### SESSION PLANS

**COURSE:** ABE Level 5 Analytical Decision-Making

**ELEMENT:** Element 1 – Role of Analytics in Decision-making in contemporary dynamic business environments

## **LEARNING OUTCOME 1**

**Examine the role of analytics in decision-making in contemporary dynamic business environments**

1.1 Demonstrate knowledge and understanding of the concepts of appropriate decision-making

1.2 Evaluate the nature, scope and impact of routine/non-routine, operational and strategic decision-making in response to identified issues and problems

1.3 Discuss the nature of analytics to support business decision-making

1.4 Assess analytical decision-making considering contemporary and emerging themes in a dynamic business environment

**NUMBER OF SESSIONS:** Four - approximately 12-16 hours in total plus self-study

**SESSION TOPICS:** Session 1: Concepts of decision-making

Session 2: Decision-making processes

Session 3: Role of business analytics

Session 4: Contemporary and emerging themes

**Note to tutors: this is the recommended session plan for learning outcome 1 of the ABE Level 5 Analytical Decision-making. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Concepts of decision-making

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours total** | Introduction to learning outcomes and associated assessment criteria | Use file: **5UADM Presentation E1**  Assessment criterion 1.1  Introduce unit and structure with learning outcomes and assessment criteria  Session outcomes | 1-4  5 | Suggest early in sessions, students are put into action learning groups (ALG) so they undertake tasks and support each other through the process |  |
|  | Definition and concepts | Input – Basic definitions and theory behind **organisational decision-making** | 6-8 | *Session activity*: Concepts of decision-making.In small groups, learners should identify examples of business decisions made, who would make them and approach – e.g. planned or instinctive, pro-active/reactive  *Session activity:* Decision-making responsibilities | **5UADM E1 LO1 Activity 1** - Concepts of decision-making  **5UADM E1 LO1 Activity 2** - Decision-making Responsibilities |
|  | Nature and type of decision-making | Input - **Strategic, Managerial, Operational** decision-making  Types of decision-making – routine, repeat, simple, complex and ambiguous; operational management decision-making, strategic decision-making; short (regular, repeat, within specific timespans up to one year), medium (one to four years) and long term (five years plus)  Examples. | 9-11 | Question and answer  Ideas generation  Discussion  *Session activity:* Strategic decisions by sector | **5UADM E1 LO1 Activity 3** - Strategic decisions by sector |
|  | Decision-making in context | Input **- Context** of decision-making  Sectors  Organisational structures  Specific functional areas and for specific activities (e.g. marketing, HR, finance, procurement, operations), quality, process control, cross-organisation, pan-industry.  Impact of organisational and national cultures | 12-18 | Discussions on cultural values and structures  *Session activity*: Case study: SEMCO concentric  McKinsey 7 S Framework  Handy – Power, Role, Task, People  Hofstede – national cultural dimensions. Share opinions on cultures of organisations and nations with which they are familiar | **5UADM E1 LO1 Activity 3** - Strategic decisions by sector |
|  | Recap of session and learning outcomes | Run through session outcomes to demonstrate coverage  Question and answer session – suggest this could be done with students asking each other the questions to be answered by one of the other students | 19 | Q&A involvement  Homework and study guide reading for Learning outcome 1 | **5UADM E1 LO1 Activity 5 -** Decision-making in Context HOMEWORK |

### SESSION 2: Decision-making processes

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| **Approx.**  **Duration** | **Topic** | | **Tutor Activity** | | **Slides** | | **Learner Activity** | | **Formative assessment** | |
| **3-4 hours**  **total** | | Recap from session 1  Review of homework  Introduction to session topic | | Use file: **5UADM Presentation E1**  Assessment criterion 1.2  Session outcomes | | 20  21 | | Quiz or equivalent  Review of homework and Semco case study – student feedback | |  | |
|  | | Decision-making processes (a):  Frameworks | | Input - **Purpose** **and approach** to Business Decision-making:   * Planning v Problem-solving – write on board * Strategic Hierarchy: Top-down/bottoms-up - overall direction and scope (strategic level); strategic business unit, business and corporate level; contemporary issues for strategy * Expectations of client/management when commissioning regular, frequent, infrequent, project-based research, analysis, interpretation and evaluation to support decision-making | | 22-25 | | *Class exercise* in groups – on planning and problem solving  Discussion on differences between advantages and disadvantages of top-down v bottoms up approaches  *Session activity:* Client expectations on top-down/bottoms-up approaches | | **5UADM E1 LO1 Activity 6** -Client expectations | |
|  | | Decision-making processes (b): | | Input **– Models**   * DMU – structure and role of DMU in B2B organisations * Principles and use of the Value Chain | | 26-28 | | *Session activity* on DMU for computer company  *Session activity:* The value chain | | **5UADM E1 LO1 Activity 7** - DMU  **5UADM E1 LO1 Activity 8** - Value Chain in Ohsin Engineering | |
|  | | Problem solving | | Input – Nature of **problem solving**   * Scoping issues and problems (common business issues and problems e.g. supply chain, credit control; marketing campaigns departmental/ organisational problem solving and decision-making; relate to functional areas of the business * Level of impact and urgency (routine, important, critical – crisis management) on the department and organisation of decision- making for short, medium and long term purposes | | 29-32 | | *Session activity* on scoping types of issues and problems in functional areas of business  *Class exercise* on impact and urgency of problem-solving | | **5UADM E1 LO1 Activity 9** – Issues and problems | |
|  | | Review of session and learning outcomes  Homework | | Run through session outcomes to demonstrate coverage  Recap Question and Answer  Homework briefing | | 33 | | Q&A involvement  Homework and study guide reading for Learning outcome 1 | | **5UADM E1 LO1 Activity 10** - Decision-making processes HOMEWORK | |

