

**Introduction to Information Systems in Organizations**

After completing this activity you will be able to:

- State a key fact about this course, its instructor, and its subject.
- List basic questions that can be applied to nearly any situation.

**Step 1: Prepare three questions (individually)**

1. A question about the course:
2. A question about the instructor:
3. A question about the Information Systems (IS):

**Step 2: Instructor calls on students at random to ask questions****Step 3: Formulate more questions (in groups of 2-3)**

Use each prompt to create a question<sup>i</sup> about the course, about the instructor, or about IS.

1. What \_\_\_\_\_ ?
2. Where \_\_\_\_\_ ?
3. When \_\_\_\_\_ ?
4. Why \_\_\_\_\_ ?
5. How \_\_\_\_\_ ?
6. How much \_\_\_\_\_ ?
7. What if \_\_\_\_\_ ?

**Step 4: Instructor calls on students at random to ask questions**

**Step 5: Answer four short-answer questions (individually)**

1. One thing I learned about this course is:
  
2. One thing I learned about the course instructor is:
  
3. One thing I learned about Information Systems is:
  
4. One thing I learned about asking questions is:

**Step 6: Rate this activity (individually)**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>	Rating (1 to 5)				
This is an engaging activity.					
I learned a lot completing this activity.					
This activity should be used again in future semesters.					

Anything else you want the instructor to know? Write it here:

**Step 7: After you confirm your name and today's date are on pg. 1, hand in completed activity sheet to instructor.**

<sup>i</sup> For more information on formulating questions see:

- Fadem, T. J. (2008). *The art of asking: Ask better questions, get better answers*. FT Press.
- Ross, J. (2009, May 6). How to Ask Better Questions. Retrieved January 12, 2015, from <https://hbr.org/2009/05/real-leaders-ask.html>

Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

### Did You Know?

After completing this activity you will be able to:

- List facts about Digital World and Information Technology (IT) evolution and the changes in society.
- Develop strategies to ensure your success in this changing world.

#### ***Step 1: Prepare individually***

What the video shown by your instructor. List five facts that got your attention because they could be a little disturbing:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### ***Step 2: Discuss in groups of 2-3***

Compare your lists. As a group, identify the five facts that got the most attention and list why they got your attention. What concerns you about these facts?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### ***Step 3: Instructor calls on students at random to discuss their facts & concerns***

**Step 4: Discuss in groups of 2-3.**

List five skills that you need to develop to be successful in this new world.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Step 5: Instructor calls on students at random to discuss their answers**

**Step 6: Answer these questions (individually)**

1. Why is it that your parents, your high school teachers, your guidance counselors and most college professors are not capable of giving you advice on the skills that you need to develop in order to be successful in the digital world?
2. What steps are you going to take to develop the skills needed for your success?
3. What did you learn from this activity?

<b>Ratings</b>	<b>1 Completely Disagree</b>	<b>2 Somewhat Disagree</b>	<b>3 Neutral</b>	<b>4 Somewhat Agree</b>	<b>5 Completely Agree</b>
<b>Statement</b>	<b>Rating (1 to 5)</b>				
This is an engaging activity.					
I learned a lot completing this activity.					
This activity should be included in future classes.					

Anything else you want the instructor to know? Write it here:

**Step 7: After you confirm your name and today's date are on pg. 1, submit completed activity sheet**

**Systems Analysis: Process Decomposition with Swim Lane Diagrams - 1**

After completing this activity you will be able to:

- Interpret a swim-lane diagram
- Construct a simple swim-lane diagram

**Step 1: Individually**

Reference the swim lane diagram shown on screen. Prepare 3 questions that can be answered with the diagram: (e.g., what happens before/after X, who does Y)

- 1.
- 2.
- 3.

**Step 2: In small groups.**

Ask other group members your questions. Reach a consensus on the correct answers.

**Step 3: In small groups.**

Create a swim lane diagram that describes the hiring process in a large company covered during the Unit 1 activities (hiring process in a small versus large company). Describe the steps in the process using the 3 following actors: Human Resources (HR) department, Hiring manager and the on boarding/training department.

**Step 4: Draw diagram on board and discuss as a class**

**Step 5: Answer three short-answer questions (individually)**

1. In which situations is it useful to draw a swim lane diagram?

2. Describes the main elements included in a swim lane diagram:

3. Do you think you could utilize swim land diagrams in some of your other classes? If so, what classes and how would you use them?

**Step 6: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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<b>Statement</b>	<b>Rating (1 to 5)</b>
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

**Step 7: Submit completed activity sheet**

**Systems Analysis: Process Decomposition with Swim Lane Diagrams - 2**

After completing this activity you will be able to:

- Construct a simple swim-lane diagram

**Step 1: Individually – Read the Following Narrative**

Chris is the cake decorator at Cold Stone Creamery. Chris works part-time and is responsible for decorating all of the cakes that Cold Stone sells including both stock cakes and custom orders. Chris can't do this alone. She needs the help of other people at the store to do this.

It all starts in the morning before the store opens when the store manager takes inventory of what cakes they have in stock. While taking the inventory the manager checks the expiration dates for all cakes that are in stock. If a cake has reached its expiration date, it is removed from stock and discarded. If a cake is within a week of reaching its expiration date, it is tagged as a "Manager's Special" and the price is reduced by 25%. The store manager compares what they have in inventory to the "par sheet" which lists how many of each type of cake the store would like to have in stock. Based on the difference between what they already have in stock and what the par sheet says they should have in stock, the manager creates a list of cakes that need to be made by the crew members. The manager also looks at orders for both stock cakes and custom cakes. If there are any orders then the manager adds these cakes to the list of cakes to be built.

Throughout the day the crew members build the cakes on this list. Building a cake does not include decorating a cake. Building a cake involves cutting out the right sized/shape piece of cake from a large sheet of cake (i.e. small round, large round, small rectangle, large rectangle in either chocolate or vanilla) which will form the bottom layer of the cake and mixing the ice cream (a combination of ice cream flavors and mix-ins) that will form the top layer of the cake and putting the cake and mixed ice cream into the appropriate pan which serves as a mold. The cake is then put into the blast freezer to deep freeze the cake overnight.

The next day Chris pulls the newly built cakes out of the blast freezer and decorates the cakes as needed to fill orders and replenish stock. As part of decorating the cakes, Chris packages the cakes into containers, labels each cake correctly with the type of cake and the expiration date for the cake. Chris puts the stock cakes out in the display freezer to be sold and the orders in the freezer in the back so they will be waiting for the customer when they come in to pick up their cake.

**Step 2: In small groups (2-3) create a swimlane diagram to document this process.**

**Step 3: Draw diagram on board and discuss as a class**

**Step 4: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>	Rating (1 to 5)				
This is an engaging activity.					
I learned a lot completing this activity.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					



**Systems Analysis: Entity Relationship Diagrams - 1**

After completing this activity you will be able to:

- Interpret an entity relationship diagram
- Construct a simple entity relationship diagram

**Step 1: Individually**

Reference the entity relationship diagram shown on screen. Prepare 3 questions that can be answered with the diagram:

- 1.
- 2.
- 3.

**Step 2: In small groups (2-3 students).**

Ask other group members your questions. Reach a consensus on the correct answers.

**Step 3: In small groups: consider the following scenario**

TempleBank runs a free day care service for all of its employees. The company wants to more easily identify employees who use the service and also needs to parents where to pick up their kids.

- Each employee can have multiple children enrolled in the daycare center.
- Employees can be described by their employee ID number, first name, last name, phone number and work location.
- Children can be described by their first name, last name, gender, and date of birth.
- Because children are provided with lunch and snacks, it is important to track dietary restrictions (e.g., gluten-free, vegetarian, vegan, food allergies, etc.). Each child is assigned to one of 3 rooms based on age, maturity, and parents work location.

1. Identify entities (hint: there are at least 3) and relationships among the entities

2. Identify multiple attributes for each entity.

**Step 4: Students will be called upon at random to discuss**

**Step 5: In small groups: consider the following scenario**

A wedding party DJ to create a database to keep track of their Compact Disc collection. For each CD relevant info includes genre, artist, songs and key information about each song.

