

**TEACHING DOSSIER**

of

**Dr. FANMEI WANG****TABLE OF CONTENTS**

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## 1. BIOGRAPHY

Over the course of a decade of teaching and research at universities across the globe, including the University of Science and Technology Beijing (USTB), Harvard University, and Laurentian University, I have embraced the opportunity to develop my teaching skills in service to all my students. Most recently, at USTB's School of Economics and Management, I served as Assistant Professor of Business Administration and the Program Coordinator of the International Graduate Program. In this role, I provided holistic academic and social support to students of diverse backgrounds, ancestries, and languages, and in the process, developed comprehensive and precise mentoring skills. In my career, I have taught academic courses in sociology, human resources management (HRM), research methods, and other areas. My classroom experience in a variety of settings has also informed teaching oriented research and professional development projects for which I have received grant funding.

In addition to teaching in universities, I have served as a contract lecturer for eleven corporate human resources management (HRM) training programs and facilitated partnerships between business schools and a variety of enterprises. I have led industry-specific training programs for managers at approximately twenty corporations; the content of these programs includes HRM, performance evaluation, communication management, corporate culture, and other topics. From each of these experiences, I have learned how to become a more effective instructor in a variety of contexts.

During my career, I have received eight awards related to excellence in teaching as a result of my approach and my results. My instruction is informed by my academic background, my rich professional experience, and most important, a dynamic, humorous, and passionate teaching style that brings life to subjects and inspires students to learn new insights. My lively and joyful pedagogical approach reflects my authentic appreciation for knowledge, my genuine connection and respect for students, and my commitment to their success. From my perspective, teaching and learning are reciprocal processes where knowledge is exchanged through sharing and response. Much of the most indelible aspects of teaching are ineffable; my love for teaching and the pleasure I experience from communicating and learning with students transcends words. As a new immigrant, I look forward to pursuing new teaching and learning opportunities in Northern Ontario; and am prepared to continue to learn from the challenges and lessons those experiences present.

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## 2. A STATEMENT OF TEACHING PHILOSOPHY

My introduction to teaching and learning in higher education occurred during my undergraduate studies in China, where the traditional approach reflects Confucius educational ideology and culture. As a student, I aimed to demonstrate self-discipline, diligence, respect, courtesy, and thoughtfulness (i.e., caution and care) in words and deeds. I approached my schooling as an opportunity to develop these qualities of character; and I benefited in multiple ways. In Chinese universities, professors often deliver knowledge through the establishment of theoretical frameworks that we can use to think holistically and systematically. The Chinese approach emphasizes the importance of analyzing not just details or points but the whole picture: the trees and the forest. The curriculum provides a comprehensive foundation of knowledge and cultivates logical and rigorous thinking. Throughout my education, I developed habits of mind that now serve me well as an academic and instructor, especially care and thoughtfulness. Before speaking or acting, I consider the impacts of my words and actions. And my pedagogical approach includes a constellation of principles and strategies that reflect my experiences within and outside China.

My understanding of possibilities in education expanded when I was an M.A. student at Laurentian University and had my first encounter with interactive, collaborative, and exploratory learning. Alongside other students, I engaged in vivid discussions and applied my learning through field-based projects. As a teaching assistant, I could experiment with similar activities to inspire student learning. Several years later, while pursuing my Ph.D. at Peking University, I used this interactive approach to teach a seminar course for American students called Contemporary Issues in China at the Institute for the International Education of Students Abroad Beijing Center. Through active engagement with literature, workshops, guest lectures, discussions, and field observations (e.g., of schools and a migrant worker association), students learned about contemporary economic, political, social, and religious issues in China. As the instructor, I was equally engaged and excited as well as challenged and stimulated. I both witnessed and experienced how interactive pedagogy could spark students' profound rethinking of the issues.

When I later taught for almost a decade at the University of Science and Technology Beijing (USTB), first as a lecturer and then as an Assistant Professor, I continued to focus my efforts on developing an interactive and student-centred pedagogy. During this period, the School of Economics and Management (SEM) went through a rigorous process of accreditation with the Association of MBAs and the Association to Advance Collegiate Schools of Business (AACSB). As an instructor and the Program Coordinator of the International Graduate Program, I actively participated, and my pedagogical ideas and practices were strongly supported through a series of reforms. For example, SEM supported my participation in international cooperative teaching projects (and assisted with the securing of funds). As a result of these efforts, of which I was a part, SEM made significant progress in teaching, curriculum development, and assessment.

