Be the Leader of Your Class: Applying Leadership Behaviors to Manage Student Conduct and Performance

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Abstract

University faculty, especially those who are just beginning their careers, are confronted with many professional challenges. The criteria required for promotion, including scholarly activities, service initiatives, and teaching various courses, leave many faculty with little time to develop teaching effectiveness.

Classroom management is a critical concern in academia. Unfortunately, most university faculty have not had any formal training on classroom management. Consequently, many are left on their own to figure out how to competently teach and manage their students' behavior and performance[1]. Often, faculty resort to trial and error experimentation, with some imitating the techniques used by experienced colleagues or former instructors.

Fortunately, successful classroom management skills can be learned and developed. The author's experience as a teacher and industrial supervisory-leadership trainer helped him to recognize that many leadership challenges are similar to those encountered by teachers. As a result, the author began experimenting with a leadership approach for classroom management that applies leadership behaviors to manage student conduct and performance.

In the paper, the author will compare behaviors used in leadership with the management of student classroom conduct and performance. The paper will identify the benefits derived from the leadership approach to classroom management. The author will describe the leadership behaviors used in his course to manage student conduct and performance. Also, the paper will provide ideas for engineering and technology faculty on how they can integrate the leadership approach with their courses.

Introduction

Throughout the author's academic career, teaching effectiveness has always been an on-going concern. Consequently, he has experimented with different teaching techniques and approaches. For over twenty years, the author has taught courses that incorporate various aspects of leadership and provided industrial training on leadership. Overtime, he recognized similarities between behaviors teachers used in classroom management and leadership behaviors used in industry. Specifically, he discovered that many of the challenges associated with managing student behavior and performance were similar to those encountered by industrial leaders in the management of employee behavior and performance. As a result, the author began applying specific behaviors of leadership while teaching his courses.

There are many behaviors that characterize a successful leader. However, most successful leaders have certain behavioral characteristics in common[2]. At the same time, when comparing the behaviors of effective leadership with the various aspects of classroom management, similarities appear.

Define Classroom Management

Classroom management is a very complex issue. As a result, there are many ways of describing the various aspects associated with classroom teaching. For example, descriptions of classroom management include the following:

- "Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring the activities into time blocks, direct teaching of skills and subject matter, …"[3].

- "Classroom management- consistently establish and management student expectations and behaviors. Examples: communicate expectations, positive learning environment, motivate learners, integrate teams into small and large classes, provide feedback…"[4].

Since most descriptions of classroom management involve student conduct and performance, this paper will focus on managing student classroom conduct and performance.

Compare Behaviors Used in Leadership with the Management of Student Classroom Conduct and Performance

Leadership refers to the ability to influence the behavior of others to accomplish certain goals[5]. Leadership is a term that is often associated with supervisory-management positions held in industry or business. However, leadership can apply to any position where a person is responsible for influencing the behavior and performance of others to achieve certain goals. When looking at what teachers do, teachers influence the behavior and performance of their students to accomplish certain learning goals[6].

For effective classroom management, teachers need to rethink their traditional roles and how they perform those roles[7]. Leaders influence the behavior and performance of their employees. Likewise, teachers influence the behavior and performance of their students. Effective teachers demonstrate effective leadership behaviors. Therefore leadership behaviors can be applied to teaching. A classroom management approach used by the author integrates leadership behaviors into managing student conduct and performance.

Evaluating Leadership Models for Classroom Management

When considering the application of a leadership model for classroom management, the author's evaluation focused primarily on three widely recognized and researched leadership models: the Situational Leadership Model, the Leadership Grid and the Ohio State Model[2].

Situational Leadership Model: this leadership model, developed and researched by Paul Hersey, is based on the theory that effective leaders are those who are able to match their leadership style to the job situation. Situational Leadership Theory emphasizes the need for leadership style flexibility.

Leadership Grid: the Leadership or Managerial Grid, developed and researched by Robert Blake and Jane Mouton, identifies two important dimensions of leadership: concern for people and concern for production. Concern for people refers to the degree of concern a leader has for his/her employees. Concern for production refers to the degree of concern a leader has for achieving (production) goals.

Ohio State Model: this model, developed and researched by Edwin Fleishman, identifies two dimensions of leadership, Consideration and Structure. Eight leadership behaviors have been identified for improving Consideration and Structure. For a more complete description of the Ohio State Model, refer to the subsequent section in the paper.

