RUTGERS

Psy.D. Program in Organizational Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2024

18:829:565 Executive Coaching: Organizational Interventions at the Individual Level
Credits: 3
Level: Graduate
Mondays 3:35-6:05PM online

Instructor: Peter J. Economou, Ph.D., ABPP
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Office Hours: by appointment. In-person Nelson Hall or 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 the 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 and school 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, and for the possibility of becoming license-eligible in New Jersey and other states for the practice of 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

Executive coaching is the process of entering an organization to work individually with a senior executive to improve or enhance managerial skills and expertise. The purpose of this course is to teach a disciplined, theory-based approach that integrates organizational psychology program core course theories and methods and emphasizes the complexity of individual interventions within organizational settings.

Course Overview

This course will be presented as an online/pseudo-hybrid course, which will entail live weekly meetings via Zoom, with monthly in person meetings on the last Thursday of each month. The one exception is the first week where we will meet in person on 1/19/23 following the program welcome back lunch. Each week's assignments are listed on the course schedule. All students are expected to attend these monthly in-person meetings and failure to do so will result in a reduction of their grade.

The course will be experiential and applied beginning with the history and foundation of executive coaching, the role of psychology in coaching, theory, and then applying those principles with subjects. As this course is interactive, it is required that students participate in course discussions. Online discussions via zoom will be held to 1.5-2 hours and supplemented with online learning activities. When the course is in lecture mode, students are required to have cameras on (unless permission is granted) and attentive.

Objectives for the course:

1. To understand working knowledge of the major theoretical perspectives on executive coaching.

2. To create a strategic vision for constructive change for themselves, organization, the community's students plan to serve.

3. To evaluate your process from engagement, interpretation, implementation, and effectiveness of executive coaching.

4. To identify how culture impacts the coaching experience and the importance of multicultural competence in the professional practice of executive coaching.

Assignments and Evaluation Method:

1. **<u>Executive Coaching Contract</u>**- Students will create an example of what an executive coaching contract would be for their own practice. This is meant to be theoretical and introduce students to the legalities of executive coaching and the main tenants of a coaching contract. You are free to reference Orenstein, 2007 appendices for example contracts, and you can also research more elaborate contracts.

For this assignment, students must: (a) develop a sample coaching contract they would use with a client (an example of this can be used with the coaching subject but would include one line about being a graduate student and this is for course credit), (b) submit the contract via canvas.

2. **<u>Executive Coaching Theory Write-up and Presentation</u>**- During week 3-6, students will present one theory of coaching. This could include developmental, psychodynamic, behavioral, person-centered, etc. (from Peltier, 2010) or a different/new theory from a peer reviewed or reliable resource. Students will: 1-Write a one-page summary of the theory and post to canvas for classmates, 2. Present the theory to the class (20-30 minutes max and allow/facilitate conversation following the presentation), and 3. Demonstrate how the theory would be applied with one of the cases presented in Orenstein, 2007.

For this assignment students must: (a) post one page summary of their executive coaching theory to canvas, (b) create a power point that is emailed to the instructor 24 hours before the presentation, (c) demonstrate knowledge in the theory by highlighting the research and application of the theory.

3. **<u>Threaded Discussions</u>**- when an online class is scheduled, 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 Monday 3:35 of each week and replies to classmates by Wednesday 11:59PM), (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. **<u>Executive Coaching Project</u>**- This will be the largest part of the student grade and entail engaging in a coaching relationship with an identified subject. The subject ideally would not be related to the student and would be working in an organizational setting (e.g., university, corporate, small business, NGO, self-employed, etc.). Students will document the process including the stages: engagement, interpretation, implementation, and the effectiveness of their executive coaching project. Students should use peer-reviewed and published resources to guide their submission and process. This will of course be written in APA style with references, although students are welcome to bring creativity to the write-up (e.g., as a company final feedback report as shown in Orenstein, 2007 with more detail on the subject, the sessions, etc.) and include one final page reflection of the process.

Students will be required to: (a) identify a subject, (b) document 5-8 meetings during the semester with the subject, (c) engage in a coaching contract, (d) develop coaching plans, interview and feedback reports, (e) present the case to the class in a cohesive and coherent

manner expected of a graduate student in psychology, (f) write a final report submitted to the instructor on canvas, (g) including a one page self-reflection at the end of the report.

        5. **Participation and Attendance**- based on rubric, but simply put- show up, be on time, and participate in a meaningful way (defined by scholarly references during discussion, depth of content, interactive and engaging, and inquisitive). To facilitate class discussions, students will prepare 2 discussion questions on the readings of the week. Ideally, these questions should draw on themes across topics and provoke critical thinking. We will rotate throughout the semester so one student offers questions each week. Questions should be emailed to instructor no later than 30 minutes prior to the start of class. For on campus classes, students are expected to attend those classes in-person and on campus, in the classroom, to ensure that the learning experience is at the highest level.

