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Herr
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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 2016 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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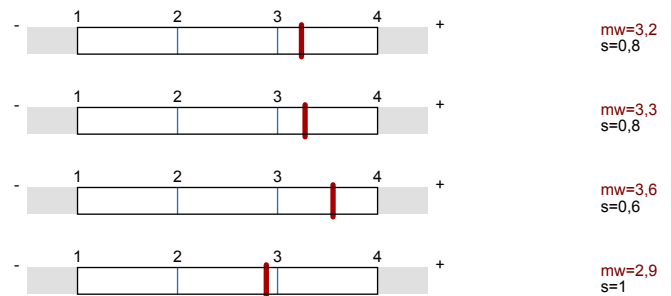
Management and organization theories through the lens of mission-driven organizations



Globalwerte

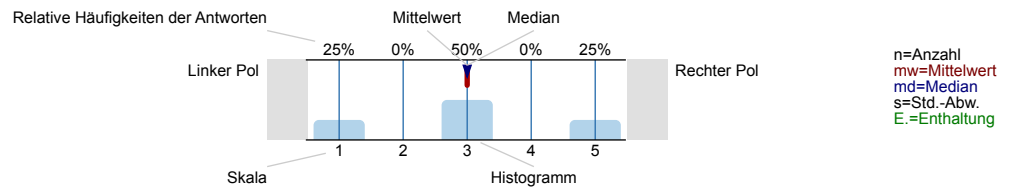
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1. Planning and Presentation
2. Interaction with Students
3. Competence development

