

<b>Course Title</b>	:	e-Business Models and Start-ups
<b>Course Code</b>	:	CDS4009
<b>Recommended Study Year</b>	:	4
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Sectional Approach
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	Required
<b>Prerequisite(s)</b>	:	CDS3XXX Introduction to e-Business
<b>Co-requisite</b>	:	Nil
<b>Exclusion</b>	:	Nil
<b>Exemption Requirement</b>	:	Nil

### **Brief Course Description:**

With the rise of Big Data, as enabled by the pervasive trend of digitization almost everywhere around the globe, e-Business is becoming one of the core drivers of wealth and economic growth in the 21<sup>st</sup> century. Increasingly, university students venture to start up their own businesses after graduation, or get involved in extending the product lines of their employers. These present challenges to students to be well-versed in related entrepreneurship and innovation concepts. This course intends to prepare students for such challenges. The course will survey and analyse cases of e-Business models and start-ups. Their underlying innovations and related strategies will be discussed. Students will learn about the process of generating business ideas, formulating a business plan, and presenting to potential investors.

### **Aims:**

The aim of this course is to help students tackle the challenges brought about by the pervasive trend of increasing digitization, emerging e-Business models and start-ups, and the associated demand for an entrepreneurial mind set to excel in the new business environment. The course will explore the concepts and the strategic and organisational implications of e-Business, reflecting on the changes in the business environment and the developments in Internet related technologies. The module content will explore these issues in different contemporary organisational settings across both the private and public sectors. Students will learn the practical perspective of the process of starting-up a new e-Business. Guest talks from practitioners and industrial experts will be arranged as needed.

### **Learning Outcomes (LOs):**

Upon completion, students should be able to:

1. describe strategies, business models and organizational innovations in the e-Business environment;
2. describe the underpinning Internet technologies for e-Business;

3. analyze the opportunities and threats posed by the Internet and e-Business in the networked economy; and
4. write and present a business plan for a e-Business idea.

### **Indicative Contents:**

#### Recent Developments in e-Business

The most significant e-Business developments in the past two decades; the key characteristics of the e-Business environment; emerging strategies, business models and organizational innovations in the e-Business environment; the opportunities and challenges posed by the Internet and e-Business in the networked, information economy

#### E-Business Models

E-Business model components and theories; basic business models enabled by IT and networks

#### Disruptive Innovations

Disruptive strategies in the networked economy; the incumbent's curse; types of innovations; conditions for disruption

#### Structural and Process Innovations

Major trends in organizational innovations; contradicting requirements in organizational design; new organizational models

#### Strategic Re-orientation

Strategic re-orientation practices; experience innovation; value co-creation

#### Business Plan Development

Brainstorming techniques to develop innovative business ideas; internal company competency analysis; market and competitive environment evaluation; financial considerations

### **Teaching Method:**

We aim to equip our students with a concrete understanding of key concepts related to e-Business models and start-ups. A mix of lectures and tutorials will be adopted as the teaching method. The instructor will supplement formal lectures with guest talks from practitioners as appropriate. To further deepen the understanding of the above contents, we will ask students to work in groups to prepare a business plan. This will enable them to understand the process of starting up a business with an appropriate e-Business model.

**Assessment:**

Class attendance and participation	10%
Assignments and case study	30%
Mid-term test	30%
Group project	30%
Total	100%

**Measurement of Learning Outcomes:**

	Class attendance and participation	Assignments and case study	Mid-term test	Group project
Describe emerging strategies, business models and organizational innovations in the e-Business environment	x	x	x	x
Describe the underpinning Internet technologies for e-Business	x	x	x	x
Analyze the opportunities and threats posed by the Internet and e-Business in the networked economy			x	x
Write and present a business plan for a e-Business idea				x

1. There are a number of classroom activities to evaluate if the students can describe e-Business models and startups, the new business environment and the underlying enabling technologies. (LO1, LO2).
2. The assignments and the case study require students to demonstrate their understanding of the basic e-Business concepts and the relationships between e-Business models, technology and the environment (LO1, LO2).
3. The group project requires students to demonstrate their understanding of e-business models, the start-up process, the business environment and technology evaluation for e-Business (LO1-3). Students are required to design and develop an e-Business idea, write a business plan, prepare and deliver formal presentations to potential investors and/or relevant funding bodies (LO4).
4. The mid-term test can evaluate if the students can recognize/explain/estimate the basic business models and innovation concepts, the underlying environment and technology, and the associated opportunities and challenges for e-Business (LO1-3).

**Required/Essential Readings:**

1. McGrath, Rita Gunther, and Ian C. MacMillan. *The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty*. Vol. 284. Harvard Business Press, 2000.

2. Christensen, Clayton, and Michael Raynor. *The innovator's solution: Creating and sustaining successful growth*. Harvard Business Review Press, 2013. Finch Brian 2013, *How to Write a Business Plan*, Kogan Page Limited
3. InfoSci-Books 2011, *Global Business Concepts, Methodologies, Tools and Applications*, Business Science Reference
4. Chaffey, Dave, *Digital Business and E-Commerce Management: Strategy, Implementation and Practice, 6th Edition*, Pearson, 2014.

### **Recommended/Supplementary Readings:**

1. Turban, E., Outland, J., King, D., Lee, J. K., Liang, T. P., and Turban, D. C., *Electronic Commerce 2018: A Managerial and Social Networks Perspective, 9<sup>th</sup> Edition*, Sprinder, 2018.
2. Li, Feng. *What is e-business?: how the Internet transforms organizations*. Blackwell Pub., 2007.

