

TEACHING STATEMENT — STÉPHANE P. FRANCIOLI

Teaching is the most direct way for management scholars to share their work and have an impact in the business world. In the classroom, my goal is to help students develop practical insights that will shape the way they interpret problems, develop solutions, engage with others, and think about themselves. To do so, I deploy multiple strategies centered around five core goals.

My first goal is to **build a learning environment that is safe, fair, and inclusive** to all. I welcome mistakes, reward risk-taking, encourage divergence of opinions, help consider the merit of all ideas, and promote the respect of every individual. I also strive to present learning material inclusive of all students' backgrounds and offer each an equal opportunity to succeed. I articulate this commitment and discuss my specific strategies to honor it in my Diversity, Equity, and Inclusion Statement, accessible [here](#).

My second goal is to **address popular myths and assumptions around management** straight on, to get students' full attention and commitment to the material right from the start. For instance, because management involves a lot of soft skills, people often think: "It's all instinct. You get it or you don't, but there's not much you can do about it." I often hear this comment about networking, negotiation, teamwork, or leadership. In my class, I address these myths directly in my first sessions to foster a growth mindset, more conducive to learning and self-improvement. For instance, in my first management class, I give students a five-minute case study asking them to choose between two corporate strategies. One option is a difficult but apt course of action, the other, a classic case of sunk cost fallacy. From there, I highlight that decision making is not just a "gut feeling." It requires skills and knowledge to identify problems and avoid pitfalls.

My third goal is to **set clear norms and expectations** to mark out students' collective path. For instance, I begin my class by telling students that they are like an orchestra. I build on the simile to give them a sense of the participative format of the class: I am the conductor, they are the musicians; I give the tempo, they arrange the tune. This simile also serves as a powerful vehicle to convey the general norms of the class: Just like an orchestra requires different types of instrumentalists, my class benefits from students' wide range of opinions, expertise, and experiences; just like musicians coming to rehearsals unprepared lower the quality of the collective performance, students coming unprepared to class hinder both their learning experience *and* that of their classmates; etc.

To involve all students, I pause after asking a question, to allow less frequent contributors the time to collect their thoughts and offer their perspective. I vary the difficulty of the questions to allow more self-conscious students a chance to participate without the fear of giving a wrong answer. In the spirit of building a more comprehensive picture of an issue, I also encourage divergent opinions; when doing so, however, I ensure that all perspectives be considered seriously, and their initiators, treated with respect. This includes tactics such as coordinating a back and forth between two perspectives to give each side an opportunity to respond; involving multiple students in the debate so no one feels singled out; and contributing my own arguments in support of an unpopular point of view to acknowledge its merit.

My fourth objective is to **provide students with the latest insights from our field**. Prior to each semester, I invest substantial time reviewing the most current academic literature pertinent to my course subjects. I analyze the slides and video recordings of my previous year's class to identify areas that require modification or enhancement. Finally, I maintain a record of students' questions and feedback from one year to the next, which allows me to refine the course material to better align with their evolving interests and knowledge quest.

My last goal is to **introduce course concepts in an engaging way**. I break down every class into segments and ensure that each segment has a catchy element that will grab students' attention: a case study, a team exercise, a debate around a reading, a personality test, a mini competition between students, an excerpt of a cooking show, shocking statistics, a quiz, a summary of an exciting experiment, or a brief discussion in pairs. I also mobilize multiple media such as movies, podcasts, online videos, etc. which gives the most passionate students an opportunity to autonomously explore a topic beyond the class content.

I also make sure that students play an active role in uncovering the key takeaways of the class. Each activity is debriefed collectively. I use the board to keep track of everybody's comments, acknowledge contributions, and map the content visually to delineate themes or contrast competing perspectives. At the end, I conclude with a brief recap to drive home the main learning points.

I take great care and pride in transmitting the knowledge of our field. I strive to build a fair, safe, and inclusive environment; address misconceptions about management; introduce novel concepts in an engaging way; and set clear norms and expectations. Great teachers can have a big impact on students. Many have for me. Trying my best to share my expertise with the next generation of business is, in my opinion, the best way to thank them.

Teaching Evaluations

Stéphane P. Francioli

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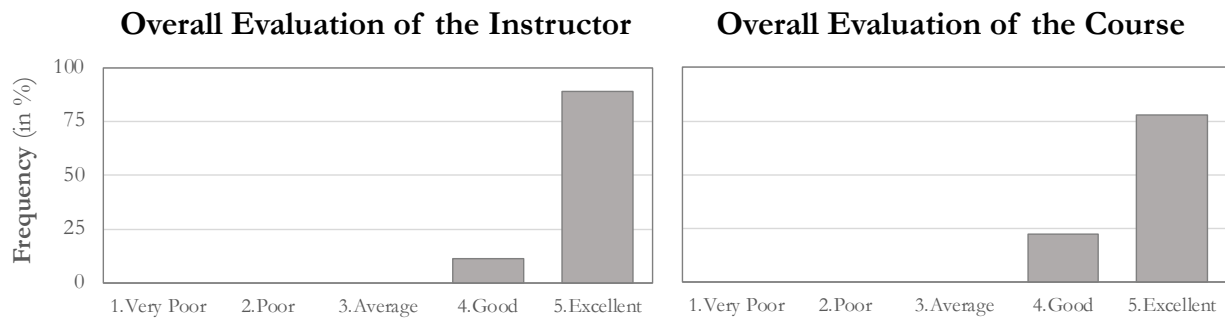
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Official documents available upon request

Management & Organizations, Undergraduate Class Summer 2019. NYU Stern, School of Business.

