



# RUTGERS

UNIVERSITY | NEW BRUNSWICK

## School of Management & Labor Relations

Developing Talent, 37:533:312:R1, Summer 2026, Online

### Instructor Information

Instructor: Dr. Josh Gordesky

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Virtual Office Hours: By appointment (Zoom)

**Welcome to Developing Talent!**

You will 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:

1. **Talent Development Strategist** – Discuss talent development plans and methods, conduct needs assessments, and build ROI-focused training initiatives connected to business goals.
2. **Digital Storyteller** – Present ideas clearly through a podcast and narrated video, delivering confident, conversational content anchored to one consistent organizational context.
3. **Tech/AI Advisor** – Explore and evaluate generative AI, build custom tools, and apply AI literacy skills to help an organization develop smarter training initiatives.

### Delivery Format

**This course runs from July 6 through August 12** and it is delivered in a 100% online.

### Virtual Office Hours

Virtual Office Hours will be by appointment via Zoom.

## Course Description

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

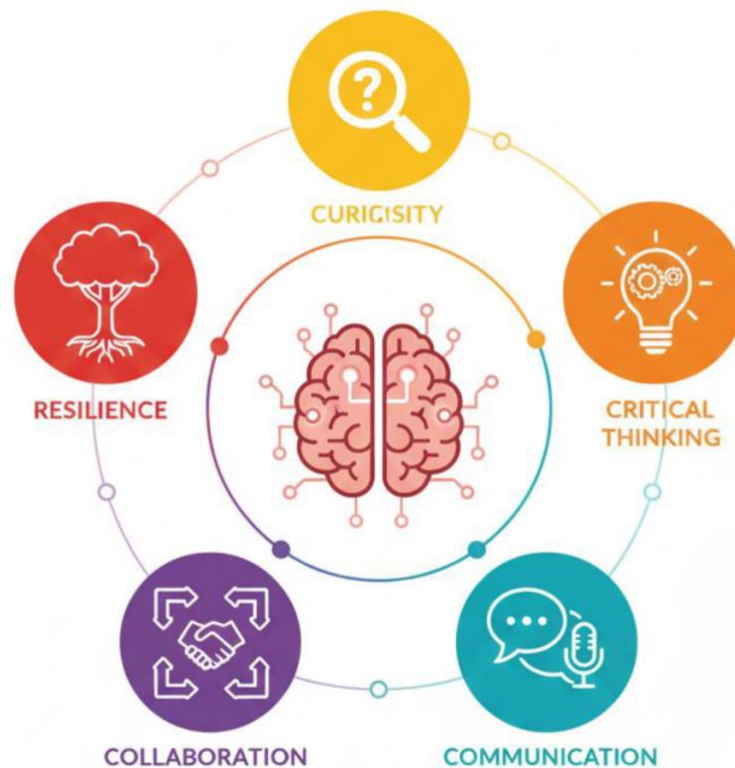
- Strategic Alignment
- Needs Analysis
- Learning Design
- Talent Development Systems
- Learner Analytics & ROI

After completing this course, you will discover those topics which interest you the most and then take a deeper dive in future courses and on your own as a lifelong learner.

## Course Skills

The course was designed for you to apply these five critical skills for the workplace:

**Curiosity // Critical Thinking // Communication // Collaboration // Resilience**



Source: Google Gemini – Nano Banana

## Course Learning Objectives

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

CLO	Objective
CLO 1	Align talent development initiatives with organizational strategy and business goals.
CLO 2	Analyze performance and capability gaps to prioritize talent development decisions.
CLO 3	Design training and development experiences that build workforce capability applying research-backed learning principles.
CLO 4	Examine how talent development systems enable learning transfer and growth.
CLO 5	Evaluate methods of analyzing learner data and determining ROI as a way of measuring effectiveness of training initiatives.

## Course Focus

In Week 1 you will select a job posted on LinkedIn that interests you. That job and company become the subject of your research for all five weeks of the course. Every week you will investigate a different aspect of that organization through the lens of that week's topic and apply what you learn to your video project.

You will complete a Job Selection Worksheet in Week 1 that captures the company/organization, the role, and a talent development challenge based on your research that you believe they are facing. That worksheet is the foundation you return to every week.

## Weekly Research Tasks

Week	Research Task
1	Select a job on LinkedIn that interests you. Identify a few reasons why you are interested in that job and company/organization.
2	Identify 3 job requirements. Choose the requirements based on your curiosity to see how you would create a training and development program.
3	Research the company's training practices. Look for articles showing how the company structures programs such as onboarding and skill development.
4	Select a training initiative. Become familiar with a training initiative the company provides that relates to the job you chose.
5	Present your findings. Prepare a presentation to deliver your analysis, evaluation, and recommendations for the training initiative.

