# Those who can do, those who can’t – teach: Three ways to go beyond professor and student stereotypes that will immediately energize your classroom

Abstract: Ever been stereotyped based on who you are, what you are, or the job you hold? Ever know that you could do so much more if only they would ask? Ever think that your students will think the same thing when they graduate and hold their next job? If so – this session is for you. This session “breaks out” of traditional and hones in on YOU specifically – and your students. What areas have you not explored – because no one has asked you? What could your students learn from your management, OB, or leadership class that could help them as an employee or leader? This session is part discussion, part round table as we apply the details of going beyond what people see in your classroom – and get more of what you and your students want.

Keywords: Leadership, Stereotypes, Motivation, Organizational Behavior, Professor, Student

Our goal as management educators is to prepare students for the next level in their lives – in the next phase of their career, their initial job, or a pivot into a change.

The Stereotypes: Professors and Students

Charles Darwin said, "It’s not the strongest or most intelligent who'll survive, but those who can best manage change." Today, although they may not admit it, our students have a challenge with technology to emerge as leaders on their own in their lives. The only changes they understand are the “how to’s” that Google has shared with them (and that’s after they did the search).

Professors have the same challenges – just in a different viewpoint. Professors are stereotyped based on their gender, ethnicity, technology and age (Linville, 1982; Anderson, 2010). For many students, Technology, and online information replaces actual research and experiences daily, causing distracted learning in the minds of those that confuse both to be on equal intelligence footing (Lang, 2017).

The student wonders why he should learn it in a textbook or from a professor that’s 30 years older when he can look it up on a phone in 30 seconds? “Education requires contemplation” (Freeman, p3, 2007) and students have to go beyond their stereotypes – both their own and their professors to “Go Beyond” basic expectations.

The Session: Go Beyond: More for Professors AND Students

This session will be interactive, applied and real time. The cases provided are real. The session is designed to be applied for almost any professor to “Go Beyond” the stereotypes of professors and students – helping BOTH do more of what they want to do while accomplishing the goals they NEED to do.

Topics will include areas on how to add value both inside and outside of the classroom that no one has ever thought of asking you to do, but would benefit you, the students and the department and ways to do the same for students. There is a tremendous amount of potential for both groups to “break through” these stereotypes and this session will aim to do so.

For example – many OB classes talk about Motivation – and they may share different types of motivation and what personality type/ motivation style you are. This case would show how to bring this out in others – students can learn how to motivate people that are different than them – and use the information real-time and interactively so the students not only understand the concepts but have the ability to apply them AND, in this example, positively lead their team.

There will be time set aside at the end for discussion. Great leaders and professors (the attendees!) will be in the room for the discussion and we want to share your ideas and build on the list of ways to “Go Beyond”.

At this point, you may ask the question “Why is this needed or necessary? This seems a bit unconventional. I am a 2nd career academic, meaning that I have had a career first in the practitioner world, have led and worked at various corporations and have become a professor as a 2nd career. Professors are great at the areas they have lived, researched and have developed a following – but they also have strengths that their colleagues or department leaders are unaware they have. There are several ways this is managed in the corporate world, and this session will share those opportunity “best practices” on how to get more – for both professors and their students – that will make sense for both groups and benefit immediately.

Has this worked? Yes – repeatedly. As mentioned previously, the case studies are real – whether I have experienced it as a professor or other professors have done so. The students that have had professors use these methods have been more engaged and have made comments that in areas of management (such as OB and leadership) they were able to use their knowledge immediately because of the way it was applied.

Unconventional? Yes. Do you know you could “Go Beyond” what you’re asked to do – and do more of what you’d love to contribute? Let’s find out.

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