MBA I603 - Competing through Digital Transformation & Analytics
Fall 2023 Course Outline

Information Systems & Operations Management Areas
DeGroote School of Business - McMaster University

COURSE OBJECTIVE

This course will introduce students to the fundamental concepts of digital information systems and the transformative role they play in today's business environment. Students will also be exposed to the fundamental analytics techniques to make effective business decisions. The course will leverage tools like Microsoft Excel, R, and RStudio to provide an application-oriented introduction to different aspects of analytics including data cleaning, data transformation, data analysis, data visualization and modeling. This is applied in addressing managerial problems from different functional areas. Through case analyses, assignments, class discussions, and hands on exercises, students will be exposed to diverse opportunities to apply and integrate theories from the information systems and operations management disciplines.

INSTRUCTOR AND CONTACT INFORMATION

Nour El Shamy	Dr. Srikanth Balasubramanian
Instructor, PhD Candidate, & MDTRC Manager	Instructor
elshamyn@mcmaster.ca	balass13@mcmaster.ca
Office: RJC 435	Office: RJC 227
Office Hours: By Appointment	**Office Hours: By Appointment**
DSB in	https://www.linkedin.com/in/srikabala/

Part I TAs		Part II TAs	
Aakash N Bhangale	bhangaa@mcmaster.ca	TBD	
Pritika Bhatt	bhattp26@mcmaster.ca		
Komal Mesvani	mesvanik@mcmaster.ca	TBD	
Shubham Katiyar	katiyars@mcmaster.ca		
Office Hours: TBA		**Office Hours: TBA**	

Course Tools: Avenue / Teams (h1kdt1q) / Top Hat / Course Pack

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	Yes	Guest speaker(s):	No

Activity	Delivery	Description	Tool(s)
Classes	Synchronous	In-person classes by the instructors	Exceptionally on Teams* & TopHat
Readings	Asynchronous	Tied to weekly discussion topics	Avenue & Course Pack & Top Hat
Group Work	Both	Student collaboration to work on assignments	Teams & Top Hat
Office Hours	Synchronous	As announced in Avenue to Learn or by appointment	In Person & Teams

Online participation will not contribute to your participation grade unless authorized by Shamy!

COURSE DESCRIPTION

This course is taught primarily through the case-method but also includes readings, lectures, videos, workshops, and simulation games. The first part of this course will expose students to the strategic and transformative role that digital technologies and information systems can play in creating and sustaining a competitive advantage for organizations. To that end, the fundamental concepts of information systems and how they transform and support management and operations in the modern business environment will be examined. Topics will include strategic applications and value of information systems; digital transformation; business intelligence; information technologies in support of decision making; and information systems development/acquisition methodologies. Students will be introduced through a hands-on approach to the basics of spreadsheet analytics and understand how proper model building can support and augment decision-making. The second part of the course will focus on how to use MS-Excel, R and RStudio to perform basic data analysis, and implement simple predictive modeling techniques. The course would help understand some core concepts of data analysis that are easily transferrable to other languages like Python. The students will learn how to handle different types of data such as numerical, categorical, text and time series data and would understand how to implement as well as evaluate predictive models in a business context using mini cases. The focus would be primarily on theory, implementation, interpretation, and application of predictive models and less on the mathematics behind the algorithms that drive these models. All sessions will be hands-on, and begin with the basics, therefore the students don't need to have any prior knowledge of R or data analysis to complete this course successfully.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- ➢ Describe the basic concepts, terminology, and principles of digital information systems and recognize their importance to the success of any organization.
- ➢ Describe the potential capabilities, use, and transformative effect of different types of digital information systems within an organization and across industries.
- ➢ Demonstrate proficiency in using spreadsheets (Excel) to support managerial decision-making.
- ➢ Identify the major methodologies/challenges involved in acquiring and using information systems.
- ➢ Assume the role of the decision maker in various managerial situations related to information systems in a variety of industries, through the case method and simulations.
- ➢ Demonstrate proficiency is using MS-Excel, R, and RStudio for basic data analysis tasks.
- ➢ Navigate the interface of RStudio, import and preprocess data, perform basic transformations, and generate visualizations.
- ➢ Learn how to deal with numerical, categorical, text and time series data in the context of predictive models.
- ➢ Build simple predictive models, interpret the results, and evaluate the model performance using relevant metrics
- ➢ Learn to map the right predictive algorithms to appropriate business situations.

