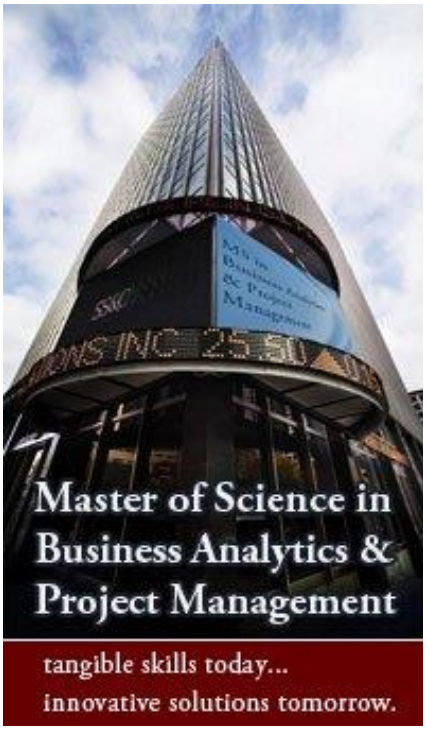

MSBAPM NEWSLETTER

SPECIAL EDITION – WELCOME FALL '14!

SEPTEMBER 2014

ABOUT MSBAPM CLUB

THIS MONTH

- **Power of Visualization**
- **Risk Management and Fraud Analytics**
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- **KATHY – MOTHER OF BAPM**
- **Data Management Workshop**

Questions?
Contact
MSBAPMClub@uconn.edu

ANNOUNCEMENTS

Spring 2015 Enrollment
officially opens October 20th, 2014

** please make sure you have all HOLDS removed from your account, otherwise, you will not be able to register for classes. See upcoming email on enrollment for details.

EM Lyon, France – January 2015 intersession trip.
For more info attend a Q&A session – October 16th Room 402, 5:00 – 7:30pm

For guidance/Appointments on Courses/Plan of Study
Email: anna.radziwillowicz@business.uconn.edu

UPCOMING EVENTS

DIWALI – October 24th 6:00pm
(Observation Deck)

Team Building Sessions
10/29/2014 & 10/30/2014 – Observation Deck, 4:00pm – 5:30pm

GBLC Career Fair – November 12th, 3:00 – 6:00pm, Observation Deck

Bloomberg Aptitude Test
October 27th 3:45 – 6:00pm – those interested email Laurel.Grisamer@business.uconn.edu

Networking Event: Profit & Growth, Why Corporate Social Responsibility Maters
October 27th 5:30pm Cocktail, 6:30pm Presentation. GBLC – Observation Deck

Power of Visualization

- Aswathy M. Das

In the midst of all the excitements of our summer intersession, the BAPM Newsletter Team has scooped out all the info you need on Visual Analytics specialization. This summer, we were bombarded with queries regarding this topic not just within our analytics community but also from other business majors and from prospective students. To answer all of your inquiries, we are covering two exciting courses offered in UCONN School of Business, which will prep you on visualization techniques while presenting complex analysis.

The elective course 'Visual Analytics' was offered as a BAPM/MBA elective during this summer intersession in the Hartford GBLC Campus. This course explores the application of visual analytics for presenting business insights using Tableau. The instructor for 'Visual Analytics' John Wilson shares some of his insights:

Can you summarize the core objectives of this course?

JW - The primary objective of the course is to discuss best practices in Visual analytics for the business user. In addition, we paid significant attention to pre-attentive attributes, cognition and how humans visually perceive the world around them. While we utilized Tableau as our Visual Analytics Tool, it was not intended to be a "how to" for Tableau. Instead, Tableau was a means of translating data into an interactive visualization with the goals being simplicity, interactivity and intuitiveness for the user.

What were the highlights of this course during this summer intersession?

JW - As in instructor, my highlight was the level of engagement by all of the students. The class was divided in teams and each team was able to select their own dataset to visualize. The commentary and constructive criticism of each project was productive, collaborative and keeping within the spirit I had intended. I would also add that the progress made by each of the teams in a short period of time was extremely impressive and gratifying.

Can you share a few of the best practices or tips while visually portraying Big Data insights?

