

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business (Incorporating the AGSM)

School of Accounting

ACCT 3585
E-BUSINESS STRATEGIES AND PROCESSES

COURSE OUTLINE
SESSION 2, 2007

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1. COURSE STAFF

0.0 STAFF MEMBERS AND CONTACT DETAILS

Course Co-ordinator: Joan Ford

Room: Quad 3113

Contact: fordjb@bigpond.net.au 9387 2419 - Business Hours

1.2 Communication with Staff

Joan Ford will be available on the above email address and will respond promptly to student queries. If the query cannot be dealt with by email then she will suggest the student phone her on the above phone number during business hours or arrange an appointment to see them during consultation hours or at another appropriate time.

Consulting Hours: Tuesday: 12 – 1 pm or Wednesday 5-6pm

2. INFORMATION ABOUT THE COURSE

1.0 Teaching times and Locations

Tuesday: 9 am – 12 am

Room: Matthews 107

1.0 Units of Credit

Acct 3585 provides 6 units of credit

2.4 Relationship of this course to other course offerings

Acct 3585 is an option subject for the Undergraduate degree with a major in Accounting.

2.5 Approach to learning and teaching

At university, the focus is on your self- directed search for knowledge. The course is built around the case study method of learning and teaching. As such it will enable students to emulate business decisions.

3. COURSE AIMS AND OUTCOMES

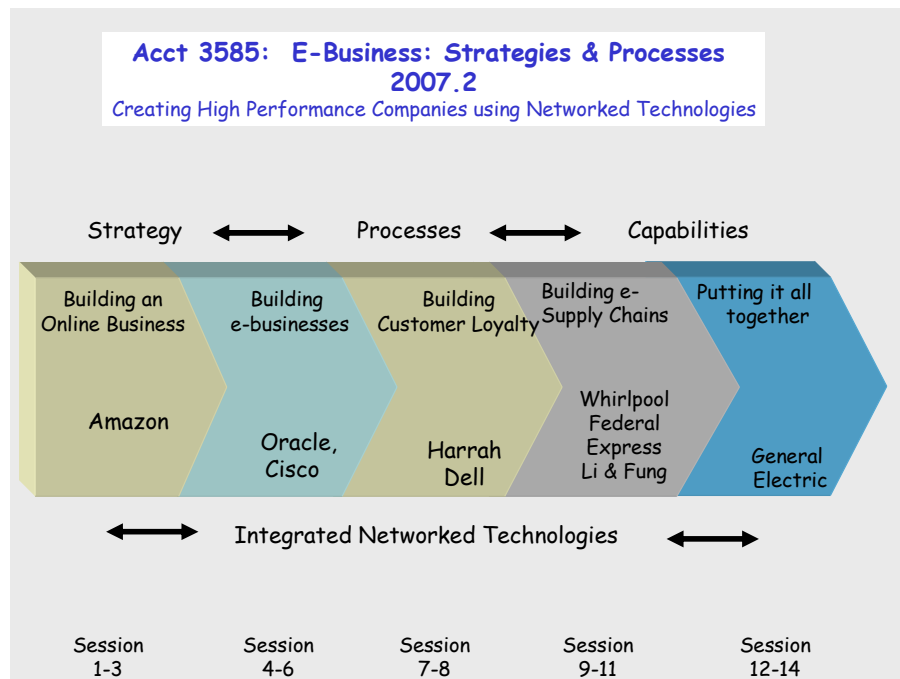
3.1 Course Aims

The rapid growth of networked technologies has been a global phenomenon, impacting national economies, global and local organizations and the lives of individuals. The speed of the change is seen as nothing short of revolutionary, heralding the emergence of a global economy and business world based on a global networked digital platform.

The key focus of the course is providing students with an understanding of the strategic opportunities and threats created by the global networked technology platform. Using case studies of high performing companies we analyse a range of new global business models including; on line businesses; the transformation of bricks and mortar companies into e-businesses; and the creation of virtual organisations bound by strong collaborative partnerships with companies specialising in what they do best.

The course also focuses on the digitalising of core processes enabling the new business models and highlights the challenges in managing these processes to achieve both efficiencies and growth and providing a competitive advantage.

Analysis of the company's financial data enables students to assess the impact of the changes, strategic, technological, and organisational on the bottom line.



3.2 Student Learning Outcomes

Students embarking on a new career enter a highly competitive global labour market place which demands value adding professional skills.

By the end of this course students should have insights into this how this market place operates and an understanding of the roles they could be asked to fill and some insight into the combination of professional, analytic, and personal skills they need if they are to operate effectively in the business world.

