Course Syllabus

BUS353G E-Commerce

Number of ECTS credits: 6

One ECTS credit represents about 27.5 hours of work, so the workload for a 6 ECTS credits course is about 165 hours, or - spread over 15 weeks - 11 hours per week. This includes the class meetings (three hours per week), so I expect you to work for this class eight hours per week outside class (including preparation for classes, video case preparations, case studies, group case preparation and presentation and both exams).

Time and Place:

Friday 08:30-11:30, VeCo3

Contact Details for Professor

Instructor: Drs. Marc Van Gastel, MSc, MBA

Office: Pleinlaan 5, Brussels
Class Hours: Friday 08:30-11:30
Office Hours: Friday 11:30-12:30 (by appointment)

Email: mvgastel@vesalius.edu and marc@vangastel.cc
please put "BUS353G" in the subject line

Telephone: +477 46 95 15 (only in emergencies)

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Course Prerequisites (if any)
BUS101G+ECN101G+HUM101G+BUS251G.

Course Description

This course focuses on principles of e-commerce from a business perspective, providing an overview of business and technology topics, business models, virtual value chains and social innovation and marketing strategies. In addition, some of the major issues associated with e-commerce—security, privacy, intellectual property rights, authentication, encryption, acceptable use policies, and legal liabilities—will be explored. Students will build their own web presence and market it using an online platform.

Further Detail on Course Content

One of the biggest challenges that instructors face in teaching a course on e-commerce is helping students make sense of a very complex phenomenon that involves considerations of markets, firms, consumer behaviour, and technology, among others. E-commerce is continually evolving and has become a thriving marketplace not only for products but also for services and content, such as social networks, user-generated content (video, photos, and blogs), and, of course, entertainment such as movies, TV, video, music, and games. E-commerce is as much a sociological phenomenon as it is a business and technological phenomenon. In addition to the social aspect of e-commerce, two major themes in the text are the full emergence of the mobile platform and the increasing emphasis on local e-commerce. We weave social, mobile, and local topics throughout the course into all chapters, because they are increasingly impacting all aspects of e-commerce.

Since it began in 1995, global e-commerce has grown from a standing start to a $600 billion business-to-consumer and a $6.7 trillion business-to-business juggernaut, bringing about enormous change in business firms, markets, and consumer behavior. Economies and business firms around the globe are being similarly affected. During this relatively short time, e-commerce has itself been transformed from its origin as a mechanism for online retail sales into something much broader. Today, e-commerce has become the platform for media and new, unique services and capabilities that aren’t found in the physical world. There is no physical world counterpart to Facebook, Twitter, Google search, or a host of other recent online innovations from Pinterest and iTunes to Tumblr. The Internet is about to replace television as the largest entertainment platform.

E-commerce is projected to continue growing at double-digit rates over the next five years, remaining the fastest growing form of commerce. Just as automobiles, airplanes, and electronics defined the twentieth century, so will e-commerce of all kinds define business and society in the twenty-first century. The rapid movement toward an e-commerce economy and society is being led by both established business firms such as Tesco, Ford, IBM, Carrefours, and General Electric, and online firms such as Google, Amazon, Apple, Facebook, Yahoo, Twitter, and YouTube. Students of business and information technology need a thorough grounding in e-commerce in order to be effective and successful managers in this and the next decade. We therefore discuss the basic concepts of e-commerce, explain theoretical and practical issues of conducting business over the internet and

**Course Learning Objectives (CLO)**

At the end of this course, students should be able to:

- Identify and apply relevant problem solving methodologies
- Design components, systems and/or processes to meet required specifications for a web presence
- Demonstrate research skills
- Communicate effectively in ways appropriate to the discipline, audience and purpose.
- Work as an effective member or leader of diverse teams within a multi-level, multi-disciplinary and multi-cultural setting for the Group Website Research Project
- Appreciate ethical implications of professional practice
- Be aware of global perspectives (needs, rules/regulations, and specifications)

**In terms of knowledge:**

- Discuss electronic commerce and the stakeholders and their capabilities and limitations in the strategic convergence of technology and business.
- Appreciate the global nature and issues of electronic commerce as well as understand the rapid technological changes taking place.
- Identify advantages and disadvantages of technology choices such as merchant server software and electronic payment options
- Demonstrate awareness of ethical, social and legal aspects of e-commerce
- Analyse features of existing e-commerce businesses, and propose future directions or innovations for specific businesses

**In terms of skills**

- Use appropriate referencing and bibliographic methods
- Demonstrate effective oral presentation skills
- Demonstrate effective and integrative team-work

**In terms of attitudes, students should develop in this course:**

- critical attitudes, which are necessary for “life-long learning”
- an attitude of open-mindedness and self-critical reflection with a view to self-improvement
- sensibility towards the ethical dimensions of different aspects of the content of this course
- an open attitude towards inter-cultural team-work

**LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**
Number of assignments used in this course: 4, **Oral Class Presentation, Midterm Exam, Group Website Research Project (GWRP)** and **Final Exam**

Number of Feedback occasions in this course (either written or oral): 3

Number and Types of Teaching Methods: 4: Lecture, Student Present&Discuss (=Oral Class Presentation by student at the start of class or to lead in a topic during class), Case based teaching and Buzz Groups.

The Buzz group will be used to explore some topics more in depth and require a long session, the plenary group can break into sub-groups to discuss one or two specific questions or issues. The room soon fills with noise as each sub-group ‘buzzes’ in discussion. If appropriate, after the discussion one member of each group can report its findings back to the plenary. Buzz groups can be in pairs, trios, or more depending on the activity. Students turn to their neighbours for a quick buzz, or form larger groups of three or more. This allows almost every one to express an opinion. While they are buzzing, students are able to exchange ideas and draw on their wider collective experience. It may provide a good opportunity for students to reflect on the content of a lecture. A good buzz session will generate many ideas, comments and opinions, the most important of which will be reported back.

