THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF ACCOUNTING

ACCT3585 E-Business: Strategy and Processes

Course Outline

Session 2, 2004

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This course overview brochure contains:

The University of New South Wales
School of Accounting

ACCT3585 E-Business: Strategy and Processes
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COURSE OUTLINE

1. GENERAL INFORMATION

COURSE STATUS AND LOCATION

This is an optional course offered by the School of Accounting within the Bachelor of Commerce or Bachelor of Economics degrees. In order to enrol in this course, the following pre-requisite must have been satisfied – ACCT2522 Management Accounting: Process Improvement and Innovation or ACCT2532 Management Accounting: Process Improvement and Innovation (Honours).

INTRODUCTION

Organisations engaging in electronic forms of business are seeking to create and sustain value by radically altering conventional business models whilst focusing and reconfiguring their internal processes. Emergent electronic business models such as information, brokerage, electronic auction, virtual community, third party market place (or portal) and value chain integrator, are challenging the conventional ways by which business is conducted and work is performed. It is argued that, for such organisations, the strategic management of time, cost, flexibility, quality and integration is critical to sustain value generation. This course will build on existing second and third year courses in accounting. It has the following aims:

1. It seeks to highlight and evaluate the new business strategies and models adopted by e-Businesses.
2. It seeks to explore how these approaches have differential effects on business processes.
3. It examines the implications of reorienting existing organisational structures, processes and culture to e-Business strategy.
4. It discusses the relevance of new performance metrics (shareholder value analysis, economic value added, etc) in the management of intangible assets.

The course draws upon research, professional literatures and case studies to explore the issue of creating value through electronic forms of business.

COURSE OBJECTIVES

The substantive objectives of this course are:

1. To provide a framework for understanding the importance of e-commerce and its impact on the conduct of most facets of business activity;

2. To encourage a comprehensive appreciation of the influence of the internet on the development of business strategy;

3. To provide an understanding of the major e-Business models and the context in which they are generally applied to create value;

4. To facilitate an understanding of the enterprise capabilities and process alignment required to successfully implement e-Business strategies;

5. To encourage critical thinking when comparing and evaluating contemporary literature on e-Business practice.

LEARNING OUTCOMES

Content-based.

As a result of satisfactorily completing this course, you will be able to:

1. Identify and evaluate the e-Business strategies of contemporary organisations;

2. Understand the manner in which e-Business strategy decisions impact upon internal activities and processes.

3. Analyse a market opportunity and develop an appropriate e-Business strategy.

Skills-based.

As a result of satisfactorily completing this course, you will achieve the following skills:

1. A capacity to learn independently and to assume responsibility for the learning process;

2. A capacity to learn within teams – to co-operate with team members, to assume leadership and to manage differences and conflicts;

3. A capacity to conduct applied research – acquiring, analysing and presenting knowledge;

4. A capacity to tolerate ambiguity in problem-solving;

5. A capacity to think critically about informing literatures and extant organisational practices;

6. A capacity to appreciate and leverage diversity in the learning environment;

7. A capacity to reflect on your own strengths and weaknesses as a learner; and

8. A capacity to develop the self-motivation to engage in life-long learning.

COURSE STRUCTURE

This course is comprised of seminars held in weeks 1 to 14. Each seminar is of three hours duration. During this period instructor-centred discussions, syndicate exercises and student presentations may be held.

COURSE ASSESSMENT

The composite mark for **ACCT3585** will be calculated as follows:

Syndicate Case Study	17.5%
Syndicate Presentation and Portfolio	10%
Essay	17.5%
Class Contribution	15%
Final Examination	40%
TOTAL	**100%**

Syndicate Case Study (17.5%)

The case study will be undertaken by syndicates of five students within the same seminar group. Self and peer assessment will be involved in the determination of the final mark. The case study is due in week 11. The composition of syndicates must be finalised by **week 4** and submitted to your seminar leader in writing. Details regarding the nature of the case study and its assessment are provided on page 17.

Enrolment in this Course constitutes agreement to participate in the confidential self and peer assessment procedure.

Syndicate Presentation and Portfolio (10%)

Each syndicate is required to make a brief presentation on the case during Weeks 12 and 13. Details are provided on page 23.

Essay (17.5%)

The essay will be an individual exercise on a nominated topic. It will be due in week 6. Details are provided on page 15.

