

TEACHING STATEMENT

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Teaching Experience

My teaching experience combines both teaching assistantships opportunities at Columbia Business School with a diverse corporate training background. My experiences include students from all education levels (undergraduate, MBA, EMBA, PhD), various courses (corporate finance, capital markets, macroeconomics, microeconomics, behavioral finance, household finance), and all parts of the course lifecycle (inception, development, and instruction). I have either led or served as a teaching assistant for the following courses:

Columbia Business School

Teacher Assistant, **Global Economic Environment (MBA, EMBA)**, Prof. John Donaldson, Winter 2017

Teacher Assistant, **The Psychology and Economics of Consumer Finance (MBA, EMBA)**, Prof. Stephen Zeldes, and Prof. Eric Johnson, Winter 2016, 2017

Teacher Assistant, **Corporate Finance (EMBA)**, Prof. Wei Jiang, Fall 2015

Teacher Assistant, **Capital Markets and Investments (MBA)**, Prof. Kent Daniel, Fall 2015

Teacher Assistant, **Behavioral Finance (PhD)**, Prof. Kent Daniel, Spring 2015

Teacher Assistant, **Managerial Economics (MBA)**, Prof. Paolo Siconolfi, Fall 2013, 2014

Executive and Professional Education

Sole Instructor, **Financial Education for Interns**, Edgewood Asset Management, Springs 2014 - 2017

Sole Instructor, **Financial Education for Interns**, LSH Partners (formerly Loeb), Spring 2015 - 2017

Head Teacher Assistant, **Columbia Executive Education for Debevoise & Plimpton**, Fall 2015, 2017

Teaching Philosophy

My teaching philosophy has been formed by my experiences both as a student and as an instructor. There are three objectives that guide my approach to teaching: (i) ensure that students understand and appreciate the motivation and applicability of the lesson or concept; (ii) ensure that students are developing their economic intuition and are able to connect formal concepts to real-world examples; and (iii) provide an inclusive environment that encourages curiosity and debate. I provide explanations and examples of how I've applied each of these objectives below.

The first teaching objective is to ensure that students understand the underpinning motivation and applicability of the lesson. This is precisely done to ignite my students' intellectual curiosity in the subject. In my experience, motivated students typically get the most out of a class when they are willing to invest significant time and effort in lectures, assignments, and exams.

The application of the first objective can be seen through my corporate training experiences. May it be teaching at a law firm, an asset management firm, or an investment bank, I adapt my lessons on corporate finance and valuations to the students' current and future careers. For example, at Edgewood Management LLC, a leading asset manager, I motivate the course from the perspective of investing in a firm and pitching to a portfolio manager. In contrast, when teaching at LSH Partners Securities LLC, a boutique investment bank, I frame the examples and assignments in terms of advising a CFO or CEO. Although the topics that I cover are nearly identical, how the course is motivated can have a material effect on the interest and effort I get from the students. My success as a teacher is due, in part, to my ability to motivate students and get the most out of them.

The second teaching objective is to ensure that students are developing their economic intuition and are able to connect it to real-world examples. While I believe that formalism and rigor is a necessary aspect of an education, it is also important that a student does not merely memorize the concepts. Instead, I hope to provide new ways to approach, thinking about, and solving problems. Ultimately, my goal is to give them a toolkit that equips them for the rest of their academic and working careers.

An example of developing my students' economic intuition comes from my experience as a TA for an MBA core course, managerial economics (microeconomics). As a teaching assistant for professor Jonah Rockoff and professor Paulo Siconolfi, I would lead weekly sessions explaining concepts from lectures and assignments. I would provide concrete examples of how formal concepts can be seen or applied to day-to-day life. Students often found this very helpful as they saw that the lectures were not just theoretical or relegated to academia, but instead had real-world applications. Further, it produced a virtuous effect of motivating students to think deeper about how else the concepts could be applied, prompting them to bring up examples I had not yet thought of.

The third and last objective is that the classroom should be an inclusive environment that encourages curiosity and debate. The first part of the objective is to be inclusive. It is important that students feel comfortable and that the classroom is a place for questions and learning. The second part of the objective is to encourage curiosity and debate. It is important that students don't blindly accept results presented in class, but instead, think, challenge, and debate the results that are presented. It is through this process that I believe that curiosity is sparked and active learning occurs.

An example of how I've applied my third objective comes from the homework I typically assigned when teaching a corporate finance course. Specifically, when teaching valuations, I often ask two groups to evaluate the same company, but as a twist, I ask them to work separately and to present their final work to each other. Asking them to evaluate the same company allows students to question, debate, and validate each others' work, and to effectively challenge their assumptions. I find that students are much more actively engaged in the material and it often sparks active learning within the classroom. I consistently encourage students to ask questions, be curious, and to push each other, in a respectful manner.

Prospective Teaching

I am comfortable and able to teach a broad set of courses in finance and economics. I will be most effective in areas related to corporate finance, capital markets, valuations, investing, and asset pricing. I am comfortable teaching at the undergraduate, masters, doctorate, and executive level. My research includes elements of both theory and microeconomic methods, and I am able to effectively teach these as well.