

MASTER OF ARTS PROGRAM IN APPLIED PROFESSIONAL STUDIES (MAAPS)

GRADUATE LEARNING PLAN

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| <u>FOCUS AREA:</u> | <i>►Facilitating mobile experiences through implementing IT solutions in retail environments.</i> |
| <u>Prof. Advisor:</u> | |
| <u>Faculty Mentor:</u> | Russ Rogers |
| <u>Cluster:</u> | |
| <u>Approval:</u> | |

► PART I: Personal/Professional Background & Goals

A. Description of My Personal/Professional History:

I am in my late thirties and I have decided to return back to school to focus on my Master's in facilitating mobile experiences through implementing IT solutions in a retail organization. I have fifteen years of professional experience in the technology industry. I began my career in the early 1990s as a programmer, and throughout the years I have held several IT positions within several industries such as financial services, insurance, telecommunications, and retail. I have also had several business roles. I currently am a Chief Information Officer for XXXX.

After high school, I attended XXXXXXXXX University. My original focus was to be an elementary education teacher. I have always enjoyed working with children and helping them to learn. However, I realized very quickly that becoming a teacher would not meet my expectations of financial stability for my family, so I decided to change career directions and build my skills within the technology industry. It is tough at a young age to know what you want to do for the rest of your life. It's a daunting decision, but I am confident I pursued the correct career path.

I am a forward-thinking IT executive with a consistent track record of driving organizational excellence through technology innovations to back-end and customer-facing systems. I guide strategic planning, application design, and infrastructure development efforts to position companies for competitive growth. I am results driven with a history of taking informed risks to enhance technology operations and business objectives.

For the last fifteen years, I have developed a passion and expertise for driving business transformations and advancing large organizations through technology enhancements. I have led many large technology initiatives such as introducing a new lending system for a large banking organization, introducing a new claims and commerce Web site for one of the largest insurance providers, and introducing new customer-facing mobile applications for a large retailer. These experiences have not just taught me the ability to introduce new technologies, but have also allowed me to create business value, which is where my passion begins and ends – using technology to drive change.

From a personal perspective, I am married and have two small children. My daughter Annabelle is two years of age and my son Charlie is almost six months old. My wife also has a demanding career in the financial services industry. When I am not working on new projects, attending school, or completing homework, I spend my time with my family. My number one priority in life is to be the best husband and father I can be.

B. Explanation of My Experience in Support of My Graduate Focus Area:

Over the past fifteen years, I've established market-leading e-commerce processes and platforms to continually cultivate new businesses. I've also leveraged performance-oriented leadership to mentor and coach onshore and offshore technology professionals.

My core competencies include the following:

- Internet and E-commerce Solutions
- Budget Forecasting Administration
- Process Reengineering Initiatives
- Vendor Negotiation/ Management
- Team Recruitment/ Mentoring
- Application/System Development
- Customer-Oriented Business Solutions
- Project Management/ Implementation

I feel confident in my leadership abilities and experiences that have I gained over the past fifteen years. I have successfully held IT vice president and director-level positions for large corporations such as Xxxx, Xxxx, and Xxxx. I have earned a Bachelor of Arts from DePaul University with a focus in business and technology leadership. In addition to my undergraduate coursework, I am a certified Six Sigma Black Belt. My passion is solving complex business challenges with the effective use of technology.

Today I am a technology professional working for a retailer called XXXX Beauty. My expertise is in Internet and retail applications software development and product management. I will continue to focus on developing and expanding my vision, executive presence, and communication skills while staying abreast of technology trends. I will do this by leveraging my professional network and my professional advisor.

Here are a few of my professional accomplishments and skills:

- **Customer Relationship Management and Business Resilience**
 - Introduced several new store-to-Web and Web-to-store capabilities, including suspend payment capability, in-store kiosks, ship from store, and layaway options.
 - Generated \$5M in annual savings and improved response time by bringing data center operations in house.
 - Instrumental member of acquisition team charged with rationalizing two companies' applications resulting in a two-year IT consolidation roadmap and \$500M EBITDA savings.
 - Decreased product setup time from 90+ days to hours and tripled online product support with introduction of new online item management system/process.
 - Actively supported multichannel strategy with development of mobile applications and cross-channel initiatives.
 - Implemented key capabilities related to mobile industry marketplace, dynamic pricing, and social commerce.
- **IT Business Management**
 - Spearheaded and led technology integration decisions related to social commerce capabilities, including Follow Me, customer profile, customer reviews, and core Web integration into community portal.
 - Centralized and streamlined customer support with launch of new call center application to handle all inquiries and sales for offline processes.
 - Spearheaded replatforming initiative to implement cutting-edge tools and technologies to upgrade Web and in-store systems along with transition to weekly versus quarterly system releases.
 - Drove technology decision supporting launch of international shipping capabilities and Web sites; expanded UK and Spanish markets through Web site development and integration projects with external partners.
 - Led negotiation of numerous software contracts with industry leaders such as Xxxx, Xxxx, Xxxx, and Xxxx using collaborative approach with legal and procurement teams.
 - Formed several architecture and project governance boards and processes to enable reuse of technology between store and Web channels and decrease processing time for approval and launch of internal initiatives.

- **Operational Planning and Execution**

- Responsible for core architecture direction and decisions, including replatforming a major commerce site to a common technology solution within nine months, implementing a new search engine, a common sign-on solution, and advanced customer profile options.
- Achieved significant improvements in operational efficiencies, cost management, and delivery time through strategic initiatives such as using Agile development methodology supporting an iterative deployment model.
- Grew an engineering team from 25 to 250+ FTEs in three years, including expanding search to downtown Chicago, Silicon Valley, and India to attract and retain high-caliber candidates; implemented workplace collaboration tools and flexible telecommuting programs to improve productivity.
- Conceptualized a new organizational model to effectively support 20+ percent growth rate in 2009; upgraded technical skills; implemented an offshore 24 x 7 development model; flattened the hierarchy; ensured technology scalability to support growth of 12 million items in product management database; and introduced a new vendor and item onboarding process.
- Built an organization of machine-learning specialists focused on product management, customer profiling, and automation of key functions for Web site operations.
- Improved Web site performance and enabled advanced customer solutions with Akamai Technologies.
- Generated \$5M in annual savings and improved response time by bringing data center operations in house.

As described above, I have a great deal of practical experience with technology and creating business process changes. I achieved this knowledge through my education and hands-on work experience. My primary focus will be to develop a set of core competencies in healthcare practices, processes, and core technologies in supporting these business processes. I will use my new knowledge, combined with my previous expertise, to expand my role and responsibility within the technology industry.

C. Description/Explanation of My Personal/Professional Goals:

My goal is to obtain a Master of Arts degree with a focus in facilitating mobile experiences through implementing IT solutions in a retail organization. A Master of Arts degree will help me gain broad-based knowledge and skills while enhancing my existing skill set. I have over fifteen years' experience in defining, implementing, and maintaining business-critical applications. I have led large cross-functional technology initiatives, redesigned organizations to focus on key skill gaps, and driven a culture of innovation and speed. I am a seasoned technology leader who has a proven track record of delivering highly visible, customer-facing projects on time and within budget. I will use my previous learning and experiences, my education, and hands-on skill to become an industry leader within the technology and mobile sector.

Today's CIOs are challenged to drive product innovation and business value through automation. The technology industry is becoming more competitive than ever. Internal and external technology groups are under pressure to deliver more business value at a reduced cost. As retail continues to change and the consumer shopping behavior changes, this pressure will continue to grow. As the Internet and wireless continue to expand and become more defined as a way to communicate, security and privacy concerns will continue to grow. A business and technology background is even more important to CIOs within this industry. The need to understand core business drivers and the ability to make short-term and long-term technology decisions are critical. The

ability to articulate and rally a team behind a common technology vision and manage the team to find low-cost solutions is a necessity.

