



RUTGERS

UNIVERSITY | NEW BRUNSWICK

School of Management & Labor Relations

Developing Talent, 37:533:312:91, Fall 2024, Online Asynchronous

Instructor Information

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Virtual Office Hours: By Appointment (Zoom)

Welcome to Developing Talent!

In this course, you will get hands-on experience working with key concepts and models that companies and organizations of all sizes use to engage, motivate, retain, and develop their most important asset — their people!

The main takeaway from this course is for you to develop your own definition of learning — which is the key to developing talent. With your definition of learning, you will create the policies and structure for your talent development group. Each module provides you with different experiences for you to revise your definition so that it becomes the foundation for your work in this field.

Here's my definition of learning: *Learning = Change!*

Ok, to expand on that definition, let's say that *Learning is the sustained change in knowledge, perception, and actions that comes from motivated, goal-directed experiences*. Now you are ready to develop and revise your definition of learning based on your experiences in this course so that you can set your own talent development leadership path!

Course Delivery Format

This course runs from September 3 through December 18. It is delivered *entirely* online through the Learning Management System, Canvas. There will be no Face-to-Face, in-person classroom sessions, except for an optional virtual "meet your professor and classmates" live Zoom session.

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, while there are no group assignments, you are encouraged to meet as groups on your own. In that case, you would need to set up a live session via the **Canvas Conferences, WebEx, or ZOOM**.

Note: Even though you don't need to log in at any specific time, **you are required to adhere to all course work due dates.**

Virtual Office Hours

Virtual Office Hours will be on Tuesdays and Thursdays from 5:30-6 pm ET via Zoom. You can also schedule an appointment at your convenience.

Course Description

The course is designed for you to build your own **Talent Development portfolio** – which you will accomplish by completing **five course peer-reviewed projects** and **one group project**. In creating your portfolio, you will also dramatically improve your awareness and skills in using **generative AI** as a thought partner. In addition, you will refine your **digital storytelling skills** — all of which are critical to your career success and enjoyment.

The five peer-reviewed projects and the group project consist of artifacts that you will create and submit to show your growing expertise of key aspects for talent development principles and processes. After completing this course, you should be able to confidently present yourself and your portfolio in interviews for internships or job opportunities in the talent development field. I encourage you to schedule virtual calls with me throughout the course to review your progress and answer questions. I am looking forward to working with you!

Read each section of the syllabus below carefully. Note: **if you are new to Canvas, complete the Canvas tutorials under [Course Tools Tutorials](#).**

Course Projects

You will work on peer-reviewed course projects and group projects. Review the details below:

Peer-Reviewed Course Projects

- In Modules 7A/B and 8, you will work in a group to create a project through your collaboration. Instructions for the group project are provided in those modules.

Group Projects

Group Projects

- In Modules 7A/B and 8, you will work in a group to create a project through your collaboration. Instructions for the group project are provided in those modules.

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. I'm very interested in seeing you succeed in this course. So, the more you let me know about what you're finding interesting and challenging, the better that I can help you enjoy your time in this course.

Weekly Announcements

I will send the class a weekly announcement with an overview of what you should expect in each module, along with any changes, updates, or current events that relate to the topics.

Since this course is delivered in a 100% asynchronous setting, it's important that we all get to know each other as quickly as possible. In the first week, you will have the opportunity to introduce yourself, share a few interesting facts about yourself in the "[Welcome Introductions](#)" Forum. I encourage you to reach out to me and your peers as you go through the course with questions or comments. For questions/comments that may not be related to the weekly discussion forum topics, [a Q & A forum](#) is available in the Module section of the Canvas course.

Course Objectives

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

1. Analyze the factors that go into creating an effective talent development plan that addresses the identification, development, and retention of future leaders within an organization.
2. Evaluate various methods of training needs assessment that serves as the framework in recognizing performance gaps and determining training requirements.
3. Compare and contrast theories of adult learning and knowledge transfer to ensure the effective implementation of knowledge, skills, and attitudes in different types of positions.
4. Critique a range of training methods to build the foundation of a learning organization designed to achieve departmental goals.

Culturally Responsive Goals

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

Inclusion Goals

- Engage in inclusive social and collaborative learning experiences.

