

Rutgers University – Livingston Campus

Online Developing Talent

FALL 2026

Course(s): 37:533:312:90

Logistics: Online/Asynchronous

Instructor. 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 – Online Developing Talent – Sec 90.**” Suggest a time slot that will work for you on Tuesdays. Professor Sutton will email you back with a confirmation and a specific time. Meetings will be held over Zoom.

CANVAS

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

WEEKLY EMAILS

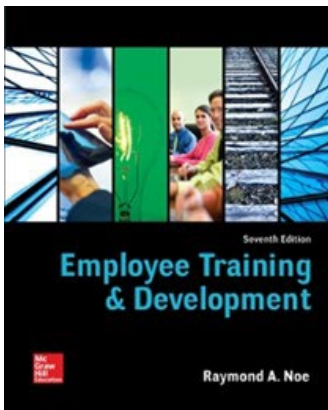
Each Monday, an email will be sent and a Canvas announcement posted to inform you of the course activities for that week.

REQUIRED TEXTBOOK

Employee Training & Development, 7th Edition, © 2017

Author: Raymond A Noe, Ph.D.

ISBN:0078112850 / 9780078112850



ADDITIONAL READINGS

For some assignments—particularly those focused on **Employee Development & Career Management**—additional readings will be provided. You are not required to purchase any additional textbooks; all readings will be posted on Canvas. Think of these readings as tools to support your growth, not just course requirements. They’re meant to spark reflection, offer practical insights, and help you feel more confident as you navigate your career journey and professional development.

Approach these readings with curiosity and an open mind—they're designed to support your career reflection and help you make intentional choices about your professional growth.

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 case studies and participate in class exercises/discussions to apply the theories to “real-world” training and development.

The class will cover several topics, including Employee Development and Career Management, Needs Assessment, Program Design, Strategic Training, Traditional Training Methods, and Training and Program Evaluation.

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.
- Identify best practices for designing and evaluating effective training, including assessing learning needs, selecting appropriate training design strategies, and determining whether training achieved its intended outcomes.
- Apply learning and training design techniques to real-world settings by analyzing case studies, evaluating training experiences, and considering the role of technology in learning and career development.
- Develop strategies to support their own career growth, including building and communicating a personal brand, learning from mistakes and feedback, and seeking opportunities to take on new responsibilities.

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).

METHOD OF INSTRUCTION

This course is delivered *entirely* online through the Learning Management System, Canvas. There will be no Face-to-Face classroom sessions. The course is delivered in *asynchronous* mode. This means the learning activities and communication takes place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, there may also be times when the instructor conducts a live chat session or a virtual office hour to address questions.

COURSE STRUCTURE

The course is structured by weekly modules. Each week is comprised of a combination of activities, including:

- Introduction of the topic for that week
- Readings (textbook, links to website articles, other)
- Multimedia (videos, interviews, podcasts, or other)
- Discussion Posts (will be completed weekly)
- Assignments (exercises, case studies)
- Quizzes (will be completed on several, but not all, weeks)

Multimedia

This course will use several videos from LinkedIn Learning (formerly Lynda.com). Instructions for accessing the videos are included in each module.

Description of Weekly Modules

Course Topics. The course is divided into **15 weeks** and includes the following themes:

- Week 1: Introduction to Training
- Week 2: Strategic Training
- Week 3: Needs Assessment
- Week 4: Program Design
- Week 5: Traditional Training Methods
- Week 6: Technology-Based Training Methods
- Week 7: Training Evaluation
- Week 8: Midterm Exam – Part 1 of 2
- Week 9: Midterm Exam – Part 2 of 2
- Week 10: Employee Development & Career Management – Self-Reflection Part 1
- Week 11: Employee Development & Career Management – Self-Reflection Part 2

- Week 12: Employee Development & Career Management – Self-Reflection Part 3
- Week 13: Thanksgiving Break
- Week 14: Employee Development & Career Management – Self-Reflection Part 4
- Week 15: Course Wrap-Up

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	420 pts	67%
Midterm (2 Parts)	150 pts	24%
Discussions	60 pts	9%
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 (up to 420 points): Over the course of the semester, students are responsible for completing **EIGHT** graded assignments.

