Unit Outline

Electronic Commerce
455.668

Quarter 4, 2005

Singapore Campus

This unit concentrates on the marketing aspects of e-business: electronic marketing and supply chains. Topics may include strategic impacts and business opportunities; customer relationship marketing; Internet consumer behaviour; e-procurement; electronic transactions; security and privacy; marketing intelligence; and impacts of electronic commerce on industry supply chains and industry structures. The unit typically involves a project in which multi-disciplinary teams develop a business plan for an electronic commerce initiative.
An Introduction to your Lecturer:

Charlie Gunningham

Charlie founded and runs his own e-commerce business, aussiehome.com, in Perth in 1999, and also has 18 years' management teaching & business experience in the UK, Singapore, China, Indonesia and Australia.

He holds an MBA (Advanced) from UWA, as well as BA (Hons) in Economics and Postgraduate Teaching degrees from UK. He headed up three departments in schools in UK, Singapore and Australia.

Charlie is a self-confessed "cricket nut" & represented Singapore in their national cricket team. Since recently turning 40, he now plays in the lowest possible cricket league in Perth, and has taken up golf.

In 1997, Charlie and his Singaporean wife, Lisa, moved to Perth. He did the MBA full-time & won prizes for OBL, Accounting, Business Strategies for Asia-Pacific, Consumer Behaviour and Management & Consulting. He was awarded the GMA Prize for Top MBA Student in 1999.

A few months after graduating, he set up aussiehome.com Pty Ltd (www.aussiehome.com), an Internet real estate business, with a fellow MBA graduate. The Company won the Asia-Pacific IT Award for ‘Best E-Commerce Innovation’ in 2000, and then the ‘Business of the Year’ and ‘People’s Choice’ Awards in 2002. In 2003, Charlie was awarded a Business News "40 under 40" award.

In 2001, Charlie commenced a part-time lecturing position delivering the OB programme in Jakarta and International Management units in Singapore, Shanghai & Perth. He has delivered these units many times since. In 2002, Charlie became the first Adjunct Lecturer at the GSM to earn a UWA "Excellence in Teaching" Award.

Charlie is President of the Graduate Management Association (www.gma.asn.au), the MBA Alumni body of the GSM, and has sat on the Board of the Graduate School of Management.

Based on his experiences founding and managing aussiehome.com, Charlie has re-written the e-Commerce unit and is looking forward to presenting this in Singapore in September/October 2005.

Contact Details

Email: charlie@openaccess.com.au

My home email - I check it daily and only receive 4 or 5 messages/day here. Guaranteed answer within 24 hours.

Consultation Hours: in person

During Teaching Block sessions, before/after a session or possibly during the day by appointment.

“Please feel to contact me at anytime regarding your studies. I wish you all the very best with this unit, and if there’s anything you need, please do not hesitate to contact me. The best way is via a quick email, and if we need to meet up, that can be easily arranged.”

- Charlie
August 2005
Introduction

The area of e-Commerce is immense and in continual flux. It is also new and extremely exciting (I know this first hand!) This makes for an interesting topic, but one that could become too thinly spread if the approach taken was too broad.

While trying to cover the main areas of the subject, this unit will focus on founding and developing your own e-business or managing your own e-business project (within your organisation).

We now live in the "e-generation". The much-hyped 'Internet phenomenon' is actually making huge impacts on the ways we communicate and relate with each other (internally, with other businesses, suppliers, customers, the media...). We are still at the very beginning of our understanding of what "e" can do, only beginning to realise its potential and if anyone claims to be an expert they are sadly deluding themselves.

This course will not be a "hands-on" practical course that teaches you how to build Web sites or online applications. It is not a course aimed at for programmers, consultants or IT staff (although they may find the management issues yield a relevant perspective). It is a course for managers who may be involved in the planning and supervision of e-Business strategies, or entrepreneurs who have an e-commerce idea they would like to get off the ground. It is also a course for those interested in these areas, and as much a unit for the 'computer phobic' (and internet illiterate) as much as the enthusiast.

At the end of the course, you should be better able to evaluate, plan and enact your e-business/project.

The text and case studies will provide theoretical background and serve as catalysts for class discussion, but since this area of business is so fast moving, texts and cases are possibly out-dated as soon as they’re published. Also, while your lecturer can point to some potentially useful theory and own experience, it is up to you to provide the balance of managerial and practical experience, and the latest news from the world of e-business.

The primary focus of the course is a general manager’s and entrepreneur’s perspective on the application of current information management techniques to business. Most of the lessons are also applicable to the not-for-profit sector.

Goals

We will learn from each other - as a collective exercise. This may be different to how you've been taught before - but this is the style of this course and research has shown that the learning process is best enhanced with this methodology. Don't be shy - if we all speak up, we all benefit the most.

We will also learn from research, thinking and the assignments. The accent will be on active learning. Passive learning (such as merely reading and taking notes) is not enough. With a more active approach, you will learn far more than a few theories and interesting case studies, and this will only serve you better in understanding e-commerce.

