MBA 639: *Information Systems for Competitive Advantage*
Semester, Year

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Contact Information

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Course Description & Goals

Course Description:
The purpose of this course is to introduce the concepts of IT and how business can use IT to play a vital role in gaining a competitive advantage and aiding the decision making process. You will learn basic concepts of IT and the management of IT through readings, case studies and projects.

Educational Goals and Objectives:

The goal of this course is to provide managers with an understanding of the core concepts in managing information systems. It is specifically designed for managers who will NOT manage the IT function, but will instead interact with that function. Because IT is integral to most business operations, an organization's effective use and management of IT is a critical determinant of its success. At the end of this course, students should be able to:

1. Understand the impact of IT on industries an markets by understanding new organizational capabilities, and sources of value that arise in companies that take advantage of IT's capabilities

   With this knowledge, the student should be able to determine how to use IT to help the business achieve its strategic and operational objectives.

2. Understand what the IT function encompasses, the primary cost drivers of the various IT functions and the tradeoffs between cost control and service provision.

   With this knowledge, the student should be able to help set IT budgets and prioritize IT projects.

3. Determine the risks associated with IT

   With this knowledge, the student should be able to create a business continuity plan.

4. Understand and be able to help create and evaluate an IT project proposal.

   With this knowledge, the student should be able to create a justifiable IT project request and to help evaluate the requests submitted by others.

5. Non-IT goals and objectives
   a. Teamwork

        b.   Communication – written/presentation

Course Expectations & Grading

Course Structure and Teaching Approach:
The course is taught through lectures, cases, and class discussion. These are reinforced through assignments and projects. You are expected to attend each class and participate in class discussions.

Class Participation:
Students are expected to participate in class discussions. There is a grading rubric at the end of the syllabus.

Expectations:
This is a time intensive course. On average, you should expect to spend 5 to 8 hours a week outside of class working on the readings, exercises and projects.

Attendance:
Attendance will not be taken, but if you are not here, you can not participate in class discussion. Students are expected to arrive on time for class.

Communication:
The official communication channel for this class will be your WCU email. We will also use Blackboard.

Exams:
Exams will comprise of three types of questions. Knowledge questions are from the lectures and reading and show that you understand the basic material. Application questions show that you can apply the material to a new situation. Integration questions are typically case-oriented questions and show that you can integrate the knowledge from multiple areas to address a new situation.

Materials:
Required Texts: Corporate Information Strategy and Management: Text and Cases [Hardcover] Lynda Applegate (Author), Robert Austin (Author), Deborah Soule (Author);
□ **Publisher:** McGraw-Hill/Irwin; 8 edition (December 22, 2008) **ISBN-10:** 0073402931,
□ **ISBN-13:** 978-0073402932

You must purchase the indicated cases from harvardbusinessonline.com

Grading:

Projects	40% (20%, 20%)
Midterm	20%
Participation, Assignments & Case Write ups	15%
Final	25%

Grading Scale:

A	90-100 => **Outstanding** work on all assignments
B	80-89

C   70-79
F   0-69
Ethics and Other Issues

Copyright Statement
All documents, including handouts, used in this course are to be considered copyrighted. By "handouts," I mean all materials generated for the class, which include but are not limited to the syllabus, quizzes, exams, lab problems, in-class materials, review sheets, presentations, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.
c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The procedures for cases involving allegations of academic dishonesty are:

1. Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of "F" in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.
2. The department head or graduate program director will meet with the student to inform him/her orally and in writing of the charge and the sanction imposed by the instructor within 10 calendar days of written notice from the instructor. Prior to this meeting, the department head will contact the Office of Student Judicial Affairs to establish if the student has any record of a prior academic dishonesty offense. If there is a record of a prior academic dishonesty offense, the matter must be referred directly to the Office of Student Judicial Affairs.In instances where a program does not have a department head or graduate program director, the Dean or Associate Dean of the college will assume the duties of department head for cases of academic dishonesty.
3. If the case is a first offense, the student can choose to accept the charge and sanction from the instructor by signing a Mutual Agreement with the department head or graduate program director or can choose to have a hearing with the Academic Integrity Board. Within 10 calendar days of the meeting with the student, the department head or graduate program director will 1) report the

student's choice of action in writing to the Office of Student Judicial Affairs, 2) file a copy of the Mutual Agreement (when applicable) with the Office of Judicial Affairs, and 3) inform the student of the sanction or sanctions to be imposed under the Mutual Agreement or inform the student of the procedure for requesting a hearing with the Academic Integrity Board if the Mutual Agreement is not accepted. Mutual Agreements are final agreements not subject to further review or appeal.