From teaching and learning in diverse contexts, I have gained unique disciplinary and professional knowledge. This informs my pedagogical approach, which is guided by four principles:

- *linking theory and real world applications;*
- *creating proactive and interactive learning environments;*

- *valuing students as individuals and respecting their voices; and*
- *embracing teaching as a continual process of learning, progress, and growth.*

In describing each of these, I use examples mostly from my teaching experiences at USTB in China, which includes extensive experience working with international students. Wherever the location, my curriculum draws from local and international perspectives so students can gain skills and confidence in applying what they learn to multiple environments and communities.

### ***Principle 1: Linking theory and real-world applications***

Postsecondary courses offer a unique opportunity for students to learn theoretical knowledge frameworks that they can apply to real world situations. Through engagement with discipline-specific concepts, sources, and methodologies, students can establish a comprehensive foundation of knowledge and a means of thinking critically, both of which expand their visions and skills in rapidly changing work environments. To achieve this goal, I connect the curriculum to contemporary issues (e.g., academic research as well as industry trends) and I support students in pursuing their interests. This is crucial to their intellectual development and their ability to apply what they learn in meaningful ways.

In terms of human resources management (HRM) theory, I introduce students to literature by scholars with a wide range of backgrounds (e.g., Chinese and Canadian) to support their developing critical perspectives across cultural boundaries. This contributes to a theoretical lens that students can adapt in response to different contexts and audiences. I encourage students to explore why differences in authors' opinions might exist within similar themes; and how to apply theories that originate in one region to another. For example, how might Chinese theory apply to Western industrial practices, and vice versa?

To illustrate the symbiotic relationship between academic knowledge and industry trends, and give students the opportunity to apply what they learn, I use the case study method and three types of cases in particular. These include 1) Harvard Business School cases, which focus on a range of issues for global corporations (e.g., Henkel, Cisco, Hewlett-Packard); 2) cases focused on management and communication issues for Chinese subsidiaries of multinational corporations (e.g., Walmart China); and 3) cases on current Chinese business practices for which I draw from my research, Chinese databases, and publicly available information on corporations. One case I wrote on corporate culture won a national award in 2015, China's Top 100 Selected Management Cases, the first from USTB's School of Economics and Management since 2011.

In their academic and professional careers, students do and will face unpredictable problems without standard solutions. Through case study analysis, students practice reasoning through difficult situations and decisions. To maximize their learning, I choose case studies that connect to students' cultures and interests. For example, Chinese MBA students love to analyze cultural and communication challenges multinational corporations face in China; they draw from their experiences and the fundamental cultural assumptions that influence behavior. In the process, they learn the value of multiple perspectives. This is aided by discussions that I facilitate in ways that encourage robust participation and broaden students' horizons. I lead students through steps, ask questions, and guide them in how to navigate and develop novel solutions that reflect sound judgment according to the learned

theories, concepts, and methods.

The case study method does have limitations. It relies on subjective analysis, which may not be replicable or generalizable to real life circumstances. To complement this approach, I invite guest speakers to describe different industries and I take students to visit sites. Students complete projects that enable practice and reflection and cultivate their critical and creative thinking skills in qualitative and quantitative areas. For example, in a management communication course, students use principles of supportive communication and what they learn from related course activities to construct cover letters and resumes for feedback. This is useful for the development of knowledge and skills in HRM (e.g., for recruitment); and it also contributes to their developing competitive job application portfolios and accessing career opportunities. As another example, in a course on corporate culture, students use survey research to diagnose and measure an organization's culture (e.g., Watsons). Students work in research groups to review the literature, frame their research questions, design a survey, collect and analyze the data, and report their findings. During the process, I communicate regularly with students about their work. And for interested students, I encourage additional research and help them connect their critical inquiries and findings to their coursework. I have also recruited students as research assistants to help organize and analyze fieldwork data for my research projects. Overall, through a multipronged approach, I support students in learning theoretical knowledge frameworks to help guide their reasoning; as well as practical methods for applying what they learn in ever changing work environments.

### ***Principle 2: Creating proactive and interactive learning environments***

In China, students enter the university through an education system shaped by a teacher-centred model. To pass university entrance exams, most students use standardized answers coached by their teachers. This influences their academic behaviours, and often manifests as a reluctance to express opinions and ask questions. In this context, I use practical strategies to encourage social interaction, such as name plates and microphones; and to motivate students, I recognize individual achievements through an award and prize (the certificate is stamped with the official department seal). Most important, I use creative teaching strategies to foster active participation as well as self-awareness and self-regulation in the learning process.

First, to foster engagement, I tailor course content and goals to students' academic needs and professional priorities. For instance, when teaching HRM courses, I use more academic journal articles for MSc students who are expected to publish; and I use more theory based on real-life industry and business practices for MBA students. In my experience, students engage intellectually and learn more if course content is relevant to their goals.

