Unit study package code: MKTG3000
Mode of study: Internal
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Mr
Name: Michael Baird
Phone: +618 9266 3289
Email: Business.Capstone@curtin.edu.au
Building: 408
Room: 2008
Consultation times: Your tutor should be the first person you contact if you have any unit related matters. Alternatively, the Unit Coordinator is available to assist via the unit email address. You can expect a response in two business days. Emails will not be answered over the weekend but will be answered the following week.

Teaching Staff:

Administrative contact:
Name: Kelly Nowak
Phone: +618 9266 3882
Email: Business.Capstone@curtin.edu.au
Building: 408
Room: 2014

Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

This unit consolidates and extends interdisciplinary learning within diverse and complex international business contexts. Discipline specific knowledge accumulated throughout undergraduate learning is integrated into a coherent form suitable for sharing and use. Global competitive strategies and industry dynamics are emphasised. Business acumen is refined by self-directed team engagement with realistic business scenarios. Learners actively interpret, critique and communicate information and decisions justified on established business principles. Information is evaluated within competitive business environments to reach negotiated decisions by collaboration in both diverse teams and through individual initiative. Generic critical analysis, problem solving, decision making and creative thinking capabilities are enhanced through a process of simulation, reflection and experiential learning. A professional approach, with appropriate ethical principles, attributes and values informs the transition to employment.

Introduction

Welcome to Business Capstone.

Before enrolling in this unit, students should have passed 400 credit points and be enrolled in the final year of the Bachelor of Commerce or the Bachelor of Business Administration.

This Unit Outline provides important information about the Syllabus, Learning Outcomes, Learning Activities, Resources, and Assessment requirements, including the allocation of marks and submission dates. When requested, tutors will clarify aspects of the information provided and the expectations of students described in this Unit Outline.

This Unit Outline is the same for all delivery locations except for variations indicated in the Assessment Schedule. For locations other than Bentley, if the teaching schedule is substantially different (e.g., Hong Kong) changes will be notified in class and be available in Blackboard.

All contact details for tutors are available under the ‘Contacts’ tab in Blackboard. For important enquiries please email Business.Capstone@curtin.edu.au.

Regards

Business Capstone Team

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically evaluate information to solve problems and make business decisions</td>
<td>🌟🌟</td>
</tr>
<tr>
<td>2. Demonstrate the ability to communicate effectively to audiences in a business context</td>
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<tr>
<td>3. Work both independently and collaboratively using team processes to achieve agreed business outcomes</td>
<td>🌟🌟</td>
</tr>
<tr>
<td>4. Incorporate ethical considerations into business decision making</td>
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</tr>
</tbody>
</table>
Curtin's Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>Use analytical skills to solve problems</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
</tr>
<tr>
<td>International perspective</td>
<td>Cultural understanding</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>Learning how to learn</td>
</tr>
<tr>
<td>Thinking skills</td>
<td>(value the perspectives of others)</td>
</tr>
<tr>
<td>Information skills</td>
<td>(confidence to investigate new ideas)</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td>(confidence to tackle unfamiliar problems)</td>
</tr>
</tbody>
</table>

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

A process of experiential and reflection learning by simulation is used to enhance generic critical analysis, problem solving, decision making and creative thinking capabilities. Students are challenged to engage in learning exercises, applied research, analyse interview cases, and operate a business simulation using contemporary multimedia technologies. Teamwork proficiencies are refined through the development of interpersonal skills.

Business issues are identified, critiqued and resolved using real-life video business cases, interviews, and presentations. Opportunities are provided to experience operating a simulated manufacturing company within a competitive team environment. Competing within this dynamic commercial environment requires the continuous strategising and management of a virtual company. Teams are encouraged to maximise each company's business outcome by taking advantage of member strengths and the overall team dynamics. Consequently, individual contribution and team performance are both tracked.

Tuition Pattern and Student Work Expectations

Students have 10-12 hours per week available for a 25 credit unit, including time in class, to study, to discuss or think about learning, seek assistance or look for resources, and to undertake administrative tasks and assessment. Where students are completing group based assessments, time for student collaboration is also considered (adapted from: Curtin Teaching and Learning, 2010. Developing Appropriate Assessment Tasks. In Teaching and Learning at Curtin 2010. (p.23). Curtin University, Perth http://otl.curtin.edu.au/learning_teaching/tl_handbook.cfm).

