

Clip #1 - Misconceptions about closure (1:41) Garvin

Most of us have a misconception about closure. And we think that closure means the right answer, the single way of ending so that we're moving in the right direction. Unfortunately, in most cases where there are really complex issues involved, it's a bit of "on the one hand, on the other hand." That too, though, is a form of closure.

We had gotten to the end of the discussion: Do you separate or do you integrate? You have this new digital division. How close should it be to the more traditional business? The answer is a little bit of both. You want some degree of separation in order to protect the business from traditional conservative forces. On the other hand, you need some degree of integration if you really want to move the entire Donnelley organization to the future, to the new technology.

So I concluded by saying, "We won't resolve this debate here. And one of the reasons why we won't resolve it is because there is a delicate balance. You need both in the case of creating new businesses." Now, here I was actually on pretty firm ground. There is a large research literature which suggests for new businesses, the challenge is—this is the technical terminology—do you differentiate or do you integrate? And it's a balancing act.

So my attempt to pull the different views together was to say, "You're both right, to some degree."

Clip #2 - Summarizing content at the end of class (0:48) DeLong

PROFESSOR TOM DELONG: It's the question that can't always be answered in a simple way, other than when you've experienced it. So you might say, I hope some students don't get the theory for a little while. Maybe they struggle with it just a little bit. The question is whether you feel a need to give them an answer at the end of each class. But that's your issue. You're saying what's best for the learning of the students. Part of it might be to create ambiguity. And I might say, "I'm going to teach three cases before I do a fifteen-minute little summary wrap-up."

Clip #3 - Handout danger (2:38) Heskett, Piper

PROFESSOR JIM HESKETT: That's one of the things that concerns me about one element of our teaching. When I say ours, I mean ours. It concerns me about what I see happening in some of our classrooms, and you often see it with the least-experienced instructors. And that is the slide deck at the end of the class. At the extreme, a slide deck at the end of each class containing information about what we should have just learned, and what kinds of conclusions we might draw from what we've just discussed, with a real attempt to deliver a product, in a sense. Deliver a product.

PROFESSOR TOM PIPER: I tend to do it at the end and I worry about exactly what Alberto says, based on what Jim talked with you about, that somehow or other when I put that kind of content up there, people begin to say, "All right, that's the primary take-away." And then it's not too long before they begin to say, "And therefore, why don't I just skim the case so that if I get called on, I'm safe? And then I will get at the end, especially if he'll give me handouts and I'll get the real content at the end." And I think that has just moved you right back up towards education as content, education as knowledge, not as development of skills, not as exploration of world-view.

PROFESSOR HESKETT: That can be very dangerous if it leads to behavior in the classroom in which students conclude that, since the instructor has the slide deck and I haven't prepared my slide deck, I really don't have to prepare the slide deck because I can never measure up to what the instructor's providing, and sooner or later before the end of the class, we'll get the conclusions and we'll get the right ones. That's a very dangerous word, "right," isn't it?

Clip #4 - Ending with a Question (0:37) Heskett

PROFESSOR JIM HESKETT: As one of my mentors, Chris Christensen, always used to say, there are two questions that are absolutely critical, the first one and the last one, and it's very important to get the first one right, and it's also very important to get the last one right, because you can then encourage discussion of the class beyond the end of the class. So what Marcelo was describing during our discussion can take place—people would remember and think about it and talk about it and you get more airtime.