

ATTITUDE AND ACTION  
RESPECT AND RESPONSIBILITY FOR PEOPLE AND THE PLANET  
IMAGINATIVE IMPROVEMENT FOR WEALTH AND WELLBEING  
**SOCIALLY INNOVATIVE**  
**COMMERCE**  
**INSPIRING**  
IMAGINATIVE IMPROVEMENT FOR WEALTH AND WELLBEING  
RESPECT AND RESPONSIBILITY FOR  
PEOPLE AND THE PLANET

# *JCU Capstones Workshop*

*Monday 21 November 2011*

## **Designing and Developing a Capstone Subject**

Dr Chris Sykes

# Outline

1. Context and history
2. Key features of design and development
3. Subject Outline
4. Questions



# The Capstone Development Team

- Professor Trevor Spedding (Dean)
- Dr Cassie Lee (Economics)
- Dr Kathy Rudkin (Accounting and Finance)
- Dr Lee Moerman (Accounting and Finance)
- Dr Jan Turbill (Educational Consultant)
- Mrs Belinda Parrish (PhD student, IT – Simulation)
- Mrs Sandra Humphrey (Learning Developer)
- Dr Chris Sykes (Management and marketing)
- Mrs Lisa Simmons (Administration )



# 1. Context and History

- UOW new BComm degree
  - Socially innovative commerce
  - Overarching compulsory “Comm” subjects in first and final years
- Faculty of Commerce: 3 Schools
  - Management and Marketing
  - Accounting and Finance
  - Economics

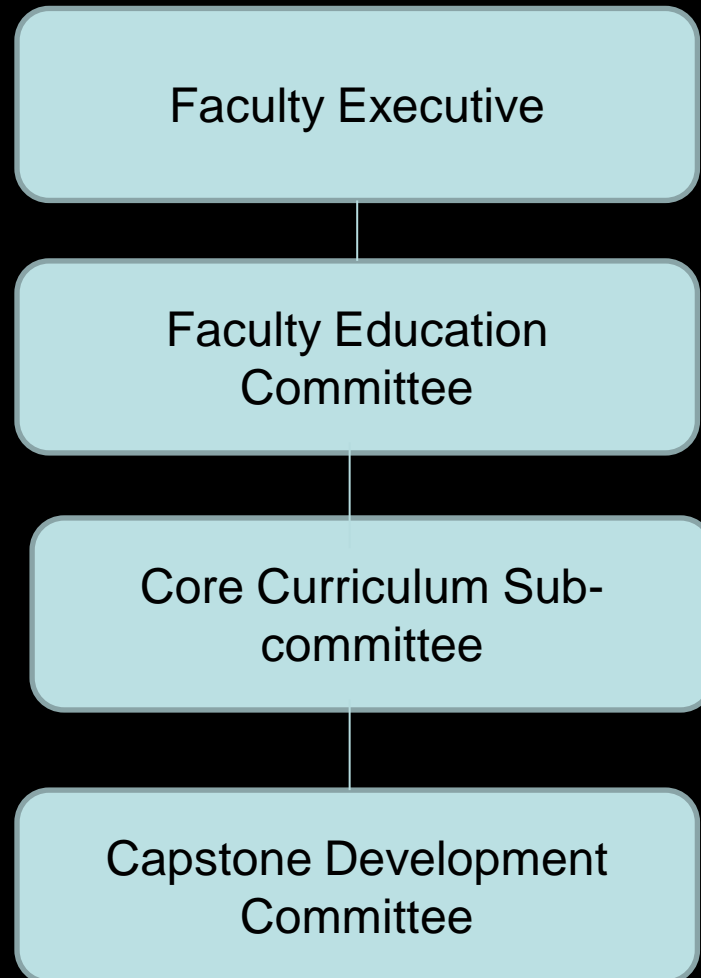


# Purpose of the capstone

- Integrate and consolidate learning
- Re-emphasise socially innovative/responsible commerce
- Culmination and pulling together of disciplinary learning
- Integration across disciplines
- Application of learning to a “real world” issue



# Capstone Governance Structure



# The Capstone Suite

- The suite is comprised of four subjects:
  - **COMM331: Simulation of a Socially Innovative Enterprise;**
  - COMM332: Start Up of a Socially Innovative Business;
  - **COMM333: Applied Business Research for Social Innovation**
  - COMM334: Intercultural Applications of Socially Innovative Business



