

Rutgers University – Livingston Campus
Developing Talent
Fall 2026
Course: 37:533:312:02

Days: Tuesdays & Thursdays: 12:10 PM – 1:30 PM (ET)

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

Professor: Dr. Kyra Leigh Sutton

Email: professorkyrasutton@gmail.com

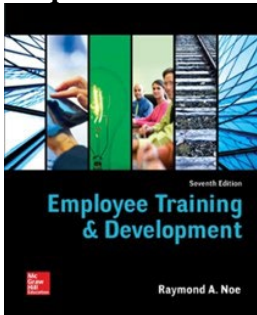
Virtual Office Hours: Tuesdays, By Appointment.

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 02.**” 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 evening, you will receive an email and a Canvas announcement outlining 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.

COURSE DESCRIPTION AND OBJECTIVES

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, Career Development, Needs Assessment, Program Design, Strategic Training, Traditional Training Methods, Training Program Evaluation, and Building and Facilitating a Microlearning Workshop.

Course Learning Objectives. By the end of this course, students will be able to:

- Explain how training and development supports employee growth, organizational performance, and business strategy.
- Apply training and development techniques to assess learning needs and design effective learning programs.
- Design and deliver a microlearning workshop that addresses a specific employee learning need.

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

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).

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%
Virtual 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:
 - 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.
 - 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.*

STUDENT RESPONSIBILITIES

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. 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. **Cameras On - Zoom Sessions.** Students are required to keep their cameras on during Zoom sessions for the entire class period. This is a participation expectation in our class. Students who attend a Zoom session with their camera turned off will be marked absent for that class session. *If you have any concerns, please contact Prof. Sutton.*
6. **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.
7. **Communicate effectively with each other.** Participate during class discussions and activities, but don't interrupt other students or attempt to dominate the conversation.
8. **Demonstrate respect towards Professor Sutton, our GTA, & your classmates.** Students are expected to demonstrate respect toward Professor Sutton, our GTA, and their classmates at all times. Everyone brings different perspectives and experiences to the classroom, and all deserve to be treated with professionalism and respect. If you disagree with course content, instructional methods, or feedback, please communicate your concerns respectfully and without confrontation. Students are encouraged to discuss concerns privately with Professor Sutton or our GTA during office hours.
9. **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.

COURSE POLICIES

Course policies provide important guidelines and expectations for your participation and success in the course.

QUESTIONS & CONTACTING YOUR INSTRUCTOR

If you have questions or inquiries, including scheduling a one-on-one session, please contact Professor Sutton at ProfessorKyraSutton@gmail.com

USE OF GEN AI TOOLS

This course requires you to complete various assignments and discussion posts that assess your understanding and application of course content. You are expected to complete your own work and properly cite any sources you use.

Unless the directions for a specific assignment or discussion post explicitly state that Gen AI is permitted, you are NOT permitted to use Gen AI tools to complete any part of your work. This includes, but is not limited to, chatbots, text generators, paraphrasing tools, summarizers, and AI-powered solvers.

Without exception, if you use Gen AI when it has not been authorized by Prof. Sutton, you will receive a zero on the entire assignment or discussion post. You will not be permitted to make up or resubmit the assignment or discussion post. Unauthorized use of Gen AI may also constitute academic misconduct. See examples of unauthorized Gen AI use below.

For team assignments: If you believe another member of your team is using Gen AI when it has not been authorized, you are expected to notify Prof. Sutton via email (professorkyrasutton@gmail.com). Do not wait until the assignment has been submitted or graded to raise the concern. Students who become aware of unauthorized Gen AI use by a partner or team member should report the concern promptly so that it can be addressed before the assignment is submitted.

Examples of Unauthorized Gen AI Use

The following are examples of Gen AI use that is not authorized and will result in a zero:

- (MOST COMMON!) Submitting answers that appear to be versions of the same generated answer. This includes instances where multiple students submit responses with the same or very similar wording, sentence structure, examples, ideas, or organization. While some overlap in course concepts is expected, students completing their work independently should not consistently produce answers that appear to originate from the same generated response.
- Using Gen AI to complete an entire assignment or discussion post.
- Replacing your own ideas, analysis, or critical thinking with content generated by Gen AI.
- Copying and pasting an assignment or discussion question into a Gen AI tool and using all or part of the response in your submission.

- Using Gen AI to answer a question and then rewriting, editing, or paraphrasing the AI-generated response in your own words. Changing the wording of AI-generated content does not make it your own work.
- Using Gen AI to expand your response. For example, writing a short answer yourself and asking Gen AI to add additional ideas, examples, explanations, or details.
- Using Gen AI to paraphrase or rewrite content so that it appears to be written in your own words.
- Using Gen AI to summarize course materials, readings, videos, or other sources and then using that summary to complete an assignment or discussion post.
- Using Gen AI to review your work and add, change, or strengthen the substance of your response. This includes asking Gen AI what is missing from your answer or what additional content you should include.

Remember: If the assignment directions do not specifically state that Gen AI is permitted, assume that it is NOT permitted.

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.

SPECIAL NEEDS ACCOMMODATIONS – EXTENSION ON ASSIGNMENTS, UP TO 48 HOURS

Notably, extensions on assignments will NOT be permitted in our class. The weekly modules are open for an extended period, including 9 days. As a result, students, with and without accommodations, are required to submit the weekly tasks within the nine days that the module is open. The goal is to keep all students on track to ensure they complete the tasks and do not fall behind on assignments.

STUDENT CODE OF CONDUCT

You are expected to conduct yourself professionally, responsibly, courteously, and respectfully 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.