Second, to foster active participation and learning, I use a variety of visual and rhetorical strategies. During lectures, students' interact with multiple media, such as clearly designed slides with animation, tables, links, and video clips (e.g., to illustrate body language or interview tips). In terms of verbal communication, I often use an interactive storytelling style, especially when presenting a case. I craft and deliver a dramatic narrative structure with unresolved conflicts; I use a series of heuristics or questions to bring students into the context (moving from simple to complex questions and providing feedback to guide them to answers); and I present each case as a series of nested stories with multiple layers to capture the complexity and encourage students to dive in and

solve it. Throughout the telling, I use facial expressions, hand gestures, humor, and body language for dramatic effect.

Third, I create an optimal learning atmosphere to support students' knowledge sharing as well as provide immediate feedback on their learning. For example, in an activity designed for a course on psychological measurement and talent selection, five students act as candidates and the other students use evidence to assess the candidates' behavioural competencies. In a course on management communication, students participate in games that allow them to practice what they learn through bodily movement and face to face interaction. Students also share knowledge and receive feedback when engaging in case study analysis. They work in groups to identify the issues, evaluate options, and present their solutions to the class. Since the answers are not predetermined, students make unique recommendations and communicate those in diverse ways. To give students the opportunity to interact across cultures, I often encourage students from different countries and regions to work together. All these activities are designed to encourage active participation and provide students with immediate feedback on their thinking and learning (from both their instructor and their colleagues).

Fourth, as demonstrated by the activities described above, my courses rely heavily on students' development of capabilities through productive collaboration and social negotiation; and they also benefit from my active involvement. During group research projects, for example, I support and guide students' work (e.g., the development of their research questions and protocols); and I deliver workshops on fieldwork and research methodology. To support academic integrity, students provide evidence of fieldwork (e.g., verbatim transcripts) and I encourage students to self-assess their work with grading criteria and timely feedback. In the end, students present their findings and share their experiences with one another, thus contributing to the interactive learning environment we share.

### ***Principle 3: Valuing students as individuals and respecting their voices***

China's long Confucian tradition and history creates a hierarchical structure within the education system that privileges the instructor's knowledge and subordinates that of the students. Yet this is not inevitable. In this circumstance, I have learned how to position myself on somewhat equal ground with students so they can transcend this psychology and express their viewpoints. This is a way of teaching that values students as individuals, and it manifests in several ways.

First, I demonstrate through my words and actions that I value each student's voice. This shows respect for their personhood, and it enables successful teaching and learning, which are linked. My knowledge sharing is balanced with a deep understanding of the tremendous richness of students' ideas. For instance, MBA students draw from practical management experiences during discussions. If I incorporate and respond to their points, this enriches and deepens the learning for everyone. And especially in courses with students from across the world (e.g., African, Asian, Southern American, and European countries), open discussion of diverse points of view often leads us to new and exciting directions. Whenever students share experiences in their motherland, the conversation is full of remarkable insights. To encourage inclusive participation in discussions, I give all students equal opportunities to speak and if necessary, I allow students additional time to prepare and express their opinions (e.g., if English is not their first language). In some cases, students need extra chances to make

their points. I always aim to show my appreciation for students' contributions.

Second, I aim to support students' growth and improvement through my teaching and assessment of their learning. I intentionally provide opportunities for students to experience fulfillment by demonstrating their strengths and talents as they learn new knowledge and skills. And instead of the traditional exam-oriented system, I use multiple methods of assessment (e.g., writing assignments, individual essays, exercises, group activities, and more) so that students can identify and use their strengths and interests to succeed. Through rubrics, examples, and practice, I teach students the measurable criteria for evaluation; and I communicate my expectations clearly, explicitly, and transparently. Students then understand what it takes to meet course goals and perform at their best and at the highest standard.

Third, to demonstrate that I am invested in students' development and that I value and respect their work, I provide consistent and constructive feedback. Instead of delegating this responsibility to teaching assistants, I evaluate student work myself to provide targeted, specific suggestions. Providing detailed feedback is a powerful way to encourage students and acknowledge their efforts and contributions. In addition, I meet with students regularly to discuss the feedback and any questions, as well as their progress. To build solid, trusting relationships, I compliment evaluative feedback with informal conversations during breaks or after class. Each of these methods enables me to demonstrate my care for students as well as how much I value their voices, knowledge, and contributions.