JW - The best tip I can give, especially when visualizing most business data, is to keep it simple. Don't get too caught up in the artistry of the visualization. The intention should be to convey the information contained in the data and allow intuitive exploration of that data by the end user. There are certainly times when "sizzle" is important, but in the business world it is usually about the "steak."

Which are the industries or business verticals where Visual Analytics experts are high in demand?

JW - It is in high demand in every industry. At its core, visualization is nothing more than another means of communication of business information. To that end, all businesses are seeking skill sets revolving around visual analytics.

A 'wicked problem' is a phrase used in operations research to describe a problem that is difficult to solve due to the complex interdependencies and contradictory nature of its causative factors. Examples: global warming, nuclear energy, Internet privacy etc. How can we use principles of visualization for presenting a 'wicked problem'?

JW - Prior to solving a problem, people need to better understand it. Visualization can assist in that. In addition, when there are so many variables involved, the tendency is to do quite a bit of "what if" analysis. Mapping the effects of that analysis, and allowing for user interaction, can allow for better perception of the impact of the problem, thus better understanding.

For those who missed out the summer session, there is another upcoming course on data visualization offered in fall '14 in collaboration with the IBM Center for Innovation in Visual Analytics (CIVA). This 3 credit experiential learning course offered at the Stamford campus, will give students hands-on experience with various visualization tools and methodologies. Students will learn how to develop visualizations (2-D and 3-D) that are intended to capture temporal and

geo-spatial changes in the selected data domain. For the fall '14 session, the selected domain is relating to economic growth, business development, infrastructure improvement, labor force participation and community enhancement in Connecticut and its cities.

During the course students will be expected to interact with researchers and executives associated with IBM Research, IBM Center for Innovation in Visual Analytics, public officials associated with the State of Connecticut Department of Economic and Community Development. Designated IBM executives will monitor the course progress and provide feedback on projects and presentations compiled by student teams. This experiential elective course starting on first week of September will be lead by Professor Girish Punj of MBA-Marketing and assisted by Professor Brian Brady, Director of the UConn Stamford Learning Accelerator.

When this course was offered last year, as part of the final project, the student team developed a decision management system titled "eMerge." That program relied on state-of-the-art data and information visualization methods to facilitate decision-making by multiple constituents that were part of transportation ecosystem in a large metropolitan city like Boston. The visualizations created as part of the eMerge decision management system could assist city government officials and private service providers to make decisions relating to the allocation and optimization of resources devoted to the bike sharing program, and more broadly to other aspects of the transportation infrastructure in Boston.

Examples of queries answered using visualizations included: What route should I take to avoid road congestion? Where is the current supply of bikes located? What bike routes are currently seeing a high rate of travel? When should I schedule my commute? Are city residents satisfied with the bike-sharing program? What are they saying about the program on social media? What trends are emerging from travel patterns? Where should new bike stations be located? What new routes should be added to the bike grid? Can travel volume in various sections of the bike grid be predicted in advance?

The challenge in providing answers to the above questions involved merging geo-spatial and time visualizations that were capable of a near real-time analysis of bike usage and supply patterns, road congestion, weather patterns, and social media feeds.

The course format of the visual analytics electives offered by UCONN School of Business enables you to take a deep dive into data visualization, within a classroom-laboratory setting, where the various aspects of the course creates a learning experience that is both immersive and realistic. In short, you will understand the capabilities and functionalities of both the current and next generation of visualization methodologies, while being exposed to the technological hurdles of merging various visualization methods, particularly those that are driven by an underlying predictive model.

Risk Management and Fraud Analytics

- Kavya Thota

Fraud Analytics uses analytical techniques in combination with human interface to detect improper transactions based on suspicious activity before or after a transaction occurs. It involves the process of storing transactional data, login information, and mining data for patterns. These patterns are then translated to understand a Modus Operandi (any characteristic potential threat) and used in proactively building strategic systems to focus on real business benefits. Fraud detection is then made easier and quicker.

"Why Fraud Analytics now?"

If we look at the past years there is a sophistication in terms of the fraud schemes and number of cyber-criminal groups targeting organizations. Previously, fraudsters would hack into somebody's bank account and siphon off money. Nowadays we see a larger trend where organizations are targeted in every sector for intellectual property, customer list and anything of that value, so the goal is not just focused

on monetary gain but also on other economic benefits.

