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Library and Archives Canada Cataloguing in Publication

Kroenke, David M., 1948-, author
Experiencing MIS / David M. Kroenke, Andrew Gemino, Peter
Tingling.—Fourth Canadian edition.
Includes index.

1. Management information systems—Textbooks. 2. Business—
Data processing—Textbooks. I. Gemino, Andrew C. (Andrew Carlo),
1962-, author II. Tingling, Peter M. (Peter Maxwell), 1960-, author
III. Title.
To C.J., Carter, and Charlotte. DK

This book is dedicated to my wife Kathy, my children Christina and Matthew, and all of the students, teachers, reviewers, and colleagues who helped us make a better book. AG

This book is dedicated to those who continue to teach me great things. My partner, Susanne, our children, my parents, colleagues, and, of course, my students, who never fail to astound and inspire me. PT
About the Authors

David Kroenke

David Kroenke has many years of teaching experience at Colorado State University, Seattle University, and the University of Washington. He has led dozens of seminars to college professors on the teaching of information systems and technology; in 1991, the International Association of Information Systems named him Computer Educator of the Year.

David worked for the U.S. Air Force and Boeing Computer Services. He was a principal in the startup of three companies. He also was vice-president of product marketing and development for the Microrim Corporation and was chief of technologies for the database division of Wall Data, Inc. He is the father of the semantic object data model. David’s consulting clients have included IBM, Microsoft, and Computer Sciences Corporations, as well as numerous smaller companies. Recently, David has focused on using information systems for teaching collaboration.

His text Database Processing was first published in 1977 and was released in its twelfth edition in 2011. He has published many other textbooks, including Database Concepts, fifth edition (2011), and Using MIS, fourth edition (2011). David lives in Seattle. He is married and has two children and three grandchildren. He enjoys woodworking, making both furniture and small sailboats.

Andrew Gemino

Andrew Gemino has taught at Simon Fraser University (SFU) for over 15 years. He is an accomplished teacher who received the SFU Teaching Excellence Award, the TD Canada Trust Distinguished Teaching Award with the Beedie School of Business, and the MBA Teaching Excellence Award at the University of British Columbia.

Andrew is a past President of the Special Interest Group on Systems Analysis and Design in the Association of Information Systems. He teaches and consults in IT project management and his research is featured at www.PMPerspectives.org. He co-founded a software company that specialized in professional sports scouting and scheduling/payroll systems for sports and entertainment companies.

Andrew’s research, has been funded through grants from the National Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). His work has been published in Communications of the ACM, Journal of MIS, European Journal of IS, Data and Knowledge Engineering, Requirements Engineering, and Data Mining and Knowledge Discovery. He lives in Coquitlam, B.C., with his wife and two children.
**Peter Tingling**

Peter Tingling has worked in information-intensive industries for more than 30 years. He has held senior line and staff positions at a variety of top-tier firms, and has provided consultations to government, startup, and Fortune 500 companies across North America.

Peter’s research interest is in decision process and analysis and his work has involved organizations that run the range from banks to professional sports organizations. Peter’s research has been published in academic and practitioner journals and has often been referenced in the public media.

Joining academia because he was interested in “why,” Peter considers himself an eclectic reader, although he prefers biographies. His favourite authors are Feynman, Halberstam, Lewis, and Ferguson. Peter is the founder and chief executive officer of Octothorpe Software Corporation and now lives in Vancouver with his wife and four children.

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**Letter to Students**

Dear Student:

You have chosen to begin a career as a business professional by majoring in a business discipline. If your experience is anything like that of the authors of this Canadian edition, you will not regret your choice. Working in business leads to fulfilling, enjoyable experiences and relationships with interesting, quality people.

The overall purpose of this book is to help you prepare for success in your business career, and in today’s business environment success will most likely come through your ability to innovate. Canadian businesses face increasing pressure to improve the effectiveness and efficiency with which products and services are delivered to global customers. This innovation will require a workforce with new skills and an improved understanding of the role of information systems in business. In writing the book, we kept in mind three goals:

1. To explain the impact of information systems on organizational issues and how you can apply it address problems and make better decisions in business
2. To show you how to increase your unique value (and marketability) in business by applying knowledge of information systems
3. To describe, in the context of management information systems (MIS), how you can become a better business professional

Note that the emphasis is on you. It is up to you to prepare yourself. No particular book, no course, no professor, no TA can do it for you. However, many people have worked hard to structure this book, so you can maximize the benefit from your study time.

To help you achieve your goals, we have updated the content to ensure that it is as current as possible. Beyond the new sections added to the third edition (Web 2.0, Social Media, Smartphones, etc.), we have updated specific technologies such as cloud computing, social trends such as showrooming, and the business environment such as Blackberry.
Letter to Students

We have made minor updates to the opening cases for each chapter and the four rich running cases that run through each group of three chapters. In addition, at the end of every third chapter, there are questions to promote analysis of the running case and collaborative questions that can be used to solidify your understanding of the running case and the material presented in each chapter.

We have retained the five Application Extensions, one for database design and one each on MS Excel, MS Access, MS Visio, and MS Project. We believe that these application extensions provide some basic skills for personal productivity software that will be important for future business professionals. The introduction that each of these application extensions provides is intended to make you aware of the capabilities of each application and enable you to explore the further power these applications offer.

In addition to content changes, the book contains five unique features that provide interesting opportunities for learning. First, we have organized the material in every chapter around a set of questions. Use these questions to manage your study time. Read until you can answer the questions.

Second, Collaborative Exercises have been included at the end of every chapter. These new assignments are designed to be accomplished in groups and are meant to help to build your teamwork skills and provide a larger opportunity for developing your interpersonal communication skills. The abilities to communicate and work in a team are critical skills for business professionals.

Third, short MIS in Use cases are included in each chapter, and we have added a number of new cases to this edition. These cases provide real-life examples of how organizations deal with information systems issues. You will also find a Case Study near the end of each chapter for additional insight.

Fourth, we have included a profile of a young and successful business student who has gone on to a professional career in information systems at the beginning of each part. These profiles demonstrate how important knowledge of information systems can be in developing your own career.

Finally, the two-page What Do YOU Think? feature found at the end of each chapter provides stimulating ideas for class discussion and individual thinking. The exercises often include ethical issues and ask you to develop opinions about important issues in information systems. If possible, discuss the questions in these guides with other people. Such discussions will give you a chance to develop your own opinions about important topics in information systems.

Like all worthwhile endeavours, this course takes work. That is just the way it is. No sustainable competitive advantage can ever result from something that is quickly and easily learned and no one can succeed in business without sustained focus, attention, desire, effort, and hard work. It will not always be easy, and it will not always be fun. On the other hand, you will learn concepts, skills, and behaviours that will serve you well throughout your business career.

We wish you, as an emerging business professional, the very best success!

Sincerely,

David Kroenke
Seattle, Washington

Andrew Gemino
Peter Tingling
Vancouver, British Columbia
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We undertook the development of the fourth Canadian edition of *Experiencing MIS* because we believe that the skills inherent in the study of information systems are important to the innovation and productivity of every Canadian industry. We are not alone in this belief. The Canadian Coalition for Tomorrow’s ICT Skills (www.ccict.ca), a collection of companies and educational institutions, has recognized the growing innovation gap and the challenge of developing the skills for tomorrow’s workplace in students today. The foundations for these skills are firmly rooted in studies of both information technology and business. We view this course as a gateway to these topics for many students. Our hope in developing this edition is to interest students in furthering their knowledge in the combined study of business and technology.

In the coming years, technologies will radically change how people relate to one another. Organizations will become more virtual, and people will work with other people they may never meet face to face. Many jobs that are here today will be eliminated, and new jobs will take their place. All of this change will be driven by people who experience MIS. So, start your experience today!

**Key Updates to This Edition**

We have revised this edition of *Experiencing MIS* to include the latest innovations in the field of information systems. We have also added unique new features and application information to help students interact with and apply the material. Key updates to the fourth Canadian edition include the following:

- New and updated material on Database Design
- New thorough coverage on how to use Microsoft Access 2013
- New useful guide covering an Introduction to Microsoft Excel 2013
- New discussion regarding Big Data and the controversies about this new term
- Expanded coverage of e-readers and tablets and their influence on information sharing
- Expanded and up-to-date discussion on cloud computing

In addition, for those instructors looking for a more detailed discussion of enterprise systems, we have coordinated the material in this third Canadian edition to fit neatly with Chapters 7 and 8 from the book *Processes, Systems and Information: An Introduction to MIS*. These additional resources focus on procurement (Chapter 7) and sales (Chapter 8) as detailed in SAP enterprise application. These chapters are available on the MyMISLab platform.

The features in this book are designed to encourage students to take an active role in developing their own understanding of MIS and how it relates to their business career. We believe that when we experience MIS from our own personal perspective, we realize the important role that information systems play in our lives now and in our future careers.

**Features**

*Experiencing MIS* is the theme of this book and student engagement is the ultimate objective. We have designed the book to engage students through a variety of features and to provide opportunities for students to ground their knowledge in practical exercises and real-life examples.
Student Profiles
Profiles of young, successful students from across Canada that illustrate why they believe that having knowledge of MIS is important and how they have applied it toward their everyday and longer-term goals open each part.

Running Cases
The four parts in the book each begin with a Running Case Introduction to help introduce that section. Following this Running Case Introduction, the chapter opens with a Running Case providing rich examples that run through each group of three chapters. The running cases provide an example that can be used in class and that students can relate to. Each part ends with a Running Case Assignment to promote analysis and collaborative questions that can be used to solidify understanding of the running case and the material presented in each chapter.

Chapter Study Questions
We made a choice to organize all of our content around questions. Each chapter typically focuses on seven or eight questions that guide students through the content. Using questions helps engage students in a search for relevant knowledge and challenges students to think about the material rather than memorize sections and lists.

Active Review
The chapter study questions are supported by Active Review questions near the end of each chapter. These questions are more detailed and offer an opportunity for students to see how much they have learned. If students are unable to answer the Active Review questions, they can turn back and review the appropriate section earlier in the chapter. This section reinforces learning and provides feedback to students so they can better target their study.

MIS in Use and Case Studies
Each chapter includes an MIS in Use mini-case that provides a real-life example of the questions discussed in the chapter. Each MIS in Use mini-case also comes with a set of questions that can be used in the lecture or as hand-in assignments. The mini-cases and their questions provide an additional opportunity to highlight important issues and create student engagement with the material. A Case Study at the end of each chapter provides additional real-world examples. We have worked to provide a wide range of case studies so that students are aware of the differences in MIS across organizations.

Using Your Knowledge
At the end of each chapter, we have included a number of Using Your Knowledge questions. These questions provide opportunities for written assignments or discussion questions that often integrate the various issues raised in the chapter. The Using Your Knowledge questions provide another mechanism for engaging students in developing their own ideas about what MIS means to them.

What Do YOU Think?
These exercises are a unique feature of Experiencing MIS because they are designed to encourage students to develop their personal perspectives about issues in MIS. Several of the exercises (Chapters 3, 8, 9, and 10) focus on ethical issues, but a variety of issues is covered. These exercises can be used in class for discussion or outside the classroom as personal assignments. The answers to these exercises are not hard and fast—they require students to develop their own opinions. This forging of opinions creates further
engagement with the material. We encourage instructors to find ways to incorporate these exercises in their classes so that students can experience MIS in a personal way.

**Collaborative Exercises**

Students often comment that they learn from group experiences. The Collaborative Exercises at the end of each chapter provide opportunities for students to interact and discuss topics related to chapter content. These assignments allow students to engage with the material in a group format designed to stimulate discussion and feedback that supports individual learning.

