

Teaching at Haas: Rookie-Year Lessons from Two Lecturers

Haas Center for Teaching Excellence
New Faculty Orientation
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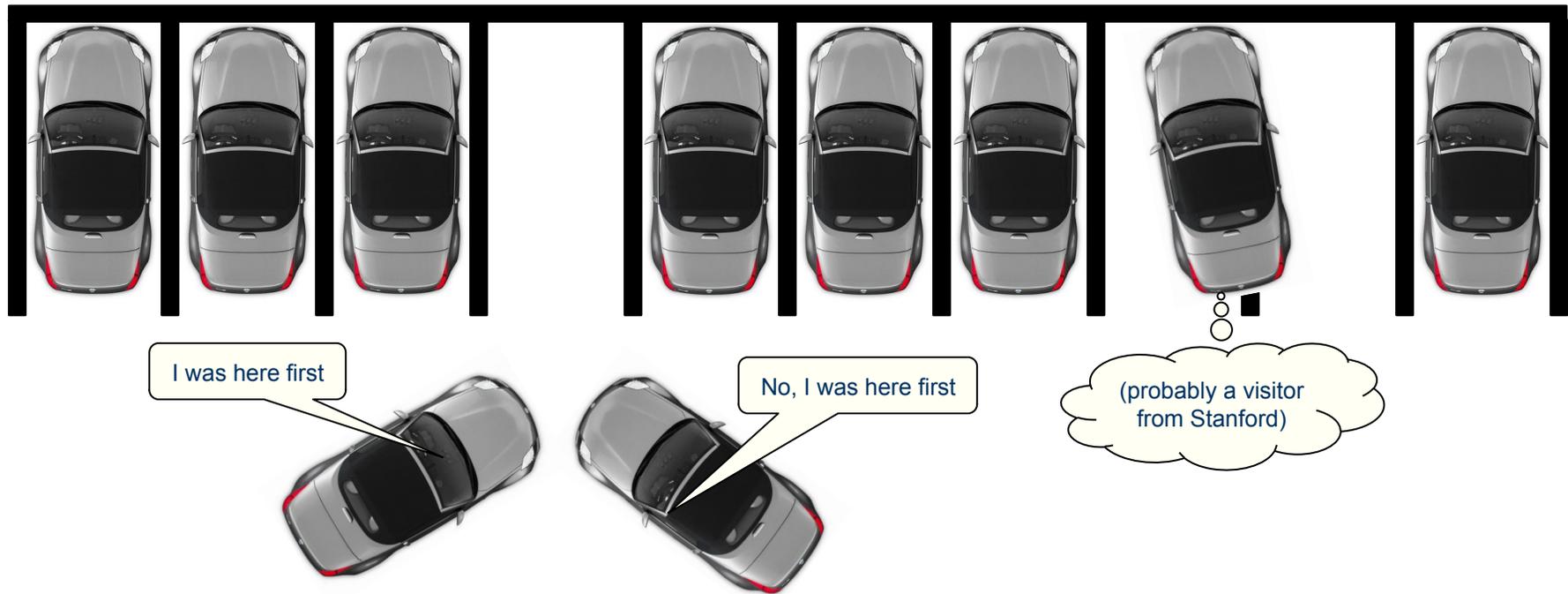
Words to Know

bCourses	UC Berkeley version of Canvas course management software.
Berkeley Time	Daytime classes begin 10 minutes after the posted time (9:00AM class begins at 9:10AM) Daytime classes end at the posted time (a 9-11AM class ends at 11:00AM) Classes that end at 6PM end 5 minutes <i>before</i> the posted time (5:55PM) Classes that begin at 6PM begin 5 <i>minutes</i> after the posted time (6:05PM) 6:00-9:30 evening classes have a break from 7:30-8:15, and end at 9:30. MBA classes are typically 110 minutes: some faculty include a 10-min break; some don't See Yoda for more information.
GSI	Graduate Student Instructor – the Berkeley title for a Teaching Assistant. GSIs typically teach sections in core courses and large-enrollment electives. Resources for more information on GSIs are in the Appendix.
Reader	Teaching assistant who is allowed to grade and hold office hours, but not allowed to teach.
Red	Wear all the red underwear you want, but don't get caught wearing red clothes (Stanford rivalry).
Study.net	Third-party software (linked to bCourses) used to give students access to copyrighted articles and cases. Costs for articles/cases are covered in the tuition for some programs, but not all.

Places to Go

Haas Floors	Entering Haas from an outside door could put you on the 1st floor, 2nd floor, 3rd floor, or 4th floor. Honorary PhDs will be granted to anyone able to master the building layout.
FIFO	The name of the café on the bottom (2 nd) floor of the Faculty Building.
Faculty Lounge	A room on the 5 th floor of the Faculty Building that has a coffee machine and a variety of newspapers and journals. On rare occasion you will see a faculty member there.
Mailroom	A room on 5 th floor of Student Services Building where mail is delivered and sorted.
Mailboxes	Your snail-mail mailbox is on the 5 th floor of the faculty building, next to the faculty lounge.
Koret (kor-ET)	The large, most-technology-equipped classroom on the 3 rd floor of the faculty building.
Helzel (HELL-zel)	A large classroom around the corner from FIFO, used primarily for executive education.
Anderson	A very large, tiered lecture hall that can be entered on the 1 st floor (near FIFO) or on the 2 nd floor. Safer to enter on the 2 nd floor, which puts you at the back of the room.
Strada	Officially Caffè Strada, a very popular Starbucks-like café with lots of outside tables, a five minute walk from Haas (2300 College Ave). Coffee, teas, pastries and organic treats made from wood pulp derivatives.
Free House	A very popular place for good beer, marginal wine and pretty reasonable food, across College Avenue from Strada.
The Campanile	The bell and clock tower in the middle of the campus.

Avoiding a Tow



Transportation Options

- Sleep in your office
- Walk
- Take Bart (about a 15 min walk from Downtown Berkeley Bart station)
- Park in UC Berkeley lots (F lots are perimeter lots, C lots are central campus; can get annual, semi-annual or daily stickers. For more info on lots and costs: pt.berkeley.edu/parking/faculty_staff)
- Park in the new Maxwell Garage, a privately-owned lot across from Haas complex (next to stadium). See <http://www.maxwellgarage.com/page.php> for more information.

