via the **Canvas Inbox** feature (left side navigation bar, red area).

Virtual office hours (synchronous live chat): Tuesdays 10:00 AM – 11:00 AM Eastern Standard Time.

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Special Needs Accommodations

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](https://ods.rutgers.edu/students/documentation-guidelines) ([↗](https://ods.rutgers.edu/students/documentation-guidelines) <https://ods.rutgers.edu/students/documentation-guidelines> [↗](#) [↗](#)).

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form on the ODS](https://ods.rutgers.edu/students/registration-form) [↗](#) website (<https://ods.rutgers.edu/students/registration-form> [↗](#)).

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/>

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.

Specific pages on the site that may be of interest:

- [Rutgers Community-Based Counseling](#) [↗](#)
- [Rutgers Residence Life](#) [↗](#)
- [Rutgers Students Food Pantry](#) [↗](#)
- [Rutgers Student Counseling Services](#) [↗](#)

Technical Support

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](#) ↗ Contact [Rutgers IT Help Desk](#) ↗ 877-361-1134, accessible 24 hours a day, 7 days a week.
- Visit the [Rutgers Canvas Student orientation](#)
- School of Management & Labor Relations, Instructional Technology Specialist - marta.pulley@rutgers.edu

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Student Code of Conduct

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course. 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.

Rutgers Academic Integrity

- Be sure to read and adhere to [Rutgers Academic Integrity Policy](#) ↗ .
- [PDF version](#) 
- [Don't Plagiarize! Document your Research](#) ↗

RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

Academic Integrity

Introduction

Sattik Deb

Director Student Services

Department of Labor Studies & Employment Relations

Supplemental Instructor

Department of Academic Support Services for Student Athletes

Why Should You Care About Academic Integrity?

- Cheating and plagiarism rob you of the opportunity to learn
- Academic dishonesty tarnishes Rutgers' reputation
- Cheating devalues a Rutgers degree
- Cheating undermines the efforts of honest students
- Academic dishonesty represents the destruction of the fundamental principles of higher education
- The negative consequences of academic dishonesty can follow you throughout your life.

Why Do Students Violate Academic Integrity?

- Poor time management
- Misunderstanding about what constitutes plagiarism
- Unfamiliarity with the use of correct citation
- Misunderstanding of the assignment
- Personal issues or emergencies
- Pressure from friends for assistance
- Pressure to succeed in a competitive academic environment

Types of Violations

Level One	Violations that may occur due to ignorance or inexperience and involve only a small fraction of the overall coursework.
Level Two	Violations that are more serious and usually involve a larger portion of the coursework .
Level Three	Violations that involve major or essential parts of the coursework.
Level Four	The most serious academic violations, such as plagiarism in a graduate thesis or theft of an exam.

Types of Violations

Level One

Violations that may occur due to ignorance or inexperience and involve only a small fraction of the overall coursework.

1. Working with another student on a lab report or assignment.
2. Failure to cite sources in a very limited portion of an assignment.

Types of Violations

Level Two

Violations that are more serious and usually involve a larger portion of the coursework .

1. Quoting or paraphrasing to a moderate extent without proper citation or footnote.
2. Submitting the same work or portions of the same work for different classes or different assignments.
3. Using data in a lab report without acknowledgement of the source.
4. Receiving assistance with research without proper acknowledgement.

Types of Violations

Level Three

Violations that involve major or essential parts of the coursework.

1. Copying, facilitating copying, or using prohibited materials during tests or exams.
2. Plagiarizing major portions of a written assignment or using a purchased paper.
3. Acquiring or distributing an exam from an unauthorized source prior to the exam.
4. Fabricating data or inventing sources.
5. Removing posted or reserved materials or denying access to others.

Types of Violations

Level Four

The most serious academic violations, such as plagiarism in a graduate thesis or theft of an exam.

1. Having a substitute take an exam or taking an exam for another.
2. Acts similar to criminal activity such as forging a grade form or stealing an exam.
3. Sabotaging another student's work.
4. Fabrication, falsification or plagiarism in a senior thesis.

The Disciplinary Process

In September 2008, a new Academic Integrity Policy was implemented.

- Under the new policy, instructors have the authority to adjudicate Level 1 and 2 offenses involving undergraduate students. Offenses involving graduate students and Level 3 and 4 offenses are adjudicated as before.