***Principle 4: Embracing teaching as a continual process of learning, progress, and growth***

My teaching philosophy is informed by research studies on learning and self-reflection. To improve my practice, I reflect on evidence in the form of feedback, suggestions, and ideas from students and colleagues. Through open communication, students are able to offer remarkable insights I can use to revise my curriculum and materials in fresh ways that maximize their success. In addition to students, I observe and solicit critical feedback from colleagues and international scholars with whom I have collaborated. For instance, I invited Dr. Sebastian Green, Emeritus Professor of Management at University College Cork, to deliver a lecture on leadership to my MBA students; and I audited Dr. Green's class to learn strategies for facilitating discussions and motivating students to express their opinions publicly. This learning with colleagues extends to conversations within academic and professional communities, as I participate in local and international conferences, workshops, and teaching-oriented projects, and then put my new knowledge to practice in the classroom. Through this process of learning with others, I am better able to support students as they develop greater awareness, understanding, and skills that enhance their capacities as well as their competitiveness in the job market.

Over the course of my career, I have come to understand how a strong, dynamic connection between teaching and research enhances lifelong learning as well as creative and critical thinking. The knowledge I gain through research (i.e., theoretical knowledge, fieldwork methods, and research findings) enhances both my students and my own education and abilities. For example, I reviewed 46 articles on higher education when composing the article, "Educational Ideas and Thoughts in Internationalization" (Journal of University of Science and Technology Beijing, 2014). I translate what I learn from research into teaching materials (e.g., case studies, creative assignments, research protocols and tools). For example, in a human resources management course, I drew from

my research experience when I encouraged students to use a measurement tool, the Position Analysis Questionnaire, to analyze open jobs at a well-known corporation. Ultimately, my work as a teacher-scholar deepens my understanding of both teaching and research; and it enhances my ability to communicate what I learn for the purpose of supporting students' growth and success.

My pedagogical approach is informed by teaching in diverse contexts and across disciplines and professions. As a result of my varied experiences, I am able to adopt an interdisciplinary approach whereby students can engage with the distinctive assumptions and analytic models of multiple disciplines. This exposes students to intersections between business and related fields; and enhances their analytical abilities. Through an interdisciplinary approach, students learn to frame HRM within broader contexts and areas of specialization. To do this, I facilitate a process in which students use theory and literature from management and other fields to address complexities in specific areas; for example, students could use readings in anthropology and sociology to explore how to address cultural complexities in business.

Finally, I draw from my background in sociology to help students look beyond the dominant and more general explanations offered by theory and literature; for example, though students may value aspects of literature specific to the U.S. context, not all the conclusions translate or are appropriate and relevant to the Canadian or Chinese context. I encourage students to trust that it is possible and necessary for us to a) analyze issues in context; and b) explore and develop new ways to explain phenomena that are relevant to specific peoples, cultures, and places. The current international literature has limitations that we can transcend together through research as well as practice. To that end, I support students in analyzing the social, political, and historical factors that influence various management perspectives. And I draw from my own ethnic research background to model for Chinese students, the vast majority of whom are Han people, how to become more inclusive. I encourage Chinese students to reevaluate the assumption propagated in literature that Chinese culture is equivalent to Confucius culture. Though this example is specific to the ways in which Chinese ancestry and heritage influences academic knowledge, the importance of critiquing dominant cultural assumptions transcends place. In all my courses and for all my students, I reference many cultures to illustrate the value of diversity and the importance of critiquing knowledge and listening to others in the interest of learning and accomplishing more.

While practicing these four principles, I have been encouraged by positive responses and I have experienced the pleasures and rewards of connecting and supporting students in their learning and their journeys. Each experience further stimulates my enthusiasm for teaching and my desire to influence students' lives as a caring, compassionate, and supportive teacher.



### 3. TEACHING EXPERIENCE

#### 3.1 UNDERGRADUATE COURSES TAUGHT

Course	Semester	Class	Credit Hours	Language	Number of Students
Human Resources Management (HRM) (Mandatory)	Spring 2012	BBA'10 Class T10	48	Chinese	31
	Fall 2016	BBA'15 Class 151,152& T15	32	Chinese	118
HRM (Elective)	Spring 2012	International Trade'09 Class 091&092	36	Chinese	102
Psychological Measurement and Selection (Elective)	Spring 2011	BBA'08 Class 081&082	36	Chinese	91
	Fall 2011	BBA'09 Class 091, 092 & T09	36	Chinese	100
	Summer 2011	BBA'08 Class 2 <sup>nd</sup> degree	36	Chinese	60
	Spring 2014	BBA'11 Class 111, 112 & T11	32	Chinese	108
	Spring 2015	BBA'12 Class 121, 122 & T12	32	Chinese	110
	Spring 2016	BBA'13 Class 131, 132 & T13	32	Chinese	107
	Spring 2017	BBA'14 Class 141, 142 & T14	32	Chinese	100
Corporate Culture (Elective)	Fall 2013	Students with various majors	32	English	72
	Fall 2014	Students with various majors	32	English	47
	Fall 2015	Students with various majors	32	English	56
	Fall 2016	Students with various majors	32	English	85
Competency Development (Elective)	Fall 2012	BBA'09 Class 091 & 092	36	Chinese	75
	Spring 2013	BBA'10 Class 101 & 102	32	Chinese	26
Communication Management	Fall 2011	BBA'08 Class 081&082	36	Chinese	70

