

INFORMATION SYSTEMS EDUCATION JOURNAL

In this issue:

- 4. Java vs. Python Coverage of Introductory Programming Concepts: A Textbook Analysis**
Kirby McMaster, Weber State University
Samuel Sambasivam, Azusa Pacific University
Brian Rague, Weber State University
Stuart Wolthuis, Brigham Young University - Hawaii
- 14. Agile Learning: Sprinting Through the Semester**
Guido Lang, Quinnipiac University
- 22. Testing Frequency in an Introductory Computer Programming Course**
Joni K. Adkins, Northwest Missouri State University
Diana R. Linville, Northwest Missouri State University
- 29. Pursuing a Vendor-Endorsed ERP Award for Better Job Prospect: Students' Perceptions**
LeeAnn Kung, Rowan University
Hsiang Jui Kung, Georgia Southern University
- 42. Developing an Approach to Harvesting, Cleaning, and Analyzing Data from Twitter Using R**
Stephen Hill, University of North Carolina Wilmington
Rebecca Scott, Texas Tech University
- 55. Microsoft Excel®: Is It An Important Job Skill for College Graduates?**
Sam K. Formby, Appalachian State University
B. Dawn Medlin, Appalachian State University
Virginia Ellington, Appalachian State University
- 64. Comparing Student Interaction in Asynchronous Online Discussions and in Face-to-Face Settings: A Network Perspective**
Elahe Javadi, Illinois State University
Judith Gebauer, University of North Carolina Wilmington
Nancy L. Novotny, Illinois State University

The **Information Systems Education Journal** (ISEDJ) is a double-blind peer-reviewed academic journal published by **EDSIG**, the Education Special Interest Group of AITP, the Association of Information Technology Professionals (Chicago, Illinois). Publishing frequency is six times per year. The first year of publication was 2003.

ISEDJ is published online (<http://isedj.org>). Our sister publication, the Proceedings of EDSIGCon (<http://www.edsigcon.org>) features all papers, panels, workshops, and presentations from the conference.

The journal acceptance review process involves a minimum of three double-blind peer reviews, where both the reviewer is not aware of the identities of the authors and the authors are not aware of the identities of the reviewers. The initial reviews happen before the conference. At that point papers are divided into award papers (top 15%), other journal papers (top 30%), unsettled papers, and non-journal papers. The unsettled papers are subjected to a second round of blind peer review to establish whether they will be accepted to the journal or not. Those papers that are deemed of sufficient quality are accepted for publication in the ISEDJ journal. Currently the target acceptance rate for the journal is under 40%.

Information Systems Education Journal is pleased to be listed in the 1st Edition of Cabell's Directory of Publishing Opportunities in Educational Technology and Library Science, in both the electronic and printed editions. Questions should be addressed to the editor at editor@isedj.org or the publisher at publisher@isedj.org. Special thanks to members of AITP-EDSIG who perform the editorial and review processes for ISEDJ.

2017 AITP Education Special Interest Group (EDSIG) Board of Directors

Leslie J. Waguespack Jr
Bentley University
President

Jeffry Babb
West Texas A&M
Vice President

Scott Hunsinger
Appalachian State Univ
Past President (2014-2016)

Meg Fryling
Siena College
Director

Lionel Mew
University of Richmond
Director

Muhammed Miah
Southern Univ New Orleans
Director

Rachida Parks
Quinnipiac University
Director

Anthony Serapiglia
St. Vincent College
Director

Li-Jen Shannon
Sam Houston State Univ
Director

Jason Sharp
Tarleton State University
Director

Peter Wu
Robert Morris University
Director

Lee Freeman
Univ. of Michigan - Dearborn
JISE Editor

Copyright © 2017 by the Education Special Interest Group (EDSIG) of the Association of Information Technology Professionals (AITP). Permission to make digital or hard copies of all or part of this journal for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial use. All copies must bear this notice and full citation. Permission from the Editor is required to post to servers, redistribute to lists, or utilize in a for-profit or commercial use. Permission requests should be sent to Jeffry Babb, Editor, editor@isedj.org.

