**MSDS 480: Business Leadership and Communication Syllabus**       **Summer 2018**

## Contact Information

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Office Hours: By appointment only

## Course Description

The purpose of this course is to introduce the fundamental leadership theory and associated behaviors that enable students to excel in their analytics careers and to apply these behaviors to personal and professional success. The course builds from the basic premise that leadership is learned. It examines the theory and practice of leadership at the individual and organizational levels, and specifically how to drive effective change management in enterprises at various stages in an enterprise analytics transformation process. Students will be introduced to three weeks of analytics-specific project management, where they will design an analytics project plan using an agile approach incorporating CRISP-DM methodology, and execute that plan in a simulated business setting. Leadership challenges unique to analytics departments in various company sizes will be addressed through the use of case studies and theory-based assignments. The course will focus on developing effective communication strategies and presentations that resonate across business and technical teams.

## Texts

Larson, E. W., & Gray, C. F. (18 Oct 2013). *Project management: The managerial process with MS Project* (6th ed.). McGraw-Hill Higher Education. [ISBN-13: 978-1259186400]

Eckerson, Wayne (2012). Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC. [ISBN 10: 1935504347] **Please note that this text is non-refundable once purchased

You can get discounted versions directly from the publisher here:

https://technicspub.com/sample-page/uncategorized/secrets-of-analytical-leaders-print-version/

https://technicspub.com/sample-page/uncategorized/secrets-of-analytical-leaders-pdf-instant-download/

HBR's 10 Must Reads: Leadership

Northouse, P.G. (2018). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage. [ISBN 9781506362311]

CRISP-DM Documentation
ftp://public.dhe.ibm.com/software/analytics/spss/documentation/modeler/14.2/en/CRISP_DM.pdf
https://exde.files.wordpress.com/2009/03/crisp_visualguide.pdf

## Supplemental (Optional) Texts

Agile by Design: An Implementation Guide to Analytic Lifecycle Management Author: Rachel Alt-Simmons ISBN: 9781118905661 Publisher: Wiley

HBR's 10 Must Reads:  Change Management and HBR's 20 Minute Manager:  Presentations

## Software

Excel may be useful for the team-based project.  A series of optional MS Project tutorials will be available on the Canvas site for those interested.

## Prerequisites

None.

## Learning Goals

The goals of this course are to:

- Identify and distinguish between the primary project management methodologies (Waterfall, Agile)
- Understand the steps in project planning: Defining the project, estimating time and costs, developing a schedule, risk management, project activities, performance measures, resourcing, effective project management techniques.
- Develop an analytics plan according to an agile version of the CRISP-DM approach, and execute this plan in a simulated business setting.
- Review applied project insights from seven top analytics leaders that shape a concise methodology about how to implement a successful analytics program. Identify your personal philosophy and style and expand this for interpersonal influence to drive analytic initiatives in your organization.
- Analyze different forms of value (economic, meaning, and social) and the role value, experience, and research play in effective leadership.
- Identify the theoretical foundations for successful leadership and their application in driving enterprise evolution along the analytics adoption curve.
- Compare and contrast the major leadership theories and discuss the key points and application methods of each theory in the workplace.
- Discuss the context and outcome of applied leadership in specific analytic situations.
- Identify principles by which successful analytic leaders operate.
- Identify and implement high impact analytical presentation strategies.

## Evaluation

The student's final grade will be based on participation, a series of three position papers, a team-based project, and leadership assessments.

- Three two-page position papers on the value of analytics, big data and a topic of your choice (150 points per paper): 450 points
- A team-based project to create a roadmap for an enterprise analytics transformation process (opportunity 150 points, team formation 50 points, demonstration project 50 points, transformation roadmap 75 points, final proposal 75 points): 400 points
- Leadership measurement instrument analysis: 150 points
- Active participation in discussion board is required but no points are awarded. Points may be lost for lack of participation.

