

1. The questionnaire used

The questionnaire used in this course for the most part consists of questions with five possible answers. Students can indicate for these questions the extent to which they “agree” or “disagree” with a statement. For example: “agree” or “disagree” with the statement “I learned a lot in this course”. The most unfavourable choice (-- = disagree completely/very poor) has been allocated the coding 1, and the most favourable alternative (++ = agree completely/very good) the coding 5; the other options lie in-between.

Each respondent has the opportunity to write comments or further explain his/her answers at the end of the questionnaire.

2. Results display

The results of the questionnaire are displayed in three ways:

- The reference table displays the average score for all the 5-point questions; Moreover, the table includes the following information for comparison:
 - The average of the VU University Amsterdam, based on previous answers to the questionnaire.
 - The 67% interval: this interval corresponds to the average of the VU plus and minus one standard deviation. Approximately 67% of the average scores of earlier questionnaires are in this area.
 - The average of the faculty.
- The figure shows the same data in a graph.
- The frequencytables show the standard deviation per question in addition to the average, as well as the number of respondents, and the frequency distribution of the alternative answers.
The scores for the individual teachers and results of additional questions (if applicable) are also shown in frequency tables.
- The comments made by the students have been included as at the end of this report.

3. Interpretation of the results

When assessing whether a particular average score should be regarded as (very) low, average or (very) high, in general the following limits were set regarding the 5-point question type referred to above:

- <2½ : very low
- 2½ - 3 : low
- 3 - 3½ : fairly low to reasonable
- 3½ - 4 : reasonable to fairly high
- > 4 : (very) high

Absolute assessments

The application of the rule of thumb referred to above leads to more or less absolute assessments. These assessments are only valid when the questions are correctly formulated (a not too modest, positively phrased statement), if there are a reasonable number of respondents ($N > 15$) and the standard deviation is not too high ($SD < 1.0$).

If one of these conditions is not met, caution must be used in applying the rule of thumb:

Small or deviating N

If the number of respondents who have answered a question is (considerably) smaller than the total number of respondents, as a rule this means that the question does not apply to everyone and/or that the subject of the question does not or hardly plays a role. Furthermore, the averages for a small N are more sensitive to outliers so that their illustration in the table and graph may be misleading. It is important to refer to the frequency distribution to determine whether or not this is the case.

High standard deviation

A relatively high standard deviation demands caution when interpreting average scores. For example, an average rating of 3.5 for the quality of course material is not properly characterised as “reasonable” if this average is the result of a high number of negative scores and a high number of positive scores while ratings in the middle seldom occur.

The frequency distribution can clarify whether or not the usual interpretation (“reasonable” for an average of 3.5, for example) is correct.

Comparative assessments

The comparison with VU and faculty averages (reference scores) can supplement and qualify an interpretation based on the rule of thumb referred to above. For example, an average rating of 3.5 has a different meaning depending on how high the faculty or VU average is, especially if these averages are to be viewed as a norm.

Comparison with the 67% interval

The 67% interval indicates the limits for the average within which the outcomes can still be considered “normal” (usual). A score below the 67% interval means that approximately 83% of the VU's courses were given a higher score for that particular question in the past, and a score above the 67% interval means that the score for the course for the evaluated component of the programme is in the top 17% of VU courses.

Finally, the interpretations based solely on numbers referred to above, can be further qualified by the written comments of the students.

For more information regarding the interpretation of course evaluation results, see VUnet: (www.vu.nl/vunet/evaluaties), or contact the evaluation coordinator of your faculty or the department of Teaching and Quality (Student and Educational affairs).

