

Prof. Dr. Markus Beckmann

Management and organization theories through the lens of mission-driven organizations ()
No. of responses = 16



Overall indicators

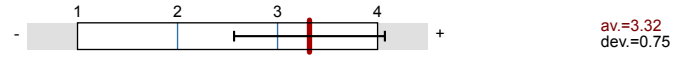
2. Planning and Presentation



3. Interaction with Students

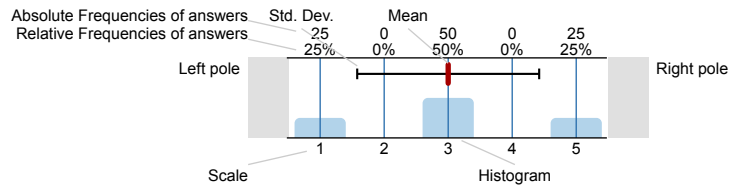


4. Competence Development



Legend

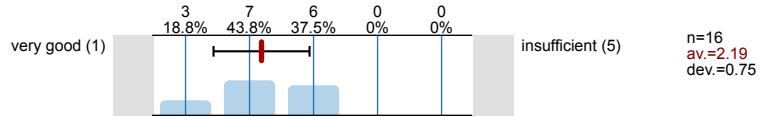
Question text



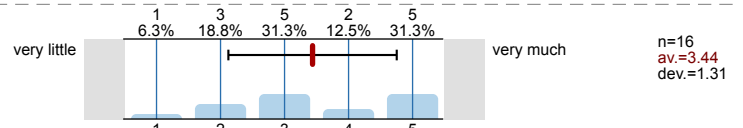
n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

1. Global Lecture Assessment

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

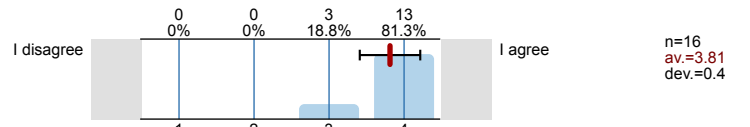


1.2) I learned in the seminar

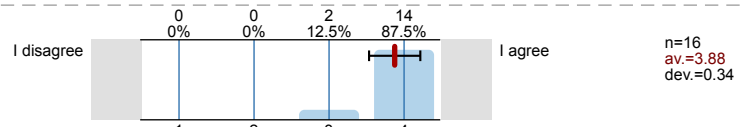


2. Planning and Presentation

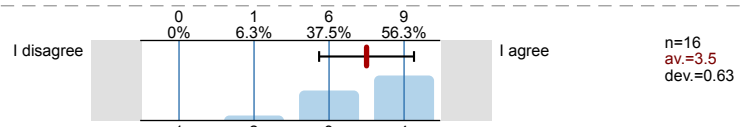
2.1) I was able to follow the lecturer in the English language well



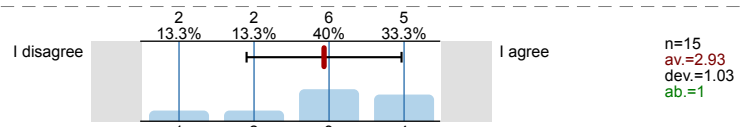
2.2) The seminar is structured clearly



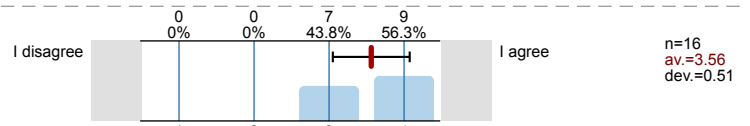
2.3) The content is aligned with clearly defined learning objectives



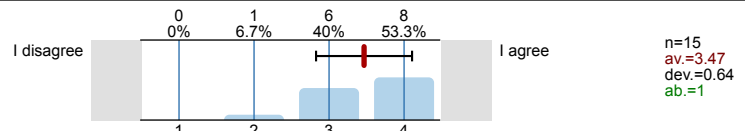
2.4) Other lectures are put in context



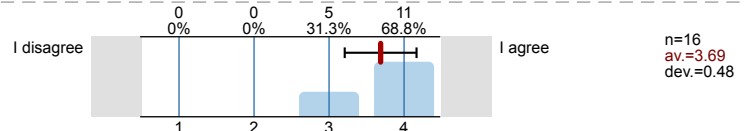
2.5) The research context is considered (methods, developments, projects, results)



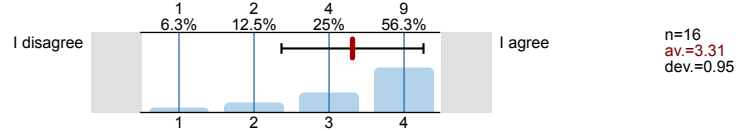
2.6) The lecturer links theory and practice (examples, guest lectures, etc.)



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



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

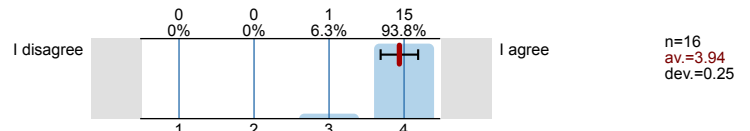


2.9) The content-related previous know-how of the students participating in the seminar differ. How could the lecturer better deal with this problem?

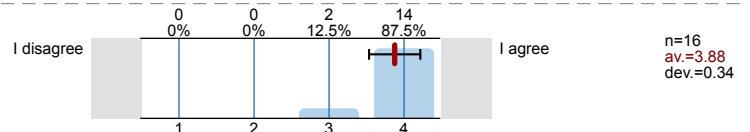
- Dealing very good so far!
- I can't say that with my background it was difficult
- Really basic stuffs could be explained by the professors rather than only by students
- Some of the papers are too complicated. I think this is due to the theory. Maybe a more suitable paper (Transaction cost) would be better.

3. Interaction with Students

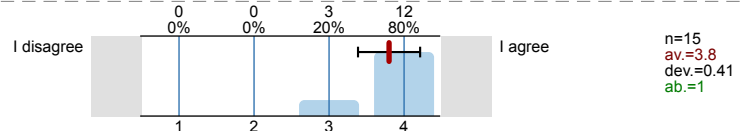
3.1) The lecturer is friendly and open-minded towards his students



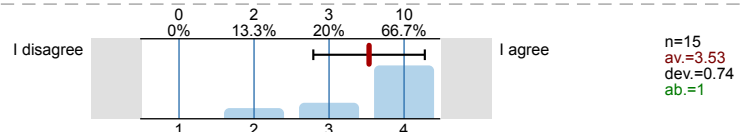
3.2) The lecturer motivates to ask questions and responds to them in detail



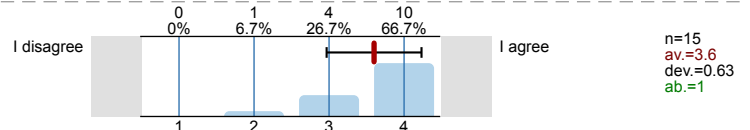
3.3) The students are supported well outside of the seminar (personally, electronically)



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

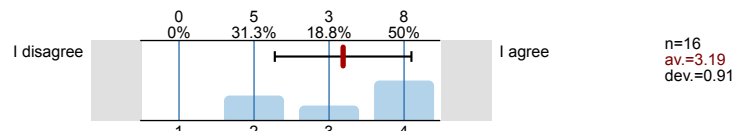


3.5) The lecturer provides appropriate feedback

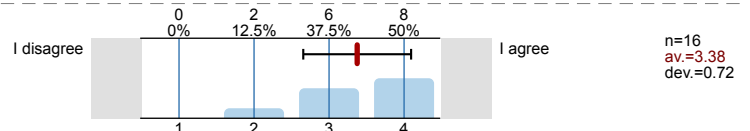


4. Competence Development

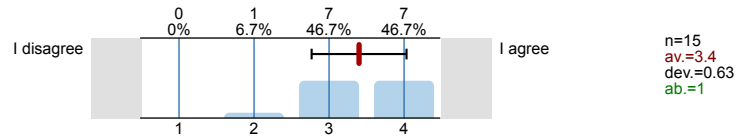
4.1) Professional competence (e.g. specialist know-how, professional problem solving methods)



