

Business Computer Information Systems

BUSINESS COMPUTER INFORMATION SYSTEMS

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CONCEPTS CHAPTER 1 - THRIVING IN A TECHNOLOGY-RICH WORLD

In this chapter, we will look at how the world around us has changed very dramatically in the last two decades

In the year 2000, General Electric, Cisco Systems, Exxon Mobil, Pfizer, Microsoft, Wal-Mart, and Citigroup were among the highest valued public corporations by market capitalization on the planet. Oil and gas, retail, networking hardware, healthcare, computers, and banking were represented in this group with [market caps in the 250-480 Billion US Dollar range](#).

In 2020, [The Big Five](#), Microsoft, Apple, Alphabet, Amazon, Facebook followed by Ali Baba, Tencent, Berkshire Hathaway, VISA, Johnson & Johnson make up the highest valued public corporations. Altogether gone from [the top 10](#) is oil and gas with mostly technology companies remaining. [Big business is getting bigger \(538\)](#).

While **Microsoft** has been a staple in the top 10 market cap group over the past two decades, it had its ups and

downs. Transitioning from hardware and software to cloud services, reinventing tablets with the [Surface line](#) that features a full operating system to its users, and diversifying its services altogether allowed for Microsoft to be a mainstay. Office 365, Power BI, Azure, [LinkedIn](#), Skype, PC, and Xbox Gaming among many others are what help this company remain competitive.

The first iPod was released almost twenty years ago. Back then, **Apple** was widely considered a tech-industry has-been. By spring 2010, Apple had grown to be the most valuable tech firm in the United States, selling more music and generating more profits from mobile device sales than any firm in the world. [In the summer of 2020, Apple was the highest valued company on the planet followed by Microsoft, Google/Alphabet, Amazon, and Facebook.](#) In recent years, Microsoft and Apple have battled for the top spot with **Saudi Aramco** disrupting the top five since it went public in 2020.

Google barely existed twenty years ago and well-known strategists dismissed Internet advertising models (Porter, 2001). By 2010, Google brought in more advertising revenue than any firm, online or off, and had risen to become the most profitable media company on the planet. Today, billions in advertising dollars flee old media and are pouring into digital efforts. This has also reshaped industries and redefined skills needed to reach today's consumers. Their Android operating system, devices, and other business ventures lead to **Alphabet** becoming the giant it is today.

In the year 2000, social media barely warranted a mention. Today, [Facebook's user base is larger than any nation on the planet.](#) Speaking of globalization, China started the new millennium largely as a nation unplugged

and offline. But today, China has more Internet users than any other country and has spectacularly launched several publicly traded Internet firms including Baidu, Tencent, and Ali Baba. While the landscape has changed since, by 2009, China Mobile was more valuable than any firm in the United States at the time except for Exxon Mobil and Wal-Mart.

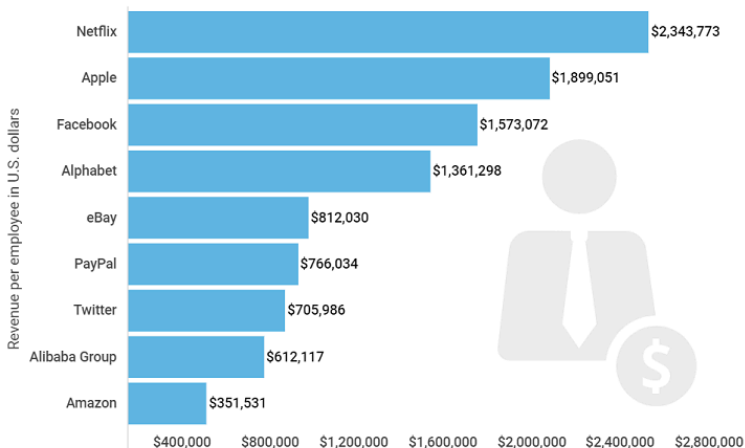
Amazon has grown from a garage startup into the online e-commerce giant by transforming online shopping. Amazon has changed how we read by making e-readers mainstream with their Kindle devices, changed how we interact with the internet and shopping through Alexa smart speakers, increased their reach through Prime services, one-click purchases, and cloud computing.

[Yet none \[of The Big Five\] hold a candle to Netflix when it comes to revenue per employee.](#)

Revenue per employee of selected tech companies

Details: In U.S. dollars; worldwide; calculations as of FY 2019, data released and published on June 2020

Sources: Statista; Netflix; Apple; Facebook; Alphabet; Twitter; Alibaba; Amazon



Share

 **BUYSHARES**

All firms are harnessing social media for new product

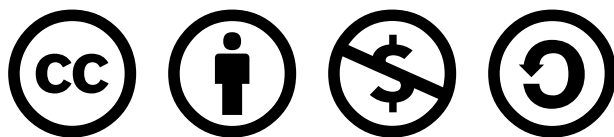
ideas and for millions in sales. But with promise comes peril. Mobile phones and cameras are just a short hop from YouTube, Facebook, Twitter, Snapchat, or TikTok. This also means that every ethical lapse can be captured, every customer service flaw tagged on your permanent record that is the Internet. Ultimately, the service and ethics bar for today's manager has never been higher.

Cloud computing and software as a service are turning sophisticated, high-powered computing into a utility available to even the smallest businesses and nonprofits. Data analytics and business intelligence are driving discovery and innovation, redefining modern marketing, and creating a shifting knife-edge of privacy concerns that can shred corporate reputations if mishandled.

As the last twenty years have shown, tech creates both treasure and tumult. These disruptions aren't going away and will continue to accelerate, impacting organizations, careers, and job functions throughout your lifetime.

For all of these reasons and more, we must place technology at the center of business and managerial playbooks.

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1.1 TECH IS EVERYWHERE

Learning Objectives

After studying this section you should be able to do the following:

1. Define information systems, management information systems.
2. Understand the basic role of MIS in organizations.
3. Appreciate the degree to which technology has permeated every management discipline.
4. See that tech careers are varied, richly rewarding, and poised for continued growth.

Information systems are historically defined as systems that allow us to take meaningless data, store them, then process, and output useful information at the end. Information systems are not new; they have been around throughout human history. For example, the spoken word: languages are millions of years old and allowed humans to communicate with one another synchronously, while they were in the same environment. The written word is thousands of years old and allowed peoples to send messages, write poetry, share laws, and other useful information to form societies. The printed word has allowed information to spread faster and with a far greater reach than other systems that preceded it since [Johannes Gutenberg built his printing press](#). The digital revolution in the mid-twentieth century enables us all to store and process data into information at unprecedented speeds.

Ultimately, we take something that has little to no value on its own and we give it meaning within the context of our thinking, our business, our world.

Information system: a system designed to collect data, store, process, output information.

MIS: an organized collection of people, procedures, software, databases, and devices that provide routine information for decision-making.



The data > storage > process > information order notes how the input (data) of a system results in meaningful output (information) at the end.

Information systems can be manual or digital, paper-based or computerized, low tech and speed, or high tech and high speed. They can cost as little 99c in the shape of a cheap paper notebook or cost over \$15 billion to develop, [as IBM has spent on its sophisticated artificial intelligence system Watson.](#)

Information systems are all around us to help us, businesses, and organizations make better decisions. We live in the age of Big Data, data that is so voluminous that we cannot store it in a single system, nor can we process it all. We all contribute to our global collective pile of data by updating our social media, buying anything and everything in stores and online, taking classes using Blackboard, even reading this book online. All of that data piles up very quickly and organizations can use information systems to make sure they understand why events occur, what products to develop further, and which lectures to tweak based on user behavior. Not all data gets processed, so the output of an information system will always be lower in volume than its input.

In the early 2000s, there was a lot of concern that tech

jobs would be outsourced, leading many to conclude that tech skills carried less value and that workers with tech backgrounds had little to offer. Turns out this thinking was stunningly wrong. Tech jobs boomed, and as technology pervades all other management disciplines, tech skills are becoming more important, not less. Today, tech knowledge can be a key differentiator for the job seeker. It's the worker without tech skills that needs to be concerned.

As we'll present in-depth in a future chapter, there's a principle called Moore's Law that's behind fast, cheap computing. And as computing gets both faster and cheaper, it gets "baked into" all sorts of products and shows up everywhere: in your pocket, in your vacuum, and on the radio frequency identification (RFID) tags that track your luggage at the airport.

There is also a type of Moore's Law corollary that's taking place with people, too. As technology becomes faster and cheaper and developments like open-source software, cloud computing, software as a service (SaaS), and outsourcing push technology costs even lower, tech skills are being embedded inside more and more job functions. What this means is that even if you're not expecting to become the next Tech Titan, your career will definitely be shaped by the forces of technology. Make no mistake about it—there isn't a single modern managerial discipline that isn't being deeply and profoundly impacted by tech.

FINANCE

Many business school students who study finance aspire to careers in investment banking. Many i-bankers will

work on IPOs, or initial public stock offerings. They will help value companies the first time these firms wish to sell their stock on the public markets. IPO markets need new firms, and the tech industry is a fertile ground that continually sprouts new businesses like no other. Other i-bankers will be involved in valuing merger and acquisition (M&A) deals, and tech firms are active in this space, too. Leading tech firms are flush with cash and constantly on the hunt for new firms to acquire. In the prior decade, Cisco bought forty-eight; IBM bought thirty-five, Microsoft bought thirty, Google bought eighteen firms (Source: VentureSource). And even in nontech industries, technology impacts nearly every endeavor as an opportunity catalyst or a disruptive wealth destroyer. The aspiring investment banker who doesn't understand the role of technology in firms and industries can't possibly provide an accurate guess at how much a company is worth.

Those in other finance careers will be lending to tech firms and evaluating the role of technology in firms in an investment portfolio. Most of you will want to consider tech's role as part of your personal investments, and modern finance simply wouldn't exist without tech. When someone arranges for a bridge to be built in Shanghai, those funds aren't carried over in a suitcase—they're digitally transferred from bank to bank. Forces of technology also blasted open the two-hundred-year-old floor trading mechanism of the New York Stock Exchange, in effect forcing the NYSE to sell shares in itself to finance the acquisition of technology-based trading platforms that were threatening to replace it. As another example of the importance of tech in finance, consider that Boston-based Fidelity Investments, one of

the nation's largest mutual fund firms, spends roughly \$2.8 billion a year on technology. Tech isn't a commodity for finance—it's the discipline's lifeblood.

ACCOUNTING

If you're an accountant, your career is built on a foundation of technology. The numbers used by accountants are all recorded, stored, and reported by information systems, and the reliability of any audit is inherently tied to the reliability of the underlying technology. Increased regulation, such as the heavy executive penalties tied to the **Sarbanes-Oxley Act** in the United States, have ratcheted up the importance of making sure accountants (and executives) get their numbers right. Negligence could mean jail time. This means the link between accounting and tech have never been tighter, and the stakes for ensuring systems accuracy have never been higher.

Business students might also consider that while accounting firms regularly rank near the top of *BusinessWeek's* "Best Places to Start Your Career" list, many of the careers at these firms are highly tech-centric. Every major accounting firm has spawned a tech-focused consulting practice, and in many cases, these firms have grown to be larger than the accounting services functions from which they sprang. Today, the tech-centric consulting division of Deloitte (one of [the Big Four accounting firms](#)) is larger than the firm's audit, tax, and risk practices.

At the time of its spin-off, [Accenture](#) was larger than the accounting practice at former parent [Arthur Andersen](#) (Accenture executives are also grateful they

split before Andersen's collapse in the wake of the prior decade's accounting scandals. See: [Enron Scandal](#)). Now, many accounting firms that had previously spun off technology practices are once again building up these functions, finding strong similarities between the skills of an auditor and skills needed in emerging disciplines such as information security and privacy.

MARKETING

Technology has disrupted the marketing landscape, and as a result, the skill set needed by today's marketers is radically different from what was leveraged by the prior generation. Online channels have provided a way to track and monitor consumer activities, and firms are leveraging this insight to understand how to get the right product to the right customer, through the right channel, with the right message, at the right price, at the right time. The success or failure of a campaign can often be immediately assessed based on online activity such as Web site visit patterns and whether a campaign results in an online purchase.

The ability to track customers, analyze campaign results, and modify tactics has amped up the return on investment of marketing dollars, with firms increasingly shifting spending from tough-to-track media such as print, radio, and television to the Web (Pontin 2009). New channels continue to emerge, with firms as diverse as Southwest Airlines, Starbucks, UPS, and Zara introducing apps for iPhones and Android devices. Cell phones can deliver location-based messages and services, and even allowing for cashless payment.

The rise of social media is also part of this blown-apart

marketing landscape. Now all customers can leverage an enduring and permanent voice, capable of broadcasting word-of-mouth influence in ways that can benefit and harm a firm. Savvy firms are using social media to generate sales, improve their reputations, better serve customers, and innovate. Those who don't understand this landscape risk being embarrassed, blindsided, and out of touch with their customers.

Search engine marketing (SEM), search engine optimization (SEO), customer relationship management (CRM), personalization systems, and a sensitivity to managing the delicate balance between gathering and leveraging data and respecting consumer privacy are all central components of the new marketing toolkit. And there's no looking back—tech's role in marketing will only grow in prominence.

SUPPLY CHAIN, SOURCING, OPERATIONS

A firm's operations management function is focused on producing goods and services, and operations students usually get the point that tech is the key to their future. Quality programs, process redesign, supply chain management, factory automation, and service operations are all tech-centric. These points are underscored in this book as we introduce several examples of how firms have designed fundamentally different ways of conducting business (and even entirely different industries), where value and competitive advantage are created through technology-enabled operations.

MANAGEMENT, HUMAN RESOURCES

Technology helps firms harness the untapped power of

employees. Knowledge management systems (KMS) are morphing into social media technologies—social networks, wikis, and Twitter-style messaging systems that can accelerate the ability of a firm to quickly organize and leverage teams of experts. Human resources (HR) directors are using technology for employee training, screening, and evaluation. The accessibility of end-user technology means that every employee can reach the public, creating an imperative for firms to set policy on issues such as firm representation and disclosure and to continually monitor and enforce policies as well as capture and push out best practices. The successful HR manager recognizes that technology continually changes an organization's required skill sets, as well as employee expectations.

The hiring and retention practices of the prior generation are also in flux. Recruiting hasn't just moved online; it's now grounded in information systems that scour databases for specific skill sets, allowing recruiters to cast a wider talent net than ever before. Job seekers are writing résumés with keywords in mind, aware that the first cut is likely made by a database search program, not a human being. The rise of professional social networks also puts added pressure on employee satisfaction and retention. Prior HR managers fiercely guarded employee directories for fear that a headhunter or competitive firm might raid top talent. Now the equivalent of a corporate directory can be easily pulled up via LinkedIn, a service complete with discrete messaging capabilities that can allow competitors to rifle-scope target your firm's best and brightest. Thanks to technology, the firm that can't keep employees happy, engaged, and feeling valued has never been more vulnerable.

THE LAW

And for those looking for careers in corporate law, many of the hottest areas involve technology. Intellectual property, patents, piracy, and privacy are all areas where activity has escalated dramatically in recent years. The number of U.S. patent applications waiting approval has tripled in the past decade, while China saw a threefold increase in patent applications in just five years (Schmid & Poston, 2009). Firms planning to leverage new inventions and business methods need legal teams with the skills to sleuth out whether a firm can legally do what it plans to. Others will need legal expertise to help them protect proprietary methods and content, as well as to help enforce claims in the home country and abroad.

MANAGEMENT INFORMATION SYSTEMS CAREERS

Management Information Systems as a major has consistently outperformed all other majors (See: [Dr. Park's data collection here for 2014-2018](#)). While the job market goes through ebbs and flows, recent surveys have shown there to be more IT openings than in any field except health care¹. *Money* magazine ranked tech jobs as two of the top five “Best Jobs in America.”² *BusinessWeek* ranks consulting (which heavily hires tech grads) and technology as the second and third highest paying industries for recent college graduates (Gerdes, 2008, Parks 2019). Technology careers have actually ranked among the safest careers to have during an economic downturn (Kaneshige, 2009). And *Fortune's* ranks of the “Best Companies to Work For” is full of technology firms, too³.

Students studying technology can leverage skills in ways that range from the highly technical to those that emphasize a tech-centric use of other skills. Opportunities for programmers abound, particularly for those versed in new technologies, but there are also roles for experts in areas such as user-interface design (who work to make sure systems are easy to use), process design (who leverage technology to make firms more efficient), and strategy (who specialize in technology for competitive advantage). Nearly every large organization has its own information systems department. That group not only ensures that systems get built and keep running but also increasingly takes on strategic roles targeted at proposing solutions for how technology can give the firm a competitive edge. Career paths allow for developing expertise in a particular technology (e.g., business intelligence analyst, database administrator, social media manager), while project management careers leverage skills in taking projects from conception through deployment.

Even in consulting firms, careers range from hard-core programmers who “build stuff” to analysts who do no programming but might work identifying problems and developing a solutions blueprint that is then turned over to another team to code. Careers at tech giants like Apple, Google, and Microsoft don’t all involve just coding end-user programs either. Each of these firms has their own client-facing staff that works with customers and partners to implement solutions. Field engineers at these firms may work as part of a sales team to show how a given company’s software and services can be used. These engineers often put together prototypes that are then turned over to a client’s in-house staff for further

development. An Apple field engineer might show how a firm can leverage podcasting in its organization, while a Google field engineer can help a firm incorporate search, banner, and video ads into its online efforts. Careers that involve consulting and field engineering are often particularly attractive for those who enjoy working with an ever-changing list of clients and problems across various industries and in many different geographies. All jobs require employees to be professional and have a strong set of people skills in order to analyze problems; then develop, implement, and explain solutions.

Upper-level career opportunities are also increasingly diverse. Consultants can become partners who work with the most senior executives of client firms, helping identify opportunities for those organizations to become more effective. Within a firm, technology specialists can rise to be chief information officer or chief technology officer—positions focused on overseeing a firm's information systems development and deployment. And many firms are developing so-called *C-level* specialties in emerging areas with a technology focus, such as chief information security officer (CISO), and chief privacy officer (CPO). Senior technology positions may also be a ticket to the chief executive's suite.

YOUR FUTURE

With tech at the center of so much change, realize that you may very well be preparing for careers that don't yet exist. But by studying the intersection of business and technology today, you develop a base to build upon and critical thinking skills that will help evaluate new, emerging technologies. Think you can afford to wait on

tech study, then quickly get up to speed? Think about it. Those who put off an understanding of technology risk being left in the dust.

While a focus solely on technology is a recipe for disaster, a business perspective that lacks an appreciation for tech's role is also likely to be doomed. At this point in history, technology and business are inexorably linked, and those not trained to evaluate and make decisions in this ever-shifting space risk irrelevance, marginalization, and failure.

Key Takeaways

- As technology becomes cheaper and more powerful, it pervades more industries and is becoming increasingly baked into what were once nontech functional areas.
- Technology is impacting every major business discipline, including finance, accounting, marketing, operations, human resources, and the law.
- Tech jobs rank among the best and highest-growth positions, and tech firms rank among the best and highest-paying firms to work for.
- Information systems (IS) jobs are profoundly diverse, ranging from those that require heavy programming skills to those that are focused on design, process, project management, privacy, and strategy.

¹2009 figures are from <http://www.indeed.com> > [Check to see how the figures have changed since 2009!](#)

²CNNMoney, "Best Jobs in America,"

2009, <http://money.cnn.com/magazines/moneymag/bestjobs/2009/snapshots/1.html>.

³*Fortune*, “Best Companies to Work For,” 2007–2010. For 2010 list, see http://money.cnn.com/magazines/fortune/bestcompanies/2010/full_list/index.html.

Pull up the 2018/19 list to see how the list has changed in the past decade!

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1.2 THE FIVE FORCES OF COMPETITION

Learning Objectives

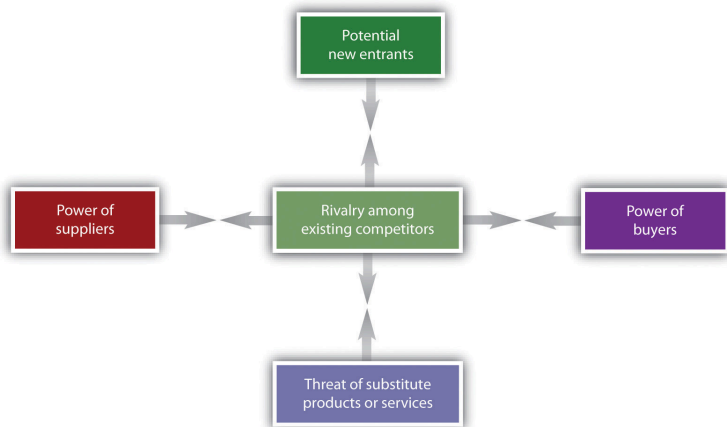
After studying this section you should be able to do the following:

1. Diagram the five forces of competitive advantage.
2. Apply the framework to an industry, assessing the competitive landscape and the role of technology in influencing the relative power of buyers, suppliers, competitors, and alternatives.

In general, frameworks can be used as brainstorming tools to generate new ideas for responding to industry competition. If you have a model for thinking about competition, it's easier to understand what's happening and to think creatively about possible solutions. One of the most popular frameworks for examining a firm's competitive environment is **Porter's five forces**, also known as the *Industry and Competitive Analysis*. As Porter puts it, "analyzing [these] forces illuminates an industry's fundamental attractiveness, exposes the underlying

drivers of average industry profitability, and provides insight into how profitability will evolve in the future.” The five forces this framework considers are (1) the intensity of rivalry among existing competitors, (2) the threat of new entrants, (3) the threat of substitute goods or services, (4) the bargaining power of buyers, and (5) the bargaining power of suppliers (see Figure 1.2.a below).

Figure 1.2.a The Five Forces of Industry and Competitive Analysis



New technologies can create jarring shocks in an industry. Consider how the rise of the Internet has impacted the five forces for music retailers. As the Internet evolved, traditional music retailers like Tower and Virgin found that customers were seeking music online. These firms scrambled to invest in the new channel out of what is perceived to be a necessity. Their *intensity of rivalry* increases because they not only compete based on the geography of where brick-and-mortar stores are physically located, they now compete online as well. Investments online are expensive and uncertain, prompting some firms to partner with (then) *new entrants* such as Amazon.

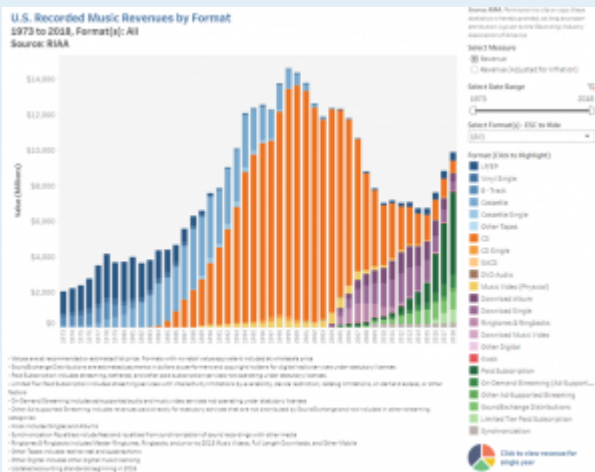
Free from *brick-and-mortar stores*, Amazon, the dominant entrant in a wide range of fields, has a highly scalable cost structure. In many ways the online buying experience is superior to what customers would see in stores with the added benefit of hearing samples of almost all tracks, from a seemingly limitless selection. Just as LPs and tapes, CD sales have seen their prime now decades ago. The process of buying a plastic disc has faced *substitutes* when digital music files became available on commercial music sites. Who needs a physical CD when you can buy just the one song you like? Does your car still have a CD player or just a plug for your phone? Why not just subscribe to a limitless library instead?

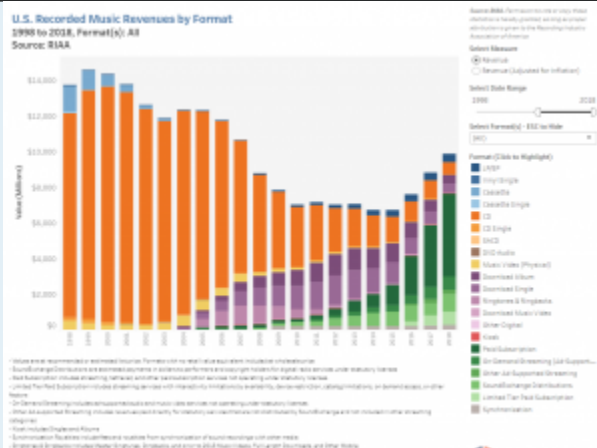
The tech market changes meant that with the birth of the iPod, then the evolution of smartphones with built-in media players our listening habits changed, too. The convenience of carrying or streaming thousands of songs outweighs what most of us consider just a slight quality degradation. For the longest, iTunes was responsible for selling more music than any other firm, online or off. With so many subscription services around, including their own Apple Music, [“Apple will shut down iTunes, ending the download era. On Friday afternoon, social media erupted after Bloomberg News reported that Apple was set to announce the end of its iTunes store, which transformed the music business when it was launched in 2003.”](#) (LA Times, 2019)

BUSINESS TRENDS

“Fueled by tremendous creative output by groundbreaking artists and now more than 50 million paid subscriptions, the U.S. music industry experienced its third year of consecutive growth in 2018 with retail revenues up 12% to \$9.8 billion. Streaming now comprises 75% of total industry revenues. Vinyl continues to be a bright spot for the physical market, up 8% to \$419 million, the highest revenue level since 1988.”
 (Source: riaa.com/u-s-sales-database/ and riaa.com/reports/2018-riaa-shipment-revenue-statistics-riaa/)

Observe the stacked column charts illustrating trends in music sales by format over the years between 1973 to 2018.





How has technology impacted the formats used the most?

How has the Internet impacted the means of accessing content over the past two decades?

How do consumers decide which product or service to pick?

All the changes in technology and in business models give consumers (buyers) choice so that they have *bargaining power*. They can demand cheaper prices and greater convenience. The *bargaining power of suppliers*—the music labels and artists—also increases. At the start of the Internet revolution, retailers could pressure labels to limit sales through competing channels. Now, with many of the major music retail chains in bankruptcy, labels have a freer hand to experiment, while bands large and small have new ways to reach fans,

sometimes in ways that entirely bypass the traditional music labels.

While it can be useful to look at changes in one industry as a model for potential change in another, it's important to realize that the changes that impact one industry do not necessarily impact other industries in the same way. For example, it is often suggested that the Internet increases bargaining power of buyers and lowers the bargaining power of suppliers. This suggestion is true for some industries like auto sales and jewelry where the products are commodities, and the price transparency of the Internet counteracts a previous information asymmetry where customers often didn't know enough information about a product to bargain effectively. But it's not true across the board.

In cases where network effects are strong or a seller's goods are highly differentiated, the Internet can strengthen supplier bargaining power. The customer base of an antique dealer used to be limited by how many likely purchasers lived within driving distance of a store. Now with eBay, ETSY, or Shopify the dealer can take a rare good to a global audience and have a much larger customer base. Switching costs also weaken buyer bargaining power. Wells Fargo has found that customers who use online bill pay (where switching costs are high) are 70 percent less likely to leave the bank than those who don't, suggesting that these switching costs help cement customers to the company even when rivals offer more compelling rates or services.

Tech plays a significant role in shaping and reshaping Porter's five forces, but it's not the only significant force that can create an industry shock. Government deregulation or intervention, political shock, and social

and demographic changes can all play a role in altering the competitive landscape. Because we live in an age of constant and relentless change, managers need to continually visit strategic frameworks to consider any market-impacting shifts. Predicting the future is difficult, but ignoring change can be catastrophic.

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1.3 NETFLIX: TECH AND TIMING

Learning Objectives

Learning Objectives

After studying this section you should be able to do the following:

1. Understand the basics of the Netflix business model.
2. Appreciate why other firms found Netflix's market attractive, and why many analysts incorrectly suspected Netflix was doomed.
3. Understand the *long tail* concept, and how it relates to Netflix's ability to offer the customer a huge (the industry's largest) selection of movies.
4. Understand the role that market entry timing has played in Netflix's success.
5. Understand the role Amazon Web Services play in Netflix's business.

Netflix is an American media-services provider

headquartered in Los Gatos, California, [founded in 1997 by Reed Hastings and Marc Randolph in Scotts Valley, California.](#) Netflix allows subscribers to stream movies and TV shows on their devices for a flat subscription fee. The company started as an over the mail DVD rental company in 1997, its streaming service in 2007 and has since become one of the highest valued media service providers.

Studying Netflix gives us a chance to examine how technology helps firms craft and reinforce competitive advantage. We'll look at the components of the firm's strategy and learn how technology played a starring role in placing the firm atop its industry. We also realize that while Netflix emerged the victorious underdog at the end of the first show, there will be at least one sequel, with the final scene yet to be determined. We'll finish the case with a look at the very significant challenges the firm faces as new technology continues to shift the competitive landscape.

HIGHLIGHTS FROM NETFLIX'S HISTORY

Reed Hastings, a former Peace Corps volunteer with a master's in computer science, got the idea for Netflix when he was late in returning the movie *Apollo 13* to his local Blockbuster store. The forty-dollar late fee was enough to have bought the video outright with money left over. Hastings felt ripped off, and out of this initial outrage, Netflix was born – [or at least this was the myth created by the founders to fuel sentiment against the then market leader that charged those huge late fees \(Washington Post, 2014\).](#)

The model the firm originally settled on was a DVD-

by-mail service that charged a flat-rate monthly subscription rather than a per-disc rental fee. Customers did not pay for mailing expenses, and there were no late fees. Videos arrived in red Mylar envelopes. After tearing off the cover to remove the DVD, customers revealed prepaid postage and a return address. When done watching videos, consumers just slipped the DVD back into the envelope, resealed it with a peel-back sticky-strip, and dropped the disc in the mail. Users made their video choices in their “request queue” at Netflix.com.

In 2007, Netflix started its streaming service and offered a variety of subscription options. While 2.7 million DVD-by-mail subscribers still remain ([CNN, 2019](#)), by early 2019 “Netflix has over 148 million paying streaming subscribers worldwide as well as over 6.56 million free trial customers. Of these subscribers, 60.23 million were from the United States ([Statista, 2019](#))”.

In 2013, Netflix debuted original content like *House of Cards* and *Orange is the New Black* ([THR, 2013](#)), both series went on to win multiple traditional television awards. While Netflix continues to stream TV shows and movies from a variety of content providers, as of late 2018/19, they invest around \$8 billion in original content with “1,000 originals total on the service by the end of 2018. [...] More than 90% of Netflix’s customers regularly watch original programming.” ([Variety, 2018](#))



**TV TIME'S TOP 20
MOST WATCHED STREAMING SERIES OF 2018**

Millions of viewers from around the world use the TV Time app to track and react to the shows they're watching. Based on global data from our users, these are the most watched streaming series of 2018.

| | |
|---------------------------------------|--|
| 1 13 Reasons Why | 11 Elite |
| 2 Money Heist | 12 Chilling Adventures of Sabrina |
| 3 Orange Is the New Black | 13 Insatiable |
| 4 Black Mirror | 14 BoJack Horseman |
| 5 The Handmaid's Tale | 15 Sense8 |
| 6 The End of the F***ing World | 16 DARK |
| 7 Marvel's Jessica Jones | 17 Altered Carbon |
| 8 Stranger Things | 18 Big Mouth |
| 9 Atypical | 19 Santa Clarita Diet |
| 10 Marvel's Daredevil | 20 Cable Girls |

Discover what to watch next. [Download on the App Store](#) [GET IT ON Google Play](#)

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[The Top 20 TV Shows Streamed In 2018: Only One Isn't On Netflix](#) (#5 airs on Hulu, THR, 2019).

It may be hard to imagine from today's perspective, but Netflix wasn't always considered a success. Businesses are supposed to want to go public. When a firm sells stock for the first time, the company gains a ton of cash to fuel expansion and its founders get rich. Going public is the dream in the back of the mind of every tech entrepreneur. But in 2007, Netflix founder and CEO Reed Hastings told *Fortune* that if he could change one strategic decision, it would have been to delay the firm's initial public stock offering (IPO): "If we had stayed private for another two to four years, not as many people would have understood how big a business this could be" (Boyle, 2007). Once

Netflix was a public company, financial disclosure rules forced the firm to reveal that it was on a money-minting growth tear. Once the secret was out, rivals showed up.

Hollywood's best couldn't have scripted a more menacing group of rivals for Hastings to face. First in line with its own DVD-by-mail offering was Blockbuster, a name synonymous with video rental. In 2007, 40 million U.S. families were already card-carrying Blockbuster customers, and the firm's efforts promised to link DVD-by-mail with the nation's largest network of video stores. Following close behind was Wal-Mart—not just a big *Fortune* 500 company but *the* largest firm in the United States ranked by sales at the time. In Netflix, Hastings had built a great firm, but at the time, an Internet “pure play” company without a storefront and with an overall customer base that seemed microscopic compared to Blockbuster and Wal-Mart. Yet, Wal-Mart eventually had cut and run, dumping their experiment in DVD-by-mail. Ultimately, Blockbuster had been mortally wounded, hemorrhaging billions of dollars in a string of quarterly losses. And Netflix? Not only had the firm held customers, but it also grew bigger, recording record profits.

SELECTION: THE LONG TAIL IN ACTION

During the DVD rental era, customers have flocked to Netflix in part because of the firm's staggering selection. A traditional video store (and in the late '90s and early 2000s Blockbuster had some 7,800 of them) stocked roughly three thousand DVD titles on its shelves. For comparison, Netflix was able to offer its customers a selection of over one hundred thousand DVD titles. At

traditional brick-and-mortar retailers, shelf space is the biggest constraint limiting a firm's ability to offer customers what they want when they want it. Which films, documentaries, concerts, cartoons, TV shows, and other things that made it inside of a Blockbuster store, what they carried was dictated by what the average consumer was most likely to be interested in.

For any store, finding the right product mix and store size can be tricky. Offer too many titles in a bigger storefront and there may not be enough paying customers to justify stocking less popular titles (remember, it's not just the cost of a product, as firms also pay for the real estate of a larger store, the workers, the energy to power the facility, etc.). There's a breakeven point that is arrived at by considering the geographic constraint of the number of customers that can reach a location, factored in with store size, store inventory, the payback from that inventory, and the cost to own and operate the store. Anyone who has visited a physical store understands that shelves and show floors can only hold so many products.

Many pure-play (online only) businesses are able to run around these limits of geography and shelf space. Internet firms that ship products can get away with having highly automated warehouses, each stocking just about all the products in a particular category. And for firms that distribute products digitally (iTunes, Hulu, Office Online), the efficiencies are even greater because there's no warehouse or physical product at all.

Offer a nearly limitless selection and something interesting happens: there's actually *more money* to be made selling the obscure stuff than the hits. In the early 2000s at Netflix, roughly 75 percent of DVD titles

shipped were from back-catalog titles, not new releases. At Blockbuster outlets the equation is nearly flipped, with some 70 percent of their business coming from (then) new releases (McCarthy, 2009). In 2019, Netflix streams obscure things and massive hits. Blockbuster is gone and In 2019, [Netflix accounts for 15% of the world's, 19% of the US' internet traffic.](#)

The phenomenon whereby firms can make money by selling a near-limitless selection of less-popular products is known as the long tail. The term was coined by Chris Anderson, an editor at *Wired* magazine, who also wrote a best-selling business book by the same name. The “tail” (see the figure below) refers to the demand for less popular items that aren’t offered by traditional brick-and-mortar shops.



Anderson, C., “The Long Tail,” *Wired* 12, no. 10 (October 2004).

While most stores make money from the area under the curve from the vertical axis to the dotted line, long tail firms can also sell the less popular stuff. Each item under

the right part of the curve may experience less demand than the most popular products, but someone somewhere likely wants it. The total demand for the obscure stuff is often much larger than what can be profitably sold through traditional stores alone. While some debate the size of the tail (e.g., whether obscure titles collectively are more profitable for most firms), two facts are critical to keep above this debate: (1) selection attracts customers, and (2) the Internet allows large-selection inventory efficiencies that offline firms can't match.

The long tail works because the cost of production and distribution drop to a point where it becomes economically viable to offer a huge selection. For Netflix, the cost to stock and ship or stream an obscure foreign film is the same as sending out or streaming the latest blockbuster. The long tail gives the firm a selection advantage (or one based on scale) that traditional stores simply cannot match.

TECHNOLOGY CREATES A DATA ASSET THAT DELIVERS PROFITS

Netflix proves there's both demand and money to be made from the vast back catalog of film and TV show content. But for the model to work best, the firm needed to address the biggest inefficiency in the movie industry—"audience finding," that is, matching content with customers. To do this, Netflix leveraged some of the industry's most sophisticated technology, a proprietary recommendation system. Each time a customer visited Netflix after sending back a DVD, the service essentially asked "So, how did you like the movie?" Today we have a

single click (“Like” or “Dislike”) as opposed to the original five-star rating system.

Netflix algorithms generally develop a map of user ratings and steer you toward titles preferred by people with tastes that are most like yours. This is called collaborative filtering and refers to a classification of software that monitors trends among customers and uses this data to personalize an individual customer’s experience. Input from collaborative filtering software can be used to customize the display of a Web page for each user so that an individual is greeted only with those items the software predicts they’ll most likely be interested in. The kind of data mining done by collaborative filtering isn’t just used by Netflix; other sites use similar systems to recommend music, books, even news stories. While other firms also employ collaborative filtering, Netflix has been at this game for years, and is constantly tweaking its efforts. The results are considered the industry gold standard.

Collaborative filtering software is powerful stuff, but is it a source of competitive advantage? Ultimately it’s just math. Difficult math, to be sure, but nothing prevents other firms from working hard in the lab, running and refining tests, and coming up with software that’s as good, or perhaps one day even better than Netflix’s offering. But what the software has created for the early-moving Netflix is an enormous data advantage that is valuable, results yielding, and impossible for rivals to match. More ratings make the system seem smarter, and with more info to go on, Netflix can make more accurate recommendations than rivals.

UNDERSTANDING SCALE & TIMING

In 2008, the yearly cost to run a Netflix-comparable nationwide delivery infrastructure was about \$300 million (Reda & Schulz, 2008). Even if rivals had identical infrastructures, the more profitable firm would be the one with more customers. The firm with better scale economies would be in a position to lower prices, as well as to spend more on customer acquisition, new features, or other efforts. Smaller rivals would have an uphill fight, while established firms that tried to challenge Netflix with a copycat effort were in a position where they were straddling markets, unable to gain full efficiencies from their efforts.



Running a nationwide sales network costs an estimated \$300 million a year. But Netflix has several times more subscribers than Blockbuster. History confirms the basic math of which firm's economies scaled better.

For Blockbuster, the arrival of Netflix played out like a horror film where it was the victim. Pressure from Netflix forced Blockbuster to drop late fees costing it about \$400 million (Mullaney, 2006). The Blockbuster store network once had the advantage of scale, but eventually, its many locations were seen as an inefficient and bloated liability. By 2008, Blockbuster had been in the red, meaning it did not make a profit for ten of the prior eleven years. During a three-year period that included the launch of its Total Access DVD-by-mail

effort, Blockbuster lost over \$4 billion (MacDonald, 2008). Blockbuster tried to outspend Netflix on advertising, even running Super Bowl ads for Total Access in 2007, but a money loser can't outspend its more profitable rival for long. Blockbuster also couldn't sustain subscription rates below Netflix's, so it had to give up its price advantage.

For Netflix, what delivered the triple scale advantage of the largest selection; the largest network of distribution centers; the largest customer base; and the firm's industry-leading strength in brand and data assets? Moving first. Timing and technology don't always yield a sustainable competitive advantage, but in this case, Netflix leveraged both to craft what seems to be an extraordinarily valuable pool of assets that continue to grow and strengthen over time.

THE CASE OF NETFLIX AND AMAZON WEB SERVICES

The following video was shared on the [Amazon Web Services \(AWS\) YouTube Channel](#) in 2015. "Netflix, one of the world's leading Internet television networks, is using AWS to deliver billions of hours of content monthly, and run its analytics platform for optimum performance of its global service." Consider, how Amazon, the e-commerce giant that grew from a bookseller into the "everything store" had to develop all these new technologies to scale and grow is able to sell the same technology to its competition in order to facilitate their delivery of products and services.

WATCH THE FOLLOWING AND NOTE KEY

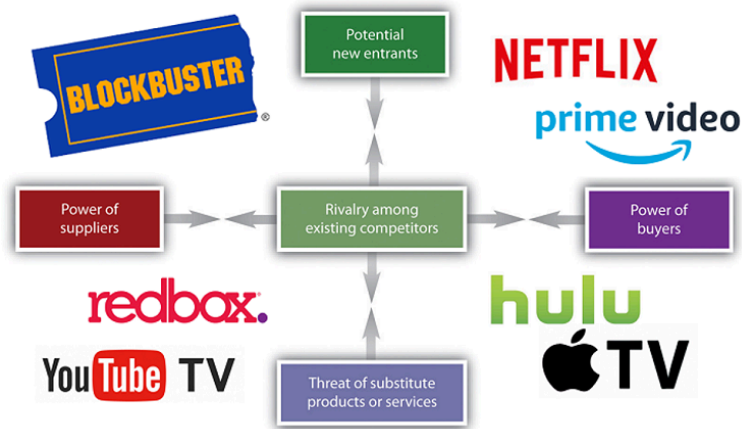
POINTS ABOUT SCALE



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://uhlibraries.pressbooks.pub/bcis1305/?p=27>

DISCUSS HOW PORTER'S THEORY ABOUT COMPETITIVE ADVANTAGE COMES INTO PLAY IN THE STREAMING MEDIA FIELD.



- Which is the best provider and why?
- What factors influence your choice as a buyer?
- What are potential threats to your top pick?
- How does rivalry help the buyer?
- What is the role of the supplier here?

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CONCEPTS CHAPTER 2 - BUSINESS ETHICS & CIVILITY

Ethics consists of the standards of behavior to which we hold ourselves in our personal and professional lives. It establishes the levels of honesty, empathy, and trustworthiness and other virtues by which we hope to identify our personal behavior and our public reputation. In our personal lives, our ethics sets norms for the ways in which we interact with family and friends. In our professional lives, ethics guides our interactions with customers, clients, colleagues, employees, and shareholders affected by our business practices.

Whatever hopes you have for your future, you almost certainly want to be successful in whatever career you choose. But what does success mean to you, and how will you know you have achieved it? Will you measure it in terms of wealth, status, power, or recognition? Before blindly embarking on a quest to achieve these goals, which society considers important, stop and think about what a successful career means to you personally. Does it include a blameless reputation, colleagues whose good

opinion you value, and the ability to think well of yourself? How might ethics guide your decision-making and contribute to your achievement of these goals?

Being successful at work consist of much more than simply earning money and promotions. It also means treating our employees, customers, and clients with honesty and respect. It comes from the sense of pride we feel about engaging in honest transactions, not just because the law demands it but because we demand it of ourselves. It may lie in knowing the profit we make does not come from shortchanging others. Thus, business ethics guides the conduct by which companies and their agents abide by the law and respect the rights of their stakeholders, particularly their customers, clients, employees, and the surrounding community and environment. Ethical business conduct permits us to sleep well at night.

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2.1 BEING A PROFESSIONAL OF INTEGRITY

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Describe the role of ethics in a business environment
- Explain what it means to be a professional of integrity
- Distinguish between ethical and legal responsibilities
- Describe three approaches for examining the ethical nature of a decision

Whenever you think about the behavior you expect of yourself in your personal life and as a professional, you are engaging in a philosophical dialogue with yourself to establish the standards of behavior you choose to uphold, that is, your ethics. You may decide you should always tell the truth to family, friends, customers, clients, and shareholders, and if that is not possible, you should have very good reasons why you cannot. You may also choose never to defraud or mislead your business partners. You may decide, as well, that while you are pursuing profit in

your business, you will not require that all the money on the table come your way. Instead, there might be some to go around to those who are important because they are affected one way or another by your business. These are your stakeholders.

Acting with Integrity

Clients, customers, suppliers, investors, retailers, employees, the media, the government, members of the surrounding community, competitors, and even the environment are stakeholders in a business; that is, they are individuals and entities affected by the business's decisions ([Figure 1.2](#)). Stakeholders typically value a leadership team that chooses the ethical way to accomplish the company's legitimate for-profit goals. For example, Patagonia expresses its commitment to environmentalism via its "1% for the Planet" program, which donates 1 percent of all sales to help save the planet. In part because of this program, Patagonia has become a market leader in outdoor gear.

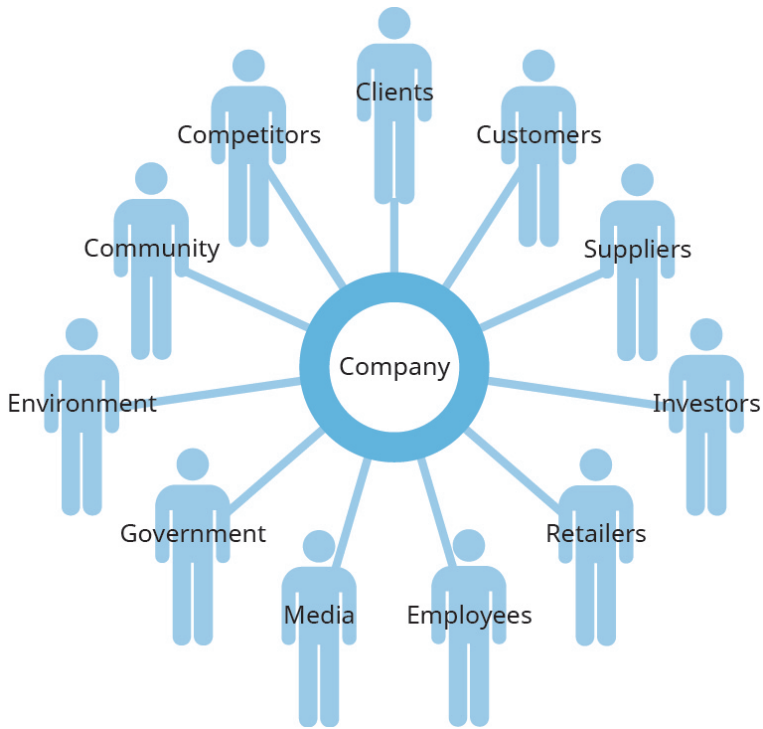


Figure 1.2 Stakeholders are the individuals and entities affected by a business's decisions, including clients, customers, suppliers, investors, retailers, employees, the media, the government, members of the surrounding community, the environment, and even competitors. (attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Being successful at work may, therefore, consist of much more than simply earning money and promotions. It may also mean treating our employees, customers, and clients with honesty and respect. It may come from the sense of pride we feel about engaging in honest transactions, not just because the law demands it but because we demand it of ourselves. It may lie in knowing the profit we make does not come from shortchanging others. Thus, business

ethics guides the conduct by which companies and their agents abide by the law and respect the rights of their stakeholders, particularly their customers, clients, employees, and the surrounding community and environment. Ethical business conduct permits us to sleep well at night.

Nearly all systems of religious belief stress the building blocks of engaging others with respect, empathy, and honesty. These foundational beliefs, in turn, prepare us for the codes of ethical behavior that serve as ideal guides for business and the professions. Still, we need not subscribe to any religious faith to hold that ethical behavior in business is still necessary. Just by virtue of being human, we all share obligations to one another, and principal among these is the requirement that we treat others with fairness and dignity, including in our commercial transactions.

Ethics and *morals* are often used interchangeably, though there are distinct differences between the two depending on which philosophers you read. You may consider that “an ethical person” conveys the same sense as “a moral person”. We do not regard religious belief as a requirement for acting ethically in business and the professions. Because we are all humans and in the same world, we should extend the same behavior to all. It is the right way to behave, but it also burnishes our own professional reputation as business leaders of integrity.

Integrity—that is, unity between what we say and what we do—is a highly valued trait. However, it is more than

just consistency of character. Acting with integrity means we adhere strongly to a code of ethics, so it implies trustworthiness and incorruptibility. Being a professional of integrity means consistently striving to be the best person you can be in all your interactions with others. It means you practice what you preach, walk the talk, and do what you believe is right based upon reason. Integrity in business brings many advantages, not the least of which is that it is a critical factor in allowing business and society to function properly.

Successful corporate leaders and the companies they represent will take pride in their enterprise if they engage in business with honesty and fair play. To treat customers, clients, employees, and all those affected by a firm with dignity and respect is ethical. In addition, laudable business practices serve the long-term interests of corporations. Why? Because customers, clients, employees, and society at large will much more willingly patronize a business and work hard on its behalf if that business is perceived as caring about the community it serves. And what type of firm has long-term customers and employees? One whose track record gives evidence of honest business practice.

Many people confuse legal and ethical compliance. They are, however, totally different and call for different standards of behavior. The concepts are not interchangeable in any sense of the word. The law is needed to establish and maintain a functioning society. Without it, our society would be in chaos. Compliance with these legal standards is strictly mandatory: If we

violate these standards, we are subject to punishment as established by the law. Therefore, compliance in terms of business ethics generally refers to the extent to which a company conducts its business operations in accordance with applicable regulations, statutes, and laws. Yet this represents only a baseline minimum. Ethical observance builds on this baseline and reveals the principles of an individual business leader or a specific organization. Ethical acts are generally considered voluntary and personal—often based on our perception of or stand on right and wrong.

Some professions, such as medicine and the law, have traditional codes of ethics. The Hippocratic Oath, for example, is embraced by most professionals in health care today as an appropriate standard always owed to patients by physicians, nurses, and others in the field. This obligation traces its lineage to ancient Greece and the physician Hippocrates. Business is different in not having a mutually shared standard of ethics. This is changing, however, as evidenced by the array of codes of conduct and mission statements many companies have adopted over the past century. These have many points in common, and their shared content may eventually produce a code universally claimed by business practitioners. What

central point might constitute such a code? Essentially, a commitment to treat with honesty and integrity customers, clients, employees, and others affiliated with a business.

The law is typically indebted to tradition and precedence, and compelling reasons are needed to support any change. Ethical reasoning often is more topical and reflects the changes in consciousness that individuals and society undergo. Often, ethical thought precedes and sets the stage for changes in the law.

Behaving ethically requires that we meet the mandatory standards of the law, but that is not enough. For example, an action may be legal that we personally consider unacceptable. Companies today need to be focused not only on complying with the letter of the law but also on going above and beyond that basic mandatory requirement to consider their stakeholders and do what is right.

To see [an example of a corporate ethical code](#) or mission statement, visit Johnson & Johnson and read “Our Credo” written by former chair Robert Wood Johnson. *Forbes* provides [an annual list of companies recently deemed the most ethical](#) according to their standards and research.

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2.2 ETHICS AND PROFITABILITY

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Differentiate between short-term and long-term perspectives
- Differentiate between *stockholder* and *stakeholder*
- Discuss the relationship among ethical behavior, goodwill, and profit
- Explain the concept of corporate social responsibility

Few directives in business can override the core mission of maximizing shareholder wealth, and today that particularly means increasing quarterly profits. Such an intense focus on one variable over a short time (i.e., a short-term perspective) leads to a short-sighted view of what constitutes business success.

Measuring true profitability, however, requires taking a long-term perspective. We cannot accurately measure success within a quarter of a year; a longer time is often required for a product or service to find its market and gain traction against competitors, or for the effects of

a new business policy to be felt. Satisfying consumers' demands, going green, being socially responsible, and acting above and beyond the basic requirements all take time and money. However, the extra cost and effort will result in profits in the long run. If we measure success from this longer perspective, we are more likely to understand the positive effect ethical behavior has on all who are associated with a business.

PROFITABILITY AND SUCCESS: THINKING LONG TERM

Decades ago, some management theorists argued that a conscientious manager in a for-profit setting acts ethically by emphasizing solely the maximization of earnings. Today, most commentators contend that ethical business leadership is grounded in doing right by all stakeholders directly affected by a firm's operations, including, but not limited to, stockholders, or those who own shares of the company's stock. That is, business leaders do right when they give thought to what is best for *all* who have a stake in their companies. Not only that, firms actually reap greater material success when they take such an approach, especially over the long run.

Nobel Prize-winning economist Milton Friedman stated in a now-famous *New York Times Magazine* article in 1970 that the only "social responsibility of a business is to increase its profits."² This concept took hold in business and even in business school education. However, although it is certainly permissible and even desirable for a company to pursue profitability as a goal, managers must also have an understanding of the context within which their business operates and of

how the wealth they create can add positive value to the world. The context within which they act is society, which permits and facilitates a firm's existence.

Thus, a company enters a social contract with society as whole, an implicit agreement among all members to cooperate for social benefits. Even as a company pursues the maximizing of stockholder profit, it must also acknowledge that all of society will be affected to some extent by its operations. In return for society's permission to incorporate and engage in business, a company owes a reciprocal obligation to do what is best for as many of society's members as possible, regardless of whether they are stockholders. Therefore, when applied specifically to a business, the social contract implies that a company gives back to the society that permits it to exist, benefiting the community at the same time it enriches itself.

WHAT CONTRIBUTES TO A CORPORATION'S POSITIVE IMAGE OVER THE LONG TERM?

Many factors contribute, including a reputation for treating customers and employees fairly and for engaging in business honestly. Companies that act in this way may emerge from any industry or country. Examples include Fluor, the large U.S. engineering and design firm; illycaffè, the Italian food and beverage purveyor; Marriott, the giant U.S. hotelier; and Nokia, the Finnish telecommunications retailer. The upshot is that when consumers are looking for an industry leader to patronize and would-be employees are seeking a firm to join, companies committed to ethical business practices are often the first to come to mind.

WHY SHOULD STAKEHOLDERS CARE ABOUT A

COMPANY ACTING ABOVE AND BEYOND THE ETHICAL AND LEGAL STANDARDS SET BY SOCIETY?

Simply put, being ethical is simply good business. A business is profitable for many reasons, including expert management teams, focused and happy employees, and worthwhile products and services that meet consumer demand. One more and very important reason is that they maintain a company philosophy and mission to do good for others.

Year after year, the nation's most admired companies are also among those that had the highest profit margins. Going green, funding charities, and taking a personal interest in employee happiness levels adds to the bottom line! Consumers want to use companies that care for others and our environment. During the years 2008 and 2009, many unethical companies went bankrupt. However, those companies that avoided the "quick buck," risky and unethical investments, and other unethical business practices often flourished. If nothing else, consumer feedback on social media sites such as Yelp and Facebook can damage an unethical company's prospects.

STOCKHOLDERS, STAKEHOLDERS, AND GOODWILL

Earlier in this chapter, we explained that stakeholders are all the individuals and groups affected by a business's decisions. Among these stakeholders are stockholders (or shareholders), individuals and institutions that own stock (or shares) in a corporation. Understanding the impact of a business decision on the stockholder and various other stakeholders is critical to the ethical

conduct of business. Indeed, prioritizing the claims of various stakeholders in the company is one of the most challenging tasks business professionals face. Considering only stockholders can often result in unethical decisions; the impact on all stakeholders must be considered and rationally assessed.

Managers do sometimes focus predominantly on stockholders, especially those holding the largest number of shares, because these powerful individuals and groups can influence whether managers keep their jobs or are dismissed (e.g., when they are held accountable for the company's missing projected profit goals). Many believe the sole purpose of a business is, in fact, to maximize stockholders' short-term profits. However, considering only stockholders and short-term impacts on them is one of the most common errors business managers make. It is often in the long-term interests of a business *not* to accommodate stock owners alone but rather to take into account a broad array of stakeholders and the long-term and short-term consequences for a course of action.

Positive goodwill generated by ethical business practices, in turn, generates long-term business success. [As recent studies have shown](#), the most ethical and enlightened companies in the United States consistently outperform their competitors. Thus, viewed from the proper long-term perspective, conducting business ethically is a wise business decision that generates goodwill for the company among stakeholders, contributes to a positive corporate culture, and ultimately supports profitability.

You can test the validity of this claim yourself. When you choose a company with which to do business, what factors influence your choice? Let us say you are looking

for a financial advisor for your investments and retirement planning, and you have found several candidates whose credentials, experience, and fees are approximately the same. Yet one of these firms stands above the others because it has a reputation, which you discover is well earned, for telling clients the truth and recommending investments that seemed centered on the clients' benefit and not on potential profit for the firm. Wouldn't this be the one you would trust with your investments?

Or suppose one group of financial advisors has a long track record of giving back to the community of which it is part. It donates to charitable organizations in local neighborhoods, and its members volunteer service hours toward worthy projects in town. Would this group not strike you as the one worthy of your investments? That it appears to be committed to building up the local community might be enough to persuade you to give it your business. This is exactly how a long-term investment in community goodwill can produce a long pipeline of potential clients and customers.

A BRIEF INTRODUCTION TO CORPORATE SOCIAL RESPONSIBILITY

If you truly appreciate the positions of your various stakeholders, you will be well on your way to understanding the concept of corporate social responsibility (CSR). CSR is the practice by which a business views itself within a broader context, as a member of society with certain implicit social obligations and environmental responsibilities. As previously stated, there is a distinct difference between legal compliance

and ethical responsibility, and the law does not fully address all ethical dilemmas that businesses face. CSR ensures that a company is engaging in sound ethical practices and policies in accordance with the company's culture and mission, above and beyond any mandatory legal standards. A business that practices CSR cannot have maximizing shareholder wealth as its sole purpose, because this goal would necessarily infringe on the rights of other stakeholders in the broader society. For instance, a mining company that disregards its corporate social responsibility may infringe on the right of its local community to clean air and water if it pursues only profit. In contrast, CSR places all stakeholders within a proper contextual framework.

An additional perspective to take concerning CSR is that ethical business leaders opt to do *good* at the same time that they do *well*. This is a simplistic summation, but it speaks to how CSR plays out within any corporate setting. The idea is that a corporation is entitled to make money, but it should not only make money. It should also be a good civic neighbor and commit itself to the general prospering of society as a whole. It ought to make the communities of which it is part better at the same time it pursues legitimate profit goals. These ends are not mutually exclusive, and it is possible—indeed, praiseworthy—to strive for both. When a company approaches business in this fashion, it is engaging in a commitment to corporate social responsibility.

Watch the following video with advice from Warren Buffett about values and investments...



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THE EQUIFAX DATA BREACH

In 2017, from mid-May to July, hackers gained unauthorized access to servers used by [Equifax, a major credit reporting agency, and accessed the personal information of nearly one-half the U.S. population.](#) Equifax executives sold off nearly \$2 million of company stock they owned after finding out about the hack in late July, weeks before it was publicly announced on September 7, 2017, in potential violation of insider trading rules. The company's shares fell nearly 14 percent after the announcement, but few expect Equifax managers to be held liable for their mistakes, face any regulatory discipline, or pay any penalties for profiting from their actions. To make amends to customers and

clients in the aftermath of the hack, the company offered free credit monitoring and identity-theft protection. On September 15, 2017, the company's chief information officer and chief of security retired. On September 26, 2017, the CEO resigned, days before he was to testify before Congress about the breach. To date, numerous government investigations and hundreds of private lawsuits have been filed as a result of the hack.

Critical Thinking

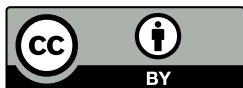
- Which elements of this case might involve issues of legal compliance? Which elements illustrate acting legally but not ethically? What would acting ethically and with personal integrity in this situation look like?
- How do you think this breach will affect Equifax's position relative to those of its competitors? How might it affect the future success of the company?
- Was it sufficient for Equifax to offer online privacy protection to those whose personal information was hacked? What else might it have done?

Source: [OpenStax](https://openstax.org/r/openstax-source). Publish Date: Sep 24, 2018

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2.3 CIVILITY MATTERS

The Golden Rule. Ethical reciprocity. Civil and considerate conduct. The tenet of ‘do unto others’ was recorded in literature and laws in ancient Babylonia, Egypt, China, Greece, and Rome. I would like to invite you to consider how the simple act of paying attention to others has transformative effects on our relationships at home, at work, and at school.

What is civility?

Civility is a set of skills, values, and character traits that include consideration for others, fairness, kindness, and manners as we engage with others in everyday life. It is a concept as old as time that is seeing its revival through the work of P.M. Forni and his books [Choosing Civility](#) and [The Civility Solution: What to Do When People Are Rude](#).

P.M. Forni is a professor at Johns Hopkins University and the co-founder of the Johns Hopkins Civility Project [“aimed `at assessing the significance of civility, manners and politeness in contemporary society.”](#)

Dr. Forni explains the role civility plays in society, at the workplace, in education, and at home in this brief video:



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<https://uhlibraries.pressbooks.pub/bcis1305/?p=38>

What does civility have to do with business or the workplace?

The Washington Post's Joyce E. A. Russell explains how civility will allow you to build a long-term relationship with your customers and strengthen the loyalty of your co-workers, employees, suppliers, and partners.

Some see incivility as a lack of manners. Others have even told me they think civility is a sign of weakness. Whatever the reason, there is no excuse for treating people with a lack of respect and professionalism or showing just plain bad manners.

Why is civility on the job such an important issue? Incivility reflects poorly on the workplace. It sends a message to customers about the firm and is related to

increased consumer complaints. It also affects employee loyalty — why would your talented people want to stay when rudeness is the norm? A lack of civility also drains productivity because employees are spending emotional time stressed out about one another. [Read more...](#)

Ethical Leadership

Tim Cook is the CEO of Apple Inc., the largest company in the world. Consider his thoughts regarding leadership and the roots of his philosophy.



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<https://uhlibraries.pressbooks.pub/bcis1305/?p=38>

How can civility help in all in our interpersonal communications?

Brené Brown is a renowned researcher and speaker right here at the University of Houston. Her influential and enlightening work allows us to consider how we can

relate to one another to form more meaningful relationships. [Click here](#) to learn about Dr. Brown's work.

Brene Brown: Empathy



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Brene Brown: The power of vulnerability



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Civility checklist:



Based on Dr. Forni's book [Choosing Civility](#).
Image

source: <http://speakyourpeaceswc.org>

CONCEPTS CHAPTER 3 - COMPUTERS: FASTER, CHEAPER, EVERYWHERE

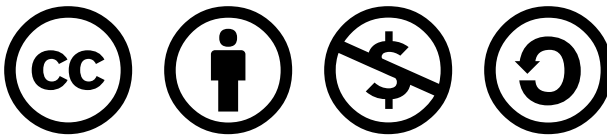
We know computing hardware is getting faster and cheaper, creating all sorts of exciting and disruptive opportunities for the savvy manager. But what's really going on inside the box? It's software that makes the magic of computing happen. Without software, your PC would be a heap of silicon wrapped in wires encased in plastic and metal. But it's the instructions—the software code—that enable a computer to do something wonderful, driving the limitless possibilities of information technology.

Software is everywhere. An inexpensive cell phone has about one million lines of code, while the average car contains nearly one hundred million (Charette, 2005). In this chapter we'll take a peek inside the chips to understand what software is. A lot of terms are associated with software: operating systems, applications, enterprise software, distributed systems, and more. We'll define these terms up front, and put them in a managerial context. Changes in business trends are creating an

environment radically different from the software industry that existed in prior decades—confronting managers with a whole new set of opportunities and challenges.

Managers who understand software can better understand the possibilities and impact of technology. They can make better decisions regarding the strategic value of IT and the potential for technology-driven savings. They can appreciate the challenges, costs, security vulnerabilities, legal and compliance issues, and limitations involved in developing and deploying technology solutions. In the next sub-chapters we will closely examine the software industry and discuss trends, developments and economics—all of which influence decisions managers make about products to select, firms to partner with, and firms to invest in.

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3.1 INFLUENTIAL FIGURES

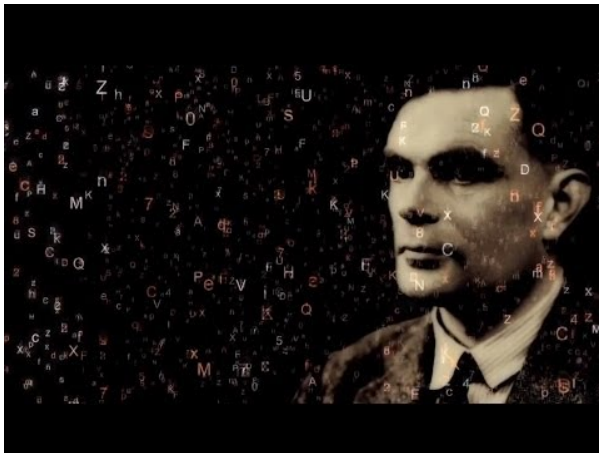
OUR COMPUTERS: TURING MACHINES

Alan Turing was a British mathematician and computer scientist who in his 1936 paper “[On computable numbers, with an application to the Entscheidungsproblem](#)” theorized the possibility of building a general purpose computer, a Turing machine, that can accept inputs, store and process data, and then generate outputs from it. Turing’s idea for this machine was used by a great many other scientists to build all these devices that ultimately lead to pocket-sized computers that allow us to use apps, make calls, and participate in a wide range of activities with data while engaging with other humans or businesses.

During World War II, Turing worked at [Bletchley Park](#) for British Intelligence and was instrumental in [breaking the Nazi communication code that used the Enigma machine](#). Without Turing’s work, [the war \[would have\] continued for another two to three years, a further 14 to 21 million people might have been killed](#)“. Turing famously theorized that machines could ultimately fool humans into thinking they are humans, too. His 1950 paper *Computing Machinery and Intelligence* begins with

the following: [I propose to consider the question, “Can machines think?”](#) and lays the groundwork for Artificial Intelligence research. On yet another level, you meet Turing’s innovation when you activate your online accounts or reset your password. Each time you provide to a machine that you can pick out specific images from a lineup of photos that may feature cars, donuts, or other everyday objects, you perform a [CAPTCHA](#), a *Completely Automated Public Turing Test To Tell Computers and Humans Apart*.

Watch the following video celebrating the life of this innovative individual.



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VON NEUMANN: COMPUTER ARCHITECTURE



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GRACE HOPPER, THE QUEEN OF CODE



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- [Grace Hopper bio and accomplishments.](#)

THE BRILLIANT INVENTIONS OF HEDY LAMARR



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<https://www.marketplace.org/2017/11/21/tech/inventor-changed-our-world-and-also-happened-be-famous-hollywood-star/popout>

3.2 KEY COMPUTER COMPONENTS

Learning Objectives

After studying this section you should be able to do the following:

1. Define Moore's Law and understand the approximate rate of advancement for other technologies, including magnetic storage (disk drives) and telecommunications (fiber-optic transmission).
2. Understand how the price elasticity associated with faster and cheaper technologies opens new markets, creates new opportunities for firms and society, and can catalyze industry disruption.
3. Recognize and define various terms for measuring data capacity.
4. Consider the managerial implication of faster and cheaper computing on areas such as strategic planning, inventory, and accounting.

Faster and cheaper—those two words have driven the

computer industry for decades, and the rest of the economy has been along for the ride. Today it's tough to imagine a single industry not impacted by more powerful, less expensive computing. Faster and cheaper puts mobile phones in the hands of peasant farmers, puts a free video game in your Happy Meal, and drives the drug discovery that may very well extend your life.

This phenomenon of “faster, cheaper” computing is often referred to as Moore's Law, after Intel co-founder, Gordon Moore. Moore didn't show up one day, stance wide, hands on hips, and declare “behold my law,” but he did write a four-page paper for *Electronics Magazine* in which he described how the process of chip making enabled more powerful chips to be manufactured at cheaper prices (Moore, 1965).

Moore's friend, legendary chip entrepreneur and CalTech professor Carver Mead, later coined the “Moore's Law” moniker. That name sounded snappy, plus as one of the founders of Intel, Moore had enough geek cred for the name to stick. Moore's original paper offered language only a chip designer would love, so we'll rely on the more popular definition: *chip performance per dollar doubles every eighteen months* (Moore's original paper assumed two years, but many sources today refer to the *eighteen-month* figure, so we'll stick with that).

Moore's Law applies to chips—broadly

speaking, to *processors*, or the electronics stuff that's made out of silicon¹. The microprocessor is the brain of a computing device. It's the part of the computer that executes the instructions of a computer program, allowing it to run a Web browser, word processor, video game, or virus. For processors, Moore's Law means that next generation chips should be twice as fast in *eighteen* months, but cost the same as today's models (or from another perspective, in a year and a half, chips that are same speed as today's models should be available for half the price).

Random-access memory (RAM) is chip-based memory. The RAM inside your personal computer is volatile memory, meaning that when the power goes out, all is lost that wasn't saved to nonvolatile memory (i.e., a more permanent storage media like a hard disk or flash memory). Think of RAM as temporary storage that provides fast access for executing computer programs and files. When you "load" or "launch" a program, it usually moves from your hard drive to those RAM chips, where it can be more quickly executed by the processor.

Cameras, MP3 players, USB drives, and mobile phones often use flash memory (sometimes called *flash RAM*). It's not as fast as the RAM used in most traditional PCs, but holds data even when the power is off (so flash memory is

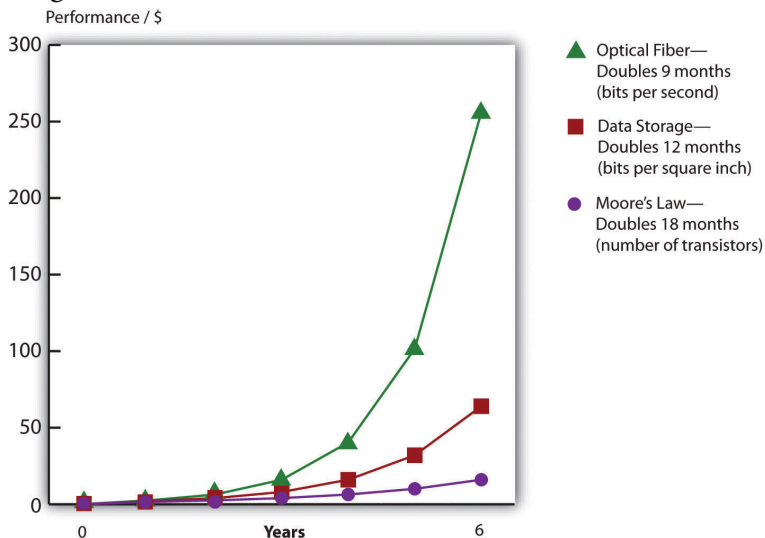
also nonvolatile memory). You can think of flash memory as the chip-based equivalent of a hard drive. In fact, flash memory prices are falling so rapidly that several manufactures including Apple and the One Laptop per Child initiative (see the “Tech for the Poor” sidebar later in this section) have begun offering chip-based, nonvolatile memory as an alternative to laptop hard drives. The big advantage? Chips are solid state electronics (meaning no moving parts), so they’re less likely to fail, and they draw less power. The solid state advantage also means that chip-based MP3 players like the iPod nano make better jogging companions than hard drive players, which can skip if jostled. For RAM chips and flash memory, Moore’s Law means that in *eighteen* months you’ll pay the same price as today for twice as much storage.

Computer chips are sometimes also referred to as semiconductors (a substance such as silicon dioxide used inside most computer chips that is capable of enabling as well as inhibiting the flow of electricity). So if someone refers to the *semiconductor industry*, they’re talking about the chip business².

Strictly speaking, Moore’s Law does not apply to other technology components. But other computing components are also seeing their price versus performance curves skyrocket exponentially. Data storage doubles every twelve months. Networking speed is on a tear, too. With an equipment change at the ends of the cables, the amount of data that can be squirted over an optical fiber line can double every nine months³. These numbers should be taken as rough approximations and shouldn’t be expected to be strictly precise over time. However, they are useful as rough guides regarding

future computing price/performance trends. Despite any fluctuation, it's clear that the price/performance curve for many technologies is exponential, offering astonishing improvement over time.

Figure 5.1 Advancing Rates of Technology (Silicon, Storage, Telecom)



Adopted from Shareholder Presentation by Jeff Bezos, Amazon.com, 2006.

GET OUT YOUR CRYSTAL BALL

Faster and cheaper makes possible the once impossible. As a manager, your job will be about predicting the future. First, consider how the economics of Moore's Law opens new markets. When technology gets cheap, price elasticity kicks in. Tech products are highly *price elastic*, meaning consumers buy more products as they become cheaper⁴. And it's not just that existing customers load up on more tech; entire *new markets* open up as firms find new uses for these new chips.

Just look at the *five waves of computing* we've seen over the previous five decades (Copeland, 2005). In the *first wave* in the 1960s, computing was limited to large, room-sized mainframe computers that only governments and big corporations could afford. Moore's Law kicked in during the 1970s for the *second wave*, and minicomputers were a hit. These were refrigerator-sized computers that were as speedy as or speedier than the prior generation of mainframes, yet were affordable by work groups, factories, and smaller organizations. The 1980s brought *wave three* in the form of PCs, and by the end of the decade nearly every white-collar worker in America had a fast and cheap computer on their desk. In the 1990s *wave four* came in the form of Internet computing—cheap servers and networks made it possible to scatter data around the world, and with more power, personal computers displayed graphical interfaces that replaced complex commands with easy-to-understand menus accessible by a mouse click. At the close of the last century, the majority of the population in many developed countries had home PCs, as did most libraries and schools.

Now we're in *wave five*, where computers are so fast and so inexpensive that they have become ubiquitous—woven into products in ways few imagined years before. Silicon is everywhere! It's in the throwaway radio frequency identification (RFID) tags that track your luggage at the airport. It provides the smarts in the world's billion-plus mobile phones. It's the brains inside robot vacuum cleaners, next generation Legos, and the table lamps that change color when the stock market moves up or down. These digital shifts can rearrange entire industries. Consider that today the firm that sells

more cameras than any other is Nokia, a firm that offers increasingly sophisticated chip-based digital cameras as a giveaway as part of its primary product, mobile phones. This shift has occurred with such sweeping impact that former photography giants Pentax, Konica, and Minolta have all exited the camera business.

Moore's Law inside Your Medicine Cabinet

Moore's Law is about to hit your medicine cabinet. The GlowCap from Vitality, Inc., is a "smart" pill bottle that will flash when you're supposed to take your medicine. It will play a little tune if you're an hour late for your dose and will also squirt a signal to a night-light that flashes as a reminder (in case you're out of view of the cap). GlowCaps can also be set to call or send a text if you haven't responded past a set period of time. And the device will send a report to you, your doc, or whomever else you approve. The GlowCap can even alert your pharmacy when it's time for refills. Amazon sells the device for \$99, but we know how Moore's Law works—it'll soon likely be free. The business case for that? The World Health Organization estimates drug adherence at just 50 percent, and analysts estimate that up to \$290 billion in increased medical costs are due to patients missing their meds. Vitality CEO David Rose (who incidentally also cofounded Ambient Devices) recently cited a test in which GlowCap users reported a 98 percent medication adherence rate (Rose, 2010).

Figure 5.3



The GlowCap from Vitality, Inc., will flash, beep, call, and text you if you've skipped your meds. It can also send reports to you, your doctor, and your loved ones and even notify your pharmacy when it's time for a refill.

Juhan Sonin – [Glowcap](#) – CC BY 2.0.

And there might also be a chip inside the pills, too! Proteus, a Novartis-backed venture, has developed a sensor made of food and vitamin materials that can be swallowed in medicine. The sensor is activated and powered by the body's digestive acids (think of your stomach as a battery). Once inside you, the chip sends out a signal with vitals such as heart rate, body angle, temperature, sleep, and more. A waterproof skin patch picks up the signal and can wirelessly relay the pill's findings when the patient walks within twenty feet of their phone. Proteus will then compile a report from the data and send it to their mobile device or e-mail account. The gizmo's already in clinical trials for heart disease, hypertension, and tuberculosis and for monitoring psychiatric illnesses (Landau, 2010).

One of the most agile surfers of this *fifth wave* is Apple,

Inc.—a firm with a product line that is now so broad that in January 2007, it dropped the word “Computer” from its name. Apple’s breakout resurgence owes a great deal to the iPod. At launch, the original iPod sported a 5 GB hard drive that Steve Jobs declared would “put 1,000 songs in your pocket.” Cost? \$399. Less than six years later, Apple’s highest-capacity iPod sold for fifty dollars less than the original, yet held *forty times* the songs. By that time the firm had sold over one hundred fifty million iPods—an adoption rate faster than the original Sony Walkman. Apple’s high-end models have morphed into Internet browsing devices capable of showing maps, playing videos, and gulping down songs from Starbucks’ Wi-Fi while waiting in line for a latte. Fast forward to 2019: [Your iPod touch now comes with up to 256GB of storage for only \\$199.](#)

The original iPod has also become the jumping-off point for new business lines including the iPhone, Apple TV, iPad, and iTunes. As an online store, iTunes is always open. iTunes regularly sells tens of millions of songs on Christmas Day alone, a date when virtually all of its offline competition is closed for the holiday. In a short five years after its introduction, iTunes has sold over 4 billion songs and has vaulted past retail giants Wal-Mart, Best Buy, and Target to become the number one music retailer in the world. Today’s iTunes is a digital media powerhouse, selling movies, TV shows, games, and other applications. And with podcasting, Apple’s iTunes University even lets students at participating schools put their professors’ lectures on their gym playlist for free. Surfing the fifth wave has increased the value of Apple stock sixteenfold six years after the iPod’s launch. Ride these waves to riches, but miss the power and promise

of Moore’s Law and you risk getting swept away in its riptide. Apple’s rise occurred while Sony, a firm once synonymous with portable music, sat on the sidelines unwilling to get on the surfboard. Sony’s stock stagnated, barely moving in six years. The firm has laid off thousands of workers while ceding leadership in digital music (and video) to Apple.

Table 5.1 Top U.S. Music Retailers

| 1992 | 2005 | 2006 | 2008 |
|--|------------------|-----------------------|-----------------------|
| 1. Musicland | 1. Wal-Mart | 1. Wal-Mart | 1. iTunes |
| 2. The Handleman | 2. Best Buy | 2. Best Buy | 2. Wal-Mart |
| 3. Tower Records | 3. Target | 3. Target | 3. Best Buy |
| 4. Trans World Music | ... 7. iTunes | 4. iTunes, Amazon tie | 4. Amazon, Target tie |
| Moore’s Law restructures industries. The firms that dominated music sales when you were born are now bankrupt, while one that had never sold a physical music CD now sells more than anyone else. | | | |

Source: Michelle Quinn and Dawn C. Chmielewski, “Top Music Seller’s Store Has No Door,” *Los Angeles Times*, April 4, 2008.

While the change in hard drive prices isn’t directly part of Moore’s Law (hard drives are magnetic storage, not silicon chips), as noted earlier, the faster and cheaper phenomenon applies to storage, too. Look to Amazon as another example of jumping onto a once-impossible opportunity courtesy of the price/performance curve. When Amazon.com was founded in 1995, the largest corporate database was one terabyte, or TB (see below) in size. In 2003, the firm offered its “Search Inside the Book” feature, digitizing the images and text from thousands

of books in its catalog. “Search Inside the Book” lets customers peer into a book’s contents in a way that’s both faster and more accurate than browsing a physical bookstore. Most importantly for Amazon and its suppliers, titles featured in “Search Inside the Book” enjoyed a 7 percent sales increase over nonsearchable books. When “Search Inside the Book” launched, the database to support this effort was 20 TB in size. In just eight years, the firm found that it made good business sense to launch an effort that was a full *twenty times* larger than anything used by *any* firm less than a decade earlier. And of course, all of these capacities seem laughably small by today’s standards.

For Amazon, the impossible had not just become possible; it became good business. By 2009, digital books weren’t just for search; they were for sale. Amazon’s Kindle reader (a Moore’s Law marvel sporting a microprocessor and flash storage) became the firm’s top-selling product in terms of both unit sales and dollar volume. The real business opportunity for Amazon isn’t Kindle as a consumer electronics device but as an ever-present, never-closing store, which also provides the firm with a migration path from atoms to bits. By 2009, Amazon (by then the largest book retailer in North America) reported, “For books that are available on the Kindle, sales are already 35 percent of the same books in print” (Schonfeld, 2009).

COMPETITIVE ADVANTAGE REVIEW

- How is Barnes & Noble doing these days?
- Whatever happened to Borders?
- What is Half Price Books’ advantage?

- How can smaller bookstores compete with Amazon?

Bits and Bytes

Computers express data as bits that are either one or zero. Eight bits form a byte (think of a byte as being a single character you can type from a keyboard). A kilobyte refers to roughly a thousand bytes, or a thousand characters, megabyte = 1 million, gigabyte = 1 billion, terabyte = 1 trillion, petabyte = 1 quadrillion, and exabyte = 1 quintillion bytes.

While storage is most often listed in bytes, telecommunication capacity (bandwidth) is often listed in bits per second (bps). The same prefixes apply (Kbps = kilobits, or one thousand bits, per second, Mbps = megabits per second, Gbps = gigabits per second, and Tbps = terabits per second).

These are managerial definitions, but technically, a kilobyte is 2^{10} or 1,024 bytes, mega = 2^{20} , giga = 2^{30} , tera = 2^{40} , peta = 2^{50} , and exa = 2^{60} . To get a sense for how much data we're talking about, see the table below Schuman, 2004; Huggins, 2008).

| | Managerial Definition | Exact Amount | To Put It in Perspective |
|-------------------------|------------------------|----------------|---|
| 1 Byte | One keyboard character | 8 bits | 1 letter or number = 1 byte |
| 1 Kilobyte (KB) | One thousand bytes | 2^{10} bytes | 1 typewritten page = 2 KB 1 digital book (Kindle) = approx. 500–800 KB |
| 1 Megabyte (MB) | One million bytes | 2^{20} bytes | 1 digital photo (7 megapixels) = 1.3 MB 1 MP3 song = approx. 3 MB 1 CD = approx. 700 MB |
| 1 Gigabyte (GB) | One billion bytes | 2^{30} bytes | 1 DVD movie = approx. 4.7 GB 1 Blu-ray movie = approx. 25 GB |
| 1 Terabyte (TB) | One trillion bytes | 2^{40} bytes | Printed collection of the Library of Congress = 20 TB |
| 1 Petabyte (PB) | One quadrillion bytes | 2^{50} bytes | Wal-Mart data warehouse (2008) = 2.5 PB |
| 1 Exabyte (EB) | One quintillion bytes | 2^{60} bytes | |
| 1 Zettabyte (ZB) | One sextillion bytes | 2^{70} bytes | Amount of data consumed by U.S. households in 2008 = 3.6 ZB |

Here's another key implication—if you are producing products with a significant chip-based component, the chips inside that product rapidly fall in value. That's great when it makes your product cheaper and opens up new markets for your firm, but it can be deadly if you overproduce and have excess inventory sitting on shelves for long periods of time. Dell claims its inventory depreciates as much as a single percentage point in value

each week (Breen, 2004). That's a big incentive to carry as little inventory as possible, and to unload it, fast!

While the strategic side of tech may be the most glamorous, Moore's Law impacts mundane management tasks, as well. From an accounting and budgeting perspective, as a manager you'll need to consider a number of questions: How long will your computing equipment remain useful? If you keep upgrading computing and software, what does this mean for your capital expense budget? Your training budget? Your ability to make well-reasoned predictions regarding tech's direction will be key to answering these questions.

Key Takeaways

- Moore's Law applies to the semiconductor industry. The widely accepted managerial interpretation of Moore's Law states that for the same money, roughly eighteen months from now you should be able to purchase computer chips that are twice as fast or store twice as much information. Or over that same time period, chips with the speed or storage of today's chips should cost half as much as they do now.
- Nonchip-based technology also advances rapidly. Disk drive storage doubles roughly every twelve months, while equipment to speed transmissions over fiber-optic lines has doubled every nine months. While these numbers are rough approximations, the price/performance curve of these technologies continues to advance exponentially.

- These trends influence inventory value, depreciation accounting, employee training, and other managerial functions. They also help improve productivity and keep interest rates low.
- From a strategic perspective, these trends suggest that what is impossible from a cost or performance perspective today may be possible in the future. This fact provides an opportunity to those who recognize and can capitalize on the capabilities of new technology. As technology advances, new industries, business models, and products are created, while established firms and ways of doing business can be destroyed.
- Managers must regularly study trends and trajectory in technology to recognize opportunity and avoid disruption.

Questions and Exercises

1. What is Moore's Law? What does it apply to?
2. Are other aspects of computing advancing as well? At what rates?
3. What is a microprocessor? What devices do you or your family own that contain microprocessors (and hence are impacted by Moore's Law)?
4. What is a semiconductor? What is the substance from which most semiconductors are made?

5. How does flash memory differ from the memory in a PC? Are both solid state?
6. Which of the following are solid state devices: an iPod shuffle, a TiVo DVR, a typical laptop PC?
7. Why is Moore's Law important for managers? How does it influence managerial thinking?
8. What is price elasticity? How does Moore's Law relate to this concept? What's special about falling chip prices compared to price drops for products like clothing or food?
9. Give examples of firms that have effectively leveraged the advancement of processing, storage, and networking technology.
10. What are the five waves of computing? Give examples of firms and industries impacted by the fifth wave.
11. As Moore's Law advances, technology becomes increasingly accessible to the poor. Give examples of how tech has benefited those who likely would not have been able to afford the technology of a prior generation.
12. How have cheaper, faster chips impacted the camera industry? Give an example of the leadership shifts that have occurred in this industry.
13. What has been the impact of "faster, cheaper" on Apple's business lines?
14. How did Amazon utilize the steep decline in magnetic storage costs to its advantage?
15. How does Moore's Law impact production and

inventory decisions?

¹Although other materials besides silicon are increasingly being used.

²Semiconductor materials, like the silicon dioxide used inside most computer chips, are capable of enabling as well as inhibiting the flow of electricity. These properties enable chips to perform math or store data.

³Fiber-optic lines are glass or plastic data transmission cables that carry light. These cables offer higher transmission speeds over longer distances than copper cables that transmit electricity.

⁴As opposed to goods and services that are *price inelastic* (like health care and housing), which consumers will try their best to buy even if prices go up.

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3.3 BEYOND MOORE'S LAW

Learning Objectives

After studying this section you should be able to do the following:

1. Describe why Moore's Law continues to advance and discuss the physical limitations of this advancement.
2. Name and describe various technologies that may extend the life of Moore's Law.
3. Discuss the limitations of each of these approaches.

Moore simply observed that we're getting better over time at squeezing more stuff into tinier spaces. Moore's Law is possible because the distance between the pathways inside silicon chips gets smaller with each successive generation. While chip plants (semiconductor fabrication facilities, or fabs) are incredibly expensive to build, each new generation of fabs can crank out more chips per silicon wafer. And since the pathways are closer together, electrons travel shorter distances. If electronics

now travel half the distance to make a calculation, that means the chip is twice as fast.

But the shrinking can't go on forever, and we're already starting to see three interrelated forces—*size*, *heat*, and *power*—threatening to slow down the Moore's Law gravy train. When you make processors smaller, the more tightly packed electrons will heat up a chip—so much so that unless today's most powerful chips are cooled down, they will melt inside their packaging. To keep the fastest computers cool, most PCs, laptops, and video game consoles need fans, and most corporate data centers have elaborate and expensive air conditioning and venting systems to prevent a meltdown. A trip through the Facebook data center during its recent rise would show that the firm was a “hot” start-up in more ways than one. The firm's servers ran so hot that the Plexiglas sides of the firm's server racks were warped and melting (McGirt, 2007)! The need to cool modern data centers draws a lot of power and that costs a lot of money.

The chief eco officer at Sun Microsystems has claimed that computers draw 4 to 5 percent of the world's power. Google's chief technology officer has said that the firm spends more to power its servers than the cost of the servers themselves (Kirkpatrick, 2007). Microsoft, Yahoo! and Google have all built massive data centers in the Pacific Northwest, away from their corporate headquarters, specifically choosing these locations for access to cheap hydroelectric power. Google's location in The Dalles, Oregon, is charged a cost per kilowatt hour of two cents by the local power provider, less than one-fifth of the eleven-cent rate the firm pays in Silicon Valley (Mehta, 2006)¹. This difference means big savings for a firm that runs more than a million servers.

And while these powerful shrinking chips are getting hotter and more costly to cool, it's also important to realize that chips can't get smaller forever. At some point Moore's Law will run into the unyielding laws of nature. While we're not certain where these limits are, chip pathways certainly can't be shorter than a single molecule, and the actual physical limit is likely larger than that. Get too small and a phenomenon known as quantum tunneling kicks in, and electrons start to slide off their paths. Yikes!

BUYING TIME

One way to overcome this problem is with multicore microprocessors, made by putting two or more lower power processor cores (think of a core as the calculating part of a microprocessor) on a single chip. Philip Emma, IBM's Manager of Systems Technology and Microarchitecture, offers an analogy. Think of the traditional fast, hot, single-core processors as a three hundred-pound lineman, and a dual-core processor as two 160-pound guys. Says Emma, "A 300-pound lineman can generate a lot of power, but two 160-pound guys can do the same work with less overall effort" (Ashton, 2005). For many applications, the multicore chips will outperform a single speedy chip, while running cooler and drawing less power. Multicore processors are now mainstream.

Today, most PCs and laptops sold have at least a two-core (dual-core) processor. The Microsoft Xbox 360 has three cores, the Xbox One has a quad-core processor. The PlayStation 3 includes the so-called *cell processor* developed by Sony, IBM, and Toshiba that runs nine

cores. The Playstation 4 has a secondary processor for background purposes. Since 2010, Intel began shipping PC processors with at least eight cores, while AMD introduced a twelve-core chip. Intel has even demonstrated chips with upwards of fifty cores.

Multicore processors can run older software written for single-brain chips. But they usually do this by using only one core at a time. To reuse the metaphor above, this is like having one of our 160-pound workers lift away, while the other one stands around watching. Multicore operating systems can help achieve some performance gains. Versions of Windows or the Mac OS that are aware of multicore processors can assign one program to run on one core, while a second application is assigned to the next core. But in order to take full advantage of multicore chips, applications need to be rewritten to split up tasks so that smaller portions of a problem are executed simultaneously inside each core.

Writing code for this “divide and conquer” approach is not trivial. In fact, developing software for multicore systems is described by Shahrokh Daijavad, software lead for next-generation computing systems at IBM, as “one of the hardest things you learn in computer science” (Ashton, 2005). Microsoft’s chief research and strategy officer has called coding for these chips “the most conceptually different [change] in the history of modern computing” (Copeland, 2008). Despite this challenge, some of the most aggressive adaptors of multicore chips have been video game console manufacturers. Video game applications are particularly well-suited for multiple cores since, for example, one core might be used to render the background, another to draw objects, another for the “physics engine” that moves the objects

around, and yet another to handle Internet communications for multiplayer games.

Another approach to breathing life into Moore's Law is referred to as stacked or three-dimensional semiconductors. In this approach, engineers slice a flat chip into pieces, then reconnect the pieces vertically, making a sort of "silicon sandwich." The chips are both faster and cooler since electrons travel shorter distances. What was once an end-to-end trip on a conventional chip might just be a tiny movement up or down on a stacked chip. But stacked chips present their own challenges. In the same way that a skyscraper is more difficult and costly to design and build than a ranch house, 3-D semiconductors are tougher to design and manufacture. IBM has developed stacked chips for mobile phones, claiming the technique improves power efficiency by up to 40 percent. HP Labs is using a technology called *memristors*, or memory resistors, to improve on conventional transistors and speed the transition to 3-D chips, yielding significant improvement over 2-D offerings (Markoff, 2010).

Quantum Leaps, Chicken Feathers, and the Indium Gallium Arsenide Valley?

Think about it—the triple threat of size, heat, and power means that Moore's Law, perhaps the greatest economic gravy train in history, will likely come to a grinding halt in your lifetime. Multicore and 3-D semiconductors are here today, but what else is happening to help stave off the death of Moore's Law?

Every once in a while a material breakthrough comes along

that improves chip performance. A few years back researchers discovered that replacing a chip's aluminum components with copper could increase speeds up to 30 percent. Now scientists are concentrating on improving the very semiconductor material that chips are made of. While the silicon used in chips is wonderfully abundant (it has pretty much the same chemistry found in sand), researchers are investigating other materials that might allow for chips with even tighter component densities. Researchers have demonstrated that chips made with supergeeky-sounding semiconductor materials such as indium gallium arsenide, germanium, and bismuth telluride can run faster and require less wattage than their silicon counterparts (Chen, et. al., 2009; Greene, 2007; Cane, 2006). Perhaps even more exotic (and downright bizarre), researchers at the University of Delaware have experimented with a faster-than-silicon material derived from chicken feathers! Hyperefficient chips of the future may also be made out of carbon nanotubes, once the technology to assemble the tiny structures becomes commercially viable.

Other designs move away from electricity over silicon. Optical computing, where signals are sent via light rather than electricity, promises to be faster than conventional chips, if lasers can be mass produced in miniature (silicon laser experiments show promise). Others are experimenting by crafting computing components using biological material (think a DNA-based storage device).

One yet-to-be-proven technology that could blow the lid off what's possible today is quantum computing. Conventional computing stores data as a combination of bits, where a bit is either a one or a zero. Quantum computers, leveraging principles of quantum physics, employ qubits that can be both one *and* zero at the same time. Add a bit to a conventional computer's memory and you double its

capacity. Add a bit to a quantum computer and its capacity increases exponentially. For comparison, consider that a computer model of serotonin, a molecule vital to regulating the human central nervous system, would require 10^{94} bytes of information. Unfortunately, there's not enough matter in the universe to build a computer that big. But modeling a serotonin molecule using quantum computing would take just 424 qubits (Kaihla, 2004).

Some speculate that quantum computers could one day allow pharmaceutical companies to create hyperdetailed representations of the human body that reveal drug side effects before they're even tested on humans. Quantum computing might also accurately predict the weather months in advance or offer unbreakable computer security. Ever have trouble placing a name with a face? A quantum computer linked to a camera (in your sunglasses, for example) could recognize the faces of anyone you've met and give you a heads-up to their name and background (Schwartz, et. al., 2006). Opportunities abound. Of course, before quantum computing can be commercialized, researchers need to harness the freaky properties of quantum physics wherein your answer may reside in another universe, or could disappear if observed (Einstein himself referred to certain behaviors in quantum physics as "spooky action at a distance").

Pioneers in quantum computing include IBM, HP, NEC, and a Canadian start-up named D-Wave. If or when quantum computing becomes a reality is still unknown, but the promise exists that while Moore's Law may run into limits imposed by Mother Nature, a new way of computing may blow past anything we can do with silicon, continuing to make possible the once impossible.

Key Takeaways

- As chips get smaller and more powerful, they get hotter and present power-management challenges. And at some point Moore's Law will stop because we will no longer be able to shrink the spaces between components on a chip.
- Multicore chips use two or more low-power calculating "cores" to work together in unison, but to take optimal advantage of multicore chips, software must be rewritten to "divide" a task among multiple cores.
- 3-D or stackable semiconductors can make chips faster and run cooler by shortening distances between components, but these chips are harder to design and manufacture.
- New materials may extend the life of Moore's Law, allowing chips to get smaller, still. Entirely new methods for calculating, such as quantum computing, may also dramatically increase computing capabilities far beyond what is available today.

Questions and Exercises

1. What three interrelated forces threaten to slow the advancement of Moore's Law?
2. Which commercial solutions, described in the section above, are currently being used to counteract the forces mentioned above? How do

these solutions work? What are the limitations of each?

3. Will multicore chips run software designed for single-core processors?
4. As chips grow smaller they generate increasing amounts of heat that needs to be dissipated. Why is keeping systems cool such a challenge? What are the implications for a firm like Yahoo! or Google? For a firm like Apple or Dell?
5. What are some of the materials that may replace the silicon that current chips are made of?
6. What kinds of problems might be solved if the promise of quantum computing is achieved? How might individuals and organizations leverage quantum computing? What sorts of challenges could arise from the widespread availability of such powerful computing technology?

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CONCEPTS CHAPTER 4 - INFORMATION SYSTEMS TO ENHANCE BUSINESS

WHAT IS A BUSINESS PROCESS?

LEARNING OBJECTIVES

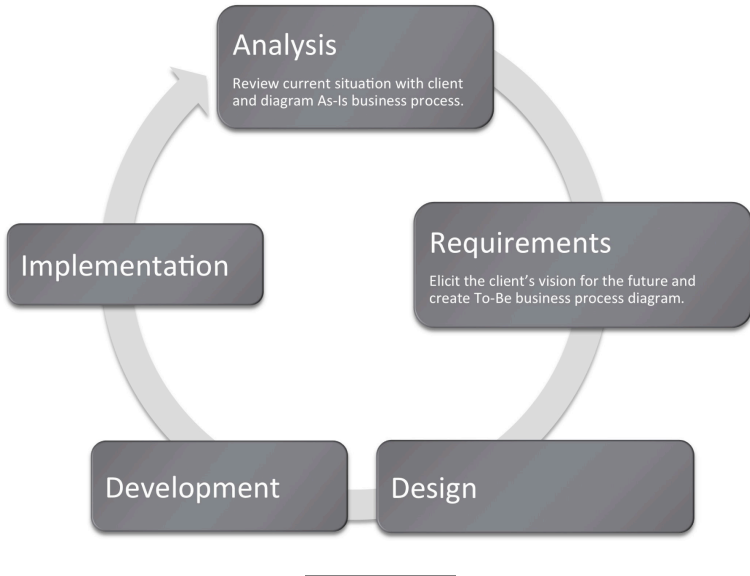
1. Identify a business process
2. Describe the difference between an As-Is and To-Be business process
3. Ask questions to elicit business process information from the client

INTRODUCTION

Every information system is designed to improve a business in some way. However, before making an improvement, it is critical to understand the current business process. In this chapter, we will develop a technique to diagram business processes. We will first diagram the current business process—the so-called As-Is process. After studying the process, we will be in a position to propose and diagram a future process—the so-called To-Be process. If we have done our job well, the To-Be process will improve upon the As-Is process, making it more efficient, effective, user friendly, and so forth. In other words, every process improvement should move the business closer to achieving its goals.

WHERE ARE WE IN THE LIFE CYCLE?

Many information systems projects are conceived of in a life cycle that progresses in stages from analysis to implementation. The diagram below shows the stages that we touch in the current chapter:



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4.1 BUSINESS PROCESS (RE)DESIGN

GOAL-DIRECTED ACTIVITIES.

A business process is a set of goal-directed activities. In other words, a process describes the actions To-Be taken to accomplish a task. For example, applying to a university, filing taxes, and evaluating employees are all processes. The steps in applying to a university might include filling out an online form, submitting a credit card payment, requesting test scores be sent, and requesting that high school transcripts be sent.

Note that all of the processes mentioned above took place even before the advent of computers. Try to imagine how. Information systems simply transform the processes with the goal of making the process more efficient, convenient, effective, reliable, and so forth.

First, we represent the current (usually deficient) state As-Is process. Seeing the As-Is process diagrammed exposes obvious areas for improvement in the process. For example, many years ago students registered for classes in person. The As-Is process in that era might have shown a student waiting in line outside a large auditorium. When his turn comes up, the student enters the auditorium. There are tables representing each

department staffed with faculty from that department. For each course that the student wishes to take, he must find the corresponding department table and add his name to the list for that class. Buying concert tickets followed a similar process before services like Ticket Master went online. People used to camp out for days in advance outside the Ticket Master office.

Sometimes information technology may improve processes, other times no technology is required. Sometimes the solution is as simple as providing information for individuals completing a business process at the appropriate time, or simply rearranging the steps in the business process, in which case, no new information technology is needed.

The redesigned and improved business process is called the To-Be process. This process takes into consideration the deficiencies identified in the As-Is process and the goals of the business. The area of work that focuses on improving business processes is called business process redesign. Individuals performing this work focus on understanding the As-Is process and how to improve it in the To-Be process.

BUSINESS PROCESS EXAMPLES:

- **Shopping at a grocery store**
 - The deli
 - Taking numbers
 - Rules about which products can be sliced on which machines
 - Rules about wrapping product after slicing

- The fish counter
 - Taking numbers
 - Rules about how to prepare the fish—head and tail off and so forth.
- Checkout
 - Scanning and weighing procedures
 - Gathering customer data
 - Printing customized coupons
 - Optimal bagging
 - Taking payment
- **Shopping at an online retailer**
 - Product display
 - Best selling
 - By price
 - By rating
 - Cross selling—“You might also like...”
 - Shopping cart and checkout processes
- **Inventory management**
 - Determining the inventory need
 - Reordering with supplier
 - Tracking and receiving shipments
 - Stocking shelves

Note that most business processes subsume other business processes. One of the toughest challenges is knowing what process to focus on and with what degree

of granularity to zoom in on the process. Never lose site of the problem you are trying to solve—and use that as your filter.

THE INITIAL CLIENT MEETING

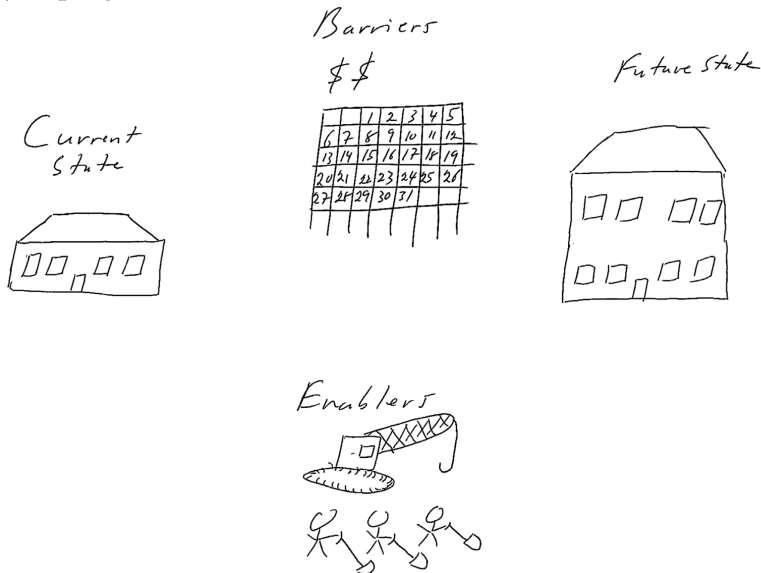
Obviously, you can not diagram a business process without understanding the business. This will require meetings with the client. It is best to walk into those meetings with a willingness to listen rather than pretending that you know the client's business. Ask open-ended questions and take lots of notes.

Those that design systems are called business analysts or consultants. Analysts begin their work with an initial client meeting. The quality of the questions asked at that meeting may well determine the success or failure of the project. Using the following four open-ended questions can help in this consulting situation (Starr, 2010):

- Current state: What does the client see as the current state of the situation/project?
- Future state: What is the vision of the client for the end-point of the situation/project?
- Barriers: What barriers does the client envision will hinder reaching the vision?
- Enablers: What is the client already doing to reach the vision? What does the client think will help?

Note that these questions capture the aspirations of the client as well as perceived barriers and enablers to reach that vision. The assumption here is that the client knows her business pretty well, and the goal of the initial

meeting is to capture her knowledge and vision without jumping to a solution.



The initial client meeting for a home renovation project adding a second story to a home. Note the barriers, time and money, and the enablers, the crane, and manpower. Business problems require a similar type of analysis. Never assume that you know these items. Give the client the opportunity to explain. It will save you a great deal of time in the final analysis.

KEY TAKEAWAYS

- A business process is a set of goal-directed activities
- The As-Is process captures the analysis of the current state of the business
- The To-Be process captures the client's requirements for the future state of the business. Ultimately the To-Be process will be the

measuring rod against which you will evaluate the completed system.

QUESTIONS AND EXERCISES

1. Identify three business processes involved in the purchase of a car.
 2. Describe how the process of
 - > Registering for class
 - > Buying a concert ticket/movie/song online
 - > Checkout in a store
 3. Current: Is it working? What tech is used?
Future: Can you improve things?
Barriers: What/who's stopping you from making the improvement?
Enablers: What/who's helping you from making the improvement?
-

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4.2 COSTS BEYOND THE PRICE TAG

Learning Objectives

After studying this section you should be able to do the following:

1. List the different cost categories that comprise total cost of ownership.
2. Understand that once a system is implemented, the costs of maintaining and supporting the system continue.
3. List the reasons that technology development projects fail and the measures that can be taken to increase the probability of success.

Managers should recognize that there are a whole host of costs that are associated with creating and supporting an organization's information systems. Of course, there are programming costs for custom software as well as purchase, configuration, and licensing costs for packaged software, but there's much, much more.

There are costs associated with design and documentation (both for programmers and for users).

There are also testing costs. New programs should be tested thoroughly across the various types of hardware the firm uses, and in conjunction with existing software and systems, *before* being deployed throughout the organization. Any errors that aren't caught can slow down a business or lead to costly mistakes that could ripple throughout an organization and its partners. Studies have shown that errors not caught before deployment could be one hundred times more costly to correct than if they were detected and corrected beforehand (Charette, 2005).

Once a system is "turned on," the work doesn't end there. Firms need to constantly engage in a host of activities to support the system that may also include the following:

- providing training and end-user support
- collecting and relaying comments for system improvements
- auditing systems to ensure compliance (i.e., that the system operates within the firm's legal constraints and industry obligations)
- providing a regular backup of critical data
- planning for redundancy and disaster recovery in case of an outage
- vigilantly managing the moving target of computer security issues

With so much to do, it's no wonder that firms spend 70 to 80 percent of their information systems (IS) budgets just to keep their systems running (Rettig, 2007). The price tag and complexity of these tasks can push some managers

to think of technology as being a cost sink rather than a strategic resource. These tasks are often collectively referred to as the total cost of ownership (TCO) of an information system. Understanding TCO is critical when making technology investment decisions.

WHY DO TECHNOLOGY PROJECTS FAIL?

Even though information systems represent the largest portion of capital spending at most firms, an astonishing one in three technology development projects fail to be successfully deployed (Dignan, 2007). Imagine if a firm lost its investment in one out of every three land purchases, or when building one in three factories. These statistics are dismal! Writing in *IEEE Spectrum*, risk consultant Robert Charette provides a sobering assessment of the cost of software failures, stating, “The yearly tab for failed and troubled software conservatively runs somewhere from \$60 to \$70 billion in the United States alone. For that money, you could launch the space shuttle one hundred times, build and deploy the entire 24-satellite Global Positioning System, and develop the Boeing 777 from scratch—and still have a few billion left over” (Charette, 2005).

Why such a bad track record? Sometimes technology itself is to blame, other times it’s a failure to test systems adequately, and sometimes it’s a breakdown of process and procedures used to set specifications and manage projects. In one example, a multimillion-dollar loss on the NASA Mars Observer was traced back to a laughably simple oversight—Lockheed Martin contractors using English measurements, while the folks at NASA used the metric system (Lloyd, 1999). Yes, a \$125 million taxpayer

investment was lost because a bunch of rocket scientists failed to pay attention to third-grade math. When it comes to the success or failure of technical projects, the devil really is in the details.

Projects rarely fail for just one reason. Project post-mortems often point to a combination of technical, project management, and business decision blunders. The most common factors include the following²:

- Unrealistic or unclear project goals
- Poor project leadership and weak executive commitment
- Inaccurate estimates of needed resources
- Badly defined system requirements and allowing “feature creep” during development
- Poor reporting of the project’s status
- Poor communication among customers, developers, and users
- Use of immature technology
- Unmanaged risks
- Inability to handle the project’s complexity
- Sloppy development and testing practices
- Poor project management
- Stakeholder politics
- Commercial pressures (e.g., leaving inadequate time or encouraging corner-cutting)

Managers need to understand the complexity involved in

their technology investments, and that achieving success rarely lies with the strength of the technology alone.

But there is hope. Information systems organizations can work to implement procedures to improve the overall quality of their development practices. Mechanisms for quality improvement include capability maturity model integration (CMMI), which gauge an organization's process maturity and capability in areas critical to developing and deploying technology projects, and provides a carefully chosen set of best practices and guidelines to assist quality and process improvement¹ (Kay, 2005).

Firms are also well served to leverage established project planning and software development methodologies that outline critical business processes and stages when executing large-scale software development projects. The idea behind these methodologies is straightforward—why reinvent the wheel when there is an opportunity to learn from and follow blueprints used by those who have executed successful efforts. When methodologies are applied to projects that are framed with clear business goals and business metrics, and that engage committed executive leadership, success rates can improve dramatically (Shenhar & Dvir, 2007).

While software development methodologies are the topic of more advanced technology courses, the savvy manager knows enough to inquire about the development methodologies and quality programs used to support large scale development projects, and can use these investigations as further input when evaluating whether those overseeing large scale efforts have what it takes to get the job done.

Key Takeaways

- The care and feeding of information systems can be complex and expensive. The total cost of ownership of systems can include software development and documentation, or the purchase price and ongoing license and support fees, plus configuration, testing, deployment, maintenance, support, training, compliance auditing, security, backup, and provisions for disaster recovery. These costs are collectively referred to as TCO, or a system's total cost of ownership.
- Information systems development projects fail at a startlingly high rate. Failure reasons can stem from any combination of technical, process, and managerial decisions.
- IS organizations can leverage software development methodologies to improve their systems development procedures, and firms can strive to improve the overall level of procedures used in the organization through models like CMMI. However, it's also critical to engage committed executive leadership in projects, and to frame projects using business metrics and outcomes to improve the chance of success.
- System errors that aren't caught before deployment can slow down a business or lead to costly mistakes that could ripple throughout an organization. Studies have shown that errors not caught before deployment could be 100 times more costly to correct than if they were detected and corrected beforehand.
- Firms spend 70 to 80 percent of their IS budgets

just to keep their systems running.

- One in three technology development projects fail to be successfully deployed.
- IS organizations can employ project planning and software development methodologies to implement procedures to improve the overall quality of their development practices.

