

E-Commerce and Supply Chain Management

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ISM 6485: E-Commerce and Supply Chain Management

[Information Systems & Operations Management](#)
[Warrington College of Business](#)
[University of Florida](#)

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ISM 6485 - E-Commerce and Supply Chain Management

General Information

Course Description

Information technology has become a vital and integral part of management decision making. It enables general managers to extend their reach, in terms of both time and space, and breadth and depth of understanding, and thereby to significantly increase their influence on the destiny of their organizations. To capitalize on this opportunity, however, managers must learn to use information technology in an informed way, a task made much more difficult by the extreme rate of technological advancement that characterizes today's society.

The objective of the course is to train students to *identify* and *resolve* the *managerial* issues surrounding the use of information technology in organizations. The perspective of this course is that, in a world where the half-life of a particular hardware or software technology is often measured in months, building intuition about core concepts and developing frameworks and *ways of thinking about* technology is more valuable to future general managers. Accordingly, the focus of this course is to develop insights into what, when and how information technology can be used within and among organizations to improve efficiency, differentiate products and services, enhance performance in existing markets and develop entirely new markets by changing the rules of competition. Two major subject areas of this course include business process innovations and supply chain management.

A variety of teaching methods are used to achieve the objectives, including lectures, guest lectures, class discussions, analysis and presentation of critical cases and articles, and homework assignments. This course emphasizes on students' active and participating role in the learning process. This course aims at maximizing students' learning experience by encouraging students to take the lead in most of the learning cycle.

Assurance of Learning

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following ISOM program goals and objectives that apply to ISM6485 are:

Learning Goal 2: Apply appropriate problem solving and decision-making skills.

2A. Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.

2B. Assess the outcomes of a course of action and make appropriate adjustments.

Learning Goal 3: Possess effective communication skills.

- 3A. Write business documents clearly, concisely, and analytically.
- 3B. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

Learning Goal 4: Think critically and analytically in formulating business solutions.

- 4A. Students will gain expanded knowledge of ever evolving technologies and processes and solidify the technical skills needed in applying these to solve intricate problems.
- 4B. Students will be able to critically evaluate the impact of business decisions on stakeholders.

Course Materials

Required Course Packet: available at Target Copy Center, 1412 W. University Ave., Gainesville (phone 376-3826) at the beginning of the course.

Grading Policy

The course grades will be determined by curve. The course grades will be based on two exams (individual performance), class participation (individual performance), one homework (individual&group performance), one case/article presentation (team performance), one case/article report (team performance), and one class project (team performance). Students form teams of no more than five members in each team.

Grading Scheme

| | |
|----------------------------------|-----|
| Exam 1 | 25% |
| Exam 2 (<i>non-cumulative</i>) | 25% |
| Spreadsheet Homework | 10% |
| Case/Article Presentation | 10% |
| Case/Article Report | 10% |
| Class Project | 10% |
| Class Participation | 10% |

Overall letter grades will be *assigned by curve*. That is, the letter grade you receive will be determined by *your ranking among all students in your class*. Typical percentages of letter grades in the past are as follows. However, generous distributions will be awarded to exceptionally performing classes.

A: 20%, A-: 20%, B+: 40%, B: 18%, C's or D's: 2%

No makeup exams will be given. It is your responsibility to be at the exams on time. (Check the Course Outline page for exams schedule.) Both Exams 1 and 2 will test you on the lectures as well as textbook (excluding optional textbook), case materials and readings. All exams are in-class and *close-book* exams. The only acceptable excuses for missing an exam are your own illness on the day of the exam or a death

in the family. If you can not attend an exam, you must contact your professor before the day of the exam to arrange for a makeup. If you suddenly get sick the day of the exam, the professor will require a doctor's note in order to arrange a makeup. Note that attending a wedding (even your own), job interviews, or early vacation plans will not be considered a valid excuse for missing an exam: *mark your calendars now and plan around these times*. The penalty for a missed exam is a zero grade on that exam.

All requests for re-grading of exams must be accompanied by a written request with justifications for re-grades. *All requests for re-grading will be handled by a comprehensive review of all parts of the exam, which may lead to a lower grade.* Requests showing clear grading errors, however, will be held harmless.

All homework assignments should be handed in on their due dates. Failure to do so will result in decreasing your grade by 20% for every day late.

