

MASTER SURVEY: SPRING TERM 2020

1. General information
2. Course choice (incl. course quality & workload rating)
3. Seminar thesis
4. Master thesis
5. Electives
6. Semester abroad
7. Other
8. Impression of the FS BWL

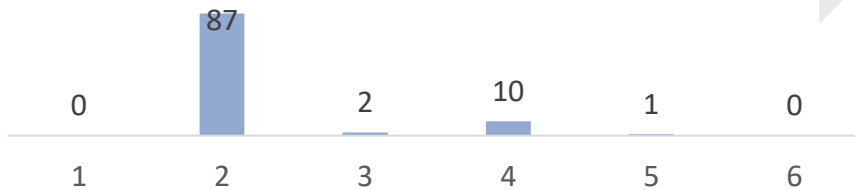
1. GENERAL INFORMATION

Spring Term 2020: Participants Overview

100 Survey Participants

Thank you!
(But there is still plenty of room for improvement! 😊)

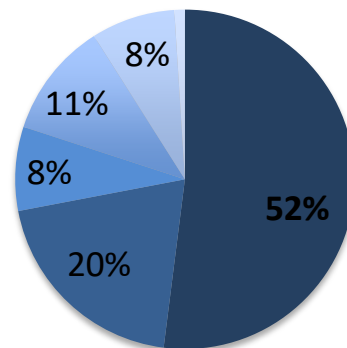
Number of survey participants per semester



85% have a German nationality
95% speak German fluently

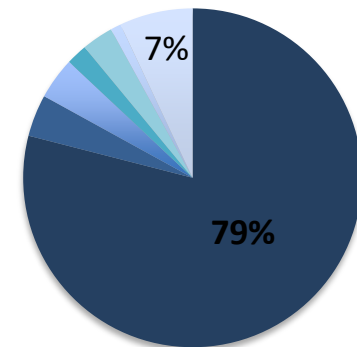
Bachelor university

- Mannheim
- Other German
- Non-German
- Applied Science
- Dual
- Other

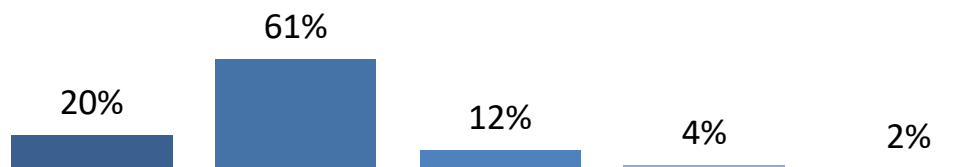


Bachelor major

- Business Adm.
- Economics
- Culture & Econ.
- Business Math.
- Business Info.
- Business Edu.



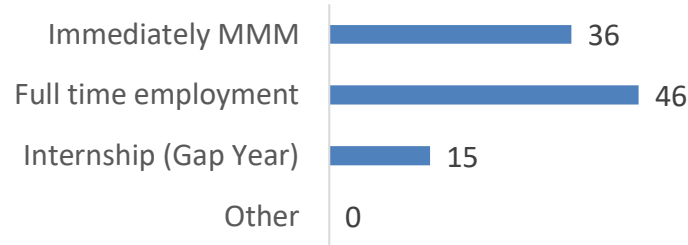
Overall satisfaction with the MMM program



- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

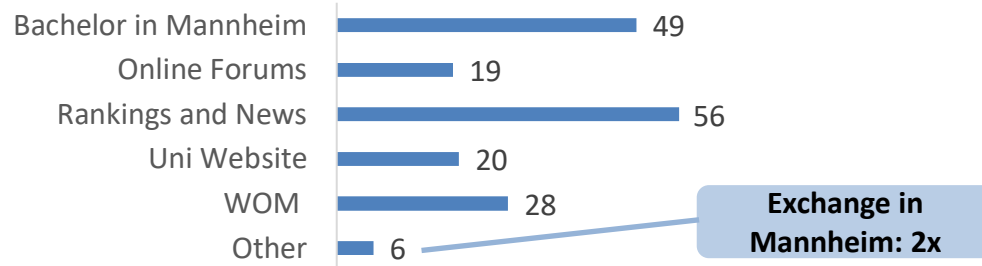
Why choose the MMM?

What did you do in between finishing your bachelor studies and starting the MMM?

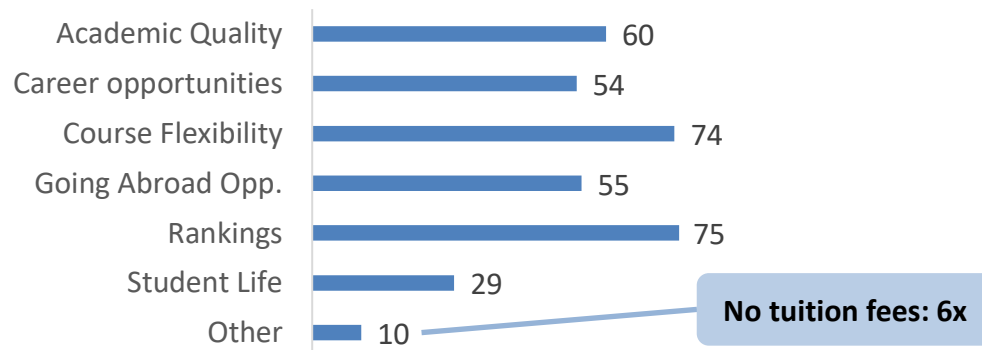


Participants: n=100

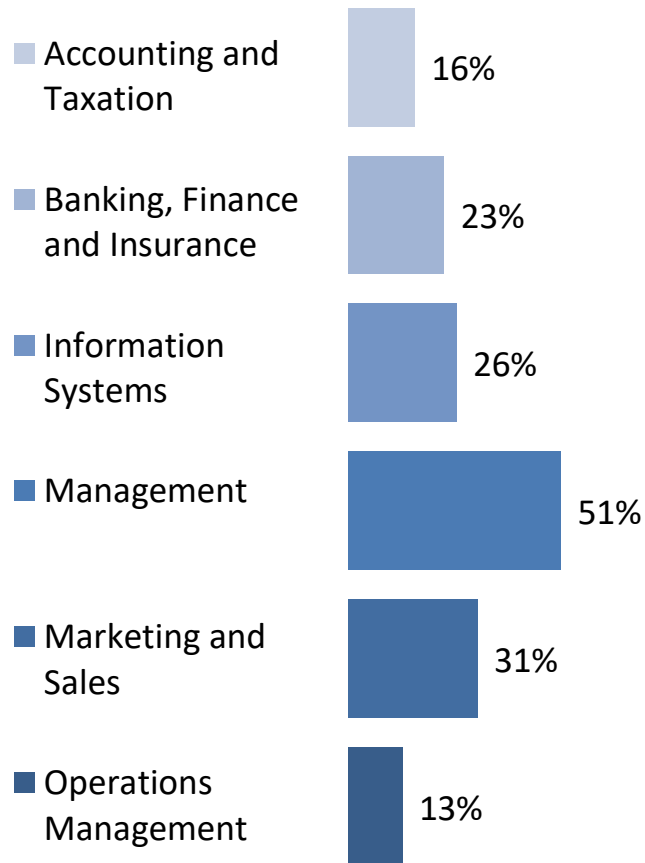
How did you become aware of the MMM?
(multiple answers possible)



Why did you choose the MMM?
(multiple answers possible)

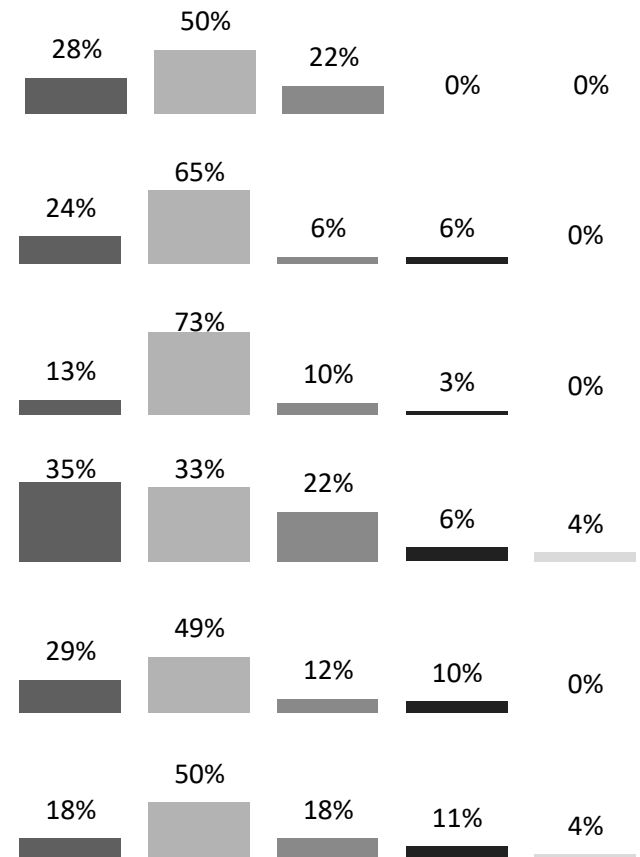


Area Specialization



Area Satisfaction

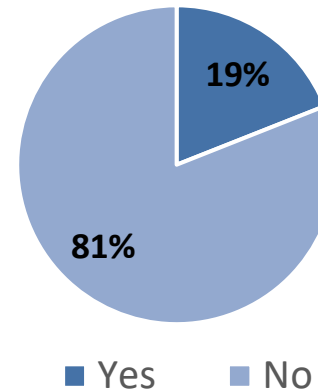
Legend: ■ Very satisfied ■ Satisfied ■ Neither satisfied nor dissatisfied ■ Dissatisfied ■ Very dissatisfied



Participants: n=100

Were you not accepted into a course due to capacity restrictions?

Participants: n=100



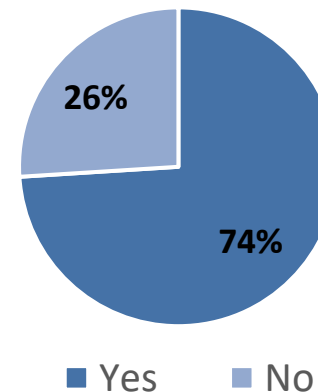
Remark: HWS 2018:
29% were not accepted into a course

Into which course(s) did you not get accepted?

- IS 512 IT Management in the Digital Age (n=6)
- MAN 664 Sustainability Games (n=4)
- MKT 622 Country Manager (n=3)

Was it the first time you were not accepted into a course due to capacity restrictions?

