

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, 2009

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1. COURSE STAFF

1.1 STAFF MEMBERS AND CONTACT DETAILS

Course Co-ordinator: Joan Ford
Room: John Goodsell LG21
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 morning– make an appointment.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Acct 3585 will be held on Friday from 10.00 to 13.00 in John Goodsell LG21.

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 business world today operates on a global, networked, technology platform (the World Wide Web). The rapid implementation of networked technologies world wide has impacted national economies and transformed large and small organisations.

This course uses case studies of high performing e-businesses to facilitate discussion and understanding of the strategic, technological, operational and organisational changes required by organisations to remain competitive, as they confront the strategic opportunities and threats resulting from the global networked technologies.

The case studies analyse the emergence of new business models, including start up e-businesses, the transformation of traditional bricks and mortar companies into e-businesses and the creation of virtual global businesses with outsourced functions performed by a range of specialist companies.

The course also studies the move to digitalised core processes across the value chain– the e-enabling of customer relations; the e-enabling of enterprise resource planning, financial and accounting processes and human resource processes; and the emergence of global, digitalised supply chains. It reviews the financial opportunities the technologies provide to reduce costs, improve productivity and efficiency, and transform concepts of speed and flexibility.

Acct 3585 2009.2											
E-Business Strategies and Processes											
E-Business Strategies & Business Models E-Processes							Cisco Strategies 1984 -2009 Technology Innovation E-Business Model & E-Processes				
Intro	Amazon CRM	Amazon SCM	Oracle ERP	Dell SCM CRM	FedEx SCM	Hilton Harrah CRM					
							E-Business	Internet Capabilities Acquisition Manuf.	HR	Future China	Recap
1	2	3	4	5	6	7	8	9	10	11	12

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
- ❑ complete 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 pre requisite 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
- Group work
- Workbook Activities

2. Groups

- Groups of 4 should be formed.

(Assumption: 40 students = 10 groups x 1 presentations = 10 presentations for semester.) Case Studies: 12. 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 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 **project plan for ONE OTHER CASE STUDY on an ALTERNATE WEEK**. Project Team Plans will be developed by the group prior to the class discussion

and the group will be responsible for leading group discussions, consolidating. A soft copy will be sent to Joan Ford for marking prior to the class and be available to the class through Web CT. Assessment process: Content, ability to lead group discussion, **(10 marks)**

Examination: 2 hours - 3 questions worth 40 %

Students will answer 3 questions during a 2 hour examination. Of the three questions, one question will be based on the first section of the course, another on the second section

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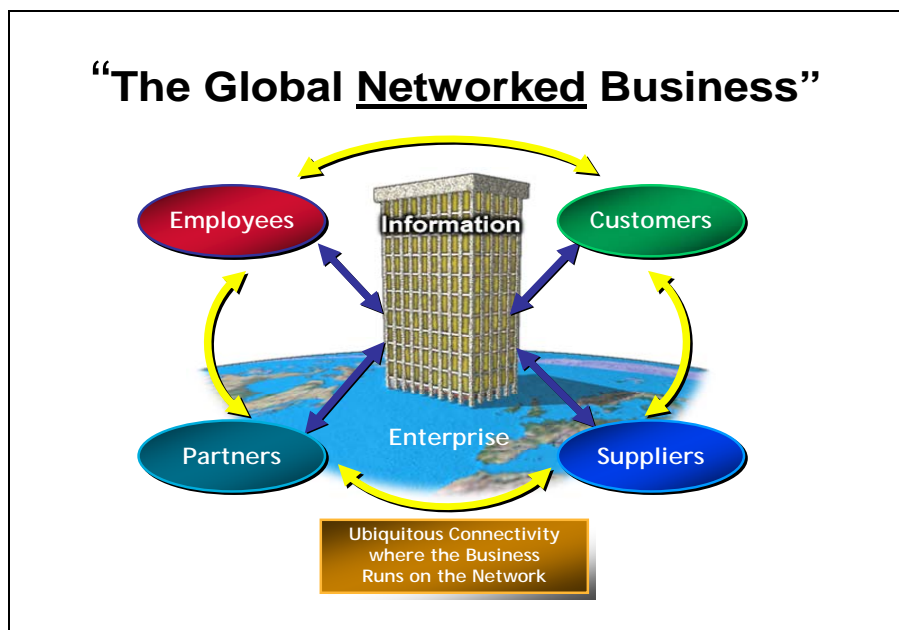
Assignments: Two assignments worth 20 % each = 40%

**First Individual Assignment: Due Session 6 – Week of August 24th
2000 words 20 marks**

Based on ONE company, (Amazon x 2), Oracle, Dell, OR FedEx:

- a) “Web enabled, standardised business processes and data are seen as one of the key component of a leading edge e-business”. Within the context of the company selected explain what is meant by this quote and outline the range of initiatives taken by the company to develop an integrated, networked business model incorporating standardised web enabled processes. **(12 marks)**
- b) Identify the advantages; including financial advantages the company received by becoming a web enabled networked company. **(8 marks)**

**Second Individual Assignment: 20%: Due Session 10– Week of September 28th
2000 word, 20 marks**



Based on insights gained from ALL the Cisco case studies

- a) Outline and evaluate the strategic initiatives taken by Cisco since its inception in 1984 to enable it to achieve \$39.5 billion net sales and \$8.1 billion net income in 2008. **(10 marks)**
- b) Within the context of the above diagram, identify and discuss the core elements of Cisco’s global networked business. **(10 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 Web CT.
- 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

Session 1: Week of July 20th

Introduction to Acct 3585: E-Business Strategies and Processes

Session 2: Week of July 27^h

Building an e-Business

Case Study: Amazon.com: 2002

Session 3: Week of August 3rd

Developing the Supply Chain for an e-Business

Case Study: Amazon.com's European Distribution Strategy

Session 4: Week of August 10th

Transforming a multi-national into a global e-business

Case Study: Oracle Corporation

Session 5: Week of August 17th

Technology facilitates the transformation of a direct business model into a virtually integrated organisation

Case Study: Dell Computer

Session 6: Week of August 24th

Technology facilitates specialist outsourcing companies –

Case Study: Federal Express

Session 7: Week of August 31st

e-Loyalty: Customer Relationship Management

Case Study: Harrah's Entertainment

Case Study: Hilton Hotels: Brand Differentiation through Customer Relationship Management

Mid Session Recess: 7 th September to September 11 th

- Session 8** **Week of September 14th**
A leading edge e-business - a virtual organization
Case Study: Cisco Systems (A) Evolution to E-Business
- Session 9:** **Week of September 21st**
Developing the capabilities to be a leading edge e-business
Case Study: Cisco Systems: Building Leading Internet Capabilities

Case Study: Cisco Systems, Inc: Acquisition Integration for Manufacturing (A)
- Session 10:** **Week of September 28th**
Aligning the Human Capital Strategy to a changing Business Strategy
Case Study: Cisco Systems: Developing a Human Capital Strategy
- Session 11:** **Week of October 5th**
Global Operating Models and Leadership
Case Study: Cisco Sees the Future
Case Study: Cisco goes to China: Routing an Emerging Economy
- Session 12** **Week of October 12th**
Recap

<p style="text-align: center;">Examination Period 30th October – 17th November</p>
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