

**COURSE:** BUSA 3800

**TITLE:** Business Analysis

**SEMESTER:** Fall 2000

**INSTRUCTOR:**

Ike Hall, BEng, MSc, MBA, PEng.

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**TEXT:** Canadian Entrepreneurship and Small Business Management, 4<sup>th</sup> Ed, D.Wesley  
Balderson, McGraw-Hill Ryerson, 2000

<b>EVALUATION:</b>	Tutorial Requirements (Including Critique)	10%
	Team Case Presentation	10%
	Written Team Case	10%
	Business Plan	40%
	Final Exam (Case/Essay Questions)	<u>30%</u>
		100%

**TUTORIAL REQUIREMENTS 10.0%**

**ALL TUTORIALS ARE FOR THE WEEK FOLLOWING THE LECTURE**

***TUTORIAL ATTENDANCE IS COMPULSORY***

The Tutorial Requirements (10.0% of the overall grade) is based on class participation.

*Excellent* participation is defined as a student consistently participating and moving ahead in class discussions. Volunteering high quality analysis and action plans. Assisting other class members in development and understanding of course objectives.

*Satisfactory* participation is defined as a student being prepared with good analysis and action plans when called upon. Understanding assigned readings and being able to explain the concepts put forward by the authors.

*Unsatisfactory* is defined as not being prepared when called upon, missing classes, presenting poorly reasoned analysis and poor action plans. Student is not familiar with assigned readings.

The *oral critiques* are included in the tutorial mark of 10%

**The 10% Rule Applies. A student is allowed to miss no more than 10% of the total class time. Any absences beyond that will disallow the student from writing the final exam. Consult the Student Handbook for full details.**

**TEAM CASE PRESENTATION****10.0%**

There will be a "*Team Case Presentation*". Students will be assigned to teams within their tutorials. Each team will prepare and *present* in tutorial an analysis of one of the assigned cases. The team "number" will determine which case each team is assigned and, consequently, which week the team presents its analysis. The presentations will be made according to the following schedule:

	GROUP NUMBER				DATE	CASE TITLE
	P	C	W	C		
Case A	1	2	3	4	3 Oct	Mi Familia
Case B	4	1	2	3	24 Oct	PEI Preserves
Case C	3	4	1	2	14 Nov	Block Buster Video
Case D	4	3	2	1	28 Nov	TBA

P = Present

C = Critique

W = Written

**NOTE:** The various presentations/write-ups are due either on (for MGTS 3D) or on the first tutorial following the **DATE** listed above (MGTS 3B - Fridays). The date listed above is the **lecture** date.

The presentation should not be more than 20 minutes. The presentation must discuss the three main components of a case analysis - symptoms and problems; problem analysis/application of theory (including discussion of alternatives); and recommendations, complete with action plan(s).

**Symptoms and Problem Statement** - The team must identify the main symptoms in the case and be able to succinctly describe the problem/opportunity being faced. The problem identification should use Management concepts to effectively link facts in the case to the main symptoms, state the root causes, and not overlook key problems.

**Problem Analysis and Application of Theory** - The team must analyze the problem from a Marketing point of view and apply Management theory to various feasible alternatives that may address the stated problem. The pros and cons of each alternative should be clearly derived from the appropriate Management theory. The text book theory **must** be applied

**Recommended Solutions** - The extent that the recommended solutions resolved the root causes identified in the problem analysis section. The recommendations **must** include a plan (or plans) of action - Who is going to do What, and When, and How (the Why should have already been established).

The "problem analysis" will receive an equal evaluation weight along with the "recommendation". However, this assignment will also be evaluated on the quality of presentation. This includes the clarity of the presentation and the ability to keep the audience's attention. In all instances the theory from the text book **MUST** be applied.

**NOTE: The presentation requires no written hand-in**

This course package includes a copy of the *rating form* used by the Instructor and the Critiquing Groups to evaluate the team case presentations.

The presentation counts for 10% of the overall grade.

## **CRITIQUE**

The **critique** does not require a written hand-in, but does require 2 comments/questions to be directed to the group that presented the case. Additionally, the *students critiquing* are requested to score the presenting group (utilizing the *rating form*), to help determine the final mark. The oral critiques are counted in the *participation* mark (10%).

**TEAM WRITTEN CASE: 10%**      **Dates according to the schedule (above)**

The team *written cases* are due on the same date as the presentation for that particular case.

The team written case will follow the same format as the presentation, i.e. symptoms, problem analysis, and recommended solutions. The cases should run about 5 typed, double spaced pages. There is a two-page description of a "Case Analysis Method" attached to this package that you may find useful.

The written case is worth 10% of your final mark.

