

TEACHING STATEMENT

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I am both well-prepared and excited to be an instructor and a mentor at a business school. As a working professional and a graduate student, I have ten years of experience teaching, developing course materials, and delivering key business insights to students and executives alike. In my seven years as a researcher at both the Stanford Graduate School of Business (GSB) and Harvard Business School (HBS), I have managed the classroom experience and designed course materials for six different classes ranging from MBA-level Negotiations to Executive-level Business Analytics. In my three-year career in consulting, I frequently presented complex technical analyses to C-suite clients. In addition, my belief in the importance of service in a university is exemplified by the time I volunteer to lead seminars and to mentor undergraduate students who are looking to pursue a PhD. This experience, which I present in more detail below, has prepared me to genuinely enjoy the challenge of teaching in a business school.

My formal experience in a business school classroom stems from my past seven years teaching and designing courses at both the Stanford GSB and HBS. As a PhD student at the Stanford GSB, I have been a teaching assistant for four different courses, including negotiations, organizational analytics, scaling a start-up, and managing groups and teams. While much of my role involves designing course content and managing the classroom experience, I have taught in front of the MBAs, which resulted in an invitation to share my work to MBAs at their “Big Ideas” club. In addition, I spent two years as a professional researcher and course designer at HBS, building analytics classes for MBAs and managing the people analytics program for executives. Thus, my formal experience teaching in business schools has prepared me for the myriad of teaching demands this specific context requires.

My professional career in consulting and technology also prepares me to deal with these demands. In addition to the intangible benefit of having worked in a similar corporate environment to many of the students coming into the classroom, my work experience has prepared me to present technical work to more general audiences. As an economic consultant working on the financial crisis litigation and a product consultant in an advertising technology company, I was responsible for presenting technical insights in understandable ways to groups of lawyers, bankers, economists and executives. I have found my three years of corporate work experience to contribute an essential set of communication skills to my teaching in the business school context, because they have given me a unique ability to turn technical knowledge into actionable business insights.

Finally, I believe that service is a key role of a faculty in a university, both in terms of mentoring students and giving back to the larger department and university community. In my time at the GSB, I have served on the PhD Association and have helped run our department’s seminar. I have also been a mentor in both the Stanford IDDEAS and Summit programs, where I have helped undergraduate students from disadvantaged backgrounds develop their research interests in the hope of becoming PhD students. I find great joy in serving the communities that I am a part of, and I hope to be able to give back some of the excellent mentorship I have received in my time in academia thus far.

Overall, my experience as a teacher across my past ten years of work has prepared me well to bring business insights to classes of undergraduates, graduate students and executives alike, and I feel confident that I can leverage this experience to effectively teach business school courses.