

Jose Arrieta – Teaching Portfolio

A bad boss is one of the worst things one can have in life. Bad bosses exist for many reasons, one of which is ignorance. Ignorance is important because many people who become managers did not study management when they were young. Many of our MBA students are scientists, doctors, lawyers, journalists... Yet, one thing they have in common is their choice away from ignorance and away from being a bad boss. I find their choice commendable. In their trust, I see my role as an educator to help rid the world of bad bosses one student at a time.

DESCRIPTION AND DOCUMENTATION

Conducted teaching

Strategy and Change (B.Sc. 6013B0507Y)

This BSc course presents the tensions that technological change presents to organizations and their strategic decisions. We present ideas such as the exploration-exploitation dilemma, inertia, CVC, among others. The course was co-taught with Mohammad Nasiri, and like all courses in our department, it takes place across six weeks. In this case, we had a hybrid lecture on Mondays (40 students present and 260 online due to COVID) and 30-student tutorials on Thursdays. I taught two lectures and three of the ten weekly tutorials. It is a course students enjoy. In the tutorial, my teaching was evaluated within the top quartile of faculty at the University of Amsterdam (8.4/10) and the lectures I taught were evaluated as above the median (7.2/10).

Strategy and Organization (EPMS 612ZB011Y)

This executive course introduces the concept of strategy to our students. In the six weeks, we present different lenses to view at strategic actions within the firm. The lenses we present include positioning, resources, corporate strategy, planning, decision making, among others. The idea is to provide a baseline for the students to use in the later courses in the program. I coordinated this course and taught six lectures for one of the two 30-student groups we had in the spring of 2022. The course was taught on campus, and I was evaluated above the median of other lecturers at the University of Amsterdam (7.2/10).

Thesis Proposal (EPMS 6614ZB004Y)

This executive course guides students through the process of creating their thesis proposal. The course is attended by 120 students who are divided into three tracks. I taught the initial lecture to all students and then the strategy track for 40 students. In doing so, I introduced them to concepts such as finding research gaps, reviewing the literature, and choosing the appropriate methodology. I was evaluated above the median of other lecturers at the University of Amsterdam (7.2/10).

Innovation, Creativity, and Personality Traits at ETH Zurich (MAS 365-1053-00L)

I was the teaching assistant for this executive course between 2016 and 2020. Daniella Laureiro-Martínez is the main lecturer. The course is a block course, and it is held over two full days with a two-week pause in between. It includes psychometric measures, a design thinking workshop, and presentations by external lecturers.

Experience with supervision

I have supervised over 25 students (20+ Master theses). One of the MSc students I supervised has now finished his Ph. D. at RWTH Aachen. By supervising theses, I have been exposed to the innovation strategies of large corporations in Switzerland and the Netherlands and the business plans of the startups founded by my students.

Contribution to the development of subject areas, subjects, or disciplines

Courses developed

I am currently co-creating a course entitled “Economics for a Changing World” to be taught in the [Psychology, Politics, Law, and Economics](#) program at the University of Amsterdam. This is the elite social science program at our school and is the introductory economics course. My role is to highlight how economics is, in essence, a decision science theory; thus, its logic is the same as we have in other areas of social science. I look forward to this course as many of the ideas we will present shaped who I am. I hope I can share the enthusiasm with my students. We are also quite excited as the future queen of the Netherlands enrolled in this program, and so she will be part of our pilot run for the course in February 2023.

Scientific conferences organized

Carnegie School of Organizational Learning Academy (June 2022)

Together with Emanuel Ubert (RSM), I organize the CSOL Academy. Our goal is to maintain a record of why foundational ideas mattered and the process of how they came to be. In June 2022, we had the first summer school with 10 top scholars in the field, 60 doctoral students, and 20 faculty participants. www.csolconference.org/academy

Computational Methods for Economists Summer School (June 2019)

Co-organizer, 40 attendees. Held at the EPF Lausanne. Lectured by Prof. Stephen Hansen (Imperial), Prof. Molly Roberts (UC San Diego), Prof. Yaroslav Rosoka (Purdue), and Harsh Prasad (VP at Morgan Stanley).

