Unit Outline*

EBUS8504 / EBUS8704

Electronic Business

Semester 2, 2011
Crawley

Assistant Professor Wade Halvorson

Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction
Welcome to e-Business, a course designed with a mix of time honoured business strategy and the latest technology options. I’m sure you will enjoy the hands-on approach to test driving the technologies while learning about them.

Unit content
Organisations have now been applying technologies based on the Internet, World Wide Web and wireless communications to transform their businesses for over 20 years now - since the creation of the first website [http://info.cern.ch](http://info.cern.ch) by Sir Tim Berners-Lee in 1991. Deploying these technologies has offered many opportunities for innovative e-businesses to be created based on new approaches to business. This is an exciting area to be involved in, as many new opportunities and challenges arise yearly, monthly and even daily. Innovation is a given, with the continuous introduction of new technologies, new business models and new communications approaches. For example, Google innovates relentlessly. Its service has developed a long way since 1998 with billions of pages now indexed and other services such as webmail, pay per click advertising, analytics and social networks all part of its offering.

During the same period, managers at established businesses have had to determine how to apply the new electronic communications technologies to transform their organisations. Existing businesses have evolved their approaches through a series of stages. Relentless innovation has meant that all organisations have to review new electronic and Internet-based communications approaches for their potential to make their businesses more competitive and also manage ongoing risks such as security and performance.

Current opportunities which many businesses are reviewing the costs, benefits and risks of implementing include:

- social networks such as Facebook and LinkedIn;
- virtual worlds such as Habbo Hotel and Second Life;
- blogs created by individuals and businesses;
- rich media such as online video and interactive applications;
- mobile commerce services which exploit the usage of mobile phones and other portable wireless devices such as i-Pads and laptops;
- location-based tracking of goods and inventory as they are manufactured and transported;
- the adoption of cloud software to minimise infrastructure requirements and increase flexibility.

An organisation’s capability to manage technology-enabled change is the essence of successfully managing e-Business. The pace of change and the opportunities for new communications approaches make e-Business an exciting area to be involved in.

This course will explore the approaches managers can use to assess the relevance of different e-Business opportunities and then devise and implement strategies to exploit these opportunities. We will also study how to manage more practical risks such as delivering satisfactory service quality, maintaining customer privacy and managing security.
The goal of the unit

We focus on keeping the organisation at the forefront of e-Business by exploring how technology, business practice and online communications fit together for the benefit of the organization and its stakeholders. The goal is to prepare business professionals to enter industry, fully equipped to handle the challenges of the Web 2.0 and upcoming Web 3.0 eras.

EBUS8504 e-Business

e-Business builds on three other units taught by Dr. Halvorson:
✓ e-Commerce EBUS33316
✓ e-Marketing MKTG8502
✓ e-Communications EBUS2207

Understanding where each fits into the overall picture is important.

Electronic business is aimed at enhancing the competitiveness of an organisation by deploying innovative information and communications technology throughout an organisation and beyond, through links to partners and customers. It does not simply involve using technology to automate existing processes, but should also achieve process transformation by applying technology to help change these processes. To be successful in managing e-business, a breadth of knowledge is needed of different business processes and activities from across the value chain such as marketing and sales, through new product development, manufacturing and inbound and outbound logistics. Organisations also need to manage the change required by new processes and technology through what have traditionally been support activities such as human resources management.

e-Business involves looking at how electronic communications can be used to enhance all aspects of an organisation’s supply chain management. It also involves optimising an organisation’s value chain, a related concept that describes the different value-adding activities that connect a company’s supply side with its demand side. The e-business era also involves management of a network of interrelated value chains or value networks.

Learning outcomes

On completion of this unit, you should be able to:

• illustrate insight into how traditional business structures and concepts, techniques and activities translate into the electronic communications medium;
• demonstrate an integrated perspective of how Internet technologies contribute to value creation for all stakeholders;
• illustrate an ability to analyse a business and to create and develop innovative electronic solutions to fulfil identifiable needs;
• combine theory with the pragmatism required to effectively traverse the divide between business and delivering an electronic solution to business needs.
Educational principles and graduate attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- develop effective online communication skills through the planned development and execution of a blogging strategy;
- develop competencies to work effectively with Internet technologies by undertaking an analysis of an e-Business technology;
- demonstrate self-management and effective communications skills working in a group in the debate assignment.

