AGSM MBA Programs 2016

E-BUSINESS: STRATEGY AND MANAGEMENT

Session 1, 2016

Course Overview

AGSM @ UNSW Business School
COURSE OVERVIEW

CONTENTS

Course schedule 1
Session 1, 2016 1

Course information 2
Course-level aims and learning goals 2
Course learning outcomes 2
Structure 3

Program quality assurance 4
Program-level learning goals and outcomes assessed for AACSB accreditation 4
Associated standards committees and accreditation agencies 5

Resources 6
Learning resources 6
Course materials 6
eLearning 8

Administrative and eLearning support 8
Additional student resources and support 9
Continual course improvement 10

Student evaluations from the last presentation of the course 10
Coordinator’s response 10

Course staff 11
Course coordinator 11
Class facilitator 12
Course authors 12

We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au.
Course schedule

Session 1, 2016

E-Business: Strategy and Management

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8 February</td>
<td>1</td>
<td>Participation is assessed throughout the session (10%)</td>
</tr>
<tr>
<td>2</td>
<td>15 February</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>22 February</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>29 February</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7 March</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>14 March</td>
<td>6</td>
<td>Assignment 1 due on Tuesday 15 March by 9.30am Sydney time – Report (20%)</td>
</tr>
<tr>
<td>7</td>
<td>21 March*</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28 March**</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4 April</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11 April</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>18 April</td>
<td>11</td>
<td>Assignment 2 due on Tuesday 19 April by 9.30am Sydney time – Report (30%)</td>
</tr>
<tr>
<td>12</td>
<td>25 April***</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2 May</td>
<td></td>
<td>Independent reflective learning and review</td>
</tr>
</tbody>
</table>

* 25 March is Good Friday
** 28 March is Easter Monday
*** 25 April is Anzac Day
**** Examination is 2 hours plus 10 minutes' reading time
Course-level aims and learning goals

The terms *e-commerce* and *e-business* have received a great deal of attention in recent years – the NASDAQ ‘tech wreck’ of April 2000 damaged the reputation of many e-business initiatives and dotcom companies. To many, however, e-business is a recent term, brought about by the popularity and use of the internet both in business and at home.

Electronic business is still seen by some as the buying and selling of products and services over the internet. Electronic commerce, however, has actually been around for a number of years, but in different forms. Electronic commerce includes the handling of purchase transactions and fund transfers over electronic networks. Indeed, in the past, the action of ‘wiring’ someone some money to an overseas location was one of the first applications of global electronic commerce.

Electronic commerce has grown from these early stages to now include the buying and selling of new commodities such as electronic information, and has made electronic publication and distribution more efficient. Some would say it has made it too efficient, for instance, in the case of music that has been distributed through peer-to-peer networks.

It could be argued that today’s e-business models have not changed greatly, but they have been made more accessible to the general public. Banks have been transferring funds electronically for years, but only relatively recently have they extended access to these services to the end user or customer through internet banking.

This course examines myriad issues a business must address when venturing into e-business, e.g. infrastructure, security, marketing etc. Another course in this program, *Information Systems Management*, looks more broadly at the relationship between the organisation and its information systems, strategic and tactical planning for information systems and the management of the development and acquisition of systems and technology.

Many management competencies (such as marketing, managing projects, managing risk) covered in other courses in this degree program are addressed in this course, with particular focus on the e-business context. As such, it is probably not ideal as an early course in your degree program.

Course learning outcomes

After you have completed this course you should be able to:

1. understand and apply the knowledge gained throughout the course to analyse and evaluate various e-business options
2. critique the main components of an e-business platform
3. compare the various e-business models including B2B and B2C
4. evaluate the main infrastructure components employed in e-business
5. assess the security implications and appropriate risk reduction measures for e-business
6. analyse the different types of electronic payment methods
7. evaluate the suitability of various business models used in e-business
8. assess the different types of electronic marketplaces and apply them to existing business models
9. analyse the privacy and copyright issues surrounding e-business
10. analyse the technical issues related to deploying an e-business system from a manager’s perspective
11. write a report that critically analyses one or more e-business issues in a business context
12. understand the impact of cultural issues on e-business transactions and design.

Structure

Unit 1, *Introduction to e-business*, provides an overview of e-business including its benefits and limitations.

Unit 2, *E-Business planning: strategy to implementation*, considers the role of strategic planning when organisations set out to enter the market place as suppliers of goods and services using the internet as a channel.

Unit 3, *The economics and justification of e-business* – provides an overview of how to assess the economics of e-business projects and discusses the difficulties in measuring and justifying e-business investments.

Unit 4, *Principal business models*, provides an overview of the ‘classical’ business-to-business (B2B) and business-to-consumer (B2C) models.

Unit 5, *Other e-business models and applications*, provides an overview of other business models, including the impact of intermediaries and the intra-business model

Unit 6, *Marketing strategies for e-business*, provides a look at the way the internet can be used as an additional channel to market.

Unit 7, *Infrastructure for e-business*, provides an overview of the different technology components that enable e-business on the internet as well as on the server and the associated applications.

