

Teaching Statement

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Why do I teach?

Teaching internationally is a wonderful opportunity to interact with many people from different cultures. Of course, teaching is about giving to others and getting back from others. And I have found that usually the more you give, the more you get. Business Education offers me the opportunity to teach people from a wide range of age. Diversity is the spice of life, and sharing knowledge to different people and culture is a blessing; so is traveling to new places. It offers me the opportunity to train international business students, to contribute to their fulfillment and offers them new perspectives on topics that have occupied my research such as my first thesis: *“From Regional to Global Market: Designing a Strategic Marketing Management Program – The Art of Identifying and Enhancing Sustainable Competitive Advantages”*, as well as my second one: *“Brands Gaming in Globalization: Which Stakes for Year 2000? – Working with Brand Identity and Cultural Roots in a Context of Globalization”*. Obviously, I have a passion for “People”, and education is a noble way to share, enriching the life of other while enriching mine. I tend to be a passionate person.

What is my background?

After having headed Immurgence SA, a Marketing and Advertising consultancy based in Paris, France, I resumed my studies at the end of the nineties and obtained an International Executive MBA from ISM. I continued in this school specialized in senior executive education with a Doctorate in Business Administration in their Paris campus and the Saint John’s University in their Manhattan campus to deepen my academic knowledge for teaching. In 1999 I founded Global Market Consulting Education (GMC Education), a network of consultants-professors with solid backgrounds in business management, all leaders in their professions. I obtained my doctorate degree, and I used GMC Education to develop the External Programs’ department for ISM accredited by ACBSP. I am a strong believer that a self made man has a place in the field of business education. Admittedly, I had many professional successes well before obtaining my IEMBA and DBA; in the USA, where I lived all my 20s and early 30s —I consulted for prominent department stores such as Bullock’s and May Company (Group Federated). Later in France, I became Galeries Lafayette Creative Director.

A passion for Visiting Professorship

When the opportunity arose, I immediately took the route of higher education. 30 years servicing institutions and large accounts has given me a pragmatic approach to teaching business related topics. The International context is favorable as more and more business schools and universities are recruiting Visiting Professors with a solid background in business. In fact, several times I have been consulted by the top management of a private university where I perform as a professor. Business education, in France and Europe is undergoing a big transformation. Since the Bologna conference in 1999, European directives are striving towards the homogenization of education (mobility of students and faculty, standardization and increase in the intercultural exchanges and partnerships...) makes compulsory an intelligent continuous formation within management of companies and universities, more and more active in the business environment (Internship, corporate workshops, seminars for young executives, permanent education, joint projects, etc.).

What do I teach?

My field of expertise is marketing. During the past ten years, I have developed courses on Marketing, Strategic Marketing, Sales and Advertising. Per request, in 2010 I designed and taught a Crisis Communication Management seminar for Ecole Supérieure de Commerce, School of Management. I am a Thesis Advisor at an MBA level and conduct the Thesis Module “How and Why Writing a Thesis”.

How do I teach?

Teaching a wide different range of students calls for a great flexibility in term of Course Objectives and student Learning Outcomes. The ability to perform differs somewhat from one country to the other and from one academic institution to the other. Within a sole university involvement and motivations differ greatly in function of the age and level of education. An 18 year old PREPA Marketing student does not have the same motivation at 7 o'clock in the morning, than a 38 years old executive student taking a late afternoon class does, therefore, I will adapt my method of teaching; for example, using different type of Business Cases with groups of different sizes as well as individual or group presentations for the younger ones, to business sales for older students. In this context, I prepare my Syllabii courses per courses for the attendees and the program directors objectives, but also their requirements and expectations. Each Syllabus is customized. I use current textbooks written by renowned experts in our fields of business (Strategy, Marketing, Advertising, Crisis). My syllabii include a full list of textbooks, their authors and information to locate them. In class, I identify students' difficulties and strongly encourage students' participations; I use a mix of lecture and discussions. I may prepare myself PowerPoint Presentations when necessary.

How do I conceive objectives and measurements in student learning?

In regards to students' objectives learning outcomes, on a daily basis, I request students to gain a full grasp of best business practices. I use a mix of my professional expertise, latest best business practice benchmarking trends and recent evolutions.

In regards of measuring student' learning, I tend to use regular weekly or bi-monthly evaluations (depending the length of the course, semester, compacted or not) offering a permanent feedback on students' Learning Outcomes. Although my teaching includes Theory and Practice with Business Cases, I use several methods such as Questionnaires, True-False and Multiple-choice questions along with Short Essays depending on the school recommendations and the attendees. The use of these tools allows me to evaluate how fundamental concepts are taken, understood and measured. Also how students develop or do critical thinking, well-supported arguments and the personal ability, in judgment, pertinence and solutions facing a critical situation. The development of these tools is a requirement in French *Grandes Ecoles* respecting accreditations standards.

How do I measure my effectiveness?

I measure my effectiveness using student's assignments. Can a professor be effective if too many students have failed to comprehend a topic? I strongly believe that it is the role of faculty to address a topic in a manner for students to comprehend it. A topic not understood will require other "go around" until it is fully clarified. As also had a full course videotaped at IILM, Gurgaon Campus (New Daily), India. I found this process to be enriching, gratifying and enjoyable.

All academic institutions I work for use Course Survey to measure faculty effectiveness. My courses are systematically matter to a Course Evaluation by the attendees, leading to permanent improvement.

Steps taken to improve teaching

I provide a record of the changes resulting from self-evaluation. I exchange course materials and syllabii with colleagues from other institutions. I regularly participate in seminars, workshops and professional meetings to improve teaching which are mainly conducted by accreditation agencies or academic institutions. I remain open to all types of innovation. □