COURSE INFORMATION

Course title:	Analytics Leadership		
Course code:	BAMS 521	Credits:	1.5
Session, term, period:	2019W2, Period 5	Class location:	~~HA 337~~ moved online (Canvas)
Section(s):	BA1	Class times:	M/W 10am-12pm
Course duration:	Apr 20 to May 29, 2020	Pre-requisites:	n/a
Division:	Oplog	Co-requisites:	n/a
Program:	MBAN		

INSTRUCTOR INFORMATION

Instructor:	Harish Krishnan		
Phone:	604-822-8394	Office location:	HA 467
Email:	harish.krishnan@sauder.ubc.ca	Office hours:	By appointment

COURSE DESCRIPTION

Advanced analytical skills are necessary but not sufficient for the successful application of analytics to solve problems and create value for business and organizations. For analytics to have impact, practitioners need to collaborate with other stakeholders throughout the process of moving from the motivating issue (a business problem), to the analysis and, finally, to execution and deployment. This process of moving from the initial problem, to generating insights, to effecting change is fraught with challenges and pitfalls. This course will engage students in a discussion of issues related to these challenges. This will include a discussion of project management principles (including agile concepts), the consulting approach to problem solving, and the broader role of leadership in analytical projects.

COURSE FORMAT

The course will include lectures, case discussions, in-class case activities and simulations. Please see detailed course schedule below.

LEARNING OBJECTIVES

Upon completion of the course, students will be able to:

- Recognize opportunities where organizations can apply advanced analytics to improve performance and define the business benefits of analytics projects
- Identify the underlying business problem that advanced analytical techniques need to address
- Formulate a business problem as an analytics problem
- Create analytics project plans and evaluate these plans
- Apply basic project management tools and concepts, including agile methods
- Anticipate common challenges in analytics projects and be able to deal with common challenges
- Anticipate the ethical issues advanced analytics professionals face
- Prepare and present effective business presentations and document findings (including assumptions, limitations and constraints)
- Identify the challenges posed by messy, unstructured problems, organizational noise and non-technical decision makers
- Identify the sources of organization resistance to change and be deal to with it in the context of implementing analytics projects

ASSESSMENTS

Summary

Component	Weight
Project management simulation (Individual)	10%
Individual assignments	15%
Group assignments	50%
Class participation	25%
Total	100%

Details of Assessments

Group assignment details:
- Will be provided on the course website.

Individual assignment details:
- Will be provided on the course website.

Assignment submission details:
- Will be provided on the course website.

Other details about assignments:
- Students are free to *discuss* the individual assignments with each other, but each student must complete and submit the assignments individually.

Final Exam:
There is no final exam for this course.

Class Participation:
Please be ready and willing to actively engage in all aspects of the classroom learning experience. We all have something to contribute to the collective learning experience each day, and we all want to benefit from it.

LEARNING MATERIALS

Required:
1. Syllabus.
2. Coursepack: please see details on course website.
3. Class notes (will be posted on course website: access via http://canvas.ubc.ca).
4. Links to some required (and some recommended) readings will be posted on the course website.
5. Other materials will be specified as needed.

Recommended:
6. Book: Cracked it!: How to solve big problems and sell solutions like top strategy consultants, 2018 by Bernard Garrette, Corey Phelps, Olivier Sibony (available on library reading list; on Canvas)

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form https://webforms.sauder.ubc.ca/academic-concession-rhlee. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE
(Subject to change with class consultation)

Week	Date	Topic	Readings	Assignment Due
1	**Apr 20**	• Course overview • How does analytics add value to organizations?	• Class 1 notes • The kinds of data scientist • Why do most data analytics projects fail	
	Apr 22	• Aligning analytics to the business problem ○ Case discussion: Data Science at Target • Project management fundamentals • Project valuation and selection • Project initiation	• Class 2 notes • A Project Management Methodology (use as reference) • Harvard ManageMentor: Project Management (complete by end of week 3) • Integrating Analytics in Your Organization: Lessons From the Sports Industry (at least skim)	Group case memo: Data Science at Target
2	**Apr 27**	• Guest lecture: Prof. Paul Cubbon ○ Entrepreneurship and analytics	• Hypothesis-Driven Entrepreneurship: The Lean Startup (at least skim)	
	Apr 29	• **Cancelled class** *(Make-up class scheduled on May 1)*	• Chapter 1 of Cracked-it book (read)	
	Fri, May 1, 1pm-3pm	• *(Make up class in lieu of Apr 27)* • Guest lecture: Will Jenden (MMOR alum) ○ Version control	• https://github.com/jenden/intro-to-git/blob/master/README.md	
3	**May 4**	• Project planning and scheduling • Case discussion: Parks and Recreation • In class case: Echelon Release	• Class 5 notes	Group case memo: Parks and Recreation

	May 6	• Project control and monitoring • In class case: Echelon Release (contd.)	• Class 6 notes	
4	**May 11**	• Agile project management concepts	• Class 7 notes • Agile project management (use as reference)	
	May 13	• Agile project management tools • Guest lecture: Kunal Mishra, SAP	• Class 8 notes • What successful project managers do (at least skim)	Individual assignment
5	**May 18**	• **Holiday** (Victoria Day) • *(Make up class scheduled on May 22)*		
	May 20	• Guest lecture: Prof. Darren Dahl o Creativity and leadership		
	Fri, May 22 10am-12pm	• *(Make up class in lieu of May 18)* • Case: Teradyne Corporation: The Jaguar Project • Final thoughts and course wrap-up		Group case report: Teradyne Corporation: The Jaguar Project
		Project Management Simulation due (by May 24) (individual) Complete simulation and submit google forms report on simulation		