Many of the theories are abstract and difficult to bring to life in the lecture situation, so this course adopts an experiential approach:

- class discussions,
- case studies,
- group work,
- guest speakers,
- exercises
The assumption is that much of the “expertise” is in the room. Treat your “lecturer” as a “facilitator” of learning (someone who helps you learn), not someone who spoon-feeds you knowledge. Your lecturer is a resource and has both academic and practical experience, but it is you who will need to work hard to gain as much from the course as you can.

You are required to pre-read and prepare for the teaching sessions, attend and participate actively in those teaching sessions and hand in assignments on time, doing your fair share in group work. Class rolls of attendance will be kept at the teaching sessions, and the extent and quality of your participation will be assessed.

Specifically, by the end of this course, you should be able to:

1. Understand the impact of information management and network technology on business-to-consumer and business-to-business marketing.
2. Develop an appreciation of how information management and network technology, particularly the Internet, has affected all aspects of business, so that in some firms all functions of the business may need to have an internet marketing orientation.
3. Be able to effectively participate in decisions concerning the implementation of e-business strategies.
4. Demonstrate up-to-date knowledge of the various e-business technologies that are available.
5. Locate managerially relevant information on a specific e-business technology from a variety of sources and make a convincing buy/not buy recommendation.
6. Access current information about the strategies and performance of an e-business, for example, a competitor, and write a useful report on the strategic direction of that company, its future moves and likely success.
7. Demonstrate a sound knowledge of the developing theories in e-business. Be able to argue, based on evidence from logic or empirical findings, for the usefulness or otherwise of specific theories, in particular whether new theory is required, or existing theory from the offline world still applies.
8. Generate an e-business strategy for an existing organisation or a start-up company based on an examination of the environment of the firm, its strong and weak competencies, and its opportunities and threats.
9. Forecast the likely revenues and costs of implementing an e-business strategy, and therefore the value of the strategy, after evaluating the risks of the project and strategies for mitigating those risks.
10. Demonstrate masters-level understanding of the subject through the ability to integrate technological developments and company strategies within a sound theoretical framework.
11. The ability to advance the learning experience of the class in presentations and class discussions.

How's this Unit Structured?

The unit has been structured in modular form with the following principles in mind:

- Clearly expressed objectives that reflect the unit content.
- An emphasis on learning rather than teaching and on learning from each other.
- The “lecturer” does not have all the answers in regard to e-commerce – so you are expected to feed in your ideas and comments.
• Considerable scope for student participation and activity in a supportive environment where a touch of humour is not considered unseemly.
• Opportunity for students to work independently and at more or less their own pace.
• Final assessment based on an accumulation of marks from a variety of sources, in both individual and team environments.

The modules pretty much follow our core text’s (Chaffey) chapters:

1. Introduction: e-Commerce history & fundamentals
2. e-Commerce infrastructure & the e-environment
3. e-Strategy: idea, funding, plan, launch
4. Supply Chain & e-Procurement: operations, management
5. e-Marketing: getting noticed, early wins, teething issues
6. Customer Relationship Management: growth, “keeping it real”
7. Change Management; managing crises
8. Management & exit opportunities
9. Conclusion: The future of e

It should be noted that failure to understand material at first contact is no great concern. Uncertainty, tentativeness and questioning are acceptable initial responses in regard to unit content and presentation.

Active response in some form is more desirable than passive acceptance. You are perfectly at liberty to disagree with any/all of the discussions – “managed conflict” is desirable!

**Prerequisites**

The prerequisite for this unit is: Completion of Stage 1.

**2 Core Textbooks**


[Web > http://www.booksites.net/chaffey]


South-Western, Thomson Learning (ISBN 0-324-07469-7)
Additio nal/Suggested/Alternate texts


Hanson, W. A. 2000, Principles of Internet Marketing, South-Western College Publications, Cincinnati, OH.

Krishnamurthy, S. 2002, E-Commerce Management: Text and Cases. Thomson/South-Western, Mason, OH.


Citing Your Sources... Harvard Style

Any attempt to pass off someone else’s work as your own is plagiarism, which is severely punished by this university (see the Faculty policy on plagiarism below), and by copyright legislation. Failure to acknowledge work that has been done by someone else will result in a grade of zero for any assignment in which it occurs.

There are no widely accepted standards for citing Web pages, but the main point of referencing is politeness to your reader. You should supply enough information so that your reader can find your source, if not from the exact link provided (these can go out of date rapidly) then at least from the title of the article, or the authors’ names, or the organisation that owns the site.

The correct format for citing sources can be found at the UWA Library web site (see link below). If you are not aware of how to cite sources correctly in assessed work, please take a few minutes to learn the required format. This is especially critical if you are new to the MBA.

