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| ***ÇAĞ ÜNİVERSİTESİ***  ***İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ*** | | | | | | | | | | | | | | | | | | | | | | | |
| **Ders Kodu** | | | | **Dersin Adı** | | | | | | | | | | | | **Dersin Kredisi** | | | | | **AKTS** | | |
| **MAN 446** | | | | **İşletme Simülasyonu** | | | | | | | | | | | | **3 (3-0-3)** | | | | | **6** | | |
| **Ön Koşullar** | | | | | | | | **Yok** | | | | | | | | | | | | | | | |
| **Dersin Dili** | | | | | | | | İngilizce | | | | **İşleniş Biçimi** | | | | | | **Online** | | | | | |
| **Dersin Sınıfı ve Dönemi** | | | | | | | | **4. Yıl**  **Bahar Yarıyılı** | | | | | | | | | | | | | | | |
| **Dersin Öğretim Üyeleri** | | | | | **Öğretim Üyelerinin Adları** | | | | | | **Dersin Saatleri** | | | | | | **Görüşme Saatleri** | | | | **İletişim** | | |
| **Dersin Yürütücüsü**  **Dersin Asistanları** | | | | | Dr. Öğr. Üyesi Saadet SAĞTAŞ  Arş. Gör. Ersin İNAL  Arş. Gör. Kübra TOPCUOĞLU ONAT | | | | | | Salı  10.15-12.35 | | | | | |  | | | | [saadetsagtas@cag.edu.tr](mailto:saadetsagtas@cag.edu.tr)  [ersininal@cag.edu.tr](mailto:ersininal@cag.edu.tr)  [kubraonat@cag.edu.tr](mailto:kubraonat@cag.edu.tr) | | |
| **Dersin Amacı** | | | | | İşletme Simülasyonu dersi, bilgisayar tabanlı işletme simülasyonu etrafında oluşturulmuştur. Bu dersi alan öğrenciler yaşıtlarına göre farklılaşacaktır. Her ekip, belirlenmiş şirketlerini belirli bir süre boyunca yönetmek için Strateji, Finans, Pazarlama, Operasyonlar, İK / Organizasyon ve Araştırma ve Geliştirme ile ilgili farklı kararları dikkate almalıdır. Dersin amacı, farklı işletme fonksiyonlarının önemli bir rol oynadığı deneyimsel bir öğrenme ortamı sağlamaktır. Öğrenciler, lisans programı boyunca daha önceki derslerde öğrendiklerini simülasyonun sunduğu problemlerde uygulama fırsatına sahip olacaktır. | | | | | | | | | | | | | | | | | | |
| **Dersin Öğrenme Çıktıları** | |  | **Dersi başarıyla tamamlayan bir öğrenci:** | | | | | | | | | | | | | | | | | **İlişki** | | | |
| **Prog. Çıktısı** | | | **Net Etki** |
| 1 | **Bir işletme için temel unsurları tanımlayabilecek** | | | | | | | | | | | | | | | | | **3** | | | **4** |
| 2 | **Takım çalışması, liderlik ve kişiler arası iletişim yeteneklerini kullanabilecek** | | | | | | | | | | | | | | | | | **6** | | | **5** |
| 3 | **İşletme fonksiyonlarının birbiriyle nasıl bağlantı olduğunu anlayabilecek** | | | | | | | | | | | | | | | | | **7** | | | **4** |
| 4 | **Teorik bilgileri uygulama ile bir araya getirebilecek** | | | | | | | | | | | | | | | | | **5** | | | **5** |
| 5 | **Yazılı ve sözlü iletişim yeteneklerini kullanarak kendisini profesyonel olarak ifade edebilecek** | | | | | | | | | | | | | | | | | **1** | | | **4** |
| 6 | **İşletmenin karar alma araçlarının nasıl kullanıldığını anlayabilecek** | | | | | | | | | | | | | | | | | **8** | | | **4** |
|  | | 7 | **İşletmeler için yeni teknolojileri kullanabilecek** | | | | | | | | | | | | | | | | | **2** | | | **5** |
|  | | 8 | **Baskı altında sağlıklı kararlar verebilecek** | | | | | | | | | | | | | | | | | **9** | | | **4** |
|  | | 9 | **İşletme için sosyal sorumluluğu anlayabilecek** | | | | | | | | | | | | | | | | | **4** | | | **5** |
| **Ders Tanımı: İşletme Simülasyonu dersi bilgisayar tabanlı işletme simülasyonu etrafında oluşturulmuştur. Bu dersi alan öğrenciler yaşıtlarına göre farklılaşacaktır. Her ekip, belirlenmiş şirketlerini belirli bir süre boyunca yönetmek için Strateji, Finans, Pazarlama, Operasyonlar, İK / Organizasyon ve Araştırma ve Geliştirme ile ilgili farklı kararları dikkate almalıdır.** | | | | | | | | | | | | | | | | | | | | | | | |
| **Ders İçeriği: (Haftalık Ders Planı)** | | | | | | | | | | | | | | | | | | | | | | | |
| **Hafta** | **Konular** | | | | | | | | | | | | **Hazırlık** | | | | | | **Öğretme Metodu** | | | | |
| **1** | Giriş ve Tanışma | | | | | | | | | | | | - | | | | | | Ders Anlatma | | | | |
| **2** | Tutorial 1 ve Tutorial 2  Perakende Yönetimi | | | | | | | | | | | | Öğr. Üyesi tarafından | | | | | | Ders Anlatma | | | | |
