Solutions for Using MIS 11th Edition by Kroenke

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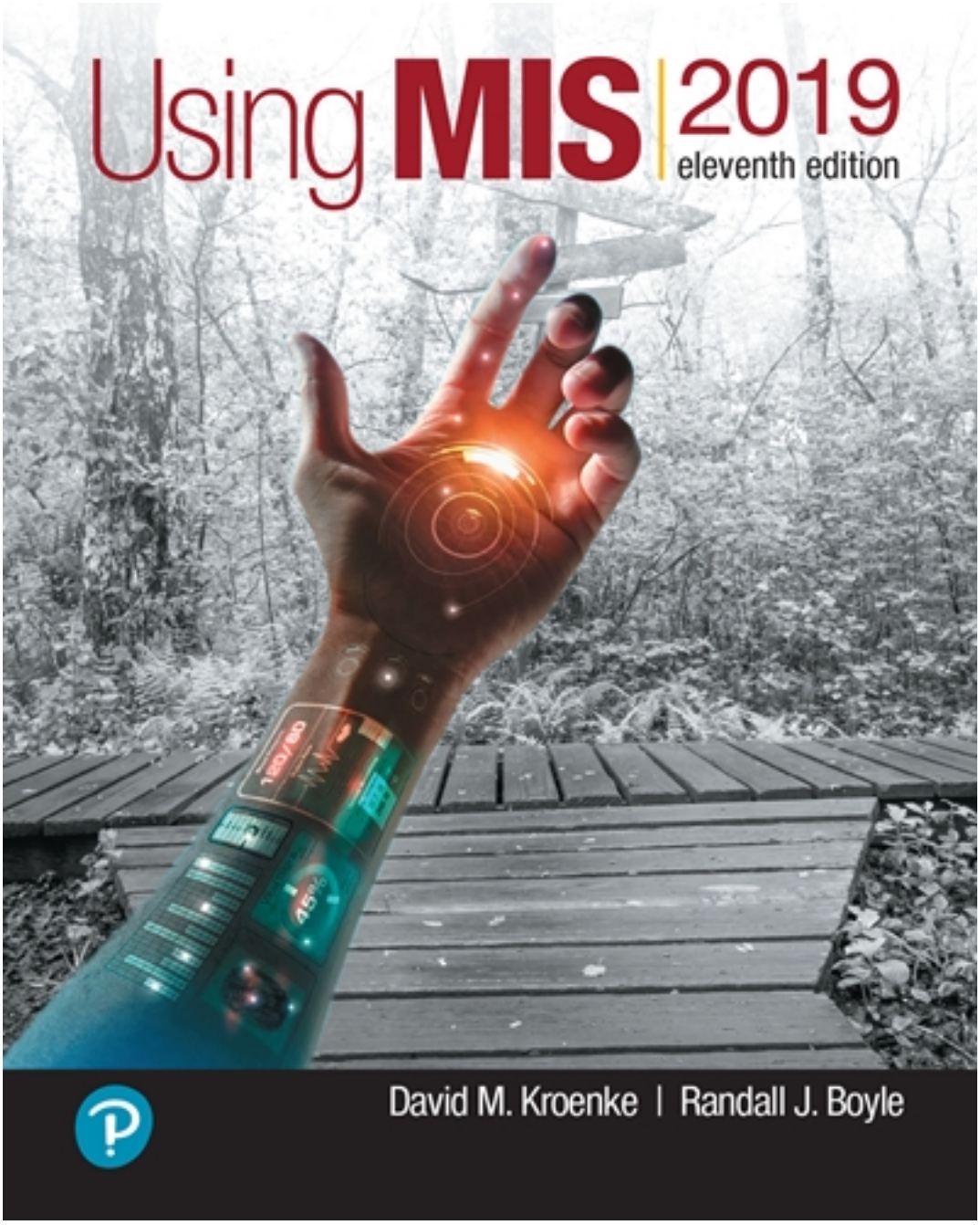

Solutions

Instructor Resource

Questions and answers for Security Guides, Ethics Guides, and So What Guides

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Security Guides

Chapter 1 - Password Etiquette

Discussion Questions

1. Here is a line from Shakespeare's Macbeth: "Tomorrow and tomorrow and tomorrow, creeps in its petty pace." Explain how to use these lines to create a password. How could you add numbers and special characters to the password in a way that you will be able to remember?