**Total: 1000 points**

## Grading Scale

A = 93%–100%
A- = 90%–92%
B+ = 87%–89%
B = 83%–86%
B- = 80%–82%
C+ = 77%–79%
C = 73%–76%
C- = 70%–72%
F = 0%–69%

## Discussion Board Etiquette

The purpose of the discussion boards is to allow students to freely exchange ideas. It is imperative to remain respectful of all viewpoints and positions and, when necessary, agree to respectfully disagree. While active and frequent participation is encouraged, cluttering a discussion board with inappropriate, irrelevant, or insignificant material is to be avoided. Frequency is not unimportant, but content and the quality of the message is paramount. Please remember to cite all sources—when relevant—in order to avoid plagiarism.

## Proctored Assessment

There is no proctored assessment requirement in this course.

## Attendance

This course will not meet at a particular time each week. All course goals, session learning objectives, and assessments are supported through classroom elements that can be accessed at any time. To measure class participation (or attendance), your participation in threaded discussion boards is required and paramount to your success in this class. Please note that any scheduled synchronous or "live" meetings are considered supplemental and optional. While your attendance is highly encouraged, it is not required and you will not be graded on your attendance or participation.

## Late Work

Late work will only be accepted in the case in which the student sends a formal request to the instructor (via e-mail) and is given specific permission to submit work after the due date. Work submitted up to 48 hours late will receive a 20% penalty unless permission to submit late was granted. Work submitted after 48 hours of the due date will not be accepted. Exceptions will be made for emergency situations.

## Learning Groups

Learning groups are available and encouraged to be used in this course. More information about learning groups is available via the Canvas course site.

A team-based project is required.

## Academic Integrity at Northwestern

Students are required to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with your instructor or graduate coordinator before the assignment is due and/or examine the University Web site. Academic dishonesty includes, but is not limited to, cheating on an exam, obtaining an unfair advantage, and plagiarism (e.g., using material from readings without citing or copying another student's paper). Failure to maintain academic integrity will result in a grade sanction, possibly as severe as failing and being required to retake the course, and could lead to a suspension or expulsion from the program. Further penalties may apply. For more information, visit
http://www.northwestern.edu/provost/policies/academic-integrity/index.html

Plagiarism is one form of academic dishonesty. Students can familiarize themselves with the definition and examples of plagiarism by visiting <www.northwestern.edu/uacc/plagiar.html>. A myriad of other sources can be found online.

Assignments in this course are required to be submitted through Turnitin, a plagiarism detection and education tool. You can find an explanation of the tool at https://canvas.northwestern.edu/courses/1580/pages/turnitin-in-canvas . In brief, Turnitin compares the submitted assignment to millions of documents in large databases. It then generates a report showing the extent to which text within a paper is similar to pre-existing sources. The user can see how or whether the flagged text is appropriately cited. Turnitin also returns a percentage score, indicating the percentage of the submitted paper that is similar or identical to pre-existing sources. High scores are not necessarily bad, nor do they necessarily indicate plagiarism, since the score does not take into account how or whether material is cited. If a paper consisted of one long quote that was cited appropriately, it would score 100%. This would not be plagiarism, due to the appropriate citation. However, submitting one long quote would probably be a poor paper. Low scores are not necessarily good, nor do they necessarily indicate a lack of plagiarism. If a 50-page paper contained all original material, except for one short quote that was not cited, it might score around 1%. But, not citing a quotation is still plagiarism.

Turnitin includes an option in which the student can submit a paper and see the resultant report before submitting a final copy to the instructor. This ideally will help students better understand and avoid plagiarism.

## Other Processes and Policies

Please refer to your SPS student handbook at http://sps.northwestern.edu/program-areas/graduate/student-handbook.php for additional course and program processes and policies.

# Course Schedule

**Notes**

- This leadership course is designed specifically for MSDS students

- Each asynchronous session begins on Monday and runs through Sunday unless otherwise noted. Optional synchronous sessions are listed below and are scheduled for 7-9pm CT on Wednesdays.

- Readings should be completed before assignments are attempted. ==All assignments are due on Sunday at 11:55 pm CT== (unless otherwise noted) but earlier submissions are encouraged.

- All written (those that don't require a video or media submission) assignments are submitted as <u>PDF files</u>. Note you can save any Word .docx file as a PDF file. To do that select file → save as → save as type → PDF.

- No class on Wednesday, July 4 in observance of Independence Day.