► **PART II: Liberal Learning Self-Assessment**

A. Elements of Better Practice—My Strengths & Limitations

(1) My facility with **REFLECTION** *(including intended strategies for continuous improvement)*

Having the ability to reflect on a previous action and apply learning or insight into the future is an area where I have excelled. I am able to break down my actions or observations for a specific time period and draw on my interpretation of those experiences. For example, after a business meeting, I will think through the agenda, the items discussed, the materials presented, feedback, verbal interactions, and body language throughout the meeting to determine what worked well and what could have been improved upon. I am able to transform these reflections into action that will build upon the strengths of the meeting and make course corrections for future discussions.

An area I have struggled with in the past is when I am extremely passionate about a topic, I am typically not open to other points of views or feedback on the subject. To help improve my skills in this respect, I will identify someone in the meeting whom I trust. I will designate this person as my coach, and if I become emotional during the meeting, my coach will step in and help manage the conversation. In addition, he or she will provide feedback after the meeting as to how I could have handled the situation differently. I have found that I will listen and accept feedback from these individuals since I have given them the role as my coach.

(2) My facility with **AGENCY** *(including intended strategies for continuous improvement)*

This is a term I had not heard before attending my first graduate class. I have always viewed “agency” as part of a change management role. Based upon my understanding, it is about taking responsibility for a result, adding value, and participating proactively. I would consider myself to be a results-driven individual. I think activity can be fun, but achieving results is the best feeling. Results can be positive or negative. A negative result to me means learning from a mistake and ensuring it doesn't happen again.

I multitask extremely well and am able to absorb large amounts of data in one sitting. In addition, I take a lot of pride in honoring my commitments. In my profession, missing dates or running over on budgets will make an individual or organization lose credibility quickly. I learned this early in my career through managing different technology initiatives.

Two challenges I am focusing on are leveraging metrics and driving business results. When it comes to metrics, I see value in metrics and collecting data, but I have also been in organizations that become paralyzed by it. Because of this experience, I typically avoid spending a lot of time collecting data. However, I do feel I can be an analytical person, and I do see the value in data. To help improve my skill set, I typically identify two or three metrics that I want to collect through the course of a project or managing a key business function. I will ensure I have proper

tools in place to capture and report on the data, and I will adjust my actions based upon my findings.

When it comes to managing my burn-out rate, I have learned the value in balancing my work life and my home life. I believe becoming a dad has helped me. I begin every week planning it and ensuring I understand the priorities of the week. I try my best to make every Sunday a family day, which allows me to unwind and spend time with my family.

(3) My facility with **FLEXIBILITY** *(including intended strategies for continuous improvement)*

Of the three liberal arts competencies, this is an area in which I believe I am the strongest. I work in uncharted or undefined territory very easily, and I don't need a lot of direction or clarity around my task. In fact, I prefer not to have structure. I like to be given a problem to solve that challenges and allows me to use my skills and experiences. I have been exposed to a lot of uncertainty in my career—from mergers, to being a new executive leader, to new business models, to leaving a stable senior level position, to starting my own business. I am able to learn new theories, analyze new findings, and make connections between data points. I believe this skill will continue to improve as I am exposed to new knowledge, concepts, and experiences. I am definitely able to adapt to change, and I have the willingness to learn from others.

B. Liberal Learning SEMINARS—My Hopes & Interests

(1) ...for **Exploring Modes & Processes of Systematic Inquiry (LLS-425)**

After reading this class description, it reminded me of my undergraduate course in a research seminar as well as training I received as a Six Sigma Black Belt. This is an area that excites me because I believe collecting and analyzing data is critical to life and any role one might play. Being an IT professional, I am very comfortable with developing a hypothesis, but expanding my knowledge in determining what data should be collected and how to collect it will be one of my primary objectives in the course. This will be a critical skill as I learn new processes in the mobile payment industry.

(2) ...for **Understanding Personal & Org. Change (LLS-435)**

This is an exciting topic for me. I feel I am strong in managing transition throughout an organization, understanding organizational dynamics and motivators, and overall change management. I will leverage my undergraduate course experiences as well as real-life situations during this class. My focus for this course will be to gain a formal understanding of change management and how to determine the readiness of an organization to adapt to change.

(3) ...for **Improving Interpersonal Dynamics (LLS-445)**

There are many critical skills when interacting with people, but two skills I have found most crucial are how to influence an individual or group and how to develop an individual or group's problem-solving skills. I am currently faced with a challenge where I am trying to develop a new management team to make effective decisions in relation to my business and long-term clients. I will be particularly interested in learning more about group decision-making processes and the stages of interpersonal group dynamics.

(4) ...for **Valuing Human Differences (LLS-455)**

Within the IT profession, working in a cross-cultural setting is not uncommon. Today I have individuals on my team who come from different countries, backgrounds, and experiences. Some of the cultural differences can clash and cause team dynamic challenges, especially with regard to communication. I hope during this class that I can focus on effective techniques in managing cross-cultural communication to create stronger team collaboration. In addition, I hope to gain a better understanding of my own self-reflection in managing a diverse organization of people and processes.

(5) ...for **Engaging Ethical Reasoning (LLS-465)**

Overall, I feel I was raised with strong ethics and morals, but I am finding more often in business that these values are hard to maintain with the decisions that an executive may be facing. There are times when you could confront an ethical decision which could negatively impact your organization. During my undergraduate program, I took a class in financial management. This course didn't just offer the ability to interpret financial statements, but began opening up a process for ensuring ethical decisions are being made. I am hoping this class will continue to build upon this experience by providing me additional tools and viewpoints to make strong decisions during tough ethical situations. I am also very eager to learn more about ways to address unethical behavior within an organization when it exists.

(6) ...for **Exercising Effective Leadership (LLS-475)**

This is also an area that excites me. I feel I have been exposed to well-respected and strong leaders, but I have never received any type of formal education in leadership. I firmly believe that having strong leadership skills can determine the overall success of a company, organization, and an individual. I am eager to learn about different leadership styles and their implications for an organization as well as major theories of leadership. I hope to gain a better understanding of my own style and how I can improve it so I can grow as a leader.

► **PART III: The Graduate Focus Area**

A. My Graduate Focus Area PHRASE:

***Facilitating mobile experiences through implementing
IT solutions in retail environments.***

B. EXPLANATION:

- (1) **Meaning:** What does the phrase (above) mean? Please provide here a brief narrative explanation of the Focus Area phrase (above).

Mobile technology has already begun to transform the consumer shopping experience while changing the roles and responsibilities of traditional retailers. My focus area will allow me to develop to understand current and future trends of mobility, how retailers are responding to mobile applications, how consumer behavior is changing and how retailers are managing this change, research the behavior of mobile consumers, and potential adoption actions by retailers.

My focus will **NOT** be in mobile technology or specific solutions but how these technology and solutions are impacting the consumer shopping behavior. My goal is to learn and become an expertise helping retail organization implement mobile experiences that will support the changing consumer shopping behavior through technology advancement.

Mobile technology has been defined as wireless telecommunications technology (Agar 7). By this definition, the first mobile technology appeared in the Second World War when the United States Army designed the first wireless telephones. The first commercial mobile technology system was Bell System's Mobile Telephone Service launched in 1946 (Agar). However, the definition of "mobile" has to be stretched in these contexts, given that the Mobile Telephone Service required equipment that weighed more than 80 pounds (Agar). If transformed into a backpack, this kind of mobile technology could allow a fit user to walk up to five miles, but not much further. By today's standards, this technology was not truly mobile.

A good candidate for the first truly mobile technology was the Mobile System A, a car phone system that appeared in Sweden in 1960 (Branki). Both Japan and the Nordic countries launched mobile telephone networks in the 1970s, making what we recognize as the modern cell phone possible (Branki). Cell phones from this era often weighed more than three pounds, but they were certainly portable. Arguably, the next major step in mobile technology came in the mid-1990s when the first mobile phones capable of accessing the Internet debuted (Cooper).

