THE UNIVERSITY OF
NEW SOUTH WALES

Faculty of Commerce and Economics
School of Accounting

ACCT3585 E-Business: Strategy and Processes

COURSE OUTLINE
SESSION 2, 2005

1. COURSE STAFF

1.1 Staff members and contact details

Contact details for course coordinator and teaching staff

Teaching Staff	Room Number	Telephone
Lecturer-in-charge		
Rodney Coyte	Quad 3117	9385 5810

1.2 Communication and Consultation with Staff

Students will be notified of staff consultation hours during the first seminar in week 1. Staff will be available for up to three hours per week to conduct consultations on a drop-in basis. You are encouraged to seek help at a time that is convenient to you from any staff member teaching on this course during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by e-mail, unless they indicate a personal preference to work otherwise. You may, however, phone staff during their consultation hours.

Please note that common written etiquette must be observed when conducting any written communication with staff members. Communications that use short hand and "SMS" language is not permitted.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

ACCT3585 E-Business Strategy and Processes Location	Lect No.	Day	Time
QUAD G031	t1 3104	Mon	18:00 - 21:00
APPLIED SCIENCE (AS) G01	t2 3337	Tues	09:00 -12:00

2.2 Units of Credit

ACCT 3585 E-Business Strategy and Processes has a total of 6 units of credit.

2.3 Relationship of this course to other course offerings

This course is offered by the School of Accounting and may form part of an accounting major, double major or disciplinary minor within the Bachelor of Commerce or Bachelor of Economics degrees. In order to enrol in this course, the following pre-requisites must have been satisfied – ACCT2522 Management Accounting: Process Improvement and Innovation or ACCT2532 Management Accounting: Process Improvement and Innovation (Honours).

2.4 Approach to learning and teaching

At university, the focus for learning is your self-directed search for knowledge. Seminars, textbooks, exams and other resources are all provided to facilitate and enhance this process. You are therefore required to attend all seminars and complete all required readings in order to fully grasp and appreciate the concepts of E-Business Strategy and Processes.

It's up to you to balance your commitments to ensure you perform well in each part of the course: preparing for classes; completing assignments; studying for exams; and seeking assistance or extra work to extend and clarify your understanding. You must choose an approach that best suits your learning style and goals in this course. Seminar questions and self study questions are provided to guide your learning process.

3. Course Aims and Outcomes

3.1 Course Aims

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 substantive objectives:

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.

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

3.2 Student Learning Outcomes

Content-based Learning Outcomes

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

1. Identify and evaluate the e-business strategies adopted by contemporary enterprises based on an understanding of market positioning options, techniques for analysing the external competitive environment, and alternative modes for structuring organisational processes to generate value from supply chain interdependencies;
2. Understand how e-business strategic choices build on capability, determine resource allocation and have a differential effect on value creation;
3. Demonstrate an ability to structure and detail an appropriate e-business strategy (including technology choices) given a particular enterprise context (competition, markets and resources and capabilities –both internal and externally accessible); and
4. Appreciate the range of performance metrics available for assessing the success of e-business strategy and be able to propose appropriate measures for assessing both total performance and performance in each major area of strategy realisation.

Skills-based Outcomes

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

5. A capacity to learn independently and to assume responsibility for the learning process;
6. A capacity to learn within teams – to co-operate with team members, to assume leadership and to manage differences and conflicts;
7. A capacity to conduct applied business research – acquiring, analysing and presenting knowledge;
8. A capacity to tolerate ambiguity in managerial and organisational problem-solving;
9. A capacity to think critically about informing literatures (both research and practitioner-based literature) and extant organisational practices;
10. An ability to apply knowledge to specific organizational contexts;
11. A capacity to reflect on your own strengths and weaknesses as a learner; and
12. An ability to make professional business presentations.

3.3 Teaching Strategies

Seminars

Seminars will comprise two components. Firstly, an examination and review of the key concepts (frameworks, theory and content) of each topic will be conducted. This will often be in a lecture format. These sessions will provide you with the essential e-Business Strategy frameworks and provide guidance on how these frameworks can be applied in organisational contexts. Secondly, exercises in the form of discussion questions and case studies will be conducted. Students will be encouraged to discuss and critique strategy concepts in a team environment, present their findings in front of the class, as well as applying their knowledge to solve business problems via homework questions and class exercises.

In order to maximise the benefits of attending seminars, you are expected to read the relevant study materials thoroughly before class. Seminar questions will be posted on WebCT in the week prior to the seminar being held.

To assist in the development of key research and analysis skills, some seminar questions will require students to conduct additional research using library resources.