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

1. Coaching Contract	10	
2. Coaching Theory Paper and Presentation	20	
3. Threaded Discussions	20	
4. Coaching Project	35	
5. Participation and Attendance	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		

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.

Required Book(s):

Fritzon, K., Brooks, N., & Croom, S. (2020). *Corporate Psychopathy : Investigating Destructive Personalities in the Workplace* (1st edition.). Springer International Publishing. https://doi.org/10.1007/978-3-030-27188-6. Ebook at RU library: https://bit.ly/3jzfP37

Orenstein, R. L. (2007). Multidimensional executive coaching/ https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/reader.action?docID=307444&ppg=17

Peltier, B. (2010). The psychology of executive coaching theory and application. Routledge. https://doi-org.proxy.libraries.rutgers.edu/10.4324/9780203886106

van Zyl, L. E., Stander, M. W., & Odendaal, A. (2016). *Coaching Psychology: Meta-theoretical perspectives and applications in multicultural contexts* (L. E. van Zyl, M. W. Stander, &

A. Odendaal, Eds.; 1st ed. 2016.). Springer International Publishing. https://doi.org/10.1007/978-3-319-31012-1. ebook at RU library: https://bit.ly/3G56Mym

Required Reading(s):

Antonas, V. (2018). Coaching for impact: The evolution of leadership. Routledge. PDF available from Rutgers library and on Canvas.

Alderfer, C. P. (1998). Group Psychological Consulting to Organizations: A Perspective on History. *Consulting Psychology Journal*, *50*(2), 67–77. https://doi.org/10.1037/1061-4087.50.2.67

Berglas, S. (2002). The very real dangers of executive coaching. *Harvard Business Review*, *80*(6), 86–87.

Ducharme, M. J. (2004). The Cognitive-Behavioral Approach to Executive Coaching. *Consulting Psychology Journal*, *56*(4), 214–224. https://doi.org/10.1037/1065-9293.56.4.214

Kampa-Kokesch, S., & Anderson, M. (2008). "Executive coaching: A comprehensive review of the literature": Correction to Kampa-Kokesch and Anderson (2001). *Consulting Psychology Journal*, *60*(1), 56–56. https://doi.org/10.1037/1065-9293.60.1.56

Kilburg, R. R. (2000). Coaching and the psychodynamics of executive character and organization. *Executive coaching: Developing managerial wisdom in a world of chaos (pp. 97-120).* Washington, DC: American Psychological Association.

Kilburg, R.R. (2000). *Executive coaching: Developing managerial wisdom in a world of chaos (pp. 97-120).* Washington, DC: American Psychological Association. Chapters 7, 8: pp. 149-184, 185-212.

Kilburg, R.R. (2001). Facilitating intervention adherence in executive coaching: A model and methods. *Consulting Psychology Journal, 53,* (4), 251-267.

Smither, J. W., London, M., Flautt, R., Vargas, Y., & Kucine, I. (2003). Can working with an executive coaching improve multisource feedback ratings over time? A quasi-experimental field study. *Personnel Psychology*, *56*(1), 23–44. https://doi.org/10.1111/j.1744-6570.2003.tb00142.x

Recommended Supplemental Reading(s):

Castillo, Brooke. Self-Coaching 101: Use your mind- don't let it use you. ISBN 978-0-977853991.

Dispenza, J. (2012). Breaking the habit of being yourself: how to lose your mind and create a new one. Carlsbad, Hay House.

Goss, Tracy. The last word on power: Executive re-intervention for leaders who must make the impossible happen. RosettaBooks.

Landsberg, M. (2003) Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those around You. Profile Books Ltd., London.

Core Text:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7ᵗʰ ed.)*. Washington, DC: Author.

Class Schedule*

Week 1 1/22	Course overview; select partners and theory for weeks 3-5; consider subject for coaching project (must be determined by week 2); Coaching and integration with OP; Entry, Assessment, Feedback, Objectives, Coaching, Evaluation, Termination.	Antonas, 2018; Orenstein, 2010	Confirm selected subject. TSD by Monday
Week 2 1/29	Interview and the coaching process. Multicultural competence in the coaching world. Ethics in Executive Coaching. Weeks 3-6 will be dyad presentations on coaching theories.	Orenstein, 2010; Peltier, 2010 Ch 17; VanZyl et al., 2016	Develop Coaching Contract and submit on canvas.
Week 3 2/5	Executive Coaching Theory Groups 1-4	Orenstein, 2010; Peltier, 2010	Theory paper due on day of presentation; TSD
Week 4 2/12	Executive Coaching Theory Groups 5-7	Orenstein, 2010; Peltier, 2010	Theory paper due on day of presentation; TSD
Week 5 2/19	Executive Coaching Theory Groups 8-10	Orenstein, 2010; Peltier, 2010	Theory paper due on day of presentation; TSD
Week 6 2/26- low residency	Trish Barillas, Coach. Discuss cases; Peer supervision of cases and group supervision.	Orenstein, 2010; Peltier, 2010; VanZyl et al., 2016	TSD
Week 7 3/4	Entry and Assessment; Review of coaching theories; Discuss cases; Peer supervision of cases and group supervision; Culture and theory: Integrating science with society.	Berglas, 2002; Kilburg readings. VanZyl et al., 2016	TSD
Week 8 3/11	SPRING BREAK: Mid semester review and reflection.		Complete mid-semester review.
Week 9 3/18	Feedback and Objectives; Culture.	Orenstein, 2010; Peltier, 2010; VanZyl et al., 2016	Submit a one-page reflection on canvas
Week 10 3/25	Coaching; Ethics and Standards; Ruth Orenstein, PsyD guest lecture	All readings.	TSD
Week 11 4/1	Group supervision; Evaluation; Termination; Corporate Psychopathy; Culture (individual and group); Review engagement, interpretation, implementation, and the effectiveness.	Fritzon et al., 2020; Orenstein, 2010; VanZyl et al., 2016	None.
Week 12 4/8	Executive Coaching Project Case presentations	All readings.	TSD; Participation.
Week 13 4/15	Executive Coaching Project Case presentations	All readings.	TSD; Participation.
Week 14 4/22	Executive Coaching Project Case presentations	All readings.	TSD; Participation.
Week 15 *4/29*	Crouse wrap-up; In person gathering?		Final Projects due, submitted via Canvas.

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

Important Dates:

GSAPP: https://gsapp.rutgers.edu/about/academic-administrative-calendar
Rutgers: https://scheduling.rutgers.edu/scheduling/academic-calendar

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).
APA Citation Style All scholarly work MUST be written using the APA style (7th ed.).
Use of AI: Students who use ChatGPT and similar tools on assignments without permission, or who use them in improper ways, are violating the academic integrity rules of the University… Students who use ChatGPT and similar programs improperly are seeking to gain an unfair advantage, which means they are committing academic dishonesty.

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 tardy 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 duties; 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 the 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 too 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://nbtitleix.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

Writing Summaries (for theory write up and coaching project)

	Limited (1-2 points)	Good (3 points)	Accomplished (4 points)	Excellent (5 points)
1. Purpose and focus	No Awareness of audience and/or purpose lacking. Does not meet the assignment.	A Limited attempt to establish and maintain purpose and communicate with the audience. Assignment is vaguely addressed.	Clear objective focused on a purpose and evidence of voice and/or suitable tone. Attempt made at the assignment purpose.	Clear and consistent objective that establish and maintain a clear purpose and focus; evidence of distinctive voice and/or appropriate tone. Assignment purpose met.
2. Development of Ideas	Minimal idea development, limited and/or unrelated details.	The depth of idea development supported by limited relevant ideas	The depth of idea development is supported by elaborated and relevant details.	The depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence of analysis, reflection and insight.
3. References and Citations	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research; Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research; Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research; Complete list of references, perfect APA style.
4. Organization	Random or weak organization	Lapses in focus and/or coherence.	Uses logical organization	Careful and/or suitable organization in a scholarly manner
5. Grammar and Formatting	There are five or more misspellings and/or grammatical errors per page, or 8 or more in the entire document.	There are more than four misspellings and/or grammatical errors per page or six or more in the entire document. Errors distract from the work.	Few errors in grammar or format relative to length and complexity. There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	No errors in grammar There are no more than two misspelled words or grammatical errors in the document.

6. Language	Incorrect and/or ineffective wording and/or sentence structure, no attempt at scholarly writing.	Simplistic and/or imprecise language, attempt made to write scholarly and scientific.	Acceptable effective language, Average to above average scholarly and scientific writing.	Precise and/or rich language including scholarly and scientific writing style.
7. Sentence Structure	Incorrect or lack of topic and/or ineffective wording and/or sentence structure, no APA	Simplistic and/or awkward sentence structure, several APA mistakes.	Controlled and varied sentence structure, some APA mistakes.	Variety of sentence structure and length, adherent to APA style (most current edition)

Participation Analysis (for participation and attendance)

Criteria/Grade	A	B	C	F
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 TSD 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 TSD	Very good reasoning, and analysis throughout the TSD	Decent reasoning, and analysis throughout the TSD	Some inaccuracies or flaws in analysis or reasoning during the TSD	Unclear reasoning and analysis	Lacks analysis
Support	Ideas are supported by scholarly sources	Ideas are supported by non- scholarly sources	Ideas are supported by undocumented sources	Ideas are supported using only anecdotal sources	Ideas consist primarily of personal opinions	Ideas are 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 TSD.

Presentation Rubric (for the theory and case presentations)

	3 Points	2 Points	1 Point	0 Points
Relevant Topic	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no 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
Timeliness	Excellent- submitted early or on time.	Average- submitted in the last hour, but on time.	Below Average- late by single digit days.	Unacceptable- more than 2 weeks late.