# Teaching Portfolio

Silke Tegtmeier
Department of Technology and Innovation
SDU Technology Entrepreneurship and Innovation
SDU Climate Cluster
**Email:** tegtmeier@iti.sdu.dk
**Phone:** +4565509201

## BIOSKETCH

I am Associate Professor of Entrepreneurship at SDU TEI, Department of Technology and Innovation, in Sønderborg. Before, I worked at Leuphana University,Lüneburg, Germany. I established the Leuphana Conference on Entrepreneurshipand co-lead the research project “Herself – Self-employment in the ProfessionalCareer of Female Graduates”granted by the German Federal Ministry of Educationand Research. I am Past President of the European Council for Small Businessand Entrepreneurship. My research focus is on cognitive perspectives of theindividual in entrepreneurship. Among others, I investigate new venture ideas,the role of voice in investment decisions, engineering entrepreneurshipeducation and women’s entrepreneurship. I have published more than 30 articlesand 3 books, in international peer-refereed journals, such as Small BusinessEconomics and Journal of Small Business Management, and with publishers, suchas Edward Elgar. I have more than 18 years of experience in teachingentrepreneurship and start-up management. My teaching portfolio encompasseslecture-based courses as well as project-based, experiential and activelearning or combinations of those. My teaching has strong research-orientedfoci as well as practical approaches. Further, I have invented a conference formaster students with research oriented and at the same time action and practice-orientedelements.

## PEDAGOGICAL VIEW

My approach to teaching focuses on experiential and project-based learning. Itembeds tools aimed at introducing students to situations in which they mayexploit potential new venture ideas. In addition to traditional lecture-baseddidactic methods which allow the learner to understand and apply theoreticalframeworks I realize a more active and interactive pedagogy. Experience, basedon practice, participation, observation and reflection is necessary to developentrepreneurial skills, an entrepreneurial awareness and mind-set. A curriculumfocused on actual experience and creative problem solving should enable studentsfor the real-life process of venture creation. It therefore prioritizes alearner-centered approach. This approach is rooted in constructivism thathighlights how individuals create meaning from new knowledge. Entrepreneurshipseen as an economic as well as a social process with strong emphasis on socialinteraction and networking implies that social constructivism shouldsubstantiate entrepreneurship education. In my view, universities shouldconsider introducing entrepreneurship curricula to every study course toimprove entrepreneurial competencies and mind-sets as well as anentrepreneurial culture in society.

## TRAINING RESEARCHPROJECTS (SEMINARS)

Over the last 18 years, I have been running diverse student research projects withmainly master’s students, but also bachelor’s students. I did the teaching andgrading for the courses. Students of these courses work upon a current topic inentrepreneurship research. Under my guidance, the students pass through aresearch process: The project starts with developing a research design, furthercontains an empirical data collection and its analysis and ends withpresentation, documentation and discussion of the results. The courses includelectures on methods and potentially on software for data analysis. They oftencontain a university-industry collaboration: On the one hand, the idea of theseminar can be developed in cooperation with a partner from the regionaleconomy, e.g. a bank or the chamber. On the other hand, practitioners, e.g.start-ups or business successors are studied (e.g., fill in a questionnaire,take part in an interview). In both cases, the involved practitioners mayreceive a report of the results and they are invited to join the finalpresentation of the results. Attending this course is an excellent preparationfor the bachelor or master thesis.Overview of my training research projects: Student Research Project: The Role ofEntrepreneurship Education for Employability of Engineers (4 contact hours, 2020)Student Research Project: Gatekeepers’ Biases and the Role of Voice in Start-upPitches (4 contact hours, 2019) Student Research Project: HumaneEntrepreneurship in the Age of Digitization (4 contact hours, 2018) IdentityBuilding in Entrepreneurship (4 contact hours, 2018) Effectuation or causation?Approaches of entrepreneurial decision-making in high-tech sectors (4 contacthours, 2016) Effectuation or Causation? Approaches of entrepreneurial decision-making,an empirical investigation with entrepreneurs of the region (3 contact hours,2015) Role models in female entrepreneurship - In dialogue with regional femaleentrepreneurs, an empirical investigation with female entrepreneurs of theregion (jointly with J. Halberstadt, 2 contact hours, 2015) Empirical study ofmarket potentials for seniors (2 contact hours, 2013) Student and graduateentrepreneurship (2 contact hours, 2012) Who has got creative new businessideas? - An empirical investigation (4 contact hours, 2011) Explainingopportunity recognition and development (4 contact hours, 2010) Setting up astudent initiative: Developing entrepreneurial mind-sets and commitment atLeuphana University (2 contact hours, 2009) Start-up counselling: Market andpracticing start-up counselling in Germany (online questioning, jointly with R.Schulte and C. Wille, 4 contact hours, 2008/09) Development a start-upsimulation (jointly with R. Schulte and M. Seitz, 4 contact hours, 2007/08) Loandemands in the sector of savings banks, in cooperation with Sparkasse Lüneburg(jointly with M. Deutschmann, F. Eggers, and R. Schulte, 4 contact hours,2005/06) Spin-offs from universities –