### SESSION 3: Role of business analytics

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | | **Slides** | | **Learner Activity** | | **Formative assessment** | |
| **3-4 hours total** | Recap from session 2  Review of homework  Introduction to session topics | | Use file: **5UADM Presentation E1**  Assessment criterion 1.3  Session outcomes | | 34  35 | | Quiz or equivalent  Review of homework – Decision-making processes (Drucker). Suggest, each student gives feedback to own ALG and then one is put forward to give feedback to the larger cohort | |  | |
|  | Analytics in decision-making | | Input – Role of analytics to provide **trend, performance measurement, forecast**   * Descriptive * Predictive * Prescriptive   Concepts for analysis of historic data and use of forecasting to predict the future and formulate advice to support business decision-making; use of business performance based statistics and data to support analysis (including ROI, financial, operational activity, staff-based statistics), measuring performance against specified goals and targets; Use of prescriptive techniques to influence outcomes  Feedback control process – potentially a simple example of descriptive, predictive, prescriptive technique  Scope – POPIT – explain the role of BA in POPIT and IS/IT in particular | | 36-42 | | *Session activity* based on descriptive, predictive, prescriptive table. Students to suggest examples of where these techniques could be used | | **5UADM E1 LO1 Activity 11** - Analytic activities | |
|  | Role of business analyst | | Input - **Role and responsibilities** of Business analyst  Project management as an aspect of BA activity  Example experience: waterfall and AGILE software application tools | | 43-46 | | *Session activity*: Researching recruitment advertisements for BA and PM roles and comparing responsibilities, and skills of each with feedback | | **5UADM E1 LO1 Activity 12** – Job roles and responsibilities | |
|  | Review of session and learning outcomes | | Run through session outcomes to demonstrate coverage  Recap Question and Answer  Homework briefing | | 47 | | Q&A involvement  Homework and study guide reading for Learning outcome 1 | | **5UADM E1 LO1 Activity 13** - Analytics in practice HOMEWORK | |

### SESSION 4: Contemporary and emerging themes

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| **Approx.**  **Duration** | **Topic** | | **Tutor Activity** | | **Slides** | | **Learner Activity** | | **Formative assessment** | |
| **3-4 hours in total** | | Recap from session 3  Review of homework  Introduction to session topic | | Use file: **5UADM Presentation E1**  Assessment criterion: 1.4  Session outcomes | | 48  49 | | Quiz or equivalent  Review of homework – analytics in practice | |  | |
|  | | Contemporary and emerging themes | | Input – **Contemporary and emerging themes**  Issues related to decision-making in a dynamic business environment and trans-disciplinary skills and entrepreneurism   * Globalisation > regionalisation (development of globalisation. Considerations for cultural homogeneity versus cultural diversity * Economic migrancy, educated middle-classes. * Internet, mobile communications   Global business environment   * Corporate Governance – stakeholder responsibilities.   + Shareholder v stakeholder models * Ethics * CSR and Carroll’s Pyramid of social responsibility   + Introduce CSR in Microsoft case study | | 50-60 | | *Session activity*: Brainstorm ideas for key drivers for change  *Session activity:* Trends in globalisation and regionalisation  *Session activity:* Needs and expectations of stakeholders  Case study: Discussion on Microsoft CSR | | **5UADM E1 LO1 Activity 14** – Driver for change  **5UADM E1 LO1 Activity 15** - Economic trends  **5UADM E1 LO1 Activity 16**- Stakeholder needs and expectations | |
|  | |  | | Input – **Environmentalism** and explanation of the ‘Triple Bottom-line’ People, Power, Planet   * Introduce Environmentalist through BP Global case study | | 61 | | Case study: discussion on BP global in study guide (page 26).  *Session activity:* contemporary themes | | **5UADM E1 LO1 Activity 17** Contemporary and emerging themes 1 | |
|  | | Technology | | Input – **Technology** trends  In business, marketing, operations and analytics  Technological developments and work practices supporting analytics and decision-making – i.e. statistical techniques analytical software, online, social media, virtual teams and collaboration | | 62 | |  | |  | |
|  | | Data trend Issues | | Input – issues facing the analyst   * Reliability, * Accurate/proven * Uncertainty unknowns * Post-truth * Transparency – ethics etc   Lack of information availability, lack of history/trends in these issues; unknown impacts or experience and results of decision-making, difficulties in using quantitative data and qualitative decisions to forecast/predict outcomes  Business intelligence (BI) | | 63-64 | | Classroom discussion on evidence and examples of issues highlighted  Case study Targit. Discussion on the 5 predictions for 2017 – page 29 of the study guide. | |  | |
|  | | Review of session and learning outcomes | | Run through session outcomes to demonstrate coverage  Recap Question and Answer  Homework briefing | | 65 | | Q&A involvement  Homework and study guide revision reading for Learning outcome 1 and preparation for Learning outcome 2 | | **5UADM E1 LO1 Activity 18** - BI Trends HOMEWORK | |