

MASTER SURVEY: FALL TERM 2022

1. General Information
2. Course Choice (incl. Course Quality & Workload Rating)
3. Seminar Thesis
4. Master Thesis
5. Electives
6. Semester Abroad
7. Impression of the FS BWL

1. GENERAL INFORMATION

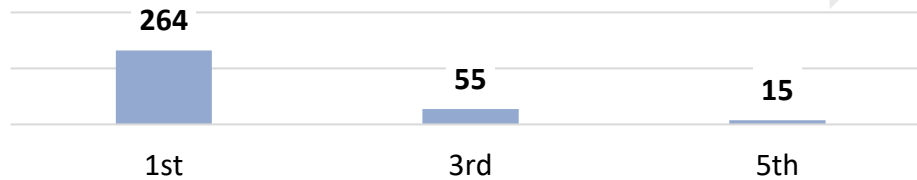
Fall Term Survey 2022: Participants Overview

334 Survey Participants

Thank you!
That is 114 more than one year ago, and way above our target of 200.

Changes to Fall Term 2021 are indicated in orange

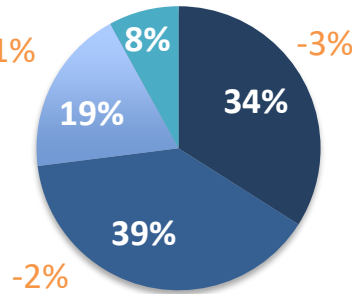
Number of Survey Participants per Semester



92% speak German
85% have a German nationality
19% study in the English track

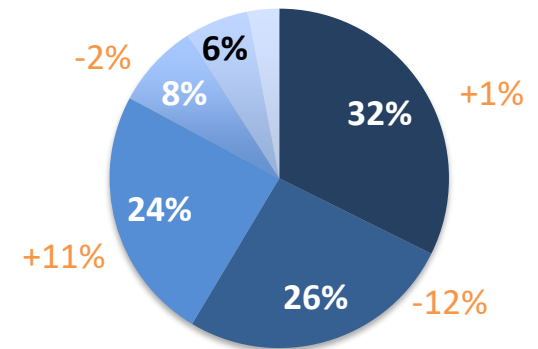
What did you do between Bachelor and Master?

- Immediately MMM +1%
- Internship/Gap Year
- Full time employment
- Other -2%



Bachelor University

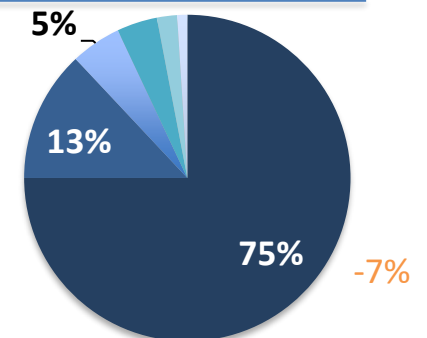
- Mannheim
- Other public
- Applied Science
- Dual
- Private
- Other



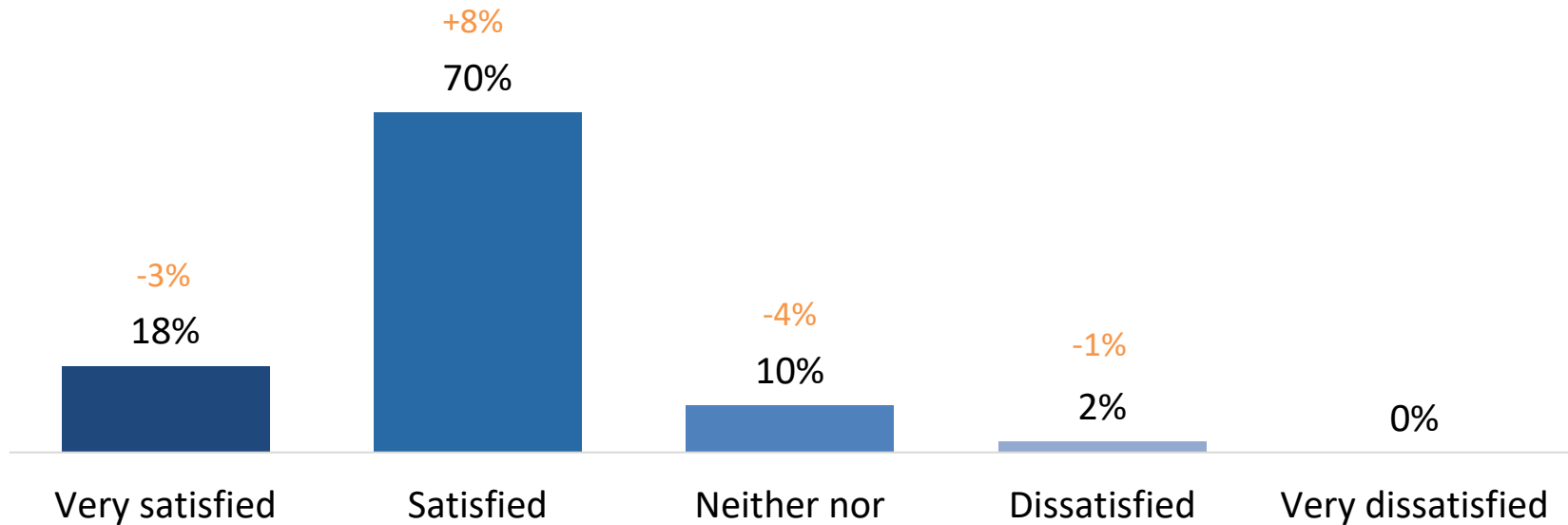
Bachelor Major

Other: e.g., International Business, Business Psychology, Finance, and Sports Management

- Business Administration
- Other
- Economics
- Culture & Economics
- Business Informatics
- Business Math

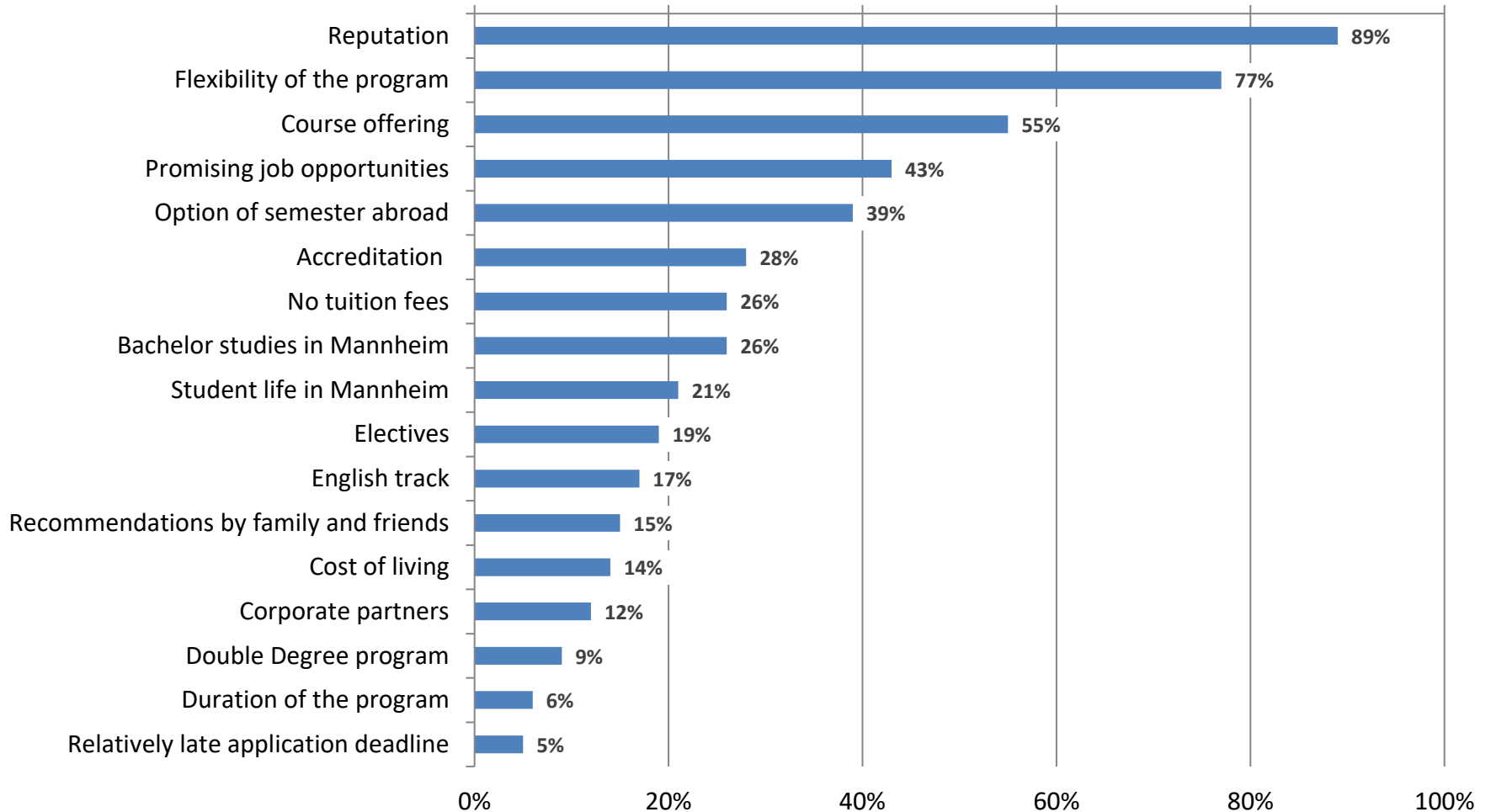


How would you rate your overall satisfaction with the MMM program?



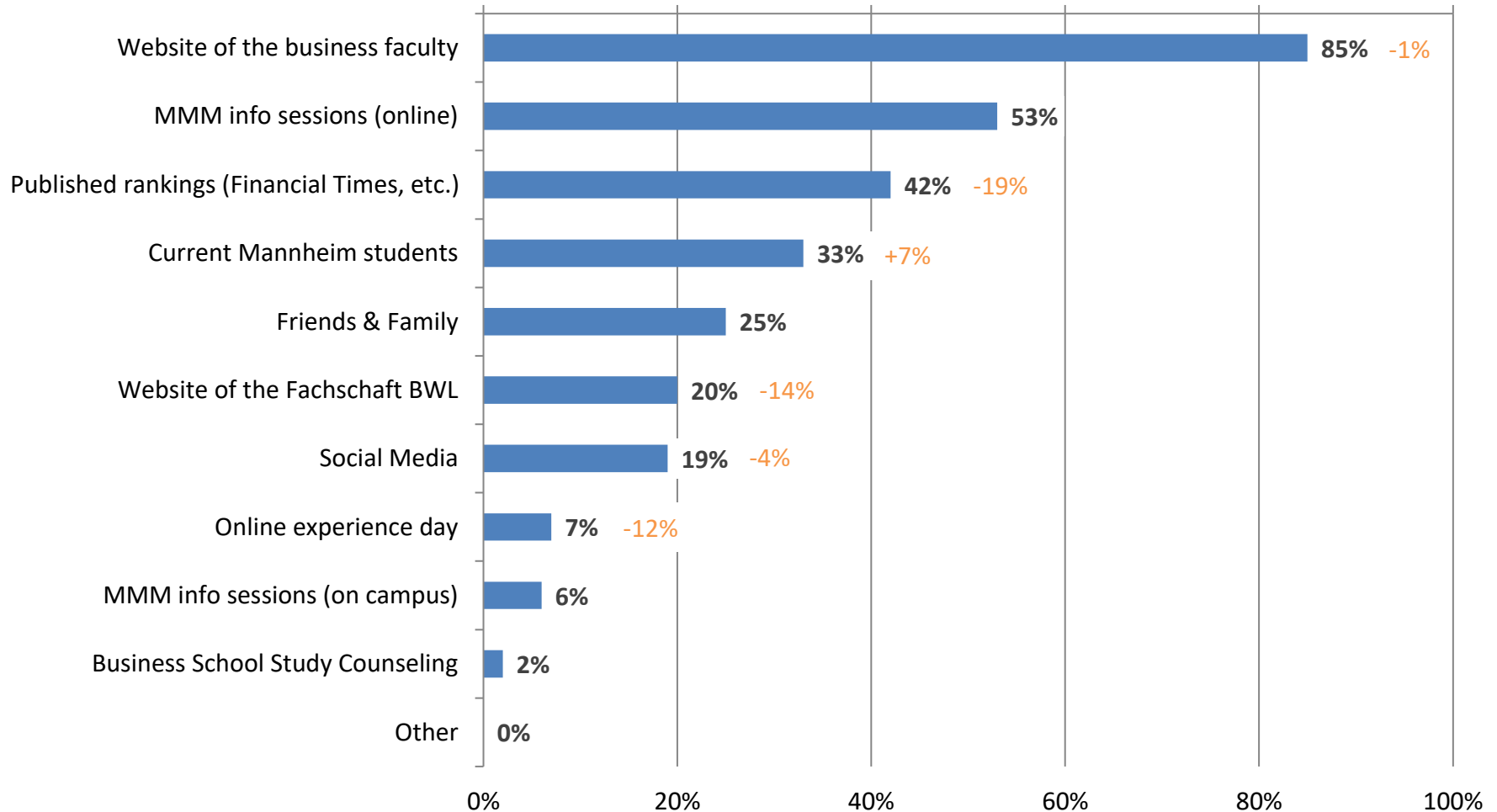
Participants: n=319

Why did you choose the University of Mannheim for your master studies? (multiple answers possible)



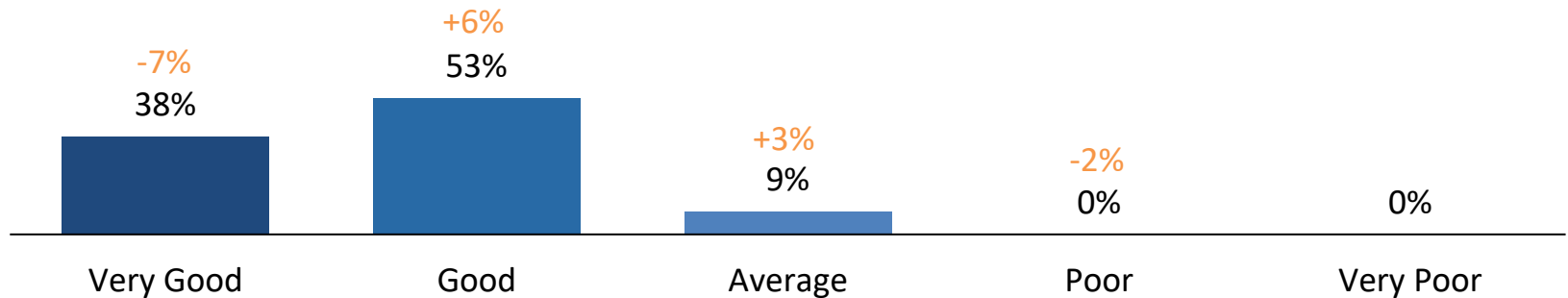
Participants: n=257

Which of the following sources did you use to inform yourself about the MMM before your application? (multiple answers possible)

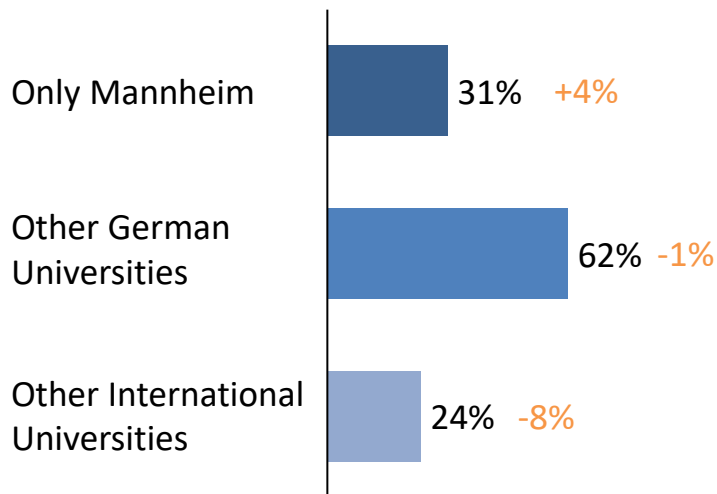


Participants: n=257

How would you rate the overall admission process to the MMM program (application procedure, support with information, etc.)?



Which other universities did you consider when applying for a master program?

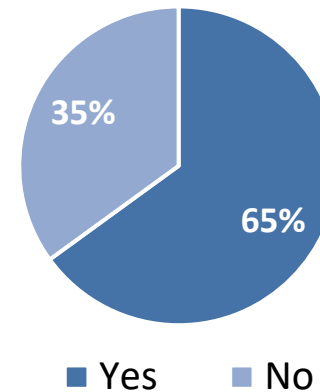


Other German Universities (n=160):
e.g., Cologne, TUM, LMU, Goethe FFM, WWU, Münster, WHU, Frankfurt School

Other International Universities (n=62):
e.g., Nova, Maastricht, CBS, Vienna, Bocconi, Rotterdam, St. Gallen, Stockholm, HEC Paris

Do you think the option to apply for the MMM twice a year and start either in spring or fall instead of only in fall, would be a good idea?

Participants: n=257



*"No whole Gap year necessary if one wants to have a **short break** in between."*

5x

*"Especially for international students, it reduces the risk of missing deadlines. Also, it makes the admission **more flexible**."*

5x

*"Yes, however then there should be much **less people** accepted per intake or else there will be too many people."*

2x

*"No as this would lower the bar even further considering the GMAT is not mandatory anymore. This leads for example to many rejections when applying for a **semester abroad** as there seem to be not enough places at the partner universities.."*

*"I think the start in fall for all is better to achieve closer **connections**"*

*"By standard there are **so many students** per professor anyway here in Germany. It'll further decrease the opportunity to interact with your professors."*

Comments: Application Process

9x

*“**GMAT** as an application requirement, a specific test, or having to pass interviews before getting accepted to the program would be good. The program really lost reputation due to the too soft requirements.”*

9x

*“The **application website** is not very user-friendly: e.g., outdated design, current status, missing information about restricted courses”*

*“It was not communicated to potential students that the **sustainability chair** will depart. This was a huge disappointment.”*

5x

*“**Admission** in July is too late (especially for international students), which makes it hard to look for accommodation (apply for visa).”*

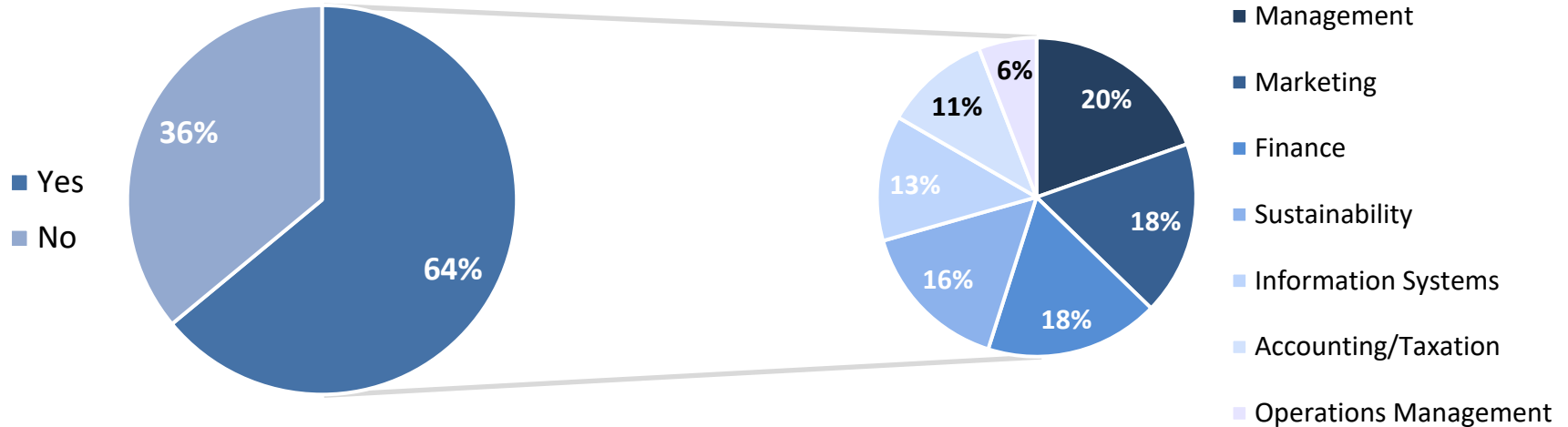
- “Comments on the **point system for the admission**:*
- Hard to find on the website*
 - Weighting feels random (e.g., weighting semester abroad vs practical experience)*
 - Previous years’ thresholds should be published”*

4x

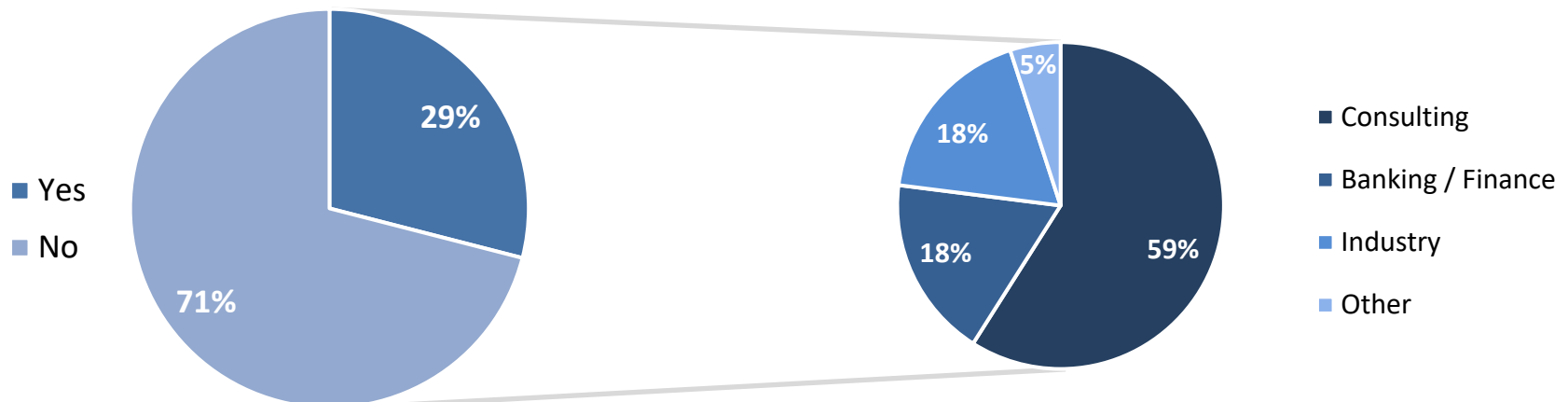
*“Admission should rely less on **language** proficiency. More specifically, English language certificate is redundant when students already spent several months abroad.”*

Fall Term 2022: Specialization

When applying for the MMM did you already have a certain specialization in mind?



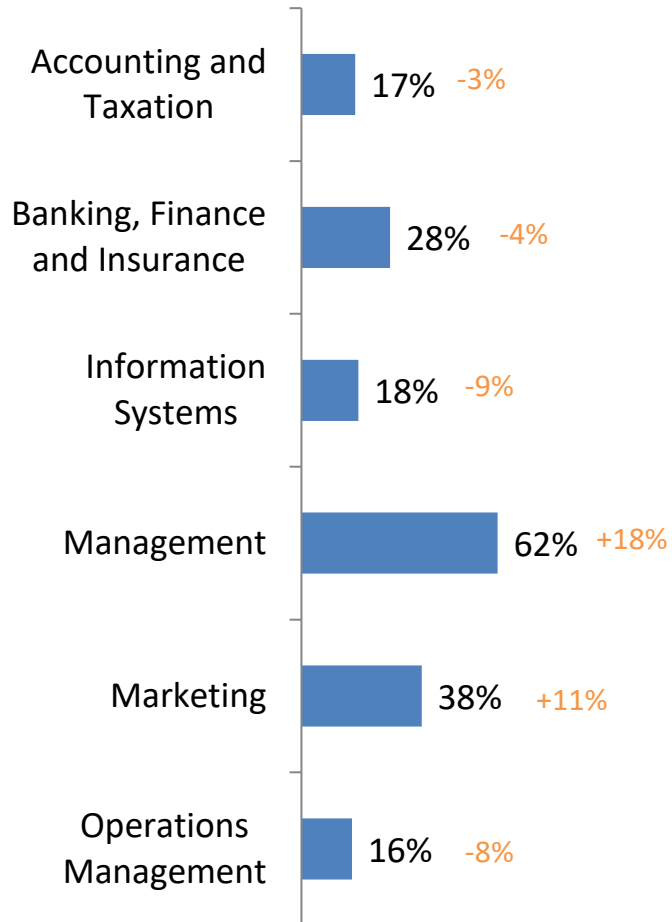
When applying for the MMM, did you already know in which job you are planning to work in your future?



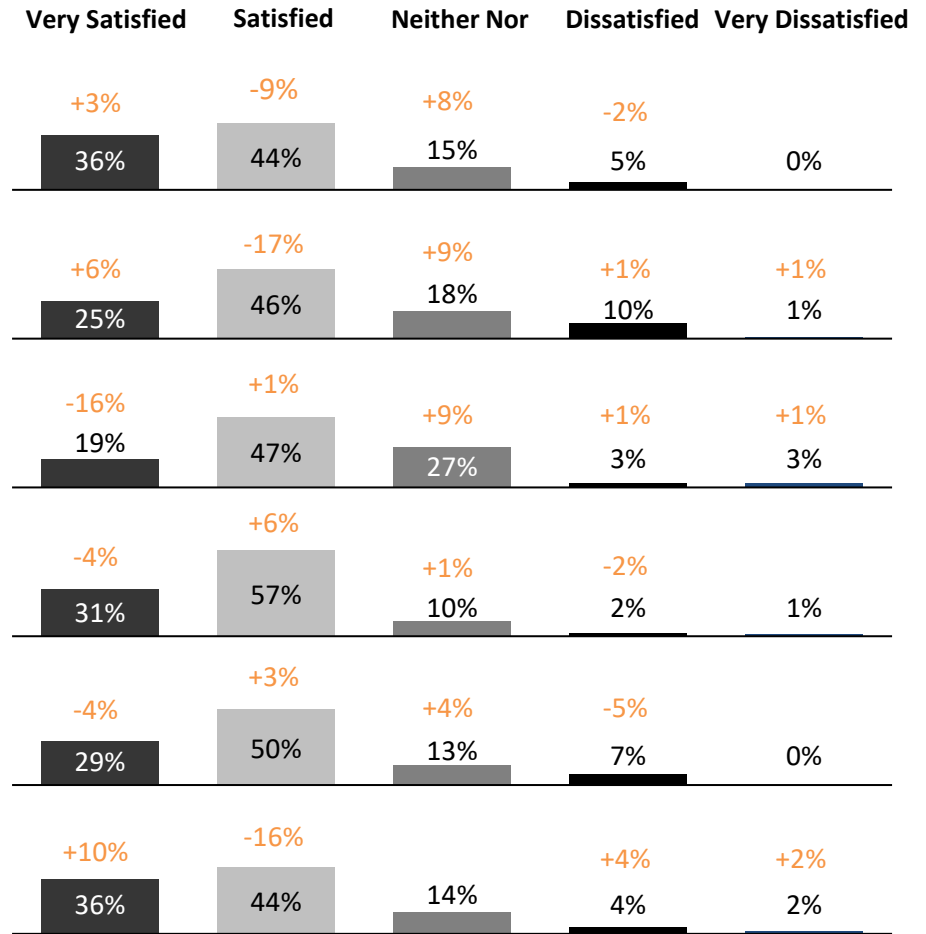
Participants: n=257

MMM-Areas: Specialization and Satisfaction

Area Specialization



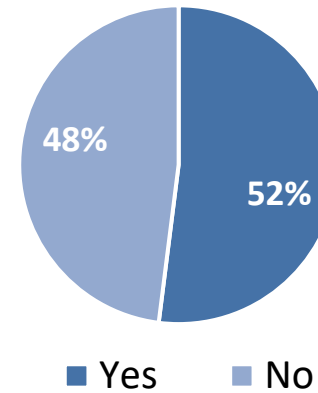
Area Satisfaction



Participants: n=309

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

Participants: n=319



*Remark: „Yes“
+20% compared
to last year.*

Into which course(s) did you not get accepted? (n > 5)

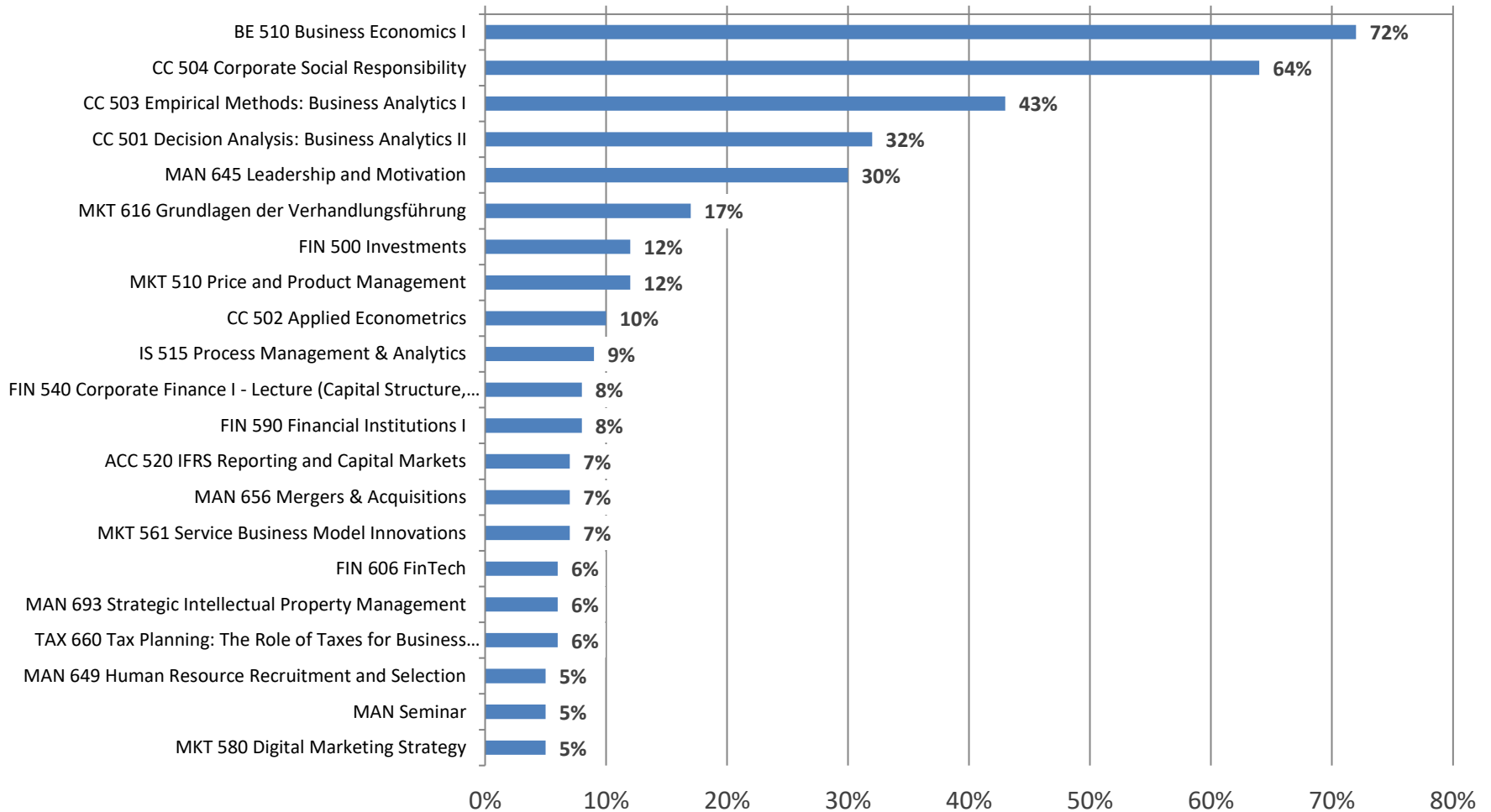
- MAN 684 Sustainable Business Models & Circular Economy (n=75)
- MAN 681 Climate Change and Decarbonization (n=59)
- MAN 697 Corporate Sustainability Management (n=44)
- MKT 580 Digital Marketing Strategy (n=42)
- MAN 689 Change Management and Organizational Dynamics (n=34)
- MAN 656 Mergers & Acquisitions (n=28)
- MAN 682 Materiality, Risk Assessment, and Reporting (n=19)
- IS 557 Introduction to Scientific Programming with Python (n=18)
- OPM 593 Negotiation (n=11)
- MAN 696 Compliance and Code of Ethics (n=9)
- MKT 664 Brand Strategy Seminar (n=6)

**Supply-Demand gap especially
for Sustainability Courses**

2. COURSES

Only courses with $\geq 5\%$

Which courses did you take this semester?



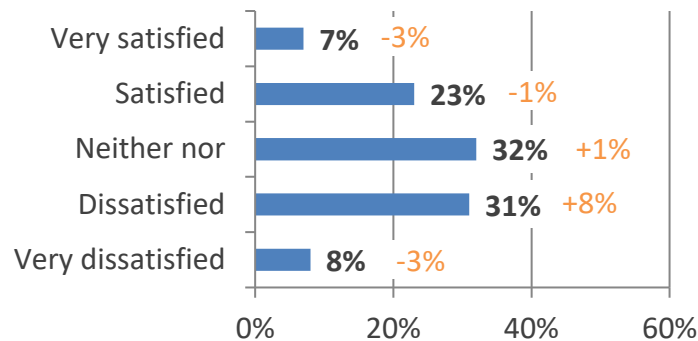
Participants: n = 212

Course Quality: Core Courses (I)

Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

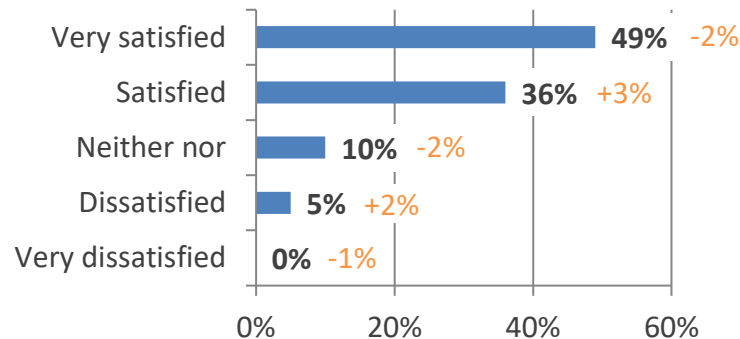
BE 510 Business Economics I (n=230)



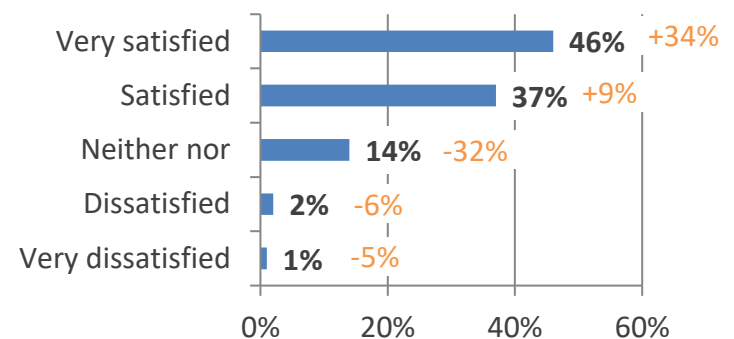
Remark:

Rating for BE I quality has been constantly decreasing since 2019, when 73% were (very) satisfied.

CC 504 Corporate Social Responsibility (n=205)



CC 501 Decision Analysis (n=102)

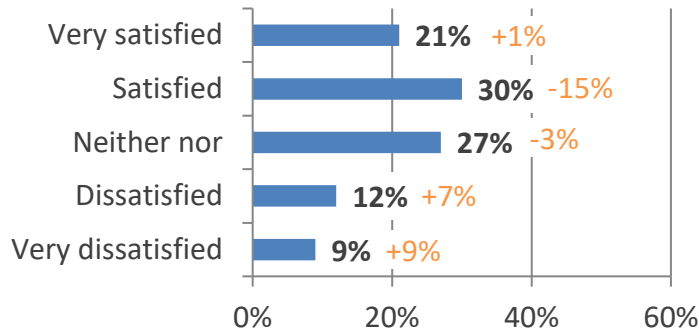


Course Quality: Core Courses (II)

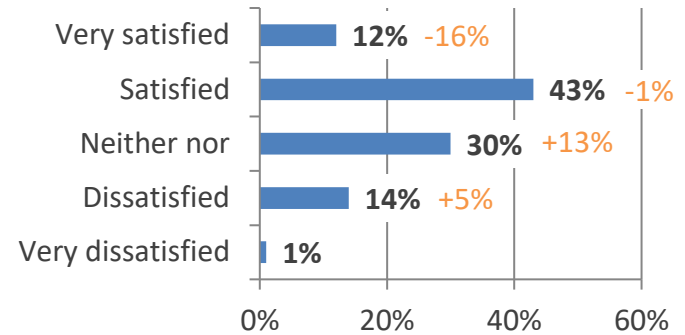
Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

**CC 502 Applied Econometrics
(n=33)**



**CC 503 Empirical Methods
(n=136)**

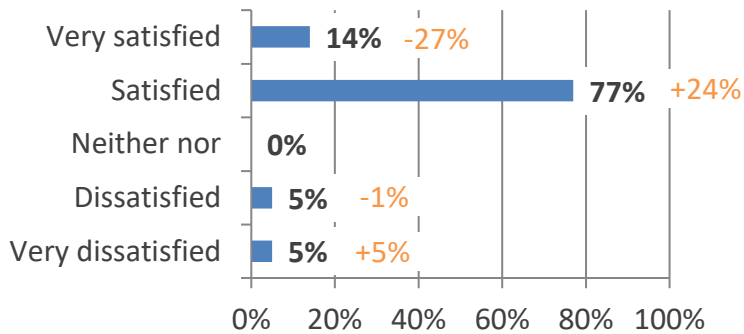


Course Quality: ACC/TAX Courses (I)

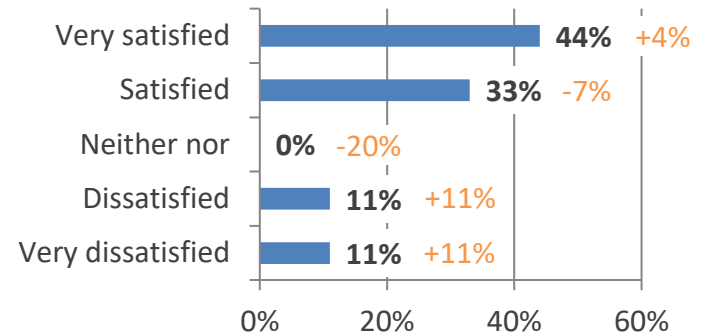
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

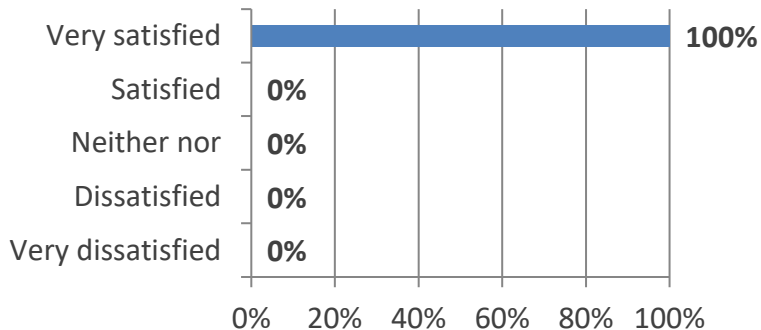
ACC 520 IFRS Reporting & Capital Markets
(n=22)



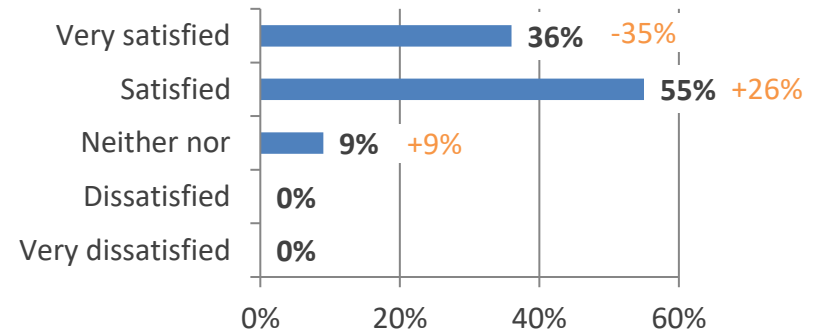
ACC 530 Group Accounting
(n=9)



ACC 662 Private Equity: Due Diligence and Value Creation
(n=6)



TAX 520 Besteuerung der Unternehmen
(n=11)

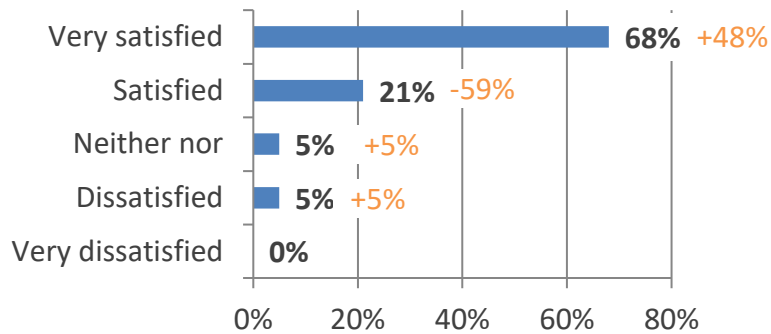


Course Quality: ACC/TAX Courses (II)

Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

TAX 660 Tax Planning: The Role of Taxes for Business Decisions (n=19)

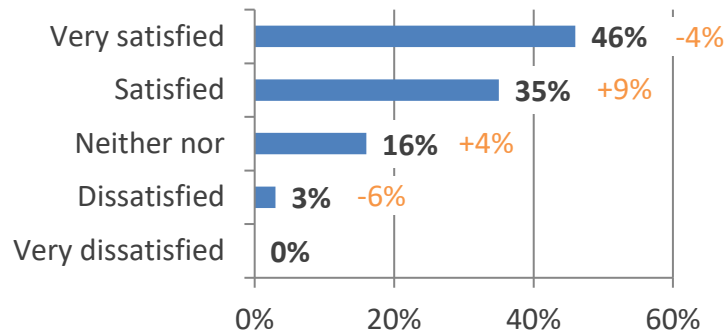


Course Quality: FIN Courses (I)

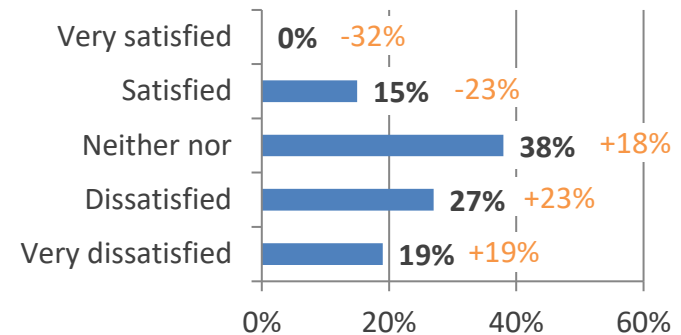
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

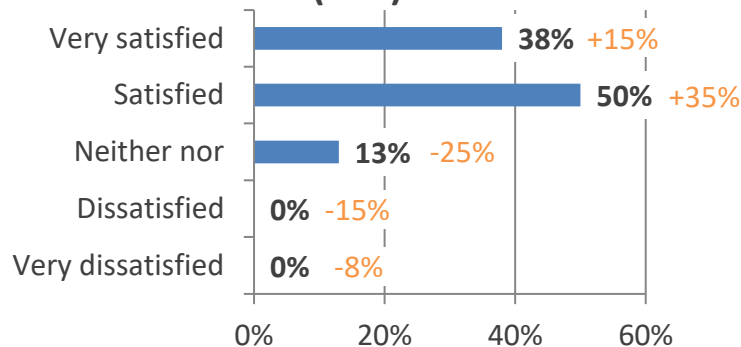
FIN 500 Investments
(n=37)



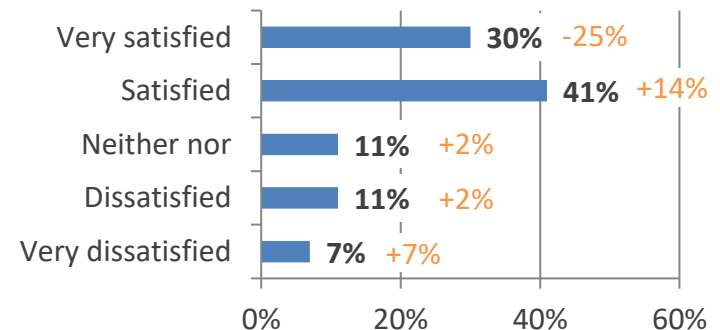
FIN 540 Corporate Finance I – Lecture
(n=26)



FIN 580 Derivatives I
(n=8)



FIN 590 Financial Institutions I
(n=27)

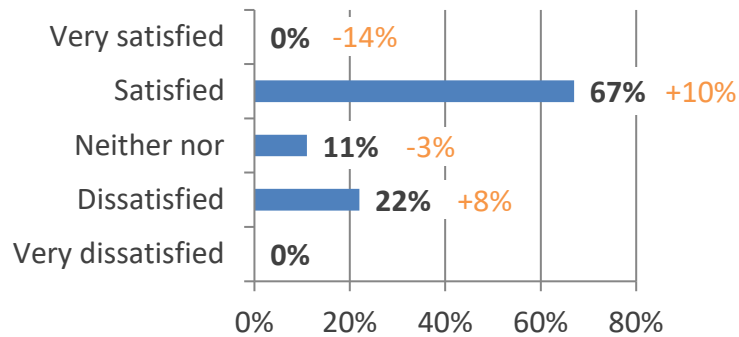


Course Quality: FIN Courses (II)

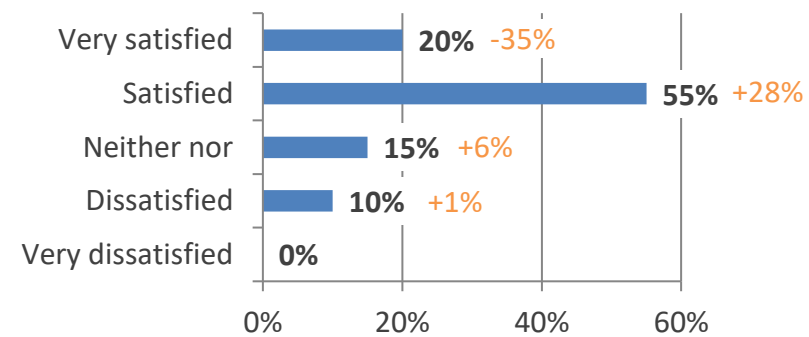
Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

FIN 604 Stata in Finance
(n=9)



FIN 606 FinTech
(n=20)

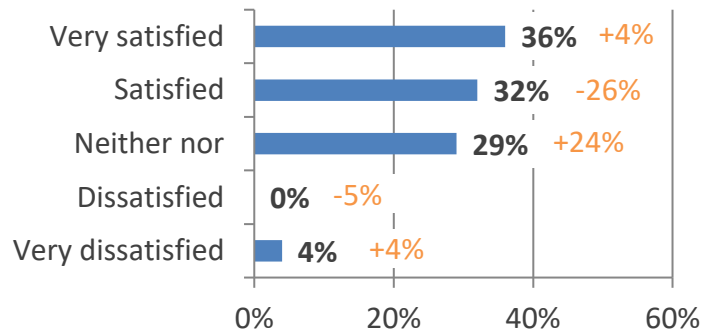


Course Quality: IS Courses (I)

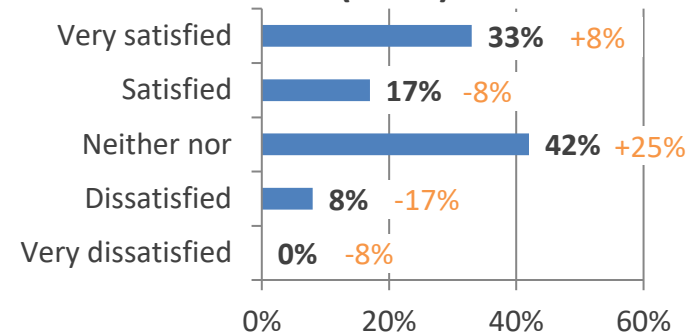
Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

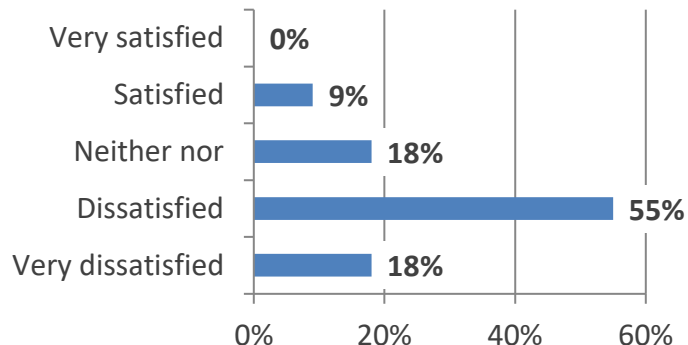
IS 515 Process Management & Analytics (n=28)



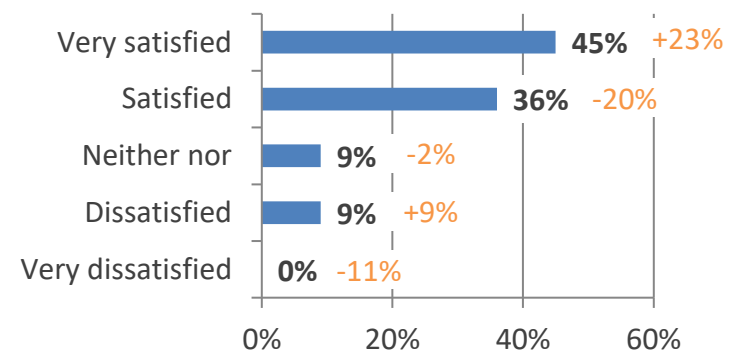
IS 540 Management of Enterprise Systems (n=12)



IS 557 Introduction to Scientific Programming with Python (n=11)



IS 614 Corporate Knowledge Management (n=11)

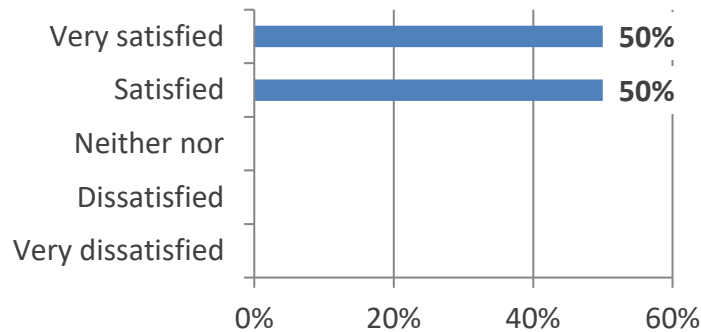


Course Quality: IS Courses (II)

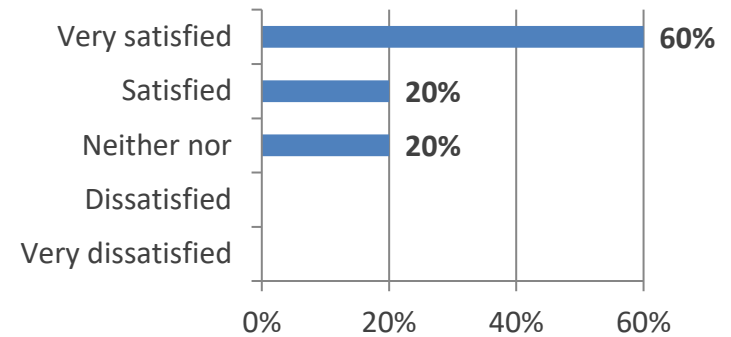
Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

IS 615 Enterprise Cloud Design and Development (n=6)



IS 661 Text Analytics (n=5)

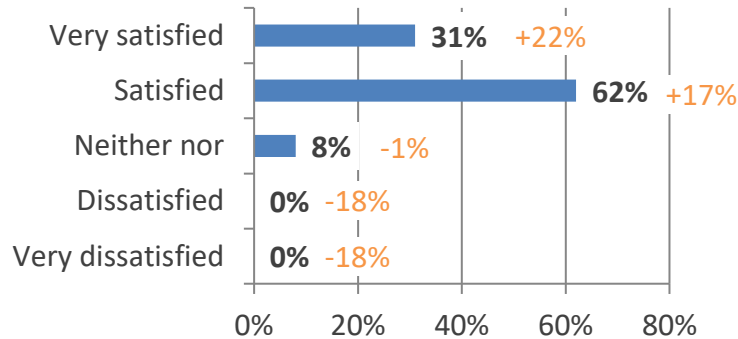


Course Quality: MAN Courses (I)

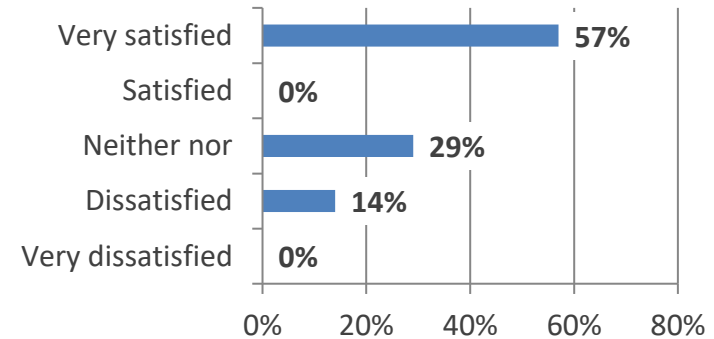
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