Today then, mobile technology can be defined as the conjunction of three features: (1) A device (typically a smartphone, meaning a mobile phone that functions similarly to a personal computer and is fully capable of accessing the Internet), (2) a system of telecommunications infrastructure, typically enabled by a combination of telecommunications satellites and a hard-wired system of wires (such as a fiberoptic

network), and (3) the software that allows smartphones to communicate with each other and with the Web over the existing infrastructure pathways (Qin). Thus, mobile technology can be defined as a gestalt of these three categories (Qin).

The conglomeration of these three critical elements, though comparatively extremely rudimentary, occurred at the advent of mobile technology. The development of mobile technology was spurred first by military necessity and later through convenience and the need to communicate for commerce (Qin). In the most recent 15 years evolution has facilitated Mcommerce through innovative design and enhancement of the communication network's infrastructure (Qin).

(2) **Major Components:** What are the major components included in this Focus Area and how do they relate to each other?

As the retail mobile industry evolves, there are core components that must be considered as parity to begin changing the consumer shopping behavior.

Facilitating IT Solutions - My goal within my focus area is not to become a technical expert in mobile technology but use my facilitation and research skills to solve complex business issues and / or improve the customer shopping experience through the implementation of mobile applications. The goal facilitating these types of settings is generate creative work ideas. The idea situation isn't to encourage creativity and innovation but build it in as a part of the culture of the organization. I will leverage research that I have completed as well as combined with my retail knowledge to introduce new mobile solutions that will change how the consumer shops. In addition to facilitating new mobile solutions, the core business processes must change to adapt to the technology changes (Kao). These changes should include in how the customer searches for a product, in store and web product availability, product content and the overall checkout experience, especially using some form of mobile payment. A leader within the industry should have the ability to facilitate and address business process changes and identify gaps within the process that can and should be addressed through technology solutions.

Speed - Mobile stores should load quickly, thus reducing inconvenience to the consumer. Should the retailer need to put more high-bandwidth material into a mobile store such as a video of a product in action, this information should not be on the front page. The front page of the store should load as quickly as possible in order to hook the consumer. The same principle should apply to apps other than a mobile store (Nohria and Leestma).

Security - Applications should be built with encryption and other forms of security, and potential customers should be apprised of these features so that they feel more secure in transacting with the retailer (Kao).

Attractive interface - Smartphones are smaller than computer screens, and what looks aesthetic or functional on a computer screen may not look the same way on a smartphone screen. Therefore, the retailer should ensure that the mobile application interface is attractive in its own right (Wang).

Device agnosticism - A mobile application should not be designed so that it can be run on only one device. Mobile applications should be device agnostic so that they

can be viewed by all mobile users who meet the basic bandwidth and interface requirements (Cooper).

Open standards - A mobile application should be built on accepted open standards for software development instead of on a proprietary platform because this decision will allow more developers to be able to work on and improve the app in the future (Cooper). Having a strong understanding of open standards will be key when facilitating IT solutions for mobile applications.

Integration - The app should be fully integrated into all of the retailer's existing software systems. This will be a core function when facilitating IT solutions and overall improving the customer experience. For example, a mobile store should interface with both the accounting and inventory systems of the retailer so that a consumer's decision to purchase will automatically lower the inventory and also be recognized as revenue (Morley and Parker).

Compatibility - The app should be compatible with any other apps that are relevant (Narayanaswami, Kruger and Marmasse). For example, an app that gives the user directions to the nearest branch of a retail location should also be compatible with Google Maps or Google Earth. The navigation applications created for smartphones depend upon the global positioning system, and Google has dedicated considerable resources and effort in creating their maps and Google Earth applications. The addition of the controversial street view where actual street-level photographs of the consumer's destination can be delivered to their mobile device makes the Google product an industry leader, if not the industry standard (Narayanaswami, Kruger and Marmasse).

Multi-linguistic capability - Mobile users hail from many different locations, which means that retailers should offer a number of language choices for their apps. This kind of capability can even be a competitive advantage to the extent that it attracts a new customer base that might not normally have considered the retailer (Kao). The capabilities of the mobile device are both dictated by and contribute to consumer behavior that ultimately arrives at the decision to make a purchase. The capabilities of the mobile devices to provide information to the consumer to aid in this decision also have a great influence (Kao). The greater awareness provided to the buyer puts them in a position to leverage technology in their financial favor and drives the market forward.

(3) **Major Trends:** What are the major trends affecting this Focus Area?

Perhaps the most important smartphone development, both in contemporary times and for the foreseeable future, is the app. An "app" is abbreviated from "application," which refers to a specialty program written for a mobile device (Tanner 24). Popularized by Apple with the release of the iPhone and the addition of an "apps store" to their iTunes website where third-party programmers can propose and then sell their applications to iPhone customers, this concept was replicated for rival smartphones such as Google's Android and the Blackberry (Tanner 25). Until the mid-2000s, smartphones were fairly limited in terms of their ability to actually run software. There were two reasons for this limitation. First, devices were themselves more limited in terms of their memory and speed, making it difficult or impossible to run complex software. Second, many developers had not yet designed software specifically for the mobile technology platform (Tanner 27).

These trends began to change when Apple introduced its App Store on July 11, 2008. As of January 22, 2011, there had been 10,000,000,000 downloads from the App Store, with this activity distributed among over 350,000 available applications (Cusamano). Each of these apps represents a software function that the iPhone can now run. For example, mobile technology users can visit the App Store and download a video game or Facebook directly onto their mobile devices. The vast amount of money generated through the Apple App Store has created an ecosystem of developers who are taking just about any software that is already available for the personal computer and preparing it for the mobile environment (Cusamano).

As the speed and power of both devices and the underlying mobile infrastructure grow, it is likely that ever-more complex and robust forms of software apps will appear in the marketplace. Given that the amount of apps available in the Apps Store increased from zero to over 350,000 in two and a half years, it is easily possible to envision a future in which millions of apps are available (Cusamano).

Within the apps world itself, there are two major trends. The first is that professional software developers, including software companies, are designing more and more functionality for the mobile environment. The second trend is that the open nature of the Apps Store has encouraged large numbers of entrepreneurs and hobbyists to create and market their own apps (Cusamano). Because app development can be undertaken by anyone with a computer and because Apple itself shoulders the costs of running and marketing the Apps Store, there are very low barriers of entry into the field of apps entrepreneurship. In the future, then, the apps explosion will be powered by both software companies and individual entrepreneurs (Cusamano). The current application of the current generation of smartphones is opening the opportunity for their users to conduct financial transactions and engage in commerce with their mobile devices. Similar to the influence of the World Wide Web on retailing, the advance of mobile device technology is driving advances in both traditional brick and mortar storefronts as well as virtual storefronts on the Internet (Houliez). The growth of Internet commerce is expected to be mirrored by the expansion of Mcommerce through consumers' mobile devices (Houliez).

How Retailers and E-Tailers Are Responding to Mobile Applications

Mobile technology has two main implications for retailers (Houliez). The first implication is that mobile technology presents a new platform for pre- and post-sales activities. In terms of pre-sales, mobile technology can be used by consumers to scan retail product offerings, compare prices, learn more about the attributes of products, read product reviews, and watch videos of the products (Houliez). In terms of sales, mobile technology can be used as a means of actually buying retail items from checkout to payment and delivery arrangement (Houliez). In terms of post-sales, mobile technology can be used to arrange product returns and post reviews of a product that a consumer has purchased (Houliez). These implications extend to both traditional retailers and also to electronic retailers (e-tailers). However, e-tailers have taken the lead in responding to the evolving world of mobile technology. In July 2010, Amazon passed the \$1 billion mark in terms of revenue generated from mobile purchases (Strohbach and Martin). By now, Amazon has made it possible to buy any product listed on its Web site from a mobile device. This response has been driven by Amazon's realization that allowing mobile access to its store will allow consumers in many contexts to make purchases that they might not otherwise make. In terms of impulse buying, a mobile store will allow consumers waiting in airports, in transit, or

otherwise distant from their personal computers to make purchases (Houliez). One of the true advantages of mobile commerce in this regard is that it is perceived by consumers as being more secure (Filipek 5). For example, a consumer who would hesitate to make a purchase from a Web-enabled personal computer in an airport Internet café because of security concerns would probably be more secure about making a purchase from his or her own smartphone. As important as the development of Mcommerce is for the mobile devices are the changes in consumer behavior that are anticipated by the new technology. The ability to shop for any consumer good on the Internet is enhanced by facilitating the spontaneous desires of the consumer through their mobile devices. The new lifestyle of the mobile era is having a profound effect on consumer behavior (Ellen).

