

## QUALITY CARD FOR SIMULATED ENTERPRISES

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**Abstract:** Learning through the simulated enterprise methodology has a worldwide inclusion area, being implemented in over 40 countries. There is a need to bring about a quality card in order to apply the methodology in a unitary way. The object of the Programme Leonardo da Vinci nr. I/99/1/69843/P.I./I.1.1.a/FPI was to make the project of this standard.

**Keywords:** SE (Simulated Enterprise), QCSE (Quality Card for Simulated Enterprises).

### 1. INTRODUCTION

In the globalization circumstances, when there is a migration of the working people from one country to another, there is a real issue of recognizing the diploma of a graduate, after attending a course in the simulated enterprise, in a different country than the one in which he has been trained.

In order to make the level of training compatible in different countries, there came the idea of bringing about a standard, a card concerning the minimum requirements on endowment and on the level of training. In the following we present its content and results obtained pursuant to its application.

### 2. THE CARD'S CONTENT

The card has the following annexes:

#### **Annex 1**

Obtaining the information concerning the knowledge of each student at the beginning of the simulation in the following domains: commerce, products transport and reception, marketing, finance – accounting, human resources management, enterprise's structure.

### **Annex 2**

It is useful for the trainer to estimate the way in which each student appropriated the requirements for every working place within the offices and departments of the simulated enterprise.

### **Annex 3**

The simulation activity is analyzed at a certain point: every working place, the equipment used, the tasks that need to be accomplished, the difficulties that appear, suggestions. Also the student has to do his own evaluation according to the following criteria: enforcing the procedures, the attitude towards the training process, the relationships within the work team, the organization of the department.

### **Annex 4**

It is useful for the evaluation of the social and professional behavior of the students. The social behavior is analyzed from the following points of view: interpersonal relationships, self-sufficiency and responsibility, initiative spirit and the influence on others, adaptability. The professional behavior is analyzed according to: learning ability, quality of work, efficiency in the fulfillment of tasks, work control, interest in work..

### **Annex 5**

It is entitled “ The Training Contract” and it contains: information on the institution that makes the training, the quality system, a short presentation of the training process, the itinerary of the students within the simulated enterprise, according to their previous knowledge.

### **Annex 6**

It defines the minimum requirements for the endowment of the simulated enterprise: a telephone line, a phone in each department, copier, fax, computer in every office, Internet connection, proper software for the activity’s profile, expendables.

### **Annex A**

It refers to the self-evaluation of the manager: the correct application of the methodology, the use of the evaluation’s instruments for the correct application of the methodology, the way of using the material and human resources.

### **Annex B**

Its content includes the self-evaluation of the trainers. It refers to: cooperation with the manager for a good working of the firm, collaboration with the other trainers, initiative and flexibility in solving the appearing problems.

### **3.THE RESULTS OBTAINED AFTER THE APPLICATION OF THE CARD**

The card has been applied on a sample of students from Economical Engineering in the V<sup>th</sup> year and on students at the Postuniversity School of Management in the I<sup>st</sup> year.

We will present as follows the observations resulted after processing the data in the annexes.

### **Annex 1**

The students from Economical Engineering have little practical knowledge in the domains that are the object of simulation. Some of them, the ones who are working, only know what they are presently doing.

The students from the Postuniversity School of Management know well the activities at their working places. The ones who have recently graduated the university don't know or they know a little the firm's environment.

**Annex 2**

Most of the students have appropriated the tasks that they have to accomplish at every working place in each department.

**Annex 3**

For the majority of the working places we use the equipment from the endowment of the laboratory: computers, fax, phone, copier. The soft that is being used - the packages of the programmes Neomanager and AS-2000, determined their training at a high level, but the short time available didn't allow them to appropriate all of their facilities.

As far as self-evaluation of the students is concerned according to the proposed criteria, the answers in most cases were: applying the procedures – *certain*; personal attitude – *participation*; teamwork – *cooperation*; departments organization – *excellent*.

**Annex 4**

All the participants at training had a good presence and they tried to fulfill as good as possible the tasks in every working place. It has to be underlined the fact that the students from the Postuniversity School of Management were more interested of the training process. This is because they are more aware of the utility of this way of training.

**Annex 5**

The training contract is a useful document because it offers information on the institution in which the training takes place, the implemented quality system, the intermediary and final objectives of the training, the itinerary of each student through the simulated enterprise according to his previous knowledge.

The conclusions drawn from the **Annexes A** and **B** referring to the manager of the course and to the trainers are:

- they carefully oversee the correct application of the procedures;
- they supervise the efficient utilization of the simulation time;
- they stimulate the activity;
- they respect each student's personality;
- the relationship between them and the students are appropriate.

**4. CONCLUSIONS**

Such a card was necessary. Its content is correctly settled according to the training and endowment requirements. The application of the card is not difficult. Its introduction makes this training form a more efficient one.

**BIBLIOGRAPHY**

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