- Changes may occur to the syllabus at the instructor's discretion. When changes are made, students will be notified via an announcement in Canvas.

# Session 1

**Optional Sync Session**

Wednesday, June 27, 7-9p CT
Introductions, Course Design and Learning Experience, Course Project Overview
Session will be recorded and your participation is strongly encouraged.

**Learning Objectives**

After this session, the student will be able to:

- Identify the various Project Management methodologies and frameworks
- Describe the importance of project management in an analytics enterprise
- Explain how projects are strategically selected, sourced, and funded
- Explain the role of project sponsors
- Explain and give examples of how risk is managed in the project proposal phase
- Describe the role of organizational structure and culture in project planning
- Apply an analytics maturity assessment to an enterprise
- Differentiate between analytics leadership roles and the concept of enterprise analytics as implemented in different types of organizations

**Course Content**

**Textbook Reading**

> **Chapters 1-3** Larson, E. W., & Gray, C. F. (18 Oct 2013). *Project management: The managerial process with MS Project* (6th ed.). McGraw-Hill Higher Education. [ISBN-13: 978-1259186400]

> **Chapters 1-3** Eckerson, Wayne (2012). Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC.

**Discussion Board**

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning. This week's discussion topics are:

- Introduction: Introduce yourself to the class. What do you hope to gain from our class discussions and material?
- Discuss the significance of organizational culture in managing projects. Start by defining culture and project management with a couple of sentences each. Then a take a position on: Does an organization need to have a specific type of culture to be successful with project management?

**Assignments**

Getting Started: Begin your search to identify an organization (real or fictional) that you want to nominate for your team-based project. Your team will develop an enterprise transformation plan to take this organization from one level of analytics capability to another (following Davenport's 5-state analytics maturity model). You need to select an organization that you can research extensively and/or have first-hand experience with. It could be the organization where you current work.

This assignment is not graded or posted. Goal is to get started this week and do the full assignment next week. See the document Course Project Overview for more details.

# Session 2

**NO Optional Sync Session**

**Learning Objectives**

After this session, the student will be able to:

- Define an analytic project scope and priorities
- Explain how analytic project priorities are determined
- Demonstrate strategies for estimating time, cost and resources involved in an analytic project
- Describe the steps involved in building an analytic project plan in MS Project, including detailed activities
- Manage risk and put contingency planning in place
- Describe the value of analytics to an organization
- Describe various analytical applications by industry
- Identify keys to analytical success based on an analytical framework approach
- Describe strategies for gaining executive support and momentum for analytics projects

**Course Content**

### Textbook Reading

**Chapters 4-7** Larson, E. W., & Gray, C. F. (18 Oct 2013). *Project management: The managerial process with MS Project* (6th ed.). McGraw-Hill Higher Education. [ISBN-13: 978-1259186400]

**Chapters 4-6** Eckerson, Wayne (2012). Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC.

**Discussion Board**

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning. This week's discussion topics are:

- Discuss best practices for estimating time and costs, and the importance of building slack time into estimates. How can you justify slack time to team members and your clients?

- Post your opportunity assignment and comment on classmates' posts in the Team Project Pitches discussion thread. Find at least one other project you are interested in work on.

**Assignments**

Opportunity:   Working individually or with one classmate, write a 2-page analysis that applies the Maturity Models and Self-Assessment Analytics IQ, in Eckerson's Chapter 3, to the organization you want to nominate for a team-based project. Be sure to draw on published sources (e.g. HBR or Sloan Case Study, an industry technical white paper), describe a hypothetical/fictional enterprise or describe your own workplace. You may make assumptions when facts are not present, but remember to list these assumptions and how they relate to how your model and IQ assessment has been derived. Detail the factors that should be considered and how they map to the analytical and data maturity matrix, the analytical maturity model, and how this translates into an overall analytical IQ score for the enterprise.

Open your paper with a pitch that makes your most compelling argument for why potential team members should want to focus on the organization you selected for the class project. See the document Course Project Overview for more details.

Post your paper for grading and on the discussion board for peer review and comment.

# Session 3

**Optional Sync Session**

Wednesday, July 11, 7-9p CT
Form project teams, discuss first deliverable, Q&A on class in general.
Session will be recorded and your participation is strongly encouraged.

