

Developing Talent

37:533:312:04 · Fall 2026 · Hybrid · Sept 1-Dec 20

INSTRUCTOR	EMAIL	PHONE
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1ST IN-PERSON CLASS	REGULAR IN-PERSON CLASSES	VIRTUAL OFFICE HOURS
Tue, Sept 8 · 7:30-8:50pm Room 253 Tillett Hall	Mondays · 7:30-8:50pm Room 253 Tillett Hall	appointment via Zoom

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| Welcome to Developing Talent!

What will you learn in this course?

You'll be able to answer the question: "How do I develop talent in our AI-driven world?"

Three course outcomes

After completing this course, you will be able to lead projects as a:

Talent Development Strategist

Discuss talent development plans and methods, conduct needs assessments, and build ROI-focused training initiatives connected to business goals.

Digital Storyteller

Present ideas clearly through a podcast and narrated video, delivering confident, conversational content anchored to one consistent organizational context.

Tech/AI Advisor

Explore and evaluate generative AI, build custom tools, and apply AI literacy skills to help an organization develop smarter training initiatives.

Instructor Information

This course runs from September 1 through December 20. It is delivered in a hybrid format, which means a weekly in-person class on Mondays, plus a series of weekly online modules with assignments that you will access through Canvas, the learning management system.

Flipped Classroom Model

This course follows a flipped classroom model. You will complete homework assignments prior to attending each in-person class session. The class sessions are structured as interactive workshops that build on that week's online learning activities. Note: even though you don't need to log into Canvas at any specific time, you are required to adhere to all course work due dates.

Five Course Skills

The course was designed for you to apply these five 21st Century/AI driven skills for the workplace:

Curiosity

Critical Thinking

Communication

Collaboration

Resilience

Projects use the five-skills rubric. AI Builds use their separate rubric.

Course Learning Objectives

By the end of this course, you should be able to:

1. Explain how learning conditions, organizational structure, and emerging technology shape talent development outcomes.
2. Analyze performance and capability gaps to prioritize talent development decisions.
3. Design training and development experiences that build workforce capability applying research-backed learning principles.
4. Examine how talent development systems enable learning transfer, growth, and workforce mobility.
5. Evaluate methods of analyzing learner data and determining ROI as a way of measuring effectiveness of training initiatives.
6. Assess the design and outcomes of a completed AI-era training initiative.
7. Construct a comprehensive talent development solution to demonstrate strategic application of key course concepts.

Course Description

This course covers five key topics in talent development to prepare you to discuss them at both a strategic and a tactical level for an internship and a job interview:

1. Strategic Alignment

2. Needs Analysis
3. Learning Design
4. Talent Development Systems
5. Learner Analytics & ROI

Each topic spans two weeks of online modules (an "A" week and a "B" week) plus its own in-person class session. After completing this course, you will discover which topics interest you the most and then take a deeper dive in future courses and on your own as a lifelong learner.

Communication

The best way to reach me is through the Canvas Inbox feature (left navigation menu bar in the red section). I will reply to your emails within 24 hours. If there's an emergency, you can call or text me at 212.557.2700. I encourage you to connect with me early and often throughout the course.

You are most likely to succeed when you stay in touch by email, office hours, or Zoom. Tell me what you find interesting or challenging so I can help.

Announcements

You will receive brief announcements through the course LMS to help you stay focused on the top priorities.

| Course Structure & Schedule

Course Schedule

The course is divided into the following topics, dates, and weekly activities:

WK	DATES	MODULE	TOPIC	KEY ACTIVITIES	HRS
1	Sept 1	Mod 0	Course Onboarding	• Tech setup • Orientation • Review syllabus & flipped classroom model • Create ePortfolio	1–2 hrs
2	Sept 8	Mod 1A	Strategic Alignment	• Pre-Test • AI Spotlight (4D Framework) • PlayPosit (org systems & structure) • Mind Map (ATD Capability Model) • AI Build (Business Diagnostic Tool) • Learning Journal	4–5 hrs
3	Sept 14	Mod 1B	Strategic Alignment	• Learning Spotlight (3 Pillars of Learning) • Hypothesis (Talent management vs. talent development) • Podcast (Asynchronous learning success) • Project – AI Adoption Initiative • Post-Test • Learning Journal	5–6 hrs
4	Sept 21	Mod 2A	Needs Analysis	• Pre-Test • AI Spotlight (Scaling AI – 10-20-70 Rule) • Hypothesis (5-step skills assessment framework) • Podcast (Needs assessment levels) • AI Build (Skills Prioritization Tool) • Learning Journal	4–5 hrs
5	Sept 28	Mod 2B	Needs Analysis	• Learning Spotlight (Biology of Skill) • PlayPosit (Competency model value) • Mind Map (Competency mapping) • Project – Needs Analysis: Capability Gaps • Post-Test • Learning Journal	5–6 hrs
6	Oct 5	Mod 3A	Learning Design	• Pre-Test • AI Spotlight (SAMR Model) • PlayPosit (Learn/Experience/Lead model) • Mind Map (Andragogy & adult learning principles) • AI Build (Study Coach - approved AI platform) • Learning Journal	4–5 hrs

WK	DATES	MODULE	TOPIC	KEY ACTIVITIES	HRS
7	Oct 12	Mod 3B	Learning Design	• Learning Spotlight (Evidence-based learning design principles) • Hypothesis (Learner autonomy & the Four E's model) • Podcast (SME/design-team roles) • Project - Training Design: Rough Draft • Post-Test • Learning Journal	5–6 hrs
8	Oct 19	Mod 4	Midterm Exam	• Midterm Exam (Cumulative, Mods 1–3) • Learning Journal	2–3 hrs
9	Oct 26	Mod 5A	Talent Development Systems	• Pre-Test • AI Spotlight (Augmented Analytics Pipeline) • Hypothesis (Mastery-based “Capability Academy” platforms) • Podcast (People-analytics discipline) • AI Build (Course Microsite) • Learning Journal	4–5 hrs
10	Nov 2	Mod 5B	Talent Development Systems	• Learning Spotlight (Designing for Transfer) • PlayPosit (Skills-first talent management) • Mind Map (Talent management system – 8 modules) • Project – Diagnosing a Talent Performance Gap • Post-Test • Learning Journal	5–6 hrs
11	Nov 9	Mod 6A	Learner Analytics & ROI	• Pre-Test • AI Spotlight (Responsible AI – NIST AI RMF) • PlayPosit (Why learning resists measurement) • Mind Map (Training ROI formula) • AI Build (Analytics Interpreter) • Learning Journal	4–5 hrs
12	Nov 16	Mod 6B	Learner Analytics & ROI	• Learning Spotlight (Multimedia Learning – Mayer) • Hypothesis (Learning analytics: 3 stakeholder perspectives) • Podcast (Analytics process model & Kirkpatrick) • Project - ROI Measurement • Post-Test • Learning Journal · All work due Sun, Nov 22	5–6 hrs
–	Nov 23-29	Thanksgiving Break (No Class or Work Due)			– hrs
13	Nov 30	Mod 7	Capstone Project	• Individual Capstone Project – defend the design and outcomes of a completed AI-era training initiative to senior executives, drawing on all five Projects • Learning Journal	6–8 hrs
14	Dec 7	Mod 8	Final Exam	Final: Mods 1, 2, 3, 5 & 6 + class, Projects, AI Builds, Spotlights; excludes Capstone & Group Project	3–4 hrs

WK	DATES	MODULE	TOPIC	KEY ACTIVITIES	HRS
15	Dec 14	Mod 9	Group Project	• Group Project – Rough Draft and Final video presentation	6–8 hrs

Labor Day: No class Sept 7. Our first in-person class is Tuesday, Sept 8, in Room 253 Tillett Hall. Mod 1A remains due. All 14 in-person classes count toward attendance, starting Sept 8.

In-Person Classes

In-Class, Individual Presentation. You will be required to deliver a 5-minute, ungraded presentation during one of the in-person classes. This presentation is a low-stakes way for you to practice your public speaking skills so that you can gain confidence in presenting your ideas in a clear, concise, and impactful manner. You will receive feedback from another student and the instructor. You can either choose the topic from the course content or select from a list provided each week.

Attendance

Since this course is delivered in a hybrid format, as opposed to 100% online, your attendance is important to interact with your peers, build your knowledge, and practice the skills tied to achieving the course outcomes. Content will be covered in the in-person classes that's not included on the module pages, and can appear in exams, projects, and AI Builds. Overall, you'll find a lot of value through discussions and engagement that can only be accomplished through attending the in-person classes.

Regular attendance factors into your final grade. Here's the class policy on absences from in-person classes:

- Missing more than 2 classes with an unexcused absence will move your final grade down one level (i.e., from an A to a B+, or a B+ to a B, etc.).
- Excused absences include an illness, religious observance or holiday, or a Rutgers-sponsored event. If you join the course after the first class, your attendance count starts at that time.
- If you have an excused absence, you will need to schedule a 15-minute Zoom call as soon as possible after the absence so that we can discuss the content that was covered. **If you do not schedule the call, then it will be counted as an unexcused absence.**

| Assignments & Assessment

Course Focus

Each of the five Projects (see below) applies that module's concepts to a realistic talent development scenario, so that by the end of the course you will have practiced applying skills in the key topics.

All five Projects are built around one shared case study: a Learning and Development Specialist role at Axis Communications, a global network technology company with approximately 6,000 employees in more than 50 countries. Each module you step into that role and apply that module's topic to a scenario drawn from the company's real talent development context.

You will embed all multimedia projects and AI builds in a Canvas ePortfolio. You will be provided with specific steps to do that. You do not need any technical knowledge or experience in working with an ePortfolio. The purpose of using the ePortfolio is for you to gain experience in working with that type of platform so that you can demonstrate your work and knowledge in job and internship interviews.

A pre-worked example walks through the framework before you respond to it so that you can see the standard before you apply it to the new scenario.

MODULE	CASE STUDY FOCUS
1B	Diagnose whether a proposed solution addresses the actual root cause of a performance problem.
2B	Evaluate whether a proposed training intervention is the right response before it is designed.
3B	Compare two learning design options and argue for one using evidence from the module sources.
5B	Evaluate whether existing program data is reliable evidence that learning occurred.
6B	Assess the limits of available data and design a complete measurement strategy.

INDIVIDUAL · MODULE 7

Capstone Project

In Module 7, you will select a job on LinkedIn that interests you or a current job/internship to design and deliver a five-minute multimedia presentation that brings together all of the key concepts from the previous projects.

GROUP · MODULE 9

Group Project

MOD 7: You will be assigned to a group. Your group will select one member's Capstone project and change the perspective to assume that you've already run the program and are now looking back on it.

MOD 8: Your group will submit a one-page rough draft project outline.

MOD 9: Your group will deliver the final five-minute presentation during the Dec 14 class, receive feedback, and revise the presentation based on that feedback to submit it as the final video version during that week.

Multimedia Projects

Each Multimedia Project consists of a recorded screencast of your PowerPoint presentation. You will be required to record both yourself as the presenter and your PPT slides or other visuals in 5-minute presentations.

MODULE	PROJECT	SYNTHESIZES
1B	AI Adoption Initiative	Talent development vs. talent management, asynchronous learning success, and the conditions that shape learning outcomes (CLO 1)
2B	Needs Analysis: Capability Gaps	Deliberate practice, competency models, and competency mapping (CLO 2)
3B	Training Design: Rough Draft	Learner autonomy, team roles, and continuous learning (CLO 3)
5B	Diagnosing a Talent Performance Gap	Learning transfer, skills-first talent practices, and talent management systems (CLO 4)
6B	ROI Measurement	Stakeholder analytics, process/Kirkpatrick, and multimedia learning (CLO 5)

How Submissions Are Graded (Projects)