Questions and Exercises

1. List the types of total ownership costs associated with creating and supporting an organization's information systems.
2. On average, what percent of firms' IS budgets is spent to keep their systems running?
3. What are the possible effects of not detecting and fixing major system errors before deployment?
4. List some of the reasons for the failure of technology development projects.
5. What is the estimated yearly cost of failed technology development projects?
6. What was the reason attributed to the failure of the NASA Mars Observer project?
7. What is capability maturity model integration (CMMI) and how is it used to improve the overall quality of a firm's development practices?
8. Perform an Internet search for "IBM Rational

Portfolio Manager.” How might IBM’s Rational Portfolio Manager software help companies realize more benefit from their IT systems development project expenditures? What competing versions of this product offered by other organizations?

¹Carnegie Mellon Software Engineering Institute, *Welcome to CMMI*, 2009, <http://www.sei.cmu.edu/cmmi>.

²List largely based on R. Charette, “Why Software Fails,” *IEEE Spectrum*, September 2005.

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Business Information Systems: Design an App for That

9.6 Total Cost of Ownership (TCO): Tech Costs Go Way beyond the Price Tag

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4.3 WHERE DOES THE DATA COME FROM?

Learning Objectives

After studying this section you should be able to do the following:

1. Understand various internal and external sources for enterprise data.
2. Recognize the function and role of data aggregators, the potential for leveraging third-party data, the strategic implications of relying on externally purchased data, and key issues associated with aggregators and firms that leverage externally sourced data.

Please watch the following video for some contextual information about data and the age we live in.



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://uhlibraries.pressbooks.pub/bcis1305/?p=56>

When you design a business process, you must consider the data you collect to ensure you are on track of reaching your goals. Organizations can pull together data from a variety of sources. While the examples that follow aren't meant to be an encyclopedic listing of possibilities, they will give you a sense of the diversity of options available for data gathering.

TRANSACTION PROCESSING SYSTEMS

For most organizations that sell directly to their customers, transaction processing systems (TPS) represent a fountain of potentially insightful data. Every time a consumer uses a point-of-sale system, an ATM, or a service desk, there's a transaction (some kind

of business exchange) occurring, representing an event that's likely worth tracking.

The cash register is the data generation workhorse of most physical retailers, and the primary source that feeds data to the TPS. But while TPS can generate a lot of bits, it's sometimes tough to match this data with a specific customer. For example, if you pay a retailer in cash, you're likely to remain a mystery to your merchant because your name isn't attached to your money. Grocers and retailers can tie you to cash transactions if they can convince you to use a loyalty card. Use one of these cards and you're in effect giving up information about yourself in exchange for some kind of financial incentive. The explosion in retailer cards is directly related to each firm's desire to learn more about you and to turn you into a more loyal and satisfied customer.

Some cards provide an instant discount (e.g., the CVS Pharmacy ExtraCare card), while others allow you to build up points over time (Best Buy's Reward Zone). The latter has the additional benefit of acting as a switching cost. A customer may think "I could get the same thing at Target, but at Best Buy, it'll increase my existing points balance and soon I'll get a cash back coupon."

Tesco: Tracked Transactions, Increased Insights, and Surging Sales

UK grocery giant Tesco, the planet's third-largest retailer, is envied worldwide for what analysts say is the firm's unrivaled ability to collect vast amounts of retail data and translate this into sales (Capell, 2008).

Tesco's data collection relies heavily on its ClubCard loyalty program, an effort pioneered back in 1995. But Tesco

isn't just a physical retailer. As the world's largest Internet grocer, the firm gains additional data from Web site visits, too. Remove products from your virtual shopping cart? Tesco can track this. Visited a product comparison page? Tesco watches which product you've chosen to go with and which you've passed over. Done your research online, then traveled to a store to make a purchase? Tesco sees this, too.

Tesco then mines all this data to understand how consumers respond to factors such as product mix, pricing, marketing campaigns, store layout, and Web design. Consumer-level targeting allows the firm to tailor its marketing messages to specific subgroups, promoting the right offer through the right channel at the right time and the right price. To get a sense of Tesco's laser-focused targeting possibilities, consider that the firm sends out close to ten million different, targeted offers each quarter (Davenport & Harris, 2007). Offer redemption rates are the best in the industry, with some coupons scoring an astronomical 90 percent usage (Lowenstein, 2002)!

The firm's data-driven management is clearly delivering results. In April 2009, while operating in the teeth of a global recession, Tesco posted record corporate profits and the highest earnings ever for a British retailer (Capell, 2009).

ENTERPRISE SOFTWARE (CRM, SCM, AND ERP)

Firms increasingly set up systems to gather additional data beyond conventional purchase transactions or Web site monitoring. CRM or customer relationship management systems are often used to empower employees to track and record data at nearly every point of customer contact. Someone calls for a quote? Brings a return back to a store? Writes a complaint e-mail? A well-

designed CRM system can capture all these events for subsequent analysis or for triggering follow-up events.

Enterprise software includes not just CRM systems but also categories that touch every aspect of the value chain, including supply chain management (SCM) and enterprise resource planning (ERP) systems. More importantly, enterprise software tends to be more integrated and standardized than the prior era of proprietary systems that many firms developed themselves. This integration helps in combining data across business units and functions, and in getting that data into a form where it can be turned into information (for more on enterprise systems, see [Chapter 9 “Understanding Software: A Primer for Managers”](#)).

SURVEYS

Sometimes firms supplement operational data with additional input from surveys and focus groups. Oftentimes, direct surveys can tell you what your cash register can't. Zara store managers informally survey customers in order to help shape designs and product mix. Online grocer FreshDirect (see [Chapter 2 “Strategy and Technology: Concepts and Frameworks for Understanding What Separates Winners from Losers”](#)) surveys customers weekly and has used this feedback to drive initiatives from reducing packaging size to including star ratings on produce (Braddock, 2009). Many CRM products also have survey capabilities that allow for additional data gathering at all points of customer contact.

Can Technology “Cure” U.S. Health Care?

The U.S. health care system is broken. It's costly, inefficient, and problems seem to be getting worse. Estimates suggest that health care spending makes up a whopping 18 percent of U.S. gross domestic product (Zhang, 2009). U.S. automakers spend more on health care than they do on steel (Milligan, 2009). Even more disturbing, it's believed that medical errors cause as many as ninety-eight thousand unnecessary deaths in the United States each year, more than motor vehicle accidents, breast cancer, or AIDS (Appleton, 2009; Obama, 2009).

For years it's been claimed that technology has the potential to reduce errors, improve health care quality, and save costs. Now pioneering hospital networks and technology companies are partnering to help tackle cost and quality issues. For a look at possibilities for leveraging data throughout the doctor-patient value chain, consider the “event-driven medicine” system built by Dr. John Halamka and his team at Boston's Beth Israel Deaconess Medical Center (part of the Harvard Medical School network).

When docs using Halamka's system encounter a patient with a chronic disease, they generate a decision support “screening sheet.” Each event in the system: an office visit, a lab results report (think the medical equivalent of transactions and customer interactions), updates the patient database. Combine that electronic medical record information with artificial intelligence on best practice, and the system can offer recommendations for care, such as, “Patient is past due for an eye exam” or, “Patient should receive pneumovax [a vaccine against infection] this season” (Halamka, 2009). The systems don't replace decision making by doctors and nurses, but they do help to ensure that key issues are on a provider's radar.

More efficiencies and error checks show up when prescribing drugs. Docs are presented with a list of medications covered by that patient's insurance, allowing them to choose quality options while controlling costs. Safety issues, guidelines, and best practices are also displayed. When correct, safe medication in the right dose is selected, the electronic prescription is routed to the patients' pharmacy of choice. As Halamka puts it, going from "doctor's brain to patients vein" without any of that messy physician handwriting, all while squeezing out layers where errors from human interpretation or data entry might occur.

President Obama believes technology initiatives can save health care as much as \$120 billion a year, or roughly two thousand five hundred dollars per family (McCullagh, 2009). An aggressive number, to be sure. But with such a large target to aim at, it's no wonder that nearly every major technology company now has a health solutions group. Microsoft and Google even offer competing systems for electronically storing and managing patient health records. If systems like Halamka's and others realize their promise, big benefits may be just around the corner.

EXTERNAL SOURCES

Sometimes it makes sense to combine a firm's data with bits brought in from the outside. Many firms, for example, don't sell directly to consumers (this includes most drug companies and packaged goods firms). If your firm has partners that sell products for you, then you'll likely rely heavily on data collected by others.

Data bought from sources available to all might not yield competitive advantage on its own, but it can provide key operational insight for increased efficiency and cost

savings. And when combined with a firm's unique data assets, it may give firms a high-impact edge.

Consider restaurant chain Brinker, a firm that runs seventeen hundred eateries in twenty-seven countries under the Chili's, On The Border, and Maggiano's brands. Brinker (whose ticker symbol is EAT), supplements their own data with external feeds on weather, employment statistics, gas prices, and other factors, and uses this in predictive models that help the firm in everything from determining staffing levels to switching around menu items (King, 2009).

In another example, Carnival Cruise Lines combines its own customer data with third-party information tracking household income and other key measures. This data plays a key role in a recession, since it helps the firm target limited marketing dollars on those past customers that are more likely to be able to afford to go on a cruise. So far it's been a winning approach. For three years in a row, the firm has experienced double-digit increases in bookings by repeat customers (King, 2009).

Who's Collecting Data about You?

There's a thriving industry collecting data about you. Buy from a catalog, fill out a warranty card, or have a baby, and there's a very good chance that this event will be recorded in a database somewhere, added to a growing digital dossier that's made available for sale to others. If you've ever gotten catalogs, coupons, or special offers from firms you've never dealt with before, this was almost certainly a direct result of a behind-the-scenes trafficking in the "digital you."

Firms that trawl for data and package them up for resale

are known as data aggregators. They include Acxiom, a \$1.3 billion a year business that combines public source data on real estate, criminal records, and census reports, with private information from credit card applications, warranty card surveys, and magazine subscriptions. The firm holds data profiling some two hundred million Americans (Gefter & Simonite, 2008).

Or maybe you've heard of Lexis-Nexis. Many large universities subscribe to the firm's electronic newspaper, journal, and magazine databases. But the firm's parent, Reed Elsevier, is a data sales giant, with divisions packaging criminal records, housing information, and additional data used to uncover corporate fraud and other risks. In February, 2008, the firm got even more data rich, acquiring Acxiom competitor ChoicePoint for \$4.1 billion. With that kind of money involved, it's clear that data aggregation is very big business (Greenberg, 2008).

The Internet also allows for easy access to data that had been public but otherwise difficult to access. For one example, consider home sale prices and home value assessments. While technically in the public record, someone wanting this information previously had to traipse down to their Town Hall and speak to a clerk, who would hand over a printed log book. Not exactly a Google-speed query. Contrast this with a visit to Zillow.com. The free site lets you pull up a map of your town and instantly peek at how much your neighbors paid for their homes. And it lets them see how much you paid for yours, too.

Computerworld's Robert Mitchell uncovered a more disturbing issue when public record information is made available online. His New Hampshire municipality had digitized and made available some of his old public documents without obscuring that holy grail for identity thieves, his Social Security number (Mithchell, 2009).

Then there are accuracy concerns. A record incorrectly identifying you as a cat lover is one thing, but being incorrectly named to the terrorist watch list is quite another. During a five-week period airline agents tried to block a particularly high profile U.S. citizen from boarding airplanes on five separate occasions because his name resembled an alias used by a suspected terrorist. That citizen? The late Ted Kennedy, who at the time was the senior U.S. senator from Massachusetts (Swarns, 2004).

For the data trade to continue, firms will have to treat customer data as the sacred asset it is. Step over that “creep-out” line, and customers will push back, increasingly pressing for tighter privacy laws. Data aggregator Intellius used to track cell phone customers, but backed off in the face of customer outrage and threatened legislation.

Another concern—sometimes data aggregators are just plain sloppy, committing errors that can be costly for the firm and potentially devastating for victimized users. For example, from 2002 to 2003, a hacker stole 1.6 billion records from Acxiom; while in 2005, ChoicePoint accidentally sold records on one hundred and forty five thousand individuals to a cybercrime identity theft ring. The ChoicePoint case resulted in a fifteen-million-dollar fine from the Federal Trade Commission (Greenberg, 2008). Just because you can gather data and traffic in bits doesn’t mean that you should. Any data-centric effort should involve input not only from business and technical staff, but from the firm’s legal team, as well (for more, see the box “Privacy Regulation: A Moving Target”).

Privacy Regulation: A Moving Target

New methods for tracking and gathering user information appear daily, testing user comfort levels. For example, the firm Umbria uses software to analyze millions of blog and forum posts every day, using sentence structure, word choice, and quirks in punctuation to determine a blogger's gender, age, interests, and opinions. In 2009, Apple introduced facial recognition software while integrating iPhoto into Facebook. It's quite possible that in the future, someone will be able to upload a photo to a service and direct it to find all the accessible photos and video on the Internet that match that person's features. And while targeting is getting easier, a Carnegie Mellon study showed that it doesn't take much to find someone with a minimum of data. Simply by knowing gender, birth date, and postal zip code, 87 percent of people in the United States could be pinpointed by name (Gefter & Simonite, 2008). Another study showed that publicly available data on state and date of birth could be used to predict U.S. Social Security numbers—a potential gateway to identity theft (Mills, 2009).

Some feel that Moore's Law, the falling cost of storage, and the increasing reach of the Internet have us on the cusp of a privacy train wreck. This potential breach in privacy may lead to more legislation that restricts data-use possibilities. Noting this, strategists and technologists need to be fully aware of the legal environment their systems face (see [Chapter 14 "Google: Search, Online Advertising, and Beyond"](#) for examples and discussion) and consider how such environments may change in the future. Many industries have strict guidelines on what kind of information can be collected and shared.

For example, HIPAA (the U.S. Health Insurance Portability and Accountability Act) includes provisions governing data

use and privacy among health care providers, insurers, and employers. The financial industry has strict requirements for recording and sharing communications between firm and client (among many other restrictions). There are laws limiting the kinds of information that can be gathered on younger Web surfers. And there are several laws operating at the state level as well.

International laws also differ from those in the United States. Europe, in particular, has a strict European Privacy Directive. The directive includes governing provisions that limit data collection, require notice and approval of many types of data collection, and require firms to make data available to customers with mechanisms for stopping collection efforts and correcting inaccuracies at customer request. Data-dependent efforts plotted for one region may not fully translate in another effort if the law limits key components of technology use. The constantly changing legal landscape also means that what works today might not be allowed in the future.

Firms beware—the public will almost certainly demand tighter controls if the industry is perceived as behaving recklessly or inappropriately with customer data.

Key Takeaways

- For organizations that sell directly to their customers, transaction processing systems (TPS) represent a source of potentially useful data.
- Grocers and retailers can link you to cash transactions if they can convince you to use a loyalty card which, in turn, requires you to give up

information about yourself in exchange for some kind of financial incentive such as points or discounts.

- Enterprise software (CRM, SCM, and ERP) is a source for customer, supply chain, and enterprise data.
- Survey data can be used to supplement a firm's operational data.
- Data obtained from outside sources, when combined with a firm's internal data assets, can give the firm a competitive edge.
- Data aggregators are part of a multibillion-dollar industry that provides genuinely helpful data to a wide variety of organizations.
- Data that can be purchased from aggregators may not in and of itself yield sustainable competitive advantage since others may have access to this data, too. However, when combined with a firm's proprietary data or integrated with a firm's proprietary procedures or other assets, third-party data can be a key tool for enhancing organizational performance.
- Data aggregators can also be quite controversial. Among other things, they represent a big target for identity thieves, are a method for spreading potentially incorrect data, and raise privacy concerns.
- Firms that mismanage their customer data assets risk lawsuits, brand damage, lower sales, fleeing customers, and can prompt more restrictive legislation.

- Further raising privacy issues and identity theft concerns, recent studies have shown that in many cases it is possible to pinpoint users through allegedly anonymous data, and to guess Social Security numbers from public data.
- New methods for tracking and gathering user information are raising privacy issues which possibly will be addressed through legislation that restricts data use.

Questions and Exercises

1. Why would a firm use a loyalty card? What is the incentive for the firm? What is the incentive for consumers to opt in and use loyalty cards? What kinds of strategic assets can these systems create?
2. In what ways does Tesco gather data? Can other firms match this effort? What other assets does Tesco leverage that helps the firm remain among top performing retailers worldwide?
3. Make a list of the kind of data you might give up when using a cash register, a Web site, or a loyalty card, or when calling a firm's customer support line. How might firms leverage this data to better serve you and improve their performance?
4. Are you concerned by any of the data-use possibilities that you outlined in prior questions, discussed in this chapter, or that you've

otherwise read about or encountered? If you are concerned, why? If not, why not? What might firms, governments, and consumers do to better protect consumers?

5. What are some of the sources data aggregators tap to collect information?
6. Privacy laws are in a near constant state of flux. Conduct research to identify the current state of privacy law. Has major legislation recently been proposed or approved? What are the implications for firms operating in effected industries? What are the potential benefits to consumers? Do consumers lose anything from this legislation?
7. Self-regulation is often proposed as an alternative to legislative efforts. What kinds of efforts would provide “teeth” to self-regulation. Are there steps firms could do to make you believe in their ability to self-regulate? Why or why not?
8. What is HIPPA? What industry does it impact?
9. How do international privacy laws differ from U.S. privacy laws?

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CONCEPTS CHAPTER 5: THE NET, THE WEB, & THE DIGITAL DIVIDE

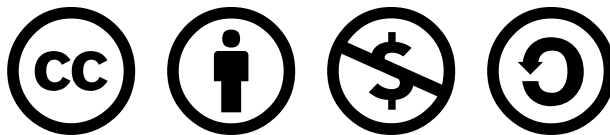
There are all sorts of hidden magic happening whenever you connect to the Internet. But what really makes it possible for you to reach servers halfway around the world in just a fraction of a second? Knowing this is not only flat-out fascinating stuff; it's also critically important for today's manager to have at least a working knowledge of how the Internet functions.

That's because the Internet is a platform of possibilities and a business enabler. Understanding how the Internet and networking works can help you brainstorm new products and services. This skill will help you to perceive roadblocks that might limit turning your ideas into reality. Marketing professionals who know how the Internet reaches consumers have a better understanding of how technologies can be used to find and target customers. Finance firms that rely on trading speed to move billions in the blink of an eye need to master Internet infrastructure to avoid being swept aside by more nimble market movers. And knowing how the

Internet works helps all managers understand where their firms are vulnerable. In most industries today, if your network goes down, then you might as well shut your doors and go home; it's nearly impossible to get anything done if you can't get online. Managers who know the Net are prepared to take the appropriate steps to secure their firms and keep their organization constantly connected.

The following chapters explain the difference between the Internet and the World Wide Web, briefly discuss their histories, and how entwined they have become with all aspects of our lives.

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5.1 THE INTERNET

Learning Objectives

After studying this section you should be able to do the following:

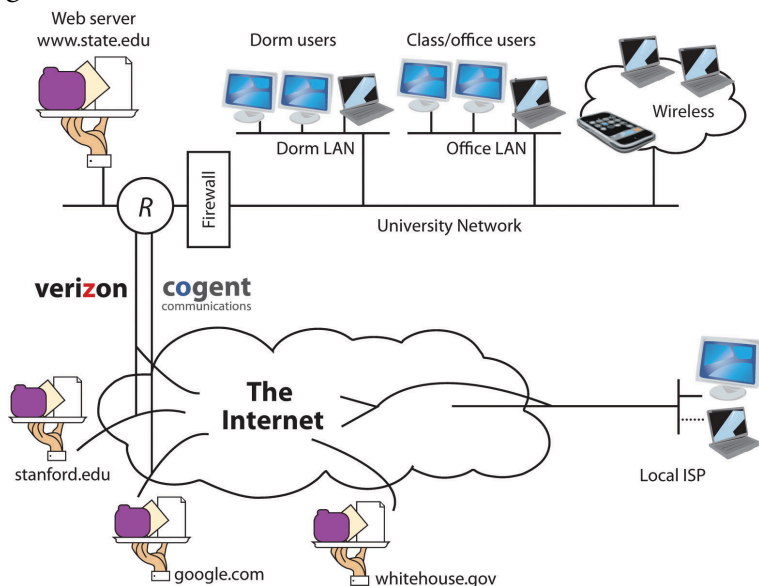
1. Discuss the role of hosts, domains, IP addresses, and the DNS in making the Internet work.
2. Describe the main aspects of the Internet infrastructure.
3. Understand what a router does and the role these devices play in networking.
4. Understand why mastery of Internet infrastructure is critical to modern finance and be able to discuss the risks in automated trading systems.

The Internet is a network of networks—millions of them, actually. If the network at your university, your employer, or your home has Internet access, it connects to an Internet service provider (ISP). Many (but not all) ISPs

are big telecommunications companies like Verizon, Comcast, and AT&T. These providers connect to one another, exchanging traffic, and ensuring your messages can get to any other computer that's online and willing to communicate with you.

The Internet has no center and no one owns it. That's a good thing. The Internet was designed to be redundant and fault-tolerant—meaning that if one network, connecting wire, or server stops working, everything else should keep on running. Rising from military research and work at educational institutions dating as far back as the 1960s, the Internet really took off in the 1990s, when graphical Web browsing was invented. Much of the Internet's operating infrastructure was transitioned to be supported by private firms rather than government grants.

Figure 12.1



The Internet is a network of networks, and these

networks are connected together. In the diagram above, the “state.edu” campus network is connected to other networks of the Internet via two ISPs: Cogent and Verizon.

NBC & VOX Examples

From NBC: This Is The History Of The Internet –

“There is no modern world without the Internet. An idea as much an actual invention, the Internet has changed and informed nearly every aspect of our lives. Now the question is: what comes next?”

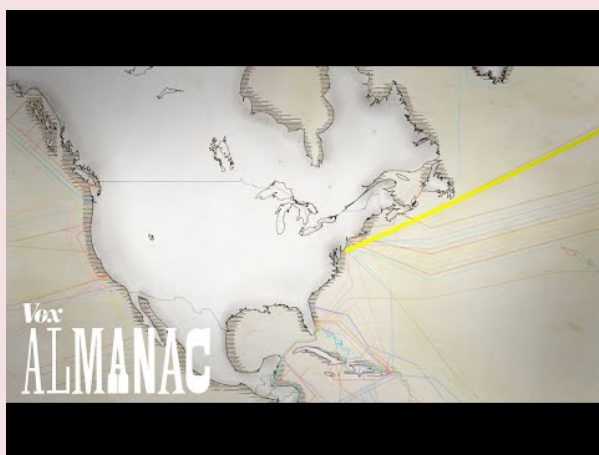


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From Vox: Thin Underwater Cables:

“The internet is known to pulse through fiber optic cables and cell phone towers, but 99% of high-speed international information is transferred under the sea. How long has this been happening? Underwater cables delivering information isn’t a novel idea — the first Transatlantic cable was laid in 1858—undersea cables have been around since the telegraph.”



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://uhlibraries.pressbooks.pub/bcis1305/?p=277>

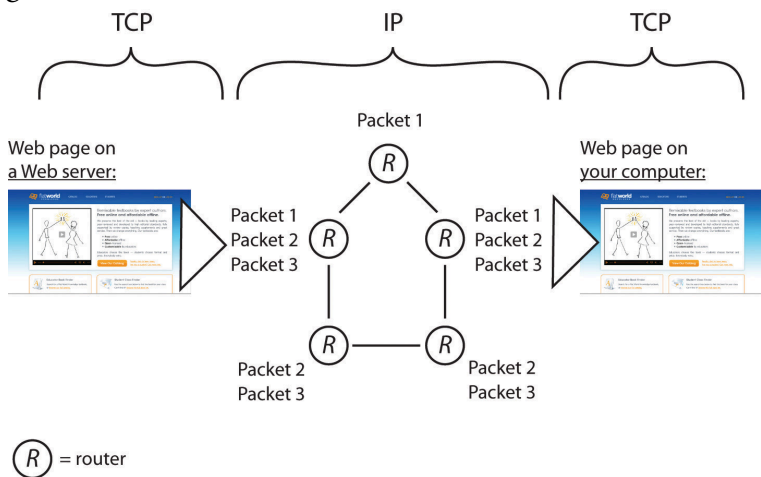
TCP/IP: THE INTERNET’S SECRET SAUCE

OK, we know how to read a Web address, we know that every device connected to the Net needs an IP address, and we know that the DNS can look at a Web address

and find the IP address of the machine that you want to communicate with. But how does a Web page, an e-mail, or an iTunes download actually get from a remote computer to your desktop?

For our next part of the Internet journey, we'll learn about two additional protocols: TCP and IP. These protocols are often written as TCP/IP and pronounced by reading all five letters in a row, "T-C-P-I-P" (sometimes they're also referred to as the *Internet protocol suite*). TCP and IP are built into any device that a user would use to connect to the Internet—from handhelds to desktops to supercomputers—and together TCP/IP make Internet working happen.

Figure 12.4 TCP/IP in Action



In this example, a server on the left sends a Web page to the user on the right. The application (the Web server) passes the contents of the page to TCP (which is built into the server's operating system). TCP slices the Web page into packets. Then IP takes over, forwarding packets from router to router across the Internet until it arrives at the user's PC. Packets sometimes take different routes,

and occasionally arrive out of order. TCP running on the receiving system on the right checks that all packets have arrived, requests that damaged or lost packets be resent, puts them in the right order, and sends a perfect, exact copy of the Web page to your browser.

TCP and IP operate below http and the other application transfer protocols mentioned earlier. TCP (transmission control protocol) works its magic at the start and endpoint of the trip—on both your computer and on the destination computer you’re communicating with. Let’s say a Web server wants to send you a large Web page. The Web server application hands the Web page it wants to send to its own version of TCP. TCP then slices up the Web page into smaller chunks of data called packets (or datagrams). The packets are like little envelopes containing part of the entire transmission—they’re labeled with a destination address (where it’s going) and a source address (where it came from). Now we’ll leave TCP for a second, because TCP on the Web server then hands those packets off to the second half of our dynamic duo, IP.

It’s the job of IP (Internet protocol) to route the packets to their final destination, and those packets might have to travel over several networks to get to where they’re going. The relay work is done via special computers called routers, and these routers speak to each other and to other computers using IP (since routers are connected to the Internet, they have IP addresses, too. Some are even named). Every computer on the Internet is connected to a router, and all routers are connected to at least one (and usually more than one) other router, linking up the networks that make up the Internet.

Routers don’t have perfect, end-to-end information on

all points in the Internet, but they do talk to each other all the time, so a router has a pretty good idea of where to send a packet to get it closer to where it needs to end up. This chatter between the routers also keeps the Internet decentralized and fault-tolerant. Even if one path out of a router goes down (a networking cable gets cut, a router breaks, the power to a router goes out), as long as there's another connection out of that router, then your packet will get forwarded. Networks fail, so good, fault-tolerant network design involves having alternate paths into and out of a network.

Once packets are received by the destination computer (your computer in our example), that machine's version of TCP kicks in. TCP checks that it has all the packets, makes sure that no packets were damaged or corrupted, requests replacement packets (if needed), and then puts the packets in the correct order, passing a perfect copy of your transmission to the program you're communicating with (an e-mail server, Web server, etc.).

This progression—application at the source to TCP at the source (slice up the data being sent), to IP (for forwarding among routers), to TCP at the destination (put the transmission back together and make sure it's perfect), to application at the destination—takes place in both directions, starting at the server for messages coming to you, and starting on your computer when you're sending messages to another computer.

WHAT CONNECTS THE ROUTERS AND COMPUTERS?

Routers are connected together, either via cables or wirelessly. A cable connecting a computer in a home or

office is probably copper (likely what's usually called an Ethernet cable), with transmissions sent through the copper via electricity. Long-haul cables, those that carry lots of data over long distances, are usually fiber-optic lines—glass lined cables that transmit light (light is faster and travels farther distances than electricity, but fiber-optic networking equipment is more expensive than the copper-electricity kind). Wireless transmission can happen via Wi-Fi (for shorter distances), or cell phone tower or satellite over longer distances. But the beauty of the Internet protocol suite (TCP/IP) is that it doesn't matter what the actual transmission media are. As long as your routing equipment can connect any two networks, and as long as that equipment “speaks” IP, then you can be part of the Internet.

In reality, your messages likely transfer via lots of different transmission media to get to their final destination. If you use a laptop connected via Wi-Fi, then that wireless connection finds a base station, usually within about three hundred feet. That base station is probably connected to a local area network (LAN) via a copper cable. And your firm or college may connect to fast, long-haul portions of the Internet via fiber-optic cables provided by that firm's Internet service provider (ISP).

Most big organizations have multiple ISPs for redundancy, providing multiple paths in and out of a network. This is so that if a network connection provided by one firm goes down, say an errant backhoe cuts a cable, other connections can route around the problem.

In the United States (and in most deregulated telecommunications markets), Internet service providers come in all sizes, from smaller regional players to

sprawling international firms. When different ISPs connect their networking equipment together to share traffic, it's called peering. Peering usually takes place at neutral sites called *Internet exchange points* (IXPs), although some firms also have private peering points. Carriers usually don't charge one another for peering. Instead, "the money is made" in the ISP business by charging the end-points in a network—the customer organizations and end users that an ISP connects to the Internet. Competition among carriers helps keep prices down, quality high, and innovation moving forward.

Finance Has a Need for Speed

When many folks think of Wall Street trading, they think of the open outcry pit at the New York Stock Exchange (NYSE). But human traders are just too slow for many of the most active trading firms. Over half of all U.S. stock trades and a quarter of worldwide currency trades now happen via programs that make trading decisions without any human intervention (Timmons, 2006). There are many names for this automated, data-driven frontier of finance—algorithmic trading, black-box trading, or high-frequency trading. And while firms specializing in automated, high-frequency trading represent only about 2 percent of the trading firms operating in the United States, they account for about three quarters of all U.S. equity trading volume (Iati, 2009).

Programmers lie at the heart of modern finance. "A geek who writes code—those guys are now the valuable guys" says the former head of markets systems at Fidelity Investments, and that rare breed of top programmer can make "tens of millions of dollars" developing these systems (Berenson, 2009). Such systems leverage data mining and other model-

building techniques to crunch massive volumes of data and discover exploitable market patterns. Models are then run against real-time data and executed the instant a trading opportunity is detected. (For more details on how data is gathered and models are built, see [Chapter 11 “The Data Asset: Databases, Business Intelligence, and Competitive Advantage”](#).)

Winning with these systems means being quick—very quick. Suffer delay (what techies call *latency*) and you may have missed your opportunity to pounce on a signal or market imperfection. To cut latency, many trading firms are moving their servers out of their own data centers and into *colocation facilities*. These facilities act as storage places where a firm’s servers get superfast connections as close to the action as possible. And by renting space in a “colo,” a firm gets someone else to manage the electrical and cooling issues, often providing more robust power backup and lower energy costs than a firm might get on its own.

Equinix, a major publicly traded IXP and colocation firm with facilities worldwide, has added a growing number of high-frequency trading firms to a roster of customers that includes e-commerce, Internet, software, and telecom companies. In northern New Jersey alone (the location of many of the servers where “Wall Street” trading takes place), Equinix hosts some eighteen exchanges and trading platforms as well as the NYSE Secure Financial Transaction Infrastructure (SFTI) access node.

Less than a decade ago, eighty milliseconds was acceptably low latency, but now trading firms are pushing below one millisecond into microseconds (Schmerken, 2009). So it’s pretty clear that understanding how the Internet works, and how to best exploit it, is of fundamental and strategic importance to those in finance. But also recognize that this kind of automated trading comes with risks. Systems that run

on their own can move many billions in the blink of an eye, and the actions of one system may cascade, triggering actions by others.

The spring 2010 “Flash Crash” resulted in a nearly 1,000-point freefall in the Dow Jones Industrial Index, it’s biggest intraday drop ever. Those black boxes can be mysterious—weeks after the May 6th event, experts were still parsing through trading records, trying to unearth how the flash crash happened (Daimler & Davis, 2010). Regulators and lawmakers recognize they now need to understand technology, telecommunications, and its broader impact on society so that they can create platforms that fuel growth without putting the economy at risk.

Watching the Packet Path via Traceroute

Want to see how packets bounce from router to router as they travel around the Internet? Check out a tool called *traceroute*. Traceroute repeatedly sends a cluster of three packets starting at the first router connected to a computer, then the next, and so on, building out the path that packets take to their destination.

Traceroute is built into all major desktop operating systems (Windows, Macs, Linux), and several Web sites will run traceroute between locations (traceroute.org and visualroute.visualware.com are great places to explore).

The message below shows a traceroute performed between Irish firm VistaTEC and Boston College. At first, it looks like a bunch of gibberish, but if we look closely, we can decipher what’s going on.

Figure 12.5

```

Traceroute to www.bc.edu (136.167.2.220), 30 hops max, 38 byte packets
 1 vlan120.switch.deg.vistatec.ie (85.159.16.65)  0.758 ms  1.141 ms  2.189 ms
 2 ge0-1.router.deg.vistatec.ie (85.159.16.25)  4.109 ms  0.561 ms  0.485 ms
 3 xe-0-1-0-119.dub20.ip4.tinet.net (77.67.66.213)  0.698 ms  0.734 ms  0.691 ms
 4 xe-10-1-0-1on11.ip4.tinet.net (89.149.186.197)  11.290 ms  11.335 ms  11.300 ms
 5 te7-6.mpd02.lon01.atlas.cogentco.com (130.117.15.49)  11.496 ms  11.197 ms  11.454 ms
 6 te0-2-0-1.mpd21.jfk02.atlas.cogentco.com (66.28.4.189)  85.687 ms  85.627 ms  85.685 ms
 7 te2-2.mpd01.bos01.atlas.cogentco.com (154.54.6.1)  233.730 ms  91.406 ms  91.368 ms
 8 te4-2.ccr01.orh01.atlas.cogentco.com (66.28.4.222)  92.498 ms  92.615 ms  92.457 ms
 9 38.104.218.10 (38.104.218.10)  94.491 ms  94.458 ms  94.253 ms
10 136.167.9.226 (136.167.9.226)  94.816 ms  94.475 ms  94.586 ms

```

The table above shows ten hops, starting at a domain in vistatec.ie and ending in 136.167.9.226 (the table doesn't say this, but all IP addresses starting with 136.167 are Boston College addresses). The three groups of numbers at the end of three lines shows the time (in milliseconds) of three packets sent out to test that hop of our journey. These numbers might be interesting for network administrators trying to diagnose speed issues, but we'll ignore them and focus on how packets get from point to point.

At the start of each line is the name of the computer or router that is relaying packets for that leg of the journey. Sometimes routers are named, and sometimes they're just IP addresses. When routers are named, we can tell what network a packet is on by looking at the domain name. By looking at the router names to the left of each line in the traceroute above, we see that the first two hops are within the vistatec.ie network. Hop 3 shows the first router outside the vistatec.ie network. It's at a domain named tinet.net, so this must be the name of VistaTEC's Internet service provider since it's the first connection outside the vistatec.ie network.

Sometimes routers names suggest their locations (oftentimes they use the same three character abbreviations you'd see in airports). Look closely at the hosts in hops 3 through 7. The subdomains dub20, lon11, lon01, jfk02, and bos01 suggest the packets are going from Dublin, then east to London, then west to New York City (John F. Kennedy

International Airport), then north to Boston. That's a long way to travel in a fraction of a second!

Hop 4 is at tinet.net, but hop 5 is at cogentco.com (look them up online and you'll find out that cogentco.com, like tinet.net, is also an ISP). That suggests that between those hops peering is taking place and traffic is handed off from carrier to carrier.

Hop 8 is still cogentco.com, but it's not clear who the unnamed router in hop 9, 38.104.218.10, belongs to. We can use the Internet to sleuth that out, too. Search the Internet for the phrase "IP address lookup" and you'll find a bunch of tools to track down the organization that "owns" an IP address. Using the tool at whatismyip.com, I found that this number is registered to PSI Net, which is now part of cogentco.com.

Routing paths, ISPs, and peering all revealed via traceroute. You've just performed a sort of network "CAT scan" and looked into the veins and arteries that make up a portion of the Internet. Pretty cool!

If you try out traceroute on your own, be aware that not all routers and networks are traceroute friendly. It's possible that as your trace hits some hops along the way (particularly at the start or end of your journey), three "*" characters will show up at the end of each line instead of the numbers indicating packet speed. This indicates that traceroute has timed out on that hop. Some networks block traceroute because hackers have used the tool to probe a network to figure out how to attack an organization. Most of the time, though, the hops between the source and destination of the traceroute (the steps involving all the ISPs and their routers) are visible.

Traceroute can be a neat way to explore how the Internet works and reinforce the topics we've just learned. Search for

traceroute tools online or browse the Internet for details on how to use the traceroute command built into your computer.

There's Another Internet?

If you're a student at a large research university, there's a good chance that your school is part of Internet2. Internet2 is a research network created by a consortium of research, academic, industry, and government firms. These organizations have collectively set up a high-performance network running at speeds of up to one hundred gigabits per second to support and experiment with demanding applications. Examples include high-quality video conferencing; high-reliability, high-bandwidth imaging for the medical field; and applications that share huge data sets among researchers.

If your university is an Internet2 member and you're communicating with another computer that's part of the Internet2 consortium, then your organization's routers are smart enough to route traffic through the superfast Internet2 backbone. If that's the case, you're likely already using Internet2 without even knowing it!

Key Takeaways

- TCP/IP, or the Internet protocol suite, helps get perfect copies of Internet transmissions from one location to another. TCP works on the ends of transmission, breaking up transmissions up into

manageable packets at the start and putting them back together while checking quality at the end. IP works in the middle, routing packets to their destination.

- Routers are special computing devices that forward packets from one location to the next. Routers are typically connected with more than one outbound path, so in case one path becomes unavailable, an alternate path can be used.
- Many firms in the finance industry have developed automated trading models that analyze data and execute trades without human intervention. Speeds substantially less than one second may be vital to capitalizing on market opportunities, so firms are increasingly moving equipment into collocation facilities that provide high-speed connectivity to other trading systems.

Questions and Exercises

1. How can the Internet consist of networks of such physically different transmission media—cable, fiber, and wireless?
2. What are the risks in the kinds of automated trading systems described in this section? Conduct research and find an example of where these systems have caused problems for firms and/or the broader market. What can be done to prevent such problems? Whose responsibility is this?

3. Find out if your school or employer is an Internet2 member. If it is, run traceroutes to schools that are and are not members of Internet2. What differences do you see in the results?

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Business Information Systems: Design an App for That
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5.2 THE WEB

If you want to communicate with another computer on the Internet then your computer needs to know the answer to three questions: What are you looking for? Where is it? And how do we get there? The computers and software that make up Internet infrastructure can help provide the answers. Let's look at how it all comes together.

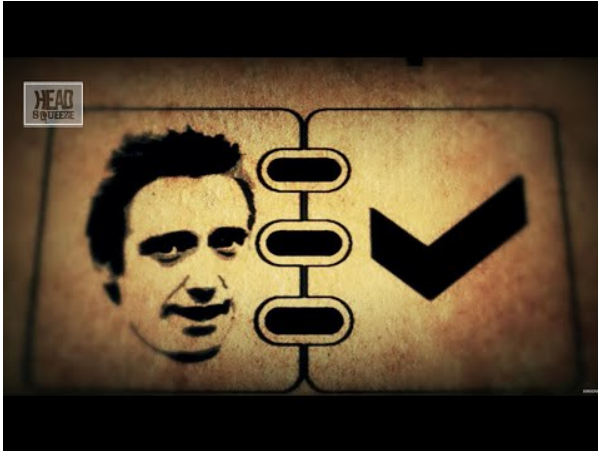
Read the following post by Coralie Mercier from World Wide Web Consortium (W3C) about the contributions of Sir Tim Berners-Lee to our lives.

<https://www.w3.org/blog/2019/03/30-years-ago-the-world-changed-forever/>

RULES, RULES, RULES

The following fun video is a quick summary of many of the terms you will encounter in this chapter. The video afterward provides a different style and perspective on

the same content. Both are recommended so that the sections beneath are easier to comprehend.



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://uhlibraries.pressbooks.pub/bcis1305/?p=279>

A PACKET'S TALE



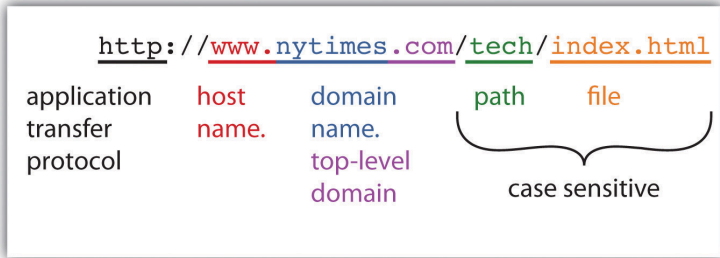
A YouTube element has been excluded from this version of the text. You can view it online here:

<https://uhlibraries.pressbooks.pub/bcis1305/?p=279>

THE URL: “WHAT ARE YOU LOOKING FOR?”

When you type an address into a Web browser (sometimes called a URL for *uniform resource locator*), you’re telling your browser what you’re looking for. [Anatomy of a Web Address](#) describes how to read a typical URL.

Anatomy of a Web Address



The URL displayed really says, “Use the Web (`http://`) to find a host server named ‘`www`’ in the ‘`nytimes.com`’ network, look in the ‘`tech`’ directory, and access the ‘`index.html`’ file.”

The `http://` you see at the start of most Web addresses stands for hypertext transfer protocol. A protocol is a set of rules for communication—sort of like grammar and vocabulary in a language like English. The `http` protocol defines how Web browser and Web servers communicate and is designed to be independent from the computer’s hardware and operating system. It doesn’t matter if messages come from a PC, a Mac, a huge mainframe, or a pocket-sized smartphone; if a device speaks to another using a common protocol, then it will be heard and understood.

The Internet supports lots of different applications, and many of these applications use their own application transfer protocol to communicate with each other. The server that holds your e-mail uses something called *SMTP*, or simple mail transfer protocol, to exchange mail with other e-mail servers throughout the world. *FTP*, or file transfer protocol, is used for—you guessed it—file transfer. FTP is how most Web developers upload the Web pages, graphics, and other files for their Web sites. Even the Web uses different protocols. When

you surf to an online bank or when you're ready to enter your payment information at the Web site of an Internet retailer, the http at the beginning of your URL will probably change to https (the "s" is for secure). That means that communications between your browser and server will be encrypted for safe transmission. The beauty of the Internet infrastructure is that any savvy entrepreneur can create a new application that rides on top of the Internet.

HOSTS AND DOMAIN NAMES

The next part of the URL in our diagram holds the host and domain name. Think of the domain name as the name of the network you're trying to connect to, and think of the host as the computer you're looking for on that network.

Many domains have lots of different hosts. For example, Yahoo!'s main Web site is served from the host named "www" (at the address <http://www.yahoo.com>), but Yahoo! also runs other hosts including those named "finance" (finance.yahoo.com), "sports" (sports.yahoo.com), and "games" (games.yahoo.com).

Host and Domain Names: A Bit More Complex Than That

While it's useful to think of a host as a single computer, popular Web sites often have several computers that work together to share the load for incoming requests. Assigning several computers to a host name offers load balancing and fault tolerance, helping ensure that all visits to a popular site like <http://www.google.com> won't overload a

single computer, or that Google doesn't go down if one computer fails.

It's also possible for a single computer to have several host names. This might be the case if a firm were hosting several Web sites on a single piece of computing hardware.

Some domains are also further broken down into subdomains—many times to represent smaller networks or subgroups within a larger organization. For example, the address <http://www.rhsmith.umd.edu> is a University of Maryland address with a host “www” located in the subdomain “rhsmith” for the Robert H. Smith School of Business. International URLs might also include a second-level domain classification scheme. British URLs use this scheme, for example, with the BBC carrying the commercial (.co) designation—<http://www.bbc.co.uk>—and the University of Oxford carrying the academic (.ac) designation—<http://www.ox.ac.uk>. You can actually go 127 levels deep in assigning subdomains, but that wouldn't make it easy on those who have to type in a URL that long.

Most Web sites are configured to load a default host, so you can often eliminate the host name if you want to go to the most popular host on a site (the default host is almost always named “www”). Another tip: most browsers will automatically add the “http://” for you, too.

Host and domain names are not case sensitive, so you can use a combination of upper and lower case letters and you'll still get to your destination.

PATH NAME AND FILE NAME

Look to the right of the top-level domain and you might see a slash followed by either a path name, a file name, or

both. If a Web address has a path and file name, the path maps to a folder location where the file is stored on the server; the file is the name of the file you're looking for.

Most Web pages end in “.html,” indicating they are in hypertext markup language. While http helps browsers and servers communicate, html is the language used to create and format (render) Web pages. A file, however, doesn't need to be .html; Web servers can deliver just about any type of file: Acrobat documents (.pdf), PowerPoint documents (.ppt or .pptx), Word docs (.doc or .docx), JPEG graphic images (.jpg), and—as we'll see in [Chapter 13 “Information Security: Barbarians at the Gateway \(and Just About Everywhere Else\)”](#)—even malware programs that attack your PC. At some Web addresses, the file displays content for every visitor, and at others (like amazon.com), a file will contain programs that run on the Web server to generate custom content just for you.

You don't always type a path or file name as part of a Web address, but there's always a file lurking behind the scenes. A Web address without a file name will load content from a default page. For example, when you visit “google.com,” Google automatically pulls up a page called “index.html,” a file that contains the Web page that displays the Google logo, the text entry field, the “Google Search” button, and so on. You might not see it, but it's there.

Butterfingers, beware! Path and file names are case sensitive—amazon.com/books is considered to be different from amazon.com/BOOKS. Mistype your capital letters after the domain name and you might get a 404 error (the very unfriendly Web server error code that means the document was not found).

IP ADDRESSES AND THE DOMAIN NAME SYSTEM: “WHERE IS IT? AND HOW DO WE GET THERE?”

THE IP ADDRESS

If you want to communicate, then you need to have a way for people to find and reach you. Houses and businesses have street addresses, and telephones have phone numbers. Every device connected to the Internet has an identifying address, too—it’s called an *IP (Internet protocol) address*.

A device gets its IP address from whichever organization is currently connecting it to the Internet. Connect using a laptop at your university and your school will assign the laptop’s IP address. Connect at a hotel, and the hotel’s Internet service provider lends your laptop an IP address. Laptops and other end-user machines might get a different IP address each time they connect, but the IP addresses of servers rarely change. It’s OK if you use different IP addresses during different online sessions because services like e-mail and Facebook identify you by your username and password. The IP address simply tells the computers that you’re communicating with where they can find you right now. IP addresses can also be used to identify a user’s physical location, to tailor search results, and to customize advertising. See [Chapter 14 “Google: Search, Online Advertising, and Beyond”](#) to learn more.

IP addresses are usually displayed as a string of four numbers between 0 and 255, separated by three periods. Want to know which IP address your smartphone or

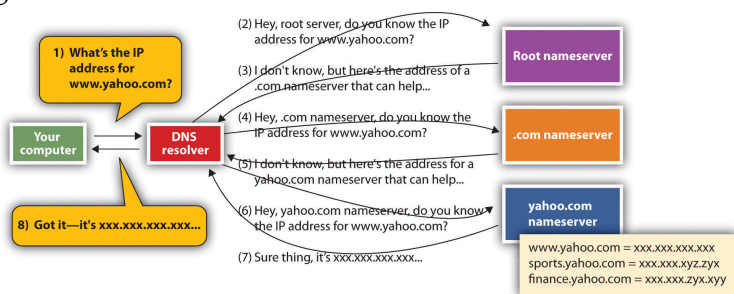
computer is using? Visit a Web site like ip-address.com (one “d”), whatismyipaddress.com, or ipchicken.com.

THE DNS: THE INTERNET’S PHONEBOOK

You can actually type an IP address of a Web site into a Web browser and that page will show up. But that doesn’t help users much because four sets of numbers are really hard to remember.

This is where the domain name service (DNS) comes in. The domain name service is a distributed database that looks up the host and domain names that you enter and returns the actual IP address for the computer that you want to communicate with. It’s like a big, hierarchical set of phone books capable of finding Web servers, e-mail servers, and more. These “phone books” are called *nameservers*—and when they work together to create the DNS, they can get you anywhere you need to go online.

Figure 12.3



When your computer needs to find the IP address for a host or domain name, it sends a message to a DNS resolver, which looks up the IP address starting at the root nameserver. Once the lookup has taken place, that IP address can be saved in a holding space called a cache, to speed future lookups.

To get a sense of how the DNS works, let's imagine that you type www.yahoo.com into a Web browser. Your computer doesn't know where to find that address, but when your computer connected to the network, it learned where to find a service on the network called a DNS resolver. The DNS resolver can look up host/domain name combinations to find the matching IP address using the "phone book" that is the DNS. The resolver doesn't know everything, but it does know where to start a lookup that will eventually give you the address you're looking for. If this is the first time anyone on that network has tried to find "www.yahoo.com," the resolver will contact one of thirteen identical root nameservers. The root acts as a lookup starting place. It doesn't have one big list, but it can point you to a nameserver for the next level, which would be one of the ".com" nameservers in our example. The ".com" nameserver can then find one of the yahoo.com nameservers. The yahoo.com nameserver can respond to the resolver with the IP address for www.yahoo.com, and the resolver passes that information back to your computer. Once your computer knows Yahoo!'s IP address, it's then ready to communicate directly with www.yahoo.com. The yahoo.com nameserver includes IP addresses for all Yahoo!'s public sites: www.yahoo.com, games.yahoo.com, sports.yahoo.com, finance.yahoo.com, and so on.

The system also remembers what it's done so the next time you need the IP address of a host you've already looked up, your computer can pull this out of a storage space called a cache, avoiding all those nameserver visits. Caches are periodically cleared and refreshed to ensure that data referenced via the DNS stays accurate.

Distributing IP address lookups this way makes sense. It avoids having one huge, hard-to-maintain, and ever-changing list. Firms add and remove hosts on their own networks just by updating entries in their nameserver. And it allows host IP addresses to change easily, too. Moving your Web server off-site to a hosting provider? Just update your nameserver with the new IP address at the hosting provider, and the world will invisibly find that new IP address on the new network by using the same old, familiar host/domain name combination. The DNS is also fault-tolerant—meaning that if one nameserver goes down, the rest of the service can function. There are exact copies at each level, and the system is smart enough to move on to another nameserver if its first choice isn't responding.

Key Takeaways

- The Internet is a network of networks. Internet service providers connect with one another to share traffic, enabling any Internet-connected device to communicate with any other.
- URLs may list the application protocol, host name, domain name, path name, and file name, in that order. Path and file names are case sensitive.
- A domain name represents an organization. Hosts are public services offered by that organization. Hosts are often thought of as a single computer, although many computers can operate under a single host name and many hosts can also be run off a single computer.
- You don't buy a domain name but can register it,

paying for a renewable right to use that domain name. Domains need to be registered within a generic top-level domain such as “.com” or “.org” or within a two-character country code top-level domain such as “.uk,” “.ly,” or “.md.”

- Registering a domain that uses someone else’s trademark in an attempt to extract financial gain is considered cybersquatting. The United States and other nations have anticybersquatting laws, and ICANN has a dispute resolution system that can overturn domain name claims if a registrant is considered to be cybersquatting.
- Every device connected to the Internet has an IP address. These addresses are assigned by the organization that connects the user to the Internet. An IP address may be assigned temporarily, for use only during that online session.
- We’re running out of IP addresses. The current scheme (IPv4) is being replaced by IPv6, a scheme that will give us many more addresses and additional feature benefits but is not backward compatible with the IPv4 standard. Transitioning to IPv6 will be costly and take time.
- The domain name system is a distributed, fault-tolerant system that uses nameservers to map host/domain name combinations to IP addresses.

Questions and Exercises

1. Find the Web page for your school’s

information systems department. What is the URL that gets you to this page? Label the host name, domain name, path, and file for this URL. Are there additional subdomains? If so, indicate them, as well.

2. Go to a registrar and see if someone has registered your first or last name as a domain name. If so, what's hosted at that domain? If not, would you consider registering your name as a domain name? Why or why not?
3. Investigate cases of domain name disputes. Examine a case that you find especially interesting. Who were the parties involved? How was the issue resolved? Do you agree with the decision?
4. Describe how the DNS is fault-tolerant and promotes load balancing. Give examples of other types of information systems that might need to be fault-tolerant and offer load balancing. Why?
5. Research DNS poisoning online. List a case, other than the one mentioned in this chapter, where DNS poisoning took place. Which network was poisoned, who were the victims, and how did hackers exploit the poisoned system? Could this exploit have been stopped? How? Whose responsibility is it to stop these kinds of attacks?
6. Why is the switch from IPv4 to IPv6 so difficult? What key principles, discussed in prior chapters, are slowing migration to the new standard?

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5.3 THE LAST MILE: THE DIGITAL DIVIDE

Learning Objectives

After studying this section you should be able to do the following:

1. Understand the last-mile problem and be able to discuss the pros and cons of various broadband technologies, including DSL, cable, fiber, and various wireless offerings.
2. Describe 3G and 4G systems, listing major technologies and their backers.
3. Understand the issue of Net neutrality and put forth arguments supporting or criticizing the concept.

The Internet backbone is made of fiber-optic lines that carry data traffic over long distances. Those lines are pretty speedy. In fact, several backbone providers, including AT&T and Verizon, are rolling out infrastructure with 100 Gbps transmission speeds (that's enough to transmit a two-hour high-definition [HD] movie in about eight seconds)¹ (Spangler, 2010). But

when considering overall network speed, remember Amdahl's Law: a system's speed is determined by its slowest component (Gilder, 2000). More often than not, the bottleneck isn't the backbone but the so-called last mile, or the connections that customers use to get online.

High-speed last-mile technologies are often referred to as *broadband Internet access* (or just broadband). What qualifies as broadband varies. In 2009, the Federal Communications Commission (FCC) redefined broadband as having a minimum speed of 768 Kbps (roughly fourteen times the speed of those old 56 Kbps modems). Other agencies worldwide may have different definitions. But one thing is clear: a new generation of bandwidth-demanding services requires more capacity. As we increasingly consume Internet services like HD streaming, real-time gaming, video conferencing, and music downloads, we are in fact becoming a bunch of voracious, bit-craving gluttons.

With the pivotal role the United States has played in the creation of the Internet, and in pioneering software, hardware, and telecommunications industries, you might expect the United States to lead the world in last-mile broadband access. Not even close. A recent study ranked the United States twenty-sixth in download speeds (Lawson, 2010), while others have ranked the United States far behind in speed, availability, and price (Hansell, 2009).

Sounds grim, but help is on the way. A range of technologies and firms are upgrading infrastructure and developing new systems that will increase capacity not just in the United States but also worldwide. Here's an

overview of some of the major technologies that can be used to speed the Internet's last mile.

Understanding Bandwidth

When folks talk about bandwidth, they're referring to data transmission speeds. Bandwidth is often expressed in bits per second, or bps. Prefix letters associated with multiples of bps are the same as the prefixes we mentioned in [Chapter 5 "Moore's Law: Fast, Cheap Computing and What It Means for the Manager"](#) when discussing storage capacity in bytes: Kbps = thousand bits (or kilobits) per second, Mbps = million bits (or megabits) per second, Gbps = billion bits (or gigabits) per second (or terabit), and Tbps = trillion bits (or terabits) per second.

Remember, there are eight bits in a byte, and one byte is a single character. One megabyte is roughly equivalent to one digital book, forty-five seconds of music, or twenty seconds of medium-quality video (Farzad, 2010). But you can't just divide the amount of bytes by eight to estimate how many bits you'll need to transfer. When a file or other transmission is sliced into packets (usually of no more than about 1,500 bytes), there's some overhead added. Those packets "wrap" data chunks in an envelope surrounded by source and destination addressing and other important information.

Here are some rough demand requirements for streaming media. For streaming audio like Pandora, you'd need at least 150 Kbps for acceptable regular quality, and at least 300 Kbps for high quality². For streaming video (via Netflix), at a minimum you'd need 1.5 Mbps, but 3.0 Mbps will ensure decent video and audio. For what Netflix calls HD streaming, you'll need a minimum of 5 Mbps, but would likely want 8 Mbps or more to ensure the highest quality video and audio³.

CABLE BROADBAND

Roughly 90 percent of U.S. homes are serviced by a cable provider, each capable of using a thick copper wire to offer broadband access. That wire (called a coaxial cable or *coax*) has shielding that reduces electrical interference, allowing cable signals to travel longer distances without degrading and with less chance of interference than conventional telephone equipment.

One potential weakness of cable technology lies in the fact that most residential providers use a system that requires customers to share bandwidth with neighbors. If the guy next door is a BitTorrent-using bandwidth hog, your traffic could suffer (Thompson, 2010).

Cable is fast and it's getting faster. Many cable firms are rolling out a new technology called DOCSIS 3.0 that offers speeds up to and exceeding 50 Mbps (previous high-end speeds were about 16 Mbps and often much less than that). Cable firms are also creating so-called *fiber-copper hybrids* that run higher-speed fiber-optic lines into neighborhoods, then use lower-cost, but still relatively high-speed, copper infrastructure over short distances to homes (Hansell, 2009). Those are fast networks, but they are also very expensive to build, since cable firms are laying entirely new lines into neighborhoods instead of leveraging the infrastructure that they've already got in place.

DSL: PHONE COMPANY COPPER

Digital subscriber line (DSL) technology uses the copper wire the phone company has already run into most homes. Even as customers worldwide are dropping their

landline phone numbers, the wires used to provide this infrastructure can still be used for broadband.

DSL speeds vary depending on the technology deployed. Worldwide speeds may range from 7 Mbps to as much as 100 Mbps (albeit over very short distances) (Hansell, 2009). The Achilles heel of the technology lies in the fact that DSL uses standard copper telephone wiring. These lines lack the shielding used by cable, so signals begin to degrade the further you are from the connecting equipment in telephone company offices. Speeds drop off significantly at less than two miles from a central office or DSL hub. If you go four miles out, the technology becomes unusable. Some DSL providers are also using a hybrid fiber-copper system, but as with cable's copper hybrids, this is expensive to build.

The superspeedy DSL implementations that are popular in Europe and Asia work because foreign cities are densely populated and so many high-value customers can be accessed over short distances. In South Korea, for example, half the population lives in apartments, and most of those customers live in and around Seoul. This density also impacts costs—since so many people live in apartments, foreign carriers run fewer lines to reach customers, digging up less ground or stringing wires across fewer telephone poles. By contrast, their U.S. counterparts need to reach a customer base sprawled across the suburbs, so U.S. firms have much higher infrastructure costs (Hansell, 2009).

There's another company with copper, electricity-carrying cables coming into your home—the electrical utility. BPL, or broadband over power line, technology has been available for years. However, there are few

deployments because it is considered to be pricier and less practical than alternatives (King, 2009).

FIBER: A LIGHT-FILLED GLASS PIPE TO YOUR DOORSTEP

Fiber to the home (FTTH) is the fastest last-mile technology around. It also works over long distances. Verizon's FiOS technology boasts 50 Mbps download speeds but has tested network upgrades that increase speeds by over six times that (Higginbotham, 2009). The problem with fiber is that unlike cable or DSL copper, fiber to the home networks weren't already in place. That means firms had to build their own fiber networks from scratch.

The cost of this build out can be enormous. Verizon, for example, has spent over \$23 billion on its FTTH infrastructure. However, most experts think the upgrade was critical. Verizon has copper into millions of homes, but U.S. DSL is uncompetitive. Verizon's residential landline business was dying as users switch to mobile phone numbers, and while mobile is growing, Verizon Wireless is a joint venture with the United Kingdom's Vodaphone, not a wholly owned firm. This means it shares wireless unit profits with its partner. With FiOS, Verizon now offers pay television, competing with cable's core product. It also offers some of the fastest home broadband services anywhere, and it gets to keep everything it earns.

In 2010, Google also announced plans to bring fiber to the home. Google deems its effort an experiment—it's more interested in learning how developers and users take advantage of ultrahigh-speed fiber to the home (e.g.,

what kinds of apps are created and used, how usage and time spent online change), rather than becoming a nationwide ISP itself. Google says it will investigate ways to build and operate networks less expensively and plans to share findings with others. The Google network will be “open,” allowing other service providers to use Google’s infrastructure to resell services to consumers. The firm has pledged to bring speeds of 1 Gbps at competitive prices to at least 50,000 and potentially as many as 500,000 homes. Over 1,100 U.S. communities applied to be part of the Google experimental fiber network (Ingersoll & Kelly, 2010; Rao, 2010).

WIRELESS

Mobile wireless service from cell phone access providers is delivered via cell towers. While these providers don’t need to build a residential wired infrastructure, they still need to secure space for cell towers, build the towers, connect the towers to a backbone network, and license the wireless spectrum (or airwave frequency space) for transmission.

We need more bandwidth for mobile devices, too. AT&T now finds that the top 3 percent of its mobile network users gulp up 40 percent of the network’s capacity (thanks, iPhone users), and network strain will only increase as more people adopt smartphones. These users are streaming Major League Baseball games, exploring the planet with Google Earth, watching YouTube and Netflix, streaming music through Pandora, and more. Get a bunch of iPhone users in a crowded space, like in a college football stadium on game day, and the result is a network-choking data traffic jam. AT&T

estimates that it's not uncommon for 80 percent of game-day iPhone users to take out their phones and surf the Web for stats, snap and upload photos, and more. But cell towers often can't handle the load (Farzad, 2010). If you've ever lost coverage in a crowd, you've witnessed mobile network congestion firsthand. Trying to have enough capacity to avoid congestion traffic jams will cost some serious coin. In the midst of customer complaints, AT&T committed to spending \$18 billion on network upgrades to address its wireless capacity problem (Edwards & Kharif, 2010).

Average Demand Usage by Function

| Usage | Demand |
|---|----------------|
| Voice Calls | 4 MB/hr. |
| iPhone Browsing | 40–60 MB/hr. |
| Net Radio | 60 MB/hr. |
| YouTube | 200–400 MB/hr. |
| Conventional mobile phones use an estimated 100 MB/month, iPhones 560 MB/month, and iPads almost 1 GB/month. | |

Source: R. Farzad, “The Truth about Bandwidth,” *BusinessWeek*, February 3, 2010.

We’re in the midst of transitioning from third generation (3G) to fourth generation (4G) wireless networks. 3G systems offer access speeds usually less than 2 Mbps (often a lot less) (German, 2010). While variants of 3G wireless might employ an alphabet soup of technologies—EV-DO (evolution data optimized), UMTS (universal mobile telecommunications systems), and HSDPA (high-speed downlink packet link access) among them—3G standards can be narrowed down to two camps: those based on the dominant worldwide standard

called *GSM* (global system for mobile communications) and the runner-up standards based on *CDMA* (code division multiplex access). Most of Europe and a good chunk of the rest of the world use *GSM*. In the United States, AT&T and T-Mobile use *GSM*-based 3G. Verizon Wireless and Sprint use the *CDMA* 3G standard. Typically, handsets designed for one network can't be used on networks supporting the other standard. *CDMA* has an additional limitation in not being able to use voice and data at the same time.

But 3G is being replaced by high-bandwidth 4G (fourth-generation) mobile networks. 4G technologies also fall into two standards camps: *LTE* (Long Term Evolution) and *WiMAX* (Worldwide Interoperability for Microwave Access).

LTE looks like the global winner. In the United States, every major wireless firm, except for Sprint, is betting on *LTE* victory. Bandwidth for the service rivals what we'd consider fast cable a few years back. Average speeds range from 5 to 12 Mbps for downloads and 2 to 5 Mbps for upload, although Verizon tests in Boston and Seattle showed download speeds as high as 50 Mbps and upload speeds reaching 25 Mbps (German, 2010).

Competing with *LTE* is *WiMAX*; don't confuse it with *Wi-Fi*. As with other 3G and 4G technologies, *WiMAX* needs cell towers and operators need to have licensed spectrum from their respective governments (often paying multibillion-dollar fees to do so). Average download and upload speeds should start out at 3–6 Mbps and 1 Mbps, respectively, although this may go much higher (Lee, 2010).

WiMAX looks like a particularly attractive option for cable firms, offering them an opportunity to get into the

mobile phone business and offer a “quadruple play” of services: pay television, broadband Internet, home phone, and mobile. Comcast and Time Warner have both partnered with Clearwire (a firm majority-owned by Sprint), to gain access to WiMAX-based 4G mobile.

4G rewrote the landscape for home broadband competition. Speeds have increased, making it possible for PCs, laptops, and set-top boxes (STB) to connect to the Internet wirelessly via 4G, cutting into DSL, cable, and fiber markets.

SATELLITE WIRELESS

Wireless systems provided by earth-bound base stations like cell phone towers are referred to as *terrestrial wireless*, but it is possible to provide telecommunications services via satellite. Early services struggled due to a number of problems. For example, the first residential satellite services were only used for downloads, which still needed a modem or some other connection to send any messages from the computer to the Internet. Many early systems also required large antennas and were quite expensive. Finally, some services were based on satellites in geosynchronous earth orbit (GEO). GEO satellites circle the earth in a fixed, or stationary, orbit above a given spot on the globe, but to do so they must be positioned at a distance that is roughly equivalent to the planet’s circumference. That means signals travel the equivalent of an around-the-world trip to reach the satellite and then the same distance to get to the user. The “last mile” became the last 44,000 miles at best. And if you used a service that also provided satellite upload as well as

download, double that to about 88,000 miles. All that distance means higher latency (more delay) (Ou, 2008).

A firm named O3b Networks thinks it might have solved the challenges that plagued early pioneers. O3b has an impressive list of big-name backers that include HSBC bank, cable magnate John Malone, European aerospace firm SES, and Google.

The name O3b stands for the “Other 3 Billion,” of the world’s population who lack broadband Internet access, and the firm hopes to provide “fiber-quality” wireless service to more than 150 countries, specifically targeting underserved portions of the developing world. These “middle earth orbit” satellites will circle closer to the earth to reduce latency (only about 5,000 miles up, less than one-fourth the distance of GEO systems). To maintain the lower orbit, O3b’s satellites orbit faster than the planet spins, but with plans to launch as many as twenty satellites, the system will constantly blanket regions served. If one satellite circles to the other side of the globe, another one will circle around to take its place, ensuring there’s always an O3b “bird” overhead.

Only about 3 percent of the sub-Saharan African population uses the Internet, compared to about 70 percent in the United States. But data rates in the few places served can cost as much as one hundred times the rates of comparable systems in the industrialized world (Lamb, 2008). O3b hopes to change that equation and significantly lower access rates. O3b customers will be local telecommunication firms, not end users. The plan is for local firms to buy O3b’s services wholesale and then resell it to customers alongside rivals who can do the same thing, collectively providing more consumer access, higher quality, and lower prices through competition.

O3b is a big, bold, and admittedly risky plan, but if it works, its impact could be tremendous.

WI-FI AND OTHER HOTSPOTS

Many users access the Internet via Wi-Fi (which stands for *wireless fidelity*). Computer and mobile devices have Wi-Fi antennas built into their chipsets, but to connect to the Internet, a device needs to be within range of a *base station* or *hotspot*. The base station range is usually around three hundred feet (you might get a longer range outdoors and with special equipment; and less range indoors when signals need to pass through solid objects like walls, ceilings, and floors). Wi-Fi base stations used in the home are usually bought by end users, then connected to a cable, DSL, or fiber provider.

And now a sort of mobile phone hotspot is being used to overcome limitations in those services, as well. Mobile providers can also be susceptible to poor coverage indoors. That's because the spectrum used by most mobile phone firms doesn't travel well through solid objects. Cell coverage is also often limited in the United States because of a lack of towers, which is a result of the *NIMBY problem* (not in my backyard). People don't want an eighty-foot to four-hundred-foot unsightly tower clouding their local landscape, even if it will give their neighborhood better cell phone coverage (Dechter & Kharif, 2010). To overcome reception and availability problems, mobile telecom services firms have begun offering femtocells. These devices are usually smaller than a box of cereal and can sell for \$150 or less (some are free with specific service contracts). Plug a femtocell into a high-speed Internet connection like an in-home cable

or fiber service and you can get “five-bar” coverage in a roughly 5,000-square-foot footprint (Mims, 2010). That can be a great solution for someone who has an in-home, high-speed Internet connection, but wants to get phone and mobile data service indoors, too.

NET NEUTRALITY: WHAT’S FAIR?

Across the world, battle lines are being drawn regarding the topic of Net neutrality. Net neutrality is the principle that all Internet traffic should be treated equally (Honan, 2008). Sometimes access providers have wanted to offer varying (some say “discriminatory”) coverage, depending on the service used and bandwidth consumed. But where regulation stands is currently in flux. In a pivotal U.S. case, the FCC ordered Comcast to stop throttling (blocking or slowing down) subscriber access to the peer-to-peer file sharing service BitTorrent. BitTorrent users can consume a huge amount of bandwidth—the service is often used to transfer large files, both legitimate (like version of the Linux operating system) and pirated (HD movies). Then in spring 2010, a federal appeals court moved against the FCC’s position, unanimously ruling that the agency did not have the legal authority to dictate terms to Comcast⁴.

On one side of the debate are Internet service firms, with Google being one of the strongest Net neutrality supporters. In an advocacy paper, Google states, “Just as telephone companies are not permitted to tell consumers who they can call or what they can say, broadband carriers should not be allowed to use their market power to control activity online⁵.” Many Internet firms also worry that if network providers move away from flat-

rate pricing toward usage-based (or metered) schemes, this may limit innovation. Says Google's Vint Cerf (who is considered one of the "fathers of the Internet" for his work on the original Internet protocol suite) "You are less likely to try things out. No one wants a surprise bill at the end of the month" (Jesdanun, 2009). Metered billing may limit the use of everything from iTunes to Netflix; after all, if you have to pay for per-bit bandwidth consumption as well as for the download service, then it's as if you're paying twice.

The counterargument is that if firms are restricted from charging more for their investment in infrastructure and services, then they'll have little incentive to continue to make the kinds of multibillion-dollar investments that innovations like 4G and fiber networks require. Telecom industry executives have railed against Google, Microsoft, Yahoo! and others, calling them free riders who earn huge profits by piggybacking off ISP networks, all while funneling no profits back to the firms that provide the infrastructure. One Verizon vice president said, "The network builders are spending a fortune constructing and maintaining the networks that Google intends to ride on with nothing but cheap servers....It is enjoying a free lunch that should, by any rational account, be the lunch of the facilities providers" (Mohammed, 2006). AT&T's previous CEO has suggested that Google, Yahoo! and other services firms should pay for "preferred access" to the firm's customers. The CEO of Spain's Telefonica has also said the firm is considering charging Google and other Internet service firms for network use (Lunden, 2010).

ISPs also lament the relentlessly increasing bandwidth demands placed on their networks. Back in 2007,

YouTube streamed as much data in three months as the world's radio, cable, and broadcast television channels combined stream in one year (Swanson, 2007), and YouTube has only continued to grow since then. Should ISPs be required to support the strain of this kind of bandwidth hog? And what if this one application clogs network use for other traffic, such as e-mail or Web surfing? Similarly, shouldn't firms have the right to prioritize some services to better serve customers? Some network providers argue that services like video chat and streaming audio should get priority over, say, e-mail which can afford slight delay without major impact. In that case, there's a pretty good argument that providers should be able to discriminate against services. But improving efficiency and throttling usage are two different things.

Internet service firms say they create demand for broadband business, broadband firms say Google and allies are ungrateful parasites that aren't sharing the wealth. The battle lines on the Net neutrality frontier continue to be drawn, and the eventual outcome will impact consumers, investors, and will likely influence the continued expansion and innovation of the Internet.

SUMMING UP

Hopefully, this chapter helped reveal the mysteries of the Internet. It's interesting to know how "the cloud" works but it can also be vital. As we've seen, the executive office in financial services firms considers mastery of the Internet infrastructure to be critically important to their competitive advantage. Media firms find the Internet both threatening and empowering. The advancement of

last-mile technologies and issues of Net neutrality will expose threats and create opportunity. And a manager who knows how the Internet works will be in a better position to make decisions about how to keep the firm and its customers safe and secure, and be better prepared to brainstorm ideas for winning in a world where access is faster and cheaper, and firms, rivals, partners, and customers are more connected.

Key Takeaways

- The slowest part of the Internet is typically the last mile, not the backbone. While several technologies can offer broadband service over the last mile, the United States continues to rank below many other nations in terms of access speed, availability, and price.
- Cable firms and phone companies can leverage existing wiring for cable broadband and DSL service, respectively. Cable services are often criticized for shared bandwidth. DSL's primary limitation is that it only works within a short distance of telephone office equipment.
- Fiber to the home can be very fast but very expensive to build.
- An explosion of high-bandwidth mobile applications is straining 3G networks. 4G systems may alleviate congestion by increasing capacities to near-cable speeds. Femtocells are another technology that can improve service by providing a personal mobile phone hotspot that can plug into in-home broadband access.

- The two major 3G standards (popularly referred to as GSM and CDMA) will be replaced by two unrelated 4G standards (LTE and WiMAX). GSM has been the dominant 3G technology worldwide. LTE looks like it will be the leading 4G technology.
- Satellite systems show promise in providing high-speed access to underserved parts of the world, but few satellite broadband providers have been successful so far.
- Net neutrality is the principle that all Internet traffic should be treated equally. Google and other firms say it is vital to maintain the openness of the Internet. Telecommunications firms say they should be able to limit access to services that overtax their networks, and some have suggested charging Google and other Internet firms for providing access to their customers.

Questions and Exercises

1. Research online for the latest country rankings for broadband service. Where does the United States currently rank? Why?
2. Which broadband providers can service your home? Which would you choose? Why?
3. Research the status of Google's experimental fiber network. Report updated findings to your class. Why do you suppose Google would run this "experiment"? What other Internet access experiments has the firm been involved in?

4. Show your understanding of the economics and competitive forces of the telecom industry. Discuss why Verizon chose to go with fiber. Do you think this was a wise decision or not? Why? Feel free to do additional research to back up your argument.
5. Why have other nations enjoyed faster broadband speeds, greater availability, and lower prices?
6. The iPhone has been called both a blessing and a curse for AT&T. Why do you suppose this is so?
7. Investigate the status of mobile wireless offerings (3G and 4G). Which firm would you choose? Why? Which factors are most important in your decision?
8. Name the two dominant 3G standards. What are the differences between the two? Which firms in your nation support each standard?
9. Name the two dominant 4G standards. Which firms in your nation will support the respective standards?
10. Have you ever lost communication access—wirelessly or via wired connection? What caused the loss or outage?
11. What factors shape the profitability of the mobile wireless provider industry? How do these economics compare with the cable and wire line industry? Who are the major players and which would you invest in? Why?
12. Last-mile providers often advertise very fast

speeds, but users rarely see speeds as high as advertised rates. Search online to find a network speed test and try it from your home, office, mobile device, or dorm. How fast is the network? If you're able to test from home, what bandwidth rates does your ISP advertise? Does this differ from what you experienced? What could account for this discrepancy?

13. How can 4G technology help cable firms? Why might it hurt them?
14. What's the difference between LEO satellite systems and the type of system used by O3b? What are the pros and cons of these efforts? Conduct some additional research. What is the status of O3b and other satellite broadband efforts?
15. What advantages could broadband offer to underserved areas of the world? Is Internet access important for economic development? Why or why not?
16. Does your carrier offer a femtocell? Would you use one? Why or why not?
17. Be prepared to debate the issue of Net neutrality in class. Prepare positions both supporting and opposing Net neutrality. Which do you support and why?
18. Investigate the status of Net neutrality laws in your nation and report your findings to your instructor. Do you agree with the stance currently taken by your government? Why or why not?

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END OF CHAPTER QUIZ

CONCEPTS CHAPTER 6 - DATABASES

Learning Objectives

After studying this section you should be able to do the following:

1. Understand how increasingly standardized data, access to third-party data sets, cheap, fast computing and easier-to-use software are collectively enabling a new age of decision making.
2. Be familiar with some of the enterprises that have benefited from data-driven, fact-based decision making.

The planet is awash in data. Cash registers ring up transactions worldwide. Web browsers leave a trail of cookie crumbs nearly everywhere they go. And with radio frequency identification (RFID), inventory can literally announce its presence so that firms can precisely journal every hop their products make along the value

chain: “I’m arriving in the warehouse,” “I’m on the store shelf,” “I’m leaving out the front door.”

A study by Gartner Research claims that the amount of data on corporate hard drives doubles every six months (Babcock, 2006), while IDC states that the collective number of those bits already exceeds the number of stars in the universe (Mearian, 2008). Wal-Mart alone boasts a data volume well over *125 times* as large as the *entire* print collection of the U.S. Library of Congress¹.

And with this flood of data comes a tidal wave of opportunity. Increasingly standardized corporate data, and access to rich, third-party data sets—all leveraged by cheap, fast computing and easier-to-use software—are collectively enabling a new age of data-driven, fact-based decision making. You’re less likely to hear old-school terms like “decision support systems” used to describe what’s going on here. The phrase of the day is business intelligence (BI), a catchall term combining aspects of reporting, data exploration and ad hoc queries, and sophisticated data modeling and analysis. Alongside business intelligence in the new managerial lexicon is the phrase analytics, a term describing the extensive use of data, statistical and quantitative analysis, explanatory and predictive models, and fact-based management to drive decisions and actions (Davenport & Harris, 2007).

The benefits of all this data and number crunching are very real, indeed. Data leverage lies at the center of competitive advantage we’ve studied in the Zara, Netflix, and Google cases. Data mastery has helped vault Wal-Mart to the top of the *Fortune* 500 list. It helped Harrah’s Casino Hotels grow to be twice as profitable as similarly sized Caesars, and rich enough to acquire this rival. And data helped Capital One find valuable customers that

competitors were ignoring, delivering ten-year financial performance a full ten times greater than the S&P 500. Data-driven decision making is even credited with helping the Red Sox win their first World Series in eighty-three years and with helping the New England Patriots win three Super Bowls in four years. To quote from a *BusinessWeek* cover story on analytics, “Math Will Rock Your World!” (Baker, 2006)

Sounds great, but it can be a tough slog getting an organization to the point where it has a leveragable data asset. In many organizations data lies dormant, spread across inconsistent formats and incompatible systems, unable to be turned into anything of value. Many firms have been shocked at the amount of work and complexity required to pull together an infrastructure that empowers its managers. But not only can this be done; it must be done. Firms that are basing decisions on hunches aren’t managing; they’re gambling. And the days of uninformed managerial dice rolling are over.

While we’ll study technology in this chapter, our focus isn’t as much on the technology itself as it is on what you can do with that technology. Consumer products giant P&G believes in this distinction so thoroughly that the firm renamed its IT function as “Information and Decision Solutions” (Soat, 2007). Solutions drive technology decisions, not the other way around.

In this chapter we’ll study the data asset, how it’s created, how it’s stored, and how it’s accessed and leveraged. We’ll also study many of the firms mentioned above, and more; providing a context for understanding how managers are leveraging data to create winning models, and how those that have failed to realize the power of data have been left in the dust.

Data, Analytics, and Competitive Advantage

Anyone can acquire technology—but data is oftentimes considered a defensible source of competitive advantage. The data a firm can leverage is a true strategic asset when it's rare, valuable, imperfectly imitable, and lacking in substitutes (see [Chapter 2 “Strategy and Technology: Concepts and Frameworks for Understanding What Separates Winners from Losers”](#)).

If more data brings more accurate modeling, moving early to capture this rare asset can be the difference between a dominating firm and an also-ran. But be forewarned, there's no monopoly on math. Advantages based on capabilities and data that others can acquire will be short-lived. Those advances leveraged by the Red Sox were originally pioneered by the Oakland A's and are now used by nearly every team in the major leagues.

This doesn't mean that firms can ignore the importance data can play in lowering costs, increasing customer service, and other ways that boost performance. But differentiation will be key in distinguishing operationally effective data use from those efforts that can yield true strategic positioning.

Key Takeaways

- The amount of data on corporate hard drives doubles every six months.
- In many organizations, available data is not exploited to advantage.
- Data is oftentimes considered a defensible source of competitive advantage; however, advantages

based on capabilities and data that others can acquire will be short-lived.

Questions and Exercises

1. Name and define the terms that are supplanting discussions of decision support systems in the modern IS lexicon.
2. Is data a source of competitive advantage? Describe situations in which data might be a source for sustainable competitive advantage. When might data not yield sustainable advantage?
3. Are advantages based on analytics and modeling potentially sustainable? Why or why not?
4. What role do technology and timing play in realizing advantages from the data asset?

¹Derived by comparing Wal-Mart's 2.5 petabytes (E. Lai, "Teradata Creates Elite Club for Petabyte-Plus Data Warehouse Customers," *Computerworld*, October 18, 2008) to the Library of Congress estimate of 20 TB (D. Gewirtz, "What If Someone Stole the Library of Congress?" *CNN.com/AC360*, May 25, 2009). It's further noted that the Wal-Mart figure is just for data stored on systems provided by the vendor Teradata. Wal-Mart has many systems outside its Teradata-sourced warehouses, too.

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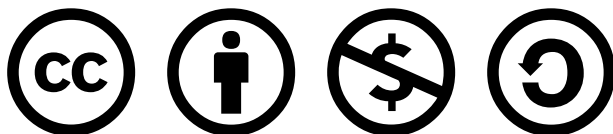
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6.1 DATA, INFORMATION, AND KNOWLEDGE

Learning Objectives

After studying this section you should be able to do the following:

1. Understand the difference between data and information.
2. Know the key terms and technologies associated with data organization and management.

Data refers simply to raw facts and figures. Alone it tells you nothing. The real goal is to turn data into information. Data becomes information when it's presented in a context so that it can answer a question or support decision making. And it's when this information can be combined with a manager's knowledge—their insight from experience and expertise—that stronger decisions can be made.

Trusting Your Data

The ability to look critically at data and assess its validity is a vital managerial skill. When decision makers are presented with wrong data, the results can be disastrous. These problems can get amplified if bad data is fed to automated systems. As an example, look at the series of man-made and computer-triggered events that brought about a billion-dollar collapse in United Airlines stock.

In the wee hours one Sunday morning in September 2008, a single reader browsing back stories on the *Orlando Sentinel's* Web site viewed a 2002 article on the bankruptcy of United Airlines (UAL went bankrupt in 2002, but emerged from bankruptcy four years later). That lone Web surfer's access of this story during such a low-traffic time was enough for the *Sentinel's* Web server to briefly list the article as one of the paper's "most popular." Google crawled the site and picked up this "popular" news item, feeding it into Google News.

Early that morning, a worker in a Florida investment firm came across the Google-fed story, assumed United had yet again filed for bankruptcy, then posted a summary on Bloomberg. Investors scanning Bloomberg jumped on what looked like a reputable early warning of another United bankruptcy, dumping UAL stock. Blame the computers again—the rapid plunge from these early trades caused automatic sell systems to kick in (event-triggered, computer-automated trading is responsible for about 30 percent of all stock trades). Once the machines took over, UAL dropped like a rock, falling from twelve to three dollars. That drop represented the vanishing of \$1 billion in wealth, and all this because no one checked the date on a news story. Welcome to the new world of paying attention (Harvey, 2008)!

UNDERSTANDING HOW DATA IS ORGANIZED: KEY TERMS AND TECHNOLOGIES

A database is simply a list (or more likely, several related lists) of data. Most organizations have several databases—perhaps even hundreds or thousands. These various databases might be focused on any combination of functional areas (sales, product returns, inventory, payroll), geographical regions, or business units. Firms often create specialized databases for recording transactions, as well as databases that aggregate data from multiple sources in order to support reporting and analysis.

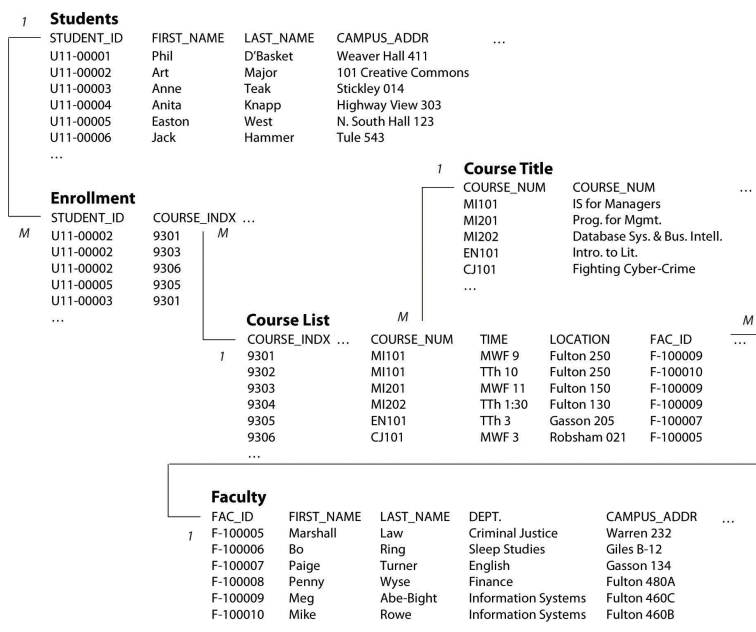
Databases are created, maintained, and manipulated using programs called database management systems (DBMS), sometimes referred to as *database software*. DBMS products vary widely in scale and capabilities. They include the single-user, desktop versions of Microsoft Access or Filemaker Pro, Web-based offerings like Intuit QuickBase, and industrial strength products from Oracle, IBM (DB2), Sybase, Microsoft (SQL Server), and others. Oracle is the world's largest database software vendor, and database software has meant big bucks for Oracle cofounder and CEO Larry Ellison. Ellison perennially ranks in the Top 10 of the *Forbes* 400 list of wealthiest Americans.

The acronym SQL (often pronounced *sequel*) also shows up a lot when talking about databases. Structured query language (SQL) is by far the most common language for creating and manipulating databases. You'll find variants of SQL inhabiting everything from lowly desktop software, to high-powered enterprise products. Microsoft's high-end database is even called SQL Server.

Of course there's also the open-source MySQL (whose stewardship now sits with Oracle as part of the firm's purchase of Sun Microsystems). Given this popularity, if you're going to learn one language for database use, SQL's a pretty good choice. And for a little inspiration, visit Monster.com or another job site and search for jobs mentioning SQL. You'll find page after page of listings, suggesting that while database systems have been good for Ellison, learning more about them might be pretty good for you, too.

Even if you don't become a database programmer or database administrator (DBA), you're almost surely going to be called upon to dive in and use a database. You may even be asked to help identify your firm's data requirements. It's quite common for nontech employees to work on development teams with technical staff, defining business problems, outlining processes, setting requirements, and determining the kinds of data the firm will need to leverage. Database systems are powerful stuff, and can't be avoided, so a bit of understanding will serve you well.

Figure 11.1 A Simplified Relational Database for a University Course Registration System



A complete discourse on technical concepts associated with database systems is beyond the scope of our managerial introduction, but here are some key concepts to help get you oriented, and that all managers should know.

- A table or file refers to a list of data.
- A *database* is either a single table or a collection of related tables. The course registration database above depicts five tables.
- A column or field defines the data that a table can hold. The “Students” table above shows columns for STUDENT_ID, FIRST_NAME, LAST_NAME, CAMPUS_ADDR (the “...” symbols above are meant to indicate that in practice there may be more columns or rows than

are shown in this simplified diagram).

- A row or record represents a single instance of whatever the table keeps track of. In the example above, each row of the “Students” table represents a student, each row of the “Enrollment” table represents the enrollment of a student in a particular course, and each row of the “Course List” represents a given section of each course offered by the University.
- A key is the field used to relate tables in a database. Look at how the STUDENT_ID key is used above. There is *one* unique STUDENT_ID for each student, but the STUDENT_ID may appear *many* times in the “Enrollment” table, indicating that each student may be enrolled in many classes. The “1” and “M” in the diagram above indicate the one to many relationships among the keys in these tables.

Databases organized like the one above, where multiple tables are related based on common keys, are referred to as relational databases. There are many other database formats (sporting names like *hierarchical*, and *object-oriented*), but relational databases, as all SQL databases are, are far and away the most popular.

We’ve just scratched the surface for a very basic introduction. Expect that a formal class in database systems will offer you far more detail and better design principles than are conveyed in the elementary example above, but you’re already well on your way!

Key Takeaways

- Data includes raw facts that must be turned into information in order to be useful and valuable.
- Databases are created, maintained, and manipulated using programs called database management systems (DBMS), sometimes referred to as database software.
- All data fields in the same database have unique names, several data fields make up a data record, multiple data records make up a table or data file, and one or more tables or data files make up a database.
- Relational databases are the most common database format.

Questions and Exercises

1. Define the following terms: table, record, field. Provide another name for each term along with your definition.
2. Answer the following questions using the course registration database system, diagramed above:
 1. Imagine you also want to keep track of student majors. How would you do this? Would you modify an existing table? Would you add new tables? Why or why not?

2. Why do you suppose the system needs a “Course Title” table?
3. This database is simplified for our brief introduction. What additional data would you need to keep track of if this were a real course registration system? What changes would you make in the database above to account for these needs?
3. Research to find additional examples of organizations that made bad decisions based on bad data. Report your examples to your class. What was the end result of the examples you’re citing (e.g., loss, damage, or other outcome)? What could managers have done to prevent problems in the cases that you cited? What role did technology play in the examples that you cite? What role did people or procedural issues play?
4. Why is an understanding of database terms and technologies important, even for nontechnical managers and staff? Consider factors associated with both system use and system development. What other skills, beyond technology, may be important when engaged in data-driven decision making?

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6.2 DATA WAREHOUSES AND DATA MARTS

Learning Objectives

After studying this section you should be able to do the following:

1. Understand what data warehouses and data marts are and the purpose they serve.
2. Know the issues that need to be addressed in order to design, develop, deploy, and maintain data warehouses and data marts.

Since running analytics against transactional data can bog down a system, and since most organizations need to combine and reformat data from multiple sources, firms typically need to create separate data repositories for their reporting and analytics work—a kind of staging area from which to turn that data into information.

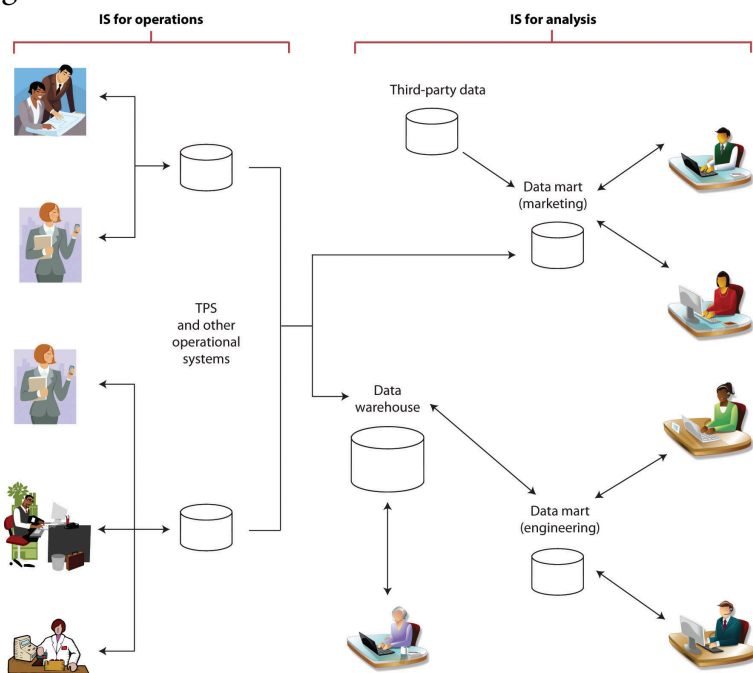
Two terms you'll hear for these kinds of repositories are data warehouse and data mart. A data warehouse is a set of databases designed to support decision making in an organization. It is structured for fast online queries and exploration. Data warehouses may aggregate

enormous amounts of data from many different operational systems.

A data mart is a database focused on addressing the concerns of a specific problem (e.g., increasing customer retention, improving product quality) or business unit (e.g., marketing, engineering).

Marts and warehouses may contain huge volumes of data. For example, a firm may not need to keep large amounts of historical point-of-sale or transaction data in its operational systems, but it might want past data in its data mart so that managers can hunt for patterns and trends that occur over time.

Figure 11.2



Information systems supporting operations (such as TPS) are typically separate, and “feed” information

systems used for analytics (such as data warehouses and data marts).

It's easy for firms to get seduced by a software vendor's demonstration showing data at your fingertips, presented in pretty graphs. But as mentioned earlier, getting data in a format that can be used for analytics is hard, complex, and challenging work. Large data warehouses can cost millions and take years to build. Every dollar spent on technology may lead to five to seven more dollars on consulting and other services (King, 2009).

Most firms will face a trade-off—do we attempt a large-scale integration of the whole firm, or more targeted efforts with quicker payoffs? Firms in fast-moving industries or with particularly complex businesses may struggle to get sweeping projects completed in enough time to reap benefits before business conditions change. Most consultants now advise smaller projects with narrow scope driven by specific business goals (Rigby & Ledingham, 2004; King, 2009).

Firms can eventually get to a unified data warehouse but it may take time. Even analytics king Wal-Mart is just getting to that point. In 2007, it was reported that Wal-Mart had seven hundred different data marts and hired Hewlett-Packard for help in bringing the systems together to form a more integrated data warehouse (Havenstein, 2007).

The old saying from the movie *Field of Dreams*, “If you build it, they will come,” doesn't hold up well for large-scale data analytics projects. This work should start with a clear vision with business-focused objectives. When senior executives can see objectives illustrated in potential payoff, they'll be able to champion the effort, and experts agree, having an executive champion is a key

success factor. Focusing on business issues will also drive technology choice, with the firm better able to focus on products that best fit its needs.

Once a firm has business goals and hoped-for payoffs clearly defined, it can address the broader issues needed to design, develop, deploy, and maintain its system¹:

- *Data relevance.* What data is needed to compete on analytics and to meet our current and future goals?
- *Data sourcing.* Can we even get the data we'll need? Where can this data be obtained from? Is it available via our internal systems? Via third-party data aggregators? Via suppliers or sales partners? Do we need to set up new systems, surveys, and other collection efforts to acquire the data we need?
- *Data quantity.* How much data is needed?
- *Data quality.* Can our data be trusted as accurate? Is it clean, complete, and reasonably free of errors? How can the data be made more accurate and valuable for analysis? Will we need to 'scrub,' calculate, and consolidate data so that it can be used?
- *Data hosting.* Where will the systems be housed? What are the hardware and networking requirements for the effort?
- *Data governance.* What rules and processes are needed to manage data from its creation through its retirement? Are there operational issues (backup, disaster recovery)? Legal issues? Privacy

issues? How should the firm handle security and access?

For some perspective on how difficult this can be, consider that an executive from one of the largest U.S. banks once lamented at how difficult it was to get his systems to do something as simple as properly distinguishing between men and women. The company's customer-focused data warehouse drew data from thirty-six separate operational systems—bank teller systems, ATMs, student loan reporting systems, car loan systems, mortgage loan systems, and more. Collectively these legacy systems expressed gender in *seventeen* different ways: “M” or “F”; “m” or “f”; “Male” or “Female”; “MALE” or “FEMALE”; “1” for man, “0” for woman; “0” for man, “1” for woman and more, plus various codes for “unknown.” The best math in the world is of no help if the values used aren't any good. There's a saying in the industry, “garbage in, garbage out.”

E-discovery: Supporting Legal Inquiries

Data archiving isn't just for analytics. Sometimes the law requires organizations to dive into their electronic records. E-discovery refers to identifying and retrieving relevant electronic information to support litigation efforts. E-discovery is something a firm should account for in its archiving and data storage plans. Unlike analytics that promise a boost to the bottom line, there's no profit in complying with a judge's order—it's just a sunk cost. However, organizations can be compelled by court order to scavenge their bits, and the cost to uncover difficult to access data can be significant, if not planned for in advance.

In one recent example, the Office of Federal Housing Enterprise Oversight (OFHEO) was subpoenaed for documents in litigation involving mortgage firms Fannie Mae and Freddie Mac. Even though the OFHEO wasn't a party in the lawsuit, the agency had to comply with the search—an effort that cost \$6 million, a full 9 percent of its total yearly budget (Conry-Murray, 2009).

Key Takeaways

- Data warehouses and data marts are repositories for large amounts of transactional data awaiting analytics and reporting.
- Large data warehouses are complex, can cost millions, and take years to build.

Questions and Exercises

1. List the issues that need to be addressed in order to design, develop, deploy, and maintain data warehouses and data marts.
2. What is meant by “data relevance”?
3. What is meant by “data governance”?
4. What is the difference between a data mart and a data warehouse?
5. Why are data marts and data warehouses necessary? Why can't an organization simply query its transactional database?

6. How can something as simple as customer gender be difficult to for a large organization to establish in a data warehouse?

¹Key points adapted from Davenport and J. Harris, *Competing on Analytics: The New Science of Winning* (Boston: Harvard Business School Press, 2007).

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6.3 THE BUSINESS INTELLIGENCE TOOLKIT

Learning Objectives

After studying this section you should be able to do the following:

1. Know the tools that are available to turn data into information.
2. Identify the key areas where businesses leverage data mining.
3. Understand some of the conditions under which analytical models can fail.
4. Recognize major categories of artificial intelligence and understand how organizations are leveraging this technology.

So far we've discussed where data can come from, and how we can get data into a form where we can use it. But how, exactly, do firms turn that data into information? That's where the various software tools of business intelligence (BI) and analytics come in. Potential products in the business intelligence toolkit range from simple spreadsheets to ultrasophisticated data mining packages

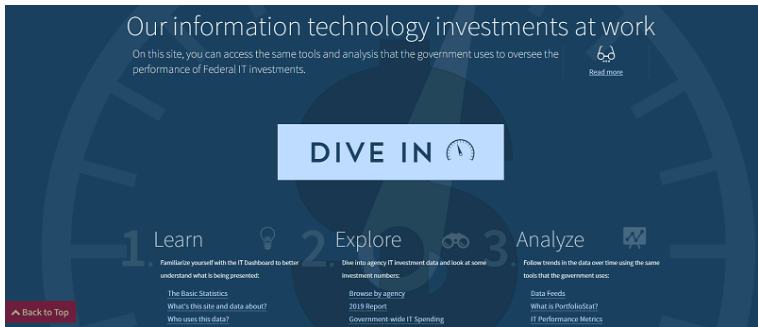
leveraged by teams employing “rocket-science” mathematics.

QUERY AND REPORTING TOOLS

The idea behind query and reporting tools is to present users with a subset of requested data, selected, sorted, ordered, calculated, and compared, as needed. Managers use these tools to see and explore what’s happening inside their organizations.

Canned reports provide regular summaries of information in a predetermined format. They’re often developed by information systems staff and formats can be difficult to alter. By contrast, ad hoc reporting tools allow users to dive in and create their own reports, selecting fields, ranges, and other parameters to build their own reports on the fly. Dashboards provide a sort of heads-up display of critical indicators, letting managers get a graphical glance at key performance metrics. Some tools may allow data to be exported into spreadsheets. Yes, even the lowly spreadsheet can be a powerful tool for modeling “what if” scenarios and creating additional reports (of course be careful: if data can be easily exported, then it can potentially leave the firm dangerously exposed, raising privacy, security, legal, and competitive concerns).

Figure 11.3 The Federal IT Dashboard



The Federal IT dashboard offers federal agencies, and the general public, information about the government's IT investments.

A subcategory of reporting tools is referred to as online analytical processing (OLAP)(pronounced "oh-lap"). Data used in OLAP reporting is usually sourced from standard relational databases, but it's calculated and summarized in advance, across multiple dimensions, with the data stored in a special database called a data cube. This extra setup step makes OLAP fast (sometimes one thousand times faster than performing comparable queries against conventional relational databases). Given this kind of speed boost, it's not surprising that data cubes for OLAP access are often part of a firm's data mart and data warehouse efforts.

A manager using an OLAP tool can quickly explore and compare data across multiple factors such as time, geography, product lines, and so on. In fact, OLAP users often talk about how they can "slice and dice" their data, "drilling down" inside the data to uncover new insights. And while conventional reports are usually presented as a summarized list of information, OLAP results look more like a spreadsheet, with the various dimensions of analysis in rows and columns, with summary values at the intersection.

Public Sector Reporting Tools in Action: Fighting Crime and Fighting Waste

Access to ad hoc query and reporting tools can empower all sorts of workers. Consider what analytics tools have done for the police force in Richmond, Virginia. The city provides department investigators with access to data from internal sources such as 911 logs and police reports, and combines this with outside data including neighborhood demographics, payday schedules, weather reports, traffic patterns, sports events, and more.

Experienced officers dive into this data, exploring when and where crimes occur. These insights help the department decide how to allocate its limited policing assets to achieve the biggest impact. While IT staffers put the system together, the tools are actually used by officers with expertise in fighting street crime—the kinds of users with the knowledge to hunt down trends and interpret the causes behind the data. And it seems this data helps make smart cops even smarter—the system is credited with delivering a single-year crime-rate reduction of 20 percent (Lohr, 2007).

As it turns out, what works for cops also works for bureaucrats. When administrators for Albuquerque were given access to ad hoc reporting systems, they uncovered all sorts of anomalies, prompting excess spending cuts on everything from cell phone usage to unnecessarily scheduled overtime. And once again, BI performed for the public sector. The Albuquerque system delivered the equivalent of \$2 million in savings in just the first three weeks it was used (Mulcahy, 2007).

DATA MINING

While reporting tools can help users explore data,

modern data sets can be so large that it might be impossible for humans to spot underlying trends. That's where data mining can help. Data mining is the process of using computers to identify hidden patterns and to build models from large data sets.

Some of the key areas where businesses are leveraging data mining include the following:

- *Customer segmentation*—figuring out which customers are likely to be the most valuable to a firm.
- *Marketing and promotion targeting*—identifying which customers will respond to which offers at which price at what time.
- *Market basket analysis*—determining which products customers buy together, and how an organization can use this information to cross-sell more products or services.
- *Collaborative filtering*—personalizing an individual customer's experience based on the trends and preferences identified across similar customers.
- *Customer churn*—determining which customers are likely to leave, and what tactics can help the firm avoid unwanted defections.
- *Fraud detection*—uncovering patterns consistent with criminal activity.
- *Financial modeling*—building trading systems to capitalize on historical trends.
- *Hiring and promotion*—identifying characteristics consistent with employee success in the firm's various roles.

For data mining to work, two critical conditions need to be present: (1) the organization must have clean, consistent data, and (2) the events in that data should reflect current and future trends. The recent financial crisis provides lessons on what can happen when either of these conditions isn't met.

First let's look at problems with using bad data. A report in the *New York Times* has suggested that in the period leading up to the 2008 financial crisis, some banking executives deliberately deceived risk management systems in order to skew capital-on-hand requirements. This deception let firms load up on risky debt, while carrying less cash for covering losses (Hansell, 2008). Deceive your systems with bad data and your models are worthless. In this case, wrong estimates from bad data left firms grossly overexposed to risk. When debt defaults occurred; several banks failed, and we entered the worst financial crisis since the Great Depression.

Now consider the problem of historical consistency: Computer-driven investment models can be very effective when the market behaves as it has in the past. However, models are blind when faced with the equivalent of the "hundred-year flood" (sometimes called *black swans*); events so extreme and unusual that they never showed up in the data used to build the model.

We saw this in the late 1990s with the collapse of the investment firm Long Term Capital Management. LTCM was started by Nobel Prize-winning economists, but when an unexpected Russian debt crisis caused the markets to move in ways not anticipated by its models, the firm lost 90 percent of its value in less than two months. The problem was so bad that the Fed had to step in to supervise the firm's multibillion-dollar bailout. Fast

forward a decade to the banking collapse of 2008, and we again see computer-driven trading funds plummet in the face of another unexpected event—the burst of the housing bubble (Wahba, 2008).

Data mining presents a host of other perils, as well. It's possible to over-engineer a model, building it with so many variables that the solution arrived at might only work on the subset of data you've used to create it. You might also be looking at a random but meaningless statistical fluke. In demonstrating how flukes occur, one quantitative investment manager uncovered a correlation that at first glance appeared statistically to be a particularly strong predictor for historical prices in the S&P 500 stock index. That predictor? Butter production in Bangladesh (Coy, 1997). Sometimes durable and useful patterns just aren't in your data.

One way to test to see if you're looking at a random occurrence in the numbers is to divide your data, building your model with one portion of the data, and using another portion to verify your results. This is the approach Netflix has used to test results achieved by teams in the Netflix Prize, the firm's million-dollar contest for improving the predictive accuracy of its movie recommendation engine.

Finally, sometimes a pattern is uncovered but determining the best choice for a response is less clear. As an example, let's return to the data-mining wizards at Tesco. An analysis of product sales data showed several money-losing products, including a type of bread known as "milk loaf." Drop those products, right? Not so fast. Further analysis showed milk loaf was a "destination product" for a loyal group of high-value customers, and that these customers would shop elsewhere if milk loaf

disappeared from Tesco shelves. The firm kept the bread as a loss-leader and retained those valuable milk loaf fans (Helm, 2008). Data miner, beware—first findings don't always reveal an optimal course of action.

This last example underscores the importance of recruiting a data mining and business analytics team that possesses three critical skills: information technology (for understanding how to pull together data, and for selecting analysis tools), statistics (for building models and interpreting the strength and validity of results), and business knowledge (for helping set system goals, requirements, and offering deeper insight into what the data really says about the firm's operating environment). Miss one of these key functions and your team could make some major mistakes.

While we've focused on tools in our discussion above, many experts suggest that business intelligence is really an organizational process as much as it is a set of technologies. Having the right team is critical in moving the firm from goal setting through execution and results.

Artificial Intelligence

Data mining has its roots in a branch of computer science known as artificial intelligence (or AI). The goal of AI is create computer programs that are able to mimic or improve upon functions of the human brain. Data mining can leverage neural networks or other advanced algorithms and statistical techniques to hunt down and expose patterns, and build models to exploit findings.

Expert systems are AI systems that leverage rules or examples to perform a task in a way that mimics applied

human expertise. Expert systems are used in tasks ranging from medical diagnoses to product configuration.

Genetic algorithms are model building techniques where computers examine many potential solutions to a problem, iteratively modifying (mutating) various mathematical models, and comparing the mutated models to search for a best alternative. Genetic algorithms have been used to build everything from financial trading models to handling complex airport scheduling, to designing parts for the international space station¹(McKay, 2009).

While AI is not a single technology, and not directly related to data creation, various forms of AI can show up as part of analytics products, CRM tools, transaction processing systems, and other information systems.

Key Takeaways

- Canned and ad hoc reports, digital dashboards, and OLAP are all used to transform data into information.
- OLAP reporting leverage data cubes, which take data from standard relational databases, calculating and summarizing data for superfast reporting access. OLAP tools can present results through multidimensional graphs, or via spreadsheet-style cross-tab reports.
- Modern data sets can be so large that it might be impossible for humans to spot underlying trends without the use of data mining tools.
- Businesses are using data mining to address issues in several key areas including customer

segmentation, marketing and promotion targeting, collaborative filtering, and so on.

- Models influenced by bad data, missing or incomplete historical data, and over-engineering are prone to yield bad results.
- One way to test to see if you're looking at a random occurrence in your data is to divide your data, building your model with one portion of the data, and using another portion to verify your results.
- Analytics may not always provide the total solution for a problem. Sometimes a pattern is uncovered, but determining the best choice for a response is less clear.
- A competent business analytics team should possess three critical skills: information technology, statistics, and business knowledge.

Questions and Exercises

1. What are some of the tools used to convert data into information?
2. What is the difference between a canned reports and an ad hoc reporting?
3. How do reports created by OLAP differ from most conventional reports?
4. List the key areas where businesses are leveraging data mining.

5. What is market basket analysis?
6. What is customer churn?
7. For data mining to work, what two critical data-related conditions must be present?
8. Discuss occurrences of model failure caused by missing or incomplete historical data.
9. Discuss Tesco's response to their discovery that "milk loaf" was a money-losing product.
10. List the three critical skills a competent business analytics team should possess.
11. Do any of the products that you use leverage artificial intelligence? What kinds of AI might be used in Netflix's movie recommendation system, Apple's iTunes Genius playlist builder, or Amazon's Web site personalization? What kind of AI might help a physician make a diagnosis or help an engineer configure a complicated product in the field?

¹Adapted from J. Kahn, "It's Alive," *Wired*, March 2002; O. Port, "Thinking Machines," *BusinessWeek*, August 7, 2000.

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EXCEL CHAPTER 1 – FUNDAMENTAL SKILLS

Microsoft® Excel® is a tool that can be used in virtually all careers and is valuable in both professional and personal settings. Whether you need to keep track of medications in inventory for a hospital or create a financial plan for your retirement, Excel enables you to do these activities efficiently and accurately. This chapter introduces the fundamental skills necessary to get you started in using Excel. You will find that just a few skills can make you very productive in a short period of time.

This core Microsoft® Excel® text provides students with the skills needed to execute many personal and professional activities. It also prepares them to go on to more advanced skills using the Excel software. The text takes the approach of making decisions using Excel. Personal decisions introduced include important purchases, such as homes and automobiles, savings for retirement, and personal budgets. Professional decisions include budgets for managing expenses, merchandise items to mark down or discontinue, and inventory management. Students are given clear, easy-to-follow instructions for each skill presented and are also provided

with opportunities to learn additional skills related to the personal or professional objectives presented. For example, students learn the key terms with respect to home mortgages and understand the impact interest rates have on monthly mortgage payments. This text also places an emphasis on “what-if” scenarios so students gain an appreciation for the computational power of the Excel application. In addition, students learn how Excel is used with Microsoft® Word® and Microsoft® PowerPoint® to accomplish a variety of personal and professional objectives.