# Simulation



INTERACTIVE  
DYNAMIC  
LEARNING  
ENVIRONMENT



# Case Study

- You and your co-managers are taking over the operations of a young smart phone company. You are in a neck and neck race for market leadership, competing against rival Smartphone companies run by other class members.
- You are starting from a poor 2010 performance by the previous management team who have left you with:
  - a productivity rating of 5%,
  - a quality rating of 5%,
  - reputation only reaching 17% in a recent customer survey;
  - current green rating is 0%.
- The company needs a change of direction to improve performance or risk failure. Your company's board of directors has charged you and your co-managers with developing a winning strategy.
- Whilst considering the role your business plays in aligning your operations and strategy with ten universally accepted principles in the areas of human rights, labour, environment and anti corruption.



# The Sim

**Messages**

Welcome to IDLE.

Week 7: This week you will be introduced to the simulation. Make sure you have read the company participants guide and have completed the online quiz by the end of week 8.

[Round Schedule](#)

**Detailed Scoreboard 2011**

Profit	-\$1,144,260
Productivity	5 %
Quality	5 %
Reputation	17 %
Green Rating	0 %

**Leaderboard after round 1**

Competition does not begin until week 9.

**Last login details**

Creation Time	Run Description	View Run	Delete Run	Resume Run
02/13/11 at 9:55 AM		<a href="#">View Run Results</a>	<a href="#">Delete</a>	<a href="#">r</a>
12/09/10 at 2:26 PM		<a href="#">View Run Results</a>	<a href="#">Delete</a>	<a href="#">r</a>
12/06/10 at 2:23 PM		<a href="#">View Run Results</a>	<a href="#">Delete</a>	<a href="#">r</a>

Author: belinda.parrish

[Discuss](#) [Explore](#) [Share](#)

Powered by **Forio Simulate**



# The Sim

The screenshot displays the 'idle' simulation interface. At the top left is the 'idle' logo with the text 'INTERACTIVE DYNAMIC LEARNING ENVIRONMENT'. The top navigation bar includes 'Main Menu', 'Round Schedule', 'Decisions', 'Idle Participants Guide', 'Scoreboard', and 'Team Chat'. A 'Logout' button is in the top right. Below the navigation bar is a purple bar with a 'Support' link. The main interface has several tabs: 'Marketing', 'Suppliers', 'Production and Operations', 'Human Resources', 'Finance', 'CSR', 'Productivity Results', and 'Save'. The 'Decisions' tab is active and highlighted with a purple border. It contains four decision items, each with a text input field and a '\$0' value:

- Product selling price (max \$2000)
- Advertising method 1 (max \$200,000)
- Advertising method 2 (max \$500,000)
- Advertising method 3 (max \$500,000)

Below the decisions is a 'Graphs' button. To the right, the 'Results' section features a summary table and a detailed data table.

Time	Profit	Quality /10	Productivity	Reputation %	Green %
2011	-\$1,144,260	5	5	17	0

Variable Name	2011	2012	2013	2014	2015
Product Price	\$0				
Advertising spend 1	\$0				
Advertising spend 2	\$0				
Total advertising spend	\$0				
Potential adopters	12,000,000				
Total adoption	29,211				
New orders generated (units)	27,458				
Orders for suppliers	0				

At the bottom of the interface, there is an 'Author:' section with a profile icon and the name 'belinda parrish'. To the right are icons for 'Discuss', 'Explore', and 'Share'. The bottom right corner indicates 'Powered by Forio Simula'.



# Students using the Sim



# Subject offerings

- In 2011, 2 subjects offered twice – Autumn 70 students, Spring 150 students
- Autumn/Spring 2012 > 500 students per semester including multiple regional campuses and off-shore



# 2. Design and Development: Key Features

- Design(ing) as an ongoing and iterative process
- Embedding the capstone – COPS, curriculum, policies and procedures and resources
- Managing change
- Negotiating and agreeing on key concepts, assessments, lectures etc
- Supporting and evaluating student teamwork
- Dealing with challenges



# Design(ing) as an ongoing and iterative process

- Plans are artefacts inseparable from the practices within which they are enacted and planning is itself a form of situated practice (Suchman 1987)



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**“We were way ahead of schedule, so we revised the schedule. Now we’re way behind schedule because we lost too much time revising the schedule. What we need is a schedule to help us revise our schedules on schedule.”**



# Embedding the capstone – COPS, curriculum, policies and procedures and resources

Leadership  
and  
Communities  
of Practice

Curriculum,  
Policies and  
Procedures

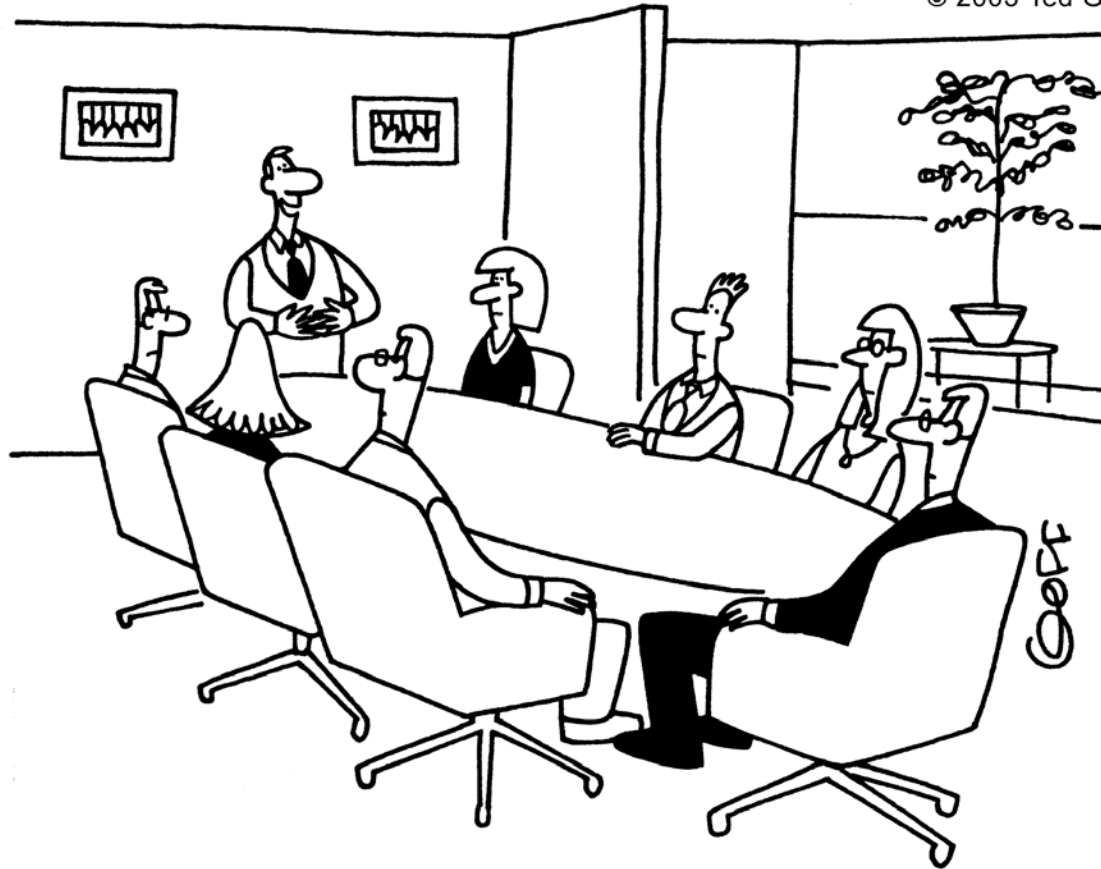
Resources  
and Data  
bases

# Managing Change

- Working in academic departments both from bottom-up and top-down to effect change (Trowler 1998)
- Engaging academics through the tribes and territories of their disciplines (Becher 1989)
- Working horizontally across disciplinary communities to make connections and spread ideas and practice (Blackmore and Blackwell 2006)
- The development of shared meanings amongst participants through prioritising contextual awareness, collaboration and team development (Lueddeke 1999).



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"I've been asked to deliver this message  
from the **PVC** regarding  
your request: 'Hahahahaha!'"

