

EBUS/C500

**eBusiness
Principles and
Practices**

Syllabus

**Prepared
14 March 2005**

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**University of
Phoenix**

**College of
Information
Systems and
Technology**

COURSE SYLLABUS

EBUS/C500

e-Business Principles and Practices

Course Description:

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management; how to leverage technology to enhance business processes; the unique characteristics of e-marketing; and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

Instructor:

Ean H. Jackson

Mr. Jackson has invested the past 25 years of his professional career in management, technical and business development roles in the technology industry. He has been employed by businesses across North America ranging from technology startups to major multinational corporations including IBM, Sprint International and Oracle. He is currently President of Analytics Marketing Inc., a strategic consultancy and a provider of business development services to growing businesses.

Jackson speaks frequently on technology issues and has served on the boards of numerous industry and not for profit organizations including the International Internet Marketing Association (IIMA), the BC Internet Association (BCIA), BC Science World, the Leaders of Tomorrow program of the Vancouver Board of Trade and the UBC Executive Mentor Program. He is angel investor in early stage technology companies and has a keen interest in corporate governance. As a volunteer mentor for Telus New Ventures BC, he coaches entrepreneurs and startup companies.

Jackson is fluent in four languages (English, French, Spanish and German). His educational background includes an undergraduate degree in Arts (University of Western Ontario, 1978), a graduate degree in Electrical Engineering (Southern Methodist University, 1985) and a certificate in Internet Marketing (University of British Columbia, 1998). Jackson has been on the faculty of the University of Phoenix since February 2001.

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Location	Day and Time
University of Phoenix Campus #200 - 4401 Still Creek Drive Burnaby, BC	Six Mondays from 6:00pm - 10:00pm
	11 April 2005
	18 April 2005
	25 April 2005
	2 May 2005
	9 May 2005
	16 May 2005

IMPORTANT NOTES:

This syllabus. This syllabus is your roadmap to this course and our ‘contract’. It always takes precedence over the module. I very strongly advise you to print this document and to read it from start to finish right now.

Course expectations. We will spend time to clarify expectations regarding this syllabus, the course and individual assignments in Workshop #1. Please come prepared with your questions, as it will benefit you and your classmates.

Adjustments to course. At times, I may make adjustments to tailor the class experience and stimulate your interest with different assignments, activities, grade weightings, etc. I will let you know of any change that could impact your grades at least one week in advance.

Class roster. I will communicate with you using the information you have provided as it appears on the official class roster. Please confirm with university administration right now to ensure your email and contact information is current. You are accountable for all communications sent to the address you have provided. No excuses. No exceptions.

Instructor communications. I prefer to address questions about the course and the assignments in class so everyone in the class may benefit. I am available to you outside of the class, but like you, I have a full schedule during the day. My first preference is for you to contact me by email, second by phone. I try to reply to all communications within 24 hours.

Email communications. I typically receive over 300 email messages per day. To manage this, I use email filtering based on the subject line. Help me to provide you priority service by using the following subject line for all email communications with me: **UOP EBUS/C500 – your last name, your first name – a summary of your issue**
Failure to do so could result in your note ending up in my SPAM bucket.

Please bring your open mind and willingness to participate, and I believe we will all learn a great deal and have fun!

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Required Text and Information:

This is a rEsourceSM Course and all the materials for this course are available on the University of Phoenix student web site.

Available materials there include:

The "Readings" (text):

Turban, E., Lee, J., Warkentin, M., & Chung, H. M. (2002) *e-Business Principles and Practices*. Taken from *Electronic commerce 2002 – A managerial perspective (2nd edition)*. Upper Saddle River, NJ: Prentice Hall.

Other materials:

Instructor Faculty Page

EBUS 500 Selected Readings Page at <http://www.apollolibrary.com/cp/gbm/ebus500.htm>

A Web page supporting the textbook is available at <http://www.prenhall.com/turban>

Sleight, S. (2001). *Moving to E-Business*. London, U.K.: Dorling Kindersley

Aaron, J. E., & McArthur, M (1997). *The Little, Brown Compact Handbook*. Don Mills, Ontario: Addison Wesley Longman.

(Note: All students should have received a copy of this reference book at the beginning of their program.)

Program handbook. (All students should have received a copy of the handbook for their program. If not, students may request a copy of the handbook from their textbook vendor. Students also can access the *Program Handbook* online at: <http://student.uophx.edu>.)

"Library Handbook" (Download at <http://ecampus.phoenix.edu>)

Download from <http://ecampus.phoenix.edu> :

"Learning Team Log"

"Learning Summary"

"Directions for Completing Learning Team Log"

"Directions for Completing the Learning Summary"

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Outcomes and Grading:

Each assignment for the course will be given a number grade and these will be added to help determine a final letter grade out of 100 (representing percentage). However, strict point totals do not solely determine the final course grade--the instructor may adjust final grades somewhat, depending on his/her own assessment of course learning objective performance by each student.

