

Communicating for Teaching Effectiveness

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Center for Teaching Excellence

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+ What drives teaching effectiveness ratings?

- Faculty expertise
- Comprehensibility
- Fairness in evaluation
- Real-world relevance
- Individual learning
- Student performance

+ TIES reports



Contact Haas

Evaluation Home

Course Evaluation Reports

Student to Student Comments

School-wide Reports (via Academic Affairs, Faculty Only)

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Fall 2012 TEACHING EVALUATIONS

Instructor: Pozner Zeitlin, Jo-Ellen

Course: EWMBA205-2A, Leading People

Respondents: 57 Enrollment: 65 Response Rate: 87.7%

Type: EWMBA Core, Unit Value: 2



INDIVIDUAL SUMMARY REPORT

Scale 1-7, with 7 being most favorable for questions 1-11

OVERALL RATINGS	Omit	Frequency							Mean	Median	SD
		1	2	3	4	5	6	7			
1. How worthwhile was this course?	0	0	0	0	2	10	16	29	6.26	7.0	0.9
2. Overall teaching effectiveness of this instructor?	0	0	0	0	1	7	21	28	6.33	6.0	0.8
3. Difficulty of the course.	0	0	1	7	19	23	7	0	4.49	5.0	0.9

Comparison Graph for Overall Ratings



+ TIES reports



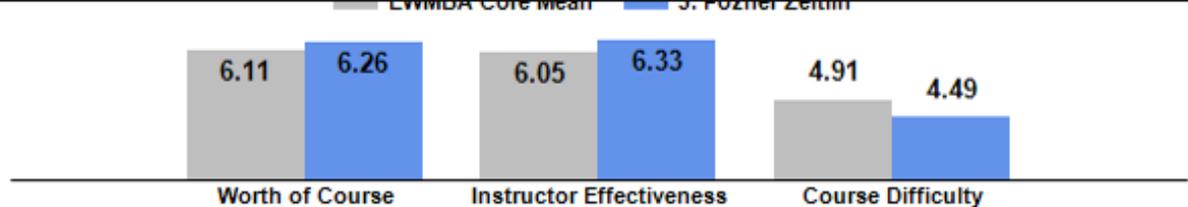
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ORGANIZATION, CLARITY AND CLASSROOM INTERACTIONS		Mean	Median	SD
Clarity	4. Learning objectives were clearly stated.	6.46	7.0	0.7
	5. Learning activities were clearly linked to course learning objectives.	6.50	7.0	1.1
Relevance	6. Course linked theory to practice and application.	6.11	6.0	0.8
	7. This course resulted in substantial learning.	6.09	6.0	0.9
Organization	8. Instructor was well-prepared and organized for each session.	6.81	7.0	0.5
Intentional communication	9. Instructor employed a variety of instructional strategies.	6.47	7.0	0.7
	10. Instructor managed class and/or case discussion effectively.	6.23	6.0	1.2
	11. Instructor encouraged discussion, participation and engagement.	6.68	7.0	0.5
	12. Course workload was: (1=Too Light; 7=Too Heavy)	4.67	4.0	0.9
	13. Hours per week spent outside of class on this course?	5.52	5.0	0.8
	14. Percentage of class sessions attended?	97.72	100.0	0.8

+ Research shows that ratings are driven by

- Attractiveness
- Enthusiasm
- Attitude
- Responsiveness
- Organization

+ So, how do we make the best impression on these dimensions?

+ Leadership Style

- Leadership style refers to the pattern of behavior a leader adopts to plan, organize, motivate, and control
- Style is a function of the extent to which a leader:
 - Listens
 - Sets goals and standards
 - Develops action plans (short- and long-range)
 - Directs others
 - Gives feedback
 - Rewards and punishes



+ Where Does Leadership Style Come From?



+ Basic Leadership Styles

- Although leaders face an unlimited range of situations, research finds six basic styles, or patterns of behavior, that leaders apply to the situations they encounter:
- Is there a “best” leadership style?

Coercive

Authoritative

Affiliative

Democratic

Pacesetting

Coaching



+ The coercive style

- Primary objective: securing immediate compliance
- When using this style, a leader:
 - Provides clear directives without soliciting others' input or listening to their reactions
 - Maintains tight control through frequent visits, reports, and other forms of close monitoring
 - Relies on negative corrective feedback to emphasize what is being done wrong and what must be corrected
 - Uses occasional attention-getting strategies to ensure compliance
 - Clearly indicates negative consequences of non-compliance

+ Use the coercive style for . . .

