

Nadeem Yousaf

Teaching Portfolio

Address: Kamhusene 28, 3 th, 2500 Valby
Phone: 50349646
Email: n_yousaf@hotmail.com
Websites: <http://nyousaf.com> <http://insightspeaks.com>
Linkedin: <https://www.linkedin.com/in/nyousaf/>

Education

I have completed Cand.Mag and Cand.Polit degrees from the Bergen University, Norway. My university education consists of following courses:

- Administration and Organization
- General Psychology
- and Work Psychology.

In Administration and Organization, the contents included theories of macro and micro organizations. During the courses of Administration and Organization, I also studied political international systems of the UK, the US, France and Germany.

One year course in psychology included all the major themes such as Social psychology, Cognitive psychology, Developmental psychology, Personality, Abnormal psychology and so on.

Study of human problems and behaviours at work was part of the course of Work Psychology. It also included contents of principle of management and organizational behaviour.

My thesis was conceptual work. It was interdisciplinary work falling in the fields of Human Resource Management, Organizational Behaviour and Work Psychology.

Work Experience

a) Teaching Experience:

It is gratifying that I have taught the following management related subjects to bachelor and master students in various institutions and in different countries.

- Cultural Management
- Managing Conflicts,
- Managing People in International Organizations
- Human Resource Management
- Organizational psychology
- Organizational Behaviour
- Business Management
- and Psychology

b) Corporate sector Experience

Working in a corporate sector has given me a valuable experience and skills. I consider this experience is very rewarding and an added advantage for students as I link academic theories with my corporate work experience. Reading examples from corporate sector in books is very different than listening direct personal experiences.

Teaching philosophy

I do not placate students with assurances of easy work or high grades but motivate them for learning knowledge. I strongly believe that there is a strong association between desire for learning and good

Mixing teaching styles

academic scores.

I ensure that the students learn the course material with interest and dedication. In my lectures and tutorials, I try to show them comparing and contrasting points of various theories, concepts and models. This comparison helps to enhance their interest and academic abilities. And, it is a great source of enhancing critical thinking in students.

Moreover, students are encouraged to appreciate how the theoretical scholarship can be applied in their daily life. In lectures and tutorial discussions, I do not limit my explanations of theoretical knowledge to micro organization, but link them to social and organizational behaviours.

I challenge their cognitive abilities by asking question and inviting them to make comments on the critical academic issues that help in enhancing their abilities and academic skills and intellectual development.

I do not set lower standards neither for student nor for myself. I carefully design activities for my students to move beyond the classroom, reminding them of the real-world demands they are to meet.

It is not useful to deny importance of traditional lecturing style as it helps to show a broad picture of topics in order to attain outcome of the course. However, other tools such as group discussions, debates and showing relevant videos are other ways to inculcate in-depth knowledge among students.

It is important that students develop strong research and analytic skills. Essay writing is a significantly useful tool to develop analytic skills and interest of students in research. It prepares students to write a literature review for their research in the future. I stress my students to spend time and efforts in finding the right material for their essays and provide a critical assessment by comparing and contrasting points of the classical and contemporary research.

I also adopt a unique technique to inculcate knowledge by asking my students to make short videos in a group. I found it that the students take keen interest in making short videos. It is a fun, as well as a great source of learning and enhancing mutual cooperation skills. Importance of group work cannot be ignored. Group work allows students to improve their communicate skills, and a means of exchanging knowledge. It helps them to learn from one another, as well.

Curriculum Design

I have substantial experience of designing courses for bachelor and master students. I have designed many courses as mentioned below:

- Cross-Cultural Management (Niels Brock)
- People Management and Organizations (with DMU team)
- Managing HRM in International Organizations (with DMU team)
- Conflict Management (Vassa University)
- Business Administration (Majan University College).

Before designing a new course, I review the approved departmental syllabus and discuss with the colleagues to gain more ideas. It assists me to assess what material knowledge and skills the students should gain from the course.

I design the objectives and learning outcomes of the course. The course calendar defines the lessons and classroom lectures. I ensure that the lectures are relevant and must cover the key components of the course.

