

## 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.**

Aalborg University: Associate Professor (2018- ); Assistant professor 2015-2018

BA-course/Communication & Digital Media

Rikke teaches classes on the 3rd and 6th semester covering topics such as:

Leadership and management, organizational culture, internal/external branding (incl. employer branding), organizational identification processes, Human Resource Management, process consultation, management consultation, virtual leadership, organizational paradox, facilitation, user involvement, stakeholder consultation, digital methods for studying organizations.

MA-course/Communication

Rikke teaches classes on the 2nd and 3rd semester covering topics such as:

Organizational change, intervention methods, action research, action learning, organizational consultation, research methods for studying organization from an insider perspective, impact in research and PBL project work, academic writing, literature review and positioning, organizational development, hybrid leadership, mediated and digitalized leadership, polyphonic communication, organizational and leadership paradox.

PBL-project supervision:

BA: 3rd, 5th (internship) and 6th semester

MA: 2nd semester, 3rd semester (Internship), 4th semester (Master thesis)

Project topics – indicative titles:

- "Specialister som ledere, men specialister i ledelse?"
- "Sammenhæng i Viborg Kommune: - en undersøgelse af den strategiske praksis med udgangspunkt i Sammenhængsmodellen"
- "Digital tilstedeværelse for SMV'er - En undersøgelse af strategisk kommunikation på sociale medier ud fra et organisatorisk perspektiv og et interessentperspektiv"
- "Nordea Finans Danmark i en forandringsproces"
- "Virtuel intelligens og kriseledelse"
- "Employer branding i Danske Bank - En undersøgelse af kvinders tiltrækning til Danske Bank som arbejdsplads"
- "Self-Initiated Expats i Danmark"
- "Corporate- og employer branding i ATP"
- "Forandingsledelse i en iværksættervirksomhed - En kvalitativ analyse af forandingsledelse hos MentorDanmark"
- "Onboarding af nye medarbejdere i en fusionsituation"
- "Kan aktion skabe interaktion? Et projekt om strategisk kommunikation gennem aktionsforskning"
- "Intern CEO-kommunikation i Rambøll"
- "LinkedIn - En undersøgelse af engagementet i Visma Consultings EA-program"
- "Hvilken rolle spiller gensidig afhængighed? Om asymmetri i hybride sammenkomster"
- "Forandringer i Forsvaret? Betydningsdannelser om fremstillingen af Forsvarets uddannelser"
- "Nedskæringer og betydning for layoff survivors i MAN Energy Solutions"

Innovation Fund Denmark (CBS Executive): PhD course for Industrial PhDs

•Co-designer and module coordinator 5 ECTS course, INDUSTRIAL PHD: THE BUSINESS OF IMPACT, INNOVATION, AND CO-CREATION.

Module 1: The Best of Both Worlds—The Potentials and Pitfalls of Mutual Value Co-creation in-between Academia and Practice.

Topics: Academic and societal/practical impact in research, stakeholder management, T-skill development, strategic alignment. Blended learning design with pre- and post-module assignments; e.g. stakeholder analysis, stakeholder interviewing, formulating personal impact manifesto etc. Class taught in English.

Elective 2C: A Toolkit for Communicating the Impact of Your Research – audiences, modes, media and interactions.

Topics: Research communication and dissemination, dialogical communication, rhetorical analysis and planning, elevator pitching of research proposals and results. Class taught in English. Blended learning design with pre- and post module assignments; e.g., mini-essays, podcasting, peer grading, written assignments.

CONTINUED EDUCATION:

Courses under development for Aalborg University (on offer in 2023):

- Master i IT: Organizational culture and digital transformation
- Master i IKT og Læring: Virtual and distance leadership
- HD: Hybrid leadership in theory and practice

Society for Human Resource Management (SHRM), Dansk HR (2018-2022)

•Certificate in Human Resources modul 2, "HR og egne udviklingsmuligheder". (Topic: Paradoxes of contemporary Human Resource Management).

CBS Executive

- Involvement in teaching corporate programs for NCC and Viking Life Saving Equipment (Topics: Intercultural management, paradoxical leadership, cross-organizational collaboration), 2018, 2020, 2022.
- Summer school course : Going Global?! A new perspective on global leadership development (Topic: Global leadership and international organizational development).

Copenhagen Business School: PhD fellow 2011-2014, external lecturer 2009-2018; teaching assistant 2007-2009

MA core topics:  
 HRM – theory and practice (DA: HRM som teori og praksis), KAN-CHROMO1082U, (2010-2014):  
 Core class in MSc in Social Science (Human Resource Management) and the Master of Science (MSc) in Economics and Business administration (Human Resource Management).  
 Topics: Strategic HRM as a field of research, employee life cycle/journey from a people management perspective. Central theories and concept of strategic HRM.  
 Format: Lectures with exercises, student presentations, guest lecturers from practice and case-based teaching.  
 Managing Organizational Change and Development, CM B130, (2009-2012)  
 Two-teacher lectures and workshop facilitation as part of CBS student engagement and learning initiative in classes with more than 150 participants. Student “tool-building” and sharing in plenary engaging students in operationalization of change management and OD theories in models for use in their own analyses of organizational practice.  
 Master thesis supervision on topics related to HRM, e.g., global talent management, personnel assessment, leadership development.

MA progression courses and electives:  
 Human Resource Management, CM B84E (2010-2012)  
 Topics: Human resource management, Human Resource Development, People Management and Leadership.  
 Format: Lectures with exercises, student presentations, guest lecturers from practice and case-based teaching.

BA Electives:  
 Global People Management: Human Resource Management & Leadership, BA-BHAAV6021U): 2010-2016.  
 Format: Lectures with student presentations, guest lecturers and case work. Off-site activities and exercises aimed at practicing multicultural collaboration in practice in this highly diverse class with representatives from up to 20 different nationalities. Class taught in English.  
 International Human Resource Management, BASPV1006U: 2007-2010.  
 Format: Lectures with student presentations and case work. Class taught in English.

**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.**

- Semester coordinator for MA 3th semester and co-coordinator of BA 6th semester.

Semester coordination, MA 3rd semester:

- Screening and approval of internship contracts,
- Liaison with AAU Career on career perspectives and employability in internships.
- Collaboration with AAU Innovations Student Incubator

Rikke is actively participating in the planning of the courses that she contributes to. Also, she has been designing courses on hybrid leadership, Human Resource Management & Communication, PhD course for Industrial PhDs.

Type your answer here...

**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**

Rikke has successfully concluded the Aalborg University ‘Adjunktpædagogikum’ (May 2018):

- AP - Certification Program in english for AAU University instructors (2016-2017)
- AP CPH - Course module 1: Teaching at a PBL University (2016-2017)
- AP CPH - Course module 2: Planning and Implementation of Group Instruction (2016-2017)
- AP CPH - Course module 3: The Use of IT and Media for Learning and Teaching (2016-2017)
- AP CPH - Course module 4: The PBL Group – Collaboration, Process and Supervision (2016-2017)
- AP CPH - Course module 5: Planning, Development and Quality Assurance of Study Programmes (2016-2017)
- AP elective: Experimenting an innovative pedagogic design for learning in networked based society

The overall assessment reads:  
 “We, the undersigned find that the work undertaken by Rikke Kristine Nielsen during the participation in the Aalborg University Adjunktpædagogikum was excellent!”  
 Selected additional highlights from the evaluation statement includes (from the pedagogical supervisor): “Rikke Kristine Nielsen demonstrated a consistent strong ability to interact with the learners, build relations and present the subject matter in interesting and engaging ways involving the learners in reflections on the digital platform.. She showed great

engagement in exploring ways to develop the learning situation and engage the learners even more, drawing on innovative approaches like collaborative work involving a professional board game, and relevant videos, to contextualize the curriculum and make it meaningful.”

Rikke Kristine Nielsen has been certified for university teaching in English at the highest level of the Common European Framework for Languages (CEFL) following ten years of English and multicultural teaching experience (diploma included in appendix). She has consistently received good evaluations on her English teaching competencies from both native and non-native speakers.

During her previous employment at Copenhagen Business School, Rikke Kristine Nielsen has also participated in a number of pedagogical courses offered by CBS Learning Lab and the Academic and Professional Development (APD) program; e.g.: 'Anvendt pædagogik', 'Teacher roles in the multicultural class room' and 'Vejledning af kandidatafhandling'. Diplomas are available upon request.

#### **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.**

Type your answer here...

- Author of toolkit for teaching organizational paradox theory to practitioners
- Author of toolkit for working with global leadership theory in practice.
- Teaching book on International Management Behaviour
- Professional development workshops, symposia and paper sessions on topics related to global leadership and paradoxical leadership accepted for AoM Annual Meeting, EGOS and PREP-conferences.

Participation in internal Aalborg University PBL development project funded by the Strategic Council for Education in connection with the implementation of the “Knowledge for the world”-strategy.”Projektarbejde som platform for vidensamskabelse – gensidig værdiskabelse og 'impact' i PBL” (Project work as a platform for knowledge co-creation – mutual value creation and impact in PBL).

Winther, F.; Nielsen, R. K.; Henriksen, T. D. & Børgesen, K. (2017). Communication situation and positioning in virtual meetings - rhetorical implications for interpersonal management communication. Paper for the Becoming a Leader-conference, Roskilde University, June 8-9, 2017.

Henriksen, T. D., Nielsen, R. K. & Børgesen, K. (2017). Virtually teaching virtual leadership. Paper for the Becoming a Leader-conference, Roskilde University, June 8-9, 2017.

Nielsen, R.K; Buono, T. & Poulfelt, F. (2018). Improving Lives by Improving the Lives of Academia-Practitioner Boundary Spanners. Academy of Management Proceedings, Vol. 2018, The Academy of Management, 2018.

Henriksen, T.D.; Nielsen, R.K. & Børgesen, K. (2017). Erfaringskondensering fra den virtuelle afvikling af Ledelses- og organisationskommunikation E2016. White paper prepared for the School of Music, Music Therapy, Psychology, Art, Communication and Technology/the Communication, Information & Digital Media Study Board, Aalborg University.

Nielsen, R.K. (2017). PBL – impact and co-creation. Workshop at University Teaching Day, Campus Copenhagen, Aalborg University, May 3, 2017.

Henriksen, T.D. & Nielsen, R.K. (2018). Project work as platform for co-creation – mutual value creation and 'impact' in PBL. Poster presented at University Teaching Day, Campus Copenhagen, Aalborg University, 2018.

#### **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.**

Development initiatives include:

- Academic article writing course
- Tool-builders workshop: From theory to operationalization for analyses
- Integration of career service and employability issues in internship project work
- Cross-university elective on distance management highlighting distance relationships and multicultural collaboration in practice (AAU + CBS). Portfolio writing as a learning strategy.
- Industrial PhD course: Cross-disciplinary – blended learning design
- Course on organizational consultation with participation of class from Royal Danish Defence Academy

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

Available upon request

**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)**

In the following, I highlight themes that I would appreciate the opportunity to continue and develop further going forward:

### **1) Continued education/Executive training in combination with full-time students**

Over the past years, I have enjoyed being involved in executive training and other forms of post-experience learning situations as an interesting supplement to teaching full-time students. Teaching practitioners forces you to really focus on the benefits of research for practice, pinpointing the “value-proposition” of widening your imagination and line of sight, which is also in demand by younger, more inexperienced students. In addition, teaching practitioners in connection with your own research interests allows you to build relationships conducive to engagement in research collaboration, data collection, co-authoring, case-writing, and guest lecturing.

### **2) Students as co-creators**

I appreciate that students actively share responsibility for their own and each others’ learning, both out of personal motivation as well as for the sake of their own learning. I therefore would like to capitalize on the experiences I have accumulated with direct involvement of students not only in the evaluation of teaching, but also in the design of courses. Activation and communication with student advisory boards as well as bridgebuilding between students from different years have in my experience been very helpful in securing student engagement as well as learning outcomes and absence of formal complaints. Furthermore, action learning designs for involving post-experience learners and developing the transformative capacity

### **3) Cross-organizational and transdisciplinary course development and teaching**

I have experience with courses (MA and PhD level) which take place across organizational boundaries involving transdisciplinary collaboration. Although this type of teaching is more demanding in terms of communication and coordination, it also presents new opportunities and fosters new knowledge creation as well as exposes students (and teachers) to different logics and perspectives. I would like to explore opportunities for cross-organizational collaboration further in the future. Involvement in AAU mega-projects or other cross-program and faculty learning would be an appreciated opportunity.

### **4) Virtual teaching and technological dexterity**

For the past year, I have been involved in teaching a MA-course on distance/virtual management, which “walks the talk” of the subject matter by being virtual itself: Students gather in a virtual forum where lecturing, group work and student presentations are carried out in an online setting except for one half-way “presence workshop”. Without a doubt, adopting your teaching style and course design to a virtual setting has taken its toll on all involved. At the same time, it has been very rewarding to explore the added didactic benefits of online learning, while accommodating to a learning environment in keeping with ‘Millennials/digital natives’ learning and communication preferences.

### **5) Employability**

In a time of mass university education and changing criteria for university funding, most students will seek employment outside academia making an employability perspective important in teaching. Student employability also receives increasing political attention, which translates into funding consequences for universities. In addition, demands for societal impact result in increased focus on actionability of research and teaching. Facilitating the understanding in students that having an impact in practice is not synonymous with “delivering a solution” is a challenging task. So is conveying the message that being solution-oriented (and employable) is not in opposition to doing academically rigorous work. In fact, the more you wish to impact the practice you are part of, the more reason to take every possible measure to secure that this impact is based on solid work. Designing courses as well as exam assignments that mirror “real life”; addressing work life competency building as part of class content such as is the case in the MA elective on distance management, inclusion of practitioner guest lecturers or “live cases” as well as integration of career counselling activities into teaching activities are avenues for securing intelligent employability in the future that I hope to be able to continue to work with going forward. Type your answer here...

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

Type your answer here...