

## Teaching portfolio

**1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.**

My teaching takes its point of departure in a problem-based approach to learning with a strong emphasis on supporting students in bridging theory and practice in reflexive ways. The guiding philosophy behind the learning spaces I have developed individually and in collaboration with esteemed colleagues have been to invite students into exploring real-time and concrete organisational challenges from different perspectives. Furthermore, support students in experiencing how choices of methods, theories and data shape the understanding, analysis and conclusions drawn in the course of learning. In relation to the teaching experience, I have acquired over the last 15 years on bachelor, master and PhD. level – both within the public and private sector - they have primarily revolved around:

- Leading
- Strategising
- Organising
- Organisational change
- Organisational culture
- Communication and sensemaking
- Management learning
- Philosophy of science
- Qualitative research methods

The table below indicates where and what I have taught the last ten semesters primarily at the Business School, Aalborg University:

Spring 2023

- Circular Economy in the Fashion industry - PhD. level
- Organisation and strategy - Master level
- Leadership Master Level

Fall 2022

- Organisational and strategi change - Master level
- Organisational design - Master level
- Coaching and reflexive leadership - Master level
- Supervision at the 1st & 3rd semester on master in Strategy & Organization - Master level
- Supervision at the 2nd and 4th semester on MBA - Master level

Spring 2022

- Organisation and strategy - Master level
- Leadership - Master level
- Coaching and reflexive leadership - Master level
- Supervision at the 4th semester on master in Strategy & Organization - Master level
- Supervision at the 1st and 4th semester on MBA - Master level

Fall 2021

- Organisational and strategic change - Master level
- Strategy - Master level
- Supervision at the 1st & 3rd semester on master in Strategy & Organization - Master level
- Supervision at the 2nd and 4th semester on MBA - Master level

Spring 2021

- Organisation and strategy - Master level
- Supervision at the 4th semester on master in Strategy & Organization - Master level
- Supervision at the 1st and 4th semester on MBA - Master level

Fall 2020

- Organisational and strategic change - Master level
- Supervision at the 1st & 3rd semester on master in Strategy & Organization - Master level
- Supervision at the 2nd semester on MBA - Master level

Spring 2020

- Organisation and strategy Strategy - Master level
- Supervision at the 4th semester on master in Strategy & Organization - Master level
- Supervision at the 1st and 4th semester on MBA - Master level

Fall 2019

- Organisational and strategic change - Master level

- Supervision at the 2nd and 4th semester on MBA - Master level

Spring 2019

- Communication and sensemaking - Master level
- Organisational change - Master level
- Strategy - Master level
- Reflexive research methods - PhD. level

Fall 2018

- Organisational and strategic change - Master level
- Leading - Master level
- Strategising - Master level
- Organising - Master level
- Organisational culture - Master level
- Philosophy of science - BA level

Spring 2018

- Organisation and strategy - Master level
- Communication and sensemaking - Master level
- Organisation and strategy - Master level
- Organisational change - Master level
- Strategy - BA Level
- Reflexive research methods - PhD. level

Fall 2017

- Organisational and strategic change - Master level
- Leading - Master level
- Strategising - Master level
- Organising - Master level
- Organisational culture - Master level
- Philosophy of science - BA Level

Spring 2017

- Strategy - Master level
- Organisation and strategy - Master level
  - Communication and sensemaking - Master level
- Organisation and strategy - Master level
- Organisational change - Master level
- Strategy - BA Level

Fall 2016

- Organisational and strategic change - Master level
- Leading - Master level
- Strategising - Master level
- Organising - BA Level
- Organisational culture - Master level
- Philosophy of science - BA Level

Spring 2016

- Strategy - Master level
- Organisation and strategy - Master level
- Communication and sensemaking - Master level
- Organisation and strategy - Master level
- Organisational change - Master level
- Strategy - BA Level

Fall 2015

- Organisation - BA level
- Organisational and strategic change - Master level
- Leading - Master level
- Strategising - BA level
- Organising - BA level
- Organisational culture - Master level
- Philosophy of science - BA level

Spring 2015

- Organisation and strategy - Master level
- Communication and sensemaking - Master level
- Organisation and strategy - Master level

- Organisational change - Master level
- Strategy - BA level

I generally receive good evaluations (4-5 on a 5-scale) for my teaching and supervision activities. At many of our programs, the student feedback through questionnaires is limited, and mostly only 5-30% fill out the questionnaire making it difficult to provide a reliable basis for documenting teaching evaluations. However, at the part time MBA at the Department of Business and Management, AAU, the percentage is higher (between 50-85%), hence becomes more reliable as documentation.

**2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.**

Over the last 15 years, I have held different study administrative leading and coordinating positions. As I have held these positions, the insights and knowledge about leading, strategising and communicating in reflexive ways acquired through my research have supported me. Specifically, I have held these study administrative positions:

- Feb. 2021- Coordinating the module in leadership at the master program in Organization & Strategy
- April 2019 – May 2021 Vice Head of Department, Department of Business and Management, Aalborg University
- Feb 2019 – May 2021 Head of Full time studies, Department of Business and Management, Aalborg University
- June 2017 – Jan. 2019- Research group leader for the research group FIRM, Department of Business & Management, Aalborg University
- Aug. - Oct. 2015- Invited member of the Accreditation group during the Accreditation process at Aalborg University, representing the master program in Organization & Strategy
- Jan. – April 2015 Invited to become member of Aalborg University's strategy-group: "PBL – den næste generation" due to a progressive take on merging research and teaching
- Sept. 2012 – Sept. 2017 Coordinator of the master program: "Organization & Strategy", Department of Business & Management, Aalborg University
- Aug. – Sept. 2012 Invited to be a member of Department of Business & Management's strategy-group: "Visions- og strategigruppe"
- Sept. 2010 – Sept. 2012 Coordinator 3rd semester, Bachelor in Business Administration
- Mar. 2009 – Mar. 2011 Member of Department of Business & Management's work council

**3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc**

I have over the years participated in the acquiring the required university anchored pedagogical qualifications. The purpose has been to ensure that designing learning spaces and being involved in various teaching and supervising activities have been firmly anchored in a problem-based approach to learning.

Concretely, I have finalized or am enrolled in the following university anchored pedagogical qualification programmes:

- Aug. 2019 – June 2021 Lighthouse Educational Leadership Programme – International course for experienced university educational leaders
- June 2019 – Jan. 2020 Harvard Business School course: Global Colloquium on Participant-Centered Learning
- Jan. 2012 – Jan. 2013 AAU, Assistant Professor teaching qualification portfolio
- Sept. 2010 AAU Basic teaching Course for University Teachers

**4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.**

Over the last 15 years, I have participated in acquiring teaching qualifications in settings outside the formal pedagogical offers. Most of my research is empirical anchored and I am motivated by being invited to disseminate knowledge generated from my research back into society in various ways. The aspiration behind acquiring other kind of teaching qualifications is to support developing organizational practices in substantial, efficient, professional and value-adding ways.

Furthermore, add value to the teaching activities at the university as being in conversation with external stakeholders support the possibility to present different perspectives on real-time and concrete organisational challenges and phenomena.

Specifically, I have acquired teaching qualifications outside the formal university settings in the following ways:

- June 2022 Invited presenter of the International Research project CREATE for relevant stakeholders at DM&T
- June 2022 Invited speaker to SSH Dean Secretary on "Strategising in sustainable ways"

- Sept.-Dec. 2020 Process facilitator on strategy Development for the Organization Elcold
- Sept. 2020 Invited speaker at DM&T Annual Strategy board meeting to present findings from ongoing study: "Leading strategically during a crisis" in the Danish Fashion and Textile Industry.
- Sept. 2019 Invited speaker for Rotary arrangement in North Jutland on the transformation of the full time studies at Department of Business and Management, Aalborg University
- Aug. 2018 Invited speaker on strategic change at the Annual Leadership day at the Master of Public Management.
- July 2018 Invited as keynote speaker at Leadership Lab, Mannaz, Rambøl Summer School
- June 2018 Invited to present my research on relational perspectives on leading at Frederikshavn Erhvervsråd: "Ledelse og retning"
- May 2018 Invited to share my research on temporal work and memories about the future at an international TAOS workshop: "Socially constructing time during research conversations"
- March 2018 Invited to present my research on relational perspectives on leading at Hjørring Erhvervsråd "Ledelse og retning"
- Sept. 2017 Invited to share my research on research as reflexive processes at an international TAOS workshop: "Writing as Relationship"
- Aug. 2017 Invited to share my research on relational leading and strategizing at an international TAOS workshop: "The Magic of Organisational Life"
- March 2015 Invited to present theory about memories about the future and relational perspectives on leading and facilitate workshop for three of the Danish regions development consultants: ""En Alkymist udforskning mellem konsulenter. Fra tre regioner og tre følgeforskere"
- June 2014 Invited to present research findings on strategizing and leading based on relational perspectives for Aalborg University's Management Secretary: "Andre måder at forstå organisering og organisatorisk forandring på"
- May 2014 Invited to present relational perspectives on leading, communicating and strategizing based on a relational perspective for Aalborg University's Management Secretary: "Udvikling og forandring i egen organisation"
- May 2013 Invited to present theories on relational leading based on the editing process of the book "Relationelle perspektiver på Ledelse" at Southern Danish University: "Relationel ledelse"
- Jan. 2012 Invited to present a relational and practice anchored perspective on strategy at VIA University College: "Strategiarbejde der virker"
- Jan 2011 Invited to present a relational and practice anchored perspective on strategy for a group of leaders from Dragør Municipality: "Strategi som proces"

## **5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.**

Developing teaching, supervision and disseminating activities and programmes is something I prioritize highly. I have several times worked with developing teaching activities and master programs aiming at bridging theory and practice in reflexive ways to support learning amongst the students several times.

Concretely, I have been involved in the following development of teaching activities and programmes:

- Feb. 2019 - May 2021 Development of the full time programmes at Department of Business and Management, Aalborg University to make room for an new problem-based learning platform that strengthens the core business and economic courses, bridges theory and practice and enable the students to choose from different relevant elective courses.
- May 2017 – Nov. 2019 To support reflexivity amongst part-time MBA students during the first year of the master program, the students are via different methods asked seven times to reflect upon their leading by bridging theory and practice based on their own concrete leading and strategic challenges, supported by researchers.
- March 2012 Restructuring of the master program in Organization & Strategy at AAU, bridging theory and practice through case-based cooperation with organizations.
- Jan. 2012 – Sept. 2012 Development of the course: "Interview methods for master projects"
- Oct. 2011 – May 2013 Development of the master's module "Change and Project Management" Development of the theory of science course for bachelor students with the ambition to work more dialogue oriented in an auditorium with 150-200 students

## **6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.**

Type your answer here...

**7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-**

**organised project work and problem-based learning)**

Type your answer here...

**8. Any other information or comments.**

Type your answer here...