

Spring 2024

Developing Talent 37:533:312:03

David Ferio

(848) 445-0862

ferio@smlr.rutgers.edu

[Tuesdays and Thursdays 2:00-3:20](#)

[Office Hours: Monday, Tuesday, and Thursday 11-1:30; by appointment](#)

This interactive, theoretically anchored, and applied course is aimed at understanding the process and practice of developing human capital. It focuses on the strategic development of talent framed within the context of talent leadership. It is anchored in business strategy and views the arena of talent management as a critical means to achieve competitive advantage.

As human resource competencies have become a significant competitive advantage both in North America and globally, the pace and intensity of organizational training has increased dramatically. Organization Development/Effectiveness groups must demonstrate not only that their programs provide enhanced employee competencies, but that those competencies are of strategic value to the organization. Some organizations now include continuous learning, often called the “learning organization”, as part of their strategy. As a company’s strategies change, and the types of management competencies and profiles need to change as well, Human Resource Development is responsible for this alignment. We will address these and related issues based on the belief that effective development practices are determined by the organizational context in which they occur.

The will focus on development and learning. Lectures, a team project and learning principles will propel course learning as we explore global best practice models of development and training.

Grades will be based on a midterm and final exam and a team case project. Class participation can have a positive impact on your grade. In the spirit of a real world best-in-class application and to reinforce learning, class cases examine an appraisal program and supporting development practices in the context of an organizational/company setting.

A course outline and assigned readings will be available the first day of class. The text is (**Third EDITION is FINE!!** Employee Training and Development by Raymond Noe). Extensive handout material will augment text readings. Participants will be provided with useful tools for applying concepts discussed and debated in class sessions with the view of gaining competency in human resource development.

Attendance

Class participation will have an impact on what you learn. Presence in class permits you to listen to and engage in discussions about the topics covered. Questions are expected and will reinforce learning. Attendance is expected and tracked.

Examinations

There will be a midterm and a final examination. The examinations will be either exclusively or primarily objective in nature

Team Project and Presentation

Critical thinking, teamwork, communication, and execution skills are four abilities that are valued by business today. Presentations to be made in class are required and will aid you in the development of most of these abilities. You will organize into teams (5 and 6 member groups) to address the projects. Each presentation will be a maximum of 45 minutes to include questions.

The grade your team receives will be based upon the clarity of the presentation, creativity in orientation, the transitions between team members, presentation style, opening, development, and closure of

the topic. Of major importance is making a complete presentation in the time allotted. This will require that your presentations be concise and well organized.

The Project

The first project will address developing a training and development program in which you will **train** the class on something. The training design must be approved by the instructor prior to starting the project. A 18-20 page paper is required in addition to the supporting PowerPoint presentation.

More details will be provided in the course of the program. *The instructor and TAs will be available to guide and oversee your team's project work!*

Computation of Final Grades

- **35% Mid-term**
- **35% Final**
- **30% Team Presentation and Paper**
- **Note:- IMPORTANT- attendance, team peer ratings, and participation can enhance or diminish your final grade**

Academic Honesty and Integrity

It is expected that each student's or team's work will be the exclusive result of his/her own. I have found it necessary to reiterate the University's (and my) position on academic integrity. The following is taken from the Rutgers Graduate School catalog (page 24).

"Academic integrity requires that all academic work be wholly the

product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the university community and breeches of academic integrity constitute serious offenses (Academic Integrity Policy, p. 1) Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breeches of academic integrity can result in serious consequences ranging from reprimand to expulsion."

The Learning Environment

In order to maintain the proper learning atmosphere, there shall be no biased statements or related behaviors which are associated with race, gender, national origin, or sexual orientation.

If you have a condition that requires special attention, contact me as soon as possible so special arrangements can be made. Retroactive changes such as re-administration of an examination or change of grade based upon previously unknown conditions will not be made.

This course reinforces the following SMLR learning Objectives:

Cognitive Skills and Process

The cognitive skills and process area reflects the goal for SMLR programs to help students develop skills central to lifelong learning and participation in society and the workplace.

Learning Categories:

- I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.*
- II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.*

III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace

Knowledge of Theory, Practice and Application

The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations

Learning Categories:

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

Professional Development

Learning Categories:

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner

Spring 2024

Class Schedule, Topics and Activities

- 1/16 Course Introduction and Training and Development (T & D) - Chpt.1 and Form Teams.
- 1/18 Project Team Work → Meet with TA; Chapters 1-2
- 1/23-2/8 Training- Chpts.2 &3 - Strategic Training and Needs Assessment; Example of Multi-rater Needs Assessment
- 2/13-3/5 Training- Chpts. 4 5, 6 – Learning Theories and Transfer of Training; Video: Gettysburg
- 3/7 ***Mid-Term*** (on *Employee Training and Development, Chapters 1-6*); *Mid Semester Course Feedback*)
- 3/19-4/2 Training- Chpt 7 – Traditional Training Methods; **Start Team Presentations**
- 4/4-18 Training- Chpt 8 & 9- eLearning and Use of Technology/Employee Development. Example: Executive Development Plan; Team Presentations
- 4/23 Training Chpts. 10, 11, - Career Management; Performance Example of a Career Development Workshop. Team Presentations
- 4/25-5/7 *Chapters 12 and 13; Team Presentations (Papers Due the following week after presentations) Supplemental Training Lectures; Final review*
- May 9 (Tentative) Final- Cumulative**

Schedule and activities subject to change pending needs of learners. Text material, however, is central to course learning.

Grading Scale

90-100 = A

85-89 = B+

80-84 = B

75-79 = C+

70-74 = C

60-69 = D

59 Below = F