Evolution of Consumer Behavior in the Mobile Era

One theme looms large over the evolution of consumer behavior in the past 15 years: interactivity. Consumers are now used to interacting with all manner of data—consumer reviews, videos of products, price lists, extended product brochures, and complex product features. Consumers are also interacting with both retailers and other customers. In the age of the Web, consumers are used to being able to post product reviews on a retailer's Web site or to a third-party website such as Yelp, and also to interact with other people who have bought the same product. Consumers are therefore deeply interconnected with every aspect of the sales process which includes the researching of the product to the purchasing of the product (Lin).

It is impossible to understand the evolution of consumer behavior in the mobile era without understanding the intersection between social networking (best known through the Web site Facebook) and mobile technologies. Facebook is an extremely popular application to run on mobile devices, and other principles and tools of social networking are allowing mobile users to interface with each other in ways that will change the future of retailing (Morley and Parker). Thus it is necessary to take a closer look at social networking.

Changes in the Paradigm of Floor Space

In the mobile era, it is no longer necessary to have a brick and mortar storefront. Amazon, for example, is one of the largest retailers in the world and only has an electronic storefront (Strohbach and Martin). Amazon only uses its own floor space to drop-ship purchases and to provide administrative office space for its employees. In fact, Amazon also works with independent retailers who can list their products on Amazon.com, allowing these retailers to handle fulfillment of retail products on their own and reducing Amazon's floor space requirements even further (Strohbach and Martin). In the mobile era, therefore, retailers are beginning to ignore the conventional wisdom of holding the maximum floor space and are turning to the availability of third-party drop-ship vending to reduce their own overhead costs (Poslad).

Purely Web-based retail businesses are immune to a great deal of the turmoil currently engulfing traditional businesses (Poslad). Such businesses may have no office space to rent, no expensive inventory to store, and no traditional supply chain that can be disrupted. Profitability will be high because of minimal overhead and the efficiency of digital delivery of products. In exchange for obtaining these advantages, however, purely mobile retailers surrender the benefits of market insight enjoyed by traditional brick and mortar companies. For example, although it is an easy endeavor

to calculate the size of the traditional retail market and to segment it down all the way to individual retailers, there is an almost complete lack of data on e-tailers with less than \$1-\$5 million in annual revenue and an absolute dearth of quantitative analysis of the marketplace (Poslad). Retailers should therefore commission custom surveys to learn more about their mobile users. The understanding of the consumer and their desires will direct the development of capabilities for mobile devices. The availability of applications alone will not change the physical plant of retailers or the behavior of the consumer. The applications must be useful as well as intuitive to the needs of the consumer, as well as facilitate the functions of the retailer.

(4) **Knowledge Base(s)**: What areas of knowledge (disciplines/fields) are most relevant to this Focus Area?

In order to be a successful industry leader in mobile, I need to have a well-rounded business acumen and high level understanding of core technologies. My experience in exhibiting product innovation and driving business efficiencies will establish and maintain my reputation in the technology industry. I need to focus on emerging mobile technologies such as NFC for payment acceptance, clouding computing solutions for infrastructure services and social media and commerce for business trends. Since this is an emerging technology and new applications are being introduced to support an improved customer experience, the disciplines are evolving as well. Listed below are four core disciplines within the mobile industry with the majority of the focus being spent on the customer experience and usability.

- **Business Management**
 - identify current issues and themes related to strategic use of mobile technology in retail organizations
 - use mobile analytics and information competitive advantage in businesses and organizations
 - effectively interpret financial drivers as it relates to mobile investments
 - develop an understanding of customer shopping challenges and recommend mobile solutions as an individual and as a member of a team.
- **Mobile Technology Planning and Execution**
 - explain enterprise mobile development methodologies and architecture frameworks
 - describe and apply tools and technologies for developing mobile solutions which using web browsers
- **Customer Relationship Management & Business Resilience**
 - use process management techniques and concepts to drive business improvements through process changes or mobile technology changes
 - describe, interpret and communicate change management principles
- **Mobile User Experience**
 - visualize the content and functionality of mobile applications within a retail setting
 - document business requirements
 - produce wireframes and user flows
 - Use customer research to determine customer needs and wants

- (5) **Major Contributors**: Who are some of the major contributors in this Focus Area (e.g., authors, researchers, professional associations, etc.)?

Key Roles

Mobile Architects are contributors to mobile designs and technologies for their expertise in organizing and managing tremendous amount of data on a limited real estate screen size as an efficient way to educate consumers on product content and options (Mobility Solutions, 2011).

Mobile Product Managers are a contributor to mobile technologies for their technological expertise and ability to create customized retail technology applications (Mobility Solutions, 2011).

Lawyers and compliance professionals are a major contributor in technologies for their expertise with the rules and regulations surrounding privacy and security standards in a mobile and social environment (Legal Advice, 2010).

Mobile User Interface Designers are a contributor in mobile solutions because they customer engagement and usability with mobile devices to obtain a better understanding in how the consumer will use mobile applications (Mobility Solutions, 2011).

Research

Research on m-commerce overall has focused most extensively on Information Systems, Security and Risk Management. It has been cited by marketing researchers that there is more of a need to look at m-commerce adoption rates from a marketing point of view, both from the consumer viewpoint and the retailer viewpoint, who will provide m-commerce services for consumers. For example, from the information systems literature, current research shows that there are still environmental risks linked to mobile payment which justify a lack of consumer confidence in the security of this option, particularly in the U.S. market (Kungpisdan, Srinivasan and Le). At the same time, research in risk reduction (Chen; Ondrus and Pigneur) and standardization (Kreyer, Pousttchi, and Turowski) continue to be the most significant focal points in this field of scholarly inquiry.

There is a need to understand the psychological context of mobile applications adoption (Chen) and marketing researchers are beginning to examine consumer behavior and decision-making in m-commerce. In addition, since the United States is lagging behind Europe and Asia in the use of m-commerce from both the consumer side and the retail side, it is helpful to examine cross-cultural literature that compares adoption rates of m-commerce among countries, and notes specific characteristics of the different market dynamics. For example, Dai & Palvia (2009) published a study in November 2009 that compared mobile adoption between China and the United States, citing the collectivistic consumer behavior in China, as a cultural phenomenon more than a marketing phenomenon, a powerful indicator for higher uptake of m-commerce, particularly in younger mobile consumers. Word of mouth, referrals of m-commerce opportunities, as well as the particular nature of mobile applications - among networks of users - are cited as reasons for higher uptake of m-commerce in China. The U.S., as a more individualistic culture, will require a different business model and marketing strategy by both wireless carriers and organizations for widespread adoption of m-commerce to happen.

Another recent cross-cultural study (Lee) examined factors of adoption of mobile commerce in the U.S., South Korea and China. Similar to Dai & Palvia's findings (2009), Lee studied the individualism versus collectivism variable in m-commerce adoption patterns and added individual factors as well as the other Hofstede's cultural dimensions, in addition to individualism versus collectivism, to study as additional independent variables, including balance of power, uncertainty avoidance, masculinity and indulgence versus restraint in examining factors for m-commerce adoption among the three countries. The researchers utilized findings and developed a new extended technology acceptance-adoption model (ETAAM). The goal of this research was to present a model that is more applicable to m-commerce adoption specifically, recognizing intention to adopt and actual usage to vary among the sample and among countries.

