Teaching Statement
Philosophy, Interests, and Experience

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TEACHING PHILOSOPHY

As a future faculty member, I place a very high value on my responsibility as a teacher. Recently, I received the 2004-2005 Carlson School of Management Outstanding Teaching Award for my work as an instructor of the undergraduate IS core course. I believe teaching is an integral part of academic research. A classroom is an excellent forum to generate new ideas and to gauge the value of existing theories and new discoveries. On the other hand, teaching is, in itself, a learning experience. I have more than ten years of experience teaching in classrooms and presenting to professional audiences. Based on this experience, I have a teaching philosophy that currently lies on three cornerstones: excellence, service, and adaptability.

Teaching Excellence: Course Content, Presentation, and Feedback

I am truly committed to excellence in teaching by continuously enhancing my teaching goals and style. To achieve excellence I strive to develop expertise in the course content, present the content effectively, and make improvements based on student feedback.

Course Content. As an undergraduate student, I taught two semesters of a Probability and Statistics lab for Engineering students at Universidad de los Andes, Bogota, Colombia. I quickly learned that mastering the topic gave me confidence and made students more receptive. Therefore, during the first semester, my focus was on grasping the complexity of the subject and practicing the lecture prior to each session.

Presentation. In the second semester, as I felt more comfortable with the material, I focused on presenting the content effectively with visual aides, practical examples, and in-class exercises. Later, I benefited from the development of presentation skills as a marketing professional at IBM and Northwest Airlines during eight years. I took multiple courses on presentation skills and frequently made presentations internally to executives and externally to corporate clients. Hence, I realize the value of a dynamic and visually aided presentation and place a high priority on both mastering the content and engaging the audience.

Feedback. In Fall 2003 and Spring 2004, I was an instructor of Information Systems for Business Processes and Management, the core IS course for undergraduate students at the Carlson School of Management. In the first semester, I performed a mid-term course evaluation survey and made improvements to address concerns raised by the students. Thanks in part to the improvements that I made half-way through the course, I received a final course evaluation rating of 5.2/7.0, which has not been easy to achieve for that course in recent years. Then, in the second semester, I made additional changes based on feedback from the first semester and the mid-term survey. In this second semester the course evaluation rating was 6.4/7.0, for which I received the 2004-2005 Carlson School of Management Outstanding Teaching Award.
### Teaching as a Public Service

I view teaching in an academic institution as a public service. Motivated by this perspective, I try to do my best to serve students. I first ask myself, “What should students get out of this course? What knowledge and skills will they most benefit from?” Then, I develop a strategy for content and delivery. Two strategies that I used in my latest experience as an IS instructor are:

**Promote critical business thinking.** Because students from a business school will eventually use IT to solve real-world business problems, I strongly promote the development and understanding of the business application and consequences of IT. For example, in a class session on *IS strategy*, I presented the resource-based view of IT in the context of a real and successful Internet firm. Students were then broken into groups to discuss the extent to which IT enabled the firm to have a sustainable competitive advantage. In a lab on the fundamentals of database management systems, I emphasized practical applications in the current technological and business environment. For that purpose, I designed a final project where students analyzed a business problem using a large set of sales data in a Windows Access database, and submitted an executive report with recommendations.

**Develop positive relationships with students.** I view my role as a teacher beyond the core responsibilities of lecturing and grading. I try to create an environment so students learn not only about the course topic, but also about other aspects that will benefit their profession. I expect that my effort towards excellence in teaching will motivate students to be excellent students and professionals. I also try to develop a *constructive learning environment* that encourages students to actively participate and seek advice inside and outside of the classroom. In addition, I noticed that by developing positive relationships with students, informal mutual feedback arises to the benefit of the teaching and learning experience.

### Adaptability to Audience and Objectives

There are many possible approaches to teaching. At one extreme is the traditional *lecturer* approach, a one-way presentation by the teacher. At the other extreme is a *facilitator* role, of which case-study methods are representative. I do not particularly subscribe to either approach. Rather, I believe that the teaching methodology should depend on the student audience and on the objective or content of a session.

**Audience.** Students in a business school commonly have multiple interests and IT skill sets. Therefore, applying multiple teaching methods may be appropriate depending on the audience. For example, MBA students commonly benefit from the facilitator approach because they typically have work experience that is valuable if brought out in class discussion. I taught MBA and executive MBA sessions in revenue management in e-commerce, knowledge management, and e-commerce strategy. In these sessions, I played more of a facilitator role than in similar class sessions for undergraduate students.

**Objectives.** Generally, I apply more of the lecturer role for structured, fact-based topics such as a technical session on *DBMS*, while I play more of the facilitator role for topics where students benefit from critical thinking, such as a course on *IS strategy*.

### TEACHING INTERESTS

My teaching interests are mainly in the areas where I have teaching or professional experience. Regarding core IS courses, my teaching interests include:

- Principles of Management Information Systems (MBA and undergraduate core IS courses)
• Systems Analysis and Design
• Database Management
• Electronic Commerce
• Managerial Statistics

Other courses that I am interested in teaching are:
• IS requirements analysis
• International information systems
• Business information systems: Enterprise resource planning systems, yield management systems, revenue management in e-commerce.
• IT strategy, IT and marketing strategy

TEACHING EXPERIENCE

University of Minnesota, Carlson School of Management, Minneapolis, Minnesota

• Instructor
  − MBA: Information Technology Management (core IS course).
    Summer 2006: Score pending.
  − Undergraduate: Information Systems for Business Process and Management (core IS course).
    Spring 2004: Scored 5.2/7.0. Fall 2004: Scored 6.4/7.0
    Received the 2004-2005 Carlson School Outstanding Teaching Award.

• Guest Lecturer for MBA Courses (2001-2004)
  − Managerial Decision Making, Decision Technologies for E-Business, Information Technology Management (IS core course), Executive MBA IS core course, E-commerce.

• Teaching Assistant (2001-2003)
  − MBA: Managerial Decision Making, Decision Technologies for E-Business (2 semesters), Information Technology Management (IS core course), Executive MBA IS core course.
  − Undergraduate: IS for Business Processes and Management (IS core course, 2 semesters).

• Teaching Assistant (Spring 1994), Marketing Research

Universidad de los Andes, Industrial Engineering Department, Bogota, Colombia

• Lab Instructor (Spring and Fall, 1988), Probability and Statistics

OTHER EXPERIENCE

I have substantial work experience as a seller, implementer, and user of information systems, which supports my teaching efforts in IS courses. Below are the highlights:

• Sales Representative – IBM Colombia: Led RFP completion and submission to clients, requirements analysis, and implementation of enterprise applications such as ERP systems, Geographic Information systems, and Computer Integrated Manufacturing (CIM) solutions.

• Product Manager – IBM Colombia: Made demonstrations of ERP software and CIM solutions to potential clients.

• Alliance Revenue Manager – Northwest Airlines-KLM Royal Dutch Airlines: Led and implemented a project to reengineer the Northwest-KLM Alliance revenue management function. Responsibilities included: Definition of user requirements and implementation of state-of-the-art revenue management software, business process reengineering, and reorganization of the department.