Class Contribution (15%)

There will be two components to the class contribution mark as follows:

1. Class presentation (7.5%)

This will require the following:

- Groups of two students must be formed.
- Each group will make a short summary presentation on a seminar question (agreed with the Seminar Leader in advance and usually relating to one of the set readings). The group should be able to present for no more than **8 minutes** using **no more than 7 overhead transparencies** (a paper copy must be provided to each member of the class at the beginning of the seminar).
- A copy of the overheads and summary notes must be handed in for assessment.
- Each group will then lead the discussion on this question/reading for **at least 10 minutes but not more than 20 minutes.**

Class presentation grading guidelines are provided on page 14.

2. Class contribution (7.5%)

Each student is expected to contribute to the seminar discussion. Expectations with respect to contribution are provided on page 13.

Final Examination (40%)

Students are required to sit for a final examination paper in this course. Students will be advised of the general format and content of the final examination during Week 13.

2. COURSE RESOURCES

TEACHING STAFF

Teaching Staff	Room No.	Telephone
Course Facilitator & Seminar Leader		
▪ Rodney Coyte Email: R.Coyte@unsw.edu.au	Quad 3117	9385 5810

CONSULTATION HOURS

These will be held between 12:00 and 3:00 on Tuesday. You are encouraged to seek help at a time that is convenient to you during the regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. You may also telephone during consultation hours. In general, replies to emails will be made during these times.

CLASS LOCATIONS

Monday 6-9 QUAD G031
Tuesday 9-12 AS G01

TEXT BOOKS

Students are only required to purchase a set of case studies from the UNSW Bookshop. You will be unable to complete the course without this resource. All other Course materials will be issued in class.

COURSE WEBSITE

A course website will be maintained within the WebCT environment. You are required to have a Unipass and Unipin to access this website. In addition, you must be enrolled in the course to access the website. The website will contain announcements, copies of the weekly questions and any other material deemed suitable by the Course Facilitator from time to time. We can not place any material on the website that involves the use of student IDs or that raises issues with respect to privacy. Details regarding access to this website will be provided in class in week 2.

Where appropriate other websites that provide useful content with respect to the course will be included by way of a series of hyperlinks in the course website. You are encouraged to explore these sites and learn from them also.

The following websites provide useful support resources:

▪ www.student.unsw.edu.au	UNSW homepage for students
▪ www.library.unsw.edu.au	UNSW library (catalogues, info, etc.)
▪ www.lc.unsw.edu.au	UNSW Learning Centre (help with learning and language support, etc.)
▪ www.counselling.unsw.edu.au	UNSW Counselling Service (dealing with personal issues)

▪ www.comms.unsw.edu.au	UNSW Communications unit (net access, UDUS, email)

3. STUDENT RESPONSIBILITIES

PREPARATION FOR AND PERFORMANCE IN CLASS

It is a requirement of this course that all students attempt the assigned weekly reading and seminar questions *prior* to attending class. Students are expected to participate in the class discussion.

The expected workload for an undergraduate course is 10 hours per week (on average).

ATTENDANCE REQUIREMENT

Students are expected to be regular and punctual in attendance to all classes. You are required to attend your assigned class each week. Any variation must be approved by the Course Facilitator. All applications for exemption from attendance at seminars of any kind must be made in writing to the Registrar. If you attend less than 80% (that is, 10 complete seminars) you may be refused final assessment.

Students are requested to turn off their mobile phones prior to entering the classroom.

SATISFACTORY PERFORMANCE

To be eligible for a passing grade in this course, students must (1) attain a composite mark of at least 50% **AND** (2) perform at a satisfactory level in each component of the composite assessment (as stated above). Failure to do so may result in either supplementary assessment being required or the award of a failing grade, depending on an individual's situation.

SUBMISSION OF CONTINUOUS ASSESSMENT

Continuous assessment must be submitted by the due date. Failure to do so will attract a penalty which is to be calculated as follows: One day late - 10% of the maximum possible mark; Two days late - 20% of the maximum possible mark; Three days late - 40% of the maximum possible mark; Four days late - 60% of the maximum possible mark; Five or more days late - 100% of the total mark.

Extensions will only be granted in **exceptional** circumstances and will only be made by the Course Facilitator. Applications for an extension must be made (in advance) in writing to Rodney Coyte and must be supported by medical certificates etc. The onus is on students to plan their workloads to meet the course deadlines.

