

## Teaching experience

Since 2004, I have gained broad teaching experience at different institutions (LMU Munich, Strasbourg University, University of Southern Denmark) and different levels (undergraduate, graduate, executive, and Ph.D.). I have taught “traditional” courses, research seminars, and industry projects, with class sizes ranging from 10 students in seminars to 600 students in large introductory lectures.

My main teaching interests relate to three domains:

- 1) organization theory and organization design
- 2) business and corporate strategy
- 3) strategy execution and performance management.

### *University of Southern Denmark*

2015 – present Business Performance Management (Executive MBA)  
2013 – present Organization of Innovation (M.Sc.)  
2012 – present Corporate Strategy and Organization Design (M.Sc.)  
2011 – 2016 Foundations of Organization (M.Sc.)  
2012 – 2015 Strategy and Management (B.Sc.)  
2011 – 2012 Advanced Strategy and Organization Theory (M.Sc.)

### *University of Munich*

2009 – 2012 Simulation Modeling in Management Research (Ph.D., one module)  
2011 Complexity and Competitive Advantage (executive, one module)  
2005 – 2010 Business Information Systems (B.Sc., large lecture)  
2010 Knowledge Management (M.Sc.)  
2009 Simulation Models of Strategy and Organization (B.Sc.)  
2005 – 2008 Innovation and Strategy in the ICT Industry (B.Sc.)  
2004 – 2008 Project and Change Management (B.Sc.)  
2007 Financial Analysis and Management (B.Sc., assistance)

### *Université de Strasbourg*

2009 – 2012 Information, Organization and Management (M.Sc.)

### *Supervision*

Supervised more than 100 master’s theses, bachelor’s theses, and other reports.

## Course development

“*Organization of Innovation*” is a lecture-/seminar-style core course in the M.Sc. profile “Management of Innovation Processes.” It provides a complementary perspective to innovation management courses by putting the focus on the organization side – how do choices of organization design affect the conditions for innovation? The course tries to combine a theoretical side with practical applications, requiring students to write a term paper on a relevant topic of their own choice.

“*Strategy and Management*” is a core course in the B.Sc. in Economics program. The course takes a rigorous economic perspective on strategic management. It seeks to help students see the relevance and applicability of theory to tackle complex, “real-world” strategy problems that don’t lend themselves to simple optimization.

“*Business Performance Management*” is an elective in the executive MBA program. It offers a holistic view for thinking about strategy implementation and performance management. It provides students with a set of conceptual tools and offers them an opportunity to conduct a “Performance Management Audit” by critically reviewing some performance-related aspect of their organization.

## Teaching methods

I have applied various methods, including traditional lectures and class discussions, case studies, flipped classrooms, experimental work in the computer lab, field trips, and projects with industry partners. In general, I select a method based on two criteria: One is its fit with the level of the students as well as the objective of the course; the other is how the method can contribute to conveying the subject matter effectively, to activate students, and to connect to their prior knowledge. I have also come to learn that students benefit significantly from fast and ongoing feedback regarding their learning progress. To this end, I find that combining various methods and channels (e.g., lecturing, examples and cases, peer feedback, or various media) is usually most effective.

## Teaching philosophy

I seek to seed and nurture a “scientific mindset” among students, which I regard as the most important objective of university education. Because students will be faced with novel and complex problems in their future careers, it will matter significantly whether they will approach these problems in a systematic and reflected way, or whether they will try to apply “standard” approaches. To this end, I try to convey what scientific thinking and working means, and what advantages it entails, pursuing three broad goals:

- 1) To convey the theoretical foundations of the subject I am teaching, and the processes that led to their development. In doing so, I try to link concepts to the experience and interests of the students, trying to convince them that “there is nothing more practical than a good theory” (Kurt Lewin).
- 2) To make students question intuition or received wisdom. To support this goal, I try to make students get clear about and re-think their positions. If possible, I also let students “discover” central ideas for them-selves, which makes it more likely that they will comprehend and remember them.
- 3) To make students experience the scientific “production process” themselves – by encouraging them to be creative and dare ask their own questions; and by making them write and defend papers that raise a research problem, structure and discuss extant research, and apply an appropriate method to answer the question.

## Teaching education

2015 Teaching in English (C2) certificate, University of Southern Denmark  
2012 Ph.D. supervisor training, University of Southern Denmark  
2010-2011 Lecturer training program (University pedagogy), University of Southern Denmark  
2010 Professional teaching workshop, University of Munich