

Teaching Portfolio

1. BASIC TEACHING PHILOSOPHY

As a student, I learned that the best teachers were those who had a passion for the subject they were teaching and teaching as such. This passionate and effective teaching can be reached through thorough preparation, permanent improvement of teaching skills, and the gratification of watching students learn. My main goal as a teacher is to impart knowledge to students, not just memorizing facts, but to learn how to think. In my teaching experience, this goal can be reached by the combination of formal lecture periods, smaller discussion sections, and direct feedback on the learning (and teaching) experience.

During the formal lecture periods, students are taught the fundament of a subject to let them get/see the big picture. In the area of Human Resource Management and Organisation the Theories form the foundation of our research and education. It is important to teach these complex issues in a simple and understandable way, to give the students a better understanding of the big picture.

In the discussion sections, the students work in small groups and discuss the theories, their implementation in the research context, and the usual way they solve problems in the 'real' environment. Through these discussions, students obtain a deep understanding of the theories. I act as a moderator asking the students questions to develop step by step the relationship between theory and reality. By this the students do not only learn to memorize the content easily, but they can also use the theories learned in a wider context. By letting all students participate in the discussion they also have the opportunity to be part of the learning process itself.

Feedback is an essential part of the learning process. Students should always have the opportunity to give and receive feedback during the learning process. Following the motto 'disturbances take precedence', students can actively manage the learning process. At the end of a lecture the students have the opportunity to review the overall performance during a separate section. This will give me the possibility to improve the structure, used teaching methods, and my own teaching skills.

One of my favourite teaching experiences was the project within the scope of the master programme 'Human Resource Management' at the University of Hamburg. The main goal of the course was to teach students how to accomplish a research project starting with a draft of an idea up to a final presentation and a report of the main findings. In small groups the students learned, how to research in the field of Social Sciences in an appropriate way. My colleagues and I guided the students through the different steps of the research process. The course included formal lecture periods teaching basic parts of the course subject and research methods. In order to stimulate discussion, the students were given the opportunity to discuss topics and problems of their research with the whole plenum. Furthermore, we acted as research consultants and discussed with and advised the different groups according to the way they were conducting their research. We also used different synchronous and asynchronous e-learning tools to structure the learning process more efficient, being able to give feedback and letting the students help each other at any time. In my opinion, the greatest achievement throughout this were the moments when you saw the lights flashing in the student's eyes when they work a problem through to completion.

2. TEACHING EXPERIENCE

University of Southern Denmark – Campus Sønderborg

Summer 2014 - 2019 Lecture 'International Management and Leadership' (undergraduate level) Teaching methods: lecture, group discussion Assessment: term paper, oral presentation

Lecture 'International Human Resource Management' (graduate level) Teaching methods: lecture, group discussion/presentation Assessment: written examination

Autumn 2015 - 2017 Seminar 'Advanced Business Research Methods' (graduate level) Teaching methods: lecture, group discussion/presentation Assessment: term paper (research report), oral presentation

Autumn 2014 - 2015 Lecture 'Introduction to Study Skills' (undergraduate level) Teaching methods: lecture, group discussion, classroom exercise Assessment: written essay

Autumn 2013 - 2014 Lecture 'Consumer Marketing/Behaviour' (graduate level) Teaching methods: lecture, group discussion, flipped classroom, e-lecture/-teaching Assessment: written examination

Seminar 'The Business Plan' (graduate level) Teaching methods: lecture, group discussion Assessment: term paper, oral presentation

University of Applied Sciences Flensburg

Autumn 2016 - 2019 Lecture and Writing Lab 'Technical and Scientific Writing' (graduate level) Teaching methods: lecture, exercises, oral and written feedback, group discussion Assessment: term paper, oral presentation

Helmut Schmidt University Hamburg

Spring 2013 Lecture 'International Human Resource Management' (graduate level) Teaching methods: lecture, group discussion Assessment: term paper, oral presentation

Spring 2013, 2011 Lecture 'Fundamentals of Corporate Management: Organisational Behaviour. Human Resource Management' (undergraduate level) Teaching methods: lecture/presentation Assessment: written examination

Autumn 2012 Seminar 'International Management: Innovation and Demographic Change – Innovative Ability and Organisational Demography' (graduate level) Teaching methods: lecture/presentation, group discussion Assessment: term

paper, oral presentation

Autumn 2010 - 2012 Seminar 'Communication and Leadership' (graduate level) Teaching methods: lecture/presentation, group discussion, oral feedback Assessment: practical application, term paper, oral presentation

Seminar 'Corporate Management: Organisational Behaviour, Job Demands and Job Resources' (undergraduate level) Teaching methods: lecture/presentation, group discussion, oral and written feedback Assessment: term paper and oral presentation

