University of Zambia

GRADUATE SCHOOL OF BUSINESS

E-business strategies and models

ASSIGNMENT MODULE GUIDE

2017/2018

1. Overview

Module Tutor: Dr. Collins C. Kachaka

Room: DRGS

Tel: 0978-751050

Email: collinschi@gmail.com

Level: Post Graduate

Credits: 20%

Module Pre-requisites: None

2. Learning and Teaching Strategy

Lecturer-led sessions will be carried out for five (05) days and thereafter lessons and support will be delivered through the ONLINE Platform. Academic journal material, contemporary case studies and industry documents will be used to examine the principles and practices of e-business management.

3. Module Communications

The Module Lecturer’s contact details are provided at the top of this page. You must check your email address regularly as many module communications are channelled through this medium. You should also heavily rely on the Web Portal to see latest communication

4. Module Description

This module examines how and why the concept of E-business models has come to the fore in recent years. This module is aimed at the formulation of the digital age business strategy. It is designed to address issues associated with the development of e-business strategies for the current and emerging organisations. The module also examines issues such as aligning the organisation's strategy with its technology investments, and the ways organisations gain competitive advantage or reduce their costs by using electronic business to deliver products or services, or to support other activities in their value chain. The module will provide students with the knowledge and skills necessary to align e-business activities and to analyse e-business strategies that are competitive in the emerging arena of e-business; by emphasising business, information systems, IT strategies, e-business models, e-marketing, e-supply chain management and CRM, e-enterprise resource planning, and e-business policy issues.

5. Expected Learning Outcomes and Assessment

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| --- | --- | --- |
|  | Learning Outcomes | Assessment |
| 1. | Exhibit knowledge and understanding of e-business models and strategies. | Critically analyse different e-business models and their impact on enterprises business strategy. |
| 2. | Explore issues relevant to the development, implementation and evaluation of a successful e-business strategy, and apply knowledge to real world situations through class discussions, case analysis and e-business specialists. | 2.1- Exploit e-business opportunities and create an e-business strategy for existing business and globalise e-business. 2.2- Certify that e-business strategy will be able to adapt to future challenges and maximize the enterprise’s long-term chance for success. 2.3- Empathise the policy and legal issues of e-business and their impact on business strategy. |
| 3. | Critically evaluate and comment on tools, techniques and methods required for the development of e-business strategy with a view to exploit business opportunities. | Review and utilise the tools and techniques required to discover e-business opportunities, strategic planning and control of e-business projects. |
| 4. | To develop analytical and critical awareness of the components or issues associated with the development, implementation and evaluation of an e-business strategy. | 4.1- Critically review e-business models and approaches used to develop an e-business strategy. 4.2- Depict how to integrate an organization's "online and offline" marketing strategies |
| 5. | Undertake and exploit research in e-business strategy and associated areas of knowledge, and critically review, consolidate and understand a systematic and coherent body of knowledge | Identify and retrieve relevant information from various sources, and read and summarise complex e-business material and strategic concepts. |
| 6. | To communicate with a specific target/s group/s in English language with emphasis on content, clarity, conciseness and style. • Communicate with a specific target groups | Communicate in a way that is comprehensible to others by production of a reports, presentations and discussions |

1. Assessment Deadlines

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| --- | --- | --- | --- |
| Assessment item | | Due Date | Weight |
| 1 | Report of 3000-3500 words maximum | 30 June 2017 | 20% |
| 2 | Test | TBA | 20% |
| 3 | Examination | TBA | 60% |

1. Module Calendar:

See separate document for the schedule of activities in the workshop.

8. Indicative Reading:

##### Textbooks:

Li, F. (2007) What is E-business: How the internet transforms organisations, WileyBlackwell.

Turban, E. et al, (2006) “Electronic Commerce: A Managerial Perspective”, 2nd Edition, Pearson/Prentice Hall, 2006.

