| COURSE TITLE | MIS6013 – Information Systems and the Enterprise (Online)  
Fall 2009 – [http://my.ltu.edu](http://my.ltu.edu) and select CRN 1862 |
|---------------|------------------------------------------------------------------|
| INSTRUCTOR    | Dr. Alan McCord  
Executive Director, eLearning Services  
and College Professor of Management  
Lawrence Technological University  
Business Services Building, Suite B-125  
(Building 15 on [http://www.ltu.edu/contacts/campusmap.asp](http://www.ltu.edu/contacts/campusmap.asp))  
Email [mccord@ltu.edu](mailto:mccord@ltu.edu)  
Pronto (amccord) Skype (amccord48104)  
Office 248-204-2382 Cell 734-323-1559 Home 734-665-5323  
Office hours by appointment |
| SCHEDULE      | September 3 – December 13, 2009 (College of Management schedule)  
See [http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp](http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp) for LTU academic calendar information. |
| LEVEL/ HOURS  | Master’s Degree Programs / 3 credit hours  
Admission / prerequisite requirements |
| PREREQUISITE  | REQUIRED TEXT  
(See Blackboard for additional resources)  
| ADDITIONAL    | LTU Online student resources: [http://www.ltu.edu/ltuonline/](http://www.ltu.edu/ltuonline/) |
| RESOURCES     | TECHNICAL SUPPORT  
Technical support for using Blackboard is provided by the Help Desk, 248.204.2330 or [helpdesk@ltu.edu](mailto:helpdesk@ltu.edu) |
COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Semester</td>
<td>Module 0</td>
<td>Online Learning Orientation</td>
<td>Course orientation</td>
</tr>
<tr>
<td>Start and Sep 3 –</td>
<td></td>
<td>Textbook Overview</td>
<td>Individual Pre-Assessment</td>
</tr>
<tr>
<td>Sep 6</td>
<td></td>
<td>Course Orientation and group formation</td>
<td>Propose Semester Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Propose Case Studies</td>
</tr>
<tr>
<td>Week of Sep 7 –</td>
<td>Module 1</td>
<td>Chapter 1 – IS in Global Business Today</td>
<td>Begin Semester Projects</td>
</tr>
<tr>
<td>Sep 13</td>
<td></td>
<td>Chapter 2 – Global E-Business: How Businesses Use IS</td>
<td>Bb Forums</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Sep 14 –</td>
<td>Module 2</td>
<td>Chapter 3 – Information Systems, Organizations, and Strategy</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Sep 20</td>
<td></td>
<td>Chapter 4 – Ethical and Social Issues in information Systems</td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructor Conf Call (opt)</td>
</tr>
<tr>
<td>Week of Sep 21 –</td>
<td>Module 3</td>
<td>Chapter 5 – IT Infrastructure and Emerging Technologies</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Sep 27</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Sep 28 –</td>
<td>Module 4</td>
<td>Chapter 6 – Databases and Information Management</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Oct 4</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Oct 5 –</td>
<td>Module 5</td>
<td>Chapter 7 – Telecomm, the Internet, and Wireless Tech</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Oct 11</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Oct 12 –</td>
<td>Module 6</td>
<td>Chapter 8 – Securing Information Systems</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Oct 18</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Oct 19 –</td>
<td>Module 7</td>
<td>Chapter 9 – Achieving Operational Excellence and Customer Intimacy: Enterprise</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Oct 25</td>
<td></td>
<td>Applications</td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructor Conf Call (opt)</td>
</tr>
<tr>
<td>Nov 1</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Nov 2 –</td>
<td>Module 9</td>
<td>Chapter 11 – Managing Knowledge and Collaboration</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Nov 8</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Nov 9 –</td>
<td>Module 10</td>
<td>Chapter 12 – Enhancing Decision Making</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Nov 15</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Week of Nov 16 –</td>
<td>Module 11</td>
<td>Chapter 13 – Building Information Systems</td>
<td>Bb Forums</td>
</tr>
<tr>
<td>Nov 22</td>
<td></td>
<td></td>
<td>Case studies (opt)</td>
</tr>
<tr>
<td>Dates</td>
<td>Modules</td>
<td>Topics / Readings</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>-----------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Week of Nov 23 – Nov 29</td>
<td>Module 12</td>
<td>Chapter 14 – Managing Projects</td>
<td>Bb Forums cases (opt) instructor Conf Call (opt)</td>
</tr>
<tr>
<td>Week of Nov 30 – Dec 6</td>
<td>Module 13</td>
<td>Chapter 15 – Managing Global Systems</td>
<td>Bb Forums cases (opt) Semester Project (3) Due Final Exam available Dec 6</td>
</tr>
<tr>
<td>Week of Dec 7 – Dec 13</td>
<td>Final Exams</td>
<td>Course Summary End of Course</td>
<td>Final Exam Due Dec 13 End-of-term Course Eval</td>
</tr>
</tbody>
</table>