It is said that "If you do not actively attack the risks, the risk will actively attack you." All the leading organizations in the world of finance and ecommerce look at fraud and risk analytics as an opportunity for this reason. Continuous great demand on e-commerce and organizations belief in trust building between customers and third party sellers has also become a key reason for companies to adapt Fraud Analytics in the department of Risk Management.

Fraudsters are becoming more professional and organized than ever before. These sophisticated fraud schemes involve complex networks and events. "Three Way fraud" is one such fraud scam that amused me during my work in the fraud department at amazon. In this type of fraud, a fraudster creates a seller listing for an item on one e-commerce usually at lower prices compared to other websites. When an order is received for that item, he places the same order on a different website with a fraudulent card and ships to the address of the first website. Continually doing this will improve the seller's performance rating. The fraudster can continue this activity unless this activity is triggered on the second website. Similar, popular scams include "Social Engineering"- (Fraudster gains trust first and involves in fraud later) and "Address Munging" - (disguise an address in a way that prevents computer software from seeing the real address). These kind of frauds are difficult to catch unless a velocity check is run. To prevent such losses and enhance customer satisfaction, companies are adopting refined Fraud Analytics.

Financial Institutions are forced to deal with many fraudulent activities, especially frauds like "bust out fraud". What is bust out fraud and why is it a threat? Bust out fraud is a first party fraud that occurs when a group of individuals open bank accounts with fraudulent identity information. These individuals then typically spend few months or years establishing themselves as trustworthy customers. They form a ring and "cash cycle" among various fraudulent accounts without the payments leaving the bank. Over time these individuals as a network will apply for and gather several credit cards, personal loans and other banking services without paying back. While acting as good customers these fraudsters purchase expensive items like electronics which are quickly sold in the market. It is often difficult for banks to combat such frauds and about 10% to 15 % of all banks bad debt is by this kind of frauds which results in tens of billions of losses each year. So all major financial institutions are adopting fraud detection tools which can identify fraudulent applications. These tools are developed using historic data, rules based logic, and data validation. Fraud scores are assigned based on the suspicious activity, and applications with the highest fraud scores are further analyzed by a fraud analyst. This is done with advanced queuing and alert systems. This is how a customer is notified of fraud Alerts or any suspicious account changes/activity.

Let's look at the example of VISA, a giant payment processing company which reduced its losses to great extent by detecting frauds at gas Stations. Frauds at gas stations may seem minor but the analytics showed that the rate of fraud at gas stations is 3 to 4 times as frequent in comparison to retail fraud. It has been assessed that fraudsters tend to test stolen cards at gas pumps before using it somewhere else. Visa has developed a new predictive analytics software which helps it to cut down of credit card fraud at pumps. This tool analyses past transactions and locations in less than one millisecond and creates a risk score ranging from 0 to 99. Based on the risk score the card is accepted or declined. These tools are developed by frequent analysis on historic data and which identifies patterns from previous transactions.

Be it a financial fraud, transactional fraud or insurance fraud, the technology is advancing and there is need for organizations to check if the existing fraud controls are still relevant. Major leading organizations in the industry have a need to adopt Fraud Analytics as it's completely a different world out there and is constantly evolving. Usage of data mining techniques helps to understand trends in complex environments and gives an opportunity for companies to prevent harm before the damage is

done. Although rule based methods are powerful, widespread tools that can be used for years to combat fraud and abuse, they have certain limitations. Adding fraud analytics to this can significantly enhance fraud detection and help in constant business improvement.

Career Sustainability

- Prianka Raha

"Happiness does not come from doing easy work but from the afterglow of satisfaction that comes after the achievement of a difficult task that demanded our best." - Theodore Isaac Rubin

While searching jobs, many of us have target profiles in mind; we think about applying to our dream companies. But in that process sometimes we overlook some significant and important aspects, such as: What do I actually want? What interests me the most? What kind of people do I want to work with? What tasks do I like to do? What skills do I like to build? What are my values, is it independence, creating wealth, flexibility, or innovation?