My major thrust in designing the courses is that contents are challenging and matching the level of the program. This strategy keeps students' interest alive. It is my utmost try that the students not only get the opportunity to demonstrate their understanding about various concepts, but also show their analytic abilities. My module handbook is comprehensive and covers the following points:

- Module Aims and Objectives of the course
- Learning outcomes
- Teaching Methods and Learning Strategies
- Assessment strategies
- Submission dates for assignments
- Tentative date for examination
- Other relevant information

Supervision:

I have successfully supervised more than 100 Master students. A few of my students got high distinction on their research. A student wrote about my supervision, *"I am very grateful to him because without his valuable and useful advice, I could not be able to get distinction on dissertation."*

In supervision, I adopt collaborative and non-directive technique of supervision. I encourage students by discussing and raising issues with them, which help them to finding solutions to their research problems. To enhance their research skills, I give extensive remarks on their officially submitted research proposal, literature review, methodology and analysis.

Marking

I strongly believe that marking must be fair and transparent without bias and prejudice. Following the principle of fairness and transparency, I make extensive comments while evaluating and marking descriptive exams, assignments and dissertations.

Research Interest

Extensive comments are increasingly important for those students who receive low grades or fail the exam, assignment or dissertation. It is equivalently important for colleagues in a system where double marking is a norm.

Both my students and colleagues have been highly satisfied with my comments and the awarded marks. My colleagues at DMU and Niels Brock have hardly found any issue in understanding the reason of giving low or high marks. In most cases, they accepted awarded marks without disputing.

I follow the same technique while evaluating and marking dissertations so that second marker, moderators and externals can see my rationale behind the awarded marks.

I have interdisciplinary research interest, which shows my broad knowledge in various subjects related to management studies and social sciences. I have research interest in the following areas:

- Leadership
- Mutual communication and
- Managing conflicts.

I have published my interdisciplinary research in international referee journals such as International Journal of Public Leadership and Organizational Dynamics. In addition, I have written several Op-ed articles in various newspapers. Currently, I am working on a book, Gestalt communication, emotional intelligence and leadership.

Relationship with students

Teaching is a very unique profession as it demands both professional and humanistic attitude. It is a profession that requires a special level of commitment, efforts, flexibility, and creativity, which I have demonstrated while teaching.

Teachers are mentors for students. To gain trust of students as a mentor, establishing mutual respect is vital. Becoming a mentor means that one must show empathetic ability to understand limitations of young students, for example, knowledge and experience. I keep this in mind when I prepare my lectures and other academic activities without compromising professional goals.

I understand that students judge professionalism of their teachers through the knowledge they depict in their lectures and lecture slides. I prepare limited number of slides and explain them through the real examples.

I am glad that most of my students speak positively about my professionalism and do not feel shy to contact me to seek my advice even after finishing my course because they trust me. They trust that I am committed and dedicated to educating them to reach their academic goals. It is a consequence of trust that some students do

Peer Mentoring

not fear to approach me to discuss their personal problems or share their achievements. Amazingly, one of my African students rang me from the US and showed his gratification for writing a reference letter that led him to get full bright scholarship. It is satisfying when many students expressed appreciation despite low grades or failed in the module.

Peers and students' Evaluation

I have always been supportive to my colleagues and open to share knowledge and information with them. I have mentored several teachers who joined Niels Brock and the De Montfort University. They have appreciated me for providing extremely them relevant information and guidance to be effective in their classes. New teachers from other disciplines frequently contacted me for guidance and information.

1. If the students' evaluation is a genuine criterion to assess someone teaching abilities, I am very glad that my students rated my teaching abilities very high. Some students cited my enthusiasm and dedication in their evaluations.
2. It was not a practice at DMU, UK to involve teaching staff from Niels Brock when bringing changes in the module. However, I had a privilege that they always considered me a part of the team and sought my contribution before adopting any changes. At times, I acted as a mentor for their new teaching staff.
3. I earned raise in my salary twice due to my contributions to the Niels Brock.
4. I was also invited to deliver lectures to the affiliated institutions of Niels Brock in China and the US.
5. I was invited to be Associate Editor for two international journals for their special issues, which I declined due to my busy schedule.

Professional and personal growth

I have strong interest in reading contemporary and classical research, which is imperative for enhancing professionalism and growth. It is due to wide-ranging reading interest, I have always been interested in interdisciplinary research. Therefore, I had written an interdisciplinary thesis and followed the same in my later research.

In order to enhance my professionalism and personal growth, I would be quite willing to participate in following activities (if offered).

- Formal teaching training to enhance my further teaching skills.
- Attend and participate in academic conferences
- Develop research projects with colleagues

In addition to the above activities, I want to

1. complete my book, and
2. my research and writing on article, Leader-Followers Relationship and Failure of Organizational Change