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Instances of Feedback given to Student</th>
</tr>
</thead>
</table>
| The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems. | • To apply in an integrative and summative fashion the students’ knowledge in all fields of business studies by drafting a website presence plan.  
• To understand the factors needed in order to be a successful in e-commerce  
• To gain the skills to bring together knowledge gathered about the different components of building a web presence  
• To critically think about problems and issues that might pop up during the establishment of the web presence  
• To come up with solutions for these | Lectures In class-Discussions  
Independent study and reading  
Data gathering for the Group Website Research Project | Reading Text, Class Presentations, Work packages Web Presence Presentation | Feedback within at most two weeks of activity |
| The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making. | • To gain the skills to bring together knowledge gathered over the different courses during this course  
• To see how certain factors and decisions impact the profitability of | Lectures In class-Discussions  
Independent study and readings | Work packages Group Web Presence Presentation | See above |
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</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems.</td>
<td>To demonstrate a profound awareness of market opportunities arising in societies, identify these and create an e-commerce plan around these.</td>
<td>Independent Research Reflection report Lectures</td>
<td>Reflection report Class Presentations Group Web Presence Project</td>
<td>See above</td>
</tr>
<tr>
<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies</td>
<td>The learner will gain a better understanding of the use of financial methodologies through the utilization of research knowledge.</td>
<td>Students will work together to establish and deliver a Website case study project that illustrates the foundation of research knowledge and comprehension.</td>
<td>Students will research their given topic to a high standard, which includes project, defense, and project presentations. Midterm and final reflection report.</td>
<td>Students receive feedback from the instructor.</td>
</tr>
<tr>
<td>The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.</td>
<td>Students will engage in understanding the need to critically evaluate their personal behavior and analytical skills. This will be reflected in critical thinking, inquiry, and reflection.</td>
<td>All concepts are revisited during course lectures to ensure comprehensive knowledge base.</td>
<td>There is an individual midterm case due, for post-evaluation. Midterm discussion and Final reflection report.</td>
<td>The reflection reports on their academic career and how they will progress in their future. Feedback will be provided.</td>
</tr>
<tr>
<td>The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.</td>
<td>The international dimension creates opportunities and competitors.</td>
<td>Lectures Independent research Class discussions</td>
<td>Class Presentations Group Web Presence Project</td>
<td>See above</td>
</tr>
<tr>
<td>The bachelor is able to work in a multi-cultural team.</td>
<td>Project teams to complete the Group Website Research Project.</td>
<td>A small team of 3-5 students will be compiled of multicultural/diverse members.</td>
<td>Students will research their given topic to a high standard, which includes for the final case the framework, defense, and case presentation. Final reflection report.</td>
<td>Students receive feedback from the instructor during the presentation and in a short report.</td>
</tr>
<tr>
<td>The bachelor recognizes the importance of lifelong learning.</td>
<td>There will be multi-disciplinary perspective in the Group Website Research Project.</td>
<td>All concepts are revisited during course lectures to ensure a comprehensive knowledge base.</td>
<td>There is an individual Presentation and a final Group Website Research Project. due, for self-reflection and evaluation. The learning objective can be seen through group work. Midterm case and exam</td>
<td>The Presentation reflection report comments on their academic and business skills and how they will progress in their future career(s).</td>
</tr>
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<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
<td>How to structure and compose an academic essay, based on alternative and conflicting theoretical approaches.</td>
<td>Preparation for their Group Website Research project defense, and presentation exercise.</td>
<td>This class assesses both oral and written expression, through a variety of written and oral assignments, which include final project defense, and student presentation. There will be two formal presentations, and weekly classroom discussions. Their progress can be seen through the group work, Midterm and final reflection report.</td>
<td>Feedback will be provided.</td>
</tr>
<tr>
<td>The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems</td>
<td>To critically think about problems and issues that might pop up during the establishment of a Web Presence and how it can ethically provide products and services</td>
<td>Lectures Business Models, Preparation for Group Website Research Project</td>
<td>Group Website Research Project Evaluation and Presentation</td>
<td>Students receive feedback from the instructor during the presentation and in a short report.</td>
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**Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):**

The course material consists of powerpoint presentations, video cases, lecture notes and readings from the textbook. Powerpoint presentations will be made available via the student online platform at the start of the course. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal. Students are expected to visit this Portal regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

**Textbook:** *E-Commerce 2018, Global Edition, 14/E*  
Kenneth C. Laudon, New York University
Companion Website
The Companion Website for this textbook is located at www.e-commerce2018.com
Here you will find a collection of additional projects and exercises for each chapter; links to various technology tutorials; information on how to build a business plan and revenue models; information on careers in e-commerce, and more.

Recommended References books:
1. Think #Digital First by Warren Knight
2. Online Business Startup: The entrepreneur's guide to launching a fast, lean and profitable online venture by Robin Waite
3. Shoe Dog by Phil Knight
4. The Obstacle Is the Way by Ryan Holiday
5. Originals: How Non-Conformists Move the World by Adam Grant
6. The Hard Thing About Hard Things by Ben Horowitz
7. Competing Against Luck by Clayton M. Christensen

Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals in e-Commerce

- J FINAN ECON - Journal of Financial Economics
- AMER J AGR ECON – American Journal of Agricultural Economics
- AER - American Economic Review
- J PUBLIC ECON - Journal of Public Economics
- J ECON HIST - Journal of Economic History
- Journal of Financial Economics
- Journal of International Business Studies

- Journal of Management Studies
- Journal of World Business
- Journal of Business Research
- Journal of Business Strategy
- Journal of Business Ethics
- Journal of Business Logistics
- Journal of Business Models
- The Journal of Business Venturing
- Journal of Business Strategy
- Journal of Business Economics and Management
- Journal of Business Finance and Accounting
- Journal of Business and Economics
- Journal of Business and Psychology
- Research Journal of Business and Management
- Eurasian Journal of Business and Economics
- International Journal of Business and Social Science
- Journal of Business and Finance
- The Journal of Business Studies Quarterly
- Journal of Business & Economic Policy
- The International Journal of Business and Public Administration
- International Journal of Business and Information
- Journal of Business and Management
- International Journal of Business and Economics Research
- International Journal of Business, Humanities and Technology
- Journal of Business Law
- Business and Economics Journal
- Journal of Hotel & Business Management
- Journal of Business & Financial Affairs
- Arabian Journal of Business and Management Review
- Journal of Business Research
- International Journal of Economics and Business Research
- Journal of Indian Business Research
- South Asian Journal of Global Business Research
- Global Journal of Business Research
- Frontiers of Business Research in China
- Academy of Management Perspectives

- Academy of Management Review
- Accounting, Organisations and Society
- The Accounting Review
- Administrative Science Quarterly
- American Economic Review
- California Management Review
- Contemporary Accounting Research
- Econometrica
- Entrepreneurship Theory and Practice
- Harvard Business Review
- Human Resource Management
- Information Systems Research
- Journal of Accounting and Economics
- Journal of Accounting Research
- Journal of Applied Psychology
- Journal of Business Ethics
- Journal of Business Venturing
- Journal of Consumer Psychology
- Journal of Consumer Research
- Journal of Finance
- Journal of Financial and Quantitative Analysis
- Journal of Financial Economics
- Journal of International Business Studies
- Journal of Management Studies
**Blogs Relevant for this Course:**

1. **Shopify blog**
   To truly understand the power of the Shopify platform and community, you need to read this! Regarded by many as the finest curated e-Commerce content on the planet, the Shopify blog is also very relevant to non-Shopify users.
   Why it's worth reading: It's clear the content team thought into what they share, create and deliver. The content is not a sales tool designed to sell the platform. In fact, much of the content is platform agnostic and relevant to any entrepreneur selling or planning to sell online.

2. **eCommerceFuel**
   It's a blog and podcast for serious online entrepreneurs. It's run by Andrew Youderian, a former investment banker and successful online store owner.
   Why it's worth reading: What is clear when you read and listen to this content is that it's run by an experienced online business owner who fully understands the challenges growing an e-Commerce business. There is no better source of advice than from those who have experienced the challenges of selling online.

3. **A Better Lemonade Stand**
   This blog is packed with e-Commerce articles, case studies, tip, recommendations and genuine product reviews.
   Why it's worth reading: With 40,000 entrepreneurs already receiving exclusive content, the numbers speak for themselves. It's more than a blog and includes access to money making tool and money-saving tools too. We love the way you can filter content based on your business stage - build, launch & grow.