- Outlining course deliverables
- Presenting assignments
- Drawing up and discussing grading rubrics
- Enforcing class policies
- Correcting inappropriate classroom conduct



+ The authoritative style

- Primary objective: providing long-term direction and vision for the team
- When using this style, a leader:
 - Develops and articulates a clear vision and direction
 - Obtains others' perspective on vision and how to achieve it, but makes clear who is in charge
 - Sees influencing others as key leadership activity
 - Explains the “whys” behind the vision in terms of the organization's and department's best interests
 - Sets standards, monitors performance relative to vision
 - Balances positive with negative feedback to motivate

+ Use the authoritative style for . . .

- The first few paragraphs of your syllabus
- The opening 10 minutes of your first lecture
- The first/last few minutes of each class session (takeaways)
- The first few lines of each email
- Interacting with class reps
- Collecting and discussing course feedback
- Discussing graded assignments
- “Asking” for input on course changes



+ The affiliative style

- Primary objective: creating harmony among team
- When using this style, a leader:
 - Focuses on promoting friendly interaction
 - Puts task direction, goals, and standards second to meeting others' emotional needs
 - Takes steps to meet the needs of the “whole person” (e.g., job security, work-family tradeoffs)
 - Identifies opportunities for positive feedback and avoids performance-related confrontations
 - At times, rewards personal characteristics as much as job performance

+ Use the affiliative style for . . .

- Making yourself more approachable and vulnerable
 - Self-deprecating humor
 - Sharing a few personal details
 - Noting students' life events
 - NB: Use this in a measured way
- Eliciting personal experience from students for the purposes of class discussion
- Opening and closing emails

+ Tip: E-mails that make everybody's life easier

- Organization matters!
- Students do not read the syllabus
 - They will ask you hundreds of questions
 - You cannot tell them to buzz off
 - They genuinely will not know what they are supposed to do next
- Save yourself effort and win organization points by sending a stylized email after each class


Leading People: Preparing for Session 4

Jo-Ellen Pozner

Sent: Thursday, August 23, 2012 9:55 PM

To: ewmba205.2a@bspace.berkeley.edu

Dear class,

This was an interesting and engaging week, yet again. You did a terrific job of analyzing the strategic use of heuristics and biases as well as procedural and interpersonal influence tactics in *12 Angry Men*; hopefully you will be able to apply some these tactics in your workplace *immediately* so you can really internalize them. You also gave some wonderfully clear examples of the different leadership styles at work, which brought our technical discussion to life. I only wish that we had time to hear from more of you! As it is, I am looking forward to seeing the fruits of your analysis of your own leadership styles next week.

A few reminders for next week:

1. You have two deliverables for next week's class:
 1. The Leadership Self-Analysis. You should have picked up the assignment instructions the first night of class. Please let me know if you have any questions about the assignment. You will be submitting this assignment by email again to ewmba205.2a.2012@gmail.com.
 2. Your short, two paragraph Organizational Audit project description. Again, this is not graded, just a check-in. One member of each team should email the assignment to me, even if we discussed your project in person, to pozner@haas.berkeley.edu. If you have questions about the audit assignment, please let me know!
2. To give you a little more detail on the social influence tactics we discussed in class (liking, reciprocity, commitment, etc.), I have added a new optional reading to the study.net reader. "Harnessing the Science of Persuasion," by Cialdini, is relatively short and summarizes the research on these tactics in a very accessible way.
3. There is no written case for this week; we'll be completing a team exercise in class.
4. Please skim Robbins and Judge chapter 10 *before* class, but read the Hackman article, "Why Teams Don't Work," *after* next week's class.

As always, please let me know if you have any questions. Enjoy the weekend, and I look forward to seeing you next week.

Best,

Jo-Ellen Pozner

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+ The democratic style

- Primary objective: building commitment and consensus
- When using this style, a leader:
 - Gives others full participation in setting the direction of the work team and establishing the plans to achieve it
 - Emphasizes the importance of consensus in group-decision making processes
 - Listens carefully to team members for their ideas
 - Rewards team performance, rather than addressing the “stars” and the “averages” with distinct feedback

+ Use the democratic style for . . .

- Answering questions for which you do not know the answers
- Settling issues for which you genuinely do not have a preference
- NB: Do not “pretend” to use the democratic style – it destroys your credibility



+ The pacesetter style

- Primary objective: accomplishing tasks to a high standard of excellence
- When using this style, a leader:
 - Leads by example, or “modeling,” anticipating that others understand rationale for what is being modeled
 - Works mostly individually
 - Delegates demanding tasks only to outstanding performers who need little instruction
 - Exerts tight control over poor performers by explicit task instruction or removing responsibilities
 - Promotes individualized effort rather than teamwork

+ Use the pacesetting style for . . .

