**MSCI 6120 | Spring 2020 SESSION**

**Des Moines**

Analytics Experience

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| Course Instructor Patrick Johanns  Campus Address: S206 Pappajohn Business Building  Phone: (319) 335-0949  Email: [patrick-johanns@uiowa.edu](mailto:patrick-johanns@uiowa.edu)  Office Hours: By appointment or via email | Class Meeting Times 208 PEC DM  Monday evenings  6:00 to 9:40 pm  Jan 17, 209 to April 4, 2020 (11 sessions) |
| Academic Course Home [Tippie College of Business](https://tippie.uiowa.edu/)  DEO: Barrett Thomas  Email: barrett-thomas@uiwa.edu | Course Site  To access the course site, log into [Iowa Courses Online (ICON)](http://icon.uiowa.edu/index.shtml) using your Hawk ID and password. |

Course Description and Objectives

This experiential learning course provides students with “hands on” practical experience analytics tools to solve real world problems. Students work in teams or as individuals on an analytics project.

This class will be a project based course. My preference is to have student teams of 3 or 4 work a project related to one of the companies you work for. This way it can provide a tangible benefit to your company as well as to you – both in terms of experience for you as well as giving you a platform to highlight your analytics skills!

Projects will require the student(s) to identify issues/problem to be solved, acquire and prepare the data, analyze the data and develop recommendations and insights (in other words, telling the story). Students work with the client and a faculty member to provide a final presentation.

Projects do not need to use any specific tool or method but they must be data driven problems – where students analyze data to guide decision making or strategy in a firm. In terms of scope, this class is an 11-week class with the last week being dedicated to presentations.

The objective is to learn how to apply theories and techniques from prior coursework to a real problem. You will learn:

* The art of adapting theories and techniques to open-ended situations that extend beyond typical textbook assumptions.
* How to successfully complete projects. This includes dealing with ambiguity and the process of project management, making mistakes and learning from them, getting off track and recovering focus, dealing with limitations in data, etc.
* How to work in self-directed teams.

This is not a typical university course. My role as the instructor is neither to impart information nor dictate your activities, but to serve as a resource to enable and empower you and your team to succeed. Your role as a student is to work with the client, integrate and apply the skills you have learned in the MSBA program and produce results for the client.

We rely heavily on your intrinsic motivation to succeed and provide you with the opportunity to excel in this course. At the end, I expect you will be able to reflect on and describe your learning process. This experience will also help you explore and evaluate your skills, work patterns and values in the workplace. Fully engaging in this experience and integrating it with your exiting knowledge will develop specific competencies and your leadership skills. This will make you a better employee, manager and leader.

In addition, we will develop a “scoping document” with the client that outlines the project, schedule and deliverables. We will also have access to private client information and will have non-disclosure agreements in place. You will need to abide by these agreements.

Evaluation

I will base your final grade on the following:

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| Item |  | Weight |
| Project Scope and Schedule |  | 20% |
| Weekly Updates |  | 15% |
| Final Deliverables and Presentation  (including client feedback/evaluation and peer evaluation if applicable) |  | 50% |
| Reflective Paper (Individual) |  | 15% |
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**Project Scope and Schedule**: Each team must complete a project scope agreement to ensure the client and the team agree on the scope and deliverables for the project.

**Weekly Updates:** Teams will meet with me on a weekly or biweekly basis during class time. The rest of the scheduled class time (and considerable time outside of class) should be dedicated to the projects.

**Final Deliverables and Presentation**: Each team will prepare and deliver a final presentation to the instructor, client, or both at the end of the semester. In addition, any final deliverables such as a written report or other agreed upon work product will be delivered to client.

**Reflective Paper**: At the end of the semester, you will write a short (5 page maximum) reflective paper on your personal learning and growth. The paper should be short, but show that you are thinking about the project and its inherent learning opportunities. It should show that you are deliberately learning from the experience and can identify new strategies based on what you have learned. Please use 11-point, double-spaced type with 1” margins and limit your paper to five pages or less.

Please follow this outline:

1. Project Summary

In a page or less, summarize your understanding of the project, its goals and its deliverables.

1. Process Summary

In two pages or less, summarize how the group process worked. What went right? What things about the process were especially beneficial? What went wrong? How would you change the process if you were to do it again? How could you function better as a team?

1. My Contributions

In a page or less, summarize your contribution. What did you add to the project? What strengths of yours helped the project? How did you address weaknesses you had?

1. What I Learned

In two pages or less, summarize what you learned (be specific). What ideas, theories and other classroom work did you apply in this project? What were the challenges in achieving your learning objectives? What led to success? What would you do differently next time? What lessons will you take with you into your career?

1. Personal Growth

In two pages or less, summarize how you have grown as a result of this experience. How did this experience stretch you? What personal skills did you develop? How has the experience affected your view of yourself, others and your interactions with others? How will this affect the way you work in groups in the future? What are your main takeaways from the experience?

**Peer Evaluations:** Each student will evaluate each other team member. In addition, the client may submit evaluations of the team as well as of individual team members. Students receiving distinguishing evaluations (either positive or negative) will have their grade adjusted accordingly.

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| **Student** | **Email** | **Assigned Project or Own Project?** | **Project Title** |
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Projects and Team Assignments

Students chose whether to do a project with their own company or an assigned group project. If students request to work with each other, I will accommodate requests.

Class Meetings and Schedule

Note I am flexible to meet via web or phone each week in lieu of meeting in the classroom. Subject to my availability.

This schedule is subject to change as I meet the needs of each team

Weekly updates are due each week. However, depending on the number of projects students may meet with me once every two weeks.

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| **Week** | **Date** | **Assignments & Meetings** |
| 1 | 1/27/2020 | Initial Course Meeting: |
| Discuss Syllabus, Templates, Deliverables and Meeting Schedule |
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| 2 | 2/3/2020 | ALL PROJECTS: Project Scope Document and Project Timeline Document Due |
| Schedule TBA |
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| 3 | 2/10/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
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| 4 | 2/17/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
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| 5 | 2/24/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
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| 6 | 3/2/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
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| 7 | 3/9/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
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| 8 | 3/23/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
| Note: I may be en route from from Hong Kong for this class time. |
| 9 | 3/30/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
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| 10 | 4/6/2020 | ALL PROJECTS: Weekly Report Due |
| Schedule TBA |
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| 11 | 4/13/2020 | ALL PROJECTS: Individual Refection Paper Due |
| ASSIGNED PROJECT PRESENTATIONS DUE |
| “OWN” PROJECT PRESENTATIONS SCHEDULED ON A CASE BY CASE BASIS AND MAY BE DONE OUTSIDE OF CLASS HOURS (during normal business hours) |
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Collegiate Policies

As a registered student in a course at The University of Iowa Tippie College of Business, you are responsible for the collegiate policies posted below.

Academic Misconduct/The Tippie Honor Code: Students at Tippie adhere to an honor code that emphasizes the importance of honesty and integrity. The Tippie Honor Code was developed by our students, for our students. It sets the bar high for academics and shapes the values that Tippie grads use to guide their decision making on their journeys beyond college. When you enroll at Tippie, you accept responsibility to uphold the spirit of the Honor Code. Read the [MBA Honor Code](https://tippie.uiowa.edu/current-students/mba-students/mba-honor-code-policies) for more information. All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic misconduct. If a student has been found in violation of this policy, they will first be notified directly, then their instructor will report to the appropriate program office. You can report Academic Misconduct using this [online form](https://tippie.uiowa.edu/sites/tippie.uiowa.edu/files/documents/report.pdf).

Complaint Procedures: If at any time you have concerns about this class or your performance in it, please do not hesitate to contact me. If you do not feel that your concern has been resolved satisfactorily, you may contact the DEO (contact information provided at the top of page one of this syllabus). Student complaints concerning faculty actions should be pursued according to the recommended mechanisms described in Section VIII of the [MBA Student Policies and Procedures Handbook](https://tippie.uiowa.edu/sites/tippie.uiowa.edu/files/documents/revised_student_policies_and_procedures_handbook_2017.pdf).

Administrative Home of the Course: The administrative home of this course is the Tippie College of Business, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic fraud or academic probation, and how credits are applied for various graduation requirements. Different colleges might have different policies. If you have questions about these or other Tippie College of Business policies, contact your site director. See the [MBA Student Policies and Procedures Handbook f](https://tippie.uiowa.edu/sites/tippie.uiowa.edu/files/documents/revised_student_policies_and_procedures_handbook_2017.pdf)or more information on program policies.

University Policies

As a registered student in a course through The University of Iowa Tippie College of Business, the following University policies apply to you.

Special Modifications: Subsequent to course enrollment, students needing accommodations must register with [Student Disability Services](https://sds.studentlife.uiowa.edu/students/), 3100 Burge Hall, (319) 335.1462, and obtain a Student Academic Accommodation Request (SAAR) form. The form will specify what course accommodations are judged reasonable for that student. The Division of Continuing Education is committed to both Section 504 of the Rehabilitation Act of 1973 and Section 508 of the Workforce Investment Act of 1998.

Understanding Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site for the [Office of the Sexual Misconduct Response Coordinator](https://osmrc.uiowa.edu/) for definitions, assistance, and the full University policy.