Doing a "job" to earn a living is not sufficient; the more fundamental need is finding a job that gives us satisfaction. This is the essence of having a rewarding career and the key to being successful. Career sustainability plays a crucial role in finding that satisfying job. Career sustainability is about understanding your strengths and weaknesses, being thoughtful and proactive about your career and presenting yourself accordingly.

To introduce Career Sustainability to students, UConn School of Business invited Julie Jansen, on 28th April, '2014. Julie is a speaker, trainer, executive, business & career coach, and the author of popular books on career management and executive performance like "*I Don't Know What I Want, But I Know It's Not This: A Step-by-Step Guide For Finding Gratifying Work".*

Julie recommends the following *mantras* for Career Sustainability:

Networking: Continually enhancing your business networking skills by networking with peers, bosses, and employees is a gateway to finding rewarding opportunities.

Develop and publicize your professional brand: *"Students should develop their personal brand and proactively communicate"*. You should market your distinctive personality and differentiate from others by exhibiting your unique potential. Julie recommends that students should update their public profiles at regular intervals by including novel, relevant, and interesting information about themselves and the skills that they have acquired. However, she cautions students about choosing relevant social media and networking platforms for building a desired public image.

Become self-aware: Oftentimes, interviewers assess your Emotional Intelligence rather than your IQ. Identify your emotions as they occur, and recognize their effect on your thoughts and actions. It's not enough to be aware about your strengths and weaknesses but you should also be willing to talk about them. This will make you more skilled at interviewing.

In summary, Julie offers great practical insights into career sustainability. If at some point you realize you are not satisfied with your current line of work or you feel you want to explore other career tracks, you need to self-introspect, build a personal brand, project a positive public image, and network with people who are doing jobs that appeal to you. This will help you find a more satisfying career that has meaning and purpose.

Experience Predictive Modeling Certification

- Cynthia Chen

Unlike most SAS programmers who only came into contact with SAS in their working life, I am fortunate to have learnt some fundamentals of SAS during my

masters at UConn. When I first got an internship as an associate research analyst in an insurance consulting company, I recognized that modeling with big datasets, especially in the customer exploration projects is very common, which aroused my interest in SAS Predictive Modeling in handling bigger datasets. SAS certified predictive modeling with SAS Enterprise Miner 7™ is usually considered to be a good way to enter the analytics industry, and is a relatively newer certification that is fast becoming popular.

My first experience with SAS Enterprise Miner is from the Data Mining and Business Intelligence class, a core course for BAPM students. This course is not designed to prepare students for the certification exam, but to serve as a good introduction to SAS Enterprise Miner, decision trees, neural nets and so on. Before taking the course, I had no prior experience using SAS Enterprise Miner, but I did have a background in statistics. However, having studied statistics only at undergraduate level, I found the statistical analysis difficult to understand. To overcome this, I started with SAS e-learnings online for one month, and studied with the help of course notes (Applied Analytics Using Enterprise Miner) and also did the exercises after each chapter. Technically, working through the course notes will expose you to all the material on the test. For those candidates who don't take the course of Data Mining and Business Intelligence or don't have a strong background of statistics, I presume the preparing time could be a little longer.

After receiving the email from our project manager, Anna Radziwillowicz, who reminded us of the upcoming SAS certification exams, I registered for the exam on the SAS official website. Before I took the SAS certification exams, I took the mock examinations available as an e-learning module. The mock examination served as an excellent platform for me to understand the SAS predictive modeling area that I am weak in and provided additional guidance.

I found my first internship before passing my SAS certifications, so it did not help me in finding a job. However, the knowledge that I have gained from my examinations has helped me tremendously during my summer internship period. I am able to create predictive models far more efficiently than I was previously, such as logistic regression, ARIMA, sampling, regression, various statistical tests and ANOVA. I started reading up on using SAS to build different models and obtain the results that I needed. I am able to write automated codes that most of the analyses were generated with. After I passed the SAS certification during my internship period, my supervisor recognized my skills in SAS and I was given a variety of tasks and roles related to SAS Predictive Modeling. Many of these roles would not have been possible without an in depth knowledge of SAS.

