



MIB 320 E Business Management Winter 2016

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MIB 320 E Business Management Winter 2016

Course Details

Course Title	E Business Management
Course Code	MIB 320
Credit Hours	3
Semester & Year	Winter 2016
Pre-requisites	To be Completed
Co-requisites	None
Department	Solbridge International School of Business
Course Coordinator	MBA Program Director

Contact Hours

Class Type	Days	Time	Room
Lecture	M, T, W, TH, F	7:00 pm to 10:00 pm	TBD

Instructor details

Instructor:	Alejandra Marin
Room:	1111, Solbridge
Consultation Hours:	1. After class 2. Other times: By appointment or Open Door Can Send Email for appointment Open Door: If Instructor Free, Welcome
Email:	amarin@solbridge.ac.kr
Telephone:	+82 42 630 8512
Instructor Webpage:	Moodle system. Password: 12345

Mission Map

Mission Based Goals	Approximate % of Course Content	Approximate % of Assessment
		
Global Perspective	35%	35%
Asian Expertise	5%	5%
Creative Management Mind	40%	40%
Cross Cultural Competence	10%	10%
Social Responsibility	10%	10%
Total	100%	100%

Course Introduction

Digital businesses and E Businesses are common names to describe a plethora of businesses which really heavily on the internet to conduct businesses. A common element of these businesses is that business models innovation and technological trajectories define core organizational strategies. Moreover, many strategies devised for physical goods and markets need to be revised in this new information economy.

Today, flagship digital businesses all over the world such as Facebook, Alibaba, Naver, eBay, Amazon, are now leading global brands with turnovers of billions of dollars. Moreover, most of these changes have happened in a few decades. However, the road to digital business success is not straightforward. In many occasions there are several difficulties when selecting a strategic decisions and surviving an increasingly harsh competitive environment. But whether it is a new business or an existing one, those that have survived usually have learnt to make decisions in a digital economy, about digital marketing, supply chain management and other key strategic areas.

Course Objectives

The course will explore managerial principles applied to organizations that conduct businesses via the internet. In particular, the course will touch on general economic and strategic implications of E-Business technologies. It will also explore in more detail the basic managerial functions (i.e., strategy, marketing, accounting, logistics, finance, and ethics) when doing E-Businesses. The specific objectives are:

1. To understand key principles such as network effects, compatibility, complementarity, and standardization, behind the functioning of E-Businesses.
2. To recognize and apply different business models and strategies, across different markets and organizational functions.
3. To develop technical competences to collect and analyze information used in the strategic decisions of managers of E-Businesses.

Teaching Methodology

Based on the previously described course objectives, each session aims at acquiring a broad range of theoretical as well as hands-on knowledge and practicing different skills. Therefore, the structure of each meeting is different. I emphasize **group learning, communication skills and self-study**. It is of extreme importance that you read the obligatory literature before you attend the session. Since the course's success is largely depending on your commitment and input, I expect an active and positive learning attitude.

Course Materials and Readings

We are using the following eText:

- 1) **Chaffey, D. Digital Business and E-commerce. 6th Edition. Pearson.**
978-0-273-78655-9 (eText)
978-0-273-78654-2 (print) (If you can find it on your own)
978-0-273-78657-3 (PDF)
- 2) Online website: Moodle (E Business Management Password: 12345)
- 3) The cases will be provided in the class. Additional readings can be found in Moodle.

Assessment Method

Your grade will be determined by your performance on individual and teamwork participation. The final grade will be determined as exhibited in Table 1.

Table 1. Assignments and percentage

Team work	%
Team project	25%
Team work	10%
Team activity on API	10%
Individual work	
Midterm	20%
Participation (peer evaluation)	15%
Attendance	20%
Total	100%

This class also follows the rules and expectations regarding letter grades provided by SolBridge and it also follows the grading curve policies. See table 2.