Academic Integrity. Be sure to read and adhere to 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 in order 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. On the first day of class, we will review the Academic Integrity Contract, which you will be required to sign and submit to Professor Sutton.

STUDENT RESOURCES AND SUPPORT

The following Rutgers resources and services are available to support your academic success, well-being, technology needs, and overall experience as a student.

OFFICE OF DISABILITY SERVICES CONTACT AND ADDRESS

Livingston Campus – Lucy Stone Hall

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](#) supports students 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

[Rutgers Student Health](#) is committed to providing comprehensive primary care for students' health and wellness needs. The experienced clinical team is comprised of physicians, nurse practitioners, physician assistants, registered nurses, health technicians, psychiatrists, psychologists, clinical social workers, and substance abuse counselors. Visit their website to learn more about the type of support they offer and/or to schedule an appointment.

ADDITIONAL STUDENT RESOURCES

The following Rutgers and SMLR resources are available to support your academic success, health, well-being, and overall student experience throughout the semester.

Resource	Contact / Information
CAPS – Let’s Talk	Drop-in or appointment-based informal mental health support through CAPS. https://health.rutgers.edu/counseling-services/therapy-options
Community Concern Reporting – “Do Something”	Share concerns about a Rutgers community member’s well-being or safety; anonymous reporting is available. https://health.rutgers.edu/do-something-to-help
Residence Life – Student Support	Support for students living on campus, including accommodations, housing concerns, and residential support. https://ruoncampus.rutgers.edu/about/contact-us
Rutgers Student Food Pantry	Food assistance for Rutgers–New Brunswick students through the Basic Needs Center and pantry services. https://ruoffcampus.rutgers.edu/basic-needs/food-assistance/food-and-mobile-pantry
SMLR Scholarships	Scholarship and fellowship opportunities available to eligible SMLR students. https://smlr.rutgers.edu/academic-programs/scholarships
SMLR Student Resources	SMLR resources for current students, including academic, mental health, financial, advising, and university support. https://smlr.rutgers.edu/academic-programs/current-students
Student Health	Rutgers–New Brunswick health and wellness services, including medical services, CAPS, and health promotion resources. https://health.rutgers.edu/
Student Legal Services	No-cost professional legal advice and assistance for eligible Rutgers–New Brunswick students. https://rusls.rutgers.edu/
Violence Prevention and Victim Assistance (VPVA)	Free and confidential support related to interpersonal violence and other crimes; 24/7 support is available. https://vpva.rutgers.edu/

TECHNOLOGY

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)
- [Basic Computer Specifications for Canvas](#)

TECHNICAL SUPPORT 24 HOURS, 7 DAYS PER WEEK

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).
- For tech help with Canvas or Sakai, please visit <https://it.rutgers.edu/help-support>.
- School of Management & Labor Relations, Instructional Technology Specialist
- marta.pulley@rutgers.edu

RUTGERS LEARNING CENTERS

General academic support services are offered to all Rutgers students.

These services are free-of-charge to Rutgers students and include:

- [Peer Tutoring](#) is available in two forms. Walk-in group tutoring is available on all campuses, and one-on-one tutoring is available through our partnership with the SAS Honors Program.
- [Academic Coaching](#) is a comprehensive service for students who want to improve their academic and self-management skills, such as time management, critical thinking, and study skills.
- [Study Groups](#) leaders review course material with students and integrate study strategies—note taking, problem-solving, and test preparation—that link course content with cognitive skill development.
- Reserved Course Materials such as equipment, demonstrations, and videos are available at the [MSLC](#).

WRITING CENTERS

- Rutgers also has a [Writing Center](#) on each campus where any student can obtain tutoring and writing assistance. Visit their website to make an appointment or find the Writing Center location on your campus

LIBRARY

- SMLR Librarian - Julie Peters, jpeters@smmr.rutgers.edu
- Rutgers University Library offers many resources to assist you. Through their website, you can search the library holdings and access a variety of research and reference tools.
- For example, you can:
 - ✓ Find articles in a large collection of indexes and databases and books or media
 - ✓ View a wide variety of general and subject-specific library guides.
 - ✓ Get help from a librarian via email, phone, or live chat.
 - ✓ Rutgers Libraries Indexes and Databases are subscription resources available to Rutgers students, faculty, and staff only. Please note that if you need to access these resources from off-campus, you must log in using your Rutgers NetID and password.

PRIVACY

- The privacy policies for technology that students may use in this course to communicate and collaborate with others and/or create content can be found below:
 - ✓ Instructure/Canvas Product Privacy [Policy](#)
 - ✓ Blue Button/Blindside Networks [Privacy Policy](#)
 - ✓ Adobe Privacy [Policy](#)
 - ✓ Youtube Privacy [Policy](#)
 - ✓ Google Docs Privacy [Policy](#)
 - ✓ VoiceThread Privacy [Policy](#)

- ✓ Kaltura Privacy [Policy](#)
- ✓ ProctorTrack Privacy [Policy](#)
- ✓ TurnItIn Privacy [Policy](#)

IMPORTANT RUTGERS DATES

The dates below highlight important Rutgers academic calendar and course registration deadlines for Fall 2026.

RU Calendar – Fall 2026 → See full calendar [HERE](#)

Event	Date
<i>Classes Begin</i>	<i>Tues, September 1 (2026)</i>
<i>Thanksgiving Break</i>	<i>Nov 26 – Nov 29 (2026)</i>
<i>Classes End</i>	<i>Thurs, Dec 10 (2026)</i>

RU Add/Drop Schedule – Fall 2026 → See full schedule [HERE](#)

Event	Date
<i>Last day to add or drop a course for undergraduate students</i>	<i>Thurs, September 10 (2026)</i>