FRIEDRICH-ALEXANDER
UNIVERSITÄT
ERLANGEN-NÜRNBERG

FACHBEREICH WIRTSCHAFTS-
WISSENSCHAFTEN

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Herr
Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov

persönlich/vertraulich

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 2017 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

Karl Wilbers

Prof. Dr. Karl Wilbers

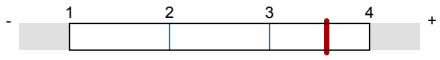
Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov

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

FRIEDRICH-ALEXANDER UNIVERSITÄT ERLANGEN-NÜRNBERG
FACHBEREICH WIRTSCHAFTSWISSENSCHAFTEN

Globalwerte

Globalindikator



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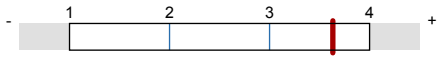
1. Planning and Presentation



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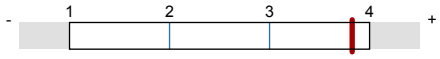
2. Interaction with Students



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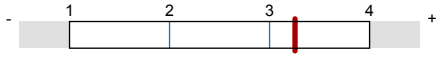
3. Competence development



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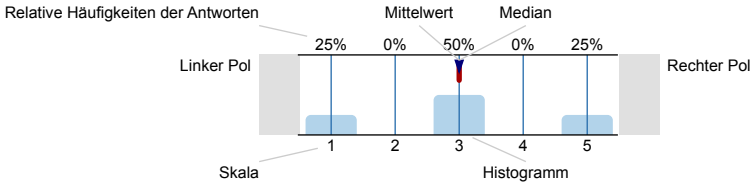
Legende

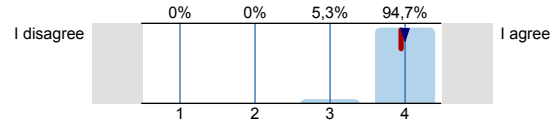
Fragetext



n=Anzahl
mw=Mittelwert
md=Median
s=Std.-Abw.
E.=Enthaltung

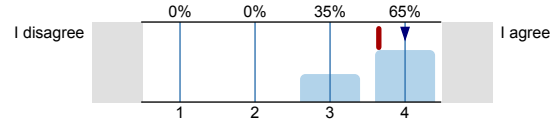
1. Planning and Presentation

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



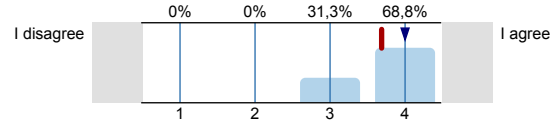
n=19
mw=3,9
md=4
s=0,2

1.2) The seminar is structured clearly



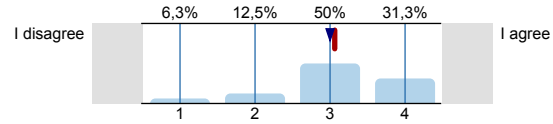
n=20
mw=3,7
md=4
s=0,5

1.3) The content is aligned with clearly defined learning objectives



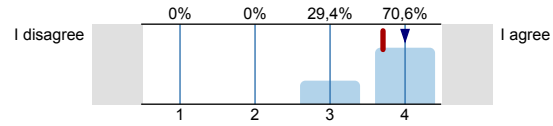
n=16
mw=3,7
md=4
s=0,5
E.=1

1.4) Other lectures are put in context



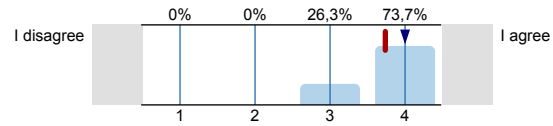
n=16
mw=3,1
md=3
s=0,9
E.=1

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



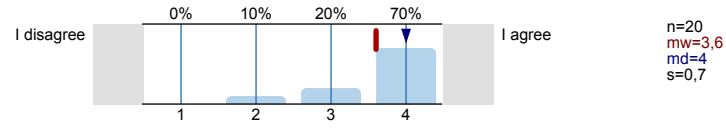
n=17
mw=3,7
md=4
s=0,5
E.=1

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



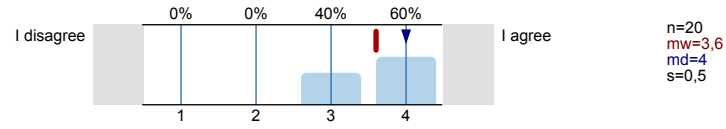
n=19
mw=3,7
md=4
s=0,5
E.=1

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



n=20
mw=3,6
md=4
s=0,7

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



n=20
mw=3,6
md=4
s=0,5

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?