This equates to approximately:

- 2 hours: Active Learning Seminars (Workshop)
- 2 hours: Team Meetings
- 2-3 hours: Assessments
- 4-5 hours: Essential Preparation for Active Learning Workshop: Required Reading, viewing videos, and eTests.

This equates to a total **10-12 hours per Seminar**

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link: http://link.library.curtin.edu.au/primo/course?MKTG3000

Other resources

Online Resources

- Blackboard (http://lms.curtin.edu.au)
- Capsim® website (http://capsim.com)
- Curtin Library (http://library.curtin.edu.au)
## Assessment

### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| **1. Capstone Business Simulation** | 40 percent | **Week:** Seminar 03; 05, 10; 04–11  
**Day:** Before Seminar (Monday–Friday)  
**Time:** Before Seminar (9am–5pm) | 1,3,4 |
| **2. Video Business Case Report**   | 20 percent | **Week:** Seminar 09  
**Day:** Sunday, 17-May-2015  
**Time:** 11pm | 1,2,4 |
| **3. eTests**                       | 20 percent | **Week:** Seminar 02–12  
**Day:** Before Seminar (Monday–Friday)  
**Time:** Before Seminar (9am–5pm) | 1 |
| **4. Company Presentation**         | 20 percent | **Week:** Seminar 12  
**Day:** During Seminar (Monday–Friday)  
**Time:** In Seminar 12 | 2,3,4 |

### Detailed information on assessment tasks

1. **Capstone® Business Simulation (40%)**

   **1a) Preparation Tasks for Capstone® Business Simulation (10%) [Individual]**

   The following Business Simulation Preparation Tasks need to be completed online individually in Capstone® (http://www.capsim.com/) prior to the beginning of Seminar 03:

   1. **Introductory Lesson Video + Quiz**
   2. **Rehearsal Tutorial**
      1. Rehearsal Tutorial plus Quiz
      2. Upload Decisions + Process Round to next year
   3. **Situation Analysis**
      1. Perceptual Map
      2. Demand Analysis
      3. Capacity Analysis
      4. Margin Analysis
      5. Consumer Report
   4. **Advanced Modules**
      1. Advanced Marketing Quiz
      2. Human Resources (HR) Quiz
      3. Labor Negotiation Quiz
      4. TQM/Sustainability Initiatives Quiz

   ALL parts of all four (4) tasks must be completed as they are designed to prepare students to participate effectively in the Capstone® Business Simulation. The 10% allocated for this assessment will be awarded when ALL these tasks are successfully completed. Failure to complete ANY of these tasks may result in the marks being reduced. Tutors will notify students of the results for this assignment in Blackboard Grade Centre at the start of Seminar 04.
1b) Peer Evaluation for Capstone® Business Simulation (5%) [Individual]

Peer Evaluation Tools are provided in Capstone® Business Simulation to measure individual performance in team based activities. Interpretations of data from Peer Evaluations by individuals and teams will contribute to students understanding of team functioning. Peer evaluations are meant be done online in Capstone® Business Simulation in student's own time. Students will undertake two (2) Peer Evaluations of each team member worth a total of 5% of the final Grade. Peer Evaluations should be submitted before the start of Seminars 05, 10. Peer Evaluations can be accessed via the Capstone® 'Welcome Page' > Homework > Peer Evaluations.

Peer Evaluations (1, 2):
- Opens on the Sunday before each Active Learning Seminar (05, 10) at 9:00am Perth time.
- Closes on the Saturday after each Active Learning Seminar (05, 10) at 11:00pm Perth time.
- Must be completed before Active Learning Seminars 05, 10.
- Results will be discussed in Active Learning Seminars 05, 10.
- Absolutely no further access is possible once the Peer Evaluation window has closed.

Students are expected to be sensitive to others feelings. At all times it is not acceptable to personally criticise or identify fellow students. Refer to the Student Charter for information on Curtin’s Values of Integrity, Respect, Fairness and Care.

Students are encouraged to use Peer Evaluation results to support comments, thoughts and observations made in the Individual and Team Company Presentations. Students are expected to consider, compare and comment on how well they worked as a team by reference to the feedback from the Peer Evaluation Reports.

Students are required to provide accurate and equitable Peer Evaluation ratings. Consistently high scores (>4) or exceptionally low scores (1) on each survey item may indicate an unrealistic evaluation of individual performance. Scores that do not accurately reflect individual contributions to team performance may result in students being required to redo the Peer Evaluations to provide more accurate ratings. Students may score ‘0’ if they do not provide a Peer Evaluation for their team members.

Where necessary, tutors will adjust individual ratings to provide more realistic ratings.

1c) Team Results for Capstone® Business Simulation (25%) [Group]

Capstone® Business Simulation results will be based on the performance in each Competition Round. Team decisions must be uploaded towards the end of each Seminar prior to the class debrief. Tutors will discuss the progress on the Competition Rounds and debrief the teams on the results in class. Teams are encouraged to consider their options and work on their decisions in their own time outside of class.

As indicated in the Program Calendar in the Unit Outline:
- From Competition Round 2 onwards the ‘Advanced Marketing Module’ will be activated.
- From Competition Round 3 onwards the ‘Human Resources (HR) Module’ will be activated.
- In Competition Rounds 4 and 6 the ‘Labour Negotiations Module’ will be activated.
- From Competition Round 5 onwards the ‘Total Quality Management (TQM) Module’ will be activated.

Company performance is calculated using various predetermined Company Success Measures. Teams will choose Company Success Measures in accordance with the rules explained in Blackboard > Assessments. Teams must submit their final success measures in the Capstone® Business Simulation by the deadline for Competition Round 3.

At least one computer driven company (team) will be enabled for each Industry. Team Digby has been selected from the possible computer teams. The purpose of adding computer driven opponent/s is to moderate the influence of industry performance on Capstone® Business Simulation marks.

Companies are meant to be left as a ‘going concern.’ This assumes each company will remain in existence long enough for all the assets of the business to be fully utilized. Penalties will be applied to teams who attempt to unethically ‘End Game’ the Capstone® Business Simulation.

Final simulation results will usually be awarded equally to each team member. Each weekly Competition Round score (i.e., 1–6) contributes to the calculation of the team’s final mark. After Competition Round 8 the final score is compiled in Capstone® Business Simulation. Each team’s final score (between 1 and 6) is pro-rated to arrive at the equivalent assessment percentage (i.e., 0-25%).

In exceptional circumstances, tutors may adjust individual marks to reflect the relative contribution of team members.
2. **Video Business Case Report (20%) [Individual]**

This assignment challenges students to formulate a professional response to in-depth issues contained in a real life Video Business Case contained in the CBS Digital Media Platform. Video Business Cases and Interviews will be available from the commencement of semester under Blackboard > CBS Digital Media Platform. The Video Business Case to be critiqued will be announced by Seminar 03. Students are encouraged to review the Background video segments for the Video Business Case selected for analysis.

Students will act as an independent professional business consultant reporting to senior managers of the company concerned. Students are expected to provide informed and robust advice to this business client. A sophisticated understanding of the critical aspects of this Video Business Case needs to be demonstrated. A succinct and high impact report is expected.

The report is expected to be <2,000 words, including an Executive Summary (<300 words) but excluding References. Introduction, table of contents and appendices are not required and will not be marked. Students need to display their correct name (underline Lastname), Curtin University ID number, Industry ID, tutor’s name, tutorial day, time and the total word count on the top right side of the cover page of the assignment submitted. **Assignments exceeding the 2,000 word limit will be penalised 10% of the total mark for every 100 words over length. But using fewer words won’t necessarily result in a penalty.**

To support assertions made about the case being critiqued refer to the Required Readings provided in the Unit Outline Program Calendar. Students are strongly advised to refer to a minimum of five relevant and credible sources. Extension Reading information is provided in Blackboard. Video Business Interviews and Cases are available in the CBS Digital Media Platform. In particular, refer to the Hosie, Forsyth and Baird (2014) paper on Researching and Writing a Video Business Case Report (Blackboard > Assessment > 2) Video Business Case Report (20%).

Assignments should address the Video Business Case Report Assessment Rubric provided in Blackboard > Assessment > 2) Video Business Case Report (20%). Students are strongly advised to read the relevant Assessment Rubric closely before undertaking this assignment.

**Suggested headings for Video Business Case Report**

**Executive Summary** (<300 words required)

For guidance on how to write an effective Executive Summary and develop Decision Criteria refer to Blackboard > Assessment > 2) Video Business Case Report (20%).

**A) Issues**

Provide a brief introduction that summarises the main issues of the case.

**B) Causes**

Identify the importance of the Causes to the organisation concerned.

**C) Alternatives**

Develop a set of realistic Alternatives to address the Issues and Causes identified.

**D) Decision Criteria**

Develop a set of Decision Criteria to choose from the Alternative courses of action.

**E) Recommended Solution/s**

Decide on Solution/s to the Issues derived from the Alternatives. For each competing Alternative, justify why different Solution/s were chosen or rejected. A preferred Solution/s needs to be indicated.

**F) Implementation and Implications**

Provide realistic suggestions on how these Solution/s could be implemented in the organisation concerned within the industry context being scrutinised. Include the managerial and financial implications for adopting the preferred Solution/s.

An electronic copy of the assignment needs be submitted by the end of the week of Seminar 09 in Blackboard, as an attachment, via the Turnitin link in Assessments > Video Business Case Report. Assignments may be resubmitted once to Turnitin to overwrite the initial ‘Originality Report’ to modify the ‘Similarity Index’ until the due date for submission. An excessive Similarity Index score may indicate a breach of Curtin University Plagiarism Policy and Procedures. Failure to submit an assignment to Turnitin will result in marks for this assignment being withheld or the assessment failed. Turnitin’s electronic closing date is not the due date.

Refer to Blackboard under the Assessment tab for more detail on this assignment.
3. eTests (20%) [Individual]

Before attending each Active Learning Seminar (02-12), students are expected to complete an eTest to ensure learning opportunities are maximised. An eTest is a computer based test used to assess learning outcomes. eTests are also valuable preparation for fully participating in the Active Learning Seminars. Each eTest consists of 10 randomly selected Multiple Choice Questions that contribute 2% to the overall mark for Business Capstone.

Although there are 11 eTests (02-12) only the best 10 results (i.e. 10 eTests × 2%) will count towards your eTest total of 20%.

Conditions for eTest Multiple Choice Questions:

- Only one attempt is permitted for each eTest.
- 15 minutes is provided for completing each Seminars eTest.
- An eTest must be completed in a single session.
- Each eTest is marked by Blackboard and the results made available in Grade Centre in 'My Grades' when complete.

Learning material in the eTest includes:

- Business Capstone Unit Outline Program Calendar.
- Capstone® Business Simulation.
- Capstone® Team Member Guide.
- Capstone® video segments linked from QR (Quick Response) Codes.
- Required Readings (Curtin e-Reserve).
- Video lecture segments (Unit Coordinator and Experts).
- CBS Digital Media Platform Required Interview and Case video segments.

Where multiple answers are correct, the questions are ‘zero-biased’:

- Correct answers have positive marks.
- Incorrect answers have negative marks.
- Selecting all answers will generally result in zero marks.
- A negative mark cannot be awarded for any question.

The possession of unauthorised material in an eTest or any other form of cheating or attempting to cheat in an eTest is not permitted.
4. **Company Presentation (20%) [Individual + Group]**

Individual and Team Company Presentations will be made in Seminar 12 and are assessed by:

- an **Individual Presentation** component for content and style worth 10% of the unit assessment.
- a **Team Presentation** component for content and style worth 10% of the unit assessment are usually awarded equally to all team members. Students will work in the same team allocated for the Capstone® Business Simulation. All team members will be expected to actively contribute to the presentation. Individual contributions to team presentations will also be assessed by tutors and marks may be adjusted.

Presentations need to address the Individual and Team Company Presentation Assessment Rubrics provided under the Assessment tab in Blackboard. Tutors will assess each individual student’s capacity to ‘Work Collaboratively’ and the ‘Achievement of Agreed Outcomes’ sections in the Individual Company Presentation Assessment Rubric. Tutors cumulative observations in Active Learning Seminars will inform the marks allocated to individuals for these categories.