REQUIRED COURSE MATERIALS, READINGS, AND TOOLS

Avenue to Learn: for official course announcements, lecture notes, course content, readings, and videos	
• https://avenue.cllmcmaster.ca/d2l/home/499773	$ 0
Microsoft Teams: for access to lecture content, meetings, and office hours	
• MS Teams Link (Join Code: h1kdt1q)	$ 0
Top Hat: for synchronous & asynchronous participation and quizzes	
• Links (only join yours) – Cohort 1, Cohort 2, Cohort 3, Cohort 4	$ 0
Weeks 1 – 5 (Shamy) **Online Custom Course Pack (Cases)** I603 Harvard Business Publishing Course Pack: • Part 1: https://hbsp.harvard.edu/import/1096698 • Part 2: https://hbsp.harvard.edu/import/1096710	 P1: $ 17.00 P2: $ 19.25
Weeks 6 – 10 (Srikanth)	
E-Materials: R for Data Science (2e) (hadley.nz)	$ 0

EVALUATION

Learning in this course results primarily from in-class discussion and participation of business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, from hands-on technical training, and from researching your presentations, cases, assignments, simulation decisions. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

Shamy	**Assignment 1 (week 4)**	Excel (individual)	15%
Shamy	**Case Presentation (week 5)**	Team Case Presentation (group)	25%
Shamy	**Participation (weeks 1 – 5)**	In-class Contribution (individual)	10%
Srikanth	**Quiz (week 8)**	Excel / R (individual)	25%
Srikanth	**Final Exam (exam week)**	Excel / R (individual)	25%
Total			**100%**

NOTES:
- Any requests for a re-read of the assignments or examinations should be made within two weeks of the date of distribution of the marks.
- The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

    http://www.mcmaster.ca/policy/Students-AcademicStudies/GradExamsPolicy.pdf

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Course Deliverables

Shamy's Evaluation Components:

Assignment #1 – Excel (Individual)

This individual assignment is worth **15%** of your final grade. Through this assignment you will demonstrate your proficiency in the advanced Excel functions discussed class, that will build on the fundamental Excel skills you acquired during foundations week and in I603 Excel workshops. You will be required to answer a series of questions involving decisions to be made based on analyzing data in Excel spreadsheets. This assignment assumes that students are familiar with basic Excel functionality. The necessary background involving advanced Excel function will be covered in class, including demos and hands-on exercises. Designated course TAs will also be available to answer assignment related questions during specified office hours which will be posted on Avenue to Learn.

This assignment must be handed in electronically through the course website by the due date and time. **The penalty for overdue assignments is 20% of the total assignment mark <u>per day</u>.**

Team Case Presentation (week 5)

This team assignment is worth **25%** of your final grade. There are two midterm cases. Each team will conduct an analysis and present their recommendations for only one of the two cases, but all teams must also attend their peers' presentations of the other case and participate as audience members.

The two cases are available in the course pack. The process for selecting a case will be announced in the first class. The assignment of groups to cases will be posted to the course website the following week. **Students should start analyzing their case and prepare for the presentation as soon as they are assigned a case, during the second week**. Shamy will be available to coach teams on how to prepare for and deliver their presentations and will be available for office hours by appointments. Additionally, presentation samples are also posted on Avenue to Learn[1].

---

[1] Please note that these samples are very good to excellent but not perfect. Please also note that your case presentation may be used as a sample for students in future deliveries of this course (after removing any identifying information of the authors). If you object to this, simply let Shamy know and I will make sure it is not shared.

Case presentations must be uploaded electronically to Avenue <u>24 hours before</u> the beginning of the class on the day the case is being presented.

Presentations will take place during the fifth week classes, one class for each case. **Each group member must present!** Groups will compete for best and runner-up best presentations for each case, with bonus grades assigned to the winners. The order of presentations by groups will be random. Students **must attend both classes**, otherwise they risk a **significant penalty** to their participation grade. Time management is important as group presentations will be **limited to 15 minutes**, with a hard cut off enforced by Shamy. Judges will provide a 3-minute then a 1-minute warning prior to the end of the presentation time. This will be followed by a 10-minute Q&A period to allow students & judges to ask questions. PowerPoint presentations are expected. Students are expected to make effective use of materials discussed in L611 and I603. Students are also encouraged to make effective use of resources available from the library, web, or specialized relevant references (e.g., industry reports). Presentations will be recorded to allow for fair, detailed, and consistent feedback across cohorts.

After all presentations, Shamy & the judges will take a few minutes at the end of the class to discuss how the different groups performed, then will announce the best and runner-up best group presentations for each case! Bonus grades will be assigned to the winners. After grading all presentations, Shamy will announce the **"Best of the Best"** award for each case across the four cohorts, which also comes with bonus grades. This award is not just reserved for winners during class.

The grade of the team presentation will be based on how professional the presentation is, how comprehensive the analysis and recommendation are, group dynamics, and how well the Q&A period was handled by the team. The evaluation form will be posted on Avenue during the first week. Additionally, case presentations samples are also posted on Avenue.

Participation (On a regular basis: weeks 1 – 5)
Participation in Shamy's portion of the course takes place both synchronously (during classes) and asynchronously (between classes on Avenue, Teams, Top Hat, Simulations).

Students are encouraged to engage actively in class discussions related to the material being presented by Shamy or the cases being presented by student teams. Shamy and TAs will feel free to cold call on anyone at any time. Hence, it is very important that you prepare for each and every class and case discussion. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. Opportunities for in-class participation include taking part in discussions during the lecture and case discussions in class by: asking questions; responding to questions; through TopHat; posed by the instructors or other students; and making relevant comments on material covered.

During class, name cards and class pictures are used to help give credit for your participation. You must have a name card with your full first and last name clearly written and **displayed in front of you for every class**. If you have to attend virtually for a legitimate reason, you should indicate that to the instructors to get a written approval by email. In that case, you have the option of participating virtually and earning grades upon approval. If you have to entirely miss a class for a legitimate reason, you

should indicate that to the instructors to get a written approval by email. If approved, you will not be penalized for lack of participation during that class.

Quality of participation is considered over quantity. Hogging airtime is <u>not</u> appreciated.

Synchronous participation marks will be based on both the <u>quantity</u> and <u>quality</u> of your in-class contributions, **with a heavier emphasis on quality**. Mere attendance in class without participation does not earn you any participation marks. **Over-participation also prevents other students from having a chance to participate and is not appreciated**. Shamy will strive to give all students equal contribution chances, but you must show interest in participating by raising your hand and speaking up.

During the term, students should consult Shamy about their level and quality of participation. Contact Shamy if you are concerned that your participation mark will be low. There are ways they can help you to participate more effectively. Participation is partly subjective, and the final grade will be determined entirely at the discretion of Shamy.

Top Hat

We will be partly* using the Top Hat for class participation. You have to be ready to use **Top Hat** throughout each class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide https://bit.ly/31TGMlw. There is no additional cost for Top Hat!

If you already have a Top Hat account, go to the appropriate link depending on your cohort to be taken directly to our course. Only join the appropriate one. Cohort 1, Cohort 2, Cohort 3, Cohort 4

If you are new to Top Hat, follow the link in the email invitation you received or...
- Go to https://app.tophat.com/register/student

*The grade reflected on Top Hat or Avenue during the term is <u>NOT</u> your participation grade in the course.

Srikanth Evaluation Components:

Quiz: 25% (Part II)

This quiz must be completed individually and would involve answering multiple choice questions based on mini cases in data cleaning, data manipulation and visualization. The quiz would be due by end of Week 8. This quiz must be handed in electronically through the course website or Microsoft Teams by the due date and time.

The penalty for overdue assignments would be 20% of the quiz points for the each of the first 4 days of delay. No points would be awarded for submissions made later than 4 days from the submission date.

Final Exam: 25% (Part II)

There would be a final exam on the Analytics component of this course. All topics discussed between week 6 and week 10 can be examined. It would be a computer-based exam and would be held during the final exam week.

A NOTE ON GROUP WORK & PEER REVIEW

A significant component of the evaluation of this class will be based on teamwork. To achieve the full benefits expected from working in a group and to be fair to fellow team members, all members are expected to contribute equally to teamwork and to be **fully involved in all aspects of their team presentation**. Dividing and assigning presentation segments to different group members is not penalized, but **all group members must be able to answer questions about their entire presentation, not just their assigned segment**. One negative aspect of working in teams is that conflict may arise among team members. Such conflict could negatively impact the progress of the team towards achieving its objectives. Hence, every effort should be made, by all team members to be reasonable and to avoid conflicts. Any team issues should be brought to the attention of Shamy as early as possible.

The purpose of the peer review adjustment is to offer an opportunity for team members to provide an accurate reflection of each students' contribution to group work. Past experiences with group work has shown that most issues arise because: **a)** individuals do not respect the group process, and **b)** there is lack of proper communication among group members.

The first group meeting should happen during the first week so that the parameters are set right away (e.g., when the group will meet, what collaborative tools they will use, what are the expected standards of work, when are the milestones, when are the internal deadlines, and how will preliminary assignment of individual tasks be determined). Feel free to refer to the case analysis material that was covered during Foundations. Your first steps should be filling the group charter/agreement and the development of an online group calendar that can block off individual commitments and highlight dates and times that are free for all group members so that coordination of meetings is seamless. The worst thing you can do is surprise your group with a long-standing commitment at the last minute. This is what typically starts group work off on the wrong foot.

To assist you in coming to terms with group members who may not be performing up to standards, you are encouraged to complete an interim draft version of the peer evaluation form by the third week and use it to guide discussion within your team. This is for your own development and does NOT need to be submitted to Shamy. Everyone on the team deserves feedback and it is important that you provide it early and definitely prior to the fourth week. Shamy will only require a final peer review adjustment form to be signed and submitted within one week of the deadline of group work.

If problems persist during the term, it is imperative that they are raised and <u>documented</u> to Shamy and the MBA program as early as possible. A certain level of group disharmony is typically present in every group project. Your ability to manage through conflict and leverage the talents of each individual will suit you well. As you know, this important skill will also serve you in your workplace

environment outside of the MBA program where collaborative group work is ever present. Ultimately, if the group is unable to manage a performance issue, it should be brought to the attention of Shamy as early as possible during the term.

The peer review adjustment may reduce the final mark of a group assignment for a particular student. Shamy may choose NOT to apply an adjustment or may choose to assign a penalty that is only a fraction of what his/her peers recommended. **The adjustment is entirely at the discretion of Shamy**.

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

http://mbastudent.degroote.mcmaster.ca/contact/anonymous/

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.
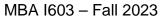
Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

Students may use generative AI for editing, translating, brainstorming, researching, and revising their qualitative work throughout the course **so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus.** Use of generative AI outside the stated use (e.g., to generate functions, code) or without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

AUTHENTICITY/PLAGIARISM DETECTION

This course will use web-based services (e.g., Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

This course will use on-line elements [e.g. e-mail, MS Teams, Avenue (A2L), Top Hat, Harvard Course Pack, web pages]. Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These

expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. Avenue, MS Teams), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online McMaster Student Absence Form (MSAF) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the Petition for Missed Term Work and the MBA Student McMaster University Student Health Certificate, can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power

outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by submitting an Application for Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam.

The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

Students who are leveraging accommodation for tests and exams are supported by the SEAO. These exams are written at the Ron Joyce Centre and do not take place in the Tim Nolan Testing Centre. Correspondence for accommodations is managed via the DSBSAS@mcmaster.ca email address. Students must communicate their intent to leverage accommodations on a test or exam a minimum of 10 business days prior to the assessment.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to the SEAO *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. **Students should be aware that their voice and/or image may be recorded by others during the class.** Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA I603 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

