

Teaching Statement

Organizations are messy, political, adaptive, and profoundly human, which is why they are such a compelling subject to teach. I am prepared to teach courses across the management curriculum, including: (a) Managing People and Organizations; (b) Organizations, Strategy, and Change; (c) Innovation, Networks, and Entrepreneurship; (d) Systems Thinking for Complex Organizations; (e) Strategy and Innovation in Healthcare; and (f) AI, Analytics, and the Future of Organizations. These interests are unified by my view of organizations as complex social systems in which networks, cognition, incentives, culture, power, and technology shape innovation and change. My research on network dynamics, cognitive diversity, innovation, and the evolution of knowledge uses natural language processing, network analysis, agent-based modeling, formal modeling, and longitudinal analyses of large-scale patent and medical claims data, equipping me to help students analyze complex organizational and strategic problems. My experience teaching Behavioral Theory in Management at the Ross School of Business and supporting MBA and executive education courses has prepared me to translate these ideas for diverse audiences. My Complex Systems Graduate Certificate further informs my commitment to teaching systems thinking, an increasingly important skill for the future of work, and I would welcome opportunities to develop complex systems courses or contribute to initiatives such as a complex systems center.

Teaching Experience

In Fall 2023 and Fall 2025, I served as the sole instructor for two sections of MO 300: Behavioral Theory in Management at the Ross School of Business at the University of Michigan, enrolling 80 and 70 undergraduate business students, respectively. The Ross BBA program is highly selective, with an undergraduate acceptance rate of roughly seven percent, and the students I taught were correspondingly ambitious, analytically strong, and professionally oriented. Teaching this population required me to design a classroom that was both intellectually rigorous and practically relevant: students expected clear frameworks, evidence-based reasoning, and opportunities to apply concepts to the kinds of organizational problems they anticipated encountering in their careers. I delivered two lectures per week, facilitated case-based discussions and simulations, supervised four teaching assistants, developed original course materials, and coordinated with other instructors to maintain consistency across sections. In Fall 2025, I also helped implement a substantially revised version of the course, updating both content and pedagogy in response to evolving conversations in management education.

Student feedback suggests that this approach helped students develop both conceptual understanding and practical analytical skills. Across semesters, I received teaching evaluations of 4.5/5.0 and 4.1/5.0 across the key metrics. Given the selectivity and high expectations of this student population, I view these outcomes as evidence that students found the course both challenging and valuable. In Fall 2023, students in my section earned the highest average scores on both the midterm and final exams across all eight sections of MO 300, suggesting that strong classroom engagement translated into measurable learning outcomes. Students described me as prepared, enthusiastic, accessible, and able to push discussion beyond surface-level answers. One student wrote that I “asked challenging but broad follow-up questions” that helped them think

critically and prepare for “interviews or corporate presentations.” Another noted that I was “constantly stressing the big idea to ensure deeper understanding.” One comment that captures the kind of classroom I try to build came from a student who appreciated that when I did not know the answer to a question, I researched it and returned to the issue in the next class. They valued this kind of intellectual transparency.

In addition to serving as a sole instructor, I have worked as a teaching assistant in MBA and executive education courses including Leading the Responsible Corporation, Leading People and Organizations, Social Intrapreneurship, and Human Behavior and Organization. These courses gave me experience supporting instruction on ethical decision-making, stakeholder engagement, organizational transformation, values-based strategy, high-performing teams, negotiation, sustainability, and social innovation.

Teaching Interests

My teaching interests combine immediate coverage of core management courses with electives that speak to where organizations are headed. I am prepared to teach management, organizational behavior, organizational theory, and strategy at the undergraduate, MBA, and executive levels, and to develop courses on innovation, networks, healthcare, systems thinking, and artificial intelligence.

Managing People and Organizations. I can teach foundational courses in management and organizational behavior covering motivation, leadership, teams, culture, negotiation, conflict, power, ethics, diversity and inclusion, communication, decision-making, and organizational change. I would organize the course around questions students recognize from real organizational life: Why do talented teams underperform? When do incentives backfire? How do leaders build trust? Why are cultures so difficult to change? My approach combines conceptual rigor with cases, simulations, and discussion so that students learn to diagnose, not merely describe, organizational behavior.

Organizations, Strategy, and Change. I am prepared to teach organizational theory and strategy courses focused on organizational design, adaptation, institutional environments, competition, innovation, alliances, technology diffusion, disruptive change, and the strategic management of R&D and intellectual property. These courses would help students understand how organizations respond to uncertainty, how environments shape strategic choices, and why some organizational forms become dominant while others disappear. I would connect classic organizational theory to contemporary strategic challenges involving technological disruption, ecosystem competition, innovation, and institutional change.

Innovation, Networks, and Entrepreneurship. My research on social and knowledge networks and my teaching experience in social intrapreneurship position me to teach courses on innovation, entrepreneurship, and organizational transformation. I would help students understand how new ideas move through organizations and industries, how entrepreneurs mobilize resources and legitimacy, and how internal change agents pursue innovation within established organizations. The course would treat entrepreneurship not only as venture creation,

but as the broader work of mobilizing people, knowledge, networks, and resources under uncertainty.

Systems Thinking for Complex Organizations. I would be excited to teach a course on systems thinking and complex systems in business. Students would examine feedback loops, interdependence, network structures, unintended consequences, and adaptive change through simulations, network analysis, and organizational cases. The course would help students recognize why simple solutions often fail in complex environments and how managers can design more resilient strategies.

Strategy and Innovation in Healthcare. I am well positioned to teach courses on strategy, innovation, and organization in healthcare. These courses could examine technological change, shifting policy environments, evolving patient needs, new business models, R&D strategy, partnerships, intellectual property, and collaborative networks in medicine and healthcare delivery. Healthcare provides a compelling setting for teaching management and strategy because organizational decisions have direct consequences for innovation, access, cost, quality, and patient outcomes.

AI, Analytics, and the Future of Organizations. I am interested in developing courses on how data analytics and artificial intelligence are changing organizations. Students could examine large language models, predictive analytics, network analysis, and agent-based simulations as tools for decision-making, innovation, and organizational design. I would focus not only on what these technologies make possible, but on how they reshape expertise, coordination, accountability, ethics, and power inside organizations.

Across these courses, my aim is to cultivate managers and scholars who can think analytically, act ethically, and lead with an awareness of the social systems they inhabit and shape. I see teaching as an opportunity not only to transmit knowledge, but to help students develop the curiosity, judgment, and imagination needed to improve organizations and the lives of the people within them.