

Developing Talent

37:533:312 (hybrid)

Instructor: Ildi Koczan, MA, NCC (EdD candidate)

Modality: Hybrid---The benefit of both of an in-person (Thursdays from 5.40pm to 7.00pm in Tillet Hall 204, Livingston Campus) and asynchronous components

Office Hours: By appointment via email: ildi.koczan @rutgers.edu

Office hours will be offered on Zoom or before or after in-person classes.

Course Description:

Companies that thrive in today's competitive global economy invest intentionally in building positive learning cultures and offer a strategic, human-centric, and continuous learning model that is tightly aligned with business goals. Effective Talent Development (strategic, data informed, targeted, and continuous upskilling or reskilling) in an organization is directly linked to an optimal organizational performance, employee engagement and retention, succession planning, and organizational agility.

This course provides a **comprehensive and hands-on understanding** of the full talent development (TD) cycle, moving from foundational theory to the **practical application** of designing, implementing, and evaluating a real-world TD project.

This course will use a flipped classroom hybrid module where the online asynchronous sections will introduce key talent development models, theories, and best practices. The in-person sessions will offer a project-based focus to equip students with the competencies necessary to **design, implement, and evaluate a ready-to-execute Talent Development (TD) project** proposal from start to finish. The hands-on projects will be enhanced with the use of AI tools to simulate creative approaches to training and learning in organizations, and to move a strategic development initiative from a conceptual idea to a **measurable, impactful organizational solution**. I look forward to guiding you on your journey exploring TD and the many benefits and potential it can bring to your life.

Course Materials:

Required Book:

Noe, R. (2023). *Employee training and development* (9th ed.). New York, NY: McGraw-Hill
ISBN: 978-12-64080922

Optional Readings:

Silberman, M. & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips.* (4th ed.). San Francisco, CA: Pfeiffer. ISBN: 978-1118972014

Dirksen, J. (2016). *Design for how people learn* (2nd ed.). New Riders. ISBN-13: 978-0-13-42421128-2

Suggested Websites:

American Society of Training and Development – www.astd.org

ATD Association for Talent Development – <https://www.td.org/>

LinkedIn Learning (free for Rutgers Students through their Handshake account)



School of Management
and Labor Relations

SMLR Learning Objectives:

The Talent 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 the knowledge necessary for effective work performance
 - Apply concepts and substantive institutional knowledge to understand 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 professional and personal development skills

Method of Instruction:

The flipped classroom hybrid modality of this course opens the space for both in-person and asynchronous online learning each week.

You can access the **asynchronous** modules through your Canvas site. Each week a new module will open on Mondays at 9.00am and you will typically have till Thursday (our class time) to work through each session. Each asynchronous module will start with either a recorded ppt or a video (f.ex: LinkedIn) and will end with a quick learning assessment, an activity sheet, mini-project, or a graded group discussion.

In-person days will be on **Thursdays from 5.40pm to 7.00pm** and class will take place at **Tillet Hall 204**, Livingston Campus. The in-person session will serve us to do a quick recap or check-in of your online learning content, discuss your questions about and clear up some of those “fuzzy” areas. Most importantly, in-person sessions will give us a chance to put newly learned concepts into practice through interactive projects or activities, individual, or group work.

Class Attendance and Engagement:

To facilitate a positive learning culture, the expectation for this course is that each of us together (faculty and students) are responsible for creating and sustaining an open and safe environment that supports learning, personal growth, and mutual respect. Learning happens everywhere and in many forms. Let your voice be heard! I count on you bringing your experience, expertise, knowledge, and skills to class so that we can learn from each other. Feel free and in fact be prepared to share your thoughts, generate questions from your learning, think about how the new concepts apply and why. Therefore, **class attendance is required and graded** during the in-person sessions and engagement highly anticipated and encouraged.

Excused Absence:

Excused absences include illness (verified by a note from a doctor and please report inability to attend BEFORE class starts unless of course it is a medical emergency); inclement weather only when the Rutgers Information Service (848-932-INFO) indicates that weather is disruptive to our in-person or online education; religious holidays, or when the instructor emails the class announcing class is suspended.

AI Use Policy:

Google Gemini or Copilot tools (through your Rutgers account) are welcome as **learning partners**, not replacement for your thinking and learning. You may use AI to brainstorm ideas, draft objectives, generate graphics, check clarity or grammar. You must disclose AI use in a short note (tool, what it did, and what you revised), validate your content for accuracy and bias, use AI ethically (no fabricated data, fake citation or to replace teamwork). Keep your own voice, analysis, and learning at the center!

