

Teaching Statement

Paul Green, Jr.

My former professional experience—as a leader in a large, complex organization, as well as an entrepreneur—combined with my current research activities and my passion for seeing others learn, prepare me to shape the thinking and perspectives of students in the business school classroom. I have taught extensively, to various student populations, while pursuing my doctorate, and am well-prepared to immediately teach in a variety of capacities.

I developed and taught a full semester, masters-level Organizational Behavior foundational course at the Harvard Extension School that I taught four times, to extremely positive reviews (4.80 – 4.91/5.00). I won a “Highest Rated Instructor” award three of the four semesters for receiving among the highest instructor evaluations in the Management department. The course covers traditional organizational behavior topics—including motivation, decision-making, culture, organizational design, teams and organizational change. This experience provided me with valuable experience teaching to large classes (class size ranged from 85-102 students), participating via diverse methods: in addition to the traditional in-class option, my course offered two online options: live (on video screens in the classroom) or asynchronously. I am prepared to teach students both in-class and live, and participating via other, non-traditional means.

I have also taught both mid-career leaders, and senior executives in short-format (e.g. two-five day programs) programs. I designed and delivered a two-day program entitled “Leading Without Force” to mid-level organizational leaders in the Luxembourg School of Business Weekend MBA program, designed to help leaders cultivate a leadership approach to yield engaged employees and maximum motivation. I also designed and delivered a three-day program entitled “Leader: Influencer & Architect” to senior executives through the Luxembourg School of Business Executive Education program. This program was designed to help leaders both develop an authentic leadership style, and to recognize their role in crafting organizational systems and structures that enable positive organizational and individual outcomes.

My teaching style is open and participative. I believe effective learning involves an active process of discovery, often best facilitated through a more Socratic method, lending itself well to case teaching. I am equally adept at lecturing: teaching to classes with students who are participating asynchronously requires an even mix of case teaching and lecturing; my experiences teaching to this mixed audience has prepared me to be flexible in the classroom, and to adapt my teaching material to more lecture or more interactive styles.

I have written field cases on topics such as prosocial motivation, inspiring purpose and meaning at work, organizational change, and performance management and coaching. My teaching experience and instructional material development experiences, together, prepare me to teach both core Organizational Behavior courses at the MBA or undergraduate level, as well as MBA or undergraduate electives in authentic leadership, organizational change, motivating others to create value, and performance management and growth. I also, along with three colleagues,

developed a syllabus for a Topics in Micro Organizational Behavior doctoral seminar in my second year in grad school. My colleagues and I held a full-semester seminar, splitting the teaching duties among the four of us, as a means of developing a deeper understanding of the Micro OB field, and as a way of developing Ph. D. teaching skills.

I am passionate about teaching, and strive to ensure I create a classroom environment that consistently engages students, leads to surprise and enlightenment, and uses evidence to shape the thinking and behavior of leaders as a way of ensuring my research, and our discipline, positively impacts the world.