The application of the Leadership Approach to classroom management required the author to evaluate the three leadership models to determine which one was the most applicable to classroom management. For this evaluation, the author considered several criteria. Table 1 shows the results of the author's evaluation of the three leadership models to determine which model was the most compatible for classroom management.

Table 1: Evaluating leadership models for classroom management

Rating Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree/Disagree, 4 = Agree, 5 = Strongly Agree			
Evaluation Criteria	**Situational Model**	**Leadership Grid**	**Ohio State Model**
Model understandability	5	4	5
Ease of application to the classroom	4	3	5
Compatibility to classroom concerns	4	2	5
Comprehensiveness of the model	3	2	5
Total evaluation points	16	11	20

Based on the author's evaluation of the three leadership models, he determined that the Ohio State Model was the most compatible for classroom management. Refer to Table 5 which lists the benefits of the Leadership Approach.

The Ohio State Model

The author's approach to classroom management focuses on the eight leadership behaviors for improving the two dimensions of leadership, Consideration and Structure[2]. Improving Consideration and Structure can help leaders to effectively manage the

conduct and performance of their employees. Table 2 lists the eight leadership behaviors for managing employee conduct and performance.

Table 2: Leadership Behaviors for Managing Employee Conduct and Performance

<u>Consideration</u>	<u>Structure</u>
1. Recognize Employee Accomplishments	1. Communicate Leader's Expectations
2. Provide Employees with Opportunities for Success	2. Provides Frequent Feedback to Employees
3. Take Personal Interest in Each Employee	3. Deal with Employee Performance Problems Immediately
4. Establish a Climate of Open Communication with Employees	4. Coach Employees for Peak Performance

Consideration

a. As applied to leadership, the Ohio State model describes Consideration as the dimension that reflects a leader's interpersonal relationship with subordinates. Consideration is characterized by mutual trust, respect for his/her employees, and consideration of their feelings.

b. As applied to teaching, the author describes Consideration as the dimension that reflects a teacher's interpersonal relationship with students. Consideration in teaching can be characterized by mutual trust, respect for students and consideration of their feelings.

Structure

a. As applied to leadership, the Ohio State model describes Structure as the dimension that reflects the extent to which a leader defines and directs his/her role and the roles of subordinates towards goal attainment. Structure is characterized by actively directing employee activities through planning, setting goals, communicating information, scheduling and evaluating performance.

b. As applied to teaching, the author describes Structure as the dimension that reflects the degree to which a teacher is likely to define and direct his/her role and the roles of students towards goal attainment. Structure can be characterized by the extent a teacher actively directs student activities through planning, setting goals, communicating information, scheduling and evaluating performance.

Managing Consideration

Table 3 summarizes the dimension of Consideration as it relates to leadership behaviors and the management of student conduct and performance.

Table 3: Comparing (Consideration) Leadership Behaviors to Managing Student Conduct & Performance

Leadership Behaviors	Managing Student Conduct & Performance
1. Recognize Employee Accomplishments	1. Recognize Student Accomplishments
2. Provide Employees with Opportunities for Success	2. Provides Students with Opportunities for Success
3. Take Personal Interest in Each Employee	3. Take Personal Interest in Each Student
4. Establish a Climate of Open Communication with Employees	4. Establish a Climate of Open Communication with Students

1. Recognize Accomplishments: The first leadership behavior for managing conduct and performance under Consideration is the need for leaders to recognize the accomplishments of his/her employees. Just as leaders do in industry, teachers can manage the conduct and performance of students by recognizing their accomplishments.

2. Provide Opportunities for Success: The second leadership behavior for managing conduct and performance under Consideration is the need for leaders to provide employees with opportunities for achieving success. Just as leaders do in industry, teachers can manage the conduct and performance of students by providing them with opportunities to achieve success.

3. Take Personal Interest: The third leadership behavior for managing conduct and performance under Consideration is the need for leaders to take a personal interest in each employee. Just as leaders do in industry, teachers can manage the conduct and performance of students by taking a personal interest in each student.

4. Establish a Climate of Open Communication: The fourth leadership behavior for managing conduct and performance under Consideration is the need to establish a climate of open communication with employees. Just as leaders do in industry, teachers can

manage the conduct and performance of students by establishing a climate of open communication with them.

