

Clip #1 - Getting to class early (1:00) DeLong

PROFESSOR TOM DELONG: I try to get to a class a half an hour before, even when I know the students. When I am mixing with people and shaking their hands, I quit worrying about how I am going to do. Now I'm a little like Tom Tierney in that I'm meeting my own needs doing that. Then I try to get out of the performance and get into trying to feel the spirit and the hearts of the people. I also want to make sure I pronounce people's names. I looked at the roster beforehand and I was confused, so I kept going over and over it. That's why I came in early.

Clip #2 - Energizing through Early Arrival (2:26) Piper

PROFESSOR TOM PIPER: What is it that makes students say, “You know, this is going to be fun. I think I'm going to learn”? What is it that makes a difference on that?

As I told some of you, at the privatization program across the river at the Kennedy School there's one professor, Jose Antonio Gomez-Ibanez [Tony], who's just brilliant on privatization, just brilliant. And he'll arrive in the classroom fifteen minutes early, and you'll see him kind of talking with people—either people he hasn't heard from or he wants to encourage, or just to get a sense of whether or not there is excitement about the case. And so he uses the fifteen minutes just to kind create [interaction]. It's a costly signal, so it has credibility that maybe he actually cares. And then he's got his papers laid out, and the moment the bell rings, Tony's ready. What do you think his first words are? “This is my favorite case of all times!” Every day he had a new favorite.

And then there's another faculty member over there who rushes in with about thirty seconds to go. The papers get thrown on the desk, and he's looking around wondering where to hang his coat. And he spends the first ten or twelve minutes talking about the Red Sox, who are really having trouble. And he's walking, and you can just watch.

With Tony, the people are leaning forward. With the second professor, you can just see by about minute five, the person's slumping and just saying, “I guess he's not very excited about this material.” So I think that it's really [important] to come in, to have something that you're excited about, to have it doable so that you don't have them wasting a lot of time over there.