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## **Pedagogical idea/basic view**

I believe that university teaching is an important platform for communicating ideas and shaping minds. This is particularly true for the topics that I teach, since they centre on individuals, groups, and organisations. The responsibility of this task calls for awareness of one's own ideas and values that inevitably spill over into teaching. My values were significantly shaped by my reading of both management literature and research in sociology and political science. In my teaching I aim at explaining the interrelations between the economic and social aspects of organisational life, between shareholder and stakeholder perspectives in management studies. I value problem-centered teaching that makes students aware of diverse and sometimes conflicting perspectives and interests in organisations, rather than communicating the 'how to' lists from the normative management literature to them. My hope is to help students develop their natural curiosity, eagerness to learn and find new explanations to phenomena instead of taking the mainstream ideas for granted.

### Teaching as co-production of knowledge

My ideas and approach to teaching develop along with my evolution as a scholar. My scholarly interests have developed from micro-level of organisational psychology to the attention to societal implications of organisations' practices; from empirical research to theoretical contributions. This shift in my view of teaching resulted in three novelties in my approach to preparation and carrying out of the lectures. Firstly, I need to 're-discover' even the well-known theories myself, as I teach them. Just as one can only write well about something that one finds deeply interesting, one can only teach well things that are being explored rather than already understood and settled. I therefore aim at finding some new aspects of classical theories or perspectives that allow me to learn both while I prepare the teaching and in the dialogue with the students. Secondly, I work much more with questions now, which is reflected both in how I prepare the lecture plans and how I urge students to work with articles and cases. Thirdly, I started to involve representatives from praxis into my teaching as guests who present a real life problem to the students.

### Engaging with theory

Engaging students into theorisation is one of continuing challenges in any classroom. I aim at developing students' interest in the intellectual exercise of tracing the development of abstract ideas and scholarly debates. In class, I follow Kurt Lewin's famous statement that there is nothing more practical than a good theory. We work intensively with cases of real life organisations; I use them to develop students' attention to the complexity of the case and to discuss different possibilities to generalise over facts towards more abstract stories and causal relations. This way of teaching is well aligned with the most common examination form in business study programs—case-based exam.

## **Teaching experience (last 6 years)**

### **University of Southern Denmark, Department of Marketing and Management**

#### **Courses:**

Undergraduate: Organisation with Theory of Science (Autumn 2018, Autumn 2019)

Undergraduate: Understanding of organisations and organisational culture analysis (Spring 2018, Spring 2020)

Undergraduate: Human resource management (Spring 2017) Graduate: Human resource management and change (Autumn 2017)

MBA: Human Resource Management (Autumn 2018)

#### **Supervision:**

MA in Change Management;

MA in Negotiation;

BA in Negotiation;

Project and Trainee Period;

Seminar in Business Economics.

#### **Other teaching activities:**

2nd examiner in Sports and Event Management

## **Copenhagen Business School, Department of Organization and Department of International Economics and Management**

### **Courses:**

Undergraduate: Organisational Behaviour (Spring 2016 and Autumn 2016);

Undergraduate: Guest lectures on International HRM in International Business Strategy course

### **Supervision:**

MA in International Business: 3 students

MA in Strategy, Organization, Leadership: 3 students

MA in Human Resource Management – HRM: 6 students

Bachelor in European Business and Bachelor in International Business – 3 students

### **Second examiner at exams:**

Social Science Methodology for Master of Public Governance program

Emerging Markets – Societies in Transition

International Business and Politics

Project Management and Product Development

Managing Organizational Change and Development

## **Aarhus University, Department of Business Development and Technology**

### **Courses:**

Undergraduate: Organizational Behaviour (2014/2015)

Undergraduate: Module on HRM in International Business course (2013/2014 and 2014/2015)

Graduate: Guest lectures in Advanced Innovation (2014)

### **Supervision:**

MA in Marketing and Business Innovation: 2 students

### **Other teaching activities:**

Second examiner at Corporate Social Responsibility

## **Teaching qualifications**

**November 2016:** "Case-based Teaching", 2-day course at Copenhagen Business School

**November 2015:** "10 Tips and Tricks for the Engaging Lecture", Workshop at Copenhagen Business School

**January - May 2015:** Teacher Training Programme - 'Adjunktpædagogikum' (ca. 150 h) at Aarhus University