Managing Structure

Table 4 summarizes the dimension of Structure as it relates to leadership behaviors and the management of student conduct and performance.

Table 4: Comparing (Structure) Leadership Behaviors to Managing Student Conduct & Performance

Leadership Behaviors	Managing Student Conduct & Performance
1. Communicate Leader's Expectations	1. Communicate Instructor's Expectations
2. Provide Frequent Feedback to Employees	2. Provides Frequent Feedback to Students
3. Deal with Employee Performance Problems Immediately	3. Deal with Student Performance Problems Immediately
4. Coach Employees for Peak Performance	4. Coach Students for Peak Performance

1. Communicate Expectations: The first leadership behavior for managing conduct and performance under Structure is the need for leader's to communicate job expectations to his/her employees. Just as leaders do in industry, teachers can manage the conduct and performance of students by communicating the course expectations to their students.

2. Provide Frequent Feedback: The second leadership behavior for managing conduct and performance under Structure is the need to provide frequent feedback to employees. Just as leaders do in industry, teachers can manage the conduct and performance of their students by providing them with frequent feedback.

3. Deal with Performance Problems Immediately: The third leadership behavior for managing conduct and performance under Structure is the need to deal with employee performance problems immediately. Just as leaders do in industry, teachers can manage the conduct and performance of students by dealing with their performance problems immediately.

4. Coach for Peak Performance: The fourth leadership behavior for managing conduct and performance under Structure is the need to coach employees for peak performance. Just as leaders do in industry, teachers can manage the conduct and performance of their students by coaching them for peak performance.

Benefits Derived from the Leadership Approach to Classroom Management

The classroom management approach described in the paper is an alternative and simple way to promote effective learning. The author has noted that the use of this approach has raised the level and quality of student performance. This approach to classroom management is adaptable to the experience and teaching style of a given instructor. By integrating the behaviors of leadership, instructors have an approach for effectively managing their students' conduct and performance. Table 5 summarizes the major benefits derived from using the Leadership Approach to classroom management.

Table 5: Major Benefits Derived from the Leadership Approach

The Leadership Approach to classroom management: - Is straightforward and understandable   - Can be implemented gradually, without significantly altering the existing structure and content of a course   - Uses a manageable number (8) of leadership behaviors for managing student conduct and performance   - Provides students with regular opportunities to achieve success   - Provides students with opportunities to receive timely and specific feedback on their performance   - Provides instructors with opportunities to take a personal interest in each student   - Provides instructors with opportunities to establish a climate of open communication   - Provides students with an awareness of course expectations   - Provides instructors with opportunities to deal with performance problems immediately   - Provides students with opportunities to achieve peak performance   - Can be used by instructors who have limited experience or knowledge of leadership behaviors

Leadership Behaviors Used in the Author's Course for Classroom Management

The author's approach to classroom management applies the eight leadership behaviors for managing student conduct and performance. Table 6 lists the eight leadership behaviors for managing student conduct and performance.

Table 6: Eight Leadership Behaviors for Managing Student Conduct and Performance

Consideration	Structure
1. Recognize Student Accomplishments	1. Communicate Instructor's Expectations
2. Provide Students with Opportunities for Success	2. Provides Frequent Feedback to Students
3. Take Personal Interest in Each Student	3. Deal with Student Performance Problems Immediately
4. Establish a Climate of Open Communication with Students	4. Coach Students for Peak Performance

Various opportunities are used by the author (Table 7) to implement the eight leadership behaviors when managing student conduct and performance.

Table 7: Opportunities for Implementing the 8 Leadership Behaviors

1. Assignments: the author gives two types of assignments (1) in-class and (2) outside projects requiring in-class presentations. In-class assignments are done by individual students and in group/teams

2. Class Exercises: the author gives students a number of class activities and exercises. Class activities and exercises are done by individual students or in groups or teams

3. Student Presentations: throughout the semester, students give presentations with various assignments, either individually or as the spokesperson for a group/team

4. Exams: three exams are given during the semester

5. Student Class Participation: throughout the semester, students are provided with opportunities to participate in discussions, ask questions and give feedback

6. Continuous Improvement Surveys: at the end of the semester, the author administers Continuous Improvement Surveys

For the purposes of this paper the author will focus on his OLS 350 course (Creativity in Business and Industry).

