BOSTON UNIVERSITY

MET AD 648 ECOMMERCE - ONLINE
Fall 2017 September 5 October 23
DR. KIP BECKER   www.bu.edu/goglobal   kbecker@bu.edu

COURSE OBJECTIVES: The course provides an examination of the history, infrastructure, security processes, social networking and marketing focusing on the strategic issues of digital business. A major focus relates to how businesses can successfully use digital technologies to achieve a comprehensive physical/digital competitive strategy. Students will depart the class with both academic and applied knowledge including application web design ability as well as understanding of how digital technologies are best utilized.

INSTRUCTOR: KIP BECKER   (Meet Me Video)
Dr. Kip Becker is an Associate Professor in the Department of Administrative Sciences. He has published over sixty articles and book chapters both nationally and internationally in the areas of international management, Electronic commerce, strategy, brand value and reputation management. He is on the Board of the International Management Development Association, the Chief Editor of the *Journal of Transnational Management* and a co-editor of the *Journal of Euromarketing* for technology and Ecommerce. He has owned a waterfront restaurant and with Northwind Management International has conducted management training and consulting with companies, governments and associations worldwide. Prior to entering academe' Dr. Becker's experience included positions with: TDX systems of Cable and Wireless Ltd. in marketing, the U.S. Department of Justice, a task force member in the President Regan administration and as a U.S. army helicopter pilot during Viet Nam and Desert Storm. He holds a second-degree black belt in Taekwondo. For a complete resume and publications: www.bu.edu/GoGlobal.

COURSE LEARNING GOALS: At the course conclusion students will:
- Will know the important technical issues (security, WEB and Internet systems, payment mechanisms, design, etc.) as well as the non-technical aspects (strategy, marketing) of Digital enabled business.
- Will be able to create a comprehensive Internet enabled business plan
- Will understand how technical and managerial skills are interwoven and be able to use application tools (WordPress) to create Blogs and websites. The purpose of learning these application tools is so the student can more fully understand the management and simple technical issues involved in creating and administering a "good and value added" business site.
- Gain a broad understanding of how web enabled business has created new international business models across all industry sectors; how businesses have used Internet technologies so as to create disruptive competitive advantages and how Internet enabled business is affecting all aspects of operations, across all business sectors by altering the manner in which business is conducted.
- To further enhance virtual coordination team working skills through contributions through the development of the Digital Business Strategy Paper and its presentation.

REQUIRED TEXTS AND SOFTWARE:

Start Blogging with WordPress.com: You can have a professional website for free! Kerry Butters, Andy Mckendry [Kindle Edition] $3 at amazon   I recommend this inexpensive online book to provide an introductory overview of WordPress. Available by downloading the kindle app for PC or Mac. NOTE: We are using the WordPress.com (*not .org*) version so as you consider additional reference materials watch for this difference.
E-Commerce Laudon, K. & Traver, C. Edition: *13th, 2017* **Pearson/Prentice Hall** **Note**: Earlier versions do not have some of the material found in 13th edition that could be on the exam. All forms are acceptable digital or print.   ISBN-13: 978-0134601564 - ISBN-10: 0134601564

Training for Adobe Connect. An important aspect of the class is live lectures and team communications. Adobe connect for (1) live classroom attendance wherever you are and (2) mobile blackboard so you can access blackboard can be downloaded iTunes and Google Play Store. link to mobile apps available at:
http://www.adobe.com/products/adobeconnect/apps/adobeconnectmobile.html
WordPress Software Downloaded Free at http://www.wordpress.com
    We will use WordPress.com for the design of a blog and website as it offers free software and hosting.
Additional WordPress Learning Aids:

- **Mini-Lectures Boston University** information services and technology 'how to' do things in WordPress
    - http://www.bu.edu/tech/services/comm/websites/www/wordpress/how-to/
- **WordPress.com Website.** You will find excellent and easy to follow instructions on accomplish many tasks in the WordPress help area.
- **Dr. Becker YouTube videos** on starting WordPress
    https://www.youtube.com/results?search_query=kip+becker++
- **YouTube Videos**. Aside from my videos there are many quite good self-help videos found through the YouTube search engine or Google inserting the question topic.

LIVE CLASSROOMS LECTURES – The course will have live classroom lectures. Review the weekly assignments for times and dates. Review the blackboard instructions relating to adobe connect prior to the live class time so you do not experience difficulties trying to join the session. The lectures are recorded but you are strongly encouraged to participate live for the "BU" experience. This is also a great time to ask questions as you will definitely see quiz and exam questions taken from the live lectures.