Table 2. Number and letter grade correspondence

Score	Letter Grade
90-100	A0~A+
80~89	B0~B+
60~79	D0~C+
0~59	F

1. Team work

1. Team project

The class will be divided into teams, each consisting of 4/5¹ people. During the period, each team will develop a business plan for either an already existing or new business. Already established companies such as Alibaba, Naver, eBay, Amazon, Google or similar cannot be included as companies to develop the business plans.

The business plan will consist of the following part:

e-Business Plan**

1. Executive summary: this will be the only writing part of your e-Business plan. Two pages long, single space in which the team presents a key point from each of the following sections. Also the executive summary should excite the reader and reader should want to know more about the business after reading the executive summary.
2. Description of the e-business strategy:
 - a. Mission Statement
 - b. Values to be encouraged by the organization
 - c. Business model
 - d. What is the competitive advantage of this e-business?
3. Market analysis
 - a. Target market analysis: a definition and description of prospective customers, including target markets, size and structure of the customer base, and growth prospects.
 - b. Potential competitors, strategic allies: begin this process by considering the range of competition in your marketplace because not all competition is the same, there are different types of competitors your business will face (direct, indirect, and future competitors). Also identify potential partner organizations that can work as complements of your products or services.
4. Operations:
 - a. Business location: this is important if the organization plans to sell products or to have a physical storefront, stores products in a warehouse, or services customer via a call center.
 - b. For products: if the organization plans to sell products, please discuss possible suppliers, quality control procedures, and any other relevant aspects regarding products and suppliers.
 - c. Pricing strategy: describe your strategy to set up the price (i.e., penetrating price, skimming, blade and razor, etc.), who pays for the service, how much.
 - d. Promotion plan: because we are talking about e-business plan, here the team needs to emphasize how it is going to use internet to support promotion of products or services. Discuss also the strategy to establish internet presence and communication with its target market, discount policies, and any other communication channels the organization might use.
 - e. Delivery plan: discuss your distribution strategy, usage of online and off-line distribution channels.
 - f. Customer service: another important aspect related to marketing and the usage of internet. Please discuss customer expectations about post sell service, type of payment systems, and procedures and policies to guarantee efficiency in customer service operations. Moreover, include which metrics the organization is going to use to measure customer service.
 - g. Organization structure and management plan: how the business intends to organize itself to achieve the business model. Information about the background, skills, and contributions (expected for new companies) of each of the top managers in the business.

** Taken from http://myphliputil.pearsoncmg.com/student/bp_turban_introec_1/TutIntro.html

¹ To be determined depending on the number of students registered in the class.

Note: not all parts of a traditional business plan will apply to all the businesses. The team needs to judge the level of relevance according to the type of business that the team is analyzing.

2. Team class work

We will have sessions in which teams will work in class exercises. In some occasions these exercises will be discussed in front of the class. These exercises will be done in teams and they will count as team work and team participation. There is a description of the activities to be done in teams in the respective sessions.

3. Team activity on API

We will do a technical exercise as part of the development of technical competences in the class. For this team, the team members should have access to their laptops (at least two per team). We will conduct an activity in class in which we will collect information using what is called API (Application Programming Interfaces). The team will collect and analyze information and present the results to the rest of the class. More instructions will be provided the day that we do this exercise in class.

Note: Although the tendency is for all the team members to have the same grade across the different activities, I reserve the right to make individual adjustments (higher or lower) for individual team members depends on effort and participation.

2. Individual work

1. Midterm

We will have one exam during the course. The exam will be done in class and in the middle of the period. Because of the nature of the topics, the exams can have short/open-ended questions, short essay types, and multiple choice.

2. Individual participation

Active participation is very important for this course. Class discussion will revolve around the assigned readings, quizzes, individual presentations, class exercises and short assignments. In addition, we will discuss three cases throughout the semester. It is essential, therefore, that you read these assignments and do the assessments prior to class.