Available on line at:

## TEACHING BLOCKS 2005

### Teaching Blocks: 6th-8th October, 13th-15th November

Tutorials: 7-10pm on 13th Oct, 25th Oct, 24th Nov and 6th Dec

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Pre-Reading: Chapters from Chaffey text</th>
<th>Cases from Knapp text (pre-read Cases before class)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7pm-10pm</td>
<td><strong>Thurs 6th October</strong></td>
<td>Introduction: e-Commerce History &amp; Fundamentals</td>
<td>Chaffey Ch. 1 &amp; 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>e-Commerce Infrastructure &amp; the e-environment</td>
<td>Chaffey Ch. 3 &amp; 4</td>
<td>Yoo-Hoo? pp.69-83</td>
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<tr>
<td>7pm-10pm</td>
<td><strong>Fri 7th October</strong></td>
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<tr>
<td>9am-12pm</td>
<td><strong>Sat 8th October</strong></td>
<td>e-Strategy Idea, Funding, Plan, Launch</td>
<td>Chaffey Ch. 5</td>
<td>Accidental Billionaire pp. 101-112</td>
</tr>
<tr>
<td>1pm-4pm</td>
<td></td>
<td>Supply Chain &amp; e-Procurement Operations, Management</td>
<td>Chaffey Ch. 6 &amp; 7</td>
<td>Burn Baby Burn pp. 195-208</td>
</tr>
<tr>
<td>7pm-10pm</td>
<td><strong>TUTORIALS</strong></td>
<td></td>
<td></td>
<td>Choose Tech report, and Group Project</td>
</tr>
<tr>
<td>9am-12pm</td>
<td><strong>Sun 13th November</strong></td>
<td>e-Marketing Getting Noticed, Early wins, Teething issues</td>
<td>Chaffey Ch. 8</td>
<td>Email: The Killer App pp. 271-286</td>
</tr>
<tr>
<td>1pm-4pm</td>
<td></td>
<td>Customer Relationship Management Growth, Keeping it Real</td>
<td>Chaffey Ch. 9</td>
<td>To B or Not 2B pp. 287-300</td>
</tr>
<tr>
<td>7pm-10pm</td>
<td><strong>Mon 14th November</strong></td>
<td>Change Management Managing Crises</td>
<td>Chaffey Ch. 10</td>
<td>Online Brokers pp. 317-331</td>
</tr>
<tr>
<td>7pm-10pm</td>
<td><strong>Tues 15th November</strong></td>
<td>Management &amp; Exit Opportunities Conclusion: The Future of e</td>
<td>Chaffey Ch. 11 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>7pm-10pm</td>
<td><strong>TUTORIALS</strong></td>
<td></td>
<td></td>
<td>Group Project presentation</td>
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</tbody>
</table>

During these sessions:
- Choose 1 of the 3 case studies studied
- Hand in as assignment
- Present on 1 of the 10 topics to class

Tech Report – due in 25th Oct tutorial
More details, handouts, notification of guest speakers,...., will be handed out during the lectures themselves. For now, **please make sure you have pre-read the Chaffey chapters and relevant cases BEFORE each teaching session.**

The agenda for most class sessions will follow a discursive pattern with assigned case studies, readings, presentation, video, exercises and guest speaker. It will be impossible to deal adequately with all the text material for each module in complete detail but students should at least read the assigned material.

Your tutor will also be liaising with you about the pre-reading and exercises for the tutorials.

**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is critical. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit a students shall attend prescribed classes, lectures, seminar and tutorials’. Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade.

More than two missed sessions (a “session” is a 3-hour lecture – evening, morning or afternoon) without prior permission from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two 3-hour sessions, unless there are exceptional circumstances.

**More than a matter of courtesy, if you know you are to miss a session, it is expected you notify your lecturer or tutor beforehand.**
Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>15%</td>
<td>continuous</td>
</tr>
<tr>
<td>2. Technology Report</td>
<td>15%</td>
<td>At the beginning of the 2nd tutorial (25th Oct)</td>
</tr>
<tr>
<td>3. Individual Case Study Analysis</td>
<td>20%</td>
<td>During class, depending on case chosen (13th or 14th Nov)</td>
</tr>
<tr>
<td>4. Individual Topic Presentation</td>
<td>15%</td>
<td>During the class, 2nd teaching block (13th/14th or 15th Nov)</td>
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<tr>
<td>5. Group Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Presentation</td>
<td>10%</td>
<td>Project presentation on 15th Nov</td>
</tr>
<tr>
<td>b. Group Project (Plan)</td>
<td>25%</td>
<td>Project due at the beginning of the last tutorial (6th Dec)</td>
</tr>
</tbody>
</table>

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 then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

As in all organisations, "you get what you reward". Although your final marks are not the only outcome of this unit (far from it), the methods of assessment have been carefully selected to assess the desired mix of learning outcomes.

Marking is criterion-referenced and hence done by "levels" (not "norm" referenced, - the dreaded Bell Curve) and the university-wide criteria are carefully explained below. You must read these carefully, and also the specific grading requirements on each assessment item (see Appendices). "Level" marking means that the examiner judges whether the piece of work passes ("P"), and if it does, considers whether it matches the criteria of "Credit", then "Distinction" up to "HD". If the answer is "no", then the level has been found (the one immediately below). Marks within that level are then awarded. Marks are award on the criteria only, and a wide range of answers can be awarded the exact same mark. Marks are thus given for what the piece of work has demonstrated.