- Never? Not really consistent with instructors' role
- Maybe use stylized stories or examples to demonstrate that what you are asking of your students is feasible



+ The coaching style

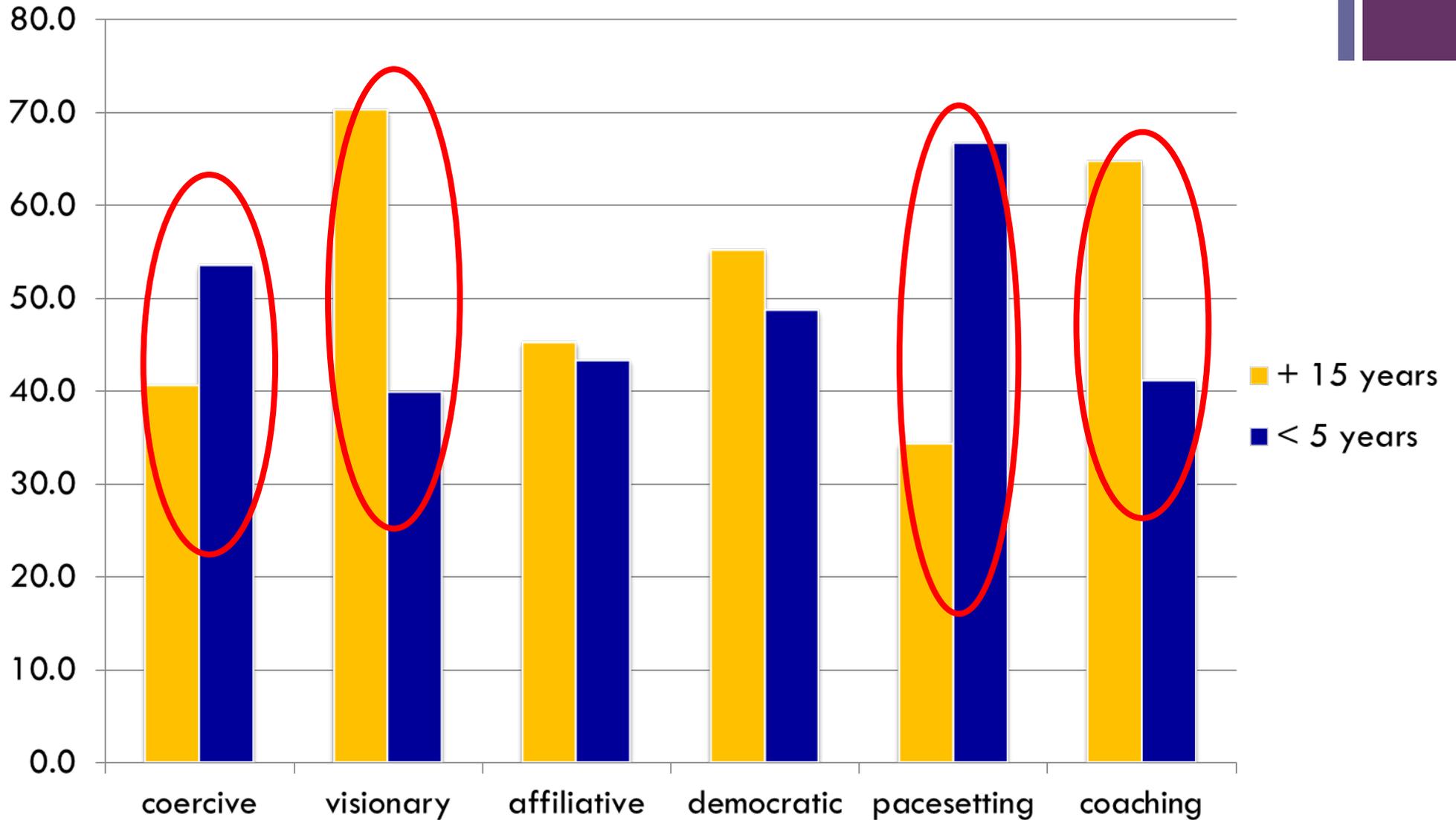
- Primary objective: long-term professional development
- When using this style, a leader:
 - Helps others identify strengths and weaknesses
 - Helps others establish long-range development goals in light of their strengths and weaknesses
 - Uses listening and open-ended questions to encourage others to solve their own work problems
 - Gives feedback on performance and development
 - May trade off immediate performance for long-term development, sees mistakes as learning opportunities

+ Use the coaching style for . . .