SPECIAL CONSIDERATION

It should be noted that special consideration is available only to students confronting *abnormal and significant* difficulties in completing this course. University regulations must be consulted before applying for formal consideration. It should be noted that illness or personal problems do not ensure that supplementary assessment will be granted automatically. In *addition* to the normal University application for consideration, students are required to lodge a detailed written application with the Course Facilitator. Details of the consideration will be treated in confidence by staff.

ACADEMIC MISCONDUCT

Students are reminded that the University regards academic misconduct as a very serious matter. Students found guilty of academic misconduct are excluded from the University for two years. However, because of the circumstances in individual cases, the period of expulsion can range from one session to permanent expulsion from the University.

The following are some of the actions which have resulted in students being found guilty of academic misconduct in recent years: taking unauthorised materials into an examination; submitting work for assessment knowing it to be the work of another person; improperly obtaining prior knowledge of an examination and using that knowledge in the examination; and failing to acknowledge the source of material in an assignment.

SUPPORT INFRASTRUCTURE

The following services are recommended to students requiring additional and specialised support.

Learning Centre

The Learning Centre provides a free and confidential service offering learning and language support to UNSW students. Assistance is provided through workshops, discipline-based courses and individual consultations. The Learning Centre is located at Room 231, Level 2, Library Building. (Phone 9385 3890 for an appointment.)

Education Development Unit

Additional learning and language support or a 'discipline-specific' support class can be arranged with the Education Development Unit (EDU) in the Faculty. Students may consult the EDU for advice and assistance with assignment writing, academic reading and note-taking, oral presentation, study skills or other learning needs. The Unit is located in Room 3054, Level 3, Quadrangle Building. (Phone 9385 6163 or 9385 6087 for an appointment.)

Counselling Service
Counsellors offer assistance in planning, decision making, problem solving, and social and emotional development. The Counselling Service is located at Level 2, East Wing, Quadrangle Building. (Phone 9385 5418 for an appointment.)

COURSE TIMETABLE

WEEK	STARTING	TOPIC	READINGS
1	26th July	-Introduction to e-Business Strategies and Processes.	• Porter (2001) Strategy and the Internet, HBR. • Awad (2004) Chapter 1:Foundations of Electronic Commerce.
2	2nd August	-Strategic Impact -The Emergence of Networked Technologies	• Nolan, R. (2001) Information Technology Management from 1960-2000, HBS.
3	9th August	-Strategic Impact -The Emergence of Networked Technologies in OECD Countries -e-Business Transformation	• ICT and Economic Growth, OECD, 2003 • OECD Information Technology Outlook, ICT's and the Information Economy • Case Study: Oracle Corporation, HBS, 2001
4	16th August	-e-Business Strategy	• Farrell (2003) The Real New Economy, HBR • Porter (from Week 1). • Case Study: "Citibank's e-Business Strategy for Global Corporate Banking, (2002) Centre for Asian Business Cases.
5 **Submit syndicate lists**	23rd August	-On-line Businesses -Customer Relationship Management	• Reichheld & Schefter, (2000): E-Loyalty: Your Secret Weapon on the Web" HBR • Rigby, Reichheld & Schefter (2002) Avoid the Four Perils of CRM, HBR • Case Study: Amazon.com –2002 HBR, Feb 2003 • "Mighty Amazon" Fortune, 26/5/03.
6 **Essay Due in class**	30th August	Supply Chain Transformation – Management Processes and Capabilities – I	• Accenture (2003) Supply Chain Leadership • Magretta, J. (1998) The Power of Virtual Integration- Dell Computers HBR.
7	6th September	Supply Chain Transformation – Management Processes and Capabilities – II	• Case Study (2003): General Motors: Building a Digital Loyalty Network through Demand and Supply Chain Integration, SGSB
8	13th September	Supply Chain Transformation – Management Processes and	• Wagner & Boutellier (2002) • Case Study: (2002) Constructing an E-Supply Chain at Eastman Chemical Company, Centre for Asian Business