**STUDENT EVALUATION**

The course has 4 assignments totaling 100 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>15</td>
</tr>
<tr>
<td>Semester Project (3 parts)</td>
<td>45</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes and Online Participation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 and above</td>
<td>A</td>
</tr>
<tr>
<td>90 – 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B- *</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C- (F) **</td>
</tr>
<tr>
<td>61 – 70</td>
<td>D (F) **</td>
</tr>
<tr>
<td>60 and below</td>
<td>F **</td>
</tr>
</tbody>
</table>

* Grades lower than a “B” fall below the LTU graduate standard.
** Grades lower than a “C” receive a failing grade for graduate courses.
EDUCATIONAL GOALS
Today's business leaders need a thorough understanding of management information systems (MIS) to help deliver business value. Firms seeking competitive advantage expect information systems to do more than just perform tedious tasks, such as payroll or accounts receivable. Instead, firms look to information systems to accelerate product development, control costs, improve customer service and achieve other strategic goals. Business leaders need to develop the skills to work with their knowledge employees, their technical staff, their production staff, their business partners, and their customers to constantly improve their products and services using technology.

This course introduces Master's Degree students to the strategic and operational uses of MIS. The course covers information technology (IT) architecture, business application systems, productivity systems, and Internet-based tools for businesses and customers. Students learn how to evaluate the cost effectiveness and business value of Information Systems. We approach MIS from both managerial and technical perspectives, as understanding both perspectives is essential to business success.

STUDENT LEARNING OBJECTIVES / OUTCOMES
This course focuses on the effect of technology on the business enterprise and the use of IT for competitive advantage. By the end of this course, students should be able to:

1. Discuss the roles played by information technology in today's business, and define various technology architectures on which information systems are built.
2. Define and analyze typical functional information systems and identify how they meet the needs of the firm to deliver efficiency and competitive advantage.
3. Identify the basic steps in systems development and examine the processes of planning, designing and implementing MIS for an organization.
4. Define the relationships between the non-MIS manager and the MIS function, and identify the role of the non-MIS manager in areas such as MIS strategic planning, end-user liaison support, customer-facing systems, and decision support systems.
5. Define and analyze various MIS management responsibilities including planning, budgeting, project management, and personnel management.
6. Discuss critical issues in deploying international information systems.
7. Discuss critical ethical and social issues in information systems.

PREREQUISITE SKILLS
Students electing MIS6013 must be admitted to an LTU Master’s Degree program. Students should have a basic understanding of information technology principles acquired through personal and/or business use of IT systems, and should be fluent in the use of personal productivity tools such as e-mail, word processing software, spreadsheet/database software, and presentation software.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION
A variety of instructional methodologies are used in this course:

- Blackboard learning environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, Powerpoint mini-lectures, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.
- Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations per the syllabus schedule.
- Required readings – Laudon chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.
- Student Web Site – A student web site at http://www.prenhall.com/laudon includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.
• Case Study – Individual students or two-student teams will develop an original case related to the contents of a chapter from the Laudon text.
• Semester-Long Project – Individual students or two-student teams conduct a semester-long project using one of three project frameworks. The semester-long project is submitted as three sub-projects.
• Final Exam – A “reflective consolidation” (final exam) provides students with the opportunity to demonstrate understanding of course concepts and principles.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

• Each student has a LTU email account. If you wish to use a different email address for this course, please change your email address in Blackboard under “Blackboard Tools”, then “Personal Information” and send an email to me so I can store your address in my email directory.
• Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear the dates with me in advance.
• It is essential that you actively contribute to the course objectives through their experiences and working knowledge.
• All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact your instructor in advance. Late work will be reduced in value.
• Assignments must be completed to an adequate graduate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.
• Be prepared to log into Blackboard at least once each day. Please focus your correspondence within the appropriate Blackboard discussion forum so that your colleagues can learn from you.
• At midterm and at the end of the course, you will be invited to participate in a confidential University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

• I will be available to you via e-mail and phone, and will promptly reply to your messages.
• I will be available to you for face-to-face appointments as requested.
• I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
• I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
• I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
• I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
• I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
• If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.
PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your final exam.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. Use the following graphic to guide you in planning your weekly course work to remain on schedule:
ASSIGNMENT DETAILS

MIS6013 course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

**Chapter Case Study (15 Points)**

Overview – Individual students will develop an original case study related to the content covered in the selected chapter of the Laudon text. See the “Course Information” section of Blackboard for a case study sample. Your case study will consist of:

- A three-page document (posted to the Blackboard “Assignments” section) summarizing the facts of your case, a personal critique of the case using a “lessons learned” or “best practices” approach, and a list of at least two citations from trade or academic journals.
- Posting the document to the appropriate Blackboard discussion forum, providing a brief overview of the case with one or two focused questions for student discussion, and responding to follow-up questions posted in the discussion forum.

Proposal – Use the Blackboard discussion forum to propose your case topic on a “first come first served” basis (note: no more than two cases will be scheduled per week). The proposal should provide information on the focus of your case and the information sources you will use to research the case. Case studies will be scheduled to correspond with the weekly schedule (see syllabus schedule), so you may propose an “early” or “later” due date to fit your scheduling needs.

Deliverables and Evaluation – Submit your Case Study document to the Blackboard “Assignments” section and to the appropriate Blackboard discussion forum. Include a brief “executive summary” of your case and one or two focused questions for student discussion when posting to the Discussion Forum. Your work will be evaluated to a maximum of 15 points based on:

1. Your case study document (up to 5 points)
   - Nominal three page case with title and team member names – 2 points
   - Organization and overall writing quality – 2 points
   - Assignment submitted on time – 1 point

2. Your critique (up to 3 points)
   - Use of either a “lessons learned” or “best practices” approach – 2 points
   - Overall critical thinking and writing quality – 1 point

3. Your citations (up to 3 points)
   - Use of at least three citations from trade or academic journals – 2 points
   - Use of APA citation formatting – 1 point

4. Your Blackboard discussion forum posting and response to questions (up to 4 points)
   - Posting your document and a brief “executive summary” – 1 point
   - Posting one or two focused questions for follow-up discussion – 1 point
   - Responses to questions from class members – 2 points
Semester Project (45 points from 3 sub-projects)

Overview – Teams of two to four students will conduct a semester-long project using one of three project options. These frameworks are described in detail in the “MIS6013 Semester Projects” document posted to the “Course Information” area:

1. Information Systems Plan – a workplace-centered project focused on assessing and improving IT capabilities within the organization
   - Note: If you don’t work in the IT field you may want to consider selecting a business system that you use at work and develop a plan to upgrade the system to better service the organization. This approach will provide you with knowledge to communicate departmental IT requirements to IT personnel or IT liaisons
2. Business Plan Aligned with the Michigan 21st Century Jobs Fund – a business plan for a new technology-focused business in one of the four Jobs Funds focal areas
3. Intensive Study of One IS/IT Area – a formal term paper investigating a specific area of information systems or information technology with a focus on organizational impact

Proposal – One member of your team will use the Blackboard discussion forum to propose your assignment option and team member(s) on a “first come first served” basis. Your proposal should include the members of your group, your assignment option, and information about your target business as appropriate.

