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persönlich/vertraulich

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Auswertungsbericht Lehrveranstaltungsevaluation zur Veranstaltung Management and organization theories through the lens of mission-driven organizations

Sehr geehrter Herr Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov,

anbei erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation im Sommersemester 2015 zur Veranstaltung:

Management and organization theories through the lens of mission-driven organizations

Für die Ergebnisse aller Items werden je nach Fragetyp die Anzahl und Verteilung der Antworten, der Mittelwert, der Median sowie die Standardabweichung angegeben. Anschließend werden die Antworten auf die offenen Fragen aufgelistet.

Bei Veranstaltungen mit einem Rücklauf von weniger als acht Fragebögen werden die offenen Antworten manuell anonymisiert (keine Darstellung der handschriftlichen Angaben). Falls dies bei Ihrer Veranstaltung der Fall ist, achten Sie bitte bei der Interpretation Ihrer Ergebnisse auf die verringerte Aussagekraft der statistischen Auswertungen.

Auf der letzten Seite des Auswertungsberichts ist eine Profillinie dargestellt, die den Mittelwert zu den Skalafragen zeichnet. Diese eignet sich zur Präsentation der Ergebnisse in der Lehrveranstaltung sowie zur Veröffentlichung der Ergebnisse im StudOn-Ordner zur Lehrveranstaltung (sofern vorhanden).

Gerne nehmen wir Ihre Verbesserungsvorschläge und Kommentierungen zum Verfahren auf.

Vielen Dank für Ihre Teilnahme an der Lehrveranstaltungsevaluation.

Mit freundlichen Grüßen



Prof. Dr. Karl Wilbers

Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov

Management and organization theories through the lens
of mission-driven organizations

Globalwerte

Globalindikator

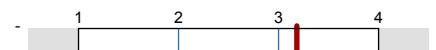
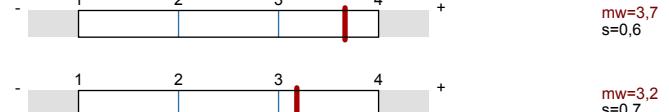
1. Planning and Presentation



2. Interaction with Students

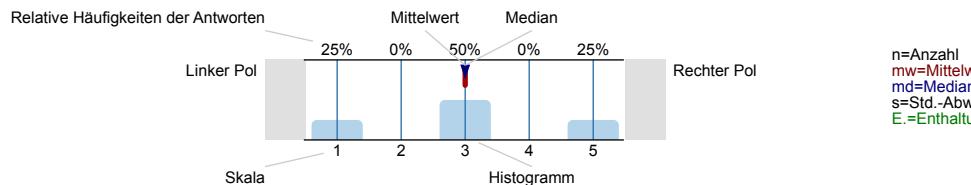


3. Competence development



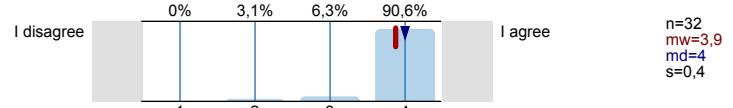
Legende

Frage

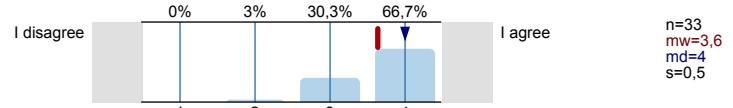


1. Planning and Presentation

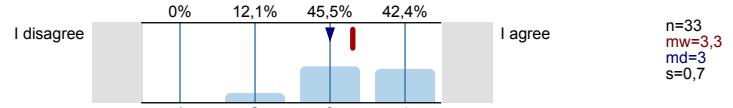
1.1) I was able to follow the lecturer in the English language well



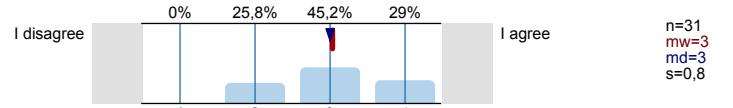
1.2) The seminar is structured clearly



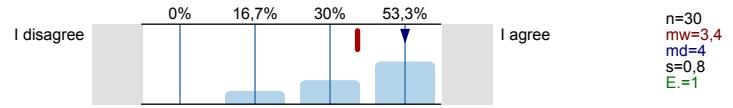
1.3) The content is aligned with clearly defined learning objectives



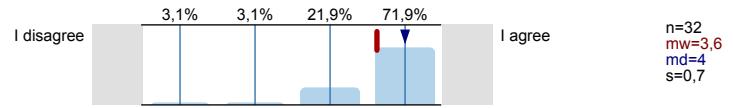
1.4) Other lectures are put in context



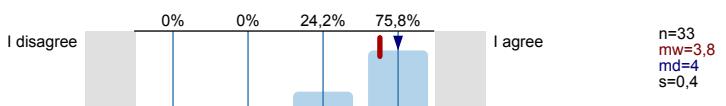
1.5) The research context is considered (methods, developments, projects, results)



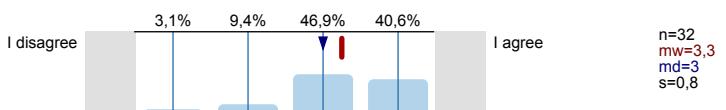
1.6) The lecturer links theory and practice (examples, guest lectures, etc.)



- 1.7) The seminar is a good mix of knowledge transfer and discussion



- 1.8) The teaching materials used during the seminar (e.g. slides, scripts, StudOn) help to understand the content better



- 1.9) The content-related previous know-how of the students participating in the seminar differ. How could the lecturer better deal with this problem?

sketching

I missed a definition of mission-driven organizations and was surprised to find Google among this.

I don't know

Some learning material in StudOn.

change the form of the course to lecture ~~not~~ & give a detailed explanation of theories ~~not~~ or than reading
Student presentations are nice i would like more emphasis from the lecturer side. - We always run short on time and I feel the

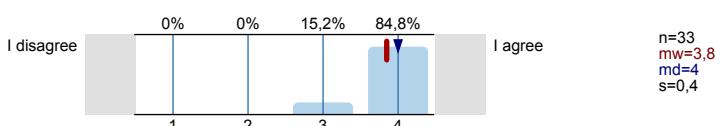
The readings help a lot - but sometimes they are too philosophical, which is not really my thing. (more like rational-type)

perhaps provide overview of themes prior and walk through with the students those themes which I have never heard before.

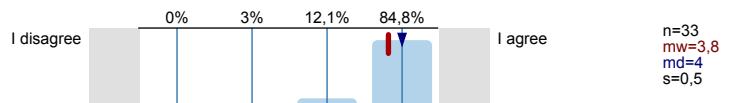
Maybe provide texts that are easier to understand. If we previous knowledge about these theories, it has been difficult sometimes to follow text / discussions

2. Interaction with Students

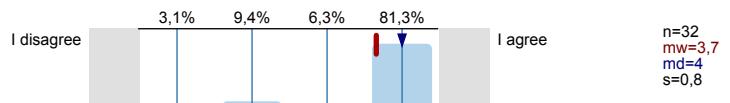
- 2.1) The lecturer is friendly and open-minded towards his students



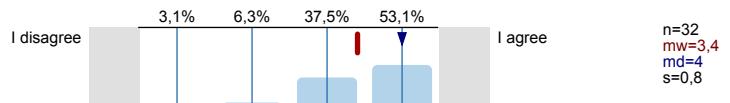
- 2.2) The lecturer motivates to ask questions and responds to them in detail



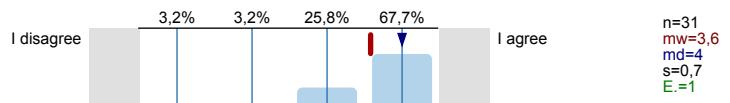
- 2.3) The students are supported well outside of the seminar (personally, electronically)



- 2.4) The lecturer supports the students thoroughly in their own performance



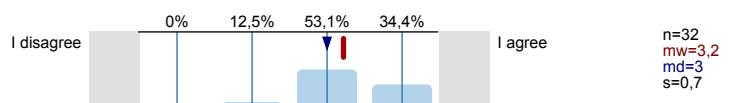
- 2.5) The lecturer provides appropriate feedback



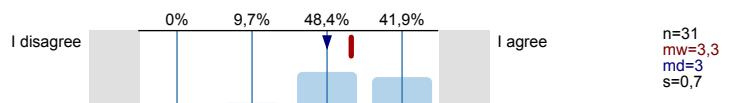
3. Competence development

The seminar contributed to my competence development in the following aspects:

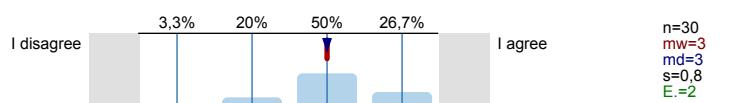
- 3.1) Professional competence (e.g. specialist know-how, professional problem solving methods)



- 3.2) Social competence (e.g. developing own positions in the professional context, giving reasons and presenting understandably)

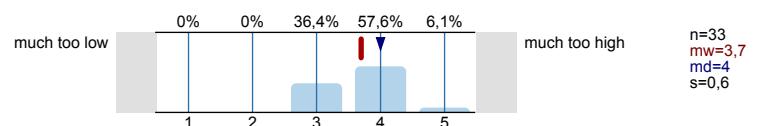


- 3.3) Personal competence (e.g. developing a realistic image of myself and taking consequences)

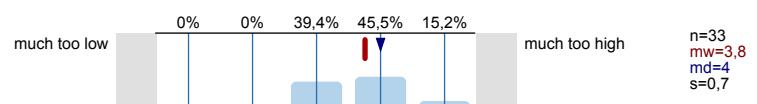


4. Challenge and Scope

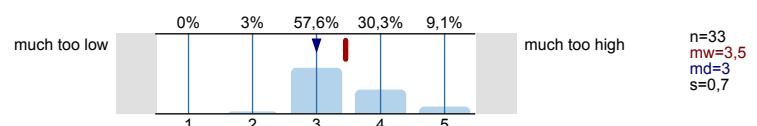
- 4.1) The degree of difficulty of the seminar is



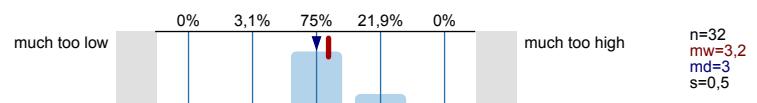
- 4.2) The scope of seminar contents is



- 4.3) The seminar speed is



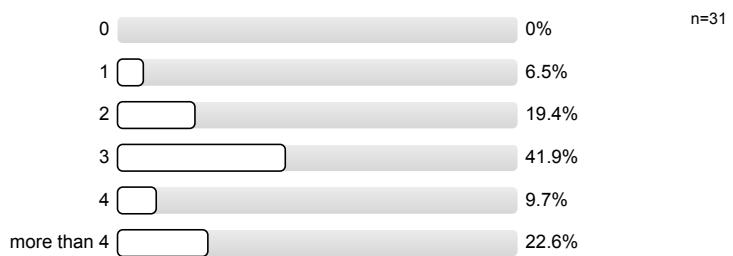
- 4.4) The previous knowledge expected in the seminar is



5. Self-study

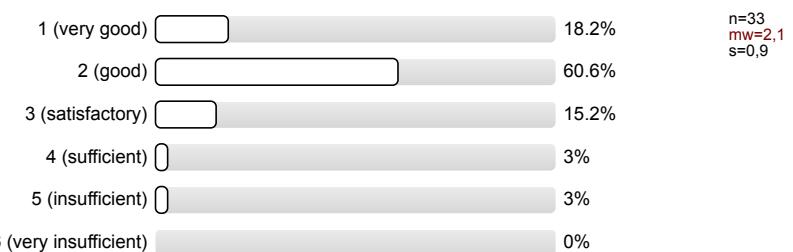
Self-study is a form of study which takes place outside of courses. For example it includes preparation and follow-up course work, literature research and preparation of presentations.

- 5.1) How much time did you spend for self-study for this lecture until now? Please specify in hours per week on average.

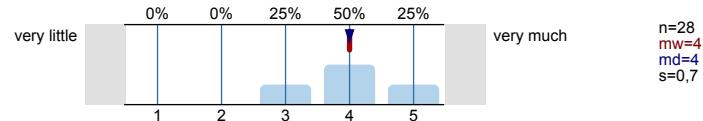


6. Global Lecture Assessment

- 6.1) What grade do you assign the seminar in general?

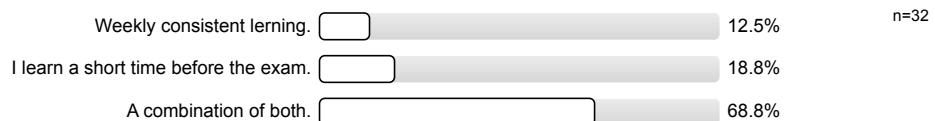


- 6.2) I learned in the seminar

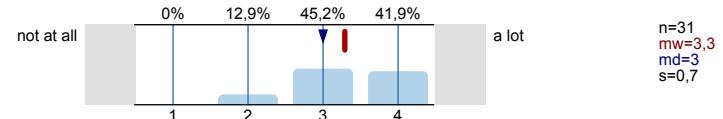


7. Socio-demographic Data and Background Variables

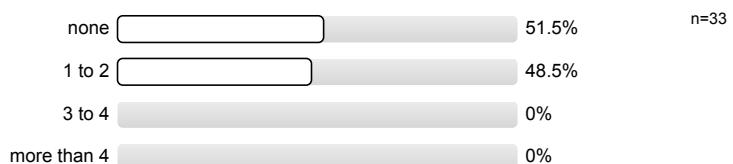
- 7.1) What learning style do you prefer?



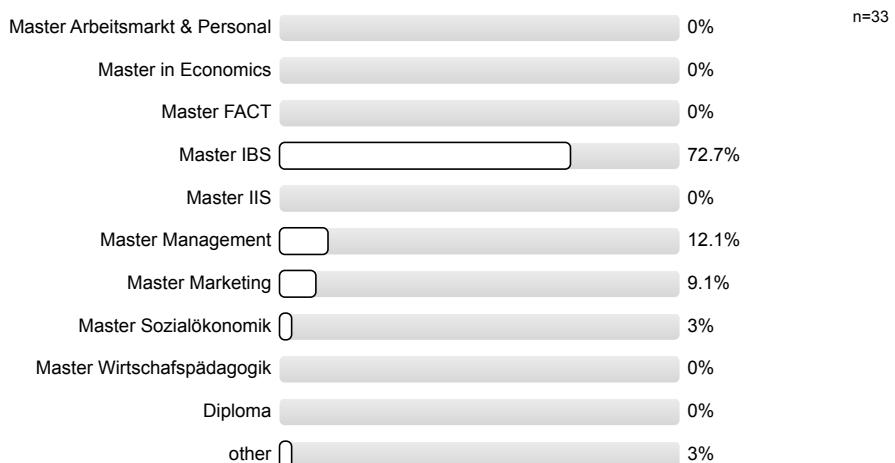
- 7.2) The seminar's subject is interesting



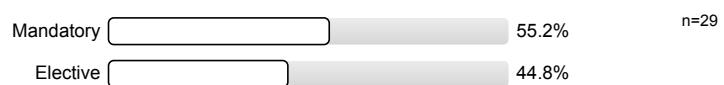
- 7.3) How many seminars did you miss?



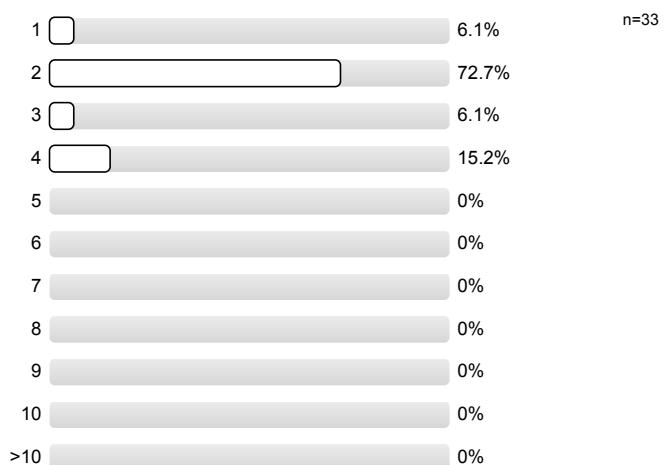
7.4) Please state your programme of study



7.5) I attended the seminar for the following reason:



7.6) For how many semesters (including the current semester) have you been participating in your study programme?



8. Final questions

Please write clearly and with a dark pen, to secure readability after scanning.

8.1) What do you particularly like about the seminar?

I like how theories are linked , and to each other
and also that it gives a good overview of the most important
theories in economics / business

I like the discussion part at the end when the theory is linked to
the market and the organization.

the different view on management theories

Discussions and cases

interactive
linkage from theory to practice.
Markus' good summaries

The interaction.

The style of teaching and knowledge transfer of Prof. Beckmann.
Link between theories and practical implications.
Good combination of discussions, theoretical parts and presentations.
Weekly preparation of papers and discussion statements.

The interactive part. Flipped classroom.

- Obligation to hand in discussion statements "us" style of teaching based on discussing papers

the topic is extremely interesting, in the discussion of the papers you gain valuable insights and learn to form an opinion.

- friendliness of lecturers

the combination of theory and practice. The explanations of both professors were very helpful in understanding the subject.

The lectures are open-minded and support different points of view

The combination between theory and practice and the subject of the seminar = Mission-Driven Organizations'

It's very interesting. The link of practice is also attractive.

- small group of students
- discussions
- explanations are structured clearly

different theories discussed with practical/real life examples

A different perspective on very common Management Theories

A lot of discussions
open-mindedness

Open-minded professor

The size of it.
The lectures really try to convey the topics

The teacher → Markus Beckmann → he is very friendly, very smart and knows how to teach properly

I like that they want to make sure you understand the concepts. After student presentations, professor does a recap of important items.

The communicative structure. The self-elaboration of knowledge

- the mix of paper and discussion and presentations

The interactivity and discussions.

- Application on ~~practical~~ practical examples
- engaging teachers

Implementation of the theories to the real-life case, good structure, friendly lecturers :)

8.2) What is bad about the seminar? Why?

It is a high work load already to prepare for every session and I assume that the expectations for the term paper are quite high. It would be better to treat the same topic in presentation+paper

The time management could sometimes be better.

I don't like the fact that the presentation and the seminar project are not linked to each other. It would be better if both was about the same topic.

that the paper is on a very different topic than the presentation and that it has to be "completely new one, I find this a little exaggerated, given that it is "just" a term paper."

The task for the paper is terrible. I have no idea how to do it
 "Find something somewhere" and provide a "concrete answer".
 Am I a PhD student? If I were, able to ~~find an unresolved~~
 the texts are sometimes very abstract and sometimes not →
 some groups have easier texts

The timing that we can only start with the paper
 at the end of the semester
 → we have to write it during the exam period;
 Not enough time.

Papers are at times revised in a certain way

The coordination between the two lectures; information that was contradictory was given to students (especially regarding term paper)

- The information flow b/w Prof. Beckmann & mister Zvezdov does not seem to work all the time => contradicting messages are sent out to the students (esp. in regard to term paper!)
- TERM DRAFT SESSION was too late!

The support regarding the presentation and the paper did not satisfy me.
 The professors made contradictory statements. There is a lack of communication
 (stu.). Then, I think we should be advised and guided by the same person

The fact that some problems received unanswered due to the lack of time. The theory is very interesting and more time should be spent on discussing the relevant aspects

Some papers are a little too difficult to digest. !

Nothing.

It doesn't worth 3 ECTS. Too much work. (paper, presentation, discussion statement)

too much work load / time tight in the sessions

- weekly text preparation takes up to four hours

- paper is discussed to late into the seminar

- students have to pick own paper topic; paper too far from considering the whole

timing of the seminar - structures, ~~text~~ presentations).

Lecture. Could use more input from the lecturers - student presentations are nice but sometimes I think it's better to get more from the people actually teaching

scope is relatively high - finding a research question for the paper alone is a time consuming task and so is the presentation, although it counts for only 30%.

Too much to read and to prepare for each session!

It is quite a lot of work. There is some inconsistency of assigning credits to certain parts of work (presentation/paper) within the chair. In other seminars the paper is less creditable.

The speed is way too fast. I understand we want to study a lot, but it would maybe be better to miss some topics but talk about others more rather than rushing all of it all the time. It makes me nervous, I feel like I want to catch my train and I can never do that.

We had to choose paper topics before we had any idea what the topics were about. sometimes the reading that was required did not help either.

Perhaps fewer theories and more in depth instead

- too many participants, so a good discussion isn't possible

The room is not the best, so sometimes it's quite difficult to understand the others speaking.

- readings are sometimes too long and/or too complex
→ can be demotivating ~~if it's not too bad~~

Sometimes articles are too difficult to understand and discuss. On the other hand, ~~not challenging~~ challenges are always welcome :)

8.3) What are your suggestions for improvement? What could be implemented from other seminars?

The topic of the ~~first~~ term paper and the presentation should be linked.

Change the paper task!

more summaries, e.g. Markus
more help with the texts
not to difficult texts which are normally for future doctors

Somehow think of a solution for the timing of the paper e.g. later deadline.
 Time management, too many slides, content for the time.

Streamline the idea about how to incorporate MDOs into organizational theory

have information on term paper earlier in semester so students can decide their own time management

- Please look at the materials we send to discuss in tutorials beforehand => didn't seem you knew or let a try them!
- talk to each other, if you both grade the ptx & paper!

There should be better communication b/w. Markus and Dimitar, especially regarding contents / feedback of the presentation and Slides/paper.
 I think the additional readings on top of the presentation and the
 Allocate more time for discussion with an emphasis on mission driven organizations.

Consider papers that are understandable to all types of students, from ones who read academic papers before to those who didn't.

Maybe also consider grading the statements so the students would be motivated to write them. Otherwise, we get 0 ECTS for the weekly workload.

I don't have.

Decrease of tasks for students.

- cut down the ~~with~~ individual work load by group papers
 - groups of 4 students with a decent amount of pages
- probably change the seminar into semi-seminar form (lecture ~~&~~ seminar). The theory is discussed too little. More time can be given to several important theories but in detail.

Shorten student presentations - lengthen lectures time to understand theories.

I would have been nice to know, that the papers are also the base for the presentations. Knowing that in advance, the students could read a little about their favorite issues before choosing, instead of choosing only the topic itself.

Give more direct hints on possible research questions or propose them.

Read less theories, but discuss these ones in more detail!

Provide research questions for the paper. The finding on them is so time consuming that in the end the scope of 35 ECTS will be exceeded.

Less topics - more time for the remaining

make the weekly discussion statements worth something. I felt I was not getting anything out of Anna this and then we're required parrot talk.

- less text review work, more discussion on practical topics
-

- easier / shorter readings
 - maybe explain theories even more hands-on
-

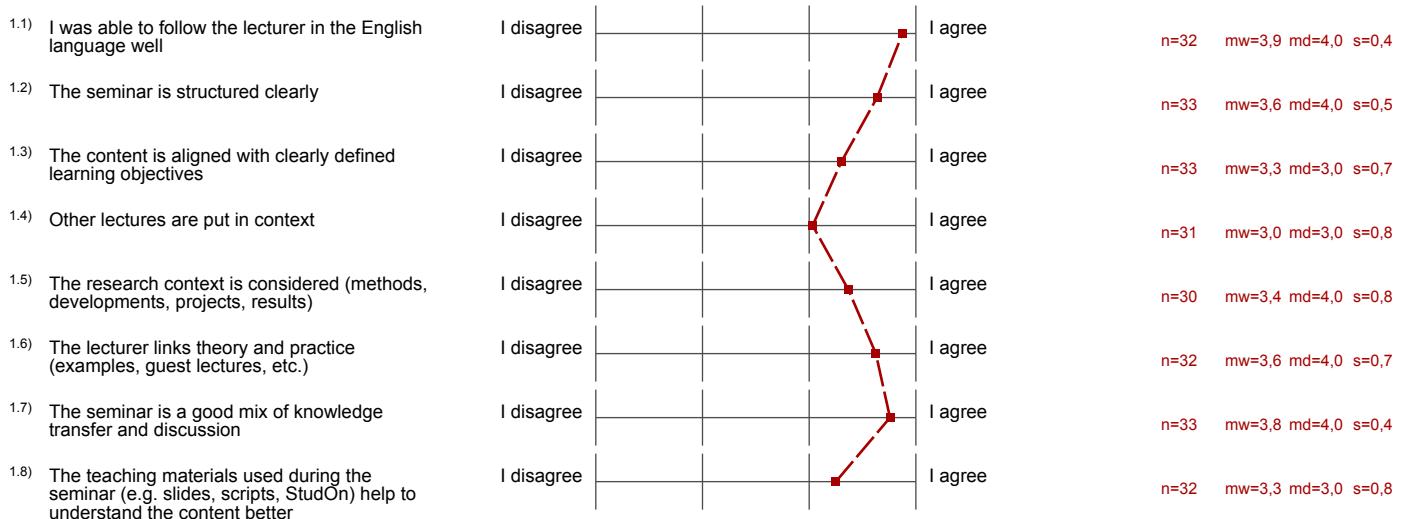
guest lecture of mission-driven organization

Profillinie

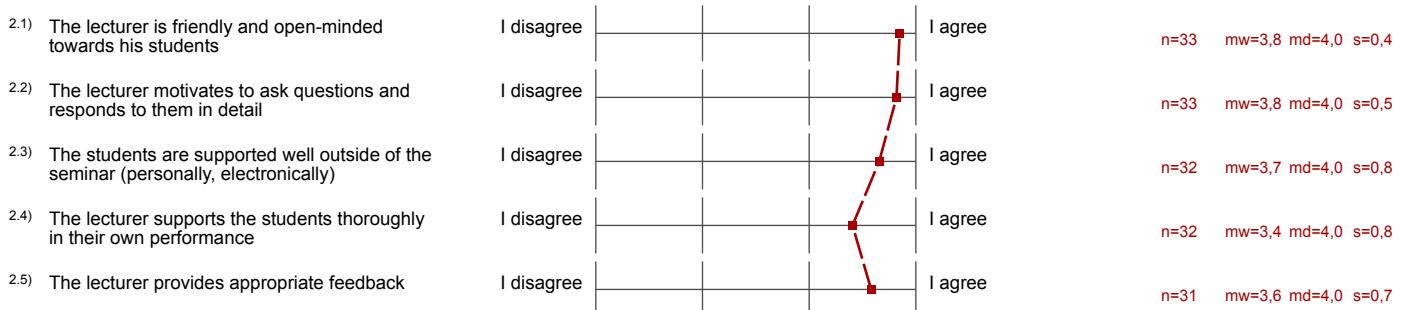
Teilbereich: LVE FB WiWi
Name der/des Lehrenden: Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov
Titel der Lehrveranstaltung: Management and organization theories through the lens of mission-driven organizations
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

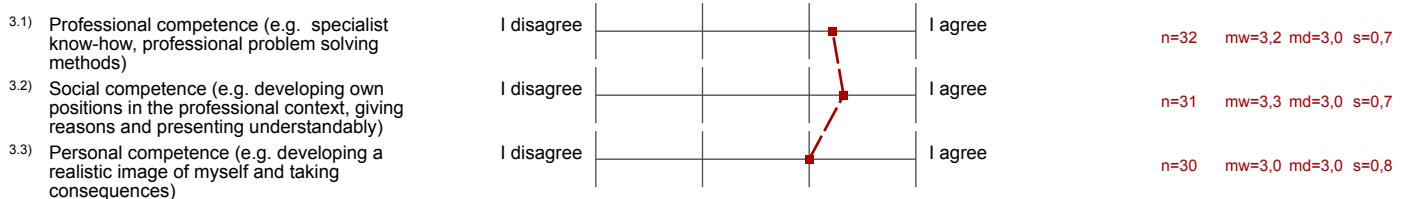
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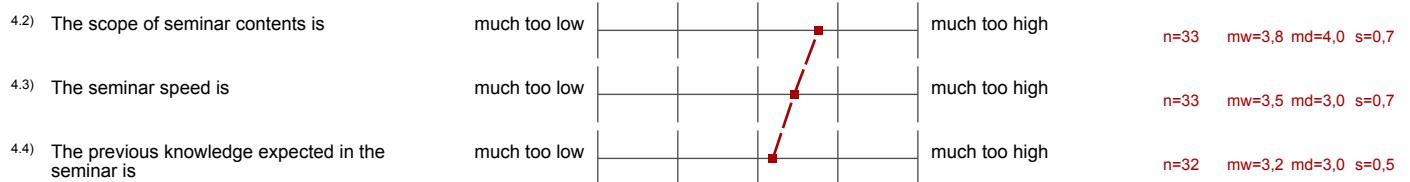


3. Competence development



4. Challenge and Scope





6. Global Lecture Assessment



7. Socio-demographic Data and Background Variables

