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TEACHING STATEMENT

Helping students grow as thinkers, managers, and citizens is one of the primary reasons I chose an academic career. I view teaching and research as complementary rather than competing responsibilities—for me, the creation and dissemination of knowledge are two sides of the same scholarly endeavor. During my doctoral training, I sought out pedagogical training and classroom experience beyond what my program requires. As a result, I was entrusted with sole instruction of a required MBA course, a responsibility rarely given to a Kellogg doctoral candidate. My teaching practice builds on my prior career as a corporate social responsibility consultant, where I designed and led workshops and trainings for Fortune 500 executives and nonprofit leaders on leadership development and employee engagement in the context of cross-sector collaboration. Across academic and industry settings, my aim is the same: to strengthen students' ability to navigate organizational life with both effectiveness and reflexivity.

Teaching Experience

My work outside the academy shaped how I teach. Educating experienced practitioners taught me to make complex ideas actionable and deliver focused, engaging learning experiences. At Kellogg, I brought this foundation into an academic setting. As a teaching assistant across undergraduate and graduate courses—including *Leadership in Organizations* (undergraduate and MBA), *Negotiations* (MBA), and *Leading the Strategic Change Process* (MBA)—I developed course materials, led interactive exercises and review sessions, coached students, and evaluated their work. Assisting several instructors exposed me to a range of teaching styles that continue to inform my own pedagogy and course development.

Teaching assistantship is the only teaching role that my program requires, and typically the only one it offers. Eager to develop further as an instructor, I sought out more. I completed three pedagogical certifications through Northwestern, including a year-long program grounded in the learning sciences. The program trained me in course design, facilitation, and assessment and culminated in the creation of original instructional materials, including a syllabus, lesson plans, and grading rubrics.

That preparation led to independent teaching. After delivering guest lectures at Northwestern and at a local nonprofit, I was appointed **instructor of *Leadership in Organizations*, a required course for all Kellogg MBA students**. I made the course my own, integrating current research, selecting interactive cases and exercises, and adding examples from my own professional experience. The course covered the core domains of leadership and organizational behavior—decision-making and influence, teamwork and negotiation, motivation and culture, social networks and organizational change—pairing conceptual and applied learning throughout.

Student response was strong. I earned an **instructor rating of 5.7 / 6, above the cross-Kellogg average of 5.26**. Students described the course as having “demystified” organizational life. They valued its real-world applicability (“I feel like ‘so what’ was something that was incorporated into nearly all the lectures, exercises, and work outside of our class”) and its iteration between

concept and application (“We were introduced to the concepts but then immediately discussed and applied them”). Others pointed to the teaching itself: my style was “engaging and thought-provoking, making every class something to look forward to,” and I “fielded questions with knowledge and poise, and had a strong command of the classroom and course content.”

Teaching Philosophy and Approach

My aim as an instructor is to help students become competent, ethical, and reflective managers and citizens, able to think strategically and conscientiously about what they learn. To that end, I design learning experiences that are experiential, growth-oriented, reflective, and inclusive.

Experiential: Students often arrive believing management is a “soft” skill, derived more from intuition than from learned competency. I see it as my job to disabuse them of that idea by grounding the course in empirical evidence on what actually makes management effective. But experience is the best teacher in an applied field like management, so I reserve much of class time for discussion of students’ own workplace experiences and for interactive activities (e.g., cases, negotiations, simulations) that let them apply concepts, feel the tensions that surface in practice, and learn to navigate them outside the classroom.

Growth-Oriented: My goal is not to bring every student to identical mastery, but to leave each more confident, more capable, and more curious than when they arrived. I use surveys, structured reflection assignments, class discussions, and office hours to understand where students are starting from and what they hope to gain from the course. I then adapt my teaching style, and at times the content itself, to meet them there and move them toward their goals. I also design assessments and grading criteria that are transparent about what they reward: analytical rigor and creative application of ideas rather than rote recall.

Reflective: In my courses students reflect on themselves as developing managers and on the ethical implications of management practices. In teaching the tools used to influence individuals, groups, and organizations, I am sometimes asked whether what we are learning is, in essence, manipulation. I welcome the question—it is one of the most important a student can ask. These tools are neutral in themselves, but they can be used to Machiavellian ends; I want students to question them as they wield them. Accordingly, I often ask students to take the position of leaders facing high-stakes, morally ambiguous choices and reward them for sitting with the tension rather than resolving it quickly. I also build in structured reflection for them to assess how their assumptions and approaches are evolving. My aim is to build the critical reflexivity and ethical judgment that responsible management demands.

Inclusive: Students learn best when they feel respected and able to take intellectual risks. I open my courses by co-creating community norms with the class and I model inclusive, integrative leadership through a teaching style grounded in care, respect, and curiosity.

Teaching Interests

I am eager to teach a broad range of organizational behavior and management topics, including careers, leadership, teamwork, negotiation, organizational culture, change management, corporate responsibility, and the future of work. My experience with undergraduate, MBA, and executive learners has prepared me to contribute across degree programs. I hope to join a department that treats teaching as central to its mission, where I can continue growing as an instructor and keep the exchange between my research and teaching running in both directions.