## **PEER EVALUATION AND INDIVIDUAL GRADES**

An unfortunate reality of team projects is that some members do not contribute sufficiently to the team's effort. Consequently, team members will evaluate each other using a standard form that will be submitted to the tutorial instructor, or to me, in confidence. **The peer evaluation form is attached and must be turned in before the final evaluation (grade) is released.**

The peer evaluation will consider each member's work effort, goal achievement, leadership, and other relevant performance factors. Based on these evaluations, individual team members will receive a grade that may be up to 15 percentage points above or below the "project grade".

I encourage you to schedule - in advance - several frank discussions in your teams about individual contributions to the team effort. Constructive performance appraisals, including feedback on each person's strengths and weaknesses, can help each person develop more

The peer evaluation grade is based on information from students, so an appeal to the professor will consist mainly of double-checking the accuracy of calculations from the student evaluation forms. However, all students have the right to the standard university appeal process. Students should be aware that peer evaluations are a sensitive matter and that attempts to influence or harass team members after the grades are posted may have severe consequences for a student's standing in the course or BCIT.

This will be an essay questions/case exam. ***The final exam will be open book.***

**BUSA 3800**

**PEER EVALUATION**

**YOUR NAME** \_\_\_\_\_

Please write in the names of all team members, *including yourself*. Beside each name, assign a value ranging from a low of -15 to a high of +15, based on your assessment of each individual's contribution to the project. A value of -15 would indicate that the group member should receive 15% below the team grade (e.g., the individual gets 60% if the project receives 75%). The values you assign to the team **must total 0**. Therefore, points lost to one person must be distributed to the other members and vice versa.

These ratings will be seen only by the tutorial instructor or myself and will be interpreted by us in determining each individual's grade. This form must be submitted to the Instructor before the final examination.

We will assume that students who do not submit evaluations want all members to receive the team project grade (i.e. all zeros on this form).

<b>NAME</b> <b>(including yourself)</b>	<b>ASSIGNED VALUE</b> <b>(between -15 and +15)</b>
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_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**TOTAL 0**

Please submit this form to Ike Hall before the final examination.

**BUSA 3800 TEAM CASE PRESENTATION      YOUR NAME \_\_\_\_\_**  
**EVALUATION FORM**

**PRESENTING TEAM MEMBERS** 1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**Content: Symptoms and Problem Statement**

The extent that the team identified the main symptoms and succinctly summarized the main problem.

<b>Very Poor</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
1 2 3	4 5 6	7 8 9 10	11 12 13	14 15

**Content: Problem Analysis and Evaluation of Alternatives**

The extent that the problem analysis used Management theory and concepts effectively to link facts in the case to the key problem(s) and analyzed various feasible alternatives. Text book theory **must** be applied

<b>Very Poor</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
5	6 7 8 9 10	16 17 18 19 20	24 25 26 27	31 32 33 34 35

**Content: Recommended Solutions**

The extent that the recommended solutions resolved the root causes identified in the problem analysis section. The extent that the discussion presented specific and reasonable recommendations that solve the stated problem. The Plan of Action must contain specifics on Who, What, Where and How the solution will be applied.

<b>Very Poor</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
5	8 9 10	16 17 18 19 20	24 25 26 27	31 32 33 34 35

**Presentation: Clarity**

The extent that the presentation followed a logical sequence (i.e., the audience did not get confused about what the presenters were discussing), and made it easy for the audience to understand the information.

<b>Very Poor</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
1 2 3	4 5	6 7	8 9	10

**Presentation: Maintaining Interest**

The extent that the presentation motivated observers to pay attention to the information by maintaining their interest in the class. The extent to which the presentation entertained as well as informed.

<b>Very Poor</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
1	2	3	4	5

**TOTAL \_\_\_\_\_/100**

**BUSA 3800 - WRITTEN TEAM CASE**

## EVALUATION FORM

TEAM MEMBERS 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_

### SYMPTOMS AND ROOT CAUSES

Specific symptoms reflect root causes

10      8      6      4

### PROBLEM STATEMENT

Deals with all major issues and explains or evaluates the problem(s)

10      8      6      4

### PROBLEM ANALYSIS

Key terms are used correctly and alternatives are discussed

10      8      6      4

Advantages and Disadvantages of the alternatives are analyzed

10      8      6      4

Problems and theory are clearly linked

10      8      6      4

Application of Theory is correct and complete

10      8      6      4

### RECOMMENDATIONS

Details actions to correct the identified problems

10      8      6      4

Recommendations cover the Problem(s) identified

10      8      6      4

Action plan(s) are complete (Who, When, Where, How)

10      8      6      4

### PRESENTATION

Message is presented clearly:

concise writing style

grammatically correct

diagrams and tables are effective

10      8      6      4

TOTAL \_\_\_\_\_/100

COMMENTS