The course structure provides an analysis of the issues involved in building on-line businesses and transforming bricks and mortar companies into e-businesses and digitalising core company processes. As such students will develop the knowledge and understand the issues involved in the key business decision making processes. Graduates of the Australian School of Business employed by companies will find themselves on projects or budget analysis in each of these areas:

- The challenges confronting companies as they build on line companies or transform themselves to become e-businesses. Case studies: Amazon, Oracle and Cisco
- The challenge of managing standardised, global processes as they implement enterprise resource planning technologies which enable information based decision making based on daily review of key performance indicators. Case studies: Oracle and Cisco
- The key issues involved in the management of the relationship with customers, providing competitive customer solutions to market segments, building revenue and market share and the opportunities and threats presented by implementing appropriate networked technologies. Case studies: Dell Corporation and Harrah Entertainment
- The management of competitive supply chains and the role of networked technologies to enable the building of value networks/virtual organisations; the competitive advantage if the operational, technological and managerial capabilities are developed to manage these relationships to control cost, timeliness and quality. Case studies: Whirlpool, Li & Fung and Federal Express.
- The evaluation of the impact on the bottom line of changes made by utilising networked technologies – all case studies.

3.3 Teaching Strategies

As the course utilises the case study method it enables students to simulate involvement in the decision making process of high performing companies as they analyse decisions to invest in networked technologies and the critical organisational and operational issues involved in implementing the new

technologies. Kaplan and Norton's, Balanced Score Card, will be used as a structure to analyse each of the case studies.

Readings complement the case studies and provide the basis for analysis of the key organisational changes that are needed to reap the full potential provided by the technologies.

The initial hour of the class will be teacher led with explanation of concepts underpinning the cases and an outline of the key issues involved in the case. The next two hours will be based on student involvement and participation in structured group exercises and feedback, class discussion and student presentations to recap the case. As such it is mandatory that students read the case studies or readings prior to the three hour session.

4. STUDENT RESPONSIBILITIES AND CONDUCT

All students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at www.my.unsw.edu.au

4.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

Session 2 2007, Key Dates

It is your responsibility to ensure that:

0. You are recorded by the University as being correctly enrolled in all your courses. **Monday 23 July** is the first day of session, **Friday 3 August** is the last day you can enrol in Semester 2 courses. The last day for students to discontinue without financial penalty is **Friday 31 August** and the last day to discontinue without academic penalty is **Friday 14 September**.
0. Note that **Friday 7 September** is a special public holiday this year due to the disruption caused by the APEC summit in Sydney.
0. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will (unless an exemption has been granted) be disregarded, and no credit given nor grade awarded.
0. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the session's examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Session 2, 2007 falls between **9 and 27 November**.
0. When the provisional examination timetable is released (**2 October**), ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. The final examination timetable is released on **Tuesday 23 October**.
0. Note that some schools schedule a common date for any **supplementary exams** that may be required – it is your responsibility to check the school websites and ensure that you are available to take the exam on the scheduled date.
0. You keep the University informed of all changes to your contact details.
0. You make a copy of all work submitted for assessment, and keep returned marked assignments and essays.

A full list of UNSW Key Dates is located at:

<https://my.unsw.edu.au/student/resources/KeyDates.html>

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- ❑ achieve a composite mark of at least 50; and
- ❑ make a satisfactory attempt at all assessment tasks.

• Class Participation	10%
• First Individual Assignment	20%
• Second Individual Assignment	20%
• Examination	50%

5.2 Assessment Details:

Class Participation: 10%

Each student will be required to:

0. Prepare for, participate in and attend 80% of all seminars. It is a pre requisite that case studies and readings will be read prior to class.
Class format and outcomes will include the following:

- Case study analysis
- Group work
- Case Study Presentation
- Workbook

0. Groups

- Groups of 4 should be formed.
(Assumptions: 50 students = 12 groups x 1 presentations = 12 presentations for semester.)
Case Studies: 10
Readings: 5
Presentations to be handed in for assessment
- The Group will be responsible for ONE presentation ---
Groups can choose to present on
ONE CASE STUDY OR ONE READING
Presentations to be no longer than 10 - 15 minutes – 5-8 power point slides. Presentations will be sent to Joan Ford as a soft copy prior to presentation, and corrections made if necessary. The presentation will then be put on Vista. The group will also be involved in assisting the discussion groups as they complete work books exercises.

Presentations to be handed in for assessment

AND

- The Group will also be responsible for consolidating answers to the questions in the WORKBOOK for ONE OTHER CASE STUDY on an ALTERNATE WEEK. Work book summaries will be handed in, as a soft and hard copy, the following week and will be available to the class through Vista.

Class mark of 10% will be based on:

- The quality of the presentation (50%) and
- Participation in group and class discussions (50%)

Assignments: Two assignments worth 20% each
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**First Individual Assignment 20%: Due Session 7 – Week of September 3rd
2000 words**

Based on the case studies (Amazon, Oracle and Cisco) and readings analysed from Week 2 – 6:

- Identify and discuss the market opportunities and threats which lead companies to business model innovation (**5 marks**)
- Identify and discuss the business models facilitated by the development of integrated networked technologies. (**7.5 marks**)
- Assess the business outcomes of these business models (**7.5 marks**)

**Second Individual Assignment: 20%: Due Session 12 – Tuesday 17th October
2000 word**

Select **TWO** case studies from Week 7 – 11, (Harrah, Dell, Whirlpool, Fed Ex, Li & Fung)

- Compare and contrast the way in which networked technologies were used to transform these companies (**10 marks**)

AND

- Assess the extent to which the initiatives taken made the companies high performance companies. (**10 marks**)
-

Examination: 3 hours - 4 questions worth 50%

5.3 Assignment Submission Procedure

- Essays will be submitted as hard copy at the commencement of the class on the due date.
- Late submission will not be accepted.
- All essays must contain a bibliography and formal footnotes acknowledging sources.
- Any essay suspected of containing plagiarism will not be marked.

5.4 Late Submission of assignments

Late submissions will not be accepted except in extraordinary circumstances. Joan Ford must be advised immediately of any extraordinary event and provisions will be made if she agrees the circumstances deem this necessary.

5.5 Special Consideration and Supplementary examinations

The School of Accounting follows UNSW policy and process for Special Consideration <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html> applies (see <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>).

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will **not** be accepted by teaching staff in the School of Accounting
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.
- Notification of supplementary exams will be sent via email by the Lecturer in Charge to your student email address (zstudentnumber@student.unsw.edu.au). Please do not contact the School Office.

5.6 Assignment Format

A copy of the cover sheet of the assignment will be provided in class and Web CT

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

- **Reading materials and case studies are available at the University Co-op Book Shop.**
- All overheads used in the lectures will be available on WebCT
- Recommended Internet sites: the web site of each case studied

7.2 Other Resources, Support and Information

The University and the Australian School of Business provide a wide range of support services for students, including:

- **Learning and study support**
 - Australian School of Business Education Development Unit (<http://education.fce.unsw.edu.au>)
 - UNSW Learning Centre (<http://www.lc.unsw.edu.au>)
 - EdTec – WebCT information (<http://www.edtec.unsw.edu.au>)
- **Counselling support** - <http://www.counselling.unsw.edu.au>
- **Library training and support services** - <http://info.library.unsw.edu.au>
- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (<http://www.equity.unsw.edu.au/disabil.html>). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure <https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>
- **Occupational Health and Safety** policies and student responsibilities: <http://www.riskman.unsw.edu.au/ohs/Policies%20&%20Procedures/UNSW%20OHS%20Accountability.pdf>

8. CONTINUAL COURSE IMPROVEMENT

'Each year feedback is sought from students and other stakeholders about the courses offered in the Department and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the Department are communicated to subsequent cohorts of students'.

9. COURSE SCHEDULE

ATTACHED IS THE COURSE SCHEDULE. A WORKBOOK OUTLINING EACH WEEK'S ACTIVITIES WILL BE HANDED OUT IN THE FIRST WEEK OF CLASS.

Session 1: Week of July 23

Introduction to Acct 3585: E-Business Strategies and Process

Session 2: Week of July 30th

Building an On-line Business

Case Study: Amazon.com 2002

Session 3: Week of August 6th

Building an On-line Business

Case Study: Amazon.com's European Distribution Strategy

Reading: The Rise of the Multi-Polar World

Session 4: Week of August 13th

Building an e-business

Case Study Analysis: Oracle Corporation

Session 5: Week of August 20th

Building an e-business

Digitalised Processes: e-ERP

Case Study: Cisco Systems Architecture: ERP & Web-Enabled IT

Session 6: Week of August 27th

High Performing Companies

Business Model Innovation

Reading: Expanding the Innovation Horizon, The Global CEO Study

Session 7: Week of September 3rd

e-Customer Relationship Management

Case Study: Harrah's Entertainment

Reading: E-loyalty: Your Secret Weapons on the Web

Session 8: Week of September 10th

e- Customer Relationship Management

Case Study: Dell Computer

Session 9: Week of September 17th

**e-Supply Chain
Case Study: Federal Express**

Mid Session Recess: 21st September – October 2nd

Session 10: Week of October 1st

**e-Supply Chain
Case Study: Li & Fung**

Session 11: Week of October 8th

**World Class Performance
Readings:
Competing on Analytics
Delivering Fulfillment Excellence: A Global Survey on Fulfillment Trends and Performance**

Session 12: Week of October 15th

**Case study e-Supply Chain
Whirlpool**

Session 13 Week of October 22nd

Capstone Case Study: General Electrics

Session 14 Week of October 29th

Revision

Examination Period: 9th November – 27th November