**Learning Objectives**

After this session, the student will be able to:

- Assess conditions in which traditional project management vs agile project management should be used.
- Explain how Agile PM works and in particular, the value of an incremental, iterative development approach to new product development
- Describe the advantages of Agile PM
- Describe the basic methodology used in SCRUM
- Assess the limitations of Agile PM
- Describe CRISP-DM Methodology and its role in Agile PM for analytics projects
- Build an Agile CRISP-DM project framework

**Course Content**

### Textbook Reading

**Chapters 17**  Larson, E. W., & Gray, C. F. (18 Oct 2013). *Project management: The managerial process with MS Project* (6th ed.). McGraw-Hill Higher Education. [ISBN-13: 978-1259186400]

### CRISP-DM Documentation
ftp://public.dhe.ibm.com/software/analytics/spss/documentation/modeler/14.2/en/CRISP_DM.pdf
https://exde.files.wordpress.com/2009/03/crisp_visualguide.pdf

Review as necessary to complete assignment: Eckerson, Wayne (2012).  Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC.

**Discussion Board**

Each session you are required to participate in all discussion board forums.  Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning.  This week's discussion topics are:

- Discuss why an Agile PM approach is often best-suited for enterprise analytics projects
- Is CRISP-DM suited to an Agile PM framework? Why or why not?

**Assignments**

Position Paper One – Value of Analytics: Research out an article on analytical leadership or a case study on applied analytics and put together a 2-page analysis of the article which includes a 1 page summary of the article and a 1 page discussion on how the concepts of the article relate to our discussions and material in Eckerson book (e.g. Chapters 4-6), focusing on the value of analytics, keys to analytic success and the KPI metrics that track progress, and gaining executive sponsorship for efforts.

How will you make use of this on your team-based project?

# Session 4

**NO Optional Sync Session**

**Learning Objectives**

After this session, the student will be able to:

- Discuss the nature of leadership and the differences between management and leadership
- Define *power* as related to leadership and describe the difference sources of power
- Identify the dimensions of culture and explain the relationship between culture and the ability of a leader to affect change in an organization
- Outline and describe the essential components for optimal analytic team organization

**Course Content**

**Textbook Reading**

**Chapters: 1 Introduction & 16 Culture and Leadership** in Northouse, P.G. (2018).  Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage.

**HBR:  On Leadership  The Work of Leadership**

**Chapters 7-9** Eckerson, Wayne (2012).  Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC.

**Discussion Board**

Each session you are required to participate in all discussion board forums.  Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning.  This week's discussion topics are:

- Leadership and Culture:  How do effective leaders go about establishing the proper culture for an organization?

- Leadership – *Power* and *Influence*:  Explain the difference between power and influence. How do effective leaders determine when to use either power, influence, or both?

**Assignments**

Team Formation: Hold your first team meeting and complete the team formation and roles checklist. Review the winning project assessment and pitch and make necessary adjustments.  Start to identify candidates for your demonstration projects. These might be a customer segmentation effort, a predictive model forecasting quarterly sales, a BI reporting initiative to better understand profit by region, etc.  Remember your demonstration project plays a key role in illustrating the enterprise analytics transformation process you are designing for the selected company.

See the document Course Project Overview and the Guidance document on Team Formation for more details.

# Session 5

**Optional Sync Session**

Wednesday, July 25, 7-9p CT
Discuss demonstration projects and using an Agile approach with CRISP-DM to develop project plan
What leadership models work best for enterprise analytics transformation?
Session will be recorded and your participation is strongly encouraged.

**Learning Objectives**

After this session, the student will be able to:

- Explain the importance of perception, influential traits and process methods in the study of leadership
- Identify characteristics of an effective leader, and discuss the potential to learn or develop these characteristics
- Given different organizational scenarios, analyze the responsibilities and privileges of leaders, including ethical and moral decisions and the use of authority and power
- Outline, describe, and demonstrate key components of effective presentations.

**Course Content**

**Textbook Reading**

**Chapters: 2 Traits, 10 Servant Leadership, 13 Leadership Ethics** in Northouse, P.G. (2018). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage.

**HBR:  What Leaders Really Do**
**HBR:  What Makes a Leader**

**Chapters 10** Eckerson, Wayne (2012).  Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC.

**Discussion Board**
Each session you are required to participate in all discussion board forums.  Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning.  This week's discussion topics are:

- What are some advantages and disadvantages to using the Trait Approach?  What should leaders to do ensure that the Trait Approach, when used, is effective?

- Which tips for motivating analytics workers resonate the most?  What in your experience has worked effectively to retain analysts and build strong analytic teams?

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**Assignments**

Position Paper Two- Big Data: There is enormous buzz about "big data". As an analytics leader you need to take a clear position on it. Research an article on leadership that pertains to big data case study.  Write a 2 page analysis of the article which includes a 1 page summary of the article and a 1 page discussion on how the concepts of the article support your position on the definition, relevance and risks of big data applications. Include the original article with your submission or a link to where it can be located.  The article should come from academic sources (e.g. HBR, Sloan, et al.)

How will you use big data in your team-based project?

# Session 6

**NO Optional Sync Session**

**Learning Objectives**

After this session, the student will be able to:

- Give examples of different leadership styles and critique the advantages and disadvantages each in the context in which they might be effective
- Discuss the practicality of situational leadership and explain why situational leadership is prescriptive versus descriptive in nature
- Discuss the skills needed by leaders when working with followers at different developmental levels of an organization
- Explain the key behaviors of adaptive leadership and how they work with other models to provide a foundation for dealing with the people issues involved in organizational change.

**Course Content**

**Textbook Reading**

**Chapters: 3 Skills, 4 Behavioral Approach, 5 Situational Approach and 11 Adaptive Leadership** in Northouse, P.G. (2018). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage.

**HBR:** What Makes an Effective Executive?

**Discussion Board**

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning. This week's discussion topics are:

- How does the concept of empowerment relate to the Trait, Skill and Behavioral approaches of leadership?

- How does Adaptive Leadership fit the leaders profiled in Eckerson's book? Is Adaptive Leadership something you are going develop as an analytics professional?

**Assignments**

Demonstration Project: Document the agile/ CRISP-DM plan for your demonstration project. Explain how it will illustrate the enterprise analytics transformation process you are proposing for the selected organization.

See the document Guidance for Demonstration Project and the Course Project Overview for more details.

# Session 7

**NO Optional Sync Session**

**Learning Objectives**

After this session, the student will be able to:

- Explain why the path-goal/leadership-member exchange theory of leadership represented a major shift in the study of leadership
- Explain how the leader-member exchange (LMX) theory can be used to explain how individuals create leadership networks throughout an organization to help them accomplish work more effectively
- Discuss the transformation and authentic leadership models and apply them to organizational challenges
- Explain transformational leadership and how transformational leaders can initiate, develop and implement significant change in an organization
- Discuss the relationship between transformational leadership and subordinate satisfaction, motivation, and performance

**Course Content**

**Textbook Reading**

**Chapters; 6 Path Goal, 7 Leader-Member Exchange Theory, 8 Transformational Leadership and 9 Authentic Leadership** in Northouse, P.G. (2018). Leadership: Theory and Practice (8th ed.).

**HBR: Seven Transformations of Leaders**

**Discussion Board**

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning. This week's discussion topics are:

- Discuss Transformational Leadership and how this relates to leader insights in the Eckerson book

- What are some advantages and disadvantages to using authentic leadership as an approach to enterprise analytics transformation?

**Assignments -** Leadership Measurement Instrument

Please focus on 3 core leadership models from Northouse – situational, transformational and adaptive – and:

1. Complete a self-assessment to surface strengths to leverage and developmental needs to address.
2. Assesses each model in terms of its ability to address real challenges faced by analytical leaders.
3. Take a position on which model (if any) or combination of models is best suited for the challenges in analytical leadership that are enterprise in scope.

The self-assessment part of the assignment is critical for the analysis because it allows you to personalize the discussion and talk about yourself not just analytical leaders in the abstract.

Please summarize your work in a 5-10 minute video that reflects our emphasis on creating communications with high knowledge/emotion content and low cognitive load. I also set up an optional discussion thread should you want to share your video with classmates.