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1.1 OVERVIEW OF MICROSOFT EXCEL

Learning Objectives

1. Examine the value of using Excel to make decisions.
2. Learn how to start Excel.
3. Become familiar with the Excel workbook.
4. Understand how to navigate worksheets.
5. Examine the Excel Ribbon.
6. Examine the right-click menu options.
7. Learn how to save workbooks.
8. Examine the Status Bar.
9. Become familiar with the features in the Excel Help window.

Microsoft® Office contains a variety of tools that help people accomplish many personal and professional objectives. Microsoft Excel is perhaps the most versatile and widely used of all the Office applications. No matter which career path you choose, you will likely need to use Excel to accomplish your professional objectives, some

of which may occur daily. This chapter provides an overview of the Excel application along with an orientation for accessing the commands and features of an Excel workbook.

MAKING DECISIONS WITH EXCEL

Taking a very simple view, Excel is a tool that allows you to enter quantitative data into an electronic spreadsheet to apply one or many mathematical computations. These computations ultimately convert that quantitative data into information. The information produced in Excel can be used to make decisions in both professional and personal contexts. For example, employees can use Excel to determine how much inventory to buy for a clothing retailer, how much medication to administer to a patient, or how much money to spend to stay within a budget. With respect to personal decisions, you can use Excel to determine how much money you can spend on a house, how much you can spend on car lease payments, or how much you need to save to reach your retirement goals. We will demonstrate how you can use Excel to make these decisions and many more throughout this text.

Figure 1.1 shows a completed Excel worksheet that will be constructed in this chapter. The information shown in this worksheet is top-line sales data for a hypothetical merchandise retail company. The worksheet data can help this retailer determine the number of salespeople needed for each month, how much inventory is needed to satisfy sales, and what types of products should be purchased.

| A | B | C | D |
|---|-----------------------|--------------------------|----------------------|
| General Merchandise World Retail Sales (in millions) | | | |
| Month | Unit Sales | Average Price | Sales Dollars |
| January | 2,670 | \$ 9.99 | \$ 26,685 |
| February | 2,160 | \$ 12.49 | \$ 26,937 |
| March | 515 | \$ 14.99 | \$ 7,701 |
| April | 590 | \$ 17.49 | \$ 10,269 |
| May | 1,030 | \$ 14.99 | \$ 15,405 |
| June | 2,875 | \$ 12.49 | \$ 35,916 |
| July | 2,700 | \$ 9.99 | \$ 26,937 |
| August | 900 | \$ 19.99 | \$ 17,958 |
| September | 775 | \$ 19.99 | \$ 15,708 |
| October | 1,180 | \$ 19.99 | \$ 23,562 |
| November | 1,800 | \$ 17.49 | \$ 31,416 |
| December | 3,560 | \$ 14.99 | \$ 53,370 |
| Total Sales | 20,755 | | \$ 291,864 |

Figure 1.1 Example of an Excel Worksheet

STARTING EXCEL

1. Locate Excel on your computer.
2. Click Microsoft Excel to launch the Excel application and present you with workbook options.
3. Click the first option; "Blank Workbook".

THE EXCEL WORKBOOK

Once Excel is started, a blank workbook will open on

your screen. A workbook is an Excel file that contains one or more worksheets (sometimes referred to as spreadsheets). Excel will assign a file name to the workbook, such as **Book1**, **Book2**, **Book3**, and so on, depending on how many new workbooks are opened. **Figure 1.2** shows a blank workbook after starting Excel. Take some time to familiarize yourself with this screen. Your screen may be slightly different based on the version you're using.

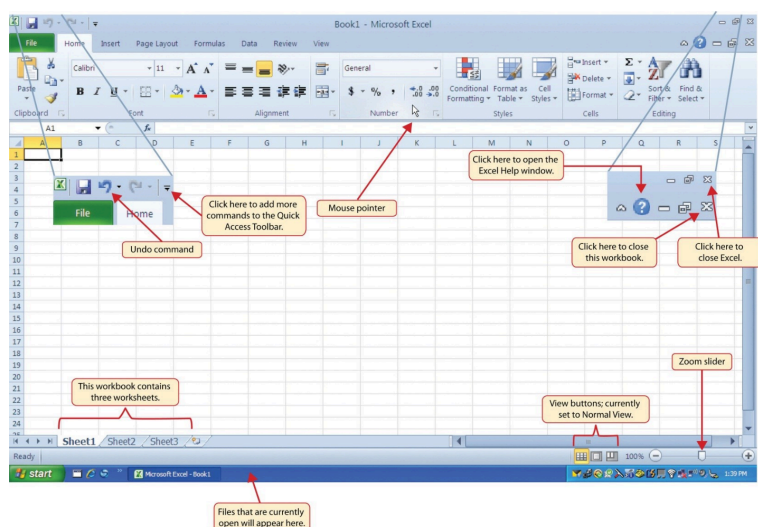


Figure 1.2 Blank Workbook

Your workbook should already be maximized (or shown at full size) once Excel is started, as shown in **Figure 1.2**. However, if your screen looks like **Figure 1.3** after starting Excel, you should click the Maximize button, as shown in the figure.

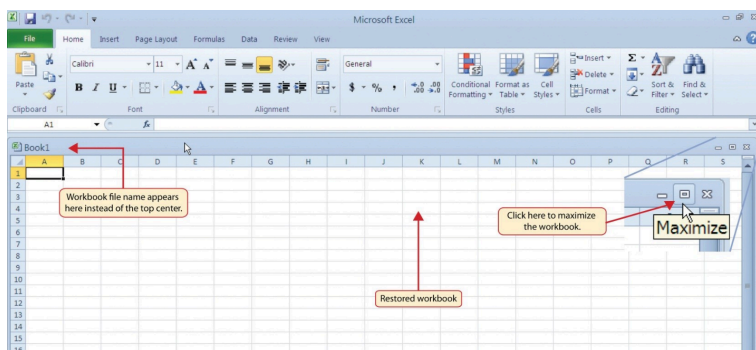


Figure 1.3 Restored Worksheet

NAVIGATING WORKSHEETS

Data are entered and managed in an Excel worksheet. The worksheet contains several rectangles called cells for entering numeric and nonnumeric data. Each cell in an Excel worksheet contains an address, which is defined by a column letter followed by a row number. For example, the cell that is currently activated in **Figure 1.3** is A1. This would be referred to as cell location A1 or cell reference A1. The following steps explain how you can navigate in an Excel worksheet:

1. Place your mouse pointer over cell D5 and left click.
2. Check to make sure column letter D and row number 5 are highlighted, as shown in **Figure 1.4**.

Note: Your highlighted column letter and row number may be different than the figure shown.

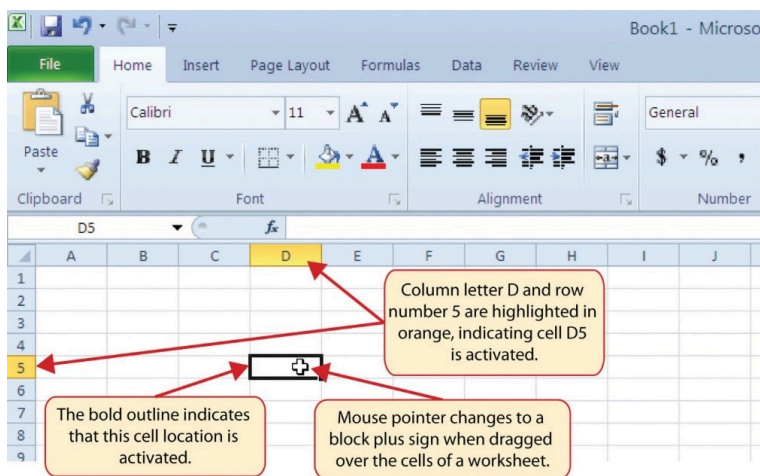


Figure 1.4 Activating a Cell Location

1. Move the mouse pointer to cell A1.
2. Click and hold the left mouse button and drag the mouse pointer back to cell D5.
3. Release the left mouse button. You should see several cells highlighted, as shown in **Figure 1.5**.

This is referred to as a *cell range* and is documented as follows: **A1:D5**. Any two cell locations separated by a colon are known as a cell range. The first cell is the top left corner of the range and the second cell is the lower right corner of the range.

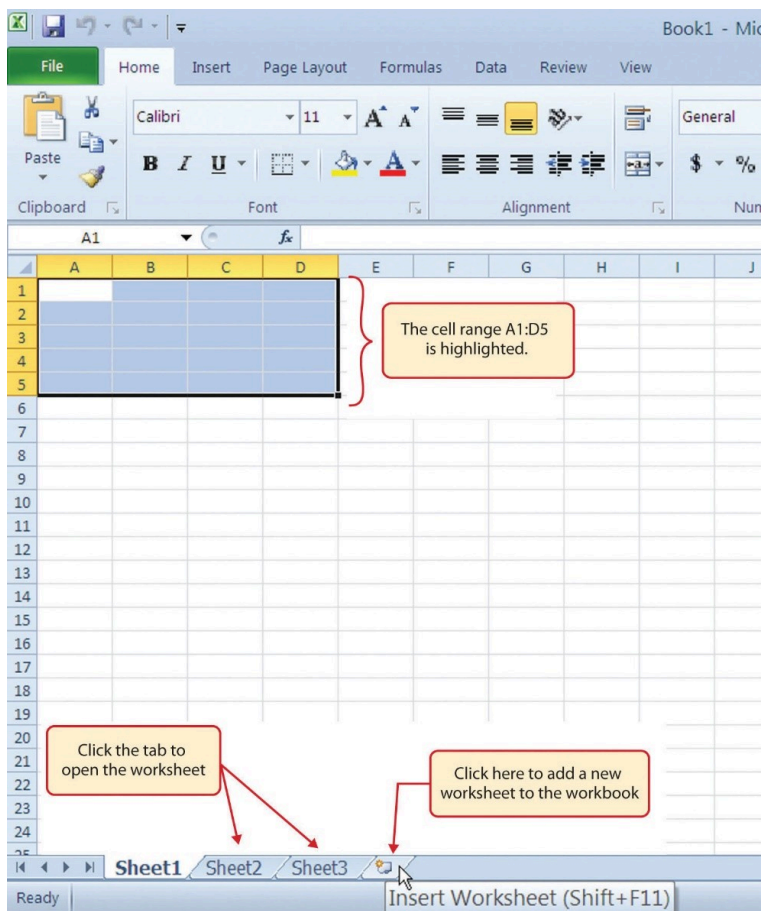
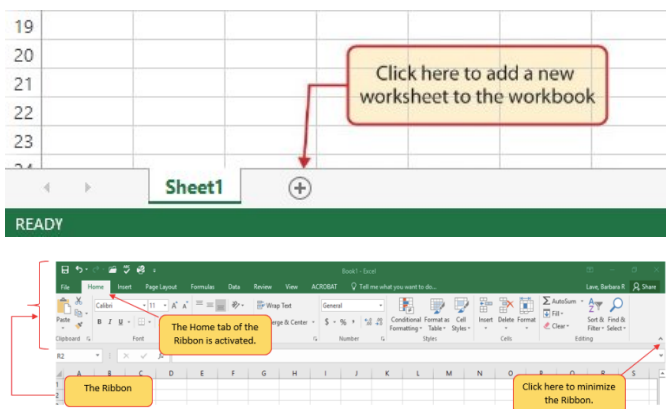


Figure 1.5 Highlighting a Range of Cells and adding a new sheet.

1. At the bottom of the screen, you'll see worksheets (Sheet 1, Sheet 2, Sheet 3 shown similar to how tabs look in a file folder). Depending on your version of Excel, you will see either three as displayed above or just one. If you only have one sheet, click the "Insert Worksheet" to add a worksheet.



Depending on your version, you instead may have a + sign; a click on the + adds an additional worksheet as well. This is how you open or add a worksheet within a workbook. You can also right-click the Sheet name and select Insert from the list of features that appear. Add another worksheet so that you have a total of three sheets displaying here.

2. Click the Sheet1 worksheet tab at the bottom of the worksheet to return to the worksheet shown in **Figure 1.5**.

Keyboard Shortcuts

Basic Worksheet Navigation

- Use the arrow keys on your keyboard to activate cells on the worksheet.
- Hold the SHIFT key and press the arrow keys on your keyboard to highlight a range of cells in a worksheet.

- Hold the CTRL key while pressing the PAGE DOWN or PAGE UP keys to open other worksheets in a workbook.

THE EXCEL RIBBON

Excel's features and commands are found in the Ribbon, which is the upper area of the Excel screen that contains several tabs running across the top. Each tab provides access to a different set of Excel commands. **Figure 1.6** shows the commands available in the Home tab of the Ribbon. **Table 1.1 “Command Overview for Each Tab of the Ribbon”** provides an overview of the commands that are found in each tab of the Ribbon.

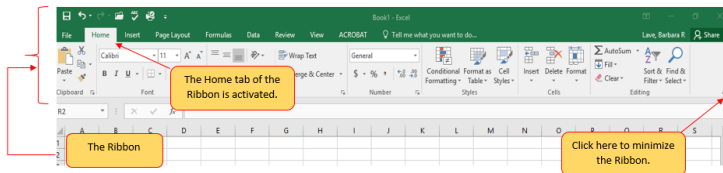


Figure 1.6 Home Tab of Ribbon

Table 1.1 Command Overview for Each Tab of the Ribbon

| Tab Name | Description of Commands |
|--------------------|--|
| File | Also known as the Backstage view of the Excel workbook. Contains all commands for opening, closing, saving, and creating new Excel workbooks. Includes print commands, document properties, e-mailing options, and help features. The default settings and options are also found in this tab. |
| Home | Contains the most frequently used Excel commands. Formatting commands are found in this tab along with commands for cutting, copying, pasting, and for inserting and deleting rows and columns. |
| Insert | Used to insert objects such as charts, pictures, shapes, PivotTables, Internet links, symbols, or text boxes. |
| Page Layout | Contains commands used to prepare a worksheet for printing. Also includes commands used to show and print the gridlines on a worksheet. |
| Formulas | Includes commands for adding mathematical functions to a worksheet. Also contains tools for auditing mathematical formulas. |
| Data | Used when working with external data sources such as Microsoft® Access®, text files, or the Internet. Also contains sorting commands and access to scenario tools. |
| Review | Includes Spelling and Track Changes features. Also contains protection features to password protect worksheets or workbooks. |
| View | Used to adjust the visual appearance of a workbook. Common commands include the Zoom and Page Layout view. |

The Ribbon shown in **Figure 1.6** is full, or maximized. The benefit of having a full Ribbon is that the commands are always visible while you are developing a worksheet. However, depending on the screen dimensions of your computer, you may find that the Ribbon takes up too much vertical space on your worksheet. If this is the case, you can minimize the Ribbon by clicking the button shown in **Figure 1.6**. When minimized, the Ribbon will show only the tabs and not the command buttons. When you click on a tab, the command buttons will appear until

you select a command or click anywhere on your worksheet.

Keyboard Shortcuts

Minimizing or Maximizing the Ribbon

- Hold down the CTRL key and press the F1 key.
- Hold down the CTRL key and press the F1 key again to maximize the Ribbon.

QUICK ACCESS TOOLBAR AND RIGHT-CLICK MENU

The Quick Access Toolbar is found at the upper left side of the Excel screen above the Ribbon, as shown in **Figure 1.7**. This area provides access to the most frequently used commands, such as Save and Undo. You can customize the Quick Access Toolbar by adding commands that you use on a regular basis. By placing these commands in the Quick Access Toolbar, you do not have to navigate through the Ribbon to find them. To customize the Quick Access Toolbar, click the down arrow as shown in **Figure 1.7**. This will open a menu of commands that you can add to the Quick Access Toolbar. If you do not see the command you are looking for on the list, select the More Commands option.

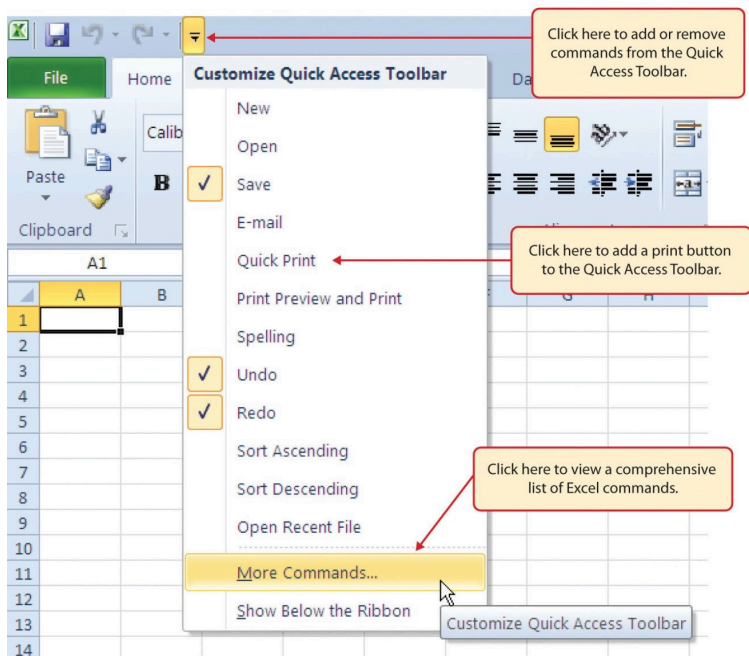


Figure 1.7 Customizing the Quick Access Toolbar

In addition to the Ribbon and Quick Access Toolbar, you can also access commands by right clicking anywhere on the worksheet. **Figure 1.8** shows an example of the commands available in the right-click menu.

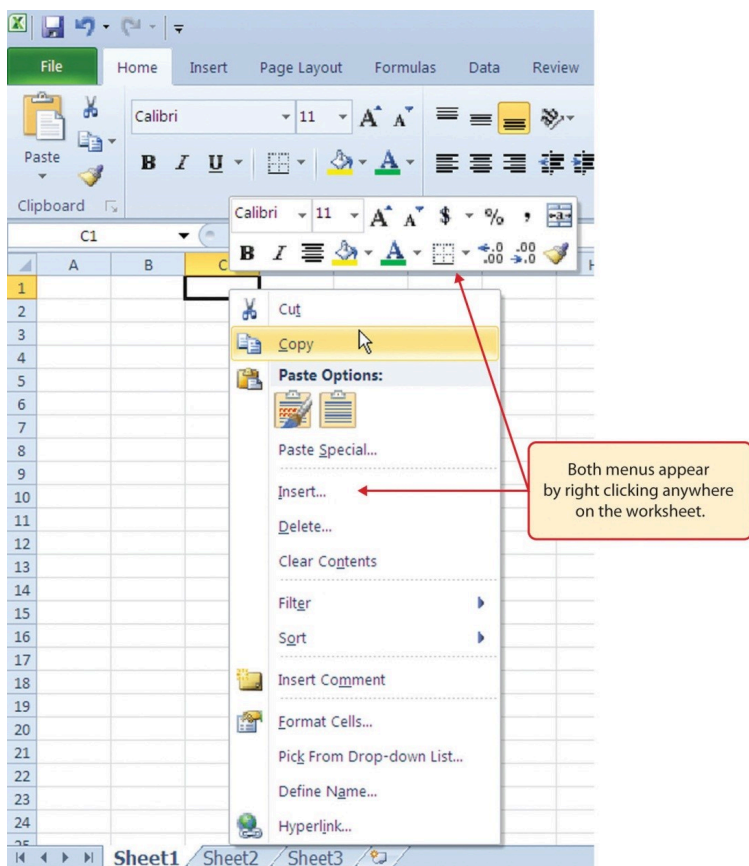


Figure 1.8 Right-Click Menu

THE FILE TAB

The File tab is also known as the **Backstage** view of the workbook. It contains a variety of features and commands related to the workbook that is currently open, new workbooks, or workbooks stored in other locations on your computer or network. **Figure 1.9** shows the options available in the File tab or Backstage view. To leave the Backstage view and return

to the worksheet, click the arrow in the upper left-hand corner as shown below.

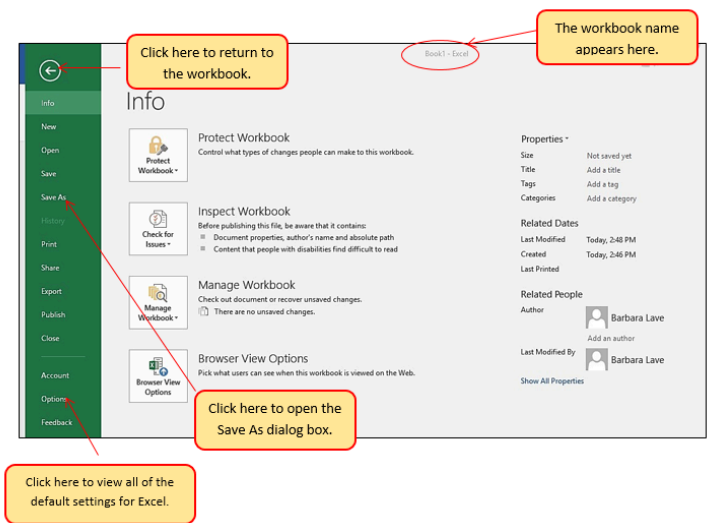


Figure 1.9 File Tab or Backstage View of a Workbook

Included in the File tab are the default settings for the Excel application that can be accessed and modified by clicking the Options button. **Figure 1.10** shows the Excel Options window, which gives you access to settings such as the default font style, font size, and the number of worksheets that appear in new workbooks.

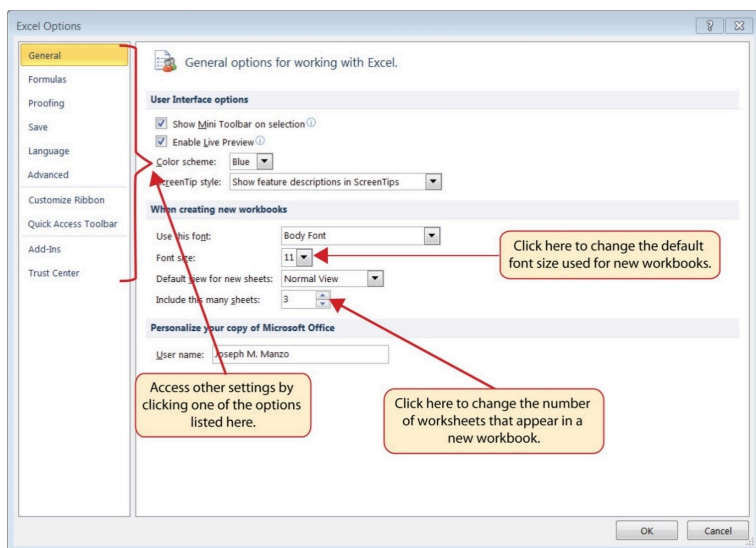


Figure 1.10 Excel Options Window

SAVING WORKBOOKS (SAVE AS)

Once you create a new workbook, you will need to change the file name and choose a location on your computer or network to save that file. It is important to remember where you save this workbook on your computer or network as you will be using this file in the **Section 1.2 “Entering, Editing, and Managing Data”** to construct the workbook shown in **Figure 1.1**. The process of saving can be different with different versions of Excel. Please be sure you follow the steps for the version of Excel you are using. The following steps explain how to save a new workbook and assign it a file name.

SAVING WORKBOOKS IN EXCEL 2013

1. If you have not done so already, open a blank

workbook in Excel.

2. When saving your workbook for the *first* time, click the File tab.
3. Click the **Save As** button in the upper left side of the Backstage view window. This will open the **Save As** dialog box, as shown in **Figure 1.11**.
4. Click in the File Name box at the bottom of the **Save As** dialog box and use the BACKSPACE key to remove the current default name of the workbook.
5. Type the file name: **CH1 GMW Sales Data**.
6. Click the Desktop button on the left side of the **Save As** dialog box if you wish to save this file on your desktop. If you want to save this workbook in a different location, such as a USB drive, select your preferred location.
7. Click the Save button on the lower right side of the **Save As** dialog box.
8. As you continue to work on your workbook, you will want to Save frequently by clicking either the Save button on the Home ribbon; or by selecting the Save option from the File menu.

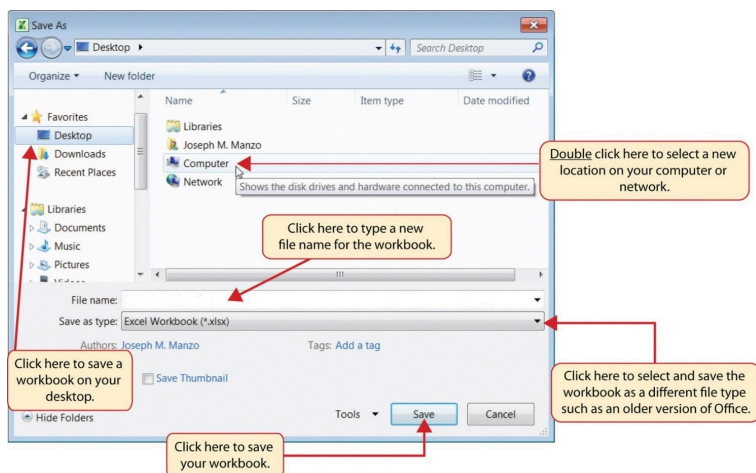


Figure 1.11 Save As Dialog Box in Excel 2013

SAVING WORKBOOKS IN EXCEL 2016

1. If you have not done so already, open a blank workbook in Excel.
2. Click the File tab and then the **Save As** button in the left side of the Backstage view window. This will open the **Save As** dialog box.
3. Determine a location for saving on your computer by clicking **Browse** on the left side to open the **Save As** dialog box.
4. Click in the File Name box near the bottom of the **Save As** dialog box. Type the new file name: **CH1 GMW Sales Data**
5. Review the settings in the screen for correctness and click the Save button.

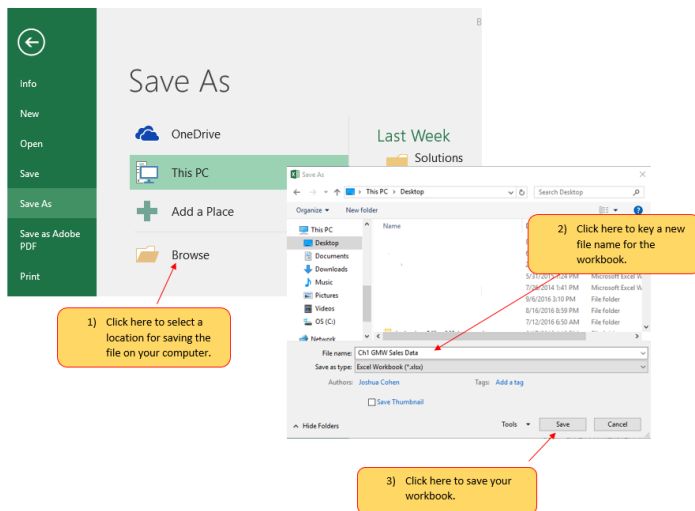
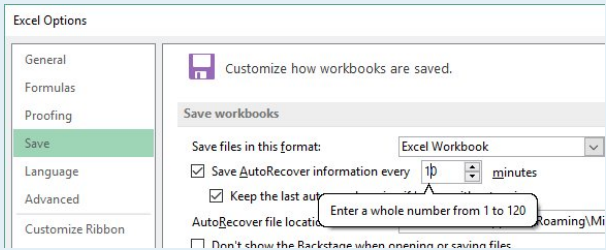


Figure 1.12 Save As Dialog in 2016

Keyboard Shortcuts

“Save” and “Save As”

- CTRL+S will call up the Save As dialog box. If you have already saved your file, CTRL+S will save your progress from the last auto-save point. All Office applications will Save AutoRecover information at specific intervals (usually every 10 minutes), you can edit this setting to 5 minutes or to every minute under File > Options > Excel Options > Save workbooks.



- Press the F12 key and use the tab and arrow keys to navigate around the Save As dialog box. Use the ENTER key to make a selection.
- Or press the ALT key on your keyboard. You will see letters and numbers, called Key Tips, appear on the Ribbon. Press the F key on your keyboard for the File tab and then the A key. This will open the Save As dialog box.

Skill Refresher

Saving Workbooks (Save As)

1. Click the File tab on the Ribbon.
2. Click the Save As option.
3. Select a location on your PC.
4. Click in the File name box and type a new file name if needed.
5. Click the down arrow next to the “Save as type” box and select the appropriate file type if needed.
6. Click the Save button.

THE STATUS BAR

The Status Bar is located below the worksheet tabs on the Excel screen (see Figure 1.13). It displays a variety of information, such as the status of certain keys on your keyboard (e.g., CAPS LOCK), the available views for a workbook, the magnification of the screen, and mathematical functions that can be performed when data are highlighted on a worksheet. You can customize the Status Bar as follows:

1. Place the mouse pointer over any area of the Status Bar and right click to display the “Customize Status Bar” list of options (see **Figure 1.13**).
2. Select the Caps Lock option from the menu (see **Figure 1.13**).
3. Press the CAPS LOCK key on your keyboard. You will see the Caps Lock indicator on the lower right side of the Status Bar.
4. Press the CAPS LOCK on your keyboard again. The indicator on the Status Bar goes away.

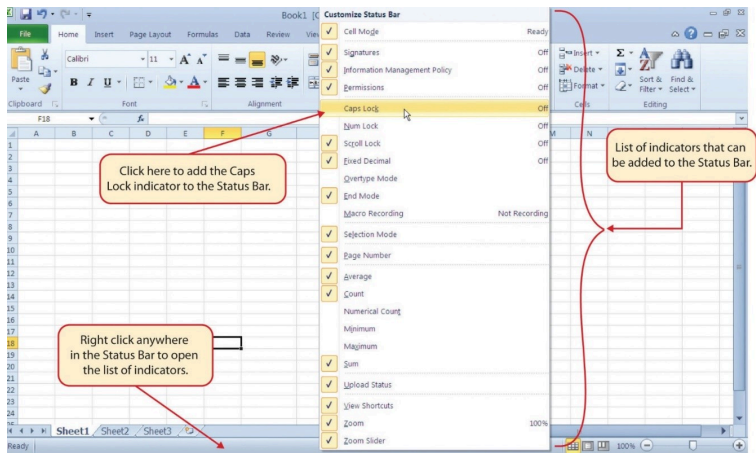


Figure 1.13 Customizing the Status Bar

EXCEL HELP

The Help feature provides extensive information about the Excel application. Although some of this information may be stored on your computer, the Help window will automatically connect to the Internet, if you have a live connection, to provide you with resources that can answer most of your questions. You can open the Excel Help window by clicking the question mark in the upper right area of the screen or ribbon. With newer versions of Excel, use the query box to enter your question and select from helpful option links or select the question mark from the dropdown list to launch Excel Help windows.

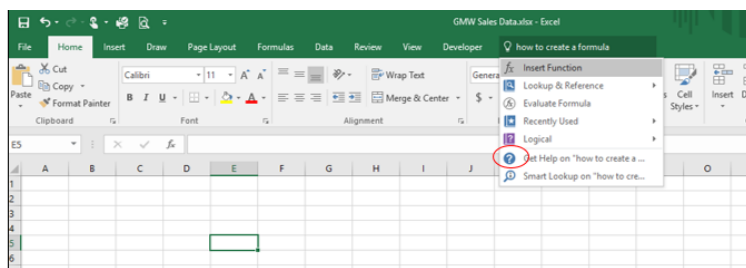


Figure 1.14 Excel Help Window

Keyboard Shortcuts

Excel Help

- Press the F1 key on your keyboard.

Key Takeaways

- Excel is a powerful tool for processing data for the purposes of making decisions.
- You can find Excel commands throughout the tabs in the Ribbon.
- You can customize the Quick Access Toolbar by adding commands you frequently use.
- You can add or remove the information that is displayed on the Status Bar.
- The Help window provides you with extensive information about Excel.

ATTRIBUTION

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1.2 ENTERING, EDITING, AND MANAGING DATA

Learning Objectives

1. Understand how to enter data into a worksheet.
2. Examine how to edit data in a worksheet.
3. Examine how Auto Fill is used when entering data.
4. Understand how to delete data from a worksheet and use the Undo command.
5. Examine how to adjust column widths and row heights in a worksheet.
6. Understand how to hide columns and rows in a worksheet.
7. Examine how to insert columns and rows into a worksheet.
8. Understand how to delete columns and rows from a worksheet.
9. Learn how to move data to different locations in a worksheet.

In this section, we will begin the development of the workbook shown in **Figure 1.1**. The skills covered in this section are typically used in the early stages of developing one or more worksheets in a workbook.

ENTERING DATA

You will begin building the workbook shown in **Figure 1.1** by manually entering data into the worksheet. The following steps explain how the column headings in Row 2 are typed into the worksheet:

1. Click cell location A2 on the worksheet.
2. Type the word **Month**.
3. Press the RIGHT ARROW key. This will enter the word into cell A2 and activate the next cell to the right.
4. Type **Unit Sales** and press the RIGHT ARROW key.
5. Repeat step 4 for the words **Average Price** and then again for **Sales Dollars**.

Figure 1.15 shows how your worksheet should appear after you have typed the column headings into Row 2. Notice that the word **Price** in cell location C2 is not visible. This is because the column is too narrow to fit the entry you typed. We will examine formatting techniques to correct this problem in the next section.

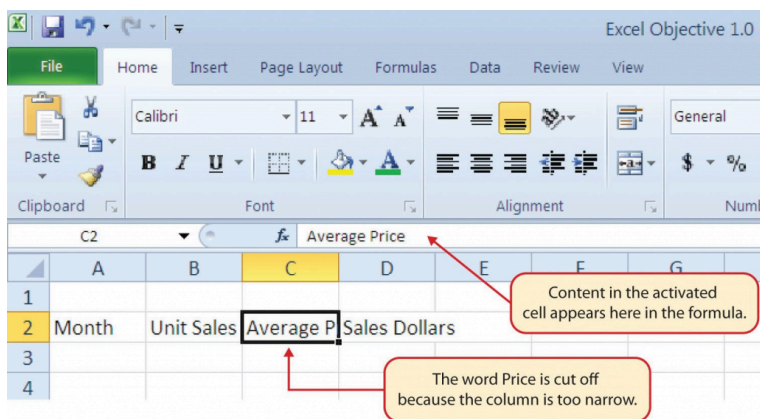


Figure 1.15 Entering Column Headings into a Worksheet

Integrity Check

Column Headings

It is critical to include column headings that accurately describe the data in each column of a worksheet. In professional environments, you will likely be sharing Excel workbooks with coworkers. Good column headings reduce the chance of someone misinterpreting the data contained in a worksheet, which could lead to costly errors depending on your career.

1. Click cell location B3.
2. Type the number **2670** and press the ENTER key. After you press the ENTER key, cell B4 will be activated. Using the ENTER key is an efficient way to enter data vertically down a column.

3. Enter the following numbers in cells B4 through B14: **2160, 515, 590, 1030, 2875, 2700, 900, 775, 1180, 1800, and 3560.**
4. Click cell location C3.
5. Type the number **9.99** and press the ENTER key.
6. Enter the following numbers in cells C4 through C14: **12.49, 14.99, 17.49, 14.99, 12.49, 9.99, 19.99, 19.99, 19.99, 17.49, and 14.99.**
7. Activate cell location D3.
8. Type the number 26685 and press the ENTER key.
9. Enter the following numbers in cells D4 through D14: **26937, 7701, 10269, 15405, 35916, 26937, 17958, 15708, 23562, 31416, and 53370.**
10. When finished, check that the data you entered matches **Figure 1.16.**

Why?

Avoid Formatting Symbols When Entering Numbers

When typing numbers into an Excel worksheet, it is best to avoid adding any formatting symbols such as dollar signs and commas. Although Excel allows you to add these symbols while typing numbers, it slows down the process of entering data. It is more efficient to use Excel's formatting features to add

these symbols to numbers after you type them into a worksheet.

Integrity Check

Data Entry

It is very important to proofread your worksheet carefully, especially when you have entered numbers. Transposing numbers when entering data manually into a worksheet is a common error. For example, the number **563** could be transposed to **536**. Such errors can seriously compromise the integrity of your workbook.

Integrity Check

Figure 1.16 shows how your worksheet should appear after entering the data. Check your numbers carefully to make sure they are accurately entered into the worksheet.

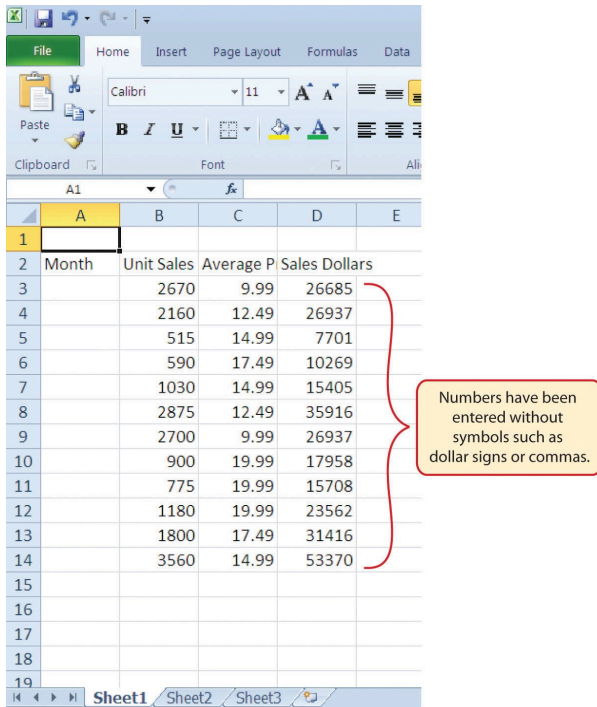


Figure 1.16 Completed Data Entry for Columns B, C, and D

EDITING DATA

Data that has been entered in a cell can be changed by double clicking the cell location or using the Formula Bar. You may have noticed that as you were typing data into a cell location, the data you typed appeared in the Formula Bar. The Formula Bar can be used for entering data into cells as well as for editing data that already exists in a cell. The following steps provide

an example of entering and then editing data that has been entered into a cell location:

1. Click cell A15 in the Sheet1 worksheet.
2. Type the abbreviation **Tot** and press the ENTER key.
3. Click cell A15.
4. Move the mouse pointer up to the Formula Bar. You will see the pointer turn into a cursor. Move the cursor to the end of the abbreviation **Tot** and left click.
5. Type the letters **al** to complete the word Total.
6. Click the checkmark to the left of the Formula Bar (see **Figure 1.17**). This will enter the change into the cell.

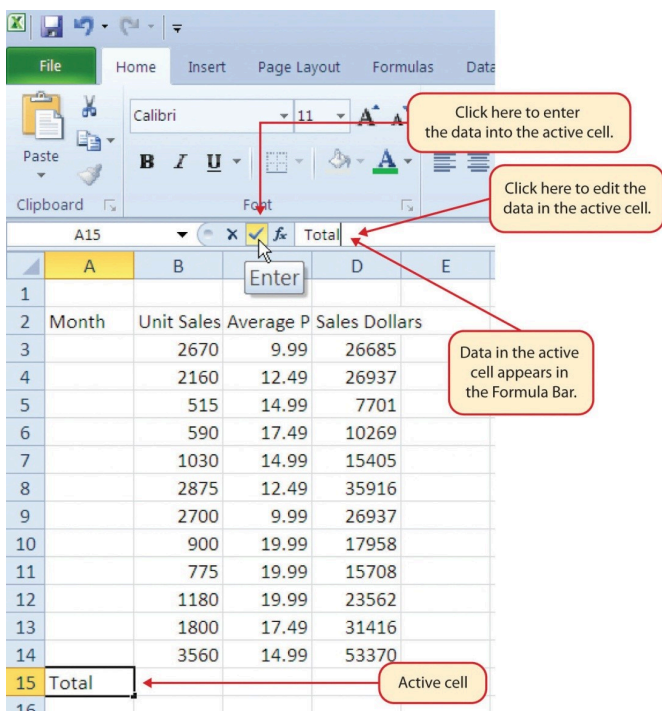


Figure 1.17 Using the Formula Bar to Edit and Enter Data

7. Double click cell A15.
8. Add a space after the word Total and type the word **Sales**.
9. Press the ENTER key.

Keyboard Shortcuts

Editing Data in a Cell

- Activate the cell that is to be edited and press the F2 key on your keyboard.

AUTO FILL

The Auto Fill feature is a valuable tool when manually entering data into a worksheet. This feature has many uses, but it is most beneficial when you are entering data in a defined sequence, such as the numbers 2, 4, 6, 8, and so on, or nonnumeric data such as the days of the week or months of the year. The following steps demonstrate how Auto Fill can be used to enter the months of the year in Column A:

1. Click cell A3 in the Sheet1 worksheet.
2. Type the word **January** and press the ENTER key.
3. Activate cell A3 again.
4. Move the mouse pointer to the lower right corner of cell A3. You will see a small square in this corner of the cell; this is called the Fill Handle (See **Figure 1.18**) When the mouse pointer gets close to the Fill Handle, the white block plus sign will turn into a black plus sign.

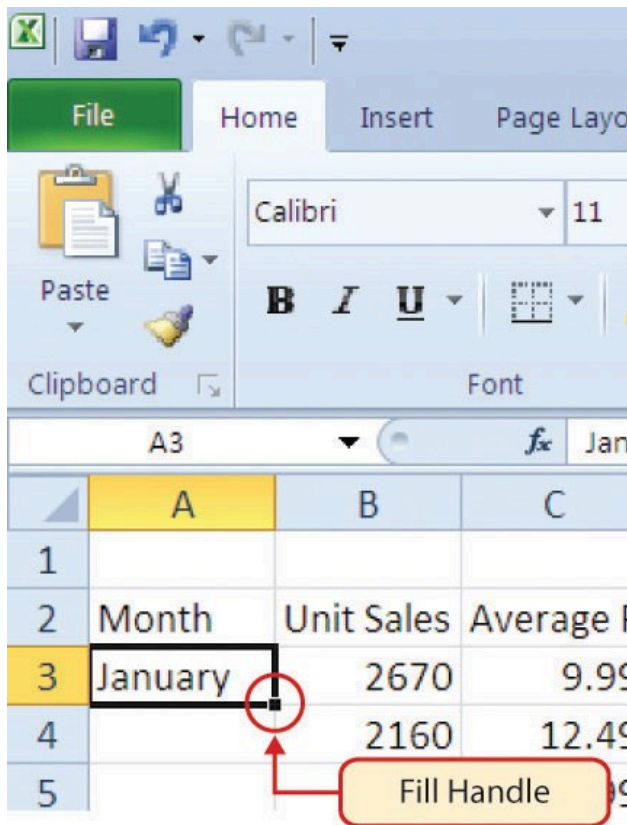


Figure 1.18 Fill Handle

Left click and drag the Fill Handle to cell A14. Notice that the Auto Fill tip box indicates what month will be placed into each cell (see **Figure 1.19**). Release the left mouse button when the tip box reads “December.”

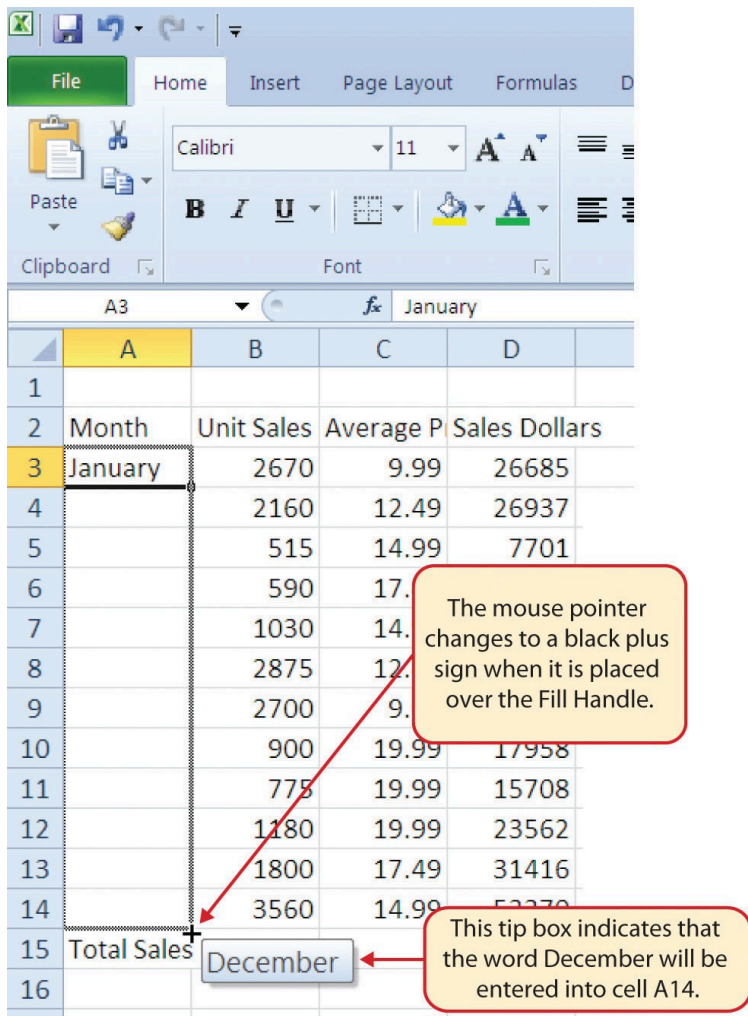


Figure 1.19 Using Auto Fill to Enter the Months of the Year

Once you release the left mouse button, all twelve months of the year should appear in the cell range A3:A14, as shown in **Figure 1.20**. You will also see the Auto Fill Options button. By clicking this button, you have several options for inserting data into a group of cells.

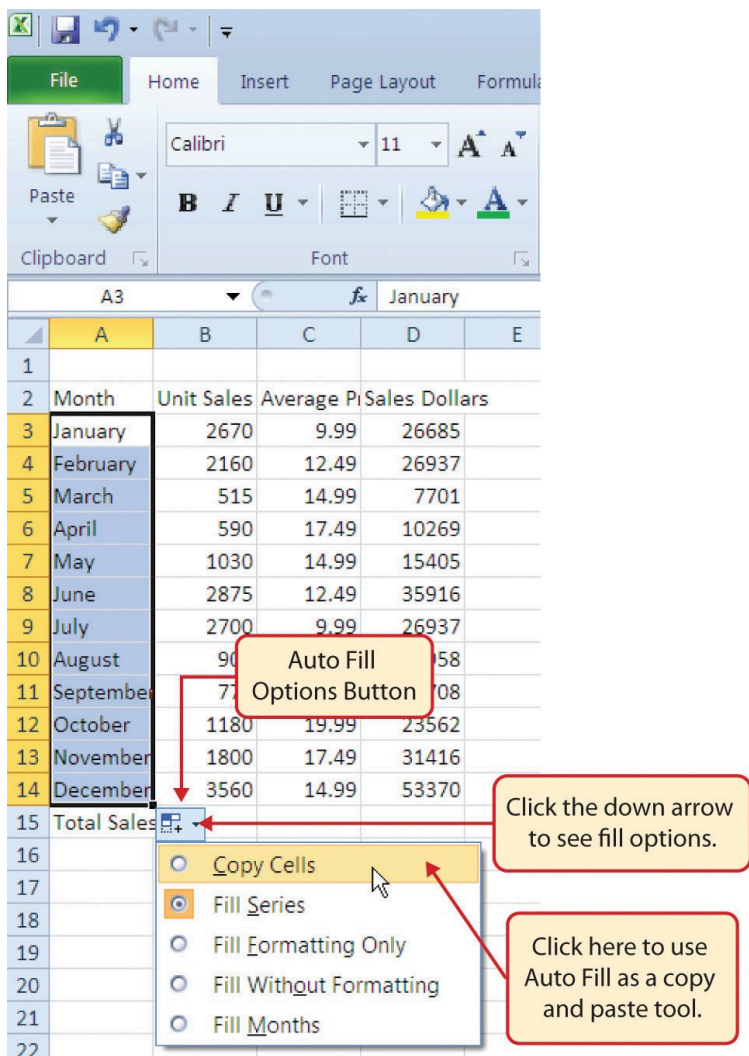


Figure 1.20 Auto Fill Options Button

1. Click the Auto Fill Options button.
2. Click the Copy Cells option. This will change the months in the range A4:A14 to January.
3. Click the Auto Fill Options button again.

4. Click the Fill Months option to return the months of the year to the cell range A4:A14. The Fill Series option will provide the same result.

DELETING DATA AND THE UNDO COMMAND

There are several methods for removing data from a worksheet, a few of which are demonstrated here. With each method, you use the Undo command. This is a helpful command in the event you mistakenly remove data from your worksheet. The following steps demonstrate how you can delete data from a cell or range of cells:

1. Click cell C2 by placing the mouse pointer over the cell and clicking the left mouse button.
2. Press the **DELETE** key on your keyboard. This removes the contents of the cell.
3. Highlight the range C3:C14 by placing the mouse pointer over cell C3. Then left click and drag the mouse pointer down to cell C14.
4. Place the mouse pointer over the Fill Handle. You will see the white block plus sign change to a black plus sign.
5. Click and drag the mouse pointer up to cell C3 (see **Figure 1.21**). Release the mouse button. The contents in the range C3:C14 will be removed.

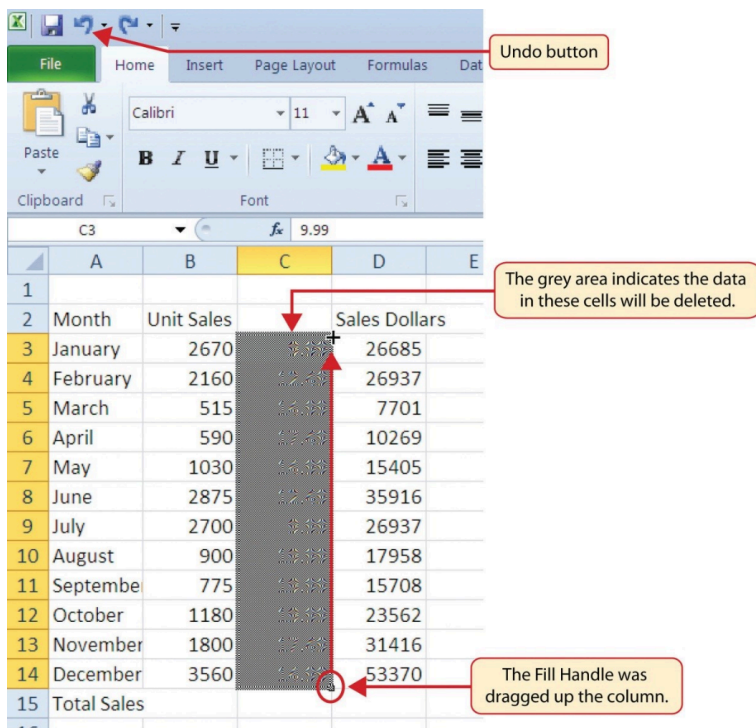


Figure 1.21 Using Auto Fill to Delete Contents of Cell

1. Click the Undo button in the Quick Access Toolbar (see **Figure 1.2**). This should replace the data in the range C3:C14.
2. Click the Undo button again. This should replace the data in cell C2.

Keyboard Shortcuts

Undo Command

- Hold down the CTRL key while pressing the letter Z on your keyboard.

- Highlight the range C2:C14 by placing the mouse pointer over cell C2. Then left click and drag the mouse pointer down to cell C14.
- Click the Clear button in the Home tab of the Ribbon, which is next to the Cells group of commands (see **Figure 1.22**). This opens a drop-down menu that contains several options for removing or clearing data from a cell. Notice that you also have options for clearing just the formats in a cell or the hyperlinks in a cell.
- Click the Clear All option. This removes the data in the cell range.
- Click the Undo button. This replaces the data in the range C2:C14.

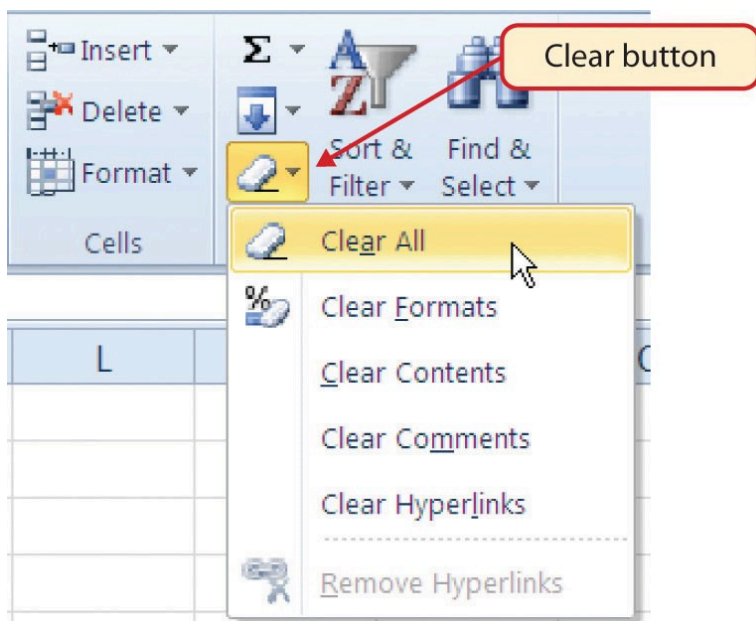


Figure 1.22 Clear Command Drop-Down Menu

ADJUSTING COLUMNS AND ROWS

There are a few entries in the worksheet that appear cut off. For example, the last letter of the word September cannot be seen in cell A11. This is because the column is too narrow for this word. The columns and rows on an Excel worksheet can be adjusted to accommodate the data that is being entered into a cell. The following steps explain how to adjust the column widths and row heights in a worksheet:

1. Bring the mouse pointer between Column A and Column B in the Sheet1 worksheet, as shown in **Figure 1.23**. You will see the white block plus sign turn into double arrows.
2. Click and drag the column to the right so the

entire word September in cell A11 can be seen. As you drag the column, you will see the column width tip box. This box displays the number of characters that will fit into the column using the Calibri 11-point font which is the default setting for font/size.

- 3. Release the left mouse button.

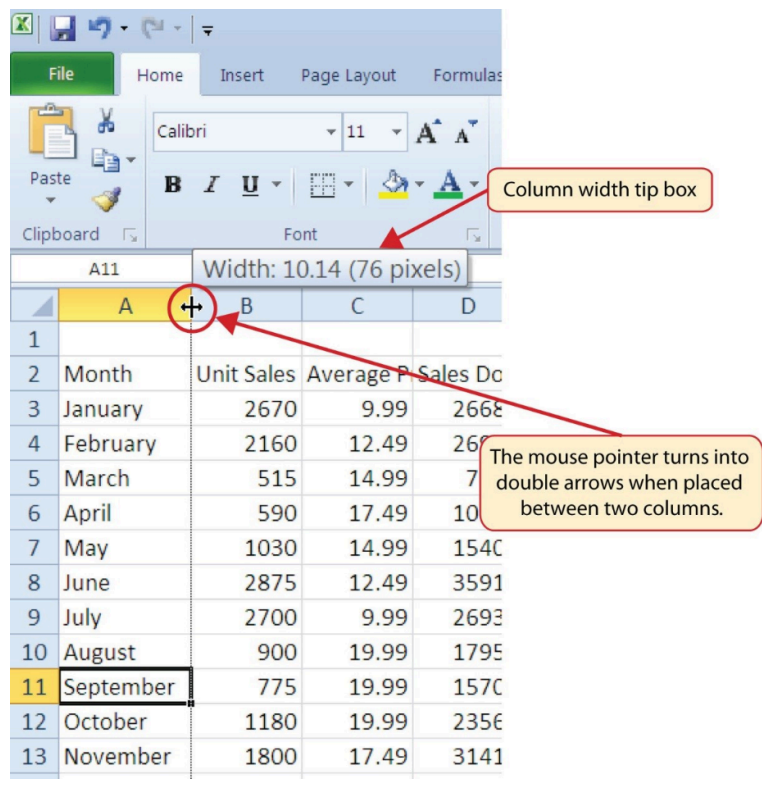


Figure 1.23 Adjusting Column Widths

You may find that using the click-and-drag method is inefficient if you need to set a specific character width for one or more columns. Steps 1 through 6 illustrate a

second method for adjusting column widths when using a specific number of characters:

1. Click any cell location in Column A by moving the mouse pointer over a cell location and clicking the left mouse button. You can highlight cell locations in multiple columns if you are setting the same character width for more than one column.
2. In the Home tab of the Ribbon, left click the Format button in the Cells group.
3. Click the Column Width option from the drop-down menu. This will open the Column Width dialog box.
4. Type the number **13** and click the OK button on the Column Width dialog box. This will set Column A to this character width (see **Figure 1.24**).
5. Once again bring the mouse pointer between Column A and Column B so that the double arrow pointer displays and then double-click to activate AutoFit. This feature adjusts the column width based on the longest entry in the column.
6. Use the Column Width dialog box (step 6 above) to reset the width to 13.

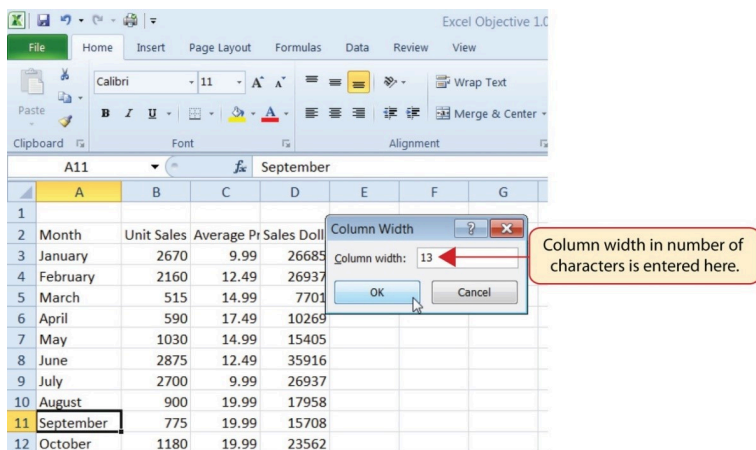
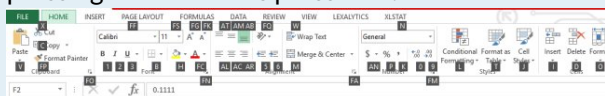


Figure 1.24 Column Width Dialog Box

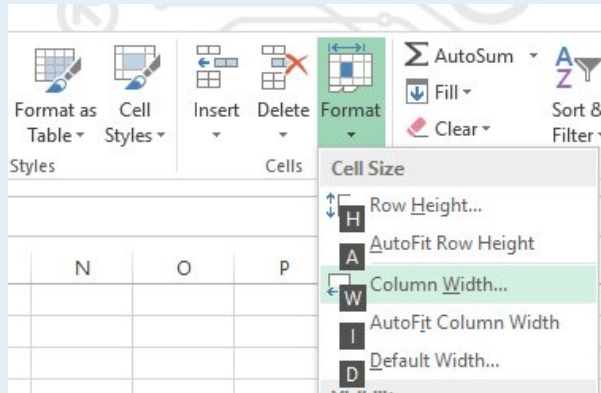
Keyboard Shortcuts

Column Width

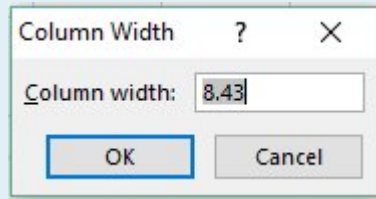
- To set the column width, press the ALT key on your keyboard, while having that still pressed, also press the letters H, O, and W one after another. You will see options highlighted on the ribbon as you press ALT+H, then O, then W. When you press W, you will see the width dialogue box show up. Edit your desired width here. Your Excel interface when pressing H while ALT is pressed in:



Your Excel interface when pressing O:



Your pop-up when pressing W:



“The standard column width in Microsoft Excel 2000 is 8.43 characters; however, the actual width that you see on the screen varies, depending on the width of the font defined for the Normal style of your workbook.” [More on this topic here.](#)

Steps 1 through 4 demonstrate how to adjust row height, which is similar to adjusting column width:

1. Click cell A15 by placing the mouse pointer over the cell and clicking the left mouse button.
2. In the Home tab of the Ribbon, left click the Format button in the Cells group.
3. Click the Row Height option from the drop-down menu. This will open the Row Height dialog box.

4. Type the number **24** and click the OK button on the Row Height dialog box. This will set Row 15 to a height of 24 points. A point is equivalent to approximately $1/72$ of an inch. This adjustment in row height was made to create space between the totals for this worksheet and the rest of the data.

Keyboard Shortcuts

Row Height

- Similarly to how you could set the column width above, you can use a combination of the ALT key and other keys to resize your row height. Press ALT on your keyboard, then press the letters H, O, and H one at a time. Observe how different portions of your Ribbon pop up and allow you to select them without having to move your mouse to them. This can be a great time saver!

Figure 1.25 shows the appearance of the worksheet after Column A and Row 15 are adjusted.

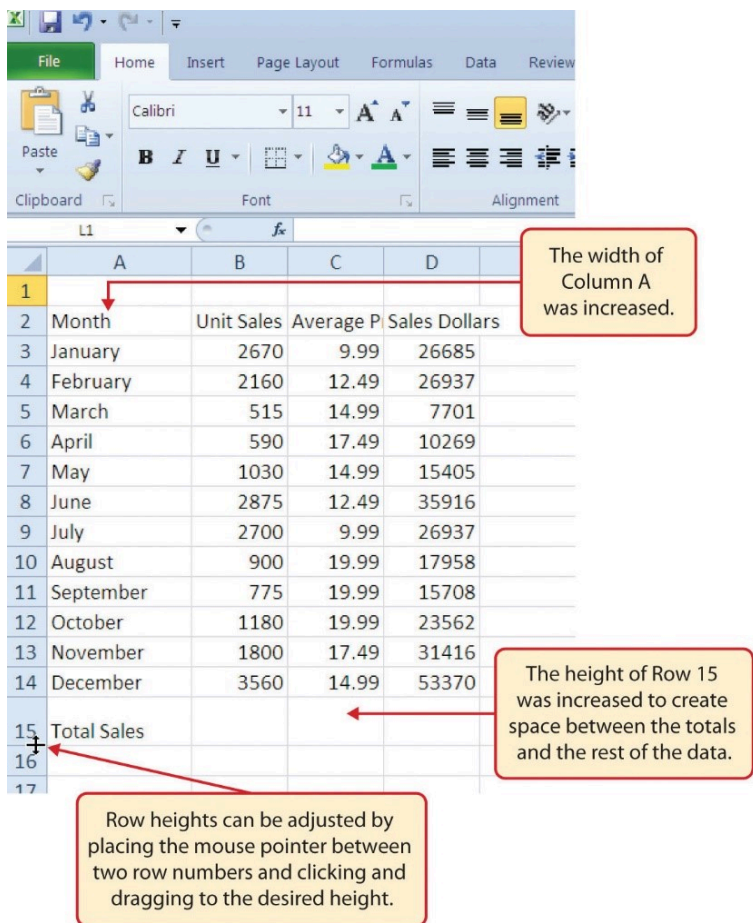


Figure 1.25 GMW Sales Data with Column A and Row 15 Adjusted

Skill Refresher

Adjusting Columns and Rows

1. Activate at least one cell in the row or column you are adjusting.

2. Click the Home tab of the Ribbon.
3. Click the Format button in the Cells group.
4. Click either Row Height or Column Width from the drop-down menu.
5. Enter the Row Height in points or Column Width in characters in the dialog box.
6. Click the OK button.

HIDING COLUMNS AND ROWS

In addition to adjusting the columns and rows on a worksheet, you can also hide columns and rows. This is a useful technique for enhancing the visual appearance of a worksheet that contains data that is not necessary to display. These features will be demonstrated using the GMW Sales Data workbook. However, there is no need to have hidden columns or rows for this worksheet. The use of these skills here will be for demonstration purposes only.

1. Click cell C1 in the Sheet1 worksheet by placing the mouse pointer over the cell location and clicking the left mouse button.
2. Click the Format button in the Home tab of the Ribbon.
3. Place the mouse pointer over the Hide & Unhide option in the drop-down menu. This will open a submenu of options.

4. Click the Hide Columns option in the submenu of options (see **Figure 1.26**). This will hide Column C.

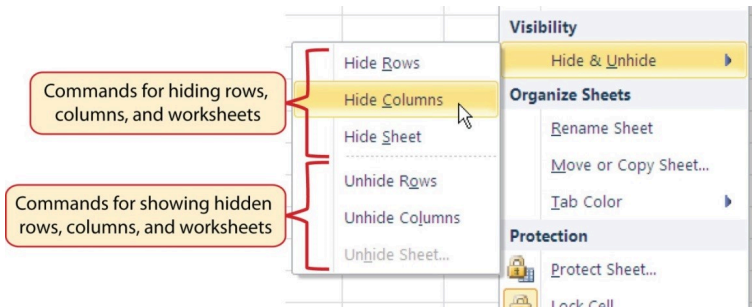


Figure 1.26 Hide & Unhide Submenu

Keyboard Shortcuts

Hiding Columns

- Hold down the CTRL key while pressing the number 0 on your keyboard.

Figure 1.27 shows the workbook with Column C hidden in the Sheet1 worksheet. You can tell a column is hidden by the missing letter C.

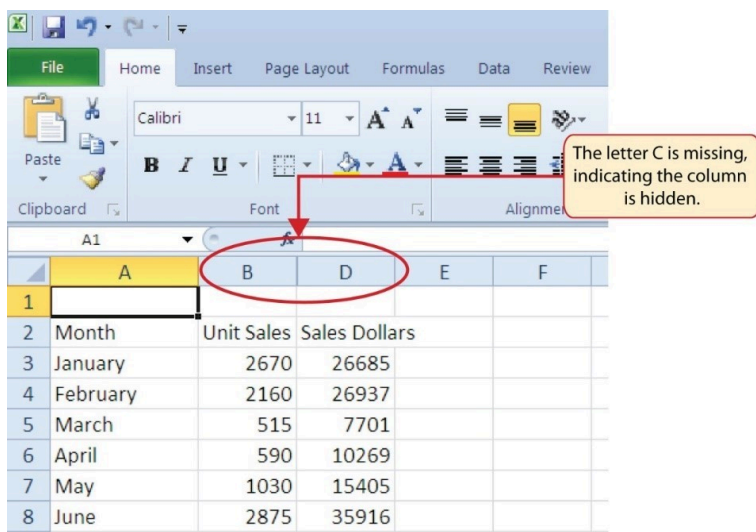


Figure 1.27 Hidden Column

To unhide a column, follow these steps:

1. Highlight the range B1:D1 by activating cell B1 and clicking and dragging over to cell D1.
2. Click the Format button in the Home tab of the Ribbon.
3. Place the mouse pointer over the Hide & Unhide option in the drop-down menu.
4. Click the Unhide Columns option in the submenu of options. Column C will now be visible on the worksheet.

Keyboard Shortcuts

Unhiding Columns

- Highlight cells on either side of the hidden column(s), then hold down the CTRL key and the SHIFT key while pressing the close parenthesis key (>) on your keyboard.

The following steps demonstrate how to hide rows, which is similar to hiding columns:

1. Click cell A3 in the Sheet1 worksheet by placing the mouse pointer over the cell location and clicking the left mouse button.
2. Click the Format button in the Home tab of the Ribbon.
3. Place the mouse pointer over the Hide & Unhide option in the drop-down menu. This will open a submenu of options.
4. Click the Hide Rows option in the submenu of options. This will hide Row 3.

Keyboard Shortcuts

Hiding Rows

- Hold down the CTRL key while pressing the number 9 key on your keyboard.

To unhide a row, follow these steps:

1. Highlight the range A2:A4 by activating cell A2 and clicking and dragging over to cell A4.

2. Click the Format button in the Home tab of the Ribbon.
3. Place the mouse pointer over the Hide & Unhide option in the drop-down menu.
4. Click the Unhide Rows option in the submenu of options. Row 3 will now be visible on the worksheet.

Keyboard Shortcuts

Unhiding Rows

- Highlight cells above and below the hidden row(s), then hold down the CTRL key and the SHIFT key while pressing the open parenthesis key (()) on your keyboard.

Integrity Check

Hidden Rows and Columns

In most careers, it is common for professionals to use Excel workbooks that have been designed by a coworker. Before you use a workbook developed by someone else, always check for hidden rows and columns. You can quickly see whether a row or

column is hidden if a row number or column letter is missing.

Skill Refresher

Hiding Columns and Rows

1. Activate at least one cell in the row(s) or column(s) you are hiding.
2. Click the Home tab of the Ribbon.
3. Click the Format button in the Cells group.
4. Place the mouse pointer over the Hide & Unhide option.
5. Click either the Hide Rows or Hide Columns option.

Skill Refresher

Unhiding Columns and Rows

1. Highlight the cells above and below the hidden row(s) or to the left and right of the hidden column(s).
2. Click the Home tab of the Ribbon.
3. Click the Format button in the Cells group.

4. Place the mouse pointer over the Hide & Unhide option.
5. Click either the Unhide Rows or Unhide Columns option.

INSERTING COLUMNS AND ROWS

Using Excel workbooks that have been created by others is a very efficient way to work because it eliminates the need to create data worksheets from scratch. However, you may find that to accomplish your goals, you need to add additional columns or rows of data. In this case, you can insert blank columns or rows into a worksheet. The following steps demonstrate how to do this:

1. Click cell C1 in the Sheet1 worksheet by placing the mouse pointer over the cell location and clicking the left mouse button.
2. Click the down arrow on the Insert button in the Home tab of the Ribbon (see **Figure 1.28**).

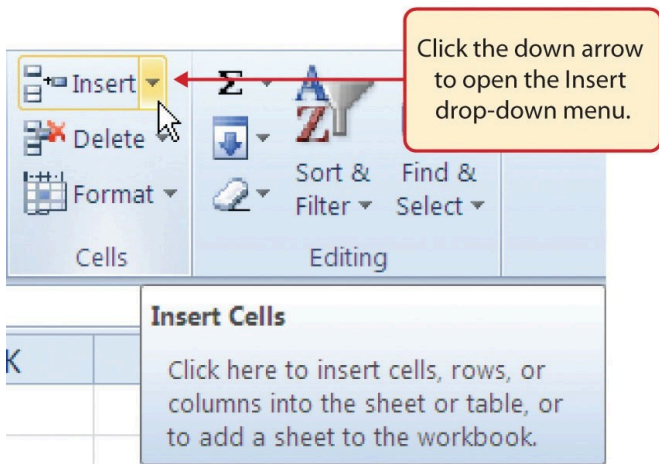


Figure 1.28 Insert Button (Down Arrow)

3. Click the Insert Sheet Columns option from the drop-down menu (see **Figure 1.29**). A blank column will be inserted to the left of Column C. The contents that were previously in Column C now appear in Column D. Note that columns are always inserted to the left of the activated cell.

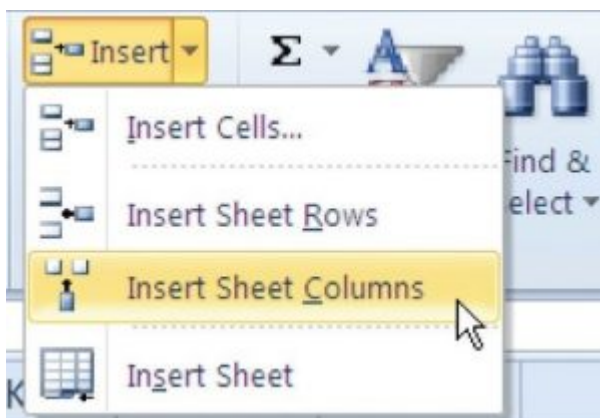


Figure 1.29 Insert Drop-Down Menu

Keyboard Shortcuts

Inserting Columns

- Press the ALT key and then the letters H, I, and C one at a time. A column will be inserted to the left of the activated cell.

4. Click cell A3 in the **Sheet1** worksheet by placing the mouse pointer over the cell location and clicking the left mouse button.
5. Click the down arrow on the Insert button in the Home tab of the Ribbon (see **Figure 1.28**).
6. Click the Insert Sheet Rows option from the drop-down menu (see **Figure 1.29**). A blank row will be inserted above Row 3. The contents that were previously in Row 3 now appear in Row 4. Note that rows are always inserted above the activated cell.

Keyboard Shortcuts

Inserting Rows

- Press the ALT key and then the letters H, I, and R one at a time. A row will be inserted above the activated cell.

Skill Refresher

Inserting Columns and Rows

1. Activate the cell to the right of the desired blank column or below the desired blank row.
2. Click the Home tab of the Ribbon.
3. Click the down arrow on the Insert button in the Cells group.
4. Click either the Insert Sheet Columns or Insert Sheet Rows option.

MOVING DATA

Once data are entered into a worksheet, you have the ability to move it to different locations. The following steps demonstrate how to move data to different locations on a worksheet:

1. Highlight the range D2:D15 by activating cell D2 and clicking and dragging down to cell D15.
2. Bring the mouse pointer to the left edge of cell D2. You will see the white block plus sign change to cross arrows (see **Figure 1.30**). This indicates that you can left click and drag the data to a new location.

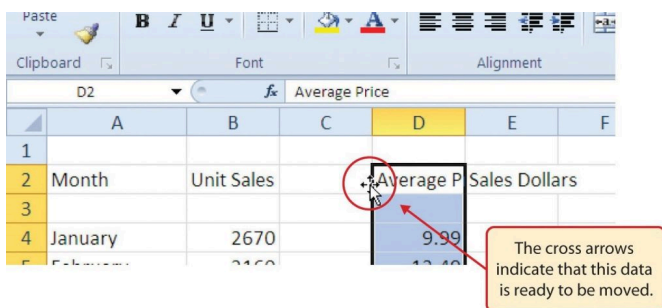


Figure 1.30 Moving Data

3. Left Click and drag the mouse pointer to cell C2.
4. Release the left mouse button. The data now appears in Column C.
5. Click the Undo button in the Quick Access Toolbar. This moves the data back to Column D.

Integrity Check

Moving Data

Before moving data on a worksheet, make sure you identify all the components that belong with the series you are moving. For example, if you are moving a column of data, make sure the column heading is included. Also, make sure all values are highlighted in the column before moving it.

DELETING COLUMNS AND ROWS

You may need to delete entire columns or rows of data from a worksheet. This need may arise if you need to remove either blank columns or rows from a worksheet or columns and rows that contain data. The methods for removing cell contents were covered earlier and can be used to delete unwanted data. However, if you do not want a blank row or column in your workbook, you can delete it using the following steps:

1. Click cell A3 by placing the mouse pointer over the cell location and clicking the left mouse button.
2. Click the down arrow on the Delete button in the Cells group in the Home tab of the Ribbon.
3. Click the Delete Sheet Rows option from the drop-down menu (see **Figure 1.31**). This removes Row 3 and shifts all the data (below Row 2) in the worksheet up one row.

Keyboard Shortcuts

Deleting Rows

- Press the ALT key and then the letters H, D, and R one at a time. The row with the activated cell will be deleted.

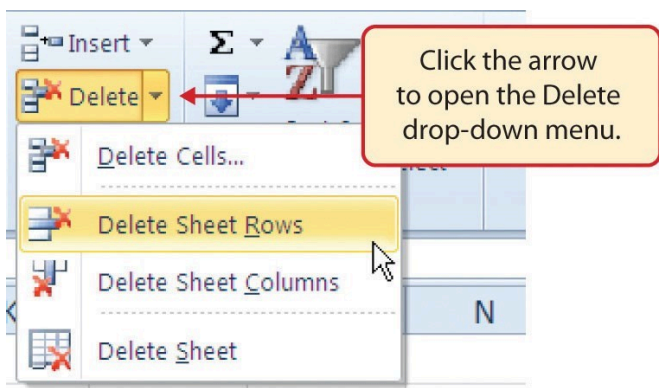


Figure 1.31 Delete Drop-Down Menu

4. Click cell C1 by placing the mouse pointer over the cell location and clicking the left mouse button.
5. Click the down arrow on the Delete button in the Cells group in the Home tab of the Ribbon.
6. Click the Delete Sheet Columns option from the drop-down menu (see **Figure 1.31**). This removes Column C and shifts all the data in the worksheet (to the right of Column B) over one column to the left.
7. Save the changes to your workbook by clicking either the **Save** button on the Home ribbon; or by selecting the **Save** option from the File menu.

Keyboard Shortcuts

Deleting Columns

- Press the ALT key and then the letters H, D, and C one at a time. The column with the activated cell will be deleted.

Skill Refresher

Deleting Columns and Rows

1. Activate any cell in the row or column that is to be deleted.
2. Click the Home tab of the Ribbon.
3. Click the down arrow on the Delete button in the Cells group.
4. Click either the Delete Sheet Columns or the Delete Sheet Rows option.

Key Takeaways

- Column headings should be used in a worksheet and should accurately describe the data contained in each column.
- Using symbols such as dollar signs when entering numbers into a worksheet can slow down the data entry process.
- Worksheets must be carefully proofread when data has been manually entered.
- The Undo command is a valuable tool for

recovering data that was deleted from a worksheet.

- When using a worksheet that was developed by someone else, look carefully for hidden columns or rows.

ATTRIBUTION

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1.3 FORMATTING AND DATA ANALYSIS

Learning Objectives

1. Use formatting techniques as introduced in the Excel Spreadsheet Guidelines to enhance the appearance of a worksheet.
2. Understand how to align data in cell locations.
3. Examine how to enter multiple lines of text in a cell location.
4. Understand how to add borders to a worksheet.
5. Examine how to use the AutoSum feature to calculate totals.
6. Use the Cut, Copy, and Paste commands to manipulate the data on a worksheet.
7. Understand how to move, rename, insert, and delete worksheet tabs.

This section addresses formatting commands that can be used to enhance the visual appearance of a worksheet. It also provides an introduction to mathematical

calculations. The skills introduced in this section will give you powerful tools for analyzing the data that we have been working with in this workbook and will highlight how Excel is used to make key decisions in virtually any career. Additionally, Excel Spreadsheet Guidelines for format and appearance will be introduced as a format for the course and spreadsheets submitted.

FORMATTING DATA AND CELLS

Enhancing the visual appearance of a worksheet is a critical step in creating a valuable tool for you or your coworkers when making key decisions. There are accepted professional formatting standards when spreadsheets contain only currency data. For this course, we will use the following Excel Guidelines for Formatting. The first figure displays how to use Accounting number format when ALL figures are currency. Only the first row of data and the totals should be formatted with the Accounting format. The other data should be formatted with Comma style. There also needs to be a Top Border above the numbers in the total row. If any of the numbers have cents, you need to format all of the data with two decimal places.

Excel Guidelines

For Correct Accounting Format & Chart Range

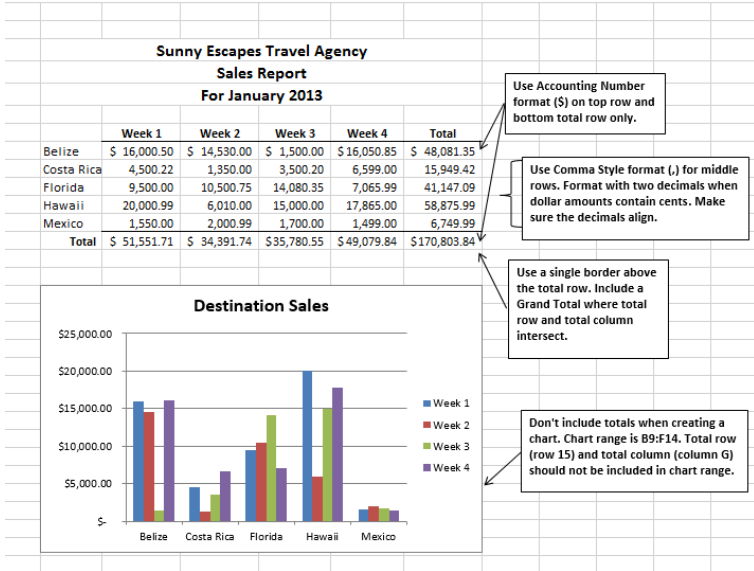


Figure 1.31a

Often, your Excel spreadsheet will contain values that are both currency and non-currency in nature. When that is the case, you'll want to use the guidelines in the following figure:

Excel Guidelines
For Units and Dollar Amounts in the Same Worksheet

Sunny Escapes Travel Agency
Sales Report
For January 2013

| | Week 1 | | Week 2 | | Week 3 | | Week 4 | |
|--------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|
| | Number of Trips | Sales (\$) | Number of Trips | Sales (\$) | Number of Trips | Sales (\$) | Number of Trips | Sales (\$) |
| Belize | 15 | \$ 16,001 | 12 | \$ 14,530 | 1 | \$ 1,500 | 15 | \$ 16,051 |
| Costa Rica | 3 | \$ 4,500 | 1 | \$ 1,350 | 2 | \$ 3,500 | 4 | \$ 6,599 |
| Florida | 4 | \$ 9,500 | 9 | \$ 10,501 | 12 | \$ 14,080 | 5 | \$ 7,066 |
| Hawaii | 19 | \$ 20,001 | 5 | \$ 6,010 | 15 | \$ 15,000 | 16 | \$ 17,865 |
| Mexico | 1 | \$ 1,550 | 2 | \$ 2,001 | 1 | \$ 1,700 | 1 | \$ 1,499 |
| Total | 42 | \$ 51,552 | 29 | \$ 34,392 | 31 | \$ 35,781 | 41 | \$ 49,080 |

Use a three line title if the workbook doesn't include a Documentation sheet. The three lines should include:

- Company Name
- Type of Report
- Date

When mixing columns of units with columns of dollars, format entire dollar column with Accounting Number format (\$)

Format with no decimals when dollar amounts are whole dollars without cents

Remember to:

- ✓ Spellcheck your worksheet
- ✓ Print Preview before printing or submitting
- ✓ Use common sense when proofreading - do the results make sense?
- ✓ Make sure the worksheet looks professional

Figure 1.31b

The following steps demonstrate several fundamental formatting skills that will be applied to the workbook that we are developing for this chapter. Several of these formatting skills are identical to ones that you may have already used in other Microsoft applications such as Microsoft® Word® or Microsoft® PowerPoint®.

1. Highlight the range A2:D2 in the **Sheet1** worksheet by placing the mouse pointer over cell A2 and left clicking and dragging to cell D2. Click the Bold button in the Font group of commands in the Home tab of the ribbon.
2. Click the Border button in the Font group of commands in the Home tab of the Ribbon (see **Figure 1.32**). Select the Bottom Border option from the list to achieve the

goal of a border on the bottom of row 2 below the column headings.

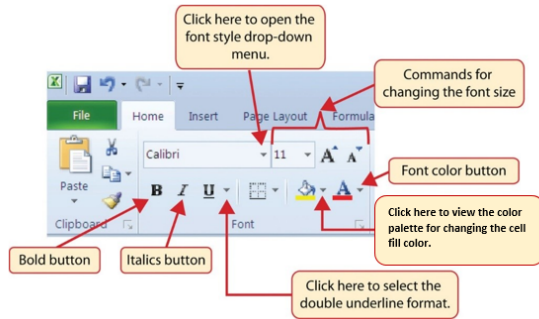


Figure 1.32 Font Group of Commands

| Keyboard Shortcuts |
|--|
| Bold Format <ul style="list-style-type: none">▪ Hold the CTRL key while pressing the letter B on your keyboard. |

3. Highlight the range A15:D15 by placing the mouse pointer over cell A15 and left clicking and dragging to cell D15.
4. Click the Bold button in the Font group of commands in the Home tab of the Ribbon.
5. Click the Border button in the Font group of commands in the Home tab of the Ribbon (see **Figure 1.32**). Select the Top Border option from the list to achieve the

goal of a border on the top of row 15 where totals will eventually display.

Keyboard Shortcuts

Italics Format

- Hold the CTRL key while pressing the letter I on your keyboard.

Keyboard Shortcuts

Underline Format

- Hold the CTRL key while pressing the letter U on your keyboard.

Why?

Format Column Headings and Totals

Applying formatting enhancements to the column headings and column totals in a

worksheet is a very important technique, especially if you are sharing a workbook with other people. These formatting techniques allow users of the worksheet to clearly see the column headings that define the data. In addition, the column totals usually contain the most important data on a worksheet with respect to making decisions, and formatting techniques allow users to quickly see this information.

1. Highlight the range B3:B14 by placing the mouse pointer over cell B3 and left clicking and dragging down to cell B14.
2. Click the Comma Style button in the Number group of commands in the Home tab of the Ribbon. This feature adds a comma as well as two decimal places. (see **Figure 1.33**).

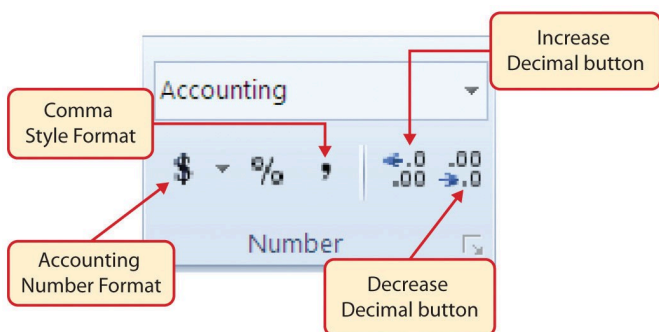


Figure 1.33 Number Group of Commands

3. Since the figures in this range do not include cents, click the Decrease Decimal button in the Number group of commands in the Home tab of the Ribbon two times (see **Figure 1.33**).
4. The numbers will also be reduced to zero decimal places.
5. Highlight the range C3:C14 by placing the mouse pointer over cell C3 and left clicking and dragging down to cell C14.
6. Click the Accounting Number Format button in the Number group of commands in the Home tab of the Ribbon (see **Figure 1.33**). This will add the US currency symbol and two decimal places to the values. This format is common when working with pricing data. As discussed above in the Formatting Data and Cells section, you will want to use Accounting format on all values in this range since the worksheet contains non-currency as well as currency data.
7. Highlight the range D3:D14 by placing the mouse pointer over cell D3 and left clicking and dragging

down to cell D14.

8. Again, select the Accounting Number Format; this will add the US currency symbol to the values as well as two decimal places.
9. Click the Decrease Decimal button in the Number group of commands in the Home tab of the Ribbon.
10. This will add the US currency symbol to the values and reduce the decimal places to zero since there are no cents in these figures.
11. Highlight the range A1:D1 by placing the mouse pointer over cell A1 and left clicking and dragging over to cell D1.
12. Click the down arrow next to the Fill Color button in the Font group of commands in the Home tab of the Ribbon (see **Figure 1.34**). This will prepare the range for a worksheet title.

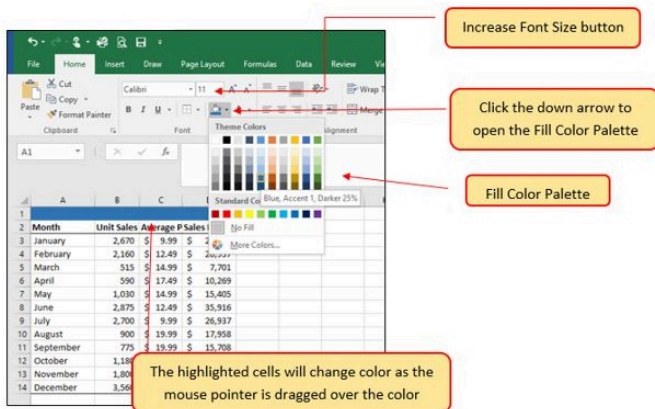


Figure 1.34 Fill Color Palette

13. Click the Blue, Accent 1, Darker 25% color from the palette (see **Figure 1.34**). Notice that as you move the mouse pointer over the color palette, you will see a preview of how the color will appear in the highlighted cells. Experiment with this feature.
14. Click on A1 and enter the worksheet title: General Merchandise World and click on the check mark in the formula bar to enter this information.
15. Since the black font is difficult to read on the blue background, you'll change the font color to be more visible. Click the down arrow next to the Font Color button in the Font group of commands in the Home tab of the Ribbon; select White as the font color for this range (see **Figure 1.32**).
16. Highlight the range A1:D15 by placing the mouse pointer over cell A1 and left clicking and dragging down to cell D15.
17. Click the drop-down arrow on the right side of the Font button in the Home tab of the Ribbon; select Arial as the font for this range. (see **Figure 1.32**).
18. Notice that as you move the mouse pointer over the font style options, you can see the font change in the highlighted cells.
19. Expand the column width of Column D to 14 characters.

Why?

Pound Signs (####) Appear in Columns

When a column is too narrow for a long number, Excel will automatically convert the number to a series of pound signs (####). In the case of words or text data, Excel will only show the characters that fit in the column. However, this is not the case with numeric data because it can give the appearance of a number that is much smaller than what is actually in the cell. To remove the pound signs, increase the width of the column.

Figure 1.35 shows how the Sheet1 worksheet should appear after the formatting techniques are applied.

| 1 | General Merchandise World | | | |
|----|----------------------------------|------------------|----------------|----------------------|
| 2 | Month | Unit Sale | Average | Sales Dollars |
| 3 | January | 2,670 | \$ 9.99 | \$ 26,685 |
| 4 | February | 2,160 | \$ 12.49 | \$ 26,937 |
| 5 | March | 515 | \$ 14.99 | \$ 7,701 |
| 6 | April | 590 | \$ 17.49 | \$ 10,269 |
| 7 | May | 1,030 | \$ 14.99 | \$ 15,405 |
| 8 | June | 2,875 | \$ 12.49 | \$ 35,916 |
| 9 | July | 2,700 | \$ 9.99 | \$ 26,937 |
| 10 | August | 900 | \$ 19.99 | \$ 17,958 |
| 11 | September | 775 | \$ 19.99 | \$ 15,708 |
| 12 | October | 1,180 | \$ 19.99 | \$ 23,562 |
| 13 | November | 1,800 | \$ 17.49 | \$ 31,416 |
| 14 | December | 3,560 | \$ 14.99 | \$ 53,370 |
| 15 | Total Sales | | | |
| 16 | | | | |
| 17 | | | | |

Figure 1.35 Formatting Techniques Applied

DATA ALIGNMENT (WRAP TEXT, MERGE CELLS, AND CENTER)

The skills presented in this segment show how data are

aligned within cell locations. For example, text and numbers can be centered in a cell location, left justified, right justified, and so on. In some cases you may want to stack multi word text entries vertically in a cell instead of expanding the width of a column. This is referred to as wrapping text. These skills are demonstrated in the following steps:

1. Highlight the range B2:D2 by placing the mouse pointer over cell B2 and left clicking and dragging over to cell D2.
2. Click the Center button in the Alignment group of commands in the Home tab of the Ribbon (see **Figure 1.36**). This will center the column headings in each cell location.

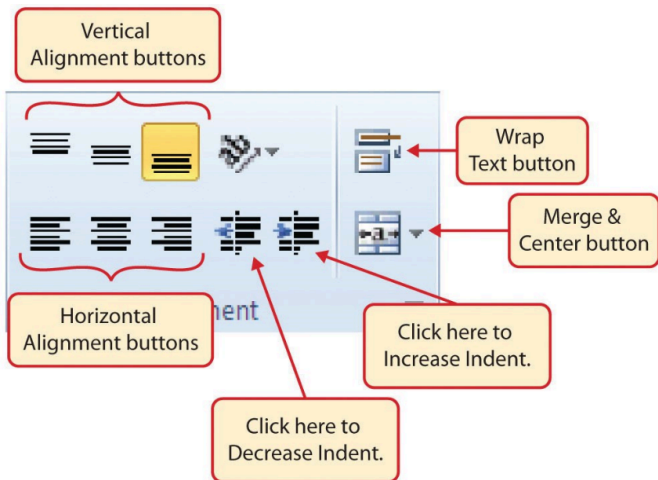


Figure 1.36 Alignment Group in Home Tab

3. Click the Wrap Text button in the Alignment group (see **Figure 1.36**). The height of Row 2

automatically expands, and the words that were cut off because the columns were too narrow are now stacked vertically.

Keyboard Shortcuts

Wrap Text

- Press the ALT key and then the letters H and W one at a time.

Why?

Wrap Text

The benefit of using the Wrap Text command is that it significantly reduces the need to expand the column width to accommodate multi word column headings. The problem with increasing the column width is that you may reduce the amount of data that can fit on a piece of paper or one screen. This makes it cumbersome to analyze the data in the worksheet and could increase the time it takes to make a decision.

4. Highlight the range A1:D1 by placing the mouse pointer over cell A1 and left clicking and dragging over to cell D1.
5. Click the down arrow on the right side of the

Merge & Center button in the Alignment group of commands in the Home tab of the Ribbon.

6. Left click the Merge & Center option (see **Figure 1.37**). This will create one large cell location running across the top of the data set.

Keyboard Shortcuts

Merge Commands

- Merge & Center: Press the ALT key and then the letters H, M, and C one at a time.
- Merge Cells: Press the ALT key and then the letters H, M, and M one at a time.
- Unmerge Cells: Press the ALT key and then the letters H, M, and U one at a time.

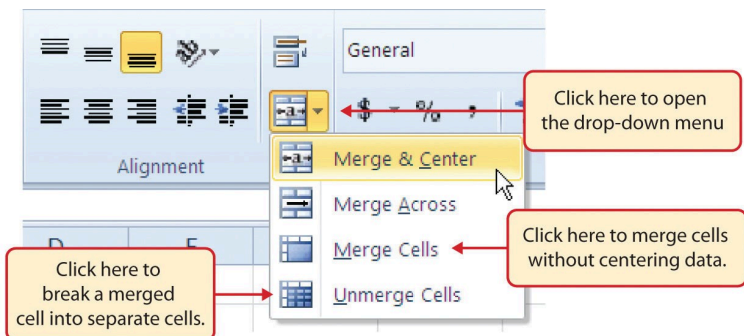


Figure 1.37 Merge Cell Drop-Down Menu

Why?

Merge & Center

One of the most common reasons the Merge & Center command is used is to center the title of a worksheet directly above the columns of data. Once the cells above the column headings are merged, a title can be centered above the columns of data. It is very difficult to center the title over the columns of data if the cells are not merged.

Figure 1.38 shows the Sheet1 worksheet with the data alignment commands applied. The reason for merging the cells in the range A1:D1 will become apparent in the next segment.

| | A | B | C | D | E | F | G |
|----|----------------------------------|-------------------|----------------------|----------------------|---|---|---|
| 1 | General Merchandise World | | | | | | |
| 2 | Month | Unit Sales | Average Price | Sales Dollars | | | |
| 3 | January | | | 26,685 | | | |
| 4 | February | | | 26,937 | | | |
| 5 | March | | | 7,701 | | | |
| 6 | April | | | 10,269 | | | |
| 7 | May | 1,030 | \$ 14.99 | \$ 15,405 | | | |
| 8 | June | 2,875 | \$ 12.49 | \$ 35,916 | | | |
| 9 | July | 2,700 | \$ 9.99 | \$ 26,937 | | | |
| 10 | August | 900 | \$ 19.99 | \$ 17,958 | | | |
| 11 | September | 775 | \$ 19.99 | \$ 15,708 | | | |
| 12 | October | 1,180 | \$ 19.99 | \$ 23,562 | | | |
| 13 | November | 1,800 | \$ 17.49 | \$ 31,416 | | | |
| 14 | December | 3,560 | \$ 14.99 | \$ 53,370 | | | |
| 15 | Total Sales | | | | | | |
| 16 | | | | | | | |
| 17 | | | | | | | |
| 18 | | | | | | | |
| 19 | | | | | | | |
| 20 | | | | | | | |

Figure 1.38 Sheet1 with Data Alignment Features Added

Skill Refresher

Wrap Text

1. Activate the cell or range of cells that contain text data.
2. Click the Home tab of the Ribbon.
3. Click the Wrap Text button.

Skill Refresher

Merge Cells

1. Highlight a range of cells that will be merged.
2. Click the Home tab of the Ribbon.
3. Click the down arrow next to the Merge & Center button.
4. Select an option from the Merge & Center list.

ENTERING MULTIPLE LINES OF TEXT

In the Sheet1 worksheet, the cells in the range A1:D1 were merged for the purposes of adding a title to the worksheet. This worksheet will contain both a title and a subtitle. The following steps explain how you can enter text into a cell and determine where you want the second line of text to begin:

1. Activate cell A1 in Sheet1 of the worksheet by placing the mouse pointer over cell A1 and clicking the left mouse button. Since the cells were

merged, clicking cell A1 will automatically activate the range A1:D1. Position your mouse to the end of the title, directly after the “d” in the word “World” and double-click to get a cursor (flashing I-beam).

2. Hold down the ALT key and press the ENTER key. This will start a new line of text in this cell location.
3. Type the text **Retail Sales (in millions)** and press the ENTER key.
4. Select cell A1. Then click the Italics and Bold buttons in the Font group of commands in the Home tab of the Ribbon.
5. Increase the height of Row 1 to 30 points (review previous chapter if you need a refresher). Once the row height is increased, all the text typed into the cell will be visible (see **Figure 1.39**).

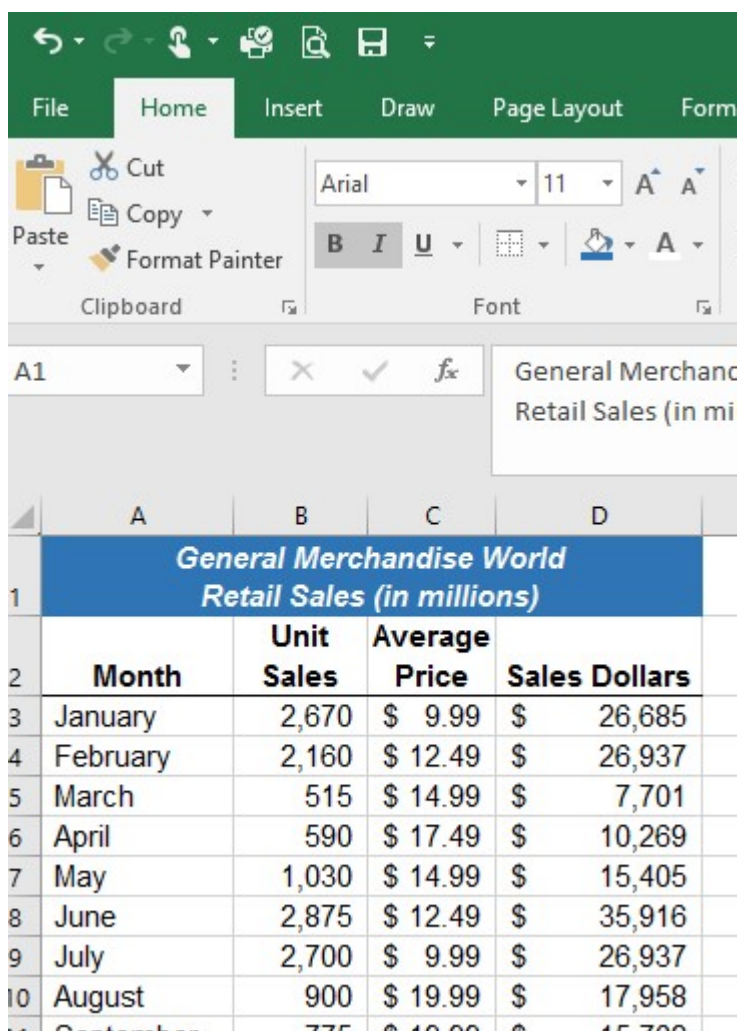


Figure 1.39 Title & Subtitle Added to the Worksheet

Skill Refresher

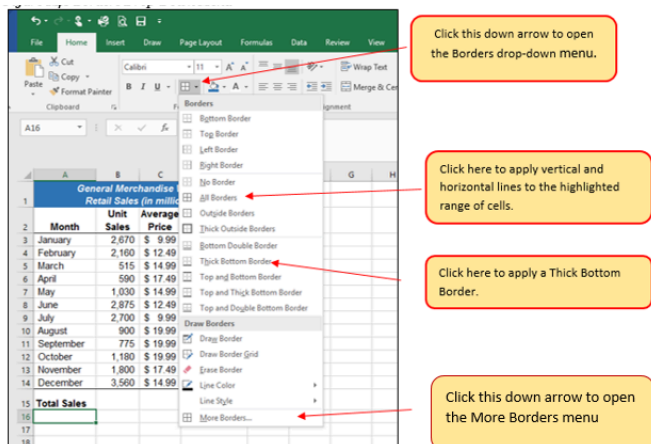
Entering Multiple Lines of Text

1. Activate a cell location.
2. Type the first line of text.
3. Hold down the ALT key and press the ENTER key.
4. Type the second line of text and press the ENTER key.

BORDERS (ADDING LINES TO A WORKSHEET)

In Excel, adding custom lines to a worksheet is known as adding borders. Borders are different from the grid lines that appear on a worksheet and that define the perimeter of the cell locations. The Borders command lets you add a variety of line styles to a worksheet that can make reading the worksheet much easier. The following steps illustrate methods for adding preset borders and custom borders to a worksheet:

1. Click the down arrow to the right of the Borders button in the Font group of commands in the Home page of the Ribbon to view border options. (see **Figure 1.40**).Figure 1.40 Borders Drop-Down Menu



2. Highlight the range A1:D15. Left click the All Borders option from the Borders drop-down menu (see **Figure 1.40**). This will add vertical and horizontal lines to the range A1:D15.
3. Highlight the range A2:D2 by placing the mouse pointer over cell A2 and left clicking and dragging over to cell D2.
4. Click the down arrow to the right of the Borders button.
5. Left click the Thick Bottom Border option from the Borders drop-down menu.
6. Highlight the range A14:D14 and apply a Thick Bottom Border from the drop-down menu. The thick border will help maintain the Excel Formatting Guidelines.
7. Highlight the range A1:D15.
8. Click the down arrow to the right of the Borders button.

9. Click More Borders... at the bottom of the List.
10. This will open the Format Cells dialog box (see **Figure 1.41**). You can access all formatting commands in Excel through this dialog box.
11. In the Style section of the Borders tab, left click the thickest line style (see **Figure 1.41**).
12. Left click the Outline button in the Presets section (see **Figure 1.41**).
13. Click the OK button at the bottom of the dialog box (see **Figure 1.41**).

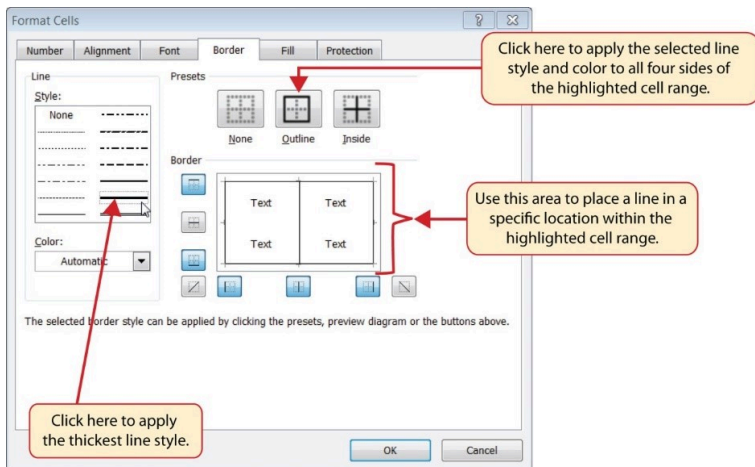


Figure 1.41 Borders Tab of the Format Cells Dialog Box

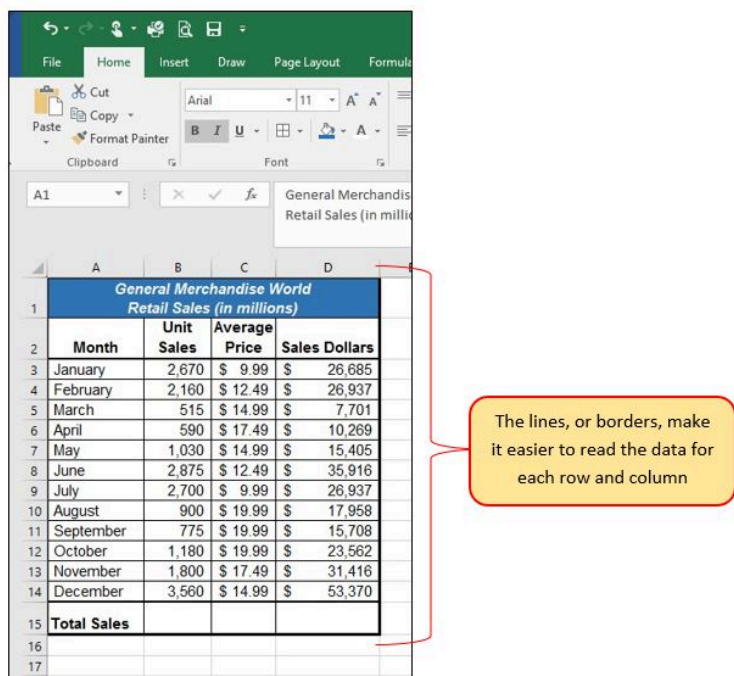


Figure 1.42 Borders Added to the Sheet1 Worksheet

Skill Refresher

Preset Borders

1. Highlight a range of cells that require borders.
2. Click the Home tab of the Ribbon.
3. Click the down arrow next to the Borders button.
4. Select an option from the preset borders list.

Custom Borders

1. Highlight a range of cells that require borders.
2. Click the Home tab of the Ribbon.
3. Click the down arrow next to the Borders button.
4. Select the More Borders option at the bottom of the options list.
5. Select a line style and line color.
6. Select a placement option.
7. Click the OK button on the dialog box.

AUTOSUM

You will see at the bottom of Figure 1.42 that Row 15 is intended to show the totals for the data in this worksheet. Applying mathematical computations to a range of cells is accomplished through functions in Excel. Chapter 2 “Mathematical Computations” will review mathematical formulas and functions in detail. However, the following steps will demonstrate how you can quickly sum the values in a column of data using the AutoSum command:

1. Activate cell B15 in the Sheet1 worksheet.
2. Click the Formulas tab of the Ribbon.
3. Click the down arrow below the AutoSum button in the Function Library group of commands (see **Figure 1.43**). Note that the AutoSum button can also be found in the Editing group of

commands in the Home tab of the Ribbon.

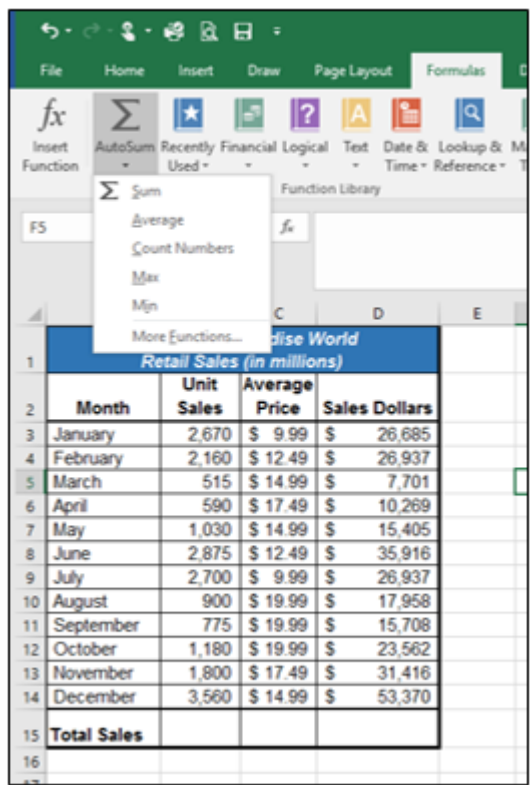


Figure 1.43 AutoSum Drop-Down List

4. Click the Sum option from the AutoSum drop-down menu. The first click will display a flashing marquee around the range. Click the check mark next to the Formula bar to complete the function.
5. Excel will provide a total for the values in the Unit Sales column.
6. Activate cell D15. It would not make sense to total

the averages in column C so C15 will be left blank.

7. Repeat steps 3 through 5 to sum the values in the Sales Dollars column (see **Figure 1.44**).

| | A | B | C | D |
|----|---|-----------------------|--------------------------|----------------------|
| 1 | General Merchandise World Retail Sales (in millions) | | | |
| 2 | Month | Unit Sales | Average Price | Sales Dollars |
| 3 | January | 2,670 | \$ 9.99 | \$ 26,685 |
| 4 | February | 2,160 | \$ 12.49 | \$ 26,937 |
| 5 | March | 515 | \$ 14.99 | \$ 7,701 |
| 6 | April | 590 | \$ 17.49 | \$ 10,269 |
| 7 | May | 1,030 | \$ 14.99 | \$ 15,405 |
| 8 | June | 2,875 | \$ 12.49 | \$ 35,916 |
| 9 | July | 2,700 | \$ 9.99 | \$ 26,937 |
| 10 | August | 900 | \$ 19.99 | \$ 17,958 |
| 11 | September | 775 | \$ 19.99 | \$ 15,708 |
| 12 | October | 1,180 | \$ 19.99 | \$ 23,562 |
| 13 | November | 1,800 | \$ 17.49 | \$ 31,416 |
| 14 | December | 3,560 | \$ 14.99 | \$ 53,370 |
| 15 | Total Sales | 20,755 | | \$ 291,864 |
| 16 | | | | |
| 17 | | | | |

Figure 1.44 Totals Added to the Sheet1 Worksheet

Skill Refresher

AutoSum

1. Highlight a cell location below or to the right

of a range of cells that contain numeric values.

2. Click the Formulas tab of the Ribbon.
3. Click the down arrow below the AutoSum button.
4. Select a mathematical function from the list.

