

Rutgers University – Livingston Campus
Developing Talent
Spring 2026
Course: 37:533:312:01

Days: Tuesdays & Thursdays: 2:00 PM – 3:20 PM (ET)

Logistics: *Lucy Stone Hall (LSH), Room B117*

Professor: Dr. Kyra Leigh Sutton

Email: professorkyrasutton@gmail.com

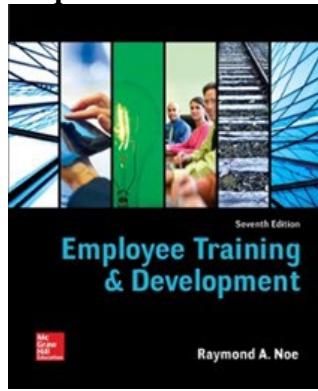
Virtual Office Hours: Tuesdays, By Appointment.

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 Section #.**" Suggest a time slot that will work for you on a Tuesday. Professor Sutton will email you back with a confirmation and a specific time. In addition, you can meet with my Teaching Assistant. Meetings will be held over Zoom.

CANVAS. We will use [Canvas](#) for this course.

WEEKLY EMAILS. Each Monday, an email will be sent and a Canvas announcement posted to inform you of the course activities for that week.

Required Textbook



Employee Training & Development, 7th Edition, © 2017 (Raymond A Noe, Ph.D.)

ISBN:0078112850 / 9780078112850

Supplemental Materials.

For each topic we discuss in class, supplemental materials (e.g., videos and/or articles will be made available). The goal is to ensure that you leave class with a set of resources that you can use once this class ends. Additionally, the supplemental material will provide information relevant to the course topics. Supplemental materials will be noted in Canvas within each module! Several of the supplemental materials will include LinkedIn Learning videos.

SMLR Resources. Several resources are available to HR majors, minors, and students taking our courses. Please make sure to visit our SMLR Homepage [HERE](#)! Additionally, if you want to learn more about our graduate programs, please visit [HERE](#)! (Make sure to scroll down to the events).

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 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 and videos) to provide a foundation for the material. You will complete a class project and participate in class exercises/discussions to apply the theories to “real-world” training and development.

Topics covered include Employee Training Overview, Employee & Career Development, Needs Assessment, Program Design, Strategic Training, Traditional Training Methods, Training Program Evaluation, and Building and Facilitating a Microlearning Workshop.

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.

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](#).

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.

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/>

Special Needs Accommodations - Extension on Assignments, up to 48 hours.

We don't offer extensions on assignments in this class. Each weekly module is open for 9 days, so all students—including those with accommodations—should complete and submit their tasks within that window. This helps everyone stay on track and makes sure no one falls behind on assignments.

Student Affairs. The Office of the Dean of Students supports students who may face 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 professionally, responsibly, courteously, and respectfully at all times during the course, in the classroom, and 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 if you are 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

Resource	Contact
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) Felicia McGinty Vice Chancellor of Student Affairs	http://deanofstudents.rutgers.edu/ 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 our course, it is expected that you will do the following:

1. **Course Materials.** There is **ONE required textbook for the course**. You must have the book by the **2nd week of class**.
2. **Read Weekly Emails/Class Announcements.** You will receive a weekly email and/or Canvas announcement outlining what to expect each week, including what will be covered in class and what is due. It is your responsibility to read all course emails and Canvas announcements—this is very important. In some weeks, you may receive more than one email or announcement, so be sure to review each one carefully.
3. **Partnerships - Required.** You will be working with partners this semester. During the second week of class, you'll have the chance to select your partners. If you don't form a group by then, I'll assign you to one. Together, you and your partners will collaborate on certain Canvas assignments as well as the course project.
4. **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; it is genuinely “showing up” and actively participating in your learning. You will be encouraged to use Canvas or other online tools to share examples and ideas and ask questions during lectures. Much of the learning in the undergraduate program takes place during classroom discussions. Students who are not prepared cannot contribute to the overall learning process. This impacts not only the individual but their peers who count on them, as well.
5. **Electronic Device.** There will be very few handouts, and we aim for a (mostly) paper-free classroom. We will also be using Canvas and other online tools during class. Therefore, you'll need an electronic device in each class. Instead of cell phones, laptops, tablets, or Ipads are preferred.
6. **Communicate effectively with each other.** Participate during class discussions and activities, but don't interrupt other students or attempt to dominate the conversation.
7. **Demonstrate respect towards Professor Sutton & your classmates.** Show respect for the instructor and your classmates. Remember that others may have different ideas and opinions from yours, but they deserve the same level of respect from you as you wish. 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.
8. **Students are not allowed to share course content.** You are required to respect the privacy rights of all participants. Sharing content outside the course may have an effect on future participation by other students and lessen the quality of interaction between the instructor and their students. To this end, video and/or audio recording of class lectures (including guest speakers) without the advanced written consent of the instructor is prohibited. On request, the instructor may or may not grant permission for students to record course lectures. On the condition that the instructor approves, by written consent, these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified. The recordings must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
9. **Patience (and flexibility).** As we continue operating in a post – 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 contact us **before** the due date, and we'll develop a plan to ensure your work is submitted.