| **3** | Tutorial 3 - Üretim | | | | | | | | | | | | Öğr. Üyesi tarafından | | | | | | Ders Anlatma & Öğretici Başlangıçlar (Tutorials) | | | | |
| **4** | Tutorial 4 – Marka Yönetimi, Marka Stratejileri ve Reklam | | | | | | | | | | | | Öğr. Üyesi tarafından | | | | | | Ders Anlatma & Öğretici Başlangıçlar  (Tutorials) | | | | |
| **5** | Tutorial 5 – Hisse Senedi Piyasası, Finansal Tablolar | | | | | | | | | | | | Öğr. Üyesi tarafından | | | | | | Ders Anlatma & Öğretici Başlangıçlar  (Tutorials) | | | | |
| **6** | Tutorial 6 – Tarımsal Üretim, Gıda Üretimi | | | | | | | | | | | | Öğr. Üyesi tarafından | | | | | | Ders Anlatma & Öğretici Başlangıçlar | | | | |
| **7** | ARA SINAV HAFTASI | | | | | | | | | | | | - | | | | | | **-** | | | | |
| **8** | ARA SINAV HAFTASI | | | | | | | | | | | | - | | | | | | **-** | | | | |
| **9** | Tutorial 7 – Araştırma ve Geliştirme, Üretim Kalitesi, Çalışanların Eğitimi | | | | | | | | | | | | Öğr. Üyesi tarafından | | | | | |  | | | | |
| **10** | Tutorial 8 – Şirket Merkezleri, Yönetim, Ham Madde Üretimi ve Madencilik | | | | | | | | | | | | Öğr. Üyesi tarafından | | | | | | Ders Anlatma & Öğretici Başlangıçlar | | | | |
| **11** | Deneme Challenge Game | | | | | | | | | | | | Öğrenciler tarafından | | | | | | Uygulama | | | | |
| **12** | Deneme Challenge Game | | | | | | | | | | | | Öğrenciler tarafından | | | | | | Uygulama | | | | |
| **13** | Deneme Challenge Game | | | | | | | | | | | | Öğrenciler tarafından | | | | | | Uygulama | | | | |
| **14** | Final Challenge Game | | | | | | | | | | | | - | | | | | |  | | | | |
| **YARARLANILAN KAYNAKLAR** | | | | | | | | | | | | | | | | | | | | | | | |
| **Ders Notları** | | | | | | Ders oturumları sırasında öğretim üyesi tarafından sağlanacaktır. | | | | | | | | | | | | | | | | | |
| **Materyal Paylaşımı** | | | | | | Tutorial Dokümanları | | | | | | | | | | | | | | | | | |
| **DEĞERLENDİRME YÖNTEMİ** | | | | | | | | | | | | | | | | | | | | | | | |
| **Faaliyetler** | | | | | | | **Sayı** | | | **Etki** | | | | **Notlar** | | | | | | | | | |
| Simülasyon Sonuçları | | | | | | | **1** | | | **20%** | | | |  | | | | | | | | | |
| Sunum | | | | | | | **1** | | | **10%** | | | |  | | | | | | | | | |
| Final Raporu | | | | | | | **1** | | | **70%** | | | |  | | | | | | | | | |
| **AKTS TABLOSU** | | | | | | | | | | | | | | | | | | | | | | | |
| **İçerikler** | | | | | | | | | **Sayı** | | | | | | **Saatler** | | | | | | | **Toplam** | |
| **Derslikteki Ders Süresi** | | | | | | | | | **14** | | | | | | **3** | | | | | | | **42** | |
| **Derslik Dışındaki Ders Süresi** | | | | | | | | | **13** | | | | | | **4** | | | | | | | **52** | |
| **Takım Çalışması Alıştırması** | | | | | | | | | **1** | | | | | | **12** | | | | | | | **12** | |
| **Sunum** | | | | | | | | | **1** | | | | | | **10** | | | | | | | **20** | |
| **Final Raporu** | | | | | | | | | **1** | | | | | | **40** | | | | | | | **40** | |
| **Toplam**  **Toplam / 30**  **AKTS Kredisi** | | | | | | | | | | | | | | | | | | | | | | **166** | |
| **=166/30=5.53** | |
| **6** | |
| **GEÇMİŞ PERFORMANS** | | | | | | | | | | | | | | | | | | | | | | | |
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| **MAN 446 Business Simulation Evaluation Rubric** | | | | |
| **Student Name:** |  | | | |
| **Student ID:** |  | | | |
| **Criterion** | **Performance Evaluating** | | | Point |
| **Not Enough** | **Enough** | **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**  **(**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 (** Demonstrate professionalism while using information technology tools in his/her field) | | | |
| **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 (**Define major business concepts within the traditional areas of business) | | | |
| **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 (**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 (**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**  (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 (**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 (**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 (**Using analytical tools and critical thinking to solve contemporary business problems) | | | |