Self Study

Self study is a key element of the learning design of this course. Self study materials will be included in seminar material and posted on WebCT to facilitate deeper learning of core elements of the course. The aim of these self-study questions is to encourage students to assume responsibility for their learning and to make the seminars more effective. Thus the onus is on students to review and complete these materials. Staff will be available in consultation hours to assist with any difficulties experienced with self study materials.

4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Preparation For and Performance In Class

It is a requirement of this course that all students attempt the assigned weekly readings and seminar questions ***prior*** to attending class. The importance of adequate preparation, including the completion of all self-study questions cannot be overemphasised, as the effectiveness and usefulness of the each class depends, to a large extent, on students' active participation and engagement with the material.

4.2 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.

4.3 Attendance

Your regular and punctual attendance at seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

4.4 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

4.5 Keeping Informed

You should take note of all announcements made in seminars 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. Specific announcements will also be made via WebCT.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

To be eligible for a passing grade in this course, students must:

(a) Achieve composite mark of at least 50% **AND**

(b) Satisfactorily complete all assessment tasks (or submit appropriate documentation relating to your failure to complete a task to the Lecturer-in-charge) **AND**

(c) Achieve a satisfactory level of performance in the final exam. This usually means a minimum mark of 50%. Any student having an overall mark of 50 or more but less than 50% in the final examination will be given an UF grade (unsatisfactory fail) or be asked to sit a supplementary final exam, depending on the individual's circumstances.

Please note that (if required) there will only be ONE supplementary exam. It is the student's responsibility to ensure that he or she is available on the date of the supplementary exam. (The date of the supplementary exam will be announced during the latter half of the semester).

A "pass conceded" (PC) grade may only be granted by the Faculty of Commerce and Economics Assessment Committee, and not the Head of School or the Lecturer-in-charge of this course.

5.2 Assessment Overview

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

Assessment Item / Due date	**Weight**	**Item Assesses Learning Outcomes**
Individual Assignment: Research Essay (due Week 6)	17.5%	1, 2, 3, 4, 5 and 9
Syndicate Case Study (due Week 11)	17.5%	1, 2, 3, 6, 7, 8, 9 and 10
Syndicate Presentation and Portfolio Weeks 12 and 13	10%	1, 2, 3, 6 and 12
Class Contribution (Presentation - 7.5% and Contribution 7.5%)	15%	1, 2, 3, 5, 6, 8, 9, 10 and 11
Final Examination	40%	1, 2, 3, 4, 5, 8, and 10
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 in your class. Details regarding the nature of the case study and its assessment are provided on page 21.

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

A major part of this assignment involves conducting extensive research on a company's business environment, operations and strategies. Students are expected to conduct their own business research, then apply knowledge gained from this course to critically analyse and evaluate this information, and finally, make professional strategic recommendations to the "Board of Directors" both in writing (the written component of this assignment) and via presentation (see below). Because many business contexts are ambiguous in nature, this assignment is targeted at evaluating and providing feedback on students' ability to apply and integrate various analytical frameworks studied in this course to make sense of uncertainties in various business contexts, and reach an appropriate strategic decisions.

Self and peer assessment will be involved in the determination of the final mark. The aim of the self and peer (S&P) assessment procedure is to encourage students to co-operate with their team members, to understand the importance of managing differences and conflicts in a team environment in order to ensure the effectiveness of teamwork. Furthermore, the S&P procedures can also be used to create productive dialogues among team members, allowing students to reflect on the strengths and weaknesses of both the team and the individuals comprising the team. For more details regarding the S&P methodology, refer to page 23.

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 26.

The presentation is an important opportunity for students to demonstrate their ability to make a professional presentation in a mock business setting, and involves answering ad hoc questions raised by the presentation reviewer (analogous to a "real life" business situation where effective communication and presentation is a critical success factor to the implementation of continuous improvement projects).

Essay (17.5%)

The essay will be an individual research exercise. It will be due in Week 6. Details are provided on page 18.

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.**

Marks will be awarded as follows:
- 4.5% for the clarity and comprehensiveness of the presentation and demonstrated understanding of the material, and
- 3% for the class exercise.

2. Class contribution (7.5%)

Each student is expected to contribute to the seminar discussion. Expectations with respect to contribution are provided on page 16.

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.

5.3 Special Consideration and Supplementary examinations

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

- 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 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: the School of Accounting maintains a register of applications for Special Consideration. History of previous applications for Special Consideration is taken into account when considering each case.

Please note: If a supplementary exam is approved, there is only one opportunity to sit the exam.

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

- 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

- ***Text Book – JELASSI, Tawfik and ENDERS, Albrecht (2005) Strategies for e-Business: Creating Value Through Electronic and Mobile Commerce, Concepts and Cases. FT Prentice Hall.***

- ***The Case Studies:***

    - ***ORACLE Corporation, Harvard Business School, 2001 (SEMINAR 3).***
    - ***Enabling Business Strategy with IT at the World Bank, McFarlan and Delacy, 2003 (SEMINAR 12).***

Both the textbook and the case studies are available from the UNSW Bookshop from late July 2005. Please note that the textbook is NEW this year.

7.2 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 Lecturer-in-charge from time to time. We cannot 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. **If you have any difficulties with WebCT access, please contact Rodney Coyte (9385 5810, rcoyte@unsw.edu.au).**

7.3 Other Resources, Support and Information

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

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

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

- Examination procedures and advice concerning illness or misadventure;
- Special Consideration including Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services and policies, please see [note School web pages where this information is presented]

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School 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 School are communicated to subsequent cohorts of students.

9. Course Schedule

WEEK	STARTING	TOPIC	READINGS
1	25th July	-Introduction to e-Business Strategies and Processes.	• Porter (2001) Strategy and the Internet, HBR. • Awad (2004) Chapter 1:Foundations of Electronic Commerce.
2	1st August	-Strategic Impact -The Emergence of Networked Technologies	• Jelassi and Enders (2005): Ch. 1:Evolution of e-Business and Appendix 1: Technologies for Electronic and Mobile Commerce.
3	8th August	-Strategic Impact -e-Business Transformation - Creativity and Strategy	• Jelassi and Enders (2005) Ch.2: Building e-Business Competence Through Concepts and Cases. • Case Study: Oracle Corporation, HBS, 2001
4 Submit syndicate lists	15th August	-e-Business Strategy Framework -I: Macro & Competitive Environment.	• Farrell (2003) The Real New Economy, HBR • Porter (from Week 1). • J&E (2005): Introduction to Part 2, pp.58-60; Ch.3: The Impact of the Internet on the Macro Environment & Industry Structure; • J&E (2005): Case 6-Amazon Vs BOL
5	22nd August	-e-Business Strategy Framework -II: Markets and Marketing	• J&E (2005): Ch. 4-Markets for e-Business • J&E (2005): Case 9:Chateauonline • *J&E (2005): Case 6-Amazon Vs BOL*
6 Essay Due in class	29th August	-e-Business Strategy Framework -III: Value Creation & Customers	• Reichheld & Schefter, (2000): E-Loyalty: Your Secret Weapon on the Web" HBR • Rigby, Reichheld & Schefter (2002) Avoid the Four Perils of CRM, HBR • J&E (2005): Ch.5-Value Creation in e-Business • J&E (2005): Case 10: Banking on the Internet: The Advance Bank in Germany. • *J&E (2005): Case 6-Amazon Vs BOL*
7	5th September	-e-Business Strategy Framework –IV: Positioning	• J&E (2005): Ch.6-Strategy Options for Value Creation in Market Spaces. • J&E (2005): Case 8-The Tesco.com experience: is success at hand? • *J&E (2005): Case 6:Amazon Vs BoL* • *J&E (2005): Case 9:Chateauonline*
8	12th September	Impact of the Internet on Organisational Size and Form	• J&E (2005): Ch.7-The Impact of the Internet on Horizontal Boundaries of the Firm • J&E (2005): Ch.9-Internal Organisation of a Firm's e-Business Activities. • J&E (2005): Case 26-12snap-from B2C Mobile Retailing to B2B Mobile Marketing • *J&E (2005): Case 8-The Tesco.com experience: is success at hand?* • *J&E (2005): Case 6:Amazon Vs BoL*

9	19th September	Supply Chain Transformation	• J&E (2005): Ch.8-Impact of the Internet on the Vertical Boundaries of a Firm. • Accenture (2003) Supply Chain Leadership • Magretta, J. (1998) The Power of Virtual Integration- Dell Computers HBR.
	26th September	**RECESS**	
10	3rd October		***Due to a public holiday there are no classes or assigned readings for this week.***
11 **Assignment 2 due week beg 10/10 in class**	10th October	e-Business Strategy Formulation	• J&E (2005): Ch.10-A Roadmap for e-Business Strategy Formulation.
12 **Syndicate presentation**	17th October	Enabling Business Strategy	• Turban, E., King, D., Lee, J. and Viehland, D (2004) Chapter 8: E-Supply Chains, Collaborative Commerce and Intrabusiness EC, pp.324-339. • Dess G, Lumpkin G & Taylor M, 2003, 'Recognizing a firm's intellectual assets" • Case Study: (McFarlan and Delacey, 2003) Enabling Business Strategy with IT at the World Bank
13 **Syndicate presentation**	24th October	-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.
14	31st October	-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. • Chen (2004): Ch.10- Future Trends