MOVING, RENAMING, INSERTING, AND DELETING WORKSHEETS

The default names for the worksheet tabs at the bottom of workbook are Sheet1, Sheet2, and so on. However, you can change the worksheet tab names to identify the data you are using in a workbook. Additionally, you can change the order in which the worksheet tabs appear in the workbook. The following steps explain how to rename and move the worksheets in a workbook:

1. With the left mouse button, double click the Sheet1 worksheet tab at the bottom of the workbook (see **Figure 1.45**). Type the name **Sales by Month**.
2. Press the ENTER key on your keyboard.
3. With the left mouse button, double click the Sheet2 worksheet tab at the bottom of the workbook.
4. Type the name Unit Sales Rank to prepare the worksheet for future use.
5. Press the ENTER key on your keyboard.

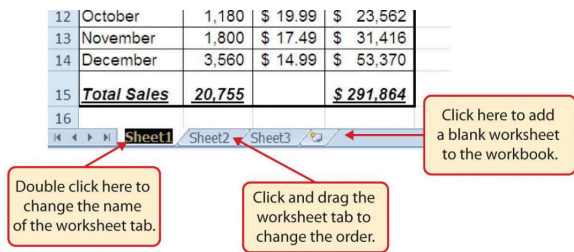


Figure 1.45 Renaming a Worksheet Tab

6. Click the Sheet3 worksheet tab.
7. Click the Home tab of the Ribbon.
8. Click the down arrow on the Delete button in the Cells group of commands.
9. Click the Delete Sheet option from the drop-down list. This removes the unneeded worksheet.
10. Click the Delete button on the Delete warning box (if a warning box appears).
11. Complete the steps above to delete the newly named Unit Sales Rank worksheet since it's decided that worksheet is also unnecessary so that you are left with just one worksheet.
12. Save the changes to your workbook by clicking either the **Save** button on the Home ribbon; or by selecting the **Save** option from the File menu.

Integrity Check

Deleting Worksheets

Be very cautious when deleting worksheets that contain data. Once a worksheet is deleted, you cannot use the Undo command to bring the sheet back. Deleting a worksheet is a permanent command.

Keyboard Shortcuts

Inserting New Worksheets

- Press the SHIFT key and then the F11 key on your keyboard.

Figure 1.46 shows the final appearance of the GMW Sales workbook.

| | A | B | C | D |
|----|---|-----------------------|--------------------------|----------------------|
| 1 | General Merchandise World Retail Sales (in millions) | | | |
| 2 | Month | Unit Sales | Average Price | Sales Dollars |
| 3 | January | 2,670 | \$ 9.99 | \$ 26,685 |
| 4 | February | 2,160 | \$ 12.49 | \$ 26,937 |
| 5 | March | 515 | \$ 14.99 | \$ 7,701 |
| 6 | April | 590 | \$ 17.49 | \$ 10,269 |
| 7 | May | 1,030 | \$ 14.99 | \$ 15,405 |
| 8 | June | 2,875 | \$ 12.49 | \$ 35,916 |
| 9 | July | 2,700 | \$ 9.99 | \$ 26,937 |
| 10 | August | 900 | \$ 19.99 | \$ 17,958 |
| 11 | September | 775 | \$ 19.99 | \$ 15,708 |
| 12 | October | 1,180 | \$ 19.99 | \$ 23,562 |
| 13 | November | 1,800 | \$ 17.49 | \$ 31,416 |
| 14 | December | 3,560 | \$ 14.99 | \$ 53,370 |
| 15 | Total Sales | 20,755 | | \$ 291,864 |
| 16 | | | | |

Figure 1.46 Final Appearance of the GMW Sales Workbook

Skill Refresher

Renaming Worksheets

1. Double click the worksheet tab.
2. Type the new name.
3. Press the ENTER key.

Moving Worksheets

1. Left click the worksheet tab.
2. Drag it to the desired position.

Deleting Worksheets

1. Open the worksheet to be deleted.
2. Click the Home tab of the Ribbon.
3. Click the down arrow on the Delete button.
4. Select the Delete Sheet option.
5. Click Delete on the warning box.

Key Takeaways

- Formatting skills are critical for creating worksheets that are easy to read and have a professional appearance.
- A series of pound signs (####) in a cell location indicates that the column is too narrow to display the number entered.
- Using the Wrap Text command allows you to stack multi word column headings vertically in a cell location, reducing the need to expand column widths.
- Use the Merge & Center command to center the title of a worksheet directly over the columns that contain data.
- Adding borders or lines will make your worksheet easier to read and helps to separate the data in each

column and row.

- You cannot use the Undo command to bring back a worksheet that has been deleted.

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1.4 CHAPTER PRACTICE

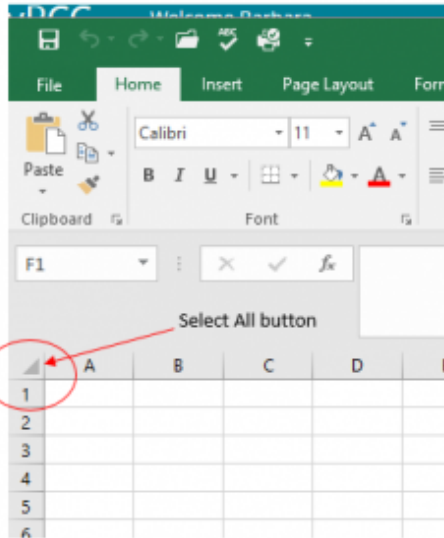
To assess your understanding of the material covered in the chapter, complete the following assignment.

BASIC MONTHLY BUDGET FOR MEDICAL OFFICE

Download Data File: [PR1 Data](#)

Creating and maintaining budgets are common practices in many careers. Budgets play a critical role in helping a business or household control expenditures. In this exercise you will create a budget for a hypothetical medical office while reviewing the skills covered in this chapter.

1. Open the file name **PR1 Data**, then Save As **PR1 Medical Office Budget**.
2. Activate all the cell locations in the Sheet1 worksheet by left clicking the Select All button in the upper left corner of the worksheet.



3. In the Home tab of the Ribbon, set the font style to Arial and the font size to 12 points. Then click any cell to Deselect.
4. Increase the width of Column A so all the entries in the range A3:A8 are visible. Place the mouse pointer between the letter A and letter B of Column A and Column B. When the mouse pointer changes to a double arrow, left click and drag it to the right until the character width is approximately 18.00.
5. Enter **Quarter 1** in cell B2.
6. Use AutoFill to complete the headings in the range C2:E2. Activate cell B2 and place the mouse pointer over the Fill Handle. When the mouse pointer changes to a black plus sign, left click and drag it to cell E2.

7. Highlight the range B2:E2 and click the Format button in the Home tab of the Ribbon. Click the Column Width option, type 11.57 in the Column Width dialog box, and then click the OK button in the Column Width dialog box.
8. Enter the words **Medical Office Budget** in cell A1.
9. Insert a blank column between Columns A and B by clicking on any cell in Column B. Then, click the drop-down arrow of the Insert button in the Home tab of the Ribbon. Click the Insert Sheet Columns option.
10. Enter the words **Budget Cost** in cell B2.
11. Adjust the width of Column B to approximately 13.29 characters.
12. Highlight the range A1:F1 and click the Merge & Center button in the Home tab of the Ribbon to merge the cells in that range.
13. Make the following format adjustments to the range A1:F1: bold; italics; change the font size to 14 points; change the cell fill color to Aqua, Accent 5, Darker 50%; and change the font color to white.
14. Increase the height of Row 1 to approximately 24.75 points.
15. Make the following format adjustment to the range A2:F2: bold; and change the cell fill color to Tan, Background 2, Darker 10%. Center the column titles so that they are horizontally centered in each cell.
16. Set the alignment in cell B2 to Wrap Text. Select

B2 and choose the Wrap Text button in the Home tab of the Ribbon.

17. Copy cell C3 and paste the contents into the range D3:F3.
18. Copy the contents in the range C6:C8 by highlighting the range and clicking the Copy button in the Home tab of the Ribbon. Then, highlight the range D6:F8 and click the Paste button in the Home tab of the Ribbon.
19. Calculate the total budget for all four quarters for the salaries. Activate cell B3 and click the down arrow on the AutoSum button in the Formulas tab of the Ribbon. Click the Sum option from the drop-down list. Then, highlight the range C3:F3 and press the ENTER key on your keyboard.
20. Copy the formula in cell B3 and paste them into the range B4:B8.
21. Format the range B3:F8 with Accounting format and zero decimal places.
22. Highlight the range A1:F8 and click the down arrow next to the Borders button in the Home tab of the Ribbon. Select the All Borders option from the drop-down list.
23. Double click the Sheet1 worksheet tab to change the name of Sheet1 to the word **Budget**, and press the ENTER key. Delete any unnecessary worksheets.
24. Change the orientation of the Budget worksheet so it prints landscape instead of portrait.
25. Use Fit to 1 page so the Budget worksheet prints

on one piece of paper, if it does not already.

26. Add a header to the Budget worksheet that shows the date in the upper left corner and your name in the center.
27. Add a footer to the Budget worksheet that shows the page number in the lower right corner.
28. Save **PR1 Medical Office Budget** workbook for your records.

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1.5 CHAPTER ASSESSMENT

THE FOLLOWING ARE **SAMPLE QUESTIONS** TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY YOUR LEARNING FROM THIS CHAPTER

1. Excel has _____ rows:
- a) 2,000
 - b) 16,384
 - c) 33,000
 - d) 1,048,57

2. MIS is a possible column heading in Excel:
- a) Cell reference
 - b) Column designation
 - c) Range reference
 - d) Row name

3. What is the shortcut/key combination to paste a selection you copied to the clipboard?

- a) CTRL+P
- b) CTRL+S
- c) CTRL+U
- d) CTRL+V

4. What is the range reference for the highlighted selection?

| | A | B | C | D |
|----|---|-----------------------|--------------------------|----------------------|
| 1 | General Merchandise World Retail Sales (in millions) | | | |
| 2 | Month | Unit Sales | Average Price | Sales Dollars |
| 3 | January | 2,670 | \$ 9.99 | \$ 26,685 |
| 4 | February | 2,160 | \$ 12.49 | \$ 26,937 |
| 5 | March | 515 | \$ 14.99 | \$ 7,701 |
| 6 | April | 590 | \$ 17.49 | \$ 10,269 |
| 7 | May | 1,030 | \$ 14.99 | \$ 15,405 |
| 8 | June | 2,875 | \$ 12.49 | \$ 35,916 |
| 9 | July | 2,700 | \$ 9.99 | \$ 26,937 |
| 10 | August | 900 | \$ 19.99 | \$ 17,958 |
| 11 | September | 775 | \$ 19.99 | \$ 15,708 |
| 12 | October | 1,180 | \$ 19.99 | \$ 23,562 |
| 13 | November | 1,800 | \$ 17.49 | \$ 31,416 |
| 14 | December | 3,560 | \$ 14.99 | \$ 53,370 |
| 15 | Total Sales | 20,755 | | \$ 291,864 |

- a) A1:B14
- b) B1:B14
- c) B2:B14

d) B3:B14

5. Enter data as directed in Chapter 1.2, make sure your values appear as they are shown in Figure 1.25. Which of the following formulas is best to return the Average Price from January through December?

- a) =AVERAGE(C3\$C14)
- b) =AVERAGE(C3%C14)
- c) =AVERAGE(C3:C14)
- d) =SUM(C3%C14)/12
- e) =SUM(C3:C14)/12

6. Enter data as directed in Chapter 1.2, make sure your values appear as they are shown in Figure 1.25. Which month has the second highest Sales Dollars?

- a) February
- b) June
- c) November
- d) December

7. Enter data as directed in Chapter 1.2, make sure your values appear as they are shown in Figure 1.25. Which month has the third-highest Unit Sales?

- a) February
- b) July
- c) November
- d) December

8. Enter data as directed in Chapter 1.2, make sure your values appear as they are shown in Figure 1.25. Which month has the lowest Average Price?



- a) January
- b) February
- c) June
- d) December

9. Pound signs (####) appear in columns when:

- a) A column is too narrow for a long number.
- b) Excel cannot recognize the data type entered.
- c) You make a typo when entering data.
- d) You misspell a function.

10. Once a worksheet is deleted, you cannot use the Undo command to bring the sheet back.
True/False

Solutions:

ATTRIBUTION

Questions by Emese Felvégi & Lois K. Hamburger based on the chapter practice problems. Edited by Lilliana E. Olmos & Marcella Olmos. [CC BY-NC-SA 3.0](#).

EXCEL CHAPTER 2 – FORMULAS, FUNCTIONS, CELL REFERENCES

Perhaps the most valuable feature of Excel is its ability to produce mathematical outputs using the data in a workbook. This chapter reviews several mathematical outputs that you can produce in Excel through the construction of formulas and functions. The chapter begins with the construction of formulas for basic and complex mathematical computations. Then, we look at auditing formulas to make sure that our work is accurate, valid, and reliable. The third section reviews statistical functions, such as SUM, AVERAGE, MIN, and MAX, which can be applied to a range of cells. All of the functions and features used in this chapter will return in the rest of our book in some shape or form, so please invest sufficient time in practicing.

ATTRIBUTION

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2.1 FORMULAS

Learning Objectives

- Learn how to create basic formulas.
- Understand relative referencing when copying and pasting formulas.
- Work with complex formulas by controlling the order of mathematical operations.
- Understand formula auditing tools.

This section reviews the fundamental skills for entering formulas into an Excel worksheet. The objective used for this chapter is the construction of a personal cash budget. Most financial advisors recommend that all households construct and maintain a personal budget to achieve and maintain strong financial health. Organizing and maintaining a personal budget is a skill you can practice at any point in your life. Whether you are managing your expenses during college or maintaining the finances of a family of four, a personal budget can be a vital tool when making financial decisions. Excel can make managing your money a fun and rewarding exercise.

Figure 2.1 shows the completed workbook that will be demonstrated in this chapter. Notice that this workbook contains four worksheets. The first worksheet, **Budget Summary**, contains formulas that utilize or reference the data in the other three worksheets. As a result, the **Budget Summary** worksheet serves as an overview of the data that was entered and calculated in the other three worksheets of the workbook. Sheets two through four are ones we will return to later in the semester with our chapter on Financial functions.

| | A | B | C | D | E | F | G |
|----|-----------------------------|---|-----------|-----------|-------|---|---|
| 1 | Personal Cash Budget | | | | | | |
| 2 | Net Income | | | \$ 33,000 | | | |
| 3 | Expenses | | \$ 17,950 | | | | |
| 4 | Mortgage Payments | | \$ 10,629 | | | | |
| 5 | Car Lease Payments | | \$ 2,479 | | | | |
| 6 | Total Plan Spend | | | \$ 31,058 | 94.1% | | |
| 7 | Net Change in Cash | | | \$ 1,942 | 5.9% | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 14 | | | | | | | |
| 15 | | | | | | | |

The outputs in this worksheet are created by formulas and functions that reference the data entered in these worksheets.

← Budget Summary Budget Detail Mortgage Payments Car Lease Payments

Figure 2.1 Completed Personal Budget Workbook

CREATING A BASIC FORMULA

Download Data File: [CH2 Data](#)

Formulas are used to calculate a variety of mathematical outputs in Excel and can be used to create virtually any custom calculation required for your objective. Furthermore, when constructing a formula in Excel, you use cell locations that, when added to a formula, become cell references. This means that Excel uses, or references, the number entered into the cell

location when calculating a mathematical output. As a result, when the numbers in the cell references are changed, Excel automatically produces a new output. This is what gives Excel the ability to create a variety of what-if scenarios, which will be explained later in the chapter.

To demonstrate the construction of a basic formula, we will begin working on the **Budget Detail** worksheet in the Personal Budget workbook, which is shown in **Figure 2.2**. To complete this worksheet, we will add several formulas and functions. **Table 2.1** provides definitions for each of the spend categories listed in the range A3:A11. When you develop a personal budget, these categories are defined on the basis of how you spend your money. It is likely that every person could have different categories or define the same categories differently. Therefore, it is important to review the definitions in **Table 2.1** to understand how we are defining these categories before proceeding.

| Expense Plan | | | | | |
|-------------------------------------|----------------------|---------------|--------------|----------|----------------|
| (Does not include mortgage and car) | | | | | |
| Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change |
| Household Utilities | | | \$ 3,000 | \$ 3,000 | |
| Food | | | \$ 2,500 | \$ 2,250 | |
| Gasoline | | | \$ 1,500 | \$ 1,200 | |
| Clothes | | | \$ 1,200 | \$ 1,000 | |
| Insurance | | | \$ 1,500 | \$ 1,500 | |
| Taxes | | | \$ 3,500 | \$ 3,500 | |
| Entertainment | | | \$ 2,000 | \$ 2,250 | |
| Vacation | | | \$ 1,500 | \$ 2,000 | |
| Miscellaneous | | | \$ 1,250 | \$ 1,558 | |
| Totals | | | | | |
| | Number of Categories | | | | |
| | Average Spend | | | | |
| | Min Spend | | | | |
| | Max Spend | | | | |

Figure 2.2 Budget Detail Worksheet

Table 2.1 Spend Category Definitions

| Category | Definition |
|----------------------------|---|
| Household Utilities | Money spent on electricity, heat, and water and on cable, phone, and Internet access |
| Food | Money spent on groceries, toiletries, and related items |
| Gasoline | Money spent on fuel for automobiles |
| Clothes | Money spent on clothes, shoes, and accessories |
| Insurance | Money spent on homeowner's or automobile insurance |
| Taxes | Money spent on school and property taxes (this example of the personal budget assumes that we own property). |
| Entertainment | Money spent on entertainment, including dining out, movie and theater tickets, parties, and so on |
| Vacation | Money spent on vacations |
| Miscellaneous | Includes any other spending categories, such as textbooks, software, journals, school or work supplies, and so on |

The first formula that we will add to the **Budget Detail** worksheet will calculate the Monthly Spend values. The formula will be constructed so that it takes the values in the Annual Spend column and divides them by 12. This will show how much money will be spent per month for each of the categories listed in Column A. The following explains how this formula is created:

1. Open the Data file named **CH2 Data** and use the File/Save As command to save it with the new name **CH2 Personal Budget**.
2. Click the **Budget Detail** worksheet tab to open the worksheet.
3. Click cell C3.
4. Type an equal sign =. When the first character

entered into a cell location is an equal sign, it signals Excel to perform a calculation or produce a logical output.

5. Type **D3**. This adds D3 to the formula, which is now a cell reference. Excel will use whatever value is entered into cell D3 to produce an output.
6. Type the slash symbol /. This is the symbol for division in Excel. As shown in **Table 2.2** the mathematical operators in Excel are slightly different from those found on a typical calculator.
7. Type the number **12**. This divides the value in cell D3 by 12. In this formula, a number, or constant, is used instead of a cell reference because it will not change. In other words, there will always be 12 months in a year.
8. Press the ENTER key.

Table 2.2 Excel Mathematical Operators

| Symbol | Operation |
|--------|----------------|
| + | Addition |
| - | Subtraction |
| / | Division |
| * | Multiplication |
| ^ | Power/Exponent |

Why Use Cell References?

Cell references enable Excel to dynamically produce new outputs when one or more inputs in the referenced cells are changed. Cell references also allow you to trace how outputs are being calculated in a formula. As a result, you should never use a calculator to determine a mathematical output and type it into the cell location of a worksheet. Doing so eliminates Excel's cell-referencing benefits as well as your ability to trace a formula to determine how outputs are being produced.

Figure 2.3 shows how the formula appears in cell C3 before you press the ENTER key. **Figure 2.4** shows the output of the formula after you press the ENTER key. The Monthly Spend for Household Utilities is \$250 because the formula is taking the Annual Spend in cell D3 and dividing it by 12. If the value in cell D3 is changed, the formula automatically produces a new output. We are calculating the spend per month for each category because people often get paid and are billed for these items on a monthly basis. This formula allows you to compare your monthly income to your monthly bills to determine whether you have enough income to pay these expenses.

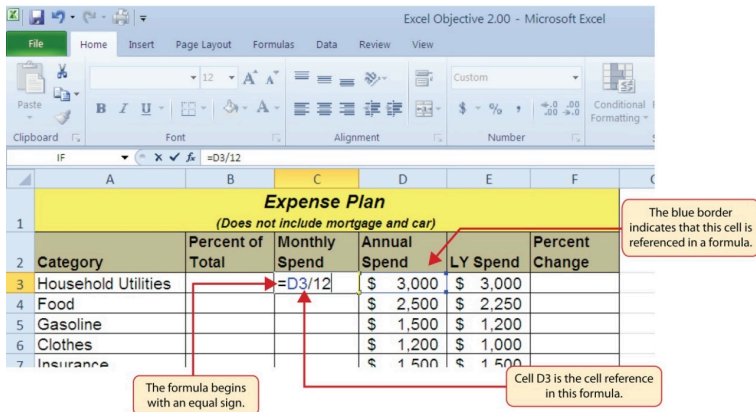


Figure 2.3 Adding a Formula to a Worksheet

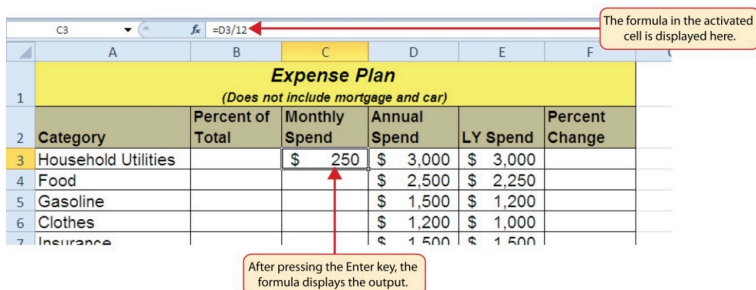


Figure 2.4 Formula Output for Monthly Spend

Why Use Universal Constants?

If you are using constants, or numerical values, in an Excel formula, they should be universal constants

that do not change, such as the number of days in a week, weeks in a year, and so on. Do not type the values that exist in cell locations into an Excel formula. This will eliminate Excel's cell-referencing benefits, which means if the value in the cell location you are using in a formula is changed, Excel will not be able to produce a new output.

RELATIVE REFERENCES (COPYING AND PASTING FORMULAS)

Once a formula is typed into a worksheet, it can be copied and pasted to other cell locations. For example, **Figure 2.4** shows the output of the formula that was entered into cell C3. However, this calculation needs to be performed for the rest of the cell locations in Column C. Since we used the D3 cell reference in the formula, Excel automatically adjusts that cell reference when the formula is copied and pasted into the rest of the cell locations in the column. This is called relative referencing and is demonstrated as follows:

1. Click cell C3.
2. Place the mouse pointer over the Auto Fill Handle.
3. When the mouse pointer turns from a white block plus sign to a black plus sign, click and drag down to cell C11. This pastes the formula into the range C4:C11.
4. Double click cell C6. Notice that the cell reference

in the formula is automatically changed to D6.

5. Press the ENTER key.

Figure 2.5 shows the outputs added to the rest of the cell locations in the Monthly Spend column. For each row, the formula takes the value in the Annual Spend column and divides it by 12. You will also see that cell D6 has been double-clicked to show the formula. Notice that Excel automatically changed the original cell reference of D3 to D6. This is the result of relative referencing, which means Excel automatically adjusts a cell reference relative to its original location when it is pasted into new cell locations. In this example, the formula was pasted into eight cell locations below the original cell location. As a result, Excel increased the row number of the original cell reference by a value of one for each row it was pasted into.

| | A | B | C | D | E | F |
|----|--|-----------------------------|----------------------|---------------------|-----------------|-----------------------|
| 1 | Expense Plan (Does not include mortgage and car) | | | | | |
| 2 | Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change |
| 3 | Household Utilities | | \$ 250 | \$ 3,000 | \$ 3,000 | |
| 4 | Food | | \$ 208 | \$ 2,500 | \$ 2,250 | |
| 5 | Gasoline | | \$ 125 | \$ 1,500 | \$ 1,200 | |
| 6 | Clothes | | =D6/12 | \$ 1,200 | \$ 1,000 | |
| 7 | Insurance | | \$ 125 | \$ 1,500 | \$ 1,500 | |
| 8 | Taxes | | \$ 292 | \$ 3,500 | \$ 3,500 | |
| 9 | Entertainment | | \$ 167 | \$ 2,000 | \$ 2,250 | |
| 10 | Vacation | | \$ 125 | \$ 1,500 | \$ 2,000 | |
| 11 | Miscellaneous | | \$ 104 | \$ 1,250 | \$ 1,558 | |
| 12 | Totals | | | | | |
| 13 | | Number of Categories | | | | |
| 14 | | Average Spend | | | | |

This cell reference was automatically changed when the formula was pasted here because of relative referencing.

Figure 2.5 Relative Reference Example

Why Use Relative Referencing?

Relative referencing is a convenient feature in Excel. When you use cell references in a formula, Excel automatically adjusts the cell references when the formula is pasted into new cell locations. If this feature were not available, you would have to manually retype the formula when you want the same calculation applied to other cell locations in a column or row.

Skill Refresher

Trace Dependents

1. Click a cell location that contains a number or formula.
2. Click the Formulas tab on the Ribbon.
3. Click the Trace Dependents button in the Formula Auditing group of commands.
4. Use the arrow(s) to determine where the cell is referenced in formulas and functions.
5. Click the Remove Arrows button to remove the arrows from the worksheet.

Skill Refresher

Trace Precedents

1. Click a cell location that contains a formula or function.
2. Click the Formulas tab on the Ribbon.
3. Click the Trace Precedents button in the Formula Auditing group of commands.
4. Use the dot(s) along the line to determine what cells are referenced in the formula or function.
5. Click the Remove Arrows button to remove the line with the dots.

Key Takeaways

- Mathematical computations are conducted through formulas and functions.
- An equal sign = precedes all formulas and functions.
- Formulas and functions must be created with cell references to conduct what-if scenarios where mathematical outputs are recalculated when one or more inputs are changed.
- Mathematical operators on a typical calculator are different from those used in Excel. **Table 2.2** “Excel Mathematical Operators” lists Excel mathematical operators.

- When using numerical values in formulas and functions, only use universal constants that do not change, such as days in a week, months in a year, and so on.
- Relative referencing automatically adjusts the cell references in formulas and functions when they are pasted into new locations on a worksheet. This eliminates the need to retype formulas and functions when they are needed in multiple rows or columns on a worksheet.
- Parentheses must be used to control the order of operations when necessary for complex formulas.
- Formula auditing tools such as Trace Dependents, Trace Precedents, and Show Formulas should be used to check the integrity of formulas that have been entered into a worksheet.

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2.2 CREATING & AUDITING COMPLEX FORMULAS

CREATING COMPLEX FORMULAS (CONTROLLING THE ORDER OF OPERATIONS)

The next formula to be added to the Personal Budget workbook is the percent change over last year. This formula determines the difference between the values in the LY (Last Year) Spend column and shows the difference in terms of a percentage. This requires that the order of mathematical operations be controlled to get an accurate result. **Table 2.3** shows the standard order of operations for a typical formula. To change the order of operations shown in the table, we use parentheses to process certain mathematical calculations first. This formula is added to the worksheet as follows:

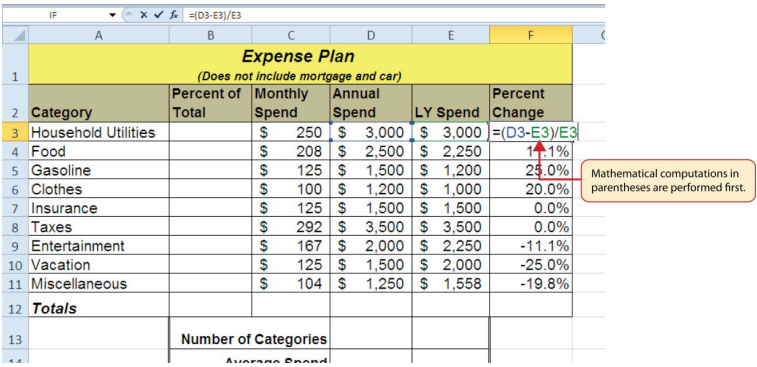
1. Click cell F3 in the **Budget Detail** worksheet.
2. Type an equal sign =.
3. Type an open parenthesis (.
4. Click cell D3. This will add a cell reference to cell D3 to the formula. When building formulas, you can click cell locations instead of typing them.

5. Type a minus sign –.
6. Click cell E3 to add this cell reference to the formula.
7. Type a closing parenthesis).
8. Type the slash / symbol for division.
9. Click cell E3. This completes the formula that will calculate the percent change of last year's actual spent dollars vs. this year's budgeted spend dollars (see **Figure 2.6**).
10. Press the ENTER key.
11. Click cell F3 to activate it.
12. Place the mouse pointer over the Auto Fill Handle.
13. When the mouse pointer turns from a white block plus sign to a black plus sign, click and drag down to cell F11. This pastes the formula into the range F4:F11.

Table 2.3 Standard Order of Mathematical Operations

| Symbol | Order |
|--------|--|
| () | Override Standard Order: Any mathematical computations placed in parentheses are performed first and override the standard order of operations. If there are layers of parentheses used in a formula, Excel computes the innermost parentheses first and the outermost parentheses last. |
| ^ | First: Excel executes any exponential computations first. |
| * or / | Second: Excel performs any multiplication or division computations second. When there are multiple instances of these computations in a formula, they are executed in order from left to right. |
| + or – | Third: Excel performs any addition or subtraction computations third. When there are multiple instances of these computations in a formula, they are executed in order from left to right. |

Figure 2.6 shows the formula that was added to the **Budget Detail** worksheet to calculate the percent change in spending. The parentheses were added to this formula to control the order of operations. Any mathematical computations placed in parentheses are executed first before the standard order of mathematical operations (see **Table 2.3**). In this case, if parentheses were not used, Excel would produce an erroneous result for this worksheet.



| Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change |
|---------------------|----------------------|---------------|--------------|----------|----------------|
| Household Utilities | | \$ 250 | \$ 3,000 | \$ 3,000 | =(D3-E3)/E3 |
| Food | | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% |
| Gasoline | | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% |
| Clothes | | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% |
| Insurance | | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% |
| Taxes | | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% |
| Entertainment | | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% |
| Vacation | | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% |
| Miscellaneous | | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% |
| Totals | | | | | |
| | Number of Categories | | | | |
| | Average Spend | | | | |

Figure 2.6 Adding the Percent Change Formula

Figure 2.7 shows the result of the percent change formula if the parentheses are removed. The formula produces a result of a 299900% increase. Since there is no change between the LY spend and the budget Annual Spend, the result should be 0%. However, without the parentheses, Excel is following the standard order of operations. This means the value in cell E3 will be divided by E3 first (3,000/3,000), which is 1. Then, the value of 1 will be subtracted from the value in cell D3 (3,000–1), which is 2,999. Since cell F3 is formatted as a percentage, Excel expresses the output as an increase of 299900%.

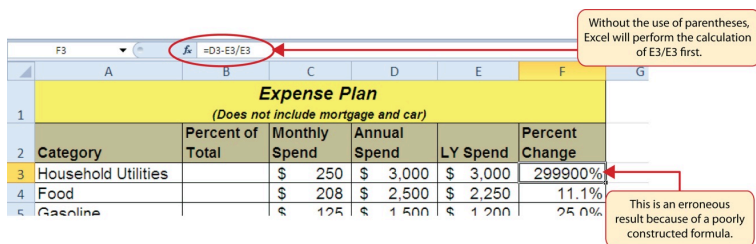


Figure 2.7 Removing the Parentheses from the Percent Change Formula

Integrity Check

Does the Output of Your Formula Make Sense?

It is important to note that the accuracy of the output produced by a formula depends on how it is constructed. Therefore, always check the result of your formula to see whether it makes sense with data in your worksheet. As shown in **Figure 2.7**, a poorly constructed formula can give you an inaccurate result. In other words, you can see that there is no change between the Annual Spend and LY Spend for Household Utilities. Therefore, the result of the formula should be 0%. However, since the parentheses were removed in this case, the formula is clearly producing an erroneous result.

Skill Refresher

Formulas

1. Type an equal sign =.
2. Click or type a cell location. If using constants, type a number.
3. Type a mathematical operator.
4. Click or type a cell location. If using constants, type a number.
5. Use parentheses where necessary to control the order of operations.
6. Press the ENTER key.

AUDITING FORMULAS

Excel provides a few tools that you can use to review the formulas entered into a worksheet. For example, instead of showing the outputs for the formulas used in a worksheet, you can have Excel show the formula as it was entered in the cell locations. This is demonstrated as follows:

1. With the **Budget Detail** worksheet open, click the Formulas tab of the Ribbon.
2. Click the Show Formulas button in the Formula Auditing group of commands. This displays the formulas in the worksheet instead of showing the mathematical outputs.
3. Click the Show Formulas button again. The worksheet returns to showing the output of the formulas.

Figure 2.8 shows the **Budget Detail** worksheet after

activating the Show Formulas command in the Formulas tab of the Ribbon. As shown in the figure, this command allows you to view and check all the formulas in a worksheet without having to click each cell individually. After activating this command, the column widths in your worksheet increase significantly. The column widths were adjusted for the worksheet shown in **Figure 2.8** so all columns can be seen. The column widths return to their previous width when the Show Formulas command is deactivated.

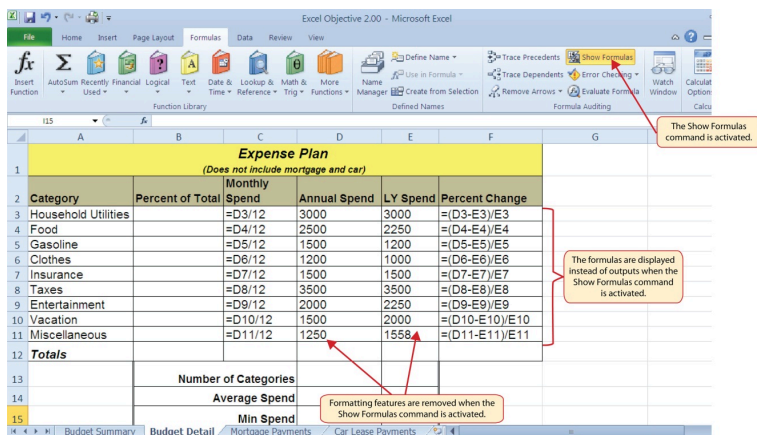


Figure 2.8 Show Formulas Command

Skill Refresher

Show Formulas

1. Click the Formulas tab on the Ribbon.
2. Click the Show Formulas button in the Formula Auditing group of commands.
3. Click the Show Formulas button again to show

formula outputs.

Keyboard Shortcuts

Show Formulas

- Hold down the CTRL key while pressing the accent symbol `.

Two other tools in the Formula Auditing group of commands are the Trace Precedents and Trace Dependents commands. These commands are used to trace the cell references used in a formula. A precedent cell is a cell whose value is used in other cells. The Trace Precedents command shows an arrow to indicate the cells or ranges (precedents) which affect the active cell's value. A dependent cell is a cell whose value depends on the values of other cells in the workbook. The Trace Dependents command shows where any given cell is referenced in a formula. The following is a demonstration of these commands:

1. Click cell D3 in the **Budget Detail** worksheet.
2. Click the Trace Dependents button in the Formula Auditing group of commands in the Formulas tab of the Ribbon. A double blue arrow appears, pointing to cell locations C3 and F3 (see **Figure 2.9**). This indicates that cell D3 is referenced in formulas that are entered in cells C3

and F3.

3. Click the Remove Arrows command in the Formula Auditing group of commands in the Formulas tab of the Ribbon. This removes the Trace Dependents arrow.
4. Click cell F3 in the **Budget Detail** worksheet.
5. Click the Trace Precedents button in the Formula Auditing group of commands in the Formulas tab of the Ribbon. A blue arrow running through cells D3 and E3 and pointing to cell F3 appears (see **Figure 2.10**). This indicates that cells D3 and E3 are references in a formula entered in cell F3.
6. Click the Remove Arrows command in the Formula Auditing group of commands in the Formulas tab of the Ribbon. This removes the Trace Precedents arrow.
7. Save the **Ch2 Personal Budget** file.

Figure 2.9 shows the Trace Dependents arrow on the **Budget Detail** worksheet. The blue dot represents the activated cell. The arrows indicate where the cell is referenced in formulas.

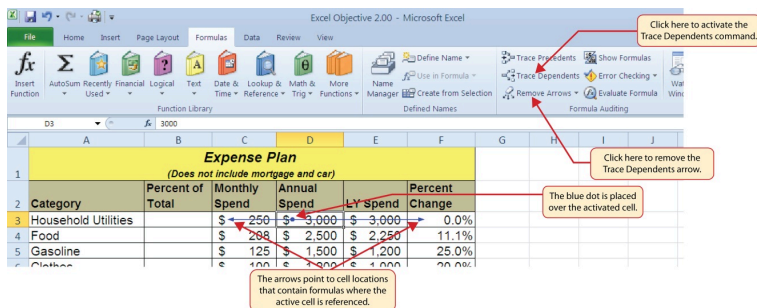


Figure 2.9 Trace Dependents Example

Figure 2.10 shows the Trace Precedents arrow on the **Budget Detail** worksheet. The blue dots on this arrow indicate the cells that are referenced in the formula contained in the activated cell. The arrow is pointing to the activated cell location that contains the formula.

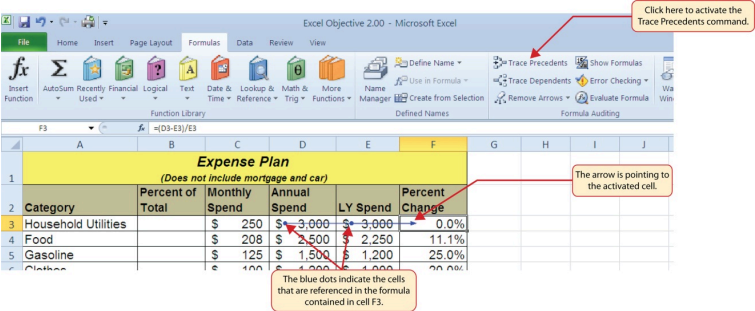


Figure 2.10 Trace Precedents Example

2.3 MATHEMATICAL & STATISTICAL FUNCTIONS

Learning Objectives

1. Use the SUM function to calculate totals.
2. Use absolute references to calculate percent of totals.
3. Use the COUNT function to count cell locations with numerical values.
4. Use the AVERAGE function to calculate the arithmetic mean.
5. Use the MAX and MIN functions to find the highest and lowest values in a range of cells.
6. Learn how to copy and paste formulas without formats applied to a cell location.
7. Learn how to set a multiple level sort sequence for data sets that have duplicate values or outputs.

In addition to formulas, another way to conduct mathematical computations in Excel is through

functions. Statistical functions apply a mathematical process to a group of cells in a worksheet. For example, the SUM function is used to add the values contained in a range of cells. A list of commonly used statistical functions is shown in **Table 2.4**. Functions are more efficient than formulas when you are applying a mathematical process to a group of cells. If you use a formula to add the values in a range of cells, you would have to add each cell location to the formula one at a time. This can be very time-consuming if you have to add the values in a few hundred cell locations. However, when you use a function, you can highlight all the cells that contain values you wish to sum in just one step. This section demonstrates a variety of statistical functions that we will add to the Personal Budget workbook. In addition to demonstrating functions, this section also reviews percent of total calculations and the use of absolute references.

Table 2.4 Commonly Used Statistical Functions

| Function | Output |
|----------------|--|
| ABS | The absolute value of a number |
| AVERAGE | The average or arithmetic mean for a group of numbers |
| COUNT | The number of cell locations in a range that contain a numeric character |
| COUNTA | The number of cell locations in a range that contain a text or numeric character |
| MAX | The highest numeric value in a group of numbers |
| MEDIAN | The middle number in a group of numbers (half the numbers in the group are higher than the median and half the numbers in the group are lower than the median) |
| MIN | The lowest numeric value in a group of numbers |
| MODE | The number that appears most frequently in a group of numbers |
| PRODUCT | The result of multiplying all the values in a range of cell locations |
| SQRT | The positive square root of a number |
| STDEV.S | The standard deviation for a group of numbers based on a sample |
| SUM | The total of all numeric values in a group |

THE SUM FUNCTION

The SUM function is used when you need to calculate totals for a range of cells or a group of selected cells on a worksheet. With regard to the **Budget Detail** worksheet, we will use the SUM function to calculate the totals in row 12. It is important to note that there are several methods for adding a function to a worksheet, which will be demonstrated throughout the remainder of this chapter. The following illustrates how a function can be added to a worksheet by typing it into a cell location:

1. Click the **Budget Detail** worksheet tab to open the worksheet.

- Click cell C12.
- Type an equal sign =.
- Type the function name **SUM**.
- Type an open parenthesis (.
- Click cell C3 and drag down to cell C11. This places the range C3:C11 into the function.
- Type a closing parenthesis).
- Press the ENTER key. The function calculates the total for the Monthly Spend column, which is \$1,496.

Figure 2.11 shows the appearance of the SUM function added to the **Budget Detail** worksheet before pressing the ENTER key.

| Expense Plan (Does not include mortgage and car) | | | | | |
|---|-----------------------------|---------------------|--------------|----------|----------------|
| Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change |
| Household Utilities | | \$ 250 | \$ 3,000 | \$ 3,000 | 0.0% |
| Food | | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% |
| Gasoline | | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% |
| Clothes | | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% |
| Insurance | | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% |
| Taxes | | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% |
| Entertainment | | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% |
| Vacation | | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% |
| Miscellaneous | | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% |
| Totals | | =SUM(C3:C11) | | | |
| | Number of Categories | | | | |
| | Average Spend | | | | |
| | Min Spend | | | | |

Figure 2.11 Adding the SUM Function to the Budget Detail Worksheet

As shown in **Figure 2.11**, the SUM function was added to cell C12. However, this function is also needed to calculate the totals in the Annual Spend and LY Spend columns. The function can be copied and pasted into

these cell locations because of relative referencing. Relative referencing serves the same purpose for functions as it does for formulas. The following demonstrates how the total row is completed:

1. Click cell C12 in the **Budget Detail** worksheet.
2. Click the Copy button in the Home tab of the Ribbon.
3. Highlight cells D12 and E12.
4. Click the Paste button in the Home tab of the Ribbon. This pastes the SUM function into cells D12 and E12 and calculates the totals for these columns.
5. Click cell F11.
6. Click the Copy button in the Home tab of the Ribbon.
7. Click cell F12, then click the Paste button in the Home tab of the Ribbon. Since we now have totals in row 12, we can paste the percent change formula into this row.

Figure 2.12 shows the output of the SUM function that was added to cells C12, D12, and E12. In addition, the percent change formula was copied and pasted into cell F12. Notice that this version of the budget is planning a 1.7% decrease in spending compared to last year.

| Expense Plan (Does not include mortgage and car) | | | | | | |
|---|----------------------|-----------------|------------------|------------------|----------------|--|
| Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change | |
| Household Utilities | | \$ 250 | \$ 3,000 | \$ 3,000 | 0.0% | |
| Food | | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% | |
| Gasoline | | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% | |
| Clothes | | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% | |
| Insurance | | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% | |
| Taxes | | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% | |
| Entertainment | | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% | |
| Vacation | | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% | |
| Miscellaneous | | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% | |
| Totals | | \$ 1,496 | \$ 17,950 | \$ 18,258 | -1.7% | |
| | Number of Categories | | | | | |
| | Average Spend | | | | | |
| | Min Spend | | | | | |

Outputs created by SUM functions.

The percent change formula was pasted here since totals have been added to row 12.

Figure 2.12 Results of the SUM Function in the Budget Detail Worksheet

Integrity Check

Cell Ranges in Statistical Functions

When you intend to use a statistical function on a range of cells in a worksheet, make sure there are two cell locations separated by a colon and not a comma. If you enter two cell locations separated by a comma, the function will produce an output but it will be applied to only two cell locations instead of a range of cells. For example, the SUM function shown in **Figure 2.13** will add only the values in cells C3 and C11, not the range C3:C11.

| | C | D |
|----|---------------|--------------|
| 2 | Monthly Spend | Annual Spend |
| 3 | \$ 292 | \$ 3,000 |
| 4 | \$ 250 | \$ 3,000 |
| 5 | \$ 208 | \$ 2,000 |
| 6 | \$ 167 | \$ 2,000 |
| 7 | \$ 125 | \$ 1,000 |
| 8 | \$ 125 | \$ 1,000 |
| 9 | \$ 125 | \$ 1,000 |
| 10 | \$ 104 | \$ 1,000 |
| 11 | \$ 100 | \$ 1,000 |
| 12 | =SUM(C3,C11) | |

The comma indicates the function will only be applied to cells C3 and C11.

Figure 2.13 SUM Function Adding Two Cell Locations

ABSOLUTE REFERENCES (CALCULATING PERCENT OF TOTALS)

Data file: Continue with CH2 Personal Budget.

Since totals were added to row 12 of the **Budget Detail** worksheet, a percent of total calculation can be added to Column B beginning in cell B3. The percent of total calculation shows the percentage for each value in the Annual Spend column with respect to the total in cell D12. However, after the formula is created, it will be necessary to turn off Excel's relative referencing feature before copying and pasting the formula to the rest of the cell locations in the column. Turning off Excel's relative referencing feature is accomplished through an absolute reference. The following steps explain how this is done:

1. Click cell B3 in the **Budget Detail** worksheet.
2. Type an equal sign =.
3. Click cell D3.

- Type a forward slash /.
- Click cell D12.
- Press the ENTER key. You will see that Household Utilities represents 16.7% of the Annual Spend budget (see **Figure 2.14**).

Formula entered into B3

| Expense Plan (Does not include mortgage and car) | | | | | | |
|---|------------------|-----------------|------------------|------------------|----------------|--|
| Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change | |
| Household Utilities | 16.7% | \$ 250 | \$ 3,000 | \$ 3,000 | 0.0% | |
| Food | | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% | |
| Gasoline | | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% | |
| Clothes | | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% | |
| Insurance | | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% | |
| Taxes | | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% | |
| Entertainment | | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% | |
| Vacation | | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% | |
| Miscellaneous | | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% | |
| Totals | | \$ 1,496 | \$ 17,950 | \$ 18,258 | -1.7% | |
| Number of Categories | | | | | | |
| Average Spend | | | | | | |
| Min Spend | | | | | | |

Household Utilities represents 16.7% of the total Annual Spend in cell D12.

Figure 2.14 Adding a Formula to Calculate the Percent of Total

Figure 2.14 shows the completed formula that is calculating the percentage that Household Utilities Annual Spend represents to the total Annual Spend for the budget (see cell B3). Normally, we would copy this formula and paste it into the range B4:B11. However, because of relative referencing, both cell references will increase by one row as the formula is pasted into the cells below B3. This is fine for the first cell reference in the formula (D3) but not for the second cell reference (D12). **Figure 2.15** illustrates what happens if we paste the formula into the range B4:B12 in its current state.

Notice that Excel produces the #DIV/0 error code. This means that Excel is trying to divide a number by zero, which is impossible. Looking at the formula in cell B4, you see that the first cell reference was changed from D3 to D4. This is fine because we now want to divide the Annual Spend for Insurance by the total Annual Spend in cell D12. However, Excel has also changed the D12 cell reference to D13. Because cell location D13 is blank, the formula produces the #DIV/0 error code.

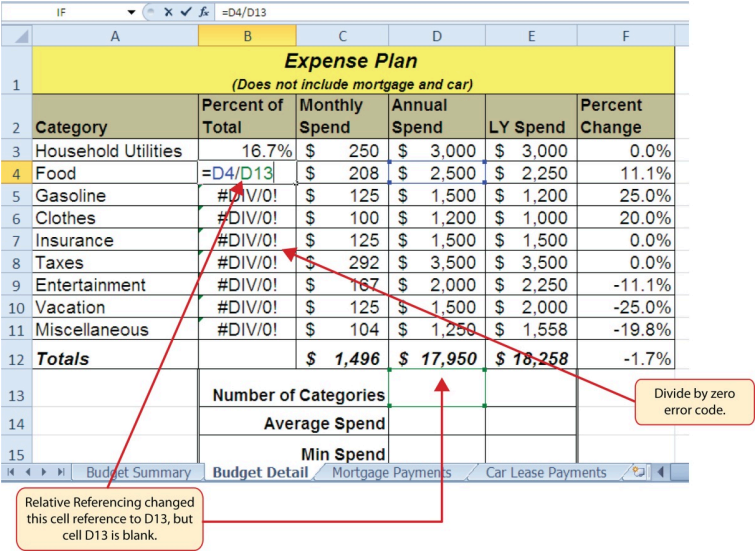


Figure 2.15 #DIV/0 Error from Relative Referencing

To eliminate the divide-by-zero error shown in **Figure 2.15** we must add an absolute reference to cell D12 in the formula. An absolute reference prevents relative referencing from changing a cell reference in a formula. This is also referred to as locking a cell. The following explains how this is accomplished:

1. Double click cell B3.

2. Place the mouse pointer in front of D12 and click. The blinking cursor should be in front of the D in the cell reference D12.
3. Press the F4 key. You will see a dollar sign (\$) added in front of the column letter D and the row number 12. You can also type the dollar signs in front of the column letter and row number.
4. Press the ENTER key.
5. Click cell B3.
6. Click the Copy button in the Home tab of the Ribbon.
7. Highlight the range B4:B11.
8. Click the Paste button in the Home tab of the Ribbon.

Figure 2.16 shows the percent of total formula with an absolute reference added to D12. Notice that in cell B4, the cell reference remains D12 instead of changing to D13 as shown in **Figure 2.15**. Also, you will see that the percentages are being calculated in the rest of the cells in the column, and the divide-by-zero error is now eliminated.

| | | | | | | |
|---------------------------------|--|-----------------------------|----------------------|---------------------|------------------|-----------------------|
| IF X ✓ fx =D4/\$D\$12 | | | | | | |
| | A | B | C | D | E | F |
| 1 | Expense Plan (Does not include mortgage and car) | | | | | |
| 2 | Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change |
| 3 | Household Utilities | 16.7% | \$ 250 | \$ 3,000 | \$ 3,000 | 0.0% |
| 4 | Food | =D4/\$D\$12 | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% |
| 5 | Gasoline | 8.4% | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% |
| 6 | Clothes | 6.7% | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% |
| 7 | Insurance | 8.4% | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% |
| 8 | Taxes | 19.5% | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% |
| 9 | Entertainment | 11.1% | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% |
| 10 | Vacation | 8.4% | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% |
| 11 | Miscellaneous | 7.0% | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% |
| 12 | Totals | | \$ 1,496 | \$ 17,950 | \$ 18,258 | -1.7% |
| 13 | | Number of Categories | | | | |
| 14 | | Average Spend | | | | |
| 15 | | Min Spend | | | | |
| | Budget Summary | Budget Detail | Mortgage Payments | Car Lease Payments | | |

The dollar signs indicate that an absolute reference was added to this cell.

Figure 2.16 Adding an Absolute Reference to a Cell Reference in a Formula

Skill Refresher

Absolute References

1. Click in front of the column letter of a cell reference in a formula or function that you do not want altered when the formula or function is pasted into a new cell location.
2. Press the F4 key or type a dollar sign \$ in front of the column letter and row number of the cell reference.

THE COUNT FUNCTION

Data file: Continue with CH2 Personal Budget.

The next function that we will add to the **Budget Detail** worksheet is the COUNT function. The COUNT function is used to determine how many cells in a range contain a numeric entry. The COUNT function will not work for counting text or other non-numeric entries. For the **Budget Detail** worksheet, we will use the COUNT function to count the number of items that are planned in the Annual Spend column (Column D). The following explains how the COUNT function is added to the worksheet by using the function list:

1. Click cell D13 in the Budget Detail worksheet.
2. Type an equal sign =.
3. Type the letter C.
4. Click the down arrow on the scroll bar of the function list (see **Figure 2.17**) and find the word COUNT.
5. Double click the word COUNT from the function list.
6. Highlight the range D3:D11.
7. You can type a closing parenthesis) and then press the ENTER key, or simply press the ENTER key and Excel will close the function for you. The function produces an output of 9 since there are 9 items planned on the worksheet.

Figure 2.17 shows the function list box that appears after completing steps 2 and 3 for the COUNT function. The function list provides an alternative method for adding a function to a worksheet.

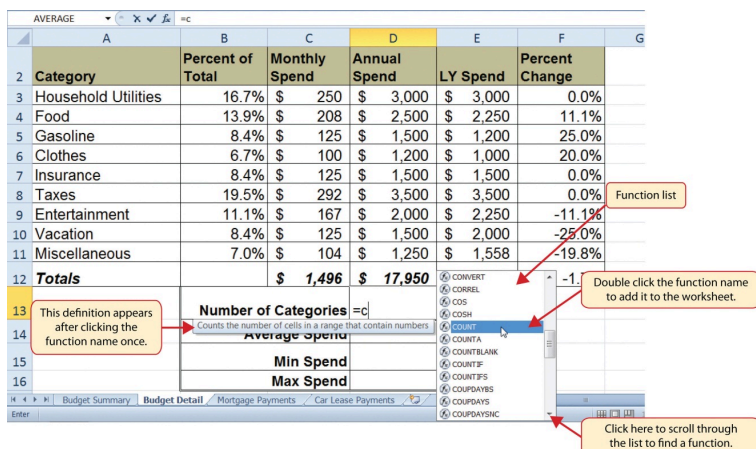


Figure 2.17 Using the Function List to Add the COUNT Function

Figure 2.18 shows the output of the COUNT function after pressing the ENTER key. The function counts the number of cells in the range D3:D11 that contain a numeric value. The result of 9 indicates that there are 9 categories planned for this budget.

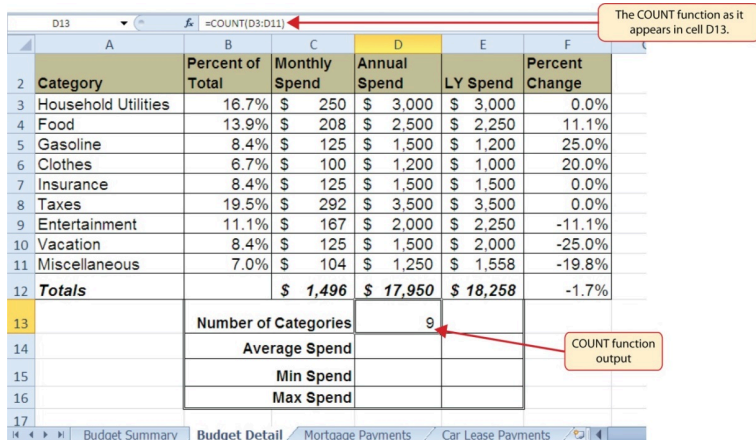


Figure 2.18 Completed COUNT Function in the Budget Detail Worksheet

THE AVERAGE FUNCTION

The next function we will add to the **Budget Detail** worksheet is the AVERAGE function. This function is used to calculate the arithmetic mean for a group of numbers. For the **Budget Detail** worksheet, we will use the function to calculate the average of the values in the Annual Spend column. We will add this to the worksheet by using the Function Library. The following steps explain how this is accomplished:

1. Click cell D14 in the **Budget Detail** worksheet.
2. Click the Formulas tab on the Ribbon.
3. Click the More Functions button in the Function Library group of commands.
4. Place the mouse pointer over the Statistical option from the drop-down list of options.
5. Click the AVERAGE function name from the list of functions that appear in the menu (see **Figure 2.19**). This opens the Function Arguments dialog box.
6. Click the Collapse Dialog button in the Function Arguments dialog box (see **Figure 2.20**).
7. Highlight the range D3:D11.
8. Click the Expand Dialog button in the Function Arguments dialog box (see **Figure 2.21**). You can also press the ENTER key to get the same result.
9. Click the OK button on the Function Arguments dialog box. This adds the AVERAGE function to the worksheet.

Figure 2.19 illustrates how a function is selected from the Function Library in the Formulas tab of the Ribbon.

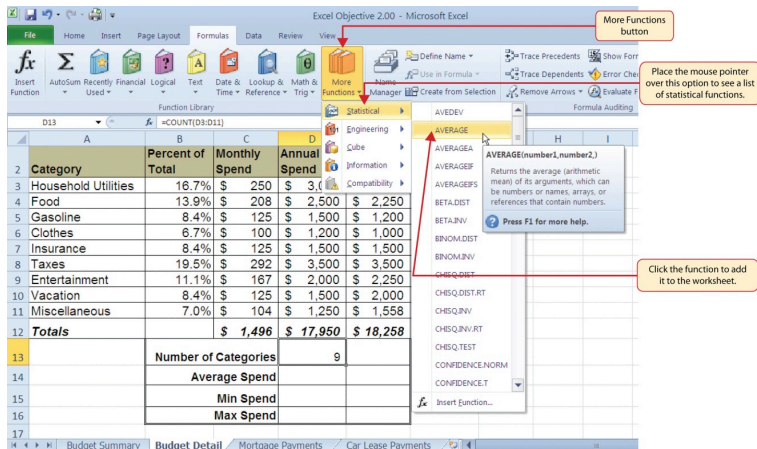


Figure 2.19 Selecting the AVERAGE Function from the Function Library

Figure 2.20 shows the Function Arguments dialog box. This appears after a function is selected from the Function Library. The Collapse Dialog button is used to hide the dialog box so a range of cells can be highlighted on the worksheet and then added to the function.

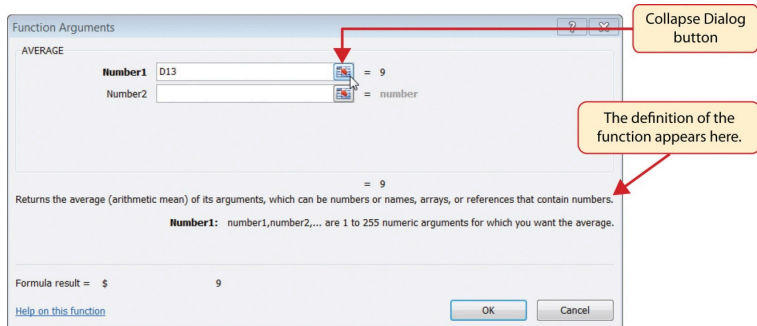


Figure 2.20 Function Arguments Dialog Box

Figure 2.21 shows how a range of cells can be selected

from the Function Arguments dialog box once it has been collapsed.

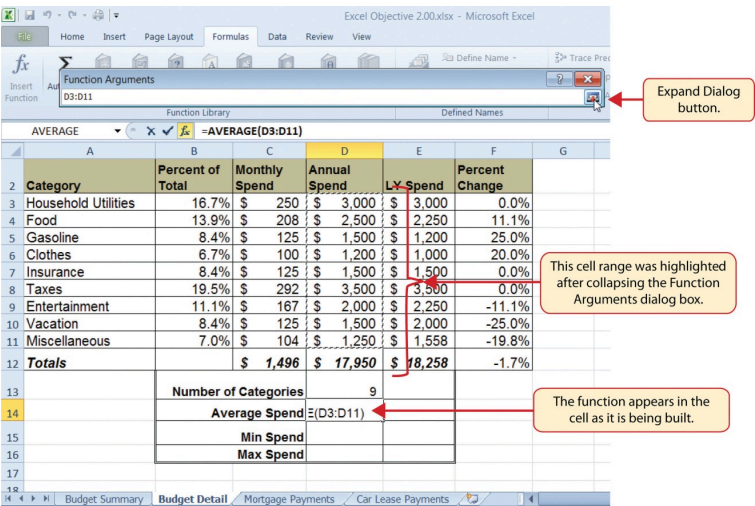


Figure 2.21 Selecting a Range from the Function Arguments Dialog Box

Figure 2.22 shows the Function Arguments dialog box after the cell range is defined for the AVERAGE function. The dialog box shows the result of the function before it is added to the cell location. This allows you to assess the function output to determine whether it makes sense before adding it to the worksheet.

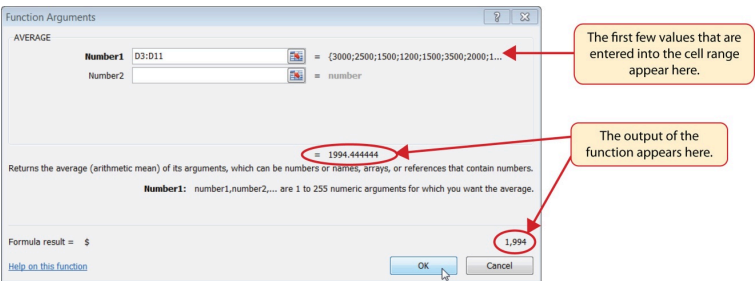


Figure 2.22 Function Arguments Dialog Box after a Cell Range Is Defined for a Function

Figure 2.23 shows the completed AVERAGE function in the **Budget Detail** worksheet. The output of the function shows that on average we expect to spend \$1,994 for each of the categories listed in Column A of the budget. This average spend calculation per category can be used as an indicator to determine which categories are costing more or less than the average budgeted spend dollars.

| Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change |
|---------------------|----------------------|-----------------|------------------|------------------|----------------|
| Household Utilities | 16.7% | \$ 250 | \$ 3,000 | \$ 3,000 | 0.0% |
| Food | 13.9% | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% |
| Gasoline | 8.4% | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% |
| Clothes | 6.7% | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% |
| Insurance | 8.4% | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% |
| Taxes | 19.5% | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% |
| Entertainment | 11.1% | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% |
| Vacation | 8.4% | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% |
| Miscellaneous | 7.0% | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% |
| Totals | | \$ 1,496 | \$ 17,950 | \$ 18,258 | -1.7% |
| | Number of Categories | | 9 | | |
| | Average Spend | | \$ 1,994 | | |
| | Min Spend | | | | |
| | Max Spend | | | | |

Figure 2.23 Completed AVERAGE Function

THE MAX AND MIN FUNCTIONS

Data file: Continue with CH2 Personal Budget.

The final two statistical functions that we will add to the **Budget Detail** worksheet are the MAX and MIN functions. These functions identify the highest and lowest values in a range of cells. The following steps explain how to add these functions to the **Budget Detail** worksheet:

1. Click cell D15 in the **Budget Detail** worksheet.
2. Type an equal sign =.
3. Type the word **MIN**.

4. Type an open parenthesis (.
5. Highlight the range D3:D11.
6. Type a closing parenthesis) and press the ENTER key, or simply press the ENTER key and Excel will close the function for you. The MIN function produces an output of \$1,200, which is the lowest value in the Annual Spend column (see **Figure 2.24**).
7. Click cell D16.
8. Type an equal sign =.
9. Type the word **MAX**.
10. Type an open parenthesis (.
11. Highlight the range D3:D11.
12. Type a closing parenthesis) and press the ENTER key, or simply press the ENTER key and Excel will close the function for you. The MAX function produces an output of \$3,500. This is the highest value in the Annual Spend column (see **Figure 2.25**).

| | | | | | | | |
|-----|---|----------------------|---------------|--------------|-----------|----------------|---|
| D15 | =MIN(D3:D11) | | | | | | The MIN function as it appears in cell D15. |
| | A | B | C | D | E | F | |
| 2 | Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change | |
| 3 | Household Utilities | 16.7% | \$ 250 | \$ 3,000 | \$ 3,000 | 0.0% | |
| 4 | Food | 13.9% | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% | |
| 5 | Gasoline | 8.4% | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% | |
| 6 | Clothes | 6.7% | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% | |
| 7 | Insurance | 8.4% | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% | |
| 8 | Taxes | 19.5% | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% | |
| 9 | Entertainment | 11.1% | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% | |
| 10 | Vacation | 8.4% | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% | |
| 11 | Miscellaneous | 7.0% | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% | |
| 12 | Totals | | \$ 1,496 | \$ 17,950 | \$ 18,258 | -1.7% | |
| 13 | | Number of Categories | | 9 | | | |
| 14 | | Average Spend | | \$ 1,994 | | | |
| 15 | | Min Spend | | \$ 1,200 | | | MIN function output |
| 16 | | Max Spend | | | | | |
| 17 | Budget Summary Budget Detail Mortgage Payments Car Lease Payments | | | | | | |

Figure 2.24 MIN Function Added to the Budget Detail Worksheet

| | | | | | | | |
|-----|---|----------------------|---------------|--------------|-----------|----------------|---|
| D16 | =MAX(D3:D11) | | | | | | The MAX function as it appears in cell D15. |
| | A | B | C | D | E | F | |
| 2 | Category | Percent of Total | Monthly Spend | Annual Spend | LY Spend | Percent Change | |
| 3 | Household Utilities | 16.7% | \$ 250 | \$ 3,000 | \$ 3,000 | 0.0% | |
| 4 | Food | 13.9% | \$ 208 | \$ 2,500 | \$ 2,250 | 11.1% | |
| 5 | Gasoline | 8.4% | \$ 125 | \$ 1,500 | \$ 1,200 | 25.0% | |
| 6 | Clothes | 6.7% | \$ 100 | \$ 1,200 | \$ 1,000 | 20.0% | |
| 7 | Insurance | 8.4% | \$ 125 | \$ 1,500 | \$ 1,500 | 0.0% | |
| 8 | Taxes | 19.5% | \$ 292 | \$ 3,500 | \$ 3,500 | 0.0% | |
| 9 | Entertainment | 11.1% | \$ 167 | \$ 2,000 | \$ 2,250 | -11.1% | |
| 10 | Vacation | 8.4% | \$ 125 | \$ 1,500 | \$ 2,000 | -25.0% | |
| 11 | Miscellaneous | 7.0% | \$ 104 | \$ 1,250 | \$ 1,558 | -19.8% | |
| 12 | Totals | | \$ 1,496 | \$ 17,950 | \$ 18,258 | -1.7% | |
| 13 | | Number of Categories | | 9 | | | |
| 14 | | Average Spend | | \$ 1,994 | | | |
| 15 | | Min Spend | | \$ 1,200 | | | |
| 16 | | Max Spend | | \$ 3,500 | | | MAX function output |
| 17 | Budget Summary Budget Detail Mortgage Payments Car Lease Payments | | | | | | |

Figure 2.25 MAX Function Added to the Budget Detail Worksheet

Skill Refresher

Statistical Functions

1. Type an equal sign =.

2. Type the function name followed by an open parenthesis (or double click the function name from the function list.
3. Highlight a range on a worksheet or click individual cell locations followed by commas.
4. Type a closing parenthesis) and press the ENTER key or press the ENTER key to close the function.

COPY AND PASTE FORMULAS (PASTING WITHOUT FORMATS)

Data file: Continue with CH2 Personal Budget.

As shown in **Figure 2.25**, the COUNT, AVERAGE, MIN, and MAX functions are summarizing the data in the Annual Spend column. You will also notice that there is space to copy and paste these functions under the LY Spend column. This allows us to compare what we spent last year and what we are planning to spend this year. Normally, we would simply copy and paste these functions into the range E13:E16. However, you may have noticed the double-line style border that was used around the perimeter of the range B13:E16. If we used the regular Paste command, the double line on the right side of the range E13:E16 would be replaced with a single line. Therefore, we are going to use one of the Paste Special commands to paste only the functions without any of the formatting treatments. This is accomplished through the following steps:

1. Highlight the range D13:D16 in the **Budget**

Detail worksheet.

2. Click the Copy button in the Home tab of the Ribbon.
3. Click cell E13.
4. Click the down arrow below the Paste button in the Home tab of the Ribbon.
5. Click the Formulas option from the drop-down list of buttons (see **Figure 2.26**).

Figure 2.26 shows the list of buttons that appear when you click the down arrow below the Paste button in the Home tab of the Ribbon. One thing to note about these options is that you can preview them before you make a selection by dragging the mouse pointer over the options. As shown in the figure, when the mouse pointer is placed over the Formulas button, you can see how the functions will appear before making a selection. Notice that the double-line border does not change when this option is previewed. That is why this selection is made instead of the regular Paste option.

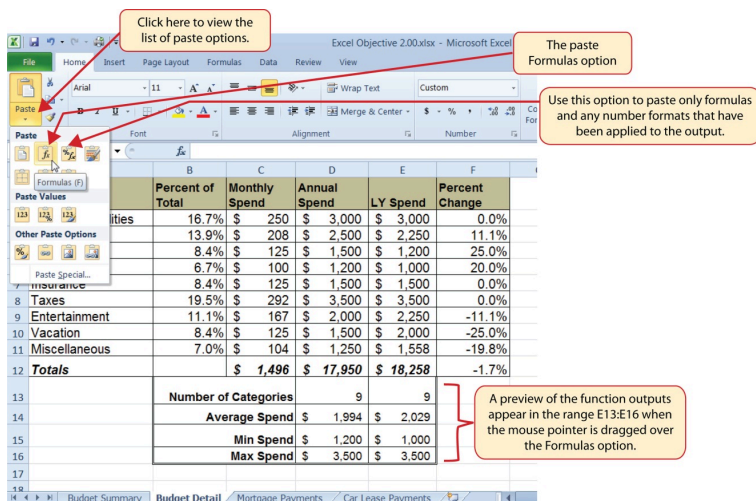


Figure 2.26 Paste Formulas Option

Skill Refresher

Paste Formulas

1. Click a cell location containing a formula or function.
2. Click the Copy button in the Home tab of the Ribbon.
3. Click the cell location or cell range where the formula or function will be pasted.
4. Click the down arrow below the Paste button in the Home tab of the Ribbon.
5. Click the Formulas button under the Paste group of buttons.

ATTRIBUTION

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2.4 SORTING DATA

SORTING DATA (MULTIPLE LEVELS)

Data file: Continue with CH2 Personal Budget.

The **Budget Detail** worksheet shown in **Figure 2.26** is now producing several mathematical outputs through formulas and functions. The outputs allow you to analyze the details and identify trends as to how money is being budgeted and spent. Before we draw some conclusions from this worksheet, we will sort the data based on the Percent of Total column. Sorting is a powerful tool that enables you to analyze key trends in any data set. Sorting will be covered thoroughly in a later chapter, but will be briefly introduced here. For the purposes of the **Budget Detail** worksheet, we want to set multiple levels for the sort order. This is accomplished through the following steps:

1. Highlight the range A2:F11 in the **Budget Detail** worksheet.
2. Click the Data tab in the Ribbon.
3. Click the Sort button in the Sort & Filter group of commands. This opens the Sort dialog box, as shown in **Figure 2.27**.

4. Click the down arrow next to the “Sort by” box.
5. Click the Percent of Total option from the drop-down list.
6. Click the down arrow next to the sort Order box.
7. Click the Largest to Smallest option.
8. Click the Add Level button. This allows you to set a second level for any duplicate values in the Percent of Total column.
9. Click the down arrow next to the “Then by” box.
10. Select the LY Spend option. Leave the Sort Order as Smallest to Largest
11. Click the OK button at the bottom of the Sort dialog box.
12. Save the **Ch2 Personal Budget** file.

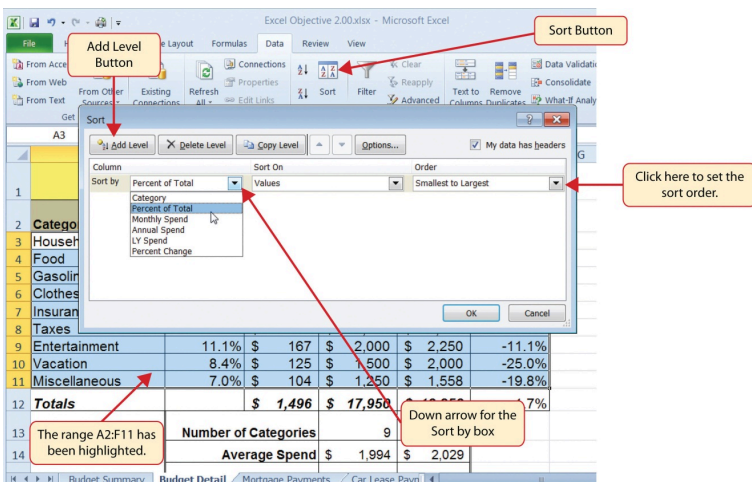


Figure 2.27 Sort Dialog Box

Figure 2.28 shows the **Budget Detail** worksheet after it has been sorted. Notice that there are three identical

values in the Percent of Total column. This is why a second sort level had to be created for this worksheet. The second sort level arranges the values of 8.4% based on the values in the LY Spend column in ascending order. Excel gives you the option to set as many sort levels as necessary for the data contained in a worksheet.

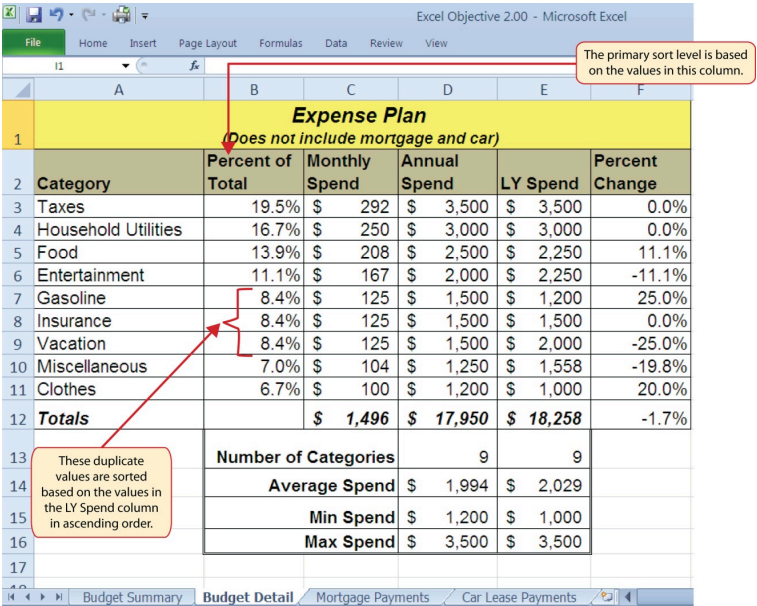


Figure 2.28 Budget Detail Worksheet after Sorting

Skill Refresher

Sorting Data (Multiple Levels)

- Highlight a range of cells to be sorted.
- Click the Data tab of the Ribbon.
- Click the Sort button in the Sort & Filter group.

4. Select a column from the “Sort by” drop-down list in the Sort dialog box.
5. Select a sort order from the Order drop-down list in the Sort dialog box.
6. Click the Add Level button in the Sort dialog box.
7. Repeat Steps 4 and 5.
8. Click the OK button on the Sort dialog box.

Now that the **Budget Detail** worksheet is sorted, a few key trends can be easily identified. The worksheet clearly shows that the top three categories as a percentage of total budgeted spending for the year are Taxes, Household Utilities, and Food. All three categories are necessities (or realities) of life and typically require a significant amount of income for most households. Looking at the Percent Change column, we can see how our planned spending is expected to change from last year. This is perhaps the most important column on the worksheet because it allows you to assess whether your plan is realistic. You will see that there are no changes planned for Taxes and Household Utilities. While Taxes can change from year to year, it is not too difficult to predict what they will be. In this case, we are assuming that there are no changes to the tax costs for our budget. We are also planning no change in Household Utilities. These costs can fluctuate from year to year as well. However, you can take measures to reduce costs, such as using less electricity, turning off heat when no one is in the house, keeping track of your wireless minutes so you

do not go over the maximum allowed in your plan, and so on. As a result, there is no change in planned spending for Household Utilities because we will assume that any rate increases will be offset with a decrease in usage. The third item that is planned not to change is Insurance. Insurance policies for cars and homes can change, but as is true for taxes, the changes are predictable. Therefore, we are assuming no changes in our insurance policy.

The first big change that is noticeable in the worksheet is the Food and Entertainment categories in rows 5 and 6 (see definitions in **Table 2.1**). The Percent Change column indicates that there is an 11.1% decrease in Entertainment spending and an 11.1% increase in Food spending. This is logical because if you plan to eat in restaurants less frequently, you will be eating at home more frequently. Although this makes sense in theory, it may be hard to do in practice. Dinners and parties with friends may be tough to turn down. However, the entire process of maintaining a budget is based on discipline, and it certainly takes a significant amount of discipline to plan targets for yourself and stick to them.

A few other points to note are the changes in the Gasoline and Vacation categories. If you commute to school or work, the price of gas can have a significant impact on your budget. It is important to be realistic if gas prices are increasing, and you should reflect these increases in your budget. To compensate for the increased spending for gas, the spending plan for vacations has been reduced by 25%. Budgeting often requires a certain degree of creativity. Although the Vacation budget has been reduced, there is still money you can set aside to make plans for spring break or winter break.

Finally, the budget shows a decrease in Miscellaneous spending of 19.8%. This was defined as a group containing several expenses, such as textbooks, school supplies, software updates, and so on (see **Table 2.1**). You may be able to reduce your spending in this category if you can use items such as online textbooks. This reduction in spending can free up funds for Clothes, a spend category that has increased by 20%. We will continue to develop the Personal Budget workbook further in Section 2.3 “Functions for Personal Finance”.

Key Takeaways

- Statistical functions are used when a mathematical process is required for a range of cells, such as summing the values in several cell locations. For these computations, functions are preferable to formulas because adding many cell locations one at a time to a formula can be very time-consuming.
- Statistical functions can be created using cell ranges or selected cell locations separated by commas. Make sure you use a cell range (two cell locations separated by a colon) when applying a statistical function to a contiguous range of cells.
- To prevent Excel from changing the cell references in a formula or function when they are pasted to a new cell location, you must use an absolute reference. You can do this by placing a dollar sign (\$) in front of the column letter and row number of a cell reference.
- The #DIV/0 error appears if you create a formula that attempts to divide a constant or the value in a

cell reference by zero.

- The Paste Formulas option is used when you need to paste formulas without any formatting treatments into cell locations that have already been formatted.
- You need to set multiple levels, or columns, in the Sort dialog box when sorting data that contains several duplicate values.

ATTRIBUTION

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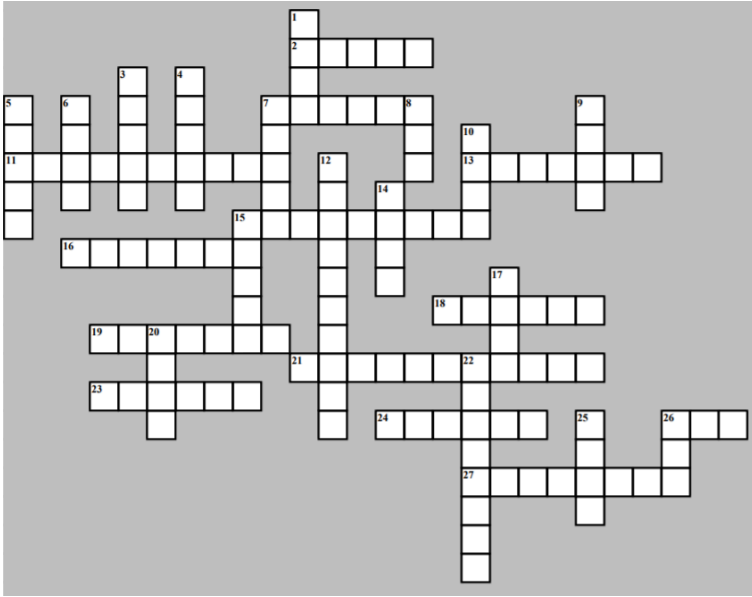
2.5 CHAPTER PRACTICE

HAVE YOU COMPLETED THE PERSONAL BUDGET SHEET DESCRIBED IN THIS CHAPTER? DO THAT FIRST, THEN COME BACK AND TEST [YOUR KNOWLEDGE OF TERMS.](#)

QUIZLET

https://quizlet.com/_6s9e99

GIVE THE CROSSWORD VERSION A GO!



ACROSS

- 2 Text, dates, and numbers you will use for calculations.
- 7 The order of mathematical operations.
- 11 Values affected by a formula.
- 13 Function to calculate the arithmetic mean.
- 15 The location of a cell containing data.
- 16 An expression that calculates values.
- 18 A plan to spend your money.
- 19 More advanced than simple things.
- 21 The output of an information system.
- 23 The result you get from a calculation.
- 24 The order of a function that tells you what arguments to add.
- 26 Returns the highest value in a range of cells.
- 27 A built-in tool for calculations in Excel.

DOWN

- 1 A document that contains data.
- 3 Function to count cell locations with numerical values.
- 4 Press to return to the next cell/row/paragraph.
- 5 Check your work.
- 6 Highlighting and getting content from one location.
- 7 Insert things you copied.
- 8 This function will add things up for you.
- 9 AVERAGE belongs to this function family.
- 10 A day of the month as a number.
- 12 Values affecting a formula.
- 14 The intersection of a column and a row.
- 15 A collection of cells generally next to one another.
- 17 Make changes to your work.
- 20 The SUM function is of this type of function.
- 22 Automatically populate a range with a formula.
(2 words)
- 25 The input of an information system.
- 26 Returns the lowest values in a range of cells.

[Solution.](#) (Try on your own first, OK?)

ATTRIBUTION

@ Emese Felvégi based on the chapter practice problems.

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Crossword created at edhelper.com.

2.6 CHAPTER ASSESSMENT

THE FOLLOWING ARE **SAMPLE QUESTIONS** TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY YOUR LEARNING FROM THIS CHAPTER.

1. What kind of a cell reference do you need to use in your formula in the Budget Detail to calculate the Monthly Spend amount for Food?

- a) Absolute
- b) Circular
- c) Linking
- d) Relative

2. Based on Figure 2.3 and the Budget Detail sheet, which of the following is the best formula to

calculate the Monthly Spend amount for Gasoline?

- a) $=A5/12$
- b) $=D5/12$
- c) $=D5/E5$
- d) $=\$1,500/12$

3. Based on Figure 2.3 and the Budget Detail sheet, what is the Monthly Spend amount for Entertainment if the Annual Spend is \$2,200?

- a) 167
- b) 178
- c) 183
- d) 185

4. Based on Figure 2.6 and the Budget Detail sheet, which of the following is the best formula to calculate the Percent Change for Clothes?

- a) $D6-E6/E6$
- b) $(D6-E6)/E6$

- c) $D6-E6\%E6$
- d) $(D6-E6)/12$

5. Based on Figure 2.6 and the Budget Detail sheet, what is the Percent Change for Taxes if the Annual Spend is \$4,450?

- a) 11.1%
- b) 27.1%
- c) 0%
- d) 25%

6. Based on Figure 2.6 and the Budget Detail sheet, which function will return the Average Spend?

- a) ADD
- b) AVERAGE
- c) MEAN
- d) TOTAL

7. Based on Figure 2.6 and the Budget Detail sheet, what is the range reference to return the Minimum Annual Spend?

- a) (D3:D11)
- b) (D3:E12)
- c) (A3:E11)
- d) (A3:E12)

8. Based on Figure 2.6 and the Budget Detail sheet, what is the best formula to return the average Average Annual Spend?

- a) =AVERAGE(D3:D11)
- b) =AVERAGE(D3:D12)
- c) =AVERAGE(A3:D11)
- d) =AVERAGE(A3:D12)


9. What percentage of the LY Spend Total was the Clothes category?

- a) 5.5%

- b) 5.3%
- c) 9.2%
- d) 4.5%

10. Based on the Budget Details sheet, what is the best formula to return the percentage of the LY Spend Total for the Insurance category?

- a) =E7/E12
- b) =\$E\$7/\$E\$12
- c) =E7/\$E\$12
- d) =\$E\$7/E12

Solutions: 

ATTRIBUTION

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- Ch2 Data File

EXCEL CHAPTER 3 – BUILDING MORE COMPLEX FORMULAS

Excel workbooks are designed to allow you to create useful and complex calculations. In addition to doing arithmetic, you can use Excel to look up data, and to display results based on logical conditions. We will also look at ways to highlight specific results. These skills will be demonstrated in the context of a typical gradebook spreadsheet that contains the results for an imaginary Excel class.

In this chapter, we will:

- Use the **Quick Analysis Tool** to find the Total Points for all students and Points Possible.
- Write a division formula to find the Percentage for each student, using an absolute reference to the Total Points Possible.
- Write an **IF Function** to determine Pass/Fail – passing is 70% or higher.
- Write a **VLOOKUP** to determine the Letter Grade using the Letter Grades scale.

- Review common **Error Messages** using Smart Lookup to get definitions of some of the terms in your spreadsheet.
- Apply **Data Bars** to the Total Points values.
- Apply **Conditional Formatting** to the Percentage, Pass/Fail, and Letter Grade columns.
- **Printing Review** – Change to Landscape, Scale to Fit Columns on One Page and Set Print Area.

Figure 3-1 shows the completed workbook that will be demonstrated in this chapter for the Grades sheet in your Chapter data file.

Notice the techniques used in columns O and R that highlight the results of your calculations. Notice, also that there are more numbers on this version of the file than you will see in your original data file. These are all completed using Excel calculations.

Figure 3.1 Completed Gradebook Worksheet

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
|----|---------------------------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|--------|------------|--------------|------------|-----------|--------------|---|
| 1 | CAS 170 Grades | | | | | | | | | | | | | | | | | | |
| 2 | Thursday, August 25, 2016 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | |
| 4 | Student Name | CH1 | CH2 | CH3 | Test 1 | CH4 | CH5 | CH6 | Test 2 | CH7 | CH8 | CH9 | Test 3 | Final Exam | Total Points | Percentage | Pass/Fail | Letter Grade | |
| 5 | Andrews, Deshea | 10 | 10 | 10 | 48 | 10 | 9 | 7 | 50 | 10 | 10 | 10 | 47 | | 231 | 59% | Fail | F | |
| 6 | Coffey, Amber | 8 | 7 | 8 | 38 | 8 | 7 | 7 | 36 | 8 | 8 | 8 | 39 | 113 | 285 | 76% | Pass | C | |
| 7 | Denson, Edward | 9 | 8 | 8 | 35 | 6 | 5 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 101 | 26% | Fail | F | |
| 8 | Di, Nina | 9 | 8 | 9 | 50 | 9 | 8 | 9 | 48 | 8 | 8 | 9 | 45 | 140 | 360 | 92% | Pass | A | |
| 9 | Gashi, Moesha | 10 | 9 | 8 | 49 | 10 | 9 | 10 | 43 | 9 | 9 | 8 | 40 | 129 | 345 | 88% | Pass | B | |
| 10 | Gray, Emanuel | 10 | 5 | 10 | 39 | 10 | 5 | 9 | 41 | 5 | 5 | 9 | 38 | 115 | 301 | 77% | Pass | C | |
| 11 | Klein, Tamar | 9 | 10 | 8 | 42 | 9 | 8 | 6 | 33 | 10 | 5 | 0 | 31 | 99 | 270 | 69% | Fail | D | |
| 12 | Mansur, Yusuf | 10 | 7 | 7 | 48 | 10 | 7 | 8 | 50 | 7 | 7 | 0 | 47 | 150 | 358 | 92% | Pass | A | |
| 13 | Naharro, Claudia | 10 | 10 | 6 | 44 | 10 | 8 | 7 | 46 | 10 | 10 | 9 | 43 | 130 | 343 | 88% | Pass | B | |
| 14 | Persson, Thea | 6 | 6 | 4 | 26 | 6 | 5 | 4 | 28 | 6 | 6 | 5 | 26 | 78 | 206 | 53% | Fail | F | |
| 15 | Popov, Olga | 9 | 10 | 8 | 47 | 9 | 7 | 0 | 49 | 10 | 10 | 8 | 46 | 139 | 352 | 90% | Pass | A | |
| 16 | Prinosil, Jonas | 7 | 5 | 5 | 30 | 7 | 5 | 7 | 31 | 5 | 5 | 6 | 29 | 88 | 230 | 59% | Fail | F | |
| 17 | Riley, Jordyn | 10 | 9 | 9 | 46 | 10 | 6 | 9 | 48 | 9 | 9 | 9 | 45 | 136 | 355 | 91% | Pass | A | |
| 18 | Smirnov, Yuri | 9 | 9 | 9 | 42 | 9 | 5 | 9 | 44 | 9 | 9 | 8 | 41 | 124 | 327 | 84% | Pass | B | |
| 19 | Sokolov, Yegor | 10 | 8 | 10 | 48 | 10 | 7 | 10 | 44 | 8 | 8 | 10 | 41 | 130 | 344 | 88% | Pass | B | |
| 20 | Tan, Duong | 10 | 9 | 8 | 41 | 9 | 9 | 8 | 43 | 9 | 9 | 10 | 40 | 121 | 326 | 84% | Pass | B | |
| 21 | Taylor, Jaquoya | 9 | 10 | 9 | 50 | 5 | 10 | 9 | 50 | 10 | 10 | 7 | 50 | 148 | 377 | 97% | Pass | A | |
| 22 | Trong, Nguyen | 9 | 10 | 7 | 44 | 10 | 0 | 7 | 32 | 0 | 0 | 6 | 29 | 101 | 255 | 65% | Fail | D | |
| 23 | Vesely, Katerina | 8 | 6 | 6 | 38 | 8 | 6 | 6 | 40 | 6 | 6 | 0 | 38 | 114 | 282 | 72% | Pass | C | |
| 24 | Weller, Elijah | 9 | 10 | 10 | 49 | 8 | 10 | 10 | 49 | 10 | 10 | 8 | 46 | 141 | 370 | 95% | Pass | A | |
| 25 | Points Possible | 10 | 10 | 10 | 50 | 10 | 10 | 10 | 50 | 10 | 10 | 10 | 50 | 150 | 390 | | | | |
| 26 | | | | | | | | | | | | | | | | | | | |
| 27 | Letter Grades | | | | | | | | | | | | | | | | | | |
| 28 | 0% F | | | | | | | | | | | | | | | | | | |
| 29 | 60% D | | | | | | | | | | | | | | | | | | |
| 30 | 70% C | | | | | | | | | | | | | | | | | | |
| 31 | 80% B | | | | | | | | | | | | | | | | | | |
| 32 | 90% A | | | | | | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | | | | | | | |

The other examples for this chapter will be based on subsets of data files you continue to work with throughout the semester from the [U.S. Department of Education](#) and the [U.S. Energy Information Administration](#).

ATTRIBUTION

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3.1 MORE WAYS TO USE FORMULAS AND FUNCTIONS

Learning Objectives

1. Review the use of the =MIN, MAX, AVERAGE functions.
2. Examine the Quick Analysis Tool to create standard calculations, formatting, and charts very quickly.
3. Create Percentage calculation.
 - Use the Smart Lookup tool to acquire additional information about percentage calculations.
 - Review the use of Absolute cell reference in a division formula.

ANOTHER USE FOR =MAX

Before we move on to the more interesting calculations we will be discussing in this chapter, we need to determine how many points it is possible for each student to earn for each of the assignments. This information will go into Row 25. The =**MAX** function is our tool of choice.

Download Data File: [Ch-3-Data_File](#)

1. Open the data file **CH3 Data File** and save the file to your computer as **CH3 Data [Your Name]**. Go to the Grades sheet, which is the second sheet from the left at the bottom of your Excel interface.
2. Make B25 your active cell.
3. Start typing **=MAX** (See **Figure 3.2**) Note the explanation you see on the offered list of functions. You can either keep typing (or double click MAX from the list.

| | | | | | | | | | | | | | | |
|----|------------------|---|----|----|----|----|----|----|----|----|----|----|----|-----|
| 17 | name, surname | 15 | 3 | 7 | 40 | 15 | 5 | 9 | 44 | 9 | 9 | 8 | 41 | 124 |
| 18 | Smirnov, Yuri | 9 | 9 | 9 | 42 | 9 | 5 | 9 | 44 | 9 | 9 | 8 | 41 | 124 |
| 19 | Sokolov, Yegor | 10 | 8 | 10 | 48 | 10 | 7 | 10 | 44 | 8 | 8 | 10 | 41 | 130 |
| 20 | Tan, Duong | 10 | 9 | 8 | 41 | 9 | 9 | 8 | 43 | 9 | 9 | 10 | 40 | 121 |
| 21 | Taylor, Jaquoya | 9 | 10 | 9 | 50 | 5 | 10 | 9 | 50 | 10 | 10 | 7 | 50 | 148 |
| 22 | Trong, Nguyen | 9 | 10 | 7 | 44 | 10 | 0 | 7 | 32 | 0 | 0 | 6 | 29 | 101 |
| 23 | Vesely, Katerina | 8 | 6 | 6 | 38 | 8 | 6 | 6 | 40 | 6 | 6 | 0 | 38 | 114 |
| 24 | Weller, Elijah | 9 | 10 | 10 | 49 | 8 | 10 | 10 | 49 | 10 | 10 | 8 | 46 | 141 |
| 25 | Points Possible | =MAX | | | | | | | | | | | | |
| 26 | | Returns the largest value in a set of values. Ignores logical values and text | | | | | | | | | | | | |
| 27 | Letter Grades | MAX | | | | | | | | | | | | |
| 28 | | 0% F | | | | | | | | | | | | |
| 29 | | 60% D | | | | | | | | | | | | |
| | Grades | | | | | | | | | | | | | |

Figure 3.2 Entering a function

4. Select the range of numbers above row 25. Your calculation will be: **=MAX(B5:B24)**
5. Now, use the Fill Handle to copy the calculation from Column B through Column N.
Note that as you copy the calculation from one column to the next, the cell references change.
The calculation in column B reads:
=MAX(B5:B24). The one in column N reads:
=MAX(N5:N24). These cell references are relative references.

By default, the calculations that Excel copies change their

cell references **relative** to the row or column you copy them to. That makes sense. You wouldn't want column N to display an answer that uses the values in column L.

Want to see all the calculations you have just created? Press **Ctrl ~** (See **Figure 3.3.**) **Ctrl ~** displays your calculations (formulas). Pressing **Ctrl ~** a second time will display your calculations in the default view – as values.

| | | | | | | | | | | | | | | |
|----|-------------------|---|----|----|----|----|----|----|----|----|----|----|----|-----|
| 15 | Popov, Olga | 9 | 10 | 8 | 47 | 9 | 7 | 0 | 49 | 10 | 10 | 8 | 46 | 139 |
| 16 | Prinosi, Jonas | 7 | 5 | 5 | 30 | 7 | 5 | 7 | 31 | 5 | 5 | 6 | 29 | 88 |
| 17 | Riley, Jordyn | 10 | 9 | 9 | 46 | 10 | 6 | 9 | 48 | 9 | 9 | 9 | 45 | 136 |
| 18 | Seminov, Yuri | 9 | 9 | 9 | 42 | 9 | 5 | 9 | 44 | 9 | 9 | 8 | 41 | 124 |
| 19 | Sokolov, Yegor | 10 | 8 | 10 | 48 | 10 | 7 | 10 | 44 | 8 | 8 | 10 | 41 | 130 |
| 20 | Tan, Duong | 10 | 9 | 8 | 41 | 9 | 9 | 8 | 43 | 9 | 9 | 10 | 40 | 121 |
| 21 | Taylor, Jaquaya | 9 | 10 | 9 | 50 | 5 | 10 | 9 | 50 | 10 | 10 | 7 | 50 | 148 |
| 22 | Truong, Nguyen | 9 | 10 | 7 | 44 | 10 | 0 | 7 | 32 | 0 | 0 | 6 | 29 | 101 |
| 23 | Versely, Katerina | 8 | 6 | 6 | 38 | 8 | 6 | 6 | 40 | 6 | 6 | 0 | 38 | 114 |
| 24 | Weller, Elijah | 9 | 10 | 10 | 49 | 8 | 10 | 10 | 49 | 10 | 10 | 8 | 46 | 141 |
| 25 | Points Possible | =MAX(B5:J5)=MAX(K5:MAX(L5:E24)=MAX(F5:MAX(G5:MAX(H5:MAX(I5:124)=MAX(J5:MAX(K5:MAX(L5:MAX(M5:M2)=MAX(N5:N24) | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | |

Figure 3.3 Relative References – Displayed as calculations.

PRACTICE

Insert a row below the points possible and calculate lowest possible and average values for each assignment and exam.

QUICK ANALYSIS TOOL

The Quick Analysis Tool allows you to create standard calculations, formatting, and charts very quickly. In this exercise we will use it to insert the Total Points for each student in Column O.

Be sure to press **Ctrl ~** to return your spreadsheet to the normal view (the formula results should display, not the formulas themselves).

1. Select the range of cells **B5:N25**

2. In the lower right corner of your selection, you will see the Quick Analysis tool (see **Figure 3.4**).

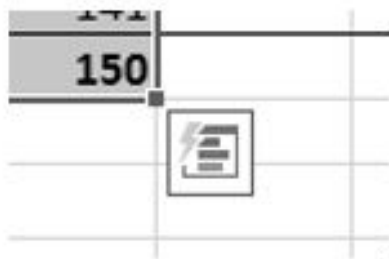


Figure 3.4 Quick Analysis Tool

3. When you click on it, you will see that there are a number of different options. This time we will be using the **Totals** option. In future exercises, we will use other options.
4. Select **Totals**, and then the **SUM** option that highlights the right column (see **Figure 3.5**). Selecting that SUM option places `=SUM()` calculations in column O.

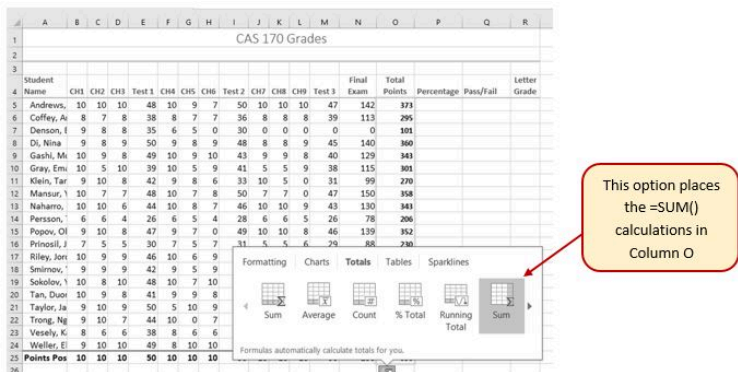


Figure 3.5 Quick Analysis Tool – Totals, Sum Column

PERCENTAGE CALCULATION

Column P requires a Percentage calculation. Before we launch in to creating a calculation for this, it might be handy to know precisely what it is we are looking for. If you are connected to the internet, and are using Excel 2016, you can use the **Smart Lookup** tool to get some more information.

1. Select cell P4.
2. Find the **Smart Lookup** tool on the **Review** tab (see **Figure 3.6**).
3. Press the **Smart Lookup** tool to find more about Percentage calculations.
If this is the first time you have used the Smart Lookup tool, you may need to respond to a statement about your privacy. Press the **Got it** button.

I think the first Wikipedia article does a pretty good job explaining the calculation, don't you?

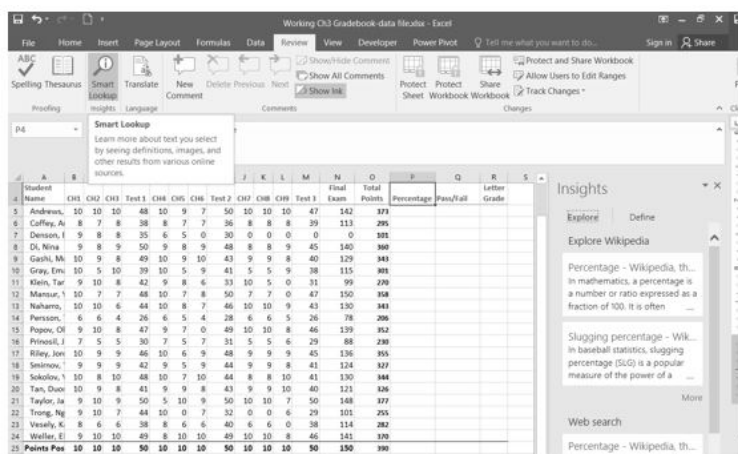


Figure 3.6 Smart Lookup tool

Now that we know what is needed for the Percentage calculation, we can have Excel do the calculation for us. We need to divide the **Total Points** for each student by the **Total Points** of all the **Points Possible**. Notice that there is a different number on each row – for each student. But, there is only one **Total Points Possible** – the value that is in cell **O25**.

1. Make sure that P5 is your active cell.
2. Press = then select cell **O5**. Press /, then cell **O25**. Your calculation should look like this: **=O5/O25**. The result of the formula should be **0.95641026**. (So far, so good. DeShea Andrews is doing well in this class – with a percentage grade of almost 96%. Definitely an “A”!)
3. Next use the Fill handle to copy the calculation down through row 24 to calculate the other students’ grades. You should get the error message **#DIV/0!**. This error message reminds us that you

can't divide a number by 0 (zero). And that is just what is happening. If you look at the calculation in P9, the calculation reads: =O9/O29. The first cell reference is correct – it points to Moesha Gashi's total points for the class. But the second reference is wrong. It points to an empty cell – O29.

Before copying the calculation, we have to make the second reference (O25) an **absolute cell reference**. That way, when we copy the formula down, the cell reference for O25 will be locked and will not change.

1. Make P5 your active cell. In the Formula Bar click on O25 (see **Figure 3.7**).
2. Press F4 (on the function keys at the top of your keyboard). That will make the O25 reference absolute. It will not change when you copy the calculation (see **Figure 3.8**). (If you are working on a laptop and do not have an F4 function key, you can type in a \$ before the O and another one before the 25.)
3. The calculation now looks like this: =O5/\$O\$25.
4. Use the Fill Handle to copy the formula down through P24 again. Now, when you copy the formula, you will get correct values for all of the students.

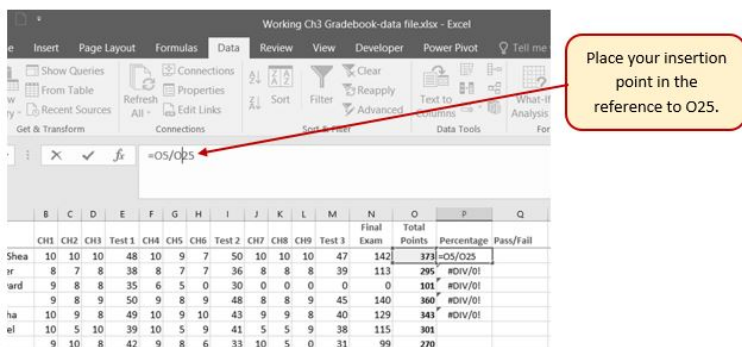


Figure 3.7 Editing a formula

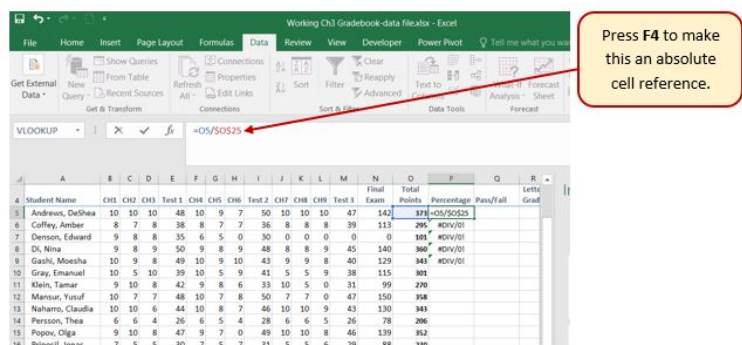


Figure 3.8 Absolute Cell reference – press F4

Those long decimals are a bit nonstandard. Let's change them to % by applying cell formatting.

1. Select the range P5:P24.
2. On the Home tab, in the Number Group, select the % (Percent Style) button.

Skill Refresher

Absolute References

1. Click in front of the column letter of a cell reference in a formula or function that you do not want altered when the formula or function is pasted into a new cell location.
2. Press the F4 key or type a dollar sign (\$) in front of the column letter and row number of the cell reference.

Key Takeaways

- Functions can be created using cell ranges or selected cell locations separated by commas. Make sure you use a cell range (two cell locations separated by a colon) when applying a statistical function to a contiguous range of cells.
- To prevent Excel from changing the cell references in a formula or function when they are pasted to a new cell location, you must use an absolute reference. You can do this by placing a dollar sign (\$) in front of the column letter and row number of a cell reference or by using the F4 function key.
- The #DIV/0 error appears if you create a formula that attempts to divide a constant or the value in a cell reference by zero.

ATTRIBUTION

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3.2 THE IF FUNCTION

Learning Objectives

- Use an IF Function to make logical comparisons between a value and what you expect.
- Create a VLOOKUP calculation to look up information in a table.
- Understand error messages.
- Understand how to enter and format Date/Time Functions.

In addition to doing arithmetic, Excel can do other kinds of functions based on the data in your spreadsheet. In this section we will use an **=IF** function to determine whether a student is passing or failing the class. Then, in the next section, we will use a **=VLOOKUP** function to determine what grade each student has earned.

IF FUNCTION

The IF function is one of the most popular functions in Excel. It allows you to make logical comparisons between

a value and what you expect. In its simplest form, the IF function says something like:

If the value in a cell is what you expect (true) – do this. If not – do that.

The IF function has three arguments:

- **Logical test** – Here, we can test to see if the value in a selected cell is what we expect. You could use something like “B7=14” or “B7>12” or “B7<6”
- **Value_if_true** – If the requirements in the logical test are met – if B7 is equal to 14 – then it is said to be true. For this argument you can type text – “True”, or “On budget!” Or you could insert a calculation, like B7*2 (If B7 does equal 14, multiply it by 2). Or, if you want Excel to put nothing at all in the cell, type “” (two quotes).
- **Value_if_false** – If the requirements in the logical test are not met – if B7 does not equal 14 – then it is said to be false. You can enter the same instructions here as you did above. Let’s say that you type the double quotes here. Then, if B7 does not equal 14, nothing will be displayed in this cell.

In column Q we would like Excel to tell us whether a student is passing – or failing the class. If the student scores 70% or better, he/she will pass the class. But, if he/she scores less than 70%, he/she is failing.

1. Make sure that Q5 is your active cell.
2. On the Formulas tab, in the Function Library, find the IF function on the Logical pulldown menu (see **Figure 3.9**).

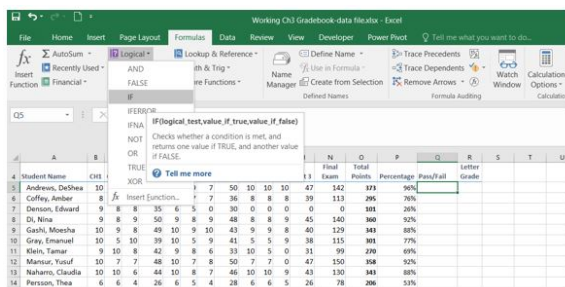


Figure 3.9 IF Function

Now you will see the IF Function dialog box, with a place to enter each of the three arguments.

1. Click in the box for **Logical Test**. We need to test whether a student's score is less than .7. So, in this box, type **P5<.7**
2. Click in the box for **Value_if_true**. If the student's score is less than .7, then they are failing the class. In this box, type **Fail**.
3. Click in the box for **Value_if_false**. If the student's score is NOT less than .7, then they are passing the class. In this box, type **Pass**.
4. Make sure that your dialog box matches **Figure 3.10**.

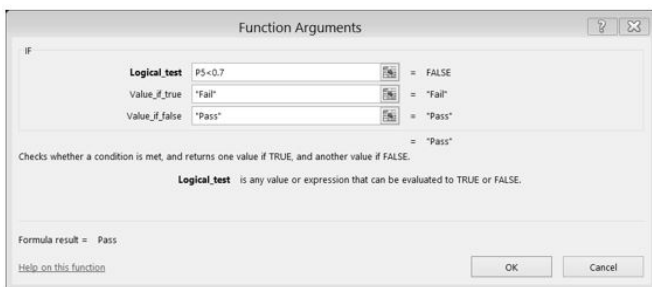


Figure 3.10 IF Function Dialog Box

While we are here, let's take a look at the dialog box. Notice that as you click in each box, Excel gives you a brief explanation of the contents (in the middle below the boxes.) In the lower left hand corner, you can see the results of the calculation. In this case DeShae is passing the class. Below that is a link to **Help on this function**. Selecting this link will take you to the Excel help for this function – with detailed information on how it works.

5. Once you have typed in the required arguments and reviewed to make sure they are correct, press OK. (The text Pass should be displayed in Q5 because DeShae is passing the class.)
6. Use the Fill handle to copy the IF function down through row 24.
7. Click on Q5. When you look in the formula bar, you will see the IF calculation:
=IF(P5<0.7,"Fail","Pass").
8. Observe the pattern of the formula across your rows. How many students students have passed or failed?

Key Takeaway

- Functions don't always have to be about arithmetic. Excel provides functions that will help you perform logical evaluations, look things up, and work with dates and times.

ATTRIBUTION

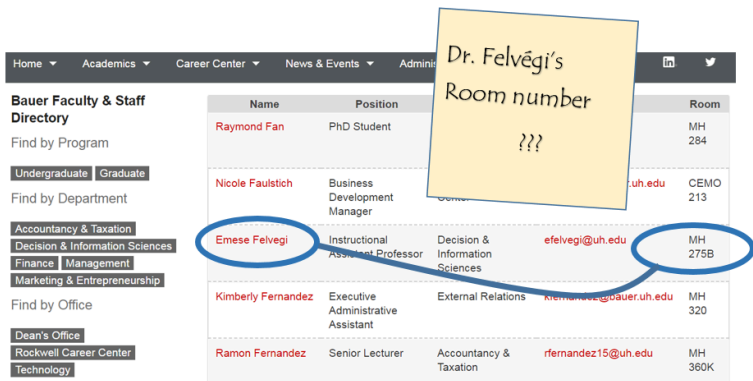
[3.2 Logical and Lookup Functions](#) by Noreen Brown and Mary Schatz, [PCC.EDU](#), is licensed under [CC BY 4.0](#)

3.3 THE VLOOKUP FUNCTION

Lookup & Reference Functions automate the process of returning values that match your criteria. This means, that if you have a table that is missing some values, but you have another table that has these, you can use it to cross-reference and match what is missing from your original table. Excel will find and return values for you quickly and effectively without you having to manually enter data.

