

Clip #1 - Planning skills (0:51) Garvin

The first of the planning skills is the ability to chunk or segment the material into pieces. The second of the planning tools, and this is probably the toughest one, is to figure out where the fighting issues are. Within any one of these segments or chunks, where is the debate? Where are you going to have a strong yes and a strong no, a strong go for it, a strong let's hold back? So you need to frame the fighting issues because that's where the action is.

The third is you need to get some sense of timing. How long is each one of these segments and each one of these debates likely to last? And then, fourth, you actually need a visual. What's this going to look like on a blackboard, which is where you're taking down students' comments?

Clip #2 - Less is more (2:12) Garvin, Nanda, Piper

PROFESSOR DAVID GARVIN: Chris Christensen was a legend around here. He was one of the most gifted teachers I've ever met, and also a marvelous human being. When I first came to campus, my very first approach to the campus, he ran a little session for all new instructors. And he gave us some of his pieces of wisdom, the kind of thing that really is wisdom and takes about fifteen years to figure out. One of the things he said that I've never forgotten is, "Less is more."

PROFESSOR NANDA: He said, "Ashish, what was your teaching purpose in this class?" And I said, "I had one, two, three, four, five—five teaching purposes. I wanted to do this, this, this, and this." And he said, "That class will never work. In an eighty- or ninety-minute class, you want one or two really central teaching purposes. You want to be clear in your mind that when every student walks out of the class, they are clear about those one or two subjects."

PROFESSOR GARVIN: I have probably three pages in the teaching note on traditional versus digital printing. We just scratched the surface. Now, I had a choice: I could push for more, for more, for more, or I could say, "We got the basic distinction. You understand with the selling process that people are threatened." Once you get that, the point's made. I'd rather move on.

PROFESSOR PIPER: The worst teaching is always when you're trying to do too much. Because when you're trying to do too much you're going to take it away from people, because you've got so much. And you're going to end up, because of that, not connecting to their emotions, but at best, transferring content.

PROFESSOR NANDA: You want to have some idea of what you want people to discuss. But you should not have seven points in an eighty-minute class. You should have maybe two points, at most three points, which are your key teaching purposes. Don't try to push too much.

Clip #3 - Flow and rigidity (2:12) Piper

PROFESSOR TOM PIPER: The last thing I want to talk about is that I love those flow diagrams, because if I look at a flow diagram and the flow isn't natural, I'm in trouble. Because I'm going to have to take the students and pull them over to where I want to be. And so I try and organize it so that there's a natural flow, as you would see in a meeting. If you were having a discussion about this in the real world, what do you think the flow would be? Because that's what the students, if they have work experience, will tend to do naturally. And I put estimated times of arrival up there. That's what I had in mind today.

And the great danger is that I will pick up a great rigidity. I have it for day one. If we were doing this for two days, this would be day two. That's a danger—that you get so wedded to that flow and to those times. But Eisenhower, President Eisenhower—do people know President Eisenhower? Eisenhower had a great statement: “Believe in planning, but don't trust the plan.” And his second statement was, “It is the planning that allows you in real time to adapt to the unexpected and changing circumstance.” So I do this not to have a rigid plan, but in order to have the ability to adjust as discussions unfold. In the absence of this, you'll either pull students down an analytical path when they want to go the managerial, and/or, as things unfold, you'll have no idea what your flexibility is because you don't have a base.

Clip #4 - Preparing to teach others' cases (2:45) Nanda

PROFESSOR NANDA: First of all, I do teach what other people have written. It's just a matter of chance that over the last three or four years now, I have been teaching a course where I have also been doing course development. I am very actively engaged in course development, so most of the cases that you will see in professional services will have my name on them, just because that's what I've been doing for some time. But I have taught, and do love teaching, other people's cases. The things to worry about in those, or to particularly pay attention to in those, are as follows.

First of all, I do see their teaching plans, but I have to make the plan my own. That's the term I use, making the plan my own. I read what people have said in their teaching plan, and then I write out my teaching plan. Because I know that I will not be Tom Piper. I know that I am not David Garvin. If I see David Garvin's teaching plan, I get a lot of information. I get a lot of details about how he thinks about the case. But I then sit down and I take a blank sheet of paper and make my own teaching plan. I say, "If I were teaching this case, how would I do it?" That's a very important thing, because there is a tendency to laziness there, which is, if teaching plans already exist, you don't make it your own. That can lead to a lot of problems. That can lead to your trying to do things you can't do. That can lead to your not being clear about what issue you are discussing. That leads to your not knowing where the center of gravity in the case is, where your heart in the case is. Those things are really important, I think. That's one thing that is very important, making the plan my own. So I spend some time, and write my own teaching plan, which I feel comfortable with.

The second thing that is very important with a teaching plan is that sometimes, if you have written a case yourself, you have depth of detail about that case which goes beyond the case itself. I try to build that depth of detail about other cases that I have not written by looking at secondary data. I'll just do a quick LexisNexis search, or I'll look at the recent articles in the Wall Street Journal, and just get myself informed beyond the case, so that I am not surprised by new information. I have a sense of the context. I don't spend too much time on that, however, because it can be a huge sink of time.

Clip #5 - Teaching plan evolution (2:49) Garvin, Nanda

PROFESSOR DAVID GARVIN: I want you to think of an image here, and the image is that of a test pilot. And I want you to contrast a test pilot with an airline pilot. An airline pilot knows exactly what his or her airplane can do. Knows what's called the flight envelope. You can go only so fast in certain configurations. Here's the way you land. A test pilot is figuring out what the flight envelope looks like.

Now, the reason I give you that image is that the first time I teach a case, I approach it as a test pilot. I don't have any idea whether that first block is going to last twenty minutes or forty minutes, so I have much more room for maneuver. I'm going to see where the discussion goes. I have some issues in mind, but I give it much more room because I'm testing the limits of the case. So you do teach very differently the first time.

PROFESSOR NANDA: I have brought my teaching plans with me. My first teaching plan was a very linear teaching plan in which the class would just sit down and we would discuss the pros and cons, and then discuss how to prevent this from happening. Every time after I teach a class, I write just one page to myself on what worked, what didn't work.

I told myself after class that it worked in terms of concept, but the class was a little dull. I wish it could be more interesting. In the next teaching plan I said, "I'm going to divide this into two groups, and that will raise all the points that would need to be raised." And that worked. My reflection on that was: It worked beautifully, and I'll stay with that.

PROFESSOR GARVIN: Again, this is something Chris said to us at that very first session. It's the best piece of advice I ever got. He said, "After every class take twenty minutes. Turn over your teaching note and write, 'Here's what I thought was going to happen, and here's what actually happened. Why was there a difference? What question did I ask that I was sure was going to get the class going that really didn't track? Why not?'"

Once you've done that a few times, a lot of what Benito was talking about, the parts that you don't understand, get very tightly focused.