# Data Analysis Customers' Orders & Discounts



### The Data



- SQL data about
  - Employees

Territories

Customers

Orders

Products

- Suppliers
- Good data for our analysis
- Reliable results & recommendations

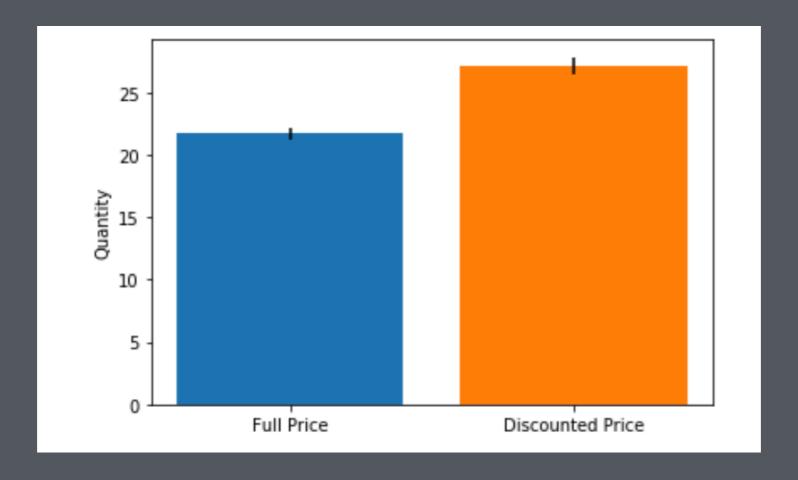
### Strategy

### Statistical Hypothesis Tests

- Asking data questions regarding discounting structure results
- Making sure the data responses are
  - 1. Statistically significant or very reliable
  - 2. Accurate answers

Q2 (a): Do discounts effect quantity products ordered?

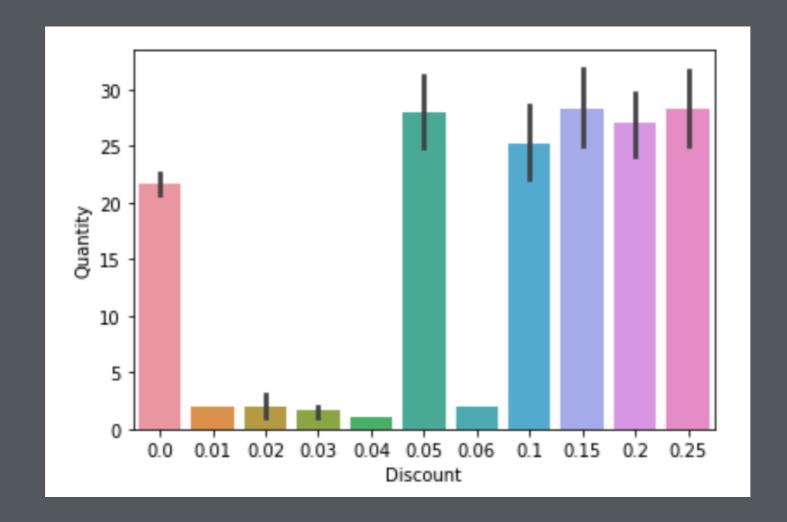
Yes! Discounts have a statistically significant effect of the quantity of products ordered.



Q1 (b): What's the best level of discount?