Evaluation Report Course Behavioral Strategy (E_BA_BS)

Faculty : SBE

Programme :

Course : Behavioral Strategy

Lecturer(s) : dr. M.M. Rietdijk

Acad. period and year : 150 - 2017

Start evaluation: 5/31/18

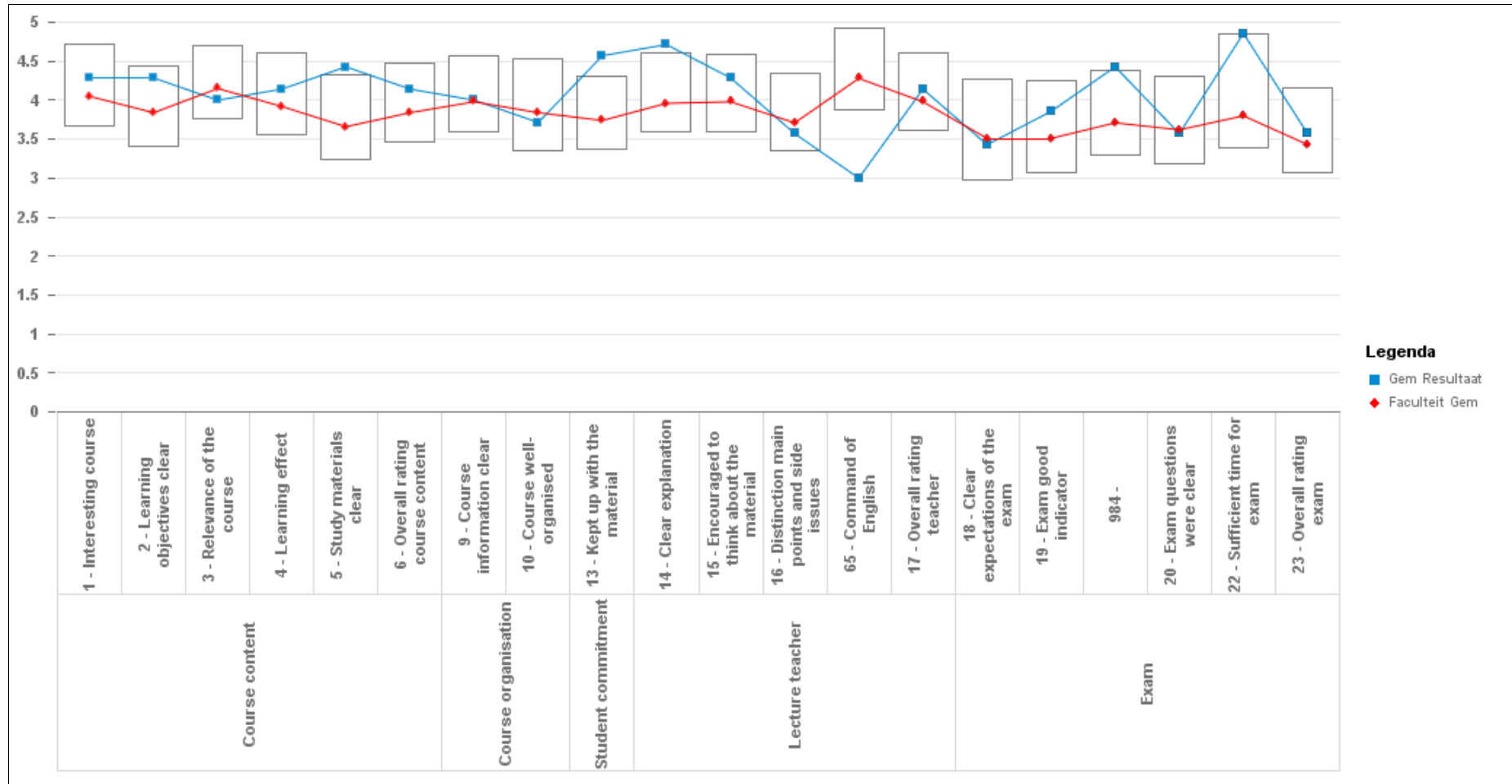
Response : N = 7

End evaluation: 6/14/18

Course content	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
1 It was an interesting course.	4.09	3.58	- 4.60	4.05	4.29
2 The learning objectives were clear to me.	3.83	3.33	- 4.33	3.84	4.29
3 The relevance of this course to the programme was clear to me.	4.12	3.66	- 4.58	4.15	4.00
4 I learned a lot from this course.	3.98	3.47	- 4.48	3.92	4.14
5 The study materials (books, readers, etc.) were clear and informative.	3.69	3.16	- 4.22	3.66	4.43
6 Overall rating of the quality of the content of this course.	3.87	3.38	- 4.36	3.84	4.14
Course organisation	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
9 The course information was clear and up to date.	3.99	3.51	- 4.46	3.98	4.00
10 This course was well-organised (if you disagree, please explain at the open questions at the end of the survey).	3.84	3.27	- 4.41	3.84	3.71
Student commitment	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
13 I was able to keep up with the material well during the course.	3.74	3.28	- 4.19	3.74	4.57
Lecture teacher total	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
14 The teacher explained the material clearly during the lectures.	3.99	3.50	- 4.48	3.96	4.71
15 The teacher encouraged students to think about the material.	3.99	3.51	- 4.47	3.98	4.29
16 The teacher made a clear distinction between main points and side issues.	3.74	3.26	- 4.23	3.71	3.57
65 The lecturer's command of English was adequate	4.29	3.78	- 4.80	4.28	3.00
17 Overall rating of the teaching qualities of the teacher	4.01	3.53	- 4.48	3.98	4.14
Exam	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
18 I knew clearly in advance what to expect in the exam (via exercises, practice tests, study instructions, etc.)	3.54	2.91	- 4.16	3.51	3.43
19 The exam was a good indicator of what I had learned in this course (if you disagree, please explain at the open questions at the end of the survey).	3.57	2.99	- 4.15	3.51	3.86
984 The type of assessment used was appropriate to the knowledge and skills acquired	3.75	3.22	- 4.27	3.71	4.43
20 The exam questions were clear.	3.65	3.11	- 4.19	3.62	3.57
22 The time allowed to take the exam was sufficient	4.01	3.30	- 4.73	3.80	4.86
23 Overall rating of the exam	3.52	3.00	- 4.05	3.43	3.57

Evaluation Course: Behavioral Strategy

SBE; N=7