- A. Identify entities, 3-5 attributes per entity, and relationships
- B. Draw a simple entity relationship diagram

**Step 6: Students called upon at random to help draw diagram on board and discuss**  
**Step 7: Answer two short-answer questions (individually)**

1. When do you think an entity relationship diagram is most useful?
  
  
  
  
  
  
  
  
  
  
2. What do you think are the most common types of errors made when creating an ERD?

**Step 8: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>	Rating (1 to 5)				
This is an engaging activity.					
I learned a lot completing this activity.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

**Step 9: Submit completed activity sheet**

Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

## Systems Analysis: Entity Relationship Diagrams - 2

After completing this activity you will be able to:

- Construct a simple entity relationship diagram

### Step 1: In small groups (2-3) construct an ERD based on the following narrative

Each major at the Fox School of Business has at least one student professional organization (SPO). Some majors have more than one SPO. Keeping track of all of the SPOs, what department they are associated with, what majors they cover, the student leadership, the faculty advisors, etc. has become a nightmare. The school has decided to develop a database to keep track of all of these SPOs. The first step in developing a database is to model the data using an ERD. As a team, construct an ERD.

### Step 2: Students called upon at random to help draw diagram on board and discuss

**Step 3: In small groups (2-3) construct an ERD based on the following narrative**

You are the president for a newly formed Temple club called "Owls Mix-n-Mingle". This is a social club that organizes low-cost outings to places like the Philadelphia Zoo and the Art Museum where students can meet and socialize with other students in a fun, relaxed setting. While this is not formally recognized as a "dating site", many people participate and their interests range from an interest in possible romantic connections to simply meeting new friends. Construct an ERD that models the data requirements for "Owls Mix-n-Mingle". Make sure that you capture information about both members and events that are hosted by the organization.

**Step 4: Students called upon at random to help draw diagram on board and discuss**

**Step 5: Rate this activity (individually)**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>					Rating (1 to 5)
This is an engaging activity.					
I learned a lot completing this activity.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

**Systems Analysis: Decision Trees**

After completing this activity you will be able to:

- Construct a simple decision tree

**Step 1: Individually – Review the following narrative**

College is a wonderful time to meet new people and dating is a favorite activity for many students. Some students find the man/woman of their dreams and live happily ever after. Some do not. There are many first-dates and there are many things to consider before going on a second date or ending a relationship before it really gets a chance to start.

**Step 2: In small groups (2-3 students) then discuss as a class.**

There are many attributes a person may have or behaviors that they may demonstrate on a first date that may put prospect of a second date into one of three categories. These categories are "Hell No!", "Maybe/Maybe Not" and "Absolutely!". Working in small teams, create a list of these attributes/behaviors and put these in the appropriate category:

Hell No!	Maybe/Maybe Not	Absolutely!
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Step 3: Individually then discuss as a class.**

Using only the information generated in the previous step that applies to you personally, create a decision tree that documents how you might make a decision regarding the probability of a second date.

**Step 4: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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<b>Statement</b>	<b>Rating (1 to 5)</b>
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

**Systems Analysis: Conceptual Architecture Diagram**

After completing this activity you will be able to:

- Construct a simple conceptual architecture diagram and ERD

**Step 1: Individually – Review the following narrative**

In part of MIS2501 – Enterprise IT Architecture, students are challenged to propose innovative products and services that can be delivered through a variety of digital ecosystems. In the spring of 2015 an MIS2501 student, Alex Savon, proposed a new application for the Apple Watch. After doing his research he determined that the accelerometer in the Apple Watch was sensitive enough to detect seizures in a person who has epilepsy and is wearing the watch.

Alex's proposal was for an application that would detect seizures and measure/report the duration and intensity of the seizure along with the person's heart rate throughout the event to the person's physician. In addition, information about this event would be sent via text messages to the loved ones of the person experiencing the seizure. With the detailed information provided by the application, the physician would be able to fine tune the treatment plan including adjusting medications. The end result is better health outcomes and an improved quality of life for the patient. Finally, as a result of the improved health outcomes, patients would need to see their physician less frequently which will result in a significant reduction in health care costs. Due to these financial benefits, the proposal was to provide this service to patients with their health insurance companies paying for the service.

With this use of technology, everybody wins. Patients experience better health outcomes and an improved quality of life and insurance companies reduce costs.

**Step 2: In small groups (2-3 students) then discuss as a class.**

Discuss the narrative and create a conceptual architecture diagram that describes this system.

Who are the users of this system and what are the interfaces used by each user?

What are the processes that this system needs to support?

What resources (data) needs to be collected and managed by this system?

Create a conceptual architecture diagram here:

**Step 3: In small groups (2-3 students) then discuss as a class.**

Create an ERD here that models the data requirements for this new application here:

**Step 4: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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<b>Statement</b>	<b>Rating (1 to 5)</b>
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	



Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

### Sample Mini-Case Review

After completing this activity you will be able to:

- Improve your ability to work with swim lane diagrams and ERD on the upcoming exam

#### Step 1: Individually – Read the following narrative

##### *Purchasing an Ad at the Drexel University Student Newspaper – Jeffrey Popoviz*

The Triangle, Drexel's student newspaper, is a weekly publication distributed around Drexel's University City and Center City campuses. The paper has a readership in the thousands; favored by students, faculty, and visitors of the university. A large portion of the newspaper's budget comes from advertisements from local businesses. The process by which a business purchases an ad in the newspaper is multi-faceted and requires the effort of a variety of individuals.

First, a customer reaches out to the Sales Manager at the paper, expressing interest in purchasing a full-page advertisement for the following week. One week's notice is required for all advertisements, as the staff needs time to craft the layout of the paper prior to submitting it to the publisher. The Sales Manager receives the request and creates an invoice in QuickBooks, which is then forwarded to the customer. The Sales Manager also asks the customer for any artwork they may have.

The customer then signs the invoice, sends payment (if acceptable), and emails the artwork to the Sales Manager. With the customer's response in-hand, the Sales Manager takes the payment and sends it to the Accounting Team. The Accounting Team deposits the payment into the paper's bank account, and makes note of the receipt in a dedicated Microsoft Excel file. Once the payment is confirmed, the artwork and copy for the ad are approved by the Managing Editor of the paper. If approved, the Editor places the ad into the paper to be printed, and confirms the submission to the Sales Manager. If the ad is not approved, the Managing Editor works with the client to create a new ad.

After the paper is printed, the Accounting Team sends a tear-sheet of the advertisement to the customer.

**Step 2: Discuss as Teams (2-3)**

Sketch out a swim lane diagram and an ERD that models the narrative:

**Step 3: Students will be called upon at random to discuss**

**Step 4: Rate this activity (individually) and submit completed activity sheet**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

**Build Your Own Study Guide Review**

After completing this activity you will be able to:

- Better prepare for the upcoming exam.

**Step 1: Individually Complete**

As discussed from the start of the semester, study guides will not be provided for this class. Students are encouraged to create their own study guide week by week as they complete the assigned reading and participate in class discussions. In this activity you will share what you have included in your study guide with a small group of students and learn from each other.

**Step 2: Discuss as Teams (2-3)**

Compare study guides with a classmate and review each other's study guides carefully. Find three articles that one of your fellow students found some key points and/or important details that you had missed. **You MAY NOT take pictures of another student's study guide!**

Article Name: \_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Article Name: \_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Article Name: \_\_\_\_\_  
Key Point: \_\_\_\_\_

Key Point: \_\_\_\_\_  
\_\_\_\_\_

Key Point: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

**Step 3: Students will be called upon at random to discuss**

**Step 4: Individually update your study guide**

<b>Step 5: Rate this activity (individually) and submit completed activity sheet</b>					
<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

**Business Processes: Procure to Pay**

After completing this activity you will be able to:

- Better understand one of the core businesses processes, purchase to pay (P2P or PtoP).
- Practice creating swim lane diagrams.

**Step 1: Individually**

Read the following narrative: P2P is the core business process that is used by organizations to acquire the products and services they need to fulfill their mission. In this scenario you are the plant manager at FitterSnacker, a company that makes and sells snack bars. The plant manager is responsible for determining what they are going to make, when they are going to make it and acquiring the raw materials (oats, raisins, chocolate chips, etc.) that they need to make the snack bars. Once the plant manager determines what they need, they send a purchase requisition to the procurement department.

The procurement agent verifies that the plant manager is authorized to place the order. They then select the supplier and send a purchase order to the supplier.

The supplier receives the order and picks, packs and ships the order. After the order has been shipped they send an invoice to the customer.

The warehouse receives the order and posts a goods receipt to show this. The person in the warehouse notifies the plant manager that the items have been received.

The invoice is processed by the accounts payable team in accounting. They match up the invoice with the purchase order and the goods receipt. If we received what we ordered and are being charged what we were expecting to pay then we pay the invoice. If not, we must figure out where the problem is and resolve the problem.

**Step 2: As a Group (2-3 in a group)**

On a blank piece of paper create a swim lane diagram that documents the P2P process here at FitterSnacker and answer the following questions:

1. How many swim lanes do you have and what are the roles of the people in each lane?
2. How many different functional areas are involved in this process?
3. How much chaos can be involved when accounting must "figure out where the problem is and resolve the problem"?

**Step 3: Students called upon at random to discuss**

Compare your diagram with the diagram displayed in class and answer the following questions:

**Step 4: As a Group (2-3 in a group) then as a class – Discuss the impact**

1. FitterSnacker has just implemented an ERP which will dramatically improve the efficiency of the organization.
2. Based on historical sales and information entered into the system by the sales organization a forecast of what you plan to sell is automatically generated by the system.
3. The system also manages inventory (both raw materials and finished goods). Since the system knows what you have (inventory) and the since the forecast tells you what you need (demand) the plant manager doesn't need to figure out what you are going to make and when you are going to make it (a.k.a. the production plan). The system will create the production plan. With the production plan the system can automatically create purchase requisitions at the appropriate times to acquire the required raw materials and execute the production plan.
4. With the ERP we maintain a list of preferred suppliers for all raw materials. We also keep track of things like lead time (how long it takes to get a raw material) and pricing information for each supplier. Based on lead times and pricing, the system can automatically choose the optimal supplier and can send an electronic purchase order (PO) to the supplier. The electronic PO includes a unique PO number that we will use later on.
5. The items are received at the warehouse. The PO number for the order is included with the shipping documents. The person at the warehouse pulls up the PO using the PO number and ensures that everything that was ordered was received and posts the goods receipt.
6. The supplier sends FitterSnacker an electronic invoice. The invoice includes the PO number. The system can automatically perform the three-way match, matching up the original PO, the goods receipt and the invoice and if everything matches can send the payment electronically to the supplier.

**Step 5: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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Statement	Rating (1 to 5)
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

**Step 5: Submit completed activity sheet**

**Business Systems: Enterprise Systems**

After completing this activity you will be able to:

- Describe the financial impacts of investing in an ERP system.

**Step 1: Individually**

*Review the following narrative:*

FitterSnacker has reached the decision point regarding an investment in an ERP system. While they believe there will be lots of benefits, it is now time to start trying to identify the financial impacts of this investment before moving forward with the project.

The ERP system will be expensive. It will be **very expensive** for a small company like FitterSnacker. It will cost a total of \$10,000,000! The ERP system will create value for FitterSnacker over an extended period of time so the Accounting department will depreciate this investment over a period of 10 years or \$1,000,000 per year.

The integrated database with the ERP provides superior decision making. From which customers to target for sales to where to acquire raw materials, the superior decision making of the ERP will provide countless benefits to FitterSnacker. From the sales perspective we believe that we will increase sales by 10%. This will increase our shipping costs by 10%. While we will make and sell 10% more goods, our purchase and production costs as well as direct labor costs will only increase by 5% due to efficiencies introduced by the ERP.

The accounting function at FitterSnacker has been a mess! With separate systems for order processing, order fulfillment, accounts payable, procurement, accounts receivable, payroll etc., etc., etc., FitterSnacker has needed a small army of accountants to keep track of all of the relevant information. As a result of the increased efficiencies of the single integrated database, what once required a small army of accountants will now only require a handful of accountants. We are projecting that our accounting and legal costs will be reduced by 50%. It is not only the accounting department that will realize a dramatic improvement in efficiency but many other areas including order processing, order fulfillment, production planning, and others will also experience an improvement in efficiency and we are projecting that salaries and wages will be reduced by 20%.

Finally, we use ADP for payroll processing. With fewer employees, we project that our payroll expenses will drop by 35%

**Step 2: In Small Groups (2-3)**

Discuss the narrative and review the income statement displayed on the screen. Identify the line items that will be impacted by the implementation of the ERP system.

1. Starting with "Income", what areas of the income statement will be impacted by the ERP. How will the ERP impact sales, cost of goods sold, gross profits and total income?
  
2. Working you way through "Expenses", what areas of the income statement will be impacted by the ERP?
  
3. In terms of "Net Income", what is the impact of the ERP?

**Step 3: Class Discussion (*unhide columns H-K*)**

**Step 4: Answer these short-answer questions (*individually*)**

1. A \$10,000,000 investment in a computer system is a big investment for a small company like FitterSnacker. With \$10,000,000 you could put a lot of new salespeople out in the field, expand manufacturing capacity or develop new products. Is a \$10,000,000 a good investment or a bad investment for FitterSnacker? Explain?

**Step 7: Rate this activity (*individually*)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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Statement	Rating (1 to 5)
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	



INCOME	Pre-ERP	% of TS	Class Comments
<b>Sales</b>			
Sales - Qtr 1	15,000,000	17.9%	
Sales - Qtr 2	25,000,000	29.9%	
Sales - Qtr 3	25,000,000	29.9%	
Sales - Qtr 4	18,000,000	21.5%	
Other	675,000	0.8%	
<b>Total Sales (TS)</b>	<b>\$ 83,675,000</b>	<b>100.0%</b>	
<b>Cost of Goods</b>			
Beginning Inventory	12,000,000	14.3%	
Purchases and Production Costs	20,000,000	23.9%	
Shipping and Delivery	375,000	0.4%	
Labor (wages and payroll)	8,750,000	10.5%	
Other	329,000	0.4%	
Less Ending Inventory	10,000,000	12.0%	
<b>Total Cost of Goods Sold</b>	<b>\$ 31,454,000</b>	<b>37.6%</b>	
<b>Gross Profit</b>	<b>\$ 52,221,000</b>	<b>62.4%</b>	
<b>Non-Operating Income</b>			
Interest Income	480,000		
Rental Income	272,000		
Other	372,000		
<b>Total Non-Operating Income</b>	<b>\$ 1,124,000</b>		
<b>Total INCOME</b>	<b>\$ 53,345,000</b>	<b>63.8%</b>	
<b>EXPENSES</b>			
<b>Operating Expenses</b>			
Accounting and Legal	1,200,000	1.4%	
Advertising	450,000	0.5%	
Depreciation	4,000,000	4.8%	
Dues and Subscriptions	175,000	0.2%	
Insurance	280,000	0.3%	
Interest Expense	250,000	0.3%	
Maintenance and Repairs	685,000	0.8%	
Office Supplies	32,000	0.0%	
Payroll Expenses	92,000	0.1%	
Postage	4,000	0.0%	
Rent	500,000	0.6%	
Research and Development	400,000	0.5%	
Salaries and Wages	2,400,000	2.9%	
Taxes and Licenses	45,000	0.1%	
Telephone	30,000	0.0%	
Travel	45,000	0.1%	
Utilities	60,000	0.1%	
Web Hosting and Domains	2,000	0.0%	
Other	4,500	0.0%	
<b>Total Operating Expenses</b>	<b>\$ 10,654,500</b>	<b>12.7%</b>	
<b>Non-Recurring Expenses</b>			
Furniture, Equipment and Software	25,000	0.0%	
Gifts Given	13,000	0.0%	
Other	12,000	0.0%	
<b>Total Non-Recurring Expenses</b>	<b>\$ 50,000</b>	<b>0.1%</b>	
<b>Total EXPENSES</b>	<b>\$ 10,704,500</b>	<b>12.8%</b>	
Net Income Before Taxes	\$ 42,640,500		
Income Tax Expense	7,675,290		
<b>NET INCOME</b>	<b>\$ 34,965,210</b>		

Owner Distributions / Dividends  
Adjustment to Retained Earnings

<u>\$ 34,965,210</u>

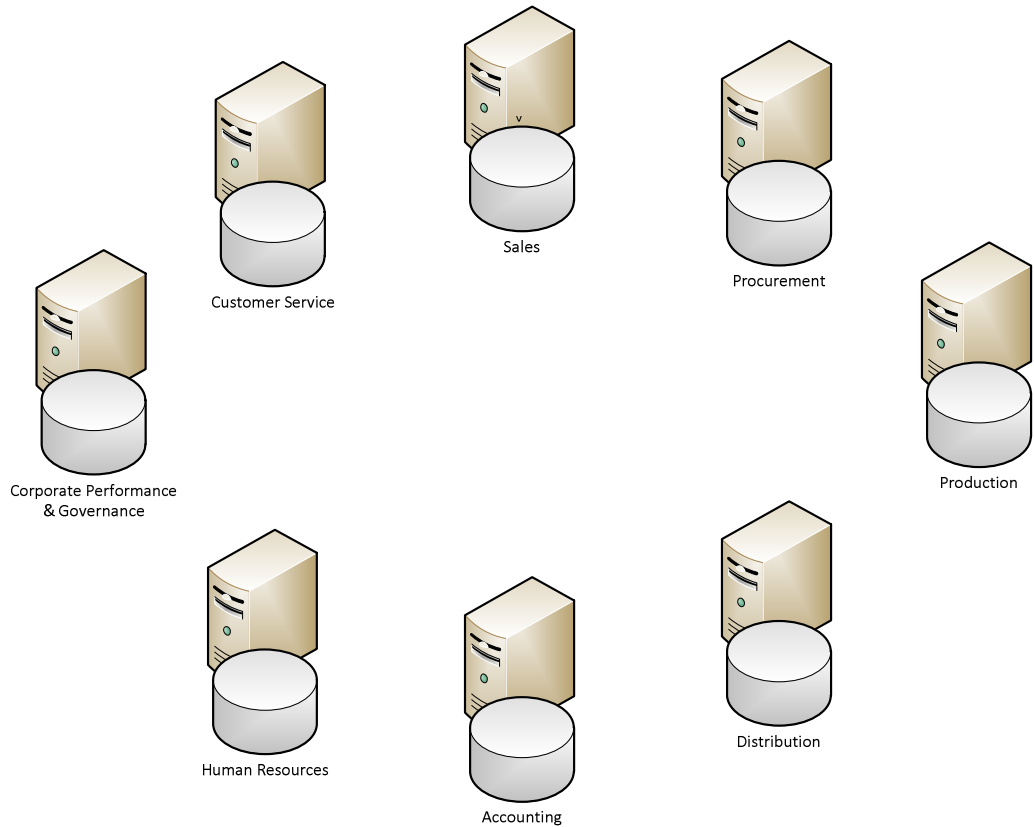
**Organizational Systems: Filling in the Income Statement**

After completing this activity you will be able to:

- Discuss how ERP systems dramatically improve the efficiency of the accounting organization.
- Discuss how ERP systems can improve the decision making of a company.

**Step 1: Individually Complete**

Read: You are an accountant with FitterSnacker. You are responsible for creating the income statement. The data that you need to create the income statement is spread out across a variety of systems. Here are the systems:



**Step 2: Discuss as a Group (2-3)**

1. Which systems will you need to get data from to complete each line of the income statement? Feel free to ask questions about what each of the systems do.

- Gross Sales: \_\_\_\_\_
- Cost of Goods Sold: \_\_\_\_\_
- Expenses: \_\_\_\_\_
- Personnel: \_\_\_\_\_
- Rent: \_\_\_\_\_
- Operating Expenses: \_\_\_\_\_

2. How often is the same piece of information captured in more than one place, and when it is, which place should you get this information from?

3. What are the odds that information that is stored in multiple locations is always identical or can this information get out of synch? If it is not identical how can this impact your ability to make decisions?

4. FitterSnacker receives a call from a prospective customer. This could be the first of many large orders from this customer! The customer is asking for a price of \$1.00 per snack bar. It looks like your cost for making a snack bar is \$0.90. However, due to the time and resources it takes to calculate the cost of making each snack bar it is only calculated once per quarter and this cost of \$0.90 is two months old. You also know that the price of oats, a key raw material, has been going through the roof over the past few months so you're really not sure how much each snack bar costs to make. You don't want to turn away a prospective large customer but you don't want to lose money on the deal. Do you take the order at \$1.00 per snack bar or walk away?

5. How do things get more complicated if you are the parent company for a collection of companies and you need to put together the income statement for the parent company?

6. How can an ERP system with a single integrated database improve the efficiency of the accounting organization?

7. How can an ERP system with a single integrated database improve the decision making of the organization?

**Step 3: Students will be called upon at random to discuss**

Discuss the answers to these questions.

**Step 4: Rate this activity (individually) and submit completed activity sheet**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

INCOME	Pre-ERP	% of TS	Class Comments
<b>Sales</b>			
Sales - Qtr 1	15,000,000	17.9%	
Sales - Qtr 2	25,000,000	29.9%	
Sales - Qtr 3	25,000,000	29.9%	
Sales - Qtr 4	18,000,000	21.5%	
Other	675,000	0.8%	
<b>Total Sales (TS)</b>	<b>\$ 83,675,000</b>	<b>100.0%</b>	
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Net Income Before Taxes	\$ 42,640,500		
Income Tax Expense	7,675,290		
<b>NET INCOME</b>	<b>\$ 34,965,210</b>		

Owner Distributions / Dividends  
Adjustment to Retained Earnings

<u>\$ 34,965,210</u>

**Organizational Systems: Decision Making with Neural Networks**

After completing this activity you will be able to:

- Describe how neural networks can aid in decision making.

**Step 1: Individually Complete**

Neural network (formally called artificial neural networks (ANNs)) fall under the category of artificial intelligence (AI) and can be used to help business professionals make better decisions. What makes a neural network valuable is its ability to learn and adapt over time. It does this by consuming large quantities of data pertaining to a problem and then seeing how every possible combination and permutation of each data element correlates to an outcome. As the system consumes more and more data, it learns and can better predict outcomes. Being a computer system, a neural network can examine much more data in a very short period of time and can look at the relationships between every combination and permutation of data elements, not just the relationships that are intuitively obvious to a person.

**Step 2: Discuss as Teams (2-3)**

You are a loan officer at a new bank. Your job is to create the process the bank will use to review loan applications and make approval/rejection decisions about each loan application. When you make good decisions about loans the bank makes money. When you make bad decisions about loans the bank loses money.

Prepare a list of the pieces of information you will want to know about each loan application (i.e. age, gender, loan amount, income) and explain why each piece of information is important to you:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Step 3: As a class**

Compile a shared list on the board.

**Step 4: In groups**

1. Are there any individual pieces of information that are a "make or break" for the application?
  
2. Are there any pieces of information that alone are not "make or break" but depending on the combination of these pieces of information may be "make or break" for the application?

**Step 5: Students will be called upon at random to discuss**

**Step 6: In groups**

In addition to using neural networks for making decisions on bank loans, neural networks are also used to detect credit card fraud. Make a list of the things that these types of neural networks might monitor and describe how these things, alone or in combination, might indicate fraudulent activity:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Step 7: Students will be called upon at random to discuss**

**Step 8: Rate this activity (individually) and submit completed activity sheet**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
Statement	Rating (1 to 5)				
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					



**Organizational Systems: Gathering Systems Requirements**

After completing this activity you will be able to:

- State strategies for asking questions when gathering systems requirements.

**Step 1: Individually Complete**

You have been asked to perform a security audit on a professor's process of calculating, storing, and submitting final course grades. To complete this task it is suggested that you "think like a hacker" and try to figure out how, if at all possible, the integrity of the grading process could be breached.

What kinds of information do you need to know in order to fraudulently change a grade?

- 1.
- 2.
- 3.

How would you go about finding out this information? What questions would you ask a professor to help uncover the information you need?

- 1.
- 2.
- 3.
- 4.
- 5.

**Step 2: Discuss as Teams (2-3 students)**

1. Discuss your strategies as a team. Identify the 2-3 most probable strategies to explore further.
2. Discuss your requirements gathering questions. Prioritize and sequence the questions you wish to ask.

**Step 3: Students will be called upon at random to ask questions**

Each team takes turns asking the professor questions.

**Step 4: In groups**

Prepare additional questions.

**Step 5: Students will be called upon at random to ask questions**

Each team takes turns asking the professor questions.

**Step 6: Students will be called upon at random to discuss**

Discuss the requirements gathering process.

**Step 6: Answer these short-answer questions (individually)**

1. Do you think that sufficient safeguards are in place to secure the grading process? Why or why not?
  
2. Name at least two different approaches to asking questions when gathering requirements.
  
3. What is something you learned doing this activity?

**Step 7: Rate this activity (individually) and submit completed activity sheet**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>	<b>Rating (1 to 5)</b>				
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Consumer Systems: The Long Tail**

After completing this activity you will be able to: explain what a long tail distribution is and why it matters.

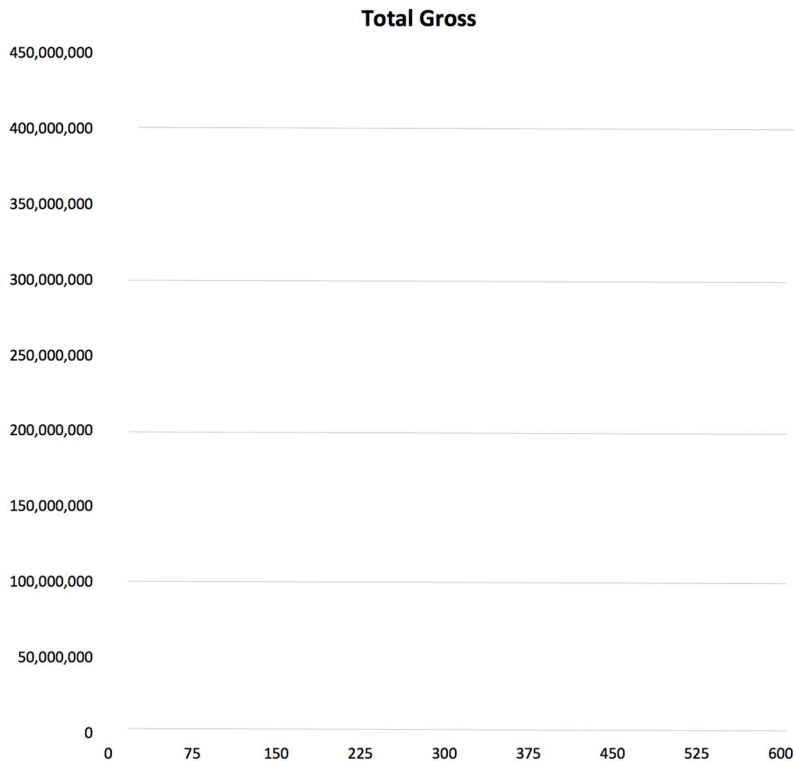
**Step 1: Individually**

Head to the website showing 2011 Domestic (US) Box Office Totals: <http://bit.ly/1P2s6UM> (link is also on course website). Complete this table:

Rank	Movie Title	Gross Sales		Rank	Movie Title	Gross Sales
1				225		
10				300		
25				375		
50				450		
75				525		
150				600		

**Step 2: In Groups (2-3)**

Compare your tables with other group members (e.g., reach agreement on the data!). Graph the data onto this chart:



Once all the data is charted, draw a line connecting the individual data points. Then answer these questions:

- There are 3 general measure of central tendency (e.g., average). How much money did the average movie make?
  - Mean:
  - Median:
  - Mode:
  
- If you totaled up box office receipts from the bottom N movies, about how many movies would it take to match the total for the top-grossing film?
  
- Do you think the top-ten ranking movies were the best movies of the year?

**Step 3: Discuss as a Class**

- Differences between mean, median, and mode in long-tail distribution vs. normal distribution.

**Step 4: Answer these short-answer questions (individually)**

1. Draw a long-tail distribution:

2. What is an example of a product or service (other than movies!) that follows the long-tail distribution?

3. Why does it matter what distribution products sales follow?

4. What is something you learned doing this activity?

**Step 8: Rate this activity (individually)**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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Statement	Rating (1 to 5)
This is an engaging activity.	
This activity helped me learn more about today's topic.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

**Sample Mini-Case Review**

After completing this activity you will be able to:

- Improve your ability to work with swim lane diagrams and ERD on the upcoming exam

**Step 1: Individually – Read the following narrative***Planning an Event at the University City Science Center – Jeffrey Popoviz*

The University City Science Center (Center) is one of the city's most popular venues for corporate events. The Center handles a wide array of events each year, ranging from entrepreneurship conferences to institutional board meetings. The Center rents out several spaces; from auditoriums to conference rooms. Planning and executing an event takes a large amount of effort amongst all involved.

The process begins with the client. A client, such as energy company NRG, contacts the Center requesting space for a proposed event. The marketing department fields the request, and writes up a proposal for the client. The proposal is a standard form that doubles as a contract, which includes the price of the event space, date and time the space is to be used, and standard terms and conditions. Marketing then sends the client the proposed contract. The client then decides whether to accept or reject the contract. Most clients accept because the Center is such an accommodating host. The client then returns the signed contract. Marketing then receives the signed contract and documents the receipt in the client's file.

After the contract is signed, the client often tells the marketing department what kind of catering, and other event goodies, it is looking to have. Marketing then sends the client a list of approved event partners - such as caterers or balloon makers. It is the client's responsibility to arrange additional services, like catering, at an event. The client normally then calls an approved caterer, who quotes the client a price for the event. The client then can either accept the caterer's quote or contact a different approved vendor.

Once the catering decisions are completed (which is arguably the most important element in any successful corporate event), the client informs marketing as to the food arrangements. Once marketing is informed, the client then handles preparation for the event on their own. The event then takes place!

Following the event's completion, the marketing department sends the client a bill for the event. The client then sends payment. Upon receipt of the payment, accounting verifies the payment, documents the payment in its general ledger, and then sends a final receipt to the customer. The client then begins planning their next wonderful experience at the University City Science Center.

**Step 2: Discuss as Teams (2-3)**

Sketch out a swim lane diagram and an ERD that models the narrative:

**Step 3: Students will be called upon at random to discuss**

**Step 4: Rate this activity (individually) and submit completed activity sheet**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

**Build Your Own Study Guide Review**

After completing this activity you will be able to:

- Better prepare for the upcoming exam.

**Step 1: Individually Complete**

As discussed from the start of the semester, study guides will not be provided for this class. Students are encouraged to create their own study guide week by week as they complete the assigned reading and participate in class discussions. In this activity you will share what you have included in your study guide with a small group of students and learn from each other.

**Step 2: Discuss as Teams (2-3)**

Compare study guides with a classmate and review each other's study guides carefully. Find three articles that one of your fellow students found some key points and/or important details that you had missed. **You MAY NOT take pictures of another student's study guide!**

Article Name: \_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Article Name: \_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Article Name: \_\_\_\_\_  
Key Point: \_\_\_\_\_

Key Point: \_\_\_\_\_  
\_\_\_\_\_

Key Point: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

**Step 3: Students will be called upon at random to discuss**

**Step 4: Individually update your study guide**

<b>Step 5: Rate this activity (individually) and submit completed activity sheet</b>					
<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
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Anything else you want the instructor to know?					



## SCM and the Income Statement

After completing this activity you will be able to:

- Describe the financial impacts of investing in an SCM system.

### Step 1: Individually

*Review the following narrative:*

FitterSnacker has reached the decision point regarding an investment in an SCM system. While they believe there will be lots of benefits, it is now time to start trying to identify the financial impacts of this investment before moving forward with the project.

The SCM system will be expensive. It will be **very expensive** for a small company like FitterSnacker. It will cost a total of \$3,000,000! The SCM system will create value for FitterSnacker over an extended period of time so the Accounting department will depreciate this investment over a period of 10 years or \$300,000 per year.

Manufacturing is a mess! While the plant managers can put together a decent production plan, executing the production plan has been a nightmare. Last year FitterSnacker adopted a strategy of creating lots of safety stock and storing it in the warehouse. While this ensured that we could always fill orders, since our snack bars have a shelf life of 180 days many of the bars were getting old before they were even shipped to the customer and customers were returning lots of snack bars that were approaching the expiration date shortly after they received them. In addition, some bars were expiring before they even left the warehouse generating some serious losses for us so we killed that strategy quickly! While sales are projected to be up 5% which should increase our purchases and production costs by 5%, since we are getting the raw materials we need when we need them and we're virtually eliminating product being returned by our customers for reaching its shelf life, we are projecting that our purchases and production costs will only increase by 2%.

While we typically have all of the required raw materials in the warehouse to execute the production plan, too often we would be missing one or two required raw materials which would force us to shut down the production line driving our costs through the roof. When we finally received the missing raw materials we would frequently need to run the production line 24 hours per day to get caught up so we could fill orders. Our workers on the production line would all be working double shifts and we'd be paying them all overtime driving up our cost of goods sold. Not good! With a projected increase in sales (see below) our labor costs would also increase by 5%. However, since the production line will run MUCH smoother we will virtually eliminate all overtime so this 5% increase in labor costs is reduced to only 2% increase in labor costs with the SCM system.

Finally, our manufacturing issues have been having an impact on sales. When we can't get our customers what they want, when they want it they start buying products from our competitors. When we can deliver the right product to the right customer at the right time our customers are happy and

buy more of our products. By eliminating many of our manufacturing issues, we are estimating that we will actually increase sales by 5%. If we are selling 5% more product, our shipping costs will increase by 5% but that's just the cost of doing business.

**Step 2: In Small Groups (2-3)**

Discuss the narrative and review the income statement displayed on the screen. Identify the line items that will be impacted by the implementation of the SCM system.

1. Starting with "Income", what areas of the income statement will be impacted by the SCM. How will the SCM impact sales, cost of goods sold, gross profits and total income?
2. Working you way through "Expenses", what areas of the income statement will be impacted by the SCM?
3. In terms of "Net Income", what is the impact of the SCM?

**Step 3: Class Discussion (*unhide columns H-K*)**

**Step 4: Answer these short-answer questions (*individually*)**

1. A \$3,000,000 investment in a computer system is a big investment for a small company like FitterSnacker. With \$3,000,000 you could put a lot of new salespeople out in the field, expand manufacturing capacity or develop new products. Is a \$3,000,000 a good investment or a bad investment for FitterSnacker? Explain?

**Step 7: Rate this activity (*individually*)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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Statement	Rating (1 to 5)
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

<b>INCOME</b>		
	<b>Pre-SCM</b>	<b>% of TS</b>
<b>Sales</b>		
Sales - Qtr 1	15,000,000	17.9%
Sales - Qtr 2	25,000,000	29.9%
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<b>Total INCOME</b>	<b>\$ 53,345,000</b>	<b>63.8%</b>

<b>EXPENSES</b>		
<b>Operating Expenses</b>		
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Depreciation	4,000,000	4.8%
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<b>Non-Recurring Expenses</b>		
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Other	12,000	0.0%
<b>Total Non-Recurring Expenses</b>	<b>\$ 50,000</b>	<b>0.1%</b>

<b>Total EXPENSES</b>	<b>\$ 10,704,500</b>	12.8%
Net Income Before Taxes	\$ 42,640,500	
Income Tax Expense	7,675,290	
<b>NET INCOME</b>	<b>\$ 34,965,210</b>	
Owner Distributions / Dividends		
Adjustment to Retained Earnings	<u>\$ 34,965,210</u>	

## SCM Sourcing Planning

After completing this activity you will be able to:

- Describe the operational benefits of investing in an SCM system.

### Step 1: Individually – Review the following narrative:

FitterSnacker only makes two snack bars, NRG-A bars and NRG-B bars. The following Bill of Materials (BOM) shows the raw materials that go into creating a 2,000 bar batch of snack bars:

Ingredient	Quantity	
	NRG-A	NRG-B
Oats (lb)	300	250
Wheat germ (lb)	50	50
Cinnamon (lb)	5	5
Nutmeg (lb)	2	2
Cloves (lb)	1	1
Honey (gal)	10	10
Canola Oil (gal)	7	7
Vit./Min. Powder (lb)	5	5
Carob Chips (lb)	50	
Raisins (lb)	50	
Protein Powder (lb)		50
Hazelnuts (lb)		30
Dates (lb)		70

FitterSnacker has a number of different suppliers for most raw materials and the pricing and lead times for raw materials is almost identical from supplier to supplier. However, the pricing of oats, raisins and dates varies greatly from one supplier to the next. The suppliers with the shortest lead times tend to have the highest prices. Here is the pricing and lead times for the three major suppliers of oats, raisins and dates.

<b>Oats</b>	<b>Guy with Funny Hat Oats</b>	<b>Oliver's Oats</b>	<b>Yummy Oats</b>
<b>Cost (dollars per lb)</b>	\$0.50	\$0.40	\$0.45
<b>Lead Time (days)</b>	14	28	21
<b>Raisins</b>	<b>Dancing Raisins</b>	<b>Calif. Raisins</b>	<b>Yesterday's Grapes</b>
<b>Cost (dollars per lb)</b>	\$1.00	\$0.95	\$0.75
<b>Lead Time (days)</b>	7	14	21
<b>Dates</b>	<b>Blind Dates</b>	<b>50 First Dates</b>	<b>eHarmony Dates</b>
<b>Cost (dollars per lb)</b>	\$1.00	\$1.25	\$1.50
<b>Lead Time (days)</b>	25	15	10

\*\*\* Note – You only have so many mixers and ovens which limit your capacity to make product. Your maximum production capacity is 80,000 bars per week without running a second shift and incurring overtime which increases your cost of goods sold significantly.

### Step 2: In Small Groups (2-3)

Your group is responsible for figuring out both the quantities of raw materials FitterSnacker will buy and who you will buy them from. Since the prices and lead times don't vary for most raw materials, you are really focused on the oats, raisins and dates that you will need to order over the next four weeks starting three weeks from now. The following production plan shows the number of snack bars we plan to make each week. Fill in the blanks to identify what raw materials you will buy and who you will buy them from.

Week	21 days from now	28 days from now	35 days from now	42 days from now
<b>NRG-A Bars</b>	40,000	50,000	40,000	40,000
<b>NRG-B Bars</b>	20,000	40,000	50,000	40,000
<b>Oat Quantity</b>				
<b>Oat Source</b>				
<b>Raisin Quantity</b>				
<b>Raisin Source</b>				
<b>Date Quantity</b>				
<b>Date Source</b>				

### Step 3: Class Discussion

Discuss how SCM systems make this process much less painful and responsive to changes in demand. If we provided our SCM with a forecast and the BOM, can a machine do this much better than a person? Sales just notified manufacturing that they forgot to mention a promotion that will start next week and is expected to increase sales by 20%. What kind of chaos will that cause?

### Step 7: Rate this activity (individually)

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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Statement	Rating (1 to 5)
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

## CRM Data & Planning

After completing this activity you will be able to:

- Describe the operational benefits of investing in a CRM system.
- Understand the data that is collected in a CRM and how it is used to engage & retain customers.

### Step 1: Individually – Review the following narrative:

You are the manager at a large travel agency that sells vacation packages to families in the United States. Your department focuses on maintaining customer relationships by providing current customers with access to the following:

1. Special amenities while they are on vacation
2. Access to discounted trips in their preferred destinations
3. Access to discounted trips with short lead times (i.e. departing in a few days)

As the manager, it is your job to make sure that the salespeople are achieving the above goals, that the customers are satisfied and that you can report to your supervisor that these goals are in fact being achieved. In your department, all of the salespeople are able to work with any current customer – they do not have a set group that belongs to them.

### Step 2: Individually

What kind of data should your department be collecting about your customers to meet your goals? Why?

### Step 2: In Small Groups (2-3)

Refine your list above in groups. Decide which 5 data elements are most important and why?

### Step 3: Class Discussion

Discuss the data elements & come to a consensus as to what data should be collected.

**Step 4: In Small Groups (2-3)**

What is the best way to present the data to your supervisor? What kind of reports do you think they would want to see in order to prove that your team is succeeding? Discuss.

**Step 5: Short Answer/Discussion Questions**

1. Is it really necessary for companies to collect data on customers?
  
2. Based on what you have read about CRMs, do you think it is necessary that all companies, regardless of size utilize an application to collect and manage customer data?
  
3. Do you think that collecting the data and using it to sell additional vacation packages is ethical on the part of the travel agency? Should there be policies around how the data is used?

**Step 6: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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<b>Statement</b>	<b>Rating (1 to 5)</b>
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	



## Tracking Customer and Service Information

After completing this activity you will be able to:

- Understand how information is collected and routed in an information system.
- Review the narrative and break it down into several diagrams.

### Step 1: Individually – Review the following narrative:

Molly's Coffee Company wants to make sure they fully understand the process for entering and tracking customer issues on their website. They have interviewed the related departments and are interested in making sure that they provide the correct support for any customer related inquiries that come through the door. Their hired consultants developed the following narrative from their interviews and then created a Swim Lane diagram to map out the process.

The customer submits their error via a Web form and enters customer contact information, including name, email address and error information. They also include a .jpg screenshot of the error they are receiving. The Sales team receives all tickets first.

When the Sales team reviews the issue, they determine whether or not it is a sales ticket or a technical support issue. A typical Sales ticket is created when the customer receives an error about inventory out of stock or indicates that they received the wrong shipment. If it is determined to be a Sales related ticket, it is routed to the Sales team for review and resolution. The Sales Team reviews the ticket, makes updates or resolves it, confirms the correction or update has been made with the customer and marks the ticket as resolved. The customer is emailed with all of the details of the ticket, including the original issue and the resolution.

If it is not a Sales related issue, the ticket is routed to Tech Support. The Tech Support team determines if the issue is a new issue or one that is currently being addressed. If it is a new issue, the team works on a fix and then sends the fix to the Testers to ensure the fix actually "fixes" the issue. If the testers can reproduce the issue with the data provided, they create an error log, which is sent to the Development team who provide an analysis of the issue and write the code to resolve the issue. They then send the code back to the Tester where the tester ensures the fix is working. If the Tester confirms that the fix works, the code is provided to Tech Support who confirms with the customer that their issue is resolved – if it is resolved & the customer confirms resolution, the ticket is closed. The customer is emailed with all of the details of the ticket, including the original issue and the resolution.

If the issue cannot be reproduced with the Tester, they go back to the Customer for more details. Once they have more details, they go back through the process of reproducing the error and technical analysis. This process is repeated until the issue is resolved and the customer has confirmed resolution. As stated above, the customer is emailed with all of the details of the ticket, including the original issue and the resolution.

**Step 2: In Small Groups (2-3)**

Develop a Swim Lane Diagram that represents the above process.

**Step 3: Class Discussion**

Review the Swim Lane Diagram as a class and ensure that everyone is clear on the steps.

**Step 4: In Small Groups (2-3)**

Develop a simple ERD for the data that Molly’s App Company will need to track.

**Step 5: Short Answer/Discussion Questions**

1. Why is it important for companies to track issues & their resolutions – whether technical or non-technical?
2. How do you feel when you contact a company and you have to re-detail your entire customer history every time you call?

**Step 6: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
----------------	-----------------------	---------------------	-----------	------------------	--------------------

<b>Statement</b>	<b>Rating (1 to 5)</b>
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

**Platform Business Models: Pros and Cons**

After completing this activity you will be able to:

- Understand pros and cons of building a business on a proprietary platform vs. leveraging an existing platform.

**Step 1: Individually – Review the following narrative:**

You are the CEO and co-founder of a new media publishing company, looking to launch their first publication. Your CTO co-founder wants to launch via exclusive partnerships with existing social platforms like Facebook, Snapchat, and Medium, leveraging their existing audience of users. You fear it's risky to tie distribution exclusively to these networks, because a policy decision or change to interface could adversely affect how many views your publication receives. You would prefer to launch as a standalone, distributed through the mobile platform Newstands (iOS and Android) and your own website.

Based on this week's readings, list what you see as the pros and cons to a publishing strategy that leverages existing platforms. Then list the pros and cons to building a standalone publication distributed through the mobile app stores, and proprietary website.

**Step 3: Small Groups (3-4)**

If your group is on the left side of the room, further discuss and explore the pros and cons of publishing on your own new platform.

If your group is on the right side of the room, further discuss and explore the pros and cons of publishing through other content platforms.

**Step 4: Class Discussion**

Discuss your answers as a class, listing pros and cons for each business model on the whiteboard.

**Step 3: Small Groups (3-4)**

If your group is on the left side of the room, devise a marketing strategy for your publication on your own platform.

If your group is on the right side of the room, devise a marketing strategy for your publication, leveraging Facebook's platform.

**Step 4: Class Discussion**

Discuss your answers as a class.

**Step 7: Answer the following questions (Individually)**

How would your technology strategy differ if you were building your own network, versus leveraging Facebook’s platform?

Assuming you charge for subscriptions, how would your transaction system differ on your own platform, versus through Facebook’s platform?

How would customer support services differ?

If you, or Facebook, were to decide terminate the partnership, how would you exit and pivot away to a standalone business model? What elements of your business strategy would have to change to adjust? Where would additional costs be incurred, and would they be one-time or recurring in nature?

**Step 7: Rate this activity (individually)**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
----------------	-----------------------	---------------------	-----------	------------------	--------------------

<b>Statement</b>	<b>Rating (1 to 5)</b>
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

## Cloud Computing

After completing this activity you will be able to:

- Understand the Gartner Magic Quadrant and some differences between cloud computing vs. on premise solutions

### Step 1: Individually – Review the following narrative:

The Owl Business School recently suffered from some negative PR as a result of a malicious hacking incident. In an effort to improve customer relations and proactively connect with all its customers, the Owl Business School would like to implement a CRM. You have been assigned the role of selecting the top 3 CRM solutions in the marketplace and presenting it to the Senior Provost Office (SPO) Leadership team so they can decide on the final CRM solution to implement. It is critical that the top three CRM solutions you pick meet the features and requirements for acceptance at the Owl Business School.

### Step 2: Class Discussion

Determine the CRM requirements for the Owl Business School after speaking with the Dean (Instructor). Some questions to consider: Budget? In-House Development vs. Outsourced? Cloud vs. On Premise? Backup of Data? Recovery of Data? Reporting and Analytics? Number of Users? Recurring vs. One-Time Cost? Maintenance? Support? Talent? Features? Security? Data Privacy? Other questions?

### Step 3: Class Discussion

Document some of the pros and cons between a cloud solution vs. an on premise solution.

Cloud	On Premise
Pros	Pros
Cons	Cons

### Step 4: Class Discussion

Review the Gartner Magic Quadrant for the CRM Customer Engagement Center. Use this chart to determine some leading CRM vendor solutions in the marketplace. (**Note:** Temple University provides you with a free subscription to Gartner. This can be accessed through TUportal. Once logged in, look under TUapplications > Gartner Gateway and search for Magic Quadrant for the CRM Customer Engagement Center. The authenticated link for this activity's Magic Quadrant is:

<http://gtmr.it/1LFVmeJ> )

Select 4 vendors from the Leaders and Visionaries quadrants and using the information available on the vendor's website, categorize and evaluate them based on how the vendor's CRM solution is *typically* implemented:

	Vendor Name	SaaS	PaaS	IaaS	On Premise
1					
2					
3					
4					

**Step 5: Small Groups (3-4)**

Add any additional requirements that your Dean provided in Step 2 to the Requirements column. Assign 1 point to each vendor that meets the criteria for the requirement. The top 3 vendors with the most points are the vendors you'll present to the SPO Leadership Team.

	Requirements	Vendor 1_	Vendor 2_	Vendor 3_	Vendor 4_
1	Lowest Monthly Cost				
2	Accessible/Section 508				
3	Responsive/Mobile Friendly				
4	Reporting/Analytics				
5	Customer Service/Support				
6	Maintenance/Patches				
7	Security				
8	Privacy				
9					
10					
	<b>TOTAL POINTS</b>				

**Step 7: Rate this activity (individually)**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
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Statement	Rating (1 to 5)
This is an engaging activity.	
I learned a lot completing this activity.	
This activity should be included in future classes.	
Anything else you want the instructor to know?	

## The Turing Test and Mitsuku

After completing this activity you will be able to:

- Develop strategies to determine if you are speaking with a person or a computer.

### Step 1: Individually (read the following)

"The **Turing test** is a test of a machine's ability to [exhibit intelligent behavior equivalent to, or indistinguishable from, that of a human](#). [Alan Turing](#) proposed that a human evaluator would [judge natural language conversations](#) between a human and a machine that is designed to generate human-like responses. The evaluator would be aware that one of the two partners in conversation is a machine, and all participants would be separated from one another. The conversation would be limited to a text-only channel such as a [computer keyboard](#) and [screen](#) so that the result would not be dependent on the machine's ability to render words as speech.<sup>[2]</sup> If the evaluator cannot reliably tell the machine from the human (Turing originally suggested that the machine would convince a human 70% of the time after five minutes of conversation), the machine is said to have passed the test. The test does not check the ability to give correct answers to questions, only how closely answers resemble those a human would give." -Wikipedia

What are three questions that you would ask as part of a Turing test to differentiate between a human and a computer?

- 1.
- 2.
- 3.

### Step 2: Discuss as Teams (2-3 students)

Discuss your questions with the team and devise a strategy for formulating questions as part of a Turing test. List your strategy/questions here:

### Step 3: Students will be called upon at random to discuss their strategies

### Step 4: In groups

Visit the site <http://www.mitsuku.com/> and initiate a chat with Mitsuku. Use the strategy/questions you developed to prove that Mitsuku is simply a primate bot that responds to text messages and doesn't really demonstrate human like responses.

Make notes of any interesting interactions here:

### Step 5: Students will be called upon at random to comment on interesting interactions

### Step 6: Answer these short-answer questions (individually)

1. What about Mitsuku did you find to be surprisingly human like?
2. What about Mitsuku did you find to be surprisingly machine like?
3. What is something you learned doing this activity?

### Step 7: Rate this activity (individually) and submit completed activity sheet

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>	<b>Rating (1 to 5)</b>				
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					



## Expert Systems

After completing this activity you will be able to:

- Develop a better understanding of expert systems by using an expert system.

### Step 1: Individually (read the following)

"In [artificial intelligence](#), an **expert system** is a computer system that emulates the decision-making ability of a human expert. Expert systems are designed to solve complex problems by reasoning about knowledge, represented primarily as [if-then rules](#) rather than through conventional [procedural code](#). The first expert systems were created in the 1970s and then proliferated in the 1980s. Expert systems were among the first truly successful forms of [AI](#) software.

An expert system is divided into two sub-systems: the [inference engine](#) and the [knowledge base](#). The knowledge base represents facts and rules. The inference engine applies the rules to the known facts to deduce new facts. Inference engines can also include explanation and debugging capabilities." - Wikipedia

Expert systems are used in many different settings ranging from diagnosing problems with automobiles to health care. Visit the site <http://www.easydiagnosis.com/> and review the list of expert systems that are available from this company.