Extensions

Take DUE DATES seriously – we do! Requests for extension must be made BEFORE the due date. Extensions may only be granted for serious circumstances, such as illness, and extensions will not extend beyond the date at which marked work is returned to students (usually within a week of submission).

Note that pressure of work is not considered an exceptional circumstance, as all our students must manage these.

Word Limits

Please take them seriously – we do! You MUST provide a word count on the first page of your assignment. (All words excluding Reference List and Appendices).
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School's expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions & shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does demonstrate the ability to apply the analytical framework, which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment 1 - Participation (15%)

>>A mark out of 15 based on the relevance & quality of your ongoing contributions/attendance

This unit is interactive and participative, so turning up is not enough! Attendance is necessary, but not sufficient. You will spend the sessions discussing the readings, case studies, and exploring the theory/practice. As this is such a large part of the activity, you will be awarded a mark out of 15 for your consistent and positive contributions to classroom debate throughout the class time sessions (or “lectures”) and tutorials.

Marks are awarded on the following basis:

- **Relevance** of contribution rather than how much “air time” you get
- **Depth of Understanding** of the current debate/readings/issues/case/views
- **Originality**, interest & degree of thought underpinning your views
- **Contribution**: not trying to dominate proceedings, but rather adding important contributions where needed

You do not have to make sure you contribute to every debate, at every session; but rather, when you do voice a contribution, demonstrate that you are up with the reading and have something to add. Be sympathetic to other people’s opinions and be culturally sensitive and aware of peoples’ alternative viewpoints. For the shy among you, the chance to develop these skills is an obvious (and useful) one.

Assessment 2 – Technology Report (15%)

>>Hand in an individual technology report before the start of your 2nd tutorial on **October 25th**, from choice of topics. See details below and marking sheet in Annex 1.

**Maximum length:** 1,000 words, not including reference list and appendices (to be fair to students who stick within this limit, I will ignore content past this word length).

**Due at the beginning** of 2nd tutorial (please hand printed copy to your tutor): Oct 25th

**Rationale**

The list of software programs, technical infrastructures, delivery platforms, telecommunications standards, and hardware that make electronic commerce possible gets longer and more bewildering by the day. Managers need a simple, reliable, and interesting overview of key issues and concepts to exploit the opportunities opened up by electronic business. They need answers to questions such as "Can this particular new technology (e.g., XML) help me to reduce my costs or generate more revenue? Should I buy this new technology or not?"

**Topics**

Create a technology report for one issue that is important to e-business. Examples include (but are not limited to):

- Customer relationship technology
- Call centres, on-line help and service, order tracking, profiling, data mining, recommendation engines, personalisation, etc
- Connectivity Broadband (DSL, cable, etc.), satellite, wireless/mobile, etc.
- Business networks Extranets, virtual private networks (VPNs), electronic data interchange (EDI), cross-enterprise resource planning (ERP), exchanges, marketplaces, etc.
• Security Firewalls, digital certificates and signatures, encryption, secure sockets layer (SSL), secure electronic transaction (SET), anonymizers, etc.
• Navigators Portals, search engines, agents, filters, etc.
• Electronic payment Smart cards, electronic bills, online trading, negotiation agents, etc.
• Advertising Design, animation, virtual reality, testing, targeting, optimisation, tracking, etc.
• Data standards TCP/IP, XML, SOAP, OFX, etc.

Briefly explain how the technology works & what it does, but the goal of this assignment is to identify how these technical issues create opportunities for new ways of doing business. Ideally, the paper will identify important future trends and likely impacts, and also indicate the costs of implementing the technology, so that managers can weigh the advantages and disadvantages of adopting it.

Requirements:
The topic you choose should not overlap with your individual presentation (Assessment 4) or group project (Assessment 5). Please clear your topic with me first (email charlie@openaccess.com.au) if you think there may be an overlap.

Students should NOT place their name on this assignment, but instead include their student number (in small type) at the bottom of the page.

Structure:
• Title Page (1) – simple, student number (no name), title of technology
• Marking Sheet (see Annex 1)
• Executive Summary (one paragraph, 100 words, summarising your paper)
• Main Body should then follow the main sections as per the marking sheet (see below/Annex 1):
  o Definition
  o How the Technology works
  o Context
  o Brands/Options
  o Future
  o Revenue Generation/Cost Saving Potential
  o Recommendations
• Bibliography

Tip: Annex 1 lays out very clear marking criteria, so please study this carefully; and do ask me if unsure on anything. Your report should be able to be read by a practising manager, and it will make sense to them (no matter what their degree or relevant expertise in IT or e-commerce).
Assessment 3 – Individual Case Study Analysis (20%)

>> Choose ONE of the THREE cases we will analyse on November 13th or 14th: that is, EITHER the ‘Email’ OR the ‘To B or Not 2B’ case OR the ‘Online Brokers’ case. Hand in your analysis on that day before we discuss it in class, and be prepared to lead the class discussion. See marking sheet Annex 2.