University of Hamburg

Winter 2012 Seminar 'More Success? Women in Leadership Positions and Mixed Leadership – Theoretical Foundations and Empirical Findings' (graduate level) Teaching methods: lecture/presentation, group discussion, oral and written feedback Assessment: term paper and oral presentation

Summer 2010 - 2011 Tutorial 'Introduction in the Statistical Programme SPSS' (graduate level) Teaching methods: lecture/presentation Assessment: exercise

Winter 2009 - Teaching Project Master Programme 'Human Resource Management': Summer 2011 Quality of Working Life – Quantitative and Qualitative Approaches (graduate level) Teaching methods: lecture/presentation, group discussion, different forms of group work, oral and written feedback Assessment: project draft, project report, oral presentation, oral examination

University of Flensburg

Summer 2004 - 2006 Lecture 'Technical Introduction to the Tools of Cooperating in Virtual Teams' (graduate level) Teaching methods: lecture/presentation, hands-on exercise Assessment: exercise

Winter 2003 - 2009 Seminar 'Psychology of Groups' (undergraduate level) Teaching methods: lecture/presentation, group discussion, oral and written feedback Assessment: term paper and oral presentation

Winter 2003 Lecture 'Introduction in the Statistical Software SPSS' (undergraduate level) Teaching methods: lecture/presentation, hands-on exercise Assessment: exercise

Summer 2000 - 2002 Seminar 'Virtual Excursion' (VirtEx) (undergraduate level) Winter 2003 Teaching methods: lecture/presentation, hands-on exercise Assessment: exercise

Supervised Bachelor Thesis (University of Southern Denmark)

2018 The Social Integration of Syrian Refugees in Denmark

Berufsrückkehr von Müttern - Untersuchung der Motivation für den beruflichen Wiedereinstieg mit Hilfe der Theorie des geplanten Verhaltens

Brand vs Engine - The Importance of Brands in the Competition Between Electric and Conventional Cars

What are typical Danish leadership styles and how can the perception of employees and students be described by using a case study and conducting semi-structured interviews and questionnaire within the mid-sized organization EASV in Sønderborg?

EU Students in the Danish Higher Educational System

Motivation of Shops in Sønderborg to Reduce Energy Consumption in Response to ProjectZero

Lean Management und Industrie 4.0 als Bausteine einer Fabrik der Zukunft

2017 Global Leader – Eigenschaften, Auswahl und Entwicklung

Danish Leadership in Germany

Commitment von geringfügig Beschäftigten

Corporate Brand Management

2016 Knowledge Sharing Practices Among Undergraduate Students

Grades vs. Practical Experience

The Motives and Motivations of Self-Initiated Expatriates

Requirements for Top-Leaders in the Military: A Systematic Literature Review

Wirkung von Rufbereitschaft: Ein kritischer Literaturüberblick

Ursachen des Value Action Gap bei Recyclingverhalten

Die Auswirkungen der Rufbereitschaft auf die Work-Life-Balance der Beschäftigten

Die Motivation von Self-Initiated Expatriates

Zeitarbeit – Auswirkungen von temporärer Beschäftigung auf die Gesundheit

Die Auswirkungen von Rufbereitschaft und Bereitschaftsdienst auf das Wohlbefinden der Beschäftigten

Identifikation von Vor- und Nachteilen des Active Sourcing als Instrument des Recruitings

Eine Analyse und Bewertung des Einflusses der bisherigen Trikotsponsoeren des Fußballvereins Werder Bremen auf das Image des Vereins

2015 Stress bei Führungskräften mit besonderem Fokus auf Frauen

Flensburg meine Perle: Push- und Pull-Faktoren von Studierenden aus Flensburg und Umgebung

Evaluation des Arbeitszeitmodells Jobsharing – Eine Analyse der Potentiale und Schwächen des Modells aus Arbeitnehmersicht

Arbeitszeitflexibilität und die Auswirkung auf die Work-Life-Balance am Beispiel der Schichtarbeit

Faszination Apple

Active Sourcing als Personalrecruitinginstrument

Gleichheit in der Verschiedenheit – Diversity Management: Deutschland und USA im Vergleich