10. ASSESSMENT DETAILS

THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF ACCOUNTING

ACCT3585 e-Business Strategy and Processes

SESSION 2, 2005

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 i.e. 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:	

THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF ACCOUNTING

ACCT3585 E-Business Strategy and Processes
SESSION II, 2005

ARTICLE REVIEW

Due in Class in Week 6 beginning August 29th Marks (17.5%)

Background

You are required to nominate a particular area of the course that interests you and select a journal article that has been published in this area since 30/6/02. THE ARTICLE CHOSEN CANNOT BE ONE OF THE SET READINGS FOR THIS COURSE (Nominations must be received, on a copy of the form included in this booklet, by **Week 3)**. Each student must submit a copy of the article chosen and a review of the article addressing the following requirements.

Required (1200 words)

Briefly outline and evaluate the main argument(s) of this article with respect to the field of e-Business Strategy. Outline and assess the key contributions and limitations of this article with respect to the practice of e-Business Strategy? Justify your assessment?

Potential topics include:

- Performance measurement
- Knowledge management
- Supply chain management
- Competitive advantage from ICT investment
- Collaboration, networks and alliances
- Customer relationship management and customer interfaces
- Strategy Formulation

The article must be from a research journal. Suggested journals are as follows:

- Strategic Management Journal
- Journal of Business Strategy
- Journal of Knowledge Management
- Management Science
- Electronic Commerce Research and Applications
- Administrative Science Quarterly
- Journal of Management
- Organizational Science
- Academy of Management Review

ARTICLE NOMINTION FORM

A copy of this form is to be submitted in class in Week 3.

NAME:

ID: ________________________________

TOPIC AREA: ________________________________

AUTHOR(S) : ________________________________

TITLE: ________________________________

DATE OF PUBLICATION:__________________________

JOURNAL REFERENCE: ________________________________

NUMBER OF PAGES:________________________________

Submission Details:

- A hardcopy of the essay is to be submitted at the beginning of your assigned class during the week beginning Monday 29th August. 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.

THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF ACCOUNTING

ACCT3585 e-Business Strategy and Processes
SESSION 2, 2005

Syndicate Case Study (17.5%)

Week 11 (Deadline: Monday, October 10 at 6:00pm and Tuesday, October 11 at 9:00am. To be handed in at the beginning of your class.)

Strategy, Electronic Customer Interfaces and Supply Chain Management

Required:

Based on your analysis prepare responses to the following requirements:

1. Outline and assess the strategy of the enterprise and the relative importance of current ICT to the successful implementation of that strategy (4.5 marks).
2. Evaluate and assess the quality and effectiveness of the electronic interface between the enterprise and its customers (4 marks).
3. Outline and assess the nature and importance of the enterprises':
    a. supply chain management (including alliances and partnerships)
    b. degree of virtual integration
    c. opportunities and capabilities for knowledge creation and management (exploration, sharing and exploiting for competitive advantage) (9 marks).

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

Note: The evaluation and analysis should highlight and summarise the strengths and weaknesses of each enterprise in each of the sections of the requirements. It should form the basis of the recommendations to be presented in the Syndicate Presentation (i.e. do not include the recommendations in this part of the assignment.)

Choose an Australian enterprise (top 50 companies is suggested) from one of the categories listed below:
1. Retail Banking
2. Financial Services (including securities broking)
3. Travel and Accommodation
4. Retail Shopping
5. Airlines
6. Manufacturing and Wholesaling
7. Distribution and Transport
8. Public Enterprises

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 10th 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 copy 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.

Deliverables			
Task	Due Date	Group Tasks Mandatory	Comments
1. Syndicate Nomination Form	15/8	Y	
2. Group Contract*	22/8	Y	2% penalty if not on time
3. Progress Statement and Action Plan**	12/9	Y	2% penalty if not on time
4. Reflection Statement on Difficulties and Limitations of Analytic Tools*** (syndicate)	10/10	Y	5% of total marks
5. Hand in Completed Assignment	10/10	Y	As per Course Outline
6. Hand in Peer Review Form and Reflection on Effectiveness of the Group Learning Process ****	17/10	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.

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**

THE UNIVERSITY OF NEW SOUTH WALES
SCHOOL OF ACCOUNTING

ACCT3585 e-Business Strategy and Processes

Session 2, 2005

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:

THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF ACCOUNTING

ACCT3585 e-Business Strategy and Processes

SESSION 2, 2005

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.