Participants: n=19

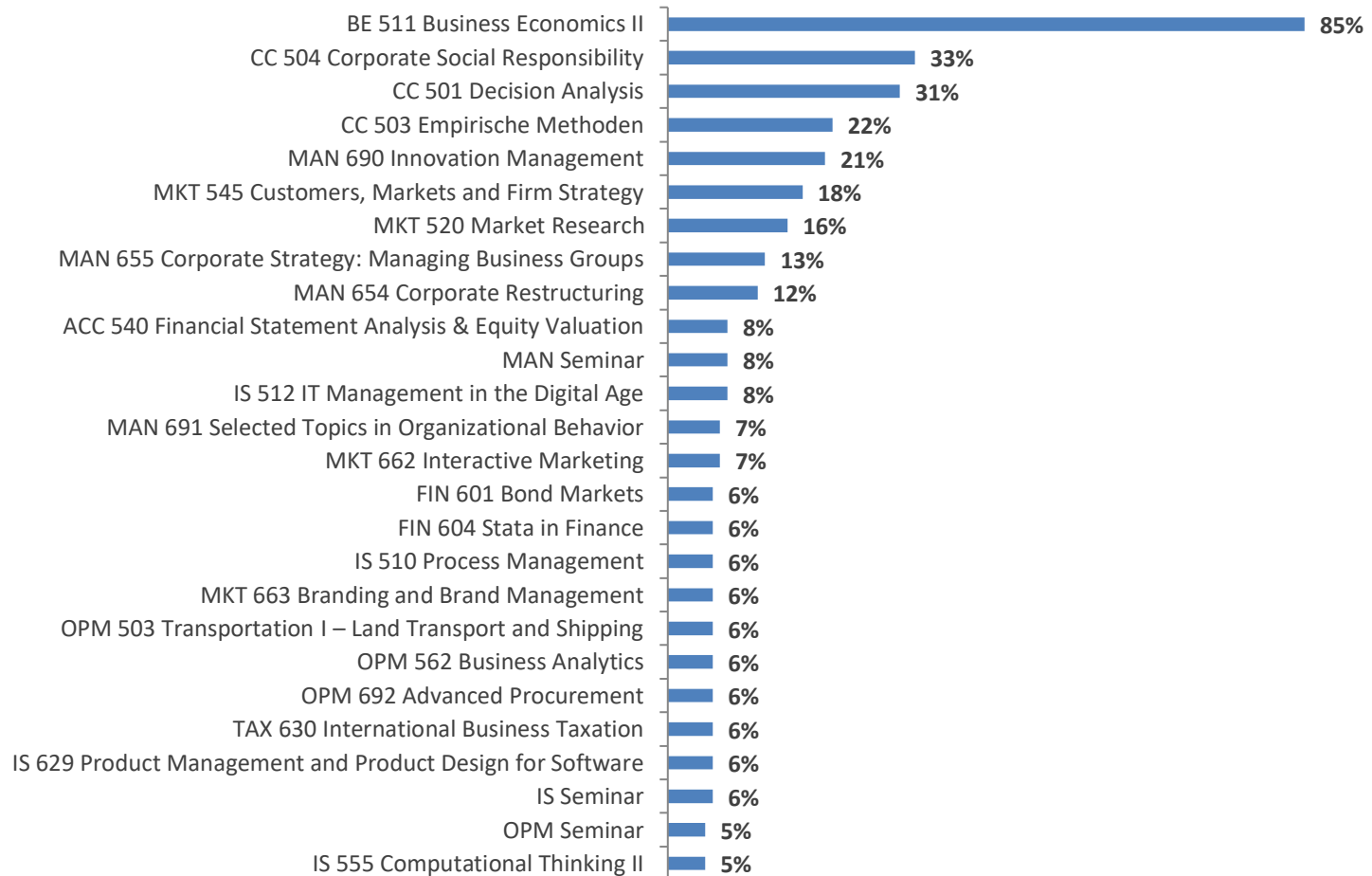


2. COURSES

Master Survey FSS 2020: Course Choice

Only courses with
response rate $\geq 5\%$

Which courses did you take this semester? (n = 100)

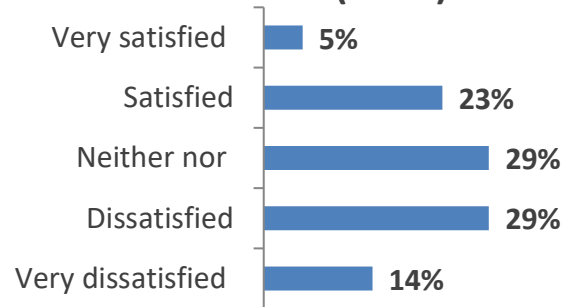


Course Quality – Core Courses

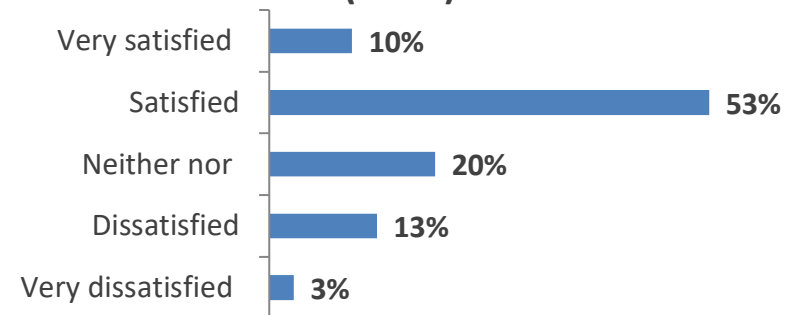
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

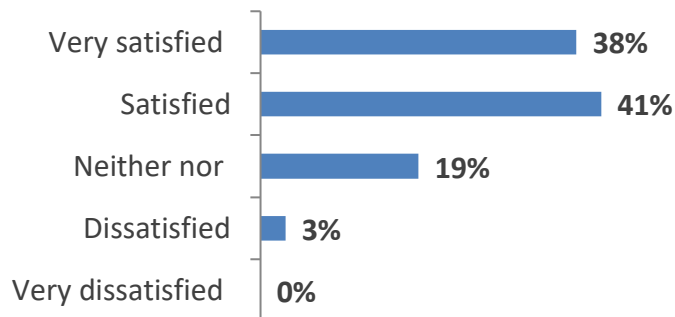
BE 511 Business Economics II
(n=83)



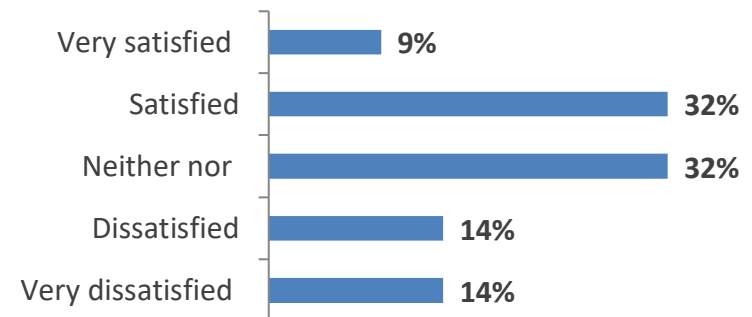
CC 501 Decision Analysis
(n=30)



CC 504 CSR
(n=32)



CC 503 Empirische Methoden
(n=22)

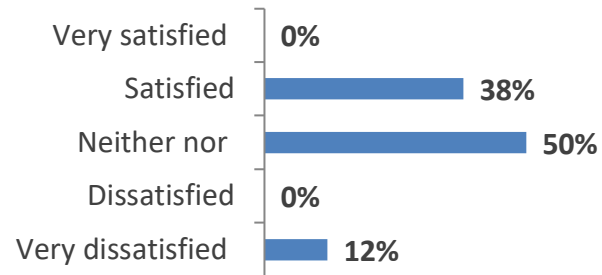


Course Quality – ACC/TAX Courses

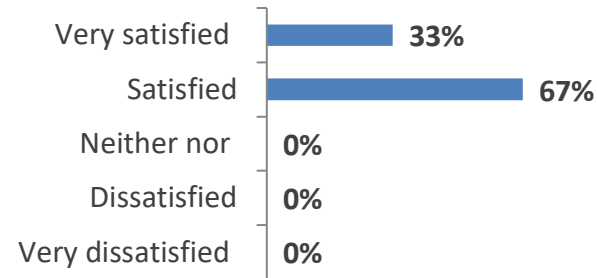
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

ACC 540 Financial Statement Analysis & Equity Valuation (n=8)



TAX 630 International Business Taxation (n=6)



Course Quality – FIN Courses

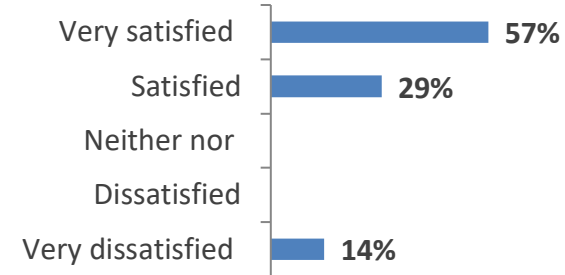
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

FIN 601 Bond Markets
(n=6)



FIN 604 Stata in Finance
(n=6)

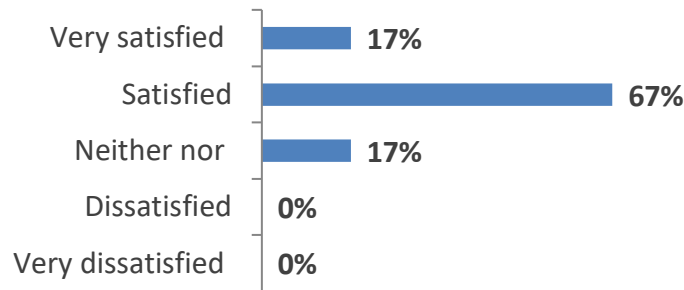


Course Quality – IS Courses

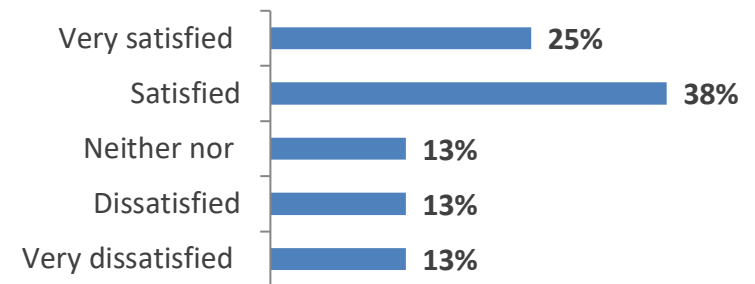
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

IS 510 Process Management
(n=6)



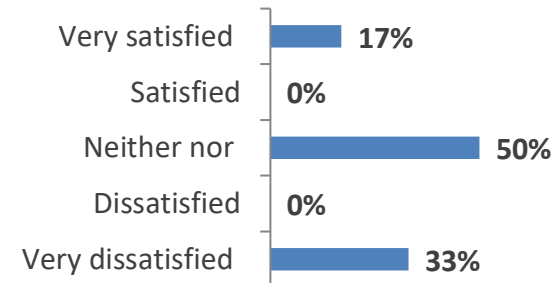
IS 512 IT Management in the Digital Age
(n=8)



IS 555 Computational Thinking II
(n=5)



IS 629 Product Management
(n=6)

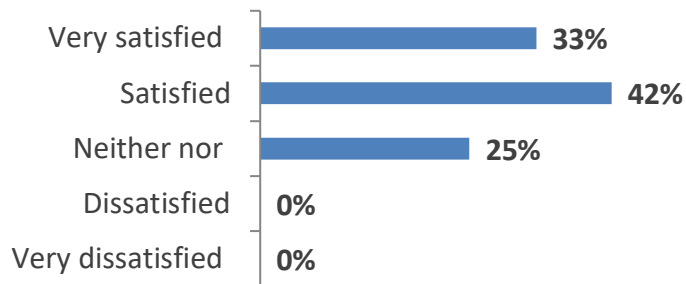


Course Quality – MAN Courses

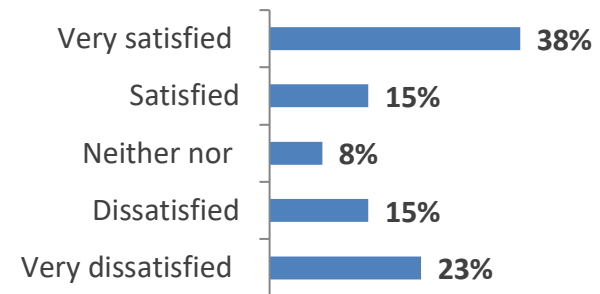
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

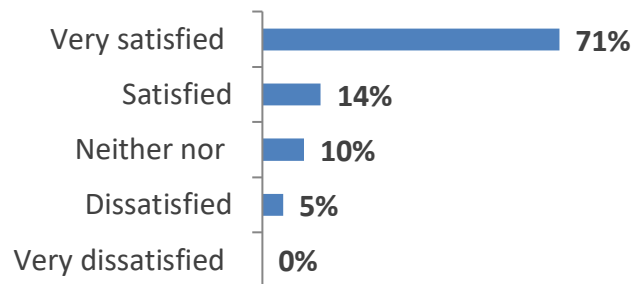
MAN 654 Corporate Restructuring (n=12)