## 3.2 GRADUATE COURSES TAUGHT

Course	Semester	Class	Credit Hours	Language	Number of Students
Human Resources Management (Mandatory)	Fall 2010	MBA'09 Class	36	Chinese	32
	Spring 2011	MBA'11 Class	32	Chinese	67
	Spring 2011	MSc in Project Management'11 Class	32	Chinese	49
	Fall 2011	MSc in Industrial Engineering'11 Class	36	Chinese	25
	Fall 2011	MBA'10 Class (Spring)	36	Chinese	27
	Fall 2012	MSc in Enterprise Management'12 Class	32	Chinese	34
	Fall 2012	EMBA'12 Class	16	Chinese	32
	Spring 2013	International students	32	English	19
	Spring 2014	MSc in Project Management'14 Class	32	Chinese	27
	Spring 2014	International students*	32	English	35
	Fall 2014	MBA'13 Class (Shenzhen)	32	Chinese	56
	Spring 2015	International students	32	English	23
	Spring 2016	International students	32	English	25
	Spring 2017	International students	32	English	30
Organizational Behaviour (Mandatory)	Fall 2010	EMBA'10 Class (Xinjiang)	32	Chinese	100
	Fall 2011	MBA'11 Class 1	32	Chinese	44
	Fall 2012	MBA'12 Class 2	32	Chinese	57
Corporate Culture (Elective)	Fall 2013	MBA'13 Class 1&2	32	Chinese	100
	Fall 2014	MBA'14 Class 1, 2&3	32	Chinese	90
	Fall 2015	MBA'15 Class 1&2	32	Chinese	84
	Spring 2017	MBA'17 Class 1& 2	32	Chinese	87
	Spring 2017	MBA'17 Class 3	32	Chinese	97
Chinese Economy and Industry (Elective)	Fall 2010	International students	32	English	27
	Fall 2011	International students	32	English	22
	Fall 2012	International students	32	English	14
	Fall 2013	International students	32	English	34
	Fall 2014	International students	32	English	23
	Fall 2015	International students	32	English	17
	Fall 2016	International students	32	English	54
Research Methods & Thesis Writing (Elective)	Spring 2011	International students	18	English	23
	Spring 2012	International students	16	English	28

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## 4. EXPERIENCE WITH COURSE DEVELOPMENT

I developed the curriculum for the courses *Corporate Culture*, and *Chinese Economy and Industry* at USTB.

**Course 1: Corporate Culture.** The development of this elective course was financially supported by a two-year fund (2012-2014) and was one of the first 18 teaching demonstration courses taught in English at USTB. This course introduces fundamental theoretical knowledge and research on corporate culture and how culture influences various aspects of organization and management. Moreover, explores the principles, approaches, and processes needed for the diagnosis, measurement, design, construction and change of corporate culture. Special attention is given to models and techniques used to align human resources (HR) systems with the organization's mission statement and values. The students are also expected to gain insights into real-world applications of the theory through case studies and fieldwork. Finally, the course examines relevant theories of cultural diversity and cross-cultural management. As the course is taught in English, it greatly improves students' English reading and presentation skills.

My project in developing this course was one of three that won an award for the best project regarding curriculum development in 2014, as determined by USTB. The course's materials were composed of Chinese and international scholars' book chapters, journal articles to help undergraduate students establish a theoretical basis regarding corporate culture. Thanks to outstanding evaluations from students and its significance in the HRM field, since 2013, this course has been developed in Chinese and tailored to MBA students. Considering the characteristics of adult students, I retained the theoretical framework of corporate culture but added more in case studies section. Furthermore, in the MBA course, students were required to complete their group projects based on real-life data. This course became popular, with more than 100 MBA students taking it every year, although it was an elective, making it one of the most popular courses in the business school. Before I left USTB, I was the only instructor to teach this course.

**Course 1: Chinese Economy and Industry.** This course was developed in 2010. As an elective course taught in English, it was only available to international master's students. It aims to answer questions such as the following: What was the Chinese economy like in the past, and what is it like today? Where do we expect the Chinese economy to go? What are the current keywords in the Chinese economy? How can we interpret China's economic development in the context of globalization? Is China's economic growth sustainable?

