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ERLANGEN-NÜRNBERG

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Herr/Frau  
Prof. Dr. Markus Beckmann und Anica Zeyen

persönlich/vertraulich

**Der Studiendekan**

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

Sehr geehrter Herr/Sehr geehrte Frau Prof. Dr. Markus Beckmann und Anica Zeyen,

anbei erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation im Sommersemester 2014 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

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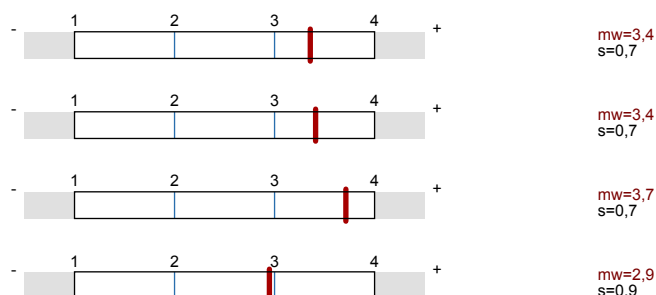
INTERNET  
www.wirtschaftspädagogik.de  
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Staatsoberkasse Landshut  
Bayerische Landesbank München  
Konto 30 127 92 80 (BLZ 700 500 00)

Globalwerte

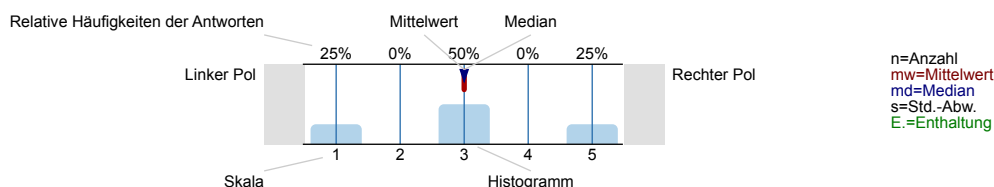
Globalindikator

- 1. Planning and Presentation
- 2. Interaction with Students
- 3. Competence development



Legende

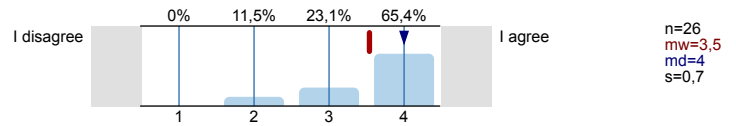
Fragetext



1. Planning and Presentation



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



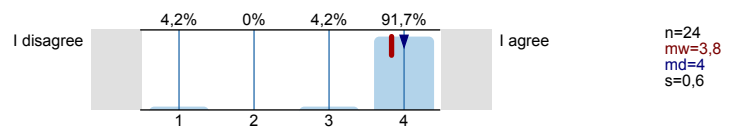
1.9) The content-related previous know-how of the students participating in the seminar differ. How could the lecturer better deal with this problem?

PRE-READING MATERIAL

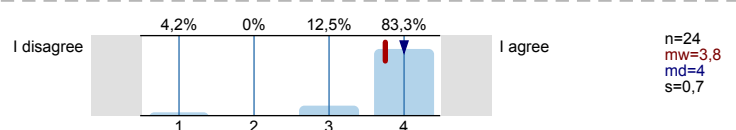
With the articles provided in advance everybody is basically on the same level.

## 2. Interaction with Students

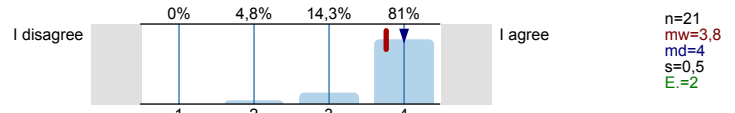
2.1) The lecturer is friendly and open-minded towards his students



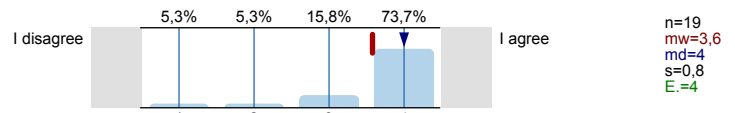
2.2) The lecturer motivates to ask questions and responds to them in detail



