IS 130: Management Information Systems, Web-Based
California State University, Fresno
Fall 2013

COURSE

Class number: 72064
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Yes, only if you
- are self-motivated
- are highly disciplined
- prefer typing over talking
- are a self-starter
- are good at managing your time

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

Please notify me in advance by email if you need to visit me in my office, so I keep that time slot open only for you. Otherwise other students may take my office time, leaving no time for you.

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.

Upon completing this course, you should:
1) Understand the systems approach to problem solving, and the supporting role played by information systems.
2) Be able to identify strategic opportunities offered by information systems stemming from both interfunctional integration of a digital firm as well as IS-driven market globalization.
3) Be able to identify and apply the various application domains of information systems (transaction processing systems, decision support systems, expert systems, etc.).
4) Appreciate the role played by data as an organizational resource that needs to be collected, stored, controlled, and processed into useful information.
5) Understand the role of information in managerial decision making and specifically its contribution to the quality of business decisions.
6) Be familiar with the various phases and issues involved in systems development.
7) Acquire information systems vocabulary and understanding of technical concepts at the level sufficient to articulate their functional information requirements while working with system analysts at various stages of information system development cycle.

TEACHING MATERIAL
- "Management Information Systems", to be downloaded as explained below. 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.

How to download the textbook

This book, priced at $82, is available in electronic format only and may be purchased through Vital Source: http://store.vitalsource.com. Enter the ISBN number **9781118824467** into the search box in the upper right corner of the Welcome page and click search. After you are directed to the page for this title, add it to your cart and proceed to checkout. At this time you will be asked to sign in, but first you need to create an account, so click on the tiny "Register here" link; create an account, provide your financial information and finish this process.

At some point, you will need to download the free Vital Source Bookshelf reader itself to your computer so that you may be able to view your book. Your book can be viewed only through the Vital Source bookshelf, just as a pdf file can be viewed only through Acrobat Reader. The link to download the Bookshelf appears on the bottom left corner of http://store.vitalsource.com. If you need help downloading or using your eBook,

please go to the Vital Source Customer Support page: http://support.vitalsource.com. Live chat and a support phone number are also provided.

This is a web-based class and <u>there will be NO LECTURES </u> in the traditional sense.

<u>PREREQUISITES</u>
ACCT 4A and ACCT 4B.

<u>PERFORMANCE EVALUATION</u>
   A. 60%   Tests (4 @15%)
   B. 40%   Assignments (20@2%)
   C. -1%   Each unacceptable contribution to Discussion Board

A. Tests
These are multiple-choice tests, each testing the knowledge gained since the previous test was taken. No test is cumulative.

Each test will be closed notes/book and you will have one hour to take it. You will take these tests at the Academic Testing Center. The website for the Academic Testing Center can be found at: http://www.csufresno.edu/testing/testcenter/ .Refer to this website to find out their hours and where they are located. Do not assume they have the same hours every day. Do not assume anything; check the facts!

The Testing Center will provide you with the scantron forms.

B. Assignments
There are two types of assignments:
   B1. Exercises
   B2. Cases

B1. Exercises
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.

The required format for doing the case write-ups can be found on page 7 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.

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).
- 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.

C. PARTICIPATION
A certain level of intellectual contribution in the Discussion Board on Blackboard is required in order to avoid losing points for poor participation in this class.

Each "contribution" involves a case.

Each contribution for a case can take either of the following forms:

1. Stating an issue from the case, followed by your explanation of how you would tackle/resolve that issue. Referring to the "General Format Required for Each Case Study Write-Up" on page 7 of this syllabus, an issue corresponds to section "C. Issues," whereas your resolution to the issue would be part of the section "D. Action Plan".
2. Substantively critiquing/analyzing someone else's earlier posting of an issue/resolution. A simple "I agree/disagree" is not going to work!

Note that the more you read and/or comment on other students' contributions, the more this will prepare you for your own case study write-up.

You must post at least one substantive comment per case. If you do not meet this requirement, you will lose 1% (one percentage) point for each case where you do not contribute adequately, or do not contribute at all, to the on-going discussions.

Email Policy:
- All emails to the instructor **must** have a subject beginning with "IS 130", followed by your full name (unless your full name appears in the *From* column)
- The above will make it unnecessary to start an email with a clarification such as "I am in the web-based section of your IS 130 class".
- When sending me an e-mail, 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. Email messages that are

written in an unprofessional manner – i.e., tone, grammar, spelling, punctuation, inappropriate case usage, containing non-business standard abbreviations, no subject, etc. may not be answered.

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. Please 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

A = 90% and up
B = 80% to less than 90%
C = 70% to less than 80%
D = 60% to less than 70%
F = Below 60%

Miscellaneous Rules

- Extra-credit assignments are usually irrelevant and counterproductive. You are encouraged to base your performance on the mastery of the mainstream material covered in the course.
- INCOMPLETE grades will be given only under the most extenuating circumstances, which ought to be fully documented.

- 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.
- All email messages will be sent to your official CSUF email address. It is important that you keep that account in good shape on a regular basis by deleting spam and other undesired message, so that it does not go "over quota", and will keep receiving valid messages. Check your email at least once a day.
- This syllabus is subject to change in the event of extenuating circumstances.

<u>N o t e</u>

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 for issues too complex to be resolvable through email or phone.

You will have a better chance of getting an immediate reply with e-mail than with phone messages.

If you are going to come to my office during office hours to ask course-related questions, 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.

<u>Finally …</u>
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, etc.) and prompt responsiveness.

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.

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.

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.

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.*

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 bold, non-italicized section heading exactly as it appears above (example: "**D. Action Plan**").

Detailed Course Schedule

Each <u>week</u> ends at 11:59pm every Sunday. One minute later the "new" week begins.

Hence, for instance,
- **the week of 8/26 starts one minute after 11:59pm on Sunday August 25, and ends at 11:59pm on Sunday September 1.**
- **the week of 9/2 starts one minute after 11:59pm on Sunday September 1, and ends at 11:59pm on Sunday September 8.**

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

Week of August 26

What is MIS and why is it important to study?

CTB: 1-2 ➔ Facing Termination …… I WILL DO THIS (and post it in BB) AS A MODEL FOR YOU

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 <u>not</u> 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 exercise found at http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/What-Why-MIS/cab-calling.htm
> The "solution" to this exercise will be posted on BB.

Week of September 2
Systems Thinking

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=GBkgfvbDRbA

Structure
What are programmed vs. non-programmed decisions?
> http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/Programmed%20Decisions.docx; CTB: 29-31

What are the three ways of doing anything?
> http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Systems-Approach/doing-things-systematically.docx

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

Week of September 9
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 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.

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

(1) *Assignment Due in BB by 9/15, 11:59 pm.*

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

Color-Codes:
• Exercises
• Cases

Week of September 16
Information Systems

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 exercise found at http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information-System/logical-physical.html
    The "solution" to this exercise will be posted on BB.
    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 Anatomy of Information Systems* assignment below, and the "solution" to this assignment, to be posted on BB later on, will provide a clear answer.

2   *Assignment Due in BB by 9/22, 11:59 pm.*
    The Anatomy of Information Systems
    http://zimmer.csufresno.edu/~sasanr/Teaching-Material/MIS/Information-System/The%20Anatomy%20of%20Information%20Systems%20Assignment.pdf

Week of September 23

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

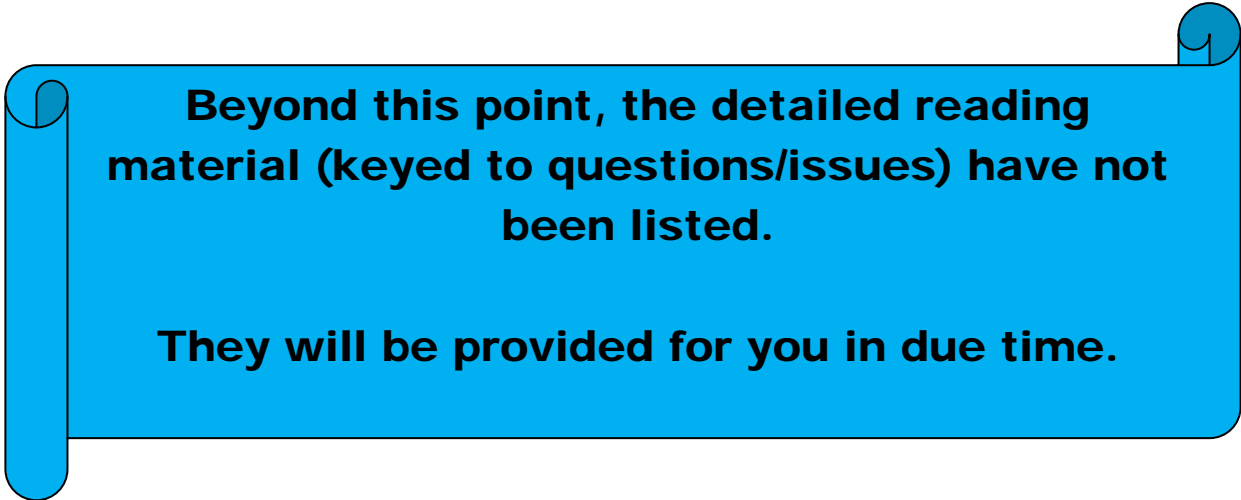What are the 4 different types of clouds? CTB: 106-107

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

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

They will be provided for you in due time.

Week of September 30
Strategic Information Systems

(3) *Assignment Due:*
Upscale Markets

TEST **1**   to be taken Monday-Thursday of the week of September 30.

Week of October 7
Database Management Systems

(4) *Assignment Due:*
Separating Apples from Oranges

Week of October 14
Management Reporting Systems – Business Analytics/Intelligence

(5) *Assignment Due:*
Coping with Shrinkage

Week of October 21
Decision Support Systems/Data Mining

(6) *Assignment Due:*
Hybrid Car Payoff

Week of October 28
Knowledge Management Systems

(7) *Assignment Due:*
Making Local Knowledge Global

Expert Systems

(8) *Assignment Due:*
XCON

(9) *Assignment Due:*
Investment Expert

TEST 2   to be taken Monday-Thursday of the week of October 28.

Week of November 4
Business Processes: Mapping and Re-Engineering

(10) *Assignments Due:*
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.

Week of November 11
Automation/Robotics

(12) *Assignment Due:*
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:

(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.

Week of November 18

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

Assignments Due:

(14) Hilton Hotels CRM OnQ

(15) FoxMyer

(16) *Assignment Due:*

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 to be taken Monday-Thursday of the week of November 18.

E-Business: The Technical Side

Assignment Due:

(17) Defining Internet Concepts
This assignment also appears in digitized format in Blackboard so as to make your job of doing it easier.

Week of November 25

E-Business: The Managerial Side

(18) *Assignment Due:*

TripIt

Week of December 2

Systems Development: The Life Cycle

(19) *Assignment Due:*
Mod Meters

Systems Development: Alternative Approaches

(20) *Assignment Due:*
Royal Hotel

TEST 4   to be taken Monday-Thursday of the week of December 16.

Dr. Sasan Rahmatian

presents

Certificate of Completion

to

YOU!

for

IS 130: Management Information Systems

Professor of Information Systems   *December 20, 2013*