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

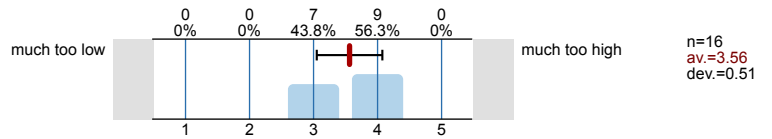


4.3) Personal competence (e.g. developing a realistic image of myself and taking consequences)

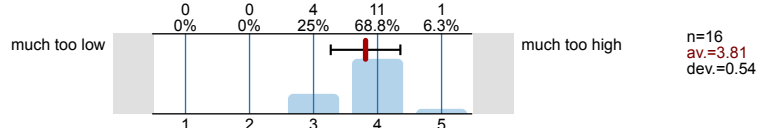


5. Challenge and Scope

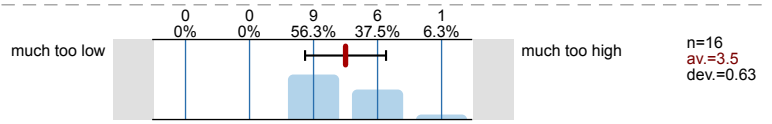
5.1) The degree of difficulty of the seminar is



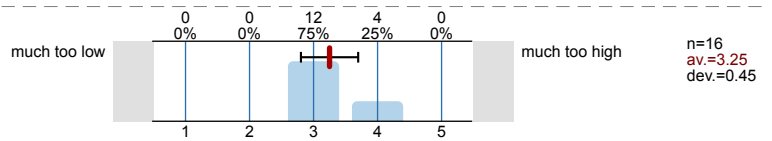
5.2) The scope of seminar contents is



5.3) The seminar speed is



5.4) The previous knowledge expected in the seminar is



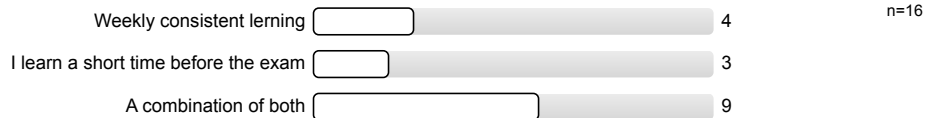
6. Self-study

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

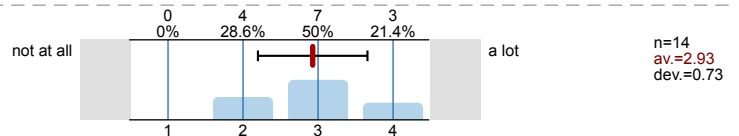


7. Socio-demographic Data and Background Variables

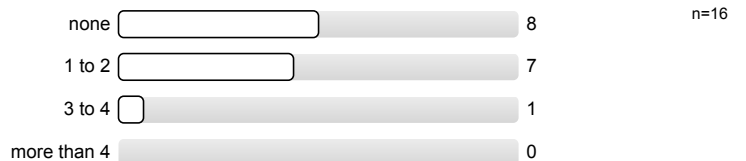
7.1) What learning style do you prefer?