Students are expected to rehearse presentations. Students are encouraged to engage with the audience with the minimal use of notes. Simply reading from notes or PowerPoints may result in a fail mark. Refer to Blackboard > Unit Resources > Curtin Library Databases A-Z which contains important sources of information for this assessment.

Refer to the Blackboard > Assessment > 4) Company Presentation (20%) folder for more advice and examples on preparing Company Presentations.

Students need to address the marking criteria available in Blackboard > Assessment > 4) Company Presentation (20%) > Assessment 4 Rubrics.

**Summary of Requirements for Company Presentation**

1) **Review Company Performance**

Presentations are to be made to the relevant company stakeholders. A short and engaging team presentation of 20 minutes maximum (3-4 minutes maximum for each person) needs to be delivered to stakeholders (including 3 minutes maximum for questions). Teams and students may be penalised for exceeding the time allocated.

Teams are challenged to develop a high impact presentation that thoroughly reviews their company’s performance and the learning experienced from operating the Capstone® Business Simulation. Students are expected to reflect, compare and comment on how well they functioned as a team as indicated in the two Peer Evaluation Reports. Ideally, teams should take a position that can be supported and defended by their presentation. This involves identifying common themes and including ideas related to the business scenarios encountered.

2) **Achievement on Mission, Values and Strategies**

An important aspect of the success of the presentation will depend on how well the team created, implemented and attained (or failed to) all (or part of) the originally stated Mission, Values and Strategies. Teams are challenged to directly and honestly evaluate this process. Students are challenged to be aware and sensitive to any ethical issues that impact on all company stakeholders.

3) **Achievement of Company Success Measures**

Teams need to deeply reflect on how effectively they collaborated in achieving their Company Success Measures. Interpretations of ratings from the Peer Evaluations will significantly contribute to the understanding of team and individual functioning. Students are expected to be sensitive to other students’ feelings. At all times students should not personally criticise fellow students. Refer to the Student Charter for information about Curtin’s Values of Integrity, Respect, Fairness and Care.

4) **Review Learning Material**

Teams are strongly advised to refer to a minimum of three (3) credible sources that inform how the Capstone® Business Simulation was managed. This includes Video Business Interviews or Cases, Required and/or Extension Readings that relate to the business challenges inherent in managing this business. Specifically relate these sources to the analysis of the company being reviewed in the presentation.

A member of each team is required to upload an electronic copy (e.g., PowerPoint slides, Prezi link, etc.) of the company presentation in Blackboard > Assessment > 4) Company Presentation (20%) > Team Company Presentation Submission before the presentation in Seminar 12.

Refer to Blackboard under ‘Assessment’ for more detail on this assignment.

Tutors may adjust marks to reflect the relative contribution of individual team members.
Pass requirements

- Receive an overall grade of 5 or above (i.e., a grade of 50% or above).
- Attempt all assessed assignments.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/ as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Referencing style

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: library.curtin.edu.au

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g., allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.
For more information, including student guidelines for avoiding plagiarism, refer to the Academic Integrity tab in Blackboard or [academicintegrity.curtin.edu.au](http://academicintegrity.curtin.edu.au).

### Additional information

For important information about the Assessment Rubrics used to mark assignments refer to the Assessment folder in Blackboard:

- Video Business Case Report Assessment Rubric
- Individual Company Presentation Assessment Rubric
- Team Company Presentation Assessment Rubric

Completed assessment rubrics and marks allocated will be available to students under the Blackboard Grade Centre > 'My Grades'.

### Learning Environment

During this unit the Blackboard environment is used extensively to support communication, for record keeping and the deployment of learning resources. Students and tutors are advised to regularly check Announcements in Blackboard.

#### Capsim® Registration Numbers

Capsim® Registration Numbers are required to participate in the Capstone® Business Simulation. Students can log into Blackboard to locate the Capsim® Prepaid Registration Number in Blackboard 'My Grades.' Students are responsible for Capsim® Registration Numbers which **cannot** be shared or reused across semesters.

#### Video Business Interviews, Cases & Presentations

Essential Seminar Preparation and Active Learning Seminars Video Business Interviews and Cases are provided for analysis. A CBS Digital Media Platform has been specifically developed to provide learners with exclusive access to video insights from international business owners, executives and managers. Additional multimedia learning material is also available in Blackboard.

#### Curtin Library Resources

Research is an essential part of academic study. Curtin’s Library provides a range of online resources that are available to help develop information literacy skills that are accessible from the 'Learning Hub' in Blackboard. These resources are designed to help access useful information in an efficient manner. Do make use of them.

Electronic databases containing extensive information about companies can be accessed in Blackboard Unit Resources and Curtin Library Databases A-Z ([http://databases.library.curtin.edu.au/](http://databases.library.curtin.edu.au/)) for links to Business Source Complete - MarketLine/Medtrack Reports, DatAnalysis, Annual Reports Online, Factiva and Orbis (provides information on over 100 million private and public companies, including ownership structure, subsidiaries, financials, SWOT analysis, comparison between companies).

### Required Reading and Viewing

There is no textbook or study guide for this unit. **ALL essential Seminar preparation, including Required Reading, video segments and eTests must be completed before attending each Active Learning Seminar.**

The Capstone® Team Member Guide. Capsim® Management Simulation Inc is Required Reading and can be downloaded free from either:

- **Blackboard**
  
  To access the PDF (.pdf) file from Blackboard select Unit Resources then click on Capstone Resources and download the Capstone Team Member Guide.

- **Capstone® Business Simulation**
  
  For access via the Capsim® website, after registration:

  1. Login to [http://www.capsim.com/](http://www.capsim.com/)
  2. Click on ‘Help’ on the left hand side, then click ‘PDF guide’ to download the Capstone Team Member Guide. Capsim® Management Simulation Inc in either English, Spanish, Slovak, Chinese (Traditional or Simplified).

**Team Mission, Values and Strategies** is a required submission but is not directly assessed.

### Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
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**Student Rights and Responsibilities**

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities website at: students.curtin.edu.au/rights.

**Student Equity**

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.


It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: [http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm](http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm)
Recent unit changes
We welcome feedback as one way to keep improving this unit. Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system (see evaluate.curtin.edu.au/info/).

Recent changes to this unit include:

- Changes are made to the unit in most semesters, often in response to student feedback from eVALUate. We are grateful to those students who took the time to provide comments on the most helpful aspects of the unit and on how it might be improved.
- Many students considered the workload for this unit challenging, especially in the initial 3-4 Active Learning Seminars. Student workload expectations are consistent with Curtin policies. The student workload will not be increased and, where appropriate, will be reduced. Additional seminar time will be devoted to improving students understanding of video case ‘alternatives’ and ‘decision criteria.’
- The extension from 6 to 8 simulation Competition Rounds was well received. More attention will be devoted to assisting students learn how to effectively use the simulation. Practice Round 1 is now a Capstone Data Entry familiarisation exercise with data provided to students. Additional scaffolding will help address student concerns about learning to use the simulation.
- Pre-reading is required to enable class discussions. eTest marks are required to ensure students do the pre-reading to permit informed and vigorous in-class discussions. The eTests are intended to enhance learning opportunities and provide more feedback on progression in this unit. These tests are intended to be quick to complete, not a large time sink. Difficult questions have been revised and simplified. A larger pool of high quality questions is being developed. As requested, multiple answer questions now indicate the number of correct answers. Time provided to answer the questions has been extended from 10 to 15 minutes. From 11 eTests only the best 10 scores will count. In response to student requests, the lowest score will be automatically deleted.
<table>
<thead>
<tr>
<th>SEMINAR / TOPIC</th>
<th>ESSENTIAL SEMINAR PREPARATION (to be done before attending ACTIVE LEARNING SEMINAR)</th>
<th>ACTIVE LEARNING SEMINAR</th>
<th>ASSESSMENT AND SUBMISSIONS</th>
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## Seminar 03: Governance and Strategy Overview

16/3/2015 - 20/3/2015

- **Watch video:** Governance and Strategy Overview (UC).
- **Read and re-read** the Capstone® Team Member Guide, 1-25.
- **Online** Capstone® Team Member Guide: Chapter 12 – Six Basic Strategies.
- Videos Stakeholder Theory.
- Video Capstone® QR Code Customer Survey Score + Capstone Courier.