Peer Evaluations of Group Assignments

There will be peer evaluations of group assignments at the end of course. Grades of group assignments will be adjusted according to the consensus feedback from the peer evaluations.

Attendance/ Participation

Each student is required to attend *every* class since learning will be through case analysis, presentation and discussion. *Three or more unexcused absences constitute a failure grade of this course.* Each student should try to participate in the case discussions, that we run during and after the case/article presentation. So be prepared. In the exams, there will be questions about the cases/articles.

Class participation is graded to encourage and reward fruitful communications and interactions in and outside the classroom. A student is considered to be a good team player if the person comes to class regularly, keeps up with reading assignments, raises and answers questions in class, and works well on group assignments and projects.

Please come to classes well prepared to enter the discussion - to ask questions and provide information that will further your, your peers', and professor's understanding of the topic. Do not limit your role to that of student but expand it to include teacher, trainer, guide and friend. You should think of the classroom as laboratory in which you can test your ability to convince your colleagues of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach.

Guidelines for Case/Article Presentations

Each case/article will be presented by a Presenting Team. The Presenting Team will be required to turn in a paper-copy of their slides (print 4 slides on one page). Problems with group dynamics are the group's

responsibility (as they will be in your careers).

- Each case presentation is expected to last around **30 minutes**. This excludes the time for questions, comments, and other participation from the class members. Questions may be asked at any time during or after the presentation.
- Start Preparing Early: Do not wait until the last few days before your presentation to prepare. Instead, prepare your presentation at least a week ahead of time.
- Prioritize Topics and Allocate Time Accordingly: Given that you have a total of 30 minutes for the complete presentation (including questions, etc.), you should plan on leaving around 5 minutes for questions and answers session. Assume that the class has already read the case.
- Pay Attention to the Organization of Your Talk: try to summarize early the key points in the case/article, provide details and elaborate later, then summarize at the end. Don't feel you have to say everything in the case/article - you are trying to identify the important points for your audience.
- Add Value: A primary criterion of your presentation grade is based on how much added value and additional research we discern from your presentation. Identify the authors' conclusions and/or point-of-view, (and any bias that you feel might be present), then take a position at the end. The audience wants to know what is in the case/article, but they also want to know what you think about what the case/article says. Don't feel that you have to be profound - just say what and why you liked, disliked, believed, or found difficult to believe.
- Support Your Presentation with Visual Aids: Use overheads/computer for your presentation. If using overheads, avoid hand-written overheads. Do not put too much information on a slide (3-5 major points per slide).
- You are free to apply general theory (e.g. competitive forces, value chain, strategic grid, ...) during the case-presentation, if you think this will give a better understanding of the issues involved. During your case-presentation you should give clear answers to the case discussion questions, which are listed in the course schedule.
- Rehearse the presentation - Practice makes perfect.

Guidelines for Case/Article Reports

The report should be 12-point font, single or double-spaced, and maximum ten pages (including references, figures, and appendices).

Laptop Policy

Do **not** use the laptop in the classroom unless directed to do so by the professor. Failure to adhere to this policy will result in severe penalty on the class participation grade.

Honor Code

For any academic class activity, students must follow the University of Florida Student Honor Code. Any violation of the honor code will automatically result in a grade of E (Fail) for this course and further sanctions that may include a suspension or expulsion from the University through the Dean of Students Office. All incidents will be reported to Student Conduct and Conflict Resolution at the University of Florida.

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Class Project

The class project is the best opportunity for each team to explore topics that are not covered in the syllabus. Example class projects may include but are not limited to the following:

- The Six Sigmas, LEAN, and BPM
- To evaluate the successful and/or failed implementations of IT projects
- The innovative applications of IT in your fields and industries
- A case study relevant to the theme of our class (e.g.: eBay, Google, ...)
- Research of latest technologies and their applications
(e.g.: RFIDs, nano-technology, semantic Webs, blogs, IPTV, Web 2.0, ...)
- IT policies and legislation issues, e.g., net neutrality
- Economics of the Internet
- Digital piracy and legal aspects of intellectual property rights...
- Threats to privacy, e.g., spam, phishing, ..., etc.
- Outsourcing and offshoring
- Latest supply chain management strategy
- ...

At the end of the course, each team will present its findings in class and turn in a 10-page (including references, figures, and appendices), 12-point font, and single or double-spaced project report.