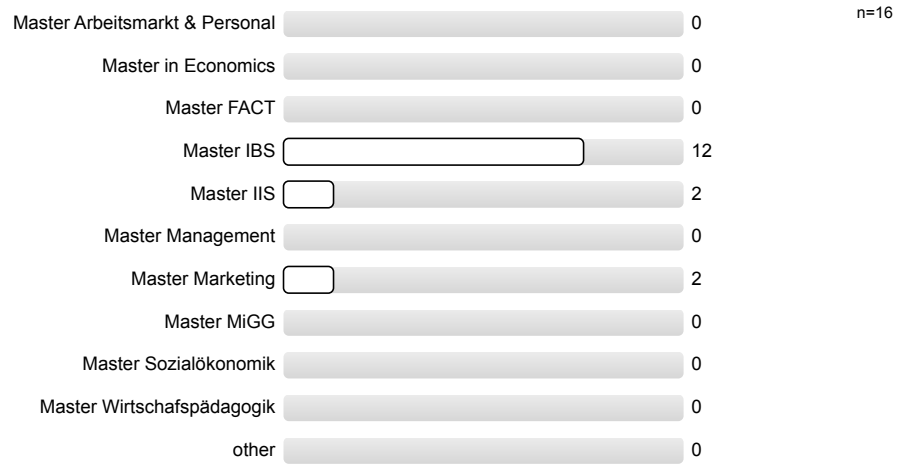
7.2) The seminar's subject is interesting



7.3) How many seminars did you miss?



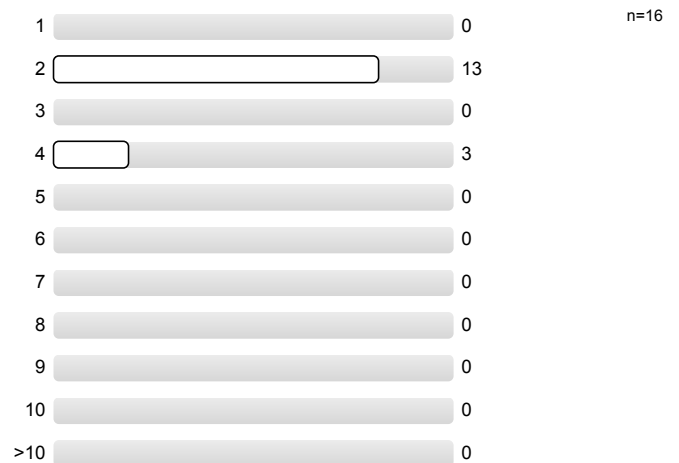
7.4) Please state your programme of study



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

8.1) What do you particularly like about the seminar?

- I like that each week builds on top of the other. I like that we dove deep into the content, rather than staying "in the shallow end" like we do in many other business course that cover theory. I appreciate that the two teachers made a lot of effort to engage each of us and to challenge us to perform.

I feel like that this course finally gave me an understanding of the most important business theories (I didn't take a bachelor's in buisness).

- I like the lecturers. The class discussions have been very vivid.
- Interaction
- Multiple perspectives/theories applied
Interactive Seminar
- Reflecting Business from another (more sustainable) viewpoint.
- That it is linked with practical examples and that you get support out of the seminar.
I also like that you get to work with different group of people
- The approach to the topics. It's good that the students have to do the presentations. It keeps them engaged. Both professors are extremely kind, friendly and positive.

- The flipped classroom approach where everyone contributes; the professors' attitude towards the discussion; the offered platform for discussion of ideas; the implementation of concepts in cases and experiments
- The interaction among the students and with the professors
- The interactiveness is good and the discussions we had.
- The lecturers :)
- The way we could actually learn to think

8.2) What is bad about the seminar? Why?

