CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Business Administration

MIS 180 - Advanced Management Support Systems

Midterm Exam 1 Essay Questions

Two of the following five essay questions will appear on your midterm exam. The questions have been written for you to reflect upon our discussions and readings in hopes you might see the big picture, and become a more knowledgeable person. Please form your answers in the context of the textbook readings, and class lectures and discussion, and limit each response to one page.

Note. Pontificating will be a detriment to your grade.

1. Based on our class discussions and those in your textbook, explain three major conceptual differences between a DSS and TPS in the context of decision making. Under what conditions are each appropriate for supporting the business organization?

2. Based on our class discussions and those in your textbook, explain three major reasons for the organizational information differences that promote the use of managerial support systems (i.e., what informational reasons behoove businesses to use managerial support systems?).

3. Based on our class discussions and those in your textbook, discuss the types of decision making tasks that are appropriate for GSS, and three problems it may overcome in contrast to conducting a face-to-face meeting.

4. Based on our class discussions and those in your textbook, discuss three major functional differences between DSS and EIS. When is each appropriate to use?

5. Based on our class discussions and those in your textbook, present a business problem that would be appropriate for an application of DSS, GSS or EIS (one of these but not all three). Discuss the characteristics of the problem including the major decisions that would be made, the appropriateness of using DSS, GSS or EIS (for the problem), three major problems it (DSS, GSS, EIS) would overcome in contrast to not using technologically-base means, and three positive outcomes that may result from its use.

General Rule: At the most, a textbook answer is considered only an average answer (i.e., 15 out of 20 points or 75 percent of 20). Remember, the exam’s emphasis is on conceptual understanding and not rote memory. Thus, bullet points and lists are not deemed appropriate for responses. Your responses should reflect integrative thought expressed in written English.

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Other points to be aware of:

- Greater points are awarded when integrative thought is evident in your answers. Providing detail works to your advantage. Points will be reduced for false, irrelevant or unsubstantiated statements. *Essentially, you need to express your understanding of the material.* Even though you may possess a good understanding of the material, it can only be judged in your responses.

- Bullet points and lists are not considered appropriate responses.

- Points cannot be awarded to answers that are illegible. Please take the time to write legibly with a good writing utensil (i.e., pencil, pen, etc.).

- Although studying together is encouraged, your answers should reflect your understanding of the subject matter. Identically or near identically worded or phrased answers appearing on two or more exams will be graded at the most as textbook answers, regardless of their quality. This also applies to the examples you cite.

- A *shotgunned* answer (i.e., an answer does not directly address the question and dwells upon material irrelevant to the question) will be a detriment to your grade.

- Portions of your answer written beyond the one-page limit will not be graded. Therefore, organize your thoughts and be concise.

**Please Note.** As I have told students during past semesters, I can help you with the interpretation of a question, but I **cannot** tell you whether any pre-written answer is correct or incorrect. Doing so would provide you with an unfair advantage over others. Prepare your answers as you would for any other class exam. (The difference is that you know the questions in advance.)