

Clip #1 - Four things that great teachers do (2:46) DeLong

PROFESSOR DELONG: One thing a great teacher knows is the content. You know the content, so you know your subject. Know your subject so that you can focus on the next thing.

Great teachers know their students. Know your students. This culture, the Harvard Business School, it's intimidating. Today we can access student files, student background sheets. So if you were my MBA students, I can see who my students are going to be on the first day of class. So I can access 200—I'll have 100 students for eighty minutes, another 100 students for the next eighty minutes. They send this out saying, "These are accessible, and you can get those." What they're really saying is, "Memorize those." They don't say that. Memorize those.

And even though all these names are going to be up, I'm going to know that Luddy's background is at Merrill Lynch or at British Petroleum or at BMW, so that when I teach a financial services case, I may want to turn to her. I may want to turn to Fernanda, based on her background. That's on the first day of class. That's setting expectations in your various systems. Know your students, know your students, know your students.

The third thing is to create an environment where people can take risks. Do not humiliate your students. I beg you, do not humiliate them. If you humiliate them, it will come back tenfold. Because they're not interested in learning, they're interested in survival.

Be aware of your style and how that might intimidate or humiliate people so that they don't want to take risks. But what you want to do—in my mind, what I want to do is I want to create an environment where people can take risks.

The fourth thing that you need to do—what great teachers do is great teachers transcend the message, and that's the most important. Great teachers transcend the message. They're believable, they're believable. There's something that they communicate.

Clip #2 - How do people experience you? (4:58) DeLong

PROFESSOR DELONG: These are the two questions that I ask executives and my MBAs. The MBAs stumble over these two questions. Now, these are kids. They're between the ages of twenty-seven and thirty-four; twenty-three and thirty-four, mainly around twenty-six to twenty-seven years of age. A third of their life is, for all intents and purposes, gone, and I ask them these two questions. I say, "You've come to the Harvard Business School to be a leader."

So I say, "Here are two questions, and you should begin thinking about what the answers are to these two questions. Number one, how do people experience you?" And they look at me. How do people experience you? Don't you think you should know that as a department chair, as a dean, as a future president of a college or university, as a teacher?

I ask my students, on occasion, just to get a little audiocassette and tape their voice. And what do they say? What do they say, Benito, when they hear their voice?

BENITO: Oh, it's me?

PROFESSOR DELONG: That sounds like me? That's me? That's not me. That's just their voice. What about their whole countenance? They look. How do people experience you? It's an important question.

The second question is more difficult, but I think more important, and that is, how do people experience themselves when they are with you? How do people experience themselves when they are with you? What happens inside you when you're with another person?

We can talk about leadership theory all we want. We can study John Kotter's work until, as we say here, until the cows come home. But at the end of the day, it's not the speeches that you give, it's not the breathtaking lectures that you give, it's not the e-mails that you send. But in all of the studies, the most powerful process you have as a teacher-leader is what happens face-to-face.