Each Project is graded on a rubric detailing the five course skills:

1. **Curiosity** – Explore the scenario beyond the minimum to consider an alternative approach or ask a what-if question before settling on your recommendation.
2. **Critical Thinking** – Analyze the scenario using that module's framework, weigh alternatives, and justify your recommendation with evidence and reasoning.
3. **Communication** – Present your recommendation clearly and confidently in your recorded presentation, organized for a professional audience.
4. **Collaboration** – Exchange ideas with peers to gain new insights and ways of completing the tasks.
5. **Resilience** – Address a real constraint or complication in the scenario and show how your recommendation adapts to it.

Step-by-step instructions are provided in each module's Canvas page.

AI Builds

Each AI Build consists of a text-based explanation of your build and screenshots to show your progress. There are 5 AI Builds across the course, one per content module, and each build uses generative AI to explore a practical, hands-on application connected to that module's topic.

MODULE	TOPIC	PURPOSE
1A	Business Diagnostic Tool	Distinguish business and performance problems with AI.
2A	Skills Prioritization Tool	Prioritize competency gaps and evaluate AI logic.
3A	Study Coach	Build learner support with an approved AI platform; critique its output.
5A	Course Microsite	Organize course content by session; reflect on AI-supported design.
6A	Analytics Interpreter	Interpret or visualize learner data; evaluate accuracy and limits.

How Submissions Are Graded (AI Builds)

Each AI Build is graded on a rubric based on:

1. **Problem Statement** – Clearly frame the specific talent-development problem or task your build addresses, tied to that module's concept.
2. **Strategy** – Choose an AI approach suited to the problem and explain your thought process for achieving the goal.
3. **Workflow** – Document your actual process, including prompts and iterations, showing the reasoning behind
4. **Responsible Use** – Use AI in a transparent way to maintain your position as the human-in-the-loop making the decisions.
5. **Evaluation** – Critically evaluate the AI's output for accuracy and limitations, and reflect on how the build applies to a real talent-development scenario.

Step-by-step instructions are provided in each module's Canvas page.

Weekly Learning Assignments

Each topic is split across an "A" week and a "B" week. The specific activities vary a bit by module, but each week generally includes an in-person class plus a mix of these online components:

- **Pre/Post-Test** – to activate prior knowledge and highlight areas to direct attention, graded Complete/Incomplete.
- **AI Spotlight / Learning Spotlight** – a short reading or interactive page introducing that module's key concept.
- **Hypothesis** – to gain new insights through the process of explaining ideas in text form.
- **Podcast** – to discuss your thought process related to an idea as an audio recording.
- **PlayPosit** – to answer questions from concepts presented in a video in which you control the flow of the activity.
- **Mind Map** – to visualize how you organize and connect concepts on a given topic.
- **AI Build** – to explore practical and innovative ways of working with AI.
- **Learning Journal** – to reflect on your thinking about the learning experiences.
- **In-Class Activity** – to work with the one unique concept each in-person class introduces.
- **Project** – to synthesize multiple concepts into a compelling story.

Exams

There are two exams, each open note and open resource:

- **Midterm Exam (Module 4, week of Oct 19):** Application-based questions drawn from Modules 1–3
- **Final Exam (Module 8, Week of Dec 7):**

Covers content Modules 1, 2, 3, 5, and 6; in-class concepts; Projects; AI Builds; and Spotlights. Excludes Capstone and Group Project content.

Each exam opens during its module week and may be completed anytime within that window. Please let me know in advance if you will not have internet access. Exams not completed within the specified window will receive a zero unless prior arrangements have been made.

| Grading

Grading Structure

The course is designed around a progression from Engagement to Application to Demonstration. You'll first engage with concepts and ideas, then apply what you learn through practice and experimentation, and ultimately demonstrate your ability to synthesize and use what you've learned.

Assignments are intentionally connected. The learning activities provide the foundation for the five multimedia projects and AI Builds. Those projects and builds give you time to practice applying the concepts and receive feedback from the instructor and your peers. Then the Capstone Project, Group Project, and cumulative Final Exam offer focused opportunities for you to demonstrate all that you've learned throughout the course.

GRADING CATEGORY	ASSESSMENT	WEIGHT
Demonstration – 50%	Capstone Project	20%
	Group Project	15%
	Final Exam – Cumulative	15%
Application – 30%	Projects	10%
	AI Builds	10%
	Midterm Exam – Application-Based	10%
Engagement – 20%	Learning Activities	10%
	Class Engagement Activities	10%
TOTAL		100%

Demonstration - 50%. You will demonstrate your ability to synthesize, evaluate, and apply what you've learned through the Capstone, Group Project, and cumulative Final Exam.

Application - 30%. You will practice using course concepts in realistic contexts through Projects, AI Builds, and an application-based Midterm Exam. These experiences give you opportunities to apply your learning, receive feedback, and improve.

Engagement - 20%. You will build the foundation for learning through Learning Activities and active engagement with the course.

Point values indicate the relative scope of individual assignments; weighted percentages determine their contribution to your final course grade:

- Demonstration assignments (the Capstone, Group Project, and Final Exam) are each worth 100 points.
- Application assignments (each Project, each AI Build, and the Midterm Exam) are each worth 50 points.
- Engagement assignments (each Learning Activity and each Class Engagement Activity) are each worth 10 points.

These point values are not meant to be added into a single course-wide point total. They represent the scope of an individual assignment, while the percentages above determine how much that assignment contributes to your final grade.

A Learning Activity may carry relatively few points, but completing it is an important part of preparing for the larger assignments that carry greater weight in your final grade. Each Learning Activity is designed to contribute directly to a subsequent AI Build or multimedia project. The knowledge, research, practice, or draft work you do in a Learning Activity is what you'll apply in the assignment that follows it.

Grading Scale

PERCENTAGE (%)	GRADE
90 – 100	A
87 – 89.9	B+
80 – 86.9	B
77 – 79.9	C+
70 – 76.9	C
60 – 69.9	D
59.9 and below	F

Course Materials & Tech Requirements

Tech & AI Platform

- Generative AI: Rutgers Google Gemini or Microsoft Copilot generative AI account
- Hypothesis (Social Annotation), PlayPosit (Interactive video)
- Kaltura (Video and podcast recording)
- Canvas ePortfolio (online portfolio)

Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/headset (recommended)
- Webcam (optional)
- Microsoft Word
- Basic Computer Specifications for Canvas

For convenience, you can also download/install the Canvas Student App for Android or iOS devices:

- Canvas Student App for Android
- Canvas Student App for iOS

Canvas Tutorials & Technical Support

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

- Getting Started In Canvas for Students
- Canvas is Web Accessibility Guidelines compliant. More on Canvas accessibility Standards

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

Course Policies

Use of Generative AI

You are encouraged to use generative AI as a thought partner throughout the course.

In our first in-person class on September 8, you will help establish shared AI Guidelines for the course. The final guidelines will be posted to Canvas after class.

The more you know about best practices for using AI responsibly, the greater the competitive advantage you give yourself as a leader. It is recommended that you use your Rutgers ScarletMail account with the university's version of Google Gemini or Microsoft Copilot. You may also use ChatGPT or another platform.

One important principle throughout the course is that you should maintain your role as the human-in-the-loop. AI can generate, organize, and suggest, but your critical thinking, judgment, and voice must drive the work.

NOTE: Copying and pasting AI-generated text directly into assignments is not acceptable. For any AI generated content, you must revise, interpret, and personalize your submissions to reflect your own reasoning, examples, communication style, and decision making.

- APA Style Guidelines for using generative AI.
- Rutgers' Guide for Student Ethical Use of AI

The Furze AI Assessment Scale provides five levels of direction for the use of AI in course assignments.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Course Policies (continued)

Late Work Policy

The late policy consists of two parts:

Part 1: Three (3) "I Need a Break" Passes

- **Purpose:** The "I Need a Break" passes are designed to decrease the stress and anxiety that could happen during the semester. You lead a busy life with school, work, and personal responsibilities. These passes are a way to bridge those difficult times.