In general, grades on **WRITTEN ASSIGNMENTS** are determined from the following criteria:

Content	70%	Key elements are covered; content is accurate; displays understanding of relevant theory; major points supported by details and examples. Writer compares/contrasts/integrates theory/subject matter with work environment/experience. At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing.
Organization:	20%	Introduction provides sufficient background on the topic and previews main points; central theme is immediately clear; logical and easy to follow; subsequent sections develop or support the central theme; conclusion or recommendations follow logically from the body of the paper and are not pulled out of thin air.
Style and Mechanics	10%	Format - Citations and reference pages follow guidelines; properly cite information from other sources; paper is laid out effectively; neat, attention to detail. Spelling, Grammar, Punctuation - Rules of grammar, usage, and punctuation are followed; spelling is correct. Readability and Style - Sentences are complete, clear, logical, well constructed; transactions maintain flow of thought; words are precise and unambiguous; tone is appropriate to the audience and content.

Please refer to a copy of the Little Brown Compact Handbook.

NOTE: Take extreme care with Organization, Style and Mechanics. This makes up a large part of your grade and will be critically marked. If you have any questions or concerns, make sure you resolve them **BEFORE** you hand in a paper—by talking to the instructor and/or submitting your paper to the writing lab.

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In general, grades on **PRESENTATION ASSIGNMENTS** are determined from the following criteria:

Content	50%	Presentation content clearly follows the written paper upon which it is based (if applicable). Topic is relevant and addresses assignment specifications. Content presented is comprehensive, accurate, and believable. Key points are noted. Topic is researched adequately.
Organization / Structure	20%	Presentation is well organized, clear and effectively structured. If this is a team presentation, it is integrated rather than being a disjointed series of individual presentations. There is an introduction to gain the audience's attention and explain the purpose of the presentation
Style / Presentation / Appearance	10%	Dress and grooming are appropriate to the setting. Non-verbal cues/gestures are appropriate to presentation and flow of ideas. Content knowledge and confidence are evident. Time is used well/not rushed
Use of Visual Aids	10%	Visual aids are used where appropriate; Visual aids are appropriately professional given the presentation's content. They are easy to see/read. Media are used correctly -- i.e., Overheads, videos, computer generated slides, charts, etc. Visual aids contribute to the overall effectiveness of the presentation
Audience Participation / Adherence to Time	10%	The presenter(s) involved the audience and solicited feedback. Questions from the audience are effectively addressed and answered correctly. The presenter(s) stayed within the allotted time limit.

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Grading Scale:

UOP Grading Guidelines for letter grades A-F, as established by the University of Phoenix, are presented in the *Program Handbook*. Please become familiar with the UOP Grading Guidelines, and discuss questions concerning the University's grading policy with your instructor.

Grading scale based on a 100-point scale.

%	Grade	%	Grade
95+	A	67-69	D+
90-94	A-	64-66	D
87-89	B+	60-63	D-
84-86	B	<59	F
80-83	B-	Incomplete/Missing Work	I
77-79	C+	Missed 2 Classes/Withdraw	W
74-76	C	Withdrawal/Failing	WF
70-73	C-		

The University of Phoenix's Adult Teaching/Learning Model is based on the assumption that in preparation for every course, students will satisfy all prerequisites. During the course itself, students will achieve certain learning outcomes. All performance assessment depends upon the accomplishment of these outcomes. Students are graded on achievement, rather than effort. It is the responsibility of the student to come to class prepared—completing all reading and other assignments—before each workshop.

The University trusts that each student will maintain high standards of honesty and ethical behaviour. All assignments submitted in fulfillment of course requirements must be the student's own work. All assignments except those designated as "group" are meant to represent the effort of each individual student. Group projects and assignments should represent equal efforts by all group members.

While the University's Teaching/Learning Model emphasizes the sharing of professional experiences in the context of analyzing relevant course materials, it is against the policy of the University of Phoenix for students or faculty members to share information in class about present or past employers that would be considered proprietary, confidential, company sensitive, or trade secret. It is assumed that students will perform professionally in preparing work required for this class.

Attendance at all class sessions is mandatory. Participation and attendance account for a significant percentage of the grade. If an absence is necessary, the student must contact the faculty member beforehand and the student must assume all responsibility for ensuring course and assignment coverage for the missed class. One absence is allowed, while second absences require special permission from UOP administration. Please note: *any* absence, even if allowed for *any* reason, will affect your grade.

