Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov
SS’18 • Management and organization theories through the lens of mission-driven organizations
Rückläufer = 21 • Formular w_S-MA-E • Umfrage-Typ "Seminar"

Globalwerte

2. Planning and Presentation

3. Interaction with Students

4. Competence Development

Legende

1. Global Lecture Assessment

1.1) What grade do you assign the lecture in general?

1.2) I learned in the seminar

2. Planning and Presentation

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

2.2) The seminar is structured clearly

2.3) The content is aligned with clearly defined learning objectives

2.4) Other lectures are put in context

2.5) The research context is considered (methods, developments, projects, results)
2.6) The lecturer links theory and practice (examples, guest lectures, etc.)

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>22.2%</td>
</tr>
<tr>
<td>0%</td>
<td>77.8%</td>
</tr>
</tbody>
</table>

n=18  
\[ m_w=2.78 \]  
\[ s=0.43 \]
\[ E.=1 \]

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>0%</td>
<td>87%</td>
</tr>
</tbody>
</table>

n=20  
\[ m_w=3.95 \]  
\[ s=0.22 \]

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>10%</td>
<td>90%</td>
</tr>
</tbody>
</table>

n=20  
\[ m_w=3.7 \]  
\[ s=0.66 \]

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

N.A.

3. Interaction with Students

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

n=20  
\[ m_w=4 \]  
\[ s=0 \]

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>

n=19  
\[ m_w=3.84 \]  
\[ s=0.5 \]

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>85%</td>
<td>15%</td>
</tr>
</tbody>
</table>

n=20  
\[ m_w=3.7 \]  
\[ s=0.97 \]

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>60%</td>
<td>22%</td>
</tr>
</tbody>
</table>

n=18  
\[ m_w=3.67 \]  
\[ s=0.69 \]
\[ E.=2 \]

3.5) The lecturer provides appropriate feedback

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>85%</td>
<td>15%</td>
</tr>
</tbody>
</table>

n=20  
\[ m_w=3.8 \]  
\[ s=0.52 \]

4. Competence Development

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>10%</td>
<td>88%</td>
</tr>
</tbody>
</table>

n=19  
\[ m_w=3.47 \]  
\[ s=0.7 \]

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>93%</td>
<td>10%</td>
</tr>
</tbody>
</table>

n=20  
\[ m_w=3.55 \]  
\[ s=0.6 \]

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

<table>
<thead>
<tr>
<th>I disagree</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>60%</td>
<td>30%</td>
</tr>
</tbody>
</table>

n=19  
\[ m_w=3.16 \]  
\[ s=0.69 \]
\[ E.=1 \]
## 5. Challenge and Scope

### 5.1) The degree of difficulty of the seminar is

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>much too high</td>
<td>0%</td>
</tr>
<tr>
<td>much too low</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>45%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
</tbody>
</table>

**n=20**  
**$\bar{m}=3.45$**  
**$s=0.51$**

### 5.2) The scope of seminar contents is

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>much too high</td>
<td>0%</td>
</tr>
<tr>
<td>much too low</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>85%</td>
</tr>
<tr>
<td>4</td>
<td>5%</td>
</tr>
</tbody>
</table>

**n=20**  
**$\bar{m}=3.6$**  
**$s=0.68$**

### 5.3) The seminar speed is

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>much too high</td>
<td>0%</td>
</tr>
<tr>
<td>much too low</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>85%</td>
</tr>
<tr>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
</tbody>
</table>

**n=20**  
**$\bar{m}=3.15$**  
**$s=0.37$**

### 5.4) The previous knowledge expected in the seminar is

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>much too high</td>
<td>0%</td>
</tr>
<tr>
<td>much too low</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>85%</td>
</tr>
<tr>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
</tbody>
</table>

**n=20**  
**$\bar{m}=3.05$**  
**$s=0.39$**

## 6. Self-study

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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>more than 4</td>
<td>7</td>
</tr>
</tbody>
</table>

**n=18**

## 7. Socio-demographic Data and Background Variables

### 7.1) What learning style do you prefer?

- Weekly consistent learning: 3
- I learn a short time before the exam: 4
- A combination of both: 13

**n=20**

### 7.2) The seminar's subject is interesting

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>a lot</td>
<td>0%</td>
</tr>
</tbody>
</table>

**n=20**  
**$\bar{m}=3.55$**  
**$s=0.69$**

### 7.3) How many seminars did you miss?

- none: 13
- 1 to 2: 6
- 3 to 4: 1
- more than 4: 0

**n=20**
7.4) Please state your programme of study

- Master Arbeitsmarkt & Personal: 0
- Master in Economics: 0
- Master FACT: 0
- Master IBS: 12
- Master IIS: 0
- Master Management: 2
- Master Marketing: 2
- Master MIGG: 0
- Master Sozialökonomik: 1
- Master Wirtschaftspädagogik: 0
- Other: 1

n=18

7.5) I attended the seminar for the following reason:

- Mandatory: 5
- Elective: 12

n=17

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

- 1 semester: 0
- 2 semesters: 9
- 3 semesters: 1
- 4 semesters: 6
- 5 semesters: 2
- 6 semesters: 0
- 7 semesters: 0
- 8 semesters: 0
- 9 semesters: 0
- 10 semesters: 0
- >10 semesters: 0

n=18

8. Final Questions

8.1) What do you particularly like about the seminar?