Write a 2000-word analysis on the major issues and your recommendations on ONE of the THREE cases we discuss on November 13th or 14th:

Either:

‘Email: The Killer App’, pages 271-286

OR

‘To B or Not 2B’, pages 287-300

OR

‘Online Brokers’, pages 317-331

As in all case analyses, you will need to wade through the issues and decide:

- What are the central, and more peripheral, issues in this case?
- What went wrong/right? (Symptoms)
- Why did it go wrong/right? (Problems, Successes)
- What e-business theories, principles, technologies ..., are relevant?
- How appropriate/helpful were the theories in this case? Why/not?
- What could/should the company have done differently?
- What can/should be done now? (Solutions)
- What did we learn about e-business from the case?
- Look at the list of questions at the end of each case to stimulate some thought, but do not feel you are limited to these lines of thinking only

Well before you have to develop your own written case analysis to hand in, we will be analysing various cases in class (during the first teaching block) as well as looking at case study techniques.

Annex 2 has the detailed marking criteria.

DUE DATE: Hand in before start of the relevant teaching session on that day: 13th or 14th November.

**No names - Please just place your student ID number please on the front cover**

Tip: Try not to spend any time repeating what happened (telling the story), concentrate more on analysing, synthesising and evaluating the company, the relevant events and e-business theories and technologies; and then making sound recommendations and evaluations.
Assessment 4 – Individual Topic Presentation (15%)

>>Choose a title from Annex 3 and prepare a 10-minute presentation to class, and also hand in a 1-page executive summary to the lecturer (hard copy). See marking sheet Annex 4.

The topic you choose should not overlap with your technology report (Assessment 2) or group project (Assessment 5). Please clear your topic with me first (email charlie@openaccess.com.au) if you think there may be an overlap.

Presentation: /10
- 10 minute presentation to class
- Appropriate visual aid should be used (powerpoint, visualiser, whiteboard) but not video
- As for the class presentation part of the group project, marks for the presentation will be out of 10, with equal marks awarded for:
  - Timing (not too short, not running over time, correctly paced...)
  - Interest (holds interest of audience, correctly pitched, moves along without rushing...)
  - Visual display (e.g. slides, board... appeal, skill, design, simplicity, effectiveness)
  - Other Communication techniques (voice, eye contact, tone, manner, appropriateness, level...)
  - Overall Impression grade (impact, impression, overall fit...)

One-Page Executive Summary: /5
- 350 words maximum (one page, typed, 1.5 spaced)
- Summarises the main elements of your presentation; with the expectation that should someone miss the presentation, they would get the main elements of it from the executive summary
- Up to 5 marks awarded for executive summary

Titles
See Annex 3 for a list of 20 possible titles. Everyone must pick a different title, so we may need to employ a 1st choice, 2nd choice, 3rd choice system. Your title must also not overlap with your group project or technology report assignments. Once titles are selected/decided, you will be told your presentation day and time. All take place during the second teaching block: 13th – 15th November.

Assessment Criteria
See Annex 4 for assessment criteria details:
- up to 10 marks awarded for the presentation
- and a further maximum 5 marks for the executive summary

Tip: Make your presentation professional, interesting and be on time (not rushed or overtime, nor finishing too early. 10 minutes means 10 minutes, so practise it many times to perfect the timing. Executive summary writing is a difficult art – one where you choose words carefully so that you encapsulate the whole presentation succinctly.
Assessment 5 - e-Business Plan & Presentation (25% + 10%)

>>Form a group of 4 or 5 people. Decide what type of report you want to do, choose your business, and hand in your typed report on 6th December. You will also give a 10-minute presentation of your Report/Plan on November 15th. See marking sheet Annex 5.

This is the major piece of work that runs throughout the unit. It will comprise 35% of your final grade, which is split into the written plan itself (25%) and a 10-minute group presentation (10%).

GROUP PROJECT – written plan = 25%

As a group, write an original 3000-4000 word e-business plan as either:
- a project within an existing organisation, or
- a potential e-business you could launch.

Therefore, your plan could represent an e-business project within the business (such as taking its whole selling activities and moving it online, if it is not already), or it could be a new e-business altogether, for which your group writes a plan.

If you ever felt you had an e-business (or dream) in you, this is your chance to follow it. Even if it is unlikely that you will actively pursue it in real life, here is the opportunity to test your theories and technology, and see if your learning can translate into a real business.

Or, if you have an e-business idea that you believe could work as a project within your own organisation (or one you know), here is the chance to examine it and see if it might be workable.

Whatever you choose to do, you are expected to draw on primary sources such as interviews with the people involved, as well as secondary research within the company, personnel and elsewhere.