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Detail Evaluation and Assessment Criteria:

- A** Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.
Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.
- B** Grasps subject matter at a level considered to be good to very good. Participates actively in class discussion. Writes well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work.
Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a high grade.
- C** Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only minimum requirements and displays little or no initiative. Communicates orally (on-ground environments) and in writing at an acceptable level for a college students. Has an acceptable understanding of all basic concepts.
Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.
- D** Quality and quantity of work is below average and barely acceptable.
Example: “D” work is passing by a slim margin.
- F** Quality and quantity of work is unacceptable. Academic credit is not earned for an F.
Example: “F” work does not qualify the student to progress to a more advanced level of course work.

Participation Criteria:

In general, the model of contribution will be that required in a committee in a business or other professional environment. The assessment of participation will be based on multiple considerations of:

1. Effort to participate, and frequency of commentary and contributions.
2. Relevance of the facts and analysis contributed; analysis and synthesis will be given a higher weighting than facts alone.
3. Helping others team members and class members participate and answer their questions/concerns.
4. Providing feedback on class surveys
5. Avoiding interrupting others or dominating the discussion.

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PROJECT OVERVIEW

Your objective as a student in EBUS/C500 will be to convince your Board of Directors (your instructor, your classmates and any guests that might be present during Workshop #6) that an eBusiness project you are proposing is worthy of approval.

Request for Resources. In Workshop #1, you will 'pitch' your idea for an eBusiness project that you will develop over the course of EBUS/C500. Your business must qualify as an eBusiness, you will need to justify that it is a good business and you should convince your audience that you are the right person to manage it. The business may be for your current employer, a business you like (commercial, government, not for profit...) or a dream business you would like to start up. It is important that you pick a business that you are passionate about. Ideally, the project will help you in your career. If the Board rejects your project or you change your mind, you may pitch another project (written and oral) in Workshop #2. Projects may not be changed after Workshop #2.

eBusiness Project Plan. Each student will develop an eBusiness project plan. It is hoped that this plan will provide you with a practical legacy of EBUS/C500 that will help you in your career. The plan should follow these guidelines:

- Executive Summary (~2 pages)
- Background about your business (~2 pages)
- Define e-Business and discuss the trends and forces influencing eBusiness and how it will benefit your business (~2 pages)
- Technology for eBusiness (~3 pages)
- e-Marketing (~3 pages)
- e-Operations (~3 pages)
- Finance (~3 pages)
 - Include a financial table which shows an itemized accounting of the technology investment, the return on the investment (increased sales, reduction of costs) and a time line for recouping the costs.
- Legal, Ethical and Regulatory considerations (~3 pages)
- Recommendations (~1 page)
- References (~2 pages)
- Note: Total should not exceed 30 pages. Information in appendices will not be included in total page count. See faculty page for additional resources.

eBusiness Proposal. On the final day of classes (Workshop #6), you will present an 8-minute formal 'pitch' to your Board of Directors for funding as you would in the real business world. This very convincing oral request will be supported by your formal eBusiness plan.

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LEARNING TEAM AS AN ADVISORY BOARD

For the purposes of EBUS/C500, look at your Learning Team as a Board of Advisors you have carefully selected to help you develop your eBusiness project.

Advisory Board Meeting: Look at your weekly Learning Team Meeting as a meeting of your Board of Advisors. At your meeting, summarize how you have integrated the assigned readings, the topics discussed during the last workshop and your personal research into your project. Ask your advisors how to improve your project plan. While not required, it is very strongly recommended that you come to this meeting prepared with a 3-5 page written outline that you have submitted to the writing lab. The task of assembling your final project will be a lot easier if you write a section each week and use the last week to integrate the weekly sections into your project paper!

Advisory Board Meeting Minutes: Summarize the minutes of your team meeting in a formal 2-3 page business report. Please use the standard University of Phoenix Learning Team Log as a template. Who was at the meeting? Where was it held? How long was it? What was discussed? What was accomplished? Identify areas where there is group consensus and where there is not. Discuss and summarize the effectiveness of the last workshop and the assigned readings in the context of the objectives for EBUS/C500. Identify any areas where Workshop goals or course materials are not clear and how you recommend they be improved. Identify time and location of next meeting. Please submit meeting minutes to your instructor at the beginning of each Workshop.

Advisory Board Meeting Presentation: Each week, a spokesperson for each team will present their meeting minutes to the class. This presentation will lead to a collaborative class discussion of the challenges faced by each student, as well as common eBusiness issues.

Advisory Board Evaluation: Participation in the Advisory Boards is worth five (5) percent of your final grade in EBUS/C500. This grade is determined by your peers. Each student will submit a confidential "Advisory Board Evaluation" (see page 28 of this syllabus) of their Board members at the beginning of the Workshop #6.