4. **Buffer Blog**
   Given that some of the largest brands worldwide use Buffer, it natural that they should have insight and the ability to provide free advice on social media management for your e-Commerce store.
   Why it's worth reading: Social selling has become a serious e-Commerce channel and one which mature online stores are now taking seriously.
1. https://www.webcreate.io/ecommerce-website-builder-comparison/?edgetrackerid=100253676826902&utm_medium=cpc&utm_campaign=eCommerce&utm_source=google&utm_term=search-pareto&utm_content=text&gclid=EAIaIQobChMIwffjmNX63AlVz73tCh0qGw8LEAMYAyAAEql_aPD_BwE
2. https://builtwith.com/ecommerce
5. https://ecommerceplatforms.com/articles/ecommerce-store-design

**Work Load Calculation for this Course:**

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 3 hours per week / 45 hours per semester  
**Time allocated for course readings:** hours per week / hours per semester: 2 hours per week / 30 hours per semester  
**Time allocated for preparing Assignment 1:** Video Case Presentation: 8 hours per semester  
**Time allocated for preparing Assignment 2:** Group Case: building a website & Social Marketing: 45 hours per semester  
**Time allocated for preparing/revising for written Mid-term Exam:** 16 hours per semester  
**Time allocated preparing/revising for written Final Exam:** 20 hours per semester

**Total hours for this Course:** 45 hours in class +/- 120 hours out of class

**Course Assessment: Assignments Overview**

The students will be evaluated on the basis of their performance in the following assignments:

- Video Case Presentation & Participation ................................................................. 10%
- MidTerm Exam ........................................................................................................... 20%
- Group Case: Research + Website and Final Presentation ....................................... 40%
- Final examination ..................................................................................................... 30%

**TOTAL.......................................................................................................................... 100%**
**Grading Scale of Vesalius College**

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>

**Description of Activities, Grading Criteria and Deadlines:**

**Assignment 1 (Oral Presentation):** Students need to study the Video Cases that are part of every Chapter (starting with Chapter 2-12) Each lesson a student will be selected who will need to make a presentation on one of the video cases for the next class. The other students also need to study each video case, since they will need to question the presenting student and challenge him or her on the answers given to the case. Typically a presentation should take a maximum of 15 minutes, excluding the video itself (which has to be viewed by all students prior to class). Students will be assessed for the presentation itself (in Powerpoint, which has to be sent 24 hours prior to the actual presentation to the teacher’s email address) and for the response and participation in class.

**Assignment 2: Group Website Research Project (GWRP),** which is a combination of literature review, research proposal and dedicated team work to set up and market an e-commerce online presence using a leading web-building ecommerce platform such as Shopify (alternatively, Wix could also be used – based on the preference of the student’s team choice. The detailed instructions, what is expected from students to include in this assignment can be found in the Addendum. The deadline for the Group Presentation of the GWRP is Week 12, Friday 23 November. Students are
required to submit all their materials and data for the GWRP.

**Mid-Term Exam (written):** The MidTerm exam contains parts that include short answers, but typically also contain longer analytical essays based on a short case. As a general rule, exams at 300-level should test analytical, evaluation, and theory-application knowledge. This exam will not merely test students’ ability to recall information or basic concepts (this is mostly the focus of 100 level exams), but will aim at higher-order abilities to apply concepts and theories to unfamiliar cases with the help of case studies or analytical essays under time pressure. At 300 level, multiple choice questions are allowed, but cannot count for more than 10%.

**Final Written Exam:** as above
## Rubrics: Transparent Grading Criteria For Each Assignment

### RUBRIC–GROUP WORK GWRP (50 points)

Student Name:

<table>
<thead>
<tr>
<th>Rubric Area</th>
<th>Excellent/Very Good</th>
<th>Good/Average</th>
<th>Below Average/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline of individual and group contribution (20 points)</td>
<td>The portfolio outlines clearly and convincingly the contributions made by the student individually to the GWRP as well as to the designated workpackage. Strong aspects of Leadership, clear share of work and significant contributions are well-reported. Evidence of strong contribution to the group and individually. (20 –15)</td>
<td>The portfolio outlines contributions made by the student individually to the GWRP as well as to the sub-group. Good/Average aspects of Leadership, indication of good/average share of work and good/average contributions are well-reported. Evidence of good/average contribution to the group and individually. (14 –11)</td>
<td>The portfolio outlines generically or unconvincingly the contributions made by the student individually to the GWRP as well as to the designated workpackage. Little or no evidence of Leadership and absence of evidence of share of work and contributions to the capstone work. Lack of Evidence of contributions to the group and individually. (10 –0)</td>
</tr>
<tr>
<td>Reflection on Learning Path and Overall Experience (10 points)</td>
<td>Clear analysis and detailed reflections of the student’s own learning path. Includes a strong and self-critical assessment of the course’s strengths and weaknesses and the student’s strengths, weaknesses and learning path. Provides mature and well-reflected feed-back for course improvements. (10 –8)</td>
<td>Good/average analysis and reflections of the student’s own learning path. Includes good/average degree of self-critical assessment of the course’s strengths and weaknesses and the student’s strengths, weaknesses and learning path. Provides some evidence of good/average feed-back for course improvements (7 –5)</td>
<td>Imprecise and generic reflections. Little evidence of actual analysis and self-critical review of own strengths, weaknesses and learning path. Irrelevant or unreflected feedback linked to course improvements. (4 –0)</td>
</tr>
<tr>
<td>Engagement in Context of GWRP Work Packages (20 points)</td>
<td>Excellent/very good engagement of the student that goes beyond the demands of the class-room activities and beyond the expected time of 8-10 hours per week. Evidence of out-of-the-class contributions, engagement and effort (organizing extra activities for the GWRP group, taking on extra tasks, such as presenting, editing …etc) (20 –15)</td>
<td>Good/average engagement of the student that shows some evidence of engaging beyond the demands of the class-room activities. Some evidence of out-of-the-class contributions, engagement and effort (contributing to extra activities for the GWRP group) (14 –11)</td>
<td>Little evidence of engagement beyond minimum requirements. Limited range of attendance of external activities and little evidence of extra contributions or activities (10 –0)</td>
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</tbody>
</table>
RUBRIC–GROUP WORK GWRP Website Plan (20 points)

Student Name:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (20-16 points)</th>
<th>Good (15 to 12 points)</th>
<th>Fair (11 to 8 points)</th>
<th>Weak (7-0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The website plan is structured the right way and the layout and language are professional</td>
<td></td>
<td></td>
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<tr>
<td>Students have gathered additional data and academic sources</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The website plan and the assumptions are reasonable and realistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The website plan is persuasive and brings unique insights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The website plan is marketable and performance milestones are included</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The website plan develops a financially sound business model, taking into account the different business models, risks and scenarios. It shows a critical analysis of the risk and rewards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The website plan shows an application of theories and tools to guide decision-making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students worked together well as a group and clearly indicated the division of the tasks and responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RUBRIC–GWRP Workpackages (20 points)

Student Name:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (20–16 points)</th>
<th>Good (15 to 12 points)</th>
<th>Fair (11 to 8 points)</th>
<th>Weak (7–0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work package shows an understanding of the required work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have been able to come up with an ambitious approach to the answer of the most important tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The approach stipulated in the work package and the assumptions are reasonable and realistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work package brings unique insights or unique ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work package builds on solid data which have been collected by the students (both secondary and primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GWRP (10 points - reduced proportionally from 100)
Student Name:

<table>
<thead>
<tr>
<th>Content:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Sophistication of Analysis:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use of data/research outcomes/evidence (x2):</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Coherence of argument:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning of content in presentation:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Style Website</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>User Friendliness Website (x2):</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Marketing (x2):</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Social Media Inclusion (x2):</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
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**Presentation skills:**

<table>
<thead>
<tr>
<th>Clarity and volume of voice:</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed of delivery:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Time keeping:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to speak freely:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to keep audience engaged:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>“Presence” / Mimics / Gestures:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to convince (x2):</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total**                                                                  | 100|


RUBRIC Individual Presentation (10 points - reduced proportionally from 50)