Technology Is Not Your Foe

General I. T. Information

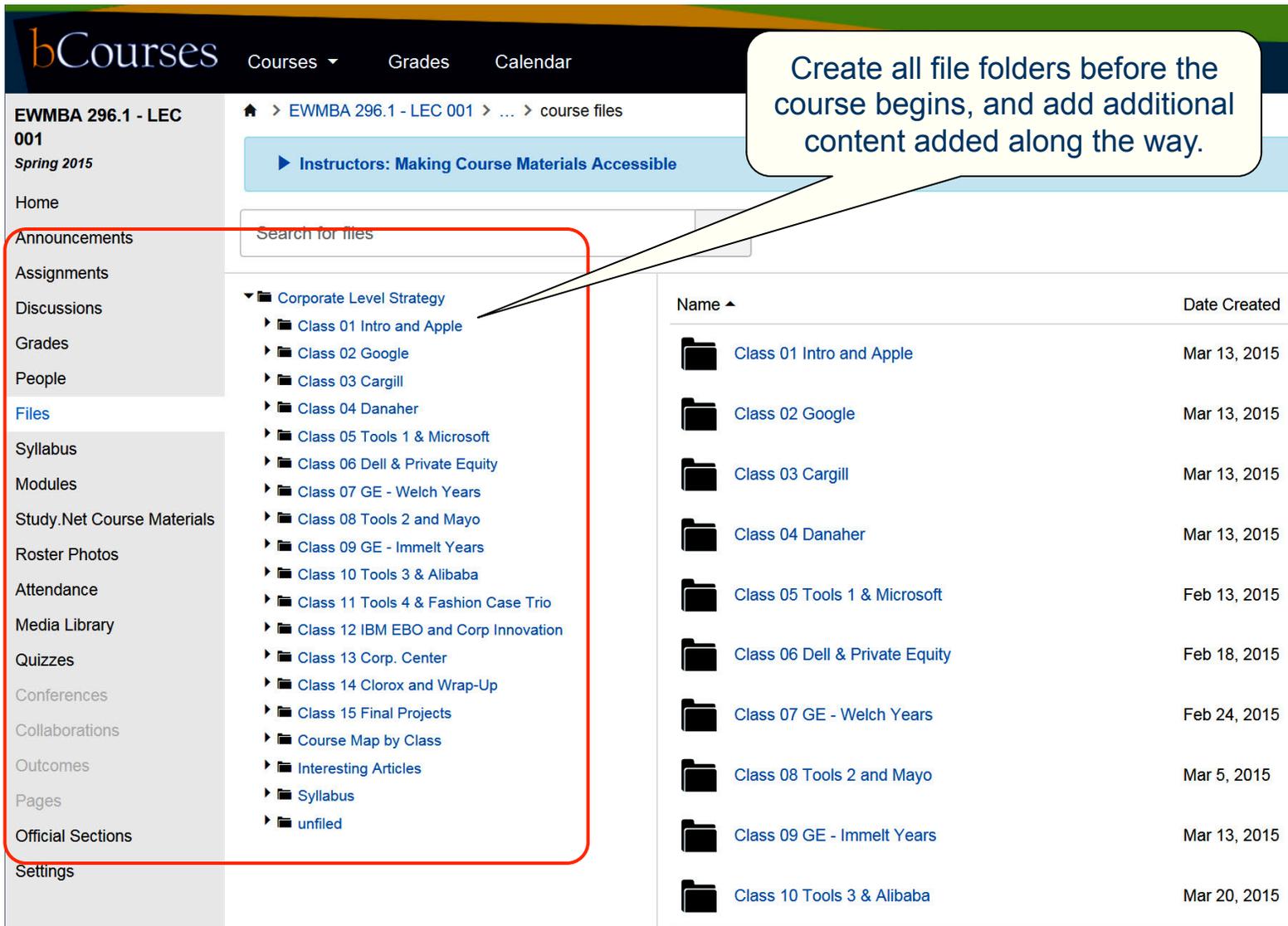
- Computing Center is on the third floor of the Faculty Building, and it is air conditioned.
- The I. T. Help Desk for faculty is *not* in the Computing Center, but it's close by: go through the door below the sign that says Recruitment Center and walk to the loading dock at the end of the hall (no, really!).
- Computer-related things at Haas come in pairs:
 - There are two wireless networks – AirBears and AirBears 2. AirBears 2 is recommended (more secure) but you may need to have I.T. install a workaround to get your computer connected to network printers.
 - You will have two computer logins (one for campus systems and one for Haas) – setting the same password for both will save you a lot of headaches.
 - You will have two email addresses: @berkeley.edu and @haas.berkeley.edu. Be sure you receive email on both. For responses and for outgoing, pick one and use it consistently.

Classroom Technology

- Get a tech tour of your classroom at least a day before you start.
- “Bat Phone” to media services in each classroom, or call 510-643-0431.
- Be a bit careful when using the network to play video clips off YouTube in class.
- Camtasia is a fairly simple and very worthwhile third party software program to create and edit video clips.
- Carry your own wireless slide clicker (Logitech models work great) and a set of dry erase markers.

Technology Is Not Your Foe: The strength of bCourses (flexibility) is also its weakness. Advise setting up each class, in order, in the Files section

Files Section of Dan's Corporate-Level Strategy bCourses Site



bCourses Courses ▾ Grades Calendar

EW MBA 296.1 - LEC 001
Spring 2015

Home

Announcements

Assignments

Discussions

Grades

People

Files

Syllabus

Modules

Study.Net Course Materials

Roster Photos

Attendance

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Official Sections

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Corporate Level Strategy

- Class 01 Intro and Apple
- Class 02 Google
- Class 03 Cargill
- Class 04 Danaher
- Class 05 Tools 1 & Microsoft
- Class 06 Dell & Private Equity
- Class 07 GE - Welch Years
- Class 08 Tools 2 and Mayo
- Class 09 GE - Immelt Years
- Class 10 Tools 3 & Alibaba
- Class 11 Tools 4 & Fashion Case Trio
- Class 12 IBM EBO and Corp Innovation
- Class 13 Corp. Center
- Class 14 Clorox and Wrap-Up
- Class 15 Final Projects
- Course Map by Class
- Interesting Articles
- Syllabus
- unfiled

Instructors: Making Course Materials Accessible

Create all file folders before the course begins, and add additional content added along the way.