Assigning previous lectures

He is doing fine.

Already good that students have to get familiar with theories prior to lecture.

Reducing the speed and going deeper

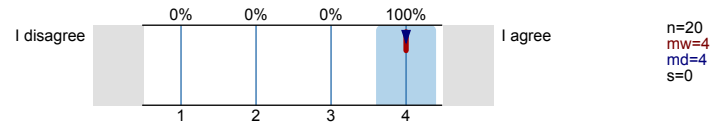
addressed the questions that required details, even if for most students it was a common information

I think in this course this problem is addressed since we need to read an article or paper before each class

They do an excellent job

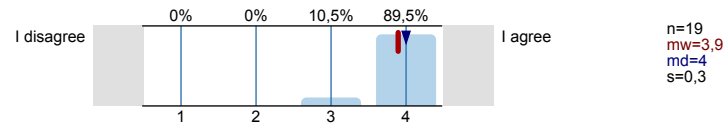
2. Interaction with Students

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



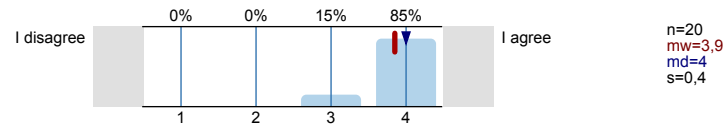
n=20
mw=4
md=4
s=0

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



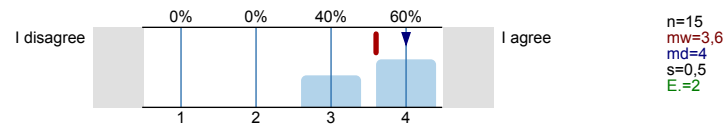
n=19
mw=3,9
md=4
s=0,3

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



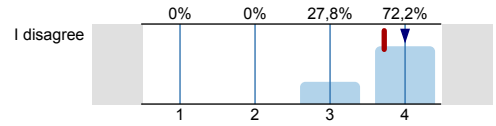
n=20
mw=3,9
md=4
s=0,4

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



n=15
mw=3,6
md=4
s=0,5
E.=2

2.5) The lecturer provides appropriate feedback

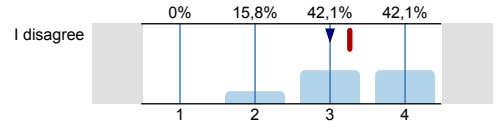


n=18
mw=3,7
md=4
s=0,5
E.=1

3. Competence development

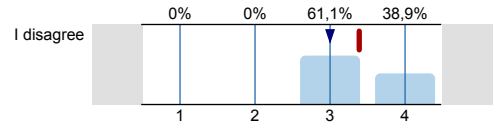
The seminar contributed to my competence development in the following aspects:

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



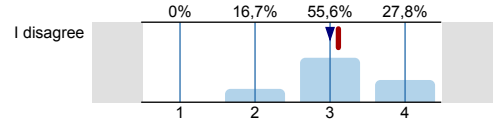
n=19
mw=3,3
md=3
s=0,7

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



n=18
mw=3,4
md=3
s=0,5

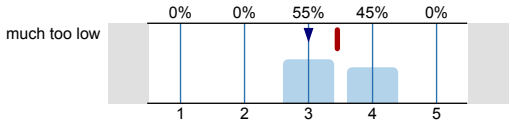
3.3) Personal competence (e.g. developing a realistic image of myself and taking consequences)



n=18
mw=3,1
md=3
s=0,7
E.=1

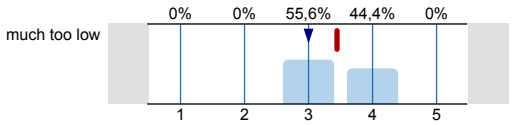
4. Challenge and Scope

4.1) The degree of difficulty of the seminar is



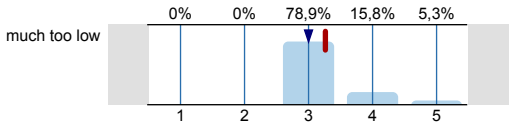
n=20
mw=3,5
md=3
s=0,5

4.2) The scope of seminar contents is



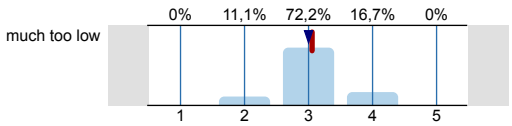
n=18
mw=3,4
md=3
s=0,5

4.3) The seminar speed is



n=19
mw=3,3
md=3
s=0,6

4.4) The previous knowledge expected in the seminar is

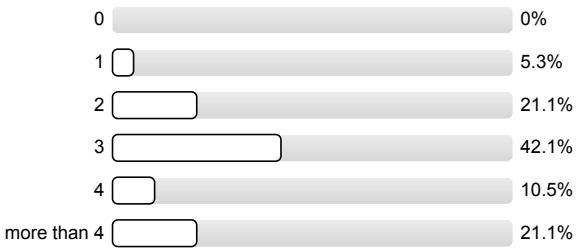


n=18
mw=3,1
md=3
s=0,5

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.*

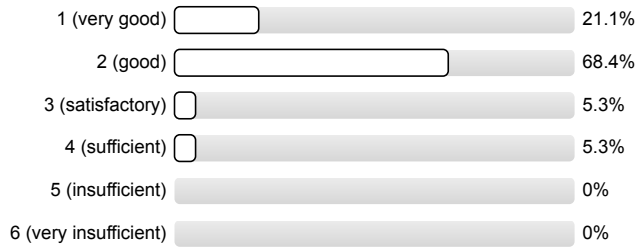
5.1) How much time did you spend for self-study for this lecture until now? Please specify in hours per week on average.



n=19

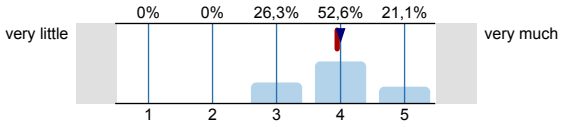
6. Global Lecture Assessment

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



n=19
mw=1,9
s=0,7

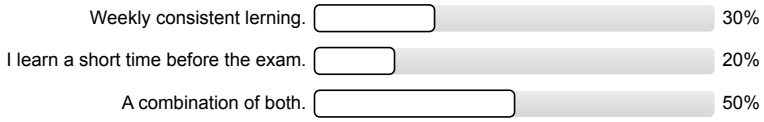
6.2) I learned in the seminar



n=19
mw=3,9
md=4
s=0,7

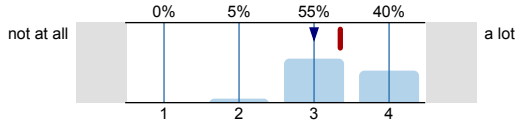
7. Socio-demographic Data and Background Variables

7.1) What learning style do you prefer?



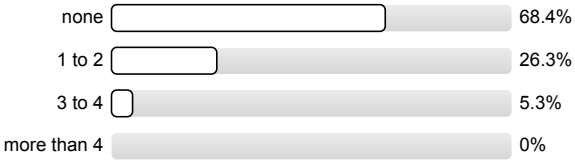
n=20

7.2) The seminar's subject is interesting



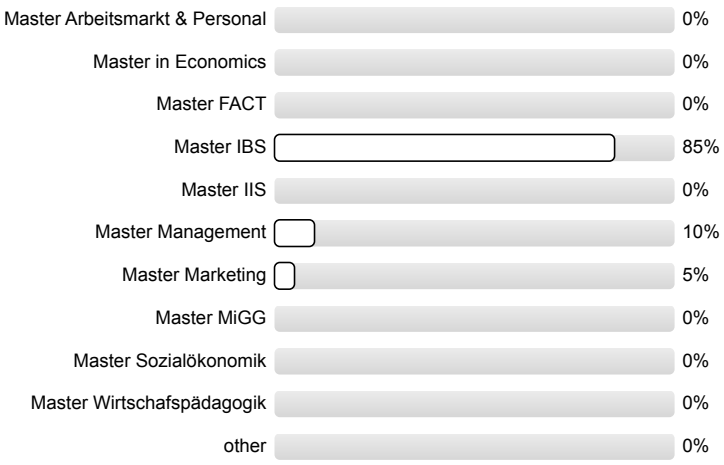
n=20
mw=3,4
md=3
s=0,6

7.3) How many seminars did you miss?



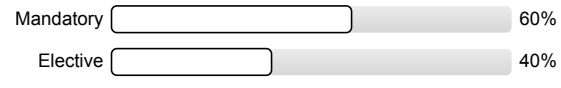
n=19

7.4) Please state your programme of study



n=20

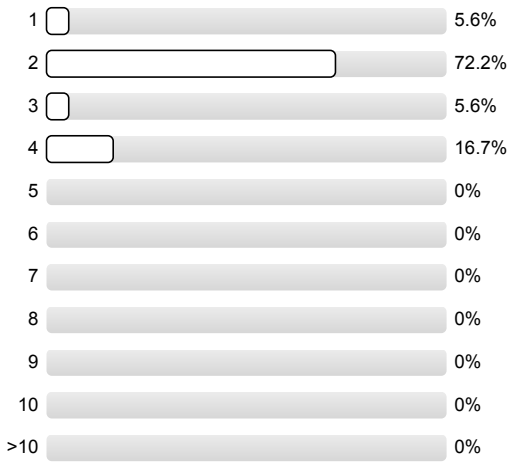
7.5) I attended the seminar for the following reason:



n=15

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

n=18



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 way we discuss about a topic

I can choose my own example of a mission-driven organization for the presentation & paper & get to know further org. from other student's presentations.

Willingness to teach and for us to learn

Interaction, Practical examples, support outside classroom

I really like the flipped classroom method and the support by both lecturers as well as the extensive feedback after the presentation.

I like the teaching style, very creative & energetic

The interaction with the students.

- discussions
- critical thinking
- seminar is interactiv

Interaction and possibilty to discuss.

The practical examples (sometimes case studies) which illustrate the theory.

The presentations developed by the students and the style of teaching, the discussion sessions

- That "theory-classes" are linked to real-life cases

Its very focused

discussions : practice is ~~connect~~ based on the theory

Markus Beckmann is a FANTASTIC lecturer. love his passion. He and Dimitar work well together

8.2) What is bad about the seminar? Why?

Only the schedule

Too much work. Doing a presentation is okay but the length & depth of the paper ON TOP is too much work for 5 ECTS. / Too interactive for me (too much discussions)

Nothing

Differing: feedback after presentation vs. tutorial in advance
Better coordination betw. lecturers would be helpful.
we don't get the student presentations

It overlapped with another class what made me miss various sessions and made it more difficult for me to keep in touch with all the topics (also because of the

The time 5-7 pm Monday :(

- too theoretical, some theories are too complicated

One lecture to discuss broad theories is too short in order to have a deep understanding of it.

It doesn't start on time, and lasts too long
Some students' presentations are too detailed (boring)

It's too fast we have to learn a lot of theories and discuss it in only one class and that makes it difficult to remember

- Texts might be a little bit too difficult
- Paper-topic is defined too late

The theories often seem abstract.

Some topics are too wide

It is on a Monday

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

Session with more time

Instead of one big paper with literature review, do two smaller ones (eg. everyone has to read a paper, answer a certain question and apply theory to a business case/example)

Maybe changing weeks - I couldn't make the German course because I had to attend to this one.

No suggestions, only have a look at the Timetable. (I know it's difficult and it was not the lecturers' fault!)

the tutorial for the presentation could have been better, we got good feedback on aspects that later were criticised in the evaluation of our presentation

- more practical relevance

I would recommend to focus on maybe less theories but to discuss them in more than one lecture by analyzing different aspects.

- More practical examples.
- Possibility to work the term paper alone could be motivated by an even lower amount of pages.

focus on theories which are more applicable to our study program using more examples and also have guest speakers.

- Choose topics earlier (for the paper)

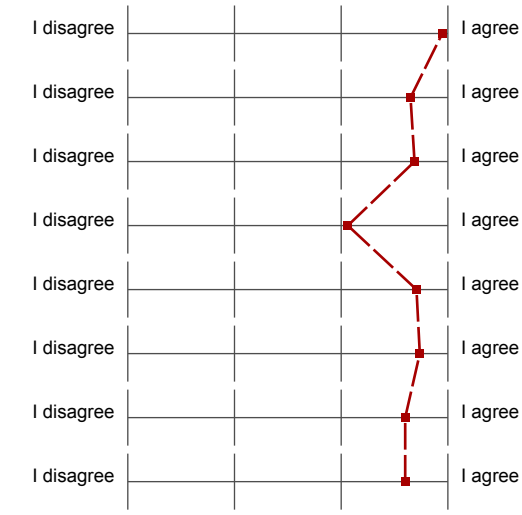
Nothing, to be honest

Profillinie

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

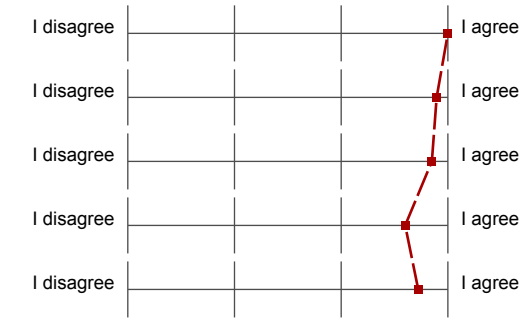
Verwendete Werte in der Profillinie: Mittelwert

1. Planning and Presentation



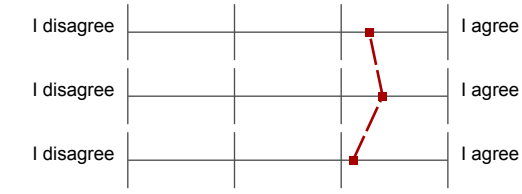
1.1)	I was able to follow the lecturer in the English language well	I disagree	I agree	n=19	mw=3,9 md=4,0 s=0,2
1.2)	The seminar is structured clearly	I disagree	I agree	n=20	mw=3,7 md=4,0 s=0,5
1.3)	The content is aligned with clearly defined learning objectives	I disagree	I agree	n=16	mw=3,7 md=4,0 s=0,5
1.4)	Other lectures are put in context	I disagree	I agree	n=16	mw=3,1 md=3,0 s=0,9
1.5)	The research context is considered (methods, developments, projects, results)	I disagree	I agree	n=17	mw=3,7 md=4,0 s=0,5
1.6)	The lecturer links theory and practice (examples, guest lectures, etc.)	I disagree	I agree	n=19	mw=3,7 md=4,0 s=0,5
1.7)	The seminar is a good mix of knowledge transfer and discussion	I disagree	I agree	n=20	mw=3,6 md=4,0 s=0,7
1.8)	The teaching materials used during the seminar (e.g. slides, scripts, StudOn) help to understand the content better	I disagree	I agree	n=20	mw=3,6 md=4,0 s=0,5

2. Interaction with Students



2.1)	The lecturer is friendly and open-minded towards his students	I disagree	I agree	n=20	mw=4,0 md=4,0 s=0,0
2.2)	The lecturer motivates to ask questions and responds to them in detail	I disagree	I agree	n=19	mw=3,9 md=4,0 s=0,3
2.3)	The students are supported well outside of the seminar (personally, electronically)	I disagree	I agree	n=20	mw=3,9 md=4,0 s=0,4
2.4)	The lecturer supports the students thoroughly in their own performance	I disagree	I agree	n=15	mw=3,6 md=4,0 s=0,5
2.5)	The lecturer provides appropriate feedback	I disagree	I agree	n=18	mw=3,7 md=4,0 s=0,5

3. Competence development



3.1)	Professional competence (e.g. specialist know-how, professional problem solving methods)	I disagree	I agree	n=19	mw=3,3 md=3,0 s=0,7
3.2)	Social competence (e.g. developing own positions in the professional context, giving reasons and presenting understandably)	I disagree	I agree	n=18	mw=3,4 md=3,0 s=0,5
3.3)	Personal competence (e.g. developing a realistic image of myself and taking consequences)	I disagree	I agree	n=18	mw=3,1 md=3,0 s=0,7

4. Challenge and Scope

4.1)	The degree of difficulty of the seminar is	much too low	much too high	n=20	mw=3,5 md=3,0 s=0,5

4.2)	The scope of seminar contents is	much too low		much too high	n=18 mw=3,4 md=3,0 s=0,5
4.3)	The seminar speed is	much too low		much too high	n=19 mw=3,3 md=3,0 s=0,6
4.4)	The previous knowledge expected in the seminar is	much too low		much too high	n=18 mw=3,1 md=3,0 s=0,5

6. Global Lecture Assessment

6.2)	I learned in the seminar	very little		very much	n=19 mw=3,9 md=4,0 s=0,7

7. Socio-demographic Data and Background Variables

7.2)	The seminar's subject is interesting	not at all		a lot	n=20 mw=3,4 md=3,0 s=0,6