After an introduction to Chinese history from the First Opium War to the 1911 Revolution, this course focuses on the establishment of the PRC and the economic development after 1949. Drawn from academic literature written by Chinese and international scholars, as well as Chinese and international media reports, my teaching materials cover economic changes beginning with the 1950s and have been updated to include Jinping Xi's new era, following a timeline divided into sections of approximately ten years. Perspectives on Chinese politics, society, and culture have been added to allow students to understand comprehensively and think critically about the tremendous changes that have occurred in the Chinese economy and industry. From 2010 to 2016, this annual course was welcomed warmly by our school's international students who are intellectually curious about China and its impact on the rest of the world and those who want to do business in or with China.

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## 5. ACHIVEMENT OF TEACHING

### 5.1 AWARDS

I received a first- and second-place award in the Young Faculty Teaching Competition and the Micro-Lecture Teaching Competition, respectively, for my undergraduate-level teaching, as well as a first-place award in the Postgraduate Education and Teaching Awards for my graduate-level teaching, as determined by USTB. Highly evaluated by peers and students for my undergraduate-level teaching, I was deemed an outstanding instructor, and my biography and teaching experience were published in the book *Excellent Course Teaching Styles of USTB*. My curriculum development for the course Corporate Culture won an award for the best project of 2014 at USTB. My instructional case study regarding the corporate culture of Kingsoft Co. also won a state-level award for China's Top 100 Selected Management Cases. Due to the intense annual competition among national business schools, I became the school's first winner since 2011. The details of my teaching awards are listed in my CV.

In addition to teaching awards, I received the highest evaluation from master's degree students at the business school twice for the courses Organizational Behavior (2013) and Corporate Culture (2014). In 2015, due to continuously high student evaluations, I was rewarded by serving as group leader to MBA students participating in a two-week International Strategic Management exchange programme, funded by our school and in cooperation with Manchester University and Manchester City University.

## 5.2 TEACHING EVALUATIONS

### 5.2.1 NUMERICAL EVALUATIONS

In all the courses I taught, only the following numerical evaluations are available. All the following evaluations of students are retrieved directly from the university's management system.

Course	Semester	Class	Language	Number of Students	Evaluation*
Human Resources Management	Fall 2012	MSc in Enterprise Management'12 Class	Chinese	34	94.36
	Spring 2013	International students	English	19	91.01
	Spring 2014	International students**	English	35	92
	Fall 2014	MBA'13 Class (Shenzhen)	Chinese	56	92.21
	Spring 2015	International students	English	23	92.71
	Spring 2016	International students	English	25	90.29
	Spring 2017	International students	English	30	92.66
Organizational Behaviour	Fall 2012	MBA'12 Class 2	Chinese	57	94.23
Corporate Culture	Fall 2013	MBA'13 Class 1&2	Chinese	100	93.17
	Fall 2014	MBA'14 Class 1, 2&3	Chinese	90	93.25
	Fall 2015	MBA'15 Class 1&2	Chinese	84	94.03
	Spring 2017	MBA'17 Class 1& 2	Chinese	87	93.28
	Spring 2017	MBA'17 Class 3	Chinese	97	93.36
Chinese Economy and Industry	Fall 2011	International students	English	22	92.6
	Fall 2012	International students	English	14	91.91
	Fall 2013	International students	English	34	92.83
	Fall 2014	International students	English	23	90.17
	Fall 2015	International students	English	17	91.18
	Fall 2016	International students	English	54	90.39
Research Methods & Thesis Writing	Spring 2012	International students	English	28	88.79

### 5.2.2 QUALITATIVE EVALUATIONS

In the following students' comments, the word *Laoshi* (Chinese pronunciation) means "teacher" and refers to how students address professors. I quote this word directly to maintain the authenticity of my students' feedback. In course evaluations, students tend to focus on the teaching content and teaching style.

#### Part 1: Teaching content

"Wang Laoshi's class is very well designed, and the course content has been carefully arranged."

"The course has been carefully arranged. The essential knowledge points are emphasized, breadth of knowledge is appropriately covered, and all the course content follows a clear, logical line. I feel that it's very rewarding."

"The course content includes clear knowledge points, is really well organized and is supported by rich case studies."

"[The course covers] substantial content with appropriate depth and breadth of knowledge."

"Wang Laoshi's teaching is quite informative and clearly structured. She can clearly explain the complex parts and essential knowledge points and accurately explain the abstract concepts with rich examples."

"Wang Laoshi has a wide range of knowledge; her course includes a lot of fresh content."

"The course Corporate Culture is really an eye-opener for all of us! Fanmei Laoshi has an extensive range of knowledge. She provided us with a lot of information, but at the same time, the content is very logical."