TEACHING AND LEARNING RESPONSIBILITIES

Learning any subject requires substantial input from both the teacher and student, with the balance of effort significantly weighted toward you the student. It is hoped that students who undertake this unit will find it enjoyable, challenging and intellectually stimulating. The focus of learning within the unit will be upon investigation and analysis, making use of case studies, small group discussion and reporting. Lectures will be held to provide a structural framework, however, there will be a strong emphasis placed upon group learning and student participation. The pyramid outlined in Figure 1 below best represents the teaching philosophy behind this unit. As can be seen, the most effective learning takes place when students are required to apply their learning or teach others.

![Learning Retention Model for Education](image)

**Figure 1: A Learning Retention Model for Education**

Teaching and learning strategies

The learning model outlined in Figure 1 suggests that you will not get the most out of this unit if all you do is attend the weekly lecture and listen passively. As good as your lecturer might be, you cannot expect to really benefit from this unit unless you are prepared to read the text and other materials provided, listen to and question the guest speakers, participate in the class discussions and apply your knowledge within the assignments. The design of this unit aims to provide you with all these elements, including assisting an entrepreneur seeking to introduce a new innovation, where you can practice by doing and teach others the things you have learnt.
In designing this unit I have included a hands-on technology-based project providing students with the opportunity of learning by participating in current social media. I have balanced that with a research oriented project and included a series of in-class quizzes to drive the learning process. This is an exciting period of development in e-Business and students will have every opportunity to experience the excitement as they learn about it.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process; therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
Your Unit Co-ordinator – Asst/Prof Wade Halvorson

I am passionate about teaching and particularly proud to work at the University of Western Australia Business School. Obtaining my PhD after a successful marketing career in industry was only possible because of the energy I drew from that passion. I particularly enjoy developing new methods for engaging students and helping them develop a passion for learning.


Prior to academia I was involved in a number of e-Commerce entrepreneurial endeavours including an online share trading operation, the National Australia Bank, an online marketplace for the resources industry, digital publishing and e-commerce consulting with Ernst and Young.

Sincerely,

Dr. Wade Halvorson
Assistant Professor Marketing
UWA Business School
University of Western Australia

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses

<table>
<thead>
<tr>
<th>Unit coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
</tr>
<tr>
<td><strong>Seminar times:</strong></td>
</tr>
</tbody>
</table>
| **Seminar venue:** | Week 1, 4-6, 8, 10, 13  
BUSN:WSFRMS  
Week 2, 3, 9, 11, 12  
ZOOL:G10  
Week 7  
TBC |
TEXTBOOK(S) AND RESOURCES

Unit website
http://www.webct.uwa.edu.au

Required textbook

Companion website
http://wps.pearsoned.co.uk/ema_uk_he_chaffey_ebus_4

Author’s blog
www.davechaffey.com/E-business/

New and emerging concepts
www.smartinsights.com/book-support/

Additional resources and reading material
Students should have access to computing resources and the ability to use word processing, spreadsheet and graphics programs such as Microsoft WORD, EXCEL and POWERPOINT. Access to the Internet and email is now essential and students should acquire a recent version of Adobe ACROBAT READER for viewing PDF documents. A range of reading materials available in WEBCT will be used during class including the following references identified as being of value to this unit.

“The Elements of Style.” (EOS), William Strunk Jr. and E.B. White:

“Six Rules for Effective Writing.”, by George Orwell:
free at www.bspcn.com/2008/01/27/6-rules-for-effective-writing-from-george-orwell/


free pdf at www.quirk.biz/emarketingtextbook

The Austrade Blog - facilitating discussion relating to E-business guidance for Australian SME’s

For all the latest developments in Australian ecommerce go to the eCommerce News page

Aussie Business Online help Australian businesses to benefit from opportunities of the Internet.
www.gettingbusinessonline.com.au
## UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Read chapter</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction to the unit</td>
<td>4-Aug</td>
<td>Q</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to e-business</td>
<td>11-Aug</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
<td>e-business infrastructure</td>
<td>18-Aug</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>e-environment</td>
<td>25-Aug</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>e-business strategy</td>
<td>1-Sep</td>
<td>5</td>
</tr>
<tr>
<td><strong>APPLICATIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Supply chain management</td>
<td>8-Sep</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>e-procurement</td>
<td>15-Sep</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>e-marketing</td>
<td>22-Sep</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>no class</td>
<td>29-Sep</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Customer relationship management</td>
<td>6-Oct</td>
<td>9</td>
</tr>
<tr>
<td><strong>IMPLEMENTATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Change management</td>
<td>13-Oct</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Analysis and design</td>
<td>20-Oct</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>Implementation &amp; maintenance</td>
<td>27-Oct</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>REVIEW</td>
<td>3-Nov</td>
<td></td>
</tr>
</tbody>
</table>

**Activity codes**

- **Q** quiz on chapters covered since the last quiz
- **D** debate
- **C** case study numbered in the chapter
- **A** activity numbered in the chapter
# ASSESSMENT MECHANISM SUMMARY

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>see schedule</td>
<td>4 in-class quizzes - 5 marks each</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>Wed 7th Sep</td>
<td>e-Business technology analysis</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>20%</td>
<td>1 week after module</td>
<td>4 reflective statements - 5 marks each</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>20%</td>
<td>see schedule</td>
<td>Debate in teams of 3 students</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>to be announced</td>
<td>MCQ and short essay questions</td>
</tr>
</tbody>
</table>

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Weblink: [How to fail this class](#)

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## ASSESSMENT MECHANISM

### The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

### Assessment components

**Quizzes (20%)**

During semester, at four of the class sessions, students will be given a short quiz on the material covered since the previous quiz, up to and including that week’s chapter. Each quiz is worth 5 marks, totalling 20 marks for the semester. Those students failing to attend the lecture at which a quiz is conducted will not have another chance to take the quiz. Students, who advise the lecturer by email BEFORE a missed lecture of a valid reason for being absent, will be accommodated individually by agreement with the lecturer.

**Assignment 1 (20%)**

*e-Business Technology Analysis.*

Choose an e-Business technology covered in the Applications module of this unit and discuss the value of its use in e-business. Write a report that explains the integration of this technology into an organisation’s operations including a cost benefit analysis and relate it to the e-business theory covered in this unit. The first step once you have selected an e-business technology in which you’re interested, is to email the unit coordinator requesting approval for your choice.
Topics covered in the Applications module of this unit include;
   Supply Chain Management (SCM)
   Procurement
   Online marketplace
   Sales force automation
   Customer Relationship Management (CRM)
   Cloud computing

TIP: the textbook companion website contains ‘weblinks’ for each chapter which is a worthwhile place to start in your search for an e-business technology.

This essay style report should be no more than 2,000 words with a minimum 10 references, 5 of which must be academic journal references. Harvard referencing applies.

Submission must be an MSWord attachment via the assignments section of WebCT. Your student name and number MUST be in the header of the document and the document file name begins with your family name

Referencing or citing your sources is an important part of academic writing. It lets you acknowledge the ideas or words of others if you use them in your work and helps avoid plagiarism. Referencing also demonstrates that you’ve read relevant background literature and you can provide authority for statements you make in your assignments.

The Harvard citation style examples in this guide have been developed in collaboration with the UWA Business School: http://libguides.library.uwa.edu.au/harvard

The Research Journey - covers many aspects of researching, communicating and creating scholarly work: http://www.postgraduate.uwa.edu.au/students/journey

The resources link explains what academic journal articles are and where they can best be used https://hive.library.uwa.edu.au/hive/cgi/zip/202857/LO6_Information_Sources_final/LO6/html/where.html

Assignment 2 (20%)

Reflective Statements
This assignment consists of four sequential tasks which require the student to discuss their learning experience at the conclusion of each main module during the semester. This is both a practical exercise in the sense of operating a blog on the real live internet, and a conceptual exercise of drawing on your learning experience after each main stage of the unit, giving it some deep thought and documenting your insights. No word length is stipulated and the deadline is soft (within a week or so after the module is concluded) so that all focus is on the quality of your reflections.

Statement 1: Introduction.
Focus on your experience of the first 5 weeks of the class. Perhaps compare your experience with your original expectations. Terms such as “what I took away from that…..” may be useful.