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WEIGHTING OF ASSIGNMENTS

<i>ASSIGNMENT</i>	<i>CLASS DUE</i>	<i>%</i>	<i>LENGTH</i>
Individual (70%)			
Elevator pitch: Executive brief	1	5	5 minutes
Executive brief	1	5	2-3 pages
Investor pitch: eBusiness Plan Proposal (PowerPoint presentation)	6	5	8 minutes
eBusiness Plan Proposal	6	50	30 pages
Class Participation (contributions to class discussions, responding to surveys, class attendance, etc.)	1-6	5	
Advisory Board (Learning Team) (30%)			
Team Presentation - eBusiness Strategy	2	5	10 minutes
Team Presentation – eBusiness Technology	3	5	10 minutes
Team Presentation – eBusiness Marketing	4	5	10 minutes
Team Presentation – eBusiness Operations	5	5	10 minutes
Team Presentation – eBusiness Law/Finance	5	5	10 minutes
Individual contributions to team (advisory board minutes, peer review/Advisory Board Evaluation, attendance at team meetings, etc.)	1-6	5	
Total		100	

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Late assignments

Any assignments submitted after the due date will be deducted grades at a rate of 20% per day. Because each assignment is marked out of 100%, after 5 days, a late assignment will receive 0%.

Requests for extensions must be made before the due date of the assignment. Please do not ask for an extension unless you clearly have a good reason. While travel, work related activities, or family activities may cause the occasional class absence, these are NOT good reasons for extensions—ask for flexibility in delivery method, not due date; email allows on-time delivery from almost any point on the globe. Health and other clear emergencies are worth asking for an extension, and usually require an explanatory note (certainly for more than one missed class).

Assignment Standards

Writing Quality. The ability to write clearly and succinctly in business is essential for success in EBUS/C500. This is a graduate level course and as such, it is assumed that you are skilled in effective business communications. Assume heavy grading penalties or outright rejection of any work that does not communicate well. If you do not feel confident about your written business communications skills in English, it is highly recommended that you obtain those skills before taking this course. It is recommended that you use the UOP writing lab to proofread any written assignment in this course. Do not expect your EBUS/C500 instructor to provide remedial help in this area.

Writing Style. It is important to properly present your paper in good writing style (introduction, body and conclusion). For short papers it is even more critical that proper organization and structure be followed. Use at least 3 sources (and cite them) in addition to the text book, especially if you are shooting for the high grades. All assignments must adhere to the APA Standard and have the following:

- a. *Title Page* with course name, date, workshop number that the assignment is for, title of assignment, student name, telephone and email address.
- b. *Header and Footer* showing Workshop number, date, and page numbers.
- c. *Double spacing*, except on the title page.
- d. Proper *references* and/or *bibliography* if applicable.
- e. Font set at "12 point" as outlined in the APA standard
- f. Spell-checked and grammar-checked
- g. All sources cited, including text—at least 3 sources outside of the text book.

Length of Assignment. Any page or word length referenced for an assignment is the recommended **maximum**. Assume grading penalties for work that is not succinct. The title page, references, supplementary appendices and/or bibliography are not included in the total page count for the assignment.

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Course Project. For full grades, your project paper **must** be submitted to the UOP Center for Writing Excellence. Please attach feedback from the writing lab at the start of Workshop #6 with your paper. Failure to provide documentary proof will result in a five (5) percent penalty. You are responsible for assuring that feedback from the lab is back to you in time for you to include it in your final paper.

Submission of Papers. Please submit all written assignments in hard copy format at the start of each workshop.

Class Presentations. The time you take to set-up your presentation is **included** in the total time you are allocated for a presentation. It is highly recommended that you test the presentation media and equipment before class or during the break.

Grade Disputes. If you feel the grade you received on an assignment should be reevaluated, you may request a reevaluation. To request a reevaluation, please submit a formal request to your instructor noting your argument in a clear, businesslike fashion. If available, a qualified third party will be asked to evaluate the same work and an average grade will be assigned. Note: The revised grade is binding and may not be appealed. It is possible to get a lower grade, so consider this carefully before making a request!

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Workshop One

e-Business Strategy and Business Models

Define e-business and its impact on traditional business strategies, processes, and functions.

Analyze the trends and forces driving e-business.

Assess the value proposition and application of e-business to various business models.