ASSIGNMENTS:

Chapter Learning Check -ins, and Learning Journal: (15%)

10 Chapter quizzes and Learning Journal are to be submitted on CANVAS under the related “Assignments” tab on the date indicated on the syllabus, unless stated otherwise. Each check in and the continuous Learning Journal will capture content learning from the asynchronous modules and your reflections (or meaning making) of that content and will be worth **1 to 3 points**.

Microprojects (25%)

Microprojects will help us deepen our understanding of selected topics and turn previously learned theoretical content into short practical applications through hands-on projects that will also prepare you to deliver your final capstone project. **(5 points)**

Course Capstone Project: (50%)

PART 1: A full cycle TD Solution for a Targeted Student Group –(Planning)

Career Readiness Training Needs Analysis (TNA) and Competency Action Plan: (15%)

For this assignment students will be working in **groups** of 4 (depending on class size) acting as Talent Development Consultants hired by a university department to address a career readiness gap withing a specific, targeted student cohort (eg., PR students). This project will reflect the first section of a full TD cycle. The group’s task will be to devise a **TNA** using at least 3 data sources ([NACE career competency model](#), needs assessment survey, or interview). Conduct a mixed methods **needs assessment: survey** (10–15-member level participants with a targeted student group like PR student) and *interviews* (2-5 leader level participants like professors, program advisors, recruiters, or career services professionals) to **identify 2-3 key employability** or NACE **competency gap** critical to their transitioning to the workforce. The team will develop (a) an organization analysis with a prioritized skill gap inventory for a targeted role (b) task analysis and gap diagnosis and (c) a **Competency Action Plan (CAP)** will detailed 3-5 SMART

development objectives and proposed solutions (recommended learning interventions, training proposal with an identified initial training method and design). (10 points)

PART 2: A full cycle TD Solution for a Targeted Student Group: ----(Creating)

Training Module Design and Delivery (15%)

The Teams will continue to act as Talent Development Consultants to deliver the **final design** and **delivery** of the CAP highlighted training intervention to the class or depending on availability to a student organization (for example: UG RUSHRM). Based on the training objectives and desired outcomes highlighted in the **Competency Action Plan**, the team will design and facilitate a detailed, hybrid skill building workshop. The team will STEP 1: (a) **design** an instructional design document (module scope, format, content outline, and assessment strategy), (b) **develop the module** (create slides, visuals, training aids, and a trainer guide), and (c) **deliver** the training. STEP 2: After the training, the teams will conduct their **training evaluation** (level 2 data to highlight effectiveness) **and assess outcomes** (level 3-4 data on behavior change and outcome) and propose a **consultant recommendation** (at least 2) writeup. During the **training session facilitation** each team member will need to have a voice and clear roles. The length of the training should not exceed **20 mins**.

AI integration is suggested in at least one element (but not more than 3): scenario creation, microlearning scripts, visuals or storyboards, survey or feedback analysis. (10 points).

FINAL T& D CAPSTONE PROJECT REPORT (20%)

This capstone final report (8–10 pages, double-spaced, including a title page and references) **synthesizes the entire semester-long project** as a consultant's final report and addresses it to the relevant university department. The sections will include: **1) Executive Summary:** Present a concise overview of the problem, the solution (the training module), and the key findings. **2) TNA and AP Justification:** Briefly recap the **cohort gap** and justify why the specific 20-minute module was the most effective intervention (based on the original TNA/AP). **3) Implementation and Results: Level 1 & 2 results:** Present the data from your pilot delivery. Analyze what your Level 2 data tells you about the *effectiveness* of your module's design. **Level 3 & 4 (future plan):** Propose a detailed plan for Level 3 (behavioral change) and Level 4 (outcome) data if the module were to be rolled out. **4) Consultant Recommendations:** Act as the consultant and propose **two final recommendations** for the university department: **Refinement:** Based on your Level 1/2 pilot data, propose one specific, data-driven **refinement** to the 20-minute module. **Next Steps:** Propose the **next module** (NACE competency) that the university should target for this cohort to maximize their career readiness. (20 points)

Late assignments will be automatically penalized if arrangements are not made in advance for late turn-in or without a valid excused absence. **Assignments handed in late without a valid excuse will be deducted 20% within 1 week late and then a “0” will be recorded. THIS POLICY WILL BE STRICTLY ENFORCED.** Also, I will not discuss grades after 2 weeks of return of graded assignments.

