

TEACHING STATEMENT

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I am genuinely excited about the opportunity to be an instructor and a mentor to students. As a graduate student at the Stanford GSB and formerly as a researcher at Harvard Business School, I have taught and designed classes across statistics, negotiations, and organizational analytics, which have prepared me with the skills necessary to thrive in the classroom. Specifically, as a research associate at HBS I helped design course materials for both the MBA class on people analytics and for executives through the Harvard Business Analytics Program (HBAP). I also helped the course team develop the syllabus and materials for the new core HBS MBA class on data analytics. At the Stanford GSB, in addition to designing course materials for several classes, I have had the opportunity to present work and classroom insights in front of MBAs directly, presenting my research to MBAs in a startup scaling class and, following this presentation, being invited to share my work to MBAs in the “Big Ideas” club.

Serving as a teaching assistant for four separate courses at the Stanford GSB and two courses at HBS, I have learned how to communicate key class insights effectively to both MBAs and executives. Specifically, my approach to teaching stems directly from my research interest. In my research I focus on how the stories we tell and the structure of our experience can lead to understandings and misunderstandings. In teaching, I get to both be the storyteller of ideas, and generate spaces for students to tell their stories, where my job ultimately is to create a structured environment that leads to shared understandings. So, whether it’s been through in-depth technical office hours discussing how to ask and answer good questions with data as I did in Organizational Analytics with Professor Julien Clement, or through summarizing technical work to present key ideas and themes from research as I did in Startup to Scale Up with Professor Hayagreeva Rao, I enjoy the opportunity that teaching gives me to see my research in action. In addition, I’ve been a teaching assistant for classes in negotiations, managing groups and teams, and people analytics, each of which have shown me how to take the insights of research and translate them to help our students be more effective and more compassionate managers.

My leadership and service experience, as well as my experience as both a former consultant and tech employee, have also provided me with valuable experience for teaching in the classroom. In economic consulting, I frequently worked with MBAs as both colleagues and clients and was responsible for presenting technical insights in understandable ways to groups of lawyers, bankers and economists. In my role in advertising technology, I worked in between technical teams and clients to deliver technical solutions to real business problems, frequently pitching product improvements to rooms of internal and external executives. At the Stanford GSB, I have had a chance to use my corporate and educational experience to give back, presenting my work to and developing the research interests of diverse students through Stanford’s IDDEAS program. This commitment to service in teaching has also been solidified by my organization and facilitation of seminars at the GSB and across inter-university communities such as the Theoretical Organizational Modeling Society. It’s ultimately these opportunities for mentorship and service that have solidified my commitment to and my skillset in, teaching, as I see teaching as an opportunity to both learn from and give back to, communities of knowledge.

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