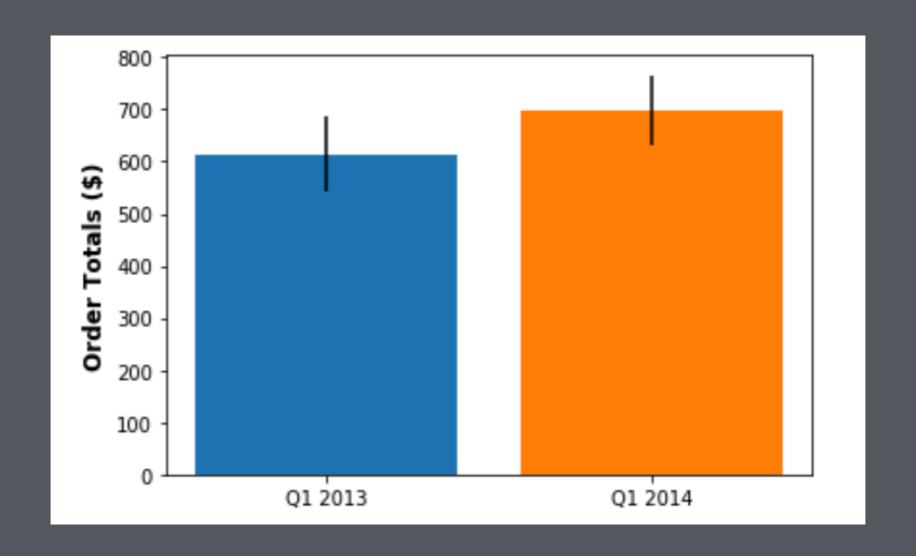
• Best discount: 5%

• Do not exceed: 15%



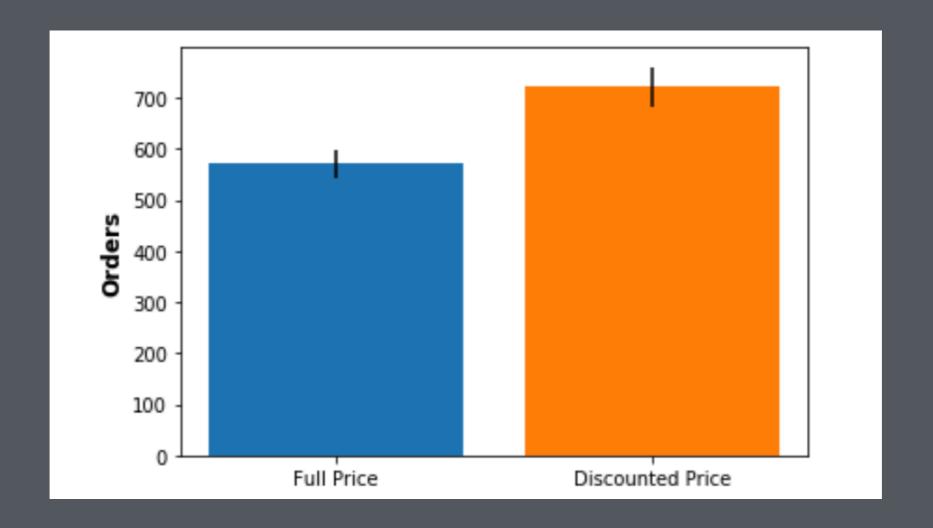
Q2: Did YOY Q1 orders increase?

Yes! Great work



Q3: Are order totals greater with discounts?

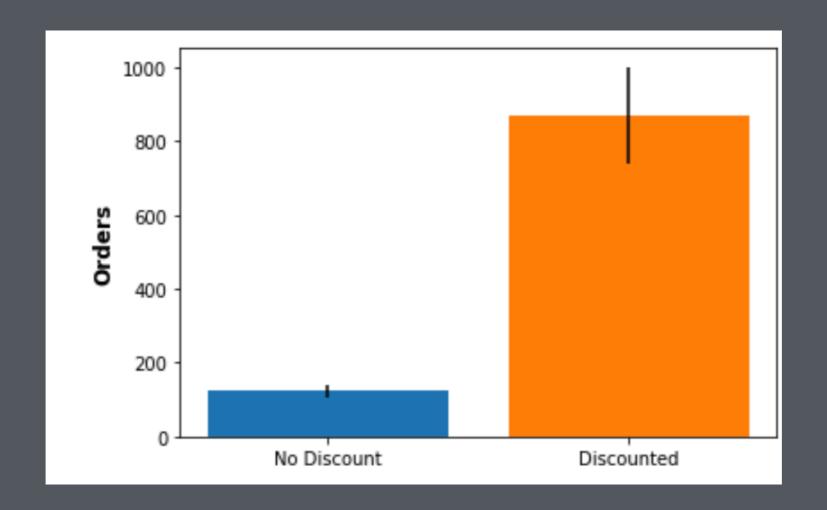
Yes! Have larger orders with discounts.



Q4: Customers without discounts buy less?

(asking if you clients are price sensitive or not)

Yes! Customers buy more with discounts. A lot more



### Recommendations

- "Trained Customers"
  - Is it price capitulation or discounts to drive customer decisions?
  - 5% discount is most effective. No need to exceed 15%.
- Discounts drive product volume and order size.
- Discounts are working well.





Continue plan & deploy strategies

• If sales exceeding YOY goals, then "stay the course"



### Future Work



- "Dig" into multiple data sets
- Software or data dev work that can predict customers behaviors
- Data analysis to predict data trends for larger customer orders

# Thanks!

### Hypothesis Testing Questions & Recommendations

Q2: Do discounts have effect on the quantity of a products orders?

Yes! Discounts have a statistically significant effect of the quantity of products ordered.

Recommendation: Continue to offer discounts to increase order sizes BUT limit discounts to no more than 15%.

### Hypothesis Testing Questions & Recommendations

Q4: Are order values greater with discounts?

Yes!

Recommendation: