

Len 1



Faculty Review Board Notes

NOM

7/18/17

- Current Interactions with BE
 - Different building/different course
 - Less time
 - Occasionally for coffee a Nom event
- i.e. CANVAS IT suggestions – asked for advice on how to handle – but now less often than the past
- No outside interaction
- Like and respect what he does
- Pretty comfortable with him
- Maybe 1x a month?

+ and -'s

- No negative interactions with him
- All neutral a positive
- No concerns > pleased that he still reaches out
- He is even more conscious of what he is dealing with and thinking about

Interactions are good – tried to do the right thing – a month a two of self-reflection after FRB report

Saw me maybe every other day—

Getting to conclusion of process

- he understands his instincts are not solid
- Habits are habits for a reason → so how to handle behavior change until it becomes a habit
- “If I am trying and having these negative consequences, need to be mindful of the things to do to fix it”
- emblematic of the shift to new habits → he is much more cautious, these days
- Don't want to “Rip out his soul”

Feedback

- Standard sr./jr. faculty conversations
- Looking for a 2nd opinion (now increasingly routine)
- No emotional issues observed for the 2 years

LCA

- Think the course was a really positive experience
- NOM coffee time was the major time for interaction
- He seemed energized by LCA

Concerns

-think he is in better shape and above the bar for our standards

Honesty ++

Integrity ++

Respect for others - neutral

Junior faculty look to him

Community

- Assume he makes his fair share and actually does more than others
- Willingness to help colleagues is extraordinary
- There are things he doesn't need to do but does simply as a great colleague who can.
- #1 among non-senior faculty

What he made for the [REDACTED] structure was amazing – his instinct is to help while most of us are still feeling badly I simply gave advice to her and he really addressed it – just to help a coworker

- His instinct is simply to help
 - o It's an emotional and empathetic self
 - o Not just a critique but action
 - o Will simply solve the problem

Cost benefit analysis

There is a level beyond which we should not tolerate – he is now way below it given the benefits he offers



MKT

Exec Ed/Reunions

7/21/17

Awareness

- Heard about him as an expert witness initially
- He was an opposing expert while in doctoral program (Berkman Center).
- In early stages not a lot of contact but our interests are close

Exec Ed

- Invitation to Digital Marketing Exec Ed Program
- Who reached out to who (-not clear)
- Brought a new topic – affiliate marketing, invited him to teach a class
- Had him do it over 3 years
- We diverged and the topic became less relevant to the program

Reunions

- Ben raised the idea of a joint session as we were both invited (there was topic overlap)
- I did the positives and he said the internet was poisonous
- More dueling lectures than a debate
- I see what's good – he sees what's bad and we're both right
- He goes for the difficulties and potential abuses
 - o His position on Google for example
- An early run in with Google, wanted to hear views on privacy, etc.
- Law School and HBS
 - o I offered up Ben and they turned it down. So they moved the entire session to the Law School
 - o Falling out between him and the Berkman Center. Makes his presence there difficult

Intersections

- No writing together
- Have lunch occasionally – he knows what I do. No question his take is quite different

Teaching

- I viewed his teaching [REDACTED] – he has been difficult to coach
- We use him because “people rave about him”
- Marstin Sorrell came to campus to see him and he was prosecutor like in his teaching.
- Taught Trip Advisor in MBA class when Google was scraping arranged for him to see Ben
 - Lots of reasons to use him in:
 - o Classroom
 - o But some people wonder why, seems indicative of his polarizing approach
 - o He doesn't write on the board

- o Pre section ____ the tech → this is how I work
- o Seems a bit of an automaton and pre-staged
- He is a mixed bag = with respect to content → he has definitely heard (he lectures like a lawyer and did not allow for the class to reach a conclusion)
- New case Skinny Wallet that he taught
 - o Now up to 2 sessions because he wants to get his stuff out and can't get enough personal perspective time in a single class.
- Ratings were polarized

Interactions with others

- o Hangs on every word anybody uses
- o So strong in his critiques it generates discomfort among exec ed. students
- o He is interested in problems that have a flavor of injustice (unfairness)

Community Standards - Respect has always been shown

- He has to be careful he is given his POV
- He's less respectful (lacking charm) than virtually all of us faculty are
- Goes beyond the norm and sets up a luncheon
- Less than evenhanded with Google – I don't think that is his job – that is why we debate
- Always there to help
- *has lunches every summer at Digital Initiative
- Goes beyond it and sets up a luncheon

Summary

My Debriefs after Exec Ed – some love you, but some are frightened of you

*He is fundamentally disrespect to institutions -- truly believes that large organizations like Google (not individuals) are bad.

He has worked on being less harsh but his views are still quite clear to those who hear him.

7/18/17

Interactions

- On sabbatical 15-16 – in Barcelona so very little interaction.
- Disappointed his office had moved
- Can ask him anything – IT brings up plug ins – could ask him to do it will IT 2 Weeks
- How does he do it?
- No tenure track faculty in his new hallway
- Now meet about 1x a week – talk over case ideas for LCA
- Observed the teacher 2x in LCA
- We will back and forth regularly

Brian takes over for Francesca – now I step in to appointments process

Put his stuff in March

This could have happened earlier – find this problematic and it interferes with letters process

Interaction Patterns

- Thinking he has evolved – he is trying to understand the way people respond to him
- 100% honest to the core
- Truth → cares about the integrity of the system around him → has seemingly endless capacity → he has an obligation to correct wrongs
- How could that be wrong?
- Szechuan Gordon – creating externalities that act in opposition to my objectives – assumes all players think and act the same
- Question now is what purpose am I actually serving and how can I do things differently
 - o Possible ways to be perceived as wrong – always follows the letter of the law
 - o Now he steps back and how it might be perceived
 - o Example → HBR request on UBER
 - o When ors should be punished – translates to himself – little wrongs not a good use of his time
 - o How big is the wrong
- Used to shoot a rabbit with a cannon → now understands benefits to restraint
- Ben doesn't care about "friction" – he is skilled to appreciate it and now is more conscious of it
- He relies heavily on Brian and me
 - o Especially post process of FRB last time
 - o Has very strong views