Name ▲	Date Created
Class 01 Intro and Apple	Mar 13, 2015
Class 02 Google	Mar 13, 2015
Class 03 Cargill	Mar 13, 2015
Class 04 Danaher	Mar 13, 2015
Class 05 Tools 1 & Microsoft	Feb 13, 2015
Class 06 Dell & Private Equity	Feb 18, 2015
Class 07 GE - Welch Years	Feb 24, 2015
Class 08 Tools 2 and Mayo	Mar 5, 2015
Class 09 GE - Immelt Years	Mar 13, 2015
Class 10 Tools 3 & Alibaba	Mar 20, 2015

Technology Is Not Your Foe: Set Your Home Page (the opening page people see) to Modules, and put upcoming class on top

Dan's Corporate-Level Strategy bCourses Home Page After Class #9

The screenshot shows the bCourses interface for EWMB 296.1 - LEC 001 Spring 2015. The navigation menu on the left includes Home, Announcements, Assignments, Discussions, Grades, People, Files, Syllabus, Modules, Study.Net Course Materials, Roster Photos, Attendance, Media Library, Quizzes, Conferences, Collaborations, Outcomes, Pages, Official Sections, and Settings. The main content area displays a list of modules for three classes: Class #11, Class #10, and Class #9. A red box highlights the 'Modules' section. Two callout boxes provide instructions: 'Sort the list of classes so the two upcoming classes are always at the top' and 'Publish content (make it visible to students) on the schedule you want'.

Sort the list of classes so the two upcoming classes are always at the top

Publish content (make it visible to students) on the schedule you want

Class	Module	Due Date	Points	Status
Class #11 OGST, Capabilities & Fashion Case Trio (Apr 9, 2015)	Readings for the April 9 Competencies Lecture.docx			Published
	Prep for Fashion Retailing Cases.docx			Published
	Financial Exhibits for Fashion Retailing Companies (Updat...			Published
	Fashion Retailer Financial Graphs (Updated Final).pdf			Published
	Making Capabilities Strategic (McKinsey Quarterly Simpso...			Published
	EWMB296.1 Class 11 Slides - OGST Process (Corp Strate...			Published
Class #10 Organization Design & Alibaba Case (Apr 2, 2015)	Class 10 Assignment: Alibaba Organization Structure Option	Mar 31	0 pts	Published
	Assignment for Class 10 - Alibaba Group.pdf			Published
	EWMB296.1 Class 10 Slides - Alibaba and Org Design (Co...			Published
Class #9 GE Immelt Years (Mar 19, 2015)	Class 9 Assignment: Evaluation of Current GE Strategy	Mar 17	100 pts	Published

Designing Your Show

- Make your course challenging.
- Start prep early.
- If it has been taught before, talk to faculty members who taught it.
- Create a master matrix with the topic and learning objective for each class, the advanced-prep required of students (cases, readings, etc.), the in-class plan, and assignments / grading (see next slide).
- Decide what *not* to teach.
- Watch *Haas Center for Teaching Excellence* videos from top-rated professors. Three of our favorites:
 - Terry Taylor on Course Design and Delivery (2013): <https://groups.haas.berkeley.edu/CTE/video/index.html>
 - Tech Ho: Nine Teaching Practices That Work (2013): <https://groups.haas.berkeley.edu/CTE/video/index.html>
 - Greg LaBlanc and Peter Goodson - two contrasting styles from highly rated but very different instructors (July 2012) <https://groups.haas.berkeley.edu/CTE/video/archive.html>

Designing Your Show: Dan's Format for Course Design (adapted from Bill Pearce)

Class No.	Goal		Advanced Prep by Students				In-Class Plan		Assignments		
	Topic	Learning Objective	Case(s)	Required Articles	Required Chapters	Optional Articles	Optional Chapters	In-Class Activity	External Guests	Ungraded	Graded
1											
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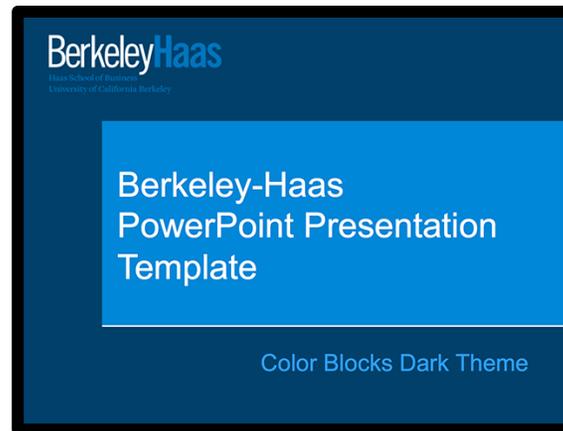
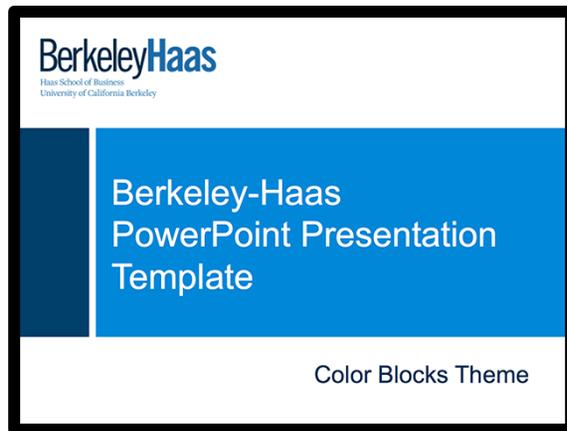
Getting Students to Go: What to Include in the Course Syllabus

- Course description
- Course learning objectives
- Instructor background
- Target audience (if an elective)
- Clarification on who should *not* enroll (if an elective)
- Instructor methods and required preparation (be clear on expectations)
- Information about grading, including how participation is graded and how missed classes are handled (make-up assignments?)
- Brief outline of each class:
 - Learning objective (optional in syllabus, not optional in course design materials)
 - Case(s) to be discussed
 - Preparation questions you expect students to come to class ready to answer
 - Supporting literature (articles and/or book chapters; what is required and what is optional)
 - Assignments, if relevant
- Laptop / tablet / phone policy
- Don't over-promise specifics in the syllabus (schedules of guest speakers, etc.); leave yourself room to respond to feedback and changing circumstances.

The Center for Teaching Excellence web site gives you access to most course syllabi, which you can use as examples.

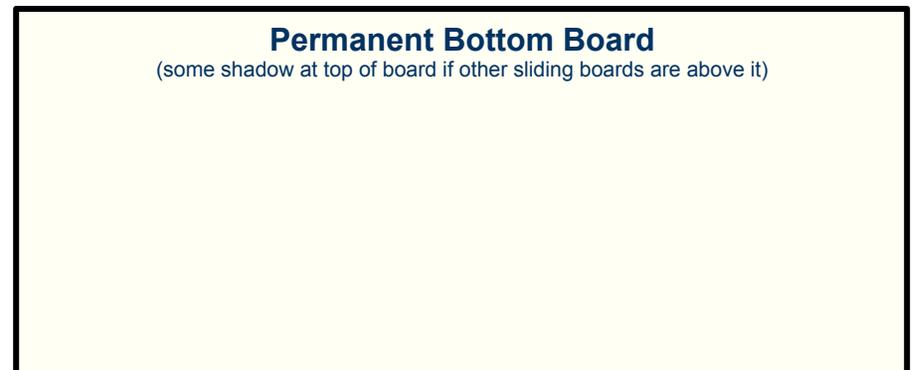
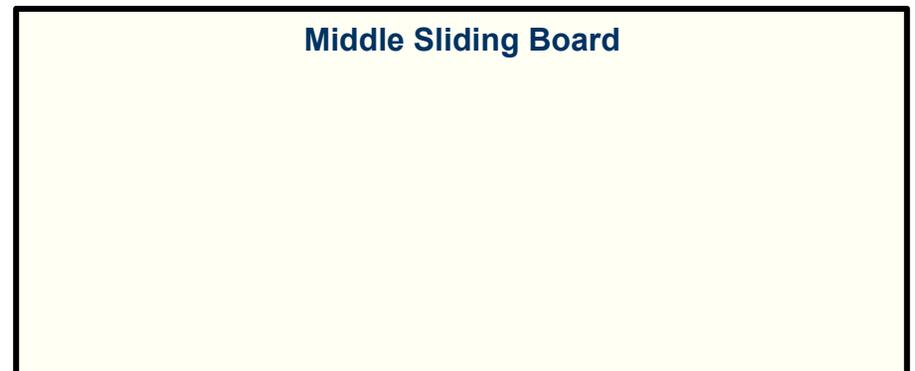
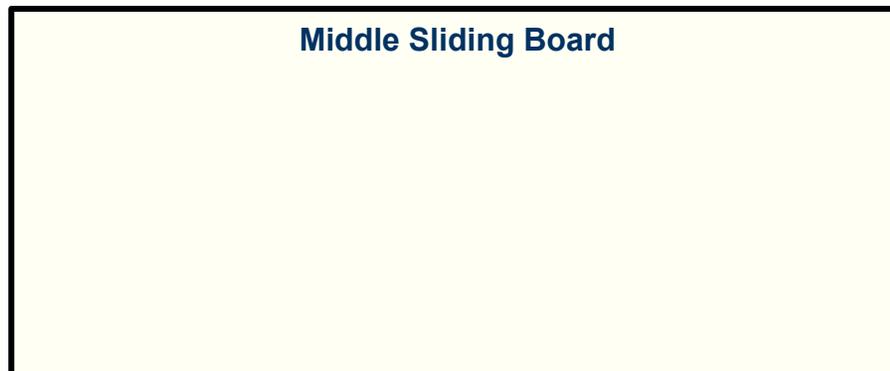
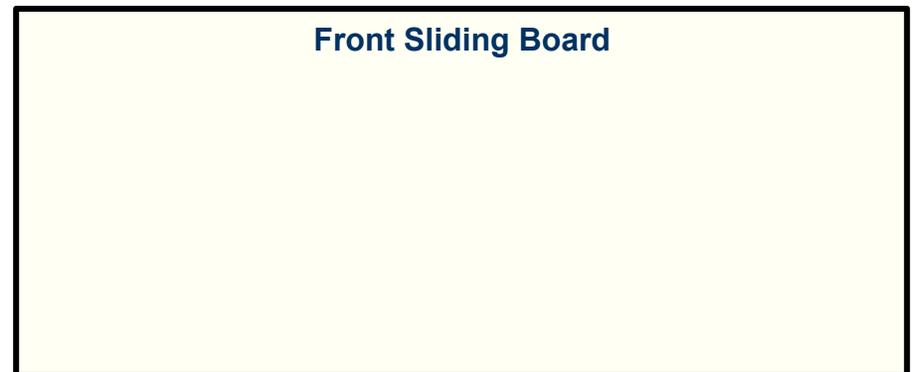
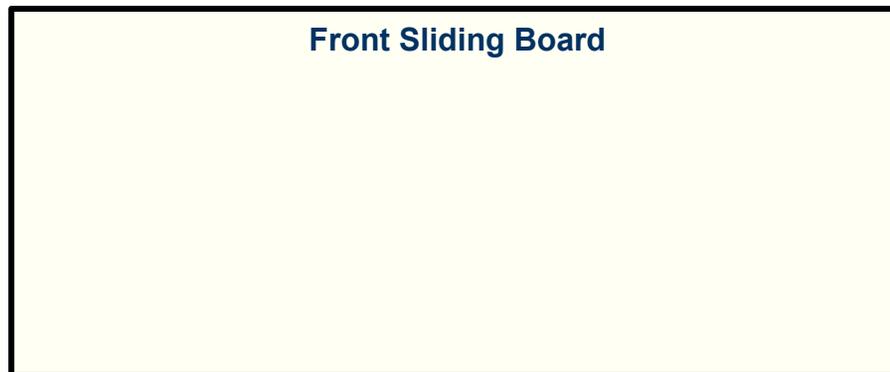
Crafting the Flow: Planning Individual Class Sessions

- Use a master PowerPoint template for all Haas classes; it allows you to cut and paste slides across decks. Dean Lyons is encouraging us to use one of the 6 Haas templates (3 styles below, in both 4x3 & 16x9 formats) <https://drive.google.com/folderview?id=0B-DTL3mJoprucFV4b2I1TXdxbkk&usp=sharing>



- Know (and make it clear to the class) how each class session fits into the overall course design: where you have been and where you are going.
- Have a board map plan to capture key discussion points and set up the class summary (next slide).
- Strong opening – have a plan to get the energy going in the first 2 minutes.
- Strong close – highlight concluding messages and the transition to the next class (review of assignment, case prep questions).

Crafting the Flow: Plan Board Maps Backward from the Final *Four* Boards You Want to Be Visible at the End of the Class (so you can summarize key points). Blank template in appendix.



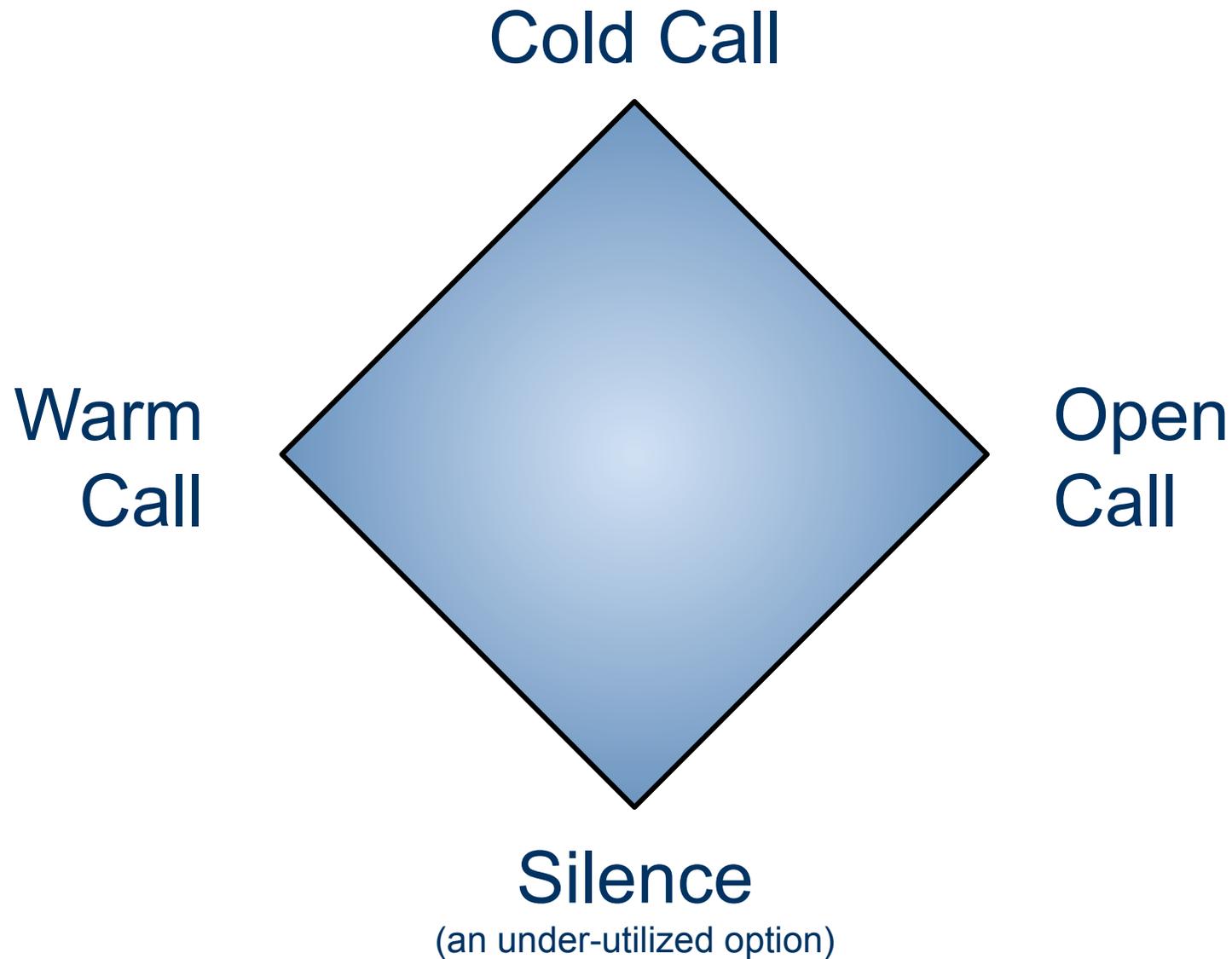
Jumping In with a “Tallyho”

Who’s Who in the Zoo:

- Administrative staff (department admin for ladder faculty; Karen Twelves in F502 for lecturers) can make a seating chart with names and pictures (example in appendix).
- If teaching in the MBA program, get a “Face Page” of enrolled students from the Program Office.
- Ask students what name they prefer to use in class.
- Effort to learn how to properly pronounce student names will pay off.

Countdown to Blast-Off

- Send a welcome email (or bCourses announcement) to each registered student at least three weeks in advance of the first class, highlighting a few key points in the syllabus and setting the stage for the first class.
- Start the first class on time (albeit Berkeley time), regardless of who may be trickling in.
- Consider bringing a camera and taking pictures of students behind their name plates (10-15 students per photo). Official student photos may not reflect how students look now.



From So-So to Plateau: Classroom Management Lessons

Maintaining Interest

- Energy is contagious – students will reflect back whatever energy level you provide.
- Walk all areas of the room, including the top row.
- “Who has a different view?” is a great question to keep the flow going.
- Humor is energizing. Be careful when targeting students.
- Reference cases already covered, both to reinforce similar lessons and to highlight contrasts.
- If possible, show videos of people in the case (Skype calls also work if you know them)

Slides and Handouts

- Decide if you want to pass out hard copies of slides at the beginning of class so students can take notes.
- Hold back slides from the hard copy deck when you want students to generate the content in class.

Closing

- Summarize the key points yourself in the first few classes, and then ask students to summarize in subsequent classes, modifying their summary as needed. One top-rated professor lists the names of students he will call on to do takeaways at the beginning of class, so they are well prepared to do so.
- Be very concrete on the expectations for the next class – reading to be done and specific case questions on which students should be prepared to be cold-called.

From So-So to Plateau: Classroom Management Lessons

Four Things to Avoid

- Regurgitating case facts: dive into the core issues and what students would do to address them.
- Expecting a specific answer to a general question (guess what the professor is thinking?)
- Searching for the specific answer on your slide (especially ineffective if you have passed out the slides).
- Reading off your slides.

Other Items

- If possible, hang in the hallway before and after class to chat informally with students.
- Videotape your class, watch it, and critique yourself. (Might be wise to have a good bottle of wine close by).

The Variety Show: Ten Variations on Instructor-Led Case Discussions

- 1) “Turn to your neighbor and spend the next 3 minutes discussing your solution” is a good way to break up the monotony of calling on individual students.
- 2) Get students to answer other student’s questions.
- 3) Very short (1-3 sentence) assignments submitted on bCourses 2-3 days in advance of the class can help shape the discussion in a robust and more balanced way than just relying on who raises their hand.
- 4) Pose a controversial question and have students take and defend positions.
- 5) Role plays.
- 6) Outside speakers.
- 7) In-class technology – video clips, instant surveys done using smartphones.
- 8) Scatter stories into class sessions (*Made to Stick* book by Chip and Dan Heath is a good resource).
- 9) Take advantage of international diversity of students (“Are there cultural differences in some parts of the world that would make these practices less effective?”)
- 10) If teaching MBAs, take advantage of work experience (“Who has any experience in this industry?” or “Does anyone have any personal experience with this kind of a situation?”)