The SAS Enterprise Miner 7™ has certainly helped me a lot in equipping me with the right knowledge in using SAS. While the e-learning modules have enhanced my knowledge, it is ultimately the SAS certification exams that have given me the confidence and deep understanding of SAS, which greatly enhances my career as a research analyst. If you want to engage in a predictive modeling job or experience analytics using a state-of-the-art data mining software tool, you should feel comfortable doing statistical analysis through SAS Enterprise Miner.

Expert Talk – Prof. Ram Gopal

- Sai kumar Vadrevu

When and how did the BAPM program come into being?

The seed ideas for MSBAPM were planted during our partnership with GE in early 2000s. In the partnership we were executing high-level business projects (typically 1 $ million + returns) and the projects involved teams of faculty and diverse set of students. We quickly began to realize that as ecommerce and digitization have begun to take roots, managing and leverage digital data was becoming an important business skill to deliver value to companies. We also

began to see the need for our students to have skills to manage large scale global business projects to become effective managers. These ideas coalesced into MS in Business Analytics and Project Management (MSBAPM). We officially began the process to start an MS program in 2009 and launched it in the Fall of 2011.

A lot of Universities are offering courses in analytics. How is MSBAPM different?

It is unique in a few different ways. It is not just Business Analytics but also Project Management. We impart complimentary technical and business skills that allow our students to successfully execute analytics projects in the real world and take on leadership roles to drive analytics initiatives in organizations. Thus, we are not just imparting analytical skills, but also preparing them to manage and lead change in organizations. Our graduates are typically in a position to immediately add value to their employers. The fact that we bring together full-time students from all over the world, and domestic part-time students currently working in the industry in the area creates valuable synergies for both student bodies. From an instructional perspective, we engage faculty from different departments in the School of Business, along with instructors from the industry which together provides high value educational experience for our students.

Today we are seeing a tremendous rise in the Big Data field. How is MSBAPM staying relevant in these times?

I think most important thing that we can and are doing is to make sure that our curriculum and pedagogy stays relevant with the fast changing technology and business landscape. We offer a wide range of electives on emerging topics of interest, and ensure that the set of courses we offer and the content of these courses is continually refreshed and updated to stay relevant. We engage closely with the industry, both inside and outside of the classroom. We partner with both companies that consume analytics and also with companies that create and provide analytics products and solutions. On the latter, we have developed strong partnerships with SAS and IBM, two leading providers of analytics solutions in the marketplace. Our outstanding industry advisory board regularly provides feedback, help and guidance to help the program stay in line with the emergent trends. By developing and fostering this environment we ensure that our students are learning not just in the class room but also through close interactions with the industry. The program requires students to take a capstone course where they execute real-world projects in collaboration with companies to tackle their analytics challenges.

Are you looking form any long term collaboration projects with any of the companies like Aetna, Cigna, Swiss Re, Limra etc., and are you planning to set up a research lab in the university and work with them on an ongoing basis that would be a regular academic program kind of thing?

Our long term vision is to create a research center that attracts companies to come to us so that they can leverage the talent that we offer. The center's primary objective is to encourage our faculty and students to conduct cutting edge research in analytics, and translate the research to help organizations to become more effective consumers of analytics.

What career advice would you give to the students?

Help us to help you! We are keenly aware that the success of the program is dependent entirely on the success of our students. The best advice I can give to students is to take advantage of all the opportunities that we are working to provide you – networking events, cultural events, career development workshops, student club activities, opportunities for professional certifications, and others. We have been fiercely promoting the program to companies and I think the word is spreading. The MSBAPM leadership team is aggressively reaching out to companies that have a need for talent and making them aware of the skillsets that we offer. Our Program Manager, Anna Radziwillowicz, has been working tirelessly to

organize networking events and career fairs to provide a platform for our students to interact with industry leaders and explore employment opportunities. Many companies are still not fully aware that MSBAPM is a STEM certified program. It is a huge advantage for international students because STEM programs allow international students to work on an OPT (optional practical training) for 29 months and this encourages and provides more flexibility for companies to hire international students. We are working to change this and increase awareness.

Where do you see the program in the next 3 years?

