

## BUSI 8205

Winter 2012

### Assignments 1 & 2 (Policy Definition)

#### **Instructions:**

- You must submit the assignment on paper in class.
- Formatting: 11point font, Single spaced, 1.5 inch margins all around.
- A grading scheme for the assignments is given below.
- You will need to do additional literature search/review through the library and on the internet. Make sure you acknowledge and cite your sources (any reference/bibliography style is ok, as long as it is consistently applied). Make sure you are aware of and evaluate the quality and trustworthiness of your sources.
  - Some possible sources are Harvard Business Review, MISQ Executive, IEEE Computer, Communications of the ACM, IEEE ITPro, ACM Queue and other journals and magazines. The CICA and ISACA websites may be relevant, as are legislative sources, such as the Canadian Department of Justice law website, the Office of the privacy commissioner website, the US government website, the US Securities and Exchange Commission website and others.
- When writing your policies, you should think like a legislator or lawyer: Be precise, define your terms, think about all possibilities and eventualities, and be thorough.

#### **For assignment 1, choose either:**

##### Choice A (IT/IS Privacy Policy):

Define a privacy policy for a business or organization. Make sure you define the scope and purpose of the policy and define the important terms that you use. Make sure that you cover all aspects of privacy. Ensure that you are aware of applicable legislation and external standards and policies (you may choose either Canada, the US or the EU). Critically evaluate your policy: How can it be circumvented? Is there anything important left out of scope? What terms are left ambiguous or undefined? Is it feasible (e.g. does it still permit your business to get work done)? What could possibly go wrong?

A policy generally has the following sections: (1) A preamble, where terminology, organizational roles, and the scope of the policy are defined; (2) a section with the actual rules and regulations; (3) a section concerning the implementation, including responsibilities of different roles, and (4) possibly a section with penalties.

##### Choice B (IT Governance Committee charter):

Define a charter for an IT Governance Committee of the board of directors of a company. Make sure you precisely define the the purpose, membership, chairmanship, duties, responsibilities, meeting schedule, and relationship to the board, other board committees and company management.

#### **For assignment 2, choose either:**

##### Choice C (Service-level agreement):

Define a service-level agreement for the email-service of a business or organization. Make sure you precisely define the service, define multiple performance metrics, their satisfactory levels over time, penalties, etc. Also include a way to charge for the process and a reasonable charge-back model. Make sure that your performance indicators are precise, measurable, meaningful, and can be used for service improvement if necessary.

Choice D (IT/IS Security Policy):

Define a security policy for a business or organization. Make sure you define the scope and purpose of the policy and define the important terms that you use. Make sure that you cover all aspects of security. Ensure that you are aware of applicable legislation and external standards and policies (you may choose either Canada, the US or the EU). Critically evaluate your policy: How can it be circumvented? Is there anything important left out of scope? What terms are left ambiguous or undefined? Is it feasible (e.g. does it still permit your business to get work done)? What could possibly go wrong?

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Choice E (Business Continuity/Disaster Revocery Plan):

Define a plan to ensure business continuity in case of a disaster, with a focus on IT-related issue (but include necessary/relevant other issues as well). Make sure you precisely define both the processes and activities to be completed during normal operations, as well as the processes and activities to be completed once a disaster strikes. Make sure you assign organizational roles and responsibilities.

### Grading/Marking Rubric

	<b>Proficient</b>	<b>Developing</b>	<b>Basic</b>	<b>Weight</b>
<b>Task coverage</b>	Excellent coverage of the task in both depth and breadth. Explores all aspects and alternatives.	Addresses the task adequately, but is limited to the standard or obvious patterns. Does not explore other relevant aspects or alternatives.	Addresses the task only superficially or in a limited, narrow way. Does not cover all relevant aspects or alternatives.	75%
<b>The task coverage can be broken down in to the following categories:</b>				
Creation of project output	Mostly appropriate level of detail and abstraction for purpose and target audience, and usually consistent. Proficient use of standard description/languages.	Frequently appropriate level of detail and abstraction for purpose and target audience, but inconsistent. Some use of standard description/languages.	Lack of detail, level of abstraction too high for purpose and target audience. Little or no use of standard description/languages.	15%
Topic coverage	Focused and on topic, appropriately bounded and appropriate level of coverage relative to purpose and target audience.	Generally on topic, but frequently too broad or too narrow for purpose and target audience.	Too broad or too narrow or off topic for purpose and target audience.	15%
Awareness of standards and policies	References most external and internal standards that are generally applicable and appropriate for the organizational strategy and structure.	References some external or internal standards. Usually but not always applicable and appropriate standards and policies for the organizational strategy and structure.	References few or no external or internal standards. References inappropriate or inapplicable standards and policies for the organizational strategy and structure.	15%
Technology awareness and knowledge	Always uses technical terminology correctly and appropriately in context. Technology is well defined and with no conflicting statements about technology/technical capabilities.	Generally uses technical terminology correctly and appropriately in context. Technology generally but not always well defined. Few conflicting statements about technology/technical capabilities.	Uses technical terminology inappropriately or out of context. Few or no definitions of relevant technology, or definitions are too narrow. Makes conflicting statements about technology/technical capabilities.	15%

	<b>Proficient</b>	<b>Developing</b>	<b>Basic</b>	<b>Weight</b>
Roles and responsibilities	Identifies all appropriate roles and responsibilities. These have generally the right skill set. Correctly identifies applicable reporting lines and skill sets.	Generally assigns appropriate roles and responsibilities to a process/policy. Identified roles have generally the right skill set. Identifies reporting lines, but the identified reporting lines may be inappropriate.	Identified few or no organizational roles responsible or participating in a process/policy. Misses or wrongly identifies reporting lines. Identified roles have wrong or inappropriate skill set for assigned policy/process.	15%
<b>Engagement with material</b>	Demonstrates in-depth knowledge of the arguments and evidence presented. Can explain and elaborate all terms and can present and explain arguments in multiple ways or from multiple perspectives.	Integrates some of the argument or evidence of the reading materials, beyond the main highlights. Can explain and elaborate on some terminology and arguments or evidence in the readings.	Shows only superficial awareness of material. Knowledge only of the highlights. Little or no knowledge of the argument or details. Unclear on the meaning of critical terminology.	10%
<b>Coherence and organization</b>	Content is well organized and logically follows, both in sections and overall. Good transitions between sections. Appropriate and professional use of structuring elements.	Content is mostly logically organized, but may lack overall flow. Contains logical transitions between sections, but these are not always clear/smooth/logical.	Little or no logical organization of content, either in individual sections or overall. Lacks clear transitions between sections. Choppy.	10%
<b>Style and Layout</b>	Clearly targeted at relevant audience. Professional tone, style, and vocabulary throughout. Good layout and easy to read.	Shows some awareness for target audience and uses mostly but not always appropriate tone, style, and vocabulary. Begins to show professionalism in writing. Good layout and easy to read.	Shows no awareness for target audience. Little or no use of structuring elements. Cluttered look makes writing difficult to read.	5%