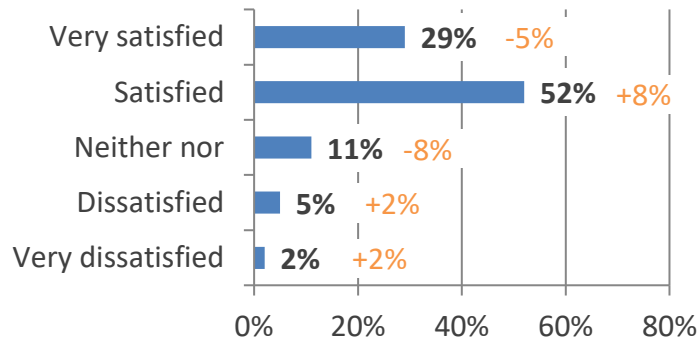
MAN 630 Introduction to Entrepreneurship (n=13)



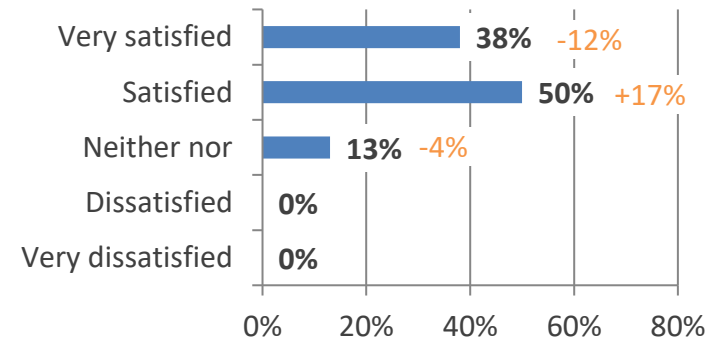
MAN 631 Creativity and Entrepreneurship in Practice (n=7)



MAN 645 Leadership and Motivation (n=96)



MAN 646 HR Analytics (n=8)

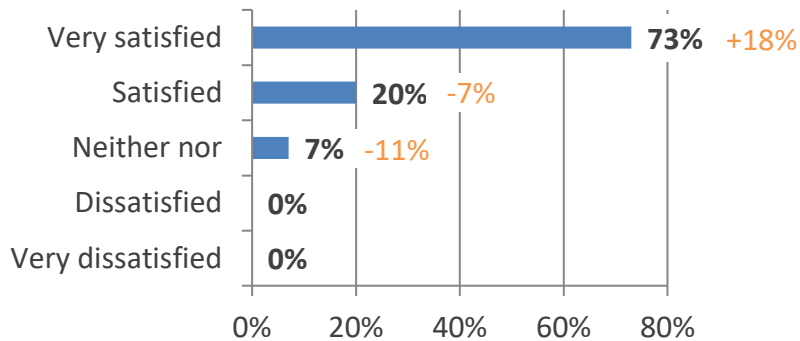


Course Quality: MAN Courses (II)

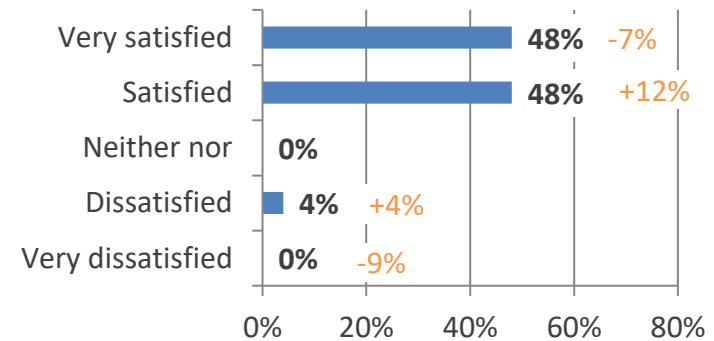
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

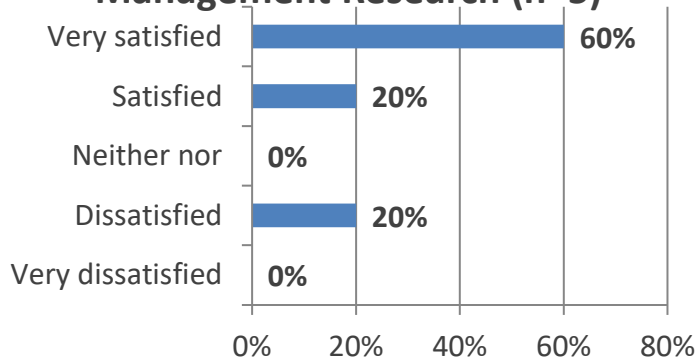
MAN 649 Human Resource Recruitment and Selection (n=15)



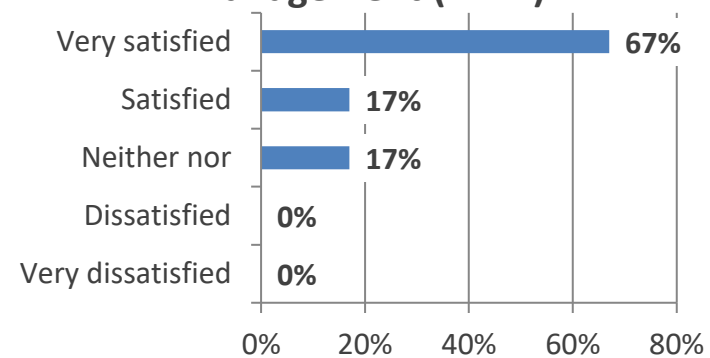
MAN 656 Mergers & Acquisitions (n=23)



MAN 659 Understanding and Tackling Societal Challenges through Management Research (n=5)



MAN 679 Eine wissenschaftliche Einführung in das Public und Nonprofit Management (n=12)

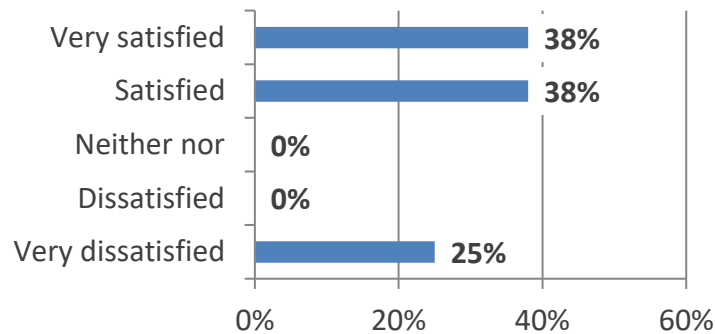


Course Quality: MAN Courses (III)

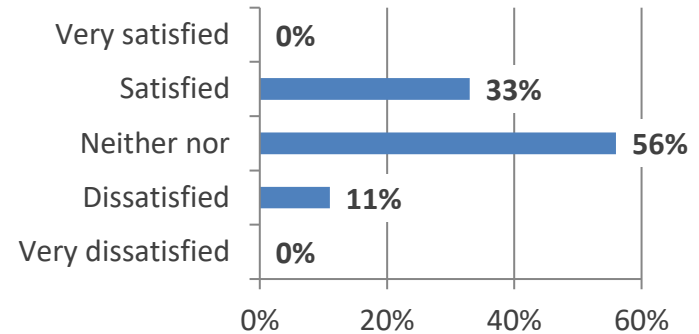
Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

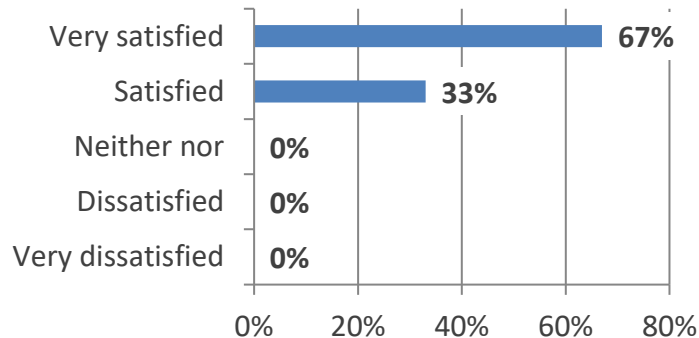
MAN 681 Climate Change and Decarbonization (n=8)



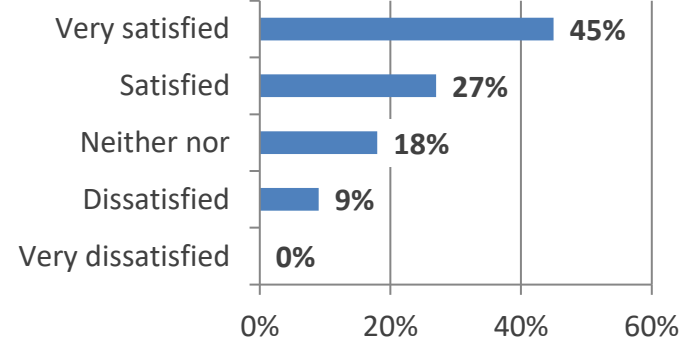
MAN 682 Materiality, Risk Assessment, and Reporting (n=9)



MAN 684 Sustainable Business Models & Circular Economy (n=6)



MAN 689 Change Management and Organizational Dynamics (n=11)

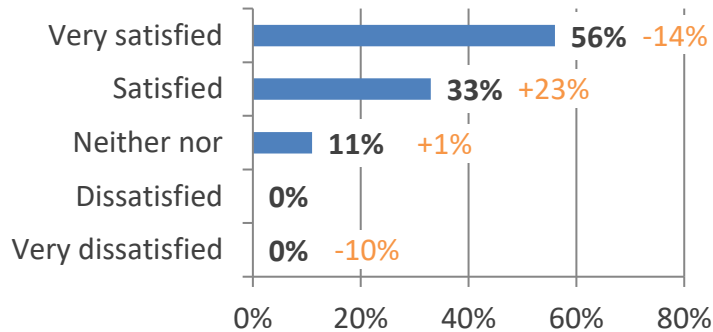


Course Quality: MAN Courses (IV)

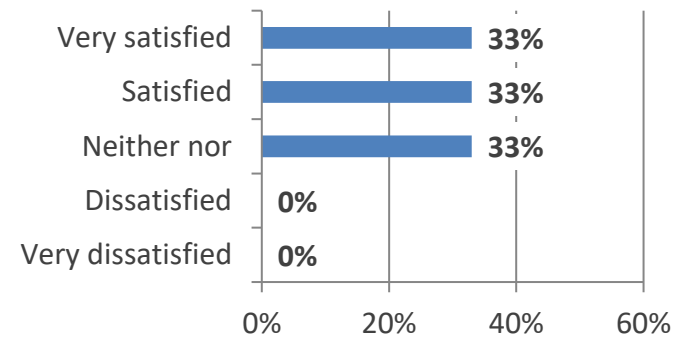
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

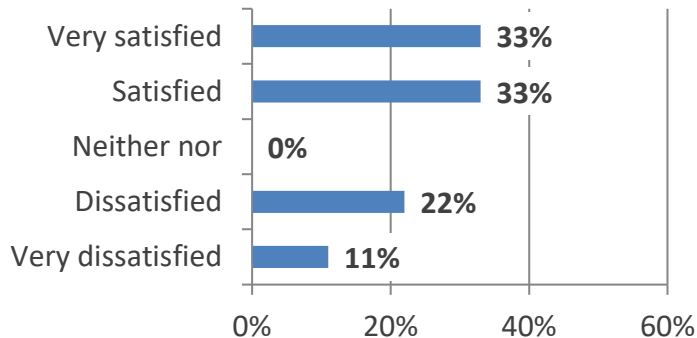
MAN 693 Strategic Intellectual Property Management (n=18)



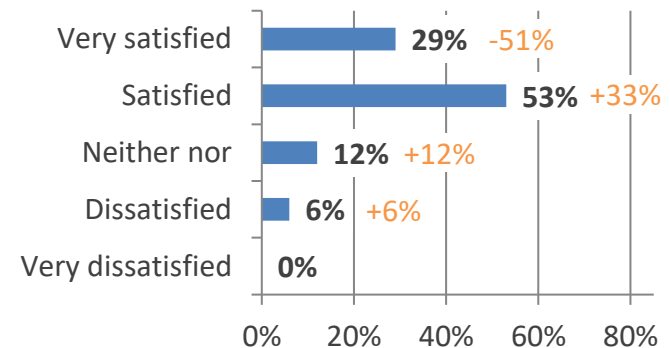
MAN 696 Compliance and Code of Ethics (n=9)



MAN 697 Corporate Sustainability Management (n=9)



MAN Seminar (n=17)

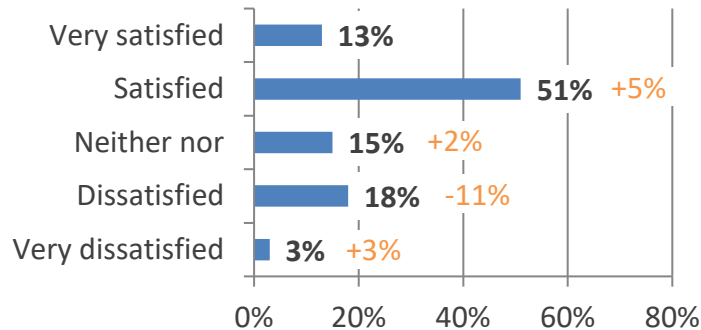


Course Quality: MKT Courses (I)

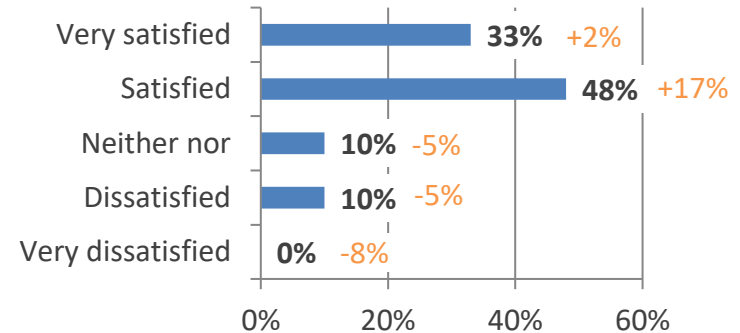
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

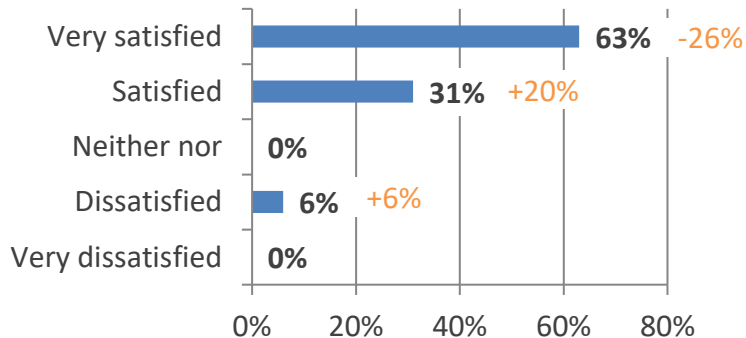
MKT 510 Price and Product Management (n=39)



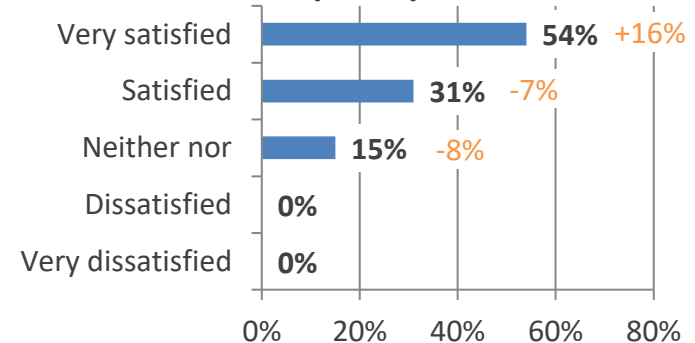
MKT 561 Service Business Model Innovations (n=21)



MKT 580 Digital Marketing Strategy (n=16)



MKT 612 Business-to-Business-Marketing (n=13)

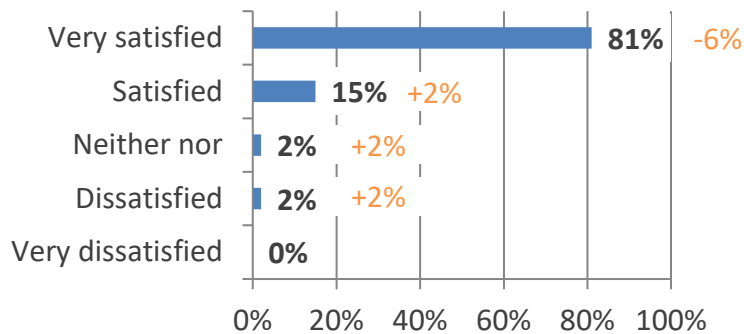


Course Quality: MKT Courses (II)

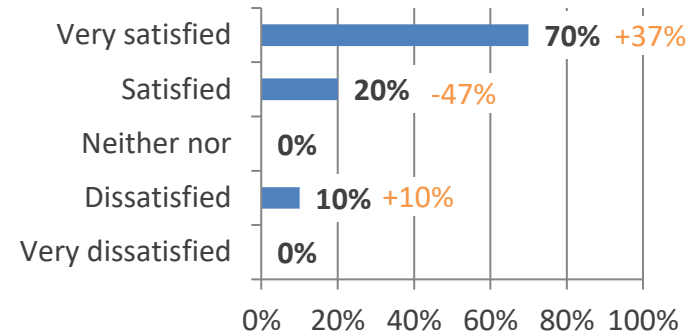
Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

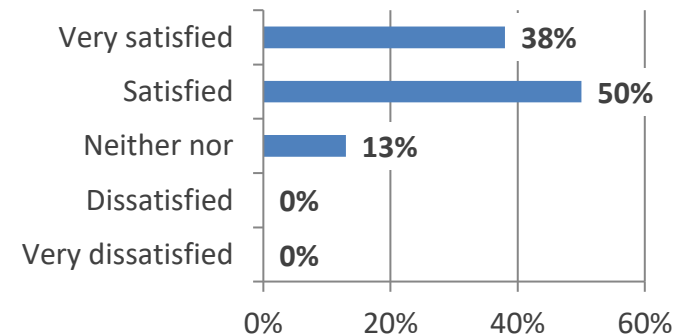
MKT 616 Verhandlungsführung (n=54)



MKT 623 Strategic Marketing Management Simulation (n=10)



MKT 664 Brand Strategy Seminar (n=8)

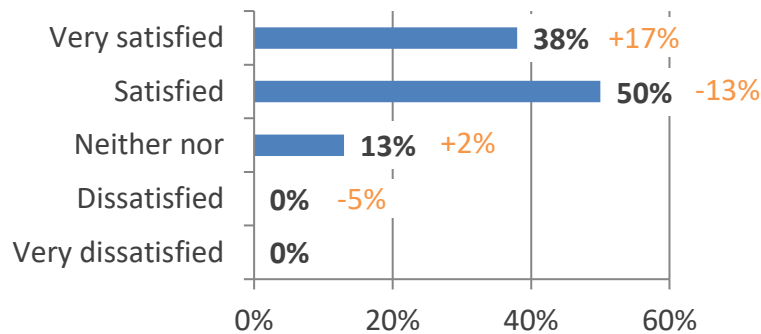


Course Quality: OPM Courses (I)

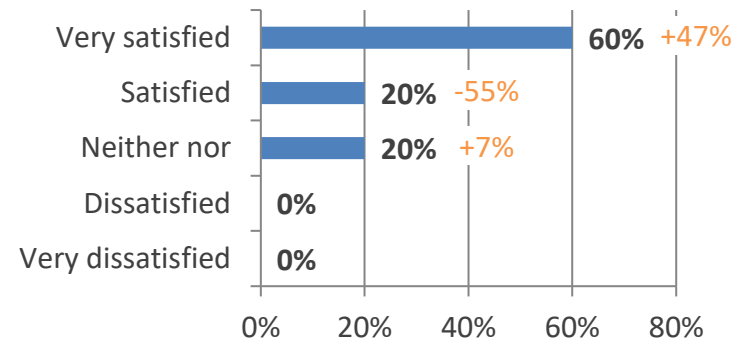
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

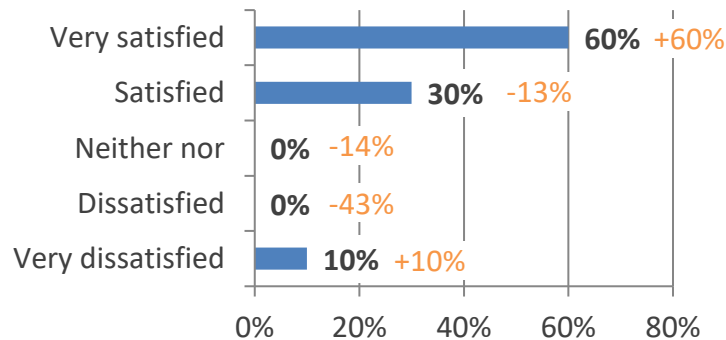
OPM 501 Logistics Management
(n=8)



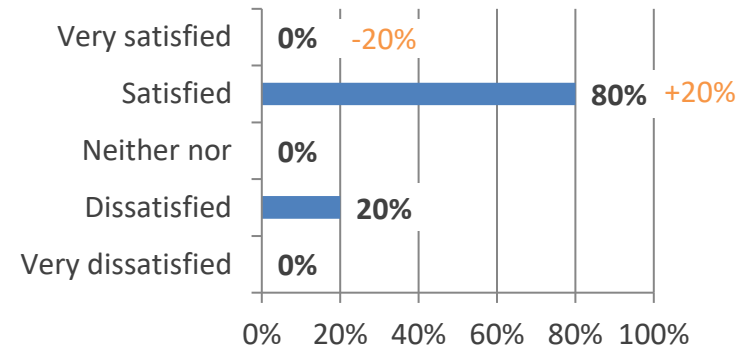
OPM 502 Inventory Management
(n=5)



OPM 504 Transportation II – Aviation
(n=10)



OPM 561 Production Management: Lean Approaches and Variability (n=5)

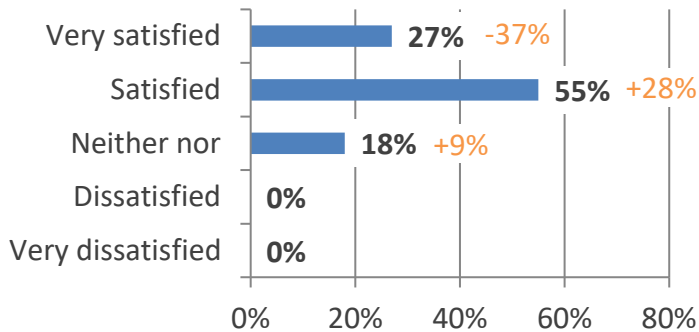


Course Quality: OPM Courses (II)

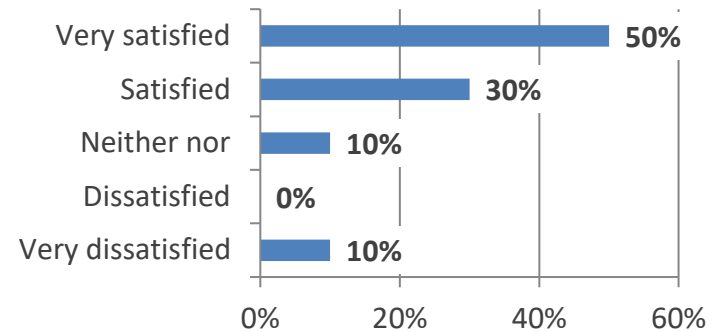
Only courses with
n ≥ 5 participants

How would you rate the quality of this course?

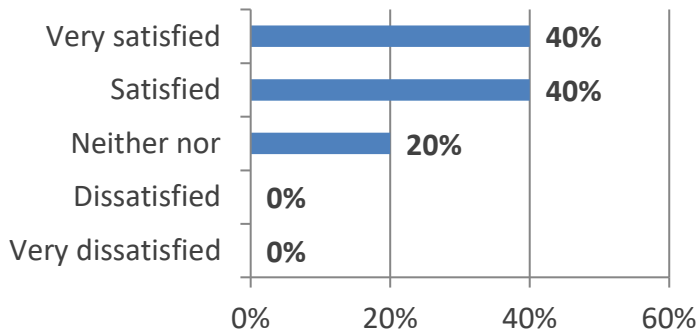
OPM 591 Strategic Procurement
(n=11)



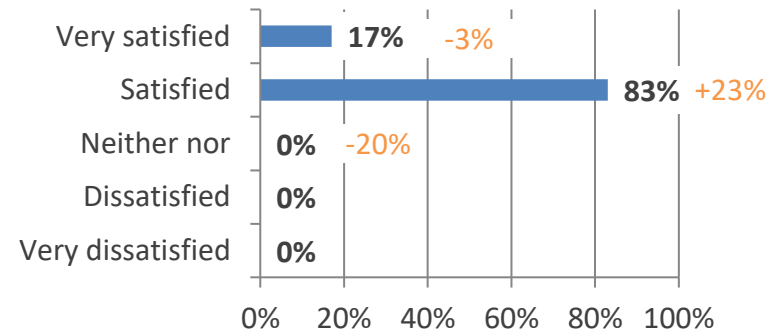
OPM 593 Negotiation
(n=10)



OPM 597 Next Generation Procurement
(n=5)



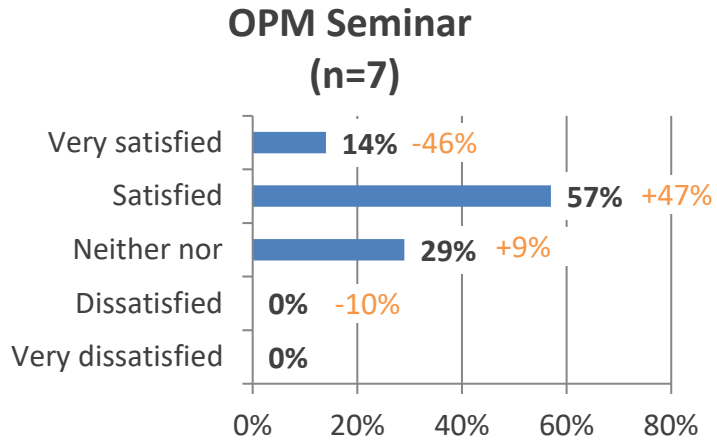
OPM 691 Supply Risk Management
(n=6)



Course Quality: OPM Courses (III)

Only courses with
 $n \geq 5$ participants

How would you rate the quality of this course?

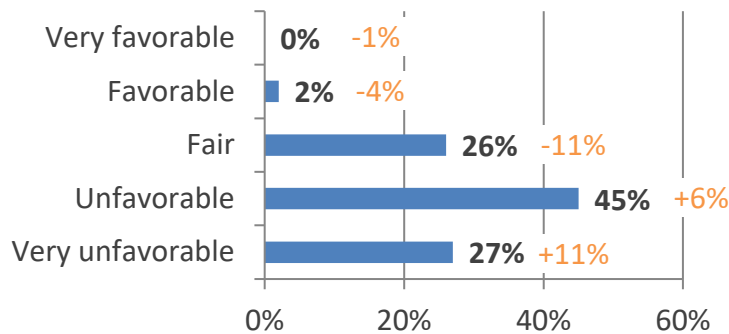


Workload: Core Courses (I)

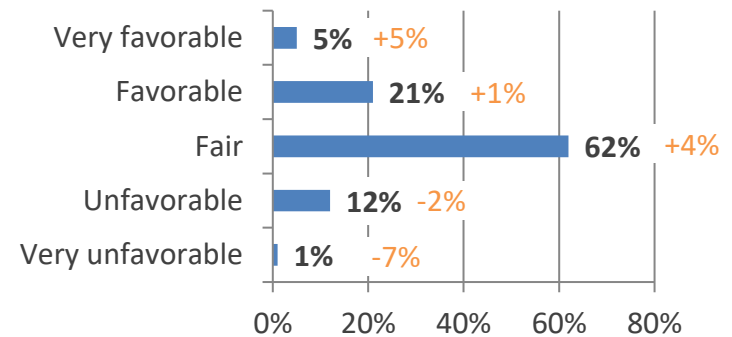
Only courses with
n ≥ 5 participants

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

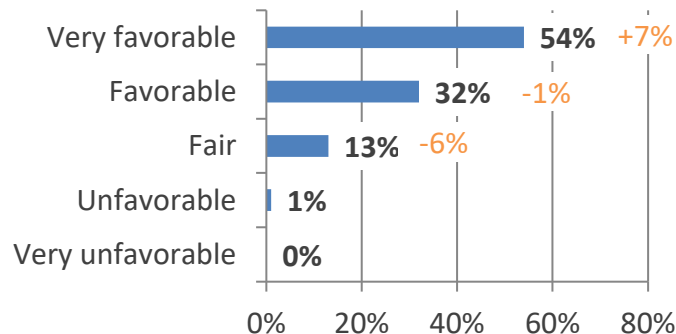
BE 510 Business Economics I
(n=230)



CC 501 Decision Analysis
(n=102)



CC 504 Corporate Social Responsibility
(n=205)

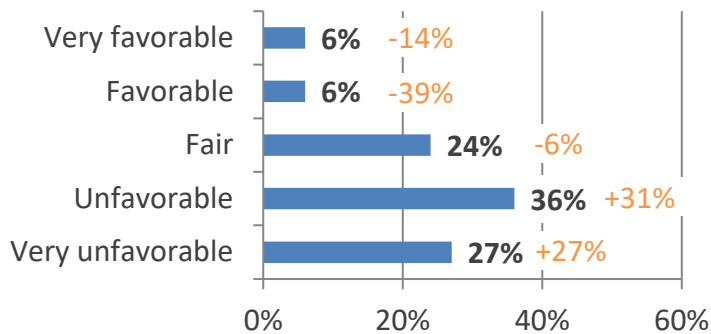


Workload: Core Courses (II)

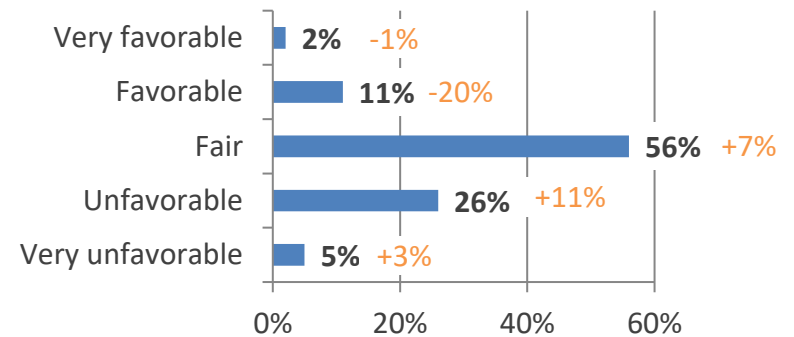
Only courses with
 $n \geq 5$ participants

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

CC 502 Applied Econometrics
(n=33)



CC 503 Empirical Methods
(n=136)

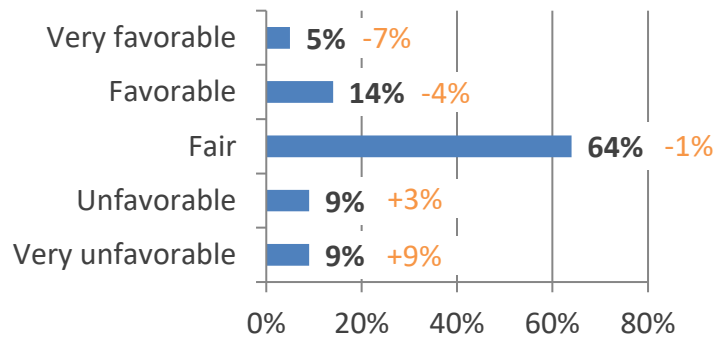


Workload: ACC/TAX Courses (I)

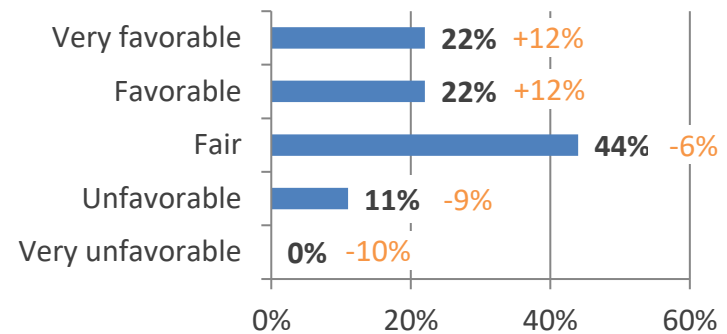
Only courses with
n ≥ 5 participants

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

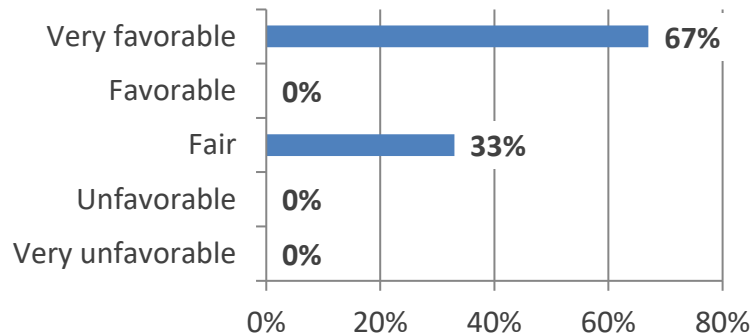
ACC 520 IFRS Reporting & Capital Markets
(n=22)



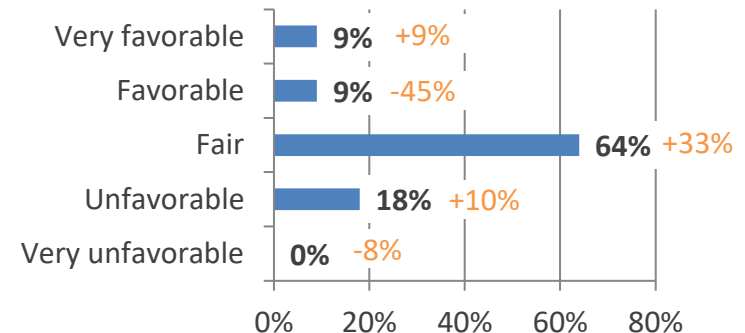
ACC 530 Group Accounting
(n=9)



ACC 662 Private Equity: Due Diligence and Value Creation
(n=6)



TAX 520 Besteuerung der Unternehmen
(n=11)

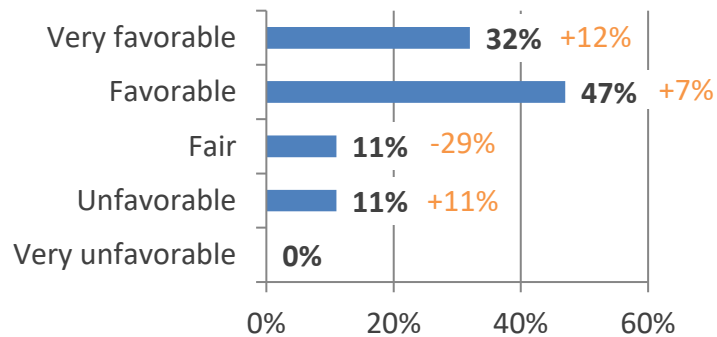


Workload: ACC/TAX Courses (II)

Only courses with
 $n \geq 5$ participants

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

TAX 660 Tax Planning: The Role of Taxes for Business Decisions (n=19)

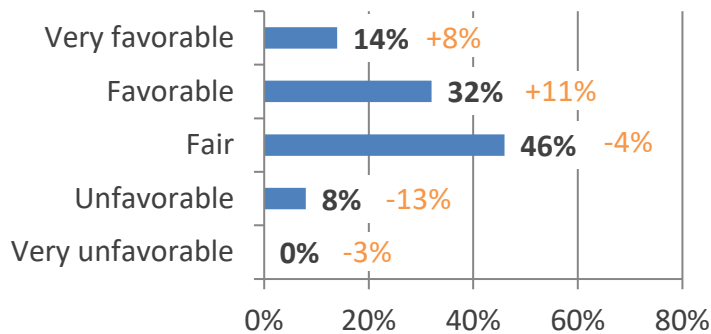


Workload: FIN Courses (I)

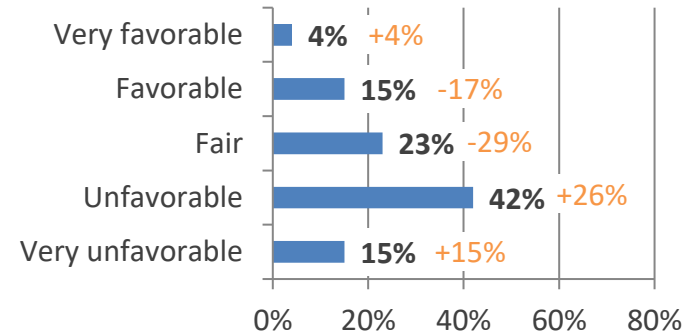
Only courses with
n ≥ 5 participants

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

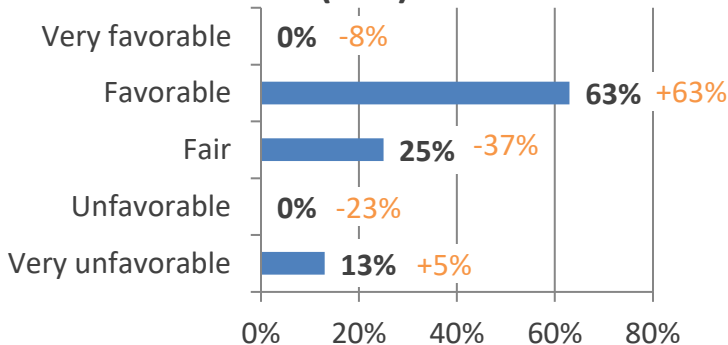
FIN 500 Investments
(n=37)



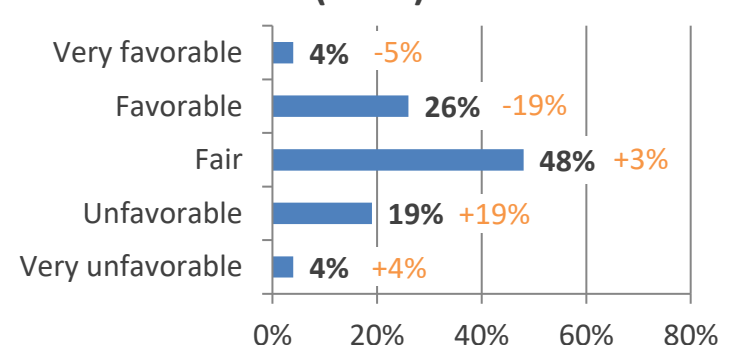
FIN 540 Corporate Finance I – Lecture
(n=26)



FIN 580 Derivatives I
(n=8)



FIN 590 Financial Institutions I
(n=27)

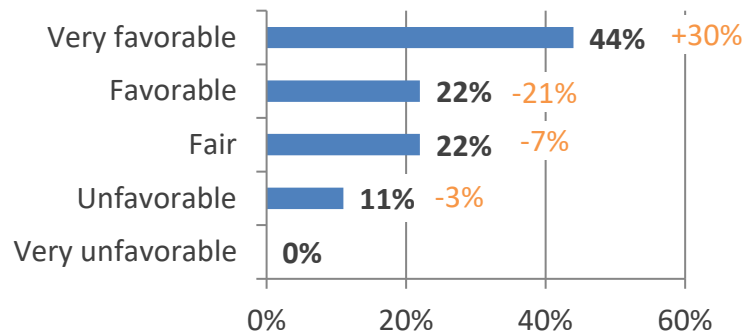


Workload: FIN Courses (II)

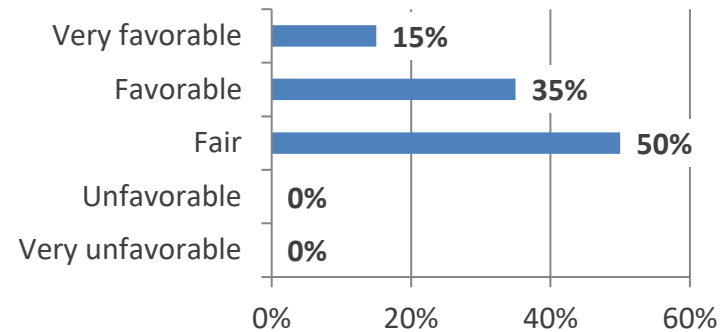
Only courses with
 $n \geq 5$ participants

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

FIN 604 Stata in Finance
(n=7)



FIN 606 FinTech
(n=20)

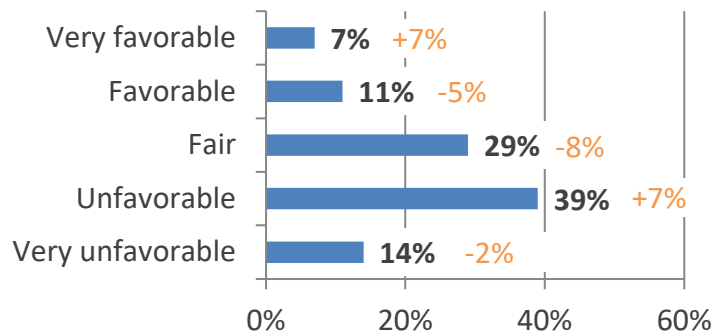


Workload: IS Courses (I)

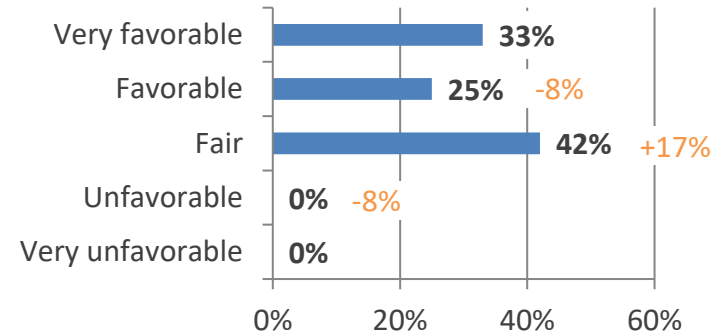
Only courses with
n ≥ 5 participants

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

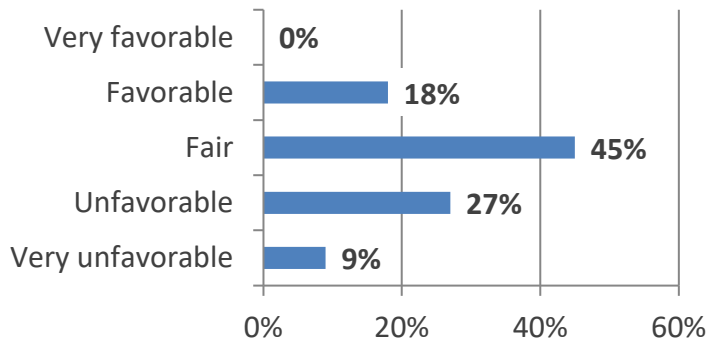
IS 515 Process Management & Analytics
(n=28)



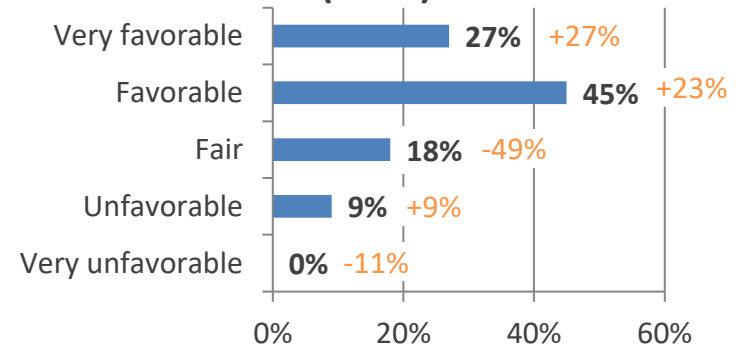
IS 540 Management of Enterprise Systems
(n=12)



IS 557 Introduction to Scientific Programming with Python
(n=11)



IS 614 Corporate Knowledge Management
(n=11)

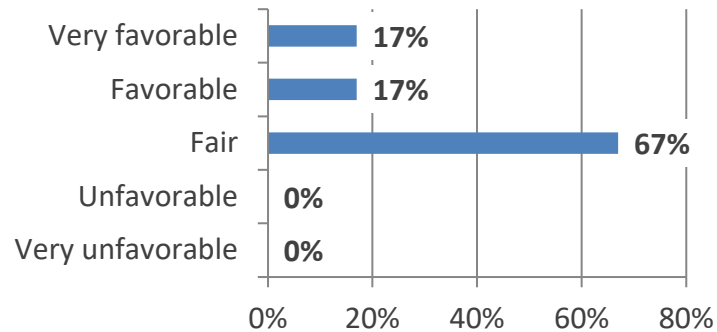


Workload: IS Courses (II)

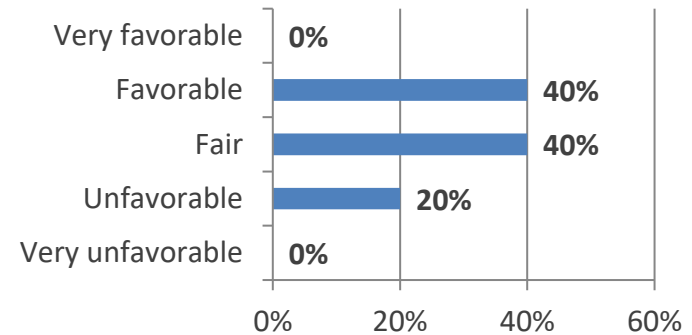
How would you rate the effort-credits ratio of this course?

Only courses with
 $n \geq 5$ participants

IS 615 Enterprise Cloud Design and Development (n=6)



IS 661 Text Analytics (n=5)

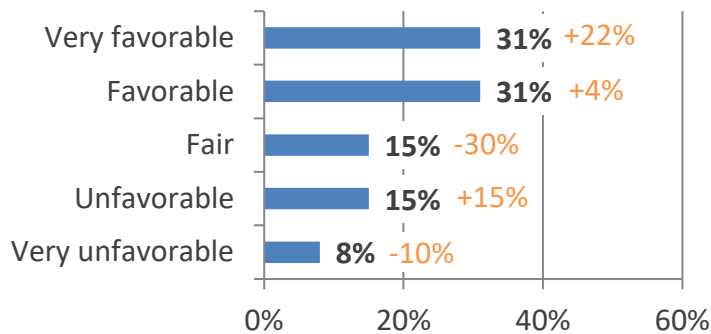


Workload: MAN Courses (I)

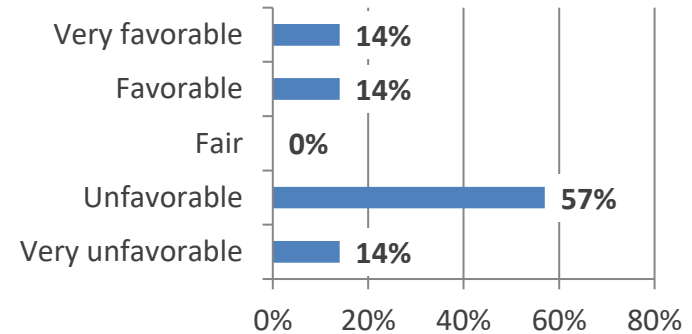
Only courses with
n ≥ 5 participants

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

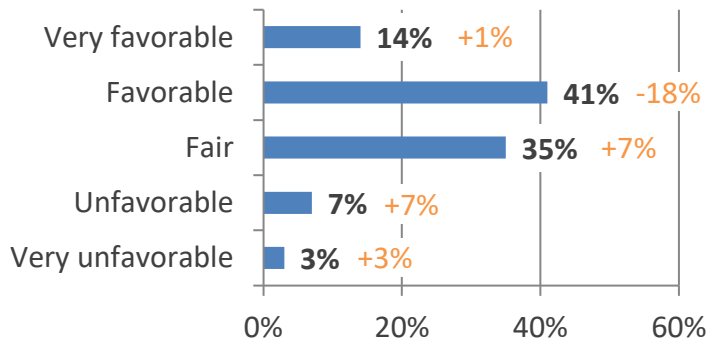
MAN 630 Introduction to Entrepreneurship (n=13)



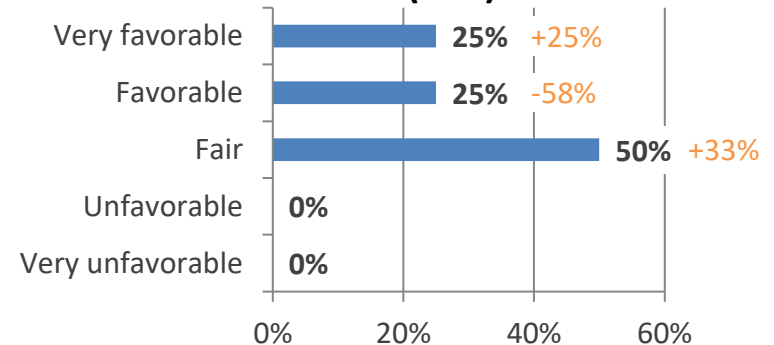
MAN 631 Creativity and Entrepreneurship in Practice (n=7)



MAN 645 Leadership and Motivation (n=96)



MAN 646 HR Analytics (n=8)

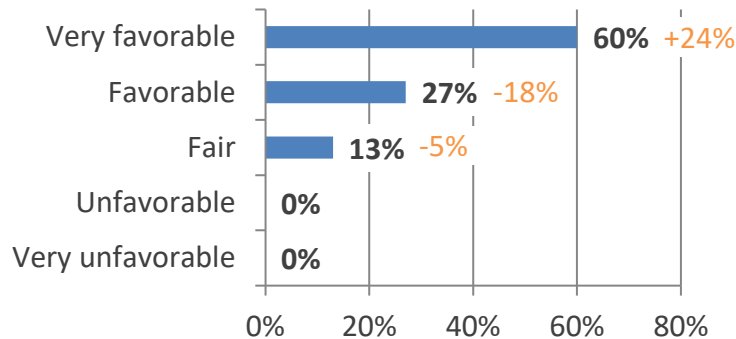


Workload: MAN Courses (II)

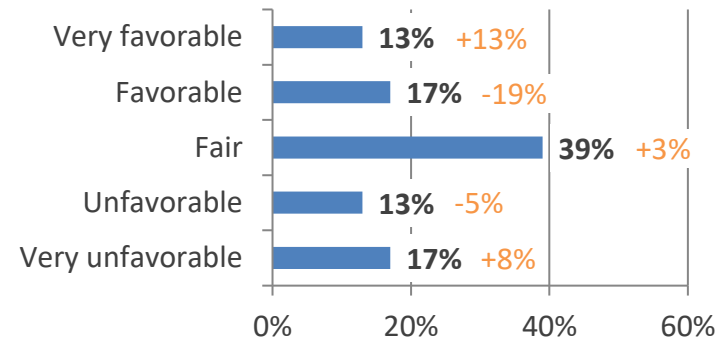
Only courses with
n ≥ 5 participants

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

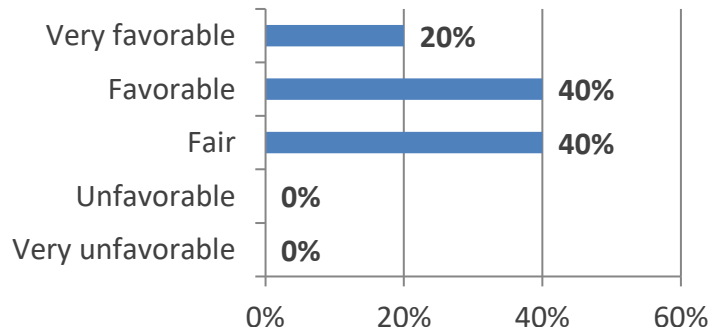
MAN 649 Human Resource Recruitment and Selection (n=15)



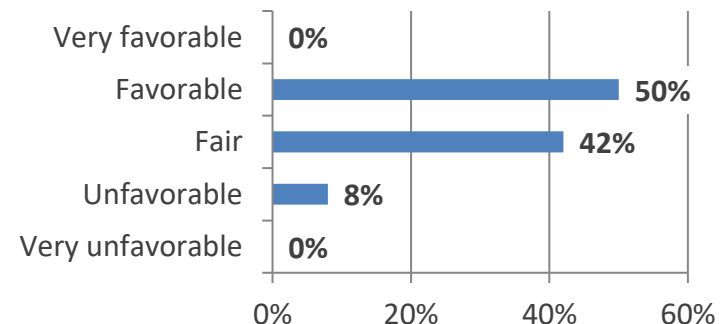
MAN 656 Mergers & Acquisitions (n=23)



MAN 659 Understanding and Tackling Societal Challenges through Management Research (n=5)



MAN 679 Eine wissenschaftliche Einführung in das Public und Nonprofit Management (n=12)

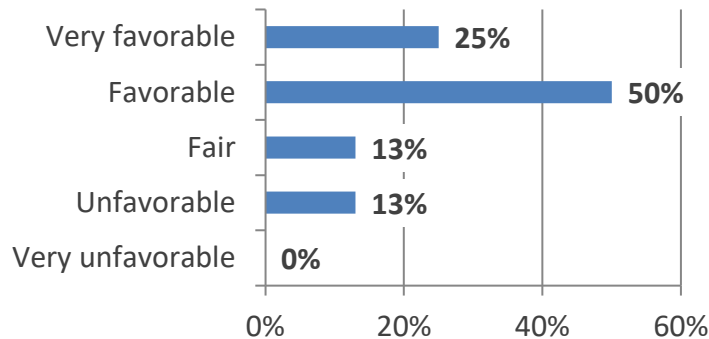


Workload: MAN Courses (III)

