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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | | **Credit** | | | | | **ECTS** | | |
| **MAN 590** | | | | **Business Simulation** | | | | | | | | | | | | **3 (3-0-3)** | | | | | **8** | | |
| **Prerequisites** | | | | | | | | None | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | Turkish | | | | **Mode of Delivery** | | | | | | **Online** | | | | | |
| **Type and Level of Course** | | | | | | | | **Elective / 1th Year**  **Spring Semester** | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | **LectureHours** | | | | | | **Office Hours** | | | | **Contacts** | | |
| **Course Coordinator**  **Course Assistants** | | | | | Asst.Prof.Dr. A. Gökhan SÖKMEN  Res.Asst. Hazal Ezgi ÖZBEK | | | | | | Thursday  13.30-16:00 | | | | | |  | | | | gokhansokmen@cag.edu.tr  [hazalezgiozbek@cag.edu.tr](mailto:hazalezgiozbek@cag.edu.tr) | | |
| **Course Objective** | | | | | Business Simulation course is built around a computer-based business simulation. Students taking this course will be working in peers. Each team should consider different decisions which are related to Strategy, Finance, Marketing, Operations, HR/Organisation and Research & Development to manage their simulated company through a set time period. The aim of the course is to provide an experiential learning environment where different business functions playan important role. Students will have the opportunity to apply their learning from the earlier elements of their degree programme to the problems presented by the simulation. | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | **Students who have completed the course successfully should be able to** | | | | | | | | | | | | | | | | | **Relationship** | | | |
| **Prog. Output** | | | **Net Effect** |
| 1 | **define key elements for a start-up business** | | | | | | | | | | | | | | | | | **3** | | | **4** |
| 2 | **Use the leadership teamworking and interrelations skills** | | | | | | | | | | | | | | | | | **6** | | | **5** |
| 3 | **understand how business functions are connected** | | | | | | | | | | | | | | | | | **7** | | | **4** |
| 4 | **Combine theoretical information with implementation** | | | | | | | | | | | | | | | | | **5** | | | **5** |
| 5 | **express themselves professionally by using written and oral communication skills** | | | | | | | | | | | | | | | | | **1** | | | **4** |
| 6 | **understand how to use business decision making tools** | | | | | | | | | | | | | | | | | **8** | | | **4** |
| 7 | **use new technologies for businesses** | | | | | | | | | | | | | | | | | **2** | | | **5** |
| 8 | **make healthy decisions under pressure** | | | | | | | | | | | | | | | | | **9** | | | **4** |
| 9 | **understand social responsibility of a business** | | | | | | | | | | | | | | | | | **4** | | | **5** |
| **Course Description:** **Business Simulation course is built around a computer-based business simulation. Students taking this course will be wroking in peers. Each team should consider different decisions which are related to Strategy, Finance, Marketing, Operations, HR/Organisation and Research & Development to manage their simulated company through a set time period.** | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:( WeeklyLecture Plan )** | | | | | | | | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | | | | | | **Preparation** | | | | | | **TeachingMethods** | | | | |
| **1** | Introduction and Meeting | | | | | | | | | | | | - | | | | | | Lectures | | | | |
| **2** | Tutorial 1 and Tutorial 2  Retail Management | | | | | | | | | | | | By Lecturer | | | | | | Lectures | | | | |
| **3** | Tutorial 3  Manufacturing | | | | | | | | | | | | By Lecturer | | | | | | Lectures & Tutorials | | | | |
| **4** | Tutorial 4  Brand Management, Brand Strategies & Advertising | | | | | | | | | | | | By Lecturer | | | | | | Lectures& Tutorials | | | | |
| **5** | Tutorial 5  Stock Market | | | | | | | | | | | | By Lecturer | | | | | | Lectures & Tutorials | | | | |
| **6** | Tutorial 6  Agricultural Manufacturing, Food Production | | | | | | | | | | | | Tutorial document | | | | | | Implementation | | | | |
| **7** | MID-TERM WEEK | | | | | | | | | | | |  | | | | | |  | | | | |
| **8** | MID-TERM WEEK | | | | | | | | | | | |  | | | | | |  | | | | |
| **9** | Tutorial 7  Research & Development, Quality of Products | | | | | | | | | | | | By Lecturer | | | | | | Implementation | | | | |
| **10** | Tutorial 8  Headquarters, Management, & Raw Material Production | | | | | | | | | | | | By Lecturer | | | | | | Implementation | | | | |
| **11** | Trial Challenge Game I | | | | | | | | | | | | By Lecturer | | | | | | Discussion | | | | |
| **12** | Trial Challenge Game II | | | | | | | | | | | | By Students | | | | | | Discussion | | | | |