Agenda

11 April 2005

Time	Duration	Topic
18:00		Start
	5	Introduction
	20	Expectations of course. Questions.
	15	Discussion: What is eBusiness? What is an eBusiness strategy?
	80	Elevator pitches (10 minutes each including setup, ~12 students)
		“Advisory Board” discussion/evaluation of each project
20:00	20	Break
	20	Remaining elevator pitches / discussion of readings
	50	Guest speaker – eBusiness Strategy
	25	Discussion of eBusiness Strategy issues.
	5	Wrap up, preview of next class
22:00		Finish

ASSIGNMENTS

1. Confirm with university administration that your contact information as it appears on EBUS/C500 class roster is correct
2. Read Section One in eResource
3. Submit a written 2-3 page executive brief to the CEO of your company (your instructor) at the beginning of the class that articulates the following:
 - a. Introduce yourself. Clarify your name, your coordinates (preferred email contact, telephone), educational background (where you obtained your undergrad degree, when), current employer, job title, job description and how long you have been in the role. What do you

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- hope to achieve with this course? How will you measure the success of your investment of time and money in EBUS/C500?
- b. Define eBusiness. How did you arrive at this definition? Why do you feel it is an appropriate definition? Cite your sources.
 - c. Introduce your Business. Pick a business you would like to analyze for your EBUS/C500 project. See Project Overview in this syllabus for selection criteria.
 - d. Justify that your project qualifies as an eBusiness. Clarify if and how eBusiness is currently used in the business. Describe your vision of what you can do for your chosen company by implementing or enhancing its eBusiness activity. What aspects of eBusiness will allow you to do business faster, better or cheaper?
 - e. Clarify your business environment. What is the business 'pain' you will be addressing in your eBusiness project? How will your project address this 'pain'? Identify timeframes, budget and any other key issues that are relevant to your project. Articulate how you will measure the success of your eBusiness project.
 - f. Call to action. Summarize what you want from your CEO. When will the project will be complete? How much will it cost? What do you propose will be the return on investment to the CEO? How do you want the CEO to evaluate your project?
3. "Elevator pitch" presentation of your written executive brief. (Note example on faculty page.) You have no more than 10 minutes of class time (setup and presentation of 5 minutes) to communicate the highlights of your background, your project and to convince your CEO that you should be allowed to proceed with your proposal. No PowerPoint slides, but you're welcome to use simple props. You specify when you want to start your presentation. You will get a warning at 4 minutes. At 5 minutes on the digital watch, your presentation will be cut off. Be succinct! Be enthusiastic! Be convincing!
 4. Read the following items, available at <http://ecampus.phoenix.edu>:
 - a. "Learning Team Charter"
 - b. "Directions for Completing Learning Team Log"
 - c. "Learning Team Log"
 - d. "Directions for Completing the Learning Summary"
 - e. "Learning Summary"
 5. Select Advisory Board (Learning Team) members who will work together throughout the course.
 6. Determine and articulate an appropriate Advisory Board meeting strategy.

These assignments are due in Workshop One.

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Advisory Board Meeting One

Time: 4 hours

ASSIGNMENTS

1. Respond individually to the workshop survey before the team meeting.
2. Create the Learning Team Charter.
3. Review the workshop and the assigned readings.
4. Advisory Board update. Discuss your overall project objectives and how they meet the objectives of EBUS/C500. Discuss the feedback you received in class on your presentation. Articulate why your business is a good business and why your business is an eBusiness. What is the business 'pain' you are addressing? Discuss the section on eBusiness strategy. Clarify what your strategy is and note the tactics you will use to support the strategy. What is your budget? What are your timeframes for implementation? How specifically will you measure success?
5. Prepare the Advisory Board meeting minutes. See section on Learning Team as an Advisory Board and faculty page for example format.
6. Advisory Board meeting presentation. See section on Learning Team as an Advisory Board.

These assignments are due at the start of Workshop Two.

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Workshop Two

Technology as an Enabler to e-Business

Describe various external and internal information systems, networks, or technical infrastructures that enable e-business.

Assess the applicability of technology and technology resources in enabling overall business goals and strategies.

Agenda

18 April 2005

Time	Duration	Topic
18:00		Start
	10	Agenda. Housekeeping.
	30	Advisory Board presentations – eBusiness Strategy (10 mins X 3)
	20	Discussion of presentations
	60	Discussion – eBusiness technology reading
20:00	20	Break
	50	Guest speaker – Technology as an enabler
	45	Discussion – Build or buy?
	5	Wrap up, preview of next class
22:00		Finish

ASSIGNMENTS

1. Read Section Two in the eResource.
2. Submit Advisory Board (Learning Team) minutes.
3. Present Advisory Board (Learning Team) minutes. Make a 5 minute presentation (10 mins max, including setup) on your team's process, feedback and conclusions about the Strategy section of your project.

These assignments are due in Workshop Two.