In a lot of ways, this is very similar to looking up information in an online phone book or directory. A directory is a common way of storing corresponding pieces of data in alphabetical or numerical order. There are names or ID numbers or product codes that are used to signify an *entity* you put in a prominent place, usually in the first column of a table. This column is followed by *attributes* or characteristics related to that *entity*, person or product. In your grade book, you are an *entity* signified by your name, your assignment scores are *attributes* that describe your performance. In your bank records, your credit card number or social security number describes you as an *entity*, your purchase date, the purchase amount, the place where you purchased an item are *attributes* that describe your spending habits.

Let's look at the table below to see how we generally find things in lists if we look for one piece of data. If you know your professor's (*entity*) name (*attribute*) and you want to look up their Room number (*another attribute*). You go to the directory that lists all of your faculty and staff, find your professor's name on that list, then go to the column that has their Room number and then write it on a Post It note or in your class notebook.



| Name | Position | Room |
|--------------------|------------------------------------|----------|
| Raymond Fan | PhD Student | MH 284 |
| Nicole Faulstich | Business Development Manager | CEMO 213 |
| Emese Felvégi | Instructional Assistant Professor | MH 275B |
| Kimberly Fernandez | Executive Administrative Assistant | MH 320 |
| Ramon Fernandez | Senior Lecturer | MH 360K |

We can easily Google a single piece of data. However, VLOOKUP will let us automate this process with a few hundred or a few hundreds of thousands of pieces of data that are stored in a column or *vertical* structure. The overview of the syntax and how the process altogether works in Excel is as follows.

=VLOOKUP(lookup_value, table_array, col_index_num, [range_lookup])

- **Lookup_value** – It is the piece of data we know, the Professor's name on our original Post It note.
- **Table_array** – This is the range that contains the value that has the data we are looking for and starts with your Lookup_value. In our case with the directory, it's the table that starts with the

Professor's name and ends with the column where the room number is in.

- **Col_index_number** – This is the column in the table array range that includes the information that we are looking up. In our case, the Room is in the 5th column of the table array range.
- **Range_lookup** – There are two options with this argument in our formula: approximate match or exact match. The default value of TRUE means that Excel will look for an approximate match for your value in a range of values and return the lower corresponding value. If you do not enter anything for this argument, it will return based on the default. However, if you are looking for something definite, the FALSE option will return an exact match. Your professors are not interchangeable, so you will need an exact match.

1. Lookup_value = Emese Felvégi

2. Table_array (green)
Lookup_value repeated in the 1st column

Dr. Felvégi's Room number ???

| Name | Position | Room |
|--------------------|------------------------------------|----------|
| Raymond Fan | PhD Student | MH 284 |
| Nicole Faulstich | Business Development Manager | CEMO 213 |
| Emese Felvégi | Instructional Assistant Professor | MH 275B |
| Kimberly Fernandez | Executive Administrative Assistant | MH 320 |
| Ramon Fernandez | Senior Lecturer | MH 360K |

3. Col_index_num = 5

Col 1 Col 2 Col 3 Col 4 Col 5

Let's try this process next on our grade book from the CH3 practice.

USING VLOOKUP TO RETURN GRADES

For our chapter grade book example, we need to know what grade each student is getting based on their percentage score. You will find the table that defines the scores and the grades in **A28:B32**.

There are four pieces of information that you will need in order to build the VLOOKUP syntax. These are the four arguments of a VLOOKUP function:

- The value you want to look up, also called the **Lookup_value**. In our example, the lookup value will be the student's percentage score in column P.
- The **Table_array** is the range (table) where the lookup values and the values you want returned by the function are located. In our example, this is the table of percentages and corresponding letter grades in the range A28:B32. The lookup value should always be in the first column in the table array for VLOOKUP to work correctly. For example, in our table_array the lookup value is in cell A28, so the range should start with A.
- The **Col_index_num** is the column number in the range that contains the value to return. In our example, when you specify A28:B32 as the Table_array range, you should count A as the first column (1), B as the second column (2), and so on. You will enter the appropriate column number in this box as 1, 2, or 3 and so on.
- In the **Range_lookup**, you can optionally specify

TRUE if you want an approximate match or FALSE if you want an exact match of the return value. If you leave this blank, the default value will always be TRUE, or approximate match.

Let's create the VLOOKUP to display the correct Letter Grade in column R.

1. Make sure that R5 is your active cell.
2. On the Formulas tab, in the Function Library, find the **VLOOKUP** function on the Lookup & Reference pull-down menu (see **Figure 3.12**).

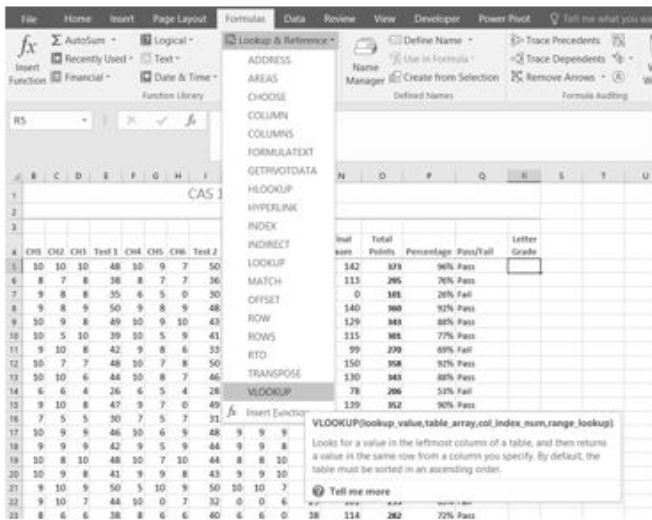


Figure 3.12 VLOOKUP Function

3. Fill in the dialog box so that it looks like the image in **Figure 3.13**.
 - **Lookup_value** – In this case, we will use the Percentage score. So, **P5** for the first

look up value.

- **Table_array** – This is the range that contains the value you want returned by the function. In this case, that range is A28:B32. Note that this range does NOT include the label in row 27; just the actual data. The cell references for the Table_array need to be absolute – \$A\$28:\$B\$32. When we copy this function to the other cells, we do not want these cell references to change. It should always be \$A\$28:\$B\$32.
 - **Col_index_number** – This is the column in the table array range that includes the information that we are looking up. In our case, the actual grades are in the 2nd column of the range. So, the column index will be 2.
 - **Range_lookup** – In some cases, you will need something in the Range_lookup box. Since we are looking for an approximate match for the percentages, we want the default value of TRUE, so we do not need to enter anything for this argument.
4. While you are in the dialog box, be sure to look at all the helpful definitions that Excel offers.
 5. When you have filled in the dialog box, press OK.
 6. The calculation you will see in the formula bar is:
=VLOOKUP(P5,\$A\$28:\$B\$32,2)
 7. Use the fill handle to copy the function down

through row 24. The results displayed should match **Figure 3.14**.

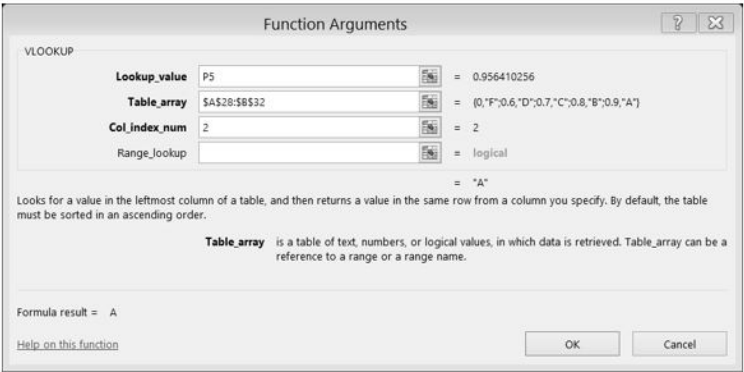


Figure 3.13 VLOOKUP completed dialog box

| | | | | | | | | | | | | | | | |
|--------------------------------|-----|-----|--------|-----|-----|-----|--------|-----|------------|--------------|------------|-----------|--------------|--|--|
| =VLOOKUP(P5,\$A\$28:\$B\$32,2) | | | | | | | | | | | | | | | |
| CAS 170 Grades | | | | | | | | | | | | | | | |
| | | | | | | | | | Final Exam | Total Points | Percentage | Pass/Fail | Letter Grade | | |
| CH4 | CH5 | CH6 | Test 2 | CH7 | CH8 | CH9 | Test 3 | | | | | | | | |
| 10 | 9 | 7 | 50 | 10 | 10 | 10 | 47 | 142 | 373 | 96% Pass | | A | | | |
| 8 | 7 | 7 | 36 | 8 | 8 | 8 | 39 | 113 | 295 | 76% Pass | | C | | | |
| 6 | 5 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 101 | 26% Fail | | F | | | |
| 9 | 8 | 9 | 48 | 8 | 8 | 9 | 45 | 140 | 360 | 92% Pass | | A | | | |
| 10 | 9 | 10 | 43 | 9 | 9 | 8 | 40 | 129 | 343 | 88% Pass | | B | | | |
| 10 | 5 | 9 | 41 | 5 | 5 | 9 | 38 | 115 | 301 | 77% Pass | | C | | | |
| 9 | 8 | 6 | 33 | 10 | 5 | 0 | 31 | 99 | 270 | 69% Fail | | D | | | |
| 10 | 7 | 8 | 50 | 7 | 7 | 0 | 47 | 150 | 358 | 92% Pass | | A | | | |
| 10 | 8 | 7 | 46 | 10 | 10 | 9 | 43 | 130 | 343 | 88% Pass | | B | | | |
| 6 | 5 | 4 | 28 | 6 | 6 | 5 | 26 | 78 | 206 | 53% Fail | | F | | | |
| 9 | 7 | 0 | 49 | 10 | 10 | 8 | 46 | 139 | 352 | 90% Pass | | A | | | |
| 7 | 5 | 7 | 31 | 5 | 5 | 6 | 29 | 88 | 230 | 59% Fail | | F | | | |
| 10 | 6 | 9 | 48 | 9 | 9 | 9 | 45 | 136 | 355 | 91% Pass | | A | | | |
| 9 | 5 | 9 | 44 | 9 | 9 | 8 | 41 | 124 | 327 | 84% Pass | | B | | | |
| 10 | 7 | 10 | 44 | 8 | 8 | 10 | 41 | 130 | 344 | 88% Pass | | B | | | |
| 9 | 9 | 8 | 43 | 9 | 9 | 10 | 40 | 121 | 326 | 84% Pass | | B | | | |
| 5 | 10 | 9 | 50 | 10 | 10 | 7 | 50 | 148 | 377 | 97% Pass | | A | | | |
| 10 | 0 | 7 | 32 | 0 | 0 | 6 | 29 | 101 | 255 | 65% Fail | | D | | | |
| 8 | 6 | 6 | 40 | 6 | 6 | 0 | 38 | 114 | 282 | 72% Pass | | C | | | |
| 8 | 10 | 10 | 49 | 10 | 10 | 8 | 46 | 141 | 370 | 95% Pass | | A | | | |
| 10 | 10 | 10 | 50 | 10 | 10 | 10 | 50 | 150 | 390 | | | | | | |

Figure 3.14 VLOOKUP Complete

Note: What if it didn't work? What if you get a result different from the one predicted? In this case, either you have made a previous error, resulting in different % scores than this exercise anticipated, or you made a mistake entering your VLOOKUP function.

To make repairs in the function, make sure that R5 is your active cell. On the Formula bar, press the Insert Function button (see **Figure 3.15**). That will reopen the dialog box so you can make your repairs. Did you forget to make the cell references for the Table_array absolute? Did you use the wrong cell for the Lookup_value? Press

OK when you are done and recopy the corrected function.

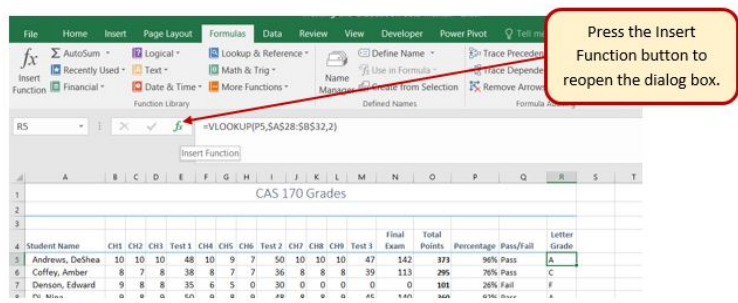


Figure 3.15 Insert Function

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3.4 CONDITIONAL FORMATTING

Learning Objectives

- Use Conditional Formatting techniques to provide flexible highlighting, applying specified formatting only when certain conditions are met. Techniques include:
 - Data bars — to make it easy to visualize values in a range of cells.
 - Cells Rules — to highlight values that match the requirements you specify.

You now have all the calculations you need in your CAS 170 Grades spreadsheet. There is a lot of data here. To make it easier to pick out the most important pieces of data, Excel provides **Conditional Formatting**. The best thing about Conditional Formatting is that it is flexible, applying specified formatting only when certain conditions are met.

1. Select the values in the Total Points column (O5:O24).

- At the bottom of your selection, click on the Quick Analysis Tool. On the Formatting tab, select Data Bars (see **Figure 3.18**).

Excel places blue bars on top of your values; long blue bars for larger numbers, shorter ones for smaller numbers. This makes it easier to see how well each student did in the class – without having to look at the specific numbers.

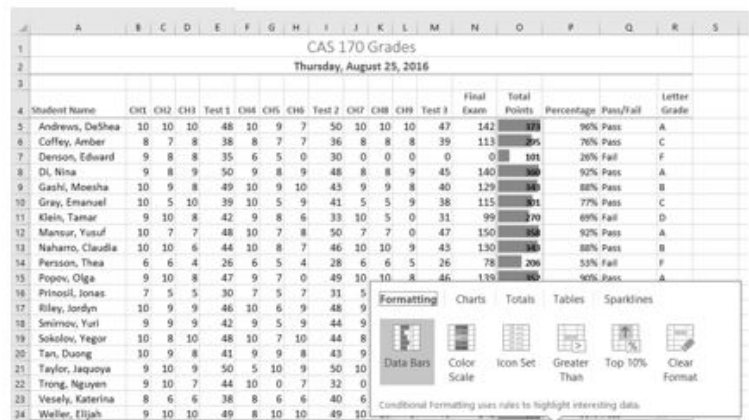


Figure 3.18 Data Bars on the Quick Analysis tool

Another way to apply Data Bars is to:

- Select the range that needs data bars
- On the Home tab, in the Styles group, select Data Bars from the Conditional Formatting tool.
- From there you can select data bars of different colors and opacities (see **Figure 3.19**).

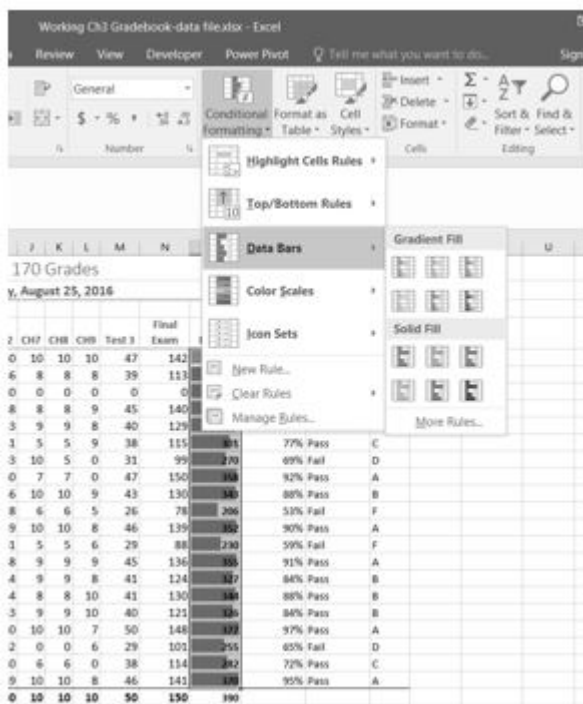


Figure 3.19 Data Bars on the Conditional Formatting tool

It is even more important to highlight the students who are failing in the class. To practice further with Conditional Formatting we will do that in two places, in the Percentages column and on the Letter Grade column. To start with, we want any F letter grades to be formatted with a light red fill color and dark red text.

1. Select the Letter Grades (R5:R24).
2. On the Home tab, in the Styles group, select **Highlight Cell Rules** from the Conditional Formatting tool (see **Figure 3.20**).
3. Select **Equal To**
4. Fill out the Equal to dialog box so that cells that

are equal to: F have **Light Red Fill with Dark Red Text** (see Figure 3.21).

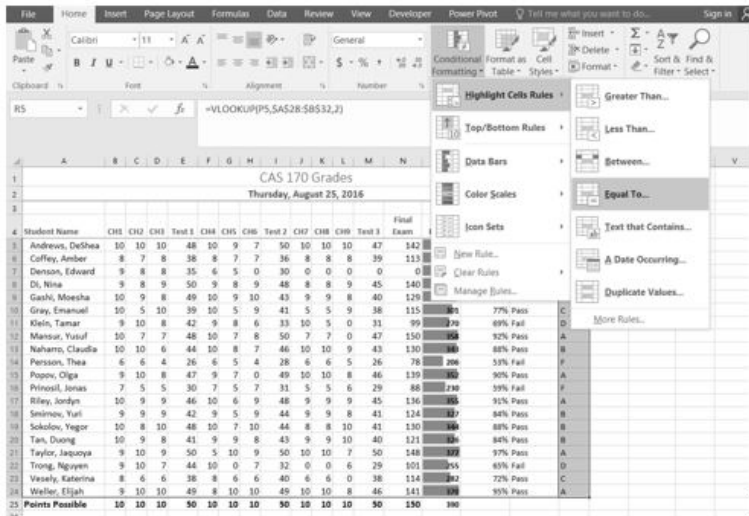


Figure 3.20 Conditional Formatting Equal To

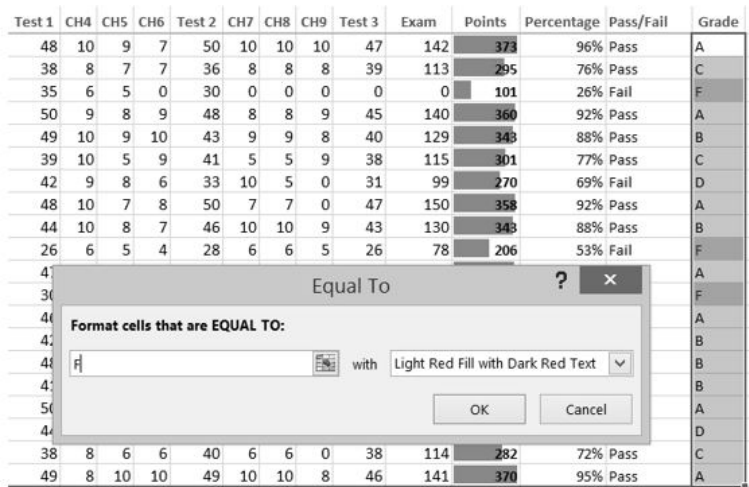


Figure 3.21 Conditional Formatting Equal To Dialog Box

Let's try that one more time – to highlight those students

who are passing the class. This time we will use the Pass/Fail text in the Pass/Fail column. If the text for a student is Pass we want the cell to be formatted with a yellow fill with dark yellow text.

1. Select the Pass/Fail grades (**Q5:Q24**).
2. On the Home tab, in the Styles group, select **Highlight Cell Rules** from the Conditional Formatting tool (see **Figure 3.20**).
3. Select **Equal To**
4. Fill out the Equal to dialog box so that cells that are equal to: **Pass** have **Yellow Fill with Dark Yellow Text**. (To find the Yellow Fill with Dark Yellow text option, click the the down arrow at the end of the last (with) box).

You do not have to use the default styles to make your data stand out. You can set any formatting you want. When you do, it is probably a good idea to include other styling in addition to color. Your spreadsheet might be printed in black and white. You would hate to lose your Conditional formatting. Now we are going to use conditional formatting to display any Percentages that are less than 60% with red text formatted in bold and italic.

1. Select the Percentage grades (**P5:P24**).
2. On the Home tab, in the Styles group, select **Highlight Cell Rules** from the Conditional Formatting tool (see **Figure 3.20**).
3. Select **Less Than**
4. Fill out the Less Than dialog box so that cells that

are less than .6 will be have conditional formatting. But, instead of using the default red text on a light red fill, press the down arrow at the end of that box and select **Custom Format**.

5. On the **Font** tab of the Format Cells dialog box, in the Font style box, select **Bold Italic**. In the Color box, select **Red** (see **Figure 3.22**).
6. Press OK. Then press OK again.

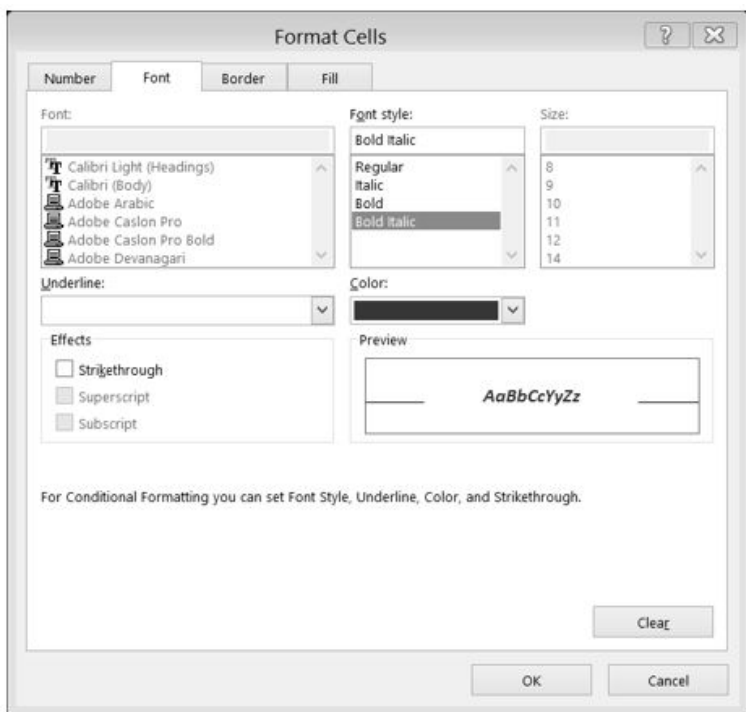


Figure 3.22 Conditional Formatting Custom Format Cells Dialog box

Conditional Formatting is valuable in that it reflects the current data. It changes to reflect changes in the data. To test this, delete DeShea's final exam score. (Select N5. Press Delete on your keyboard.) Suddenly, DeShae is

failing the course and the Conditional Formatting reflects that. This is a little unfair to DeShae – who has worked so hard this quarter. Let's give him back his grade. Press CTRL Z (Undo). His test score reappears and the Conditional formatting reflects that as well.

MAKING CHANGES

What if you have made a mistake with your Conditional Formatting? Or, you want to delete it altogether? You can use the **Conditional Formatting Manage Rules** tool. In our example, we want to remove the conditional formatting rule that formats the **Pass** text with yellow. We are also going to modify the minimum passing percentage for the conditional formatting rule that is applied to the percentages.

1. On the Home Tab, in the Styles Group, select **Manage Rules** at the very bottom of the Conditional Formatting drop-down list.
2. Show formatting rules for: **This Worksheet** (see **Figure 3.23**).
3. We don't really need to highlight the students who are passing the class, so select that rule in the Rules Manager and press the **Delete Rule** button.

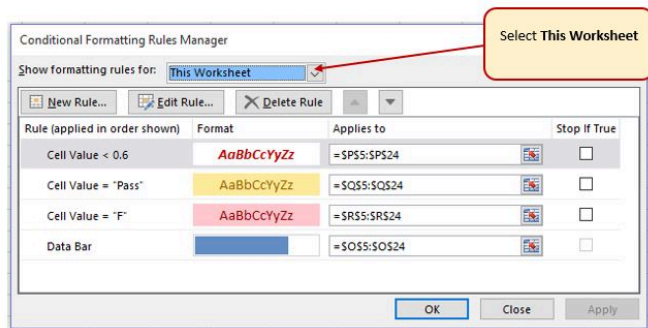


Figure 3.23 Conditional Formatting Manage Rules

In a previous exercise (the IF function), we decided that students were failing if they got a percentage score of less than 70%, so the Conditional Formatting rule in the Percentage column needs repair.

4. Select the rule that reads Cell Value <0.6.
5. Select the Edit Rule button, and change the .6 to .7 (see **Figure 3.24**).
6. Click OK (or Apply) twice. Double check that your completed workbook matches **Figure 3.25**.

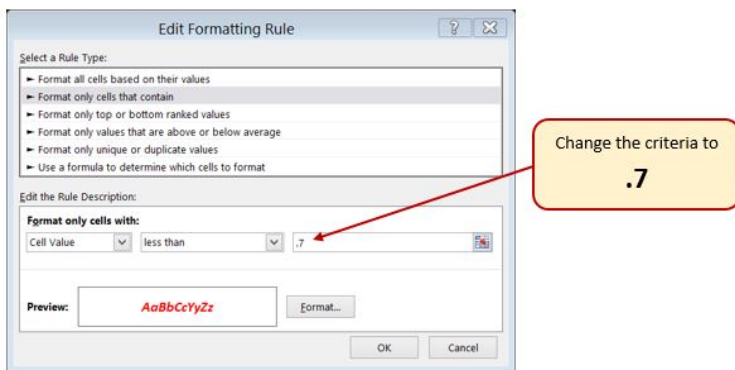


Figure 3.24 Conditional Formatting Edit Formatting Rule Dialog box

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
|----|-------------------------------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|--------|------------|--------------|------------|-----------|--------------|---|
| 1 | CAS 170 Grades | | | | | | | | | | | | | | | | | | |
| 2 | Wednesday, September 28, 2016 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | |
| 4 | Student Name | CH1 | CH2 | CH3 | Test 1 | CH4 | CH5 | CH6 | Test 2 | CH7 | CH8 | CH9 | Test 3 | Final Exam | Total Points | Percentage | Pass/Fail | Letter Grade | |
| 5 | Andrews, DeShea | 10 | 10 | 10 | 48 | 10 | 9 | 7 | 50 | 10 | 10 | 10 | 47 | 142 | 371 | 96% | Pass | A | |
| 6 | Coffey, Amber | 8 | 7 | 8 | 38 | 8 | 7 | 7 | 36 | 8 | 8 | 8 | 39 | 113 | 295 | 76% | Pass | C | |
| 7 | Denson, Edward | 9 | 8 | 8 | 35 | 6 | 5 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 101 | 26% | Fail | F | |
| 8 | Di, Nina | 9 | 8 | 9 | 50 | 9 | 8 | 9 | 48 | 8 | 8 | 9 | 45 | 140 | 360 | 92% | Pass | A | |
| 9 | Gashl, Moesha | 10 | 9 | 8 | 49 | 10 | 9 | 10 | 43 | 9 | 9 | 8 | 40 | 129 | 343 | 88% | Pass | B | |
| 10 | Gray, Emanuel | 10 | 5 | 10 | 39 | 10 | 5 | 9 | 41 | 5 | 5 | 9 | 38 | 115 | 301 | 77% | Pass | C | |
| 11 | Klein, Tamar | 9 | 10 | 8 | 42 | 9 | 8 | 6 | 33 | 10 | 5 | 0 | 31 | 99 | 270 | 69% | Fail | D | |
| 12 | Mansur, Yusuf | 10 | 7 | 7 | 48 | 10 | 7 | 8 | 50 | 7 | 7 | 0 | 47 | 150 | 358 | 92% | Pass | A | |
| 13 | Naharro, Claudia | 10 | 10 | 6 | 44 | 10 | 8 | 7 | 46 | 10 | 10 | 9 | 43 | 130 | 343 | 88% | Pass | B | |
| 14 | Persson, Thea | 6 | 6 | 4 | 26 | 6 | 5 | 4 | 28 | 6 | 6 | 5 | 26 | 78 | 206 | 53% | Fail | F | |
| 15 | Popov, Olga | 9 | 10 | 8 | 47 | 9 | 7 | 0 | 49 | 10 | 10 | 8 | 46 | 139 | 352 | 90% | Pass | A | |
| 16 | Prinsol, Jonas | 7 | 5 | 5 | 30 | 7 | 5 | 7 | 31 | 5 | 5 | 6 | 29 | 88 | 230 | 59% | Fail | F | |
| 17 | Riley, Jordyn | 10 | 9 | 9 | 46 | 10 | 6 | 9 | 48 | 9 | 9 | 9 | 45 | 136 | 355 | 91% | Pass | A | |
| 18 | Smirnov, Yuri | 9 | 9 | 9 | 42 | 9 | 5 | 9 | 44 | 9 | 9 | 8 | 41 | 124 | 327 | 84% | Pass | B | |
| 19 | Sokolov, Yegor | 10 | 8 | 10 | 48 | 10 | 7 | 10 | 44 | 8 | 8 | 10 | 41 | 130 | 344 | 88% | Pass | B | |
| 20 | Tan, Duong | 10 | 9 | 8 | 41 | 9 | 9 | 8 | 43 | 9 | 9 | 10 | 40 | 121 | 326 | 84% | Pass | B | |
| 21 | Taylor, Jaquoya | 9 | 10 | 9 | 50 | 5 | 10 | 9 | 50 | 10 | 10 | 7 | 50 | 148 | 377 | 97% | Pass | A | |
| 22 | Trong, Nguyen | 9 | 10 | 7 | 44 | 10 | 0 | 7 | 32 | 0 | 0 | 6 | 29 | 101 | 255 | 65% | Fail | D | |
| 23 | Vesely, Katerina | 8 | 6 | 6 | 38 | 8 | 6 | 6 | 40 | 6 | 6 | 0 | 38 | 114 | 282 | 72% | Pass | C | |
| 24 | Weller, Elijah | 9 | 10 | 10 | 49 | 8 | 10 | 10 | 49 | 10 | 10 | 8 | 46 | 141 | 370 | 95% | Pass | A | |
| 25 | Points Possible | 10 | 10 | 10 | 50 | 10 | 10 | 10 | 50 | 10 | 10 | 10 | 50 | 150 | 390 | | | | |
| 26 | Letter Grades | | | | | | | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | | | | | | | | |
| 28 | | | | | 0% F | | | | | | | | | | | | | | |
| 29 | | | | | 60% D | | | | | | | | | | | | | | |
| 30 | | | | | 70% C | | | | | | | | | | | | | | |
| 31 | | | | | 80% B | | | | | | | | | | | | | | |
| 32 | | | | | 90% A | | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | | | | | | | |
| 34 | | | | | | | | | | | | | | | | | | | |

Figure 3.25 Completed Ch3 Gradebook

SETTING THE PRINT AREA

Before you consider this workbook finished, you need to prepare it for printing. The first thing you will do is set the Print Area so that the table of Letter Grades in A27:B32 does not print.

1. Select A1:R25. This is the only part of the worksheet that you want to have print.
2. On the **Page Layout** ribbon, click the **Print Area** button. Choose **Set Print Area** from the menu.

Next you will preview the worksheet in Print Preview to check that the print area setting worked, as well as make sure it is printing on one page.

1. View the workbook in Print Preview.

2. Set the page orientation to **Landscape**.
3. Change the page scaling if needed so that the entire worksheet prints on one page.
4. Save and close the **CH3 Gradebook** workbook.
5. Compare your work with the self-check answer key (found in the Course Files link) and then submit the **CH3 Gradebook** workbook as directed by your instructor.

ATTRIBUTION

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3.5 CHAPTER PRACTICE

LOGIC AND VLOOKUP PRACTICE

Work with the PR1-3 and VL1-3 sheets in the [Ch-3-Data_File](#) based on your class notes or Blackboard recordings.

For additional practice, download the following data file to practice min/max/average, cell references, VLOOKUP, and the IF function. Answer the questions in the Excel file. Save your workbook for your records.

Download Data File: [CH3 Practice A](#).

HOUSEHOLD BUDGET

Download Data File: [CH 3 Practice B](#)

Elijah and Kelly Williams are a recently married couple living in Portland, Oregon. Elijah works part time and attends the local community college. Kelly works as a marketing manager at a clothing company in North Portland. They are trying to decide if they can afford to move to a better apartment, one that is closer to work and school. They want to use Excel to examine their

household budget. They have started their budget spreadsheet, but they need your help with it.

1. Open the file named **PR3 Data** and then save it as **PR3 Williams**.
2. Insert two new rows at the top of the worksheet.
3. Enter the following text:

| | |
|----|---|
| A2 | Category |
| B2 | Item |
| C2 | January |
| O2 | Yearly Total (adjust column width as needed to fit this text) |

1. Using the text in cell C2, use Autofill to fill in the months February through December in cells D2:N2. Adjust column widths as needed to fit the names of the months in these columns.
2. Bold and center align all of the headings in Row 2.
3. Type **“Williams Family Budget”** in A1. Merge & Center A1:O1. Make this text 22 point bold.
4. Next you need to complete the monthly values for some of the income and expense items. In the rows for Income #1, Income #2, Mortgage/Rent, Homeowners/Rent Insurance, Car Insurance, Car Payment, and Gym Fees/Memberships, copy the values for January to the cells for February through December.
5. Use the Totals tab in the Quick Analysis tool to add the SUM to Column O. Delete the formulas from O7, O17, O24, O32, and O38.

6. In C6: N6, use the SUM function to calculate the Total Income for each month.
7. Similar to step 6, use the SUM function to calculate the Total Home Expenses, Total Daily Living Expenses, Total Transportation Expenses, Total Entertainment Expenses, and Total Personal Expenses for each month.
8. Use the SUM function to calculate the Yearly Total Personal Expenses in cell O45.
9. Format the numerical data in Row 3 as Currency with no decimal places. Format all the total rows as Currency with no decimal places and with a top border.
10. Apply the Comma format with no decimal places in all the other rows.
11. In A47, type “**Total Expenses**”.
12. In C47, enter a formula that adds together all of the **expense category totals** for January. Copy the formula in C47 to D47:O47.
13. In A49, type “**NET INCOME**”. Bold and indent this text.
14. In C49, enter a formula that calculates the difference between Total Income and Total Expenses (=Total Income-Total Expenses) for January. Copy this formula to D49:O49.
15. Format the data in Rows 47 and 49 as Currency with no decimal places. Bold O47 and O49. Add a Top and Double Bottom Border to the data in Row 49.

16. Select C49:N49. Use the Quick Analysis tool to add data bars to this data.
17. In B50, type “**New Apartment?**”. Enter an IF statement in C50 that displays the word “No” if the amount in C49 is less than or equal to zero and “Maybe” if the amount is greater than zero. Copy C50 to D50:N50.
18. Check to see if your IF statement worked correctly in row 50. If the cells say “No” when the data bar in the cell above it is red and “Maybe” when the data bar in the cell above it is blue, your IF statement is correct.
19. Review the worksheet in Print Preview. Make any changes needed to make the worksheet print on one page with landscape orientation.
20. Save the **PR3 Williams** workbook for your records.

ATTRIBUTION

[“3.5 Chapter Practice”](#) by [Diane Shingledecker, PCC.EDU](#) is licensed under [CC BY 4.0](#). It is adapted from [Personal Budget Project](#) by [Matt Goff, CC BY-SA 4.0](#).

3.6 CHAPTER ASSESSMENT

THE FOLLOWING ARE **SAMPLE QUESTIONS** TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY YOUR LEARNING FROM THIS CHAPTER.

1. The fastest way to highlight top 10 values in a range is by:
 - a) Adding a pie chart next to the data.
 - b) Applying conditional formatting.
 - c) Quickly selecting the values and changing the border colors by hand.
 - d) This will always be a lengthy process, especially if you have a large dataset.

2. When you see this error message, the formula refers to an empty cell or to data that is not found or not available.

- a) #N/A
- b) #NAME
- c) #NUM
- d) #REF

3. Answer the following based on your work with the Chapter 3 Gradebook Data file. The ____ is best function to return a value for “Points Possible” for “Test 1”?

- a) AVERAGE
- b) IF
- c) MAX
- d) MIN

4. Answer the following based on your work with the Chapter 3 Gradebook Data file. Who has the highest Percentage performance in the class?

- a) Andrews, DeShea
- b) Mansur, Yusuf
- c) Taylor, Jaquoya
- d) Weller, Elijah

5. Answer the following based on your work with the Chapter 3 Gradebook Data file. What is the best formula to return the highest score for Test 1?

- a) =MAX(A1:E24)
- b) =MAX(E5:E24)
- c) =MAX(E5:E25)
- d) =MAX(A1:R25)

6. Answer the following based on your work with the Chapter 3 Gradebook Data file. What is the best formula to calculate the Test 1 average for Yusuf Mansur?

- a) =48/50
- b) =96%
- c) =E12/E25
- d) =Student Name/Points Possible

7. Answer the following based on your work with the Chapter 3 Gradebook Data file. What is the Test 1 score for Yusuf Mansur?

- a) 48
- b) 44
- c) 26
- d) 47

8. Answer the following based on your work with the Chapter 3 Gradebook Data file. Which formula determines whether Test 2 scores showed improvement from Test 1 for Yusuf Mansur?

- a) =IF(I12>E12,"Improved","Did not improve")
- b) =IF(I12>E12,"Improved","Did not improve")
- c) =IF(I12>E12,Improved,Did not improve)
- d) =IF(I12>E12,TRUE,FALSE)


9. In VLOOKUP, "table_array" is:

- a) the type of matches that are available based on your lookup value.
- b) the column that includes the information that we are looking up.
- c) the range that contains the value you want returned by the function.
- d) the sheet that contains your data.

10. Answer the following based on your work with the Chapter 3 Gradebook Data file. Which formula returns the letter grade for Yusuf Mansur?

- a) =VLOOKUP(\$O\$12,A28:B32,2,TRUE)
- b) =VLOOKUP(\$P\$12,A28:B32,2,TRUE)
- c) =VLOOKUP(O12,\$A\$28:\$B\$32,2,FALSE)
- d) =VLOOKUP(O12,\$A\$28:\$B\$32,2,TRUE)


```
e) =VLOOKUP(P12,$A$28:$B$32,2,FALSE)
f) =VLOOKUP(P12,$A$28:$B$32,2,TRUE)
```

Solutions: 

ATTRIBUTION

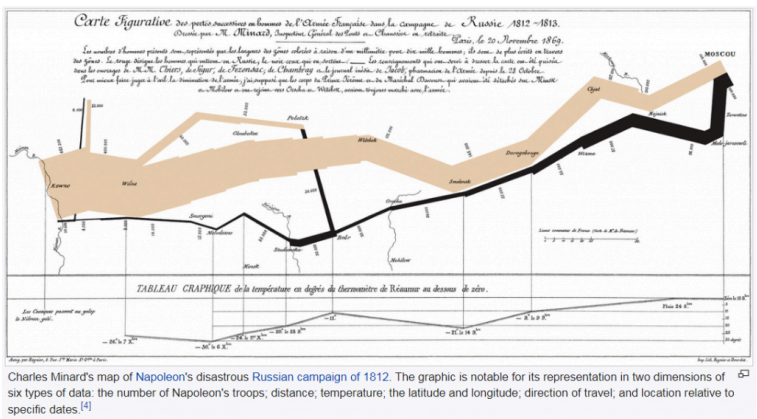
Questions by Emese Felvégi based on the chapter practice problems. Edited by Lilliana E. Olmos & Marcella Olmos.
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EXCEL CHAPTER 4 – PRESENTING DATA WITH CHARTS

One of the most important things to consider when using charts in Excel is that they are intended to be used for communicating an idea to an audience. Your audience can be reading your charts in a written document or listening to you in a live presentation. In fact, Excel charts are often imported or pasted into Word documents or PowerPoint slides, which serve this very purpose of communicating ideas to an audience. Although there are no rules set in stone for using specific charts for certain data types, some chart types are designed to communicate certain messages better than others. This chapter explores numerous charts that can be used for a variety of purposes. In addition, we will examine formatting charts and using those charts in Word and PowerPoint documents.

The human mind can interpret numbers (and especially larger data sets) easier that are accompanied by images that show trends and relationships that may be present in the data. The principles of data visualization, the way to

present a combination of text and numbers in some type of image format go back centuries. Some of the oldest charts created in the early 19th century. [William Playfair's pie charts](#) and [Florence Nightingale's diagrams](#) were revolutionary means of representing numbers to tell a story. One of the highest impact data visualizations was created by Charles Minard, a French civil engineer in 1845 who made a map of Napoleon's invasion of Russia. (Read more about his map on [Edward Tufte's website](#).)



Minard: Napoleon's March on Russia. Image source: [Wikipedia](#).

“Edward Tufte is best known for his trilogy of self-published books on analytical design: *The Visual Display of Quantitative Information* (1983, 2001), *Envisioning Information* (1990) and *Visual Explanations* (1997). Each offers practical advice on aspects of data display and provides a spectacular array of historic and contemporary examples. Regarded as the primary authority on the

presentation of information by designers, information architects, engineers, and scientists, Tufte's work has also generated a strong mainstream interest. One million copies of these books are in print. (AIGA.org)”



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://uhlibraries.pressbooks.pub/bcis1305/?p=113>

Tufte on “chartjunk”

Read the following article by James Surowiecki about [How Edward Tufte led Bose out of the land of chartjunk](#).

- What does Tufte consider chartjunk?

- What should be your goal when creating a chart?
- Do you agree with the sentiment that “design is the Big Enchilada”?

ATTRIBUTION

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4.1.A: CHOOSING A CHART TYPE: LINE CHARTS

LEARNING OBJECTIVES

1. Construct a line chart to show a time series trend.
2. Learn how to adjust the Y axis scale.
3. Construct a line chart to present a comparison of two trends.
4. Learn how to use a column chart to show a frequency distribution.
5. Create a separate chart sheet for a chart embedded in a worksheet.
6. Construct a column chart that compares two frequency distributions.
7. Learn how to use a pie chart to show the percent of total for a data set.
8. Construct a stacked column chart to show how a percent of total changes over time.

This section reviews the most commonly used Excel chart

types. To demonstrate the variety of chart types available in Excel, it is necessary to use a variety of data sets. This is necessary not only to demonstrate the construction of charts but also to explain how to choose the right type of chart given your data and the idea you intend to communicate.

CHOOSING A CHART TYPE

Before we begin, let's review a few key points you need to consider before creating any chart in Excel.

1. **The first is identifying your idea or message.** It is important to keep in mind that the primary purpose of a chart is to present quantitative information to an audience. Therefore, you must first decide what message or idea you wish to present. This is critical in helping you select specific data from a worksheet that will be used in a chart. Throughout this chapter, we will reinforce the intended message first before creating each chart.
2. **The second key point is selecting the right chart type.** The chart type you select will depend on the data you have and the message you intend to communicate.
3. **The third key point is identifying the values that should appear on the X and Y axes.** One of the ways to identify which values belong on the X and Y axes is to sketch the chart on paper first. If you can visualize what your chart is supposed to look like, you will have an easier time selecting information correctly and using Excel to

construct an effective chart that accurately communicates your message. **Table 4.1** “Key Steps Before Constructing an Excel Chart” provides a brief summary of these points.

Integrity Check

Carefully Select Data When Creating a Chart

Just because you have data in a worksheet does not mean it must all be placed onto a chart. When creating a chart, it is common for only specific data points to be used. To determine what data should be used when creating a chart, you must first identify the message or idea that you want to communicate to an audience.

Table 4.1 Key Steps before Constructing an Excel Chart

| Step | Description |
|--|---|
| Define your message. | Identify the main idea you are trying to communicate to an audience. If there is no main point or important message that can be revealed by a chart, you might want to question the necessity of creating a chart. |
| Identify the data you need. | Once you have a clear message, identify the data on a worksheet that you will need to construct a chart. In some cases, you may need to create formulas or consolidate items into broader categories. |
| Select a chart type. | The type of chart you select will depend on the message you are communicating and the data you are using. |
| Identify the values for the X and Y axes. | After you have selected a chart type, you may find that drawing a sketch is helpful in identifying which values should be on the X and Y axes. In Excel, the axes are: The “category” axis. Usually the horizontal axis – where the labels are found The “value” axis. Usually the vertical axis – where the numbers are found. |

TIME SERIES TREND: LINE CHART 1

The first chart we will demonstrate is a line chart. Figure 4.1 shows part of the data that will be used to create two line charts. This chart will show the trend of the [NASDAQ](#) stock index.

Read more: <http://www.investopedia.com/terms/n/nasdaq.asp>

This chart will be used to communicate a simple message: to show how the index has performed over a two-year period. We can use this chart in a presentation to show whether stock prices have been increasing, decreasing, or remaining constant over the designated period of time.

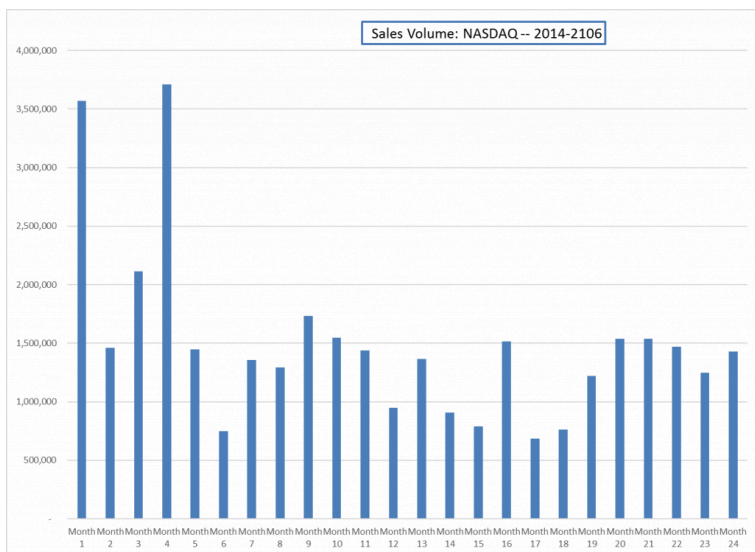


Figure 4.1 Stock Trends

Before we create the line chart, it is important to identify why it is an appropriate chart type given the message we wish to communicate and the data we have. When presenting the trend for any data over a designated period of time, the most commonly used chart types are the line chart and the column chart. With the column chart, you are limited to a certain number of bars or data points. As you increase the number of bars on a column chart, it becomes increasingly difficult to read. As you scroll through the data on the worksheet shown in **Figure 4.1** you will see that there are 24 points of data used to construct the chart. This is generally too many data points to put on a column chart, which is why we are using a line chart. Our line chart will show the volume of sales for the NASDAQ on the Y axis and the Month number on the X axis. The following steps explain how to construct this chart:

Download Data file: [CH4-Data_File](#)

1. Open data file *CH4 Data File* and save a file to your computer as **CH4_YourName**.
2. Navigate to the **Stock Trend** worksheet.
3. Highlight the range **B4:C28** on the Stock Trend worksheet. (Note – you have selected a label in the first row and more labels in column B. Watch where they show up in your completed chart.)
4. Click the Insert tab of the ribbon.
5. Click the **Line** button in the **Charts** group of commands. Click the first option from the list, which is a basic 2D Line Chart (see **Figure 4.2**).

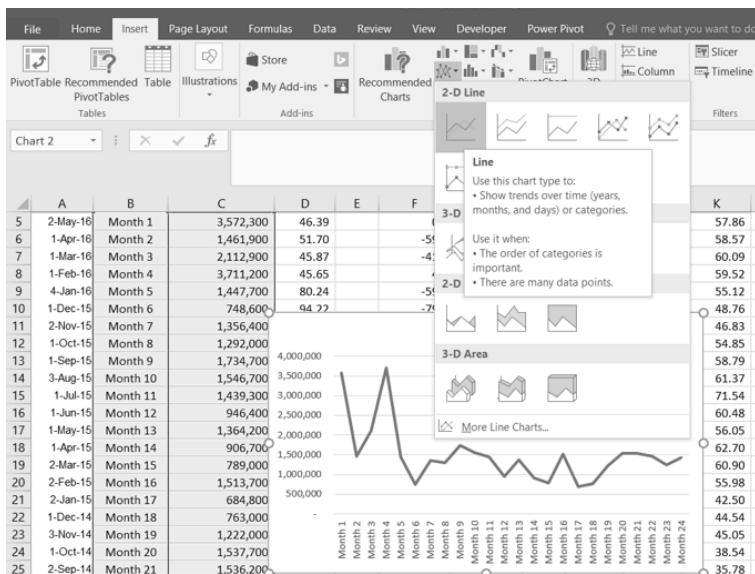


Figure 4.2 Selecting the Basic Line Chart

This adds, or embeds, the line chart to the worksheet, as shown in **Figure 4.3**

Why?

Line Chart vs. Column Chart

We can use both a line chart and a column chart to illustrate a trend over time. However, a line chart is far more effective when there are many periods of time being measured. For example, if we are measuring fifty-two weeks, a column chart would require fifty-two bars. A general rule of thumb is to use a column chart when twenty bars or less are required. A column chart becomes difficult to read as the number of bars exceeds twenty.

Figure 4.3 shows the embedded line chart in the Stock Trend worksheet. Do you see where your labels showed up on the chart?

Notice that additional tabs, or contextual tabs, are added to the ribbon. We will demonstrate the commands in these tabs throughout this chapter. These tabs appear only when the chart is activated.

Note: Excel 2010 uses three contextual tabs for charts. Later versions use only two. Each has all the same tools. They are just organized a little differently.

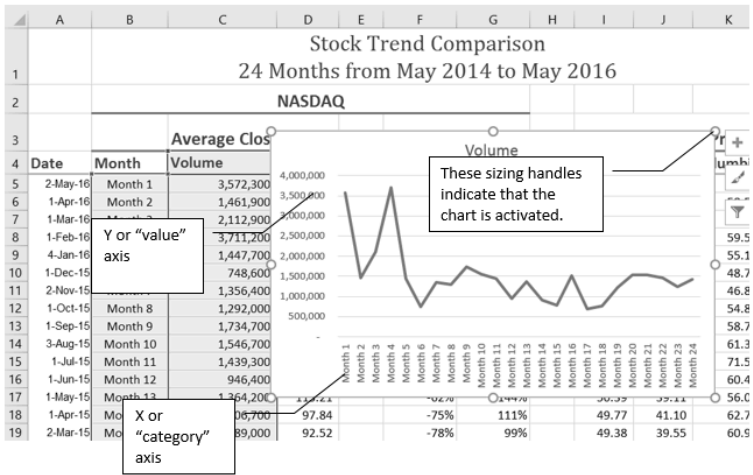
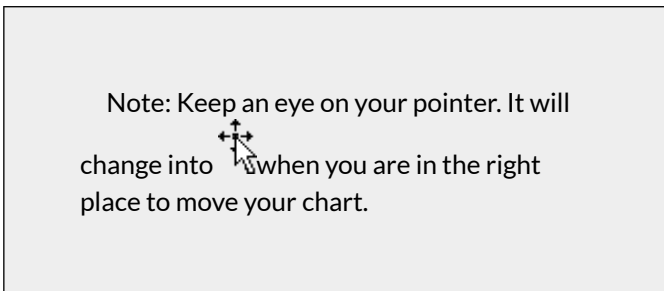


Figure 4.3 Embedded Line Chart in the Stock Trend Worksheet

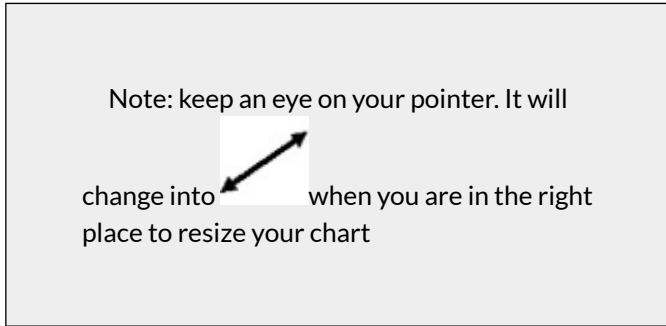
As shown in **Figure 4.3**, the embedded chart is not placed in an ideal location on the worksheet since it is covering several cell locations that contain data. The following steps demonstrate common adjustments that are made when working with embedded charts:

1. **Moving a chart:** Click and drag the upper left corner of the chart to the corner of cell B30.



2. **Resizing a chart:** Place the mouse pointer over the right upper corner sizing handle, hold down

the ALT key on your keyboard, and click and drag the chart so it “snaps” to the right side of Column I.



3. Repeat step 2 to resize the chart so the top “snaps” to the top of Row 30, the bottom “snaps” to the bottom of Row 45, and the left side “snaps” to the left side of Column B. Make sure the right side of the chart snaps to the line between column I and J.
4. **Adjusting the chart title:** Click the chart title once. Then click in front of the first letter. You should see a blinking cursor in front of the letter. This allows you to modify the title of the chart.
5. Type the following in front of the first letter in the chart title: **May 2014-2016 Trend for NASDAQ Sales**.
6. Click anywhere outside of the chart to deactivate it.
7. Save your work.

Figure 4.4 shows the line chart after it is moved and resized. You can also see that the title of the chart has been edited to read **May 2014-2016 Trend for NASDAQ Sales**

Volume. Notice that the sizing handles do not appear around the perimeter of the chart. This is because the chart has been deactivated. To activate the chart, click anywhere inside the chart perimeter.

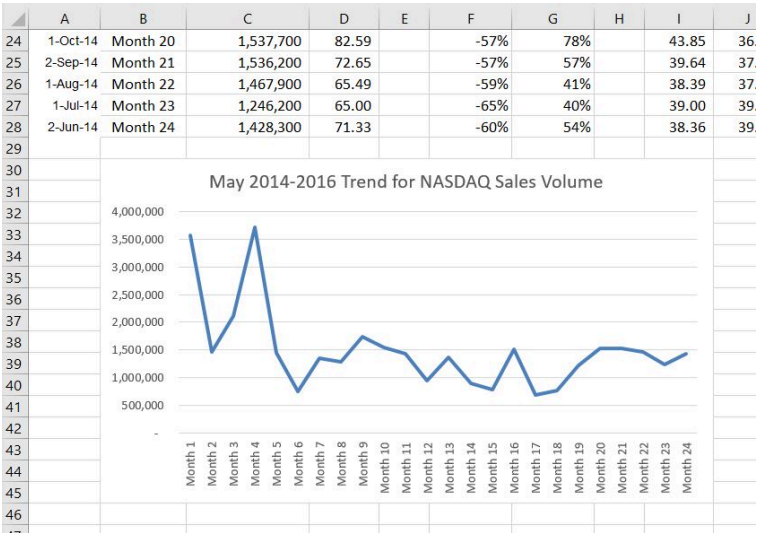


Figure 4.4 Line Chart Moved and Resized

Integrity Check

When using line charts in Excel, keep in mind that anything placed on the X axis is considered a descriptive label, not a numeric value. This is an example of a category axis. This is important because there will never be a change in the spacing of any items placed on the X axis of a line chart. If you need to create a chart using numeric data on the

category axis, you will have to modify the chart. We will do that later in the chapter.

Skill Refresher

Inserting a Line Chart

1. Highlight a range of cells that contain data that will be used to create the chart. Be sure to include labels in your selection.
2. Click the Insert tab of the ribbon.
3. Click the Line button in the Charts group.
4. Select a format option from the Line Chart drop-down menu.

ADJUSTING THE Y AXIS SCALE

After creating an Excel chart, you may find it necessary to adjust the scale of the Y axis. Excel automatically sets the maximum value for the Y axis based on the data used to create the chart. The minimum value is usually set to zero. That is usually a good thing. However, depending on the data you are using to create the chart, setting the minimum value to zero can substantially minimize the graphical presentation of a trend. For example, the trend shown in Figure 4.4 appears to be increasing slightly in

recent months. The presentation of this trend can be improved if the minimum value started at 500,000. The following steps explain how to make this adjustment to the Y axis:

1. Click anywhere on the Y (value or vertical) axis on the **May 2014-2016 Trend for NASDAQ Sales Volume** line chart (Stock Trend worksheet).
2. Right Click and select **Format Axis**. The Format Axis Pane should appear, as shown in **Figure 4.5**.

Note: If you do not see “Format Axis . . . on your menu, you have not right clicked in the correct spot. Press “Escape” to turn the menu off and try again

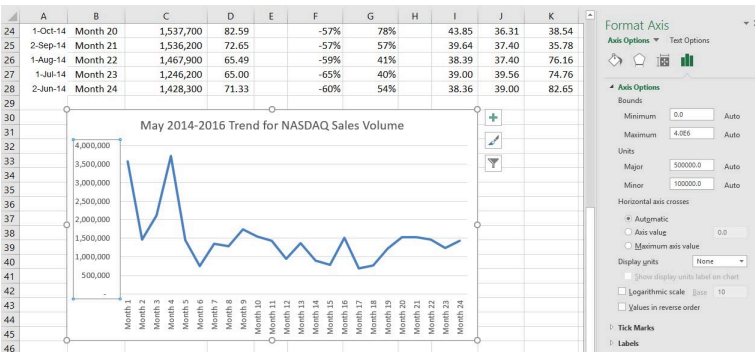


Figure 4.5 Format Axis Pane

1. In the Format Axis Pane, click the input box for the “**Minimum**” axis option and **delete** the zero. Then type the number **500000** and hit Enter. As soon as you make this change, the Y axis on the

chart adjusts.

2. Click the X in the upper right corner of the Format Axis pane to close it.
3. Save your work.

Figure 4.6 shows the change in the presentation of the trend line. Notice that with the Y axis starting at 500,000, the trend for the NASDAQ is more pronounced. This adjustment makes it easier for the audience to see the magnitude of the trend.

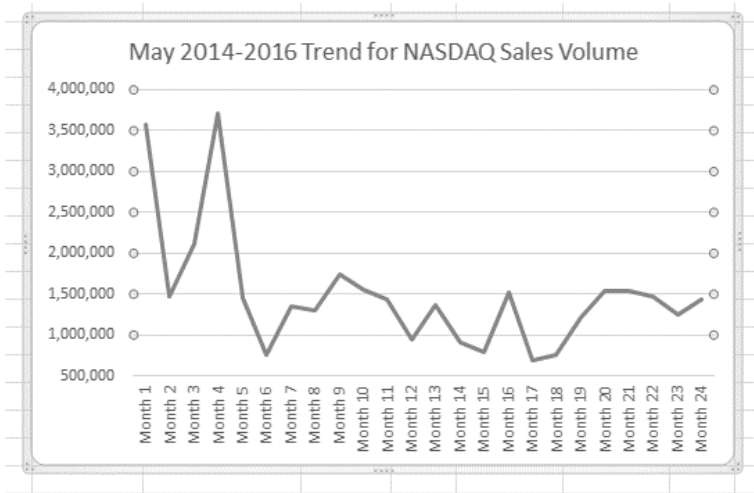


Figure 4.6 Adjusted Y Axis for the S&P 500 Chart

Skill Refresher

Adjusting the Y Axis Scale

1. Click anywhere along the Y axis to activate it.
2. Right Click.

(Note, you can also select the Format tab in the Chart Tools section of the ribbon.)

3. Select **Format Axis**...
4. In the **Format Axis pane**, make your changes to the **Axis Options**.
5. Click in the input box next to the desired axis option and then type the new scale value.
6. Click the **Close** button at the top right of the Format Axis pane to close it.

TREND COMPARISONS: LINE CHART 2

We will now create a second line chart using the data in the Stock Trend worksheet. The purpose of this chart is to compare two trends: the change in volume for the NASDAQ and the change in the Closing price.

Before creating the chart to compare the NASDAQ volume and sales price, it is important to review the data in the range B4:D28 on the Stock Trend worksheet. We cannot use the volume of sales and the closing price because the values are not comparable. That is, the closing price is in a range of \$45.00 to \$115.00, but the data for the volume of Sales is in a range of 684,000 to 3,711,000. If we used these values – without making changes to the chart — we would not be able to see the closing price at all.

The construction of this second line chart will be similar to the first line chart. The X axis will be the months in the range B4:D28.

1. Highlight the range **B4:D28** on the Stock Trend worksheet.
2. Click the **Insert** tab of the ribbon.
3. Click the **Line** button in the **Charts** group of commands.
4. Click the first option from the list, which is a basic line chart.

Figure 4.6.5 shows the appearance of the line chart comparing both the volume and the closing price before it is moved and resized. Notice that the line for the closing price (Close) appears as a straight line at the bottom of the chart. Also, the chart is covering the data again, and the title needs to be changed.

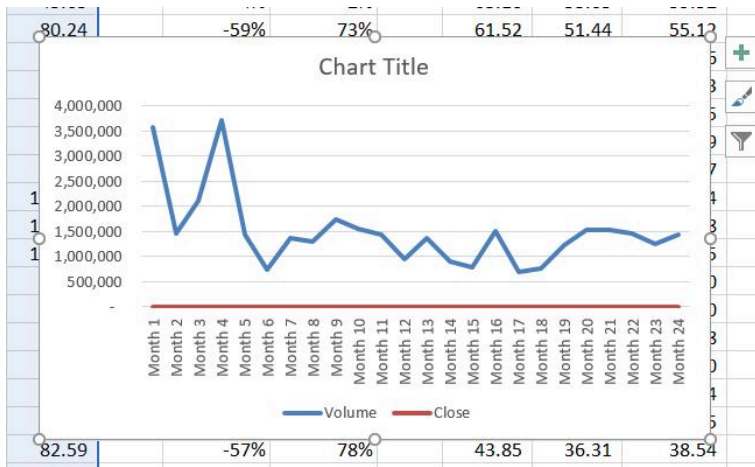


Figure 4.6 Trend Comparison Line Chart

1. Move the chart so the upper left corner is in the middle of cell M3.

Note: The line representing the closing values is flat along the bottom of the chart. This is hard to see and not very useful as is. Fear not. We will fix that.

2. Resize the chart, using the resizing handles and the ALT key, so the left side is locked to the left side of Column M, the right side is locked to the right side of Column U, the top is locked to the top of Row 3, and the bottom is locked to the bottom of Row 17.
3. Click in the text box that says “**Chart Title.**” Delete the text and replace it with the following:
24 Month Trend Comparison.

Good. But, we still cannot really see the Closing Price data. It is the flat red line at the very bottom of the chart.

1. Right click the red line across the bottom of the chart that represents the Closing Price.
2. On the menu, select Format Data Series. This will open the Format Data Series pane.
3. In the Series Options, select Secondary Axis.

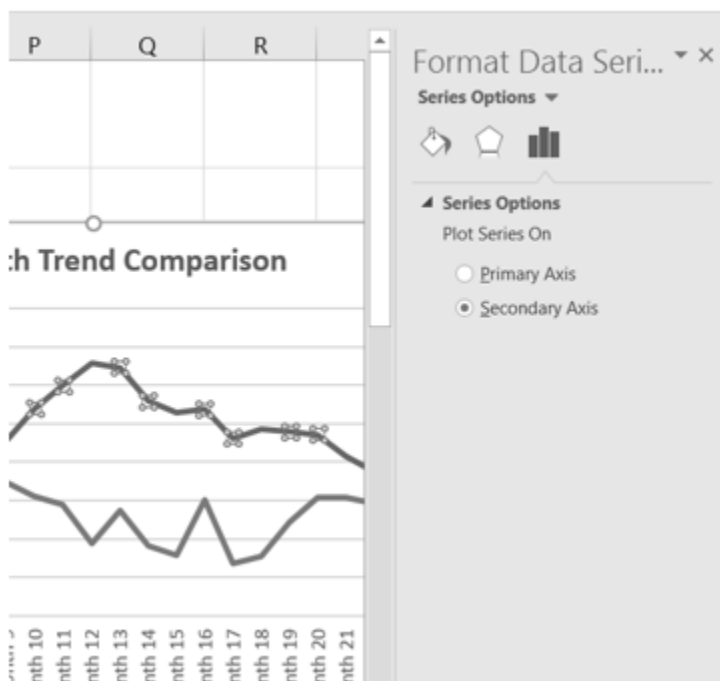


Figure 4.7 Adding a Secondary Axis

Better! But, it would be nice to be able to see that the values on the right represent prices.

1. Right click the Secondary Vertical Axis. (The vertical axis on the right that goes from 0 to 140.)
2. From the menu, select Format Axis.
3. In Axis Options, select Number. (You may have to scroll down to see it.)
4. Use the Symbol list box to add the \$.
5. Press the Close button to close the Format Axis pane.
6. Save your work.

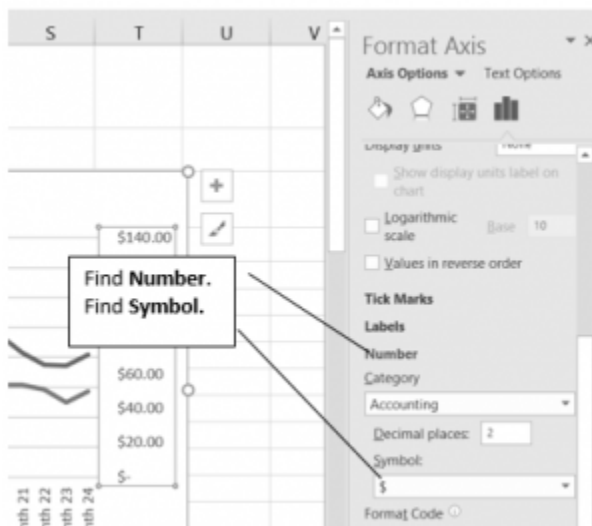


Figure 4.8 Modifying the Secondary Axis

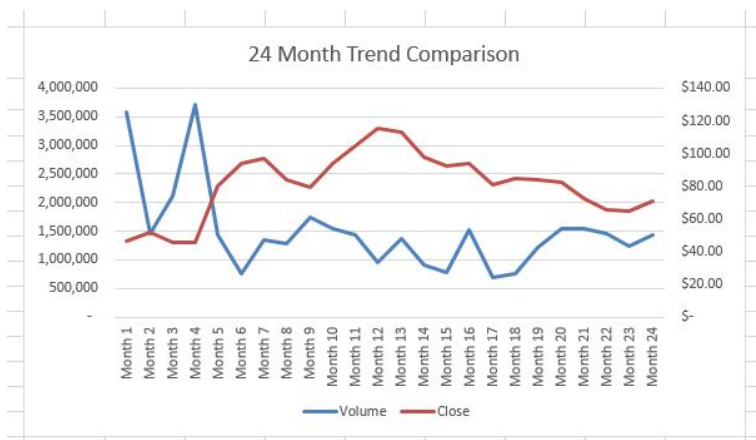


Figure 4.9 Final Comparison Line Chart

"INSTANT" CHART - F11

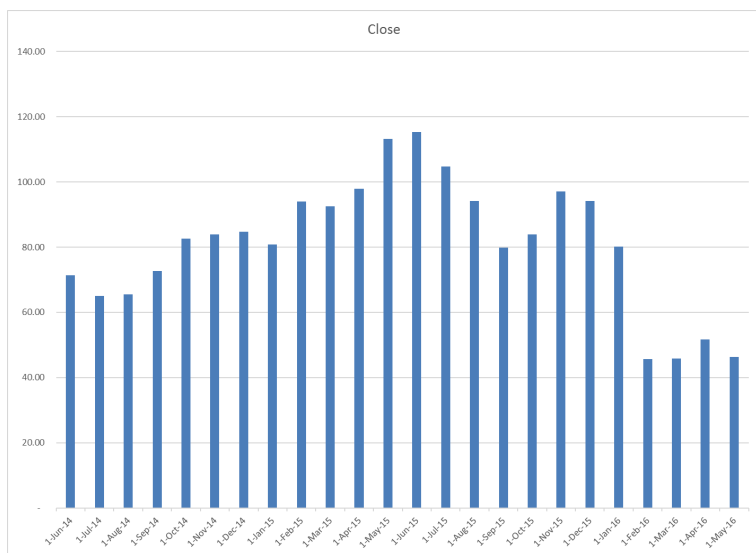
On the Stock Trend worksheet:

1. Select **A4:A28**.
2. Hold down the **Ctrl** key and select **D4:D28**.
Figure 4.10 shows what that will look like.

| | A | B | C | D | E | F | G | H |
|----|----------|----------|-----------------------|--------|---|-----------------|----------|---|
| 3 | | | Average Closing Price | | | Change in Price | | |
| 4 | Date | Month | Volume | Close | | NASDAQ | % change | |
| 5 | 2-May-16 | Month 1 | 3,572,300 | 46.39 | | 0% | 0% | |
| 6 | 1-Apr-16 | Month 2 | 1,461,900 | 51.70 | | -59% | 11% | |
| 7 | 1-Mar-16 | Month 3 | 2,112,900 | 45.87 | | -41% | -1% | |
| 8 | 1-Feb-16 | Month 4 | 3,711,200 | 45.65 | | 4% | -2% | |
| 9 | 4-Jan-16 | Month 5 | 1,447,700 | 80.24 | | -59% | 73% | |
| 10 | 1-Dec-15 | Month 6 | 748,600 | 94.22 | | -79% | 103% | |
| 11 | 2-Nov-15 | Month 7 | 1,356,400 | 97.03 | | -62% | 109% | |
| 12 | 1-Oct-15 | Month 8 | 1,292,000 | 83.96 | | -64% | 81% | |
| 13 | 1-Sep-15 | Month 9 | 1,734,700 | 79.78 | | -51% | 72% | |
| 14 | 3-Aug-15 | Month 10 | 1,546,700 | 94.17 | | -57% | 103% | |
| 15 | 1-Jul-15 | Month 11 | 1,439,300 | 104.74 | | -60% | 126% | |
| 16 | 1-Jun-15 | Month 12 | 946,400 | 115.30 | | -74% | 149% | |
| 17 | 1-May-15 | Month 13 | 1,364,200 | 113.21 | | -62% | 144% | |
| 18 | 1-Apr-15 | Month 14 | 906,700 | 97.84 | | -75% | 111% | |
| 19 | 2-Mar-15 | Month 15 | 789,000 | 92.52 | | -78% | 99% | |
| 20 | 2-Feb-15 | Month 16 | 1,513,700 | 94.01 | | -58% | 103% | |
| 21 | 2-Jan-15 | Month 17 | 684,800 | 80.76 | | -81% | 74% | |
| 22 | 1-Dec-14 | Month 18 | 763,000 | 84.76 | | -79% | 83% | |
| 23 | 3-Nov-14 | Month 19 | 1,222,000 | 83.88 | | -66% | 81% | |
| 24 | 1-Oct-14 | Month 20 | 1,537,700 | 82.59 | | -57% | 78% | |
| 25 | 2-Sep-14 | Month 21 | 1,536,200 | 72.65 | | -57% | 57% | |
| 26 | 1-Aug-14 | Month 22 | 1,467,900 | 65.49 | | -59% | 41% | |
| 27 | 1-Jul-14 | Month 23 | 1,346,200 | 65.00 | | -65% | 40% | |
| 28 | 2-Jun-14 | Month 24 | 1,428,300 | 71.33 | | -60% | 54% | |
| 29 | | | | | | | | |

Figure 4.10 Range Selection

3. Press **F11**. (The F11 function key is on the top row of the keyboard.) If the factory default settings haven't been changed, Excel will create a column chart and place it on a separate chart sheet. (See **Figure 4.11**).
4. Change the name of the chart sheet by double-clicking the worksheet name Chart1. Type Closing Prices as the new name and hit Enter.
5. Save your work.



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4.1.B: CHOOSING A CHART TYPE: COLUMN CHARTS

FREQUENCY DISTRIBUTION: COLUMN CHART 1

A column chart is commonly used to show trends over time, as long as the data are limited to approximately twenty points or less. A common use for column charts is frequency distributions. A frequency distribution shows the number of occurrences by established categories. For example, a common frequency distribution used in most academic institutions is a grade distribution. A grade distribution shows the number of students that achieve each level of a typical grading scale (A, A-, B+, B, etc.). The Grade Distribution worksheet contains final grades for some hypothetical Excel classes. To show the grade frequency distribution for all the Excel classes in that year, the numbers of students appear on the Y axis and the grade categories appear on the X axis. The number of students for this chart is in Column C. The labels for grades are in Column A. The following steps explain how to create this chart:

1. Select the Grade Distribution worksheet in your [CH4-Data_File](#).

2. Change the years in Row 3 to the current academic term and year.
3. Highlight the range **A3:A8** on the **Grade Distribution** worksheet. Column A shows the grade categories.
4. Hold down the **Ctrl** key.
5. Without letting go of the **Ctrl** key, select **C3:C8**
6. Click the **Column** button in the **Charts** group section on the **Insert** tab of the ribbon. Select the first option in the 2-D Column section, which is the **Clustered Column** format.
7. Click and drag the chart so the upper left corner is in the middle of cell **H2**.
8. Resize the chart so the left side is locked to the left side of Column H, the right side is locked to the right side of Column O, the top is locked to the top of Row 2, and the bottom is locked to the bottom of Row 16.
9. If Excel displays a legend, delete it by clicking the legend one time and pressing the **DELETE** key on the keyboard. Since the chart presents only one data series, the legend is not necessary.
10. Add the text **Final Grades for** to the chart title. The chart title should now be **Final Grades for All Excel Classes 2016/2017** (or whichever academic year you are using).
11. Click any cell location on the **Grade Distribution** worksheet to deactivate the chart.
12. Save your work.

Figure 4.12 shows the completed grade frequency distribution chart. By looking at the chart, you can immediately see that the greatest number of students earned a final grade in the B+ to B– range.

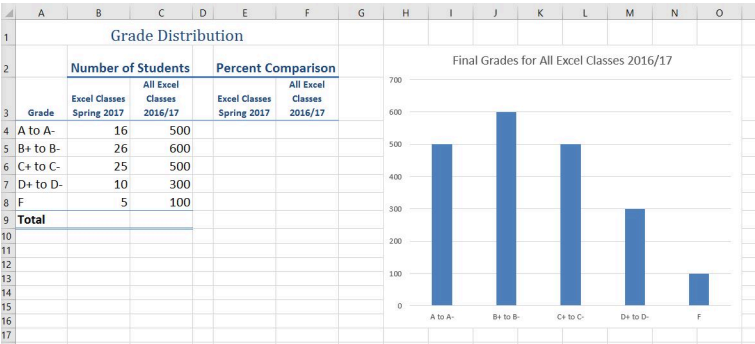


Figure 4.12 Grade Frequency Distribution Chart

Why?

Column Chart vs. Bar Chart

When using charts to show frequency distributions, the difference between a column chart and a bar chart is really a matter of preference. Both are very effective in showing frequency distributions. However, if you are showing a trend over a period of time, a column chart is preferred over a bar chart. This is because a period of time is typically shown horizontally, with the oldest date on the far left and the newest date on the far right. Therefore, the descriptive categories for the chart would have to fall on the horizontal – or category axis, which is the configuration of a column chart.

On a bar chart, the descriptive categories are displayed on the vertical axis.

CREATING A CHART SHEET

The charts we have created up to this point have been added to, or embedded in, an existing worksheet (with the exception of the Instant Chart we created using F11). Charts can also be placed in a dedicated worksheet called a chart sheet. It is called a chart sheet because it can only contain an Excel chart. Chart sheets are useful if you need to create several charts using the data in a single worksheet. If you embed several charts in one worksheet, it can be cumbersome to navigate and browse through the charts. It is easier to browse through charts when they are moved to a chart sheet because a separate sheet tab is added to the workbook for each chart. The following steps explain how to move the grade frequency distribution chart to a dedicated chart sheet:

1. Click anywhere on the **Final Grades for All Excel Classes** chart on the Grade Distribution worksheet.
2. Right click on the chart. Select **Move Chart . . .**. This opens the Move Chart Dialog box.
3. Click the **New sheet** option on the Move Chart dialog box. (The top option.)
4. The entry in the input box for assigning a name to the chart sheet tab should automatically be

highlighted once you click the New sheet option. Type **All Excel Classes**. This replaces the generic name in the input box (see **Figure 4.13**).

- 5. Click the **OK** button at the bottom of the Move Chart dialog box. This adds a new chart sheet to the workbook with the name **All Excel Classes**.
- 6. Save your work.

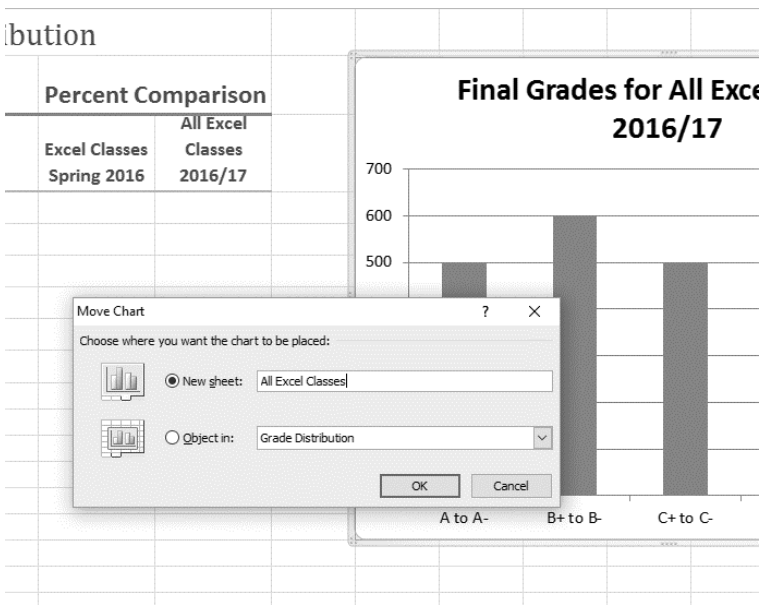


Figure 4.13 Moving a Chart to a Chart Sheet

Figure 4.14 shows the Final Grades for the all the Excel Classes column chart is in a separate chart sheet. Notice the new worksheet tab added to the workbook matches the New sheet name entered into the Move Chart dialog box. Since the chart is moved to a separate chart sheet, it no longer is displayed in the Grade Distribution worksheet.

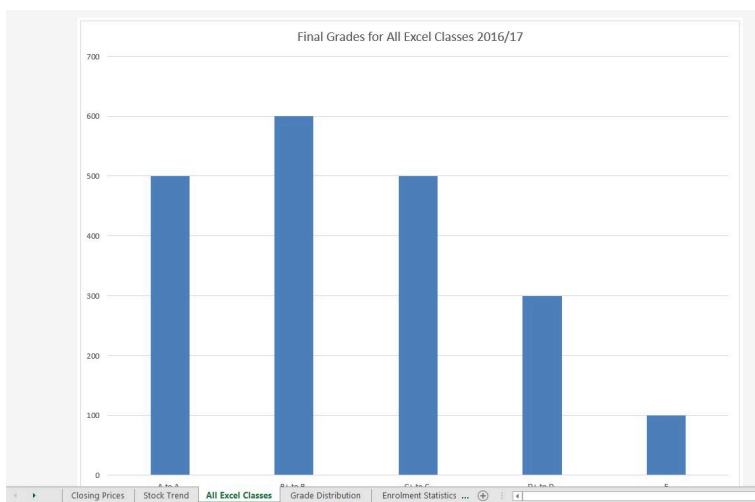


Figure 4.14 Chart Sheet Added to the Workbook

FREQUENCY COMPARISON: COLUMN CHART 2

We will create a second column chart to show a comparison between two frequency distributions. Column B on the Grade Distribution worksheet contains data showing the number of students who received grades within each category for the Spring Quarter. We will use a column chart to compare the grade distribution for Spring (Column B) with the overall grade distribution for the whole year (Column C).

However, since the number of students in the term is significantly different from the total number of students in the year, we must calculate percentages in order to make an effective comparison. The following steps explain how to calculate the percentages:

1. Highlight the range **B9:C9** on the **Grade Distribution** worksheet.
2. Click the **AutoSum** button in the Editing group of

commands on the Home tab of the ribbon. This automatically adds SUM functions that sum the values in the range B4:B8 and C4:C8.

3. Activate cell **E4** on the Grade Distribution worksheet.
4. Enter a formula that divides the value in cell **B4** by the total in cell **B9**. Add an absolute reference to cell **B9** in the formula **=B4/\$B\$9**.
5. Copy the formula in cell **E4** and paste it into the range **E5:E8** using the Paste command.
Or, use the Fill Handle to copy the calculation in **E4** all the way down to **E8**.
6. Activate cell **F4** on the Grade Distribution worksheet.
7. Enter a formula that divides the value in cell **C4** by the total in cell **C9**. Add an absolute reference to cell **C9** in the formula **=C4/\$C\$9**.
8. Copy the formula in cell **F4** and paste it into the range **F5:F8** using the Paste command.
Or, use the Fill Handle to copy the calculation in **F4** all the way down to **F8**.

| | | | | | | | |
|----|--------------------|--------------------|-----------------|------------|--------------------|-----------------|---|
| F4 | | fx | | =C4/\$C\$9 | | | |
| | A | B | C | D | E | F | G |
| 1 | Grade Distribution | | | | | | |
| 2 | | Number of Students | | | Percent Comparison | | |
| | | Excel Classes | All Excel | | Excel Classes | All Excel | |
| 3 | Grade | Spring 2016 | Classes 2016/17 | | Spring 2016 | Classes 2016/17 | |
| 4 | A to A- | 16 | 500 | | 20% | 25% | |
| 5 | B+ to B- | 26 | 600 | | 32% | 30% | |
| 6 | C+ to C- | 25 | 500 | | 30% | 25% | |
| 7 | D+ to D- | 10 | 300 | | 12% | 15% | |
| 8 | F | 5 | 100 | | 6% | 5% | |
| 9 | Total | 82 | 2000 | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |

Figure 4.15 Completed Grade Distribution Percentages

Figure 4.15 shows the completed percentages added to the Grade Distribution worksheet.

The column chart we are going to create uses the grade categories in the range A4:A8 on the X axis and the percentages in the range E4:F8 on the Y axis. This chart uses data that is not in a contiguous range, so we need to use the Ctrl key to select the ranges of cells.

1. Select **A3:A8**, hold down the **Ctrl** key and select **E3:F8**.
2. Click the **Insert** tab of the ribbon.
3. Click the **Column** button in the **Charts** group of commands. Select the first option from the drop-down list of chart formats, which is the **Clustered Column**.
4. Click and drag the chart so the upper left corner is in the middle of cell **H2**.

5. Resize the chart so the left side is locked to the left side of Column H, the right side is locked to the right side of Column N, the top is locked to the top of Row 2, and the bottom is locked to the bottom of Row 16.
6. Change the chart title to **Grade Distribution Comparison**. If you do not have a chart title, you can add one. On the **Design** tab, select **Add Chart Element**. Find the **Chart Title**. Select the **Above Chart** option from the drop-down list.
7. Save your work.

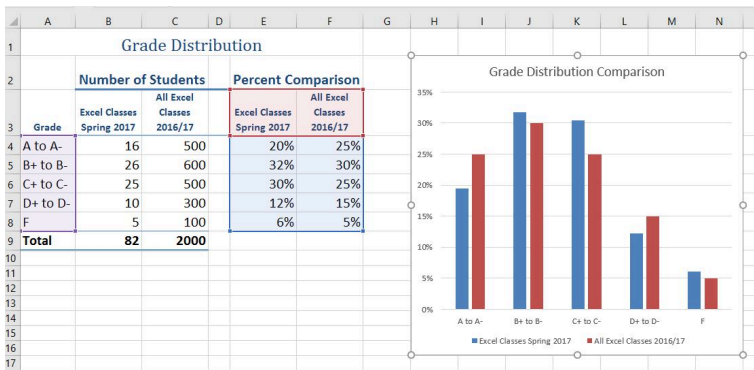


Figure 4.16 Completed Data Series for the Class Grade Distribution

Figure 4.17 shows the final appearance of the column chart. The column chart is an appropriate type for this data because there are fewer than twenty data points and we can easily see the comparison for each category. An audience can quickly see that the class issued fewer As compared to the college. However, the class had more Bs and Cs compared with the college population.

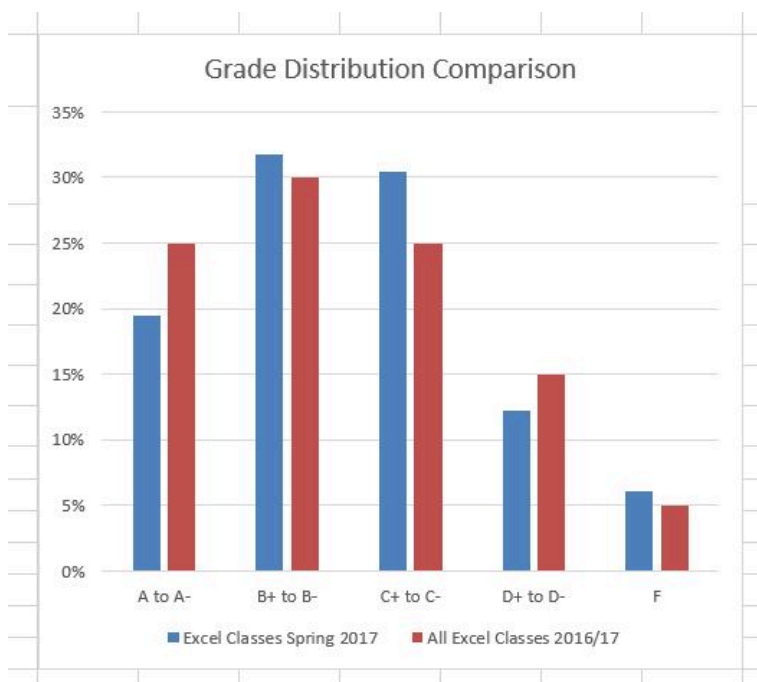


Figure 4.17 Completed Grade Distribution Column Chart

Integrity Check

Too Many Bars on a Column Chart?

Although there is no specific limit for the number of bars you should use on a column chart, a general rule of thumb is twenty bars or less. **Figure 4.18** contains a total of thirty-two bars. This is considered a poor use of a column chart because it is difficult to identify meaningful trends or comparisons. The data used to create this chart might be better used in two

or three different column charts, each with a distinct idea or message.

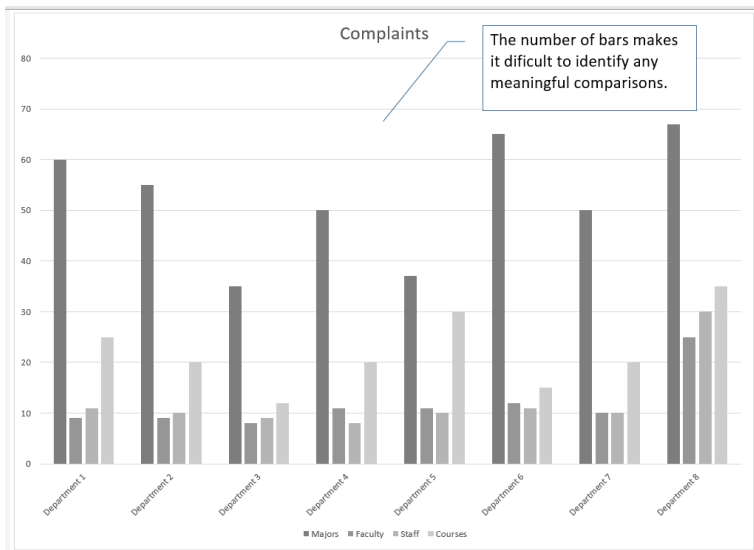


Figure 4.18 Poor Use of a Column Chart

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4.1.C: CHOOSING A CHART TYPE: PIE CHART

PERCENT OF TOTAL: PIE CHART

The next chart we will demonstrate how a pie chart works. A pie chart is used to show a percent of total for a data set at a specific point in time. The data we will use to demonstrate a pie chart is related to enrollment data for Portland Area Community Colleges for Fall of 2014. You will find that data on the Enrollment Statistics sheet in your [CH4-Data_File](#).

1. Highlight the range **A2:B6** on the **Enrollment Statistics** worksheet.
2. Click the **Insert** tab of the ribbon.
3. Click the **Pie** button in the **Charts** group of commands.
4. Select the first “**2-D Pie**” option from the drop-down list of options.
5. To make the “slices” stand out better, “explode” the pie chart.
 - Click and hold the mouse button down in

any of the slices of the pie.

- Note that you have selection handles on all of the pie slices.
- Without letting go of your mouse button; drag one of the slices away from the center.
- All of the slices “explode” out from the center.

Note: if you let go of the mouse button before dragging, you may only get one slice to move when you drag it out from the center. This can be another option for displaying your data. Use the Undo button to undo this if you want to try again.

1. Click off the slices and into the white canvas to deselect the pie and select the entire chart.
2. Click and drag the pie chart so the upper left corner is in the middle of cell E2.
3. Resize the pie chart so the left side is locked to the left side of Column E, the right side is locked to the right side of Column L, the top is locked to the top of Row 2, and the bottom is locked to the bottom of Row 10 (see **Figure 4.19**).

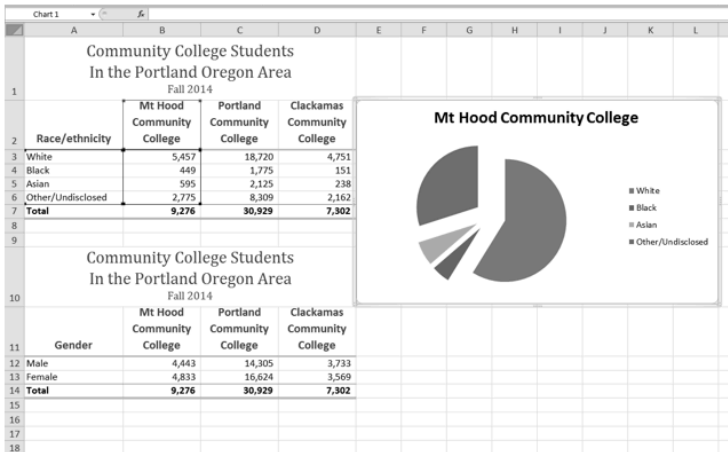


Figure 4.19 Pie Chart Moved and Resized

1. Click the chart **legend** once and press the **DELETE** key on your keyboard. A pie chart typically shows labels next to each slice. Therefore, the legend is not needed.
2. Right click any of the slices in the pie chart, and select **Add Data Labels** from the list. This will add the values for each of the slices in the pie.
3. Now, you can right click one of the numbers and select **Format Data Labels** from the list. This will open the **Format Data Labels** pane on the right.
4. Check the boxes for **Category Name** and **Percentage** in the **Label Options** section in the **Format Data Labels** pane. This will add the Race/ethnicity labels as well as the percentage data to the pie chart.
5. Uncheck the box next to the **Value** box. This will remove the numbers from the pie chart (see

Figure 4.20).

6. Click the **Close** button at the top of the Format Data Labels pane.
7. Select the data labels again (if needed). Click the **Home** tab of the ribbon and then click the **Bold** button. This will bold the data labels on the pie chart.
8. Save your work.

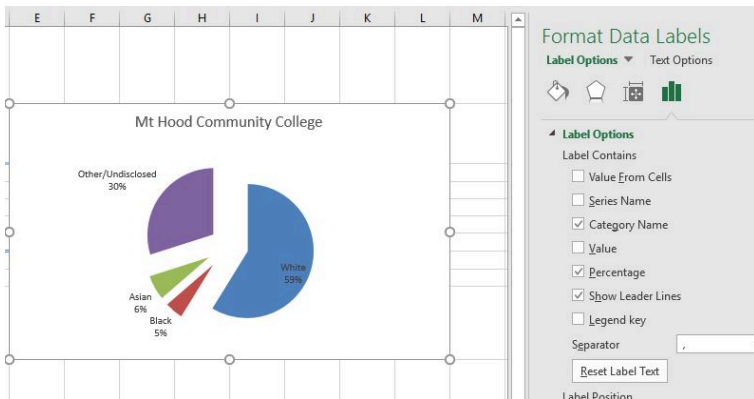


Figure 4.20 Final Settings in the Format Data Labels Pane

Although there are no specific limits for the number of categories you can use on a pie chart, a good rule of thumb is ten or less. As the number of categories exceeds ten, it becomes more difficult to identify key categories that make up the majority of the total.

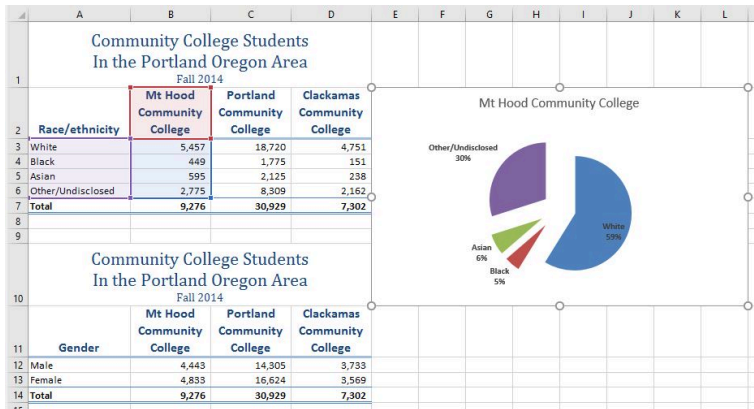


Figure 4.21 Final Enrollment Statistics Pie Chart

Skill Refresher

Inserting a Pie Chart

1. Highlight a range of cells that contain the data you will use to create the chart.
2. Click the Insert tab of the ribbon.
3. Click the Pie button in the Charts group.
4. Select a format option from the Pie Chart drop-down menu.

Key Takeaways

- Identifying the message you wish to convey to an audience is a critical first step in creating an Excel

chart.

- Both a column chart and a line chart can be used to present a trend over a period of time. However, a line chart is preferred over a column chart when presenting data over long periods of time.
- The number of bars on a column chart should be limited to approximately twenty bars or less.
- When creating a chart to compare trends, the values for each data series must be within a reasonable range. If there is a wide variance between the values in the two data series (two times or more), the percent change should be calculated with respect to the first data point for each series.
- When working with frequency distributions, the use of a column chart or a bar chart is a matter of preference. However, a column chart is preferred when working with a trend over a period of time.
- A pie chart is used to present the percent of total for a data set.
- A stacked column chart is used to show how a percent total changes over time.

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4.1.D: CHOOSING A CHART TYPE: STACKED COLUMN CHART

PERCENT OF TOTAL: STACKED COLUMN CHART

The last chart type we will demonstrate is the stacked column chart. We use a stacked column chart to show a percent of a total . For example, the data on the Enrollment Statistics worksheet shows student enrollment by race for several colleges. We would like to see all of the data on all of the colleges.

1. Highlight the range **A2:D6** on the **Enrollment Statistics** worksheet.
2. Click the **Insert** tab of the ribbon.
3. Click the **Column** button in the **Charts** group of commands. Select the **100% Stacked Column** format option from 2-D Column section in the drop-down list (see **Figure 4.22**).

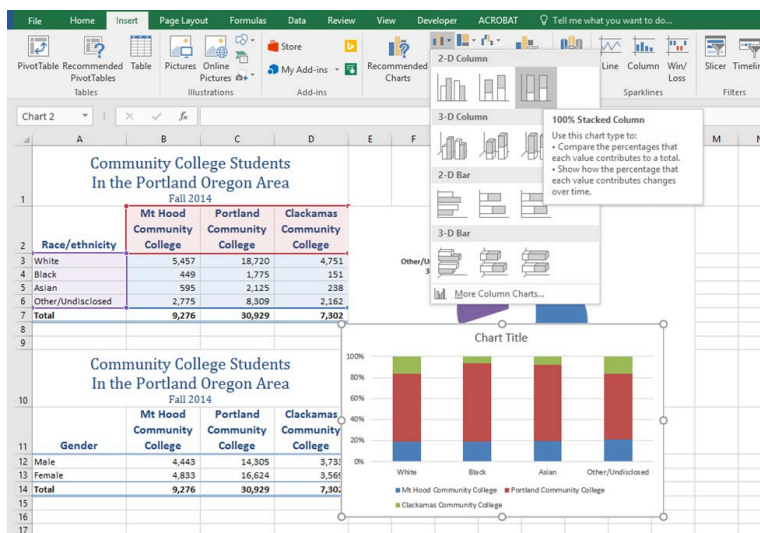


Figure 4.22 Selecting the 100% Stacked Column Chart

Figure 4.23 shows the column chart that is created after selecting the 100% Stacked Column format option. As mentioned, the goal of this chart is to show the enrollment of students by race. However, notice that Excel places the racial categories on the X axis. It would be more useful if the different colleges were there instead.

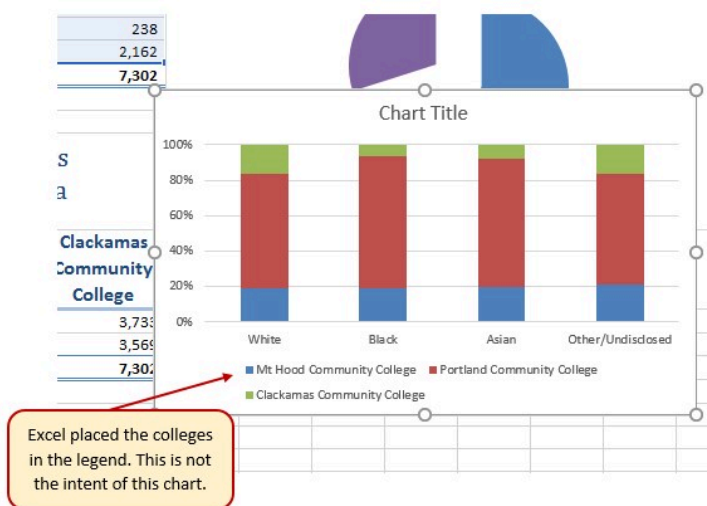


Figure 4.23 Initial Construction of the 100% Stacked Column Chart

The reason that Excel organized the data this way is that there are more Race/ethnicity categories (data in column A) than there are colleges (data in row 2). Not a bad guess. But, not what we wanted in this case.

The remaining steps explain how to correct this problem and complete the chart:

1. Click the **Switch Row/Column** button in the **Design** tab on the **Chart Tools** section of the ribbon. This reverses the legend and current X axis categories.

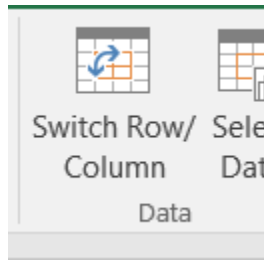


Figure 4.24 Switch Row/
Column.

2. Click and drag the chart so the upper left corner is in the middle of cell **E12**.
3. Resize the chart so the left side is locked to the left side of Column E, the right side is locked to the right side of Column N, the top is locked to the top of Row 12, and the bottom is locked to the bottom of Row 30.
4. Click the **legend** one time and press the **DELETE** key on your keyboard.
5. **Add a Data Table.** This is another way of displaying a legend for a column chart along with the numerical values that make up each component.
 - In earlier versions of Excel, find the **Labels** group of commands and select the **Show Data Table with Legend Keys** option from the drop-down menu.
 - In Excel 2016, find the **Add Chart Element** tool on the **Design** tab, select **Data Table With Legend Keys**
6. Change the Chart Title to **Enrollment by Race**.

- If there is no chart title, you will need to add one using the **Add Chart Element** tool on the **Design** tab.

7. Save your work.

Figure 4.25 shows the final stacked column chart. Notice the similarities and differences in the enrollment at the local community colleges.

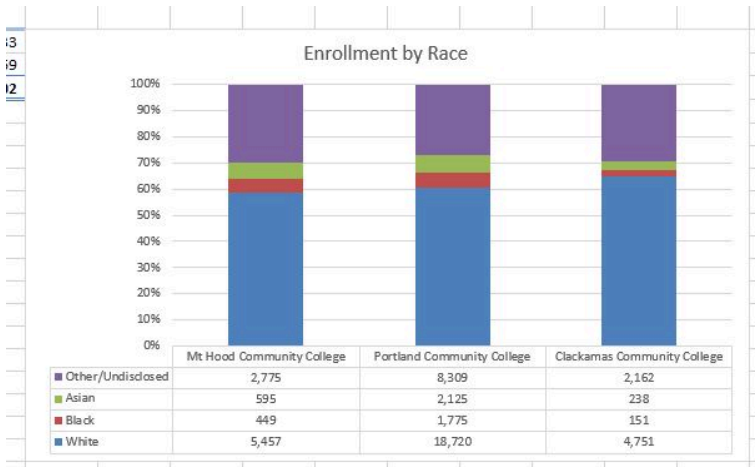


Figure 4.25 Final 100% Stacked Column Chart

Skill Refresher:

Inserting a Stacked Column Chart

1. Highlight a range of cells that contain data that will be used to create the chart.
2. Click the Insert tab of the ribbon.
3. Click the Column button in the Charts group.

4. Select the Stacked Column format option from the Column Chart drop-down menu to show the values of each category on the Y axis. Select the 100% Stacked Column option to show the percent of total for each category on the Y axis.

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4.2 FORMATTING CHARTS

Learning Objectives

1. Apply formatting commands to the X and Y axes.
2. Enhance the visual appearance of the chart title and chart legend by using various formatting techniques.
3. Assign titles to the X and Y axes that clarify labels and numeric values for the reader.
4. Apply labels and formatting techniques to the data series in the plot area of a chart.
5. Apply formatting commands to the chart area and the plot area of a chart.
6. Employ series lines and annotations to enhance trends and provide additional information on a chart.

You can use a variety of formatting techniques to enhance the appearance of a chart once you have created it. Formatting commands are applied to a chart for the same reason they are applied to a worksheet: they make the

chart easier to read. However, formatting techniques also help you qualify and explain the data in a chart. For example, you can add footnotes explaining the data source as well as notes that clarify the type of numbers being presented (i.e., if the numbers in a chart are truncated, you can state whether they are in thousands, millions, etc.). These notes are also helpful in answering questions if you are using charts in a live presentation. We will demonstrate these formatting techniques using the column chart and stacked column chart from the previous section.

X AND Y AXIS FORMATS

There are numerous formatting commands we can apply to the X and Y axes of a chart. Although adjusting the font size, style, and color are common, many more options are available through the Format Axis pane. The following steps demonstrate a few of these formatting techniques on the **Grade Distribution Comparison** chart:

1. Switch to the **Grade Distribution** worksheet and click anywhere along the X axis (horizontal axis) of the Grade Distribution Comparison chart.
2. Right click and select Font.
3. Change the font to Arial, the Font Style to Bold, and the Size to 11 (see **Figure 4.26**).

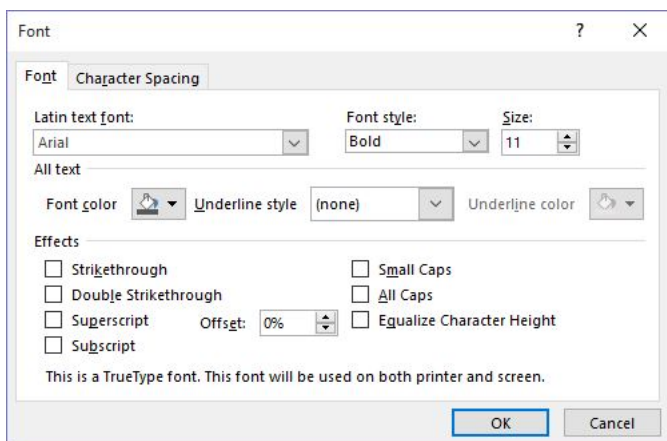


Figure 4.26 Font Dialog Box

4. Click anywhere along the Y axis to activate it and repeat steps 2 and 3.
5. Click on the chart title and repeat steps 2 and 3, but set the Size to 14.
6. The final appearance of the axes is shown in Figure 4.27 **Formatted X & Y Axes**.

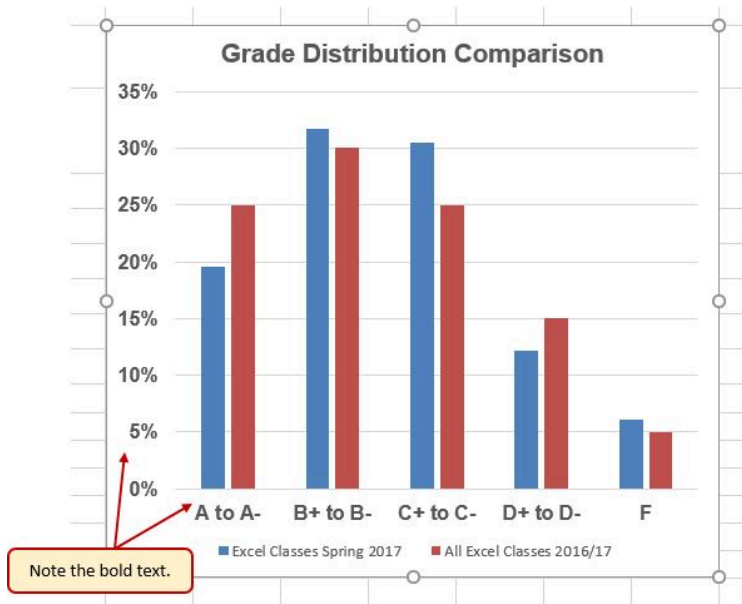


Figure 4.27 Formatted X and Y Axes

Next we want to make some changes to the percentage numbers on the Y (vertical) axis.

1. Right click the vertical (value) axis. Select **Format Axis**. This opens the **Format Axis** pane.
2. Click **Number** from the list of options. The commands in this section of the **Format Axis** pane are used to format numbers that appear on the selected axis of the chart.
3. Click in the Decimal places input box and change the value to **1**.
4. Select **Axis Options**. Change the **Minimum Bound** to **.05** to make the differences in the columns more dramatic. The Format Axis pane

should match **Figure 4.28**.

5. Click the **Close** button at the top of the Format Axis pane.
6. Save your work.

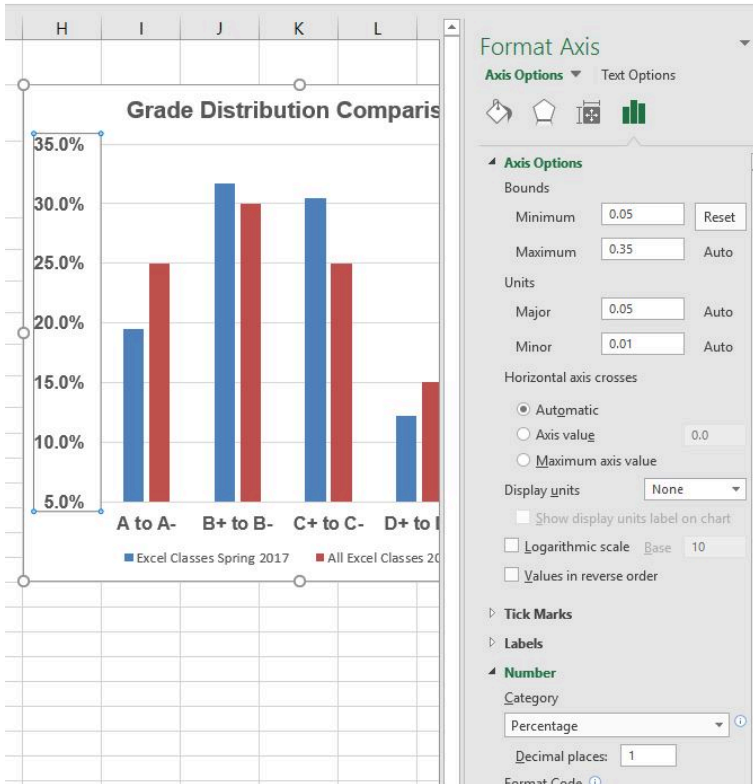


Figure 4.28 Format Axis Pane changes

Note: Experiment! You can also change font styling using shortcut keys and the buttons on the **Home** tab.

Skill Refresher

Formatting the X and Y Axes

1. Click anywhere along the X or Y axis to activate it.
2. Click either the Home tab or Design tab of the ribbon.
3. Select any of the available formatting commands in these tabs.

Skill Refresher

X and Y Axis Number Formats

1. Click anywhere along the X or Y axis to activate it.
2. Click the Layout tab in the Chart Tools section of the ribbon.
3. Click the Format Selection button in the Current Selection group of commands.
4. Click Number from the list of options on the left side of the Format Axis dialog box.
5. Select a number format and set decimal places on the right side of the Format Axis dialog box.
6. Click the Close button in the Format

Axis pane.

CHART LEGEND AND TITLE FORMATS

The next items we will format on the Grade Distribution Comparison chart are the chart legend and title. Similar to the how we formatted the X and Y axes, we can format these items by activating them and using the formatting commands in the Home tab or the Format pane. The following steps explain how to add these formats:

1. Right click the legend on the **Grade Distribution Comparison** chart and select **Format Legend**.
2. Select **Right** in the Legend Position options. Close the Format Legend pane.
3. Move the legend by placing your cursor – shaped like a little plus sign with four arrows – on the edge of the selection box. Click and drag the legend so the top of the legend aligns with the 35% line next to the plot area (see **Figure 4.29**).

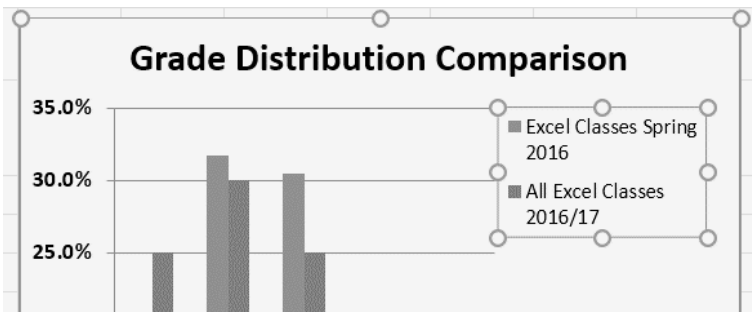


Figure 4.29 Moving the Legend

1. While the legend is still selected, change the font style in the Home tab of the ribbon to Arial.
2. Change the font size to 12 points.
3. Click the bold and italics commands in the Home tab of the ribbon.
4. Click and drag the left sizing handle so the legend is against the plot area (see **Figure 4.30**).

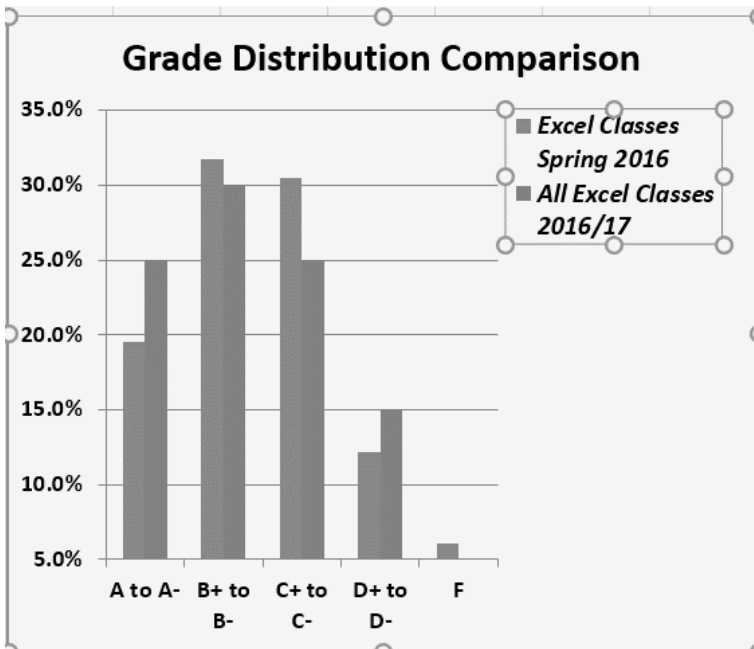


Figure 4.30 Legend Formatted and Resized

1. Click the chart title to activate it.
2. Right click on the chart title and select **Format Chart Title** to open the **Format Chart Title** pane.
3. Under **Title Options** , in the **Effects** group (the option in the middle) give your title one of the

Preset shadows. Change the color, if you like.

4. Close the Format Chart Title pane.
5. Save your work.

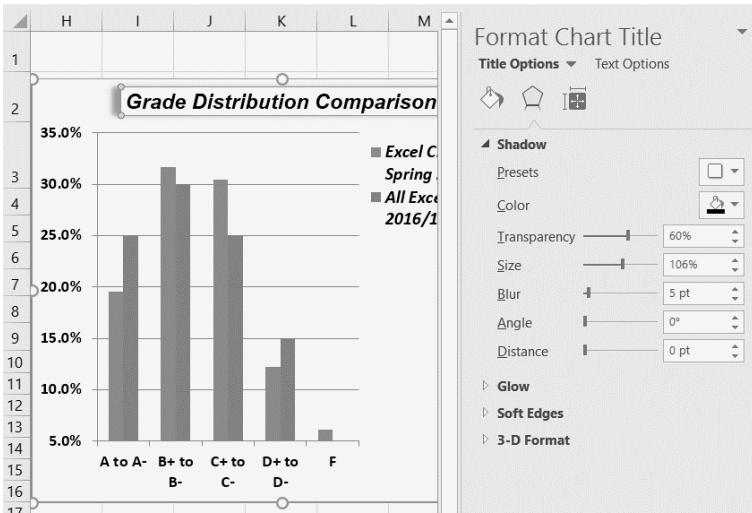


Figure 4.31 Format Chart Title Pane

Skill Refresher

Formatting the Chart Legend

1. Click the Legend to activate it.
2. Click either the Home tab or right click to activate the appropriate formatting pane.
3. Select any of the available formatting commands.
4. Click and drag the legend to move it.
5. Click and drag any of the sizing handles to adjust the size of the legend.

Skill Refresher

Formatting the Chart Title

1. Click anywhere on the chart title.
2. Click either the Home tab or right click to activate the appropriate formatting pane.
3. Select any of the available formatting commands.

X AND Y AXIS TITLES

Titles for the X and Y axes are necessary for defining the numbers and categories presented on a chart. For example, by looking at the Grade Distribution Comparison chart, it is not clear what the percentages along the Y axis represent. The following steps explain how to add titles to the X and Y axes to define these numbers and categories:

1. Click anywhere on the Grade Distribution Comparison chart in the Grade Distribution worksheet to activate it.
2. On the **Design** tab on the ribbon select the Add Chart Element button, then Axis Titles, then Primary Vertical. (See **Figure 4.32**)

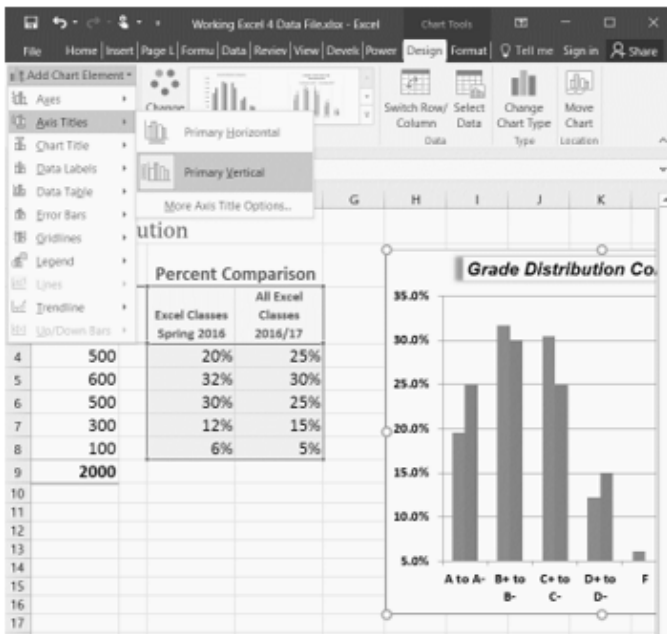


Figure 4.32 Selecting a Title for the Y Axis

- Using the Home ribbon, change the font of the axis title to Arial, Bold, size 11.
- Click in the beginning of the Y axis title and delete the generic title. Type Percent of Enrolled Excel Students.(see **Figure 4.33**).

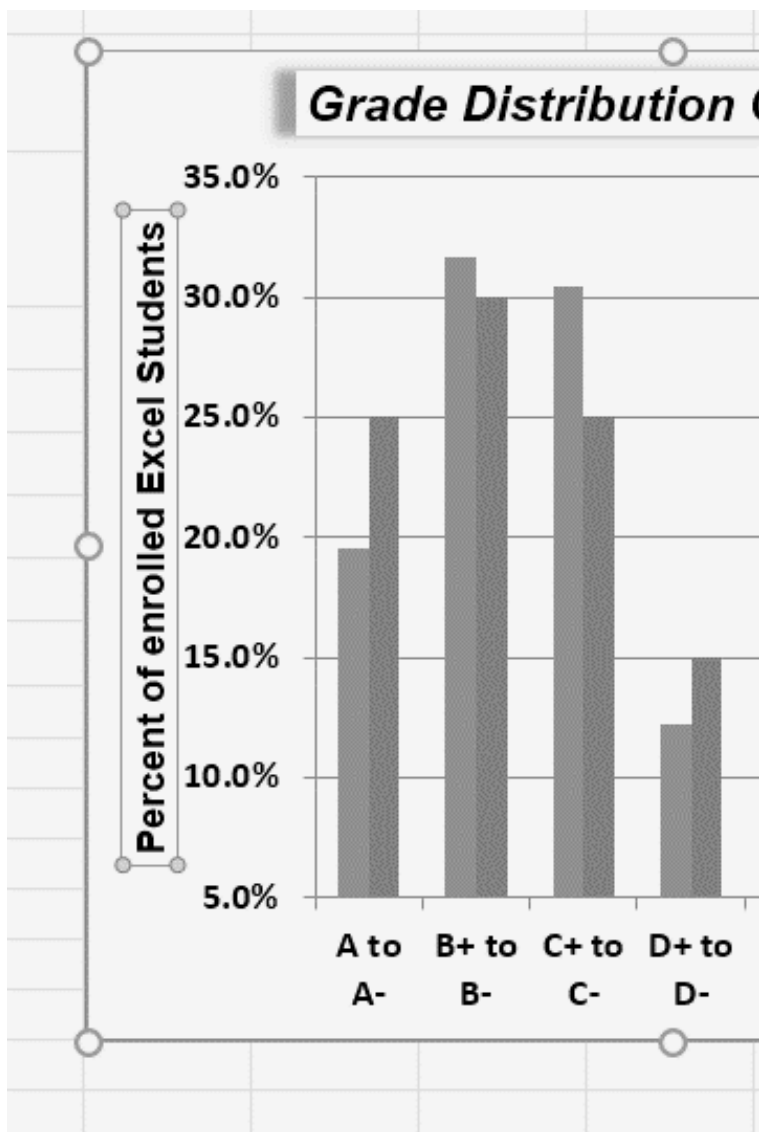


Figure 4.33 Adding and Formatting the Y Axis Title

Next we will add the title for the X axis.

1. On the **Design** tab select the **Add Chart Element** button, then **Axis Titles**, then **Primary**

Horizontal.

2. Using the Home ribbon, change the font of the axis title to Arial, Bold, size 11.
3. Click in the beginning of the X axis title and delete the generic title. Type **Final Course Grade**. **Figure 4.34** shows the added titles for the X and Y axes. The titles provide definitions for the grade categories along the X axis as well as the percentages on the Y axis.
4. Save your work.

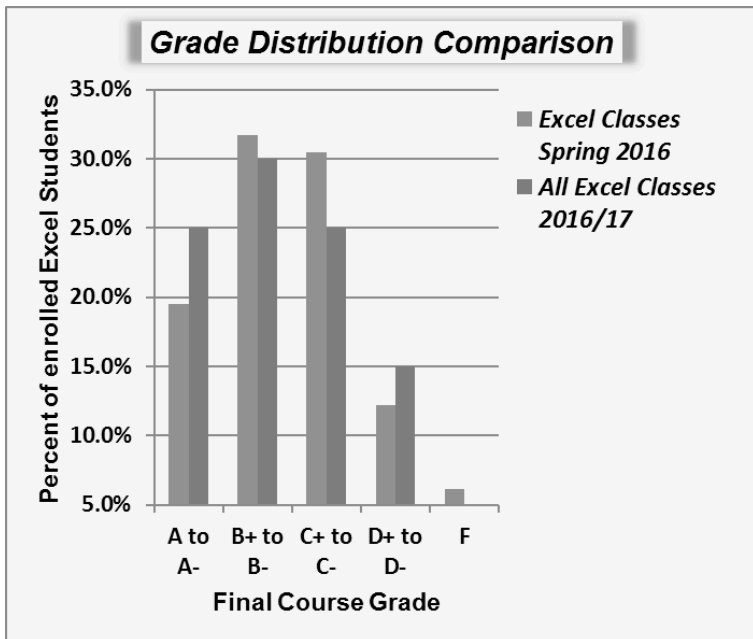


Figure 4.34 X and Y Axis Titles Added

Skill Refresher

X and Y Axis Titles

1. On the **Design** tab select the **Add Chart Element** button.
2. Click anywhere on the chart to activate it.
3. Select one of the options from the second drop-down list.
4. Click in the axis title to remove the generic title and type a new title.

ATTRIBUTION

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4.3 THE BEAUTY OF DATA VISUALIZATION

EXERCISE

Watch the TED Talk below and consider how images help us see data in a different light.

“David McCandless turns complex data sets (like worldwide military spending, media buzz, Facebook status updates) into beautiful, simple diagrams that tease out unseen patterns and connections. Good design, he suggests, is the best way to navigate information glut — and it may just change the way we see the world.” ([Source](#))



A TED element has been excluded from this version of the text. You can view it online here:

Recommended Reading

<https://unillibraries.pressbooks.pub/bcis1305/?p=125>

Visit the following websites to learn more about the value of data visualization and see how others make infographics

- <https://informationisbeautiful.net/>
- <https://venngage.com/>
- [The 56 Best Infographics](#)

4.4 CHAPTER PRACTICE: U.S. EIA CRUDE OIL IMPORTS

To assess your understanding of the material covered in the chapter, complete the following assignment.

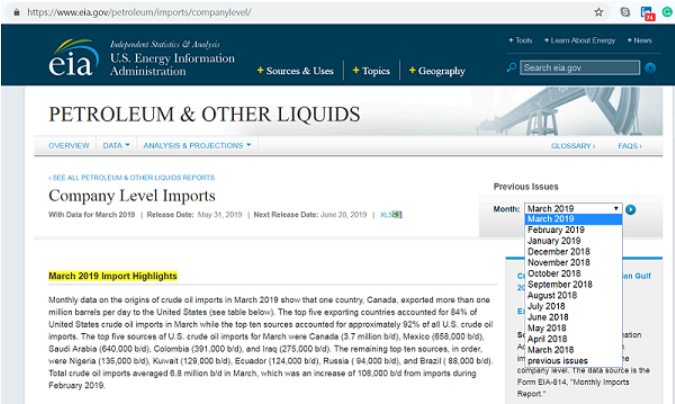
U.S. ENERGY INFORMATION ADMINISTRATION - CRUDE OIL IMPORTS

The data you will be working is from the U.S. Energy Information Administration (EIA) website. The EIA “collects, analyzes, and disseminates independent and impartial energy information to promote sound policymaking, efficient markets, and public understanding of energy and its interaction with the economy and the environment (Source: [EIA.gov](https://www.eia.gov)).” EIA content is often among the data sets that analysts with backgrounds in accounting, finance, supply chain, and management information systems work with in energy-related industries.

Step 1: Download the [Ch4_Practice](#) which is an archived copy of the EIA’s Company Level Imports page for March 2019 Import Highlights.

Step 2: Go to [the EIA website to read a few of the brief summaries](#) describing their data tables. **Note** how

the summary matches the data points in the table below it. This is how data is generally reported on this website: they provide a summary of the data as a narrative, then they provide a table.



When you download the chapter practice file, your table will include the top ten countries and should have no countries listed below Brazil. Delete any countries if present.

| | A | B | C | D | E | F | |
|----|--------------------------------------|--------|--------|----------|--------|----------|--|
| 1 | Crude oil imports (Top 15 countries) | | | | | | |
| 2 | | | | | | | |
| 3 | (thousand barrels per day) | | | | | | |
| 4 | Country | 19-Mar | 19-Feb | YTD 2019 | 18-Mar | YTD 2018 | |
| 5 | Canada | 3,710 | 3,651 | 3,778 | 3,532 | 3,639 | |
| 6 | Mexico | 658 | 667 | 622 | 699 | 653 | |
| 7 | Saudi Arabia | 640 | 577 | 645 | 748 | 697 | |
| 8 | Colombia | 391 | 345 | 364 | 331 | 408 | |
| 9 | Iraq | 275 | 422 | 374 | 708 | 677 | |
| 10 | Nigeria | 135 | 19 | 107 | 126 | 270 | |
| 11 | Kuwait | 129 | 106 | 84 | 131 | 133 | |
| 12 | Ecuador | 124 | 154 | 173 | 130 | 136 | |
| 13 | Russia | 94 | 86 | 96 | 57 | 20 | |
| 14 | Brazil | 88 | 53 | 69 | 50 | 135 | |

Step 3: **Examine** the simple formatting elements of the table used to illustrate the hierarchy of the data starting with the title, column headings, row headings, the use

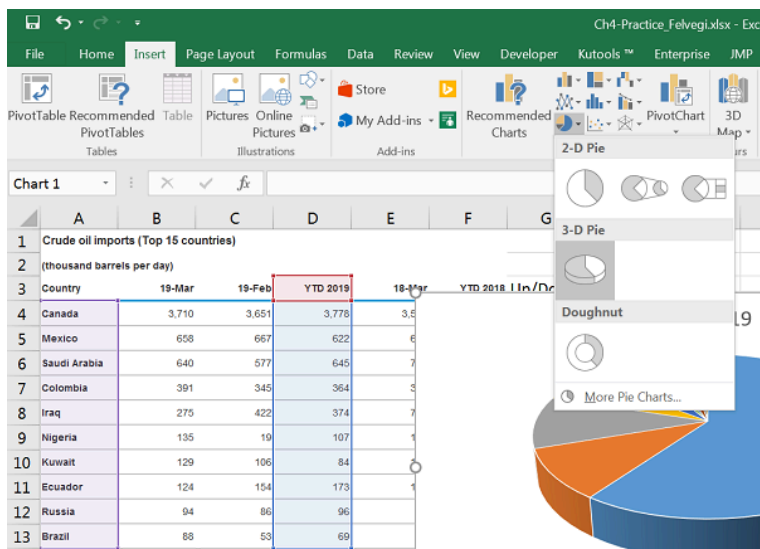
of borders, font-weight, and alignment. Observe the data type for 19-Mar, 19-Feb, etc.

Step 4: **Rename** your sheet to Crude Imports and save your file as Ch4_Practice_[YourInitials].xlsx.

Step 5: Type “Total” into A14. **Calculate the Total** for columns B through F. Which column has the highest/lowest totals? What does this mean? Observe how the import values change over time.

Step 6: Type “Average” into A15. **Calculate the Average** for columns B through F. Which column has the highest/lowest average? What does this mean? Observe how the import value averages change over time.

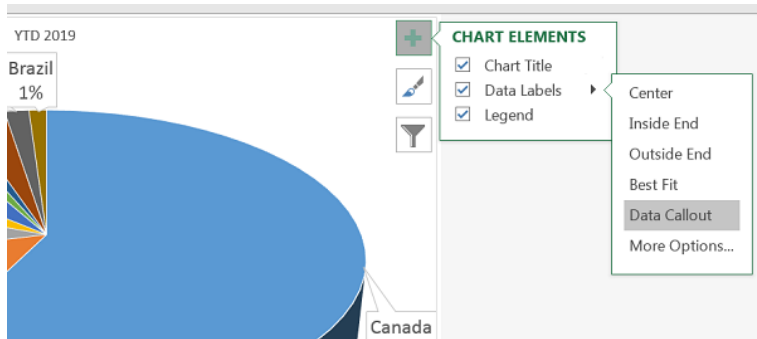
Step 7: **Select non-adjacent ranges** A3:A13 and D3:D13. **Insert** a 3-D Pie chart based on your selection. (Go to Insert > Charts > Pie Chart > 3-D Pie.)



Step 8: **Move** your chart into a new sheet, change the name of the sheet to 3-D Pie.

Step 9: **Add Data Callouts** to show “Percentages” in

the “Outside End” style. Observe the comparative percentages for the countries crude oil is imported from.



Step 10: **Manipulate** the type and placement of Chart elements. How can you make data for Nigeria, Kuwait, and Ecuador to read?

Step 11: Go back to your Crude Imports sheet. **Change the value** for Mexico to 900 from 622. Examine changes to percentage values in your pie chart.

Step 12: Save your work for your records, your chapter assessment will refer to this practice set.

ATTRIBUTION

Practice problems by Emese Felvégi based on [company level open data from EIA.gov](#). [CC BY-NC-SA 3.0](#).

4.5 CHAPTER ASSESSMENT

THE FOLLOWING ARE **SAMPLE QUESTIONS** TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY YOUR LEARNING FROM THIS CHAPTER.

1. The line chart is best to illustrate _____.
a) comparisons
b) trends over a period of time
c) interrelationships between large data sets
d) correlations between pairs of values

2. A pie chart can depict ____ data series
a) 1
b) 2
c) 3

- d) 4
- e) depends on the number of slices in the pie

3. You cannot change the source of your data once you have inserted it, you have to start from scratch.

- a) True
- b) False

4. Based on Step 5 of your Chapter 4 practice problem. The total for the top ten sources of U.S. crude oil imports for YTD 2019 is:

- a) 6,080
- b) 6,312
- c) 6,450
- d) 6,512

5. Based on Step 6 of your Chapter 4 practice problem. Crude oil imports for the top 10 averaged _____ b/d in March 2019:

- a) 608
- b) 624

- c) 651
- d) 677

6. After step 9 of your Chapter 4 practice problem, your pie chart shows that crude imports from Colombia were ____ of YTD 2019.

- a) 4%
- b) 6%
- c) 10%
- d) 12

7. After step 11 of your Chapter 4 practice problem, your pie chart shows that crude imports from Colombia were ____ of YTD 2019.

- a) 5%
- b) 7%
- c) 17%
- d) 20%

8. The pioneer of data visualization is:

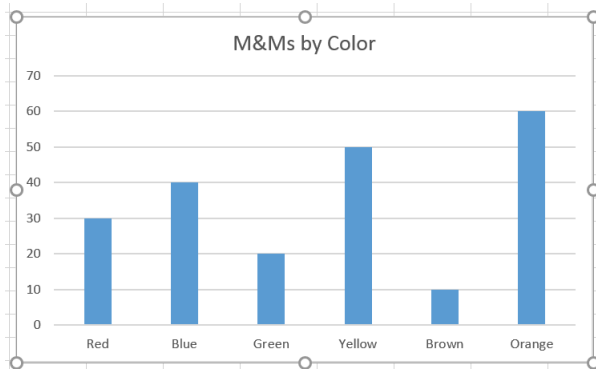
- a) Alan Turing

- b) Edward Tufte
- c) Grace Hopper
- d) Michael Porter

9. The pioneer of data visualization calls unnecessary chart elements:

- a) clutter
- b) fluff
- c) junk
- d) trash

10. This is a _____.



- a) Bar graph
- b) Column chart

- c) Pie chart
- d) Line chart

Solutions:

ATTRIBUTION

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EXCEL CHAPTER 5 – EXCEL TABLES

Excel workbooks are designed to store lots of information. Organizing this information so that they display meaningful data can be challenging! Excel has many features that can help you organize your data and find what you need efficiently. Setting up your data as a table from the onset will allow you to sort, filter, total, and subtotal your data. In Excel, a table is a collection of data about a particular subject stored in adjacent rows and columns. Tables can improve the look and feel of your workbook. This chapter explores how to best set up Excel tables, how to edit them, and then how to work with them effectively. These skills will be demonstrated in the context of a multi-sheet file that shows [national average weather for two very different cities in the United States](#). Weather data is often voluminous and difficult to summarize since we collect weather data every hour of every day. Providing meaningful summaries of such data is a useful skill to have. The skills learned with this data can easily be transferred to data specific to your professional and personal needs.

ATTRIBUTION

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5.1 TABLE BASICS

Learning Objectives

1. Understand table structure.
2. Plan, create, and edit a table.
3. Freeze rows and columns.
4. Sort data in a table.

This section reviews the fundamental skills for setting up and maintaining an Excel table. The objective used for this chapter is the construction of a multi-sheet file to keep track of two cities' national weather data for the month of January. Organizing, maintaining, and reporting data are essentials skills for employees in most industries.

Figure 5.1 shows the completed workbook that will be demonstrated in this chapter. Notice that this workbook contains three worksheets. The first worksheet lists average weather for January in Portland, Maine. The second sheet lists average weather data for January in a

very different climate – Portland, Oregon. The third sheet adds a weekly column to the Portland, Oregon data so that it can be subtotaled by week.

| | A | B | C | D | E | F |
|----|-----------------------|------|-----------|----------|---------------|---------------|
| 1 | National Weather Data | | | | | |
| 2 | January Daily Normals | | | | | |
| 3 | Portland, Oregon | | | | | |
| 4 | | | | | | |
| 5 | Day | Week | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
| 6 | Sunday | 1 | 45.0 | 34.9 | 0.16 | 0.00 |
| 7 | Sunday | 2 | 45.8 | 35.4 | 0.20 | 0.00 |
| 8 | Sunday | 3 | 46.8 | 35.9 | 0.16 | 0.11 |
| 9 | Sunday | 4 | 47.9 | 36.2 | 0.15 | 0.00 |
| 10 | Sunday | 5 | 48.8 | 36.2 | 0.16 | 0.00 |
| 11 | Sunday Average | | 46.9 | 35.7 | 0.17 | 0.02 |
| 12 | Monday | 1 | 45.1 | 35.0 | 0.19 | 0.00 |
| 13 | Monday | 2 | 46.0 | 35.5 | 0.16 | 0.08 |
| 14 | Monday | 3 | 47.0 | 36.0 | 0.16 | 0.00 |
| 15 | Monday | 4 | 48.0 | 36.2 | 0.16 | 0.00 |
| 16 | Monday | 5 | 49.0 | 36.2 | 0.11 | 0.12 |
| 17 | Monday Average | | 47.0 | 35.8 | 0.16 | 0.04 |
| 18 | Tuesday | 1 | 45.2 | 35.0 | 0.16 | 0.12 |
| 19 | Tuesday | 2 | 46.1 | 35.6 | 0.15 | 0.00 |
| 20 | Tuesday | 3 | 47.1 | 36.0 | 0.15 | 0.00 |
| 21 | Tuesday | 4 | 48.1 | 36.2 | 0.16 | 0.00 |
| 22 | Tuesday | 5 | 49.1 | 36.1 | 0.16 | 0.00 |
| 23 | Tuesday Average | | 47.1 | 35.8 | 0.16 | 0.02 |
| 24 | Wednesday | 1 | 45.3 | 35.1 | 0.16 | 0.00 |

Figure 5.1 Completed National Weather Workbook

CREATING A TABLE

Download Data file: [CH5 Data](#)

When data is presented in long lists or columns, it helps if the table is set up well. Here are some rules of data-entry etiquette to follow when creating a table from scratch:

1. Whenever you can, organize your information using adjacent (neighboring) columns and rows.
2. Start the table in the upper-left corner of the worksheet and work your way down the sheet.
3. Don't skip columns and rows just to "space out"

the information. (To place white space between information in adjacent columns and rows, you can widen columns, heighten rows, and change the alignment.)

4. Reserve a single column at the left edge of the table for the table's row headings or identifying information.
5. Reserve a single row at the top of the table for the table's column headings.
6. If your table requires a title, put the title in the row(s) above the column headings.

Following these rules will help insure that the sorts, filters, totals, and subtotals you apply to your table will give you the desired results.

With these rules in mind, we will begin working on the **Portland ME** worksheet in the **National Weather workbook**. Notice that the data is in adjacent columns and rows. The upper-left corner of the table is in A5 and the titles are above the column headings in Row 5. Since the set-up of our data looks good, we are ready to turn our data range into an Excel table:

1. Open data file *CH5 Data* and save a file to your computer as **CH5 National Weather**.
2. Click on A5 in the **Portland ME** sheet.
3. Click the Table button in the Insert tab of the Ribbon.

Figure 5.2 will appear on your screen.

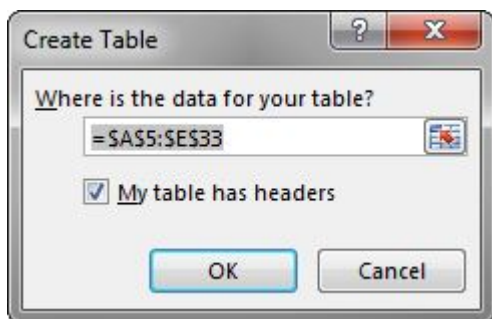


Figure 5.2 Create Table

1. Make sure “My table has headers” is checked. Click OK.
2. Click in A5 again.
3. Adjust your columns widths so that you can see the complete headings in row 5 with the filter arrows showing. The filter arrows are the down-arrow buttons that will appear in row 5 when you create your table. We will learn how to use these to sort and filter later in this chapter.

After this, your spreadsheet will look like **Figure 5.3**.

| | A | B | C | D | E |
|----|-----------------------|-----------|----------|---------------|---------------|
| 1 | National Weather Data | | | | |
| 2 | January Daily Normals | | | | |
| 3 | Portland, Maine | | | | |
| 4 | | | | | |
| 5 | Day | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
| 6 | 1 | 32.5 | 15.1 | 0.12 | 0.59 |
| 7 | 2 | 32.3 | 14.8 | 0.12 | 0.59 |
| 8 | 3 | 32.1 | 14.6 | 0.11 | 0.73 |
| 9 | 4 | 31.9 | 14.4 | 0.08 | 0.49 |
| 10 | 5 | 31.8 | 14.2 | 0.12 | 0.71 |
| 11 | 6 | 31.6 | 14.0 | 0.12 | 0.59 |
| 12 | 7 | 31.4 | 13.9 | 0.12 | 0.59 |
| 13 | 8 | 31.3 | 13.7 | 0.12 | 0.59 |
| 14 | 9 | 31.2 | 13.6 | 0.07 | 0.63 |
| 15 | 10 | 31.1 | 13.4 | 0.12 | 0.67 |
| 16 | 11 | 31.0 | 13.3 | 0.12 | 0.63 |
| 17 | 12 | 30.9 | 13.2 | 0.12 | 0.71 |
| 18 | 13 | 30.8 | 13.1 | 0.12 | 0.67 |

Figure 5.3 Weather Table

Notice that a new ribbon tab, Table Tools Design, appears when you click inside your table. This ribbon tab allows you to edit, style, and add functionality to your table.

Let's try these steps again in the following steps:

1. Click on the **Portland OR** sheet and click in cell A5.
2. Click the Table button in the Insert tab of the Ribbon.
3. Make sure "My table has headers" is checked. Click OK.
4. Click in A5 again.
5. Adjust your columns widths so that you can see the complete headings in row 5 with the filter arrows showing.

Skill Refresher

Create a Table

1. Click on the top left cell in your data.
2. Click the Table button in the Insert tab of the Ribbon.
3. Make sure “My table has headers” is checked. Click OK.
4. Click on the top left cell again.
5. Adjust your columns widths so that you can see the complete headings with the filter arrows showing.

FORMATTING TABLES

There are many ways to format an Excel table. There are preset colored Table Styles with Light, Medium, and Dark colors. There are also a variety of Table Style Options listed in **Table 5.1**.

Table 5.1 Table Style Options

| Table Style | Description |
|-----------------------|---|
| Header Row | Top row of the table that includes column headings |
| Total Row | Row added to the bottom that applies column summary calculations |
| First Column | Formatting added to the left-most column in the table |
| Last Column | Formatting added to the right-most column in the table |
| Banded Rows | Alternating rows of color added to make it easier to see rows of data |
| Banded Columns | Alternating columns of color added to make it easier to see columns of data |
| Filter Button | Button that appear at the top of each column that lists options for sorting and filtering |

We'll add some formatting to both of our Portland weather tables in the following steps:

1. Click on the **Portland ME** sheet in your file.
2. In the Table Tools Design tab, in the Table Styles

group, click the More button. 

A gallery of table styles will appear as in **Figure 5.4**.

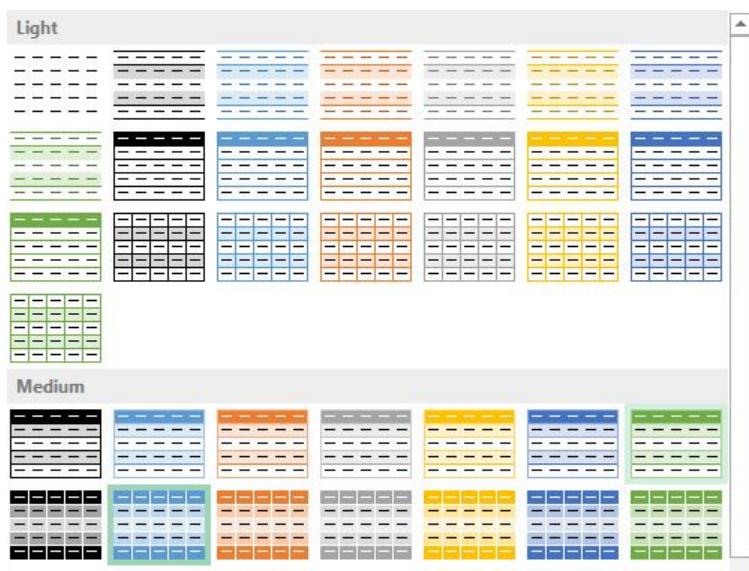


Figure 5.4 Table Styles

3. In the Table Styles gallery, in the Medium Section, click Table Style Medium 7.

4. In the Table Style Options group in the Ribbon, click Banded Rows.

The alternating colored rows will disappear. The data in the table is now more difficult to read.

5. Try out some of the other options in the Table Style Options group. Once you're finished, check just Header Row, Banded Rows, and Filter Button as in **Figure 5.5** below.

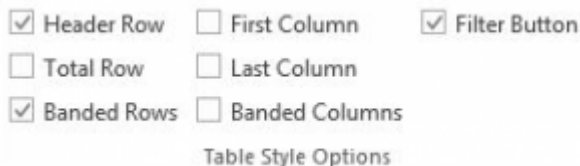


Figure 5.5 Ribbon Table Style Options

ADDING DATA TO TABLES

Over time, you will need to add new data to an Excel table. You will add the data to the table in a blank row. The easiest way to do this is to enter the data in the first blank row below the last row in the table. You can then rearrange the data in the table by sorting it. If you need to add data in a specific place in the middle of a table, you can insert a blank row in the middle and add your data there.

We need to add the last three days of the months to both our Portland, Maine and Portland, Oregon tables. The following steps will walk you through doing this.

1. Click on the **Portland ME** worksheet.
2. Click on A34 (the left-most cell below the last row in the table).
3. Enter the following data:

Table 5.2 Portland, Maine data

| Day | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
|-----|-----------|----------|---------------|---------------|
| 29 | 31.4 | 13.3 | 0.12 | 0.59 |
| 30 | 31.6 | 3.4 | 0.08 | 0.47 |
| 31 | 31.7 | 13.5 | 0.12 | 0.63 |

Notice that the banded row formatting continues as additional rows are added to the tables.

1. Click on the **Portland OR** worksheet.
2. Click on A34 (the left-most cell below the last row

in the table).

3. Enter the following data:

Table 5.3 Portland, Oregon data

| Day | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
|-----|-----------|----------|------------------|------------------|
| 29 | 48.8 | 36.2 | 0.16 | 0 |
| 30 | 49.0 | 36.2 | 0.11 | 0.32 |
| 31 | 49.1 | 36.1 | 0.16 | 0 |

FINDING AND EDITING DATA

It is inevitable that you will find data errors in your table and need to correct them. While you can visually scan through a table to find your errors, this can be a tedious and tiresome process. Excel can help with this through the Find command. When you use Find, the best practice is to start at the top of the table to ensure that all your data is included in the search.

We know that a temperature of 3.4 degrees (brrr!) was entered erroneously in the **Portland Maine sheet**. It should have been 13.4. To fix this error, complete the following steps.

1. Click on the **Portland ME** sheet.
2. Press the CTRL+HOME keys together to go to the top of the sheet (A1).
3. In the Home tab of the ribbon, click on Find & Select in the Editing Group and then click Find.
4. In the Find box, type **3.4**, and then click Find Next.

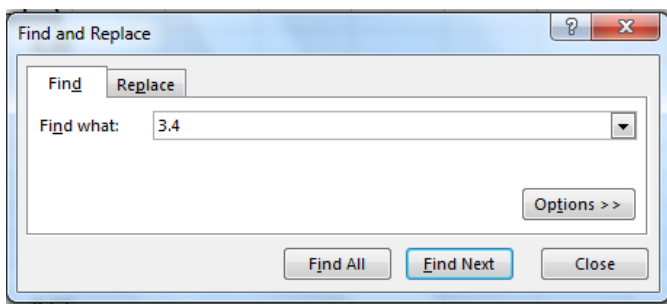


Figure 5.6 Find and Replace

5. Click the Close button.
6. Replace 3.4 in the Low column for Day 10 with **13.4**.
7. Now switch to the **Portland Oregon** sheet and find the Snow error of .32. Change it to **0.12**. You should find the error in Day 3.

Skill Refresher

Finding and Replacing Data

1. In the Home tab of the ribbon, click on Find & Select in the Editing Group and then click Find.
2. In the Find box, type what you want to find, and then click Find Next.
3. Continuing click Find Next until you find what you are looking for.
4. Click Close and edit your data.

FREEZE ROWS AND COLUMNS

When you freeze panes, Microsoft Excel keeps specific rows or columns visible in your table when you scroll through it on your screen. For example, if the first row in your spreadsheet contains labels, you might freeze that row to make sure that the column labels remain visible as you scroll down in your spreadsheet. When we scroll through our weather data, it would be nice to keep our column headings visible on the screen.

To freeze your headings:

1. Click in A6, the left-most cell below the headings row.
2. Click the View tab in the ribbon.
3. Select Freeze Panes and then Freeze Panes again.
4. Scroll up and down the sheet and notice that the headings are always displayed at the top of the table.

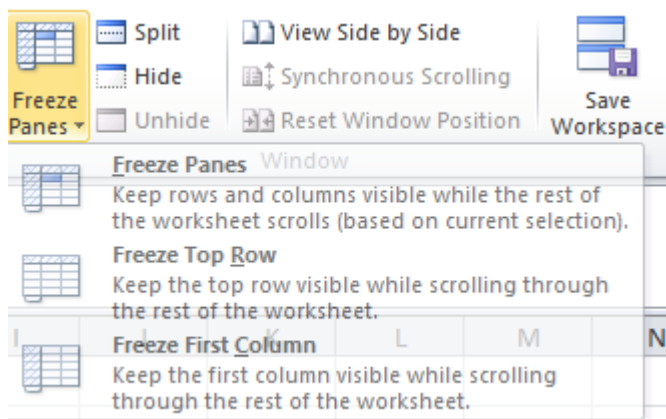


Figure 5.7 Freeze Pane

To unfreeze your headings:

- 1. Click on the View tab in the ribbon.
- 2. Select Unfreeze Panes.

SIMPLE SORT

Content in a table can be sorted alphabetically, numerically, and in many other ways. Sorting helps organize data by one or more columns in your table. **Table 5.4** describes the different sort orders available for each column of data.

Table 5.4 Sort Options

| Sort Order | Text | Numbers | Dates |
|------------|----------------------------|---------------------|--|
| Ascending | Alphabetical (A-Z) | Smallest to Largest | Chronological (oldest to newest) |
| | | Lowest to Highest | |
| Descending | Reverse Alphabetical (Z-A) | Largest to Smallest | Reverse Chronological (newest to oldest) |
| | | Highest to Lowest | |

Let’s say we want to know what the snowiest day was in January in Portland, Maine; so we want to sort the Snow column in Descending order so that the snowiest day ends up at the top of the table.

- 1. Click on the filter Click arrow to the right of the header Snow (inches) in the **Portland ME** worksheet.
- 2. Click on the choice Click ZA↓ Sort Largest to Smallest. See **Figure 5.8** below.

| | A | B | C | D | E |
|----|------------------------------|-------------|--|-----------------|-----------------|
| 1 | National Weather Data | | | | |
| 2 | Daily Normals | | | | |
| 3 | Portland, Maine | | | | |
| 4 | | | | | |
| 5 | Day ▼ | High (°F) ▼ | Low (°F) ▼ | Rain (inches) ▼ | Snow (inches) ▼ |
| 6 | 1 | 32.5 | A Z ↓ Sort Smallest to Largest | 0.12 | 0.59 |
| 7 | 2 | 32.3 | Z A ↓ Sort Largest to Smallest | 0.12 | 0.59 |
| 8 | 3 | 32.1 | Sort by Color | 0.11 | 0.73 |
| 9 | 4 | 31.9 | Clear Filter From "Snow (inches)" | 0.08 | 0.45 |
| 10 | 5 | 31.8 | Filter by Color | 0.12 | 0.71 |
| 11 | 6 | 31.6 | Number Filters | 0.12 | 0.59 |
| 12 | 7 | 31.4 | | 0.12 | 0.59 |
| 13 | 8 | 31.3 | Search 3.7 | 0.12 | 0.68 |
| 14 | 9 | 31.2 | <input checked="" type="checkbox"/> (Select All) <input checked="" type="checkbox"/> 0.47 <input checked="" type="checkbox"/> 0.49 <input checked="" type="checkbox"/> 0.59 <input checked="" type="checkbox"/> 0.63 <input checked="" type="checkbox"/> 0.67 <input checked="" type="checkbox"/> 0.71 <input checked="" type="checkbox"/> 0.73 | 0.07 | 0.68 |
| 15 | 10 | 31.1 | | 0.12 | 0.67 |
| 16 | 11 | 31.0 | | 0.12 | 0.68 |
| 17 | 12 | 30.9 | | 0.12 | 0.71 |
| 18 | 13 | 30.8 | | 0.12 | 0.67 |
| 19 | 14 | 30.7 | | 0.08 | 0.68 |
| 20 | 15 | 30.7 | | 0.11 | 0.59 |
| 21 | 16 | 30.7 | | 0.12 | 0.71 |
| 22 | 17 | 30.7 | | 0.08 | 0.59 |
| 23 | 18 | 30.6 | | 0.12 | 0.71 |
| 24 | 19 | 30.7 | | 0.12 | 0.59 |

Figure 5.8 Sort by One Column

If you did this correctly, you'll see that the snowiest day at the top of the list in January 3rd (in row 6) with 0.73 inches of snow! Notice the filter arrow changes in the snow column to a downward pointing arrow to indicate you sorted that column in descending order (largest to smallest).

| | A | B | C | D | E |
|----|-----------------------|-------------|-------------|-----------------|-----------------|
| 1 | National Weather Data | | | | |
| 2 | January Daily Normals | | | | |
| 3 | Portland, Maine | | | | |
| 4 | | | | | |
| 5 | Day ▼ | High (°F) ▼ | Low (° F) ▼ | Rain (inches) ▼ | Snow (inches) ▼ |
| 6 | 3 | 32.1 | 14.6 | 0.11 | 0.73 |
| 7 | 5 | 31.8 | 14.2 | 0.12 | 0.71 |
| 8 | 12 | 30.9 | 13.2 | 0.12 | 0.71 |
| 9 | 16 | 30.7 | 12.9 | 0.12 | 0.71 |
| 10 | 18 | 30.6 | 12.8 | 0.12 | 0.71 |
| 11 | 22 | 30.8 | 12.8 | 0.08 | 0.71 |
| 12 | 10 | 31.1 | 13.4 | 0.12 | 0.67 |

Figure 5.9 Snowiest Days in Maine

3. Now switch to the **Portland Oregon** sheet and repeat these sort steps to find the snowiest day in Oregon. Check your answers with **Figure 5.10**.

| | A | B | C | D | E |
|----|-----------------------|-------------|-------------|-----------------|-----------------|
| 1 | National Weather Data | | | | |
| 2 | January Daily Normals | | | | |
| 3 | Portland, Oregon | | | | |
| 4 | | | | | |
| 5 | Day ▼ | High (°F) ▼ | Low (° F) ▼ | Rain (inches) ▼ | Snow (inches) ▼ |
| 6 | 30 | 49.0 | 36.2 | 0.11 | 0.32 |
| 7 | 3 | 45.2 | 35.0 | 0.16 | 0.12 |
| 8 | 15 | 46.8 | 35.9 | 0.16 | 0.11 |
| 9 | 9 | 46.0 | 35.5 | 0.16 | 0.08 |
| 10 | 25 | 48.3 | 36.2 | 0.12 | 0.08 |
| 11 | 1 | 45.0 | 34.9 | 0.16 | 0.00 |
| 12 | 2 | 45.1 | 35.0 | 0.19 | 0.00 |

Figure 5.10 Snowiest Days in Oregon

Skill Refresher

Sort a Column

1. Click on the filter Click arrow to the right of the header in the column you want to sort.
2. Click on the choice AZ! or ZA↓ to sort your data by that column.

MULTI-LEVEL SORT

Sometimes you will need to sort your table by more than one column at a time in order to efficiently analyze your data. For example, if you were looking at several different types of loans from several bank offices, you would need to sort by the type of loan and then by bank office name to clearly see the different groups of loans. If you had a list of grades for students over their time in high school, you'd want to sort first by student name, but then also by grade level (freshman, sophomore, junior, and senior) so that each student's grades would appear in chronological order.

For our weather data, let's look at the snow days in Oregon and see how cold they were!

1. Click on the **Portland OR** sheet, then click on a cell in the table.
2. Click on the Data tab in the ribbon and then click the Sort button.
3. Click the down-arrow for Column and select

Snow (inches).

4. Click the down-arrow for Order and select Largest to Smallest.
5. To add 2nd level sort, click on the Add Level button in the top left corner of the dialog box.
6. In the new Then by row, click the down-arrow for Column and select Low (°F).
7. In the same row, click the down-arrow for Order and select Smallest to Largest. Your dialog box should look like **Figure 5.11**.

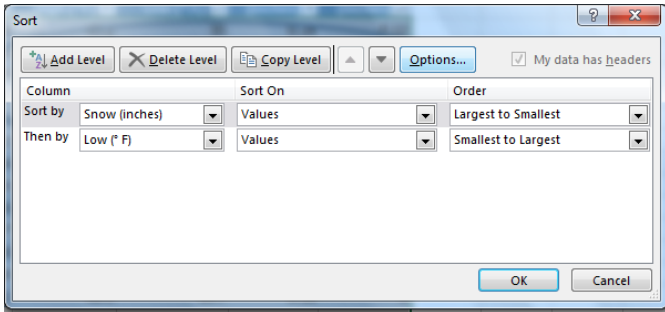


Figure 5.11 Multi-Level Sort

8. Click OK. Your table sort results should look like **Figure 5.12**. Notice for the two days with 0.08 inches of snow, the low temp of 35.5 on Day 9 is displayed before the low temp of 36.2 on Day 25. The lowest of the two was listed first. Also notice that the filter arrows changed on the sorted columns to show you how they are sorted.

| | A | B | C | D | E |
|----|-----------------------|-------------|------------|-----------------|-----------------|
| 1 | National Weather Data | | | | |
| 2 | January Daily Normals | | | | |
| 3 | Portland, Oregon | | | | |
| 4 | | | | | |
| 5 | Day ▼ | High (°F) ▼ | Low (°F) ▼ | Rain (inches) ▼ | Snow (inches) ▼ |
| 6 | 30 | 49.0 | 36.2 | 0.11 | 0.32 |
| 7 | 3 | 45.2 | 35.0 | 0.16 | 0.12 |
| 8 | 15 | 46.8 | 35.9 | 0.16 | 0.11 |
| 9 | 9 | 46.0 | 35.5 | 0.16 | 0.08 |
| 10 | 25 | 48.3 | 36.2 | 0.12 | 0.08 |
| 11 | 1 | 45.0 | 34.9 | 0.16 | 0.00 |
| 12 | 2 | 45.1 | 35.0 | 0.19 | 0.00 |
| 13 | 4 | 45.3 | 35.1 | 0.16 | 0.00 |
| 14 | 5 | 45.4 | 35.2 | 0.20 | 0.00 |

Figure 5.12 Multi-Level Sort Results

CUSTOM SORTS

In most cases, we want our data sorted in “typical” sort order: numbers sorted highest to lowest, words sorted alphabetically, etc. Some data in our everyday lives; however, does not make sense when sorted this way. For example, if you sorted the days of the week alphabetically, you’d get: Friday, Monday, Saturday, Sunday, Thursday, Tuesday, and Wednesday. This order would be of no use to anyone! Similarly, the months of the year would not make sense alphabetically. Can you think of a number that would not make sense in either highest to lowest or lowest to highest order? (This is a good brain teaser!)

In our weather data, we’ve added a column for the week in the **Weekly OR** sheet and changed the days to Sunday through Saturday. This sheet lets us further analyze Portland, Oregon’s data to see if there are weekly trends

in the weather. Let's see if we can sort the **Weekly OR** sheet by Week and then by Day.

1. Click on the **Weekly OR** worksheet.
2. Click on A5 and insert a table.
3. Click on Sort in the Data tab in the ribbon.
4. Click the down-arrow for Column and select Week.
5. Click the down-arrow for Order and select Smallest to Largest.
6. To add 2nd level sort, click on the Add Level button in the top right corner of the dialog box.
7. In the new Then by row, click the down-arrow for Column and select Day.
8. Click the down-arrow for Order and select Custom List. The dialog box in **Figure 5.13** will appear on your screen.
9. Click on Sunday, Monday, Tuesday, etc. in the Custom lists on the left-side of the dialog box.
NOTE: Make sure you select the days of the week spelled out, not the abbreviations for the days of the week.
10. Click OK. Your Sort dialog box should look like **Figure 5.14**.

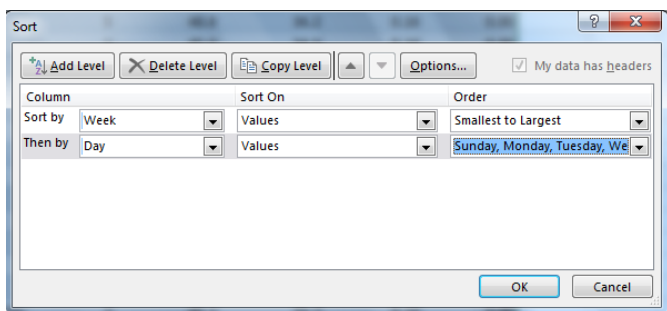


Figure 5.14 Sort Dialog Box

11. Click OK again. Your sorted table should now look like **Figure 5.15**. Notice the data is in Week order and, within each week, in Day order.

| | A | B | C | D | E | F |
|----|-----------------------|------|-----------|----------|---------------|---------------|
| 1 | National Weather Data | | | | | |
| 2 | January Daily Normals | | | | | |
| 3 | Portland, Oregon | | | | | |
| 4 | | | | | | |
| 5 | Day | Week | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
| 6 | Sunday | 1 | 45.0 | 34.9 | 0.16 | 0.00 |
| 7 | Monday | 1 | 45.1 | 35.0 | 0.19 | 0.00 |
| 8 | Tuesday | 1 | 45.2 | 35.0 | 0.16 | 0.12 |
| 9 | Wednesday | 1 | 45.3 | 35.1 | 0.16 | 0.00 |
| 10 | Thursday | 1 | 45.4 | 35.2 | 0.20 | 0.00 |
| 11 | Friday | 1 | 45.6 | 35.3 | 0.15 | 0.00 |
| 12 | Saturday | 1 | 45.7 | 35.4 | 0.16 | 0.00 |
| 13 | Sunday | 2 | 45.8 | 35.4 | 0.20 | 0.00 |
| 14 | Monday | 2 | 46.0 | 35.5 | 0.16 | 0.08 |
| 15 | Tuesday | 2 | 46.1 | 35.6 | 0.15 | 0.00 |
| 16 | Wednesday | 2 | 46.3 | 35.7 | 0.16 | 0.00 |
| 17 | Thursday | 2 | 46.4 | 35.7 | 0.20 | 0.00 |
| 18 | Friday | 2 | 46.5 | 35.8 | 0.15 | 0.00 |
| 19 | Saturday | 2 | 46.7 | 35.9 | 0.16 | 0.00 |
| 20 | Sunday | 3 | 46.8 | 35.9 | 0.16 | 0.11 |

Figure 5.15 Custom Sort

12. Save your work.

Key Takeaways

- Tables are made up of adjacent rows and columns of data with a single row of column headings at the top.
- You can create a table by clicking in the top left-most cell in your data and selecting Table in the Insert tab of the ribbon.
- There are a gallery of styles, as well as, style options to choose from to format a table.
- When you need to add data, it is best to add it one row below the bottom of the table. You can then sort to reorganize your data.
- Freezing heading keeps your column headings displayed while you scroll through your table data.
- You can use the filter arrows in the table headings to sort by a single column. Use Sort in the Data tab in the ribbon to sort by two or more columns at a time.
- Custom Sorts can be used when data needs to be sorted in a special way (i.e. – Days of the Week).

ATTRIBUTION

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5.2 FILTERING & SLICERS

Learning Objectives

- Filter table data.
- Add a total row to a table.
- Use slicers to filter data

FILTERING DATA

When you first create an Excel table, filter arrows appear in all the column headings. We have seen that you can use those arrows to sort your data by a single column. You can also use these same arrows to filter or limit the data you see by narrowing the displayed data within a column. There are many ways to filter data within a column depending on whether the data in the column is text or numeric. **Table 5.5** gives you some filter examples:

Table 5.5 Filter Examples

| Text Filters | | | |
|---|---------------|----------------------------------|---------------------|
| Desired Results | Filter Column | Text Filter | Checkbox Selected |
| Data for the State of New Jersey (NJ) | State | Equals NJ | NJ |
| Data for Books that Have Gardening in Their Title | Title | Contains Gardening | |
| Data for Weather on the Weekend | Day | Equals Saturday OR equals Sunday | Saturday and Sunday |

| Numeric Filters | | | |
|--------------------------------------|---------------|--------------------------------|-------------------|
| Desired Results | Filter Column | Number Filter | Checkbox Selected |
| Data for Income Greater Than \$1,000 | Income | Greater than 1,000 | |
| Data for Amount Paid Equal to Zero | Amount Paid | Equals 0.00 | 0.00 |
| Data for Mortgage and Auto Loans | Loan Type | Equals Mortgage OR equals Auto | Mortgage and Auto |

Notice there are sometimes more than one way to filter data (i.e. – with a filter choice or a checked box). There are also single criteria filters, as well as, multi-criteria filters. We will explore all of these next.

To start filtering, let's look at just the first week of data in the **Weekly OR** sheet:

1. Click on the **Weekly OR** sheet and click on a cell in the table.
2. Click the filter arrow to the right of the Week heading.
3. Click the Select All checkbox to deselect all of the

checkbox choices.

- Click on 1 to select Week 1.
- Click OK.

Your table should look like **Figure 5.16**. You should see only 7 rows of Week 1 data in your table. Notice in your Status Bar at the bottom of your screen the message “7 of 31 records found”. Also notice that the filter arrow in the Week heading has changed to a funnel which indicates that this column is currently filtered.

| | A | B | C | D | E | F |
|----|-----------------------|------|-----------|----------|---------------|---------------|
| 1 | National Weather Data | | | | | |
| 2 | January Daily Normals | | | | | |
| 3 | Portland, Oregon | | | | | |
| 4 | | | | | | |
| 5 | Day | Week | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
| 6 | Sunday | 1 | 45.0 | 34.9 | 0.16 | 0.00 |
| 7 | Monday | 1 | 45.1 | 35.0 | 0.19 | 0.00 |
| 8 | Tuesday | 1 | 45.2 | 35.0 | 0.16 | 0.12 |
| 9 | Wednesday | 1 | 45.3 | 35.1 | 0.16 | 0.00 |
| 10 | Thursday | 1 | 45.4 | 35.2 | 0.20 | 0.00 |
| 11 | Friday | 1 | 45.6 | 35.3 | 0.15 | 0.00 |
| 12 | Saturday | 1 | 45.7 | 35.4 | 0.16 | 0.00 |

Figure 5.16 Filter

To remove your filter:

- Click the funnel next to the Week heading.
- Select “Clear filter from Week”.

Skill Refresher

Filter a Column

- Click the filter arrow to the right of the heading in the column you want to filter.

2. Click the Select All checkbox to deselect all of the checkbox choices.
3. Click on the checkboxes you want to filter by.
4. Click OK.

Un-Filter a Column

1. Click the funnel to the right of the heading in the column you filtered.
2. Select Clear filter.

Now let's try a numeric filter. We want to find days in Portland ME when it's warmer than 32 degrees in January:

1. Click in the **Portland ME** sheet, then click on a cell in the table.
2. Click on the filter arrow next to the High heading.
3. Click on Number filters, then select Greater than. The Custom AutoFilter dialog box will appear on your screen.
4. Enter **32** in the space to the right of "is Greater than". Your Custom AutoFilter dialog box should now match **Figure 5.17**.

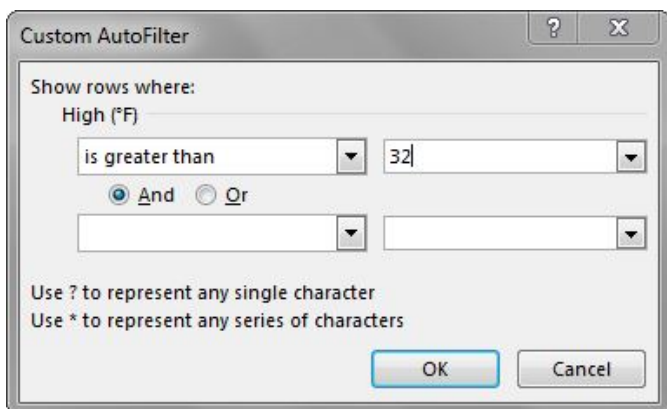


Figure 5.17 AutoFilter Dialog Box

5. Click OK.

You should see that it was only above 32 degrees three days in January in Maine – the first three! Check your table against **Figure 5.18**.

| | A | B | C | D | E |
|----|-----------------------|-----------|----------|---------------|---------------|
| 1 | National Weather Data | | | | |
| 2 | January Daily Normals | | | | |
| 3 | Portland, Maine | | | | |
| 4 | | | | | |
| 5 | Day | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
| 6 | 3 | 32.1 | 14.6 | 0.11 | 0.73 |
| 21 | 1 | 32.5 | 15.1 | 0.12 | 0.59 |
| 22 | 2 | 32.3 | 14.8 | 0.12 | 0.59 |

Figure 5.18 Filter Results

Let's review sorting and filtering in the following steps:

1. Click on the **Weekly OR** sheet and clear the Day column filter.
2. Sort the table by Week (smallest to largest).
3. Filter the table to only show Mondays.
4. Compare your table results to **Figure 5.19**.

| | A | B | C | D | E | F |
|----|-----------------------|------|-----------|----------|---------------|---------------|
| 1 | National Weather Data | | | | | |
| 2 | January Daily Normals | | | | | |
| 3 | Portland, Oregon | | | | | |
| 4 | | | | | | |
| 5 | Day | Week | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
| 7 | Monday | 1 | 45.1 | 35.0 | 0.19 | 0.00 |
| 14 | Monday | 2 | 46.0 | 35.5 | 0.16 | 0.08 |
| 21 | Monday | 3 | 47.0 | 36.0 | 0.16 | 0.00 |
| 28 | Monday | 4 | 48.0 | 36.2 | 0.16 | 0.00 |
| 15 | Monday | 5 | 49.0 | 36.2 | 0.11 | 0.12 |
| 17 | | | | | | |

Figure 5.19 Filter Results

FILTERING USING THE SLICER

Beginning in Excel 2013, slicers were added to the software as another way to filter your table data. A slicer is really useful because it clearly indicates what data is shown in your table after you filter your data.

Let's try using the Slicer to filter our Portland OR data table:

1. Click on the **Portland OR** sheet and click in the table.
2. In the ribbon's Table Tools Design tab, click Insert Slicer.
3. Click on Day in the Insert Slicers dialog box, and then click OK.
4. Drag the slicer so that the upper left-hand corner lines up with the top corner of cell G5.
5. Notice that when you insert a Slicer, a Slicer Options tab appears on the ribbon. This tab lets you change the style and size of the entire slicer or the individual slicer buttons.
6. Click on the Slicer options tab, then click on the

More button next to Slicer Styles. The choices in **Figure 5.20** will show on your screen.



Figure 5.20 Slicer Styles

1. Select the first choice under Dark.
2. In the Size group on the Slicer Options ribbon (NOT the Buttons group), change the width to 1”.
3. Click in the table and scroll down to Day 15 and click the 15 button to show only the data for January 15th in the table.
4. Hold down the CTRL key and click on the Slicer buttons for Days 10 through 14. Your table should now show the data from Days 10-15.
5. Sort the Day column in Ascending order to show the days in order as in **Figure 5.21**.

| | A | B | C | D | E | F | G | H |
|----|---|-----------------------|-----------|----------|---------------|---------------|---|---|
| 1 | | National Weather Data | | | | | | |
| 2 | | January Daily Normals | | | | | | |
| 3 | | Portland, Oregon | | | | | | |
| 4 | | | | | | | | |
| 5 | | Day | High (°F) | Low (°F) | Rain (inches) | Snow (inches) | | |
| 8 | | 10 | 46.1 | 35.6 | 0.15 | 0.00 | | |
| 18 | | 11 | 46.3 | 35.7 | 0.16 | 0.00 | | |
| 19 | | 12 | 46.4 | 35.7 | 0.20 | 0.00 | | |
| 20 | | 13 | 46.5 | 35.8 | 0.15 | 0.00 | | |
| 21 | | 14 | 46.7 | 35.9 | 0.16 | 0.00 | | |
| 22 | | 15 | 46.8 | 35.9 | 0.16 | 0.11 | | |
| 38 | | | | | | | | |
| 39 | | | | | | | | |
| 40 | | | | | | | | |
| 41 | | | | | | | | |
| 42 | | | | | | | | |
| 43 | | | | | | | | |

Day

9

10

11

12

13

14

15

16

Figure 5.21 Slicer Results

TOTAL ROWS

By adding a total row to the bottom of your table, you can quickly see summary data for one or more of the columns in your table. Total rows can be added to tables as a whole, or those that are filtered. Total rows can easily be toggled on and off as the need for summary data arises.

1. Click on the **Portland ME** sheet and clear the filter from the High column.
2. Click on the Total Row check box in the Table Style Options group in the Table Tools Design tab in the ribbon.
3. Scroll to the bottom of your table to the Total Row. Notice the total for the Snow data.
4. Click on D37 (in the Rain column), and then click the down-arrow that appears to the right of the cell.
5. Choose Sum to add a sum to the Total Row in the

Rain column.

6. To see the Average rainfall for the month of January, click on the arrow again and choose Average.
7. Repeat this step in E37 to see the Average snowfall.
8. Use the Decrease Decimal button in the Home tab of the ribbon to change the decimal places in D37 and E37 to 2. Compare your Total Row to **Figure 5.22**.

| | A | B | C | D | E |
|----|--------------|------|------|-------------|-------------|
| 26 | 15 | 30.7 | 13 | 0.11 | 0.59 |
| 27 | 17 | 30.7 | 12.9 | 0.08 | 0.59 |
| 28 | 19 | 30.7 | 12.8 | 0.12 | 0.59 |
| 29 | 20 | 30.7 | 12.8 | 0.11 | 0.59 |
| 30 | 21 | 30.7 | 12.8 | 0.12 | 0.59 |
| 31 | 23 | 30.9 | 12.9 | 0.12 | 0.59 |
| 32 | 25 | 30.9 | 13 | 0.22 | 0.59 |
| 33 | 26 | 31.0 | 13 | 0.11 | 0.59 |
| 34 | 27 | 31.2 | 13.1 | 0.08 | 0.59 |
| 35 | 4 | 31.9 | 14.4 | 0.08 | 0.49 |
| 36 | 30 | 31.6 | 3.4 | 0.08 | 0.47 |
| 37 | Total | | | 0.11 | 0.62 |

Figure 5.22 Total Row

1. Now switch to the **Weekly OR sheet** and see if you can successfully add a Slicer and Total Row to this table:
2. Clear the filter from the Day column.
3. Add a Slicer for the Day column to the sheet.
4. Move the top left corner of the slicer to H5. Resize it as needed and choose a Slicer Style.
5. Select Monday through Friday in the Slicer so that Saturday and Sunday data do NOT show in your

table.

6. Add a Total Row that averages the High and Low columns. Your averages should be High: 47.0 and Low: 35.8. Change the label “Total” to “Average” by clicking A37 and typing **Average**.

Skill Refresher

Add a Total Row

1. Click on the Total Row check box in the Table Style Options group in the Table Tools Design tab in the ribbon.
2. Scroll to the bottom of your table to find the Total Row.
3. Click in one of the columns in the Total Row, and then click the down-arrow that appears to the right of the cell.
4. Choose Sum to add a sum to the Total Row in the column.
5. To see the Average for column, click on the arrow again and choose Average.

Some other choices in the Total Row are Count (for words), Count Numbers, Max, and Min.

Skill Refresher

Add a Slicer

1. Click on Insert Slicer in the Table Tools Design tab in the ribbon.
2. Check the box for the column to which you want to add a Slicer.
3. Click OK.

Key Takeaways

- Filtering is an easy way to see a subset of your data. Filtering arrows appear to the right of each column heading when you insert a table with a header row.
- You can filter by text or numerically.
- A slicer is another way to filter in Excel that provides a set of filtering buttons on your sheet.
- Adding a total row to a table is a quick, efficient way to see summary statistics for one or more columns in a table.

ATTRIBUTION

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5.3 SUBTOTALS & GRAND TOTALS

Learning Objectives

- Subtotaling.
- Display levels.
- Hiding and expanding subtotaled data.

SUBTOTALING

You can automatically calculate subtotals and grand totals in a table for a column. This is a powerful tool that allows you to quickly display multiple levels of summary data within your table. This can provide Management with a report of higher level summary data one minute, and then can be easily switched back to detailed data the next minute. It is important to save often during this process and follow the steps carefully. It is recommended that you make a copy of the data you want to subtotal and

place it in a new sheet, so that you can save the summary subtotaled data separately if desired.

In order to subtotal successfully, you always need to do the following in order:

1. Sort by the column you want to subtotal on.
2. Convert the table back to a normal Excel range.
You cannot subtotal inside a table.
3. Subtotal in the Data tab in the ribbon.
4. If you want to limit your displayed data further,
Filter in the Data tab in the ribbon.

We want to find out what the weather looks like for each day of the week, so we'll need to save our data to a new sheet, sort by the days of the week, and then convert the table in order to get ready to see the subtotal.

1. Click on the **Weekly OR** sheet.
2. Point at the **Weekly OR** sheet tab at the bottom of the screen, hold the CTRL key down, and left-drag the sheet to the right until you are past all the existing sheets.
3. When you see a sheet icon with a + sign, let go of the mouse button and then the CTRL key. A **Weekly OR (2)** sheet will appear.
4. Right-click on the new Sheet tab, select Rename, type **Subtotal OR**, and then press ENTER.
5. Save your file before you start Subtotaling!
6. Remove all filters in the table by clicking the Data tab and then choosing Clear.

7. Now we want to Sort the table by the Day column using a Custom Sort in the Sort button in the ribbon to sort in the order Sunday, Monday, Tuesday, etc. (See **Figure 5.13 through 5.15** for a review of Custom Sorting.)
8. Before you can subtotal, you must convert your table back to a regular range. To do this, click Convert to Range in the Table Tools Design tab on the ribbon. (See **Figure 5.23**)

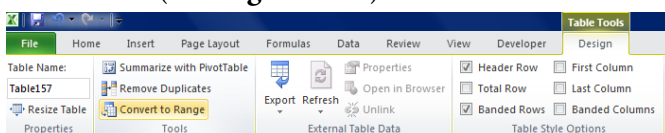


Figure 5.23 Convert to Range

9. When asked if you want to convert the table, click Yes.
10. Because your data is no longer formatted as a table, your slicer will disappear; and you will no longer have access to the Table Tools Design tab in the ribbon.
11. Under the Data tab in the ribbon, click Subtotal.
12. In the Subtotal Window, make the choices shown in the **Figure 5.24**. It is essential that you select the column you sorted by in the “At each change in” field at the top of the window. Click OK.

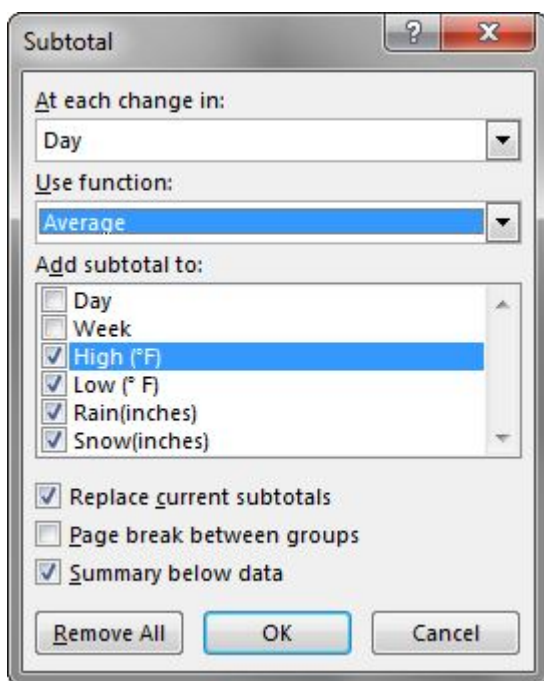


Figure 5.24 Subtotal Window

Your data should look like **Figure 5.25**. Successful subtotaling shows only one subtotal for each group in the column you sorted by. (HINT: If you end up with more than one Subtotal for the same group (i.e – one of the days of the week in our example), you did not sort before subtotaling. Remove your subtotals using the Remove All button in **Figure 5.24**, sort your table, and then try subtotaling again.)

| Day | Week | High (°F) | Low (°F) | Rain (inches) | Snow (inches) |
|----------------|------|-----------|----------|---------------|---------------|
| Sunday | 1 | 45.0 | 34.9 | 0.16 | 0.00 |
| Sunday | 2 | 45.8 | 35.4 | 0.20 | 0.00 |
| Sunday | 3 | 46.8 | 35.9 | 0.16 | 0.11 |
| Sunday | 4 | 47.9 | 36.2 | 0.15 | 0.00 |
| Sunday | 5 | 48.8 | 36.2 | 0.16 | 0.00 |
| Sunday Average | | 46.9 | 35.7 | 0.17 | 0.02 |
| Monday | 1 | 45.1 | 35.0 | 0.19 | 0.00 |
| Monday | 2 | 46.0 | 35.5 | 0.16 | 0.08 |
| Monday | 3 | 47.0 | 36.0 | 0.16 | 0.00 |
| Monday | 4 | 48.0 | 36.2 | 0.16 | 0.00 |
| Monday | 5 | 49.0 | 36.2 | 0.11 | 0.12 |
| Monday Average | | 47.0 | 35.8 | 0.16 | 0.04 |

Figure 5.25 Subtotal Results

Notice the three Outline buttons circled in the upper-left corner of the spreadsheet. These allow you to control the amount of subtotaled data that is displayed. **Table 5.5** describes the different Outline buttons.

Table 5.5 Subtotal Outline Buttons

| Button | Content Displayed |
|---------|--|
| Level 1 | Only grand total |
| Level 2 | Subtotals and grand total |
| Level 3 | Individual records, subtotals, and grand total |

Let's try the three Outline buttons to see the difference in the data displayed:

1. Click on the 1 Outline button in the upper left-hand corner of the sheet.
2. You should see only the Grand Average row with averages for High, Low, Rain, and Snow.
3. Click on the 2 Outline button.

4. Now you'll see the average for each day of the week along with the Grand Average.
5. Click on the + Sign button to the left of the Sunday Average row.
6. This expands just the Sunday Day data and displays the individual records for this subset of the data. Clicking on + Sign buttons will expand a portion of the data at a time. Clicking on – Sign buttons hide a portion of the data at a time.
7. Click on the 3 Outline button.
8. All the individual records along with the subtotals, and Grand Average should be displayed.
9. Save your Excel file.

Key Takeaways

- Filtering is an easy way to see a subset of your data. Filtering arrows appear to the right of each column heading when you insert a table with a header row.
- You can filter by text or numerically.
- A slicer is another way to filter in Excel that provides a set of filtering buttons on your sheet.
- Adding a total row to a table is a quick, efficient way to see summary statistics for one or more columns in a table.
- Subtotaling provides a way to quickly add totals to groups within a column along with providing a grand total at the bottom of the table.

- Subtotal Outline buttons allow users to see add of the subtotaled data, just the totals and grand total, or simply the grand total.
- Plus and minus buttons within subtotalling allow a user to expand and hide portions of the subtotaled data.

5.5 PRACTICE: TOURISM DATA

TABLES FOR A TOURISM COMPANY

Download Data File: [PR5 Data](#)

| Canyon Trails Tour Company | | | | | | | | | | |
|----------------------------|-----------|------------|-------------|-------------------|---|------------|------|-----------------|------------|--|
| First Name | Last Name | Guests | Average Age | Home Country | Tour Canyon | Tour State | Days | Per Person Cost | Total Cost | |
| 4 | Santos | Albert | 2 | 38 Brazil | Grand Canyon National Park | Arizona | 5 | \$ 550 | \$ 1,100 | |
| 5 | Vanessa | Burleigh | 4 | 30 United Kingdom | Grand Canyon National Park | Arizona | 7 | \$ 900 | \$ 3,600 | |
| 6 | Jim | Carney | 1 | 34 Canada | Canyon de Chelly National Monument | Arizona | 5 | \$ 550 | \$ 550 | |
| 7 | Jennifer | Connelly | 2 | 45 United States | Canyon de Chelly National Monument | Arizona | 5 | \$ 550 | \$ 1,100 | |
| 8 | James | Gardipee | 1 | 46 United States | Grand Canyon National Park | Arizona | 5 | \$ 550 | \$ 550 | |
| 9 | Sofia | Guthenberg | 1 | 60 Canada | Glen Canyon National Recreation Area | Arizona | 3 | \$ 450 | \$ 450 | |
| 10 | Sally | Kee | 4 | 37 Canada | Glen Canyon National Recreation Area | Arizona | 3 | \$ 450 | \$ 1,800 | |
| 11 | Leonora | Maag | 2 | 45 Brazil | Grand Canyon National Park | Arizona | 7 | \$ 900 | \$ 1,800 | |
| 12 | Raymond | Mah | 2 | 35 Canada | Grand Canyon National Park | Arizona | 5 | \$ 550 | \$ 1,100 | |
| 13 | Mae | Monado | 4 | 30 Australia | Grand Canyon National Park | Arizona | 3 | \$ 450 | \$ 1,800 | |
| 14 | Pat | Rhinehart | 2 | 73 Germany | Grand Canyon National Park | Arizona | 7 | \$ 900 | \$ 1,800 | |
| 15 | Vince | Shad | 3 | 69 United States | Grand Canyon National Park | Arizona | 7 | \$ 900 | \$ 2,700 | |
| 16 | Indira | Singh | 2 | 35 United Kingdom | Glen Canyon National Recreation Area | Arizona | 7 | \$ 900 | \$ 1,800 | |
| 17 | Rod | Vanderzee | 2 | 38 United States | Grand Canyon National Park | Arizona | 7 | \$ 900 | \$ 1,800 | |
| 18 | Alex | Wigham | 2 | 70 United States | Grand Canyon National Park | Arizona | 7 | \$ 900 | \$ 1,800 | |
| 19 | Alfred | Yankovic | 2 | 56 United States | Canyon de Chelly National Monument | Arizona | 7 | \$ 900 | \$ 1,800 | |
| 20 | | | | | Arizona Total | | | \$ 25,500 | | |
| 21 | Laurie | Black | 2 | 66 Canada | Fall Canyon Death Valley National Park | California | 7 | \$ 900 | \$ 1,800 | |
| 22 | Scarlett | Johansson | 3 | 31 United States | Fall Canyon Death Valley National Park | California | 7 | \$ 900 | \$ 2,700 | |
| 23 | Deborah | Klein | 2 | 65 Germany | Fall Canyon Death Valley National Park | California | 5 | \$ 550 | \$ 1,100 | |
| 24 | Jolene | Terry | 2 | 67 Canada | Fall Canyon Death Valley National Park | California | 7 | \$ 900 | \$ 1,800 | |
| 25 | | | | | California Total | | | \$ 7,400 | | |
| 26 | Yoko | Hanamoto | 2 | 29 Japan | Black Canyon of the Gunnison National P | Colorado | 7 | \$ 900 | \$ 1,800 | |

Travel and tour companies need to keep track of client data, as well as, travel/tour options and tour guides. Keeping up-to-date, accurate records is essential to their bottom line. To run a tour company, employees must be able to manipulate their data quickly and easily. This exercise illustrates how to use the skills presented in this chapter to generate the data needed on a daily basis by a tourism company. See **Figure 5.30** above.

1. Open the data file **PR5 Data** and save the file to

your computer as **PR5 Canyon Trails**.

2. Insert a table based on A3:J53 (Excel will automatically select the range, you just need to confirm it).
3. In Column J, calculate Total Cost (number of Guests *Per Person Cost).
4. Format Columns I and J with Currency number format and no decimal places.
5. Center all headings in Row 3.
6. Adjust column widths within the table so that all the headings are completely visible.
7. Rename Sheet 1 **Current Tours**. Sort this sheet alphabetically (A to Z) by Last Name.
8. Make a copy of the Current Tours sheet and rename it **Tours by Canyon**. Place the Tours by Canyon sheet to the right of the Current Tours sheet. Sort this sheet by Tour Canyon (A to Z), then Home Country (A to Z), and then Last Name (A to Z). Insert subtotals by **Tour Canyon** for numbers of **Guests**.
9. Make another copy of the Current Tours sheet and rename it **US Guests**. Place the US Guests sheet to the right of the Tours by Canyon sheet. Filter this sheet so that only guests with a Home Country of the United States show. Sort the filtered data alphabetically (A to Z) by Tour State. Add a Total Row that sums the **Guests** and **Total Cost** columns.
10. Make another copy of the Current Tours sheet and rename it **European Guests**. Place the

European Guests sheet to the right of the US Guests sheet. Hide the Average Age column.

11. Insert a slicer in the **European Guests** sheet for Home Country. Move the top left corner of the slicer to the top left-hand corner of cell K3. Change the width of the entire slicer to 1.65”.
12. Select both Germany and the United Kingdom on the slicer. Sort the filtered sheet by Home Country (A to Z) and then Last Name (A to Z).
13. Make one more copy of the Current Tours sheet and rename it **Tours by State**. Place the Tours by State sheet to the right of the European Guests sheet. Convert to a range. Subtotal the sheet by State, summing the Total Cost column.
14. Change the name of the **Tours by State** sheet to **5-7 Day Tours by State**. Filter out 3-day tours in the table.
15. On each worksheet, make the following print setup changes:
 1. Add a footer with the **worksheet** name in the center.
 2. Change to Landscape Orientation
 3. Set the scaling to Fit All Columns on One Page
16. For any worksheets that print on more than one page, add **Print Titles** to repeat the first three rows at the top of each page.
17. Save the **PR5 Canyon Trails** workbook.
18. Make sure your sheets are in the following order

from left to right: Current Tours, Tours by Canyon, US Guests, European Guests, and 5-7 Day Tours by State.

19. Use your file to answer the practice assessment questions.
20. Save your work for your records.

ATTRIBUTION

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[“Canyon Trails Data File”](#) by [Matt Goff](#) is licensed under [CC BY 3.0](#)

5.4.B: CHAPTER PRACTICE 2: AUDIBLE DATA

“[Audible](#) is the world’s largest producer and provider of spoken-word entertainment and audiobooks, enriching the lives of our millions of listeners every day.” [Amazon acquired Audible for \\$300 million in 2008](#) and today it offers its original productions in addition to audiobooks and podcasts. A benefit of Audible is that Amazon often offers discounted Kindle prices if you purchase both formats. As someone who enjoys both reading a book and having a book read to them, I often purchase both versions ([and sometimes versions on other platforms just to show my appreciation for a title or author or narrator](#)).

The screenshot shows the Audible Library page. At the top, there's a navigation bar with links like Library, Wish List, Browse, Audible Originals, Gifts, and Inside Audible. A search bar is on the right. Below the navigation bar, the 'Library' section is active. It includes filters for 'All time' and 'All Program Types', and a search bar for the library. The main content area displays a list of audiobooks. Two are visible: 'Writing and Civilization: From Ancient Worlds to Modernity' by Marc Zender, and 'The Fifth Elephant' by Terry Pratchett. Each entry shows the title, author, length, date added, overall and performance ratings, and a 'Download' button. There are also links to 'View title by parts', 'View Series', and 'Write a review'.

| Title | Author | Length | Date Added | Rate and Review | Downloaded | Other Actions |
|--|--------------------------------|---------|------------|--|--------------------------|--------------------------|
| Writing and Civilization: From Ancient Worlds to Modernity | Marc Zender, The Great Courses | 12h 10m | 02-14-20 | Overall ☆☆☆☆ Performance ☆☆☆☆ Story ☆☆☆☆ Write a review | Download | View PDF |
| The Fifth Elephant | Terry Pratchett | 10h 47m | 02-14-20 | Overall ☆☆☆☆ Performance ☆☆☆☆ Story ☆☆☆☆ | Download | |

The screenshot above is from the author's personal Audible library. It is provided here to illustrate the Audible interface and the types of data available for a customer upon login.

The image below shows an exported worksheet using default column headings (field names) from above such as *Title*, *Author*, *Length*, *Date Added* (edited to show *Buy Date* below) but expanded upon using Gustav Andersson's [Audible Statistics Extractor script](#) and a copy+paste from a browser-based online interface into Excel. *Length* and *Time Left* fields were supplemented by field names such as *Genre*, *Universe*, and *Listened To* fields to be able to analyze a variety of category data. Using more complex categories allows us to run more comprehensive reports. Combining fields, sorting and filtering by multiple fields will help us narrow down our questions about our data even more.

| | A | B | C | D | E | F | G | H | I |
|---|-----------|--------------------------|---------------------|---------|----------|--------|-----------|-------------|----------|
| 1 | Buy Date | Title | Author | Genre | Universe | Length | Time Left | Listened To | Price |
| 2 | 2/16/2010 | Eldest: The Inheritance | Christopher Paolini | Fantasy | N/A | 1410 | 1410 | 1 | \$ 9.99 |
| 3 | 7/21/2010 | Skybreaker | Kenneth Oppel | Fantasy | N/A | 685 | 673 | 2 | \$ 12.50 |
| 4 | 7/26/2012 | Carpe Jugulum: Discworld | Terry Pratchett | Fantasy | Witches | 584 | 1 | 3 | \$ 10.29 |
| 5 | 7/26/2012 | The Scarecrow and His | Philip Pullman | Fantasy | N/A | 230 | 230 | 1 | \$ 10.64 |

A monthly Audible subscription costs \$14.95, this price is usually a 30% off list-price of audiobooks you would

buy without a subscription. Prices in the chapter practice data have been changed to random values so that we can manipulate them using the SUM and AVERAGE functions with a bit more depth. While library services like [Overdrive](#) or [hoopla](#) offer public library members free titles, Audible carries books and content not always available from free apps, so the cost is offset by a need this service fulfills.

As you create an Excel table from the simple range in your worksheet to look at reading/listening habits, consider how understanding a customer's habits allows for a company to recommend titles in a way that may lead to greater customer satisfaction and the purchase of more titles. Analyzing a customer's habits allow a company to recommend titles they will want to listen to. This, in turn, will allow the company to maintain a relationship with the customer who will keep their monthly subscription, upgrade, or purchase more titles.

Sort, Filter, & Slice the Data

The chapter 5 practice [PR5 Audible Data](#) file has only about 160 records. However, even in such a small data set, it can be difficult to find patterns just by looking at the text, dates, and numbers. Go to the Insert tab and use an Excel table to sort, filter, and rearrange the data to find out about favorites and listening habits.

- What is the listener's favorite genre? How do you know?

- Who is their favorite author? Who is their second and third favorite? How do you know?
- What is their favorite book? What is your rationale for your answer?
- What types of books have they listened to multiple times? Is there a pattern there?
- What types of books have they not listened to at all? Why did they buy those then? ㄟ(ˊ)ㄏ
- What types of books would you recommend to this person? (Recommendations are welcome!)

Consider how you can scroll through a data set and you may be able to recognize patterns just by observing repeating items. However, **it is much faster and more powerful to use Excel** features and functions to see if there are connections, relationships, or patterns emerging from your data.

If you feel you need more guidance and need specific tasks to practice with, use the following steps to process the data set and answer questions below:

1. Download the [PR5 Audible Data](#) file to your computer into your semester/class/chapter 5/ folder. Open and save as **PR5 Audible Data – Your Name.xlsx**
2. Scroll through the file. While this is not a large file, it is already too long to see what patterns may be present. Therefore, we will insert a table to sort, filter, and slice our data.

3. Insert a table based on =A1:I160 range. Excel will automatically select the range, you just need to confirm it and check that “My table has headers”.
4. Insert a column next to Time Left. Rename it to Difference. We will use this column to find out which books the listener started, listened to a certain point at least, or finished. Combined with the “Listened To” column, we’ll know if they’ve listened to at all...
5. In the Difference column, calculate the difference between Length and Time Left. Note that your formula will be =[@Length]-[@[Time Left]] because you are using an Excel table. This feature is known as a **Calculated column** and it’s a super convenient feature because we don’t even have to autofill a range anymore. The cell references that would normally appear when you build a formula will show up as the field names. This feature is called a structured reference and it makes it much easier to understand a cell or range reference.
6. Now, sort the data by the Difference field from Largest to Smallest. What can we say about Sherlock Holmes and its characteristics we see in columns F, G, H, and I?
7. Next, Custom Sort by multiple fields (Home tab > Editing OR Data > Sort & Filter) by the Difference column from Smallest to Largest AND the Listened To column Smallest to Largest. What do the values suggest in these two columns?
8. Next, insert a Total Row at the bottom of your table. (Click into your table, then under the

Design tab, select Total Row). Under the Genre column, select the COUNT function. How many titles are in this database altogether?

9. Insert a Slicer from the Design tab based on the Genre field. Click the slicer buttons to filter the data by each genre. Is there a genre that is a clear favorite? Is there a second or third favorite? Is there a genre that has only a small amount of titles?
10. Insert a Slicer from the Design tab based on the Universe field. Click the slicer buttons to filter the data by each field name. Is there a Universe that is a clear favorite? Is there a second or third favorite? Is there a genre that has only a small amount of titles?
11. At the bottom of the Price column, select SUM in the Total Row. As you filter through the data, is there a category that the listener spent most on? Is there a category they did not spend as much on? What is the average spending per category?
12. What types of books would you recommend to this Listener? Explain your reasoning based on the data.

ATTRIBUTION

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5.4.C: CHAPTER PRACTICE 3: AIRFARE DATA

In this chapter practice, we will work with an Excel file called [USDOT_Consumer_Airfare_2007-2017](#). In order to learn a bit more about what we should expect in the file, let's break down the file name.

What is USDOT?

Our data is from the [U.S. Department of Transportation's website](#). *"The mission of the U.S. Department of Transportation (DOT) is to ensure our Nation has the safest, most efficient and modern transportation system in the world, which improves the quality of life for all American people and communities, from rural to urban, and increases the productivity and competitiveness of American workers and businesses."*

What do we know about the airline industry?

From [KPMG's Aviation Leaders Industry Report 2020](#): *"With oil prices relatively stable and the low interest rate environment continuing, the aviation industry continues to enjoy a record period of profitability. 2019 represented the tenth consecutive year of global airline profitability (\$25.9bn) and it was the fifth highest on record. In a sector where business cycles typically last eight or nine years from peak to peak, we*

are in uncharted territory. Passenger traffic continues to grow (4.2% RPK growth in 2019) and IATA expects this supercycle to continue into 2020 for a record eleventh year.

However, all is not rosy in the garden. While the headline figures for 2019 are positive, they represent a decline from 2018 where profits stood at \$27.3bn and RPK growth was 7.4%. We have also seen a spike in airline bankruptcies during the year. The consensus of the industry leaders interviewed for this report is that the cycle has peaked, and a slow downturn has commenced. Our report last year focused on significant headwinds such as the volatile geopolitical environment, slowing economies, rising interest rates, a strong US dollar, increasing production rates and capacity constraints. [...]"

News about the aviation industry:

- [Deutsche Welle: AeroData software outage delays hundreds of US regional flights](#)
- [Financial Times \(UK\): Boeing is dragging down American growth \(login with your CougarNet account\)](#)
- [Forbes.com: Could Coronavirus Really Wipe Out Half The World's Airlines And Change Aviation Forever? One Keen Observer Thinks So.](#)
- [Statista.com: Domestic market share of leading U.S. airlines from January to December 2019*](#)
- [Vox.com: How the coronavirus outbreak is affecting travel](#)

Let's look at the *file itself* and the *Info* sheet in the workbook!

Download the [USDOT_Consumer_Airfare_2007-2017](#). Use the right-click + Save As route, do not try to open the file directly from the textbook. Our data file is going to show us data from 2007 to 2017. We can generally use multi-year data to see if we can spot *trends* or patterns.

- How big is the data file? > Is its size measured in kilobytes, megabytes or gigabytes? Why does this matter?
- Is there a data dictionary? > Read it! What can we learn about the data based on it? What can we do with *field names* that do not make sense when we read them?
- What is the source of your data? > What can we do if there is no source noted?
- Do we know who collected the data? > Do we know why? If not, then what?
- What is its purpose of this data? > Does the source say what the purpose of this file is? If they do not, then what should we do?
- Is there a data dictionary linked? Open it, compare the data to it.
- Do you like the structure and the colors of the data dictionary? > If you do not, what can you do?

Let's look at the Consumer_Airfare_Report sheet!

| | A | B | C | D | E | F | G | H | I | J | K | L | M | | | |
|---|------|---------|-------|--------|-------------|--------------|----------|-----------|---------|----|---------|----|--------|----|--------|----|
| 1 | Year | Quarter | City | Market | City1 | City2 | Non-Stop | Passenger | Average | F | Largest | Sh | Lowest | Sh | Lowest | Sh |
| 2 | 2007 | 1 | 33728 | 30852 | Pensacola | Washington | 846 | 244 | 177.14 | DL | 205.09 | FL | 140.75 | | | |
| 3 | 2007 | 1 | 34570 | 33570 | Reno, NV | San Diego | 488 | 399 | 123.76 | WN | 122.9 | UA | 118.65 | | | |
| 4 | 2007 | 1 | 31295 | 34100 | Detroit, MI | Philadelphia | 453 | 553 | 226.01 | NW | 225.75 | NW | 225.75 | | | |
| 5 | 2007 | 1 | 30423 | 33195 | Austin, TX | Tampa, FL | 928 | 167 | 208.54 | WN | 198.62 | WN | 198.62 | | | |
| 6 | 2007 | 1 | 31973 | 33195 | Gulfport/I | Tampa, FL | 429 | 198 | 105.26 | FL | 99.21 | FL | 99.21 | | | |
| 7 | 2007 | 1 | 31650 | 33570 | Minneapolis | San Diego | 1532 | 848 | 186.5 | NW | 201.11 | SY | 148.42 | | | |
| 8 | 2007 | 1 | 30792 | 31057 | Buffalo, N | Charlotte, | 546 | 179 | 154.58 | US | 189.97 | UA | 135.59 | | | |

- How much data is in the file? > Highlight the full range using CTRL+SHIFT+RIGHT KEY, DOWN KEY, how many cells are highlighted?
- How many field names (columns)?
- How many records (rows)?
- Do the field names make sense?
- What types of questions can you answer with the data?
- What functions do you know in Excel that will help you process data?

How would you process this data?

Use multiple methods of finding the correct answers!

- Can you find a specific value? > Any shortcuts?
- How do you add up the Passengers/Day? > Functions? Total Row? PivotTable?
- How do you count Carriers? > Functions? Total Row? PivotTable?
- How do you average Non-Stop Miles? >

Functions? Total Row? PivotTable?

- How do you find the highest and lowest values? > Sort in what order?
- How do you show only a subset of your data? > Excel Table? PivotTable?

SAMPLE QUESTIONS

1. What is the Citymarket code for Houston?
 - a. 31453
 - b. 2975
 - c. 3314
 - d. 2853
2. The highest Non-Stop Miles trip is _____ miles.
 - a. 3526
 - b. 2825
 - c. 2724
 - d. 3679
3. The highest Largest Share Carrier Fare is _____ (change to accounting number format, round to 0 decimals).
 - a. \$560
 - b. \$480
 - c. \$420
 - d. \$530
4. The highest Largest Share Carrier Fare where City

1 is Houston is _____ (change to accounting number format, round to 0 decimals).

- a. \$513
- b. \$298
- c. \$392
- d. \$458

5. Add a calculated column in N, call it \$. Add a formula to multiply Passengers/Day by Average Fare. What formula does your cell contain?

- a. $=[@\text{Passengers/Day}]+[@\text{Average Fare}]$
- b. $=[@\text{Passengers/Day}]*[@\text{Average Fare}]$
- c. $=[@\text{Passengers/Day}]-[@\text{Average Fare}]$
- d. $=[@\text{Passengers/Day}]/[@\text{Average Fare}]$

6. Based your answer above and the BTS Airline Codes list, which airline has the lowest value in column N?

- a. United Airlines
- b. Northwest Airlines
- c. Spirit Airlines
- d. Delta Airlines

7. How many records are there that meet the following criteria: Non-Stop Miles less than 200, average Passengers/Day greater than 1000?

- a. 39
- b. 34
- c. 41
- d. 26

8. What is the lowest share carrier average in 2013 in quarter 4 in Austin, Texas (City 2)?

- a. 188.24

- b. 195.12
- c. 183.52
- d. 173.73

9. What is the % of Grand Total for Passengers a Day in Chicago,IL(City 2) for DL airline?

- a. 32.07%
- b. 31.82%
- c. 22.57%
- d. 27.96%

10. What is the % of Grand Total for Passengers a Day in New York City, NY (Metropolitan Area) (City 1) for CO airline?

- a. 6.94%
- b. 7.93%
- c. 5.73%
- d. 4.13%

5.5 CHAPTER ASSESSMENT

THE FOLLOWING ARE SAMPLE QUESTIONS TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY CONCEPTS FROM THIS CHAPTER.

1. You can insert a ____ row at the end of your table to quickly add functions via a dropdown.

- a) Function
- b) Pivot
- c) Sum
- d) Total

2. _____ is an easy way to see a subset of your data.

- a) Deleting
- b) Filtering
- c) Resizing

d) Sorting

3. When you filter your data, data is:

- a) Frozen
- b) Deleted
- c) Hidden
- d) Resorted

4. An object you insert next to your table to filter it using buttons is called a:

- a) Filter
- b) Developer
- c) Slicer
- d) Sorter

5. How many of the guests are from Canada?

- a) 9
- b) 13
- c) 22
- d) 31

6. What is the subtotal for Guests to Black Canyon of the Gunnison National Park?

- a) 12
- b) 15
- c) 17
- d) 22

7. What is the total for Guests after Step 9 in US Guests?

- a) 9
- b) 13
- c) 26
- d) 37

8. What is the average age of Guests for all tours after Step 9 in US Guests?

- a) 52.44
- b) 57.25
- c) 60.1
- d) 62

Solutions:

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EXCEL CHAPTER 6: PIVOTTABLES & PIVOTCHARTS

The PivotTable function in Microsoft Excel allows users to see massive amounts of data condensed into a manageable format. The data sets we will be analyzing throughout this chapter are information gathered by the [U.S. Department of Education](#) surveying all institutions of higher learning in the United States and data about the movement of crude oil and other imports into the U.S. by the [U.S. Energy Information Administration](#). These data sets viewed in a raw, uninterpreted manner could be considered difficult to understand or take any meaningful information from. However, taking data and using a PivotTable in Excel will allow the user to manipulate and view attributes of the information in different ways to generate something that anyone can easily interpret and understand.

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6.1 CREATING PIVOTTABLES

Learning Objectives

1. Understanding the US College Scorecard data sets.
2. Interpreting a Data Dictionary.
3. Creating a PivotTable.
4. Manipulating PivotTable Fields.
5. Using Slicers.

Chapter Downloads:

[CollegeScorecard_Data](#) (Excel Spreadsheet)
[CollegeScorecard_Data Dictionary](#) (Word Document)

This section covers the fundamental skills for setting up and utilizing PivotTables in an Excel spreadsheet. The objective of this chapter is accessing and interpreting data

from Department of Education on every college and university in the United States. Critical thinking, interpreting and manipulating data are critical tasks for companies of every size and shape. More specifically, in all jobs today employees are required to manipulate data and make informed decisions, the skills practices in this Chapter are applicable to everyone regardless of career-path.

Figure 6.1 shows a zoomed out view of the data that we will be exploring in this chapter. There are (123) columns and (7594) rows in this spreadsheet, totaling to (934,062) individual points of data. With data of this magnitude, it can be difficult to create a table and sort and filter columns to determine a desired piece of information. The scale of the data makes it difficult to interpret it quickly. A PivotTable is a tool in Excel that allows users to visualize, compare and manipulate information quickly and efficiently. In this chapter, we will learn the basics of using this tool to process large amounts of data into useful information

Figure 6.1 CollegeScorecard_Data.xlsx showing all columns

SETTING UP YOUR ENVIRONMENT

While this textbook has explored data from the US Department of Education in the previous chapter practice, the data from the full College Scorecard dataset has not been reviewed in its entirety without edits or filters applied.

Follow these steps to set up your work-space for this file.

1. Create a folder in your Documents folder on your PC or Mac. If you have a working folder for other files from this class or textbook, create a separate space/folder for this chapter project.
2. Download CollegeScorecard_Data and save to your project folder.
3. Download CollegeScorecard_Dictionary and save to your project folder.

4. While this file is not **that** big, it is recommended that you close all other windows or applications running on your computer before opening the Data file.

UNDERSTANDING A DATA DICTIONARY

Open CollegeScorecard_Data.xlsx file.

When you open the College Scorecard Data file for the first time, take time to review the field names (column headings) of each column. For instance, there are terms such as “STABBR”, which combined with the field entries in the column, you could easily surmise that the information in that column represents a U.S. State Abbreviation. You could do this perhaps with column headings such as “INSTNM” or “SAT_AVG”, but it is not the case for all headings. Without looking at the Data Dictionary, what would you suppose that “C150_4_POOLED_SUPP” could mean?

This is the purpose of a Data Dictionary: helping the end-user interpret the meanings of individual fields and column headings in collections of data that are unfamiliar to them. We have provided a Data Dictionary to accompany the College Scorecard data available from the Chapter Downloads text box above. This Data Dictionary is a simplified version of the [full Data Dictionary](#) provided by the Department of Education alongside a handbook explaining the process behind the data collection and calculation of the fields. Our Data Dictionary selects fields with the most relevance for inclusion in this chapter to assist us in creating PivotTables.

Open CollegeScorecard_Dictionary.docx

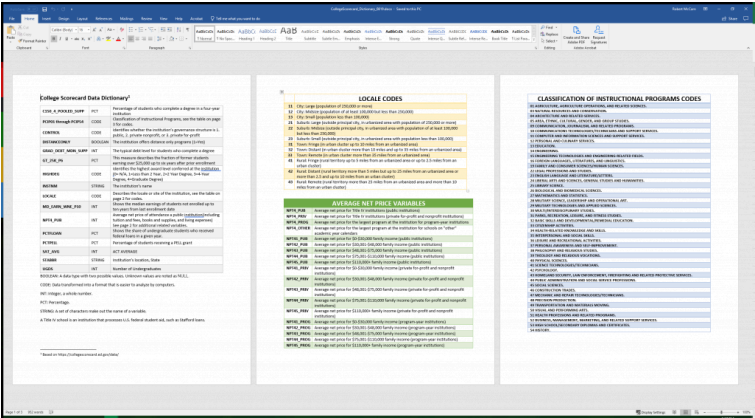


Figure 6.2 College Scorecard Data Dictionary

In the first row on the first page, you can see that the data in the column “C150_4_POOLED_SUPP” represents the percentage of students who complete a degree in a four-year institution. There are two things that can be taken from that definition:

- 1. The data will be presented in a particular format, specifically a percentage.
- 2. This data will be dependent on whether the institution this row of data represents is a four-year institution.

Remember, the rows of the College Scorecard represent reporting data from every institution of higher education in the United States, so, some aspects of information in this table will be determinant on other aspects of information; it is up to the end-user how they will consider this. Large data-sets often are not easily interpreted. They might need to be merged, cleaned, or

interpreted in a specific way to receive useful information.

Key Takeaways

Types of Data

- **BOOLEAN:** A data type with two possible values. Unknown values are noted as NULL.
- **CODE:** Data transformed into a format that is easier to analyze by computers.
- **INT:** Integer, a whole number.
- **PCT:** Percentage.
- **STRING:** A set of characters make out the name of a variable.

Before beginning data interpretation with PivotTables, let's look at encoded data. In the Data table, look for the "LOCALE" column. Notice that it has repeating information such as "12", "32", "41", etc. This is because, within this column, the data is encoded to represent a more complicated piece of information with a smaller character. So, "12" indicated that the institution represented by this row of data is located in a midsize city (population of at least 100,000 but less than 250,000). Since that idea is too large to be typed into a cell, it is represented by the number 12 and it is left to the end-user to know what that represents.

CREATING A PIVOTTABLE

If we know what the data in each column represents and we understand how to decipher it, then we can start making conclusions about the data and begin turning it into useful information. But, nearly a million points of data is still a lot to interpret, even if we understand what it represents. PivotTables help us organize and group the information into more manageable chunks. A PivotTable essentially creates a summary function of the data (such as AVERAGE, SUM, MIN, MAX, and COUNT) and allows the end-user to select what view of this data that they wish to see with tools to sort, filter, and analyze these summary functions.

But first, we must create a PivotTable.

Begin with an original, unmanipulated range of data, such as an original copy of CollegeScorecard_Data.xlsx downloaded from the Chapter Downloads textbox above. It may help computer performance if you do NOT turn your data into an Excel table.

1. Select any cell in the range of data. (Note: Do NOT select the entire sheet, allow Excel to select the source automatically, otherwise, you may select too much data for the application to handle causing it to slow down or freeze.)
2. Go to the Insert tab on the ribbon, select 'Insert PivotTable' (Figure 6.3).
3. A window titled 'Create PivotTable' will pop-up, the Table/Range automatically populates with a selection of your data table as shown in Figure 6.4.
4. Confirm that your PivotTable will be inserted into

a New Worksheet.

- 5. Select ‘OK’
- 6. A new worksheet will be created with an empty PivotTable (Figure 6.5).

The screenshot shows the Microsoft Excel interface with the 'Insert' tab selected. The ribbon includes options for PivotTable, Recommended PivotTables, Table, Pictures, Online Pictures, Shapes, Icons, Illustrations, 3D Models, SmartArt, Screenshot, Get Add-ins, My Add-ins, Bing Maps, and People Graph. The active cell is A1, which contains the text 'UNITID'. Below the ribbon, a data table is visible with columns labeled A through I. The table contains 17 rows of data, each representing a record with various identifiers and names.

| | A | B | C | D | E | F | G | H | I | |
|----|--------|---------|--------|-----------------------|------|----------|-------------|--------|------|-----|
| 1 | UNITID | OPEID | OPEID6 | INSTNM | CITY | STABBR | INSTURL | NPCURL | HCM2 | PRE |
| 2 | 100654 | 100200 | 1002 | Alabama / Normal | AL | www.aam | www2.aar | | 0 | |
| 3 | 100663 | 105200 | 1052 | University Birmingha | AL | www.uab | uab.stude | | 0 | |
| 4 | 100690 | 2503400 | 25034 | Amridge U. Montgom | AL | www.amr | www2.am | | 0 | |
| 5 | 100706 | 105500 | 1055 | University Huntsville | AL | www.uah | finaid.uah | | 0 | |
| 6 | 100724 | 100500 | 1005 | Alabama S Montgom | AL | www.alas | www.alas | | 0 | |
| 7 | 100751 | 105100 | 1051 | The Unive Tuscaloos | AL | www.ua.e | financialai | | 0 | |
| 8 | 100760 | 100700 | 1007 | Central Al. Alexander | AL | www.cacc | www.cacc | | 0 | |
| 9 | 100812 | 100800 | 1008 | Athens St. Athens | AL | www.athe | https://24 | | 0 | |
| 10 | 100830 | 831000 | 8310 | Auburn U. Montgom | AL | www.aum | www.aum | | 0 | |
| 11 | 100858 | 100900 | 1009 | Auburn U. Auburn | AL | www.aubi | www.aubi | | 0 | |
| 12 | 100937 | 101200 | 1012 | Birmingha Birmingha | AL | www.bsc. | www.bsc. | | 0 | |
| 13 | 101028 | 1218200 | 12182 | Chattahoc Phenix Cit | AL | www.cv.e | https://ex | | 0 | |
| 14 | 101073 | 1055400 | 10554 | Concordia Selma | AL | www.ccal | www.ccal | | 0 | |
| 15 | 101116 | 1303906 | 13039 | South Uni Montgom | AL | www.sout | tcc.noellev | | 0 | |
| 16 | 101143 | 101500 | 1015 | Enterprise Enterprise | AL | www.esc | www.esc | | 0 | |
| 17 | 101161 | 106000 | 1060 | James H F Bay Minet | AL | www.faul | www.faul | | 0 | |

Figure 6.3 Insert a PivotTable

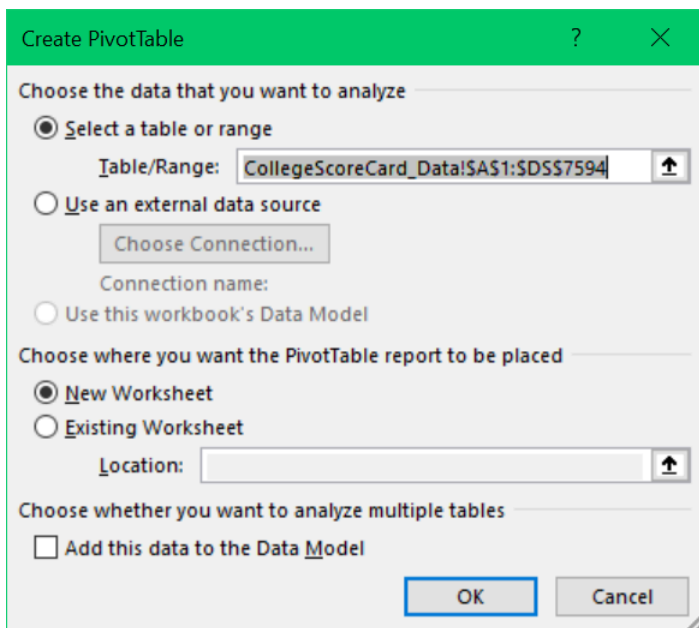


Figure 6.4 Create PivotTable pop-up

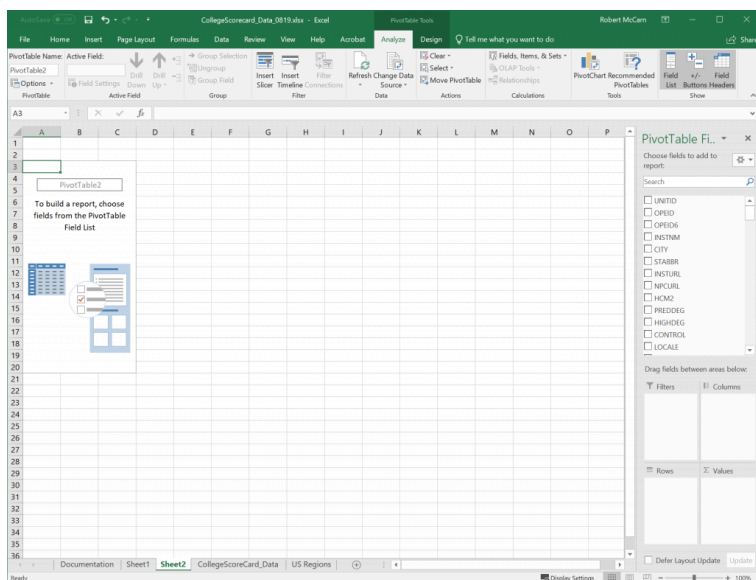


Figure 6.5 An empty PivotTable

MANIPULATING PIVOT TABLE FIELDS

Now that we have created a Pivot Table, we must now tell it what information we would like to see, and how we would like to see it displayed. On the right-hand side of the Excel window, you will see a new pane called “PivotTable Fields”. The PivotTable Fields pane shows a condensed summary view of the column headings from the source table or range of data. Each Field represents one column from that data. You will have to scroll if there are too many field names are in your data or you can use the Search bar to choose fields to add to your report. To get a summary view of the data from the source table, we must select a Field or Fields.

You will notice that there are four Areas below the Field List in which a field can be enabled:

| AREAS | DESCRIPTION |
|----------------|---|
| Rows | Fields enabled in this area will be Row headers going top to bottom of the Pivot Table. Each unique instance of data will be displayed as a Row. |
| Columns | Fields enabled in this area will be Column headers going left to right on the top of the Pivot Table. Each unique instance of data will be displayed as a Column. |
| Filters | Fields enabled in this area will be a top-level filter above the Pivot Table. Selecting one or more values in the filter will show only data that matches that value. |
| Values | Fields enabled in this area are summarized as numbers as the result of a function such as SUM, COUNT, MIN, MAX, or AVERAGE |

There are two ways to enable fields in a PivotTable:

1. **ENABLING CHECKBOXES:** Click on the box beside “STABBR” to automatically populate Rows with the State Abbreviations. Depending on the data values in the column, it will enable the Field in Rows or Values. If you do not like the automatic sorting of your value under Areas labeled Rows, Columns, Filters, or Values, then you can always change the placement of the Field by manually assigning them as described below.
2. **MANUALLY ASSIGNING FIELDS:** Drag (click, hold, and move) “INSTNM” to Values Area to receive a COUNT of the number of institutions, sorted by State. Depending on the data values in the column, Excel will determine a default Summary of the information: Either COUNT,

SUM, or AVERAGE. In the next section of this Chapter, we will discuss how to change the Field Value settings.

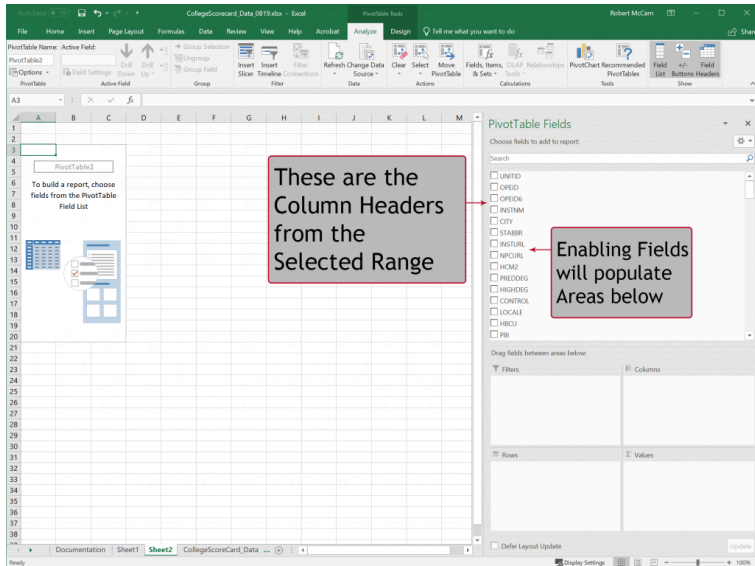


Figure 6.6 PivotTable Fields

Exercise

Figure 6.7 below shows a PivotTable with State Abbreviations as Row Labels, the Count of Institution Names as Values in a corresponding column.

