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## **Teaching Statement:**

### *Teaching Philosophy*

My teaching philosophy has largely been shaped in my work as a teaching assistant to professors as well as my ten years of managerial and consulting experience prior to the doctoral program. The core tenet of my teaching philosophy centers on the ideas of accessibility and applicability. That is, for students to understand and get energized about concepts, I believe that they need to walk away from a classroom session with concrete ideas on how the new material is not only interesting, but useful in their own professional lives. To accomplish this, I believe that it is critical to make core ideas accessible, easy to understand, and supported by practical “real world” examples to ensure students grasp them. This involves balancing lectures with ample time for discussion and debate in the classroom and utilizing case studies, video material, and group projects to facilitate this and ensure reach to the widest audience who may understand the ideas better when they are demonstrated in different contexts. My excitement also about teaching organizational behavior and design, strategy, and leadership classes is that the content affords the unique opportunity to hone the critical skills of both analytical thinking and communication through encouraging deliverable development and presentation in the classroom. Additionally, I value the emphasis on the inner workings of firms, revealing knowledge of how organizations “really work” to foster social capital development in students, an essential complimentary skill to the human capital that often comes out of other areas in a graduate business program and one that I have found to be paramount to managerial success.

### *Teaching Experience*

My teaching experience has consisted of my managerial and consulting experience prior to the doctoral program as well as teaching assistantships that I have held in the last five years at the University of Chicago. In the former, I was required to enter into novel industry environments – from manufacturing to property management to financial services – and help executives solve business problems. This entailed interacting with all levels of an organization - from staff employees to professional managers and chief executives – understanding their pain points, and helping craft organizational, process, and technical solutions to address these challenges. In the course of this work, I often had to present ideas and recommendations to audiences that varied in their willingness to accept the recommendations. This was the ideal training ground to learn the valuable lessons of persuasive argument and evidence, proper organization and preparation, knowledge of your audience and their motivations, and the ever important ability to think on your feet – all critical skills for being successful in a classroom filled with intelligent, often managerial-experienced MBA students.

As a teaching assistant, I have complimented these skills with the experience of working with full-time MBA students, part-time MBA-students, and executive-MBA students across three campuses – Singapore, London, and Chicago. Through these experiences, I have had responsibility for designing materials for and leading case discussions and review sessions, tutoring students, grading coursework, attending classes, and creating templates to automate grading processes. These experiences have afforded me the opportunity to work alongside professors across a wide-range of experience levels, demonstrating to me first hand the art of persuasive lecturing and successful teaching.

As I approach this next juncture in my teaching career, I am especially excited about leveraging my past organizational and consulting experiences in the classroom. Through my prior work, I have experienced personally what it is like to have operational management responsibility and the intricacies of day to day employee management. As a consultant, I was charged with designing large-scale organizational change components that spanned technology implementations and thinking through the business implications of a new technology to re-engineering work processes across multiple departments to recreating new organizational structures including entirely new roles and responsibilities. Further, I have experienced what it is like to then implement these organizational changes in a variety of environments and seen what it takes to manage the real pains of change that employees feel. I believe these experiences provide me with the unique ability to lead discussions with a wide audience of students from varied organizational backgrounds as well as provide me with frameworks to leverage in the classroom.

#### *Teaching Interests*

I look forward to teaching MBA graduate students in courses I have assisted with, such as Strategy and Structure, Organizational Design, and Strategic Leadership. I am also excited about the prospect of designing new course material related to my research, namely the importance of social networks in managing one's career.