

# *Engaging Students Through Discussion*

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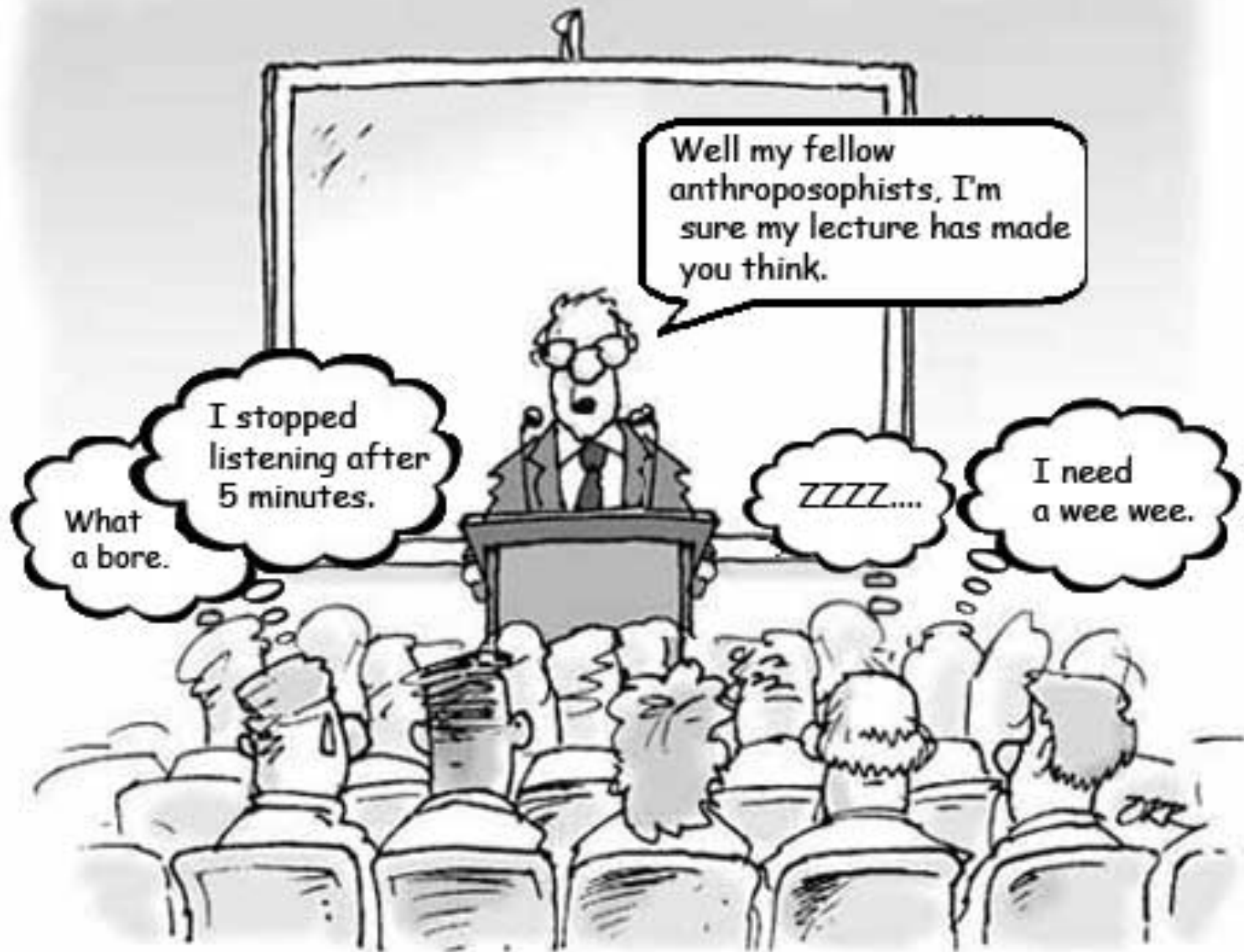
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# Why Class Discussion?