## Weekly Module Questions

Each week/module presents three questions that a manager of a talent development team would ask. The module's central question is "the Why", while the two learning activities will answer "the What" and "the How".

Week	Topic	What	Why	How
1	Strategic Alignment	What is talent development?	Why does it matter to an organization?	How do learning strategies strengthen a training program and an organization?
2	Needs Analysis	What factors go into creating a comprehensive needs analysis?	Why are competency models and maps important in talent development?	How are a competency model and map created?
3	Learning Design	What does a well-designed training program look like?	Why are learning strategies and modalities of learning important to consider when designing training?	How are learning transfer strategies built into the design of training programs?
4	Talent Development Systems	What systems are used to deliver and evaluate training?	Why do organizations need systems to support learning and development?	How do talent development systems improve learning transfer?
5	Learner Analytics & ROI	What does training data indicate?	Why is measuring training ROI difficult?	How do talent development professionals measure ROI?

## Weekly Module Questions

All assignments are due Sunday at 11:59pm each week.

Week	Topic	CLO	Key Activities	Est. Hours
1	Onboarding	—	Tech setup, orientation, Job Selection Worksheet	1–2 hrs
1	Strategic Alignment	CLO 1	Research · Pre/Post-Test · Hypothesis · Podcast · Video Project 1 · Learning Journal · AI Spotlight · Learning Spotlight	~7.5 hrs
2	Needs Analysis	CLO 2	Research · Pre/Post-Test · PlayPosit · Mind Map · Video Project 2 · Learning Journal · AI Spotlight · Learning Spotlight	~8 hrs
3	Learning Design	CLO 3	Research · Pre/Post-Test · Hypothesis · Podcast · Video Project 3 · Learning Journal · AI Build 1 · AI Spotlight · Learning Spotlight	~8 hrs
4	Talent Development Systems	CLO 4	Research · Pre/Post-Test · PlayPosit · Mind Map · Video Project 4 · Learning Journal · AI Build 2 · AI Spotlight · Learning Spotlight	~8 hrs
5	Learner Analytics & ROI	CLO 5	Research · Pre/Post-Test · Hypothesis · Podcast · Video Project 5 · Learning Journal · Exam · AI Spotlight · Learning Spotlight	~8.5 hrs

## Five Multimedia Projects: Progressive Builds

Each week you submit a recorded screencast of your PowerPoint presentation using the Kaltura tool built into the Canvas assignment page. No downloading or uploading is required.

The submission is not a new video each week. Starting in Week 2, you revise the previous version based on instructor feedback, then add the next section. By Week 5 you have one complete, polished presentation covering all five course topics applied to the company and role you selected in Week 1.

Week	Length	Section Added
1	2 minutes	Strategic Alignment
2	4 minutes	+ Needs Analysis
3	6 minutes	+ Learning Design
4	8 minutes	+ Talent Development Systems
5	10 minutes	+ Learner Analytics and ROI

### How Submissions Are Graded

Each submission is graded on the new section added that week. The list below highlights the grading focus for each week's project:

- **Week 1:** Answer WK 1 prompt
- **Week 2:** Answer WK 2 prompt + revise for WK 1 feedback + reflection WK 1 change
- **Week 3:** Answer WK 3 prompt + revise for WK 2 feedback + revised WK 1, 2 + reflect WK 2 change
- **Week 4:** Answer WK 4 prompt + revise for WK 3 feedback + revised WK 1,2,3 + reflect WK 3 change
- **Week 5:** Answer WK 5 prompt + revise for WK 4 feedback + revised WK 1,2,3,4 + reflect WK 4 change

Step-by-step instructions will be provided in each week's Canvas module.

## Building AI Tools

There are 2 AI Builds across the course, in Weeks 3 and 4. Each build uses a different platform and is connected to that week's topic and your Video Project.

Build	Week / Topic	Platform	Purpose
AI Build 1	Week 3 – Learning Design	Claude	Create a tool connected to the week's topic and your exam preparation.
AI Build 2	Week 4 – Talent Development Systems	ChatGPT or Microsoft Copilot	Build a tool connected to the week's topic and your Video Project.

Each submission includes: (1) a screenshot or export of the GenAI interaction, (2) a 150–200 word reflection on what the GenAI responses through multiple interactions provided that you did not expect.

## Responsible Use of AI

You are encouraged to use generative AI as a thought partner in this course.