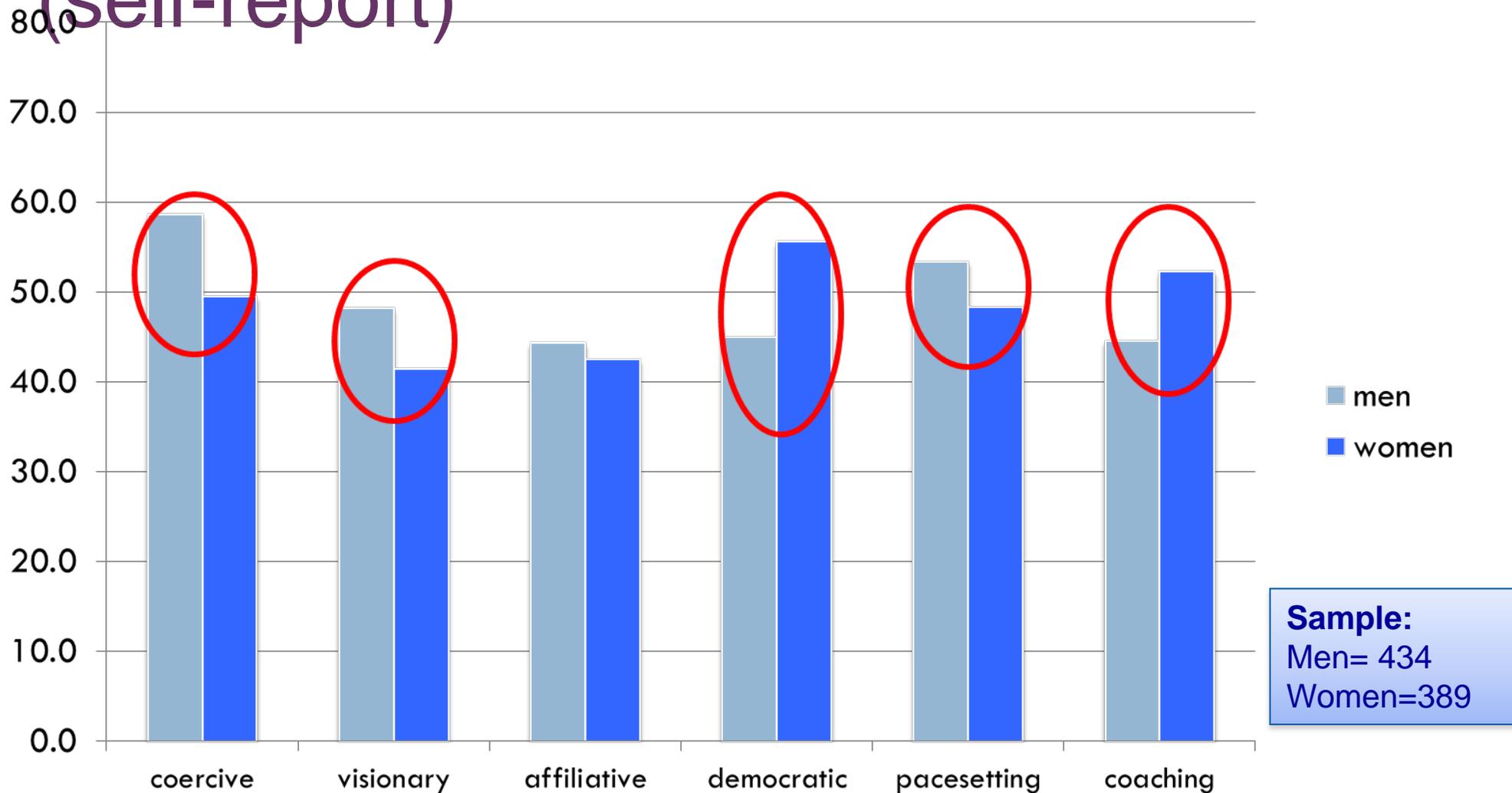
- Students asking for advice with real-world issues
- One-on-one tutoring and mentoring
- Remedial students



+ Comparing more/less experienced leaders (self report)



Comparing men and women (self-report)



+ Leadership style and effectiveness

- *Coercive* leaders' teams recorded lower risk-taking behavior, lower clarity on organizational goals, less teamwork, loyalty and commitment
- *Authoritative* leaders' teams report higher organizational standards and conformity
- *Affiliative* leaders' teams report greater warmth but are less clear about goals and less likely to take entrepreneurial risks
- *Democratic* leaders' teams report lower standards and risk taking, and want greater individual responsibility
- *Pacesetting* leaders' teams report higher flexibility, responsibility and standards

+ Leadership style and effectiveness

- Appropriate use of the democratic and coaching styles predicts higher performance in:
 - Sales operations
 - R&D-intensive organizations
- Appropriate use of the authoritative style predicts higher performance in:
 - Manufacturing organizations
 - Military organizations

+ Building your leadership style portfolio

- Build awareness of different styles
- Practice new behaviors in low-risk situations
- Ask people you trust for feedback on how you are doing and how you can improve
- Watch others' leadership styles and emulate their behavior
- Develop an action plan – be intentional!
- Remember that there is no “best” way to lead
 - You will get the most leverage from understanding when, how, and with whom to use each style

+ Take-aways

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