The figure above is a graphic representation of the data from the table. The mean score of each question of this particular course is represented by a blue square. The mean scores of this faculty are represented by red diamonds. The VU mean is based on courses from various faculties evaluated since 2004-2005. For each question, the rectangles within the figure mark the 67%-interval, the area in which two third of those mean scores lie. The VU mean lies precisely in the middle of the rectangle. The figure can be used to compare this course's performance with the performance of all evaluated courses at VU university (VU mean), and with other courses within the faculty. Besides, it becomes clear if potential differences (positive or negative) are unusually great: above or below the 67% interval. Any additional questions are not shown in this figure.

Frequency tables Behavioral Strategy (E_BA_BS)

Faculty : SBE
 Programme :
 Course : Behavioral Strategy
 Lecturer(s) : dr. M.M. Rietdijk
 Acad. period and year : 150 - 2017
 Response : N = 7

Course content	--	-	+/-	+	++	N	mean	sd
1 It was an interesting course.	0	1	0	2	4	7	4.29	1.11
2 The learning objectives were clear to me.	1	0	0	1	5	7	4.29	1.50
3 The relevance of this course to the programme was clear to me.	0	2	0	1	4	7	4.00	1.41
4 I learned a lot from this course.	1	0	0	2	4	7	4.14	1.46
5 The study materials (books, readers, etc.) were clear and informative.	0	0	1	2	4	7	4.43	0.79
6 Overall rating of the quality of the content of this course.	1	0	0	2	4	7	4.14	1.46
Course organisation	--	-	+/-	+	++	N	mean	sd
9 The course information was clear and up to date.	0	0	2	3	2	7	4.00	0.82
10 This course was well-organised (if you disagree, please explain at the open questions at the end of the survey).	0	2	0	3	2	7	3.71	1.25
Student commitment	--	-	+/-	+	++	N	mean	sd
13 I was able to keep up with the material well during the course.	0	0	0	3	4	7	4.57	0.53
Lecture teacher total	--	-	+/-	+	++	N	mean	sd
14 The teacher explained the material clearly during the lectures.	0	0	1	0	6	7	4.71	0.76
15 The teacher encouraged students to think about the material.	0	1	0	2	4	7	4.29	1.11
16 The teacher made a clear distinction between main points and side issues.	1	1	1	1	3	7	3.57	1.62
65 The lecturer's command of English was adequate	0	4	1	0	2	7	3.00	1.41
17 Overall rating of the teaching qualities of the teacher	1	0	0	2	4	7	4.14	1.46
Exam	--	-	+/-	+	++	N	mean	sd
18 I knew clearly in advance what to expect in the exam (via exercises, practice tests, study instructions, etc.)	1	1	1	2	2	7	3.43	1.51
19 The exam was a good indicator of what I had learned in this course (if you disagree, please explain at the open questions at the end of the survey).	1	0	0	4	2	7	3.86	1.35
984 The type of assessment used was appropriate to the knowledge and skills acquired	0	0	0	4	3	7	4.43	0.53
20 The exam questions were clear.	1	0	2	2	2	7	3.57	1.40
22 The time allowed to take the exam was sufficient	0	0	0	1	6	7	4.86	0.38
23 Overall rating of the exam	1	0	1	4	1	7	3.57	1.27

