

Teaching, supervision, and functions in higher education

Portfolio of lectures, workshops, and seminars

My teaching portfolio includes two dominant fields that correspond to my core research areas: lectures, workshops and seminars in international business (IB) strategy and cross-cultural management, and on research methods. Currently, most of my teaching takes place at the master's and PhD level. At former institutions, I taught in bachelor's programs, too. List of course titles (taught in the last two years): International Business (Strategy) (SDU, and Porto Business School), Applied Market(ing) Strategy (SDU, Northern Institute of Technology Management, Hamburg), International Market Analytics (research methods course at SDU).

List of former courses: Globalization and Entrepreneurship (SDU), General Management (NORDAKADEMIE Graduate School), Marketing and Sales (NORDAKADEMIE Graduate School), Advanced B2B Marketing (SDU), Marketing Research (NORDAKADEMIE Graduate School), Statistics and Decision Making (Northern Institute of the Technology Management), Time and Project Management (Kühne Logistics University), ERP Systems and SAP Laboratories (Hamburg University of Technology, Kühne Logistics University).

Furthermore, I regularly offer workshops that target PhD students and researchers (e.g., in the context of conference events). Examples are courses on partial least squares structural equation modeling, and necessary condition analysis (offered for instance, at the Academy of International Business, AIB, and Academy of Management, AoM conferences). Finally, I regularly offer workshops and presentations that target business practitioners. Recent examples are workshops offered for the network of corporate academics (NOCA, see www.noca.dk/), and for the Goinger Kreis (see www.goinger-kreis.de), for instance, on the integration of international talents at the workplace or into societies.

I have been trained in various aspects of teaching (e.g., on developing curricula, the supervision of students, engaging students, problem-based learning) at different places at which I have been employed during my career.

State of the art educational materials

In addition to using available literature and materials, such as textbooks and cases from case clearing houses, I foster the development of customized and modern materials for my courses.

For my methods courses, I have developed a YouTube channel that provides a compilation of playlists on different methods: partial least squares structural equation modeling (PLS-SEM), necessary condition analyses (NCA), and traditional methods, such as regression and factor analyses. In addition, we have developed a blended learning concept on "Necessary Condition Analysis" that is available as a full massive open online course (MOOC) in the worldwide leading platform for online courses Coursera in cooperation with several colleagues, for instance, Jan Dul (at the Rotterdam School of Management). Therewith we offer the first MOOC in Coursera involving SDU (current Danish partners of Coursera are CBS, DTU and the University of Copenhagen). Furthermore, I have published a series of guidelines and how-to-articles including illustrative data examples that have been implemented in the standard software package SmartPLS 4. Last, but not least, I co-authored a textbook on PLS-SEM for students and interested practitioners (for which we are currently working on a second edition).

For my IB strategy and cross-cultural management courses, I am the lead author of a textbook entitled International Business Strategy and Cross-Cultural Management: An Applied Approach (Edward Elgar, 2022, in collaboration with Jesper Strandkov, SDU, Sven Hauff, Helmut Schmidt University, Hamburg, and Vas Taras, University of North Carolina at Greensboro). The book involves several materials that satisfy today's educational needs. Examples are a compilation of videos produced by others, but also various self-made videos and podcasts, multiple-choice tests, illustrative cases, and specifically an integrative case study that was developed on a real business case. In total, we published 10 individual cases that accompany the book, and an integrated case study, available with a teaching note in The Case Centre (www.thecasecentre.org). Therewith, the book and its accompanying materials enable students to make a deep dive into the challenges in IB and management. The textbook has been nominated for the best book award at the EURAM 2023, and the publisher has requested a second edition in April, 2023 (i.e., about one year after its publication).

Teaching techniques and principles

My teaching has an applied orientation involving real-life case studies either compiled from case clearing houses or developed through cooperating with company representatives and through the critical reflection of current developments in various firms as published in the media. Input from business practice is moreover integrated using invited guest speakers and the organization of company visits. Besides, owing to my practical experiences in marketing research and consulting, I can share a lot of "stories" from personal experience.

Since skills become increasingly important to the education of students, especially in master's (and advanced) programs, my teaching techniques foster the development of skills (over knowledge). In addition to more traditional lecturing in the form of presentations (which I still consider as being of relevance), video presentations, student presentations, and e-learning tools (e.g., online assignments) are used. To sharpen skills, problem-based learning and case-oriented learning sessions are applied. Finally, examination procedures reflect this focus. For instance, students prepare reports that take the form of pitch presentations or presentations to the top management for international management courses, or they prepare journal-like articles for courses on research methods, some of which have actually been successfully accepted at journals in the past.

Fairness, a collaborative and inclusive approach, demand and encourage are the key principles that I follow in my teaching. These are achieved by means of objectivity, transparency, and giving voice in evaluating and grading. Objective

evaluation criteria are formulated and discussed with students prior to projects, exams, etc. Review procedures involve—if feasible—a second reviewer. Post-grading meetings and written feedback reports are provided for all exams. These meetings and reports enable an understanding of exam grading. It comes without saying that I embrace diversity and foster the inclusion of students with all kinds of backgrounds in my courses. My teaching follows a general co-operative approach to student and teacher relationships, including an open-door policy, and the creation of an atmosphere of being approachable. Finally, students report that they perceive my courses as demanding, but also report that they had a great learning curve after.

Best teaching practice (an example)

One of my most well-perceived course concepts with top evaluations by students is the course Applied Market(ing) Strategy (a summer course at SDU). The course dates back to my time at Nordakademie and was offered to MBA students (achieving top evaluations) and produced similar outstanding evaluations at SDU.

The course involves three phases of student learning: The first phase is a (1) self-study phase (reading, MC tasks, video lectures, as well as preparation of student presentations) prior to the course supported by the e-learning platform to build up knowledge. Then, real-time (2) lecture sessions are done. These lecture sessions involve student and teacher presentations, and sessions focusing on case study work. That is, teams apply concepts to a model firm (CERMEDES AG) that was developed with a business partner specifically for the course. The resulting content is highly student driven. Students take the roles of business consultants developing strategy concepts to improve the competitive position of CERMEDES in the global market. We discuss concepts developed and the students pitch presentations at the end of the course in front of the client. Several sessions involve “the client” (e.g., the pitches, or interview sessions with the client); that is, we simulate a consultant client relationship in the form of role plays. In addition, (real) consultants (from practice) are invited to give advice on pitch presentations. The course closes with a (3) post-lecture phase offering time to finalize concepts developed, to be submitted for the final grading procedure.

During the course, I take the role of the firm’s CEO (the client), consultant, and teacher; the students take the role of students and consultants.

Similar techniques have been implemented for the IB strategy course (at SDU and at Porto Business School) running with likewise great success as demonstrated in outstanding teaching evaluations.

PhD supervision and PhD-related activities

I have supervised and co-supervised five successful PhD candidates in different countries in the past years, including candidates at different universities in Denmark, Norway, Spain, and Germany. Furthermore, I have been a member of the assessment committee of three successful PhD candidates (at Aarhus University, and SDU in Denmark, and at the University of the Basque Country in Spain). Currently, I supervise two PhD candidates who are employed at SDU, and one PhD candidate who is employed by the University of Agder in Norway – two candidates are part of a double degree program that I have initiated between the two universities. Moreover, I am currently involved in the PhD assessment committees of two further PhD candidates (one at Aarhus University in Denmark, and one at the Autonomous University of Barcelona in Spain, which resulted from hosting a PhD candidate at SDU).

The supervision and mentoring of PhD candidates is a process that I perceive to be inspiring. Supporting candidates along their careers is part of how I think of my role as a supervisor. Against this background, several studies and publications resulted from collaborating with these candidates, and from collaborating with candidates who were not under my supervision but were part of the institutional landscape (e.g., at SDU). Please note that I have received specific training on PhD supervision at SDU.