**Application Extensions**

We have included five Application Extensions that focus on practical introductory skills for MS Visio, MS Excel, Database Design, MS Access, and MS Project. The Application Extensions on MS Excel and MS Project reflect the personal productivity skills that are now expected of graduating students in any business career.

We believe that the key to creating an effective experience for students in this course is to provide opportunities for them to engage with the material and to develop their own personal perspective on MIS. The features provided in this book are designed to support this development, while providing a stimulating introduction to the world of MIS. We believe this book effectively presents information that students will need to be successful in their careers. We trust that this book demonstrates that the field of MIS remains as important today as it was in the past and that our success in developing students with knowledge of MIS will play a critical role in our future economic development.

**Additional Chapters on SAP Enterprise Systems**

Through Pearson Canada, we have the unique opportunity to coordinate the material in this fourth Canadian edition to fit neatly with Chapters 7 and 8 from the book *Processes, Systems, and Information: An Introduction to MIS* by Kroenke and McKinney. Instructors who would like to provide students with more in-depth knowledge of how SAP treats the procurement and sales processes are encouraged to consider these additional resources. We have adjusted Chapters 1 through 7 in the Canadian edition so that the definitions and business process approach provide a seamless transition to these additional resources. These additional chapters are available on MyMISLab.

**Supplements**

The fourth Canadian edition of *Experiencing MIS* is accompanied by a range of supplementary material available to both instructors and students.

**Teaching Tools for Instructors**

The following instructor supplements are available for downloading from a password-protected section of Pearson Canada's online catalogue (www.pearsoncanada.ca/highered). Navigate to your book’s catalogue page to view a list of those supplements that are available. See your local sales representative for details and access.

**Instructor’s Resource Manual**

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Acknowledgments
We have many people to thank for their help in developing this textbook. Our first thanks go to David Kroenke, who sold us on his teaching approach when he visited Vancouver and gave us the material from which to develop this text. We would also like to acknowledge our colleagues at Simon Fraser University, and in particular Kamal Masri, for helping us develop our introductory MIS course. We would like to thank Zorana Svedic for her teaching and Canvas design and support. Of course, we recognize the input from the many students we have had the pleasure of teaching in our introductory courses. Their feedback played a big role in how the Canadian edition was developed and has evolved.

We would like to acknowledge the input from colleagues from other Canadian schools, who provided their comments and ideas while the book was being developed. These include Anita Beecroft, Ed Bosman, John Bryant, Richard Crothers, Nelson Eng, Debbie Gorval, David Horspool, Jai-Yeol Son, Peter Thesiger, Robert Wood, and Jock Wylie.

We express our appreciation to the following reviewers of the previous edition, whose comments on various chapters and aspects of the entire project helped us understand the needs of both instructors and students and improve the book.

Michael Khan, University of Toronto
Hang Lau, McGill University
Jennifer Percival, University of Ontario Institute of Technology
Jeff Ryan, Grant MacEwan College
Anteneh Ayanso, Brock University
Hossein Abolghasem, St. Francis Xavier University
Rose Minton, Southern Alberta Institute of Technology, Polytechnic
Raul Valverde, Concordia University
Hossam Ali-Hassan, Dalhousie University
Carlene Blackwood-Broan, Sheridan College
Elliott Currie, University of Guelph
Dale Foster, Memorial University
Brian Murray, University of Prince Edward Island
Nilesh Saraf, Simon Fraser University
Thanks to all of the talented and patient people at Pearson Canada who guided us through the process of revising this book. Our thanks go to Claudine O’Donnell, Editor-in-Chief; Carolin Sweig, Acquisitions Editor; Karen Townsend, Program Manager; Rebecca Ryoji, Freelance Developmental Editor; and Jessica Hellen, Project Manager. We would also like to say special thanks to Ewan French, who introduced us to Pearson and helped us meet other colleagues who teach the introductory MIS course.

Most importantly, we would like to thank our families for providing us with the love, patience, and time necessary to create this fourth Canadian edition.

Andrew Gemino
Peter Tingling