Managing Consideration

1. <u>Recognize Student Accomplishments</u>

When student accomplishments are overlooked, instructors miss valuable opportunities to boost students' self confidence, positively influence behavior and improve performance[8,9]. The author attempts to use every opportunity to recognize student accomplishments, for example:

(1) Assignments: Assignments provide the author with the opportunity to assess student learning and provide feedback to students. Consequently, the assignments provide the author with the opportunity to use positive feedback to recognize students who successfully complete those assignments.

(2) Class Exercises: The class activities and exercises provide the author with the opportunity to use positive feedback and reinforcement to recognize student accomplishments.

(3) Student Presentations: The presentations give the author and fellow classmates opportunities to provide positive feedback to students making presentations. Consequently, presenting students receive recognition for their accomplishments.

(4) Exams: Results from exams allow the author the opportunity to give positive feedback and recognition to students who do well on exams.

(5) Student Class Participation: The author uses student class participation as opportunities to provide positive feedback and reinforcement in order to recognize student accomplishments and contributions.

(6) Continuous Improvement Surveys: These surveys provide the author with the opportunity to summarize the semester, and give positive feedback and recognition for student accomplishments and contributions made during the semester.

2. Provide Students with Opportunities for Success
The author recognizes that success, even in small ways, leads to further success. Consequently, he looks for opportunities to help students achieve success.

(1) Assignments: Assignments provide students with regular opportunities for achieving success when they successfully complete a given assignment.

(2) Class Exercises: The class activities/exercises provided students with regular opportunities to achieve success when they successfully complete a given activity/exercise.

(3) Student Presentations: The presentations give students opportunities to achieve success when they successfully make a given presentation.

(4) Exams: Results from exams provide students with opportunities for achieving success when they perform well on exams.

(5) Student Class Participation: Student class participation provides students with regular opportunities to achieve success when they effectively engage in class discussions.

3. Take Personal Interest in each Student

Everyone likes to be treated as an individual. The author uses a total-person (holistic) approach to understand and interact with each student[2]. The author looks for opportunities to take a personal interest in each student.

(1) Course Introduction: The course introduction is crucial to establishing a positive teacher-student relationship. Taking a personal interest in each student begins the first day of class. The author learns the names of each student in the first week of the semester. He uses a seating chart to help remember the names of students. The author takes notes on each student during student introductions. Establishing a good first impression provides the author with the opportunity to create positive relationships with students.

(2) Practice Sincerity: The author makes a point of showing sincerity when interacting with students. Taking a personal interest with each student requires that the author make eye contact, and give specific and immediate feedback when speaking to students.

(3) Lectures and Class Examples: The author uses individual students as examples in topics the author is talking about. He encourages students to talk about experiences they have had with certain topics the author is talking about.

(4) Assignments: When students complete a given assignment, the author uses that opportunity to provide specific feedback and take a personal interest in his students.

(5) Class Exercises: When students do well on class exercises, the author uses those opportunities to provide specific feedback and take personal interest in his students.

(6) Student Presentations: Successful student presentations give the author opportunities to provide specific feedback and take a personal interest in his students.

(7) Exams: Results from exams allow the author opportunities to provide specific feedback, and take a personal interest in high performing students.

(8) Student Class Participation: The author uses student class participation as an opportunity to provide specific feedback and take a personal interest in those students who effective participate.

4. Establish a Climate of Open Communication

To establish a climate of open communication, the author makes himself available and approachable. The author believes that students need to feel comfortable talking about their concerns, frustrations, and aspirations. Throughout the semester the author promotes open communication by encouraging students to ask questions, engage in discussions, and provide feedback on assignments and presentations.

(1) Assignments: The author encourages student feedback and participation on assignments in order to establish a class climate of open communication.

(2) Class Exercises: Through the class exercises, the author encourages student feedback and participation in an attempt to establish a class climate of open communication.

(3) Student Presentations: The presentations provide the author with opportunities to encourage fellow classmates to provide feedback to students making presentations in order to establish a class climate of open communication.

(4) Exams: After each exam, students are encouraged to give feedback on the exam. This provides the author with opportunities to establish a class climate of open communication.

(5) Student Class Participation: The author uses student class participation and feedback as opportunities to establish a class climate of open communication.