Deliverables and Evaluation – You will submit your semester project as three sub-projects as noted in the syllabus schedule. Each sub-project will be evaluated to a maximum of 15 points per sub-project based on:
1. Minimum ten page document including coverage of all issues noted in the assignment document (up to 4 points)
2. Organization, completeness, and overall writing quality (up to 5 points)
3. Inclusion of appropriate diagrams and figures (up to 3 points)
4. Citations from trade and academic journals included in APA author-date format (up to 2 points)
5. Assignment submitted on time (up to 1 point)

Final Exam (“Reflective Consolidation”) (15 points)

Overview – A reflective consolidation will serve as a “final examination” covering the course content, and consists of two components:
1. You will be asked to make an “opening statement” and to discuss yours and other students’ statements within the forum.
2. A set of structured discussions – held within a Blackboard discussion forum – will be based on your key concepts and principles learned from this course, and how this learning may add value to your future learning or professional objectives.

Deliverables and Evaluation – Your opening statement will be evaluated to a maximum of 5 points based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality (see evaluation rubrics in this document for more information).

Your Blackboard discussion forum responses contributions will be evaluated to a maximum of 10 points based on the following criteria:
1. 8-10 points – Offered critical analyses of existing posted ideas and/or introduced different interpretations to existing ideas. Revealed a solid understanding of the topic as evidenced by thoughtful responses, questions, and supporting evidence.
2. 5-7 points – Revealed an adequate understanding of the topic as evidenced by posts indicating basic knowledge. Agreed or disagreed with existing discussion and provided limited justification or explanation.
3. 2-4 points – Agreed or disagreed with existing discussion but provided no justification or explanation. Revealed a limited understanding of the topic limited to information that could be derived from prior posts by other students.

4. 0-2 points – Messages were unrelated to discussions. Provided no evidence of agreement or disagreement with existing discussions. Did not participate in the discussion forums.

**Quizzes and Online Participation (25 points)**

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 25 points based on:

1. Reading the required text chapters and working through the online practice quizzes to an acceptable level according to the class schedule (up to 10 points). Note: where two chapters are scheduled for one week, students should choose only ONE of the chapters for their online practice quiz.

2. Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with at two other students for each discussion (up to 15 points).

**SYLLABUS ADDENDA**

Please see the LTU Online “Current Students” web site [http://www.ltu.edu/ltuonline/](http://www.ltu.edu/ltuonline/) for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.
MIS6013 Semester Project Options

A significant component of the MIS6013 course is a semester-long project performed by a small group of students or individual students with permission of the instructor. Students deliver the project in three incremental components, with feedback and grading provided by the instructor for each component. Students have the option to correct/adjust/expand each component based on the instructor’s comments, with the potential to improve the grade received for Parts 1 and 2 of the project; the third part of the project cannot be improved.

Students may choose between these three options for their semester-long project:

A. Information Systems Plan – a workplace-centered project focused on assessing and improving IT capabilities within the organization
B. Entrepreneurial Business Plan Aligned with the Michigan 21st Century Jobs Fund – a business plan for a new technology-focused business in one of the four Jobs Funds focal areas
C. Intensive Study of One IS/IT Area – a formal term paper investigating a specific area of information systems or information technology with a focus on organizational impact

All three options are designed to represent an equivalent level of work. The three options address the needs of students with differing business and IT backgrounds, academic orientation, and professional goals:

A. Option A should appeal to students who are involved in IT-related initiatives within their business and who have access to information about their business’ IT services.
B. Option B should appeal to students who wish to develop their entrepreneurial skills and investigate advanced technologies.
C. Option C should appeal to students with little background in IT who wish to gain deeper knowledge about an area of information technology or about how to apply IT to the workplace.