Wie erklären sich die Push- und Pull-Faktoren der dänischen Studenten bezüglich ihrer Standortwahl „Flensburg“ zum Studium?
 Öffentliche Wahrnehmung von Führung am Beispiel Jürgen Klopp: Transformationale oder transaktionale Führungskraft?
 A Comparison of Career Success and Opportunities Between Self-initiated and Traditional Expatriates
 Social Entrepreneur Organisations und die Bedeutung von Netzwerken
 Generation Y – Die neue Arbeitnehmergeneration: Eine empirische Studie zur Mitarbeitergewinnung am Beispiel der Work-Life-Balance
 Soziale Medien und Kaufentscheidung
 Employer Branding bei Lidl
 2014 Generation Y – Die neue Arbeitnehmergeneration
 The Spirit of Malmberg – A Case Study of the Organizational Culture at Malmberg Water AB and Malmberg Bioerdgastech GmbH
 Culture, Business and Management Practices: A Comparative Study Between Work Environments in Germany and Denmark
 Employer Branding als Lösungsansatz zur besseren Anwerbung und Bindung von Fachkräften in kleinen und mittleren Unternehmen
 Student Migration: Why Do Young Engineer Students From Sønderborg Choose to Study in Aarhus?
 In addition, I have supervised more than 60 bachelor theses at the Helmut Schmidt University Hamburg and University of Flensburg (2008 – 2013).

Supervised Master Thesis (University of Southern Denmark)

2018 Projektmanagement-Office-Strukturen in klein- und mittelständischen Unternehmen am Beispiel der MSP AG
 Om ledelse af kulturelt forskellige medarbejdere
 Auswirkungen kultureller Diversität in Teams auf Kreativität
 2017 Cross Border Talents: Strengths and Weaknesses in the Internal R&S Process
 Fokus på forandringsledelse og kommunikation, præsenteret med afsæt i en ny-fusioneret virksomhed
 Agent i Netværkssamfundet
 Successful implementation of Green HRM practices
 Udformning af succesfaktorer for distanceledelse - udvikling af et ledelsesforslag for SkiGroup
 Employer Branding to Attract German Engineers
 Strategische Frühaufklärung als langfristiger Erfolgsfaktor von Unternehmen
 Social Network Analysis of Danfoss' Stakeholders on Twitter - An Effective Strategy
 2016 Der Deutsche Kaffeekonsument: Sparfuchs oder Genießer?
 Evaluierung des Change Projektes POWER der team energie GmbH & Co. KG
 Successful Implementation of Green HRM Practices
 Problems Related to Organizational Routines: Empirical Case Study of a Laundry Service Facility
 An Evaluation of a Market Competitive Attribute Combination for the Health Food Product "Snack Bars"
 2015 Staffing Patterns in International Joint Ventures
 An Investigation of Marketing Possibilities of Clairvoyant Services as a Brand with Focus on Instruments of New Media
 Mitarbeiterentsendung ins Ausland – Eine Analyse des Recruitment-Verfahrens von Unternehmen
 Konsumentenforschung in FMCG – welche Nougatwaren sucht der dänische Verbraucher?
 The Candidate in the Centre of Attention in Recruitment and Selection Processes: Key Factors of the Candidate Experience
 Möglichkeiten der Umsetzung von Teilzeit im Außendienst bei der British American Tobacco (Germany) GmbH
 Word of Mouth in der Marketingkommunikation – Eine Analyse der Motivation von Konsumenten zur Teilnahme an Word of Mouth
 Strategic Positioning in the Cycling Industry: A Situational Analysis of GripGrap for the German Market
 In addition, I have supervised more than 40 master theses at the Helmut Schmidt University Hamburg and University of Flensburg (2008 – 2013).

3. FORMAL EDUCATION IN TEACHING

03/2018 *Erfolgsfaktor Stimme - Körpersprachen-, Stimm-, Sprech- und Vortragstraining* Hochschule Flensburg und Europa-Universität Flensburg
 11/2017 *Body Language – A Grammar to Non-Verbal Communication* University of Southern Denmark, Odense
 10/2017 *Engaging Students in Group Work* University of Southern Denmark, Odense
 02/2017 *Questioning – How It Can Support Learning, Teaching and Assessment* University of Southern Denmark, Odense
 10/2014 – 02/2015 *Teaching for Tomorrow* Videnregion/Wissensregion Syddanmark Schleswig-Holstein
 12/2013 - 12/2014 *Lecturer Training Programme* University of Southern Denmark, Odense
 04/2012 – 02/2016 *Mentor for a Doctoral Candidate* University of Hamburg, Germany
 11/2012 *Advanced Topics in Organisational Behaviour* VHB ProDok – Doctoral Programme
 01/2009 *Introduction to the Learning Management System ILIAS* Helmut-Schmidt-University Hamburg, Germany
 03/2004 - 12/2005 *Training Programme for Online Lecturer 'Train the Trainer'* on|campus GmbH, University of Applied Science Lübeck, Germany

10/1998 - 09/2000 *Training Programme 'Behavioural and Communication Trainer'* University of Flensburg, Germany
Department of Work- and Organisational Psychology
10/1996 - 05/2001 *Different courses on 'Adult and Further Education'* Bachelor International Economics and Business
Languages (BA) University of Flensburg, Germany/Syddansk Universitet, Denmark