# Session 8

**Optional Sync Session**

Wednesday, Aug 15, 7-9p CT
Start discussion of enterprise analytics transformation process – maturity assessment, strategy, roadmap, change plan, governance, team structure, leadership, budget and key role of demonstration project.
Session will be recorded and your participation is strongly encouraged.

**Learning Objectives**

After this session, the student will be able to:

- Explain why Agile approaches emphasize individuals and interactions over processes and tools
- Contrast tradeoffs between traditional full documentation approaches to BI and analytics vs. agile approaches
- Describe strategies for facilitating stakeholder collaboration over contract negotiation
- Describe strategies for facilitating agile change management within an analytics enterprise
- Explain how the tenets of Scrum methodology fit into agile analytic planning and execution
- Explain the role of proximity in relation to ease of execution in analytics projects
- Outline and describe the keys to success for an agile process
- Describe strategies for shifting the project focus from insights to impactful and actionable outcomes
- Describe processes and procedures for  selecting appropriate resources, algorithms, and software

**Course Content**

**Textbook Reading**

**Chapters 11-14** Eckerson, Wayne (2012).  Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC.

**Discussion Board**

Each session you are required to participate in all discussion board forums.  Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning.  This week's discussion topics are:

- Discuss the various stages identified in Eckerson Ch. 13 and how they map to the CRISP-DM method. Are any steps more critical than others, or are any missing from this list?

- Through the use of examples, discuss the role of judgment and intuition vs. science in any analytics project.

**Assignments**

Position Paper Three – Your Choice: 2-pager on topic of your choice following guidelines on previous position papers.

# Session 9

**Optional Sync Session**

Wednesday, Aug 22, 7-9p CT
Continue discussion of enterprise analytics transformation process – maturity assessment, strategy, roadmap, change plan, governance, team structure, leadership, budget and key role of demonstration project.
Session will be recorded and your participation is strongly encouraged.

**Learning Objectives**

After this session, the student will be able to:

- Analyze an organization in order to determine what kind of data warehouse  legacy system is in place, and how to create an agile data warehouse
- Explain the role of model and data governance in the deployment of analytical models
- Develop an agile analytical architecture for enterprise analytics
- Determine the best tools and resources for the analytical ecosystem
- Explain  the role of Big Data in enterprise analytics and how this impacts the architecture and tool selection decisions
- Analyze the trends in analytics and the  impact on enterprises in the next few years

**Course Content**

**Textbook Reading**

**Chapters 15-20**  Eckerson, Wayne (2012).  Secrets of Analytical Leaders: Insights from Information Insiders (1st ed.).Technics Publications, LLC.

**Discussion Board**

Each session you are required to participate in all discussion board forums.  Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning.  This week's discussion topics are:

- Discuss the advantages of SQL vs. NoSQL databases.  Is there an optimal type of database for specific types of BI and Analytical projects?

- Describe the advantages and disadvantages of agile warehouse environments over traditional relational database systems.

- How has big data changed the way enterprises do business?  What technological and leadership approaches are most applicable to support the development of big data platforms and analytics efforts?

**Assignments**

Transformation Plan: Working with your team, create a draft roadmap and plan for moving the selected organization through a stage of analytics maturity.  This should include addressing all the factors in the analytics maturity assessment, strategy, proposed leadership model, team structure, technology infrastructure and so on.

See the Transformation Plan guidance document for an example and further details.

# Session 10

**NO optional Sync Session**

**Learning Objectives**

After this session, the student will be able to:

- Design, plan and drive effective change management in enterprises at various stages in an enterprise analytics transformation process.
- Design and present an analytics project plan using an agile approach incorporating CRISP-DM methodology.

**Course Content**

**Textbook Reading**

**None**

**Discussion Board**

Each session you are required to participate in all discussion board forums. Your participation in both posting and responding to other students' comments is essential for demonstrating an understanding of the material and stimulating peer learning. This week's discussion topics are:

- What are some key take-aways from our course? How will you apply the concepts you learned in the class?

**Assignments**

Final Presentation: Dynamic and compelling team presentation of your transformation plan and answers to challenge questions posed by the instructor.