INFORMATION SYSTEMS EDUCATION JOURNAL

Editors

Jeffry Babb
Senior Editor
West Texas A&M University

Thomas Janicki
Publisher
U of North Carolina Wilmington

Donald Colton
Emeritus Editor
Brigham Young Univ. Hawaii

Cameron Lawrence
Teaching Cases Co-Editor
The University of Montana

Anthony Serapiglia
Teaching Cases Co-Editor
St. Vincent College

Samuel Abraham
Associate Editor
Siena Heights University

Guido Lang
Associate Editor
Quinnipiac University

Muhammed Miah
Associate Editor
Southern Univ at New Orleans

Jason Sharp
Associate Editor
Tarleton State University

2017 ISEDJ Editorial Board

Ronald Babin
Ryerson University

Scott Hunsinger
Appalachian State University

Alan Peslak
Penn State University

Nita Brooks
Middle Tennessee State Univ

Musa Jafar
Manhattan College

James Pomykalski
Susquehanna University

Wendy Ceccucci
Quinnipiac University

Rashmi Jain
Montclair State University

Franklyn Prescod
Ryerson University

Ulku Clark
U of North Carolina Wilmington

Mark Jones
Lock Haven University

John Reynolds
Grand Valley State University

Jamie Cotler
Siena College

James Lawler
Pace University

Samuel Sambasivam
Azusa Pacific University

Jeffrey Cummings
U of North Carolina Wilmington

Paul Leidig
Grand Valley State University

Bruce Saulnier
Quinnipiac University

Christopher Davis
U of South Florida St Petersburg

Cynthia Martincic
Saint Vincent College

Li-Jen Shannon
Sam Houston State University

Gerald DeHondt II

Lionel Mew
University of Richmond

Michael Smith
Georgia Institute of Technology

Mark Frydenberg
Bentley University

Fortune Mhlanga
Lipscomb University

Karthikeyan Umapathy
University of North Florida

Meg Fryling
Siena College

Edward Moskal
Saint Peter's University

Leslie Waguespack
Bentley University

David Gomillion
Northern Michigan University

George Nezelek
Univ of Wisconsin - Milwaukee

Bruce White
Quinnipiac University

Audrey Griffin
Chowan University

Rachida Parks
Quinnipiac University

Peter Y. Wu
Robert Morris University

Stephen Hill
U of North Carolina Wilmington

Microsoft Excel®: Is It An Important Job Skill for College Graduates?

Sam K. Formby
formbysk@appstate.edu

B. Dawn Medlin
medlinbd@appstate.edu

Virginia Ellington
ellingtonve@appstate.edu

Computer Information Systems & Supply Chain Management Department
Appalachian State University
Boone, NC 28608, USA

Abstract

Several studies have found that a large percentage of middle-skilled jobs require at least a basic understanding of spreadsheets, and some even advanced level skills. A study was conducted at a four-year university to identify Excel skill sets that were determined as necessary by employers of the university's current students, advisory boards, recruiters, and other relevant parties. The findings suggested that the needs and opportunities for Excel® based analytical skills is pervasive in businesses of all sizes and ubiquitous in business.

Keywords: Microsoft Excel®, job opportunities, analytical skills, business curriculum

1. INTRODUCTION

Excel was launched by Microsoft in 1985, and has grown in use by businesses in their need for charts, graphs, statistical data computations, and formula creation. With that growth came the need for individuals with spreadsheet skills.

Previous studies have found several skills such as communication and relationship building skills to be necessary in the workplace, while 80% of middle-skilled jobs have been found by online recruiters to require at least a basic understanding of Excel skills. Several reports have also found that advanced analytical skills, Excel® in particular, results in increased marketability and increased compensation for graduates.