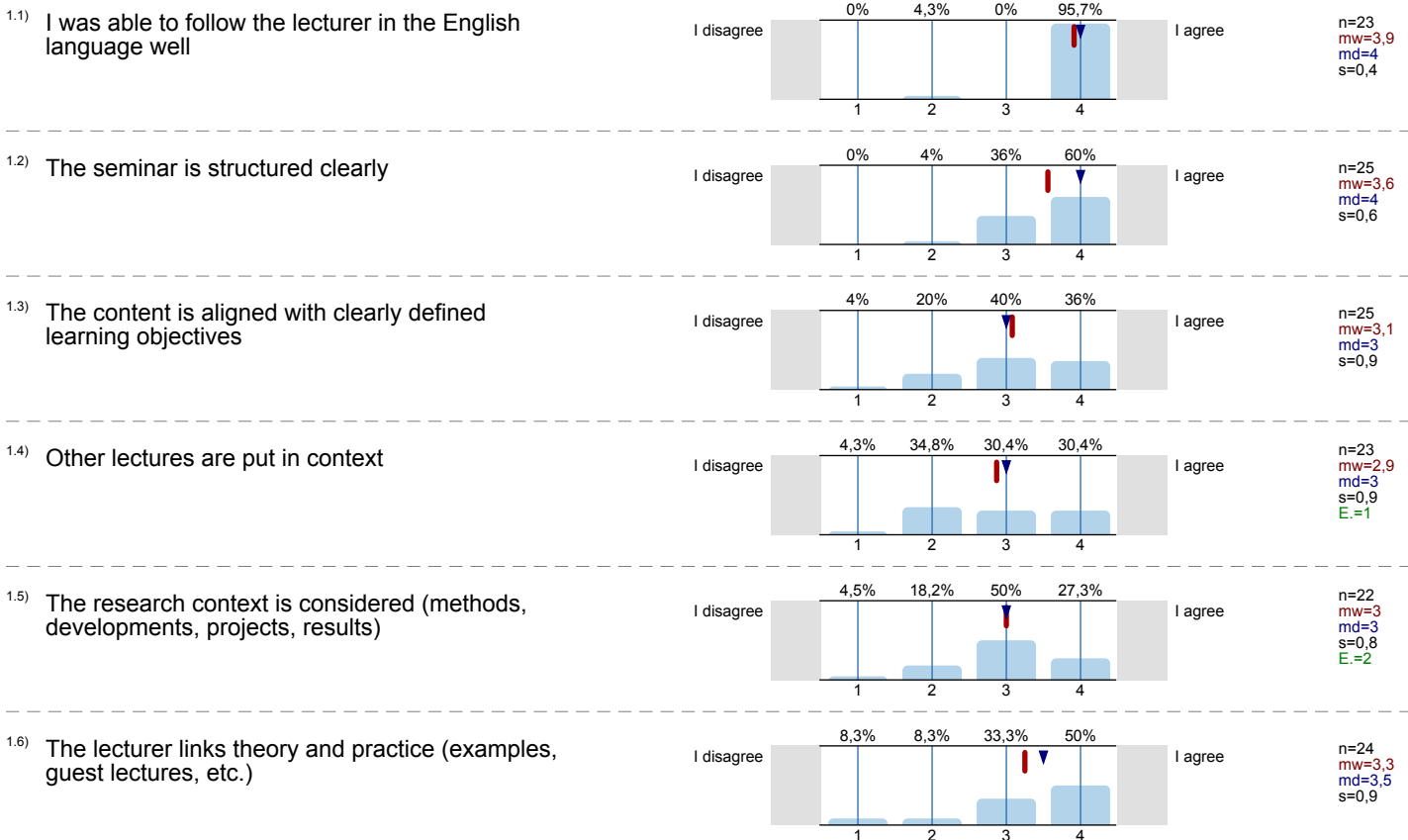


Legende

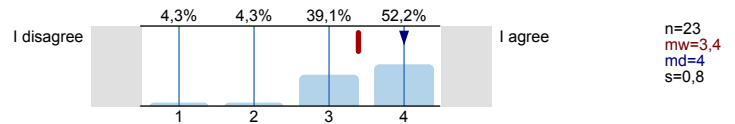
Fragetext



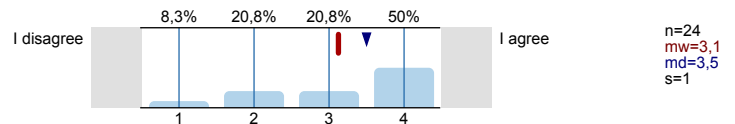
1. Planning and Presentation



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?

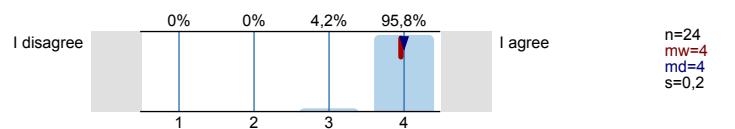
Professors deal well already by starting from basics

by the way, maybe upload additional preparation

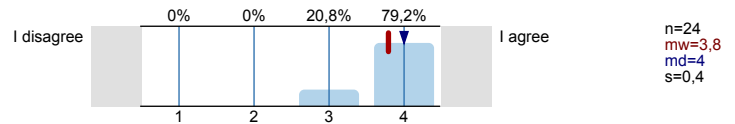
- maybe upload a sheet with basic information about the theory before the seminar begins?

2. Interaction with Students

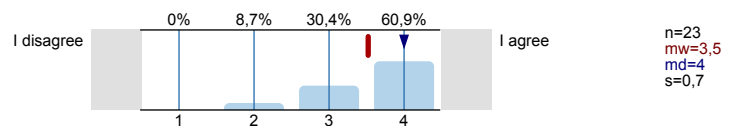
2.1) The lecturer is friendly and open-minded towards his students



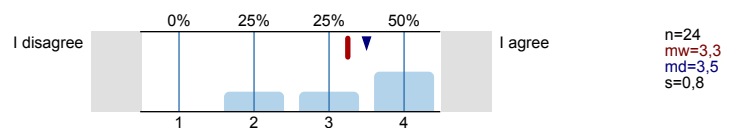
2.2) The lecturer motivates to ask questions and responds to them in detail



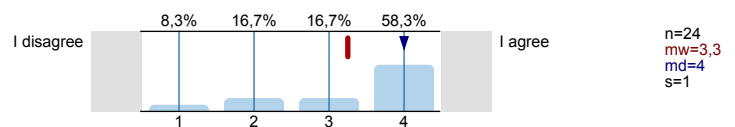
2.3) The students are supported well outside of the seminar (personally, electronically)



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



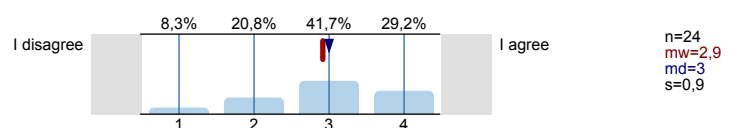
2.5) The lecturer provides appropriate feedback



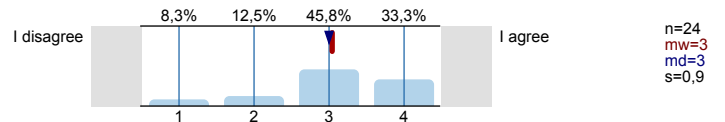
3. Competence development

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

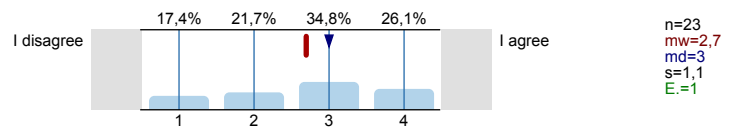
3.1) Professional competence (e.g. specialist know-how, professional problem solving methods)



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

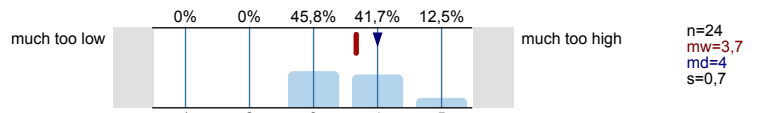


3.3) Personal competence (e.g. developing a realistic image of myself and taking consequences)

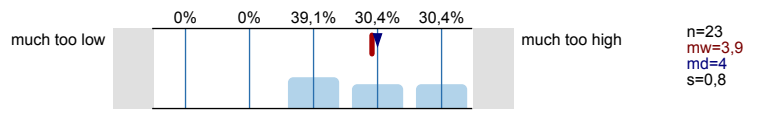


4. Challenge and Scope

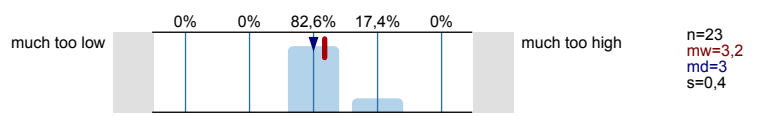
4.1) The degree of difficulty of the seminar is



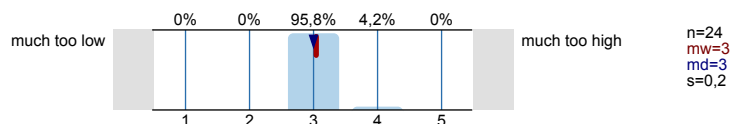
4.2) The scope of seminar contents is



4.3) The seminar speed is



4.4) The previous knowledge expected in the seminar is



5. Self-study

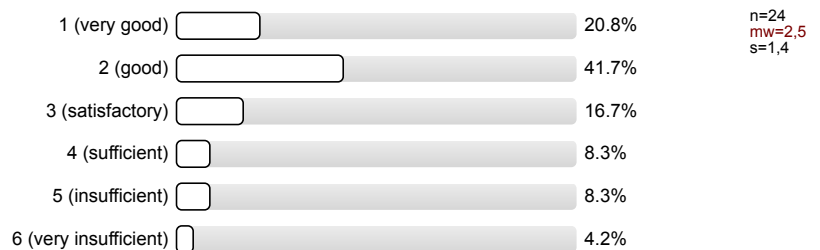
Self-study is a form of study which takes place outside of courses. For example it includes preparation and follow-up course work, literature research and preparation of presentations.

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

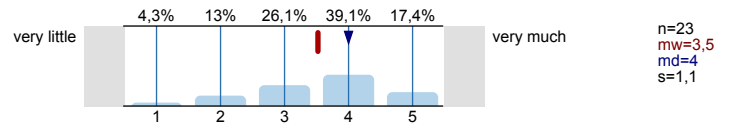


6. Global Lecture Assessment

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

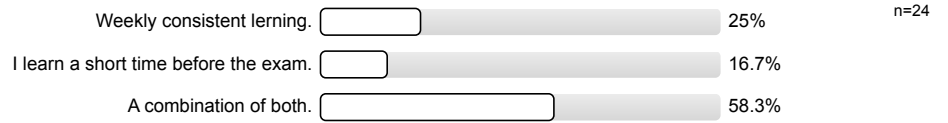


6.2) I learned in the seminar

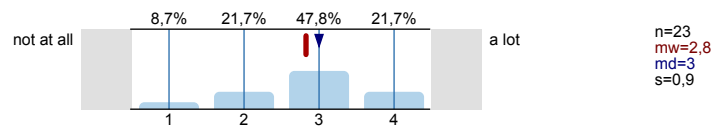


7. Socio-demographic Data and Background Variables

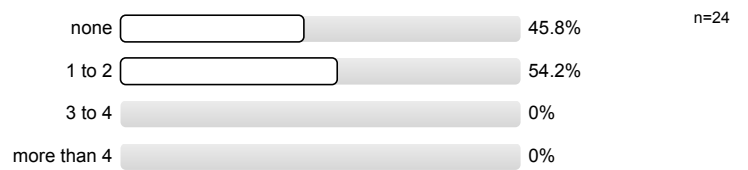
7.1) What learning style do you prefer?



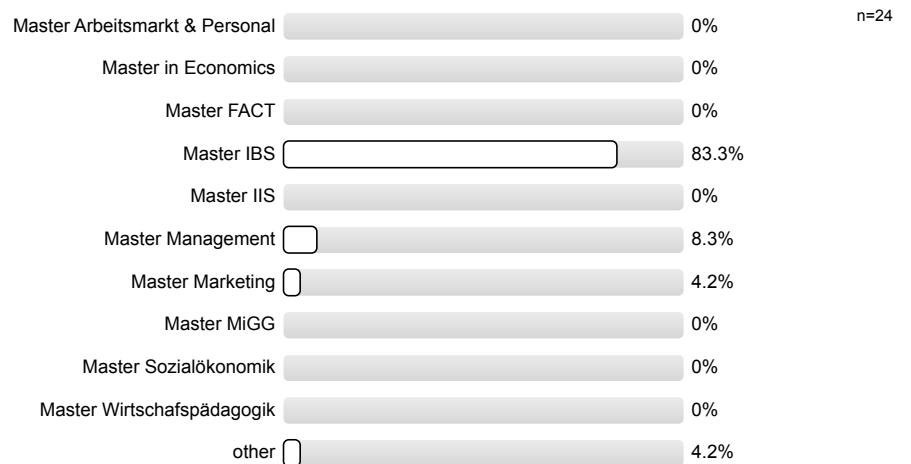
7.2) The seminar's subject is interesting



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:



an approach as a whole

The professor.

I really like the enthusiasm and the knowledge of the professor
and how clearly he explains the material.

the teacher is enthusiastic and professional

- small group, professor is accessible and nice
- discussions

motivated lecturer

you are committed & motivated.

~~The~~ Organizational theories and practical applications

interaction

- Discussion time
- Interactive design

Professor/assistant take the time to really help the students

Professor is very motivated

Direct discussion with professor possible; feedback; and tutorials

- DEALING WITH 1 THEORY EACH CLASS

- The lectures have a high knowledge level in this field & esp. ~~Dr.~~ Dr. Beckmann is able to transfer ideas & knowledge to the students
- The discussion statements, as everyone reads the texts then & is (theoretically) on the same level

I like the structure of the seminar, the fact that we have to prepare the text before coming to class. I also like how it sometimes it turns out that my understanding was completely wrong. It's interesting.

The professor is very engaging and positive. He always encourages discussion.

8.2) What is bad about the seminar? Why?

Some studies could be more relevant for business studies (instead of social aspect)

a lot of work compared to other seminars and for SECT. Not well prepared "Anforderungen"
Too much theory discussion, reading + statement + reading + discussion again is too much = boring

Requirements not clearly specified. It was not stated that there is an option for consultation for a group presentation. Then it was announced last minute I found it very ~~un~~ unprofessional.

The weekly tasks are hard to manage in regard of several seminar with lots of work load at the same time

Sometimes there is an overload of information

time (too long)

I just think that the consultations regarding presentations should have been done a bit better since the end feedback was different on consultations and at the end of presentation

- Scope of seminar reading too big (clear understanding would require more previous knowledge otherwise too time-consuming)
- reading together does not help/improve comprehensiveness
- too theoretical approach: do other way round & start with companies
- too theoretical, more productive feedback/assistance on the paper/presentation (although you could know before (I didn't expect that theoretical))

We didn't learn anything about how to manage mission-driven organizations. Talking about the theories for hours doesn't teach us much about social business.

it is not useful at all for our professional career. What does it help us to analyze so many theories in such a great detail. Your feedback is extremely picky. Research question, paper and group presentation is way too

Not enough time, always in a hurry especially conclusion at the end of each session concerning NDO would be good ~~to~~ ~~to~~ → "collect" solution missing

- The 2 hours are still a bit too short for so much content
- It is hard to be concentrated at this time of the day
- incentives for the statements to are not calculated in the time effort for the seminar
- 2 hours are too long to concentrate

high time-effort in total; reading and preparation of texts do not seem to be calculated in the ECTS credits; 2 hours in the evening → hard to concentrate

- That it lasts 2 hours → too long for Monday evening, esp. when having ~~some~~ some seminars before the class
- Dimitar criticizes sometimes ~~many~~ irrelevant things in the presentations, ~~which~~ → impression that he wants

I sometimes had a feeling that the ideas for presentation were different for Markus and Dimitar. no-
a
6
B

Some of the papers were very theoretical and hard to understand.

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

using studies with economic perspective

Provide better explanation of what you want to have.

less theory! More texts with real life examples, case studies not ~~20~~ 20-30 pages of a purely theoretical texts less theory more practice

maybe choose texts that are a little more accessible and explain more basics about the theories

Maybe you could start with the student presentations because often they present a similar content as ~~we~~ we mention in the text discussion.

minimize the length of the texts

to split one session into 2

Maybe to have consultations with both lecturers.

It could be suggested to include more practical examples in addition to pure theory. In each session, no more than 20-30 minutes is actually spent applying the theory.

- reduce work-load (not too much, but a little bit)
- be consistent in giving presentation feedback

Focus less on the boring theories! Instead teach more about the mission-driven businesses. And bring more real-life examples. And don't be that picky in evaluating our presentation

Please restructure the entire seminar. It is too long, too boring, useless. You should not let students analyze one text every week and talk about it for two hours. Please make this subject more interesting and useful

better explain expectations for presentations, because feedback for them is quite strong compared to suggestions in consultation session

- fewer theories and therefore more intense discussion
 → don't just have a brief overview but get a deeper understanding

less texts with more input would be better

- TAKE PART / BEGINNING OF TEXT / THEORY → DISCUSS IT MORE DEEPLY WITHOUT SKIPPING PARTS
-
- Maybe give some samples of research questions?

Profillinie

Teilbereich:

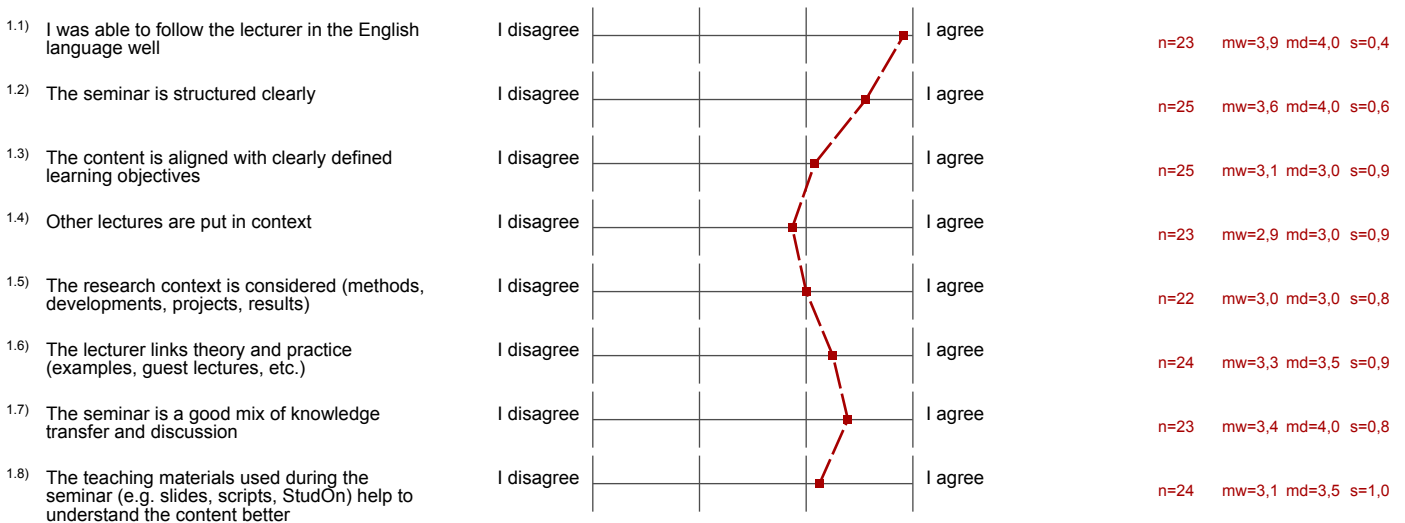
LVE FB WiWi

Name der/des Lehrenden: Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov

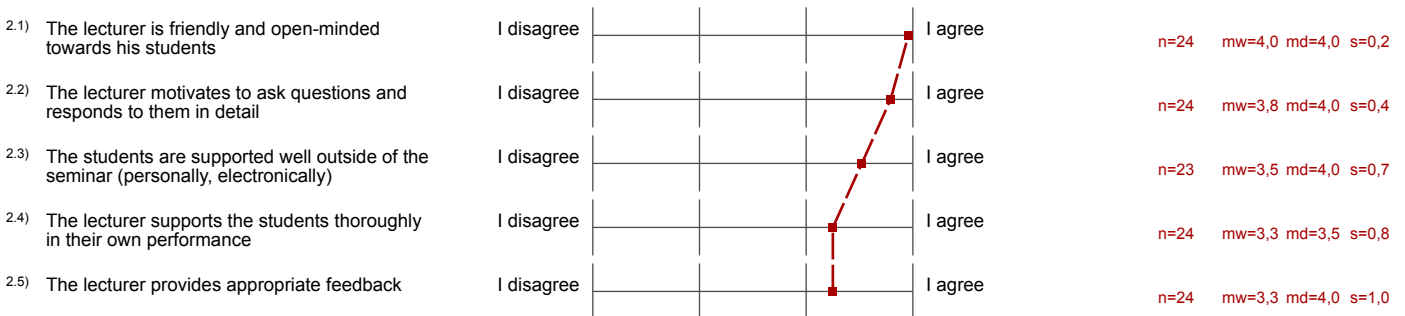
Titel der Lehrveranstaltung: Management and organization theories through the lens of mission-driven organizations
(Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

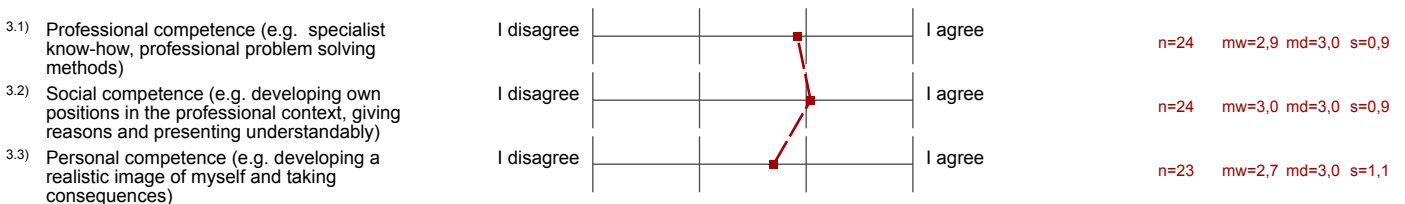
1. Planning and Presentation



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=23 mw=3,9 md=4,0 s=0,8
4.3) The seminar speed is	much too low		much too high	n=23 mw=3,2 md=3,0 s=0,4
4.4) The previous knowledge expected in the seminar is	much too low		much too high	n=24 mw=3,0 md=3,0 s=0,2

6. Global Lecture Assessment

6.2) I learned in the seminar	very little		very much	n=23 mw=3,5 md=4,0 s=1,1
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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=23 mw=2,8 md=3,0 s=0,9
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