Strategy, Entrepreneurship, and Innovation Doctoral Consortium (October 2016)

Assistance in the organization and administrative tasks

Costa Rican Nanofabrication Workshop (January 2013)

Lead organizer. Held at the UCR, 80 attendees, funded by the university and industry partners (Intel and HP). Lectured by Prof. Henry Smith (MIT), Dr. Charles Holzwarth (Research scientist, Intel), Samuel Nicaise (MIT), and myself

Experience working in teams of teachers

At the University of Amsterdam

Teaching happens in small groups at the University of Amsterdam, at least in the larger courses. Therefore, there has been a more senior lecturer in each course I have taught. In Strategy and Change, my colleague was awarded the Teacher of the Year award by the Faculty of Economics and Business. The joint teaching allowed me to learn while doing and helped me ease into teaching and managing courses by myself. Of the three courses I have taught, I have coordinated two: I oversaw updating the syllabus and being the point of contact with the over 400 students I taught last semester.

ETH Week

Yearly, at ETH Zurich, there was a course called [ETH Week](#). In this course, over 200 students from the 16 departments of the university are placed in teams of eight. The course takes place for a whole week, from Sunday to Friday. Students were asked to ideate and prototype a solution for a major global problem. The students have a tutor that helps manage group relations, but my role was to be a design thinking facilitator for up to four groups at a time. I needed to pace the groups and collaborate with the tutors to make the ideas grow. In this role, I have interacted with over a hundred students and helped build dozens of ideas and destroy many more. Additionally, several of my students have continued pursuing their ideas in early startups; also, some have become tutors and facilitators in the next ETH Weeks.

Examinations carried out

At the University of Amsterdam

I created and graded half of the examinations for the Strategy and Change and Strategy and Organizations course I taught. Both examinations were made in digital format, and students attended an examination center for the exam.

At ETH Zurich

Yearly, I collaborated in grading the examinations for two MSc courses taught by my advisor Stefano Brusoni. The courses are [Introduction to Management](#) (363-0341-00L) and [Technology and Innovation Management](#) (363-0389-00L). In this role, every year, I grade part of the exams, mostly questions on organization design and the exploration-exploitation dilemma.

Contribution to textbooks or teaching material

I wrote a case study for the [Technology and Innovation Management](#) course at ETH Zurich. The case study is used in the second week of class, and the students have a STEM background. It is written with a focus on physical limits to highlight how natural barriers have industrial implications. This framing was important to link their prior studies to their current program in management. The case is available here: <https://osf.io/dutwn/>

RESULTS

In all courses at the University of Amsterdam, I was evaluated above the median of the faculty. Additionally, I was in the *top quartile* in student evaluations for the tutorial sessions of the Strategy and Change course; with one student writing: *“Jose Arrieta is one of the best tutorial teachers I've had thus far. Thank you for a good course”*. These courses were my first opportunity to get evaluations, as at ETH Zurich, teaching assistants did not get evaluated.

REASONS FOR CHOICES IN RELATION TO TEACHING

My background in engineering, natural, and social sciences allow me to teach and supervise students through multiple lenses. My teaching has benefited from this. Especially my executive education because I can explain organizational and strategic problems without solely relying on a purely managerial foundation. Similarly, my case study on the semiconductor industry leveraged my knowledge of the physical barriers that the industry faced and the organizational solutions that they could take.

During the past year at the University of Amsterdam, I have been trained on how to teach ([University Teaching Qualification](#)) and learned to teach as part of a group of lecturers. This enabled me to learn didactical theories and best practices from my colleagues regarding how and where they focus their time and effort.

I have taught for one semester of my life. Much more is there to learn, but I am already performing well. I look forward to seeing how my teaching path develops at ESMT.