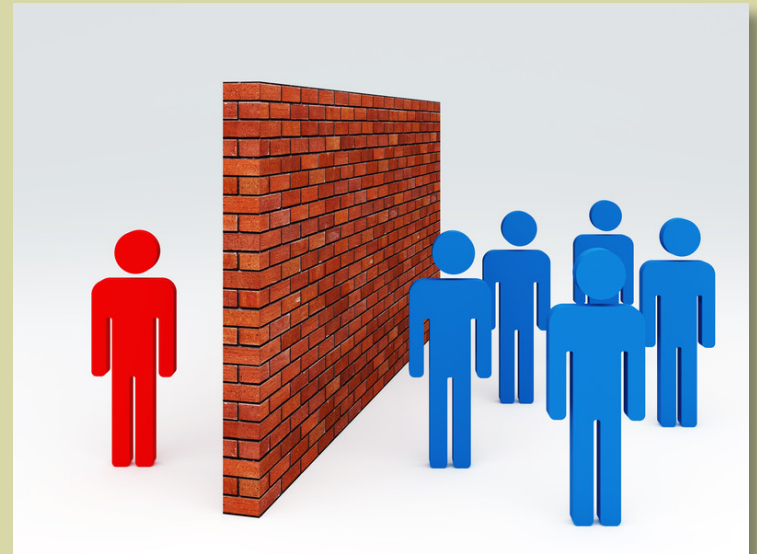
- Increases student interest
- Makes students accountable
- Different perspectives and ideas
- Opportunity to apply concepts
- Increase retention





# Barriers to Discussions

- Fear
- Impatience
- Unclear goals
- Lack of preparation
- Lack of trust
- Time constraints
- Poor or undefined classroom norms





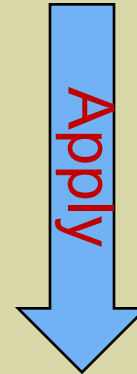
# When to Use Discussion?

General Principles



Discussion

General Principles



Discussion

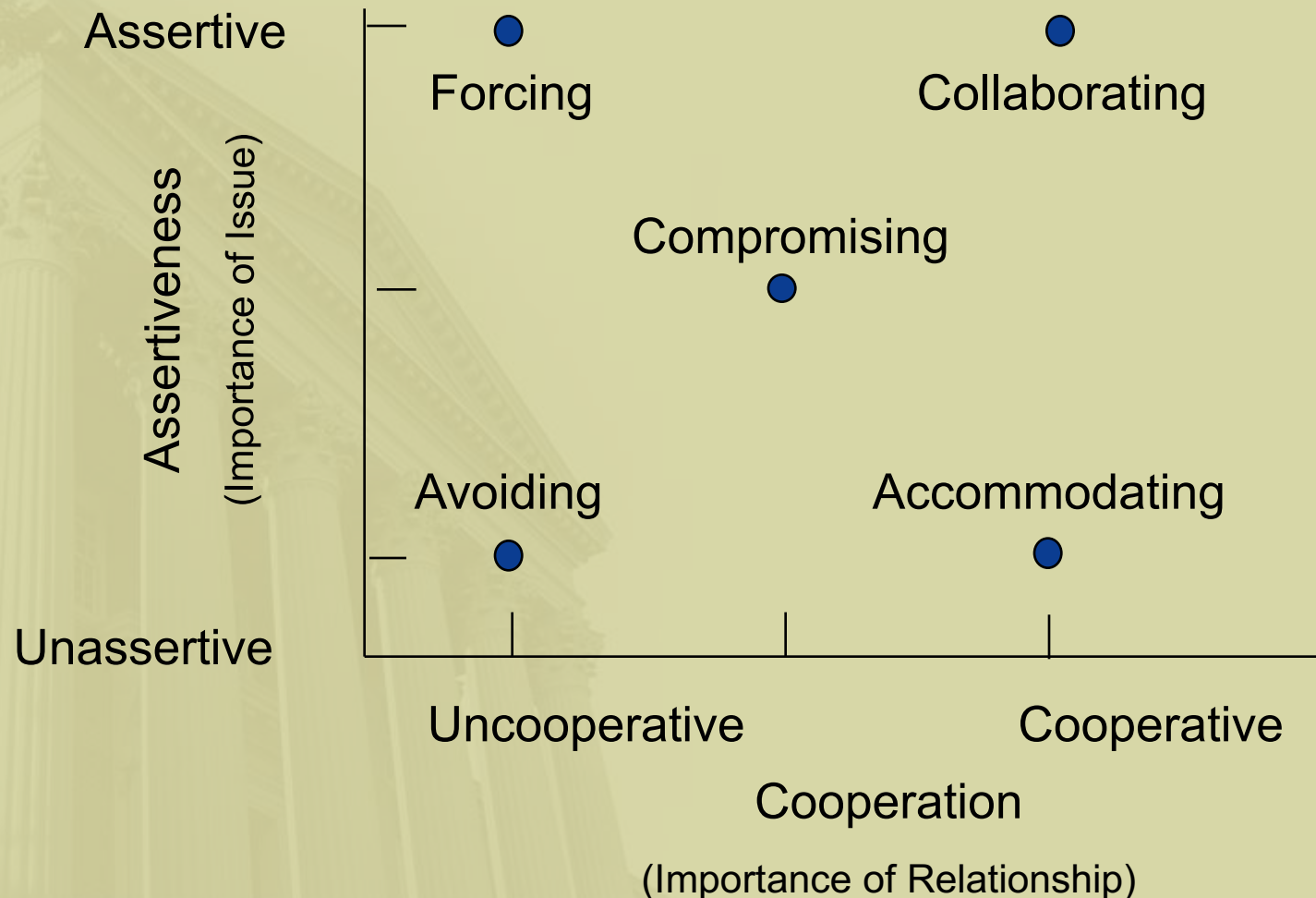
# “Generate” Example: Diagnosing Performance Problems

John is an engineer at a prestigious energy firm in the southwest where he works on a number of projects dealing with energy exploration and production. As the VP of Operations, it is your job to assess and correct the performance of all engineers in your firm. Recent evaluations of John's performance by project leads are among the lowest in the firm and peer comments indicate that he comes to meetings unprepared and does not seem to know the technical issues well. You have heard rumors that he hasn't worked on many projects lately so you request to see his billing records. You do note that he is involved in several professional organizations and serves as a mentor to other younger engineers.

# Determinants of Performance

$$P_{\text{erformance}} = M_{\text{otivation}} \times A_{\text{bility}} \times S_{\text{ituation}}$$

# Conflict Management Approaches (Blake & Mouton's Managerial Grid)





# Thomas Green Case Analysis



- Sources of conflict between Green and Davis.
- Green's handling of the situation.
- What should Green do?

# Creating a Discussion-Friendly Classroom

- Reflect on this session so far
- Get in pairs or trios
- Identify elements that promote discussion
- Generate additional features that promote discussion



# Types of Discussion Questions

- **Open Ended** – What do you make of this situation (book, etc.)?
- **Diagnostic** – How do you interpret and explain...
- **Information** – Where, when, who, what are the relevant facts here...
- **Challenge** – Why do draw that conclusion? What evidence supports your position?
- **Extension** – Keep going... Therefore...
- **Combination** – How does your point relate to that of student X...
- **Priority** – What is most important here... How would you rank order the issues/facts/actions...
- **Action** – What should protagonist do now...
- **Prediction** – What would happen if... What do you think will happen...
- **Summary** – What conclusions can we draw...

Source: Louis B. Barnes, HBS.

# Exercise

1. Break out into pairs or trios
2. Pick a couple of question types
3. Identify one or two concepts/topics covered in your class
4. Combine #2 and #3 to generate two questions to start discussions.



# Sources of Discussion Material

- Classroom texts
- Current events
- Cases
- Personal experience
- Movies
- Student data





# Final Thoughts

- Solicit input before revealing bullet points
- Be patient
- Ask instead of tell
- Model curiosity





# Thank You!

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