Helping Students Grow: Managing Airtime for Four Types of Students

	Students Who <u>Consistently Add Value</u> to the Dialog	Students Who <u>Don't Add Much Value</u> to the Dialog
Students Who <u>Contribute Often</u>	<p style="text-align: center;">Strong Contributors Who Consistently Add Value When They Speak</p> <p>The Challenge: Keep them engaged without letting them dominate the air time.</p> <p>What to Try: Continue to engage them, but actively look for opportunities to engage others even if these students have their hand raised. If appropriate, have a private conversation with them to tell them you appreciate their enthusiasm and great contributions but you are trying to balance the participation levels.</p>	<p style="text-align: center;">Strong Contributors Who Don't Add Much Value When They Speak</p> <p>The Challenge: How to improve their “signal to noise” ratio when they contribute.</p> <p>Root Cause: They may be confusing quantity of participation with quality of participation.</p> <p>What to Try: Give them candid feedback in private communication; encourage them when they make high quality but succinct contributions; consider “warm calls” to help them shine.</p>
Students Who <u>Seldom Contribute</u>	<p style="text-align: center;">Weak Contributors Who Consistently Add Value When They Speak</p> <p>The Challenge: They are very good contributors to the dialog when they engage, but they rarely volunteer.</p> <p>Root Cause: They may be natural introverts or may be from a culture where energetic engagement is perceived less positively.</p> <p>What to Try: Encourage them in private conversations (email or in person); consider “warm calls” to help them shine.</p>	<p style="text-align: center;">Weak Contributors Who Don't Add Much Value When They Speak</p> <p>The Challenge: They rarely volunteer and when called on their answers are off track or don't add value.</p> <p>Root Cause: They may be disengaged and/or unprepared.</p> <p>What to Try: Give them candid feedback and a reasonable number of opportunities to improve the quality of their class contributions; consider “warm calls” to help them shine. If they remain in this box, invest class time in other students.</p>

Serving Up a Sloppy Joe: Group Assignments

- Make a decision on whether to assign groups yourself (after student input) or to let students select their own group.

The advantages of assigning groups yourself (after getting some input from students):

- 1) You can help maximize the diversity in each group (class/section, gender, background, etc.)
- 2) Students get to work with people they may not know.
- 3) It better matches how teams are formed in corporate and consulting environments.

The advantages of letting students choose their own group:

- 1) Students know who works hard and who is a laggard, and the top students will choose team members in whom they have confidence.
 - 2) The faculty member bears no responsibility for dysfunctional groups.
- Fun to have teams pick their own group name; encourage them to be creative.
 - Don't lock down groups in elective courses until the third week of class (after add/drop deadline is past).
 - Have group members evaluate the contribution of every member of the group. Dan asks each student to send a private email that divides 100 points across all participants, including the person writing the note.
 - Make it crystal clear up front that you reserve the right to raise and lower the group-based grade of individuals in the group based on the feedback from others in the group. Dan has adjusted individual grades on group assignments up and down based on consistent feedback from other group members.

Letting Students Know

Grading Tips

- Consider a 20 or 25 point scale for individual assignments versus the more common 100 point scale (which can result in meaningless nuances).
- Set a policy on late assignments and stick to it.
- Be a tougher grader at the beginning of a course, especially in elective courses.

Feedback to Students

- Give candid performance feedback often, to calibrate student expectations and to create opportunities for improvement.
- Always indicate the range of grades on any assignment so students understand where they stand relative to the rest of the class. Some professors provide the full distribution (% of students getting each score), and some professors openly disclose group grades (and rubric components) to all members of the class.
- When giving feedback on individual assignments, share exemplary submissions to help students calibrate their work against the best.
- Grade class participation at the end of every class session, even if you do not share scores for each individual class with students (a very small number of professors do, most don't).
- Give students some feedback on their class participation roughly a third of the way through the course.
- Be prepared to have final grades challenged. In the event that a student strongly disagrees with a final grade, there is a formal appeals process. The process for the MBA program (it's the same for all) is documented at: <http://www.haas.berkeley.edu/MBA/academics/grade-appeals.html>

The Student Quid Pro Quo (their evaluation of you)

- Getting formal feedback halfway through the course is a requirement; take it seriously. Your class rep will run the process and report results.
- Anonymous-submission Google Forms work well (no email address required to log in).
- You can use a simple Start-Stop-Continue; More-Of, Less-Of; or design your own questions.
- Make changes to the class plan and to your teaching style when there are good suggestions, but don't react to every comment. If you disagree with a recommendation for change, consider being candid and explaining why.
- Adjust the syllabus if it is appropriate, but be sure any changes are consistent with the “contract”.

Becoming a Pro: Making Your Own Choices on Some Teaching Dilemmas

Inductive teaching – teach case(s) and then use the cases to draw out principles and frameworks		Deductive teaching – begin with the principles and frameworks and use the case(s) to illustrate them
Pass out hard copies of slides at the beginning of class to allow students to take notes on slides		Do not offer hard copies of slides (or distribute at end of class) to help focus discussion and keep engagement high
Share exemplary work from prior classes in advance of the due date for an assignment (clarifies expectations)		Only share exemplary work from current submissions when giving feedback after grading (minimizes parroting)
Summarize the key lessons of the class using pre-prepared slides that will then be posted to bCourses		Use student comments documented on the white boards to summarize the key lesson of the class
Focus your extra attention on ensuring that those who are struggling have every opportunity to succeed		Focus your extra attention on making the very good students great
Each assignment is a one-shot experience, designed to segment performance to meet grading curve		Allow students to re-submit an assignment to master the point and improve performance after feedback is received
Keep group-assignment grades confidential between instructor and each group		Make group-assignment grades known to the entire class
Routinely document student comments on the white boards		Document key ideas only, keeping your eyes on the students and facilitating conversation between them
Don't allow students to use technology (laptops, tablets, smartphones) in the classroom (default Haas policy)		Allow students limited use of technology (laptops, tablets, smartphones) in the classroom

Appendix

Page	Topic
24	Dan's bCourses set-up process
25	Sample template of a Haas classroom
26	Sample classroom seating chart
27	Template to create your own board maps
28	Some helpful links to Haas resources

Dan's bCourses Set-Up Process

- The strength of bCourses (flexibility) is also its weakness.
- Do not use the # character in a folder name (class #3) or a program bug will prevent you from linking files.