Each sub-project will be submitted to the Blackboard “Assignments” area. All items included in the outlines below must be included in each sub-project, along with appropriate diagrams and figures. Ancillary documents (e.g. Excel spreadsheets or Access databases) may be submitted as a separate Zip file.

Working as part of a student team can enrich the learning experience but can also be challenging. Students working as part of a team must submit a project plan for each part of the semester-long project. Team members have the option of submitting a “360 degree evaluation” template with Part 3 of their semester-long project. The project plans and “360 degree evaluation” will assist the instructor in evaluating the contributions of each team member against the overall performance of the group.

Students are encouraged to select the option that will best reinforce their academic and professional goals. The three options are described in detail on the following pages. Please read the options carefully and discuss them thoroughly with all team members before proposing your project. Please contact your instructor if you have ANY questions about project requirements.
Option A – Information Systems Plan

Option A provides students with the option to thoroughly assess the current business and IT capabilities of a firm, and then propose one or more improvements to that IT environment. The deliverables from this project are designed to be brought back into the student’s business as an action plan.

The project outline below is adapted from the plan shown in Table 14-1 of the Laudon text (page 529), with several redundancies removed.

PART 1 – Current Business Assessment

1. Overview of the firm
2. Goals and objectives of the firm’s business plan and strategies used to achieve business objectives
3. Current business organization, including placement of the IT function (include organizational chart)
4. Key business processes used in the enterprise (e.g. enterprise processes, business unit processes, customer-facing processes)
5. Current business situation, changing competitive and regulatory environment, and challenges to competitiveness and sustainability

PART 2 – Current Technology Assessment and “Gap Analysis”

1. Current Information Systems used to support key business processes (e.g. enterprise systems, business unit systems, customer-facing systems)
2. Overview and diagrams of current IT capabilities, including hardware, software, databases, telecommunications, and Internet services (include architecture diagrams)
3. Difficulties faced by current systems in meeting business requirements and responding to future demands
4. New IS capabilities (applications) required to meet business objectives (include project description(s) and business rationale)
5. New IT capabilities (infrastructure) required to support new IS capabilities (include discussion of new hardware, software, databases, telecommunications and Internet)

PART 3 – Proposed IS/IT Improvement(s)

1. Business objectives of the proposed IS/IT improvements
2. Implementation plans, including major tasks, responsibilities, and schedule (include high level project plan)
3. Return on investment calculations (your choice from the approaches discussed in the text)
   a. Costs (listing by category, one-time and ongoing)
   b. Benefits (new revenue, cost savings, risk reduction)
   c. ROI calculations (include spreadsheet output)
4. Management strategies needed to ensure the success of the IS/IT improvements
   a. Organizational realignment or reorganization (if indicated)
   b. Procurement, purchasing, and contracting
   c. Project management and internal management controls
   d. Employee training initiatives
   e. Organizational change strategy and communications plan
5. Anticipated project risks (include impact and likelihood) and proposed mitigations
Option B – Entrepreneurial Business Plan


Option B provides students with the opportunity to develop a business plan for a new technology-focused business in one of these five 21st Century Jobs Funds focal areas: Life sciences, Alternative energy, Advanced automotive, manufacturing and materials, and Homeland security and defense.

“The 21st Century Jobs Fund will help diversify and grow our high-tech economy by investing in basic research at our universities and non-profit research institutions, applied research, university technology transfer, and the commercialization of products, processes, and services.”

Potential areas of interest may include advanced computing, electronic device technology, advanced engineering design, advanced manufacturing, telecommunications, public safety, testing and diagnostics, supply chain processes, and many other areas.

Each part of the abbreviated business plan outline must be supported by references to chapter content from the Laudon text and other cited resources.