   There are several correct ways to create a password from this line. One way might be to take the first letters from each word. The password would then be "tatatciipp". You could then capitalize a couple of the letters and add in a special character or numbers. The resulting password could be "T&2morrow&tciiPP". This would be a very secure password.

2. List two different phrases that you can use to create a strong password. Show the password created by each.

   There will be many correct answers to this question. Using a passphrase to create a password is done by using the first letters in the phrase. Then changing some of the letters by substituting in special characters, numbers, or changes of case. For example, the phrase, "I never count my chickens before the eggs have hatched!" could create the password "iNcmCHKNSb4t3ggsHH!" This would be a great password.

3. One of the problems of life in the cyberworld is that we all are required to have multiple passwords—one for work or school, one for bank accounts, another for eBay or other auction sites, and so forth. Of course, it is better to use different passwords for each. But in case you have to remember three or four different passwords. Think of different phrases you can use to create a memorable, strong password for each of these different accounts. Relate the phrase to the purpose of the account. Show the passwords for each.

   There will be many correct answers to this question. For example, a passphrase for a university account may look something like, "I will graduate from state university before 2020 or bust!" This could yield a password that would look like "IwgfSUb42020ORB!"

4. Explain proper behavior when you are using your computer and you need to enter, for some valid reason, another person's password.

   In this case, say to the other person, "We need your password," and then get out of your chair, offer your keyboard to the other person, and look away while she enters the password. Among professionals working in organizations that take security seriously, this little "do-si-do" move—one person getting out of the way so another person can enter her password—is common and accepted.

5. Explain proper behavior when someone else is using her computer and that person needs to enter, for some valid reason, your password.
   If someone asks for your password, do not give it out. Instead, get up, go over to that person's machine, and enter your own password yourself. Stay present while your password is in use and ensure that your account is logged out at the end of the activity. No one should mind or be offended in any way when you do this. It is the mark of a professional.

Chapter 2 - Hacking Smart Things

Discussion Questions

1. How many devices in your home are connected to the Internet? How much time do you spend daily, weekly, or monthly trying to ensure that these devices have the latest software and/or are secure? Think about the implications of maintaining dozens of devices with Internet access.

   Managing the information systems infrastructure at a large business or government agency takes a tremendous amount of time and effort. It can be equally inconvenient for a homeowner to ensure that the operating system and software on a few home computers is up to date and patched. Managing a household of dozens of Internet-connected devices could prove to be the biggest hurdle inhibiting people from protecting themselves from any number of threats that could occur with a home filled with Internet-connected devices.

2. The article discusses the potential threat of a hacker accessing a vehicle and downloading data about the car's performance and operations. Aside from a malicious hacker acting alone, are there any businesses or government agencies that could also benefit from accessing these data?

   A number of government agencies have been found to be collecting data and spying on American citizens without the proper authority. It is possible that as more and more devices have Internet access, intelligence agencies can take advantage of these devices and raise their intelligence-gathering operations to an even more pervasive level. On the business side, car insurance companies could be tempted to illegally access the data stored in vehicles to learn more about how the drivers they are covering are operating their vehicles, and potentially change insurance premiums for drivers who are operating their vehicle in a manner that introduces higher risk and thus higher likelihood of a claim.

3. How has this article changed your perception of the Internet of Things? Are you still willing to risk invasions of privacy or security vulnerabilities for convenience or to have "cool" new gadgets?

   This is a subjective question – student responses will vary.

4. The Internet of Things is not solely focused on home automation or private consumer products. Businesses are using the Internet of Things to manage supply chains and

APPLICATION EXERCISES

All exercise files can be found on the following Web site: *www.pearsonhighered.com/kroenke*.