For business students, spreadsheet knowledge is imperative in order for the likelihood of success in the job market. Therefore, a business school should pose the question "What Microsoft Excel® skills are necessary to be taught to students for them to be successful in acquiring a job?" A

second question can direct a business program by questioning, "What is the purpose of a college education?" Gerstein and Friedman (2016) point out that the answer to this question has varied over the years and still varies greatly today in different institutions. Should the Bachelor of Science in Business Administration (BSBA) curriculum focus predominantly on theory, concepts, critical thinking and knowledge? How much effort should be spent on skills development? With greater intensity employers are demanding skills and competencies that ensure students are productive and resilient in life in spite of the high degree of change being experienced in many professional fields. Barrett (2015) quotes Ronald Reagan in 1967 who said "we can no longer afford intellectual luxuries in universities." His point was that that education should create productive and economically sustainable members of society, implying that knowledge alone without skills is incomplete education. Over 80% of freshmen entering college say that the purpose of education is to get a good paying job and businesses are demanding basic skills beyond traditional topical knowledge

in the employment process (Barrett, 2015). Freidman and Friedman (2015) make a compelling case that institutions must stress and teach skills that help students be successful and survive and thrive in the new knowledge economy.

The need for graduates to start jobs with sound functional analytical skills, e.g. proficiency with Microsoft Excel®, is therefore becoming more of a prerequisite for employment. According to Dana Manciangli (2013), author of *Cut the Crap, Get a Job*, found that students must have not only a proficiency in Excel, but have advanced skills. "A white paper study commissioned by Microsoft and released by IDC, October 2013, reported that the top two skills cited in over 14 million job postings for the top 60 job growth occupations of the economy were oral and written communications and Microsoft Office skills. Microsoft Excel® was cited as the most ubiquitous analytics tool in business. Geiger (2015) reported on a study finding that 78% of middle-skilled jobs require digital skills like Excel®. Middle-skilled jobs are fast growing job categories that place more emphasis on skills than on the having a bachelor degree, and in many cases pay more than traditional jobs requiring the bachelor degree alone. These jobs require significant business understanding, but with the added emphasis on skills to apply quantitative business intelligence to decision making. Some could argue that business graduates should aspire to more senior management positions, but it is more appropriate to consider these middle-skilled positions as part of an accelerated path for business graduates into management. The business education, coupled with the analytical skills with tools like Microsoft Excel®, place the business graduates in a highly favored position for future leadership. Business school graduates are therefore often in competition for these higher paying jobs and the skills proficiency makes the difference in the hiring selection (Geiger, 2015). Soergel (2015) reports additional details on the middle-skill job study which concluded that salaries are 13-38% higher based on the analytical tools skills a candidate has when interviewed. Soergel concludes with the following quote from the study, "Jobs requiring advanced analytical tools skills offer the strongest opportunity for middle-skill job seekers in terms of salary and growth as well as career advancement. Effectively, entire segments of the U.S. economy are off-limits to people who don't have basic analytical skills." Thus new BSBA graduates need to have these analytical skills to compete for these higher paying middle-skilled jobs.

There also appears to be a shift in hiring criteria such that skills are gaining in importance, and degree, school name, and GPA are dropping in importance, (The Role of Higher Education, 2012). This message was also reinforced at the Association to Advance Collegiate Schools of Business (AACSB) workshop "Co-Lab Connecting Business Schools with Practice" in June 2016. In the session "Recruitment, Retention, and Engagement" panel speakers commented that talent acquisition was the #1 issue with many companies today and candidates with cyber and analytics skills and competencies were drawing significantly higher salary offers. Many companies are also establishing baseline quantitative assessment tests at part of the screening and interview process to ensure essential skills and competencies are present before hiring.

In the broader context of business analytics and big data trends, Microsoft Excel® is still the "ubiquitous and popular choice" for data analysts, (Dumbill, 2012). Madhu Reddy, Senior Product Planner for Microsoft Big Data, stated that the interoperability Excel® with other BI and big data systems and applications is an obvious high priority in Microsoft, (Dumbill, 2012). In many cases, analytical skills are becoming more important in the employment decision than whether or not a candidate has a bachelor degree. A search for what specific Microsoft Excel® skills are important to employers will find a number of very general suggested lists such as Sravani (2016) but very few of these sources specifically address the needs of business school graduates.

This paper summarizes exploratory research collected over a multiyear period aimed at identifying specific Microsoft Excel® skills important for BSBA graduates to have at graduation. The authors acknowledge the differences of opinion, some strong, on the subject, but take the position that importance of Microsoft Excel® skills is significant to employers and affects opportunities for BSBA graduates whether or not one agrees that it is the role of the business school curriculum to address it. Another question that may be asked is whether it should be the student's responsibility to learn these skills independently thus demonstrating the initiative to bridge the gap between traditional education and the needs of the workplace. Regardless of where educators feel the responsibility lies, employers are placing increasing importance on these skills at graduation.