Course content

For me, the level of this course was	n	%
too low	2	29%
just right	5	71%
too high	0	0%
Total:	7	

The total study load of this course was in proportion to the number of credits (EC)	n	%
too low	1	14%
just right	6	86%
too high	0	0%
Total:	7	

Student commitment

Percentage of classes attended	n	%
0-32%	1	14%
33-66%	1	14%
67-100%	5	71%
Total:	7	

Estimated time spent in hours on out-of-class study per week (i.e. excluding face-to-face instruction)	n	%
0-4	3	43%
4-8	2	29%
8-12	2	29%
12-16	0	0%
> 16 hours	0	0%
Total:	7	

Exam

In my opinion, the level of the exam was	n	%
too low	2	29%
just right	5	71%
too high	0	0%
Total:	7	

Evaluation Report Course Behavioral Strategy (E_BA_BS)

Lecture teacher

Lecture teacher dr. M.M. Rietdijk		--	-	+/-	+	++	N	mean	sd
14	The teacher explained the material clearly during the lectures.	0	0	1	0	6	7	4.71	0.76
15	The teacher encouraged students to think about the material.	0	1	0	2	4	7	4.29	1.11
16	The teacher made a clear distinction between main points and side issues.	1	1	1	1	3	7	3.57	1.62
65	The lecturer's command of English was adequate	0	4	1	0	2	7	3.00	1.41
17	Overall rating of the teaching qualities of the teacher	1	0	0	2	4	7	4.14	1.46

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Door de cursuscoördinator toegevoegde extra vragen

Student comments Behavioral Strategy (E_BA_BS)

All comments made by the students are shown below. No selection took place nor have changes been made to formulations and the like.

What do you think was good about this course?

I loved the material and, overall, the approach to PM from a behavioral perspective - which is not always the case in PM. I also particularly enjoyed the teaching style of the professor, managing to bring some fun during lectures and stimulating students to reflect on the material.

Indeed, I love the course, I've read the mandatory book and the elective book of Daniels, Bringing out the best in people, and I really enjoyed learning more about this great approach to PM.

I really liked the Performance Improvement Plan skills we learned during this course, since i can apply it now to both professional and personal settings. It was also really nice that we could apply the PIP to our own personal plan, it was really useful for me.

Rooted in scientific theory, mainly psychology.

the connection with professor.

The Idea of the course is fine, but almost everything could have been told within 1.5 weeks time as there was so much non relevant stuff and A LOT of repetition.

Very interesting subject. Good project, well structured.

What suggestions for improvement can you make?

I would have liked more references to literature for my own master thesis.

I would say I have two main suggestions, and both pertain the organisation of the course. First, in relation to the lectures, I personally found that the lectures became a bit boring and repetitive after the first or second lecture. This is probably because the professor explained clearly the underlying approach, and therefore it felt kind of a repetition every time he was diving deeper into the material. I would say try not to stick to the powerpoint of Daniels, and be a bit more creative and original in the way you present the material to the student. Some times I felt the professor was mainly reading the slides, but I am sure he has much more to bring to the lectures from his own personal and professional experience. Maybe you can talk about case studies, or why to implement, to apply the notions and theories discussed in the first lectures. After all I think that the approach of Daniels is somehow straight forward: it is the implementation and application of his approach that are challenging. So I would rather focus on that rather than on repeating over and over again Daniel's approach to PM - pinpoint, measure, etc.

