

# Cold Calling

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# Today's Objectives

- Faculty will be able to explain what cold calling is
- Faculty will learn how to cold call
- Faculty will incorporate one new cold-calling technique in an upcoming class

# Agenda

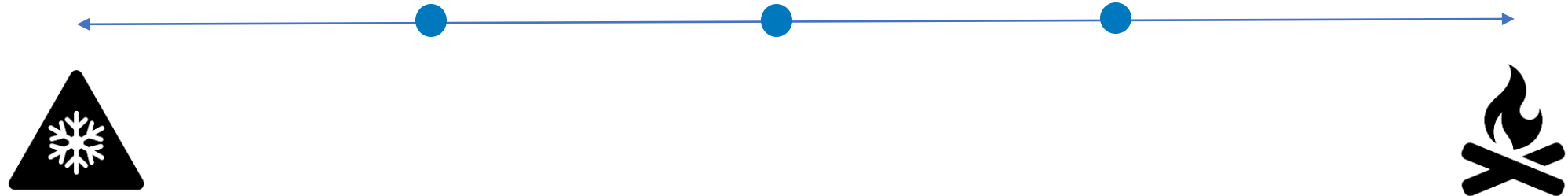
- What is cold calling?
- Why is cold calling important?
- How do you cold call?
- Drawbacks and solutions

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- What is cold calling?
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# What

- Cold calling is calling on students regardless of whether they have their hands raised.



# Student Responses

1. Take 2 minutes to individually read student responses on the blue sheet
2. Look at the top of your blue sheet for a letter (A,B,C,D,E,F)
3. Go to the corner of the room with your letter, no need to bring anything
4. Take 2 minutes to introduce yourself (name and Division)
5. Share themes from student responses (positive or negative) – 5 minutes
6. Record team responses on the chart paper - 2 minutes
7. Share out!

# Students Like Cold Calling

- I enjoyed the cases and reviewing them in class, but I actually expected more cold-calling in this type of class.
- I think there is value in cold calling so that everyone comes to class with an incentive to be prepared and contribute.
- I felt like the same people were called on a lot. I would have appreciated more cold calling.
- Also, classes can be more pushy by introducing more cold calling. This pushes students to pay more attention and get more engaged.
- Also, they never cold called which would have been effective and prevented certain students from dominating conversations due to prior experience.
- Discussion is helpful and I like that there is a mix of hand-raising and cold-calling.
- As someone who doesn't have much experience being cold called or speaking in a classroom, I thought it was a necessary indoctrination into the CBS classroom.
- More cold calling!
- May consider cold-calling instead of having everyone competing to speak.
- She would cold call students and probe them to get answers and perspectives that facilitated the overall classroom learning experience for the entire cluster.
- I think the instructor should cold-call people more often and make more of an effort to give all students a chance to participate, especially since such a large part of our grade is based on participation.
- The class is great, the only critique would be maybe the class should function with no hands raising and just cold calling - eliminates people monopolizing time.

## Some students don't....

- He never cold-called, which would have freaked me out and ruined the next 2 years of MBA with that trauma.
- Not a fan of the cold-calling to finish sentences. Answering questions is okay though.
- Some cold calling can be intense and a little out of scope.
- Earlier on in this course, there was more random cold-calling which I think made students feel like they were being put on the spot for "gotcha" moments but this tapered off as the class progressed with 'warmer' cold-calling which I think created a better environment.
- The cold calling could be a more structured.



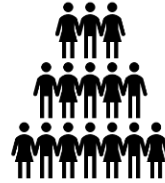
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# Why



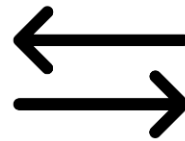
Engaging



Inclusive



Efficient



Accountable

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# How

## Set expectations

- Details on process and rationale
- Participation grade
- Execute on first day of class

## Select questions

- Fit to purpose
- Plan: What? When? How? (Who?)
- Response strategies

## Utilize wait time

- Allow room for students to react
- Ask everyone...then ask someone

## Practice

# How

## Set expectations

- **Details on process and rationale**
- **Participation grade**
- **Execute on first day of class**

## Select questions

- **Fit to purpose**
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## Practice

# Set Expectations

- Details on process and rationale
  - Take 5 minutes to write down your rationale
- Participation grade
  - Grading quality
- Execute on first day of class
  - Share your rationale and grading with your neighbor