Citizen, Stakeholder, and 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

Course Learning Materials & Technology Requirements

Textbook

- Employee Training & Development. Noe, Hollenbeck, Gerhart, and Wright – 9th edition. ISBN10: 1264080921. ISBN13: 9781264080922.

Other

- Lecture videos, multimedia, and any supplemental materials are provided in the Modules section under the respective weeks.

Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - 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. Follow the instruction on the respective app centers:

- [Canvas Student App for Android \(Links to an external site.\)](#)
- [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 \(Links to an external site.\)](#)Canvas is Web Accessibility Guidelines compliant. More on [Canvas accessibility StandardsLinks to an external site.](#)

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

- Contact [Rutgers IT Help Desk \(Links to an external site.\)](#). 833-648-4357, email help@oit.rutgers.edu, accessible 24 hours a day, 7 days a week.
- Refer to the [Canvas Student TutorialLinks to an external site.](#)
- Canvas [Student Guide PDF VersionLinks to an external site.](#)[Open this document with ReadSpeaker docReader](#)
- Access Rutgers Canvas via the [MyRutgers PortalLinks to an external site.](#), rutgers.instructure.com, mobile app and [https://canvas.rutgers.eduLinks to an external site.](https://canvas.rutgers.eduLinks to an external site)
- For Canvas assistance, Passwords, or any other computer-related technical support contact the [Rutgers Canvas Help DeskLinks to an external site.](#)
- help@canvas.rutgers.edu

Course Structure

This course is structured in a weekly module format. A Module is a chunk of the course content broken out by usually topic. Each of the five topics has an “A” and a “B” week, which relate to the Peer-Review Course Projects. Each week starts on a Monday and ends on a Sunday. Exceptions are the 1st and the last week of the semester.

Below is a summary of the weekly learning activities:

- Learning Materials — Non-Graded
 - Textbook Readings
 - Podcasts
- Learning Activities — Graded
 - Pre-Test
 - PlayPosit Interactive Video
 - Hypothes.is Social Annotation Article
 - Discussion Board
 - Learning Journal
 - Course Projects (Peer Review & Final Version)
 - Group Project
 - Post-Test
- Exams
 - Exam 1
 - Exam 2

Note: you will notice each Module has "Graded Learning Activities" and "Non-Graded Learning Activities. Graded Learning Activities are those activities that count towards your course Final Grade. Non-Graded Learning Activities are activities that help you practice what you are learning.

Course Schedule

The course is divided into topics and dates as follows:

[Module 1 \(Sept 3 - 8\): Course Overview](#) (Submit Course Project 1 for Peer Review)

- The Strategic Training and Development Process
- Organizational Characteristics that Influence Training
- Models of Organizing the Training Department
- Marketing Training and Creating a Brand

[Module 2A \(Sept 9 - 15\) Project 1: Strategic Training & Development Process](#) (Revise & Submit Course Project 1 Final Version)

[Mod 3A \(Sept 23 - 29\): Project 2 — Training Needs Assessment](#) (Submit Course Project 2 for Peer Review)

- Necessity and Participation in the Needs Assessment
- Methods Used in Needs Assessment
- The Needs Assessment Process
- Competency Models

[Module 3B \(Sept 30 - Oct 6\): Project 2 — Training Needs Assessment](#) (Revise & Submit Course Project 2 Final Version)

[Module 4A \(Oct 7 - 13\): Project 3 — Learning & Knowledge Transfer](#) (Submit Course Project 3 for Peer Review)

- Learning Defined
- Learning Theories
- Transfer of Training
- The Learning Process

[Module 4B \(Oct 14 - 20\): Project 3 — Learning & Knowledge Transfer](#) (Revise & Submit Course Project 3 Final Version)

[Module 5 \(Oct 21 - 27\): Exam 1](#)

- Exam 1: Week 8 — Topics from Mod 2-4

[Module 6A \(Oct 28 - Nov 3\): Project 4 — Training Methods & Evaluation](#) (Submit Course Project 4 for Peer Review)

- Curriculum, Course, and Lesson Design
- Program Design Implications of Training
- Outcomes Used in the Evaluation of Training
- Evaluation Practices, Designs, and ROI

[Module 6B \(Nov 4 - 10\): Project 4 — Training Methods & Evaluation](#)

[Module 7A \(Nov 11 - 17\) Project 5: Talent Development Plan](#) (Submit Course Project 5 for Peer Review)

- Development Planning Systems
- Approaches to Employee Development
- Greater Need for Digital Literacy and Closing the Skills Gap
- Increased Use of New Technologies for Training Deliver and Instruction

[Module 7B \(Nov 18 - 26\) Project 5: Talent Development Plan](#) (Revise & Submit Course Project 5 Final Version)

- Development Planning Systems
- Approaches to Employee Development
- Greater Need for Digital Literacy and Closing the Skills Gap
- Increased Use of New Technologies for Training Deliver and Instruction

[November 27 - December 1: Thanksgiving Break. Enjoy.](#)

[Module 8 \(Dec 2 - 8\) Group Project Presentation](#)

[Module 9 \(Dec 9 - 15\): Exam 2](#)

- Exam 2: Week 15 — Topics from Mod 6-7

Assessments

- Exam 1: Mod 5 — Topics from Mod 2-4
 - Oct 21 - 27
- Exam 2: Mod 9 — Topics from Mods 6-7
 - Dec 9 - 15

Exams

Exam 1 and 2 carry the same weight. Once you start an exam, you have 1.5 hours to complete it. The purpose in creating both of these exams is to provide you with an opportunity to demonstrate your expanding knowledge of the topics.

Discussion Forum Participation

Each week, you will be provided with a topic and a question to discuss. The purpose of the discussion forum is for you to convey the connections that you've made with the concepts covered in the course to

your own ideas. It is also a space where you will engage in online discussions with your classmates to learn from each other.

Discussion forums for “A” Weeks will cover topics from the textbook, podcast, article, or video.
 Discussion forums for “B” Weeks will cover ChatGPT thought partner skills related to your projects.

Participation Assessments

- Pre-Tests and Post-Tests for “A” Weeks
- PlayPosit Interactive Videos
- Hypothesis.is Social Annotation Articles
- Learning Journal Entries (To be posted in your Canvas ePortfolio)

Grading Structure

Grading Components	Course Grade Weight
<p>Course Projects</p> <ul style="list-style-type: none"> • Peer Reviews (5) <ul style="list-style-type: none"> ○ 5 Peer Reviews x 20 Points = 100 Points • Final Versions (5) <ul style="list-style-type: none"> ○ 5 Final Versions x 40 Points = 200 Points <p style="text-align: center;">300: Total Points</p>	25%
<p>Group Course Project</p> <ul style="list-style-type: none"> • Group Review: 50 points • Group Presentation: 100 points <p style="text-align: center;">150 Total Points</p>	20%
<p>Exams</p> <ul style="list-style-type: none"> • Exam 1: 100 points • Exam 2: 100 points <p style="text-align: center;">200 Total Points</p>	30%
<p>Discussion Forums</p> <ul style="list-style-type: none"> • Mod 2A & B: 20 points x 2 = 40 points • Mod 3A & B: 20 points x 2 = 40 points • Mod 4A & B: 20 points x 2 = 40 points • Mod 5: 20 points • Mod 6A & B: 20 points x 2 = 40 points • Mod 7A & B: 20 points x 2 = 40 points 	15%

<ul style="list-style-type: none"> Mod 9: 20 points <p style="text-align: center;">240 Total Points</p>	
<p>Participation</p> <ul style="list-style-type: none"> Pre-Test: 10 points x 5 = 50 points Post-Test: 10 points x 5 = 50 points PlayPosit Video: 10 points x 5 = 50 points Hypothes.is Article: 10 points x 5 = 50 points Learning Journal: 10 points x 14 = 140 points Lessons Learned: 10 points x 11 = 110 points Course Lessons Learned: 10 points <p style="text-align: center;">450 Total Points</p>	10%
Total	100%

Grading Scale

Percentage (%)	Points Range	Grade
90-100	900-1000	A
87-89.9	870-899	B+
80-86.9	800-869	B
77-79.9	770-799	C+
70-76.9	700-769	C
60-69.9	600-699	D
59.9 and below	599 and below	F

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.

(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

Rutgers Support Resources for Your Well-Being

Rutgers Student Health Services:

- Rutgers Student Affairs is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. [Health, Counseling, and Wellness servicesLinks to an external site.](#) are available at several locations throughout Rutgers University.

Crisis Intervention - Student Health

- [Crisis SituationsLinks to an external site.](#)
- [In the Wake of TraumaLinks to an external site.Open this document with ReadSpeaker docReader](#)

Academic Services:

- For academic support including tutoring, visit the [Rutgers - New Brunswick Learning CentersLinks to an external site.](#)
- For coaching help with writing skills and assignments visit the [Rutgers - New Brunswick Writing Tutors in the Learning CenterLinks to an external site.](#)
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries websiteLinks to an external site.](#)

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 websiteLinks to an external site.](#) for more information.

Late Policy on Course Work

You lead a busy life, and the policy on submitting work after the due date takes that into account:

- Three "I Need a Break!" Passes -- You can use up to three passes during the course to submit an assignment up to three days after the due date. You will still receive full credit.

- The "I Need a Break" Passes do not apply to submitting the Peer Review Projects (Module A) or either of the two exams.
 - Any assignment submitted after the due date without an "I Need a Break" Pass will receive a 70% if submitted within three days.
 - After that, the assignment will receive a 0.

Exam Make Up Policy

The two exam dates are listed on this syllabus and in the course module section. Please let me know in advance if you will not have internet access on the scheduled exam dates.

Otherwise, if you do not complete the exams within the specified dates, you will unfortunately receive a zero for any missed exam.

However, if you contact me in advance for an exam date in which you will not have internet access, you can take the exam on the date we agree on and you will receive full credit.

Academic Integrity

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Be sure to review and abide by the [Rutgers Academic Integrity](#).

Note: In week 1 of the semester, you will submit an [Academic Integrity contract](#) via a Canvas assignment submission portal.

Use of Generative AI

The first week, you will be asked to provide your insights to create the class policy for the use of generative AI. The conversation to form the policy will take place on a discussion board that is dedicated for this purpose. You will have the opportunity to revise the policy through the end of Week 2. The official class policy will be provided in an Announcement at the beginning of Week 3.

To start the thought process, here's the [APA Style Guidelines for using generative AI](#).

Student Code of Conduct

You are expected to conduct yourself in a professional, responsible, courteous, and respectful manner 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. 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.

Staying on Track

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anyplace, anytime, you are still expected to adhere to the all due dates.

To help you stay on track:

- Have access to a reliable computer, and access to the Internet
- Log in to Canvas for your course on a daily basis
- Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly
- Actively participate in the Discussion Forum
- Follow the recommended time guidelines listed on each learning activity and assignment page

In Case of Computer Failure

Make sure you have an alternative plan of access to your Canvas course in case your computer crashes (it happens). Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

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 1.

Any Broken Links/URLs

At SMLR, we strive to continuously improve our course design. If you come across any broken links/URLs, or pages that don't exist, please email SMLR Instructional Technology Specialist, Marta Pulley, marta.pulley@rutgers.edu. Any suggestions you have for improving the course design is greatly appreciated.

How to Access Zoom

Virtual office hours are conducted through scheduled ZOOM meeting. If you have not activated your Rutgers ZOOM account, you will need to do so prior to class starts. Follow the steps below:

- Follow instructions on [Creating Rutgers ZOOM Account \(Links to an external site.\)](#). Note: be sure to read what to do if you have an existing personal ZOOM account that uses your Rutgers email.
- Once you have activated your Rutgers ZOOM account you will then need to make sure your Canvas default email is in the format [netid@rutgers.edu](#). Follow instructions on [How to check and set your Canvas Default Email](#) if needed. Then you can access the scheduled ZOOM class sessions.
- To access and join the scheduled class sessions, select the ZOOM tab from the left navigation menu, then select Join to join the scheduled session. If you are new to ZOOM, review the tutorials under [Course Tools Tutorials](#) or at [Rutgers ZOOM Homepage](#).

ZOOM Etiquette:

- For audio clarity, mute your microphone when not speaking, unmute only when you are speaking.
- Allow for the brief delay that happens when a conversation from one speaker transitions to another. Be patient and allow the person to speak.
- You have the option to turn on/off your webcam.
- You can use the Chat box to ask questions, share your thoughts.

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. There are various types of accommodation requests. I can help with some accommodation requests, but there are also accommodation requests that you will need to go through the university's ODS. I can help with the following (without you going to the ODS):

- Extended time for exam and/or assignment submissions (already built in for all but let me know if you require something different).
- Make up exams, assignments, due to work travel, illness, 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 ([See Documentation Guidelines](#)). 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.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

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.