		Capabilities – III	Cases.
9	20th September	-Organisational transformation -Integrated Web-based Technology -Virtual Organisation	• Carter (2001) Cisco's Virtual Close, HBR. • Case Study (2001) Cisco Systems Achitecture: ERP and Web-Enabled IT, HBR.
	27th September	**RECESS**	
10	4th October		***Due to a public holiday there are no classes or assigned readings for this week.***
11 **Assignment 2 due week beg Mon 11/10 in class**	11th October	Developing Leading Edge Internet Capabilities: Management Processes and Organisational Capabilities-I	• Case Study: Nolan (2001):Cisco Systems
12 **Syndicate Presentation**	18th October	Developing Leading Edge Internet Capabilities: Management Processes and Organisational Capabilities-II	• Applegate et al (2003) Chapter 3: Building Networked Organisations • Case Study: (Bartlett & Glinska) GE's Digital Revolution
13 **Syndicate presentation**	25th October	Enabling Business Strategy	• Case Study: (McFarlan and Delacey, 2003) Enabling Business Strategy with IT at the World Bank
14	4th November	-The Future –Strategic Potential of IT -Internet and Society	• Carr (2003) IT Doesn't Matter HBR • Bandyo-padhyay (2002): Chapter 10: E-Commerce and Society in the Twenty-first Century.

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Guidelines for Allocating Class Contribution Marks

(7.5%)

Each student will be assigned a contribution mark ranging from 0 to 10. No fractional marks will be assigned. The following guide will be used when assigning contribution marks. Contribution marks will be finalised in Week 14.

MARK	GUIDE
0	• has failed to meet the 80% attendance requirement ie, 10 complete seminars.
1-2	• has satisfied the attendance requirement but has not contributed to class activities
3-4	• has satisfied the attendance requirement and has participated in team activities within the class room
5-6	• has satisfied the attendance requirement, participated in team activities and contributed to class room discussions
7-8	• has satisfied the attendance requirement, participated in team activities, contributed to general class room discussions in particularly relevant and constructive ways
9-10	• has satisfied all the above and has demonstrated excellence in their contribution to the dynamics of the course

CRITERIA FOR GRADING CLASS PRESENTATION (7.5%)

1. Time Management (pacing, total time).	1 2 3 4 5
2. Clarity of communication (audibility, expression of ideas).	1 2 3 4 5
3. Engagement with audience (eye contact, body language).	1 2 3 4 5
4. Structure of presentation (transition, logic).	1 2 3 4 5
5. Content of presentation.	1 2 3 4 5
6. Other Comments:	

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Essay (17.5%)

Week 6 (Deadline: Monday, August 30 at 6:00pm and Tuesday, August 31 at 9:00am. To be handed in at the beginning of your class.)

TOPIC tba in Week 2

Submission Details:

- A hardcopy of the essay is to be submitted at the beginning of your assigned class during the week beginning Monday 9th September. It is to be submitted at the commencement of each class. Any essays received after this time will be considered late and subject to the penalty described in the course outline. Last minute printing difficulties will not constitute an adequate excuse for lateness.

- Each student must keep a copy of their work.

- The title page should clearly indicate the name of your seminar leader and the time and location of your class.

- All essays must be word-processed. The use of in-text referencing is preferred. Footnotes should be reserved for points of clarification. The use of appendices for the essay is not permitted.

- Please note, elaborate binding and plastic covers are not permitted. Please staple your work in the top left hand corner only.

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Syndicate Case Study (17.5%)

Week 11 (Deadline: Monday, October 11 at 6:00pm and Tuesday, October 13 at 9:00am. To be handed in at the beginning of your class.)

TOPIC tba in Week 3

Deliverables			
Task	Due Date	Group Tasks Mandatory	Comments
1. Syndicate Nomination Form	15/3	Y	
2. Group Contract*	29/3	Y	2% penalty if not on time
3. Progress Statement and Action Plan**	5/4	Y	2% penalty if not on time
4. Reflection Statement on Difficulties and Limitations of Analytic Tools*** (syndicate)	17/5	Y	5% of total marks
5. Hand in Completed Assignment	17/5	Y	As per Course Outline
6. Hand in Peer Review Form and Reflection on Effectiveness of the Group Learning Process ****	24/5	Y	2% penalty if not handed in on time

* Contract items are the agreed rules that all members of the group must follow. If well specified these should be used to justify peer assessments. All members of the syndicate must sign the Group Contract.

** The progress statement must outline what has been achieved to that point and the plan for completion of the case analysis – tasks, due date and individual and collective responsibilities must be specified. This should be in point form in a table. All members of the syndicate must sign the Progress Statement.

*** The maximum length of the reflection statement is 700 words (or 2 pages if diagrams are included) in 12 point font. It must outline and explain any difficulties encountered in conducting the analysis and using the analytic models. Positive comments can be made if appropriate however, the purpose of the task is to have you reflect on the application of techniques. One statement should be made per syndicate.

**** The maximum length of the learning statement is 400 words (or 2 pages if diagrams are included) in 12 point font. It must provide your reflections on the learning process and of the ways (if any) your knowledge or perspective changed as a result of completing the case.

Submission Details:

- A hardcopy of the syndicate case study is to be submitted at the beginning of your assigned class during the week beginning Monday 11th October (Week 11). It is to be submitted at the commencement of each class. Any assignments received after this time will be considered late and subject to the penalty described in the course outline. Last minute printing difficulties will not constitute an adequate excuse for lateness.

- Each syndicate must keep a <u>copy</u> of their work.

- The title page should clearly indicate the name of your seminar leader and the time and location of your class as well as the names and student numbers of each syndicate member.

- All case studies must be word-processed. The use of in-text referencing is preferred. Footnotes should be reserved for points of clarification. The use of appendices must be kept to a minimum.

- Individual marks will be based on the attached marking scheme (see over).

- Please note, elaborate binding and plastic covers are not permitted. Please staple your work in the top left hand corner only.

Peer Evaluation Marking Scheme

In order to provide an opportunity for substantial individual contributions to team performance to be rewarded the following marking scheme is proposed.

STEP 1: The case will be marked and awarded a mark out of 20 (for illustrative purpose only).

STEP 2: Each student will provide their seminar leader with a **rating** of their own contribution and their assessment of the individual contribution of each of the other members of their syndicate. This will be a score out of 10 that reflects the amount and quality of the effort made by each of the syndicate members.

STEP 3: The ratings provided by each team member will be collated, averaged and converted to a percentage out of 100 to determine the proportionate contribution of each team member to the team result.

STEP 4: Half the total mark out of 20 will be credited to each student in the group.

STEP 5: The other half of the total mark will be multiplied by the number of members in the team and placed in a pool.

STEP 6: The pool will be allocated back to each team member based on the calculation of the proportionate contribution made by each team member.

STEP 7: The two marks determined in STEPS 4 and 6 will be added to give each student's grade for the Case.

The following example will illustrate the calculation of marks.

STEP 1:
A five member group receives a mark of 14 out of 20 for the case.

(NOTE: For steps 2 to 6 all calculations will be rounded to 1 decimal place)

STEP 2:
The individual ratings (out of 10) from each member average as follows:

Simone		8
Tran		10
John		6
Zoe		10
Angelina		6
	Total	40

STEP 3: RELATIVE CONTRIBUTION

Simone	8	= 20%
Tran	10	= 25%
John	6	= 15%
Zoe	10	= 25%
Angelina	6	= 15%
		100%

STEP 4:

Simone	7
Tran	7
John	7
Zoe	7
Angelina	7

STEP 5: Pool of Marks

5 (group size) x 7 marks = 35 marks

STEP 6: RELATIVE POOL OF MARK CONTRIBUTION

Simone	8	= 20%	35	7
Tran	10	= 25%	35	8.75
John	6	= 15%	35	5.25
Zoe	10	= 25%	35	8.75
Angelina	6	= 15%	35	5.25
		100%		**35**

STEP 7:	STEP 4 MARK	STEP 6 MARK	**TOTAL MARK**
Simone	7	7	**14**
Tran	7	9	**16**
John	7	5	**12**
Zoe	7	9	**16**
Angelina	7	5	**12**

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SYNDICATE PEER EVALUATIONS

A copy of this form is to be submitted with your case submission in Week 11. It is to be placed inside an envelope and attached to the syndicate submission.

NAME: ______________________________

ID: ______________________________

SIGNATURE: ______________________________

Please provide a mark out of 10 for each member of your syndicate, including yourself, which reflects the relative contribution of each member.

Syndicate Member	Student ID	Mark out of 10
1. Insert **your** name here.		
2.		
3.		
4.		
5.		