COURSE GRADING: (also see in Appendix: Grading discussion and assignment descriptions)

Your final grade will be based upon the total points you earn from the following distribution: Points
1. 1 Blog (7%) and 4 online discussions (4 total @ 7 percent each)   (35)
2. Team Digital Business Strategy Paper*:   (30)
3. Team Presentation*   (10)
4. Final exam   (25)
   Total available   =   **100**

 See appendix for project description. Students redesign a firm of their choice and organize an integrated competitive strategy to meet today's digital challenges and opportunities.
    The Strategy Project Progress Notes are listed in the weekly assignments; they are not graded so use them to assure your team is on track. Inform your section facilitator at the end of the week of the status of your progress.
*Note: To assist the grading of teamwork projects each student's contribution needs to be clearly defined. Each team member will complete *The Team Member Rating Form* providing feedback on individual contributions (see appendix: Individual Rating Form). The facilitator will also note individual progress as part of weekly team efforts.

GRADING – Further Information:

Students receive numeric grades for each of the areas graded. This allows students to track performance throughout the course. When all grades are finalized, the instructor may determine a need to "curve" the final letter grade distribution. While there is no fixed number of grades in any one level in accord with BU and the College standards higher grades reflect an excellence in the understanding of class material, organization of thought and presentation. "A" level grades (A and A-) denotes superior top of class work by students who have distinguished themselves *above others* in the class.

CLASS DISCUSSIONS: (See Appendix for full details and grading matrix)

Discussion Expectation: You need to **be active throughout** the week. Your first post needs to be early (**Thursday at latest)** to stimulate discussion *and* be insightful, present some issues for others to consider and if you incorporate other's ideas please note this. (http://www.apa.org).. You are expected then to comment on other's ideas in a manner that is value-added, engaging and improves the section's understanding of the topic throughout the rest of the week.   I DO NOT WANT a series of isolated individual "small papers" on topics but a *good engaged* discussion.

COMPREHENSIVE EXAM:

The comprehensive closed book and closed lecture final exam will cover information from lectures (online and live), discussions, readings and text. Makeup exams are rarely approved as: (1) the exam has a broad timeframe and can be taken from any location in the world and (2) it is a disservice to others in the class who have organized their schedules to take the exam in the time frame.

A Note Concerning Proctored Exam:

The department requires proctored exams for our campus and online courses. By doing this we offer the assurance that all students are on an equal playing field during the examination process, that we know who is taking the exam and that conditions for the exam are consistent for everyone. Because of the proctored process you can feel confident that we have done everything possible to protect the quality of your Boston University degree. It is something that you can be proud of and distinguishes us apart from most other online programs. An additional consideration is that while we do not experience many technical difficulties, some happen. Students have found it reassuring that a proctor was available to verify the difficulty and assist in correcting it.

ACADEMIC CONDUCT AND INTELLECTUAL HONESTY:

This course will strictly follow the Code of Academic Conduct of Boston University. The Metropolitan College Bulletin link to the academic code must be read by all class students and is found at: http://www.bu.edu/met/for-students/met-policies-procedures-resources/academic-conduct-code/

ASSIGNMENTS AT A GLANCE

Being fair to all students due dates are set into the software which will not accept submissions after the stated time.

Weeks	*Live Classroom Lectures*	*Discussions* First Post by Thursday evening. Closes Monday (following week) at 6 am ET.	*Project*	*Presentation*	*Final Exam*
Module 1		***Personal Blog Posted*** Graded as Discussion. Ready for student viewing by 6 am Saturday ET. Ready for instructor viewing 6 am ET Monday.			
Module 2	*#1 Tuesday 8:-9:30pm ET*	***Online Discussion 1: Infrastructure and Security***	***Project Progress Reminder 1 completed***		
Module 3	*#2 Tuesday 8:- 9:30pm ET*	***Online Discussion 2: Designing the comprehensive physical/digital strategy***	***Project Progress Reminder 2 completed***		
Module 4	*#3 Tuesday 8:-9:30pm ET*	***Online Discussion3: Outbound to Inbound Marketing***	***Project Progress Reminder 3 completed***		
Module 5		***Online Discussion 4: Online Reviews***	***Project Progress Reminder 4 completed***		
Module 6	*#4 Tuesday 8:-9:30pm ET*		***Project paper** posted by Wednesday 6am ET*	***Live Presentation on Project scheduled Thursday through Saturday***	***Team Rating Form submitted to Assignments area of Blackboard by Sunday***
7					*Final*
Total Value 100%		*Blog & 4 discussion @ 7% 35 percent*	*30 Percent*	*10 percent*	*25 percent*