Second, in relation to the tutorials, I felt like it was a bit of a freestyle. There was no clear agenda, and actually the majority of the students stopped coming at the tutorials after a while because it was not clear what return on the time invested they would get. So my suggestion, similarly to what I have advised for the lectures, is to have sort of workshops where you actually implement (a part of) the PM approach by Daniels. For instance, in tutorial 1 we can work on a real case and understand together how to appropriately pinpoint an organisation's result, or tutorial 2 we try how to measure it, etc. If you don't want to do that with extra cases, students can work on their own case during the tutorial but try to guide the discussion, to make it a sort of brainstorming hwere every one share their thoughts and ideas on each project, rather than a free style where every one is free to share and participate (or not).

little less slides and side information

Some more examples and stories of how the performance management has improved performance in organizations

Two questions on the exam were vague/unclear to me, since it was not clear to me what was expected from me. One of those questions asked about the abbreviation TAO. After the exam i figured out that it was 'try, ask and observe', a concept I learned and understood well during the class. I was just not able to connect this to the abbreviation 'TAO', and therefore was not able to answer the question as I would have liked.

Use better exam questions, where people use their insights in a case study for example. The questions were just plain stupid and did not show how good u know the application of performance Management. Also, the lectures were not efficient and learnfull at all. I really had the idea I wasted my time.

Further comments

A big THANK YOU for the amazing course. I really loved it, specifically the material and books of Daniels.

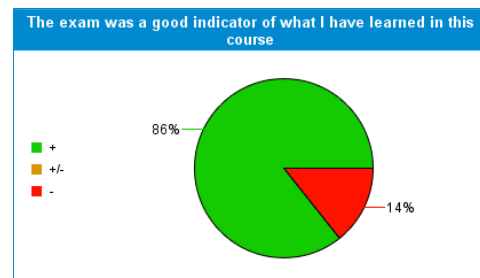
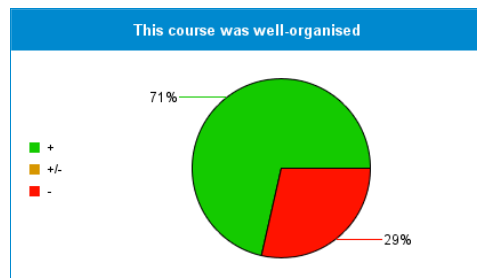
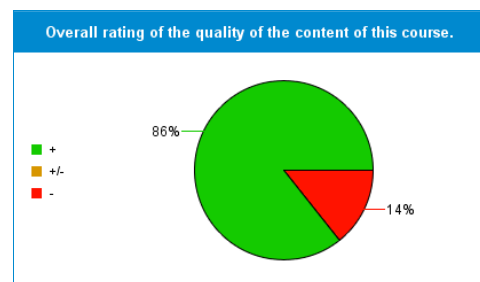
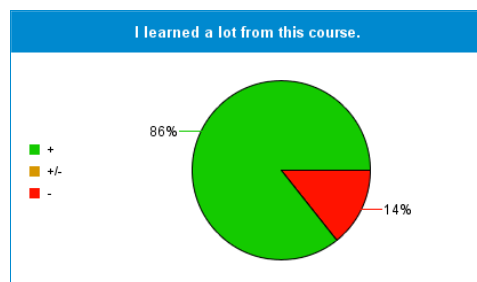
Thank you for the nice and interesting course!

OUTCOMES COURSE EVALUATION: Behavioral Strategy

Course : Behavioral Strategy
 Faculty : SBE
 College year : 2017 - 2018

7 students filled in the course evaluation of Behavioral Strategy. A graphical representation of some of the results is shown. The charts depict for each subject the percentage of respondents that gave a (very) positive (+ or ++), a neutral (+/-) or a (very) negative (- or --) evaluation of the subject.

Response by course coordinator :



AVERAGE RESULTS	I learned a lot from this course.	Overall rating of the quality of the content of this course.	This course was well-organised	The exam was a good indicator of what I have learned in this course
Behavioral Strategy	4.14	4.14	3.71	3.86
SBE-mean	3.92	3.84	3.84	3.51
VU-mean	3.98	3.87	3.84	3.57