# Negotiating and agreeing on key concepts, assessments, lectures etc

- Concepts:
  - Socially innovative learning
  - UN Charter
  - Cross disciplinarity
  - Culture
- Assessments
- Lectures



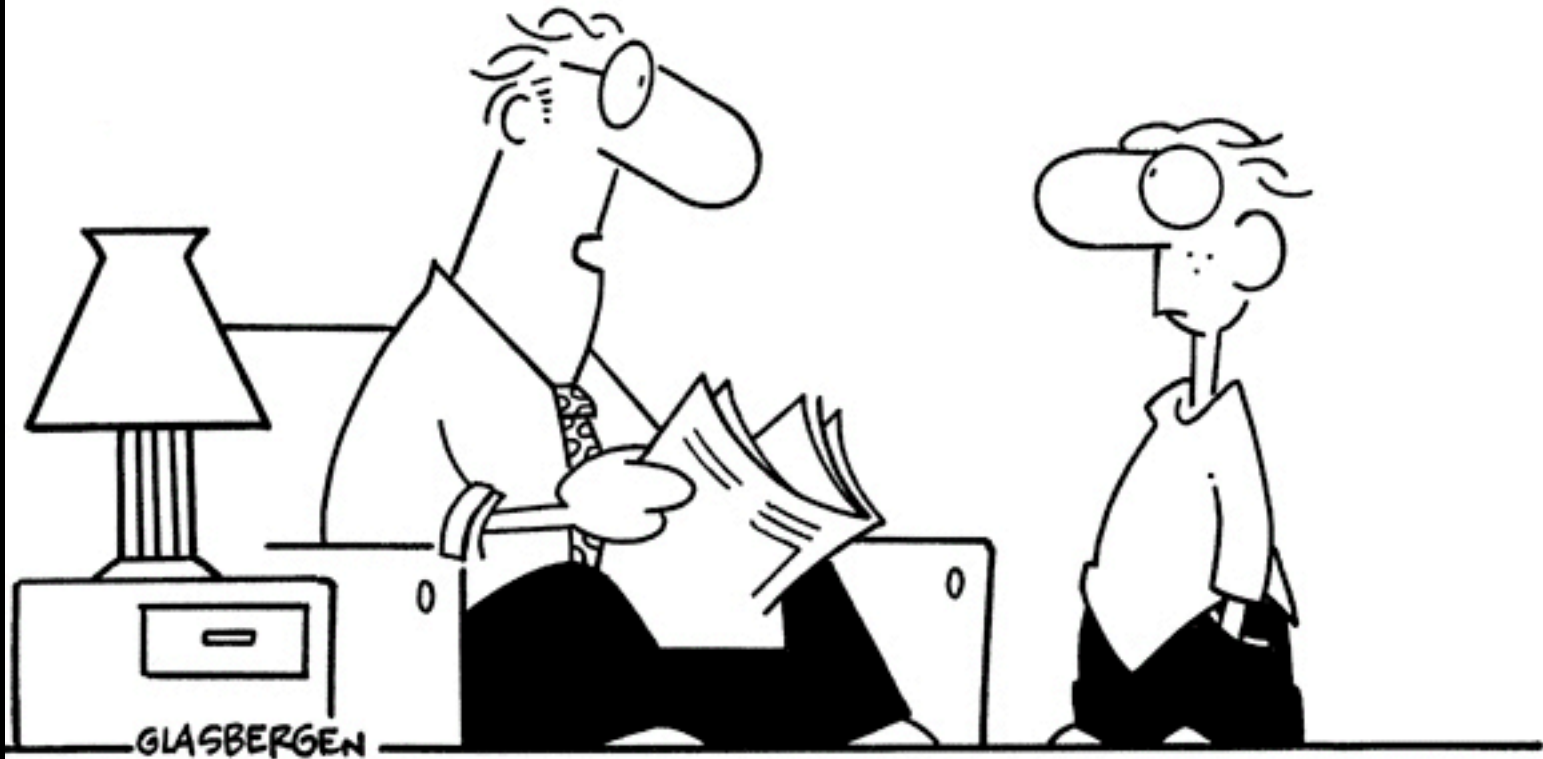
# Supporting and evaluating student teamwork



# Dealing with challenges

- Disciplinary structures
- Communication channels
- Developing the capstone team
- Advanced standing – pre-requisites
- Resourcing





**“If at first you don’t succeed, shift the blame, change the rules, redirect the focus of your critics, spin the media, redefine success, and there won’t be any need to try, try again!”**

# Subject Outline

- Graduate attributes
- Learning Outcomes
- Assessments
- Lectures and tutorials
- Resources





# References

- Becher, T. 1989. *Academic tribes and territories*. Milton Keynes: Society for Research into Higher Education & Open University Press.
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