4. In instances of second offenses, or when the student chooses a hearing, the Office of Student Judicial Affairs will meet with the student to provide an orientation to the hearing process and to schedule a date no less than 10 and no more than 15 calendar days from the meeting for the hearing. The student can waive minimum notice of a hearing; however, extensions are at the sole discretion of the Office of Student Judicial Affairs. Should the student choose not to attend his/her orientation meeting, a hearing date will be assigned to the student.

5. The hearing procedures will follow the same format as stated in the Code of Student Conduct (Article V.A.5). The hearing body (Academic Integrity Board) will consist of 2 students from the Student Judicial Affairs Student Hearing Board and 3 faculty members. The faculty fellow for academic integrity will be one of the faculty members and will serve as the chair. The other two faculty members will be chosen by the Director of Student Judicial Affairs from a pool of eight faculty hearing officers. Each academic year, each college dean will appoint two faculty members from the college to comprise the pool of eight faculty hearing officers. Hearings will be held in a student's absence when a student fails to attend the hearing for any reason. The hearing body may impose any sanctions as outlined in Article V.B. in the Code of Student Conduct. Students given a sanction of probation for academic dishonesty will remain on probation at Western Carolina University until graduation.

6. Following a decision from the Academic Integrity Board, the Office of Judicial Affairs will inform the student of the sanction or sanctions to be imposed upon them and of their right to file an appeal with the University Academic Problems Committee. The appeal is limited to those rules and procedures expressly mentioned in the Code of Student Conduct (Article V.D.2) and is limited to the existing record. If the student does not file an appeal with the University Academic Problems Committee within 5 calendar days, the sanction or sanctions from the Academic Integrity Board will be imposed. The decision of the Academic Problems Committee may be appealed to the Vice Chancellor for Student Affairs. Any decision of the Vice Chancellor for Student Affairs may be appealed to the Chancellor.

7. Upon final resolution of a case involving suspension or expulsion, the Director of Student Judicial Affairs will inform the appropriate dean, department head, and the administrator in the One Stop Office who is responsible for University Withdrawals of the sanction. An act of academic dishonesty, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Office of Student Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.

It is the responsibility of the students and instructors to maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. If it is determined that scholastic dishonesty is taking place, the instructor will follow the procedures specified in the student rules and take the appropriate disciplinary action. **I will pursue the most severe penalty possible.**

Note: Plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission from that person. This includes finding a web site with homework answers.

Homework assignments that are to be turned in and graded are treated like exams and quizzes and must be done individually. If it appears that you have been scholastically dishonest on an exam, quiz, or assignment, I will take the most extreme measures as specified by university policy.

Disability Statement
Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, lalexis@wcu.edu or 144 Killian Annex.

If Western Carolina University has updated its policy, that policy is in effect for this course.

Schedule (Example)

Week	Topic	Assignments – Due on date listed

1/10	Introduction
	   to class
	   to Project
	     EA
	     BCP
	   to Information Technology
		Readings

1/17	IT & Strategy	Readings
1/24	Process Modeling, Analysis & Design	Readings Process Modeling Assignments
1/31	IT & Strategy	Mini Cases Shoji Case
2/7	IT & Strategy	Donner Case
2/14	IT Infrastructure & Building Blocks +cost drivers	Readings
2/21	Working Session	Schedule meeting with Professor
2/28	**Spring Break**	
3/7		***Exam Due***
3/14	Security & BCP	Readings Shoji/Donner
3/21	Project Evaluation & Software Selection	Readings Shoji
3/28	Working Session	Schedule meeting with Professor
4/4	E-Commerce	Readings Site Evaluation
4/11	Emerging Technologies Presentation	Readings Project 2 Due
4/18	Easter Break	
4/25	Regulatory Issues	Readings
5/1	Final Exam	