You will be expected to incorporate the following (although this is not an exhaustive list):

- Executive Summary (less than one page)
- Analysis of the external environment surrounding the organisation (PEST, opportunities and threats, competitor analysis, tax, law, economy…)
- Analysis of the internal environment (strengths, weaknesses, costs, funding, management, technology…)
- Appropriate use of theoretical frameworks
- Clear analysis of the technology required for the project/business
- Appropriate elements within an e-business plan (the value proposition, technology, marketing, finance required, competitive edge, size of market, chances of success, measurements of success, likely returns and earnings, control and review, harvest or exit opportunities, scenarios…)
- Critical evaluation, realistic assumptions and figures, caveats and assumptions clearly stated
- Conclusion, Evaluation and Recommendations; concise and logical argument (will it work? What will it rely on? What could happen to ruin its chances? What other information might you need to collect to be more sure of success…?)
- Correct language, style, grammar, punctuation, spelling
- Correct referencing, as appropriate, in the Harvard style
Concentrate on the most relevant themes, do not try to cover too many as your analysis may become too thin.

**DUE DATE:** Hand in your typed report at the start of tutorial on December 3rd

*Tip:* The style & format of the group report or e-business plan is left up to you, although you should examine the marking criteria carefully (Annex 5) to make sure you ‘cover all the bases’.

**GROUP PROJECT – Presentation =10%**

- Professional presentation & display (e.g. powerpoint) relaying the main elements of your Project
- As this presentation is made three weeks before you hand in the completed e-business plan, it is understood that final findings and conclusions may not be ready. However, it is expected that you can present the main elements of the e-business plan at least (business model, technology involved, organisation, PEST, SWOT, etc) while mentioning what still has to be done
- 10 minutes – rehearse your timings ; plus extra time for Q&A afterwards
- At least two people involved as presenters
- Marks (2 each) awarded in 5 equal categories:
  - **Timing** (not too short, not running over time, correctly paced...)
  - **Interest** (holds interest of audience, correctly pitched, moves along without rushing...)
  - **Visual** display (e.g. slides, board... skill, design, simplicity, effectiveness ...)
  - **Other Communication** techniques (voice, eye contact, tone, manner, appropriateness, level...)
  - **Overall Impression** grade (impact, impression, overall fit...)

**DUE DATE:** Deliver your presentation at the final teaching block session on November 15th, afternoon

*Tip:* use images rather than lots of words on your powerpoint presentation; and practice your timings so you are exactly 10 minutes. Please don’t read a script, but be well rehearsed so you can talk from a few notes.

**Submission of assignments**

Assignments should be submitted in class on the due date or (if you are to away for some reason) may be handed into the office before the class using a standard cover sheet - a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Assignments will be returned in class - usually the following week (except for assignments that are staggered, such as the individual case analysis).

Important: The lecturer will not accept responsibility for following up on students with items not completed and handed in when due. Completion of all items is required in order to obtain a final mark although the lecturer will listen to tales of distress that lead to failure to complete an item/s provided that the student is prepared to lose all marks for the non submission. Late submissions may be subject to a marks penalty.
Appeals against assessment marks

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded.

The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 10-day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website.

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used.

Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advise of your lecturer. It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.

Five Ways to Higher Grades

For what it is worth, this is humble advice from someone who did their MBA fairly recently and knows what you are going through...

1. Get ahead of your reading - usually achievable in the first few weeks of a trimester.
2. Plan/Start assignments well ahead of time, leaving plenty of time (usually a week) to finish them off (reading through drafts, cleaning up the language, referencing...).
3. Have a well-organized group where everyone does their bit.
4. Make sure you know what the lecturer wants from the assignments, and read the marking criteria extremely carefully. If in doubt, ask!
5. Apply what you are learning (where relevant) to your workplace, and let us know how you get on. Actively participate in class, and by so doing improve the class sessions and gain confidence in your new learning.

If at anytime you have any questions, comments or concerns about this unit, you should contact your lecturer immediately.

The attached annexures contain the marking sheets for each assessment, and need to be attached to your assignments.
## ANNEX 1 – Technology Report Marking Sheet