Along the same cross-cultural lines, McKenna published an article in 2010 that examined age demographics in mobile commerce adoption in Europe, focusing on the UK, Germany and France. Not surprising, the 18-34 age demographic were most active in mobile commerce utilization. The research cited from Lightspeed Research, who conducted the study that surveyed 3,000 customers in the three markets determined that, while the 18-34 age group were thought to be early adopters or mobile commerce due to their long history of comfort and confidence in purchasing mobile applications like ring tones, there is a strong desire for this age group to expand their purchasing behavior to well beyond mobile applications. Specifically, a Lightspeed Research identified there is a need for mobile transactions now and in the future and this need is not related to payments only (McKenna). The implications of this research suggests that, for the U.S. market, and for markets outside of the traditional "mobile applications" age demographic - the 18-34 year-olds - ease of use of mobile purchasing, increasing confidence in the purchasing procedures as well as comfort in securely conducting transactions are all key to the expansion of the m-commerce market as a whole.

Wong & Hsu (2008) presented a consumer behavioral model for m-commerce adoption as part of the recent research trend of examining and defining variables that could lead to more widespread consumer adoption of m-commerce. This study examined the adoption relationship specifically between the business offering services to the consumer adoption of services. The researchers began with the Technology Acceptance Model (TAM) and added psychological and behavioral factors that were based on their research findings. Their research findings included adding the variables of history-based confidence, institution-based confidence and personality-based confidence. Behavioral factors the researchers added to the TAM model included perceived ease of use and perceived usefulness of the mobile application technology (Wong & Hsu).

In addition to the Lightspeed study cited by McKenna and the Wong & Hsu study that both presented potential models for m-commerce adoption, there is an increasing body of research from the marketing literature that is focusing more on m-commerce marketing strategy from the organizational side as a strategic offering of mobile commerce as an option for their customers. For example Swilley (2008), looked at the management perspective of mobile commerce, with the research goal reflecting the belief that many companies are looking to adopt a marketing strategy soon (Swilley). The study concluded that firms can use m-commerce services to their strategic advantage if communicated effectively to consumers, if the ease of use is quantifiable by consumers and if security concerns are addressed and tightly

regulated.

- (6) **Cutting Edges:** What are the key areas of knowledge and skill required to be on the “cutting edge” of this Focus Area? In which areas do you already possess competence? In which areas are you seeking new learning?

Mobile computing and apps are emerging technology and businesses are still trying to identifying how to use the technology to drive business process changes and an improved customer experience. There are many trends that will need to be watched closely but a particular trend I will need to stay close to is using mobile as a payment method. No one has been claimed as expert in this area but Google and other financial merchants are trying to understand quickly. Mobile payment offerings are already here in that consumers can use mobile devices to connect to the existing e-commerce infrastructure of retailers. However, there are more advanced forms of mobile payments that have been adopted unevenly in different companies. For example, Crowe, Rysman, and Stavins (See reference section) discussed a form of mobile payments that revolves around using RFID-enabled devices to make payments. Such a device can be waved in front of an RFID reader to make a purchase and, according to Crowe et al., is in heavy use among East Asian retailers. In the U.S., mobile payments of this sort have only caught on among sellers of gasoline, where the perceived convenience of wave and wand mobile technology is a prime selling factor. However, in traditional retail environments in the U.S., true mobile payment is a rarity. Consumers are still wedded to the paradigm of handing sales associates their payment (Crowe et al.). One of the gaps in the existing research on this topic has to do with consumer behavior. It is not well known why East Asian consumers and retailers have been at the forefront of mobile payment while U.S. retailers and consumers have lagged behind. Over time, however, it is likely that the gap will close. The theoretical application of Mcommerce through mobile devices has been tested through practical application. Several retailers have used these technologies to enhance their sales and customer relations. This is an area I have some understanding but I will need to stay abreast to future advancements through networking, industry conferences and on the job training.

In addition to the mobile payments, here are a couple of other critical skills.

A combination people skills and technological savvy are required for mobile application design. This skill requires an individual to work with the average consumer as well as a technical engineer who will write the program. This is an area I have strong skill set but I will enhance with a focus on mobile.

Attention to detail and ability to focus are important customer usability design and standards. I haven't had much experience in my career focusing on customer design and research. This is an area I am excited to learn specific research methods.

- (7) **Resources Consulted:** What resources did you consult in answering the previous questions and building your Graduate Learning Plan?

(A) Scholarly Reference Materials

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► **PART IV: Application Setting**

A. My Application Setting:

I currently work for a company called XXXX. I have the responsibility in leading their technology organization which includes designing and developing software solutions for their retail business. This role will consist of introducing new technologies to drive business process changes across all retail functions. My role will support many different technologies and software applications but for the purposes of my Graduate studies, I will also have the responsibility for deploying new mobile applications within the retail environment. I will have a team that will be responsible for working with the business leaders to introduce new mobile applications that will drive process changes and introduce new customer shopping experiences. I will heavily participate in the facilitating and designing of these mobile solutions. My goal is to leverage my role to help gain hands on experience as well as apply my learnings from courses, conferences and industry experts. I will have the ability to participate in customer usability studies, create business requirements, work with engineers to design and develop software solutions and implement these solutions in a retail setting.

My goal throughout the entire program is to build my network of professional contacts. I will ask my professional advisor to help me identify appropriate professional associations that I should be a part of as well as introduce me to key organizations and individuals within the industry.

► **PART V: Professional Competencies**

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| Title Page to Part V |
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This page provides an overview of the following NINE PAGES of the Graduate Learning Plan. In brief, these nine pages outline the plan for the student's development and demonstration of graduate-level comprehension and skill regarding the **eight Professional Competence Areas**. One page is devoted to each of the eight competence areas—with the ninth page reserved for a supplemental competence in one of the previous areas. A fuller description of each competence area is included at the top of each of the subsequent pages.

- AP-510:** Ability to understand the **main theories** that guide and explain practice in the Focus Area.
- AP-520:** Ability to understand **methods of research** appropriate to the Focus Area.
- AP-530:** Ability to apply **specialized skills** appropriate to the Focus Area.
- AP-540:** Ability to engage **communication modes** appropriate to the Focus Area.
- AP-550:** Ability to understand the **organizational and/or interpersonal dynamics** within which practitioners in the Focus Area define and fulfill their roles/responsibilities.
- AP-560:** Ability to interpret **challenges from larger contexts** (e.g., temporal, social, or international) facing the Focus Area.
- AP-570:** Ability to analyze **ethical issues** involved within the Focus Area.
- AP-574:** Ability to engage **reflection in/on practice** within the Focus Area.
- AP-585:** A second competence (supplemental) in one of the previous areas.

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• Professional Competence AP-510 •

**Ability to understand the MAIN THEORIES/IDEAS
guiding and explaining Focus Area practice.**

“can describe and analyze at least two significant ideas (e.g., theories, models, principles, concepts) relevant to the focus area or related fields and explain their implications for professional practice.”

DESCRIPTION of AP-510 (2 crhrs): This area addresses knowledge and understanding of theories, models and/or theoretical frameworks—including their implications for practice—relevant to the Focus Area. In areas where theories are not well established (e.g., emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields. As the student addresses contemporary theories, he/she should be familiar with their relationship to theoretical traditions. Successful demonstration of competence in this area includes:

- (a) Knowledge of the differences among the terms—theory, concept, principle and model;
- (b) Ability to analyze (compare, contrast, critique—not merely describe or react to) theories or their counterparts including their application to practice.

| PLAN for AP-510 | |
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| (1) Competence Statement <i>(competence outcome)</i> | ► OUTCOME: Can describe and analyze <i>mobile shopping</i> and <i>mobile marketing</i> as two significant ideas relevant to my focus area—including implications for professional practice. |
| (2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i> | ► Activities: I will complete my own research on mobile shopping experiences and mobile marketing theories to help determine what makes customers want and willing to use a mobile application to buy. In addition to my research and literature review, I will attend a couple of marketing and mobile workshops and industry conferences such as mobile marketing summit. ► Initial Literature: <ul style="list-style-type: none"> • The Impulse Economy: Understanding Mobile Shoppers and What Makes Them Buy by Gary Schwartz • Mobile Commerce: Technology, Theory and Applications by Troy J. Strader and Brian E. Mennecke • Applicability of Mobile Marketing in the Marketing Mix of Trade Fair Organizers by Immo Prenzel • Marketing Theory: Foundations, Controversy, Strategy, Resource - Advantage Theory by Shelby D. Hunt |
| (3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i> | ► EVIDENCE: Outcome will be demonstrated in two parts: (a) a research paper describing and analyzing mobile shopping and mobile marketing—including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such. |
| (4) Assessor <i>(anticipated)</i> | |
| (5) Schedule <i>(anticipated)</i> | |

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• Professional Competence AP-520 •

Ability to understand METHODS OF RESEARCH appropriate to the Focus Area.