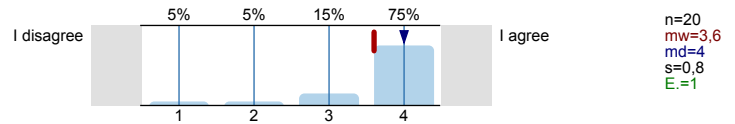
2.3) The students are supported well outside of the seminar (personally, electronically)



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



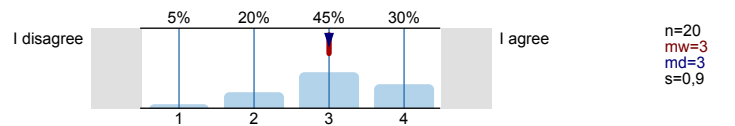
2.5) The lecturer provides appropriate feedback



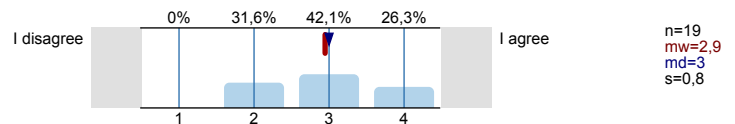
### 3. Competence development

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

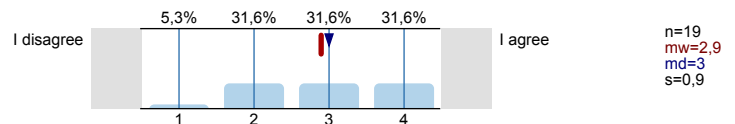
3.1) Professional competence (e.g. specialist know-how, professional problem solving methods)



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

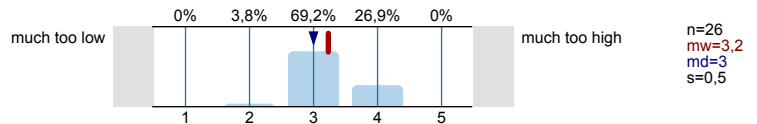


3.3) Personal competence (e.g. developing a realistic image of myself and taking consequences)

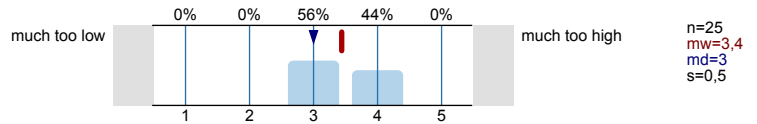


### 4. Challenge and Scope

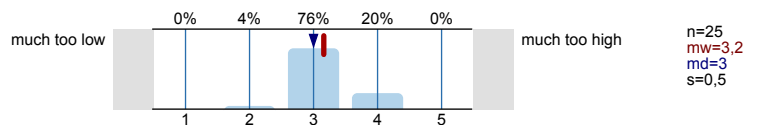
4.1) The degree of difficulty of the seminar is



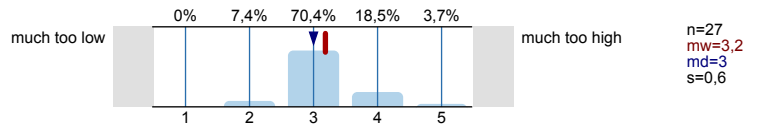
4.2) The scope of seminar contents is



4.3) The seminar speed is



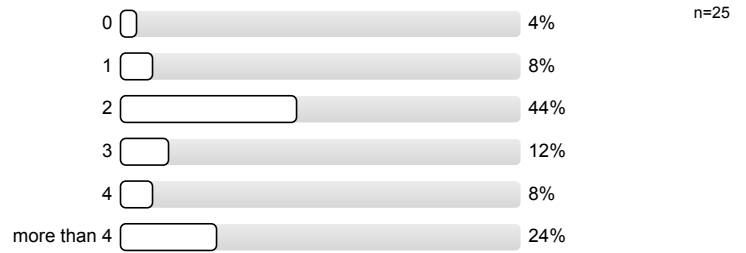
4.4) The previous knowledge expected in the seminar is



### 5. Self-study

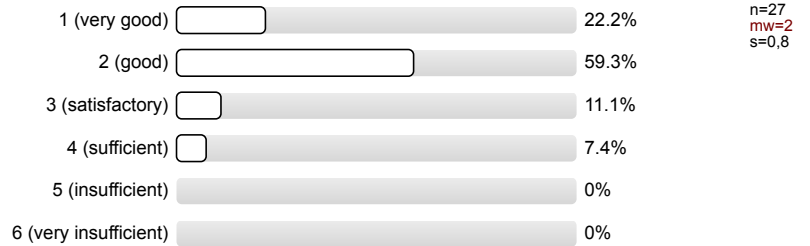
**Self-study** is a form of study which takes place outside of courses. For example it includes preparation and follow-up course work, literature research and preparation of presentations.

