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Weekly challenge 1

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1. Organizing available information and revealing gaps and opportunities are part of what process?

1 / 1 point

- ☐ Applying the SMART methodology
- ☐ Identifying connections between two or more things
- ☐ Categorizing things
- ☒ Using structured thinking

✔ **Correct**

Organizing available information and revealing gaps and opportunities are part of structured thinking.

2. While creating data visualizations for a slideshow, a data analyst considers, "What would help a stakeholder understand this data better?" The analyst is in the analyze step of the data analysis process.

1 / 1 point

- ☐ True
- ☒ False

✔ **Correct**

The analyst is in the share phase of the data analysis process.

3. A garden center wants to attract more customers. A data analyst in the marketing department suggests advertising in popular landscaping magazines. This is an example of what practice?

1 / 1 point

- ☒ Reaching your target audience
- ☐ Developing a data analytics case study
- ☐ Monitoring social media feedback
- ☐ Collecting customer information

✔ **Correct**

This is an example of reaching your target audience. In this scenario, people who read landscaping magazines are the target audience because they're likely to be interested in shopping at the garden center.

4. A data analyst is working for a local power company. Recently, many new apartments have been built in the community, so the company wants to determine how much electricity it needs to produce for the new residents in the future. A data analyst uses data to help the company make a more informed forecast. This is an example of which problem type?

1 / 1 point

- ☒ Making predictions
- ☐ Identifying themes
- ☐ Discovering connections
- ☐ Spotting something unusual

✔ **Correct**

This is an example of making predictions. Making predictions deals with making informed decisions about how things may be in the future.

5. Categorizing things involves assigning items to categories. Identifying themes takes those categories a step further, grouping them into broader themes or classifications.

1 / 1 point

- ☒ True
- ☐ False

✔ **Correct**

Categorizing things involves assigning items to categories. Identifying themes takes those categories a step further, grouping them into broader themes or classifications.

6. Which of the following examples are closed-ended questions? Select all that apply.

1 / 1 point

- ☒ Is math your favorite subject?

 **Correct**

Closed-ended questions don't encourage people to elaborate and share valuable details.

☒ How old are you?

 **Correct**

Closed-ended questions don't encourage people to elaborate and share valuable details.

☐ What are your thoughts about math?

☒ What grade did you get on the math test?

 **Correct**

Closed-ended questions don't encourage people to elaborate and share valuable details.

7. The question, "Why don't our employees complete their timesheets each Friday by noon?" is not action-oriented. Which of the following questions are action-oriented and more likely to lead to change? Select all that apply.

1 / 1 point

☒ What functionalities would make our timesheet web page more user-friendly?

 **Correct**

These questions are action-oriented. That means they're more likely to result in specific answers that can be acted on to lead to change.

☐ Why don't employees prioritize filling out their timesheets by noon on Fridays?

☒ How could we simplify the time-keeping process for our employees?

 **Correct**

These questions are action-oriented. That means they're more likely to result in specific answers that can be acted on to lead to change.

☒ What features could we add to our calendar app as a weekly timesheet reminder to employees?

 **Correct**

These questions are action-oriented. That means they're more likely to result in specific answers that can be acted on to lead to change.

8. Questions that make assumptions often involve concepts that are formed without evidence. An example of this is an idea that is accepted as true without proof.

1 / 1 point

☒ True

☐ False

 **Correct**

Questions that make assumptions often involve concepts that are formed without evidence. For example, an idea that is accepted as true without proof.