Preparation for a case discussion should begin with: 1) A rapid reading of the assigned case and other materials. 2) Then, it is mandatory to review the discussion questions provided for clues as to what issues require special attention. 3) The last step is normally to re-read the case carefully, taking notes that sort information, facts, and observations under a number of relevant headings. Push yourself to reach definitive conclusions before you come to class.

Note: If while in class I see that not many people are participating, I can do a short quiz about the case.

Because there is a lot of team work, we will do a peer evaluation and this evaluation can affect your individual grade in your participation.

The participation points cannot be made up if you did not attend class other than if you are absent because of a documented University event for which you have previously notified me or a documented serious illness.

3. Attendance

Through the class period, there will be different activities based on team work. If the student does not come to class, the student won't have access to the points provided by each activity. These points will count for your attendance in class. Moreover, following Woosong policies, it is expected that students attend to all sessions. Documented excuses need to follow the respective policies developed in Solbridge. I won't accept excuses presented to me more than one week after the missing session.

Note: Attendance for me means active participation in class as well. So if you are coming to class to do activities for other classes your attendance grade can be lower even in you are in class.

Course Outline

			Date	Topic	Reading	Activity
Week 1	M	1	11-Jan	Introduction to digital business and e-commerce	Chapter 1	Team formation, introduction of team business plan
	T	2	12-Jan	Marketplace for e-commerce	Chapter 2, Timmers (1999)	
	W	3	13-Jan	Managing digital business infrastructure	Chapter 3 and case Resuscitating Monitter	Resuscitating Monitter case discussion *Teams choose their companies for the business plans
	Th	4	14-Jan	Team activity on API		Bring your laptops
	F	5	15-Jan	E-environment	Chapter 4 and case Airbnb	Airbnb case discussion
	Week 2	M	6	18-Jan	Digital Business Strategy	Chapter 5
T		7	19-Jan	Cases and reading discussion	Eisenmann Parker Alstynne (2006), and case India's Alibaba	India's Alibaba case discussion
W		8	20-Jan	Team simulations		Team simulation, bring your laptops
Th		9	21-Jan	Individual exam		
F		10	22-Jan	Digital Marketing	Chapter 8	Team work on E Business Plan
Week 3		M	11	25-Jan	Customer relationship management	Chapter 9
	T	12	26-Jan	Change management	Chapter 10	Team work on E Business Plan
	W	13	27-Jan	Analysis and design	Chapter 11 and case TheLadders	TheLadders case discussion
	Th	14	28-Jan	Digital business service implementation and optimization	Chapter 12	Team work on E Business Plan
	F	15	29-Jan	Final team presentations		

Meetings

Session 1, Jan 11

In the first hour, we will do some team activities so that you know better among yourselves. In the second part, we discuss the general guidelines for the team project. We will also start the period discussing chapter 1, we will cover general key concepts and discuss the exercises to be done in teams.

Each team will be assigned one of the following exercises. The teams will start in class but if needed they will finish after class. Be ready to present your answers next session in front of the class.

1. eBay – the world’s largest online business? Read the case at the end of the chapter 1 and in a power point file answer:
 - a. Describe the general business model of eBay
 - b. How the characteristics of digital media have supported eBay’s growth.
 - c. How strategic decisions have supported growth.
2. The most popular apps today.
 - a. Check for the most popular apps today in any of the two available distributors of apps (i.e., Google play, Apple app store, Amazon Appstore, Windows Phone Store).
 - b. In each of the stores, identify the most popular categories of apps from the top 10 or 20 most popular apps, including browser apps such as Google’s Chrome or Apple’s Safari.
 - c. Compare both popular apps to see differences. Check some reviews, characteristics, services, and so on.
 - d. Summarize your findings in a power point presentation.
3. Understanding different types of online presence
 - a. Review the popularity of the different site types in your country or globally.
 - b. Visit each of the sites below and then indicate which of the five categories of online presence are their primary and secondary focus:
 1. Transactional e-commerce site (i.e., bank, travel agency, e-commerce.)
 2. Services-oriented relationship-building website (i.e., management consultant services)
 3. Brand-building site
 4. Portal or media site
 5. Social network.
 - c. You should also indicate their secondary focus in terms of these four site types.
 - d. Prepare a short presentation with your results

Session 2, Jan 12

For this session, we will start with the discussion of the homework by teams.