PART 1
1. Business concept and vision statement
2. Current market situation, segments, incumbent providers, and trends
3. Target market and customer characteristics/needs
4. Financial situation and funding approach
5. Strengths, Weaknesses, Opportunities, and Threats of your concept

PART 2
1. Overall business development strategy
2. Proposed products and services
3. Positioning of products/services in the market
4. Competitive evaluation of products/services
5. Approach to overcoming weaknesses of products/services

PART 3
1. Organizational structure, key personnel, human resources plan, and facilities plan
2. Product/service development, manufacturing, delivery, customer service/support
3. Marketing, advertising, and sales strategies
4. Proposed financing plan
5. Proposed starting balance sheet, projected cash flow, and projected profit and loss (include spreadsheet output)
**Option C – Intensive Study of One IS/IT Area**

Option C provides students to study in depth a specific area of information systems or information technology with a focus on organizational impact.

Students may choose to study in depth one of these IS/IT areas:

- Enterprise Networking
- Enterprise Data Centers and IT Operations
- Enterprise Hardware and System Software
- Database Management Systems
- Cloud Computing
- Outsourced IT Operations
- Internet Applications
- Wireless Networking and Applications
- Information Security
- IS/IT Risk Management
- Customer Relationship Management Systems
- E-commerce Systems
- Knowledge Management Systems
- Collaboration Systems
- Project Management Systems

Each part of the study document must be supported by references to chapter content from the Laudon text and other cited resources.

**PART 1 (Technology Overview)**
1. Selected technology and reason for your selection
2. Description of the technology
3. History of the technology
4. Current capabilities (state of the art)
5. Major providers

**PART 2 (Enterprise Applications)**
1. How the technology is applied within the enterprise
2. Major benefits of using the technology
3. Enterprise capabilities needed to implement the technology
4. Integration with customer or supplier technologies
5. Best practices for implementation and operation

**PART 3 (Challenges, Risks, and Futures)**
1. Implementation challenges
2. Security and operational risks
3. Likely future evolution of the technology
4. Potential disruptive technologies and market developments
5. Conclusion
Project Management Templates

Project management templates for the three semester-long project options are provided below. You are encouraged to use these templates to organize your work even if you are working alone. Students working as teams are required to submit a project plan at the start of each part of the project.

<table>
<thead>
<tr>
<th>Outline</th>
<th>Task(s)</th>
<th>Team Member Responsible</th>
<th>Due Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1</strong></td>
<td>PM for Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 2</strong></td>
<td>PM for Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 3</strong></td>
<td>PM for Part 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MIS6013 Team “360 Degree Evaluation”

Team members may request a “360 evaluation” of team member performance at the conclusion of the semester-long project. Peer assessment is useful because team members are typically the only ones who have enough information to accurately assess one another’s contributions in areas such as collaboration, meeting deadlines, and quality of work. The “360 evaluation” requirement must be submitted by all team members if ONE team member makes a request to the instructor.

Evaluator: __________________________________________

Team Member A: ______________________________________

Team Member B: ______________________________________

Team Member C: ______________________________________

For each item, select the score that reflects that person’s contributions (4 is the highest rating):

0. Never demonstrates the quality
1. Seldom demonstrates the quality
2. Sometimes demonstrates the quality
3. Frequently demonstrates the quality
4. Always demonstrates the quality

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Your Rating</th>
<th>Team Member A</th>
<th>Team Member B</th>
<th>Team Member C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Takes active role on initiating ideas or actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assumes task responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Frequently shares ideas and resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accepts responsibilities for tasks determined by the group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Helps promote team esprit de corps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Respects differences of opinions of team members, and is willing to make compromises.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Provides leadership and support when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Acknowledges other members’ good work and provides positive feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Is willing to work with others for the purpose of group success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Communicates in friendly and professional tone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Keeps in close contact with the rest of the team so that everyone knows how things are going.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Produces high quality work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Meets team’s deadlines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Sensitive to the needs and feelings of the other members of the team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Understand problems and responds with helpful comments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Openly shares needs and feeling with team members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
General comments about YOUR performance:

General comments about Team Member A’s performance:

General comments about Team Member B’s performance:

General comments about Team Member C’s performance: