

# Let's Talk Business

## For Ted Rogers School Students

These reports describe industry sectors and career paths of interest to Ted Rogers School of Management students and alums. Each report leverages BCH employment data and the expertise of our staff. This collaborative effort engages staff, students, alums, and the University Business Librarian.

November, 2023

### A Day in the Life of a Data Analyst

We recently had a conversation with Kyle Lingum, a Ted Rogers student, in his 4th-year in the Marketing Management Co-op Program.

He finished his Fall 2022 Co-op work term as a *Data Analyst* for the 'Fit for Business' program (FFB) at TMU.

Fit for Business (FFB) is a globally recognized Salesforce award-winning transition program designed exclusively for first-year Ted Rogers School of Management students.

Within this report, Kyle shares what type of work he did, the software platforms he used, and some advice for students who are interested in learning more about this exciting career path.



 [Kyle Lingum](#)



**Q:** What did you do on a "day-to-day" basis as a Data Analyst at FFB?

**A:** As the Data Analyst for the Fit for Business program (FFB), my daily tasks revolved around ensuring the accuracy of our records in Salesforce. This involved matching records and removing duplicates for students who signed up for engagements at the school. Once this was done, I sent the morning report of our engagement dashboards to the team, which was built in Tableau. I also attended the daily huddle meeting to update the teams on any major changes impacting projects or anything that needed to be done for the cross-functional team.

In addition, I uploaded campaigns for engagements into Salesforce and worked on current projects in play, including data analysis of survey results, engagement metrics, or and external/internal reporting. To complete these tasks, I used a variety of platforms such as Salesforce, Tableau, Excel, and Google Sheets.

Throughout the day, I communicated with my team via email, Slack, Asana, and Zoom. These tools allowed me to keep up-to-date on any new requests that came in and to work on the most high-priority tasks. I also used Google Drive to store and collaborate on internal documents with team members.

At the end of the day, I ensured that all work was adequately documented and organized. This included updating our records in Salesforce and making sure that all engagement campaigns were uploaded and recorded properly. Finally, I looked at what was on the agenda for the next day to ensure that I was prepared for any upcoming tasks or meetings.

## Q: What technology platforms do you use in your role?

A: As a Data Analyst, I used a variety of software platforms in order to analyze data and create reports.



**Excel** is a powerful tool that I used to organize, clean, and analyze data from various sources such as Salesforce, survey results, and other engagement metrics. It is one of the key softwares I used daily, and with it, I could quickly filter and sort data to extract the insights needed to create reports and dashboards.



**Salesforce** was another software that I used extensively in this role. As part of my daily tasks, I cleaned records in Salesforce to match records and remove duplicates for students who signed up for engagements at TRSM. Additionally, I used Salesforce to upload campaigns, engagements and to track metrics.



**Tableau** is a powerful data visualization tool that I used to create interactive dashboards and reports for the FFB team. Using data from Salesforce and Excel, I created visually appealing and interactive dashboards that provided insights into performance metrics for events, newsletters, and overall engagement. These dashboards are used by the team to track progress and make data-driven decisions.



**Canva** is a graphic design tool that was used to create engaging visuals for presentations and reports. With Canva, I could quickly create custom graphics and infographics to illustrate key insights and data points. These visuals were used to communicate complex data in an easily understandable manner for presentation or reports for external shareholders.



**SPSS** is a statistical analysis software that I used to perform advanced statistical analyses on survey data. With SPSS, I ran descriptive statistics, and correlation analyses to identify trends and relationships in the data specifically used for survey data. The insights gained from these analyses were used to inform program design and implementation.



**Google Suite** is a collection of cloud-based software that I used for communication, collaboration, and documentation. With Google Docs, Sheets, and Slides, I created and shared documents, spreadsheets, and presentations.

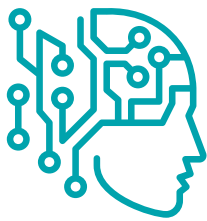
## Q: How does your industry impact the world?

A: The Fit for Business Program (FFB) focuses on engaging and supporting first-year students at the Ted Rogers School of Management through various events and initiatives. While the impact of this program may not seem to be as far-reaching as some other roles, the work done by FFB can have a significant impact on the success and well-being of TRSM students.

By providing resources, opportunities for networking, and support for academic and personal growth, FFB helps to shape the experiences of future business leaders and professionals by making well-rounded students who have knowledge far surpassing the lecture hall. The skills and knowledge gained by students through their involvement with FFB can lead to innovative ideas, new business ventures, and improved productivity and performance in the workplace.

**Q:** Which industry trends should Ted Rogers students be aware of?

**A:** I believe that one industry trend that TRSM students should be aware of is the increasing use of artificial intelligence (AI) for task automation. AI is becoming more prevalent, especially in the data science industry, and it is being used to automate routine tasks, such as data entry, analysis and report generation, which can help improve overall efficiency and productivity.



My time with FFB occurred slightly before the AI tools became widely available and I believe they would have helped to automate the data cleaning process, and analysis and reporting. Creating efficiency frees up time to focus on higher-level tasks like strategy development, decision-making, and interpretation of data insights.

Therefore, students who learn how to work with AI and automation tools will be better equipped to handle the increasing demand for these skills in the workforce. Moreover, the use of AI in education is not limited to administrative tasks. AI-powered CRM platforms are being developed to allow personalized and adaptive engagement experiences for students, improving their learning and employment outcomes.

**Q:** What general advice would you provide Ted Rogers School students?

**A:** My advice to all Ted Rogers students is to develop strong problem-solving skills and to be persistent in applying those skills at work and in the classroom. With the technology tools we now have at our disposal, the saying, "Where there is a will, there is a way," has never been more true.

It's important to identify problems and find creative solutions that leverage data and technology. Additionally, I would advise students to stay up-to-date with the latest technology trends in the industry, such as AI and machine learning, which can automate routine tasks and provide valuable insights from large datasets.

Finally, I recommend that TRSM students gain as much hands-on experience as possible, whether through Bootcamps, case competitions, or personal projects. This will not only help them build practical skills and knowledge but demonstrate to employers their ability to apply what they have learned.



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### Staff Contributor Charmaine Kwong

Charmaine is a Co-op Coordinator who is a big believer in growth mindset. Her background in teaching and employment counseling allows her to build meaningful relationships with students and guide them as they #staygritty and #staycurious while navigating through their Co-op journeys.



### Student Contributor Muneera Ali

Muneera is a 3rd-year Business Technology Management student working as a Project Coordinator at the Business Career Hub. She is interested in self-development, gaining meaningful experiences, and strives to pursue a career in the ever expanding field of Information Technology.