# How

## Set expectations

- Details on process and rationale
- Participation grade
- Execute on first day of class

## Select questions

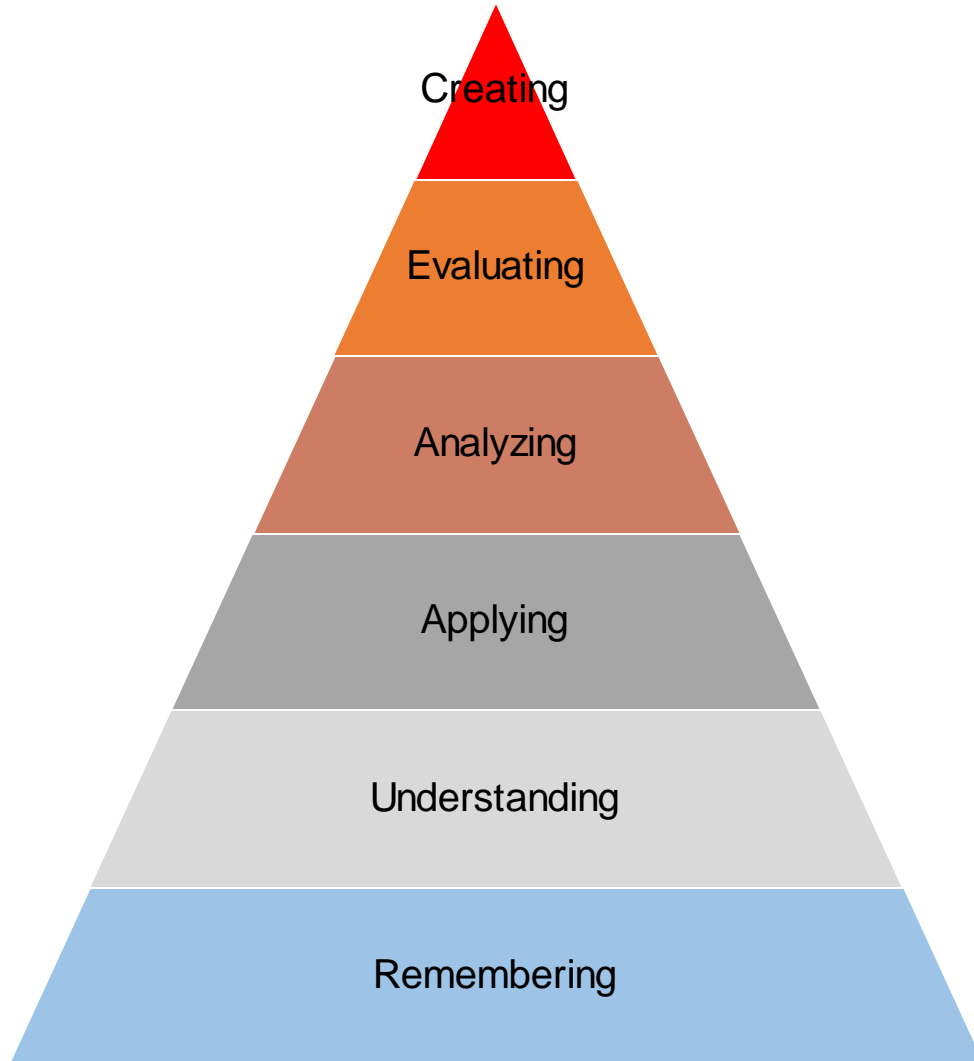
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## Practice

# Select Questions - Bloom's Taxonomy



Creating

- What alternatives would you suggest to value this company?

Evaluating

- Would you approve this merger and why?

Analyzing

- How is the income statement related to the balance sheet?

Applying

- What is the probability of consumer trial for company x?

