

Teaching Philosophy Statement

On the final day of my Marketing Communications class during my second year at Brigham Young University–Idaho, my professor asked a question that has guided my professional and pedagogical journey ever since:

“What are you now going to do to make the world a better place with the knowledge you have gained?”

That moment crystallized a principle that continues to define my approach to both business and education: **knowledge is only meaningful when it inspires action and impact.**

My teaching philosophy is rooted in the belief that education—particularly in entrepreneurship and marketing—should prepare students not just to understand the world of business, but to *build* within it. Over the course of my career, I have worked across diverse industries, led marketing and eCommerce initiatives, collaborated with executives, and mentored emerging professionals. These experiences have reaffirmed that success in any field depends not only on what one knows, but on one’s ability to **articulate a vision, connect with others, and act decisively** to bring ideas to life.

An executive mentor once told me, “Success comes from being able to articulate a vision.” I have found that to be true in every domain—marketing, leadership, entrepreneurship, and education alike. A compelling vision transforms information into inspiration. My goal is to create that same transformation with active learners: to move students from understanding *concepts* to developing the *confidence and creativity* to act on them.

My approach to teaching entrepreneurship, marketing, and leadership is built upon three guiding principles: **vision-driven learning, relational engagement, and actionable experience.**

1. Vision-driven learning:

Entrepreneurship begins with vision—the ability to see opportunity where others see limitation. I strive to help students cultivate this mindset by connecting theoretical concepts to real-world business challenges. Whether we’re analyzing a market opportunity, designing a brand strategy, or evaluating a business model, I emphasize purpose and value creation as the core of entrepreneurial thinking.

2. Relational engagement:

Entrepreneurship and marketing are both inherently human disciplines. Effective teaching, like effective leadership, depends on trust, empathy, and genuine connection. Through my years of professional mentorship and leadership experience, I have learned that students engage most deeply when they feel seen, supported, and challenged to grow. My classroom environment prioritizes collaboration, open dialogue, and mutual respect.

3. Actionable experience:

Entrepreneurial education must bridge theory and practice. I design my courses to simulate the

dynamics of real-world decision-making through case studies, collaborative projects, and reflective exercises that encourage students to test, adapt, and learn from failure. This experiential approach allows students to transform abstract ideas into tangible outcomes, building both skill and confidence.

Ultimately, I believe that education should ignite the same sense of purpose that first inspired me: to make the world better through what we learn and create. My role as an educator is not just to deliver information, but to cultivate **visionary thinkers and ethical doers**—students who can communicate clearly, lead effectively, and act courageously to change the world for a cause.

While my philosophy continues to evolve with experience, one conviction remains constant: **Teaching is most powerful when it unites knowledge with vision to empower the next generation of innovators and leaders.**