Chapter 1

AE1-1.  The spreadsheet in Microsoft Excel file **Ch01Ex01_U11e.xlsx** contains records of employee activity on special projects. Open this workbook and examine the data that you find in the three spreadsheets it contains. Assess the accuracy, relevancy, and sufficiency of this data to the following people and problems.

a. You manage the Denver plant, and you want to know how much time your employees are spending on special projects.

b. You manage the Reno plant, and you want to know how much time your employees are spending on special projects.

c. You manage the Quota Computation project in Chicago, and you want to know how much time your employees have spent on that project.

d. You manage the Quota Computation project for all three plants, and you want to know the total time employees have spent on that project.

e. You manage the Quota Computation project for all three plants, and you want to know the total labor cost for all employees on that project.

f. You manage the Quota Computation project for all three plants, and you want to know how the labor-hour total for your project compares to the labor-hour totals for the other special projects.

g. What conclusions can you make from this exercise?

AE1-2.  The database in the Microsoft Access file **Ch01Ex02_U11e.accdb** contains the same records of employee activity on special projects as in AE1-1. Before proceeding, open that database and view the records in the Employee Hours table.

a. Eight queries have been created that process this data in different ways. Using the criteria of accuracy, relevancy, and sufficiency, select the single query that is most appropriate for the information requirements in AE1-1, parts a–f. If no query meets the need, explain why.

b. What conclusions can you make from this exercise?

c. Comparing your experiences on these two projects, what are the advantages and disadvantages of spreadsheets and databases?

AE1-3.  In this project, you will look at statistics related to information systems jobs. For several years, the demand for IT workers has been increasing. So have average annual wages for IT workers. Projections for future job demand and salary growth are also well above average.

The sites in this exercise allow you to search by job code (e.g., 15-1071) or by job title. The data is aggregated by state, but you can look up statistics for your individual city through the Department of Labor's (DOL's) Web site (*www.dol.gov/dol/location.htm*). The DOL site links to your local state government's Web page.

This project gives you a realistic look at expected IT salaries. You can also use the sites from this project to look at wage data for other occupations (i.e., jobs in your major).

(1) Go to O*NET at *http://online.onetcenter.org/*.
(2) Type "network administrator" into the Occupation Quick Search in the top right of the screen.
(3) Press Enter.
(4) Click on the first link.
(5) Click on *Wages & Employment*.
(6) Take a screenshot. (You can take a screenshot by pressing Alt-PrintScreen.)
(7) Select your state from the State Wages dropdown box.
(8) Click *Go*.
(9) Click on the *Yearly Wage Chart*.
(10) Take a screenshot.
(11) Go to the U.S. Bureau of Labor Statistics at *www.bls.gov/OES/*.
(12) Click on *Subjects* and then *Pay & Benefits*.
(13) Click *Wages by Area and Occupation*.
(14) Click the link labeled *By State* under the Wage Data by State section.
(15) Click on a state. (Choose the state you want to work in after you graduate.)
(16) Click on the link labeled *15-0000 Computer and Mathematical Occupations*.
(17) Take a screenshot.
(18) Click on the link labeled *Network and Computer Systems Administrators*. (Note the mean annual wage.)
(19) Click on the link labeled *Geographic profile for this occupation*. (This will show you the states with the highest concentration of workers in this job category. It will also show you the states that have the highest annual salaries for this job category.)
(20) Take a screenshot.

a. Could you find statistics for employment by city within your state? *Hint*: Visit the U.S. Department of Labor at *www.dol.gov/dol/location.htm*.
b. Is the demand for IT jobs (network administrators) projected to increase more than the national average? Why or why not?
c. Is the average salary for IT workers (network administrators) projected to increase more than the national average? Why or why not?
d. Why do you think the projections for job demand and salary increase for IT workers are so high?