(6) Continuous Improvement Surveys: These surveys provide the author with the opportunity to summarize the semester, and receive student feedback. The surveys allow the author one last opportunity to remind students of the class climate of open communication.

Managing Structure

1. Communicate Instructor's Expectations

Students need to have a clear understanding of what needs to be accomplished to learn and succeed in the course. The author uses a variety of methods to provide students with information on course expectations and other course concerns.

(1) Course Introduction: The course introduction is crucial to setting the stage for students to understand the course expectations and criteria for evaluation. Reviewing the course syllabus with students (which outlines course expectations), and answering student questions are critical for student understanding of the course expectations.

(2) Mid-Semester Class Evaluation: In the middle of the semester, the author administers a student evaluation. Students are able to provide feedback to the author on their

understanding of the course material and expectations. After reviewing the mid-evaluations, the author is able to provide feedback to the students and answer any questions they have about the course.

(3) Assignments: Assignments provide the author with opportunities to assess student learning and receive student feedback on their understanding of the information required for completing those assignments. Consequently, the assignments provide the author with opportunities to further clarify information (provided in class) required for the successful completion of those assignments.

(4) Class Exercises: After students complete class activities and exercises, the author provides them with additional information on course expectations.

(5) Students Presentations: The presentations provide the author with opportunities to give feedback to presenting students and further communicate course expectations.

(6) Exams: After each exam, students are encouraged to provide feedback on the exams. This allows the author the opportunity to further communicate course expectations.

(7) Student Class Participation: The author uses student class participation as an opportunity to provide feedback and further communicate course expectations.

2. Provide Frequent Feedback to Students

An instructor's feedback to students should be frequent and relevant to the assignment/activity performed by students. Feedback should be given immediately after an assignment/activity is completed. The author uses a variety of methods to provide students with regular feedback.

(1) Assignments: After assessing student assignments, the author provides specific feedback to students on their performance.

(2) Class Exercises: The class activities and exercises provide the author with the opportunities to provide specific feedback to students on their performance.

(3) Student Presentations: The presentations give the author opportunities to provide specific feedback to presenting students on their performance.

(4) Exams: After each exam, students are encouraged to provide feedback on the exam. Exams allow the author opportunities to respond to student feedback.

(5) Student Class Participation: The author uses student class participation as opportunities to provide specific feedback to students on the quality of their participation.

3. Deal with Student Performance Problems Immediately

The author deals immediately with students who do not measure up to the course standards of performance. To achieve the best results, the author focuses feedback on the specific situation, issue, or behavior, not the personality of the student.

(1) Assignments: Student outcomes from the assignments provide the author with opportunities to deal with performance problems immediately.

(2) Class Exercises: Student outcomes from the class activities and exercises provide the author with opportunities to deal with performance problems immediately.

(3) Student Presentations: Student outcomes from the presentations provide the author with opportunities to deal with performance problems immediately.

(4) Exams: After each exam, students are encouraged to provide feedback on the exam. Student outcomes from exams provide the author with opportunities to deal with performance problems immediately.

(5) Student Class Participation: The author uses student class participation as opportunities to deal with misunderstanding and performance problems immediately.

4. Coach Students for Peak Performance

When student performance problems occur, the author assumes the role of a coach. The author uses coaching to help the students improve in a specific area of the course[10]. The author uses a four step coaching process. The author (1) documents the specific behavior or performance problem (2) helps the student to recognize and agree that there is a need to improve performance in a specific area (3) explore options for improving performance and (4) get a commitment from the student to take action to improve performance[2].

(1) Points for Assignments/Activities/Exams: Assignments, activities, exams, and other course assessment methods are assigned points, not letter grades. Points provide the author with opportunities to engage in coaching, without discouraging students who would have otherwise received low letter grades.

(2) Assignments: After assessing student assignments, the author has the opportunity to coach students to help them improve their future performance.

(3) Class Exercises: The class activities and exercises provide the author with opportunities to coach students to improve their future performance.

(4) Student Presentations: The presentations provide the author with opportunities to coach students to improve their future performance.

(5) Exams: After each exam students are encouraged to provide feedback on the exam. Exams allow the author opportunities to coach students to improve their future performance.

(6) Student Class Participation: The author assesses student class participation to coach students on how they can improve their future performance.