Growth. Not in numbers, but in quality! We want to have the very best analytics program in the country. That's our goal. We will achieve this by recruiting top notch students, providing outstanding educational opportunities for our students inside and outside of the classroom, and developing close ties with the industry to help our students find employment opportunities to fully leverage their skills and talents. As our students continue to succeed and excel, the reputation and ranking of our program will naturally continue to climb.

Some Advice to the Analytics Newbies

- Arda Zuber

First of all, congratulations to you for choosing a very popular and fun career path. Being a data analyst is like playing a game for your entire professional life. You will find answers to very important questions, solve puzzles of every variety and sort of be a detective – one who investigates data.

I would like to talk about how to conduct your analysis and how to conclude it.

Conducting Your Analysis

Every entity needs analysis. Humans need it, animals and devices need it, and of course companies need it. They gather data from their surroundings and come up with the best decision to maximize the benefits and minimize the cost with the aid of analysis of that data. So, analysis can be considered a decision support system.

But we must be aware that Analytics is not just a toolbox full of statistical and mathematical models. What I mean by that is, knowing only regression or statistical distributions (or any other modeling tool) will not make you an analyst. You need something more. And that something is the ability to link the business needs with the analysis results, to use modeling techniques fitting that business need and to report that link in an understandable manner to the relevant people.

The main inputs of any analytical process are basically the data and the business goal. Then, you conduct your transformation process (namely, your analysis) to turn the inputs into outputs. The output of this process is not graphs or data summaries, but knowledge, that can be used in the decision process.

Boundaries of the Analytics Job

I've seen many analysts who weren't exactly sure about their job definition. They didn't know where to start and when to stop. Well, it depends. It depends on the company, on the business goal and on the requirements of the upper management.

I will tell you what makes an ideal analyst in my opinion.

A good analyst should first establish a good understanding of the business goal. "What will be the impact of the analysis on the business? What decision is needed to be made after the analysis results?"

Then, he/she should create an analysis goal. "To reach that business goal, what do I need to see in my data? What am I looking for?"

Then conduct the analysis in that direction and with the basic principles of conducting an analysis above. Start with an explanatory data analysis (EDA). "What does my data look like? Are there anything data reveals to me to go further in that direction? Are there any patterns in the data?" EDA explains those kind of questions. After you familiarize yourself to

your data, you can use any tool in your arsenal to conquer your data. Use them wisely to come up with a conclusion or an analysis result or some useful facts.

For the last step, you know the business goal, you know your data, and you have the facts and the conclusion. We came to the most delicate part. You need to transfer your findings to the decision makers in a clear and concise way. In some companies, you write a report; and in others, you create dashboards or you may go to your boss and tell him about your findings so that he can tell it to his boss. Styles may change, but at the end of the day, you need to be able to describe your data and your findings in a concise and clear way. You need to convey the story of the data. That is the difference between a decent analyst and a great analyst.

Conclusion

Being an analyst is becoming a very popular job. It is also a lot of fun. However, the rules of the game may not be that obvious. But there are some guidelines. If you stick to the guidelines written above, everything will be fine.

Student Spotlight – Roberta Romeo

-- Why did you select this program?
I work with several recent BAPM graduates at UConn Health who raved about the professors, the program and the administration (Jose, Kathy and Anna). I am most comfortable with the Project Management side of the program; however, I have to admit, I am both excited and scared to pieces about all the Business Analytics classes.

-- What has been your fondest memory (if any) during this course?
My first class required each student to speak about ourselves and our career paths. When it was my turn I found myself feeling a little anxious and could only imagine how the other students felt. When it was time for one of the younger female students to speak, she explained to the class that she has always been uncomfortable with public speaking, but that it was a goal of hers to overcome those fears. She was visibly shaken as she described her career goals and ambitions, but with grace she pushed through it. After she was done, the class erupted in applause for her courage and determination. I was so moved that I had a lump in my throat and tears in my eyes. I spoke to her after class and told her how I will take her bravery as a lesson to always face things head on.