Chen.S, “Strategic Management of E-business”, John Wiley & Sons, March, 2003 McKay J and Marshall P, "Strategic Management of Ebusiness", John Wiley & Sons Ltd (Aus), 2004

Robert,.M. et al, (2000) “E-Strategy, pure and simple”, McGraw-Hill

Papazoglou,M. and Ribbers, P. (2006) E-business organisational and technical foundations, John Wiley & Sons

Chaffey, D. (2010) E-business and E-commerce management: Strategy implementation and practice, 4th Edition, FT Prentice Hall.

Laudon, K.C.,Traver C.G.,(2008) E-Commerce: Business. Technology. Society.,Forth edition, Pearson International Edition.

##### Journals

##### Internet research

International Journal of Web Information Systems

Journal of Enterprise Information Systems

##### Websites

http://www.guava.co.uk/resources/research-reports/

http://www.internetworldstats.com/

http://www.statistics.gov.uk/cci/nugget.asp?ID=8

9. Guidelines for the Preparation and Submission of Assignments:

1. Assignments should be word-processed or PDF in Times New Roman 12 point font, be double-spaced, on A4 size paper. Writing should appear on only one side of the paper, be fully justified and with each page being numbered in the footer, numbering to be centred.
2. There should be a title page detailing the programme, module title, assignment title, student number, marking LECTURER and date of submission. It is good practice to put your student number in the top left hand side of the header of each page, and the date of submission in the top right.
3. Word Count: You are expected to revise and edit your assignment to remain within +/- 10% of the indicative word length outlined. In order to ensure that word counts can easily be checked you should include a note of the word count as identified by your word processing package. A deduction should be made from this figure for all tables, figures, quotations, appendices and references which DO NOT count towards the overall word limit.

Students who exceed a specified indicative word length for a written assignment will be subject to the following penalty system:

* Up to 10% over the specified indicative word length = no penalty
* 10 – 20% over the specified indicative word length = 5 marks subtracted
* More than 20% over the indicative word length = Student gets only a maximum of 40% regardless of how well he/she writes

Assignments shorter than the indicative word length will not have marks deducted.

1. All written work must be referenced using the Harvard System, full details of which are available from the Library website:

[http://data.Zambia.ac.uk/bissto/infoskills/useinfo/cite/harvard/index.htm](http://data.bolton.ac.uk/bissto/infoskills/useinfo/cite/harvard/index.htm)

1. Electronic copies of assignments should be submitted via the Web Portal.
2. Submission of assessments may be done on or before the published submission date. Assignments not available at this time will be considered late unless an extension has been previously agreed.
3. Students who fail to submit assessments by the specified date (without an extension being granted or without accepted Mitigating Circumstances) will be subject to the following penalties:

* Up to 5 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than 40%.
* Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than 40%.
* More than 10 calendar days late = 0 marks awarded.

Please note that it is your responsibility to ensure that the assignment is submitted in the format/s specified in the Assessment Brief.

N.B. YOU SHOULD ALWAYS ENSURE YOU KEEP A COPY OF ANY ASSIGNMENT SUBMITTED.

1. In the case of exceptional and unforeseen circumstances, an extension of up to 5 days after the assessment submission deadline may be granted by the GSB Dean – if arranged before the deadline.
2. Requests for extensions for periods longer than 5 days must be made to the Dean GSB

10. **General Assessment Criteria FOR E-BUSINESS STRATEGIES & MODELS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Relevance** | Knowledge | **Argument/Analysis** | **Structure** | **Presentation** | **Written English** | **Research/Referencing** |
| **Class I (Exceptional**  **Quality)** | **80%+** | As for Class 1(70-79%) but exceptional work | | | | | | |
| **70-79%** | Directly relevant to title. Addresses most or all of the implications and assumptions of the title. | Demonstrates an excellent knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise the most important issues, themes and questions. | Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking.  A comprehensive evaluation of the material resulting in clear, logical and illuminating conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | A very well written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | All sources accurately cited in the text and a very extensive reference list in the correct style is provided. |
| **Class II/i (Very Good Quality)** | **60-69%** | Directly relevant to title.  Addresses some of the implications of the issues addressed by the title. | Demonstrates a comprehensive knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise key issues, themes and questions. | Uses appropriate arguments or theoretical models.  A sound evaluation of the material resulting in clear and logical conclusions. | For the most part coherently articulated and logically constructed.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of FTP. | Well written with standard spelling and grammar. Style is clear and academic. | All sources accurately cited in the text and a wide range of appropriate references cited in the reference list in the correct style. |
| **Class II/ii (Good Quality)** | 50-59% | Generally addresses the title and its implications, but sometimes addresses irrelevant issues. | Demonstrates a good knowledge/understanding of theory and practice for this level, through the identification and critical appraisal of some key issues, themes and questions. | Provides a coherent argument, but some loss of focus and consistency. Some issues lack clarity, or theoretical models expressed in simplistic terms.  Adequate critique, with some descriptive or narrative passages. Conclusions are fairly clear and logical. | Adequate attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is correct for the type of assignment.  Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic. | Most sources accurately cited in the text and an appropriate reference list in largely the correct style is provided. |
| **Class III (Satisfactory Quality)** | **40-49%** | Some degree of irrelevance to the title. Superficial consideration of the issues. | Demonstrates adequate knowledge/understanding of theory and practice, with appraisal of some basic issues, themes and questions. | An argument is evident but lacks clarity and coherence in places. Issues are only broadly stated.  Some analysis with descriptive or narrative passages. Conclusions are not always clear or logical. | Some attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment.  Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader.  Style limits communication and tends not to be academic. | Some relevant sources cited. Some weaknesses in referencing technique. |
| **Borderline**  **Fail** | **35-39%** | Some significant degree of irrelevance to the title is common. Onlythe most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge/understanding of theory practice for this level. Key issues not identified or appraised. | A basic argument is presented, but largely descriptive or narrative in style with contradictory analysis. Conclusions are neither clear or logical. | Poorly structured. Lack of articulation.  Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult.  Simplistic or repetitious style impairs clarity. | Limited sources and weak referencing. |
| **Fail** | **<34%** | Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Severely limited arguments. Descriptive or narrative in style with no evidence of critique.  Conclusions are sparse. | Unstructured.  Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP as above. | Poorly written with numerous deficiencies in grammar, spelling, expression and style. | An absence of academic sources and poor referencing technique. |

11. Assessments

Assignment Number 1: Case study (20%)

Assignment Title: -

Assignment Length: 3000-3500 words maximum

Submission Deadline: 30/06/2017

# Learning Outcomes:

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| --- |
| Exhibit knowledge and understanding of e-business models and strategies. |
| Explore issues relevant to the development, implementation and evaluation of a successful e-business strategy, and apply knowledge to real world situations through class discussions, case analysis and e-business specialists. |
| Critically evaluate and comment on tools, techniques and methods required for the development of e-business strategy with a view to exploit business opportunities. |
| To develop analytical and critical awareness of the components or issues associated with the development, implementation and evaluation of an e-business strategy. |
| Undertake and exploit research in e-business strategy and associated areas of knowledge, and critically review, consolidate and understand a systematic and coherent body of knowledge |
| To communicate with a specific target/s group/s in English language with emphasis on content, clarity, conciseness and style. • Communicate with a specific target groups |

Secondary Research - It is expected that the Reference List will contain between **15 to 20** sources. As a **MINIMUM** the Reference List should include 3 refereed academic journals and 4 academic books.

**Specific Assessment Criteria**

**First class**

A thorough evaluation of the role of an e-business will be provided. Justifiable and innovative ideas for improving the business will be proffered. There will be evidence of extensive research and the work will be prepared and delivered to a highly professional standard.

**Second Class**

A comprehensive evaluation effective e-business will be provided. Justifiable ideas for improving the business will be proffered. The work will show evidence of wide research and will be prepared and delivered to a professional standard.

**Third class**

A satisfactory understanding of the drive for effective e-business will be demonstrated. Considered ideas for improvements in the case study company will be proffered. The work will show evidence of sufficient research and will be structured and well delivered.

**Fail:** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.