2. METHODOLOGY AND RESULTS

By, definition, exploratory research often relies on collecting and analyzing data and information in a variety of ways from disparate primary and secondary sources, (Shields & Rangarajan, 2013). Data was gathered through focused discussions in advisory board meetings and discussions with employers, recruiters, and students returning from internships. More quantitative data was also collected from Monster.com, employer surveys and student course feedback. Specific Microsoft Excel® skills that enhance business student success in internships and full-time employment opportunities were identified. Though exploratory research is generally only useful in gaining understanding of a phenomenon of interest and not direct problem solving, the feedback from these activities was consistent enough to allow creation of a recommended set of analytical and Excel® skills that would enhance graduates' success.

Advisory Board Meetings – Evaluating the Need

In 2012-2013, discussion items were included on the agendas in advisory board meetings at the dean's and several department levels. The question asked was open ended. Describe the types of analytical tasks assigned and Microsoft Excel® skills expected of new BSBA graduates. Members of these board were all managers, and though the feedback was consistent, it was not as detailed or specific as desired. However, the conclusion was clear: more advanced Excel® skills are desired of both business student interns and graduates. The descriptions of analytical tasks were a little more specific with descriptions like inventory management, scheduling, financial and account analysis, performance analysis and metrics creation. These discussions clearly validated the need identified earlier through the spontaneous feedback from advisors and recruiters.

Job Posting Study

Following these discussions, a study of "entry level, bachelor degree, business jobs" in Monster.com was made using the available search tools. A comparison was made in six states of all jobs meeting the above criteria and all jobs meeting the same criteria but also calling for Microsoft Excel® skills. The results are shown in Table 1. There was surprising consistency of the results across several regions of the U.S. In the body of the job descriptions, the most frequent terminology used by the employers was advanced

Excel® skills or proficiency in Excel®. These results are based on a generic BSBA search.

State	% Requiring Excel®
North Carolina	43.48%
Virginia	51.43%
Georgia	44.53%
South Carolina	46.15%
California	51.44%
New York	51.03%

Table 1. Monster.com Results

This element of the exploratory research confirmed that the feedback we received from our advisors and employers was not specific to our BSBA programs, but a more universal issue. Though the majority of our graduates fill positions in the Southeast U.S., this element of the study suggests that the desires of employers are relatively consistent across the U.S.

Employer Survey

As part of a larger 2013-2014 survey of 107 advisory board members and employer managers, two seven point Likert scale statements were presented. The first was "Data analytics (quantitative tools to analyze business data to support decision making) is a very important skill for students." Overall 94% agreed or strongly agreed with this statement; 67% strongly agreed; 27% agreed and none disagreed with the statement. The second statement was "Being able to create spreadsheets, charts and graphs and analyze data with Excel® are very important skills that students need when they graduate." Overall 96% strongly agreed or agreed; 77% strongly agreed; 19% agreed, and none disagreed.

The conclusion from these initial three exploratory activities was that the need for stronger Excel® skills was very significant and warranted more detailed investigation into the specific skills needed or expected by employers.

Identifying Specific Excel® Skills

In 2013-2014, at the end of each summer, students returning from summer internships and entering into their senior year of study were invited to a "debrief" session to discuss what the school could do better to prepare them for success in their internships. They were asked to describe their specific work assignments and what analytical tools they used. Without exception, all

of the interns reported that they spent a significant portion of their time working in Excel® using Pivot Tables and a variety of other functions and spreadsheet operations. There was a wide diversity of business disciplines being performed but Excel® was the common tool used to support all of the reported assignments, and interestingly pivot tables were used more than any other tool within Excel®.

Creating and Piloting a Learning Experience

In 2014-2015, additional web research was conducted in an effort to identify specific Excel® skills that would be of greatest benefit for BSBA students to have after their junior year in support of internships and at graduation. Though many reports of the need for Excel® skills were found on websites, very few details identifying specific skills were found, except in a few topical areas such as accounting and operations research.

Using data gathered from students returning from summer internships as a starting point, two major employers in the area were contacted to gather more specific information about the skills required and the types of business applications new graduates are likely to be challenged with. Based on past hiring experiences with these two employers, it was felt that if the graduate skill levels met their expectations, then they would likely be acceptable for most of the other employers. One of these employers utilizes an Excel® test in the new college graduate interview process. The other employer asks detailed questions about specific Excel® skills during the interview. In addition, several visits (approximately 16 hours total) were made in 2015 to both company locations to talk to work teams and hiring managers about specific day-to-day activities requiring Excel® and the desired level of skills for new college graduates in their businesses. A specific list of skills was developed from all of the input received.

Several of the more vocal advisory board members from the earlier 2012-2013 meetings were asked to comment on the list, and they confirmed that the initial identification of specific skills was a good starting point. The list of specific skills is in Table 2.

Data from real constituent businesses, the U.S. Census Bureau, and a variety of internet sources were used. In addition, the book "Problem-Solving Cases in Microsoft Access and Excel" by Monk, Brady, and Cook (2014) was used as a support text in some case assignments.

1	Absolute, relative and mixed addressing in functions and formula and between worksheets
2	Pivot tables and charts
3	Scenario Manager (alternative analyses)
4	Solver (optimization)
5	Goal Seek
6	Performing Access queries
7	Importing text and other types of data files and queries from Access into Excel®
8	Evaluating and cleaning dirty data
9	Data entry validation tools, using drop down menus, instruction and error messages, comments, and comparison of data entries to expected ranges
10	Creating Dashboards and KPIs with multiple pivot charts synchronized
11	Creating Slicers and Timelines also synchronized
12	Linking Slicers and Timelines to multiple Pivot tables
13	Vlookup and Hlookup, comparing lists
14	Sumproduct, Sumif, Averageif, Countif
16	Nested if's
17	Nested functions
18	Index
19	Time and date calculations
20	Switching between range data and table data and using table functions including
21	Using filters, including custom text filters, in tables for content analysis

Table 2. Specific Excel® Skills

Objectives of the course included understanding common real-world business problems and learning Excel® skills that can be used to support better business decisions in each case. Two industry speakers were also brought in as guest lecturers to discuss real-world day-to-day data

challenges and the analytics needed to make better business decisions in their companies.

Student Feedback

Towards the end of the course the students completed a survey asking them a number of questions about the perceived value of the different Excel® topics and case based exercises in the course. Almost all topics received the highest rating of "Very important." In the qualitative section of the survey, the most favorable comments related to the extensive practice with Pivot Tables and Charts including all of the various options for sorting, filtering and grouping. Topics related to time and date functions and "Index" only received "Important" ratings, which were the lowest ratings of the topics covered. All students felt that a course, like the one they completed, based on experiential case-based learning and incorporating Excel® skills development would be extremely helpful in preparing future students for summer internships and fulltime employment.

The Investigative Course Project

In addition to the business cases and skill development sessions, the students were also assigned an investigative project to interview management in a real business they have access to "to better understand the common daily analytical needs of businesses today and the analytical capabilities and desired skills of professionals in their organizations from new college graduates through first level managers." In many cases, the students interviewed employers, working parents or other relatives and friends. At the end of the semester students presented their findings in project reports before the class. The project guidelines are provided in the Appendix.

The range of firm sizes was from very small firms such as family owned restaurants to very large global corporations. In the presentations of the student findings, there was an apparent pattern of maturity in the use of Excel® skills in business processes and decision making. Two of the smallest firms were still tracking all costs and orders manually and had no data entered into computers, but were very interested in the students' suggestions for how to facilitate operations with Excel®. Other small companies tended to use Excel® for very basic operational functions like setting up employee schedules and tracking hours worked. The next level of utilization included inventory tracking and management and basic accounting functions such as cost tracking of receipts and expenses. More mature, slightly larger firms were using the

available information and data histories to do forecasting of labor and inventory needs. The next level of maturity seemed to be the integration of data from multiple departments into single spreadsheets for enhanced forecasting and performance tracking. Next, there were activities aimed at analyzing opportunities to improve performance metrics such as throughput, order cycle time, increased capacity, etc. Lastly, analyses were being performed to assess specific customer service metrics and utilizing customer system data to find ways to improve customer satisfaction. The students found that even in largest companies which utilized packaged enterprise systems and cloud data warehouses, employees from senior managers down were continually querying selected subsets of data and using Excel® to analyze scenarios to answer specific business questions.