Unit 8, *Security issues in e-business*, provides a review of the issues surrounding security on the internet and electronic commerce server(s).

Unit 9, *Electronic payments in e-business*, provides an overview of the different types of electronic payment methods utilised in e-business.

Unit 10, *Legal and ethical issues in e-business*, provides a review of the legal issues surrounding e-business, including privacy and copyright.

Unit 11, *E-business implementation*, provides an integrated view of developing and implementing an e-business project and site.

Unit 12, *Mobile commerce*, examines the infrastructure requirements and applications of mobile commerce.
A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three MBAX streams of Change, Social Impact and Technology are as follows.

1. Knowledge:
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   Learning outcome: Students should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem-solving:
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.
   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.
3. **Communication:**
Our graduates will be effective communicators in professional contexts.
Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:**
Our graduates will be effective team participants.
Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:**
Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. **Leadership:**
Our graduates will have an understanding of effective leadership.
Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of teams.

**Associated standards committees and accreditation agencies**

**AACSB:** [http://www.aacsb.edu](http://www.aacsb.edu)
Association to Advance Collegiate Schools of Business

**EQUIS:** [https://www.efmd.org/accreditation-main/equis](https://www.efmd.org/accreditation-main/equis)
European Quality Improvement System

**UNPRME:** [http://www.unprme.org](http://www.unprme.org)
UN Principles of Responsible Management Education
Resources

Learning resources

You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator’s job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week’s work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page ([https://library.unsw.edu.au/](https://library.unsw.edu.au/)) by placing the name of the article in the Search box.

- Search directly for the book excerpt on the UNSW Library home page ([https://library.unsw.edu.au/](https://library.unsw.edu.au/)) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
Prescribed textbook

Your prescribed textbook for the course is:


Recommended reading

(either the listed edition, or a more recent edition)


Other resources

**BusinessThink** is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business, go to [http://www.businessthink.unsw.edu.au](http://www.businessthink.unsw.edu.au)
eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For **login** issues:

Hours: Monday to Friday: 8am – 8pm
       Saturday and Sunday: 11am – 2pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
       External: 02 9385 1333
       International: +61 2 9385 1333

For help with technical issues and problems:

Hours: Monday to Friday: 7.30am – 9.30pm
       Saturdays and Sundays: 8.30am – 4.30pm
Email: externalteltsupport@unsw.edu.au
Phone: Internal: x53331
       External: 02 9385 3331
       International: +61 2 9385 3331

Administrative and eLearning support

If you have administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au
Additional student resources and support

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

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **UNSW Counselling and Psychological Services**
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.
  Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
  Office: Ground Floor, John Goodsell Building;
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments, and also when new editions of prescribed textbooks are published.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

Overall the course gained a high satisfaction rating. Students noted in particular the courses relevance to today’s business environment, the breadth of topic and class discussions and also commented on the course materials being well structured and very relevant.

Some students indicated a need to modernise the course by updating course materials and the text.

Coordinator’s response

The authors of the textbook have switched publisher. The updated version of the textbook from the new publisher has been adopted and the course notes updated accordingly.
Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Emeritus Professor Graham Low

BE (Chem) Qld PhD Qld FACS CP
Email: g.low@unsw.edu.au

Graham is an Emeritus Professor of Information Systems in the UNSW Business School. Prior to becoming an academic in 1987, Graham had 12 years’ industrial IS experience. Previous positions include MIS Technical Manager for the Sugar Division of CSR and Head of the User Services Unit at UNSW.

Graham’s research program pursued over the last 30 years has focused on the implementation and adoption of new technologies by the IS/IT industry. This can take the form of:

- new/modified approaches/techniques for information-systems development, such as methodological approaches to agent-oriented information-systems design
- management of the IS design and implementation process, such as IS innovation implementation and IS acceptance.

An active research team comprising PhD, Master’s and undergraduate honours students is currently working under his supervision. The research has been published in leading international journals including *IEEE Transactions on Software Engineering*, *MISQ*, *Information and Management*, *Information Systems Journal* and *Journal of Information Technology*. 
Class facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. MBT Class Facilitators comprise academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by MBT Student Services. Details will also be available in the gallery section of your online class for face-to-face and distance classes.

Course authors

The Course Coordinator, Professor Graham Low, is the main author of this course.

Acknowledgements

The following formed part of the original writing team for this course.

Dr Deborah Bunker

Deborah is a Senior Lecturer in the UNSW School of IST&M. She is on the editorial board of the Australian Journal of Information Systems and has research interests in e-commerce technologies in relation to institutional culture. Deborah has wide ranging consulting experience in the IT industry in the finance, transport, insurance and government sectors.

Dr Bob Edmundson

Bob is a former Associate Dean in the UNSW Faculty of Commerce and Economics and Head of the School of Information Systems, Technology and Management. Before joining UNSW he had extensive managerial experience in the electronics industry as well as consulting.

Peter Edmundson

Peter graduated in Jurisprudence Law from UNSW. He has taught at UNSW and University of Technology, Sydney. Peter maintains a practical commercial and tax law involvement as a consultant to one of Australia’s leading commercial law firms advising major Australian and international clients on commercial transactions and arrangements.