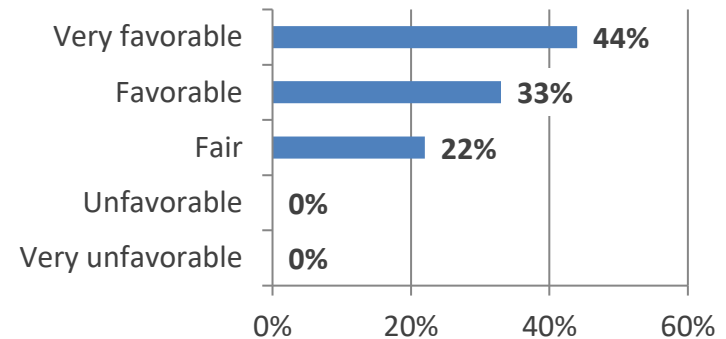
Only courses with
 $n \geq 5$ participants

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

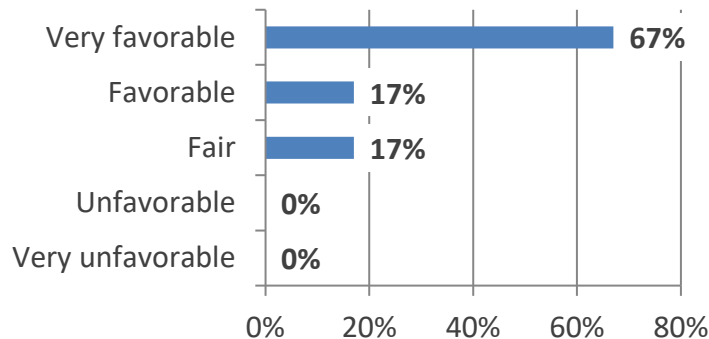
MAN 681 Climate Change and Decarbonization (n=8)



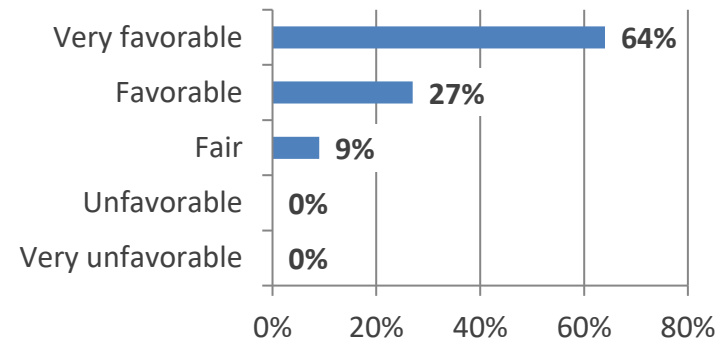
MAN 682 Materiality, Risk Assessment, and Reporting (n=9)



MAN 684 Sustainable Business Models & Circular Economy (n=6)



MAN 689 Change Management and Organizational Dynamics (n=11)

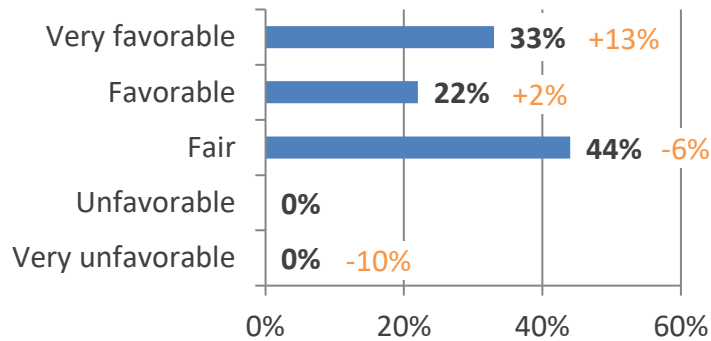


Workload: MAN Courses (IV)

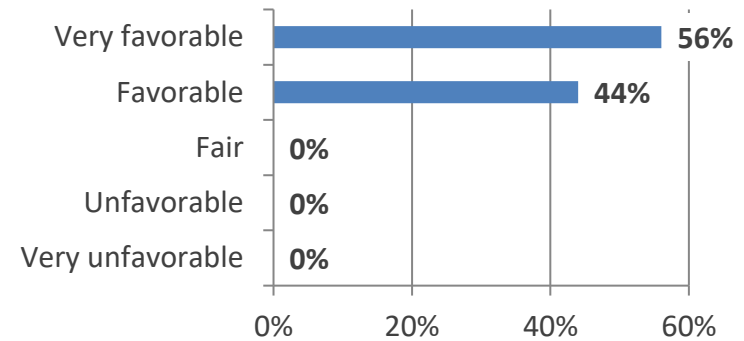
Only courses with
 $n \geq 5$ participants

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

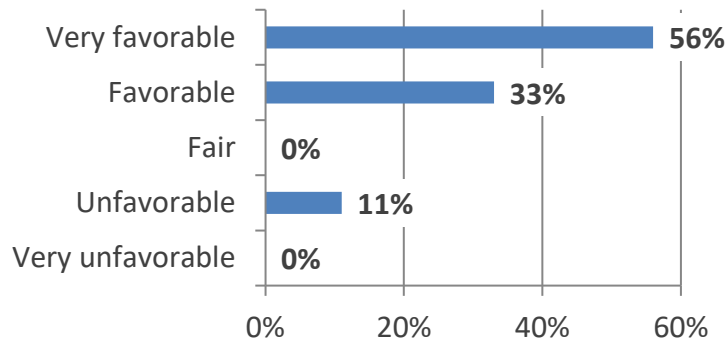
MAN 693 Strategic Intellectual Property Management (n=18)



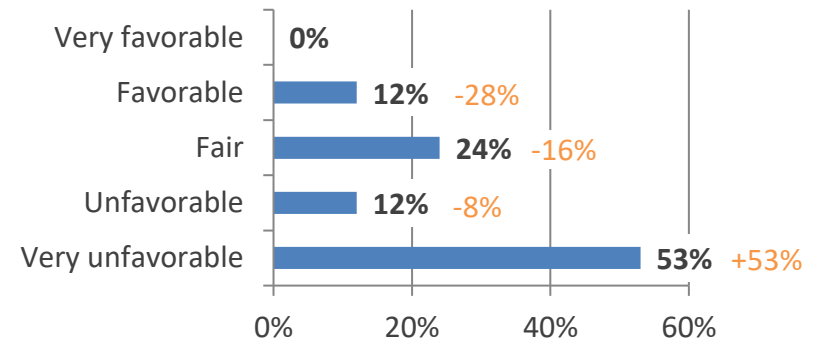
MAN 696 Compliance and Code of Ethics (n=9)



MAN 697 Corporate Sustainability Management (n=9)



MAN Seminar (n=17)

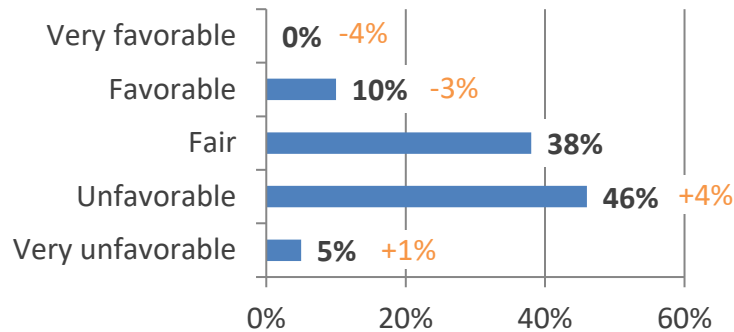


Workload: MKT Courses (I)

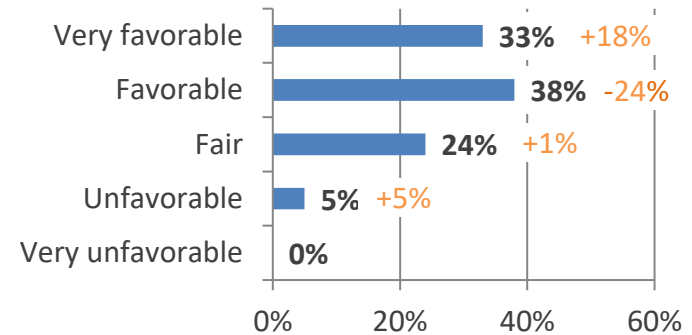
Only courses with
n ≥ 5 participants

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

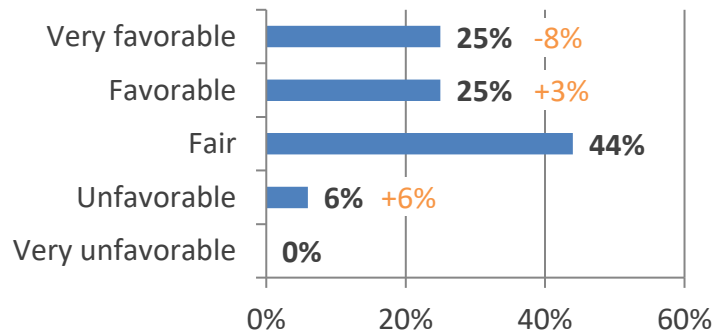
MKT 510 Price and Product Management (n=39)



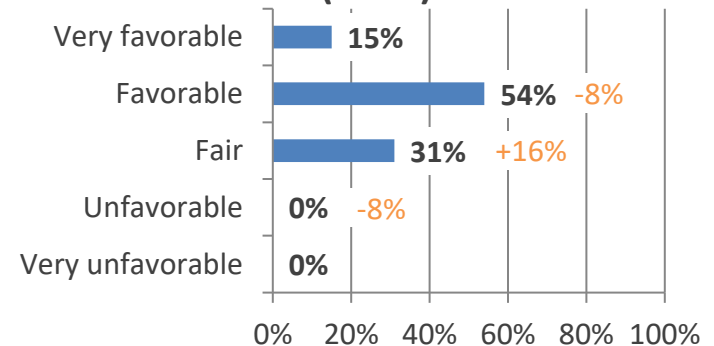
MKT 561 Service Business Model Innovations (n=21)



MKT 580 Digital Marketing Strategy (n=16)



MKT 612 Business-to-Business-Marketing (n=13)

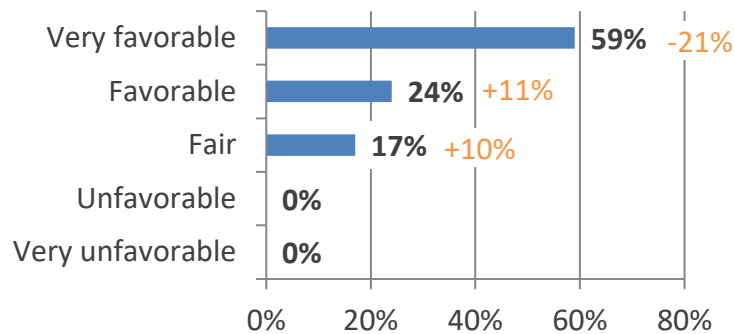


Workload: MKT Courses (II)

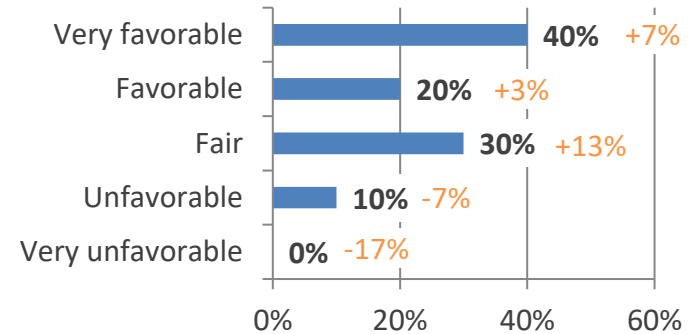
Only courses with
 $n \geq 5$ participants

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

**MKT 616 Verhandlungsführung
(n=54)**



**MKT 623 Strategic Marketing Management
Simulation (n=10)**

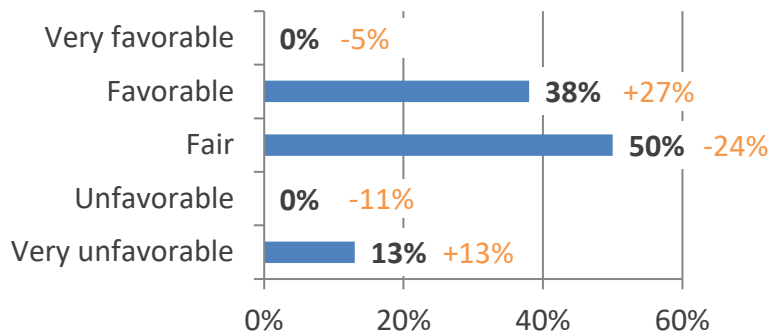


Workload: OPM Courses (I)

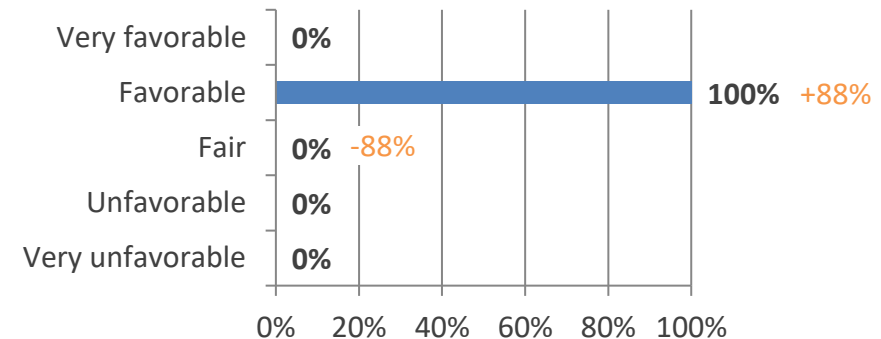
Only courses with
n ≥ 5 participants

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

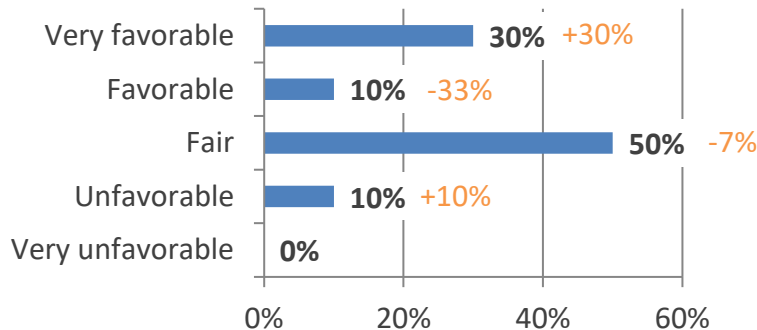
OPM 501 Logistics Management
(n=8)



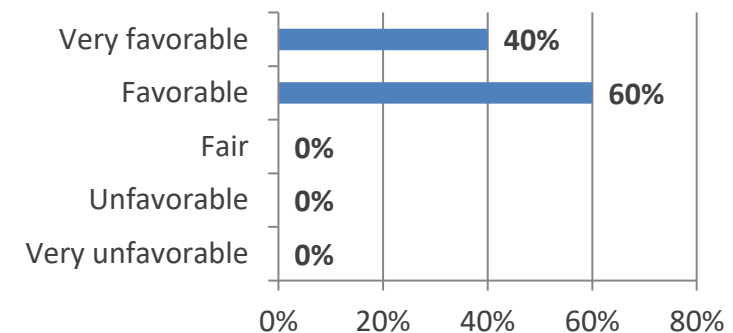
OPM 502 Inventory Management
(n=5)



OPM 504 Transportation II – Aviation
(n=10)



OPM 561 Production Management: Lean Approaches and Variability (n=5)

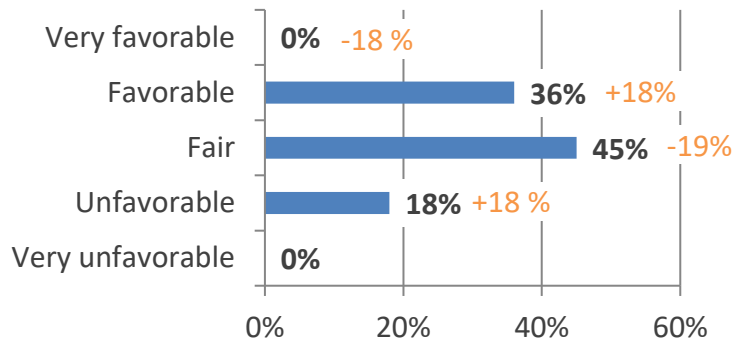


Workload: OPM Courses (II)

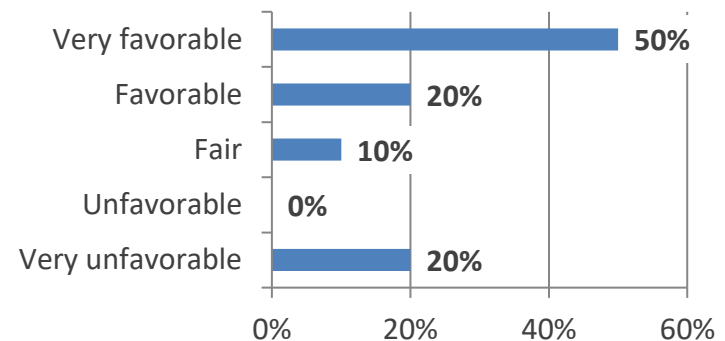
Only courses with
n ≥ 5 participants

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

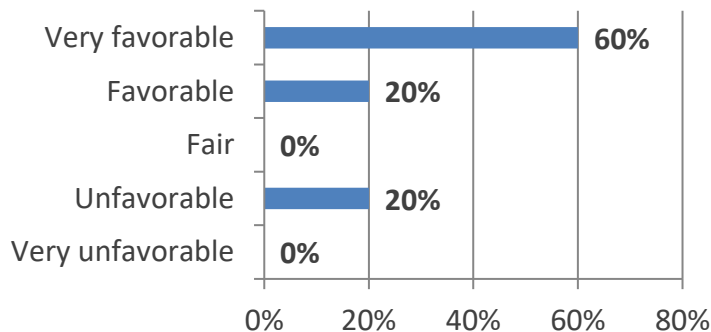
OPM 591 Strategic Procurement
(n=11)



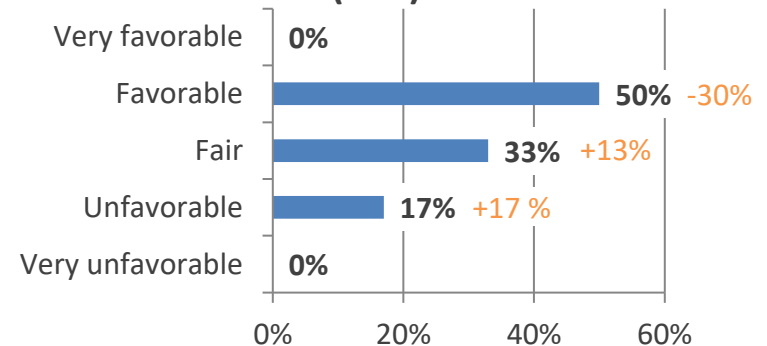
OPM 593 Negotiation
(n=10)



OPM 597 Next Generation Procurement
(n=5)



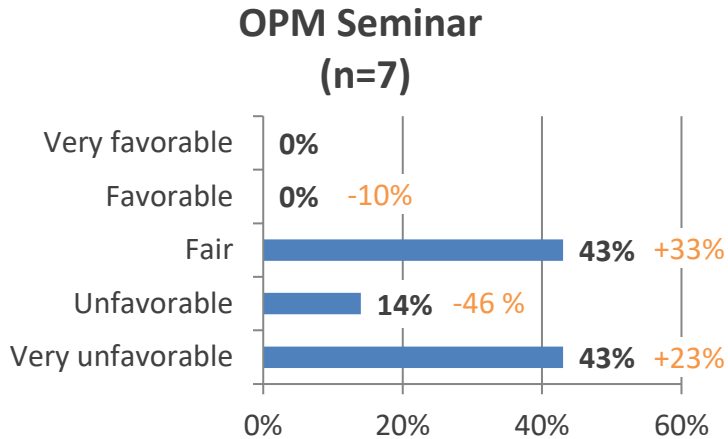
OPM 691 Supply Risk Management
(n=6)



Workload: OPM Courses (III)

Only courses with
 $n \geq 5$ participants

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



66 of the 135 students that took the course left a comment

1. Issues with the exam preparation – gap between content and exam

>20x

- „The lecture is really hard to follow and there is a **huge gap between the lecture and the exercises**. There is an **even bigger** gap to the actual **exam** questions.“
- “Slides and explained content is **way below the level** asked in exercises and exams”
- “Exam is much **more challenging** than expected after attending the course, preparation is not sufficient”
- “Exercise and **exam expect much more** than is taught...there is just no way to solve certain problems with the instruments and skills you learn”

2. Exam (Grading, fairness, varying difficulty)

13x

- “The exam was pretty **unfair**. (...)”
- “It's ridiculous that the exams are **not curved**. When everyone gets something wrong, it means that there is a problem with the teaching and the exam, and not the students. “
- “**Bad Grading**” & “Please at least curve the exam, this grade screws the GPA”
- “Highly **varying difficulty** of exams — which is unfair”

3. Value of the Course

17x

- “What is the **added value** of this course? Every semester students struggle (...)”
- “**Does not seem necessary** as a mandatory course”
- “Don't know why we need this, some interesting concepts and insights but **basically not relevant if you want to pursue a career in management**, (...)”
- „shouldn't be a core course“

4. Workload

5x

- „It was definitely more than 6 ECTS in terms of workload but since it is a hard course and notes are not the best I'm fine with the 6“
- **Exceptionally high workload** for just 6 ECTS(...)“.

Comments: Decision Analysis (I)

“Really fair exam this year but all in all not too complicated of a course.”

“(Very) Unfair grading”

2x

“Nice and fair”

“Very good lectures”

“ECTS were okay, getting a good grade was hard”

“Best course so far”

“Great structure of the course”

3x

“Not happy with the delivery.”

“The exam was really fair. I loved the structure of the course”

“Course is very well-organized and the lecturer provides real life applications of the theory”

*“Prof. Sonntag did a good job.” &
“Good lecturer, the only core course that actually adds some value”*

“I really wish there would have been more transparency about the succession”

“Course was intended to be hard, but exam was fair. Course is underrated among students.”

Exam
Fair 2x

*“Too hard for a core course”
&
“Too fast, too much”*

“Workload during the semester disproportionately high. However, the exam was fair.”

“No one seemed to understand what the lecturer was talking about in his lectures.”

“Great professor, interesting topics, fair exam.” & “Great first run by Mr. Stocker“

*„Big difference between difficulty of lecture and exam“
&
“First time, very high workload and hard exam without studying with mock exam or old exams”*

Exam
hard 2x

27 of the students that took the course left a comment

1. Issues with the exam

Summary:
Time x 4
Unfair x 2
Too much content x 2

- “Exam should be **closer** to the end of the course, that would also make the actual exam period less stressful”
- “For me, the **time** pressure was pretty high”
- “The exam should be **more fair**”
- “**too much content** for the exam”
- “**too less time** in exam”
- “not really hard but too much content (also in the exam)”
- “(...) But take care: The exam is extremely **demanding time-wise**. Practice, practice, practice if you want to finish the exam!”
- “**Unfair exam** at the first date; it was required to learn a formula by heart, despite telling the students in the lecture that only the formula provided in the sheet is relevant.”
- “A lot of **content**, detailed exam questions and not enough time in the exam.”
- “Not enough **time** in exam to answer all question”

3. Too much content

5x

- “Logically easy to follow but much input.”
- “Way too much content”
- “Too many topics covered”

2. Positive comments

Summary:
Recording good x 4
Vomberg x 2

- “nice lecture/exercise recordings”
- “Very sound introduction into the field of empirical research; overall, very nice lecture (...)”
- “Great preparation for master thesis”
- “Course is **well-organized** and appreciate that it is recorded”
- “I liked that the **recordings** of the lectures and exercises were uploaded. The professor was very motivated and explained things clearly.”
- “Boring topic, but the **lecturer is super nice** and can explain very well”
- “Very important course in **preparation for the seminar thesis**. **Very nice prof.**” 2x

4. Exercise & Other

Summary:
Exercise not helpful x4
Boring x3

- “I think the concept of two lectures consecutively is not a good idea, you cannot concentrate”
- “Boring lecture”
- “Tutor for the exercise wasn’t a good choice. He just wrote down the solution with little to no explanation. This could have definitely the potential to be improved”

30 of the students that took the course left a comment

1. Issues with the guest lectures

Summary:
Guest lecture
negative x 5

- *"Ideologically driven, really felt like the lecturer and especially one guest lecturer were pushing an agenda. If you would have stated your honest opinion in the exam, it seemed to be guaranteed that it would have been punished."*
- *"Guest lectures were not as informative"*
- *"Guest lectures didn't bring any value"*
- *"I expected more from the guest lectures"*
- *"You get a 1.0 for glorifying someone who commits tax evasion"*
- *"(...) not all guest lectures were good"*

3. Organization chair

x4

- *"Organization of the chair was bad"*
- *"It was way more time between long lectures, paper readings and so on"*
- *"The chair postponing the exam 5 times was really bad organization"*
- *"(...) however, changing the date of the first exam was really frustrating."*

2. Not learning enough & more details

x4

- *"Haven't learned much"*
- *"Kind of shallow course contents, seems a bit random sometimes. But it is not meant to be a deep-dive into the topic, so overall good course."*
- *"I would cover this important topic in more detail in the future (more credits and more content)."*
- *"Not useful at all. Really disappointed, such an important topic, especially nowadays. Exam a joke (everybody gets an A), but that does just prove the point, that you learn nothing"*

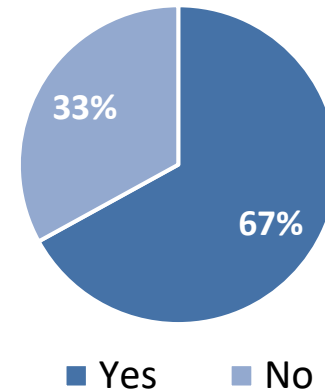
30 of the students that took the course left a comment

4. Positive comments

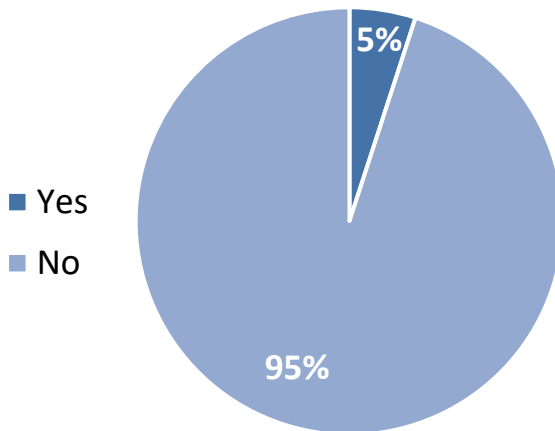
- *"The mixture between theoretical and practical insights was very good and interesting"*
- *"Great guest lectures and the content overall."*
- *"I liked the regular guest lectures and the practical insights. Best course in this semester! The lecturer is very passionate, and some guest lecturers are really inspirational!"*
- *"Very interesting and the hybrid offer was very nice."*
- *"Interesting guest lectures, (...)"*
- *"Interesting course and fair concept of the Open-book exam. Good that it's a core course."*
- *"very inspiring (...)"*
- *"Very interesting, with great corporate examples, variety of viewpoints on CSR"*
- *"Nice course"*
- *"Loved it"*
- *"Very good course, sadly it is no longer being offered."*
- *"Normally this is not a topic that I am passionate about, but I liked this course a lot."*
- *"I was not interested in this topic before, but the professor made it interesting and relevant for my career objectives."*
- *"Easy and interesting course"*

Summary:
Easy x3
Interesting x7
Guest lecture positive
x 5

Are you familiar with the online course Academic Writing for MMM students on ILIAS?