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

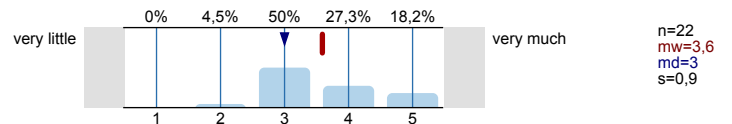


## 6. Global Lecture Assessment

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

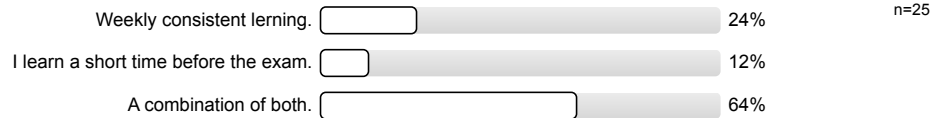


6.2) I learned in the seminar

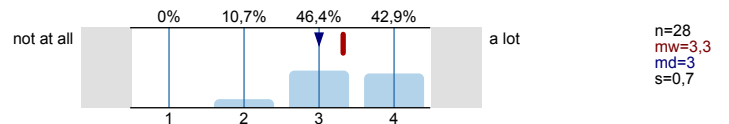


## 7. Socio-demographic Data and Background Variables

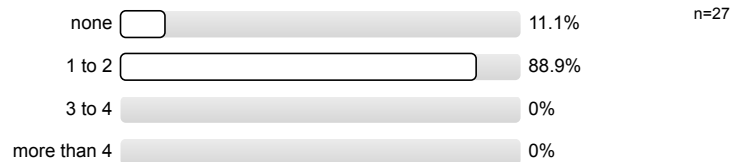
7.1) What learning style do you prefer?



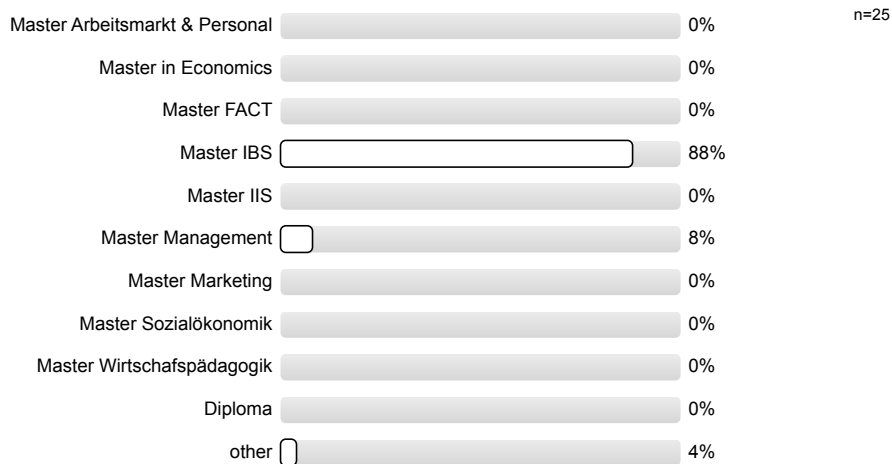
7.2) The seminar's subject is interesting



7.3) How many seminars did you miss?



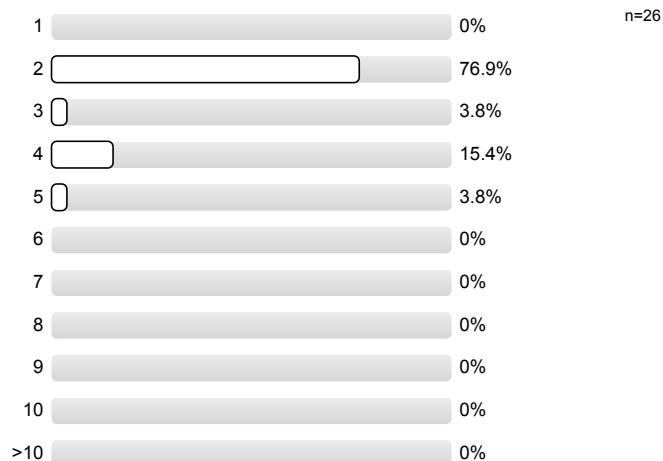
7.4) Please state your programme of study



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?

THE PROFESSOR'S ABILITY TO GUIDE DISCUSSIONS AND HIS PREPARATION

examples, discussion, atmosphere, Anica + Markus presenting

that there is room for discussion

the lecturer's motivation

Interaction

high class participation

Topics

interactive style, term paper instead of Exam

Interaction parts

The interactive part of the presentations

- The lecturer motivates the students to participate.
- The lecturer and the assistant present in a really interactive way.
- The lecture method is well organized.

lecturers

8.2) What is bad about the seminar? Why?

SOME TEAMS DONT PREPARE ENOUGH

too much text



readings take too much time

too many presentations

If you want to be prepared well, you have to investigate minimum 2 hours for preparations... not always feasible with all the other intensive Master courses

too many student presentations

Quite a lot to read every week!

Too many games, honestly. Few games and more lecture,  
please.  
Here for my signature ...

I have expected more knowledge of ~~organization~~ of mission-driven  
organization itself

~~and~~

I don't enjoy the interactive play over the material we  
learned (read) at home. I prefer more formal study  
methods. Interactive games make me feel like I'm back in  
grundschule even though we're at the master level now

Texts sometimes too long

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

MOTIVATE STUDENTS TO IMPROVE THEIR PRESENTATIONS.

Sometimes more involvement of prof. explaining / wrapping up important parts of topics

Give more help in creating interactive parts for the presentation

More lecture/discussion format would be nice.  
For example, like in the Bus. Ethics class lecture.  
I enjoy discussion with the Prof. & Anica, they are extremely knowledgeable on the subject



# Profillinie

Teilbereich:

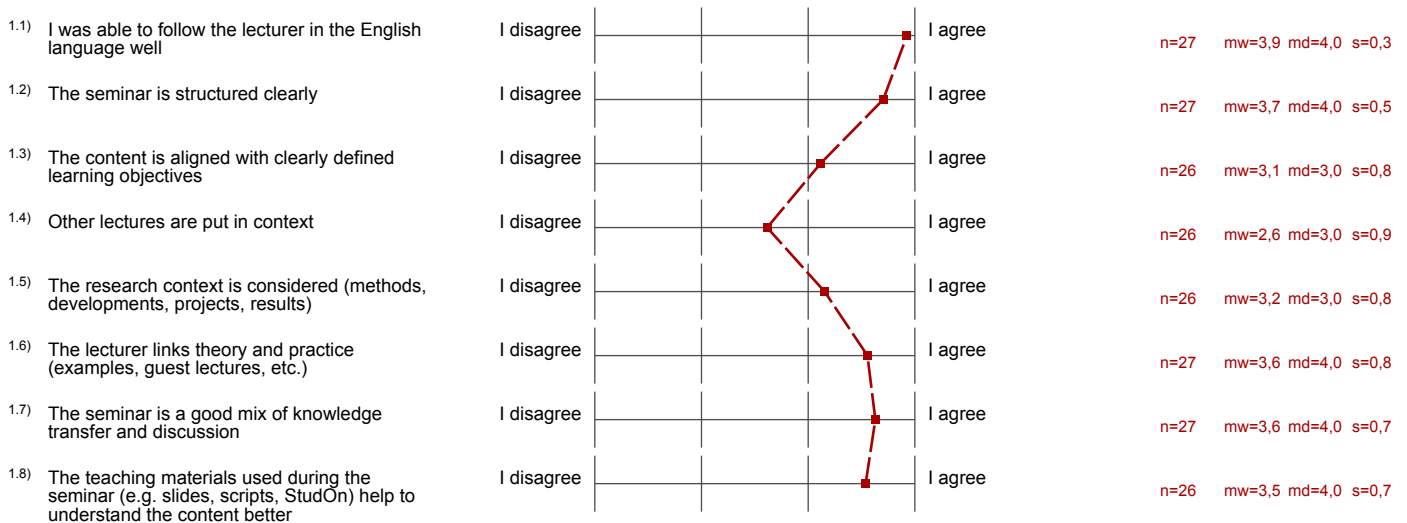
LVE FB WiWi

Name der/des Lehrenden: Prof. Dr. Markus Beckmann und Anica Zeyen

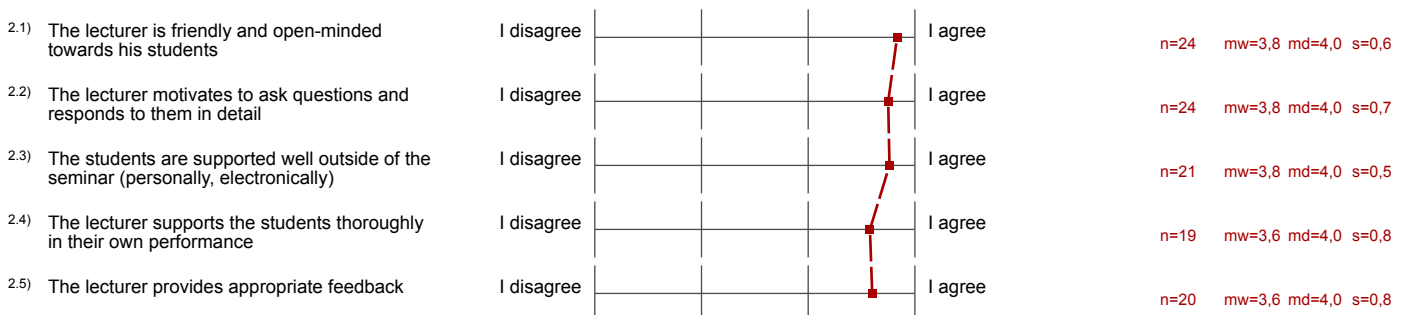
Titel der Lehrveranstaltung: Management and Organization theories through the lens of mission-driven organizations  
(Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

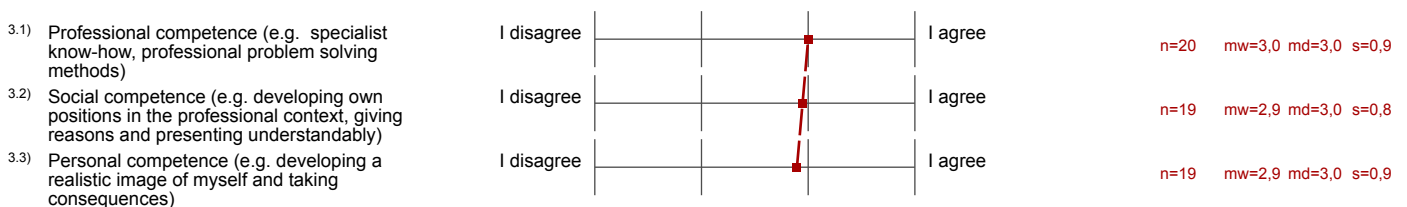
## 1. Planning and Presentation



## 2. Interaction with Students

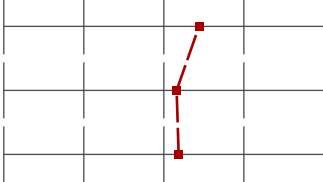




## 3. Competence development




## 4. Challenge and Scope



4.2) The scope of seminar contents is	much too low		much too high	n=25 mw=3,4 md=3,0 s=0,5
4.3) The seminar speed is	much too low		much too high	n=25 mw=3,2 md=3,0 s=0,5
4.4) The previous knowledge expected in the seminar is	much too low		much too high	n=27 mw=3,2 md=3,0 s=0,6

## 6. Global Lecture Assessment

6.2) I learned in the seminar	very little		very much	n=22 mw=3,6 md=3,0 s=0,9
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## 7. Socio-demographic Data and Background Variables

7.2) The seminar's subject is interesting	not at all		a lot	n=28 mw=3,3 md=3,0 s=0,7
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