-- Anything interesting that you have been working on that you would like to tell us.
As a PM at UConn Health, I am always working on interesting projects. The most recent is a Universal Communication's system that may be used in the new 300,000 sq ft Outpatient Pavilion being constructed in Farmington. This product, when coupled with a smart phone, is a mobile communication tool. It allows clinical staff to communicate using VoIP, provides alarm notification from our clinical systems and secures medical text messages. As an organization always striving to enhance the patient experience, this product will help reduce noise in our patient care areas and streamline communication between care providers. It is a new and exciting technology being used in a state of the art healthcare facility.

-- What do you do in your spare time when you are not working or studying?
I love yoga, traveling and spending time with friends and family. Matt and I just closed on a beautiful

home in East Hampton on Lake Pocotopaug – it has kept us very busy over the last several months with remodeling but we were able to spend time relaxing at the beach this summer with Evan, Matt's 14 year old son and our dog Shirley.

-- Any advice you'd like to give the other students? Anything you firmly believe in or follow?
I've always been a late bloomer – which really means that when most 18 year olds were focusing on college after high school graduation, I had my head in the clouds and a waitress tray in my hand. After 2 semesters at CCSU, I received an academic dismissal. It wasn't because I was incapable of the work; at that time I simply thought a degree was unnecessary. After 15 years of dead end jobs, I realized how wrong I had been. When I told my parents I was going back to school at age 35, my mom supported me right away and said "Time will pass regardless if you set any goals for yourself"; whereas my dad was a tougher sell, saying, "I'll believe when I see it!" and I am not sure which comment motivated me more. I quit my job and took a full course load at a community college where I earned an Associate's Degree in Computer Science, and then on to a Bachelor's degree in MIS, graduating from CCSU with honors exactly 20 years later than my high school class. I am now a successful Project Manager at UConn Health and love what I do. Because a college education changed my life, any time I see a young person on the same path, I tell them my story with the hopes they will figure it out sooner than I did.

Student Spotlight – Samuel Sudeep Reddy Gorla

Tell us briefly about your journey in MSBAPM? What makes MSBAPM special?

It's been an amazing journey so far in US. I had a great time in MSBAPM, explored many things and the course is good because it is evenly split between technical and business aspects. I like the way that it can be finished in one year and with a decent knowledge which can be applied to a real job.

What have you learned that's made a difference to you?

Well, I have learned a lot on a personal level to be independent, punctual and to work hard to get things done. From the beginning of the course, I was focused on jobs and gave my best in every interview that came along.

What has been your greatest challenge?

My greatest challenge was managing time, for example, I used to work on-campus and do 4 courses in a semester and that's the way I started, so I kept on pushing myself and ultimately I believe it's Jesus Christ who helped me reach where I am.

What would people be surprised to know about you?

That I really am different in many ways! I'm honest and independent regardless of circumstances, I'm a pretty straight forward person! I'm adaptable. For example, I'm a roman in Rome type of a person! I literally am! And can speak Spanish and English as a native speaker. I believe in the no pain, no gain strategy! Well, it's too much bragging!

What are you doing now? What are your future goals/aspirations?

I am working as an Implementation Consultant at Fast Enterprises. In the future I want to scale up in both professional and personal aspects of life and be open to different opportunities that let me challenge myself.

What advice do you have for incoming students?

Be eager and desperate and work hard to get jobs. Do not depend on School or friends, remember that this is your life and you want to make the most of it by giving your best all the time! That is it! My best wishes to Y'ALL! God bless!

Hey, what's that sound?

- Shikhar Hasija

Since childhood I have tried to learn to play an instrument like the guitar, piano or a violin, several times. I always gave up in frustration. Patience is not my strong suit.

I made a few interesting personal connections while I was traveling last year; one of them was a didgeridoo player. Throughout the Triund trek (Himachal Pradesh, India), I borrowed his didge and tried to play it. Oh, the joy of making music in the wilderness!

I bought my first didgeridoo soon after that trip. The more I read about the instrument, the music, the meditation practices, its aboriginal history, and its medical benefits, the more I was drawn towards it.

Needless to say, the first instrument I bought in USA was a didgeridoo. As soon as the summer started, I got myself a Toca didgeridoo. Buying an authentic aboriginal didgeridoo can be a bit tricky here (psst, expensive as well), so this one is a synthetic one. Oh, the joy of troubling your neighbor with music!

It has been three months now, and I blow the didge every day. Soon enough, it was not a matter of practicing, but the joy of the association with sound, the mindfulness, and the frowning faces of my roommates. This time, I haven't given in to the frustration. There is still a lot to learn but I am a lot more patient now than I ever was before - another benefit of the didgeridoo!

I am currently learning how to blow the didge with circular breathing: breathing in while blowing the didge at the same time. Sounds impossible even in theory but somehow you can.

According to my new roommate agreement I am not allowed to buy any instrument without prior consent. So I am not allowed to buy the Djembe anytime sooner.

P.S.: The Didgeridoo is totally worth the new roommate agreement!

KATHY – MOTHER OF BAPM

- Mohith Paleti

Mohith: Why did you choose to be an admin at UConn?

Kathy: At the time I joined, it was a part time position that allowed me to get increased my current duties at UCONN

Mohith: If you had not been an admin, what would you be?

Kathy: My background has been in accounting, so I like working with numbers, budgets, etc.

Mohith: Tell us a little more about your professional experiences, particularly those not known to BAPM students.

Kathy: Worked in the Banking Industry for 28 years, 18 in International and 10 in Financial with focus on Retail Banking during the last 3 years.

Mohith: How long have you been working for UCONN School of Business?

Kathy: I have been In the BAPM job 3 years, but I have also been an aerobic teacher at UCONN since 2/09.

Mohith: Describe your daily activities and the duties of your current job.

Kathy: It varies daily but mainly dealing with applications, inquiries, registration, reporting, payroll, etc.

Mohith: You have great patience and commitment towards working for UCONN. What motivates you?

Kathy: Thanks for the compliment! I've always been an individual who makes sure the job gets done and the results are very rewarding.

Mohith: How would you deal with less-motivated students who seek admit at UCONN?

Kathy: Honesty is the best policy and we have tried to establish acceptance standards that have to be adhered too. Sometimes this is hard to get the applicant to understand this (frankness isn't always easy to accept), but over time they accept it. We often have students who work on improving their scores or work experience and apply again.

Mohith: Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?

Kathy: Making decisions and my determination helps me here.

Mohith: Tell us about your preferred work environment.

Kathy: Office - where I do get to see people/ student but also have the ability to get the job done.

Mohith: Do you have any additional information that you would like to share?

Kathy: It's a great program and I am glad that certain aspects of the process have improved (especially the career development). Once BAPM job placement has taken place, I see the process as being completed

Mohith: In your opinion, how should the workload of a faculty member be split and into what areas?

Kathy: With this being a research college, the faculty has a lot on their plate. So far the faculty I deal with are very accommodating and helpful to staff and students. As far as how their time is split this is nothing I really know about, the schedule is their own.

Mohith: What experiences or skills will help you manage the prime time during the applications period?

Kathy: Keeping good records, patience and determination.

Mohith: What was your aim in life as a teenager?

- Kathy: To be an accountant, as I've always liked working with numbers.

Mohith: What is your opinion about Mohith Paleti? What message you want to give it to him?

Kathy: A very understanding, kind and caring person who is willing to take on any situation with an open mind.

Mohith: What are your favorite hobbies?

Kathy: I like to bike, watch movies, and read (preferably true stories).

Mohith: Interesting experiences with any incoming students?

Kathy: Nothing specific but I finally get a chance to meet all the people I have been dealing with the last 9 months.

Mohith: Any advice for the prospective students?

Kathy: Make the most of your studies but find time to enjoy yourself too!

Students Attend UConn Libraries' Data Management Workshop

- Tiffany Moy

A handful of MSBAPM students participated in a "Research Data Repositories" workshop on April 24th. The workshop gave an overview of data repositories, which are essentially data storehouses, and listed various available resources for use. This was the second of two University of Connecticut Libraries-sponsored workshops that the MSBAPM Club virtually participated in during the spring 2014 semester.

The workshop series was intended to provide graduate students with information to help them better manage their research data. UConn Data Management Services Librarian David Lowe coordinated with the Club to allow both workshops to be live streamed from the Storrs campus.

For access to the workshop's files, please contact the MSBAPM Club at msbapmclub@business.uconn.edu.