In the project reports, perhaps the biggest or most significant revelation that the students consistently reported was that almost all businesses have a lot of data and there was great potential to use it to make better business decisions, but due to lack of skills and time, they were not effectively using what they had or doing everything they wanted to do. Essentially all of the businesses interviewed stated that they wish that they had new college hires or skilled employees who could help them make smarter business decisions analyzing the data they have.

Several anecdotal reports were also very interesting. One large Fortune 50 company interviewed said that Excel® was so important and necessary for daily performance of duties that they were giving all business school graduates an Excel® test as part of the interview process as a screening tool. Students with excellent academic credentials who could not pass the Excel® test were eliminated from consideration and much more consideration was given to students who passed the test even with lower academic credentials.

Another large multinational manufacturing company reported that they had a policy of paying premium pay, up to 25% more, for student interns who had high levels of Excel® skills. Additionally, they placed them higher in their rankings as potential full time employees.

At the end of the special topics course, the course outline, learning objectives and some of the results were reviewed with one of the hiring managers who provided input into the design of the course. Their recommendation was that

students who graduate with the recommended skills would likely be placed close to the top of their candidate list for consideration.

3. FUTURE RESEARCH

The elements of this exploratory research involved a variety of data sources as well as both quantitative and qualitative investigation. Results supported a successful pilot course design with positive student and employer feedback. Based on the activities to date, two recommendations are provided. First, a more comprehensive survey of a broader cross-section of employers is desired with a possible investigative look at commonalities and differences in specific skills and tasks of greatest importance to each major, e.g. accounting, finance, management, marketing, computer information systems, economics, etc. For example, there is evidence that accounting and finance majors may need a slightly different skill set than other business majors. Ideally, curriculum changes could incorporate common skills in earlier core courses and more advanced major courses could incorporate a more specific skillset.

The second recommendation would be to expand on the task specific investigative project to better understand the market needs and opportunities of employers recruiting BSBA students. As described in the course investigative project section, there appears to be some significant patterns of analytics maturity in companies of varying sizes and demographics. Understanding these maturity differences and potential opportunities in employers' capabilities may significantly inform the types of case-based assignments appropriate for future classes.

4. CONCLUSIONS

This paper summarizes seven exploratory research activities aimed at supporting curriculum decisions that would better prepare BSBA students to meet employer expectations relative to Microsoft Excel® skills. The first three elements of this exploratory research, advisory board meeting discussions, a job posting study and an employer survey validated a very real need for BSBA students to have stronger Excel® skills. The job posting study suggests that this need is widespread and potentially a national need.

The internship interviews, pilot course experience including employer feedback, and end of course student survey feedback suggest validity in identifying the initial set of specific skills needed.

Though this is an exploratory study, and additional research is recommended, the results appear quite significant. It is recommended that each institution evaluate the issues presented here with their respective constituency and the effects these issues have on their graduates' competitive marketability and institute appropriate curriculum enhancements.

6. REFERENCES

- Block, B. A. (2016). The Professoriate and the Future of Higher Education Kinesiology. *Quest*, 1-11.
- Dumbill, E. (2012). *Planning for big data*. " O'Reilly Media, Inc."
- Friedman, H. H., & Friedman, L. W. (2016). Six Steps to Transform an Ordinary College into an Exceptional Institution. Available at SSRN.
- Geiger, B. (2015, March 6). Your Excel skills could land you your next job. <http://fortune.com/2015/03/06/microsoft-excel-jobs/>
- Gerstein, M., & Friedman, H. H. (2016). Rethinking Higher Education: Focusing on Skills and Competencies. Gerstein, Miriam and Hershey H. Friedman (2016), "Rethinking Higher Education: Focusing on Skills and Competencies," *Psychosociological Issues in Human Resource Management*, 4(2), 104-121.
- Manciagli, D. (2013). *Cut the Crap, Get a Job*. Authority Publishing, Gold River, California.
- Monk, E., Brady, J., & Cook, G. S. (2014). *Problem-Solving Cases in Microsoft Access and Excel*. Cengage Learning.
- New study reveals most important skills for students. (2013, October 15). <https://news.microsoft.com/2013/10/15/new-study-reveals-most-important-skills-for-students/#sm.00001jtbe2bwa3dc0vnmih8qov2ol>
- Shields, P. M., & Rangarajan, N. (2013). *A playbook for research methods: Integrating conceptual frameworks and project management*. New Forums Press.
- Soergel, A. (2015, March 5). Want a Better Job? Master Microsoft Excel. <http://www.usnews.com/news/blogs/data-mine/2015/03/05/want-a-better-job-master-microsoft-word-excel>

