

Developing Talent

37:533:312 Spring 2025 Hybrid Synchronous

Meeting Thursdays 5:40pm to 7pm, Tillet Hall, Room 204 (when in-person)

Meet the Teaching Team:

Alwyn Klein

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With 27 years of experience in the learning and development, knowledge management, change management, and performance improvement field, you can expect to gain insight about talent development through the lens of real-life experience. Your learning is important to me, so, if anything is getting in the way of that, please consider reaching out so we can work on a strategy for your success together! [LinkedIn](#)

Required Textbook

Employee Training & Development, 9th Edition. 2023.

Author: Raymond Noe

ISBN10: 1264080921 ISBN13: 9781264080922

Course Overview:

Welcome to Developing Talent, a course that will expose you to the world of developing the knowledge and skills of the largest asset a company of any size has, its human capital. Improving the performance of people by growing their knowledge and skill, not only contributes to companies' reaching their goals, but also helps people successfully perform in their jobs. From entry level to expert, it assists new grads in getting their first job, new hires contributing to the success of the company quickly, people progressing along their career path, employees reaching their career goals.... getting the promotion, the increase, the bonus, becoming a leader.... I could go on!

In the world of work, **performance matters** and you will learn the best-in-class strategies for both individuals and companies to plan, create, and offer effective learning that supports improved performance. You will study the entire learning lifecycle from analysis to evaluation and everything in between to ensure you have a strong basis to implement best-in-class talent development.

The course has an application focus wherein, the concepts and frameworks are important (very), but the ability to apply them is **really** important. The textbook will work as a guide and directly relate to the content applied in the classroom, exercises, discussions, and activities. Expect a variety of learning modalities - after all, this is a class about learning.

High Level Learning Objectives for this course:

1. **Strategic Training and Development:** Articulate the strategic importance of training and development in driving organizational success.
2. **Training Needs Assessment:** Conduct comprehensive training needs assessments to identify gaps in knowledge, skills, and behaviors.
3. **Instructional Design:** Develop measurable learning objectives and design effective training programs grounded in foundational instructional methods.
4. **Training Methods:** Analyze and evaluate traditional and technology-based training methods, identifying appropriate applications, advantages, and limitations for enhancing learning outcomes.
5. **Training Program Evaluation:** Assess the effectiveness of training programs using established evaluation frameworks, including the Kirkpatrick and Phillips Models.
6. **Career Development:** Examine the significance of career development, succession planning, and mentoring in fostering talent retention and growth.
7. **Emerging Technologies:** Investigate future trends in learning and development, including artificial intelligence, gamification, and adaptive learning technologies, and their implications for practice.

Hybrid Course Structure and Methodology

This course is a mix of synchronous and asynchronous content every week:

Weekly Synchronous Content:

The **live lecture** of the week will be on Thursdays at 5:40pm - 7:00pm and attendance is required! You can expect these to be a balance of presentation of content and active learning experiences/discussions. When these are in-person versus virtual is laid out in the course calendar. Any changes will be communicated with at least 24 hours' notice.

Weekly Asynchronous Content:

One weekly 'lecture' will be asynchronous, where you will have content to work through, often including embedded questions and/or some work that needs to be submitted. This will be made available through Canvas on Thursday evenings by midnight and due prior to the following Thursday lecture in most cases. Any changes to this will be made clear in Canvas.

Communication and Office Hours:

I believe in frequent and open communication. With this class being a mixed hybrid model, we will interact weekly during classes and through Canvas. Please feel free to connect with me between classes on email or if needed schedule an appointment during the defined office hours of **Mondays and Wednesdays between 5:30pm -7:00pm.**

I need 24 hours' notice to schedule an appointment, so please send an email and suggest a time slot that will work for you within these windows. I will email you a confirmation and specific time. Please use email for anything time sensitive.

Please do not think twice, if you have a concern or query, rather email than not!
All meetings will be held over Zoom.

Generative AI Use Guidelines

(Developed with assistance from ChatGPT):

In this course, we will integrate Generative AI tools, such as ChatGPT, to enhance your learning experience. **You will be required to sign up and have a free account with ChatGPT to complete these specific assignments.** These tools can support your academic work, promote critical thinking, and broaden your understanding of the materials covered. However, it is important to use these tools ethically and responsibly. Below are some outlines of acceptable use, potential issues, and restrictions related to AI in this course.

1. Active Use of Generative AI:

As part of your learning, **you will be required to use AI tools**, including ChatGPT, for certain assignments. Mastering these tools is a vital skill in today's evolving academic and professional landscapes. Resources will be available on Canvas to help you effectively use AI in your assignments and know exactly when and how you can use it for different assignments.

2. AI use during exams/quizzes is always prohibited

- **STRICTLY PROHIBITED**: Using ChatGPT or any other Generative AI tool during exams is **not allowed**. This includes using AI for research, generating responses, or receiving assistance of **any** kind during the exam.
- Violating this policy will result in academic penalties, which may include disciplinary action in accordance with the university's academic integrity policy.

3. Transparency in AI Usage:

- Any assignment that involves **any** use of AI must include a section at the end explaining:
 1. How AI was used (e.g., generating ideas, summarizing research, drafting content etc.).
 2. Include the specific prompts that were input into the AI.
- **Failure to acknowledge AI use in assignments is considered academic dishonesty and a violation of university policy.**

I will publish a separate document to explain further and show how I categorize assignments and other coursework deliverables to ensure you know exactly what is allowed and when.

Ultimately, you are responsible for everything you submit, including any content generated with the help of AI, and you will be held accountable for ensuring that all work adheres to academic integrity standards.

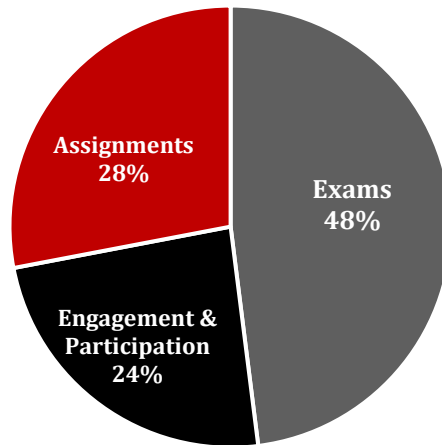
Remember: Misuse of AI, especially in exams, can lead to serious academic consequences. Use AI wisely, and always be transparent about your use of it.

Breakdown of Grading and Performance Opportunities

Grading and Course Requirements

Activity	Points	Percentage
1. Exams (80 each)	240	48%
2. Class Engagement: Synchronous Attendance, participation and Asynchronous completions	120	24%
3. Assignments and/or Discussion Posts	140	28%
4. Total	500	100%

Well-rounded, and consistent participation is key to success, you will see that all aspects of this class contribute substantially:



Final grades will be determined by the scales shown below:

Points	Percentage	Grade
450-500	90-100%	A
430-449.5	86-89.9%	B+
400-429.5	80-85.9%	B
380-399.5	76-79.9%	C+
350-379.5	70-75.9%	C
300-349.9	60-69.9%	D
299.5 and below	59.9% and below	F

1. Examinations

- There will be 3 non-cumulative exams:

Exact content will be provided closer to the exam once we can determine the cadence of the class.

	Illustrative Content	Exam Window
Exam 1	Chapters 1,2, and 3	16-17 Feb
Exam 2	Chapters 4,5,7	16-17 March
Exam 3	Chapters 6, 8, 9, and AI in Learning	As per Exam Schedule

- The content of exams includes all textbook chapters listed, assigned readings scheduled before the exam, lecture notes, and any other course material (e.g., articles, guest lecturers, videos, class activities).
- Each exam is worth 80 points, for a possible total of 240 points.
- All exams will be done through Canvas online. You will have a 48-hour window to take exams 1 and 2. Exam 3 will be during the exam window for this course. Once you start the exam, you will have 1 hour, 20 minutes to complete the exam.
- Start the exam with at least 1hr 20min left in the exam window to ensure you have enough time to complete the exam. It is most critical for the final Exam 3 as the window is smaller.
- All exams are **open notes**. You are allowed to use your notes, textbook and class materials during the exam. You are NOT allowed to use any help from other people or students and no AI of any sort. This will result in academic integrity charges brought against you.
- Once the entire class has completed the exam and exam grades have been released, you may review your exam with me during virtual office hours, however, I will discuss the exams in the class following the exam too.
- **Make-up policy:** The dates of the three exams are noted on the course agenda. An exam grade of zero (0) will be assigned to any student who is absent without a legitimate excuse on the date of a regularly scheduled exam. Please inform me as soon as possible, should you have a valid reason for missing an exam.
- Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

2. Class Engagement

Class attendance **and** full participation is expected of ALL students during class meetings. Class participation is essential and includes contributing to discussions, sharing ideas, and thoughts on the topic. Please come to class prepared to participate, be inquisitive, and questioning during each class session as it will contribute to your learning and overall success in the class. There will be work submissions due at the end of some of our classes!

We will be using **Top Hat** (www.tophat.com) for attendance and in-class participation. The version we will use is Top Hat Basic - which is free for students. PLEASE do not purchase a subscription of any kind. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message – so please ensure you have a device for class. You should be able to access Top Hat through the course navigation link in Canvas. Also, you can use your Rutgers NetID to access Top Hat.

3. Weekly Asynchronous Content and Assignments

Completion of asynchronous content contributes to your overall grade through requiring interactions or uploading of completion certificates. On weeks where there are assignments, you will receive guidelines clearly explaining the requirements and expected deadlines. Please contact me with any questions.

You are expected to submit your assignments on the specified due dates. Refer to the Canvas site for each module's/week's assignment and/or projects due dates. Late assignments grading policy is as follows:

2-24 hours late – 10% will be deducted from your total grade.

25-48 hours late – 20% will be deducted from your total grade.

48+ hours 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.

If you know you will be late with your assignments ahead of time, for good reason, please contact me to discuss alternative dates. I understand that unfortunately crises happen, so be sure to contact me as soon as you can!

Group Assignments: You will have some assignments that will require you to work in a group with 3-4 classmates. This will include completing peer evaluations of everyone in your group and these evaluations will contribute to your overall score for the culminating group submissions.

4. Online Discussion Posts

Throughout the semester, you will be expected to participate in a few virtual class discussions. The topics will vary, and they will be related to that week's activities and content. 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. Due dates will be listed on Canvas.

5. Extra Credit Opportunities

There will possibly be at least one opportunity for extra credit during the semester – watch out for details in class.

Class Calendar

Below you will find the tentative class calendar. The content will be covered in the following sequence. That said, please note that dates and format are illustrative and subject to change, giving us flexibility for some topics to take more time and others less. We will work together to ensure we cover everything, and some flexibility will likely be needed to ensure you get the most from this course.

Live Class Date	Classroom Content		Asynchronous Content (Recorded Lecture and/or Other Media)
	Topic	Classroom Format 5:40pm - 7:00pm	
Jan 23 rd	Introductions and Course Overview	Classroom Tillet Hall, Rm 204	Chapter 1: Introduction to Training and Development Syllabus and Academic Integrity Contract
Jan 30 th	Chapter 2: Strategic Training	Classroom Tillet Hall, Rm 204	Chapter 3: Learning Needs Assessment Part 1
Feb 6 th	Chapter 3: Learning Needs Assessment Part 2	Classroom Tillet Hall, Rm 204	Chapter 4: Learning and Transfer of Learning
Feb 13 th	Chapter 5: Program Design Part 1	Classroom Tillet Hall, Rm 204	Chapter 4: Learning Objectives Section Note: Exam 1 will be available from Feb 16 - 17
Feb 20 th	Chapter 7: Traditional Training Methods Part 1	Classroom Tillet Hall, Rm 204	Chapter 7 - Traditional Training Methods Part 2
Feb 27 th	Chapter 7 - Traditional Training Methods Part 3	Classroom Tillet Hall, Rm 204	Chapter 7 - Traditional Training Methods
Mar 6 th	Special Topic: AI in Learning Design	Classroom Tillet Hall, Rm 204	Chapter 8: Technology-Based Training Methods Part 1 Note: Exam 2 will be available from Mar 16-17
Mar 13 th	Chapter 8: Technology-Based Training Methods Part 3	Live Online: Zoom	Chapter 8: Technology-Based Training Methods Part 2
Mar 20 th	Spring Break		
Mar 27 th	Special Topic: AI in Learning Delivery	Classroom Tillet Hall, Rm 204	Chapter 6: Training Evaluation Part 1
April 3 rd	Chapter 6: Training Evaluation Part 2	Live Online: Zoom	Chapter 6: Training Evaluation Part 3
April 10 th	Chapter 6: Training Evaluation	Live Online: Zoom	Chapter 9: Employee Development & Career Management
April 17 th	Chapter 9: Employee Development and Career Management Part 2	Live Online: Zoom	Special Topic: Assessment in Employee Development
April 24 th	Special Topic: Myers Briggs Personality Type Indicator	Classroom Tillet Hall, Rm 204	Chapter 9: Employee Development and Career Management Part 3
May 1 st	Guest Speakers: Careers in Talent Development (Chapter 1 ctd)	Live Online: Zoom	End of Semester Exam 3 as per Exam Schedule

SMLR Learning Objectives.

The **Developing Talent** course is designed to meet sections of the following learning objectives for the School of Management and Labor Relations.

1. ***Theoretical Perspectives – Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.***
 - Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
 - Evaluate and apply theories from social science disciplines to workplace issues
2. ***Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions.***
 - Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
 - Analyze issues related to business strategies, organizational structures, and work systems
 - Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)
3. ***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
 - Develop human resource management functional capabilities used to select, motivate, and develop workers
 - Understand the internal and external alignment and measurement of human resource practices

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 any assistance in facilitating the process, please just let me know.

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

E-mail Address: dsoffice@rci.rutgers.edu Phone: (848) 445-6800 <https://ods.rutgers.edu/>

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

Student Health & Wellness Services. <http://health.rutgers.edu/>

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. <https://studentsupport.rutgers.edu/>

Technical Support

If you are new to Canvas or need a refresher tutorial, visit:

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Rutgers IT Help Desk](#). 833-648-4357, email help@oit.rutgers.edu, accessible 24 hours a day, 7 days a week.
- Refer to the [Canvas Student Tutorial](#)
- Canvas [Student Guide PDF Version](#)
- Access Rutgers Canvas via the [MyRutgers Portal](#), rutgers.instructure.com, mobile app and <https://canvas.rutgers.edu>
- For Canvas assistance, Passwords, or any other computer-related technical support contact the [Rutgers Canvas Help Desk](#). help@canvas.rutgers.edu

Student Code of Conduct. You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner at all times during the course, in the classroom as well as online. 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 immediate 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. This includes the University's policy on cheating and use of copyrighted materials being enforced in this class. Please refer to the Academic Integrity Policy for more detail regarding these policies: <https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>

All students registered for this course are asked to sign an Academic Integrity Contract. Academic dishonesty will not be tolerated. <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Additional Resources:

Student Success Essentials: <https://success.rutgers.edu>

Student Support Services: <https://www.rutgers.edu/academics/student-support>

The Learning Centers: <https://rlc.rutgers.edu>

The Writing Centers (including Tutoring and Writing Coaching): <https://writingctr.rutgers.edu>

Rutgers Libraries: <https://www.libraries.rutgers.edu/>

Office of Veteran and Military Programs and Services: <https://veterans.rutgers.edu>

Student Health Services: <http://health.rutgers.edu/>

Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS):
<http://health.rutgers.edu/medical-counseling-services/counseling/>

Office for Violence Prevention and Victim Assistance: <https://vpva.rutgers.edu/>