

## **Battilana Clip 2**

*[These facilitator notes provide commentary and ideas that might be helpful as you use these raw video clips with other educators.]*

Battilana spends most of this clip in an extended exchange with one student, whom she has “cold called” to answer the first question of the discussion. In multiple places, Battilana interrupts the student to push her for clarification, asking more than once, “So what’s the issue?” Only after four minutes or so with this one student does she open up the discussion by calling for reactions. Why does Battilana engage in this extended exchange rather than looking for other voices sooner? What’s gained here? Is anything lost?

Note that Battilana asks for the student to give the organization a numerical score after giving a lot of qualitative feedback. Does this seem like a useful technique? If so, why? In what other situations might this be useful?

We also find this clip helpful for thinking about how Battilana uses the board for notes during the class period. How does she structure these notes? What does she choose to record? How might these notes be helpful—to her and/or her students?