| **13** | Trial Challenge Game III | | | | | | | | | | | | By Students | | | | | | Discussion | | | | |
| **14** | CHALLENGE GAME | | | | | | | | | | | | - | | | | | |  | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Notes** | | | | | | Will be provided by Instructor during class sessions | | | | | | | | | | | | | | | | | |
| **MaterialSharing** | | | | | | Tutorial Documents | | | | | | | | | | | | | | | | | |
| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Number** | | | **Effect** | | | | **Notes** | | | | | | | | | |
| Simulation Score | | | | | | | **1** | | | **20%** | | | |  | | | | | | | | | |
| Presentation | | | | | | | **1** | | | **10%** | | | |  | | | | | | | | | |
| Final Paper | | | | | | | **1** | | | **70%** | | | |  | | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | | | |
| **Contents** | | | | | | | | | **Number** | | | | | | **Hours** | | | | | | | **Total** | |
| **Hours in Classroom** | | | | | | | | | **16** | | | | | | **3** | | | | | | | **48** | |
| **Hours outside Classroom** | | | | | | | | | **16** | | | | | | **5** | | | | | | | **80** | |
| **Team working Exercise** | | | | | | | | | **1** | | | | | | **32** | | | | | | | **12** | |
| **Presentation** | | | | | | | | | **1** | | | | | | **3** | | | | | | | **20** | |
| **Final Paper** | | | | | | | | | **1** | | | | | | **50** | | | | | | | **40** | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | | **240** | |
| **=240/30=8** | |
| **8** | |
| **RECENT PERFORMANCE** | | | | | | | | | | | | | | | | | | | | | | | |
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| **MAN 590 Business Simulation Evaluation Rubric** | | | | |
| **Student Name:** |  | | | |
| **Student ID:** |  | | | |
| **Criterion** | **Performance Evaluating** | | | Point |
| **Insufficient** | **Sufficient** | **Successful** | **100** |
|  |  |  |
| **1. Presentation and Writing Skills** | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| Oral presentations cannot be understood because there is no logical sequencing of information; the presenter reads most or all of the project notes with little or no eye contact. The presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions. The report exhibits frequent and significant errors in APA-7 formatting and grammar rules and inadequate writing skills. | Information is presented in a sequence that the audience can follow. The presenter maintains eye contact with the audience with a few minor exceptions. On a few occasions, the presenter reads from notes; is comfortable for the most part and adequately answers questions; APA-7 formatting is employed appropriately, with a few minor errors in grammar rules and adequate writing skills. | The information is presented in a logical, interesting, and effective sequence that the audience can easily follow; the presenter maintains eye contact with the audience and rarely refers to notes; is professional, confident, comfortable, and answers questions effectively. APA-7 format is used accurately and consistently throughout the report; excellent word choice; uses language conventions effectively. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 1**  Students will be able to produce reports and presentations to accomplish effective and professional communication in different business settings. | | | |
| **2. Simulation Score (Simulation score consists of the computer given score to the activities that students undertake during the simulation session. The score evaluates the profitability, stock price, Dominance in industry etc.)** | **0 to 6 points** | **7 to 13 points** | **14 to 20 points** | 20 |
| The business which is founded by a student bankrupts. The founder does not achieve the goal and has no ability to arrive at an optimal solution to business problems. | The business, which was founded by a student, runs a profitable company, but partially arrives at an optimal solution to business problems. | The business which is founded by the student runs a profitable company, all of the goals are achieved, and the student has demonstrated the ability to arrive at optimal solutions to business problems. |
|  | **Comments:** | | |  |
|  | **Measures ISLO: 2**  Students will be able to demonstrate ability to arrive at optimal solutions to business problems using decision support tools. | | | |
| **3. Definition of Major Business Concepts** | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| Major business concepts are not defined clearly and sufficiently in the report. | Major business concepts are mostly defined clearly and sufficiently in the report. | Major business concepts are fully defined clearly and sufficiently in the report, and the definitions are explained in detail. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 3**  Students will be able to define major business concepts within the traditional areas of international business/finance and banking/trade and logistics. | | | |
