



School of Information Management

MMIM 520 e-Business Management and Strategy

Trimester Three 2008

COURSE OUTLINE

Names and Contact Details

| Role | Name | Room | Phone | E-mail |
|--------------------|-------------------|--------|----------|--------------------------|
| Course Coordinator | Dr Sebastian Link | EA 214 | 463 6813 | Sebastian.Link@vuw.ac.nz |

Sebastian is Associate Professor of e-Commerce at the School of Information Management. Before joining Victoria University he was a member of the Department of Information Systems and the Information Science Research Center at Massey University. His main research interests focus on conceptual modelling, database design, XML, and their applications to e-Commerce.

All questions related to the content of this course should be directed to Sebastian. He will be happy to answer relevant questions during or after lectures, via e-mail or in face-to-face meetings.

Trimester Dates

The third trimester of 2008 commences on Monday 17 November 2008, and concludes on Saturday 21 February 2009 (inclusive). Notice that this includes the examination period from Monday 16 February to Saturday 21 February 2009 (inclusive). The mid-trimester break starts on Wednesday 24 December 2008 and ends on Sunday 4 January 2009.

Class Times and Room Numbers

- LECTURES: Tuesdays, 17:40-19:30, Railway West Wing (Pipitea), Room 415

Withdrawal dates: Information is available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

Course Content

A tentative schedule of lectures, readings and assessment components is illustrated in the following table. Notice that the course coordinator reserves the right to make changes during the trimester.

| Week/date of lecture | Topics | Textbook |
|--------------------------------|--|-------------------------|
| 1 18 November | Introduction to E-business and E-commerce | <i>Chapter 1</i> |
| 2 25 November | E-commerce fundamentals | <i>Chapter 2</i> |
| 3 2 December | E-business infrastructure | <i>Chapter 3</i> |
| 4 9 December | E-environment | <i>Chapter 4</i> |
| 5 16 December | E-business strategy | <i>Chapter 5</i> |
| 6 23 December | Supply chain management and E-procurement <i>Technology report by 23 December</i> | <i>Chapters 6 and 7</i> |
| 2 Weeks of Mid-trimester Break | | |
| 7 6 January | E-marketing | <i>Chapter 8</i> |
| 8 13 January | Customer relationship management <i>Case study analysis by 16 January</i> | <i>Chapter 9</i> |
| 9 20 January | Change management | <i>Chapter 10</i> |
| 10 27 January | Analysis and design | <i>Chapter 11</i> |
| 11 3 February | Implementation and maintenance | <i>Chapter 12</i> |
| 12 10 February | <i>Project presentations</i> <i>Project plan by 13 February</i> | |

Course Learning Objectives

E-business is aimed at enhancing the competitiveness of an organisation by deploying innovative information and communication technology throughout an organisation and beyond, through links to partners and customers.

While an attempt is made to cover the main areas of the subject, this course will focus on founding and developing your own e-business or managing your own e-business project (within your organisation).

The course will not be a “hands-on” practical paper that teaches you how to build Web sites or online applications. It is not a course aimed at for programmers, consultants or IT staff (although they may find the management issues yield a relevant perspective). It is a course for managers who may be involved in the planning and supervision of e-business strategies, or entrepreneurs who have an e-commerce idea they would like to get off the ground. It is also a course for those interested in these areas, and as much a unit for the “computer phobic” (and Internet illiterate) as much as the enthusiast.

At the end of the course, you should be better able to evaluate, plan and enact your e-business/project.

The text and case studies will provide theoretical background and serve as catalysts for class discussion, but since this area of business is so fast moving, texts and cases are possibly outdated as soon as they are published. Also, while your lecturer can point to some potentially useful theory, it is up to you to provide the balance of managerial and practical experience, and the latest news from the world of e-business.

The primary focus of the course is a general manager's and entrepreneur's perspective on the application of current information management techniques to business. Most of the lessons are also applicable to the not-for-profit sector.

At the conclusion of this course the successful participant will be able to:

- understand the impact of information management and network technology on business-to-business and business-to-consumer marketing.
- appreciate how information management and network technology, particularly the Internet, has affected all aspects of business, so that in some firms all functions of the business may need to have an Internet marketing orientation.
- effectively participate in decisions concerning the implementation of e-business strategies.
- demonstrate up-to-date knowledge of the various e-business technologies that are available.
- locate managerially relevant information on a specific e-business technology from a variety of sources and make a convincing buy/not buy recommendation.
- access current information about the strategies and performance of an e-business, for example, a competitor, and write a useful report on the strategic direction of that company, its future moves and likely success.
- demonstrate a sound knowledge of the developing theories in e-business. Be able to argue, based on evidence from logic or empirical findings, for the usefulness or otherwise of specific theories, in particular whether new theory is required, or existing theory from the off-line world still applies.
- generate an e-business strategy for an existing organisation or start-up company based on an examination of the environment of the firm, its strong and weak competencies, and its opportunities and threats.
- forecast the likely revenues and costs of implementing an e-business strategy, and therefore the value of the strategy, after evaluating the risks of the project and strategies for mitigating those risks.
- demonstrate masters-level understanding of the subject through the ability to integrate technological developments and company strategies within a sound theoretical framework.
- advance the learning experience of the class in presentations and class discussions.

Course participants are expected to pre-read and attend lectures, and participate actively in activities and class discussions during the lecture. It is further expected that assessment components are handed in on time, and that you do your fair share in the group work. The extent and quality of your participation will be assessed.

In this course we will learn from one another - as a collective exercise. We will also learn from research, thinking and assignments. The focus will be on active learning. With a more active approach, you will learn far more than a few theories and interesting case studies,

and this will only serve you better in understanding e-business. Many of the theories are abstract and difficult to bring to life in the lecture situation, so this course adopts an experiential approach facilitated by class discussions and activities, case studies, group work and exercises. The assumption is that much of the expertise is in the room. Treat your lecturer as a facilitator of learning, not someone who spoon-feeds you knowledge.

Expected Workload

You are expected to devote a minimum of 12 hours a week to this course. This is an average, and the workload is likely to vary from week to week during the trimester.

As a guide you may choose to spend the following time on the following course components:

| | |
|---|-----------------|
| Lectures | 2 hours |
| Reading & Understanding Course Notes and Reading Material | 5 hours |
| Technology report, case-study analysis & e-business plan | 5 hours |
| | <u>12 hours</u> |

Notice that students are expected to attend all lectures. *Failure to do so will, most likely, limit your ability to perform well in the assessment components.*

Group Work

The e-business plan and presentation will comprise 40 percent of your final grade. For this project we will form 5 groups of 3-4 course participants each. It is expected that the groups will be well-organised and everyone will do their bit. A sheet that details the marking of this assessment component will be distributed during the first lecture.

Moreover, students are encouraged to form study groups to exchange their understanding of the course contents.

Readings

The following textbook is mandatory to buy (available at Vicbooks www.vicbooks.co.nz): Dave Chaffey (2007). *E-business and E-commerce Management*. 3rd Edition. Prentice Hall. ISBN-13: 978-0273707523.

Materials and Equipment

Students are expected to prepare for lectures by reading the relevant book chapters in advance. The chapters may be reviewed again after the lectures. Each chapter of the textbook contains self-assessment questions, essay and discussion questions as well as examination questions that help to validate and deepen your knowledge of the subject. It is recommended to attempt answers to all self-assessment and examination questions, and to attempt at least one essay or discussion question. This will result in an excellent preparation for the class activities, the technology report and the group project.

Assessment Requirements

The assessment is based on the individual course components:

| Assessment Components | Date (due) | Contribution to Final Grade |
|-----------------------------------|-------------------------------|-----------------------------|
| Participation in Class Activities | during lectures | 20% |
| Technology report | Tue, 23 December, 19:30 | 20% |
| Case study analysis | Fri, 16 January, 17:00 | 20% |
| e-Business plan presentation | Tue, 10 February, 17:40-19:30 | 10% |
| e-Business plan | Fri, 13 February, 17:00 | 30% |
| | | <u>100%</u> |

Assessment 1 - Participation (20%) [Oral communication and critical thinking skills]

A mark out of 20 based on the relevance and quality of your ongoing contributions/attendance

This course is interactive and participative, so turning up is not enough. Attendance is necessary, but not sufficient. You will spend time in the lectures discussing the contents, case studies and exploring the theory/practice. As this is such a large part of the activity, you will be awarded a mark out of 20 for your consistent and positive contributions to classroom debate throughout the class time sessions. Marks are awarded on the following basis:

- relevance of contribution rather than how much “air time” you get
- depth of understanding of the current debate/readings/issues/case/views
- originality, interest and degree of thought underpinning your views
- contribution: not trying to dominate proceedings, but rather adding important contributions where needed.

