

TEACHING STATEMENT — STÉPHANE P. FRANCIOLI

By its very nature, management research is meant to be shared. It is intended to inform workers, business leaders, policy makers and, more broadly, lay people about how humans organize in the pursuit of a collective goal, the situations they face, the choices they make, the ones they *should* make, their causes, and their consequences. In this regard, teaching constitutes the original and most direct way for management scholars to share their work and have an impact in the business world.

On a personal note, it is through the quality of their teaching that a few outstanding professors inspired me to pursue an academic career. Our classrooms, therefore, constitute the primary channel through which we not only shape the next generation of business leaders, but also nurture the scholars of tomorrow. I always keep in mind these considerations as I approach my role as a teacher.

In the classroom, my goal is to help students develop practical insights that will shape the way they think about themselves, engage with others, interpret problems, and interact with their environment. To do so, I deploy multiple strategies centered around four core principles, which I discuss below. I applied these principles in my introductory class in management for NYU Stern's undergrads, a class for which **I received a formal commendation for the quality of my teaching.**

To learn is to change. My primary duty is to ensure that students can do so in a **fair, safe, and inclusive environment**. 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 Equality, Diversity, and Inclusion Statement, accessible [here](#).

To learn is to move past one's assumptions. There are many myths about our field, and **addressing misconceptions around management** right from the start is, to me, key to getting students' full attention and commitment to the material. 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 with regard to networking, negotiation, teamwork, or leadership. In my undergraduate class, I addressed this myth at the beginning of my first session. I gave students a five-minute case study asking them to choose between two strategic options. One was a difficult but apt course of action, the other, a classic case of sunk cost fallacy. From there, I was able to highlight that decision making is not just a gut feeling. It requires skills and knowledge to identify problems and avoid pitfalls.

To learn is to embark on a journey. I **set clear norms and expectations** to mark out students' collective path. For instance, I began my undergraduate class by telling students that they are like an orchestra. I built 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 served 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; just like musicians who do not listen to the rest of the orchestra cause a cacophony, students disregarding others' comments disrupt the collective learning process; etc.

During the class, I enforced these norms in multiple ways. To involve all students, I paused after asking a question, to allow less frequent contributors the time to collect their thoughts and offer their perspective. I varied 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 encouraged divergent opinions; when doing so, however, I ensured that all perspectives be considered seriously, and their initiators, treated with respect. This included 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.

I also set clear expectations. For instance, my syllabus included a to-do-list for every session, with check boxes for each of the administrative or class prep tasks that needed to be completed ahead of class. These lists separated required from optional tasks, so students could quickly assess what was asked of them and how they could explore a topic further, if they wanted to. I also communicated these expectations multiple times, using diverse media. For instance, in addition to the lists in my syllabus, I would take five minutes at the end of each class to introduce the next one, and I reserved my last slide for the readings, homework, and deliverables of the coming week.

To learn is to seek new challenges. As a teacher, I strive to **introduce novel concepts in an engaging way**. To do so, I use three main strategies. First, 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, an excerpt of a cooking show, shocking statistics, a quiz, or a summary of an exciting experiment. In the future, I hope to mobilize additional media such as podcasts and social media, which I see as promising tools for the most passionate students to autonomously explore a topic beyond the class content.

Second, I make sure that students play an active role in uncovering the key takeaways of the class. As such, case studies land themselves well to my teaching style. That said, many other formats allow for rich, insightful discussions too. In my undergrad class, each activity was debriefed collectively. I'd use the board in order to keep track of everybody's comments, acknowledge contributions, and map the content visually to delineate themes and contrast competing perspectives. At the end, I'd conclude with a brief recap to hammer in the main learning points.

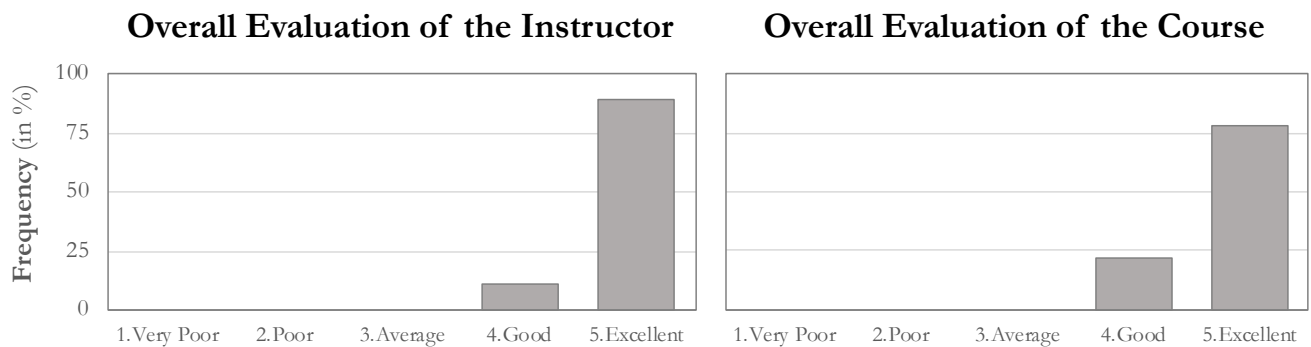
Finally, I tailor the format and activities to the content and audience. For instance, what undergrads lacked in professional experience—which can constrain the depth of case study analysis relative to that of an MBA class—I was able to make up for with more creative content, such as a brief video excerpt of a French cartoon to discuss the pros and cons of bureaucracy.

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 to the next generation of business and academic leaders is, in my opinion, the best way to thank them.

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

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

Notes. Items measured on a 5-point scale with 1 = Strong Disagreement and 5 = Strong Agreement, except the first two items, measured on a 5-point scale with endpoints 1 = Very Poor and 5 = Excellent.



Selected Feedback

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

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

“ [The instructor] made a class potentially extremely boring to some 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. ”

Teaching Award 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

Leonard N. Stern School of Business
Tisch Hall
40 West Fourth Street, Suite 826
New York, NY 10012
P: 212 998 0740
F: 212 995 4214
phd@stern.nyu.edu
<http://www.stern.nyu.edu/phd>

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