*Please attach to the inside front cover of your Assignment*

### ID#: ___________ TECHNOLOGY: _________________________________

<table>
<thead>
<tr>
<th>Criteria (Max.)</th>
<th>Descriptors (Marking Range)</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers a simple definition of the technology (5)</td>
<td>- No definition offered (0)</td>
<td>- Definition offered, but it is too long or complex (1 – 3)</td>
</tr>
<tr>
<td>Explanation of how the technology works for a managerial audience (15)</td>
<td>- Very little demonstration of knowledge about the technology (0 - 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explanation of how the technology works, but gaps in information, or explanation is too complex (5 - 8)</td>
<td>- Explanation of how the technology works, simple enough for a managerial audience (9 - 11)</td>
</tr>
<tr>
<td>Explanation of the context of the technology (why is it different from other solutions?) (5)</td>
<td>- No explanation of context (0)</td>
<td>- Some details about the context, but gaps in information (1 - 3)</td>
</tr>
<tr>
<td>Description of what brands or options are available (5)</td>
<td>- No description of brands or options (0)</td>
<td>- Some details about the brands or options available, gaps in info (1 - 3)</td>
</tr>
<tr>
<td>Opinion offered about the technology's future (trends, rate of adoption...) (15)</td>
<td>- Opinion expressed, but not fully linked with the argument, not fully supported with evidence (0 - 4)</td>
<td>- Opinion expressed and loosely linked with the argument but not fully supported with evidence (5 - 8)</td>
</tr>
<tr>
<td>Estimates of the potential for either generating revenue or saving costs (15)</td>
<td>- No estimates offered (0)</td>
<td>- Estimates offered but loosely argued, not fully supported with evidence (1 – 8)</td>
</tr>
<tr>
<td>Estimates of the costs for installing and maintaining the technology (for various businesses) (15)</td>
<td>- No estimates offered (0)</td>
<td>- Estimates offered but loosely argued and not fully supported (1 – 8)</td>
</tr>
<tr>
<td>Recommendations for managers (should they buy this technology?) (15)</td>
<td>- Contains statement of opinion with lack of supporting justification (0 – 3)</td>
<td>- Opinions argued in general terms but lack coherence, are not fully developed (4 – 7)</td>
</tr>
<tr>
<td>Formatting, readability, and language (5)</td>
<td>- Formatting not consistent with instructions and/or very difficult to read. Poor punctuation and spelling (0 – 2)</td>
<td>- Formatting does not follow instructions in all aspects or is not easy to read. Little structure. Number of spelling errors (3)</td>
</tr>
<tr>
<td>Referencing (5)</td>
<td>- Majority of statements requiring references are missing references (0 – 2)</td>
<td>- Many missing references. Not referencing in Harvard style (3)</td>
</tr>
</tbody>
</table>

**TOTAL 100, then converted to 15% of your unit’s final grade**

**Comment:**
## ANNEX 2 - Individual Assignment Marking Sheet (Case Analysis)

*Please attach to the inside front cover of your Assignment*

<table>
<thead>
<tr>
<th>Criteria (Max.)</th>
<th>Descriptors (Marking Range)</th>
<th>Your Score</th>
</tr>
</thead>
</table>
| Offers an opinion about the key implications of the case for e-business theory and practice (20) | - Opinion expressed, but not fully linked with the argument, not supported with evidence (0 – 5)  
- Opinion expressed and loosely linked with the argument but not fully supported with evidence (6 – 10)  
- Opinion expressed in appropriate places, sufficient evidence (11 – 15)  
- Opinion clearly expressed and developed, closely linked with the argument, original and supported with a range of evidence (16 – 20) |           |
| Demonstrates knowledge of the company and its strategy (25) | - Very little demonstration of knowledge about the case (0 – 7)  
- Some details about the case, but gaps in information (8 – 12)  
- A range of details about the case, covering most areas (13 – 18)  
- Comprehensive details about the case, providing a full outline of the company's strategy (19 – 25) |           |
| Ability to analyse synthesise and evaluate theory (25) | - At best, surface knowledge of the appropriate theory (0 – 7)  
- Evidence of research (e.g. reading articles). Some conceptual errors / gaps (8 – 12)  
- Clear understanding of relevant theory (13 – 18)  
- Ability to criticize and/or synthesise and evaluate theory, clear understanding (19 – 25) |           |
| Capacity to develop and maintain an argument (15) | - Contains statement of opinion, lack of supporting arguments and justifications (0 – 4)  
- Opinions argued in general terms but lack coherence, not fully developed (5 – 8)  
- Opinions expressed and backed with logical argument and justification (9 – 11)  
- Opinions expressed clearly, supported by concise, creative, logical argument (12 – 15) |           |
| Language and style (10) | - Very little correct usage of basic rules of punctuation. Many spelling errors. Limited vocabulary; repetitive use of language, fluency disjointed. (0 – 2)  
- Very little structure (no introduction or conclusion). A number of spelling errors (3 – 5)  
- Introduction and conclusion, but not a coherently sequenced whole. Satisfactory use of basic rules of punctuation. Few spelling errors (6 – 8)  
- Coherently sequenced structure with introduction and conclusion. Clear understanding of rules of punctuation. Insignificant or no spelling errors (9 – 10) |           |
| Referencing (5) | - Very few references, more than 50% of statements requiring references are missing references (0 – 2)  
- Many missing references. Not referencing in Harvard style (3)  
- A few missing references. Some references do not use Harvard style (4)  
- Fully referenced in correct Harvard style (5) |           |

(100) TOTAL 100, then converted to 20% of your unit’s final grade TOTAL >

**Comment:**
ANNEX 3 - Individual Research Presentation Titles

For this assignment, you will give a presentation and hand in an executive summary on ONE of the titles below. If you want to slightly change the title or create your own, please check with the lecturer first.

Your title should not overlap with your technology report (Assessment 2) or group project (Assessment 5). Please clear your topic with me first (email charlie@openaccess.com.au) if you think there may be an overlap.