Week 1: Introduction to IT

Goals:

- Understand how the course is structured
- Understand what you should learn in the course
- Understand what the IT function encompasses
- Understand the basics of Enterprise Architecture

Readings:
- A comparison of the Top Four Enterprise Architecture Methodologies, by Roger Sessions (on Blackboard)
- Gartner Enterprise Architecture Process: Evolution 2005 (blackboard)
- Linking EA to business outcomes (on blackboard)

Assignments:

- None

Week 2: IT & Strategy

Goals:

- Understand how IT affects organizational strategy and operations
- Be able to examine a (your) organization and identify how IT is (or could be) used to enhance operations.

Readings:

- Who's accountable for IT? McKinsey Quarterly; 2002 Special Edition: Technology Issue 4, p39, 9p, 2bw http://web.ebscohost.com/ehost/detail?vid=23&hid=103&sid=1657b6cc-f70b-43e2-bd65-24d7adf0ed2e%40sessionmgr103&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=buh&AN=8714248
- IT doesn't matter, Nicholas Carr, Harvard Business Review, May 2003 http://web.ebscohost.com/ehost/detail?vid=25&hid=115&sid=1657b6cc-f70b-43e2-bd65-24d7adf0ed2e%40sessionmgr103&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=buh&AN=9720881

- Using the Balanced Scorecard as a strategic management system. Kaplan and Norton, Harvard Business Review, July-August 2007 http://web.ebscohost.com/ehost/detail?vid=26&hid=115&sid=1657b6cc-f70b-43e2-bd65-24d7adf0ed2e%40sessionmgr103&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=buh&AN=25358567

- Putting the Balanced Scorecard to work. . Kaplan and Norton, Harvard Business Review, September-October 1993
http://web.ebscohost.com/ehost/detail?vid=26&hid=115&sid=1657b6cc-f70b-43e2-bd65-24d7adf0ed2e%40sessionmgr103&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=buh&AN=9312031654
- The Balanced Scorecard: Measures that Drive Performance. Kaplan and Norton, Harvard Business Review, July-August 2005 (Best of HBR from 1992)
http://web.ebscohost.com/ehost/detail?vid=26&hid=115&sid=1657b6cc-f70b-43e2-bd65-24d7adf0ed2e%40sessionmgr103&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=buh&AN=17602418

Assignments:

- Be prepared to discuss the readings

Week 3: Process Modeling Basics

Goals:

- Understand how to model business processes & information flows
- Understand how to use these models to evaluate linkages between workflows

Readings:

- Business Process Modeling - Blackboard
http://www.sparxsystems.com.au/business_process_model.html
- Business Process Modeling Chapter – Blackboard

Assignments:

- Be prepared to discuss the readings
- Processing Modeling Assignment (See below)

Week 4: Mini Cases & Shoji Case

Goals:

- Be able to assess an organization's IT needs based on its strategy
- Be able to model an organization and identify weaknesses in its use of IT

Readings:

- Shoji Case

Assignments:

- Prepare Mini Cases
    - o For each mini case, determine which system best supports the organization's strategy & be able to justify your decision
- Prepare Shoji Case
    - a. Define Shoji's strategy
    - b. Do a SWOT for Shoji
    - c. Create a strategy map or balanced scorecard for Shoji
    - d. Based on the strategy map or BSC, identify a set of information system needs (you do not have to give the systems names, just describe what they need to do)
    - o Based on the strategy map or BSC, Shoji's strategy and the SWOT, prioritize the systems you identified. Higher priority systems should have a bigger impact on achieving the overall strategy.
    - o Turn in a brief (1 page) write up of this analysis

- Develop a set of process models for Shoji

Week 5: Donner Case

Goals:

- Practice developing a model of a business
- Practice using the model of the business to identify and prioritize IT initiatives

- Learn Work with an IT Analyst

Readings:

- Donner Case – You must buy this from Harvard

Assignments:

- Prepare Donner Case
- http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml;jsessionid=QIEO2IQ213Q2WAKRGWDR5VQBKE0YIISW?id=689030&referral=2340
    - e. Define Donner's strategy
    - f. Do a SWOT for Donner
    - g. Create a strategy map for Donner
    - h. Based on the strategy map, identify a set of information system needs (you do not have to give the systems names, just describe what they need to do)
    - o Based on the strategy map, Donner's strategy and the SWOT, prioritize the systems you identified. Higher priority systems should have a bigger impact on achieving the overall strategy.
    - o Turn in a brief write up of this analysis
    - Prepare the Donner case
    - Develop a set of process models for Donner

Week 6: IT Infrastructure & Building Blocks

Goals:

- Know the basic types of hardware, their defining characteristics and the tradeoffs among those characteristics
- Know the basic types of software
- Understand how networks work (at a very high level)
- Understand the cost drivers
- Understand the long-term impact of infrastructure decisions

Readings:

- http://en.wikipedia.org/wiki/Computer_hardware
- http://en.wikipedia.org/wiki/Software
- Key Issues for SCM IT Leaders
- Key Issues for Enterprise Resource Planning
- ERP, SCM and CRM
- The Transparent Supply Chain

Assignments:

Be prepared to discuss:
- What hardware is needed by Donner to implement a job tracking system that includes capturing the time each person works on the job?

Week 7: Presentations

Goals:

- Show knowledge from course

Readings:

- N/A

Assignments:

- Project 1 Presentations
- Project 1 Paper

Week 8: Midsemester Break

Goals:

- N/A

Readings:

- N/A

Assignments:

- Midterm

Week 9: Midterm

Goals:

- Demonstrate course knowledge & skills

Readings:

- N/A

Assignments:

- N/A

Week 10: Security & BCP

Goals:

- Understand the some of the common security & business continuity risks to firms
- Understand the manager's role in security
- Understand how to develop a business continuity plan

Readings:

- CISCO Annual Security Review
- BCP Primer
- Information security primer

Assignments:

- Develop a Disaster Recover/Business Continuity Plan for:
  - Shoji
  - Donner

Week 11: Project Evaluation & Software Selection

Goals:

- Understand the project evaluation process
- Understand management's role in software selection.

Readings:

- TBD

Assignments:

Be prepared to discuss:
- Perspective of Requirements (Blackboard)
- Waterfalls, etc (Blackboard)
- Fact analysis to evaluate projects (Blackboard)

Week 12: Working Session

Goals:

-

Readings:

- N/A

Assignments:

- N/A

Week 13: E-commerce

Goals:

- Understand the basics of e-commerce
- Be able to participate in an e-commerce team

Readings:

- Using Web 2.0 to fight back
- Gaining an edge through digital marketing
- Personal Social Media Strategy
- Six ways to make Web 2.o Work

Assignments:

- Evaluate your client's website

Week 14: Emerging Technology

Goals:

- Understand basics of new technology adoption
- Explore some of the new technologies under development

Readings: (These are all from Gartner)

- Gartner's Hype Cycle Special Report for 2010
- Hype Cycle for Software as a Service, 2010
  or
  Hype Cycle for Networking and Communications, 2010
  or
  Hype Cycle for Telemedicine, 2010
  or
  Hype Cycle for other subject area

Assignments:

- Each team-- Present emerging technology of your choice -- not from Gartner's Hype Cycle Special Report
- Be prepared to discuss the readings

- The emerging technology presentations should include:
  - Description of the technology
    - Overview
    - Main functions/features included
  - How it can/will impact businesses.
  - Which businesses/industries/strategies will most benefit from it
  - What the adoption pattern is likely to look like (when will early adopters use, when will it be widely adopted)
  - Other factors

- Presentations should be less than 10 minutes.

Week 15: Easter Break

Goals:

- None

Readings:

- N/A

Assignments:

- N/A

Week 16: Regulatory Issues

Goals:

- Understand the scope of regulatory requirements
- Understand the impact of regulatory requirements on IT and IT priorities

Readings:

- None

Assignments:

-

Week 17: Final Exam

Goals:

- Demonstrate mastery of course material

Readings:

- N/A

Assignments:

- Take Final

Project 1: Business Model & Enterprise Architecture (initial)

This is a **group** assignment.

Your group will work with a local firm of your choosing. Your goal is to model that business and assess how well that firm uses information technology to support its strategy. To do this, you must develop an enterprise architecture for the businesses. In the second project, you will use the enterprise architecture to assess the business's use of technology and to develop a business continuity plan.

Your first task is to model the business and develop an enterprise architecture. Prepare the report as a consultant hired by your client's executive team. The report must include:

1) Title
2) Executive Summary
3) Introduction
    a) Description of project, its goals, scope and process
    b) Description of the industry
    c) Description of the organization evaluated
4) Enterprise Architecture
    a) Business model/Strategy/Value Proposition
    b) Process Model (sometimes part of the business model)
    c) System Model
    d) Technology Model

There is no predefined page limit for this project. You must present your results in class on the assigned day. Each group will have 15 minutes to present. Your classmates and I will evaluate your presentation. Your presentation score will count 30% of the grade on this assignment.

Individual Project Reflection
This is a personal reflection piece. The paper should include your thoughts on the project – what you are learning; problems you are having with your team or with your companies; issues that you identify that would make the project easier or a better experience.

Project 2: IT Evaluation & Other

This is a **group** assignment.

Your group will continue its work with the company selected for the prior project. The prior project is the basis for this project. Your task is to evaluate the organization's use of IT and recommend how it could improve its use of IT. Note that this may require recommendations related to the business model, the process model, the systems model and the technology model. You will also prepare a disaster recovery plan for the organization. Prepare the reports as a consultant. The IT assessment report must include:

1) Title
2) Executive Summary
3) Introduction
    a) Description of project, its goals, scope and process
    b) Description of the industry
    c) Description of the organization evaluated
4) Enterprise Architecture
    a) Business model/Strategy/Value Proposition
    b) Process Model (sometimes part of the business model)
    c) System Model
    d) Technology Model
5) Assessment of the organization's use of IT
    a) Evaluation of current state
    b) Recommendations for improvements

For the second project, you may develop an IT disaster recovery plan, assess the organization's use e-commerce and the internet, or do a software evaluation. The outline below is for the disaster recovery plan. If you are going to do one of the other projects, please ask me for an outline.

IT Disaster Recovery Plan
1) Title
2) Executive Summary
3) Introduction
    d) Description of project, its goals, scope and process
    e) Description of the organization evaluated
4) Enterprise Assets (IT Only)
    a) Description
    b) Value/Business Impact analysis
5) Threat Assessment
6) Protection Approach
7) Execution Plan

There is no predefined page limit for this project. You must either present your results to your client with me present or make a video of your presentation and turn it in to me by the assigned day. Each group will have 15 minutes to present. I will evaluate your presentation. Your presentation score will count 30% of the grade on this assignment.

Individual Project Reflection
This is a personal reflection piece. The paper should include your thoughts on the project – what you are learning; problems you are having with your team or with your companies; issues that you identify that would make the project easier or a better experience.

Class Participation Continuum

Class participation is essential to learning. Since I am grading participation, I need to be able to identify you. While I will endeavor to learn your names, please bring the name tag/sign to class.