COURSE SYLLABUS

Advisory Board Meeting Two

Time: 4 hours

ASSIGNMENTS

1. Respond individually to the workshop survey before the team meeting.
2. Review the workshop and the assigned readings.
3. Advisory Board update. Discuss how eBusiness technology will be applied to your project. Describe at least 3 ways technology will be used to do business cheaper, better or faster. Clarify which vendors and specifically which products and/or services you will use to address your needs. Are your recommendations within your budget and realistic for the size and growth objectives for your company? What is your return on investment? How will this investment pay for itself and how soon? Will you build or buy? Include any additional resources needed, including staff, hardware and software, facilities, money, and possible outsourcing options.
4. Prepare the Advisory Board meeting minutes. See section on Learning Team as an Advisory Board.
5. Advisory Board meeting presentation. See section on Learning Team as an Advisory Board.

These assignments are due at the start of Workshop Three.

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Workshop Three

E-Marketing

Compare and contrast market research methods in e-business and traditional business.

Compare and contrast marketing strategies and application of the marketing mix in e-business and traditional business.

Assess the effectiveness of e-marketing strategies in enabling overall business goals and strategies.

Agenda

25 April 2005

Time	Duration	Topic
18:00		Start
	10	Agenda. Housekeeping.
	30	Advisory Board presentations – eBusiness Technology (10mins X 3)
	20	Discussion of presentations
	60	Discussion – eMarketing reading
20:00	20	Break
	50	Guest speaker – eMarketing
	45	Discussion – How do you buy online?
	5	Wrap up, preview of next class
22:00		Finish

ASSIGNMENTS

1. Read Section Three in the eResource.
2. Submit Advisory Board (Learning Team) minutes.
3. Present Advisory Board (Learning Team) minutes. Make a 5 minute presentation (10 mins max, including setup) on your team's process, feedback and conclusions about the Technology section of your project.

These assignments are due in Workshop Three.

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Advisory Board Meeting Three

Time: 4 hours

ASSIGNMENTS

1. Respond individually to the workshop survey before the team meeting.
2. Review the workshop and the assigned readings.
3. Advisory Board update. Discuss how eMarketing will be applied to your project. Interview a marketing professional (a manager within your own organization or one similar to your chosen company) regarding the incorporation of e-marketing strategies within the overall marketing plan. Discuss how segmentation and positioning strategies are affecting the marketing and media mix. Summarize the results of your interview, assess the e-marketing strategies' effectiveness in enabling the organization's overall business goals and strategies, and outline a plan in which you compare and contrast the benefits and limitations of online and offline marketing to your chosen company as it assesses its marketing options. State clearly the company background and the problems you are facing. List the options you have investigated. Recommend a course of action. Devise a high-level e-marketing plan that outlines e-marketing strategies and tactics for the next year. Estimate your costs and discuss when and how this investment will pay for itself.
4. Prepare the Advisory Board meeting minutes. See section on Learning Team as an Advisory Board.
5. Advisory Board meeting presentation. See section on Learning Team as an Advisory Board.

These assignments are due at the start of Workshop Four.

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Workshop Four

e-Operations

- Assess the effectiveness of e-business principles applied to business operations to enable overall business goals and strategies.
- Develop a plan to apply technology that will update or improve operations in support of overall business goals and strategies.

Agenda

2 May 2005

Time	Duration	Topic
18:00		Start
	10	Agenda. Housekeeping.
	30	Advisory Board presentations – eMarketing (10 mins X 3)
	20	Discussion of presentations
	60	Discussion – eBusiness Operations reading
20:00	20	Break
	50	Guest speaker – eBusiness Operations
	45	Discussion – Customer Relationship Management
	5	Wrap up, preview of next class
22:00		Finish

ASSIGNMENTS

1. Read Section Four in the eResource.
2. Submit Advisory Board (Learning Team) minutes.
3. Present Advisory Board (Learning Team) minutes. Make a 5 minute presentation (10 mins max, including setup) on your team's process, feedback and conclusions about the eMarketing section of your project.

These assignments are due in Workshop Four.

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Advisory Board Meeting Four

Time: 4 hours

ASSIGNMENTS

1. Respond individually to the workshop survey before the team meeting.
2. Review the workshop and the assigned readings for weeks 5 and 6
3. Advisory board update. Note: It is recommended that you discuss eBusiness Law as well at this meeting in order to receive timely guidance with your final project

Discuss how eBusiness operations will be applied to your project. How will you apply technology that will update or improve operations in support of your company's overall business goals and strategies? Choose three vendors that provide operations solutions in one or more of the following areas: CRM, SCM, ERP, MRP or other systems that most apply to your business. After investigating the white papers and customer case studies provided on the vendor Web sites, assess how the vendors' solutions can enable your chosen company to better meet its overall business goals. Be sure to explain the rationale for your e-operations plan. Estimate your costs and discuss how and when this investment will pay for itself.

