

### Clip #1 - Timing with a Case Example (2:00) Garvin

**PROFESSOR DAVID GARVIN:** Timing is a tricky business, and it's hard to remember all the times. You'll notice there are two times underlined there. Those are really the only times I worry about. If I'm only at the beginning of the stages of new business creation and deliverables, and it's 9:20, I know I'm behind.

Running a class in terms of time is like an accordion. You open and close. If you try to figure out each block—ten minutes, twelve minutes, eighteen minutes—you get overloaded. There are too many things to think about. But if you keep just two critical times in mind, you can tell whether you're on track, too slow, too quick. Then you can expand or shorten the other portions of class.

So for every class I walk into, I have a maximum of three, or typically only two, critical times where I have to get to in order to stay more or less on schedule. And you can violate those, by the way. If you do it, just do it consciously, knowing that you're going to run long. For instance, we violated the first of those big-time.

And I shortened the discussion of Schetter to compensate. But I knew we were about five, ten, after and I said, "I'm never going to get done with the stages by 9:20," and I said that's fine. We're having a really good discussion, people are engaged, so let it run. I can pick it up on the back end.

### Clip #2 - Making real-time timing adjustments (0:51) Garvin

While I budgeted twenty minutes for the beginning and fifteen minutes for the next section on eras, that's highly fungible time. Sometimes those first twenty minutes run twenty-five or thirty. Sometimes students get it [snaps fingers] like that, in which case we only need about ten or fifteen. I won't know until I actually run the class.

So I'm keeping mental notes: "How far along are we? Are we pushing against the next part of the class? If we are, something's got to get cut." So I go to the second segment. Could be fifteen minutes, might have to be ten. If it looks like it's going to run fifteen, I know it's the third segment that has to be cut. And you constantly make these real-time adjustments as you're moving from segment to segment until the end of the class.

Clip #3 - Reins of control (1:27) Nanda

**PROFESSOR NANDA:** I have a teaching plan with me. I make a five- to seven-page teaching plan and then I make a one-page outline for myself on what I'm going to do. And I have yet to have a class where the class went according to my teaching plan. There is a great urge sometimes—especially if I'm unsure about how good the class is going to be, how rich the class is—there is a great urge sometimes to tell students, “Oh, don't leave the subject. There are those three more points I wrote in my teaching plan. Unless we are done with those three points, we are not going to leave this.”

So again, one of my colleagues made this beautiful comment. Hugo Uytterhoeven—he's retired now but he was fantastic as a teacher—he used to say, “Ashish, always think of a class as a horse that you are riding. The more tightly you will pull on the reins, the more the horse will buck. The more you will let the reins free and let the horse roam, in whichever pastures it wants to go, the happier the horse will be and the better your ride will be.”

Clip #4 - Adjusting timing during a Case Discussion (1:50) Nanda

**PROFESSOR ASHISH NANDA:** I have a teaching plan that I have put in front of you. This is a one-page summary, and you have to make adjustments. So what things went wrong? I had thought the introduction section was five minutes. I was amazed by your questions. We went fifteen minutes there. Then arbitration, I kept twenty minutes. Arbitration—fantastic arguments, lots of energy, great debate. I had to cut it short. It went for thirty-five to forty minutes. Then I said, "Class discussion, vote on award, valuation, and update"—total of fifteen minutes there. We took about fifteen. Reflections, number one. Human versus physical capital, alienability, stewardship. Those points took us about twenty, twenty-five minutes. Very good, very deep questions on, what does stewardship mean? How does it apply to us? So we kept going beyond what I had expected, and in a good way, because the discussion was coming up with new ideas. But what did it lead to? I had a video I couldn't show. Then there were reflections on negotiation lessons, which I basically just went through quickly. Preparation and execution took about five minutes. So the timing went sort of crazy because the front end went longer.

Now, David is fantastic, David Garvin. He has written the book on how to teach. He has his thinking on how to time his classes. But I use a looser way of thinking about time, which is, roughly this to this time, with a sense of where the class wants to spend its energy. So if it wants to spend more time on something, I'll adjust somewhere else, so long as the main one or two ideas are going through.

Clip #5 - Agenda on board (1:13) DeLong

**PROFESSOR DELONG:** I have even put my agenda up on the board. I don't put the times on it. There have even been times when I've left that right up there. The other reason that I put it up on the board—and this is one of those things that bothers some people—is that I move around too much. Mario doesn't like that.

If I have this up on the board, then I can move. And I'm not married to the desk. Some of you don't want to leave the desk because you have your notes there. You don't want to forget where you are. Well, the students know you have an agenda. On a Bob Anderson, or a case that I know very well, I don't. But on certain cases that I'm nervous about, I'll put the agenda up. If it's the first time I'm teaching a case, I'll put this up. I won't have this, but I'll have that.