Student Name:

<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Level of Sophistication of Analysis:</td>
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<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Coherence of argument:</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation skills</th>
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<th>2</th>
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<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Clarity and volume of voice:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Speed of delivery:</td>
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<tr>
<td>Ability to keep audience engaged:</td>
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<td></td>
<td></td>
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<tr>
<td>“Presence” / Mimics / Gestures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to convince (x2):</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

50
**Rubric Exam Grading Criteria – Rubrics**

<table>
<thead>
<tr>
<th>Description</th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Fair (C)</th>
<th>Poor (D-F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>• The solution shows a deep understanding of the case including the ability to identify the appropriate concepts and the information necessary for its solution.</td>
<td>• The solution shows that the Student has a broad understanding of the question and the major concepts necessary for its solution.</td>
<td>• The solution is not complete indicating that parts of the question are not understood.</td>
<td>• There is no solution, or the solution has no relationship to the task.</td>
</tr>
<tr>
<td></td>
<td>• The solution completely addresses all components presented in the task.</td>
<td>• The solution addresses all of the components presented in the task.</td>
<td>• The solution addresses some, but not all of the components presented in the task.</td>
<td>• Inappropriate concepts are applied and/or procedures are used.</td>
</tr>
<tr>
<td></td>
<td>• The solution puts to use the underlying concepts upon which the task is designed.</td>
<td></td>
<td>• The solution shows that the Student has a broad understanding of the question and the major concepts necessary for its solution.</td>
<td>• The solution addresses none of the components presented in the task.</td>
</tr>
<tr>
<td><strong>Strategies, Reasoning, (ICT) Procedures</strong></td>
<td>• Uses a very efficient and sophisticated strategy leading directly to a solution.</td>
<td>• Uses a strategy that leads to a solution of the question.</td>
<td>• Uses a strategy that is partially useful, leading some way toward a solution, but not to a full solution of the question.</td>
<td>• No evidence of a strategy or procedure, or uses a strategy that does not help solve the question.</td>
</tr>
<tr>
<td></td>
<td>• Employs refined and complex reasoning.</td>
<td>• Uses effective case-based reasoning.</td>
<td>• Some evidence of effective case-based reasoning.</td>
<td>• No evidence of mathematical reasoning.</td>
</tr>
<tr>
<td></td>
<td>• Applies procedures accurately to correctly solve the question and verify the results.</td>
<td>• Typical ICT compliant procedures used.</td>
<td>• Could not completely carry out ICT compliant procedures.</td>
<td>• There were so many errors in ICT compliant procedures that the question could not be solved.</td>
</tr>
<tr>
<td></td>
<td>• Verifies solution and/or evaluates the reasonableness of the solution.</td>
<td>• All parts are correct and a correct answer is achieved</td>
<td>• Some parts may be correct, but a correct answer is not achieved.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Makes relevant observations and/or connections.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>• There is a clear, effective explanation detailing how the question is solved. All of the steps are included so that the reader does not need to infer how and why decisions were made.</td>
<td>• There is a clear explanation.</td>
<td>• There is an incomplete explanation; it may not be clearly presented.</td>
<td>• There is no explanation of the solution, the explanation cannot be understood or it is unrelated to the question.</td>
</tr>
<tr>
<td></td>
<td>• Effective representation is actively used as a means of communicating ideas related to the solution of the question.</td>
<td>• There is appropriate use of accurate representation.</td>
<td>• There is some use of appropriate financial representation.</td>
<td>• There is no use or inappropriate use of financial representations (e.g. figures diagrams, graphs, tables, etc.).</td>
</tr>
<tr>
<td></td>
<td>• There is precise and appropriate use of financial terminology and notation</td>
<td>• There is effective use of financial terminology and notation.</td>
<td>• There is some use of financial terminology and notation appropriate of the question.</td>
<td>• There is no use, or mostly inappropriate use, of financial terminology and notation.</td>
</tr>
</tbody>
</table>
**Vesalius College Attendance Policy**

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

**Additional Course Policies**

**The Importance of Group Work and Individual Contributions to the Group’s Success**

Even though individual assessments and individual skill training is also part of the course, the core emphasis lies on group work. The purpose of the groups are:

- To get an idea how a web presence is built (mostly in similar-sized teams).
- To design an effective division of labour of work under the leadership of a team leader (this person can be elected for the entirety of the course or installed on a rotating basis).
- To actively comment on each other’s ideas and work progress.
- To act as a cohesive learning and studying group.

The groups are encouraged to meet on a frequent basis (ideally at least once every week and before the Friday session), keep minutes (one page) of their meetings and manage their tasks effectively with an effective division of labour and an effective inter-group communication process.

Teamwork can be very hard, annoying and frustrating—but if done well, it will be an enriching learning experience for all participants.

Sometimes, even the most well-meaning group members might run into troubles, particularly in more stressful times. Group members are required to refer all major disputes to the course instructor—this is not a case of “grassing up on your peers”, but a must for the fair and smooth running of your semester’s work.

The evaluation categories range from ‘individual contributions to the group leadership, punctuality, diligence to the division of labour etc.

**A very unsatisfactory group evaluation (counter-checked by the facilitator) will lead to a reduction of grade points for the whole group-related assignments (including presentation and work workpackages I-V)-. This also means that if it is clear that a group member has insufficiently contributed to the final GWRP plan / work parts / presentation the student might get disqualified from receiving a grade for this aspect of the course (resulting in an ‘F’ for the GWRP). The final decision on a “classification” of a student’s group contribution rests with the course facilitator, who will take into consideration the results of the group evaluation.**
Active Planning of the work-flow process, division of labour and time-line/deadlines is of key importance from Week 3 onwards. A certain level of project management skills is therefore required.

Late work will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

Turnitin

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.
# Course Schedule (Overview)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>31 August 2018</td>
<td>Introduction to the Course and Overview of Course and Requirements // Chapter I Introduction to E-commerce</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>7 September 2018</td>
<td>Chapter II Business Models</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>14 September 2018</td>
<td>Chapter III E-commerce Infrastructure: The Internet, Web, and Mobile Platform</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>21 September 2018</td>
<td>Chapter IV Building an E-commerce Presence: Websites, Mobile Sites, and Apps</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>28 September 2018</td>
<td>Chapter V E-commerce Security and Payment Systems</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>5 October 2018</td>
<td>Chapter VI E-commerce Marketing and Advertising Concepts</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>12 October 2018</td>
<td>Mid-Term Exams</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>19 October 2018</td>
<td>Chapter VII Social, Mobile, and Local Marketing</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>26 October 2018</td>
<td>Chapter VIII Ethical, Social, and Political Issues in E-commerce</td>
</tr>
<tr>
<td><strong>Fall Recess</strong></td>
<td>29 October to 2nd November 2018</td>
<td>NO CLASSES</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>9 November 2018</td>
<td>Chapter IX E-commerce Retailing and Services (chapter 11 in the book)</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>16 November 2018</td>
<td>Chapter X Online Content and Media (chapter 9 in the book)</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>23 November 2018</td>
<td>GWRP Presentations</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>30 November 2018</td>
<td>Chapter XI Online Communities (chapter 10 in the book)</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>7 December 2018</td>
<td>Chapter XII B2B E-commerce: Supply Chain Management</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>14 December 2018</td>
<td>FINAL EXAMS</td>
</tr>
</tbody>
</table>
Detailed Session-by-Session Course Outline

Week 1: 31 August

Introduction
Course overview/syllabus discussion
Course setup/organization
Workload
Video Case Presentations concept and planning
Concept and Planning Group Website Research Project (GWRP)

CH.1 Introduction to E-commerce

Video Case: The Growth of the On-Demand Economy (presented by Instructor)

The opening case, *Everything on Demand: The Uberization of E-commerce*, captures some of the radical changes in the foundations of e-commerce.

