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TEACHING STATEMENT

I am excited to teach university-level students — at the collegiate level, in graduate school, or both— because I feel ready to be the kind of professor from whom I, as a student, would most enjoy learning. This statement attempts to provide you with a sense of what my priorities will be in the classroom setting.

During my PhD I had the opportunity to interact as a teaching assistant with students at different levels: pre-experience master's students, MBA and Executive MBA students. In particular, at HEC Paris I have worked as a teaching assistant for Professors Dimitrios Andritsos, Svenja Sommer and Joseph Nehme for courses such as Operations and Supply Chain Management. In my capacity as a teaching assistant I have been responsible for holding office hours, deliver explanatory tutoring sessions, conduct grading and manage in-class activities such as the beer game and the house-building game.

These experiences have allowed me to observe the different challenges faced by each group of students when delivered otherwise similar material. While pre-experience master's students tend to have advanced analytical capabilities, they lack the real-world experience of full-time and executive MBA students. As such, case discussions do not always deliver the most effective learning experience for them. On the other hand, the work experience that executive MBA students typically carry allow the development of very rich in-class discussions. However, given their years of absence from school, they are frequently challenged by the technical aspects of subjects such as Operations and Supply Chain Management. I have found the full-time MBAs to be the group that provides a nice balance between analytical capabilities and real-world full-time work experience.

I believe that my academic background combined with my work experience will allow me to engage effectively with all groups of students that one typically encounters in a business school environment. Subject-wise I am interested in teaching courses in operations and supply chain management, innovation management and more specialized courses focused on the pharmaceutical industry, which can be adjusted to the needs of the different student groups.

The multiple projects I have worked on during my years of full-time work in the pharmaceutical industry, the presentations that I have delivered in that context and the negotiations that I have led give me confidence that I can enrich my lectures by adding many real-life examples and cases – exclusive content unavailable in any book. Adding such elements can make these topics more accessible to younger students. It can also allow me to connect effectively with participants in executive education programs with whom I will be able to speak the same language.