An online questioning (jointly with D.Burgert, M. Deutschmann, and H. Stolze, 4 contact hours, 2005) Corporate spinoffs – Spin-offs from German large-scale enterprises (jointly with F. Eggersand R. Schulte, 4 contact hours, 2004/05) Successful business succession, incooperation with the Chamber of Commerce, Lüneburg (jointly with F. Eggers andR. Schulte, 4 contact hours, 2003/04) Evaluation of start-up guidebooks(jointly with F. Eggers and R. Schulte, 4 contact hours, 2002/03)

## TEACHING EXPERIENCE LECTURES

Master's programme: "Management & Entrepreneurship" Leuphana University:Management Studies III: Entrepreneurship (2 contact hours, since 2009/10, until2016); since winter term 2010/11 including Conference on Entrepreneurship:Teaching and grading for the course. I received a teaching award for thiscourse from Leuphana University in particular due to its innovation related tothe conference. The course contains a theory-based lecture, an exercise courseon business planning (co-supervisor) as well as the conference which containsspeeches by international renowned researchers and practitioners. Thestudent-part of the conference also encompasses a panel discussion withestablished companies, and a business idea pitch competition for the students.Further, it contains an entire day with action-oriented workshops for thestudents led by start-ups, consultants, coaches, representatives of establishedcompanies and faculty. Lecture in start-up management II Leuphana University (2contact hours, 2006/07): Teaching and guided grading for the course. Thiscourse focuses on management aspects of starting a business with diverse tools.

## EXERCISE COURSES

Management Studies III: Entrepreneurship (exercises/case studies jointly with ReinhardSchulte, 2 contact hours, 2009/10): Teaching of the course. Master "Management& Entrepreneurship" - Major Business Development: Exercises in start-upmanagement (1 contact hour, 2009/10-2012/13): Teaching of the course. Exercisesin start-up management I and II (2 contact hours, 2002/03-2008/09): Teaching ofthe course.

## OTHER COURSES/SEMINARS

I have been teaching diverse other courses during the last 18 years. These courses aree.g. related to research methods or to practical tools in the course ofstarting a business. To highlight two of them: In High Tech Business Venturing,the students develop and evaluate an idea for a new business by engaging in allimportant stages that precede the formal starting of a new business developmentproject or a new venture: from identifying a significant venture idea forinnovation, understanding the stakeholders profoundly, conceptualizing thesolution and its position in the customer journey to evaluating the financialviability and the long-term growth and potential of the venture. A key part ofthe course is to prepare and present a "pitch" which is meant to convince allconcerned stakeholders why and how the proposed venture will be successful. TheComputer-based start-up simulation TOPSIM is a tool developed by TATAInteractive Systems. It allows students to write a business plan by the use oftemplates and to go through the first 24 months of their business lives byfacing competition. They make decisions based on their initial plans and needto readjust based on the reality. I have been teaching and grading of thecourses. Entrepreneurial Training (6 contact hours, 2016 jointly with F.Giones, from 2017 and ongoing jointly with K. Holm Thomsen) High-tech businessventuring (4 contact hours, 2016 jointly with A. Brem, from 2017 and ongoingjointly with F. Giones) Experts in Teams (4 contact hours, jointly with F.Klynder, B. Olsen, M. Vedel Jensen, S. Parsons, T. Leißner, 2016) ICSB Academy:Global Scholars, Global Leaders, Hoboken, U.S., 12.-15.06.2016, CommunicateYour Business Idea (invited speaker, member of the global faculty) SummerSchool: Synergizing Entrepreneurship and Production in High Wage Countries,Odense, 06.-09.06.2016, State of Research on Opportunity Creation: What Can WeLearn for Technology Entrepreneurship? ICSB Academy: Global Scholars, GlobalLeaders, Dubai, VAE, 3.-9.06.2015, Communicate Your Business Idea (invitedspeaker, member of the global faculty) Seminar in University EntrepreneurshipDevelopment, Seville, Spain, 1.-2.06.2015, Entrepreneurship-based Education andActivities at Leuphana (invited speaker) "Empirical research in management –quantitative methods (2 contact hours, 2012 & 2013) 7. Academy for UpperSecondary School Pupils: "Entrepreneurship", Hamburg, 14.10.2011, More LifeQuality after Launching a Business?! – Entrepreneurial Desirability (invitedspeaker) Computer-based start-up simulation (TOPSIM): Simulation of businesslaunch and early-stage development of a service company (jointly with M.Deutschmann, WS 2009/10 jointly with C. Wille, three-day block seminar,2006-2009/10) Business start-up for non-economists (jointly with F. Eggers;three-day block seminar, 2003/04-2006) Selected issues of start-up management(jointly with F. Eggers and R. Schulte, 2 contact hours, 2003 & 2004) Start-upcase studies (jointly with C. Claßen, 3 contact hours, 2010/11)

## THESIS SUPERVISION (UNDERGRADUATE/POST GRADUATE)

Diverse thesis supervisions of undergraduate and postgraduate theses.