- Have you used Uber or any other on-demand service companies?
- What is the appeal of these companies for users and providers?
- Are there any negative consequences to the use of on-demand services like Uber and Airbnb?

Much of the first chapter is aimed at getting some basic definitions straight. The e-commerce field is filled with language that some students might find confusing. In Section 1.2, we distinguish between e-commerce and e-business to set the focus clearly on commercial transactions over the Internet. We also briefly introduce the Internet, the Web, and the mobile platform as the technological building blocks of e-commerce. It’s also important for students to understand the differences between the various types of e-commerce, such as B2C and B2B.

Class Case1: *Insight on Technology: Will Apps Make the Web Irrelevant?*

Guiding Questions:
This case looks at the rise in importance of apps as compared to the Web in the e-commerce landscape. Class discussion questions for this case might include:

- What are the advantages and disadvantages of apps, compared with websites, for mobile users?
- What are the benefits of apps for content owners and creators?
- Will apps eventually make the Web irrelevant? Why or why not?

Class Case2: *Rocket Internet, successful or not?*

Case 2 Insight on Business provides an interesting look at Rocket Internet, a start-up incubator headquartered in Berlin, Germany. Students might be inspired by some of the companies that have participated in Rocket Internet’s boot camp and are significant successes, such as Jabong and Zalando. Class discussion questions for this case might include the following:
What are the benefits of investing in a company that Rocket Internet has launched?
Is an incubator the best solution for start-ups to find funding? Why or why not?
Why is Rocket Internet controversial?

Course Textbook: Pages 42-93

Week 2: 7 September

CH.2 Business Models

Compulsory reading: Ace & Tate: Disrupting the European Eyewear Industry, p.327-329

Videocases:
- Case 2.1: Twitter for Business
- Case 2.2: Angel Investing
- Case 2.3: Deals Galore at Groupon

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

Chapter Topics:
- E-commerce Business Models
- Major Business-to-Consumer (B2C) Business Models
- Major Business-to-Business (B2B) Business Models

We discuss both business and social issues in the Insight on Society case, Foursquare: Check Your Privacy at the Door, (p. 334-335) which focuses on Foursquare’s location-based services business. Location-based services, which involve the merger of geo-positioning technology (GPS) and the Internet, promise to deliver advertising and useful content to users based on their location. However, this same technology results in the ability for a company to track a user’s whereabouts. While encouraging users to engage with their friends by posting their locations, these services pose significant privacy issues that users should consider. Class discussion questions include the following:
- What revenue model does Foursquare use? What other revenue models might be appropriate?
- Are privacy concerns the only shortcoming of location-based mobile services?
- Should business firms be allowed to text or call mobile devices with advertising messages based on location?

The Insight on Technology case, Will the Connected Car Become the Next Hot Entertainment Vehicle? (p.350-351), examines how changes in Internet technology,
such as the Internet of Things, are driving the emergence of new business models in the online content market. Some questions that might help drive class discussion of this case include the following:

● What value does the Internet of Things (IoT) have for businesses?
● What impact might IoT have on the content industry?
● What issues do “connected” cars raise?

Buzz Discussion: Students should enjoy reading and discussing the chapter-ending case study about Dollar Shave Club (p.374-377). Dollar Shave Club is one of the pioneers and most successful examples of the online sales of products via a subscription revenue model, and was acquired in 2016 by Unilever for $1 billion. The company went from start-up to exit in just 5 years, effectively leveraging social media such as YouTube videos and CRM in its marketing plan. Discuss the Case Study Questions:

1. What is Dollar Shave’s business model and how does it differ from its competitors?
2. What are the key elements of Dollar Shave Club’s value proposition for consumers?
3. What revenue model does Dollar Shave Club use and why does it work for them?
4. How would you characterize Dollar Shave Club’s online business strategy?
5. How have Dollar Shave Club’s competitors responded?

After the Buzz discussion, students are asked to think about their own Group project theme, and discuss it briefly with the members of the team they want to work with. They will have to discuss and agree out-of-class which topic they would like to retain for the GWRP and who the Group Leader will be.

Course Textbook (is Chapter 5 in the book): Pages 327-380

Week 3: 14 September

CH.3 E-Commerce Infrastructure

Compulsory reading: The Apple Watch: Bringing the IoT to your wrist, p.140-141

Videocases:

● Case 3.1: How Freshdesk Uses Amazon Web Services
● Case 3.2: Compare.com Turns to Microsoft Azure and the Cloud
● Case 3.3: Facebook’s Data Centers
● Case 3.4: Amazon Echo

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

After the presentation(s), Group Leaders are asked to present the Selected GWRP case for their group and get feedback from the Instructor.
Course Textbook: Pages 94 - 173

Week 4: 21 September

CH.4. Building an E-commerce presence


Videocases:

- Case 4.1: W.L. Gore Expands Using Demandware
- Case 4.2: National Kidney Registry Turns to Rackspace for Managed Hosting

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

This chapter walks students through the general process of building an e-commerce presence. It lays out a methodology for approaching the problem. It also considers the key issues in building an e-commerce presence and identifies some of the tools available that can help entrepreneurs and business managers. It is therefore of importance for the development of the website in Workpackage 3 from the GWRP.

Chapter Topics:

- Imagine Your E-commerce Presence
- Building an E-commerce Presence: A Systematic Approach
- Choosing Software
- Choosing Hardware
- Other E-commerce Site Tools
- Developing a Mobile Website and Building Mobile Applications

The Insight on Business case, Weebly Makes Creating Websites Easy, (p. 193-194) highlights Weebly, a company that was itself once a small start-up, and whose business model focuses on enabling small businesses to create websites easily and inexpensively. Some discussion questions for this case might include the following:

- What value does Weebly offer to small businesses?
- Are there any drawbacks to using Weebly to create an e-commerce presence?
• How are service providers like Weebly changing the nature of e-commerce?

For the development of the Web Presence in Workpackage 3 for the GWRP we will use Shopify or Wix instead, more recent and comprehensive web building platforms. The Tutorial for Shopify or for Wix can be found here:

for Shopify (https://www.youtube.com/watch?v=ykOqvTHdMVw) or
for Wix (https://www.youtube.com/watch?v=aa6JS_8QtNI)

Make sure all students in the Group watch either of the two videos, based on your Group’s platform preference (Shopify or Wix)

Course Textbook (Chapter 3 in the book): Pages 174 - 237

Week 5: 28 September

CH.5 E-commerce Security and Payment Systems


Videocases:

• Case 5.1: The Rise of Cyberwarfare
• Case 5.2: Tech Titans Clash over Future of Mobile Payments

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

This chapter first summarizes the security threats and solutions that managers of e-commerce sites need to be aware of, and then reviews the different payment systems available on the Web.

The key point students should take away is that security is a complex, multi-layered phenomenon that involves a diverse set of risks and a balanced approach. It requires three main elements: special technology, organizational rules and procedures, and laws and industry standards.

