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Research outputs

Female Speakers Benefit More Than Male Speakers From Prosodic Charisma Training—A Before-After Analysis of 12-Weeks and 4-h Courses
Niebuhr, O., Tegtmeier, S. & Schweisfurth, T., 3. Apr 2019, In : Frontiers in Communications. 4, 6 p., 12.

Does lead userness foster idea implementation and diffusion? A study of internal shopfloor users
Schweisfurth, T. G. & Dharmawan, M. P., Feb 2019, In : Research Policy. 48, 1, p. 289-297

A typology of user innovation
Schweisfurth, T., Raasch, C. & Herstatt, C., 2019, *20th International CINet Conference.* Continuous Innovation Network

Patterns and drivers of Industry 4.0 technology adoption in SMEs
Yu, F., Schweisfurth, T. & Grube Hansen, D., 2019, *20th International CINet Conference.* Continuous Innovation Network

The Dynamics of Openness and the Role of User Communities: A Case Study in the Ecosystem of Open Source Gaming Handhelds
Zaggl, M., Schweisfurth, T. & Herstatt, C., 2019, In : I E E E Transactions on Engineering Management.

The role of ownership in serial idea submissions
Schweisfurth, T., Raasch, C. & Greul, A., 2019, *Proceedings 20th CInet conference.* Continuous Innovation Network, (International CINet Conference).

Absorptive capacity for need knowledge: antecedents and effects for employee innovativeness
Schweisfurth, T. & Raasch, C., May 2018, In : Research Policy. 47, 4, p. 687-699

Hierarchical Distance and Idea Evaluation in Enterprise Crowdfunding
Zaggl, M., Schweisfurth, T., Schoettl, C. & Raasch, C., 2018, In : Proceedings of the International Conference on Information Systems.

Comparing embedded lead users and external users as sources of innovation
Schweisfurth, T. G., 2017, In : Research Policy. 46, 1, p. 238-248 11 p.

Commercializing User Innovations by Vertical Diversification: The User-Manufacturer Innovator
Block, J. H., Henkel, J., Schweisfurth, T. G. & Stiegler, A., 2016, In : Research Policy. 45, 1, p. 244-259

How "internal" lead users contribute to corporate product innovation: the case of embedded users
Schweisfurth, T. G. & Herstatt, C., 2016, In : R&D Management. 46, S1, p. 107-126

When passion meets profession: How Embedded Lead Users contribute to corporate innovation
Herstatt, C., Schweisfurth, T. & Raasch, C., 2016, *Revolutionizing innovation: Users, communities, and open innovation.* Lakhani, K. & Harhoff, D. (eds.). MIT Press, p. 397-420 19

Embedded (Lead) Users as Catalysts to Product Diffusion
Schweisfurth, T. G. & Herstatt, C., 2015, In : Creativity and Innovation Management. 24, 1, p. 151-168

Embedded lead users: The benefits of employing users for corporate innovation
Schweisfurth, T. G. & Raasch, C., 2015, In : Research Policy. 44, 1, p. 168-180

Einbindung von Lead Usern in die Entwicklung von Servicekonzepten
Pieper, T., Janssen, R., Schweisfurth, T. G. & Herstatt, C., 2014, In : Wissenschaftsmanagement. 2, p. 50-53

Innovativer durch interne Fans
Schweisfurth, T. G., Herstatt, C. & Tschirky, H., 2013, In : Harvard Business Manager. 5, p. 12-14

Embedded lead users inside the firm: how innovative user employees contribute to the corporate product innovation process
Schweisfurth, T., 2012, Springer Science+Business Media. 173 p.

Free revealing in open innovation: A comparison of different models and their benefits for companies
Schweisfurth, T. G., Raasch, C. & Herstatt, C., 2011, In : International Journal of Product Development. 13, 2, p. 95-118

Produktentwicklung in Zeiten des demografischen Wandels – Herausforderungen und Ansätze der Marktbearbeitung
Kohlbacher, F., Herstatt, C. & Schweisfurth, T. G., 2010, In : Wissenschaftsmanagement. 16, 1, p. 30-36 7 p.