Discuss how legal, ethical and regulatory issues impact your project. Articulate any intellectual property or jurisdictional issues. Choose an area that is particularly relevant to your chosen company and make recommendations as to forms of practice and/or codes of ethics.

4. Prepare the Advisory Board meeting minutes. See section on Learning Team as an Advisory Board.
5. Advisory Board meeting presentation. See section on Learning Team as an Advisory Board.

These assignments are due at the start of Workshop Five.

COURSE SYLLABUS

Workshop Five

e-Business Finance, Law, and Regulations

- Determine the importance of sound financial planning to e-business.
- Explain how the application of e-business principles can facilitate accounting transparency and financial and managerial reporting.
- Weigh the impact of legal, regulatory, and ethics issues on e-business.

Agenda

9 May 2005

Time	Duration	Topic
18:00		Start
	10	Agenda. Housekeeping.
	20	Advisory Board presentations – eOperations (7.5 mins X 3)
	25	Advisory Board presentations – eBusiness Law (7.5 mins. X 3)
	20	Discussion of presentations
	45	Discussion – eBusiness Finance, Law and Regulation reading
20:00	20	Break
	50	Guest speaker – eBusiness Law/Finance
	45	Discussion - TBD
	5	Wrap up, preview of next class
22:00		Finish

ASSIGNMENTS

1. Read Section Five in the eResource.
2. Submit Advisory Board (Learning Team) minutes.
3. Present Advisory Board (Learning Team) minutes. Make two (2) 5 minute presentations (15 mins max, including setup) on your team's process, feedback and conclusions about the eOperations section of your project as well as to obtain guidance on eBusiness Law/Finance as discussed this evening.

These assignments are due in Workshop Five.

COURSE SYLLABUS

Advisory Board Meeting Five

Time: 4 hours

ASSIGNMENTS

1. Respond individually to the workshop survey before the team meeting.
2. Review the workshop and the assigned readings.
3. Advisory board update. Discuss your final project papers. Are they complete? Well integrated? Do they comply to the guidelines in the syllabus? Note: There is no requirement to take or present minutes from this meeting.
4. Complete Advisory Board Evaluations. Please complete one evaluation form (see page 28) for each member of your Advisory Board.

These assignments are due at the start of Workshop Six.

COURSE SYLLABUS

Workshop Six

e-Business Applications

Analyze real-world examples of successful applications of e-business principles in support of business goals and strategies.

Debate the integration of e-business and technology management within functional management roles.

Agenda

16 May 2005

Time	Duration	Topic
18:00		Start
	10	Agenda. Housekeeping.
	50	Discussion of readings, financing an e-Business
	60	First 6 individual presentations (10 mins. X 6)
20:00	20	Break
	90	Remaining individual presentations (10 mins. X ?)
	10	Wrap up. Convene to Cactus Club? The Keg?
22:00		Finish

ASSIGNMENTS

1. Read Section Six in the eResource.
2. Submit Advisory Board Evaluations.
3. Submit the Learning Summary. Each Advisory Board (Learning Team) member should submit one copy to the instructor and retain one copy to help write the Learning Team Charter in the next course.
4. Submit the final eBusiness plan proposals for your chosen company. Include a discussion on Legal, Regulatory and Ethics Issues as per readings. **This assignment is to be submitted in hard copy at the start of the workshop.**
5. Individual 8 minute presentations of eBusiness plan proposals – 10-15 slide PowerPoint presentation. (10 minutes max, including setup time.)

These assignments are due in Workshop Six.

COURSE SYLLABUS

WRITTEN ASSIGNMENT FEEDBACK SHEET

Student / Team Name(s)	Date
Course EBUS/C500	Assignment

Content/Development (70% Grad)

<p><i>Subject Matter -- (50% Grad/40% Undergrad)</i></p> <ul style="list-style-type: none"> • Key elements of assignments covered • Content is comprehensive/accurate/persuasive • Displays an understanding of relevant theory • Major points supported by specific details/samples • Research is adequate/timely • Writer has gone beyond textbook for resources 	
<p><i>Higher-Order Thinking -- (20% Grad/10% Undergrad)</i></p> <ul style="list-style-type: none"> • Writer compares/contrasts/integrates theory/subject matter with work environment/experience • At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing 	

Organization (20% Grad)

<ul style="list-style-type: none"> • The introduction provides a sufficient background on the topic and previews major points • Central theme/purpose is immediately clear • Structure is clear, logical and easy to follow • Subsequent sections develop/support the central theme • Conclusion/recommendations follow logically from the body of the paper 	
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Style/Mechanics (10% Grad)

<p><i>Format</i></p> <ul style="list-style-type: none"> • Citations/reference page follow guidelines • Properly cites ideas/info from other sources • Paper is laid out effectively -- uses, headings and other reader-friendly tools • Paper is neat/shows attention to detail <p><i>Grammar/Punctuation/Spelling</i></p> <ul style="list-style-type: none"> • Rules of grammar, usage, punctuation are followed • Spelling is correct <p><i>Readability/Style</i></p> <ul style="list-style-type: none"> • Sentences are complete, clear, and concise • Sentences are well-constructed with consistently strong, varied structure • Transitions between sentences/paragraphs/sections help maintain the flow of thought • Words used are precise and unambiguous • The tone is appropriate to the audience, content, and assignment 	
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Comments / Grade

Mark: _____

Grade: _____

COURSE SYLLABUS

ORAL PRESENTATION FEEDBACK SHEET

Student / Team Name(s)	Date
Course EBUS/C500	Assignment

Content (50%)

<ul style="list-style-type: none"> • Presentation content clearly follows the written paper upon which it is based (if applicable) • Topic is relevant and addresses assignment specifications • Content presented is comprehensive, accurate, and believable • Key points are noted • Topic is researched adequately 	
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Organization/Structure (20%)

<ul style="list-style-type: none"> • Presentation is well-organized, clear, and effectively structured • If this is a team presentation, is it integrated rather than being a disjointed series of individual presentations • There is an introduction to gain the audience's attention and explain the purpose of the presentation 	
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Style/Presentation/Appearance (10%)

<ul style="list-style-type: none"> • Dress and grooming are appropriate to the setting • Non-verbal cues/gestures are appropriate to presentation and flow of ideas • Content knowledge/confidence are evident • Time was used well/not rushed 	
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Use of Visual Aids (10%)

<ul style="list-style-type: none"> • Visual aids are used where appropriate • Visual aids are appropriately professional given the presentation's context • They are easy to see/read • Media are used correctly -- i.e.; overheads, videos, computer generated slides, charts, etc. • Visual aids contribute to the overall effectiveness of the presentation 	
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Audience Participation (10%)

<ul style="list-style-type: none"> • The presenter(s) involved the audience and solicited feedback • Questions from the audience are effectively addressed and answered correctly 	
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Adherence to Time Limit (Minus Overall Marks)

<ul style="list-style-type: none"> • The presenter(s) stayed within the allotted time limit (Failure to do so may result in a deduction of points) 	
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Comments / Grade

MARK: _____

GRADE: _____

Advisory Board Evaluation

Course: EBUS/C500

In completing this form, do not identify yourself. Objectively evaluate the team's performance on the following questions. Attempt to rate without regard to positive or negative feelings that you may have for each of individual members. Using the following scale, circle one number as your response to each question:

1= Not at all effectively 2= Not very effectively 3= Somewhat effectively 4= Effectively 5=Very Effectively

How effectively did members of the Advisory Board?

- | | | | | | |
|--|---|---|---|---|---|
| Make individual contributions that helped the team accomplish its goals? | 1 | 2 | 3 | 4 | 5 |
| Maintain an atmosphere in which each member could contribute to the team? | 1 | 2 | 3 | 4 | 5 |
| Remain focused on important issues during team discussions? | 1 | 2 | 3 | 4 | 5 |
| Search for alternative points of view or compromise within team discussions? | 1 | 2 | 3 | 4 | 5 |
| Deal with and resolve conflict within the team? | 1 | 2 | 3 | 4 | 5 |

Using the scale below, individually grade each member of your Board, including yourself, out of 10 for a total grade / 100.

0= No Participation 2= Slight Participation 5= Moderate participation 8= Significant Participation 10= Outstanding Participation

<i>Team Member Name:</i>						
Prepared <small>(Research, reading, and assignment complete)</small>						
Attendance <small>(On-time and stayed for duration)</small>						
Participation <small>(Contributed best academic ability)</small>						
Dignity, Respect, and Listening <small>(Present and respectful)</small>						
On task <small>(Conducted like a business meeting)</small>						
Rotate tasks <small>(Willingly offered and accepted new tasks)</small>						
Conflict resolution <small>(Willingness to resolve disputes out-lined in the team charter)</small>						
Decisions by Consensus <small>(Lead or follow appropriately)</small>						
Communication between meetings <small>(Initiate and respond appropriately)</small>						
Other <small>Please specify criteria below</small>						
Grade / 100						

Other evaluation criteria? _____

What changes would you like to see in future Advisory Boards? _____