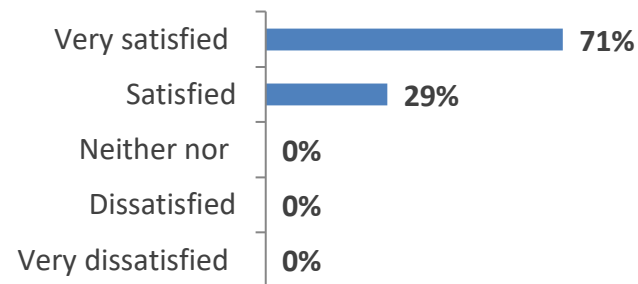
MAN 655 Corporate Strategy (n=13)



MAN 690 Innovation Management (n=21)



MAN 691 Selected Topics in Organizational Behavior (n=12)

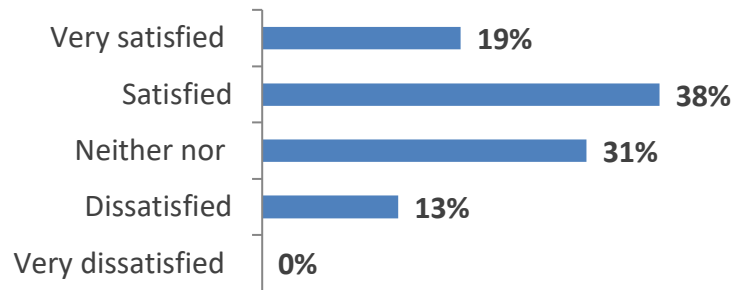


Course Quality – MKT Courses

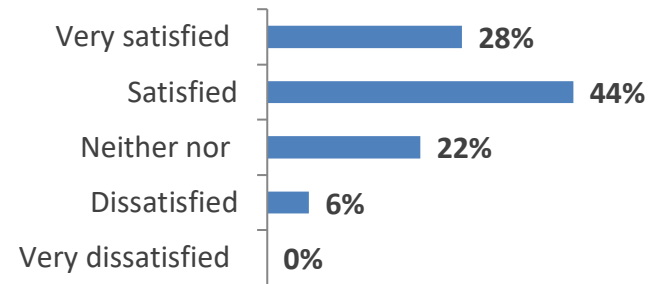
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

**MKT 520 Market Research
(n=16)**



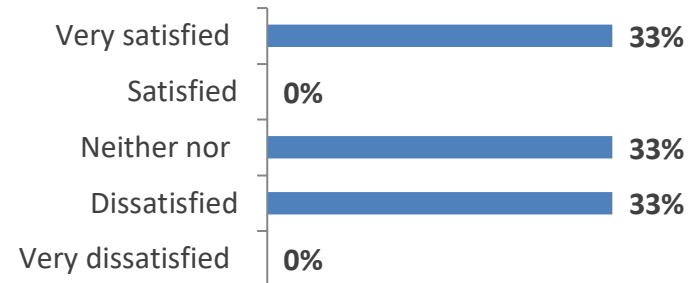
**MKT 545 Customers, Markets and Firm
Strategy (n=18)**



**MKT 662 Interactive Marketing
(n=7)**



**MKT 663 Branding and
Brandmanagement (n=8)**

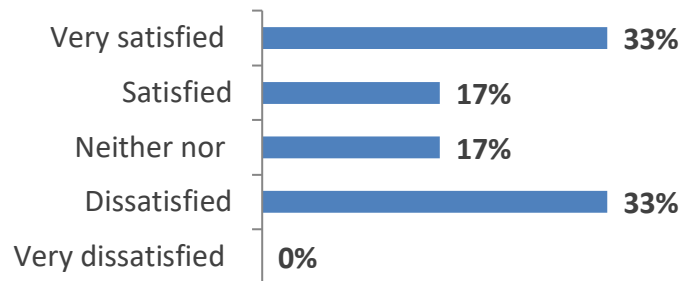


Course Quality – OPM Courses

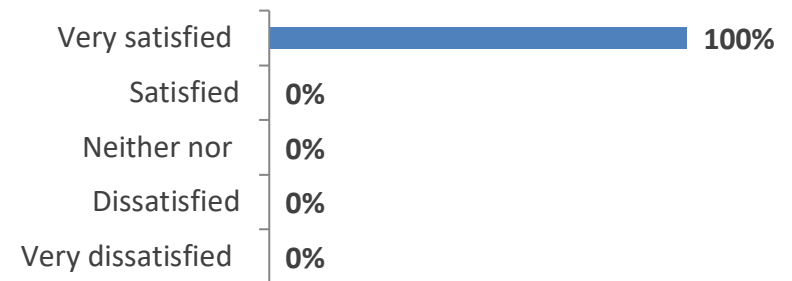
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

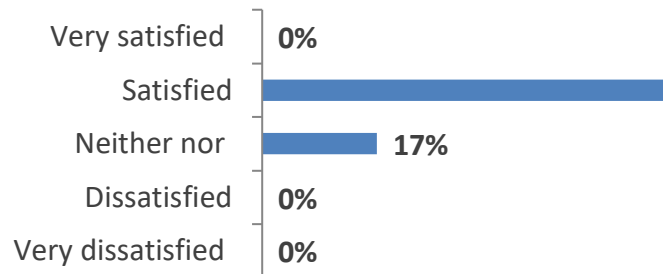
OPM 503 Transportation I
(n=6)



OPM 562 Business Analytics
(n=6)



OPM 692 Advanced Procurement
(n=6)

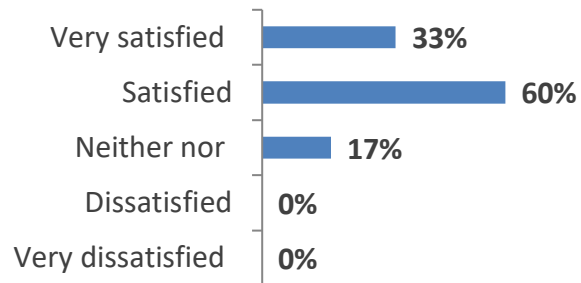


Course Quality – Seminars

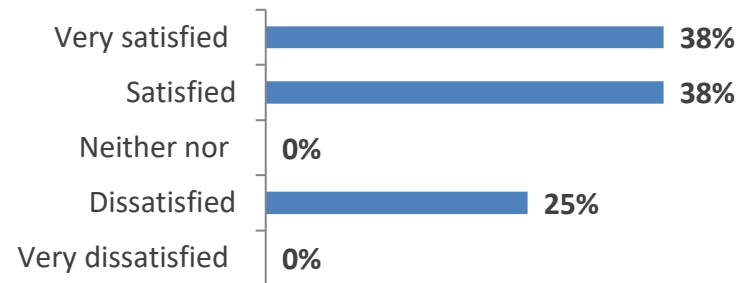
Only courses with
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How would you rate the quality of this course?

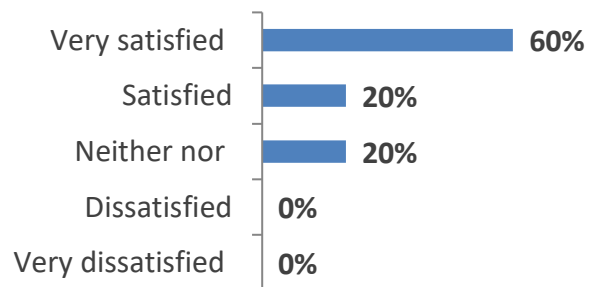
**IS Seminar
(n=6)**



**MAN Seminar
(n=8)**



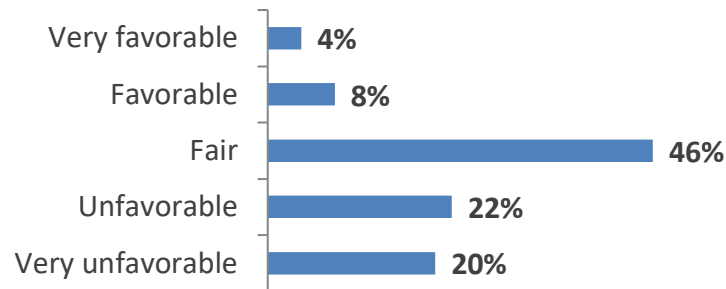
**OPM Seminar
(n=5)**



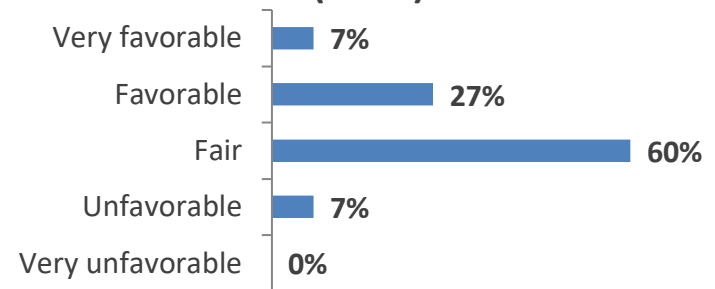
Workload – Core Courses (I)

How would you rate the effort-credits ratio of this course?

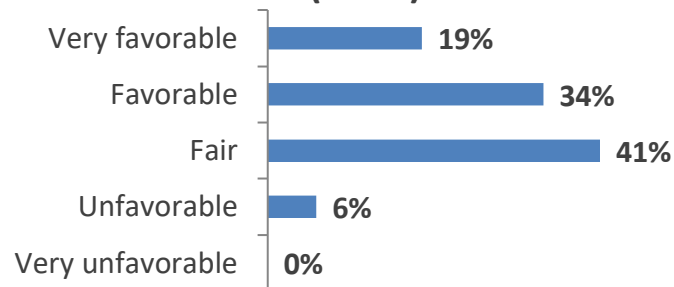
BE 511 Business Economics II
(n=79)



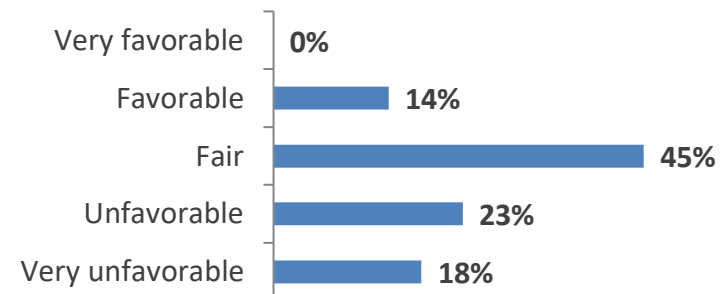
CC 501 Decision Analysis
(n=30)



CC 504 Corporate Social Responsibility
(n=18)



CC 503 Empirische Methoden
(n=22)

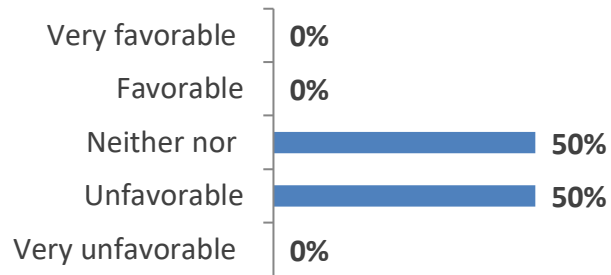


Workload – ACC/TAX Courses

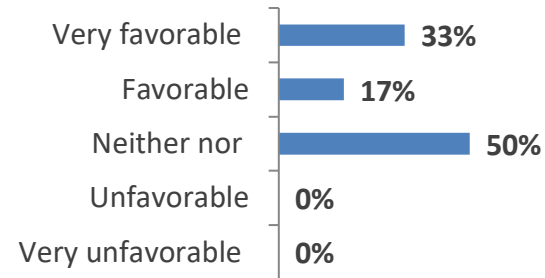
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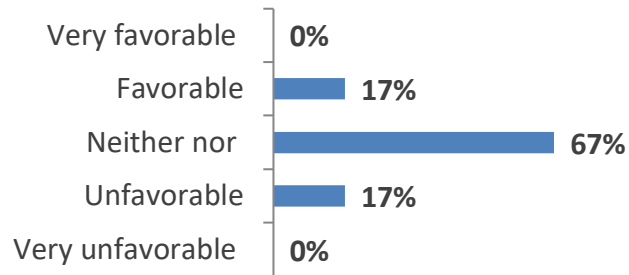