In the second part, we will start with chapter 2 and the reading by Timmers (1999) on business models available in Moodle.

In the second part of the class, the teams will start working on these activities for next day:

Homework:

1. Visit each of the sites in this category:
 - a. Summarize the revenue models which are used for each site by looking at the information for advertisers and affiliates.
 - b. What are the advantages and disadvantages of the different revenue models for the site audience and the site owner? Hint: prepare a table to compare advantages and disadvantages across different models such as online subscription, pay-per-view, advertising, affiliates.

- c. Given an equivalent audience, which of these sites do you think would generate the most revenue? You could develop a simple spreadsheet model based on the following figures:
- i. Monthly site visitors: 100,000; 5% of these visitors click through to affiliate sites, where 2% go on to buy business reports or services at an average order value of US 100 (A commission percentage is required to calculate this. Assume 25% of average order value)
 - ii. Monthly page views: 1,000,000; average of three ads displayed for different advertisers at US 20 CPM (CPM= cost per thousand) (we are assuming all ad inventory is sold, which is rarely true in reality).
 - iii. Subscribers to weekly newsletter: 50,000; each newsletter broadcast four times per month has four advertisers each paying at a rate of US 10 CPM.

Note: These are not actual figures for any of these sites.

The sites are:

- Marketing Profs (www.marketingprofs.com)
- Smart Insights (www.smartinsights.com)
- Marketing Sherpa (www.marketingsherpa.com).

Prepare a short power point presentation with your answers.

2. Update the information in the mini case study 3.2. Tesco Homeplus opens subway virtual store in South Korea.
 - a. Read the mini case study 3.2. Watch the following video on you tube about the case <https://www.youtube.com/watch?v=fGaVFRzTTP4>
 - b. Search for information about the current situation of this virtual store, which other markets have used it. Homeplus has had some issues in the past, discuss this briefly.

Session 3, Jan 13

In this session some teams will discuss the answers of the previous exercises. Next, we will start the discussion of chapter 3. We will finish the session with the discussion of the case Resuscitating Monitter.

The questions to prepare the case are as follows:

1. When Alex launched Monitter, he knew he would be reliant on Twitter's platform and Twitter's data and API. Was it wise to rely so heavily on a single vendor? What are the advantages and disadvantages?
2. The case presents Twitter's June 2013 API policy change and its negative effect on Monitter. What could have Monitter done to place its business on a more secure footing?
3. What should Alex do now?
4. Evaluate Twitter's API policy change. Why do you think Twitter made this change? Did Twitter achieve its objectives?

In this session, teams will give me the name of the company or the business idea for the team to develop its business plan.

Session 4, Jan 14

In this session we will conduct a practical exercises with your computers. For this sessions, you should bring your laptops (at least one computer per two people). Before the class download and install the **following programs:**

Session 5, Jan 15

In this session we will start the discussion of chapter 4 and the case Airbnb.

The questions to prepare the case are as follows:

1. Is there anything Airbnb could have done to avoid the “EJ” incident? To reduce the aftermath?”
2. How should Airbnb further facilitate trust between renters and hosts?
3. Airbnb and eBay are similar in that both companies run online markets that match buyers with sellers.

Session 6, Jan 18

In the second week of the period, we will start with the topic of strategy and applications. We will start the session with the team presentations on the activities about the API.

In the second part of the session, we will discuss chapter 5.

Session 7, Jan 19

In this session we will cover the topic of network effects. To do so, we will discuss two readings. The first reading is about what is called two sided markets and their strategies. For this you should read Eisenmann Parker Alstyne (2006), which is in Moodle. We also will discuss the case India’s Alibaba.

The questions to prepare the case are as follows:

1. Analyze IndiaMART as a market and assess its stakeholders.
2. Assess IndiaMart as a multi-sided platform with network effects. What are the implications of competing in a network market?
3. Discuss IndiaMart as a technological and economic platform by considering its technological limitations and potential, enablers of economic activity and unique environmental contingencies.
4. Suggest ways to evaluate IndiaMart. Discuss recommendations to improve the valuation.

Session 8, Jan 20

In this session we will play a simulation in your teams. Please bring your laptops and check the technical requirements in advance for your computers:

Operating system:

Windows 2000, XP, Vista, 7 / Mac OS 10.x

Web browser:

Internet Explorer 11+ / Firefox 3.6+ / Safari 4+ / Chrome

iPad & Flash:

iPad-compatible

Session 9, Jan 21

In this session, we will have the individual exam.

Session 10, Jan 22

We will start this session with the topic on digital marketing, chapter 8. In the first hour, we will briefly discuss the general concepts. The book chapter talks about the “Long tail” aspect of some products and services in the digital world. Please follow this link to read more about it

<http://www.wired.com/2004/10/tail/>

In the second part, two teams will be divided into two sectors B2B and B2C. The teams will start the following activities:

Homework:

1. Using the content marketing matrix to audit and improve content effectiveness.
Based on the company for your team project, which belongs to one of the sectors assigned to your team (either B2B or B2C). Complete the following process to review that company’s use of different types of content to support marketing:
 - a. Review current use of content within the company through plotting different content types on the grid.
 - b. Repeat this review for 2 to 3 competitors (direct or indirect), again plotting on the grid. Which company is using the content in a more strategic way? (Table 5.10 may also prove useful here).
 - c. Brainstorm future content types possible.
 - d. Define criteria for investing in content (e.g. generating reach, helping conversion, existing customers).
 - e. Use your criteria from Step 4 to prioritize the 2 or 3 types of content needed to trial in content campaigns.
 - f. Prepare a short presentation to discuss your findings.

Session 11, Jan 25

We will start this sessions with the team presentations about the previous exercise.

In the second part we will cover general concepts from chapter 9 and we will start the team exercises for next class:

1. Process Management, making complex business simpler –Read this case and in a power point file answer:
 - a. Describe the general situation for the rest of the class
 - b. How does the article suggest that business thinking and practice has evolved since the exhortations for business process re-engineering in the 1990s?
 - c. Summarize the benefits for BPM discussed in the case
 - d. Discuss the need for a concept such as BPM when all new information systems and digital business initiatives are ultimately driven by process improvement.
2. Using three of your favorite recording artists:
 - a. Identify and categorize the ways in which the artist’s work is featured online in websites, blogs, and social communities.
 - b. Can you identify which of these are commercially sponsored?
 - c. Are these artists engaged with their audiences? If so, how? Show specific examples. If you cannot find good examples of these artists, change to other artists.

- d. Prepare a short presentation to discuss your findings

Session 12, Jan 26

We will start this sessions with the team presentations about the previous exercises.

In the second part of the class, we will cover the concepts of chapter 10. The teams will have time at the end of the class to work on the team projects

Session 13, Jan 27

In this session we will discuss the last case in the course, the Ladders case. The questions to prepare the case are as follows:

1. Evaluate TheLadders' business model. Why does it make sense to charge executive job seekers, but not lower-level and blue collar job seekers? Is there any other segment of the job search market where TheLadders' approach would work?
2. If TheLadders has a sound business model, why didn't incumbent online recruiting sites like Monster and HotJobs pursue this approach for executive positions?
3. How serious is the threat to TheLadders from LinkedIn? If you ran LinkedIn, would you change its business model?
4. Why is TheLadders underused by the human resources staff within large corporations? What should TheLadders do to boost engagement within this segment?
5. Should TheLadders change recruiters to use its site? If so, how much, and for what activities?

Session 14, Jan 28

In the first part of this session we will discuss chapter 12. In the second part, teams will have the team to work on their business models.

Session 15, Jan 29

In this sessions, the teams will present their business models for their respective E Businesses. The students will rank the most sound and well developed business plan and this will affect your final grade (20%).

Miscellaneous issues

- If I need to communicate with you outside of class, I will use the email provided by SolBridge. You are responsible for checking this email system.
- I reserve the right to make adjustments in course requirements. Classes are somewhat organic and changes are to be anticipated.
- If a student misses examinations without the proper excuse, I reserve the right to allow the student to re-take the test/assignment.
- I have expectations that students in my class will behave in a generally professional and courteous fashion. However, I still make emphasis in some key points:
 - a. Please, do not be late. If you have a work schedule or other conflict that will consistently involve you coming late to class, please drop this section and add another.
 - b. Please, do not read a newspaper or magazine during class. Do not read or study material for another class during this one.

- c. Please, do not surf the internet on your laptop during class. Do not IM others if you are using your laptop to take notes.
- d. Please, do not talk amongst yourselves unless you are participating in a group activity in class.
- e. Be prepared with the readings and assignments that are indicated on the syllabus.
- f. Turn your cell phones ringers off. Do not text messages during class.
- g. Your grade is based on the points that you earn and your effort and participation during the whole semester. Please do not ask for special dispensations or extra credit opportunities once the semester is complete.

Plagiarism, Copying and Academic Dishonesty

I. Plagiarism is the unauthorized use of another's work or ideas and the representation of these as one's own.

Definition of Plagiarism: "The practice of taking someone else's work or ideas and passing them off as one's own". (OED)

This includes among others but not limited to

- (a) copying another individual's or group's ideas and work, copying materials from the internet and other published sources and producing such materials verbatim,
 - (b) Using others' ideas and work without proper citation of the original proponent or author of the idea.
- Students are expected to produce original work of their own for assignments and examinations. A comprehensive definition and explanation of plagiarism will be given during the first class period, and students are expected to take serious note of this explanation.

These rules apply to internet sources also. Students are strongly advised to access the following website and learn how to avoid plagiarism. It is the student's responsibility to learn this on his/ her own.

<http://owl.english.purdue.edu/owl/resource/589/01/>

SolBridge considers plagiarism as a serious breach of professional ethics. Plagiarism will not be tolerated in any form at SolBridge. Penalties can be as severe as expulsion from the university. To avoid plagiarism it always best to do your own work or cite the work of others appropriate. Refer to your student handbook for a more detailed description of plagiarism and the associated penalties.

In this class, the rules are:

1. The first instance of plagiarism will result in a "zero" for the assignment in question.
2. The second instance of plagiarism will result in a fail grade for the entire course.
3. The third cumulative instance of plagiarism, academic dishonesty and violation of school disciplinary rules in this and other classes will result in serious disciplinary action which could include expulsion from Solbridge.
4. The instructor will report each instance of plagiarism, academic dishonesty and violation of school disciplinary rules to the disciplinary officer.

II. Copying Textbooks, copyrighted materials and academic dishonesty

A. Copying Textbooks and other copyrighted materials without permission of publisher or author is tantamount to theft. Therefore, students are expected to purchase the prescribed books and other materials from the Woosong Bookstore.

Students using copied versions of books without permission will be asked to leave the classroom.

In addition, such students will get "zero" participation points and any other penalties as levied by the instructor.

B. Academic Dishonesty includes but not limited to: (a) plagiarism, (b) cheating during examinations, (c) obtaining/ providing information for reports, assignments and examinations by fraudulent means, (d) falsification of information or data, and (e) false representation of others' effort as one's own. Some examples of academic dishonesty are: copying from other students during examinations; copying material from other students' reports/ assignments and submitting the same as one's own report; creating fictitious interview materials for assignments or reports. These are just a few examples and not exhaustive. *The rules on plagiarism, copying and academic dishonesty are non-negotiable.*