

**Wilmington University**  
**College of Education**  
**Organizational Leadership-Learning and Innovation Program**

**OLI 7104-Talent Development and Workplace Learning**

**Course Number:** OLI 7104

**Course Title:** Talent Development and Workplace Learning

**Faculty Contact:**

**Email:**

**Phone:**

**Office Hours:**

**Course Description:**

growth that serves both their own and organizational development needs. and professional

**Minimum Time Requirements (in clock hours):**

<b>Teacher Led Instruction</b>	<b>SEA</b>	<b>Fieldwork/Clinical</b>	<b>Lab</b>	<b>External Learning</b>
35	25			50

**College Education Program Attributes**

The manner in which we prepare educational personnel is informed by eight essential attributes:

## **Program Theory and Foundation**

Link to Taskstream to the Program Theory will be housed at the top of your program on Taskstream.

**Program Competencies:** The Doctorate of Education Organizational Leadership-Learning and Innovation standards are posted in the Canvas Courses for OLI 7104, as are the Wilmington University Graduation Competencies for Graduate Students.

**Wilmington University Graduate Graduation Competencies:** [Graduate Graduation Competencies](#)  
**Assignments and Grading**

**Text(s):** Precise information regarding the textbook(s) for this class, please visit the bookstore website at <http://www.wilmu.edu/bookstore>

REQUIRED TEXT(s):

OPTIONAL TEXT(s):

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC, US: American Psychological Association.

On-line reference for APA Manual @ Purdue OWL: <https://owl.english.purdue.edu/owl/resource/560/1/>

NOTE: There may be additional readings/viewings from journals, research reports, and other web-based sources each week. All posted and distributed materials form part of the knowledge base for the course and should be referenced in class participation activities and in graded assignments for the course. **See Course Schedule later in the syllabus and Canvas for a Description of Specific Learning Activities and Weekly Reading and Viewing Assignments**

**Additional Course Information and Schedule of Class Activities will be posted on the course Canvas site**

Further information about these assignments is posted on Canvas. All assignments will be graded on the rubric scale but do keep in mind that the assignments are weighted as indicated in the above table. Grading will be done according to Wilmington University grading policy for graduate studies: 95-100=A; 92-94=A-; 89-91=B+; 86-88=B; 83-85=B-; 80-82=C+; 77-79=C; 74-76=C-; <74=F. B indicates competent performance in the class. An A in the class means your performance was exemplary, and an A- indicates excellence. A B- means your performance was marginal, and grades in the C category will result in probationary status.

An incomplete g

Incomplete grades are not given for unsatisfactory performance, busy family/work circumstances, or moderate illnesses. An Incomplete grade requires the approval of the instructor. Specific terms of an extension, if granted, are at the discretion of the instructor, but generally are limited to a few days.

**Major Assignment Descriptions:**

**Note:** The rubric for each activity is available in the assignment information section of online class site. All written assignments should be at least 5 to 7 pages.

**Weekly Learning Activities (15%) – Due Weekly:**

In this activity, you will interview a few new hires in your organization. You should meet with at least three new hires (entry level and their experience through their first 90 days.

How would you improve the process?

Was anything inaccurate?

Do you feel prepared?

All things considered, what is missing from the process?

if possible, a senior level position) that have been with the organization for 3, 5 or 10 years to get their perspective on workplace learning and the

Do you feel you have become more productive as time goes on?

What elements of support do they feel are lacking for your specific role?

What learning opportunities have been the most helpful in your career goals?

Would you recommend to organization to friends and family?

### **Weekly Synchronous Session Participation (15%) – Due Weekly:**

Our class will be highly interactive and experiential. Every week you will find yourself engaged in either f2f or online class activities designed to foster a better understanding of various Talent Development and Workplace Learning topics. Practical contributions to class discussion based assigned readings and video examples is expected. The rubric for this activity is available in the assignment information section of online class site.

### **Onboarding Assessment Paper (10%) – Due Week 1:**

Data shows that onboarding enables new employees to feel a part of the organization from the moment they are hired and increases overall retention rate. The information has caused talent professionals to spend more time in getting new employees up to speed. They understand that The employee is hired - now

what? to think about the next step of the process. In order to do so, you

Below are the following elements which it should cover:

shadowing, or a post boarding survey)?

Is onboarding a formal or informal process?

What happens on the first day?

What techniques do leaders use to ensure the new hire effectively transitions into the organization?

