



MBA 211: Management Information Systems

California State University, Fresno

Fall 2013

COURSE

Class Number: 72036

Number of units: 3

Location: PB 136

Time: Thursday, 6:00 pm – 8:50 pm

INSTRUCTOR

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- Tuesday/Thursday: 3:00-4:00 pm

Please notify me in advance by email if you wish to visit me in my office, so I keep that time slot open only for you. Otherwise you may not be able to reach me.

DESCRIPTION

Welcome to the fascinating world of Management Information Systems! Most managers are informationally *overfed* but *undernourished*. While they tend to be bombarded with tons of irrelevant data, they seldom get the right information in the right form at the right time. They don't receive the right information to set goals, to find out if they are meeting those goals and, if they are not, to understand why not, and what to do about it. Sometimes they are not even sure what information they want. To make it worse, the information they say they want may actually not be the information they really *need*!

This course presents the following challenges to you as a (future) manager, administrator, or executive, and gives you the concepts/theories/tools to deal with them constructively:

- * How can you use information systems strategically? → SIS (Strategic Information Systems)
- * Do you have systems in place that tell you whether/how well you are meeting your goals, highlight poor performance areas and help you drill down all the way to details that reveal the real trouble spots? Do you systematically feed information about your actual performance levels back to your operational staff so the necessary operational adjustments/improvements may be made? → MRS (Management Reporting Systems)
- * Do you have systems that support you in making complex decisions? → DSS (Decision Support Systems)
- * Do you have systems in place for capturing the experience of your operational staff and making it available to others so they don't end up making the same mistakes? → KBS (Knowledge-Based Systems), ES (Expert Systems)
- * Do you have clearly structured operations that can be mapped out? → OS (Operational Systems)

- * Are your operations at the appropriate level of automation? → AS (Automated Systems)
- * Do you run your operations with proper support from web-based technologies? → EBS (E- Business Systems)
- * Do your day-to-day operations capture and record the right data for later reporting/analysis? → TPS (Transaction Processing Systems)
- * Are these data stored and organized the right way? → DBMS (Database Management Systems)

We will not address the above as unrelated issues; rather, we will integrate them within a powerful framework known as the *systems approach*. After studying the systems approach and laying a strong foundation in information systems/technology, we will derive from it the various application domains of information systems that are listed above. Each application domain will be explored in some detail. Finally, we will switch gears to the topic of systems development and examine the various stages of it, how they are related, and the various approaches to acquiring information systems in the real world.

TEACHING MATERIAL

- “Management Information Systems”, available in the Kennel Bookstore. This book has been custom-designed by me very carefully and selectively from five MIS textbooks published by Wiley. It incorporates the strengths of those books while avoiding their weaknesses. In the course schedule, this book is referenced as **CTB** (“Customized Text-Book”).
- Any material to which there is a link in this syllabus.
- Any material that may be posted on Blackboard.

PERFORMANCE EVALUATION

- A. 60% 4 Tests
- B. 20% 20 Assignments (12 individual, 8 hybrid)
- C. 10% Hybrid assignment presentations
- D. 10% Harrah’s Case Study (case posted on BB)

A. Tests

These are multiple-choice tests, testing the knowledge gained of the material covered since the previous test. None of these tests are cumulative. Please bring an 882 Scantron form which has not been folded, particularly at the edges.

B. Assignments

There are two types of assignments:

- B1. Purely individual assignments
- B2. Hybrid individual/group assignments

B1. Purely Individual Assignments

These are assignments that you think about individually, write up individually, and turn in individually. These assignments are color-coded in **green in the course schedule**.

This type of written assignment is not based on any readings. It presents you with a real-world scenario and then asks you to perform a challenging mental activity associated with it. At times you may feel frustrated

that you are asked to do such assignments *before* you are given the proper tools/techniques for doing them. If so, please keep the following in mind:

1. Strictly speaking, you do not need any specialized knowledge to do these assignments, as they build on your intuition, business sense, past experience, and common sense.
2. These assignments will be used in each class session as vehicles for bringing out the important concepts and principles in this course. Without your prior exposure to – and your struggle with – them, the theory portion of this course will appear too abstract and disconnected from the real world.
3. Most of the time, you will indeed be given some reading material based on which to do these assignments, but the translation of these reading material to the practical exercises is anything but mechanical and requires insight, imagination, and creativity.