1. A Brief History of the Internet
2. The Efficiencies of the Internet
3. The Dotcom Bubble Years
4. The Dotcom Crash
5. The Aftermath of the Dotcom Crash
6. The Idea for the e-Business (or e-Business Project)
7. The Window of Opportunity
8. Commercialising the e-Business (or e-Business Project) Idea
9. Writing the e-Business Plan
10. The Presentation to Angels/VCs (or Directors)
11. Managing the Launch of an e-Business
12. The e-Business Entrepreneur (or Intrapreneur)
13. Starting an e-Business (or e-Business Project) is one thing, managing it successfully is another
14. Key Performance Indicators for an e-Business (or e-Business Project)
15. Managing the Growing Pains of an e-Business
16. Why IT always costs three times what you think it will
17. Top 10 lessons of running an e-Business (or e-Business Project)
18. Exit strategies and harvest opportunities for e-Business
19. Where we are now with e-Business
20. The Future of e-Commerce
ANNEX 4 - Individual Assignment Marking Sheet (Presentation)

Please attach to the inside front cover of your Assignment

ID#: ___________ TOPIC / TITLE: ________________________________

Presentation:

<table>
<thead>
<tr>
<th>Max.</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Timing</td>
</tr>
<tr>
<td>2</td>
<td>Interest</td>
</tr>
<tr>
<td>2</td>
<td>Visual Aids</td>
</tr>
<tr>
<td>2</td>
<td>Other Communication Techniques</td>
</tr>
<tr>
<td>2</td>
<td>Overall Impression</td>
</tr>
</tbody>
</table>

Executive Summary:

<table>
<thead>
<tr>
<th>Max.</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Accurate, well researched, good grammar and spelling, reads well, good arguments, easy to follow</td>
</tr>
<tr>
<td>2</td>
<td>Summarising all the main points of the presentation topic succinctly, clearly, within word limit, one page</td>
</tr>
<tr>
<td>1</td>
<td>Overall Impression</td>
</tr>
</tbody>
</table>

Comments:

Total /15
ANNEX 5 - Group Project Marking Sheet

Please attach to the inside front cover of your Assignment

ID #’s: _________________________________________________________

COMPANY/TITLE: _________________________________________________

<table>
<thead>
<tr>
<th>Criteria (Max.)</th>
<th>Descriptors (Marking Range)</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary (5)</td>
<td>- Opinion expressed, but not fully linked as argument, not supported (0 – 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Opinion expressed and loosely linked as argument but not fully supported (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Opinion expressed as an argument, supported with range of evidence (4 – 5)</td>
<td></td>
</tr>
<tr>
<td>Analysis of external environment (15)</td>
<td>- Very little knowledge about the external environment (0 – 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Some details about the external environment, but gaps in info (5 – 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A range of details about the external environment, most areas (9 – 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehensive details about the external environment, providing a full outline of the area (12 – 15)</td>
<td></td>
</tr>
<tr>
<td>Analysis of internal environment (15)</td>
<td>- Very little knowledge about the internal environment (0 – 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Some details about the internal environment, but gaps in information (5 – 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A range of details about the internal environment, most areas (9 – 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehensive details about the internal environment, full outline (12 – 15)</td>
<td></td>
</tr>
<tr>
<td>Appropriate use of theoretical frameworks (15)</td>
<td>- At best, surface knowledge of the appropriate theory (0 – 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Evidence of research. Some conceptual errors or gaps (5 – 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Clear understanding of relevant theory (9 – 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ability to criticize and/or synthesise, evaluate theory, based on clear understanding (12 – 15)</td>
<td></td>
</tr>
<tr>
<td>e-Business plan (30)</td>
<td>- Sketchy plan, with gaps, not convincing, little supporting evidence (0 – 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Basic plan, loosely argued, some gaps, not fully supported (9 – 16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Adequate, covering most aspects, supported by sufficient evidence (17 – 22)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehensive and original, clearly expressed and developed, well argued, and supported by range of evidence (23 – 30)</td>
<td></td>
</tr>
<tr>
<td>Conclusion, Evaluation &amp; Recommendations (10)</td>
<td>- Conclusions lack supporting arguments and justifications (0 – 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Conclusions that lack coherence and are not fully developed (4 - 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Conclusions backed with logical argument and justification (6 - 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Conclusions clearly expressed and supported by concise, creative and logical argument, fully evaluated, clear and balanced (9 - 10)</td>
<td></td>
</tr>
<tr>
<td>Language and style (5)</td>
<td>- Very little correct usage of basic rules of punctuation. Many spelling errors. Limited vocabulary; repetitive use of language, fluency disjointed. (0 – 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Very little structure. A number of spelling errors (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Not a coherently sequenced whole. Satisfactory punctuation &amp; spelling (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Coherently sequenced structure. Clear punctuation. Insignificant or no spelling errors (5)</td>
<td></td>
</tr>
<tr>
<td>Referencing (5)</td>
<td>- Most sources requiring references are missing references (0 – 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Many missing references, not referencing in Harvard style (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A few missing references. Some references not in Harvard style (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fully referenced in correct Harvard style (5)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 100, then converted to 25% of your unit’s final grade

PRESENTATION

<table>
<thead>
<tr>
<th>Timing</th>
<th>Interest</th>
<th>Visual</th>
<th>Other</th>
<th>Overall</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/10</td>
</tr>
</tbody>
</table>

Comments:

PROJECT MARK> /35