Dan's bCourses Structure (not the only way, but feedback from students is good)

- Use the Files section to upload all content, into folders organized by class session.
- Change the default Home Page to the Modules page (one Module per class session) and link all files and assignments to a Module.
- Begin the course by putting the modules in chronological order. As the semester progresses, drag the next class (or two) to the top, so upcoming classes are the first things that students see when logging in.
- Consider not publishing modules (making them visible to students) until 1-3 weeks before the class.
- Post class slides as pdf's, not as raw PowerPoint files. Some professors post slides before the class; most post them after the class.
- Don't feel obligated to post every slide you use in class in the distributed pdf.
- The Announcements option in bCourses is easy to use but don't rely on it for important communication.
- Create a separate email group list for important announcements, especially in the first three weeks of class (the refresh cycle within bCourses is not very fast and you will miss students who are adding or dropping). Creating your own email list is complicated by the fact that the list you get from the program office uses @haas.berkeley.edu email addresses but the directory search function uses @berkeley.edu addresses.

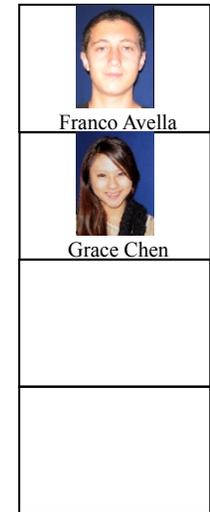
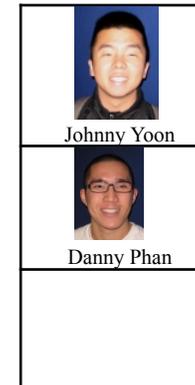
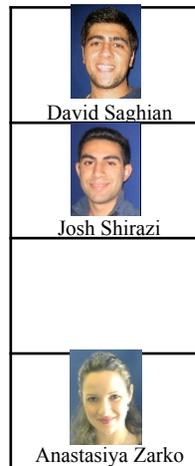
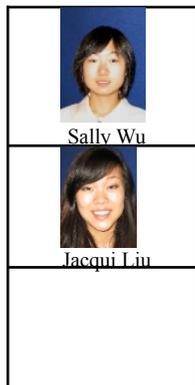
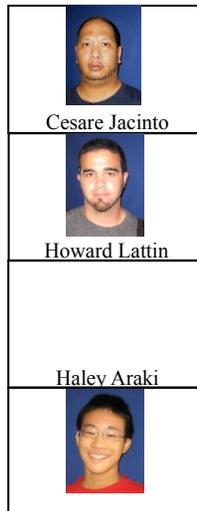
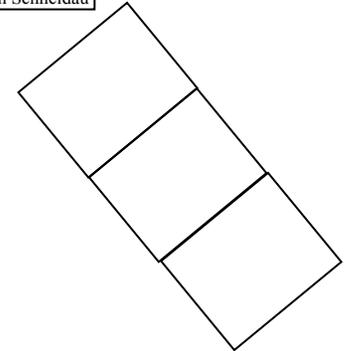
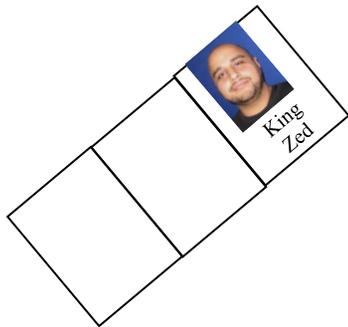
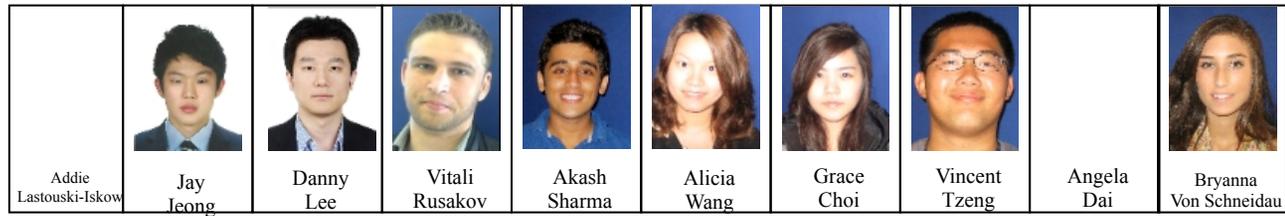
Sample Template for a Haas Classroom (have students fill in names, then create chart)