General Rules Pertaining to all Written Assignments

- Type each assignment in Times New Roman 12 font, single-spaced, with no cover page.
- Each assignment should be done on a maximum of two pages. One page is often enough.
- Each assignment is to be done first as a MS-Word (or similar) document and then converted to the pdf format. It is this pdf file that you will submit by uploading it onto BlackBoard; no print version will be accepted. Also, it is NOT acceptable to write your comments directly into BB in a box called “Submission” (or some such).
- Your deadline for uploading each assignment is 6:00 pm on the day it is due. Hence, for instance, Assignment 1 is to be uploaded by 6:00 pm, August 29th. Late submissions will not be accepted.
- Do **NOT** write your name on any assignment or as part of the name of the file itself. Just name the document by the assignment number, such as “Assignment 1”. Blackboard will automatically post it under your name. The point of anonymity is that I may randomly bring up and read certain submitted assignments in class for the purpose of discussion; I prefer to do so anonymously without identifying the student.
- The assignments will be graded on a pass/fail basis. Since there is an element of subjectivity involved in this, you are urged to err on the side of caution and put your best foot forward in tackling these assignments.

B2. Hybrid Individual/Group Assignments

These assignments are all based on real-world case studies and need to be done in the following sequence:

1. Do your write-up individually, just like the above type of assignment. This individual version is what you upload on BB.
The required format for doing the write-up can be found on page 8 of this syllabus. A sample case study will be done by me to establish a standard/model for how they are supposed to be done.
2. Meet as a group and start by assigning case roles to group members. Suggested roles are provided for you under each case assignment, but they are only suggestions. The important thing is to represent a number of diverse viewpoints: both external (customer) and internal (company). Then engage in a conversation in which each group member represents the role assigned to them. In that exchange, the various roles interact, clash, conflict, cooperate, complain, compromise, etc. just like they do in the real world, thus sharpening each student’s understanding of the issues associated with that role. Prepare a ten-minute oral presentation in which the group will stand in front of the class if called upon and every student (role) in that group will share their viewpoint with class. Your presentation will not involve any visual aids, such as PowerPoint. Ten minutes for the entire group.
3. During class, one or more groups will be selected randomly to make their presentation, along the lines discussed above, to class. All groups should be ready in each class although one or two will be selected.

These assignments are color-coded in **yellow in the course schedule**.

C. Hybrid assignment presentations

This is an evaluation of your oral group presentations of all the hybrid assignments for which your group was selected.

D. Harrah's Case Study (case posted on BB)

Identify 10 ways in which the case relates to some concept, principle, or theory in the book. Discuss each item on a separate, single page. Do not put two separate items on the same page. Each item should consist of 3 paragraphs:

A. The Reality Segment

This is your summary, in your own words, of some passage, fact, event, or action from the case. Make sure to briefly state the item in your own words and clearly document the "address coordinates" of that passage: page number, column (left/middle/ right) on that page, and paragraph number in that column.

B. The Theory Segment

This is your summary, in your own words, of some concept, principle, or theory from the customized textbook or any of the readings in this syllabus that relates in some fashion to the item above. Make sure to clearly document the "address coordinates" of that passage: page number, and paragraph number.

C. The Relationship (the meeting of theory and reality)

This is your explanation of how the material in section A above relates to the material in section B. The relationship does not necessarily have to be one of support/consistency. The relationship could be one of contradiction/inconsistency/incompatibility. Should the latter scenario arise, explain which side you are on (the case or the theory) and why.

Formatting: single-spaced, Times New Roman 12. This item is due at the time of the final examination.

Policy on Class Attendance

Attendance is required and will be taken at all classes; you are expected to attend each and every class. You are entitled to one unjustified cut. Beyond that, you will lose three percentage points for every cut, unless the absence is for a legitimate reason, and is fully documented and turned in. Please make every effort to attend all classes, as exposure to lecture material and student participation are crucial to the success of this course.

If you leave after the mid-class break, that will count as a session-long absence, unless it is for a legitimate reason and you obtain my prior permission.

Minimum Required Preparation Outside of Class

According to University policy, for every hour of class meeting, you are expected to spend at least two hours of preparation per week outside of class. Hence, for this course, you are expected to spend at least six hours of preparation per week outside of class.

Recommended Approach to Preparing for Tests

1. Take notes in class. You remember not what you read or hear, but what you read, hear **and** write down (or type in your computer). This way, you will avoid being a passive participant in class.

2. Study in groups. This way you can compare notes and conceptions. Maybe one person heard something that another did not, and vice versa. Learn from one another. Your hybrid assignment group may be used for this purpose too.
3. If you need help, ask for it. If you have doubt about any detail of the material covered in class, use email, telephone or my office hours to ask questions. But remember to set an appointment first. I am always ready and willing to help you. You are investing your time, energy and money; get a great return on it!

Policy on Academic Misconduct

Cheating is the actual/attempted practice of fraudulent/deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University.

The policy on academic misconduct is stated in the university catalog. You need to become familiar with the above information, and also with the University Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.

You should:

- *understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)*
- *neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.*
- *take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.*

Grading Scale

- A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%

Miscellaneous Rules

1. Arriving late or leaving early can be very disruptive. Please arrive on time and do not leave early.
2. Be courteous to those around you.
3. Do not carry on personal conversations or goof off during class. Both are very disruptive to students sitting around you as well as to your professor.
4. Do not work on other assignments during lectures.
5. Extra-credit assignments are usually irrelevant and counterproductive. You are encouraged to base your performance on the mastery of the mainstream material covered in class.

6. INCOMPLETE grades will be given only under the most extenuating circumstances, such as serious health reasons, which ought to be fully documented.
7. If you miss a test, you can make up for it only if you contact me *within 24 hours of the time the class took their test* to make arrangements for taking a make-up test. Otherwise, you will automatically receive a grade of zero for that test.
8. Should you have a disability which may interfere with your performance in this class, please identify yourself to me as well as to the University so that reasonable accommodations for learning and evaluation can be made.
9. Except (possibly) for your laptop, turn off all other electronic devices during class. These include cell phones and iPods. Do not engage in texting while in class.
10. You are welcome to bring your laptop to class and use it for academic purposes. You should not use it, under any circumstances, for non-class related activities, such as web surfing, emailing, texting, etc. It is not only distracting to you, but also to those around you. At times when your undivided attention is required, you will be asked to close your laptop.
11. All email messages will be sent to your official CSUF email address. It is important that you keep that account in good shape and check it daily by deleting spam and other undesired message, so that it does not go “over quota”, and will keep receiving valid messages.
12. This syllabus is subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

N O T E

You may communicate with me through multiple channels.

- My first preference is e-mail, either for me to answer your questions or for us to set up a time when your questions can be discussed in person.
- My second preference is the phone. If you call my office and need to leave a message, please speak slowly and clearly.
- My third preference is meeting in person. This is only for issues too complex to be resolvable through a technological medium.

You will have a better chance of getting an immediate reply with e-mail than with phone messages. I am “on email” most of the time.

When sending me an e-mail, please take the time to write it well and type it correctly. Your e-mail to me is a formal means of communication and should be distinguished from the informal, casual text messages you may send your friends in which you punctuate informally, write “u” for “you”, etc. The fact that e-mail messages are sent easily through an electronic medium should not be construed as grounds for sending sloppy messages containing typographical and/or grammatical errors.

Please make full use of announced office hours to ask follow-up questions or to talk about any professional/personal matter of interest to you. If the announced office hours are not convenient for you, I will try to meet with you at times that are.

If you are planning to come to my office during office hours, please drop me an e-mail in advance just in case other students have already made appointments for that same time slot. Your time is too valuable to wait for me.

Finally ...

I hope you will enjoy the materials selected for you and the way they unfold during the sessions we spend together.

I pledge to you the **highest** level of professional and ethical conduct, including extensive availability (e-mail, phone, office visit, etc.) and prompt responsiveness. Please don't be too shy to ask for help anytime you need it. I am here to help you learn. We are all here to learn!

If there is anything I can do to make this a more enjoyable educational experience for you, please do not hesitate to let me know.

Case-Study: <Case Title>

A. One-Sentence Summary

In the third person, objective viewpoint.

B. Factual Background

First-person viewpoint (“I”). You are to play the role of the case protagonist; if it is not clear who this person is, contact me in advance for clarification.

Extended version of one-sentence summary, no analysis (why things happened) or judgment (whether what happened was good or bad); only behavioral reporting of factual events. State in outline, bullet-point format following chronological order. These are the things that happened.

C. Issues

First-person viewpoint (“I”).

This is where analysis and judgment enter the picture: What are the problems/opportunities facing you, the protagonist? Feel free to get ideas from the “Discussion Questions” listed after each Case Study (without repeating them verbatim), but do not limit yourself to them. State them not just as a random list, but as a set of related issues as much as possible; parts of one whole. Also, state them on different levels, if applicable; an issue may have been caused by a “deeper” issue, and that itself may have been caused by a still deeper issue, etc. State them in outline, bullet-point format. The level of analysis must be deeper than the corresponding level for Mini-Cases.

D. Action Plan

First-person viewpoint (“I”).

*Given your analysis of the above issues facing you, what are you going to do about them at this time? If you considered more than one option, describe them too and point out the basis on which you chose the selected course of action. Again, state them on various levels, if applicable: macro (the overall course of action/approach) and the micro (the elements/components of the overall course of action. If the case is completely in the past-tense and all the decisions have already been made (it’s too late to make any decisions at this point), explain what **different** action plan you would have followed at the time. The scope and depth of the action plan must be deeper than the corresponding scope/depth for Mini-Cases.*

E. Relation to Chapter

List between 3 to 5 points/concepts/principles from the chapter that relate, in any of the following ways, to this case study:

- *they describe what happened in the case (they put a name to a phenomenon)*
- *they diagnose what happened (the reason/cause behind what happened)*
- *they “prognose” what will happen (the possible, future consequences of what happened)*
- *they prescribe a possible course of action*

NOTE:

For each of the above sections, make sure to explicitly show the non-italicized section heading exactly as it appears above (example: “**D. Action Plan”)**

DETAILED COURSE SCHEDULE

Classes are organized into “sessions,” each session being an hour and twenty (80) minutes long, with a 10-minute break in the middle:

- Session 1: 6:00 pm – 7:20 pm
- Session 2: 7:30 pm – 8:50 pm

The reading materials are laid out for you in the following format: *A question/issue, followed by the “address” of the reading material pertaining to it.*

a)

The questions/issues collectively comprise the “Study Guide” ... the document students typically request professors prior to a test. By covering the elements of the study guide in this manner, no separate study guide will be sent to you later on; you will know upfront all that you are responsible for as far as the tests are concerned. Links that appear in **this color** are optional but recommended; they either enhance your learning experience or entertain you based on the topic being covered, but no test questions will be based on them.

b)

The reading material in which the above question/issue is discussed explicitly; some/most of this material will be discussed in class. There are two types of reading material:

- Those provided for you via a link: all you have to do is click on it. Some links are real tiny, but still click-able!
- Those from the Customized Text-Book (“CTB”). Each CTB designation is followed by page numbers that appear *at the bottom* of each page

August 22: Sessions 1/2

Course Introduction

During break, form groups of 3 students. Enter the name on the sign-up sheet to be provided.

What is MIS and why is it important to study?

CTB: 1-2 → Facing Termination I WILL DO THIS IN CLASS AS A MODEL FOR YOU

- the “you” in the case, the protagonist
- the previous VP of marketing
- IT director
- CEO
- VelcroSFA

Assignments/readings for a class may run on from one page to the next. Make sure you always continue reading on to the following page. If you don't, and thus miss some assignments, your excuse will not be accepted.

What are the critical lessons highlighted for prospective general and functional managers by the three case studies on page 5? CTB: 6

What/who are the various roles affecting, and affected by IS: general manager, functional manager, IS professional, CIO, end user? CTB: 6-8

What are the IS/IT trends affecting managers? CTB: 9-18

What is Moore's Law? CTB: 9

What is the point of the Ikea example? CTB: 19

How does business performance depend on quality information and IT capabilities? CTB: 22

What are the top 5 management concerns? CTB: 23-24

What are the 4 levels at which information systems can be understood, and how are they related?

This is based on the in-class exercise found at <http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/What-Why-MIS/cab-calling.htm>

You are not required to turn in anything.

August 29: Sessions 3/4

Systems Thinking

1 **Assignment Due Today:**

I'm Quitting, Boss! <http://zimmer.csufresno.edu/~sasanr/mis@csuf/i-am-quitting-boss.htm>

- T.J. Rodgers
- A manager whose employee is quitting
- A quitting employee

Color-Codes:

- Purely Individual Assignments
- Hybrid Individual/Group Assignments

suggested roles for hybrid individual/group assignments

Systems

What is a system, and what are its attributes (element, relationship, emergence, purpose, complexity)?

<http://www.watt-works.com/2010/03/day-1-of-7-days-to-systems-thinking-an-overview/>

<http://www.watt-works.com/2010/03/day-2-of-7-days-to-systems-thinking-purpose-and-complexity/>

CTB: 26-27

Organizations as Systems

How do business firms fit, or fail to fit, the definition of a system, i.e. act like systems?

<http://corporatedeathspiral.blogspot.com/2010/06/systems-approach-to-business-part-1.html>

What are 4 reasons why a company may get fragmented into components rather than act as a whole?

<http://corporatedeathspiral.blogspot.com/2010/06/systems-approach-to-business-part-2.html>

How can a company be "defragged" to act whole again?

<http://corporatedeathspiral.blogspot.com/2010/06/systems-approach-to-business-part-3.html>

Watch this video of Cisco's version of the systems approach: <http://www.youtube.com/watch?v=GBkgfvdDRbA>

Structure

What are programmed vs. non-programmed decisions?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/Programmed-Decisions.pdf>; CTB: 29-31

What are the three ways of doing anything?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/doing-things-systematically.pdf>

How is computation (hence "computer") different from calculation (hence "calculator")?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/Calculation%20and%20Computation.pdf>

How did structure contribute to the success of the Chinese fast food industry?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/chinese-fast-food-standardization.htm>

Standardization gone too far?! <http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/over-standardization.jpg>

Control

What is positive feedback? Negative feedback? How does (negative) feedback control model work in controlling the speed of a car (cruise control)?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/Feedback-Control.pdf>

CTB: 27-28; 35-37

September 5: Sessions 5/6

Systems Thinking continued

The Hierarchy of Objectives/Systems

What is the hierarchy of objectives? How did Ford benefit from the use of a hierarchy of objectives?

How does *problem definition scope* relate to the hierarchy of objectives?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/why-decisions-fail%20-%20the-hierarchy-of-objectives.pdf>

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/The-Hierarchy-of-Ends.pdf>

This is also based on the in-class exercise found at <http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/am-I-blind.htm> and the “solution” to it to be posted on BB later on. You are not required to turn in anything.

Marriage counseling: <http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/problem-definition.gif>

The Systems Approach: Putting all the pieces together

How does the systems approach to problem solving work in general? What are its components? How do these components correlate with the topics covered in this course?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/Systems-Approach-Diagram-applied-to-I-am-quitting-boss.pdf>

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/Systems-Approach-General-Diagram.pdf>

September 12: Sessions 7/8

Information Systems

2

Assignment Due Today:

The Anatomy of Information Systems

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information-System/The%20Anatomy%20of%20Information%20Systems%20Assignment.pdf>

What is (are?) data? Information? How are they different? How are they relative concepts? CTB: 56
What are the elements of the input-processing-output model of IS? CTB: 93

What is the very essence of data/information that sets it apart from physical/material objects?
What occupations are primarily information producing, and what makes them so?
What are the 6 types of data/information?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information/information.htm>

How does telemedicine help bridge gap in Valley specialists?

<http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information/telemedicine.doc>

What is the contrast between the value of physical objects and the value of networked information?
CTB: 32-33

What are network effects? How are Skype and Groupon examples of it? CTB: 307-308

What is a tipping point? What is a tippy market? CTB: 39-41

What are two-sided networks? CTB: 43

What are the 5 implications of network economics for general/functional managers? CTB: 43-46

What are classic information goods? CTB: 47-48

What are the 8 economic characteristics of information? CTB: 52

What 4 important implications do the unique economic characteristics of information and classic information goods have for you as a general or functional manager? CTB: 52-53

What does it mean to view information systems as socio-technical systems? CTB: 58

What are the four components of an information system? CTB: 59-62

What is the logical/physical distinction, and how does it provide two levels of understanding an information system?

This is based on the in-class exercise found at <http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information-System/logical-physical.html>

You are not required to turn in anything.

Also: <http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information-System/essential%20model.htm>

What is the difference between IS and IT? CTB: 57

How do data/process viewed statically/dynamically provide four angles from which any information system can be described?

This is the point of the above *The Anatomy of Information Systems* assignment, and the “solution” to this assignment, to be posted on BB later on, will provide a clear answer.

September 19: Sessions 9/10

Information Systems continued

What is Augmented Reality? CTB: 72-73

How did UPS contribute to Green IS? CTB: 74

What is RFID and how does it work? <http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information-System/RFID.pdf> CTB: 387-388

What is Digital Data Genesis? What role does RFID play in it? CTB: 75-79

What 4 forms do opportunities provided by DDG take? CTB: 79-80

What are Customer-Managed Interactions? CTB: 81-82

What is open source software? What are its advantages/disadvantages? CTB: 83-86

What is SaaS? How did it evolve from business process outsourcing and application service providers?
CTB: 87-90

What is cloud computing? CTB: 91-92

What were the problems facing traditional IT departments to which cloud computing emerged as the answer? CTB: 101-102

What are the essential characteristics of cloud computing? CTB: 102-105

What are the 4 different types of clouds? CTB: 106-107

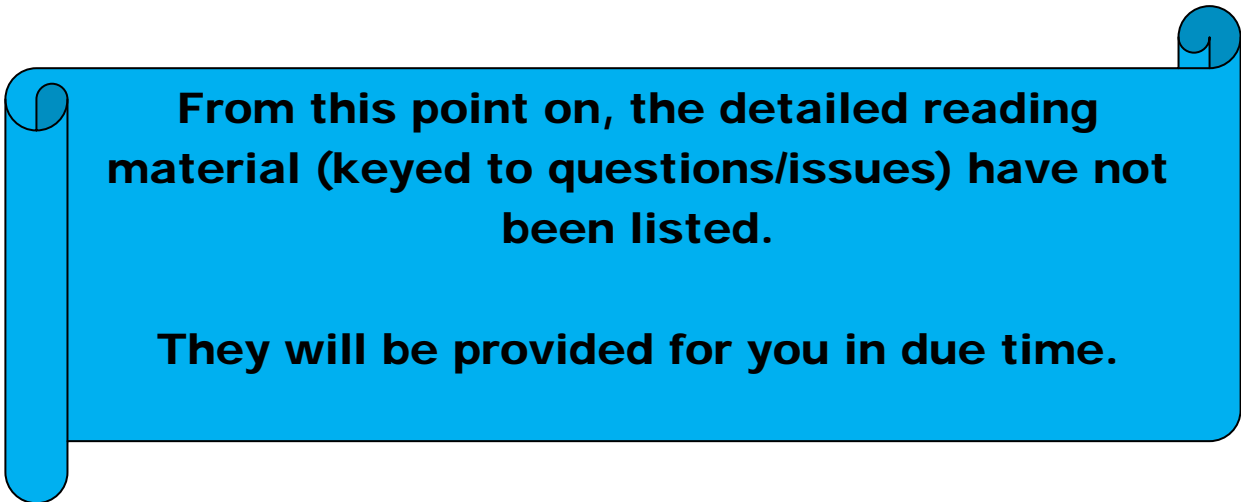
What are the various cloud computing services: IaaS, PaaS, SaaS? CTB: 107-111

What are 7 benefits of cloud computing? CTB: 111-114

What are 6 concerns and risks with cloud computing? CTB: 114-117

What is a virtual machine? Virtualization? CTB: 98-100

What is a web service? Service-oriented architecture? CTB: 117-120



From this point on, the detailed reading material (keyed to questions/issues) have not been listed.

They will be provided for you in due time.