Did you use the course "Academic Writing for MMM students" to prepare yourself for the seminar or master thesis?



If yes, helpful?

"yes." 5x

"Not practical."

"Content too general." 2x

If no, why not?

"Didn't know about it." 62x

"No time." 10x

"Not writing thesis in Mannheim." 8x

"Didn't see the need/no interest." 33x

"Not relevant yet/will do it later." 38x

Input: Suggestions for New MMM Courses (I)

IT-related courses

More Blockain and AI Kurse x 4

Data & analytics in sustainable business development x 3

More Information System courses, maybe something about Databases and also Artificial intelligence

More digitalisation and transformation related topics, could also be linked to M&A or restructuring of companies or enlargen the courses offered

Modelling course in MS Excel

Infrastructure-Management

More IS courses like IS 515 Project Management

KI Sponsoring

Business Intelligence

Finance and Accounting courses

Controlling x 7

Real Estate Finance x 3

More courses regarding venture capital, private equity, and strategic management. x 3

Sustainability Accounting/Reporting Course x 2

Finance - M&A, Restructuring More Case Studies with Corporate Partners

Start-Up Financing

Equity Capital Markets, Debt Capital Markets

More German tax courses at the business faculty + Management Accounting courses

Value Investing

Risk Management for Banks

Private Equity Taxes in Finance; Python in Finance

Management courses

Bring back/come up with new the **sustainability courses**. Maybe add in unrestricted options that might not be as interactive but at least give students the chance to attend courses of their chosen study field. x 38

(International) **Strategy Consulting** x 4

Strategy-Related or **Consulting Project Simulations** by Management Chair x 3

Real estate management, FMCG Marketing, China / Asia Management / International Affairs x 2

More courses about public management

More management courses (MAN) that also cover finance topics too

Social entrepreneurship

Infrastructure-Management

Some overarching course like "strategic management" or "business development" where you cover the areas you would encounter in your day-to-day as (e.g.) a strategy lead for a small company.

Renewable energy research Sustainable business case study

(...)Also it seems strange that for a management Master, the course corporate strategy is 1) not mandatory but even more strange 2) restricted - more than 250 people applied - it's a course that interests nearly everyone who's interested in management. After cutting so many courses (sustainability) it is really bad that restricted courses are not opened up - I really don't see a reason

More Sustainability classes; More classes offering work with case studies; Class about current events in the business world; More practical classes about leadership - not only learning by heart

Input: Suggestions for New MMM Courses (III)

Marketing courses

MKT: **Luxury goods** management or something similar

x 5

Any **Sales courses**

x 4

More Marketing courses

x 2

More courses about digital marketing and the different areas of that

A marketing course about SEO & SEA

I would like more digital marketing and FinTech related topics: SEO/SEM, Google Analytics, copywriting, VR technologies, Social media analytics, community management, crisis management for enterprises

The Sales course would be interesting. Maybe one course regarding Cruise and travelling? Like Hotelmanagement

Key Account Management

Innovative Marketing Channels and how to scale evolving businesses

Something about Social Media as a tool in Marketing, Employer Branding as the interface of HR and Marketing, More hands on courses in the HR department that don't require an exam at the end but maybe a case study or essay etc.

More courses regarding social media, like social media marketing. There is already such a courses however almost no one gets in so there could be another one.

OPM courses

OPM course on the Mensa's production system

Other courses

More data analysis courses in all areas not only information systems, but area specific, e.g., data analysis in procurement (Python) or specific information systems used within these areas

I am interested in Asia, especially Japan. It would be interesting to see an expansion into that direction.

More consulting-specific contents in general!

Non-financial reporting

More industry specific classes: E.g., seminar: Introduction into the automotive industry...

Like other business schools Mannheim should **introduce a lecture preparing their students for case studies** as most students seem to want to compete in jobs where these are a necessity to ace in the interview. As we already have courses for negotiation which are really successful this should not be too hard to implement as well.

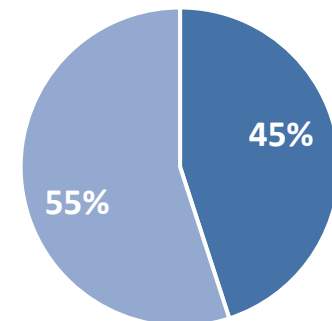
More practical courses!

Business Language Elective such as: French or Spanish for Business (not only focus on English)

Behavioural and cognitive Biases in Business Decisions

Would you be interested in a sales course in the form of a block seminar focusing on topics such as professional selling, responsible sales, selling for impact and sustainability?

Participants: n=174

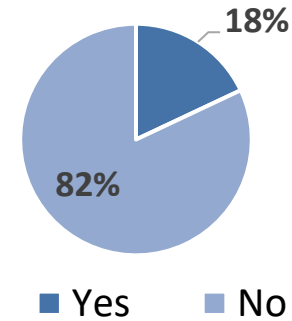


■ Yes ■ No

3. SEMINAR THESIS

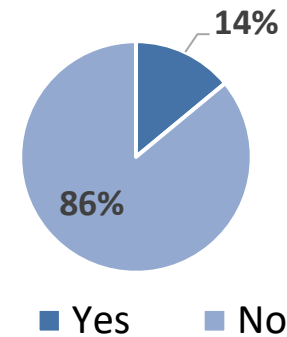
Have you applied for a seminar thesis
this semester?

Participants: n = 319



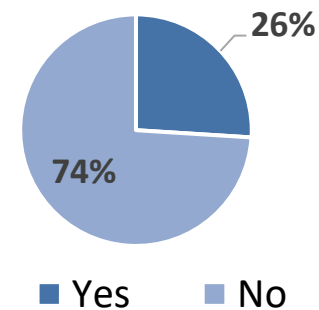
Have you started/completed a seminar
thesis this semester?

Participants: n = 319



Have you applied for a seminar thesis
and been rejected?

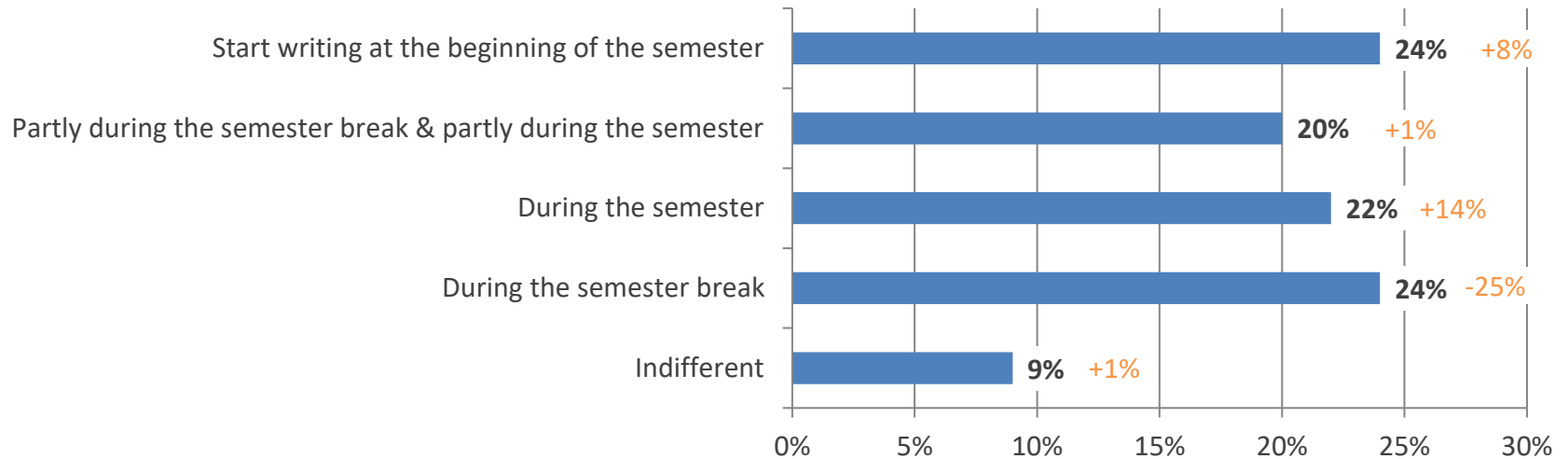
Participants: n = 57



Remark:
Almost 50 % (k = 7)
of rejections from
the Chair of
Sustainable
Business (Prof.
Edinger-Schons)

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

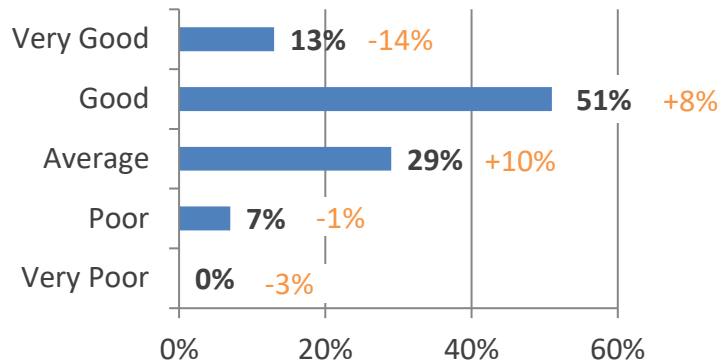
Participants: n = 45



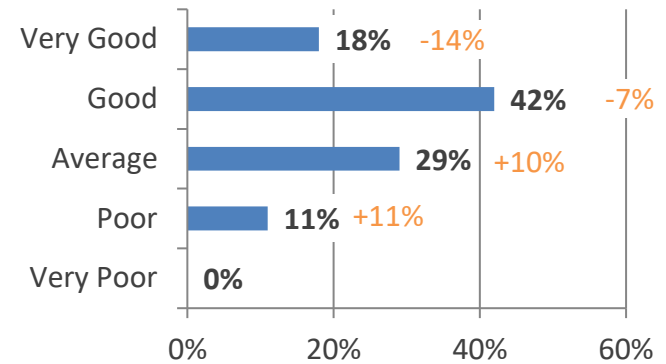
Seminar Thesis: Quality Rating (I)

How would you rate...

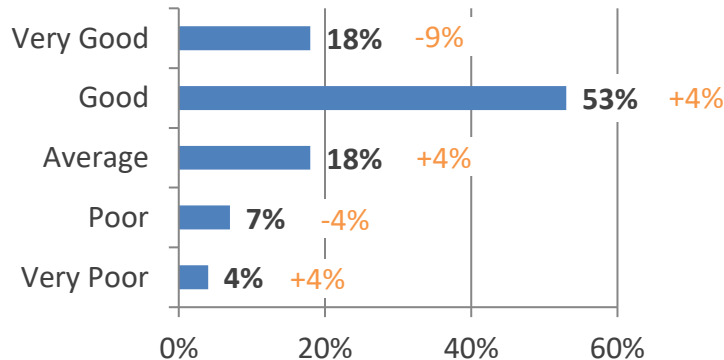
...the overall provision of information before deciding on a chair?



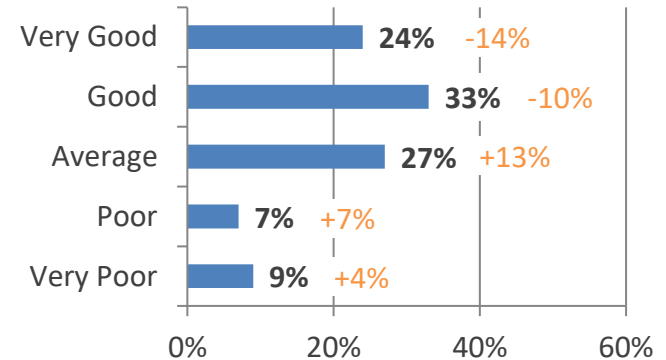
...the variety of topics?



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



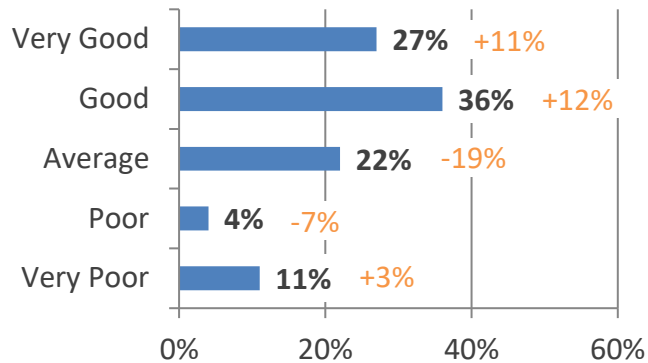
...the process by which the topics were assigned?



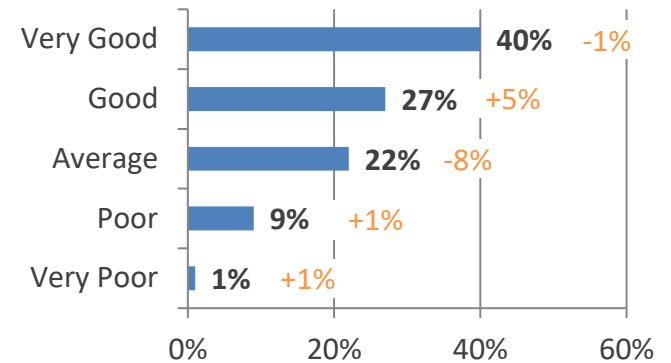
Seminar Thesis: Quality Rating (II)

How would you rate...

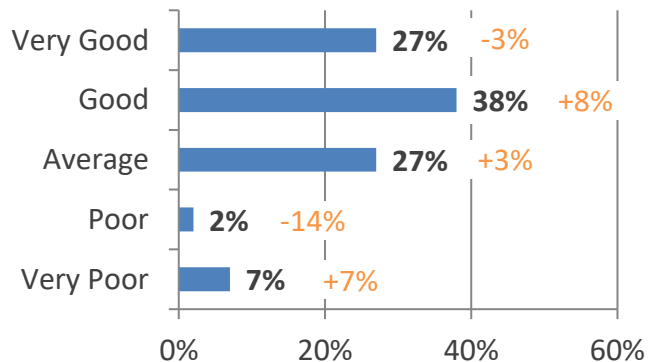
...the opportunity to influence your topic?



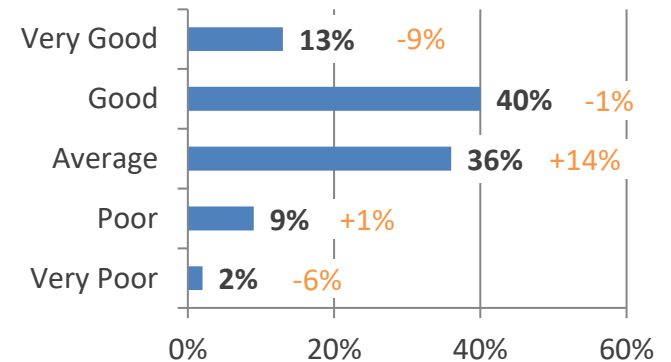
...the formal support by the chair?



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

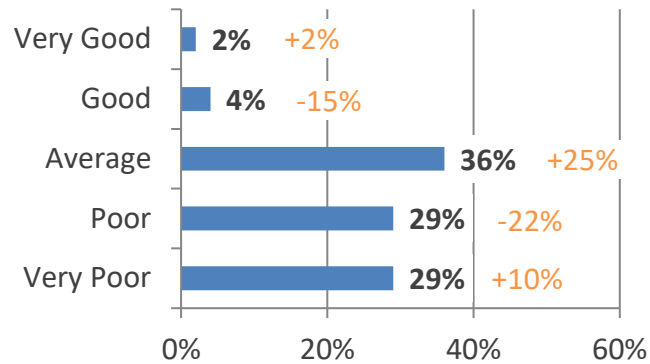


...the time frame of the seminar thesis?

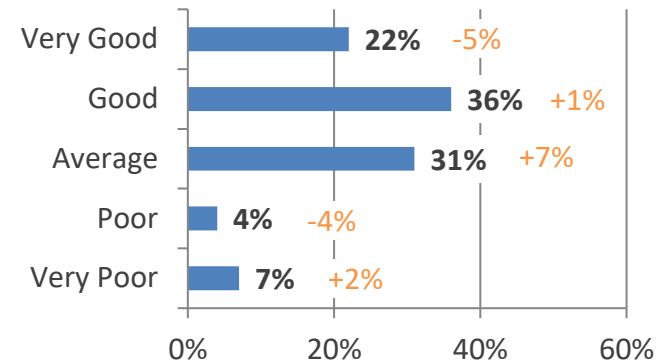


How would you rate...

...the workload required to complete the seminar?



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



Participants: n = 45

*“There should be a **central process for allocating spot**. Because of the different deadline, you may need to reject one offer from a chair before knowing if you get into another chair.”*

“It should be stated more clearly if the topics are **qualitative** or if they require **quantitative** work before the topic assignment.”

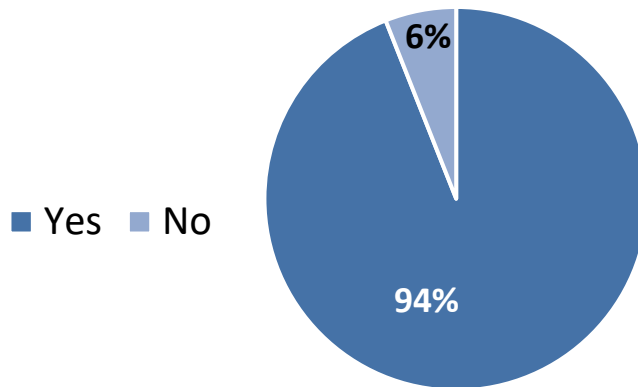
“Poor allocation process at the **finance chair**: after the official allocation, more people got allocated and it was not transparent how topics were assigned in this **second round**. Chairs should take the maximum number of students possible from the beginning”

*“They should have **uniform rules** at each chair, e.g., placing the same weights on the paper and the presentation.”*

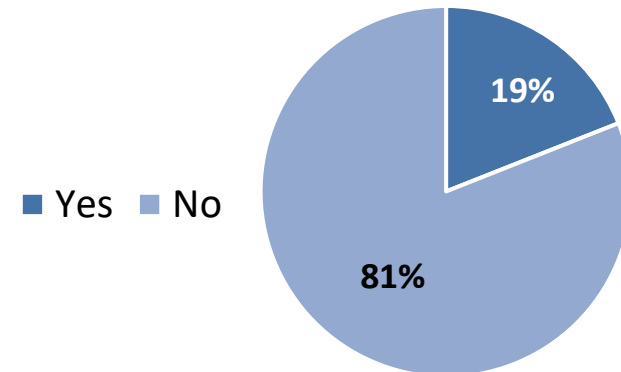
“I liked the opportunity to **start during semester break**. Would hardly be feasible with around 30 credits during the semester.”

4. MASTER THESIS

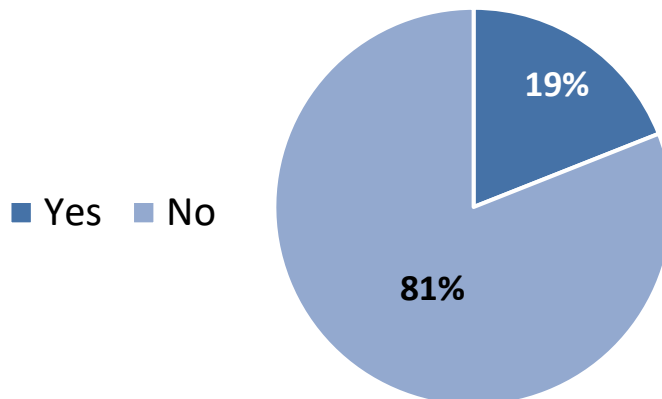
Is/was it the chair of your first choice?



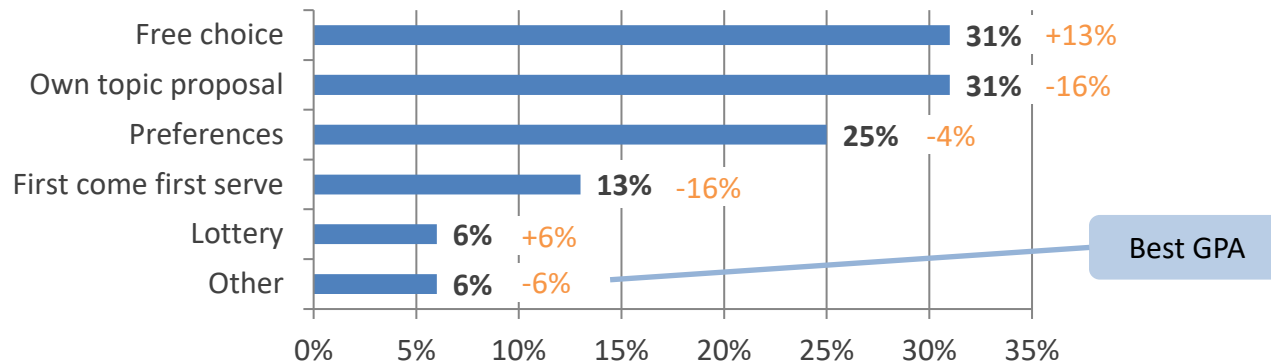
Did you write your Master's thesis in cooperation with a company?



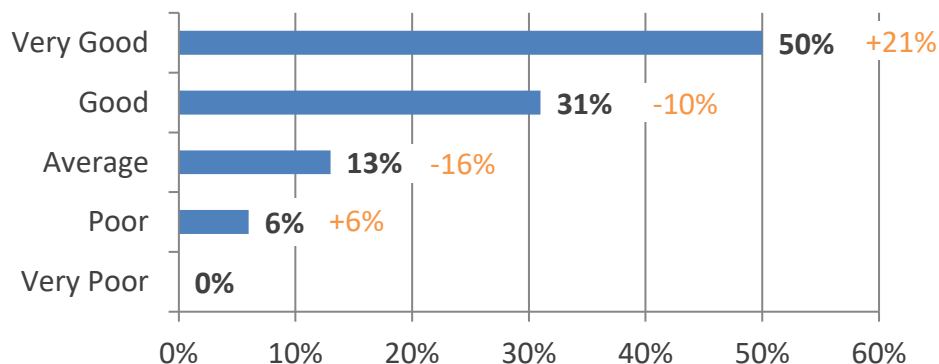
Does it differ from the chair of your seminar thesis?



What system of assigning the topics did the chair use?

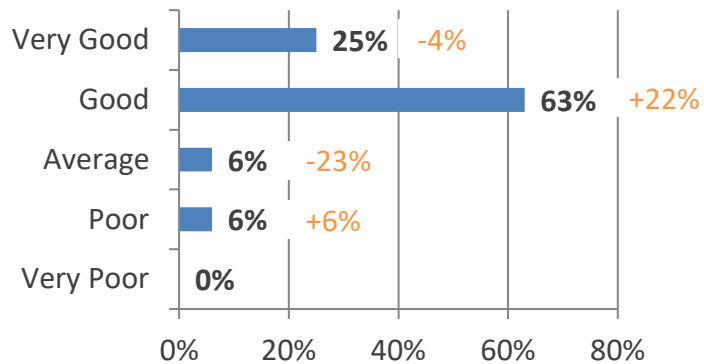


How would you rate the process by which the topics were assigned?

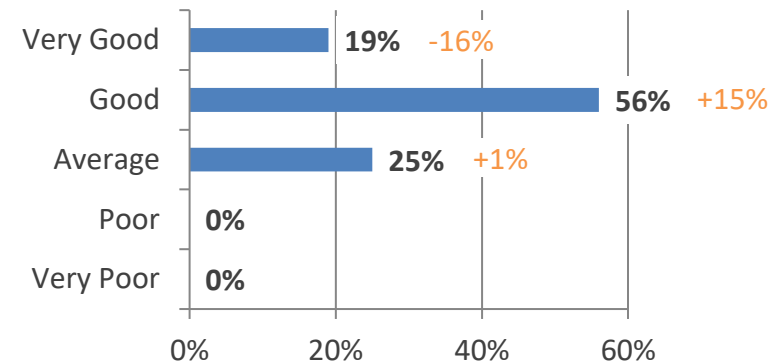


How would you rate...

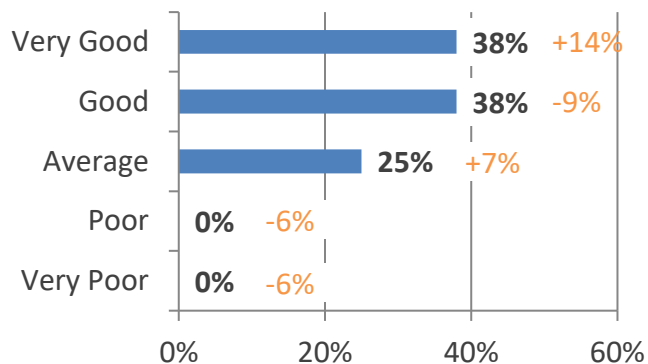
...the overall provision of information before deciding on a chair?



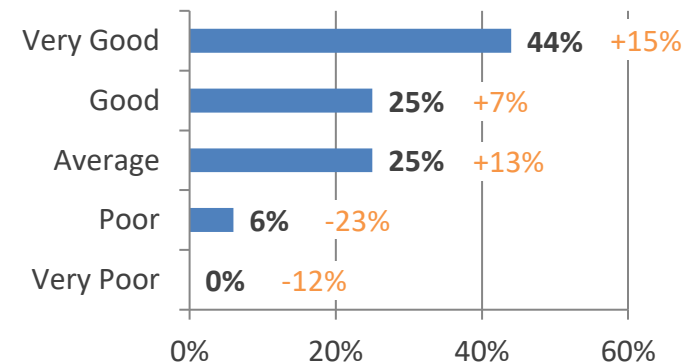
...the variety of topics?



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

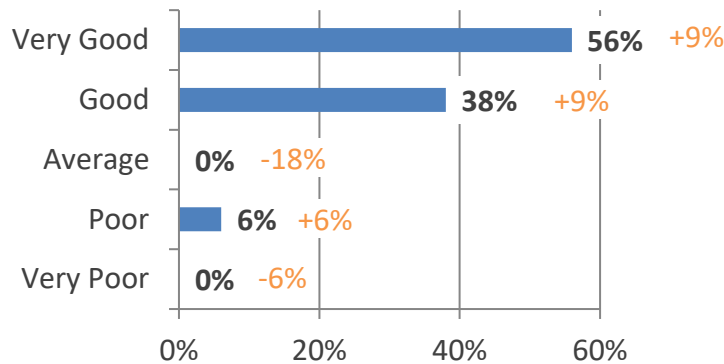


...the time frame of the master thesis?