Any other comments about syndicate performance that may be relevant to the marker:

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Presentation and Portfolio (10%)

Every syndicate is required to make a presentation, based on their case study enterprise in class **in week 12 or week 13.**

Required:

Each syndicate must make a 15 minute presentation (12 minutes for presentation and 3 minutes for questions) on **one** of the enterprises studied. In particular, you are to assume the role of a consultant (internal or external). Your presentation is to be pitched to the senior management of the enterprise. The purpose of your presentation is to provide a series of recommended changes and improvements to the e-Business strategy and business model pursued by the enterprise. The aim is to help enhance the competitive position of the enterprise. Your presentation is to be to the senior management of the enterprise and should outline the rationales for your recommendations. You are to prepare a portfolio for senior management as a record of your presentation. (The portfolio is to be brief and will include a one page overview of your presentation and a copy of your overheads only.)

Five marks will be assigned for the content, quality, clarity, effectiveness and time-management of the 15 minute presentation, in addition to your responses provided to any questions asked. The remaining five marks will be assigned to the management portfolio.

Each member of the syndicate will receive the same mark. It is up to each syndicate to make the best use of its combined talents (i.e., some may be better doing the talking, others have strong design or content talents etc.) Marks will be made available to each syndicate at the completion of the seminar.

Resources:

If you require any resources, other than the boards and overhead projectors provided in the classroom, it is your responsibility to arrange these. Staff will NOT make data projectors available to students for this task.

Submission Details:

Your portfolio is to be submitted prior to the commencement of your presentation. Your seminar leader will allocate a particular time for your presentation during the regular class time in week 11.

“Many have argued that the Internet renders strategy obsolete. In reality, the opposite is true. Because the Internet tends to weaken industry profitability without providing proprietary operational advantages, it is more important than ever for companies to distinguish themselves through strategy. The winners will be those that view the Internet as a complement to, not a cannibal of traditional ways of competing.” (Porter, Michael: Strategy and the Internet, Harvard Business Review, March, 2001, p. 63)

“ ’Strategy’s Dirty Little Secret’
Gary Hamel wrote in a 1997 Fortune cover story that the ‘dirty little secret ‘ of the strategy industry, of which he is a leading practitioner, is that it doesn’t have any theory of strategy creation.” The truly innovative strategies, he says, ‘are always, and I mean always, the result of lucky foresight. Digital strategy is a radical new approach to strategic planning, one that doesn’t pretend to create strategies so much as to create an environment where lucky foresight is more likely to make an appearance. It shares few features with traditional strategy development and deployment techniques.” (Downes and Mui, ‘unleashing the Killer App: digital strategies for market dominance’, Harvard Business School Press, 2000, p.72)

<u>Required:</u>

Discuss and critically evaluate the statements by Porter and Downes and Mui. Use contemporary literature on Business Strategy and e-Business as well as examples to support your evaluation. Consider, in particular, the rapid pace of change and increasing complexity and uncertainty in enterprise environments as well as the strategic importance of ‘knowledge management’ in ‘intelligent enterprises’ as outlined by Bandyo-padhyay (Bandyo-padyay, E-Commerce: Context, Concepts and Consequences, McGraw-Hill, 2002, Chapters 3 and 4.)

(An upper limit of 1800 words applies. Diagrams are permitted where used appropriately to illustrate connections between concepts addressed in the essay.)

The case study is to be based on companies operating or competing in the e-Commerces arena in either the B2B or B2C modes.

Required: (2,000 - 2,500 words excluding executive summary, tables, diagrams, bibliography, and appendices)

Based on your syndicate's choice of one of the pairs of enterprises below. Compare, analyse and evaluate the approach of each enterprise against the following criteria:

- Value Cluster
- Market Space Offering
- Resource System
- Financial Model

(Criteria from Rayport and Jaworski (2002) Chapter 5: Business Models)

<u>Note:</u> The comparative evaluation and analysis should highlight and summarise the strengths and weaknesses of each enterprise across each of the criteria listed. It should form the basis of the recommendations to be presented in the Syndicate Presentation (ie do not include the recommendations in this part of the assignment.)

Choose a pair of enterprises from one of the categories listed below and examine their online business activities as indicated above:

1. Securities Broking (**excluding COMSEC and Merrill Lynch HSBC**)
2. Travel and Accommodation: (for example, Harvey World Travel (or Webjet) and Flight Centre
3. Retail Shopping: (excluding Woolworths Home shop and Coles online)
4. Airlines: (**excluding QANTAS, Singapore Airlines and Virgin Blue**)
5. Retail Banks: (**excluding the Commonwealth Bank of Australia**)
6. Public Enterprises