At the institutional level, I have initiated two successful PhD agreements: At Nordakademie, I have developed a joint PhD program with the University of Twente in the Netherlands. This created a shared responsibility between the institutions with regard to supervising and assessing candidates. At SDU, I have created a double PhD program with the University of Agder in Norway (see above). This enables the joint supervision of candidates on IB topics at the two institutions, including a research exchange following a cotutelle contract that was successfully developed and negotiated.

Management of study programs and related activities

I have rich experiences in the management of study programs: At Nordakademie, I was the director of the Marketing and Sales Management (M.A.) program, and responsible for all activities ranging from recruiting students, selecting among applicants, designing course curricula, ensuring accreditation of the program, selecting internal and external lecturers, through to relevant follow-up activities with alumni. I have been part of the accreditation process at two business schools in Germany: at the Northern Institute of Technology Management in Hamburg and at GISMA Business School in Hannover.

At SDU, I am responsible for the two IB master’s programs (IB and Management, and IB and Marketing). This involves similar activities as at Nordakademie although these are more actively supported by various further administrative divisions. In the recent years, we have modernized the program and I am currently again implementing improvements in its course structure. The master programs are with >200 students a very successful product offered at SDU. They involve a highly diverse group of students and demonstrate a high student satisfaction. They have strong visibility to business practice partners from the regional area due to collaborative projects and company visits initiated and a good fit to the practical needs in the region. Current strategic initiatives target the further internationalization of the program: we are evaluating opportunities for double degrees with a partner University in Australia (James Cook University), and I am contributing to a portfolio of activities that may benefit the attraction of foreign students to SDU. Examples are my involvement in the international week organized for visitors from St. Martin’s University, and in the SDU EPICUR teacher

event on internationalization.

From 2019-2022, I served as a board member at the Northern Institute of Technology Management, which is a business school that is located on the campus of the Hamburg University of Technology, that offers different MBA programs. As in any board, my responsibilities involved consulting the management in steering strategic activities and supervising actions taken. In 2022, I have been appointed as a member of the strategic forum for SDU's newly created business school, which yet again involves the responsibility to consult the business school's management regarding the strategic initiatives and developments. A first project in the business school's focus relates to the development of an attractive and unique brand positioning from a stakeholder perspective. Finally, since SDU has joined the EPICUR network, I have become a member of the EPICUR expert group that reflects upon activities proposed in the network. As a member of the expert group, I am involved in the dissemination of relevant information from the EPICUR network to SDU and vice versa, among others.

Overview of teaching and supervision activities from SDUs pure database

Applied Marketing Strategy

Richter, N. F.
01/02/2023 → 31/08/2023

Applied Market Strategy

Richter, N. F.
01/09/2017 → 31/08/2020

Applied Market Strategy

Richter, N. F.
01/02/2019 → 31/08/2020

Globalisation and Entrepreneurship 3 - The Global Business Model

Richter, N. F., Wang, Y. & Hindelang, S.
01/02/2018 → 30/06/2018

International Business Management

Strandskov, J. & Richter, N. F.
01/09/2016 → 31/01/2020

International Business Management

Richter, N. F.
01/09/2018 → 31/01/2020

International Business Strategy

Richter, N. F.
01/01/2021 → 31/12/2023

International Business Strategy

Richter, N. F.
01/09/2021 → 31/01/2023

International Business Strategy

Richter, N. F.
01/09/2020 → 31/01/2021

International Market Analysis

Richter, N. F.
01/02/2018 → 31/12/2023

International Market Analytics

Richter, N. F.
01/02/2021 → 31/08/2023

PhD Aleksandar Kolev

Richter, N. F.
01/08/2022 → 31/05/2023

PhD Erik Lankut

Richter, N. F.
17/01/2018 → 28/02/2021

PhD Fang Zheng

Richter, N. F.
20/04/2022 → 19/04/2025

PhD Nooria Yari

Richter, N. F.
01/11/2018 → 31/10/2023

Research Methods for International Market Analysis

Richter, N. F.
01/02/2019 → 31/08/2020