Chapter Topics:

• The E-commerce Security Environment
• Security Threats in the E-commerce Environment
• Technology Solutions
• Management Policies, Business Procedures, and Public Laws
• E-commerce Payment Systems
• Electronic Billing Presentment and Payment

The Insight on Technology case, Think Your Smartphone Is Secure? highlights the issue of vulnerability. Class discussion questions might include the following:
• Which mobile operating system do you think is more secure—Apple’s iOS or Google’s Android?
• What steps, if any, do you take to make your smartphone more secure?
• What qualities of apps make them a vulnerable security point in smartphone use?

Buzz Discussion: The chapter-ending case study, The Mobile Payment Marketplace: Goat Rodeo (p.311-317), provides further detail on mobile payment systems.
• Who are the three major players in the mobile payment market?
• Why is Venmo considered a social-mobile payment system?
• How does Apple Pay differ from Android Pay and Samsung Pay?
• How does PayPal enable mobile payments?

Course Textbook (Chapter 4 in the book): Pages 238 - 324

Week 6: 5 October

CH.6 Foundations of Business Intelligence: Databases and Information Management

Compulsory reading: Insight on Society case: Every Move You Take, Every Click You Make, We’ll Be Tracking You (p.440-441)

Videocases:

• Case 6.1: To Ad Block or Not to Ad Block
• Case 6.2: Pandora’s Recommendation System

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

This chapter introduces the student to e-commerce marketing and advertising concepts. The chapter covers online consumer behavior, digital commerce marketing and advertising strategies and tools, Internet marketing technologies, and understanding the costs and benefits of online marketing communications.

Chapter Topics:
• Consumers Online: The Internet Audience and Consumer Behaviour
• Digital Commerce Marketing and Advertising Strategies and Tools
• Internet Marketing Technologies
• Understanding the Costs and Benefits of Online Marketing Communications

The Insight on Business case, Are the Very Rich Different from You and Me?, examines how luxury goods providers are using online marketing in conjunction with their offline marketing efforts. Class discussion questions for this case might include the following:
• What distinguishes luxury marketing from ordinary retail marketing?
• What challenges do luxury retailers have translating their brands and the look and feel of luxury shops into websites?
• How has social media affected luxury marketing?
• Visit the Net-a-Porter website. What do you find there?

A good place to end the chapter is the Insight on Society case: Every Move You Take, Every Click You Make, We'll Be Tracking You (p.440-441), which describes the privacy implications of tracking files. You could ask students what kinds of controls might allow marketers to use web tracking, but also protect individual privacy. Other class discussion questions might include the following:
• Are beacons innocuous? Or are they an invasion of personal privacy?
• Do you think your web browsing should be known to marketers?
• What are the Privacy Foundation guidelines for web beacons?
• Should online shopping be allowed to be a private activity?

Course Textbook: Pages 382 - 469

MT Exam Preparation

| Week 7:  | 12 October | Mid Term Exam |

Week 8: 19 October

Discuss Midterm Exam

CH.7 Social, Mobile, and Local Marketing

Compulsory reading: Pinterest Expands (p.471-473). Students unfamiliar with Facebook and Twitter marketing campaigns, should also read Learning Track 7.1 Social Media Marketing—Facebook and Learning Track 7.2 Social Media Marketing—Twitter.

Videocases:

• Case 7.1: Pinterest Users Engage with Sephora
• Case 7.2:The Full Value of Mobile Marketing

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

Chapter 7 focuses on the “new” online marketing platforms: social, mobile, and local. There is a major shift in thinking involved in these new marketing platforms. The traditional web marketing emphasis on “eyeballs” and spraying large populations with messages has changed to place a greater emphasis on engaging the customer in conversations. In addition, the technology platform is shifting from the desktop to mobile devices.

Chapter Topics:
• Introduction to Social, Mobile, and Local Marketing
• Social Marketing
• Mobile Marketing
• Local and Location-Based Mobile Marketing

We will discuss the process of developing a Facebook, Twitter and Pinterest marketing campaign. Class discussion questions for this case might include the following:
• Which marketing tools do students think are most effective?
• Have students used FB, TW or PIN to shop? Did shopping lead to a purchase?
• Have students visited brand pages? Which were effective?

Course Textbook: Pages 471 - 541

Week 9: 26 October

CH.8 Ethical, Social, and Political Issues in E-commerce

Compulsory reading: Case Study: The Pirate Bay: Searching for a Safe Haven (p.617-620)

Videocases:
• Case 8.1: The Right to Be Forgotten
• Case 8.2: Facebook Privacy

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

This chapter summarizes the various ways that e-commerce and Internet technologies have raised serious social issues. More importantly, the chapter helps students learn about ethical, social, and political issues. Students should understand that successful business people take these issues to heart, and do so because good ethics is usually good business in the long term.

Chapter Topics:
• Understanding Ethical, Social, and Political Issues in E-commerce
• Privacy and Information Rights
• Intellectual Property Rights
• Governance
• Public Safety and Welfare

The Insight on Technology case, Apple: Defender of Privacy?, discusses the issues that arise when the right to privacy conflicts with government’s desire to surveil and monitor for law enforcement purposes. Class discussion questions might include the following:
• Are there circumstances that warrant the invasion of personal digital information and property?
- Do you think the All Writs Act of 1789 should be applicable to today’s technology-driven privacy issues?
- Should citizens charged with a crime or convicted criminals have any rights to privacy?
- How does Apple’s view on privacy differ from those of Facebook’s and Google’s?

The chapter-ending case study, The Pirate Bay: Searching for a Safe Haven is a fascinating example of the creative destruction of the traditional recorded music industry, the interplay of technology, law, popular culture, and politics, and the role of intellectual property on the Internet. Should file-sharing networks (or those who encourage sharing of copyrighted files) be allowed to distribute copyrighted music on the Web without having to compensate copyright holders?

- Why did TPB believe it was not violating copyright laws? What did the Swedish court rule?
- How has TPB managed to continue operating despite being found in violation of copyright laws?
- How has the music industry reacted to the problems created by pirates like TBP?

Course Textbook: Pages 543 – 628

29 October - 2 November FALL RECESS

**Week 10: 9 November**

CH.9 E-commerce Retailing and Services
(Chapter 11 in the book)

**Compulsory reading:** Case Study on OpenTable (p. 800-803))

Videocases:

- Case 9.1: Walmart Takes on Amazon
- Case 9.2: Etsy: A Marketplace and a Community

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

This part, entitled “E-commerce in Action,” focuses on understanding the realistic operating environment for e-commerce in four different sectors: (1) retail and services, (2) online content, (3) social networks, auctions, and portals, and (4) B2B e-commerce.

Chapter Topics:

- The Online Retail Sector
- Analyzing the Viability of Online Firms
- E-commerce in Action: E-tailing Business Models
- The Service Sector: Offline and Online
The *Insight on Society* case, *Phony Reviews*, looks at some of the issues surrounding the increased reliance consumers are placing on social media, such as user-generated reviews, in making decisions about travel services. Ask students if they have ever written a review, or used reviews to make decisions about travel services. Do they trust all the reviews they read, and if not, what factors do they use to distinguish those which they do trust from those which they do not? Other questions for class discussion might include the following:

- Should there be repercussions to individuals and/or businesses for posting false reviews of products or services?
- Is it possible for phony reviews to be recognized and moderated?
- Do you rely more on certain types of reviews or comments on websites and blogs over others?

**Buzz Discussion:** The chapter-ending case study on OpenTable (p. 800-803) provides an example of “services-based” e-commerce, where an entrepreneurial firm took a unique idea and evolved it over several years into a successful business model. OpenTable also illustrates the opportunities in many industries for re-thinking business processes. The restaurant industry for the most part has not taken advantage of the Internet. OpenTable is an interesting case of a third-party provider offering a win-win service to restaurants and consumers, helping the industry, rather than destroying it.