Continuous Improvement Surveys

At the end of each semester, the author administers Continuous Improvement Surveys. These surveys provide the author with the opportunity to summarize the semester, receive student feedback, and implement improvements for the future. Table 8 lists the results from the author's Continuous Improvement Survey for OLS 350.

Table 8: Selected Questions from Continuous Improvement Survey (Fall 2013)

Scale:	**Respondents:** 18 students
1. Strongly Disagree, **2.** Disagree	
3. Neither Agree/Disagree, **4.** Agree, **5.** Strongly Agree	

Survey Questions	**Average Score**
Consideration Dimensions	
1. I received regular opportunities for success in this course.	4.4
2. I received timely feedback/assessments on my class performance.	4.4
3. My instructor takes a personal interest in each student.	4.6
4. I believe a climate of open communication has been established in this course.	4.9
Structure Dimensions	
5. I am aware of the course expectations .	4.6
6. I received specific feedback on my performance.	4.2
7. If I had performance problems, my instructor dealt with them immediately	4.1
8. My instructor provided me with encouragement for peak performance.	4.4

OLS 350 Assessment Methods and Results (Fall 2013)

The author regularly experiments with various assessment methods to evaluate his courses. The results from exams and other assessments methods provide the instructor with opportunities to apply and improve on the implementation of the eight leadership

behaviors identified in the paper. For example, the assessment methods provide the author with:

- the opportunity to give positive feedback to recognize student accomplishments
- the opportunity to take a personal interest in his students
- student feedback on the exams and establish a class climate of open communication
- the opportunity to further communicate course expectations
- the opportunity to deal with performance problems immediately
- the opportunity to coach students to improve their performance

Some of the assessment tools and results for OLS 350 (Fall 2013) are listed in Table 9 (average scores for assignments/activities) and Table 10 (average scores from Exams 1-3).

Table 9: Average scores of Assignments and Activities for OLS 350- Fall 2013

Assignment/Activity	Average Score
1. Problem Brief (40 pt.)	39.0
2. Semester Problem (100 pt.)	100
3. Mandala (50 pt.)	50
4. You Are Already Creative (10 pt.)	8.6
5. Paradigm Shifts (10 pt.)	9.5
6. Problem as Stated & Problem as Understood (10 pt.)	9.5

There were 3 exams given in the course. Some of the exam questions were derived from the course objectives, assignments/activities and student input. Additionally, problem solving was required in each exam.

Table 10: Average scores from Exams 1-3 (OLS 350- Fall 2013)

Exam	Students	Points Per Exam	Average Score
Exam 1	21	100	76.9
Exam 2	21	100	81.7
Exam 3	21	100	80.5

Ideas for Faculty on Integrating the Leadership Approach with Engineering and Technology Courses

Faculty play a pivot role in preparing students for their future careers. Providing the most effective learning opportunities are paramount to helping students achieve academic

success. Therefore, it's important for faculty to become familiar with the various methods of learning available, including effective classroom management techniques. Fortunately, the Leadership Approach to classroom management can be integrated into most engineering/technology courses without significantly altering the structure of those courses.

1. Recognize Similarity Between Classroom Management and Leadership Behaviors

Successful classroom management skills can be learned and developed. Faculty need to recognize that many of the challenges associated with managing student behavior and performance are similar to those encountered by leaders in industry and business. Successful teachers are effective leaders and demonstrate many of the behaviors that are required of leaders.

2. Customize the Leadership Behaviors to a Particular Course

Instructors need to review the eight leadership behaviors described in the paper. The Leadership Approach provides a flexible technique for classroom management that can be customize to the individual instructor and course. Various class assignments and activities can be used to integrate the leadership behaviors. The benefits (Table 5) described in the paper highlight the understandability and simplicity of implementing the Leadership Approach to classroom management.

3. Implement Leadership Behaviors Gradually

All courses can be integrated using some or all of the eight leadership behaviors described in the paper. Instructors need to have an open mind and look for opportunities to incorporate the leadership behaviors. A major benefit of this classroom management technique is that instructors can implement the leadership behaviors gradually and in steps/phases. Instructors should experiment with a single course initially. Identify those leadership behaviors that are compatible with a given teaching style and course.

