

Teaching and Service Statement – Charles Eesley

My experience while at MIT Sloan has provided great opportunities to develop my teaching skills and I am genuinely excited about future teaching opportunities.

I have been a teaching assistant for two different classes. I was teaching assistant to Professors Edward Roberts' and Michael Cusumano's Sloan Fellows class on Managing Innovation and Entrepreneurship. The MIT Sloan Fellows Program is a twelve-month mid-career executive education Master's program. Although Sloan does not allow doctoral students to teach, I had the opportunity to manage the class during group presentations. I was also teaching assistant to James Utterback for an undergraduate class on innovation and entrepreneurship. I was fortunate to get significant experience in giving lectures and teaching during this course. I have also been asked to guest lecture this year for a course on Entrepreneurship in China. I feel qualified to teach core MBA courses in Entrepreneurship and in Strategy. I would be happy to teach both MBA and PhD courses close to my own research interests, such as Technology Strategy, Entrepreneurship or Entrepreneurship in Emerging Markets.

MIT Sloan evaluates TAs on a five-point scale. For the first class I was rated an average of 3.48 in comparison to a 3.18 average for the past 3 TAs for the course. For the undergraduate class I received an average rating of 4.86 whereas there was an average of 4.11 for all TAs that semester and 4.27 for all of Sloan's professors for that semester. The only previous TA for that course was rated with a 4.21.

I have enjoyed teaching even dating back to my undergraduate years at Duke University where I co-taught a "house course" and spent the summers teaching academically gifted high school students at Duke and for Johns Hopkins. My prior entrepreneurial and consulting experience has been very helpful during teaching. Teaching bright students has been a terrific source of inspiration for future research ideas that are relevant to future and current managers and entrepreneurs. For the past three years I have been a Mentor in the MIT Ignite Clean Energy and \$100K business plan competitions. Typically only venture capitalists and successful serial entrepreneurs are accepted as start-up mentors. These experiences together with my own prior start-up experience help me relate to students in the classroom with real-world perspective.

During my time at MIT, I have enjoyed the responsibility for supervising a total of nearly 20 undergraduate research assistants through MIT's Undergraduate Research Opportunity Program (UROP). In working with the UROP students, I have always made it a priority to explain to them the larger context for the work that they are doing. I've always explained how their piece of the project relates to past work in the field and the current debates as well as suggesting other articles to read or events and talks happening around campus that relate to our project. It has been a pleasure seeing the students learn and grow as we had our weekly group meetings. While not due entirely to my influence, two former students are now pursuing doctorates in Finance at Wharton. Fortunately, the undergraduates were very interested in the work and I would often interview 5-10 students for only 2 openings each semester.

In addition, while at MIT, I have been involved with several other service activities. For the past two years I have co-organized our department seminar. I have also served as a reviewer for the

Technology & Innovation Management and Entrepreneurship divisions for the Academy of Management annual meetings (2006). I was also an ad hoc reviewer for Organization Science (2007). I was fortunate to have the opportunity to work with Edward Roberts to co-author a ninety page report on MIT Alumni Entrepreneurship for MIT President Susan Hockfield, expected to be published in the near future. After gathering course syllabi from faculty teaching entrepreneurship courses at many of the top schools, I created a spreadsheet with all of the articles used and ranked them by frequency of use. Several faculty members have used this document to help with planning their own courses and it is now posted on my website. I have also organized several informal sessions for the Ph.D. students across MIT Sloan to share research ideas and practice presentations. Finally, for the past two years I have been a mentor in the International Mentoring Program for incoming international graduate students at MIT.

Overall, my teaching philosophy is to make sure that students are engaged and have a chance to participate and actively learn. More broadly, I see teaching and mentoring as another avenue through which my thinking and research may have some influence in the world. I believe it is important to prepare well, convey my enthusiasm for the topics, and to stress a few very important principles rather than to attempt to convey many details. The students should gain a way of thinking from my courses which hopefully will benefit them well beyond the MBA.