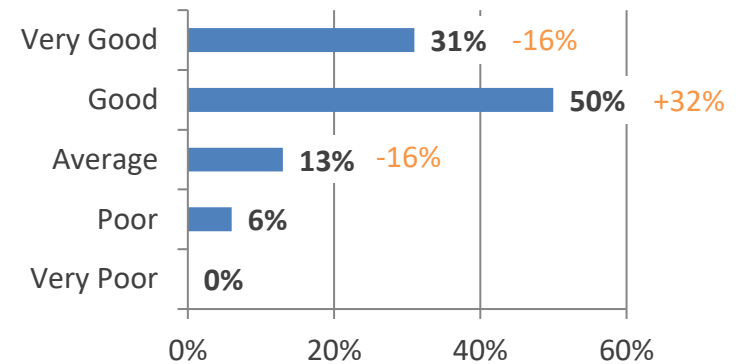


How would you rate...

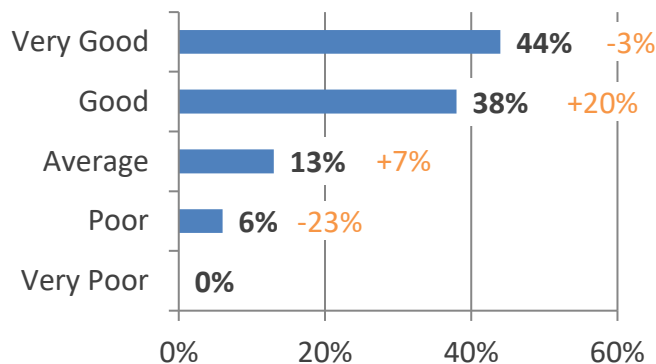
...the opportunity to influence your topic?



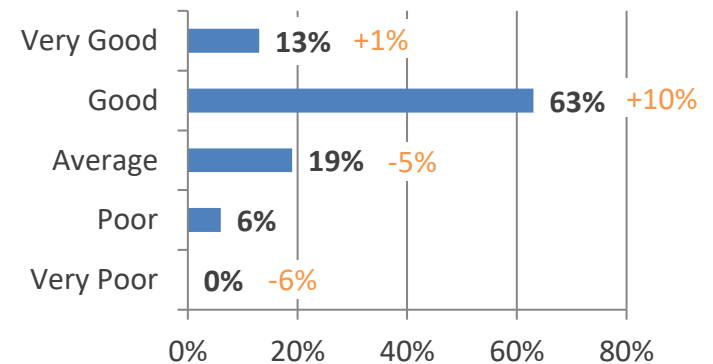
...the formal support by the chair?



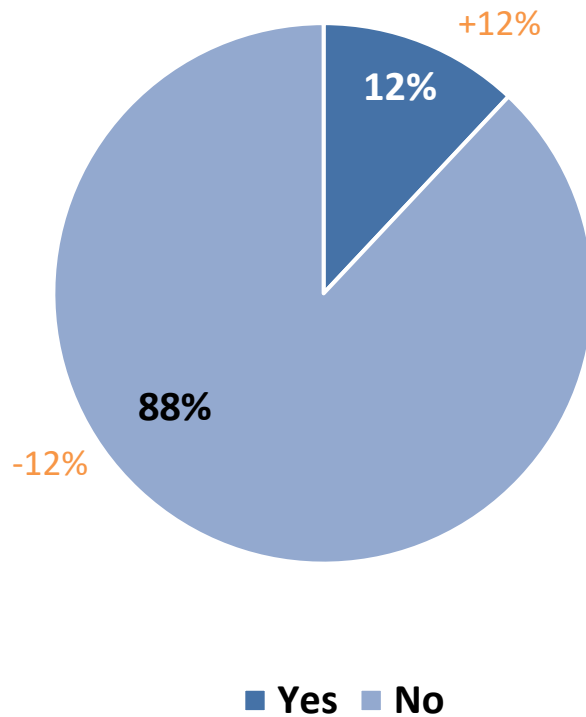
...the content-related support by the chair?



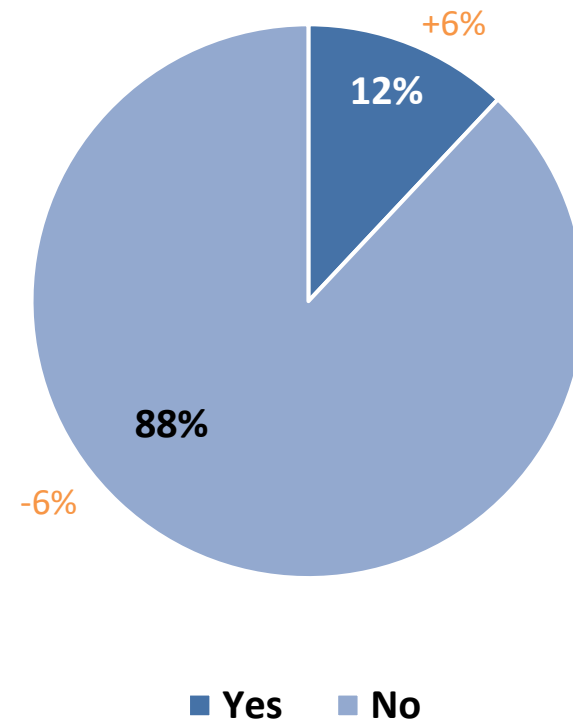
...the provision of feedback after the master thesis?



Did you defend your master thesis?



Would you have preferred to defend your thesis?

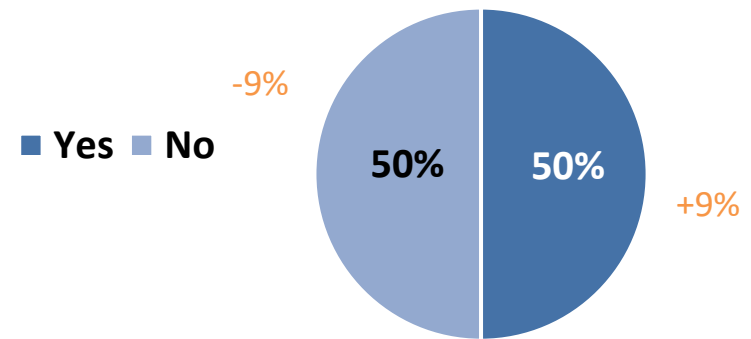
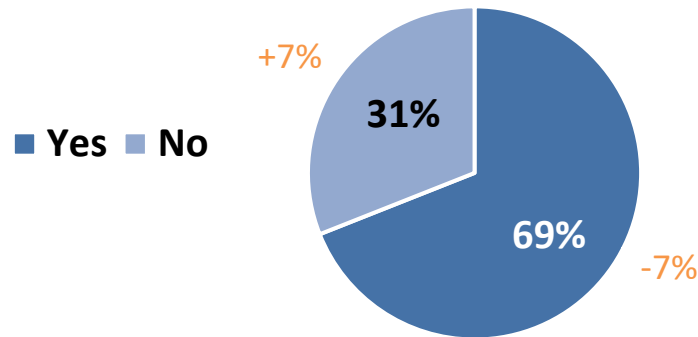


Participants: n=16

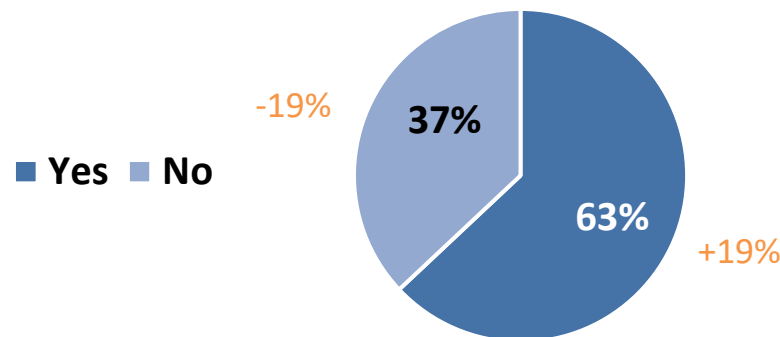
Did you feel well prepared for your master thesis by ...

(a) ...prior research (bachelor thesis, seminar paper)?

(b) ...courses offered during your studies?

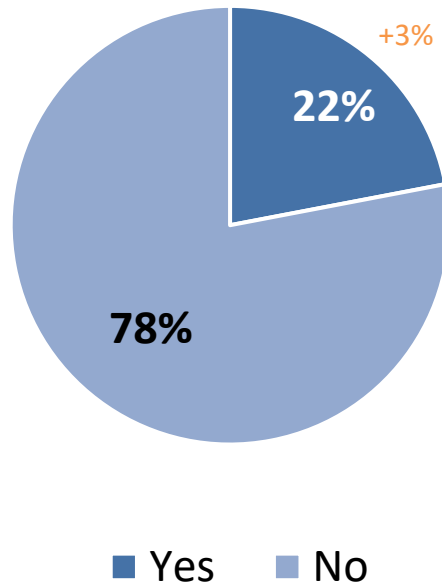


Do you suppose that the topic of your master thesis helps your professional career?



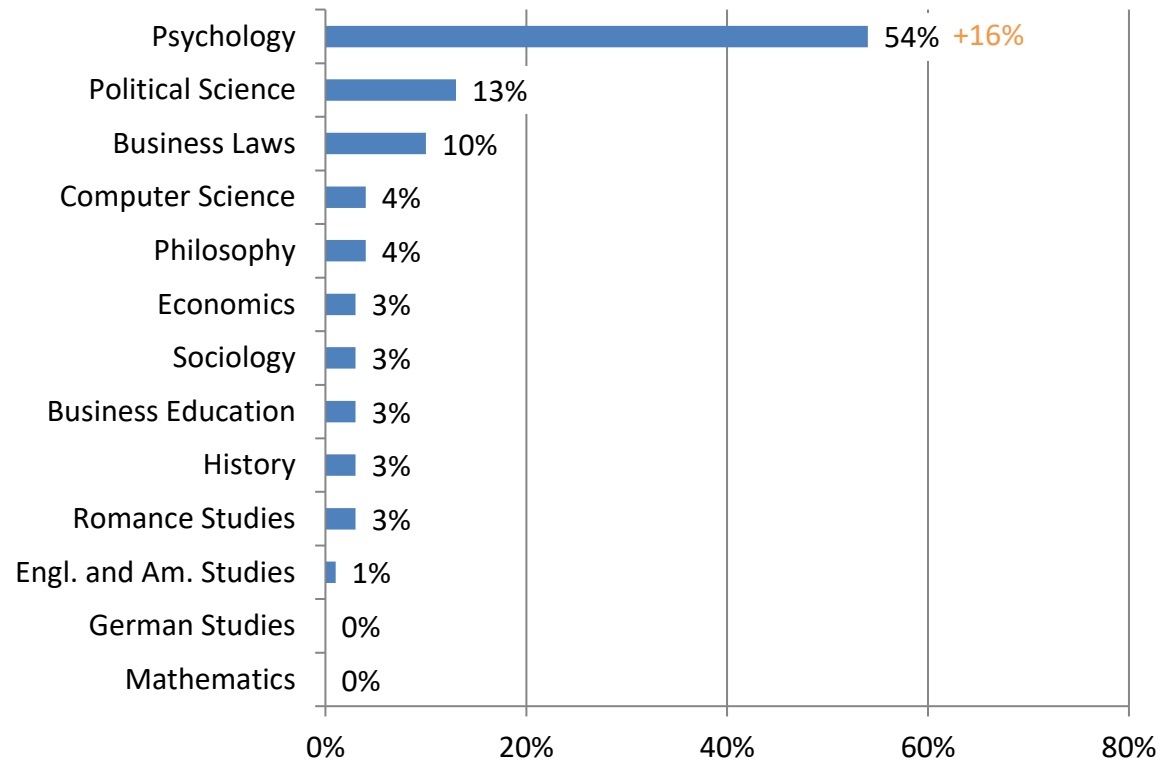
5. ELECTIVES

Are you taking an elective?



Participants: n = 318

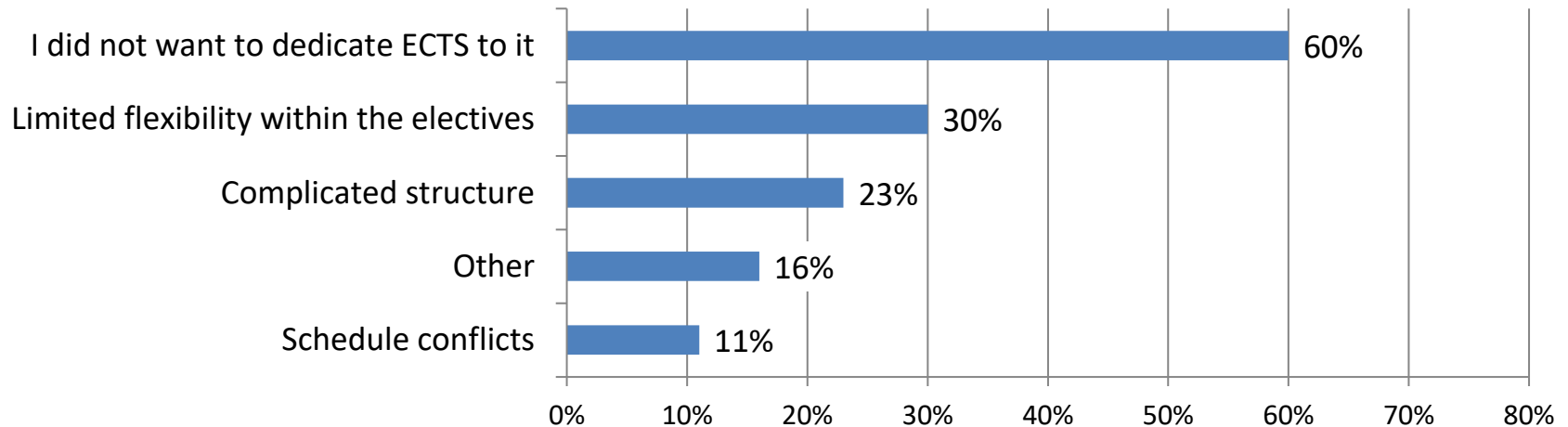
If yes, which one?



Participants: n = 78

Electives: Reasons Against

If no, why not? (multiple answers possible)



Participants: n = 250

Other:

Unfavorable ratio of ECTS and workload (E.g., Mathematics/Informatics).

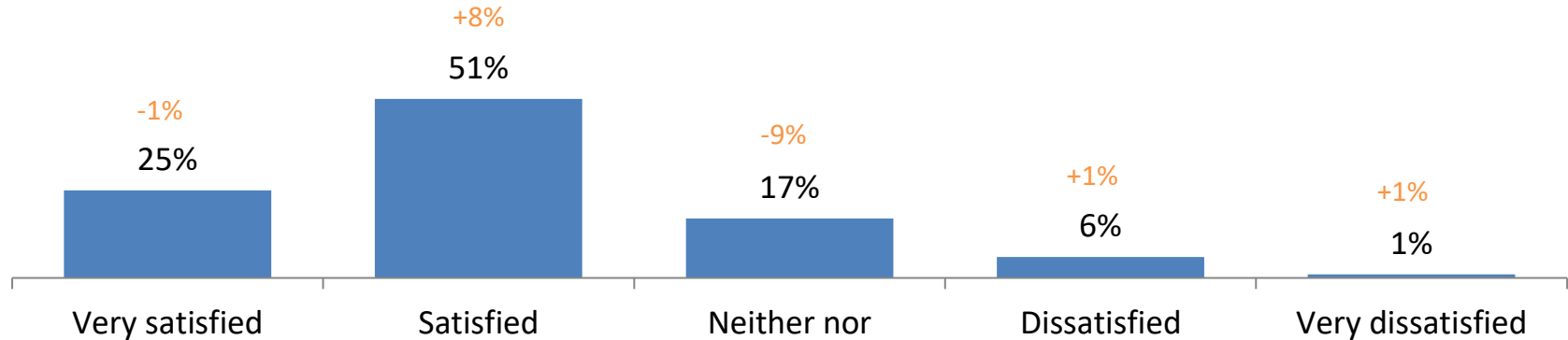
There are so many interesting courses within MMM.

Electives are mostly in German.

I have already tried Computer Science but despite being advertised for complete beginners it was impossible to pass without previous programming knowledge.

Double Degree excludes electives.

Overall, how satisfied are you with your elective?



Participants: n = 78

Comments:

"The grading seems way stricter compared to the MMM"

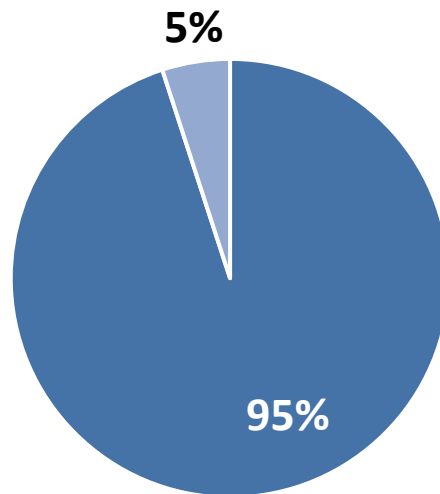
"Great professor, very interesting content (consumer psychology)"

"Unfortunately, exams are always overlapping with MMM exams"

"People in the English track are unable to choose many of the electives."

6. SEMESTER ABROAD

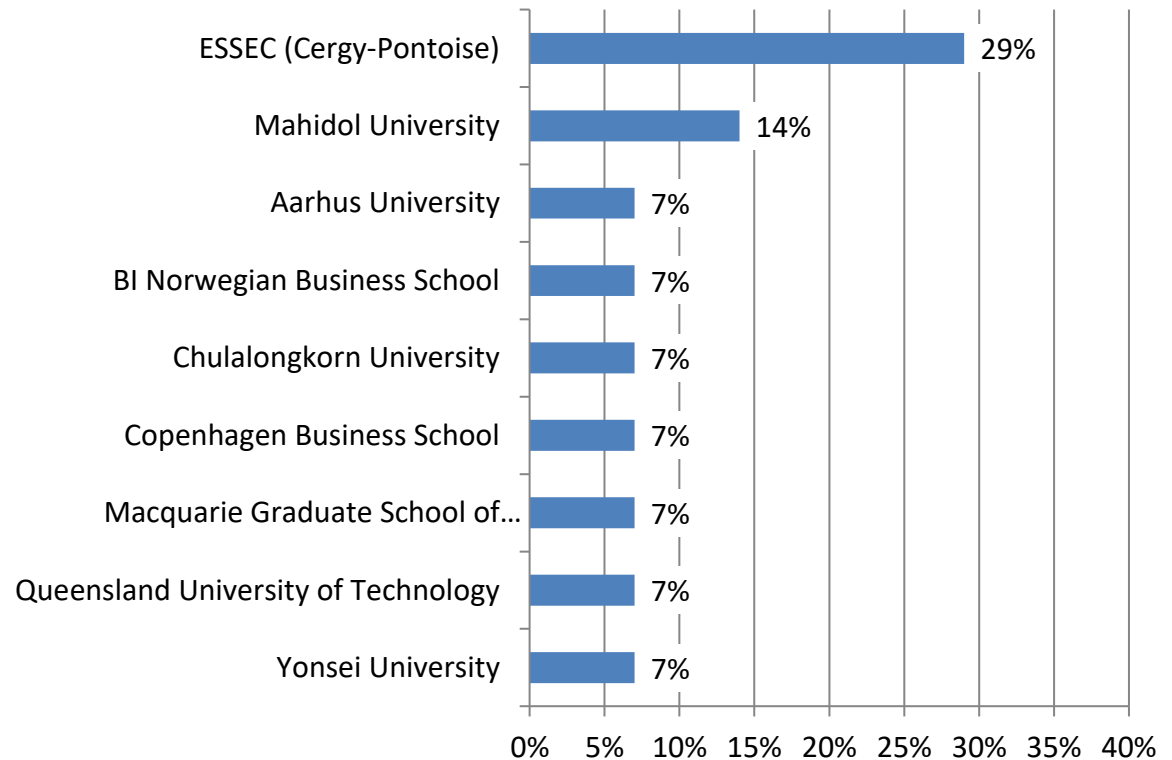
Did you spend your semester in Mannheim or abroad?



■ Mannheim
■ Abroad

Participants: n = 334

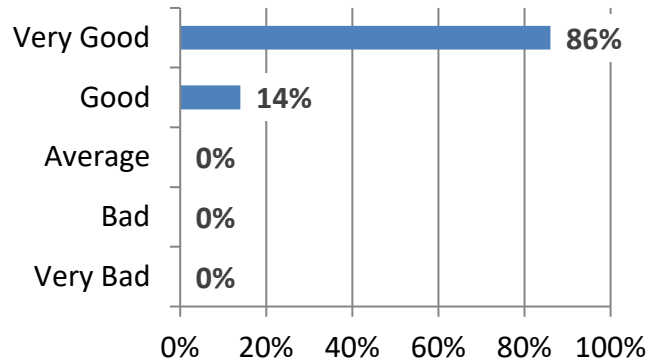
Where did you spend your semester abroad?



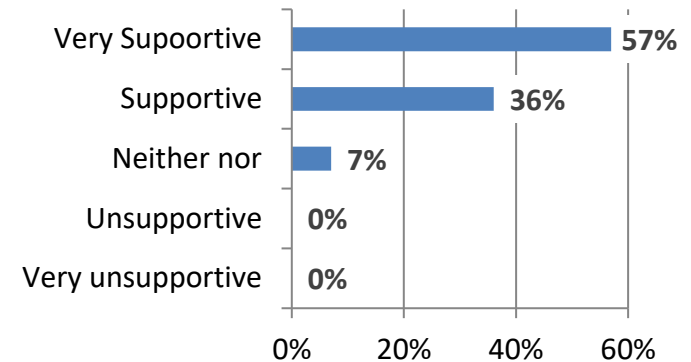
Participants: n = 14

Semester Abroad: Satisfaction and Support

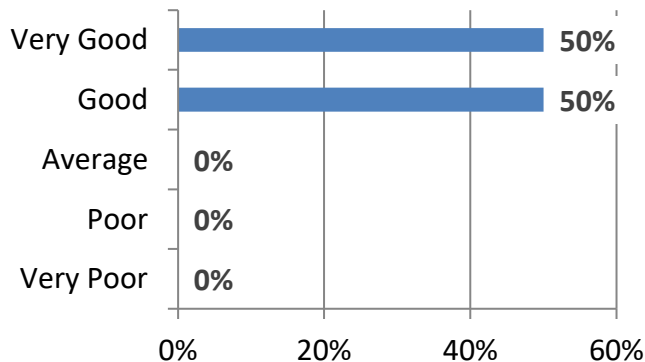
How would rate your semester abroad?



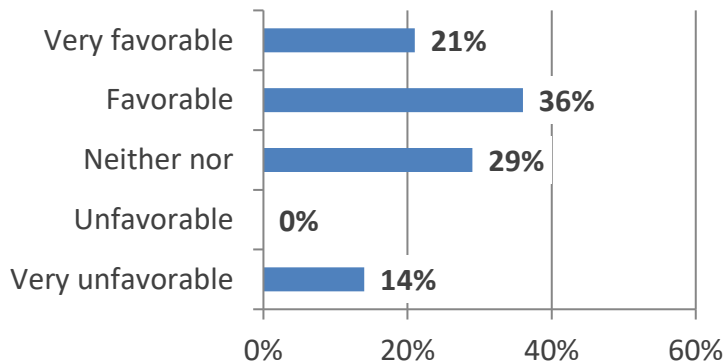
To which extent did the semester abroad support your academic education?



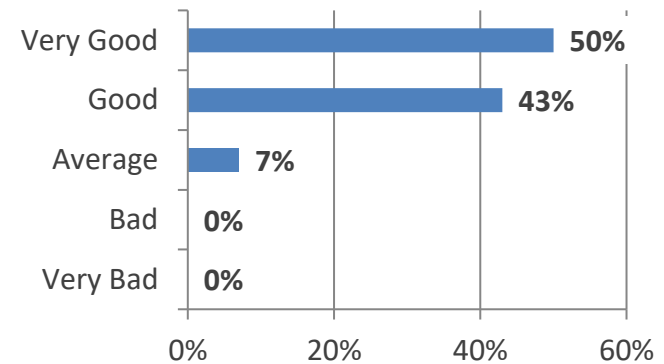
How would you rate the provision of information for the preparation for the semester abroad?



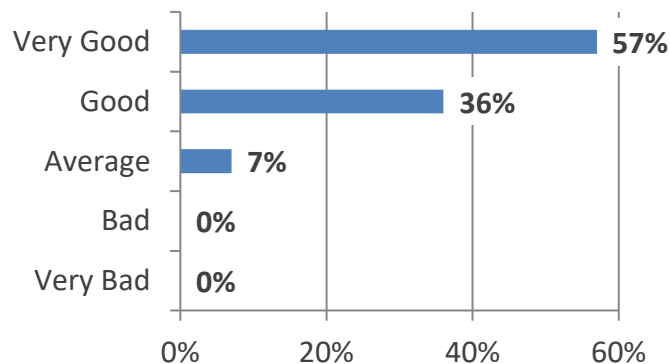
How would you rate the conversion of the grades received abroad?



How would you rate the accreditation of the courses abroad in Mannheim?



How would you rate the acquisition of Learning Agreements before or during your semester abroad?



Did you have any problems regarding your semester abroad?

*“Not really. Just need to take time searching for **accommodation**. And that the professor didn’t upload syllabus leads to hand in **Learning Agreement** delayed.”*

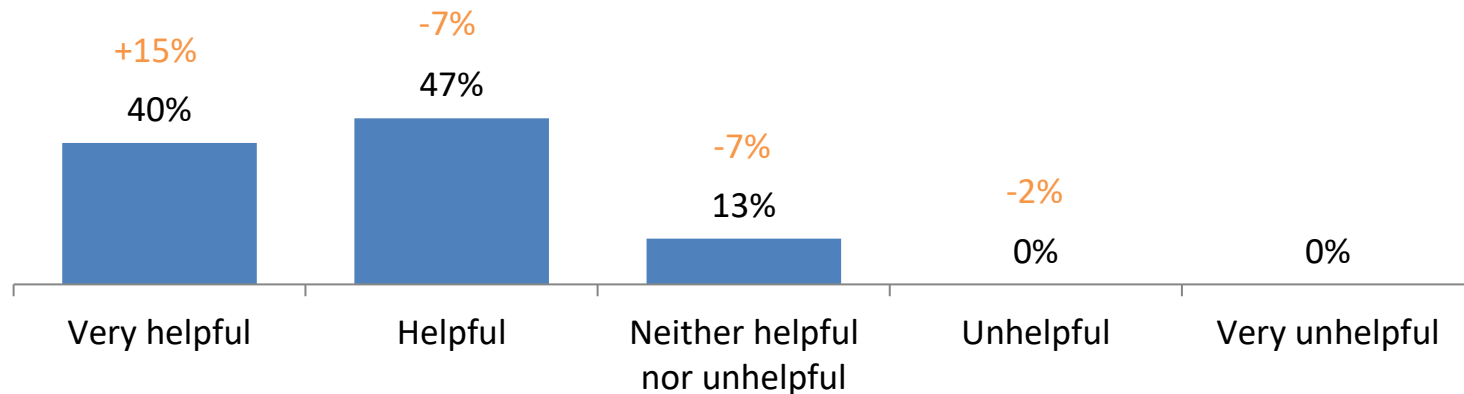
*“**Grade conversion**”*

Do you have any other remarks regarding your semester abroad?