Answer the following questions:

What does this output show?

Which State has the highest count?

Which State the lowest?

Let's examine this output further using tools in our next chapter!

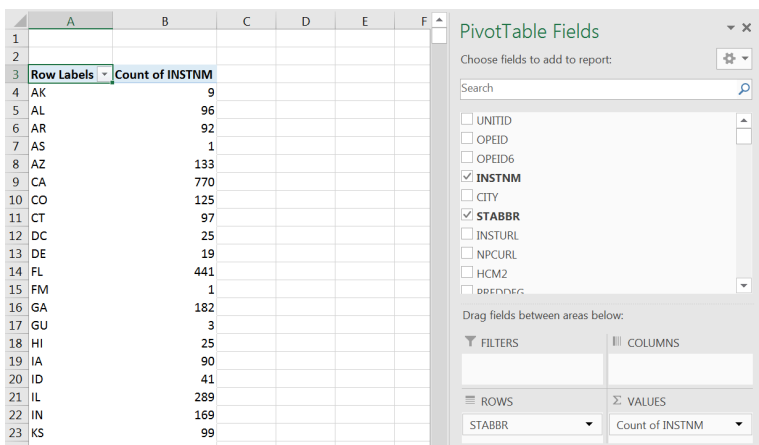


Figure 6.7 PivotTable Output.

ATTRIBUTION

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6.2 SORT & FILTER PIVOTTABLE DATA

Learning Objectives

1. Sort and filter data in a PivotTable.
2. Manipulate Value Field Settings.
3. Use slicers.
4. Interpret outputs.

In the previous part of this chapter, we learned how to create a PivotTable from a range of data and enable Fields to output useful information. In this part, we will be diving deeper into how to make the most of this data and learning how to manipulate the output in various ways to get more and more impactful information.

By placing the “STABBR” Field in the Rows Area of the Pivot Table Fields Tab, we were able to get a list of all unique State abbreviations in the STABBR column. Subsequently, by placing the “INSTNM” Field in the Value Area of the PivotTable Fields Tab, we were able to derive the number of institutions in each State. Using

these two Fields in conjunction, we can see valuable information not easily derived from a large data-set. (Consider much faster using a PivotTable is than using an Excel Table and Subtotals.)

SORT AND FILTER DATA IN A PIVOTTABLE

Like with normal Excel Tables, PivotTables share the ability to sort data in columns. We can use this function to easily visualize information from smallest to largest or in alphabetical order (in ascending or descending order based on number, dates, or text). The easiest way to do this is shown in Figure 6.8: by right-clicking on the column of data that you wish to sort by and hovering over the sort tab and selecting how you wish to sort.

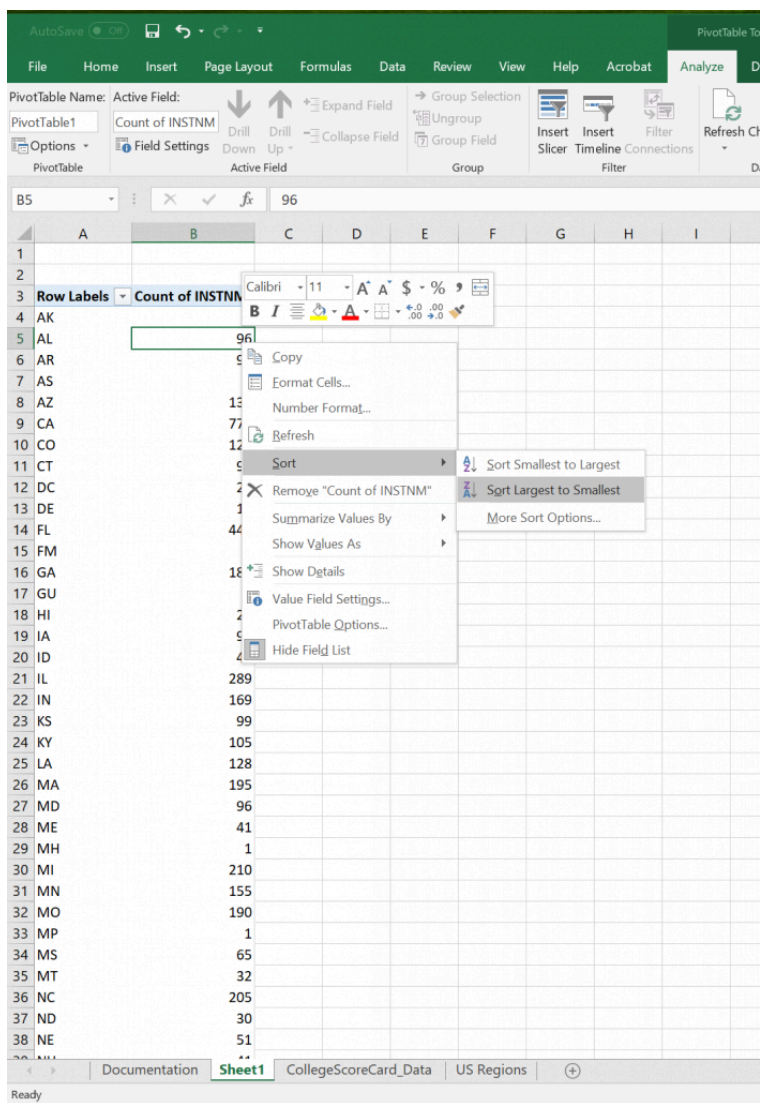


Figure 6.8 Sorting a Pivot Table

Filtering

There are instances in which we will not want to see the results of the entire data-set at one time. In these

cases, we are usually looking for information restricted by one or more variables to see how the information changes with those variables. For now, try for yourself to see how the PivotTable changes when you add a Field to the Filters Area.

Start by dragging the Field “DISTANCEONLY” into the Filters Field. At the top of the PivotTable, you will see a new box with a dropdown menu that says “(All)”. This means that no data is being restricted yet. Click on the downward facing arrow and look at the parameters it shows you. You should see (All), 1, 0, and NULL. (All) is the current selection of every option the column contains. NULL is an indicator that Excel uses to state that there is no information in a cell – Sometimes in large datasets the creators do not or cannot collect any relevant information. In such cases, they show they have made an attempt and have come up with a value that would translate to Not Applicable or Unavailable rather than leave that entry blank. For meanings of 1 and 0 refer to the Data Dictionary or last Chapter Part for the definition of a Boolean.

Key Takeaways

- 1 – A Boolean parameter meaning TRUE
- 0 – A Boolean parameter meaning FALSE

- DISTANCEONLY: Set the Filter to only display TRUE values. This means that ONLY institutions classified as a Distance Only institutions will be displayed. You will see that this drastically

changes the output of the Pivot Table.

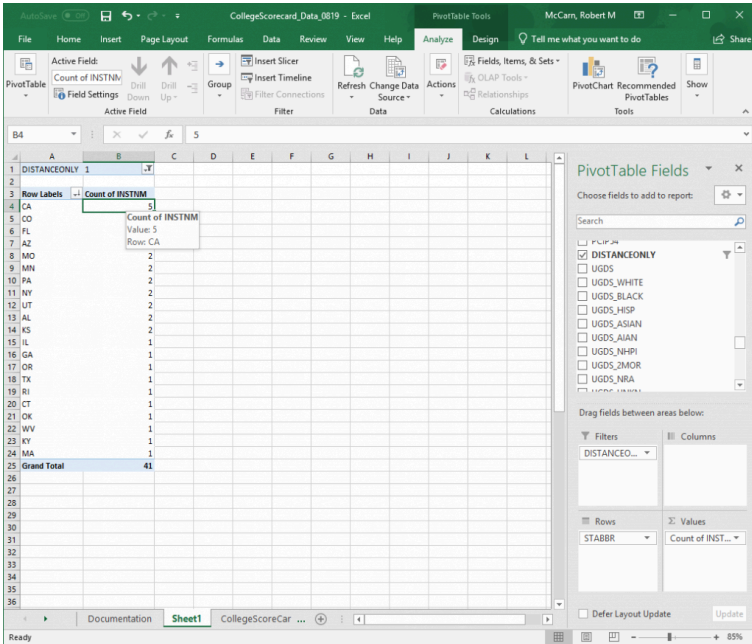


Figure 6.9 Filter for Distance Only

Remove the “DISTANCEONLY” Field from the Filter Area by dragging it out of the box or clicking the arrow beside the Field and selecting “Delete Field”. This will reset the Pivot Table to the previous state. Now change the Field to the Fields listed below.

- **HIGHDEG:** The Filter values for this Field list 0-4. See the Data Dictionary for the meanings of each value. We will be looking at ‘4’ or the highest degree offered an institution is a Graduate Degree.

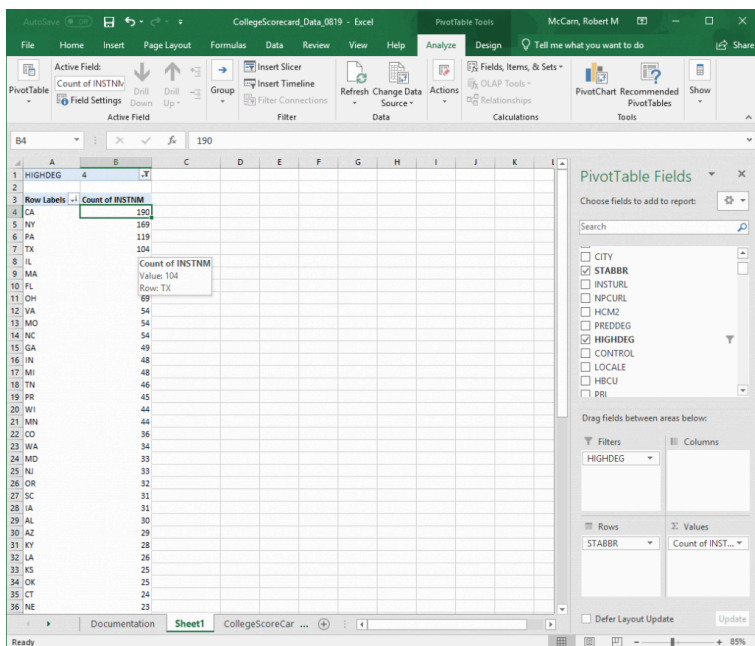


Figure 6.10 Filter for High Degree

- **LOCALE:** This Field in an encoded field, so you will need to know the meanings of the values before interpreting the information. See the chart in the Data Dictionary for a detailed description. For now, we are looking at '11' or Large Cities.

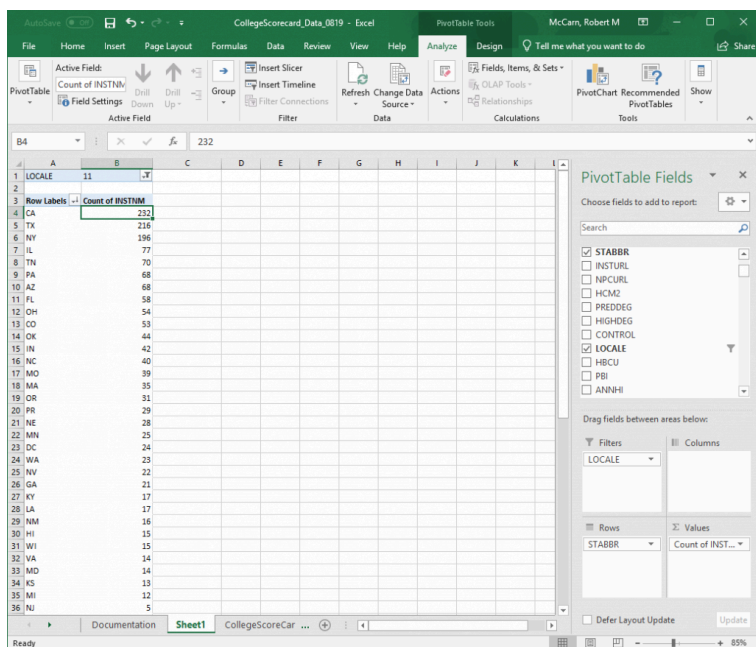


Figure 6.11 Filter for Locale

As you can see, by restricting the number of results to a given parameter, we can get more information out of this data than by just looking at a raw table. However, in each of these examples, we have consistently been looking at the number of institutions broken down by state. The ROW and VALUE fields have not changed in any of these examples. Take a moment and change the VALUE field to “SAT_AVG” or “MD_EARN_WNE_P10”. How does this impact the output of the PivotTable? What other ways can you manipulate the Fields shown to get a different set of information? The great impact of a PivotTable comes from its flexibility to show data summarized in many various ways.

Using Slicers

In Chapter 5, we looked at using slicers as another way of filtering data. A slicer is an object we can insert next to our data and use buttons to select items we wish to filter for (or filter out) of our data. Let's try using the Slicer to filter our PivotTable by LOCALE:

1. Insert a PivotTable that uses State Abbreviations as Rows, the number of Institutions as Values.
2. Go to PivotTable Tools > Analyze > Insert Slicer (Figure 6.12).
3. Select Locale from the field names by clicking its checkbox.
4. Filter your data for all types of Cities by using your slicer by clicking the corresponding codes under the LOCALE heading in your slicer. Use SHIFT to select multiple adjacent items. (Figure 6.13).
5. Adjust the width, height, or color of your slicer to as you like using the Slicer Tools > Options tab when the Slicer is active.

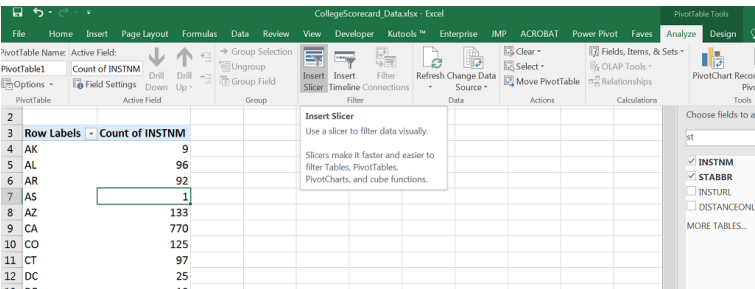


Figure 6.12. Inserting a Slicer from the Ribbon.

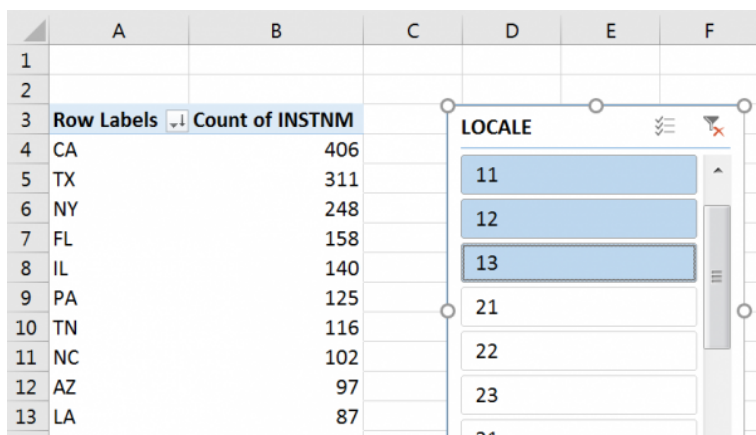


Figure 6.13. Inserting a Slicer from the Ribbon.

Whether you use a slicer side by side with your data table or filter your data via the Filter area in the PivotTable field selector, the result is the same. You can use slicers with charts, Excel tables, and PivotTables. You can clear them to show all of your data once you are done with your analyses. Helpful hint: If you process data using a PivotTable, it's best to save your output as a new sheet and start a new process in a new sheet. This way you can conserve your outputs and revisit them later as needed.

Exercises

Take a minute and try to answer the following questions by changing the Fields in the ROW, FILTER, and VALUE areas.

1. How many **institutions** in **Midsized cities** in the **State of North Dakota** have a **Graduate**

Program? How about **California**? What can you infer from this information?

2. What are the **median earnings of former students** of institutions located in **Remote Towns**? How about **Large Cities**? What can you infer from this information?

MANIPULATE VALUE FIELD SETTINGS

If you tried to answer question number 2 above and were left confused, don't worry. Excel will often summarize the Field you drag into the Values Area as a function that you might not want. In this case we are looking at the median earnings of former students in all institutions, so we do not want a COUNT of all values, as that will return the same information as if we did a COUNT of all institution names. No, in this case, an AVERAGE would better summarize our data and give us something to analyze. To do that we must change the Value Field Settings.

1. Start by right-clicking the Field in the Values Area – it should say COUNT of INSTNM currently.
2. Click on the icon at the bottom where it says Value Field Setting... **Figure 6.14**
3. Underneath where it says **Summarize value field by**, you will see a list of functions to apply to the Field.
4. Select AVERAGE from that list. **Figure 6.15**
5. Click OK.

After you apply the Value Field Setting, the Pivot Table will change from a COUNT of the Field, to an Average of the Field, returning different summary information.

Figure 6.16

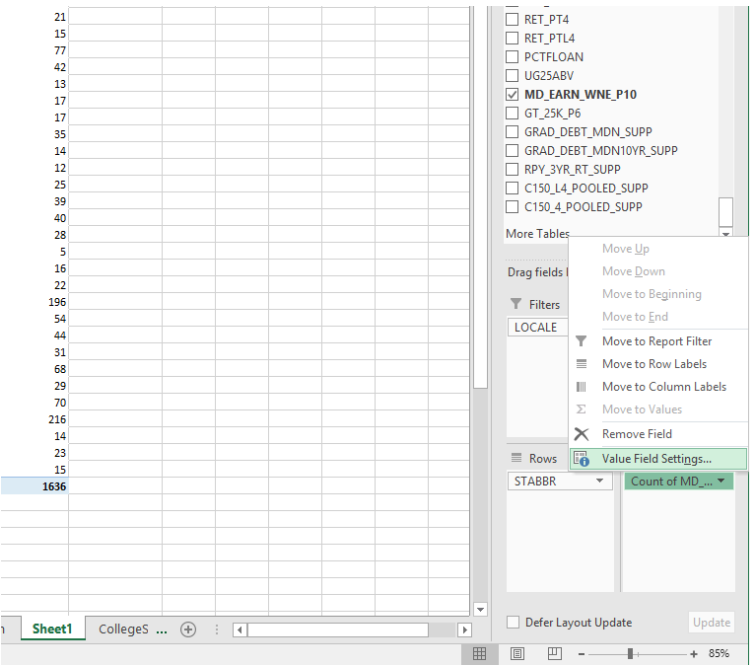


Figure 6.14 Change Value Field Settings

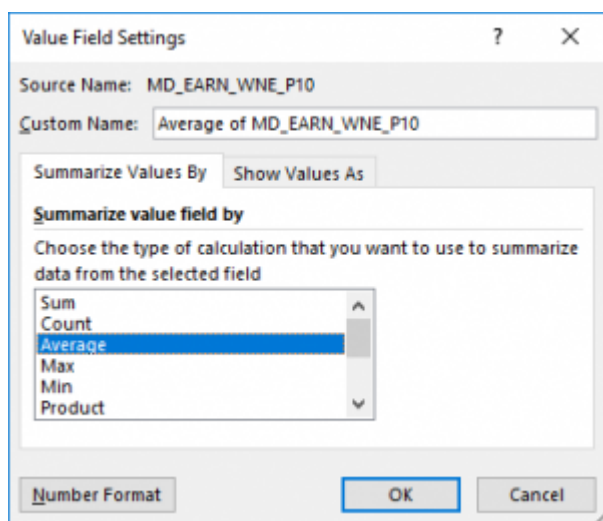


Figure 6.15 Value Field Settings

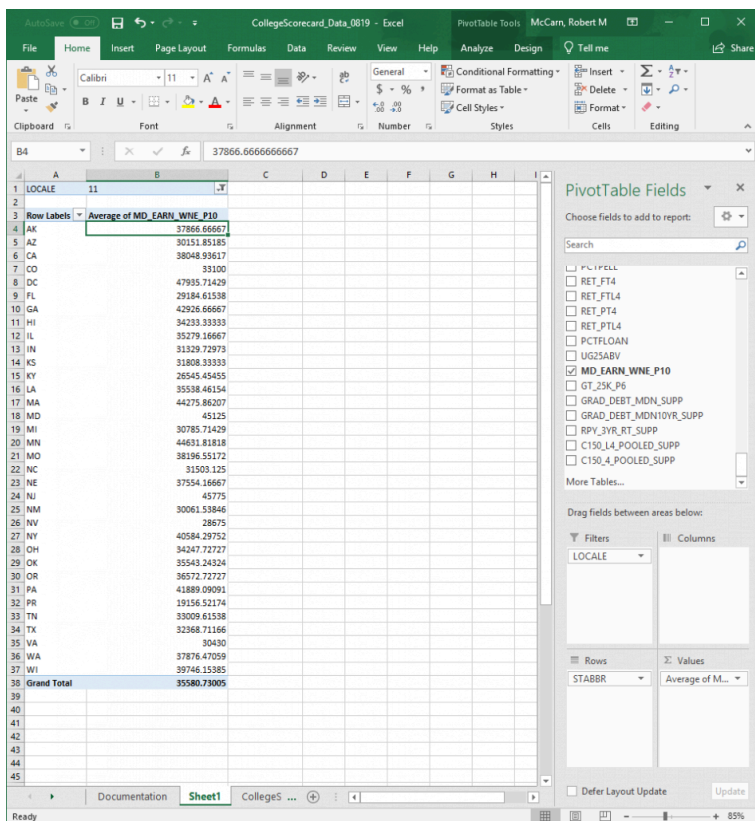


Figure 6.16 AVERAGE of column

From here you can make the information easier to visualize.

6. Right click on the **Average of column**.
7. Select Sort.
8. Click Sort Largest to Smallest
9. Select all Values in Column B
10. Change the Number Style from **General** to **Currency**. **Figure 6.17**

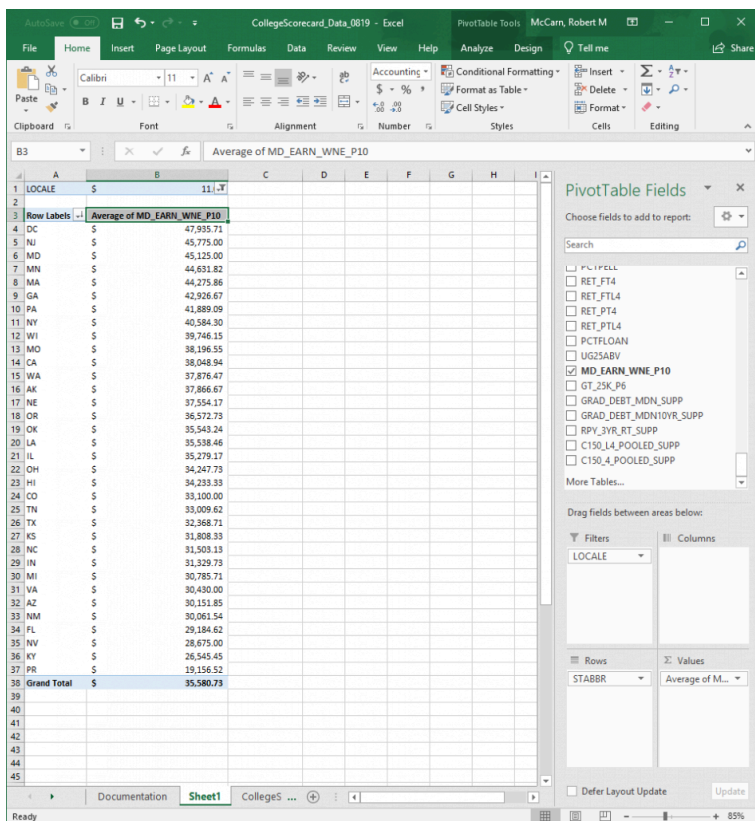


Figure 6.17 Final Value Field Settings

Displaying as Percentages

Another way to visualize information is to see the value of each column as a percentage of the total. The easiest way to ask yourself this is “What percentage of all institutions in the United States are those in Texas?” To do this we need to reset our Pivot Table.

11. Remove the Fields from Filters and Values.
Leaving only “STABBR” in Rows.
12. Insert “INSTNM” into the Values Area. It should

display as COUNT of INSTNM

Now we have the number of institutions in each State and we have the Grand Total of all institutions in the United States, sure we could do some simple math to figure our question out, but what if we wanted to know the percentage for every State?

13. Right click the Count of INSTNM column.
14. Select Show Values as.
15. Click on % of Grand Total. **Figure 6.18**
16. Right click on Count of INSTNM column
17. Select Sort
18. Click on Sort Largest to Smallest

You will see that the answer to our question is “Texas has 6.33% of all institutions in the United States”.

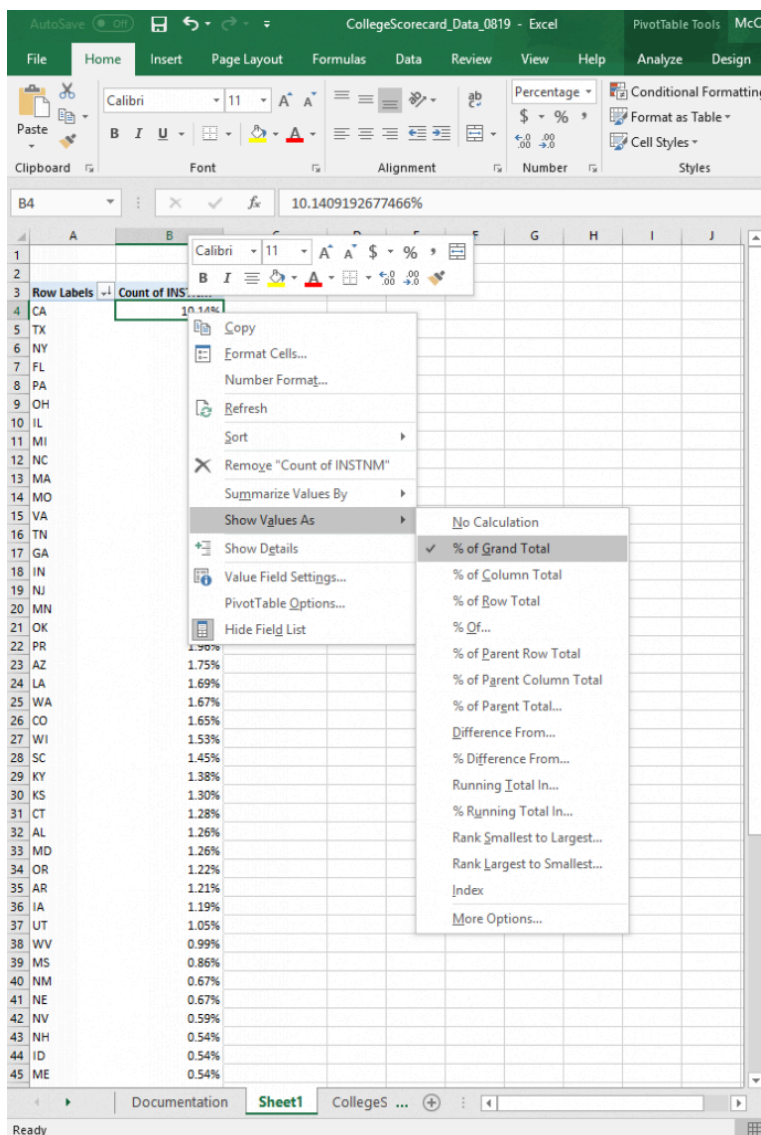


Figure 6.18 Percentage of Grand Total

INTERPRET OUTPUTS

Exercises

What percentage of the total number of undergraduate students AND what percentage of the total number of institutions does the state of California have? How does this compare to the state of Oklahoma?

| C5 | | | | |
|--------|------------|-------------|-----------------|---|
| 10.140 | | | | |
| | A | B | C | D |
| 4 | Row Labels | Sum of UGDS | Count of INSTNM | |
| 5 | CA | 14.40% | 10.14% | |
| 6 | TX | 8.05% | 6.33% | |
| 7 | NY | 6.17% | 6.16% | |
| 8 | FL | 5.80% | 5.81% | |
| 9 | PA | 3.70% | 5.33% | |
| 10 | IL | 3.56% | 3.81% | |
| 11 | OH | 3.24% | 4.68% | |
| 12 | AZ | 3.08% | 1.75% | |
| 13 | MI | 3.03% | 2.77% | |
| 14 | NC | 2.83% | 2.70% | |
| 15 | GA | 2.73% | 2.40% | |
| 16 | VA | 2.68% | 2.48% | |
| 17 | MA | 2.26% | 2.57% | |
| 18 | NJ | 2.24% | 2.17% | |
| 19 | IN | 2.03% | 2.23% | |
| 20 | MO | 1.83% | 2.50% | |
| 21 | MD | 1.74% | 1.26% | |
| 22 | WI | 1.71% | 1.53% | |
| 23 | TN | 1.69% | 2.44% | |
| 24 | CO | 1.65% | 1.65% | |
| 25 | MN | 1.65% | 2.04% | |
| 26 | WA | 1.61% | 1.67% | |
| 27 | AL | 1.54% | 1.26% | |
| 28 | UT | 1.49% | 1.05% | |
| 29 | PR | 1.39% | 1.96% | |
| 30 | SC | 1.33% | 1.45% | |
| 31 | IA | 1.24% | 1.19% | |
| 32 | LA | 1.23% | 1.69% | |
| 33 | OR | 1.20% | 1.22% | |
| 34 | KY | 1.19% | 1.38% | |
| 35 | OK | 1.17% | 1.96% | |
| 36 | CT | 1.02% | 1.28% | |
| 37 | KS | 1.01% | 1.30% | |
| 38 | MS | 0.91% | 0.86% | |
| 39 | AR | 0.82% | 1.21% | |
| 40 | WV | 0.75% | 1.00% | |
| 41 | NM | 0.64% | 0.67% | |
| 42 | NV | 0.62% | 0.59% | |

ATTRIBUTION

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6.3 PIVOTCHARTS

Learning Objectives

1. Create a PivotChart.
2. Sort and filter data for a PivotChart.
3. Use slicers.
4. Interpret an output.

CREATE A PIVOTCHART

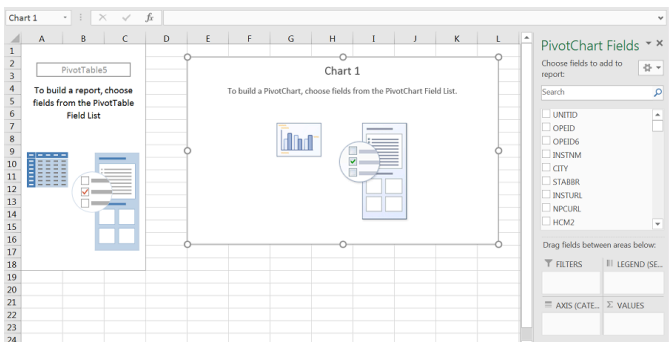
Larger data sets make it impossible for Excel to create a basic chart or graph for you. If your data source or selection has too many cells, the recommended chart types will have no items to show, nor will you be able to select any items from the *All Charts* tab.

Even though we can use PivotTables to summarize large data sets, it is often helpful to use data visualization tools to give us a quick and high impact visual of our results. PivotCharts are a great way of getting an

overview of general trends, comparisons, or proportions of your data in a visual format.

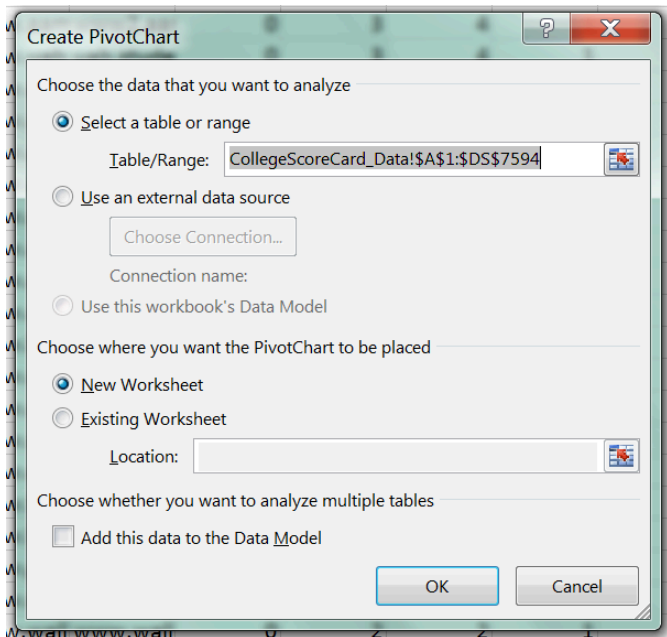
INSERT A PIVOTCHART

1. Select any ONE cell in your range of data. (Note: Do NOT select the entire sheet, allow Excel to select the source automatically, otherwise, you may select too much data for the application to handle causing it to slow down or freeze.)
2. Go to the Insert tab on the ribbon, select the 'PivotCharts' icon (Figure 6.3.1).



6.3.1. PivotChart in a worksheet.

3. A dialogue box titled 'Create PivotCharts' will pop-up, the Table/Range automatically populates with a selection of your data (Figure 6.3.2).



6.3.2. Create a PivotChart.

4. Confirm that your PivotTable will be inserted into a New Worksheet.
5. Select and click 'OK'.
6. A new worksheet will be created in your workbook. Observe the blank canvas in front of you after you click OK confirming the source of your data (Figure 6.3.3). Now you have space on the left for your PivotTable, your PivotChart in the middle and your PivotChart Field including the field names and areas are in the pane on the right.

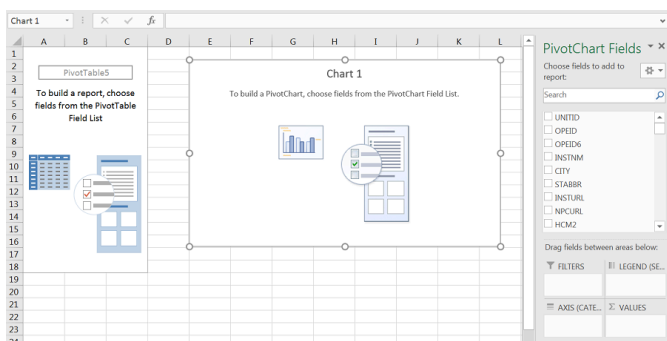


Figure 6.3.3. PivotTable, PivotChart, Fields Pane.

Once you start adding fields to your PivotChart field selector into one or more of the four possible areas (Filters, Columns, Rows, Values), your sheet will start filling in your currently blank PivotTable range and PivotChart object with summary data. Building your PivotChart works just as building your PivotTable did. Review the “Manipulating Pivot Table Fields” section in Chapter 6.1 if you need a refresher about how to add fields.

Exercises

Create a PivotChart using State Abbreviations as Row Labels, the Count of Institution Names as values in a corresponding column. Your output should match Figure 6.3.4 below.

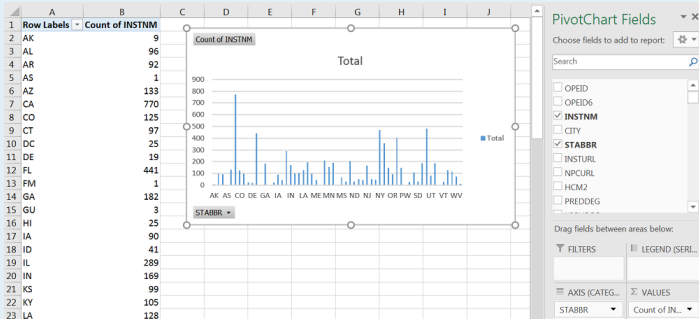


Figure 6.3.4. PivotChart setup.

Answer the following questions:

- Is the chart easier to read than the data table?
- Is it clear from the chart which column corresponds with which state? Adjust the width of the chart to see the state names under each column.
- What type of chart is this? Click PivotChart Tools > Design > Change chart type that you have a clustered column chart.
- Are there any other chart types that would allow you to visualize this data better?

SORT AND FILTER A PIVOTCHART

It can be hard to pick a good chart type even if you have summarized records for over seven thousand institutions by fifty categories in our case with the College Scorecard Data and the State Abbreviations. However, we can always sort our data to show items in a different order

or show only those fields and values that meet certain criteria.

SORTING

One way to make your data have a higher impact is to reorder it. Right-click the clustered column chart you created in the earlier section of this chapter and sort the Count of INSTNM column in descending order (from Largest to Smallest). The easiest way to do this is how we have done so in Chapter 6.2, by right-clicking on the column of data that you wish to sort by and hovering over the sort tab and selecting how you wish to sort (Figure 6.3.5A).

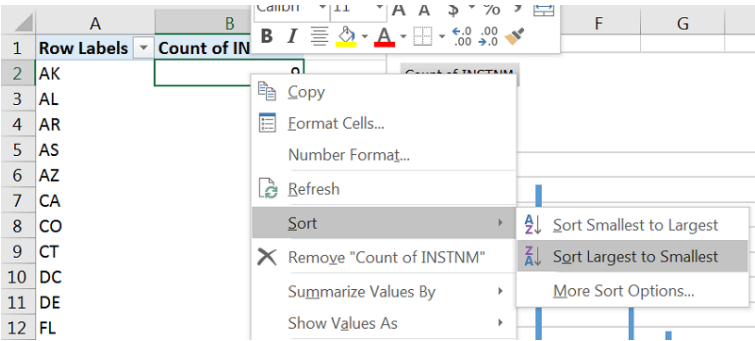


Figure 6.3.5A. Sorting a PivotChart.

You can also sort by clicking the STABBR dropdown in the lower right corner of the PivotChart. In the dialogue box that pops up, adjust the Sort Options to sort in Descending order by Count of INSTNM (Figure 6.3.5B).

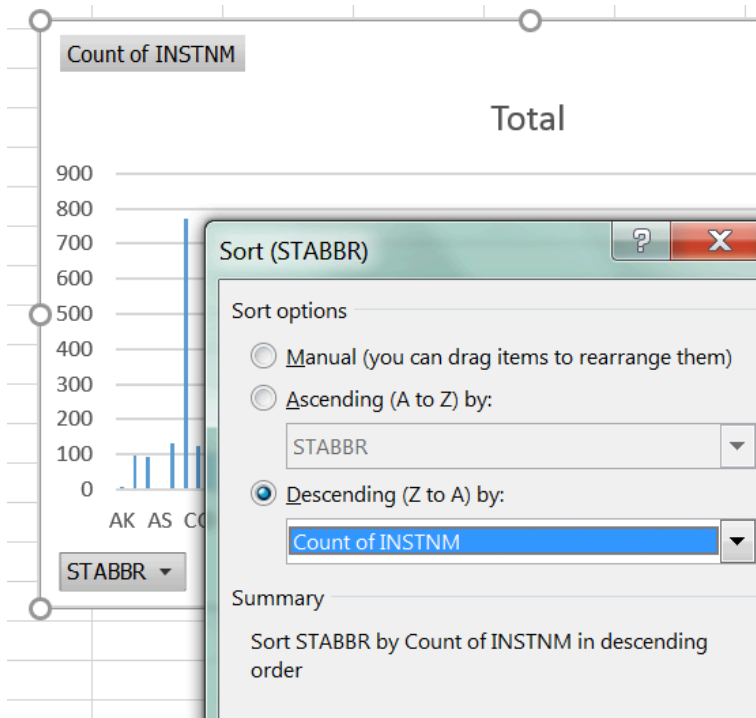


Figure 6.3.5B. PivotChart sort dialogue box.

Observe how the output now has a clean line from highest to lowest values from left to right (Figure 6.3.6) instead of what may be a confusing zig-zag of values all around when using the alphabetical order of states.

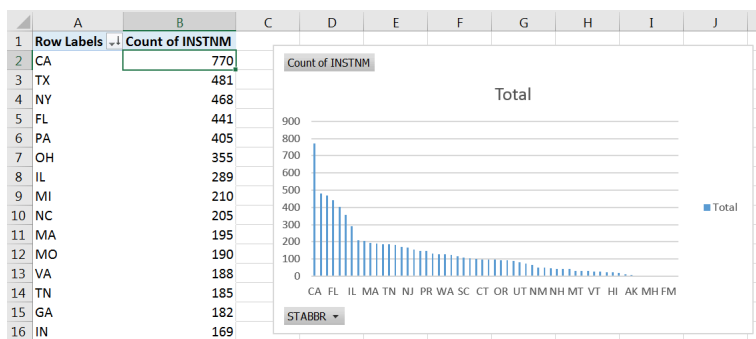


Figure 6.3.6. PivotChart output.

Furthermore, when you look at the PivotChart, you may notice that there are groups of columns with somewhat similar values followed by other groups with much lower, but still similar to one another.

Even a cursory glance at the PivotChart allows us to see patterns much faster in our data than if we observed the changes in the numerical values. We can use the visible drops or changes in values across to go back to our groups and narrow down our inquiry to a smaller subset of our data (Figure 6.3.7).

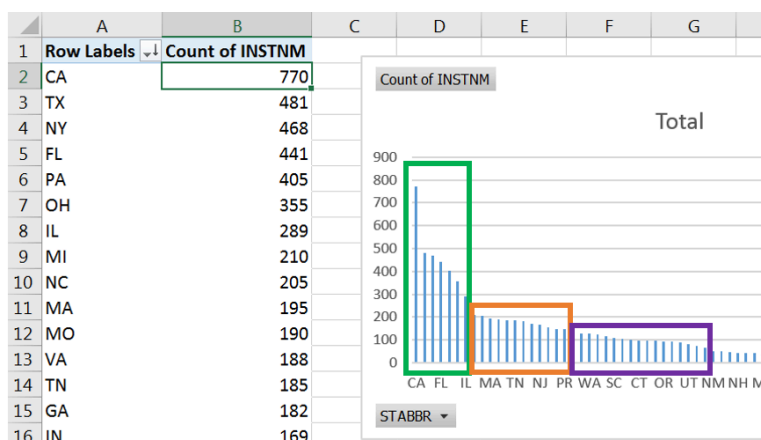


Figure 6.3.7. Possible groups emerging in data.

While we can make the width of our PivotChart take up our entire screen; but it may still be hard to see which value belongs with which state depending on your screen size or resolution. At this point, it would make sense for us to focus on a subset of our data by filtering it.

FILTERING

Focusing on a subset of your data allows you to examine a smaller group of items in detail. It is good practice to start any report by an overall description of your data points, noting general trends in your data, and the sorting allowed you to do that. However, filtering will let you zoom in on items you may want to highlight.

From the clustered column PivotChart and the corresponding data table we can see that there are five to seven states that have a high number of colleges. Convert the Count of Institutions to show as Percentages of Grand Total (Figure 6.3.8), then add up the values you find.

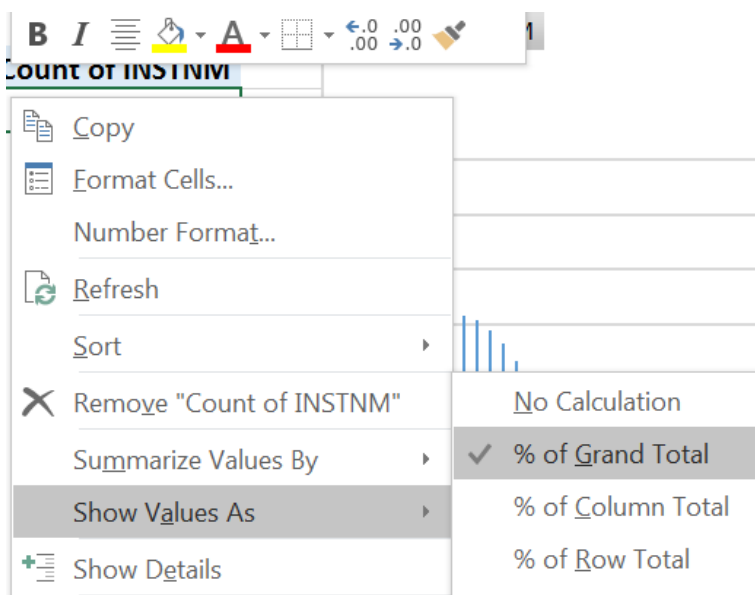


Figure 6.3.8. PivotChart field settings.

These quick steps will reveal that one-third of institutions are in five states at the top of our list (CA, TX, NY, FL, PA), with over forty percent of institutions in the top seven states (add OH and IL). There are differences within this group too, therefore, we want to find a chart type that would highlight his.

Convert the clustered column PivotChart into a Pie to show contributions to the highest volume group.

Right-click the PivotChart > Change Chart Type OR Go to Design > Change Chart Type. Your output will show all the states with the legend on the right having space for the states with the highest values (Figure 6.3.9).

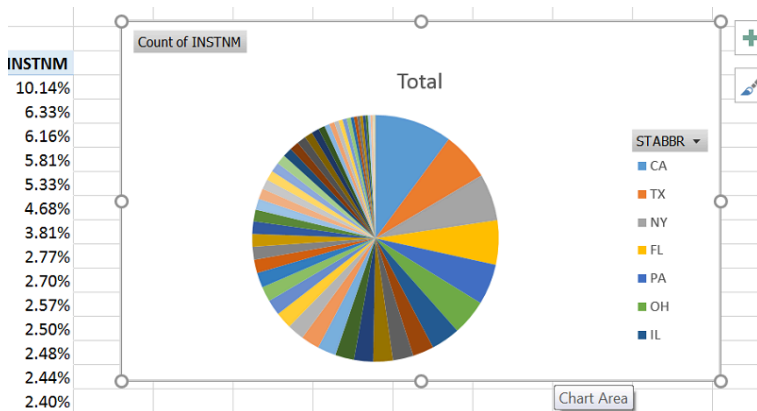


Figure 6.3.9. Pie Chart based on pivoted data.

We could make our chart area much bigger to show all the states, but then it would be a huge color wheel on our screen and we would have a hard time identifying which slice is which state, even if we added callouts.

Exercises

Filter your Pie chart to show CA, TX, NY, FL, PA.

Add Inside End Data Labels to show the State name and percentages on the slices of the pie.

Which college or colleges stand out and which colleges have a roughly similar portion among the top five?

What would be a fitting title for this chart?

USE SLICERS

In Chapter 5 and earlier in Chapter 6, we looked at using

slicers as another way of filtering data. A slicer is an object we can insert next to our data and use buttons to select items we wish to filter for (or filter out) of our data. Let us try using the Slicer to filter a PivotChart by LOCALE, then by the value in the Count of Institutions column:

1. Insert a PivotChart that uses State Abbreviations as Rows, the number of Institutions as Values (Count, not SUM).
2. Go to PivotTable Tools > Analyze > Insert Slicer.
3. Select LOCALE from the field names by clicking its checkbox.
4. Filter your data for all types of Cities by using your slicer by clicking the corresponding codes (11, 12, 13) under the LOCALE heading in your slicer. Use SHIFT to select multiple adjacent items.
5. Add another filter from the PivotChart's STABBR filter dropdown and match the selections from the dialogue box below (6.3.10).

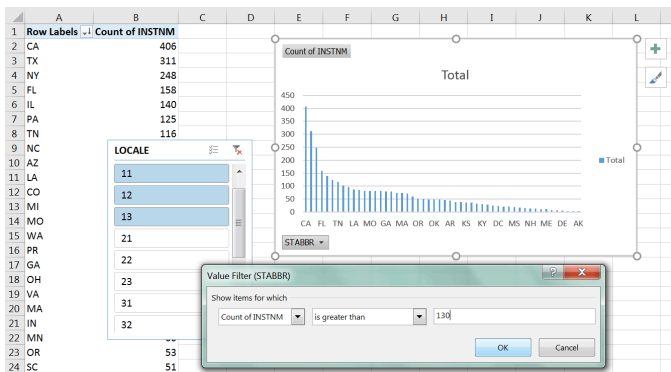
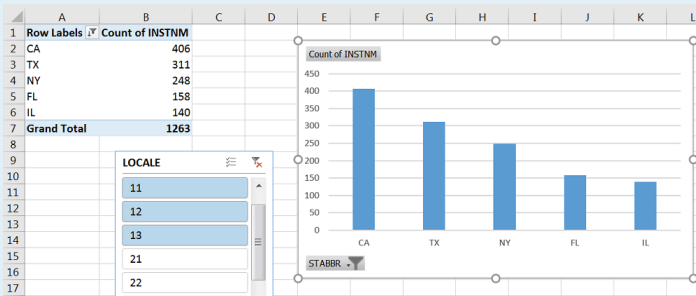


Figure 6.3.10. PivotChart with slicer and an additional filter.

6. Match your output to what is shown for the Exercise below.

Exercises – Interpret an Output



The figure above (Figure 6.3.11) shows the output of the previous section.

Change the values to show as Percentages of the Grand Total.

Is there a change from the previous filtering of the data set by LOCALE for each state?

What would be a good title for this chart?

ATTRIBUTION

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6.4.A: CHAPTER PRACTICE 1: EIA IMPORTS DATA

U.S. ENERGY INFORMATION ADMINISTRATION - COMPANY LEVEL IMPORTS DATA

The data you will be working with is a larger data set from the U.S. Energy Information Administration (EIA) website. The EIA “collects, analyzes, and disseminates independent and impartial energy information to promote sound policymaking, efficient markets, and public understanding of energy and its interaction with the economy and the environment (Source: [EIA.gov](https://www.eia.gov)).” EIA content is often among the data sets that analysts with backgrounds in accounting, finance, supply chain, and management information systems work within energy-related industries.

Go to the [EIA website and review information shared about Petroleum Administration for Defense Districts \(PADDs\)](#). Read about the history of PADDs and how these abbreviations are used to describe movements through a variety of means of transportation ([pipeline, tanker, barge, and rail](#)) between districts today. Bookmark, save or print this page for your records in order to quickly access information and answer questions regarding

PADD regions as you work with your data following the steps below.

1. Create a folder on your computer for “EIA Data Project”.
2. Download the following files shared below:
 - Explanatory notes: [EIA_DataDictionary](#) (PDF file)
 - Data file:
[EIA_2016_Company_Level_Imports](#)
(Excel file, [archived from EIA.org](#) for educational purposes)
3. Open the [EIA_2016_Company_Level_Imports](#) file. There are four sheets in this workbook. The documentation notes the source of the data, the IMPORTS sheet contains 20 columns and 24618 rows, totaling to 492,360 individual points of data. As you look at the header row, there are field names that make sense at once, but there are field names we need explanations for. Therefore, you should open the explanatory notes contained in your [EIA_DataDictionary](#) to find out what fields like R_S_NAME or PCOMP_RNAM mean. The two sheets in your workbook that follow the IMPORTS sheet are tables listing World Regions and US Regions with corresponding countries or states listed next to them. You will be using the contents of IMPORTS. *(The World and US Regions sheets can be used to make observations about your data based on regional origin or processing to serve as a higher level category above states or PADDs.)*

4. Open your data file and rename it to
EIA_2016_Company_Level_Imports_YourName.
xlsx.
5. Take some time to familiarize yourself with the
PADD regions, the data file and the data
dictionary.
6. Insert a PivotTable based on the contents of the
IMPORTS sheet into a new worksheet. Confirm
the source range as IMPORTS!\$A\$1:\$T\$24618.
7. Move the inserted sheet after IMPORTS, rename
it to Processing Facilities.
8. Look up the field names for Processing Facility
Name and Processing Company State in your
Data Dictionary. Use these field names to create a
PivotTable showing how many (COUNT)
processing facilities are in each state. You can use
your output to answer questions such as: How
many processing facilities are in the US? Which
state has the least/most processing facilities? How
many processing facilities are there in Texas?
9. Add the field name for the country name to the
Filters PivotTable field. Use the filter to show
changes in the numbers of processing facilities by
country. What is the breakdown of the top five
states if you filter for Canada? What is the
breakdown if you filter for Mexico? Consider the
connection between the changes in outputs based
on geographic location.
10. Clear the country filter for now, but leave it in
place. Add the field name for Product Name to the
Filters PivotTable field. Add Quantity for Values.

Filter for Crude Oil. Which state processes the most crude oil overall? Which state is second or third?

11. Filter for Canada, Mexico, Venezuela. Observe how the outputs for crude oil imported from certain countries changes the order of states.
12. Go back to the IMPORTS sheet. Insert a PivotTable based on its contents into a new worksheet. Confirm the source range as IMPORTS!\$A\$1:\$T\$24618.
13. Move the inserted sheet after the Processing Facilities sheet and rename it to PADDs.
14. Use the field names for Processing Company PADD and Processing Company Name to create a PivotTable. Use the output to determine which Processing Company PADD has the most processing companies.
15. Add a filter for the Product Name field and determine which Processing Company PADD has the most processing companies for Crude Oil.
16. Drag Product Name and Processing Company PADD under the Filter fields, filter for Crude Oil and for PCOMP_PADD 3. Move Processing Company Name under Rows, Processing Facility Name under Values (COUNT). What does this output show? What do the highest and lowest values in this output represent?
17. Save your work for your records.

ATTRIBUTION

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6.5 CHAPTER ASSESSMENT

THE FOLLOWING ARE SAMPLE QUESTIONS TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY CONCEPTS FROM THIS CHAPTER.

COMPLETE WORK WITH BOTH THE CHAPTER WALKTHROUGH AND THE CHAPTER PRACTICE EXCEL DATA FILES TO ANSWER THE QUESTIONS BELOW.

1. Use the College Scorecard Data Dictionary to answer the following question. What does “CIP” mean?

- a) Custom Institution Profile
- b) Classification of Instructional Programs
- c) Categorical Information Program
- d) COUNT of Institutional Program

2. Based on Chapter 6 College Scorecard data file, how many colleges offer ONLY Distance Education programs in California?

- a) 2
- b) 3
- c) 4
- d) 5

3. Based on Chapter 6 College Scorecard data file, how many academic institutions are in the East South Central Sub-Region?

- a) 451
- b) 518
- c) 1038
- d) 1139

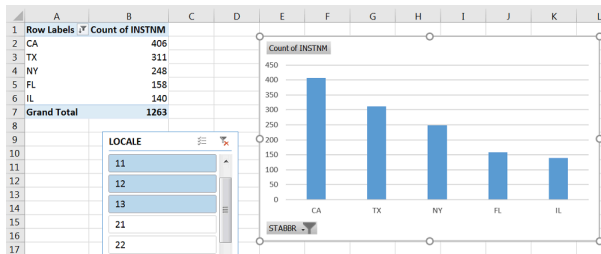
4. Based on Chapter 6 College Scorecard data file, how many academic institutions offer 4 different types of degrees in California ("Highest degree awarded" category in your data dictionary).

- a) 15
- b) 25
- c) 29
- d) 190

5. Based on Chapter 6 College Scorecard data file, how many academic institutions are in Midsize Cities in the Northeast region?

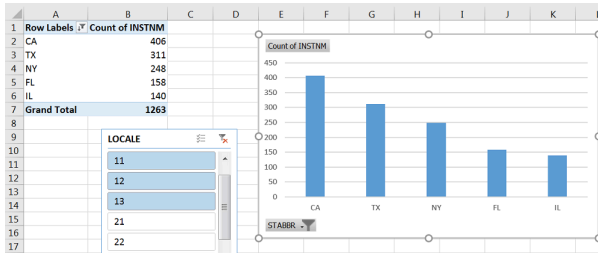
- a) 90
- b) 157
- c) 235
- d) 346

6. The object towards the lower left corner of screenshot below shows a/an:



- a) Filter
- b) Developer
- c) Slicer
- d) Sorter

7. The PivotChart has been filtered for specific:



- a) States
- b) LOCALES
- c) Both
- d) Neither

8. Answer the following based on your work with Chapter 6 Practice, Step 8. Which of the following states has the fifth highest number of processing facilities?

- a) CALIFORNIA
- b) INDIANA
- c) LOUISIANA
- d) WASHINGTON

9. Answer the following based on your work with Chapter 6 Practice, Step 9. How many processing facilities in Texas process products from Canada?

- a) 898

- b) 1006
- c) 1440
- d) 1378

10. Answer the following based on your work with Chapter 6 Practice, Step 16. Which of the following processing companies is NOT in the top five regarding the number of processing facilities in Processing Company PADD 3?

- a) EXXONMOBIL REFINING & SPLY CO
- b) HOUSTON REFINING LP
- c) MARATHON PETROLEUM CO LP
- d) VALERO REFINING - TEXAS LP

Solutions: XXXXXXXXXX

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EXCEL CHAPTER 7 – MULTIPLE SHEET FILES

Excel workbooks often contain a large amount of data, and worksheets can quickly become overwhelming. When one worksheet becomes cumbersome, data can be broken out into smaller subsets and placed in separate worksheets within the same Excel file. Separating out spreadsheet data into smaller pieces can lead to better data organization within a file and increase its ease of use. When a retail company needs to track overall sales, as well as, individual store sales, it makes sense to place each store's sales data in a separate sheet within a file. Adding a summary sheet that sums across all the sheets will allow for total company sales data in the same file! This chapter will show how to set up a workbook to make multi-sheet formulas quick and easy.

Other examples of when multiple sheets make the most sense are when you are comparing regional data, data for a salesforce and wish to evaluate individual salesperson performance along with overall sales, and data over a period of time where sheets can be broken out by year or by month. When comparing data across several sheets, it is essential that all the sheets are laid out in the same

way. To facilitate this, a template can be used. A template is the basic pattern for each new sheet that can be used repeatedly to make sure each new sheet has the same setup, formatting, formulas, etc. as the existing sheets in a file. In this chapter, we will use both pre-made, Microsoft Excel templates, as well as, ones we will create from scratch to meet the specific needs of our work.

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7.1 MULTIPLE SHEET BASICS

Learning Objectives

1. Navigating through a multiple sheet file.
2. Adding, deleting, copying, and moving sheets.
3. Grouping and ungrouping sheets.

Throughout our textbook, we have worked with Excel files that have included multiple sheets. Depending on the version of Excel you are using, a new Excel file starts with several sheets. In this chapter, we will be working with a personal budget file that contains income and expenses for an entire year. Our file contains a sheet for each month of the year, as well as, a Summary sheet that will add all twelve monthly sheets of data together. To begin with, we'll get comfortable with moving through the sheets, organizing them, and making sure that all twelve monthly sheets are consistent.

Figure 7.1 shows the January sheet in the Personal Budget file along with all the sheet tabs along the bottom of the window.

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|-----|-----------------------------|--------|---|---|----------------|---------|---|---|--------------------|---|---|---|
| | B | C | D | E | F | G | H | I | J | K | L | M |
| 1 | MONTHLY BUDGET January 2016 | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | MONTHLY EXPENSES | | | | MONTHLY INCOME | | | | % OF INCOME SPENT | | | |
| 4 | Item | Amount | | | Item | Amount | | | | | | |
| 5 | Rent | \$700 | | | Salary | \$2,000 | | | | | | |
| 6 | Power | \$135 | | | Bonus | \$175 | | | | | | |
| 7 | Water | \$30 | | | Freelance | \$400 | | | | | | |
| 8 | Cable/Internet | \$90 | | | Other | \$50 | | | | | | |
| 9 | Cell Phone | \$90 | | | | | | | | | | |
| 10 | Car Insurance | \$75 | | | | | | | | | | |
| 11 | Groceries | \$300 | | | | | | | | | | |
| 12 | Miscellaneous | \$475 | | | | | | | | | | |
| 13 | Gym Membership | \$40 | | | | | | | | | | |
| 14 | | | | | SUMMARY | | | | NOTES | | | |
| 15 | | | | | Income | | | | Vacation 1/11-1/14 | | | |
| 16 | | | | | Expenses | | | | | | | |
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4. Add the following data in the **September, October, and November** sheets:

| | September | October | November |
|---------------|-----------|---------|----------|
| Power | \$135 | \$135 | \$135 |
| Water | \$30 | \$30 | \$30 |
| Groceries | \$300 | \$325 | \$400 |
| Miscellaneous | \$100 | \$50 | \$100 |
| Bonus | | | |
| Freelance | \$500 | | \$150 |
| Other | | \$100 | |

COPYING A SHEET

1. To make a **December** sheet, we are going to copy the **November** sheet.
2. Point your mouse at the **November** sheet tab at the bottom of the screen.
3. Hold down your left mouse button and then press and hold down the CTRL key.
4. At this point, you will see a black down-pointing arrow to the left of the **November** sheet tab and your mouse cursor will become a small piece of paper with a plus sign on it.
5. Drag your mouse to the right (still holding down the left-mouse button and the CTRL key) until the black down-pointing arrow is to the right of the **November** sheet tab.
6. Let go of the mouse button and then the CTRL key. You should now have a **November (2)** sheet to the right of the **November** sheet as shown in

| MONTHLY BUDGET | | November | |
|------------------|--------|----------------|---------|
| MONTHLY EXPENSES | | MONTHLY INCOME | |
| Item | Amount | Item | Amount |
| Rent | \$700 | Salary | \$2,000 |
| Power | \$135 | Bonus | \$500 |
| Water | \$30 | Freelance | \$1,000 |
| Cable/Internet | \$90 | Other | \$0 |
| Cell Phone | \$90 | | |
| Car Insurance | \$75 | SUMMARY | |
| Groceries | \$400 | Income | \$3,500 |
| Miscellaneous | \$100 | Expenses | \$1,420 |
| Gym Membership | \$40 | Balance | \$2,080 |

Next, we'll update the **November (2)** sheet to turn it into our **December** sheet.

- 648 EMESE FELVEGI, BARBARA LAVE, DIANE SHINGLEDECKER, JULIE

- Bonus: **\$250** (it's the holidays!)
 - Freelance: delete amount
6. Save your work.
 7. Point your mouse at the **December** sheet tab at the bottom of the screen.
 8. Hold down your left mouse button and then press and hold down the CTRL key.
 9. Drag your mouse to the right (still holding down the left-mouse button and the CTRL key) until the black down-pointing arrow is to the right of the **December** sheet.
 10. Let go of the mouse button and then the CTRL key. You should now have a **December (2)** sheet to the right of the **December** sheet.
 11. Rename the **December(2)** sheet **Practice**.

Skill Refresher

Copying a Sheet

1. Point your mouse at the **sheet you want to copy** at the bottom of the screen.
2. Hold down your left mouse button and then press and hold down the CTRL key.
3. Drag your mouse to the right (still holding down the left-mouse button and the CTRL key) until the black down-pointing arrow is to the right of **your existing sheet**.
4. Let go of the mouse button and then the CTRL

key. You should now have a **Sheetname (2)** to the right of the **original sheet**.

5. Rename the **Sheetname (2)** sheet as desired.

MOVING AND DELETING SHEETS

Sometimes your sheets do not end up in the right order, and you need to move them in order to fix this. Let's try moving our "Practice" sheet to see how this is done.

1. Point to the **Practice** sheet and hold down your left mouse button.
2. Notice this time that there is still a black arrow to the left of the **Practice** sheet, but the piece of paper is blank. It does not have a plus sign (+) because we are moving, instead of copying, the sheet.
3. Left-drag the mouse to the right until the black arrow marker is between the **October and November** sheets.
4. Release the mouse button.
5. Try moving the **Practice** sheet back to the right of the **December** sheet.

Since our **Practice** sheet is not a sheet we will need in our Budget file, we'll go ahead and delete it now.

1. Right-click on the **Practice** sheet tab at the bottom of the screen.
2. Click Delete. **Figure 7.3** shows the warning

message box that will appear on your screen.

Your message box might look slightly different depending on the version of Excel you are using. It is important to note that you cannot Undo once you delete a sheet!

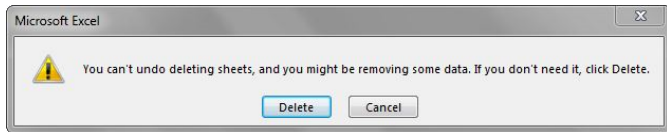


Figure 7.3 Warning Message Box

3. Click Delete.

GROUPING AND UNGROUPING SHEETS

Take a look at our monthly sheets again. Notice that there is a place in each of these sheets to calculate three pieces of Summary data: Income, Expenses, and Balance; but there aren't any formulas in these cells. There is also a place for the % of Income Spent, but we need a formula in I6:I7 to calculate this. If we entered these formulas individually in each of the 12 month sheets, it would take a long time! Because this task would be very repetitive, it would also be fairly likely that we would make some mistakes along the way entering the same formulas over and over again. By grouping all the month sheets together, we can enter each of the formulas once and have them appear in all the sheets.

1. Click on the **January** sheet to make it active.
2. Hold the SHIFT key down and click on the **December** sheet.

Now all 12 sheets should be selected. You can tell this in

two ways: the sheet tabs that have been selected are now bold at the bottom of your screen. Notice in the Title bar at the top of the screen the word [Group] added to the end of the title. You can see both of these in **Figure 7.4**.

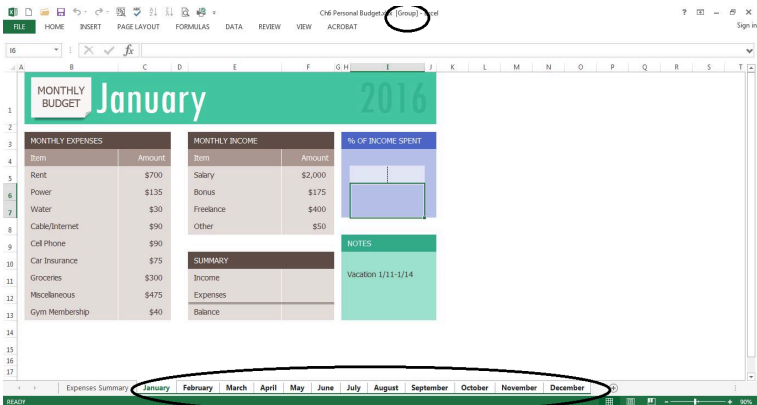


Figure 7.4 Grouped Sheets

IT IS IMPORTANT TO REMEMBER THAT ANY CHANGES WE MAKE TO THE JANUARY SHEET WILL BE MADE TO ALL THE SHEETS!! This is a very good thing when we want to make changes to all the sheets at once, but we need to be sure to ungroup them when we're done making these changes. Let's go ahead and add the formulas to all twelve of the sheets at once:

1. Click in F11 in the **January** grouped sheet.
2. Enter the formula =SUM(F5:F8).
3. In F12, enter the formula =SUM(C5:C13).
4. In F13, subtract Expenses from Income. In the **January** sheet, your balance should be \$690.
HINT: if your answer is negative, you subtracted Income from Expenses.

5. Click on I6. (I6 and I7 are formatted and merged together – this is fine.)
6. Enter a formula that divides Expenses (F12) by Income (F11). Your answer will show as a percentage since this cell has already been formatted to do this. HINT: If you percentage is greater than 100%, you have your numbers reversed.

Notice that a data bar was set up in I5 to visually show the income spent. Do you remember how to do this from earlier in our textbook? Your January sheet should now look like **Figure 7.5**.



Figure 7.5 January Sheet with Formulas

7. Now that we are done making changes to all the monthly sheets at once, we need to ungroup them. Right-click on one of the grouped sheets and choose Ungroup Sheets.

Notice the sheets tabs are no longer bold and the word [Group] is no longer in the title bar.

8. Click on several of the month sheets to see that all the formulas have been added.

9. Click on the **December** sheet. Your sheet should now look like Figure 7.6.

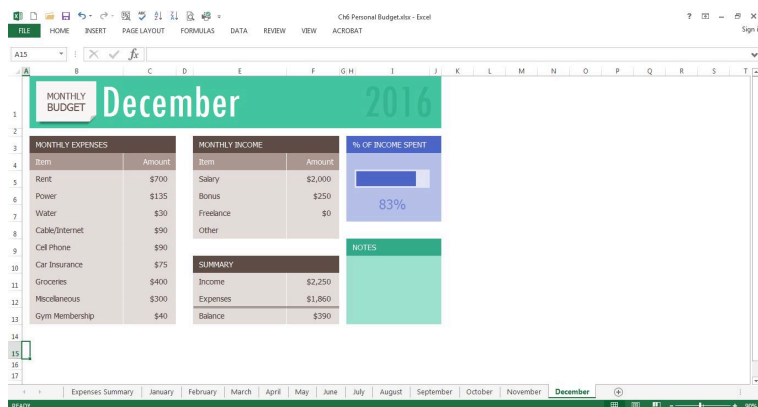


Figure 7.6 December Sheet with Formulas

1. Take a look at the Notes in the September sheet. It says that the rent was raised in September, so we need to cancel our Gym Membership and show \$0 for the Gym amount in October, November, and December.
2. Group the **October, November, and December** sheets. If you do this successfully, these three sheet names should be bold and the word [Group] will appear in the Title bar.
3. Click on C13 and change the amount to **\$0**. Press Enter.
4. Ungroup the sheets. The balances should be: October \$605, November \$530, and December \$430.

Skill Refresher

To Group Sheets:

Click on the leftmost sheet you want to group; then hold the SHIFT key down and click on the rightmost sheet you want to group.

To Ungroup Sheets:

Right-click on one of the grouped sheets and choose Ungroup Sheets.

Key Takeaways

- You can easily move, copy, delete, and rename sheets in your Excel file.
- Grouping sheets allows you to change a group of identically formatted sheets at the same time.

ATTRIBUTION

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7.2 FORMULAS WITH 3-D REFERENCES

Learning Objectives

- Entering formulas that reference another sheet.
- Using the SUM function to add up multiple sheets.

The Summary sheet in many multiple sheet workbooks is utilized to present totaled information from the other sheets in the file. This is done to give a quick synopsis of all the other sheets in one convenient location. For this reason, the Summary sheet is usually the first sheet in multiple sheet files. Summary sheets “pull” data from the other sheets using three-dimensional (3-D) cell references. In order to distinguish between A3 in the Summary sheet, A3 in the January sheet, A3 in the February sheet, etc.; a 3-D cell reference includes the sheet name along with the cell reference. The syntax to reference a cell in a different sheet is =SheetName!CellRange. So, the cell reference for A15 in the March sheet would be =March!A15.

Let’s start working on our summary sheet by trying out some 3-D formulas:

1. Click on the **Expenses Summary** sheet **tab** at the bottom of the screen.
2. Click on C5 and enter the formula **=January!C5**. Press Enter.
This will get the amount \$700 from cell C5 in the **January** sheet.
3. Delete the formula in C5 in the **Expenses Summary** sheet.
4. This time, click on C5 and type **=**. Then click on the **January** sheet, and then click on C5.
5. Press Enter. This will put the same formula, **=January!C5**, in cell C5 in the **Expenses Summary** sheet and will return the value \$700.
6. In cell C6 in the **Expenses Summary** sheet, try entering a formula for the Power amount in the **April** sheet. You should get \$135 as the Power amount.
7. Delete the formulas in cells C5 and C6 in the **Expenses Summary** sheet.

For the Annual Amounts in C5:C13 in the **Expenses Summary** sheet, we don't need the amount from a single month's sheets; instead, we need the sum of all the entries in all the monthly sheets. So, we need to sum three-dimensionally through all twelve month sheets. Here's a helpful hint on the steps you need to follow to add through multiple sheets:

Skill Refresher

To SUM across sheets:

1. Click on the cell where you want the 3-D SUM to appear.
2. Type **=SUM(**
3. Click on the leftmost sheet in the group of sheets you want to sum.
4. Hold the SHIFT key down and click on the rightmost sheet in the group of sheets you want to sum.
5. Click on the cell in the sheet you're in that you want to sum.
6. Press ENTER.

Let's try adding up all the monthly amounts in our Expenses Summary sheet:

1. Click in C5 in the **Expenses Summary** sheet.
2. Type **=SUM(**. (Make sure to type the open parentheses!)
3. Click on the **January** sheet.
4. Hold the SHIFT key down and click on the **December** sheet.
5. Click on C5 again and press ENTER. Cell C5 should display the sum amount of \$8,400.
6. Click on C5 in the **Expenses Summary** sheet. In the formula bar, you should see the following

formula: =SUM(January:December!C5). This means SUM C5 in the sheets January through December.

7. Let's try another 3-D SUM together. Click on C6.
8. Type =**SUM**(. (Make sure to type the open parentheses!)
9. Click on the **January** sheet.
10. Hold the SHIFT key down and click on the **December** sheet.
11. Click on C6 again and press ENTER. Cell C6 should now display the sum amount of \$1,610.
12. Click on C6 in the **Expenses Summary** sheet. In the formula bar, you should see the following formula: =SUM(January:December!C6).

If you feel comfortable with these 3-D formulas, you can copy C6 down through C13 to fill in the rest of the formulas. If you're not quite comfortable yet, keep practicing the above steps to add 3-D formulas to cells C7:C13. When you're done, your Expenses Summary sheet should match **Figure 7.7**.

| ANNUAL EXPENSES (TO DATE) | |
|---------------------------|---------|
| Item | Amount |
| Rent | \$8,400 |
| Power | \$1,610 |
| Water | \$360 |
| Cable / Internet | \$1,080 |
| Cell Phone | \$1,080 |
| Car Insurance | \$900 |
| Groceries | \$4,175 |
| Miscellaneous | \$2,535 |
| Gym Membership | \$360 |

Figure 7.7 Complete Expenses Summary Formulas

While our 3-D formulas are complete in the Expenses Summary sheet, our summary feels like it is lacking something. Let's add a visual representation of our summary numbers to the sheet.

1. Highlight cells B5:C13 in the **Expenses Summary sheet**.
2. Click on Pie Chart in the Insert tab in the ribbon and select the 2-D pie.
3. Move and resize the pie chart so that it fills cells D3:J15.
4. Delete the chart title.
5. Move the legend to the right side of the chart. Resize the legend as needed.

6. Add percentage data labels to the pie slices.
Format the data labels to be bold with white font color. Your complete Expenses Summary sheet should look like **Figure 7.8** below.
7. Save your file. If you're printing your assignment at this point, print **ONLY** the Summary sheet in regular and formula view. Close your file.

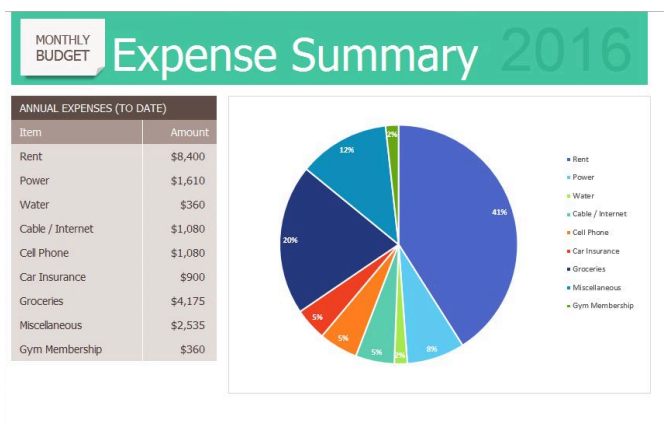


Figure 7.8 Completed Expenses Summary Sheet

Skill Refresher

3-D References in Formulas

To reference a cell in another sheet, use the formula syntax `=SheetName!CellAddress`.

To enter a 3-D reference:

1. Click on the cell where you want the formula to appear and type `=`.
2. Click on the sheet with the cell you want.

3. Click on the cell in the sheet you want and press ENTER.

Key Takeaways

- 3-D references in formulas allow you to use data from one or more sheets on another sheet.

ATTRIBUTION

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7.3 TEMPLATES

Learning Objectives

1. Use an existing Microsoft Excel template to create a new spreadsheet.
2. Create a custom template to create new spreadsheets.

A template is a predefined pattern for a spreadsheet that has already been created for you. Hundreds of templates, already created by Microsoft, are available for you to use inside Excel. These templates are very helpful if you have limited time to get a new task done in Excel, and you don't know where to start. Templates do a lot of the work for you! Templates include all the formulas, formatting, etc. needed in a professional Excel spreadsheet. All that's left to do is enter the data. Predefined Microsoft templates include everything from billing statements to blood pressure trackers to business cards. Categories include: Business, Personal, Industry, Financial Management, Logs, Calculators, and Lists.

Sometimes you need a very specific template that hasn't

already been created by Microsoft. Taking the time to create your own template will allow you to use this spreadsheet pattern to create files from it over and over again. If you need to create a new version of a spreadsheet on a regular basis, templates will make this work much easier. In this chapter we will explore using existing Microsoft templates, as well as, creating our own templates.

Let’s start by trying out a predefined, Microsoft template:

- 1. Click the **File** tab in the ribbon.
- 2. Click New in the Backstage View.
- 3. Click in the Search box for Online template.
- 4. Type **Travel** and press ENTER.
- 5. Click on the Travel Expense Report and click Create. NOTE: If this template is not available, ask your instructor which template you should choose.

Your screen should look like **Figure 7.9** below. Notice the design, layout, and formulas have already been set up for you.

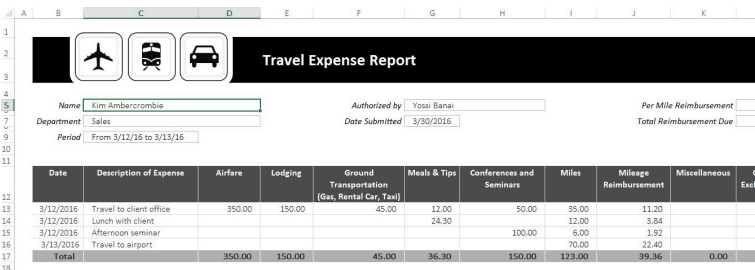


Figure 7.9 Travel Expenses Report Template

Try using the template by doing the following:

1. Change the Name to **your name**.
2. Change the Department to **CAS**.
3. Press CTRL+~ to see where the formulas are in the sheet. Working in the formula view helps you see where the formulas are, so you won't delete them.
4. In formula view, carefully delete just the data. Don't delete any formulas!
5. Press CTRL+~ again to return to Normal view.
6. Enter dates and expenses for a trip of your imagining in the first three rows under the column headings.
7. Save the completed file as **CH6 Travel Expenses**. Close the file.

Skills Refresher

To use a Microsoft predefined template:

1. Click on the File tab in the ribbon.
2. Click on New
3. Type the desired template description in the Search box, and press ENTER.

Now let's shift to creating our own template. Sometimes you create a blank template first and then create spreadsheets from it. Other times, you have an existing spreadsheet that you realize you need a template for, so

that you can recreate the file with new data over and over again. We'll turn our existing CH6 Personal Budget file into a template now, and in the assignments at the end of the chapter, we'll start templates from scratch before a filled-in spreadsheet is created.

1. Open your **CH6 Personal Budget.xlsx** file.
2. Group the month sheets (**January through December**).
3. Press CTRL+~ to switch to Formula view.
4. We only want to delete data from these sheets – not labels or formulas. The only data is in C5:C13, F5:F8, and in the Notes in H11:J13.
5. Highlight C5:C13 (with all the sheets still grouped) and press DELETE.
6. Highlight F5:F8 (with all the sheets still grouped) and press DELETE.
7. Highlight H11:J13 (with all the sheets still grouped) and press DELETE.
8. Press CTRL+~ to switch back to Normal view.
9. Ungroup the sheets. Look through the sheets to check that only the data has been deleted. Notice the error message #DIV/O appears in I6:I7 since the data for this formula has been deleted. Your January sheet should look like **Figure 7.10**.

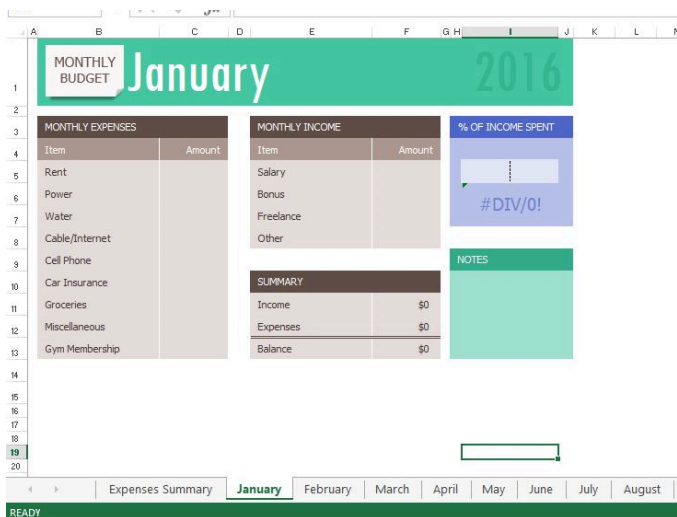


Figure 7.10 January Template Sheet

NOTE: There are only formulas and the pie chart in the Expenses Summary sheet, so nothing needs to be deleted from this sheet to setup your template.

1. Click the File tab in the ribbon and then click Save As.
2. Choose the location where you want to save the file.
3. In the Save as type pull-down list, select Excel Template (*.xltx).
4. At the top of the screen, double-check that the location you want to save the file to has not changed. If it has, use the pull-down list to find the location where you want to save your file. BE CAREFUL HERE! By default, Excel will try to save this to a default template file location on your hard drive.

5. Type in the file name **CH6 Personal Budget Template.xltx**. Check your screen carefully with **Figure 6.11**. Keep in mind that you may be saving your template file to a different place on your computer. By default, Excel will save the template to your hard drive assuming you always work on the same computer.

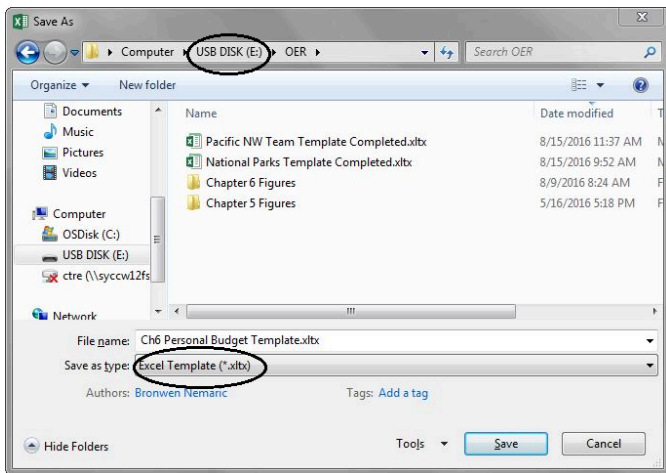


Figure 7.11 Save As Template

6. Click Save.

Skills Refresher

To save a file you created as a template:

1. Click the File tab in the ribbon and then click Save As.
2. Choose the location where you want to save the file.
3. In the Save as type pull-down list, select Excel

Template (*.xltx).

4. At the top of the screen, double-check that the location you want to save the file to has not changed. If it has, use the pull-down list to find the location where you want to save your file. BE CAREFUL HERE! By default, Excel will try to save this to a default template file location on your hard drive.
5. Type in the file name
6. Click Save.

We are now going to use our new budget template to start a Personal Budget file for 2017. We want to use the Ch6 Personal Budget Template to create the new file, but we don't want to overwrite the template. We want to keep it clean to use to start each new year's file. To do this, we'll save the file to our new 2017 file name before we start filling in any data.

1. With the **CH6 Personal Budget Template** open, click the File tab in the ribbon.
2. Choose Save As and choose the location where you want to save the 2017 version of the file.
3. Change the Save as Type back to Excel Workbook (*.xlsx).
4. Enter the File name **CH7 2017 Personal Budget**. Compare your screen to **Figure 7.12**.

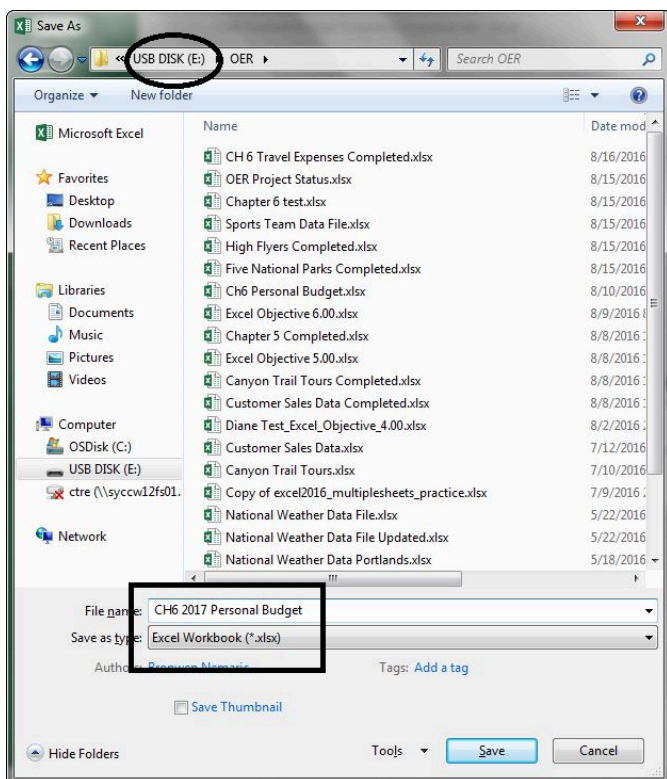


Figure 7.12 Save As 2017 Budget File

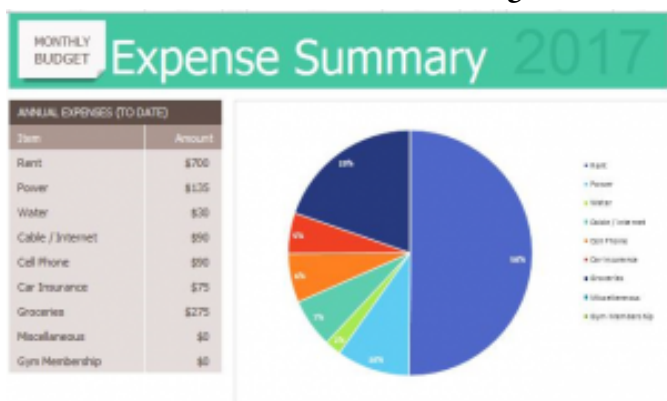
5. Click Save.
6. Group all the sheets together including the **Expenses Summary** sheet.
7. Click on H1. Type 2017 and press ENTER.
8. Ungroup the sheets.
9. Click on the **January** sheet. Enter the following data in **Figure 6.13**:

| MONTHLY EXPENSES | | MONTHLY INCOME | |
|------------------|--------|----------------|---------|
| Item | Amount | Item | Amount |
| Rent | \$700 | Salary | \$2,000 |
| Power | \$135 | Bonus | |
| Water | \$30 | Freelance | \$150 |
| Cable/Internet | \$90 | Other | |
| Cell Phone | \$90 | | |
| Car Insurance | \$75 | | |
| Groceries | \$275 | | |
| Miscellaneous | \$0 | | |
| Gym Membership | \$0 | | |

| SUMMARY | |
|----------|---------|
| Income | \$2,150 |
| Expenses | \$1,395 |
| Balance | \$755 |

Figure 7.13 January 2017 Data

- Click on the **Expenses Summary sheet** – the data and the pie chart should show the January data since that is all the data in the twelve month sheets for now. Your sheet should look like **Figure 7.14**.



- Figure 7.14 Expense Summary Sheet
- Save your file for your records.

Key Takeaways

- There are many pre-designed templates in Excel developed in Excel that you can use. This will save you the time and effort of designing and creating these files from scratch.
- You can create your own template files in Excel that you can use over and over again.

ATTRIBUTION

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7.4 CHAPTER PRACTICE

A MULTIPLE SHEET TEMPLATE FOR A SPORTS TEAM

Data file: [PR6 Data](#)

You have just gotten a job with the Pacific Northwest Soccer Club, and you quickly realize that there isn't a consistent way for all the coaches to keep track of their team statistics. To help with this, you decide to make a template for Season Stats for each team. Since you are also the coach of the High Flyers this season, you will need to use the template to enter your team's statistics into a team spreadsheet.

1. Open the data file **PR6 Data** and save the file to your computer as **PR6 Pacific NW Sports Team**.
2. Copy the range B11:G22 in the **Season Stats** sheet to the same range in the **Player Stats** sheet.
3. Group the sheets and add the following formulas to both sheets:
4. In C22 and D22, you'll need to count the Xs in rows 12 through 21. To do this, use a COUNTA formula.

5. In E22 and F22, sum rows 12 through 21.
6. In G12, calculate Goal Percentage by dividing the number of Shots by the number of Goals. This will display an error message because there are zeros in column F. We don't want to display error messages in the file, so an IF statement that tests the value of column F will solve this problem.
7. Change the formula in G12 with the following three pieces:
 - Test – is F12 greater than zero
 - If the Test is True – divide the number of Goals by the number of Shot
 - If the Test is False – enter a zero
8. Copy G12 down the column through G22. Format these cells as percentages.
9. For an extra challenge, put the “banded row” format back in G12:G22.
10. Ungroup the sheets.
11. Save the file as a template called **PR6 Pacific NW Team Template.xltx**. Make sure to save your template to your USB and not the default folder for templates on your hard drive!
12. Make a new file using the **PR6 Pacific NW Team Template** and save it as **PR6 High Flyers.xlsx**.
13. In the **Season Stats sheet**, enter the following data:
 - D3 – High Flyers

- D4 – Fall and the current year (i.e. – Fall 2016)
 - D5 – Pacific Northwest Soccer
14. Enter your name, phone number, and email address in row 8.
 15. Make four copies of the **Player Stats** worksheet. Rename the player worksheets **Player 1, Player 2, Player 3, Player 4, and Player 5**.
 16. Group the Player sheets. Enter the following formulas:
 17. A formula in D4 that points to cell D3 in the **Season Stats** sheet. Note: Your formula will be ='Season Stats'!D3:G3 instead of ='Season Stats'!D3 because D3:G3 are merged together.
 18. A formula in D5 that points to cell D4 in the **Season Stats** sheet.
 19. A formula in D6 that points to cell D5 in the **Season Stats** sheet.
 20. Ungroup the sheets.
 21. Click on the **Player 1** sheet. Enter the Player Name: **Juan Ramirez**. Enter the following data from **Table 1**:
Table 1: Player 1 Sheet

| | Played | Started | Shots | Goals |
|---------|--------|---------|-------|-------|
| Game 1 | x | x | 2 | 1 |
| Game 2 | x | x | 3 | 1 |
| Game 3 | | | | |
| Game 4 | x | | | |
| Game 5 | x | x | 2 | 0 |
| Game 6 | x | | | |
| Game 7 | | | | |
| Game 8 | x | x | 1 | 1 |
| Game 9 | x | x | 4 | 2 |
| Game 10 | x | x | 3 | 3 |

22. Click on the **Player 2 sheet**. Enter the Player Name: **Zach Johnson**. Enter the following data from **Table 2**:

Table 2: Player 2 Sheet

| | Played | Started | Shots | Goals |
|---------|--------|---------|-------|-------|
| Game 1 | x | x | 1 | 1 |
| Game 2 | x | x | 2 | 1 |
| Game 3 | x | x | 1 | 1 |
| Game 4 | x | x | 1 | 1 |
| Game 5 | x | x | 2 | 0 |
| Game 6 | x | x | 5 | 2 |
| Game 7 | x | x | 4 | 2 |
| Game 8 | x | x | 1 | 1 |
| Game 9 | x | x | 4 | 1 |
| Game 10 | x | x | 3 | 2 |

23. Click on the **Player 3 sheet**. Enter the Player Name: **Vito Lawrenz**. Enter the following data

from **Table 3:**

Table 3: Player 3 Sheet

| | Played | Started | Shots | Goals |
|---------|--------|---------|-------|-------|
| Game 1 | x | x | 0 | 0 |
| Game 2 | x | x | 1 | 1 |
| Game 3 | x | x | 2 | 0 |
| Game 4 | x | | 1 | 1 |
| Game 5 | x | x | 2 | 0 |
| Game 6 | x | x | 3 | 1 |
| Game 7 | x | x | 2 | 1 |
| Game 8 | x | x | 1 | 1 |
| Game 9 | x | x | 1 | 1 |
| Game 10 | x | x | 1 | 1 |

24. Make up information for the names and data in the **Player 4 and Player 5 sheets**.
25. Go to the **Season Stats** sheet and click on cell C12. Enter a 3-D formula to COUNTA (count text) in C12 through sheets **Player 1 through Player 5**. Copy the formula in C12 through D22 (be sure to preserve the original formatting).
26. Change the formulas in C22 and D22 from COUNTA to SUM.
27. Click on E12. Enter a 3-D formula to SUM E12 in sheets **Player 1 through Player 5**. Copy the formulas through F22 (again, be sure to preserve the original formatting).
28. Preview the worksheets in Print Preview. Notice that only part of the data is printing for each worksheet. This is because a Print Area was

incorrectly set when the file was first created. You need to clear this Print Area for **each worksheet** individually (modifying print areas cannot be done on grouped sheets).

29. Exit Backstage View and for each worksheet, click the **Print Area** button on the Page Layout tab and select **Clear Print Area**.
30. Save the **PR6 High Flyers** workbook for your records.

ATTRIBUTION

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7.5 CHAPTER ASSESSMENT

THE FOLLOWING ARE **SAMPLE QUESTIONS** BASED ON THE CHAPTER WALKTHROUGH TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY YOUR LEARNING FROM THIS CHAPTER.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uhlibraries.pressbooks.pub/bcis1305/?p=183#h5p-2>

1. A collection of sheets that have the same structure can be ____ for faster and more consistent processing.
 - a) formulated
 - b) grouped

- c) pivoted
- d) tabbed

2. To select adjacent sheets in a workbook, use:

- a) ALT
- b) CTRL
- c) DEL
- d) SHIFT

3. If you delete a cell from a sheet that is a part of 12 sheets grouped together, the cell contents from all 11 other sheets will be deleted.

True/False

4. The syntax to add contents from cell B5 from Sheet1 through Sheet12 is:

- a) =SUM(Sheet1:Sheet12:B5)
- b) =SUM(Sheet1:Sheet12?B5)
- c) =SUM(Sheet1:Sheet12!B5)
- d) =SUM(Sheet1:B5:Sheet12:B5)

5. Answer based on your work with the Personal Budget workbook from the Chapter 7 Data file. In the February sheet, what is the best formula to enter into F11 to calculate Income?

- a) =F5+F6+F7+F8
- b) =SUM(F5,F8)
- c) =SUM(F5:F8)
- d) =SUM(F:F)

6. Answer based on your work with the Personal Budget workbook from the Chapter 7 Data file. In the February sheet, what is the best formula to enter into F12 to calculate Expenses?

- a) =ADD(C5:C13)
- b) =C5+C6+...+C13
- c) =SUM(C5,C13)
- d) =SUM(C5:C13)

7. Answer based on your work with the Personal Budget workbook from the Chapter 7 Data file. The best formula to calculate the Rent you have paid between March and August is:

- a) =SUM(March!C5+August!C5)
- b) =SUM(March!C5+April!C5+...+August!C5)
- c) =SUM(March:August!C5)

d) =SUM(March:August?C5)

8. Answer based on your work with the Personal Budget workbook from the Chapter 7 Data file. Your monthly Rent payment increases to \$750 for the month of June and on. How much rent will you have paid by the end of the year?

- a) \$5,800
- b) \$8,750
- c) \$8,800
- d) \$8,850

9. Answer based on your work with the Personal Budget workbook from the Chapter 7 Data file. Your monthly Power payment increases to \$148 for the months of June to December. What is the new annual total you pay for Power?

- a) \$1,620
- b) \$1,687
- c) \$1,711
- d) \$1,850

10. Answer based on your work with the Personal Budget workbook from the Chapter 7 Data file. Your monthly Cable/Internet payment decreases to \$68 for the month of June and on. What is the new annual total you pay for Cable/Internet?

- a) \$860
- b) \$882
- c) \$926
- d) \$1,080

Solutions: [REDACTED]

[REDACTED]

ATTRIBUTION

Questions by Emese Felvégi based on the chapter practice problems. Edited by Lilliana E. Olmos & Marcella Olmos. [CC BY-NC-SA 3.0](#).

EXCEL CHAPTER 8: ADVANCED LOGIC & CONDITIONAL FUNCTIONS

In this chapter, we revisit mathematical and statistical functions like SUM, AVERAGE, and COUNT from [Chapter 2](#). We will take another look at setting up logical tests based on our studies of [Chapter 3](#). We will touch upon using Excel to evaluate one or more conditions as we have done in [Chapter 5](#) with Excel tables and PivotTables in [Chapter 6](#). We will combine elements from all previous chapters and continue our work with [the College Scorecard dataset we introduced in Chapter 6](#). In this chapter, we take all our existing knowledge of Excel and combine aspects of functions and formulas to do even more with them.

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8.1 THE IF FUNCTION (REFRESHER)

Learning Objectives

- Use an IF Function to make logical comparisons between a value and what you expect.
- Create a VLOOKUP calculation to look up information in a table.
- Understand error messages.
- Understand how to enter and format Date/Time Functions.

In addition to doing arithmetic, Excel can do other kinds of functions based on the data in your spreadsheet. In this section we will use an **=IF** function to determine whether a student is passing or failing the class. Then, in the next section, we will use a **=VLOOKUP** function to determine what grade each student has earned.

IF FUNCTION

The IF function is one of the most popular functions in Excel. It allows you to make logical comparisons between

a value and what you expect. In its simplest form, the IF function says something like:

If the value in a cell is what you expect (true) – do this. If not – do that.

The IF function has three arguments:

- **Logical test** – Here, we can test to see if the value in a selected cell is what we expect. You could use something like “B7=14” or “B7>12” or “B7<6”
- **Value_if_true** – If the requirements in the logical test are met – if B7 is equal to 14 – then it is said to be true. For this argument you can type text – “True”, or “On budget!” Or you could insert a calculation, like B7*2 (If B7 does equal 14, multiply it by 2). Or, if you want Excel to put nothing at all in the cell, type “” (two quotes).
- **Value_if_false** – If the requirements in the logical test are not met – if B7 does not equal 14 – then it is said to be false. You can enter the same instructions here as you did above. Let’s say that you type the double quotes here. Then, if B7 does not equal 14, nothing will be displayed in this cell.

In column Q we would like Excel to tell us whether a student is passing – or failing the class. If the student scores 70% or better, he/she will pass the class. But, if he/she scores less than 70%, he/she is failing.

1. Make sure that Q5 is your active cell.
2. On the Formulas tab, in the Function Library, find the IF function on the Logical pulldown menu (see **Figure 3.9**).

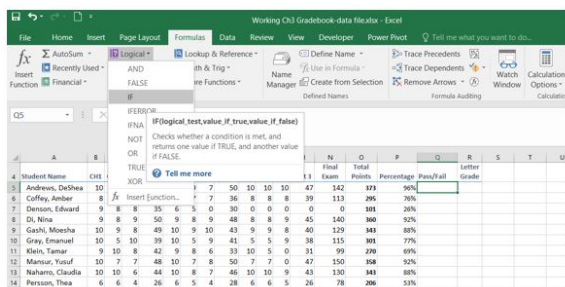


Figure 3.9 IF Function

Now you will see the IF Function dialog box, with a place to enter each of the three arguments.

1. Click in the box for **Logical Test**. We need to test whether a student's score is less than .7. So, in this box, type **P5<.7**
2. Click in the box for **Value_if_true**. If the student's score is less than .7, then they are failing the class. In this box, type **Fail**.
3. Click in the box for **Value_if_false**. If the student's score is NOT less than .7, then they are passing the class. In this box, type **Pass**.
4. Make sure that your dialog box matches **Figure 3.10**.

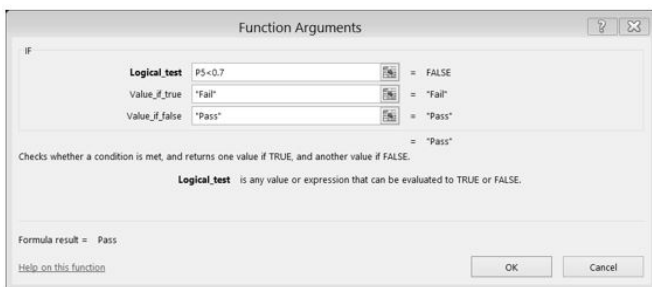


Figure 3.10 IF Function Dialog Box

While we are here, let's take a look at the dialog box. Notice that as you click in each box, Excel gives you a brief explanation of the contents (in the middle below the boxes.) In the lower left hand corner, you can see the results of the calculation. In this case DeShae is passing the class. Below that is a link to **Help on this function**. Selecting this link will take you to the Excel help for this function – with detailed information on how it works.

5. Once you have typed in the required arguments and reviewed to make sure they are correct, press OK. (The text Pass should be displayed in Q5 because DeShae is passing the class.)
6. Use the Fill handle to copy the IF function down through row 24.
7. Click on Q5. When you look in the formula bar, you will see the IF calculation:
=IF(P5<0.7,"Fail","Pass").
8. Observe the pattern of the formula across your rows. How many students students have passed or failed?

Key Takeaway

- Functions don't always have to be about arithmetic. Excel provides functions that will help you perform logical evaluations, look things up, and work with dates and times.

ATTRIBUTION

[3.2 Logical and Lookup Functions](#) by Noreen Brown and Mary Schatz, [PCC.EDU](#), is licensed under [CC BY 4.0](#)

8.2 NESTED IF FUNCTIONS

THE IF FUNCTION

In [Chapter 3.2, we used the IF function](#) to make logical comparisons between student scores and a threshold for student success. In its simplest form, the IF function translated into something like this: IF the value in a cell is what you expect (TRUE), THEN do this, ELSE If not (FALSE) do something else. Let's say that we are looking for a university with more than 15% of students enrolled in business programs. We can have an IF function evaluate over records for institutions in our [College Scorecard dataset](#) and automate that process for me. From the Data Dictionary that came with the College Scorecard data, we know that we have to evaluate the contents of the PCIP52 field. Let us use a logical function to do this quickly.

Remember, the IF function has three arguments:

1. **Logical test** – Here, we can test to see if the value in a selected cell is what we expect. Does this institution have more than 15% of its students enrolled in business programs [`@PCIP52`]`>.15`?

2. **Value_if_true** – If the requirements in the logical test are met, the value is [`@PCIP52`]`>.15`, then it is said to be TRUE. For this argument, you can type in text – “True”, or “High Business!”
Depending on your value, you could insert a calculation.
3. **Value_if_false** – If the requirements in the logical test are not met, the value is [`@PCIP52`] is **lesser than or equal .5**, then it is said to be FALSE. For this argument, you can type in text – “FALSE”, or “Not That High.” If you want Excel to output nothing at all in the cell, then type “” (two quotes) and your result will be a blank cell.

NESTING AN IF FUNCTION

We can use an output such as the above to count fields where our criteria was TRUE for and make a decision based upon that. We can filter for “High Business” or “Not That High”. However, if we want more than one outcomes, then we can nest an IF function inside another IF function to have Excel evaluate all our criteria to output values accordingly. We can set criteria based on ranges of values we might find relevant for our category. The following are proprietary ranges that were setup at random.

We want to build an IF function that will have three outcomes: “High”, “Some”, “None” based on thresholds that align with values such as above 15% for “High”, greater than 0% but less than 15% for “Some”, 0% for “None”.

1. Open the College Scorecard Data Excel file you used for Chapter 6. ([You can download a fresh copy from here.](#))
2. Convert your data set into an Excel table so that your formula will use your field names (column headings) and will be easier to check for accuracy or to interpret.
3. Considering you have over 120 columns in this data set, you can select, right-click, and hide columns you do not use for the moment. Insert a column next to the PCIP52 column that shows the percentage of business students. Rename the column BUSINESS %.
4. Start your expression by typing in =IF(and then click into the first cell in the PCIP52 column and set your criteria, then set your output for TRUE (“High”). Next, nest an IF inside your existing IF and add your second logical test followed by the third as the FALSE output for this portion.
5. Click ENTER and see how the formula populates the PCIP52 column.

REMARKS FROM SUPPORT.OFFICE.COM REGARDING NESTING IF FUNCTIONS

While Excel will allow you to nest up to 64 different IF functions, it’s not at all advisable to do so. Why?

- Multiple IF statements require a great deal of thought to build correctly and make sure that their logic can calculate correctly through each condition all the way to the end. If you don't nest your formula 100% accurately, then it might work 75% of the time, but return unexpected results 25% of the time. Unfortunately, the odds of you catching the 25% are slim.
- Multiple IF statements can become incredibly difficult to maintain, especially when you come back some time later and try to figure out what you, or worse someone else, was trying to do.

If you find yourself with an IF statement that just seems to keep growing with no end in sight, it's time to put down the mouse and rethink your strategy.

For a wide range of examples, visit support.office.com.

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8.3 NESTING AND, OR, NOT FUNCTIONS INSIDE AN IF FUNCTION

Let us suppose you are in the process of deciding which university to attend for your Master Degree Program. You have a list of criteria that must be met, or you will not choose that school. You may have a list similar to the one below:

The university you want to attend:

1. Must have a Graduate program.
2. Must have a Business program.
3. Must not put you into a debt greater than \$20,000.
4. Must lead to earnings of at least \$60,000 per year after 10 years.

In our data dictionary, we can locate fields in our data set that will provide us with useful information.

1. Graduate program related field and condition:
[@HIGHDEG]=4
2. Business program related field and condition:
[@PCIP52]>0
3. Debt related field and condition:

[@[GRAD_DEBT_MDN_SUPP]]<20000

4. Earnings-related field and condition:

[@[MD_EARN_WNE_P10]]>60000

If you think about it, these conditions boil down to a few simple logical tests, like ones covered in [Chapter 3](#) when we used the IF function to see if someone has passed or failed a test. Here, we have 4 logical tests that ALL must be TRUE before you can pick from a list of institutions that all meet your criteria. In our [College Scorecard dataset](#) and its related Data Dictionary, we have fields that we can use to filter an Excel table or a Pivot Table to narrow down our choices. However, in this chapter, we will look at using logical functions to find an answer.

AND, OR, NOT FUNCTIONS

IF you were fond of using logical functions, THEN you may find the use of the following functions in combination with our IF function. On their own, the AND, OR, NOT are logical functions that will help you evaluate up to 255 conditions and return a TRUE or FALSE value. The AND logical function determines if ALL conditions in a test are TRUE. The OR logical function determines if ANY conditions in a test are TRUE. The NOT logical function makes sure one value is not equal to another.

The syntax for these three functions are as follows:

=AND(logical1,[logical2],...)

=OR(logical1,[logical2],...)

=NOT(logical1,[logical2],...)

Let us use the AND function to test which institutions meet our the first two conditions from above, namely, that they have a graduate program (HIGHDEG=4) and they have more than 0 under the average % of enrolled students in their business program (PCIP52>0). We will use more criteria as we move along in this chapter.

1. Open the College Scorecard Data Excel file you used for Chapter 6. ([You can download a fresh copy from here.](#))
2. Convert your data set into an Excel table so that your formula will use your field names (column headings) and will be easier to check for accuracy or to interpret.
3. Considering you have over 120 columns in this data set, you can select, right-click, and hide columns you do not use for the moment. Insert a column next to the PCIP52 column that shows the percentage of business students. Rename the column TEST.
4. Start your expression by typing in =AND(, click into the first cell in the HIGHDEG column and set

your criteria, then click into the PCIP52 column, and set your criteria for that field. You will see descriptive names due to the Excel Table structure instead of cell references. Press enter, and the column will autofill with your output as seen in Figure 8.2.1.

| | K | CE | CF | CG | CH |
|--|---------|--------|--|--------------|------|
| | HIGHDEG | PCIP52 | CHOICE | DISTANCEONLY | UGDS |
| | 4 | 0.1479 | =AND([@HIGHDEG]=4,[@PCIP52]>0) | | |
| | 4 | 0.1837 | AND(logical1, [logical2], [logical3], ...) | | 269 |
| | 4 | 0.3962 | TRUE | | 308 |
| | 4 | 0.2072 | TRUE | | 5829 |

Figure 8.1.1. The AND function in use.

- Alternatively, you can use the function library route of populating your formula with your arguments as seen in Figure 8.2.2 below.

| | G | K | CE | CF | CG | CH |
|-------|--------|---------|--------|--------------------------------|--------------|------|
| | REGION | HIGHDEG | PCIP52 | CHOICE | DISTANCEONLY | UGDS |
| South | | 4 | 0.1479 | =AND([@HIGHDEG]=4,[@PCIP52]>0) | | |
| South | | 4 | 0.1837 | TRUE | | 269 |
| South | | 4 | 0.3962 | TRUE | | 308 |

Function Arguments

AND

Logical1: = TRUE

Logical2: = TRUE

Figure 8.1.2. The AND function in use.

- You can now filter the data to show those institutions that meet your criteria. Complete the following practice exercises to add more logical tests to your formula.

Exercise

Insert an AND function that tests to see if ALL four of your criteria are met:

1. Graduate program related field and condition:
[@HIGHDEG]=4
2. Business program related field and condition:
[@PCIP52]>0
3. Debt related field and condition:
[@[GRAD_DEBT_MDN_SUPP]]<20000
4. Earnings-related field and condition:
[@[MD_EARN_WNE_P10]]>60000

Build an OR function that tests to see if ALL four of your criteria are met:

1. Graduate program related field and condition:
[@HIGHDEG]=4
2. Business program related field and condition:
[@PCIP52]>0
3. Debt related field and condition:
[@[GRAD_DEBT_MDN_SUPP]]<20000
4. Earnings-related field and condition:
[@[MD_EARN_WNE_P10]]>60000

How many institutions are there that meet ALL your criteria?

What are your criteria for looking at an undergraduate or graduate program?

What other questions would you ask of your data knowing the fields in the data dictionary?

What other methods can you use to get answers to such questions? Do you a preference for one over another?

NESTING AND, OR, NOT INSIDE AN IF FUNCTION

Using AND, OR, NOT in conjunction with the IF function will let you return custom outputs or run calculations. You can automate the evaluation of logical tests by **NESTING** the AND, OR, NOT functions inside a single IF function. This means that if we have multiple conditions but we want to return a single output, we can nest any of the conjunction functions inside an IF and specify outputs accordingly.