Items measured on 5-point scale with **1 = *Very Poor***, and **5 = *Excellent***

Item	<i>M</i>	<i>SD</i>
Overall evaluation of the instructor	4.9 /5.0	0.3
Overall evaluation of the course	4.8 /5.0	0.4
The instructor provided an environment that was conducive to learning	5.0 /5.0	0.0
The instructor provided helpful feedback on assessed class components (e.g., exams, papers)	4.8 /5.0	0.4
The course objectives were clearly stated	4.8 /5.0	0.4
The course was well organized	4.9 /5.0	0.3
The course was intellectually stimulating	4.8 /5.0	0.4



Selected Feedback

“ By far my favorite class I've attended [...]. ”

“ Created a very open environment where everyone felt safe and comfortable to speak out. ”

“ [Prof. Francioli] made a class potentially extremely boring very palatable and interesting. ”

“ Power points were very on point. Readings were extremely interesting [...]. Made me want to dive deeper into the convergence of sociology and management. ”

Commendation of Excellence in Teaching
for the Management & Organizations, Undergraduate Class. Summer 2019.
NYU Stern, School of Business.



Doctoral Program
Joel H. Steckel, Vice Dean
Anya Takos, Director
Donna Lashley, Administrative Aide

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September 26, 2019

Dear Mr. Stephane Francioli,

I am writing to congratulate you on your teaching ratings from Summer 2019. You received a mean score of 4.9 out of 5 (overall evaluation of the instructor) for teaching MGMT-UB 1-Management and Organizations in the undergraduate program.

Teaching assignments are an important part of the doctoral program; they provide you with training and support your job placement. I have noticed that exceptional teaching scores are highly correlated to students with excellent attitudes on teaching. The doctoral program, your department and your students appreciate your efforts.

Sincerely,

A handwritten signature in black ink that reads "Joel Steckel".

Joel Steckel
Vice Dean for Doctoral Education

Cc: Professor Beth Bechky, Ph.D. Coordinator

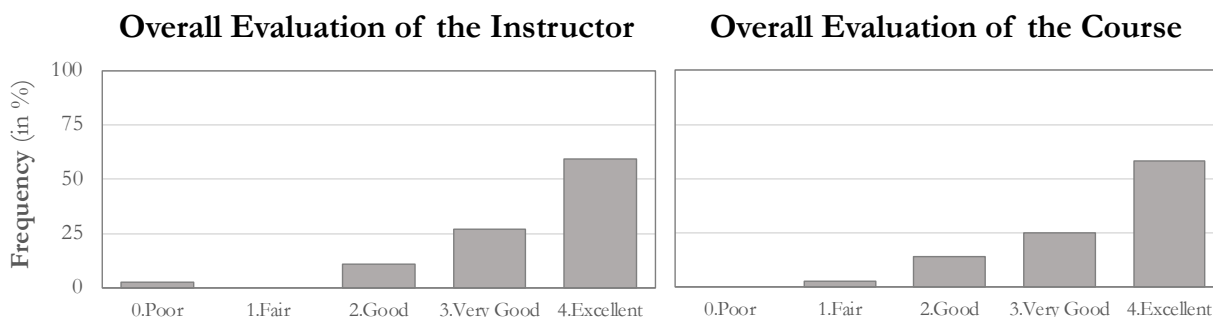
An Education in **Possible**

Negotiations, MBA Class.

Fall 2022, two sections. The Wharton School, University of Pennsylvania.

Items measured on 5-point scale with **0 = Poor**, and **4 = Excellent**

Item	<i>M</i>	<i>SD</i>
Overall quality of the instructor	3.4 /4.0	0.8
Overall quality of the course.	3.4 /4.0	0.8
Instructor was appropriately accessible outside of class time.	3.5 /4.0	0.7
Instructor's ability to communicate the subject matter.	3.4 /4.0	0.8
Instructor's ability to stimulate student interest.	3.5 /4.0	0.7
Amount learned from this course in terms of knowledge, concepts, skills and thinking ability.	3.3 /4.0	0.9
Would you recommend this course to a major?	3.5 /4.0	0.7
Would you recommend this course to a non-major?	3.4 /4.0	0.8



Selected Feedback

“ Prof. Francioli was great! He did a fantastic job in the course. ”

