TEACHING STATEMENT (ETHAN BERNSTEIN)

During my time at Harvard University, I have had the pleasure of teaching undergraduates, MBAs, and Executive Education students. In all three contexts, I have found teaching to be both personally invigorating and professionally enriching.

In the classroom, my students have described me as enthusiastic, insightful, engaging, patient, and genuine. I enjoy the challenge of re-architecting complex knowledge such that advanced insights are easily consumed and meaningfully retained by students—as one student wrote anonymously in his/her feedback, “thank you for not talking ‘above’ your audience, despite your obvious ability to do so.” To make concepts approachable, I use relevant real-world examples from first-hand and second-hand experiences, maintain a psychologically safe classroom atmosphere to encourage peer-to-peer support, and make myself accessible outside of class to those who need additional attention.

My research benefits from teaching. When structured adroitly, I find the classroom to be an extraordinary greenhouse for research ideas. All of my publications contain at least one idea which emerged as a result of a classroom exchange.

The remainder of this document describes my teaching experiences in MBA, Executive Education, and undergraduate classrooms, supporting my descriptions with teaching reviews and student comments.

MBA:

Teaching Fellow – Analytics, HBS MBA prematriculation program: During the summers of 2008, 2009, and 2010, I served as a Teaching Fellow in the Analytics prematriculation program, preparing students entering the MBA program from non-traditional backgrounds. Analytics is designed to provide these students, who lack fluency in quantitative methods, accounting, and/or finance, with the tools they will need to thrive in the MBA Required Curriculum. In 2008, I served as a Teaching Fellow for the Accounting Module (Rating: 6.09/7.00, n = 75); in 2009, I served as a Teaching Fellow for the Finance Module (Rating: 6.02/7.00, n=99); and in 2010, I served as the Head Teaching Fellow for the program, teaching the Finance module (Rating: 6.15/7.00, n =130). The three-week program involves preparing and delivering review sessions to large sections of students, as well as one-on-one and small-group tutoring of students.

EXECUTIVE EDUCATION:

Samsung Premier Executive Development Program, Operations Week Faculty: In the fall of 2008, I was invited to serve as faculty at Samsung’s Leadership Development Center in South Korea, leading the one-week operations curriculum for their ten-week Premier leadership program for rising executives. I taught 37 executives (ages 34-45) from a wide variety of Samsung companies for a full week, which involved five full case discussions, a simulation exercise, a capstone presentation,
and small-group and one-on-one coaching. Students rated me higher than other program faculty on both my delivery of content (Rating: 4.57/5.00, n=37) and my classroom demeanor (Rating: 4.7/5.0, n=37). I was invited to return for future programs, and feedback from the head of the program was highly positive: “I really appreciated your hard work and outstanding lectures. You are one of the best lecturers I have ever met.” Finally, the connections I made through the program have been critical to the success of some of my subsequent research.

**Accounting Teaching Fellow—HBS Managing Healthcare Delivery (MHCD) executive education program:** During the fall/winter of 2009 and 2010, I served as a fellow in the Managing Healthcare Delivery program, assisting executives in healthcare delivery organizations—many of whom rose to the top of their field by being excellent physicians without receiving equivalent training in leadership and management—in advancing the development of their management accounting toolkit.

**UNDERGRADUATE:**

**Accounting Faculty—Harvard Business Leadership Program (BLP):** For the past 10 years, I have been asked by the leadership of the Harvard Business Leadership Program to serve as the accounting faculty for the Business Leadership Program at HBS. The BLP selects the 100 top business-minded Harvard College undergraduates and invites them to HBS for a one-week MBA experience. The program includes classes taught by HBS Professors on Marketing, Business and Ethics, Entrepreneurship, Finance, and Accounting, and I have taught the Accounting module every year for the past 10 years. While there is no formal evaluation of the Accounting module, I am consistently told by the organizers that I receive “some of the most positive feedback” of any of the modules.

**Leader for “Relationship Economics” Sophomore Seminar, Harvard University Economics Department:** In the spring of 2002, while I was a JD/MBA student at Harvard, I created the curriculum for an Economics Department sophomore seminar entitled, “Relationship Economics: Strategic Integration and Cooperation.” I subsequently taught four eight-person sections of the course—two sections in the spring of 2002 and two sections in the spring of 2003. The description of the course was as follows:

Complex business relationships—whether initiated through contract or merger—are transforming economic markets. This tutorial will apply economic principles and frameworks to explain business leaders’ drive to cooperate. Our examination will borrow models from a wide range of disciplines, including behavioral economics, industrial organization theory, corporate law, business strategy, and negotiation theory. As we build basic foundations in each of these areas, we will quickly depart from textbook theories and examine real-world business cases and decisions, in each instance diving deeply into the relevant current economic theoretical literature.
My ratings were consistently far above the average across all Economics Department Tutorial Leaders:

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<tr>
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<th>2002 Rating (n=14)</th>
<th>2002 Average of All Economics Department Tutorial Leaders (n=~250)</th>
<th>2003 Rating (n=15)</th>
<th>2003 Average of All Economics Department Tutorial Leaders (n=280)</th>
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</thead>
<tbody>
<tr>
<td>Overall Rating of Tutorial</td>
<td>4.8/5.0</td>
<td>4.2/5.0</td>
<td>5.0/5.0</td>
<td>4.3/5.0</td>
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<tr>
<td>Overall Rating for Tutorial Leader</td>
<td>4.9/5.0</td>
<td>4.3/5.0</td>
<td>5.0/5.0</td>
<td>4.5/5.0</td>
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<td>Tutorial Leader was an Effective Discussion Leader</td>
<td>5.0/5.0</td>
<td>4.2/5.0</td>
<td>5.0/5.0</td>
<td>4.2/5.0</td>
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<tr>
<td>Would Recommend This Tutorial to a Friend</td>
<td>4.9/5.0</td>
<td>4.2/5.0</td>
<td>5.0/5.0</td>
<td>4.2/5.0</td>
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Excerpts from MBA Student Comments (all comments available on my website):

- Ethan is a fantastic resource and a wonderful, warm individual. His commitment to Analytics and its students was evident from the beginning.
- Ethan does a good job of explaining concepts and making you feel comfortable approaching him with any question.
- Ethan is a rock star. He had the perfect blend of a large willingness to help, friendly demeanor, plus a great grasp of the subject matter.
- Ethan is a talented teacher. His willingness to explain concepts, sense of humor and excitement and patience were highly valued by myself and other Analytics students.
- Ethan is very good at boiling down the financial concepts to their most useful barebones: when to use them, why use them, what information would be otherwise available to us in real life, etc.
- Ethan took a very systematic approach to problems, which was easy to follow. Additionally, he evaluated the individual needs of students, and always found a great way to relate to them.
- Ethan was a tremendous help throughout the course. He was very patient and will make an awesome professor someday.
- Ethan was so helpful!!! He brought a great perspective having graduated from the MBA program. He had a very pleasant manner and genuinely seemed to care about seeing students succeed.
- Great comprehension of topics and even better explanation of them via simple examples.
- He is very interactive and engaging. Great teacher.
- He reinforced the very basics of finance which was good for inexperienced students. He left plenty of time for questions in his reviews. He is funny and seems very happy to be here.
- Identified the big concepts and explained things in a way that was very accessible.
- Taught in a very humorous way and was incredibly informative.
- Very good at teaching the material. Energetic about the material.
- Wonderful enthusiasm.