Workload – FIN Courses

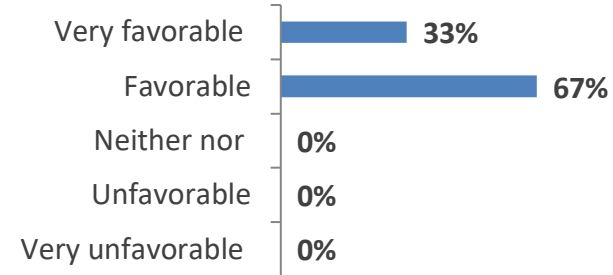
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FIN 601 Bond Markets
(n=6)



FIN 604 Stata in Finance
(n=6)

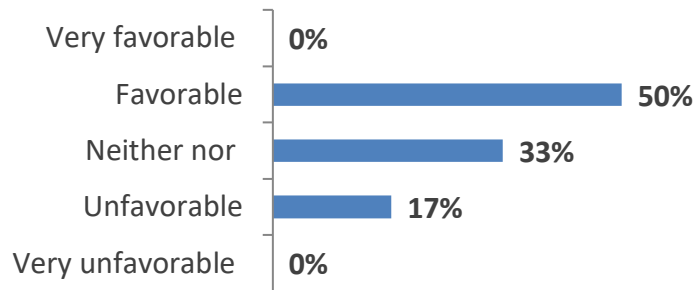


Workload – IS Courses

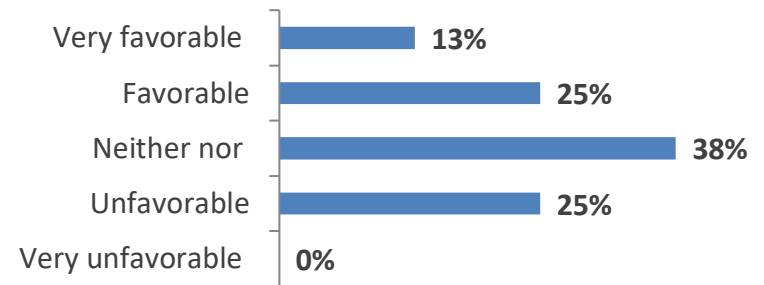
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How would you rate the quality of this course?

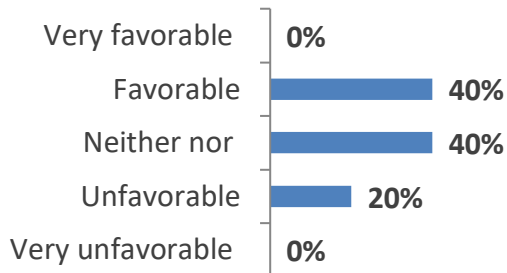
IS 510 Process Management
(n=6)



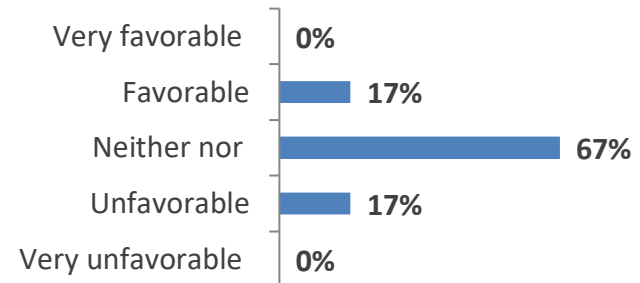
IS 512 IT Management in the Digital Age
(n=8)



IS 555 Computational Thinking II
(n=5)



IS 629 Product Management
(n=6)

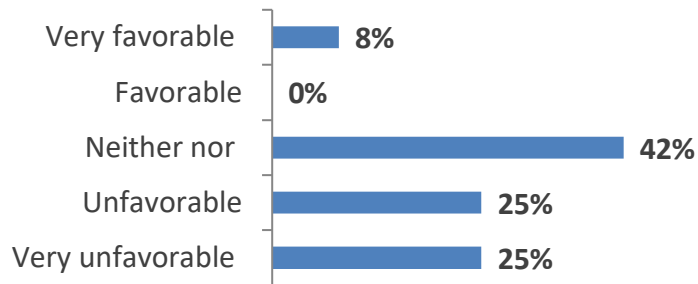


Workload – MAN Courses

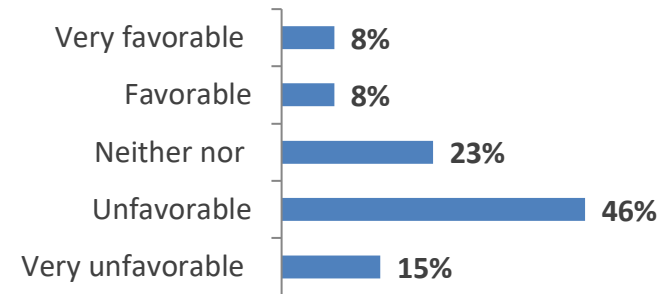
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

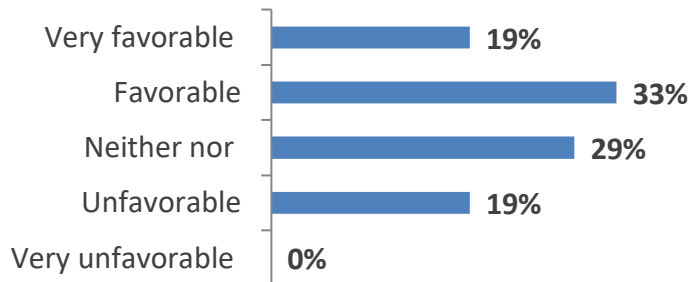
MAN 654 Corporate Restructuring (n=12)



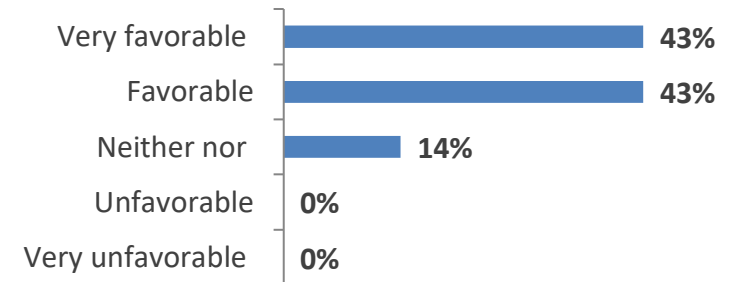
MAN 655 Corporate Strategy (n=13)



MAN 690 Innovation Management (n=21)



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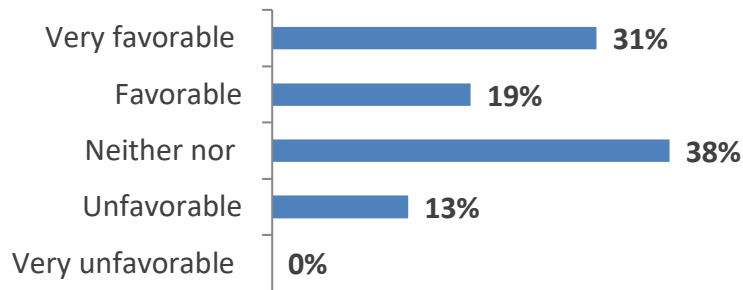


Workload – MKT Courses

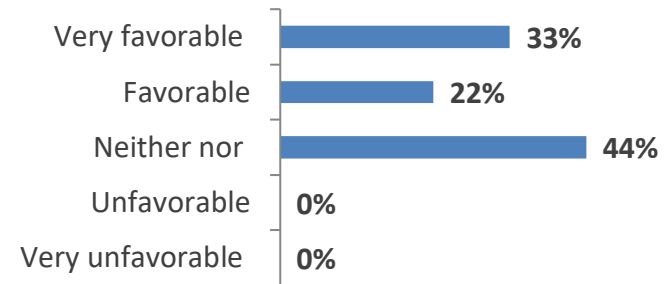
Only courses with
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How would you rate the quality of this course?

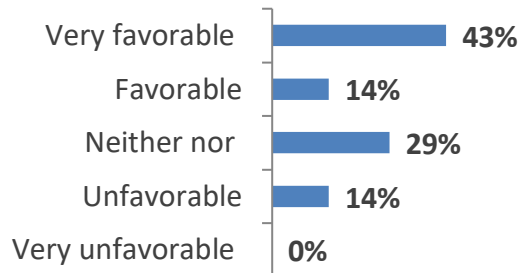
**MKT 520 Market Research
(n=16)**



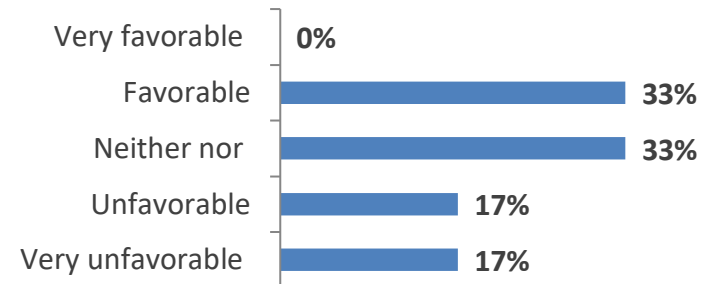
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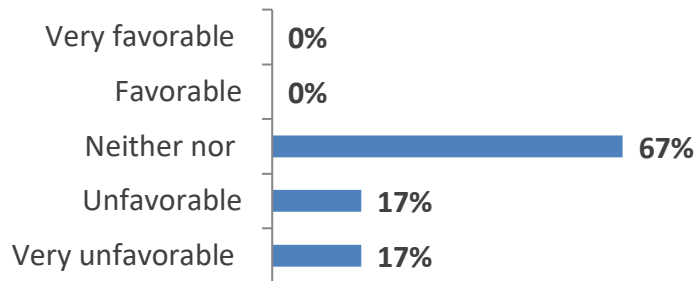


Workload – OPM Courses

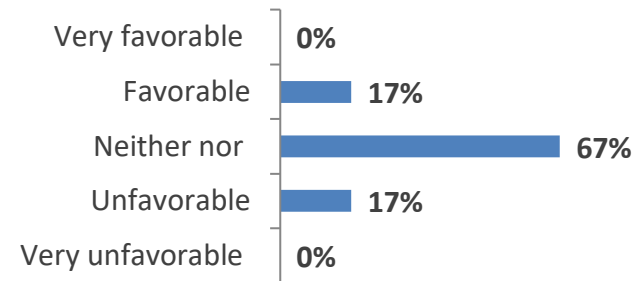
Only courses with
response rate $\geq 5\%$

How would you rate the quality of this course?

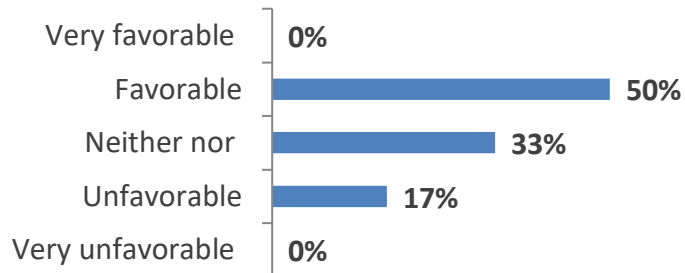
OPM 503 Transportation I
(n=6)



OPM 562 Business Analytics
(n=6)



OPM 692 Advanced Procurement
(n=6)

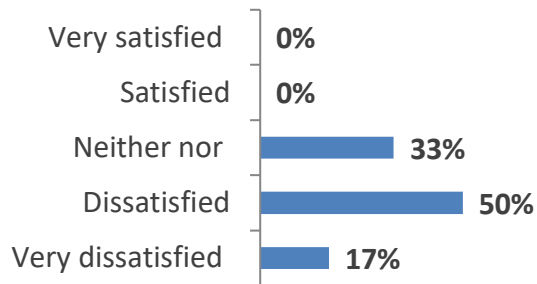


Workload – Seminars

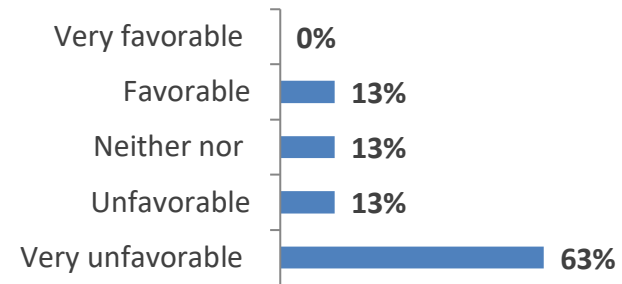
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How would you rate the quality of this course?

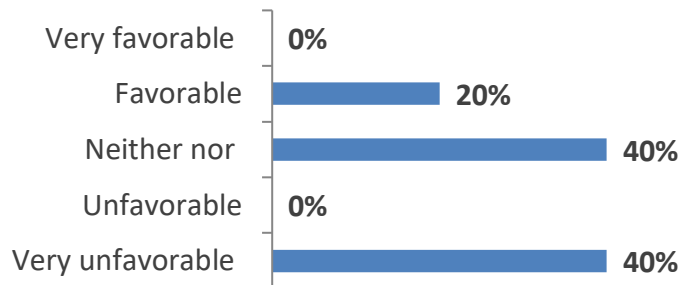
**IS Seminar
(n=6)**



**MAN Seminar
(n=8)**



**OPM Seminar
(n=5)**



The online format was much better than the offline class, because the professor talks very fast and because of the videos it was possible to listen to some things twice. Video recordings of the sessions would be very good.

At first I was extremely concerned about the relevance of this course.

However Prof. Auster and her assistants managed the transition to e-learning in such a way that the course actually became far more useful (esp. the new exam format).

Value of this course is questionable

Absolutely unsatisfying tutorials most of the time, Format of the exam not adequate at all, did not feel prepared

Really interesting course, the idea of the 24h exam was good, better than a normal exam

I, personally, had no real chance to get along with the course content. I was totally lost with the economic theories especially as there were not enough exercises that had any relation to the lecture at all. The lecture slides did not contain enough info

Not well explained and handled at all. very unfavorable effort to credits ratio. No clue at all why this would be a mandatory core course.

Really good adaption to Corona crisis regarding exam format

Comments: Business Economics II (II)

Don't think the structure of the exam makes sense. Everybody else managed to come up with a regular online exam.

In my eyes, this course should receive a general overhaul regarding its content, the context to BE 1 and the management degree in general. I don't quite see the value within the program. Fortunately, the transition to online was handled well at least.

Completely unnecessary for a Management degree. I am not studying Economics. The micro and macro credits of a Bachelor's degree that is eligible to serve as a prerequisite for the MMM are enough Economics credits already. Then we have BE I AND BE II?!

I don't see any value for my future career in studying this course. The preparation for the 24-hour exam was not sufficient

Too much maths, doesn't have practical application at all. I don't get why we have 2 exams of micro and none of macro, which would definitely be more interesting for business.

Unnecessary for a management program

The quality of the tutorials varied strongly based on the tutors.

No more 24h exams please!

Comments: Decision Analysis

Exam got essentially harder (as said by the Professor) due to the possibility to use course material during the online exam.

Despite many students complaints, I enjoyed the course and I also really liked the approach and teaching of Professor Sonntag. The best core-course for me.

Repeats (too) much content from other courses.

I don't understand how this is supposed to be as important as BE or Empirical Methods.

I did not really see the sense behind the course and it was quite boring sometimes, but fair exam.

The course was very well structured and taught. However, the exam seemed to be corrected really strict which, especially under corona circumstances, is quite frustrating, considering the effort that was put into the course.

Unnecessary and not interesting - why is this a core course?

The exam was horrible.

Nice Content and very kind professor.

Exam was way too long.

The questions in exam were too much for 90 minutes.

If you still get a 1.0 with about 15 out of 90 points missing, then this cannot be right. This does not encourage students to try to actually understand the subject but rather to just learn by heart as much as possible and write it down quickly.

I did not like the exam format with regards to the way the lecture was being taught. The lecture was about theories and repetition questions and the exam was about understanding and comprehension which was not given during the class!

I think the essay exam design is better than the normal question catalogue design.

Really interesting, would love to have more courses in this area

The topic is very interesting and important, but just memorizing concepts is useless

Great class, the essay format of the exam was a lot more useful to assess the knowledge of the class than the usual study-by-heart questions

I liked the substitution of the normal exam to an essay, this reduced the effort for the course even further

Interesting to have so many guest lectures

Great professor

All comments regarding non-core courses can be found in the backup!

Finance courses

CFA prep course

Financial Technology

Learning about stocks/derivatives in a more general/practical, much less mathematical

Accounting courses

More controlling courses

Controlling / Performance Management

IT-related courses

Digital Strategy (combining IS and Management courses)

Data Analytics

Python Programming Course / Stata

Data Visualization

Tableau

Management and Marketing courses

Consulting skills

Consulting case study

Sportsmanagement

Courses connected to sustainability

Courses connected to the usage of the media (Print, Television, Social Media)

General comments

Kick out DA (it is anyway just a small replicate of BE I with an annoying professor). I would like something more mathematical in return (but I guess most others don't)

More creative courses like the courses offered by CSR chair. Other management chairs should also offer such innovative case based courses.

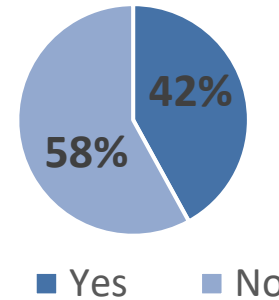
More classes that are concerned with real world business issues that come up when a company goes international - like foreign trade topics, some law, international relations.

Rather than creating separate classes, the faculty must give us the opportunity to use the software and technical tools we need. E.g. Stata (or rather R) should be part of the core course in econometrics, not a separate class. There is no reason why acquiring technical skills should be the privilege of a handful of students applying for a selective crash course. It works for VWL students in Mannheim - why should the BWL curricula lag decades behind in their teaching format? Same goes for some Operations class - paper-pen assessments are irrelevant. Getting familiar with the technical tools one needs to perform the tasks should be part of the course, not be left to the students' own initiative.

3. SEMINAR THESIS

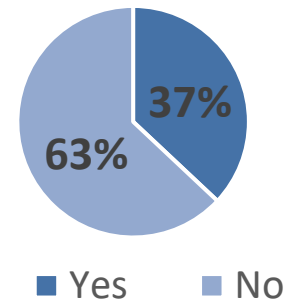
Have you applied for a seminar thesis?

Participants: n=98

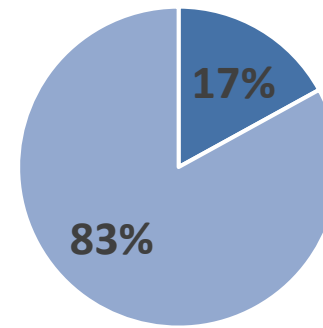


Have you started/completed a seminar thesis this semester?

Participants: n=98



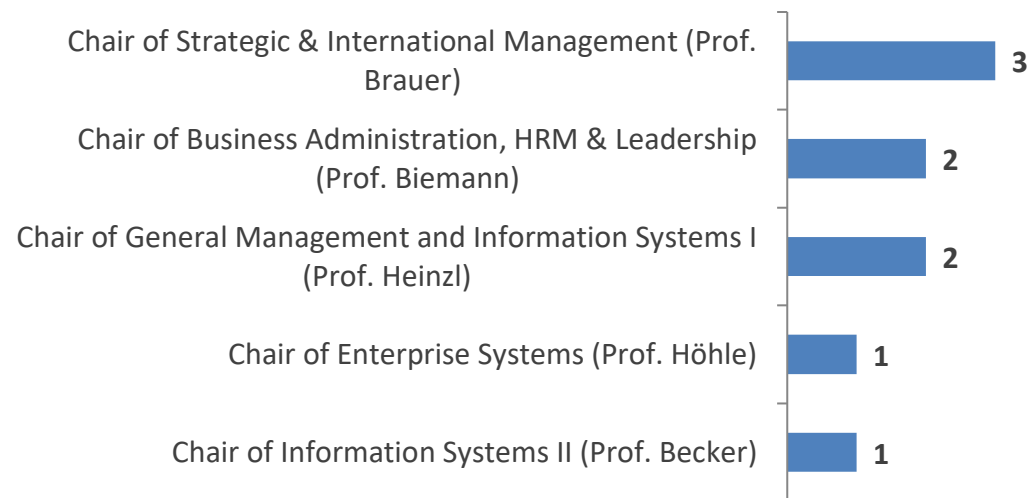
Have you applied for a seminar thesis
and been rejected?



■ Yes ■ No

Participants: n=42

If yes, by which chair? (multiple answers possible)

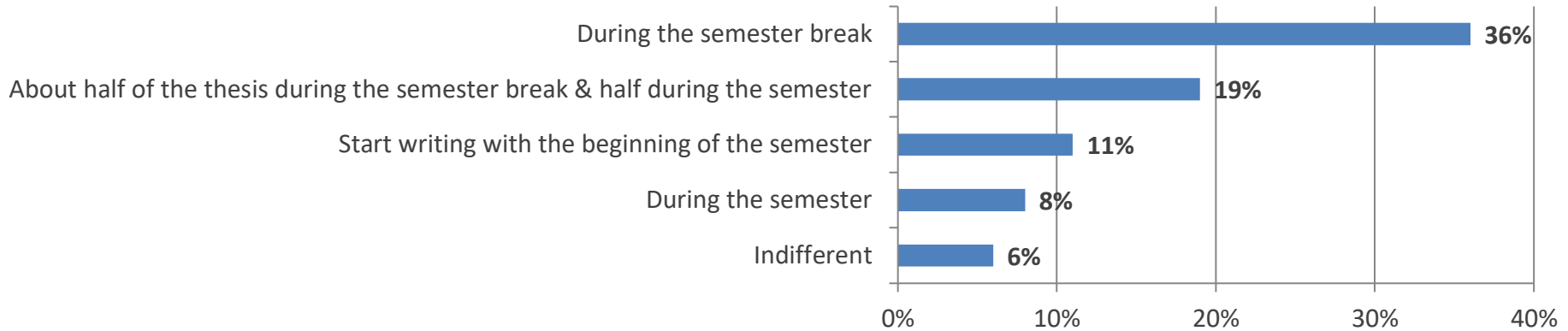


Participants: n=9

Seminar Thesis: Choice of Timing and Chair

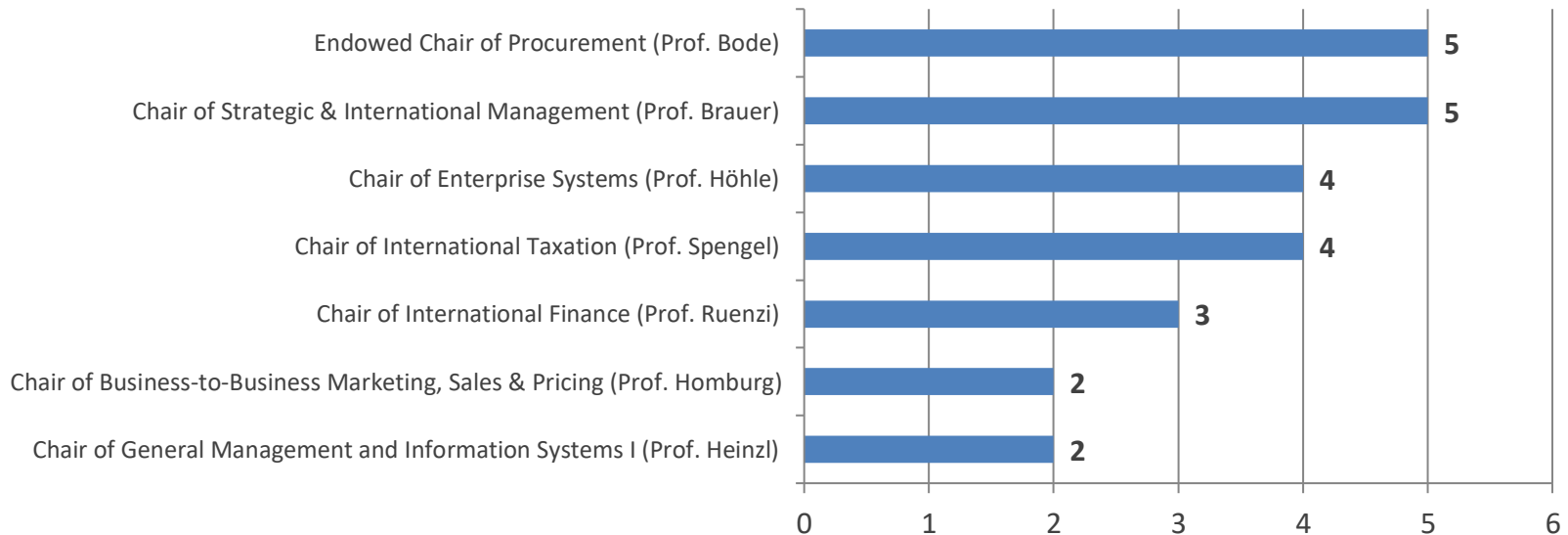
When would you prefer to write/have written your seminar thesis?

Participants: n=36



At which chair(s) are you writing / did you write your seminar thesis this semester?

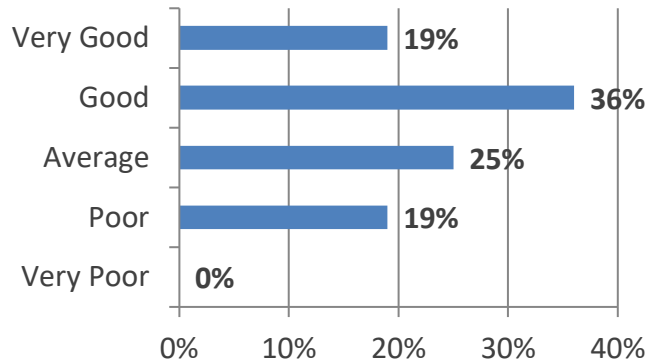
Participants: n=36



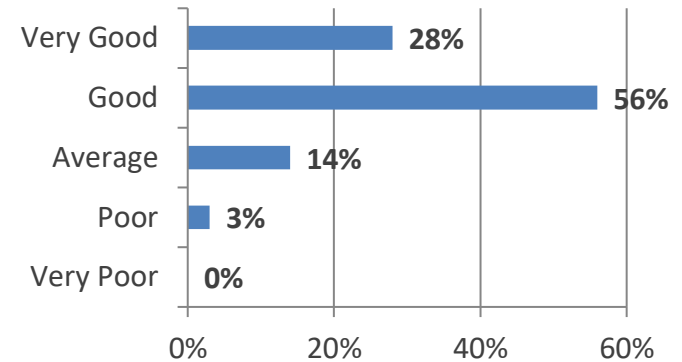
Seminar Thesis: Quality Rating (I)

How would you rate...

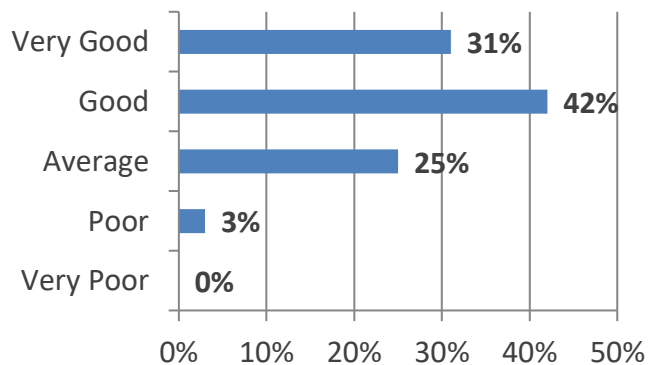
...the overall provision of information before deciding on a chair?



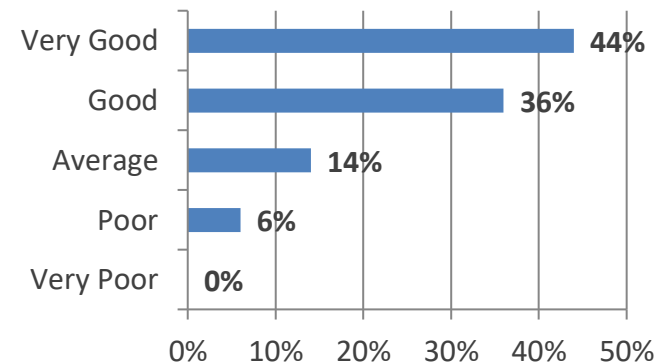
...the variety of topics?



...the provision of information by the chair before deciding on a topic?



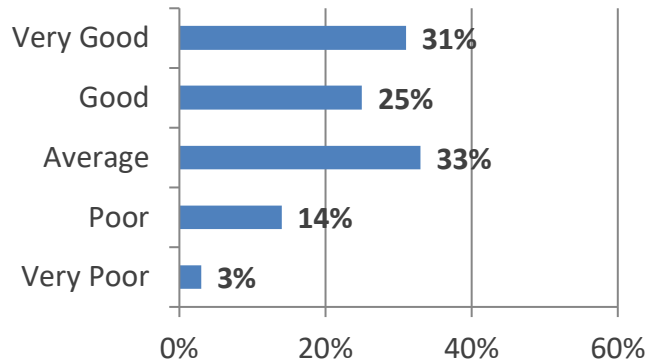
...the process by which the topics were assigned?



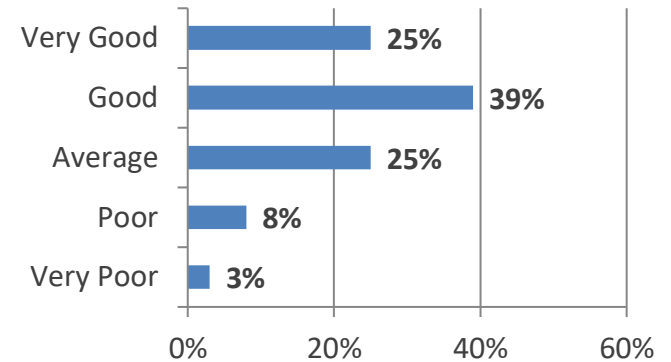
Seminar Thesis: Quality Rating (II)

How would you rate...

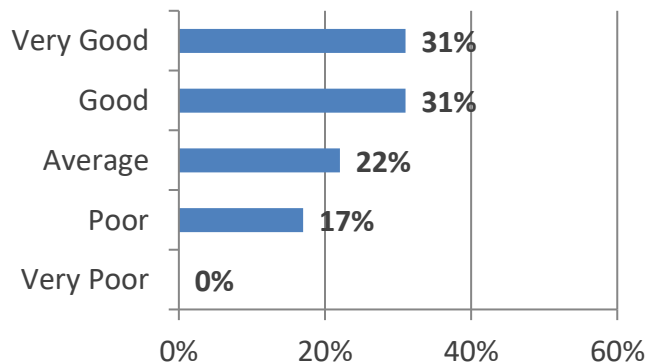
...the opportunity to influence your topic?



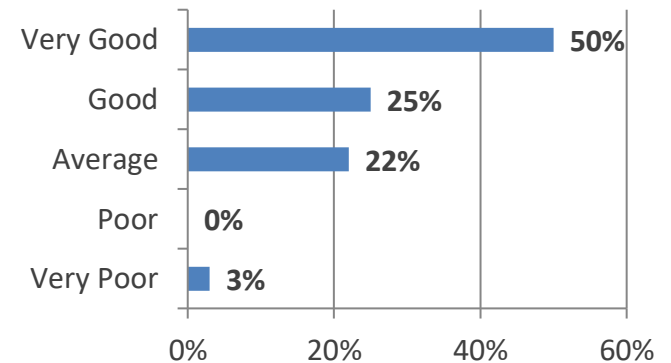
...the formal support by the chair?



...the content-related support by the chair?

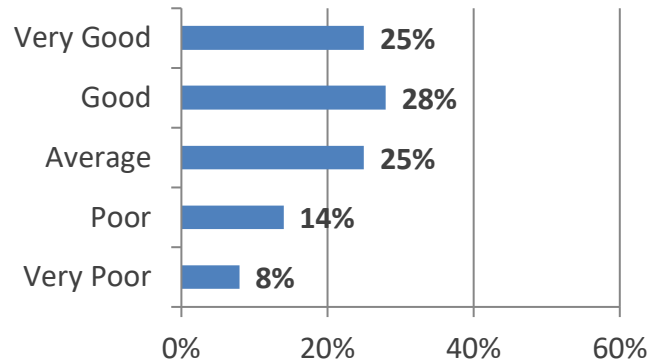


...the time frame of the seminar thesis?



How would you rate...

...the provision of feedback after the seminar thesis?



Extended deadline was a blessing really.

There was no feedback after the thesis, which I personally think would be very helpful also with regard to writing the master thesis later.

I would prefer clear expectations on which grading is based to make grading more transparent.

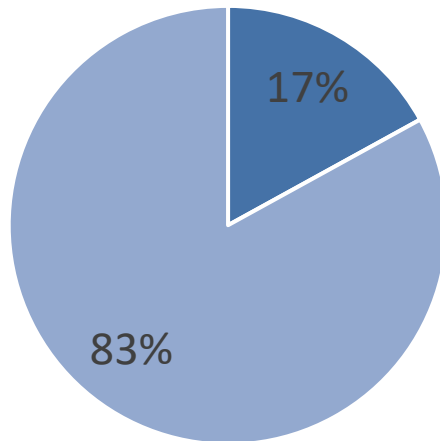
Proposal: Have seminar students work on hands-on research work, i.e. support PhD candidate in parts of his work, rather than being assign a broad literature review topic. For example, PhD candidate needs data and analysis on some aspect of his/her topic, explains goal, method and steps to student. Fostering ongoing collaboration and learning experience. PhD candidate can actually use outcome, student might enjoy that kind of work more and might even consider pursuing an academic path, rather than sem/master thesis being a necessary evil.

Unfortunately, too few students answered questions in this section, which makes it impossible to obtain relevant results. We will try our best to get more participants next semester!

4. MASTER THESIS

5. ELECTIVES

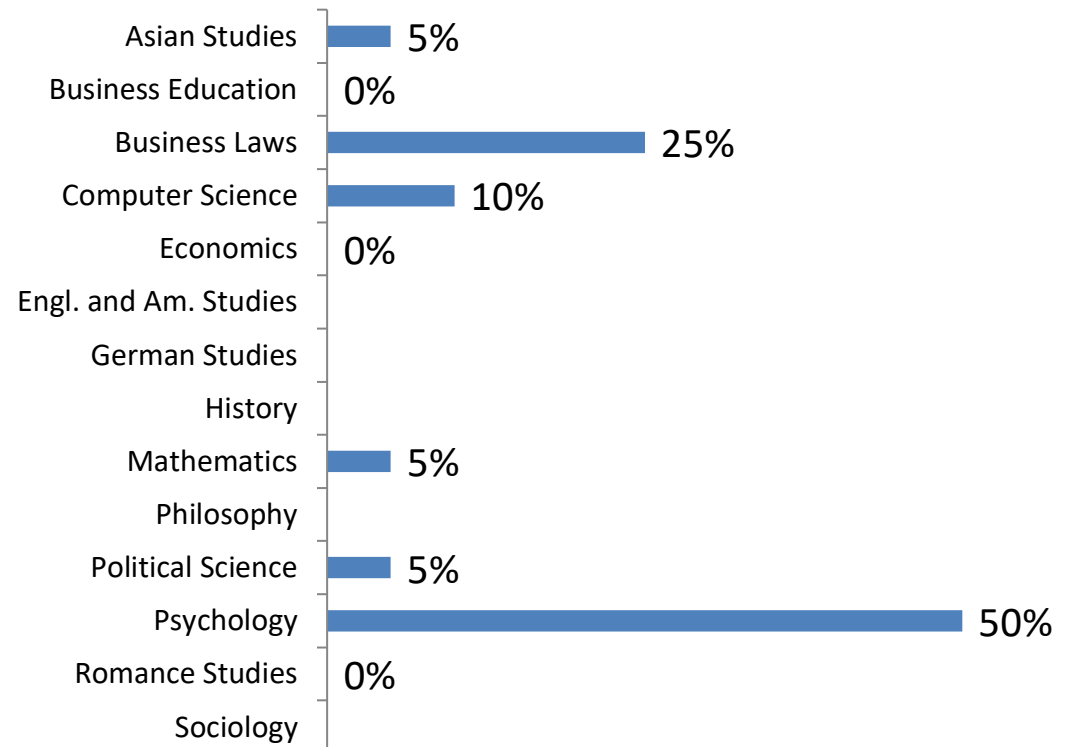
Are you taking an elective?



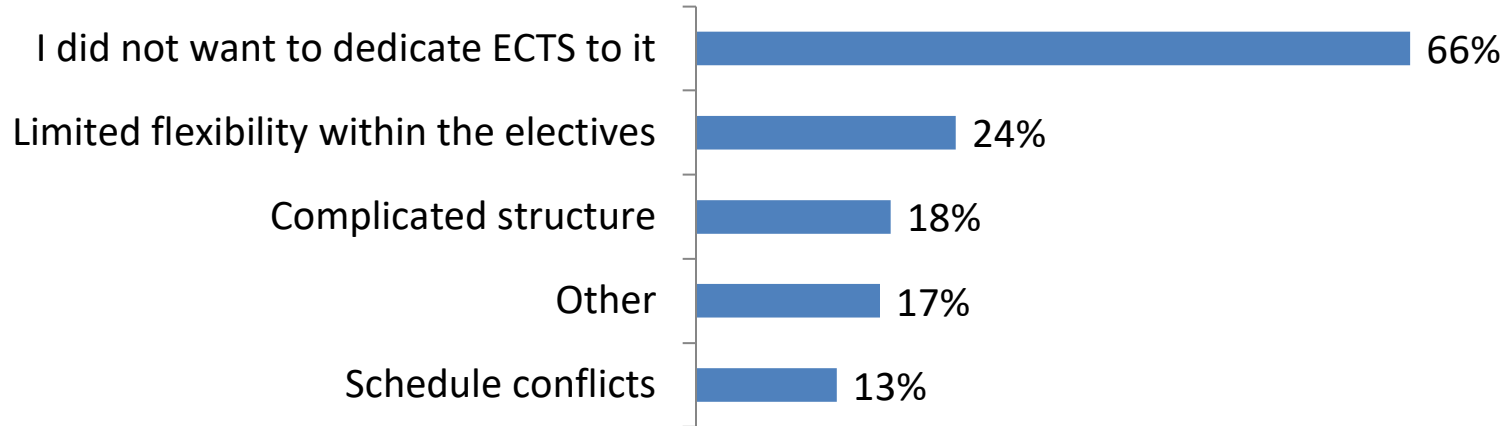
■ Yes ■ No

Participants: n=98

If yes, which one? (n = 27)



If no, why not? (n = 86, multiple answers possible)



Other:

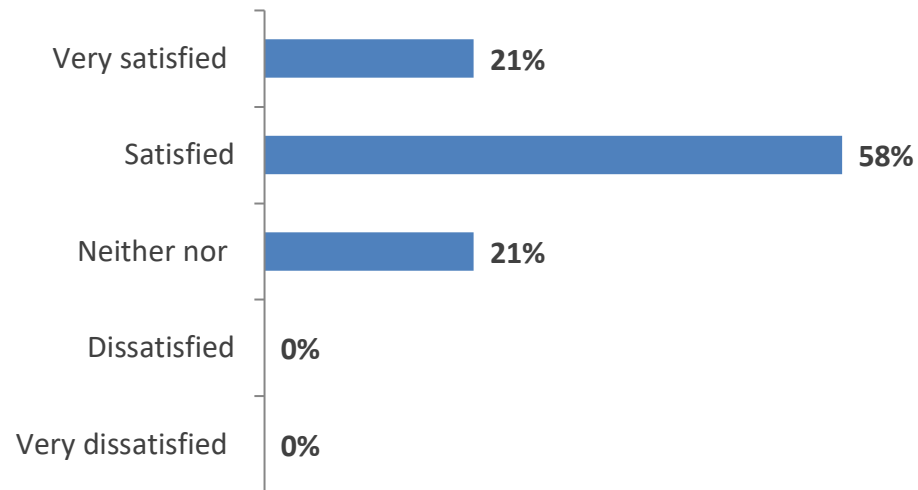
Too much interesting non-elective courses.

They are in German.

DD program does not leave ECTS open for electives.

Electives: Satisfaction

How is your overall satisfaction with your elective?

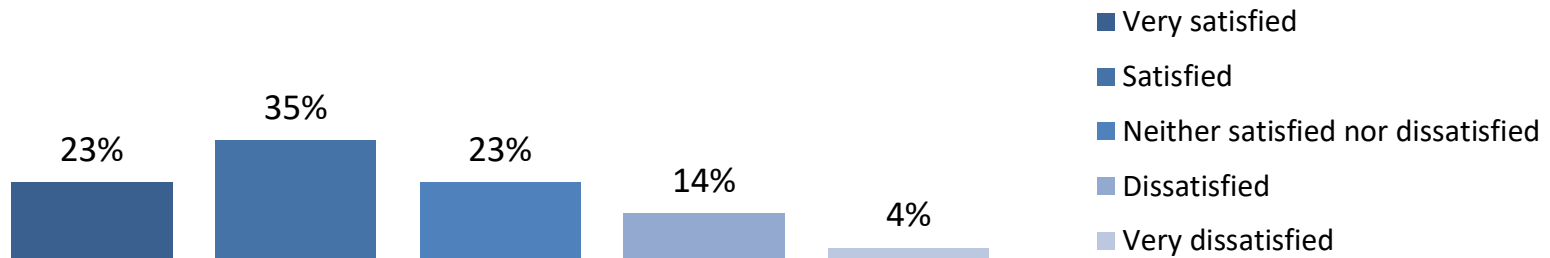


Unfortunately, too few students answered questions in this section, which makes it impossible to obtain relevant results. We will try our best to get more participants next semester!

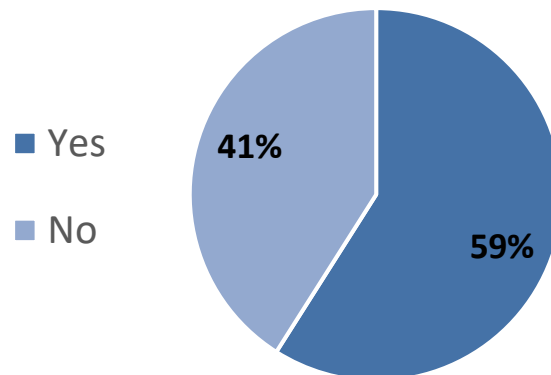
6. SEMESTER ABROAD

7. OTHER

How would you rate your overall satisfaction with the implementation of online open-book exams?



Should the open-book format be used more often in the future?



Comments: Open-Book Exams (I)

The down and upload period should not be considered as exam time. The exam should be manageable without these 20 minutes.

The time pressure during the open-book questions was extreme.

The time given did not suffice at all! BUT it did make a difference in the way I studied for exams. I focused more on understanding instead of memorizing a definition word for word.

If you have to scan written pages it takes much more time than just converting your Word file to PDF and uploading it. This should be considered in the future.

Open-book "feature" was often over compensated by even heavier time constraint and a higher difficulty, which was quite unfair. Download/Upload time was often needed to complete exams.

Good alternative since they are much closer to the work reality that we will face in real life (less learning by heart, more applying what we had in lecture to new things)

I was lucky that most of my exams were still hand-written, otherwise I would be much slower. In general, if online exams take place in the future, students should be given a choice to type the answers or write by hand.

Comments: Open-Book Exams (II)

Was done quite well overall. The exams were, overall, fair and adequate. I also highly appreciate if there are more transfer questions and less where you simply have to replicate content. It is very difficult to prevent people from cheating though, this is my main concern for online open-book exams.

I like the design of these exams very much, as they are not based on knowing the script by heart, but that we actually have to apply what we learned. I would wish that future exams could be more like that as well.

I think considering the short timeframe the school had to adapt to the Covid-19 situation, the exams were handled very well and without any disruptions (technical or other).
Furthermore, I think the open book format focusses more on understanding rather than learning things by heart which I think benefits education.

Some professors managed better than others to adapt to the new online format. Especially, the taxation chair was very transparent about the procedure at all times. In Business Economics there were no information about the technical procedure at all, which was disappointing.

I hope we have normal exams in the fall semester.

Comments: Open-Book Exams (III)

It seemed like in some exams the amount of tasks was extended to account for the "extra time" for down- and uploading, which was not the idea. Especially the length of the tasks (text, or tables over multiple pages) should be critically reviewed. Open-book (or at least bringing notes) definitely a good idea, previously way too much focus on learning by heart and running through exam (time pressure..)

They are unfair and led to bad results. Many people cheat and many people have technical difficulties. I can't believe that everything that happens is line with the Prüfungsordnung.

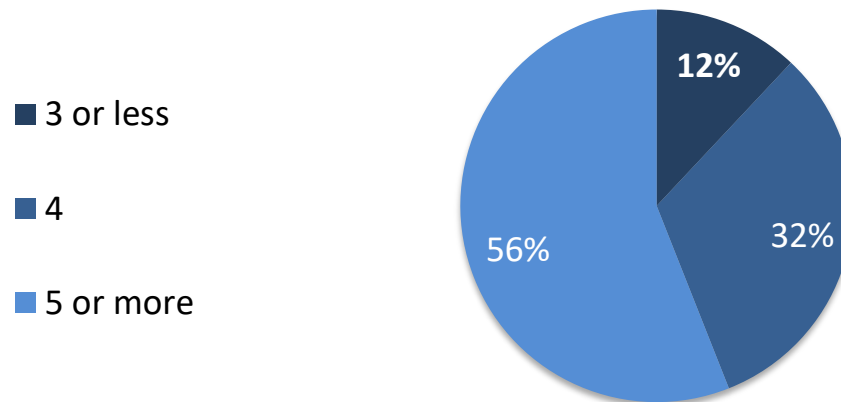
I liked that some course switched the format of their exams (CSR, BE II). Professors were in generally very nice to students with regard to the exams There were some problems during the exam period, but given that this was the first time doing online exams, I was still satisfied. It would be nice if some of these exams would take place also in future years.

Some professors think that open book is so much easier that they have to double the content of the exam. But it is also very time consuming if your are not fast at writing at your laptop and you dont even have time for looking in your books.

Exam content was often completely random and in some cases did not relate to the prior exercises, high time pressure, difficult to create the right exam environment

Standard Period of Study: Yes or No?

In how many semesters are you planning to finish the MMM?



What are your reasons for finishing the MMM in the chosen number of semesters?

Exchange semester (40x)

Unfavorable offer of the BE courses (studies will probably prolong themselves only because BE2 is just offered in the FSS)

Plus I am working 20h a week so there is not enough time to do more than 30 ects per semester.

The master thesis is 24 ECTS, so we are required to write an exam during the master thesis. As I am planning to write the thesis in cooperation with a company, it will be hard to prepare for an exam.

Internship (13x)

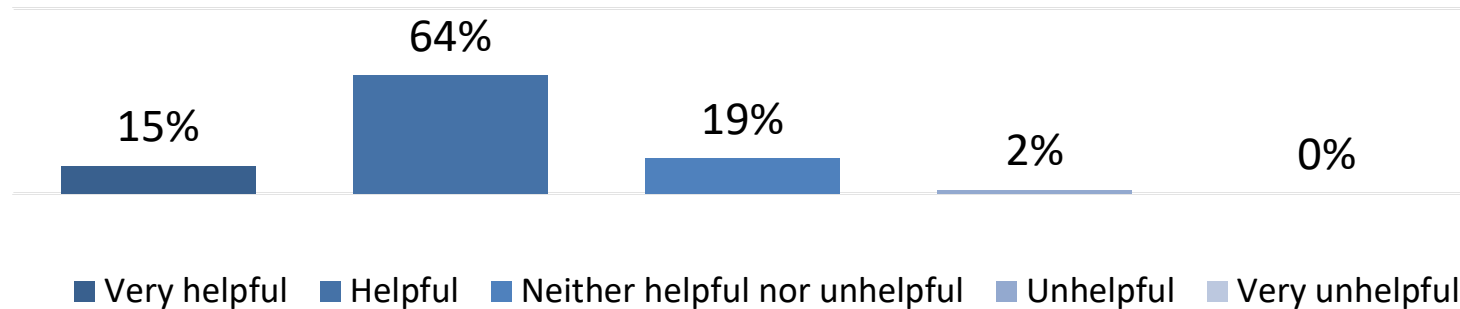
Remain the favorable taxation conditions and student bonuses before I graduate

I wanted to spend one semester abroad which is why I planned to finish in 5 semesters. The classes offered in the fall semester are not that interesting to me which is why I wanted to do an internship which would also expand the study period to 6 semesters.

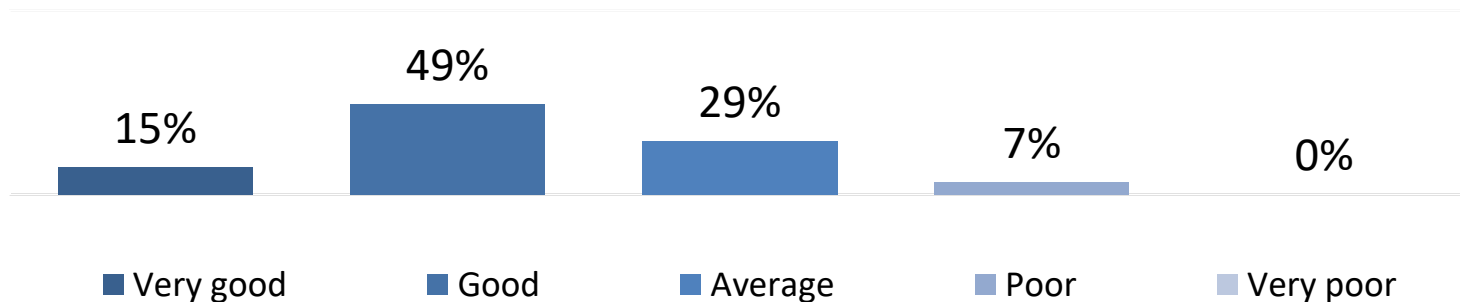
I want to work and have a bit more working experience by the time I graduate. Also, with the current crisis, it makes sense to wait a bit till things come back to normal before graduating.

8. IMPRESSION OF THE FS BWL

How would you rate Fachschaft BWL's contribution to your study-experience?



How would you rate the provision of information about the Fachschaft BWL's activities?



General Feedback

Care about master students (e.g. graduation ceremony – did not really mention us)

Keep up the **good work!**

Running Dinner FSS 2020 = Semesterabschluss <33

More and cooler Uni Mannheim merchandise! (See American Unis for inspiration) Push sales within FS (get discounts, produce own merch), to increase representation, on and off campus.

Additional service offerings

I don't really know what Fachschaft is going, so probably you could **tell more about your activities.**

Offer ways to socialize during Corona. People feel alone at this time. Either online or now physical because small meetings are allowed again.

Sometimes **inform about events** (e.g. online info sessions) **earlier.**
Provide clearer overview of (current) information - e.g. regarding exams rules or start of next semester - rather than just listing them or providing links to past webcasts.

SCHAUKASTEN

A little bit more **transparency** about what people are working on, **not only results** but also ongoing work. It is very hard to keep up if you're not going to the meetings, it would be nice to have some info e.g. on Facebook.

I feel it could **communicate more** in the direction of **incoming international students.** I remember the intervention of two Fachschaft members during welcome week, but it kinda got lost in the mass of presentations etc. Creating a Whatsapp group for MMM students and sharing the link during this presentation may help keeping in touch.

BACKUP

ACC 540 – Financial Statement Analysis & Equity Valuation

It was quiet difficult to follow the exercise sessions since rarely any explanations were provided. Furthermore, there were mistakes in the solutions provided. For example in Tutorial 9 Exercise 1 the formula provided was incorrect!

Difficult without basic knowledge of accounting.

Exam tougher than expected compared to previous ones.

ACC 626 – Transaction Accounting

Would be better if the course was at the start of the semester rather than towards the end.

TAX 630 – International Business Taxation

This semester, the exam was quiet challenging, especially regarding the time management.

Easy course, Prof Spengel was nice to all students with regard to the content of the exam.

TAX 661 – Case Studies in International Tax Planning

Started well but the online classes weren't as well structured as the earlier lectures, quite repetitive content.

FIN 601 – Bond Markets

Prof Theissen can explain complex scenarios in a very easy manner

FIN 603 – Empirical Finance

Very good course in preparation of the master thesis.

FIN 603 – Empirical Finance

Great, hands-on class. However, this stuff should be part of CC 502 Applied Econometrics! Without Stata or R, the core course is a complete waste of time.

Too fast, too many commands briefly looked at, still difficult for me to get the basic principles (or e.g. find new related commands that we haven't covered in class).

FIN 620 – Behavioral Finance

Very interesting course! Many papers which had to be read/known. Course was more fun in presence (before Corona) than via Zoom.

FIN 640 – Corporate Finance II

Still high effort for case studies, but better than CF I. Learned more in CF I however. Lectures not that good structured, but still quite interesting/Prof. easy so listen to.

Case Studies require a lot of effort, but are evaluated very critically, Exam was fair tough.

IS 510 – Process Management

Good effort by Dr. Aydingül, solid course. However unfortunate, that the updated course contents were only released AFTER the semester start (relates to IS 514, which was offered additionally and received this course's case study)

IS 514 – Process Mining and Analytics

The professor has very unrealistic expectations of the students and also structured the course content in a really strange way - in the beginning she gave us a group project but explain us the topics that are relevant for it only in the end of the course

Good premiere effort by Prof. Rehse, but the exam was way out of proportion given the scope of the exercises.

IS 512 – IT Management in the Digital Age

Very interesting! I like Heinzl's examples from his personal life and from practice. The cases were not extremely interesting and sometimes a bit too old but I can comprehend the importance of them for the course.

IS – 555 Computational Thinking II

I got lost in the first weeks of the course and finally dropped it as it developed differently than promised.

IS 629 – Product Management and Product Design for Software

Lots of effort for case assignment.

Best course I had so far in the MMM.

Promising title, but really disappointing course unfortunately! Most topics were just scratched, a lot of buzzwords with little depth.

Comments: MAN Courses (I)

MAN 632 – Advanced Entrepreneurship

Very nice course format with a lot of interesting guest speakers from the startup world.

MAN 633 – Entrepreneurial Spirit

Bad communication from the reaching staff.

MAN 654 – Corporate Restructuring

Lot of slides resulting in a narrowly scoped exam.

Hard exam but the most important topics for managing businesses are explained well.

Many subtopics with a lot of stuff to be learned by heart. Didn't seem like a good overall understanding would be sufficient, rather all details to be memorized. However interesting lecture. Exam was totally different than anticipated.

Effort for the case (25% of grade) was too much.

MAN 636 – International Entrepreneurship and Managing Change

Extremely unfair exam grading.

Prof. Isaak is a horrible professor, who lacks any social skills. The grading is intransparent and unfair. In the end, he punished students for his own mistakes regarding the exam preparation.

MAN 664 – Sustainability Games

Really interesting and creative course format.

MAN 655 – Corporate Strategy: Managing Business Groups

Handling of teaching during the crisis was very bad. Group presentations had to be held in in the exam period.

The course was awfully organized so that we had to do our case study in the exam period.

The lecture was quite good, but the management of the presentation was terrible (why would you put it short term exactly in the period where we have to learn for exams?) and the effort was way more compared to a live/non-recorded presentation

Exercise instructor was completely inflexible and did not even think of talking about the proposals that 50% of the class made via a petition. The instructor in the end implemented an outdated student proposal from months ago and didn't handle covid well.

Great Prof., great topic. I can only recommend this course.

MAN 690 – Innovation Management

Interesting through all practical cases every exercise session and perfect that we have to solve cases during the exam instead of just replicating lecture slides.

Early and totally appropriate reaction to the Covid situation. Well done.

Interesting course and topic. Prof. adapted fast to corona restrictions.

Unfair assessment.

MKT 520 – Market Research

We still have to buy a paper script? It is 2020.

Fair exam, but lower grades than expected.

Lecture and exercise are inconsistent, explanations unclear, exercises do not prepare students well for the exam. No old exams to access. Still no digital version of the script. Does not go far beyond CC503. Unnecessary course. Shouldn't be a prerequisite.

No mock exam, chaotic organization, feel not prepared to work empirically (very theoretic).

I don't see why this course is a necessity for writing a marketing thesis when it is almost exactly the same content as the core course Empirical Methods.

MKT 614 – Marketing Communication

Most enthusiastic teacher I've ever had!

MKT 531 – Marketing Theory

The online lecture videos were way too long. One lecture unit does not take 2 hours and 50 minutes if it weren't for Corona! Especially since this is a 500 course with only 4 ECTS.

MKT 545 – Customers, Markets and Firm Strategy

Nice course to learn many different marketing concepts, and very nice professor.

MKT 580 – Digital Marketing Strategy

Great teacher.

MKT 621 – Global Marketing

Very bad slides and confuse course structure.

Very refreshing to have a Prof from a different uni. He was presenting quite well and gave many concrete examples.

Outdated content.

Great guest professor.

MKT 662 – Interactive Marketing

Mostly up to date content.

MKT 663 – Branding and Brand Management

Way too much content for only 4 ECTS, this should be at least a 6 ECTS course.

OPM 503 – Transportation I – Land Transport and Shipping

This course definitely contributed to my general education and I learned a lot about the transportation sector.
Amazing professor!

Way too many slides.

OPM 662 – Business Analytics: Modeling and Optimization

Very interesting course but exams of the Fleischmann Lehrstuhl are pretty tough and the grades are usually much worse than in other courses

OPM 562 – Business Analytics

It's the best course I've ever had in Mannheim and the professor top!

Interesting course, but the tasks for the assignment should be more specific.

Great course focused on application.

Super interesting and practical, you learn to use Python and you work on very interesting assignments in teams. Challenging but worthy!

OPM 682 – Revenue Management

High workload and far from practice, but very fair grading.

Very interesting and up to date!