“can describe and analyze at least two methods of gathering data appropriate to the focus area and develop a detailed protocol for implementing one in professional practice.”

DESCRIPTION of AP-520 (2 crhrs): This area addresses the systematic gathering of data and interpretation of findings as practiced within the focus area and/or related fields. Successful demonstration of competence in this area includes:

- (a) Knowledge of the types, purposes, and relative utility of research methods (not “tools” such as library and internet research per se) currently practiced in the profession;
- (b) Understanding contingencies involved in the appropriate application of each; and,
- (c) Ability to develop a protocol for implementation.

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| PLAN for AP-520 | | (NOTE: Students are advised to register/complete this competence (AP-520) during the same quarter in which they register/complete LL Seminar LLS-425.) |
| (1) Competence Statement <i>(competence outcome)</i> | ▶ OUTCOME: Can describe and analyze at least <i>two methods of gathering data</i> appropriate to my focus area and develop a detailed protocol for implementing one. | |
| (2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i> | ▶ Activities: I will attend and complete a DePaul’s <i>EA-525 Conducting Practice Based Inquiry</i> . This course builds participants’ competence in practicing a repertoire of formal and informal inquiry processes. Participants explore a range of research methodologies and identify those most relevant to their practice environments. Participants gain further skills in defining research problems and questions, conducting literature reviews, creating research designs, citing sources and protecting human subjects in research. (Examples of methods explored: interviews, focus groups, case study, survey/questionnaire, participant-observation, field-based observation, etc.) | |
| (3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i> | ▶ EVIDENCE: A grade and transcript will be provided showing the successful completion of the Conducting Practice Based Inquiry. | |
| (4) Assessor <i>(anticipated)</i> | | |
| (5) Schedule <i>(anticipated)</i> | | |

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• Professional Competence AP-530 •

Ability to apply SPECIALIZED SKILLS appropriate to the Focus Area

"can describe and demonstrate a skill (or set of skills) relevant to the focus area and explain its application to professional practice."

DESCRIPTION of AP-530 (2 crhrs): This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice. Successful demonstration of competence in this area includes:

- (a) Selection of a skill (or set of skills) that appropriately represents the profession & one's professional goals; and,
- (b) Application of skill (or set of skills) at a level appropriate to both professional contribution & graduate study.

| PLAN for AP-530 | |
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| <p>(1) Competence Statement <i>(competence outcome)</i></p> | <p>► OUTCOME: Can describe and demonstrate the specialized skill of <i>conducting customer usability testing.</i></p> |
| <p>(2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i></p> | <p>► Activities: I will use my professional experience (augmented by independent investigation into pertinent literature/scholarship in the field) to describe the methods and procedures used to seek customer usability and feedback and how this feedback is incorporated into the design of the mobile application and future improvements. I will participate in usability testing and focus groups.</p> <p>► Initial Literature:</p> <ul style="list-style-type: none"> • The mobile customer experience (2003-2007): How the industry can succeed in an evolving market. Lisa Modisette. • Designing the Mobile User Experience. B. Ballard. • Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity. Avinash Kaushik. • Relationship Marketing: A Consumer Experience Approach (SAGE Advanced Marketing Series). Steve Baron, Tony Conway and Gary Warnaby. • Public Parts by Jeff Jarvis |
| <p>(3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i></p> | <p>► EVIDENCE: Outcome will be demonstrated in FOUR parts: (a) a paper describing how customer usability testing is completed and the criteria for assessing the findings—drawing upon relevant literature in the field; (b) a usability report that describes the findings of focus and usability test complete on a mobile application. This will demonstrate my ability with this particular skill; (c) a brief self-assessment of "b" using criteria described in "a"; and, (d) a bibliography (APA citation format) of resources explored pertaining to such.</p> |
| <p>(4) Assessor <i>(anticipated)</i></p> | |
| <p>(5) Schedule <i>(anticipated)</i></p> | |

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• Professional Competence AP-540 •

Ability to engage COMMUNICATION MODES appropriate to the Focus Area

"can describe and demonstrate a communication mode/method relevant to the focus area and explain how its applied in professional practice."

DESCRIPTION of AP-540 (2 crhrs): This area involves facility with communication modes relevant to professional practice in the focus area. It requires an understanding of the relationship among key communication variables (the message, the method, the audience and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary. Successful demonstration of competence in this area includes:

- (a) Selection of appropriate communication mode/method in relation to the context (audience and environment) in which the communication will occur; and,
- (b) Application of mode/method at a level appropriate to both professional contribution & graduate study.

| PLAN for AP-540 | |
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| <p>(1) Competence Statement <i>(competence outcome)</i></p> | <p>► OUTCOME: Can describe how business requirements are collected and demonstrated through a business requirement document as a communication method/mode relevant to professional practice in my focus area.</p> |
| <p>(2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i></p> | <p>► Activities: I will use my professional experience (augmented by independent investigation into pertinent literature/scholarship in the field) to describe best practices for collection and analyzing business requirements which will be used to create a mobile application.</p> <p>► Initial Literature:</p> <ul style="list-style-type: none"> • Business Requirements Document: a High-level Review, Lean Six Sigma Website • Seven Deadly Sins on Project Management by Glen Alleman • Business Requirements Analysis: Clearly Agreeing What You're Delivering, MindTool.com • Project Management: Best Practices: Achieving Global Excellence. John Wiley and Sons. • Library of PMI Global Standards. PMI.org. • Information Technology Project Management. Cengage Learning, 2006. |
| <p>(3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i></p> | <p>► EVIDENCE: Outcome will be demonstrated in FOUR parts: (a) a paper describing methods for collecting and analyzing business requirements. This will include criteria for assessing the quality of business requirements captured—drawing upon relevant literature in the field; (b) a business requirement document demonstrating my ability with this particular method/mode; (c) a brief self-assessment of "b" using criteria described in "a"; and, (d) a bibliography (APA citation format) of resources explored pertaining to such.</p> |
| <p>(4) Assessor <i>(anticipated)</i></p> | |
| <p>(5) Schedule <i>(anticipated)</i></p> | |

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• Professional Competence AP-550 •

Ability to understand the ORGANIZATIONAL and/or INTERPERSONAL DYNAMICS within which practitioners in the Focus Area define their roles and fulfill their responsibilities.

"can describe and analyze an organizational and/or interpersonal dynamic (or set of dynamics) relevant to the focus area and explain its implications for professional practice."