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: maintain 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 without significant revision, interpretation, and personalization is not acceptable. Your submissions should reflect your own reasoning, examples, communication style, and decision-making.**

### The Furze AI Assessment Scale

Each assignment in this course includes a level from the Furze AI Assessment Scale so you know exactly how much AI involvement is appropriate for that specific task.

Level	Name	Description
1	No AI	Completed entirely without AI assistance. You must demonstrate your core skills and knowledge independently.
2	AI Planning	AI may be used for pre-task activities such as brainstorming, outlining, and initial research. Your final submission should show how you developed and refined these ideas.
3	AI Collaboration	AI may be used to help complete the task, including drafting and feedback. 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 you directing AI to achieve the assessment goals.
5	AI Exploration	AI is used creatively to enhance problem-solving and generate novel insights. You and the instructor may co-design assessment approaches.

- The **Furze AI Assessment Scale** -- each assignment will have one of the five parts of the scale serving as direction for the use of AI

## The AI Assessment Scale

<b>1</b>	<b>NO AI</b>	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills <b>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</b>
<b>2</b>	<b>AI PLANNING</b>	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. <b>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</b>
<b>3</b>	<b>AI COLLABORATION</b>	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. <b>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.</b>
<b>4</b>	<b>FULL AI</b>	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. <b>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.</b>
<b>5</b>	<b>AI EXPLORATION</b>	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. <b>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</b>



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

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

### Rutgers AI Resources

- [APA Style Guidelines for using generative AI](#)
- [Rutgers' Guide for Student Ethical Use of AI](#)

## 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**

- Generative AI: [Rutgers Google Gemini or Microsoft Copilot generative AI account](#)
- 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](mailto: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](http://rutgers.instructure.com), mobile app, <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](mailto:help@canvas.rutgers.edu)

## Course Structure

This course is graded on a 1,000-point scale.

Category	Points Each	Qty	Total	%
<b>Video Projects (progressive)</b>	see below	×5	<b>500</b>	<b>50%</b>
Week 1 – Strategic Alignment	75	×1	(75)	7.5%
Week 2 – Needs Analysis	85	×1	(85)	8.5%
Week 3 – Learning Design	100	×1	(100)	10%
Week 4 – Talent Development Systems	115	×1	(115)	11.5%
Week 5 – Learning Analytics and ROI	125	×1	(125)	12.5%
Exam	100	×1	100	10%
AI Builds	25	×2	50	5%
Hypothesis	20	×3	60	6%
Podcasts	20	×3	60	6%
PlayPosit	20	×2	40	4%
Mind Maps	20	×2	40	4%
Learning Journals	10	×5	50	5%
Pre/Post-Tests	10	×10	100	10%
<b>TOTAL</b>			<b>1,000</b>	<b>100%</b>

## Grading Scale

Grade	Percentage	Points
A	90–100%	900–1,000
B+	87–89.9%	870–899
B	80–86.9%	800–869
C+	77–79.9%	770–799
C	70–76.9%	700–769
D	60–69.9%	600–699
F	Below 60%	Below 600

## Course Schedule

The course is divided into topics and dates as follows:

Module 1 (July 6 - July 12): Course Onboarding & Strategic Alignment

Module 2 (July 13 – July 19) Needs Analysis

Module 3 (July 20 – July 26) Learning Design

Module 4 (July 27 – August 2) Talent Development Systems

Module 5 (August 3 – August 9) Learner Analytics & ROI

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## Exam

**Week: 5** **Format:** Open note, open resource — 1.5 hours

Application and interpretation questions drawn from all five course topics, AI Spotlights, and Learning Spotlights. Questions include short answer and a brief podcast recording to demonstrate your critical thinking and communication skills.

The final exam opens during Week 5 and may be completed anytime within the exam 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.

Generative AI tools may be used during the exam as thought partners, but responses must reflect your own interpretation and communication.

## Late Work Policy

### Late Policy on Course Work

The late policy consists of two parts:

PART 1: One (1) “I Need a Break” Passes

- **PURPOSE:** The “I Need a Break” pass is designed to decrease the stress and anxiety that could happen during the semester. You lead a busy life with school, work, and personal responsibilities. So, these passes are a way to bridge those difficult times.
- **HOW TO USE IT:** The “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 your pass.

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

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

## SMLR Learning Objectives

### 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

## Support Services

### 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 services](#). are available at several locations throughout Rutgers University.

#### Crisis Intervention - Student Health

- [Crisis Situations](#)
- [In the Wake of Trauma](#).

#### 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. Assistance is available through phone, email, and chat. For information, check the

#### 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.

### 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.

### 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](mailto: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](#). 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 session.
- 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](mailto: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.