- I didn't see anything bad about the seminar tbh, it's a lot of work but that's clearly stated at the beginning
- In my opinion the schedule of the seminar is a bit hard. Especially in summer when the days are hot. As the course demands high preparation and concentration during the course, it is sometimes hard to follow over 2 hours from 5 pm to 7 pm.
For me it was often quite hard to stay focused and keep concentration high.
- In my opinion, the reading materials for each group the level of difficulties is a bit diverse. Some groups get a bit easier one which helps them to prepare better presentation (or the other way around)
- Many students who wanted to take the course were not able to do so. I think that this course should rather be offered more often so that more students can benefit from this.
The room is extremely warm in the summer. I wish that the room was better insulated. On the other hand, I love the view from the classroom.
- Nothing bad.
- Papers to read in Advance are often difficult to understand and do not generate more Knowledge. Would be better to learn more About Mission driven organisations or mission driven view on the theories than About the "classic"/original theories (which have been discussed a lot in previous lectures already).
I am disappointed that we do not talk more About Mission-driven organisations. I think it is a really cool new way of doing business that may have a big Impact in the future.
- Presentation feedback was very subjective. Lecturer criticed aspects that can be done in different ways but insisted his approach is the best. Focused primarily on negative aspects, making students feel like they didn't meet his expectations
- Some of the papers are really incomprehensible and too long. They were demotivating to read. As an example, I would stress Transaction cost. But others as well. Participation is not valued.
- Some texts where a bit to theoretical
- Sometimes papers were too long and complicated
- The work load is pretty high. Presentation plus seminar paper is a lot.
- Too fast. Theories just come and go by..

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

- I have the feeling it is a lot of effort you have to put in. Especially for the presentation and it only counts 30% of the grade. I would prefer to have presentation and paper count 50/50, that would be great.
I would prefer if research questions for the seminar paper would also be provided or at least that more guidance in a special direction would be offered (choose out of fields e.g. or that more information is provided on what the lecturer wants in the seminar paper).
- Maybe less papers
- My biggest suggestion is to give some percentage of the grade to participation (example 10-20%). A lot of the time people didn't come because they just didn't care. It was not fair to the group presenting at that time.
Some of the theories need to be changed (Transaction cost) or better papers should be provided. They were really bad. Maybe the students can suggest theories.
- Please do the talk about writing the paper earlier in June, rather than in late June. I think this could help us with time management.
- Reading the cases each week requires special efforts and I think it should be part of the course evaluation as class activity or some way. It would encourage more students to read the cases and be more active in the discussion.
- Seminar early during the day and a short break in the middle.
- The theories are only covered on the surface. Better use less theories but dive deeper in the perspective of a mission driven company in this theories.
- Would like to hear more from Prof. Beckmann

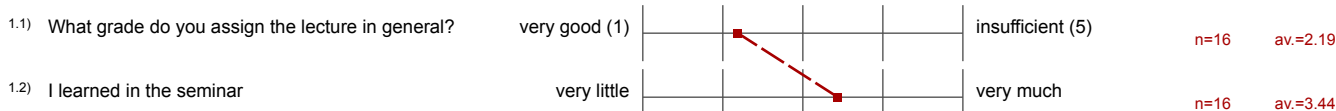
- include more About Mission-driven, reduce presentation time. Encourage more controversial discussions.

Profile

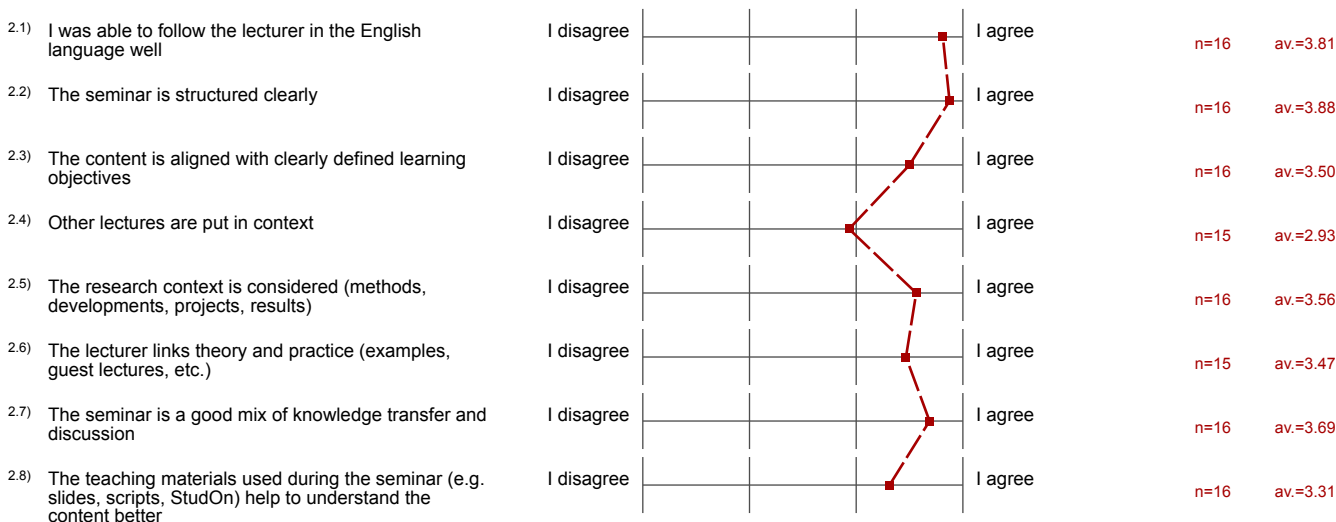
Subunit: Onlineevaluationen_FB_Wiwi
 Name of the project: Prof. Dr. Markus Beckmann
 Name of the topic: Management and organization theories through the lens of mission-driven organizations
 (Name of the survey)