Pravani, (2016, June 7). Essential Excel Skills Employers are looking for in Candidates. <http://content.wisestep.com/essential-excel-skills-employers-looking-candidates/>

The Role of Higher Education in Career Development: Employer Perceptions (2012, December) <https://chronicle.com/items/biz/pdf/Employers%20Survey.pdf>

APPENDIX

Excel® Interview Project Guidelines

Identify a company, or work group within a company, where you can interview one or more employees, preferably a manager. You might consider a company where you have worked part-time, interned, or where friends or family members work or have worked. It would be very helpful for you to have some level of understanding of the daily operations and the measures of business performance deemed important by the organization. If you can't readily identify a company, let me help you, or you can try to "cold call" a company and see if they would be willing to talk to you for a few minutes and give you an interview for a student project.

For the interview, please explain that you are a student in an advanced Excel® business analysis class and that you are seeking to better understand the common daily analytical needs of businesses today and the analytical capabilities and desired skills of professionals in their organizations from new college graduates through first level managers.

Before the interview begins let them know the following background information:

1. You will report your findings in a student project report and presentation to your class.
2. Generic aspects of the findings, may be aggregated with feedback from other companies, and used in university studies and research supporting curriculum enhancement decisions, but with no company or individual names mentioned.
3. Anything shared in the interview that they do not wish to be included in the report, will be omitted. If they agree to the interview after they understand how the information will be used, then ask them to share some basic demographic information about their business:

1. Approximate Size- number of employees at this location
2. Industry type- Retail, distribution, manufacturing, logistics services, financial services, etc.
3. Primary product or service
4. Primary customer market served

If, after the interview, they ask your opinion of what more can and should they be doing, you may offer to take back the interview information and then schedule a second appointment to discuss some possible options based on things you are learning in class. I would be glad to meet with you and help you develop return feedback. Being able to offer specific advice on how they might improve some aspect of their business, could be a big plus on a resume` and give you a great topic for discussion in job interviews.

Interview questions:

Focusing on daily business decisions typically made by professionals in your firm, from new college hires to first level managers:

1. What data analyses do you routinely do to help you make business decisions?
 - a. Can you describe some examples?
2. What analytical software tools do you use?
3. How do you routinely use MS Excel® in your current work?
 - a. Can you describe some examples?
4. What data do you, or your company, routinely collect to support analyses? What formats are these data in, e.g. hard copy files of paper forms, spreadsheets like Excel®, database management system like MS Access, etc.?
5. What additional analyses would you like to have or be able to do routinely to better support your business? What new data is needed?
 - a. Can you describe some examples?
6. What analytical skills do you wish new college graduates were stronger in?
 - a. Can you describe some examples?

Following the interview(s), prepare a short report, approximately 2,000 words. The report should include five sections. During the class time, last week of classes, each student will be asked to summarize, in 3-5 minutes max, what was learned in the interview(s).

Five Sections

Interview questions 1, 2, and 3 support sections 2 and 3. Question 4 supports section 4. Questions 5 and 6 support section 5.

1. Introduction and demographics: include the name and location of the company, persons interviewed, size of the location/company, and brief description of the mission of their business.
2. Current capabilities and practices using Excel®, Access, and/or similar tools for data management and analysis.
3. Types of business decisions supported by these analyses
4. Current data available and format in collection.
5. Additional analyses needed to better support business decisions, and desired level of analytical skills needed by new college graduates.