Scale	Description
A (97)	A consistent (> 70% of the time) leader in class discussions and other classroom activities. Contributes to class success and learning. Has worked out an analysis of why events in material examined occur as they do, as well as how these events related to the topic under discussion. Willing and able to critically evaluate comments of others. An initiator of positive activity in class. Listening is also given a priority. **Does not give superficial responses and comments and does not attempt to dominate discussion.**
B (85)	Reasonably frequent participant (>70% of the time) in class discussions. Responds to other students as well as the instructor. Occasionally takes the lead in introducing a new subject. Volunteers illustrations from his or her own experience about the subject under discussion.
C (75)	Occasional (40-70% of the time) participant in class discussions. Occasionally responds to the comments of other students. Rarely, if ever, initiates a discussion. Provides little or no critical evaluation of others comments.
D (65)	Answers questions from the instructor. Occasionally volunteers ideas and illustrations from his or her own experience in response to instructor's comments. Rarely responds to other students
F (0)	Takes little active role in classroom discussions and activities, or misses more than two classes.
Z (-50)	Disrupts class. Makes comments and statements that detract from the overall learning experience for other students.

Presentation Evaluation Form

Team number: _____ Project Description:_____
Date:_____

Content (25 points) _____

- Coverage highlights of whole project?
- Coverage addresses assigned points?
- Clarity of development of points?
- No jargon or unexplained acronyms?
- Pitched well to audience?

Organization (25 points) _____

- Well prepared, well organized?
- Is level of treatment appropriate, not overly detailed nor too general?
- Is presentation easy to follow, smooth continuity?

Delivery (25 points) _____

- Engaging presentation style, energetic, enthusiastic?
- Smooth transition, if more than one presenter used?
- Well practiced, rehearsed?
- No reading from notes
- Clear, good volume and enunciation, no mumbling?
- Did not go over time
- Efficient, avoided stumbling, confusion, blank spots?

Format (15 points) _____

- Overheads not too busy, font large enough to read?
- Visuals used supportively?
- Good use of graphics (e.g., diagrams), if appropriate?
- No misspellings, poor grammar, misuse of words?

Overall exceptional excellence (10 points) _____

- These are discretionary points for us to reward the teams with the very best presentations. Be conservative with these points. It is not a negative reflection on your presentation if you don't get some or all of these points.

Total: _____

Comments:

Team Member Evaluation Form

Evaluator: _____   **Person Evaluated:** _____

PURPOSES OF EVALUATION:

This evaluation will be used to determine an individual team member's grade on the project. That grade will be adjusted up or down based on the RELATIVE score/evaluation given to each team member. For example, a project with a grade of 80 and three individuals with average evaluations of 80, 100 and 120 will receive grades of C, B and A respectively. (The exact numeric score depends on the distribution of the relative scores).

INSTRUCTIONS:

Below are a number of traits, abilities, and characteristics that are important for our Project and staff. Circle the appropriate rating and explain your reasons for doing so.

Two common mistakes in rating are: (1) a tendency to rate nearly everyone as "average" on every trait instead of being more critical in judgment. The rater should use the ends of the scale as well as the middle, and (2) the "Halo Effect" i.e., a tendency to rate the same individual "excellent" on every trait or "poor" on every trait based on the overall picture one has of the person being rated. However, each person has strong points and weak points and these should be indicated on the rating scale.

I. ATTENDANCE AT GROUP MEETINGS:
A. Rarely absent
B. (In between)
C. Frequently absent without good excuse.
D. (In between)
E. Habitually absent.

II. PUNCTUALITY:
A. Always prompt.
B. Occasionally late.
C. Always late.

III. ACCURACY OF WORK:
A. Exceptional
B. Very few errors.
C. Steady, careful. Work usually acceptable.
D. Frequent errors.
E. Many errors. Work must always be followed up.

IV. THOROUGHNESS:

A. Always sees things through.
B. Usually thorough. Sometimes skips detail.
C. Inclined to take too many shortcuts.
D. Does not follow through satisfactorily.

V: ORGANIZATION OF WORK:
A. Analyzes and organizes work clearly and intelligently
B. Organizes work satisfactorily.
C. Shows some ability for organizing work.
D. Has difficulty in organizing work
E. Work must be organized by others.

VI: QUANTITY OF WORK:

Percent of project work done by Team member_____

VII. DEPENDABILITY:
A. Work always on schedule.
B. Consistently reliable under normal circumstances.

C. Occasionally lags.
D. Requires some supervision; slightly behind schedule.
E. Requires close supervision; always behind schedule.

