

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, 2008

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1. COURSE STAFF

1.1 STAFF MEMBERS AND CONTACT DETAILS

Course Co-ordinator: Joan Ford

Room: Quad 3109

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: Before or after class on Friday – make an appointment.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Friday: 11 am – 2pm

Room: Law 203

2.2 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

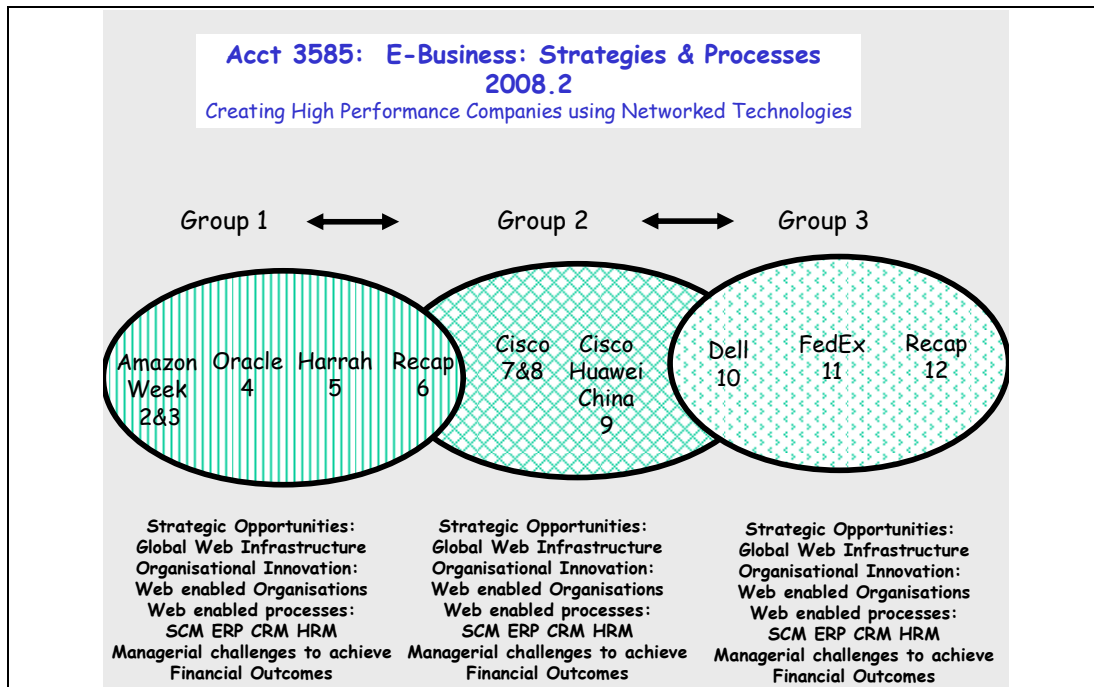
3.1 Course Aims

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 become e-businesses.
- 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.
- 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.
- 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.
- The evaluation of the impact on the bottom line of changes made by utilising networked technologies.

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.

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 20%
- First Individual Assignment 20%
- Second Individual Assignment 20%
- Examination 40%

5.2 Assessment Details:

Class Participation: 20%

Each student will be required to:

1. Prepare for, participate in and attend 80% of all seminars. It is a prerequisite that case studies and readings will be read prior to class.

Class format and outcomes will include the following:

- Case study analysis
- Case Study Presentation
- Workbook Activities

2. Groups

- Groups of 5 should be formed.
(Assumptions: 50 students = 10 groups x 1 presentations = 10 presentations for semester.) Case Studies: 10

- The Group will be responsible for **ONE presentation on ONE CASE STUDY**

Presentations to be no longer than 10 - 15 minutes – 5-8 power point slides. Presentations to be sent to Joan Ford as a soft copy prior to presentation, and corrections made if necessary. The presentation will then be put on Web CT. The group will also be involved in assisting the discussion groups as they complete business plan/or project team exercises.