## Seminar 04: Accounting, Finance and Economics Overview


- **Watch video:** Accounting, Finance and Economics Overview (UC).
- **Online** Capstone® Team Member Guide: Ch 1.4.*, Ch 4.4 - Finance.
- Capstone Debrief Rubric: 26-27.
- Video Accounting and Finance Business Fundamentals.
- Video Capstone® QR Code Finance + Forecasting.
- Video Interview–Deloitte LLP (Auditing).

## Seminar 05: Marketing, Production, R&D Overview


- **Watch video:** Marketing, Production, R&D Overview (UC).
- **Online** Capstone® Team Member Guide: Ch 7.4 – Advanced Marketing.

Video Marketing, Production, R&D Business Fundamentals.

Video Capstone® QR Code Marketing + Production + R&D.

Review Advanced Marketing Tutorial and Quiz in Capstone®.

Video Case Vishay Intertechnology Asia (China).

<table>
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<tr>
<th>Date Range</th>
<th>Event</th>
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<tbody>
<tr>
<td>13/4/2015 - 17/4/2015</td>
<td>Non tuition week</td>
</tr>
</tbody>
</table>
Online Capstone® Team Member Guide: Ch 7.2 – Human Resources.
Video Human Resources Business Fundamentals.
Video Capstone® QR Code Situation Analysis + Forecasting.
Review HR Tutorial and Quiz in Capstone®.
Video Interview–Perth Home Care Services (Client Services). |
Online Capstone® Team Member Guide: Ch 7.3 – Labor Negotiations. 
Video Case–Rio Tinto Japan (Crisis Management–Tsunami). |
|                               | Competition Round 3 and debrief feedback [HR Module activated from Competition Round 3]. Video Business Case Report review. Search on keywords and tags. |
|                               | Competition Round 4 and debrief feedback [Labor Negotiations Module activated in Competition Round 4]. Undertake competitor analysis of computer opponent (Team Digby) using Capstone Debrief Rubric. |
|                               | eTest MCQs for Seminar 06 in Bb. Choose and upload Company Success Measures in Capstone®. |
|                               | eTest MCQs for Seminar 07 in Bb. Team observation by tutor. |
Review TQM Tutorial and Quiz in Capstone®.  
Video – Critical Thinking (Chris Symonds and Peter Hosie).  
Video Interview–High Liner Foods (Company Transformation). |
Video Interview–Canada Post Corporation (International Logistics & Value Chain–Postal Services). |
| Seminar 11: Business Sustainability and Resilience Overview |  | Watch video: Business Sustainability and Resilience Overview (UC).  

Video Business Case Report review.  
Competition Round 5 and debrief feedback [TQM Module activated from Competition Round 5].  
Critique Hippocratic Oath for Managers.  
Video Business Case Report review.  
eTest MCQs for Seminar 08 in Bb.  
Team observation by tutor.  
Competition Round 6 and debrief feedback [Labor Negotiations Module activated in Competition Round 6].  
Executive Summary for Video Business Case Report.  
eTest MCQs for Seminar 09 in Bb.  
Submit Video Business Case Report (20%) in Bb.  
Team observation by tutor.  
Competition Round 7 and debrief feedback.  
Begin preparing Company Presentations.  
eTest MCQs for Seminar 10 in Bb.  
Submit Peer Evaluation 2 in Capstone®.  
Team observation by tutor.  
Competition Round 8 and debrief feedback.  
Teams discuss  
eTest MCQs for Seminar 11 in Bb.  
Results Team Simulation (25%).

The articles and videos below are not included in eTest 11.

Select talks in TED: Ideas worth spreading ([http://www.ted.com/talks](http://www.ted.com/talks)).

The 20 most-watched TED talks to date ([http://blog.ted.com/2012/08/21/the-20-most-watched-ted-talks-to-date/comment-page-3/](http://blog.ted.com/2012/08/21/the-20-most-watched-ted-talks-to-date/comment-page-3/))

10 incredible TED talks that will make you more productive ([http://ayearofproductivity.com/10-ted-talks-make-you-more-productive/](http://ayearofproductivity.com/10-ted-talks-make-you-more-productive/))


Video Interview–Compass Group Hong Kong (Sustainability).

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<td>1/6/2015 - 5/6/2015</td>
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Seminar 12: Company Presentations, Conclusion Debrief and Wrap-up.

1/6/2015 - 5/6/2015