- What characteristics of the restaurant market made it difficult for a reservation system to work?
- How did OpenTable change its marketing strategy to succeed?
- Why would restaurants find the SaaS model very attractive?
- What challenges does OpenTable face?

**Course Textbook:** Pages 744 - 809

**Week 11: 16 November**

CH.10 Online Content and Media

(Chapter 9 in the book)

**Compulsory reading:** Case Study: Netflix: How does this movie end? (p.689-693)

Videocases:

- Case 10.1: YouTube: Secrets of Successful Content Creators
- Case 10.2: Vox Media
- Case 10.3: ESPN: Sports Broadcasting Evolves
Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

The key point students should take away from this chapter is that one of the primary challenges facing online content companies is how to achieve profitability when so much content on the Web is free, especially when many consumers still have an expectation that content should be free.

Chapter Topics:
- Online Content
- The Online Publishing Industry
- The Online Entertainment Industry

The focus of many advertisers today is the demographic known as “Millennials,” or the generation of people born between 1980 and 2000. The Insight on Society case, Are Millennials Really All That Different?, takes a closer look at Millennials and their importance to the online media landscape. Questions for discussion might include the following:
- What are some of the defining socioeconomic and behavioral patterns of Millennials?
- In what ways does the hard evidence about Millennials not fit stereotypes about them?
- Why are Millennials so sought after by advertisers?
- Do students self-identify as Millennials? Why or why not?

Buzz Discussion: The chapter-ending case study on Netflix provides further information about the online video industry.
- What are three challenges that Netflix faces?
- What are the key elements of Netflix’s strategy today?
- What are the implications of Netflix’s new strategy for the cable television systems like Comcast in the US or Telenet in Belgium?
- Why is Netflix in competition with Apple, Amazon, and Google, and what strengths does Netflix bring to the market?

Course Textbook: Pages 630 – 697

Week 12 23 November

PRESENT FINAL GROUP (GWRP) CASE

Week 13 30 November

CH.11 Online Communities
(chapter 10 in the book)

Compulsory reading: Opening case: LinkedIn: A tale of two Countries (p.699-700)

Videocases:
• Case 11.1: Instagram
• Case 11.2: Small Businesses Find a Home on eBay

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.

This chapter introduces students to social networks, auctions, and portals. The thread relating these three topics is that each in its own way involves communities on the Internet.

Chapter Topics:
• Social Networks and Online Communities
• Online Auctions
• E-commerce Portals

The chapter-ending case study in Section 11.5 discusses eBay’s transformation from millions of small mom-and-pop sellers into a major name brand location for the heavy hitters who sell millions of dollars of goods at fixed prices every year and large corporations looking for new retail outlets. However, the popularity of auctions has faded as more consumers want to “buy it now,” requiring eBay to come up with a new strategy. So far, its revival plan appears to be working.

• Contrast eBay’s original business model with its current business model.
• What are the problems that eBay is currently facing? How is eBay trying to solve these problems?
• Are the solutions eBay is seeking to implement good solutions? Why or why not? Are there any other solutions that eBay should consider?
• Who are eBay’s top competitors online, and how will eBay’s strategy help it compete?

Course Textbook: Pages 744 – 794

Week 14: 7 December

CH.12 B2B E-commerce

Compulsory reading: Insight on Society case: Every Move You Take, Every Click You Make, We’ll Be Tracking You (p.440-441)

Videocases:
• Case 12.1: Flextronics Uses Elementum's Cloud-based Mobile Supply Chain Apps
• Case 12.2: Mecham Groep Streamlines with Sana Commerce

Selected students prepare and present each one of the above Video Cases, all students need to have seen and read the cases before class commences, and will need to challenge the presenting students.
This chapter discusses B2B e-commerce, supply chain management, and collaborative commerce. The challenge in this chapter is to make some sense out of very confusing literature and portray to students the basic ideas without getting them lost in the details. B2B e-commerce is much less visible to students than B2C e-commerce, but it is having a profound impact on how businesses operate.

Chapter Topics:
• An Overview of B2B E-commerce
• The Procurement Process and Supply Chains
• Trends in Supply Chain Management and Collaborative Commerce
• Net Marketplaces: The Selling Side of B2B
• Private Industrial Networks

The opening case, Amazon Takes on B2B: With Amazon Business, highlights the growing interest in B2B, particularly from a sell-side marketplace perspective. Some class discussion questions for this case might include the following:
• Why did Amazon Business move from being a distributor of supplies to providing a B2B marketplace?
• What benefits over other B2B marketplaces does Amazon Business offer buyers?
• What benefits do suppliers have in using Amazon Business?
• Does Amazon Business pose any disadvantages for buyers or sellers?

Course Textbook: Pages 845 - 915

Exam Preparation – Questions & Answers

Week 15: 14 December

Final Exam
ADDENDUM I

Group Website Research Project (GWRP)

WORKPACKAGE I:

Choose an e-commerce company and assess it in terms of the eight unique features of e-commerce technology described in Table 1.2. Which of the features does the company implement well, and which features poorly, in your opinion? Prepare this part of your research paper detailing your findings and any suggestions for improvement you may have.

The purpose of this exercise is for students to begin looking at the websites they visit from a critical perspective and to begin analyzing the information they can find at those sites. This information will be used to build your own website with Shopify, taking the assessment you make for another e-commerce website as a guideline.

In assessing a website in terms of the eight unique features of e-commerce technology, a student might focus on the following:

- **Ubiquity**: What kinds of m-commerce applications, if any, does the site offer? (Such applications increase ubiquity by making e-commerce available from a wider range of devices.)
- **Global or local reach & Marketing**: Does the website try to reach consumers outside of its host country? If so, how is the marketing playing into that?
- **Universal standards**: There should not be much variance between websites with respect to this feature of e-commerce technology.
- **Richness**: Does the website use animated graphics, online video, or streaming media to deliver marketing messages? If so, how effective does the student find these features? Do they aid the consumer’s experience, or hinder it?
- **Interactivity**: In what ways is the website interactive?
- **Information density**: Students should note what, if any, information (via registration or through other means) a website overtly collects from visitors or users.
- **Personalization/customization**: In what ways does the website personalize its marketing messages? For instance, is the user greeted by name? Can products and services be customized?
- **Social technology**: Does the website offer ways for consumers to share opinions and preferences? Is there any capacity for content generated by users?

WORKPACKAGE II:

Search the Web for an example of each of the major types of e-commerce described in Slide 10 and listed in Table 1.3. Prepare this part of your research paper describing each company (take a screenshot of each) and explain why it fits into the category of e-commerce to which you have assigned it.

Use your findings to categorize your own website, once finished.

The purpose of this project is for students to begin looking at the websites they visit from a critical perspective and begin analyzing the information they can find
at those sites. Presentations/reports submitted for this project will differ depending on the examples selected by students. Examples might include the following:

- **B2C**: Any one of a number of B2C companies such as e-tailers, service providers, portals, content providers, and community providers might be selected.
- **B2B**: Any one of a number of B2B companies such as Elemica (consortia), Grainger (e-distributor), and Inventory Locator Service (ILS) (exchange) could be selected.
- **C2C**: Leading examples of C2C e-commerce companies include eBay, Craigslist, Etsy, and others that act as an intermediary between consumers seeking to make transactions.
- **Social e-commerce**: Pinterest, Facebook, Twitter, and Instagram are at the center of social e-commerce.
- **M-commerce**: Almost all large e-commerce companies now have significant mobile commerce capabilities. Some possibilities students may choose include Amazon, eBay, Orbitz, or any one of a number of others.
- **Local e-commerce**: Companies that are involved with local e-commerce include Groupon, LivingSocial, Uber, Airbnb, and a host of others.