WEEK	DATE	ASSIGNMENT
1 **Shamy**	Mon. Sep. 25 Tue. Sep. 26	Discuss: Course, outline, schedule, courseware, tools Discuss: Selecting a case for the team presentation competition Lecture: IS Overview, IS & Strategy
		Assignment Released: Team Case Presentation Competition *Assignment: Reading - Supply Chain Management at Walmart*
	Thu. Sep. 28 Fri. Sep. 29	Lecture: IS Overview, IS & Strategy Continued **Case Discussion: Supply Chain Management at Walmart**
		Assignment: Reading - Williams Coffee Pub *Assignment: Have Excel Installed & Active, Prepare Laptop & Charger*
2 **Shamy**	Mon. Oct. 2 Tue. Oct. 3	Workshop: Excel for Decision Making **Case Discussion: Williams Coffee Pub**
		Assignment I Released: Excel (individual) – Due Oct. 21
	Thu. Oct. 5 Fri. Oct. 6	Workshop: Excel for Decision Making Cont'd **Case Discussion: Williams Coffee Pub.**
3 **Shamy**	*Mon. Oct. 9 Thx Giving** **Make-up classes TBA* Tue. Oct. 10	Workshop: Excel for Decision Making Cont'd **Case Discussion: Williams Coffee Pub.** *Assignment: Reading - Surviving SAP Implementation*
	Thu. Oct. 12 Fri. Oct. 13	Lecture: Enterprise Systems **Case Discussion: Surviving SAP Implementation**
		Assignment: Reading & Videos - Sim Case: Data-Driven Mgt
4 **Shamy**	Mon. Oct. 16 Tue. Oct. 17	Lecture: Business Intelligence **Data Analytics Simulation: Strategic Decision Making**
		Assignment: Reading - Uber
	Thu. Oct. 19 Fri. Oct. 20	Lecture: Digital Transformation **Case Discussion: Uber**
	Sat. Oct. 21 11:59 PM EST	**Due: Assignment I – Excel (individual) (15%)**
5 **Shamy**	**Mon. Oct. 23** **Tue. Oct. 24**	**Favarr Case Presentation Competition (25%)**
	Thu. Oct. 26 **Fri. Oct. 27**	**OpenAI Case Presentation Competition (25%)**

		Part II: Competing through Analytics
6 Srikanth	Mon. Nov.13 Tue. Nov.14	o Introduction to Business Analytics
	Thu. Nov.16 Fri. Nov.17	o Basic Data Analysis using R
7 Srikanth	Mon. Nov.20 Tue. Nov.21	o Dealing with Categorical Data
	Thu. Nov.23 Fri. Nov.24	o Data Visualization
8 Srikanth	Sat. Nov.25	o **Due: Quiz (25%)**
	Mon. Nov.27 Tue. Nov.28	o Handling text data
	Thu. Nov.30 Fri. Dec.01	o Working with time series data
9 Srikanth	Mon. Dec.04 Tue. Dec.05	o Linear Models
	Thu. Dec.07 Fri. Dec.08	o Decision Trees
10 Srikanth	Mon. Dec.11 Tue. Dec.12	o Evaluating model performance
	Thu. Dec.14 Fri. Dec.15	o K-means clustering
Exam Week	TBD	o **Final Exam (25%)**

MBA I603 – OPTIONAL CONFIDENTIAL PEER EVALUATION FORM
You only need to fill this if members of your team have not equally contributed to the group work!
Please <u>submit to Avenue</u> by 11:59 pm EST Friday, Nov. 3rd, 2023

INSTRUCTIONS:

1. Please assign each person in your group an amount of money which **represents everyone's contribution to the presentation and written case analyses**.

2. Your total budget to distribute among the people in your group is $1,000 x (the number of people in your group). For example, if there are five people in your group, then pretend that you have $1,000 x 5 = $5,000 to pay to the group.

3. **If everyone contributed equally**, then pay each person $1,000, and **there is no need to submit this form**.

4. Adjust the fee according to your honest personal assessment of the value of each person's contribution including yours. In our example, the fee could be as low as $0 or as high as $5,000.

5. Your evaluation is to be done by you **with no consultation with others in your group or from other groups**.

6. In most cases, these evaluations will be valuable input to your professor in allocating marks for your group assignments. However, your professor might not use the evaluations under some circumstances.

7. **TREAT THIS EVALUATION VERY SERIOUSLY**.

8. MAKE SURE THAT THE FEES PAID ADD TO $1,000 x GROUP SIZE.

YOUR NAME: _____ COHORT: _____ GROUP # & NAME: _____

CASE:_____

Name	Fee	Any comments or explanation