### Step 2: Discuss as Teams (2-3 students)

Being a college student can be exhausting! From preparing for class to studying for exams and completing assignments (not to mention the countless "distractions" that can lead a college student away from their studies), many college students suffer from fatigue. Fatigue can be a serious medical condition that can be caused by many things.

Excluding the "distractions" that can lead a college student away from their studies, make a list of legitimate medical issues that can contribute to fatigue in a college student?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Follow the "FREE Module (Fatigue)" link found at <http://www.easydiagnosis.com/>. Assume the role of a college student who is suffering from fatigue, answer the questions and review the results.

Make a list of the questions that the expert system asked which got your attention:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 3: Students will be called upon at random to discuss as a class**

**Step 4: Make lists as a team**

Make a list of the pros of using a system like this to diagnose medical issues:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Make a list of the cons of using a system like this to diagnose medical issues:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Step 5: Students will be called upon at random to discuss as a class**

**Step 6: Answer these short-answer questions (individually)**

1. Where can expert systems be best utilized in businesses?
  
2. Where might an expert system be worth the risk? Where might an expert system be not worth the risk?
  
3. What is something you learned doing this activity?

**Step 7: Rate this activity (individually) and submit completed activity sheet**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>	<b>Rating (1 to 5)</b>				
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

<b>Course Reflection</b>
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After completing this activity you will be able to:

- Articulate where you will be able to apply the skills and knowledge developed in MIS2101 in both school and your career.

<b>Step 1: Individually</b>
-----------------------------

Review the following topics that were covered in MIS2101.

<p><b>Unit 1</b>– Introduction to MIS</p> <ul style="list-style-type: none"> <li>– What is MIS?</li> <li>– MIS Careers</li> </ul>	<p><b>Unit 4</b> – Externally Focused Systems</p> <p><b>Supply Chain Management Systems (SCM)</b></p> <ul style="list-style-type: none"> <li>- What is SCM?</li> <li>- Just In Time</li> <li>- Vendor Managed Inventory</li> <li>- RFID</li> </ul> <p><b>Customer Relationship Management Systems (CRM)</b></p> <ul style="list-style-type: none"> <li>- What is CRM?</li> <li>- Benefits of CRM</li> <li>- ERP vs. CRM</li> </ul>
<p><b>Unit 2</b> - Analyzing Organizations as Systems and Processes</p> <ul style="list-style-type: none"> <li>– Modeling Process with Swimlane Diagrams</li> <li>– Modeling Data with ERDs</li> <li>– Modeling Business Rules with Decision Trees</li> <li>– Conceptual Architecture Diagrams</li> </ul>	<p><b>Unit 5</b> – Platforms and Cloud Computing</p> <p><b>Platforms</b></p> <ul style="list-style-type: none"> <li>- What is a Platform?</li> <li>- Network Effect</li> </ul> <p><b>Cloud Computing</b></p> <ul style="list-style-type: none"> <li>- What is Cloud Computing?</li> <li>- IaaS, PaaS, SaaS</li> </ul>
<p><b>Unit 3</b> - Enterprise Systems</p> <p><b>ERP</b></p> <ul style="list-style-type: none"> <li>- What is ERP?</li> <li>- ERP Challenges and Benefits</li> </ul> <p><b>Decision Support</b></p> <ul style="list-style-type: none"> <li>- Data Analytics</li> <li>- OLTP vs. OLAP</li> <li>- Hypercubes, Data Warehouses &amp; Data Marts</li> <li>- Big Data</li> </ul> <p><b>Knowledge Management</b></p> <p><b>Systems Management</b></p> <ul style="list-style-type: none"> <li>- SDLC</li> <li>- Compliance issues</li> </ul> <p><b>Digital Business Innovation</b></p> <ul style="list-style-type: none"> <li>- Disruptive Innovation</li> <li>-The Long Tail</li> </ul>	<p><b>Unit 6</b> – Artificial Intelligence</p> <ul style="list-style-type: none"> <li>- What is Artificial Intelligence?</li> <li>- ANI, AGI and ASI</li> <li>- AIG Tests</li> <li>- Watson</li> </ul>

**Step 2: Discuss as teams (2-3 students) and then as a class**

The goal of this course is to help you develop skills and knowledge that you can apply in other classes while studying at Temple University and in your career after you leave Temple University. Identify the five topics that you think will create the most value to you and briefly explain how they will create value (in order of relevance):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Some topics are clearly more relevant than others. Please identify the five topics that you feel were less relevant for you as a student and as a future business professional (in order of least relevance):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Activity based learning is a key component of this course. The goal of activity based learning is to help student develop a deeper and more genuine understanding of material. The downside of activity based learning is that it takes time. You can certainly plow through far more material with the traditional 3 hours of lecture each week. Which approach is better for you? On a scale of 1 to 10, please rate this activity based learning approach and share your personal comments on this approach here:

Rating (1-10): \_\_\_\_

Thoughts on Activity Based Learning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 3: Rate this activity (individually) and submit completed activity sheet**

Ratings	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

**Sample Mini-Case Review**

After completing this activity you will be able to:

- Improve your ability to work with swim lane diagrams and ERD on the upcoming exam

**Step 1: Individually – Read the following narrative***Managing Customer Complaints – Kenneth Woodring*

Karen works for XYZ Co. & Inc., which is a large drug manufacturer. Karen works in the Customer Complaints Unit of the company. Her job is to handle customer complaints as they come, classify the priority of the complaints, and then band off the complaints to the manufacturing plant so that they can find the source of the problem and reconcile with the customer. If Karen and her department do not properly handle these customer complaints, then the company could lose valuable customers and could even face significant lawsuits.

First, a customer must buy one of XYZ Co. & Inc.'s products and find an alleged fault with the product. The product has a name, description, and date of manufacture. The customer then calls XYZ Co. & Inc.'s Customer Complaint Unit. The customer's call is received by the Call Line. The customer gives the Call Line his/her name, address, phone number, and reason for calling, also known as the source. The call is then transferred to Karen and her unit, who triage the case to determine its priority. If the complaint does not involve a "high risk" event, then the complaint will be handled with no special circumstances. The complaint will be addressed after previously filed complaints. If the complaint is classified as a "high risk" event, then the review is expedited and must be completed within five business days.

After the issue is classified, the complaint is sent to the manufacturing plant, which is identified by its location and the types of products that it produces. There, it is determined whether the complaint was caused by a mistake with the entire lot, the single product, or the customer. The manufacturing plant finds the root cause, determines the corrective and/or preventative measures, and reports its results to the Customer Complaints Unit.

The Customer Complaints Unit then writes an explanation to the customer. If XYZ Co. & Inc. was culpable for the fault in the product, the explanation is more like an apology, and then the company reimburses the customer for the fault, as well.

**Step 2: Discuss as Teams (2-3)**

Sketch out a swim lane diagram and an ERD that models the narrative:

**Step 3: Students will be called upon at random to discuss**

**Step 4: Rate this activity (individually) and submit completed activity sheet**

<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					

Name: \_\_\_\_\_ TUID: \_\_\_\_\_

Date: \_\_\_\_\_

**Build Your Own Study Guide Review**

After completing this activity you will be able to:

- Better prepare for the upcoming exam.

**Step 1: Individually Complete**

As discussed from the start of the semester, study guides will not be provided for this class. Students are encouraged to create their own study guide week by week as they complete the assigned reading and participate in class discussions. In this activity you will share what you have included in your study guide with a small group of students and learn from each other.

**Step 2: Discuss as Teams (2-3)**

Compare study guides with a classmate and review each other's study guides carefully. Find three articles that one of your fellow students found some key points and/or important details that you had missed. **You MAY NOT take pictures of another student's study guide!**

Article Name: \_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Key Point: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Article Name: \_\_\_\_\_

Key Point: \_\_\_\_\_

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Key Point: \_\_\_\_\_

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Key Point: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_

\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Article Name: \_\_\_\_\_  
Key Point: \_\_\_\_\_

Key Point: \_\_\_\_\_  
\_\_\_\_\_

Key Point: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

Important Detail: \_\_\_\_\_  
\_\_\_\_\_

**Step 3: Students will be called upon at random to discuss**

**Step 4: Individually update your study guide**

<b>Step 5: Rate this activity (individually) and submit completed activity sheet</b>					
<b>Ratings</b>	1 Completely Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Completely Agree
<b>Statement</b>				<b>Rating (1 to 5)</b>	
This is an engaging activity.					
This activity helped me learn more about today's topic.					
This activity should be included in future classes.					
Anything else you want the instructor to know?					