

### Clip #1 - Advice for new case teachers (1:47) Garvin

The first piece of advice I give to new instructors is, "You can get from here to there"—here being where you are right now, your starting point, you're a novice—and there being expertise, where a case method or discussion leadership seems to be seamless and effortless. But it takes practice. Even great lecturers require practice.

With the case method, though, there is an added feature that's important. You need to be observed. You need somebody who can offer you feedback. So if you're young and just starting out, find a buddy. Get a fellow teacher who is also starting out. Sit in on each other's classes.

Then as you practice the techniques, just practice one or two at a time. You want to work on questioning? Focus this particular class on getting better at questioning. You want to learn to listen? Practice listening tools and techniques.

When I first started out teaching, I was a very poor listener. I couldn't let more than one or two comments go by without my having to interject another question. So I came up with a trick. I literally started to count the number of comments I would let go before I intervened.

And I started out and I said, "If I let one comment go without intervening, we're OK." After a few weeks, I went up to two. Then I went up to three. By the time I got to five or six comments without interventions, I was fine. I could stop worrying about that problem. So it's an incremental process of improvement.

Clip #2 - Advice for first-time teachers (1:36) DeLong

**PROFESSOR DELONG:** So, to create the kind of place that you want to create: know your subject, know your content, manage content and process. Tom will talk about it later: manage content and process. You have to convince your students, and this is what we do with first-year students.

Now, I'm going to talk backstage with first-year faculty. First-year faculty come here, and you can just see it: They know more theories and they know more models, and their processes are huge. They're so smart, so smart. So guess what they're going to try to do when they come into the classroom? And I tell them, "If you try to show your students how smart you are, you will lose. Do not try to show how competent you are. Do not try to prove that you are the smartest person, because there's someone in the class who's smarter. There will be someone there who's smarter. Convince the students that you love your subject." I said yesterday, "You should be a mad scientist about economics. Convince them that you love the subject, and convince them that you love them."

Clip #3 - Qualities of effective teachers (1:25) Piper

**PROFESSOR TOM PIPER:** I think the first thing is to respect the role of management. I think a lot of people come into teaching and they really don't respect the profession for which they're preparing people. Where does the energy come from if it doesn't come from the belief that you're working with people who, in their careers, in their professions, are going to make a difference? I think it's to respect the students and know their hopes and fears. I think it's to commit to the students and to their learning and development.

So I think in many ways it is very simple, but it is an attitude of the heart, coupled with knowing our fields well, coupled with preparing well. But a lot of it is: do we believe the profession is indeed a profession, and that it is important?

So I think that these qualities are attainable. I think in mentoring faculty, in the selection of faculty, I think as much as anything, this is what I would want to know about and encourage in them.

### Clip #4 - The teacher transition to participant-centered learning (3:11) DeLong

**PROFESSOR TOM DELONG:** If this is the right thing to do, and this is the wrong thing to do, and this is well, and this is poorly, it's pretty simple. It's a simple two-by-two. And you know where we want to be, right? This is the goal. We want to be able to do the right thing well.

But the secret to this puzzle is the only way you get to the upper right-hand quadrant is through the lower right-hand quadrant. The only way that you can do the right thing well is to do it poorly first, whether you're learning algorithms, a new language, being a parent, coaching, giving feedback.

Why don't we want to go to the lower right-hand quadrant in professional service firms? One is the risk, and what's the risk, Jonathan?

**JONATHAN:** You will look stupid or unqualified.

**PROFESSOR DELONG:** The most important thing to your great professors and your great teachers, some of them, is you've got to get past them wanting simply to look good. Because you've got to go here, and you're going to look awkward. The challenge in professional service firms and in our universities is that really smart people and high achievers, they want to go from here to here, and they want to do it quickly. It doesn't happen that way.

This can happen relatively fast, but I worry more about this. This means creating an environment in your classroom so that your students can be vulnerable, and you need to take them by the hand, move them and create that risk and then be believable. Remember our two questions from yesterday: How do people experience you and how do they experience themselves when they're with you?

My goal would be, at the end of the two weeks or ten days that you're here, if all of you were gone and this room were filled with your subordinates—the people that report to you—and I were to ask them to write down the best leader/manager they've ever had, some of them would write you down. You're only going to get there if you invite people to the lower right-hand quadrant so you can move up here.