Chapter 2

AE2-1.  Figure AE-1 shows an Excel spreadsheet that the resort bicycle rental business uses to value and analyze its bicycle inventory. Examine this figure to understand the meaning of the data. Now use Excel to create a similar spreadsheet. Note the following:

- The top heading is in 20-point Calibri font. It is centered in the spreadsheet. Cells A1 through H1 have been merged.
- The second heading, Bicycle Inventory Valuation, is in 18-point Calibri, italics. It is centered in cells A2 through H2, which have been merged.
- The column headings are set in 11-point Calibri, bold. They are centered in their cells, and the text wraps in the cells.

a. Make the first two rows of your spreadsheet similar to that in Figure AE-1. Choose your own colors for background and type, however.
b. Place the current date so that it is centered in cells C3, D3, and E3, which must be merged.

	A	B	C	D	E	F	G	H
1	Resort Bicycle Rental							
2	*Bicycle Inventory Valuation*							
3			Saturday, May 27, 2018					
4	**Make of Bike**	**Bike Cost**	**Number on Hand**	**Cost of Current Inventory**	**Number of Rentals**	**Total Rental Revenue**	**Revenue per Bike**	**Revenue as Percent of Cost of Inventory**
5	Wonder Bike	$325	12	$3,900	85	$6,375	$531	163.5%
6	Wonder Bike II	$385	4	$1,540	34	$4,570	$1,143	296.8%
7	Wonder Bike Supreme	$475	8	$3,800	44	$5,200	$650	136.8%
8	LiteLift Pro	$655	8	$5,240	25	$2,480	$310	47.3%
9	LiteLift Ladies	$655	4	$2,620	40	$6,710	$1,678	256.1%
10	LiteLift Racer	$795	3	$2,385	37	$5,900	$1,967	247.4%

FIGURE AE-1
Excel Spreadsheet
Source: Microsoft Excel, Microsoft Corporation

c. Outline the cells as shown in Figure AE-1.

d. Figure AE-1 uses the following formulas:

Cost of Current Inventory = Bike Cost × Number on Hand

Revenue per Bike = Rental Revenue/Number on Hand

Revenue as a Percent of Cost of Inventory = Total Rental Revenue/ Cost of Current Inventory

Use these formulas in your spreadsheet, as shown in Figure AE-1.

e. Format the cells in the columns as shown.

f. Give three examples of decisions that management of the bike rental agency might make from this data.

g. What other calculation could you make from this data that would be useful to the bike rental management? Create a second version of this spreadsheet in your worksheet document that has this calculation.

AE2-2. In this exercise, you will learn how to create a query based on data that a user enters and how to use that query to create a data entry form.

a. Download the Microsoft Access file **Ch02Ex02_U11e.accdb**. Open the file and familiarize yourself with the data in the Customer table.

b. Click *Create* in the Access ribbon. Click the icon labeled *Query Design*. Select the Customer table as the basis for the query by double-clicking on *Customer*. Close the Show Table dialog. Drag CustomerName, CustomerEmail, DateOfLastRental, BikeLastRented, TotalNumberOfRentals, and TotalRentalRevenue into the columns of the query results pane (the table at the bottom of the query design window).

c. In the CustomerName column, in the row labeled Criteria, place the following text:

[Enter Name of Customer:]

Type this exactly as shown, including the square brackets. This notation tells Access to ask you for a customer name to query.

d. In the ribbon, click the red exclamation mark labeled *Run*. Access will display a dialog box with the text *Enter Name of Customer*: (the text you entered in the query Criteria row). Enter the value *Maple, Rex* and click *OK*.

e. Save your query with the name *Parameter Query*.

f. Click the Home tab on the ribbon and click the Design View (upper left-hand button on the Home ribbon). Replace the text in the Criteria column of the CustomerName column with the following text. Type it exactly as shown:

Like "*"& [**Enter part of Customer Name to search by**:]&"*"

g. Run the query by clicking *Run* on the ribbon. Enter *Maple* when prompted *Enter part of Customer Name to search by*. Notice that the two customers who have the name Maple are displayed. If you have any problems, ensure that you have typed the