



Psy.D. Program in Organizational Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2023

The Science and Practice of Organizational Psychology (18:829:548)
Credits: 3
Level: Graduate
Thursday 3:35pm-6:05pm online

Instructor: Robert J. Emmerling, PsyD

E-mail: Robert.Emmerling@rutgers.edu

Office Hours: by appointment via Zoom, at your convenience. The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical, school, and organizational psychology.

2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Program Mission: The purpose of the organizational psychology program is to provide students with the finest possible graduate education for the practice of organizational psychology.

The practice of organizational psychology consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase subjective well-being. Organizational psychologists work within the context of organizations, although interventions may focus on individuals, pairs of individuals, groups, combinations of groups, or whole organizations. Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes. When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation, and concludes with evaluation of the efforts to bring about change. Organizational psychology is practiced with service-delivering and product-generating organizations from the public, private, and not-for-profit sectors of society.

Course Description

This graduate-level course will provide an in-depth exploration of the theories, research, and applications of organizational psychology. Participants in the course will examine how behavior and attitudes impact organizations, as well as how individuals and groups can be effectively managed to promote organizational success. Topics covered will include motivation, leadership, team dynamics, introduction to systems theory, and organizational change. We will use case studies and student-led group presentations to see how we can apply theory and research to the challenges of modern organizations.

Course Objectives

- Understand the key theories and research in organizational psychology
- Analyze the impact of individual and group behavior on organizational effectiveness
- Develop skills in managing and leading teams in organizational settings
- Apply psychological principles to real-world organizational challenges
- Enhance critical thinking and problem-solving abilities relevant to organizational psychology

Course Overview

This course will be presented online, which will entail live weekly meetings via Zoom. All students are expected to attend all Zoom sessions and stay until the scheduled end of class.

The course will use a combination of lectures, discussion, experiential exercises, team-based exercises, case studies, and group projects. Given the interactive nature of the course, it is required that students participate in course discussions. Online discussions and lectures via Zoom will be 2.5 hours each week of the course unless otherwise noted. When the course is in lecture mode, students are required to have cameras on (unless permission is granted) and be attentive.

Assignments and Evaluation Method:

Individual Level Work:

1. **Class participation and attendance (10%)**
2. **Motive Class Assignments (5%)**
3. **Pre-Class Threaded Discussion (10%)**
4. **In-Class Knowledge Checks (15%)**
5. **Case Study Write-Ups (25%)**
6. **Exams (20%)**

Group Level Work:

7. **Case presentation (15%)**

1. **Participation and Attendance**- There will be ample opportunity to participate in class discussion during class. Please review the Criteria for class participation in the last section of the syllabus for guidance on how to ensure a good score in this area.

2. **Motive Class Assignments**- Prior to the start of class #3 you will need to complete the Picture Story Exercise (PSE) and a self-report motive assessment. **You will not be able to turn these assignments in late.**

3. **Pre-Class Threaded Discussion**- Prior to each class, students will complete posts online (also as assigned in the course schedule), under the direction of the instructor, and interact with their classmates by posting replies to one another's posts. Students will be required to: (a) complete their first post on time (by Thursday 3:35 of each week and reply to classmates by Sunday 11:59 PM), (b) write each post in APA style with references, and (c) engage and interact in inclusive and thoughtful dialogue as expected of graduate students entering the professional field of psychology.

4. **In-Class Knowledge Checks**- At the end of each class a brief knowledge check will be administered to check that key concepts from the class and readings have been understood and retained.

5. **Case Study Write-Ups**: The ability to apply theory and research findings to practical issues facing organizations is a core skill that the case-study method is geared toward developing. During the course, you will analyze cases through a variety of theoretical lenses and write up your insights and suggestions in the form of a 1200 – 1500 word write-up.

6. **Exams**: Two exams will be given during the course, one halfway through the course to assess comprehension of reading and lecture materials up to that point in the class. A final exam will be given in the last class to cover material reviewed in the second half of the course. **Make-up exams can only be given in the case of an excused absence. Please review the criteria for excused absence that appears in a later section of this syllabus.**

7. **Lead Case Presentation (Group Project)**- In this group project you will lead the class discussion of a case where you will apply theory and research findings from the class to a case study. Student groups of 3 – 4 will lead. *Prior to conducting the session, each group will meet with the instructor to go over their plan and materials to lead the class discussion.*

The final grade will be determined and computed based on the following:

1. Participation and Attendance	10
2. Motive Class Assignments	5
3. Pre-Class Threaded Discussion	10
4. In-Class Knowledge Checks	15
5. Case Study Write-Ups	25
6. Exams	20
7. Lead Class Presentation	15

Maximum Point Total

100 points

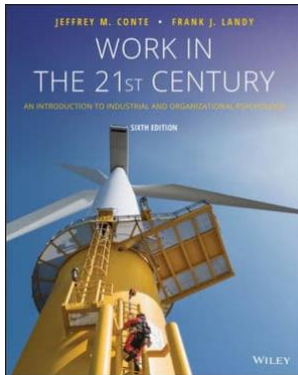
Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

OP Program requirement: All students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Policy on late assignments: Grades on late assignments will be reduced by 2 points (out of a 10 point scale). Assignments will not be accepted more than 7 days late.