WEEKLY ASSIGNMENTS

WEEK 1: September 5- 11   MODULE 1: INTRODUCTION TO ECOMMERCE, AND BLOGS
1. Text : Start Blogging with WordPress.com This is a good short reading for an overview of WordPress before you start
2. Laudon Text:
   - Chapter 1: The Revolution is Just Beginning
3. Online Readings:
   - Lecture: Fundamentals of Ecommerce
   - Lecture: World of Blogs
4. Online assistance with WordPress
   - Mini Lectures Boston University information services & *technology "*how to" do things in WordPress, http://www.bu.edu/tech/services/comm/websites/www/wordpress/how-to/
   - Use WordPress Help section for good explanations of many WP tasks
   - Selected YouTube videos from Getting Started with WordPress ,
     There are many very good individual YouTube Videos which provide getting started WP information. Check them out. WP as a Google product has great online information as well. YouTube videos by Professor Kip Becker,
     1) Introduction by Professor to Wordpress: https://www.youtube.com/watch?v=1aMudlcEYK4
     2) Other WP getting started: https://www.youtube.com/results?search_query=kip+becker++

ASSIGNMENT:
BLOG: Post the active URL to your blog and respond to other student blogs
This assignment's purpose is to get to know your classmates as well as to have you consider the attributes of a blog, its structure, content and organization from a management point of view.
NOTE: Specifics found in syllabus Appendix: *Blog with WordPress Assignment*
Due Dates: By 6 am ET: Saturday: Blogs are to be ready for review by students.
                  By 6 am ET Monday: Comments to student blogs, and blog ready for grading.
SEQUENCE
First: Construct a Personal Blog
   1. Create discussion thread under week 1 discussion blog heading "*Posting of Blogs URL*" for your blog.
   2. Name the thread - Use your first and last name as the name of your post. (e.g. Kip Becker)
   3. In the post first line list: 1) Your name, 2) The title of your blog and 3) The hypertext URL of the blog location using *the "link" feature* so it can be clicked on and is active.
Second: Viewing other's Blogs
   1. Now go to the Blogs of the other students in the group and post a note directly on their blog a hello to let them know you have seen it.
Third: Blog Discussion
   1. Now go to the blackboard discussion area for each student blog and post to the student's thread. Include 1. A welcome and 2. Comments about the blog. Your comments should, of course, be organized in a positive manner and should include what is good and what could, in your opinion, make the blog better. Please recognize this is not a grading but your comments are assisting the blog author with thoughts on its construction.
Fourth: Review Comments about Your Blog and Make Improvements
   1. Review comments on your blog and make any improvements you like by 6am ET Monday (Week 2)

WEEK 2: September 12 – 18   MODULE 2: THE DEVELOPMENT OF THE INTERNET:
WHY IT WAS DEVELOPED, WHO SHAPED IT, AND WHO CONTROLS

<u>Online Live Lecture #1:</u> **History and issues of security**: **Tuesday: 8:00- 9:30 pm ET (recorded)**
Welcome course overview, lecture on history and infrastructure (WEB and Internet)
   1. Laudon Text:
        • Chapter 3: Ecommerce Infrastructure: The Internet, Web, and Mobile Platform
        • Chapter 8: Ethical, Social and Political Issues in E-commerce
   2. Online Readings
        • Lecture: The Structure and Operations of the Internet
   3. Online Video What Net Neutrality Means for You (who pays and how much for service?)
      https://www.youtube.com/watch?v=2psly3euy78

ASSIGNMENTS:
   1. **Online Discussion 1:** Infrastructure and Security
      This week's discussion is based on the video below and questions for the week are provided in the
      online discussion area. Video for Week 2 discussion: *Cyberespionage: The Chinese Threat* (building an
      internet is not enough, it must be secure as well) http://www.youtube.com/watch?v=Js52FjOsgPA
   2. *Project:* **Organizing the Digital Business Strategy Paper Assignment** (**Specifics found in Appendix**)
      Note : I have posted examples of the strategy paper and presentations to provide examples of prior
      submissions. www.bu.edu/goglobal
      Project Progress Reminders are designed to track where your minimal progress should be. This week
      you will be assigned to a team by your facilitator. Your team will be responsible for the Digital Business
      Strategy paper, website project paper, and live presentation. By the end of the week your team should
      report in a brief statement your progress to date.
      This week you are to meet your team, select a company that you will do your project on and decide on
      the URL of your site (existing Blog site or new location). There is information in the Syllabus appendix
      relating to the paper as well as issues that a firm would use to organize a company strategy and website.

WEEK 3: September 19- 25   MODULE 3: DESIGNING THE COMPREHENSIVE STRATEGY:
INTEGRATING PHYSICAL AND DIGITAL STRATEGY

   <u>Online Live Lecture #2:</u> **Comprehensive strategy. Tuesday: 8:00-9:30pm ET (recorded)**
   Laudon Text:
        • Chapter 2: E-commerce Business Models and Concepts
        • Chapter 12: B2B E-commerce: Supply Chain Management and Collaborative Commerce
   2. Online Readings
        • Lecture: Business Strategy
        • Amazon.com audio interview Public Radio/On Point
        • Financial Times on Amazon.com
        • Postal Service to deliver for Amazon on Sundays (Boston Globe 11/11/13 B7)
        • Drive-through groceries (Boston Globe 11/29/13 B6)
        • Carrefour at a crossroads with business model. (Financial Times June 26, 2017 p 15

ASSIGNMENTS:
   1. **Online Discussion 2:** Designing the Comprehensive Physical/Digital Strategy
   2. *Project Progress Reminder:* This week you should be discussing how the integration of physical and
      internet strategies combine to form the firm's comprehensive strategy. A strategy designed to compete
      against competitor's innovations as well as meet the increasing sophistication of consumers.