"The instructor taught us many new knowledge points and insights. I started realizing how important the organizational culture is to an organization."

"Fanmei Laoshi is quite open-minded. She has rich ideas, unique insights, and a distinctive teaching style. I hope she can continue her style."

"Wang Laoshi has solid academic accomplishments, a spirit of rigorous scholarship, and a meticulous working style."

## **Part 2: Teaching attitude**

"We are all impressed by Fanmei Laoshi's passionate teaching style and very serious attitude toward teaching. She is always well prepared for her classes."

"Laoshi educated the students diligently - what an excellent teacher with a noble character."

"Wang Laoshi is such a dedicated teacher. She even contributed her spare time to giving us an extra workshop. Her professional spirit is worth learning."

"Professor Wang is very responsible. She gives us so much information in every class. Thank you for dedicating so much to us!"

## **Part 3: Teaching style**

"Wang Laoshi's teaching content is attractive, and her teaching style involves an appealing sense of humour!"

"Wang Laoshi's classroom atmosphere is so relaxed and active. We loved to share our opinions in class."

"Her presentation style is straightforward, appealing, and inspiring."

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“Wang Laoshi’s teaching style is flexible, diverse, and humorous. It was pretty easy for us to understand what she taught.”

“Fanmei Laoshi’s teaching style is so unique. She often designed some teaching interactions to help us grasp the points of the theory and strengthen our understanding. Her way of introducing a topic is original; she can connect the topic to a business practice or social phenomenon and open our eyes. We love to sit in her classroom!”

“Wang Laoshi pays more attention to the practice part in her teaching process, and her teaching style is so different from that of other professors. She often communicates with us by asking questions and encourages us to express our opinions, which makes the classroom atmosphere very active. Nobody feels dull and bored in her class. I also enjoy the case studies part, and some cases were very recent ones that she purchased from Harvard Business School, which we’d never have a chance to learn in another course. Also, she often shares her own experiences in class to arouse students' interest, and students understand the course easily. I personally benefited so much from her course. Thank you, Laoshi.”

“Wang Laoshi is full of teaching enthusiasm, which is appealing. She makes a course full of abstract theory very vivid and inspiring.”

“Fanmei' Laoshi's class is exactly like her - full of energy and passion. She can make relatively empty theory sound colourful. A teacher with a high level of instruction.”

“She speaks clearly and audibly. She is truly passionate about teaching; her class came across very well. Thanks for your effort.”

“It is a high-level art to make a course full of abstract theories fascinating with full enthusiasm.”

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## 6. ROLE OF SUPERVISION

### 6.1 CLASS ADVISOR

I worked as an internship advisor for 46 undergraduate students, whom I coached through their workplace internships. All undergraduate students in our department are required to do a summer internship, which occurs at the end of the third year and lasts for at least 20 working days. As they are encouraged to take a role related to their major, my students were expected to intern in a human resources management-related department. After the students complete the internship, the organizations provide us with letters describing their workplace performances, after which the students submit a report and pass a defence at the beginning of the following semester to receive their credit. Students cherish their internships, which are usually their first employment experiences in a workplace and provide opportunities to improve their skills and expand their networks. I advised students on how to solve potential issues during their internships and suggested that they use the experience to collect data for their upcoming major paper. While most students found their own internships, for those who could not, I used my network to introduce them to potential locations. For example, my student Yuhao Lu, who was a BBA student in 2009, won the 2013 Outstanding Undergraduate Major Paper Award under my supervision with data collected during his internship at a company that I recommended.

I also served as the class advisor for two undergraduate classes. In addition to communicating with students regularly and supporting their university studies, I participated in other class activities (such as assisting in their donation activities and attending their parties) and occasionally helped them work out personal issues. As a class advisor, I also needed to guide my students in completing a compulsory summer course, Corporate Understanding and Practices, after completing their second year of studies. Through this course, students are expected to develop an awareness of combining what they are learning with management practices in enterprises. This course mainly comprises three parts: 1) a site visit, including observing the production process of a modern enterprise (e.g., Beijing Hyundai); 2) attending five or six lectures and/or workshops given by the enterprise's management-level members; and 3) an essay write-up based on what they have learned. I was responsible for communicating with the corporation, leading the students through the whole procedure (such as the site visit, workshops, etc.), and supervising their essays. In 2016, I received the award for Best Undergraduate Class Advisor, as determined by USTB.

### 6.2 THESIS SUPERVISION

From 2010 to the present, I have supervised 43 Chinese bachelor's degree students, three international bachelor's degree students, 24 Chinese master's degree students, and nine international master's degree students. In supervising master's degree students, I provided complete support for their thesis writing, from topic choice to data collection to thesis write-up, primarily through regular one-on-one meetings. I gave those who hoped to gain extra research experience opportunities to participate as research assistants in my projects, funded either by enterprises or academic institutions.

