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**Statement on Teaching Interests, Impact, and Inspiration**

My teaching interests are centered in strategy and entrepreneurship and encompass strategy, management, sustainability, social responsibility, stakeholder management, ethics, and social entrepreneurship. I have direct teaching experience at the undergraduate level and significant teaching assistant experience at the MBA level. My professional experience prior to academia complements my teaching experience. I worked in environmental education and organizing, including as an education park ranger daily interacting with thousands of diverse visitors to one of the largest, most-visited parks in the United States, Yellowstone National Park. I also worked as an environmental organizer in the Gulf Coast region in the city of New Orleans, Louisiana, USA, where I taught undergraduate students about connections between strategy in oil and gas and agribusiness, Gulf Coast ecology, and stakeholder mobilization and engagement. Given this experience in academia, government, and nonprofit organizations, I believe I am well-prepared to teach a variety of business administration courses at the undergraduate and graduate levels. I am excited to prepare and deliver courses in classroom and online environments.

I view teaching as one of two means of engaging with communities of practice that are the primary stakeholders of business school research. (The other means is engaging practitioners in my research). The most inspiring teachers I've had connected classroom concepts to my own life in creative ways that made me feel I could eventually use classroom knowledge to accomplish my own goals and objectives. I seek to inspire this same feeling in my students, regardless their level. For undergraduate students, I try to understand their backgrounds and gather feedback from them throughout the semester. Using student feedback, I build connections between the course material and student experiences into my lessons. This provides students and entry point into the material and I think makes the material more alive for them.

I have less experience with MBA students, though I have served as a teaching assistant for many MBA level courses as described on my CV. These students typically have a more defined background from their work experience, and they seem to have a bit more defined goals for pursuing their degree. This brings a diversity of experience to bear in the classroom, and the most effective MBA instruction I have seen draws on that experience and challenges students to broaden from their work-experience based background to think more generally about management, responsibility, ethics, and sustainability challenges they might face in other roles. This broadening does not seem to ignore students' prior experience—most want to be experts at least some of the time!—but it does begin to create a more inclusive narrative in which classroom and case concepts are seen to play specific roles in solving and sometimes creating management challenges. The most effective teachers I've seen can use narrative building in this way to connect students to concepts and research in unexpected, surprising ways that seem to inspire students to implement their learning in their careers.

More generally, as a student I've had a small number of teachers I consider great, and I remember all of them. These teachers share several characteristics I strive to reproduce. First, they recognized

the difficulty and value of learning, offering students compassionate encouragement that learning should be hard, and the reward is worth the struggle. Second, they examined concepts from different perspectives, recognizing diversity in how people experience and evaluate the world in which we all live. Third, they brought creativity into their classrooms, connecting concepts to my life outside school.

One memorable experience from a great teacher was a field trip in college for a geology class. We drove several hours across Illinois and Missouri, stopping at places where road construction cut through hills exposing underlying rock. We discussed how the nature of underlying geology shapes our surface lives today. Glacial geology brought soils to the American Midwest, creating the vast plains on which family farms and agribusiness empires have been built. In other regions, underground oil or minerals influence business activity and lifestyles. Examples of this are northern Minnesota's reliance on iron mining and social responsibility issues emerging in global supply chains from the distribution of cobalt deposits. The professor who organized this trip connected geology's huge time scales to daily business practice and life. Quite an amazing lesson inspired by the creative decision to take students on a road trip along rural highways!

The great teachers I have had influenced my own approach to teaching and learning. My approach is rooted in critical thinking, compassion, and evaluating claims with evidence. I view teaching as a process of communicating information to students and encouraging them to skeptically evaluate information. I basically tell students to critically judge what I say and assign, which can be a self-defeating process! But if I ask students to welcome the struggle of learning, I must also welcome the struggle of teaching this way. I recognize my approach is a particular perspective on teaching and learning. My approach pays less attention to rote memorization and reproduction and more attention to giving students agency in the way they respond to, use, and possibly discard my teaching.

From my perspective, learning is difficult and uncomfortable because it requires encountering, taking seriously, and deciding how to respond to different views of the same world. When I read something I agree with or feel I already know, I do not learn. Learning only occurs when I experience unfamiliarity or ignorance, and I and most people seem to prefer avoiding these feelings! Teaching for learning is difficult because it involves guiding students into feelings they often wish to avoid, and, because I learn from teaching students, I need to remain comfortable with those feelings, too.

Compassion is of central importance. Compassion for students and the process of learning helps make uncomfortable feelings associated with deep learning more tolerable. Great teachers understand and recognize students' difficulties and circumstances. For example, first-generation students can struggle against unfamiliar norms and rituals of higher education. Navigating college requires overcoming often invisible barriers, in addition to completing coursework, dealing with financial burdens, and satisfying life responsibilities outside school. I believe compassionately recognizing students' circumstances lowers some of these barriers, allowing students to focus more on succeeding in the classroom and less on wondering how the classroom works.

When I taught my undergraduate Fundamentals of Management course here at the Carlson School, I knew my students would not be business majors because the course is targeted at students from

across the University who are minoring in business. My students were majors in apparel design, economics, philosophy, engineering, and many other disciplines, all brought together by a general interest in business and they might use management principles to pursue their dreams of running their own companies, commercializing inventions, or landing great jobs at interesting firms.

The diversity of backgrounds was a great asset as I taught fundamental management concepts. I designed assignments in which students analyzed concepts like industry analysis or supply chain management from the perspective of their major of study. In the classroom, we discussed student analyses and how each student's background came into their interpretation of the concept. Once students become more comfortable in the class, we did the same exercise in the context of hiring practices, but we used students' personal backgrounds rather than academic majors to analyze how to hire the best talent, problems of discrimination in hiring, and whether the rise of algorithmic hiring might affect these aspects of management. Rather than presenting these concepts as "true" and universally desirable in management, I highlighted controversy surrounding these issues and asked students to analyze how deployment of these management tools might work in different circumstances depending on the firm's mission, business model, and applicant pool. We had some memorable classroom discussions that I hope left students more capable to critically evaluate business headlines! I received a Carlson School Teaching Award for this course, and I hope that means students felt the exercises worthwhile.

I also gained invaluable experience serving world-class Minnesota faculty as a teaching assistant. Professor Dan Forbes taught me the importance of both the brain and the heart in teaching, further strengthening my resolve to combine critical thinking and compassion in the classroom. I gained experience with classroom and online-based teaching, learning how to connect with students even without meeting them in person. By watching and assisting these teachers, my own skills improved in classroom management, assignment design, communication with students, and the ability to support students while recognizing their unique backgrounds and challenges.

I am at the beginning of my career, and I still struggle to implement creativity and compassion in my classroom. But I am steadily improving my skills, acknowledge the discomfort of encountering the novel and learning from it. My sense of responsibility to my students inspires me to continue improving my teaching, reading pedagogy books and articles, discussing teaching with other instructors, and observing my friends and colleagues in their classrooms. When I sense a student acknowledging discomfort and sitting with it, pushing through it because they are choosing to learn, I feel a true sense of accomplishment. I hope those moments are the ones students remember as they use their education to pursue their own goals in life.