WEEK 4: September 26 – Oct 2 MODULE 4: TOWARD A MARKETING STRATEGY CONTINUED: CONSUMER
RELATIONSHIPS, DEVELOPING BRANDS & PROTECTING IMAGE

<u>Online Live Lecture #3:</u> **Outbound to Inbound & Social Marketing. Tuesday: 8-9:30pm ET (recorded)**

1. Laudon Text
   - Chapter 11: Social Networks, Auctions, and Portals, pp. 703-720 and pp. 728-742
        Shift from outbound to inbound marketing and understanding business use of social networks
2. Online Readings
   - Lecture: Social Media Brand Reputation Management
   - Social media carve ads niche (Financial Times 11/30/ 2013)

ASSIGNMENTS:

1. **Online Discussion 3:** Outbound to Inbound Marketing
   This week's discussion is based on the videos below and questions for the week are provided in the online discussion area. The marketing discussion topic is extended this week so you will want to go into further depth with your discussions building on last week's ideas.
   Coke Marketing (Part 1)
   https://www.youtube.com/watch?v=LerdMmWjU_E
   Coke Marketing (Part 2)
   https://www.youtube.com/watch?v=fiwIq-8GWA8
2. *Project Progress Reminder:* You will want to incorporate the many issues relating to social networks (SN) to your Company Digital Business Strategy Paper as they relate to the business strategy of the firm. Social media and reputation management should be broadly reflected. Include what the strategy will be for the different social network communication platforms.

WEEK 5: October 3 - 9 MODULE 5: TOWARD A MARKETING STRATEGY: DEVELOPING
COMMUNICATIONS AND BRANDS

Laudon Text:
   - Chapter 6 E-commerce Marketing and Advertising Concepts
   - Chapter 7 Social, Mobile, and Local Marketing
1. Online Readings:
   o Lecture: Developing Communication and Branding Design Considerations

ASSIGNMENTS:

1. **Online Discussion 4:** One of the increasingly influential means of online communication between firms and consumers is the online review. While 66% of shoppers state they consult reviews they only represent 4% of shoppers who purchase online and not all reviews are legitimate. Amazon attempting to get "authentic reviews' now requires a consumer to have spent at least $50 to post a review.
2. View the three videos relating to fake or revised reviews listed below and in your discussion consider such topics as (1) Do you read reviews? Why? Do they influence your purchases? What types of reviews have been most useful to you? Are there certain products or services that you rely more on (e.g. restaurants, appliances)? If you were hired by a firm to help them design a review area for their website what are the issues you would point out as being most important. Are there things they should include or not include? Should the firm request buyers to post reviews? Should they respond to reviews, edit or delete them?
   a. Fake online reviews: How easily can you buy a reputation? (CBC Marketplace) CBS News: https://youtu.be/3y0pYUdfGiw
   b. Online reviews: How can you spot a fake? (CBC Marketplace) CBC News: https://www.youtube.com/watch?v=gS7yDT0TIpw

    c. Online reviews: When companies edit your review (CBC Marketplace) CBC
      News: https://www.youtube.com/watch?v=Opok-_IJlKs
3. ***Project Progress Reminder:*** This week you are working on the marketing, marketing communications and advertising components as they relate to the strategies of your company.

WEEK 6: October 10 - 16   MODULE 6: SECURING BUSINESS AND TRANSACTIONS AND PAYMENTS
Online Live Lecture #4: **Security impact: Tuesday: 8-9:30pm ET (recorded)**
1. Laudon Text:
   - Chapter 5 E-commerce Security and Payment Systems
2. Online Readings, Videos, and Audio Recordings:
   - Lecture: Security and Payments
   - "On Point WBUR Recording on Mobile Money: Wallet-To-Wallet, Peer-To-Peer: A Digital Payments Boomlet" http://onpoint.wbur.org/2015/03/25/p2p-snapcash-venmo-facebook-messenger-digital-payment
   - "IBM Zone Trusted Information Channel (ZTIC)" http://www.youtube.com/watch?v=mPZrkeHMDJ8
   - "Open ID and Web Security" https://www.youtube.com/watch?v=xcmY8Pk-qEk

ASSIGNMENT TO DO LIST:
1. Post the Digital Business Strategy project paper Company Written Project to the assignments section in
   blackboard **by Wednesday 6 am ET**
2. Create a team thread in the discussion area titled **"Posting of Website Addresses and PPT for Your Presentation"**.
3. Post the Digital business strategy project team paper to the assignments section in blackboard by Wednesday, 6 am ET.Team
4. PowerPoint presentations are posted no later than the day before the presentation. Website posting information: the website URL is posted to "Project postings" section in blackboard discussion area by Wednesday 6 am EST for student's review prior to presentation.
   - In the discussion thread list the: 1) name of the team members, 2) the name of your company site and 3) the website address as an active link and post PPT of your presentation if you are using one.
   - Use the "Team scheduling for presentation" located in the "My Groups" area to schedule your presentation time with your facilitator.
5. Live presentation. (recorded) Teams present their paper and web project as an "Executive Summary". Presentations will be **Thursday through Saturday**. Each team is expected to present the site in a 15-minute presentation with 5 additional minutes for questions.

Presentation attendance: Students are encouraged to attend all section presentations but *must attend a minimum of 2* presentations. Presentations are graded for thoughtfulness, coverage of the lecture material, as well as their website content, format, layout, and consistency as it relates to addressing the overall strategy of the company. I strongly suggest practicing using Adobe Connect to make certain that your system is configured correctly and you understand the presentation screen and audio connections

WEEK 7: October 17 - 23
Exam: Wednesday – Saturday (closes 11:59 pm ET)   COMPREHENSIVE EXAM
The exam is *structured to promote and reward learning, thinking and understanding. This will require knowledge* of important issues and terms as well as the *ability to discuss concepts in an informed manner. Exam is fill in blank, multiple choice, true/ false and short essay.*

APPENDIX: BLOG WITH WORDPRESS ASSIGNMENT

The goal of introducing you to the blogging community is not so much for you to have a personal blog as to set up an assignment that is fun and interesting to learn the concepts of blogging and how companies can use them to interact with consumers as well as how an unsatisfied consumer can damage brand reputation. Blogs are, of course, just one tool. A truly progressive company, wise in internet awareness, might utilize several approaches of consumer involvement each designed to reach a specific consumer need in a different manner.
You are to produce a simple personal blog site (a one-page blog) to introduce yourself to your classmates using WordPress (HTTP://WWW.WORDPRESS.COM). This is because we will use the WordPress product later in the class to make a website. It is free software and provides hosting. You can provide pictures of your dog, significant other or kids so we can get to know you better. Depending on how sophisticated you wish your site to be the time requirement to accomplish your blog should run generally about four hours. With practice you can establish a very nice site in less than an hour. I am sensitive to privacy concerns of some students so limit what you feel comfortable posting and, if you desire to do so, you may take down your blog at the beginning of the third week after grading.

BLOG ASSISTANCE:
- **WordPress.com Website.** WordPress is widely used (and owned by Google) you will find excellent and easy to follow instructions on accomplish many tasks in the WordPress help area.
- **Mini-Lectures Boston University** information services and technology 'how to" do things in WordPress   http://www.bu.edu/tech/services/comm/websites/www/wordpress/how-to/
- **YouTube Videos**. **Dr. Becker YouTube videos** on starting WordPress https://www.youtube.com/results?search_query=kip+becker++
  Aside from my videos there are many quite good self-help videos found through the YouTube search engine or Google inserting the question topic.

MINIMUM BLOG EXPECTATIONS

1. Have WordPress host your blog unless you have your owner server availability
2. Create a title and description
3. Format date and tracking information
4. Create individual blog entries with comments area
5. Create links to relevant information/other sites if warranted
6. Create a profile with photo(s). I will leave it up to you to determine the extent of personal information that is posted
7. Publish your blog
8. For greater exposure, list your blog with directory service(s) discussed in lecture (and note in your post which ones you are listed with)

On to Making Your Own Blog

I want you to have the experience of actually designing your own blog for several reasons.

1. Companies need to understand the power of blogs, how easy they are to create and the positive, or negative effects, they can have on the firm. Perhaps you will run the company blog and be envied by your peers.
2. By learning to create a blog, you will essentially walk through what blogs are all about and the management issues involved in a way that is more meaningful than my trying to tell you about this.

3. You will leave the week with an *"I understand the issues"* as well as an "*I can do that*" feeling which is normally more satisfying than "*I can talk about that*" ever is.
4. Creating a site personality is good way for you to start thinking about web design by considering the issues involved with the selection of colors, page style, fonts, links and the like.

1. <u>POSTING YOUR BLOG:</u>

Development of a personal blog with the blog location http: address is to be posted to the **Internet course site no later than Saturday 6 am ET of Week 1** AS A <u>HYPERLINK.</u> While the site must be up by Saturday, **you may make changes <u>until Monday morning at 6 am ET</u>**. Monday is when the site will be reviewed by your facilitator for grading.

 You need to get the blog up no later than Saturday so your fellow classmates can get to know you personally. Post your site location as an active link in using the **HTML and LINK** features of the site to the Week 1 Discussion number 1 "Posting of blogs and Comments." Assuring you use a hyperlink (not just an address) will allow your classmates to directly access your blog rather than having to cut and paste to get to your blog. Having to cut and paste addresses will not be pleasing to those that want to view your work so failure to have an active link will result in a downgrading.

2. <u>MAKING COMMENTS TO OTHER BLOGS:</u>

Each student will make comments to each of the group member's blogs in two different locations.

First <u>(1) Make a short personal comment on the student's blog then</u>
<u>(2) Post in the discussion thread (where student posted their blog address) specific comments relating to the blog itself.</u> Your comments should be positive in nature and can respond to the personal information (e.g. "Hi John, I am also from California and also work in the financial area") and the blog itself (*e.g.* nice use of colors to make your point. The theme and color structure enhance each other). This will also help everyone to begin to think critically about what constitutes a good blog. Try to leave a personal positive note about something you liked about the Blog and something that might be improved (and why). Remember you are NOT evaluating the blog. You are simply trying to provide helpful insights and learn from reviewing the different blogs.

<u>APPENDIX:</u> **Digital Business Strategy Paper** – *Project Overview*:

<u>The Situation:</u> The CEO of the firm you selected has hired your team to help address the changes the firm must make to remain competitive now and in the years ahead. The president is from the "old 4Ps school" but recognizes that the internet and digital technologies have brought significant changes to the old business model. That the company must begin to adapt now to not only compete but to survive. The CEO needs help with the many aspects that must be considered to take on the repositioning challenges necessary. Your team has been hired to provide a comprehensive report defining the different aspects of the firm's comprehensive physical and Internet enabled strategy as well as provide an executive summary presentation to the board of your findings and suggestions. Assure that the paper's structure is logical, clear, and well aligned with the information covered in the course.

<u>The Type of Firm Selection:</u> You will select a "for profit" or a "not-for-profit" company. I prefer "real" companies but am open to a new company the team might like to develop. If you choose an existing company, I would like you to contrast the actual company strategy (as you have determined it to be) with your considerations of what a "better" comprehensive digital/physical strategy would be.

<u>For Teams to Consider:</u>
- The course uses WordPress.Com as the software and hosting is free. Being free you will find it limited in function. We use WordPress.Com as it provides basic technical skills and is a good platform for site management decision making discussions. An enhanced version, WordPress.org, is available as a "for pay" service and provides a fully functioning site with a shopping cart and other business applications. WordPress.com's limitations serve to keep the project at a consistent level so as to be fair to students with different technical levels/backgrounds. I expect a professional looking and well organized site, however, I *do not want* teams to attempt to increase grades by inserting payment based Apps. The objective of the project is not to "out app" your classmates but to gain managerial insights. This is important as the website is only one aspect of the Live Case Project and, as such, needs to have limits on the time devoted to it since a site can endlessly be improved.
- Teams need to specifically note which team member was responsible for what specific tasks? This must be clear in the paper and presentation.
- Note the timeline ***Project Progress Reminder notes*** for deliverables. This is a significant project so be sure to be managing the progress and provide for a comfortable margin. Keeping on track is your responsibility.

<u>Expectation for the Paper:</u>
1. The paper length should not exceed10 pages written. The title, table of contents, sources and appendix do not count towards paper length. Paper is to be written using APA formation. There can be an appendix. It does not to serve to get around the 10 page limit, but provides reference information to support the paper when desired.
2. The paper should cover the overall business digital strategy. Papers are graded for thoughtfulness, coverage of the lecture material, as well as their website content, and consistency as it relates to addressing the overall strategy of the company. Be sure to demonstrate how digital strategies enhance the overall company ability to meet consumer expectations.
3. Each member of the team is to contribute a specific section(s) to the paper.

<u>Expectations for the Website</u>:
1. **Each team member should design a portion or a page of the website. The website does not need to be fully functional, due to knowledge, time and site limitations. The focus should be to make it the best visual representation of your company's digital strategy. Your Facilitator can explain this in more detail.**

2. Some of the issues you will discuss in your paper will not be incorporated in your website (*e.g.* security, shopping carts, databases, etc.) due to knowledge, time and site limitations. The team should, however, provide a brief description of what you would do if this was an actual project to demonstrate your understanding of the issues.
3. Websites are graded for thoughtfulness, coverage of the lecture material, as well as their website content, format, layout, and consistency as it relates to addressing the overall strategy of the company. Be sure to demonstrate how digital strategies enhance the overall company ability to meet consumer expectations.

<u>**Expectations for the Presentations:**</u>
1. The presentation is conducted as an online-Live Lecture with all team members in attendance. The presentation is an executive summary presentation of the teams Digital Business Company Repositioning Strategy Project that discusses the company's strategic combined physical and digital strategy for both competitive advantages as well as consumer value. **Presentation length: 15 minutes (maximum 7 slides. This does not include title & reference sides**) expect an additional 5 minutes for open discussion and questions/answers.
2. Each student *must attend a minimum of 2 live presentations of the other teams*, *plus their own presentation.* Each student is encouraged to attend all section's presentations
3. During the live presentation, each team member is expected to be active in the discussion of the page they designed as well as in the overall business strategy discussion. Presentations are graded for thoughtfulness, coverage of the lecture material, as well as their website content, format, layout, and consistency as it relates to addressing the overall strategy of the company. Be sure to demonstrate how digital strategies enhance the overall company ability to meet consumer expectations.
4. Some of the issues you will discuss in your paper will not be incorporated in your actual working website (*e.g.* security, shopping carts, databases, etc.) due to knowledge, time and site limitations. The team should, however, provide a brief description of what you would do if this was an actual project to demonstrate your understanding of the issues.
5. You are to assume this presentation is to firm's board so you want the presentation to be professional, concise and without technical problems. Teams should practice using Adobe Connect to make certain that your system is configured correctly and you understand the presentation screen and audio connections.

When organizing the structure of the paper consider the items below as a guide to assist in the paper structure, presentation organization and thinking on the development of your site.

1. <u>Company Information considerations:</u>
   o Description of the organization's information culture (attitudes towards information, information sharing, information load, information politics, information norms)
   o Definition of the primary audience and whether there are potential secondary users
   o Understandable demographics of the audience (age, sex, location if regional)
   o Psychographics (metrics, like behaviors or psychological aspects of consumers)
   o Primary user of the product or service
   o Company strategic positioning for consumers and against present and future competitors
2. <u>Infrastructure considerations:</u>
   ▪ What are the physical and Internet aspects of the firm and how do these interrelate to accomplish the company's overall strategy? The infrastructure issues relating to "back office" applications, such as security issues, personal information database collection, storage and use, cookie management, and shopping cart needs. You will want to include a discussion of the platform the site may be primarily viewed (PC, netbook, phone, etc.)
3. <u>If appropriate a discussion of supply chain activities</u>
4. <u>How website is designed to meet the company's objectives and strategy</u>

- The purpose of the site and how it is organized to assist with the accomplishment of the overall company strategy. The paper should underscore how the site has been designed to enhance the consumer/viewer relationship/interact.

5. Communication activities
   - Marketing considerations, sales &consumer interactions. Types of advertising being considered.
   - Such as social network and relationship building with the consumer.
6. Company Physical and Internet integrated strategy issues both current and future.
   - This is a central issue to your paper as it relates to the current and future competitiveness of the firm as well as the company's attractiveness to consumers. Who are competitors and how are they positioned? What are the future activities for competitiveness: how will the firm be structured and what activities will be important to maintain or achieve competitiveness?
   - The Team's website design, and the individual pages of the site, should facilitate information access and navigation. The functional features, or applications, should be logical in their flow, design, and application while effectively supporting both the purpose of the site and strategy of the firm.

APPENDIX: DISCUSSION GRADING

Why have discussions and what I am looking for in the discussion:

Online discussions should be like classroom discussions and offer a value-added analysis. That is to say, they should be an educated discourse and ongoing throughout the week. To assure that we have discussions, and move away from the posting of "papers" (Please observe limit of 350 words maximum a post), the grading for the discussion will reflect not only the initial posts but also the responding discussion posts throughout the week. Keep in mind that an informed discussion, however is not to be confused with personal opinions.

Score	Description of Minimum Expectations for Grading Each Week's Discussions
90 - 100	**Superior Participation – Met all of these conditions:** • Made original contributions and actively responded to other students in week's discussions and did so in an engaging and frequent manner. Student is engaged in discussions throughout the week and is commenting on others as well as submitting own work. Student used effective communication, which was concise and powerful, and did not get lost in technical matters or distracted by superficialities. The online behavior of the A-level student would be similar to a face-to-face classroom student that is actively engaged, well prepared with the week's readings, and involved throughout the class session. This grade reflects superior work and at the top of the class level in content and presentation. **Superior quality and quantity of comments / discussion** • Displayed originality, clarity, and persuasiveness, and insightful application of course concepts to usefully illuminate the situations and topics under discussion. Brought in new insights and creative application of the readings. • Is insightful and writes post that others wish to become engaged in. • Application of concepts appears logical and meaningful. Use seems organic, not forced or containing a string of concepts thrown in without clear relevance. Shows deep thinking and maturity, rather than just "going through the motions." • "Additive." In addition to his/her own original insights, student built on or usefully added to the insights of fellow students. Explored the comments of others and made very thoughtful contributions to their postings. • Contributions do much more than merely recite the obvious facts of a case discussion or make recommendations without a clear basis for them. • Posts explicitly and efficiently (swiftly and clearly, not belabored) show logical analysis or distillation of how the relevant aspects of the situation fit together, which concepts from the course describe them, and where they lead, and how any recommendations he/she makes flow from their analysis and specific concepts. • Timing. Participation was early enough in the discussion week to have been read by most others and engaged others to explore the topic further. • Consistency. Several exceptional-level contributions were made during the week. • Shows awareness of key concepts and how to logically extend them for dissection or deconstruction, and understands the situation and topic of the assignment; • Uses the concepts correctly and organically (i.e., not just throwing in strings of concepts, but being clear in their relevance and use). • Anticipates potential objections or questions to your analysis, recognizes the broader implications of what you are saying. This level of assessed superior performance for the week typically represents about 20% of each Facilitator group, and is divided into A and A- grades based on the subjective appraisal of your facilitator.
86-89	**High level Participation – Met all these conditions:** • Actively responded to several other students in week's discussions for each topic and did so in an engaging and frequent manner. Was involved actively throughout the week building on others discussions and making own submissions. Student used effective communication, which was concise and powerful, and did not get lost in technical matters or distracted by the superficialities. • Submissions added a high degree of value. **Exceptional quality/quantity of comments –** Much the same as for Exceptional, but without demonstrating quite the same consistent degree and totality of originality, insight, persuasiveness, meaningful application of theory, fluid logic of analysis and strong recommendations, additive contribution to the posts of others, and pro-active timing, as described above.

80 - 85	**Average with Other Classmates Participation – Met these conditions:** • Actively responded to several other students in week's discussions for each topic of the week and did so in an engaging and frequent manner. Is involved actively throughout the week building on others discussions and making own submissions. Effective communications which are concise and powerful so do not get lost in technical matters or get distracted by the superficialities. • Submissions added a high degree of value. **High quality of comments** – Much the same as for Exceptional, but without demonstrating quite the same consistent degree and totality of originality, insight, persuasiveness, meaningful application of theory, fluid logic of analysis and strong recommendations, additive contribution to the posts of others, and pro-active timing, as described above. • Student has been active in discussions during week and made contributions building on or responding to other's comments. • Often these comments are accurate but mostly repeat what is obvious or already in the reading or implied by previous discussion.
70 -79	**Lower Than Average Level Participation to Minimal Participation Met all these conditions:** • Actively responded to a few other students in week's discussions for each topic. Tended to respond toward the end of the period so that it was more difficult for others to respond to the comments • Limited responses to other students in week's discussions for each topic. Would be considered to be generally below the average contributions of the class. **Lower quality of comments**– Student has been active in discussions during week and made some contributions building on other's comments, but less of a creative or insightful quality. Often tends to be opinion not substantiated with evident logic rather than new material of a value added nature. Generally students whose level of relative quality is assessed at B- or below. • Infrequent postings or lack of response to other student' submission and/or low quality of comments • Student has been in the discussion during the week but tends to repeat others or make unsubstantiated opinion statements, or statements not clearly relevant to the discussion and topic. Quite below average postings.
Less than 70	**Inadequate Participation** • No participation or very limited participation without contribution or recognition of others and would be considered failing level work. **Below acceptable quality of comments** – Student's postings do not contribute to the knowledge of the course, and do not seem to indicate that they have read or thought about the case or the topics at hand. Postings are well below average as they restate information or provide personal opinions.

INDIVIDUAL TEAM MEMBER RANKING FORM
Email this form directly to your facilitator

 TEAM LIVE CASE STRATEGY PROJECT NAME _____
(PRINT)

YOUR NAME _____
(PRINT)

       This purpose of this form is help team members point out those individuals that deserve recognition due to their (a) superior contributions as well as those that did not contribute to an expected team level.

       Please rank each group member's overall contribution by providing a score of 1, 2, 3, or 4 (highest level).

       It is important to note that *you are not grading* your teammates but providing valued guidance that reflects your perception of each member's contribution to the team's overall performance. That is to say, a score of 4 is not a grade of "A" and score of 3 is not a grade of "B".

INDIVIDUAL RANKING SCALE:
4.   **Means team member contributed more than rest**
3.   **Means team member contributed same as most others**
2.   **Means team member contributed less than most others**
1.   **Means team member did not contribute**

Team Member Rating (4 being highest and 1 the lowest rating)

LAST NAME FIRST NAME	Rank of: 1, 2, 3 OR 4	COMMENTS
1. **YOU:**	RANK YOURSELF:	
OTHER TEAM MEMBERS (PRINT)		
2.		
3.		
4.		
5.		
6.		