Grading:

Chapter Learning Check-ins and Learning Journal:

15% (15points)

Microprojects	25% (25 points)
Course Capstone Project Part 1 (TNA and CAP)	15% (15 points)
Course Capstone Project Part 2:	15% (25 points)
Final Course Capstone Project Report	20 % (20 points)
Participation and attendance	10% (10 points)
Total:	100% (100 points)

Course Grading:

A: 100– 90 B+: 89 – 85 B: 84 – 80 C+: 79 – 75 C: 74 – 70 D: 69 – 60 F: < 59

SCHEDULE AND TOPICS

Weeks	Asynchronous Session	In-Person Sessions	Assignments
Week 1	STRATEGIZE: The context of T&D *Intro to T&D (Noe: Part 1, Ch1)	*Introduction *Getting to know each other—"Teach me something" activity * Skills vrs competencies—"Skills Assessment Activity" (group)	Asynchronous (AS) learning check-in and Learning Journal submission
Week 2	STRATEGIZE: What is strategic training? Strategic T&D (Noe: Part 1, Ch2)	Strategic training: - ROI and Balanced scorecards -"Is this a training need?" activity	Asynchronous (AS) learning check-in and Learning Journal submission
Week 3	ASSESS: Part 2: Designing Training Needs Assessment (Noe: Part 2: Ch 3)	ASSESS: Needs Assessment: Organizational & Task Analysis *IDP vrs group training *Group Activity- identify your audience, design survey for assessing group training needs	Microproject #1: The Foundation: Organization and Task Research + your AS learning check ins
Week 4	DESIGN: Keeping the design Agile Part 2: Designing Training Learning Theories and Transfer of Training (Noe:Ch 4)	DESIGN: Developing Program Objectives / Goals: -ADDIE, AGILE, SAM, Action Mapping or Design Thinking *Group Activity: Use a learning model to design your program's	<i>Microproject #2:</i> The Gap Analysis + your AS learning check in

		training objectives and set your program's learning goals	
Week 5	DESIGN: Training Program Design Traditional Training methods (Noe: Part 3, Ch 7)	DESIGN: Traditional TD Methods -Opening Activities -Brain Friendly Presentations and Design	Asynchronous learning check-in and Learning Journal submission
Week 6	DELIVER -Alternative methods to presenting -Sequencing	DELIVER: -Alternative methods to presenting -Sequencing	Asynchronous learning check-in and Learning Journal submission
Week 7	DELIVER Tech Based Training Methods (Noe: Part 3, Ch 8)	DELIVER: New Technology and Training (AI, social media, TikTok style training, What's App as a learning tool, VP, M-Learning)	<i>Microproject #3:</i> The Action Plan + your AS learning check-ins
Week 8	MEASURE AND EVALUATE Training Evaluations (Noe: Ch 6)	MEASURE: Design your Program's Evaluation -the 4 evaluation levels -design evaluation survey -obstacle assessment, peer consultation -obtaining feedback along the design process	T&D Capstone Project: Part 1: TNA and Action Plan -AS learning check-ins
Week 9	-(Spring Break)---	-----	
Week 10	PRACTICE: Conducting Your Training Program TD Methods: Employee Development and Career Management (Succession Planning and Onboarding) -Noe Ch 9	PRACTICE: Conducting your training program -Preparing as Facilitator -Gaining Leadership of the Group	Level 2 (Learning) Evaluation Tool Draft: Draft a brief post-training questionnaire (5-7 questions) designed to measure if the students <i>learned</i> the content and skills (Level 2 Evaluation). Questions should directly align with your SMART objectives.
Week 11	PRACTICE: Looking to the Future: How is T&D evolving? -Social Responsibility (Noe: Ch 10) -Business realities for trainers -Training multigenerational, culturally diverse, neurodivergent, different abilities workforce	PRACTICE: Conducting Your Training Program - Giving Presentations and Leading Discussions -Facilitating Structured Activities	Consultant Rec. Strategy: Outline two specific follow-up recommendations for the client (university department) to ensure behavior change (Level 3) and sustainable organizational impact

			(Level 4) after the training is delivered.
Week 12	PRACTICE: The Evolving Role of Trainers (career pathways, leading change, coaching managers, mentoring programs-Training is EVERYWHERE:)	PRACTICE: Conducting Your Training Program: -Reviewing Program Content -Final questions -Self assessment and final sentiments	Capstone Project Part 2 (first draft)
Week 13	Capstone Project: Active delivery (Group Presentation - TBD on location and audience)	Capstone Project: Active delivery (Group Presentation - TBD on location and audience)	Pilot Delivery and Evaluation
Week 14	Capstone Project: Active delivery (Group Presentation - TBD on location and audience)	(focusing on delivering workshops)	Pilot Delivery and Evaluation
Week 15	Group Feedback session and Consultant Recommendations	Providing constructive feedback to presenting groups	Capstone Project Part 2 (final submission)