Understanding

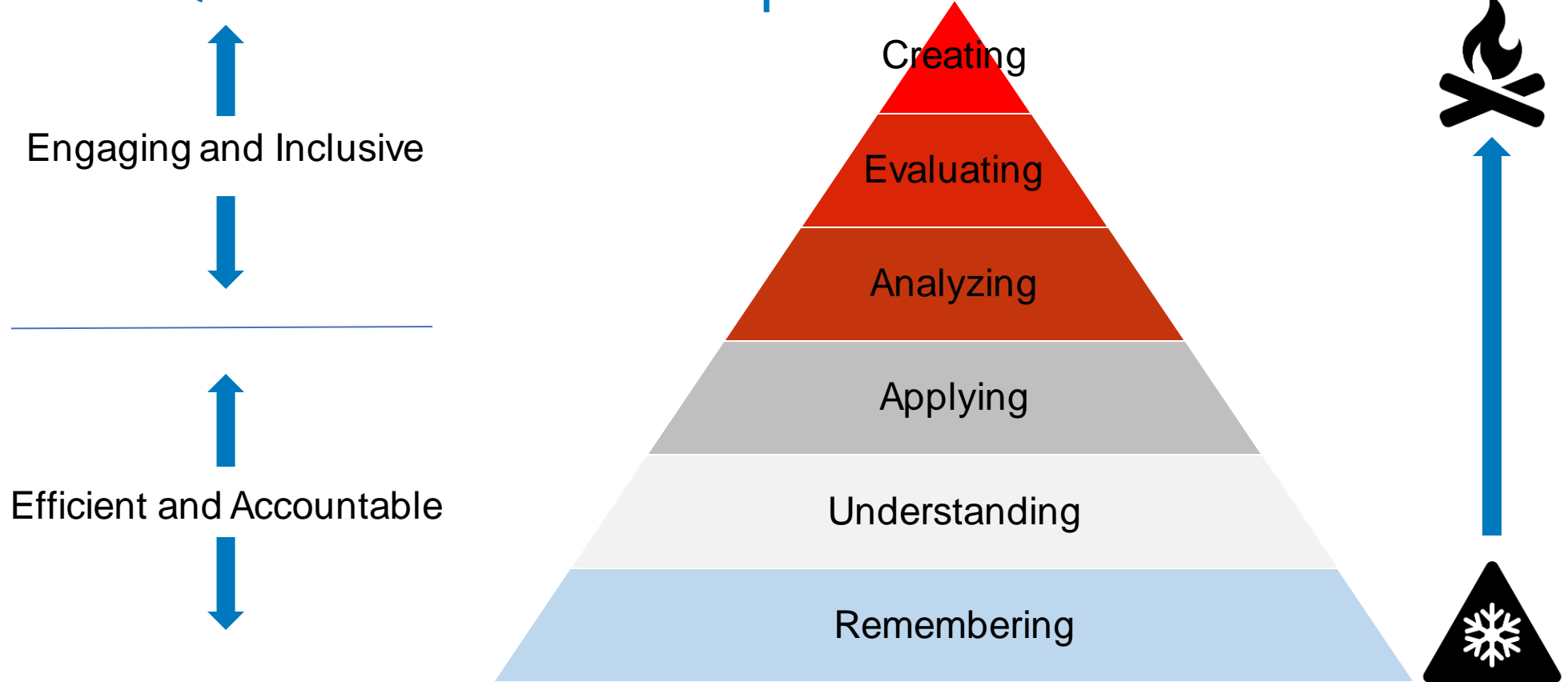
- What is the bottleneck in this example?

Remembering

- What were the revenues in 2018?



# Select Questions - Fit to Purpose



# Select Questions - Plan

## What

- Bloom's Taxonomy
- Quick check
- Common misconceptions
- Easy win

## When

- Discussion kickoff
- Turn and talk
- Think-pair-share
- Group work

## How

- Pre-selected
- Name selector
- Students call on other students
- Cold call tracker
- Poll response

# Select Questions - Response Strategies

## Correct Answer

Avoid repeating the answer

Ask student to repeat

Ask another student to repeat

Call on another student

Have student call on another student

## Incorrect/ Incomplete/ Unclear Answer

Remembering level give answer or call on another student

Call on another student

Ask a scaffolded question

Almost

Can you explain your thinking?

Rephrase answer

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# Drawbacks and Solutions

Drawbacks	Solution
Cold calling may be seen as <b>intimidating</b> and <b>punitive</b> to students	Ensure students are aware that you are going to use this style of questioning and understand why you are using it.
Addressing <b>Domineering Students</b>	Cold calling can be undermined by students dominating discussions. It is crucial to guide more confident students away from this tendency through nonverbal signaling, response tallies, and verbal signaling.
<b>Discussion flow lags</b>	While it can be helpful, developmentally, to stay with a struggling student, it may be best to move gracefully to another student when the call unfolds poorly (e.g. when a student is clearly unprepared).

# Workshop Feedback