You do not have to make sure you contribute to every debate, at every session; but rather, when you do voice a contribution, demonstrate that you are up with the reading and have something to add. Be sympathetic to other people’s opinions and be culturally sensitive and aware of people’s alternative viewpoints. For the shy among you, the chance to develop these skills is an obvious and useful one.

Assessment 2 - Technology report (20%) [Written communication and critical thinking skills]

Hand in an individual technology report from the choice of topics below before the conclusion of the lecture on Tuesday 23 December 2008.

Maximum length: 1,000 words, not including reference list and appendices (to be fair to students who conform to this limit, I will ignore content past this word length).

Rationale:

The list of software programs, technical infrastructures, delivery platforms, telecommunications standards, and hardware that make electronic commerce possible gets longer and more bewildering by the day. Managers need a simple, reliable, and interesting overview of key issues and concepts to exploit the opportunities opened up by electronic business. They need answers to questions such as “Can this particular new technology (e.g. XML) help me to reduce my costs or generate more revenue? Should I buy this new technology or not?”

Topics:

Create a technology report for one issue that is important to e-business. Examples include (but are not limited to):

- Customer relationship technology
- Call centres, on-line help and service, order tracking, profiling, data mining, recommendation engines, personalisation, etc.
- Connectivity broadband (DSL, cable, etc.), satellite, wireless/mobile, etc.
- Business network extranets, virtual private networks, electronic data interchange, cross-enterprise resource planning, exchanges, marketplaces, etc.
- Security firewalls, digital certificates and signatures, encryption, secure socket layers, secure electronic transactions, anonymizers, etc.
- Navigators portals, search engines, agents, filters, etc.
- Advertising design, animation, virtual reality, testing, targeting, optimisation, tracking, etc.
- Data standards TCP/IP, XML, SOAP, OFX, etc.

Briefly explain how the technology works and what it does, but the goal of this assignment is to identify how these technical issues create opportunities for new ways of doing business. Ideally, the paper will identify important future trends and likely impacts, and also indicate the costs of implementing the technology, so that managers can weigh the advantages and disadvantages of adopting it. A detailed marking sheet will be made available for your convenience.

Requirements:

The topic you choose should not overlap with your group project. If you think there may be an overlap, please clear your topic first with your lecturer.

Structure:

- title page (1) - simple, student number and name, title of technology
- executive summary (one paragraph, 100 words, summarising your paper)
- main body should then follow the main sections:
 - definition
 - how the technology works
 - context
 - brands/options
 - future
 - revenue generation/cost saving potential
 - recommendations
- bibliography

Assessment 3 - Individual Case Study Analysis (20%) [Written communication and critical thinking skills]

Choose one of the three cases below. Hand in your analysis by Friday, January 16 2009, 5pm.

Write a 2000-word analysis on the major issues and your recommendations on one of the three following cases (to be handed out during class):

either:

“E-mail: The Killer App”

or:

“To B or Not 2B”

or:

“Online Brokers”

You will need to wade through issues and decide:

- What are the central, and more peripheral, issues in this case?
- What went wrong/right?
- Why did it go wrong/right?
- What e-business theories, principles, technologies ... are relevant?
- How appropriate/helpful were the theories in this case? Why/not?
- What could/should the company have done differently?
- What can/should be done now?
- What did we learn about e-business from the case?

Look at the list of questions at the end of each case to stimulate some thought, but do not feel you are limited to these lines of thinking only. Try not to spend any time repeating what happened, concentrate more on analysing, synthesising and evaluating the company, the relevant events and e-business theories and technologies; and then making sound recommendations and evaluations. A detailed marking sheet will be made available for your convenience.

Assessment 4 - e-Business plan and presentation (30% + 10%) [Leadership, creative thinking and communication skills]

We will form 5 different groups with up to 4 members each. Decide what type of report you want to do, choose your business, and hand in your typed report by Friday, February 13 2009, 5pm.

This is the major piece of work that runs throughout the course. It will comprise 40 percent of your final grade, which is split into the written plan itself (30%) and a 15-minute group presentation (10%).