For each example chosen, the student should describe the features of the company that indicate which category of e-commerce it falls into. For example, if Barnes & Noble is chosen as a representative of B2C e-commerce, the student might describe the features he/she sees available on the home page. After discussing all the possible types of e-commerce, the student who does this part of the project work, also needs to discuss which type(s) of e-commerce categories the Group Website Project falls into and how it benefits the Website.

**WORKPACKAGE III:**

*This part entails the major bulk of the work for the Group Project. First select an e-commerce company/product or service you would want to start. Find a competitor and visit its website or mobile app and describe its business model based on the information you find there. Identify its customer value proposition, its revenue model, the marketspace it operates in, who its main competitors are, any comparative advantages you believe the company possesses, and what its market strategy appears to be. Also try to locate information about the company’s management team and organizational structure.*

*Use this information to build on your own e-commerce website for your Group Website Project using a platform such as Shopify or Wix. Study the instructional video for Shopify ([https://www.youtube.com/watch?v=ykOqvTHdMVw](https://www.youtube.com/watch?v=ykOqvTHdMVw)) or for Wix ([https://www.youtube.com/watch?v=aa6JS_8QtNI](https://www.youtube.com/watch?v=aa6JS_8QtNI)).*

*Create a website. The site should feature at least five sections, including a home page, catalogue with product section, shopping cart, search page and contact page. Extra credit will be given for additional complexity and creativity. Visit [www.soulfulhues.com](https://www.soulfulhues.com) or [https://shop.chaos.club](https://shop.chaos.club) for an example website built with Shopify.*
REMEMBER: The Shopify Free Trial works only for 14 days, so plan well ahead, know what you want to do, build the website according to the instructions in the video and take screen dumps of the website you have built. Notify the Instructor of the URL and the password needed to visit the site once ready.

The website itself has to be working and should be able to function with live products categorized in a catalogue and drawing information from a supplier website (do have a look what Dropshipping means and how to implement it) such as AliExpress, and some analytics and Google Keywords need to be active, along with some marketing actions via Facebook, Pinterest, Instagram or other Social Media.

To this end, create an Internet marketing plan for your website that includes each of the following:

- One-to-one marketing
- Affiliate marketing
- Viral marketing
- Blog marketing
- Social network marketing

WORKPACKAGE IV:

Describe the five primary revenue models used by e-commerce firms and explain which model(s) you will be using for your website project.

The five primary revenue models used by e-commerce firms are:

- advertising revenue model
- subscription revenue model
- transaction fee revenue model
- sales revenue model
- affiliate revenue model

The advertising model derives its profit by displaying paid advertisements on a website. The goal is to convince advertisers that the site can attract a sizeable viewership, or a viewership that meets a marketing niche sought by the advertiser. Firms that use the subscription model offer users access to some or all their content or services for a subscription fee. Firms that use the transaction fee model derive profit from enabling or executing transactions. For instance, transaction fees are paid to eBay when a seller is successful in auctioning off a product. E*Trade receives a transaction fee when it executes a stock transaction for a customer. In the sales revenue model, companies draw profit directly from the sale of goods, information, or services to consumers. In the affiliate model, sites receive referral fees or a percentage of the revenue from any sales that result from steering business to the affiliate.

WORKPACKAGE V:
Prepare this part of your research paper on how you could be using Instagram, Facebook, LinkedIn and Pinterest as a social e-commerce platform to promote and strengthen your web presence.
For example, if a student chooses Instagram, they might note that although currently, users cannot yet click and buy directly from Instagram, there are many tools that enable companies to use it for social commerce, such as LIKEtoKNOW.IT, which integrates Instagram with traditional e-mail marketing; Soldsie, which is a social commerce app that allows businesses to sell products on Instagram; and Curalate’s Like2Buy. Companies such as IKEA, Sephora, Nespresso, Nordstrom, and many retail and fashion brands regularly use Instagram to encourage customers to share photos and videos.

The GWRP has to be presented as a Group Presentation (Powerpoint) in class during Week 12. The presentation can maximally take 25 minutes, followed by 5 minutes questions. Each student needs to highlight his/her contribution to the case in the presentation, but it is important all students in the team understand and agree on all contributions. The website itself has to be working and should be able to function with live products, and some analytics and Google Keywords should be active, along with some marketing actions via Facebook, Pinterest, Instagram or other Social Media.

ADDENDUM II

Video Cases

1 THE REVOLUTION IS JUST BEGINNING
   Case 1.1 The Importance of the Internet for E-commerce
   Case 1.2 The Growth of the On-Demand Economy

CHAPTER 2 E-COMMERCE BUSINESS MODELS AND CONCEPTS
   Case 2.1 Twitter for Business
   Case 2.2 Angel Investing
   Case 2.3 Deals Galore at Groupon

CHAPTER 3 E-COMMERCE INFRASTRUCTURE: THE INTERNET, WEB, AND MOBILE PLATFORM
   Case 3.1 How Freshdesk Uses Amazon Web Services
   Case 3.2 Compare.com Turns to Microsoft Azure and the Cloud
   Case 3.3 Facebook’s Data Centers
   Case 3.4 Amazon Echo

CHAPTER 4 BUILDING AN E-COMMERCE PRESENCE: WEB SITES, MOBILE SITES, AND APPS
   Case 4.1 W.L. Gore Expands Using Demandware
   Case 4.2 National Kidney Registry Turns to Rackspace for Managed Hosting

CHAPTER 5 E-COMMERCE SECURITY AND PAYMENT SYSTEMS
   Case 5.1 The Rise of Cyberwarfare
   Case 5.2 Tech Titans Clash over Future of Mobile Payments

CHAPTER 6 E-COMMERCE MARKETING AND ADVERTISING CONCEPTS
   Case 6.1 To Ad Block or Not to Ad Block
Case 6.2 Pandora’s Recommendation System

CHAPTER 7 SOCIAL, MOBILE, AND LOCAL MARKETING

Case 7.1 Pinterest Users Engage with Sephora

Case 7.2 The Full Value of Mobile Marketing

CHAPTER 8 ETHICAL, SOCIAL, AND POLITICAL ISSUES IN E-COMMERCE

Case 8.1 The Right to Be Forgotten

Case 8.2 Facebook Privacy

Case 8.3 What Net Neutrality Means for You

CHAPTER 9 ONLINE RETAIL AND SERVICES

Case 9.1 Walmart Takes on Amazon

Case 9.2 Etsy: A Marketplace and a Community

CHAPTER 10 ONLINE CONTENT AND MEDIA

Case 10.1 YouTube: Secrets of Successful Content Creators

Case 10.2 Vox Media

Case 10.3 ESPN: Sports Broadcasting Evolves

CHAPTER 11 SOCIAL NETWORKS, AUCTIONS, AND PORTALS

Case 11.1 Instagram

Case 11.2 Small Businesses Find a Home on eBay

CHAPTER 12 B2B E-COMMERCE: SUPPLY CHAIN MANAGEMENT AND COLLABORATIVE COMMERCE

Case 12.1 Flextronics Uses Elementum’s Cloud-based Mobile Supply Chain Apps

Case 12.2 Mecham Groep Streamlines with Sana Commerce