| **4. Social Responsibility (The social responsibility consists of several factors, such as the number of employees, products that the company produces, the investment in civic and sports facilities in the city.)** | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| A minimum effort is shown towards being a socially responsible company, which is not mentioned in the report. | An average effort is shown towards being a socially responsible company and is not mentioned enough in the report. | Maximum effort is shown towards being a socially responsible company and is mentioned sufficiently in the report. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 4**  Students will be able to carry out the ethical and legal principles when making decisions in global business environments | | | |
| **5. Integration of Theoretical and Practical Knowledge** | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| Theoretical and practical knowledge is not sufficiently combined. | Theoretical knowledge is mentioned in the report successfully, but the practical knowledge is combined moderately with the theory. | Theoretical knowledge is mentioned comprehensively in the report, and the practical knowledge is combined successfully with the theoretical knowledge. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 5**  Students will be able to combine the acquired theoretical and practical knowledge in the system that she/he lives. | | | |
| **6. Communication Skills** | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| A student is not able to be a team member, can not communicate with others, and not fulfill his/her responsibilities. | The student can work as part of a team and communicate with others, but he or she is unable to fulfill his or her responsibilities adequately. | The student is able to be a team member and can communicate very well with others, using his/her leadership, teamwork and interpersonal relationship abilities efficiently. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 6**  Students will be able to use leadership, team working and interpersonal relationship abilities. | | | |
| **7. Use of Business Functions (Finance, Marketing, Production Management, Human Resource, etc.)** | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| Most of the business functions are not used and not clearly explained in the report. | Business functions are used, and each of them is explained properly in the report, and they are interrelated at the minimum level. | Business functions are used and each of them is explained in detail in the report, making it very easy to discuss the functions and relationships among the functions. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 7**  Students will be able to discuss the functions and relationship among the functions of business administration such as accounting, finance, marketing, management and production. | | | |
| **8. Coordination of Management Functions Skills (Planning, Organizing, Directing, Controlling)** | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| Management functions are not used in a logical way; the strategy is selected randomly and is not related to the components. | Management functions are used properly, strategy is selected logically and is related to the components. | Each of the management functions is examined in detail. A strategy is selected and explained logically. The student can easily coordinate the components. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 8**  Students will be able to coordinate functions of management such as planning, organizing, directing and controlling in different business settings. | | | |
|  | **0 to 3 points** | **4 to 7 points** | **8 to 10 points** | 10 |
| **9. Analytical /critical Thinking Skills** | The concept, or idea, is not clearly articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined; information is often inaccurate or incomplete. | The student adequately identifies and describes the concept, or idea, and its components; gathers and examines information relating to the concept, or idea; and satisfactorily presents and appraises information with only minor inconsistencies, irrelevancies, or omissions. | The student effectively formulates a clear description of the concept or idea and specifies major elements to be examined; selects and prioritizes information appropriate to address the concept or idea; accurately and appropriately analyzes and interprets relevant information precisely. |
|  | **Comments:** | | | |
|  | **Measures ISLO: 9**  Students will be able to use analytical tools, critical thinking and research skills to solve contemporary business problems. | | | |