“Thanks for a great semester! I feel considerably more confident in handling negotiation scenarios after this course. ”

“ GREAT CLASS. Professor Francioli is a PHENOMENAL PROFESSOR. The course content is great but only because it is taught by Professor Francioli. He was very generous with his precious time, making time for students to ask him questions about job offer negotiations and other negotiations outside of class. Very good speaker and very engaging. LOVE this class - I wish there was a PART TWO! ”

“ Prof. Francioli is one of my favorite faculty members here at Wharton and I have only good things to say about him! His commitment and passion were evident from day 1, and he is just an all-round wonderful, kind person. ”

Excellence in Teaching Award
for the Negotiations, MBA. Fall 2023.
The Wharton School, University of Pennsylvania.



Rothbard, Nancy



To: Francioli, Stéphane P.

Mon 10/2/2023 4:51 PM

Cc: Bushee, Brian J; Kapoor, Rahul

Dear Stephane,

I am pleased to inform you that you are the recipient of a **Wharton Teaching Excellence award** for your teaching in the MBA program during academic year 2022-23. [Congratulations!](#)

Among the considerations for this award are student evaluations, the number of students taught, and nominations from the Department Chairs.

The purpose of the award is to recognize the enormous contribution of teaching to Wharton's mission and to acknowledge the hard work and commitment that is required in our classrooms. This award was created because great teaching deserves special commendation. Your name will appear in the list of award winners in the 2024 Commencement program and on the Wharton Teaching Excellence webpage: <https://www.wharton.upenn.edu/teaching-excellence/>



Teaching Excellence

www.wharton.upenn.edu

Best regards,
Nancy

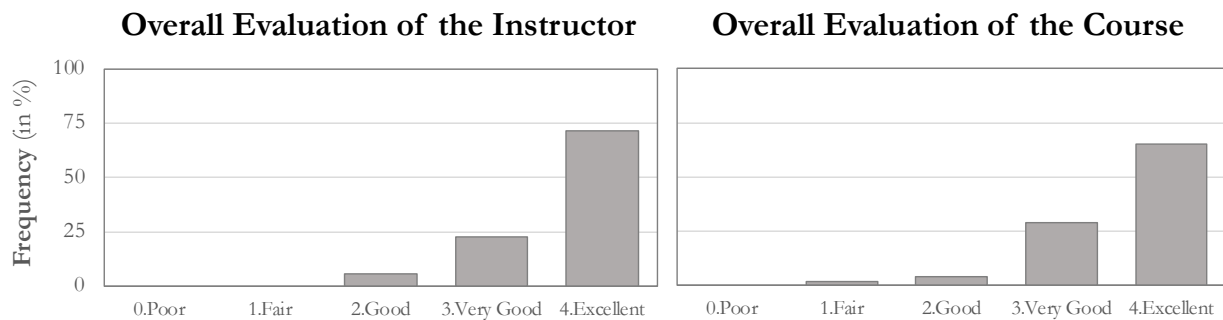
Nancy Rothbard
David Pottruck Professor, Professor of Management
Deputy Dean,
The Wharton School, University of Pennsylvania
3620 Locust Walk
Philadelphia, PA 19104-6370

Negotiations, MBA Class.

Fall 2023, two sections. The Wharton School, University of Pennsylvania.

Items measured on 5-point scale with **0 = Poor**, and **4 = Excellent**

Item	<i>M</i>	<i>SD</i>
Overall quality of the instructor	3.7 /4.0	0.8
Overall quality of the course.	3.6 /4.0	0.8
Instructor was appropriately accessible outside of class time.	3.6 /4.0	0.7
Instructor's ability to communicate the subject matter.	3.6 /4.0	0.8
Instructor's ability to stimulate student interest.	3.5 /4.0	0.7
Amount learned from this course in terms of knowledge, concepts, skills and thinking ability.	3.5 /4.0	0.9
Would you recommend this course to a major?	3.7 /4.0	0.7
Would you recommend this course to a non-major?	3.6 /4.0	0.8



Selected Feedback

- “ Fantastic course based on experiential learning. Incredibly knowledgeable, well-prepared, and approachable professor. Overall great class! ”
- “ I loved how Prof. Francioli covered a wide-spectrum of negotiation tactics and acknowledged how DEI may influence which tactics may be more effective for certain parties over others. I also really loved how each negotiation debrief felt like there was some big reveal and truly appreciated his strong efforts to incorporate our data in these sessions as well as the research. ”
- “ Professor Francioli was great as a professor in that he really cares about students. He was so active in terms of following up on my job negotiation and taking into account our feedback to modify that course that it's clear that he prioritizes our learning over any predefined structure. ”
- “ This has been my favorite class at Wharton! Prof. Francioli is excellent [...]. I don't usually speak up much in my classes, but I participated in this one every week! The professor was also genuinely invested in hearing about our real-world negotiation experiences and our active job negotiations. Loved this course!! ”