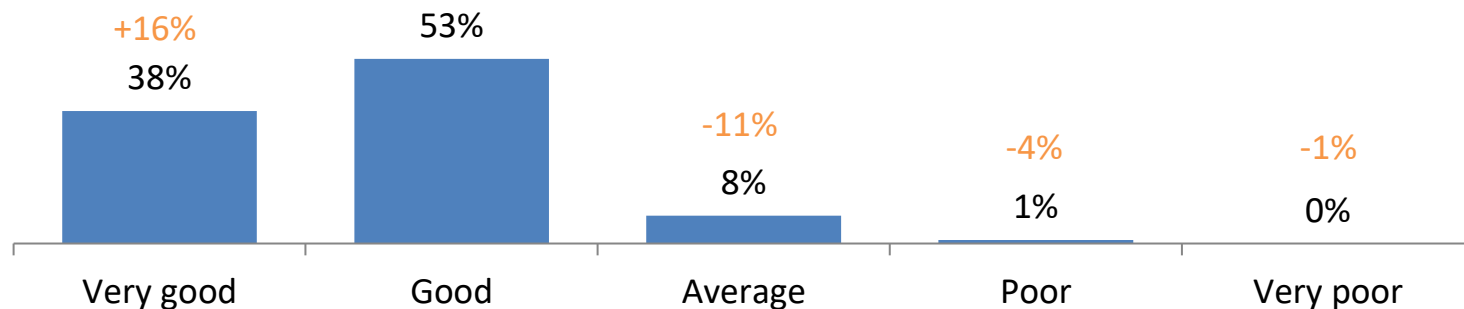
*“**Remarkable experience**”*

7. IMPRESSION OF THE FS BWL

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



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



Participants: n = 334

Further Comments: Fachschaft Work

How could the Fachschaft improve its current services or what could it offer additionally?

*“Monday meetings in **English**.”*

2x

*“**Nothing**. You’re doing great!”*

4x

*“More social events that don’t involve **alcohol**.”*

2x

*“Provide some more information about the application procedure and the **seminars** in general—maybe through a seminar **info session**.”*

2x

*“Try to have more **midterm** exams or **alternative exam formats**.”*

2x

*“I very much enjoy the **social events**! More of it pls :).”*

2x

*“Use multiple/more channels for **communication** and announce events earlier.”*

2x

*“Offer **diversity events**, so that all people feel embraced and accepted.”*

*“Provide a **calendar** where all student clubs and initiatives can insert their events.”*

*“Support in **conflicts** with professors.”*

BACKUP

ACC 520 IFRS Reporting and Capital Markets

„Miles better than Wüstemann Accounting in the Bachelor. The lecture is interesting and you don't have to learn paragraphs by heart, rather focus is on understanding. Nice Case Study which you won't have to spend too much time on.“

„Should be possible to skip after starting case study“

„The cases were super time consuming and should definitely be less extensive. Also, I felt like the „guidance“ from the coaches was not really helpful.“

“Unfortunately, grading for the case study was done by mentors from PwC. Mentoring was not good and grading was surprisingly strict. Exercises and lecture was interesting, well designed and fairly graded!”

ACC 530 Group Accounting

“Unfortunately, the worst course I took in the MMM. Even though Prof. Simons tries his best, he often jumps many slides and confuses himself and the students. In the exercise there was often way too many task, so that we rushed through them.“

“Unstructured Lecture, Exercise was often rushed and too many exercises. Exam was hard.“

“Demanding but good“

ACC 628 Selected Issues in IFRS Accounting

“Great course, but time slot not so nice (3h on Friday evening)“

ACC 662 Private Equity: Due Diligence and Value Creation

“Great Course! Dr. Schmundt gives great insights into the PE business. Group project requires a bit effort. Would recommend to anyone, especially also for students with no accounting focus!”

“very cool and practically oriented lecture with interesting guest lectures”

“Best course!”

ACC Seminar

“Way too much work for the ECTS you get!!! (However, that’s a general seminar thesis problem). Especially Simon’s chair demands A LOT and is very challenging and strict. I couldn’t hold the presentation due to medical reasons but they did not really care.”

“Far too high effort for 6 ECTS”

TAX 520 Besteuerung der Unternehmen

“Exam is fair, the group work was very time-consuming”

“Professor should work more with the laws”

TAX 530 Taxation of Businesses and Individuals

“great introduction into basics of taxation, very fair exam.”

TAX 620 Applied Empirical Research: Methods and Practical Implementation

“I do not recommend the course for beginners in R”

TAX 660 Tax Planning: The Role of Taxes for Business Decisions

“Prof. Dörrenberg interacts very good with the students, however, sometimes the content is too slow and, thus, gets boring. The exam had very high time pressure, even if you are perfectly prepared. The grading was also harsh.”

“Grading was way too strict compared to the lectures.”

“Very good lecture! Professor is very motivated.”

“More exam preparation.”

“Prof. Dörrenberg does a great job teaching this course, I really enjoyed it and the exam was very fair.”

FIN 500 Investments

"Fair exam"

"Loved it"

"Long lectures, but very fair exam!"

*"Very interesting course with an easy exam.
Recommend"*

*"Structure of the course is sometimes hard to
understand"*

"best professor in my opinion; well structured; good tutorial"

FIN 540 Corporate Finance I – Lecture (1)

*"Different Professor than last semester was
the cause of most of my problems"*

*"Bad lecturer, horrible exam, good grading in the end
that leads me to believe the chair knows what the
lecturer did wrong."*

"Lecturer was not good."

*„I was very disappointed with this course as the
lecturer was not properly explaining the contents and
did not provide any materials for exam preparation.
Also, questions were answered improperly. Exam was
very stressful and unfair."*

"Very poor preparation for the exam"

*"Exam was a lot harder than in previous
years"*

*"Interesting course, but the
exam was quite challenging."*

*"With the actual chair being absent, the volume of tasks in the
exam was not comparable to recent exams whatsoever."*

Comments: FIN Courses (II)

FIN 540 Corporate Finance I – Lecture (2)

“Unfair exam (but prof will change).”

*“Professor was not good at transferring the content.
Also, effort/credits ratio is off.”*

“Course is very bad-organised and no exercise class to help understand the concept. The lecturer is also very cynical to students and goes through material very quickly.”

FIN 580 Derivatives I

“More exam preparation.”

FIN 590 Financial Institutions I

„Great Lecture. Unfortunately, the exam was very hard, especially since the time pressure was very high even for mannheimer conditions.“

“Heard that the grading is quite harsh”

„Extremely meticulous assessment of the final exam.“

„Prep course before the exam was good. Some more material with exercises especially regarding calculations would be nice. “

“Very good professor who tries to give an interesting course, but the grading in the exam is very strict.”

„Prof Spalt is good and so is the lecture. However, the grading of the exam is very harsh and unreasonable. You will lose 0.25/0.5 points on every point you answered correctly if your wording slightly differs.“

“Great professor, exam was a little harder than expected”

„exam seemed to be unusually difficult this semester“

“Lectures were interesting”

FIN 604 Stata in Finance

"Please add more detailed info on how to recreate papers, more specifically tables, regressions etc."

"Good course to learn the basics in stata"

"Fine overall, but using R or Python would be better for the CV and they can do the same job."

FIN 606 FinTech

"Interesting, especially if you want to learn more about Blockchain. Exam is very fair."

"Recommended, common knowledge"

"Interesting topic and fair exam. The lecturer could improve on the material to include more visuals and chart explaining the business process or invite some guest lecturers as this is a very dynamic topic."

"The topics discussed are very interesting, however, this course can easily be more practical."

"This course has the potential to be more practical and less focused on theory. The exam is okay but only based on memorizing."

"Great module, very interesting, nice lecturer."

IS 515 Process Management & Analytics

"Quite intransparent grading of case study. A lot effort for only 20% of the grade."

"Case study is way too much effort"

"Interesting case study but should be more than 20% of the final grade"

"Very interesting contents, distribution of content within lectures could be improved, case study counts too little toward final grade, exam not student-friendly"

"The Group Project is an insane amount of work and almost always does not affect your final grade. The final exam only has 60min and 60points but basically accounts for 100% of the grade -> bad luck can very easily result in a bad grade in this course."

"Bad group allocation for the case study, exam was much harder than expected."

"Loved the content of the course! learned a lot but with the group project way too much work! wish there was a follow up course"

IS 540 Management of Enterprise Systems

"Discuss content of guest lectures when it's relevant for the exam."

"Effort for case study was favorable for 40% of the grade"

"Corporate guest lecture had nothing to do with the content of the course but was asked in the exam anyway. Interesting group project."

IS 557 Introduction to Scientific Programming with Python

“Professor spoke very quiet, so that no one could really understand him acoustically. Also doesn't respond to suggestions for improvement. Very high workload, extremely difficult exam. No clear evaluation scheme in exam. No recommendation!”

“Bad way of teaching python, programming exam with pen and paper does not make any sense to me.”

“Hard to listen to instructor; sessions are basically only coding and exam is about remembering code by heart such as import statements”

“Since it was the first time this course was held, it was not very well structured; also, this course is a bit of a challenge if you don't have coding experience, nevertheless it's probably useful in the future”

“It would be nice that the lecturer can pay more attention on the delivery in class, e.g., the speaking volume”

IS 5613 Applied Project in Enterprise Cloud Design and Development

“Weird course name but great content if you want to learn about Design Thinking, Lean, Agile, Scrum and co. Unfortunately, this year online due to visa issues of the SAP lecturer. Bad/vaguely designed exam questions early at the beginning of the semester.”

IS 614 Corporate Knowledge Management

“Nice course.”

IS 615 Enterprise Cloud Design and Development

“Practical application and continuation of IS613, where you apply learned principles. Mostly attended by business Informatic students, however also very well suited to Management students. Very beneficial grading”

IS 661 Text Analytics

“Too hard if you are not a pro in programming”

“It’s hard to „compete“ against Wifos”

MAN 630 Introduction to Entrepreneurship

"Time consuming considering all the case studies. The course generally attracts many students due to reputation of beneficial grading, which wasn't really the case this year (GPA: 2,7). So better choose the course if you are REALLY interested in the topic."

MAN 634 Entrepreneurial Behaviour - Behavioural Crowds & Crowdfunding for Cultural, Creative and Sustainable Ideas

"The block format is great, 2 days packed with good input and hands on tasks. I loved having the space for being creative in this course. If you put in the work for your project, you will be rewarded with a good mark. The instructor is nice and easy going"

MAN 631 Creativity and Entrepreneurship in Practice

"Brilliant course, very practical oriented"

"Nice course, a LOT of work, but good grades and no exam at the end are a plus."

"Very unstructured"

MAN 659 Understanding and Tackling Societal Challenges through Management Research

"I can highly recommend this course if you enjoy reading and discussing paper."

"Evaluation too subjective because only one professor"

MAN 645 Leadership and Motivation

"I am very happy with this course, especially with the guest lectures"

"The exercise with Uwe was great!"

"Boring lectures, theories you learn by heart only to forget them after, very easy to perform well in terms of grading."

"I would recommend doing the voluntary group presentation since it is not too much work and gives you easy extra points."

"quite an okay course, exam was a bit disappointing though"

"Boring course, all you had to do is learn by hard all the slides, no need to attend the lecture sadly"

"Awesome, super nice professor. A bit theoretical but still interesting."

"At the beginning of the course the professor said that we shouldn't learn things by heart, but the exam required that we have learned slides by heart."

"Not at all accommodating to students. Far too much effort"

"Leadership in practice sessions were great, but in general too much theory to learn."

"Leadership in Practice was a very good exercise style"

"Low effort, learning by heart mostly and unfortunately rather boring lecture but easy exam"

"Loved the professor, super motivated!"

"Great workshops with guest speaker"

MAN 649 Human Resource Recruitment and Selection

“Great lecturer with lots of real-life experience”

“Content narrowed down a lot; very accommodating for students”

“Extremely nice lecturer, very fair exam, the 30-minute video presentation can be a little stressful depending on the effort of your group members (always the case with group tasks). Overall great course, highly recommend!”

“Very good Professor”

“great prof, very fair exam and grading”

“Mr Danesy offers great insights into HR”

“Very interesting lecture and motivated professor”

MAN 656 Mergers & Acquisitions

“Great lecture, difficult exam”

“Very high workload due to the case study”

4x

“Interesting course, group work was a lot but as it is during the first half of the semester it was ok”

“The group work requires a tremendous effort, but eventually counts almost nothing. The exam was fair, but grading was tough”

“Very practical case studies. Even though they require a lot of effort to prepare, they provide a lot of insights. Overall, the required effort for the course is fair, as the exam isn't too intense”

“Strict on grading presentations, blocks are too long and some of the guest lectures add no value but just stretch the length of the block”

“Way too much workload that doesn't pay off with a good grade”

“Very interesting course, professor is very good”

MAN 679 Eine wissenschaftliche Einführung in das Public und Nonprofit Management

"A course that's very pleasant to be in but that repeats scientific baseline knowledge that every MMM student should have obtained in their bachelor degree"

"very interesting lecture and very nice professor. However, grading seemed to be a bit strict"

"Learned a lot, but despite online exam extremely much material"

MAN 684 Sustainable Business Models & Circular Economy

"Very nice Professor and interactive classes"

"Very interesting class; Very interesting guest lectures; Very interactive; Very fair grading & low effort"

MAN 681 Sustainable Business Models & Circular Economy

"I hope we can have more lectures in this course, now there are only four"

"Grading not really transparent and not as communicated"

"Haven't learned anything at all"

"fun and interesting class, the lecturer was quite enthusiastic. What you learn depends on the topic you choose for your group project. The grade in the end was a bit disappointing though and didn't fit to the feedback received in class. still recommended."

MAN 682 Materiality, Risk Assessment, and Reporting

"Too little detailed stuff"

"The grading was very random"

"The grading was not transparent"

MAN 689 Change Management and Organizational Dynamics

"Would not necessarily recommend"

"Great course, nice lecturer, very favorable workload. Highly recommend. (Mark: 30% create a physical poster and present 5min, 70% 6 pages written assignment) Downside: course did not start till end of Nov./beginning of December"

"Information about the course (contents, examination, etc.) should be published in advance and not in the first session of the course in the middle of November"

"Mrs. Jaspers used some cool and refreshing teaching methods"

MAN 696 Compliance and Code of Ethics

"Unclear requirements. Relatively low commitment of the teacher"

MAN 693 Strategic Intellectual Property Management

"More interesting than expected. Gives a good introduction into why IP management is important from a strategic point of view."

"Great content and very interesting"

"Prof. Hoisl did a good job"

"Very interesting class; It is not about the very specific details of how to apply, e.g., patents, but rather about their importance, how to manage them, how to protect IP if patents have expired, etc.; Professor is really nice"

MAN 697 Corporate Sustainability Management

"A lot of advertising for Coca Cola and it's sustainability strategy since the lecturer was an employee of the firm."

"Promotional event of Coca Cola"

MAN Seminar

"The seminar at the chair of Prof. Edinger-Schons was great."

"A ton of work, nice ideas, but way too much work..."

"Very little ECTS for the effort and time you must invest into the seminar thesis."

5x

"disliked that we had to find our own topic. took too much time and stress for only 6 weeks time. Provision of info could have been better"

"Incredibly high workload; very demanding requirements (e.g., find topic yourself and base your argumentation on existing theoretical model that you also had to find yourself); Nice instructors"

"Very high workload compared to the credits. Definitely worth more than 6 ECTS. It's awful that every area has its own deadlines, so it is harder to get into your favorite seminars"

MKT 510 Price and Product Management

“Organization not as good as in other courses. It would have been better to do the lecture and exercises parallel to each other from the beginning instead of only the lecture first and then the exercise afterwards”

“Only course that does not record or live-stream classes. Also, you have to pay for the script, which is basically unacceptable for Uni Mannheim”

Be aware that you have to buy the script for 10€ - is there any way to change that? It's not up-to-date anymore. If you have private (company) information or problems regarding copyright, just leave it out.

“Way too much content, very harsh grading. Interesting content but grades and effort terrible”

“Lot of effort”

“Too much content” 2x

“Not enough time to complete exam” 2x

“You have to buy the script (10€), nothing is saved digitally.”

“Very time-consuming but also very interesting, great guest lectures”

“Exam very hard”

“Interesting topics”

“That you have to buy the reader to almost every Marketing lecture is just annoying and a waste of paper.”

“Organization of the Exercise was an absolute joke.”

“Exercises were discussed too fast, hard to follow”

“Way too high focus on exercises, exercise content in many cases far from practical applicability (especially for pricing)”

MKT 561 Service Business Model Innovations

“Interesting but relatively basic class; Easy exam; just annoying that you have to buy the printed script”

“Blind learning by heart of bullet points from slides. No information regarding prior exams or averages.”

“Does the environmental strategy of the University include that the script is printed 150 times and students scan them afterwards?”

“I really liked the guest speakers”

“Very good and interesting course and how the course is taught”

“Interesting. Good case studies”

“Easy course and quite interesting”

MKT 580 Digital Marketing Strategy

“Extremely satisfied with the course and Prof. Küster, however the group project was a lot of work, and the presentations should be held earlier in the semester.”

“Very nice lecturer(s), group work is a bit extensive but working on it was very much fun (given you have a great group). Exam was fair. Grades were very fair. Highly recommend”

“Less groupwork would be better”

“Best course of the MMM”

MKT 616 Verhandlungsführung

"If you plan on taking this course or not- do it. You won't regret it."

"Easy credits, can recommend"

"Selling a script with mandatory content is ridiculous as always with the marketing chair. Claims that this is required as of copyright is not reflected in the slides content and could easily be avoided"

"Exam was fair (even though some questions were misleading in my opinion. Would still recommend!"

"Why was the script available online last year but now not anymore? Obviously only to earn money, all other reasons are not valid"

"Very interesting subject matter, great (and funny) lecturer, doable in terms of difficulty" 2x

"Just a little effort needed, credit-effort ratio is favorable"

"Exam was quite easy, and the lecture was interesting" 2x

"I gained a lot of practical knowledge in this course"

"Very easy and fun! But you have to buy the script (10€)..."

"Great teacher" 3x

"Best course this semester, 100% recommend" 2x

"Great course, very good option for a course you can write as a midterm"

"Really good/fair" 5x

"Lecture gives basic understanding in negotiation. Lecturer takes into account that the course is only 2 ECTS → content is manageable."

MKT 612 Business-to-Business-Marketing

"The lecturer's style of presentation was rather uninspiring. The guest lecture was redundant. I felt sorry for the lady presenting because she seemed very nice, however it appeared that she did not get any briefing by the Prof. beforehand."

"Nice to have it as a midterm exam - would like more of that"

"Fair amount of work and grading"

"The lecturer had some additional slides not given in the reader (which you had to buy of course) which was a little confusing to some students, as it wasn't clear whether they are important."

MKT 664 Brand Strategy Seminar

"L'Oréal Brandstorm as a course. Good but not a lot more to learn than experience"

"Favorable grading but a lot of effort for 2 ECTS (had to prepare 3 completely independent presentations), Seminar also focuses almost 50% on innovation"

"Very good course. I would have liked that we had contact with the company through the seminar before the final presentation."

"I think it should be worth more than 2 credits"

MKT 623 Strategic Marketing Management Simulation

"A bit too much effort required for 2 ECTS (given your group members didn't put in a lot of effort). I personally would not take this course again."

OPM 501 Logistics Management

“Very motivated professor”

“Good course very analytical, but no deep math knowledge required”

OPM 502 Supply Chain Analytics: Inventory Management

“Very good course, many insights and a small group, good lecture and exercise, simulation in class”

“Slides contain very little information compared to information said in class”

OPM 504 Transportation Management: Aviation

“Very interesting and practically relevant course. Fair exam.”

“Antiquated Professor that expects students to be present every time, otherwise you will score badly in the exam.”

“Hands-on course, nice change compared to very theoretical courses.”

“very interesting, favourite course”

“Very knowledgeable lecturer, interesting slides and topics, attendance is definitely recommended!”

OPM 544 Advanced Supply Chain Planning

“totally disliked that course. boring and didn't understand most of the content”

“lecture was boring and sometimes hard to follow. For the exam you had to learn everything by heart.”

OPM 591 Strategic Procurement

“Interesting lecture. However, they ask, even if stated otherwise, quite detailed questions in the exam. Grading was favorable.”

“Nice course: Prof. Bode is very enthusiastic, many interesting examples and cases”

“Too many slides. Must learn everything by heart for the exam even stuff that was excluded” 2x

OPM 691 Supply Risk Management

“I liked the lecture! The exam was very fair”

“Interesting but could have had more practical content and actual tools how to do Risk Management in companies. Good guest lecture.”

OPM Seminar

“Procurement seminar: even though if you have a lot of time to write your thesis (compared to other areas), writing 30 pages and conducting your own little study all by yourself was a lot! The grading was not transparent at all”

OPM 593 Negotiation

“not very practical”

“Unfair evaluation”

“Interesting course. Grading not 100% understandable. (E.g., In case study 30% of the points were attributed to repeating the exercise information)”

“Worst experience so far in the MMM. The grading for the Bode paper is incredibly unfair and intransparent, primarily requires repetition and punishes those who actually put in work. Super unfriendly TA. 4+ people had the same issue.”

“Overall nice lecture with refreshing approaches. But: Very unfair and arbitrary grading for the assignment for Prof. Bode. It's very unfortunate but due to the grading, I would not take part in this course again.”

- 1. Issues with the exam preparation – gap between content and what is expected of the students >20**
 - *The lecture is really hard to follow and there is a huge gap between the lecture and the exercises. There is an even bigger gap to the actual exam questions.*
 - *We need a crash course prior to the start of this course!*
 - *explanations could be better, little practical relevance, mostly bad tutoring*
 - *Lectures are well structured and easy to follow, however the lecture does not prepare the students sufficiently for the exercises*
 - *more exercises would be good*
 - *Exercise sessions varied a lot with regard to quality (materials & explaining) but are very important for the exam*
 - *Exercises are impossible to solve.*
 - *The teaching of Prof. Orzen did not prepare one for the exam. Also, only one of four tutors could explain the exercises well, which led to overcrowded exercise sessions.*
 - *Content alright, lectures and explanations not helpful*
 - *The amount of time spent on this course compared to the rest does not make sense, furthermore the exam was far more complicated than the exercises from the tutorials or class. Videos + tutorial sessions + on-site classes account for more than 6 ECTS.*
 - *It would have been nice, if the concepts are not solely taught at hand of very simple examples to quickly grasp a system involving more complex structures. I missed being taught to systematically approach complex games, which come up in exams.*
 - *Quality of the tutors differed significantly. Some uploaded additional slides, others did not for example. That's probably also why some exercise session were completely full and others were only visited by 1-2 student at times.*
 - *Teaching and exercise courses often don't fit together*
 - *lecture & exercise has nothing to do with the final exam - exam was way to difficult*
 - *not well structured; only one tutor who was actually good*
 - *Slides and explained content is way below the level asked in exercises and exams*
 - *Exam is much more challenging than expected after attending the course, preparation is not sufficient*
 - *Exercise and exam expect much more than is taught...there is just no way to solve certain problems with the instruments and skills you learn*
 - *The problem sets were too difficult compared with what was presented in the lecture.*
 - *Disaster, not relevant for the study purposes, unfavourable effort, unfair exam and grading*
 - *The inverted classroom concept did not convince me at all. Even though the videos were very helpful, the lecture was unstructured and confusing. Also, more focus should be given to harder topics in the end as they are main part in the exam.*

2. Exam

- *Please curve the exam, this grade screws the GPA*
- *The first exam was quiet rough and nothing like expected*
- *The exam was pretty unfair. It was hard to follow the videos and to spend so much time on BE I every week (including attending on campus lectures, watching videos, attending the exercise classes and preparing the work sheets)*
- *It's ridiculous that the exams are not curved. When everyone gets something wrong, it means that there is a problem with the teaching and the exam, and not the students. Expects a very high level of economics. Not necessary as a core course, no practical application*
- *Exam (first date) was too hard*
- *Very unfair course as the second exam was far easier than the first one. Huge lack of communication from the professor and not clear guidelines of the exam review (only uploaded a file to ILIAS expecting students to see it during the semester break).*
- *Bad grading*
- *Boring overall, overly hard exam*
- *the grade is slow to be uploaded*
- *Highly varying difficulty of exams — which is unfair*
- *First exam rather unfavourable.*
- *Disaster, not relevant for the study purposes, unfavourable effort, unfair exam and grading*

3. Value of the Course & Real-world application

- *Why this course?*
- *unnecessary unpractical course*
- *What is the added value of this course? Every semester students struggle, the transition from the lectures to the tutorials is just not possible.*
- *explanations could be better, little practical relevance, mostly bad tutoring*
- *Does not seem necessary as a mandatory course*
- *Don't know why we need this, some interesting concepts and insights but basically not relevant if you want to pursue a career in management, just annoying; Professor even admitted he does not know why we have to do this*
- *Way too abstract, far from reality.*
- *No relation to subject matter of a Management Masters Program, level of difficulty varies greatly between lecture and tutorials, tutors also vary widely in terms of quality of their teaching*
- *While the topic is interesting, the lecturer focus too much on theoretical concepts and mathematical formula instead of real world application. Some YouTube videos are better explaining the concept and application in real life.*
- *Why is it mandatory?*
- *It's ridiculous that the exams are not curved. When everyone gets something wrong, it means that there is a problem with the teaching and the exam, and not the students. Expect a very high level of economics. Not necessary as a core, no application*
- *Why does this has to be a core module?*
- *Why is this still mandatory? It teaches nothing that I would need in the future.*
- *shouldn't be a core course*

4. Workload

- *The inverted classroom approach is a nice idea but giving us double the workload with videos and lectures should be worth more than 6 ECTS*
- *Orzen is a good lecturer, if you WANT to understand the content, it is definitely possible to do so. However the content is not particularly relevant in a management context, and the credit to required effort ratio is a pure nightmare...*
- *It was definitely more than 6 ECTS in terms of workload but since it is a hard course and grades are not the best I'm fine with the 6*
- *The amount of time spent on this course compared to the rest does not make sense, furthermore the exam was far more complicated than the exercises from the tutorials or class. Videos + tutorial sessions + on-site classes account for more than 6 ECTS.*
- *Exceptionally high workload for just 6 ECTS. The level of complexity of the lecture contents is very low especially in comparison with the exam tasks. Professor expecting that we derive challenging approaches by ourselves.*

5. Positive Comments:

- *Andres Plusas-Lopez was a really good teacher of problem classes.*
- *The pre-recorded lecture videos are great, I enjoyed the detailed explanations. The exercise sessions should be improved.*
- *My favourite course last semester, despite the challenging exam. Great format.*
- *Not as bad as I thought at first, old exams were very helpful.*