

THE UNIVERSITY OF
NEW SOUTH WALES



Faculty of Commerce and Economics
School of Accounting

ACCOUNTING 3585
E-BUSINESS STRATEGIES AND PROCESSES

COURSE OUTLINE
SESSION 2, 2006

**University of NSW, School of Accounting,
ACCT 3585, E-Business Strategies and Processes
Course Outline, Session 2, 2006**

1. COURSE STAFF

Course Co-ordinator: Joan Ford
Staff Room: Quad 3113
Consulting Hours: Tuesday: 12 – 1 pm

Communication with Joan Ford

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

2. INFORMATION ABOUT THE COURSE

Teaching times and Locations

Tuesday: 9 am – 12 am Room: Applied Science MO1

3. COURSE AIMS AND OUTCOMES

Course Aims

The application of integrated networked technologies or electronic business is becoming ubiquitous, embedded in the way organizations do business. The rapid implementation of e-business has been a global phenomenon, impacting national economies, global and local organizations and facilitating the growth of innovative companies.

The key focus of the course is an understanding of the strategic opportunities created by the networked technologies and the consequent building of the operational and organisational processes and capabilities to create business advantage. The course focuses on how networked technologies are providing opportunities to redesign all aspects of the value chain and the development and management of value networks or virtual organisations to achieve competitive advantage.

Teaching Strategies

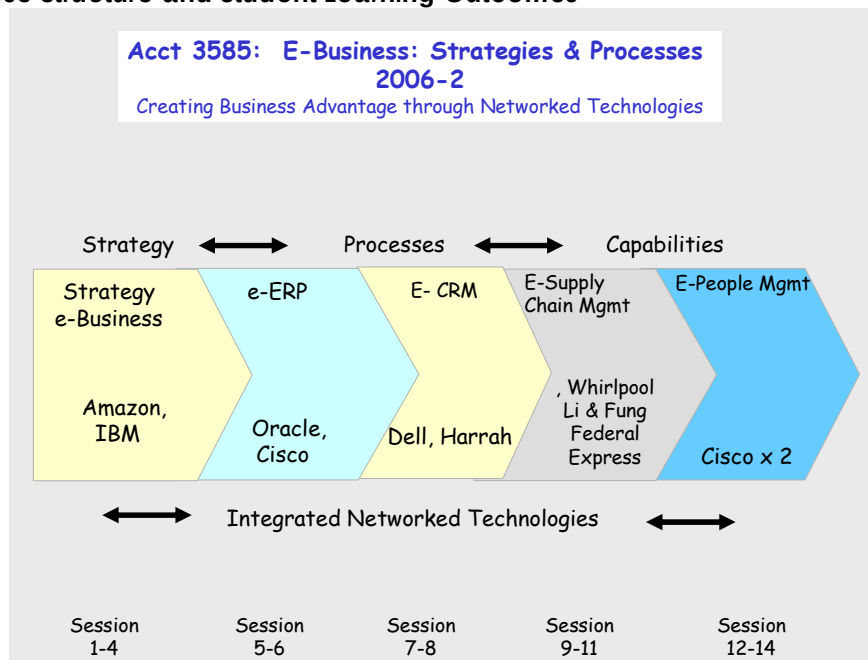
The course utilises the case study method of learning which enables students to simulate involvement in the decision making process of high performing companies as they analyse the decisions involved in investing in networked technologies and the critical organisational and operational issues involved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

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.

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

Kaplan and Norton's, BALANCED SCORECARD, will be used as a structure to analyse each of the case studies.

Course Structure and Student Learning Outcomes



The course structure follows the key business decision making processes. As such students will develop the knowledge and understand the options available to companies at each stage of the business decision processes. Graduates of the Faculty of Commerce and Economics employed by companies will find themselves on projects or budget analysis in each of these areas:

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

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a) 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

b) LEARNING ASSESSMENT

FORMAL REQUIREMENT

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

Class Participation: 10%

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
- Group work
- Case Study Presentation
- Workbook

2. Groups

- Groups of 4 should be formed.
(Assumptions: 50 students = 12 groups x 1 presentations = 12 presentations for semester.)
Presentations to be handed in for assessment
- The Group will be responsible for making ONE presentation on ONE CASE STUDY– presentations to be no longer than 10 - 15 minutes – 5-8 power point slides. Presentations will be sent to Joan Ford as a soft copy prior to presentation, and corrections made if necessary. Following the presentation a soft copy will be distributed to all members of the class. The group will also involve assisting the discussion groups as they complete work books and providing summary material to the group consolidating the work book input.

AND

- The Group will also be responsible for consolidating the input into the WORKBOOK for ONE OTHER CASE STUDY on an ALTERNATE WEEK. Work book summaries will be handed in- as a soft and hard copy, the following week and will be distributed to all members of the class.

Examination: 3 hours - 4 questions 50%

Assignment

First Individual Assignment 20%: Due Session 7 – Tuesday 5th September 2000 words

Choose ONE case from the four cases studies analysed so far (IBM, Amazon, Oracle and Cisco) and evaluate the impact of e-business (networked technologies and IT architecture):

- a. On the evolution of the business strategy
- b. Its role in enabling the company to execute its strategy
- c. And on the company's financial position

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

Based on insights gained from the prescribed cases studies:

- a. Outline and assess the key issues that must be addressed by companies if they are to gain maximum advantage from developing technology driven core processes
- b. Evaluate the range of outcomes achieved from the integration of networked processes.

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.

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,

Comment [m1]: On 1 March 2005, UNSW's Academic Board endorsed a six-month University-wide trial of a new framework for dealing with student plagiarism. Guidelines for staff, schools and faculties have been developed and includes information about how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases. Staff should be familiar with these policies and processes. The booklet can be downloaded at: <http://www.lc.unsw.edu.au/plagiarism/policy.html>

Comment [m2]: The extract in the shaded box should appear in all course outlines, in unaltered form. It is recommended that additional discipline-specific advice/information be provided wherever possible

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- 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

Reading materials and case studies are available at the University Co-op Book Shop.

Background Reading: R. Kalakota and M. Robinson, e-Business 2.0 Roadmap for Success, Addison Wesley 2001

COURSE SCHEDULE

- Session 1:** **Tuesday 25th July**
 Introduction to Acct 3585: E-Business Strategies and Process
- Session 2:** **Tuesday, 1st August**
 History of Networked Technologies
 Strategy – e-business strategy
- Session 3:** **Tuesday, 8th August**
 Strategy: e-Business Transformation
 Case Study: IBM's Decade of Transformation: the Turnaround
- Session 4:** **Tuesday, 15th August**
 Strategy, Value Chain, Balanced Score Card
 Case Study Analysis: Amazon.com
- Session 5:** **Tuesday, 22nd August**
 Processes: e-ERP
 Case Study: Oracle Corporation
- Session 6:** **Tuesday, 29th August**
 e-ERP – Virtual Organisation
 Case Study: Cisco Systems Architecture: ERP and Web-Enabled IT
- Session 7** **Tuesday, 5th September**
 Customer Relationship Management
 Virtual Organisation
 Case Study: Dell Computer

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**Session 8: Tuesday, 12th September
 Customer Relationship Management
 Case Study: Harrah's Entertainment**

**Session 9: Tuesday 19th September
 Supply Chain Transformation
 Case study: Whirlpool**

Mid Session Recess: 23rd September – October 1st

**Session 10: Tuesday, 3rd October
 Supply Chain Transformation
 Case Study: Li & Fung**

**Session 11: Tuesday, 10th October
 Supply Chain Transformation
 Case Study: Federal Express**

**Session 12: Tuesday, 17th October
 Developing Leading Edge Internet Capabilities
 Management Processes
 Case Study: Cisco Systems: Building Leading Internet
 Capabilities**

**Session 13 Tuesday, 24th October
 Management Processes
 Case Study: Cisco Systems: Developing a Human Capital
 Strategy**

**Session 14 Tuesday 31st October
 Revision**

Examination Period 10th November – 28th November