The syntax for these three functions are as follows:

=IF(AND(Something is True, Something else is True), Value if True, Value if False)

=IF(OR(Something is True, Something else is True), Value if True, Value if False)

=IF(NOT(Something is True), Value if True, Value if False)

(AND, OR, NOT source: support.office.com.)

Let us use the IF function and nest and AND function inside it to test which institutions meet ALL our four

previous criteria (HIGHDEG=4, PCIP52>0, GRAD_DEBT_MDN_SUPP<20000, MD_EARN_WNE_P10>60000). We nest the AND inside the IF function so that we can have an output other than TRUE or FALSE. In this instance, we want an output that says “This could be it!” if ALL our conditions are met, we want an output that say “No.” if any of my conditions are not met.

1. Let us go back to our College Scorecard Data Excel file with an Excel table already inserted in it. Leaving columns from earlier practices will not impact how your formulas work, so there is no need to delete anything.
2. Start your expression by typing in =IF(, then immediately after that, add the AND(and add all your criteria. You will see descriptive names to make adding the criteria you want in your graduate school.
“=IF(AND([@PCIP52]>0.15,[@HIGHDEG]=4,[@GRAD_DEBT_MDN_SUPP]<20000,[@MD_EARN_WNE_P10]>60000),”This is it!”,”No”)”
3. Press enter, and the column will autofill.
4. You can now filter the data to show those institutions that meet your criteria. Complete the following practice exercises to add more logical tests to your formula.

Exercises

Build a nested function that tests to see if ALL of the following criteria are met and outputs to “Yes!” if all TRUE, and output to a “No.” if any of the characters are not true:

1. Graduate program.
2. The program of your choice.
3. The region of your choice.
4. The site of the institution the size of your choice.
5. Earnings of your choice.
6. Debt amount of your choice.

How many institutions are there that meet ALL your criteria?

How do the answers change if you replace the AND with an OR function?

What other questions would you ask of your data knowing the fields in the data dictionary?

What other methods can you use to get answers to such questions? Do you a preference for one over another?

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8.4 CONDITIONAL FUNCTIONS

We have used functions beginning with [Chapter 2](#) to return values based on mathematical and statistical functions like SUM, AVERAGE, and COUNT. In [Chapter 3](#) we studied how to set up logical tests, have Excel evaluate our conditions on all items in our ranges, and then process all the values for us. In [Chapter 5](#), we studied how to interpret directions, set up parameters and filter our data depending on a variety of criteria using Excel tables, filters, and slicers.

In this chapter, we continue our work with [the College Scorecard dataset we were introduced to in Chapter 6](#). There, we used PivotTables and PivotCharts to summarize our dataset to gain insights into parameters that describe the cost of education and its return, enrollment trends in different types of programs, the breakdown of the student body, and more. In this chapter, we will look at alternative means of reaching the same answers by using a combination of Excel functions and formulas, we have studied in the earlier chapters.

Table 1 below provides an overview of the functions we will use to return values in Excel. Notice the pattern from SUM to SUMIF to SUMIFS, the combination of SUM + IF, or the combination of SUM + IFS, IF in the plural if

you wish. The structure of these functions implies that we will SUM things up IF they meet *one* condition or criterion. Alternatively, we will SUM things up using the IFS ending when they must meet *multiple* conditions or criteria. The pattern in the composition of the functions is the same across our core mathematical and statistical functions. AVERAGE and COUNT both have so-called conditional versions that allow us to set parameters to base averaging or counting our values based upon.

| | |
|------------|--|
| SUM | Adds values you enter in the formula. |
| SUMIF | Adds values that meet a single criterion. |
| SUMIFS | Adds all values that meet multiple criteria. |
| AVERAGE | Calculates the arithmetic mean of a range of values. |
| AVERAGEIF | Returns the average of all cells that meet a single criterion. |
| AVERAGEIFS | Returns the average of all cells that meet multiple criteria. |
| COUNT | Counts the number of cells that contain numbers. |
| COUNTIF | Counts cells using a single criterion. |
| COUNTIFS | Counts cells using multiple criteria. |

Table 1: Mathematical and Statistical Functions.

=SUMIF(RANGE, CRITERIA, [SUM_RANGE])

SUMIF essentially asks: what do you want to add up, based on what criteria. The SUMIF syntax starts with our function, then within the parentheses, we must tell Excel what is the *range* of values (text or numbers, blanks will be ignored) we want it to add up based on which *criteria*. Our criteria may be a single value like the number 42,

or ">42", the cell reference for where our criterion is located. If you use text or =, >, >=, etc. operators, then make sure to encase them between " ", or Excel will return an error. The [SUM_RANGE] argument in square brackets indicates that this portion of the argument is optional, we can use it if we want to add up something other than the *range* we specified earlier.

For instance, we want to know how many undergraduates there are in the state of Texas. We have studied a variety of means of answering this question in previous chapters. Now, we want to use our conditional SUM function to return this value.

1. Open your College Scorecard Data Excel file. ([You can download a fresh copy from here.](#))
2. Insert a few additional rows above your data table. Three or four will do.
3. Considering you have over 120 columns in this data set, you can select, right-click and hide columns you do not use for the moment.
4. Convert your range into an Excel table so that your formula will use your field names (column headings)
5. Click into any of the cells above your the first few columns and start on your formula by typing in a = sign.
6. Now, you need to specify to Excel that you want it to look at the *range* of State Abbreviations (STABBR), use TX as your *criteria*, then SUM up values in the column showing the Number of Undergraduates (UGDS). Try this on your own, or

use the Figure below. Note how the Excel table structure makes it easy to see which column you are referencing, as opposed to using range references.

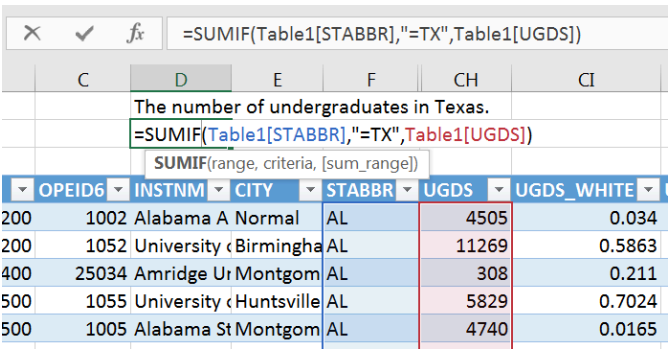


Figure 1. SUMIF Function in use.

7. Note the color-coded borders around each active range in the formula.
8. Now, go ahead, and check the answer using other methods of getting a correct answer. This way, you can confirm that your formula has done its job. You can create an Excel table and filter it for Texas, then use the Total Row, to SUM up the Number of Undergraduates. You can also create a PivotTable using the State Abbreviation and the Number of Undergraduates fields to return an output. Do your answers match?
9. Do a few more variations on this question based on cities, states, regions, types of LOCALE and more!

SUMIFS Exercise

The SUMIFS function adds all of its arguments that meet multiple criteria (support.office.com).

The syntax for SUMIFS starts with the *range* we want to add up, then we must specify each range with their corresponding criteria.

=SUMIFS(sum_range, criteria_range1, criteria1, [criteria_range2, criteria2], ...)

Use your College Scorecard dataset to return the number of undergraduates in the city of Houston, TX enrolled in 2-year-degree programs. Refer to your [Data Dictionary](#) to select the fields do you need to include in your calculation. List them on a sheet of paper or on a simple file on your computer you can place next to your College Scorecard data file.

[If you get stuck, you can refer to this screenshot.](#) (The table numbers [Table 1, Table 2] will reflect if you convert back to a range to pivot your data and then recreate a table...) When done, use an Excel table or a PivotTable to reach the same answer.

Consider which methods you like the most and practice those to develop not only confidence with Excel but to have multiple avenues of answering questions so that you can double-check your work.

=COUNTIF(RANGE, CRITERIA)

The COUNTIF syntax starts with an equal sign, followed by our function, and then within the parentheses, we

must tell Excel what is the *range* of values we want it to count based on which *criteria*. As with SUMIF, our criteria may be a single value like the number 42, or ">42", the cell reference for where our criterion is located. If you use text or =, >, >=, etc. operators, then make sure to encase them between " ", or Excel will return an error. We do not have an optional argument as we did with SUMIF.

We want to know how many higher educational institutions there are in the state of Texas. Let's use some of the blank cells we inserted into our sheet above our Excel table earlier to find out!

1. Click into any of the cells above your the first few columns and start on your formula by typing in a = sign.
2. Now, you need to specify to Excel that you want it to COUNT. Use the *range* of State Abbreviations (STABBR) and TX as your *criteria*. Try this on your own, or use the Figure below. Note how the Excel table structure makes it easy to see which column you are referencing, as opposed to using range references.

| Number of colleges in TX. | | | | | | |
|--------------------------------|------|--------|--------|---------|--------|--------|
| =COUNTIF(Table2[STABBR],"=TX") | | | | | | |
| COUNTIF(range, criteria) | | | | | | |
| INSTNM | CITY | STABBR | REGION | HIGHDEG | PCIP52 | P |
| 2 Alabama A Normal | | AL | South | | 4 | 0.1479 |
| 2 University of Birmingham | | AL | South | | 4 | 0.1837 |
| 4 Amridge Un Montgom | | AL | South | | 4 | 0.3962 |
| 5 University of Huntsville | | AL | South | | 4 | 0.2072 |
| 5 Alabama St Montgom | | AL | South | | 4 | 0.0983 |
| 1 The Univer Tuscaloos | | AL | South | | 4 | 0.2886 |

Figure 2. COUNTIF Function in use.

3. Note the color-coded borders around each active

range in the formula.

4. Once again, go ahead, and check the answer using other methods of getting a correct answer. This way, you can confirm that your formula has done its job. You can filter your Excel table for Texas, then use the Total Row, to COUNT the Institution Names or the State Abbreviations. You can also create a PivotTable using the State Abbreviation and the Institution Names fields to return an output. Do your answers match?
5. Do a few more variations on this question based on cities, states, regions, types of LOCALE and more!

COUNTIFS Exercise

The **COUNTIFS** function applies criteria to cells across multiple ranges and counts the number of times all criteria are met (support.office.com).

`=COUNTIFS(criteria_range1, criteria1, [criteria_range2, criteria2]...)`

Use your College Scorecard dataset to return the number of institutions in the city of Houston, TX that offer a 2- year-degree program. Refer to your [Data Dictionary](#) to select the fields do you need to include in your calculation. List them on a sheet of paper or on a simple file on your computer you can place next to your College Scorecard data file.

[If you get stuck, you can refer to this screenshot.](#) (The table numbers [Table 1, Table 2] will reflect if you convert

back to a range to pivot your data and then recreate a table...) When done, use an Excel table or a PivotTable to reach the same answer.

Again, consider which methods you like the most and practice those to develop not only confidence with Excel but to have multiple avenues of answering questions so that you can double-check your work.

More COUNTIFS Exercises:

- How many online-only education institutions are there in Arizona?
- How many academic institutions are there where more than 50% of students accept a federal loan and more than 50% accept a PELL grant in the state of California?
- How many education institutions are there in the East North Central sub-region in Large Cities?

=AVERAGEIF(RANGE, CRITERIA,
[AVERAGE_RANGE])

The AVERAGEIF syntax will behave similarly to SUMIF. Within the parentheses, we must tell Excel what is the *range* of values that have our *criteria*, then in the optional argument in the brackets, we tell which *range* we want it to average if needed. For instance, we want to know what the average % of students enrolled in Business programs in Texas. Let's use some of the remaining blank cells we inserted into our sheet above our Excel table earlier to find out!

1. Click into any of the cells above your the first few columns and start on your formula by typing in a = sign.
2. Now, you need to specify to Excel that you want it to AVERAGE. Use the *range* of State Abbreviations (STABBR) and TX as your *criteria*. Try this on your own, or use the Figure below. Note how the Excel table structure makes it easy to see which column you are referencing, as opposed to using range references.

| Average % students enrolled in Business programs in Texas. | | | | | | | |
|--|--------|---------|--------|--------|--------------|------|--|
| =AVERAGEIF(Table2[STABBR],"=TX",Table2[PCIP52]) | | | | | | | |
| AVERAGEIF(range, criteria, [average_range]) | | | | | | | |
| STABBR | REGION | HIGHDEG | PCIP52 | PCIP54 | DISTANCEONLY | UGDS | |
| AL | South | 4 | 0.1479 | 0 | 0 | 450 | |
| AL | South | 4 | 0.1837 | 0.0188 | 0 | 1126 | |
| AL | South | 4 | 0.3962 | 0 | 1 | 30 | |
| AL | South | 4 | 0.2072 | 0.0117 | 0 | 582 | |
| AL | South | 4 | 0.0983 | 0.0113 | 0 | 474 | |
| AL | South | 4 | 0.2886 | 0.0155 | 0 | 3100 | |

Figure 3. AVERAGEIF in use.

3. Note the color-coded borders around each active range in the formula.
4. Once again, go ahead, and check the answer using other methods of getting a correct answer. This way, you can confirm that your formula has done its job. You can filter your Excel table for Texas, then use the Total Row, to COUNT the Institution Names or the State Abbreviations. You can also create a PivotTable using the State Abbreviation and the Institution Names fields to return an output. Do your answers match?
5. Do a few more variations on this question based on cities, states, regions, types of LOCALE and

more!

AVERAGEIFS Exercise

The AVERAGEIFS function returns the average (arithmetic mean) of all cells that meet multiple criteria (source: support.office.com).

=AVERAGEIFS(average_range, criteria_range1, criteria1, [criteria_range2, criteria2], ...)

Use your College Scorecard dataset to return the average % of students enrolled in Business programs in Houston, Texas, in 2-year-degree programs. Refer to your [Data Dictionary](#) to select the fields do you need to include in your calculation. List them on a sheet of paper or on a simple file on your computer you can place next to your College Scorecard data file.

[If you get stuck, you can refer to this screenshot.](#) When done, use an Excel table or a PivotTable to reach the same answer.

More AVERAGEIFS Exercises:

- What is the average % of students enrolled in psychology in the state of California?
- What is the ACT(SAT) average in 4-year-degree institutions in the state of New York?
- What is the average percentage of students who make 25k or more 6 years after they graduate in Arizona from online-only institutions?

ATTRIBUTION

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8.5 CHAPTER ASSESSMENT

THE FOLLOWING ARE SAMPLE QUESTIONS TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY CONCEPTS FROM THIS CHAPTER BASED ON THE CHAPTER 8.1, 8.2, 8.3 WALKTHROUGH PROBLEMS AND THE 8.4 PRACTICE QUIZLET.

1. The ____ function allows you to make a _____ comparison between a value and what you expect by testing for a condition and returning a result if True or False.

- a) IF, Logical
- b) THEN, Conditional
- c) WHATIF, Conditional
- d) IF, Conditional

2. The ____ function determines if ALL conditions in a logical test are TRUE.

- a) IF
- b) AND
- c) OR
- d) NOT

3. You can place multiple AND functions inside an IF function.

True/False

4. The following formula has a ____ function

IF([@PCIP52]>0.15,"High",IF([@PCIP52]>0,"Some","None")).

- a) Conditional
- b) Criteria-based
- c) Nested
- d) Statistical

5. The following formula will output ____ for 0.0683 in the PCIP 52 field.
IF([@PCIP52]>0.15,"High",IF([@PCIP52]>0,"Some",None)).

- a) TRUE
- b) FALSE
- c) High
- d) Some

6. Which function will allow you to return the number of colleges in Texas?

- a) COUNTIF
- b) COUNTIFS
- c) SUMIF
- d) SUMIFS

7. How many undergraduates are there in Houston, TX in 2-year-degree programs? Use a conditional function to calculate, use an Excel table or a PivotTable to confirm your answer.

- a) 4472
- b) 47763
- c) 60639
- d) 145204

8. How many students are there in Texas enrolled in 2-year-degree programs? Use a conditional function to calculate, use an Excel table or a PivotTable to confirm your answer.

- a) 4472
- b) 47763
- c) 606845
- d) 145204

9. What is the average % students enrolled in Business programs in Texas? Use a conditional function to calculate, use an Excel table or a PivotTable to confirm your answer.

- a) 8.15%
- b) 12.45%
- c) 15.75%
- d) 30%

10. How many criteria are you evaluating in a conditional function in order to answer the following question? "What is the average % students enrolled in Business programs in Houston, Texas, in 2-year-degree programs?"

- a) 1
- b) 2

- c) 3
 - d) 4

Solutions: [REDACTED]

ATTRIBUTION

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EXCEL CHAPTER 9: FUNCTIONS FOR PERSONAL FINANCE

In this chapter, we revisit our **Personal Budget** workbook from [Chapter 2](#). Notable items that were missing from the **Budget Detail** worksheet are the payments you might make for a car or a home. This section demonstrates Excel functions used to calculate lease payments for a car and to calculate mortgage payments for a house.

THE FUNDAMENTALS OF LOANS AND LEASES

One of the functions we will add to the Personal Budget workbook is the PMT function. This function calculates the payments required for a loan or a lease. However, before demonstrating this function, it is important to cover a few fundamental concepts on loans and leases.

A loan is a contractual agreement in which money is borrowed from a lender and paid back over a specific period of time. The amount of money that is borrowed from the lender is called the principal of the loan. The borrower is usually required to pay the principal of the

loan plus interest. When you borrow money to buy a house, the loan is referred to as a mortgage. This is because the house being purchased also serves as collateral to ensure payment. In other words, the bank can take possession of your house if you fail to make loan payments. As shown in **Table 9.1**, there are several key terms related to loans and leases.

Table 9.1 Key Terms for Loans and Leases

| Term | Definition |
|-----------------------|---|
| Collateral | Any item of value that is used to secure a loan to ensure payments to the lender |
| Down Payment | The amount of cash paid toward the purchase of a house. If you are paying 20% down, you are paying 20% of the cost of the house in cash and are borrowing the rest from a lender. |
| Interest Rate | The interest that is charged to the borrower as a cost for borrowing money |
| Mortgage | A loan where property is put up for collateral |
| Principal | The amount of money that has been borrowed |
| Residual Value | The estimated selling price of a vehicle at a future point in time |
| Terms | The amount of time you have to repay a loan |

Figure 9.1 shows an example of an amortization table for a loan. A lender is required by law to provide borrowers with an amortization table when a loan contract is offered. The table in the figure shows how the payments of a loan would work if you borrowed \$100,000 from a lender and agreed to pay it back over 10 years at an interest rate of 5%. You will notice that each time you make a payment, you are paying the bank an interest fee plus some of the loan principal. Each year the amount of interest paid to the bank decreases and the amount of money used to pay off the principal increases. This is

because the bank is charging you interest on the amount of principal that has not been paid. As you pay off the principal, the interest rate is applied to a lower number, which reduces your interest charges. Finally, the figure shows that the sum of the values in the Interest Payment column is \$29,505. This is how much it costs you to borrow this money over 10 years. Indeed, borrowing money is not free. It is important to note that to simplify this example, the payments were calculated on an annual basis. However, most loan payments are made on a monthly basis.

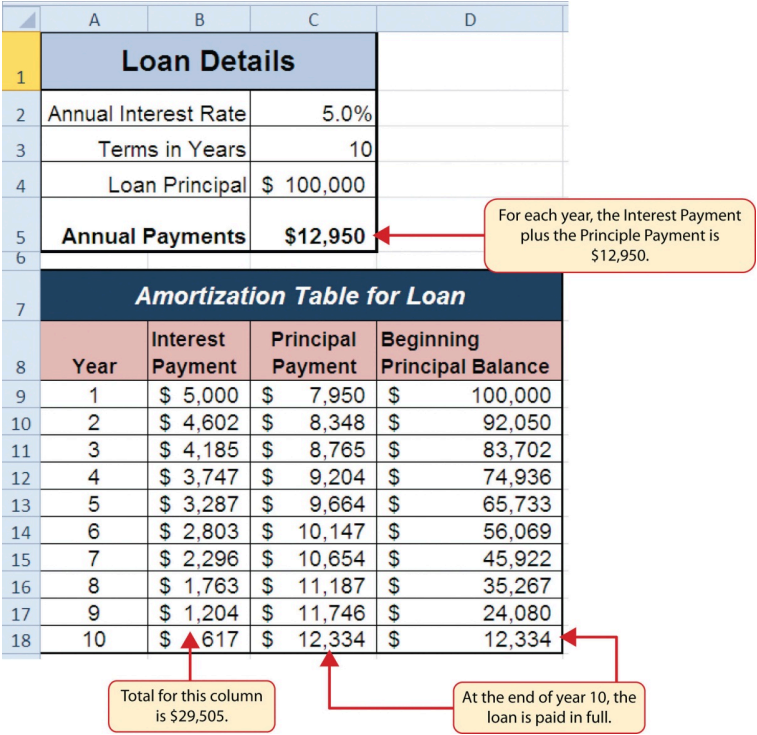


Figure 9.1 Example of an Amortization Table

A lease is a contract in which you, the lessee, use an asset such as a car or a piece of equipment and you agree to

make regular payments to the owner or the lessor. When you lease a car, the manufacturer or a leasing company retains ownership of the vehicle and you agree to make regular payments for a specific period of time. The amount of money you pay depends on the price of the car, the terms of the lease contract, and the car's expected residual value at the end of the lease. The calculation of lease payments is similar to the calculation of loan payments. However, when you lease a car, you pay only the value of the car that is used. For example, suppose you are leasing a car that is priced at \$25,000. The lease contract is for 4 years at an interest rate of 5%. The residual value of the car is \$10,000. This means the car will lose \$15,000 of its value over 4 years. Another way to state this is that the car will depreciate \$15,000. A lease will be structured so that you pay this \$15,000 in depreciation. However, the interest charges will be based on the purchase price of \$25,000. We will look at a demonstration of leasing a car as well as buying a home in the next section.

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9.1 THE PMT (PAYMENT) FUNCTION FOR LOANS

Learning Objectives

1. Understand the fundamentals of loans and leases.
2. Use the PMT function to calculate monthly mortgage payments on a house.
3. Use the PMT function to calculate monthly lease payments for an automobile.
4. Learn how to summarize data in a workbook by using worksheet links to create a summary worksheet.

THE PMT (PAYMENT) FUNCTION FOR LOANS

Data file: Continue with CH2 Personal Budget.

If you own a home, your mortgage payments are a major component of your household budget. If you are planning to buy a home, having a clear understanding of

your monthly payments is critical for maintaining strong financial health. In Excel, mortgage payments are conveniently calculated through the PMT (payment) function. This function is more complex than the statistical functions covered in Section 2.2 “Statistical Functions”. With statistical functions, you are required to add only a range of cells or selected cells within the parentheses of the function, also known as the argument. With the PMT function, you must accurately define a series of arguments in order for the function to produce a reliable output. **Table 9.1.1** lists the arguments for the PMT function. It is helpful to review the key loan and lease terms below before reviewing the PMT function arguments.

Table 9.1.1 Arguments for the PMT Function

| Argument | Definition |
|---------------|--|
| Rate | This is the interest rate the lender is charging the borrower. The interest rate is usually quoted in annual terms, so you have to divide this rate by 12 if you are calculating monthly payments. |
| Nper | The argument letters stand for number of periods. This is the term of the loan, which is the amount of time you have to repay the bank. This is usually quoted in years, so you have to multiply the years by 12 if you are calculating monthly payments. |
| Pv | The argument letters stand for present value. This is the principal of the loan or the amount of money that is borrowed. When defining this argument, a minus sign must precede the cell location or value. For leases, this argument is used for the price of the item being leased. |
| [Fv] | The argument letters stand for future value. The brackets around the argument indicate that it is not always necessary to define it. It is used if there is a lump-sum payment that will be made at the end of the loan terms. This is also used for the residual value of a lease. If it is not defined, Excel will assume that it is zero. |
| [Type] | This argument can be defined with either a 1 or a 0. The number 1 is used if payments are made at the beginning of each period. A 0 is used if payments are made at the end of each period. The argument is in brackets because it does not have to be defined if payments are made at the end of each period. Excel assumes that this argument is 0 if it is not defined. |

By default, the result of the PMT function in Excel is shown as a negative number. This is because it represents an outgoing payment. When making a mortgage or car payment, you are paying money out of your pocket or bank account. Depending on the type of work that you do, your employer may want you to leave your payments negative or they may ask you to format them as positive numbers. In the following assignments, the payments calculated using the PMT function will be made positive to make them easier to work with. To do this, when defining the PV argument (amount of money borrowed)

in the PMT dialog box, a minus sign must precede the cell location or value.

We will use the PMT function in the Personal Budget workbook to calculate the monthly mortgage payments for a house. These calculations will be made in the **Mortgage Payments** worksheet and then displayed in the **Budget Summary** worksheet through a cell reference link. So far we have demonstrated several methods for adding functions to a worksheet. The following steps explain a new method using the Insert Function command for adding the PMT function:

1. Click the **Mortgage Payments** worksheet tab.
2. Click cell B5.
3. Click the Formulas tab on the Ribbon.
4. Click the Insert Function button (see **Figure 9.1.1**). This opens the Insert Function dialog box, which can be used for searching all functions in Excel.
5. In the “Search for a function:” input box at the top of the Insert Function dialog box, type **mortgage payments** (see **Figure 9.1.2**). Note that the current description in the “Search for a function:” input box will already be highlighted. You can begin typing and the description will be replaced with your entry.
6. Click the Go button in the upper right side of the Insert Function dialog box. This adds all the Excel functions that match your description in the “Select a function:” box in the lower half of the Insert Function dialog box (see **Figure 9.1.3**).

7. Click the PMT option in the “Select a function:” box in the lower half of the Insert Function dialog box.
8. Click the OK button at the lower right side of the Insert Function dialog box. This will open the Function Arguments dialog box.

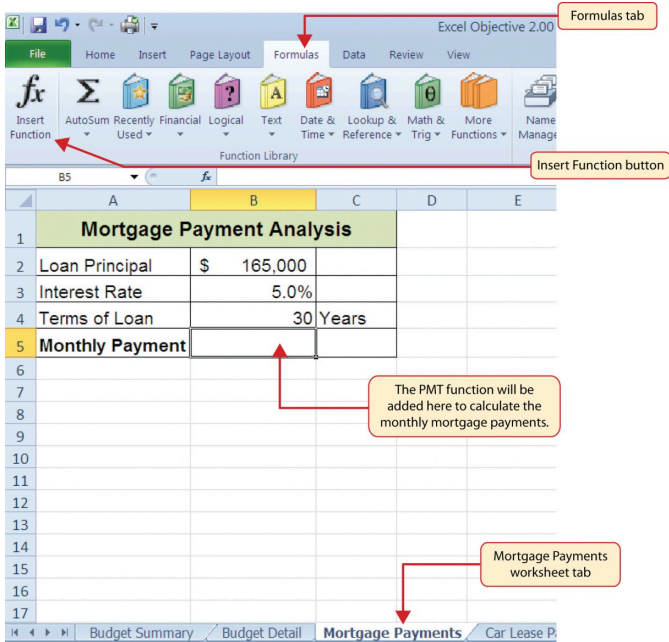


Figure 9.1.1 Mortgage Payments Worksheet

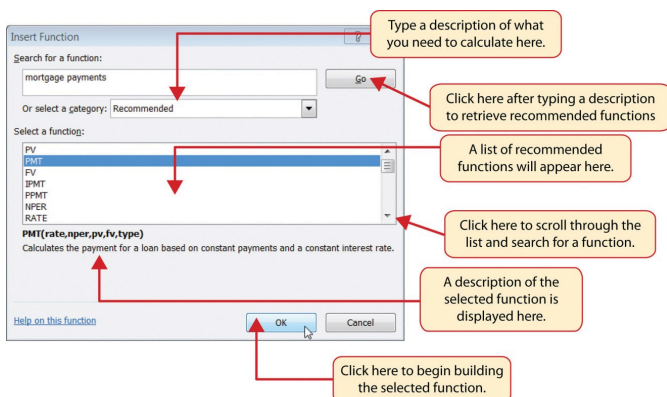


Figure 9.1.2 Insert Function Dialog Box

9. Click the Collapse Dialog button next to the Rate argument in the Function Arguments dialog box. This will be the first argument defined for the function.
10. Click cell B3 on the worksheet. This is the rate being charged on the loan.
11. Type a forward slash / for division.
12. Type the number 12. Since our goal is to calculate the monthly payments for the loan, we need to divide the rate, which is stated in annual terms, by 12. This converts the annual rate to a monthly rate.
13. Press the ENTER key on your keyboard. This returns the Function Arguments dialog box to its expanded form. You will also see that the Rate argument is now defined.
14. Click the Collapse Dialog button next to the Nper argument in the Function Arguments dialog box.

This is the second argument we define in the function.

15. Click cell B4 on the worksheet. This is the term or the amount of time we have to repay the loan.
16. Type an **asterisk** * for multiplication.
17. Type the number **12**. Since our goal is to calculate the monthly payments for the loan, we need to multiply the terms of the loan by 12. This converts the terms of the loan from years to months.
18. Press the ENTER key on your keyboard. This returns the Function Arguments dialog box to its expanded form. You will also see that the Nper argument is now defined.
19. Click the Collapse Dialog button next to the Pv argument in the Function Arguments dialog box. This is the third argument we will define in the function.
20. Type a minus sign -. When defining the Pv argument of the PMT function, any cell location or value must be preceded with a minus sign.
21. Click cell B2 on the worksheet. This is the principal of the loan.
22. Press the ENTER key on your keyboard. You will now see the Rate, Nper, and Pv arguments defined for the function.
23. Click the OK button at the bottom of the Function Arguments dialog box. The function will now be placed into the worksheet. Since we are not paying any lump sums of money at the end of the loan, there is no need to define the Fv

argument. Also, we will assume that the monthly mortgage payments will be made at the end of each month. Therefore, there is no need to define the Type argument.

Keyboard Shortcuts

Insert Function

- Hold the SHIFT key while pressing the F3 key.

Function Arguments Dialog Box

- After the equal sign = and function name are typed into cell a location, hold down the CTRL key and press the letter A on your keyboard.

Figure 9.13 shows the completed Function Arguments dialog box for the PMT function. Notice that the dialog box shows the values for the Rate and Nper arguments. The Rate is divided by 12 to convert the annual interest rate to a monthly interest rate. The Nper argument is multiplied by 12 to convert the terms of the loan from years to months. Finally, the dialog box provides you with a definition for each argument. The definition appears when you click in the input box for the argument.

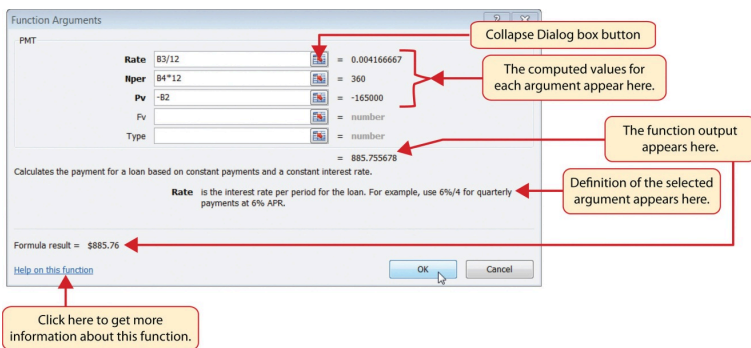


Figure 9.1.3 Function Arguments Dialog Box for the PMT Function

Integrity Check

Comparable Arguments for PMT Function

When using functions such as PMT, make sure the arguments are defined in comparable terms. For example, if you are calculating the monthly payments of a loan, make sure both the Rate and Nper argument are expressed in terms of months. The function will produce an erroneous result if one argument is expressed in years while the other is expressed in months.

Figure 9.1.4 shows the final appearance of the Mortgage Payments worksheet after the PMT function is added. The result of the function in cell B5 will be displayed in the Budget Summary worksheet.

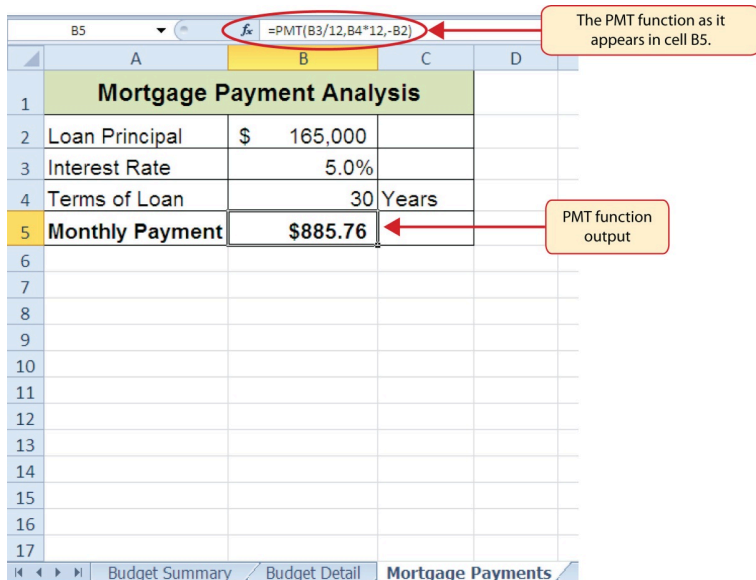


Figure 9.1.4 Mortgage Payments Worksheet with the PMT Function

Skill Refresher

PMT Function

1. Type an equal sign =.
2. Type the letters **PMT** followed by an open parenthesis, or double click the function name from the function list.
3. Define the Rate argument with a cell location that contains the rate being charged by the lender for the loan or lease. If the interest rate given is an annual rate, divide it by 12 to convert it to a monthly rate.
4. Define the Nper argument with a cell location that contains the amount of time to repay the

loan or lease. If the amount of time is in years, multiply it by 12 to convert it to number of months.

5. Define the Pv argument with a cell location that contains the principal of the loan or the price of the item being leased. **Cell locations or values used for this argument must be preceded by a minus sign.**
6. Define the [Fv] argument with a cell location that contains the residual value of the item being leased or the lump sum payment for a loan.
7. Define the [Type] argument with a 1 if payments are made at the beginning of each period or 0 if payments are made at the end of each period.
8. Type a closing parenthesis).
9. Press the ENTER key.

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9.2 THE PMT (PAYMENT) FUNCTION FOR LEASES

THE PMT (PAYMENT) FUNCTION FOR LEASES

In addition to calculating the mortgage payments for a home, the PMT function will be used in the Personal Budget workbook to calculate the lease payments for a car. The details for the lease payments are found in the **Car Lease Payments** worksheet. Similar to the statistical functions, we can either type the PMT function directly into a cell or use the Insert Function button. However, you must know the definitions for each argument of the function and understand how these arguments need to be defined based on your objective. The terms for loans and leases, and the definitions for the arguments of the PMT function were listed in the previous chapter. The following steps explain how the PMT function is added to the Personal Budget workbook to calculate the lease payments for a car:

1. Click cell B6 in the **Car Lease Payments** worksheet.
2. Click the Formulas tab on the Ribbon.
3. Click the Financial button in the Function Library

group. This opens the Financial Function drop-down list.

4. Scroll down and click on the PMT Function in the drop-down list. This will open the PMT Function Arguments dialog box. See **Figure 9.2.1**.
5. Click the Collapse Dialog button next to the Rate argument in the PMT Function Arguments dialog box. This will be the first argument defined for the monthly car lease payment.
6. Click cell B4. This is the interest rate being charged for the lease.
7. Type the forward slash / for division.
8. Type the number **12**. Since our goal is to calculate the monthly lease payments, we divide the interest rate by 12 to convert the annual rate to a monthly rate.
9. Press the ENTER key on your keyboard. This returns the Function Arguments dialog box to its expanded form. You will also see that the Rate argument is now defined.
10. Click the Collapse Dialog button next to the Nper argument in the Function Arguments dialog box. This is the second argument we define in the function.
11. Click cell B5. This is the term or the length of time for the lease contract. Since the term is already expressed in months, we can just reference cell B5 and move to the next argument. If the term was defined in years, instead of months, we would need to multiply the terms

(years) of the loan by 12 to convert the years to months.

12. Press the ENTER key on your keyboard. This returns the Function Arguments dialog box to its expanded form. You will also see that the Nper argument is now defined.
13. Click the Collapse Dialog button next to the Pv argument in the Function Arguments dialog box. This is the third argument we will define in the function.
14. Type a minus sign $-$. Remember that cell locations or values used to define the Pv argument must be preceded with a minus sign.
15. Click cell B2 on the worksheet, which is the price of the car.
16. Press the ENTER key on your keyboard. You will now see the Rate, Nper, and Pv arguments defined for the function.
17. Click the Collapse Dialog button next to the Fv argument in the Function Arguments dialog box. This is the fourth argument we will define in the function.
18. Click cell B3 on the worksheet. This is the residual value of the car. Note that cell location and values used to define the [Fv] argument are NOT preceded by a minus sign.
19. Press the ENTER key on your keyboard. You will now see the Rate, Nper, Pv and Fv arguments defined for the function.
20. Click the Collapse Dialog button next to the Type

argument in the Function Arguments dialog box. This is the fifth and last argument we will define in the function.

21. Type the number **1**. We will assume that the lease payments will be due at the beginning of each month. For payments made at the beginning of the period, a 1 will be entered in the Type argument box. For payments made at the end of the period, a 0 will be entered in the Type argument box.
22. Press the ENTER key. You will now see the Rate, Nper, Pv, Fv and Type arguments defined for the function. See **Figure 9.2.1**.
23. Click the OK button at the bottom of the Function Arguments dialog box. The function will now be placed into the worksheet.

Figure 9.2.1 shows how the the completed Function Arguments dialog box for the PMT function car lease should appear before pressing the OK button.

Function Arguments

PMT

Rate = 0.0025

Nper = 48

Pv = -20000

Fv = 12000

Type = 1

= 206.5582204

Calculates the payment for a loan based on constant payments and a constant interest rate.

Rate is the interest rate per period for the loan. For example, use 6%/4 for quarterly payments at 6% APR.

Formula result = \$206.56

[Help on this function](#) OK Cancel

Figure 9.2.1 Function Arguments Dialog Box for the PMT Lease Function

Figure 9.2.2 shows the result of the PMT function for the car lease. The monthly payments for this lease are \$206.56. This monthly payment will be displayed in the **Budget Summary** worksheet.

| | | | | | |
|----|-------------------------|-----------|---|---|---|
| B6 | =PMT(B4/12,B5,-B2,B3,1) | | | | |
| | A | B | C | D | E |
| 1 | Car Lease Payments | | | | |
| 2 | Price of Car | \$ 20,000 | | | |
| 3 | Residual Value | \$ 12,000 | | | |
| 4 | Interest Rate | 3.0% | | | |
| 5 | Terms of Loan | 48 Months | | | |
| 6 | Monthly Payment | \$206.56 | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |

The PMT function as it appears in cell B6.

PMT function output

Budget Summary Budget Detail Mortgage Payments Car Lease Payments

Figure 9.2.2 Results of the PMT Function in the Car Lease Payments Worksheet

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9.3 CREATING A BUDGET SUMMARY WORKSHEET

LINKING WORKSHEETS (CREATING A SUMMARY WORKSHEET)

So far we have used cell references in formulas and functions, which allow Excel to produce new outputs when the values in the cell references are changed. Cell references can also be used to display values or the outputs of formulas and functions in cell locations on other worksheets. This is how data will be displayed on the **Budget Summary** worksheet in the **Personal Budget** workbook. Outputs from the formulas and functions that were entered into the **Budget Detail**, **Mortgage Payments**, and **Car Lease Payments** worksheets will be displayed on the **Budget Summary** worksheet through the use of cell references. The following steps explain how this is accomplished:

1. Click cell C3 in the **Budget Summary** worksheet.
2. Type an equal sign =.
3. Click the **Budget Detail** worksheet tab.
4. Click cell D12 on the Budget Detail worksheet.

5. Press the ENTER key on your keyboard. The output of the SUM function in cell D12 on the **Budget Detail** worksheet will be displayed in cell C3 on the **Budget Summary** worksheet.

Figure 9.3.1 shows how the cell reference appears in the **Budget Summary** worksheet. Notice that the cell reference D12 is preceded by the **Budget Detail** worksheet name enclosed in apostrophes followed by an exclamation point ('Budget Detail!'). This indicates that the value displayed in the cell is referencing a cell location in the **Budget Detail** worksheet.

| | A | B | C | D | E |
|----|-----------------------------|-----------|-----------|---|---|
| 1 | Personal Cash Budget | | | | |
| 2 | Net Income | | \$ 33,000 | | |
| 3 | Expenses | \$ 17,950 | | | |
| 4 | Mortgage Payments | | | | |
| 5 | Car Lease Payments | | | | |
| 6 | Total Plan Spend | | | | |
| 7 | Net Change in Cash | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |

Formula Bar: =Budget Detail!D12

Callout 1: This indicates that the D12 cell reference is from the Budget Detail worksheet.

Callout 2: This is the Total Annual Spend value in cell D12 from the Budget Detail worksheet.

Worksheet Tabs: Budget Summary | Budget Detail | Mortgage Payments | Car Lease Payments

Figure 9.3.1 Cell Reference Showing the Total Expenses in the Budget Summary Worksheet

As shown in **Figure 9.3.1**, the **Budget Summary** worksheet is designed to show the expense budget for the mortgage payments and the auto lease payments. However, you will recall that we used the PMT function to calculate the monthly payments. In the **Budget Summary** worksheet, we need to show the

total annual payments. As a result, we will create a formula that references cell locations in the **Mortgage Payments** and **Car Lease Payments** worksheets. The following steps explain how this is accomplished:

1. Click cell C4 in the **Budget Summary** worksheet.
2. Type an equal sign =.
3. Click the **Mortgage Payments** worksheet tab.
4. Click cell B5 in the **Mortgage Payments** worksheet.
5. Type an asterisk * for multiplication.
6. Type the number 12. This multiplies the monthly payments by 12 to calculate the total payments required for the year. The formula in the formula bar should read: ='Mortgage Payments'!B5*12
7. Press the ENTER key on your keyboard. The value of multiplying the monthly mortgage payments by 12 is now displayed on the **Budget Summary** worksheet.
8. Click cell C5 on the **Budget Summary** worksheet.
9. Type an equal sign =.
10. Click the **Car Lease Payments** worksheet tab.
11. Click cell B6 in the **Car Lease Payments** worksheet.
12. Type an asterisk * for multiplication.
13. Type the number 12. This multiplies the monthly lease payments by 12 to calculate the total payments required for the year.

14. Press the ENTER key on your keyboard. The value of multiplying the monthly lease payments by 12 is now displayed on the **Budget Summary** worksheet.

Figure 9.3.2 below shows the results of creating formulas that reference cell locations in the **Mortgage Payments** and **Car Lease Payments** worksheets.

The screenshot shows a spreadsheet with a table titled "Personal Cash Budget". The table has columns for categories, amounts, and currency. The data is as follows:

| | A | B | C | D | E |
|---|-----------------------------|---|-----------|-----------|---|
| 1 | Personal Cash Budget | | | | |
| 2 | Net Income | | | \$ 33,000 | |
| 3 | Expenses | | \$ 17,950 | | |
| 4 | Mortgage Payments | | \$ 10,629 | | |
| 5 | Car Lease Payments | | \$ 2,479 | | |
| 6 | Total Plan Spend | | | | |
| 7 | Net Change in Cash | | | | |

Callouts in the image:

- A red circle around the formula bar shows `=Car Lease Payments!B6*12`. A red arrow points from this formula to cell C5.
- A red arrow points from cell C5 to a callout box: "This indicates that the B6 cell reference is from the Car Lease Payments worksheet."
- A red arrow points from cell C5 to another callout box: "Outputs for formulas that reference cells in the Mortgage Payments and Car Lease Payments worksheets"

The spreadsheet tabs at the bottom are: Budget Summary, Budget Detail, Mortgage Payments, and Car Lease Payments.

Figure 9.3.2 Formulas Referencing Cells in Mortgage Payments and Car Lease Payments Worksheets

We can now add other formulas and functions to the **Budget Summary** worksheet that can calculate the difference between the total spend dollars vs. the total net income in cell D2. The following steps explain how this is accomplished:

1. Click cell D6 in the **Budget Summary** worksheet.
2. Type an equal sign =.
3. Type the function name **SUM** followed by an open

parenthesis (.

4. Highlight the range C3:C5.
5. Type a closing parenthesis) and press the ENTER key on your keyboard or simply press the ENTER key to close the function. The total for all annual expenses now appears on the worksheet.
6. Click cell D7 on the **Budget Summary** worksheet. You will enter a formula to calculate Net Change in Cash in this cell.
7. Type an equal sign =.
8. Click cell D2.
9. Type a minus sign – and then click cell D6.
10. Press the ENTER key on your keyboard. This formula produces an output of \$1,942, indicating our income is greater than our total expenses.

Figure 9.3.3 shows the results of the formulas that were added to the **Budget Summary** worksheet. The output for the formula in cell D7 shows that the net income exceeds total planned expenses by \$1,942. Overall, having your income exceed your total expenses is a good thing because it allows you to save money for future spending needs or unexpected events.

| | A | B | C | D | E | F |
|----|-----------------------------|---|-----------|-----------|---|---|
| 1 | Personal Cash Budget | | | | | |
| 2 | Net Income | | | \$ 33,000 | | |
| 3 | Expenses | | \$ 17,950 | | | |
| 4 | Mortgage Payments | | \$ 10,629 | | | |
| 5 | Car Lease Payments | | \$ 2,479 | | | |
| 6 | Total Plan Spend | | | \$ 31,058 | | |
| 7 | Net Change in Cash | | | \$ 1,942 | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Formula bar: D6 =SUM(C3:C5)

Callout 1: This SUM function is entered into cell D6.

Callout 2: The formula in this cell is subtracting cell D6 from D2.

Bottom tabs: Budget Summary, Budget Detail, Mortgage Payments, Car Lease Payments

Figure 9.3.3 Formulas Added to Show Income Is Greater Than Expenses

We can now add a few formulas that calculate both the spending rate and the savings rate as a percentage of net income. These formulas require the use of absolute references, which we covered earlier in this chapter. The following steps explain how to add these formulas:

1. Click cell E6 in the **Budget Summary** worksheet.
2. Type an equal sign =.
3. Click cell D6.
4. Type a forward slash / for division and then click D2.
5. Press the F4 key on your keyboard. This adds an absolute reference to cell D2.
6. Press the ENTER key. The result of the formula shows that total expenses consume 94.1% of our net income.
7. Click cell E6.

8. Place the mouse pointer over the Auto Fill Handle.
9. When the mouse pointer turns to a black plus sign, left click and drag down to cell E7. This copies and pastes the formula into cell E7.
10. Save the **CH2 Personal Budget** file.
11. Compare your work with the self-check answer key (found in the Course Files link) and then submit the **CH2 Personal Budget** workbook as directed by your instructor.
12. Close the **CH2 Personal Budget** file before moving on to 2.4 – Preparing to Print.

Figure 9.3.4 shows the output of the formulas calculating the spending rate and savings rate as a percentage of net income. The absolute reference shown for cell D2 prevents the cell from changing when the formula is copied from cell E6 and pasted into cell E7. The results of the formula show that our current budget allows for a savings rate of 5.9%. This is a fairly good savings rate.

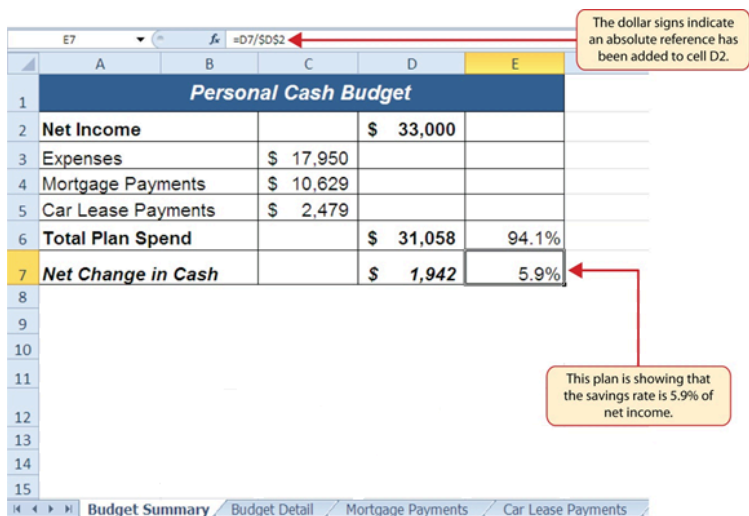


Figure 9.3.4 Calculating the Savings Rate

Key Takeaways

- The PMT function can be used to calculate the monthly mortgage payments for a house or the monthly lease payments for a car.
- When using the PMT function, each argument must be separated by a comma.
- To calculate the monthly payment for a loan using the PMT function, the Rate and Nper arguments must be defined in terms of months. The Rate should be divided by 12 to convert it from an annual rate to a monthly rate. The Nper should be multiplied by 12 to convert the term of the loan from years to months.
- The PMT function produces a negative output if the Pv argument is not preceded by a minus sign. For the purposes of this textbook, a minus sign will be

entered before the PV argument in the PMT dialog box.

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9.4 CHAPTER PRACTICE

FINANCIAL PLAN FOR A LAWN CARE BUSINESS

Download Data File: [PR9 Data](#)

Running your own lawn care business can be an excellent way to make money over the summer while on break from college. It can also be a way to supplement your existing income for the purpose of saving money for retirement or for a college fund. However, managing the costs of the business will be critical in order for it to be a profitable venture. In this exercise you will create a simple financial plan for a lawn care business by using the skills covered in this chapter.

1. Open the file named **PR9 Data** and then Save As **PR9 Lawn Care**.
2. Click cell C5 in the **Annual Plan** worksheet.
3. Write a formula that calculates the average price per lawn cut. Do **not** use the AVERAGE function. The formula should be the Price per Acre multiplied by the Average Acreage per Customer.
4. Click cell C8.
5. Enter a formula that calculates the total number of

lawns that will be cut during the year (Number of Customers * Frequency of Lawn Cuts per Customer).

6. Click cell D9.
7. Enter a formula that calculates the total sales for the plan (Average Price per Cut * Total Lawn Cuts).
8. Click cell F3 in the **Leases** worksheet. The PMT function will be used to calculate the monthly lease payment for the first item. For many businesses, leasing (or renting) equipment is a more favorable option than purchasing equipment because it requires far less cash. This enables you to begin a business such as a lawn care business without having to put up a lot of money to buy equipment. The PMT function can be entered using the Insert Function button as seen in Chapter 2, or we can type the PMT function directly into a cell. For this assignment, we will type the function into cell F3 using the following instructions.
9. Type **=PMT(**. Define the arguments of the function as follows:
10. Rate: Click cell B3, type a forward slash / for division, type the number **12**, and type a comma ,. Since we are calculating monthly payments, the annual interest rate must be converted to a monthly interest rate by dividing by 12.
11. Nper: Click cell C3, type ***12** and then type a comma ,. Similar to the Rate argument, the terms of the lease must be converted to months by

multiplying by 12 since we are calculating monthly payments.

12. Pv: Type a minus sign –, click cell D3, and type a comma ,. Remember that this argument must always be preceded by a minus sign.
13. Fv: Click cell E3 (Residual Value) and type a comma ,.
14. Type: Type the number 1, type a closing parenthesis), and press the ENTER key. We will assume the lease payments will be made at the beginning of each month, which requires that this argument be defined with a value of 1.
15. Copy the PMT function in cell F3 and paste it into the range F4:F6, or use the Autofill handle.
16. Click cell F10 in the **Leases** worksheet. Enter an Autosum function to calculate the total for the monthly lease payments. Make sure that blank rows (7 through 9) were included in the range for the SUM function. If other items are added to the worksheet, they will be included in the output of the SUM function.
17. Highlight the range A2:F6 on the **Leases** worksheet. The data in this range will be sorted, first by Interest Rate and then by Price. Click the Sort button in the Data tab of the Ribbon. In the Sort dialog box, select the Interest Rate option in the “Sort by” drop-down box. Select Largest to Smallest for the sort order. Then, click the Add Level button on the Sort dialog box. Select the Price option in the “Then by” drop-down box. Select Largest to Smallest for the sort

- order. Click the OK button in the Sort dialog box.
18. Click cell B11 on the **Annual Plan** worksheet.
The monthly lease payments that are calculated in the **Lease** worksheet will be displayed in this cell.
 19. Type an equal sign =. Click the **Leases** worksheet, click cell F10, and press the ENTER key.
 20. Click cell C12 on the Annual Plan worksheet.
Create a formula that calculates the annual lease payments. This should be the Monthly Lease Payments * 12.
 21. Click cell C14 on the **Annual Plan** worksheet.
Create a formula that calculates the Total Lawn & Equipment Expenses (Lawn & Equipment Expenses per Cut * Total Lawn Cuts).
 22. Click cell D16 on the **Annual Plan** worksheet.
Enter a SUM function that adds the Expenses for the business in column C. Make sure to add the Expenses only (not the Sales Plan information).
 23. Click cell D17 on the **Annual Plan** worksheet.
Enter a formula that calculates the annual profit (Operating Income) for the business. This should be the Total Sales – Total Expenses.
 24. Format all cells that contain money amounts in the Annual Plan worksheet for Accounting Number Format (\$) with no decimals.
 25. Click cell B10 on the **Investments** worksheet.
Enter a COUNT function that counts the number of investments that currently have a balance in column B. Make sure that the additional blank rows in rows 6 through 8 are included in the

range for this function. The function output will automatically change if any new investments are added to the worksheet. It is important to note, however, that the Total in cell B9 should not be included in the Count range.

26. Click cell D3 on the **Investments** worksheet.
27. Type an equal sign =. Click the **Annual Plan** worksheet. Click cell D17 and type a forward slash / for division. Click the **Investments** worksheet. Click cell B10 and press the ENTER key. This formula divides the profit calculated on the Annual Plan worksheet by the number of investments in the Investments worksheet. We will assume that the profits from this business will be invested evenly among the funds listed in Column A of the Investments worksheet.
28. Before copying and pasting the formula created in cell D3, absolute references must be added to the cell locations in the formula. Edit the formula in cell D3 on the **Investments** worksheet so that cells D17 and B10 are absolute. The formula in cell D3 should be: ='Annual Plan'!\$D\$17/Investments!\$B\$10. When you copy the formula in cell D3 down, the cell references will not change, because they are absolute. The formula will continue to divide the Operating Income in cell D17 of the Annual Plan by the Number of Investments in cell B10 of the Investments sheet.
29. Copy cell D3 and paste it into cells D4 and D5 or use the Auto Fill handle to copy down.

30. Click cell B9 on the Investments worksheet. Enter a SUM function that adds the current balance for all investments in column B. Make sure that blank rows (rows 6 through 8) are added to the range for the function so additional investments will automatically be included in the Autosum function output.
31. Copy the SUM function in cell B9 and paste it into cell D9.
32. Format the Investments and Leases sheets appropriately for Accounting Format. This should include \$ signs on the top row and total row for money amounts, and comma style in the middle rows. In the Investments sheet, apply Comma Style with 0 decimals to the ranges B4:B5 and D4:D5. In the Leases worksheet, apply Accounting Number Format (\$) with two decimals to the range D3:F3 and F10. Apply comma format with two decimals to the range D4:F9. Double check that your formatting matches Figures 2.47a through 2.47c.
33. Save the **PR2 Lawn Care** workbook.

| | A | B | C | D |
|----|--|--------|----------|------------------|
| 1 | Lawn Care Annual Financial Plan | | | |
| 2 | Sales Plan: | | | |
| 3 | Price per Acre | \$ 50 | | |
| 4 | Average Acreage per Customer | 0.5 | | |
| 5 | Average Price per Cut | | \$ 25 | |
| 6 | Number of Customers | 30 | | |
| 7 | Frequency of Lawn Cuts per Customer | 22 | | |
| 8 | Total Lawn Cuts | | 660 | |
| 9 | Total Sales | | | \$ 16,500 |
| 10 | Expenses: | | | |
| 11 | Monthly Lease Payments | \$ 122 | | |
| 12 | Annual Lease Payments | | \$ 1,461 | |
| 13 | Lawn & Equipment Expenses Per Cut | \$ 5 | | |
| 14 | Total Lawn & Equipment Expenses | | \$ 3,300 | |
| 15 | Office and Other Expenses | | \$ 1,500 | |
| 16 | Total Expenses | | | \$ 6,261 |
| 17 | Operating Income | | | \$ 10,239 |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |

Figure 9.4a Completed Lawn Care Annual Plan Worksheet

| | A | B | C | D |
|----|------------------------------|------------------------|---------------------------|---------------------------|
| 1 | Investment Analysis | | | |
| 2 | Investment Fund | Current Balance | Target Growth Rate | Annual Investments |
| 3 | Treasury Bond | \$ 10,000 | 4.5% | \$ 3,413 |
| 4 | Domestic Stock Fund | 20,000 | 8.0% | 3,413 |
| 5 | Emerging Markets | 10,000 | 10.5% | 3,413 |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | Total | \$ 40,000 | | \$ 10,239 |
| 10 | Number of Investments | 3 | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| | < > | Annual Plan | Investments | Leases (+) |

Figure 9.4b Completed Lawn Care Investments Worksheet

| | A | B | C | D | E | F |
|----|-------------------------------|----------------------|--------------------------------|---------------|-----------------------|------------------------|
| 1 | Equipment Leasing Plan | | | | | |
| 2 | Item | Interest Rate | Terms of Lease in Years | Price | Residual Value | Monthly Payment |
| 3 | Blower | 6.0% | 3 | \$ 700.00 | \$ 200.00 | \$ 16.13 |
| 4 | Commercial Lawn Mower | 5.5% | 4 | 6,000.00 | 3,000.00 | 83.14 |
| 5 | Edger | 4.0% | 2 | 400.00 | 150.00 | 11.32 |
| 6 | Trimmer | 4.0% | 2 | 350.00 | 100.00 | 11.15 |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | Total | | | | | \$ 121.74 |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| | < > | Annual Plan | Investments | Leases | (+) | |

Figure 9.4c Completed Lawn Care Leases Worksheet

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9.5 CHAPTER ASSESSMENT

COMPLETE THE 9.4 CHAPTER PRACTICE,
COMPARE YOUR OUTPUTS TO THE
SCREENSHOTS POSTED THERE.

TEST YOUR KNOWLEDGE OF TERMS USING THE
QUIZLET BELOW:

[https://quizlet.com/413785651/flashcards/
embed?i=24veoc&x=1jj1](https://quizlet.com/413785651/flashcards/embed?i=24veoc&x=1jj1)

EXCEL CHAPTER 10: INTEGRATING MICROSOFT OFFICE SUITE APPLICATIONS

Microsoft offers a range of productivity tools that seamlessly integrate across applications allowing you to process content in one app and continue to develop in another. This means you can take advantage of data storage and processing related features in Access or Excel and then create a report using your findings in Word, prepare a presentation in PowerPoint, add annotations in OneNote. You can also take data from Access or Excel and create mailing lists, labels, or personalized promotional materials for printing using Word or for e-mail in Outlook. You can find a full list of the Office Apps with great detailed documentation and tutorials on [the support.office.com website](https://support.office.com).

In this chapter, we look at some of the opportunities for integrating Office Suite applications, including the use of mail merge, embedding, and linking content.

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10.1 CLEANING AND RESTRUCTURING DATA IN EXCEL

Before we can work with our data, we need to make sure it's valid, accurate, and reliable. In the age of Big Data, companies may spend just as much or more on maintaining the health and cleaning their data as they spend on collecting or purchasing it in the first place. Consider the issues that can stem from missing or wrong values, duplicates, and typos. The validity, accuracy, and reliability of your calculations depend on your ability to keep your data up-to-date. Many estimates show that about 30% of your data may become inaccurate over time ([JD Supra, 2019](#); [Strategic DB, 2019](#)) and even small data sets can be costly to clean, let alone files that are tens or hundreds of thousands of records deep – or much more if you are using large scale databases.

There are many data cleaning solutions out there for a wide range of file formats, data volumes, or budgets. However, there are many things we can accomplish using Excel functions and features so that you can process our data quickly and effectively. Instead of purchasing an application, assigning data cleaning to an employee, or hiring a service to scrub your data, for records under a million per sheet, Excel can save you a great deal of time

and funds using a variety of functions and features. Table 10.1 shows you some important functions that can help you clean up your data.

| | |
|-------------------|---|
| CLEAN | Removes all nonprintable characters from text. |
| TRIM | Removes all spaces from text except for single spaces between words. |
| CONCATENATE | Join two or more text strings into one string. |
| LEFT | Returns a string containing a specified number of characters from the left side of a string. |
| RIGHT | Returns a string containing a specified number of characters from the right side of a string. |
| MID | Returns a specific number of characters from a text string. |
| SEARCH | SEARCH returns the number of the character at which a specific character or text string is first found. |
| FIND and FINDB | Locate one text string within a second text string. |
| UPPER | Converts text to uppercase. |
| LOWER | Converts text to lowercase. |
| PROPER | Capitalizes the first letter in a text string and any other letters in text that follow any character other than a letter. Converts all other letters to lowercase letters. |
| TEXT | Change the way a number appears by applying formatting to it with format codes. |
| VALUE | Converts a text string that represents a number to a number. |

Table 10.1 A sample of text and data cleaning functions in Excel.

The following sections show the functions above in action. The [Ch10_Data_File](#) contains four sheets. The *Documentation* sheet notes the sources of our data. *Text_FUNC* sheet features a variety of common errors you may see in a data set, including line breaks in the

wrong place, extra spaces or no spaces in between words, non-printing characters, improperly capitalized or all upper case, all lower case text, ill-formatted data values. The *DataGen_Companies* sheet contains a set of “dummy” (plausible, but not real) data about companies generated at <https://www.generatedata.com/> that the author of this chapter intentionally injected with common errors seen in data in order to unfold and process it for the sake of practicing Excel functions for the Chapter Practice section. The *Mockaroo_Cars* sheet is a “dummy” dataset about consumers and their addresses generated at <https://mockaroo.com/>, this data set will be used for the Mail Merge section. Both of these “dummy” data sets are archived here for educational purposes.

Figure 10.1.1 below shows the *Text_FUNC* sheet with a variety of common errors seen in data you import from other sources. The CONCATENATE & TRIM range is an example of how a single line of text can be created from the contents of three rows by nesting two Excel functions. CONCATENATE on its own will merge the three cells into one, but alone, it does nothing about the extra spaces we see in the text. TRIM will remove all spaces, which means we need to add " " in order for Excel to add the needed blank cells in between words.

| | A | B | C | D | E | F | G | H |
|----|---|--------------------|-----------------------|---|---|----------------------|--------------|---------|
| 1 | | | | | | | | |
| 2 | | CONCATENATE & TRIM | | | | FIND & SEARCH | | |
| 3 | | | University of Houston | | | INtrOducTion | 11 | 5 |
| 4 | | University | University of Houston | | | to | 2 | 2 |
| 5 | | of | UniversityofHouston | | | COMputers | #VALUE! | 2 |
| 6 | | Houston | University of Houston | | | | | |
| 7 | | | | | | | | |
| 8 | | LEFT, RIGHT, MID | | | | UPPER, LOWER, PROPER | | |
| 9 | | DRT156XD | 156 | | | INtrOducTion | INTRODUCTION | |
| 10 | | DRT378XC | 378 | | | to the | To The | |
| 11 | | | | | | COMputers | computers | |
| 12 | | DISC2373 | 2373 | | | | | |
| 13 | | ACCT3301 | ACCT | | | VALUE, TEXT | | |
| 14 | | | | | | 12345 | 12345 | |
| 15 | | | | | | 12345 12345 | | 0012345 |
| 16 | | | | | | | | |

Figure 10.1.1 The Text_FUNC sheet with original and cleaned content side by side.

The LEFT, RIGHT, MID range in columns A:C illustrate another common set of functions used to process data. Oftentimes data comes in large chunks merged together. While we can use the Data > Text to Columns feature with delimiters to tell Excel where we want our data split, the LEFT, RIGHT, MID functions will process data from certain directions depending on where in the string is the text or number we wish to extract. B9 and B10 show a part number we can extract portions of using the MID function into C9, C10. B12 and B13 show course numbers we can extract portions of using the RIGHT and LEFT functions into C12, C13.

Figure 10.1.2 shows the formulas in columns A:C to illustrate the combination of CONCATENATE and TRIM nested in a variety of ways to find the best configuration to output the way we want our text to appear with the syntax for LEFT, RIGHT, and MID showing underneath.

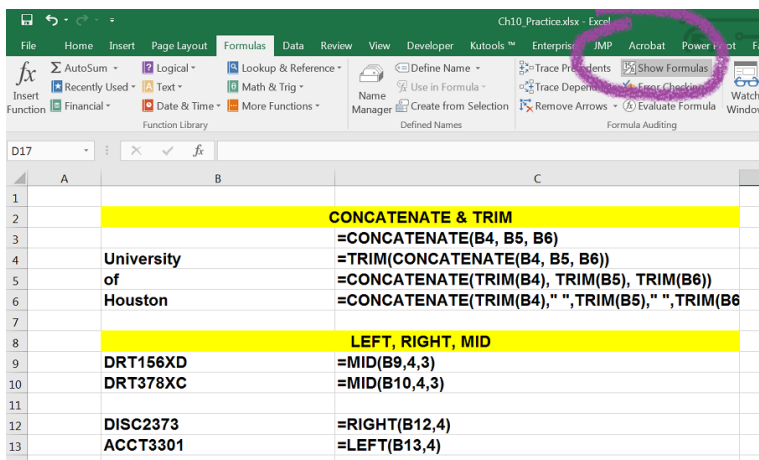


Figure 10.1.2 The Text_FUNC sheet with the "Show Formulas" option enabled for columns A:C.

Figure 10.1.3 below shows the formulas in columns F:H to illustrate the different between FIND and SEARCH, as well as show the UPPER, LOWER, PROPER, VALUE and TEXT functions used to produce the contents for data in those ranges.

| F | G | H |
|-----------------------------|---------------------|-----------------------|
| FIND & SEARCH | | |
| INtrOducTion | =FIND("o",F3) | =SEARCH("o",F3) |
| to | =FIND("o",F4) | =SEARCH("o",F4) |
| COMputers | =FIND("o",F5) | =SEARCH("o",F5) |
| UPPER, LOWER, PROPER | | |
| INtrOducTion | =UPPER(F9) | |
| to the | =PROPER(F10) | |
| COMputers | =LOWER(F11) | |
| VALUE, TEXT | | |
| 12345 | =VALUE(F14) | |
| 12345 | =TEXT(F15,"000000") | =TEXT(F15,"00000000") |

Figure 10.1.3 The Text_FUNC with the “Show Formulas” option enabled for columns F:H.

More Examples

Visit [the Official Microsoft site](#) for a list of common text functions in Excel.

Observe the variety of tasks you can achieve by using relatively simple formulas and nested alternatives.

“Note: Although you can use the TEXT function to change formatting, it’s not the only way. You can change the format without a formula by pressing **CTRL+1** (or **⌘ +1** on the Mac), then pick the format you want from the **Format Cells > Number** dialog ([Source](#)).”

Consider possible uses of these functions in order to clean your data. We will revisit these functions and the use of delimiters in the Chapter Practice.

ATTRIBUTION

Chapter by Emese Felvégi. [CC BY-NC-SA 3.0](#). Dummy data sets from <https://www.generatedata.com/> and from <https://mockaroo.com> archived here for educational purposes.

10.2 MAIL MERGE

Everyday communications between colleagues, business partners, a business and a customer, a non-profit and its donors can take many shapes or forms. Thank you notes, reminders, product updates, invoices, and many other topics may require an individual to send identical documents with small changes to each document such as the recipient's name, address, donation amount, product number, purchase date, or more. Mail merge automates the tedious task of copy-pasting a large number of data from one application to another one field at a time a hundred or a thousand times over. We can use mail merge in Word or Outlook while depending on a data source from Excel or Access and allow employees to process hundreds or thousands (or more, depending on your processing speed or patience) of records to populate fields (name, address, donation amount, etc.) in a pre-written document or email.

“With the combination of your letter or email and a mailing list, you can create a mail merge document that sends out bulk mail to specific people or to all people on your mailing list. You also can create and print mailing labels and envelopes by using mail merge (support.office.com).”

We will use the *Mockaroo_Cars* sheet in the [Ch10_Data_File](#) in combination with a Word document to create a letter to mail to our clients regarding an extended warranty offer for their vehicle. The *Mockaroo_Cars* sheet is a “dummy” dataset about fictional consumers, their addresses, and their vehicles generated at <https://mockaroo.com/>. The data set generated online is archived here for educational purposes.

1. Open the [Ch10_Data_File](#) and go to the *Mockaroo_Cars* sheet.
2. Observe the field names in the header row.
 - How would these appear on a mailing label?
 - How would you add them as an address block in a letter?
 - How much time would it take for you to manually copy and paste the car_model (Column K) and the car_year (Column L) into a letter that wishes to personalize content for its recipients?
3. Open a blank Word document. Highlight, copy and then paste the following text into it.

“Address|Dear [name],|We are pleased to inform you about our ongoing special regarding your [car_model, car_year].|Please contact us regarding this limited time offer and schedule a meeting with your service advisor.|Sincerely,|Mockaroo Cars.” Replace the | symbols with hard line breaks using the ENTER key to format your document to match Figure 10.2.1 below.

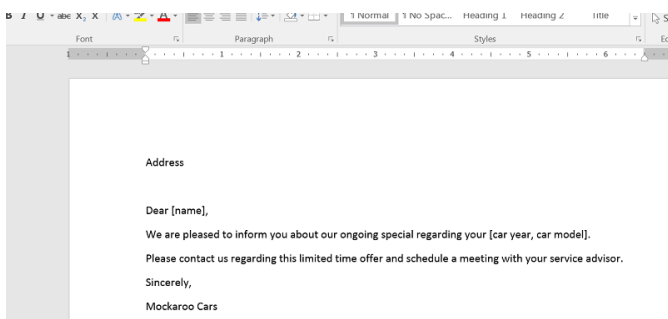


Figure 10.2.1 Word document with pre-written content.

4. Save your document as Mail_Merge_Sample.docx in the folder where you have been saving your course-related documents in a subfolder under Chapter 10.
5. Click into the Mailings Tab > Start Mail Merge > Step-by-Step Mail Merge Wizard as shown in Figure 10.2.2.

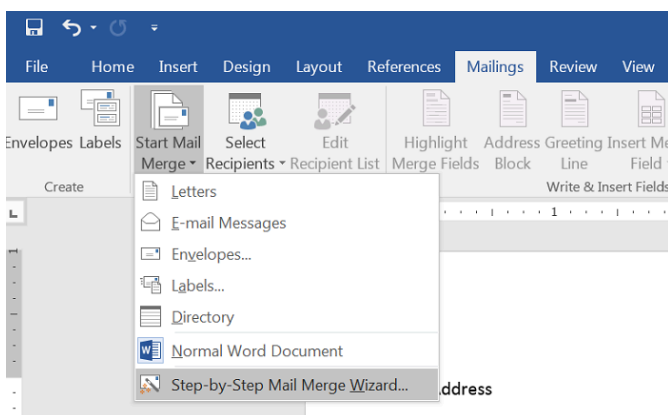


Figure 10.2.2 Starting a Mail Merge Wizard.

6. You will be asked to confirm the type of mail merge you wish to complete. In the navigation pane that appears on the right side of your

window, make sure the *Letters* option is selected as the document type. Click -> *Next: Starting document* as shown in Figure 10.2.3.

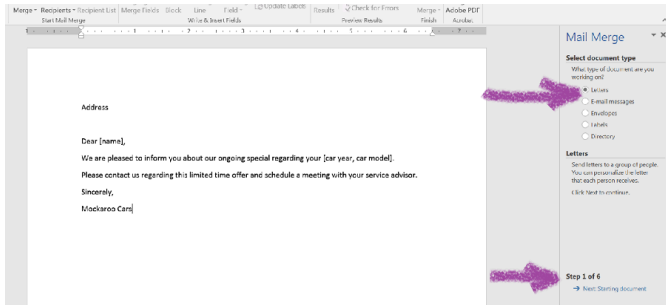


Figure 10.2.3 Selecting document type.

7. You will be asked to confirm whether you wish to use the document you have open or other sources. Select the *Use current document* option for this practice at the top of the navigation pane. At the bottom, click *Next: Select recipients* as shown in Figure 10.2.4.

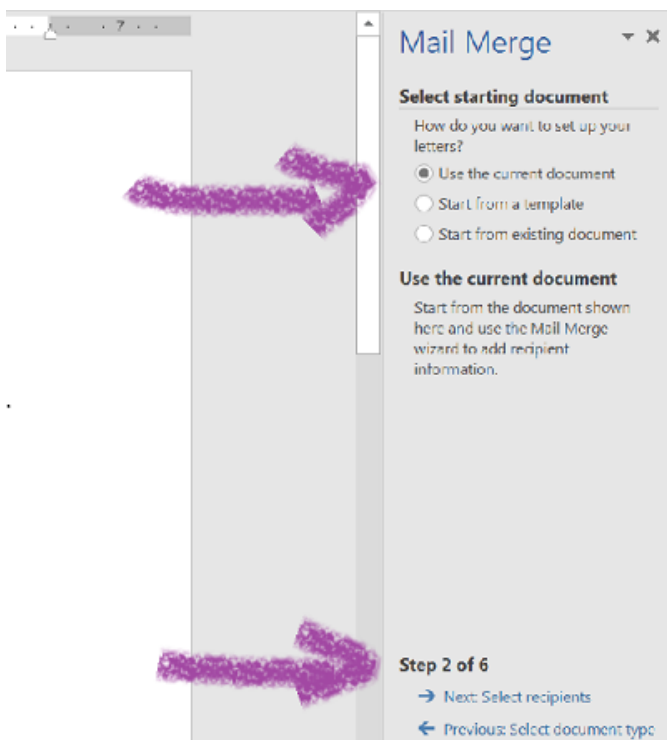


Figure 10.2.4 select your starting document.

8. Next, you will select the fields you want to use from your *Mockaroo_Cars* sheet Excel file. Under the Mail Merge pane on the right, under *Use an existing list*, (1) click *Browse* to select names and addresses from a file or database. Navigate to the folder where you downloaded the [Ch10_Data_File](#) and (2) select the *Mockaroo_Cars* sheet. Make sure that the checkbox is selected next to the *First row of data contains column headers* option as shown in Figure 10.2.5. (3) Click *Next: Write your letter*.

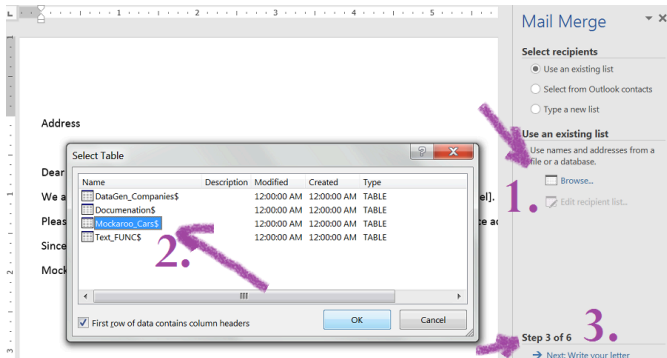


Figure 10.2.5 Selecting your data source.

9. A dialogue box will allow you to confirm the Data Source, correct sheet/fields and to make edits as needed. Click OK upon approval of the contents shown.
10. In the pane on the right, you will see the *Write your letter* options. This is the time for you to update your letter with the data from your Excel sheet to populate fields like *Address*, *Dear [name]*, *[car year, car model]* in your Word document. Click *Address block...* and preview how the default selection appears based on your data. You can use the *Match Fields...* button to call up more fields from your Excel file as shown in Figure 10.2.6.

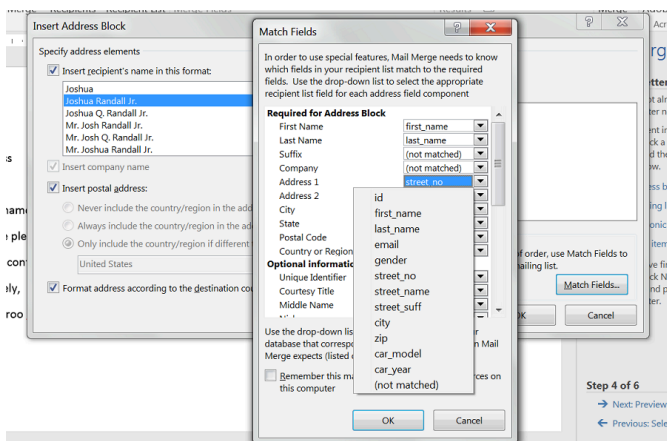


Figure 10.2.6 Matching fields from your Excel list to create the desired address block.

11. You have two options as your Excel field names don't necessarily map out onto an Address Block exactly as you would like. (1) You can insert all the fields through the Match Fields... button and dialogue box as is and then edit the line breaks manually on the next step. (2) You can also go back to your Excel sheet and use the CONCATENATE function to merge the customers' addresses into single lines (street_no, street_name, street_suff), save your Excel file, then *Browse* to select your source again. For option (2), your field name for the combined address line will show up as your *Address Block*. You can now delete the *Addresses* word from before *Address Block* in your Word document we used as a placeholder.
12. Click *Greeting Line...* and replace Dear [name] with an option of your choice from the available presets as shown in Figure 10.2.7.

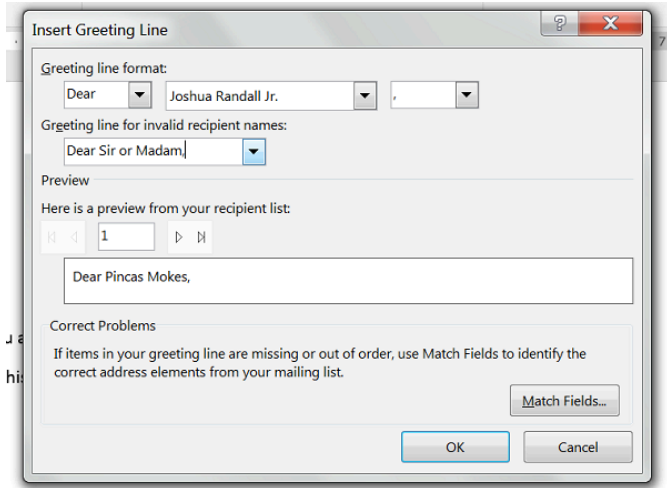


Figure 10.2.7 Greeting line options.

13. Go to More items... and insert the fields for car year and model. Your Word document should match what is shown in Figure 10.2.8 (without the yellow highlighting).

«AddressBlock»

«GreetingLine»

We are pleased to inform you about our ongoing special regarding your «car_year»«car_model».

Please contact us regarding this limited time offer and schedule a meeting with your service advisor.

Sincerely,

Mockaroo Cars

Pincas Mokes

245 Graedel Crossing

Pasirlimus

Dear Pincas Mokes,

We are pleased to inform you about our ongoing special regarding your 1990 Electra.

Please contact us regarding this limited time offer and schedule a meeting with your service advisor.

Sincerely,

Mockaroo Cars

Figure 10.2.8 Preview of your fields inserted into

your Word document.

14. You can now *Complete the merge*. It is best to save all letters you are creating as a separate file, that way you can have a record of all mailers in a New Document. You will as many pages in Word for your customers as the number of records in your Excel sheet. Depending on your processing speed and working memory, this process may take a few minutes.

Mail Merge e-Mail Exercise

Complete [this 10-minute training on support.office.com](https://support.office.com) to practice other forms of mail merge at the official Microsoft Office website.

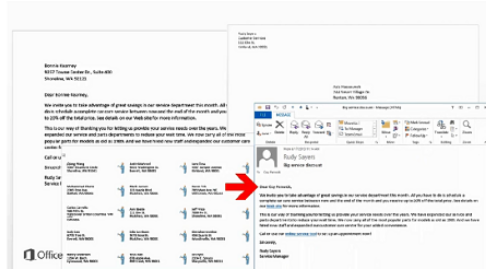
Word 2013 training / Mail merge / Mail merge

Mail merge
D View

Print letters
D View

Print envelopes
D View

Next: take mail merge to the next level



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10.3 INTEGRATING EXCEL® WITH WORD® AND POWERPOINT®

Learning Objectives

1. Learn how to paste an image of an Excel chart into a Word document.
2. Learn how to paste a link to an Excel chart into a PowerPoint slide.

Charts that are created in Excel are commonly used in Microsoft Word documents or for presentations that use Microsoft PowerPoint slides. Excel provides options for pasting an image of a chart into either a Word document or a PowerPoint slide. You can also establish a link to your Excel charts so that if you change the data in your Excel file, it is automatically reflected in your Word or PowerPoint files. We will demonstrate both methods in this section.

PASTING A CHART IMAGE INTO WORD

For this exercise you will need two files:

- The Excel spreadsheet you have been working with during the *Charts & Graphs* chapter: **CH4 Charting**.
- A Word document data file — [CH4 Diversity](#)

Excel charts can be valuable tools for explaining quantitative data in a written report. Reports that address business plans, public policies, budgets, and so on all involve quantitative data. For this example, we will assume that the Change in Enrollment Statistics Spend Source stacked column chart is being used in a student's written report (see **Figure 10.3.1**).

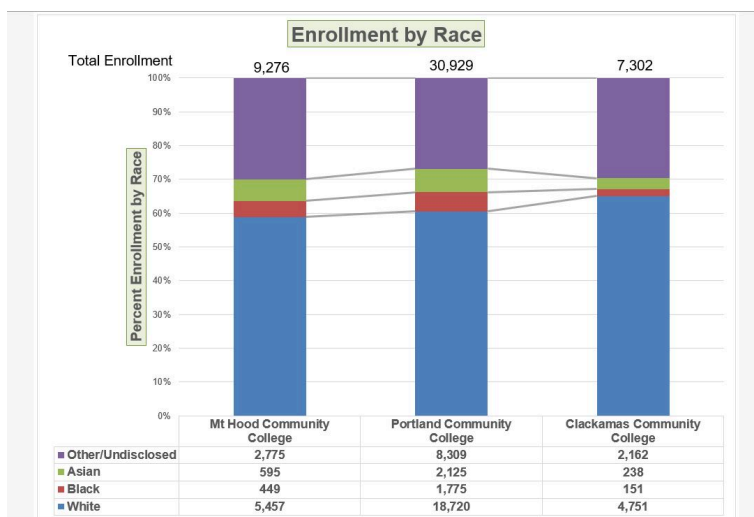


Figure 10.3.1 Completed Stacked Column Chart

The following steps demonstrate how to paste an image, or picture, of this chart into a Word document:

1. Open *CH4 Diversity*. Save it as *CH4 Diversity in Enrollment in Community Colleges*
2. Click below the figure heading in the Word document that reads: **Figure 1: Enrollment by**

Race. The image of the stacked column chart will be placed below this heading.

3. If needed, open the Excel file you have been working with (*CH4 Charting*). Activate the **Enrollment by Race** chart in the **Enrollment by Race Chart** sheet.
4. Click the down arrow on the **Copy** button in the **Home** tab of the ribbon. Select **Copy as Picture**
5. Select **OK** — Accepting the Copy Pictures defaults:
 - As shown on Screen
 - Picture
6. Go back to the *CH4 Diversity in Enrollment in Community Colleges* Word document by clicking the file in the taskbar.
7. Confirm that the insertion point is below the Figure 1: Enrollment by Race heading (see Figure 10.3.2) and click the **Paste** button in the Home tab of the ribbon (or press **Crtl-V**).

learning centers. In 2014, over 30,000 students attended Portland Community College. PCC offers certificate programs, Associates degree programs through 149 major areas.

Mt Hood Community College (MHCC) serves students who live north and east of Portland proper. In 2014, over 9,000 students attended MHCC. Mt Hood offers certificate programs, Associates degree programs with 99 different majors.

Clackamas Community College (CCC) serves students who live south of the Portland area. In 2014 over 7,000 attended CCC. They were offered certificate and Associates degree programs with a possibility of 88 majors.

Each college has plans to increase diversity in both students and employees to more closely reflect the population of the metropolitan area.

Figure 1: Enrollment by Race



Figure 10.3.2 Paste Picture in Word

Oh no!! The picture is so big that it falls on to the next page. We will need to change its size.

1. Click anywhere on the picture of the chart to activate it.
2. Click the **Format** tab under the **Picture Tools** section of the ribbon (see **Figure 10.3.2**).
3. Click the down arrow on the **Shape Width** button in the **Size** group of commands. Continue to click the down arrow until the width of the picture is **5.4**. As you reduce the width of the picture, the height is automatically reduced as well. (The height should be ~ **3.92**")
4. To center the chart on the page, make sure the chart is activated. Then go to the **Home** tab, to the **Paragraph** group, and select **Center**.
5. Save your work.

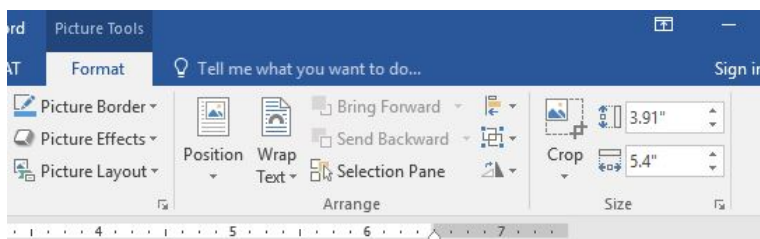


Figure 10.3.3 Changing the Size of a Picture in Word

Figure 10.3.4 shows the final appearance of the Enrollment by Race Source chart pasted into a Word document. It is best to use either the Shape Width or Shape Height buttons to reduce the size of the chart. Using either button automatically reduces the height and width of the chart in proper proportion. If you choose to use the sizing handles to resize the chart, holding the SHIFT key while clicking and dragging on a corner sizing handle will also keep the chart in proper proportion.

Diversity in Enrollment in Community Colleges in the Portland Metropolitan Area.

The Portland metropolitan area benefits from a wide array of public and private colleges. By far, most students are enrolled at one of the local community colleges.

Portland Community College (PCC) is the largest, with four full fledged campuses and several smaller learning centers. In 2014, over 30,000 students attended Portland Community College. PCC offers certificate programs, Associates degree programs through 149 major areas.

Mt Hood Community College (MHCC) serves students who live north and east of Portland proper. In 2014, over 9,000 students attended MHCC. Mt Hood offers certificate programs, Associates degree programs with 99 different majors.

Clackamas Community College (CCC) serves students who live south of the Portland area. In 2014 over 7,000 attended CCC. They were offered certificate and Associates degree programs with a possibility of 88 majors.

Each college has plans to increase diversity in both students and employees to more closely reflect the population of the metropolitan area.

Figure 1: Enrollment by Race

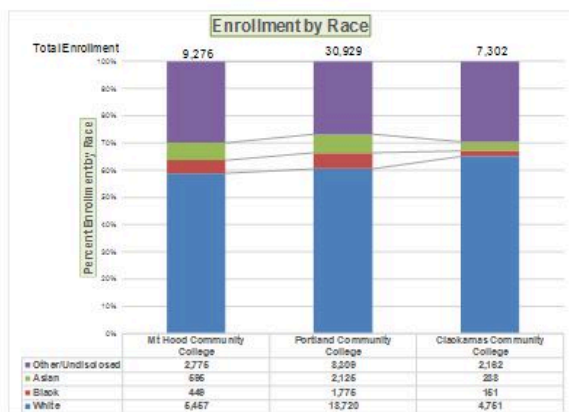


Figure 10.3.4 Final Appearance of Pasting a Chart Image into Word

Skill Refresher

Pasting a Chart Image into Word

1. Activate an Excel chart and click the Copy

button in the Home tab of the ribbon.

2. Click on the location in the Word document where the Excel chart will be pasted.
3. Click the down arrow of the Paste button in the Home tab of the ribbon.
4. Click the Picture option from the drop-down list.
5. Click the Format tab in the Picture Tools section of the ribbon.
6. Resize the picture by clicking the up or down arrow on the Shape Width or Shape Height buttons.

PASTING A LINKED CHART IMAGE INTO POWERPOINT

For this exercise you will need two files:

- *The Excel spreadsheet you have been working in your Charts & Graphs chapter: **CH4 Charting**.*
- *A PowerPoint data file – [CH4 Diversity](#).*

Microsoft PowerPoint is perhaps the most commonly used tool for delivering live presentations. The charts used in a live presentation are critical for efficiently delivering your ideas to an audience. Similar to written documents, a wide range of presentations may require the explanation of quantitative data. This demonstration includes a PowerPoint slide that could be used in a presentation. We will paste the Enrollment by Race chart

into this PowerPoint slide. However, instead of pasting an image, as demonstrated in the Word document, we will establish a link to the Excel file. As a result, if we change the chart in the Excel file, the change will be reflected in the PowerPoint file. The following steps explain how to accomplish this:

1. Open *CH4 Diversity.pptx*. Save it as *CH4 Diversity in Enrollment in Community Colleges*.
2. Navigate to **Slide 6 – Diversity in Enrollment**. This is the slide where you will place the linked chart.
3. If needed, open the Excel file you have been working with (*CH4 Charting*). Activate the **Enrollment by Race** chart in the **Enrollment by Race Chart** sheet.
4. Click the down arrow on the **Copy** button in the **Home** tab of the ribbon. Select **Copy** (not Copy as Picture.)
5. Go back to the *CH4 Diversity in Enrollment in Community Colleges* presentation by clicking the file in the taskbar.
6. Make sure you are still on Slide 6 – Diversity in Enrollment. Click on the **outside edge** of the empty prompt box on the right.
7. Click the down arrow below the **Paste** button in the **Home** tab of the ribbon in the PowerPoint file.
8. Hover over each of the Paste Options until you find **Keep Source Formatting & Link Data** (see Figure 10.3.5). Select this option. This pastes an image of the Excel chart into the PowerPoint slide.

In addition, a link is created so that any changes made to the chart (in Excel) appear on the PowerPoint slide.

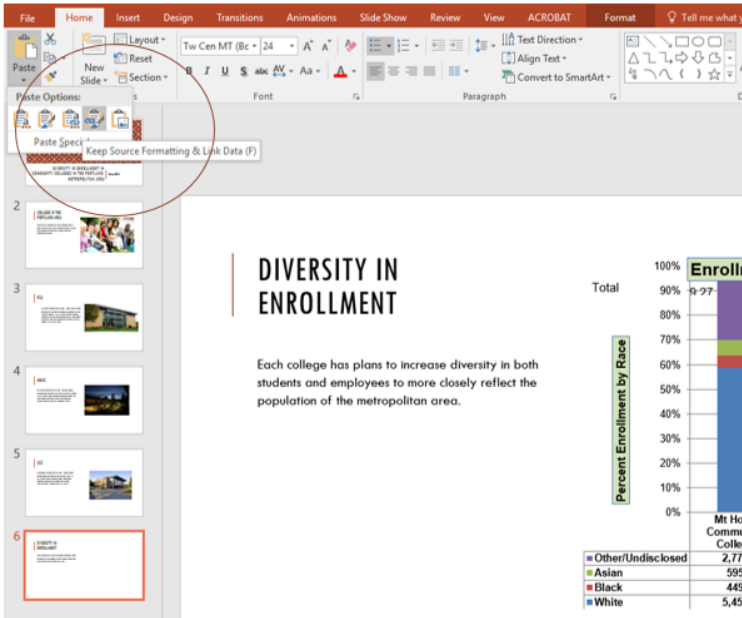


Figure 10.3.5 Creating a Link to an Excel Chart in PowerPoint

Next we need to make some changes to clean up the chart a bit. First, we are going to apply a different chart style.

1. Click anywhere in the plot area of the column chart pasted into the PowerPoint slide. You will see the same **Excel Chart Tools** tabs added to the ribbon (see **Figure 10.3.6**).
2. On the **Design** tab, select **Style 8** in the **Chart Style** group.

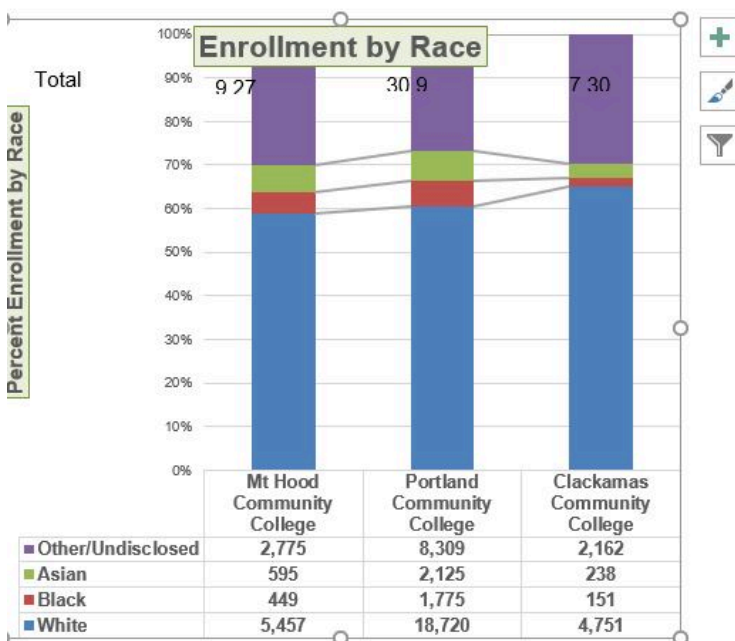
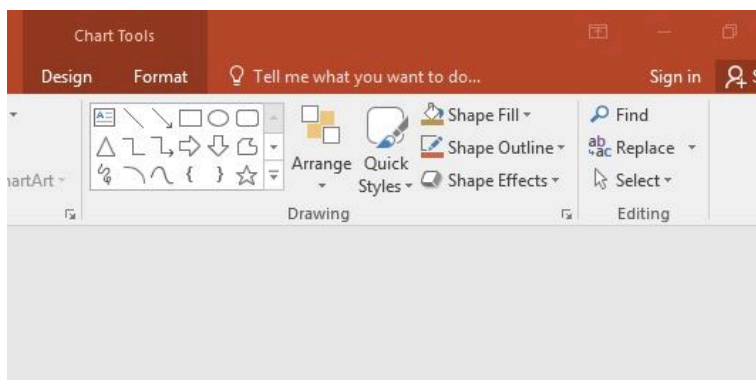


Figure 10.3.6 Modifying and Excel Chart Pasted into a PowerPoint Slide

Paste linking this chart caused trouble with the text boxes we added, so next, we are going to delete them.

1. Select each text box by clicking on the outside

edge of the text box with the four-headed arrow. Press the delete key on your keyboard. Be sure that the insertion point is NOT blinking inside the text box. If it is, you will be editing the contents of the text box instead of deleting the actual text box.

The benefit of adding this chart to the presentation as a link is that it will automatically update when you change the data in the linked spreadsheet file.

1. Return to your *CH4 Charting* Excel file.
2. Select the **Enrollment Statistics** worksheet (the one with the Enrollment data.) Change the value in cell D3 to **1000**. You have just changed the number of white students at Clackamas Community College to **1000**. This isn't true, but you want to change the data enough to see the effect in the charts.
3. Select the **Enrollment by Race Chart** worksheet. Notice how the chart has changed.
4. Return to the Diversity in Enrollment in Community Colleges PowerPoint file by clicking the file in the taskbar.
5. On Slide 6, you should see the updated chart.
6. If the chart has not changed; be sure that your chart is selected, click the **Design** tab in the **Chart Tools** section of the ribbon. Click the **Refresh Data** button. The change made in the Excel workbook is now reflected on the PowerPoint slide.

7. If that still doesn't work, you may have created a "normal" link — instead of a **Paste Link**. Delete the chart and follow the steps again. Start from the beginning of this section.
8. Save your work. You will submit both the Word and PowerPoint files, along with the Excel file, at the end of the next section.

Figure 10.3.7 shows the appearance of the column chart after the change was made in the Enrollment Statistics worksheet in the Excel file. Note that the Data Chart at the bottom reflects the new number, too. The change that was made in the Excel file will appear in the PowerPoint file after clicking the Refresh Data button.

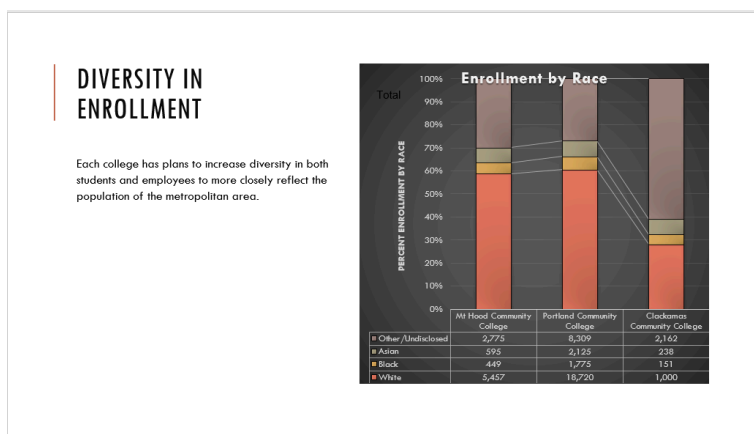


Figure 10.3.7 Styled and Updated Chart.

Integrity Check

Refreshing Linked Charts in PowerPoint and Word

When creating a link to a chart in Word or PowerPoint, you must refresh the data if you make any changes in the Excel workbook. This is especially true if you make changes in the Excel file prior to opening the Word or PowerPoint file that contains a link to a chart. To refresh the chart, make sure it is activated, then click the Refresh Data button in the Design tab of the ribbon. Forgetting this step can result in old or erroneous data being displayed on the chart.

Integrity Check

Severed Link?

When creating a link to an Excel chart in Word or PowerPoint, you must keep the Excel workbook in its original location on your computer or network. If you move or delete the Excel workbook, you will get an error message when you try to update the link in your Word or PowerPoint file. You will also get an error if the Excel workbook is saved on a network

drive that your computer cannot access. These errors occur because the link to the Excel workbook has been severed. Therefore, if you know in advance that you will be using a USB drive to pull up your documents or presentation, move the Excel workbook to your USB drive before you establish the link in your Word or PowerPoint file.

Skill Refresher:

Pasting a Linked Chart Image into PowerPoint

1. Activate an Excel chart and click the Copy button in the Home tab of the ribbon.
2. Click in the PowerPoint slide where the Excel chart will be pasted.
3. Click the down arrow of the Paste button in the Home tab of the ribbon.
4. Click the Keep Source Formatting & Link Data option from the drop-down list.
5. Click the Refresh Data button in the Design tab of the ribbon to ensure any changes in the Excel file are reflected in the chart.

Key Takeaways

- When pasting an image of an Excel chart into a Word document or PowerPoint file, use the **Picture** option from the Paste drop-down list of options – if you want the image to act as an image. You will not be able to make any changes to the content of the picture.
- When creating a link to a chart in Word or PowerPoint, you may need to refresh the data if you make any changes in the originating spreadsheet. You should not use the **Picture** option.

ATTRIBUTION

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10.4 CHAPTER PRACTICE

To expand your understanding of the material covered in the chapter, complete the following assignment. You will be working with the *DataGen_Companies* sheet in your [Ch10_Data_File](#) workbook. As noted before, the *DataGen_Companies* sheet contains a set of “dummy” (plausible, but not real) data about companies generated at <https://www.generatedata.com/> that the author of this chapter intentionally injected with common errors seen in data in order to unfold and process it for the sake of practicing Excel functions for the Chapter Practice section. Our goal is to clean and restructure that data using functions and features discussed earlier in this chapter.

1. Open the [Ch10_Data_File](#) workbook and examine the data in the *DataGen_Companies* sheet.
 - What issues do you see with this data?
 - What is present, what is missing: what do we need to delete and what do we need to add?
 - Currently, all our data is in a single cell for each company. We want to have the company name in one column, their street address in another, their city, their ZIP code in others. Altogether we wish

to have the data chopped up into segments that correspond with how we may want to use them in the future and align with categories generally associated with mailing addresses.

2. Highlight column A, where all your data is, then go to the Text to Column feature under Data > Data Tools on the ribbon.
3. The Convert Text to Columns Wizard pops up and will guide you through the process of converting a single cell into multiple ones based on where commas or any other recurring characters or patterns may be in your data. Each category in your data (company name, street address, city, ZIP code) is separated from one another using a comma. Click the Delimited checkbox, then Click next.
4. On Step 2 of 3 of the wizard, you are asked to select the delimited present in your data Excel can use to process the conversion. Your text has a comma in between the categories you want to display in individual cells, so select the Comma option by checking the box next to that option. The data preview will show vertical lines where your columns will be inserted (Figure 10.4.1). Click next after confirming that the text would convert as you like.

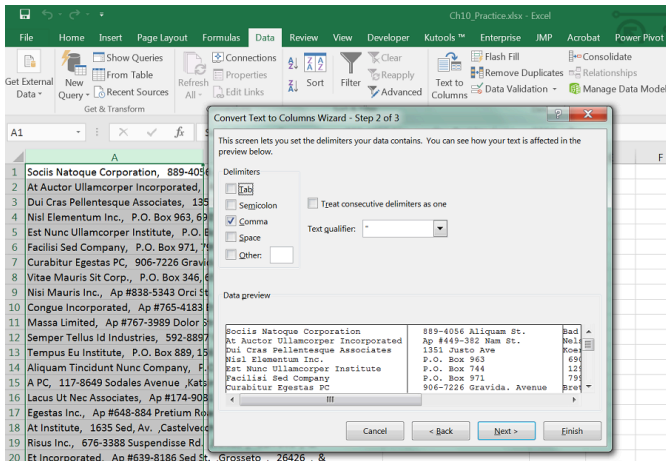


Figure 10.4.1 Setting Comma as a Delimiter for your Convert Text to Columns Wizard.

5. Your data will now display over 6 columns instead of one, with company names in column A and with & in column F. Even though we used the feature correctly, our conversion is not perfect because of the different types of addresses present. Some businesses have a street or apartment number, some have a P.O. Box number in a cell preceding their street address. Businesses with a P.O. Box number have one more cell's worth of data than others (Figure 10.4.2).

| | A | B | C | D | E | F |
|---|------------------------------------|--------------------------|---------------------|-----------|---------|---|
| 1 | Soclis Natoque Corporation | 889-4056 Aliquam St. | Bad Nauheim | 3084 | & | |
| 2 | At Auctor Ullamcorper Incorporated | Ap #449-382 Nam St. | Nelson | 5572 GW | & | |
| 3 | Dui Cras Pellentesque Associates | 1351 Justo Ave | Koersel | 4162 | & | |
| 4 | Nisl Elementum Inc. | P.O. Box 963 | 6905 Convallis Road | Shippagan | 52670-3 | & |
| 5 | Est Nunc Ullamcorper Institute | P.O. Box 744 | 1298 Lobortis Av. | Spokane | J78 356 | & |
| 6 | Facilisi Sed Company | P.O. Box 971 | 7999 In Rd. | Huntly | 6806 | & |
| 7 | Curabitur Egestas PC | 906-7226 Gravida. Avenue | Breton | 5694 | & | |
| 8 | Vitae Mauris Sit Corp. | P.O. Box 346 | 6593 Vulputate Rd. | Reading | 958 | & |
| 9 | Nisi Mauris Inc. | Ap #838-5343 Orci St. | Ramara | 51650 | & | |

Figure 10.4.2 Our data is mismatched because of different types of business addresses.

6. Let us consolidate the addresses into a single cell for the sake of consistency. Sort column B in

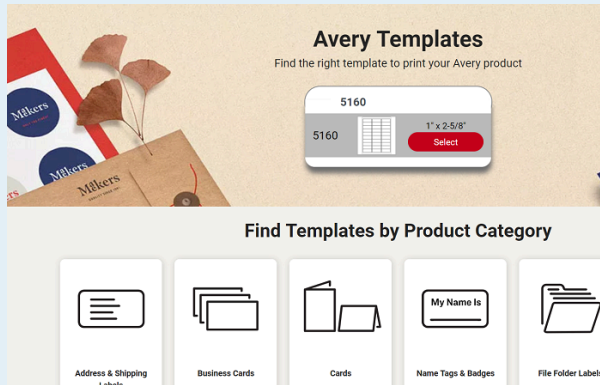
Ascending Order to have all the street, apartment and P.O.Box addresses below one another by type.

7. Select the range that contains the P.O. Box numbers. Insert cells to Shift Cells Right.
8. In the blank range, use CONCATENATE to merge the P.O. Box numbers with the street address.
9. Move cell contents to ensure that the City and Zip codes are in the adjacent range without blanks in between.
10. Sort your data to resolve issues with street names with periods or other issues you may see with the data set.
11. Delete Column E with the superfluous & symbol.
12. Save your work for your records.

Mail Merge: Printing Mailing Labels Exercise

“One of the most popular Avery label sizes is 2.625in x 1in which is the white label 5160. It is available as 30 labels per page and is used for addressing and mailing purposes. It is one of the most important mailing labels and its layout has been copied by many other manufacturers (Streetdirectory.com).”

- Go to avery.com and examine the wide range of labels available for purchase at one of the most commonly used office products.



- Observe all the other types of labels or mailers available from Avery.
- Search for and download 5160.
- Use this template to create mailing labels from your address lists.

ATTRIBUTION

Chapter by Emese Felvégi. [CC BY-NC-SA 3.0](https://creativecommons.org/licenses/by-nc-sa/3.0/). Dummy data set from <https://mockaroo.com> archived here for educational purposes.

10.5 CHAPTER ASSESSMENT

THE FOLLOWING ARE **SAMPLE QUESTIONS** TO TEST WHETHER YOU KNOW, UNDERSTAND, AND ARE ABLE TO APPLY YOUR LEARNING FROM THIS CHAPTER.

1. A common process to create mailing labels or marketing materials combining Excel and Word is:

- a) Charts
- b) Macros
- c) Mail Merge
- d) PivotTables
- e) Templates

2. The fastest way to create mailing labels is through using the built-in:

- a) PivotTable
- b) Script

- c) Warlock
- d) Wizard

3. This function removes all spaces from text except for single spaces between words.

- a) CONCATENATE
- b) CLEAN
- c) TRIM
- d) VALUE

4. This function capitalizes the first letter in a text string and any other letters in text that follow any character other than a letter. Converts all other letters to lowercase letters.

- a) CAPITAL
- b) LOWER
- c) PROPER
- d) UPPER

5. Which function produces C10 from B10?

| | A | B | C |
|----|---|-----------------|-------------|
| 9 | | | |
| 10 | | DISC2373 | DISC |
| 11 | | | 2373 |
| 12 | | | |
| 13 | | ACCT3301 | ACCT |
| 14 | | | 3301 |

- a) LEFT
- b) RIGHT
- c) MID
- d) EXTRACT

6. Which function produces C11 from B10?

| | A | B | C |
|----|---|-----------------|-------------|
| 9 | | | |
| 10 | | DISC2373 | DISC |
| 11 | | | 2373 |
| 12 | | | |
| 13 | | ACCT3301 | ACCT |
| 14 | | | 3301 |

- a) LEFT
- b) RIGHT
- c) MID
- d) EXTRACT


7. The second argument in the MID function specifies where the extraction should start.
TRUE/FALSE

8. =CONCATENATE(TRIM(B3),",",TRIM(B4),"
",TRIM(B5)) does what?
a) Merges cells B3, B4, B5
b) Clears spaces from B3, B4, B5
c) Extracts characters from B3, B4, B5
d) Chops up B3, B4, B5
e) Both a and b
f) Both c and d
g) Both a and d

9. If an Excel chart is linked into a Word document, what file(s) must be transferred in order for another person to work with the information completely?
a) Word document file only
b) Excel spreadsheet file only
c) Both the Word document and Excel spreadsheet files
d) Neither the Word document or the Excel spreadsheet file

10. What happens when a standard copy/paste procedure is used to insert an Excel chart into a Word document?

- a) it creates a table in Word which can only be revised using Word capabilities
- b) it creates a separate object in Word which can only be revised by double-clicking and opening Excel capabilities
- c) it causes updates in one location to update the other location
- d) it creates a permanent link between the spreadsheet and the document
- e) all of the above

Solutions: 

YOU CAN ALSO TEST YOUR KNOWLEDGE OF THE FUNCTIONS USING THE QUIZLET BELOW.

<https://quizlet.com/414448350/flashcards/embed?i=24veoc&x=1jj1>

ATTRIBUTION

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Please note that all of the files below should be used in conjunction with the textbook chapter narratives and contexts. All data files have corresponding information, steps, screenshots, tips, and more in the chapters they are embedded in. Each data file has its sources noted in either the textbook narrative or the file itself.

Chapter**Data Files**

1. [Fundamental Skills](#)

[Chapter 1 P](#)

2. [Formulas, Functions, Cell References](#)

[Chapter 2 D](#)

3. [More on Formulas, Logical and Lookup Functions](#)

[Chapter 3 D](#)

[Chapter 3 P](#)

4. [Presenting Data with Charts](#)

[Chapter 4 D](#)

[Chapter 4 P](#)

5. [Excel Tables](#)

[Chapter 5 D](#)

[Chapter 5 P](#)

[Chapter 5 P](#)

6. [PivotTables & PivotCharts](#)

[Chapter 6 D](#)

[Chapter 6 P](#)

[Chapter 6 P](#)

[Chapter 6 P](#)

7. [Multiple Sheet Files](#)

[Chapter 7 D](#)

[Chapter 7 P](#)

- | | |
|--|------------------------------------|
| 8. <u>Advanced Logic & Conditional Functions</u> | <u>Chapter 8 D</u> |
| | <u>Chapter 8 P</u> |
| 9. <u>Functions for Personal Finance</u> | <u>Chapter 2 D</u> |
| | <u>Chapter 9 P</u> |
| 10. <u>Integrating Microsoft Office Suite Applications</u> | <u>Chapter 10</u> |
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