The Disciplinary Process

- If an instructor suspects that a student has committed a Level 1 or 2 violation, he or she will inform the student in writing of the allegations.
- The student will have an opportunity to meet with the instructor to discuss the complaint and to present evidence and witnesses in his or her defense.
- The student has the right to continue to attend classes and submit assignments as usual, until the matter is resolved.

The Disciplinary Process

- If the instructor finds that there has been no academic integrity violation, the matter is closed.
- If the instructor finds the student responsible for the violation, he or she will recommend an academic sanction.
- If the student disagrees with the decision, he or she has the right to appeal the finding and/or the sanction to the Academic Integrity Review Committee.

The Disciplinary Process

- If an instructor suspects that a student has committed a Level 3 or 4 violation, he or she will refer the matter to the Office of Student Conduct.

Potential Sanctions

- Warning (Level 1)
- Academic Integrity Workshop or Assignment (All Levels)
- Make-Up Assignment or Failure on the Assignment (Levels 1 & 2)
- Community Service (All Levels)
- Failure in the Course (Levels 2, 3, 4)
- Term Suspension (Level 3)
- Permanent Expulsion (Level 4)

Statistics

Each year, students are suspended or expelled from Rutgers for violations of academic integrity.

Year	Students Suspended	Students Expelled
2005-06	44	4
2006-07	29	3
2007-08	33	2
2008-09	23	1
2009-10	28	6

Student Bill of Rights

All students accused of non-separable violations of academic integrity have the following rights within the process:

- 1) To be notified of the allegation in writing within ten (10) working days of the faculty member or Academic Integrity Facilitator (AIF) identifying a potential violation.
- 2) To request to review all available evidence regarding the allegation, including any statements from material witnesses.
- 3) To consult with a campus advisor and/or an attorney regarding the allegation. However, no campus advisors or attorneys will be permitted in any meetings between the student and the faculty member or AIF for non-separable violations.
- 4) To be notified of the outcome of the investigation in writing within a reasonable time period.
- 5) To appeal the finding and sanction to the Academic Integrity Review Committee (AIRC) within ten (10) working days of receiving notice of the outcome of the investigation.
- 6) To receive the staff investigator's preliminary report on the appeal investigation within fifteen (15) working days of receipt of the appeal.
- 7) To provide a written response to the staff investigator's preliminary report within five (5) working days of its receipt. This response will be provided to the AIRC.
- 8) To have the AIRC meet to consider the appeal within ten (10) working days of receipt of the staff investigator's final report. If the AIRC needs more information to reach a decision they can defer the appeal process for up to ten (10) additional working days.
- 9) To be notified of the outcome of the appeal in writing within five (5) working days of the AIRC's decision.
- 10) To file a complaint with the Chief Academic Officer or Campus Academic Integrity Designee on his or her campus if the faculty member, AIF or AIRC fail to meet the deadlines outlined within the policy.

Your Future...

In addition to disciplinary sanctions, violations of academic integrity can have an effect on your:

- Graduation or degree status
- Graduate school admission
- Career opportunities
- Scholarships
- Sports eligibility

Avoiding Violations of Academic Integrity

- **PRACTICE TIME MANAGEMENT!**
Procrastination leads to last-minute desperation.
- Understand the assignment completely.
- Understand your instructor's expectations regarding citation; what format should you use? (MLA, APA?) Does your instructor have different citation requirements for different types of assignment? (homework vs. research paper vs. take-home exam)

Avoiding Violations of Academic Integrity

- Understand the major citation formats and how to cite various types of sources (books, articles, websites)
- Understand how to cite direct quotes and paraphrased material
- When in doubt, CITE! It can't hurt!
- Request an extension if a personal issue or genuine emergency arises

Avoiding Violations of Academic Integrity

- Ask your instructor to review a rough draft of your work and check it for correct citation
- Keep all academic assignments to yourself – **NEVER** share answers or papers!
- In the worst case scenario, turn in whatever you have, as opposed to cheating

Resources

Take advantage of the many resources available at Rutgers:

- Your instructor's office hours
- Supplemental instructors
- Rutgers Academic Integrity Website
<http://academicintegrity.rutgers.edu>
- Office of Student Conduct
<http://studentconduct.rutgers.edu>
- The Writing Program
<http://wp.rutgers.edu>

Sources

Academic integrity at rutgers. (n.d.). Retrieved from <http://academicintegrity.rutgers.edu/>.

Rutgers University, Academic Support Services for Student Athletes. (2009). *Supplemental instructor handbook*. New Brunswick, NJ.