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Teaching philosophy and methods

An important goal of my teaching is to activate students because students retain much more of what they are presented with if they actively engage with the material. For this reason, I use various methods to activate the students, for example through asking them questions (sometimes via Student Response Systems), and presenting them with assignments and case studies. I also use experiential learning, where I give the students an exercise that they either do in class or at home. Furthermore, I am an advocate of self-reflection learning. In the Global Competence Development course, students had to write a weekly self-reflection during 10 weeks, which resulted in a final self-reflection report which was mandatory to participate in the exam. The aim is to have students reflect on their experiences so that they can deepen their understanding, and hence learn more. This ties in well with experiential learning, which provides the experiences for the students to then reflect on.

Teaching experience

[2017-] Human Resource Management (MA course; 10 ECTS)

The aim of the course is to provide students with a profound knowledge about the human side of organizations. The point of departure is the employees and their competences, seen as a strategic resource, for companies as well as organizations, both in relation to recruitment, development, and retention of staff. This knowledge should equip students to reflect on the various approaches to the management of the human resources, and to assess the opportunities and limitations tied to the different ways of managing. Teaching takes the form of lectures, case studies, exercises, and student presentations about specific HRM themes. In order to apply theoretical knowledge to practice, several case studies and exercises are prepared and practical work with the case studies is carried out in student groups in the classroom with the following discussion of the case with the lecturer.

[2017] Organisational Psychology and Change (MA course; 10 ECTS)

The aim of the course is to make the students able to reflect, theorize and intervene in organizations. This will be based on a scientific knowledge, and insight into organizational and managerial aspects of changes under a social psychological perspective. With special focus on managerial psychology and “the human factor”, the purpose of the course is to develop a deeper understanding of the specific themes, theories and practices characterizing this field. During the course students will acquire skills, which will make them able to assess and choose between approaches, frameworks and tools and - on a scientific basis – present (new) solutions to some of the major challenges characterizing changes in organizations and companies today. This way students’ acquisition of competences will lead them to be able to participate in complex, unpredictable development- and change situations.

[2016] Human Resource Management and Change (MA course; 10 ECTS)

The aim of the course is to provide students with a profound knowledge about the human side of organizations and of the change processes characterizing these. In particular the dynamic aspects of the management of human resources is central here. The point of departure is therefore the employees and their competences, seen as a strategic resource, for companies as well as organizations, both in relation to recruitment, development, retention and phasing out of staff. The purpose of the course is to provide students with a range of conceptual frameworks, both in a Danish and international setting, with special focus on the major schools characterising the emergence of the US-tradition – and later the global - of HRM, starting from the mid 1980s. This knowledge should equip students to reflect on the various approaches to the management of the human resources, and to assess the opportunities and limitations tied to the different ways of managing.

[2015] Global Competence Development (MA course; 10 ECTS)

In today’s globalized world we need to be able to deal with the increased complexity and connectivity of doing business. Global competences are a must have, even if you are working in your home country. This course has two core aims. First, we focus on how organisations can develop their global talent so that they have people with the right skills in key positions throughout the organisation. You will acquire extensive knowledge about topics such as intercultural competence, global leadership, and expatriation, which is one of the most effective ways to develop the competencies that are needed to be effective across cultures. Second, we stimulate you to reflect on your own attitude and skills for working in an international context and for expatriate assignments. We also develop your global competence through various exercises and activities throughout the course, as well as through personal development planning where you focus on one particular competence – for example open-mindedness or cultural empathy – that you would like to develop.

Guest lectures in International Human Resource Management

I have given various guest lectures about International Human Resource Management, and more particularly expatriation and my PhD research, in courses at University of Southern Denmark, Radboud University Nijmegen, but also at Loyola Marymount University, LA. These courses were most often at the Master-level, but also at the MBA level.

Supervision

I have supervised MA theses since 2007 on various topics within (international) HRM for programs at University of Southern Denmark such as Change Management, Human Resource Management, Business, Language and Culture, and International Business Communication at Radboud University Nijmegen, the Netherlands. I have furthermore supervised various other projects, such as BA theses and a HD final thesis.

Experience on course or curriculum design

I have set up a 10 ECTS course on Global Competence Development in fall 2015. The course contained lectures, guest lectures (e.g. global leaders/expatriates), exercises, assignments and case studies. Topics were: global competences, global talent management, global leadership, expatriate management as developmental experience, mentoring, and working in global virtual teams. An important aspect of this course was the competency development of students. This was stimulated by regular self-reflections but also by assignments they had to carry out outside of class. These exercises were debriefed in class to stimulate learning.

Formal and informal teacher training

[2016] Lecturer Training Program (10 ECTS)

This programme contained two residentials where we tried out our own teaching and learned about various topics such as aligning our teaching with course goals, e-learning activities, and students as learners. LTP included 20 hours of supervision of my own teaching by an internal and an external supervisor, as well as 11 hours of observation of teaching of colleagues. It also included a Development Project in which I developed the intercultural competence of my students (course Global Competence Development).

I also followed four 0,5 ECTS courses:

- Teaching and learning with social media (0,5 ECTS) (April 2016)
- Oral examination in higher education in Denmark (0,5 ECTS) (March 2016)
- Interactive lecturing, course for SDU-employees (0,5 ECTS) (February 2015);
- Engage your students with discussion forums, blogs and wikis, SDU course (0,5 ECTS) (February 2015);

[2015] English certification

I also was certified at level C2 for SDU teaching in English (November 2015).

[2006] Training of Intercultural Trainers

Furthermore I followed a Training for Intercultural Trainers (2006), organised by Young SIETAR (www.youngsietar.org), which helped me set up and teach the intercultural competence development part of the Global Competence Development course.