Required Book:



Conte, J.M. & Landy, F.J. (2019). [Work in the 21st Century: An Introduction to Industrial and Organizational Psychology](#). 6th edition Wiley Publishing ISBN- 978-1-119-49341-9

All other required and optional texts will be made available via Canvas

Class Reading(s):

Class #1 - Required

Conte, J.M. & Landy, F.J. (2019). What is industrial and organizational psychology?. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Class #2 – Required

Conte, J.M. & Landy, F.J. (2019). The motivation to work. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing

Judge, T. & Ilies, R. (2002). Relationship of personality to performance: Motivation: A meta-analytic review. *Journal of Applied Psychology*, 87, 797-807.

Ryan, R. & Deci, E. (2000) Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*., 55, 68-78.

Class #3 – Required

Schultheiss, O.C. & Köllner, M.G. (2021). Implicit motives. In O.P. John, & R.W. Robins (Eds.) Robins, *Handbook of Personality* (4th ed.). Guilford Publications.

McClelland, D. C., Koestner, R., & Weinberger, J. (1989). Psychological Review How Do Self-Attributed and Implicit Motives Differ? *Psychological Review* 96(4), 690–702.

Steinmann, B., Otting, S. K., & Maier, G. W. (2016). Need for affiliation as a motivational add-on for leadership behaviors and managerial success. *Frontiers in Psychology*, 7(DEC).

<https://doi.org/10.3389/fpsyg.2016.01972>

Class #4 – Required

Conte, J.M. & Landy, F.J. (2019). Attitudes, emotions, and work. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Bakker, A. B. (2011) An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20, 265-269. DOI: 10.1177/0963721411414534

Class #5 – Required

Ashkanasy, N. M., & Dorris, A. D. (2017). Emotions in the Workplace. *Annual Review of Organizational Psychology: Organizational Behavior*, 4, 67–90. <https://doi.org/10.1146/annurev-orgpsych>

Humphrey, R. H., Ashforth, B. E., & Diefendorff, J. M. (2015). The bright side of emotional labor. *Journal of Organizational Behavior*, 36(6), 749–769. <https://doi.org/10.1002/job.2019>

Class #6 – Required

Conte, J.M. & Landy, F.J. (2019). Stress and worker well-being. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Richardson, K. M., & Rothstein, H. R. (2008). Effects of Occupational Stress Management Intervention Programs: A Meta-Analysis. *Journal of Occupational Health Psychology*, 13(1), 69–93. <https://doi.org/10.1037/1076-8998.13.1.69>

Class # 7 – Required

Conte, J.M. & Landy, F.J. (2019). Fairness, Justice, and Diversity in the Workplace. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Devine, P. G., & Ash, T. L. (2022). Diversity Training Goals, Limitations, and Promise: A Review of the Multidisciplinary Literature. In *Annual Review of Psychology* (Vol. 73, pp. 403–429). Annual Reviews Inc. <https://doi.org/10.1146/annurev-psych-060221-122215>

Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. *Psychological Bulletin*, 142(11), 1227–1274. <https://doi.org/10.1037/bul0000067>

Class # 8 – Required

Conte, J.M. & Landy, F.J. (2019). Organizational theory, dynamics, and change. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Class #9 – Required

Alderfer, C. P., & Smith, K. K. (1982). Studying Intergroup Relations Embedded in Organizations. *Administrative Science Quarterly*, 27(1).

Argryis, TBA

Class #10 – Required

Conte, J.M. & Landy, F.J. (2019). Teams in organizations. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Druskat, V. U., & Wolff, S. B. (2008). Group-level emotional intelligence. In N.M. Ashkanasy & C.L. Cooper (Eds.), *Research companion to emotion in organizations* (pp. 441-454). London: Edward Elgar.

Kelly J. R., & Barsade S. G. (2001). Mood and emotions in small groups and work teams. *Organizational Behavior and Human Decision Processes*, 86: 99–111.

Class #11 – Required

None

Class #12 – Required

TBA

Class #13 – Required

Conte, J.M. & Landy, F.J. (2019). Leadership in organizations. In J.M. Conte, & F.J. Landy (Eds.), *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 6th edition Wiley Publishing.