In supervising undergraduate students (bachelor major papers), I provided individual support and held workshops to guide them on how to review literature, choose research methods, formulate research questions,



design questionnaires and/or interview protocols, collect and analyze quantitative and qualitative data, and write a major paper. Often, I helped them explore their ways of thinking and strengthen the theoretical underpinnings of their papers by expanding their readings to international literature. Each year, all USTB undergraduate senior students compete for the university-level Undergraduate Excellent Major Paper Award, which is the highest academic award for an undergraduate student. In 2013, 2014, and 2016, undergraduates whom I supervised won this award.

### **Master's degree students I supervised (2015-2018)**

#### **Chinese students**

- Li, Ying (MSc), Influence of University Students' Social Networks on Recognition of Entrepreneurial Opportunity: The Role of Entrepreneurial Passion and Entrepreneurial Environment, 2018
- Wu, Jia (MSc), Research on the Relationship Among Employee Training, Job Satisfaction and Employee Performance in Catering Enterprises, 2018
- Ren, Yunchao (MBA), A Case Study of the PPP Investment Pattern for Kunming Subway Line 4, 2018
- Wang, Chunli (MBA), Study on New Employees' Organizational Socialization AT LE Company: An Identity Theory Perspective, 2018
- Li, Yang (MBA), A Case Study of Enterprise Culture Optimization at H Company, 2018
- Zhao, Lu (MBA), A Study of the Fulfillment of Corporate Social Responsibility: Taking H Company as an Example, 2017
- Guo, Dalin (MBA), Performance Management System Optimization Case Study for G Bank T Branch, 2017
- Zhao, Yang (MBA), Reconstruction of the Company BS Sales System, 2017
- Zhou, Wenzhao (MBA), Employee Incentive Mechanism of Public Security Organizations, 2016
- Qiu, Zhaolin (MBA), Research on Dispatched Labor Management: Taking LX Company as an Example, 2015
- Yang, Yukun (MBA), A Study on Corporate Integrity Culture of State-Owned Petroleum Engineering and Construction Enterprises: A Case Study of Company C, 2015
- Fang, Yi (MBA), Research on Corporate Cultural System Construction of State-Owned Central Enterprises, 2015
- Sun, Fuxia (MSc), Organizational Socialization Issues of Expatriates in the Outsourcing Industry, 2014
- Duan, Yipeng (MBA), Study on the Culture of State-Owned Enterprises Under Mixed-Ownership Reform: Taking the SINOPEC Group as an Example, 2015
- Wang, Xirong (MBA), Humanizing the Performance Management Process: A Study of TG Company's Performance Management System, 2014
- Ouyang, Jian (MBA), Strategic Human Resource Management in Central State-Owned Enterprises' Mergers and Acquisitions: A Case of CITIC Securities, 2014
- Ge, Xing (MBA), Study on New Employees of State-Owned Enterprises' Organizational Socialization, 2014
- Chen, Zhuoyu (MBA), Study on the Correlation of Interpersonal Networks and Post Promotions for Enterprise Staff: A Perspective Based on State-Owned and Foreign Enterprises in Shenzhen, 2013
- Chen, Haifeng (MBA), Research on the Construction of Essence Securities' Corporate University, 2013
- Bai, Miao (MBA), Research on the Career Planning Condition of Mongolian Ethnic Minority: Case Studies in Hohhot, 2013
- Bi, Ye (MBA), Study on the Marketing Strategy of China Outbound Medical Tourism, 2013
- Huang, Ziyu (MBA), Research on Performance Appraisals of Cultural Groups: A Case of BPA Group, 2013

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Ma, Xin (MBA), Performance Management Optimization of Beijing Ri-Chang Catering Corporation, 2012

Xi, Weiwei (MBA), Compensation System Reconstruction in the Catering Industry: A Case Study of R Restaurant, 2012

**International Students:**

Briggs Isoboye Dawaye (MSc), Influence of Communication on Employee Effectiveness in Nigerian Organizations: A Case Study of Nigerian National Petroleum Organizations, 2018

Kasharu Bernard (MSc), Impact of Employee Incentives on Performance in Uganda's Tea Industry, 2018

Kristina Papia (MA), Research on Georgia under the Background of the New Silk Road Economic Belt, 2016

Huynh Phan Thang, Victor (MSc), Multi-Rater Evaluation Method in Leadership Training in Multinational Companies: A Case Study of Initial Rentokil, 2015

Teymur Babayev (MSc), Localization of Organizational Culture in the Context of Azerbaijan, 2015