### **Important Notes:**

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

## Rubric for Group Project of CDS4XXX - E-Business Models and Start-ups

(Passing mark = 3)

Criteria	Very good (5-6)	Satisfactory (3-4)	Unsatisfactory (0-2)
<b>Ability to critically analyze the business environment and identify opportunities and threats in e-Business</b>	Identify opportunities and threats comprehensively through analysis from many different perspectives. All /almost all discussions and elaborations are correct.	Identify opportunities and threats adequately through analysis from key relevant perspectives. Most discussions and elaborations are correct.	Identify opportunities and threats inadequately through analysis from limited or irrelevant perspectives. Most discussions and elaborations are incorrect or irrelevant.
<b>Understand the business strategy, business model and organizational innovations in the e-Business</b>	Accurately describe in detail the business strategy, business model and organizational innovations in the e-Business.	Adequately describe the business strategy, business model and organizational innovations in the e-Business, but some details are missing or unclear.	Description of the business strategy, business model and organizational innovations in the e-Business is inadequate. Many details are missing or unclear.
<b>Having knowledge about the underpinning Internet technologies for the e-Business</b>	Correctly describe all/ almost all of the underpinning Internet technologies for the e-Business. All/ almost all of the discussions and elaborations are correct.	Correctly describe some of the underpinning Internet technologies for the e-Business. Majority of the discussions and elaborations are correct.	Correctly describe a limited number of the underpinning Internet technologies for the e-Business. Majority of the discussions and elaborations are not correct.
<b>Presentation of the e-Business plan</b>	Clearly deliver the business plan and communicate the business idea to potential investors effectively.	Deliver most of the business plan clearly and communicate the business idea to potential investors reasonably well. However, parts of the business plan are not very convincing.	Deliver the business plan and communicate the business idea to potential investors ineffectively. The audience finds the business plan unconvincing or difficult to follow because of missing details.

**Rubric for Assignments and Case Study of CDS4XXX - E-Business Models and Start-ups**

**(Passing mark = 3)**

<b>Criteria</b>	<b>Very good (5-6)</b>	<b>Satisfactory (3-4)</b>	<b>Unsatisfactory (0-2)</b>
<b>Comprehensively explore potential business strategies, business models and organizational innovations in the e-Business environment</b>	Correctly describe all/ almost all of the business strategies, business models and organizational innovations in the e-Business environment.	Correctly describe most of the key business strategies, business models and organizational innovations in the e-Business environment, but some descriptions are unclear.	Correctly describe few of the business strategies, business models and organizational innovations in the e-Business environment. Most descriptions are unclear or incorrect.
<b>Demonstrate the ability to analyze the business case in the context of the underpinning Internet technologies for e-Business</b>	Correctly describe all/ almost all of the underpinning Internet technologies for e-Business. All/ almost all of the discussions and elaborations are correct.	Correctly describe some of the underpinning Internet technologies for e-Business. Majority of the discussions and elaborations are correct.	Correctly describe a limited number of the underpinning Internet technologies for e-Business. Majority of the discussions and elaborations are not correct.
<b>Presentation</b>	Content of submission is well-presented with very few grammatical/ formatting mistakes.	Content of submission is satisfactorily presented with no more than a few grammatical/ formatting mistakes.	Content of submission is not properly presented and/or there are more than a few grammatical/ formatting mistakes.

**Rubric for Class Attendance and Participation of CDS4XXX - e-Business Models  
and Start-ups**

**(Passing mark = 3)**

<b>Criteria</b>	<b>Very good (5-6)</b>	<b>Satisfactory (3-4)</b>	<b>Unsatisfactory (0-2)</b>
<b>Attendance</b>	Student attends almost all of the classes.	Student attends many of the classes.	Student does not attend most of the classes.
<b>Punctuality</b>	Student is always or almost always punctual.	Student is usually punctual.	Student is usually not punctual.
<b>Critically evaluate given examples of business strategies, business models and relate these to organizational innovations in the e-Business environment</b>	Correctly describe all/ almost all of the business strategies, business models and organizational innovations in the e-Business environment.	Correctly describe most of the key business strategies, business models and organizational innovations in the e-Business environment, but some descriptions are unclear.	Correctly describe few of the business strategies, business models and organizational innovations in the e-Business environment. Most descriptions are unclear or incorrect.
<b>Ability to participate in discussion of the underpinning Internet technologies for e-Business</b>	Correctly describe all/ almost all of the underpinning Internet technologies for e-Business. All/ almost all of the discussions and elaborations are correct.	Correctly describe some of the underpinning Internet technologies for e-Business. Majority of the discussions and elaborations are correct.	Correctly describe a limited number of the underpinning Internet technologies for e-Business. Majority of the discussions and elaborations are not correct.

**Rubric for Mid-term Test of CDS4XXX - E-Business Models and Start-ups**

**(Passing mark = 3)**

<b>Criteria</b>	<b>Very good (5-6)</b>	<b>Satisfactory (3-4)</b>	<b>Unsatisfactory (0-2)</b>
<b>Extent of knowledge acquired</b>	Student demonstrates a clear understanding of the subject knowledge broadly.	Student demonstrates a reasonable understanding of the major parts of the subject knowledge.	Student demonstrates a limited understanding of the subject knowledge.
<b>Competence</b>	Student demonstrates excellent analytical skills and is able to provide detailed analysis on the opportunities and threats posed by the Internet an e-Business in the networked economy.	Student demonstrates satisfactory analytical skills and is able to adequately analyze opportunities and threats posed by the Internet an e-Business in the networked economy.	Student demonstrates limited analytical skills and is not able to adequately analyze opportunities and threats posed by the Internet an e-Business in the networked economy.
<b>Presentation</b>	Content of submission is well-presented with very few grammatical mistakes.	Content of submission is satisfactorily presented with no more than a few grammatical mistakes.	Content of submission is not properly presented and/or there are more than a few grammatical mistakes.