Dasborough, M. T., Ashkanasy, N. M., Humphrey, R. H., Harms, P. D., Crede, M., & Wood, D. (2021). Does leadership still not need emotional intelligence? Continuing “the great ei debate”. *The Leadership Quarterly*, <https://doi.org/https://dx.doi.org/10.1016/j.leaqua.2021.101539>

Class Schedule*

Week and Date	Class Overview	Readings (Req.)	To be completed Before class
Week 1 9/5/2024	Introduction to the Field of Industrial / Organizational Psychology - Course requirements and overview of course - Overview of field of I / O Psychology - Defining the “O” in I / O Psychology	Conte & Landy, 2019, (Chapter 1)	
Week 2 9/12/24	Motivational Theories in Organizational Psychology - Review classical & contemporary theories of motivation - Measuring motivation in the workplace - Interventions to enhance motivation	Conte & Landy, 2019, (Chapter 8) Judge, et al., 2002 Ryan & Deci, 2000	Discussion Post – Week #2 Watch “The Surprising Truth About what Motivates Us”
Week 3 9/19/24	Motivational Theories in Organizational Psychology (Continued).	Schultheiss & Köllner, 2021 Steinmann, Otting, & Maler, 2016 McClelland, Koestner, & Weinberger, 1998	Discussion Post – Week #3 Complete PSE Complete Self-Report Motive Measure
Week 4 9/26/24	Attitudes, Emotions, and Work - Debrief Motivational Case Study - Job satisfaction and organizational commitment - Linking moods, emotions, and behavior - Emotional influences in the workplace	Conte & Landy, 2019, (Chapter 9) Bakker, 2011	Discussion Post – Week #4 Motivational Case Study Due
Week 5 10/3/24	Attitudes, Emotions, and Work (Continued) - Defining emotion-related constructs in organizations - Emotional labor in the workplace	Ashkanasy & Dorris, 2017 Humphrey, Ashford, & Diefendorf, 2015	Discussion Post – Week #5
Week 6 10/10/24	Stress and Worker Well-Being - The problem and potential of workplace stress - Theories of workplace stress - Stress management interventions	Conte & Landy, 2019, (Chapter 9) Richardson & Rothstein, 2008	Discussion Post – Week #6 Emotion Case Study Due
Week 7 10/17/24	Mid Term Fairness, Justice, and Diversity - Theories of organizational justice - pr	Conte & Landy, 2019, (Chapter 11) Devine & Ash, 2022	Discussion Post – Week #7

		Bezrukova, et al., 2016	
Week 8 10/24/24	Group Dynamics and Organizational Change	Conte & Landy, 2019, (Chapter 14)	Discussion Post – Week #8 Diversity Case Study Due
Week 9 10/31/24	Group Dynamics and Organizational Change (Continued)	Alderfer & Smith, 1982 Argryis, TBA	Discussion Post – Week #9
Week 10 11/7/24	Teams in Organizations	Conte & Landy, 2019, (Chapter 11) Druskat & Wolff, 2008 Kelly & Basade, 2001	Discussion Post – Week #10
Week 11	Schedule Individual Group Meetings with Instructor 11/11/24 – 11/15/24		
Week 12 11/21/24	Virtual Teams in Organizations First Group Presentation	TBA	Discussion Post – Week #12
11/28/24	Thanksgiving Holiday – No Class		
Week 13 12/5/24	Leadership in Organizations Second Group Presentation	Conte & Landy, 2019, (Chapter 12) Dasborough, Ashkanasy, et al, 2021.	Discussion Post – Week #13 Leadership / Team Case Study Due
Week 14 12/12/24	Final Exam Third Group Presentation Course Wrap up		

**(Course schedule subject to change at Instructors discretion)*

OP/GSAPP Program Policies

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>

Accommodations due to Disability

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:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

APA Citation Style All scholarly work MUST be written using the APA style (7th ed.).

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5-point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered late and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those which are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military service; jury duty). They will require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

Commitment to Safe Learning Environment

The Rutgers GSAPP community is committed to helping create a safe learning environment for all students and for the School. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Graduate training in psychology is vulnerable and while a safe environment is critical for learning, ultimately the instructor is the expert and will manage situations accordingly. Students are encouraged to discuss challenges with the course instructor before elevating to chair of the department, dean's office, provost or chancellor.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Inclusion

GSAPP has a history of commitment to cultural and individual diversity. Fostering understanding of and respect for cultural and individual diversity are addressed through education and training activities, as well as through policy and structure. This is reflected in curriculum content, course content, practicum settings and activities, special events, recruitment practices for both students and faculty, retention practices, student aid, and the GSAPP committee structure and student organization structure. Understanding of diversity issues is seen as essential to competent professional functioning.

(<https://gsapp.rutgers.edu/programs/commitment-diversity>)

As such, instructors intend for this learning environment to be a place where you feel respected and valued, and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If students experience marginalization or discrimination in this class, please let the instructor know so we can make our learning environment more inclusive and just. Instructors can help connect students to resources offered across campus as well, keeping in mind that discomfort is a part of growth, especially in graduate psychology.

Online Etiquette

Students are responsible for their own learning. Instructors are here to facilitate learning and understanding of the course content. Learning the material is up to each student and includes: (1) Reading the entire syllabus and knowing the policies for each class— pay attention to deadlines and due dates! (2) For online lectures, make sure your computer set-up is ready for it – video, microphone, high-speed internet. Any circumstance prohibiting video (where your video is on and face can be seen), audio or Internet must be communicated to the instructor before class or it will count as an excused absence. (3) In Canvas, check the Course Calendar and Announcements regularly (at least 2-3 times per week). Also, check your email daily (4) Keep current with all course assignments, quizzes, and examinations. (5) Ask questions and communicate with the instructor.

**Remember that the greater degree of online learning you choose means you also assume greater responsibility for your own learning outcomes.

Student Handbook

All students must adhere to the GSAPP Student Handbook of Policies and Procedures:
<https://gsapp.rutgers.edu/current-students/student-handbook-polices-and-procedures>

Student Resources

For more information visit: https://gsapp.rutgers.edu/current-students/important-links_
Title IX: <https://nbtileix.rutgers.edu>

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found

at: <http://health.rutgers.edu/medical-counseling-services/counseling/> They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

RUBRICS

Participation Analysis (for participation and attendance)

Criteria/Grade	4 points	3 points	2 points	1 point
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading
Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.
Video and Microphone presentation	Students is fully engaged, video on, and participating.	Intermittent turning video off and little speaking.	Video is mostly off or pointing toward a wall, and almost no speaking	No video or speaking in more the 4 class periods.

Threaded Scholarly Discourse (for each assigned Threaded Discussion on canvas)

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
Introduction	Initial posting is excellent and promotes further exploration and discussion	Initial posting is very good and promotes engagement	Initial posting is good and promotes engagement	Initial posting is adequate	Initial posting is cursory	Initial posting lacks focus or does not meet assignment directives
Analysis	Excellent reasoning and analysis throughout the Threaded Discussion	Very good reasoning, and analysis throughout the Threaded Discussion	Decent reasoning, and analysis throughout the Threaded Discussion	Some inaccuracies or flaws in analysis or reasoning during the Threaded Discussion	Unclear reasoning and analysis	Lacks analysis
	Ideas are	Ideas are	Ideas are	Ideas are	Ideas	Ideas are

Support	supported by scholarly sources	supported by non- scholarly sources	supported by undocumented sources	supported using only anecdotal sources	consist primarily of personal opinions	cursory and unsupported
Interaction	Quality of responses to others is excellent, meaningful, and respectful	Quality of response to others is very good, meaningful, and respectful	Quality of response to others is adequate and respectful	Quality of response to others is simplistic but respectful	Quality of responses to others is irrelevant and/or curt	Does not respond to others in meaningful or respectful ways
Style	Postings are expertly written yet concise and focused.	Postings are very well written and focused	Postings are adequately written though wordy/or not graduate level	Postings are written with errors in spelling grammar and/or focus	Postings are haphazardly written with little focus.	Postings do not meet scholarly standards.

Postings will not be accepted after the close of the Threaded Discussion.

Lead Class Discussion Rubric (for the group training that you will design and deliver)

	3 Points	2 Points	1 Point	0 Points
Content	Excellent- Content is from recognized sources and theories and practices have a solid foundation in the literature.	Average- Most of the content is from credible sources and theory with some content from dubious sources or not supported by research	Below Average- The majority of content is based on “common sense” or unreliable sources with little support from research.	Unacceptable- no reasonable attempt has been made to integrate reputable content
Technology quality and production	Excellent- uses technology, editing, and art.	Average- perfectly suffice visual aids.	Below Average- issues formatting and organizing visual aids.	Unacceptable/Not addressed- no visual aids.
Confidence and presentation style	Excellent- clear, concise communication, organized discussion, promotes audience engagement	Average- OK, and academic. Shows organization and planning. Not concise, lacks clear, articulate flow across concepts	Below Average- lack of cohesiveness and organization. Reads directly from presentation vs discusses material	Unacceptable/Not addressed- Lacking in all aspects of presentation techniques
Content is Interactive	Excellent- presentation has multiple opportunities for participants to interact (e.g. online polls or surveys, organized breakout sessions or specific questions that stimulation participation and engagement..	Average- Some thought has been given to stimulating interaction but relies on a single method used repeatedly.	Below Average- content is almost all lecture with little or no thought toward making the content interactive.	Unacceptable- little or no effort toward fostering interaction during the session.