

STANFORD PROF. CHARLES O'REILLY: How to Teach with Videos

Hello. I'm Charles O'Reilly, the Director of The Center for Leadership Development and Research at the Graduate School of Business, here at Stanford. For the past couple of years, we have been concerned about how we can help our faculty really do a better job of teaching leadership in the classroom. This has led us to do more than 130 interviews with leaders of all types, CEOs of small companies, leaders involved in combat in Iraq, leaders of turnarounds. And from this, we have created these leadership video vignettes. We have taught these vignettes to MBA students, we've taught them to CEOs, we've taught them to executives. It is a great way of generating conversation in the room, real conversation with some of the emotion that captures people.

So let me give you a little background on how we developed the video vignettes and then we can talk about how you might use them. The project really began with a deceptively simple question, I think, and that is how can we, as instructors, do a better job of teaching our students leadership. I think we probably do a pretty good job of teaching management. We give students lots of analytic techniques, useful techniques, but the fact is that most of us have never been leaders. We don't have any experience as leaders. And so the question is, what can we do to really help students develop their own skills as leaders.

Now, cases, I think, are very useful, but I don't think they really capture some of the leadership issues because cases put us in an analytical mindset, we step back. We're not in the moment with the protagonist. Similarly, frameworks and theories are very useful, but again, they don't really capture the messy reality of having to deal with many of the leadership issues that our students will have to wrestle with. And therefore, what we have done is developed these leadership vignettes so that you can bring into the classroom real leaders, talking about real problems and really capture some of that emotion and urgency that characterize many decisions that leaders have to make.

[End of Audio]

各位好，我是Charles O'Reilly，是斯坦福研究生院“领导力研发中心”的主任。在过去的几年里我们一直在考虑：如何帮助我们的教师更好的在教室里教授领导力的课程。为此，我们与各种类型的领导人进行了130多次的访谈，其中有小公司的CEO，参与伊拉克战争的领导人，参与后勤保障的领导人。由此我们创建了这些领导力的视频课程。我们用这些视频课程教授MBA班的学生，我们教他们如何成为CEO，我们教他们如何成为高管，在课堂里使用这种生动的视频对话是一种很好的方法，这种带有情感的真实的谈话能够抓住人们的内心。

好，下面让我来告诉你们一些关于我们如何开发视频课程的背景，然后再告诉你如何使用它们。这个项目起源于一个很简单的问题，我想是这样的，我们如何能，作为一个教师更好的教授学生领导力这门课程？我想我们可能在教授管理的课程上做的很好，我们教给学生许多分析的方法，许多有用的技术技巧，但事实是我们并的大多

数人从未做过领导，我们没有任何的领导经验。所以面临的问题是，为了真正的帮助学生发展他们自己的领导能力，我们能够做些什么？

现在，这些案例，我想，是非常有用的，但我不认为它们包含了所有的领导力的因素，因为我们现在做的是在回顾，面对案例我们采用的是分析的思维方式。在那一时刻我们并没有与当事人在一起；与此相似，分析模型和理论是非常有用的，同样它们也没有包括当时许多领导者所面对的混乱的现实情况，而那些在将来也会同样去困扰我们的学生。所以，我们所做的就是开发出了这些领导力视频的课程，你就可以把它带到课堂上，由这些真实的领导人来谈他们面对的真实的问题，其中包含了当时真实的情感和紧迫的状况，面对当时诸多的因素，领导者做出了相应的决策。

（录音结束）