

**Rutgers University – Livingston Campus**  
**Developing Talent**  
**Spring 2024**  
**Course: 37:533:312:01**

**Days:** Tuesdays & Thursdays: 5:40 PM – 7:10 PM (ET)

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

**Professor:** Dr. Kyra Leigh Sutton

**Email:** [professorkyrasutton@gmail.com](mailto:professorkyrasutton@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 a specific time. In addition, you can meet with my Teaching Assistant. Meetings will be held over Zoom.

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

**Required Textbook**

*Employee Training & Development, 7th Edition, © 2017*

Author: 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.

**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 Career Management, 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 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](mailto: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 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](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**

<b><u>Resource</u></b>	<b><u>Contact</u></b>
SMLR Scholarships	<a href="https://smlr.rutgers.edu/academic-programs/scholarships">https://smlr.rutgers.edu/academic-programs/scholarships</a>

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

### **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. **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 contact us **before** the due date, and we’ll develop a plan to ensure your work is submitted.
3. **Electronic Device.** There will be very few handouts, and we aim for a (mostly) 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.
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. **Read Weekly Emails.** You will receive an email each week describing 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).**

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 a chilling 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. **Partnerships - Required.** You are 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 with your partner to complete selected Canvas assignments and the course project. However - all discussion posts and quizzes should be completed independently.

**PERFORMANCE OPPORTUNITIES:** Each student 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:

<b>Performance Opportunities</b>	<b>Max Points</b>	<b>Percentage (Approx.)</b>
Canvas Assignments	480 pts	76%
Quizzes	70 pts	11%
Class Engagement – In-person	40 pts	13%
Class Engagement – Virtual Discussion Posts	40 pts	
<b>Total</b>	<b>630 pts</b>	

Final grades will be determined by the scales shown below:

<b>Grade</b>	<b>Total Points</b>	<b>Range (%)</b>
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 480 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 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.** *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).*

**Submission Guidelines – Late Assignments.** Late assignments should not be submitted on Canvas because the assignment will be closed. Therefore, any late assignments should be emailed directly to Professor Sutton ([professorkyrasutton@gmail.com](mailto: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 that are over 3 days late will NOT be accepted, and your grade for that specific assignment will be zero.**

**Quizzes (Worth up to 70 points):** You will complete a timed quiz for most chapters discussed in class. All quizzes will be completed on Canvas. 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.*

**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. Before class, you are required to read all assigned material.

**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 be related to training and, at times, workplace trends. 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. *Students are not permitted to make up virtual discussion posts. They must be submitted by the date included on Canvas.*

**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 who have attended the events from the Office of Career Management. In addition, you are encouraged to send the TA a screenshot of the virtual event you attended. **You can participate in up to THREE virtual events; each event is worth 3 points.** Therefore, you can earn up to 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 summaries?**

- Extra credit article summaries should be submitted on Canvas.

**When are the extra credit article summaries due?**

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

**Where should the extra credit article summaries be submitted?**

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

**How many article summaries can I complete?**

- You can complete up to **THREE** extra credit article summaries.

**How many points can I earn?**

- You can complete up to **THREE** extra credit article summaries, and each summary is worth **3** points. Therefore, you can earn up to 9 extra credit points if you submit three articles.

- 

**Article Summary Topics**

Topics	
Introduction to Training & Development	Find an article & prepare a summary about a current trend in the Training world.
Needs Assessments	Find an article & prepare a summary about 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 about 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 about performance management tools companies are using in place of annual reviews.
Employment Development	Find an article & prepare a summary about innovative ways companies are developing employees (over and beyond traditional training conducted online or in classroom settings)



## \*IMPORTANT Dates & ACTIVE TRAINING NOTES

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

### RU Calendar – Spring 2024

<b>Event</b>	<b>Date</b>
<b><i>Classes Begin</i></b>	<b>January 16, 2024</b>
<i>Last day to add a course</i>	January 25, 2024
<i>Last Day to Withdraw from an individual class with a “W” grade</i>	March 18, 2024
<i>Spring Break</i>	<i>March 9 – March 17, 2024</i>
<b><i>Classes End</i></b>	<b>April 29, 2024</b>
<i>Reading Period</i>	April 30 – May 1, 2024
<i>Final Exams</i>	May 2 – May 8, 2024
<b><i>School of Management and Labor Relations - Convocation Ceremony</i></b>	May 15, 2024 @ 10AM

#### **Active Training**

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.”