Values used in the profile line: Mean

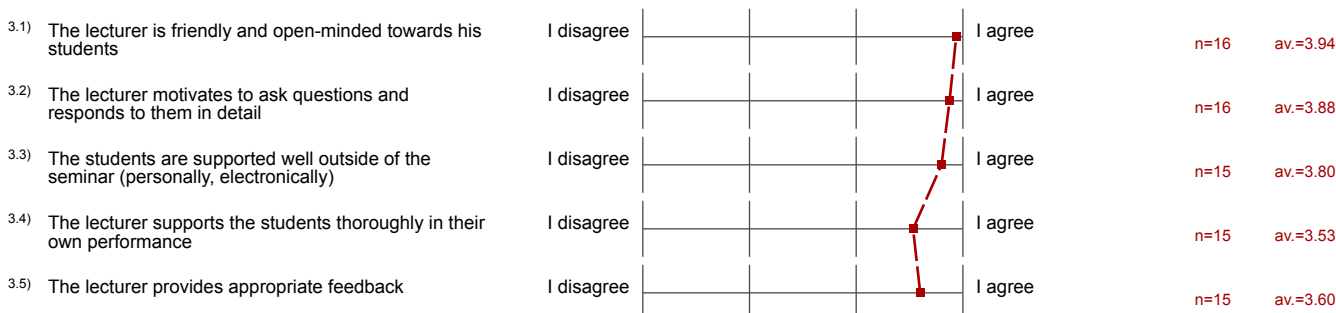
1. Global Lecture Assessment



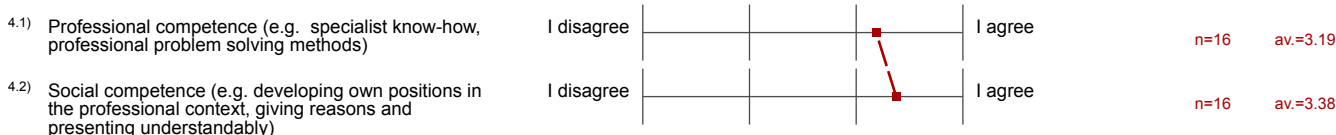
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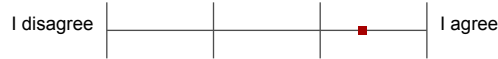
3. Interaction with Students



4. Competence Development



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



n=15 av.=3.40

5. Challenge and Scope

5.1) The degree of difficulty of the seminar is



n=16 av.=3.56

5.2) The scope of seminar contents is



n=16 av.=3.81

5.3) The seminar speed is



n=16 av.=3.50

5.4) The previous knowledge expected in the seminar is



n=16 av.=3.25

7. Socio-demographic Data and Background Variables

7.2) The seminar's subject is interesting



n=14 av.=2.93