Len 6

- Key Questions for him today – i.e. American Airlines
 - o Is it big, am I unique, should I use my power for it → looked online → MAX stepped forward to have his name on it
- When he's got a question, then he checks in with us

Szechuan Gordon situation

- Blinks followed a letter of law – never dishonest
- Absolutely responds to feedback
 - a) Responding to us
 - b) Doesn't let go – i.e. or seems to not
- He hasn't and shouldn't change
- If he knows you don't have resources he will help you

Works with difficult FSS's – message re: lower status folks.

University Themes – really involved

- Not a committee
- Works with David Parke and has suggestions for SEAS/HBS

Student Interactions

- Highlights his own inadequacies and his own processing
- Fully respectful of the students

Summary

Making the world a better place and HBS is a beneficiary

- Could make a lot more money
- Has really learned from being here
- A powerful force for good
- A powerful intellect
- Actually engages in learning how to adjust his behavior
- The nature of the tenure process is you can't guarantee anything. This is a good bet for a long term learning process

(Field 3)

7/19/17

Taught Winter 2015 (Toffel and Montgomery as well)

History

- Know him for a long time well before Field 3 – Max on his dissertation committee, also there is my wife in his unit
 - o Welcomed as a spouse – I went to lots of seminars with him
- Substantive discussions about lots of things
- About legal issues i.e. Google free lunch as a taxable benefit
- More often what kind of monitors and technology to acquire

Field 3 – I did not staff the course teaching group – was happy to have him.

- He and the other faculty worked on our interaction part of the course infrastructure.
- My interactions with him were quite similar to Interchanges with other faculty

Big Picture – he was great to have as a teacher and as a member of the Field 3 teaching group.

Distinctive areas of Knowledge and Expertise

- a) Startup experience
 - b) Knowledge of technology
 - c) Legal background
 - d) Interaction with companies more broadly
-
- Teaching group and student got access to his depth of expertise
 - Mostly a blessing -> sometimes goes too far
 - My feedback to him:
 - I want to work with IT after (not during) the course
 - Idea is perfect for the summer, not for now
 - IT would bring up something (IT related)> potentially controversial and difficult...would always offer to help. – responsive with both faculty and staff
 - It all worked well
 - With Keri Limmer on legal issues that were surfaced by faculty and students
 - If students were going to create an app – he has expertise → shares with students across sections.
 - * i.e. would want students to talk to the customer – Ben's experience is true. He sold a company without interaction with customers so confronted the "absoluteness" of our advice.
 - He probably restrained himself in the teaching group but provided feedback to me.
 - Interaction with staff – he managed it i.e. classroom set up – occasionally through an extended email exchange
 - o My role as course head was to clarify – how possible is his idea with 3 days to go and faculty wanting different things

Summary

- Got the pushback early on – adjusted his behavior
- No concerns for collegueship ...
- He might uphold standards more than most of us in ways that are challenging on us (legal and economics)

i.e. Szechuan Gardens -- there is a standard that he's been an advocate for – Ben is on top of that – and he does not see the gray area.

- He doesn't cut corners at all
- My big message to him is to "pick your battles"
- * It is easy to frame his behavior as not cooperating with us, holding us to our own standards
- His capacity for work is extraordinary
- I see why people react to him in different ways the more you know him, the more clearly you see intent, initiatives and standards.

- Never met Ben outside of 1st LCA teaching group
- Saw him on a weekly basis (vast majority of interactions) in LCA group.
- Electronic communication on teaching group plans towards back half of the course
- Taught next door to me as well

Reflections

- o + really smart in a narrow bend
- o Intellectually understands online markets in a way that knows his bounds
- o A lawyer (3 in the room); quite likely the weakest in the room on the topic – some question re: teaching
- Very quick to be modest about his teaching ability (happened so frequently it became disingenuous)
- Believe he is on the spectrum more than personality ... he sometimes does not understand how he would be viewed
- Example- Session at Law School [REDACTED] missed session due to AA discussion – BE says out loud upon my return, hope you didn't let him drink at lunch – why say that?
- A micro example
 - o Throughout course – always taking about his other roles – “I could sue, wonder should I sue,” almost that he had a business on the side
 - o A most disruptive element of teaching group (despite the fact that he is brand new)
 - o Always troubled by his teaching plans – last 15 minutes for him to discuss his views on similar issues
 - o Have no idea whether he actually discussed it in class
- His use of computer raises a more theater like approach than a classroom
- Grandstanding
- Can you have an engaging conversation while at the keyboard?
- Note: * [REDACTED] surprised at how well it went and BE will teach 2 sections next year

Summary

- I have been in 5 teaching groups – he is 2 standard deviations different from the mean – with an orientation toward self and unique view
- Often less focused on the learning vs. his skill set
- Gave him a lot of forgiveness because I thought he has an affliction
 - o I would be warned by others
- He went out of his way to be the IT nerdy guy in the teaching group
- Started to get better food that costs less for teaching group
- Addressed all of our video problems

Len 10

- I would not be proud to know that he was a senior faculty member interacting with the business community → I have my doubts about his ability to resolve his behavioral issues

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Len 11

[REDACTED] Committee

7/31/17

- Used him in OPM/ guest faculty
 - o Did very poorly and was not invited back
 - o Just did not hit the bar
 - o An OPM participant recommended him
- IT committee leaves no impression at all (not positive or negative)

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