

Clip #1 - Know your students (1:22) Garvin

There is an important distinction here. There is a difference between teaching a case and teaching a class. Teaching a case is independent of who is in the room. You do your preparation on the material. You do your preparation in terms of questions to ask. You're ready to go.

Teaching a class tries to link the material with the people who are there. Who's been an entrepreneur? Who's worked in a large technology company? Who might have, based on some things they've said and their background, experienced some pushback from the corporate level on new initiatives that they have proposed? I'm trying to figure out who is going to have interesting things to say that we can use to teach each other; not only teach me, but more importantly, teach other students in the class.

So we have class cards. These are descriptions of the students: their pictures, their educational backgrounds, their work histories, their interests. And I review them religiously before every class. And I literally make a list, four or five students in each class who I think may have something special to offer. I look for their hands, but sometimes I'll just call on them in order to get them engaged.

Clip #2 - Study student profiles (1:54) Nanda

PROFESSOR NANDA: First of all, you study people's profiles. I had studied people's profiles, and I've got some notes to myself. I'll name a few people. Tell me what is common to them: Salvador Carmona, Reinaldo Guerreiro, Benito Revah, Antonio Romero, Luisa Segovia, Victor Torres, Fernando, Jose Stok.

__: We are accountants.

PROFESSOR NANDA: You are all accountants. Now, how many of those accountants are here? There are only two of you here.

Now, accountants generally have strong views on Arthur Andersen, especially the U.S. accountants. You have to be somewhat sensitive to that. The other thing I wanted to do was, if I didn't get a lot of people in the middle, I was going to call on my Columbian friends and make them the arbitrators. So I had their list ready.

Then, I had a list of people who had done negotiations, because what I have done in this case just now is I have focused more on the leadership and organization aspect. There is another aspect to the case, which Jeff pointed out, which is negotiations, which I have not raised. And I had an idea of who those people are, so that if they raise that point I can acknowledge their background and tell them this is one thing I'm not going to talking about.

The other thing I did, just before I came in, was I talked with Tom Piper, and I briefly asked him, "How is this class going? Is it very different from other Colloquium on Participant-Centered Learning (CPCL) classes? Is it similar?" I talked with Tom DeLong. I had lunch with him two days ago. I said, "How did your classes go? Any similarities, dissimilarities?" Briefly, I chatted with Howard. I said, "How is the class compared to other classes?" Just to get a flavor of the class before I came in.

Clip #3 - Getting to class early (1:00) DeLong

PROFESSOR TOM DELONG: I try to get to a class a half an hour before, even when I know the students. When I am mixing with people and shaking their hands, I quit worrying about how I am going to do. Now I'm a little like Tom Tierney in that I'm meeting my own needs doing that. Then I try to get out of the performance and get into trying to feel the spirit and the hearts of the people. I also want to make sure I pronounce people's names. I looked at the roster beforehand and I was confused, so I kept going over and over it. That's why I came in early.

Clip #4 - Do students want teachers as friends? (0:54) Piper

PROFESSOR TOM PIPER: I think students at times think they want us to be friends. Executives want us to go to their parties. MBAs want us to go to their parties. They want to see us as friends, and as soon as we become a friend we've disappointed them terribly. They want us to be more than a friend. They want to believe that we are indeed concerned about them, but not friends. I see young faculty get into real difficulty when they lose track of that line between being that figure they hope [to be], and this can change culture to culture. But even in this very, very open culture here they don't want a friend. They're very disappointed when you go that route, I think.