- **How to use it:** Each "I Need a Break" pass enables you to submit one or more of the weekly assignments or a project on the following Wednesday instead of Sunday for full credit. You do not have to provide a reason, but you will be required to schedule a Zoom call before Wednesday to review the assignments and address any questions or concerns. In addition, you should let me know prior to Sunday via email that you would like to use one of the passes.

Part 2: Without an "I Need a Break" pass, here's the policy:

- 1 day after due date: 20% deduction
- 2 days after due date: 30% deduction
- 3 days after due date: 50% deduction
- No work will be accepted after 3 days

Exceptions can be made if you find there's a situation that's out of your control and you would like an extension. In that case, please let me know as early as possible so that we can develop a reasonable plan.

Exam Policy

The exam windows are listed in the course schedule. Please let me know in advance if you will not have internet access during that week. If you do not complete an exam within its specified window, you will receive a zero unless prior arrangements have been made.

Academic Integrity

This course enforces the University's policies on cheating and copyrighted materials. You are expected to pursue knowledge with integrity and follow the Rutgers Academic Integrity policy.

Note: In Week 0 of the course, you will submit an Academic Integrity contract via a Canvas assignment submission portal.

Accommodations

Everyone will need some type of accommodation at some point throughout the semester. My goal is to normalize the need for accommodation requests to the extent the university policy allows me to. I can help with the following (without you going to the ODS):

- Extended time for exam and/or assignment submissions.
- Make up exams and assignments due to work travel, illness, or family responsibilities. No need to ask, just tell me. I just need a heads up so I know you're ok and that you don't fall behind on your course work.

Rutgers' Official Accommodation Statement. 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 and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the registration form. I am happy to facilitate the process if you need me to. Just let me know.

Office of Disability Services contact and address:

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- Email: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 · Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

| University & Support Information

SMLR Learning Objectives

The Developing Talent course is designed to meet sections of the learning objectives for the School of Management and Labor Relations. View/Read the detailed SMLR Learning Objectives linked in the course navigation.

Rutgers Support Resources

Rutgers Student Health Services: Rutgers Student Affairs is dedicated to health for the whole student body, mind and spirit. Health, Counseling, and Wellness services are available at several locations throughout Rutgers University.

Academic Services:

- For academic support including tutoring, visit the Rutgers – New Brunswick Learning Centers.
- For coaching help with writing skills and assignments visit the Rutgers – New Brunswick Writing Tutors in the Learning Center.
- Many library resources are available online. For information, check the Rutgers Libraries website.

Veteran Services: Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the Office of Veteran and Military Programs and Services website for more information.

Culturally Responsive Goals

As you're working through this course, consider which activities present you with the opportunity to achieve the culturally responsive goals below:

Inclusion Goals

Engage in inclusive social and collaborative learning experiences.

Citizen, Stakeholder & Decision Maker Goals

Engage with peers and have the chance to make individual and interdependent decisions about your learning. Elaborate on what this class means to you and how you see it helping you reach your personal goals (sense of purpose).

Collaborative Goals

Engage with peers in a constructive and safe environment. Explain challenges and victories that occurred in your collaborative experience.

Contextual Goals

Explore the course with a personal lens of ethnic culture. Evaluate your learning as it relates to your lived experience.

Personal and Future Implementation Goals

Engage in personal reflection and future implementation of what you're learning in this course. Evaluate your role as a learning community stakeholder using personal reflection.

Rutgers Diversity Statement

The Division of Student Affairs works to create an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our responsibility to promote and maintain a community of compassion, embracing the rich dimensions of diversity, and facilitating opportunities for understanding and the expression of both individual and shared truths.

| Where to Next?

After reviewing the content of this Course Syllabus, proceed to Modules, and review the Learning Support Resources section. Then continue on to Module 0.

Developing Talent, Fall 2026 · School of Management & Labor Relations, Rutgers University.