Statement 2: Applications
The second five weeks build on the first stage and you may be starting to see how things fit together. “When the guest lecturer showed us……I realized…..” may be something that’s relevant.
Statement 3: **Implementation**

The third stage takes us to the end of the unit but your focus will be on weeks 11, 12 & 13.

Statement 4: **Review**

At this point you will be in a position to reflect on your experience of the unit as a whole. Although this blog post will be made after the unit has wrapped up for the semester it will be marked and your results made available in the grade book on WebCT.

Instructions on establishing your reflective Blog will be provided in the first class session.

**Assignment 3 (20%)**

**Debate**

Debates will take place during normal class sessions as laid out in the Unit Schedule. Each debate will be argued between two groups of three students. Students are assessed on their own presentation and their contribution to the team.

For each debate, the format will be as follows:

a) a vote will be taken amongst the non-presenting members of the tutorial group for an initial benchmark

b) the team presenting the case FOR the statement will make a 9 minute presentation supporting the topic statement

c) each team in the opening part of their presentation should take care to define terms used in the topic in question

d) the team presenting the case AGAINST the statement will then make an appropriate 9 minute presentation

e) the teams presenting each side of the case, question the other in turn for 6 minutes each

f) questions and discussions involving the whole tutorial group will follow for 10 minutes

g) FOR followed by AGAINST, each to make a short summary of their key points and observations

h) final vote to take place FOR and AGAINST the statement – this will reflect the success of the various arguments presented

i) remember, the lecturer does not play a role here and students must take ownership of classroom management etc.

**Debate Assessment** will be made by the lecturer of each presenter’s performance. Criteria will include the following:

- strength of argument
- use of current industry examples
- use of academic references
- quality of presentation (visual and verbal)
- response to questions and counter arguments
- accuracy of observations and conclusions
- discretionary mark for involvement in other debates

The voting will not influence the marks awarded unless it is clearly the result of a poorly presented case. A ‘difficult’ case well-presented & defended will not be penalized even if no one agrees with it!

**Final Exam (20%)**

Date & Time TBA. MCQ and short essay questions
Communications

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email, and posted to the unit WebCT site, and will not be automatically forwarded to private email addresses.

Guest Speakers

A number of guest speakers will be addressing the class during semester. These speakers have been selected from local companies involved in various aspects of e-Business. A schedule of speakers is posted in the unit WebCT site along with some background information on each of them. To obtain maximum value from this valuable opportunity for students to see how the course material applies in the 'real' world of business, students need to do some background research/reading before each speaker's session.

For example, Mr Justine Davies, Director. Emergination will be discussing e-Business strategy with the class in week 5. You can check out his credentials at www.emergination.com.au and see that he consults on a range of e-Business issues including Online Business Strategy. What other areas does emergination involve itself in? There is a prize for the first three students who email the correct answers to Wade Halvorson.

Submission of assignments

Assignments are to be submitted via the assignment drop box in the unit's WebCT site.

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page http://www.business.uwa.edu.au/students/assessments

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals ).
TECHNOLOGY ANALYSIS

RECOMMENDED FRAMEWORK

OVERVIEW OF THE TECHNOLOGY

Describe the technology, that the paper is about, and give an overview of it and the company that owns it

• Describes the technology
• What is it?
• What does it do?
• What does it require from the user to make it work?

A PERSONAL REVIEW

Give a review of your experience with the technology.

• What are the strengths? Advantages? Benefits?
• Weaknesses? Flaws? Areas for improvement?
• What did it do to impress/not impress?
• What would you suggest for the next version?

ALIGNMENT WITH E-BUSINESS

Break out the e-business theory, practice and the reference lists, it's time to show how this technology delivers benefits for business. Showcase your understanding of the features and benefits against your knowledge of business, and make the case for this technology working to business OR argue the case against it being to for business.

• Is it a business tool?
• How does it assist the business manager?
• What business theory and practice works with this?
• What is unique about the outcomes of using this technology?

IMPACT STATEMENT

• What's the justification for bring this new technology into action?
• What problem are you solving with this technology?
• How is the problem currently being solved?
• What substitute technologies exist?
• What are you doing differently with this technology?
• What could you do differently?
• Provide a conceptual cost-benefit analysis

CONCLUSIONS

• Short summary of the benefits the technology provides to the organization
• Would you recommend the use of the technology?