How do they assist employees in adapting to the organization and understanding the cultural norms?

job



Talent Management is critical part of any organizations which can influence many facets including talent development and workplace learning. The group will pick an organization that has recently changed or revamped one or all parts of their Talent Management, Talent Development or Workplace Learning processes. Include any insight about how the organization encourages individual as well as leaders to engage in learning that supports organizational growth. The team will describe the embedded techniques of the organization that supports Talent Development and effective Workplace Learning (TD & WL). The presentation could cover talent acquisition, onboarding, the role of leadership or the organizational culture.

This is an oral report and presentation where your team will discuss all or some of the organizational changes in detail.

The group is encouraged to find ways of engaging the class during the presentation. Think of it as an interactive presentation from which we can all learn more about how to foster Talent Development and Workplace Learning.

This presentation will be a total of 30 minutes which should include 5 to 10 minutes of Q&A.

The rubric for this activity is available in the assignment information section of online class site.

Some items and questions to consider:

Discuss the role of leadership in creating and embedding a learning culture that supports onboarding, organization learning, development, changing work demands in the environment, as well as offboarding within the organization.

Include any insights about how the organization encourages individual members to engage in learning that supports their own professional growth/development.

Discuss any challenges the organization may have faced during this transformation.

What kind of strategies and technologies supports TD & WL?

What techniques are used to welcome new employees?

How do their leaders ensure workplace learning is happening from day one?

What are some techniques leaders do to provide

How did the leadership create opportunities or support movement of their direct reports across the organization?

What wins were identified?

### **Organizational Learning Plan Paper (10%) – Due Week 6:**

For this paper, you will be in the role of an internal consultant charged with creating an improvement plan for your organization. This organization may be your current workplace or an organization in which you volunteer and are actively involved in some leadership capacity. Using either the entire organization or a specific unit. Be sure you plan includes the following elements: It should be supported by evidence from assigned and additional readings with at least 2 to 3 peer-reviewed sources being incorporate

development, chances  
are employees will be constantly caught up in the cycle of daily responsibilities. Leaders need to set aside time for structured talent  
development. Recruiting external talent is important but with the rising recruitment cost  
their existing employees to excel. It may sound obvious, but some leaders lack the skills and resources to identify talent. Leaders need to  
reframe and not  
allow work tasks to take priority over the most important asset the employees

Discuss what elements should be included in this plan. How can leaders thrive and create in-house talent and skill set that the organization needs? Do the leaders have a good gauge of what skills are in the organization (skills data)? What is needed to reskill the work force? Which methods and criteria are typically used to identify talent? What are required conditions for employees to leverage their talent as a part of their long-term career plan? (This plan should assist you in developing a skills plan for your organization.)

**III. Learning Outcomes for OLI 7104**

All learning outcomes in OLI 7104 are related to OLI Leadership Standard 4 and to the WU Graduate Competencies dealing with written communication, disciplined inquiry, and information literacy.

Standard 4: Talent Engagement, Development and Management--Fosters learning and growth among organizational members and engages them in high performance behaviors that create value for themselves and the organization. (See OLI Leadership Standards for a more detailed description.)

**IV. Additional Course Policies**

College of Education Attendance Policy: In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward

Students who register and enter the course on the drop/add date have four days to complete the first

Synchronous Sessions: There will be a total of seven synchronous sessions for this course which you will be expected to attend. Please note that these Synchronous Session may include the entire class, small groups or one-one-one sessions.

Due Dates: Unless otherwise noted, the due dates for all assignment







**Special Note: The right to change this schedule of activities is reserved by the instructor and may occur at any time during the course.**

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will receive a grade of NA for assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first

## References

### ADDITIONAL MATERIALS:

- Argote, L. (2012). *Organizational learning: Creating, retaining and transferring knowledge* (2<sup>nd</sup> ed.). New York, NY: Springer.
- Argyris, C., & Schon, D. (1978). *Organizational learning: A theory of action perspective*. Reading, MA: Addison Wesley
- Billett, S. (2001). *Learning in the workplace: Strategies for effective practice*. Sydney, AUS:

- Harrison, E. & Huntington, P. (eds). (2000). *Culture matters: How values shape human progress*. New York, NY: Basic Books
- Kearns, P. (2014). *Organizational learning and development: From an evidence base*. Oxford, England: Routledge.
- Ketter, P., & Ellis, R. (2010). 2010: Six trends that will change workplace learning forever. *T+D*, 64(12), 34-40. Retrieved from <https://www.td.org/magazines/td-magazine/six-trends-that-will-change-workplace-learning-forever>
- Kinghorn, B. H., Black, J. A., & Oliver, R. (2011). The interaction of leadership roles and organizational learning environment: A canonical correlation approach. *Journal of Leadership, Accountability & Ethics*, 8(4), 42-55. Retrieved from [https://www.academia.edu/24860873/The\\_Interaction\\_of\\_Leadership\\_Roles\\_and\\_Organizational\\_Learning\\_Environment\\_A\\_Canonical\\_Correlation\\_Approach](https://www.academia.edu/24860873/The_Interaction_of_Leadership_Roles_and_Organizational_Learning_Environment_A_Canonical_Correlation_Approach)
- Kuo, T-H (2011). How to improve organizational performance through learning and knowledge. *International Journal of Manpower*. 32(5/6), 581-603. doi: 10.1108/01437721111158215.
- Laloux, F. (2014). *Reinventing organizations: A guide to creating organizations inspired by the next stage of human consciousness*. Brussels, Belgium: Nelson Parker.
- Lee, T., Fuller, A., Ashton, P., Butler, P., Felstead, A., Unwin, L., & Waters, S. (2004). *Workplace learning: Main themes and perspectives*. Learning as Work Research Paper, #2. Leicester, UK: Center for Labour and Market Studies, University of Leicester.  
[http://www.learningaswork.cardiff.ac.uk/outputs/Workplace Learning Final.pdf](http://www.learningaswork.cardiff.ac.uk/outputs/Workplace_Learning_Final.pdf)
- Ley, T., Cook, J., & Dennerlein, S. (2014). Scaling informal learning at the workplace: A model and four designs from a large-scale design-based research effort. *British Journal of Educational Technology*, 45(6), 1036-1048. doi: 10.1111/bjet.12197
- Marquardt, M. (2011). *Action learning: Real-time strategies for developing leaders, building teams, and transforming organizations*. Boston, MA: Nicholas Brealey Publishing
- McIntyre, N. H., Harvey, M., & Moeller, M. (2012). The role of managerial curiosity in organizational learning: A theoretical inquiry. *International Journal of Management* (June Supplement), 659-676.
- Mooney, T., & Brinkerhoff, R. (2008). *Courageous training: Bold actions for business results*. San Francisco, CA: Berrett-Koehler.
- Pietersen, W. (2010). *Strategic learning: How to be smarter than your competition and turn key insights into competitive advantage*. Hoboken, NJ: John Wiley.

- Rademakers, M. (2014). *Corporate universities: Drivers of the learning organization*. New York, NY: Routledge.
- Renesch, J. & Chawla, S. (2006). *Productivity*. New York, NY: Productivity Press/Taylor & Frances.
- Sarder, R. (2016). *Building an innovative learning organization: A framework to build a smarter workforce, adapt to change, and drive growth*. Hoboken, NJ: Wiley
- Schimmel, R., & Muntslag, D. R. (2009). Learning barriers: A framework for the examination of structural impediments to organizational change. *Human Resource Management, 48*(3), 399-416. Retrieved from Business Source Complete database.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G. & Smith, B. (1999). *The dance of change: The challenges of sustaining momentum in learning organizations*, Nicholas Brealey Publishing, London.
- Sessa, V., & London, M. (2006). *Continuous learning in organizations: Individual, group and organizational perspectives*. Mahwah, NJ: Lawrence Erlbaum.
- Thalheimer, W. (2011). *The five failures of workplace learning professionals*. Somerville, MA: Work-Learning Research.
- Vance, D. (2010). *The business of learning: How to manage corporate training to improve your bottom line*. Windsor, CO: Poudre River Press.
- Vera, D. & Crossan, M. (2004). Strategic leadership and organizational learning. *Academy of Management Review, 29*(2), 222-240. doi: 10.5465/AMR.2004.12736080.
- Wang, C.L. & Ahmed, P.K. (2003). Organizational learning: A critical review. *The Learning Organization, 10*(1), 8-17. Retrieved from Educational Research Complete database.
- Wick, C., Pollock, R., & Jefferson, A. (2010). *Six disciplines of breakthrough learning: How to turn training and development into business results* (2<sup>nd</sup> ed.). San Francisco, CA: Pfeiffer/John Wiley.

### **BITE SIZED & MICRO LEARNINGS:**

5 Killer Examples: How To Use Microlearning-Based Training Effectively

<https://elearningindustry.com/5-killer-examples-use-microlearning-based-training-effectively>

How to Make Microlearning Matter

<https://www.shrm.org/hr-today/news/hr-magazine/0516/pages/0516-microlearning.aspx>

## A Personalized Approach to Corporate Learning