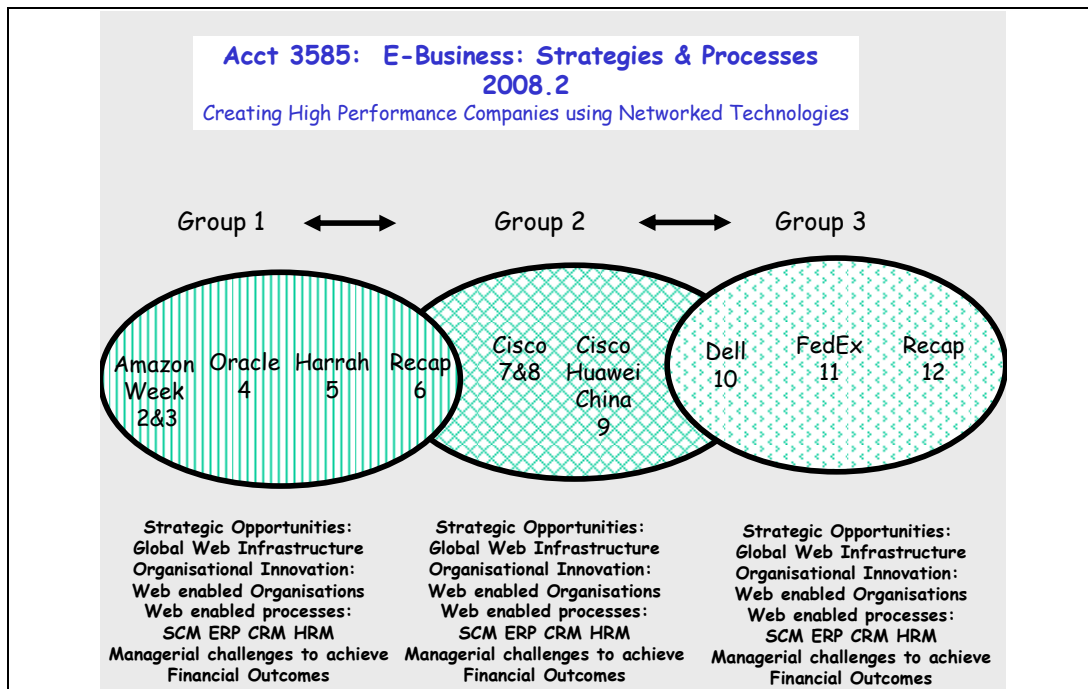
Presentations to be handed in for assessment – Assessment process: Quality of Presentation, presentation style, ability to engage audience and role in facilitating group work (**10 Marks**)

AND

- The Group will also be responsible for developing a **business plan or project plan for ONE OTHER CASE STUDY on an ALTERNATE WEEK**. Business plans will be developed during class work and the group will be responsible for preparing a template, leading group discussions, consolidating and synthesising class discussions. A soft copy will be sent to Joan Ford for marking before the next class and will be available to the class through Web CT. Assessment process: preparation of template, ability to lead group discussion, consolidation of business plan, summary recap in the following week. **(10 marks)**

Examination: 2 hours - 3 questions worth 40 %

The examination paper will consist of three questions - each question will examine concepts and content studied within each of the Groups of case studies.



Assignments: Two assignments worth 20 % each = 40%

Assignments: (2 x 20 marks)

First Individual Assignment: Due Session 6 – Week of September 1st
2000 words, 20 marks

Based on the case studies and readings (Week 1 – 6):

- a) Identify and discuss four significant changes/trends that have taken place in companies' strategic directions and business operations which have been enabled by networked technologies.
- b) Illustrate each of the four trends using examples from cases studied (Amazon x 2, Oracle and Harrah) and discuss the changes that have been made and outline the significance of the changes in terms of increased profitability, competitiveness or market share.

(In structuring the essay you can have two parts to your essay answering part (a) & (b) OR you can merge the answer to both sections so that part (a) and (b) become a whole.)

Second Individual Assignment: 20%: Due Session 10– Week of 6th October
2000 word, 20 marks

Cisco Systems, says President and CEO John Chambers, is “an end-to-end networking company” who in 2001 enjoyed the reputation as the most sophisticated e-business in the world. (*Cisco Systems (A) Evolution to E-Business, Tuck School of Business at Dartmouth 2002, p1*)

Based on trends identified in **the three Cisco** prescribed case studies:

- a) Identify and discuss the key initiatives taken by the companies as they transformed themselves into global networked e-businesses. **(12.5 marks)**
- b) Identify and assess the outcomes achieved as Cisco became a global networked e-business. **(12.5 marks)**

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 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.

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 28th**
Introduction to Acct 3585: E-Business Strategies and Processes
- Session 2: Week of August 4th**
Building an e-Business and networked organisation
Case Study: Amazon.com 2002
- Session 3: Week of August 11th**
Developing the Supply Chain for an e-Business
Case Study: Amazon.com's European Distribution Strategy
- Session 4: Week of August 18th**
Transforming a multi-national into a global e-business
Organisational Innovation, Digitalised ERP Process, R&D
Case Study: Oracle Corporation
- Session 5 Week of August 25th**
e-Loyalty: Customer Relationship Management
Case Study: Harrah's Entertainment
- Session 6: Week of September 1st**
Recap –
Strategy and Business Model Innovation in a global, web enabled world
Integrated cross functional digitalised processes – CRM, ERP, SCM

- Session 7** **Week of September 8th**
An leading edge e-business - a virtual organization
M&A, Outsourced manufacturing and supply chain
Case Study: Cisco Systems Architecture: ERP & Web-Enabled IT
- Session 8** **Week of September 15th**
Aligning the Human Capital Strategy to a changing Business
Strategy
Case Study: Cisco Systems: Developing a Human Capital Strategy
- Session 9:** **Week of September 22nd**
The World Wide Web presents global growth opportunities
Case Study: Cisco goes to China: Routing an Emerging Economy
Case Study: Huawei: Cisco's Chinese Challenger

Mid Session Recess: 29th September – October 5th

- Session 10:** **Week of October 6th**
Direct business model, virtually integrated organisation
Mass customisation, Just-in-time Assembly, Outsourced supply
chain

Case Study: Dell Computer
- Session 11:** **Week of October 13th**
Technology facilitates specialist outsourcing companies - Supply
Chain and Manufacturing Specialists
Case Study: Federal Express
- Session 12** **Week of October 20th**
Recap

Examination Period
29th October – 14th November