XIV. **OVERALL**: If your project score is 100, what score should this teammate get?

VIII. INITIATIVE:
A. Exceptional - looks for new methods, ideas, and things to do.
B. Resourceful.
C. Routine worker. Rarely makes suggestions.
D. Needs frequent direction.
E. Always needs direction.

IX. KNOWLEDGE OF PROJECT:
A. Familiar with all phases of work and has mastered appropriate skills.
B. Well informed. Has gained or improved skills.
C. Limited knowledge.
D. Has shown no growth.

X. RELATIONS WITH TEAMMATES:
A. Always cheerful and ready to cooperate.
B. Usually pleasant and works well with most people.
C. Cannot work well with others.

XI. ADAPTABILITY:
A. Exceptionally open minded.
B. Receptive to new ideas.
C. Slow to accept new ideas.
D. Satisfied with status quo.
E. Rejects new methods.

XII. JUDGEMENT:
A. Makes sound decisions.
B. Usually uses good judgment
C. Indecisive. Poor judgment. Disregards important facts.

XIII. ATTITUDE TOWARD PROJECT:
A. Positive attitude toward Project.
B. Average attitude toward Project needs.
C. Seems indifferent or often makes derogatory remarks.

Process Modeling Assignment.

Do the best you can on these. Since we are discussing process modeling & doing the assignments the same class, I do not expect a correct answer. I just want you to have tried.

1) Develop a set of process models (context and level-0 diagram) for the processes described below.

The pharmacy at Mercy Hospital fills medical prescriptions for all hospital patients and distributes these medications to the nurse stations responsible for the patients' care. Prescriptions are written by doctors and sent to the pharmacy. A pharmacy technician reviews each prescription and sends it to the appropriate pharmacy station. Prescriptions for drugs that must be formulated (made on-site) are sent to the lab station, prescriptions for off-the-shelf drugs are sent to the shelving station, and prescriptions for narcotics are sent to the secure station. At each station, a pharmacist reviews the order, checks the patient's file to determine the appropriateness of the prescription, and fills the order if the dosage is at a safe level and it will not negatively interact with the other medications or allergies indicated I the patient's file. If the pharmacist does not fill the order, the prescribing doctor is contacted to discuss the situation. In this case, the order may ultimately be filled, or the doctor may write another prescription depending on the outcome of the discussion. Once filled, a prescription label is generated listing the patient's name, the drug type and dosage, an expiration date and any special instructions. The label is placed on the drug container, and the order is sent to the appropriate nurse station. The patient's admission number, the drug type and amount dispensed, and the cost of the prescription are then sent to the billing department.

2) Develop a set of process models (context and level-0 diagram) for the processes described below.

NEWS! Cullowee, NC has incorporated and passed a law allowing liquor-by-the-drink in Cullowhee. To take advantage of this, a new club is moving to Cullowhee. Richmond's will be members-only club. There will be bands, dancing, pool tables, and, of course, beer. To keep costs down, the beer will be dispensed by an automated system.

When people become members, they provide personal information, including name, address and credit card information. They also use a scanner to capture the person's thumb print. A background check is conducted to ensure they are who they say they are and that they are over 21 years old. Finally, they pay an initiation fee of $5 that also verifies that the credit card is valid. They are provided with a membership card encoded with their membership number

When members come to the club, they must scan their card and use their thumb print to enter. Then whenever they want a beer, they go to a tap (there are taps spaced around the walls of the building). They scan their card use their thumb print at a device next to the tap. They select the beer they want and fill their mug. The system monitors the amount of beer dispensed and verifies that a mug is in place before dispensing beer. When they scan their card & their thumb, the system verifies that they are a member (and therefore over 21) and charges their credit card.

The system is designed to ensure everyone has a fun, but safe time. If an invalid card is ever entered (at the door or at a beer tap) a bouncer is notified and the offending person is escorted from the premises. If a card and thumb print do not match, the bouncer is notified with the same result. Finally, the system will prevent a person from buying more than three beers in an hour or more than 8 beers in a night.