- The mix of theory + practice, and
- The style of the lecturer.

I like that the topics are very interesting & tangible.

The professor is very engaging.

It was very interactive.
Students are encouraged to develop an interactive presentation and use case studies to explain the theory.

→ very useful to keep class motivated in a lecture format like this

- Interaction
- Discussion

the topic, the reversed classroom

variety of topics

The discussions at the end of presentations.

I like the flipped-classroom idea, it makes us more integrated into theories and their applications in the real world. Feedbacks that are supplied at the end of presentations are really useful.

Open discussion & direct feedback
interactivenss

That it is mainly student-led!

The seminar is very participative, which helps to make the sessions interesting. Also, the professor and assistant are very supportive and conduct nice discussions.

Supportive lecturers who are enthusiastic.
Many interesting discussions

Interesting topics and discussions

The teaching style and atmosphere. Professor Beckmann is a real asset!
The discussions

The interaction

the different topics
the funny and up-to-date discussions

What is bad about the seminar? Why?

Long.

See:
- Duration is too long. Happened during dinner time.

Preparing a presentation in intercultural groups of 4
takes a lot of time and effort - more than 1.5 ECTS!

Very much effort in the presentation for 1.5 ECTS.
Maybe half the ECTS from total?
Really really time consuming. And in my opinion the different texts/theories are not equally difficult - some are way more complex than others. Incredibly theoretical.

Too much work -> barely feasible if you want to do the normal amount of courses (6 -> 30ECTS)

It has little to do with my future professional life.

nothing.

17 - 19h (Dinner time I'm hungry and it's hard to pay attention at the end)

that we have to find a research question by ourselves and the minimum of words is a bit too high.

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

"Have presentations conducted in terms of 2; reduce it to 45 min for each presentation."
Maybe give some credit points in half. (2.5 for present & 2.5 for paper)

- Same topic for paper + presentation
- Or given defined paper topics?

Great use of flipped class method. Nothing to add.
<table>
<thead>
<tr>
<th>Teilbereich:</th>
<th>LVE FB WiWi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name der/des Lehrenden:</td>
<td>Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov</td>
</tr>
<tr>
<td>Titel der Lehrveranstaltung:</td>
<td>Management and organization theories through the lens of mission-driven organizations</td>
</tr>
</tbody>
</table>

Verwendete Werte in der Profillinie: Mittelwert

### 1. Global Lecture Assessment

1.1) What grade do you assign the lecture in general?  
- very good (1)  
- insufficient (5)  
  
n=20  
mw=1,25

1.2) I learned in the seminar  
- very little  
- very much  
  
n=19  
mw=4,21

### 2. Planning and Presentation

2.1) I was able to follow the lecturer in the English language well  
- I disagree  
- I agree  
  
n=20  
mw=3,90

2.2) The seminar is structured clearly  
- I disagree  
- I agree  
  
n=20  
mw=3,90

2.3) The content is aligned with clearly defined learning objectives  
- I disagree  
- I agree  
  
n=19  
mw=3,63

2.4) Other lectures are put in context  
- I disagree  
- I agree  
  
n=17  
mw=3,24

2.5) The research context is considered (methods, developments, projects, results)  
- I disagree  
- I agree  
  
n=18  
mw=3,61

2.6) The lecturer links theory and practice (examples, guest lectures, etc.)  
- I disagree  
- I agree  
  
n=18  
mw=3,78

2.7) The seminar is a good mix of knowledge transfer and discussion  
- I disagree  
- I agree  
  
n=20  
mw=3,95

2.8) 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=3,70

### 3. Interaction with Students

3.1) The lecturer is friendly and open-minded towards his students  
- I disagree  
- I agree  
  
n=20  
mw=4,00

3.2) The lecturer motivates to ask questions and responds to them in detail  
- I disagree  
- I agree  
  
n=19  
mw=3,84

3.3) The students are supported well outside of the seminar (personally, electronically)  
- I disagree  
- I agree  
  
n=20  
mw=3,70

3.4) The lecturer supports the students thoroughly in their own performance  
- I disagree  
- I agree  
  
n=18  
mw=3,67

3.5) The lecturer provides appropriate feedback  
- I disagree  
- I agree  
  
n=20  
mw=3,80

### 4. Competence Development

4.1) Professional competence (e.g. specialist know-how, professional problem solving methods)  
- I disagree  
- I agree  
  
n=19  
mw=3,47

4.2) Social competence (e.g. developing own positions in the professional context, giving reasons and presenting understandably)  
- I disagree  
- I agree  
  
n=20  
mw=3,55
4.3) Personal competence (e.g. developing a realistic image of myself and taking consequences) I disagree I agree n=19 mw=3,16

5. Challenge and Scope

5.1) The degree of difficulty of the seminar is much too low much too high n=20 mw=3,45

5.2) The scope of seminar contents is much too low much too high n=20 mw=3,60

5.3) The seminar speed is much too low much too high n=20 mw=3,15

5.4) The previous knowledge expected in the seminar is much too low much too high n=20 mw=3,05

7. Socio-demographic Data and Background Variables

7.2) The seminar’s subject is interesting not at all a lot n=20 mw=3,55