- Assignment Notes
 - The assignments are designed to help you **apply what you've learned** about each topic.
 - Detailed instructions for each assignment will be posted on **Canvas**.
 - Assignments must be completed **individually** — working with others is not permitted.
 - Due dates will be highlighted in **weekly reminder emails**.

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 a valid excuse (e.g., a doctor's note or notification from the Dean of Students).

Submission Guidelines – Late Assignments

Late assignments should not be submitted on Canvas because they will be closed. Therefore, any late assignments should be emailed directly to Professor Sutton (professorkyrasutton@gmail.com).

For late 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.

MIDTERM (UP TO 150 POINTS)

The midterm exam is a key component of the course and is designed to assess your understanding of core training and development concepts. The format of the midterm is intentionally structured to support your learning and give you multiple ways to demonstrate what you've learned—not to trick you or add unnecessary pressure. The exam focuses on your ability to apply concepts from the textbook rather than simply memorizing information.

What's included on the Midterm?

- Chapters 1, 2, 3, 5, 6, 7, and 8 from the Noe textbook

Midterm Structure. The midterm exam will be administered in two parts, with each part scheduled during a separate week to allow you to focus on one component at a time.

- **Format – Part 1 of 2.** Part 1 is a timed exam administered in Canvas and consists of multiple-choice and True/False questions. Additional instructions will be provided in Canvas.
- **Format – Part 2 of 2.** Part 2 consists of a short essay completed in Canvas and related to one or more topics covered in the assigned chapters. This portion of the midterm will open during a separate week from Part 1. The specific essay prompt(s) will be provided in Canvas when Part 2 opens.

Chapter Study Guides

- Students are required to complete a study guide for each chapter included on the midterm. These study guides are posted on Canvas and are designed to help you focus on the most important concepts from each chapter. While the study guides will not be submitted for grading, they are an essential tool to help you prepare, feel more confident, and succeed on the exam. portion of the midterm opens.
- **Study Guides will be provided for the following chapters in the Noe Textbook:**
 - Chapter 1 (Introduction to Employee Training and Development)
 - Chapter 2 (Strategic Training)
 - Chapter 3 (Needs Assessment)
 - Chapter 5 (Program Design)
 - Chapter 6 (Training Evaluation)
 - Chapter 7 (Traditional Training Methods)
 - Chapter 8 (Technology-based Training Methods)

DISCUSSION POSTS (UP TO 60 POINTS)

SIX discussion posts will be completed throughout the semester to encourage course engagement and discussion about relevant topics. Some of the discussions will require an information search. Students are required to read and respond to comments posted by others in the class. *Students are not permitted to make up discussion posts. The discussion post must be submitted by the date included on Canvas.*

STUDENT RESPONSIBILITIES

Your active participation and preparation are important to your success in this course. The following responsibilities outline what is expected of you throughout the semester.

To participate in our course, it is expected that you will do the following:

1. **Canvas and Course Communications.** Log in to Canvas regularly and check for course announcements, syllabus updates, assignments, discussions, and other important information.
2. **Discussion Participation.** Actively participate in assigned discussion forums and complete all required discussion activities.
3. **Assigned Readings.** Complete the assigned textbook readings and any additional readings each week.
4. **Recorded Lectures.** Watch all assigned recorded lectures each week.
5. **Assignments and Due Dates.** Complete all assignments and course activities and adhere to all due dates.
6. **Study Guides and Strategies.** Complete the assigned chapter study guides to reinforce your learning, prepare for the midterm exam, and identify the key questions you should be able to answer after watching each chapter lecture.
7. **Technology Requirements and Backup Plan.** Have access to a reliable computer and Internet connection throughout the semester. You should also have an alternative plan for accessing Canvas in the event that your computer or Internet connection is unavailable. This may include another computer at home, a computer at your workplace, or a computer at your local library. Be sure to regularly back up important documents and assignments using cloud storage, an external drive, or another secure method.

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.

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 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@smlr.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](#)
 - ✓ Proctorio 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>