

Teaching Statement

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My teaching philosophy is centered on two key areas: fostering a safe and comfortable learning environment and cultivating a passion for lifelong learning. Reflecting on my experience as an instructor of Business Principles for the Human Resources and Industrial Relations (HRIR) Professional, a core course for master's students at the Carlson School, I will illustrate how I implement these principles to resonate with students' diverse needs and aspirations.

Fostering a safe and comfortable learning environment

My teaching experiences have taught me that each student has a unique learning process. Respecting and supporting this uniqueness are essential to achieving individual learning goals and ensuring that every student has an equal opportunity to succeed. This is even more important for MHRIR students, who often come from various academic backgrounds and nationalities. An inclusive learning environment is essential for such a diverse classroom. To achieve this, I set clear expectations for the course from the beginning to create a structured and supportive environment. I outline the ground rules and go over my evaluation approach, assuring students that they can ask questions and raise concerns without the fear of judgment. This clarity helps students understand what is required of them and reduces anxiety.

To make my teaching accessible, I deliver my content in a manner that accommodates diverse learning needs. I provide slides and teaching notes in advance, to allow ample time for in-class discussions. During the lecture, I make frequent stops to solicit questions, provide clarifications, and introduce one or two small-group discussion questions to ensure that students remain actively involved. In addition to office hours, I remain available after each lecture to ensure students have the support they need outside of regular class time. Class recordings are posted on the course website to help those who wish to review the material later. These approaches not only accommodate different learning styles but also promote a deeper understanding of the material. Many students feel this to be very helpful in their learning process.

Additionally, I believe frequent feedback is more effective for information retention. In my evaluation approach, I prefer frequent low-stake problem sets instead of a cram-and-forget approach. This approach helps students memorize the concepts in smaller bits and reduces the impact of one bad performance on the overall grade.

Nurturing a passion for long-term learning

Another important aspect of teaching, in my view, is nurturing a passion for long-term learning. Classroom time is limited, and only through a genuine interest in the subject can students truly master it. My goal is to expand my students' horizons, helping them see the broader possibilities and applications of what they learn. Therefore, I strive to create a sense of importance and relevance in what I teach.

To bridge theory with practical benefits and real-world applications, I incorporate discussions of recent events using news articles and academic studies. For instance, I utilized David Krackhardt's (1990) "kite network" to illustrate the power of information in an organization. I

aim to stimulate critical thinking about the implications of this concept for their roles as HR professionals, such as improving candidate selection, managing career development, or maintaining competitiveness in the workplace.

Team collaboration is an excellent way to promote agency in exploring the subject. In a semester-long project, each team analyzes a company's internal and external factors, from financial performance and marketing strategy to market competition, and presents their findings at the end of the semester. This exercise helps students not only to apply the concepts they have learned during the lecture but also to solve problems and generate ideas collaboratively. Of course, they may have setbacks during the process. For instance, some teams abandoned their initial projects and started over mid-semester as the data was not easily accessible. As a facilitator, my role was to set the expectations, encourage them to move forward, and provide advice along the way so they can achieve their goals. I believe these valuable lessons prepare them to be more strategic and help them anticipate challenges in the workplace.

I supplement my slides and teaching notes with a wealth of relevant materials available on the course website. While students may not have time to review all these resources during the course, my intention is to provide them with references for future use and encourage continuous learning beyond the classroom. In student evaluation of my teaching effectiveness, the abundant relevant articles and other materials were cited as very useful for their learning.

I also leverage interactive activities, such as educational games, to make the learning process more engaging and memorable. In one session, I used a simple public goods game based on Holt and Laury's (1997) model to illustrate the ethical dilemma faced by HRIR professionals—balancing societal benefits with personal gains—and how transparency, through coordinated actions with others, can mitigate this issue. To add an element of interest, I offered a gift to the participant with the highest score.

I believe a passion for the subject matter I teach is an important factor in my teaching quality. This passion drives me to put extra effort into helping students succeed in their learning journey, and I believe the Carlson School considered this when awarding me a Ph.D. Student Teaching Award for teaching this course.

Future teaching interests

Although I highlight only one experience here, teaching broader management topics has been integral to my academic journey. My teaching experience began in college, where I instructed high school students in Economics and Accounting. This passion for teaching persisted during my tenure at an Indonesian government agency, where I facilitated numerous human resource management training sessions. While pursuing my master's degree at Carnegie Mellon University, I further honed my teaching abilities by serving as a teaching assistant in several courses. Additionally, at the Carlson School, I managed in-person and asynchronous courses for master's students and contributed to the design of an organizational theory course as a teaching assistant. These diverse experiences have significantly enhanced my teaching skills in relevant subjects. I am committed to continuous growth as an educator and look forward to contributing to my students' academic and personal development as a future assistant professor.

Teaching Evaluations

HRIR 6001: Business Principles for the HRIR Professional (001 - Morning)

- Responses: 28 of 35 students (80.0%)
- Scale: 1 = Strongly disagree to 6 = Strongly agree

Item	Mean
<i>Instructor Items Overall</i>	4.87/6
The instructor was well prepared for class	5.36/6
The instructor presented the subject matter clearly	4.39/6
Interactions with the instructor helped me learn	4.81/6
The instructor treated me with respect	5.93/6
The instructor provided feedback intended to improve my course performance	4.71/6
I would recommend this instructor to other students	4.11/6

HRIR 6001: Business Principles for the HRIR Professional (090 - Evening)

- Responses: 10 of 15 students (66.67%)
- Scale: 1 = Strongly disagree to 6 = Strongly agree

Mean	Mean
<i>Instructor Items Overall</i>	5.5/6
The instructor was well prepared for class	5.8/6
The instructor presented the subject matter clearly	5.1/6
Interactions with the instructor helped me learn	5.2/6
The instructor treated me with respect	6/6
The instructor provided feedback intended to improve my course performance	5.6/6
I would recommend this instructor to other students	5.3/6

Comments from students (Note: Ito is my nickname):

“I’m a big fan of Ito’s! Ito was really great about checking in with the class on if we had questions. He was always ready and willing to explain something to us again if we had questions. He was mindful of assignment due dates lining up with class material and was flexible if we needed to change them. I found him to be encouraging each time we were in class. He had helpful, relevant, interesting and meaningful videos prepared to show us to support class principles. I have a clearer understanding of the importance of understanding business principles in HR. Our semester–long project of diving into the background of a company was cool and really helpful! His slides were great and very accessible!”

“The instructor is helpful to answer students’ questions and he treats us well. He can solve our problems with great proof and examples which benefits me a lot. Nice Instructor!”

“Ito is very passionate about economics. It’s clear that he has a lot of subject matter expertise, and I appreciate learning from someone who has both real–world and academic knowledge. Ito was also very kind and supportive if the class needed a topic repeated for comprehension.”