

Clip #1 - Meeting class objectives (1:59) Garvin

PROFESSOR DAVID GARVIN: Now, I judge by a few criteria. First, I spend a lot of time watching body language. Some of the cues are obvious. When lots of heads are going like this, people are probably tracking. When lots of heads are quizzical, they're probably not with you. That's one important test.

Second test: Does the discussion develop? I often start with a very open, fairly easy question. I want to see where the class is. I want to get some sense of how far along they are. As we get into tougher issues, does the class seem to be moving? If they're moving, they're getting something. They're not always getting what I think they were supposed to, but that's OK. What you're doing is you're sort of setting up broad boundaries and you're just hoping they take hold of the issues.

The third, and often a very good test, is the next class. The next class that I teach after this is a case on a company called Time-Life; it was a division of Time Warner. They have multiple divisions, one of which is video TV, the other of which is books. I ask them to contrast the books and video TV division. If they've gotten it, the first person to speak says, "Well, it's pretty clear the video TV division is organic and the books division is mechanistic." I pause and I say, "Everybody hear those two words? Can we make sure we're on top of it?" And, yes, the test is often in the next class.

Clip #2 - Feedback from Students (3:59) DeLong

PROFESSOR TOM DELONG: How do you get feedback from your students? I think it's absolutely key to create the kind of relationship you want in your classrooms. That is, most of you ask for evaluations and feedback on your teaching at the end of the semester. What good does that do? It's useful for the next person. What are you trying to teach in their time? Now I'm talking about MBAs, I'm talking about my audience. I'm trying to teach people to be future leaders and managers. I'm teaching them to try to be dynamic, to manage the dilemmas.

Remember the dilemma I said before? By the way, this is the feedback, and then I'll talk about this dilemma of my humor. This is what I ask. Two weeks into class—and by the way, there isn't a student that you have that can't mimic you after two weeks. They can mimic you after a week! They can mimic you after a day! So all I'm trying to do is I'm trying to normalize that.

So this is what I say. At the end of a class with two minutes left, maybe at the end of two weeks—everyone's settled down and there's not as much apprehension—I'll say each person write down one thing you want me to quit doing as your teacher. Choose one. What's one thing you want me to keep doing? What's one thing you want me to start doing? Write it down; fold it; pass it in. That's it.

Now, the key is what to do with the data. You know, if you are as gifted as I think you are in this room, even if 180 people say you're great, if two or three people say something hurtful, that's what you remember. That's what high achievers do: They only focus on those three things that hurt. They hurt your heart, then you get defensive—I've been trying so hard. And then you look at it and say, "That's pretty good feedback. There's something in there that I might be able to learn something from."

So you take the feedback and you just look for themes. And you pick a couple of themes under each one. Then the next day, walk into class and say, "Listen, you gave me feedback, and this is about leadership and management, so here are a couple things. Things you'd like me to quit doing: Quit moving around so much, quit using your humor the way you do for the reasons I articulated. Keep moving around, keep using your humor; in fact, use more of it. Start giving us the answers to what's going to be on the exam."

So then, as soon as I share the data, you can see the light bulbs go on. They go, "Aha!" When in doubt, share the dilemma. And you don't spend a lot of time on it. You don't do therapy. You don't get into it. You just say, "I want you to know this is a dilemma I have about humor. There are a few people in here whom I may have hurt, and I apologize if I've done that. The dilemma is that some people want me to use it more. So you're going to have to let me use some judgment calls." Then they go, "Yeah, that's fine. He's with us."

Clip #3 - Peer support and review (0:54) Heskett

PROFESSOR JIM HESKETT: Generally speaking, we regard it as an obligation to provide feedback to anyone whose classes we visit, and class visitations may take place for any number of reasons. It may be a kind of self-help process. I worked with two of our more junior faculty members this year, and we essentially buddied up, or essentially agreed to sit in on each other's classes in order to provide each other with feedback.

It may be for evaluative purposes, but the most important kinds of feedback are those that you provide your colleagues as a regular part of your teaching responsibilities, I think.

Clip #4 - 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.