Teaching statement
As a researcher and teacher in technology and innovation management, I address three main objectives for student learning:
(1)Understanding the process and outcome of innovation at different levels, (2) linking the thought worlds of management and technology, and (3) understanding and applying theoretical concepts. Each of these are discussed here in some more detail.
(1)   Many individuals who come to my classes have only a fuzzy notion about what innovation is, mostly from how innovation is covered in media. Consequently, students often lack a clear understanding about how innovation works. In my lessons, I help students to develop such an understanding about the innovation process, i.e. its different phases (e.g. ideation, implementation, and commercialization) and relevant stakeholders (e.g. suppliers, users, employees). I also want students to understand what different types of innovation exist (e.g. product innovation, service innovation, business model innovation) and the multiple levels at which innovation can happen (e.g. individuals, firms, networks, societies).
(2)   Having taught students from various disciplines in engineering, natural sciences, technology, and management, I have found that it is of utmost importance to enable collaboration between disciplines. Innovation is an interdisciplinary process, which includes linking technologies with markets and also requires engineers and natural scientists to collaborate with managers. Among students, I have often found that even early in their careers, they tend to develop condescending views of other disciplines, which is very unhelpful for successful collaboration in the innovation process. In my teaching – and being a hybrid myself (having studied industrial engineering and management) – I try to alleviate the gap between thought worlds and disciplines. To foster that process, I let students collaborate in interdisciplinary teams, use perspective-taking techniques to help them put themselves in others' shoes, or encourage debates about conflicting standpoints.
(3)   Most students, even if they have developed a notion about what innovation is and how it works, have not learned how to put the theoretical concepts into practice. In my classes, e.g. the case-study seminar, they learn how to select existing theoretical concepts in the realm of innovation and apply them to a given problem. An example would be to select the optimal open innovation approach for a specific organization. When designing courses, I try to teach topics that are closely intertwined with my research area. This helps me bring my research passion into the classroom and to spark the students' interest. E.g., I have taught seminars which asked questions similar to the ones I ask in my research, e.g. how employees' life outside the organizational boundaries affects their innovative behavior or how user technique innovation evolves. On the doctoral level, I taught an Introduction to Management Research course which provided an overview of topics such as philosophy of science, research design and methods, which was attended by PhD students from various fields (strategy, marketing, operations research, finance, innovation, etc.). In this course I often used examples from my own research, successes and failures, to convey how management research works. E.g., I used letters from reviewers from my own submissions to explain how to design research, write abstracts, or to formulate research questions. In discussing these experiences with doctoral students or with invited speakers, I have also constantly learned from their experiences and thus improved my own research. The integration of research and studies is also important for me when I supervise master theses. The fact that teaching has always been such a rewarding experience to me is rooted in my trusting and open relationship to the students. To forge such ties, it is important to me to teach in an active and cooperative way. I truly believe that students have better learning experiences if they interact with both the lecturer and the teaching material. This teaching style is also reflected in the classes I have taught so far. One example was the case-study seminar in which students had read and prepared Harvard Business School cases. In class we then discussed these cases and jointly developed strategies to address the problems presented in the cases. In this way students could show that they not only understood the problem posed and could compare different relevant approaches from technology

and innovation management, but also could devise and create solutions jointly with others. Such experiences will prove valuable in future similar real-life situations. Another example is a writing seminar on user-technique innovation I taught. Instead of writing one seminar paper, the writing task was divided into different modules (e.g. literature review, data collection and analysis, findings, and discussion). After each module I met with small groups of students and we discussed the problems they experienced and how these could be addressed in the future. In this way students could learn from their own experiences and develop strategies to improve their academic writing in the future, e.g. in their master theses. As a scholar of strategy and innovation, I also try to bring innovation into the classroom and introduce new methods and formats into teaching. The sources of these ideas are discussions with my supervisors, with students, with experts from the university didactics departments, and the many didactics courses I took. One example is the full redesign of a tutorial which accompanied the lecture "product planning" at Hamburg University of Technology. In this project, which was fully financed by a teaching innovation grant from the university, the tutorial was designed as a problem-based learning course, for which I wrote cases on my own from the domain of product planning and development. Also, I introduced a product-development simulation based on design thinking. This new tutorial was well received and the course evaluation improved by 1.3 grades. Another example is the introduction of a gamification approach to teaching open innovation: In this seminar, I teach open innovation concepts, which are then applied to a management simulation game (designed by an external provider). In this game, student groups take the perspectives of different organizational functions such as marketing and R&D and have to budget open innovation activities. This seminar shapes students' understanding of the open innovation process, facilitates cross-functional thinking, and enables the application of theoretical concepts in practice while providing a great learning experience. When introducing new formats but also while teaching existing ones, I always maintain an open communication style. I try to see the students' perspective and remember what was important for me during my own student experience. This also includes paying utmost attention to student feedback and evaluation, critically considering this information and acting upon it if needed.

Teaching experience

Semester	Title
WT 18	Open innovation
WT 18	From tech to market
WT 18	Technology management
ST 17	Technology and Innovation Management
ST 17	Life outside organizational boundaries and innovation
ST 17	Introduction to Management Research
WT 16	Innovation management game
ST 16	Introduction to Management Research
ST 16	Distributed innovation among users
WT 15	Strategic management of Technology and Innovation
ST 15	Life outside organizational boundaries and innovation
WT 14	Strategic management of Technology and Innovation
WT 14	Introduction to Management Research
ST 14	Strategic management of Technology and Innovation
ST 14	Introduction to Management Research
WT 13	Strategic management of Technology and Innovation
WT 12	Product Planning and Development
WT 12	Product Planning and Development

Supervision of theses

2017 – today	3 bachelor theses, University of Southern Denmark
2016 – today	Co-supervision of 2 PhD students, Technical University of Munich
2013 – 2017	22 master theses, 2 bachelor theses, Technical University of Munich
2008 – 2013	3 diploma theses, 5 master theses, Hamburg University of Technology

Teaching certificates and further training
Bavarian Advanced Certificate Academic Teaching
Participation in workshops on academic teaching and didactics (120 units à 45 minutes)