## CONFERENCES ANDPUBLICATIONS WITH A FOCUS ON TEACHING

I have joined and hosted conferences on Entrepreneurship Education, that is, theECSB Entrepreneurship Education Conference (3E, hosted in Lüneburg in 2015) aswell as the USASBE Conference (2018 in Los Angeles). Further, I have written research articles based on entrepreneurship education: "Students as Scientists'Co-pilots in the Onset of Technology Transfer: A Two-Way Learning Process"(jointly with F. Giones, K. Kleine, Journalof Technology Transfer, accepted) "The Learning Process in Technology EntrepreneurshipEducation – Insights from an Engineering Degree" (jointly with K. Kleine, F.Giones, Journal of Small Business Management, 2019) "Virtual-Reality as aDigital Learning Tool in Entrepreneurship: How Virtual Environments HelpEntrepreneurs Give More Charismatic Investor Pitches" (jointly with O.Niebuhr), in: Baierl, R., Behrens, J., Brem, A. (Ed.): Digital Entrepreneurship- Interfaces between Digital Technologies and Entrepreneurship,Berlin/Heidelberg: Springer, (FGF Studies in Small Business andEntrepreneurship), 2019. "Building technology entrepreneurship capabilities -an engineering education perspective" (jointly with K. Kleine, F. Giones,

M.Camargo), in: Ferreira, J., Fayolle, A., Ratten, V., Raposo, M (Ed.):Entrepreneurial Universities: Collaboration, Education and Policies,Cheltenham: Edward Elgar Publishing Ltd., 2018, 226-247.Technology TransferSociety (T2S) Annual Conference 2018, Valencia, Spain, 17.-19.10.2018 (jointlywith F. Giones, K. Kleine) “Scientists and students’ collaboration forentrepreneurial opportunities in technology transfer” RENT XXXI Conference –Research in Entrepreneurship and Small Business, Lund, 15.-17.11.2017, (jointlywith K. Kleine, F. Giones), Technology Entrepreneurship in EngineeringEducation: An Action-Based Approach Kleine, K., Giones, F., Tegtmeier, S.,2017. Enabling Technology Entrepreneurship Through STEM Education. In: EuropeanUniversity Network on Entrepreneurship (ESU) Conference. Lüneburg, Germany.September 2017.International Research Conference on Science and TechnologyEntrepreneurship Education, Toulouse, 27.04.2017, (jointly with K. Kleine, F.Giones, M. Camargo), Building Technology Entrepreneurship Capabilities, anEngineering Education Perspective 3E Conference - ECSB EntrepreneurshipEducation Conference, Lüneburg, 23./24.04.2015 (jointly with A. Bacher), Can aUniversity-wide Freshmen’s Kick-off Week about Starting a Business EnhanceStudents’ Entrepreneurial Self-efficacy and Attitude Towards Venturing? – APilot Study“ “Gender Perspectives on University Education and Entrepreneurship:A Conceptual Overview” (jointly with J. Mitra) in: International Journal ofGender and Entrepreneurship, 2015, 7 (3), 254-271.“Evaluating IntroductoryLectures in Entrepreneurship: Empirical Implications Based on the Theory ofPlanned Behavior”, in: International Review of Entrepreneurship, 2012, 10 (1),1-22.“Innovating entrepreneurial pedagogy – Examples from France and Germany”(jointly with R. Klapper), in: Journal of Small Business and Enterprise Development,2010, 17 (4), 552-568.“Evaluating entrepreneurship curricula: Primary resultsof computer-based start-up simulations”, in: Schöning, S., Richter, J., Wetzel,H., Nissen, D. (Eds.): Kleine und mittlere Unternehmen: Herausforderungen undInnovationen, Frankfurt am Main: Peter Lang 2010, 113-128. “Developing andEvaluating Entrepreneurship Curricula: Lessons from a Start-up SimulationPilot” (jointly with R. Schulte), Inter-ICSB online publication, 2, 5-20, 2009.

## FORMAL PEDAGOGICAL TRAINING

Award for Innovative Teaching 2012”, awarded by Leuphana University ofLüneburg, 2.500 €

## OTHER ACTIVITIES RELATED TO TEACHING AND TEACHING DEVELOPMENT

Member of the Advisory Board of the SDU study programs BSc & MSc in Engineering“Innovation and Business”. I was member of the study commission for the Masterprogram “Management & Entrepreneurship” and the program “LeuphanaBachelor”, as well as member of the advisory board for the faculty commissionon doctorates and other university commissions. I was awarded with 2,500€ forinnovative teaching related to my course in entrepreneurship (about 200 masterstudents involved).I passed the qualifying examination for being instructor ofapprentices (“Ausbilder-eignungsprüfung”, Chamber of Commerce, Hameln). Courseon supervision of student projects at SDU (September 2019)