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Teaching Statement

I have always wanted to teach in a prestigious university. As the daughter of two educators, I was proud of my parents and the role that they played in the lives of their students. I believe that their passion, their knowledge, and their dedication made them successful educators. Their success inspired me to become a professor, and en route to becoming a professor, I received rigorous training in teaching at the School of Education in Nanjing Normal University. In 2000, after I received my Ph.D. in psychology, I got my first chance to teach and became an assistant professor at the Management School at Fudan University, a top management school in China.

During my three years at Fudan, I taught several undergraduate and graduate-level courses such as Organizational Behavior, Management Psychology, Human Resource Management, and Consumer Behavior. My teaching philosophy determines my teaching activities. I believe that a good professor should focus on the students’ needs, abilities, and interests to optimize the students’ engagement and success. During my experience teaching undergraduate and graduate students, I worked to implement my teaching philosophy through designing curricula and selecting instructional strategies.

Teaching undergraduates entails letting them know the basic knowledge or principles of daily management practice. Undergraduates generally lack work experience, which tests their abilities to understand the realities of the business world, so my class format included my own PowerPoint presentations containing course concepts illustrated with current events and accompanied by a written outline for students to follow. For example, in a class on human resources management discussing the topic of recruitment, I asked students to apply course concepts to comment on several recruitment advertisements that I copied from local newspaper. In addition, I exposed the students to various real human resource activities by showing them documents from two active human resource departments and carefully selected clips, movies, newspapers, and websites. I also encouraged my students to do field studies as part of their term projects. For example, I asked them to go to job fairs after class to observe each company’s recruitment activities. After attending the job fairs, the students presented to the class their comments on the activities. In presentations, I was happy to see the students learn via first-hand experience and apply concepts that they learned in class to analyze real human resource activities.

MBA students, however, usually have extensive work experience and know the realities of the business world. They are accustomed to viewing business phenomena from a disciplinary perspective, but more than simply a knowledge of daily management, they need the ability to recognize a problem from a different perspective—an enhanced critical thinking—and to solve the problem. To help students broaden their perspectives, my teaching activities mainly focused on case studies accompanied by small group exercises and videos. Before class, I carefully selected cases from well-known case repositories such as those at the Harvard Business School, Ivey, and Stanford, which I included in the course materials, and current events from the newspaper, internet, radio, and television programs. The current events discussed in the media engaged the students’ attention and drew them into a class discussion. In class, I worked to guide the discussion helping the students to link course concepts with the case studies and current
events. After class, I encouraged students to exchange their ideas through discussion boards and to write their reflections on the course. Students enjoyed my teaching, and I won the KPMG Teaching Award in 2001 and the Motorola Teaching Award in 2002.

To receive high-quality training in both teaching and research in a top management school, I came to the UCLA Anderson School of Management as a Ph.D. student. During the past several years, I have had a great opportunity to observe MBA teaching in US as a teaching assistant. In particular, I assisted in teaching three MBA courses, Managing and Leading Organizations, Strategic Leadership and Strategic Implementation (EMBA course), and Managerial Interpersonal Communications, by introducing new material, preparing timely feedback for students, and serving as the primary grader. In the course, Strategic Leadership and Strategic Implementation, I led the exercise session on social networking. In the session, I used the reciprocity ring exercise to illustrate how to build social capital under the rule of reciprocity.

In the past, I have had the pleasure to teach courses on organizational behavior and human resources management and look forward to teaching the subjects again, and in the future, I would like to teach courses in negotiation, one of my current research interests, and I/O psychology, an area in which I have done research in the past. In addition, recognizing the importance of methodology to graduate training, I want to teach doctoral students statistics and research methods. I find teaching rewarding and think that teaching stimulates me as a researcher—in teaching MBA students, I have found that the students challenge me to think more comprehensively about my field inspiring me in my research—and I always look forward to teaching.