Group project - written plan (30%)

As a group, write an original 3000-4000 word e-business plan as either: a project within an existing organisation, or a potential e-business you could launch.

Therefore, your plan could represent an e-business project within the business (such as taking its whole selling activities and moving it online, if it is not already), or it could be a new e-business altogether, for which your group writes a plan.

If you ever felt you had an e-business (or dream) in you, this is your chance to follow it. Even if it is unlikely that you will actively pursue it in real life, here is the opportunity to test your theories and technology, and see if your learning can translate into a real business.

Or, if you have an e-business idea that you believe could work as a project within your own organisation (or one you know), here is the chance to examine it and see if it might be workable.

Whatever you choose to do, you are expected to draw on primary sources such as interviews with the people involved, as well as secondary research within the company, personnel and elsewhere. You are expected to apply the relevant theories and concepts as appropriate, but the weighting should be more on the practical side than theoretical.

You will be expected to incorporate the following (although this is not an exhaustive list):

- executive summary (less than one page)
- analysis of the external environment surrounding the organisation (PESTLE, opportunities and threats, competitor analysis, tax, law, economy...)
- analysis of the internal environment (strength, weaknesses, costs, funding, management, technology...)
- appropriate use of theoretical frameworks
- clear analysis of the technology required for the project/business
- appropriate elements within an e-business plan (the value proposition, technology, marketing, finance required, competitive edge, size of market, chances of success, measurements of success, likely returns and earnings, control and review, harvest or exit opportunities, scenarios, ...)
- critical evaluation, realistic assumptions and figures, caveats and assumptions clearly stated

- conclusion, evaluation and recommendations; concise and logical argument (will it work? what will it rely on? what could happen to ruin its chances? what other information might you need to collect to be more sure of success...?)
- correct language, style, grammar, punctuation, spelling
- correct referencing, as appropriate.

Concentrate on the most relevant themes, do not try to cover too many as your analysis may become too thin.

Group project - presentation (10%)

- Professional presentation and display (e.g. powerpoint) relaying the main elements of your project.
- As this presentation is made three days before you hand in the completed e-business plan, it is understood that final findings and conclusions may not be ready. However, it is expected that you can present the main elements of the e-business plan at least (business model, technology involved, organisation, PEST, SWOT, etc.) while mentioning what still has to be finalised.
- 15 minutes - rehearse your timings; plus extra 5 minutes for questions and answers afterwards
- At least two members are involved as presenters
- Marks (2 each) awarded in 5 equal categories:
 - timing (not too short, not running over time, correctly paced ...)
 - interest (holds interest of audience, correctly pitched, moves along without rushing ...)
 - visual display (e.g. slides, board ... skill, design, simplicity, effectiveness ...)
 - other communication techniques (voice, eye contact, tone, manner, appropriateness, level ...)
 - overall impression grade (impact, impression, overall fit ...)

Examinations

There is no final exam.

Penalties

In fairness to other students, work submitted after the deadline will incur a 5% penalty (of the marks achieved for the assignment) for each day (within 24 hours) late. In the event of bereavement or prolonged illness affecting your ability to meet the deadline, discuss your situation with the Course Coordinator as soon as you are able to. You must verify your claim, e.g., produce a medical certificate. By doing so, you agree to the Course Coordinator seeking verification of your documentation. Extensions will only be granted under these conditions. Content of written assessment components that exceed the word limit will be ignored in order to guarantee fairness to students who conform to this limit.

Mandatory Course Requirements

Students must meet the following requirements in order to pass the course:

- be correctly enrolled in the course, and
- obtain at least 50 percent of the maximum number of available marks.

As pointed out before, your attendance of lectures is required to perform well in all the assessment components of this course.

Communication of Additional Information

All additional information and materials will be communicated via e-mail or in person during the lectures.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building on the ground floor (EA005). This counter is the first point of contact for:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Use of Turnitin

Course work provided for assessment in this course may be checked for academic integrity by the electronic search engine (<http://www.turnitin.com>). Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. You are strongly advised to check with your course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to

www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website

www.victoria.ac.nz/fca

under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic Integrity and Plagiarism

Academic integrity is about honest — put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email

manaaki-pihipihinga-programme@vuw.ac.nz

or phone (04) 463 6015. To contact the Pacific Support Coordinator, email

pacific-support-coord@vuw.ac.nz

or phone (04) 463 5842.