Integrating the Leadership Approach to Engineering/Technology Course Work

Many engineering/technology faculty are currently using aspects of leadership behaviors with their courses without realizing it. Faculty need to continue their review their courses in order to identify opportunities where the Leadership Approach can be incorporated. The ideas offered by the author can be used with most engineering and technology courses and assignments. Instructors can integrate the Leadership Approach to specific engineering/technology course work without significantly changing the structure or content of the course. For example:

Case Studies: Instructors can use some or all eight of the leadership behaviors with individual students or student teams when discussing case studies on engineering/technology concerns. For example, when discussing case studies on the future roles engineering and technology students will undertake in their careers,

instructors can use the Leadership Approach to help students develop ideas for dealing with specific problems they will likely encounter in the workplace.

Laboratory Work: For courses involving laboratory work, instructors can use some or all of the eight leadership behaviors when discussing and evaluating appropriate laboratory behavior. The instructor can integrate the leadership behaviors for improving student conduct and performance in the laboratory.

Employed Students: Some or all eight of the leadership behaviors can be used by instructors to encourage employed students to discuss their work-related experiences that are relevant to topics being discussed in class.

Research Assignments: Instructors can use some or all eight of the leadership behaviors to discuss and evaluate student research projects.

Experiential Learning: Experiential learning has become an important agenda in academia. Instructors can incorporate some or all eight of the leadership behaviors when discussing and evaluating student real life, work related problems/experiences.

Multidisciplinary Learning: Instructors can incorporate some or all eight of the leadership behaviors when discussing, evaluating and improving any type of multidisciplinary topic assignment. For example, the instructor can develop a "current topic assignment" where students are required to research and solve a non-technical problem related to their careers. Afterward, the instructor can integrate the Leadership Approach to improve subsequent multidisciplinary assignments.

Integrating the Leadership Approach to a Specific Engineering/Technology Topic

Instructors can integrate the Leadership Approach to specific engineering/technology topics without significantly changing the structure or content of the course. The following is an example of how the Leadership Approach can be applied to a class discussion of a specific engineering/technology topic, "Continuous Improvement,"

Class Discussion on Continuous Improvement: Instructors can incorporate leadership behaviors to manage student behavior and performance during class discussions. Specifically, instructors can integrate the eight leadership behaviors with a class discussion on "Continuous Improvement" in the following ways:

Consideration

1. Recognize Student Accomplishments: The instructor can provide feedback to students on their class discussion of "Continuous Improvement" and how their input contributed to learning.

2. Provide Students with Opportunities for Success: Allowing students to give feedback during the class discussion on "Continuous Improvement" can provide opportunities for students to understand course material and succeed in the course.

3. Take Personal Interest in each Student: During the class discussion on "Continuous Improvement" the instructor can recognize the contributions made by students and provide specific feedback on each student's participation.

4. Establish a Climate of Open Communication with Students: During the class discussion on "Continuous Improvement" the instructor can allow students the opportunity to provide feedback on the topic being discussed.

Structure

1. Communicate Instructor's Expectations: The instructor can explain what students are expected to contribute during the "Continuous Improvement" class discussion. For example, quality and topic specific comments will be viewed favorably.

2. Provide Frequent Feedback to Students: The instructor can give feedback to each student on their participation during the class discussion of "Continuous Improvement."

3. Deal with Student Performance Problems: The instructor can inform students about what needs to be improved concerning their input/participation during the class discussion of "Continuous Improvement."

4. Coach Students for Peak Performance: The instructor can provide information to students on how to improve their input/participation during a class discussion of "Continuous Improvement." The instructor can utilize the 4 step coaching process described in the paper.

Conclusion

Because of the demands placed on university faculty, many have little time to develop teaching effectiveness. Fortunately, successful classroom management skills can be learned and developed. The author's experience as a teacher and supervisory-leadership trainer helped him to recognize that many of the challenges teachers encounter in the classroom are similar to those encountered by leaders in industry. As a result, the author has been able to apply leadership behaviors to manage student conduct and performance.

The Leadership Approach to classroom management recognizes the similarity between the behaviors used in leadership and the management of student classroom conduct and performance. In addition to describing the leadership behaviors used in his course, the author identified the benefits derived from this classroom technique. Fortunately, the eight leadership behaviors for managing student conduct and performance can be learned and integrate into most engineering and technology courses.

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