Use of GEN AI Tools.

- This course requires you to complete various assignments that assess your understanding and application of the course content.
- You are expected to do your own work and properly cite any sources you use.
- Unless a statement is included in the directions for an assignment or discussion post, you are NOT PERMITTED to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers to complete any part of your assignments.
- Any attempt to use these tools will be considered academic misconduct.
- Students are expected to complete all work independently and without the assistance of AI-generated content.
- If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor before submitting your work.

PERFORMANCE OPPORTUNITIES: Students will be formally evaluated on their performance on the assignments/activities identified in the next section. Please note that 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 following components will determine the final grade in this course:

Performance Opportunities	Max Points	Percentage (Approx.)
Assignments	475 pts	75%
Class Engagement – In-person (May include pop quizzes)	65 pts	11%
Canvas Quizzes	50 pts	8%
Discussion Posts	40 pts	6%
Total	630 pts	
<i>Extra Credit – Optional</i>	<i>15 pts</i>	

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 475 points): Throughout the semester, you will be asked to complete assignments related to the topics we discuss in class. There will be two types of assignments:

1. **In-class Assignments.** Some assignments will be completed in class only, and you must be present to complete them. The assignments might be exercises, case studies, assignments using AI, etc. In-class assignments will typically take place on Thursdays. Assignments completed in class cannot be made up.
2. **Canvas Assignments.** All other assignments will be posted and submitted on Canvas. The assignments will include case studies, exercises, and a training project. 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.

Late Assignments – Canvas Assignments. *You are expected to submit your assignments on the specified due dates. Late assignments will be accepted at the discretion of Professor Sutton and must be accompanied by an excuse (e.g., doctor's note, Dean of Students notification). As a reminder, in-class assignments cannot be made up.*

Submission Guidelines—Late Assignments. **Late assignments should not be submitted on Canvas because they will be closed. Therefore, they should be emailed directly to Professor Sutton (professorkyrasutton@gmail.com).**

For assignments – the following grading policy will apply:

- **1 day late – 30% will be deducted from your total grade**
- **2 days late – 40% will be deducted from your total grade**
- **3 days late – 50% will be deducted from your total grade**

Assignments received more than 3 days late will NOT be accepted, and your grade for that specific assignment will be zero.

Class Engagement – In Person (Worth up to 65 points): Class attendance and full, ACTIVE participation is expected of ALL students during class meetings. **Class attendance will be taken during EACH class meeting; failure to attend ANY class(es)will result in a loss of points.** 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. Before class, you are required to read all assigned material. ***A combination of attendance and participation will determine the final class engagement score.***

- **Mandatory Attendance Days.** Selected days during the semester will be Mandatory Attendance days. These days are intended for you to work on the semester training project. Should a student miss any mandatory attendance days, you will be required to work on the team project on your own, with no exceptions. As a reminder, attendance will be taken during EACH class meeting, including mandatory and non-mandatory attendance days. A list of mandatory attendance days will be included in the class schedule.
- **Pop Quizzes.** To ensure each student is keeping up-to-date with the reading assignments, Prof. Sutton reserves the right to give pop quizzes. The pop quizzes must be taken in class only, and make-up quizzes are not permitted. Pop quizzes will NOT be announced in advance.
- **Attendance Penalty.** Any student who misses 3+ classes (whether mandatory or non-mandatory) will receive an automatic one-letter grade reduction to their final grade. Late

arrivals count as absences. For example, if you have a B in the class, your final grade will be lowered to a C+ if you exceed the absence limit

Canvas Quizzes (Worth up to 50 points): You will complete timed quizzes on Canvas covering the following chapters:

- Chapter 1 (Intro to Training)
- Chapter 2 (Strategic Training)
- Chapter 3 (Needs Assessment)
- Chapter 5 (Program Design)
- Chapter 7 (Traditional Training Programs)

The quizzes will be a combination of multiple-choice and true/false answers. Professor Sutton reserves the right to include essay questions on the quizzes. *Students are not permitted to make up quizzes. Quizzes must be submitted by the date included on Canvas.*

Virtual Discussion Posts (Worth up to 40 points): Throughout the semester, you will complete virtual class discussions. While some discussion topics will vary and be related to training and workplace trends, several posts will be related to the group project. 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. *Students are not permitted to make up virtual discussion posts. They must be submitted by the date included on Canvas.*

*IMPORTANT Dates

**The class schedule will be included in a separate document.*

Spring 2026

Event	Date
<i>Classes Begin</i>	<i>Tues, January 21 (2026)</i>
<i>Semester Add/Drop Period</i>	<i>Thurs, January 30 (2026)</i>
<ul style="list-style-type: none">• Last day to add a course• Last day to drop a course without a W Grade	
<i>Spring Break</i>	<i>March 16 – Mar 20 (2026)</i>
<i>Classes End</i>	<i>Mon, May 4, 2026</i>
<i>SMLR Convocation</i>	<i>Wed, May 20, 2026</i>

Active Training Notes

During the semester, we will 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.”