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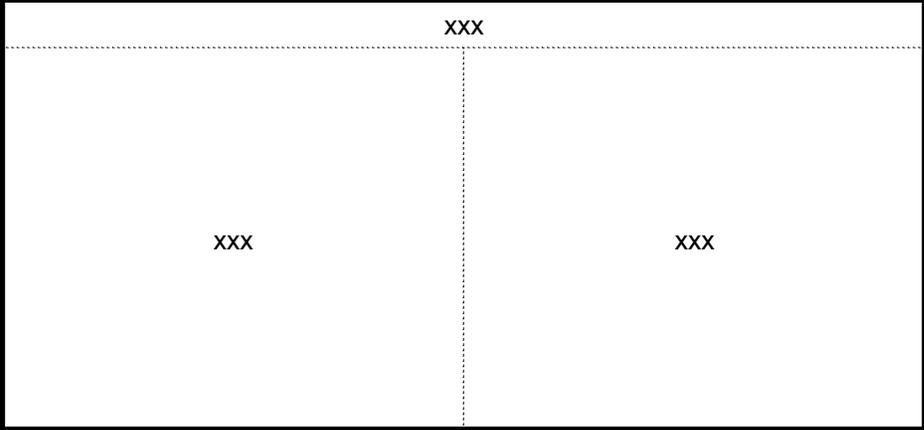
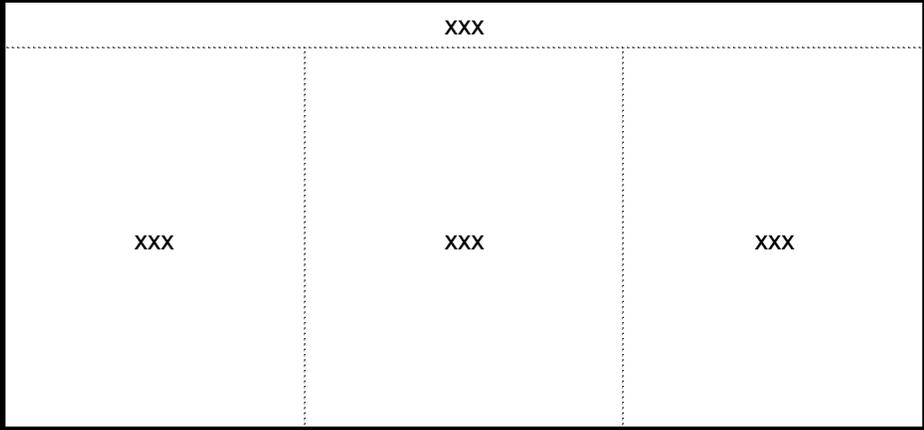
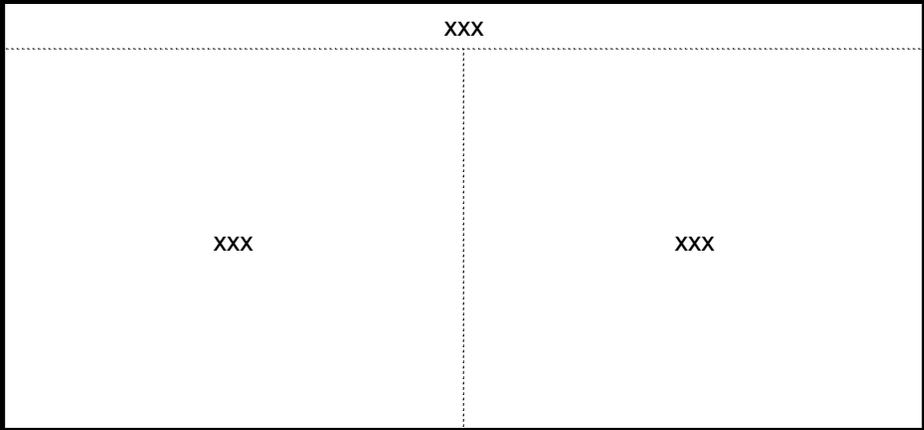
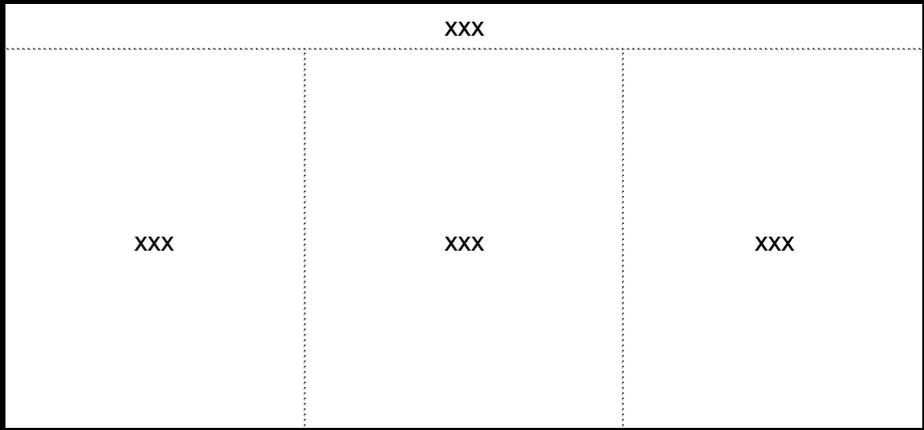
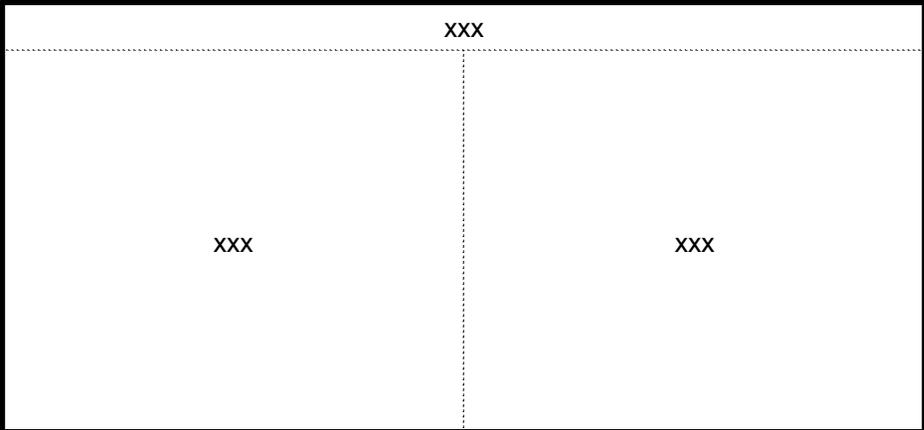
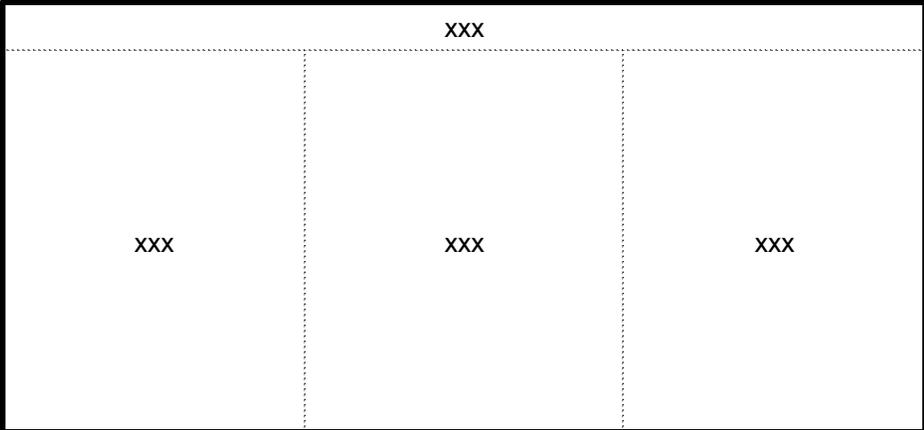
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Whiteboard (front of class) – C320/325/330

Sample Seating Chart



Board Map for _____ Case



Some helpful links to Haas resources

Faculty Information

General Resources for Faculty: <http://groups.haas.berkeley.edu/ase/FacultyInfo.html>

Org charts for Haas faculty and staff: <http://www.haas.berkeley.edu/human-resources/toolbox/org-charts.html>

For Online Print and Copy Requests (they can also print tent cards for undergraduate name plates):
campuslifeservices.ucsf.edu/ucprint/ucb/ucbhaas/

Information on GSIs

Information on the GSI recruiting process: <http://groups.haas.berkeley.edu/ASE/GSIrecruitmentInstrux2.pdf>

Information on GSI contracts: <http://hrweb.berkeley.edu/labor/contracts/BX/current-rates>

Resources on how to effectively use a GSI: <http://gsi.berkeley.edu/faculty-departments/teaching-with-gsis/>