

TEACHING STATEMENT

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As a scholar of the future of work, I have shaped my approach to teaching around the fact that we have been living into a future defined by disruption and change, auguring our need for people equipped to lead our organizations, economies, and societies through the unprecedented.

In what follows, I elaborate on my teaching philosophy, experience, and interests.

Teaching Philosophy

To cultivate the future leaders that we need, I aim to nurture my students' ability to analyze situations they face, to embrace uncertainty, and to respect those working alongside them.

Analyzing Situations

First and foremost, bridging between the classroom and the real world means cultivating students' ability to analyze the situations they face using the concepts they learned in class. To do so, I prioritize ensuring that the students understand not only the concepts themselves, but also their boundary conditions, especially when applying them. That is, I work hard to ensure that students understand when and how the concepts they are learning can be applied, and when and how these concepts may fall short in breaking down and analyzing our messy social realities. This ability to apply concepts and analyze situations has become all the more important in this new Internet and post-truth era, where concepts often are stretched beyond their initial purposes to justify claims that are far beyond their dominion. Essentially, I work to ensure that students develop an ability to analyze and critique whatever comes their way. At stake is the nature of democratic discourse within our organizations, economies, and societies.

Embracing Uncertainty

If anything, the only constant is change; cultivating prospective leaders of our new economy, then, means preparing them to embrace uncertainty. To do so, I prioritize cultivating psychologically safe and participatory classroom environments. My aim has been to allow students to do activities and argue over cases while also ensuring that they feel okay making mistakes along the way. In addition to training students on how to address these mistakes and more effectively navigate similar situations, this approach teaches them how to be fearless in dealing with situations that seem unfamiliar, how to learn from any missteps, and ultimately how to work through the uncertainty. In essence, I am dedicated to teaching students how to teach themselves, even when the concepts they learned in my classroom may no longer apply: a potentially more and more prevalent situation amid the changing nature of work.

Respecting Others

I also prioritize cultivating within my students an ability to respect others and work with those different from them: a skill which has only increased in importance amid trends toward globalization. I specifically have attempted to build classroom environments that might allow students to feel respected in their differences and have been trying to model the open-mindedness and inclusivity that I would like to see my students emulate, across the extremely multicultural student bodies that I have taught in Vancouver and New York City. For instance, I have regularly invited a diversity, equity, and inclusion (DEI) speaker to lead a session in my courses, have made sure my materials include protagonists and cases that can resonate with people from a variety of backgrounds, and have provided extra support during office hours for students who are non-native English speakers. I have also volunteered my time for UBC Sauder's school-wide committee on DEI. I am especially proud of having received a perfect teaching evaluation from past students, for promoting "a classroom environment that speaks to, and welcomes participation from, students from all backgrounds and perspectives."

Teaching Experience

I have accumulated experience as an instructor of record both at UBC Sauder and at NYU Stern.

UBC Sauder

COMM 192: Management and Organizational Behaviour (instructor, course coordinator)

I have been an instructor of record, and was appointed course coordinator, for the undergraduate core course COMM192: Management and Organizational Behaviour. It is an introductory survey on organizations, covering subjects ranging from organizational structure and culture to leadership to decision-making. As a course coordinator, I standardized the syllabus and coached new instructors.

COMR/BUSI 329: Principles of Organizational Behaviour (instructor)

I have also been the instructor of record for an undergraduate elective course COMR/BUSI 329: Principles of Organizational Behaviour. It is an introductory survey on organizations offered to Commerce minors and non-majors. To accommodate a variety of learning styles, we offer the course in a flexible format, where we combine online modules with in-person activities.

Additional teaching experience

I also have held seminars for executives on topics related to the future of work, ranging from how to develop desirable workplaces to how to deal with AI in a changing global labor market to how to thrive with remote and hybrid work arrangements in the post-pandemic era. I have also engaged with the popular media, such as the *Los Angeles Times* and the Canadian Broadcasting Corporation (CBC).

NYU Stern

MGMT-UB 1: Management and Organizations (instructor)

I was the instructor of record, during my PhD program, for the undergraduate core course Management and Organizations, as a summer intensive in the first round of in-person classes after the start of the pandemic. It was an introductory survey on organizations, covering topics ranging from organizational structure and culture to innovation and creativity to employee motivation.

Additional teaching experience

I have also been a teaching assistant for undergraduate and masters level courses related to entrepreneurship and innovation, leadership in organizations, and teamwork.

Teaching Interests

My past experiences, including as a management consultant on Wall Street amid its disruption by entrepreneurs and technologists, have prepared me to teach a range of courses. I am excited by the prospect of building on my past experiences to teach core courses. I am passionate about teaching these courses, given their potential to shape students' initial impressions and foundations of what they are studying, and have extensive experience teaching these kinds of courses at the undergraduate and masters levels. I would also be enthusiastic about developing and teaching courses related to my core research interests, such as those related to the future of work, technology and innovation, and entrepreneurship. Moreover, I would be very open to teaching and mentoring doctoral students. As a testament to my dedication to doctoral students, I have been co-authoring with two at UBC Sauder, have been on one dissertation committee, and have been directing the PhD program for my division, where I have managed admissions and coordinated milestones like comprehensive exams. This is all to say, I would be open to teaching a variety of courses and at different levels, depending on the needs of the department.