DESCRIPTION of AP-550 (2 crhrs): This area addresses the human and structural issues that professionals encounter within practice (work) environments. It provides an opportunity for students to consider how their professional role affects and is affected by systems, technology, structure, and other people within their practice settings. Successful demonstration of competence in this area includes:

- (a) Identification of a relevant dynamic (e.g., open/closed systems, power, trust, culture, conflict, diversity, gender, communication, change, impact of technology, etc.); and,
- (b) Description and analysis of particular dynamic in relation to its impact on professional practice and vice versa.

| PLAN for AP-550 | |
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| (1) Competence Statement <i>(competence outcome)</i> | ► OUTCOME: Can describe and analyze change management as an org./interps. dynamic relevant within professional practice in my focus area. |
| (2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i> | ► Activities: I will use my professional experience (augmented by independent investigation into pertinent literature/scholarship in the field) and attend a national conference on change management to describe the best practices for collection and analyzing business requirements which will be used to create a mobile application. ► Initial Literature: <ul style="list-style-type: none"> • Designing More Perfect Business Processes. iUniverse, 2011. Cummings, Thomas G. and Christopher G. Worley. Organization • Development & Change. Cengage Learning, 2009. • Change Or Die: The Three Keys to Change at Work and in Life. HarperCollins, 2007. • Grieving a Suicide: A Loved One's Search for Comfort, Answers & Hope. InterVarsity Press, 2007. • Management consulting: A guide to the profession. Kubr, Milan. • 3rd ed. Geneva: International Labour Office, 1996. • Leading Change. Boston, MA: Harvard Business School, 1996. Kotter, John P. |
| (3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i> | ► EVIDENCE: Outcome will be demonstrated in TWO parts: (a) a paper describing and analyzing best practices for introducing change management practices and methods in an organization—including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such. |
| (4) Assessor <i>(anticipated)</i> | |
| (5) Schedule <i>(anticipated)</i> | |

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• Professional Competence AP-560 •

Ability to interpret CHALLENGES FROM LARGER CONTEXTS facing the Focus Area.

“can describe and analyze a challenge (or set of challenges) from the larger context impacting the focus area and explain its implications for professional practice.”

DESCRIPTION of AP-560 (2 crhrs): This area addresses the ability to see the profession (including its issues and problems) within a context that includes at least one of the following aspects: the temporal (historical development and future directions of the profession); the social/cultural (relationship of the profession to its societal context); and, the international (the state of the profession globally). Successful demonstration of competence in this area includes:

- (a) Identification of a significant challenge facing practitioners in the profession; and,
- (b) Analysis of selected challenge within a framework that emphasizes one or more of the aspects listed above (temporal, social/cultural, or international).

| PLAN for AP-560 | |
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| <p>(1) Competence Statement <i>(competence outcome)</i></p> | <p>► OUTCOME: Can describe and analyze the challenge of <i>infrastructure limitations and the lack of advancement</i> as such impacts the adoption of mobile applications within US retail settings.</p> |
| <p>(2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i></p> | <p>► Activities: Mobile technologies and introducing new methods for customer usage is still rapidly emerging. Standards and experts have not been established in this industry because of the recent advancements seen with mobile technologies. Because of how new the technology is additional research and discussions will need to occur with my Professional and Academic Advisors to finalize the learning activities. Initial thoughts include completing my own research on this topic, attending industry seminars/conferences or using the output from AP-520 to help facilitate the learning activities for this competence.</p> <p>► Initial Literature:</p> <ul style="list-style-type: none"> • Past, present and future of mobile payments research: A literature review. <i>Electronic Commerce Research & Applications</i> 7.2 (2008). Agnieszka Zmijewska, et al. • The Digital Money Decade." <i>Journal of Internet Banking & Commerce</i> 12.1 (2007). Birch, David G. W • Generation Net and the Cell Phone." <i>American Communication Journal</i> (2009). Cooper, Carol. • Wireless Local Communities in Mobile Commerce. In D. Taniar (Ed.), <i>Mobile Computing Concepts, Methodologies, Tools, and Applications</i>, 1780-1787. Monash: IGI Press, 2009. Sun, Jun. |
| <p>(3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i></p> | <p>► EVIDENCE: Outcome will be demonstrated in TWO parts: (a) paper describing and analyzing the U.S. wireless infrastructure issues and how it may slow the progression or adoption rates of mobile applications (specifically focusing on a retail setting) —including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such.</p> |
| <p>(4) Assessor <i>(anticipated)</i></p> | |
| <p>(5) Schedule <i>(anticipated)</i></p> | |

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• Professional Competence AP-570 •

Ability to analyze ETHICAL ISSUES involved within the Focus Area.

"can describe and analyze an ethical issue or dilemma (or set of issues/dilemmas) relevant to the focus area—using various philosophical/ethical frameworks—and explain its implications for professional practice."

DESCRIPTION of AP-570 (2 crhrs): This area addresses the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including conflicts). Successful demonstration of competence in this area includes:

- (a) Identification of a significant problem, dilemma, or circumstance in the focus area requiring ethical decision-making;
- (b) Ability to both analyze such using various philosophical/ethical frameworks or constructs and propose an appropriate response/solution.

| PLAN for AP-570 | |
|--|--|
| <p>(1) Competence Statement <i>(competence outcome)</i></p> | <p>► OUTCOME: Can describe and analyze how the data collected from customer mobile phones is a privacy issue and can be viewed as an ethical issue or dilemma relevant to my focus area—including implications for professional practice.</p> |
| <p>(2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i></p> | <p>► Activities: I will participate in an industry conference (New Orleans; January/2012) focusing on mobile and cloud security techniques and ethical issues being faced today. SANS, an information security training organization, has established a line of courses on cloud and mobile security and ethical issues. I will also leverage my PA to network with industry experts within. In addition, I will research relevant literature pertinent to data privacy and ethical frameworks pertinent to such.</p> <p>► Initial Literature:</p> <ul style="list-style-type: none"> • # PRIVACY tweet Book01: Addressing Privacy Concerns in the Day of Social Media. Lori Ruff and Rajesh Setty. • Information Security Theory and Practice: Security and Privacy of Mobile Devices in Wireless Communication: 5th IFIP WG 11.2 International Workshop: Computer Science / Security and Cryptology). Claudio Agostino Ardagna and Jianying Zhou • Security and Privacy in Mobile and Wireless Networking (Emerging Communication and Service Technologies). Stefanos Gritzalis, Tom Karygiannis and Charalabos Skianis • Mobile and Wireless Network Security and Privacy. S. Kami Makki, Peter Reiher, Kia Makki and Niki Pissinou |
| <p>(3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i></p> | <p>► EVIDENCE: Outcome will be demonstrated in TWO parts: (a) paper describing and analyzing ethical issues and concerns as it relates to collection customer mobile data (using various philosophical/ethical frameworks)—including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such.</p> |
| <p>(4) Assessor <i>(anticipated)</i></p> | |
| <p>(5) Schedule <i>(anticipated)</i></p> | |

Name:

DePaul #

Cluster #:

Date:

• Professional Competence AP-574 •

Ability to engage REFLECTION ON/IN PRACTICE in the Focus Area

“can describe and analyze an approach to reflection and apply such to a particular personal situation involving one’s professional practice in the focus area.”

DESCRIPTION of AP-574 (2 crhrs): This area addresses the interplay between and among thinking, doing and reflecting in the often-ambiguous and complex contexts of daily practice. Whereas action provides for the practice of ideas, reflection allows for the creation of new ways of mentally organizing ideas in order to find additional possibilities (e.g., new ideas, new perspectives, new choices, new understanding of continuing choices, etc.) to inform future action. Successful demonstration of competence in this area includes:

- (a) Identification of a particular approach to reflection (e.g., experiential learning, transformative learning, emancipatory learning, mindfulness, meditation, contemplation, journaling, after action review, etc.); and,
- (b) Ability to analyze one’s own experience through said reflective approach.

| PLAN for AP-574 | |
|--|---|
| <p>(1) Competence Statement <i>(competence outcome)</i></p> | <p>► OUTCOME: Can describe and analyze <i>journaling</i> as a method to collect and learn from previous experiences.</p> |
| <p>(2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i></p> | <p>► Activities: I will investigate literature/scholarship pertaining to journaling—as a method of reflection. Thereafter, I will use journaling as a method to record experiences and reflect on key learnings (about experiences and about journaling itself) and incorporate these learnings into my studies as it relates to mobile usability. For a 10 week period, I will change my lifestyle to incorporate mobile applications in everything I do. This will include sending emails and scheduling meetings to paying bills to finding directions to researching work and school assignments to even paying for purchases. I will use a journal to track my experiences and learnings and use these insights to help guide future mobile applications and usability.</p> <p>► Initial Literature:</p> <ul style="list-style-type: none"> • Life-Study: Experiencing Creative Lives By the Intensive Journal Method by Ira Progoff. • At a Journal Workshop: Writing to Access the Power of the Unconscious and Evoke Creative Ability by Ira Progoff • The Dynamics of Hope: Perspectives of Process in Anxiety and Creativity, Imagery and Dreams by Ira Progoff • Journal to the Self: Twenty-Two Paths to Personal Growth - Open the Door to Self-Understanding by Writing, Reading, and Creating a Journal of Your Life by Kathleen Adams • Journalution: Journaling to Awaken Your Inner Voice, Heal Your Life and Manifest Your Dreams by Sandy Grason |
| <p>(3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i></p> | <p>► EVIDENCE: Outcome will be demonstrated in THREE parts: (a) a research paper describing and analyzing using journaling as a method of reflection; (b) a journal of my own experience applying this method to my own professional practice; and, (c) a bibliography (APA citation format) of resources explored pertaining to such.</p> |
| <p>(4) Assessor <i>(anticipated)</i></p> | |
| <p>(5) Schedule</p> | - |

| | |
|----------------------|--|
| <i>(anticipated)</i> | |
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Name: _____ DePaul #: _____ Cluster #: _____ Date: _____

**• Professional Competence AP-585•
(Supplemental Competence I)**

DESCRIPTION of AP-585 (2 crhrs):

| PLAN for AP-585 | |
|--|--|
| (1) Competence Statement <i>(competence outcome)</i> | <p>► OUTCOME: Can describe and analyze <i>agile</i> practices in management of projects.</p> |
| (2) Learning ACTIVITIES <i>(means to accomplish competence outcome)</i> | <p>► Activities: I will attend and complete a 3 day certification course focusing on developing complex software solutions that leverage agile practices, apply the agile framework to meet specific operational needs, focus on continuous improvement through learning in the workplace and incrementally change the culture of the wider business to benefit from agile methods. In addition, I will augment my investigation by independent research into pertinent literature/scholarship in the field)</p> <p>► Initial Literature:</p> <ul style="list-style-type: none"> • Agile Project Management: Creating Innovative Products_ James A. Highsmith. • Project Management the Agile Way: Making It Work in the Enterprise. John C. Goodpasture. • Agile Project Management: Creating Innovative Products. Jim Highsmith. • Making Sense of Agile Project Management: Balancing Control and Agility. Charles G. Cobb. |
| (3) Learning PRODUCT(s) <i>(evidence demonstrating competence outcome)</i> | <p>► EVIDENCE: Outcome will be demonstrated in TWO parts: (a) a research paper describing and analyzing agile practices throughout an organization—including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such.</p> |
| (4) Assessor <i>(anticipated)</i> | |
| (5) Schedule <i>(anticipated)</i> | |

► **PART VI: Plans for Culmination**

Directions: In Part VI, the student is to identify which of the two Culmination Options he/she is currently considering and, regarding such, with what possible focus per option chosen. To be sure, Part VI's plans are held as *tentative—pending further evolution and refinement as study in the Focus Area progresses*. As possible, the student is encouraged to identify his/her Culmination Option as early as possible in order to integrate all aspects of the Program together and, most directly, use the earlier parts of the program to build toward the latter. (For a fuller description of Culmination Options, see *Guidebook Section F*.)

At this point, I'm leaning toward...(Please check one and elaborate.)

_____ Option A—Four Supplemental Competencies(2 crhrs each)
[AP-586, AP-587, AP-588, AP-589]

XXXX Option B—Integrating Project Proposal & Final Product(8 crhrs)
[AP-591 (2 crhrs) & AP-592 (6 crhrs)]

The topic/area I am currently considering (subject to change and, of course, official proposal and approval) for exploration via an Integrating Project is: *explaining how mobile technologies will transform the consumer shopping experience while changing roles and responsibilities of a traditional retailer*

I will write an case study which will explore the different applications that retailers currently use or soon plan to implement that build upon the popularity of the smartphone to bolster their businesses. The case study will focus on key trends in mobile technologies, the challenges retailers face in using this technology, and how mobile technologies will transform the consumer experience while changing the roles and responsibilities of a retail organization. The purpose of this paper is to explore the different applications that retailers currently use or soon plan to implement that builds upon the popularity of the smartphone to change how consumers interact with them. The applications are limitless and include areas where creativity will win the day and entice retail customers to choose their retail establishment, reward and encourage customer loyalty, and reach out to new customers through social media and convenience in ways that were completely unimaginable a few years ago. This subject is at the cutting edge of marketing and retail efforts and, similar to the earliest days of e-commerce and online sales, industry experts are stating the mobile market will change directions several times before it settles on a comfortable path. The exploration of this new horizon of retail development should provide an intriguing look into the latest trends and consumer interests. This paper will also address how organizational roles and responsibilities will be changing to meet this challenge. The paper will explore how traditional marketing functions, store operations and technology organizations which have primarily focused on manual and paper processes will need to evolve their skills and processes and adapt to future technologies surrounding digital media. My project will also include a detailed presentation which will align mobile technology solutions with business objectives. The strategy document will focus on current trends about how retailers are and will be using mobile technologies to change the consumer shopping experience.

Note: I am planning on working on my integrated project and proposal during Winter and Spring of 2013.

► PART VII: Professional Advisor & Working Relationship

A. Rationale/criteria for nominating specific PA:

↳What led you to nominate the particular PA you nominated? (e.g., qualities? commitments? education? field of practice? position in field? etc.)

My goal is obtain a Master's degree with a focus area in facilitating transactions in a secure healthcare transaction. Today's CIOs are challenged to drive product innovation and business value through automation. The technology industry is becoming more competitive than ever. Technology groups are under pressure to deliver more business value at less cost. A business background is an especially important asset to a CIO, who needs to understand what drives the core business and have the ability to make short- and long-term technology decisions. The ability to articulate and rally a team behind a common technology vision is critical.

I would like to nominate Timothy XXXXX as my Professional Advisor. Timothy has 20+ years' experience in technology, leadership training and business leadership functions. He has held leadership, consulting, and teaching roles within several industries. He is currently a CIO for a biomedical organization. He has an MBA from XXXXX University.

I am excited to have Timothy as my Professional Advisor because of his IT knowledge, academic training, as well as his professional network. He will be able to ensure the core competencies are appropriately determined and met while helping me expand my leadership skills.

B. What I bring to the "Student—PA" relationship:

↳What do you believe you bring to the "working/learning relationship" with your Professional Advisor?

I have a strong expertise and experience in technology, determining technical solutions, and leading business transformational activities in general. I have worked in the retail, financial services, and insurance industries. I am driven student and professional who is looking to learn from the best in the industry. I will bring to the relationship my passion for my focus area as well as professionalism and energy towards my education success. In addition to my personal and professional characteristics, I will bring my research on mobile technologies and how to apply them to an organization setting to the relationship. I will be able to learn from my professional advisor while introducing research back to him an emerging technology and customer adoption rate.

C. What I hope to build into the "Student—PA" relationship:

↳Describe the "working/learning relationship" you hope to build with your Professional Advisor.

I hope to build a relationship that consists of trust, passion and a long term networking opportunity. I will work to earn the respect of my professional advisor by consistently delivering on deliverables and holding true to my commitments. I will product quality work and ensure my passion is reflected throughout my deliverables.

D. Initial Plan for "Interaction Process" between Student & PA:

↳Describe the interaction process that you and your PA have agreed upon (frequency of contact, method of contact, etc.).

My Professional Advisor and I will use the traditional communication methods throughout the program. We will leverage email for monthly update, face/face or telephone meetings

quarterly to check progress against program and video conference for specific discussions around core skills such as security and privacy.