September 26: Sessions 11/12

Strategic Information Systems

3 ***Assignment Due Today:***

Case Study: Upscale Markets

- Blake Ives
- Larry Cantera
- Rick Tarrant
- A customer of web-based grocery shopping

TEST 1

October 3: Sessions 13/14

Database Management Systems

4 ***Assignment Due Today:***

Separating Apples from Oranges

October 10: Sessions 15/16

Management Reporting Systems – Business Analytics/Intelligence

5 ***Assignment Due Today:***

Coping with Shrinkage

October 17: Sessions 17/18

Decision Support Systems/Data Mining

6 ***Assignment Due Today:***

Hybrid Car Payoff

October 24: Sessions 19/20

Knowledge Management Systems

7

Assignment Due Today:

Case Study: Making Local Knowledge Global

- David Martin
- Andreas Kohler
- Jorge Quesada

posted in BlackBoard
under "Course Documents"

Expert Systems

8

Assignment Due Today:

Case Study: XCON

- A corporate client
- DEC CEO
- A DEC configuration expert

9

Assignment Due Today:

Investment Expert

TEST 2

October 31: Sessions 21/22

Business Processes: Mapping and Re-Engineering

Assignments Due Today:

10

Reverse Process Mapping

- Write, in plain English, a narrative of the auto repair process, as found on the first reading below. Note any (common sense) flaws inherent in the process as diagramed.

11

Ford vs. Mazda

On the top half of the page, draw a diagram (any type of diagram, as long as it is meaningful, clear, and accurate) of Ford's old A/P system, as explained in a reading assigned to you. On the bottom half of the page, do the same for their new A/P system. This diagram may be hand-drawn/scanned or done in some drawing software (Visio or MS-Word's drawing capability: the "shapes" icon under Insert). This diagram needs to be **at least** as clear as the diagram in the **Service Map Example: Auto Repair** example below. Use that type of diagram if you do not have any better ideas of your own. At the very least, it should have arrows showing what information travels from where to where.

November 7: Sessions 23/24

Automation/Robotics

Assignment Due Today:

12

Automation

Read InstyMeds and watch the two videos listed below

1. summarize it in your own words
2. identify and discuss 3 benefits of this system
3. identify and discuss 3 limitations of this system

Transaction Processing Systems

Assignment Due Today:

13

Car Rental

The template for doing this assignment also appears in digitized format in Blackboard so as to make your job of doing it easier.

November 14: Sessions 25/26

Integrated Systems: Enterprise Resource Planning (ERP), Customer Relationship (CRM), Supply Chain Management (SCM)

Assignments Due Today:

14

Case Study: Hilton Hotels CRM OnQ

- Tim Harvey
- The manager of a Hilton property (such as a Doubletree Hotel)
- A customer at the above property

15

Case Study: FoxMyer

- G1/2: The CEO of FoxMyer
- G2/2: A customer company of FoxMyer after FM implemented their ERP system

16

Assignment Due Today:

Watch <http://www.youtube.com/watch?v=LkL17lqMq90> one or more times. Then, based on the contents of this video, draw a diagram (of any type, as long as it is comprehensible) showing the flow of material and information into the factory, within the factory and out of the factory, all leading to the fulfillment of a customer order. Feel free to use pen/pencil to hand draw the diagram if that makes it easier for you. It is doubtful that your very first version will work. So, in all likelihood, you may have to treat that first version only as a draft and keep producing better versions until you strike the right balance between readability and comprehensiveness.

TEST 3

E-Business: The Technical Side

Assignment Due Today:

17

Defining Internet Concepts

This assignment also appears in digitized format in Blackboard so as to make your job of doing it easier.

November 21: Sessions 27/28

E-Business: The Managerial Side

18

Assignment Due Today:

Case Study: TripIt

- Gregg Brockway
- A potential investor in TripIt
- A traveler, intended beneficiary/target of TripIt

December 5: Sessions 29/30

Systems Development: The Life Cycle

Assignment Due Today:

19

Case Study: Mod Meters (the chapter 11 case study is a logical/seamless extension of the chapter 10 case study; so treat the two case studies as one)

- Brian Smith, CIO
- John Johnson, CEO
- Fred Tompkins, VP manufacturing
- Stan Abrams: CFO

Systems Development: Alternative Approaches

20

Assignments Due Today:

Case Study: Royal Hotel

- Blake Cantera
- Royal Hotel's GM
- Jack Scarso
- Blake Cantera's boss
- director of housekeeping
- director of maintenance

December 19: 8 pm “Final Exam”

Due in BB by 8 pm: Harrah’s Case Study.

Class discussion of Harrah’s Case Study

TEST 4 (non-cumulative)



Dr. Sasan Rahmatian

presents

Certificate of Completion

to

YOU!

for

Management Information Systems

Professor of Information Systems *December 19, 2013,
10:00 PM*